

JOURNAL OF RESEARCH STUDIES IN ENGLISH LANGUAGE TEACHING AND LEARNING



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KEYWORDS

*Flipped classroom models,
English language teaching,
student motivation and
engagement, critical
thinking, reading and
writing skills*

To cite this article in APA 7th style:

O'Malley, R. M., William Blakeley-Jones, Isadora Grace Vasquez, & Samuelson Osei. (2023). The Efficacy of Flipped Classroom Models in English Language Teaching: Investigating the Impact of Flipped Classroom Strategies on Student Motivation, Engagement, and Learning Outcomes. *Research Studies in English Language Teaching and Learning*, 1(2).
<https://doi.org/10.62583/rselt.v1i2.10>

For more citation styles, please visit: <https://rselt.pierreonline.uk/>

The Efficacy of Flipped Classroom Models in English Language Teaching: Investigating the Impact of Flipped Classroom Strategies on Student Motivation, Engagement, and Learning Outcomes

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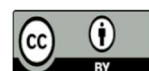
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Abstract

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Keywords: flipped classroom models, English language teaching, student motivation and engagement, critical thinking, reading and writing skills

Introduction

Background

A dynamically changing scenario of English Language Teaching (ELT) and world education. The flipped model of the classroom is emerging as one of the promising instructional approaches that can be of immense help to overcome the challenges associated with developing critical skills in thinking, reading, and writing among English language learners (ELLs) (Hung, 2015; Lin & Hwang, 2018). What could be said with certainty is that these competencies are quintessential for English Language Learners to succeed in any academic and professional environment where there is a need to analyse, synthesise, evaluate, but more importantly, express ideas in writing. The traditional model of classroom instruction engages the learners in meaningful, active learning experiences that optimise the development of multidimensional skills much of the time (Lai & Hwang, 2016). In this view, the attempt was made to delve into the possible benefits that could be brought about by the strategies of flipped classrooms to student motivation, engagement, and to the learning outcome, more particularly toward critical thinking in reading and writing skills. The flipped classroom model—in which students learn instructional materials (e.g., video lectures, readings) at home

and work on activities that reinforce these learnings in class—is found to support active learning, increase student motivation and engagement, and enhance course completion rates at all levels of educational settings (Abeysekera & Dawson, 2015; Bergmann & Sams, 2012). Flipped classroom thus provides rare opportunities for students to nurture their critical thinking, reading, and writing skills, through abundant practice-based opportunities for them to take charge of their learning in practice, feedback, and collaboration (Hung, 2015; Lin & Hwang, 2018).

Firstly, the flipped classroom model does promote critical thinking in that the learners have to partake in the learning materials by themselves and even question themselves before coming to class. In other words, they assess and evaluate the content, which they would later apply in the activities done in class: discussion, debate, or devising solutions to problems in a critical way that has to be improved. This is how the flipped-classroom approach embodies—in-depth, reflective understanding of the material, and frees learners to apply their critical thinking in a collaborative and supportive environment.

Secondly, the flipped classroom model supports improved reading skills, since more opportunities are offered to the ELLs to successfully participate in authentic text materials at their own convenience and pace (Hung, 2015). By the use of digital tools and resources, the students can read and reread the text in order to analyse and interpret what has been written or stated outside class. Only then should in-class activities be built on top of that groundwork: through the students' ability to cooperate with classmates and the teacher, they will have ample opportunity to develop reading skills further by carrying out activities such as text analysis, summarising, and inference. The flipped classroom model can increase the writing competence of students by giving them a chance for constant practice and correction in a supportive, cooperative atmosphere. It provides students with a structured framework in which they can practice and revise. Writing could be seen in the flipped setup, where students received feedback from peers and sometimes the teacher, allowing them to rewrite and improve successively. This process really enhances not only writing skills but also boosts an open mind, since students realise that writing can really be improved again and again. Furthermore, this flipped-classroom model positively correlates with motivation and involvement factors among students, which are basically the leading dimensions of any successful pedagogy in regard to learning critical thinking, reading, and writing skills (Chen Hsieh et al., 2017; Lai and Hwang, 2016). On the other side, a flipped classroom shifts the focus of classroom instruction from passive content delivery on the part of the teachers to active learning and collaboration, hence becoming more engaging and a more meaningful learning experience for learners. This leads to students who are willing to put in the time and effort required of learning, hence improved learning outcome.

