Flipped Classroom Model in Learning Four Skills of a Foreign Language

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Recently terms 'Blended Learning', 'Flipped Classroom', online teaching are becoming more and more common and widespread due to their convenience and appropriateness for Pandemic period.

Although the terms 'Blended Learning' and 'Flipped Classroom' bear different concepts, they really have a lot in common. Blended Learning, as the term itself refers to, is an educational approach which involves traditional classroom and online activities and is realized in the flipped classroom. As for flipped classroom, it was developed by American Educators Jonathan Bergman and Aaron Sams in 2000 (Bergman and Sams,2012). Flipped class is learner-centered and teaching process is flipped in the way that learners have direct access to that content of the lesson before going to school/university. Consequently, the teacher/lecturer becomes a facilitator, a supporter rather than an instructor, who helps students in the transition process from knowledge acquisition of skills and competences. More precisely, in a conventional classroom situation, instruction is given to students to complete a task. On the other hand, in a flipped classroom teaching setting, the teaching content, as well as activities are provided online to students in advance so that they get access and read through the materials before attending a classroom or an online lesson. Therefore, when they attend the actual classroom or an online lecture, they are entirely familiar with the content of the lesson and activities (Iyer, 2019:2).

Bloom's taxonomy framework adapted by (Lopes, 2018) shows the difference between traditional and flipped classroom. The flipped classroom model plays a significant role in teaching and learning for skills of a language. On the view of Sadiku (2015:29) any language can be easy or difficult. Successful teaching involves the integration of four skills: reading, writing, listening and speaking. 'Four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information evidence of their ability and most important, confidence (ibid:30). Flipped classroom helped teachers to meet the above mentioned requirements and reach their goal.

None the less important is grammar. Grammar is the skeleton of language so without it language can't be considered to be acquired or learnt or picked up. It plays an essential role in the receptive (reading and listening) and productive (speaking and writing) skills. Students equipped with well-grounded grammar knowledge understand reading texts and write correctly as well as communicate and share their ideas with interlocutors more effectively. Blended learning has positive effects on students learning. I myself have been using this method very successfully with the help of course book 'Speak out'. There are many similar course books which have plenty of online assignments. Pre-tests, unit-tests, midterm exams and final exams, online extra materials, BBC, DVD videos and BBC authentic interviews with tasks of complete coverage of the   material displayed by above mentioned resources. Besides this valuable exercises that are very comfortable and convenient, they are also great fun for learners as they can do their homework anywhere and anytime they want before the deadline. This platform 'myenglishlab' gives students and teachers automatic assessment in percentage. So this platform and blended learning saves a lot of time for students and learners and gives them excellent opportunity for class or online lessons to be more interactive and full of different activities like pair work, role plays, group work, discussion, debates. All these activities are available not only in class, but also on online lectures via zoom, Microsoft teams, google meet as these platforms give their users an excellent opportunities to share the screen, whiteboard, any internet materials, even working in pairs and groups via breakout rooms. However, there is limited research on flipped classroom to indicate how effective it can be in teaching and learning of all skills of a language and components.

Nowadays, the conventional classroom teaching approaches seem to be ineffective. Also, due to the usage of technology in the classroom, students' expectations and needs have altered. Currently, it appears that there is a few research studies published to indicate the effectiveness of the Flipped Classroom in teaching. However, there is still little holistic information on the matter in order to justify its practice in educational setting.

Flipped classroom in teaching Reading Skill

 Reading is a basic life skill and a cornerstone for one's success not only in school and higher educational institutions, but also throughout life. Reading consists of two parts: understanding factual and conceptual information- author's message. Teachers can help improve student comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005). Karimi and Hamzavi examined the impact of flipped classroom model on reading comprehension ability of EFL students and their attitudes towards the method in a private language institution in Isfahan, Iran. The researcher collected the data through pre and post tests and a questionnaire on the model

The result of the study showed that the model had a positive impact on learner's reading comprehension ability and their attitudes towards it. Studies indicated that only reading strategies (scanning, skimming, reading for gist, reverse reading, intensive,extensive, close reading) aren't enough to help students improve their reading skills. A suitable learning environment and

practicing are also required to motivate and aid students to improve their proficiency level in the process of learning language (Karimi and Hamzavi, 2017). On the base of my personal observation students tackle with difficult texts while reading in class individually or in pairs. With the help of mobile phones, online dictionaries they are more focused and confident since in case of necessity they know that I ,a moderator rather than a teacher am nearby to unfold any obscure issue for them. They are also free to ask their peers to help them. Via online dictionaries they can look up new words and phrases. In case of unknown difficult grammar and sentence structures they get quick explanation from a teacher. Consequently, the result is faster and more efficient.

