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Exploring the Effect of Flipped Learning Strategy on University Students' Oral Communication Skills

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Abstract

Flipped learning is a pedagogical strategy that shifts direct instruction from the group learning environment to the individual learning space (Bergman and Sams, 2012). The instructor fosters student-driven application of concepts and creativity in the subject matter, transforming the classroom into a dynamic, interactive learning environment. Videos are used to introduce new material to the class, after which they participate in discussions, assignments, projects, and activities.

This research aims to look at how university students may learn English orally by using the flipped learning strategy as opposed to the traditional one. To carry out the study, the researcher relied on the semi-experimental method.

The population of study consists of 144 students, including 50 students. The sample consists of all first-grade students enrolled in the Math Department at the College of

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Computer Science and Math at Tikrit University who took part in the investigation during the second semester of the 2024–2025 academic year. The students were split up into two different groups: experimental (25 students) those who were instructed by using the flipped learning strategy, and control (25 students) those who were instructed in using the traditional method. The test were given pre-posttests.

Findings from the research demonstrated that the flipped learning strategy, which emphasizes student self-learning and makes it the primary focus of instruction, had a discernible impact on the persistence of the influence of prior learning and its implementation in the academic setting. Therefore, this may help the students in the experimental group become more proficient in oral English.

Keywords: Oral Communication Skills; Flipped Learning Strategy; Control Group; Experimental Group

استكشاف أثر استراتيجيات التعلم المقلوب على مهارات التواصل الشفهي لدى طلاب الجامعة

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المستخلص

التعلم المقلوب استراتيجية تربوية تنقل التعليم المباشر من بيئة التعلم الجماعي إلى بيئة التعلم الفردي (بيرغمان وسامز، 2012). يشجع المعلم الطلاب على تطبيق المفاهيم بأنفسهم وتعزيز إبداعهم في المادة الدراسية، محولاً بذلك الفصل الدراسي إلى بيئة تعليمية تفاعلية ديناميكية. تُستخدم مقاطع الفيديو لتقديم المواد الجديدة، ثم يشارك الطلاب في المناقشات والواجبات والمشاريع والأنشطة. يهدف هذا البحث إلى دراسة كيفية تعلم طلاب الجامعة اللغة الإنجليزية شفهيًا باستخدام استراتيجية التعلم المقلوب مقارنةً بالأسلوب التقليدي. ولإجراء هذه الدراسة، اعتمد الباحث على المنهج شبه التجريبي. يتكون مجتمع الدراسة من 144 طالبًا، منهم 50 طالبًا في السنة الأولى. أما العينة، فتتكون من جميع طلاب السنة الأولى المسجلين في قسم الرياضيات بكلية علوم الحاسب والرياضيات بجامعة تكريت، والذين شاركوا في البحث خلال الفصل الدراسي الثاني من العام الدراسي 2024-2025. قُسم الطلاب إلى مجموعتين: تجريبية (٢٥ طالبًا) تلقت تعليمها باستخدام استراتيجية التعلم المقلوب، وضابطة (٢٥ طالبًا) تلقت تعليمها بالطريقة التقليدية. أُجريت اختبارات قبلية وبعدية. أظهرت نتائج البحث أن استراتيجية التعلم المقلوب، التي تُركّز على التعلم الذاتي للطلاب وتجعله محورًا أساسيًا للتدريس، كان لها أثر واضح على استمرار تأثير التعلم السابق وتطبيقه في البيئة الأكاديمية. وبالتالي، قد يُساعد هذا طلاب المجموعة التجريبية على تحسين كفاءتهم في اللغة الإنجليزية الشفوية.

الكلمات الدالة: المهارات الشفهية، استراتيجية التعلم المعكوس، المجموعة الضابطة، المجموعة التجريبية.

1. Introduction

In the last few years, and particularly with respect to higher education, flipped learning strategy has been proposed as a novel course design strategy in a traditional pedagogy, students learn in the class while, engaging with the content as a homework assignment, whereas flipped learning Strategy merges both home learning and train learning.

