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THE EFFECTS OF FLIPPED CLASSROOM INSTRUCTIONS ON THE ENGLISH SPEAKING PERFORMANCE OF VIETNAMESE UNIVERSITY STUDENTS[i]

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Abstract:
This study aims to find out the effect of the flipped classroom model on university students who learn English speaking skills in the first semester of the university programme. This is a quasi-experimental study that lasted for 15 weeks with the participation of 30 university students and 2 university lecturers who have a lot of experience in reverse classroom teaching. Students participating in the study were divided into 2 groups, one group studied in a flipped classroom, and the other group followed the traditional model. Both quantitative and qualitative data were collected. In this study, participating students were tested for the same level of English placement for both groups. After 15 weeks, both groups did the final exams. The content of the tests had a similar difficulty. The study results showed that there were significant differences between the two research groups, the flipped learning study group had better results than the traditional group, and the flipped students felt enjoyable learning with this model. Results were found after interviews with 6 students in the flipped class. However, the study also showed that the flipped learning model class caused many difficulties for students and lecturers because it required relatively high technological knowledge as well as the stability of the internet.

Keywords: effects, flipped classrooms, instructions, speaking performance, university students

1. Introduction

It cannot be denied that teaching English in Vietnam in general and in the Mekong Delta, in particular, has been gaining popularity for ages because of a variety of developments

[i] TÁC ĐỘNG CỦA MÔ HÌNH LỚP HỌC ĐẢO NGƯỢC ĐỐI VỚI VIỆC HỌC KỸ NĂNG NÓI TIẾNG ANH CỦA SINH VIÊN ĐẠI HỌC

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and universal integration. It is considered an international language that the vast majority of the countries in the world have to use as a means to communicate with one another. In addition, Vietnam has cooperated with more foreign countries in the world, which asks leaders, bosses and managers to a certain level of English language in terms of English as an official language for communication, and Vietnam has been a member of Asian, which is one of the most important factors leading Vietnam to a different country.

The English language is not just a compulsory subject that students have to learn in educational units. In fact, more parents take into account learning English, especially English listening and speaking skills because the language skills may make them both better at achieving good results and give them opportunities to keep pace with the cultural differences among the countries all around the world. More language centers have been operational together with the advancement of the language in Vietnam.

Under these circumstances, cultures among the countries should be taken into consideration, which requires people who use the English language to communicate with one another are capable of achieving international communicative competence in favor of cooperating in a better place. In addition, the world has been changing much with technological development. In this circumstance, communication does not just mean writing or speaking, but it also gives out how to upgrade oneself to keep up with the social development in terms of technology.

Recently, a relatively new learning style has been introduced to students, particularly to those who are interested in learning about corporations by using the technology. Flipped learning has been growing in popularity (Bishop & Verleger, 2013). In addition to that, the flipped classroom has been a model which varies with the digital tools to swap the classroom lectures as well as the outside of the classroom, which provides learning with a significant number of exciting and creative activities.

Traditionally, English speaking skill was highly mentioned in terms of certain levels that learners are able to acquire. In addition to that, university students might pay much better attention to speaking English as another option for their future because of the significance and the practice of it. It would, however, be rather hard for them to use the language as fluently as they had expected. Flipped learning does not only give them chances to keep up with the advanced technology, but it also creates a better environment to join positively and voluntarily.

For the above-mentioned reasons, the researcher would like to conduct the research in order to find out whether there are any better results from using the flipped classroom models than the traditional ones. In addition to that, the university instructors' ideas about using technology for teaching English for communication would be specifically made after the research.

1.2 Research rationale

The research topic meets the current issues and time. The research presents a certain interest of mine as a person who has gained some work experience in the field and reasonably has been excited about keeping in the area.

The aim of the study is to find out how effectively using the flipped classroom helps enhance students' speaking performance, and also to figure out the students' opinions of using the Flipped classroom as well as challenges they might face when applying the technology for teaching English speaking skill. As previous studies have not investigated whether flipped learning is a successful instructional technique to blend with the university curriculum for general English communication, it is crucial to determine whether blending ICT with the problem-based curriculum will function in harmony with student learning or serve as a disruptive element in their learning process. This study provided teachers with a quantitative perspective of the effectiveness of flipped learning and feedback that could help improve their own pedagogy in teaching the general English curriculum.

1.3 Background of the researcher

My research interest is widely inspired by my teaching experience when I was working as an invited instructor in an institute in the Mekong Delta, Vietnam. The most memorable that I have had is that students were expected to learn the content outside of class hours. Throughout the program, I felt extremely excited and motivated when using the flipped model to teach speaking skills to learners who used to be very shy. During the course, I did not apply the flipped model all the time, approximately fifty percent. Surprisingly, when the survey was collected to get their opinions of the whole course, the majority of the learners expressed their enthusiasm about the flipped model.

In addition to that, nowadays there have been more universities as well as institutes figuring out specific "moto" for themselves that students should be able to study creatively, where they ought to use technology to support them as assistants of the education. In this study, I also would like to find out the challenges or difficulties when instructors use the flipped model, which might help me with my teaching context in the future.

2. Literature review

2.1 Introduction

In Vietnam, education has been playing a very vital role in the cooperations with other educational fields to contribute to the nation's general advancements. The educational system in the nation has already applied a variety of teaching approaches in order to lead the country's education to a better land of the world. Additionally, the English language has been paid more attention, which is taught not only in public schools but also in language centers or institutions. As a result of it, using technology for education in most schools has become significant because it is capable of bringing the students the most possibly exciting lessons to acquire, and flipped classroom model in blended learning is taken into consideration.

2.2 Flipped classroom and its development

2.2.1 Tradition classroom

Professor Clair Davidson from Duke University confirmed that traditional education in its core delivers a disciplined method of learning specified by quiet sitting, single problem solving and thinking processes (Bogost, 2013). In case, learning alone in these circumstances does not show personalization and adaptation in terms of education, but rather a lack of communication between peers and professor. Traditional lessons have a tendency to be more of a teacher-centered method.

Traditional education can be performed by its unit – lecture, which has its own form and characteristics. Philip Boffey (1962), a lecturer at Harvard University gave lecture as "*a chief method of teaching*", even since 1962 it has had a huge number of drawbacks. The lecture is still the most widespread form of information presentation and the most popular way of education in universities and at that time it had even greater gaps and disadvantages. Insufficiency to achieve effective results in class performance in the digital era is described in the article "*10 big problems with the lecture*" (Online Universities, 2011). As a consequence of these negative facts, the effectiveness, attitude and other main measures are low.

2.2.2 Blended learning

A range of learning approaches is formed to lead the class lesson into a simple but effective one to meet a variety of students. Technologically, a significant number of digital tools, including the Internet transformed traditional education; however, its completion must be reasonable and appropriate for various purposes. Practically, the majority of methods related to blended learning give students more motivation, participation, activation and adaptation.

Kirkwood (2009) suggested that students use technology for the purpose of replicating and supplementing existing practice. It shows that blended learning is related to technology combining learning traditionally and in a modern way. It is also argued that "*blended learning moves well beyond the concept of bolting a website onto a traditional classroom-based course*" (Kaith and Young, 2011).

Cohesion in the online and face-to-face elements of a blended course is important (Ellis, Steed & Applebee, 2006; Kaleta, 2006; Kelly, 2012). In fact, technology helps develop the language very positively in the light of interesting learning and games, it cannot be denied that face-to-face meetings are still vital between learners and teachers when discussions, negotiations and arguments take place. To achieve this, the recommendation is to redesign and create something new rather than rearrange the existing components of a course (Brunner, 2007; Littlejohn and Pegler, 2007).

2.2.3 History of the flipped classroom model

It is not novel to give concern about the definition of the flipped classroom and flipped learning (Baker, 2000; Strayer, 2007). Before flipped classrooms took place, distance learning had used instructional videos to deliver content. The idea that new technologies

such as television and radio could be typically considered to deliver education began to surface as long ago as the 1920s (Byrne, 1989). The Open University was the first, and most successful, full-scale effort to use video to deliver educational content. The Open University in the United Kingdom started to carry out an exclusion from higher education of people from lower-income groups. Originally, the Open University was the "University of the Air", a daily distance education television program seen in early mornings throughout the United Kingdom, Canada, and Australia (The Open University, 2013).

