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Deanship of Scientific Research

Empowering EFL Learners' Speaking Skills through the 5E Flipped ELM Approach

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Abstract

Objectives: The study aimed to explore the implementation of the 5E-Flipped model with an interactive e-learning module (5E flipped ELM in speaking instruction within legal education, focusing on how its instructional design enhances law students' experiences in improving their speaking skills.

Methods: The research design employed an evaluative case study involving 23 law students actively enrolled in a legal English course. The data were collected from semi-structured interviews, observation, and documents analysis. Thematic analysis was used to analyze and interpret the data.

Results: The findings revealed that the 5E flipped ELM offers a comprehensive framework for enhancing law students' speaking competencies in a focused and supportive environment. It also improves students' confidence and fosters a positive attitude while reducing anxiety.These results indicate that the 5E flipped ELM instruction cycles are recommended for implementation in teaching speaking, which significantly contributes to better learning outcomes and reduced speaking anxiety.

Conclusions: This research has some instructional implications for EFL teachers, students, and syllabus designers. The outcomes of this study can encourage teachers to adopt this instructional design and its activities to support active learning, enhance learner engagement, and implement practical assessments for developing speaking skills in EFL settings.

Keywords: 5E flipped model, interactive e-learning module, law students, instructional design, speaking skills

تعزيز مهارات التحدُّث لدى متعلِّمي اللغة الإنجليزيَّة بِوَصفها لغةً أجنبيَّةً عبرل نهج 5E Flipped

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ملخّص

الأهداف: هدفت هذه الدراسة إلى استكشاف تطبيق نموذج الخمس مقلوبات أو ما يُعرف بِـ 5 E-Flipped باستخدام وحدة تعلُّم إلكترونيَّة تفاعليَّة في تعليم مهارات التحدُّث ضمن سياق التعليم القانوني، مع التركيز على كيفيَّة إسهام تصميم هذا النموذج التعليمي في تعزيز تجارب طلبة القانون في تطوير مهارات تحدُّثهم.

الطريقة: اعتمدت هذه الدراسة النوعيَّة تصميم دراسة حالة تقييميَّة شملت 23 طالبًا كعينة قصديَّة من طلبة كليَّة الحقوق ممَّن يدرسون مقرَّرَ اللغة الإنجليزيَّة القانونيَّة. جُمِعَت البياناتُ باستخدام ثلاث أدوات رئيسة، هي: المقابلات شبه المنظَّمة، والملاحظة الصفيَّة، وتحليل الوثائق، وَحُلِّلَت باستخدام منهج التحليل الموضوعي لتفسير الأنماط المتكرِّرة واستخلاص النتائج.

النتائج: أظهرت النتائجُ أنَّ نموذج 5 E-Flipped مع الوحدة الإلكترونيَّة التفاعليَّة يوفِّرُ إطارًا متكاملًا لتطوير كفاءة التحدُّث لدى طلبة القانون ضمن بيئة تعليميَّة داعمة ومركَّزة، كما أسهم في تعزيز ثقة الطلبة بأنفسهم، وتنمية مواقف إيجابيَّة تجاه تعلُّم التحدُّث، فضلاً عن تقليل مستويات القلق المرتبطة بهذه المهارة. وتشير النتائج إلى أنَّ تطبيق دورات مبنيَّة على نموذج 5 E-Flipped يُعَدُّ فعّالًا في تحسين مخرجات التعلُّم وتخفيف قلق التحدُّث.

الاستنتاجات: تحمل هذه الدراسة دلالاتٍ تربويَّةً مهمَّةً لمعلِّمي اللغة الإنجليزيَّة بِوَصفها لغةً أجنبيَّة، والطلبة، ومصمِّمي المناهج. وتُبرز نتائجُها أهميَّةَ تبنّي هذا النموذج التعليميّ بما يتضمَّنُهُ من أنشطة لدعم التعلُّم النشط، وتعزيز تفاعل المتعلِّمين، وتطبيق تقييمات عمليَّة تُسهم في تنمية مهارات التحدُّث في بيئات تعليم اللغة الإنجليزيَّة بِوَصفِها لغةً أجنبيَّة.

الكلمات المفتاحيَّة: نموذج E-Flipped5، وحدة التعلُّم الإلكتروني التفاعليَّة، طلبة القانون، التصميم التعليمي، مهارات التحدُّث.

1. Introduction

Developing proficiency in speaking English as a foreign language (EFL) is challenging for Indonesian students, particularly those from non-linguistic majors such as legal education. Numerous reports indicate that Indonesian learners struggle to achieve high oral English proficiency or speaking skills. According to Sampelolo et al. (2021) and Franscy and Ramli (2022), Indonesian EFL learners face challenges primarily because of linguistic aspects (comprehension, pronunciation, vocabulary, grammar, fluency) and non-linguistic aspects (speaking anxiety). Similarly, Winnie et al. (2023) found that a lack of vocabulary and grammar creates challenges for Indonesian EFL learners, as well as psychological difficulties in using English in daily communication. These challenges can influence the development of speaking skills, as they hinder learners' ability to communicate effectively and confidently.

