

## РОЗДІЛ 3. ТЕОРІЯ І МЕТОДИКА ПРОФЕСІЙНОЇ ОСВІТИ

## 'FLIPPED CLASSROOM' AS AN EFFECTIVE METHOD OF ENGLISH LANGUAGE TEACHING IN HIGHER SCHOOL

## «ПЕРЕВЕРНУТИЙ КЛАС» ЯК ЕФЕКТИВНИЙ МЕТОД ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

*The article is aimed at considering and analyzing the main characteristics of the flipped classroom model and its implementation into the English language teaching and learning process compared to other modern methods such as blended and hybrid classroom methods as well as traditional type of learning.*

*Concerning the issue of learning and teaching styles the fact is that methods of learning carried over from one hundred years ago no longer work. Today's world is fiercely competitive, and because of that, there is a need for employees who can quickly yet efficiently analyze situations and take the appropriate actions. For a company or institution to stay ahead, it is imperative to provide support staff with modernized practices of learning using the innovative methodologies, such as, for example, blended learning, hybrid learning or flipped learning. Regarding the 'flipped classroom' of learning foreign languages, English in particular, especially English for Specific Purposes (ESP) in the framework of Tertiary Education, we should say that it is a way of future achievements in mastering one's own life capabilities. It brings different student and teacher teams together, ultimately bridging gaps that make the community stronger. With interactions in a classroom type setting, people communicate, share ideas, form opinions, and solve problems as one cohesive group.*

*Applying the flipped classroom approach, a teacher should provide clear learning objectives and guide his/her students to pre-class keypoint fundamental content by actively engaging them in its exploration in order to facilitate self-guided studies of the issues being under consideration.*

*The whole concept of the flipped classroom as one of the most innovative and effective methods is aimed at enhancing meaningful intellectual interactions as well as better development of core educational and professional competencies, higher forms of thinking and problem-solving abilities which nowadays are crucial for would-be-specialists' future professional job related activities in the highly competitive global labor market.*

**Key words:** *flipped classroom, innovative method, foreign language teaching, motivation, analytical thinking.*

*Метою статті є розгляд та аналіз основних характеристик моделі «перевернутого класу» та її впровадження в процес викладання англійської мови порівняно з*

*іншими сучасними методами, такими як змішані й гібридні методи навчання, а також традиційним типом навчання.*

*Стосовно питання стилів викладання факт полягає в тому, що методи навчання, впроваджені сто років тому, вже не працюють. Характерною ознакою сьогодишній світу є жорстка конкуренція, що зумовлює нагальну потребу у працівниках, які можуть швидко, але ефективно аналізувати ситуації та вживати відповідних заходів. Для того щоб компанія чи установа займали провідні позиції, їм вкрай важливо забезпечити допоміжний персонал модернізованими практиками і методами навчання з використанням інноваційних підходів, таких як, наприклад, змішане, гібридне або перевернуте навчання. Стосовно вивчення іноземних мов, зокрема англійської, особливо англійської мови фахового спрямування у рамках вищої освіти, слід сказати, що метод «перевернутого класу» – це засіб майбутніх досягнень в опануванні власних можливостей. Це спосіб об'єднання різних команд студентів і викладачів, який усуваючи розрив між ними, що робить освітню спільноту сильнішою, – в аудиторії спілкуються, діляться ідеями, формують думки та вирішують проблеми як єдиний згуртований колектив.*

*Застосовуючи підхід «перевернутого класу», викладач повинен заздалегідь чітко визначити цілі навчання та скерувати своїх студентів до попереднього самостійного ознайомлення з навчальним матеріалом, активно залучаючи їх до його вивчення, що сприяє підвищенню мотивації студентів і розширенню їх аналітичного мислення та світогляду.*

*Вся концепція «перевернутого класу», як одного з найбільш інноваційних та ефективних методів, спрямована на посилення змістовної інтелектуальної взаємодії, а також на кращий розвиток основних освітніх і професійних компетенцій, вищих форм мислення та здатності до вирішення проблем, які сьогодні мають вирішальне значення для майбутніх фахівців у сфері їх професійної діяльності на висококонкурентному світовому ринку праці.*

**Ключові слова:** *«перевернутий клас», інноваційний метод, викладання іноземної мови, мотивація, аналітичне мислення.*

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**The problem being regarded:** In modern times the volume of information is increasing so rapidly that it demands the necessity of constructive changes in approaches to learning and teaching environment, namely, the search for innovative technologies. One

of the issues in question is analysis of the flipped classroom method implementation into the English teaching process.