Over the years, a few universities have been working with technology to meet the needs of their students. In 2013, over 200,000 students were learning with the university, many of them accessing course materials on smartphones and tablets. Likewise, the Open University has a network of more than 5,000 tutors who provide support to students by email or computer conferencing (The Open University, 2013). Tutors also meet face-to-face with students to create active learning experiences beyond lectures (Tait, 2008).

The flipped classroom is a new term for changing the way we teach the students (Loch & Borland, 2014). Plasencia (2014) claims that flipped classroom is defined as a general term for the diverse traditional education arrangement, which is also called inverted classroom or condensed classroom. In other words, it is definitely a mixture of various learning styles in relation to technology as well as a variety of technological tools. Jensen (2014, p.23) suggested that: "*The core idea is to flip the common instructional approach: with teacher-created videos and interactive lessons, instruction that used to occur in class is now accessed at home, in advance of the class. Class becomes the place to work through problems, advance concepts, and engage in collaborative learning*"

A wide range of definitions of flipped learning has been focusing on a very simple concept of "the flip" which is the flexibility of lectures and what was previously class content (teacher-led instruction) out of the classroom and replacing it with what was previously homework (assigned activities to complete) to take place within the class (Educause, 2012; Pierce & Fox, 2012, Roehl, Reddy and Shannon, 2013). It is argued that the flipped classroom is not new because the use of the principles of familiarizing students with content prior to class and using class time for concept engagement has been in education for a long time (Watson, 2015).

For a variety of lecturers, the flipped classroom is in accordance with the use of internet technology in general and videos specifically (Overmyer, 2012). Ash (2012) found out how learning is being turned upside down by the replacement of traditional class lectures with video tutorials. The four aspects of the flipped classroom could be considered as flexible environments, a learning culture, intentional content, and professional educators. Flexible environments identify the need for changing spaces in order to employ a range of learning modes; a shift in learning culture applies to the fact that the students themselves are actively and collaboratively involved in knowledge formation; intentional content refers to decisions being made on how, when and where to deal with content and materials; professional educators emphasizes the importance of the skills needed to meet this increasingly demanding role.

2.2.4 Traditional classroom and flipped classroom

There has been a wide range of explanations of the concept to show the comparisons between the traditional classroom and flipped one. Bogost (2013) explained that in the traditional classroom there is no preparation for the class in terms of homework or reading before class. A flipped classroom forms students' basic knowledge before class in the light of prepared videos or online discussions to figure out their own ideas or certain notes.

When learning with the flipped classroom model, students have immediate directions to the knowledge and the instructor serves as a coach and mentor. With the flipped classroom model, students must prepare their contact moments. As a result, instructors are able to zoom in on the application and deeper processing of the learning material. In the traditional class, the instructors stand between the students and the knowledge. Students have no (or little) knowledge about the subject when they come to class. In class, they get taught all the knowledge, and it's often the basic knowledge about a subject. Students have to do the more comprehensive knowledge at home

2.2.5 Advantages of flipped classrooms

Researchers have shown that there is no clear difference between flipped and active classrooms. Jensen (2014) conducted a research on the benefits of the flipped classroom and concluded that active instruction is part of the active classroom. To be precise, the article presents more comparisons between both classrooms and the result of the research figures out the effectiveness of the students' final scores.

The flexibility that flipped learning offers in terms of access is well documented in the literature (Bonk & Graham, 2006; Shibley, 2009; Vaughan, 2007; Yuen, 2011). The flipped learning courses can work particularly well for institutions that have a diverse student body (Holley and Dobson, 2008). An approach can also be used to overcome barriers to acclimatization and integration with the creation of an introductory module, designed to settle students into tertiary study. This can work well, particularly for first-year students with no recent history of academic study (Holley and Dobson, 2008).

Flipped learning is often associated with pedagogical innovation (Cooner & Hickman, 2008; Hastie, Hung, Chen, & Kinshuk, 2010). Flipped learning can transform teaching practice to become learner-centred with a focus on knowledge construction, authentic activities, and social interaction (Gallini & Barron, 2001). Many different approaches to blended learning have been reported, ranging simply from the provision of online resources which provide accessibility, flexibility and opportunities for self-learning (Yuen, 2011). Flipped learning environments also benefit both learners and teachers by helping them develop the skills they need to survive and thrive in the fast-changing world of technology (Conole, 2010; Wheeler, 2013). It is argued that there are a variety of skills and literacies which are necessary to be developed for learners to be successful in their studies (Bennett & Maton, 2010; Smith, 2012).

2.2.6 Disadvantages of flipped classrooms

Along with the perceived benefits of the flipped classroom come the real drawbacks as well. First of all, the disadvantage is related to the individual student. A number of students in the research settings still do not have access to technology outside of the university. This makes it difficult for students to have access to the assigned videos (Horn, 2013). Others have also noted that even if technology is accessible outside of the school day, students still do not complete the assignment when they have to watch the videos outside of class time. It is certain that these same students are the ones who did not complete homework in a traditional setting as well (Nielson, 2012).

Another issue with the flipped classroom involves teacher preparation and planning. When creating the videos, several instructors spoke about the poor quality of the videos created, or the videos are not of good quality so that students can comprehend as much as possible. Similarly, the videos make it hard to provide significant scaffolding for struggling students (Milman, 2012). Making the videos and anticipating student responses also become more labour-intensive on the part of the teacher than planning for a traditional classroom environment (Hanover Research Council, 2013). Creating classroom environments that do not engage students in more active learning experiences does little to get students to understand and achieve the goals (Nielson, 2012), however, those that do motivate students in more flexible experiences often find that students are resistant to that environment because of engrained habits related to passive learning experiences (Berrett, 2012).

Furthermore, one problem that has been recognized as an obstacle is that many educators react to new teaching strategies, including flipped classrooms, with skepticism and suspicion (Fulton, 2012). Since instructors are familiar with a constant barrage of novel techniques and trends in educational settings, they will require significant reassurance that flipping is more beneficial than the numerous other educational strategies that have been touted for long before they commit to deviating from their recent teaching practices. They possibly wonder whether flipping is just another fad or buzzword and ultimately question what significant improvements it offers regarding the effectiveness of their teaching. Specifically, there is a possibility that flipped classrooms might be a money-making scheme along with doubt that the use of videos rather than readings as homework revolutionizes the efficiency of class time (Young, 2015). When teachers come to the integration of technology in their curriculums with a negative attitude it is far less likely to come positive outcomes so the issue of teacher's willingness to embrace change must be considered (Ertmer, 2012).

An additional concern is that some students do not feel comfortable with the move toward a tech-based approach (Herreid & Schiller, 2013). It would not be wise to neglect that individual students have different learning styles and would like to study in-class lectures over videos or other digital media (Keene, 2013). Although many students seem to learn well through video lectures it is true that many still rely on teachers who review concepts in class with them (Engin & Donanci, 2015).

The truth is that a significant number of teachers have confessed that their students are unlikely to finish their homework whether it's in the form of a short and engaging video lecture or a boring exercise. Although teachers can provide good accommodations for unprepared students or explain things verbally in class that can negate the in-class lecture time-saving conveniences that the flipped classroom method often touts as its' primary advantage (Aviles, 2014).

2.3 Results of previous studies of flipped learning

Güvenç (2018) carried out an action research that aimed to explore students' perceptions of flipped classroom approach, in which the role of school work and out-of-class content is reversed, in writing lessons in contrast to conventional teaching in accordance with an Action Research project. The results showed that a high majority of the students reported being satisfied with the method of instruction they received. The major factor that led to satisfaction was their enjoyment of the flipped class model. They stated that it was more enjoyable and interesting compared to traditional writing lessons. Moreover, Ahmed (2016) did a research at Qassim University, and this study aimed at investigating the effect of a flipping classroom on writing skills in English as a foreign language and students' attitudes towards flipping. The results showed that flipped classrooms had a positive impact on students' writing ability (Güvenç, 2018), and flipped learning empowered students through more active learning. Students can revise content outside the class space and synthesize the material at their own pace. The findings could also be interpreted as the benefits of combining different teaching methods, which are a form of flipped learning and a set of rich class tasks that are differentiated depending on students' personal and diverse abilities. In addition, taking into account data from students' responses to the questionnaire, it was found that a considerable number of students felt more motivated and independent because of the flipped classroom instruction.

