

Using Flipped Classroom Model to Enhance Iraqi EFL Students' Speaking Proficiency

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Abstract

The current study aims at determining the extent to which the flipped classroom model can strengthen the speaking skills of Iraqi students studying English as a Foreign Language (EFL). The most wearing pedagogy which is wide-spread in Iraqi educational settings leads to minimal active involvement, as well as practise in speaking on the part of the students in the process. The flipped classroom model, in its turn, switches the delivery of instructional materials outside of the classroom time to create more in-class time that can be used in interactive activities and prolonged speaking practice. To conduct the research, a sample of population was selected using Al-Fadhela School Secondary School for Girls in Baghdad. The quasi-experimental design was taken where two groups of the students in Iraq EFL were compared a group that was subjected to the flipped classroom model and the other maintained the traditional lecture-based teaching. The outcomes of improvement were evaluated using pre and post tests, complemented with qualitative data collected of the form of student surveys and focus-group interviews with the purpose of collecting perceptions and experiences towards the flipped classroom format.

The findings show that use of the flipped classroom model applies a positive effect on the speaking proficiency of Iraqi EFL students. The students who were in the flipped classroom group recorded major

improvements in the area of oral communication in comparison to the students who were in the control group. Also, the feedback in the form of participant response pointed to the high degree of satisfaction with the flipped approach and many benefits associated with increased involvement, active learning process and more personalised approach to studying. These results have great potential in helping EFL teachers and administrators in Iraq as they indicate the effectiveness of the flipped classroom approach in the development of speaking skills and development of student-centred learning culture. It is hence that the research finds a new revelation on the use of innovative instructive means of teaching to conquer the dilemma of English language learning in the Iraqi setting and eventually raise up a generation of more intelligent and skilled English language speakers.

Keywords :Flipped classroom, EFL, speaking proficiency

استخدام نموذج الفصل الدراسي المعكوس لتعزيز كفاءة التحدث للطلاب العراقيين في اللغة

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الملخص

تهدف الدراسة الحالية إلى تحديد مدى قدرة نموذج الفصل المقلوب على تعزيز مهارات التحدث لدى الطلبة العراقيين الذين يدرسون اللغة الإنجليزية كلغة أجنبية (EF). إن أكثر أساليب التدريس شيوعاً في البيئات التعليمية العراقية تؤدي إلى الحد الأدنى من المشاركة الفعالة، وكذلك إلى ضعف ممارسة الطلاب للتحدث. أما نموذج الفصل المقلوب، فيحوّل بدوره تقديم المواد التعليمية خارج وقت الفصل الدراسي لتوفير المزيد من الوقت داخل الفصل الدراسي، والذي يُمكن استخدامه في الأنشطة التفاعلية وممارسة التحدث لفترات مطولة. لإجراء البحث، تم اختيار عينة من مجتمع الدراسة من مدرسة الفضيلة الثانوية للبنات في بغداد. تم اتباع التصميم شبه التجريبي، حيث قورنت مجموعتان من طلاب اللغة الإنجليزية كلغة أجنبية في العراق: مجموعة خضعت لنموذج الفصل المقلوب، وأخرى حافظت على التدريس التقليدي القائم على المحاضرات. تم تقييم نتائج التحسن باستخدام اختبارات قبلية وبعدية، مدعومة ببيانات نوعية جُمعت من خلال استبيانات الطلاب ومقابلات المجموعات البؤرية بهدف جمع تصوراتهم

وخبراتهم تجاه نموذج الفصل المقلوب. تُظهر النتائج أن استخدام نموذج الفصل المقلوب يُحدث تأثيرًا إيجابيًا على إتقان التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية العراقيين. سجل الطلاب الذين كانوا في مجموعة الفصل المقلوب تحسنات كبيرة في مجال التواصل الشفهي مقارنةً بالطلاب الذين كانوا في المجموعة الضابطة. كما أشارت ردود الفعل في شكل ردود المشاركين إلى درجة عالية من الرضا عن النهج المقلوب والعديد من الفوائد المرتبطة بزيادة المشاركة، وعملية التعلم النشط، ونهج أكثر تخصيصًا للدراسة. تتمتع هذه النتائج بإمكانيات كبيرة لمساعدة معلمي وإداريي اللغة الإنجليزية كلغة أجنبية في العراق، حيث تشير إلى فعالية نهج الفصل المقلوب في تطوير مهارات التحدث وتنمية ثقافة التعلم المتمركز حول الطالب. ومن هنا، يكشف البحث عن آفاق جديدة حول استخدام وسائل تعليمية مبتكرة للتغلب على معضلة تعلم اللغة الإنجليزية في البيئة العراقية، وبالتالي تنشئة جيل من متحدثي اللغة الإنجليزية الأكثر ذكاءً ومهارة.

