



## Kurdish EFL Students' Perceptions towards Flipped Pronunciation Class at Salahaddin University

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### Abstract

Flipped classroom model is a good teaching method for contemporary students because it resonates with their preferences of using their phones and being online most of their time. This study aims at exploring Kurdish EFL students' perceptions towards the use of flipped classroom model for improving all facets of pronunciation skills, including phonetic awareness, stress, intonation, rhythm and pacing. Additionally, it aims to further investigate the students' perceptions of their overall experience of flipped pronunciation classes (FPC). This study employs a mixed-methods approach to achieve the aims of the study. For the quantitative part, a survey questionnaire was administered to 398 first-year students in Salahaddin University. A semi-structured interview was conducted with 30 students to collect the qualitative data. Thematic analysis was carried out to analyze the qualitative part. The findings indicate that Kurdish EFL students perceive flipped pronunciation classes as impactful for improving their pronunciation proficiency. They find FPCs as a wonderful opportunity to get proficiency in sound pronunciation, stress placement, tone, intonation, stress-time rhythm, and pacing. The findings further reveal that the students have had a good experience with FPCs.



### About the Journal

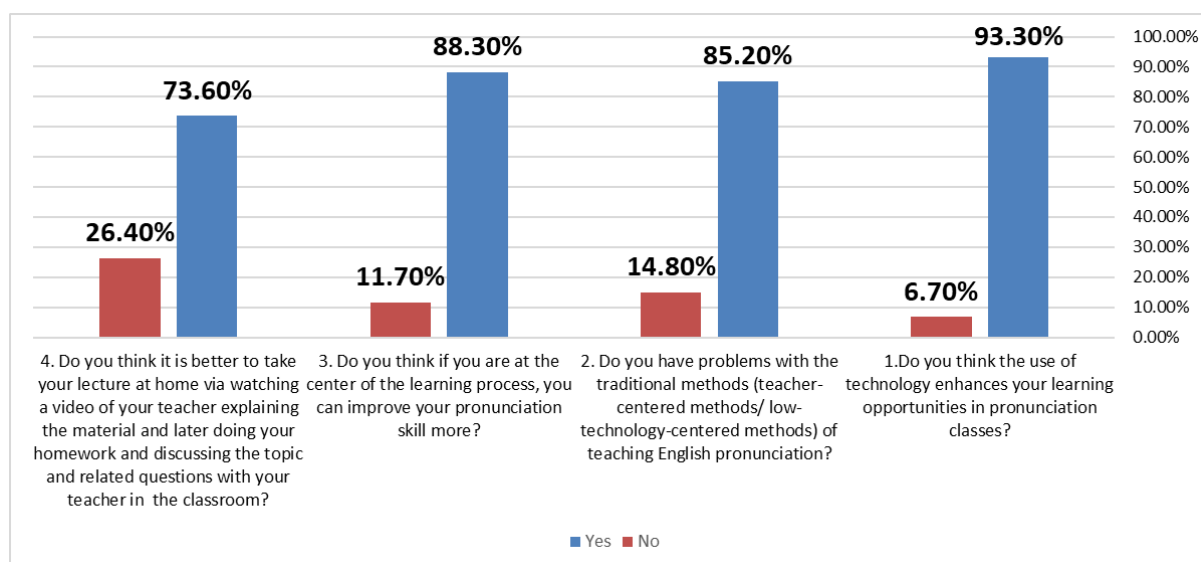
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## 1. Introduction

The concept of 'flipped classroom' was brought to the limelight by two chemistry teachers Jonathan Bergmann and Aaron Sams, in 2007. They started the process by recording videos and posting them online for students who couldn't attend classes because of extracurricular commitments. Over time, they realized the potential of this method to reshape the traditional method by allowing students to access class material through technology ahead of class time and spend in-class time on hands-on and interactive learning experience which makes the learning more student-centered (Bergmann and Sams, 2012).

Talbert, in 2017, defined flipped learning for higher education faculty as an innovative pedagogical approach that transitions direct instruction from the group learning space to the individual learning space. This transformation of the group space creates a dynamic and interactive learning environment where teachers guide students in applying concepts, giving feedback and engaging creatively with the subject matter. In the field of EFL teaching, implementing FCM can prove beneficial for both students and educators (Gustian, et al., 2023; Huang and Hong, 2016). For example, studies have demonstrated that including FCM in English-speaking activities reduces student anxiety because it gives students enough time to prepare class content prior to class (Abdullah et al., 2021; Zarrinfard, et al., 2021).

In the majority of universities in Kurdistan, particularly Salahaddin University, many problems in teaching pronunciation are still unsolved and traditional methods have not always proved to be effective in the teaching of pronunciation. To approve this, the researchers conducted a survey on 1184 students at three colleges in Salahaddin University (Viz. College of Education, College of Languages, and College of Basic Education). The aim was to see if the students are adversely affected by the traditional and low technology methods of teaching pronunciation. As shown in figure 1, amongst 1184 EFL students, 85% of the students have problems with the traditional/low technology methods of teaching. 88% of the students believe that if they are at the center of the learning process, they can improve their pronunciation to a greater degree. Surprisingly, about 74% of the students are in consensus that it is better if they get the material in advance of class time and spend class time on doing home works and having discussions.



**Fig. 1:** Salahaddin University Students' Problems with the Traditional Teaching and Low Technology Methods of Teaching

The survey results emphasize the necessity to explore new methods of teaching English pronunciation. Hence, the current study aims to explore the role of flipped classroom model in

improving students' pronunciation skills. This study provides responses for the following questions:

1. How do Kurdish EFL students perceive flipped classroom model for improving English pronunciation skills; including their phonetic awareness, stress, intonation, rhythm, pacing, and their overall pronunciation?
2. How do Kurdish EFL students perceive their overall experience of flipped pronunciation classes?

