STRATEGIES FOR ENHANCING STUDENTS' PARTICIPATION IN EMI CLASSES USING FLIPPED CLASSROOM MODEL

Gulbakhor Husanboevna Eshchanova
PhD student, EFL teacher, Department of English Language and Literature, Urgench State University, Uzbekistan
gulbahoreshchanova@gmail.com

ABSTRACT

The swift advancements in information and communication technology have raised learners' expectations, prompting researchers to look for fresh approaches to education. The flipped classroom is one of the numerous technology-enhanced teaching styles that has become more and more popular in recent years. This method helps create a communicative and more student-centered learning atmosphere in EMI (English as a medium of instruction) classes. While this method is becoming more and more used in the field. There hasn't been much study done on using the flipped classroom method in EMI classes. In order to close this gap, the research offered various resources that can help teachers implement classroom flipping strategies and enhance student engagement and communication. The flipped classroom was also investigated from the perspective of EMI students. A learning experience questionnaire, focus group interviews, and teacher observations were used to gather the data.

Keywords: Flipped classroom, EMI, tool, online, methods, context.

EMI DARSLARIDA "FLIPPED CLASSROOM" MODELINI FOYDALANISHDA OʻQUVCHILARNING ISHTIROKINI TAKOMILLASHTIRISH STRATEGIYALARI

ANNOTATSIYA

Axborot-kommunikatsiya sohasidagi jadal o'zgarishlar o'quvchilarning texnologiyaga bo'lgan talabini oshirib, tadqiqotchilarni ta'limga yangicha yondashuvlarni izlashga undaydi.. Flipped classroom (Teskari sinf) modeli so'nggi yillarda tobora ommalashib borayotgan ko'plab texnologiya takomillashtirilgan o'qitish uslublaridan biri hisoblanadi. Bu usul EMI (mutaxassislik fanlarini ingliz tilida o'qitish) darslarida kommunikativ va ko'proq o'quvchilarga yo'naltirilgan o'quv muhitini yaratishga yordam

beradi va shuningdek, bu usul sohada tobora ko'proq qo'llanilayapti. EMI darslarida teskari sinf usulidan foydalanish bo'yicha ko'p tadqiqotlar o'tkazilmagan. Ushbu bo'shliqni bartaraf etish maqsadida ushbu maqola o'qituvchilarga sinfni o'zgartirish strategiyalarini amalga oshirish va talabalarning faolligi va muloqotini yaxshilashga yordam beradigan turli xil resurslar keltirib o'tilgan. Ta'lim jarayonida Teskari sinf modelini qo'llash haqidagi talabalarning fikr mulohazalari ham inobatga olindi. Ma'lumotlarni to'plash uchun o'quv tajribasi so'rovi, fokus-guruh suhbatlari va o'qituvchilarning kuzatishlaridan foydalanildi.

Kalit so'zlar: Flipped classroom, EMI, vosita, online, metodlar, kontekst.

СТРАТЕГИИ ПОВЫШЕНИЯ УЧАСТИЯ СТУДЕНТОВ В КЛАССАХ EMI С ИСПОЛЬЗОВАНИЕМ МОДЕЛИ ПЕРЕВЕРНУТОГО КЛАССА

АННОТАЦИЯ

Быстрые изменения в сфере информации и коммуникации увеличили спрос студентов на технологии, что побудило исследователей искать новые подходы к образованию. В последние годы модель перевернутого класса становится все более популярной. Этот метод помогает создать более коммуникативную и ориентированную на учащихся среду обучения в классах EMI (специализированные предметы на английском языке), а также все чаще используется на местах. Не так много исследований было проведено по использованию метода перевернутого класса в классах EMI. Чтобы устранить этот пробел, в этой статье представлены различные ресурсы, которые помогут учителям реализовать стратегии улучшения качества занятий в классе и повысить вовлеченность и вовлеченность учащихся. Также были учтены мнения студентов об использовании модели «Перевернутый класс» в образовательном процессе. Для сбора данных использовались опрос об опыте обучения, интервью в фокус-группах и наблюдения учителей.

Ключевые слова: Flipped Classroom, EMI, инструмент, онлайн, методы, контекст.

Introduction

The majority of the students of today are referred to as digital natives and considered to be a part of the Millennium Generation. They would rather study in a setting where technological advancements are always occurring (Prensky, 2001). Considering the demands placed on learners today are distinct, and they also have different learning styles than their forebears. Using MOOCs (Massive Open Online Courses) in place of

encyclopedias to search and locate information is one way that Savion (2016) illustrates this process. As a result, new developments in technology and shifts in the value of education have altered the methods used in instruction. Furthermore, an evolution in teaching approaches was brought about by the abrupt shift to online schooling during the COVID-19 epidemic. This unforeseen change brought up a number of issues with evaluation, time management, material accessibility, and teacher-student interaction.

