

The Role of Flipped Classroom in Decreasing Learners' Nervousness and Anxiety During Oral Communication

Le Rôle de la Classe Inversée dans la Réduction de la Nervosité et de L'anxiété des Apprenants lors de la Compréhension Orale

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Abstract: Speaking is considered as significant skill in learning foreign languages, yet, learners are usually hesitated to take part in oral communication sessions because of the increasing stress and anxiety. Flipped classroom is one of the innovative strategies that promotes self-confidence, autonomy and gives learners the opportunity to take responsibility of their own learning. This paper aims to find out the impact of flipped classroom in decreasing learners' anxiety during oral communication class. Fifty-eight first year English students at the Ecole Normal Supérieure 'Assia Djebar', Constantine have participated in answering a questionnaire about their perceptions and views concerning the role of flipped classroom strategy in decreasing learners' anxiety while speaking. Results concluded that flipped classroom is an effective strategy in decreasing learners' anxiety during oral communication classroom by improving their language aspects, motivation and self-confidence. The study suggests integrating flipped classroom strategy in the different subjects at the English department.

Keywords: anxiety- flipped classroom- oral communication- speaking- stress.

Résumé : L'expression orale est considérée comme une compétence essentielle dans l'apprentissage des langues étrangères. Pourtant, les apprenants hésitent généralement à participer à des séances de communication orale en raison du stress et de l'anxiété. La classe inversée est une stratégie innovante qui favorise la confiance en soi, l'autonomie et donne aux apprenants la possibilité de prendre en charge leur propre apprentissage. Cet article vise à déterminer l'impact de la classe inversée sur la réduction de l'anxiété des apprenants pendant les cours de communication orale. Cinquante-huit étudiants de première année d'anglais à l'École Normale Supérieure « Assia Djebar » de Constantine ont répondu à un questionnaire sur leurs points de vue concernant le rôle de la classe inversée dans la réduction de l'anxiété des apprenants pendant les cours de communication orale. Les résultats ont conclu que la classe inversée est une stratégie efficace pour réduire l'anxiété des apprenants pendant les cours de communication orale en améliorant leurs compétences linguistiques, leur motivation et leur confiance en soi. L'étude suggère d'intégrer la classe inversée dans les différentes matières du département d'anglais.

Mots- clés : anxiété- classe inversée- communication orale- prise de parole- stress.

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Introduction

There has been a dramatic change in teaching English as a foreign language. Traditional teaching relied on transferring language from teacher to learners for the purpose of teaching the content, where teachers used to play a major role in the learning process (Richardson, 1996). Scrivener claims that the teacher is responsible for doing the whole work inside the classroom. This includes teaching the subject matter with detailed explanation, deciding about type of activities to be done and the way learners are going to perform them. In addition to that, teachers spend a very long time in talking, speaking and explaining leaving no room for learners to interact or express their ideas and opinions (2011). As a consequence, English learners find themselves knowledge receivers who memorize grammar rules and vocabulary lists. Thus, they are unable to interact and communicate with their teacher and peers in English.

It is well established that oral communication is considered as important and challenging skill in the same time. Moreover, English learners need to speak effectively and fluently and interact in the language. Most of them are fascinated with developing oral communication and interaction skills and consider it as their primary goal in learning English language. Nevertheless, learners may face several difficulties while attempting to communicate orally. Among these communication deficiencies are psychological barriers which may involve lack of self-confidence, no willingness or motivation to talk, fear of taking risks, avoid making mistakes and most critically increased levels of anxiety and stress. Eventually, learners become less confident and have constant feeling of anxiety and nervousness toward initiating a conversation or taking part in communication. For that reason, teachers have sought to integrate innovative teaching strategies that help learners to increase their self-confidence and reduce their anxiety for better participation in oral communication sessions. The present study attempts to answer the following research questions:

1. How significant speaking and oral communication to foreign language learners?
2. How do learners perceive the use of innovative teaching strategies (particularly flipped classroom) in oral classes?
3. What role does flipped classroom play in easing learners' anxiety and stress during communication tasks?
4. What are learners' views on the use of the flipped classroom across various subjects?

1. Literature Review:

The present section introduces the keys concepts of the research paper, the first one is anxiety by giving its definition, types and impact on foreign language learners. In addition to the second concept which is flipped classroom, providing general understanding of the term and its use in English language teaching and learning.

