

EFFECT OF FLIPPED CLASSROOM TEACHING ON COMMUNICATION SKILLS IN ENGLISH

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ABSTRACT

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To see the effect of flipped classroom teaching on communication skills in English in this research, a simple lottery method (random sampling technique) was used to collect the data for the selection of a total 108 students. A pre- test post- test control group design was designed in this experimental research. Experimental group and control group through Flipped Classroom teaching strategy and conventional teaching strategy with the same content. Students taught through the flipped classroom teaching demonstrated significantly higher communication skills than those taught through the conventional teaching strategy.

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1. Introduction:

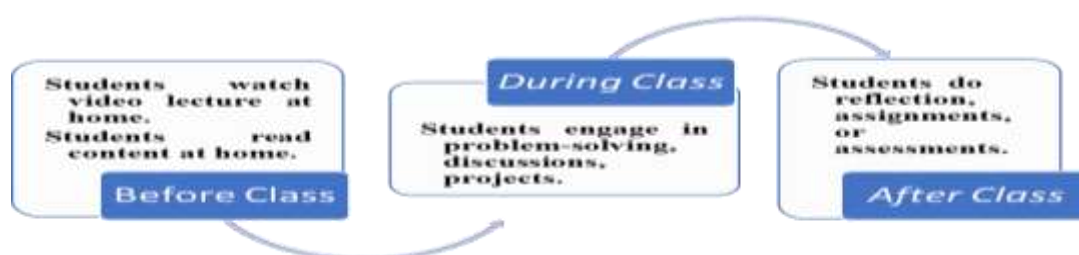
Education, in its broadest sense, is the transmission of knowledge, values, skills, and habits from one generation to the next through various means such as teaching, storytelling, research and training. It also encompasses informal exchanges of information between individuals (Dewey, 1944). In recent decades, the landscape of education has been transformed, offering both promising opportunities and complex challenges. Learners today have greater access to rich multimedia content, online platforms, mobile computing, and interactive tools. However, this technological revolution also brings the demand for constant infrastructure upgrades and the continuous professional development of educators. Schools that fail to keep pace with these changes risk widening the digital divide, no longer merely defined by internet access, but now by the quality and depth of educational technology integration.

In this changing educational landscape, the flipped classroom model has emerged as a powerful response to technological advancements. Unlike traditional instruction, where teachers lecture in class and assign homework afterward, the flipped approach reverses this process. While class time is devoted to problem-solving and application-based tasks, instructional content is delivered outside the classroom, frequently through videos or digital modules. By shifting the focus of classroom activities from passive listening to active engagement, the flipped model redefines

the role of both teachers and students. Teachers become facilitators of learning rather than mere transmitters of knowledge, while students take greater responsibility for preparing and contributing to discussions (Tacer et al., 2021). This model not only harnesses technology but also caters to learners' individual paces, encourages autonomy, and transforms them from passive recipients into active participants in their own educational journey. Furthermore, it promotes collaboration, peer learning, and the practical application of theoretical concepts, which are essential for deeper understanding. In light of the 21st century, students must be equipped with skills such as critical thinking, multilingualism, productivity, and reflection, and the flipped classroom provides a pedagogical framework that aligns with these evolving educational demands.

Within this context, English assumes a special role. Globally acknowledged as the language of knowledge and par excellence, English acts as a bridge between cultures and serves as a vital medium for academic, professional, and digital communication. In a multilingual country like India, English has become crucial not only for career advancement and social mobility but also for effective interpersonal and intercultural communication. As English increasingly functions as a global language, its mastery is viewed as essential for full participation in educational and professional spheres. However, despite its growing importance, learning English is filled with challenges, foremost among them being language anxiety. This form of anxiety, often stemming from fear of negative evaluation, low self-confidence, or prior negative experiences with language learning, can significantly hinder communication and fluency. It creates psychological barriers that restrict learners from expressing themselves, leading to avoidance behavior and reduced classroom engagement. Language anxiety also diminishes intrinsic motivation, weakening students' desire to participate actively and persist in learning tasks. As a result, it not only affects language proficiency but also undermines broader educational outcomes. Recognizing these concerns, the National Education Policy (NEP) 2020 of India calls for a paradigm shift in pedagogy, from rigid, exam-centric methods to more student-centered, communication-focused, and technology-enabled instruction. The policy promotes inclusive, flexible learning that reduces anxiety and fosters motivation, including the usage of blended learning models, MOOCs, and digital tools that support differentiated instruction. By equipping educators with training in emotionally responsive and technologically enriched teaching methods, the NEP aims to mitigate language anxiety, enhance communicative competence, and ultimately motivate students to become confident, autonomous users of English.

