

Original Paper

The Attitudes of Saudi Intermediate Students towards English Speaking Tasks in Flipped Learning via an Online Learning Community

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Abstract

This paper investigates Saudi intermediate students' attitudes towards using flipped learning via an online learning community to enhance their speaking skill at a Saudi female's public-school number 186. The writer observed and analysed the effect of using flipped learning in an online community on the development and engagement of students in speaking tasks. The study uses a quantitative quasi-experimental method to describe and analyse the student's attitudes and development of the speaking skill among Arabic-speaking students in the public-school number 186 in Saudi Arabia during the academic year 2019-2020. The researcher applied a questionnaire and an observation checklist as the main instrument to achieve the study goal. The findings of the study were not statistically significant regarding the effect of flipped learning via an Online Learning Community (OLC) on the development of students' speaking skill. However, there was a slight difference in the mean scores in favor to the post-test of the experimental group. The students' attitudes were positive towards the flipped learning via OLC for speaking tasks.

Keywords

flipped learning, online learning community, speaking skill, English teaching

1. Introduction

Communicative competence is known to be the main objective in the curriculums of teaching ESL and EFL (Alsudais, 2017). For successful learning and teaching of the speaking skill several activities need to be practiced. Also, great amount of exposure to the target language is essential for the development

of its speaking skills (Bashir, Azeem, & Dogar, 2011). “Language is basically speech” and speaking is known as producing meaningful expressions by pronunciation of words from the mouth (Bashir, Azeem, & Dogar, 2011). This skill requires safe classroom environment as well as acceptance and encouragement to enhance student’s engagement with speaking tasks (Arnold & Paulus, 2010).

English Language learning and development through e-learning systems has been widely discussed and investigated among educators of the language (AL-Khataybeh & AL-Awasa, 2016; Alqahtani, 2016; Nguyen, Hwang, Pham, & Ma, 2018). The flipped classroom is one of the recent investigated e-learning methods of teaching (Hsieh, Huang, & Wu, 2017; Chen Hsieh, Wu, & Marek, 2017). In a flipped classroom the delivery of the materials and the learning process happen at home via a certain electronic device or a platform, and the homework or the tasks given are discussed during school classes (Educause Learning Initiative, 2012). Online Learning Communities (OLC) can be a form of flipped learning, both materials delivery and task discussion and submission happen online (Wu, Hsieh, & Yang, 2017). The positive outcomes researchers have showed regarding online learning include high order thinking, reflective learning, interactive learning, higher achievement, practical competence and personal and social development (Chen, Lambert, & Guidry, 2010). Students can wisely use online platforms to suit their needs. Therefore, extending the classroom experience into the online space might encourage students’ engagement and aid teaching practices (Arnold & Paulus, 2010).

Many researchers investigated the effect of flipped classrooms on the development of the language skills (Lin & Hwang, 2018; Ahmed, 2016; Al-Harbi & Alshumaimeri, 2016). Teaching the speaking skill in the Saudi educational context is mostly inactivated and opportunities for practicing this skill are usually limited (Abu-ghararah, 2014). Hence, attention is ought to be given on the development of student’s oral proficiency in ESL classes.

1.1 Research Objectives

The aim of this research is to have a better understanding of Saudi secondary students’ attitudes towards English speaking tasks in flipped learning via an OLC instead of conventional classroom tasks and instruction. This is a proposed solution to the issue of time constrains in the English periods in Saudi public schools. Also, it may help teachers who are struggling with the demand to cover the textbook content entirely in prespecified timetables (Al-Seghayer, 2014).

1.2 Research Questions

The research aims to explore whether the participants had a negative or a positive attitude towards the implementation of speaking tasks via OLC as well as identifying the level of their satisfaction and their development in the speaking skill.

1. What positive/negative effect flipped learning via OLC can offer for speaking tasks?
2. What is the degree of the participants’ overall satisfaction after being involved in flipped learning via OLC as a teaching strategy to enhance their speaking proficiency in English?
3. Is there any significant development in the participants’ speaking skill after being involved in flipped learning via OLC as a teaching strategy?

2. Literature Review

2.1 Flipped Learning

The flipped learning instructional model has been underexplored by many instructors recently (Lee, 2017). Two chemistry teachers first established it in an attempt to reduce the hours spent on reteaching absent students. Jon Bergmann and Aaron Sams in 2007 were considered the founders of flipped learning. The model of flipped learning is a teaching strategy where the content is being delivered through network platforms such as websites or social network phone applications. Students study the content given and during class time a discussion, and several activities are being applied (Bergmann & Sams, 2012).

Another similar term to flipped learning is online Learning Communities (OLC), and the two terms can intertwine in some cases. Teaching using OLC differs in that the whole learning process occurs online, which include content delivery, discussion, tasks, and submission (Wu, Hsieh, & Yang, 2017). Language teaching recently has been integrating several technological aids to enhance the learning experience. There are relatable concepts to flipped learning which involve the integration of language teaching and technology such as Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL).

After the emergent of the flipped learning strategy in teaching, scholars attempted to set the foundation of this strategy of teaching. According to Chen, Wang, Kinshuk and Chen (2014), there is a basic model that includes the essential pillars of flipped learning. The pillars are derived from the letters in the word FLIPPED, as each letter represents a single feature. The letter F represents a Flexible environment, L for learning culture, I for intentional content, P for professional educators, P for progressive activities, E for engaging experiences, and D for diversified Platforms. The model presented by these scholars illustrates the possible benefits of flipped learning. It might provide a student-centered autonomous learning process that includes interactive, collaborative participation.

In recent years, mobile phones are used excessively for communication via text messaging applications among young users. Previous literature results showed that online communities' have potential effectiveness in acquiring knowledge and interactive communication (ke & hoadly, 2009). Several of these applications have been used for teaching and learning, such as WhatsApp, LINE, Facebook, Edmodo, and Telegram (Hsieh, Huang, & Wu, 2017). The latter was used in the current study to establish a flipped learning experience by creating an online learning community that follows the pillars of the FLIPPED model.

2.1.1 Flipped Learning in EFL Courses

Previous studies have utilized different technology applications and tools to facilitate language learning. One of which is the adoption of flipped instruction over conventional classroom instruction. For instance, Al-Fahad (2010) explored the students' satisfaction towards online e-learning. The research was conducted in the College of Applied Studies and Community Service, King Saud University. The participants were 201 female university students with an age range of 18-24 years old. The researcher

made sure that the participants owned personal computers and are involved in e-learning courses. The students engaged in multiple different courses; every course contains approximately 30-60 students. The data were collected through a distributed questionnaire. Students' comments were highly positive bring to light their satisfaction with the e-learning experience. The results of this research indicate the students' acceptance of engaging themselves in an e-learning environment.

In other research, additional variables were taken into consideration. For example, Alsowat (2016) implemented an EFL flipped classroom to discover the effects on English language higher-order thinking skills, student engagement, and satisfaction. The participants were 67 female students at Taif University; they were divided randomly into two groups a control group and an experimental group. The experimental group used flipped classroom instruction, and the control group used the usual method of instruction. The researcher used higher-order thinking skills tests, student engagement scale, and satisfaction scale to collect the data. The results showed that flipped classroom learning is effective in increasing higher-order thinking skills, engagement, and satisfaction.

