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IMPLEMENTING LEARNER AUTONOMY IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM THROUGH A FLIPPED CLASSROOM PEDAGOGICAL APPROACH

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Abstract. This study is a small-scale action research on the problem of using the Flipped Classroom pedagogical approach to enhance learner autonomy in the target group of high school students in an EFL classroom. The main stages of the research were conducted in the spring semester of the academic year of 2023/24. The participants of the study are seven Ukrainian Grade 9 students and three teachers. The research aims at designing and implementing a method for engaging learners in autonomous practices through the Flipped Classroom model. The methodological basis of this study is the works of (Benson & Voller, 2014), the Flipped Learning Network (2014), (Moore, 2015), (Velegol, Zappe, & Mahoney, 2015), (O'Flaherty & Phillips, 2015), (Hung, 2015), (Huang & Hong, 2016), (Nichols, Burgh, & Kennedy, 2017), (Olakanmi, 2017), (Låg & Sæle, 2019), (Jung, Park, Kim, & Park, 2022), (Little, 2022) and other scientists. In this research, the mixed-method approach is used; the quantitative and qualitative data have been collected through guided observation, surveys (teacher interviews and student questionnaires), and mathematical statistics (descriptive and frequency methods). The essence of the designed method lies in the gradual engagement of students in reviewing short video lectures and reading relevant input before class; then, in class, discussing content and doing quizzes and exercises to reinforce understanding, and, finally, actively participating in creating content-related presentations or projects. The results of this study demonstrate that the Flipped Classroom approach has a considerable impact on learner self-awareness, beliefs, and attitudes implemented in autonomous classroom practices, in particular: effective use of free time for English studying; increased motivation to explore new content and understanding it; perception of a teacher as a facilitator, suggesting a move towards a more student-centered or collaborative learning environment; perception of knowledge as something to be gained rather than "transmitted", taking on responsibility for evaluating learning outcomes through self-assessment or collaborative evaluation methods. Nevertheless, there are some limitations to using FC in the English language classroom: the willingness of teachers to apply learner-centered methods; the willingness of students to take responsibility for their learning; learners' cognitive and metacognitive skills; the difficulty of the learning material meant for flipping (self-study), access to resources and technology. The results of this study can be used by researchers and practitioners working in the sectors of secondary and tertiary education.

Keywords: EFL classroom, learner autonomy, student engagement, motivation, flipped classroom, action research.

1.   INTRODUCTION

Our research topic is "Implementing Learner Autonomy in an English as a Foreign Language Classroom through a Flipped Classroom Pedagogical Approach." It is of significant value to define learner autonomy (LA) and Flipped Classroom (FC). In the book *Autonomy and Independence in Language*

