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ผลของการสอนภาษาอังกฤษโดยใช้แนวทางการเรียนรู้แบบห้องเรียนกลับด้านที่มีต่อ
ความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารและแรงจูงใจในการเรียน
ภาษาอังกฤษของนักศึกษามัธยมศึกษาตอนปลาย EFFECTS OF ENGLISH
INSTRUCTION USING THE FLIPPED LEARNING APPROACH ON
ENGLISH...

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ผลของการสอนภาษาอังกฤษโดยใช้แนวคิดการเรียนรู้แบบห้องเรียนกลับด้านที่มีต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารและแรงจูงใจในการเรียนภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนปลาย

Effects of English Instruction Using the Flipped Learning Approach on English Oral Communication Ability and Motivation in English Learning of Upper Secondary School Students

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บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลของการสอนภาษาอังกฤษโดยใช้แนวคิดการเรียนรู้แบบห้องเรียนกลับด้านที่มีต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารและแรงจูงใจในการเรียนภาษาอังกฤษและความคิดเห็นที่มีต่อการเรียนการสอนของนักเรียนมัธยมศึกษาตอนปลาย กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้าคือนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 48 คน ซึ่งมีระดับความสามารถทางภาษาอังกฤษที่แตกต่างกัน การศึกษาค้นคว้านี้ใช้ภาระงานพูดภาษาอังกฤษ แบบสอบถามแรงจูงใจในการเรียนภาษาอังกฤษ และแบบสัมภาษณ์กึ่งโครงสร้างเป็นเครื่องมือวิจัย

ผลการศึกษาพบว่าความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของกลุ่มตัวอย่างดีขึ้นอย่างมีนัยสำคัญและแรงจูงใจในการเรียนภาษาอังกฤษสูงกว่าก่อนที่จะได้รับการเรียนการสอนภาษาอังกฤษโดยใช้แนวคิดการเรียนรู้แบบห้องเรียนกลับด้าน ข้อมูลที่ได้จากการสัมภาษณ์พบว่าการเรียนการสอนนี้มีข้อดีคือสร้างสภาพแวดล้อมการเรียนรู้แบบมีส่วนร่วม เปิดโอกาสในการเรียนและการฝึกฝนภาษาอังกฤษทั้งภายในและนอกห้องเรียนมากขึ้น ส่งเสริมให้ผู้เรียนได้มีการเรียนรู้ด้วยตัวเอง และยังได้เรียนรู้เนื้อหาและคำศัพท์ใหม่อีกด้วย นอกจากนี้ผลการวิจัยยังชี้ให้เห็นว่าการเรียนการสอนภาษาอังกฤษโดยใช้แนวคิดห้องเรียนกลับด้านสามารถนำไปบูรณาการภาษาอังกฤษกับสาขาวิชาอื่นๆ และผลของการเรียนการสอนภาษาอังกฤษโดยใช้แนวคิดห้องเรียนกลับด้านที่มีต่อทักษะการอ่าน ทักษะการเขียน และทักษะการฟังของนักเรียนควรได้รับการศึกษาวิจัยในอนาคต

คำสำคัญ: การสอนภาษาอังกฤษโดยใช้แนวคิดการเรียนรู้แบบห้องเรียนกลับด้าน / แนวความคิดห้องเรียนกลับด้าน / ความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสาร / แรงจูงใจในการเรียนภาษาอังกฤษ

Abstract

The present study aimed to investigate the effects of English instruction using the flipped learning approach on upper secondary school students' English oral communication ability, motivation in English learning, and opinions toward the English instruction using the flipped learning approach. The participants were 48 twelfth-grade students of different English ability levels. The research instruments consisted of speaking tasks, a motivation in English learning questionnaire, and semi-structured interviews.

