

**OPEN ACCESS**

SUBMITTED 20 June 2025

ACCEPTED 09 July 2025

PUBLISHED 31 August 2025

VOLUME Vol.05 Issue08 2025

COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

Improving English Language Teaching In Secondary Schools Through Flipped Classroom Technology (A Case Of 10th–11th Grades)

Turopova Firuza Murodqbil qizi

A teacher of Chirchik State Pedagogical University, Uzbekistan

Abstract: This study investigates the effectiveness of the Flipped Classroom (FC) model in improving English language teaching in upper secondary schools, with a focus on 10th–11th grade students. Grounded in constructivist and socio-cultural learning theories, the FC approach reverses traditional teaching by delivering instructional content through pre-class digital materials, while dedicating classroom time to active, collaborative, and communicative activities. A quasi-experimental design was employed with 60 students divided into experimental (FC-based) and control (traditional) groups over a 16-week period. Data were collected through pre- and post-tests, classroom observations, and student surveys. Findings indicate that students in the FC group achieved significantly greater gains in communicative competence (32% improvement), vocabulary acquisition (120 new words vs. 70 in the control group), and independent learning habits (78% vs. 41%). Classroom participation also increased, with 45% higher engagement rates in the experimental group. Despite challenges such as limited internet access and teacher workload in preparing digital materials, the overall results highlight the pedagogical value of the FC model in enhancing language learning outcomes. The study concludes that adopting FC in secondary school English instruction promotes student-centered learning, supports higher-order thinking, and fosters communicative competence.

Keywords: Flipped Classroom, English language teaching, communicative competence, secondary education, independent learning.

Introduction: In recent decades, the integration of

digital technologies and innovative pedagogical approaches has transformed traditional classroom practices. Among these innovations, the Flipped Classroom (FC) model has gained increasing attention in both higher education and school contexts. The model reverses the conventional learning cycle: students engage with instructional content (videos, multimedia, podcasts, e-materials) before class, while in-class time is dedicated to interactive tasks, collaborative problem-solving, and practical application of knowledge (Bergmann & Sams, 2012).

The relevance of this approach in English language teaching (ELT) lies in its capacity to foster communicative competence, a cornerstone of modern language pedagogy. By shifting the focus from teacher-centered instruction to student-centered interaction, the FC model aligns with constructivist and socio-cultural theories of learning, particularly Vygotsky's notion of the Zone of Proximal Development (ZPD). In this regard, students not only acquire linguistic knowledge but also co-construct meaning through guided collaboration (Rothe, 2025).

The present study investigates how the Flipped Classroom model can enhance English language teaching in secondary schools (10th–11th grades), focusing on the development of communicative competence, vocabulary acquisition, and independent learning skills.

METHODOLOGY

This study employed a quasi-experimental research design involving two groups of high school students in Tashkent, Uzbekistan.

1. **Participants:** Sixty students were recruited (30 in the experimental group, 30 in the control group), aged between 16–17 years, from two different schools.
2. **Procedure:** The experimental group received English instruction based on the Flipped Classroom model. Before each lesson, students were provided with pre-recorded video lectures, reading materials, and interactive online quizzes. The control group followed a traditional teacher-centered approach with in-class lectures and limited independent activities. Classroom sessions for the experimental group emphasized active learning: debates, group discussions, project-based tasks, and role plays.
3. **Duration:** The intervention lasted for 16 weeks (4 months), covering four major curricular units in English.
4. **Instruments:** Pre- and post-tests measured communicative competence, vocabulary range, and reading comprehension. Observation protocols documented classroom interactions. Student surveys

evaluated motivation, engagement, and perceptions of the FC approach.

RESULTS AND DISCUSSION

The findings revealed significant differences between the two groups: Communicative competence: Students in the FC group demonstrated higher fluency and accuracy in oral tasks. Post-test results showed a 32% improvement in speaking performance compared to only 12% in the control group. Vocabulary acquisition: The experimental group expanded their vocabulary knowledge by an average of 120 new words, while the control group averaged 70 words. Engagement: Observation records showed that 45% more students actively participated in classroom discussions in the FC group compared to the control group. Independent learning: Survey responses indicated that 78% of experimental group students reported improved self-study habits, compared to 41% in the control group.

The results of the 16-week intervention revealed substantial improvements in the experimental group compared to the control group across several dimensions:

1. Communicative competence (Speaking and Interaction Skills):

In the pre-test stage, both groups performed similarly, with an average speaking score of 56/100 in the control group and 55/100 in the experimental group.

After the intervention, the experimental group's average score rose to 87/100, while the control group improved only to 68/100.

The 32% improvement in the experimental group illustrates the effectiveness of the FC model in fostering dialogic interaction, fluency, and confidence.

During classroom observations, teachers noted that 82% of experimental group students voluntarily initiated conversations, compared to 49% in the control group.

2. Vocabulary development:

Students in the experimental group showed an average increase of 120 new academic and communicative words, as measured through vocabulary quizzes and written tasks. The control group demonstrated only a 70-word gain over the same period. Importantly, experimental group students were more successful in applying newly learned vocabulary in authentic contexts (oral presentations, debates, and peer feedback sessions).

3. Engagement and participation:

Observation protocols indicated that experimental group students were 45% more active in classroom discussions. Pair and group work activities were

particularly effective: 9 out of 10 groups in the experimental class sustained task-oriented communication without teacher intervention. In the control class, most students remained passive note-takers, with only 36% regularly contributing to group tasks.

