INVESTIGATING THE EFFECTIVENESS OF FLIPPED LEARNING ON ENHANCING STUDENTS' ENGLISH LANGUAGE SKILLS

Hadeel Abu Safiyeh
English Department, Faculty of Arts, Hebron University, Palestine
Email: hadeel_safiyeh93@outlook.com

Mohammed Farrah
English Department, Faculty of Arts, Hebron University, Palestine
Email: mfarrah@hebron.edu

Abstract: This study aimed at investigating the effectiveness of utilizing flipped classrooms on seventh graders' English language skills (reading comprehension, writing, listening, and speaking) and areas (grammar and vocabulary) at Farahat Secondary Girls' School. The researchers chose two 7th classes for the study, and then the flipped learning was implemented with the experimental group, while the control group had traditional learning. According to data collection, the researchers used a pretest and a posttest to measure the students' achievements after 9 weeks of flipping the classrooms, which were executed on 36 female students. Then, a semi-structured interview was conducted to draw a clear picture of flipped learning. The major findings of the study revealed that there were significant differences in English language skills and areas between both groups. The experimental group achieved higher scores than the control one, and the most prominent improved skills are listening, speaking, and communication.
Keywords: *flipped learning; English skills*

INTRODUCTION

Due to the outbreak of COVID-19 pandemic, universities and schools were obliged to shut down world-wide. The closure of educational institutions disrupted the educational process and most schools and universities shifted towards online learning (Farrah and al-Bakry, 2020). To overcome this problem, many educational institutions took effective steps to cope with the Covid 19 pandemic and to resume the teaching/learning process. One of the approaches which issued is flipped learning which aims to engage students inside and outside the classroom.

The flipped learning approach depends on presenting the materials through pre-class input like recorded video lessons. Flipped learning also provides students more time to practice their language in the classroom because students have to go to the classroom to do some exercises and activities (Lockwood, 2014).

There are several advantages for flipped learning such as saving the classroom's time for discussion and providing plenty of materials covering the same topic. Besides, flipped learning is effective because it supplies immediate feedback which increases the learners' comprehension of the provided content (Brown, 2007).

Bergmann and Sams (2012) have mentioned that flipped learning allows students to study individually and they can learn and revise the materials anytime and anywhere they want (p.18). Furthermore, Lockwood (2014) has stated that flipped learning develops students' high thinking skills like synthesizing, application, and evaluation.

Felder, Brent, and Prince (2011) have also mentioned that flipped learning increases the learners' critical thinking abilities and literacy efficiency.

The new technological devices like smartphones, laptops, and tablets enable students to access and search for what they require at any time and place they want. They allow learners to interact with their teachers and colleagues in easiness. Moreover, various educational resources offer a wide range of data for the researchers. And these sources help to improve the learners' competency

in various English language skills and areas like grammar and vocabulary.

Reading comprehension

The major goal of reading texts for readers is to understand the main ideas of them. Puskorius (2011) has stated that reading comprehension is an active thinking process that depends on students' prior knowledge to understand vocabulary, concepts, and expressions in order to find out the main ideas of the text. Abu Nejmeh (2011) also has defined reading comprehension as a meta-cognitive procedure, which is subordinate to readers' previous experiences. Also, it is not efficient to read words in order to understand the whole meaning of the text, but it is necessary to integrate different thinking abilities with discourses and texts in order to figure out the main messages behind them and to construct the right meaning (Alharbi, 2015).

Writing skills

Writing is a productive skill and it needs practicing in order to master it properly. It is considered as one of the main difficult skills for students. Sharples (1993) has indicated that the nature of the writing skill makes it harder than other skills and that demotivates the learners. Moreover, that leads them to hold negative attitudes toward acquiring this ability. Therefore, integrating technology into the classroom is like a solution to this problem and that can help teachers to create an enjoyable environment for learning this skill appropriately.

