

**The Effectiveness of the Flipped Classroom in Enhancing Speaking Fluency and
Reducing Language Anxiety among EFL Learners Asst. Assit.**

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**فعالية أسلوب الصف المقلوب في تحسينطلاقة التحدث وتقليل القلق
اللغوي لدى متعلمي اللغة الإنجليزية كلغة أجنبية**

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Abstract

Relying on the recent developments in translation studies and internet discourse, the current paper attempts to examine the connection between the implementation of the flipped classrooms technique in EFL teaching based on the use of translation and its ability to stimulate speaking output, thus minimizing language anxiety. To begin with, it is essential to state that the term “flipped classroom” can be defined as a technique in which students prepare for lessons at home and test their skills through interactive activities in the classroom environment. Based on socio-constructivist and interactionist approaches, the paper argues that the flipped classroom learning process has facilitated learners’ anxiety by transforming classroom dynamics into a mode of evaluation and creating a context where learners could exercise their translational skills. Moreover, the research introduces a new dimension into translation theory with respect to interactions via social media, where languages are continually being recontextualized, hybridized, and culturally encoded. Interpreting this phenomenon requires more than a reactive response; it follows the principles of functional and post-structural approaches to translation and meaning-making. Translation analysis of lexical choices in social media discourse also enables learners to develop adaptive fluency by deepening their understanding of how languages function in different communicative contexts. Overall, these findings indicate that flipped learning, when combined with vocabulary revision through translation, promotes linguistic competence, cognitive flexibility, and intercultural awareness while reducing communication anxiety.

Keywords: Flipped classroom; Speaking fluency; Language anxiety; Translation theory; Social media discourse; EFL learning

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خلاصة:

بالاستناد إلى التطورات الحديثة في دراسات الترجمة والخطاب الإلكتروني، تسعى هذه الورقة البحثية إلى دراسة العلاقة بين تطبيق أسلوب الصف المقلوب في تدريس اللغة الإنجليزية كلغة أجنبية، وذلك من خلال استخدام الترجمة وقدرتها على تحفيز التحدث، وبالتالي تقليل قلق اللغة. ويمكن تلخيص الفرضية الأساسية لهذا البحث على النحو التالي: لا ينبغي التمييز بين طلاقة الكلام والترجمة، إذ يجب تحليل مفهوم الترجمة من منظورين: الأول كعملية بين لغوية، والثاني كظاهرة تواصلية تحدث في سياقات التواصل الشفهي وإدارة المفردات. بدايةً، من الضروري تعريف مصطلح "الصف المقلوب" بأنه أسلوب يُحضّر فيه الطلاب دروسهم في المنزل ويختبرون مهاراتهم من خلال أنشطة تفاعلية في بيئة الصف. وانطلاقاً من المنهجين الاجتماعي البنائي والتفاعلي، تُجادل الورقة بأن عملية التعلم في الصف المقلوب قد ساهمت في تخفيف قلق المتعلمين من خلال تحويل ديناميكيات الصف إلى آلية تقييم، وخلق بيئة تُمكنهم من ممارسة مهاراتهم في الترجمة. علاوة على ذلك، يُضيف هذا البحث بُعداً جديداً لنظرية الترجمة فيما يتعلق بالتفاعلات عبر وسائل التواصل الاجتماعي، حيث تُعاد صياغة اللغات وتُهجّن وتُسَقَّر ثقافياً باستمرار. ولا يتم تفسير هذه الظاهرة بشكل تفاعلي، بل يلتزم بالمبادئ التوجيهية المُقدّمة في المناهج الوظيفية وما بعد البنائية لصنع المعنى في الترجمة. وأخيراً، من خلال تحليل الترجمة بهدف دراسة المعاجم في خطابات وسائل التواصل الاجتماعي، يتضح أنه سيتم بالفعل تحقيق مهارات الطلاقة التكيفية في فهم كيفية عمل اللغات. وخلاصة القول، يمكن استنتاج أن هذه النتائج تُظهر أنه من خلال التعلم المقلوب فيما يتعلق بمراجعة المفردات عبر الترجمة، يتم تعزيز الطلاقة اللغوية المرتبطة بالكفاءة، والمرونة المعرفية، والوعي بين الثقافات، بالإضافة إلى تقليل قلق التواصل.

الكلمات المفتاحية: الصف المقلوب؛ طلاقة التحدث؛ قلق اللغة؛ نظرية الترجمة؛ خطاب وسائل التواصل الاجتماعي؛ تعلم اللغة الإنجليزية كلغة أجنبية.

