
| RESEARCH ARTICLE

Using the Flipped Classroom Model to Improve Non-English Major Students' Speaking Skills

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| ABSTRACT

The flipped classroom model (FCM) is currently a prominent topic in education circles. While there's been discussion about its positive impacts, there's limited empirical evidence in the literature regarding whether FCM can truly improve the oral proficiency of non-English major learners. In this study, FCM was utilized to explore its benefits in terms of improving students' oral proficiency. The data was collected through one set of questionnaires, in-class observations and a pre- and post-test with a speaking rubric to check the effect of FCM on students' speaking skills. In this study, there were 60 non-English major students of Dong Nai Technology University (DNTU) in Vietnam. In class A (the flipped group), 30 students studied the course using FCM, while the remaining students in class B (the traditional group) studied the course using traditional methods. Findings reveal that the use of FCM not only improved students' speaking skills but also enhanced learners' motivation. The results can serve as a guide when developing oral proficiency for non-English major students.

| KEYWORDS

English Teaching and Learning; Education; Flipped Classroom Model; Attitudes; Speaking skills.

| ARTICLE INFORMATION

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1. Introduction

English is widely regarded as a cornerstone subject across all levels of Vietnam's educational system. Within this framework, the ability to converse proficiently holds particular significance, as it serves as the primary means of communication. Furthermore, the centrality of speaking skills is underscored by its symbiotic relationship with other language proficiencies. Engaging in spoken communication not only facilitates the improvement of grammar and vocabulary but also refines writing abilities. Through speaking, learners can articulate their thoughts, narrate stories, make inquiries, engage in discussions, and demonstrate various language functions. Beyond the confines of the classroom, proficiency in speaking English is equally vital, offering practical utility in real-world contexts. Consequently, numerous adjustments have been implemented in the classroom environment to foster active and enthusiastic participation among learners during instructional sessions at DNTU. However, non-English major students still seem to be less active in the lessons and their speaking skills are not at the desired level. The reason for these problems may be students are mainly exposed to input during in-class time. The courses happened mostly in the classroom and students make the effort to struggle with assignments at home sometimes. Therefore, the researchers focus on more innovative teaching models to overcome such problems. One model that has gained prominence in recent years is the flipped classroom approach, a pedagogical strategy redefining the dynamics of instruction.

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speaking, learners can articulate their thoughts, narrate stories, make inquiries, engage in discussions, and demonstrate various language functions. Beyond the confines of the classroom, proficiency in speaking English is equally vital, offering practical utility in real-world contexts. Consequently, numerous adjustments have been implemented in the classroom environment to foster active and enthusiastic participation among learners during instructional sessions at DNTU. However, non-English major students still seem to be less active in the lessons and their speaking skills are not at the desired level. The reason for these problems may be students are mainly exposed to input during in-class time. The courses happened mostly in the classroom and students make the effort to struggle with assignments at home sometimes. Therefore, the researchers focus on more innovative teaching models to overcome such problems. One model that has gained prominence in recent years is the flipped classroom approach, a pedagogical strategy redefining the dynamics of instruction.

1. What are students' opinions after being instructed with FCM?
2. To what extent does FCM affect students' speaking skills?

2. Literature Review

2.1 The definition of FCM

FCM is an instructional strategy that reverses the traditional approach to teaching and learning. According to Bergmann & Sams (2012), the typical sequence of in-class and homework activities is inverted in a flipped classroom. Instead of the teacher delivering direct instruction during class time and assigning practice or reinforcement as homework, students are exposed to new content outside of class, usually through pre-recorded videos, readings, or other online resources. Class time is then utilized for interactive and applied learning activities. Strayer (2012) also defined that a flipped classroom represents a teaching approach and a form of blended learning that alters the conventional educational setup. Instead of delivering instructional material in class, often utilizing online resources, it shifts activities, including ones typically designated as homework, to the classroom setting.

These definitions highlight the common themes of inverting the traditional teaching model, using technology for content delivery outside of class, and promoting active, engaged learning during class time. The FCM aims to enhance students' understanding and application of concepts through a more interactive and student-centered approach.

In summary, the key features of the flipped classroom model include:

- Pre-class instruction: students explore instructional materials independently before class.
- In-class activities: class time is used for active learning, discussions, problem-solving, and other hands-on activities.
- Technology integration: the use of technology, such as online platforms and video lectures, is fundamental for delivering pre-class content.
- Teacher facilitation: the role of the teacher shifts from a lecturer to a facilitator, guiding students through the learning process.