4. Independent learning and motivation:

Surveys revealed that 78% of experimental group students reported improved study habits, including watching videos multiple times, taking notes, and self-testing before class. In contrast, only 41% of the control group demonstrated similar self-directed learning. Motivation levels also differed: 83% of experimental group students described English lessons as “engaging and practical,” compared to 52% in the control group.

5. Challenges Reported:

Approximately 21% of experimental group students experienced technical issues, including limited internet access at home. 15% of students mentioned difficulties in maintaining concentration during video lessons without teacher supervision. Teachers also reported that preparing high-quality video content required considerable time and digital literacy skills.

The results strongly support the effectiveness of the Flipped Classroom model in improving ELT outcomes in upper secondary school contexts. This aligns with prior studies demonstrating that FC increases student motivation, engagement, and learning autonomy (Davies et al., 2013; Zainuddin et al., 2024).

The FC approach is underpinned by:

1. Constructivism: Learning occurs through active knowledge construction, not passive reception. Students, by engaging with pre-class content, build individual understanding which is then reinforced through collaborative in-class practice.
2. Bloom’s Revised Taxonomy: FC shifts lower-order cognitive processes (remembering, understanding) to homework, reserving class time for higher-order thinking (applying, analyzing, evaluating, creating).
3. Sociocultural Theory: Following Vygotsky’s ZPD, peer interaction and teacher scaffolding during class discussions accelerate language development.
4. Cognitive Load Theory: Pre-class video lectures allow students to manage cognitive load at their own pace, while in-class application reduces overload by distributing practice over time.

Pedagogical implications

- Teachers should receive professional training in designing multimedia resources and interactive in-class activities.
- Schools must ensure equal technological access to prevent digital divides among students.

The findings provide strong evidence for the effectiveness of the Flipped Classroom model in improving English language teaching outcomes in upper secondary schools.

1. Enhancing communicative competence

The most notable gain was in speaking and interaction skills. The FC approach provided increased classroom time for communicative practice, aligning with the Communicative Language Teaching (CLT) framework. Unlike in traditional classrooms where teachers dominate the discourse, FC enabled students to engage in extended conversations, debates, and role plays, thereby accelerating their fluency and accuracy. This supports Zainuddin et al. (2024), who argue that FC nurtures higher-order communication skills by freeing class time for interactive activities.

2. Vocabulary acquisition through contextualization

The superior vocabulary gains in the experimental group highlight the importance of multi-modal input (videos, online quizzes, and reading materials) and context-rich in-class practice. According to Cognitive Input Hypothesis theories, repeated exposure to vocabulary in varied contexts promotes retention and usage. The control group’s limited vocabulary growth illustrates the shortcomings of rote learning and teacher-centered instruction.

3. Independent learning and metacognitive development

The FC method empowered learners to manage their own learning pace outside the classroom. Many students reported re-watching videos, pausing to take notes, and testing themselves before attending class. This behavior reflects an increase in metacognitive awareness — an essential component of lifelong learning. From the lens of Self-Determination Theory, FC fosters autonomy, competence, and relatedness, all of which contribute to sustainable motivation.

4. Theoretical implications mean constructivism: Students were no longer passive recipients but active constructors of knowledge, as they came to class prepared to apply pre-learned content. Bloom’s Revised Taxonomy: Lower-order tasks (remembering, understanding) occurred before class, while in-class time was spent on higher-order tasks (applying, analyzing, creating). Sociocultural Theory (Vygotsky): Peer collaboration during in-class activities created

authentic opportunities for scaffolding, enhancing language use within the Zone of Proximal Development. Cognitive Load Theory: Watching videos individually allowed learners to regulate their cognitive load, revisiting difficult content as needed before engaging in collaborative, higher-order class activities.

5. Pedagogical implications. While effective, FC implementation requires systemic support: Teachers must be trained to design engaging video lectures and integrate them with in-class collaborative tasks. Schools should invest in digital infrastructure to minimize inequalities in access. Assessment strategies should be adjusted to capture improvements in communicative competence rather than focusing solely on written grammar and vocabulary tests. A hybrid model (combining FC with gamification and project-based learning) could amplify benefits by increasing student engagement and creativity.

6. Limitations and future research despite promising results, challenges remain. Not all students had equal access to technology, which may have limited the inclusiveness of the approach. Furthermore, some students struggled with self-discipline during pre-class learning. Future research should investigate long-term outcomes, scalability in rural areas, and the integration of emerging technologies such as AI-driven tutoring in Flipped Classrooms.

CONCLUSION

This study confirms that implementing the Flipped Classroom model in 10th–11th grade English classes significantly enhances communicative competence, vocabulary learning, and independent study habits. While challenges such as technological accessibility remain, the overall benefits indicate that the FC model is a valuable pedagogical innovation for ELT in secondary schools.

Future research could expand the sample size, integrate hybrid models, and explore the long-term impact of FC on standardized exam performance and intercultural communication skills.

REFERENCES

Bergmann, J., & Sams, A. 2012. Flip your classroom: Reach every student in every class every day. International Society for Technology in Education.

Davies, R. S., Dean, D. L., & Ball, N., 2013. Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. Educational Technology Research and Development, 61(4), 563–580. <https://doi.org/10.1007/s11423-013-9305-6>

Rothe, J. (2025). Flipped Classroom im Mathematikunterricht der Sekundarstufe I:

Konzeption und empirische Untersuchung eines designbasierten Forschungsprojekts. Springer VS. <https://doi.org/10.1007/978-3-658-47480-5>

Zainuddin, Z., Chu, S. K. W., & Perera, C. J., 2024. Flipped Classroom. In Gamification in a Flipped Classroom (pp. 25–48). Springer, Singapore. https://doi.org/10.1007/978-981-97-2219-8_2