

INVESTIGATING PERCEPTION AND EXPERIENCE OF FLIPPED CLASSROOM APPROACH FOR TEACHING ENGLISH SPEAKING SKILLS TO UNDERGRADUATE STUDENTS

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Abstract

Developing English speaking skills remains a critical goal in higher education, especially in non-native contexts like Pakistan, where students often lack sufficient opportunities for real-life communication. Traditional teaching methods typically limit interactive speaking practice, leading to low confidence and passive engagement. To address this issue, this study investigates the perceptions and experiences of undergraduate students and English language teachers regarding the flipped classroom approach for teaching English speaking skills. While previous research highlights the flipped model's potential in promoting active learning, limited research has explored its specific impact on enhancing English speaking skills among Pakistani undergraduate students. The study employs a qualitative research design, using semi-structured interviews to gather in-depth insights from three English language teachers and eight undergraduate students who were introduced to the flipped classroom through a workshop. Thematic Analysis, based on Braun and Clarke's (2006) framework, was used to identify major themes across participant responses. Key themes from teachers' perspectives include conceptual understanding of the approach, shifting pedagogies, fluency through peer talk, in-class engagement, flexibility, and classroom-centered practices. From the students' perspectives, themes included self-paced learning, enhanced confidence, peer collaboration, and practical in-class engagement. Findings reveal that the flipped classroom model improves student confidence, promotes fluency, and fosters greater classroom participation when implemented effectively. There were some challenges, including inconsistent preparation, lack of self-regulation, and technological access issues were also observed. This study concludes that the flipped classroom model, when implemented with structured instructions and accessible resources, significantly enhances students' confidence and fluency in speaking. The research enhances the expansion of literature on flipped classrooms by providing context-specific insights and practical consequences for language educators. It focuses on the need for innovative teaching methods in English-speaking instruction and supports the integration of technology-driven, student-centered strategies in higher education.

Keywords: Flipped classroom, English speaking skills, Thematic analysis, Active learning, Instructor perspectives, undergraduate students.

1. Introduction:

The flipped classroom approach is a modern, student-centered learning method that inverts the conventional teaching methods by delivering content outside the classroom and using class time for interactive activities (Turan & Akdag-Cimen, 2020). This approach increases active engagement, collaboration, and comprehension. As it is effective for students who are struggling to study at their own pace and use classroom sessions for discussions and speaking practice (Lai & Hwang, 2021; Khan, 2023). English, as a global language, plays a key role worldwide in academic and professional success (Al-Zahrani, 2020). However, many students in Pakistan face challenges when developing English-speaking skills due to limited exposure and practice (Ali & Baloch, 2022; Shah & Jamil, 2021). The flipped classroom model has been shown to increase students' participation in speaking activities, which helps them to improve their proficiency (Zhao & Zeng, 2024; Lee & Lim, 2023). According to Sams and Bergmann (2023), this approach supports students who struggle to understand classroom materials. It allows them to review lessons before class. Furthermore, this

approach fosters deeper engagement through interactive discussions and project-based learning (Bishop & Verleger, 2023). Although research highlights the effectiveness of flipped classrooms in improving English-speaking skills, authors such as Diaz & Caballero (2021), Zainuddin & Perera (2021), and Jensen & Kumar (2020) indicate mixed outcomes, particularly regarding the consistency of their impact across different student populations and contexts. Therefore, this study seeks to examine the effect of flipped learning on the enhancement of English-speaking proficiency and engagement among undergraduate students, while identifying factors that contribute to its success as well as its limitations.

The development of English-speaking skills is essential for a successful academic career and a successful professional life; However, students from humble backgrounds often struggle to develop these skills due to limited opportunities for practice and interaction in traditional classroom settings (Ali & Baloch, 2022; Shah & Jamil, 2021). Conventional methods of instruction fail to adequately involve students in engaging in speaking practice, which inhibits the development of fluency in English. In addition, large class sizes, along with limited time to talk, prevent real examples of communication, thus making students feel alienated and less confident about their speaking abilities in general.