Recently EFL research studies involved language skills in the flipped learning effects and attitudes investigation. For instance, Karimi and Hamzavi (2017) investigated the effect of flipped classes on EFL reading comprehension and identified students' attitudes towards classroom flipping. The participants were 60 EFL learners from a private language institute in Isfahan. The study included two groups an experimental group and a control group. Both groups were given a reading pre-test before the experiment and a post-test afterward. Also, a questionnaire was used to identify students' attitudes. The findings showed improvement in the reading comprehension ability due to the use of flipped learning. Students' attitudes were highly positive towards the implementation of flipped learning. The results of this research indicate that flipped learning may hold positive effects on language learning and students' attitudes.

Moreover, Ahmed (2016) investigated another language skill through the implementation of flipped classroom instruction. The study investigated the effect of a flipped classroom on EFL writing skills and identified the students' attitudes towards classroom flipping. The participants were from Qassim University. Two levels of four English classes were chosen randomly. One class represented the control group, and the other represented the experimental group. The control group was taught with traditional methods, and the experimental group used classroom flipping. The findings indicated improvement in the writing skill as well as the overall attitudes towards writing. The results of this study indicate that the flipped classroom may boost students' motivation and engagement towards language learning.

Grammar was also introduced utilizing flipped classrooms. Al-Harbi and Alshumaimeri (2016) investigated the flipped classroom impact in grammar classes on EFL Saudi secondary school students' performance and attitudes. The participants were 43 female secondary private school students. The study included an experiment on two groups a control group and an experimental group. The control group was taught using the traditional grammar teaching strategy, and the experimental group used the flipped classroom strategy. A placement test was implemented for both groups before the experiment,

and a post-test after the experiment to determine the proficiency level in grammar. A questionnaire was distributed afterward to explore the students' attitudes towards classroom flipping. There was no significant difference in the students' proficiency level in grammar. However, Students had positive attitudes towards classroom flipping and pointed out that it provided opportunities to communicate in English and developed their pronunciation. The results of this research and researches indicate that flipped learning may provide opportunities to improve language skills.

2.2 Oral Proficiency and E-learning

Language learning is an active process where the learners build new knowledge based on the transcription of analyzed and self-organized input (O'Grady, 2005). The social environment affects language learning greatly. Learning a second language requires input and output exchange of the target language. Social interactions provide such input and output for the learners. The sociocultural theory by Vygotsky highlights the need for proper social interaction to develop language proficiency (Lantolf, 2000). Therefore, it is vital to explore creative and innovative methods of teaching that allow both acquisition and production of the target language to enhance the learners speaking abilities.

According to Bailey and Nunan (2005), speaking involves many linguistic elements, or they also can be called sub-skills. For linguistic analysis, the elements were divided into four areas (phonology, morphology, syntax, and discourse). Each area includes certain elements, and some of the elements intertwine with other areas. The following figure illustrates the areas and the elements (Figure 1).

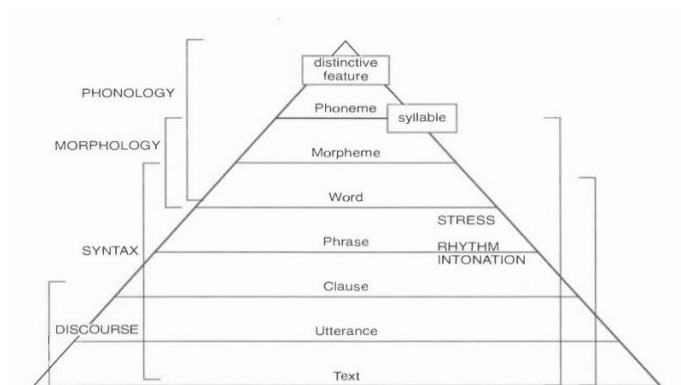


Figure 1. Linguistic Elements or Sub-skills of Speaking

The elements text and utterance at the bottom of the pyramid of the area discourse refers to the utterances of the spoken language, which sometimes do not require the production of grammatically accurate sentences. The next elements of the syntax area contain a clause which refers to sentences that include a verb that determines the tense of the sentence, and phrase which do not require the existence of the verb such as prepositional phrases and infinitive phrases. The area of morphology contains the elements of word and morpheme; they are referred to as language units that carry meaning. The top area of the pyramid contains phonology and the element phoneme, which deals with the sounds of the language and its properties. Teachers ought to recognize each element in their student's speaking. This

might aid them in finding weaknesses or the areas of difficulties they face and focus on overcoming them in their teaching.

The development of language skills requires overcoming several difficulties, especially speaking skill. Learners of ESL or EFL usually face difficulties related to the context. In the ESL and EFL countries, the English language is not present in everyday life interactions. The primary language spoken in these countries minimizes the opportunities for English learners to practice what they have learned or gain more input. According to second language acquisition theories, the amount of exposure and practice of the target language is crucial for the development of the learners' oral proficiency (Zhang, 2009).

Teaching speaking to Arabic-speaking learners comes with its challenges. The universal challenging phenomenon regarding teaching speaking is speaking anxiety. The learners in several contexts around the world have faced this phenomenon, and the literature has shown a great deal of evidence about this obstacle in teaching speaking (Alrabai, 2014). Gardner and MacIntyre (1993) have introduced a definition for language anxiety as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient" (p. 5). Furthermore, Horwitz, Horwitz and Cope (1986) have provided a more precise definition for language anxiety that is described as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

In Saudi Arabia, Rafada and Madini (2017) illustrated that for Saudi learners speaking is considered the most difficult skill among the other language skills. They revealed embarrassment and low confidence during situations that require speaking the second language. These feelings correlate with the presence of speaking anxiety. The researchers recommended several solutions among them was providing new teaching approaches that offer a student-centered autonomous learning experience, and the flipped learning approach has been mentioned as one. To this end, recent technology might be of great help to these challenges or difficulties in teaching speaking.

E-learning in language teaching might offer several benefits and potentials. It is important to highlight how language interactions hold great importance for learners. The learner's involvement in contextualized, authentic materials, and tasks might help learners to be self-directed and develop study skills and organization on their own. Learning in an e-learning environment provides independency and comfortable, free space for learners' development (Askov, Johnston, Petty, & Young, 2003). Speaking tasks in flipped learning via OLC offers interactional chances and fosters communication in the target language among learners (Wu, Hsieh, & Yang, 2017). Also, speaking tasks in flipped learning via OLC includes the communicative language teaching approach (CLT). CLT aims to develop students' communicative skills through communicative tasks and meaningful drills (Richards & Rodgers, 2014).

3. Methodology

3.1 Research Design

The current study follows a quantitative approach to collect data about students' attitudes towards

adopting flipped learning via online learning communities as a teaching method for speaking tasks. Aliga and Gunderson (2000) defined quantitative research as:

“explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)” (as cited in Muijs, 2011, p. 1).

Accordingly, quantitative research tests common assumptions then determine if there is a significant result that can be generalizable (Newman, Benz, & Ridenour, 1998). The experimental design is ought to be applied as it helps in exploring the effect or the impact caused by a certain implemented program. However, the researcher used nonequivalent, pretest-posttest quasi-experimental research design due to difficulty in controlling certain variables regarding the sample selection. The sample selection is fixed by the school therefore it is not feasible to apply random assignment (Gribbons & Herman, 1997).