Flipped classroom in Teaching Writing Skills

In comparison with reading, listening, speaking skill, writing skill is the most difficult as it requires grounded knowledge of lexis and syntax of the language as well as principles of organization. Among different writing approaches there are some common ones. One of them is product-based approach (Raimes, 1983; Silva, 1990) that serves to reinforce L2 writing in terms of grammatical and syntactical forms. Another widespread approach is processed-based. O'Brien defines the processed-based approach as an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas (O'Brien, 2004) During the writing process, teachers can enable learners to explore their thoughts and develop their own writing by using the five-step writing process model of Herwins. (Prewriting, first draft composing, feedback, second draft writing, proofreading). The third – genre-based approach is defined by Hammond and Derewianka as the way to language and literacy education that combines an understanding of genre and genre teaching together in the writing class (Hammond and Derewianka 2001). A lot of studies show that students develop their writing skills more productively in the flipped classroom. It's vivid that all above mentioned approaches require teacher-facilitator's scaffolding and help in class and on the online lecture, as for strategies, they can be explained, recorded and uploaded by a teacher. So flipped classroom model is very appropriate for developing these writing skills. One example is an exploratory research carried out by Abdelrahman, Alias and Rahman. In this particular study a flipped learning approach was employed to teach learners English paragraph writing (process-based approach). The group under treatment watched video lectures recorded and uploaded by a teacher before an attending the class, followed by classroom activities to address their writing concerns to do online e assignments later on. The result showed that participants' writing proficiency developed and they were delighted with the use of the method proven by their interactions and engagements with the writing module (Abdelrahman et al 2017). The findings can contribute to collaborative writing activities, flexible opportunities for learning, and social interaction circumstances proved by the approach.

Classroom is beneficial enough to improve students' working skills and their beliefs towards the use of flipping. English language learners know that mastering EFL writing skills isn't easy and students have to go through some writing process and carry out lots of different

practices such as pair work, group work and independent learning. Hence a flipped classroom would be an effective method to overcome the barriers.

Flipped classroom in teaching Listening Skills

Listening is one of the most challenging and difficult skills to acquire. It is the ability to receive, focus, decipher, accept and store a piece of information correctly in conversation. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding. Generally listening problems are caused by external distractions, self-centeredness, monotone, thinking speed, semantic barrier. That's why flipped classroom model give them much better opportunities to practice a lot by watching and listening to videos recorded by their lecturer in which he/she explains and points out contractions, intonation, omitted sounds and words, stress and so on. Students do listening assignments based on the recorded material in the class or on the online lecture.

El Sakka explored the impact of the flipped classroom instruction on the listening comprehension of EFL freshmen university students at the faculty of education at Sussex University. A pre-post quasi-experimental research design was employed and 25 English majored students participated in this particular study for 3 months. The result showed that students' listening comprehension improved a great deal as the result of the using the flipped model of instruction (El Sakka, 2016)

Flipped classroom in Teaching speaking Skill

American writer Dale Carnegie famously said, 'There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave.'

His words are a testament to the importance of speaking skills when it comes to communication. Speaking skill is often considered to be the most important skill in language learning process. One may disagree with this opinion but it's beyond doubt that learning a language is incomplete without achieving competence in speaking. Speaking can be realized as the most common way to convey the message to others and the ability to communicate effectively is a basic requirement which needs to be taken seriously in English education (Azadi et.al 2015). Speaking is often thought of as a 'popular' form of an expression which uses the unprestigious 'colloquial' register: literacy skills are on the whole more prized. This relative neglect many perhaps also be due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib.

The result of research by Tazijan on analyzing the impact of flipped classroom approach in improving learners speaking skills reported that there is a positive collaboration between flipped teaching and active learning. The use of flipped learning enhanced ESL participants' oral communication skills in particular ways. This study shows flipped learning facilitates verbal communication abilities improvement if a vigilant lesson plan is adapted (Tazijan et al, 2016). Generally speaking assignments is less likely to be done at home alone. Learners can study useful phrases for specific topic and use them in the class during role plays, case studies, pair and group works with the supervision of a facilitator.