The flipped classroom is a teaching method where students first learn new materials at home and practice them in school with their classmates. It has been shown to improve students' engagement and speaking competence among students, which makes learning more enjoyable (Abdullah et al., 2019). Students are encouraged to revisit difficult concepts at home and apply them interactively in the classroom with peer collaboration and increased teacher-student contact. The flipped-classroom potential is aimed at raising students' confidence and thus increasing the overall development of the language.

The research proposes to assess the effectiveness of the flipped classroom in developing undergraduate students' English-speaking skills in areas such as engagement, fluency, and general language development. Furthermore, it examines how the flipped classroom approach can contribute to reducing the speech hurdles of minimal speaking practice, lack of classroom interaction, and anxiety related to English communication (Demir & Mirzaie, 2023; Dariyemez, 2023). The study aims to investigate the perceptions and experiences of the flipped classroom approach for teaching English Speaking Skills to undergraduate students.

Research Question

- What are the perceptions of teachers and students regarding the flipped classroom approach in teaching English speaking skills?
- What are the experiences of teachers and students with the flipped classroom approach?

2. Literature review:

Flipped classroom pedagogy has gained significant attention as an effective instructional method across various educational fields. "The flipped classroom is defined as an instructional strategy where traditional lecture and homework elements are reversed: students first explore new content at home—typically through video lectures or readings—and then apply that knowledge through activities in the classroom (Bishop & Verleger, 2013)". According to Sams and Bergman (2013), the flipped classroom has progressed into a student-centered approach that helps in active learning and develops classroom interaction, as it was introduced in the early 2000s, especially in STEM disciplines. The flipped classroom model involves group work during class time shifting lecture-based instruction outside of the classroom, providing students to involve with leaning materials (example; readings or videos) at home before attending the class, the flipped classroom approach is established in constructivist learning theory, instead of passive learning students actively develop new knowledge through involvement and collaboration.

The four main pillars of the flipped classroom are flexibility, learning culture, intentional content, and professional educator. At first, increasing high-quality comprehension in science and engineering education, its progress in developing deep understanding, and students' self-dependence have led to its acceptance in educational language contexts. In the framework of language learning, particularly for enhancing English speaking abilities. This approach has been shown to improve students' proficiency, confidence, and their ability to use language in real-life situations (O'Flaherty & Philips, 2021). Studies revealed that students have less speaking anxiety and improved communication skills who experience the flipped classroom strategy (Demir & Mirzaie, 2023). The current study aims to explore the perception and experience of the flipped classroom approach, particularly how it is impacting undergraduate students' speaking abilities (Al-Harbi, 2023). This approach is rooted in constructivist learning theory; the flipped classroom method provides an environment where learners develop their knowledge through involvement and group work (Sams & Bergman, 2013; Bishop & Verleger, 2013).

According to this point of view, it plays a crucial role in pre-class, students are involved with reading, videos, or other multimedia resources at home, helping them to develop their core information independently. According to Jiang et al. (2023) emphasizes that this initial stage emphasizes cognitive readiness, which develops participation in subsequent classroom activities. The approach also emphasizes an Active Role and Responsibility, where learners take ownership of their learning by being prepared in advance and contributing meaningfully during class. Liu (2024) asserts that this kind of autonomy helps learners become more confident and reduces their anxiety in speaking English in real contexts.

It is yet another essential element. Through group work and discussions, students are exposed to diverse perspectives, which promotes critical thinking and communicative competence (Chen et al., 2021).

Finally, Instant Feedback provided by instructors during in-class activities allows learners to correct mistakes and enhance their language skills quickly. This instant reinforcement is vital for building speaking fluency and accuracy in speaking (Jin & Song, 2022). Together, these elements create a cohesive and dynamic learning framework that improves students' English-speaking abilities. By inverting the conventional learning model, this approach encourages greater interaction, responsibility, and improved learning outcomes. Building on the flipped classroom framework's tenets, the literature reveals several recurring themes and key concepts that further emphasize its impact on students' English-speaking skills.