Introduction

The modern field of applied linguistics sees the overlap among language learning, translating, and online interaction due to the negotiation of meaning while processing multilingual social media messages. Thus, fluency in English as a foreign language (EFL) is not merely a speech skill but also involves the act of translation of ideas from one's mind into another language. Therefore, understanding how cognitive processes happen creates possibilities for future approaches in pedagogy using communicative teaching practices combined with translation studies using different kinds of innovation, including the flipped classroom model.

The flipped classroom model refers to a reversal of the traditional learning hierarchy, whereby the knowledge is acquired outside of class time and class time is utilized for active engagement in interaction, negotiation, and practice. Hence, the learner becomes an active participant in knowledge construction as opposed to being a passive receiver. In the case of speaking tasks which include elements of translation, this approach would enable them to use their existing prior knowledge about: Lexical ambiguity, cultural equivalence, and pragmatic variation – especially in the case of social media languages.

Theoretically, this study assumes that there has been a translation process in place all along and views it as a cognitive and communicative strategy in promoting fluency in speaking among the learners. This research study, which focuses on the role of translation in teaching, suggests that the function-based theory of translation, which emphasizes context rather than mere meanings, reduces speaking anxiety among EFL learners in the flipped classroom environment.

1.1 Research Questions

The research is motivated by the following inquiries:

- 1 What effect does the flipped classroom technique have on fluency in the speech production of EFL?

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- 2 Which functions of translation-oriented cognitive processes led to the reduction in the level of anxiety for EFL students?
- 3 What are the principles of translation from a social network vocabulary perspective in EFL speaking lessons?
- 4 What is the relationship between discourse analysis and fluency learning in a flipped classroom?

1.2 Research Objectives

Objectives of the study are as follows:

- 1 To examine the effect of the flipped classroom technique on English-speaking fluency among EFL learners.
- 2 To investigate how translation-oriented cognitive processes contribute to reducing language anxiety during EFL oral performance.
- 3 To identify the principles of translation involved in interpreting social media vocabulary in EFL speaking lessons.
- 4 To examine the relationship between discourse analysis and the development of speaking fluency in a flipped classroom environment.

1.3 Research Problem

The integration of the mentioned flip models seemed to have been relatively less exploited and synthesized as far as knowledge related to implementing them into the process of translation is concerned. The few studies carried out on this aspect have concentrated on technology use and communication skills improvement only but have ignored the idea that the process of translation involves meaning-making and the use of different translating skills.

Apart from that, despite being one of the main reasons for speaking difficulties, there are very few studies conducted about the effectiveness of the application of the flipping learning concept in cognitive mediation with respect to translation that help in overcoming the problem of language anxiety. There are fewer research works when it comes to online situations where the translation of vocabulary takes place.

1.4 Limitations of the study

This study offers a conceptual argument regarding the connections among the flipped classroom model, translation theory, speaking fluency, language anxiety, and social media vocabulary in EFL contexts. Since it is grounded in existing literature rather than primary empirical evidence, its conclusions require validation through classroom-based research. Moreover, the scope is limited to EFL speaking instruction and does not extend to other language skills or practical translation applications in real-world settings.

1.5 Research Procedures

This study adopts a qualitative descriptive–analytical approach. It begins with an overview of the literature on flipped learning, with particular attention to translation theory, speaking fluency, language anxiety, discourse analysis, and social media communication. These theoretical perspectives are then critically examined to clarify the role of translation-oriented approaches in enhancing speaking fluency and mitigating language anxiety. The study concludes by synthesizing the findings into an integrated visual framework designed to support EFL speaking instruction.

1.6 Research Significance

It is noteworthy that the relevance of the current research derives from the fact that flipped learning, speaking fluency acquisition, and translation theory come into conjunction in a singular way. Contrary to other pedagogic practices where speaking fluency and translation skills are separate targets, here, there emerges a new approach to considering these phenomena. More specifically, the notion of speaking fluency in the target language (L2), which is achieved by means of reading the English-language transcript, is viewed as being associated with translation representation on the level of internalization for each of the participants.

On the other hand, language anxiety in the context of English Foreign Language (EFL) also gains significance in terms of this research. Despite being one of the principal obstacles in EFL studies, this phenomenon can be attenuated by applying the technique of flipped classrooms, wherein learners will have sufficient time to prepare themselves prior to displaying their findings in front of other people.

