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FROM PASSIVE TO ACTIVE: EXPLORING THE FLIPPED CLASSROOM IN MA ENGLISH EDUCATION

This article explores the application of the flipped classroom model in English and Linguistics education, focusing on its effectiveness, perceived benefits, and challenges as experienced by master's students. The flipped classroom approach –where students first engage with instructional content outside of class (via videos, readings, or tests) and then apply their understanding during interactive in-class sessions – has promoted active learning, critical thinking, and meaningful student engagement. While this pedagogical model has gained traction across disciplines, its implementation in language-related fields raises specific questions regarding students' cognitive and communicative preparedness. Drawing upon a review of current scholarship and an empirical study involving 34 master's students enrolled in the 2023–2024 academic year, this article investigates students' preferences, difficulties, and insights related to flipped instruction in Linguistics contexts.

The findings reveal a strong student preference for the flipped model, with 82% of participants favoring it over traditional lecture-based formats. Despite this general approval, students reported several challenges that affect their engagement and performance. Among the most frequently cited difficulties were understanding the logical continuity between pre-class and in-class material (59/100), adapting to the unfamiliar instructional format (57), and independently working through new content (56). Pre-lecture testing also presented a moderate challenge (54). Nonetheless, many students noted improved preparation for class discussions (53.5) and greater participation in collaborative tasks (53) as key advantages. These results support the growing consensus that the flipped model enhances learner autonomy and participation with adequate scaffolding, clear content transitions, and supportive assessment tools. The article concludes by emphasizing the need for continued pedagogical innovation and further empirical research to optimize flipped methodologies in language education.

Key words: *flipped classroom, active learning, student engagement, higher education, learner autonomy, educational innovation.*

Introduction. Background: The classroom flip has become a transformative educational methodology, well-suited for the next generation of higher education and professional training. This instructional model flips the use of class time by having students first experience new information outside of class (across videos, podcasts, readings) and then use class time strategically to apply, analyze, and synthesize that learning with feedback from the instructor and peers (as opposed to as the mechanism first to encounter new knowledge). As Bishop and Verleger [2, 5] suggest, the flipped classroom is «a transfer of control of the learning process from the instructor to the student» promoting more autonomy and engagement. Direct instruction is pushed outside of the classroom with less of the dependency on linear, 'one-size-fits-all' teaching being emphasized, and in its place is a more flexible, student-centered setting in which an active manipulation of knowledge and self-engagement in learning can take place to accommodate multi-modal learners.

This pedagogical approach is particularly suitable for disciplines like English/ Linguistics education in which discourse competence, critical analysis, and reflective thought are focused. The traditional lecture-based approach frequently fails to prepare students for engaging with complex texts and communicative practices. Instead, the flipped model offers dialogical exchange, peer feedback, and the scaffolded exploration of language in context. As Lage,

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Platt, and Treglia [9, 30] describe, «The inverted classroom humanizes the classroom experience by providing instructors with greater contact and interaction with their students». In a field like linguistics/language pedagogy, where nuance and articulation of argument are fundamental, this model allows students to learn and practice actively and communicate with a stronger safety net from the instructor and their peers.

The flipped classroom is consistent with 21st-century education objectives focusing on student agency, digital literacy, and lifelong learning. It asks students not to master content so much as to remix it – to engage in scholarly practices that replicate real-life problem-solving and cross-disciplinary exploration. As Bergmann and Sams [1, 20], pioneers of the flipped learning movement, explain: When teachers move content consumption out of the classroom, they enable more learner-driven, personalized interaction within it. The reformation of learning spaces is critical in English and Linguistics, where fostering interpretive flexibility, metalinguistic awareness, and collaborative inquiry is required. That is why the flipped classroom boosts school performance and prepares students to become communicators and analyzers, as they are taught to compete in both academic and professional worlds.

Literature Overview. In recent years, there has been growing dissatisfaction with learning in traditional lecture-based instruction. While it has been the dominant form of teaching in higher education for hundreds of years, that tradition has been increasingly questioned about how well it promotes critical thinking, retention of knowledge, and student motivation. As Freeman et al. [6, 8410] conclude that «lecturing is not very effective for promoting higher-order learning, particularly in comparison with active learning». As experimentations occur across these systems, 'the urge for reform' has 'pushed pedagogy to one side' in various pedagogic models such as the 'flipped classroom', 'problem-based learning', and 'discussion-led seminar'. The models are intended to be used best to change the student from being a passive receiver to an active participant, and motivate their deeper learning.

