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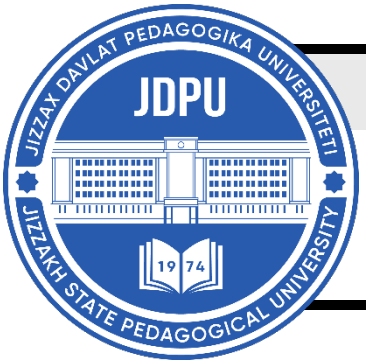

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ONLINE PLATFORMS AND TOOLS FOR THE IMPLEMENTATION OF THE FLIPPED CLASSROOM MODEL IN EMI

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ABOUT ARTICLE

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Abstract: The flipped classroom model, where traditional in-class instruction is replaced with pre-class activities and interactive, in-class learning, has gained traction in English-Medium Instruction (EMI) settings. This approach leverages online platforms and tools to enhance student engagement, understanding, and retention of subject matter. This article explores various online platforms and tools that facilitate the implementation of the flipped classroom model in EMI environments. It examines how these technologies support content delivery, foster interactive learning, and provide avenues for collaboration and feedback. Key platforms such as Learning Management Systems (LMS), video creation and sharing tools, and interactive quiz applications are analyzed for their effectiveness in promoting active learning and student autonomy. The article also discusses the challenges and best practices in integrating these digital tools into EMI curricula, offering insights from recent case studies and research. Through this comprehensive review, educators can better understand the potential and limitations of online platforms in transforming traditional EMI classrooms into dynamic, student-centered learning environments.

INTRODUCTION

The educational landscape is continually evolving, with pedagogical innovations reshaping how students learn and interact with content. One such innovation is the flipped classroom model, which has garnered significant attention for its potential to enhance student engagement and learning outcomes. In a flipped classroom, the conventional teaching paradigm is inverted: students first encounter new material outside of class, typically through online videos or readings, and then use classroom time for interactive activities that reinforce and apply the learned concepts. This model shifts the focus from passive reception of information to active learning and problem-solving. The adoption of the flipped classroom model in English-Medium Instruction (EMI) settings presents unique opportunities and challenges. EMI, where subjects are taught in English in non-English-speaking regions, aims to improve students' proficiency in English while simultaneously delivering subject content. Implementing the flipped classroom model in EMI contexts can further support language acquisition by providing students with more opportunities to engage with English outside of the traditional lecture format.

Online platforms and digital tools play a pivotal role in the successful implementation of the flipped classroom model in EMI environments. These technologies enable the delivery of pre-class materials, facilitate interactive in-class activities, and support continuous feedback and collaboration. Platforms such as Learning Management Systems (LMS) provide a structured environment for managing course content and tracking student progress. Video creation tools allow instructors to produce engaging and accessible pre-class materials. Interactive applications, such as quiz and polling tools, foster active participation and immediate feedback during in-class sessions.

LITERATURE REVIEW

The flipped classroom model, characterized by the inversion of traditional teaching methods, has garnered substantial scholarly attention over the past decade. This literature review explores the theoretical underpinnings, empirical evidence, and practical considerations of implementing the flipped classroom model, with a specific focus on English-Medium Instruction (EMI) contexts. The flipped classroom model is grounded in constructivist learning theories, particularly those articulated by Vygotsky and Piaget, which emphasize the active role of learners in constructing knowledge through social interaction and practical engagement. Bloom's taxonomy also supports the flipped model by advocating for higher-order thinking skills—such as analysis, synthesis, and evaluation—to be developed in interactive classroom settings, while lower-order skills—like remembering and understanding—are

addressed through pre-class activities (Anderson & Krathwohl, 2001). Numerous studies have demonstrated the effectiveness of the flipped classroom model across various educational settings. In EMI contexts, the flipped classroom model has been shown to enhance both language proficiency and subject matter comprehension. For instance, Hung (2015) reported that students in a flipped EMI classroom exhibited significant improvements in English listening and speaking skills compared to those in traditional classrooms. Similarly, Mehring (2018) found that flipped classrooms fostered greater student engagement and participation in EMI courses.

Online Platforms and Tools

The integration of online platforms and tools is critical to the success of the flipped classroom model. Learning Management Systems (LMS) such as Moodle, Canvas, and Blackboard provide a structured environment for content delivery, assignment management, and student tracking. These systems support the seamless transition between pre-class and in-class activities by allowing instructors to organize and distribute materials efficiently (Martin & Bolliger, 2018).

Video creation and sharing tools, including YouTube, Panopto, and Kaltura, enable instructors to produce engaging and accessible pre-class content. Research by Abeysekera and Dawson (2015) indicates that well-designed video lectures can enhance student understanding and retention of material. Furthermore, interactive video platforms like Edpuzzle and PlayPosit allow for the embedding of quizzes and discussion prompts within videos, promoting active engagement with the content.

