

Motivating EFL Students to Speak English through Flipped Classroom Implantation

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Abstract : Recent Advancements in technology have stimulated deep change in the language learning classroom. Flipped classroom as a new pedagogical method is at the center of this change. It turns the classroom into a student-centered environment and promotes interactive and autonomous learning. The present study is an attempt to examine the effectiveness of the Flipped Classroom Model (FCM) on students' motivation level in English speaking performance. This study was carried out with 27 undergraduate female English majors who enrolled in the course of Advanced Communication Skills (ENGL 154) at Buraimi University College (BUC). Data was collected through Motivation in English Speaking Performance Questionnaire (MESPO) which has been distributed among the participants of this study pre and post the implementation of FCM. SPSS was used for analyzing data. The Paired T-Test which was carried out on the pre-post of (MESPO) showed a significant difference between them ($p < .009$) that revealed participants' tendency to increase their motivation level in English speaking performance after the application of FCM. In addition, respondents of the current study reported positive views about the implementation of FCM.

Keywords : english speaking performance, motivation, flipped classroom model, learner-contentedness

Conference Title : ICCLFLA 2019 : International Conference on Cognitive Linguistics and First Language Acquisition

Conference Location : Madrid, Spain

Conference Dates : March 26-27, 2019