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An Empirical Study on the Impact of Flipped Classroom on Students' Achievement, Motivation and Engagement of Business English Writing

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Abstract

The application of flipped classroom in education has been researched. However, few studies have simultaneously focused on the effects of flipped classroom on students' motivation, engagement, and achievements, especially in business English writing. This study explores the changes in performance, motivation, and engagement before and after the flipped classroom and studies the effect on business English writing performance, engagement, and motivation. The study selected 30 students. The research tools mainly include pre- and post-learning tests, engagement questionnaire, motivation questionnaire and business English writing rubric. The research found that: (1) students' performance was improved in flipped classroom; (2) students' extrinsic motivation was reduced, but intrinsic motivation significantly improved; (3) students' engagement was also enhanced; (4) There is a positive impact between learning achievement, motivation and engagement. Future research expands the scope of the study to examine the effectiveness and correlation of students' motivation and engagement in flipped classroom.

Keywords: Business English Writing, Flipped Classroom, Achievement, Motivation, Learning Engagement.

Introduction

Numerous scholars have taken an interest in the flipped classroom paradigm, which integrates traditional face to face learning with online learning (Bredow, Roehling, Knorp, & Sweet, 2021; Bishnoi, 2020; Bayoumy & Alsayed, 2021). It has altered the way that students learn and the methods that were previously used, providing them with more resources and convenience (Hsieh, Wu, & Marek, 2017). The Massive Open Online Courseware System (MOOCS), developed by the Massachusetts Institute of Technology (MIT) (Buck, 2013), is where the concept of the flipped teaching model first emerged. Its goal is to give students access to an online learning environment that they can use whenever they want to learn new material (De Moura, de Souza, & Viana, 2021; Liu et al., 2014).It seeks to give students the opportunity to pre-study before class (Han & Klein, 2019) and review after class using an

online learning platform that they may access whenever they wish to learn new information (Zainuddin & Halili, 2016). Students can review after class and preview prior to class with a flipped classroom with absorbing information through watching videos and reading other pertinent learning materials that teachers provide through online platforms. They also record learning challenges and share learning outcomes with classmates. Finally, they test the effects of their learning through online assessments, which calls for students to develop into more motivated and self-directed students who are active participants in their education (Alsancak Sirakaya & Ozdemir, 2018). As a result, while putting more expectations on students' learning autonomy and behavior during learning, the flipped classroom enhances their learning styles (Oraif, 2018; Sookoo-Singh & Boisselle, 2018).

Despite the abundance of research examining the efficacy of flipped classroom learning in diverse academic disciplines, there is a shortage of studies investigating the impact of this learning approach on student motivation, engagement, and academic performance, particularly in business English writing learning. As business globalization has advanced in recent years, Business English has emerged as a significant subfield of English for Specialized Purposes. Business English writing is one of the most important skills in international business communication. Writing in Business English is not only a language skill, but also a key component in cultivating students' communication, expression and analytical skills in the workplace, and it is also a skill that international companies are looking for in high-level business personnel. However, traditional learning methods are often limited to imparting knowledge and training skills. They ignore students' autonomy and learning engagement. In contrast to traditional business English writing courses, flipped classroom instruction combines online and offline instruction to business writing learning. The writing style is more reflective, interactive in flipped classroom (Shahnaz & Hussain, 2016), all of which are better for fostering a diversified interactive writing environment and raising students' autonomy and engagement to learn (Challob, 2021).

Self-Determination Theory (SDT) is a fundamental framework for understanding motivation in an educational context, which can be classified into extrinsic and intrinsic motivation. Extrinsic motivation means a motivation originates from external rewards or punishments, while intrinsic motivation from internal interests. It states that intrinsic motivation thrives when the students' basic psychological needs of autonomy, competence and relatedness are met. Thus, SDT is particularly important in a flipped classroom environment. In the flipped class, students have autonomy from self-directed learning, competence from feedback, and relatedness from interaction with peers, promoting deeper engagement and greater intrinsic motivation (Ryan & Deci, 2000).This study integrates SDT to explore the impact of flipped classrooms on students' motivation in writing business English, promoting the transition from extrinsic to intrinsic motivation, thereby increasing participation and academic achievement. In addition, learning engagement is one of the many concepts related to motivation (La Marca & Longo, 2017; Zainuddin, 2018). It is a key indicator of academic success, which have been paid great attention by researchers in recent years (Mercer, 2019; Moser, 2020; Pan, 2022). Research on learning engagement indicates that the autonomy learning in flipped classroom can not only predict students' academic achievements (Kim, Hong, & Song, 2019; Lu et al., 2018), but also predict their learning persistence and their subsequent willingness to learn (Kim et al., 2019; Reeve & Lee, 2014).