Listening and speaking Skills

Learning the English language is a necessity these days for students, so that makes the teachers vary their methods in order to make students able to use the language efficiently. Therefore, flipping the classroom may enhance learning the language and communicating with others sufficiently. Listening and speaking skills are inseparable. Therefore, before measuring the communicative ability the students need to acquire the language and expose to various listening scripts (Teng, 1970). He also mentioned that flipping the classroom shifting students from passive into active participants and respondents.

Grammar

Grammar is the structure and the meaning system of such a language, and it is necessary to know the grammar in order to communicate and use the language properly (Saidvaliyevna, 2018). Native speakers can interact with each other because they recognize the sounds, words, and they are able to form meaningful sentences.

Vocabulary

Vocabulary is a prominent area of a language and it plays a significant role in language acquisition (Alqahtani: 2015: 30s). Schmitt (2000) also stated that learning vocabulary is a central point of language acquisition because it allows language learners to improve their communicative competence. Moreover, Nation (2001) mentioned that learning vocabulary is complementary to language use, whereas McCarthy (1988) confirmed the significance of learning vocabulary because it has a crucial role in all language skills (listening, speaking, reading, and writing), and it is important for language mastery and production, while the lacks of vocabulary cause a major problem for learners.

Generally speaking, using technology for teaching and learning the English language may enhance the students' understanding and language acquisition. Brame (2013) has stated that teaching the language through technology can motivate students to interact and discuss topics with their colleagues rather than focusing on the teaching process. He also added that flipped the education make teachers devote more time for discussion and sharing ideas.

Several researchers have stated that flipped learning is efficient for improving the students' skills and abilities. Also, the discussion inside the classroom makes the materials clear and comprehensible for students, and they are responsible for their learning in the flipped style of teaching rather than the traditional model.

Recently, flipped learning has become popular because of using and employing technology for teaching, which is important for completing the instructional procedures. Many researchers have studied blended learning as a new procedure of learning and teaching by mixing face-to-face learning with online materials like doing exercises.

The ultimate goal of teaching the English language through blended learning and the flipped classroom is to enable students to apply their knowledge in their real life and to use the language communicatively.

The idea of flipping the classroom is created by Jonathan Bergmann and Aaron Sams (2000). They have reversed the classroom lecturing and explanation of the topics included in the course material with activities and interactive tasks to be done in the classroom. They have mentioned that the theoretical martial will be studied by the students individually through recorded classes or videos while the class time is devoted to doing exercises and tasks relevant to the theoretical topics (Bergmann & Sams, 2012). Marsh (2012) has pointed out that flipped learning has several advantages like such as promoting collaborative teaching environments, improving language skills, developing 21st-century skills and providing immediate feedback. However, according to some researchers, flipped classroom is not without drawback. For example, Goodwin and Miller (2013) have mentioned that some students are not qualified enough to deal with technological devices and they need special courses in order to be prepared regarding downloading videos or submitting some homework.

Jones (2016) has stated that one of the major disadvantages is the internet disconnection, so that leads teachers to put the recorded material on CDs and DVDs to enable students to keep in touch with their studying. On the other hand, he has argued that some parents do not prefer to share their laptops with their kids, while others are stressed out because they have to train their kids how to use laptops or PCs.

Moreover, the individual differences between students cause a big challenge because some students can achieve the main goal quickly, directly, and easily while others cannot do that with the same easiness because they need more time and effort to accomplish the requirements. In addition, some learners do not have positive attitudes or they are not enthusiastic to be learned by flipped classes (Abeysekera & Dawson, (2016).

There are various studies were conducted to measure the impact of the flipped classroom on the students' English language proficiency. For example, Ahmed (2016) has stated that the flipped classroom has affected the Egyptian EFL students'

listening comprehension. He utilized a pretest and a posttest to measure the students' achievement and performances, and he concluded that flipped learning affected and raised the learners' comprehension, communication abilities, social relationships, and solidarity.

