

**Increasing EFL students’
engagement in English
lessons through flipped classroom:
An experimental study**

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Abstract

The purpose of the current research is to empirically investigate how the flipped classroom method affects pupils' engagement in learning English. In order to do this, a quasi-experimental design with a pre- and post-test is implemented. The female students of Al-Zubaida Intermediate School's Second Year were assigned into two groups at random. There were two groups of fifty pupils each: an experimental group (N=50) that learned English using the flipped classroom method, and a control group (N=50) that received traditional instruction. The data was gathered with the help of a questionnaire based on those developed by Lam et al. (2014) and Alsowat's (2016) to measure pupils' engagement in the classroom. At post-tests, the results showed a statistically significant difference between the experimental group and the control group. Students in the flipped classroom experimental group showed significantly higher levels of classroom engagement on the posttest.

Key words: Flipped Classroom, class engagement, increasing EFL students' engagement

الخلاصة

الغرض من البحث الحالي هو التحقيق تجريبياً في كيفية تأثير طريقة الفصل الدراسي المعكوس على مشاركة الطلاب في تعلم اللغة الإنجليزية. من أجل القيام بذلك ، يتم تنفيذ تصميم شبه تجريبي مع اختبار ما قبل وبعد. قسمت طالبات السنة الثانية من مدرسة الزبيدة المتوسطة إلى مجموعتين عشوائياً. كانت هناك مجموعتان من خمسين تلميذة لكل مجموعة: مجموعة تجريبية (N = 50) تعلمت اللغة الإنجليزية باستخدام طريقة الفصل المقلوب ، ومجموعة ضابطة (N = 50) تلقت تعليمات تقليدية. تم جمع البيانات بمساعدة استبيان يستند إلى تلك التي طورها لام وآخرون. (2014 و 2016) (Alsowat's) لقياس مشاركة التلاميذ في الفصل. في الاختبارات اللاحقة ، أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة. أظهر الطلاب في المجموعة التجريبية في الفصل المقلوب مستويات أعلى بكثير من مشاركة الفصل الدراسي في الاختبار اللاحق.

الكلمات المفتاحية: الفصل المقلوب ، المشاركة في الفصل ، زيادة مشاركة الطلاب

1. Introduction:

English is widely considered to be an international language. A wide range of people who have different native languages, ethnic origins, and

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colours rely on it as their chief means of interacting in a wide range of settings (Alahmed, 2010). As stated by Kitao (1996, p. 13), learning English has therefore evolved into a means of adapting to the world fast change. This important role of the English language has extensively inspired the enhancement of the instructional methods of English as a foreign language through the implementation of modern teaching techniques and strategies and incorporating technological innovations into learning and instruction in order to make it more feasible for teachers to attain the the desired outcomes.

Since the internet-based education developed, the flipped classroom (henceforth FC) has gained importance. Teaching, traditional learning, and classroom instruction can all benefit from the incorporation of modern technology. FC stands for instruction that combine technology-mediated and face-to-face interactions between learners, instructors, and instructional materials. Therefore, different nations are seeking to improve the quality of their educational institutions through the use of contemporary technology. This stimulates the use of technology for preparing learners, educators, and a variety of instructional methods in order to enhance the learning and education process.

After viewing pre-recorded instructional videos while at home in order to prepare for lessons (Bergmann & Sam, 2012), homework is done while in class with the assistance of the teacher and colleagues within an "FC" classroom. The method of flipped classroom is growing in popularity, and instructors around across the globe are adopting it by using sites such as Khan Academy, a platform on the internet which offers a variety of educational videos and practise activities (Bishop & Verleger, 2013).