Although an increasing number of motivation studies have confirmed and reinforced the view that motivation affects engagement and achievement, for example, the research on the possibility that controlling motivation in language learning can improve students' involvement and, eventually, their performance (Troia, Shankland, & Wolbers, 2023), the relationships among motivation, achievement, and engagement in language learning—especially business English—were seldom ever explored (Oo). Therefore, this study empirically investigates the effects of flipped classrooms on students' academic achievement, motivation and engagement in the context of business English writing, using mainly quantitative research methods. By examining the changes in students' writing performance, motivation and engagement before and after the test of the flipped classroom, this study provides empirical evidence for the effectiveness of the flipped classroom in the language classroom. This study has been carried out on a sample of 30 students in a business English writing course at a university in Guilin, China. The selection of participants reflects the growing demand for effective language teaching methods, especially to improve writing skills in a global business environment. The study also explores the relationship between students' intrinsic motivation and their engagement in an active learning environment, in order to fully understand how this innovative teaching method can be applied in different educational settings. It may also have implications for issues such as course planning, teaching activities and flipped classroom designs, as well as other aspects that support student motivation and engagement. This study will provide guidance for students who wish to improve their business English writing skills.

Literature Review

The concept of motivation is evolving and dynamic (Kaplan, Garner, & Brock, 2019; Nitta, 2013; Papi & Hiver, 2020). Positive or negative effects on other concepts are similarly influenced by the dynamic growth of learning motivation. To support students' autonomous learning, numerous researchers have examined the relationship between motivation and other ideas in recent years, including self-efficacy (Trautner & Schwinger, 2020), self-regulated learning (Meece, 2023), study burnout (Felaza, Findyartini, Setyorini, & Mustika, 2020; Fritea & Fritea, 2013), achievement (Dornyei & Ryan, 2015), etc. This research will study basing on the theory of Self-Determination which was proposed by Deci & Ryan (1985), provides an empirically-based framework for analyzing motivation in educational. It highlights how intrinsic and extrinsic motivation influence students' learning behaviors. In the flipped classroom basing on Self-Determination theory, students are encouraged to master the relevant content in advance through self-study before class, to actively participate in classroom activities under the guidance of instructors, and to improve their skills through group collaboration (Ryan & Deci, 2000b). Self-Determination Theory is a process of continuous development from non-motivation to external motivation and then internal motivation (Ryan & Deci, 2020). There are several types of motivation regulation transforming from extrinsic to intrinsic motivation basing on the satisfied degree of students' psychological needs of autonomy, competence and relatedness. The external regulation considers behavior to be entirely determined by external factors, such as being completed at work to obtain rewards or avoid punishment (Ryan & Deci, 2000a, 2020). Introjected regulation reflects individual's feeling to show his own value or avoid guilty feeling of inaction. Identified regulation means that individuals recognize the value of work and will work hard to realize his own value. Integrated regulation is a higher level of regulation, which means people

internalize their core values and beliefs by realizing the value of their work. Intrinsic motivation is the most autonomous motivation, which refers to an individual engaging in an activity from inner interest and enjoying the fun. Since integrated regulation and internal motivation regulation are similar, they both represent a positive learning attitude and emotion, some researches took integrated regulation into intrinsic motivation (Miquelon & Castonguay, 2017; Selart, Nordström, Kuvaas, & Takemura, 2008). They will be measured together during the research process. Empirical research shows that when students' learning needs are met, they will show strong autonomous learning motivation (Carreira, 2012), the regulation will transfer and even change the motivation from external motivation to internal motivation (Ryan & Deci, 2020), and therefore to have a positive impact on students' learning achievement.