Moreover, Tyson (2010) has investigated the effectiveness of flipped learning through mobile devices on Saudi learners' achievement in the English language proficiency at a college level. Also, he has concentrated on their beliefs and attitudes toward the English classroom environment. The sample of his study was 42 students, which were divided into an experimental and control group. He used an English proficiency test to measure their development. He has found that flipped learning enhanced the Saudi learners' improvement in the English language skills sufficiently, especially grammar, and the learners had positive attitudes toward this style of learning. Consequently, he recommended this model to be implemented in several Saudi universities.

Pudin (2017) has found that his Indonesian EFL students were more engaged in a flipped classroom rather than traditional classes. He also added that flipped learning improved students' interaction and communication skills, and it increased their motivation toward learning English language skills. On the other hand, he mentioned that he faced a challenge at the beginning of the program, which is that some students are not familiar with this model of teaching so they were uncomfortable.

Moreover, Lee and Wallace (2017) have conducted an empirical study on 79 students at South Korean universities to find out the impact of flipped classroom learning on students' English competence. Data were collected through three tasks, three surveys, and teachers' feedback on students' participation in the class. The major results of this study show a significant difference between the students' achievement because the students who experienced flipped learning achieved higher scores than students in the traditional mode of teaching. Moreover, the instructor found that learners in the flipped classroom participated and engaged more than the second group.

Furthermore, Yousefi (2017) has measured the effects of flipped learning on the 67 Iranian EFL students' listening, speaking, interaction, and participation out of the classroom. For data

collection, the researchers utilized a listening test, a speaking test, a questionnaire to elicit students' perceptions, and four open-ended questions. The finding revealed that flipped learning improved EFL learners' listening skills through listening to various videos, tubes, and interacting with each other, which leads to enhance their speaking and communication skills as well.

Fauzan and Ngabut (2018) have found out the EFL students' perceptions on implementing flipped learning in writing classes at an Indonesian university in Central Kalimantan Province. The researchers used a survey and a questionnaire to gather the data. The results of the study displayed positive attitudes toward utilizing flipped learning in the writing classes. Moreover, the learners pointed out that flipped classrooms created a flexible and enjoyable environment for them, which enhance their progress in their writing abilities. Likewise, in a quantitative qualitative study, Farrah and Qawasmeh (2018) examined the attitudes of English major students in Hebron University towards the flipped classroom. They found that the flipped classroom promotes more learner autonomy, motivation, engagement and self-direction. Accordingly, they suggested integrating the flipped classroom technology improve learning outcomes and to provide better learning opportunities that enable students have better achievement.

Finally, Evseeva and Solozhenko (2015) have evaluated the impacts of flipped classroom technology on the learning of English at a technical university. Moreover, the researchers aimed at analyzing the advantages and the disadvantages of the flipped classroom on the educational procedure of the English language. The main finding which was based on a survey revealed 85% of the students liked the integration between the flipped learning and the technology in the instructional procedure, while 15% of them disliked and uninspired by this implementation because of several factors like the internet connection, low self-confidence and self-discipline toward their learning to do the required works appropriately.

Ekmekci (2017) has mentioned that flipped learning is considered to be a pedagogical approach to teaching English language skills. His study explored the effects of flipped learning on the learners' writing skill, which was received as a difficult and boring skill to be learned. Then, the researcher compared the students' performances in the writing classes relevant to flipped learning and to face- to – face instruction. He has used a pretest and a posttest to measure the writing achievement in both the experimental and the control groups. The experimental group consisted of 23 students, while the control group consisted of 20 students. The main results revealed that there was a great difference between the achievement of the experimental and the control group in the post-test in terms of their writing achievements. Moreover, the students expressed and held positive attitudes toward the flipped writing model.