Learning, (Benson & Voller, 2014) quote the Collins COBUILD English language dictionary to define the term autonomy as "the ability to make your own decisions about what to do rather than being influenced by someone else or told what to do." Since each researcher defines "learner autonomy" differently and takes into account unique contexts, there is no set meaning for the term. However, the statement of (Holec, 1981), who believed that LA is the ability to take responsibility for one's own learning, became fundamental. According to this definition, (Nguyen, 2014) points out that LA is not the process, but a learner's attribute. The author underlines that this attribute is not inborn; it can be acquired only through systematic and purposeful learning. The researcher also claims that learners' ability to be in charge of their learning is related to becoming responsible for decision-making in all aspects of the learning process. In his article, (Moore, 2015) draws our attention to the benefits of LA. First, learners can easily identify their learning goals and the way(s) in which they will reach them. Secondly, students apply a variety of learning approaches, techniques, and skills and organize their learning without difficulties. Thirdly, they process the information well and can critically evaluate their learning. What is also significant is that LA in the learning process helps to expand this trait in everyday life too and, as a result, fosters a responsible, autonomous person. According to the definition from the Flipped Learning Network (2014, p. 1), a flipped classroom is explained as a "pedagogical approach 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." In the FC, students are engaged with learning materials, including videos and other materials outside of the classroom, to prepare for active learning activities in class (Nichols, Burgh & Kennedy, 2017). The idea behind the FC is to change the traditional lectures to introductory lessons where students are exposed to content materials in videos or online materials, reserving class time for discussions, peer interaction, active learning activities, and problem-solving activities (Velegol, Zappe & Mahoney, 2015). Building on the foundation laid by the Flipped Learning Network (2014) and the work of (Nichols, Burgh, & Kennedy, 2017), as well as (Velegol, Zappe, & Mahoney, 2015), a large and growing body of literature has investigated the FC's role in fostering student autonomy, with more recent attention to the provision of self-directed learning opportunities. (O'Flaherty & Phillips, 2015) noted that FC learning begins with engaging students with lower thinking activities at home and performing higher thinking activities in the classroom. These activities enable students to control their learning to perform independent tasks, enhancing their individualized learning (Huang & Hong, 2016; Olakanmi, 2017). (Hung, 2015) concluded in his study that the FC model improves students' attitudes toward learning and their levels of participation. (Little, 2022) hypothesized that the FC approach could address students' need for autonomy, a sense of connection, skill, and efficiency; as well as give them more freedom and flexibility to choose their preparation methods for class. *Meta-Analytical Evidence on Learning Outcomes: A meta-analysis* conducted by (Låg & Sæle, 2019) evaluated the flipped classroom's influence on learning outcomes and student satisfaction. The results indicated a positive effect on learning and pass rates, suggesting that the FC model could be beneficial for students' academic success and autonomy. The FC model's effectiveness in promoting self-regulated learning was examined in a study spanning the period from 2014 to 2021. The review found that the FC model influences students' performance, motivation, and self-regulation, which are key components of autonomy (Jung, Park, Kim, & Park, 2022). Given all that has been mentioned so far, one may suppose that the FC model, when implemented effectively, has the potential to significantly increase student's LA. This literature review underscores the importance of continuing to explore and refine the FC pedagogical approach to understand its impact on student autonomy and overall educational outcomes better.

2. RESEARCH METHODS

In this study, we aim to test the impact of a flipped classroom on the development of Grade 9

students' autonomy in a high school context. For research purposes, we used a mixed-method approach, and the study itself is a small-scale classroom action research. The research took place at the Lyceum #1 of the Ivano-Frankivsk City Council. The grade in focus is 9d, which consists of seven students aged 14 to 15. Their level of English is pre-intermediate. The problem of the low level of learner autonomy was noticed during our observations of this class as a supervisor and student teacher in the spring term of the academic year of 2023/2024 within the framework of the Observed Teaching internship. Although some pupils were more autonomous than others were, the big picture showed that there is a significant need for developing it on a larger scale. Based on our observation, the students of grade 9d constantly face the problem of being self-unaware, and too dependent on the teacher; they rarely make independent decisions about their learning and have insufficient problem-solving skills. It can lead to a passive learning environment, affecting the entire class' ability to engage and collaborate effectively. The research question is formulated as follows: "How does the application of flipped classroom lessons affect students' autonomy?" In our study, we put forward the hypothesis that if we apply the flipped classroom pedagogical approach, the students' LA will increase.