New content is typically introduced outside of class (often through online resources or videos) and then during class, students are active learning tasks such as group work, problem-solving, and discussions. If this approach to learner-centered learning can be used at all, it is only applicable through student play an active role in oral skills an important part of EFL universities education which is essential not only for academic reason but also for future work environments.

Furthermore, Ajaj (2024), verifies that the integration of technology into education is one of the educational methods that has contributed to the modernization of communication channels, including the Internet, computers, and smartphones. It also facilitated the development of traditional teaching methods by emphasizing learners as the primary emphasis on the learning process in terms of engagement, communication, debate, analysis, and finalization.

Speaking skills in academic discourse and social interaction comprise oral communication. In relation to acquiring a language, speaking skills are an essential part of language learning—allows students to be fluent, careless, and understand what skill of expression is required thus observers can easily comprehend translating it to written and oral skill set with confidence.

According to AL-ahbaby and al Azzawi (2024), confirm that Communication techniques assist learners in cultivating the adaptability necessary to successfully navigate unforeseen and unpredictable circumstances in communication. Furthermore, they familiarize students with the reality of imprecise communication, a common characteristic of genuine language use.

However, there are still a number of EFL students who are not able to perform well in either of the two skills as they have limited opportunities to work on them and get immediate feedback at the same time. Flipped learning Strategy is considered an especially good model to bring oral practice into. In addition, as this model leaves the most space to maximize practice and interaction in the classroom. Then, this research has been and will still be performed to find out the influence of flipped learning strategy to university students speaking skills which are English used in understanding of meaning of text language to their spoken performance including fluency and manageability.

This is an approach that teachers call the simple approach to instructional technology, making use of contemporary technologies to provide appropriate lessons meeting student needs. This offers innovative technical solutions for more standard deficiency that resulted from the standard approach. This gives students and teachers more time to engage in activities related to brainstorming, critical thinking, problem solving, conversation, and discussion, while increasing their understanding of what was covered in class. This is incredibly beneficial to students as it enables focus on higher order thinking skills (e.g. analysis, application and evaluation). Moreover, a student's ability to learn is greatly affected by their spoken level. It is an integral part of education. It is in the teachers hand to raise the level of interest and enthusiasm of the students to learn and master the second language.

It is anticipated that this study will help the base on flipped learning strategy on students classroom and explore the benefit of implementing flipped learning strategy in their classroom on how far it is contributable to help students be better on students speaking performance and as result be more confident in speaking.

More recently, Demir, Ç., & Mirzaie, H. (2023) explained that the effect of flipped classroom approach on developing English speaking skills among EFL students. Study results indicated that learners implementing the flipped learning Strategy in class outperformed significantly students from the traditional method of teaching. Another study in a flipped course in Taiwan, Hung (2015), found that EFL students participated in oral activities more frequently than they did in a similar non-flipped course. He noticed that

students were much more likely to talk when the pressure was off; when they came prepared for the lesson.

Indeed, miryousefi (2017) researched a bunch of Iranian EFL learners and found that a notable distinction was found between the performing of learners in the flipped class as an experimental group and their traditional group counterparts and it also outperformed in speaking accuracy (a fundamental psychological precursor to speaking proficiency). However, there also must be a common practice done in the use of the flipped learning strategy in order to preserve classroom must be grind and contents to its being effective and to dissolve the gap among class activities with students work (Evseeva & Solozhenko 2015).

Moreover, Hasanah and Arifani (2018), who study flipped learning to the students of ESP (English specific purpose) speaking improvement the participants were 49 ESP students were from the accounting class. The researcher assigned two groups, one being the controlled group while the other being the experimental group. The research employed a pre- and post-test design. The results depicted insignificant differences as the experimental group derived advantage from the strategy of the flipped classroom concerned with it.

Randall (2013) explored the influence of the flipped classroom model on the effectiveness of technology integration on student performance. Consequently, the results show that flipped classrooms benefited from a positive impact of technology on learning and motivation. Earlier investigations demonstrated that it affects to the oral proficiency of university students. This research intends to examining the effectiveness of this method on Iraqi university students via an experimental method

2. Design of the Study

There will be a control group and an experimental group in this study. To ensure the success of the research, a pre-post test was administered to compare the two groups and determine the influence of the flipped learning strategy compared to the standard one.