3.2 The Sample of the Study

The sample of this study contained 64 female English as a Foreign Language learners in Riyadh, Saudi Arabia. The learners were from a public school who were in their third year of intermediate school. The selection of the sample was related to the convenience of the school location as it is located near the researcher’s residence. Also, the students were taught by a teacher that was applying presentations during her speaking classes. The reason behind this selection is to seek significant results regarding the speaking skill. Therefore, the participants did not need preparation or adjustments in teaching methods. In addition, the teacher was also familiar with recent classroom strategies and willing to apply it. Both classes were taught by the same teacher and used the same syllabus and textbook, the textbook used is Full Blast 5. The two classes were assigned to a control group and the other class as an experimental group. There were 33 students in the experimental group and 31 students in the control group. The participants were 15-16 years old. Agreement forms were distributed and then collected after the parent’s approval of their daughter’s participation in the research.

3.2.1 Setting

The research was conducted in a public school in Shubra neighborhood, Riyadh. The school’s building and the classroom environment is the same as in any Saudi public school. The physical setting is a classroom that contain a number from 30 to almost 45 students. The class assigned for the control group is in the second floor and the other class of the experimental group is in the first floor of the school. The research was conducted in the first semester of the year 2019-2020. The duration of the research is one semester and the duration of the actual experiment is four weeks. During the experiment there was an interruption due to midterm exams. The experiment was paused and then continued after two weeks. The tasks given to the students in the telegram group did not follow a specific schedule. The teacher was responsible for choosing the tasks and the time of applying them.

3.3 Research Instruments

3.3.1 Pre-test and Post-tests

The pre-test and the post-test each consist of four chosen topics from the textbook along with several vocabularies related to each topic to assist the students during the speaking test. Also, five pictures

related to the same topics of each test were presented to the students to choose from and provide explanation or description of the chosen picture (see Appendix A). The students speaking level were assessed using the foreign services institute (FSI) analytic rating scale where the maximum score for this scale is 6. The post-test that was held five weeks later follows the same design but with different topics to measure the effectiveness of flipped learning via OLC for speaking tasks as a teaching strategy (O'Sullivan, 2008) (see Figure 2).

Accent	Rating
<ol style="list-style-type: none"> 1 Pronunciation frequently unintelligible. 2 Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. 3 "Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstandings and apparent errors in grammar and vocabulary. 4 Marked foreign accent and occasional mispronunciations which do not interfere with understanding. 5 No conspicuous mispronunciations, but would not be taken for a native speaker. 6 Native pronunciation, with no trace of 'foreign accent'. 	
<p>Grammar</p> <ol style="list-style-type: none"> 1 Grammar almost entirely inaccurate except in stock phrases. 2 Constant errors showing control of very few major patterns and frequently preventing communication. 3 Frequent errors showing some major patterns and controlled and causing occasional irritation and misunderstanding. 4 Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. 5 Few errors, with no patterns of failure. 6 No more than a few minor errors during the interaction. 	
<p>Vocabulary</p> <ol style="list-style-type: none"> 1 Vocabulary inadequate for even the simplest conversation. 2 Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.). 3 Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion at some stages of the interaction. 4 Vocabulary adequate to participate in the interaction, with some circumlocution. 5 Vocabulary broad and precise, adequate to cope with more complex problems. 6 Vocabulary apparently as accurate and extensive as that of a native speaker. 	
<p>Fluency</p> <ol style="list-style-type: none"> 1 Speech is so halting and fragmentary that conversation is virtually impossible. 2 Speech is very slow and uneven except for short or routine sentences. 3 Speech is frequently hesitant and jerky, sentences may be left uncompleted. 4 Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words. 5 Speech is effortless and smooth, but perceptively non-native in speed and evenness. 6 Speech on all topics is as effortless and smooth as a native speaker. 	
<p>Comprehension</p> <ol style="list-style-type: none"> 1 Understands too little for the simplest type of conversation. 2 Understands only slow, very simple speech on the most basic topics. Requires constant repetition and rephrasing. 3 Understands careful, somewhat simplified speech directed to him/her with considerable repetition and rephrasing. 4 Understands quite well normal speech directed to him/her, but requires occasional repetition and the phrasing. 	

5	Understands everything in normal conversation except for the very low colloquial or low frequency items, or exceptionally rapid or slurred speech.	
6	Understands everything in both formal and colloquial speech to be expected of a native speaker.	

Figure 2. The Foreign Services Institute (FSI) Analytic Rating Scale

3.3.2 Questionnaire

The experimental group received a quantitative and qualitative questionnaire at the end of the experiment to evaluate the students' attitudes and perceptions towards using flipped learning via online learning communities for speaking tasks. The questionnaire was previously used by Alshumaimeri and Al-Harbi (2016) on the flipped classroom impact in grammar class on EFL Saudi secondary school students' performances and attitudes. There were some adjustments in the questionnaire items regarding the desired language skill. The previous questionnaire focused on the grammar skill and have been changed for the speaking skill to suit the purpose of the study. The quantitative section was consisted of 11 close-ended items, which were scored using a 5-point Likert scale (strongly agree - agree - neutral - disagree - strongly disagree). The qualitative section was consisted of one semi-closed question and two open-ended questions.

The aim of the questionnaire is to explore the student's perceptions of the feasibility of applying speaking tasks in an online learning community, as well as their attitudes towards the flipped classroom strategy. The general purpose of the questionnaire is to determine if the attitudes of the students were positive or negative and seek information regarding the acceptance of this method particularly for speaking tasks (see Appendix B).

3.4 Procedures of the Study

The current study was conducted through the following six stages. The first stage of this study was concerned with obtaining the approval forms needed from the ministry of education to get access into the school. After getting access to the school, parents approval forms were given to the principle of the school and afterwards were collected from the students (see Appendix C).

The second stage of the research was concerned with meeting the teacher responsible for the classes involved in the experiment. The meeting was conducted on 1st of October 2019 and the purpose and the procedure of the study was explained to the teacher. After applying the experiment for a week, a follow up meeting with the teacher was conducted on 29th of October 2019 to discuss the process and give her notes about the experiment and if there are any needed adjustments.

The third stage of the study was concerned with applying the pre-test on both classes. The process required three days visits to the school in order to test the 64 participants. The visits were on the 3rd, 5th and 6th of November 2019, each participant needed approximately from 5 to 7 minutes to finish the test. The fourth stage was concerned with applying the experiment on the experimental group. The experiment was to apply speaking tasks in a Telegram group that involves the researcher, the teacher and the students as members. The teacher sends the task in writing afterwards the students submit their assignment in voice notes. The teacher provides feedback if needed. The scheduled duration of the

experiment is four school weeks. There was a delay needed for process adjustments and discussion with the teacher. Also, there was two weeks interruption for midterm exams. However, the total in the end of the experiment was 21 days which covered four school weeks as scheduled (see Appendix D).

