
Using Flipped Classroom Model for Developing Speaking Skills: An Integrative Review Research

Necati SÖNMEZ

Çanakkale Onsekiz Mart University, Çanakkale, TURKEY
sonmeznecati7@gmail.com

ORCID: <https://orcid.org/0000-0002-3842-3469>

Abstract: This integrative review research's aim is to compare the eight studies that explore the effects of flipped classroom model on developing the speaking skills of the students. In order to analyze the data, this integrative research adapts an inductive content analysis approach because the data gathered from each of the articles are described through tables by grouping the data through themes and categories. Students' attitudes towards the flipped classroom model and positive and negative effects of the flipped classroom model and its strengths and weaknesses in terms of developing speaking skills are explored in this study because the research questions are centered on these issues. The results show that the flipped classroom model enhances the speaking skills of the students because it provides an environment for the students to become confident and autonomous in their own language learning and they are exposed to language both inside and outside of the classroom. However, flipped classroom's negative impacts are expressed in several studies. Some of the negative impacts are related to the long learning process and affective factors. Although there are both negative and positive effects of flipped classroom model on the development of speaking skills, nearly all of the studies indicate that it provides a meaningful, collaborative and active learning environment where students can engage with one another and speak English all the time by engaging in meaningful activities through collaboration.

Keywords: Flipped classroom model, speaking skills, collaborative learning, integrative review research.

Konuşma Becerilerini Geliştirmek için Ters-yüz Edilmiş Sınıf Modelini Kullanmak: Bir Bütünleştirici İnceleme Çalışması

Özet: Bu bütünleştirici inceleme çalışmasının amacı, ters-yüz edilmiş sınıf modelinin öğrencilerin konuşma becerilerinin geliştirilmesi üzerine olan etkilerini keşfetmektir. Verileri inceleme amacıyla, bu bütünleştirici çalışma içerik analizi modelini kullanmaktadır çünkü her bir makaleden elde edilen veriler tablolar aracılığıyla, temalar ve kategoriler halinde gruplandırılarak açıklanmıştır. Öğrencilerin ters-yüz edilmiş sınıf modeline karşı tavırları, bu sınıf modelinin pozitif ve negatif etkileri, ve bu modelin, konuşma becerilerini geliştirme açısından güçlü ve zayıf yönleri bu çalışmada keşfedilmiştir çünkü araştırma soruları bu konular etrafında şekillenmiştir. Bulgular, ters-yüz edilmiş sınıf modelinin öğrencilerin konuşma becerilerini geliştirdiğini göstermektedir çünkü bu sınıf modeli, öğrencilere kendi dil öğrenmeleri açısından özgüvenli ve özerk olabilecekleri bir ortam yaratmaktadır ve öğrenciler bu model sayesinde dile hem sınıf içinde hem de sınıf dışında maruz kalmaktadır. Ancak, ters-yüz edilmiş sınıf modelinin negatif etkileri birkaç çalışmada açıklanmıştır. Bazı negatif etkiler, uzun öğrenme süresi ve duyuşsal faktörlere dayanmaktadır. Ters-yüz edilmiş sınıf modelinin konuşma becerileri üzerine hem negatif hem de pozitif etkileri olmasına rağmen, neredeyse tüm çalışmalar bu modelin anlamlı, işbirlikçi, ve öğrencilerin birbirleriyle etkileşime geçebileceği ve işbirliği yoluyla anlamlı aktivitelere katılarak her zaman İngilizce konuşabilecekleri bir öğrenme ortamı sağladığını göstermektedir.

Anahtar Sözcükler: Ters-yüz edilmiş sınıf modeli, konuşma becerileri, işbirlikçi öğrenme, bütünleştirici inceleme çalışması.

1. Introduction

Teaching of English language skills has seen dramatic changes through the time. Traditionally, language teaching based on behavioristic approaches. In its most basic sense, the behavioristic way of teaching involves “a transfer of knowledge from the teacher to the students and the purpose is to get the student to do something” (Richardson, 1996, p. 264). Therefore, the students were spoon-fed by the teacher whose mission was to teach the content to the students since the sole purpose was the mastery of the content. However, different philosophies of teaching also emerged in the field of language teaching. For example, as Kim (2001) states, social constructivism embraces the idea that learning takes place in social environments and social interaction is an important aspect of enhancing cognition.