2.1 Problem Statement

The researcher has observed that university students have a fundamental deficit in speaking as a productive skill, as evidenced by his experience as a teacher and his perusal of numerous studies on English language teaching. The traditional approach was still preferred by the majority of the instructors. As a result, the investigator determines that a novel approach is required to foster and assist students in developing their oral skills and self-assurance.

Oral communication skills are of the utmost importance in university education, as it considerably contributes to the academic and professional success of students. Nevertheless, university students encountered significant challenges in improving their oral communication abilities, especially in the area of context of foreign language acquisition. In general, face-to-face applied learning approaches are more theory-based, with students listening more than they are speaking. Flipped learning strategy is an instructional approach that reverses the traditional process by incorporating content that students can engage with outside of university hours and a more interactive class time.

Consequently, it has become more relevant for the enhancement of the results of students' learning. Therefore, what is the flipped learning analysis of language education from this perspective without real interaction, as it is typically required in project-based learning, which may involve engaging in activities such as essays or real-time practice that necessitates immediate feedback on the voluntary practice of oral skills.

Although there is a growing interest in flipped learning, the relationship between this specific strategy and the enhancement of oral communication abilities in university students has yet to be fully understood. Additional research is necessary to investigate the extent to which flipped learning enhances students' speaking abilities and to investigate the circumstances under which the flipped learning strategy is effective or ineffective in improving oral proficiency.

One of the main goals of this research was to investigate and determine the impact of the flipped learning strategy on the oral communication abilities of university students, including fluency, pronunciation, and the capacity to communicate with confidence. This

investigation will illuminate its potential benefits for language instruction, thereby adding to the current narrative of foreign language teaching and learning at the tertiary level. Wei (2025) found that students' speaking skills, as well as their English abilities, were improved by using the open classroom method. The experimental group reported higher levels of motivation, satisfaction, and interest, according to survey and interview responses.

In contrast, research by Demir and Mirzaie (2023) showed that the flipped classroom method was effective in improving students' spoken English skills the experimental group of pupils did better than the control group in the traditional classroom, according to the data. Higher education institutions have taken an interest in the reversed learning paradigm as a potential new way to teach students various language skills, especially those pertaining to oral communication.

In an investigation of Saudi university students. Conversely, Alsowat (2016), identified substantial improvements in higher-order reasoning abilities, including the capacity to develop more intricate, precise, and elaborate arguments during speeches.

Rather than being faced with the challenge of attempting to comprehend the language for the first time, students can implement and employ their knowledge in class by possessing an understanding of the various components of the language, including target vocabulary and grammatical structures. Webb and Doman (2016) also found that the flipped classroom strategy was either successful or ineffectual in its capacity to outperform traditional instruction. Additionally, they discovered that student attitudes were somewhat inconsistent; however, they were predominantly favorable following the implementation of the new model.

Students initially experience resistance as they become more responsible for their own learning, despite their appreciation for the supplementary interaction and more personalized support. Functional technology, deliberate in-class instruction, and explicit guidelines for students are all critical components of successful implementation. Many studies have looked into how it affects college students' speaking skills and found positive results.

2.2 Purpose of the Study

The research sought to determine the effect of the flipped learning strategy on university students' oral communication skills. It has the potential to benefit Iraqi university students.

2.3 Importance of the Study

Its significance stems from the fact that the flipped learning technique may improve students' language acquisition, increase student engagement, and stimulate the practical side of their learning experience. The flipped learning technique is distinguished by its capacity to reverse typical teaching methodologies and utilize technology to allow students to assimilate content at their own rate, thereby facilitating ample opportunities for reflection and practice. This may bolster students' confidence in speaking, improve peer connection, and provide a more favorable classroom atmosphere for studying and communicating in a foreign language.

The flipped learning strategy enhances oral fluency and overall language acquisition by creating a more participatory and student-centered classroom, hence promoting autonomous learning among students. Educators may develop more effective language teaching methodologies and motivate future educational activities by recognizing its influence. Flipped learning cultivates a collaborative educational atmosphere that facilitates not only the acquisition of academic information but also the enhancement of practical abilities, such as spoken communication.