The results revealed that participants' English oral communication ability improved significantly and participants' motivation in English learning were higher than before experiencing this instruction. The results from the interviews revealed that the instruction created an engaging and active learning environment, provided more opportunities for learning and practicing inside and outside the classroom, enhancing learner autonomy, and helping participants learn new content and vocabulary. The findings also suggested that the English instruction using the flipped learning approach can be applied to integrating English with other subject areas. In addition, the effects of English instruction using the flipped learning approach on students' reading, writing, and listening skills should be explored in future research.

KEYWORDS: ENGLISH INSTRUCTION USING FLIPPED LEARNING APPROACH / FLIPPED LEARNING APPROACH / ENGLISH ORAL COMMUNICATION ABILITY / MOTIVATION IN ENGLISH LEARNING

Introduction

In Thailand, English language is one of the required subjects for students from grade one up to university level. In accordance with Basic Education Core Curriculum B.E. 2551 (A.D. 2008), learners should be able to use English to creatively convey the concepts and Thai cultures to global society. English is also an important tool for communication in various situations and seeking knowledge in order to keep pace with societal changes

resulted from the digital age in the 21st century. Among the four language skills, oral communication ability of Thai students has been found to be a concern among many sectors in society (Choomthong, 2014; Karnnawakul, 2004; Kimsuvan, 2004). Even with long years of English instruction in basic education, students lack opportunity for improving their English oral communication ability in real life situations. In addition, their motivation to learn English has been found

to be from low to moderate (Nuktong, 2010; Khamkhien, 2011; Kitjaroonchai, 2012). Attempts have been made to find ways to enhance students' oral communication ability and motivation (see Cockrum, 2014; Lockwood, 2014; Nuktong, 2010). However, there is no single approach or method that suits perfectly in all contexts of classroom (Nunan, 2015). This study, therefore, attempted to explore the effects of a new instructional approach for language classrooms-flipped learning-on students' oral communication and motivation in the contexts of English classrooms in Thailand. The study aimed to find answers to the following research questions:

1. To what extent does an English instruction using flipped learning approach affect students' English oral communication ability?

2. To what extent does an English instruction using flipped learning approach affect students' motivation in English learning?

3. What are students' opinions towards the English instruction using flipped learning approach?

Flipped Learning Approach

One of the recent approaches that can enhance students' interaction and motivation in classroom is flipped learning approach. It is an alternative instructional model that the direct instruction in class time and homework are reversed. Short content or instructional

video are introduced and viewed by the students at home before the class time, while homework such as exercises and projects, or class discussions are done in-class time. The video is the main tool in the flipped learning approach that are being either created by the teacher and posted online or selected from online resources or available commercial materials (Bergmann, Overmyer, & Wilie, 2012; Bergmann & Sams, 2012; Cockrum, 2014; Driscoll, 2012; Jacot, Noren, & Berge, 2014; Lockwood, 2014; Tucker, 2012)

The concept underlying the flipped learning approach includes helping students to become active learning and enhancing students' engagement. The value of this approach is to change the class time into learning activities or workshops where students can inquire about the content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class time, the teachers' roles are either facilitators, coaches or advisors, encouraging students in individual inquiry and collaborative effort (Driscoll, 2012; Strayer, 2012). Therefore, it has been introduced in greater numbers of course. This instruction concept supplements traditional out-of-class work with content video or presentations and supporting inquiry-based and project-based learning during regular class times.

Various methods have been employed to explore the effects of flipped learning

approach in classroom. To begin with, Bergmann and Sams (2012) observed the Spanish grammar lessons and conversation for starters class. The recording grammar lessons and conversation were used as the learning resources that students watch at home. Meanwhile, time in class was used to practice conversation, reading literature, and writing stories. As a result, students were more active and engaged in learning activities and the whole class responded to the teacher entirely in Spanish after experiencing in the flipped classroom. There were several studies on implementing flipped learning in secondary school, but in different content areas (Green, 2012; Johnson, 2013). The researchers used journals, questionnaires, interviews and test scores as qualitative and quantitative research methods to provide an understanding of how students responded as a group and as individuals towards the implication of flipped learning approach in their classrooms. The results revealed that the students' test scores in math class increased and students' engagement in the lesson improved significantly (Johnson, 2013). In addition, several studies on implementing flipped learning were conducted in higher education level, but not in language classroom (Davies, Dean, & Ball, 2013; Strayer, 2012). From previous studies, the researchers applied the mixed-methods research to explore the implication of flipped classroom. The research instruments included field notes,

interviews and focus groups to investigate the learning environments. The findings revealed that the flipped classroom provided cooperative learning. They also found that flipped learning created positive attitudes toward learning, increased motivation, and decreased anxiety in learning math (Davies, Dean, & Ball, 2013; Strayer, 2012; Wilson, 2013).