The fifth stage was concerned with applying the post-test on both classes. The experimental group was given a questionnaire regarding their attitudes and perceptions towards flipped learning via OLC for speaking tasks. The process requires two to three days visits to the school in order to test the 64 participants. The visits to the school were on 17, 22 and 23 of December 2019 after finishing the experiment.

The sixth stage is concerned with collecting the needed data from the research instruments the pre-test, post-test and the questionnaire. The process of the data coding and input took two days and was on 23 and 24 of December 2019. The analysis of the data will be explained in the next section of the paper.

3.5 Data Collection and Analysis

The current study employed a quantitative approach that included a questionnaire, pre-test and a post-test. Those data instruments focused on gathering information regarding the students speaking level and their attitudes and perceptions towards the experiment. The questionnaire items or questions are designed for the purpose of obtaining specific measurable information related to the variable identified in advance (Newing, 2010).

The identification of students' attitudes and perceptions is for the purpose of determining the feasibility of applying the teaching strategy in the future. The data will be coded and will be inserted and analysed using a program specified for social sciences statistical analysis called (SPSS) version number 23. The pre-test and the post-test are aimed to compare between the two groups for identifying any differences in the students' speaking level before and after the experiment (Gribbons & Herman, 1997).

3.5.1 Validity and Reliability of the Instruments

The questionnaire reliability is calculated using Cronbach's Alpha to measure stability of the study's instrument. The result of reliability coefficient ranges between 0 to 1, and the acceptable number for instrument reliability is from 0.7 and higher.

The reliability of the pre-test and the post-test are calculated using a Cronbach's Alpha statistical test. The pre-test and the post-test validity were established through face validity, where two educators have provided revision and approval on the content validity of the instruments (Heale & Twycross, 2015).

The Cronbach's alpha reliability test for the control group's pre-test scored a result of .936 which is considered a high reliability degree (see Table 1). The item statistics showed consistency between the test items which indicate that every item in the test is consistent with the rest of the items (see Table 2). The mean score is 14.2581 and the standard deviation of the test is $SD=4.47190$ (see Table 3).

Table 1. Reliability Statistics for the Control Group's Pre-test

Cronbach's Alpha	N of Items
.936	5

Table 2. Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Accent2	10.9677	15.632	.778	.940
Grammar2	11.3226	12.492	.816	.925
Vocabulary2	11.8710	12.183	.911	.905
Fluency2	11.6129	11.312	.929	.903
Comprehension2	11.2581	13.398	.801	.926

Table 3. Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.2581	19.998	4.47190	5

As for the pre-test of the experimental group reliability test the score was .963 which is considered a high reliability degree (see Table 4). The item statistics showed consistency between the test items which indicate that every item in the test is consistent with the rest of the items (see Table 5). The mean score is 14.3030 and the standard deviation of the test is SD=5.34722 (see Table 6).

Table 4. Reliability Statistics of the Experimental Group's Pre-test

Cronbach's Alpha	N of Items
.963	5

Table 5. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Accent1	10.8485	21.133	.884	.963
Grammar1	11.6970	16.905	.938	.949
Vocabulary1	11.9091	19.335	.874	.958
Fluency1	11.6970	16.468	.968	.944
Comprehension1	11.0606	18.496	.891	.955

Table 6. Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.3030	28.593	5.34722	5

The Cronbach's alpha reliability test for the control group's post-test scored a result of .947 which is considered a high reliability degree (see Table 7). The item statistics showed consistency between the

test items which indicate that every item in the test is consistent with the rest of the items (see Table 8). The mean score is 15.9032 and the standard deviation of the test is $SD=4.13404$ (see Table 9).

Table 7. Reliability Statistics for the Control Group's Post-test

Cronbach's Alpha	N of Items
.947	5

Table 8. Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Accent2	12.2903	12.546	.796	.947
Grammar2	12.6774	10.626	.891	.928
Vocabulary2	13.0968	10.357	.915	.924
Comprehension2	12.7097	11.346	.848	.936
Fluency2	12.8387	10.540	.857	.935

Table 9. Scale Statistics

Mean	Variance	Std. Deviation	N of Items
15.9032	17.090	4.13404	5

As for the post-test of the experimental group reliability test the score was .950 which is considered a high reliability degree (see Table 10). The item statistics showed consistency between the test items which indicate that every item in the test is consistent with the rest of the items (see Table 11). The mean score is 14.6667 and the standard deviation of the test is $SD=4.41352$ (see Table 12).

Table 10. Reliability Statistics of the Experimental Group's Post-test

Cronbach's Alpha	N of Items
.950	5

Table 11. Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Accent1	11.3939	15.121	.814	.955
Grammar1	11.8182	12.341	.869	.937
Vocabulary1	12.0606	11.496	.956	.921
Fluency1	11.9697	11.155	.932	.927
Comprehension1	11.4242	13.002	.829	.944

Table 12. Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.6667	19.479	4.41352	5

3.5.2 Statistical Analysis

The following statistical methods are used to calculate the needed results from the collected data:

- 1- A Cronbach's Alpha statistical test is used to establish the reliability of the questionnaire.
- 2- A Cronbach's Alpha statistical test is used to establish the reliability of the pre-test and the post-test.
- 3- The mean score statistical analysis of the questionnaire is calculated as well as the standard deviation of the responses.
- 4- An independent sample T-test is used to calculate the mean score of the pre-test between the control group and the experimental group.
- 5- An independent sample T-test is used to calculate the mean score of the post-test between the control group and the experimental group.
- 6- Paired sample T-test is used to calculate the mean score of the experimental group pre-test and post-test.

4. Results of the Study

4.1 Data Analysis

4.1.1 Results of the First Question of the Study

The first question of the study is (What positive/negative effect flipped learning via OLC can offer for speaking tasks?), and two open-ended questions in the questionnaire collected the answers to this question. Many comments were related to the development of the students' independent learning and abundant time at home for practicing speaking skills freely. The first open-ended question was, "What other aspects of this experiment have helped improve your learning during the last given speaking tasks?". All 33 students answered the question, and the most frequent answers were: The instant response from the teacher, developing autonomy, the comfort of practicing speaking through voice messages, and the boundless time for practice. The responses indicated that the students felt at ease practicing the language online rather than face-to-face interactions. The online community provided a comfortable environment for the students to engage with the tasks without hesitation of nervousness. Moreover, two responses mentioned learning new vocabulary, and one response mentioned practicing listening skill another response mentioned the collaboration between the students (see Figure 3).