The FC proposes a paradigm shift in the teaching approach because it allows class time to be spent on application of knowledge rather than just the theoretical approach, which is believed to produce higher-quality educational results. In a typical student-focused instructional context, students study abstract or theoretical material during lessons and afterwards apply it when doing their assignments at home. This method raises the possibility that they decide to leave the task if it appears too complex. In contrast, the FC has the possibility to convert education and

facilitate personalised education. The FC enables a more personalised and customised learning experience. As a result, a larger number of students will be able to participate, and teachers will have a greater opportunity to engage students with varying skill levels. This change in education is an opportunity to offer learners more autonomy over their learning by capitalising on what they like and maximising face-to-face time for instruction (Bergmann & Sams, 2014). Students engage in application-oriented lessons to implement what they learned theoretically with the aid of their instructor or peers. In the classroom, it is expected that students will engage with their teacher and peers, apply and utilise their knowledge, take advantage of the opportunities provided to enhance their learning, and engage in higher-order thinking (Wiginton, 2013).

1.1 Significance of the study

This research is significant because it seeks to understand how using flipped classrooms might motivate and inspire English language learners to do better in the classroom. EFL learners' engagement in flipped classes has not been thoroughly studied as an instructional method. The findings of this study are intended to contribute new knowledge to the field of English as a Foreign Language (EFL) education by providing teachers with a method for increasing their students' independence, engagement, and awareness to their personal needs.

The main reason for the study is an effort to increase learning a language in a shorter period of time and to adapt the method of instruction to the modern, technologically-driven setting. A positive outcome of this research would be to see it used in different contexts for language learning.

1.2 Aims of the study

The objective of this research is finding out the effectiveness of the flipped classroom method in enhancing female EFL intermediate school students' engagement in learning English.

1.3 Question of the study:

This study seeks to answer the following question:

What effect does using flipped classroom have on increasing female second-intermediate school pupils' engagement with English lessons?

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1.4 Hypotheses of the Study

In order to accomplish the study objectives, the following null hypotheses have been proposed. It is hypothesized that no statistically significant difference exists between:

H01: the mean scores of the experimental group in classroom engagement from the pretest to the posttest.

H02: the control group's mean scores in classroom engagement from the pretest to the posttest.

H03: the mean classroom engagement posttest scores of the experimental group and the control group.

1.5 Limits of the Study

The study is confined to second-year female intermediate school students at "Al_Zubaida Secondary School for Girls" in Mosul/Governorate of Nineveh studying English for Iraq Student's Book during the school year 2022_2023.

2. Literature Review

2.1 Flipped Classroom: Definitions

1. According to Bergmann and Sams (2012) flipped classroom is described as a “Teaching model where work that was traditionally done in the class is now done at home, and what was traditionally homework is now completed in class.”

2. In this respect, the Flipped Learning Network (2014, p. 1-2) offers a similar and clear definition of FC as “a pedagogical Model in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”

3. Caligaris et al. (2016) provide one of the most well-known definitions of FC by stating that it involves filming lessons in order to

convey a course, with students viewing the video ahead of time in order to understand complex concepts and answer questions.

4. FC is an approach that inverts the traditional classroom routine and makes better use of time, enabling educators to focus on helping learners apply what they've learned or engaging in complex discussion (Ye et al., 2018).

5. In the flipped classroom, students watch course materials online before coming to class, so that class time can be spent on questions and group work (Mahmoud, et al., 2021). This is one example of blended learning, which has become increasingly popular in recent years.

2.2 Flipped Classroom Pillars

The most effective practises for implementing the FC model may be seen in its four key pillars: a flexible environment, a learning culture, intentional content and professional educators (Hamdan et al., 2013, pp. 4-6).

1. Flexible Environment

The Flipped Learning Network (FLN) discussed the physical classroom arrangement for active learning as a flexible environment (Hamdan et al., 2013). The area must remain adaptable so that a teacher can designate areas for working in small groups, for individuals, and to have a quiet conversation with a student without distraction from the rest of the class “(Hamdan et al., 2013).” The teacher and students can designate work areas as necessary rather than creating a single learning environment with rows of desks or immovable tables. When needed (Bergmann & Sams, 2012, p. 40), the side of the classroom can be used for lectures, seminars, and laboratory