2. Theoretical Framework

2.1 Defining Translation: Beyond Linguistic Transfer

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The notion of translation from the point of view of linguistic theory implies transferring meaning from one language to another, where SL represents the source language and TL the target language. This definition appears to be inaccurate only when applied to the contemporary information exchanges, especially with respect to Internet-based communication and verbal interaction. Translating is described in numerous classic definitions of translation, like J.C. Catford's definition of translating, according to which translating entails replacing "textual material in one language by equivalent textual material in another language" (Catford 1965).

Nonetheless, the idea of equivalence has often been criticized in various literature sources dealing with the topic of translation. Meaning is considered to be extremely bound up with context and fluidic, which makes it impossible to translate because meaning relies upon a multitude of factors, including cultural, pragmatical, and situational contexts. Eugene Nida, the second disciple of translation studies, developed the concept of dynamic equivalence. Thus, translating involves finding "the nearest equivalent of the source-language message" (Nida 1964).

In this theory, translation is not only viewed as an activity within linguistics but also a cognitive activity, that is, an activity which involves the mental work performed by the ESL learner when talking, especially in cases where his or her ability is very limited in any language at all. Nonetheless, in the case of the translator, he or she internalizes the translating processes because what they keep is speaking in terms of the fluidity of speaking from the original language into the target language.

2.2 Historical Development of Translation Theory

Translation theories have changed from being prescriptive, that is, focusing solely on the issue of fidelity to the linguistic system, to descriptive and functional theories that consider not only linguistic issues but also the context and purposes of the translation. The discussion regarding the best translation method between word-for-word and sense-for-sense translation from Cicero, that translation is not based on words but meanings, remains valid, especially among language learners who attempt to negotiate the meaning during their conversations.

Models provided by structuralists like Catford aimed at formalizing translation within the linguistic system but failed to consider issues of culture and pragmatics. One of the most prominent translation frameworks of recent decades is functionalism, which includes skopos, referring to the purpose of translation. According to Vermeer, 'the first constraining factor of any translational process is the function of the overall translational action' (Vermeer 1989).

2.3 Major Translation Theories and Their Pedagogical Relevance

Some other important theories of translation include the ones emphasized by Lawrence Venuti as domestication and foreignization theory, a theory that treats translation of text either in terms of its adaptation into the new culture or its maintenance of its foreign elements in the source text. However, Venuti argues that "domestication is intended to produce fluency in the reading of the text, while foreignization entails a conscious effort to preserve features that mark linguistic particularity in the target language" (Venuti 15).

The theory can be applied in this situation, where some communicative techniques used by students while speaking in the English language can be explained. For instance, when considering social media communication, the process involves the use of domestication techniques in the form of equivalences and transfer techniques.

A further significant contributor to the field of translation is Peter Newmark, who distinguishes semantic translation and communicative translation, noting that semantic translation "aims at preserving the precise contextual meaning of the source-language text," while communicative translation "aims at evoking the same response in its readership as the ST evoked in its own readership" (Newmark 1988). In the field of speech, this distinction becomes even more relevant, since communication is emphasized.

The post-structuralist approach, pioneered by such scholars as Jacques Derrida, questions even the possibility of meaning or essence itself — thus underlining the fact that translation is never completely finished. Specifically, it should be mentioned that according to Derrida's point of view, "There is nothing outside the text" (Derrida 158).

2.4 Translation as a Cognitive Strategy in Speaking Fluency

The psycholinguistic approach views translation as an indispensable means in the process of second language generation, especially when it comes to intermediate level students who are highly dependent on their first language as a cognitive means. Merrill

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Swain proposed that the limitation of producing language depended both on knowing about language and thinking, as she put it, “Producing language compels learners to process their representations of language more deeply” (2005). In other words, translation could be considered another example of “pushed output,” meaning that the process of generating language prompts learners to think how this message will be produced in L2.

Both flipped classroom model and access to pre-class reading materials could assist them in achieving this goal because they would have had time to go through the information beforehand, processing it and making the whole lesson less mentally challenging.

2.5 Social Media Discourse and Translational Fluidity

In this light, social media has opened up new possibilities and challenges in the area of translation since languages keep developing into hybridized, multimodal, and contextualized languages. For instance, interpretation of translation in terms of acronyms, emojis, and regional jargon is an interpreted translation that links back to functionalism/post-structuralist theory. As Susan Bassnett says, ‘Translation is not a secondary but a primary communicative function in the space between cultures’ (Bassnett 2014). To put it simply, the above statement highlights its relevance in digital media platforms where people keep interacting and bridging linguistic differences.