Of these approaches, the flipped classroom has received much attention due to its applicability and versatility in various disciplines. Unlike the enterprise, where content is doled out in class and practice can occur in the home, the flipped one seems to do the opposite. As Prince [12, 223] observes, «active learning is generally defined as any instructional method that engages students in the learning process,» and the flipped classroom does precisely that by instead offering classroom time for activities that foster critical engagement and collaboration. It allows teachers to take advantage of face-to-face hours with case studies, debates, or group work, which makes the class more interactive.

Numerous studies have reported that the flipped classroom model benefits student learning. According to Deng et al. [4; 5], flipped learning enhances knowledge retention and transfer and application of knowledge to novel contexts. According to the authors, «engagement and achievement of students in flipped classrooms is often higher than in traditional classrooms» [5, 138]. In addition, the embedding of multimedia such as micro-lectures and video demonstrations has been shown to enhance students' engagement. Li et al. [10, 87; 11] emphasise that these digital approaches «offer opportunities for individualised and repeatable content access, where students may study at their own pace».

Other technologies also enhance the advantages of the flipped method. For example, AI-driven feedback systems, online discussion forums, and gamified learning platforms have significantly increased the learner's autonomy and intrinsic motivation. According to Chi and Wylie [3, 219], «AL activities work best when students are cognitively engaged and when instructional designs support generative learning». These results highlight that technology mediates not just in delivering content but in directing the quality of conversation, reflection, and self-regulation, which underpin the quality of the learning experience.

The basis of such developments must be generated using the cognitive load theory. Sweller [13] states that learner engagement and cognitive load between intrinsic and extraneous loads should function optimally. By shifting the demand for cognitive resources from information intake to the pre-class learning phase, the flipped model «frees up» classroom time for the type of application and manipulation of content conducive to deep processing. This equilibrium enables long-term knowledge structures to develop and results in learning achievements that are more enduring.

However, the flipped classroom is not without challenges. Among the most often cited challenges is the variability in how long students engage with pre-class content. Tang et al. [16, 62] emphasize that «the effectiveness of flipped classrooms depends heavily on students' willingness and ability to pre-learn before class». This leads to whether the benefits of in-class active learning will be lost if students do not interact with the out-of-class material. Also, many students, used to passive learning, may be reluctant to embrace the rigor that the model requires.

To address these concerns, educators must build scaffolding that encourages and monitors pre-class engagement. These could be formative learning tools such as pre-class questions, guided issues or activities, formative assessment questions, or peer discussion problems. According to Ge et al. [7, 73], « organized support 'increases student responsibility, offers a more controlled learning path, and is critical

for reaching the potential of the flipped classroom». Educators can alleviate the move from passive to active learning and student resistance to the model by integrating motivational and metacognitive strategies in the flipped learning structure.

Emerging findings support that the flipped classroom approach shows great potential for increasing engagement, understanding, and self-directed learning at the tertiary level. When well conceived, mixing multimedia presentation media, technological tools, and guided scaffolding can (partially) counteract some of the restrictions of the traditional lecture-based approach. For these reasons, the flipped classroom remains an attractive pedagogical innovation in the context of higher education's response to digital disruption and the move toward more learner-centred learning and teaching, and one for which some empirical evidence and theoretical grounding exists.

The aim of this article is to explore students' perceptions and preferences regarding the flipped classroom model in comparison to traditional lecture-based instruction. It seeks to identify the challenges students face within the flipped learning environment and to assess the model's potential for enhancing engagement and independent learning in higher education.

Methodology. The study employed a quantitative research method through a structured questionnaire. The survey was conducted among 34 master's students enrolled in the 2023–2024 academic year. The questionnaire comprised closed and ranking questions to capture students' preferences and difficulties related to flipped learning. Participants were first asked which type of lecture format they preferred: traditional or flipped. The second question required them to rank potential difficulties experienced in flipped classrooms, including:

a) working through new material independently before class,

b) completing pre-lecture tests,

c) understanding connections between the new content and prior lectures, and

d) adapting to an unfamiliar instructional format.

e) whether they believe flipped lectures improve class participation,

f) and whether they feel more prepared for discussions in a flipped format compared to a traditional one.