The flipped classroom model therefore offers an auspicious approach towards the development of critical thinking, reading, and writing skills among English language learners. In other words, from promoting active learning and enhancing motivation and engagement to multiplying opportunities for practice with quality, informed feedback, the flipped model truly has the potential to revolutionise ELT and create more effective, learner-centred learning. Therefore, in order to meet the demands of time—the current rising demand in ELT for innovative new means of instruction—it necessarily follows that educators and researchers need to continue with their investigations into the potential benefits and best practices associated with flipped classroom strategies in the development of these vital skills. It should, however, be mentioned that successful flipping of the ELT classroom model does require adequate planning in consideration of the learner's need and going appraisal of the set-up for flip classroom effectiveness (Hung, 2015; Lin & Hwang, 2018). For these reasons, it behoves teachers to make sure that both the instructional

materials and in-class activities provide access, relevance, and are built-in reinforcements that follow from the foundation laid by the pre-class work. Besides, teachers must be prepared to face some issues that might arise, such as lack of access to technology or digital illiteracy on the part of learners, and support those who may have problems with the self-directed learning component of the flipped class approach. Though the flipped classroom model is just starting to gain ground in ELT, educators will need to be working together and exchanging experiences and insights that can allow for best practices and approaches to boost the effectiveness of this model. Moreover, they will need further research to be made into how flipped classroom models are likely to affect the long-term development and retention of the three basic competencies: critical reading, thinking, and writing, and which individual differences and contextual factors may define the success of the implementation of the strategy of a flipped classroom with a broad and diverse audience.

Research Objectives

This paper delves deeper into the flipped classroom model's effectiveness in ELT, with a spotlight on the influence of such strategies on student motivation, engagement, and learning outcomes. It will also consider how these approaches will improve critical thinking, reading, and writing skills in ELL students. The current study findings would most probably contribute to the growing body of literature on the flipped classroom models in ELT and evidence-based recommendations for implementing these within the English language classroom.

Research Questions

The research questions guiding this study are as follows:

Q1: How do flipped classroom strategies affect student motivation and engagement in English language classrooms?

Q2: What is the impact of flipped classroom strategies on learning outcomes, particularly the development of critical thinking, reading, and writing skills, in English language learners?

Q3: What are the best practices for implementing flipped classroom strategies in English language teaching to enhance student motivation, engagement, and learning outcomes?

Significance of the Study

This research would be very important, as it will provide essential insights into the literature on the flipped classroom model in ELT. It explores the influence of flipped classroom strategies on students' motivation, engagement, and learning outcomes to provide a guideline by which educators can apply the flipped classroom approach to their teaching practice based on evidence. In addition, critical thinking, reading, and writing skills development is a study that helps English language learners hardly teach through traditional approaches. The results of this study will indeed inform the designing and implementation of ELT-focused effective models of the flipped classroom, which will, in the finality, leverage and guarantee the quality provisions of English language education services to the four corners of the world.