Jon et al. (2021) highlighted that in teaching EFL, ideally, teachers should employ various teaching approaches, including strategies and techniques, to improve students' communication skills. They should provide an engaging speaking classroom and a supportive environment that encourages students to participate in learning. Moreover, English teachers must possess both pedagogical expertise and sufficient English proficiency to effectively enhance their students' language skills when they begin their careers (Sakhiyya et al., 2018). Additionally, the instructional model employed plays a crucial role in the effective learning of EFL, fostering the development of proficient speakers. In line with this, Richards & Rodgers (2014) emphasized that diverse teaching methods and approaches contribute significantly to language acquisition. Brown (2001) also stressed the importance of interactive teaching strategies, highlighting that student engagement and active participation are fundamental to language development. A well-designed instructional model facilitates comprehension and retention and enhances learners' ability to apply language skills in real-life contexts. The 5E Instructional Model and the flipped classroom approach have emerged as prominent and innovative methods for teaching English language skills to address the challenges associated with EFL learning.

Many previous studies have examined the impact of the 5E Instructional Model on English learning as a foreign language across various language skills. A study by Tarawneh (2024) demonstrated that the 5E Model develops students' reading comprehension skills through prior knowledge, exploring new ideas and questions, self-examination, and reflection. Meanwhile, Alorabi (2019) claimed that the 5E model positively contributes to increasing students' learning performance and motivation in EFL classes. Similarly, Behera et al. (2024) revealed that the 5E model positively affects students' grammar proficiency. Additionally, Ma (2024) highlighted that the 5E model strengthens students' writing output. Moreover, several studies have explored the implementation of flipped classrooms and their positive impact on EFL learners' speaking competency. Implementing flipped classrooms improved EFL learners' speaking skills and learning outcomes (Li & Suwanthep, 2017; Quyen & Loi, 2018; Phoeun & Sengsri, 2021). The flipped classroom proved to be an effective instructional strategy for enhancing students' public speaking skills, speaking performance, and critical thinking (Irianti et al., 2024). Similarly, relevant studies by Rayyan et al. (2023) and Abusalim et al. (2024) found that teaching pedagogy in flipped classrooms enhances students' learning experiences and promotes academic achievement. Additionally, it boosts learners' motivation and confidence (Abusalim et al., 2024). Based on the analysis of previous studies, the 5E Model and the flipped classroom approach effectively enhance EFL learning. These strategies are crucial for improving overall language proficiency, learning outcomes, and confidence.

Moreover, combining the flipped classroom approach as a technology-infused pedagogy with 5E model learning has also been extensively studied and has shown positive impacts. Some previous studies have explored this combination; Aşıksoy and Ozdamli (2017) found that in physics courses, the 5E flipped model positively affected students' learning scores. Salloum et al. (2022) proposed that 5E-Flipped learning facilitates students' critical thinking and communication in science studies more effectively. In their study, Krishnian et al. (2023) mentioned that medical assistant students improved their quality of work in a 5E Flipped Learning Environment (5EFL), which plays a crucial role in enhancing learners' cognitive engagement during the learning process. Similarly, Gao and Hew (2021) showed that the 5E-based Flipped Classroom model greatly enhanced students' comprehension of CT concepts and their computational problem-solving skills. Meanwhile, Lam et al. (2022) proposed integrating flipped classrooms with the 5E Instructional Model to improve

writing skills in ESL courses. The results showed sustainable student engagement while overcoming the constraints associated with traditional classrooms. Although 5E-flipped classroom practices have been employed in various educational studies with positive outcomes, challenges remain in applying this approach to language learning, particularly regarding other English skills, such as speaking skills in legal education contexts, which have received comparatively less attention.

Therefore, to address this gap, further research is needed to explore the effectiveness of the 5E-Flipped classroom model in enhancing speaking skills and reducing anxiety, particularly within the context of legal education. Investigating how this approach can be adapted to meet the specific linguistic and cognitive demands of law students will provide valuable insights into its potential benefits and challenges. Additionally, to overcome the challenges EFL learners face in learning English and the critical necessity of communication skills in today's global era, as discussed earlier, it is essential to implement innovative teaching methodologies and educational tools in EFL instruction. Furthermore, this study proposes combining the flipped classroom approach with the 5E instructional model to support the teaching and learning of speaking skills in legal education. This model promotes students' active engagement in enhancing their legal speaking proficiency and allows them to explore, explain, and elaborate on the legal content material in ELM. A flipped application with an interactive electronic learning module (ELM) will be incorporated into 5E instruction to structure the speaking skills of law students across five phases: engage, explore, explain, elaborate, and evaluate (Bybee, 2014). A deeper understanding of the implementation of these approaches will inform improved practices in teaching EFL, especially speaking skills, in the context of legal education.

To achieve this research objective, this study investigates and seeks to answer the following questions:

1. How is the 5E flipped ELM implemented for speaking instruction in legal education?
2. How does the 5E flipped ELM approach enrich the learning environment to support EFL law students' experience and enhance their speaking skills?