Through the use of social media language in flipped classroom activities, students learn to translate languages and develop their translational skills. For instance, the meaning of the term ‘ghosting’ or how something becomes viral on social media or what it means when someone spills the tea? Translating such terms requires more than language; it demands cultural understanding.

3. The Flipped Classroom Model and Its Pedagogical Implications

3.1 Conceptualizing the Flipped Classroom

As a reaction to the flaws associated with the lecture format, the concept of flipped classes originated in the area of language teaching where input and output are not always interrelated. Flipped classroom teaching can therefore be seen as flipping the traditional idea according to which students are first introduced to topics in videos or other readings before class and are allocated more time in class that can be used for discussion and problem-solving exercises.

Another interpretation of the notion of flipped classrooms lies in relocating knowledge learned during lectures to student assignments conducted before class. This is nothing new as explained by Jonathan Bergmann and Aaron Sams (2012) who claim that "flipping the classroom means moving teachers from the sage on the stage to the guide on the side." Speaking skills in EFL teaching require active involvement or participation at least.

In this respect, the flipped classroom model is consistent with the constructive approach to learning which suggests that the learner is an active participant in knowledge construction. According to Lev Vygotsky, "learning takes place in the 'zone of proximal development'" (Vygotsky 86). The learners can achieve a relatively high level of competence by interacting with other people and getting help from peers. This is what happens when using the above approach since there is transfer of time to interact and negotiate in a flipped classroom manner.

3.2 Flipped Learning and Speaking Fluency Development

Fluency refers to terms that are commonly associated with the skill of expression in a particular language fluently. Fluency is not just the consequence of adequate linguistic knowledge but is also the outcome of efficient processing and appropriate communicative behavior. However, in a conventional learning environment, there is little room left for fluent communication since the emphasis in class is on correct responses, and after students are corrected, anxiety levels go up, which discourages them from participating.

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On the other hand, a flipped classroom helps learners overcome these barriers since they can have an advance exposure to the linguistic input before class and reduce their cognitive burden. Fluency becomes a natural part of the process of learning when a learner gets opportunities to communicate freely without constant disruptions for corrections, according to Harmer (2007).

Secondly, flipped learning offers several occasions for input and gives learners chances to review what has been taught to them anytime they want prior to trying to use their newly acquired vocabulary or grammatical rules in oral expression. This practice fosters automation, which is crucial for fluency as it assists in simplifying the process of accessing information about certain words. On the contrary, group activity, taking place within the participants themselves, cannot be defined as a speaking turn but another factor that might influence fluency owing to peer meaning negotiation and feedback.

Regarding the translation approach, pre-class preparation of learners will help them perform some inner translation activities prior to oral communication. Thus, it will be ensured that they think about words and make speaking much simpler.

3.3 Reducing Language Anxiety through Flipped Pedagogy

Foreign language anxiety, especially the type related to oral communication, poses a critical impediment to the effective acquisition of a second language. According to Horwitz, anxiety is a multifaceted concept characterized by negative beliefs, emotions, attitudes, and perceptions towards language classes (1986). Language anxiety comprises attitudes, fear of failure, self-consciousness, and defense mechanisms that act as barriers to learning.

This approach to learning offers solutions in this regard since it alters the environment within which the process occurs, solving the issue of affective factors. Since the material is presented on an individual basis outside of class time, the learner comes prepared for the activity, eliminating any ambiguity. Moreover, because collaboration and peer interaction is the central theme of engagement, the learner is shielded from any criticism, as the goal of participation is education, not judgment.

The influence of the reduction of non-specific anxiety in the learner can be seen from the angle of the affective filter hypothesis offered by Stephen Krashen. According to the theory, the extent to which language input is processed depends on affective factors, such as emotion and motivation. As explained by Krashen, "input will never reach the parts of the brain needed for acquisition when the filter is up" (1982). In flipping classes, a super chill vibe for learning leading to proper input processing.

Moreover, when using translations within flipped learning situations, another cognitive support provided to learners is the mediation of language input using the native language. It is important not to intimidate the learners since, in such cases, they do not have to perform language tasks in response to errors.