2. Learning Culture

Instead of feeling pressured to "perform" in front of the class while presenting a lecture, teachers in flipped classrooms feel more at ease when assisting students in collaborative efforts to learn (King, 1993, p. 50). Teachers in a flipped classroom, as in other active learning models (Bergmann & Sams, 2012, p. 53), should move among their students to examine their work, offer instant feedback, and conduct brief periods of

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one-on-one instruction. Teachers want to offer differentiated instruction through individualized support so that students can achieve their learning objectives in various ways (Crouch & Mazur, 2001, p. 66). Out of the first five minutes of class (used to divide students into groups and give instructions) and the last five minutes of class (used to assign homework and conduct Q&A sessions), the teacher hardly ever addresses the entire class (Mazur, 2009, p. 74).

3. Intentional Content

Intentional Content, the third pillar, refers to teachers who make wise decisions about what material needs to be taught explicitly and how to do so in their video lessons. A competent teacher knows what is covered in their course, which concepts are crucial, why each topic is important, and how each relates to the course and the student's learning objectives (Hamdan et al., 2013, p. 75). Since videos are typically used for introducing students to new material in flipped classes, they need to be specifically chosen in the context of the course broader curriculum. Selecting or making instructional videos is not an optional extra activity (Bergmann & Sams, 2012, p. 63). Students may become confused and view the videos as a disadvantage to a course if they are introduced to new material outside of the context of completing their tasks and projects (Strayer, 2007, p. 26; Hamdan et al., 2013, p. 66). Furthermore, there should not be too many videos for students to watch. Student learning can be improved by assigning films to watch before a lesson as claimed by Hamdan et al. (2013, p. 4) and Seaboyer (2013, p. 14) because they will already have a firm grasp of the material.

4. Professional Educators

The final pillar of the flipped classroom is the qualified instructor, who is able to map out the unit's progress, establish the project's learning objectives, and provide students with engaging and informative activities (Hamdan et al., 2013, p. 14). Students are at the center of the flipped classroom, but the instructor's experience and method of instruction are equally crucial (Hamdan et al., 2013). The FC relies heavily on the teacher's guidance and knowledge to set the course context and framework, develop or select the video relevant content, and design assignments that require students to synthesise, apply, and analyse what they have learned.

A good educator also guides pupils in the direction of innovative learning resources and opportunities for deeper study (Cacciamani et al., 2012, p.875)

How teachers scaffold content and provide feedback to students demonstrates their talent and creativity. As (Hamdan 2013, p. 12) states that “The question is not really whether online instruction is a superior medium in and of itself. The Department of Education’s survey found that success with online learning depends on time spent on instruction, as well as the quality of the curriculum and pedagogy. In other words, it is not just the technology that counts: it is what educators do with it (Hamdan, 2013, p.14).”

2.3 Comparing Traditional Classroom and Flipped Classroom

A comparison of the Traditional and the Flipped Classroom from the viewpoint of the various components of teaching approaches is important. This includes the following aspects: the role of teachers, the role of students, teaching techniques used in class, how class time is distributed, what is taught during class, how techniques are put into practice, and how teaching is evaluated (Zhang, 2014).

The main difference between a Traditional Classroom (Henceforth TC) and an FC reflects the various roles that teachers and students play in the educational process. In a traditional classroom, students learn passively while teachers teach textbooks. During the FC, students develop in learning, acquiring knowledge through independent study and discussing learning challenges with teachers and peers. Instead of being the authority and possessor of knowledge, teachers, in FC, serve as the teacher and promoter for students’ learning.

The Traditional Classroom uses in-class instruction and homework after class as the primary teaching strategy. There are fewer class instructions because students act as containers of knowledge by paying attention to their teachers during class and completing their homework afterward. Students preview the material they will learn so that they will be familiar with it when they are in the FC. They can discuss the topics

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related to the text chosen by the teacher during class and deal with issues in their preview simultaneously.

The TC and FC differ significantly regarding how time is distributed in the classroom. While most of the time in the FC is spent on discussions between students and teachers, teachers in the traditional classroom spend most of their time teaching. The time distribution is primarily discussed in the book *Flip Your Classroom: Reach Every Student in Every Class Day* by Bergmann and Sams (2012, p. 35).