The teacher-centered method to teaching in EMI (English as a medium of instruction) has been replaced by a more student-centered, interactive, and communicative approach thanks to the use of technology in the classroom. Many technology-enhanced teaching techniques have been created to improve student participation and engagement. "School work at home and home work at school" is a simple definition of the flipped classroom model, one of the most popular approaches that changed student-centered learning. The current study adopted a general definition of "flipped learning" as "a flipped intervention involves first presenting new content to learners to be independently studied before class, and then class time is devoted to reinforcing and engaging with the 'flipped' content." This definition was based on recent meta-analyses on the topic of flipped learning, such as Lag & Saele, 2019; Vitta & Al-Hoorie, 2020). Therefore, further study on flipped learning interference is required to fully understand how beneficial and Flipped classrooms that work well are situated in multifaceted in classes. The current investigation demonstrates an consider implementing a range of tools in an EMI class in an effort to assist content teachers in creating their own flipped classrooms.

Materials and Methods

Although the flipped classroom technique has gained popularity in a variety of STEM-related professions over the past ten years, language instructors have also taken notice of it (Brinks Lockwood, 2014; Kostka & Marshall, 2017). Prior research has shown that the flipped classroom method enhances the language use in EMI students combining grammar, speaking, writing, reading, and listening (Ahmad, 2016; Song, 2015). Information and communication technology (ICT) used by experimental groups is positively, significantly, and quickly impacted by flipped classrooms, according to Huang and Hong (2015). It has been discovered that flipped classrooms increase students' enthusiasm to study and foster their participation. Furthermore, the outcomes showed that pupils swiftly and successfully improve their English reading comprehension skills. Flipped instruction, according to recent studies, it increased pupils' awareness of content knowledge. The advent of the Flipped Classroom methodology is usually attributed to 2007, when American chemistry teachers Jonathan

Bergman and Aaron Sams began recording live lessons and broadcasting them online for students who had missed classes for various reasons. The essence of the flipped classroom is that the student must be ready for a new topic before the lesson begins. During the lessons, the student consolidates the knowledge already acquired independently. After switching to the "flipped" teaching system, it became easier for D. Bergmann to conduct individual surveys of students to test knowledge. And this approach made it possible to implement an individual approach to each student. In their book Flip Your Classroom: Reach Every Student in Every Class, Every Day, Jonathan Bergman and Aaron Sams compare time spent on learning activities in traditional and flipped classrooms. The comparison showed that this technology allows you to spend more time on practical activities than on studying theoretical material in a flipped classroom (75 minutes versus 35 minutes).

In the current study, a mixed-methods methodology that allowed for the gathering and analysis of both quantitative and qualitative data was used. This approach makes it possible to see the actuality of the real-life situation under study in tremendous detail.

The present study was conducted at Urgench state university in the department of Food Science and technology. The research was implemented as an experiemental in the 2nd II course students. The instructor give the lesson materials to the students before the lesson by using online tools and and students also reflected that reading the materials before the class hour helps more to apprehend the content and participate in in-class activities. Therefore, the researcher decided to flip the class by required reading texts and pre-class quizzes. More detail how the researcher flipped the classroom is given below in treatment and procedures section.

According to Dilorom Ashurova opinion, she suggested several advantage sides of using Flipped classroom model in boosting students self-study skill.

The topic before class through online content of students independent mastery, to explain this topic anew in the lesson saves time. The time saved is relevant to the topic to solve problems, apply knowledge and skills in practice and to create new educational products with learners will be directed. In this model, students have a computer at home and must master the given task using the Internet.

Advantages of the flipped classroom model:

1) ease of working with a group;

2) there is no need to change the established lesson schedules;

3) no major changes are required in the rooms;

4) individual, independent teaching is effective.

In order to willingly take part in the focus group interview, the participants signed an informed permission form. Inquiries during the interview included the following:

1. How does the flipped classroom compare to your traditional classrooms in terms of time and effort invested, efficiency, and reading proficiency?

2. Did you encounter any issues with the resources, article content, Q&A activities, or communication tool (like Edmodo) throughout this experience?