1.1. Anxiety:

Psychological affective factors play a major role in the language learning process which shape the whole learning experience. They can either facilitate or impede learners' progress. They may cause positive effects such as fostering learners' self-confidence and autonomy to learn. They can as well impact learners negatively, which hinders them from learning. Hence, the affective factors are considered as significant determinants in deciding on either the success or failure of language learning process. Anxiety is one of those affective factors that usually generates negative

effects in learners' language learning process. It is an interesting topic that has been under study for many years. Researchers have been interrogating language anxiety that learners face when learning foreign language. Horwitz has asserted that anxiety has negative effects on learners' achievement, particularly speaking and communication which are considered to be the most evoking areas of anxiety (2001).

Anxiety is an ordinary feeling that may occur to everyone in the different daily situations. The problem is that learners find themselves incapable of managing or dealing with anxiety during the language learning process in general and inside oral communication class in particular. MacIntyre and Gardner have defined foreign language anxiety as the feeling of pressure, stress and fear when it comes to second language situations especially speaking and listening skills (1994). English learners usually encounter anxiety when they attempt to engage in conversation during oral communication classes. Horwitz et al have argued that language learning is the most demanding field of expressing feeling, thoughts and oneself. Adding to that, using foreign language may bring learners in uncertain contexts where they lack linguistic and socio-cultural guidelines, the fact that may generate fear, stress or panic (1986). There are different reasons behind oral communication anxiety involving; the constant fear of making mistakes, having lower levels of self-confidence to use the target language in appropriate and correct way (Khan, 2015). Anxiety refers to the mixed emotions of fear, apprehension and tension. It is defined by Merriam-Webster dictionary as "apprehensive uneasiness or nervousness usually over an impending or anticipated ill: a state of being anxious". Scovel has argued that anxiety is an intricate psychological phenomenon that causes unease, dissatisfaction, insecurity and uncertainty that occurs promptly to the individuals. He adds that anxiety results in negative effects on human beings' body, behavior and mind in the same time (1978). Spielberger has defined three types of anxiety, the first one is state anxiety which is the stress that is felt in moment of time and is resulted in a particular occasion. It usually makes people incapable of facing people or situations (1983). The second type is trait anxiety which is a constant fear and stress that become a part of individual's personality. It is a long-lasting feeling that can be provoked easily even in non-menacing contexts (MacIntyre and Gardner, 1991). The third type is Situation-specific anxiety which is the fear associated with specific contexts like English foreign learners who experience language anxiety and apprehension in oral communication classes and particularly when they are supposed to speak in public (MacIntyre and Gardner, 1991).

The process of foreign language learning is affected by different factors such as the affective psychological ones. Anxiety plays an important role in foreign language learning since it determines to what extent learners are satisfied and comfortable with doing a specific task in the classroom. Duxbury and Tsai (2010) state that foreign language anxiety is common problem that prevents foreign English learners from language achievement and professionalism. As a consequence, anxiety determines the success or the failure of foreign language progress and learning. Horwitz et al (1986) have contributed in realizing the notion of foreign language anxiety. They have defined the concept as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" as cited in (Trang, 2012, p. 69). So, it is the emotions and feelings that are encountered by language learners and usually associated with the negative experience in language

learning process. The most common experienced anxiety by learners in the language classroom is the oral communication one.

Learners commonly feel anxious to speak in oral communication classes, especially when they have to present orally or speak in public. McCroskey has defined communication apprehension as the amount of fear, stress and anxiety that result because of speaking and communication (1977). Anxious learners can have some symptoms like sweating, stress, anger, shaking and rapid tempo of voice. Learners get frustrated when it comes to perform in the foreign language which arises from feelings of lack of success or failure. Moreover, learners become anxious because they are afraid of being negatively evaluated by their teachers or peers while performing in English. Horwitz et al, has asserted that learners' apprehension stems as well from the fear of being under evaluated which results in avoiding the evaluative situations (1986). Learners are always scared to make mistakes, lose image, risk self-esteem and feel social pressure especially when they have previous unsuccessful experiences. It would make them stay silent, passive constituents and refuse to take part in oral communication 's conversations and discussions. Public speaking apprehension is a natural phenomenon that learners experience especially when they are encountered by menacing contexts that increase their anxiety and hinder them from facing peers, teachers or the public.