In teaching content in the traditional classroom, explaining the language points becomes the major task. And the majority of teachers see their sole objectives as textbook instruction. All teaching activities have been centered on language points, and all learning has been centered on the passive learning of the students. Because of this, classrooms have been places where teachers are experts in everything and where students only study for exams.

2.4 Classroom Engagement

A student's active participation in classroom learning activities is called classroom engagement. This includes, according to Marks (2000, p. 155) the "attention, interest, investment, and effort" that students put forth while learning in the classroom. Active (emotional), cognitive, and behavioral are the three dimensions of engagement that Fredricks, Blumenfeld, and Paris (2004) identified. These dimensions were supported by Archambault and associates (Archambault, Janosz, Fallu, & Pagani, 2009).

Learner engagement and the learning environment are inseparably linked. The goal of every teacher is to increase student engagement, due to the fact that intrinsic motivation and engagement in academic pursuits are significant indicators of success in school and in learning in general (Dogan, 2015). Although the online environment is unquestionably more extensible in terms of participation and removes geographical, financial, and times restrictions, questions need to be asked about motivation, interactivity, communication, involvement, and even student performance (Alemayehu and Chen, 2021; Salem, Al-Jubari, Aldholay, Jalal, & Mutahar, 2022).

Philip and Duchesne (2016) define engagement as "a state of being fully present in an activity in which one takes an active role." According to Hiver, Al-Hoorie, and Mercer (2020), the words "motivated learning" implies that the student views the learning process as meaningful, purposeful, and useful, and that they perceive a link between the learning process and their social interactions with others. This is in combination with the pleasure and fulfilment gained from one's progress in their education.

Behavioural (how well students pay attention to tasks and get them done), cognitive (how well they think, make associations, find solutions, and provide answers), and emotional (the extent to which they appreciate their educational context and the learning materials) are the three types of engagement studied in classrooms that teach foreign languages (Fredricks, Blumenfeld, & Paris, 2004). Research has linked these three forms of student participation in online courses to improved proficiency in English as a foreign language (Ngo, 2021). Adding social engagement to the behavioural, cognitive, and emotional trifecta (Svalberg, 2012) in language classrooms takes into account group dynamics and classroom interactions and sees social engagement as an expression of the subjective interpersonal relationships that exist during classroom interaction. The learning effect is enhanced the greater behavioural the interaction. Positive emotional involvement, on the other hand, does not guarantee future success in learning (Philp & Duchesne, 2016). As a consequence, the emphasis is sometimes placed more on the behavioural factor.

Students are able to resume their behavioural engagement and complete tasks, which contribute to the generally favourable opinions that are held regarding student engagement in the online environment. Still, they cannot engage in cognitive, emotional, or social activities because the environment does not permit the elicitation of a response to the psychological needs of the learners (Botes, Dewaele, & Greiff, 2020). Research shows that students' cognitive, social, and emotional engagement can all be promoted in EFL classrooms, particularly through the use of goal-oriented activities (Dao, 2021). The task level has been used to approach behavioral learner engagement. Behavioral learner engagement has been shown to depend on the task (its nature, familiarity, purpose, or lack of difficulty). Still, it is absent when no social cohesiveness in the

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classroom or emotional factors are at play (Aubrey, King, & Almukhail, 2022).

The aforementioned findings stress the importance of the affective and emotional dimension since, contrary to personal anxiety teacher-student dynamics significantly affect students' psychological requirements. Research has found that students' emotional and social engagement, as manifested in their reactions to teachers, classmates, and course material, as well as their sense of belonging to the campus community and life, is necessary for their engagement in activities and tasks and, ultimately, crucial for their academic success in higher education (Gunuc, 2014). According to additional research, the teacher and teacher-student dynamics are essential for analyzing and adapting instructional strategies and fostering a stress-free learning environment in the classroom (Paradowski, Dmowska, & Czasak, 2015). In this regard, giving (corrective) feedback to encourage language proficiency and improvement can also result in effective learner engagement (Ha, Murray, & Riazi, 2021).