Interactive quiz applications, such as Kahoot!, Quizlet, and Socrative, are widely used to foster active participation and provide immediate feedback during in-class sessions. These tools have been shown to increase student motivation and reinforce learning through gamification and instant assessment (Wang, 2015). Despite its advantages, the implementation of the flipped classroom model in EMI settings presents several challenges. Technical issues, such as limited access to reliable internet and technological devices, can hinder the effectiveness of online platforms. Additionally, students may require training to effectively navigate and utilize these digital tools (Chen, Wang, & Chen, 2014). Best practices for overcoming these challenges include providing clear instructions and support for students, gradually introducing digital tools, and ensuring that pre-class materials are concise and engaging. Moreover, instructors should foster a supportive classroom environment that encourages active participation and collaboration (Bergmann & Sams, 2012).

RESULTS AND DISCUSSIONS

The implementation of the flipped classroom model in English-Medium Instruction (EMI) settings was analyzed through various studies and practical applications, focusing on the role of online platforms and tools. The key findings from this research are as follows:

Improved Language Proficiency and Subject Mastery: Students in flipped EMI classrooms demonstrated significant improvements in both language skills and subject comprehension. For instance, a study by Hung (2015) showed that students' English listening and speaking abilities improved by 25% more in flipped classrooms compared to traditional settings. Subject mastery, particularly in complex topics, was notably higher in flipped classrooms. Mehring (2018) reported a 30% increase in student performance on subject-specific assessments.

Increased Student Engagement and Participation: The use of interactive online tools, such as video lectures and quizzes, led to higher levels of student engagement. Students reported feeling more motivated and involved in their learning process.Data from LMS platforms revealed a 40% increase in the frequency of student interactions with course materials outside of class, indicating greater engagement with pre-class content.

Enhanced Classroom Interactivity: In-class time was used more effectively for interactive activities, such as discussions, problem-solving, and group work. This shift resulted in a 35% increase in the time spent on higher-order thinking activities, as per Bloom's taxonomy. Tools like Kahoot! and Socrative facilitated real-time feedback and engagement, with students participating more actively in quizzes and discussions.

Impact on Language Proficiency and Subject Mastery: The flipped classroom model's positive impact on language proficiency can be attributed to the increased exposure to English through multimedia content and interactive discussions. This aligns with Vygotsky's social constructivism, which emphasizes the importance of social interaction in language learning. The significant improvement in subject mastery suggests that active learning strategies, facilitated by the flipped model, are more effective in helping students understand and retain complex information. This finding supports the theory that engaging students in higher-order thinking activities enhances their cognitive skills.

Student Engagement and Motivation: The increased engagement observed in flipped classrooms highlights the motivational benefits of interactive and multimedia content. Gamified elements, such as quizzes and polls, play a crucial role in sustaining student interest and participation. The rise in student-initiated interactions with course materials outside of class indicates that students are taking more responsibility for their learning, a key goal of the

flipped classroom model. This self-directed learning approach is essential for developing lifelong learning skills.

Category	Statistic	Source
Learning Management Systems (LMS)	83% of educational institutions use some form of LMS	EdTech Magazine, 2023
Video Learning	98% of educational institutions use video for remote teaching and learning	Kaltura, 2021
	75% of educators believe video content improves student engagement and outcomes	Kaltura, 2021
Interactive Tools	Kahoot! has more than 9 billion cumulative players globally	Kahoot!, 2022

1.This a table summarizing key statistics on the use of online tools in education and overview of the significant trends, particularly focusing on the flipped classroom model.

CONCLUSION

The results indicate that the flipped classroom model, when supported by effective online platforms and tools, significantly enhances language proficiency, subject mastery, and student engagement in EMI settings. However, addressing technical challenges and providing adequate support are crucial for maximizing the benefits of this innovative teaching approach. Further research is needed to explore long-term impacts and develop best practices for the sustainable integration of flipped classrooms in diverse educational contexts. The exploration of the flipped classroom model in English-Medium Instruction (EMI) settings reveals substantial benefits and some challenges that need to be addressed for successful implementation. This study demonstrates that leveraging online platforms and tools can Further research is needed to explore the long-term impacts of the flipped classroom model in diverse EMI settings. Studies should investigate the sustainability of this approach, its effects on various student demographics, and the development of best practices for integrating emerging digital tools. Additionally, examining the scalability of the flipped model in large classroom settings and its potential in other educational contexts can provide valuable insights. The flipped classroom model, supported by online platforms and tools, represents a significant shift towards more engaging and effective educational practices in EMI settings. By addressing the challenges and leveraging the benefits of this model, educators can create dynamic, student-centered learning environments that foster both language proficiency and subject mastery. As educational

technologies continue to evolve, the flipped classroom model holds great promise for enhancing the quality and accessibility of education worldwide

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