1.2. Flipped Classroom

Technology becomes an important constituent in the learning and teaching process. None can deny the improvement that have been brought by technological advancement in the educational field. One of the effective innovative strategies that has been gained widespread and fame in learning and teaching is flipped classroom. It is a creative pedagogical way of teaching that aims to engage learners in communicative tasks, motivate them to work collaboratively, fosters sociability and push them to think critically and solve problem-based situations. Flipped classroom (FC) is based on the modern aspects of teaching such as learner-centeredness and constructivist view of learning. It gives learners great significance by allowing them to learn according to their interests and wants, supply them with the responsibility to take care of their own learning which promotes their autonomy and increases their self-confidence and self-esteem (Johnson, 2013; Jones, 2007).

In an attempt to solve classroom related problems, educators start to look for alternative strategies, tools and techniques to be integrated in the teaching learning process. The American teachers Jonathan Bergmann and Aaron Sams are considered as the pioneers in dealing flipped classroom, and who incorporate it in their chemistry class. When they have decided to record their live courses and make all learners capable to get access to the course online, so that to enable those who miss their class to recapitulate afterwards. While the primary goal of facilitating and providing courses for absent student was achieved. Bergmann and Sams were thinking of other goals behind using the flipped classroom. This includes changing the conventional way of teaching by sending courses to students and give them the responsibility to prepare it at home and leave class time for further explanation and practicing tasks and activities (2012).

Flipped classroom is called as such because the actual traditional classroom is inverted. Merrill has defined FC as "a pedagogical model in which classwork and homework are reversed" (p.16). she has added that course instructions are given to the learners to be learnt at home or any

other place out of classroom time, the materials are usually videos available online (2015). Therefore, learners are provided with extra time inside the classrooms to interact with their teacher and peers which helps them to take part in discussions, ask about ambiguous concepts and seek clarification if needed. Moreover, learners develop active and autonomous learning as they become responsible of preparing and studying the sent materials by themselves at home. Hence, flipped classroom is an alternative teaching strategy that make learners interested in the learning process since it posits unusual and innovative ways of dealing with the course content which generates curiosity, interest and motivation to learn. In this sense Baker has stated "A key component for the 'flipped' class is the movement of lecture material out of the classroom through online delivery" (2000, p.10).

1.3. Flipped Classroom and English Teaching

Flipped classroom is considered as a successful integrative tool in teaching English as a foreign language. It is based on both online and offline technology including videos, DVD's, mobile apps, websites...etc, it creates interest and adds an enjoyment factor to the course. Learners feel motivated when they use technology in their education and increase their self-confidence especially because they are learning on their own pace (Merzifonluoğlu & Gonulal, 2018). Learners are able to practice English easily in an interesting and enjoyable manner, they can improve their four skills and achieve their goals from the English course notably technological advancements allow learners to obtain unlimited number of different beneficial materials. Furthermore, learners' involvement in online chat rooms, forums and conversations brings to the development of speaking and writing skills which leads to enhancement of language proficiency. Flipped classroom technology as well enables teachers to manage their classrooms effectively and efficiently, particularly when students are coming to the class with certain knowledge about the course content. Thus, learners are just concentrating on how to ask about confusing concepts and are mainly excited on practicing activities and tasks with their peers. This facilitates for teachers managing their classroom through reducing negative behavior and fostering group work and collaboration (Cockrum, 2013).

Flipped classroom contributes to new roles for both teachers and learners in the English class. Teachers move from the rigid role of face-to-face learning by giving ready-knowledge to more sophisticated roles of facilitating, scaffolding and feedback providing. Teachers work hard to prepare and select the authentic learning materials chiefly authentic videos that would be suitable for the different types of learners which generates their interest and curiosity. In class time, teachers act as facilitators, advisors, guides and mentors. They are ready to answer any question and clarify learners' ambiguities and confusion concerning the course content. Moreover, teachers assess learners constantly, both outside the classroom by assigning some activities to check their comprehension and inside the classroom by providing learners with ongoing assessment and give them immediate feedback to ensure on learners' progress (Bergmann & Sams, 2012). Besides, learners obtain new roles especially that flipped classroom model transforms learning from teacher-centered to learner-centered. Learners become responsible of comprehending the transmitted course, looking for more details for further understanding which makes them content explorers and researchers. In the class time, learners engage actively in learning tasks, involve in meaningful learning situations and work in groups collaboratively with their peers rather than sit passively like

the traditional classroom, hence flipped classroom encourages self-directed learning (Cockrum, 2013).