Suranakkharin (2017) reported an example of flipping a classroom on Thai learners' English collocation knowledge and compared this instructional design with traditional instruction. The study also examined the students' attitudes towards the flipped model. The experimental research design comprised an experimental and a control group. The findings revealed that flipped instruction helped enhance the students' collocation knowledge. Interestingly, in terms of the effects, the results yielded no significant differences between the flipped and traditional approaches (Manal, 2017). Most flipped learners generally had a favourable perception of the flipped classroom. In addition to that, Bajurny (2014) investigated a research study on the effectiveness of flip teaching on student learning. The results showed that participating teachers observed a range of potential advantages of flip teaching on student learning (Ahmed, 2016). These include a perceived increase in student motivation, which participating teachers attributed to a range of factors including the integration of technology in students' learning, support from strong inquiry-based class activities, and students' ownership over their learning.

Abdelshaheed (2017) compared two groups of female English majors at Majmaah University on their achievement in two different English courses and identified their feelings and satisfaction about flipping their classes. This study applied the learning process from a teacher-centered process to a student-centered one. The results indicated that the mean scores of the two experimental group students in the achievement post-tests are remarkably high and this is due to the effectiveness of flipping the teaching. Flipped learning increased the continual and positive interaction among the teacher and students, provides students with more access to learning materials and consequently increases their academic achievement.

In terms of improving the students' speaking skills, Nguyen & Tran (2017) implemented a study on the effect of the flipped model at Can Tho university using pre-tests and post-tests to examine the effectiveness. The results showed that there were significant differences between the two groups, and it was clear that the flipped model students performed better than those in traditionally taught classes, and the participants showed positive attitudes towards this model. However, Manal (2017) described a study conducted at King Abdulaziz University in Saudi Arabia to explore the effect of implementing the flipped classroom pedagogical approach on a female. The results revealed that the flipped learning did not sufficiently enhance the experimental group's speaking skills to cause a statistical significance in comparison to the controlled group (Suranakkharin, 2017). The two above studies had different results in the light of improving the students' speaking skills, but both had a result in common that students held a positive attitude toward the flipped classroom experiment.

2.4 Conceptual framework for flipped learning and traditional learning

Bloom developed a learning concept, often described as a pyramid with many different levels of learning. This frame can often be used as a through lens to see the different stages of learning. The processes of learning from acquiring knowledge to being important to thinking activities were revised by Lorin Anderson in 1990. This revised version of Bloom's involves learning in which the transmission of information, which is the basis for learning, is collected independently and outside of the classroom; while information assimilation requires greater critical reason to occur in the classroom under the guidance of the instructor. Although Bloom's taxonomy is valuable in showing the learning stages and the type of learning that occurs at each stage, it does not explain best practices in mastering each level in a context. The benefits of flipped learning relate to Bloom's is that students are actively supported in some activities that require higher-order thinking. The theoretical perspectives that have been used when conducting the analysis are constructivist theory and sociocultural theory.

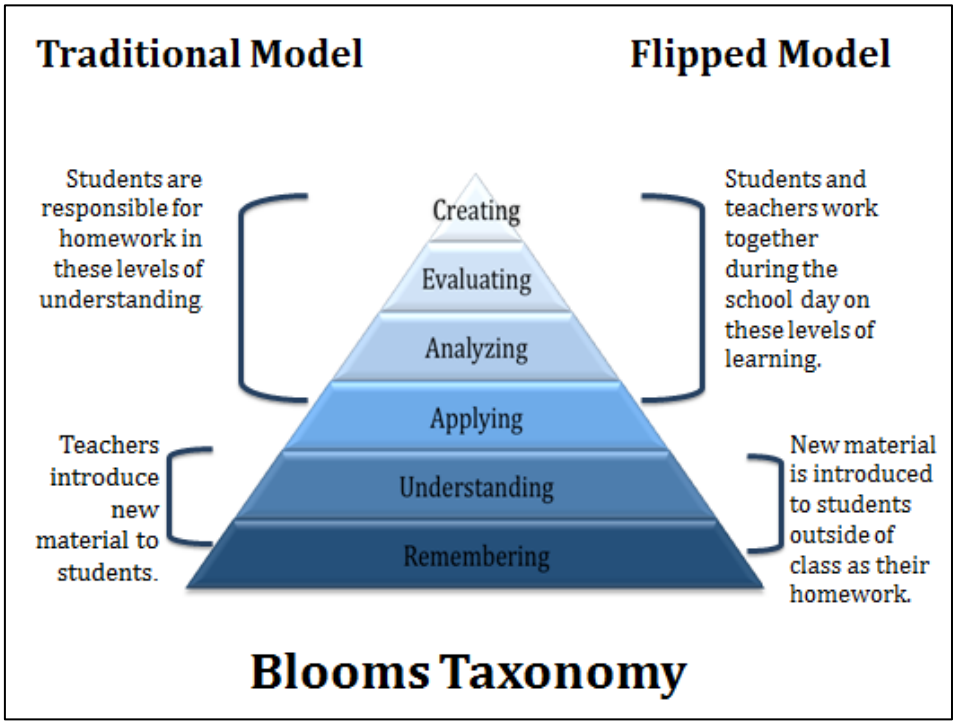

Figure 1: Relationship between flipped learning and traditional learning

2.4.1 Constructivist theory

Traditional classrooms are often teacher-centered, which shows that it is the teacher that plans the teaching content, designs the instruction and evaluates the outcomes of the students' own learning process. Students' reactions are just sitting and listening in a classroom and waiting for the teacher's instructions. The constructivist approach is relevant to language acquisition and teaching methods. Getting to know or to acquire a language is a process where people follow a natural development to construct their knowledge (Säljö, 2014), which means that students actively construct meaning and it is only the student that is responsible for his or her learning.

2.4.2 Sociocultural theory

It is certain that Vygotsky has been a source of inspiration in the educational system. Vygotsky has contributed as the pioneer in the sociocultural perspective of learning; his theory shows the fact that literacy can only be gained through social interaction and that the learning environment is a social, cultural meeting place. Social interaction is the communication between people, which plays an important part in people's linguistic development. Language acquisition is a psychological process where people's cognitive skills are developed through the development of a relationship. Language is not static; instead, it can be developed through interaction because language transforms into meaning (Tornberg, 2009).

2.4.3 The constructivist theory and the sociocultural perspective regarding flipped classroom

Bishop and Verleger (2013) figured out that "*constructivism and collaborative learning stem from Piaget's theory of cognitive conflict, and that cooperative learning stems from Vygotsky's zone of proximal development*". In other words, the two theories indicate the differences in perspectives of learning; the constructivist theory deals with engaging students and making them work actively in their learning process while the sociocultural theory is about developing learning through students' socialization. Moreover, both theories are essential for the idea of scaffolding the student inside the classroom through the increase in time allotted for the student (Hamdan et al., 2013), and when learning things out of class, the students are able to study at their or her own pace. Therefore, both theories are applicable in this literature review regarding flipped classrooms since, in a flipped classroom context, they both share the idea which focuses on student-centered learning (Bishop & Verleger, 2013).

2.5 Speaking performance and measurements of L2 speaking performance

2.5.1 Speaking performance

Speaking is one of the macro skills of English language teaching and learning. It is quite difficult to define what is meant by certain terms such as speaking performance since it has been defined in various ways in different disciplines. In language teaching and learning itself, many experts give out the definitions of speaking which have been made. According to David Nunan "*Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language*" (1991, p. 39). Moreover, Brown (1994) and Burns & Joyce (1997) define speaking performance as an interactive process of constructing meaning that involves producing and receiving and processing information.

Furthermore, in language teaching and learning, speaking performance is basically considered a competence to be practiced and mastered. Nunan (2003, p. 48) puts it that "*speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning*". Speaking is considered as a social and situation-based activity, is an important part of people's daily lives (Luoma, 2004). Testing second language speaking is often claimed to be a much harder undertaking than testing other second language abilities, capacities or competencies, skills (Underhill, 1987). Assessment is hard to complement not just because of fleeting speaking but also because of the comprehensibility of pronunciation, the special nature of significant grammar and vocabulary, as well as the certain features of speaking (Luoma, 2004), because of the "*unpredictability and dynamic nature*" of language itself (Brown, 2003). Spoken English involves reduced grammatical elements arranged into formulaic chunk expressions or utterances with less complex sentences than written texts. Spoken English breaks the standard word order because the omitted information can be restored from the instantaneous context (McCarthy & O'Keefe, 2004; Luoma, 2004; Bygate, 2001; Fulcher, 2003).

