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The Role of Flipped Classroom on Improving EFL Students' Speaking Skills at Salahaddin University

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Abstract

Keywords:
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This study investigates the effectiveness of the flipped classroom model in enhancing English as a Foreign Language (EFL) students' speaking skills at Salahaddin University, Kurdistan region of Iraq. The research employed a mixed-methods approach, combining quantitative data from speaking assessments in the form of a pre-test and post intervention test with qualitative insights from student survey, student interviews and classroom observations and notes. The study involved 120 undergraduate EFL students over two academic semesters in the English department, college of education at Salahaddin University in the academic year 2023-2024. Results indicate that the flipped classroom model significantly improved students' speaking proficiency, particularly in areas of fluency, pronunciation, and vocabulary usage. These results also have some pedagogical implication for both EFL teachers at the university level and for people who are responsible for designing course-books and syllabi. The findings suggest that this pedagogical approach can effectively address the common challenges faced in EFL speaking instruction within the Iraqi higher education in EFL context.



About the Journal

Zanco Journal of Humanity Sciences (ZJHS) is an international, multi-disciplinary, peer-reviewed, double-blind and open-access journal that enhances research in all fields of basic and applied sciences through the publication of high-quality articles that describe significant and novel works; and advance knowledge in a diversity of scientific fields. <https://zancojournal.su.edu.krd/index.php/JAHS/about>

Introduction

The development of speaking skill remains a significant challenge for English as a Foreign Language (EFL) learners, particularly in contexts where exposure to authentic language use is limited, as in Kurdistan region of Iraq . Traditional classroom settings often fail to provide adequate opportunities for meaningful oral practice, leading to persistent difficulties in spoken communication (Al-Hassan & Shukri, 2017). The flipped classroom model has emerged as a promising pedagogical approach that could potentially address these challenges by restructuring the traditional learning environment. Among the various pedagogical innovations, the flipped classroom model has gained significant attention, particularly in English Language Teaching (ELT). This approach, which inverts traditional teaching methods by delivering instructional content online outside of the classroom and moving activities, including those that may have traditionally been considered homework, into the classroom, aims to create a more engaging and interactive learning environment. The flipped classroom model is built upon the principles of active learning, collaborative learning, and student-centered instruction (Jensen et al., 2015).

A point that arises is that FCM is not synonymous with 'online learning', and 'blended' or 'hybrid' learning. They are totally different from FCM. In online learning, there are usually no or very few face-to-face activities between the students and the teacher. While in FCM classrooms, there are numerous engaging, active and hands-on activities in the classroom between the students themselves on the one hand, and between the students and the teacher on the other. Moreover, even though there is a mixture of online and in-person classroom activities in blended or hybrid learning, compared to FCM's inside-classroom activities and exercises, there are fewer face-to-face interactions between the students and the teacher (Fuster, 2016 cited in Amin & Muhammad, 2023).

Salahaddin University, located in Erbil, Iraq, has faced ongoing challenges in developing effective English language instruction methods, particularly in improving students' speaking abilities. The traditional teaching methods , such as grammar-translation method, audio-lingual method, employed have often resulted in limited speaking practice time and insufficient individual attention to students' needs (Mohammed, 2019). This situation has prompted the exploration of alternative teaching approaches that could better serve the needs of EFL learners. Despite years of English language instruction, based on our long period of teaching experience , many students at the English departments at Salahaddin University struggle with speaking skills, exhibiting difficulties in fluency, pronunciation, and spontaneous communication. The traditional classroom setting, characterized by teacher-centered instruction and limited student participation, has been identified as a significant factor contributing to these challenges (Ahmed & Hassan, 2020). The flipped classroom approach is relatively new in the context of EFL, and there are very few studies, which will be presented in the previous study section, investigating its role in improving speaking skills; hence, this study attempts to bridge this gap.