English Oral Communication Ability

English oral communication ability is the ability to use the language orally and appropriately in any circumstances as well as shared sociocultural or pragmatic suppositions. It comprises of knowledge or competence and the capacity for implementing that competence in appropriate or contextualized communicative language use (Bailey, 2005; Hedge, 2000). Based on several educators (Bailey, 2005; Brown, 2007; Hedge, 2000), students' English oral communication ability in the English classroom can be enhanced by using direct approach such as applying a systematic analysis to elements of speaking competence and classroom practice or indirect approach that involves students in conversation through role-play, simulation and problem-solving tasks, and provides more opportunities to practice in classroom activities. In addition, meaningful contextualized practice and fluency-based activities such as free discussion, role-play, simulations, and 'Gap' activities should be introduced in the

classroom (Fulcher, 2003; Luoma, 2004; McKay, 2006). Showing the clear link between linguistic form and communicative function, personalizing language by having students express their own ideas, feelings, preferences, and opinions, building awareness of the social use of language, and building learners' confidence would help students to expose to and produce the language in complete the learning tasks. Importantly, managing classroom interaction is another key to help students enhance their English oral communication ability. Producing language in front of other students can generate high levels of anxiety especially those students who have negative experiences in speaking activities. Therefore, creating a reassuring and more supportive classroom environment in which students are prepared to experience in the language activities would definitely help students to improve their English oral communication ability (Bailey, 2005; Hedge, 2000; Nunan, 2015).

Motivation and English Language Learning

Motivation is considered as one of the very crucial affective variables to a language learners' achievement. It is referred to the psychological feature causing from internal and external factors which arouse learners to behave or act towards their desired goal in learning English (Brown, 2007; Dörnyei, 2014). In early studies, there were instrumental and integrative orientations that refer only

the context of learning, individual learner, cultural milieu, teaching methodology, and social interaction (Gardner & Lambert, 1972 cited in Brown, 2007). Later, intrinsic and extrinsic motivation were also mentioned in English language learning. They are defined as a continuum of possibilities of intensity or feeling or drive, ranging from deeply internal to external (Bernaus & Gardner, 2008; Dörnyei & Ushioda, 2013). Motivation is an affective factor that helps students become successful English language learners. It is important that students should be driven by both intrinsic and extrinsic motivation (Cohen & Dörnyei, 2002; Dörnyei, 2014; Loima & Vibulphol, 2014; Ushioda, 2008).

In terms of promoting motivation in English language learning, several researchers and educators suggested that creating a collaborative and supportive atmosphere and providing a cohesive learner group with appropriate group norms should be done in the classroom such as showing sufficient inspiration and enjoyment to build up continuing motivation. Teachers can introduce some cultural background by using authentic materials and different strategies to help students discover the methods and techniques that help they learn best. In addition, creating learner autonomy in order that students enable to exercise a certain degree of choice and freedom to share their responsibility among their peers can also regulate their

own motivation in learning environment and promote self-motivating learners strategies. Accordingly, providing motivational feedback and increasing learners' satisfaction can also reinforce students' achievement behavior and encourage them to be proud of themselves after completing the tasks (Benson, 2010; Cohen & Dörnyei, 2002; Dörnyei, 2014; Dörnyei & Ushioda, 2013). In terms of researching motivation in language classroom, the Attitude/Motivation Test Battery or AMTB is widely employed as the research instrument to explore motivation in language learning (Bernaus & Gardner, 2008; Gardner, 2004; Nuktong, 2010).

