

USING FLIPPED CLASSROOM APPROACH TO ENHANCE HIGH SCHOOL STUDENTS' ENGAGEMENT IN ESL STUDYING

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Abstract: This article examines the effectiveness of the flipped classroom approach in enhancing high school students' engagement in learning English as a Second Language (ESL). The study explores how pre-class digital materials, interactive classroom activities, and learner-centered instruction contribute to increased motivation, participation, and overall involvement in the learning process. The findings suggest that the flipped classroom model promotes greater autonomy, collaboration, and interest in language learning, ultimately improving students' academic performance and communicative competence in ESL contexts.

Key words: flipped classroom, high school students, student engagement, ESL studying, active learning.

The flipped classroom is an innovative instructional approach that changes the traditional teaching and learning activities. In a conventional classroom, teachers typically present new material during the lesson, and students practice or complete assignments at home. In contrast, the flipped classroom model transfers the initial learning phase outside the classroom. Students are first introduced to new concepts through pre-class materials such as video lectures, online readings, or interactive presentations. Class time is then used for collaborative tasks, discussions, problem-solving, and applying the knowledge in practice [1, p. 504].

The flipped classroom model has become increasingly popular in recent years

due to its positive impact on both teaching and learning. One of the main reasons for its growing popularity is the shift from a teacher-centered to a student-centered approach. Traditional lessons often focus on passive listening, while the flipped model encourages students to take an active role in their education [2, p. 1]. By studying new material before class, learners arrive better prepared and more confident, which allows class time to be used for deeper discussions, practice, and problem-solving [2, p. 2].

High school students represent a unique group of learners who are in the process of developing both cognitive maturity and personal autonomy. At this stage, they often seek more independence, relevance, and interaction in the learning process [3]. The flipped classroom approach effectively responds to these developmental needs by offering a more flexible, student-centered learning environment.

Previous research has shown that learners' attitudes toward school play an important role in determining their academic success. A positive attitude often leads to higher motivation, stronger engagement, and better learning outcomes [4, p. 2]. In the context of the flipped classroom, this connection becomes even more significant. Since the flipped model requires students to take more responsibility for their learning, their attitudes toward studying and school activities directly influence how effectively they participate in the process.

Studies also have shown that students who learn in a flipped classroom environment often demonstrate higher academic achievement and develop more positive attitudes toward learning. This result can be explained by the active and student-centered nature of the flipped model [4, p. 3]. When students study theoretical materials at home through videos, readings, or online tasks, they come to class with a basic understanding of the topic [5, p. 151]. During class time, they can focus on practical activities, discussions, and problem-solving tasks. This active involvement helps students not only remember information better but also apply their knowledge in real-life situations, which leads to deeper learning and higher academic results.

In view of this, student engagement plays a crucial role in the process of

learning English as a Second Language (ESL). Engagement refers to the level of attention, interest, and active participation that students show during the learning process. When learners are engaged, they are more motivated to take part in classroom activities, communicate with others, and use the language in meaningful ways [6, p. 37]. This active involvement helps them develop not only their linguistic knowledge but also their confidence and communication skills, which are essential for successful language acquisition.

In traditional classrooms, many students remain passive listeners and have limited opportunities to speak or express their ideas in English [2, p. 1]. As a result, their progress may slow down, and their motivation to learn may decrease. On the other hand, when students are actively engaged through discussions, group work, projects, and interactive tasks, and they become more responsible for their own learning. They start to see English not just as a school subject but as a real tool for expressing thoughts, sharing experiences, and connecting with others [7]. For high school students, who are often motivated by peer interaction and real-life application, this shift from teacher-centered instruction to active learning increases engagement and reduces boredom [3]. Moreover, the flipped model helps teachers provide more personalized feedback and support, addressing individual difficulties that might otherwise be overlooked in traditional settings.

A wide range of methods can be used for pre-class preparation in the flipped classroom model, and each of them can positively influence students' engagement and motivation. The most common methods include short video lectures, interactive presentations, online readings, podcasts, and digital quizzes. Video materials allow students to learn at their own pace, pause or replay difficult parts, and take notes, which helps them better understand the content [8, p. 3]. Interactive presentations and quizzes make pre-class learning more dynamic and enjoyable, encouraging students to stay focused and take an active role in the process.

Online readings and multimedia resources also play an important role in developing learner autonomy. When students explore materials before class, they take more responsibility for their own learning, which increases their sense of control

and confidence. Moreover, such preparation allows classroom time to be used more effectively for communication, problem-solving, and collaborative tasks [9]. As a result, students come to class ready to participate and contribute, which significantly raises their level of engagement.

Although the flipped classroom model offers many benefits for enhancing engagement and language development, its successful implementation in high school ESL settings can be challenging. One of the main difficulties is ensuring that students actually complete the pre-class tasks, since these activities are usually done at home without direct supervision from the teacher [10, p. 333]. Since teenagers often struggle with time management or motivation, some may come to class unprepared, which reduces the effectiveness of in-class activities. Teachers must therefore find ways to motivate learners to take responsibility for their own preparation, such as using short, interesting videos, quizzes, or reward systems.

Another challenge of the flipped classroom approach is the lack of immediate teacher support during the pre-class learning phase. When students study new material at home, there is no teacher nearby who can explain difficult points or give instant feedback. If they face a problem or do not understand something, they have to wait until the next class or try to contact the teacher by email, which can delay the learning process. This situation may cause frustration, confusion, or even lower motivation, especially for students who rely on direct guidance [11, p. 158]. To address this issue, teachers can provide clear instructions, short explanatory videos, or discussion forums where learners can ask questions before the lesson. Using online platforms or chat groups for quick communication can also help students feel more supported and confident while preparing at home.

One more difficulty that may appear in the flipped classroom is related to students' confidence during in-class discussions. Sometimes learners feel anxious or uncomfortable when they realize that their classmates have already expressed the most original or impressive ideas about the topic. As a result, they may worry that they have nothing new to add or that their contribution will sound repetitive or less valuable. This fear of not standing out can make students more passive and reduce

their willingness to participate actively in group work or discussions [11, p. 158]. Such situations are especially common among high school students, who are often sensitive to peer evaluation and comparison. To overcome this challenge, teachers can create a more supportive and inclusive classroom atmosphere by emphasizing that every opinion matters and by designing activities where different perspectives are equally valuable. Encouraging students to build on or respond to others' ideas rather than simply repeating them can also help maintain engagement and confidence.

In conclusion, the flipped classroom model offers great potential for enhancing high school students' engagement in learning English as a Second Language. By moving the initial learning stage outside the classroom and using class time for active communication, collaboration, and problem-solving, this approach helps students become more motivated and responsible learners. It gives them the opportunity to study theoretical material at their own pace, while in-class activities promote deeper understanding and practical language use. Despite certain challenges, such as the need for self-discipline, possible lack of immediate teacher support, and feeling of anxiety, the benefits of the flipped classroom are evident. It not only increases student participation and interest but also develops essential skills such as critical thinking, independence, and teamwork. Therefore, the flipped classroom should be considered a valuable and modern educational strategy in ESL teaching.

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