الكلمات المفتاحية: الفصل الدراسي المقلوب، اللغة الإنجليزية كلغة أجنبية، كفاءة التحدث.

1.1 Research Problem

Over the past few years, salient attention has been given by scholars to formulate creative pedagogical plans that can respond to present day challenges under which language education has been pitting its feet. Among Iraqi students of English as a Foreign Language (EFL) and particularly those concerned with spoken proficiency, traditional classes have long been found inadequate in providing motivation and individual involvement required to enhance the skills of the learner. With the world getting increasingly global in nature, ability to communicate efficiently in English has become essential in several levels of academic, professional and social endeavors. The Flipped Classroom Model therefore comes up as a possible solution that will rectify the situation aimed at empowering the Iraqi EFL students speaking proficiency.

The Flipped Classroom Model is a variation of traditional instructional delivery method because the delivery of content (usually in digital form) occurs outside of the classroom, and instead, the classroom time is devoted to tasks that engage a student, collaborative work, and specific discussions. This is aimed at putting control of the learning speed in the

hands of the learners, stimulate a high involvement and allows the teachers to spend the time in classes discussing particular problems and interacting in a meaningful way. The lecture system that is still in use in Iraq EFL classrooms may limit possible speech practice and thus hinder the effort to acquire communicative competence. That is why the research gap is observed whether it is possible to meet this limitation and generate improved speaking proficiency in Iraqi EFL students with the Flipped Classroom Model adoption. It is in this light that the current research attempts to look at this by focusing on how the Flipped Classroom Model can improve the speaking skills of Iraqi EFL students and provide an informed guide on what can be done to practically employ the Q in the Iraqi EFL environment.

1.2 Research Questions

1. How does the application of the Flipped Classroom Model impact the speaking proficiency of Iraqi English as a Foreign Language (EFL) students compared to the traditional lecture-based approach?
2. What are the perceptions of Iraqi EFL students towards the Flipped Classroom Model in terms of its effectiveness in enhancing their speaking skills?
3. What are the specific speaking sub-skills (e.g., pronunciation, fluency, vocabulary usage) that demonstrate the most significant improvement as a result of using the Flipped Classroom Model?

1.3 Research Aims

1. To investigate the impact of implementing the FC Model on the overall speaking proficiency of Iraqi English as a Foreign Language (EFL) students.
2. To explore the effectiveness of the FC Model in developing specific speaking sub-skills, such as pronunciation, fluency, vocabulary usage, and grammatical accuracy, among Iraqi EFL students.

3.The current research tries to determine the perception and attitudes of Iraqi EFL students to Flipped Classroom Model and its influence on their competence and willingness to communicate English in authentic settings.

1.4 Research importance

The given project on the study of the effectiveness of the Flipped Classroom Model in fostering the speaking skills of Iraqi English as a Foreign Language (EFL) learners is a significant contribution to the development of language training methodology. Through assessing the level at which this teaching method can develop oral proficiency the study can provide teachers with expert advice on how to draft language-learning experience in a manner that not only makes it interactive but also makes it interesting to them thereby fulfilling the unique requirements of IRaqi EFL students.

Effective speaking is an inseparable part of effective communication both within the context of the academic world and the world itself. In line with this therefore, it is the aim of this research to enhance the speaking ability of the Iraqi EFL students thereby facilitating the development of the communicative competence and allowing the student to express and share ideas, take part in a conversation and communicate with confidence in the English language.

Besides, better understanding how the Flipped Classroom Model can be used to enhance the ability to speak is a piece of practical help to language teachers in Iraq. The analysis of the methodologies and new practices that support the acquisition of speaking proficiency will enable the instructors to become familiar with necessary resources to improve their teaching processes.