3.4 Integrating Translation Theory into Flipped Classroom Practice

In fact, it is unique, since combines several approaches to translation, which involve using knowledge of linguistics along with communication competence. The speaking process and translation will no longer be separated but merged into one activity; hence, both skills are developed.

Two approaches to functional theories of translation, which, according to Reiss, the translator needs to know, can be seen in them. They show how, depending on the practical necessity, a translator translates various types of texts, including ideas, idioms, or even messages posted on social networks. Reiss states that "one has obviously to know what type of text it is," or in other words, "the classification of the text determines the method of translation." (Reiss 114)

In simpler terms, it means that the learner will need to go through a form of social media posts in his/her native language, and then understand them in English. This not only helps in improving their speaking fluency, but it will also aid in building your skills in intercultural competencies because it is necessary to have a cultural understanding while addressing an audience.

On the other hand, it makes more sense when considering the process of flipping the classroom whereby the students are provided with a task ahead of time, which gives them enough time to complete their homework, and thereby allows them space for discussion during in-class learning.

3.5 Toward a Hybrid Pedagogical Model

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The combination of the idea of flipped learning and translation theory will most probably lead to the creation of a new approach to teaching in which language acquisition would be viewed as the continuous process of negotiating meanings in the multilingual context. In this case, fluency will not only refer to building grammatically correct sentences but will involve mastering both linguistic and cultural skills necessary for modifying languages depending on communicative situations.

4. Applied Analysis: Translation Theory and Social Media Vocabulary in Flipped EFL Contexts

4.1 Framing the Application: From Theory to Practice

With the confirmation of the role of translation in the domain of language acquisition rather than something coincidental, it is now time to consider a particular kind of application in order to determine the way in which one theory of translation can be developed for use in a flipped classroom. Rather than considering the activity of translation as something static, it must be examined how translation influences language production when using a vocabulary that is highly contextualised and socially laden, specifically that used in social media.

All of the theories of translation discussed in the literature provide us with generalisable concepts that help us think critically about how discourse is used on social media sites. Functionalism, particularly Skopos theory, is particularly relevant here. As Vermeer states, “translation is an intentional activity of mankind” (1989).

The use of this theoretical approach ensures that social media language is understood as acts of communication rather than isolated words that need to be translated and re-written into oral English. The entire process takes place in two stages: analysis before class and presentation during class.

4.2 Characteristics of Social Media Vocabulary

The social media discussions facilitated by this module involve a great deal of creative uses of language forms such as abbreviations, coinages, changes in meanings, and some multimodal elements such as emojis and hashtags. In other words, this indicates that

it will be rather difficult to translate such language units from one language to another since they don't have equivalents in other languages.

For instance, terms like *ghosting*, *spill the tea*, or *go viral* can rarely be translated literally, but they can be successfully translated into other languages through cultural adaptation. The terms can never be substituted for another term since they are dependent on context. Internet language represents a new means of language with its own characteristics (Crystal 2006).

These attributes further imply that from an instructional perspective, social media language in speech classes becomes a highly effective way of teaching translation theories as the process needs the use of complex cognitive abilities in relation to interpreting and contextualizing terminology. Moreover, the students have shown greater motivation to learn due to the relevance of the language to the context and that the language is challenging to speak fluently.

4.3 Applying Skopos Theory to Social Media Translation

Skopos theory claims that the translation process itself (which is communicative), not the features of the source language text, governs the procedure of translating social media language. Therefore, compared to meanings acquired in other modalities (such as written text), when learning how to interpret the expression, the learner should not only consider what it means but also pay attention to what function it performs in the particular case.

To give an example, an American English slang word such as "spill the tea," which means telling gossip (usually used in the situation of gossiping), might not have a direct translation according to the circumstances. While in the academic work it can be translated into something such as "disclosing information," in social communication it might require some explanations as to what it means. The approach that corresponds to the methodological principles of translating in the way of Nord called "functionality plus loyalty" consists in that (Nord 1997): "the task of the translators is producing a target text in which function and purpose fit those of the source text."

Such kinds of decision-making strategies have been found to be very close to fluency of speech due to the uncertainty that is involved when choosing the correct lexemes, picking out phrases and expressions, and uttering the ideas out loud. The pre-class exercises give

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students an opportunity to deliberate on how to render certain expressions while in-class exercises give them the chance to explain their thoughts.

4.4 Flipped Classroom Implementation: A Two-Phase Model

This paper suggests developing a teaching model in two stages, involving translation exercises and speaking practice.

