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FLIPPED LEARNING IN TEACHING STUDENTS THE ENGLISH LANGUAGE

Flipped learning is a methodology that helps teachers to prioritize active learning during class time by assigning students lecture materials and presentations to be viewed at home or outside of class. [1].

According to the Flipped Learning Network, these terms are not interchangeable. Flipping a class can, but does not necessarily, lead to flipped learning. Many teachers may have already flipped their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in flipped learning, teachers must incorporate the four pillars of flipped learning into their practice [2, p. 1].

Learning English as a foreign language requires the use of new innovations in teaching and learning, since acquiring a language is almost a social act which involves students' activeness and participation. In the Saudi context, students are not often exposed to language, so this may result in severe consequences that lead eventually to weakness and poor achievement of English language. The flipped classroom enables students to be familiar with the English language outside the classroom by watching educational videos, PowerPoint presentations chosen and prepared by teachers, listening to audios, and/or reviewing papers related to the course being taught. Inside the classroom, teachers take advantage of class time to discuss the ideas appeared, to enhance thinking, collaborative learning and to provide different student-centered activities [3].

Successful flipped learning environments consist of a number of components. The first component is collaboration because it is difficult to incorporate flipped learning alone. Although the flipped classroom may appear disorganized, loud, or even messy, but the collaboration taking place in the flipped classroom helps in student learning. The second is student-centered learning since the flipped classroom learning

embraces a shift from teacher-dominant practices, such as presentations and lecturing to student-centered learning in which a teacher is a facilitator of learning. The third component is the optimized learning spaces so in flipped classrooms, teachers should not be the focus.

Traditional methodologies of English grammar teaching is presented by a new model based on the Flipped Classroom methodology, benefiting teachers and students by facilitating the teaching of the use of technological resources to develop grammatical competence with the guide of differentiated instructions and materials.

Students can study grammatical content as often as they wish and at their own pace. The student acquires responsibility, which can be achieved through the repetition and observation of the videos or the presentations that the teacher previously put on the platform. Therefore, educators argue if it would be possible for the Flipped classroom methodology to improve the learning of English grammar.

The flipped classroom provides a new methodology for students' foreign language learning and developing their critical thinking skills, engagement and educational satisfaction. Students are also satisfied with the idea of changing the traditional practices in learning to a more autonomous learning that fulfills their needs and incorporates new technology in classroom.

Literature

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