## 2. Previous Related Studies

Several research endeavors have investigated flipped learning in Iraq. Qader and Arslan (2019) did a study titled "The Effect of Flipped Classroom Instruction in Writing: A CASE Study with Iraqi EFL Learners" to investigate the impact of Flipped Classroom Instruction (FCI) on the writing skills of Iraqi English as a Foreign Language (EFL) learners. The participants of the study were 66 students at Salahaddin University. For collecting the data, the study employed a mixed methods approach, which involved pre- and post-writing tests, a questionnaire to measure attitudes, and interviews with the experimental group. Moreover, the findings showcased that the students who experienced FCI have substantially improved their writing skills and majority of the students held positive attitudes towards FCI.

Al-Mofti (2020), in his study entitled "The Effect of Using Flipped Classroom Model to Improve Iraqi EFL Learners Pronunciation in English at University Level" aimed to explore the effect of using FCM for teaching English pronunciation to university students. The study employed a mixed-methods approach in a quasi-experimental analysis. The findings showcase that flipped classroom model improves Iraqi EFL students' English pronunciation.

Abbasian and Azeez (2021) conducted a study titled "The Effect of Using Flipped Class on Teaching Reading Comprehension at Cihan University" to examine the impact of implementing the flipped class method on the reading comprehension skills of Kurdish and Arabic EFL students at China University-Erbil. The study used an experimental research design which included two groups of students. One group experienced the traditional teaching approach and the other group experienced flipped class teaching. The results showcased that flipped class method had a more positive impact on enhancing reading comprehension skills in comparison to traditional teaching methods.

"Flipped Teaching: A Trend for Students Learning in Higher Education" is the title of a study carried out by Chaqmaqchee in 2021. The aim of the study was to investigate the impact of the flipped teaching method on students' ongoing cognitive abilities and their perceptions towards this method in higher education. The study was carried out at Soran University. Flipped classroom was applied in English Department for second- and fourth-year students. A survey was distributed to 104 undergraduate students and t-tests was used to analyze the collected data. Moreover, although the findings showcased that the flipped teaching method had a positive impact on students' learning, plenty of the students preferred traditional face-to-face teaching because of the challenges related to the lack of on-campus resources. Relying on these findings, Chaqmaqchee (2021) suggests that further research should be conducted about integrating a hybrid teaching approach that amalgamates the benefits of flipped and traditional methods.

"Flipped Classroom Model and Understanding Student's Mind-set in English Language Classroom" is the title of a study conducted by Khalil et al. (2021). The study aimed to scrutinize the influence of the flipped classroom model on students' mind-sets when learning English. Moreover, the study also examined the advantages and disadvantages of the flipped classroom method in higher education. Over a six-week period during the summer semester of 2019, the research compared a traditional lecture model with a flipped classroom model. Data collection included questionnaires to understand student experiences and discussions with the tutor. The results showcased that flipped classroom has a noteworthy impact on students'

learning processes and mind-sets in English language teaching. Additionally, the study reinforces the advantages of the flipped classroom model by highlighting that there is a strong correlation between student performance and the use of educational resources.

Ali and Karim (2022) carried out a study entitled "A Case Study on Lecturer's Awareness towards the Flipped Classroom Method in EFL Classes from Different Cities of Kurdistan Region". The aim of the study was to examine EFL lecturers' level of awareness in Kurdistan concerning Flipped Classroom Model (FCM) and its effectiveness in higher education. The study utilized a quantitative approach. A questionnaire was designed and distributed to measure 101 lecturers' awareness of FCM. The findings showed that the majority of the lecturers were aware of FCM and acknowledged its effectiveness.

Mohammed Ameen and Muhammad (2023) conducted a study in which they aimed at examining the effects of the Flipped Classroom Model (FCM) on Kurdish EFL university students. The study was centered on investigating how FCM impacted students' reading skills, autonomy, motivation, and satisfaction with this method. The participants of the study were 60 first-year students at Charmo University. The students were divided into two groups: control and experimental. Both groups were taught for 15 weeks. The findings revealed that the experimental group had higher performance compared to control group. Moreover, the implementation of FCM positively impacted students' autonomy, motivation, and satisfaction levels.

Mohammed Ameen and Muhammad in 2023 carried out another study aiming at examining the impact of Flipped Classroom Model (FCM) on Kurdish EFL university students' writing skill. They further aimed at investigating the impact of FCM on improving Kurdish EFL students' autonomy, motivation, student-student and student-teacher collaboration and interaction. The study included 60 first-year students of English major at Charmo University, who were divided into two groups control and experimental. Moreover, the groups were taught the writing skill for 15 weeks. The findings reveal that FCM has a great impact on improving students' writing skill. Moreover, the study reveals that FCM exerts a notable influence on improving the students' autonomy, motivation, student-student and student-teacher collaboration and interaction.

In contrast to the previous studies, the current study explores an untouched area of flipped classroom in Kurdistan. It investigates Kurdish EFL students' perceptions towards flipped classroom for teaching English pronunciation. The current study also utilizes a mixed methods approach that is an amalgamation of quantitative and qualitative approaches. The findings of the study will hold significance for Kurdish teachers who want to use flipped classroom model in teaching English pronunciation.

### **3. Research Methodology and Rationale for the Choice of Research Methodology**

In order to achieve the aims of the study, a mixed-methods approach has been employed which includes both qualitative and quantitative data analysis in a single research endeavor. This research approach was chosen because it adequately suits the aims and research questions of the study and the combination of both quantitative and qualitative research methodology augments the validity of the research (Dornyei, 2007).