The key themes include motivation and engagement, real-world communication, active learning, technology integration, and language proficiency. The transition shifts from being a passive learning to an active participant through group discussion and a team project in this approach. It develops their ability to express their ideas in English with greater fluency and confidence, instead of only support to preserve information. Recent studies show that this environment increases students' zeal and communication (Amiryousefi, 2019). The flipped classroom approach heavily depends on technology, providing flexibility and access to educational materials through videos, online platforms, and multimedia tools. This combination provides not only different learning styles but also personalizes the learning process (Marshall & DeCapua, 2013). Ahmed and Rao (2023) stated that consistently engaging in English-speaking activities significantly improves proficiency, confidence, and communicative competence. In the present literature, a large number of methodological approaches, especially in the context of language learning and speaking abilities development. Recent researchers have used qualitative and quantitative and also mixed methods, to receive a comprehensive understanding of the effect of this approach on students. For example, Jones (2018) followed the qualitative method to observe students' participation

during in-class activities and how actively they are involved in speaking activities. In contrast, Smith (2020) executed pre- and post-test assessments to measure the students' improvement in English speaking skills. Furthermore, studies by Brown and Lee (2019) have used interviews, surveys, and rating scales to capture the students' perceptions regarding the flipped classroom. Nonetheless, some other researchers have also reported mixed findings, particularly in cases where students had limited access to digital resources or lacked the independence necessary for self-directed learning. For example, Taylor and Khan (2021) found that students with low technological proficiency or those unfamiliar with independent study struggled to benefit from flipped classroom instructions fully. Even so, the majority of research supports the effectiveness of the flipped classroom approach in language instruction, highlighting the need for further context-specific studies that explore the nuances of this approach, particularly at the undergraduate level, where students' needs and digital readiness may differ significantly. Rahman and Akter (2022) stated that the flipped classroom model (FCM) has gained attention in language learning, there are still significant research gaps, particularly concerning English speaking skills: Despite growing interest in the flipped classroom model (FCM), majority of the research has focused on reading, writing, and listening skills. There is comparatively less investigation into how FCM supports speaking fluency, accuracy, and confidence, especially in spontaneous speaking and pronunciation. This leaves a significant gap in understanding the full potential of FCM in improving oral communication.

While FCM has been examined in a broader educational environment, fewer studies have focused specifically on undergraduate students. It is particularly visible in non-native countries like Pakistan, where there are different learning requirements and classroom dynamics from other levels. Tackling this gap is essential for making instructional decisions to reflect the realities of undergraduate students. To assess the development of speaking skills, most research depends on self-reported data or informal feedback. In Western countries, numerous existing studies were conducted, with limited consideration given to developing regions such as Pakistan, some obstacles, including limited internet access, limited availability of digital resources, and insufficient teacher preparedness encounters. Most studies depend on self-reported data or informal feedback to assess the development of speaking ability. There is also a lack of objectivity. There is a proper need for consistent assessment tools, such as standardized speaking tests or structured performance, to effectively evaluate the impact of the flipped classroom approach in developing English speaking skills. For example, Demir & Mirzaie (2023) investigated the effectiveness of the flipped classroom approach in affecting the EFL students' speaking ability. Their results found that participating students showed remarkable improvement in their English speaking proficiency in a flipped learning setting. Similarly, Wei (2025) conducted an 8-week intervention involving comprehension and speaking fluency, which showed higher engagement and greater performance in oral communication activities as compared to the conventional teaching method. Moreover, a meta-analysis investigation highlighted the modest effect of the flipped classroom, which consisted of 24 studies and over 2,500 participants, but a consistent positive impact on English language outcomes for college students. The analysis highlighted the significance of combining technological tools to achieve the greatest advantages with interactive learning methods. Inclusively, these recent developments strengthen the flipped classroom approach's proven effectiveness in developing English speaking skills. They emphasize its potential in reducing students' anxiety and providing more creative engagement, and more involving engagement instead of just enhancing proficiency and confidence. Similarly, Abdullah et al. (2019) shared those

participants who participated in the flipped classroom displayed higher quality engagement and better performance.

