

Enhancing Speaking Skill of Secondary Schoolers Using Flipped Classroom Tasks

By

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Abstract: The current study aimed at enhancing the speaking skill of secondary schoolers adopting flipped classroom tasks. The research design is the quasi experimental pre- posttest. Two classes from El Sadat secondary School for boys in Ismailia were chosen purposefully. Each group consisted of forty male students. The experimental group was taught adopting flipped classroom tasks for enhancing speaking skill whereas the control group was taught using the regular method. Instruments used were a speaking test administered to both groups before and after the treatment. The obtained data was statistically analysed through the use of Cronbach's Alpha, t- test and effect size. The results of the study revealed that the students taught by flipped classroom tasks had better score in the speaking test than those taught by the regular method. It was concluded that flipped classroom tasks had a significantly positive effect on speaking skill of secondary schoolers.

Key Words: Flipped classroom, speaking skill, secondary school.

1. Introduction

Speaking is a fundamental part of learning a language. It is considered the main tool for communication and interaction among people. Speaking is also considered a productive skill in which learners produce language rather than receive it. Moreover, Carter & Nunan (2001) as cited by Aljumah (2011:84) mention that in ESL/EFL contexts, speaking is perhaps the most significant skill among the four language skills.

Nunan (2003) as cited by Anwar & Prataman (2016:285), mentions that speaking is a productive oral skill which consists of producing systematic verbal utterances to convey meaning. Fulcher (2003: 152-154) defines speaking as the verbal use of language to communicate with others. Anwar& Prataman (2016:285-286) mention that it starts by studying letters, producing words, and arranging words to form sentences.

Richards (2008:19) claims that the mastery of speaking skills in English is a priority for many second-language or foreign-

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language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. According to Rokhmawati (2011: 2), speaking is a crucial part of foreign language learning and teaching, because it can be used for the schoolers to express their ideas orally in foreign language, and without speaking skill they will just keep silent. He also indicates that in order to speak well, schoolers must practice their skill in everyday life. Therefore, the teacher should give them opportunity to practice their speaking skill by giving some more examples or activities that put them into the real practice communication.

Despite its importance, students at Egyptian secondary schools have problems in their speaking skill. This weakness may be a result of;

1. Students learn English only for the sake of the exam to get high marks not to communicate and interact well.

2. The main concern in the Egyptian schools is only for reading, writing, grammar and vocabulary neglecting speaking as it is not a part of the achievement tests.

3. Some students are shy and afraid of making mistakes so they avoid speaking in front of others.

As a result, many studies were conducted to overcome speaking problems. For example, Haroun (2012) aimed at investigating the effectiveness of digital stories in developing the EFL speaking skills of the fifth year primary pupils. Moreover, Qoura et al. (2017) explored the effect of a WebQuest-Based Program (WQBP) on developing the EFL listening and speaking skills General Secondary School. In addition, Ahmed (2018) investigated the effectiveness of using self-study strategies on developing speaking skills of EFL preparatory schoolers. Furthermore,

To support this claim, the researcher conducted a pilot study in which a speaking test was administrated to explore the real situation of English speaking skill among a group of 30 students at El Sadat secondary school for boys in Ismailia. The aim of this test was to measure how good secondary schoolers are in EFL speaking skill. Students were asked answer some questions orally. They were assessed in the following speaking sub skills (Fluency, using of grammar, pronunciation and using vocabulary). Results indicated revealed that the percentage of students' answers related to pronunciation was 25%. While their answers related to fluency was 30%. In addition, the percentage of students' answers related to vocabulary was 28% while

their answers related to grammar was 33%. Consequently, it can be concluded that there is a deficiency in speaking skills of the secondary stage students.

The aforementioned discussion necessitates suggesting a teaching strategy that helps students to enhance their speaking skill. Therefore, the researcher adopted using flipped classroom tasks for developing these skills.

A Flipped classroom strategy may be an adequate strategy to teach learners inside and outside classroom particularly when a teacher doesn't have enough time to communicate with them. The teacher can deliver material or task via video and asks students to watch it before coming to the class. It also provides an active environment which increases communication between students and their teacher and involves students in learning through application and practice. In this respect, flipped classroom uses a student-centered approach as it focuses on student's learning and keeps students responsible for their learning more than their teachers.

