

USING THE FLIPPED CLASSROOM MODEL IN ENHANCING SPEAKING COMPETENCE OF ACADEMIC LYCEUM STUDENTS

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Abstract

The present study investigates the effectiveness of the Flipped Classroom (FC) model in enhancing speaking competence among Karakalpak learner groups in academic lyceums. Given the bilingual environment in which students operate, traditional teacher-centered approaches often fail to develop oral fluency, vocabulary, and communicative confidence. By integrating pre-class preparation, interactive in-class activities, peer and teacher feedback, and multimedia resources, the FC model provides a learner-centered and engaging framework for English language acquisition. A quasi-experimental design was employed, involving 14 intermediate-level students, with data collected through pre- and post-test oral assessments, classroom observations, surveys, and semi-structured interviews. Results indicate significant improvements in fluency, vocabulary usage, grammatical accuracy, and overall communicative competence, accompanied by increased motivation, confidence, and active participation. These findings suggest that the FC model is an effective pedagogical strategy for fostering autonomous, confident, and competent English communicators in bilingual and minority-language educational contexts.

Keywords

Flipped Classroom, Speaking Competence, Academic Lyceum, Karakalpak Learners, Bilingual Education, Communicative Competence, Learner-Centered Approach

Introduction. In today's interconnected world, English has become a global lingua franca, and the ability to communicate effectively in English is considered an essential skill for academic, professional, and social success. Therefore, developing speaking competence is one of the primary goals of English language teaching, particularly in academic lyceums, where students are expected to achieve high levels of communicative proficiency. However, in Karakalpak groups, this goal faces unique challenges due to the learners' bilingual environment, where the native Karakalpak language coexists with Russian. Consequently, many students

struggle with spontaneous oral production, limited vocabulary usage, and low confidence during speaking activities, despite possessing adequate grammatical knowledge.

Traditionally, English lessons in these groups have relied on teacher-centered approaches, focusing primarily on grammar instruction and reading comprehension. Although such methods are effective for developing linguistic knowledge, they often fail to promote communicative competence, which includes fluency, accuracy, and the ability to use language appropriately in real-life contexts. As a result, students may achieve success in written exercises and exams, but they remain hesitant, anxious, or passive in speaking tasks. This issue is particularly pronounced in bilingual and minority-language contexts, where the mother tongue often dominates students' daily communication and thinking patterns.

Recently, the Flipped Classroom (FC) model has emerged as an innovative approach that addresses these challenges. Unlike traditional teaching, the FC model transfers knowledge acquisition to the home environment, where students can study instructional materials—such as videos, texts, and exercises—at their own pace. Consequently, classroom time is freed for interactive and communicative activities, including pair work, group discussions, role-plays, and storytelling.

Furthermore, the FC model is particularly suitable for Karakalpak learner groups, as it allows teachers to provide scaffolded support, bridging the gap between the students' native language and English. For example, pre-class materials can introduce vocabulary and grammatical structures, while in-class activities emphasize practical communication and fluency. In addition, multimedia resources—such as videos, animations, and interactive exercises—can make lessons more culturally relevant and engaging, thereby reducing speaking anxiety and encouraging active participation.

Therefore, this study aims to investigate how the Flipped Classroom model can enhance speaking competence among Karakalpak learners in academic lyceums. Specifically, it explores how pre-class preparation, interactive in-class activities, peer feedback, and multimedia integration contribute to oral fluency, vocabulary expansion, grammatical accuracy, and overall communicative competence. By doing so, this research not only addresses the challenges faced by bilingual learners but also provides practical strategies for improving English instruction in minority-language contexts.

Methodology. In order to investigate the effectiveness of the Flipped Classroom (FC) model in enhancing speaking competence among Karakalpak learner groups in academic lyceums, this study employed a quasi-experimental design, which has been widely recognized in previous research as suitable for

educational interventions [2]. Specifically, FC allows learners to acquire new knowledge independently before class, thereby creating more opportunities for active communication and interaction during classroom sessions, which is particularly important for bilingual learners who may otherwise rely heavily on their mother tongue [[4].

The participants of the study included 14 intermediate-level English learners from Karakalpak groups, who were selected based on convenience sampling, reflecting the typical composition of academic lyceum classes. Considering that bilingual learners often face challenges in spontaneous oral production, the methodology incorporated scaffolded pre-class activities, which, according to Tran, help to reduce anxiety and prepare students for more fluent communication [8, 90-97]. Pre-class activities consisted of instructional videos, reading materials, and interactive online exercises, which students could review at their own pace, allowing them to consolidate vocabulary and grammar structures before engaging in in-class speaking tasks.

