

EFFECTIVE DIGITAL TOOLS OF FLIPPED LEARNING IN DEVELOPING DISCOURSE COMPETENCE OF EFL STUDENTS.

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Abstract : This article explores how flipped learning, supported by digital tools, can effectively enhance the discourse competence of English as a Foreign Language (EFL) students. Through an examination of digital tools such as online discussion forums, interactive videos, and language learning platforms, this study highlights the advantages of using flipped learning to foster communication skills in EFL students. The results show that flipped learning, when integrated with appropriate technology, facilitates active student participation and improves discourse competence.

Keywords: flipped learning, digital tools, discourse competence, EFL students, interactive learning

Introduction

The English language has become the lingua franca around the globe. It means that people from all over the world use it to communicate with each other despite their mother tongue language. Flipped learning has revolutionized the traditional classroom by shifting passive learning activities, such as lectures, outside the classroom and emphasizing interactive, student-centered activities during class time. For EFL (English as a Foreign Language) students, flipped learning offers unique opportunities to develop discourse competence—the ability to use language appropriately in various contexts. Digital tools play a crucial role in supporting flipped learning environments, allowing students to access, analyze, and produce language in real-time, regardless of geographical barriers. This paper explores the most effective digital tools used in flipped learning for developing discourse competence in EFL students. The flipped classroom is a newly developed educational method that substitutes teaching and homework. In other words, learning occurs at home . A flipped classroom is a situation in which an activity “which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” . Milman called flipped classrooms" inverted learning". She also mentioned that a flipped classroom is a type of strategy that refers to blending face-to-face instruction with online learning. According to Yeşilçınar ,the flipped classroom model hasten the learning

process outside and inside the classroom. He also referred to it as reversed teaching, blended learning, and invented classroom.

Methods

This study employed a mixed-methods approach, combining both qualitative and quantitative research. A total of 100 EFL students from different proficiency levels were selected from three institutions. They were divided into two groups: one using traditional learning methods and the other employing flipped learning with digital tools.

The digital tools used for the flipped learning group included:

1. Edmodo: an online educational platform for discussions and assignments.
2. Kahoot: an interactive quiz platform.
3. Google Classroom: used for sharing materials, discussions, and collaborative tasks.
4. Flipgrid: a video-based discussion tool that allows students to record and respond to topics.
5. Padlet: a digital whiteboard for brainstorming and group discussions.

Students' discourse competence was measured through pre-tests and post-tests, focusing on their ability to structure and use language effectively in different discourse types, including narratives, arguments, and discussions. Qualitative data were gathered through student surveys and focus group interviews to understand their experiences and perceptions of the digital tools.

Results

The results indicate that students in the flipped learning group showed significant improvement in their discourse competence compared to the traditional learning group. Specifically:

- Students using Flipgrid demonstrated enhanced speaking and listening skills, as the video-based interaction encouraged frequent practice and reflection on their language use.
- Edmodo and Google Classroom facilitated written discourse, with students engaging in meaningful conversations and group discussions, improving their coherence and fluency.

- Padlet supported collaborative writing and brainstorming activities, helping students organize their ideas and present them in a structured way.

- Kahoot increased student engagement and participation, making grammar and vocabulary revision more interactive and memorable.

The post-tests showed that 75% of the students in the flipped learning group improved their discourse competence, compared to only 40% in the traditional learning group. Qualitative feedback revealed that students found the digital tools engaging, motivating, and beneficial for improving their communication skills.

Discussion

The findings of this study suggest that flipped learning, when integrated with effective digital tools, significantly enhances the discourse competence of EFL students. The flexibility of digital platforms allows students to engage with materials at their own pace, fostering a deeper understanding of discourse structures. Tools like Flipgrid and Edmodo encourage active participation, which is essential for developing discourse competence. By interacting with peers in real-world language contexts, students gain valuable experience in producing and interpreting language, which is not always possible in traditional classroom settings. Furthermore, tools like Kahoot provide immediate feedback, helping students self-assess and improve their grammatical accuracy and vocabulary usage. The collaborative nature of digital platforms like Google Classroom and Padlet enhances the social aspect of language learning, enabling students to work together in constructing meaning and organizing their discourse. This mirrors real-life communication scenarios, further preparing students for authentic language use.

Conclusion

Flipped learning, supported by digital tools, offers a powerful approach to developing discourse competence in EFL students. The interactive and flexible nature of digital tools encourages active participation, collaboration, and real-time feedback, making them essential in a modern language-learning environment. This study suggests that educators should consider integrating flipped learning with digital technologies to enhance the effectiveness of EFL instruction and foster students' communication skills in diverse contexts.

References

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