In this regard, Khilchenko et al (2019:1) mention that flipped classroom saves class time for teachers and offers learning alternatives to students rather than just teaching them in a sit-and-listen structure. He also adds that teachers can deliver their instruction by recording the work they do, creating videos of themselves teaching, or downloading video lessons from reliable internet sources and then share them to students so as to watch these videos before coming to the classroom so that they can be active in the classroom activities. Furthermore, Enfield (2013: 27) states that flipped classroom may remove the uselessness of face-to-face lessons and provide lectures with the use of modern technology.

Generally speaking, flipped classroom is a student-centered learning model that uses technology by delivering a synchronous direct instruction outside the classroom. Teachers can enable students to do cooperative activity, peer instruction or feedback, project based-learning or creative learning. It also provides individualized learning for students as some of them use the chance to replay and pause the online lecture to grasp it well according to their own pace.

2. Statement of the problem

Being an expert teacher of English at the secondary stage, the researcher observed that there is weakness in English speaking skills among secondary schoolers as they lack some of these skills which enable them to interact inside the classroom well. This problem might

be a result of neglecting English speaking skills as they are not a part of the exam so teachers and students neglect them. Therefore, the researcher tried to enhance English speaking skills by using flipped classroom tasks.

3. Questions of the study

The current study attempted to answer the following questions:

- 1. What are speaking skills included in Hello English course for first secondary schoolers?**
- 2. What are the features of flipped classroom tasks that may enhance such skills?**
- 3. What is the effect of flipped classroom tasks on enhancing speaking skills of the first secondary schoolers?**

4. Aims of the study

This study aimed at enhancing English speaking skills of secondary schoolers.

5. Significance of the study

- 1. Directing the attention of teachers of English to the importance of flipped classroom strategy in developing students' English speaking skills.**
- 2. Providing secondary stage students with an effective strategy which enables them to enhance their communication skills properly.**
- 3. Providing curriculum designers and developers with a new insight about how to use flipped classroom tasks to enhance English speaking skills.**

6. Hypotheses

- 1. There is a statistically significant difference at 0.01 level between the mean score of the experimental and control groups in speaking posttest in favour of the experimental group.**
- 2. There is a statistically significant difference at 0.01 level between the mean score of the pre and post speaking of the experimental group in favour of the posttest.**

7. Definition of Terms

- Speaking skills

The researcher operationally defined speaking skills as the skills which help secondary schoolers to communicate and interact with others appropriately.

- Flipped classroom tasks

In the current study, flipped classroom tasks can be defined as the procedures and steps based on flipped classroom strategy to enhance speaking skills of secondary schoolers.

8. Methodology

A. Research design and participants

The research design is the quasi experimental pre- posttest. The experiment was carried out at El Sadat secondary school for boys in Ismailia during the first term of the academic year 2020-2021. The research design in this study is the two groups' pretest & posttest design. Two classes of the first secondary year were chosen purposefully. One group was assigned as the experimental group, while the second group was assigned as the control one. Each group consisted of forty male students. The experimental group was taught by using flipped classroom tasks for enhancing speaking skills while the control group was taught in the regular way.

B. Instruments

To test the hypotheses of the study, the researcher developed the following instruments;

- 1. Speaking skills checklist.**
- 2. Speaking test.**
- 4. Flipped classroom tasks for enhancing speaking skills.**

C. Treatment

After developing the test, establishing its validity, and developing the learning materials, two classes at El Sadat secondary school for boys in Ismailia were chosen purposefully. Each class consisted of forty pupils. One class was assigned as the experimental group while the other class was assigned as the control group. The experiment lasted for eight weeks with two sessions per week and each session lasted for about 40 minutes. The first session was introductory where students of the experimental group were told about the aims and the importance of using flipped classroom strategy. They were also told about the tasks and activities of this strategy.

During the other sessions, the developed learning materials based on flipped classroom tasks were taught to the experimental group. At the end of each session, they were evaluated to make sure that the session was successful. The two groups were pre tested in order to make sure that their level is nearly the same.

After applying flipped classroom tasks to the experimental group, the researcher administrated the English speaking test which was

previously employed for pre-test with the same procedures to both the experimental and control groups. The means, standard deviation, "t" value and the effect size were computed.