**Research and publications review:** During the last decade many researches have been carried

out by the scholars on the theoretical and practical aspects of flipped classroom implementation into the academic process. In 2011 G. Novak in his book “Just-in-Time Teaching” within the concept of interactive engagement pedagogy presented the technique of Web-based pre-instruction assignments in the way of warm-up questions. The pedagogy proved effective as it improved the classroom climate and motivation [11]. J. Bishop and M. Verleger investigated the phenomenon of flipped classroom approach as a pedagogical method of “learning theories combination once thought to be incompatible-active, problem-based learning activities founded upon a constructivist ideology and instructional lectures derived from direct instruction methods founded upon behaviorist principles” [3, p. 1]. The potential of the flipped classroom method has been analyzed by such researchers as J. Bergmann, A. Sams, B. Dunker, S. Hawks, K. Ash and other scholars. Presenting quite interesting material on the issue of the flipped classroom method these studies lack a somewhat unified approach over its significance.

**Issues requiring further consideration.** Since the flipped classroom method is considered an effective instrument in dealing with different settings more attention should be devoted to applying the flipped classroom model to the settings with large class sizes being still a challenge in English language learning and teaching.

**The aim of the article.** The article is aimed at considering and analyzing the main characteristics of the flipped classroom model and its implementation into the English language teaching and learning process compared to other modern methods such as blended and hybrid classroom methods as well as traditional type of learning.

**The main body.** Flipped classroom model is today a well-known learning technique which has mastered a structure shift by combining internet technology with the traditional method of teaching. The real sense of the flipped classroom model is that the traditional teaching method is swapped so that students work with the inceptive material at home and class time is used for cooperative learning (Fig. 1).



Fig. 1. Flipped classroom [9]

The following four important strategies for active learning are fully reflected in the model:

- (1) create individual activities in and out of the classroom;
- (2) integrate students in group activities;
- (3) inspire informal groups;
- (4) assign project tasks to cooperative students.

The effectiveness of the flipped classroom model of instruction has been presented in many researches as an active learning strategy [15].

These studies have discussed ‘flipped classroom’ as an important part of the model shift from teacher-centered to student-centered learning, in which teachers shift the information outside the set class time. Besides, due to the flipped classroom approach, the learning paradigm shifts from being instructor-controlled to learner-controlled resulting in active learning [5]. From the ‘flipped classroom’ point of view the latter can be regarded in terms of (1) first exposure (video, case studies, readings), (2) practice work/ feedback (class discussions, small group work, mini lectures) and (3) additional practice (presentations, projects, writing assignments etc) [6].

During class time, students communicate with teachers and their classmates applying different techniques such as “whole-class brainstorming, group-assignments and peer-review, feedback exchange and remedial help” [10, p. 598].

The flipped classroom model of teaching underscores the priority of problems-solving method over the lecture or traditional teaching method in a classroom. “The learning approaches like project-based learning, student-centered learning, problem-based learning and inquiry-based learning emphasize on students to participate actively in the learning process. Most of these learning approaches use flipped classroom model of instruction” [7, p. 31]. ‘Its benefits include providing educators with better opportunities to manage mixed levels of student performance, addressing individual or student cohort challenges, and allowing for differentiated learning preferences during in-class time’ [9].

The flipped classroom model of teaching was introduced by Bergmann and Sams in 2012 to deliver lectures to pupils of secondary schools who had not taken part in all the classes [2].

In the Flipped classroom model, preliminary work is done by the students prior to the class activities. Bloom’s taxonomy is a very good illustration of traditional and flipped classroom approaches presented in comparison (Fig. 2).