3. Methodology

This research employed a quasi-experimental design. According to Ebeedat (2005, p. 230), “researchers adopt the quasi-experimental groups design to avoid the defects of one group design; more than one group is used when applying the experimental factor on one of them and leaving the other in it in natural circumstances.” Consequently, the disparity will be due to the impact of the independent variable (the experimental factor) on the experimental group. Thus, the EG received their English instruction using the flipped classroom model, while the CG received theirs using the standard method. Students in both groups took a pre- and post-experiment survey measuring their level of engagement in the lessons.

3.1 Population and sampling

This study target population consists of all second-grade pupils at Al-Zubaida secondary school in Mosul's city centre during the second term of the 2022-2023 school year. The overall population consists of (250) female students. The study sample consisted of 100 participants who were then randomly divided into two groups: EG and CG. The flipped classroom

strategy is applied to teach English to the EG (N=50). As for the CG (N=50), it is taught in accordance with the traditional method.

3.2 Equivalence of the sample subjects

To ensured sample equivalence and harmonize the sample attributes, the researcher used some inferential statistical means such as T-test formula and Chi-square test with regard to testing attributes including the age, the scores of the previous year, educational level of the sample subjects' parents to avoid confounding factors that may undesirably affect the experiment. See the following tables:

Table (3.1) shows the T-test results of the CG and EG by age

Group	No.	Mean	SD	T. Test		Degree of freedom	Sig. at (0,5)
				C	T		
EG	50	176,88	12,23	0,78	2,00	98	Equivalence
CG	50	175,40	50,40		(98)(0,5)		

Table (3.2) shows CG and EG T-test results by 2021-2022 scores

Group	No.	Mean	SD	T. Test		Degree of freedom	Sig. at (0,5)
				C	T		
EG	50	70,16	13,23	0,50	2,00	98	Equivalence
CG	50	71,52	13,64		(98)(0,5)		

Table (3.3) Father's Educational Level by Chi-Square Results

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Group	No. of Fathers	Level of Education			Degree of freedom	Chi-Square Value		Level of Sig.
		Primary And less	Secondary & Diploma	B. A. & High Degree		C. V	T. V	
EG	50	13	22	15	98	4,46	5,99	0.05
CG	50	5	25	20				
Total	100	18	47	35				

Table (3.4) Mother's Educational Level by Chi-Square Results

Group	No. of Mothers	Level of Education			Degree of freedom	Chi-Square Value		Level of Sig.
		Primary And less	Secondary & Diploma	B. A. & High Degree		C. V	T. V	
EG	50	15	20	15	98	2,57	5,99	0.05
CG	50	14	27	9				
Total	100	29	47	24				

The calculated T-values and Chi-Square values are all smaller than the computed values, as shown by a careful inspection of the aforementioned tables. This shows that the samples from both the control and experimental groups are statistically equivalent with regard to the aforementioned characteristics.

3.3 Instrumentation

The Student Engagement Questionnaire: It is adopted from Lam et al. (2014) and Alsowat's (2016) questionnaires. It has been adapted, so in its final version, the students' engagement questionnaire, contained (27) items distributed into three components affective engagement, behavioral engagement, and cognitive engagement. "The Likert scale for scoring the affective and behavioral engagement subscales is used as follows: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The Likert scale for the Cognitive Engagement Subscale is the followings: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (always)." In addition, a committee of experts in linguistics and applied linguistics reviewed the questionnaire to confirm its face and content validity. All agreed that the construct in question can be legitimately measured. Nevertheless, they did offer some tiny recommendations regarding the questionnaire length, so these were taken into account. The reliability of the questionnaire's coefficient internal consistency is tested with Cronbach's Alpha. Internal consistency reliability ($\alpha = .70-.88$) is high for all three of the subscales. In addition, there was satisfactory internal consistency ($\alpha = .93$) over the entire scale. It serves as both a pre- and post-test.