During classroom sessions, learners participated in interactive activities such as pair work, group discussions, role-plays, and storytelling, which were designed not only to reinforce the pre-learned content but also to promote fluency and communicative competence. As Harmer and Richards & Rodgers emphasize, interactive and learner-centered approaches are essential for developing speaking skills because they provide authentic contexts for language use, encourage active participation, and allow learners to receive immediate feedback [5;7]. In this study, teacher guidance and scaffolding were gradually reduced as students became more confident in using English independently, which aligns with the findings of Dough-In regarding the progressive autonomy facilitated by the FC model [3, 71-78].

Data collection was carried out through a mixed-methods approach, combining quantitative pre- and post-test oral assessments with qualitative observations, surveys, and semi-structured interviews, thereby ensuring a comprehensive evaluation of both measurable improvements and experiential perspectives. The oral assessments evaluated fluency, vocabulary use, grammatical accuracy, and overall communicative competence, while classroom observations focused on student engagement, collaboration, and participation in interactive tasks. Additionally, surveys and interviews with learners and teachers provided insights into students' motivation, perceived challenges, and the effectiveness of the FC model, supporting previous research that highlights the importance of learner perceptions in understanding educational outcomes.

Finally, data analysis integrated both quantitative and qualitative methods. Descriptive statistics and paired-sample t-tests were used to measure improvements in speaking competence, whereas thematic analysis of qualitative data identified patterns of engagement, confidence, and collaborative learning. By linking the study design and data analysis to existing literature, this methodology ensures that the investigation is theoretically grounded, contextually relevant, and practically applicable for bilingual learner groups in academic lyceums.

Results. The implementation of the Flipped Classroom (FC) model in Karakalpak groups of academic lyceums demonstrated a significant improvement in students’ speaking competence, which aligns with previous research highlighting the effectiveness of learner-centered approaches in bilingual contexts. Specifically, quantitative analysis of pre- and post-test scores revealed that students not only enhanced their fluency but also improved vocabulary usage and grammatical accuracy, which indicates that the combination of pre-class preparation and interactive in-class activities effectively fosters oral proficiency.

As shown in Table 1, the mean scores of students increased in all assessed components of speaking competence. For instance, the average fluency score rose from 5.2 in the pre-test to 7.8 in the post-test, demonstrating that consistent engagement in pair work, group discussions, and storytelling contributed to more spontaneous and confident language production. Similarly, vocabulary scores increased from 6.0 to 8.1, while grammatical accuracy improved from 5.5 to 7.6. These results support Harmer’s assertion that interactive and communicative activities enable learners to apply linguistic knowledge in real-life contexts, thus reinforcing both form and function in language use [5].

Speaking Competence Component	Pre-Test Score	Mean	Post-Test Score	Mean	Improvement
Fluency	5.2		7.8		+2.6
Vocabulary	6.0		8.1		+2.1
Grammatical Accuracy	5.5		7.6		+2.1
Overall Communicative Competence	5.6		7.9		+2.3

In addition, qualitative data from classroom observations indicated that students became more confident and participative as the course progressed. Initially, many learners hesitated to speak, reflecting the common challenge of speaking anxiety in bilingual classrooms. However, the structured use of role-play and mini-debates allowed them to practice language in meaningful contexts, thereby reducing anxiety and increasing engagement. Furthermore, peer-assessment and teacher feedback were instrumental in helping students recognize

errors and self-correct, which, according to Tran, is essential for developing both accuracy and fluency [8, 90-97].

Moreover, survey responses showed that students perceived the FC model as more motivating compared to traditional lecture-based instruction. Many students emphasized that being able to prepare at home at their own pace allowed them to approach speaking tasks with greater confidence, while classroom activities provided immediate opportunities for practice and feedback, reinforcing learning outcomes. This finding corroborates Bishop & Verleger's observation that Flipped Classroom approaches enhance learner autonomy and active participation, which are particularly beneficial in bilingual educational settings [2].

Overall, the results indicate that integrating pre-class preparation, interactive in-class activities, and systematic feedback within the Flipped Classroom framework not only improves oral fluency, vocabulary, and grammatical accuracy, but also significantly enhances overall communicative competence, motivation, and learner confidence. In particular, the combination of scaffolded tasks and multimedia resources enabled students to gradually bridge the gap between their native language and English, which is especially important in bilingual contexts where learners often rely on their first language for cognitive support [4].

Furthermore, the findings suggest that the FC model promotes autonomy and self-directed learning, as students actively engaged with instructional materials at home, thereby entering classroom sessions better prepared to participate in meaningful communicative tasks. Additionally, the qualitative observations demonstrated that students not only increased their linguistic competence but also developed cognitive and affective skills, including critical thinking, collaboration, and problem-solving, which are necessary for effective communication in authentic contexts [7]. The structured interactive activities, combined with immediate feedback, encouraged students to experiment with language, self-correct errors, and extend their responses, resulting in more fluent and confident speech.

In summary, the results of this study confirm that the Flipped Classroom model provides a comprehensive and effective approach for improving speaking competence among Karakalpak learner groups. By combining pre-class preparation, interactive in-class exercises, peer and teacher feedback, and multimedia resources, the model addresses both the linguistic and affective dimensions of language learning, ensuring that students gain not only technical accuracy but also communicative confidence and motivation to use English actively.