Our research underwent several stages. In the initial stage, we identified the problem, which is the lack of LA in the target group of learners. Then, we decided that the focus of our research would be on developing LA through the FC pedagogical approach. Finally, we defined the key research question: *How does the application of flipped classroom lessons affect students' autonomy?* During the second stage of the study, we focused on planning. At that moment, it was important to develop a coherent action plan to ensure that all the needed steps would be taken and actions performed in a timely manner. Right after that, we started the main part of the research. During this stage the data was collected, research tools were chosen and used, and actions were taken. The practical part of our research was conducted through applying the FC. The data, level of learners' LA, and the results of action research were analyzed during the observation stage. Finally, at the reflecting stage, the results were evaluated and reported. The respondents of the research consisted of seven grade 9d students of the Lyceum #1 of the Ivano-Frankivsk City Council. The group includes 6 girls and one boy. Their level of English is expected to be intermediate, though not all students have it. In the target group, the visual learning style prevails. Most students are interested in learning English, complete their homework on time, and are active during English lessons. The research involved not only students but also three teachers of English, with more than ten years of teaching experience, who were interviewed to obtain their opinions on the use of the flipped classroom model and learner autonomy in general. The main practical part of the research was conducted by applying the FC approach. The student teacher was introducing changes gradually, at first asking learners to review short video lectures and read relevant materials before coming to class. Then, she incorporated interactive online discussions and quizzes to reinforce their understanding of the content. Finally, we have reached the point where students are actively participating in creating content related to the lessons, such as presentations or projects, which they share with their peers during class sessions.

For data collection, such tools as guided observation, questionnaires, and teacher interview were used. Firstly, guided observation was used to collect qualitative data. It helped us to identify the problem and gather some input information for the research. Observation is one way for researchers to seek to understand and interpret situations based on the social and cultural meanings of those involved. In the field of education, observation can be a meaningful tool for understanding the experiences of teachers, students, caregivers, and administrators (LaGarry, 2018). We had been observing that particular group only for two weeks to notice that most students encountered the same problems with autonomy as the ninth graders in the Lyceum # 22 of Ivano-Frankivsk City Council, where the student teacher completed her teaching assistantship practice in the autumn term of the academic year of 2023/24. After we were assured that the problem existed in the target group, we moved on to the next data-collecting tool.

Secondly, the Learner Autonomy Questionnaire was used to address learner autonomy from the

student's perspective and to get both quantitative and qualitative data. We used the questionnaire designed by (Zhang & Li, 2004). One reason for choosing this questionnaire is that it was revised based on the learning strategies that were classified by Oxford (1990), (O'Malley an& Chamot, 1990), and (Wenden, 1998). Besides, many studies used this tool and revealed that it is of high reliability and validity (Rahman, 2012; Shangarffam & Ghazi, 2013). We added 3 items to the original version to evaluate one more aspect, which reflects the teacher-centered learning approach. It was conducted before the FC was implemented and consisted of fourteen multiple-choice items (see *Results and Discussion*). They were aimed at identifying the level of learner autonomy within the target group of students. The first four statements were focused on self-regulation and self-efficacy. They aim to gauge the learners' confidence in their ability to manage their learning process and complete tasks independently. Items 5-7 measured self-monitoring and self-reward, important components of autonomous learning. They were used to determine how learners track their progress and motivate themselves, which can be crucial for sustained engagement and improvement. Items 8-10 were indicators of active learning and participation. They reflected the extent to which learners seek opportunities to use the language outside the classroom and engage in class activities, suggesting a proactive approach to learning. Items 11-12 focused on self-awareness and personalized learning. They helped me to assess whether learners can evaluate their own abilities and select resources that match their learning needs, which is key for effective autonomous learning. Items 13-14 explored attitudes towards the teacher's role and knowledge acquisition. They revealed learners' dependency on the teacher for guidance and assessment, which might suggest less autonomy. The questionnaire was made with the help of Google Forms that was chosen due to its user-friendly interface, flexibility, and accessibility. The Form did not collect any names, it was stated that learners' answers are anonymous, so their privacy was preserved, which makes this research tool reliable and effective.