Purpose of the Study

The present study aimed to investigate the effects of English instruction using a flipped learning approach on upper secondary school students' English oral communication ability, motivation in English learning, and opinions toward the English instruction using flipped learning approach.

Methods of the Study

Research Design and Participants

The study employed a one-group quasi-experimental research design. "English instruction using flipped learning approach" referred to in this paper as "flipped English instruction" was implemented in one public school in Bangkok, which was conveniently

selected. A group of 48 twelfth-grade students in the school who were willing to participate in the study attended an 8-week flipped English instruction during the second semester of the academic year 2014. The participants were informed the objectives of the study and were aware that their participation was not a part of the study in their program. They were also informed that their real identity will be kept secret and pseudonyms would be used instead. The participants had studied English since grade one as a required subject and had a wide range of English proficiency, considering their grade from the English foundation course from the previous semester.

Flipped English Instruction on ASEAN Community

In this study, an eight-week English instruction for twelfth grade students was designed using the flipped learning approach under the theme of ASEAN Community. Since the ASEAN Community will be established at the end of the year 2015, all schools in Thailand have promoted the understanding about the ASEAN Community in various learning areas (Ministry of Education, 2013). Six unit plans were developed based on the instructional procedures proposed by Gerstein (2011). Each unit comprises four stages including Experiential Engagement, Concept Exploration, Meaning Making and Demonstration and Application stages. The

simulation and games are introduced to engage students to the topic in Experiential Engagement stage inside classroom. The content is independently learned outside of the classroom through the instructional media provided by the researcher including videos, presentation, and reading materials in Concept Exploration stage. Leaving the time in class available for students to engage in hands-on activities to practice skills and receive feedback on their learning progress in Meaning Making stage inside classroom. The teacher can devote more time to effectively facilitate, mentor and coach the participants, and to create challenging projects or group activities that enhance students' control over their own learning for Demonstration and Application stage inside classroom. Each unit thus took three class meetings (two periods each) plus the self-study time. Each stage of the flipped English instruction in the present study is described in the following section:

Experiential Engagement-inside classroom activity

This stage took place inside the classroom and aimed to activate participants' schema and introduce each learning unit about ASEAN Community. In this stage, the teacher designed the simulations and games such as trying to sell products to other villages that speak completely different languages, building vocabulary according to the set of

letter given and playing cultural board game. The teacher's role in this stage was to explain how to conduct the simulations and games. Teacher also monitored around the room as if there was a need for clarification and checked whether participants followed the rules and regulations or not. In addition, teacher also needed to keep time and debrief the experience participants gained from conducting the simulations and games in order to prepare for other stages.

Concept Exploration-outside classroom activity

In order to construct the knowledge from each learning unit, the students were asked to watch an instructional video on their own at home or school computer lab outside of the class time. The video was designed by the first author. The content included the overview of ASEAN, the mutual benefits from establishing ASEAN Community, Three pillars of ASEAN Community including ASEAN Economic Community (AEC), ASEAN Socio-Cultural Community (ASCC) and ASEAN Political-Security Community (APSC), and the challenges from establishing the ASEAN Community. For language functions, participants learned about expressing opinions, asking for and giving information, showing agreement and disagreement, speculating and expressing possibility, signposts and language signals in structuring presentation, giving reasons, and showing contrast. In the

video, participants were asked to answer some questions about the content and language. Participants also took notes while watching the video.

Meaning Making-inside classroom activity

To check students' knowledge after learning the content from watching the video, the participants were asked to conduct group activities and individual worksheet inside classroom. In this stage, teacher designed learning activities and worksheet such as matching the appropriate words and phrases to the appropriate situation, matching, and gap filling activities. The teacher's role in this stage was to provide support by answering some questions that came from participants while completing the tasks and worksheets.

Demonstration and Application-inside classroom activity

The speaking tasks were developed as the assessments for participants to demonstrate what they learned from the overall class. The discussion and presentation were used as the assessment tasks in order to assess English oral communication ability suggested by Anderson, Maclean, and Lynch (2012). The participants were asked to perform and record their conversation during conducting each unit speaking task to accommodate the assessment process.