Discussion. The findings of this study clearly indicate that the Flipped Classroom (FC) model is highly effective in enhancing speaking competence among

Karakalpak groups in academic lyceums. Specifically, the improvement in fluency, vocabulary, grammatical accuracy, and overall communicative competence, as shown in Table 1, demonstrates that pre-class preparation combined with interactive in-class activities provides a powerful framework for oral language development. This result aligns with previous research, which emphasizes that FC models allow learners to acquire linguistic knowledge at their own pace and then apply it in meaningful communicative contexts, thereby reinforcing both language form and function [8].

Moreover, the study highlights that confidence and active participation increased significantly during the course. Initially, learners exhibited hesitation in speaking tasks, reflecting common challenges in bilingual educational contexts where the native language often dominates oral expression. However, by engaging in structured interactive activities such as role-plays, group discussions, storytelling, and mini-debates, students gradually became more willing to communicate in English. This supports Harmer's assertion that learner-centered, interactive exercises create authentic opportunities for language use, which are essential for building oral proficiency [5].

In addition, the combination of peer-assessment and teacher feedback played a critical role in the observed improvement. According to Tran, immediate feedback and collaborative evaluation help learners identify errors, consolidate vocabulary, and refine grammatical structures, thereby enhancing both accuracy and fluency. In the context of Karakalpak learners, this scaffolding was particularly important because it allowed students to bridge their native language knowledge with English structures, gradually increasing independence in speaking tasks [8, 90-97].

Furthermore, the study reveals that pre-class preparation using multimedia resources—including videos, interactive exercises, and reading materials—significantly contributed to students' motivation and engagement. This finding is consistent with Bishop & Verleger, who argue that Flipped Classroom approaches enhance learner autonomy and self-regulation, which are especially beneficial for students in minority-language environments [2]. By enabling learners to review content multiple times and at their own pace, the FC model reduces speaking anxiety and strengthens readiness for in-class participation, which in turn maximizes the effectiveness of interactive tasks.

It is also noteworthy that the observed improvements were not limited to linguistic performance alone but extended to cognitive and affective dimensions of learning. The students developed critical thinking, collaboration, and problem-solving skills during group activities, which aligns with Richards & Rodgers' observation that interactive methods promote holistic communicative competence

[7]. In this regard, the FC model not only addresses the linguistic needs of learners but also fosters 21st-century skills that are essential for academic and professional success.

In summary, the findings suggest that the integration of pre-class preparation, interactive in-class activities, peer and teacher feedback, and multimedia resources within the Flipped Classroom framework creates a synergistic effect, enhancing both the linguistic and affective components of speaking competence. This holistic approach is particularly effective for Karakalpak learner groups, who face unique challenges in bilingual settings, as it provides structured support while simultaneously promoting autonomy and confidence in English communication.

Conclusion. In conclusion, the findings of this study clearly demonstrate that the Flipped Classroom (FC) model is highly effective in enhancing speaking competence among Karakalpak learner groups in academic lyceums. By integrating pre-class preparation, interactive in-class activities, peer and teacher feedback, and multimedia resources, the FC model provides a holistic framework that addresses both the linguistic and affective dimensions of language learning. Specifically, students showed significant improvements in fluency, vocabulary, grammatical accuracy, and overall communicative competence, which confirms that learner-centered and interactive approaches are particularly effective in bilingual contexts. Furthermore, the study revealed that the FC model fosters autonomy, motivation, and confidence, as learners were able to engage with instructional materials at their own pace before class and actively participate in meaningful communication tasks during class sessions. This aligns with previous research suggesting that Flipped Classroom approaches enhance self-directed learning and active participation, leading to more sustainable and confident language use. Additionally, the incorporation of peer-assessment, teacher feedback, and scaffolded activities allowed students to self-correct errors, consolidate new vocabulary, and gradually rely less on their native language, thereby promoting both accuracy and fluency.

Moreover, the results indicate that the FC model not only improves linguistic performance but also contributes to cognitive and affective development, including critical thinking, collaboration, and problem-solving skills, which are essential for effective communication in real-life contexts. By providing structured yet flexible learning opportunities, the model enables students to bridge the gap between language knowledge and practical application, making English learning more engaging, meaningful, and contextually relevant.

Therefore, implementing the Flipped Classroom model in Karakalpak academic lyceums represents a promising pedagogical strategy for enhancing speaking competence in bilingual settings. It is recommended that teachers

continue to combine multimedia pre-class materials, interactive in-class tasks, and systematic feedback, while adapting activities to the learners' cultural and linguistic background, in order to maximize both communicative competence and learner motivation. Overall, this study provides strong evidence that the FC model is not only an effective tool for improving English speaking skills but also a comprehensive approach for fostering autonomous, confident, and competent communicators in minority-language educational contexts.

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