Khan and Oiriddine Abdou (2020: 2) proposed a modified model of the flipped learning approach to continue the educational process during COVID-19 pandemic. This approach enables educators share the learning materials with their students and encourages students to prepare the lesson and try to comprehend it "prior to the class time and offers teachers the opportunity, during class time, to ensure that every student actively participates in the explanation of the lesson and deep understanding is acquired". Kawinkoonlasate (2019) acknowledged the importance of integrating the flipped classroom technology in teaching the language skill. He reviewed a number of studies on the implementation of the flipped classroom technology approach and its impact on improving English language learning skills. He noted that integrating the flipped classroom technology approach is expected to have beneficial outcomes in the process of learning and learning environments.

As 7th graders at Farahat Secondary Girls' Schools have a lack of English language proficiency and they hold negative attitudes toward learning the English language, mplementing flipped learning as a new model of blended learning on the 7th graders' may enhance their English language skills (reading, writing, listening, and speaking) and areas (grammar and vocabulary). Therefore, this study aims to examine the effectiveness of the flipped instruction on 7th graders at Farahat Secondary Girls' School in Bethlehem.

METHODOLOGY
This section presents the methodology of the study and displays the participants, the instruments, and the procedure of conducting the study. It shows the

analysis of the pre-test and post-test of the 7th graders, and the interview with an English teacher from Farahat Secondary Girls' School.

Participants
The researchers applied the flipped learning class on the 7th graders in Farahat Secondary Girls' School in the first semester of 2020 in order to measure the differences between the students' achievement in the traditional and the flipped classes. The researchers have chosen one of two groups of the 7th graders randomly. Both of the groups consist of 18 students. The flipped learning was implemented in the group (1), which consisted of 18 students, all of them are female, and their age range between 12 to 14.

Instruments
The researchers used two different methods to achieve the aim of the study. They prepared and used a pre-test as the main tool of the study to measure the 7th graders' achievement and a post-test applied after the experiment. Both the pre-test and the post-test were conducted to measure the students' English language proficiency. Moreover, the test was divided into sections such as; listening and speaking, reading comprehension, vocabulary and grammar, and writing. Each section gauge a student skill or some linguistic areas.

Moreover, the researchers have conducted a semi-structured interview with an English teacher at Farahat Secondary Girls' School. An interview is a useful tool for collecting data because the teacher who delivers the textbook can provide fundamental information about the students, the textbooks, and the best style of teaching the material. Long (2005) has stated that "the interview is a key data-gathering tool in many branches of social sciences, most notably in anthropology and linguistic fieldwork" (p.35).

It is worth mentioning that the interview was decided to be structured. But the conversation with the English teacher was fruitful which was shifted the interview into a semi-structured type. Furthermore, the researcher asked about several points and issues.

The procedure of the study
This study was conducted at Farahat Secondary Girls' School in Bethlehem. The population was the 7the graders, and the researchers selected one group to implement the study and to compare their grades with the second one. The pre-test and post-test were prepared by the researchers and modified by two English teachers at Farahat Secondary Girls' School to adapt to the situation. The content of the textbook was 12 lessons for 9 weeks. By the end of last week, the data was ready to be analyzed. By this time, the interview with the English teacher was conducted to discuss some beneficial issues. Moreover, the goals of the study and the achievements of the course were taken into consideration during the design of the tasks and the activities of the nine weeks instructional plan.

Table 1. *The procedure for using flipped classroom for teaching English language skills.*

The phase	Setting	Procedures
Phase one	Outside the classroom	Teachers post videos, pictures, worksheets, lessons, questions on Microsoft Teams. The students watch them and prepare themselves for the classroom activities.
Phase two	Inside the classroom	10 minutes of discussion and answering some students' questions. Engaging students in doing some activities and tasks.
Phase three	Outside the classroom	Students doing some worksheets. Teachers respond to their homework and send them feedbacks.
Phase four	Inside the classroom	Students correct their mistakes according to the teachers' feedback. Submitting the assignments.