With the advancements in technology, on the other hand, new models of teaching and learning are developed. Flipped classroom is one of the models that was developed in order to bring a different way of teaching and learning the language. “A key component for the ‘flipped’ class is the movement of lecture material out of the classroom through online delivery” (Baker, 2000, p.10). Hence, the flipped classroom involves the online environments, in addition to the traditional classrooms, to teach the language. Also, as Tetreault (2013) states, flipped classrooms are based on socio-constructivist theories and active learning and educational media are taken into account for the delivery of the content. This means that the flipped classrooms create environments where education is partly digitalized and the purpose of the education is situated on having the learners engage in collaborative activities where they can engage with their peers, as suggested in the social constructivist theories.

Since flipped classrooms provide alternative ways to present the content and language, its effectiveness of teaching the language in English as foreign language (EFL) settings are explored in many studies. Although there are studies that analyze this model by looking at it in a broader perspective, some studies focus solely on specific language skills and their development through the adaptation of flipped classroom model in teaching. Flipped classrooms’ effect on speaking skill, for example, is explored in few studies. Al-Ghamdi and Al-Bargi (2017) explore the flipped classrooms’ effect on the speaking skills development of the Saudi students and the study shows that this model is a new concept in Saudi Arabia to be adapted in the classrooms. Moreover, Koroğlu and Çakır (2017) analyze the effects the flipped classroom-based syllabus had on the pre-service English language teaching students. It is concluded that implementing flipped instruction to teach speaking skills was more effective than the traditional ways of teaching speaking skills. Although there are a few more studies based on analyzing this phenomenon, the studies related to speaking skills’ development through the use of flipped classrooms are extremely scarce. The existing studies on this issue are conducted in different contexts and with different participants and they only reflect the results that occurred in their own specific contexts. So, the purpose of this integrative review research is to bring together the studies that are conducted on the implementation of flipped classroom model for developing speaking skills and explore the effects, either positive or negative, of this model on enhancing the speaking skills of the students. Also, another purpose of this study is to analyze the strengths and weaknesses of flipped classroom models in developing the speaking skills. Therefore, analyzing these few studies will pave the way for researchers who are interested in this research area to conduct further meaningful studies regarding this topic.

1.1. Research Problem

Although flipped classroom model is adapted in the foreign language education, the productive skills, such as speaking and writing that construct the language are rarely investigated in the studies that embody the flipped learning. The speaking skill, which is the focus of this study, is not explored thoroughly in relation to the process of teaching and learning this language skill with the use of flipped classroom model. Few studies conducted on the flipped classrooms’ effect on speaking skills do not give a general idea of how flipped classrooms affect the teaching and the learning of speaking skills because these few studies are conducted in different settings and, on their own, they do not account for how flipped classrooms can work on enhancing speaking skills. So, this study is important in the ways that it provides a general but at the same time specific information on how flipped classrooms effect the process of teaching and learning the speaking skills and it illustrates the probable ways of teaching speaking skills in flipped classrooms by analyzing these studies. Since there are few studies on this phenomenon, this integrative review research provides future studies a conceptual understanding on the teaching and learning of speaking skills through flipped classroom model and becomes a study that would provide knowledge on this topic to the future researchers.

1.2. Research Questions

In order to explore the effects that flipped classroom model have on developing speaking skills, two research questions are stated by the researcher:

1. What are the attitudes of the participants, who had been part of a flipped classroom, towards the flipped classroom model?
2. What are the strengths and challenges of flipped classrooms in terms of teaching and learning speaking skills?

2. Method

Integrative review “generates new knowledge about a topic by reviewing, critiquing, and synthesizing representative literature on a topic” (Torraco, 2016, p. 62). Unlike the literature reviews, which focus on “providing a foundation for the proposed research questions and methods” (Russell, 2015, p. 1), the integrative review provides ways to combine the studies conducted on a particular topic in a critical stance to analyze the results from each of those studies to put forth unique results. Therefore, it utilizes new outcomes, rather than depicting the existing results of specific studies.

According to Cooper (1982), there are five stages that form an integrative research. These are, namely, “ (1) problem formulation; (2) data collection; (3) evaluation of data points; (4) data analysis and interpretation; and (5) presentation of results” (p. 291). Hence, in integrative research, a problem is first created and then studies related to this problem are obtained. Next, these obtained studies are analyzed and the results emerged from the analysis are illustrated.