1. 5 Definitions of the Basic Terms

1. Flipped Classroom Model

The Flipped Classroom Model is an educational approach that is becoming increasingly accepted in contemporary discourse in education as the model of pedagogical practice inverting the standard prioritization of instructional activities. Traditionally, the method followed by the teachers is to provide lectures and present basic material during designated classroom time, and assignments are provided to encourage independent practice and usage beyond the classroom. In comparison, the Flipped Classroom Model intentionally places instructional material before the meeting period, particularly pre-filmed videos, online materials, or readings, and classroom time becomes available to engage in cooperative, interactive, or discovery experiences.

2. Speaking Proficiency

Speaking proficiency refers to the ability of a person to explain his/her thoughts, ideas, opinions and knowledge clearly when he/she is using a specific language. The English language tests check how much an individual is able to express his or her perception using the proper vocabulary, grammar, pronunciation, and fluent communication across his or her daily routines and encounters.

2. Literature Review

2.1 Introduction

Being the area of education, the language education sphere is active, and more and more new methods of teaching are gaining popularity as they rearrange the traditional style of the classroom and lead to a better language literacy level among students. The Flipped Classroom Model is one of those innovations that enjoys immense academic and practical interest as it focuses on the autonomy of the learner and promotes active participation and personalized study. This study hence examines this model of its merits to enhance the proficiency of the Iraqi learners

of English as a Foreign Language (EFL). This kind of investigation would serve its purpose well now because an effective training approach is much needed in Iraq.

The level of mastering the English language, both spoken and understood, has strategic importance in the modern global environment, providing global opportunities, access, and efficient intercultural communication. On the other hand, those forms of teaching, which follow the traditional, teacher-centred format, tend to limit the possibilities of practice and thus hamper the growth of communicative competence. Such limits are especially pertinent in the Iraqi scenario, where pedagogical climate often prevents teachers from providing long-term and differentiated assistance in the development of spoken language.

The Flipped Classroom Model is a viable intervention with the resequencing of various conventional classroom tasks. The third way in which students get access to new linguistic material, new vocabulary, and grammatical structures is outside of the formal lesson time, usually through pre-recorded lectures or written materials, interactive stuff on the internet, and studying on their own. Ready activities in the face-to-face teaching hours, varied in terms of their complexity (from the structured discussion to the simulation-driven role-plays), assist the transference and the fine-tuning of the knowledge learned beyond the classroom.

The main goal of the research is to evaluate the possibility of adoption of the Flipped Classroom Model, bringing any measurable improvements to the areas of spoken language skills of the EFL students in Iraq, and to understand what other benefits can be imparted to the students in Iraq by the use of this approach. In emphasizing spoken language, the study focuses on a key point of language acquisition affecting the

efficiency of discourse as well as the confidence of the learners in the actual use of language.

2.1 What is Flipped classroom?

Recently, a pedagogical approach known as the "Flipped Classroom," referred to as "Ters yüz Öğrenme" in Turkish, has emerged. The term "flipping" denotes the interchange of homework and classroom tasks. The concept of the "Flipped Classroom" was initially introduced by J. Wesley Baker at an international conference on learning and teaching back in 2000. In a similar investigation, Lage and colleagues explored a related concept termed "The Inverted Classroom."

The Flipped Classroom model is part of a broader educational movement encompassing blended learning, inquiry-based learning, and other educational methodologies, integrating adaptable and effective learning techniques. Furthermore, this approach motivates learners to assume accountability for their individual learning, fostering an environment involving project-based or real-world applications that enrich the learning encounter during class sessions. Instead of receiving direct instruction from the teacher in the classroom, learners actively participate in their education by engaging with course videos, podcasts, e-books, and online interactions with peers. This assortment of resources is available to learners at their convenience, offering a more adaptable learning encounter. Consequently, teachers gain the opportunity to allocate more time to engage individually with each student, with the aim of establishing a more genuine learning atmosphere (Johnson, Becker, Estrada, and Freeman, 2014:70).