Data Collection and Data Analysis

The data were collected using three types of instruments-English oral communication tasks, a motivation questionnaire,

and a semi-structured interview.

First, the students' oral communication ability was assessed by using six speaking tasks conducted in demonstration and application stage from each unit. The language functions in each speaking task were asking for and giving information, expressing opinions and showing agreement and disagreement, speculating and expressing possibility by using modal auxiliaries, signposts and language signals in structuring presentation, emphasis and pausing when giving presentation, and giving reasons and showing contrast. The participants were asked to audio record their conversation and submitted to the researcher at the end of the class. The speaking scoring rubric adapted from Michigan English Test or MET (2012) was used as the tool to assess participants' speaking score. The categories for assessing English oral communication ability include content knowledge and task completion, language resources which include vocabulary range and appropriacy to task and grammatical accuracy and complexity, and intelligibility / delivery which includes fluency, hesitation, pronunciation, and rhythm. Each task was scored by two raters. Then the average score from the two raters were analyzed and used to represent the participants' English oral communication ability in each task. The scores from six speaking tasks were, then, analyzed by using one-way repeated measures ANOVA with

a Greenhouse-Geisser Correction in order to examine the change on students' English oral communication ability after experiencing in the flipped English instruction at the significant level of .05. The results from one-way repeated measures ANOVA with a Greenhouse-Geisser Correction were used to compare within-subjects experimental group performance which was an overall difference between speaking tasks.

Second, the participants' motivation in English learning was examined using the Mini-Attitude/Motivation Test Battery (Mini-AMTB) constructed by Gardner (2004) and translated into Thai by Nuktong (2010). It consisted of 40 items with positive and negative statements covered eleven dimensions of motivation in English learning including interest in foreign language, motivational intensity, English class anxiety, English teacher evaluation, attitudes towards learning English, attitudes towards English speaking people, integrative orientation, instrumental orientation, desire to learn English, English course evaluation, English use anxiety. The questionnaires were administered two times-before and after the instruction. To analyze the data, the mean scores and standard deviation of the scores obtained from motivation in English learning questionnaire adopted from the Mini-Attitude/Motivation Test Battery (Mini-AMTB) were used to compare the mean scores

before and after the implementation of the flipped English instruction. The paired-sample t-test was also used to analyze the overall motivation in English learning of the participants in this study.

Lastly, semi-structured interview was used to explore the participants' opinions towards the flipped English instruction. The participants were interviewed in Thai using four questions developed by the first author. In general, the questions were about the implementation of flipped English learning including instructional procedures, content, and materials used in this course. The qualitative data from the semi-structured interview was analyzed using content analysis method to examine the participants' opinions about the implementation of the flipped English instruction in English classroom.

Findings and Discussions

How Flipped English Instruction Enhanced English Oral Communication Ability ?

To examine the effects of flipped English instruction, the scores obtained from speaking tasks were analyzed using one-way repeated measure ANOVA. The results revealed that the average score from the speaking task in each unit was significantly different from one another with a large effect size ($F(3.121, 148.567) = 260.208, p = .00, \text{Partial } \eta^2 = .847$) as shown in Table 1.

Table 1 The Results from One-Way Repeated Measures ANOVA with a Greenhouse-Geisser Correction (n = 48)

<i>Source</i>	<i>Df</i>	<i>F</i>	<i>P</i>	<i>Partial Eta</i> ²
Greenhouse-Geisser Correction	3.121	260.208	.000**	.847

