

Communication

Flipped Classrooms: Strategies for Maximizing Students' Language Output

Yonas Tamiru Gebre* 

Department of English Language and Literature, Salale University, Fitcha, Ethiopia

Abstract

Due to the need to teach basic grammar and vocabulary, traditional English language teaching (ELT) sometimes struggles with limited Student Talk Time (STT). In order to maximize classroom time for communicative output, the Flipped Classroom Model (FCM) is found a method to transfer direct instruction to asynchronous situations. Students' confidence and speaking fluency are greatly increased through interactive in-class task-based learning and structured pre-class responsibility. Flipped classroom boosts student engagement, comprehension, and academic achievement by using class time for active, collaborative learning and shifting lectures to homework via videos. This approach promotes more exceptional student-teacher contact, individualized, self-paced learning, and higher-order thinking. The majority of synchronous class time should be devoted to task-based activities that require the application of previously taught material, such as information-gap issues, discussions, and peer-led simulations. Throughout class, students work on interactive, group, and practical projects rather than only listening to lectures, which increases interest and engagement.

Keywords

Flipped Classrooms, Output, Video, Interaction

1. Introduction

The "output gap", the difference between theoretical knowledge and the capacity to generate spontaneous speech, is a significant barrier in English as a Foreign Language (EFL) circumstances. In order to solve this, the Flipped Classroom Model (FCM) reverses the order of instruction where lectures are delivered outside of class through multimedia (such as screencasts and videos), while class time is set aside for high-order cognitive tasks and active learning [1]. By sending educational content—often online videos or readings—outside of the classroom and bringing tasks that are typically thought of as "homework"—such as projects, problem-solving, and discussions—into the classroom, the flipped

classroom pedagogical paradigm reverses standard teaching.

With the help of the instructor, it moves the emphasis from passive listening to active, higher-order thinking [9]. Discussions, group projects, and interactive, hands-on activities take up time in flipped classrooms. In addition, teachers become "the guide on the side" rather than "the sage on the stage." Through real-time feedback, this method seeks to increase student engagement, customize learning pace, and deepen comprehension [2]. In a flipped classroom, homework and application exercises are brought inside the classroom while standard lectures are pushed outside (via reading or videos). Increased teacher-student engagement, student-centered,

*Correspondence: Yonas Tamiru Gebre (yonas_tamiru@slu.edu.et)

Received: 28 January 2026; **Accepted:** 6 February 2026; **Published:** 20 February 2026



Copyright: © The Author(s), 2026. Published by Science Publishing Group. This is an **Open Access** article, distributed under the terms of the Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

active learning, and the use of technology to support individualized learning are its defining characteristics.

Homework and content delivery can be reversed in a flipped classroom. While class time is devoted to active learning activities like problem-solving, discussions, and experiments, students are first exposed to new content outside of class (e.g., watching video lectures). One feature of flipped classrooms is an active learning environment [3]. Instead of just listening, class time is turned into a workshop where students participate in group projects, role-playing, and critical thinking exercises. The student-centered approach is the main focus of a flipped classroom. The instructor's role as the "sage on the stage" gives way to that of a facilitator who helps students, who are now in charge of their own education. Additionally, it offers a variable learning rate [4]. Digital lectures allow students to review, pause, and rewind at their own pace, meeting their unique learning needs and improving comprehension.

2. Key Strategies for Maximizing Output

Effective flipping for language production requires intentional planning, which goes beyond simply allocating videos. Among these, students are expected to access new content, such as lectures or tutorials, before coming to class. Besides, the structured pre-class input must be taken into account [5]. Before students come, foundational competence is ensured by using brief (3–6 minute) grammar films along with comprehension tests (such as LMS quizzes). Flipped classrooms are also ensured by creating and executing communicative tasks. Task-based activities that call for the application of previously taught material, such as information-gap problems, discussions, and peer-led simulations, should take up the majority of synchronous class time [6]. Scaffolding autonomy is required. Students can take charge of their own learning outside of the classroom by using Self-Regulated Learning (SRL) techniques like time management and asking for help.