3.4 Final Administration of the research instrument

On February 15th, 2023, we administered the final version of the questionnaire as a pre-test to check students' pre-existing levels of engagement for the subject matter at hand, and to collect data that will later be used to determine whether or not the independent variable (FC) was successful in raising the dependent variable (students' level of engagement). Furthermore, on April 15, 2023, after the study period ended, the post-test was administered to the study sample (the EG and CG

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students). The researcher provided an Arabic explanation of the questions to the students to exclude any room for interpretation in their responses.

4. Results

The null hypotheses of the present study are statistically examined and interpreted based on the results presented below:

4.1 Testing the First Hypothesis:

Table (4.1) The Mean, Standard Deviation, and T-test Value of the Pre-Test and Post-Test of the EG in Classroom Engagement

Test	No.	Mean	SD	T-value	
				Calculated	Tabulated
Pre-test	50	108.74	16.50	3.27	2.045
Post-test		114.88	9.86		(0.05) (49)

There is a statistically significant difference between the EG participants' mean pre- and post-test scores on classroom engagement, with post-testing showing a clear positive effect of the flipped classroom. Standard deviations of 16.50 and 9.86 are perceived between the pre- and post-test mean scores of 108.74 and 114.88 on the EG's classroom engagement scale, respectively. The statistical significance of the difference in EG scores between the pre- and post-tests is determined using the T-test means for paired samples. A statistically significant difference exists between the two sets of data, as indicated by the T-test findings. To clarify, at the 0.05 level of significance with 49 degrees of freedom, the calculated T-value is determined to be 3.27, but the tabulated T-value is 2.045. These numerical results show that the calculated T-value is greater than the tabulated T-

value at the determined significance level. Because of this, it can be concluded that the EG in the post-test is noticeably higher compared to the pre-test results. Since the post-test results support the flipped classroom, it can be concluded that the first Null Hypothesis is refuted.

4.2 Testing the Second Hypothesis:

Table (4.2) The Mean, Standard Deviation, and T-Test of the Pre-Test and Post-Test of the CG in Classroom Engagement

Test	No.	Mean	SD	T-value	
				Calculated	Tabulated
Pre-test	50	110.91	13.74	1.78	2.04
Post-test		107.12	8.29		(0.05) (49)

The mean classroom engagement score for the CG is 110.91 on the pre-test and 107.12 on the post-test, with a standard deviation of 13.74 on the pre-test and 8.29 on the post-test respectively. It seems that the increase in CG achievement on the posttest is slightly better than on the pretest. The T-test formula for paired groups is used to see if there is a statistically significant difference between the CG scores on the pre-test and the post-test. At a significance level of 0.05 and a degree of freedom of 49, the calculated T-Value is 1.78 and the tabulated T-Value is 2.04. So, it's clear that the calculated T-value is less than the tabulated at the level of significance that was mentioned. So, the Second Null Hypothesis is accepted because there is not a statistically significant difference that can be observed. (see Table 2).

4.3 Testing the Third Hypothesis:

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**Table (4.3): Mean Scores, Standard Deviation, and T-Values
for the Classroom Engagement Posttest Scores of the EG and CG**

Test	No.	Mean	SD	T-value	
				Calculated	Tabulated
EG	50	63.76	12.27	2.98	2.00
CG		54.68	17.70		(0.05) (98)

The mean classroom engagement score of the EG is compared to that of the CG in the posttest total scores. Table 4 shows that the mean score for students in the experimental group is 63.76, while the mean score for students in the control group is 54.68. The T-Test formula is also used to find out if there is a significant difference between the mean scores of the two groups on the classroom engagement posttest. The calculated T-Value is 2.98 at a significance level of 0.05, and the tabulated T-Value is 2.00 at a significance level of 0.05. This means that there is a statistically significant difference between the two groups. This shows that the EG is better than the CG because the calculated T-value is greater than the Tabulated at the level of significance. It also shows that the flipped classroom method used to teach English to the EG was a better way to keep the students engagement than the conventional one used to teach English to the CG. This means that the third Null Hypothesis is refuted.

