Differentiating instructions by utilizing “Flipped classroom” model in ESP teaching

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ABSTRACT

It is crucial for teachers to be aware of newly developed technologies and enhance their digital literacy to meet students' expectations and increase effectiveness of learners' outcomes both in and out of the classroom. The main features of human beings, such as, invention, creation, and implementation of the flipped classroom has become a significant expansion in recent pedagogy. Due to the new methods of the target model students can benefit in terms of flexibility as they are able to do research and obtain new knowledge whenever they want. Furthermore, after basic concepts have been practiced in a flipped class model, teachers coordinate seminars making them more interactive and focused on discussions and analyzing given topics in more details. However, some of the drawbacks also can occur in the process of implementation of the “Flipped Classroom” model. One of the most essential issue which should be considered is challenges of learning provided materials due to the inexistence of either device or net connection. The current article describes both advantages and disadvantages of the model effectiveness, and provides evidence of reliability of model implementation among the students of various majors.

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Nofilologik talabalar uchun ingliz tilini o'qitishda "Flipped classroom" modulini qo'llash orqali samaradorligini oshirish

ANNOTATSIYA

Kalit so'zlar:

"Flipped classroom" moduli,
pedagogika,
mashg'ulot,
motivatsiya,
texnologiya.

O'qituvchilar uchun talabalarning talablarini qondirish va mashg'ulotlarning samaradorligini oshirish uchun yangi texnologiyalardan xabardor bo'lish juda muhimdir. "Flipped" modulini ixtiro qilish, yaratish va amalga oshirish so'nggi pedagogik amaliyotda muhim voqea bo'ldi. Talabalar ko'proq moslashuvchanlikdan foydalanadilar, chunki ular xohlagan vaqtda izlashlari mumkin. Bundan tashqari, asosiy tushunchalar "O'girilgan" sinfda qo'llanilgandan so'ng, o'qituvchilar seminarlarni yanada jozibali qiladi va mavzularni batafsilroq muhokama qilishga e'tibor beradi. Biroq, uning kamchiliklari ham muqarrar. Internetga yoki uydagi kompyuterga kirishning yetishmasligi, taqdim etilgan o'quv materiallaridan foydalanishning yetishmasligiga olib kelishi mumkin. Ushbu tadqiqot samaradorligini ijobiy va salbiy tomonlarini ochib berdi, ba'zi talabalar akademik standartlarni oshirishda uning ahamiyatiga shubha bilan qarashdi.

Дифференциация инструкций за счет использования модели «flipped classroom» в обучении ESP

АННОТАЦИЯ

Ключевые слова:

"Перевернутый класс",
педагогика,
вовлеченность,
мотивация,
технология.

Учителям крайне важно оставаться в курсе новых технологий, чтобы соответствовать ожиданиям учащихся и повышать успеваемость в классе. Создание и внедрение изобретения «Flipped classroom» явилось значительным шагом вперед в педагогической практике последнего времени. Студенты извлекают выгоду из большей гибкости, поскольку они могут исследовать, когда захотят. Кроме того, после отработки основных понятий в «Перевернутом» классе, учителя сделают семинары более увлекательными и сосредоточатся на более подробном обсуждении тем. Однако неизбежны и его недостатки. Отсутствие доступа к Интернету или домашнему компьютеру может привести к отсутствию доступа к представленным учебным материалам. Это исследование выявило как положительные, так и отрицательные аспекты его эффективности, при этом некоторые студенты сомневаются в его ценности для повышения академических стандартов.

INTRODUCTION

Increasing students' desire to learn a foreign language, using authentic specialized texts, enhancing all forms of students' communicative practices, and implementing individual approach to teaching are among the most important problems that the English for specific purposes (ESP) instructor solves. On the other hand, students tend to expect

to improve their practical language skills in order to be more successful in their future profession. The implementation of a Flipped classroom model can bridge the gap between students' and teachers' expectations of learning and its outcomes. This model leads to differentiate the style of teaching by requiring active involvement of students in information collection and application of newly acquired knowledge. This paper presents the effectiveness of the flipped classroom in a Higher Education (HE) context using Tashkent State of Economics as a case study. The aim of this article is to examine the strengths and shortcomings of perhaps one of the most fascinating developments in recent pedagogical practice. This paper falls into four sections. First, it provides relevant literature review, following this, it describes teaching and learning context. Next, it devotes to data analysis. Final section focuses on the overall process.

LITERATURE REVIEW

The flipped classroom has a variety of meanings, but most agree that it gives students more flexibility in their learning by allowing them to complete their studies on their own time and in their chosen locations.

