BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

THE EFFECTIVENESS OF THE FLIPPED CLASSROOM APPROACH IN IMPROVING ENGLISH LANGUAGE LEARNING OUTCOMES AMONG B1-LEVEL SECONDARY SCHOOL STUDENTS

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Doi: https://doi.org/10.5281/zenodo.22919173

Abstract. This study examines the effectiveness of the Flipped Classroom approach in improving English language learning outcomes among B1-level secondary school students. A quasi-experimental pre-test–post-test design was employed with 34 students divided equally into a Flipped Classroom group and a Traditional Instruction group. The study was conducted over four weeks and included eight 60-minute lessons. Students' learning outcomes were assessed using a 20-item achievement test administered before and after the intervention, while students' perceptions of the Flipped Classroom approach were examined through a 15-item Likert-scale questionnaire. The results showed that both groups improved their learning outcomes, but the Flipped Classroom group demonstrated a greater gain. The questionnaire results also indicated generally positive student perceptions, particularly regarding pre-class preparation, independent learning, and understanding of English lessons. The findings suggest that combining pre-class preparation with active classroom practice can provide greater opportunities for student participation and support English language learning.

Keywords: Flipped Classroom, flipped learning, English language learning, secondary education, student engagement, learning outcomes

In contemporary English language education, learner-centered instruction and active student participation have become increasingly important. While traditional teacher-led instruction provides essential explanations and practice, it may offer limited opportunities for students to communicate, collaborate, and apply their knowledge. The Flipped Classroom model addresses this issue by moving initial content learning outside the classroom and using class time for interactive and practical activities. Through discussions, pair and group work, problem-solving, and teacher-supported practice, students can apply new knowledge while developing greater responsibility for their own learning.

Although flipped learning has received considerable attention, its effectiveness may differ depending on learners, educational levels, and instructional contexts. In particular, further examination is needed in secondary school English language classrooms. Therefore, this study investigates the effectiveness of the Flipped Classroom approach among B1-level secondary school students by comparing their learning outcomes with those of students receiving Traditional Instruction. The study also examines students' perceptions of the flipped learning experience.

1. Does the Flipped Classroom approach improve English language learning outcomes among B1-level secondary school students?
2. Do students in the flipped classroom group demonstrate greater improvement than students receiving traditional instruction?
3. What are students' perceptions of the Flipped Classroom approach in English language learning?

A quasi-experimental pre-test–post-test design was used with 34 B1-level students at Secondary School No. 3 in Romitan District, Bukhara Region. The participants were equally divided into a Flipped Classroom group (n = 17) and a Traditional Instruction group (n = 17). The intervention lasted four weeks and included eight 60-minute lessons.Students in the Flipped Classroom group received learning materials before class and completed preparatory activities independently. Classroom time was then used for communicative and collaborative activities, including discussions, pair and group work, language practice, problem-solving, and teacher-supported tasks. The Traditional Instruction group received primarily teacher-led instruction.

Students' learning outcomes were measured using a 20-item achievement test administered before and after the intervention. Each correct answer received one point, with a maximum score of 20. A 15-item Likert-scale questionnaire was also administered to the Flipped Classroom group to examine students' perceptions of pre-class preparation, participation, communication, independent learning, motivation, and other aspects of the flipped learning experience. Descriptive statistics, paired-samples t-tests, and between-group comparisons were used to analyze the data.The results showed improvement in both groups. The Flipped Classroom group's mean score increased from 11.29 (SD = 1.99) on the pre-test to 13.88 (SD = 2.09) on the post-test, representing a gain of 2.59 points and a 22.9% improvement. The Traditional Instruction group increased from 10.12 (SD = 2.29) to 11.82 (SD = 1.94), with a gain of 1.71 points and a 16.9% improvement.

The improvement in the Flipped Classroom group was statistically significant, $t(16) = 11.36$, $p < .001$, with a large effect size (Cohen's $d = 2.76$). The Traditional Instruction group also showed significant improvement, $t(16) = 6.06$, $p < .001$. The post-test comparison indicated a significant difference between the groups, $t(32) = 2.98$, $p = .006$. The difference in gain scores was also significant, $t(32) = 2.44$, $p = .021$.

The questionnaire results indicated generally positive perceptions of the Flipped Classroom approach. The overall mean across the 15 items was 3.70 (SD = 1.08). The highest-rated aspects were the usefulness of pre-class preparation (M = 4.06, SD = 0.97), independent learning (M = 4.00, SD = 0.94), and better understanding of English lessons (M = 3.94, SD = 0.90). Comparatively lower ratings were found for speaking confidence (M = 3.35, SD = 1.32), enjoyment (M = 3.29, SD = 1.36), and motivation (M = 3.53, SD = 1.36).

The questionnaire findings also showed generally positive student perceptions. Students responded particularly positively to pre-class preparation, independent learning, and understanding of lesson content. These results suggest that preparing students before class may help them become more familiar with the material and participate more effectively in classroom activities.

However, the lower ratings for speaking confidence, enjoyment, and motivation indicate that some aspects of the flipped learning experience may require additional support. Pre-class preparation alone may not be sufficient to develop confidence and motivation. Teachers should therefore combine individual preparation with supportive feedback, engaging communicative activities, and opportunities for active participation.

The study demonstrated that both Flipped Classroom and Traditional Instruction were associated with improved English language learning outcomes among B1-level secondary school students. However, the Flipped Classroom group showed a significantly greater learning gain and higher post-test performance. Students also reported generally positive perceptions of the flipped approach, particularly regarding pre-class preparation, independent learning, and understanding of English lessons.

The findings suggest that integrating structured pre-class preparation with active classroom practice can provide greater opportunities for student participation and support English language learning.

At the same time, effective implementation requires appropriate teacher support and well-designed interactive activities, particularly to strengthen students' confidence, enjoyment, and motivation. Further research with larger groups and longer intervention periods could provide additional evidence about the effectiveness of the model in secondary education.

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