#### **3.1. Population and Context**

This survey comprised 398 first-year students from Salahaddin University-Erbil's three English-majoring colleges (viz. College of Languages, College of Education, and College of Basic Education). The study was carried out in the first semester of the academic year 2023-2024. Students from the morning and evening studies in the colleges participated in the study and the reason why the first-year students were chosen as the population of the study is that in the first semester, they take a module under the name 'pronunciation' which will be changed to 'phonetics' in the second semester. The professors used flipped classroom model in their

classes and selected some appropriate YouTube videos for the topics they taught. Therefore, the students have had enough experience of the model and were suitable participants for the study at hand. The professors

The researcher gathered demographic information of the 398 first-year students (as observed in Table 1). The participants involved represented both male and female genders. 125 of the participants were male with a range of 31.4% and 273 were female with a range of 68.6%. The distribution of ages showed that 18-year-olds made up 37.9%, 19-year-olds, 35.9%, 20-year-olds, 13.1%, and 21-year-olds, 4.8%, with a negligible fraction for the remaining age categories. 21.4% percent of the participants were enrolled in College of Languages, 35.2% in College of Basic Education, and 43.4% in College of Education.

No.	Demographic Data	No. of Students	Percentage
<b>1.</b>	<b>Gender</b>		
	Male	125	31.4%
	Female	273	68.6%
<b>2.</b>	<b>Colleges</b>		
	College of Education	173	43.4%
	College of Language	85	21.4%
	College of Basic Education	140	35.2%
<b>3.</b>	<b>Age</b>		
	18-year-olds	151	37.9%
	19-year-olds	143	35.9%
	20-year-olds	52	13.1%
	21-year-olds	19	4.8%
	Above 21-year-olds	33	8.3%
<b>4.</b>	<b>Have you previously been taught pronunciation via flipped classroom model?</b>		
	Yes	353	88.6%
	No	45	11.4%

**Table 1:** Participants' Demographic Information

The researcher had further asked the participants whether they experienced flipped pronunciation classes. 353 students (88.6%) had taken part in flipped pronunciation classes, compared to 45 participants (11.4%) who had not. It is encouraging that almost 89% of the participants had already experienced flipped pronunciation classes that makes the results of the current study more accurate, valid and reliable.

### **3.2. Research Instruments and Data Collection**

As highlighted in section 3, a mixed method approach, combining quantitative and qualitative methods, was utilized in this study to achieve the aims. To gather the quantitative data, a google form was created for the purpose of collecting data. 481 first year students at the three colleges in Salahaddin University were given access to the online survey. Amongst the 481

students, only 389 students' replies were gathered (see the demographic info. of the participants in Table 1).

The survey questionnaire was self-designed. A pilot study was conducted on 15 participants to test the reliability of the questionnaire. In accordance with the findings of the pilot study, minor adjustments were made to certain questions in the questionnaire so as to enhance clarity and simplify the questionnaire. The revised version of the questionnaire was then used for the main data collection phase of the study, assuring that the instrument was suitable for capturing the intended research variables.

The survey questionnaire was of two sections. The first section asked for the students' demographic information (see Table 1). The second section consisted two parts. Part one was written so as to investigate students' perceptions towards the role of flipped classroom model in improving students' English pronunciation skills, more specifically, the role of flipped pronunciation classes in improving phonetic awareness, stress, intonation, rhythm, pacing, and overall pronunciation. The second part asked for students' perceptions towards their overall experience of flipped pronunciation classes which consisted 12 statements. Furthermore, the questionnaire was three-point Likert scale which allowed the students to convey their agreement, neutrality or disagreement on the identified items in the questionnaire. Three-point Likert scale was used because it facilitates a more straightforward analysis and interpretation of the quantitative data. Another reason was that the population of the study included a large number of students and three-point Likert scale makes the analysis and data collection easier for the researcher.

Subsequently, to obtain the qualitative data, a semi-structured interview was conducted with 30 first-year students in order to get a deeper grasp of their perceptions towards flipped pronunciation classes and validate the results of the quantitative part. The questions of the semi-structured interview were designed by the researchers based on the results drawn from the quantitative part. 10 of the interviewees were from Department of English language at College of Education, 10 from College of Languages, and 10 from College of Basic Education. The interviewees were insured of confidentiality and they willingly consented to participate in the interviews.

### **3.3. Data Analysis**

Descriptive statistics were performed so as to analyze the gathered quantitative data. The statistical software that was utilized to carry out the statistical analysis is SPSS version 21.0. The rationale behind performing descriptive statistics is that the research questions can be examined and analyzed via the use of this performance. Moreover, thematic analysis was carried out to analyze the qualitative data gathered from the semi-structured interviews.

#### **3.3.1. Analysis of Results of the Questionnaire**

This section presents the research findings in the form of tables for the quantitative part (i.e., the questionnaire). The first section of the questionnaire was asking about the students' demographic information which is shown in 3.2. The second section of the questionnaire was divided into two parts. Part one scrutinized students' perceptions of the role of flipped classroom model in improving students' English pronunciation skills, more specifically, the role of flipped pronunciation classes in improving phonetic awareness, stress, intonation, rhythm, pacing, and overall pronunciation. The second part examined students' perceptions of their overall experience of flipped pronunciation classes .

### 3.3.1.1 Students' Perceptions towards the Role of Flipped Classroom Model in Improving Students' English Pronunciation Skills

This part of the questionnaire includes questions that are about the role of FPCs in improving students' phonetic awareness, stress, intonation, rhythm, pacing, and their overall pronunciation.

The first section deals with the role of FPCs in improving students' phonetic awareness. In the first statement, respondents were asked if FPCs help them grasp English sounds (consonants and vowels) better. Remarkably, 80.1% of the students agree, 14% are indifferent, and 3.5% disagree .

In regards to the second item, 76.8% of the students agree that FPCs increase their ability to recognize and imitate difficult sounds that are not found in Kurdish language, 19.8% students are neutral, and 3.5% disagree.

In reference to the third item, 79.8% of the students agree that FPCs helps them observe and imitate their teacher's lip movements in the videos and cope with the speech organs, 15.3% are neutral, and 5% disagree.