3. What changes do you believe the flipped classroom you were in should make?

4. Which aspect of the flipped classroom did you like best?

A new teaching model, the Flipped Classroom, is becoming popular among educators who are trying to change the traditional approach to teaching. The flipped classroom model is very different from the traditional education system. The focus is on encouraging students to learn independently, shifting the role of teachers from active to passive, and shifting the emphasis to individualized learning. In such conditions, the teacher can pay attention to each student. However, the introduction of the flipped classroom model does not reduce, but increases the workload on teachers. The changes in the new teaching model are complex and require more attention, time and effort from the teacher, such as preparing materials for each lesson and determining the optimal content for the purposes of each lesson. Working with new systems will become a habit over time and may seem easier if the teacher develops his own educational algorithms and many free techniques.

Results

All of the participants believed that Flipped classroom could be useful by adding online quiz related to the class and preferred them to use Flipped classroom model as it helps to improve their self-study skill. Furthermore every participant mentioned how helpful they thought the flipped classroom model was for EMI classes. They were all aware that the substance of the course might affect how effective flipped classrooms are in their learning process. Since this is one of the most difficult activities to facilitate outside of the classroom, "communicative pairwork and groupwork, i.e. activities that encourage students to practise using the language" (Hockly, 2017: 144) is probably the best use of class time in many English language teaching contexts. Simultaneously, a variety of tasks, such as comprehensive reading, writing, listening, and grammar exercises (Hockly & Dudeney, 2017: 241), may be easily transferred outside of the classroom. The exact portions of a language learning program that should be flipped, however, will depend on the primary learning objectives and any potential

benefits in each particular situation. The following is a summary of these possible benefits.

In my point of view Flipped classroom technology also impacts the role of teachers. The teacher's role is changing from providing ready-made knowledge to students to facilitating learning. Flipped classrooms rely heavily on student self-learning, so teachers must help students take more responsibility for their own learning. Teachers should also help students with no offline experience learn time management skills to make learning more effective.

As with any innovative concept, there are some challenges that must be overcome to successfully integrate flipped classroom technology into the educational process. One challenge relates to the additional burden on teachers when developing e-course content. Recording lectures, creating teaching materials, and finding additional resources require a lot of time, skill, and effort on the part of teachers.

Moreover, Flipped classrooms improve learning in EMI courses by fostering peer interaction while overcoming language and other barriers. In academic and professional courses, they provide EFL students invaluable assistance. For example, according to Chou, pupils thought that the flipped classroom positively in EMI classes, improving their understanding of English. The paradigm aligns with task-based, communicative-oriented approaches by encouraging interactive and collaborative work.

THE POTENTIAL ADVANTAGES OF FLIPPED LEARNING	
PERSONALISATION	• Helping with specific learning difficulties • Self-pacing • Offering a personal choice of study material • Providing individual support
ACTIVE LEARNING	• Focussing on 'higher order skills' • Facilitating increased interaction between students • Creating more opportunities for useful feedback
ENGAGEMENT AND ATTITUDES	• Addressing classroom management issues • Encouraging learner 'ownership' of learning • Promoting contact between school and parents / carers

Table 1: A summary of the potential advantages of flipped learning

Conclusion

The current study detailed the learning experiences that EMI students had while using a flipped classroom model of

instruction and looked at its application in class. The study's findings showed that: students felt favorably about flipped classrooms and online assignments as well as discussion tasks were helpful in putting the flipped classroom model into practice in teaching subjects in English. Another concern is that student engagement is typically necessary for flipped learning to succeed. The articles and online tests that the students in this study had to finish before class started were the source of worry. In a similar vein, Haghighi (2019) mandated that pupils complete study logs. Participants send their learning outcomes to the instructor prior to the lesson. They also observed that students participate more when given pre-class assignments. The research's findings show how to actually execute a flipped classroom in addition to strengthening our understanding of students' views regarding the teaching technique. A deeper comprehension of the educational value and difficulties of the flipped classroom resulted from its deployment in an EMI teacher-training program. Additionally, flipped classrooms provide EMI students several chances to communicate more effectively and cooperatively. Flipped classrooms boost students' autonomy, motivation, engagement, contentment, and confidence in addition to their language skills. Overall, it is advised that teachers create more communicative activities in their EMI by flipping the classroom, which would allow for a more effective use of class time (Maharsi et al., 2021). s. It draws attention to the beneficial effects on learning results, creativity, and student involvement. It illustrates how this strategy aids students in making the connection between theory and real-world application, enhancing communication abilities, and better organizing their academic workload efficiently. For students to understand and participate in EMI situations, L1 assistance must be included. These results imply that L1 assistance and flipped classrooms are useful instructional approaches in EMI contexts, particularly in engineering education where the application of theoretical knowledge in real-world contexts is crucial. Teachers may use the information from this study to create EMI courses that will meet the requirements of a wide range of students in the future by utilizing cutting-edge technology and teaching strategies.

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