

Dissertation Title	Developing a Context-specific Project-based Flipped Learning (PBFL) Model for Enhancing English Speaking Performance of First-year Myanmar University Students
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ABSTRACT

This study aimed to develop and examine the effectiveness of a context-specific Project-Based Flipped Learning (PBFL) model for enhancing the English speaking performance of first-year Myanmar university students at a private university in Myanmar. The model was designed by integrating principles of flipped learning and project-based learning to address contextual challenges identified through needs analysis, including teacher-centered instruction, limited opportunities for communicative practice, exam-oriented teaching approaches, and underutilization of instructional technology. A mixed-methods research design was employed. The participants consisted of 40 first-year Bachelor of Business Administration (BBA) students enrolled in the English for Communication I course, selected through purposive sampling. Quantitative data were collected using pre-test and post-test speaking assessments adapted from an IELTS-format speaking test, comprising three components: Interview, Long Turn, and Discussion. Speaking performances were evaluated using an analytic scoring rubric measuring fluency and coherence, grammatical accuracy, pronunciation, lexical resource, and interaction. Two trained raters independently assessed the performances, and inter-rater reliability was established prior to analysis. Qualitative data were obtained through semi-structured interviews with one English instructor and ten students representing different proficiency levels. The PBFL model and research instruments were validated by three experts using the Index of Item-Objective Congruence (IOC), with values ranging from 0.67 to 1.00 following revision. The intervention was implemented over a

ten-week period. Paired-samples t-test analysis revealed statistically significant improvement in overall speaking performance ($p < .05$). The mean total speaking score increased from 13.85 (SD = 0.63) in the pre-test to 19.52 (SD = 0.57) in the post-test. Improvements were observed across all assessed components, with large effect sizes (Cohen's d ranging from 1.81 to 2.03). Qualitative findings indicated that students reported increased confidence, reduced speaking anxiety, and greater participation in classroom communication activities. The instructor also perceived the model as feasible within existing institutional constraints. The findings suggest that the context-specific PBFL model may be useful in enhancing English speaking performance among Myanmar university students in private higher education settings.

Keywords: Project-based Flipped Learning, English Speaking Ability, Myanmar Higher Education