Flipped classroom needs a deliberate and two-pronged approach that guarantees effective and captivating pre-class preparation while converting in-class time into an active and collaborative workshop [7]. With the instructor acting as a facilitator, the main tactic is to transfer active application (practice, analysis) inside the classroom and passive knowledge acquisition (lectures) outside. To lessen cognitive load and sustain interest, lecture material should be divided into brief, targeted video parts lasting six to twelve minutes [9]. Make use of interactive video resources. Make sure students are actively processing the content rather than just viewing by incorporating questions into videos using resources like Edpuzzle or Khan Academy. Give students low-stakes pre-class tests or ask them to write a brief synopsis or blog entry about the subject [8]. Provide a variety of mediums (articles, films, and simulations) that accommodate different learning preferences and make the information interesting rather than merely educational.

Higher-order thinking skills, such as case study analysis, debates, and complicated problem-solving, should be the sole focus of class time. To help students learn from one another, use group projects, peer-teaching, and organized, small-group conversations (like the Three-Step Interview). Create focused, small-group interventions during class by using the data from pre-class tests to quickly identify difficult students [9]. During class time, give students timely coaching and comments on their work so they may clear up any misunderstandings. Clearly state what the pre-class and in-class components will teach the students [8]. To lessen effort, cooperate with colleagues to produce, distribute, and repurpose excellent, non-time-bound in-class resources.

Furthermore, to assist students in transitioning from traditional learning cultures to the flipped model, clearly convey expectations for pre-class work. As stated in, give students with restricted internet or technology access to alternatives to digital content, such as paper notes or easily available library resources [10]. To assess how well your materials are working, keep track of which students are finishing pre-class assignments. To improve the ratio of pre-class to in-class activities, ask students for input on a regular basis. Adapt your teaching approach in response to students' performance and comprehension during active, group projects in the classroom [11]. By concentrating on these techniques, teachers may make sure that the flipped classroom transforms from merely "watching videos at home" into a highly effective setting that greatly enhances student learning results, adds.

3. Benefits of Flipped Classrooms

By utilizing class time for active, collaborative learning and transferring lectures to home study via videos, flipped classrooms increase student engagement, understanding, and academic accomplishment [5]. Higher-order thinking, individualized, self-paced learning, and more outstanding student-teacher interaction are all encouraged by this methodology [6]. Herewith a shortlist of the benefits of flipped classroom is indicated:

- 1) Active learning engagement: Instead of just listening to lectures, students work on interactive, group, and practical projects throughout class, which boosts interest and engagement.
- 2) Self-paced learning: Digital lectures allow students to pause, rewind, and study at their own leisure, accommodating a variety of learning styles and enhancing understanding of challenging content.
- 3) Enhanced teacher-student interaction: During in-class activities, teachers have more one-on-one time to offer customized help, comments, and direction.
- 4) Improved higher-order thinking: Critical thinking and problem-solving abilities are fostered by the transition to in-class application, analysis, and synthesis of material.
- 5) Flexibility and responsibility: By taking ownership of their education, students learn time management and

self-discipline skills that make it simpler for them to keep up even if they miss a lesson.

- 6) Efficient use of time: Deep participation takes full advantage of class time, and the material is available at any time.

4. Observed Results

When compared to typical lecture-based controls, flipped classrooms are found to be beneficial in developing and exhibiting noticeably higher fluency and speaking accuracy [4]. Additionally, by giving students a secure, peer-focused practice environment, the model dramatically lowers speaking anxiety. When compared to regular lectures, observed outcomes in flipped classrooms typically show better academic performance, increased student involvement, and greater delight [5].

Students frequently outperform traditional lecture groups. Collaboration, problem-solving, and improved preparation through pre-class videos all contribute to an increase in active learning. Teachers can provide more regular and thorough feedback since they have more time for one-on-one interactions [7]. Particularly for students with varying requirements, the ability to watch, pause, and review lecture videos at their own pace facilitates comprehension. All things considered, the paradigm is highly acclaimed for encouraging self-paced, active, and student-centered learning.