Initially termed the "inverted classroom," the approach of the flipped classroom model was introduced through a study conducted by a group of professors at Miami University (Lage et al., 2000; 30–43). As time progressed, this approach developed into what is now recognized as the "flipped classroom." Jonathan Bergmann and Aaron Sams, chemistry

educators at the University of Northern Colorado, emerged as early adopters who translated the flipped classroom concept into practical application. (Talbert, 2012; 1). They realized that students needed more teacher support while doing their homework, rather than during traditional lectures. To address this, they recorded course videos for absent students, encouraging them to watch the videos before class and use the classroom time for discussions and other activities. This innovative approach gained attention and recognition (Bergman and Sams, 2012:24). The Flipped Classroom approach is just one facet within a wide array of educational methods, including blended learning, inquiry-based learning, and various instructional techniques designed for adaptable and effective learners (Johnson, Becker, Estrada, and Freeman, 2014). Furthermore, it prompts learners to assume ownership of their learning process (Fulton, 2012:39). The genesis of the Flipped Classroom concept emerged from the notion of delivering educational content through video lessons at home, presenting an alternative to the conventional classroom-centric mode of instruction. During classroom time, students focus on understanding and internalizing the information provided earlier through pre-recorded videos, allowing educators to engage with students individually. As a result, classroom time is utilized more effectively (Zownorenga, 2013; 2). Next, we will contrast the variations between conventional educational practices and the Flipped Classroom approach.

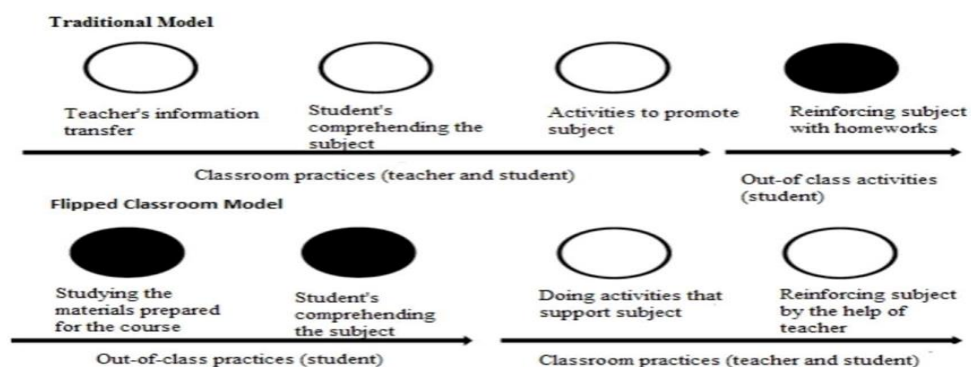


Figure 1. Comparison of Traditional Education Model and Flipped Classroom Model (Moravec et al, 2010)

The figure illustrates the shift in classroom practices in the flipped classroom model. In this model, the educator no longer directly delivers lessons but utilizes various technologies to offer flexible learning to students individually or in groups. Students can access lesson videos on computers, tablets, smartphones, or media players at their convenience and bring their homework to the classroom for active participation. The teacher focuses on addressing any misunderstandings and reinforcing subjects through different activities. This approach aims to optimize learning time for each student instead of delivering education to all students simultaneously (Hamdan et al., 2013; Knewton.com, 2011).

The flipped (inverted) classroom, as defined by Lage, Platt, and Treglia (2000), is a popular pedagogical approach in subjects like science and math. It involves shifting the traditional classroom practices by incorporating out-of-class activities. In this model, learners engage in project-based or real-world practices to better understand the subject during class time. Instead of receiving information directly from the teacher in class, learners access course videos, podcasts, e-books, and interact with peers online to facilitate their learning. This approach allows learners to access various resources at their convenience, enabling the teacher to dedicate more time to individual interactions. The primary aim is to provide a more authentic learning experience for the students (Johnson, Becker, Estrada, and Freeman, 2014).

2.2 Concepts and Implementation of the Approach

Various approaches and styles are employed in the flipped learning model. Some practices involve recording class content for students to watch as homework outside of class, while in others, students watch these videos during classroom time. Another approach suggests providing different learning resources based on each student's individual needs instead of solely relying on videos (Ash, 2012:34).