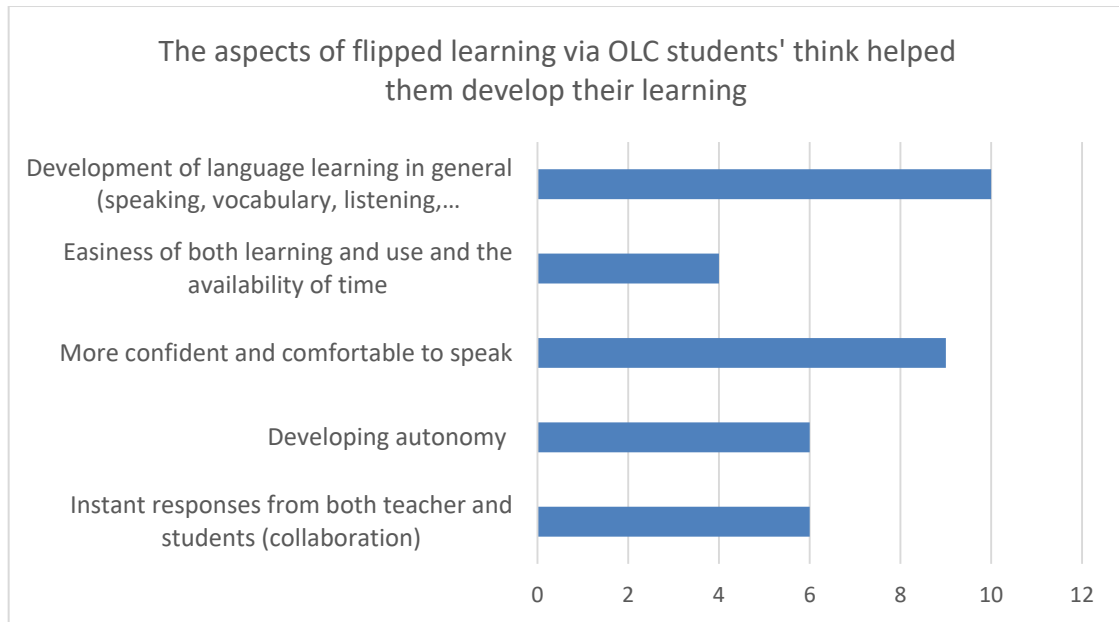


Figure 3. The Aspects of Flipped Learning via OLC Students' Think Helped Them Develop Their Learning

The second open-ended question was, “Please provide suggestions for how to improve the flipped classroom experience or any other general comments about the course”. The students provided suggestions and recommendations, mainly around three elements. These elements included learning with technology, teaching methods, and the tasks given (see Figure 4).

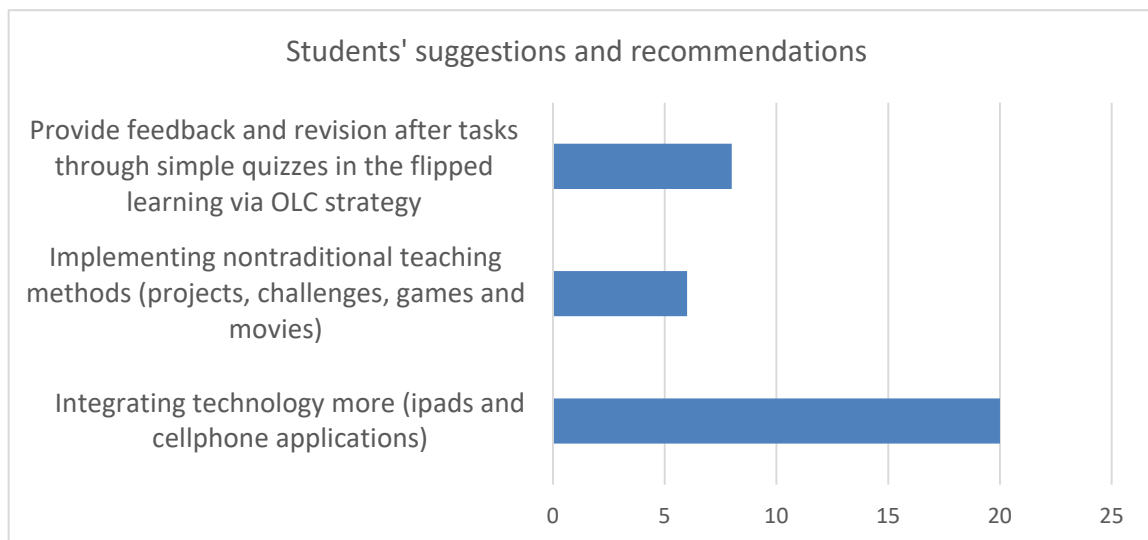


Figure 4. Students' Suggestions and Recommendations

4.1.2 Results of the Second Question of the Study

The second question of the study is (What is the degree of the participants' overall satisfaction after

being involved in flipped learning via OLC as a teaching strategy to enhance their speaking proficiency in English? A Likert scale collected the answers to this question: strongly agree, agree, neutral, disagree, and strongly disagree (see Appendix B). The students' opinions towards the flipped learning via OLC were mostly positive. The 33 questionnaire responses were analysed using the SPSS application through descriptive statistics to identify the frequencies of the Likert scale responses.

The first two items in the questionnaire included a question regarding whether the students interacted a lot with the teacher and with their classmates. The responses of these two questions demonstrated that they agreed that flipped learning via OLC enhanced their interaction with the teacher as well as with their classmates.

The third statement targeted students' autonomy as they were asked if they had to work hard by themselves to learn. The responses to this statement were mostly strongly agree and agree, and no responses of disagreement. Similar responses were collected from statement 7, as it was asking about exploring self-learning strategies. The responses indicated that flipped learning via OLC encouraged students' autonomy.

The statements 4, 5 and 6 asked about if the students have applied what they have learned outside the classroom during the given speaking tasks. The responses to statement 4 included no disagreements, and the responses mostly were strongly agree and agree. In statement 5, the responses mostly strongly agree and agree, and one disagreement. In statement 6, the responses included strongly agree and agree, and no disagreement. The responses indicated that most students have applied out of class knowledge during their speaking tasks.

Students' attitudes were targeted in statement 8 and 9 to determine their attitudes towards adopting flipped learning via OLC for speaking tasks. In statement 8, students were asked if they needed technical assistance to complete speaking tasks on Telegram. The responses mostly were strongly agreeing, and only six disagreement responses. The responses indicated that they needed technical support to use the application and participate in speaking tasks. In statement 9, students were asked if access to technical support and online resources have improved their learning. The responses included 30 agreements and three neutral responses. The responses indicated that the students improved their learning by using technical support and online resources.

The last two statements 10 and 11 targeted students' positive attitudes towards flipped learning via the OLC strategy. The students in statement 10 were asked whether they wanted to use this strategy of self-learning again. The responses included many agreements, two disagreements, and three neutral responses. In statement 11, students were asked if they liked the routine of working on speaking tasks at home and communicating with classmates and the teacher instantly. The responses included 30 agreements and three neutral responses. The responses indicated that the students have positive attitudes towards flipped learning via the OLC strategy for speaking tasks.

In question 12, students were asked to identify the factors that considerably helped in improving their learning during the experience. Twenty-six out of thirty-three selected working on the tasks by myself

at home and twenty of the student's selected ease of use of the web environment (Telegram). Also, sixteen students valued the factor availability and access to online content and course materials. Moreover, the rest of the given factors were less rated by the students. The factor evaluation and feedback collected seven responses, online group discussion collected five responses, and group collaboration collected ten responses (see Figure 5).