Learning engagement is a multifaceted and intricate term. Researchers divided learning engagement into various dimensions, among which was the most widely used dimensions frame from Fredricks, et al (2016) under technological assistance education, namely behavioral engagement, cognitive engagement, emotional engagement, and social engagement. Indicators of learning engagement are crucial for forecasting academic success and assessing the caliber of education, in addition to serving as a crucial observation point for gauging students' initiative and effort in participating in learning activities (Chili & Madzimure, 2022). Some researchers believe that learning engagement is the process by which students develop their potential ability and realize their self-value (Acosta-Gonzaga, 2023; Yan, 2021). Oraif (2018) believed that only by maintaining strong motivation can students maintain a high level of learning engagement. Because students' subjective value is significantly positively related to their engagement, especially cognitive engagement, and emotional engagement (González & Paoloni, 2015). Yu, Gao, and Wang (2021) studied Chinese students' learning motivation and engagement and found that active learning motivation is not only significantly positively related to learning engagement but increase their satisfaction. Intrinsic motivation derived from one's own will is better than extrinsic motivation in predicting classroom English learning engagement (Ryan & Deci, 2020). Their research provides us some clues for studying the relations of motivation and engagement. However, there are a few studies on business English writing under flipped classroom, and its measurement indicators are also different. Therefore, to ensure learning engagement, it is particularly important for students to adjust their motivation to improve or maintain a good motivation level. Flipped classroom is student-centered, emphasizing context and students' independent learning (Gustian, Aridah, & Rusmawaty, 2023); yet, because of the unpredictability of time and place as well as the absence of supervision, it places greater expectations on students' learning engagement (Graham, McLean, Read, Suchet-Pearson, & Viner, 2017).

In summary, this study intends to analyze the motivation, engagement, and achievement of college students in business English writing classes under flipped classroom basing on Self-Determination Theory and study its relevance and impact, so the following research questions are put forward:

Q1: What are the effects of students' business English writing achievement through flipped classroom environment?

Q2: What are the effects of students' business English writing motivation through flipped classroom environment?

Q3: What are the effects of students' business English writing engagement through flipped classroom environment?

Methodology

To fill in the research gap on achievement, motivation and learning engagement and their relationships of the Business English writing under flipped classroom, the target population of this study was 30 undergraduate students majoring in Business English in a university of Guilin in China. The business English writing program in this university aims to improve students' business English writing ability and to lay a solid foundation for them to use English to engage in their own major work, to pursue further studies and to carry out business activities. The sample were selected using convenience sample, because it is easy for researcher to find and contact. There are four research instruments in this study, Business English Writing Test, Business English Writing Rating Scale, Business English Motivation Questionnaire, and Business English Engagement Questionnaire. The Business English test paper was based on the Business English exam essay questions, which were different in content but had the same type of questions. The Business English Writing Rating Scale is based on Heatons (2000) scale, which is divided into a scale for English language and a scale for business professional knowledge, and the rating scale is based on a 100-point scale, with language accounting for 60 per cent and business knowledge accounting for 40 per cent. The motivation questionnaire is based on Black & Deci's (2000), motivation regulation questionnaire, which is divided into five variables, including external regulation, externally regulated, identity regulation, integration regulation, and internally regulated, and each variable contains three items. The engagement questionnaire is borrowed from Fredricks (2016) questionnaire, which contains four variables: Behavioral engagement, cognitive engagement, emotional engagement, and social engagement, and each dimension contains 7-11 items with some positive items and negative items. Both the motivation questionnaire and engagement questionnaire are scored on a four-point Likert scale (1 = completely disagree, 2 = relatively disagree, 3 = relatively agree, 4 = agree). The motivation questionnaire and the engagement questionnaire were combined into one questionnaire for the convenience of the students, and the questionnaire was preceded by the background information of the subjects.

