

FLIPPED CLASSROOM APPROACH AND LEARNER MOTIVATION IN ENGLISH LANGUAGE LEARNING

Umarjonova Dilfuzakhon Dilshodjon qizi

umarjonovadilfuza8@gmail.com

Faculty of English Philology, Uzbekistan State World Languages University, Tashkent, Uzbekistan

Annotation: *The usefulness of the flipped classroom strategy for improving student motivation and English language acquisition is examined in this article. The flipped classroom, which was first proposed by Lage, Platt, and Treglia (2000) and Baker (2000), flips traditional educational structures by delivering new material outside of the classroom through readings, videos, or digital resources while class time is used for active learning activities like group projects, discussions, and problem-solving. By allowing students to interact with the material at their own pace, this model transforms the teacher's role from knowledge provider to facilitator, promoting autonomy, intrinsic motivation, and increased engagement. Research shows that the flipped classroom enhances students' English communication abilities, especially speaking, listening, and writing. While qualitative observations show greater learner confidence and participation, quantitative studies, like those by Phoeun and Sengsri (2021), show statistically significant improvements in language proficiency. The incorporation of digital platforms, such as Moodle (Jeong, 2017), enhances comprehension and skill acquisition by providing timely feedback and individualized learning. The article highlights how learner-centered, technology-assisted pedagogical approaches – such as the flipped classroom – create dynamic, interactive learning environments that encourage participation, teamwork, and language concept mastery. Overall, the study presents the flipped classroom as a very successful modern strategy for raising motivation and language proficiency in English as a foreign language contexts.*

Keywords: *Learner engagement, Intrinsic motivation, Extrinsic motivation, Active participation, Peer collaboration, Technology-assisted learning, Pre-class preparation, Communicative competence, Skill acquisition, Instructional design*

ПОДХОД ПЕРЕВЕРНУТОГО ОБУЧЕНИЯ И МОТИВАЦИЯ УЧАЩИХСЯ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Умаржанова Дилфузахон Дилшоджон

umarjonovadilfuza8@gmail.com

Факультет английской филологии, Узбекский государственный университет мировых языков, Ташкент, Узбекистан

Аннотация: В данной статье рассматривается эффективность стратегии перевернутого класса для повышения мотивации студентов и освоения английского языка. Перевернутый класс, впервые предложенный Лейдж, Платтом и Трегли (2000) и Бейкером (2000), изменяет традиционную образовательную структуру, предоставляя новый материал вне класса через чтение, видеоматериалы или цифровые ресурсы, в то время как классное время используется для активного обучения, такого как групповые проекты, обсуждения и решение проблем. Позволяя студентам взаимодействовать с материалом в собственном темпе, эта модель трансформирует роль преподавателя с источника знаний в фасилитатора, способствуя автономии, внутренней мотивации и повышению вовлеченности. Исследования показывают, что перевернутый класс улучшает коммуникативные навыки студентов на английском языке, особенно устную речь, аудирование и письмо. Качественные наблюдения показывают повышение уверенности и участия студентов, а количественные исследования, такие как работы Фозуна и Сенгстри (2021), демонстрируют статистически значимые улучшения языковой компетенции. Использование цифровых платформ, таких как Moodle (Чжон, 2017), способствует пониманию и освоению навыков за счет своевременной обратной связи и индивидуализированного обучения. Статья подчеркивает, что ориентированные на учащегося, технологически поддерживаемые педагогические подходы, такие как перевернутый класс, создают динамичную, интерактивную учебную среду, способствующую участию, командной работе и освоению языковых концепций. В целом, исследование представляет перевернутый класс как успешную современную стратегию повышения мотивации и языковой компетенции в контексте обучения английскому как иностранному.

