FLIPPED CLASSROOM IN ENGLISH LANGUAGE TEACHING.

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ABSTRACT

The flipped classroom model is an innovative approach in education that reverses traditional teaching by delivering instructional content outside of class and dedicating in-class time to interactive, student-centered activities. In English Language Teaching (ELT), the flipped classroom presents significant advantages by fostering active learning, increasing student engagement, and providing more opportunities for practical language use. This article explores the theoretical foundations of the flipped classroom, including constructivism, active learning, and Bloom's taxonomy, and how these theories align with the goals of ELT.

In recent years, educational paradigms have shifted toward more student-centered learning approaches, aiming to foster engagement, autonomy, and deep understanding of content. One of the most innovative models within this framework is the flipped classroom, a pedagogical strategy that inverts traditional teaching methods by delivering instructional content outside the classroom, often through videos or readings, and dedicating in-class time to interactive, student-driven learning activities. This approach represents a significant departure from the conventional lecture model, where teachers deliver information in class and students practice at home. In a flipped classroom, students engage with learning materials prior to class, allowing for more meaningful application of knowledge during face-to-face instruction [4, 185-196].

At the heart of the flipped classroom model lies constructivist theory, which posits that learners actively construct knowledge based on their experiences and interactions with the world. This approach contrasts with traditional models of education, where students passively receive information. According to constructivism, learning is most effective when students are engaged in hands-on, interactive activities that promote critical thinking and problem-solving.

In the context of English language teaching, the flipped classroom aligns with constructivist principles by emphasizing active learning during in-class time. Instead of passively absorbing information from the teacher, students in a flipped classroom engage in collaborative language tasks such as discussions, debates, and peer-to-peer interactions, which encourage them to construct their understanding of the language in real-world scenarios. This facilitates

the development of communicative competence, as students are required to apply linguistic concepts in context, rather than simply memorize rules or vocabulary [1, 211-217].

Active learning theory underpins the core structure of the flipped classroom, where students take a proactive role in their learning process. Traditional classroom models often focus on the teacher as the sole provider of knowledge, with students acting as passive recipients. In contrast, the flipped classroom promotes student autonomy by having learners engage with instructional content (e.g., videos, readings) outside of the classroom. In-class time is then dedicated to interactive, hands-on activities that require students to actively apply their knowledge.

In ELT, active learning is essential because language acquisition is an inherently interactive process. Speaking, listening, reading, and writing are skills that improve with practice and active participation. The flipped classroom facilitates this by creating a more student-centered environment, where learners can take part in activities like role-playing, group discussions, and peer feedback, all of which help them to actively engage with the language and improve their fluency.

Bloom's taxonomy, a framework for categorizing educational goals, plays a crucial role in structuring learning in a flipped classroom. The taxonomy is divided into lower-order and higher-order cognitive skills, ranging from basic knowledge recall to more complex activities such as analysis, synthesis, and evaluation.

In a traditional classroom, much of the class time is spent on lower-order tasks, such as listening to lectures and recalling information, with little time left for higher-order cognitive activities. The flipped classroom model addresses this imbalance by shifting the lower-order tasks—like understanding grammar rules or vocabulary—outside the classroom. This leaves more time in class for higher-order tasks such as critical analysis, problem-solving, and collaborative projects. In English language teaching, this could translate into more time for activities like analyzing texts, debating complex issues in English, or engaging in creative writing, all of which deepen students' understanding and use of the language.

The flipped classroom model offers several benefits specifically for English language learners, aligning with the goals of communicative language teaching (CLT):

- Student Autonomy: Learners are given the opportunity to engage with material at their own pace outside of class. This is especially helpful for language learners, as they can revisit videos or readings to reinforce their understanding of difficult concepts.

- More Interactive Classroom Time: With the instructional content delivered outside of class, teachers can dedicate more in-class time to activities that develop communication skills. Students have more opportunities to practice speaking, listening, and interacting in English, which is essential for language acquisition.

- Personalized Learning: Flipped classrooms allow for more individualized attention from the teacher during class. Teachers can focus on students who need additional help or provide more challenging tasks for advanced learners, making the learning experience more tailored to individual needs.

While the flipped classroom model holds significant promise, there are several challenges to its successful implementation in English language teaching:

- Technological Access: Not all students may have access to the necessary technology, such as computers or the internet, to engage with pre-class materials. This can create disparities in learning outcomes.

- Student Motivation: The success of a flipped classroom relies heavily on students' motivation to complete pre-class work. If students do not engage with the content beforehand, they may struggle to participate in in-class activities [5, 590-606].

- Teacher Preparation: Flipping a classroom requires considerable time and effort on the part of the teacher to create or curate high-quality instructional materials. Teachers also need to be adept at facilitating interactive, student-centered activities during class time.

The theoretical foundations of the flipped classroom model are strongly aligned with the goals of English language teaching, particularly when it comes to fostering communicative competence and active learning. By shifting the focus from passive reception to active participation, the flipped classroom model provides English learners with more opportunities to engage deeply with the language in meaningful, real-world contexts.

Conclusion. Implementing the flipped classroom model in English Language Teaching offers numerous advantages, particularly by shifting the focus from passive learning to active, student-centered engagement. Pre-class activities provide students with the foundational knowledge needed to participate in interactive, communicative tasks during class. The use of technology facilitates this process, allowing students to access a range of learning materials and collaborate outside the classroom. Teachers play a crucial role in guiding and supporting students through these activities, ensuring that they make meaningful progress in their language learning journey.

Despite its benefits, the flipped classroom requires careful planning and consideration of potential challenges, such as access to technology and student motivation. With thoughtful implementation, however, the flipped classroom can significantly enhance the effectiveness of English language teaching, promoting greater autonomy, engagement, and language proficiency among students.

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