After two weeks of school duration and taking the head teacher's permission, the researchers informed the students of the adoption of the flipped classroom approach. Then, the researchers illustrated how the approach works, explained how to open their emails on the Microsoft Teams, illustrated how to utilize them, and exchanged their emails. Some video lessons, pictures, and some

worksheets for each new lesson were posted at the Microsoft Teams to discuss and cover the whole material. Moreover, to check the students' comprehension, some questions were embedded at different stages of the videos. Microsoft Teams enabled the students to ask questions directed either to the teacher or to their colleagues. After that, the post-test was conducted to show the effectiveness of using flipped classrooms in contrast to traditional teaching classes.

RESULTS OF THE STUDY

In this section, the researchers display the statistical analysis of the data gathered about the impact of the flipped classroom model on the 7th graders' English language skills. The information was collected through a pre-test to measure the students' achievement of the four language skills (listening, speaking, reading comprehension, and writing) and areas (grammar and vocabulary). The post-test was implemented in order to find out the differences between the students' achievement at the pre-test and the post-test and the impacts of the flipped classroom on the students' English language competence.

The table below shows descriptive statistics of the pretest and posttest obtained by the Experimental and the Control group

Table 2. *Statistics of pretest and posttest scores relevant to experimental and control group*

Group	English language skills and areas	Pretest	Percentage of achievement	Posttest	Percentage of achievement
Experimental Group	Number	18	100%	18	100%
	Mean	5.19	60.5%	6.44	78.9%
	Listening & speaking	5.27	61.1%	6.61	83.3%
	Reading Comprehension	5.26	61.6%	6.72	80.1%
	Writing	4.88	55.3%	5.73	73.2%
	Grammar	5.16	61.4%	6.42	83.2%
	Vocabulary	5.31	62.1%	6.49	70.8%
Control Group	Number	18	100%	18	100%
	Mean	5.23	59.6%	5.71	70.4%
	Listening & speaking	5.21	59.5%	5.83	72.2%
	Reading Comprehension	5.18	62.2%	6.27	77.7%
	Writing	4.72	54.3%	5.33	71.2%
	Grammar	5.19	60.5%	5.63	65.3%
	vocabulary	5.22	61.3%	5.48	63.2%

This table shows the statistical analysis of the 7th graders' level in English language skills and areas. It is clear that there is no difference between their pretest scores, but there is a significant increase in their grades after implementing the flipped model on the experimental group, which is explained in the following tables.

Table 3. *Comparison between experimental and control group regarding pretest scores*

English language skills & areas	Group	Number	Mean	Percentage of achievement
Listening & Speaking	Experimental	18	5.27	61.1%
	Control	18	5.21	59.5%
Reading Comprehension	Experimental	18	5.26	61.6%
	Control	18	5.18	62.2%
Writing	Experimental	18	4.88	55.3%
	Control	18	4.72	54.3%
Grammar	Experimental	18	5.16	61.4%
	Control	18	5.19	60.5%
vocabulary	Experimental	18	5.31	62.1%
	Control	18	5.22	61.3%

Table 3 shows a comparison between the Experimental and the Control group according to their pretest grades. The results show that there is no significant difference in English language skills and areas (grammar and vocabulary) between both groups. Also, it is worth mentioning that the researchers conducted a t-test to measure the distinction between the experimental and the control group before implementing the flipped learning, and the results show that the two groups extremely have the same level of English language competency and the difference between them is (0.02) and it is less than (0.05).

Table 4. *Comparison between experimental and control group regarding posttest scores*

English language skills & areas	Group	Number	Mean	Percentage of achievements
Listening & speaking	Experimental	18	6.61	83.3%
	Control	18	5.83	72.2%
Reading Comprehension	Experimental	18	6.72	80.1%
	Control	18	6.27	77.7%
Writing	Experimental	18	5.73	73.2%
	Control	18	5.33	71.2%
Grammar	Experimental	18	6.42	83.2%
	Control	18	5.63	65.3%
vocabulary	Experimental	18	6.49	70.8%
	Control	18	5.48	63.2%

Table 4 shows a comparison between the Experimental and the Control group regarding the post-test grades. The results show that there is a great difference in the English language skills and areas (grammar and vocabulary) between the Experimental and Control group. The scores of the Experimental group are higher than the control group which is approved and confirmed the effect of the flipped classroom on the students' achievement of English language competency.