1.2 Research Objectives

1. To investigate the effectiveness of the flipped classroom model in improving EFL students' speaking skills
2. To identify which specific aspects of speaking proficiency are most influenced by the flipped classroom model
3. Examine EFL student perceptions and attitudes toward the flipped classroom approach
4. Analyze the challenges and opportunities in implementing flipped classrooms in the Iraqi Kurdistan higher education EFL context

1.4 Research Questions

1. To what extent does implementing the flipped classroom model improve EFL students' speaking skills at Salahaddin University?
2. What specific aspects of speaking proficiency show the most significant improvement through the flipped classroom model?

3. How do students perceive the effectiveness of the flipped classroom model in developing their speaking skills?
4. What are the primary challenges and opportunities in implementing flipped classrooms for EFL speaking instruction?

2. Literature Review

The flipped classroom model is grounded in constructivist learning theory and active learning principles. This pedagogical approach inverts the traditional classroom structure by delivering instructional content outside of class time and utilizing class time for interactive learning activities (Bergmann & Sams, 2012). The theoretical foundation of the flipped classroom aligns with Vygotsky's social constructivism and Bloom's revised taxonomy, emphasizing the importance of social interaction and higher-order thinking skills in language learning.

Recent research has demonstrated the potential benefits of flipped classrooms in language education. Studies by Wang and Zhang (2019) and Lee and Wallace (2018) have shown positive outcomes in various aspects of language acquisition, including improved student engagement, increased confidence, and enhanced language proficiency. The flipped model allows for more personalized learning experiences and increased opportunities for authentic language practice.

The studies of Leis et al. (2015) on composition writing, Zhang et al. (2016) on vocabulary, Abaeian and Samadi (2016) on reading comprehension, Ahmad (2016) on listening comprehension, Kirmizi and Komec (2019) on vocabulary, Al-Naabi (2020) on grammar, Qader and Arslan (2019) on writing skill, Al-Mofti (2020) on pronunciation, Samiei and Ebadi (2021) on reading comprehension, Khoiriyah (2021) on listening comprehension all showed that FCM classroom students did better than the traditional classroom students. Besides, students also showed positive perceptions of FCM utilization in their classrooms. On the other hand, the studies of Al-Harbi and Alshumeimeri (2016) and Alhamami and Khan (2019) on reading skill did not show any significant difference between FCM and traditional students' achievements; rather, their results were almost the same. Further, the study of Jalili et al. (2020) on vocabulary showed a different result. Contrary to the above studies, the students of the control classroom outperformed their counterparts in the FCM classroom, and the students showed a negative view of FCM. Similarly, Chaqmaqchee's (2021) results showed that students prefer the didactic traditional teacher-centered teaching over FCM (as cited in Amin & Muhammad, 2023).

2.1 Speaking Skills in EFL Context

Speaking skill development in EFL contexts presents challenges, including limited exposure to authentic language use, anxiety, and insufficient practice opportunities (Al-Jabouri & Al-Khatib, 2019). Based on our teaching experience within the EFL context, there are several critical factors affecting speaking skill development, including:

- Exposure to authentic language input
- Opportunities for meaningful practice
- Feedback and correction
- Student motivation and confidence
- Cultural and contextual factors

This study attempts to investigate the role of implementing the Flipped Classroom Model in promoting speaking skills and addressing the above-mentioned factors.

2.2 Previous Studies on Flipped Classrooms and Speaking Skills

Several studies have examined the impact of flipped classrooms on speaking skills development. Chen Hsieh et al. (2017) reported significant improvements in oral proficiency among EFL learners using a flipped approach. Instruction in English is a priority around the globe, but instructional methodologies have not always kept pace with the changing needs of students. To explore the benefits of the flipped classroom model for learners of English as a Foreign Language, the researchers used flipped learning and Wen's Output-driven/Input-enabled model to design a holistic

oral training course that included extensive online written and verbal communication for the learning of a wide range of English idioms. The participants were 48 sophomore English majors in two required English oral training classes. A within-subjects research design exposed all participants to learning English idioms by flipped learning, using the LINE smartphone app, and by conventional instruction. A mixed research method was employed, using multiple sources of data collection, including pre- and post-tests on idioms, two questionnaires (“Perception of Flipped Learning Experience” and “Technology Acceptance Model”), the teachers' in-class observations, and semi-structured focus-group interviews. The results revealed that the theory-based flipped instruction using online written and oral interaction not only enhanced the participants' motivation, making them more active in using idioms in class, but also significantly improved their idiomatic knowledge, indicating that the flipped learning was successful in achieving the instructional goals of the class. The authors present insights into the impact of theory-based flipped learning on motivation and idiomatic acquisition; student impressions of the online platform used, LINE; and offer recommendations for practice.