Bergmann and Sams, the authors of the book "Flip Your Classroom: Reach Every Student in Every Class Every Day," which was published in 2012, initially put one of these instructional techniques into practice in 2006. They subsequently refined their approach, leading to the formulation of the "Current Approach in Education and Teaching: Technology Assisted Flexible Learning" or the "Flipped Mastery Model." This advanced model transcends the traditional flipped learning method. In this novel framework, students receive instructions that encompass reading materials, video content, and access to diverse course-related resources tailored to their individual learning styles and requirements. Students engage in assessments and examinations based on their personal learning pace, independent of the classroom environment.

Various iterations of "Flipped" learning models exist, each with distinct emphases. The conventional "Flipped" Learning model pioneered by Khan Academy and the "Flipped Mastery Model" introduced by Bergmann and Sams (2012) prioritize delivering content to students. In contrast, other scholars like Gerstein (2011) and Staker and Horn (2012) concentrate on learning cycles and the interplay between physical and virtual dimensions, respectively. Chen et al. (2014:27) propose a more comprehensive model known as FLIPPED for higher education, wherein each letter denotes a component, including Flexible Environments, Learner-Centered Approach, Intentional Content, Professional Educators, Progressive Networking Learning Activities, Engaging and Effective Learning Experiences, and Diversified and Seamless Learning Platforms.

The application of the FLIPPED model has extended across fields such as nursing, engineering, mathematics, physics, biology, and chemistry education, yielding positive outcomes. Studies conducted by Bergmann and Sams (2008) as well as Baepler, Walker, Driessen (2014) underscore its efficacy in chemistry education. Gaughan (2014)

employed this method in history classes, observing enhancements in student achievement, consistent engagement with course materials, and improved class preparedness. Turan (2015:51) implemented the approach within preschool education, noting heightened student success, motivation, and reduced cognitive load compared to traditional methods. In a medical context, Kara (2016:233) integrated the technique during medical students' internship period, yielding increased internship efficiency and indicating its viability in clinical education.

2.2 Advantages and Drawbacks of the Flipped Classroom Model

The Flipped Classroom Model, viewed as a radical departure by Bergmann and Sams, presents an array of benefits for educators and learners alike. These advantages encompass personalized learning pace, the option to revisit content as required, completion of assignments during class time with immediate clarifications, round-the-clock availability of course materials, and an augmented efficiency of classroom interactions. Educators who have adopted this approach have reported superior test outcomes compared to traditional teaching methods (Fulton, 2012).

A study assessing the perspectives of educators utilizing the flipped classroom model identified several merits. These encompassed increased time for original research with students, enhanced access to scientific resources within the classroom, flexibility catering to students involved in extracurricular activities, stimulation of active thinking and learning both within and beyond the classroom, and cultivation of a more dynamic and enjoyable learning atmosphere (Herreid and Schiller, 2013:62).

However, there are some disadvantages to the flipped classroom model. Creating video content can be time-consuming for teachers and lack of active contact outside of class might demotivate students. Some students accustomed to traditional methods may struggle to adapt. The

quality and availability of educational videos can be limited, and tracking whether students watch them is challenging. Additionally, the need for technology and internet access may complicate its implementation and incur higher costs. Students relying solely on videos might face challenges in comprehension when offline or without access to a computer (Talbert, 2012; Herreid and Schiller, 2013; Jenkins, 2012; Duerden, 2013; Miller, 2012). Moreover, creating an environment for student interaction and measuring their reactions during learning may also be challenging.

1.2 Speaking Proficiency and Its Components

Speaking proficiency refers to a person's ability to effectively communicate orally in a particular language. It involves the capacity to express thoughts, ideas, and information clearly and fluently, while also being able to understand and respond appropriately to others in spoken interactions.

In as much as they may be gauged by a certain language mastery paradigm as well as not, language speaking proficiency always boils down to a number of fundamental dimensions. First of them is

1. **Pronunciation:** the exact clean usage of sounds, words and intonation patterns in order that the listener can understand.
2. **Fluency:** a flow of uninterrupted speech about which there is a natural and smooth flow of communication.
3. **Vocabulary:** the scope and accuracy of words and phrases utilized to express thoughts, describe feelings, and interact precisely and in several situations.
4. **Grammar:** this is the understanding and proper usage of grammatical forms and rules in order to meaningfully and correctly form phrases so as to have a clear phrase and grammatically correct one.