Ключевые слова: Вовлеченность учащихся, Внутренняя мотивация, Внешняя мотивация, Активное участие, Взаимодействие с коллегами, Технологически поддерживаемое обучение, Подготовка до урока, Коммуникативная компетенция, Освоение навыков, Дизайн обучения

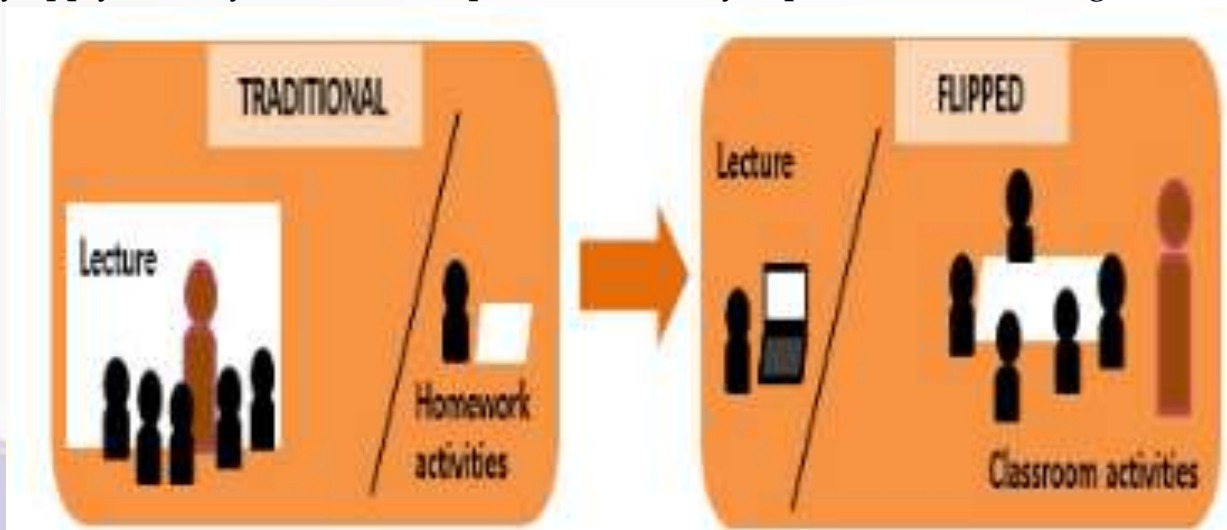
Introduction: In today's modern world, new classroom methods to boost learners' motivation in English language learning are incredibly important. One of such modern methods is flipped classroom approach. The concept of "flipped classroom" originated in the United States and was initially coined by Baker (2000) and Lage, Platt, and Treglia (2000). Traditional learning structures are flipped in the flipped classroom approach. Learners first engage with new material outside of the classroom, typically through readings, videos, or interactive digital content, rather than receiving lectures in class and practicing at home. Active learning activities like discussions, group projects, problem-solving, and communication take place during class time. By guiding students as they develop a deeper comprehension of the

material, this model changes the teacher's role from that of a knowledge provider to that of a facilitator. Because it lets students process information at their own pace and come to class prepared to use the language creatively and communicatively, the method is particularly successful in language learning. The internal and external elements that motivate students to participate in educational activities are referred to as learner motivation. Motivation for learning English can be extrinsic, such as academic requirements, tests, career opportunities, or social expectations, or intrinsic, such as a personal interest in the language or enjoyment of communication. Higher levels of engagement, perseverance, and improved language results are typically displayed by motivated learners. The flipped classroom has a big impact on motivation when it comes to learning English. Students frequently feel more in charge of their own education when they are able to use multimedia resources, set their own pace, and actively participate in class. When paired with interactive instruction, this feeling of independence can improve students' motivation and language skills. Overall, the connection between learner motivation and the flipped model emphasizes the significance of contemporary, student-centered methods in language instruction.

Methods According to Bergmann and Sams (2012), a flipped classroom is one in which tasks that are typically completed in class are now completed at home, while homework is typically completed in class. To put it simply, it occurs when a lengthy lecture in class is transferred to digital resources or online videos while a significant portion of class time is devoted to deep and meaningful learning. This makes it possible for students to participate in deeper learning activities during class, giving them more opportunities to work on worthwhile projects and enhancing their learning outcomes (Baker, 2000; Boucher et al., 2013; Lage & Treglia, 2000; Pinnelli & Fiorucci, 2015; Subramaniam, 2016). In an English classroom, using a flipped model encouraged students to participate in more English-speaking activities, which improved their speaking skills (Abdullah et al., 2019; Cetin Koroğlu & Çakır, 2017). The concepts discussed in the text demonstrate the flipped classroom model's instructional value in fostering greater engagement and enhancing learning outcomes. There seem to be more chances for deep in-class interaction as direct instruction moves to digital formats. According to previous studies mentioned in the passage, this method can improve students' English communicative proficiency. The evidence presented indicates that the flipped model provides pedagogically advantageous conditions for student-centered and active learning.