Since “integrative reviews include diverse data sources which enhance a holistic understanding of the topic of interest” (Whittemore & Knafl, 2005, p.552), they provide an in-depth knowledge of a specific topic that is under investigation. Also, integrative reviews identify “gaps in current literature” and “the need for future research” (Russell, 2005, p.5). The reason for adapting integrative review research design in this study stems from combining the existing studies on teaching and learning speaking skills through flipped classroom model to have an in-depth understanding towards this issue and to provide new knowledge on this topic to provide suggestions for the studies that would be conducted in the future.

2.1. Materials

Google scholar, ERIC, JSTOR and Taylor & Francis databases are investigated to find relevant studies for this integrative review research. The keywords for searching the suitable studies for this review research consisted of ‘flipped classroom’, ‘flipped learning’, ‘productive language skills’, and ‘speaking skill’. These keywords were scanned in all of the databases mentioned above. As a result, hundreds of studies related to flipped classroom and flipped learning were found. To distinguish the relevant studies, the articles which specifically focused on speaking skills and flipped classroom and learning were carefully examined. Since there were few studies focused on speaking skill, 8 studies (see table 1) were indicated to be appropriate to be analyzed for this integrative review. In this study, the appropriateness of the articles is centered on whether they yield results related to the research questions.

Table 1.

Surface structures of the studies

No	Authors & Years	Type of Publication	Methodology	Participants	Data Collection Tools
1	Al- Ghamdi & Al- Bargi (2017)	Journal Article	Quasi-experimental design	42 female, intermediate-level university students from Abdulaziz University in Saudi Arabia.	A pretest and posttest and 2 close-ended questionnaires.
2	Li & Suwanthep (2017)	Journal Article	Quasi-experimental design	94 university students from Suranaree University (Thailand)	A pretest and posttest and a questionnaire.
3	Köroğlu & Çakır (2017)	Journal Article	Quasi-experimental design	48 first-year students from ELT department of Gazi University	A pretest and a posttest.

4	Abdullah, Hussin, & Ismail (2019)	Journal Article	Mixed-methods research design	27 undergraduate students from Buraimi University	Oral proficiency test, observations and focus group interview.
5	Amiryousefi (2017)	Journal Article	Quantitative research design	67 freshmen students from two universities in Iran	Listening and speaking tests and learning experience questionnaire.
6	Yeşilçınar (2019)	Journal Article	Mixed-method research design	22 Adult EFL learners	A pretest and posttest and focus group interview.
7	Wu, Hsieh & Yang (2017)	Journal Article	Mixed-method research design	50 English-major sophomores from a university located at Taiwan	A pretest and a posttest. CoI survey, two semi-structured focus group interviews and observation.
8	Lin & Hwang (2018)	Journal Article	Quasi-experimental design	49 Taiwanese university students	Pretest and posttests and questionnaires.

As it can be seen from the table 1, the three of the studies are centered on mixed-method research design that employ both qualitative and quantitative research approaches. However, the rest of the studies involve quasi-experimental designs which involve quantitative means of analyzing the flipped classroom model's effect on the development of speaking skills of the participants. The participants are mostly university-level students, except for a single study that involves adult participants, and data collection tools are generally based on pretests and posttests and questionnaires.

2.2. Data Analysis

This integrative review research utilizes inductive content analysis to analyze the data gathered from each article. According to Elo and Kyngas (2008), inductive content analysis includes open coding in the initial stages of the analysis. That is, the articles are read by the researcher thoroughly and certain themes are created. Next, the themes that emerge from the thorough reading are grouped together. As Elo and Kyngas indicate, the aim of building up categories is "to provide a means of describing the phenomenon" and "to increase understanding" (p. 111). Hence, the themes are grouped into certain categories that would enable the researcher to categorize the certain themes and codes together to provide meaningful analysis to the reader. In the final stage, results are reported by the researcher to make connections with the certain themes and categories emerged from the initial coding process. The reason for adapting inductive content analysis in this study stems from making connections between all of the studies gathered from different databases. Through establishing themes and categories, the research is able to make sense of the data in a detailed way to present it through tables with thorough analysis of the data by referring back to the categories and themes. So, the inductive content analysis provides a better way to illustrate the data and it makes easier for the reader to follow the depiction of the data by observing the tables and then reading the detailed explanation of the tables.

2.3. Limitations

Although many databases were scanned, there were few studies conducted on flipped classrooms' effect on the speaking skill. It creates a problematic situation when there are few studies related to the specific phenomenon for integrative review research because abundance would lead to varied, and therefore general results. Hence, this study provides limited knowledge on enhancing the speaking skills through adapting flipped classroom model in the learning process.