Another major issue in the current literature is the insufficient standardized testing tools to enhance the impact of FCM on speaking skills. This approach promotes students' self-dependence and confidence. Sonmez (2020) conducted a combinative review based on eight studies, concluding that the flipped classroom approach provides chances for students to become autonomous and confident in their learning process. Due to the approach's structure, it allows students to be involved with the material and learn at their own pace, and also reduces anxiety, which incorporates pre-class preparation and in-class tasks. Regardless of these positive views, several challenges have been identified related to FCM' have been identified. Challenges include reliance on students' self-motivation to engage with pre-class content. Lu and Abu Samah (2023) indicated that some students lack the motivation to watch video lectures and material outside the classroom, which can hinder the effectiveness of the flipped classroom approach.

In short, the flipped classroom approach represents a transformative teaching method shift for developing English speaking skills among undergraduate students. By blending pre-class preparation with interactive in-class activities, it fosters meaningful communication, increased fluency, and learners' self-dependence. However, Khan (2023) pointed out that this approach relies on institutional support, teachers' readiness, and cultural alignment. Chien and Kuo (2021) stress the value of reflective teaching practice to adopt the flipped model based on students' input. Moving forward, continuous investigation and context-specific implementations are essential to maximize the effectiveness of this approach in a diverse educational environment.

3. Methodology

The research employed the qualitative research method to investigate the perceptions and experiences of Teachers and students related to the flipped classroom approach in developing English speaking skills. The research chose the qualitative method because it offers a comprehensive understanding of students' perspectives and their interactions in a real-life classroom setting.

Initially, participants were unaware of the flipped classroom; in order to prepare participants, a brief introductory workshop was conducted to provide an overview of the flipped classroom approach and its relevance to language learning. Once they understood the concept, interviews were conducted. The interviews followed this. Semi-structured interviews were used to collect data to allow participants to share their thoughts freely while also making sure that essential research themes were addressed. The participants were chosen through purposive sampling, including three English language Teachers and eight Students, with an emphasis on individuals with experience or exposure to the flipped classroom methodology.

Interviews were conducted in both audio-recorded and written formats, depending on participants' preference and availability. After all the responses were transcribed and analyzed using Thematic analysis, which helped to identify the major themes, these were found and then categorized into two main primary groups: 'Perception' and 'Experience'. The themes were developed independently for both teachers and students to emphasize their perspectives. All participants were informed about the purpose of the study, and their informed consent was acquired. All information was utilized exclusively for educational reasons, and confidentiality and voluntary participation were guaranteed.

4. Findings:

The results show the importance of the research, which seeks to investigate the perceptions and experiences of students and teachers related to the flipped classroom approach, particularly in teaching English speaking skills to undergraduate students.

The research uses the Thematic analysis framework to collect data through interviews, which were conducted by Braun and Clarke in 2006. The participants included three English language teachers and eight undergraduate students. The students participated after attending a brief introductory workshop on the flipped classroom concept.

The data were transcribed thoroughly. The generated themes were grouped into sub-themes, which were further categorized into two main themes. These have been organized into two primary sections: Teachers' Perceptions and Experiences and Students' Perceptions and Experiences.

Q1: What are the perceptions of teachers and students regarding the flipped classroom approach for teaching English speaking skills to undergraduate students?

Conceptualizing the Flipped Classroom Approach: Teacher's Perception:

The responses from teachers indicated that the flipped classroom approach is highly effective, particularly in developing English speaking skills. It encourages students to come prepared, boosting their confidence and promoting active participation. One teacher (T2) highlighted that this approach shifts the focus from passive learning to active engagement. While (T1) reported that pre-class preparation in vocabulary and grammar allows more time for speaking practice. Additionally, (T3) pointed out that some students remain inactive regardless of preparation, which minimizes the full potential of this approach. Whereas (T2) focuses that it increases class time for interactive activities. However, (T1) mentioned that some students still struggle while doing the preparation.

Shifting Pedagogies:

According to teachers' answers during the interviews, it revealed that this approach in the classroom significantly shifts the traditional teaching method. (T1) noted that it is more focused on students and a more dynamic approach compared to conventional teaching methods, which often focus more on content delivery rather than students' involvement. (T2) focuses on how this approach enhances communication paths and practical language use, providing more speaking opportunities to students than in the conventional teaching method. Additionally, (T3) observed that by emphasizing student-centered activities, the flipped classroom makes learning more engaging and interesting. However, (T3) also emphasizes that some students do not actively participate in the flipped environment, with some remaining hesitant or shy during classroom discussion, which somewhat reduces the approach's overall efficacy.