Results Phoeun and Sengsri (2021) found that how the Communicative Language Teaching approach and flipped classrooms affected Cambodian undergraduate students' English proficiency. Students' speaking and writing scores significantly improved after taking part in the flipped classroom, according to quantitative results from pre- and post-tests. In particular, the writing post-test mean increased from 42.71 to 51.95, and the speaking post-test mean increased from 12.66 to 15.66. These gains were statistically significant, according to paired-sample t-tests, suggesting that the intervention improved students' language proficiency. Qualitative observations showed that students' motivation and learning habits had changed. Due to shyness or unfamiliarity with peers, many students were initially reluctant to speak in English and participate in activities. They became more comfortable speaking, actively participated in class discussions, and eventually adjusted to both online and in-person activities. While some students made limited progress, perhaps as a result of their innate shyness or unwillingness to participate, others showed improvements in accuracy and fluency. The study indicates that the flipped classroom approach can boost students' motivation, engagement, and support quantifiable gains in vocabulary, grammar, and English speaking. The results demonstrate how interactive, learner-centered approaches can promote language development.

Discussion Jeong (2017) discussed how Moodle can enhance flipped learning in English as a foreign language education. With flipped learning, students watch teacher-prepared course videos at home to learn new material. They then deepen their understanding in class, where teachers can easily monitor and support their students' learning. Flipped learning has been used in many classes as a cutting-edge teaching method to implement the idea of mastery learning. With the dynamic and interactive learning environment that flipped learning offers, teachers can support their students as they apply recently learned concepts and creatively expand their knowledge.



Adapted from Jeong (2017, p. 4847)

In language education, flipped learning has become a cutting-edge and successful strategy, especially in situations involving English as a foreign language (EFL). Jeong (2017) claims that this approach makes use of digital tools like Moodle to provide instructional materials prior to class, enabling students to view teacher-made videos at home. This pre-class exposure promotes individualized learning and material mastery by allowing students to become acquainted with new ideas at their own pace. While teachers actively monitor progress, offer guidance, and promote deeper learning, students participate in interactive activities in the classroom that solidify their understanding. Creating a dynamic and participatory learning environment is one of the main benefits of flipped learning. Flipped classrooms promote active participation, teamwork, and communication, in contrast to traditional lecture-based methods where students passively absorb information. By giving students the chance to practice and apply new language concepts in relevant contexts, this method specifically supports the development of speaking, listening, and writing skills in language learning. Through guided exercises, group or pair work, and discussion-based assignments, teachers can promptly address misconceptions, provide constructive criticism, and build student confidence. A learner-centered, technologically assisted pedagogical approach that can greatly improve language learning results is flipped learning. It is especially appropriate for contemporary EFL instruction because it combines pre-class content delivery with in-class interactive practice to enhance students' comprehension and skill acquisition while also encouraging motivation, teamwork, and autonomy.

In conclusion, the flipped classroom approach is a student-centered, transformative approach that greatly improves English language learning. Students are given the chance to interact with materials at their own pace by moving the initial exposure to new material outside of the classroom, which promotes autonomy and intrinsic motivation. As a result, discussions, problem-solving, and communicative exercises – all of which encourage active learning and deepen understanding – are the focus of in-class time. Empirical data shows that this method not only enhances language skills, especially in speaking, listening, and writing, but also has a positive impact on learner engagement and motivation. Individualized learning is made even easier by the incorporation of digital tools like Moodle, which also enable teachers to give prompt advice and feedback. Overall, the flipped classroom is a very successful method for fostering both language proficiency and learner autonomy in English as a foreign language contexts because it combines technology, interactivity, and learner-centered strategies with modern pedagogical principles.

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