Speaking performance, or oral production, is a well-known research target and has been evaluated in many fields. To illustrate, with the advent of task-based learning and teaching, a substantial amount of research has been conducted into task effects on speaking performance in the second language acquisition (SLA) field (e.g., Skehan & Foster, 2001; Robinson, 2001). Speaking performance has been paid attention not only in SLA research, but also in language testing and assessment (e.g., O'Loughlin, 2001; Wigglesworth, 1998) and in other research fields dealing with language use and usage (Ortega, 2003). In addition to the related study, two methods are often used in assessing speaking performance: the use of rating scales and of speaking performance measures, the latter of which is dealt with in the current study.

2.5.2 L2 measurements of speaking performance

In every component of language performance particularly in speaking performance, there are some general measurements and more specific measurements. General measurements are probably applied in a significant number of tasks but may not show differences that a finer-grain analysis could. Specific measurements may figure out differences in data related to a particular task in a certain population, but these limits. Although higher scores on measurements of complexity, accuracy, and fluency may not always be considered the best method, (Pallotti, 2009) (e.g., speeches with extremely long utterances without any pauses would not be easily understood), it seems that in general, more is considered better in language performance (Foster, Tonkyn, & Wigglesworth, 2000).

a. Accuracy

Accuracy is the most considerable definition of the agreement in the goal which is matching the English language. Housen and Kuiken (2009) define accuracy simply as "*error-free*" speech, but there is still ambiguity and debate. First, researchers have not basically paid attention to the notion of adequacy in establishing a task for more quantitative accuracy (Pallotti, 2009). Secondly, it is unsure from which dialect the accuracy standards should come. An illustration of this is that utterances, such as *I like sport* or *I went to the hospital*, could be coded as accurate (in English-speaking countries like in England) or inaccurate (in Pittsburgh), but in practice, a certain standard must be chosen. Furthermore, assessing accuracy may be traditionally complicated as learners attempt new lexical items and grammatical forms. As such, Norris and Ortega (2003) also confirm that accuracy of specific forms may not develop linearly but rather cavalierly.

Accuracy of the speaking performance can be measured by self-repair attempts or as a function of errors produced (or the lack thereof). Self-repair has been measured as a percentage of self-repairs or as a ratio of self-repairs to errors (Michel, Kuiken, & Vedder, 2007). When students focus on the language development of a specific structure, they may be given at asking which is possible to elicit the target structure and a specific measure of accuracy. Robinson and Gilabert (2007) show that specific measures should support general measures in order to gain the impact of resource-directing tasks. To

illustrate, when focusing on time and motion, Robinson, Cadierno, and Shirai (2009) applied two accuracy measures on motion verbs, verb particles, and verb satellites.

In addition to this, measuring accuracy with accuracy on any specific grammatical form does not take into account any incorrect lexical choices in the language produced (Ellis & Barkhuizen, 2005, p. 139), which means that lexically-based errors would go encoded in any accuracy measure in terms of target structures. Michel, Kuiken, and Vedder (2007) attempted to address these concerns by adding omissions (number of article, verb, and subject omissions per AS unit) and a measure of lexical resources (total number of lexical errors). However, these multiple specific measures can still only gain the errors targeted by the researcher. In conclusion, accuracy originated from specific measures of accuracy is usually applied for research on a targeted structure but is less suited to capture overall accuracy performance.

Specifically, in terms of accuracy for designing the rubric for the research, the accuracy section was divided into 3 levels, which show 3 different degrees of the scores (from score 1 to score 3). For score 1, when students make mistakes in the sentences which sometimes impede the listeners' understanding or communication, and the vocabularies used are limited and usually do not suit the topic. Sometimes ask the instructor the English form of the words that the student wants to use. To achieve score 2, students are good at making sentences, and sometimes make mistakes but do not impede the communication). Students are good at choosing vocabularies and suitable with the topic, sometimes take time to think of the vocabulary but do not ask the examiner. For score 3, students show a very good ability in making sentences and very rarely make mistakes except for a little mistake which does not impede the communication. Moreover, students show a high consistency in choosing vocabulary which is suitable to the topic.

b. Complexity

Complexity has been viewed as "*elaborated language*" (Ellis & Barkhuizen, 2005, p. 139). The complexity of produced language has been the most complicated to define and this component of language performance is most easily conflated with language development or progress. When complexity is described as "*more advanced*" or "*challenging language*", it seems as though complexity is not a property of language production but just an indication of development or speaking performance (Pallotti, 2009). Complexity can be described relative to proficiency, as "la*nguage that is at the upper limit*" of the student's interlanguage system, which is not fully internalized or automatized by the learner (Ellis & Barkhuizen, 2005, p. 139). Skehan and Foster (1997, p. 191) connect complexity with "*more challenging and difficult language*" or with a "*wider repertoire of structures*" which is related to "restructuring" of the learners' interlanguage. These characterizations have at least three problems. Firstly, with a variety of definitions only learners could produce complex language; native speakers with fully internalized, automatic language would not. Secondly, they seem to conflate complexity with the component of fluency since fluent language is also described as automatic. Thirdly, they seem to wed complexity to

recently acquired, but not fully mastered structures. It is also likely that fully mastered structures can be used to produce complex language.

After accepting the complexity that is a valid component of linguistic performance, researchers have used countless complex measurements. (See Norris & Ortega, 2009 for a concise review. Complex measurements are used in the recent sixteen task-based language learning studies). The complexity of language can be considered a function of sophistication or diversity, or a function of syntactic or grammatical complexity (Norris & Ortega, 2009)

To illustrate, the complexity section is also divided into 3 scores as a part of the rubric. To get score 1, students are able to contribute to developing understandable topics but find a very difficult to develop complex topics, and students are able to follow the conversation in his/her understandable topic but find it very difficult to follow and involve in the conversation with a complex topic. For score 2, students are able to contribute effectively in developing a complex topic, almost always use various grammatical and syntactical structures and almost always show quite good lexical ability in doing tasks. To achieve score 3, students can easily and effectively contribute to developing a complex topic, showing the ability to develop ideas flexibly using a linguistic ability, using various syntactical structures properly and showing good lexical ability.

c. Fluency

Fluency is widely used in a broad sense, similar to second language proficiency, such as "*She's fluent in French*" (Koponen & Riggenbach, 2000). However, in this paper, fluency has a narrower meaning, as a component of language performance, specifically the "*delivery of speech*" (Schmidt, 1992, p. 358). The component of fluency is especially prone to be assessed holistically by examiners. However, they can be biased, of course, influenced by the student's accuracy as well as temporal-based fluency measures (Schmidt, 1992). And, examiners or raters can be especially vulnerable to giving the answers to their individual construct of fluency (Koponen & Riggenbach, 2000), such as the broad sense of fluency, which may include lexical choices, and grammatical complexity, and pragmatics. Therefore, researchers have attempted to more specifically define and measure fluency separately than holistic ratings.

When analyzed into subcomponents, fluency has been discussed in terms of repair, speed, breakdown of fluency, and automatization (Skehan, 2009b). As discussed in the above paragraphs, repair has also been presented as a measure of accuracy. Generally, self-corrections were not considered predictive of fluency (Schmidt, 1992) and are not included here. Since self-corrections are confounded with accuracy and length of utterances are confounded with complexity, fluency measures should capture temporal variables of oral language performance. Speed of language performance is probably well captured by speech rate, which is calculated as the total number of syllables divided by the total time, or articulation rate, which is calculated as the total number of syllables divided by the total time, excluding filled and unfilled pauses. Articulation rate in L2

speech has been shown to increase over time in an intensive language program (De Jong & Perfetti, 2011) and in study-abroad programs (DeKeyser, 2007).

On the other hand, these measures are not germane in this study for several reasons. First of all, a speaker could have a high speaking rate or articulation rate but may not be fluent, since neither measures the number or length of pauses. Second of all, speaking rate and articulation rate are highly subject to personal differences as evidenced by high correlations between L1 and L2 speaking rates (Towell, Hawkins, & Bazergui, 1996). Furthermore, talking quickly is not the point, as speaking teachers will stress. A non-fluent speaker is not specifically identified by slow speech but by a breakdown of fluency.