2.2 Inversion of the traditional teaching method

According to Strayer (2012), the inversion of traditional teaching methods, exemplified by models like the flipped classroom, represents a paradigm shift in education. Departing from the conventional approach of in-class lectures followed by homework, this inversion places greater emphasis on self-directed learning outside the classroom and interactive, application-oriented activities within. By leveraging technology and encouraging students to engage to instructional content independently, educators can optimize precious in-class time for collaborative discussions, problem-solving, and personalized guidance. This inversion not only promotes a deeper understanding of subjects but also cultivates critical thinking and teamwork skills. As education continues to evolve, exploring and embracing these innovative teaching methodologies can redefine the learning experience for students and educators alike.

2.3 The advantages of FCM

FCM is an innovative approach to teaching that reverses the traditional roles of class time and homework. When flipped classroom was used for the group of participants, they engaged to the instructional content outside of class, often through videos or online readings, and then use class time for collaborative activities, discussions, and problem-solving. Implementing FCM can offer various following benefits for students.

2.3.1 Individualizing learning

FCM is well-suited for individualizing learning as it allows students to progress through instructional materials at their own pace and tailor their learning experience to their individual needs. It often involves providing various learning resources, such as videos, articles, and online quizzes. Aydın & Veysel (2016) emphasized that students can choose the format that suits their learning style, making the learning experience more personalized. This also accommodates varied learning speeds and allows students to spend more time on challenging concepts while moving quickly through material which they already understand.

2.3.2 Collaboration and engagement

According to Ozdamli & Asiksoy (2016), class time in a flipped model is dedicated to interactive and collaborative activities rather than passive lectures. Engaging activities such as discussions, group projects, problem-solving exercises, and hands-on experiments, capture students' attention and involve them actively in the learning process. These activities not only engage students but also help them apply theoretical knowledge to real-world situations.

2.3.3 Interaction and communication

Students have more opportunities for one-on-one interaction with the teacher during class, as instructors are available to provide personalized assistance and guidance (Foldnes, 2016). Moreover, peer-to-peer interaction is often encouraged during in-person sessions. Students can work together on problem-solving exercises, share ideas, and discuss concepts, leading to improved communication and collaboration.

2.3.4 Development of critical thinking skills

The students engage to pre-class materials (videos, readings, etc.) independently, allowing them to grapple with new concepts and ideas before coming to class. This pre-class preparation sets the stage for critical thinking by prompting students to analyze and question the content on their own. Halili & Zamzami (2015) supported that discussing concepts with peers fosters critical thinking by exposing students to diverse perspectives and encouraging them to defend and refine their own viewpoints. The flipped model emphasizes the application of knowledge through problem-solving activities during class. Students are presented with real-world scenarios that require them to analyze information, make decisions, and propose solutions. This practical application of knowledge promotes critical thinking skills.

2.4 The challenges of FCM

According to Aydin & Veysel (2016), while FCM offers innovative opportunities for student engagement and active learning, it also presents several challenges.

2.4.1 Technical problems

Technical problems such as unreliable internet connections, compatibility issues with devices, or difficulties accessing online platforms can disrupt students' ability to engage with pre-class materials and participate in virtual discussions or activities. Thus, students may have problems with their preparation.

2.4.2 Students' preparation

The success of FCM depends on students actively engaging with pre-class materials to come prepared for in-class activities. However, motivating students to consistently complete these assignments and ensuring they do so effectively can be a challenge.

2.4.3 Time management

Students must manage their time effectively to complete pre-class assignments while balancing other academic, extracurricular, and personal responsibilities. Without proper time management skills, students may struggle to keep up with the demands of the flipped classroom model.

2.4.4 Resistance to change

Both students and educators may resist adopting the flipped classroom model due to its departure from traditional teaching methods. Overcoming resistance to change and effectively implementing new pedagogical approaches can be a significant challenge.

2.4.5 Self-directed learning

FCM requires students to take greater responsibility for their own learning outside of class, which can be challenging for those who are not accustomed to self-directed study or who require more guidance from instructors.

2.5 Empirical studies

In 2017, Amiryousefi explored the effects of FCM on language students' speaking and listening skills, revealing that the approach positively impacted the EFL learning process. Similarly, in 2017, Chen Hsieh and his friends conducted a research which reported that FCM could reduce students' nervousness, motivated and engaged the students better in class. Assessing students' satisfaction with the incorporation of FCM in a college English speaking class, Li (2016) discovered that the majority of students were content with its implementation.