Flipped classroom strategy is based on the learner-centeredness approach, active participation and learners' self-directness. This is mainly built on social constructivism which asserts that learning occurs when learners activate discovery through active involvement rather than given it directly to them. Thus, learning is better achieved when learners have experiencing knowledge by themselves with the help and guidance of the teacher (Karpov, 2003). Flipped classroom helps to increase learners' self-autonomy and self-dependency which fosters their self-confidence and esteem to speak and communicate confidently in English without being scared to make mistakes or say things incorrectly. Thus, learners' anxiety and fear of public speaking decrease. It is demonstrated that flipped classroom has improved many aspects inside the English classroom. It increases learners' creative thinking (Al-Zahrani, 2015), critical thinking and solving language related problems. In addition to that, flipped classroom enables learners to achieve language proficiency (Wu, Hsieh, & Yang, 2017) by enhancing their English pronunciation (Zhang et al., 2016) besides the other language skills.

Flipped classroom is considered of great importance, along the same line Lo and Hew have argued that the strategy enables learners to promote their cognitive skills (2017). Bergmann and Sams have stated that learners in flipped classroom would develop six cognitive domains based on the revised version of Bloom's Taxonomy. While learners develop only Lower-Order Thinking Skills (LOTS) in the conventional classroom, in flipped classroom learners develop them at home when they are supposed to deal with the course content and prepare it. They are actually attempting to remember, understand and apply the knowledge. In class time, learners have enough time to be concerned with practicing the already received knowledge, So, they are using Higher-Order Thinking Skills (HOTS). They are engaged in meaningful activities that make them analyze the information, evaluate situations and create new things (2012).

2. Methodology and Materials

The present research is conducted through qualitative and quantitative methods. A survey questionnaire was administered to first year students at the English department of l'Ecole Normale Supérieure of Constantine (ENSC). This school is specialized in training pre-service teachers to enhance their skills in order to prepare them for future profession.

2.1. Participants and Procedures

This study took place at the English department of l'Ecole Normale Supérieure (Assia Djebbar), Constantine (ENSC), Algeria. An institution that is specialized in training pre-service teachers professionally and academically which provides them the opportunity to start their teaching career whether in primary, middle or secondary school. The sample is comprised of 58 first-year students, they were chosen randomly to answer a semi-structured questionnaire from google forms. The choice of first year is due to the fact that learners are exposed to oral class three times a week, which means that they practice the language too often inside the classroom.

2.2. Research Instrument

The questionnaire is a research tool that provides reliable analysis especially when privacy is respected. Taherdoost (2021) argues that questionnaires are tools for gathering information through answering the different question by the respondents from the particular population. The questionnaire was administered online via google forms. The questionnaire includes multiple choice questions, in addition to open-ended ones in order to know about learners' perceptions and attitudes toward the use of flipped classroom in oral communication classes and its impact on learners' psychological status inside the classroom. The questionnaire is composed of 27 questions which are divided into five sections as follow: the first section entitled general information with 4 questions. The second section students' speaking skills and anxiety with 6 questions. The third section flipped classroom and speaking with 6 questions. The fourth section flipped classroom and its effect on learners' anxiety in oral classes with 8 questions. The last section depicts learners' perceptions toward flipped classroom strategy to reduce anxiety in oral expression classroom with 3 questions.

3. Results

The following are the results of the questionnaire:

3.1. Participants' general information

The collected information about learners is related to their gender, age, years of studying English and their level of English. Results are shown in table (1)

Gender		Age		Years of studying English		Level of English	
Male:	10.3%	17	5.17%	8 years	86.20%	Advanced	10.3%
Female:	89.7%	18	68.96%	9 years	13.79%	Upper-intermediate	29.3%
		19	25.86%			Mid-intermediate	46.6%
						Lower-intermediate	10.3%
						Beginner	3.4%

Table 1. Learners' General Information

As displayed in table 1. The majority of participants are females (89.7%), which is the case in the ENSC where females compose the majority of the learners. Their age ranges between 17 and 19, while the majority of them are 18 years old (68.96%). Concerning their studying of English ranges between 8 and 9 years. Regarding their level of English, most of them describe it as being mid-intermediate (46.6%).