Fluency through Peer Talk:

Peer interaction in a flipped classroom is a good way to improve their fluency. Teachers' answers indicate that it fosters a more cooperative learning atmosphere that motivates students to participate fully in discussions. Peer conversations, according to (T1), pointed out that peer discussions provide a low-pressure environment, boosting their confidence and fluency. Both (T2) and (T3) stressed that students who are prepared have more meaningful and enriched vocabulary, which helps them to strengthen their critical thinking and speaking activities. Moreover, peer interactions also foster real-life communication in a nurturing setting. But according to (T3), some students might still be reluctant to speak up. Furthermore, (T2) made clear that not every student is equally eager to participate in group conversations, which may reduce the efficacy of peer learning and fluency improvement.

Flexible and Self-Paced:

The responses from teachers reported that the flipped classroom model offers greater flexibility and personalization in learning. (T1, T3) highlighted that videos and online videos and materials allow students to learn at their own pace, pause, replay content, and review content as needed, which supports deeper understanding. (T1) also emphasized that high-quality videos and interactive exercises provide for different learning styles, making complex concepts easier to grasp. Additionally, (T2) added that this flexibility strengthens students' preparation for speaking tasks. However, (T3) mentioned that not all students use these resources effectively, and (T2) pointed out that self-paced learning sometimes leads to procrastinating, affecting classroom readiness and participation.

The Power of In-Class Engagement:

Teacher's responses highlighted that the flipped classroom significantly enhances In-class engagement by allowing more time for communication-Based tasks. (T1, T2, T3) Noted that In-Class activities were the most beneficial aspect of this approach; activities like role-plays, debates, and presentations became more effective because students review content beforehand, making classroom sessions more interactive and dynamic. (T3) emphasized that this active participation helps students apply theoretical knowledge practically, boosting their fluency and confidence. However, (T2) mentioned that if students do not prepare adequately at home, they may struggle to participate meaningfully in In-class activities, reducing the overall effectiveness of the approach.

Core of Classroom Practice:

Teachers' responses emphasized that in-class activities are the foundation of the flipped classroom approach. (T1) pointed out that such activities allow teachers to provide immediate feedback, helping students correct their mistakes on the spot and improve accuracy. (T2) shared that personalized support during these sessions helps address individual learning gaps more effectively. (T3) noted that real-time interaction between students and teachers fosters a deeper understanding of language use. However, (T1) warned that if classroom management is weak, the effectiveness of in-class activities may decrease, leading to distractions instead of productive practice.

Conceptualizing the Flipped Classrooms Approach: Students' Perception:

The responses from students described that the flipped classroom is a supportive approach that enhances speaking skills by giving them more control over their learning process. (S1, S6, S7) shared that having access to videos and materials outside the classroom allowed them to manage their preparation based on their personal needs, helping reduce anxiety during in-class speaking tasks. (S2, S8) Noted that class time became more collaborative and less teacher-dominated, offering genuine opportunities to practice conversation skills. (S4, S5) appreciated the stronger peer connections built through group discussions, which made speaking activities feel more natural and less intimidating. However, (S5) also pointed out that without consistent self-discipline, some students struggled to stay prepared, affecting their ability to engage fully in classroom discussions.

Shifting Pedagogies:

The participants' responses suggested that the flipped classroom encouraged them to develop independent learning habits. (S1, S2) stated that learning through videos and online resources improved their ability to study and understand topics without constant teacher supervision. (S3, S5) shared that managing their learning schedules helped them become more responsible and better prepared for classroom discussions. (S7) pointed out that working independently built their confidence to participate actively in speaking tasks. However, (S4, S8) mentioned that the freedom to learn at one's own pace sometimes led to procrastination, resulting in poor preparation for in-class activities.