The dependent variable in this study is the Business English Students' Writing Performance, which contains language knowledge and business knowledge. After exploratory and validation factor analyses, the scale has good reliability and validity. Since the original motivation questionnaire focused on chemistry students, while the present study here examined motivation and motivational regulation among students of business English writing, the reference object was different, so the Cronbach' s alpha coefficient of the questionnaire was re-measured. The Cronbach' s alpha of the motivation questionnaire was tested to be 0.88, suggesting that the scale possesses high internal consistency reliability. The learning engagement scale was also re-measured, with a Cronbach' s alpha coefficient of 0.86, indicating that the scale had a good reliability. In the first lesson, the researcher distributed the writing test to students for Pre-Test for 40 minutes and collected the test papers as soon as the time was over and distributed the questionnaires to them (the questionnaires were

entered into the Questionnaire Star platform, and the students' consent was obtained beforehand). Students were required to complete the questionnaire within 15 minutes, and all sample students submitted in due time. The valid rate is 100%. The researcher then imported the questionnaires into SPSS26.0 to analyze the descriptive statistics in order.

Results

To answer the research questions, further descriptive analyses were conducted on the research variables during the implementation phase. The SPSS 26 software will be used. The method of data analysis for answering the research questions are as follows:

The Effect of Learning Achievement Under Flipped Classroom

The first research question in this paper is: *What are the effects of students' business English writing achievement, through flipped classroom environment?* To answer this research question, the effect of the achievement is analyzed respectively after learning through flipped classroom. To determine whether there is any difference between the pretest and posttest, the statistical analysis was performed by using the SPSS software with alpha 0.05 towards the dependent variables.

Table 1
Descriptive Statistical Analysis of the Pre-Test and Post-Test of Achievement

	Paired difference					t	df	Sig
	M	Std deviation	Std error mean	95% confidence interval of the difference				
				Lower	Upper			
Pre Test Post Test	10.08	7.31	1.33	7.34	12.82	7.58	29	0.000

A paired-sample t-test was conducted to assess the differences between pre-test and post-test scores in this study. The result showed that the mean difference of the paired samples of post-test and pre-test was 10.08, the standard deviation was 7.31, and the standard error was 1.33. The t-value was 7.58, and the degree of freedom (df) was 29, which corresponds to significance of value less than .05. By analyzing the data, it indicated a significant difference between pretest and posttest scores. The mean of the posttest scores (M = 69.33) was significantly higher than the mean of the pretest scores (M = 59.25). The 95% confidence interval for the difference was 7.36 and 12.80, respectively, indicating that there was 95% confident that the true mean of the paired difference is within this interval. The result suggested that students' achievement was significantly improved after intervention. Specifically, the post-test scores were significantly higher than the pre-test scores, which implies that the interventions undertaken were effective in enhancing students' achievement.

The Effect of Motivation Under Flipped Classroom

The second research question about the measurement of motivation. It was test for two times with the same students. Since there are 15 items of motivation, 9 of them is about extrinsic motivation and 6 of them, intrinsic motivation. Students' investigation result can be divided into low motivation, which equal to 1 point, medium motivation, 2 points, and high

motivation, 3 points. To determine whether there is any difference between the pretest and posttest, the statistical analysis was performed by using the SPSS software with alpha 0.05 towards the dependent variables. The results were shown in Table 2 and Table 3 as below:

Table 2
Descriptive Statistical Analysis of the Pre-Test and Post-Test of Extrinsic Motivation

	Paired difference							
	M	Std deviation	Std error mean	95% confidence interval of the difference		t	df	Sig
				Lower	Upper			
Post test of EM Pre-Test of EM	-0.3	0.702	0.128	-0.56	-0.04	-2.35	29	0.025

Table 3
Descriptive Statistical Analysis of the Pre-Test and Post-Test of Intrinsic Motivation

	Paired difference							
	M	Std deviation	Std error mean	95% confidence interval of the difference		t	df	Sig
				Lower	Upper			
Post test of IM Pre-Test of IM	0.57	0.727	0.133	0.29	0.84	4.29	29	0.000