3.2. Students speaking skills and anxiety

Speaking is one of the significant skills that every English learner sought to become proficient in. However, in reality learners may encounter different obstacles that would prevent

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them from speaking a native-like or at least in a good way. One of these obstacles that learners can experience is the psychological factors including anxiety and nervousness which create a serious problem when it comes to interact and communicate in English.

Question 1. Which skill do you prefer most?

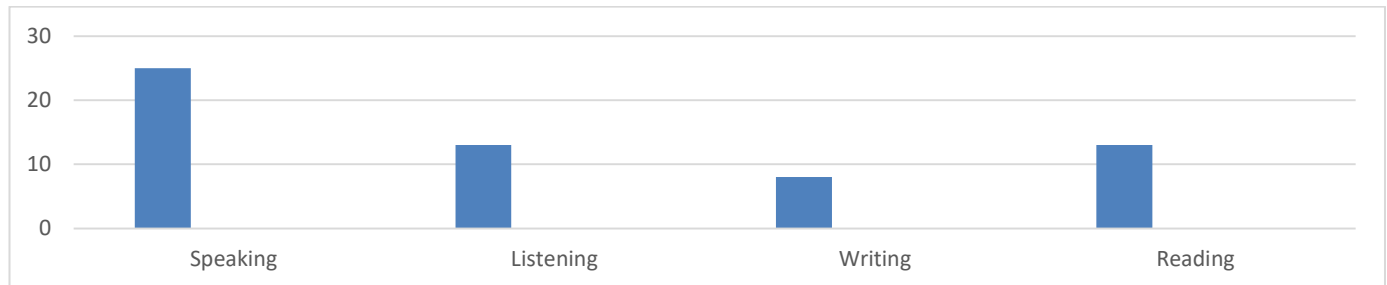


Figure 1. The most preferred skill

Results in figure one demonstrate that learners prefer speaking (48.27%) over the other skills.

Question 2,3,4.

Do you have any obstacles that prevent you from speaking English fluently?

Have you ever experienced anxiety in oral class?

Do you feel anxious when you have to speak or perform in oral class?

The question	Yes	No
Encountering obstacles while speaking English	60.3%	39.7%
Experiencing anxiety in oral classroom	62.1%	37.9%
Feeling anxious when performing in oral class	66.3%	33.7%

Table 2. Obstacles and anxiety in learners' oral class

Learners answer that they find obstacles and problems while speaking English (60.3%), most of them (62.1%) experience anxiety in oral classroom and feel anxious when performing in oral class (66.3%).

Question 5. What makes you anxious in oral communication class?

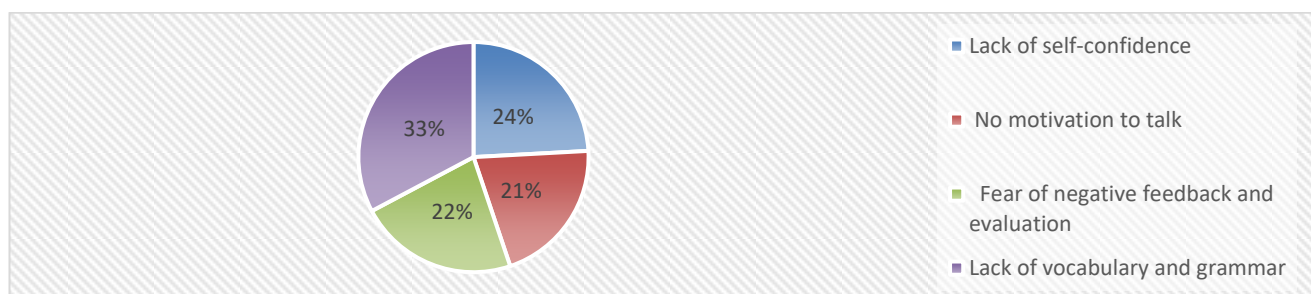


Figure 2. Causes of anxiety in oral communication

Results in figure two show that learners' anxiety in oral communication class is originated from different reasons, most of them (33%) answer that they become anxious because of lack of vocabulary and grammar. Others (24%) answer with lack of self-confidence, (22%) declare that their fear of negative feedback and evaluation makes them anxious in oral classes while (21%) assume that they have no motivation to talk.

Question 6. What type of activities that make you anxious?