Thirdly, a teacher interview was chosen to collect personal perspectives and experiences on the topic from educators. The value of interviewing is not only because it builds a holistic snapshot, analyses words, and reports detailed views of informants; but also because it enables interviewees to speak in their voice and express their thoughts and feelings (Alshenqeeti, 2014, p. 39). Three English teachers took part in this interview, one of them was teaching the group under study. It was conducted in a written form through Telegram; the student teacher sent her questions and the teachers were able to answer them when they had time, thinking them through, without rushing. It consisted of three open-ended questions (see *Results and Discussion*). With the help of the first one, we wanted to get some general statistics on the implementation of any LA fostering strategies. The second question was focused on the FC, namely on its usefulness and impact on learners. In the last question, we asked for some guidance related to the implementation of FC lessons. In this research, anonymity was maintained as no names of the respondents were recorded, ensuring their complete protection.

After data collection and analysis, we began to use the FC approach to address the lack of pupils' LA and to help them become independent learners. The student teacher had been using this method during English lessons for several weeks. Finally, a post-questionnaire was used to assess the change in students' self-directed learning abilities and their contentment with the new learning method. It consisted of 9 multiple-choice items with possible answers from strongly disagree to strongly agree (see *Results and Discussion*). The first four items focused on evaluating the perceived effectiveness and personal motivation associated with the FC model. Items 5-6 took into account the development of LA and critical thinking skills. Items 7-9 were taken from the first questionnaire, as we wanted to see the change in students' perceptions of the teacher's role and their role in the learning process. Respondents' privacy and the effectiveness of the tool used have been justified above, along with the first questionnaire.

The research instruments were designed to comprehensively assess learner autonomy within 9d class. Employing various methods to examine and convey the data enhances both the validity and the reliability of the study. Our research participants were assured of their complete protection, with the

understanding that their recordings would be handled responsibly. We provided them with a detailed explanation of the research, addressed all their inquiries, and guaranteed their anonymity.

3. RESULTS AND DISCUSSION

We decided that increasing LA was appropriate for the action research of the topic of our interest because it would allow us to implement the strategies and see the results while conducting lessons at school. Before using the FC Approach, we had to understand the current LA level of our pupils. For measuring it, a questionnaire on Google Forms was used. All 7 learners of grade 9d participated in the survey. The researchers are ready to present all the diagrams with the students' responses on demand. The first item ("I think I have the ability to learn English well") had to determine the self-assessed confidence levels of learners in their ability to learn English. A majority of respondents, 42.9% (3 out of 7), believe that they *sometimes* can learn English well. 28.6% (2 out of 7) of the learners *often* feel confident in their ability. Interestingly, an equal proportion of learners, 14.3% (1 out of 7) for each, rarely or never believe in their ability to learn English well. Notably, none of the respondents chose *always*. The second item ("I make good use of my free time in English study") depicts the responses about the effective use of free time for English study with only two response options selected by the participants. The majority, 57.1% (4 out of 7), reported that they *rarely* make good use of their free time for English study. A portion of the respondents, 42.9% (3 out of 7), indicated that they *often* utilize their free time for studying English. Item 3 ("I preview before the class") examines pre-class preparation habits. The largest segment of respondents, comprising 57.1% (4 students), indicated that they *sometimes* preview materials before class. Only one learner per each option (14.3%) chose that they *never*, *rarely*, or *often* preview before class. Interestingly, no participants chose the option *always*, indicating that none of them consistently previewed materials before class. Item 4 ("I find I can finish my task in time") explores the ability to finish tasks in a timely manner. More than half of learners (5 respondents) claim that they *often* do it, while 42.9 % (2 respondents) choose the option *sometimes*. The fifth item ("I keep a record of my study, such as a diary, writing review, etc.") deals with keeping a study record. Only one respondent (14.3%) *rarely* does it, while others (6 respondents, 85.7%) *never* keep one. Item 6 ("I make self-exam with the exam papers chosen by myself") was designed in order to check learners' habits to self-check their knowledge. Data shows that 3 respondents (42.9%) *sometimes* do so; however, the other 4 respondents *never* (28.6%) do it or practice it *rarely* (28.6%). Item 7 ("I reward myself when I progress (e.g. I go shopping, play games, etc.)") is related to rewarding oneself when improving somehow. 57.1% (4 respondents) said that they *sometimes* do such things. The other part of learners (42.9%, 3 people) claimed that they *often* reward themselves. Item 8 ("I attend out-of-class activities to practice and learn the language") shows that 85.7% (6 respondents) *sometimes* attend extracurricular activities to improve their English. Only 1 learner said that he/she *often* does that. Item 9 ("During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc.") was to check the activeness of learners' participation in tasks with different modes of interaction. 3 respondents (42.9%) claimed that they *sometimes* try to catch such chances; 28.6 % said that they *often* do it, and another 2 respondents *rarely* take initiative in such activities. Item 10 ("I know my strengths and weaknesses in my English study") was to determine the knowledge of learners about their weak and strong points concerning language study. 3 respondents (42.9%) said that they *rarely* are aware of them. The options *often* and *sometimes* were chosen by 1 learner each. Item 11 ("I choose books, exercises that suit me, neither too difficult nor too easy") shows the ability of learners to choose suitable materials. 3 respondents (42.9%) said that they *sometimes* succeeded in such things. The options *often* and *never* were chosen by 2 learners each. Item 12 ("In the classroom, I see the teacher as an authority figure") was designed to see the learners' perception of a teacher. The result shows that the majority of the learners (85.7% – 6 respondents) *always* see the teacher as an authority figure and one respondent chose the option *often*. Item 13 ("I tend to see knowledge as something 'transmitted' by the teacher rather than