Specifically, the fluency section has 3 degrees of scores (from 1-3). It is clear to score 1 that students do many pauses in delivering simple topics and so difficult delivering more complex topics, and students often show hesitations in pronouncing and delivering meaning which obviously impedes the speaking. For score 2, students do some pauses when delivering simple topics but show difficulties in delivering complex topics, and students often show hesitation in pronouncing and delivering meaning which impedes the fluency of speaking. In order to achieve score 3 in terms of fluency, students deliver the topic fluently and use both long and short utterances well and spontaneously. Students rarely show hesitation in pronouncing and delivering meaning, only on a very complex topic.

3. Research methodology

3.1 Research questions

The following pose the research questions to the whole thesis.

1) Does the flipped classroom help improve students' speaking skills?
2) What are the students' opinions about using the Flipped learning model to study speaking skills?

3.2 Research design

The study uses quantitative and qualitative designs to compare university students' achievements among two different groups in speaking classes. Randomization is an important component of the experimental study and the selection of students to be included in a control and treatment group has to be completed in a manner in which no bias could take place in the selection process; randomization of individuals is the most significant procedure to make sure of equivalence of comparison groups (McGowan, 2011).

Cook and Sinha (2006) also figured out the significance of randomized experiments in speaking that experiments are, "*…the best available scientific tool for discovering which educational practices work and for comparing the relative benefits of different practices or programs*" (p. 555). Since the students' learning result is the main goal of any educational model, and scores on assessments are the main indication of student

learning, this study compares speaking test scores from students in a traditionally taught class with students who are taught with flipped classroom instruction provided evidence of the effects of the flipped classroom on student learning.

Both the traditional classroom group and the experimental group (class taught with the flipped classroom model) took place under similar environmental conditions of teaching and learning, a requirement for a well-designed experiment. The identical environmental conditions include the same: semester (summer), learning hours, classroom conditions, course goals and objectives, sequence of course topics, requirements of attendance, the opportunity for access to tutoring services at the institution, access to instructors during office hours, textbook, homework, problems in practice assignments, chapter assessments, pre-tests and post-tests (final exams). The only significant difference which the students experienced is the model of instruction used in the research (traditional classroom and flipped classroom instruction).

Group 1: The traditional group

Students are taught in the traditional classroom with traditional methods of in-class lectures and assigned homework. Specifically, the instructors design the vocabulary for the relevant topics to teach in the first 20 minutes and then ask the students to present in the class or in their groups. After the presentations, the students started to learn the new lessons which are designed in alignment with the vocabulary they had just learned at the beginning of the lesson.

Group 2: The flipped learning group

Students are taught by instructors using a flipped classroom method, which means that students are given the video for listening tasks and speaking questions for discussion related to the video one or two days before the class takes place. Then, students would give the answers to the listening task and present their ideas about the required speaking questions in front of the class or in a group. The instructors collect the entire ideas from students and have further discussions with one another.

Table 1: A comparison of time arrangements and instructional methods between the flipped group and the traditional group

Traditional group			**Flipped group**		
Activities	**Time (Minutes)**	**Methods**	**Activities**	**Time (Minutes)**	**Methods**
Classroom management and warm-up	10	Face-to-face (F2F)	Video for Homework	20	Online
Vocabulary building and word and phrase introduction	20	F2F	Classroom management and warm-up (check homework)	20	F2F

toward speaking skill					
Speaking activities in pairs or groups	20	F2F	Presenting the video's topics in front of groups or class	20	F2F
Presenting the prepared topics in front of groups or class	20	F2F	More words and phrases related to the video's topics	20	F2F
Wrap-up	20	F2F	Speaking	20	F2F
Homework	10	Paper	Wrap-up	10	F2F

3.3 Sample of the study

The population of the research consists of thirty first-year students learning in a university in Can Tho City, Vietnam who learn general English for communication. Also, there are approximately six students chosen for the in-person interviews in the university The majority of participants were ranging from 18 to 19 years old, who were learning the first semester of the university programs. They had similar motivation to study English because the program they had chosen was really focused on learning the spoken language of English in the first year of their total four-year program so that the students would become better at speaking before they entered the second semester.

3.4 Instrumentation

Improved student learning in terms of speaking performance is the main goal of any teaching model, and scores on assessments are the main indication of student learning, therefore, this study compares post-test scores from students in a traditionally taught class with students taught in a flipped classroom to provide evidence of the effects of the flipped classroom on student speaking performance.

3.4.1 Speaking tests

In order to answer the first research question, pre-tests and post-tests were designed to assess a variety of skills in order to see the students be capable of communicating on everyday topics such as their family, studies, free time activities, how to speak at length on given topics using the given questions in the cue cards. Specifically, in part 1, the students would be asked to introduce himself or herself. Then, the examiner would ask them some general questions about studies, home and interests. In part 2, the students were given a task card to talk about a particular topic, and they had two minutes to prepare and made notes before they start to speak. After part 2, the examiner would continue asking the students two or three further questions which are connected to the topic of part 2.

Table 2: Example of the speaking test

Parts	**Questions**	
1. Personal details and everyday activities	1. What's your full name? 2. Where are you from? 3. What's your job? 4. What do you like doing in your free time?	**A. Films** 1. What's your favorite film? 2. Who's your favorite actor/ actress? 3. How often do you watch films? **B. Cooking and Eating** 1. Do you like cooking? Why (not)? 2. Who cooks in your family? 3. Do you prefer eating at home or in a restaurant?
2. A given topic	**Instruction:** You are going to be given a topic, and you will talk about the topic in 1-2 minutes. You have 2 minutes to prepare. Describe a city you want to visit: - What it is? - Where it is? - What do you like doing in that city? - Why do you like visiting that city?	
3. Discussion	**Follow-up questions:** 1. In your opinion, what makes a city beautiful? 2. What is the difference between living in the city and the countryside? 3. What interesting things can people do in big cities?	

The students' performance was assessed throughout the three criteria, which are fluency, accuracy and complexity. The maximum score of each criterion was 3 points, which means 9 points for all of the four criteria. Score descriptors for each criterion were specifically listed in the appendix so that the examiners were able to mark easily.

3.4.1.1 Validity and reliability of the speaking test

First of all, the tests were read by the supervisor and two other university lecturers. All the topics are quite similar in terms of equal ease and difficulty. For instance, in test 1, the students are asked to talk about bicycles and animals, and in test 2 they are asked to talk about colours and books. The questions were quite similarly designed. The pre-tests and post-tests are the same (there are 10 tests in total), which means that the students' improvement could be equally recognized. The scale tests were run to check the reliability of the speaking tests. The results are shown in the tables below. It can be seen from the table that the alpha values were α= .914, which shows that the three tests are reliable.

Table 3: Reliability statistics of the tests

Case Processing Summary			
		N	**%**
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

Table 4: Reliability statistics of the tests

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.914	4

3.4.2 Designing the rubrics

After the practical analysis of the need of society had been done, the researcher commented to write the rubric. The result of the needs analysis and the previous studies' theories of speaking assessment was used as the testing guideline. The researcher involved three aspects of speaking namely accuracy, fluency and complexity. The three speaking aspects were applied based on the questionnaire sent to the instructors in order to check the reliability and validity. The instructors gave various answers such as fluency, accuracy, vocabulary, grammar, pronunciation, communicative ability, diction, content, context, gesture and activeness. The fluency and grammar aspects were mentioned by all the instructors followed by the vocabulary, accuracy and pronunciation aspects which were mentioned by six to three instructors. All the aspects mentioned by the instructors became the researcher's consideration in designing the rubric.

Table 5: The rubric of accuracy

Aspects		**Notes**
Score	**Description**	
3	* Sts show a very good ability in making sentences and very rarely making mistakes except for a little mistake which does not impede the communication. * Sts show a high consistency in choosing vocabulary which is suitable for the topic.	
2	* Sts are good at making sentences, sometimes make mistakes but do not impede the communication. * Sts are good at choosing vocabularies and suitable with the topic, sometimes take time to think of the vocabularies but do not ask the examiner.	
1	* Sts usually make mistakes in the sentences which sometimes impede the listeners' understanding or communication. * The vocabularies used are limited and usually does not suit the topic. Sometimes ask the instructor the English form of the words that the student wants to use.	