Çetin Köroğlu and Çakır (2017) investigated the potential of FCM to enhance the speaking skills of English language student teachers. Their study revealed a noteworthy improvement in fluency, coherence, grammar and accuracy among the flipped class.

In 2019, Kırmızı and Kömeç asserted that FCM enhanced learners' pronouncing ability through the utilization of videos. Additionally, Wang et al. (2018) explored the influence of FCM on the L2 speaking skills of Chinese adult learners, noting an improvement in their speaking skills. In 2017, Wu and his friends established an online course within a flipped classroom setting

to assess its influence on the speaking proficiency and perspectives of Taiwanese EFL learners. They observed a notable enhancement in learners' speaking skills as well as their positive collaboration.

3. Methodology

3.1 Research design

Both quantitative and qualitative approaches were utilized. Employing both qualitative and quantitative methodologies is essential for gaining a comprehensive understanding of the research subject (Johnson, Onwuegbuzie, & Turner, 2007) and leveraging the unique advantages offered by each research tradition (Johnson & Onwuegbuzie, 2004).

3.2 The research setting and procedure

The study was conducted at DNTU in Dong Nai Province, Vietnam. The participants of this study were 60 first-year students whose majors are not English. They learned Key English course during the first semester of 2023-2024 academic year. The course lasted 15 weeks with 2 hours per week, was taught by one of four researchers. They had studied English from the age of 6; however, their speaking skills were under desired level because of their attitudes, unsuitable learning styles or traditional teaching methods. The participants were divided randomly into 2 classes which were traditional class and flipped class. Two researchers evaluated students' speaking abilities using the IELTS speaking module both before and after FCM instruction.

The course book for both classes was Voices from National Geographic Learning (elementary level) which fits the learners' language competence. For this course, students studied the first 6 units of the book during 15 weeks. Even though both classes had equivalent learning durations, they were subjected to different scheduling and teaching techniques (Table 1).

Table 1. Time arrangement and instructional method

| Traditional classroom | | | Flipped classroom | | |
|-------------------------------------|------------|--------------|-------------------------------------|------------|--------------|
| Activities | Time | Method | Activities | Time | Method |
| Warm-up | 10 minutes | Face to face | Homework (Vocabulary and Grammar) | 30 minutes | Online |
| Vocabulary and Grammar | 30 minutes | Face to face | Warm-up | 10 minutes | Face to face |
| Exercises on Vocabulary and Grammar | 25 minutes | Face to face | Remedial teaching | 10 minutes | Face to face |
| Speaking (question-answer drills) | 20 minutes | Face to face | Exercises on Vocabulary and Grammar | 25 minutes | Face to face |
| Warm-up | 5 minutes | Face to face | Speaking | 40 minutes | Face to face |
| Homework (quizzes) | 30 minutes | Online | Warm-up | 5 minutes | Face to face |

The students in both classes had a Canvas account (<https://canvas.dntu.edu.vn/>). In the traditional group, this site was primarily utilized for administering and submitting quizzes as assignments, whereas in the flipped group, it was used to access textual and visual materials. Both classes were given access to identical materials (refer to Table 2).

Table 2. Weekly course structure

| Week | Traditional class | | Flipped class | | |
|------|---|--------------------|--------------------------|---------------------------------------|------------------------|
| 1 | Introduction to course, syllabus and course structure | | | | |
| 2 | Pre-test of oral proficiency | | | | |
| | In-Class | After-Class | Topic | Before-Class | In-Class |
| 3 | Instruction, Exercises and Speaking | Homework (Quizzes) | Jobs | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 4 | Instruction, Exercises and Speaking | Homework (Quizzes) | Photography | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 5 | Instruction, Exercises and Speaking | Homework (Quizzes) | Friends | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 6 | Instruction, Exercises and Speaking | Homework (Quizzes) | Social media | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 7 | Instruction, Exercises and Speaking | Homework (Quizzes) | Free time activities | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 8 | Instruction, Exercises and Speaking | Homework (Quizzes) | Time | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 9 | Instruction, Exercises and Speaking | Homework (Quizzes) | Homes | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 10 | Instruction, Exercises and Speaking | Homework (Quizzes) | Neighbors | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 11 | Instruction, Exercises and Speaking | Homework (Quizzes) | Country and city life | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 12 | Instruction, Exercises and Speaking | Homework (Quizzes) | Life in the past and now | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 13 | Instruction, Exercises and Speaking | Homework (Quizzes) | Travelling | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 14 | Instruction, Exercises and Speaking | Homework (Quizzes) | Different cultures | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 15 | Instruction, Exercises and Speaking | Homework (Quizzes) | Foods and drinks | Instruction (texts and Video Lecture) | Exercises and Speaking |
| 16 | Post-test of oral proficiency | | | | |