'discovered' by me as a learner") was aimed at identifying the way learners perceive the concept of knowledge. 57.1% (4 respondents) chose the option *always* and 42.9% (3 respondents) – *often*, meaning that they see it as something to be "transmitted." Item 14 ("I expect the teacher (rather than myself) to be responsible for evaluating how much I have learnt") had to help identify the responsible person for evaluating the quantity of things learned. 71.4% (5 respondents) chose the option *always* and 28.6% (2 respondents) – *often*. Therefore, in general, data showed that learners believe the teacher is responsible for it.

Teacher interview was conducted using Telegram before the FC approach was implemented. Three teachers of English of the Lyceum #1 of the Ivano-Frankivsk City Council answered the questions considering encouraging LA, FC model, and resources for its implementation. Below, we will outline the main ideas of each teacher regarding all the aspects mentioned above. The researchers are ready to present the script of the interview on demand. The first question of the interview was, "*Do you actively encourage learner autonomy in your English classes? If so, could you share some of the strategies and activities you employ?*" Teacher 1 replied, "*While I understand the importance of learner autonomy, I haven't specifically employed strategies to promote it.*" Teacher 2 shared her experience: "*I tried to promote learner autonomy once by using a flipped classroom approach, but it didn't go as planned. …I think a more gradual introduction to the flipped classroom model might have helped my students adjust better.*" Teacher 3 claimed that she was actively implementing FC: "*… I provide a range of materials and activities online for students to explore before class.*" Additionally, they offer multiple justifications for their perspectives, which are examined in detail in the *Conclusions* section. The second question was related to a specific concept: *In what ways do you believe the flipped classroom model facilitates the development of learner autonomy? If you have experience with this model, could you describe its impact on your students?* Teacher 1 responded that she had not used this model, but she stated, "*I can see how the flipped classroom model could encourage students to take charge of their learning by engaging with the material at home.*" Teacher 2 expressed her opinion, "*The model is supposed to give students more control over their learning pace and style, but my one attempt resulted in a lack of engagement.*" Teacher 3 shared that this was beneficial for her learners and added, "*It encourages them to take initiative and prepare ahead, which leads to more confidence and participation during class.*" Each of the educators expressed their viewpoints. The last question was the practical one: *Which resources or tools have you found most effective for implementing flipped classroom techniques, and why?* Teacher 1 found it difficult to answer, as she had never implemented it. Teachers 2 and 3 had similar responses; they talked about the Ted Talk platform, YouTube, different quizzes, and grammar websites.