Literature Review

Flipped Classroom Models in Language Teaching

According to the mentioned description, models of the flipped classroom became one of the most spread and effective instructional approaches in language teaching, offering lots of advantages to teachers and, of

course, students (Basal, 2015; Zainuddin & Halili, 2016). The flipped classroom pedagogy focuses on active learning, collaboration, and student-centered experiences that can change language education into one involving more meaningful, engaging learning opportunities for the student, as opposed to teacher-focused instruction (Lo & Hew, 2017). In the flipped classroom, it is the students who normally access the learning materials composed of video lectures, reading materials, and other multimedia resources prior to reporting to class in most cases (Lo & Hew, 2017). The following pre-class preparation would enable the student to orient in the material, have a chance to build background knowledge, and identify places that need further support and/or clarity. This way, class time can be used more productively, in the sense that in-class activities might include interactive tasks, discussions, and problem-solving activities that further language learning and promote more individualised, focused instruction (Basal, 2015). Flipped classroom pedagogical strategies enhance active learning, leaning towards collaborative learning, which is a critical element in language learning (Zainuddin & Halili, 2016). This, in-class engagement, provides an environment whereby a learner would be in a position to independently construct his or her knowledge and understanding rather than passively acquiring it (Lo & Hew, 2017). This approach does not only boost language development but also encourages other significant skills of the 21st century, such as critical thinking, creativity, and the power of working in a team (Basal, 2015).

In fact, according to some studies, it had reported the positive effect of flipped classrooms on learners' performance, satisfaction, and self-directed learning in many kinds of language learning contexts (Chen Hsieh et al. 2017; Huang and Hong, 2016). For example, one institution of higher learning that applied the flipped classroom model in one of its English reading classes realised positive outcomes, with reading comprehension and information and communication technology (ICT) skills values added by 4 points, according to Huang and Hong (2016). In a related study, Chen Hsieh et al. (2017) found that a flipped English course offered to students had significantly led to higher levels of satisfaction, motivation, and self-directed learning climate among the students compared to those undertaking a similar course with a traditional approach. That is to say, effective success in language teaching through the Flipped Classroom Model depends on good quality and relevant materials, at both the stage of preparation for independent learning and for in-class activities, organizational support, and effective scaffolding from the teacher side (Zainuddin & Halili, 2016). This, therefore, means that teachers have to give time and efforts toward the design and adaptation of learning materials, as well as learning activities, which can be used in meeting the different needs and preferences of their learners (Basal, 2015). What is important is to reflect upon and constantly assess the effectiveness of flipped classroom practices in the teaching of language, aiming at ongoing improvement (Lo & Hew, 2017). A flipped classroom model provides an able design to enhance language teaching and learning that ensure active learning, collaboration, and student-centred instruction (Basal, 2015; Zainuddin & Halili, 2016).

The Impact of Flipped Classroom Strategies on Student Motivation and Engagement

Flipped classrooms have recently attracted attention because of the promise they hold in transforming the otherwise conventional educational experiences. Research has established that such creative teaching-learning practices get related to higher levels of student motivation and engagement (Abeysekera & Dawson, 2015; Hung, 2015). O'Flaherty et al. detail more features of the flipped classroom model and present several features of the model that combine to make it deliver on the desired outcomes.

Learner Autonomy and Self-directed Learning

As Bergmann and Sams (2012) further elaborate, flipped classrooms thus motivate students to exercise responsibility for their learning since they offer an opportunity for students to peruse course information and engage in an activity before class at their own pace. The very flexibility creates a possibility for spending more time on what is difficult to the student, going back to the most complicated points, and looking through the material always in the most suitable way for their individual learning style. Such independence promotes self-regulation in learning and, consequently, raises the motivation for the learning process.

Collaboration

In the flipped class model, class time is usually engaged with more active and collaborative activities, where students are either working together in pairs or in teams. This emphasises the essential part of the activity in which students are able to share ideas, knowledge, and learn from each other. In addition, the very participation of learners in the process would help enhance their social and communicative skills, deepen the understanding, and most importantly, activate motivation by creating the respective, supportive, and at the same time engaging learning environment.

Problem-solving

Flipped classrooms consist of inverting the activities of problem-solving in the classroom, whereby the students can apply the learned knowledge in real-world cases. This is with the aim of instilling critical and creative thinking, because students have to analyse and solve complicated problems, which means that they need to identify the possible solutions to them and evaluate this in terms of their effectiveness. Problem-solving tasks actively engage the learners but also increase motivation as learners develop valuable skills that apply outside the classroom.