Table 6: The rubric of fluency

Aspects		**Notes**
Score	**Description**	
3	* Sts deliver the topic fluently and using both long and short utterances well and spontaneously. * Sts rarely show hesitation in pronouncing and delivering meaning, only on a very complex topic.	
2	* Sts do some pauses when delivering simple topics but show difficulties in delivering complex topics * Sts often show hesitation in pronouncing and delivering meaning which impedes the fluency of speaking.	
1	* Sts do many pauses in delivering simple topics and so difficult delivering more complex topics.	

	* Sts often show hesitations in pronouncing and delivering meaning which obviously impedes the speaking.	

Table 7: The rubric of complexity

Aspects		**Notes**
Score	**Description**	
3	* Sts can easily and effectively contribute to developing complex topics. * Sts show the ability to develop ideas flexibly using the linguistic ability. * Using various syntactical structures properly and showing a good lexical ability.	
2	* Sts can contribute effectively to developing complex topic * Almost always using various grammatical and syntactical structures and almost always show quite good lexical ability in doing tasks.	
1	* Sts can contribute to developing understandable topics but find it very difficult to develop a complex topic. * Sts may be able to follow the conversation on his/her understandable topic but find it very difficult to follow and involve in the conversation with a complex topic.	

3.4.3 The interviews

For the second research question, in terms of data collection, interview sessions were scheduled in order to conduct individual interviews with the six students who had been learning at universities for their first years and got familiar with learning using flipped classroom instruction within a 2-week period. Interviews began with an explanation of the purpose of the study and a reminder to the students that the interviews would be audio recorded and that recordings were kept confidentially. The students were also informed that I would be taking notes during the interviews. No identifying data was included with the audio recordings or any notes taken during the interview.

During the interviews, the students were asked six interview questions. They were encouraged to speak freely, and probing questions were posed as needed based on their responses. Even though interviews were scheduled for 30 minutes, some of the interviews would probably take more or less time according to the flow and detail of the participant's responses. Once all interviews are completed, the students were invited to ask additional questions that could arise from the previous phases.

An interview was considered the best data collection tool for encouraging participants to share their views of the strategy and gain meaningful insight (Yin, 2011). Yin figured out that the significant way to get the depth required for a research study was to interview participants, and interview questions should be specifically designed to address the research questions. The interview was designed with the intention of accessing students' thoughts and recollections of the flipped learning and instruction experience. Questions were designed to be direct, yet open-ended, in order to obtain the richest responses possible.

The following table is an interview matrix that describes how the interview questions are aligned with the research questions.

Table 8: Interview questions decision matrix

Interview questions	**Research questions**	**Relationship to Conceptual Framework**
1. What do you think about learning English speaking using flipped classroom instruction?	Q1: Does the flipped classroom help improve students' speaking skills? Q2: What are the students' opinions about using the Flipped learning model to study speaking skills?	Sociocultural theory
2. Do you think teaching speaking skills through flipped classroom is better than through a traditional classroom? Why (not)?	Q1: Does the flipped classroom help improve students' speaking skills?	Constructivist theory
3. What are the largest challenges of implementing a flip classroom?	Q2: What are the students' opinions about using the Flipped learning model to study speaking skills?	Constructivist theory
4. Would you recommend the use of the flip model for other students? Why or why not?	Q2: What are the students' opinions about using the Flipped learning model to study speaking skills?	Sociocultural theory and Constructivist theory
5. Where do you see the future of flipped learning model going? Why?	Q2: What are the students' opinions about using the Flipped learning model to study speaking skills?	Sociocultural theory
6. What advice would you offer to a teacher who is new to flipping their classroom?	Q2: What are the students' opinions about using the Flipped learning model to study speaking skills?	Sociocultural theory

3.5. Data analysis

3.5.1 Analysis of pre-tests and post-tests

The pre-tests took place in the first week of the course which would be expected to last approximately 12 weeks, and in the 12th week the students were tested to gain the final scores named post-tests. When the scores of the pre-tests and the post-tests are gained, a General Linear Model (GLM) test for repeated measures was going to be run to check whether the students' speaking ability before and after the study changed or not. In addition, an independent Sample-T-Test and a paired Sample T-test were run to analyze whether there was any statistically significant difference between the two groups and to find out the differences between the two groups in terms of the amount of test scores improvement during the experiment.

3.5.2 Analysis of the interview

After the data collection stage of the research, the transcribed interviews were analyzed using the thematic analysis method. The thematic analysis means that the researcher

analyzes the interviews by encoding qualitative data and compiling it into themes. Practical thematic analysis is considered the best as a set of ways designed to identify and examine possible themes from textual data in a way that is transparent and credible (Guest et al., 2012, 15). The analyzed data is shown in a way that enables readers to easily figure out the relationship between the data and its interpretation. Usually, qualitative data is presented by using illustrative quotes, the "raw data", which is analyzed and arranged, not just listed (Anderson 2010). The thematic analysis of the research is approached in a deductive way meaning that the coding and theme development are directed by existing concepts or ideas of the study. The process of the data which was analysed includes six steps explained by Braun and Clarke (2006) as follows:

a. Getting familiar with data

The first step of the stage mentions transcribing the interviews and re-reading generated materials several times in order to get familiar with the content which was going to be analyzed. This process is crucial and assists in the better execution of the following steps in the analysis.

b. Getting generation of initial codes

The next step in the stage implies creating the initial codes derived from the entire set of data given. The codes are well viewed as "*shorthand labels - often a word, a short phrase, or metaphor - often from the participants' accounts, which are assigned to data which was defined as having some common meaning or relationship*" (Carpenter & Suto, 2008, p. 116). During the data analysis stage, a hundred-twenty of initial codes were assigned.

c. Searching for themes among codes

The following stage involves combining initial codes into themes. Themes give out an "*idea that gains something important about the data related to the research question that represents a pattern in responses*." (Braun & Clarke, 2006). In the process of analyzing the codes were assigned to different themes.

d. Reviewing themes

This stage includes refinement of the existing themes, review of the relations between the themes, pattern forming, as well as possible theme rearrangement if needed. At this stage in the analysis, the names of the themes should capture the essence of each theme, and they are concise and descriptive.

e. Producing the final report

The last stage includes presenting the final result of the research in the form of a final report. The findings are analytically described; the relations between the themes and patterns are clearly stated and backed by the extracts from the data (Braun & Clarke, 2006).

After the interviews with students were completed, all of the interview content would be transcribed for labelling the words, phrases, sentences and sections which were relevant. I would decide which sort of information could be relevant, and important from the students' points of view so that the quotations after that would take place in order to write the results as well as the pedagogical implications.

The data was going to be coded to identify relevant themes. Data was analyzed from the interviews and transcripts according to a model adapted by Moustakas (1994) for phenomenological research. Moustakas showed a method including the basic four steps to phenomenological data analysis. This method described identifying significant statements from the participants, clustering those statements into meaning units and themes, and then synthesizing those units into a description of the experience.

Miles, Huberman, and Saldaña (2014) all figured out that that sort of coding is a commonly used method to code qualitative data using "*words and short phrases from the participants own language*". In the coding method, coding is also an essential way to note phrases which are significant to the participants by preserving them in their original form. This coding process aids in the confirmation of trends as the questions posed in the interview are basically based on coded data from interviews. Preservation of responses in their original format ensures accuracy and further helps to clarify understanding of instructors' experiences. By using short phrases from the participant's responses, the thoughts of the participants are going to be summarized into succinct phrases to later analyze further.

4. Results

4.1 Results of the speaking tests

An Independent Sample T-Test in SPSS 16.0 was run to analyze the scores of the two groups gained from the speaking pre-test and post-test. As shown in Table 1, there was no statistically significant difference between the two groups at a .05 level in the speaking pre-tests since the p value is 0.54.

Table 9: A comparison between the flipped group and a traditional group before treatment

Group Statistics						
	Group	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**	**Sig.**
Pre-tests	1.00	15	5.93	1.280	.330	.054
	2.00	15	6.27	1.163	.300	

Note: Group 1: Flipped group, Group 2: Traditional group

However, the scores of the two groups showed a significant difference in the speaking posttest (p=0.002). The mean score of the flipped group (Mean = 7.20, S.D. = .941) was higher than that of the traditional group (Mean = 6.60, S.D. = 1.056). As a result, it indicated that the flipped group had statistically higher post-test scores than the

traditional group, and the mean score of the flipped group increased more than the traditional group.