3. Findings

To answer this research question, as a result of the analysis, four tables are constructed. First of all, in the first three tables in this section, the findings related to the attitudes of the participants towards flipped classroom model are distributed according to the level of attitude. The level of attitude is decided according to the percentages and frequency of the attitudes of the participants. For example, if a finding is located in the ‘very high’ level of attitude’s table, it means that this finding is highly mentioned or favored by many of the participants from the studies. Next, themes and categories are chosen from each of the articles for the analysis purposes. Finally, related studies are depicted in every table.

For illustrating the negative attitudes of the participants from each research study, table 5 is created. In table 5, unlike the tables that illustrate level of attitudes, there is not a section that shows the level of attitudes. However, themes and categories and related studies are illustrated and explained.

Table 2.

The students’ ‘very high’ positive attitudes towards flipped classroom model

Type of Attitude	Level of Attitude	Themes & Categories	Related Studies
Positive	Very High	1. Expansion of knowledge and skills	Al-Ghamdi & Al-Bargi (2017); Li & Suwanthep (2017); Abdullah, Hussin & Ismail (2019); Yeşilçınar (2019); Lin & Hwang (2018); Amiryousefi (2017)
		<ul style="list-style-type: none"> ● Personalized learning ● Autonomous learning ● New vocabulary and grammar items ● Student-centered learning ● Problem-solving skills 	
		2. Affective Aspects	Wu, Hsieh, & Yang (2017)
		<ul style="list-style-type: none"> ● Self-confidence ● Motivation 	

Considering the ‘very high’ attitudes that the participants of the studies held about flipped classroom model in terms of its effects on enhancing speaking skills, table 2 shows that the personalized learning (Al-Ghamdi & Al-Bargi, 2017; Yeşilçınar, 2019) was emphasized in an attempt to describe how the speaking language development was undertaken. For example, Yeşilçınar (2019) indicates that the process of personalization was observed in students’ learning process because, unlike the traditional teaching methods, the flipped classroom model allowed students to personalize the activities that were done in pre-class stage. That is, they adapted the activities according to their own needs. Also, the teacher was there for the students to provide ‘‘scaffolded and personalized help’’ (p. 222) to the students who struggled in the learning process. On the other hand, autonomous learning allowed students to acquire the new vocabulary and grammar items (Li & Suwanthep, 2017) since the video lessons, which they were introduced in the pre-class stage of the flipped classroom model, provided them a meaningful way to learn the content and even practice it autonomously. In addition, Abdullah, Hussin and Ismail’s (2019) study highlights a crucial element that explains how student-centered learning takes place in the flipped classroom model for developing speaking skills. A participant from this study states that the teacher observed the whole class while they were conducting their speaking activities in the classroom and the teacher guided them throughout the process. Also, this particular participant indicates that the students shared similar roles as the teacher had in the classroom. This situation shows that the student-centered learning is at the core of flipped classrooms that enable the students to actively and enthusiastically engage in the speaking activities while their teacher observes and guides them. Also, Lin and Hwang (2018) suggest that the problem-solving skills of the students are enhanced through the use of flipped classroom model. This might relate to the activities the students had in this particular study. For example, Lin and Hwang made use of discussion, textbook lecture, oral assignments, videos and mobile language activities. Since these activities and tasks involve students to actively participate in the lesson and talk about the specific content, the students try to find out solutions on the questions or on the content that their teacher introduces to them by actively and autonomously engaging in the process of reaching out to a particular set of varied solutions. Hence, their problem-solving skills are enhanced through the use of such complex activities that want them not only to investigate an issue or a question, but also create ways to understand and solve the question or issue at hand.

Affective aspects, on the other hand, are also mentioned by the participants in nearly every study. The boost of self-confidence in the participants have resulted from several reasons. First of all, shy students became confident when they experienced the personalized, autonomous and student-based learning that took place in the flipped

classrooms (Abdullah, Hussin, & Ismail, 2019; Li & Suwanthep, 2017). Yeşilçınar (2019) states that the participants felt confident because they studied the content beforehand and they were ready for the in-class activities. Amiryousefi (2017) mentions the stress-free environment's positive effect on the students' confidence. On the other hand, Wu, Hsieh and Yang (2017) highlight the students' confidence in becoming unafraid of speaking English. According to this study, when the teacher's role is to act as a guide, the students become more confident and they willingly speak English in order to complete the tasks and activities.

Table 3.