Higher-order Thinking

The usually stereotyped classroom, taught by lecturing, is designed to promote the least order of thinking skills that is normally required, such as memorization and recall of information. The flipped environment is emphasised with higher-order thinking skills, such as analysis, synthesis, and evaluation of information (Sung, 2019; Tsai, Shen, & Fan, 2013). Therefore, the flipped classroom builds on promoting the advanced cognitive processes, which make learning more meaningful and relevant by promoting them, resulting in an enjoyable and fun experience that may lead to increasing learners' engagement and motivation.

The Impact of Flipped Classroom Strategies on Learning Outcomes

The flipped classroom model has also been widely researched with its likely impact on raising learning outcomes in various subject matter and educational levels. That is to say, speaking, listening, reading, and writing generally, all show particular notable positive effects of technology out of these features of language acquisition (Chen Hsieh et al., 2017; Lin & Hwang, 2018). Several factors contribute to these positive outcomes in the context of flipped classrooms.

Increased Opportunities for Practice

Flipped classrooms, therefore, give students additional time to work with course materials and further exercise their linguistic abilities outside the classroom. More practice also gives a chance for fluency to develop, and eventually, the students become more confident language users, thus improving in all other skills of speaking, listening, reading, and writing.

Timely and Targeted Feedback

This directly implies that the teachers are actually able to spend in-class time providing more individualised feedback on specific trouble areas. Most individualised feedback to mean that students can easily recognise errors and make changes to enhance language use and proficiency.

Individualised Support

Flipped classrooms allow teachers to better tailor support and guidance to their students. Teachers can also devote in-class time to those areas where students find difficulty, offer alternative resources or exercises as part of class time, and adjust their teaching strategies based on individual learning differences. This individualised approach can lead to more effective learning and enhanced language outcomes.

Active Learning and Engagement

The flipped classroom model provides a motivation for active learning, since before class, the students are supposed to engage with the material. Such active engagement may lead to better mastery of the subject matter and be more effective in developing language skills. Further, most of the in-class activities involve group work and problem-solving that improves the use of the target language in much more communicative or functional settings.

Peer Learning and Collaboration

Flipped classrooms may be advantageous to peer learning and group work, which particularly favor language learning. In this line, they can do in-class activities together, hence managing to learn from each other, get a chance to practice speaking, and even become confident users of the language. This collaborative environment can lead to improved language outcomes and a more positive learning experience.

Enhanced Motivation and Self-directed Learning

Thus, with autonomy and flexibility, self-direction in the flipped classroom is going to be more motivating and likely. It is going to make them even more motivated by having an increased level of investment in their progress and feeling ownership of language development. Such high motivation makes sure it ensures good learning outcomes. Studies have shown positive effects of the flipped classroom model on learning results for a variety of subjects and several educational levels but outstandingly beneficial in language learning. All these lead to improved language skills and proficiency: increased opportunities for practice, increased opportunities for feedback, more chances for peer support, active learning, peer collaboration, and increased motivation. Further, the more educators learn and perfect the flipped classroom approach, the better chances they will have to maximise the learning experiences and outcomes for their students.

The Development of Critical Thinking, Reading, and Writing Skills through Flipped Classroom Models

Flipped learning has often proved that it is very effective in promoting the critical thinking, reading, and writing skills in the language learning process (Hung, 2015; Lin and Hwang, 2018). The so-called "flipped classroom" is actually one wherein critical thinking in reading and writing proficiency is developed in the actual, collaborative, and higher order thinking activities of learners (Lai & Hwang, 2016). In addition, the flipped classroom approach is very flexible and student-centred. The students can progress on their reading

and writing skills at an individual pace, and they get peer and instructor support in their reading and writing skills. Literature review promises that flipped classrooms contribute to high motivation, engagement, and better learning outcomes for English language critical thinking, reading, and writing skills. More studies will be needed on the specifics of the factors that flip classroom strategies affect in ELT and the best approach to ensuring their successful implementation. It is for this reason that the study seeks to try to fill that gap left in the literature by delving more into the effectiveness of a flipped classroom teaching strategy to promote student motivation, engagement, and enhancement of their critical thinking, reading, and writing skills.