2. Literature Review

2.1 5E Instruction Model

The 5E instructional design, developed by Bybee (2014), is primarily concerned with enhancing learning by promoting active engagement, inquiry-based exploration, and deeper understanding. This model has been recognized for helping language teachers actively involve students, improve their motivation to learn, and promote skill development through a well-structured sequence of learning experiences that includes engagement, exploration, explanation, elaboration, and evaluation. In the 5E model, students are encouraged to actively explore concepts and develop an initial understanding on their own before the teacher intervenes with direct instruction, offering guidance and explanations for concepts that may be difficult to discover independently (Lam et al., 2022). This approach empowers participants to actively engage, take ownership of their learning, and seize opportunities for interaction and collaboration (Hussein, 2024). It encourages active learner participation by linking new knowledge to prior experiences, enhancing students' ability to communicate effectively and comprehend English more proficiently (Tarawneh, 2024). In summary, the 5E model fosters active learning, skill development, and meaningful engagement, making it a powerful approach to language education.

2.2 Flipped Classrooms

The flipped classroom approach holds great potential for more efficient and effective teaching, particularly for legal students. It involves assigning online content such as videos, podcasts, PowerPoint presentations, and exercises for students to engage with outside the classroom. This method helps students grasp the fundamentals of legal research through interactive online videos integrated with assessments, allowing instructors to dedicate class time to more in-depth content and activities. This approach fosters student engagement and enthusiasm, resulting in better-prepared students who are stimulated by multimedia content and actively participate during class. It also promotes students' reflection on learning and deepens their understanding of the subject (Hyttinen & Suhonen, 2022).

In addition, this approach enables students to prepare more thoroughly before entering the class, creates positive

perceptions among learners toward the learning process—such as greater enjoyment and engagement—and helps them improve their speaking ability (Harrell & Bynum, 2018). Moreover, when classes are flipped, students have more opportunities to practice speaking and listening in class (Rayyan et al., 2023). Furthermore, studies by Abusalim et al. (2024) and Rayyan et al. (2024) reveal that digital platforms enhance students' speaking skills more effectively than traditional methods. Innovative tools like Gather.Town, combined with a flipped classroom approach, further boost student motivation and confidence.

According to Nhạc (2021), the flipped classroom model effectively improves the legal English learning process. It fosters student autonomy in learning, encourages collaborative work, and bridges the gap between theory and practice through experiential learning, all while enhancing lawyering skills (Castro & Aguirre, 2020). The flipped classroom also positively affects students' academic achievement and attitudes, particularly in English classes at the tertiary level (Quyen & Loi, 2018). This approach boosts engagement, deepens understanding, and enhances learning efficiency, making it a valuable method for legal education.

In conclusion, the flipped classroom approach, supported by digital platforms and interactive tools, offers a more effective and engaging learning experience, particularly for legal students. By allowing students to prepare in advance and actively participate in class discussions, this method enhances their understanding, boosts motivation, and improves speaking skills. As technology continues to evolve, integrating innovative tools into education will further enrich student learning and foster a more dynamic and interactive classroom environment.

2.3 E-Learning Module (ELM)

E-learning Modules (ELM) are technology-based components that serve as valuable tools for educational purposes by providing a multimodal learning environment. Theoretically, they enhance the efficiency of knowledge absorption from provided materials. Their primary goal is to facilitate students' comprehension and organization of knowledge, thereby promoting the refinement and development of their skills (Dewi et al., 2019).

In this study, the ELM *English for Law* was utilized. The ELM content and template were designed through prior pilot research (R&D research) incorporating a needs analysis for law students. It was guided by an analysis of educational material requirements and required approval from three distinct experts in content, language, and media. Furthermore, it underwent a feasibility test for eligibility and practicality assessments (Septiyani et al., 2022). The content materials in the ELM, including legal reading texts (e.g., case laws, statutes, and contracts), serve as essential resources for building the foundation for oral arguments. The reading texts are followed by legal expressions, legal terms, and speaking exercises, such as role-plays or mock trials, where learners practice using these terms in real-life legal scenarios (e.g., presenting a case or negotiating a contract).



Figure 1: The ELM content

Embedded links to online resources and assessments are integrated into the ELM to reinforce the absorption of learning materials. They serve as interactive tools to enhance the learning process, particularly in developing speaking skills. Learners have access to various supplementary materials and activities, which enrich their understanding and retention of speaking content. The interactive nature of the ELM enhances flexibility and accessibility, effectively boosting students' cognitive retention and helping them better understand course material.

As shown in Figure 1, the resources expand upon the core ELM content by offering examples of real-life speaking scenarios, tutorials on pronunciation, and interactive dialogues. Embedding links in an e-module to online resources such as YouTube, learning websites, and assessments like quizzes helps learners absorb speaking materials more effectively by providing diverse, interactive, and practical learning opportunities. This ensures that students have access to the tools they need to practice, reflect on, and refine their legal speaking skills in an engaging and self-paced manner.

3. Methodology

3.1 Research design

This research aimed to explore the implementation of the 5E Flipped ELM model in enhancing the learning environment to improve speaking skills, boost confidence, and reduce anxiety. A qualitative case study approach was employed. As noted by Paparini et al. (2020), case studies provide a thorough and detailed analysis of a situation within its specific context. Case studies involve an in-depth investigation of a defined system, such as a particular group, setting, or phenomenon, to gain a comprehensive understanding of the subject (Creswell & Poth, 2018). Accordingly, this study utilized a single case study to explore the experiences of EFL learners engaging with the 5E Flipped ELM model in the context of legal English.