Table 10: A comparison between the flipped group and a traditional group after treatment

Group Statistics						
	Group	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**	**Sig.**
Post-tests	1.00	15	7.20	.941	.243	.002
	2.00	15	6.60	1.056	.273	

Note: Group 1: Flipped group, Group 2: Traditional group

In addition, a Paired-Sample T-Test was also conducted to compare the post-test scores of the two groups with their own pretest scores, which aimed to find out the differences between the two groups in terms of the amount of test scores improvement during the experiment. The results of the T-Test are displayed in Table. Accordingly, the scores of the flipped group (p= .000) and the traditional group (p= .238) were significantly improved during the experiment.

Table 11: The improvement comparison between 2 groups

Paired Samples Statistics					
	Group	**N**	**Std. Deviation**	**Std. Error Mean**	**Sig.**
Flipped Pre-test	1.00	15	1.280	.330	.000
Post-test	2.00	15	1.163	.243	
Traditional Pre-test	1.00	15	1.056	.300	.238
Post-test	2.00	15	1.280	.273	

In conclusion, the flipped group and the traditional group were statistically equivalent before the experiment in light of speaking test scores. However, after the experiment, the flipped group had higher speaking posttest scores than the traditional group, and their speaking test score increased more than the traditional group as well. These results showed that students in the flipped group had more improvement and achieved higher speaking skills than those in the traditional group. The above-mentioned findings helped answer the first research question, which indicates that flipped classrooms had a significantly positive effect on university students' speaking performance.

4.2 Results of the interviews

At the beginning of the interview, the interviewees were asked to describe their typical learning styles, materials and technology they use. The interviewees eagerly described their typical learning day, in and out-of-class activities, their roles in the classrooms, relationships with the instructors, the structure of the courses that they learn, and methods and materials they have. The explanation process served as an observation of participants' preferences and knowledge and gave an overview of the diversity of the respondents' backgrounds.

Data analysis indicated that the interviewees had very different learning styles. Some of them had experience in learning with traditional teaching methods, and some of them had used to be actively used flipped classrooms. The majority of the interviewees were somewhat familiar with the concept of flipped classrooms prior to the interview. They were then asked about their personal opinion on flipped classrooms and the possible benefits and drawbacks that they saw in this model.

Upon reviewing the data, I identified six main themes of data, which helped respond to my question concerning how these students' opinions towards the effect of flipped learning. These six themes are: general views towards the flipped classroom, the effectiveness of flipped learning, challenges, flipped model recommendations, future of flipped learning and advice for new students and advice for new flipped classroom students. In this part, the researcher reports these themes one at a time, and supports them with quotes from the interviews.

Table 12: Themes and coding for the interview results

Themes	**Coding**
1. General views towards the flipped classroom	1.1 Usefulness 1.2 Modern way of learning
2. The effectiveness of flipped learning	1.3 Development of skill 1.4 Having fun
3. Some challenges	1.5 Time 1.6 Techniques
4. Flipped model recommendations	1.7 Positiveness 1.8 Technological advancement
5. Future of flipped learning	1.9 Being improved 1.10 Being developed
6. Advice for new students and advice for new flipped classroom students	1.11 Better preparation 1.12 Technological knowledge

4.2.1 General views towards the flipped classroom

a. Usefulness

The majority of the interviewees noted that there is a positive impact on promoting effective learning. Students could be more effective when they learn with flipped model instructions. They confirmed that during the course using flipped learning, they gained certain benefits for their results.

> *"From my point of view, the flipped classroom instruction is an effective way to learn and understand the lessons because I can be more active and excited about discussing new things with my friends and teacher."* (Interviewee 1)

> *"FL is a quite effective method to teach speaking skill and helps learners enhance their English quickly because students have the long time to prepare what they speak as well as their points."* (Interviewee 2)

"Learning with the flipped classroom instruction in my learning processes helps the lesson more attractive." (Interviewee 3)

"I think it is a good technique for the students can practice English." (Interviewee 4)

"I myself find it is really useful in many ways. For example, students have opportunities to prepare something even right or wrong/ suitable or not for their upcoming lessons." (Interviewee 6)

b. Modern ways of learning

Participants noted that flipped learning is novel to students because nowadays technology develops so fast, which affects education positively, and students should be taught via applying the technology for learning in order to both study effectively and feel interested in it.

"This modern way of learning makes them confident in answering questions and enjoys speaking skill classes." (Interviewee 1)

"By working with this new way of learning, they are quite proactive in their study." (Interviewee 6)

4.2.2 The effectiveness of flipped learning

a. Development of skill

Most of the interviewees agreed that this way of learning (flipped classroom) was better than a traditional classroom. They supported their ideas that really helped their learning in terms of developing their skills well.

"Yes, I do. I strongly agree with this viewpoint for many reasons. Firstly, I think that practice plays an important role in improving speaking skills. The more you practice, the more fluent you will be in the learning process." (Interviewee 1)

"…students have preparation in advance. It develops students' critical thinking, so learners arrange ideas logically in mind, then speak out fluently that in the past." (Interviewee 2)

"…I think it is better because students can have chances for brainstorming before class, and when they come in the class, they can have ideas to practice." (Interviewee 4)

Only one of the interviewees did not feel for sure whether the flipped learning could be better or not. She hesitated that:

"Actually, it really depends. Simply, nothing is always good. If what teachers want students to do is not interesting or does not meet students' needs, then I think FL will be ineffective." (Interviewee 6)

b. Having fun

Basically, the students felt excited about learning with this model because of the fun and interesting activities that the flipped model brought.

"… flipped classroom reduces the pressure in learning and increase my learning motivation." (Interviewee 3)

4.2.3 Some challenges

a. Time

The majority of the participants strongly agreed that time was a major problem when they learned with this flipped model.

"…I have some challenges through flipped classroom model in which the most challenge is lack of time management. I get lessons from the internet. Sometimes, I spend more time on social media and pay less attention to what I have to learn without my teacher." (Interviewee 1)

"…busy students, they not only study at university but also have part-time jobs." (Interviewee 2)

"Some challenges are the difficulty of the tasks, and the time for preparation." (Interviewee 3)

"… and they have to spend time before the class some adult learners they don't have much time because they busy with work." (Interviewee 4)

"…Second, it's not easy to make sure that all students take time to prepare carefully for their lessons." (Interviewee 6)

b. Techniques

They paid much attention to techniques which the instructors applied for the flipped classroom. Both students and instructors have to be good at technology in order to gain the best result when this flipped model is used.

"…in this method, learners look into information at home by themselves. They sometimes understand question's problems wrongly, which is an inevitable thing." (Interviewee 2)

"The largest challenge that the learners may face maybe they don't understand the video." (Interviewee 4)

4.2.4 Flipped model recommendations

a. Positiveness

Four interviewees agreed to recommend this flipped model to the others because they could be able to figure out that the model brought students positive results.

"I would definitely recommend this useful method because students will be more active than the ones who study through the traditional model." (Interviewee 1)

"Yes, I would. Because this model is useful and it increases cooperation among learners." (Interviewee 3)

"I will recommend it because I think it is good for studying and practicing speaking in English." (Interviewee 4)

"Yes, I guess so. I possibly think that it brings me positive results, I can actually develop my speaking skill." (Interviewee 6)

b. Technological advancement

One participant continued to express her ideas positively about the flipped model. Furthermore, she mentioned using technology for their learning.

"…Nowadays, technology has been developed. Therefore, teachers should take advantage of it to apply it in the classroom. It not only makes students more active but it also has a great effect on learning improvements." (Interviewee 1)

4.2.5 Future of flipped learning

a. Being improved

The participants believed that in the future this flipped model would be improved due to the inter-relation between technology and education.

"… It not only makes students more active but it also has a great effect on learning improvements." (Interviewee 1)

"Yes, I do. Because flipped classrooms will increase learners' autonomy for their own learning and it is more interesting than traditional classrooms. If it is more improved with technological devices, the learning will be better." (Interviewee 3)

b. Being developed

They also believed that this model would be developed because there had been good results from using this flipped model, which helped students develop both speaking skills and confidence.