Fluency and Self-Paced:

The responses of the participants indicated that the flipped classroom approach enhanced their fluency and confidence through peer interaction and self-paced learning. Self-paced study helped students to build more confidence before participating in peer discussions. (S1) shared that interacting with peers reduced their fear of speaking and improved communication skills in a relaxed environment. (S2) emphasized that peer discussions helped them express ideas more clearly and confidently. (S3, S4, S6) noted that classroom collaboration normalized mistakes, making it easier to practice speaking. (S5, S7, S8) highlighted that peer support encouraged spontaneous idea-sharing, fostering deeper engagement and better language use. However, (S4) pointed out that without strong self-motivation, some students hesitated to participate fully, which limited the benefits of peer learning.

Power of In-class Engagement:

The students' responses highlighted that in-class engagement was a key strength of the flipped classroom approach. (S1) shared those activities like conversations, role-plays, and presentations made learning more practical and interactive. (S2, S3) noted that real communication and collaborative group work replaced passive listening, making class time more productive. (S4, S5, S6, S7, S8) emphasized that working together in a supportive environment boosted their confidence and encouraged meaningful discussions. However, (S5) pointed out that students who were less prepared or shy sometimes participated minimally, reducing the overall effectiveness of group activities.

Core of Classroom Practice:

The students' responses indicated that in-class activities are central to the flipped classroom experience. (S1, S2, S3) mentioned that group discussions, role-plays, and presentations helped them apply pre-learned concepts practically, strengthening their speaking skills. Similarly, (S4, S5, S6, S7) focused on the collaborative classroom environment, reinforced open sharing of concepts, and boasted better understanding and communication. However, some peers observed that without consistent preparation, a few students struggled to contribute effectively, which sometimes breaks the flow of classroom activities.

Flexible and Self-Paced:

The responses of participants showed that the flipped classroom allows them to study at their own pace and offers significant flexibility. (S1, S2, S3, S4) observed that access to videos and online resources helped them revisit difficult concepts and reinforce understanding independently. Similarly, (S5, S6, S7, S8) recognized the ability to review pre-recorded lectures anytime, which enhanced their preparation for in-class speaking activities. Whereas, (S1, S2, S5) also noted that without strict self-discipline, the freedom of self-paced learning sometimes led to delaying, affecting their readiness for class discussions.

Q2: What are the experiences of teachers and students with the flipped classroom approach?

Applied Innovation: Teacher's Experience:

The feedback from teachers demonstrated that English language teachers across various sections actively applied the flipped classroom approach to enhance language skills. (T1) stated that assigning grammar tutorials, short readings, and video lectures as homework allowed students to engage with content at their own pace before attending class. This method helped teachers to use class time for more interactive speaking activities, such as debates, discussions, and role-plays, which relied on students' understanding and involvement. However, (T2) and (T3) shared that incorporating the pre-recorded video lessons allowed more class time for immediate feedback and gave students more chances to practice speaking and get involved in meaningful conversations. Furthermore, (T3) shared that this shift not only encouraged students to take more responsibility in their learning

process but also increased in-class interaction. Whereas (T2) observed that some students, particularly those who were demotivated, struggled with the pace of the pre-class content, which negatively affected the quality of their participation in class activities.

Challenges in Self-Regulated Learning:

The teacher's feedback revealed that ensuring consistent student preparation poses an issue in the flipped classroom approach. As, (T1) noted that not all students complete the required pre-class tasks, resulting in gaps in participation and subsequently slowing down the pacing of the lesson. Additionally, (T2) and (T3) remarked that some students had an issue with self-regulated study, which affects their readiness for class discussions and activities. They focused on providing well-structured pre-class assignments and proper guidelines to help them stay on track. Moreover, (T2) highlighted that the lack of preparation often creates a disparity in engagement levels, with some students actively contributing, while others remain passive, which disrupts the flow of the class.

Confidence in Practice:

The teacher's Feedback emphasized that the flipped classroom approach helped students to gain much more confidence in their speaking skills. (T1) shared that while preparing for mock interviews by watching a video on interview techniques at home, students felt more confident and performed better during in-class activities. Similarly, (T2) described an activity where students watched a video and prepared a short oral summary, after peer reviews in class. This activity effectively improved their speaking proficiency and self-assurance. Additionally, (T3) observed that after watching a video about expressing opinions, students participated in a group discussion, expressing their views with greater ease. However, (T2) mentioned that despite these improvements, some students still lacked the confidence to speak up in larger groups, which sometimes hindered full class engagement.