**P* < .05

The results revealed that participants' oral communication ability were significantly enhanced after experiencing the flipped English instruction. To begin with, flipped learning instruction increases more time in class for English interactions and English skills practices (Cockrum, 2014; Lockwood, 2014). The participants' English oral communication ability were enhanced in all four stages-Experiential Engagement, Concept Exploration, Meaning Making, and Demonstration and Application-in every unit both inside and outside classroom (Baker, 2013; Bergmann & Sams, 2012; Cockrum, 2014; Gerstein, 2011; Hamdan, McKnight, & McKnight, Arfstrom, 2013; Lockwood, 2014). In addition, more opportunities came from various types of speaking activities embodied both transactional and interpersonal activities that were current issues and interests in the real life situations. The participants were able to express their ideas, feelings, and opinions in English more freely towards the topics of each unit (Bailey, 2005; Hedge, 2000; Lockwood, 2014; Luoma, 2004; McKay, 2006; Samuda & Bygate, 2008). Furthermore, the videos used as the direct instruction outside

the classroom in flipped English instruction provided opportunities for the participants to learn various expressions. Therefore, the participants had a great opportunity for practicing on their own after learning the example conversation from the video without hesitation or being worried about producing errors. Class time, then, were used for practicing and increasing participants' interaction instead of having direct instruction inside classroom. (Bailey, 2005; Bergmann & Sams, 2012; Clément, Baker, & MacIntyre 2003; Hedge, 2000; Ortega, 2009).

How Motivated Were the Participants in Flipped English Instruction?

To examine participants' motivation in English learning before and after experiencing the flipped English instruction, the questionnaire data were analyzed using mean scores, standard deviations, mean differences, and paired-sample t-test. Table 2 illustrated the motivation in English Learning of the participants before and after the instruction and the results from the paired-sample t-test. As shown in the table, the overall mean score of the students' motivation in

English learning before ($M = 4.38$, $SD = 0.67$) and after ($M = 4.81$, $SD = 0.63$) experiencing the flipped English instruction was significantly different. These results revealed that the participants' motivation in English learning was increased after they experienced the flipped English instruction.

Flipped English instruction provided active and engaging learning environment and supportive learning atmosphere that helped increase participants' motivation in English learning (Cockrum, 2014; Lockwood, 2014). Various activities were used to engage students in learning so that the students had more opportunities to practice both inside and outside classroom which could help participants increase their level of motivation (Bernaus & Gardner 2008; Cohen & Dörnyei, 2002; Dörnyei, & Ushioda, 2013). In addition, flipped English instruction provided opportunities for students to learn on their own paces and become an autonomous learner (Cockrum, 2014; Lockwood, 2014). In this study, the participants managed their own learning process throughout the instruction

especially during the concept exploration stage. The participants had to learn the content and language functions on their own. As a consequence, each participant could exercise their freedom of choice towards their personal goals. They also learned to regulate their own motivation in response to the learning tasks and with the support of the engaging and active learning environment throughout the instruction. As a result, their motivation in English learning could be enhanced after receiving the instruction (Benson, 2010; Cockrum, 2014; Dörnyei, & Murphey, 2003; Dörnyei, & Ushioda, 2013; Hamdan, McKnight, McKnight & Arfstrom, 2013; Lockwood, 2014).

To examine the effects of the instruction on participants' motivation in more depth, Table 3 shows the descriptive statistics and the results of the sample t-test of eleven sub-dimensions of motivation.

As seen in Table 3, the mean scores in all sub-dimensions increased after the participants experienced the flipped English instruction, except English class anxiety and

Table 2 Paired Sample T-Test of students' motivation in English learning before and after experiencing the flipped English instruction (n=48)

Intervention	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>p</i>
Pre	4.38	0.67	0.43	-5.795	.000*
Post	4.81	0.63			

* $p < .05$

English use anxiety. When analyzing the two sets of scores using paired-sample t-test, the results showed the scores from eight sub-dimensions were statistically different at the significant level of .05 including Motivational intensity, English class anxiety, English teacher evaluation, Attitudes towards learning English, Attitudes towards English

speaking people, Desire to learn English, English course evaluation and English use anxiety. Among these, English class anxiety obtained the highest mean difference scores ($MD = 1.25$). The participants' English class anxiety score dropped significantly after experiencing in the flipped English lessons ($M_{before} = 4.00, M_{after} = 2.75$).