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
1. FPSs helped me learn more about English sounds like as consonants and vowels in detail.	317	80.1%	67	16.9%	14	3.5%
2. FPSs increased my ability to recognize and imitate difficult sounds not found in Kurdish language.	305	76.8%	79	19.8%	14	3.5%
3. FPSs helped me observe and imitate my teacher's lip movements in videos, as well as cope with speech organ actions.	317	79.8%	61	15.3%	20	%5

**Table 2:** Kurdish EFL Students Perceptions towards FPCs' Impact on Helping them Improve Phonetic Awareness

The table below outlines the descriptive statistics for the 3 variables featuring mode, mean, and standard deviation. The mode which is the value that appears most frequently is 1 in all the variables. The mean for the variables is between 1.24 to 1.26. The highest standard deviation is 0.533 and the lowest is 0.504. Typically, the standard deviation in all the three variables is relatively low which shows that the data is tightly distributed around the mean. The minimum value is 1 and the maximum value is 3 in all the three variables.

Descriptive Statistics			
	V1	V2	V3
Mode	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>
Mean	1.240	1.268	1.250
Std. Deviation	0.504	0.517	0.533
Minimum	1.000	1.000	1.000
Maximum	3.000	3.000	3.000

<sup>a</sup> The mode is computed assuming that variables are discreet.

**Table 3:** Descriptive Statistics of Section One: Phonetic Awareness

Questions in the second section of part one in the questionnaire are related to the role of FPCs in helping Kurdish EFL students improve stress and intonation. In the first item, the students were asked if FPCs help them focus on English word stress and make them practice stress placement. As displayed in Table 4, 80.9% of the students show their agreement, 15.3% are not sure, and only 3.8% disagree.

With respect to the second item, 74.6% of the students agree that FPCs help them improve their communication and convey intended meaning better as they learn and practice how to stress words in statements. 22.1% of the students are neutral and only 3.3% disagree.

In reference to the third item, 77.4% of the students agree that FPCs assist them practice tone patterns that eventually help them communicate meaning and emotion in spoken English, 17.8% of the students are not sure, and 4.8% disagree.

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
1. FPSs helped me focus on English word stress examples and practice stress placement in syllables.	322	80.9%	61	15.3%	15	3.8%
2. FPSs taught me to stress words in statements, which improves communication and conveys intended meaning.	297	74.6%	88	22.1%	13	3.3%
3. FPSs assisted me in learning tone patterns, which are vital for communicating meaning and emotion in spoken English.	308	77.4%	71	17.8%	19	4.8%

**Table 4:** Kurdish EFL Students Perceptions towards FPCs' Impact on Helping them Improve Stress and Intonation

Table 5 below shows the descriptive statistics for the 3 variables that includes mode, mean, and standard deviation. The mode which is the value that appears most frequently is 1 in all the variables. The mean for the variables is between 1.23 to 1.285. The highest standard deviation is 0.537 and the lowest is 0.503. Typically, the standard deviation in all the three variables is relatively low which shows that the data is tightly distributed around the mean. The minimum value is 1 and the maximum value is 3 in all the three variables.

Descriptive Statistics			
	V4	V5	V6
Mode	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>
Mean	1.230	1.285	1.270
Std. Deviation	0.503	0.520	0.537
Minimum	1.000	1.000	1.000
Maximum	3.000	3.000	3.000

<sup>a</sup> The mode is computed assuming that variables are discreet.

**Table 5:** Descriptive Statistics of Section Two: Stress and intonation

Questions in the third section of part one of the questionnaire focused on the role of FPCs in helping students improve their rhythm and pacing in their speech. Regarding the first item, students were asked if the FPCs help them to direct their attention to the stress-time rhythm of English speech. 81.4% of the students agree, 15.6% are not sure and only 3% disagree.

In response to the second item, 77.6% of the students agree that FPCs help them maintain a natural pace in their speech and help them avoid quick or sluggish pronunciation. 18.3% of the students are neutral and only 4% disagree.

As for the third item, 79.6% of the students agree that FPCs assist them avoid awkward pauses and help them recognize when to pause for breath or stress. 14.8% of the students are not sure and 5.5% disagree.

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
1. FPSs showed me how to direct my attention to the stress-time rhythm of English speech.	324	81.4%	62	15.6%	12	3%
2. FPSs assisted me in maintaining a natural pace of practice while avoiding extremely quick or sluggish pronunciation.	309	77.6%	73	18.3%	16	4%
3. FPSs assisted me in avoiding awkward pauses and recognizing when to pause for breath or stress.	317	79.6%	59	14.8%	22	5.5%

**Table 6:** Kurdish EFL Students Perceptions towards FPCs' Impact on Helping them Improve Rhythm and Pacing

Table 7 below illustrates the descriptive statistics for the 3 variables in section three that incorporates mode, mean, and standard deviation. The mode which is the value that appears most frequently is 1 in all the variables. The mean for the variables is between 1.217 to 1.263. The highest standard deviation is 0.545 and the lowest is 0.481. Generally, the standard deviation all the three variables is relatively low which shows that the data is tightly distributed around the mean. The minimum value is 1 and the maximum value is 3 in all the three variables.

Descriptive Statistics			
	V7	V8	V9
Mode	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>
Mean	1.217	1.263	1.255
Std. Deviation	0.481	0.525	0.545
Minimum	1.000	1.000	1.000
Maximum	3.000	3.000	3.000

<sup>a</sup> The mode is computed assuming that variables are discreet.

**Table 7:** Descriptive Statistics of Section Three: Rhythm and Pacing

Questions in the fourth section of part one of the questionnaire revolved around the role of FPCs in helping students improve their overall pronunciation. As shown in Table 8, the first item asked the students if watching the videos helped them improve their pronunciation skills. 79.6% of the students agree, 16.3% of the students are not sure, and only 4% disagree. To reflect on the second item, 77.1% of the students agree that the videos assisted them in mastering basic theoretical information about English pronunciation. 19.1% of the students are neutral and 3.8% disagree.