The students' 'high' positive attitudes towards flipped classroom model

Type of Attitude	Level of Attitude	Themes & Categories	Related Studies
Positive	High	3. Type of interaction and activities	Al-Ghamdi & Al-Bargi (2017); Abdullah, Hussin & Ismail (2019); Amiryousefi (2017); Wu, Hsieh & Yang (2017); Yeşilçınar (2019)
		• Cooperative communication	
		• Collaborative activities	
		• Authentic and meaningful interaction	

Regarding the 'high' positive attitudes of the participants, table 3 exhibits that there was an emphasis on collaborative, authentic, and meaningful communication and activities. Collaborative activities were considered as a way to facilitate more interaction and communication between the students and the teacher (Al-Ghamdi & Al-Bargi, 2017). Moreover, as Yeşilçınar (2019) indicates, the collaboration that took place between the participants in speaking activities might be the result of the constructivist nature of flipped classroom model because the students, with their peers, participated in active interaction. Also, Abdullah, Hussin and Ismail's (2019) study confirms this judgment. They state that the students share their opinions among each other and engage in an active learning environment. In addition, students record their voices with a peer and collaboratively engage in the activities (Wu, Hsieh & Yang, 2017) and since they also have their lessons conducted in the online platforms, the students involve themselves in a collaborative environment where they interact with each other both in pre-class and in-class stages (Amiryousefi, 2017).

In addition, authentic and meaningful interaction was mentioned by the participants as a significant element of flipped classroom model to develop their speaking skills. For example, in Wu, Hsieh and Yang's (2017) study, the participants state that the flipped classroom helped them participate in meaningful and authentic interaction in the classroom because flipped classroom model provided them 'free time' to keep themselves involved in advanced learning process in the in-class stage by leaving out the assignments for the pre-class stage. Hence, the students involved themselves in the complex activities and meaningful and collaborative communication in the classroom where they mainly focused on the practice of speaking skills among each other. Amiryousefi's (2017) study also confirms this since the participants of the study favor the use of flipped classroom in order to get them involved in the meaningful communication that takes place between the students. Participants of this study indicate that the chance to speak English increases as the flipped classroom model enables the students to practice English both in outside and inside the classroom. All in all, the participants mostly considered flipped classroom model as a collaborative learning model that boost their interaction with one another to learn and at the same, enhance their speaking skills by communicating collaboratively among peers and involving themselves in collaborative tasks.

Table 4.

The students' 'moderate' positive attitudes towards flipped classroom model

Type of Attitude	Level of Attitude	Themes & Categories	Related Studies
------------------	-------------------	---------------------	-----------------

Positive	Moderate	4. Preferred characteristics of Flipped Classroom Model	Li & Suwanthep (2017); Abdullah, Hussin & Ismail (2019); Yeşilçınar (2019)
		<ul style="list-style-type: none"> ● Unlimited access to course contents ● Preparation for class ● Rich instruction ● Development of higher-order thinking skills 	

As described in the table 4, the ‘moderate’ positive attitudes towards the implementation of flipped classroom model to develop students’ speaking skills are centered on the specific characteristics of the flipped classroom model. First of all, Li and Suwanthep (2017) mention the preparation that is undertaken by the students before going to the classroom to involve themselves in activities such as discussion and speech-related tasks. This finding might be related to the functions of flipped classroom because the pre-class activities mostly involve students who get prepared for the in-class activities by watching videos or doing assigned tasks or homework. In addition, Abdullah, Hussin and Ismail’s study (2019) highlight the students’ positive attitudes towards the access to the course contents since pre-class activities are accomplished through videos in pre-class stage and students can watch the videos over and over again. Also, some participants of this study argue that having unlimited access to the course content helps them get confident because they would already know the contents before going to the classroom and they would be ready. Yeşilçınar (2019) on the other hand, focuses on the class time that is allocated to practice speaking activities in the classroom because the total in-class hours are devoted to speaking activities. Hence, students become exposed to rich instruction and practice through those activities that would enhance their speaking skills. For example, one of the participants in this study expresses that there was a plenty of time to practice speaking skills since the allocated time for speaking activities in the classroom was plenty. Yeşilçınar also points out the development of higher-order thinking skills in the flipped classroom. The participants indicated that they did all the difficult tasks and activities in the classroom. It can be said that the complex activities that required them to criticize, synthesize, compare and create things related to the course content enabled them to enhance their higher-order thinking skills through an exposure to this kind of meaningful learning.