A paired-sample t-test was conducted to assess the differences between pre-test and post-test scores in this motivation study. The result of extrinsic motivation showed that the mean difference of the paired samples of post-test and pre-test was -0.3, the standard deviation was 0.702, and the standard error was 0.128. The t-value was -2.35, and the degree of freedom (df) was 29, which corresponds to significance of value of 0.025, less than .05. In addition, the result of intrinsic motivation showed that the mean difference of the paired samples of post-test and pre-test was 0.57, the standard deviation was 0.727, and the standard error was 0.133. The t-value was 4.29, and the degree of freedom (df) was 29, which corresponds to significance of value of 0.000, less than .05. By analyzing the data, it indicated a significant difference between pretest and posttest scores of both extrinsic motivation and intrinsic motivation, which showed that students' extrinsic motivation significantly decreased between pre and post-tests (mean difference -0.30, $p < 0.05$), while intrinsic motivation significantly increased between pre and post-tests (mean difference 0.57, $p < 0.001$). This change in motivation may indicate a gradual internalization of extrinsic motivation into intrinsic motivation by the students under the influence of the intervention or teaching method. It may show that students are not dependent too much on external rewards or pressures to drive learning behavior. Moreover, significant increases in intrinsic motivation suggest that students begin to have their learning behavior driven by internal interest and enjoyment. These results support the theory of internalization of motivation, suggesting that students gradually internalize extrinsic motivation into intrinsic motivation in response to interventions or teaching methods. This shift resulted in students' learning behaviors becoming more self-directed and sustained.

The Effect of Learning Engagement Under Flipped Classroom

The third research question about the measurement of learning engagement. It was test for two times with the same students. There are 38 items of motivation. Students' investigation result can be divided into low engagement, which equal to 1 point, medium engagement, 2 points, and high engagement, 3 points. To determine whether there is any difference between the pretest and posttest, the statistical analysis was performed by using the SPSS software with alpha 0.05 towards the dependent variables. The results were shown in Table 4 as below:

Table 4
Descriptive Statistical Analysis of the Pre-Test and Post-Test of Learning Engagement

	Paired difference							
	M	Std deviation	Std error mean	95% confidence interval of the difference		t	df	Sig
				Lower	Upper			
Post-test Pre-test	0.7	1.38	0.253	0.18	1.22	2.76	29	0.010

A paired-sample t-test was conducted to assess the differences between pre-test and post-test scores in this study. The result showed that the mean difference of the paired samples of post-test and pre-test was 0.7, the standard deviation was 1.38, and the standard error was 0.253. The t-value was 2.76, and the degree of freedom (df) was 29, which corresponds to significance of value of 0.010, less than .05. By analyzing the data, it indicated a significant difference between pretest and posttest scores. The 95% confidence interval for the difference was 0.18 and 1.22, respectively, indicating that there was 95% confident that the true mean of the paired difference is within this interval. The result suggested that students' achievement was significantly improved after intervention. Specifically, the post-test scores were significantly higher than the pre-test scores, which implies that the interventions undertaken were effective in enhancing students' engagement. They show more behavioral, cognitive, emotional and social engagement in the learning process.

The Correlations among Achievement, Motivation and Engagement

After the test of test and learning engagement, a correlational analysis of the relationships between writing performance, motivation (intrinsic and extrinsic), and engagement in learning is analyzed to gain a deeper understanding of the overall impact of the flipped classroom on student learning. The Pearson correlation coefficient is used to measure the linear relationship between variables. The correlation coefficient ranges from -1 to 1, where -1 indicates a perfect negative correlation, 0 indicates that there is no correlation and 1 indicates that there is a perfect positive correlation. The results of the analysis are shown in Table 5:

Tale 5
Descriptive Statistical Analysis among the Correlations of Achievement, Motivation and Engagement

Variables	M	SD	1	2	3	4	t	df	p	d
Achievement	10.08	7.31	-				7.58	29	<.001	1.38
Intrinsic Motivation	0.57	.727	.85**				4.29	29	<.001	0.78
Extrinsic Motivation	-0.3	.702	-.62**	-.45**			-2.35	29	.025	-0.43
Engagement	0.7	1.38	.93**	.89**	-.058**	-	2.76	29	.010	0.5