5. **Cohesion:** the logical organization of points, which are connected by the use of proper transitional words and phrases which create a cohering, cohesive conversation.

6. **Sociolinguistic Competence:** ability to acknowledge and use language in various social and cultural settings, including an appropriate degree of formality, politeness and register.

7. **Pragmatics:** the overall prospective, both in science and in practice, of the use of language in the multiple communicative contexts; that is, the articulation of a request, an offer of advice, an expression of an idea or a proposal, and at the same time being aware of the social and cultural norms of the linguistic group to which he belongs.

8. **Comprehension:** The capacity to understand spoken language from others and respond appropriately to their messages.

Effective speaking proficiency involves the integration and coordination of these components to communicate clearly, accurately, and appropriately in a given language. Proficiency levels can range from basic to advanced, with learners progressing as they develop their speaking skills in real-life communication situations (Elder, 2002:368).

2. Methodology

The methodology of this research study involve the following components:

3.1. Research Design

The study adopt an experimental research design, where two groups of students are compared – one group exposed to the Flipped Classroom Model and another group taught using a traditional teaching approach (control group). The speaking proficiency of both groups would be assessed before and after the intervention to measure the impact of the Flipped Classroom Model.

3.2. Participants

The participants would be Iraqi EFL students, they include students from Al-Mustansiriya Secondary School for Girls. The sample size would be 60 students divided into 30 students in the experimental group and 30 as control group to ensure statistical validity and generalizability of the findings.

3.3. Data Collection Instruments

Speaking proficiency assessment tools would be used to evaluate the participants' language skills. These may include oral interviews, role-plays, presentations, or other speaking tasks that measure fluency, accuracy, vocabulary use, and pronunciation. The study conducted a test and questionnaire in order to fulfill the goals of the study.

3.4 Intervention

The current research used Flipped Classroom Model on the experiment group. The out-of-class time allowed participants to watch video lectures or read instructional material on the internet, hence being ready to hold activities during regular classes related to speaking and conversational practices. The control section, however, received traditional learning based on classroom teaching and instruction and did not apply Flipped Classroom Model teaching strategy.

3.5 Data Collection

Procedure: A baseline on speaking skills was gathered among the trial and control groups so that a baseline could be established. The control group retained their usual classroom teaching method in that time duration as the trial group was subjected to the Flipped Classroom Model. After the intervention, there was a test done to ascertain the level of spoken language in both of the groups.

3.6 Data Analysis

The collected data will be analyzed statistically in order to evaluate the effectiveness of Flipped Classroom Model on the speaking skill of the

Iraqi EFL students. There shall be a matching of the post-test results of the experiment and control groups with the pre-testing results to know whether any statistically significant distinctions are present.

The expert investigator used two weeks to gain the required information. Together with the English teachers in charge of every class, tests have been given to the representative sample of the participants. To answer the study's questions and achieve its goals, the researcher used the Statistical Package for the Social Science (SPSS) version 20.0 for Microsoft Windows to analyze and compare the scores (pre/posttest) between the two groups. The study focused on investigating the impact of FC Model to Enhance Iraqi EFL Students' Proficiency using an independent sample T-test. Additionally, they utilized one-way between groups ANOVA for the pre- and post-assessments of the speaking proficiency skills elements (Pronunciation, fluency, vocabulary, and grammar). Furthermore, all statistical tests were conducted at the (0.05) level of statistical significance.

3.7 Results

3.7.1 Question one

Data analysis results revealed statistically significant differences in proficiency between the experimental and control groups when using FC Model. The experimental group's mean scores in the post-test (72.04) were higher compared to their pretest scores (67.44). The "T" value (10.211) indicates a significant difference between the two groups at a significance level of 0.05, with 58 degrees of freedom. This suggests that the experimental group improved significantly after using Flipped Classroom.

The differences in scores between the groups were statistically significant, with a medium effect size. This implies that the students in the experimental group performed significantly better on the post-test compared to those in the control group. Consequently, using FC as an

innovative teaching method was more effective than the traditional communicative method. It also demonstrates that students taught using FC achieved superior results compared to those taught without using it.