The result of the interview with the English teacher
The following are the questions requested from a teacher of English at Farahat Secondary Girls' School and the answers generated during the interview:

1. Do you prefer traditional classes or flipped classes? Why?
   "This is a critical question because the students are accustomed to be taught by the traditional style. On the other hand, it is better to change the routine of teaching. The flipped

learning provides an enjoyable environment for students, and it encouraged them to discover new topics. Therefore, I prefer it more than the traditional classes." (Teachers)

2. Do you think that flipped classrooms enhance students' communicative skills?

Teachers: "Yes, I think so. The flipped learning requests students to interact and communicate with their teachers and colleagues in order to do the required tasks and activities. The interaction between them improves the students' fluency and encourages them to practice their language."

3. Do you think that flipped classrooms enhance students' reading skills?

"Sure, the students read, watch, and answer some questions at their homes in order to be prepared for the classes at their schools. Furthermore, some teachers provide students with some samples to read and discuss. But at school, they depend highly on reading to do interactive tasks." (Teachers)

4. Do you think that students feel more comfortable when they can display the provided material at any time they want?

"The challenging point here is the internet connection. They need a good internet connection to watch the provided videos or to describe the pictures. I think it is a good point to display the material at any time, especially for absent students who miss some classes." (Teachers)

5. How does the flipped classroom enhance the students listening and speaking skills?

"Flipping the classes depends highly on downloaded videos and recordings for students to watch them and to prepare themselves to do tasks and exercises in school. All that may improve students' listening skills. Moreover, when they meet at school, they are gathering for doing some activities which are developing their communicative competence and speaking skills." (Teachers)

6. Do you think that a flipped classroom can enrich the students' personalities?

"I believe that flipped learning improves the students' self-efficacy, self-discipline, and self-confidence because they are more aware of their learning. Also, they are responsible for their achievements." (Teachers)

7. What are the main advantages that the students can gain by using the flipped classroom?

"Flipping the classes have several benefits and drawbacks. The main benefits are improving the students' skills and abilities and it contributes to language acquisition. Moreover, students like experiencing new models of teaching. Furthermore, it saves the time of presentation of the lessons in the classroom for discussion, and it provides various sources of information for students." (Teachers)

8. Do you recommend your students to watch extra videos or to search for further information?

"Yes, sure. I ask them to notice the different accents and dialects that are spoken from native and non-native, and I ask them to search for the same information from different sources to see the difference." (Teachers)

9. What are the main drawbacks of flipped learning?

"In my point of view, our students need to have positive attitudes toward learning the English language in order to acquire it easily and sufficiently as I notice at this school and this is one of the challenges that face teachers every day. Furthermore, some students are still depending on the teachers as the only source of knowledge and they refuse to engage in any new model or style of teaching. Nevertheless, some students do not have internet connections in their homes, which are frustrating them. Generally speaking, flipping the classes make students take their learning responsibility and trying to keep abreast with new lessons and topics." (Teachers)

10. Which prominent skills do you think that flipped learning develops the most?

Teacher: " I think that flipped learning develops interaction between students which improves their listening and communication skills. Moreover, utilizing interactive tasks and activities encourage normal and shy to speak and express their ideas." (Teachers)

Discussion of the results

As shown in table (3) there were no significant differences between the experimental and the control groups in their pretest results, so that revealed that they are extremely at the same level of the English language competency before conducting the study.

On the other hand, the post-test scores reflected a great impact of the flipped classroom on the experimental group compared with the control group's results. The impacts of the flipped classroom were prominent in listening and speaking skills which match the English teachers' answers in the interview, she expressed that flipped classroom develops students' listening and communication

skills as the teacher utilizes interactive tasks and activities which leads to encourage normal and shy students to interact and declare their ideas and thoughts.