From the table, we can see that the correlation coefficient between achievement and intrinsic motivation is 0.85, indicating a strong positive correlation. This may mean that in a flipped classroom environment, students who have more intrinsic interest in learning tend to achieve better writing scores. Next, the correlation coefficient between achievement and extrinsic motivation is -0.62, indicating a moderate negative correlation. This result seems a bit abnormal, but it may indicate that students gradually shift from externally driven to internally driven learning processes in flipped classrooms. In addition, the correlation coefficient between achievement and learning engagement is 0.93, indicating a strong positive correlation. This is the strongest correlation among all the relationships, indicating that there is a very close relationship between students' learning engagement and their achievement. Besides, the correlation coefficient between intrinsic motivation and learning engagement is 0.89, also displaying a strong positive correlation. This shows that students with higher intrinsic motivation tend to be more engaged in the learning process. Moreover, the correlation coefficient between extrinsic motivation and learning engagement is -0.58, indicating a moderate negative correlation. This result may suggest that over-reliance on external rewards or pressure may not be positive to students' learning engagement. Finally, the correlation coefficient between intrinsic motivation and extrinsic motivation is -0.45, indicating a weak negative correlation. Although this relationship is not very strong, it may reflect that as intrinsic motivation increases, the reliance on external rewards decreases.

Discussion and Recommendation

Based on self-determination theory, this study examined the changes in business English writing achievement, motivation and engagement before and after the implementation of the flipped classroom. Earlier researchers have separately studied motivation and engagement in academic performance under the flipped classroom, and the results support that the flipped classroom positively affects students' academic achievement, motivation, and engagement, which makes them more confident and willing to engage in learning; and that the improvement of students' performance during the implementation of the flipped classroom positively affects the motivation and engagement in learning, and at the same time, the improvement of motivation and engagement also contributes to the improvement of performance(Baepler, Walker, & Driessen, 2014; Roach, 2014).

The results of the study showed that students' business English writing achievement ($t = 7.58$, $p < 0.001$), intrinsic motivation (intrinsic motivation: $t = 4.29$, $p < 0.001$), and engagement in learning ($t = 2.76$, $p = 0.010$) increased significantly, but extrinsic motivation

decreased (extrinsic motivation: t = -2.35, p = 0.025). These results are consistent with self-determination theory (Ryan & Deci, 2000a), which suggests that extrinsic motivation and intrinsic motivation can be transformed when students' needs are met and it suggests that the implementation of the following measures can lead to a significant increase in intrinsic motivation and engagement, but a decrease in extrinsic motivation. This also showed that students' interest in learning increased further compared to before the implementation of flipped classroom learning, and that this increases in intrinsic motivation and engagement in learning can lead to better academic performance. Significant increases in intrinsic motivation and decreases in reliance on extrinsic motivation indicate a shift towards more self-regulated learning behaviors, which is consistent with the findings of Carreira (Carreira, 2012) and Miquelon & Castonguay (Miquelon & Castonguay, 2017). This aspect of motivation emphasizes the importance of understanding the different regulatory mechanisms that drive students' engagement to meet their intrinsic needs. Over the course of the study, Business English writing demonstrated moderate levels of learning engagement, where behavioral and cognitive engagements exceeded affective engagement and social engagements. This is in line with Li's (Li & Lajoie, 2022) study which showed that behavioral engagement and cognitive engagement tend to exceed affective engagement in online learning environments. This suggests that the novelty of the flipped classroom approach may be more suitable or easier to record students 'behavioral engagement, whereas students' pre- and post-course learning at their own level and pace may contribute to their cognitive engagement, and when students' behavioral and cognitive engagement is enhanced, it will increase their enthusiasm for learning, which in turn will promote their affective and social engagement. It is important to make students go further to enhance their engagements. These results show that the flipped classroom has a positive relationship on the improvement of business English writing academic performance, motivation and commitment. Students' interest in and valuation of learning activities in the flipped classroom are strong indicators of their motivation and engagement, which can increase student engagement and produce better outcomes. In conclusion, the improvement of motivation and engagement, which in turn raises academic accomplishment, demonstrates the favorable impact of the flipped classroom on students' business English writing. Subsequent investigations ought to concentrate on enhancing flipped classroom techniques to maximize student involvement and enthusiasm, consequently optimizing the possibilities of this inventive pedagogical style.