According to Bergmann and Sams (2012). Staker and Horn (2012) found that the advancement of oral skills is substantially affected by increased student engagement with information, especially via the facilitation of peer interaction and conversation. Abeysekera and Dawson (2015) have established that flipped learning is a pedagogical approach that

may augment student involvement and, therefore, learning, particularly in disciplines necessitating active participation, such as oral communication.

On the other hand, (Hwang et al., 2015). In a reversed classroom, students' verbal skills are improved via the use of collaborative discourse and increased interactivity in learning. In contrast, Basal, A. (2015) discovered that most students in this research had a positive perception of the flipped model for the enhancement of their speaking skills. This indicates a reduction in anxiety and an enhanced ability for classroom dialogue.

Additionally, these studies attest to the reversed learning strategy's capacity to enhance oral communication by offering additional opportunities for practice, cooperation, and, most importantly, active learning, which is a critical component of effective oral communication.

2.4 Aims of the study

1. Finding out the role of using Flipped Learning Strategy on oral skill of university students.
2. Finding out the differences between the experimental group mean scores in pronunciation and accuracy of university students.

2.5 Hypothesis of the study

1. There are statistically significant differences between the mean scores of the experimental group, which is taught by using Flipped Learning Strategy, and that of the control group, which is taught using the traditional method in oral skill at the posttest.
2. There are statistically significant difference between the mean scores of the experimental group in pronunciation and accuracy of students university in pre and posttest.

3. Methodology

3.1 Population and Sample of the Study

The Sample of the study is comprised of all EFL Iraqi learners in the first grade at the Math Department of the College of Computer Science and Math/Tikrit University, who participated in the study during the second semester of the academic year 2024/2025. The population of the current study is 144 students, of whom 50 are included. The students were split into two different groups: control (25 students) who were instructed using the traditional strategy and experimental (25 students) who were instructed using the flipped learning strategy, as outlined in Table 1.

Table 1: Sample distribution

Group	Number
Experimental	25
Control	25

3.2 The Instrument of the Study

The current study has the potential to employ a diversity of instruments and the gathering of information methods in order to, investigate the impact of the flipped learning strategy on the oral communication skills of university students. The following are some examples of measures that are typically used in such study:

1. Assessments before and after tests

Description: An exam intended to evaluate students' speech proficiency both before and after the flipped learning strategy was put into practice. The exam could assess a number of speech skills, including pronunciation, and fluency.

- **Test Types:**

- Oral proficiency assessments (such as talks, storytelling, and picture descriptions).
- Tests of pronunciation (e.g., evaluating the accurate pronunciation and voice clarity).
- Tests of fluency, such as those that evaluate how rapidly and fluidly students speak in impromptu conversations.

- **Communication skills:** Include using appropriate language, speaking fluently, and being able to articulate ideas clearly.

2. Questionnaires and Surveys

Questionnaires or surveys can be devised and distributed to the students to determine how they think of the impact of the flipped learning strategy upon their overall oral communication skills. These can be performed before and after the study period.

3.3 Study Procedures

In order to realize the study aims, researcher handle-out the following requirements that must be met in order to implement the study:

1. Received the university's permission to perform the study.
2. They have made about videos of couple of minutes 6–10 minutes based in the following process:
 - A. Getting ready for the intended oral skills texts from the readings that are needed, list skills.
 - b. Offering the demands of the flipped learning strategy: Computer, Internet, apps for video production.
 - c. Attention was given to the video production quality account.
 - d. Introducing exercises and inter- active questions to the recorded text.
 - e. The experimental group was given access to the videos after they were submitted to the instructor.

f. The home videos were watched by the experimental group. During class, the instructor provided commentary on each film.

3.4 Participants' Training

The traditional technique was used to train the control group within the classroom, while the experimental group was instructed using the flipped strategy. The researcher provided the experimental group with films to observe at home and to bring to class with their responses to the activities for discussion. Furthermore, the researcher developed a diverse array of worksheets and exercises to encourage classroom discussion and completion. The inquiry endured for three weeks. They utilized passages from the textbook of their speaking skill course in their instruction.