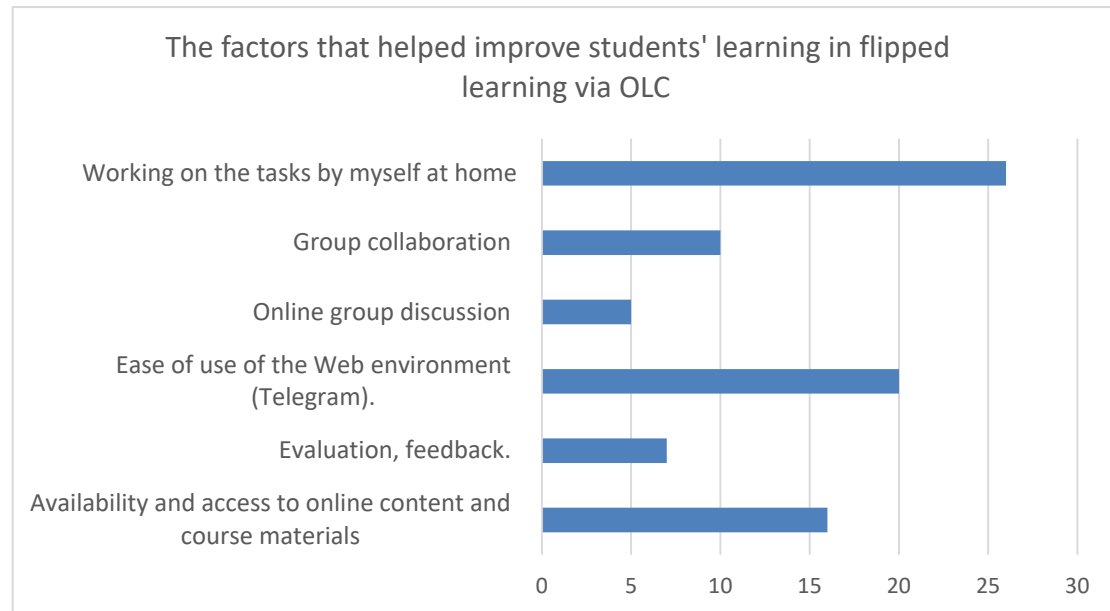


Figure 5. The Factors that Helped Improve Students' Learning in Flipped Learning via OLC

4.1.3 Results of the Third Question of the Study

The third question of the study is (Is there any significant development in the participants' speaking skill after being involved in flipped learning via OLC as a teaching strategy?), and the answers for this question was collected by using pre-test and post-test.

1) Comparison of the Experimental and the Control Groups in Speaking Proficiency

The pre-test results of the independent sample t-test revealed that there is no significant statistical difference in the pre-test scores for the control group ($M=14.2581$, $SD=4.47190$) and experimental group ($M=14.3030$, $SD=5.34722$), $t(62) = .036$, $p = .971$.

Table 13. Independent Sample t-test Results for Groups Differences in the Pre-test

Group statistics					
	Factor	N	Mean	Std. Deviation	Std. Error Mean
Data	Experimental	33	14.3030	5.34722	.93083
	Control	31	14.2581	4.47190	.80318

The experimental group is slightly higher than the control group but the difference is not statistically significant. The post-test results of the independent sample t-test revealed that there is no significant statistical difference in the post-test scores for the control group ($M=15.9032$, $SD=4.13404$) and experimental group ($M=14.6667$, $SD=4.41352$), $t(62) = -1.155$, $p = .253$.

Table 14. Independent Sample t-test Results for Groups Differences in the Post-test

Group statistics					
	Factor	N	Mean	Std. Deviation	Std. Error Mean
Data	Experimental	33	14.6667	4.41352	.76830
	Control	31	15.9032	4.13404	.74250

The results were not statistically significant, and comparing the mean scores for the groups shows that the control group is higher than the experimental group. This result indicates that there is no conclusive result on the effect of flipped learning via OLC on students speaking proficiency as a teaching strategy.

2) Comparison of the Experimental Pre-test and Post-test in Speaking Proficiency

The pre-test and the post-test comparison results of the paired samples t-test revealed that there is no significant statistical difference in the experimental group scores for the pre-test ($M=14.3030$, $SD=5.34722$) and post-test ($M=14.6667$, $SD=4.41352$), $t(32) = -.748$, $p = .460$. The results were not statistically significant and comparing the mean scores for the pre-test and the post-test shows that the post-test is higher than the pre-test. This result indicates that there is a slight improvement in the students speaking proficiency after being involved in flipped learning via OLC. However, the result did not reach the level of statistical significance, but it did influence the means.

Table 15. Paired samples t-test results for experimental group differences in the pre-test and post-test

Paired samples statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Data_pre	14.3030	33	5.34722	.93083
	Data_post	14.6667	33	4.41352	.76830

5. Discussion and Recommendations, Limitation, Conclusion

5.1 Discussion and Recommendations

In the current study, the researcher investigated if flipped learning via OLC for speaking tasks would enhance students' level in speaking and explored students' attitudes towards the strategy. To identify any difference between the experimental group and the control group, a pre-test and a post-test were administered. In the pre-test, the mean scores were almost the same, which indicates that there is no

difference in their speaking level. Though the results of the tests were not statistically significant, the mean scores between the groups in the post-test were higher for the control group than that of the experimental group. However, in the comparison between the experimental group pre-test and post-test, the mean score for the post-test is higher than that of the pre-test. The control group was using presentations during their classes; this might indicate that each group has developed their speaking skills through different teaching strategies. The results are consistent with studies from different contexts such as Abdullah, Hussin and Ismail (2019), and Amiryousefi (2017), whose studies concluded that the flipped learning environment plays a role in the development of the learners speaking skill as it provides opportunities for practice and self-learning.

Bashir, Azeem and Dogar (2011) stated many factors affecting students' speaking skills and would be considered challenges for the students. In the Saudi context, students have faced many problems with speaking activities, and their speaking level is mostly considered inadequate for interaction in different situations, according to Abu-ghararah (2014) and Al-Seghayer (2014) and ur Rahman and Alhaisoni (2013). These challenges might be solved by adopting flipped learning via OLC for speaking tasks. Unlike the passive role that the students take during traditional speaking classes in flipped learning, students seemed more interested and motivated. In the responses to the open-ended questions, the students stated that in flipped learning via OLC, they felt more comfortable and confident to participate in speaking tasks. Also, they stated that learning with technology is more fun and activating, and they have requested more integration of technology in their future speaking classes.

In addition, students' responses to the questionnaire have shown that they have experienced independent learning, development in interpersonal skills, and problem-solving strategies. Accordingly, these responses referred to many advantages flipped learning via OLC can offer, specifically students' engagement and the active role they have demonstrated during the experience. Al-Seghayer (2015) argued that in the Saudi context, the teachers mostly focus majorly on linguistics and formal English neglecting the communicative skills of speaking and listening. Many teachers justify this negligence to the limited time for instruction as they have only 45 minutes per class 4 classes per week to teach language skills and cover the textbook chapters (Al-Sghayer, 2014). Therefore, Saudi instructors ought to consider using flipped learning via OLC as it may help enhance the students' oral communication. Also, it may compensate for the time problem in which instructors have clarified that it prevents the proper practice of communication skills during the classroom period.