Table 5.
The students’ negative attitudes towards flipped classroom model

Type of Attitude	Themes & Categories	Related Studies
Negative	1. Long process of learning <ul style="list-style-type: none"> ● High amount of time ● Workload ● Time consuming 	Amiryousefi (2017); Yeşilçınar (2019)
	2. Affective factors <ul style="list-style-type: none"> ● Being shy 	Abdullah, Hussin & Ismail (2019)
	3. Preference <ul style="list-style-type: none"> ● Not doing homeworks ● Not appealing to everyone ● Reliance on students’ preparation 	Yeşilçınar (2019); Amiryousefi (2017)
	4. Expanding the knowledge <ul style="list-style-type: none"> ● Lack of prior knowledge ● Least importance given to grammar and vocabulary 	Abdullah, Hussin & Ismail (2019); Amiryousefi (2017)

The negative attitudes of the participants towards adapting flipped classroom model for enhancing speaking skills are explored in three studies, as shown in table 5. First of all, Abdullah, Hussin and Ismail (2019) state that

the students were not familiar with the flipped classroom model. Hence, they had no background knowledge about how flipped learning occurred and this created a barrier in the learning process. Also, shy students' faces might be threatened in the flipped classroom because group work is encouraged and it is hard for the shy students to work in groups. Amirousefi (2017), on the other hand, points out the workload and time needed to be devoted to flipped learning by the students. The participants focused on the level of stress when the students are expected to learn the topic before the class. In addition, grammar and vocabulary are said to be marginalized in flipped classroom model. The researcher does not provide any reasons for this finding. However, just as Koroğlu and Çakır (2017) depicted in their study, fluency, accuracy, pronunciation and grammatical range were found out to be developed in the flipped classroom. These contradictory findings might result from the contexts that these studies were conducted in. Amirousefi's study involves integrating flipped classroom model in a conventional classroom, whereas Koroğlu and Çakır's study involves implementing flipped classroom in a language classroom to develop English language teachers' speaking skills. Amirousefi's findings also contradict with the study of Li and Suwanthep (2017). Although Li and Suwanthep suggest that the vocabulary and grammar are enhanced through a focus on developing speaking skills in a flipped classroom course, Amirousefi finds out the opposite. As it is stated above, this can be related to the contexts of the research since no direct mention is found in both studies. Additionally, Yeşilçınar (2019) indicates that the flipped classroom is not attractive to everyone because some learners do not do their assignments. Although this is attributed to one of the weaknesses of the flipped classroom model in the ways of enhancing speaking skills, it can be said that the students who do not account for their own learning might see the flipped classroom model as demanding.

In order to answer the second research question, as a result of the analysis, the table 6 and 7 are constructed to show the strengths and challenges of adapting flipped classroom model in order to develop speaking skills. Table 6 includes themes that are created from the articles which consist of evidences of specific examples related to the strengths and Table 7 exhibits the challenges of using flipped classroom model for developing speaking skill.

Table 6.

Strengths of using flipped classroom model

	Strengths	Related Studies
Flipped Classroom Model	1. Learner autonomy	
	2. Responsible students	
	3. Access to varied English input and materials	Koroğlu & Çakır (2017); Amirousefi, (2017); Abdullah, Hussing & Ismail (2019); Lin & Hwang (2018)
	4. Reflective learning	
	5. Awareness on gradual progress	
	6. Constant progress of speaking	

Regarding the strengths of the flipped classroom model on developing speaking skills illustrated in table 6, the boost in the learner autonomy (Koroğlu & Çakır, 2017; Amirousefi, 2017) was experienced in the flipped classroom model because, as Amirousefi (2017) indicates, the teaching process involved in the flipped classroom allowed the students to study the contents of the course before accomplishing the in-class activities with their peers in the classroom. Hence, they start the class with the output since they have already acquainted with the concepts related to the specific course and they become autonomous learners in the process of acquiring the knowledge according to their own needs and learning paces by watching videos or doing assigned tasks. Abdullah, Hussin and Ismail (2019), on the other hand, indicate that the participants in their study developed awareness on their own progress in enhancing the speaking skills over time. Also, these researchers state that, with the constant practice on speaking, the students became responsible for their own learning and practiced speaking skills through collaborating with one another. Moreover, Lin and Hwang (2018) point out the variety of resources that students can make use of in the learning process and the reflective teaching that flipped classroom provides to the students. According to their study, the students have diverse set of resources to use for learning purposes in the flipped classroom. Additionally, they can monitor their own learning and reflect on the learning process of their own.

Table 7.