Applied Innovation: Student's Experience:

The participants' responses revealed that the flipped classroom approach was such an engaging and effective method for improving their learning. (S3, S6, S7) shared that reviewing learning content before class, such as videos or readings, facilitated their ability to better understand the topic before class, which helped students to participate in class discussions actively. (S8, S5, S4) stated that in English language classes, the use of video lectures and online tasks before class was highly effective. This approach made in-class activities, such as practicing dialogues, discussions, and peer feedback, more interactive and productive. As a result, students felt more confident in their speaking abilities and were able to engage more meaningfully with the content. However, some students (S3) pointed out that they struggled at times to stay on track with the pre-class materials, which slightly impacted their ability to contribute effectively during in-class activities.

Challenges in Self-regulation:

The participants' responses revealed that while many students found the flipped classroom approach effective, several challenges related to self-regulated learning emerged. (S2) pointed out that limited or no internet access, especially for students in rural areas, made it difficult for them to access pre-class materials, hindering their ability to prepare effectively. (S3, S4, S5, S6) shared that videos alone were sometimes insufficient, and additional explanations were necessary for a deeper understanding of the concepts. When students failed to engage with the materials before class, it disrupted the flow and effectiveness of in-class activities. Furthermore, (S7, S8) mentioned that some students required more support during class, such as clearer instructions and individual guidance from the instructor, to keep up with the learning pace. These challenges highlight the need for better access to resources, clearer instructions, and more structured support to ensure success in a flipped classroom environment.

Confidence in Practice:

The participants' responses highlight that the flipped classroom approach positively helped in building their confidence in speaking English. (S3, S4, S5) Sharing their experiences in group discussions based on pre-class videos helped them feel more confident during in-class conversations. At the initial stage, they felt nervous, but continuous practice of exchanging ideas and receiving proper feedback made the process interactive. (S4) raised voice on environmental issues after watching a video and doing research at home, they felt able to express their views clearly and felt much more confident. While the flipped approach helped many students grow more confident, (S5) noted that some students still felt hesitant to speak in larger groups, which limited their overall participation during discussions.

5. Discussion.

The results of this research show that the flipped classroom approach provides not only a new learning experience for students but also offers a new teaching method for teachers. Teachers shifted towards conventional teaching methods and adopted the flipped classroom approach, their focus reversed to promoting students' active participation and engagement. The participants of this research indicated that this approach played a significant role in improving their English speaking skills, especially in terms of self-confidence and fluency. It positively affected learners who were watching pre-recorded lectures at home, to facilitate them to study at their own pace and encouraged them to get involved in in-class activities such as debates, role play, and group discussions, further developing their practical speaking skills. According to teachers, students were more motivated and actively engaged in their language learning process. These findings are linked with Johnson et al. (2020), who mentioned that using the flipped classroom approach improved students' engagement and conversational skills.

Whereas multiple challenges were also observed, some students found that it was difficult to watch pre-recorded lectures regularly due to time management issues and limited digital access. Several challenges were also noted by teachers, which align with Ansari and Nafi (2018), mentioning the issues like technical problems and lack of resources, particularly affecting the students of rural areas. Who also described the logistical barriers to the effective implementation of the flipped approach.

Overall, these findings suggest that if institutions offer appropriate training, digital resources, and support systems, then the flipped classroom approach can be highly effective. Doing so can successfully impact meaningful improvement in students' speaking fluency and boost their confidence.

6. Conclusion.

This study concluded that the flipped classroom method is considered one of the effective methods for developing English speaking skills of undergraduate students. It encourages students' involvement, self-confidence, and speaking proficiency, while this method also urges teachers to adopt more interactive teaching methods. At the same time, some institutional support and technical difficulties were also observed. Proper training and availability of resources ensure successful implementation. Furthermore, researchers can assess the long-term impact of this approach across different language aspects and educational settings.

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