After obtaining and analyzing data from the questionnaire and the interview, the FC approach was implemented. The transition to this new approach was introduced in phases to allow students to adapt comfortably. Initially, the learners were tasked with reviewing short video lectures and reading assigned materials as preparatory homework. This shift moved direct instruction outside the traditional classroom setting, freeing up valuable class time for more engaging activities. As the learners became accustomed to this preparatory work, the student teacher introduced interactive elements such as online discussions and quizzes. These tools served not only to reinforce understanding of the content but also to provide immediate feedback and foster a sense of community among the pupils. The culmination of this gradual implementation was the students' active role in content creation. They began to develop their presentations and projects, which were then shared and discussed in class. This practice not only deepened their comprehension of the subject matter but also improved their collaborative and communication skills. It transformed the classroom into a dynamic environment where students could demonstrate their creativity and take ownership of their learning journey.

After that, a post-questionnaire was developed to assess possible changes in learners' LA level and their satisfaction with the new learning model. All 7 learners of grade 9d participated in the survey. Item 1 ("Overall, I found the Flipped Classroom learning model better than previous formats in terms of learning outcomes") assessed whether students perceive the FC as more effective than traditional teaching methods in terms of academic achievement. More than half of learners – 57.1% (4 respondents)

claim that they *agree*, while 42.9 % (3 respondents) choose the option *strongly agree*. Item 2 ("I was motivated to learn in the flipped classroom") showed that 71.4% (5 respondents) *agreed* that they were motivated to learn using the FC model. 2 respondents (28.6%) chose the variant *strongly agree*. Item 3 ("I spent adequate time to understand concepts before class") explored the time students dedicate to understanding concepts before attending the flipped class. All 7 respondents *agreed* that they spent adequate time doing this. Item 4 ("The Flipped Classroom model improved the re-teaching of content through activities in class") measured the effectiveness of in-class activities in reinforcing and clarifying previously introduced content information. 71.4% (5 respondents) chose the variant *agree* and 28.6% (2 respondents) – *strongly agree*. Item 5 ("The Flipped Classroom model made me more independent and responsible for my learning") was designed to determine whether FL encourages students to take ownership of their learning process. The majority of respondents (85.7% — 6 people) chose the variant *agree*, and one learner (14.3%) – *strongly agree*. Item 6 ("The Flipped Classroom model helped me engage in critical thinking and problem-solving") aimed to determine whether the FC approach helped students to think critically to overcome emerging challenges. Most respondents (85.7% – 6 people) chose the option *agree*, and only one learner (14.3%) – *disagree*. Items 7-9 were taken from the first questionnaire. Item 7 ("In the classroom, I see the teacher as an authority figure") focused on the student's perception of the teacher. 71.4% (5 respondents) said that they *strongly disagree*, while 2 respondents (28.6%) chose the variant *disagree*. Item 8 ("I tend to see knowledge as something to be 'transmitted' by the teacher rather than 'discovered' by me as a learner") was designed to evaluate the perception of the concept of knowledge. 71.4% (5 respondents) said that they *disagree* that it is something that is transmitted, while 2 respondents (28.6%) chose a *strongly disagree* option. The last item ("I expect the teacher (rather than myself) to be responsible for evaluating how much I have learnt") dealt with the expectation about the person responsible for evaluating the things learned. 71.4% (5 respondents) stated that they disagree that it is a teacher; 14.3% (1 respondent) chose *strongly disagree* option. 1 respondent (14.3%) claimed that he/she *agrees* that it is a teacher.

4. CONCLUSIONS

As previously outlined in the *Research Methods* section, the implementation of the FC approach was preceded by administering a questionnaire and conducting interviews with teachers. We concentrated on the key data gained from these tools and the theoretical framework detailed in the *Introduction* to customize the FC approach to suit our students' needs. To evaluate the success of the implemented method, a supplementary questionnaire was developed. It aimed to compare students' answers before and after implementing FC and assess the general satisfaction with the new teaching approach.