Stage 1: Pre-Class Learning Exercises

At this stage, students are instructed to reflect on examples of social media texts including posts, messages, and comments and several video samples, while being tasked to do everything autonomously without the support of the teacher. In other words, acquiring skills to locate relevant phrases (or vocabulary items), researching their meaning, and translating them to English according to their communicative functions.

As stated in the Australasian Journal of Educational Technology: “Once working memory is overloaded, learning is impaired” (Sweller 58). There are two potential problems at hand that can be addressed most efficiently using the flipped classroom strategy, distributing the learning experience over time to ensure better assimilation of the material. Moreover, translation encourages students to consider the meaning of messages before they speak.

Phase Two: In-Class Interaction

The activities undertaken in class include drills where learners are expected to use what they have learned in real-life situations like role-plays, discussion sessions, and presentations. For example, in some cases, learners may be required to discuss an observable phenomenon in social media, provide one possible interpretation of the post to the audience who cannot understand it, and translate the same line in a different language.

Not only does this phase promote fluency among learners, but it also fosters teamwork among them. According to Michael Long, “interaction promotes learning because it provides the environment that makes input into intake” (Long 1996).

4.5 Translation, Fluency, and Anxiety: An Integrated Perspective

Indeed, the synergy achieved by the combination of translation analysis and the flipped classroom approach has a positive effect on fluency. In particular, the impact of increased anxiety is mitigated by the process. Firstly, being prepared for a lesson helps the learner to prepare for receiving new vocabulary and translation practices. Confidence increases, and it facilitates speaking and lowers hesitancy. Secondly, a stress-free approach requires paying attention to communication strategies and interpretation instead of focusing on proper syntax rules. The fact that there will be no judgment due to mistakes helps reduce the anxiety levels of the learners.

This complex process can be explained with the help of communicative competence, suggested by Dell Hymes (Hymes 1972). Indeed, good communication requires both language knowledge and the ability to use it effectively. In this sense, translation analysis of the social media discourse provides exactly that kind of competence, together with promoting fluency.

Finally, translation is an exercise that involves the application of personal language skills to social information. In this way, translation contributes to the affirmation of the cultural and linguistic identity of the individual.

From a theoretical point of view, in accordance with Skopos Theory, especially as it relates to the usage of social media vocabulary, in the flipped classroom setting in particular, because it is impossible to speak fluently if you are rushing to find the appropriate words or even just talk too quickly, fluency must be defined as the fusion of the blossoming of linguistics and sophistication of ideas.

In other words, translation can be used as an instrument of production, which would help students to immerse themselves deeply into language without having to make up for not being able to communicate in terms of meaning.

What this means is that using translation, discourse in digital format and interaction become natural to EFL teaching. In this regard, the New Curriculum should not be taken in isolation anymore.

5. Results and Discussion

5.1 Synthesizing Pedagogical Outcomes

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The combination of the flipped classroom approach and the application of translation techniques in discourse analysis of social media communication leads to a certain complexity of fractal discourse where fluency turns out to be more multifaceted than in the case of the usual evaluation of this ability and could be rather considered in relation to such notions as cognation, elasticity or the condition of an individual. In other words, the new paradigm creates a different base for assessing performance.

Lexical accessibility in general and the availability of expressions which are specific to the culture can be regarded as one of the main positive outcomes of the implementation of flipped classroom paradigm in foreign language acquisition practice. Students who used to do some translation work before coming to classes demonstrated better results in terms of lexical accessibility, suggesting that perhaps they underwent the cognitive processing beforehand resulting in increased lexical memory. This conclusion supports Nation's statement that "vocabulary knowledge involves form, meaning and use in context" (Nation 2001).

Moreover, the repetitive nature of flipped learning cycles seems to be ideal for the development of a type of fluency regarding adaptation (or "adaptive fluency") in regard to constantly evolving linguistic needs. This is contrary to the common definition of fluency that refers to consistency, but rather focuses on adaptability, especially in social media environments where meanings are dynamic.

5.2 Translation as a Mediating Mechanism

These findings indicate that translation serves as a mediating mechanism connecting understanding and production; consequently, mediating between comprehending and expressing. It is important to emphasize that translation might not be a linear procedure but a cyclical one when students switch between their L1/L2, trying to comprehend the texts. In addition, such processes can be connected to some extent to Juliane House's notions regarding "re-contextualization by negotiation of meaning and not transfer" (House 1997).