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
1. Watching teaching videos helped me improve my pronunciation skills.	317	79.6%	65	16.3%	16	4%
2. The films also assisted me in mastering basic theoretical information about English pronunciation.	307	77.1%	76	19.1%	15	3.8%

**Table 8:** Kurdish EFL Students Perceptions towards FPCs' Impact on Helping them Improve their Overall Pronunciation

Table 9 below showcases the descriptive statistics for the 2 variables in section four that includes mode, mean, and standard deviation. The mode which is the value that appears most frequently is 1 in both variables. The mean for the first variable is 1.245 and for the second variable is 1.265. The standard deviation of the first variable is 0.516 and for the second variable is 0.521. Generally, the standard deviation in both variables is relatively low which demonstrates that the data is tightly distributed around the mean. The minimum value is 1 and the maximum value is 3 both the variables.

Descriptive Statistics		
	V10	V11
Mode	1.000 <sup>a</sup>	1.000 <sup>a</sup>
Mean	1.245	1.265
Std. Deviation	0.516	0.521
Minimum	1.000	1.000
Maximum	3.000	3.000

<sup>a</sup> The mode is computed assuming that variables are discreet.

**Table 9:** Descriptive Statistics of Section Four: Overall Pronunciation

### 3.3.1.2. Students' Perceptions towards their Overall Experience of Flipped Pronunciation Classes

This part of the questionnaire investigates Kurdish EFL students' perceptions towards their overall experience of flipped pronunciation classes. It encompasses a total of 12 items. Regarding the first item, 78.1% of the students agree that they have no difficulty accessing videos at any time or from any location. 16.1% of the students are not sure and 5.8% of the students disagree (see Table 10).

With regard to the second item as shown in Table 10, 78.6% of the students agree that the pre-recorded videos for learning pronunciation are effective for accurate reproduction. 18.8% of the students are not sure and only 2.5% disagree.

In relation to the third item, 81.7% of the students agree that the teacher's reasonable speed in the videos helps them comprehend better and the fact that they can watch the videos again and again increases their understanding of the materials. 15.8% of the students are not sure and only 2.5% disagree.

Considering the fourth item, 78.1% of the students agree that FPCs help them learn the topics ahead of class time and that helps them absorb the material more quickly. 18.6% of the students show their neutrality and 3.3% of the students disagree.

Regarding the fifth item, 79.1% of the students express their agreement on that FPCs, regardless of their ability, provide personalized learning and review opportunities for them. 18.6% of the students are not sure and only 2.3% disagree.

In relation to item number six, 78.1% of the students display their agreement on that FPCs help absent students as they can watch the videos at their convenient time and it also helps teachers to ensure ongoing learning. 19.6% of the students show their neutrality and only 2.3% show their disagreement.

Regarding the seventh item, 79.4% of the students agree that FPCs promote autonomy and enable students to attain high achievement with less time and effort. 17.3% of the students are not sure and 3.3% of the students disagree.

With respect to the eighth item, 79.9% of the students agree that FPCs make learning more accessible, provides feedback in class and schedules daily pronunciation practice. 16.8% of the students exhibit their neutrality and 3.3% disagree .

Up on moving to the ninth item, 78.1% of the students agree that FPCs improve the quality of teaching and learning by allowing for additional classroom activities. 18.8% of the students are not sure and only 3% disagree .

In reference to the tenth item, 75.4% of the students agree that the challenges that FPCs bring about are slow internet connection, poor video quality, and little technological literacy. 13.3% of the students are not sure, while 11.3% disagree.

To reflect on the eleventh item, 80.7% of the students agree that FPCs are more effective than traditional lectures because they promote student-centered learning. 15.3% of the students express their neutrality and only 4% disagree.

Finally, concerning the twelfth item, 77.4% of the students agree that flipped learning has the potential to convert classrooms into dynamic, interactive spaces that guide students in unique ways. 19.1% of the students are not sure and only 3.5% show their disagreement.

Statement	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
1. I have no difficulty accessing videos at any time or from any location.	311	78.1%	64	16.1%	23	5.8%
2. Pre-recorded video resources for learning pronunciation are effective for precise reproduction.	313	78.6%	75	18.8%	10	2.5%
3. The teacher's reasonable speed in the videos aids comprehension, and I can watch them again to increase my understanding.	325	81.7%	63	15.8%	10	2.5%
4. Flipped pronunciation classes allow me to learn ahead of time and absorb the material more quickly.	311	78.1%	74	18.6%	13	3.3%
5. FPC welcomes students of all abilities, providing personalized learning and review opportunities.	315	79.1%	74	18.6%	9	2.3%
6. FPC aids both absent students and teachers to ensure ongoing learning.	311	78.1%	78	19.6%	9	2.3%
7. Flipped classrooms promote autonomy and enable students to attain high achievement with less time and effort.	316	79.4%	69	17.3%	13	3.3%
8. FPC makes learning more accessible, provides feedback in class, and schedules daily pronunciation practice.	318	79.9%	67	16.8%	13	3.3%
9. FPC improves the quality of teaching and learning by allowing for additional classroom activities.	311	78.1%	75	18.8%	12	3%
10. Challenges in FPCs include a slow internet connection, poor video quality, and little technological literacy.	300	75.4%	53	13.3%	45	11.3%
11. Flipped pronunciation classes are more effective than traditional lectures because they promote student-centered learning.	321	80.7%	61	15.3%	16	4%
12. Flipped learning has the potential to convert classrooms into dynamic, interactive spaces that guide students in unique ways.	308	77.4%	76	19.1%	14	3.5

**Table 10:** Kurdish EFL Students Perceptions towards their Overall Experience of Flipped Pronunciation Classes

Table 11 underneath presents the descriptive statistics for the 12 variables in part two of the questionnaire that includes mode, mean, and standard deviation. The mode which is the value

that appears most frequently is 1 in all the variables. The mean in all the variables is between 1.2 to 1.4. The highest standard deviation is 0.678 and the lowest is 0.457. Collectively, the standard deviation in all the variables is relatively low which proves that the data is tightly distributed around the mean. The minimum value is 1 in all the variables and the maximum value is 3 in all the variables.