5. Conclusion

The FCM is a revolutionary method for ELT that makes the most of the little time allotted for in-person communication. Instructors can function as facilitators rather than lecturers by shifting input to asynchronous channels, which will immediately increase the quantity and caliber of linguistic output produced by students. By utilizing class time for active, collaborative learning and transferring lectures to homework via videos, flipped classrooms increase student engagement, comprehension, and academic accomplishment. Higher-order thinking, individualized, self-paced learning, and more outstanding student-teacher interaction are all encouraged by this method. Task-based activities like information-gap problems, discussions, and peer-led simulations that call for the application of previously taught material should take up the majority of synchronous class time. Instead of just listening to lectures, students work on interactive, group, and practical projects during class, which boosts interest and engagement.

Abbreviations

ELT	English Language Teaching
STT	Student Talk Time
FCM	Flipped Classroom Model
EFL	English as a Foreign Language

LMS	Learning Management System
SRL	Self-Regulated Learning

Author Contributions

Yonas Tamiru Gebre: Conceptualization, Resources, Writing Original Draft, Writing – review & editing

Conflicts of Interest

The author declares no conflict of interest.

References

- [1] Abuhassna, H., Adnan, M. A. B. M., & Awae, F. (2024). Exploring the synergy between instructional design models and learning theories: A systematic literature review. *Contemporary Educational Technology*, 16(2), 499. <https://doi.org/10.30935/cedtech/14289>
- [2] Altas, E. A., & Mede, E. (2020). The impact of flipped classroom approach on the writing achievement and selfregulated learning of pre-service English teachers. *Turkish Online Journal of Distance Education*, 22(1), 66-88. <https://doi.org/10.17718/tojde.849885>
- [3] Amini, M., Roohani, A., & Jafarpour, A. (2022). Effect of flipped learning on Iranian high school students' L2 grammar achievement and their foreign language anxiety. *Teaching English Language*, 16(2), 169-201. <https://doi.org/10.22132/TEL.2022.158977>
- [4] Eltahir, M. E., & Alsahhi, N. R. (2025). Impact of the flipped classroom on academic achievement, motivation, and engagement: A higher education case study. *Contemporary Educational Technology*, 17(1). <https://doi.org/10.30935/cedtech/15742>
- [5] Fischer, I. D., & Yang, J. C. (2022). Flipping the flipped class: Using online collaboration to enhance EFL students' oral learning skills. *International Journal of Educational Technology in Higher Education*, 19(1). <https://doi.org/10.1186/s41239-022-00320-2>
- [6] Ghufuron, M. A., & Nurdianingsih, F. (2021). Flipped classroom method with computer-assisted language learning (CALL) in EFL writing class. *International Journal of Learning, Teaching and Educational Research*, 20(1), 120-141. <https://doi.org/10.26803/ijlter.20.1.7>
- [7] Hajebi, M. (2020). Flipped classroom as a supporting plan for Iranian EFL learners' English improvement in super intensive courses. *Theory and Practice in Language Studies*, 10(9), 1101-1105. <https://doi.org/10.17507/tpls.1009.13>
- [8] Hung, L. N. Q. (2022). EFL students' perceptions of online flipped classrooms during the COVID-19 pandemic and beyond. *International Journal of Learning, Teaching and Educational Research*, 21(9), 460-476. <https://doi.org/10.26803/ijlter.21.9.25>

- [9] Kantamas, K. (2023). Assessment of a flipped classroom: An innovative method of teaching English for EFL undergraduate students in Thailand. *World Journal of English Language*, 13(7), 467-472. <https://doi.org/10.5430/wjel.v13n7p467>
- [10] Khosravi, R., Dastgoshadeh, A., & Jalilzadeh, K. (2023). Writing metacognitive strategy-based instruction through flipped classroom: An investigation of writing performance, anxiety, and self-efficacy. *Smart Learning Environments*, 10(1), Article 48. <https://doi.org/10.1186/s40561-023-00264-8>
- [11] Qi, P., Jumaat, N. F. B., Abuhassna, H., & Ting, L. (2024). A systematic review of flipped classroom approaches in language learning. *Contemporary Educational Technology*, 16(4), 529. <https://doi.org/10.30935/cedtech/15146>