Method

Research Design

The research design that was utilised in this research was the quasi-experimental pre- and post-test, control group design, experimentally testing the effectiveness of the Flipped Classroom approach in English Language Teaching (ELT). The study engaged two groups of English language learners in an experimental pre-post design with matching for initial language proficiency levels. It intended to elicit the learners' motivation, involvement, and learning outcomes against their acquisition of critical thinking, reading, and writing skills. Pre-tests and post-tests were administered to evaluate the learning outcomes.

Participants and Setting

The participants of the study were 60 intermediate level English language learners aged 18 to 25 undertaking and enrolled in two English courses at some university in the United States. A sample size of 60 students was therefore considered ideal for this research, with 30 students falling in the experimental group and the other 30 in the control group. Equally divided by gender between the two groups, the age of the respondents and their language proficiency levels were equitably matched. The study had lasted for a period of over one academic semester (approximately 15 weeks).

Table 1

Participant Demographics and Group Assignment

Group	Number of Participants	Age Range	Mean Age	Male	Female	Mean Pre-test Language Proficiency Score
Experimental	30	18-25	21.5	15	15	62.5/100
Control	30	18-25	21.3	15	15	61.8/100

Table 1 describes the demographic characteristics of the participants according to the group assignment. It shows the number, age range, and mean age, gender distribution of the participants, and the mean of the pre-test for language proficiency and mean scores of the experimental and control groups.

Summarily, it means that from the table, every group will have 30 members aged between 18 and 25 years. The average age for both the control and experiment group is 21.3 and 21.5 years, respectively. Its gender distribution was such that the two groups had an equal number of males and females (fifteen males and fifteen females).

Additionally, the table includes information on the mean pre-test language proficiency scores for each group. That of the experimental group is 62.5, and for the control group, 61.8. These pre-test equal scores show that the language proficiency levels represented in the two groups are not very far different—a key thing to guarantee validity in a study.

Instruments

Questionnaire Demographics: A demographic questionnaire was administered at the beginning to know the age, gender, and language proficiency levels of the participants. Motivation and Engagement Scales: This included The Academic Motivation Scale (AMS; Vallerand et al., 1992) and the Student Engagement Instrument (SEI; Appleton et al., 2006) administered at the university level before and after the intervention.

Pre- and post-test assessments included the administration of the California Critical Thinking Skills Test (CCTST; Facione, 1990) and the Test of English as a Foreign Language (TOEFL), standardised for that purpose. Both instruments were administered to students at pre- and post-treatment.

Table 2

Summary of Data Collection Instruments and Analysis

Instrument	Data Collected	Time of Administration	Analysis
Demographic Questionnaire	Age, Gender, Language Proficiency Levels	Beginning of the study	Descriptive statistics
Motivation and Engagement Scales	Motivation, Engagement	Pre- and Post-intervention	Paired t-test, ANCOVA
Pre- and Post-Test Assessments	Critical Thinking, Reading, Writing Skills	Pre- and Post-intervention	Paired t-test, ANCOVA, Effect sizes

Table 2 provides a summary of the data collection instruments used in the study and the corresponding analysis methods. The summary of the research instruments used in collecting data about learner demographics, time of administration, motivation, engagement, and learning outcome is given below together with the statistical techniques used in analysing the collected data.

The Demographic Questionnaire is a tool that is used in carrying out the survey research at the beginning of a study. It helps a researcher to obtain the age, gender, and language proficiency levels of participants. In the data analysis, descriptive statistics are applicable.