Descriptive Statistics												
	V12	V13	V14	V15	V16	V17	V18	V19	V20	V21	V22	V23
Mode	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>	1.000 <sup>a</sup>
Mean	1.278	1.237	1.205	1.253	1.232	1.242	1.240	1.235	1.247	1.361	1.235	1.265
Std. Deviation	0.564	0.482	0.457	0.505	0.474	0.479	0.499	0.496	0.497	0.678	0.512	0.521
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000

<sup>a</sup> The mode is computed assuming that variables are discreet.

**Table 11:** Descriptive Statistics of Part Two of the Questionnaire

### 3.3.2. Analysis of Results of the Interview

This section showcases the research findings for the qualitative part in the form of describing themes and supporting it by verbatim quotes or excerpts from the student interviews. A semi-structured interview is conducted to collect the qualitative data of this study. The interview questions are 5 questions designed to gather information about students' perceptions towards the use of flipped classes for learning English pronunciation and further investigate the advantages and downsides to flipped pronunciation classes. The questions are designed to validate the results of the quantitative part. The questions were directed to 30 first-year students (see 3.2). The results of the questions that the interviewer asked the interviewees will be analyzed below.

*Question 1. Do you hate doing your pronunciation assignments or doing it alone without someone guiding you? How does 'Flipped Pronunciation Classes' help you with this?*

Pertaining to the responses given to this question, most of the interviewees are in consensus that they do not like doing their pronunciation assignments at home. The reasons that they gave varied. They believe that sometimes the questions and assignments are complicated and they cannot do it alone. Moreover, some believe that they do not have any motivation to do it at home or when they do it at home, they just copy-paste it without understanding or getting any benefits from the assignments. They further stated that when they do assignments and answer questions in flipped classes with the teacher being present to guide them, they are much focused, motivated, and involved. Student 8 said: *"To be honest...I don't like doing assignments at all. I don't find any motivation at home. When the teacher and my friends are with me in flipped class guiding me is much better"*

In addition student 11 stated: *"It's better to do it in the class. Why? Because some students are doing their assignments at home, like copy-pasting the information without knowing anything in the assignments. Then they give it to the teacher. But if you do it in the class, then you can understand what you prepared before."*

Some of the students address the fact that Kurdish homes are always busy as relatives and friends regularly visit each other and they get busy at home not having enough time to study or do their assignments. Thus, they believe that flipped pronunciation classes help them overcome this issue as they can do their assignments and have discussions in class and they can watch the videos sent by their teacher on their way to college or just before the class time.

Student 10 said: *“I prefer doing my assignments in class because there is no motivation in my home. I live in a very busy and big home, so doing it in class is more enjoyable for me.”*

In the same regard another student said:

*“.....because at home, because we live in Kurdish society, so always our relatives and our friends will come to our home, and maybe we don't sometimes we don't have time to do our assignments at home, and the teacher will blame us, and maybe they will minus our marks. That is why, of course, in class is better than at home, I mean doing our assignments.”*

As per most of the students' perspective, flipped pronunciation classes help them because they can watch the videos on repeat. As student 6 stated: *“I'm the kind of student that don't understand the material or the lecture at first. I have to think carefully and actually all the time my friend is laughing at me because I always ask the top students to explain to me again and then, maybe after two times, then I will be understood. That is why, of course, it is really hard for me to do my assignments alone. In class, it will be 100% better. Everyone helps each other in the same environment”*.

Student 20 has also stated that despite all the benefits that flipped pronunciation classes have, the best one is that they do not have the fear of being blamed in class by the teacher for not having done their assignments at home! As in his words: *“Flipped pronunciation class has so many benefits..... Plus, we do not have to worry about the teacher blaming us later if we couldn't solve it at home. That is the best feeling ever”*!

*Question 2. Do you think that flipped classroom model for learning pronunciation is better than the traditional method? Why?*

There is a unanimous agreement among the students that the flipped classroom model for learning pronunciation is better than the traditional method. One of the reasons they state is that in FPCs, it feels like the teacher is always with you at home and during class time too and this facilitates the learning process immensely. In this regard, student 24 said: *“Yes %100, because you are going to have the teacher at home and in class. It is like you are going to study and review, so it is better for remembering. In another way, you have something to go home and read and review, so it is better than traditional way or normal way”*.

The students collectively share the same viewpoint that FPCs help them because individualized feedback is constantly given to them by the teacher or their peers. Student 28 stated: *“In traditional settings, it can be challenging to get individualized feedback due to time constraints. But with the flipped classroom approach, you have dedicated time with your teacher, and it's your right to ask for feedback. Your dream of getting personalized guidance can definitely come true”*!

The students unanimously agree that another rationale behind FPCs being better than traditional classes is the time they get to practice their pronunciation. They believe that they have ample time to practice English sounds, stress, intonation and all the other pronunciation skills. As stated by student 18: *“Amm flipped classroom... it provides more dedicated time to practice English pronunciation. This extra practice time allows for focused improvement and better mastery of pronunciation skills and makes”*.

Building upon that student 7 added: *“You can teach yourself pronunciation, okay? We have mobile phones; we have technology. we can watch videos and read. But for pronunciation, just listen and not speak. You won't be able to pronounce the word correctly. but...talking lively in class and practicing sounds, stress and intonation is great. This is something in a practical way with someone who is better than you in pronunciation”*.

The students further explain another factor that makes FPCS better than the traditional ones. They are in agreement that FPCS make learning pronunciation more enjoyable and fun, like student 13 stated: *“we have plenty of time to practice. That's the key to becoming fluent! We make mistakes, the teacher corrects us, we laugh together, and we see our progress. Working together with friends is so much more motivating and fun”*.

*Question 3. Do you think learning via flipped classroom can make you remember the theoretical information better?*

The students are all in agreement that, in addition to the pronunciation skills, FPCs make you remember the theoretical information better because you have the material before class time and you will go to class and work on it more. This strengthens your memory as you repeatedly go through the material. Student 8 said: *“I remember when I was grade 12, I prepared myself for biology class before school opened, at the summer when I finished grade 11. So the familiarity gives you an interesting beneficial about how to remember things in the class, because it is just something saved in mind, already saved, and learned twice”*.