> *"Yes, I think so. Nowadays, technology has been developed. Therefore, teachers should take advantage of it to apply into the classroom."* (Interviewee 1)

> *"I believe FL method is more developed because it is suitable with this era."* (Interviewee 2)

One interviewee was not really into this model. She noted that there would be more suitable methods for teaching and learning, and this model was not unique to education.

> *"I am not positive about this aspect. Teaching and learning methods have developed and changed at times. Teachers will find what is best for their learners."* (Interviewee 6)

4.2.6 Advice for new students and advice for new flipped classroom students

a. Better preparation

More ideas towards this model were simple; this model should be better if students should prepare the videos before class.

> *"…They also need time to prepare at home carefully."* (Interviewee 3)

> *"…I advise that if the student is new, he or she should spend some time for listening and watch some simple video to get used to."* (Interviewee 4)

b. Technological knowledge

They suggested that the lesson would be better when students had good skills in computer studies because the lesson was related to technology.

> *"…Students should prepare knowledge of technology so that they may not encounter any difficulties in classes like this."* (Interviewee 5)

> *"…and to get background knowledge of technology first before attending such kind of the class."* (Interviewee 4)

5. Discussions and Conclusions

5.1 Discussions

5.1.1 Summary of the results

The research was conducted to answer the two research questions, which can be summarized in the following section.

Research question 1: Does the flipped classroom help improve students' speaking skills?

It is obvious from what was found that the students in flipped learning model performed better than the ones in the traditional learning model. In addition, the majority of the students in flipped learning model appreciated this model for learning speaking skills. Thus, the results of this current study could be compatible with the previous studies (Suranakkharin, 2017; Bajurny, 2014). The most noticeable finding found in the research is that students' speaking skills improved a lot after learning with flipped classroom model. It is also to confirm the importance of integrating technology into the English classroom in order to achieve better results.

Research question 2: What are the students' opinions about using the flipped learning model to study speaking skills?

The result from the interviews revealed that students had positive attitudes toward using a flipped classroom to learn speaking skills. First of all, in the interviews, the students felt comfortable expressing their feelings as well as their enthusiasm for flipped classrooms and their interesting activities during the experiment. Second of all, they felt enjoyable with videos sent to them before the class started, this is because they had time to prepare well and then presented the topics in front of the class in the next class meeting. Furthermore, they also believed that flipped classroom model could improve their speaking skill.

5.1.2 Discussion of the findings

This study investigated whether flipped learning has an effect on university students' speaking performance? Additionally, the study investigated the sub-question: Does flipped learning improve students' speaking ability? And what are the students' opinions of learning with the flipped model? For both research questions, the comparison of the traditional and flipped groups' results from the pretests/posttests and the repeated measures were the determinant of the effects of flipped learning. The primary findings from the initial analyses of the effect sizes (Cohen's d) of the difference in average scaled scores for both groups were considerable. In addition, the comparison findings of both groups from the post-tests indicated they both performed differently at each testing time-point. However, Manal (2017) compared students' academic achievement in post-speaking tests. The results from the assessment did not yield any difference in the groups' achievement levels. While Nguyen & Tran (2017) found that there was a significant difference in academic achievements between the two groups in the speaking course.

Although the studies from the two above researchers found different results from this study's findings, their comparisons of learning environments are different from this study. They associated flipped learning with yielding similar academic results to traditional instruction. However, traditional instruction has already been established as an ineffective learning environment in teaching writing unless combined with other instructional strategies (Randel, 2012). Additionally, traditional instruction is teacher-centered and contradicts the recommendations for instructional strategies stated in the English language Framework. This study compared flipped learning to a non-flipped learning environment which means traditional instruction. This study's findings provide students' relevant perspectives of flipped learning in terms of the effect of the flipped classroom on students' speaking performance compared to the other three studies, which makes this study different from the other three previous studies.

5.2. Overall effect of flipped learning

The results of this study indicate that the overall impact of flipped learning was significant. In comparison between the traditional and flipped groups' performance, flipped learning (student-centered instruction was part of the class lesson) was a more effective learning environment than the traditional (teacher-centered instruction was part of the class lesson) in terms of test scores. This finding was based on the statistical significance of the difference in the average scores at all of the testing time points between the two groups. It is likely that the flipped learning garnered a significant effect, and the time allotment for adjustment to the flipped learning assignments was adequate.

5.3 Implications

It is obvious that there have been more methods and approaches toward English language teaching and learning, and the flipped model is taken into account in terms of improving students' speaking skills. As we have seen from the postscores of the two classes compared to the pretests that students in flipped classrooms performed better than those in the traditional class. It indicated that the flipped model should be taught not only in the observed university but also in other educational units such as public schools, and private schools. In addition, technology becomes a useful tool for facilitating students with fun and good results.

The interviews with the participants showed that the implementation of the flipped classroom was viewed as very positive from the students' perspective. Students seemed motivated and enjoyed in-class activities and competitions. For instance, when they took part in the activities designed according to the flipped model, they were eager to join. Furthermore, the freed-up class time allowed for more student-centred teaching (Bergmann & Sams, 2012; Mazur, Brown & Jacobsen, 2015; Basal, 2015; Muldrow, 2013), which enabled the building of a better understanding with students.

As has been shown through the analysis of the interviews, students had positive perceptions of the flipped model in general. As a result, the class atmosphere was very good and students worked and participated in the activities when they were asked to.

What is more, as most of the in-class time was used to carry out student-centred activities, the teacher's role was mainly to monitor and guide learners through the activities, which allowed providing students with constant feedback (Bergmann & Sams, 2012; Mazur, Brown & Jacobsen, 2015; Basal, 2015). Although the instructor spent just fifteen weeks with the students and gave the flipped model in only six lessons, it was enough to gain a better insight into students' personalities, needs and likes. Therefore, it could be figured out that this flipped model makes it possible to build positive relationships between teachers and students, as recommended by Bergmann and Sams (2014).

On the other hand, there are some aspects which have to be considered. During the experiment, a few students did not watch the videos, even though each assignment was explained well in class, an email was sent with all the explaining steps that had to be followed and there was a student in charge of reminding the rest of the class about what they had to do before the following class. This could be due to what Hao's (2016) research identified as not all the students being efficient when it comes to self-directed learning.

5.4 Recommendations

Two important inferences were gained during the course of the study. Firstly, this study's review of literature has found a new direction for researchers interested in investigating flipped learning in English language teaching and learning. Secondly, the findings from this research suggest that flipped learning is a viable learning environment that English instructors can integrate with their English model instruction.

Though there are few studies investigating flipped learning in English language teaching and learning, the findings from this study suggest that flipped learning is a viable learning environment that can be integrated with a university curriculum for English instructors. Flipped learning is a viable learning environment because it was shown from the findings of this study to be a more effective learning environment than the non-flipped learning environment (traditional classroom) that shows student-centered instruction in the classroom. Also, the findings from this study suggest flipped learning's ability to support most of the students in English-speaking classes.

However, the findings from this study also suggest that educators must reserve judgement on the effectiveness of flipped learning. As students need time to deal with the new learning environment, instructors must make allowances for that adaptation before they see the impact of flipped learning on student learning. The result also shows the need for providing time for adaptation, because, during the course of the study, participants gradually increased the rate of completing the flipped learning assignments in terms of speaking. English instructors must provide a supportive environment that allows time for the students to adjust to the flipped learning environment.

5.5 Limitations

As with most research, this study has its limitations. Firstly, the research design had time constraints and a lack of available participants. The sample size was limited, both because the research program has the parameters and because of the difficulty I experienced

finding instructors who are committed to using a flip teaching model. Secondly, I was not able to access all student perspectives on the effectiveness of flip teaching on their learning. It would be interesting to expand the study and analyze the student-learning results of more students in order to get more insights.

Furthermore, in all repeated measures designs, the practice effect needs to be taken into consideration. Participants either become better with practice with each measure or become fatigued or bored (Lamb, 2003; Minke, 1997, April; Nimon & Williams, 2009). In the case of this study, some participants became fatigued or bored when they completed posttests because the study took place in a private university where students' participation and attendance were not stable in class.

The presence of testing fatigue or boredom suggests an additional limitation of the study, which was the length of the treatment. The intervention group's gradual adjustment to the flipped learning assignments suggests the length of the study impacted the results of this study. If the duration of the study had lasted a longer time, the results might have been different.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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