Challenges of using flipped classroom model

	Challenges	Related Studies
Flipped Classroom Model	1. Students' reluctance	
	2. Technological competence	
	3. Reliance on students' preparation	Al-Ghamdi & Al-Bargi (2017);
	4. Difficulty in reaching out to teachers	Li & Suwanthep (2017); Amiryousefi (2017)
	5. Difficult activities for students who have low English proficiency level	

Considering the challenges of the flipped classroom model described in Table 7, Al-Ghamdi and Al-Bargi (2017) indicate that the students might get lost during conducting the activities and the teachers' technological competence may not be sufficient to adapt to a teaching process that flipped classroom model endorses. That is, the teachers should have the necessary knowledge on how to create videos that would be used for the instructional purposes. In addition, Li and Suwanthep (2017) point out that one of the participants' concern in their study is centered on not being able to communicate with the teacher immediately and the difficulty level of the activities. According to their study, there is no immediate communication between the teacher and the student in the flipped classroom and some activities were rather difficult for the students who had low English proficiency level. Since their study employed role-play activities, the students who had low proficiency levels in speaking were marginalized. Also, Amiryousefi (2017) highlights the concerns that are based on the reliance on students' presentation before the classroom because the students might not do their assignments or get prepared for the classroom. They might also feel insecure or get stressed out because of the assignments or tasks they need to do before going to the classroom. Hence, preparation phase was seen as a challenge in the flipped classroom.

4. Discussion and Conclusion

The analysis of the data collected from the studies adapted in this review research confirms that flipped classroom model is effective and efficient in developing the students' speaking skills. Although there were mentions in some studies regarding the challenges of using flipped classroom and the negative attitudes of the participants, most of the studies considered it as an opportunity for making learners autonomous, providing personalized learning, boosting the students' motivation and self-confidence, and establishing a collaborative learning environment where students can get in touch with one another by using the target language in meaningful interactions to enhance their speaking skills both in pre-class and in-class activities and tasks.

In their systematic review that explores the other studies related to flipped classroom which are conducted in Turkey, Tütüncü and Aksu (2018) indicate that the flipped classroom is beneficial because the students favor it in the learning process and the students who take part in the flipped classroom do better than the students who are involved in traditional classrooms. They also state that the studies that explore the flipped classroom effects on the students mostly involve participants from higher education. This is also verified in this integrative review research because all of the studies that are explored in terms of the development of speaking skills through adapting flipped classroom model show that the participants are either university students or adults. So, the results of this study are in line with the findings that are explored in Tütüncü and Aksu's study because flipped classroom is useful in the teaching and learning process and it fosters the learning process of the students.

The studies in this research review, on the other hand, depict certain ways to integrate flipped classroom model to their contexts and enable the students to be exposed to English through varied platforms. Edmodo (Al-Ghamdi & Al-Bargi, 2017), google classroom (Abdullah, Hussin, & Ismail, 2019), and Telegram (Amiryousefi, 2017) are some of the examples that are used as digital platforms for adapting a flipped classroom model to enhance the students' speaking skills. Using such different digital platforms to provide input to the students shows how flipped classroom model can influence the learning and teaching progress through diverse and optional ways and this shows one of many strengths of this model. In addition, Li and Suwanthep (2017) explicitly mention an adaptation of constructivist role-play activity for the flipped classroom implementation. Since flipped classroom model consists of socio-constructivist theories and active learning process (Tetrault, 2013), it can be said that

activities that would account for collaboration and meaningful communication and interaction are inseparable part of flipped classroom model. For example, role play, drama, discussion and brainstorming activities are the kinds of activities that would enable the students to think critically on the topic at hand and interact with their peers and their teachers to make sense about the content or even generate new knowledge on the topic through collaboration and therefore develop their speaking skills. Also, Wu, Hsieh and Yang (2017) adapted similar activities such as storytelling, group presentations and class discussion in their own flipped classroom to enhance the students' speaking skills. So, flipped classroom model enables the students to practice the target language and to improve their speaking skills in meaningful ways by allowing them to be exposed to the language both outside and inside the classroom through meaningful activities and tasks that would enable the students to interact with one another in a collaborative way.