Student 4 echoed this idea saying: *“We have videos and lots of engaging materials at home. When we come to class, we actively participate and practice, which helps us remember things better. I compare flipped class to active learning over the traditional, boring way”*.

Additionally, the students believe that FPCs make their classes student-centered and they get the chance to work in groups and with their best friends and they also state that if they learn something in group with their friends involved in the discussion, they never forget it. As student 19 said: *“you know... in flipped, the class is student-centered. All the things that we do in group work and pair work, we can't forget”*.

In line with this, student 2 said: *“Yeah yeah... For example, if Ahmad says something and he makes a mistake, I laugh at him and I remember his mistake for life”*.

*Question 4. Do you think if you are taught pronunciation through flipped classroom, you will make lesser pronunciation mistakes when you speak English?*

The students are in consensus that FPCs help them in avoiding pronunciation mistakes as they get immediate personalized feedback in class along with continuous practice opportunities. Student 9 stated: *“Aaaa look, not only for pronunciation, for everything, grammar, pronunciation, morphology, it is just something amazing, because in here you are learning something twice, not only once. And in the class, for the pronunciation, the teacher gives you feedback for your own pronunciation, in your speaking, so come on, how can you make mistakes”?*

In the same regard student 25 said: *“Somehow, yes, yeah, because immediate feedback, as you mentioned, from the teacher and peers help us address pronunciation errors promptly and creating a more responsible, responsive learning experience and minimizing the repetition of mistakes”*

Moreover, they believe that through FPCs, they get chance to read the teachers' lips in the videos before class time and imitate the teacher and this will leave no room for them to make mistakes, like student 30 stated: *“Yes, sure. Because you can imitate them, like watch them, how do native speakers pronounce it, even how the teacher pronounces it in the videos. I can read the lips, I can practice more”*

*Question 5. Do you see any problems or downsides to using the flipped classroom model for teaching pronunciation?*

All the students unanimously agree that they do not see any problems or downsides to the flipped pronunciation classes. As student 5 said: *“please do not say any problems or downsides, because for me there is no at all and please just remove traditional”....*

Similarly, student 19 remarked: *“I would definitely say no, because I don't see any downsides. It might have some for students who don't like to study, but in this case, if they don't like to study, of course, the method is not important for them, but overall, for anyone who is eager to learn, of course, it's so good, it's amazing”*.

Nonetheless, student 1 stated that although he/she does not experience any problems with FPCs personally, it might have some problems for students who do not have internet access or

do not have any devices to access the material. In the words of student 1: *“It's not a problem for me, but I think it could be a challenge if a student doesn't have internet access or doesn't use mobile phones or iPads. In that case, it might create difficulties”*.

Simultaneously, student 11 mentioned that in this day and age, there is no one without mobile phones and internet! Everyone can have access to the materials: *“Ow you said downside, but I can't think about even one problem of flipping hhhh because we all have what's called the internet and mobile phones, we have no excuses not to take advantage of the flipped classroom. It's a great opportunity to learn, improve, and have some fun along the way”*.

According to a student's statement FPCs might create problems because some students when they get the material before class time, they will study on their own and do not pay much attention to class activities and discussions. Student 7 stated: *“the problem is that somebody the student is because they have already studied or learned the information alone, they don't care about what the teacher says in class so they depend on themselves more”*

#### 4. Discussion

The central objective of this study was to scrutinize Kurdish EFL students' perceptions towards flipped classroom model for learning pronunciation specifically, and further examine their overall experience of flipped pronunciation classes. The research questions were primarily focused on how do students perceive flipped classroom model for improving English pronunciation skills; including their phonetic awareness, stress, intonation, rhythm, pacing, and their overall pronunciation? And how do students perceive their overall experience of flipped pronunciation classes?

Results derived from the first part of the questionnaire demonstrate that Kurdish EFL students perceive flipped pronunciation classes as effective for improving various facets of pronunciation, like, sounds, stress placement, tone, intonation, stress-time rhythm, and pacing. A study conducted by Al-Mofti (2020) yields identical results revealing that flipped pronunciation model improves Iraqi EFL students' pronunciation skill.

Studies have been conducted about the impact of flipped classroom model on improving Iraqi EFL students' writing skill (such as, Mohammed Ameen and Muhammad, 2023; Qader and Arsalan, 2023) and reading skills (such as, Abbasian and Azeez, 2021; Mohammed Ameen and Muhammad, 2023). The conclusions they arrive on mirror the idea that flipped classroom model is effective in improving students' writing and reading skills. The current study adds to the literature that flipped classroom model is effective for improving Kurdish EFL students' pronunciation skills.

Results obtained from the second part of the questionnaire reveal that there is a unanimous agreement among Kurdish EFL students that they have had a favorable encounter with flipped pronunciation classes. They further believe that watching the pre-recorded videos and getting access to the materials before class time enhanced their understanding of the materials and made them improve their pronunciation skills. They are in consensus that they get the chance to watch the videos repeatedly and this has helped them grasp the material more quickly and gives them review opportunities at anytime and anywhere.

The students are in congruence that flipped pronunciation classes is a great chance of experiencing personalized learning, promoting autonomy and accomplishing greater results with less investment of time and effort. A study conducted by Muhammed Amen and Muhammad in 2023 came to similar conclusions that Flipped Classroom Model has a noteworthy impact on enhancing students' autonomy.

Moreover, the students believe that FPCs make teaching and learning more student-centered and this gives them the chance to practice in class, get feedback from the teacher and peers alongside a dynamic and interactive space being created.

There is unanimity among the students that flipped pronunciation classes are better than the traditional methods of teaching pronunciation due to the above-mentioned reasons. In contrast

to this finding, Chaqmaqchee (2021), in his study, reveals that students are more inclined towards traditional teaching methods than flipped classroom model owing to lack of on-campus resources.