3.2.1 Traditional class

In the traditional teaching method, instructors would typically spend one hour in class covering course documents, followed by engaging students in various tasks such as dialogue completing, topic discussing, and role-play participating. However, because of time limitations, many of these activities were assigned as homework. Students utilized Canvas in the traditional classroom to submit their assignments.

3.2.2 Flipped class

Students were instructed to prepare for class by watching videos and reading online texts in advance. The teacher used Canvas to distribute these materials, which served as the equivalent of traditional classroom lessons. Both traditional and flipped classroom students received identical class documents, tasks, and exercises. However, students in FCM were required to watch the videos, read the online texts, and finish worksheets before attending class. This allowed using all the class time for activities such as dialogue completing, topic discussing, and role-play making. First, the teacher used 10 minutes to do a warm-up activity, then review the worksheets and addressing problems about them in the next 10 minutes, and the remaining time for the mentioned activities.

3.3 Research instruments

3.3.1 Questionnaire

After being instructed with FCM, students were invited to complete a questionnaire adapted from similar studies (Hung, 2015; Öztürk, 2018) to assess their opinions about the learning approach. The questionnaire comprised 16 close-ended questions where students indicated their response by selecting one of three options (1- Yes, 2- No, 3- Sometimes).

3.3.2 Tests and speaking rubric

The researchers utilized an analytical speaking rubric adapted from a similar study (Abdelmageed & El-Naggar, 2018) to assess the speaking proficiency of EFL students. This rubric consisted of 5 sections (comprehension, fluency, pronunciation, vocabulary and grammar) and had a total score of 10. It was employed to evaluate both the initial and final performance of the learners. To ensure consistency, two raters (2 of 3 researchers) graded the participants' performances.

Additionally, the students underwent a speaking test developed by the researchers based on IELTS criteria. This test, aligned with the IELTS speaking module, consisted of three parts: introducing and interviewing questions, a short talk based on a cue card, and discussion, with each learner's test lasting 8–11 minutes. The difference in performance between flipped students and traditional students was compared using students' scores from the pre – test and post – test.

3.3.3 In-class observations

One of three researchers, who also served as the teacher in this study, wanted to compare the differences in learner interaction and language use between the flipped and control groups throughout the instructional process. To accomplish this objective, the researcher observed both classes extensively, including before, during, and after instruction. As the primary focus was on classroom presentation, the researchers opted not to use a structured observation method but instead noted all significant changes using a form for teacher observation on a weekly basis. This approach allowed the researcher to track the category and frequency of improvement in both classes. The collected data through the observation was used to support both quantitative and qualitative analyses. For instance, it helped the researchers identify any discrepancies between learners' stated views and their actual actions.

4. Results and Discussion

4.1 Data analysis from the questionnaire

Table 3. The frequency of learners' satisfaction

| | | Yes | No | Sometimes |
|----|--|-----|----|-----------|
| 1 | Did you watch the video lectures before coming to practice class? | 21 | 4 | 5 |
| 2 | Did you read the texts before coming to practice class? | 25 | - | 5 |
| 3 | Was accessing the video lectures easy for you? | 30 | - | - |
| 4 | Were the lengths of the video lectures appropriate and optimal? | 30 | - | - |
| 5 | Were the video lectures helpful and beneficial? | 30 | - | - |
| 6 | Did you review the texts and videos again just before coming to the class? | 16 | - | 14 |
| 7 | Did you spend more and efficient time in class for practicing thanks to the texts and videos? | 27 | - | 3 |
| 8 | Did communication and cooperation increase in class thanks to the texts and videos? | 30 | - | - |
| 9 | Were the texts and videos clear and understandable? | 16 | - | 14 |
| 10 | Did you have any difficulty in understanding the topics in the texts and videos? | - | 9 | 21 |
| 11 | Did you get bored or unfocused due to the durations of the texts and videos? | - | 14 | 16 |
| 12 | Did you do better academically in the flipped classroom model? | 24 | - | 6 |
| 13 | Did the flipped classroom model help you concentrate more when compared to the traditional lectures? | 24 | - | 6 |
| 14 | Did you study for the course more flexibly thanks to the video lectures? | 21 | - | 9 |
| 15 | Would you like English speaking courses to be conducted in flipped classroom model? | 26 | 4 | - |
| 16 | Did you observe any positive changes in your attitudes towards the flipped classroom model experience? | 24 | 3 | 3 |