4.1. Implications for Further Research

There are some recommendations to be highlighted for the future research that will be conducted on the development of speaking skills through the use of flipped classroom model. First of all, although the studies adapted in this integrative review research yield positive results on this issue, these studies lack the ability to show the in-depth analysis of the opinions and experiences of the participants. They only show the impact of the course that is shaped by flipped classroom model to learn and teach the speaking skills on the students. In this case, qualitative research designs should be adapted in order to account for an in-depth analysis of how flipped classroom can be used to develop students' speaking skills through consulting their own ideas and experiences. Secondly, the activities that are used by the researchers in the flipped classrooms are not fully apparent in the studies. Hence, the studies conducted on this issue should include specific activities for speaking skills because flipped classroom, in nature, adapts a socio-constructivist way of learning the language and the activities should be adapted in relation with this criterion. For example, activities that would allow the students to use the language in collaborative and meaningful interactions, such as role plays, discussions and information-gap activities should be used and integrated along with the flipped classroom model. Thirdly, assessment part of the learning and teaching process related to speaking skills through flipped classroom model is not highlighted in any studies in this integrative review research. The future research should include information on how to assess students' speaking skills in flipped classrooms. In addition, all the studies illustrated in this research are conducted with university-level students or adult learners. There is a gap in the research that young learners are not taken into account on this topic. So, the future research on developing the speaking skills of the students through flipped classroom should also involve young learners in order to know the effects and outcomes of such integration of flipped classroom model because there is no evidence on how to conduct lessons by using this model in order to develop the young learners' speaking skills and this hinders the teachers to use this model because of the lack of concrete evidences from the literature.

References

- Abdullah, M. Y., Hussin, S., & Ismail, K. (2019). Implementation of flipped classroom model and its effectiveness on English speaking performance. *International Journal of Emerging Technologies in Learning*, 14(9), 130-147.
- Al-Ghamdi, M., & Al-Bargi, A. (2017). Exploring the application of flipped classrooms on EFL Saudi students' speaking skills. *International Journal of Linguistics*, 9(4), 28-46.
- Amiryousefi, M. (2017). The incorporation of flipped learning into conventional classes to enhance EFL learners' L2 speaking, L2 listening, and engagement. *Innovation in Language Learning and Teaching*, 13(2), 147-161.
- Baker, J. W. (2000). The 'classroom flip': Using web course management tools to become the guide by the side. In J. A. Chambers (Ed.), *Selected papers from the 11th international conference on college teaching and learning* (pp. 9-17). Jacksonville, FL: Florida Community College at Jacksonville.
- Cooper, H. M. (1982). Scientific guidelines for conducting integrative research reviews. *Review of Educational Research*, 52(2), 291-302.
- Elo, S., & Kyngas, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107-115.
- Kim, B. (2001). Social constructivism. In M. Orey (Eds.), *Emerging perspectives on learning, teaching, and technology*. Retrieved from <http://projects.coe.uga.edu/epltt>
- Köroğlu, Z. Ç., & Çakır, A. (2017). Implementation of flipped instruction in language classrooms: An alternative way to develop speaking skills of pre-service English language teachers. *International Journal of Education and Development using Information and Communication Technology*, 13(2), 42-55.
- Li, S., & Suwanthep, J. (2017). Integration of flipped classroom model for EFL speaking. *International Journal of Learning and Teaching*, 3(2), 118-123.

- Lin, C.-J., & Hwang, G.-J. (2018). A learning analytics approach to investigating factors affecting EFL students' oral performance in a flipped classroom. *Educational Technology & Society*, 21(2), 205-219.
- Richardson, V. (1996). From behaviorism to constructivism in teacher education. *Teacher Education and Special Education*, 19(3), 263-271.
- Russell, C. (2005). An overview of the integrative research review. *Progress in Transplantation*, 15(1). 8-13.
- Tetreault, P. L. (2013). The flipped classroom: Cultivating student engagement.
- Torraco, R. J. (2016). Writing integrative reviews of the literature: Methods and purposes. *International Journal of Adult Vocational Education and Technology*, 7(3). 62-70.
- Tütüncü, N., & Aksu, M. (2018). A systematic review of flipped classroom studies in Turkish education. *International Journal of Social Sciences and Education Research*, 4(2), 207-229.
- Whittemore, R., & Knafl, K. (2005). The integrative review: Updated methodology. *Journal of Advanced Nursing*, 52(5), 546-553.
- Wu, W.-C. V., Chen Hsieh, J. S., & Yang, J. C. (2017). Creating and online learning community in a flipped classroom to enhance EFL learners' oral proficiency. *Educational Technology & Society*, 20(2), 142-157.
- Yeşilçınar, S. (2019). Using the flipped classroom to enhance adult EFL learners' speaking skills. *PASAA: Journal of Language Teaching and Learning in Thailand*, 58, 206-234.

Note on Ethical Issues

This study does not need ethics committee approval.