



THE FLIPPED CLASSROOM APPROACH IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract

Being fairly a new term, the flipped classroom approach is already well-known and been put into practice by most educational institutions of the world. The technology made it impossible not to integrate itself into our classrooms. The article below discusses the origin of the flipped classroom approach and its current state in foreign language teaching.

Keywords: flipped classroom, inverted classroom, Bloom's taxonomy, ZDP, learning management systems, hybrid learning, CALL.

The flipped classroom is a new term, introduced along with hybrid learning and classroom technology. Nonetheless, it has become widely known and used in a matter of time and in nearly all spheres of education. One of the numerous teaching methods that has been boosted by technology is the flipped classroom. In this method, students are in charge of completing the initial learning at home (typically through instructional videos), and class time is allocated for activities that increase comprehension and problem-solving.

Looking into the theory of the approach, it is also called as "inverted classroom" which was introduced by Lage et al. (2000) and defined it as "inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa"¹. Although it was introduced into the sphere earlier, it has not become popular until the work of two chemistry teachers who popularized the approach. Bergmann and Sams claimed that students could not translate content they learned through classroom lectures into applied knowledge for completing homework; furthermore, in a traditional teaching approach, students typically complete assignments individually without the assistance of instructors or peers².

The flipped classroom paradigm consists of two components: leveraging class time for engagement during cooperative learning activities and delivering instructional information through media like videos or other out-of-class learning activities. The elements are based on Bloom's taxonomy and ZPD. Bergmann and Sams state that lower-order content can be delivered through instructional videos or other out-of-class learning activities prior to the face-to-face class time; in other words, content

¹ Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, 31(1), 30-43.

² Lee, Y., Martin, K.I. (2020). The flipped classroom in ESL teacher education: An example from CALL. *The flipped classroom in ESL teacher education: An example from CALL*. OpenSIUC



targeting the lower levels of Bloom's Taxonomy (acquiring or remembering information; understanding concepts) can be covered independently by students. Doing so allows class time to be devoted to cultivating learners' higher-order thinking skills³.

Currently, flipped classroom is mostly used in STEM based subjects such as chemistry, mathematics, physics and so on. Still, it is not impossible to use it in language learning too. On the contrary, many forms of flipped classroom is used in language learning classes in practice without being realized that they were based on the approach in question. In fact, many researchers list the benefits of the approach if applied in ESL or EFL classes. For example, Bush claim that flipped learning incorporates active learning as an integral part of the methodology. Flipped learning turns that system of traditional education on its head. Knowledge is transferred outside of class and internalized inside the classroom. Concepts are presented via video in the individual space. Then students are expected to work collaboratively and actively while teachers guide, monitor, and answer questions in the group space. The pre-class videos are often the first thing that comes to mind when people hear the term 'flipped learning'. These videos link flipped learning to technology use and rightly so, but the active learning component is every bit as important. In fact, active learning in the group space defines flipped learning as much as concept presentation in the individual space⁴.

As mentioned above, flipped classroom is introduced with the use of blended learning in education. Computer-assisted language learning has bring many types of instruction methods. Today, we have many learning management systems such as Canvas, Moodle, OPEN, WebCT and so on. Still, some of the teachers find it challenging to adopt the approach in discussion. The challenge mainly caused by lack of time or workload and lack of technological equipment. Still, with the availability of mobile phones and social media, these problems can also be addressed. Webb and Doman note that Students are encouraged to write collaboratively by using word processing programs like Google Docs. The writing abilities of kids are improved with the aid of wikis and blogs. Facebook, Twitter, and message boards are used to start conversations about interesting subjects and give students a sense of belonging to a larger learning community. Students can improve their comprehension abilities by practicing with online books that have built-in quizzes. Students have access to a wealth of real podcasts or videos (like TED speeches) that challenge their higher-order thinking abilities and provide information for listening practice⁵.

In conclusion, despite the fact that there are difficulties in adopting the approach, it is still possible and profitable to do so. This is because, through the self-paced nature of online videos, which students may pause, rewind, and view again as needed, the flipped classroom gives students the chance to accomplish student learning objectives. Due to this, pupils may study more flexibly and become independent learners. Although flipped learning is still a relatively new concept in EFL, first findings are promising, and additional study is being done. Flipped learning is anticipated to quickly transition from a new

³ Bergmann, J., & Sams, A. (2014). Flipped learning: Maximizing face time. *T+ D*, 68(2), 28-31

⁴ Bush, J.C. Flipped Learning in Language Teaching. pp.19-22.

⁵ Webb, M. & Doman, E. (2016). Does the Flipped Classroom Lead to Increased Gains on Learning Outcomes in ESL/EFL Contexts? *The CATESOL Journal* 28.1. pp.39-67



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subject to a contemporary best practice in foreign language education, based on what is already known and the speed at which research is accumulating.

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