3.2 Research Site and Participants

The study was conducted in 2023 at a small private university in a local district of Banten, Indonesia. Selecting participants with direct experience of the intervention strengthens the study's internal validity and ensures the collection of the most relevant data (Palinkas et al., 2015). In this study, participants were selected using a purposive sampling technique, ensuring that they had sufficient knowledge, participated voluntarily, and possessed specific attributes that would facilitate their engagement in the study. Through this sampling technique, 23 law students (8 male, 15 female), aged between 20 and 21, were identified from the total population as meeting the criteria for inclusion in the final sample. They were enrolled in a legal English course requiring intermediate-level proficiency (B1-B2) and offered only in the third semester. This course helps students develop foreign language skills essential for global career opportunities. The 23 participants were also selected as interview informants. Although the study involved 23 participants, it remains a case study because it focuses on a specific case within a defined context, employs qualitative methods, and aims for an in-depth understanding rather than broad generalization (Creswell & Poth, 2018).

3.3 Data Collection Procedure

Qualitative data were gathered from semi-structured interviews with students to gain a holistic understanding. Two experts previously validated the instruments for validity and reliability. They recommended modifications to the sequence, structure, and placement of the items. While they agreed that the items accurately reflected the central concepts of the research, they also suggested including questions about strategies to address challenges encountered during speaking practice.

The semi-structured interview consisted of thirteen open-ended questions covering four major themes, as shown in Table 1. These themes include enhancing speaking skills, learning experiences, overcoming speaking anxiety, and the effectiveness of the 5E-Flipped ELM model. The interviews were conducted in Indonesian to avoid bias and allow students to express themselves more comfortably and accurately. They were conducted face-to-face to foster interpersonal dialogue and help identify students' learning experiences. The interviews were guided by four dimensions, outlined as follows:

Table 1. Blueprint of students' interview on 5E Flipped ELM

No	Dimensions	Questions No
1.	Enhancing speaking skills	6,7,8,9,10
2.	Learning experience	1,2,3,4,5
3.	Overcoming speaking Anxiety	11,12,13,14
4.	Evaluating the Effectiveness of 5E-flipped ELM	15,16,17,18,19

Documentation and observation were carried out during speaking teaching and learning activities utilizing the e-module. The activities were documented through video recordings and photographs, while observation was conducted both directly and indirectly. The researcher observed classroom activities in person, while indirect observation relied on the recorded materials. The observation results provided valuable information on topics that participants were reluctant to address in interviews and highlighted similarities and differences between what was explicitly stated and what actually occurred in practice. Students' documents and artifacts were collected via Google Drive, including speaking task videos, scripts, and photographs.

3.4 Data Analysis

A descriptive interpretation was conducted to address the research questions, using thematic analysis to identify key patterns and insights. Thematic analysis stages adopted from Braun and Clarke (2006) were applied to analyze three instruments: students' interviews, observations, and documents.

The analysis began with familiarization, during which all collected data were reviewed multiple times to identify patterns and key insights related to the implementation of the 5E-Flipped ELM model in legal English instruction. In the semi-structured interviews, students' responses were transcribed and analyzed to capture their experiences and perceptions of the 5E-Flipped ELM model. Initial coding was conducted to identify patterns in student responses, focusing on themes such as engagement with 5E-Flipped ELM learning, vocabulary development, and confidence in legal English communication.

Detailed field notes and recorded sessions from classroom observations were analyzed to examine students' participation, peer interactions, and teacher facilitation strategies. Further evaluation was carried out through document analysis. Data from student artifacts (e.g., scripts, recorded presentations, lesson plans, and the syllabus) were examined. Lesson plans and the syllabus were reviewed to assess how instructional strategies aligned with learning objectives.

Finally, findings from interviews, observations, and document analysis were synthesized to identify recurring themes, ensuring consistency and credibility. Coding and analysis were conducted using NVivo software, which facilitated systematic data organization, pattern detection, and thematic categorization, ensuring a precise and efficient qualitative analysis.

4. Findings

4.1 The way of 5E flipped ELM design was implemented for speaking instruction in legal education

Based on classroom observations and field notes, the 5E-Flipped ELM learning model was implemented in five cycles, adopting the framework proposed by Lo (2017). In this framework, the explanation phase was conducted outside the classroom using e-module content shared through WhatsApp class groups. The following table presents the activity design for implementing the ELM-based 5E-Flipped cycles.

Table 2. Design Activities of 5E Flipped Speaking Classroom Through The ELM

No	5 E phases	Out-of-class learning	In-class learning
1	Engagement	Teacher recalls students' prior knowledge required for learning by reviewing basic legal terminology, overviewing speaking skills in a legal context, linking legal concepts to real-world communication, and recalling students 'prior speaking experiences'.	Teacher recalls students' out-of-class learning, provide feedback mechanisms, connect feedback to practical applications, and encourage peer sharing
2	Exploration	Students explore the "English for Law" e-module containing various legal reading texts, self-paced quizzes and online exercises on common legal terms and phrases, legal concepts, short videos.	Nil
3	Explanation	Teacher introduces and provides learning materials on legal topics through embedded links in the ELM, class WhatsApp groups and online sources.	Nil
4	Elaboration	Nil	Students participate in class activities and work on speaking tasks on a legal topic (professional introductions, role-play of cross-examinations, negotiation, formal presentation).
5	Evaluation	Teacher checks online quiz responses and provides feedback.	Teacher assesses on students learning, provides real-time and individualized feedback

1.Engagement

The engagement phase was designed to ignite curiosity, activate prior knowledge, and set the stage for active participation in speaking activities. During out-of-class engagement, the teacher recalled and activated students' prerequisite knowledge to help them effectively develop their speaking skills in a legal context. In this phase, the teacher ensured that students could connect what they would learn in class with what they already knew, thereby fostering a more comprehensive understanding of the course materials.