The concept of flipped classrooms originated in 2012, pioneered by two chemistry teachers, Jonathan Bergmann and Aaron Sams, from Woodland Park, Colorado (Dusenbury, 2016). Their aim was to support students who frequently missed classes and struggled to keep up with the lessons. To address this, they began recording video lectures for students to watch at home. Interestingly, it was not just the absent students who benefited, but regular attendees also started using these videos to review concepts and complete their homework more effectively. This unexpected outcome encouraged the teachers to adopt the flipped approach more consistently, realizing its potential to enhance learning for all students.



Moreover, flipped learning encourages students to test and refine their understanding through technology-driven interaction and collaborative tasks such as debates, group work, and problem-solving.

Communication takes multiple forms: verbal, nonverbal, intrapersonal, interpersonal, mediated, and AI-mediated. Each type has its own strengths and limitations, but together they demonstrate the complexity of human interaction. Understanding these different forms not only allows individuals to communicate more effectively but also equips students, educators, and professionals to adapt to the demands of an increasingly digital and globalized world. Effective communication is best when it is impromptu rather than planned, even though it can be learned. Naturally, acquiring these abilities and becoming a proficient communicator requires time and work. The capacity to comprehend and express one another's emotions is improved by communication skills.

“Communication is a purposeful process of expressing, receiving and understanding messages containing factual information, feelings, ideas, and needs by two or more individuals through common symbols.”

As per Tortor, “Communication skills are the foundation of language learning from which effective speaking, writing and reading emerge, and they are the bedrock of human language learning”.

2. REVIEW OF RELATED LITERATURE

The term “review” refers to systematically gathering and organizing existing knowledge in a specific field. It highlights how the current study contributes to ongoing scholarly conversations, uncovers useful theories and frameworks, and may even raise new questions. It also helps determine whether the research problem has been adequately addressed or requires further investigation. Unlike skills learned afresh, research builds on accumulated knowledge recorded in books, journals, and other sources.

Extensive research across disciplines and educational levels confirms the upliftment of the flipped classroom (FC) teaching in enhancing a wide range of student learning outcomes. Studies consistently demonstrate its positive influence on academic achievement, cognitive growth, self-efficacy, and learner engagement (Sun, Yuan, Zhang, Zhang, Xiao, Liu, & Ma, 2025; Ulum & Hukom, 2025; Hussain, Preetha, Naik, Panaskar, & Dasl, 2023). Within medical and clinical education, flipped classrooms have been shown to significantly improve both theoretical knowledge and practical skills (Sun, Yuan, Zhang, Zhang, Xiao, Liu, & Ma, 2025). Similarly, in fields like nursing and biology, flipped classrooms are associated with notable improvements in academic performance, cognitive style, and readiness for self-directed learning (Ogunleye, Ogundeji, & Sonde, 2024).

Further evidence comes from Yakob, Jawawi, Shahrill, and Jaidin (2023), who documented improvements in speaking among adult ESL learners through role plays and debates, and from Santhanasamy and Yunus (2022), whose systematic review linked flipped learning to greater motivation, interaction, and speaking proficiency.

English as a Foreign Language (EFL) in research contexts further highlights the flipped classroom's role in increasing motivation, communication abilities, and speaking confidence (Marashi & Eghtedar, 2021; Abdullah, Hussin, Hammad, & Ismail, 2020; Abdullah, Hussin, & Ismail, 2019).

3. NEED AND SIGNIFICANCE OF THE PROBLEM

English occupies a central position in the Indian education system, serving not only as a compulsory school subject but also as an important medium of instruction, particularly at the senior secondary level. Beyond the classroom,

proficiency in English has become closely associated with access to higher education, employability, professional advancement, and participation in an increasingly interconnected global society.