Returning to table (4), the findings of conducting the flipped learning on the Experimental group show the students' improvement in the English language skills (reading, writing, listening, and speaking) and areas (grammar and vocabulary) as the following: listening and speaking skills are the most improved skills (83.3%), followed by grammar (83.2%), reading comprehension (80.1%), writing (73.2%), and finally vocabulary (70.8%).

The flipped classroom developed the learners' listening and speaking skills because it depends on the communication skills and interaction for doing tasks and activities at the classroom, which is shifted the students from passive into active participants and respondents as mentioned by Teng (1970). Moreover, the findings of this study meet the results of Ahmed's (2016), he has mentioned that the flipped classroom affected the Egyptian EFL students' listening comprehension and performances. He also concluded that flipped learning affected and raised the learners' achievements and communication abilities. In addition, the findings of this study match the results of these studies: of Pudin (2017), Yousefi (2017), and Lee and Wallace (2017), who have found that flipped classrooms improved students' communication skills , engagement and participation.

Secondly, the flipped classroom enhanced the learners' linguistics area, which is grammar. That is in line with Tyson's study (2010) who found that the flipped learning enhanced the Saudi learners' improvement in the English language skills sufficiently, especially grammar and the learners had positive attitudes toward this style of learning.

Then, flipped learning improved the learners' reading comprehension ability, because they have to depend on themselves for reading the provided topics and understanding the main ideas of the texts. After that, they can interact and do the tasks inside the classroom as mentioned by the English teacher in the interview.

Next, the development of the students' writing skills appears in doing and completing the needed exercises. Also, utilizing this model is helpful because the teachers change the teaching routines and create a motivating environment for students as mentioned by the teacher of English in the interview. This result is matched with the study of Fauzan and Ngabut (2018) who noted that the students had positive attitudes toward utilizing flipped learning in the writing classes. Moreover, the learners pointed out that flipped classrooms created a flexible and enjoyable environment for them, which enhance their progress in their writing abilities. Furthermore, Ekmekci's study (2017) has concluded that using flipped learning was the right choice because it increased the students' achievement in the writing classes. Finally, practicing the language inside and outside the classroom encourage students to learn new expressions and vocabulary, which is affected the learners' lexical abilities, self-confidence, and self-discipline as stated by the teacher of English in the interview.

CONCLUSION

To sum up, this study investigated the effects of flipped learning on the students' achievements in English language skills (reading comprehension, writing, listening, and speaking) and areas (grammar and vocabulary). The main results revealed a significant difference in students' achievements and performances regarding all English language skills and areas. Moreover, the flipped classroom created an enjoyable atmosphere for learners and changed the traditional style of teaching. This model is also efficient for students as it caused a radical change in their learning process.

REFERENCES

Abeysekera, L., & Dawson, P. (2016). Motivation and cognitive load in the flipped classroom: Definition, rationale, and a call for research. *Higher Education Research and Development*, *34*(1), 1-14. https://doi.org/10.1080/07294360.2014.934336

Abu Nejmeh, S. (2011). Integrating higher-order thinking skills on the tenth graders to improve learners' achievement in reading comprehension in Jenin district (Unpublished Master's Thesis). An-Najah National University, Palestine.

Ahmed, S. (2016). The flipped classroom model to develop Egyptian EFL students' listening comprehension. *English Language Teaching*, *9*(9), 166-178. https://doi.org/10.5539/elt.v9n9p166

Alharbi, A. M. (2015). Building vocabulary for language learning: approach for ESL learners to study new vocabulary. *Journal of International Students*, 5(4), 501-511.

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34., 10.20472/TE.2015.3.3.002

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Eugene, OR: International Society for Technology. in Education.

Brame, C., (2013). *Flipping the classroom*. Vanderbilt University Center for Teaching. Retrieved from: URL: http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/.

Brinks Lockwood, R. (2014). *Flip it! Strategies for the ESL classroom*. Ann Arbor: University of Michigan Press.