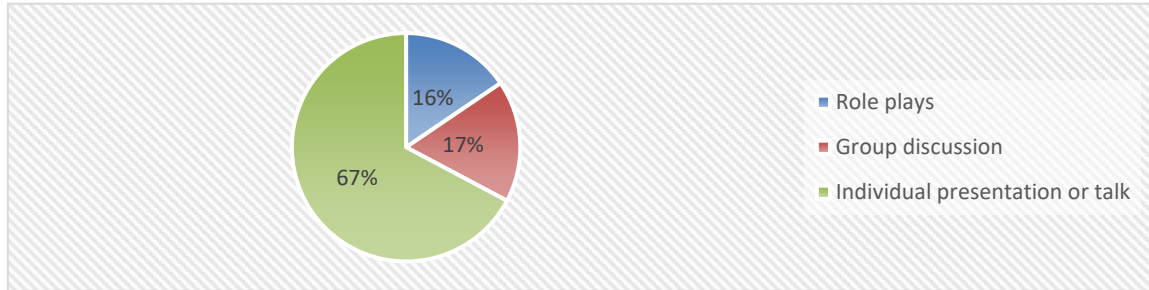


Figure 3. Type of oral activities that make learners anxious

Results in figure three show that majority of learners (67%) feel anxious while they present or talk individually, while the remaining learners (16%) and (17%) choose role plays and group discussions respectively as activities that make them feel anxious.

3.3. Flipped classroom and speaking

Flipped classroom is one of the innovative strategies that uses new technologies which creates interest and excitement among learners. using technology to prepare the course at home motivates learners to foster their autonomy and increase their self-confidence and spirit of taking responsibility of their own learning. Flipped classroom is very effective in pushing learners to get ready for what they are going to talk in oral session. This facilitates their participation and involvement in oral communication. Results of the survey in this section is demonstrated in table (3).

Statements	Yes	No
1. Using technology to interact in English language	87.9%	12.1%
2. Using flipped classroom before in oral class	55.2%	44.8%
3. The interest in this strategy to improve speaking	97%	3%
4. The content of FC is helpful	97.8%	2.2%
5. The materials have an authentic language	98%	2%
6. The videos help to participate	72.4%	27.6%

Table 3. Flipped Classroom and Speaking

Results in table (3) show that learners admit positive attitudes toward technology and using flipped classroom in oral sessions. Majority of them (87.9%) use technology to interact in English language. concerning the use of flipped classroom in oral class (55.2%) of learners answer with yes. In addition to that, the majority (97%) are interested in the flipped classroom as a strategy. Moreover, most of them see that the content of flipped classroom is helpful (97.8%), includes an authentic and clear language (98%) and it helps to participate in oral class (72.4%).

3.4. Flipped classroom and its effect on learners' anxiety in oral classes

It is obvious that learners with a limited vocabulary and grammar, become hesitated to take part in oral discussions because of lowered self-confidence, demotivation and fear of negative feedback. All these reasons create anxiety and nervousness in learners and prevent them from speaking. Flipped classroom provides them the opportunity to get ready beforehand and learn something to talk about in class. Results are shown in table (4)

<i>Statements</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>
1. The videos help decrease anxiety	12.1%	84.5%	0%	2.1%	1.3%
2. The videos provide knowledge and information	18.8%	67.2%	3%	5%	6%
3. FC boosts concentration compared to traditional way of teaching	32.2%	46.6%	5%	11.2%	5%
4. FC encourages to speak and express myself more	28.9%	48.3%	4.8%	12%	6%
5. FC stimulates communication and cooperation among learners	22.2%	62.1%	2%	10.7%	3%
6. FC enhances autonomy, self-regulation and motivation to speak	36.2%	44.8%	4%	13%	2%
7. The videos help to speak words and sentences more accurately	28.4%	67.2%	1.4%	1%	2%
8. English classes have to integrate more flipped classroom	30.6%	46.6%	3%	12%	7.8%

Table 4. Flipped Classroom and Its Effect on Learners' Anxiety in Oral Classes

The results of the table above indicate that learners agree (84.5%) on the fact that flipped classroom decrease anxiety in oral communication class. This result is achieved due to the learners' agreement to the following; the sent videos provide knowledge and information (67.2%), videos help to speak words and sentences more accurately (67.2%). In addition, flipped classroom boosts concentration compared to traditional way of teaching (46.6%) encourages to speak and express myself more (48.3%), stimulates communication and cooperation among learners (62.1%), enhances autonomy, self-regulation and motivation to speak (44.8%). Finally, (46.6%) of learners affirm that English classes have to integrate more flipped classroom.