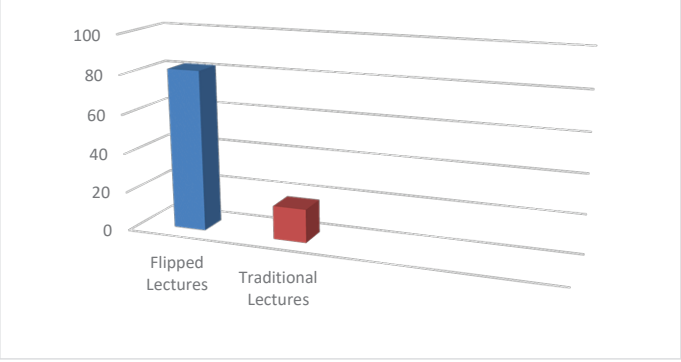
The results were analyzed to determine student attitudes toward flipped instruction and identify aspects requiring pedagogical support.

Results and Discussion. From our experience, we have observed that master's students who are unfamiliar with the flipped classroom format from their bachelor's studies tend to be reluctant to prepare for lectures in advance. However, they recognize the advantages of this approach and express satisfaction with their progress.

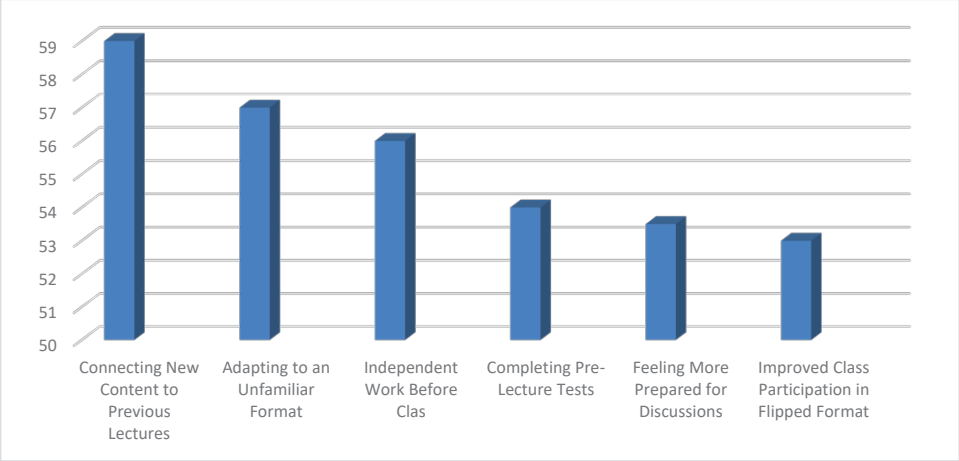
Picture 1 represents the preference of students toward a flipped and traditional lecture. Results showed that flip teaching was preferred by an overwhelming majority – 82% of the respondents – with a substantial minority (18%) preferring traditional lectures. This result reflects a remarkable change in student perceptions towards more interactive and learner-centered learning settings. The high-level flipped lecture appeal indicates that students value the ability to read and review material at their own pace before attending class, and then be able to use class time for more in-depth analyses, group discussion, and clarification. This finding also echoes previous studies highlighting the growing popularity of active learning approaches in higher education [6; 7; 8].

The questionnaire asked students to reflect on several components of the flipped classroom model, revealing a nuanced picture of its challenges and advantages. The responses were quantified on a 100-point scale, with higher scores indicating greater agreement with each statement (See Pic. 2).

First, *understanding connections between the new content and prior lectures* emerged as a moderate challenge, receiving the highest difficulty score of 59. Although some students appreciated the



Pic. 1. Student Preferences: Flipped vs. Traditional Lectures



Pic. 2. Student Perceptions of the Flipped Classroom Model

flexibility of engaging with material at their own pace, others struggled to trace thematic or conceptual continuity across sessions without explicit guidance. This finding suggests the need for clearer transitions and integrative framing in both pre-class materials and in-class activities.

Second, *adapting to an unfamiliar instructional format* was also perceived as challenging, scoring 57. While most participants acknowledged the benefits of the flipped model, a number reported feeling disoriented at the outset due to their previous experience with conventional lectures. This underscores the importance of orientation sessions and scaffolding when transitioning to a flipped learning environment.