Flipped Classroom in Teaching Grammar

Grammar is the skeleton of any language, and vocabulary is flesh. As you see it's unlikely to be considered as a language competent without well-grounded knowledge of grammar. Although for most learners grammar seems to be an insuperable obstacle with plenty of theoretical information, rules and exceptions and forms to be studied by heart, correct method(deductive or inductive) for right target learners always makes it easy and comfortable to understand and study.

To my mind flipped classroom is fascinating to teach and learn grammar. Recorded grammar materials let students understand and realize it deeply via pausing and rewinding it as many times as they need. During online studies I upload recorded grammar material alongside appropriate ppt and other extra material on Moodle platform. Students who skip lectures due to different reasons (job, illness) watch them when they are able to do it and do grammar assignments on the online lesson individually, in pairs, in groups via breakout rooms, screen sharing, whiteboard.

Practical implication

Each letter in the flipped model stands for different subscales. That being the case, any subject area can be taught considering these subscales.

F- Flexible Environments

L- Learner-Centered Approach

I- Intentional Content

P- Professional Educators

P- Progressive Networking Learning Activities

E- Engaging and Effective Learning Experiences

D- Diversified and Seamless Learning Platforms (Chen et al, 2014).

The notion of flipping a classroom has become very popular throughout different education levels and content areas worldwide. However, teachers who are inclined to flip their classrooms need to be very cautious with their pedagogy and technology being used because the flipped classroom requires the same intention as the traditional classroom. Also it's not appropriate to flip all kind of materials in all kinds of skills. Teacher/facilitator should remember that flipping the classroom might not be good idea for every individual student and subject material. Therefore, teachers should be careful to decide how and when to apply flipped classrooms to assist learning.

In conclusion, the review of the literature in this paper clearly shows the effectiveness of employing flipped teaching in the learning process and can be a great guide to the teachers. This form of collaborative teaching and learning is expected to function as an efficient scaffolding technique in the process of learning, increase students' participation in the actual classrooms, bring a new trend in educational practice, and contribute to the development of language skills and components and content-learning among learners.

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ეკატერინე ვაწაძე
ქუთაისის უნივერსიტეტი

შებრუნებული საკლასო ოთახის მოდელი ენის ოთხივე კომპეტენციის სწავლების პროცესში

რეზიუმე

ბოლო დროს ტერმინები შერეული სწავლება და შებრუნებული საკლასო ოთხი უფრო და უფრო მასშტაბური და გამოყენებადი ხდება, განსაკუთრებით პანდემიის პირობებში, ვინაიდან მსოფლიოს უმეტესი ნაწილი ონლაინ ან ჰიბრიდულ სწვლებაზე გადავიდა. ნაშრომი ეხება შებრუნებული საკლასო ოთახის გამოყენების ეფექტურობას უცხო ენის ოთხივე უნარის (კითხვა, წერა, მოსმენა, საუბარი) სწავლების პროცესში. საკუთარ

გაოცდილებასა და საკითხის შემსწავლელი მკვლევარების ნაშრომებზე დაყრდნობით შესაძლებელია ვიუქვათ, რომ შებრუნებული საკლასო ოთახის მეთოდი არა მარტო გარდაუვალი, არამედ ძალზე ეფექტურია ენის ოთხივე კომპეტენციის შესწავლის პროცესში როგორც აუდიტორიულ ასევე ონლაინ სივრცეში. ამას განაპირობებს შემდეგი ფაქტორები: 1) შებრუნებული სწავლების მეთოდის გამოყენების დროს მასწავლებელი- მედიატორი წერს ვიდეო ლექციას თანაბრად წარმატებულად კითხვის, წერის, საუბრის, მოსმენის და გრამატიკის საკითხებზე და სტუდენტები მათ ნახულობენ და იაზრებენ მათი დროის, შესაძლებლობების მიხედვით, რაც შეეხება საშინაო დავალებას, ისინი მათ აუდიტორიაში ან ონლაინ ლექციაზე ასრულებენ სხვადასხვა პლატფორმის(ზუმი, თიმსი, მითი) საშუალებით, რომელთაც აქვთ დაფის, ეკრანის გაზიარების საშუალება, ასევე საკლასო ოთხები მოსწავლეთა წყვილური ან გუნდური მუშაობებისთვის. 2)მოსწავლეები მასალის უფრო ღრმა ცოდნით აღჭურვილები და თავდაჯერებულები არიან ლექციებზე, შესაბამისად ავთენტურ გარემოშიც.