



FLIPPED LEARNING AS A TOOL FOR IMPROVING STUDENTS' SPEAKING SKILLS

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Abstract: *This article discusses the effectiveness of flipped learning in improving students' speaking skills in foreign language education. The study analyzes the pedagogical advantages of flipped classrooms and their influence on communicative interaction, collaboration, learner motivation, and speaking fluency. The article also explores the use of digital technologies, interactive tasks, and multimedia resources in promoting oral communication. The findings indicate that flipped learning creates more opportunities for meaningful classroom interaction and contributes to the development of students' communicative competence and confidence.*

Keywords: *flipped learning, speaking skills, communicative competence, student-centered learning, collaborative learning, educational technology, oral communication, language teaching.*

Speaking is one of the most important skills in foreign language learning because it enables learners to communicate ideas, express opinions, and participate in social interaction. However, many students face difficulties in speaking English fluently due to limited classroom interaction, fear of making mistakes, and lack of communicative practice. Traditional language classrooms often focus heavily on grammar explanations and written exercises, leaving



limited time for oral communication activities. As a result, students may have strong theoretical knowledge but weak speaking abilities.

Flipped learning offers an alternative approach that increases opportunities for communication and interaction. In flipped classrooms, students study instructional content before class through videos and online materials, while classroom time is dedicated to practical speaking activities, collaborative learning, and problem-solving tasks.

This article aims to examine the effectiveness of flipped learning in improving students' speaking skills and to analyze its impact on learner engagement and communicative competence. The flipped learning model has gained significant attention in recent years due to its ability to support active learning and learner autonomy. Jonathan Bergmann and Aaron Sams argue that flipped classrooms transform students from passive listeners into active participants.

According to Jack C. Richards, communicative competence develops when students participate in authentic interaction and meaningful communication. Language learners need opportunities to use language actively rather than simply memorize grammatical rules. Jeremy Harmer emphasizes that speaking activities such as discussions, role plays, debates, and presentations increase learners' confidence and fluency. He also notes that collaborative classroom environments encourage students to communicate more effectively.

Research by Larry Vandergrift and Christine Goh demonstrates that interactive learning environments positively influence language acquisition and learner confidence. Recent studies also reveal that flipped learning increases classroom participation and student motivation. The study used qualitative and quantitative research methods to investigate the impact of flipped learning on speaking skills. Classroom observations, speaking assessments, student surveys, and interviews were conducted. The participants were university



students learning English as a foreign language. Students in the experimental group used flipped learning strategies, while the control group followed traditional instruction.

Before classroom lessons, students in the experimental group watched video lectures, reviewed vocabulary lists, and completed online exercises. During classroom sessions, students participated in speaking-oriented tasks such as debates, role plays, interviews, group discussions, storytelling activities, and presentations. Teachers acted as facilitators rather than lecturers. Classroom time focused on communication, interaction, and collaborative learning. The effectiveness of flipped learning was evaluated through oral performance tests, participation records, and student feedback.

The results demonstrated that flipped learning significantly improved students' speaking abilities. Students in the experimental group showed greater improvement in fluency, pronunciation, vocabulary usage, and confidence compared to the control group. One of the key advantages of flipped learning was increased classroom interaction. Since students learned theoretical content before class, they had more opportunities to practice speaking during lessons. This created a more communicative and student-centered learning environment. Students also became more confident in expressing their opinions and participating in discussions. Many learners reported that pre-class preparation reduced anxiety and helped them feel more prepared for speaking tasks.

Collaborative activities such as pair work and group discussions improved communication skills and promoted teamwork. Students learned how to negotiate meaning, respond to different opinions, and interact effectively in English.

The use of digital technologies increased students' motivation and engagement. Video lectures, interactive platforms, and multimedia resources made learning more interesting and accessible.



Teachers observed that flipped learning allowed them to spend more time supporting students individually and monitoring speaking performance. Instead of delivering long lectures, teachers facilitated communication and guided students through interactive activities.

However, some challenges were identified. Certain students lacked self-discipline and did not complete pre-class tasks regularly. Technical problems such as poor internet access also affected some learners. Despite these challenges, the overall findings suggest that flipped learning is highly beneficial for developing speaking skills and communicative competence.

Flipped learning is an innovative instructional approach that effectively improves students' speaking skills in foreign language education. By transferring theoretical instruction outside the classroom and focusing on communication during class time, flipped learning promotes active participation, collaboration, and learner autonomy.

The study demonstrates that flipped classrooms enhance students' fluency, confidence, and communicative competence. Furthermore, digital technologies and interactive activities create engaging learning environments that support meaningful language use. Therefore, implementing flipped learning strategies in foreign language classrooms can contribute to higher student achievement and more effective language instruction.

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