Third, *working through new material independently before class* received a difficulty score of 56, indicating that this was one of the most demanding components. Many students cited time management and maintaining motivation as key hurdles, aligning with Tang [15] and Sweller's [14] findings that emphasize the need for motivational and structural support in self-directed learning contexts.

Fourth, *completing pre-lecture tests* was also noted as somewhat challenging, with a score of 54. While students generally agreed that these assessments reinforced their understanding, some experienced anxiety when faced with detailed or time-constrained tasks before formal instruction.

On the more positive side, students expressed appreciation for the pedagogical gains of the flipped model. *Feeling more prepared for discussions* than traditional lectures, scored 53.5. Many participants indicated that engaging with the content beforehand gave them greater confidence to participate actively in class, ask questions, and contribute to collaborative tasks.

Finally, *improved class participation in the flipped format* scored 53, reflecting widespread student recognition of the model's emphasis on interaction and task-based learning. The shift from passive listening to active engagement was viewed as beneficial and motivating, reinforcing the flipped classroom's potential to foster deeper understanding and learner autonomy.

The limitations of this study include a small sample size of 34 master's students, which may not be representative of the broader population, limiting the generalizability of the findings. The study also lacks longitudinal data, preventing an understanding of the long-term impact of the flipped classroom model on students' attitudes and performance. Additionally, the reliance on self-reported data may introduce bias, as students' perceptions could be influenced by social desirability or difficulty in self-assessment. Furthermore, the research primarily focuses on quantitative measures, which might overlook valuable qualitative insights that could deepen our understanding of the students' experiences.

Conclusions. The flipped classroom is a true innovation in educational methods, particularly in Beer's subject areas of English and Linguistics, given the emphasis on critical thinking, linguistic competency in discourse or speech, and student engagement. This study's findings support the model's ability to foster learning, promote dynamic participation, and empower. However, this model heavily depends on students' motivation and readiness to work with pre-class materials. Students who are not actively engaged in the planning and designing process may not gain as much from the in-class experience.

To successfully enact the flipped classroom, teachers must offer the proper schema support (learning paths), formative assessments, and motivational tactics. These tools can make that transition from passive to active learning far less bumpy for students. Future research still needs to examine flipped models' impact on learning in language-based disciplines and what type of pedagogical supports are most conducive for enhancing students' satisfaction and performance.

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Цапро Г., Якуба В., Гладуш Н. Від пасивного до активного: дослідження перевернутого навчання в магістерській підготовці з англійської філології

У статті досліджується застосування моделі перевернутого (flipped) навчання в освітньому контексті англійської мови та лінгвістики з акцентом на її ефективність, переваги й виклики, що їх відчувають магістранти. Підхід перевернутого навчання – коли студенти спочатку ознайомлюються з навчальним матеріалом поза аудиторією (через відео, читання або тести), а потім застосовують знання під час інтерактивних занять – сприяє розвитку активного навчання, критичного мислення й залученості студентів. Хоча ця педагогічна модель набуває популярності в різних галузях, її впровадження в мовній освіті порушує питання щодо когнітивної та комунікативної готовності студентів. Спираючись на огляд сучасних досліджень та емпіричне опитування 34 магістрантів 2023–2024 навчального року, стаття аналізує уподобання, труднощі та рефлексії студентів щодо перевернутого формату вивчення теоретичних аспектів лінгвістики.

Результати свідчать про чітку перевагу студентів щодо перевернутої моделі: 82% учасників обрали її замість традиційних лекцій. Попри загальне схвалення, студенти вказали на кілька викликів, що впливають на їхню залученість та успішність. Серед найпоширеніших труднощів – розуміння логічного зв'язку між матеріалом до заняття й під час заняття (59/100), адаптація до незвичного

формату (57), а також самостійне опрацювання нового змісту (56). Передлекційне тестування також становило певну складність (54). Водночас багато студентів зазначили кращу підготовленість до дискусій (53,5) та активнішу участь у спільних завданнях (53) як основні переваги. Отримані результати підтверджують зростаючу думку про те, що перевернуте навчання за умови належного супроводу, чіткої побудови матеріалу та підтримуючого оцінювання сприяє розвитку автономності й залученості здобувачів освіти. У висновках наголошується на необхідності подальших педагогічних інновацій та емпіричних досліджень для вдосконалення перевернутих методик у мовній освіті.

Ключові слова: *перевернуте навчання, активне навчання, залучення студентів, вища освіта, автономність студентів, освітні інновації.*