As depicted in Table 3, item 1 and 2 indicated that most of the participants watched the video lectures and read the documents before class. Item 3, 4 and 5 showed that all of the learners found the video lectures easy, helpful and beneficial with the appropriate and optimal length. Most of them reviewed the documents and videos before class (item 6). Nearly all of the participants agreed that thanks to the texts and videos, they spent more and efficient time; communication and cooperation were also increased in class (item 7, 8). About half of the participants found the texts and videos clear and understandable (item 9), which led to a large number of learners sometimes found it difficult to finger out the topics in the reading documents and videos (item 10). Nearly half of the students felt bored and unfocused due to the durations of the texts and videos (item 11). From item 12 to 14, most of the participants agreed that they not only studied the course with more flexibility thanks to the online lectures but also did better academically in the FCM which helped them concentrate more when compared to the traditional lectures. Finally, most of the learners could observe the positive changes in their attitudes towards the FCM and they would like English speaking courses to be conducted in this model (item 15, 16).

Overall, with the exception of item 10 and item 11, the students felt satisfied across all items. However, most of the students reported finding certain topics hard and tedious, particularly because of their duration, which hindered their ability to focus on the topics effectively. To conclude, the data suggested that this approach brought both benefits and drawbacks. On the positive side, it offered more in-class interaction, personalized learning experiences, improved accessibility, and boosted awareness and confidence. On the downside, it proved to be time-consuming, some learners didn't complete assignments, and it didn't appeal to everyone.

4.2 Data analysis from the tests

Table 4. Overall scores from the pre – test and post – test

| Score | Pre – test | | Post – test | |
|---------------|---------------|-------------|---------------|-------------|
| | Control group | Study group | Control group | Study group |
| 9.0 – 10 (A) | 3 | 2 | 2 | 5 |
| 8.0 – 8.9 (B) | 5 | 6 | 4 | 8 |
| 6.5 – 7.9 (C) | 5 | 7 | 6 | 11 |
| 5.0 – 6.4 (D) | 10 | 9 | 12 | 6 |
| 4.0 – 4.9 (E) | 4 | 5 | 4 | 0 |
| 0 – 3.9 (F) | 3 | 1 | 2 | 0 |

Regarding Table 4, the results from the pre – test and post – test were analyzed in order to determine if there existed a noteworthy distinction between the control and study groups. In terms of their overall scores, there was no notable distinction between the control and study group before the intervention of FCM. However, there was a great difference after the invention.

Table 5. Each-section scores from pre – test and post – test

| Section | Group | Pre – test | | Post – test | |
|---------------|---------|------------|-----------|-------------|-----------|
| | | 0 – 1.0 | 1.1 – 2.0 | 0 – 1.0 | 1.1 – 2.0 |
| Fluency | Control | 19 | 11 | 17 | 13 |
| | Study | 18 | 12 | 7 | 23 |
| Pronunciation | Control | 24 | 6 | 25 | 5 |
| | Study | 26 | 4 | 24 | 6 |
| Vocabulary | Control | 15 | 15 | 13 | 17 |
| | Study | 14 | 16 | 5 | 25 |
| Grammar | Control | 18 | 12 | 16 | 14 |
| | Study | 16 | 14 | 10 | 20 |
| Comprehension | Control | 13 | 17 | 12 | 18 |
| | Study | 15 | 15 | 9 | 21 |

However, when it came to each section, there was also no significant variance found in pronunciation. These findings indicate that while the introduction of FCM improved learners' speaking abilities, it didn't have an impact on their pronunciation.

