

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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ЗБІРНИК МАТЕРІАЛІВ
VI Міжнародна науково-практична конференція
«ГОРИЗОНТИ СУЧАСНОЇ ФІЛОЛОГІЇ»

(Харків, Україна;
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17 КВІТНЯ 2026 року

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УДК 811+821:37.091.3

<https://doi.org/10.5281/zenodo.19634026>

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Рекомендовано редакційно-видавничою радою Харківського національного педагогічного університету імені Г. С. Сковороди.
(Протокол № 4 від 15 квітня 2026 року).

Горизонти сучасної філології. Матеріали VI Міжнародної науково-практичної конференції (17 квітня 2026 року). Харків: ХНПУ імені Г. С. Сковороди (Україна), Оломоуц: Університет Палацького (Чехія), 2026. 454 с.
<https://doi.org/10.5281/zenodo.19634026>

Збірник матеріалів об'єднав дослідницькі розвідки, представлені на VI Міжнародній науково-практичній конференції «Горизонти сучасної філології», що відбулася 17 квітня 2026 року в Харкові (Україна) та Оломоуці (Чехія).

Матеріали опубліковані в авторській редакції.

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THE FLIPPED CLASSROOM EFL TEACHING

Introduction. In recent decades, the search for effective and innovative approaches to language teaching has become a central issue in pedagogical research. Rapid technological development has significantly transformed educational practices, particularly in the field of foreign language instruction. Digital learning environments, online platforms, and multimedia resources increasingly influence how students access and process educational content.

Within this context, modern higher education institutions actively explore instructional models that promote active learning and greater student involvement. One of the approaches that has attracted considerable attention among educators is the flipped classroom model. Unlike traditional lecture-based instruction, this model reorganizes the sequence of teaching activities by transferring the initial presentation of learning materials outside the classroom.

In a flipped learning environment, students first encounter new information independently through digital resources such as video lectures, online texts, or interactive multimedia materials. Classroom time is subsequently devoted to activities that require active participation, including discussions, collaborative tasks, and practical language use. This pedagogical shift allows teachers to move away from a teacher-centered model and create conditions for a more interactive and learner-oriented educational process.

By encouraging students to prepare for lessons in advance, flipped learning promotes greater responsibility for individual learning outcomes. At the same time, classroom interaction becomes more meaningful because learners already possess basic knowledge of the topic being studied.

Purpose of the Study The present study aims to explore the pedagogical

potential of the flipped classroom approach in the context of teaching English as a Foreign Language (EFL) at higher education institutions. The research methodology is based on the framework for the adaptation of the flipped classroom model previously developed by Pohorila and Kostetska (2024). The research focuses on analyzing how this instructional model influences student engagement, motivation, and the development of communicative language skills.

A particular objective of the study is to examine the role of pre-class preparation in enhancing students' readiness for classroom interaction. By reviewing instructional materials prior to the lesson, learners gain an initial understanding of the topic, which enables them to participate more actively in discussions and collaborative tasks during class time.

Another aim of the research is to identify effective strategies for organizing learning activities within the flipped classroom framework. The study considers both theoretical perspectives and empirical findings presented in previous research devoted to flipped learning in language education. Through the analysis of relevant scholarly sources, the research seeks to outline methodological recommendations that may support educators interested in implementing this instructional approach in their teaching practice.

Ultimately, the study contributes to ongoing discussions regarding innovative pedagogical models in higher education language instruction, emphasizing both the benefits and the challenges associated with the use of flipped learning.

Results and Discussion The implementation of the flipped classroom approach in EFL instruction produced several notable outcomes related to student engagement and language skill development. One of the most evident results was the increased level of participation observed during classroom activities. Students who completed pre-class learning tasks were better prepared to contribute to discussions and collaborative exercises.

Comparative analysis of learning outcomes revealed that learners exposed to the flipped model demonstrated improvements in communicative competence, particularly in speaking fluency and listening comprehension. Because classroom time was

dedicated primarily to interactive activities, students had more opportunities to practice language use in authentic communicative situations.

Feedback collected through student surveys also indicated a generally positive attitude toward flipped learning. Many participants reported that having access to instructional materials before the lesson allowed them to process information more effectively. The possibility of revisiting video lectures or reading materials helped learners clarify complex linguistic concepts and study at a pace appropriate to their individual needs.

Furthermore, the flipped classroom environment contributed to the development of learner autonomy. Students gradually assumed greater responsibility for their own learning, as independent preparation became an integral part of the instructional process. This shift encouraged learners to develop better time-management strategies and increased their awareness of personal learning goals.

Classroom observations provided additional evidence of the benefits associated with this teaching approach. During collaborative tasks, students frequently engaged in peer interaction, exchanging ideas and offering feedback to one another. Such activities stimulated deeper cognitive engagement and encouraged learners to analyze language structures in practical communicative contexts.

An additional advantage of flipped learning was the development of higher-order thinking skills. When participating in problem-solving activities and discussions, students were required to apply grammatical knowledge, vocabulary, and communicative strategies in order to complete tasks successfully. This process fostered analytical thinking and helped students develop the ability to evaluate different linguistic options when expressing their ideas.

The collaborative nature of classroom activities also strengthened interpersonal communication skills. Students often worked together to interpret instructions, negotiate meaning, and construct shared understanding of complex language tasks. As a result, the learning environment became more supportive and interactive, which positively influenced overall motivation.

Despite the numerous advantages observed during the study, several challenges

associated with the flipped classroom model were also identified. Some students experienced difficulties completing pre-class assignments due to limited time or competing academic responsibilities. Others encountered technological barriers, including unstable internet connections or insufficient access to digital devices.

Additionally, a number of learners initially struggled with the self-directed learning format required by the flipped model. Adjusting to a system that emphasizes independent preparation demanded the development of new study habits and greater self-discipline.

The implementation of the flipped classroom approach produced several notable outcomes, including increased levels of participation and improvements in communicative competence, particularly in speaking fluency. Many participants reported that having access to instructional materials before the lesson allowed them to process information more effectively. However, several challenges were also identified, such as technological barriers and the need for students to develop new study habits and greater self-discipline. These findings highlight the importance of thoughtful instructional design and clear guidance regarding pre-class tasks.

Conclusions. The results of the present study demonstrate that the flipped classroom approach can significantly enhance the effectiveness of English as a Foreign Language instruction in higher education settings. By shifting the initial presentation of theoretical material outside the classroom, educators can dedicate valuable class time to communicative practice and interactive learning activities. When effectively integrated, flipped learning offers a flexible and engaging framework for modern language teaching.

Such an instructional format encourages active participation, promotes collaborative learning, and supports the development of essential language skills. Students not only improve their communicative competence but also develop greater independence in managing their learning process.

Although certain challenges may arise during the implementation of the flipped model, these obstacles can be addressed through careful pedagogical planning and appropriate technological support. When effectively integrated into the educational

process, flipped learning offers a flexible and engaging framework for modern language teaching.

Future research may further explore the long-term impact of flipped classroom practices on language acquisition and investigate strategies for overcoming barriers related to student preparation and access to digital resources.

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