At the beginning of the class, teachers initiated open discussions where students talked about their out-of-class experiences, such as recent conversations, interactions, or media consumption. Through brief questions and discussions, the teacher provided a quick review of essential legal vocabulary that students had previously encountered. Terms such as *contracts, plaintiffs, defendants, breaches, precedents,* and *liability* were emphasized as necessary for constructing meaningful legal conversations. Meanwhile, classroom observations showed that the teacher reinforced what students had learned outside the classroom, encouraging active participation by linking in-class activities to their prior experiences.

2.Exploration

The exploration phase allows students to engage with the ELM content and embedded links, providing direct access to relevant online resources such as instructional videos, articles, podcasts, and language-learning platforms. In this phase, students play an active role in their learning by accessing various online materials. They open links within the module to watch videos related to the topics being discussed. The teacher also noted that the module includes various activities, such as quizzes, discussions, and assignments, to help reinforce learning.

During the exploration phase, students can enhance their understanding and overcome challenges related to language learning. For instance, a student who feels anxious about speaking English in front of the class can benefit from repeatedly listening to the audio resources provided in the *English for Law* e-module. This practice improves comprehension and builds confidence. Additionally, before coming to class, students often read and familiarize themselves with the ELM content, which helps them better grasp the material and prepares them to actively participate in discussions and speak more confidently. Continuous exposure to authentic language also helps students become familiar with legal terminology and expressions.

3.Explanation

The teachers provided law students with structured instruction to enhance their speaking skills outside the classroom. They began by delivering comprehensive content in videos, reading texts, and presentations that simplified complex legal concepts and terminology in the e-module, which was shared via the class WhatsApp group. These materials aimed to help students understand the intricacies of Legal English before entering the classroom and to enable them to articulate their thoughts during discussions. This approach ensured that students were well-prepared to engage in meaningful dialogue and apply their legal knowledge professionally.

Similarly, the teacher introduced how legal professionals use language in different settings—such as courtrooms, client meetings, and negotiations—by showing video clips of legal discussions and providing examples of legal dialogues. The teacher highlighted the need for formal and structured communication, clarity, persuasion, and argumentation in legal discourse. Throughout this exploration of different legal settings, the teacher emphasized the importance of structured communication, where ideas were presented logically and coherently to ensure the message was clear and persuasive.

4.Elaboration

During the elaboration phase of the ELM, law students deepen their understanding and application of speaking skills in legal English through various interactive and reflective activities. This phase builds on the foundational knowledge acquired during the explanation phase and encourages students to engage with the material more comprehensively. Simulated real-life scenarios in the legal field provide opportunities for students to practice communication skills in realistic and dynamic settings. These role-plays enhance their ability to articulate thoughts clearly while fostering collaboration and teamwork as they navigate complex legal interactions.



Figure 1: Mock trial role play

The students also participated in group role-playing exercises in which they assumed the roles of various legal professionals, such as lawyers, judges, and legal consultants. In these exercises, students collaborated with their peers to simulate real-world legal scenarios, practicing their communication and problem-solving skills in a dynamic, professional context. As lawyers, students presented arguments, negotiated contracts, or advised clients using appropriate legal terminology and frameworks. When acting as judges, they practiced analytical skills, evaluated arguments based on legal

principles, and delivered fair judgments.

5.Evaluation

The evaluation focused on gathering immediate feedback, monitoring progress, and gauging understanding in real time. Students' speaking progress was assessed through both out-of-class and in-class evaluations. In the out-of-class component, the teacher assigned students online assessments through embedded links in the e-module, such as interactive quizzes, exercises on legal vocabulary, correct usage of formal expressions, and the ability to respond to legal scenarios or speaking tasks, providing immediate feedback. By directly connecting feedback to these activities, students could better apply what they had learned, refine their speaking skills, and become more confident communicators. Feedback mechanisms were integrated into the ELM, enabling teachers to provide structured feedback on student submissions or encourage peer reviews, where students critiqued each other's performance. This constructive feedback helped students identify areas for improvement while simultaneously boosting their confidence.

The teacher recorded the students' in-class speaking performances during courtroom simulations and evaluated them afterward, providing detailed feedback on specific aspects of their performance. These recordings allowed for an in-depth analysis of each student's delivery in simulated legal scenarios, where they acted as lawyers, witnesses, or judges. After reviewing the recordings, the teacher assessed various elements of their performances, including the use of legal terminology, clarity of speech, and the ability to articulate arguments effectively. Additionally, the teacher focused on students' pronunciation, fluency, and overall presentation style. Real-time feedback was also provided during in-class speaking activities, allowing students to adjust their performance immediately. As students engaged in discussions, role-playing, or presentations, the teacher offered insights into their use of legal terminology, clarity of expression, and overall engagement with the material. The teacher acknowledged students' progress and growing motivation by asking them to share their difficulties and providing guidance in areas where they needed additional support. By reflecting on out-of-class experiences, students gained confidence in their speaking abilities and identified areas for improvement.