Table 1: Means and Standard Deviations of the Control and Experimental Groups' on the Post-test

Group	Variable				
	No. Of students	Mean Scores	Standard Deviations	T value	
Experimental	30	72.04	6.2	Tabulated	Calculated
Control	30	67.44	4.0	10.211	1.000

3.7.2 Question Two and Three

Table 2 presents the overall mean score (5.06) for the perception scale, with a standard deviation of (13.0), indicating that the percentage of the mean score is 50.6%. This suggests that Iraqi EFL University Students have a favorable attitude towards using FC Model to improve their speaking proficiency.

Table (2) students' perception toward using the FC Model in terms of its effectiveness in enhancing their speaking skills and which specific speaking sub-skills it helped the most

No.	Items	Mean	Std. D
1.	Have you heard about the FC Model before this study?	6.11	0.9
2.	How would you rate your familiarity with the FC Model on a scale of 1 to 5?	4.04	0.7
3.	Did you find the FC Model helpful in improving your speaking skills?	5.01	0.6
4.	Which specific speaking sub-skills do you think have improved the most as a result of using the FC Model? (e.g., pronunciation, fluency, vocabulary usage)	7.08	0.8
5.	How often did you watch the pre-recorded video lectures before coming to the classroom for speaking practice?	3.55	0.5
6.	Did the FC Model give you more speaking practice	8.07	0.9

	compared to traditional classroom methods?		
7.	How confident do you feel in using the English language for conversation after experiencing the FC Model?	4.56	0.6
8.	How would you rate the quality of the pre-recorded video lectures in terms of content and presentation?	6.32	0.8
9.	Did you find the in-class speaking activities engaging and beneficial?	5.44	0.4
10.	Were the speaking activities conducted in the classroom aligned with the content of the pre-recorded videos?	7.03	0.7
11.	Did you have any difficulties accessing or using the online resources provided for the FC Model?	4.07	0.5
12.	How well did the FC Model cater to your individual learning needs for speaking improvement?	5.09	0.6
13.	What aspects of the FC Model do you think could be improved to enhance speaking skill development?	6.23	0.7
14.	How did the FC Model impact your motivation to learn and practice speaking in English?	3.34	0.3
15.	Did you have enough opportunities for interaction and collaboration with peers during in-class speaking activities?	7.88	0.6
16.	How do you think the FC Model compares to traditional teaching methods in terms of improving speaking skills?	4.59	0.4
17.	Did the FC Model help you develop better self-assessment and reflection skills for your speaking abilities?	5.06	0.5
18.	What role did technology play in your learning experience with the FC Model?	8.55	0.9
19.	Would you recommend the FC Model to other language learners for improving speaking skills?	3.45	0.4
20.	How do you envision using the skills acquired through the FC Model in real-life communication situations?	6.77	0.7
	Total	5.06	13.0

Conclusion

To conclude, the given research paper has studied the possibility of the Flipped Classroom Model to improve the speaking skills of Iraqi EFL (English as a Foreign Language) students. The results suggest that the split-classroom structure enhances speaking ability as it enables a learner to work at a personal rate, promotes participation, and also offers specific individual support.

Application of the FC allows access to instructional resources outside the classroom, hence aiding in selfManaged review and understanding of information. The strategy not only perfects the understanding of language but also develops critical analysis and independent study.

Interactive and collaborative work during classroom sessions facilitates meaningful communication among the students and the instructor that would provide them with sufficient language practice and linguistic acquisition. Additionally, the communicative and speaking based tasks advocated by the FC will offer students the confidence and competence that they need to use English fluently. The findings also reveal that students and educators had a positive perception towards the effectiveness of the model, where learners claimed to be more motivated, more interested and more invested in his or her education. The instructors, in their turn, appreciated the flexibility of the model, as it could be considered as a powerful tool regarding the solutions to individual learner needs and the help to the ones who faced problems.

However, there are a number of limitations which should be taken into account like the need to ensure that every learner has good technology and good access to the internet. The next step to take in order to make the model even more inclusive would be to address these concerns.

To conclude, the results of this research do support the idea that the FC can also effectively be employed as a means of promoting the speaking proficiency of EFL learners in Iraq. With teachers still finding new ways to educate learners, the model can become a possible solution to making learning processes engaging and student-centred in language learning. Serious future research on good practices will be necessary in bringing the full potential of the FC to the Iraqi classrooms.

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