## 5. Conclusions

The aim of this study was to examine Kurdish EFL students' perceptions towards flipped classroom model for improving pronunciation skills and their overall experience with flipped pronunciation classes. The study finds out that Kurdish EFL students perceive flipped pronunciation classes as effective for enhancing all aspects of students' pronunciation skills; including sounds, stress placement, tone, intonation, stress-time rhythm, and pacing .

Additionally, Kurdish EFL students have had a pleasant and good experience with flipped pronunciation classes because they believe that flipped pronunciation class offers them a remarkable chance to experiencing personalized learning, promoting autonomy and accomplishing greater results with less investment of time and effort. Moreover, they find FPCs better than the traditional classes owing to the fact that FPCs make teaching and learning more student-centered and this bestows upon them the opportunity to practice in class, get feedback from the teacher and peers, and converts the class environment to a more dynamic and interactive space.

Pronunciation teachers can consider using flipped classroom model so as to enhance students' pronunciation skills and further research can be carried out on how to use flipped classroom model so that it can have more positive outcomes on students' pronunciation proficiency.

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**تېروانینی خویندکارانی کوردزمان که زمانی ئینگلیزی وه کوو زمانی بیگانه ده خوینن بۆ پۆلی دهنگسازي به ره واژگراو له زانکۆی سه لاهه دین****نهوشه غالب شریف****بیخال کۆسرت ره فیک**

بهشی ئینگلیزی ، کۆلیژی پهروه ده ، زانکۆی سه لاهه دین-ههولیر بهشی ئینگلیزی ، کۆلیژی پهروه ده ، زانکۆی سه لاهه دین-ههولیر ، ههولیر ، ههریمی کوردستان، عیراق.

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**پوخته**

مۆدیلی پۆلی به ره واژگراو ریگابه کی باشه بۆ فیرکردنی خویندکارانی هاوچهرخ، چونکه هاوهمه له گه ل خولیا ی زۆریان بۆ به کارهینانی مۆبالبه کانیان له زۆریه ی کاته کانیاندا. ئامانجی ئهم توژیینه وه به لیکۆلینه وه به له سه ر تېروانینی خویندکارانی کوردی EFL به رامبه ر به کارهینانی مۆدیلی پۆلی به ره واژگراو بۆ با شترکردنی هه موو لایه نه کانی توانای ده نگسازي به زمانی ئینگلیزی. ههروه ها ئامانجی ئه وه به زیاتر لیکۆلینه وه له تیگه یشتی خویندکاره کان بکات له سه ر ئه زموونی گشتیان له پۆله به ره واژگراوه کانی با به تی ده نگسازي (FPC). ئهم توژیینه وه به ریگابه کی تیکه ل به کارده هینیت بۆ به دیهینانی ئامانجه کانی توژیینه وه که. بۆ به شی چه ندایه تی، پارسیه ک بۆ 398 خویندکاری سالی یه که م له زانکۆی سه لاهه دین به رپۆه چوو. چاویکه و تیتیک له گه ل 30 خویندکار ئه نجام درا بۆ کۆکردنه وه ی زانیاریه کان. ئه نجامه کان ئاماژه به وه ده که ن که خویندکارانی کوردزمان که زمانی ئینگلیزی وه کوو زمانی بیگانه ده خوینن وانه کانی ده نگسازي به ره واژگراو به کاریگه ر ده زانن بۆ با شترکردنی توانای ده برین. ئه وان پۆلی به ره واژگراو وه ک ده رفه تیکي سه رسوپهینه ر ده بینن بۆ به ده سه تهینانی شاره زایی له ده برینی ده نگ، دانانی stress، تۆن، ئینتۆنیشن، ریتم و خیرایی. ئه نجامه کان ئه وه ئاشکرا ده که ن که خویندکاره کان ئه زموونیکي باشیان هه بووه له گه ل پۆلی به ره واژگراو.

**ووشه سه ره کییه کان:** خویندکارانی EFL؛ مۆدیلی پۆلی به ره واژگراو ؛ تېروانین ؛ ده نگسازي.

**تصورات طلاب اللغة الإنجليزية كلغة أجنبية في كردستان تجاه فصول النطق المقلوبة في جامعة صلاح الدين****نهوشه غالب شریف****بیخال کوسرت رفیق**

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**المخلص**

نموذج التعليم المقلوب هو أسلوب تعليمي جيد للطلاب المعاصرين لأنه يتفق مع تفضيلاتهم في استخدام هواتفهم والبقاء على الإنترنت معظم الوقت. يهدف هذا البحث إلى استكشاف تصورات طلاب اللغة الإنجليزية كلغة أجنبية في كردستان تجاه استخدام نموذج الفصل المقلوب لتحسين جوانب مختلفة من مهارة النطق، بما في ذلك الوعي الصوتي، والإجهاذ، والتنغيم، والإيقاع والإيقاع. بالإضافة إلى ذلك، يهدف إلى استكشاف تصورات الطلاب بشأن تجربتهم العامة في فصول النطق المقلوبة (FPC). يستخدم هذا البحث منهجاً مختلطاً لتحقيق أهداف الدراسة. بالنسبة للجزء الكمي، تم توزيع استبيان على 398 طالباً في السنة الأولى في جامعة صلاح الدين. تم إجراء مقابلة مع 30 طالباً لجمع البيانات النوعية. تشير النتائج إلى أن طلاب اللغة الإنجليزية كلغة أجنبية في كردستان يرون فصول النطق المقلوبة بأنها ذات تأثير إيجابي على تحسين مهاراتهم في النطق. يرون أن FPCs فرصة رائعة لتحقيق الاحتراف في النطق الصوتي، ووضع الإجهاذ، واللهجة، والتنغيم، وإيقاع الإجهاذ، والإيقاع. تكشف النتائج أيضاً أن الطلاب قد حظوا بتجربة جيدة مع FPCs.

**الكلمات المفتاحية:** طلاب اللغة الإنجليزية كلغة أجنبية؛ نموذج التعليم المقلوب؛ تصور ؛ النطق.