9. Results

9.1. Results Related to the first hypothesis

The first hypothesis is "There is a statistically significant difference at 0.01level between the mean score of the control group and experimental group in the speaking posttest in favour of the experimental group". To test this hypothesis, Independent Sample T-test was used to measure if there were significant differences between the experimental group and the control one in the mean scores of the post administration of speaking test in favour of the experimental group. The statistical results of the independent samples t-test are shown in the following table:

Table (1): T-test of the Experimental & Control groups in speaking posttest

Group	N	Mean	SD	t- value	df	Significance	Effect Size level
Experimental	40	41.72	5.40	9.88	78	*0.000	0.570 High
Control	40	21.07	4.25				

*Significance level at 0.01

As indicated in Table (1) above, t-test value (9.88) revealed that the difference between the mean score of the control group and experimental group in speaking posttest was statistically significant at 0.01. All the differences are less than 0.01, so there is a statistically significant difference between the mean score of the control group and experimental group in speaking posttest in favour of the experimental group. The total standard deviation of the experimental group (5.40) is larger than the total standard deviation of the control group (4.25).Therefore, it can be concluded that flipped classroom tasks enhanced students' speaking skill. This improvement can be illustrated by the following figure:

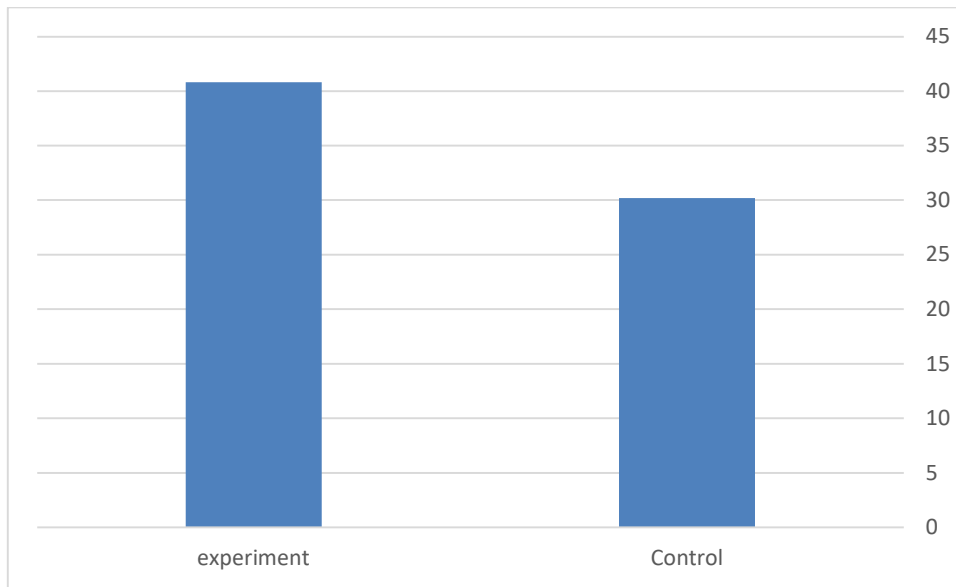


Figure (1): The total score mean of the experimental and control groups in the post-test

Results in Table (1) also showed that according to the degree of the effect size, flipped classroom tasks, when included in the course, had a higher effect on students speaking skill than the regular methods. The mean score of both groups speaking posttest were high. However, the experimental group had a higher mean score than the control one.

9.2. Results related to the second hypothesis

The second hypothesis is "There is a statistically significant difference at 0.01level between the mean score of the pre and post speaking test of the experimental group in favour of the posttest. To test this hypothesis, Paired Sample T-test was used to measure if there were significant differences between the mean score of the experimental group in the pre administration of speaking test and those of the post administration of the same test in favour of the post administration. Statistical results of the paired samples T-test are shown in the following table:

Table (2): T-test of the Experimental group in speaking pre& posttest

Group	N	Mean	SD	t- value	df	Significance	E-S level
Pre	40	24.80	4.21	19.70	39	000*	0.916
Post	40	42.87	5.18				High

*Significance level at 0.01

As indicated in Table (2), the paired samples t-test revealed that the difference between the mean score of the pre and post speaking test of the experimental group was statistically significant at 0.01. All the differences are less than 0.01, so there is a statistically difference between the mean score of the pre and post speaking test of the experimental group in favour of the posttest. Therefore, it can be concluded that flipped classroom based tasks enhanced students speaking skill. This improvement can be illustrated by the following figure:

