

IMPLEMENTATION OF THE FLIPPED CLASSROOM MODEL IN EFL CONTEXTS: ENHANCING STUDENT AUTONOMY AND CLASSROOM ENGAGEMENT

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Abstract: This study looks at how the Flipped Classroom Model (FCM) helps university students learn english better and study more independently. In traditional language classes, teachers talk a lot, so students do not get enough time to speak or receive help. In the flipped model, students watch short video lessons at home before class. Then, they use class time for group work, discussions, and speaking practice. We tested this method over one semester. The results show that this model helps students become more independent, improves their speaking skills, and reduces their fear of speaking in class.

Keywords: flipped classroom, EFL, learner autonomy, classroom engagement, active learning, blended learning, higher education.

EFL SHAROITIDA “FLIPPED CLASSROOM” MODELINI QO‘LLASH: TALABALAR MUSTAQILLIGI VA DARSDA FAOL QATNASHISHINI OSHIRISH

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Annotatsiya: Ushbu tadqiqot “Flipped” balarning faolligi hamda mustaqil o‘rganish ko‘nikmalariga ta’sirini o‘rganadi. Odatiy darslarda o‘qituvchi ko‘p gapirgani uchun talabalarda gapirish mashqlariga vaqt kam qoladi. Ushbu yangi usulda talabalar nazariy mavzularni darsdan oldin uyda videolarda ko‘rib o‘rganishadi, darsda esa faqat amaliy mashqlar va muhokamalar qilishadi. Bir semestr davomida o‘tkazilgan tadqiqot natijalari

shuni ko‘rsatdiki, ushbu usul talabalarning mustaqil ta’lim olishini rivojlantiradi, muloqot qilish ko‘nikmalarini oshiradi va darsda gapirishdan qo‘rqish tuyg‘usini kamaytiradi.

Kalit so‘zlar: flipped classroom, EFL, talabalar mustaqilligi, darsdagi faollik, faol o‘rganish, aralash ta’lim, oliy ta’lim.

Introduction

In language learning, practice and communication are the most important parts. However, traditional university classes in english as a Foreign Language (EFL) spend too much time on teacher lectures about grammar and vocabulary. Because of this, students have very little time to practice speaking together or get help from the teacher.

To make class time more useful, schools are using the Flipped Classroom Model (FCM). In this model, simple tasks—like watching basic lesson videos or reading rules-happen at home before class. Class time is then used for active tasks like group discussions, debates, and team projects. In EFL classes, this model helps students in two big ways: it increases independent study and reduces speaking anxiety. When students study the lesson at home at their own speed, they come to class feeling ready and confident. This paper tests how well the flipped model works in university english classes.

Methods and Materials

This study lasted 12 weeks and included 50 second-year undergraduate EFL students. We split the students into two groups:

1. Control Group (25 students): Studied using traditional lecture-based methods.
2. Experimental Group (25 students): Studied using the Flipped Classroom Model.

Teaching Steps: Before each lesson, the Experimental Group watched short 5–10 minute videos and completed online exercises at home. In class, they spent time on group discussions, simulations, and writing workshops.

Data Collection: We used pre-tests and post-tests to measure speaking skills. We also used a 1-to-5 point questionnaire to check student autonomy and class activity, followed by short student interviews.

Results and Discussion

The numbers showed that students in the flipped classroom improved their speaking skills and participation much more than students in traditional classes.

Metric Assessed	Control Group Mean (N=25)	Experimental Group Mean (N=25)	Statistical Difference (p-value)
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Oral Communication Post-Test Score (%)	68.4%	83.2%	\$p < 0.01\$ (Significant)
Self-Reported Learner Autonomy (Scale 1–5)	3.12	4.38	\$p < 0.001\$ (High shift)
Active Class Participation Rate (%)	54.0%	88.5%	\$p < 0.001\$ (High shift)

The table shows that students in the experimental group reached higher scores in speaking tests (83.2% compared to 68.4%). Their independent study score also increased from a low baseline up to 4.38 out of 5.

Student interviews showed that watching videos at home helped learners pause, rewind, and understand hard grammar rules at their own speed. As a result, class time became a comfortable space where students were not afraid of making mistakes. Instead of just listening to the teacher, students spent class time speaking, which helped them speak fluently and remember lessons better.

Conclusion

This study proves that the Flipped Classroom Model is a very helpful tool for modern EFL education in universities. By moving basic lecture reading to home study, the flipped method turns class time into active speaking workshops.

To use this model well, teachers need good videos and clear rules so students prepare before class. When done right, this method improves speaking skills and helps students build lifelong independent study habits.

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