Brown, D. (2007). *Principles of language learning and teaching*. New York, NY: Pear-son Education.

Ekmekci, E. (2017, March 31). The flipped writing classroom in Turkish EFL context: A Comparative study on a new model. Retrieved from https://eric.ed.gov/?id=EJ1145315

Evseeva, A. & Solozhenko, A. (2015). *Use of flipped classroom technology in language learning*. Paper presented at XV International Conference "Linguistic and Cultural Studies: Traditions and Innovations", LKTI 2015, Tomsk, Russia. https://doi.org/10.1016/j.sbspro.2015.10.006

Farrah, M. & Qawasmy, A. (2018). English students' attitudes towards using flipped classrooms in language learning at Hebron University. *Research in English Language Pedagogy,* 6(2). 275-294.

Farrah, M. & Al-Bakry, G. H. (2020). Online learning for EFL students in Palestinian universities during corona pandemic: Advantages, challenges and solutions. *Indonesian Journal of Learning and Instruction, 3*(2), 65-78. DOI: https://doi.org/10.25134/ijli.v3i2.3677

Fauzan, A., & Ngabut, M. (2018). EFL students' perception of flipped learning in writing class. Retrieved from http://e-journal.iain-palangkaraya.ac.id/index.php/jefl/article/view/792

Goodwin, B., & Miller, K. (2013). Research says evidence on flipped classrooms is still coming in. *Technology-Rich Learning*, 70(6), 78-80

Kawinkoonlasate, P. (2019). Integration in flipped classroom technology approach to develop English language skills of Thai EFL learners. *English Language Teaching*, 12(11), 23-34

Khan, Md. Shahadat Hossain and Oiriddine Abdou, Benadjih, Flipped classroom: How Institutions of Higher Education (HEIs) of Bangladesh could move forward during Covid-19 Pandemic. Available at SSRN: https://ssrn.com/abstract=3615400 or http://dx.doi.org/10.2139/ssrn.3615400

Jones, M. (2016). A case study of blended learning in higher education in Malaysia: Flipped, flopped, or forgotten? *Teaching Education, 132*–13

Lee, G., & Wallace, A. (2017, May 14). Flipped learning in English as a foreign language classroom: Outcomes and perceptions. Retrieved from https://onlinelibrary.wiley.com/doi/abs/10.1002/tesq.372

Long, M. H. (2005). Methodological issues in learners need analysis. In Long, M. H. (Ed), *Second language needs analysis* (pp.19-76). Cambridge: Cambridge University Press.

Marsh, D. (2012). *Blended learning. creating learning opportunities for language learners.* Cambridge University Press.

McCarthy, M. J. (1988). Some vocabulary patterns in conversation. In R. A. Carter and M. J.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Pudin, C. S. J. (2017). Exploring a flipped learning approach to teaching grammar for ESL students. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 2(1), 51–64. https://doi.org/10.21093/ijeltal.v2i1.47

Puskorius, R. (2011). Reading comprehension strategies for elementary students. Retrieved from http://createcomputelearn.com/comrehension-strategies

Saidvaliyevna, I. (2018). The role of grammar in learning the English language. Retrieved from http://journalpro.ru/articles/the-role-of-grammar-in-learning-english-language/

Schmitt, N. (2000). *Vocabulary in language teaching.* Cambridge: Cambridge University Press.

Sharples, M. (ed.) (1993). *Computer-supported collaborative writing*. Springer- Verlag.

Teng, M. (1970, January 01). Flip your classroom to improve EFL students' speaking skills. Retrieved from https://link.springer.com/chapter/10.1007/978-981-10-6968-0

Tyson, T. (2010). Making learning irresistible: Extending the journey of Mabry Middle. In Heidi Hayes Jacobs (ed). *Curriculum 21*.

Yousefi, M. (2017). The incorporation of flipped learning into conventional classes to enhance EFL learners' L2 speaking, L2 listening, and engagement. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/17501229.2017.1394307