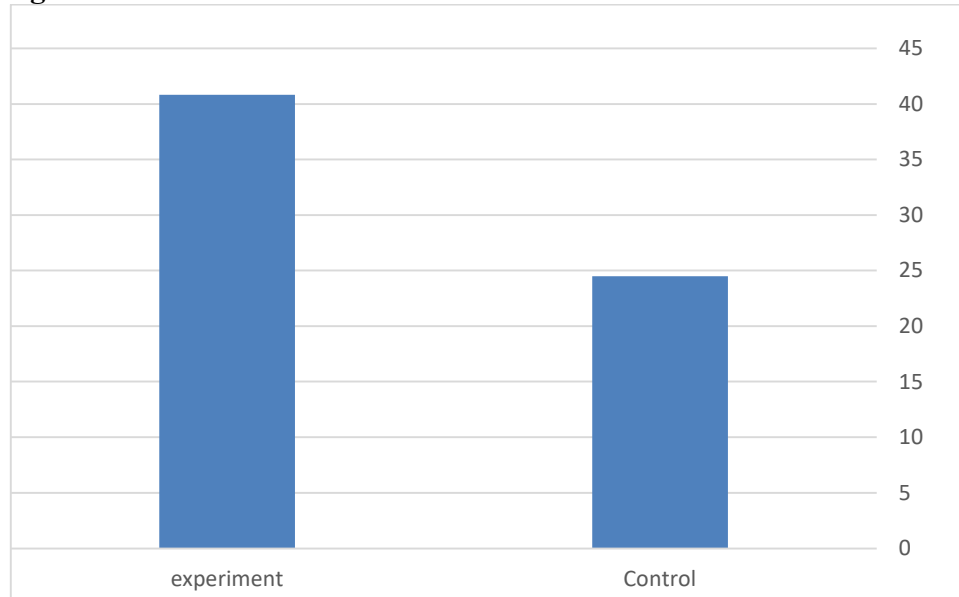


Figure (2): The total score mean of the pre and post speaking test of the experimental group

This means that students' mean score of the experimental group in the speaking posttest is higher than their mean score in the pretest. This could be referred to the effect of flipped classroom tasks in enhancing speaking skill of the experimental group. In addition, as shown in table (2), the effect size of flipped classroom tasks is high. Such findings have proved that flipped classroom tasks had a positive effect on speaking skill of the secondary schoolers.

10. Findings of the study

This study concluded that using flipped classroom tasks could enhance speaking skill of the secondary schoolers, where significant differences were found between the experimental and control groups in speaking test in favour of the experimental one.

11. Conclusion

In light of findings of the current study, it can be concluded that using flipped classroom tasks was effective in enhancing secondary schoolers' speaking skills and self-efficacy compared to the regular methods. This may be because it:

- 1. Utilizes online resources to move lectures outside the classroom so class time is freed up for active learning such as discussion and problem solving.**
- 2. Increases interaction between teachers and students and fosters interactive discussion.**
- 3. Allows students to make best use of learning opportunities inside and outside the classroom.**
- 4. Helps students take more responsibility for their own learning.**
- 5. Promotes individualized learning for students as some of them used the opportunity to replay and pause the online lecture to absorb it better based on their own pace.**
- 6. Makes learning process more enjoyable and interesting.**
- 7. Helps teachers to monitor learners' performance.**
- 8. A student centred strategy as students learn at their own pace.**

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تنمية مهارة التحدث لدى طلبة المرحلة الثانوية باستخدام مهام الفصل المقلوب

إعداد

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المستخلص: كان الغرض من هذه الدراسة تنمية مهارة التحدث لدى طلبة المرحلة الثانوية باستخدام مهام إستراتيجية الفصل المقلوب. و إقتصرت عينة من الدراسة على طلبة الصف الأول الثانوى بمدرسة السادات الثانوية العسكرية بنين بالإسماعيلية. تم إختيار فصلين بالمدرسة أحدهما يمثل المجموعه الضابطة والأخرى تمثل المجموعه التجريبية يحتوى كل فصل ٤٠ طالب. وقام الباحث بإجراء إختبار تحدث قبلى لكلتا المجموعتين لتحديد المستوى الفعلى لكلتا المجموعتين . ثم قام الباحث بإعداد البرنامج القائم على مهام إستراتيجية الفصل المقلوب وتدريبه للمجموعه التجريبية. بعد ذلك تم تطبيق الإختبار البعدى لكلتا المجموعتين بغرض قياس أثرإستخدام البرنامج القائم على مهام إستراتيجية الفصل المقلوب فى تنمية مهارة التحدث للمجموعه التجريبية. وبعد الحصول على البيانات المطلوبه قام الباحث بتحليلها بإستخدام إختبار (ت) وحجم التأثير وتم أخذ النتائج وتحليلها ثم تفسيرها. وأشارت النتائج أن البرنامج القائم على مهام إستراتيجية الفصل المقلوب له أثر فعال فى تنمية مهارة التحدث لدى طلبة المرحلة الثانوية. الكلمات المفتاحية: برنامج قائم على مهام الفصل المقلوب/ مهارة التحدث.