Based on the findings of the study, several recommendations can be made to improve the effectiveness of the flipped classroom approach in business English writing: the flipped classroom is still an emerging approach for first-time university students, and it is important to provide support for students as they adjust to the flipped classroom model. This may include familiarizing students with the introductory operations of the new learning environment, as well as continuous learning training for educators to provide technical support for students to deal with any challenges that arise (Graham et al., 2017) and a balanced approach that effectively integrates online and offline activities can maximize the benefits of the flipped classroom. Educators should focus on strategies to enhance students' intrinsic motivation. The flexibility and versatility of the flipped classroom offers the possibility of challenging and interesting learning activities, and this is achieved by helping students develop a sense of autonomy through activities that are aligned with their interests and goals, and by providing positive feedback that emphasizes personal growth and mastery (Ryan &

Deci, 2000a). Increase student engagement in learning. Educators can use diverse and interactive pedagogical methods through the flexibility of the flipped classroom in an uninterrupted manner, incorporating small group discussions, role-playing, fun tests, and a variety of interactive multimedia resources to help students learn and provide immediate and constructive feedback so that students are able to learn as quickly as possible about their own learning strengths and weaknesses to help them maintain a high level of engagement (Fredricks et al., 2016). Providing more encouragement for student learning, helping them to set personal learning goals and reflect on their progress promotes cognitive and affective engagement. While online resources provide flexibility and accessibility, face-to-face interactions provide valuable opportunities for immediate feedback and peer collaboration. Designing courses that seamlessly blend these elements can improve overall learning outcomes (Zainuddin & Halili, 2016). Finally, timely feedback and assessment are critical to maintaining high levels of student motivation and engagement. Educators should implement formative assessments to gain insight into student progress and areas for improvement, helping students understand their strengths and how to address their weaknesses.

In conclusion, increased motivation and engagement in turn improved academic achievement, demonstrating the positive impact of the flipped classroom on students' business English writing. Follow-up investigations should focus on enhancing flipped classroom techniques to maximize student engagement and motivation to optimize the possibilities of this creative teaching method.

Conclusion

The current study explores the subtleties of writing in Business English within the framework of the flipped classroom, a popular teaching strategy in recent years. The research offers useful insights for educators tasked with developing curricula that not only improve business writing proficiency but also foster a more dynamic and engaging learning environment for students majoring in Business English, by focusing on the effects between student achievement, motivation, and learning engagement. The results of the study highlight the importance of the flipped classroom in raising student engagement and motivation which are crucial for the development of strong business writing skills.

The improvements in students' business English writing achievement, intrinsic motivation, and learning engagement following the implementation of the flipped classroom model supports the notion that strategically integrating online, and face-to-face learning activities can enhance intrinsic motivation and deepen students' understanding of business writing, while the shift from extrinsic to intrinsic motivation observed in the study suggests that students are becoming more self-directed and internally motivated, which is essential for their long-term academic success. In addition, this study also emphasized the importance of engagement in the learning process and pointed out that student behavior behavioral engagement and cognitive engagement in online learning environments play a very important role in improving performance, a finding consistent with Li (Li & Lajoie, 2022) Previous research is consistent in showing that it is critical to provide students with more opportunities for engagement in a flipped classroom environment to help them build breadth and breadth of knowledge. That said, creating a supportive and interactive learning environment can significantly improve students’ academic performance in business English writing, and

according to this study, teachers can empower students by strategically integrating online and face-to-face learning activities Intrinsic motivation to help them gain a deeper understanding of business topics.

In conclusion, the data from this study show that flipped classrooms are effective in improving students' performance, motivation, and engagement in business English writing. Future research will further explore how to improve students' learning motivation and engagement through long-term flipped classroom interventions. Specifically, research can investigate how to optimize the interaction among students' autonomy, competence and relatedness in the Self-Determination Theory framework in a flipped classroom environment to maximize students' learning engagement and learning outcomes (Deci & Ryan, 2020). The significance of this study is that it not only explores the specific application of flipped classroom in business English writing, but also examines its impact on students' learning motivation, learning engagement and academic achievement through empirical research. This study on the effectiveness of flipped classrooms for business English writing is expected to provide educators with ideas for developing courses and creating a dynamic and attractive learning environment.

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