In terms of speaking fluency, the Lexical Compensation strategy, allowing students to translate concepts and thoughts between L1 and L2 in order to compensate for vocabulary limitations, prevents complete cessation of speaking in spite of the fact that students do not

turn back to L1. In fact, what students perform is a sort of translational reformulation, enabling them to keep going and cope with problems associated with using vocabulary properly.

Nevertheless, considering the principles of functionalist translation, the speaking activity can prove to be less challenging for a student since he/she pays little attention to mistakes and try to communicate successfully instead (not only grammatically correct but also well understood). That is why the speech will not be as hard as when speaking from L1, as Christiane Nord claims; tasks should be accomplished, and communicative needs should be fulfilled.

5.3 Impact on Language Anxiety

The reduction of language anxiety can also be considered an important achievement, especially with speaking assignments, representing a considerable additional burden on EFL students. The temporal allocation of the psychological load within the flipped classroom setting allows you to reduce the time of preparation before presenting material in class while avoiding exposure to possible threats simultaneously.

The second factor responsible for lower anxiety levels concerns the collaborative aspect of class activities, which is more characteristic of the model proposed than self-assessment. According to Rebecca Oxford, "anxiety is reduced in those cases where learners receive adequate assistance, are actively engaged in meaningful tasks, and work in a cooperative manner with other classmates" (64). Indeed, without taking into account its social nature, flipping does not bring any affective benefits.

It is important to note that translation-related activities will be helpful in this context since there is no need to construct language anew; one has access to the linguistic resources required, which makes the activity less stressful, too.

Finally, the social media vocabulary assignment represents another obvious benefit for students since it becomes engaging and timely, thus motivating learners. The more engaged learners are with language use when given an opportunity to practice using vocabulary relevant to their life, the lower their anxiety level will be.

5.4 Interpreting Social Media Discourse: A Translational Perspective

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However, the study of social media jargon from the perspective of translation has shown that digital communication can be interpreted based on the meta-textual construction of meanings in a complex network of text-image-culture. This methodology does not seem to be compatible with the conventional understanding of translation, because the operations that are performed are anything but bare and simple source texts-the ability to interpret flexibly being essential.

Secondly, Susan Bassnett claims that “translation is always situated within the cultural and ideological frameworks through which it operates” (Bassnett 2014). It follows, therefore, that the role of translation in social media is twofold: any foreign language serves as a resource for acquiring knowledge or translation may also consist of reading and analyzing the power relations that underlie communication.

What is particularly important in this respect is the necessity of selecting and defending one variant of translating specific instances of social media language into Polish. Indeed, this task involves considering what language actually is and how it functions, in addition to its motivation for emergence.

5.5 Theoretical Implications

The results of the paper have numerous practical implications for the fields of translation studies and linguistics. First, it shows that traditional distinctions between speaking and translating should be reconsidered because the process of translation appears to be an essential element of communication especially within multicultural discourses online.

Second, the paper tries to introduce a new interpretation of the term "translation" in the context of the modern global world when linguistic boundaries break down, and meaning emerges through the interaction of many. Using the second approach of functionalist and post-structural approaches based on the theories of translation for analysis of Internet discourse, both theories appear to be of great practical significance.

Third, the flipped classroom approach together with the approach based on translation can be used as a new strategy for dealing with language anxiety. Combining both

strategies leads to the development of cognitive readiness of learners through collaborative exercises aimed at ensuring fluency.

6. Conclusion and Recommendations

It is shown that the efficiency of flipped classroom in noticing fluency and language anxiety is considerably boosted by employing the translation strategy based on functionalism principles aimed at managing a rapidly changing social media terminology. Fluency becomes not an exercise of mimesis anymore but rather evocative practice, which helps in mediating the purpose of communication and keeps changing every time you speak.

From this standpoint, it is important to ensure the creation of the conditions, which would foster the ability of learners to communicate through the use of the flipped classroom technique.

However, from the perspective of education, it is claimed that EFL classes involve translation activities not necessarily as supplementary assignments but rather as essential components of speaking exercises by integrating authentic texts available on the web. In this way, not only will students acquire practical knowledge about the target language, but they will also be able to enhance their cognitive and intercultural skills. Moreover, the application of the flipped classroom model needs to be adjusted and implemented more efficiently in this particular case.

Finally, from the theoretical standpoint, the contribution of this research consists in the necessity to review the distinction between translation studies and language teaching methodologies since they are closely linked to each other.

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