4.5. Learners' Perceptions Toward Flipped Classroom Strategy to Reduce Anxiety in Oral Expression Classroom

In this section there are three questions that depict learners' attitudes toward the strategy of flipped classroom in reducing nervousness and anxiety during oral communication class. the first question is about the extent to which flipped classroom is effective in decreasing anxiety during oral class. All the answers without exception acknowledge the positive impact of the strategy in decreasing anxiety. The second question is about the obstacles that may face learners while using flipped classroom. Most of the answers agree on the opinion that the internet problems is the great difficulty that can face them when using FC. The third question is about the language aspects that was improved in their speaking thanks to flipped classroom strategy. The answers were varied, however, the most repeated aspects are vocabulary and grammar, pronunciation and improved self-confidence and motivation.

4. Discussion

Learners are very interested in speaking skills because of its significance in their study and future job which is teaching English as foreign language. yet, they face a serious problem while

trying to speak, interact or get involved in oral discussion. They usually feel anxious and nervous during oral communication classes because of lack vocabulary and grammar, fear of making mistakes and negative feedback from their teachers and peers. The fact that leads to decrease their self-confidence, motivation and increases anxiety and nervousness.

Learners have positive attitudes toward integrating technology in English class in general and oral sessions in particular. They thought that flipped classroom is very powerful strategy to be used as a part of oral communication classroom. In addition to that, flipped classroom is beneficial tool that provides them with authentic and clear language. most importantly, flipped classroom helps learners to participate in oral class and provide them with the needed material to get involved in the course (Merzifonluoğlu & Gonulal, 2018).

Concerning the effect of flipped classroom on learners' anxiety in oral classes, learners find that the strategy helps to decrease anxiety gradually. The fact that videos that are sent by the teacher beforehand facilitates for learners to gain information and knowledge about the topic of the course easily and smoothly (Cockrum, 2013). It helps also to speak more words and sentences accurately. Besides, it boosts concentration inside the classroom since learners have already known the topic and they want to know more (Karpov, 2003). Hence, it increases interest, motivation and self-confidence which results in stimulating communication and collaboration with their teacher and peers.

Learners wish to experience flipped classroom in the future as being integrated in the different modules at the English department. Yet, they have fears of facing some problems while using flipped classroom strategy like internet problems. Finally, flipped classroom is considered as great innovative strategy by learners who believe that it helps them to improve their vocabulary, pronunciation, fear of making mistakes, motivation and self-confidence.

5. Suggestions for Future Improvement

Flipped classroom is worthy innovative strategy which should be used in the different instructional setting in Algeria particularly in the Algerian universities and more specifically in the language departments. Considering its importance in improving language skills and its significance in fostering learners' self-confidence, esteem and motivation. Some suggestions are outlined in the following points:

- ❖ More training for teachers and learners in using technology.
- ❖ Extra meetings of teachers to improve the content of the material in a way that would decrease pressure and anxiety.
- ❖ Improving internet connection.
- ❖ Informing learners of the advantages of flipped classroom.
- ❖ Encouraging learners to involve more in such strategy to reduce their anxiety in oral classroom.
- ❖ Establishing a specified rules to regulate learning with flipped classroom and making sure that everybody would respect it.

Conclusion

Speaking and interacting in oral communication classes becomes an obsession to the majority of English learners. Yet, they usually encounter psychological problems that prevent them

from participating and taking part in the oral classes. Anxiety is one of these psychological barriers that presents serious restrictions to English learners, lower their energy and slow their progress and improvement. Learners feel anxious to speak because they thought that they don't have enough vocabulary and grammar, they have fears of making mistakes and receive negative feedback from their peers and teachers. Thus, teachers seek to use innovative teaching strategies that would facilitate for learners their learning and improve their progress in learning experience. Flipped classroom is an innovative teaching strategy which needs to be integrated in English teaching and learning in general and oral classes in particular considering its great importance in enhancing language skills. Hence; flipped classroom provides learners with the required materials, information and knowledge that foster their self-confidence, motivation and eagerness to get involved in communicating with their teachers and peers.

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