In today's knowledge-driven economy, the ability to communicate effectively in English is often considered an essential life skill rather than merely an academic requirement. Consequently, schools are expected to develop learners who can use English confidently and meaningfully in diverse academic, professional, and social contexts.

Despite its importance, a substantial number of Indian senior secondary students continue to struggle with effective communication in English. While many learners acquire theoretical knowledge of grammar, vocabulary, and sentence structure, they frequently encounter difficulties when required to express their ideas through speaking or writing.

Therefore, the adoption of flipped learning represents not only a methodological innovation but also a practical realization of the broader educational reforms envisioned under NEP 2020.

4. STATEMENT OF THE PROBLEM:

“EFFECT OF FLIPPED CLASSROOM TEACHING ON COMMUNICATION SKILLS IN ENGLISH”

5. INTENT OF THE STUDY:

To study the difference between gain mean scores on communication skills in English of 10+1 students taught through two different teaching strategies, i.e., the flipped classroom instructional strategy and the conventional teaching strategy.

6. HYPOTHESIS:

There will be no significant difference between mean gain scores on communication skills in English of 10+1 Students taught through two different teaching strategies, i.e., flipped classroom instructional strategy and Conventional teaching strategy.

7.

7.1 SAMPLE: 108 students of 10+1 were selected through a multi stage random sampling technique from the Govt Schools of Derabassi Tehsil affiliated to P.S.E.B

7.2 LAYOUT: A pre- test post- test control group design was employed. All the pupils were divided into two groups for this experimental study. The same topics were taught to the experimental group through Flipped Classroom teaching strategy whereas control group was taught through conventional teaching strategy.

7.3 TOOLS USED

1. Communication skills test in English developed by the investigator herself.
2. Instructional packages for flipped classroom teaching and conventional teaching strategy on the different topics:
 - Present Indefinite Tense and Present Continuous Tense
 - The Model Millionaire.

8. RESULT AND INTERPRETATION

To investigate the significance of the difference in Communication Skills in English (gain Scores) of the Senior Secondary School Students taught through two different teaching strategies, i.e., flipped classroom instructional strategy and Conventional teaching strategy, t-test was employed and value was discussed in below table:

Table 1 Independent Samples *t*-Test for difference between gain scores on Communication skills between the experimental group and control group

Variable	Group	N	Mean	S.D.	Mean Difference	df	t-value
Communication skills	Experimental Group	54	5.13	2.77	2.33	106	4.46*
	Control Group	54	8.65	5.10			

The finding of t-value of -4.46 with 106 degrees of freedom was found to be statistically significant at the 0.001 level ($p < .001$). The t-value indicates that the mean score of the control group ($M = 5.13$, $SD = 2.77$) was on the lower side as compared to the experimental group ($M = 8.65$, $SD = 5.10$). The p-value is less than the significance level of 0.05, the null hypothesis stating that there is no significant difference between the control and experimental groups is rejected. Thus, the findings indicate that there was a significant difference between the control and experimental groups, with the experimental group demonstrating higher mean scores than the control group. These findings further align with the present study, reinforcing that flipped learning promotes better communication outcomes by fostering autonomy, motivation, and active participation (Phoeun & Sengsri, 2021; Makruf et al., 2021; Sönmez, 2020; Aburezeq, 2020; Yeşilçınar, 2019; Ibrahim et al., 2018; Köroğlu & Çakır, 2017; Singh et al., 2017; Roth & Suppasetserree, 2016).

9. CONCLUSION

1. The study revealed that communication skills in English of the group taught through Flipped classroom teaching is more impactful than conventional teaching methods.
2. Flipped Classroom teaching is enhancing the communication skills effectively in comparison with conventional teaching methods.

10. IMPLICATION OF THE STUDY

1. Flipped classroom teaching encourages pupils to vigorously participate in classroom pursuits rather than passively receiving information.
2. Retention of knowledge is more in flipped classroom teaching in comparison with conventional [teaching](#).
3. [It](#) helps in engaging the students in open discussions, problem-solving tasks, team projects, and interactive learning experiences, leading to better comprehension of the content.
4. The flipped classroom teaching provides ample opportunities to the students with peer group interaction before the class that leads to better communication skills.
5. The flipped classroom teaching promotes Self-Directed Learning and Students gain greater responsibility for their own learning by accessing instructional materials before class.

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