In respect to students' attitudes and opinions on the effectiveness of flipped learning via OLC, the general attitudes of the students towards the experiment were positive as the responses were mostly agree that they were interested and liked the flipped learning via OLC routine. Students also agreed to participate again in flipped learning, and most of their suggestions were related to using cellphones or ipads for learning. Many recent studies have shared the same positive results towards flipped learning from different contexts such as Alsowat (2016), Unal and Unal (2017), Li and Suwanthep (2017), and Lin and Hwang (2018). Regarding the effectiveness of flipped learning via OLC for fostering

autonomous learning and improving learning students' selected working on the tasks at home by myself. It was clear that the students have been motivated to learn and work on the tasks on their own. Also, the choice of interactive tasks is critical for learners to engage more and practice language skills. In the responses, few students suggested watching movies at home and doing tasks on them and using tasks that involve challenges or games. These suggestions indicate that the students are not much interested in topics in their textbook.

Furthermore, Al-Hamlan and Baniabdelrahman (2015) stated that the students' desire to learn English is mainly to communicate fluently in different situations and to assist them after graduation in getting a job. Also, they showed interest in using technology for learning and online resources other than the school's textbook. In the responses of the open-ended questions, most of the students shared the same ideas. For example, one of the responses suggested a free choice of topics for speaking tasks. It appears that the students are demonstrating a need for alternative teaching strategies and free materials for learning. This is consistent with Han (2015), where he has proved that flipping classrooms along with different resources and material to use and learn from can foster learners' autonomy.

There are a few possible causes for the non-significant results of the current study, such as the short period of application and interruptions during the experiment. Future researchers must consider the length of the experiment and implementing evaluation strategies after tasks to make sure students have understood and applied the assignment accurately. Finally, it is necessary to keep exploring the impact of flipped learning on language learning. Particularly for the communication skills as it is the goal for every EFL learner to perfect fluency during interactions with English speakers. The results of this study might aid future studies to build on and obtain more tangible and significant results.

In summary, the communicative skills are of great importance, and the EFL learners need practical teaching strategies that aid both the teacher and the student. The current study has suggested a teaching strategy that might be beneficial for teaching speaking tasks, especially for the Saudi EFL context and for the EFL education in general. Flipped learning via OLC maximizes the scarce opportunities students have to practice speaking skills during the class time. More research on the practical teaching strategies that integrate technology will add to the educators' knowledge and the research bulk, help develop EFL education, and raise students' performances.

5.2 Limitations

The study is limited to investigating Saudi intermediate students' attitudes towards flipped learning via an online learning community for speaking tasks. The program used to apply the experiment was Telegram, and the location of the experiment is in Riyadh. The time limitation for this study is one semester. There was an interruption while applying the experiment due to midterm exams. The data collection was delayed due to the inadequate assistance provided by the school and the teacher. The post-test data were collected in the final weeks during the students' final exams. Also, the experiment took only four weeks from the whole semester, two weeks in October, and two weeks in December.

5.3 Conclusion

The current study aimed to highlight specific issues and provide insights for educators and curriculum developers. This study might provide a practical solution for the obstacles in speaking classes faced by both EFL Saudi teachers and learners. These obstacles include the limited time of instruction hence scarce opportunities for practicing speaking and low proficiency level as well as teacher-centered instruction. The flipped classroom is a new teaching strategy that can replace traditional teaching for speaking skills as it occurs at home and provide enough time for practice and development. Therefore, this study investigated intermediate students' attitudes towards flipped learning via OLC for speaking tasks.

The findings of this study indicate that the students' level in speaking was not statically significance. There is a slight difference between the mean scores of the groups; the result for the control group was higher than the experimental group. However, the results of the comparison between the pre-test and the post-test of the experimental group indicated that the post-test holds a higher mean score though it was not statically significant. Also, the students' attitudes were positive towards flipped learning via OLC for speaking tasks where they have experienced self-learning, had an opportunity to practice speaking, and were confident and comfortable to work on the tasks at their own pace. The general perception from the students' responses that the experience has improved their learning, and their suggestions indicated that they valued the integration of technology into their learning experience.

Finally, implementing flipped learning into Saudi EFL classes can shift the traditional instruction from teacher-centered to student-centered instruction. The learners in this century need to acquire as many skills as possible during their learning journey to be prepared to face real-life problems. 21st-century skills such as autonomy and problem-solving can be developed through student-centered strategies and flipped learning as one of them. The researcher recommends implementing flipped learning in the Saudi EFL context and exploring the many potentials this strategy may hold for teaching the English language.

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Appendix A

Pre-test and Post-test

The pre-test:

Topic #1: Habits and activities

Assisting vocabulary:

Sports	shopping	meal	restaurant	playing	video games	movies	on TV
mountain biking		jogging	karate	table tennis	football	basketball	
safe	dangerous	exciting	boring	difficult	easy	popular	tiring

The questions:

- What are the popular free-time activities in your country?
- Do you like following new trends in fashion?
- What kind of activities do you like and dislike?
- Choose one sport that you usually do, or you want to do in your free-time and talk about it.

Topic#2: Friends and friendships**Assisting vocabulary:**

Quick-tempered bossy confident stubborn selfish out-going kind
 easy-going cute nice polite talkative smart funny shy family
 gathering wedding school online

The questions:

- What are your friends like?
- Do you always get along with them?
- Do you think you are a good friend?
- What do you think an ideal friend should be like?
- What do you have in common between you and your friend?
- How did you meet your friend?
- How long you have you been together?

Topic#3: Landmarks**Assisting vocabulary:**

Visit old new building street mosque museum mountains jungle
 tower shopping areas tallest largest place amazing market tour fresh air
 traditional relaxing parks palace bridge Organize achieve collect
 inform advertise celebrate argue

The questions:

- Is there anything that your city is famous for?
- Do you know any famous landmarks?
- Would you like to visit them?
- Are there a lot of museums in your city?
- Choose one famous person that you like and talk about him/her.

Topic#4: Learning something new**Assisting vocabulary:**

Cooking photography art and craft computer course want to reading
 camping take a trip look watch notice stare talk discuss
 wonder think imagine crowded allow join looking forward year
 month day

The questions:

- Do you like learning new things? Why? Why not?
- Have you ever taken up a new course? (What was it? When did you take it up, How long did it last, Did you find it useful?)
- Would you like to take up a sign language course? (What course would you like to take)
- What are the most popular languages that people learn?
- Where can you see or hear English today?
- Do you think English is an important language?

The provided pictures:



The post-test:**Topic #1: English language****Assisting vocabulary:**

International common communicate talk search power connect source
 learn able to food restaurant airport school transportation
 ask travel

The questions:

- What is the most popular language that people learn in your country?
- Where can you hear or see English?
- Do you think English is an important Language?
- Why English is important?

Topic#2: Your best friend**Assisting vocabulary:**

Quick-tempered bossy confident stubborn selfish out-going kind
 easy-going cute nice polite talkative smart funny shy family
 gathering wedding school online

The questions:

- What are your friends like?
- Do you always get along with them?
- Do you think you are a good friend?
- What do you think an ideal friend should be like?
- Talk about your favorite friend?

Topic#3: Famous landmarks**Assisting vocabulary:**

Visit old new building street mosque museum mountains jungle
 tower shopping areas tallest largest place amazing market tour fresh air
 traditional relaxing parks palace bridge Organize achieve collect
 inform advertise celebrate argue

The questions:

- Do you know of any famous landmarks?
- would you like to visit them?
- Are there any famous landmarks in your country?
- Tell me about one of the land marks that you like?