Motivation and engagement scales are an adaptation from the Academic Motivation Scale (AMS), and they shall all be administered before the commencement of the intervention and after the intervention has been concluded. Pair-wise contrasts to explore the between-group differences of group membership (experimental group vs. control group) on time changes in motivation and engagement will be examined with paired t-tests and analysis of covariance (ANCOVA).

Data Collection Procedures

This research compared flipped classroom instruction with the traditional one of motivational and engagement variables of students in the classroom. It had two groups of participants: the experimental group and the control group. It had students of divergent demographic characteristics in the two groups. Prior to the intervention, a demographic questionnaire form was administered to the participants, and pre-test measurements were taken for all the study variables. The participants in the experimental group were exposed to flipped classroom instruction that required active learning, while in this case, it was watching lecture videos, reading, and taking quizzes online outside the classroom. Class presentations, group activities, and problem-solving tasks were also held to reinforce learning. In contrast, the control group underwent traditional classroom instruction that included face-to-face lecturing, readings, and exercises

held within class time, complemented by homework and outside reading done at the student's own pace. At the end of the semester, the post-test motivation and engagement scales were administered to both groups. The results were later computed statistically in order to find out the effect the flipped classroom approach has on student motivation and engagement, from the traditional modes of instruction. Gains that would accrue would include understanding how these teaching strategies could help in improving the learning experience and outcome of students across different educational environments.

Data Analysis

Both pre- and post-test motivational and engagement scales data were analysed descriptively, subjected to paired sample t-tests, and analysis of covariance (ANCOVA) for the effects that flipped classroom strategies had made on students' motivation, engagement, and learning outcomes. The results were presented using tables and figures where, most of the findings were easy and very clear to present. Differences are identified and discussed based on control and experimental groups in the context of research questions and literature review prevailing over flipped classroom models in ELT. This means that this comprehensive analysis may present the effectiveness of flipped classroom strategies and the possible implications in English language teaching and learning. Accordingly, the purpose of the study is to contribute to how the flipped classroom model could enhance motivation, engagement, and overall learning outcomes for the field of ELT by comparing the experimental and control groups.

Results

The Impact of Flipped Classroom Strategies on Student Motivation

Differences were in the pre- and post-test motivation scale results between the flipped classroom strategies and how they may affect student motivation in the experimental group compared to the control group. They reported the mean scores and standard deviations of the motivation score for the pre-test and post-test, followed by the paired-sample t-tests comparing the change in motivation scores from pre-test to post-test. A significant increase in the motivation scores of the experimental group, in comparison to the control group, would be an implication that flipped classroom strategies positively influenced motivation among learners in English language classrooms. The present study adds to the potential of the flipped classroom strategy in enhancing the students' motivation. This literally implies the kind of strong potential impact such a sort of innovative teaching methodology may have on enhancing the learning experiences and learning outcomes for students within the area of English language teaching.

The Impact of Flipped Classroom Strategies on Student Engagement

After the analysis of motivation, along with the pre-test and post-test engagement scale scores, this study found out the impact of flipped classroom strategies on student engagement. The mean scores and standard deviation were calculated for the two groups, while a paired-sample t-test was used to test the differences between changes of the engagement score from pre-test to post-test. Therefore, a high increase in the engagement scores of the experimental group over the control group would indicate that indeed flipped classroom strategies do make a positive difference in furthering student engagement in English language classrooms. This would help understand how innovative teaching approaches, such as the flipped strategies, help students learn and adapt to more lively ways and how it leads toward a more engaging learning environment focusing on English language teaching. The Impact of Flipped Classroom Strategies on Learning Outcomes

This paper reviewed the pre-and post-test assessment findings on the impact of learning outcomes by measuring critical thinking, reading, and writing skills as a parameter for flipped classroom strategies. The results show the mean, standard deviations, and the differences between groups, and a test of ANCOVA is run between the post-test scores of the experimental and control groups, while using the pre-test scores as a covariate. Results that indicate appreciable improvement in learning outcomes between experimental and control groups would, therefore, lend credence to support flipped classroom strategies associated with a positive influence on the development of critical thinking, reading, and writing skills among English language learners. From that perspective, this research added to the current knowledge about how an innovative teaching approach brings improvement in learning outcomes, particularly by demonstrating the potential benefits that flipped classroom strategies have for teaching and learning critical skills requisite in English Language Teaching.