Similarly, Kim et al. (2020) found that flipped classrooms enhanced student participation and speaking confidence. This study is a meta-analysis confirming the effect size of clinical competence, critical thinking ability, self-directedness, and learning satisfaction, the outcome variables of flipped learning applied to nursing education. Methods: We selected 18 related studies that analyzed data using CMA (Comprehensive Meta-Analysis 2.2). Results: The effect size of the entire study was Hedges' $g = 0.68$ (95% CI = 0.43~0.92). The heterogeneity of the overall effect size was $I^2 = 90.7\%$ ($Q = 246.67$, $p < 0.001$); critical thinking ability had an effect size of Hedges' $g = 0.87$, learning satisfaction of Hedges' $g = 0.79$, clinical competence of Hedges' $g = 0.53$, and self-directedness of Hedges' $g = 0.37$. The differences were statistically significant. Conclusion: Flipped learning can effectively improve nursing students' clinical competence, critical thinking ability, self-direction, and learning satisfaction.

Amin & Muhammad (2023) conducted a study titled “Investigating the Effect of Flipped Classroom Model on Kurdish EFL University Students' Reading Skill” which aims at investigating the effect of the Flipped Classroom Model on Kurdish EFL university students' reading skill. It also aims at revealing the impact of the Flipped Classroom Model on developing students' autonomy and motivation. It further aims at finding out to what extent the students are satisfied with FCM employment in their classes. The participants of the study were 60 first-year students of the English Department, College of Education, Charmo University. The study took place in the second semester of the 2021-2022 academic year. The students were divided into two equal groups, a control group (n. 30) and an experimental group (n. 30). The same syllabus was taught to both groups by the same teacher (researcher 1) for 15 weeks. Three methods were used to collect the required data: pre- and post-tests, a questionnaire, and an interview. The SPSS analyses of the test results revealed significant differences between the two groups' achievements in favor of the experimental group ($t = -3.306$, $P = .002$). Moreover, the questionnaire and interview results clearly showed that the experimental group students have positive perceptions of FCM implementation in their classes. Furthermore, the questionnaire and interview results showed that Flipped FCM implementation developed the students' autonomy and motivation to study. The study recommends utilizing FCM in teaching other skills and sub-skills such as speaking, writing, and grammar.

Most existing research has focused on East Asian contexts, highlighting the need for investigation in Middle Eastern educational settings; hence, this study is deemed necessary. The study focuses on the role of the flipped classroom model in promoting speaking skills in the EFL context.

Methodolog

3.1 Data Collection

This study employed a mixed-methods research design, combining quantitative and qualitative approaches to provide a comprehensive understanding of the flipped classroom's impact on speaking skills development. The research was conducted over two academic semesters to ensure adequate implementation and assessment of the intervention. With regard to sampling and

participants, the study involved 120 undergraduate EFL students at Salahaddin University-Erbil, divided into experimental (n=60) and control (n=60) groups. Participants were second-year students enrolled in the English Language Department, College of Education, at Salahaddin University, with ages ranging from 19 to 22 years. The groups were matched for English proficiency levels based on previous academic performance and initial speaking assessments.

To achieve the objectives of the study, the following instruments were used for data collection:

1. Speaking Assessment Tests: This consists of a pre-test and post-test evaluating five components: pronunciation, fluency, vocabulary, grammar, and comprehension. Each of these aspects was measured through several questions. To evaluate the results of the pre-test and post-test, a standardized assessment rubric adopted from the Common European Framework of Reference (CEFR) was used. This instrument did not need any validity or reliability because they were already validated and used by other researchers in the field. The pre-test was implemented at the beginning of the first semester, while the post-test was administered at the end of the second semester.