Table 3 Descriptive Statistics and Paired-Sample T-Test of Eleven Sub-Dimensions of Motivation in English Learning from the Motivation in English Learning Questionnaire (n=48)

Sub-Dimensions of Motivation in English Learning	Before Implementation		After Implementation		MD	t	p
	M	SD	M	SD			
1. Interest in foreign languages	4.60	1.04	4.99	0.85	0.39	-2.448	.092
2. Motivational intensity	3.67	1.10	4.35	0.90	0.68	-7.559	.005*
3. English class anxiety	4.00	1.07	2.75	0.83	1.25	4.572	.020*
4. English teacher evaluation	4.44	0.99	5.06	0.78	0.62	-5.381	.013*
5. Attitudes towards learning English	4.61	0.95	5.05	0.79	0.44	-3.349	.044*
6. Attitudes towards English speaking people	4.77	0.95	5.06	0.89	0.29	-10.837	.002*
7. Integrative orientation	4.90	1.02	5.22	0.84	0.32	-10.667	.060
8. Desire to learn English	4.82	0.98	5.18	0.77	0.36	-9.076	.003*
9. English course evaluation	4.16	1.21	4.79	0.94	0.63	-11.053	.002*
10. English use anxiety	3.56	1.00	2.97	0.91	0.59	-21.481	.000*
11. Instructional orientation	5.49	0.71	5.70	0.54	0.21	-5.250	.120

*p < .05

According to this finding, it revealed that the flipped English instruction provided opportunities for participants to expose to the supportive and collaborative learning environment which could reduce their anxiety in terms of learning and using English in the classroom. All learning activities in this instruction helped participants to build self-confidence through positive learning experiences which decreased their anxiety level (Gerstein, 2011; Hedge, 2000; MacIntyre, 2002). The helpful learning materials especially the videos used for the direct instruction outside the classroom could also help decrease their anxiety which caused higher motivation in English learning (Cockrum, 2014; Ortega, 2009; Wilson, 2013).

Opinions of Flipped English Instruction

Apart from the positive effects shown on participants' English oral communication ability and motivation in English learning, the findings from the semi-structured interview were consistent with the previous studies (Cockrum, 2014; Lockwood, 2014; Morris & Thomasson, 2013; Witten, 2013) that the flipped English instruction created many advantages for learning including creating engaging and active learning environment, providing more opportunities for learning and practicing inside and outside classroom, improving speaking skills, increasing motivation learning, and enhancing learner autonomy. Moreover, this instruction helped participants

learn new content knowledge and vocabulary about ASEAN Community.

Conclusion and Implications

The findings from the present study suggested the following pedagogical implications. To begin with, the flipped English instruction can be implemented in speaking courses at the upper secondary education level. Each stage of the instruction provides students more opportunities to use English in order to complete the learning tasks. The students have a great chance to communicate with their peers by using English through the simulations, games, learning tasks, discussions and presentation.

Second, the flipped English instruction can be implemented to enhance all the necessary for oral communication as specified in the four strands of the Basic Core Curriculum B.E. 2551 (A.D. 2008). The instruction developed in this study promoted English oral communication in various situations and integrated English with teaching and cultural content and social studies. The participants also expanded knowledge and broad their world views.

Last but not least, the flipped English instruction allows teacher to develop or select the materials that are related to the real world situation or the current issues. The students are also allowed to find any other materials related to the content and

help them complete the learning tasks. In addition, by developing or selecting the materials to accommodate each learning unit, authentic materials that motivate students to learn such as current news articles and the video clips from the free sources like YouTube are very useful for students.

For further developing English course using flipped English instruction, the interactive of the instructional videos should be created instead of regular content videos in order to make the students experience more active

and engaging to the content knowledge in the videos. Thus, the unit videos could have interactive buttons and incorporate quizzes in order to engage students from the beginning to the end of the content presentation in the videos.

In addition, further studies should explore how well the flipped learning approach can be used to enhance other language skills including listening, speaking, and reading skills and in other educational levels.

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