To answer our research question, "*How does the application of flipped classroom lessons impact students' autonomy?*" it was first necessary to determine the current level of students' LA. The first questionnaire was conducted with this aim. In general, the findings reveal that some students are motivated and attempt to become autonomous, but the big picture shows that they need a little push from within. The low level of autonomy in the target group of students was most clearly demonstrated by responses to Items 5, 12, 13, and 14 (see *Results and Discussion*). Thus, Item 5 shows that only 1 respondent *rarely* keeps a study record, meaning that the majority of learners do not engage in reflective practices and do not take charge of their learning progress. Items 12–14 show that the learners of the 9d group are dependent on the teacher. 6 people *always* see the teacher as the authority figure in the classroom. 4 respondents *always* perceive knowledge as something to be "transmitted" by the teacher rather than "discovered" by a learner. In addition, learners *always* or *often* expect the teacher to be responsible for evaluating how much they have learned. Once the level of autonomy was determined, we conducted interviews with teachers. The information collected helped us to see the real state of things with autonomy in school, apart from theories in literature.

All three teachers agreed on the importance of developing learner autonomy. The findings also

reveal varied levels of implementation and belief in the FC model's effectiveness. While some teachers were actively employing FC, others had reservations or faced challenges in its implementation. The teachers' insights helped us to work out some guidelines for putting our method into practice. The most important things we learned from the interview were that we needed to introduce FC gradually, use tools with feedback to make students feel supported, and not forget about interactive elements. Having considered the teachers' opinions and the theory presented in the *Introduction*, we applied the FC approach.

The results of the implementation, as mentioned before, were measured with the help of a statistical method. We can conclude that if we implement the FC approach using the comprehensive set of strategies and considerations that were derived from both the theoretical framework and practical insights, we receive considerable progress that has been made concerning increasing the LA level. The proof of the positive influence of the FC approach on autonomy is supported by the most noticeable changes in the results shown in the two questionnaires (see the *Results and Discussion*), as follows:

- Effective use of free time: pre-questionnaire results showed that 57.1% *rarely* made good use of their free time for English study, while in the post-questionnaire, 71.4% were motivated to learn using the FC approach.
- Pre-class preparation: before the FC model, 57.1% of learners *sometimes* previewed materials. Afterward, all 7 respondents spent adequate time understanding concepts before class, indicating improved preparation.
- Perception of teacher: pre-FC, 85.7% *always* saw the teacher as an authority figure. Post-questionnaire: 71.4% *strongly disagreed* that the teacher is an authority figure, and 28.6% *disagreed*. This suggests a move towards a more student-centered or collaborative learning environment.
- Perception of knowledge: pre-questionnaire: 57.1% of respondents *always* perceived knowledge as something to be "transmitted" and 42.9% often did it. Post-Questionnaire: 71.4% *disagreed* that knowledge is something that is transmitted, and 28.6% *strongly disagreed*.
- Expectation about evaluating learning outcomes: pre-questionnaire: 71.4% of respondents *always* expected the teacher to evaluate learning outcomes, and 28.6% often did it. Post-Questionnaire: 71.4% *disagreed* that the teacher is responsible for evaluating learning outcomes, and 14.3% *strongly disagreed*. Only one respondent *agreed*.
- There is a clear change in students' expectations regarding who evaluates learning outcomes. The majority now *disagrees* with the teacher being solely responsible, indicating a shift towards student self-assessment or collaborative evaluation methods.