2. Student Surveys: The student survey consisted of two parts. The first part was a pre-intervention survey on learning preferences and speaking challenges, conducted at the beginning of the first semester. The second part, however, was the post-intervention survey on perceptions of the flipped classroom model, conducted at the end of the second semester. The aim was to find out students' perceptions of the flipped classroom model and how it affects the promotion of speaking skills.

3. Semi-structured Interviews: The second instrument is a semi-structured interview with 20 randomly selected participants to triangulate the observation, survey, and test results. The questions were related to their perception of implementing the flipped classroom model and to what extent it effectively promoted their speaking skills.

4. Classroom Observation: A structured observation form was also designed to document student participation and engagement in class and activities. The observation was meant to provide the researcher with first-hand experience of what goes on in class and how the flipped classroom model looks in action. It was also meant to gauge individual students' contributions to the class. In addition, the researcher took general notes on classroom dynamics and interactions.

Altogether, the intervention phase lasted 12 weeks of teaching using the flipped classroom model each semester. The flipped classroom intervention was implemented following these phases:

1. Pre-class Activities: In this phase, video lectures on speaking skills topics were shared with students 3-5 days prior to the class time, in addition to some online resources and materials. Based on this material, some preparatory exercises and tasks were prepared to be conducted during class time.

2. In-class Activities: During actual class time, there were several speaking practice sessions, group discussions, and debates among the groups of students based on the video or online material that was previously shared with students. In addition, there were role-playing exercises where students played the role of the characters found in the material. In some cases, students were asked and requested to present as an extra activity to cover various aspects of the topic of the class.

3. Post-class Activities: After the classes, there were some reflection assignments given to the students to do. Occasionally, there were some online discussion forums to reinforce students' learning and provide more practice time for students. Students were also required to work on speaking practice recordings.

3.2 Data Analysis

Both types of data were first separately analyzed and then compared to each other. The quantitative data were analyzed using descriptive statistics for demographic information and survey responses, then independent samples t-tests to compare experimental and control groups, paired samples t-tests to evaluate pre-test and post-test differences. As for the qualitative data, they were analyzed through a thematic analysis of interview transcripts and content analysis of classroom observations.

4. Results

4.1 Quantitative Findings

4.1.1 Speaking Assessment Results

Both the pre-test and post-test scores were analyzed, and the results of the analysis revealed that there are significant improvements in the experimental group's speaking skills compared to the control group. The mean speaking score increased from 65.3 (SD=8.2) to 78.9 (SD=7.1) in the experimental group, compared to a more minor increase from 64.8 (SD=8.4) to 69.2 (SD=7.8) in the control group, as can be seen in Table 1 below. The difference was statistically significant ($p < 0.001$).

Table 1: Comparison of Pre-test and Post-test Speaking Scores

Group	Pre-test Mean (SD)	Post-test Mean (SD)	Mean Difference	p-value
Experimental	65.3 (8.2)	78.9 (7.1)	13.6	<0.001
Control	64.8 (8.4)	69.2 (7.8)	4.4	<0.023

The results found in this table clearly show that the implementation of the flipped classroom model in the experimental group has led to a significant change and development in the speaking skill of the students compared to the students of the control group who were taught using the traditional teaching method.

4.1.2 Component-Specific Improvements

Coming to some specific details deduced from the analysis of the overall results, analysis of specific speaking components revealed varying degrees of improvement as follows:

Regarding the improvement of experimental group fluency, it reached 42%, which is a high percentage. As for the improvement in pronunciation, it was 35%, which is also good. For vocabulary usage, there was a 38% improvement for the experimental group students. For grammar accuracy, there was a 28% improvement, and finally, for comprehension, there was a 33% improvement. As can be observed from these figures and percentages, the flipped classroom model implementation in class has led to improvement in all aspects under scrutiny for this current study.

4.2 Qualitative Findings

Concerning findings from the qualitative data of the study, it is subdivided into different parts, such as student perceptions, technology integration, and time management, as they are explained below:

4.2.1 Student Perceptions

As for students' perceptions, the thematic analysis of interview data revealed that the learning environment was enhanced as there were many speaking opportunities, there was less anxiety in classroom participation, and a more personalized learning experience for the students of the experimental group who were taught through the flipped classroom model. Hence, students had a very positive view of the effectiveness of implementing the flipped classroom model.