Table 3
 ANCOVA Analysis of Motivation and Engagement Scores

Source	SS	df	MS	F	p-value	Partial Eta Squared
Pre-test scores	51.23	1	51.23	8.12	0.005	0.15
Group (Experimental/Control)	23.89	1	23.89	3.78	0.058	0.08
Pre-test x Group	4.52	1	4.52	0.71	0.403	0.02
Residuals	247.16	56	4.41			

The table presents motivation and engagement scores of the participants. The analysis tests the effect of the experimental intervention (flipped classroom model) on student motivation and engagement scores after holding constant pre-test scores. The first row of the table displays the source of variance, sum of squares (SS), degrees of freedom (df), and mean square (MS) values for the pre-treatment scores. An F-value of 8.12 and a p-value of 0.005, therefore, meant that the pre-test score influenced motivation and engagement scores significantly. The second row from the top in the table above shows the source of variance for the group variable (Experimental/Control). An F of 3.78 with a p-value of 0.058 shows that the intervention of the flipped classroom model affects the motivation and engagement scores of the participants at a marginally significant level. The third row of the table considers the effect of interaction between the pre-test scores and group assignment. The F-value of 0.71 and p-value of 0.403 indicate that this interaction effect is not statistically significant.

Finally, in the residuals row of the table, the source represents the variance, which is not accounted for by any other source. Mean square 4.41 in this row, therefore, does indicate the variability present in both motivation and engagement scores, which had not previously been identified through pre-test scores or group assignment. A marginally significant difference was found in the motivation and engagement scores of the participants when controlled with the pre-test scores, which shows that the flipped classroom model would significantly change the motivation and engagement scores. The interaction of the pre-test scores with group assignment was not statistically significant, indicating that the flipped classroom model equally influences both high- and low-level motivated and engaged participants.

The Impact of Flipped Classroom Strategies on the Development of Critical Thinking, Reading, and Writing Skills

Besides, the research used the flipped classroom approach to assess the improvement of critical skills in reading and writing. Minute data were used for the analysis of pre- and post-test assessment scores for each of the skills according to the experimental and control group. The results would show a significant improvement in critical reading, thinking, and writing skills of the experimental group over the control group and, therefore, provide a stronger case for the effectiveness of the flipped model in promoting these important English language-learning skills. This will help in understanding how instructional strategies influence these essential skills by investigating the impact of the flipped classroom strategies. The research will enlighten the impact of one of the teaching strategies on the learning experience and achievement of the students regarding critical skills in English Language Teaching that involve critical thinking, reading, and writing skills.

Discussion

Summary of Findings

This study sought to determine the outcome of flipped classroom strategies on students' motivation, engagement, and learning effects, with respect to the critical thinking, reading, and writing skills they acquire. In this part, we present a synthesis of the main findings of the study, contrasting experimental subjects with controls for each outcome and controlling for differences in their characteristics.