4.5 Discussion of the Results:

The first hypothesis was tested statistically, and the results showed that the experimental group pre- and post-test scores on classroom engagement were significantly different. This suggests that in the posttest, EG has improved considerably with respect to the pretest. This finding can

be ascribed to the method of instruction (FC method) in class involvement, demonstrating that the flipped classroom strategy has a positive effect in fostering the improvement of EG students' participation abilities within the context of a second-intermediate level class. The following explanations provide insight into this outcome:

The performance of each student on a number of tasks and activities that he or she did before the lesson, such as watching educational videos that had already been made, writing down what the student learned from the video, what he or she did not comprehend, and what questions he or she would like to pose to the instructor or other students are increased. Students have spent more time learning and preparing for class because of what they have learned in class and through extra activities.

And that students' improved class participation resulted from their viewing the video clips ahead of time, before lesson time, allowing them to prepare questions to ask the teacher and their colleagues in the learning stage in the classroom, which would help them understand and contribute to correcting their misconceptions. The results of this study are supported by the results of studies by Ayçiçek & Yanpar (2018) and Afzali & Izadpanah (2021).

According to the statistical analysis of the second hypothesis, the researcher suggests that why the results obtained were not statistically significant is because the learner is inactive and has little engagement and discussion in the traditional teaching method, which is based on the conventional approaches to education in which the role of the student is limited, if not non-existent. It fails to supply the learner with an optimal environment to boost his motivation and entice him to practise in a way that's in line with his psychological, moral, and cognitive characteristics. The T-test method for paired samples is also used to check if there is a statistically significant difference between the CG's pre- and post-test scores.

Regarding the Third Hypothesis, the T-Test formula for the two independent samples is used to determine whether or not there is a significant difference between the mean scores of the two groups, and the results show that there is a statistically significant difference between the two groups (EG & CG) in terms of the students' class engagement. The

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researcher supposes this result was achieved through the implementation of a contemporary strategy, such as (the flipped classroom strategy), that places an emphasis on getting students involved in the problem-solving process and encouraging them to think of answers on their own.

Students' engagement in English class increased, according to this research, because teachers used student-centered, active learning methods and provided them with high-quality classroom activities. Students were more engaged and attentive because of the lively pace of the lesson, as opposed to the static nature of the traditionally taught lesson, which is often criticised for failing to engage students because so few of them are given opportunities to actively contribute to the learning process. Therefore, the quality of the student's participation in class will improve as his role is activated. The results of the current study are consistent with those of prior research (such as Dixson (2015) and Suharti, Suherdi, and Setyarini (2021)).

5. Conclusions

1. Using the Flipped Classroom Strategy to teach English to EFL students in intermediate school is more effective than using the standard method.
2. Students in the EG seem more engaged in the subject than those in traditional classes; they engage with one another and support one another. This results in more motivation to study English as a foreign language.
3. Third, FC is a broad method of teaching that has its own set of advantages, features, techniques, and practises. Because of this, emphasis has switched from improving traditional education to developing practical alternatives. Therefore, the FC was successful in increasing students' engagement in learning English.
4. EFL the motivation of learners to learn English increases, their confidence in using English increases, and their ability to work together and communicate with one another all benefit from using FC .
5. In order to boost students' performance, the flipped classroom incorporates a number of different learning strategies. When used effectively, FC can boost students' involvement in study English by fostering an environment of mutual respect and kindness in the classroom.

6. Recommendations

The following recommendations are made regarding the findings and conclusions of the research.

1. Teachers and instructors are encouraged to integrate the FC's guiding principles and practises into their lessons in order to increase student participation.
2. Students should be motivated to learn in order to share their knowledge with their instructor and peers. In addition, FC assists students in overcoming emotional barriers, such as timidity, that prevent them from asking questions and participating in class.
3. Teachers should have experience and training in how to take advantage of modern technologies and online resources. The next crucial phase is preparing them for FC, as both students and instructors have a positive attitude. Therefore, it is recommended to combine online information technology courses with traditional education.

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