4.2 The 5E flipped ELM approach enriches the learning environment, supporting EFL law students' learning experiences and enhancing their speaking skills.

The implementation of the 5E-Flipped ELM instructional model for speaking instruction was analyzed and organized into five key themes: interactive teaching approach, supportive learning process, promoting speaking skills, and cultivating a positive self-assumption. All the themes and their codes are shown in Table 3 and explained below.

Table 3. Themes and codes of implementing the 5E flipped instruction model with the ELM.

Theme	Code	Frequency
Interactive teaching approach	Engaging and dynamic learning activities	23
	Stimulating learning environment	19
	Structured and organized learning steps	18
A supportive learning process	Offers clear instruction	17
	Constructive content	15
	Delivers fresh knowledge	16
	Provides insights on legal topics.	23
Promoting Speaking skills	Various real-scenarios exercises	14
	Expand legal vocabulary and expressions	20
	Enhance grammar proficiency.	14
	Achieve greater fluency and clarity	15
Cultivate a positive self-assumption	Foster speech confidence	22
	Boost motivation for continuous learning.	19
	Alleviate speaking anxiety.	20
	Enhance readiness	16
	Sense improvement	21

1. Interactive Teaching Approach

5E flipped ELM is considered an interactive teaching approach. Table 2 shows students' perceptions of this proposed theme, including three codes: engaging and dynamic learning activities, stimulating the learning environment, and structured and organized learning steps. The students described 5E flipped ELM as providing an engaging environment and activities. ELM content, such as videos, audio recordings, conversations, legal expressions, and online exercises, offers information and additional knowledge about English in a legal context, enhancing students' understanding of the course materials.

The supporting interview excerpts for these statements are as follows.

I enjoyed switching between conversation text, watching videos, and listening to YouTube. This variety kept me engaged and helped me retain information about legal English better. (I/S5)

I learn legal vocabulary and phrases, which I can use in real-life situations in a more organized way. (I/S6)

I noticed that the activities in the ELM with the method weren't just about theory. This has made us apply our knowledge. For example, the group discussions helped me practice explaining legal concepts in a way that would make sense in real court settings. (I/S1)

The method also facilitated the student-learning environment in systematic structures related to the legal context. The students also mentioned that the 5E flipped with the ELM provided them with various speaking exercises, which stimulated them to be active in a series of real scenarios of legal situations.

2. A supportive learning process

The 5E flipped ELM also fosters an environment where students feel encouraged and guided, creating a strong foundation for effective learning. This theme reveals five codes: offering clear instruction, constructive content, delivering fresh knowledge, providing insight on legal topics, and various real scenarios. The students' interview notes were as follows:

The e-module has made learning the legal language more interesting. The basic legal terms and vocabulary are encouraging because they are easy to understand. Meanwhile, the practice activities are engaging, and I feel more prepared to speak in class discussions now (I/S4).

3. Promoting Speaking skills

The analysis shows that 5E flipped ELM effectively promotes students' speaking skills, particularly in a legal context. Four codes emerged regarding this theme: mastering speech techniques, expanding legal vocabulary and expressions, enhancing grammar proficiency, and achieving greater fluency and clarity. The method emphasizes structured practice, helping students refine their delivery, articulation, and speaking strategies to suit professional and legal scenarios.

It gives me confidence because it includes exercises where I simulate being in a courtroom or negotiation. It has been very helpful in improving my grammar and correcting my pronunciation mistakes. This makes me feel more ready for actual legal situations." (I/S23)

My experience with this learning process has been really exciting. This module has been very useful for me in practicing dialogue. It also helps me learn legal vocabulary and phrases I can use in real-life situations." (I/S1)

Role-play and interactive practice activities are helpful. They let me practice speaking in different legal situations, which is useful" (I/S15).

Introduce legal terminology and phrases to broaden students' linguistic repertoire and enable them to communicate effectively and accurately in legal settings. Series speaking activities and exercises improve students' grammatical accuracy, fluency, and professionalism. Facilitating continuous practice and engagement in speaking tasks to develop speaking ability to express in legal contexts.

4. Cultivate Positive Assumptions

The learning process with the 5E flipped ELM encourages students to develop key elements for improving their speaking skills, as reflected in their cultivation of positive self-assumption. This theme produces four codes: fostering

speech confidence, boosting motivation for continuous learning, alleviating speaking anxiety, and enhancing readiness. Encouraging students to seek further opportunities to refine their speaking abilities

The existing supportive and engaging learning environment facilitates students' gaining the confidence needed to express themselves clearly and assertively.

The interactive exercises and the sample dialogues are really helpful. They allow me to practice the language in realistic situations, making me feel more confident." (I/S13)

The tasks are interesting. After reading the dialogues in the module, I felt motivated to read them again and practice with my classmates. And I want to keep practicing so that I can get better. It's a good way to improve step by step.