4.2.2 Technology Integration

In terms of technology integration, students had a very positive reception of online materials in spite of facing some technical challenges. Students also affirmed improved access to learning resources.

4.2.3 Time Management

Concerning time management of the class period, there were some initial adjustment difficulties at the beginning, but they faded away with the passage of time. The implementation of the flipped classroom model has led to better preparation for in-class activities and more efficient use of class time. Consequently, more speaking opportunities were available for the students, which is very necessary for improvement through practice.

4.2.4 Classroom Observations

To see with first-hand experience what goes on in the class and how the implementation of the flipped classroom affects the environment and student engagement, the researcher has decided to conduct some class observations. After the observation checklist was designed as a rubric, classroom observation started. Observation data indicated that student participation in speaking activities has increased; there was more peer-to-peer interaction, higher levels of student engagement, and improved classroom dynamics.

5. Discussion

5.1 Impact on Speaking Skills

The significant improvement in speaking skills among the experimental group supports the effectiveness of the flipped classroom approach. The more considerable gains in fluency and vocabulary usage suggest that the model particularly benefits these aspects of speaking proficiency. These findings align with previous research by Kim et al. (2020) and Wang and Zhang (2019), who reported similar improvements in speaking skills through flipped instruction.

5.2 Student Engagement and Motivation

The qualitative data reveal increased student engagement and motivation, particularly in classroom participation. The flipped model appears to create a more supportive learning environment that reduces speaking anxiety and promotes active participation. This finding corresponds with Chen Hsieh et al.'s (2017) observations about the positive impact of flipped classrooms on student confidence and willingness to communicate.

The flipped classroom model fosters greater student engagement and motivation, which are critical for language acquisition (Hung, 2015). Studies show that students who participate in flipped classrooms are more likely to take ownership of their learning (Baker, 2000). The current study also reaffirms that with the flipped classroom model, students take up ownership and responsibility of their learning.

5.3 Implementation Challenges

Several challenges were identified during the implementation of the flipped classroom model. Some of these challenges are related to technical infrastructure, such as internet connectivity issues, access to devices, and digital literacy variations. Time management is another challenge where there is a need for an initial adaptation period, workload balance, and content preparation time. Other challenges are related to cultural factors such as traditional learning expectations, resistance to new teaching methods, and parental understanding.

5.4 Pedagogical Implications

The findings suggest several important implications for EFL instruction. Concerning curriculum design, careful planning of pre-class materials is needed; there should be a balance between online and in-class activities and integration of assessment methods. As for teacher training, there is a need for professional development in terms of technical skills development and pedagogical approach adaptation. In terms of resource development, there is a need for the creation of suitable online materials, technology integration strategies, and the adoption of support systems for students.

6. Conclusion

This study demonstrates the significant positive impact of the flipped classroom approach on EFL students' speaking skills at Salahaddin University. The quantitative results show substantial improvements in speaking proficiency, particularly in fluency and vocabulary usage. Qualitative findings indicate positive student perceptions and increased engagement in learning activities.

The implementation of flipped classrooms shows promise in addressing the persistent challenges of developing EFL students' speaking skills. While careful consideration must be given to implementation challenges and contextual factors, the approach offers significant potential for improving English language education in Iraqi universities.

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Appendices

Appendix A: Speaking Assessment Rubric

A.1 Speaking Skills Assessment Criteria

Scale: 1 (Poor) to 5 (Excellent)

1. Pronunciation

1. Poor: Frequent pronunciation errors that severely impede comprehension
2. Fair: Noticeable pronunciation errors that sometimes impede comprehension
3. Good: Some pronunciation errors but generally comprehensible
4. Very Good: Minor pronunciation errors that rarely affect comprehension
5. Excellent: Near-native pronunciation with minimal errors

2. Fluency

1. Poor: Very hesitant speech with frequent long pauses
2. Fair: Noticeable hesitation and pauses that disrupt flow
3. Good: Some hesitation but maintains general flow
4. Very Good: Generally smooth delivery with occasional hesitation
5. Excellent: Natural, flowing speech with minimal hesitation