4.3 Discussion

The primary aim of the first question was to gauge adult EFL learners' perspectives on integrating FCM into speaking lessons. The findings indicated that this integration presents both advantages and disadvantages. On the positive side, FCM offers more in-class interaction, personalized learning experiences, improved accessibility, and boosts learners' awareness and confidence. Given the time limitations in language classes, traditional instruction may not afford learners sufficient in-class interaction. FCM, however, allows teachers to leverage technology to enhance interaction with students, granting learners ample time for in-class speaking activities. Moreover, FCM supports personal learning by enabling students to engage with lectures and readings at home. Preparing by watching and reading materials in advance, and the ability to review videos until mastering the content, empowers language learners to study at their own pace. Consequently, FCM aids in the development of higher-order thinking, fosters engagement in learning, and cultivates independence among learners. For instance, learners have the flexibility to watch the lectures at faster speed if they find the pace too slow. Additionally, the flipped classroom model ensures that students who miss class still have access to instruction and materials, minimizing the impact of absences on their learning. By providing opportunities for additional practice, whether in or outside the class, FCM mitigates the effects of missing a class session on learning progress. Watching videos

prior to class offers the advantage of being well-prepared, thereby boosting learners' confidence as they enter the classroom with a solid understanding of the lesson content. This familiarity with the topic encourages active participation during the lesson.

On the flip side, there are drawbacks, such as time-consuming, potential issues with learners not completing assignments, and the method not resonating with everyone. Some participants expressed concerns about the amount of time they spent preparing the lessons at home. Similar to traditional instruction where learners are expected to complete homework, FCM requires students to watch videos and read texts at home. While it's possible for students to come to class unprepared in both instructional approaches, verifying completion of assignments is more challenging in FCM compared to traditional methods. This situation underscores the importance of mutual trust between teachers and learners. Despite the various benefits of FCM, such as learner-centered learning, increased motivation, and more flexibility in class, some students may not favor flipped learning because of personal preferences. Several materials and topics may be challenging to teach effectively through one-way videos due to their complexity. Therefore, certain lectures are best kept in their traditional format rather than being flipped.

The second research question investigated whether FCM could improve to non-English major students' speaking skills. In-class observations by the teachers validated both quantitative and qualitative findings, highlighting that students in the flipped classroom significantly outperformed their counterparts on post-tests. Additionally, the FCM not only improve students' speaking skills but also elicited optimistic changes in their attitudes after being instructed with FCM. These findings align with previous researches. However, it is different with the results reported by Kırmızı and Kömeç (2019), who suggested that FCM enhanced students' pronunciation through video-based instruction, the implementation of FCM in this study did not lead to improvements in students' pronunciation. One potential explanation for this discrepancy could be that non-English major learners were not familiar with effective listening strategies.

5. Conclusion

The main objective of this study was to investigate the impact of FCM-based lectures on the oral proficiency of non-English major students. Additionally, it aimed to assess whether FCM influenced their attitudes towards speaking skills, and to present the advantages and disadvantages of FCM concerning foreign language speaking.

The findings indicated that integrating FCM positively affected not only the oral proficiency of non-English major learners but also their attitudes. Self-directed and collaborative tasks before class, along with in-class activities, contributed to heightened satisfaction with FCM. Furthermore, learners reported increased motivation, engagement, and participation in speaking activities as a result of FCM implementation.

Based on the findings and discussions of this research, the researchers offer the following recommendations for practice:

- Implementing FCM in foreign language speaking courses can effectively enhance teaching and learning outcomes. This educational approach encourages learners to actively engage in speaking tasks, fostering motivation and participation, ultimately leading to the development of their oral proficiency.
- It is essential for students to complete FCM tasks outside of class. To make sure that students fulfill exercises before class, educators need to effectively monitor their progress throughout the entire process.
- Learners are more likely to be appealed in the learning process if the materials' content aligns with their interests. Therefore, practitioners should seek input from learners when selecting videos and texts to ensure relevance and appeal.
- To support learners in receiving feedback outside of the classroom, it's important to offer interaction-based activities and materials. These activities should be designed to encourage engagement and facilitate communication among learners, allowing them to receive feedback on their progress even when they're not in the classroom.
- Given that not all students may be receptive to the flipped classroom approach, educators can employ a strategy where students write responses to the textbook and video lectures. By analyzing these responses, educators can then provide an explanation of the theoretical underpinnings of flipped learning. This explanation can help motivate students by illustrating the rationale behind the instructional approach and its potential benefits.

However, the research has several limitations. Firstly, the sample size was small, comprising only 60 non-English major students. Therefore, a large-scale replication study is necessary to address concerns regarding generalizability. Secondly, the quantity of instructional hours was limited, with only two-hour class per week. While a 15-week course duration appears acceptable, future studies could consider increasing the instructional time to at least four hours per week to yield more comprehensive results. Lastly, future research could explore how students of various levels of proficiency make use of speaking courses which are based on FCM.

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