According to Hamdan et al. (2013, p.4) defined 'in the Flipped Learning model, teachers transfer direct learning out of the broad community learning space and into the individual learning space, using one of many technologies'. Moreover, Herreid (2013) supported this idea 'The flipped classroom inverts conventional teaching approaches, providing instruction digitally outside of class and moving 'homework' into the classroom,' Stumpenhorst (2012), on the other hand, claims that the flipped classroom has no general meaning because educators choose to use their own special technics when engaging students. Flipped learning, according to Mangan (2013) stated, permits students to study at home on a tablet, laptop, or desktop computer, with videos being the most common and successful method of maintaining focus. Another scholar Dyck (2013) mentioned the flipped classroom let students revisit a subject on their own time by rewinding a video or reviewing slides. The flipped classroom, as explained by Acedo (2013), allows students to learn on their own time through activity-based learning strategies. Any flipped project's progress reflects on the use of technology, which has a significant impact on how lessons are delivered. In addition, Crouch (2014) stated student performance is improved better via flipped classroom as compared to the outcomes from conventional face-to-face instruction. The flipped classroom has also altered the allocation of teaching time, allowing teachers to devote more time to engaging activities that promote deeper learning in the classroom.

BENEFITS AND DRAWBACKS OF FLIPPED CLASSROOM

When using the flipped classroom, both students and teachers benefit from a variety of benefits. These benefits include increased student participation and learning flexibility. Hamdan et al. (2013) stated students have improved their critical thinking skills and engagement in classes. According to Talley and Scherer (2013) and Wallace (2014) also argue that it has revolutionized lesson quality due to increase student's capacity of focus. To be more specific, this provides teachers the opportunity to interact one-on-one with students who are struggling. The application of a flipped model aids students to concentrate on the higher, more complex stages of Bloom's taxonomy (Marshall and DeCapua 2013). See Figure 1

Figure 1: Bloom's taxonomy

It is obvious that flipped model appears more effective than traditional lessons where students only focus on retention and comprehension skills, while flipped model allows them to improve their evaluation as well as creative skills.

Furthermore, its drawbacks are unavoidable. Student inspiration to participate, technical challenges, time to develop content, and lack of teacher interaction are just a few of them. Johnson (2013) stated the effectiveness of the flipped classroom is entirely dependent on students' willingness to complete assignments on their own time. However, students would be unable to investigate the topic in greater detail in the following seminar if they do not watch videos or complete quizzes as directed. Furthermore, the success of the flipped classroom is entirely reliant on electronic devices like laptop, tablet or computer if a student does not possess or work properly, they will not be able to learn. According to Burton (2013), the time required to produce the material (such as PowerPoint slides and videos) is often labor intensive and onerous for many teachers, especially if they are not comfortable with the use of educational technology.

METHODS

The study is carried out at Tashkent State University of Economics as part of my PHD (Postgraduate in Higher Education) research. The research was done with undergraduate students as they were viewed to be more applicable than postgraduates were. Twenty students who study BA in Corporate Governance Faculty and Global Economy were selected to obtain relevant data. 16 of these students are Uzbek, 2 are Russian, 2 are Karakalpak students coming from different parts of Uzbekistan. Students were provided with self-study resources such as a portion of the textbook, a list of active vocabulary, an authentic scientific article related to their field, and test questions on reading

comprehension of the article in electronic form via website or online teaching platform prior to classes. The discussion regarding the article was applied in order to activate new vocabulary, identify challenging topics, and correct any misconceptions in class. The majority of the lesson was dedicated to practical student work in pairs on writing article annotations, peer review and discussion. Furthermore, videos, quizzes and games were included to keep the students involved in this flipped classroom. The rationale behind this project was to increase student's active participation, attendance as well as their engagement.

RESULTS AND DISCUSSION

A focus group approach was used to gather relevant data directly from the students who participated in the flipped experiment. 15 out of 20 students in the target group stated the flipped classroom was more convenient and enjoyed flexibility at the same time could study at their own pace.

One student, for example, stated, "I dislike morning class and favour the flipped classroom because I can study more when I am not tired". Another student made a similar point, stating that he liked being able to revisit content several times, which is not possible in a typical lecture. Several respondents also valued the interactive nature of the flipped classroom.

While there were some negative responses, where a few students who did not find the flipped classroom beneficial. Furthermore, four participants reported that they were not motivated to research alone at home because they were easily distracted by the Internet.

CONCLUSION

It is true that most foreign language instructors (EFL) are always seeking innovative methods to improve the way of teaching. In most EFL classrooms in Uzbekistan, students lack the ability of taking the responsibility for their own learning they only rely on in-classroom activities. However, this flipped model provides a great an opportunity to enhance student's participation as well as self-study. Moreover, this approach can increase student's autonomous learning without depending on teachers. Since this model differs from traditional methods in terms of classroom activities. In terms of benefits, the flipped classroom provides teachers with more versatility in how they teach their lessons, allowing seminars to become more engaging and aimed at solving particular student weaknesses. One of the most significant advantages is the opportunity for increased interaction. Students, by far, stand to gain the most from the flipped classroom. This is because they can now study at their own pace, and review material, as needed – something that is not possible in a traditional classroom setting. Student success rates and attendance levels may also be affected.

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