As we see from the revised Bloom’s taxonomy picture four top activities, namely, creating, evaluating, analysing and applying which were worked out outside the classroom space in traditional learning, are transferred to inside the classroom space in the flipped classroom model; the notions of understanding and remembering that are presented inside the classroom space in the traditional model are flipped

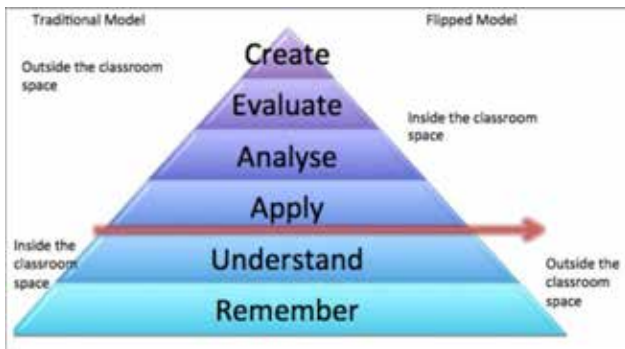


Fig. 2. Bloom's Taxonomy in the traditional classroom and the flipped classroom [14]

to the outside classroom space. As a result the main stages of the teaching and learning process such as classroom activities and homework are reversed. That is, grammatical, lexical or text material in the English class is worked out by students on their own by means of Internet devices, e.g. watching videos recorded by the teacher or downloaded from the websites while in-class work is devoted to practical tasks implementation and discussing the pivotal issues with the teacher. This approach proves to be beneficial and compliments the traditional model: it speaks the language of today's students, economizes time, enhances the motivation, increases student-teacher and student-student interaction, allows for real differentiation, changes classroom management and makes your class transparent [2].

In the context of different modern learning models such as blended learning model, hybrid learning model and flipped classroom technique the last one is often considered as a type of blended learning. In order to answer the question whether these approaches are similar or not let us consider each of them. Blended learning models use an integrated combination of face-to-face instruction in the class and online teaching. Blended learning differs from other types of online teaching techniques in that the student controls the time, place, and pace in an online entity. The online instruction in a hybrid classroom makes up quite a big part of the course and replaces some of the face-to-face teaching, without complementing it. In the flipped classroom methodology the online portion of the course is used to share new information with students before in-person class time by a way of inverting the traditional learning experience [12].

To come to the coherent conclusion about the differences and similarities of flipped and blended types of learning we compare the advantages of each approach.

#### Blended learning model:

- Appears to be much more flexible and accessible for learners
- Uses at the most modern technologies to enhance learning and engagement

- Promotes visual, audio, and interactive learning components

#### Flipped classroom model:

- Enables students more control by distributing time on their own
- Can regulate the one-on-one time between learners and teachers
- Makes the classroom or workplace a more creative and interesting learning environment [4].

So which approach is right for you? The right approach will vary depending on your specific learning needs and the requirements of your learners. Clarke Quinn, the author of the book "Revolutionize Learning & Development" presents a very positive characteristics of the flipped class learning: 'performers are good at making decisions when they are well supported. So we should match the task to the tool, and have the tools hold the rote information and support performers through the decision process' [13, p. 124]. B. Danker also provides an excellent summary of the pros and cons of blended learning and a flipped classroom. She explains, – 'Teachers looking to shift their classroom, with an overall focus on applying theory of knowledge with the full use of technology would generally benefit more from a flipped classroom. On the contrary, a teacher wanting to provide additional support and adhere to Millennials habits would benefit more from blended learning. Simply put, if you want to extend the learning that takes place in your classroom, go for blended learning, and if you want to make more time for practical learning, flip your classroom' [4, p. 178].

**Conclusion.** Concerning the issue of learning and teaching styles the fact is that methods of learning carried over from one hundred years ago no longer work. Today's world is fiercely competitive, and because of that, you need employees who can quickly yet efficiently analyze situations and take the appropriate action. For your company or institution to stay ahead, it's imperative to provide your support staff with modernized practices of learning using the innovative methodologies of learning, such as, for example, blended learning, hybrid learning or flipped learning. Regarding the 'flipped classroom' of learning foreign languages, we should say that it is a way of future achievements in mastering our life capabilities. It brings different student and teacher teams together, ultimately bridging gaps that make your community stronger. With interactions in a classroom type setting, people communicate, share ideas, form opinions, and solve problems as one cohesive group.

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