



DEVELOPING SPEAKING SKILLS AT HIGH SCHOOL THROUGH THE IMPLEMENTATION OF FLIPPED LEARNING PRACTICES

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Abstract

This article focuses on the positive effects of the flipped learning methodology on high school learners .

Flipped learning is a learner-centred approach that forms part of blended learning and makes use of technological developments in education.

Data were collected from high school students who were using flipped learning methodology. The study's findings focus on the effectiveness of the researcher-prepared flipped learning procedures.

The results demonstrate the relevance of flipped learning in developing English-speaking skills in line with Common European Framework Reference (CEFR) levels.

Keywords: Flipped learning, higher school, Speaking Skills, Video Material, Language Teaching

Introduction

Language skills help people to achieve their communicative goals in everyday situations (Klimova, 2014). Speaking is considered to be one of the most important language skills (Abdullah et al., 2019). It is used in regular communication to share one's identity and express one's feelings to others (Fan & Yan, 2020). It is renowned worldwide as a 'vital language skill' (Lotherington, 2004; Pendidikan et al., 2021) and is considered an essential part of 'international



***Modern American Journal of Linguistics,
Education, and Pedagogy***

ISSN (E): 3067-7874

Volume 2, Issue 1, January, 2026

Website: usajournals.org

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mobility, entrance to higher education and employment' (Fan & Yan, 2020; Fulcher, 2015, p. 77). However, the process of acquiring speaking skills is difficult as it is considered “one of the most challenging language skills for both ESL learners and teachers” (Lotherington, 2004; Pendidikan et al., 2021).

To develop learners' English-speaking skills, this study has used the flipped learning methodology.

As a recently developed concept and model for learning, flipped learning uses technology to reduce the amount of time spent on lectures in class, allowing more time for interaction between students and teachers, and making learning easier and more comfortable (Demirel, 2016). It is an emerging model in higher education research.

It involves understanding concepts through practical application, creating an individual learning space (Hamdan et al., 2013).

Problems

ESL learners study the English language from primary school level for many years, yet still find it difficult to communicate effectively in English (Karthika, 2020). Learners are not given adequate practice, so they cannot use English properly or effectively. This results in their inability to speak English adequately. To become effective speakers of English, learners must overcome several difficulties, including “the time factor and associated problems of planning and memory production under pressure” (Karthika, 2020). There is a lack of video and audio materials these days (Ama, 2022). This could be one reason to present video lecture materials before in-class lectures. In this regard, this study aims to develop the speaking skills of twenty-five ESL learners by adopting the flipped learning methodology, which uses in-class time for learners to apply what they have learnt and makes use of video lectures to help them understand concepts.

The scores of learners who took both the entry-level and exit-level speaking tests were used to calculate the exact difference in scores and increase the validity of the study.

Procedure: The learners were given the opportunity to introduce themselves to their classmates. This was video recorded and evaluated. Their entry-level scores were calculated using rubrics such as range, accuracy, fluency, interaction, and



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Education, and Pedagogy*

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coherence (Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, 2001).

Then, the learners were instructed to watch a self-prepared YouTube video (English Language Learning, 2021) the day before the face-to-face class.

Observation

Learners often need motivation when instructed to watch video content. The learners were able to share any problems they had with understanding the video content. This flexible environment provided an opportunity for learners to discuss these issues. The learners were interested in doing group activities in the classroom. Those who failed to watch the video on the first day of the class were self-motivated to watch it when they saw their friends confidently perform self-introductions after watching it.

At entry level, learners could speak basic sentences such as 'My name is _____' and 'I come from _____'. Very few learners spoke about their hobbies and ambitions. Some learners struggled to form a proper sentence. However, after the self-introduction classes, they were able to form sentences such as 'I am _____' and 'I am from _____', and they also added a few sentences about their personal information, such as their school, family members, friends and marital status, for example 'I completed my XII standard at _____ school' and 'My aim is to become a _____'. Discussion

The findings of the study reveal that there is a significant improvement in the speaking ability of tertiary-level ESL learners when flipped learning is used effectively. As Sukerti et al. (2020) mentioned, flipped learning helps learners to study more flexibly and improve their academic achievements, while also enabling trainers to teach in a more creative and innovative way. The results of this study demonstrate the learners' academic achievement. Through observation, it was proven that the flexible space given to learners encouraged them to participate in activities and articulate their problems with speaking English.

Before the intervention, when introducing themselves, learners could only use fragmented words and simple phrases such as 'My name is Rasul', 'I am from Jasur', 'Football is my hobby', and so on. According to the Common European Framework of Reference for Languages (CEFR), the learners' level was found to



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be at the entry-level 'A1'. However, after the implementation of flipped learning, learners were able to use sentences about their routines and personal details with proper vocabulary, such as 'I am Ravi, doing my IB Sc', 'I am from Karur', 'My hobbies are playing football and singing cine songs', and so on. Therefore, as defined by the CEFR, the learners' level at exit was generally found to be at the 'B1' level. Therefore, this study provides an answer to the first research question, showing that the learners' levels before and after the implementation of flipped learning were A1 and B1, respectively.

The difference in mean scores between the entry-level and exit-level speaking tests was 5.52). This improvement in learners' speaking ability is due to the effective implementation of flipped learning procedures. Thus, this study also answers the second research question, which asks whether flipped learning enhances learners' speaking ability.

In conclusion, this study proves the effectiveness of flipped learning procedures in improving learners' basic English speaking skills.

It proves that implementing these procedures in high school students is effective. The findings confirm the effectiveness of flipped learning procedures. Furthermore, observing the classroom procedure substantiates the development of speaking skills. Thus, this study proves the efficacy of flipped learning procedures in enhancing the speaking skills of ESL learners. The study had two limitations: firstly, the learners found it difficult to watch the videos from their residences in remote villages, and secondly, it was challenging to monitor the students' viewing time of the videos shared before the in-class discussion.

1. Flipped learning could be trialled to determine its effectiveness at school level.
2. Flipped learning can be used to improve other language skills (listening, reading and writing), grammatical accuracy and linguistic ability in English language teaching.
3. The flipped learning approach could be used to prepare students for competitive examinations.
4. This study can be extended to the higher levels of the Common European Framework References (CEFR).



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Education, and Pedagogy***

ISSN (E): 3067-7874

Volume 2, Issue 1, January, 2026

Website: usajournals.org

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