3. Vocabulary Usage

1. Poor: Very limited vocabulary; frequent inappropriate word choice
2. Fair: Basic vocabulary with some inappropriate usage
3. Good: Adequate vocabulary range with occasional errors
4. Very Good: Good range of vocabulary with minimal errors
5. Excellent: Rich, precise vocabulary use appropriate to context

4. Grammar Accuracy

1. Poor: Frequent major grammar errors that impede understanding
2. Fair: Notable grammar errors that sometimes affect meaning
3. Good: Some grammar errors but meaning generally clear
4. Very Good: Minor grammar errors that don't affect understanding

5. Excellent: Consistently accurate grammar with minimal errors

5. Comprehension

1. Poor: Very limited understanding of questions/prompts
2. Fair: Understands simple questions but needs frequent repetition
3. Good: Understands most questions with occasional need for clarification
4. Very Good: Good understanding with rare need for repetition
5. Excellent: Complete understanding of all questions/prompts

Appendix B: Pre-intervention Student Survey

B.1 Background Information

1. Age: _____
2. Gender: _____
3. Years studying English: _____
4. Previous English language qualifications: _____
5. Self-rated English proficiency level: Beginner Intermediate Upper-intermediate Advanced

B.2 Learning Preferences and Challenges

Rate your agreement with the following statements (1=Strongly Disagree, 5=Strongly Agree):

1. I feel confident speaking English in class
2. I have sufficient opportunities to practice speaking English
3. I prefer traditional lecture-based classes
4. I am comfortable using technology for learning
5. I regularly prepare for classes in advance
6. I find it difficult to participate in class discussions
7. I worry about making mistakes when speaking English
8. I have access to adequate learning resources outside class

B.3 Technology Access and Usage

1. Do you have regular access to: Computer Smartphone Internet at home Tablet
2. How many hours per day do you spend:
 - o Studying English online: _____
 - o Watching English videos: _____
 - o Speaking English outside class: _____
3. Which online learning platforms have you used before? YouTube Coursera Language learning apps Other (specify)

Appendix C: Post-intervention Survey

C.1 Flipped Classroom Experience

Rate your agreement with the following statements (1=Strongly Disagree, 5=Strongly Agree):

1. The flipped classroom approach helped improve my speaking skills
2. Pre-class materials were clear and helpful
3. In-class activities provided sufficient speaking practice
4. The flipped approach increased my confidence in speaking
5. Technical aspects of the course were easy to manage
6. I had enough time to complete pre-class activities
7. In-class time was used effectively
8. I would recommend flipped classrooms for other language courses

C.2 Learning Resources Evaluation

Rate the usefulness of the following components (1=Not Useful, 5=Very Useful):

1. Video lectures
2. Online exercises
3. In-class discussions
4. Group activities
5. Speaking practice sessions
6. Online feedback
7. Peer interactions
8. Teacher guidance

C.3 Open-ended Questions

1. What aspects of the flipped classroom approach did you find most helpful for improving your speaking skills?
2. What challenges did you face during the flipped classroom implementation?
3. How could the flipped classroom approach be improved?
4. What additional support would have been helpful?

Appendix D: Semi-structured Interview

D.1 Individual Interview Questions

Opening Questions:

1. How would you describe your experience with the flipped classroom approach?
2. What were your initial expectations, and how did they compare to your actual experience?

Speaking Skills Development: 3. How has the flipped classroom approach affected your speaking abilities? 4. Which specific aspects of your speaking skills have improved the most? 5. What activities were most beneficial for improving your speaking skills?

Implementation Experience: 6. How did you manage the pre-class preparation requirements? 7. What challenges did you face in adapting to the flipped classroom approach? 8. How would you compare this approach to traditional classroom teaching?

Technology Integration: 9. How effective were the online materials and resources? 10. What technical difficulties did you encounter? 11. How could the technological aspects be improved?

Closing Questions: 12. Would you choose to take another course using the flipped classroom approach? 13. What recommendations would you make for improving the implementation?