4. Study Results

The results of student responses to test items were statistically processed as follows:

4.1 Results Pertaining to the First Hypothesis

Posttest Raw Mean Scores of Oral Skill by Experimental and Control Group

To ascertain whether there are statistically significant differences between the mean scores of the experimental group, which learned oral skill using the Flipped Learning Strategy, and the control group, which learned oral skill using the traditional method, the independent sample test was implemented at the posttest. This is specifically intended for the purpose of analyzing the data in support of the initial hypothesis. The research will subsequently ascertain whether the initial objective, which is to examine the effect of the Flipped Learning Strategy on the oral skills of university students, has been accomplished.

The experimental group posttest mean score was 79.80; SD of 13.19. The same principle applies to the subsequent results in Table 2. In contrast, the control group demonstrates a mean score of 63.20 and a standard deviation of 14.20. In the same vein, the calculated t-value of 4.282 is greater than the tabulated t-value of 2.01 with 49 degrees of freedom at the 0.05 level of significance. The value of T-calculated in Fig.(1) above is 4.282, which

is higher than the tabulated T-field of 2.01. Consequently, it is inferred that there are statistically significant differences between the average scores of the experimental group, which is taught according to the Flipped Learning strategy, and the average scores of the control group, which is taught according to the traditional method, in oral skill at the posttest. The scores of the experimental group are superior. This leads to the first hypothesis being endorsed.

Table 2 : Means, Standard Deviation, and T-Values of the Two in Oral Skill at the Posttest

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Experimental	25	79.80	13.19	4.282	2.01	48	0.05
Control	25	63.20	14.20				

4.2 Results Associated with the Second Hypothesis

The Differences of Posttest Mean Scores in Accuracy and Pronunciation by the Experimental Group

Therefore, the data associated with the second hypothesis was analyzed using the paired samples T-test statistics: The experimental group's mean ratings in pronunciation and accuracy of university students exhibit a statistically significant difference. Consequently, the study's associated objective, which is to identify the disparities between pronunciation and accuracy among university students, was achieved. The experimental group will attain mean scores.

The data analysis results indicate that the mean scores for pronunciation are 41.56 and accuracy type is 32.28. As the calculated t-value (4.883) exceeds the tabulated t-value (1.71) at the level of significance (0.05) and degree of freedom (24), the t-test formula for two paired samples is applicable (Table 3). This suggests that there is a substantial disparity in achievement between pronunciation and accuracy, with pronunciation being the more favorable. Consequently, we also endorse the second hypothesis.

Table3: Mean Scores, Standard Deviation, and T-Value of the Experimental Group Students in Pronunciation and Accuracy at the Achievement Posttest