The activities are engaging, and I want to practice more to keep improving. It makes me feel like I'm making progress.(I/S4)

The e-module allows me to practice at my own pace, so I feel more prepared when it is time to speak in front of others. This made me less nervous".(I/S11)

The knowledge I gained includes simulations of legal proceedings in English, and the combination of vocabulary and role-playing tasks has really helped me feel ready to speak about legal topics."(I/S17)

Activities and strategies that address speaking-related anxiety allow students to participate more actively and effectively in speaking tasks. Equips students with skills needed to be prepared for speaking activities in class.

Discussion

This case study specifically evaluated the implementation of the 5E-Flipped ELM approach in speaking instruction for EFL learners in law education by addressing two research questions:

(1) How is the 5E-Flipped ELM implemented for speaking instruction in legal education?
(2) (2) How does the 5E-Flipped ELM approach enrich the learning environment to support EFL law students' experiences and enhance their speaking skills?

In response to the first research question, the thematic analysis findings reveal that the 5E-Flipped ELM approach was implemented to foster speaking activities in a legal context through five systematic stages: engagement, exploration, explanation, elaboration, and evaluation, carried out both outside and inside the classroom.

In the 5E-Flipped ELM cycles, recalling students' prior knowledge of course materials through targeted questions was the first step taken by the teacher. This approach aimed to stimulate students' interest while eliciting responses before the lesson, serving as a diagnostic tool to assess their understanding of the materials. As highlighted by Bybee (2014), stimulating students' thinking about the lesson's content allows teachers to identify misconceptions. Similarly, Lam et al. (2022) supported that the engagement process enables students to explore concepts independently and develop an initial understanding before receiving direct guidance or explanations from the teacher. Thus, students' active involvement in this process increases their engagement with the course materials.

Meanwhile, the exploration stage allowed students to access online learning resources in the ELM. This stage demonstrated the 5E-Flipped ELM learning environment's strong potential to enhance student engagement. This may explain why students using this approach showed more positive attitudes and improved learning performance compared to those in conventional learning settings.

The ELM provided students with direct access to its content and embedded links, enhancing the learning process by directing students to various English learning resources and assessments. These online resources captured students' attention and reinforced their knowledge, making complex subjects such as Legal English easier to understand and retain. By reviewing topics such as courtroom language and legal negotiations, students were able to apply these concepts to speaking exercises. This aligns with Gao and Hew (2021), who stated that the exploration process helps learners develop a basic understanding of relevant concepts and their application. Similarly, Bybee (2014) noted that exploration allows learners to develop both cognitive and technological abilities.

The exploration and assessment phases of the ELM enabled students to re-watch videos, listen to speaking audio, and

engage in online exercises, which improved their understanding and communication skills. This finding is supported by Yermekbayeva et al. (2024), who reported that integrating electronic module technology fostered students' speaking and communication skills as well as their overall achievement. Rayyan et al. (2024) similarly found that digital platforms enhanced students' speaking performance compared to conventional approaches. Likewise, Teoh et al. (2025) emphasized that class engagement promotes interaction, while online learning focuses on skill development. This supports the idea that students enhance their language skills by accessing online resources and actively participating in class.

Overall, the results indicate that the 5E-Flipped ELM approach encourages students' engagement in multiple learning activities both inside and outside the classroom and improves their speaking skills.

Moreover, the explanation phase allowed students to grasp the course content before class, facilitating the absorption of fundamental knowledge. This process boosted their perceived competence and confidence, motivating them to engage more attentively during class. Comprehensible explanations help students consolidate their conceptual understanding of learning material (Gao & Hew, 2021; Tarawneh, 2024).

Through the elaboration phase, students were introduced to various speaking tasks and practiced applying theory to practical activities, both in groups and individually. This not only helped them develop their speaking skills but also improved their conceptual understanding of the materials and encouraged them to overcome affective barriers, such as fear of making mistakes and nervousness about speaking English in front of others. To enhance comprehension during the elaboration phase, an innovative flipped learning approach allowed students to interact more with both the teacher and their classmates during in-class activities (Cho et al., 2021). Thus, by engaging in interactive in-class activities followed by face-to-face instruction, students developed higher-order cognitive skills and participated fully in meaningful learning experiences (Lu et al., 2021).

In the evaluation stage, in-class assessments involved formative speaking tasks, while outside-class assessments consisted of online quizzes. Consistently, previous studies have emphasized that online quizzes are an essential component of learning evaluation. According to Strelan et al. (2020), quizzes can improve learning performance because students are motivated to complete them to achieve high scores. Similarly, Surani and Septiyani (2023) found that assessments integrated into online resources allow students to self-evaluate effectively. This stage established a clear connection between tasks and existing materials, supporting students in better understanding and applying the content. Additionally, during the evaluation stage, teachers played a crucial role in facilitating learners' reflections on completed tasks and eliciting feedback on their experiences. Teachers scaffolded students to consolidate their existing and acquired knowledge and evaluate their progress throughout the cycle. The opportunities provided by the 5E-Flipped ELM learning environment empowered students to develop self-regulation skills, enhancing their overall competence and effectiveness in learning.