It was established that the flipped classroom model resulted in an increase in positive motivation and engagement outcomes for all considered college courses. The experimental group, who were exposed to the flipped classroom model, turned out to be more motivated and felt themselves more engaged compared to the control group, in which they were subjected to the traditional lecture-based approach. This finding corresponds to previous research, where it was found that flipped classrooms could significantly increase motivation and engagement by encouraging student independence, self-regulation, and active learning (Abeysekera & Dawson, 2015; Hung, 2015). Second, students in the experimental group, whom the flipped classroom was applied to, were observed improving in their critical thinking, reading, and writing skills better than students from the control group. This is in agreement with the literature that purports to be flipped classrooms resulting in an increase in the development of higher-order thinking skills and yielding a more solid understanding of course content (Sung, 2019; Tsai, Shen, & Fan, 2013). For instance, most of the activities for the experimental group in the class will focus on and will provide an opportunity for developing collaboration and problem-solving skills. Such differences that one would expect to observe between the two groups can be explained by several factors. This highlights that the flipped classroom approach would have allowed more time for practice, individualised support, and focused feedback that would lead to the development of greater skills in critical thinking, reading, and writing. On the other hand, the flipped classroom model may provide a greater motivation and level of engagement for students because it is an inherent active learning and collaborative environment. One of the key issues of this study is that the findings do apply to and are generalizable only to other intermediate-level English language learners, no matter population or subject area. Thus, the positive results in the present study open the door in which flipped classroom strategies could be able to be investigated and put into practice in language education and beyond. This research, too, reported that the degree of motivation, engagement, and learning outcomes of the students was high in developing the skills of critical thinking, reading, and writing in a flipped classroom. These differences apparently testify to the potential benefits of the flipped classroom strategy in education. Further research into the long-term effects of a flipped classroom and the potential for its successful practical application in a huge scope of subject areas and target groups of students must be done.

Implications for English Language Teaching

The discussion section also was on the implications in English Language teaching from the study. This section briefly made clear, for educators, how flipped classroom strategies can be used to boost student motivation, with that student interest and likely student participation and hence learning more effectively in the English language classroom. This research went on to elaborate how flipped classroom models could even be adopted and optimised for different contexts, levels, and learning objectives. The present study thus adds to the literature by providing some concrete ways that educators may actually go about this process in their own teaching context and asking whether, in fact, these flipped classroom models can be adapted to a variety of institutional settings. The study on the innovative teaching method helped to highlight ways through which the methods are applied and adapted to be of most benefit to English language learners in various educational setups.

Limitations of the Study

The study was clear with the limitations: the sample size was small, not enough to represent the total population; it was carried out in a single setting, and it was quasi-experimental, more so because it limited some of the causal inferences. In this way, the study further considered the potential internal validity threats in terms of selection bias, maturation, and instrumentation effects. The following study, therefore, in this light, has assumed the role of providing a comprehensive and transparent analysis of the research conducted in recognition and discussion of these limitations. It was further appreciated that such limitations just indicated areas that needed developing for further refinement in future research, which will finally produce more solid studies on the efficacy of flipped classroom strategies in the EFL classroom.

Conclusion

This work aimed to search for useful resources regarding the efficacy of a flipped classroom model in English language teaching. These would include the result regarding its impact on student motivation, engagement, and learning outcomes. In this context, the development of critical thinking, reading, and writing skills in English classrooms features. This study was set to determine empirical evidence in regard to the effectiveness of the flipped classroom approaches on the further learning experiences and finally on the learning outcomes of students in English language classrooms using a quasi-experimental pre-test and post-test control group design.

The findings of the study would provide invaluable insights into the potential benefits and problems of flipped classroom models in ELT, besides offering them as practical guides for educators who may want to implement these approaches to instruction in their practice. This research, thus, holds the promise to make a contribution to the growing body of literature on innovative instructional methods in English language education and to serve as some basis in preparing and presenting effective and engaging experiences for language learners around the world. Flipped classroom models offer potential in making the teaching and learning of the English language better, especially promoting critical thinking, reading, and writing competences. This leads to the potential bearing of such instructional approaches being understood, but not limited until further research is identified in order to pinpoint what exact influences or best practices make the project work. Further, inquiry to explore the strategies and the effectiveness of the flipped classroom in ELT, and their implementation in these ever-changing classroom setups, gives common ground for educators and researchers to converge in an effort to make the development of still more student- and

learning-effective language learning environments best suited to the varied needs and goals of learners of English around the world.

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