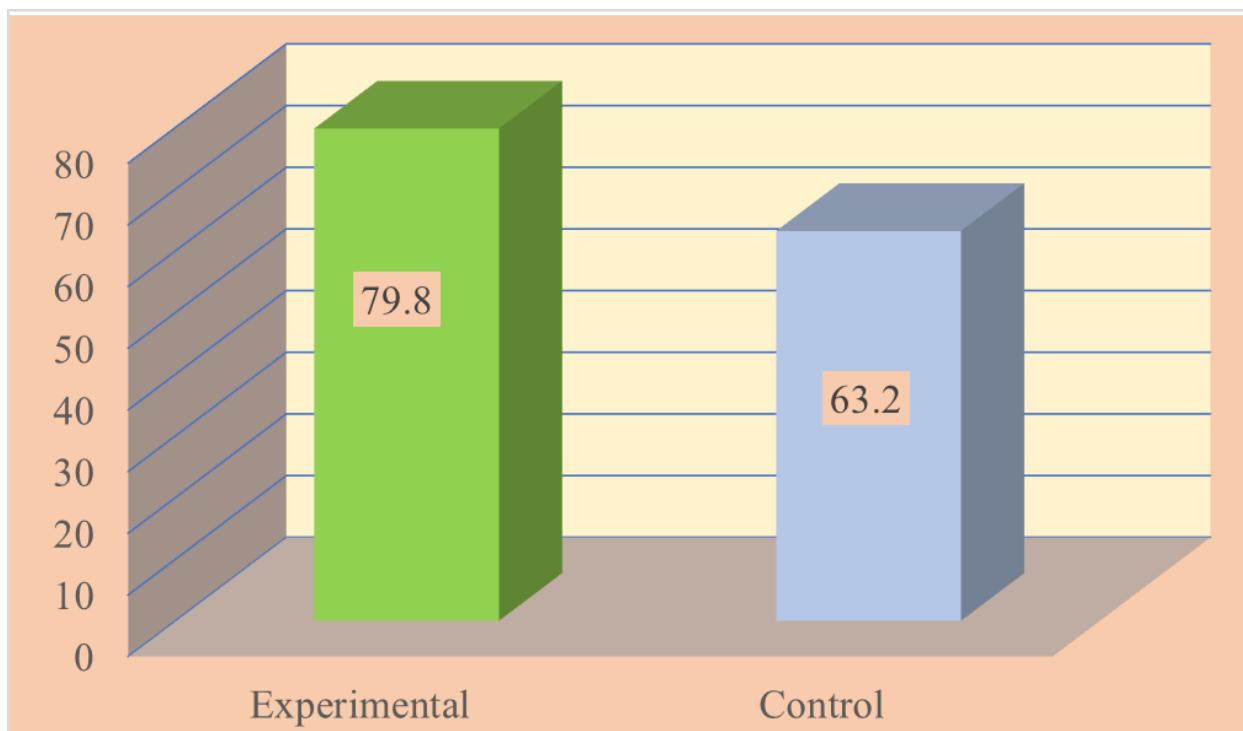
Oral skill types	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
<i>Pronunciation</i>	25	41.56	11.12	4.883	1.71	24	0.05
<i>Accuracy</i>		32.28	9.14				

5. Discussion of Results

The comparison of the means scores of the experimental and control groups has abundantly demonstrated the efficacy of the Flipped Learning Strategy in improving the oral skills communication of university students. The experimental group that implemented the Flipped learning strategy obtained a mean score of 79.80, which was significantly greater than the control group (M= 63.20).

This expression provides unique evidence of the Flipped Learning Strategy's benefits in fluency in speaking, particularly in the context of oral skill communication, which can be interpreted as a contributing factor to the mean score disparity. The independent samples t-test yielded a t-value of 4.282, which exceeds the tabulated t-value of 2.01. If there is a statistically significant difference between the two A/B test groups, the null hypothesis can be rejected. This illustrates that the traditional learning model is less effective than the Flipped Learning Strategy learning model in terms of learning outcomes.