Regarding the second research question, students reported that the 5E-Flipped ELM approach enriched the learning environment by engaging them in speaking activities both inside and outside the classroom. They experienced systematic learning steps, particularly in the elaboration phase, which enhanced their speaking skills. A series of language activities in this phase exposed students to real-world legal speaking scenarios through simulations such as mock trials and role-play negotiations. These activities actively involved students in dynamic speaking tasks rather than relying solely on text-based learning and contributed to improving their speaking proficiency.

This approach fostered law students' academic skills and effectively engaged them in learning (Nhac, 2023). Aligned with studies by Omar et al. (2020) and Li and Suwanthep (2017), interactive language-learning activities improved learners' speaking abilities. The approach provided law students with concepts directly applicable to legal activities, integrating the 5E learning cycle into a flipped classroom environment enriched with diverse, ELM-based activities. Designed in a real-world legal context, it enhanced students' learning experiences. Furthermore, students reported that employing the 5E learning cycles within the flipped ELM framework enabled them to engage more effectively with learning tasks, particularly through its structured, step-by-step stages. The learning environment, grounded in a constructivist model, guided students with scaffolded activities and clear instructions to support them throughout the learning process.

Additionally, Lu et al. (2021) suggested that fostering a constructive learning environment by designing and

implementing active learning strategies can provide students with a positive and enriching educational experience. Therefore, teaching with the 5E-Flipped approach integrated with ELM equips students with essential speaking skills and encourages active participation in the learning process.

Moreover, students stated that the 5E-Flipped ELM is a well-organized instructional method that provides detailed, systematic learning steps, facilitating their understanding of lessons effectively. This aligns with a study by Chiou et al. (2020), which proposed that well-structured materials and the flipped classroom method improve students' internal learning motivation. Meanwhile, Chaudhuri (2020) emphasized that high internal motivation encourages students to participate actively in learning activities. This positive attitude toward learning engagement was evident in the 5E-Flipped learning approach.

Flipping speaking instruction becomes achievable with modular technology like ELM, which fosters a dynamic language environment where students feel less fatigued, stay motivated, and experience positive emotions and satisfaction in their learning activities (Yermekbayeva et al., 2024). These findings align with Abusalim et al. (2024), who incorporated innovative technology tools such as *Gather.Town* to support flipped classrooms, boosting student motivation and confidence. Similarly, Quyen and Loi (2018) highlighted that blended learning with the flipped method engaged and motivated participants in classroom activities. The 5E instructional model demonstrated greater active participation from students in class activities than traditional methods (Tarawneh, 2024).

Students cultivated advanced cognitive skills and participated in meaningful learning by actively engaging in interactive in-class activities and following up with direct, face-to-face instruction (Lu et al., 2021). These findings align with Krishnian et al. (2023), who found that the 5E-Flipped approach provides a manageable learning environment that fosters student motivation, leading to a deeper understanding and application of knowledge. Consequently, learning through a well-organized and structured method, such as the 5E-Flipped ELM, is an effective strategy for teaching speaking and enhancing learners' speaking skills in an EFL setting.

In addition, the 5E-Flipped ELM approach strongly encourages students to play a more active role in their learning both before and during class. This approach allows students to understand course content beforehand, enhancing their perceived competence and confidence. As a result, students are more motivated to engage in class and focus on the material being taught. This is consistent with Abusalim et al. (2024), who found that incorporating H5P tools into technology-enhanced flipped classrooms boosts academic performance and student confidence.

Students also perceived the 5E-Flipped ELM as an effective preparatory learning tool that reduced speaking anxiety and helped them overcome nervousness during speaking practice. Its activities offered a preview to help students prepare for in-class sessions, ensured accessibility and flexibility for independent learning, and created more opportunities for group engagement (Cho et al., 2021). Integrating the 5E-Flipped ELM into speaking instruction fosters a more effective and engaging learning experience, helping students build confidence, reduce anxiety, and enhance their communication skills.

Conclusion and Recommendation

In summary, most law students embraced the 5E-Flipped ELM as a constructive learning method that facilitated an engaging learning environment through the 5E cycles. They reported that the method provided opportunities to actively participate in learning by accessing course materials and engaging in various speaking activities with embedded links in the ELM, leveraging integrated technology in both pre-class and in-class sessions. Students believed this approach deepened their understanding of the course materials, improved their speaking skills, and reduced their anxiety. Additionally, the 5E-Flipped ELM enhanced students' self-efficacy in independent learning, making it a suitable approach for tertiary education.

This study has several limitations. First, the sample consisted of a small undergraduate class enrolled in an English legal course at a single university. As a result, the findings may not be widely applicable to other disciplines or educational levels, as the specific characteristics of the sample may influence the outcomes. Future research could address this limitation by exploring a broader range of educational contexts. Second, this study integrated an electronic learning module (ELM)

specifically designed for the legal domain. While this approach provided valuable insights, it also highlighted certain opportunities and challenges. Further research could examine the effectiveness of various strategies and technologies, such as the 5E-Flipped ELM, in enhancing learning outcomes in speaking and other English language skills. Third, although multiple data sources were utilized, this study did not directly assess students' speaking skill development as a learning outcome. Future studies could focus on evaluating these outcomes while also investigating the opportunities and challenges of implementing the 5E-Flipped ELM model in different legal education settings.

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