Conclusively, at the beginning of the research, students showed limited engagement in using their free time effectively for learning and exhibited varying levels of preparation before class. They strongly perceived the teacher as an authority figure and tended to view knowledge as something transmitted to them. Additionally, they largely expected the teacher to evaluate their learning outcomes. After the implementation, there was a noticeable increase in motivation and active engagement in learning during free time. Learners demonstrated improved preparation habits and a shift away from perceiving the teacher as the sole authority in their learning journey. They also adopted a more interactive and collaborative approach to knowledge acquisition, moving towards self-directed evaluation of their learning progress.

Our research has led us to conclude that the flipped classroom approach positively affects students' autonomy, by indicating a greater sense of responsibility, ownership, and self-assessment in their learning experiences. Nevertheless, there are some limitations to using the FC learning model in the English language classroom: the willingness of educators to shift from traditional teaching to learner-centered one; the willingness of students to take charge of their learning, learners' cognitive and metacognitive skills, the complexity of the learning material meant for flipping (self-study), access to resources and technology. Regarding the recommendations for further actions, we would suggest investigating how specific technological tools and digital resources utilized within the FC framework

contribute to the development of student autonomy. It may be a good idea to conduct a qualitative study to gather student perspectives on the role of technology in supporting their independence, focusing on factors such as ease of access, engagement, perceived usefulness, and autonomy-supportive features of digital learning tools.

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Ця стаття є невеликим за обсягом дослідженням, присвяченому проблемі використання педагогічного підходу "перевернутий клас" для підвищення автономії учнів у цільовій групі старшокласників на уроках англійської мови як іноземної. Основні етапи дослідження проводилися у весняному семестрі 2023/24 навчального року. Його учасниками стали семеро українських учнів 9-го класу та троє вчителів. Метою дослідження є розробка та впровадження методу залучення учнів до автономних практик за допомогою моделі «перевернутого класу». Методологічною основою дослідження є праці (Benson і Voller, 2014), Flipped Learning Network (2014), (Moore, 2015), (Velegol, Zappe, і Mahoney, 2015), (O'Flaherty і Phillips, 2015), (Hung, 2015), (Huang і Hong, 2016), (Nichols, Burgh і Kennedy, 2017), (Olakanmi, 2017), (Låg і Sæle, 2019), (Jung, Park, Kim і Park, 2022), (Little, 2022) та ін. У цьому дослідженні використано змішаний підхід до наукової розвідки; кількісні та якісні дані були зібрані за допомогою керованого (включеного) спостереження, опитувань (інтерв'ю з учителями та анкетування учнів) та математичної статистики (описовий та частотний методи). Сутність розробленого методу полягає в поступовому залученні учнів до перегляду коротких відеолекцій і читання відповідних матеріалів перед уроками; потім, у класі, до обговорення змісту та виконання тестів і вправ для закріплення розуміння, і, нарешті, – до активної участі у створенні презентацій або проєктів, пов'язаних із змістом навчального матеріалу. Доведено, що підхід "перевернутого класу" має значний вплив на самосвідомість, переконання та ставлення учнів, які реалізуються в практиці автономного навчання, зокрема: ефективне використання вільного часу для вивчення англійської мови; підвищення мотивації до опанування нового матеріалу та його розуміння; сприйняття педагога як фасилітатора, що передбачає перехід до більш учнецентрованого або спільного навчального середовища; сприйняття знань як таких, що мають бути здобуті, а не "передані"; взяття на себе відповідальності за оцінювання результатів навчання за допомогою самооцінювання або методів спільного оцінювання. Виявлено певні обмеження для використання "перевернутого класу" на уроках англійської мови: готовність вчителів застосовувати методи, орієнтовані на учня; готовність учнів брати на себе відповідальність за навчання; когнітивні та метакогнітивні навички учнів; складність навчального матеріалу, призначеного для самонавчання, доступ до ресурсів і технологій. Результати дослідження можуть бути використані дослідниками та практиками, які працюють у секторах загальної середньої та вищої освіти.

Ключові слова: урок англійської мови як іноземної, автономія учнів, залучення учнів, мотивація, перевернутий клас, дослідження діяльності.