Topic#4: One city you visited before**Assisting vocabulary:**

Beautiful interesting old nice weather places people activities
 farms towers roads well-organized restaurants sea palm trees rent

apartment house drive car train airplane

The questions:

- Describe one of the countries you like?
- What are some of the most interesting sights?
- Do they attract many tourists?
- What can visitors do there?
- What did you like the most?

The provided pictures:



Appendix B

The questionnaire

Questionnaire to Investigate Students' Attitudes Towards Flipped Classroom Strategy for Speaking Tasks.

Dear student,

This questionnaire aims to evaluate your opinion regarding using online communities rather than the traditional classroom for speaking tasks to help you develop your speaking skills.

Please answer the following questions carefully and honestly.

Note: Your answer will be confidential.

Demographic Questions:

Student's name (optional):

Grade: Class:

1- How old are you?

- a. 13 years old
- b. 14 years old
- c. 15 years old
- d. 16 years old

2- How long have you been using online communities such as WhatsApp?

- a. Never
- b. Less than a year
- c. One year
- d. Two years
- e. More than two years

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. In flipped classrooms, I communicated lot with other students.					
2. During the last speaking tasks, I communicated with the teacher.					
3. During the last speaking tasks, I have had to work hard to learn by myself.					
4. The exercises I have worked on during the speaking tasks deal with real life applications.					
5. The availability of speaking tasks in an online community helped students to use the speaking skill in writing.					
6. During the last speaking tasks, I have applied my out-of- class experiences.					
7. During the last speaking tasks, I have explored my own strategies for learning.					
8. I needed technical assistance to complete speaking tasks on Telegram.					
9. Availability and access to technical support and resources have helped me improve my learning.					
10. I would choose to take another class using online communities for speaking tasks at home.					
11. I like the routine of working on speaking tasks at home and communicating with my classmates and my teacher instantly.					

12. Which of the following have helped you improve your learning experience during the last unit?
(you may pick more than one)

- Availability and access to online content and course materials
- Evaluation, feedback.
- Ease of use of the Web environment (Telegram).
- Online group discussion
- Group collaboration
- Working on the tasks by myself at home.

13. What other aspects of this experiment have helped improve your learning during the last given speaking tasks?

14. Please provide suggestions for how to improve the flipped classroom experience, or any other general comments about the course.

The Questionnaire (in Arabic)

استبيان لاستقصاء توجهات الطالبات نحو استراتيجية التعلم المقلوب من خلال مجتمعات التعلم الالكترونية لتمارين التحدث باللغة الإنجليزية

Questionnaire to Investigate Students' Attitudes Towards Flipped Learning Strategy Via Online Learning Communities for Speaking Tasks.

عزيزاتي الطالبات:

المقصود بالتعلم المقلوب هو نقل الدروس خارج الفصول الدراسية وتغيير طريقة التعلم داخل الفصول، بحيث يمكن للطلاب قضاء المزيد من الوقت في التفاعل مع الطلاب الآخرين تحت اشراف وتوجيه المعلم.

هذا الاستبيان يهدف لتقييم آرائكن فيما يخص استخدام مجتمعات التعلم الالكترونية بدلاً عن التعليم التقليدي في الفصل لمهارات التحدث باللغة الإنجليزية من أجل تطوير هذه المهارة. الرجاء الإجابة على الأسئلة التالية بتأني وصدق.

ملاحظة: إجاباتكن لن تنشر.

الأسئلة الديموغرافية:

اسم الطالبة (اختياري):

الفصل: الصف:

1- كم عمرك؟

أ- 13 سنة

ب- 14 سنة

ج- 15 سنة

د- 16 سنة

2- ماهي مدة استخدامك للمجتمعات الالكترونية مثل برنامج الواتس اب؟

أ- لم أستخدمها ابداً

ب- ما يقارب سنة

ج- سنة كاملة

د- سنتين

ر- أكثر من سنتين

أوافق بشدة	لا أوافق بشدة	محايد	أوافق	أوافق بشدة	العبارة
					1- في الفصل المقلوب تواصلت بكثرة مع الطالبات الأخريات.
					2- في الفصل المقلوب تواصلت بكثرة مع المعلمة.
					3- خلال تمارين التحدث الأخيرة اضطررت للعمل بجد من أجل ان اتعلم بنفسي.
					4- التمارين التي عملت لإنجازها تتضمن مواضيع من واقع الحياة.
					5- توفر تمارين التحدث في المجتمع الالكتروني ساعدني في استخدام مهارة التحدث لتطوير مهارة الكتابة.
					6- خلال تمارين التحدث الأخيرة استطعت تطبيق خبراتي اليومية خارج الفصل.
					7- خلال تمارين التحدث الأخيرة اكتشفت طرق تعلم جديدة.
					8- احتجت الى المساعدة التقنية كي أكمل تمارين التحدث على التليقرام.
					9- إمكانية الوصول الى الدعم التقني والموارد ساعدني على تطوير التعلم لدي.
					10- سأود أن أختار المشاركة مرة أخرى للتعلم باستخدام المجتمعات الالكترونية لتمارين التحدث.
					11- أعجبنى أسلوب العمل على تمارين التحدث في المنزل والتواصل مع زميلاتي ومعلمتي فوراً من خلال التليقرام.

12- أي من التالي ساعدك في تطوير تجربة التعلم خلال الفصل الدراسي السابق؟ (يمكنك اختيار أكثر من اختيار واحد).

أ- إمكانية الوصول إلى المحتوى ومصادر المادة عبر الإنترنت.

ب- التقييم والتغذية الراجعة من المعلمة.

ج- سهولة استخدام بيئة الشبكة الالكترونية (التليقرام).

د- النقاش الجماعي المباشر.

ذ- التعاون الجماعي.

ر- العمل على التمارين بنفسني في المنزل.

13- ماهي النواحي الأخرى من هذه التجربة ساعدتك في تطوير التعلم لديك في الفترة السابقة ومن خلال تمارين التحدث؟

14- الرجاء إعطاء بعض الاقتراحات لكيفية تطوير تجربة التعلم المقلوب أو أي اقتراحات عامة أخرى تتعلق بتدريس المادة.

Appendix C

Approval Form

"نموذج موافقة ولي الأمر"

المكرم / ولي أمر الطالبة / وفقه الله
والسلام عليكم ورحمة الله وبركاته

نفيدكم بأنه يتم تطبيق بحث بعنوان "توجهات الطلاب السعوديين في المرحلة المتوسطة تجاه التعليم المقلوب لتمرين مهارة التحدث باللغة الإنجليزية" لطالبة الماجستير / أمجاد بنت سعد الحربي - جامعة الملك سعود فإننا نأمل التكرم بالاطلاع على الأداة (استبانة - ملاحظة) كاملة قبل إبداء الموافقة من عدمها.

والسلام عليكم ورحمة الله وبركاته

اطلعت على أسئلة الاداة المراد تطبيقها و أفيدكم:

بموافقتي بتطبيقها على ابنتي
 بعدم موافقتي بتطبيقها على ابنتي

اسم ولي الامر

التوقيع:

التاريخ:



Appendix D

Screenshots from the student's work on Telegram