Appendix E: Classroom Observation

E.1 Structured Observation Form

Class Information:

- Date: _____
- Time: _____
- Number of Students Present: _____
- Activity Type: _____

Student Engagement Measures (Tally marks):

1. Number of voluntary participations: _____
2. Number of students asking questions: _____
3. Number of peer interactions: _____
4. Number of extended responses: _____

Speaking Activity Assessment: Rate the following aspects (1=Poor, 5=Excellent):

1. Student participation level
2. Quality of speaking activities
3. Student-student interaction
4. Time management
5. Use of target language
6. Activity organization
7. Student engagement
8. Technical integration

Qualitative Observations:

1. Notable student behaviors:
2. Classroom atmosphere:
3. Technical issues encountered:
4. Teaching strategies observed:
5. Student response to activities:

E.2 Field Notes

Descriptive Notes:

- Physical setting
- Participant interactions
- Activity sequences
- Student reactions
- Teaching methods
- Technical aspects

Reflective Notes:

- Observer's thoughts
- Emerging patterns
- Questions for follow-up
- Potential improvements
- Success indicators

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پوخته

ئهم توێژینه وهیه له کاریگه ری شیوازی پۆلی به رهواژ ده کۆلیته وه له بهرزکردنه وهی توانای قسهکردنی قوتابیانی ئینگلیزی وهک زمانی بیانی له زانکۆی سه لاهه دین. توێژینه وه که شیوازیکی تیکه لای به کارهینا که داتای چه ندیتی له هه لسه نکاندن قسهکردن له گه ل تیروانینی چۆنا به تی چاوپیکه وتی قوتابیانی و چاودیری پۆله کان تیکه ل کرد. توێژینه وه که 120 قوتابی قوناغی دووه می خویندن به رای به شی ئینگلیزی ، کۆلیژی پهروه له زانکۆی سه لاهه دین EFL له ماوه ی دوو وه رزی خویندن به شداری کرد. ئه نجامه کان ئه وه ده رده خه ن که مۆدیلی پۆلی به رهواژ به شیوه یه کی به رچا و لیهاتووی قسهکردنی قوتابیانی باشتر کردوه، به تایبه تی له یواره کانی په وانی، ده ربیرین و به کارهینانی وشه. ده رنه جامة کان ئاماژه به وه ده که ن که ئه م شیوازه فیرکارییه ده توانیت به شیوه یه کی کاریگه ر چاره سه ری ئه و ئاسته نگانه بکات که رووبه رووی فیرکردنی زمانی ئینگلیزی ده بنه وه له چوارچیه ی خویندن باله له کوردستانی عیراق. **وشه سه ره کیه کان:** پۆلی به رهواژ ، شاره زایی قسهکردن، چوارچیه ی زمانی ئینگلیزی وهک زمانی بیانی

دور الفصول الدراسية المعكوسة في تحسين مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية في جامعة صلاح الدين

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المخلص

تبحث هذه الدراسة في فعالية نهج الفصل الدراسي المعكوس في تعزيز مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية (EFL) في جامعة صلاح الدين. استخدم البحث نهجاً مختلطاً ، يجمع بين البيانات الكمية من تقييمات التحدث والرؤى النوعية من مقابلات الطلاب وملاحظات الفصول الدراسية. شملت الدراسة 120 طالباً جامعياً في اللغة الإنجليزية كلغة أجنبية على مدار فصلين دراسيين في قسم اللغة الانكليزية و كلية التربية و جامعة صلاح الدين. تشير النتائج إلى أن نموذج الفصل المعكوس حسن بشكل كبير من كفاءة الطلاب في التحدث ، لا سيما في مجالات الطلاقة والنطق واستخدام المفردات. تشير النتائج إلى أن هذا النهج التربوي يمكن أن يعالج بشكل فعال التحديات التقليدية التي يواجهها تعليم التحدث باللغة الإنجليزية كلغة أجنبية في سياق التعليم العالي في كوردستان العراق.

الكلمات المفتاحية: الفصل المعكوس ، مهارة التحدث ، سياق اللغة الإنجليزية كلغة أجنبية