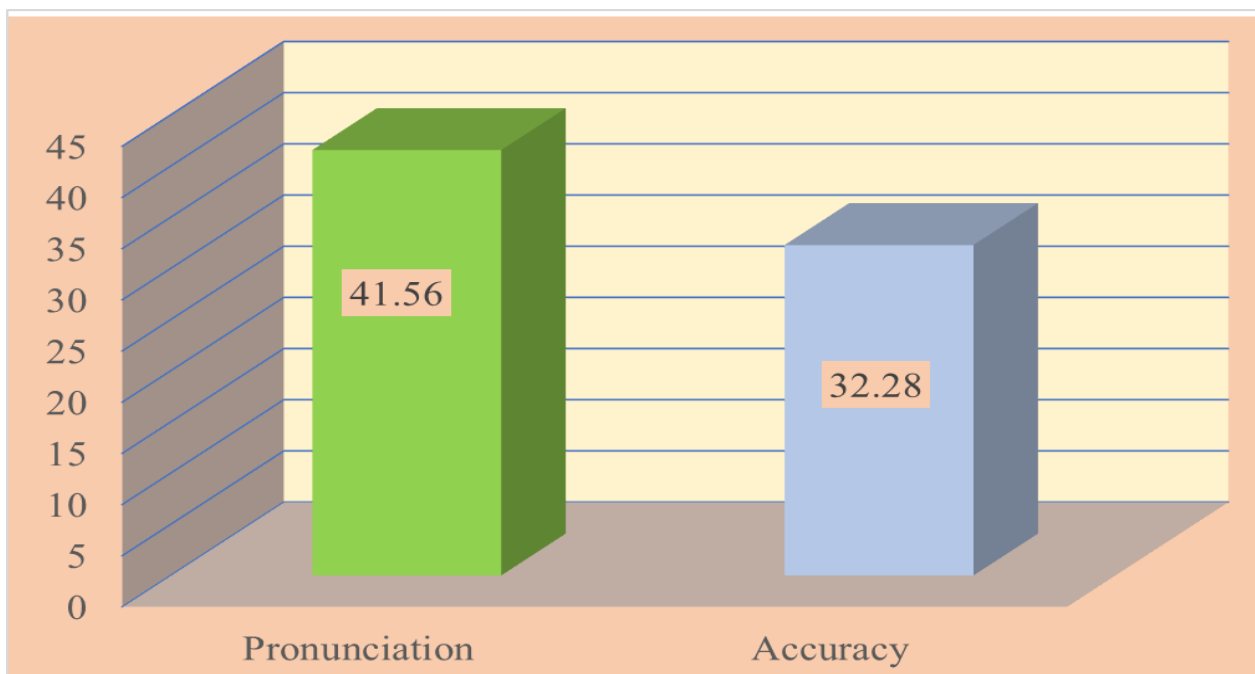
Figure1: Mean scores of the Two Groups in the Achievement Posttest



The paired samples T-test results offer substantial evidence regarding the mean differences in pronunciation and accuracy of one group of subjects (experimental group) during the post-test, as well as their mean scores as a theoretical example of university students. The accuracy score (M=32,28) was substantially lower than the pronunciation score (M=41,56). The posttest score test results of the experimental group suggest that they done better than others in pronunciation than in accuracy, as evidenced by this substantial contrast. It is evident that pronunciation and accuracy are two critical areas that necessitate targeted instructional strategies, as indicated by the statistical mean scores.

Although students did better in pronunciation, the results may indicate that the emphasis on accuracy at the time was insufficient to enable students to attain a comprehensive level of language proficiency. The second hypothesis's acceptance confirms the instructional approach employed, while simultaneously indicating the deficiencies in instructional components in future EFL syllabuses.

Figure 2: Mean scores of The Experimental Group at Fluency and Accuracy



6. Conclusions

The goal of this study was to evaluate how the flipped learning strategy affected university students' speech oral communication skills development. The evidence reveals that the reversed flipped learning technique has the ability to significantly improve the speaking abilities of university students. This alignment promotes real speaking chances, lowers stress, and produces a more student-centered atmosphere. The researcher followed scientific procedures during the inquiry.

According to the findings, the experimental group performed statistically significantly better than the control group. Margins as a result of the reversed learning strategy.

The flipped classroom approach improved the experimental group's oral skill proficiency by encouraging them to watch videos at home, come to class prepared and ready for discussion and participation in an engaging learning environment, and rely on themselves and take ownership of their education.

The study's findings showed that the flipped learning strategy had a substantial effect on the persistence and transfer of earlier learning to the classroom. This is because it focuses student self-learning and makes it the major focus of education, allowing the experimental group's pupils to improve their spoken English language skills. The

researcher credits this outcome to the flipped learning approach's capacity to boost students' cognitive capacities in oral communication skills.

7. Recommendations

Given the results of the investigation, the subsequent recommendations should be suggested:

1. University instructors are advised to implement the reversed course.
2. The implementation of the Flipped Learning Strategy to enhance various speaking abilities.
3. Implementing the Flipped Learning Strategy in other subjects within the specialization at other universities. English language instructors are advised to implement training seminars on flexible classrooms.
4. Additional research is required to determine the extent to which the flipped learning approach can enhance other language skills.
5. Additional research may be conducted to address the challenges and issues that arise when employing the flipped classroom, as well as to develop practical solutions.

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