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Benefits of flipped learning in teaching ESP

Переваги «перевернутого навчання» у викладанні англійської мови для професійного спілкування

Summary. *This article explores the application of Flipped Classroom approach in the context of teaching English for Specific Purposes. The study uncovers the reasons of the already gained popularity of the approach, prioritizing active personalized learning over passive content consumption, it also dwells on the origins, foundations and essential aspects of the flipped classroom methodology. The research emphasizes efficiency of the approach in enhancing teaching and learning English for Specific Purposes. The specifics and common characteristics of the Flipped Classroom approach are determined, benefits and key elements of the methodology are stated and analyzed. As revealed, this methodology can serve as a framework for fostering active engagement, critical thinking, and collaborative learning among students. The shift of traditional content delivery outside the classroom boosts valuable in-class time, enabling teachers to focus on in-depth comprehension, practical application, and skill development. The article also considers the importance of clear learning objectives, elaborate*

pre-class content, and interactive in-class activities. This paper delves into the specifics of implementing the flipped classroom, identifying its key components and mechanisms. The stages of planning an ESP (English for Specific Purposes) task for a flipped classroom are determined and illustrated. Furthermore, and examples of outcomes (learning objectives) for the task aimed to enhance job-related communication skills for IT students, possible pre-class, in-class and post-class task planning to ensure the achievement of the specified outcomes are provided. This investigation underlines the potential of the flipped classroom as on innovative teaching methodology tailored to the demands of English for Specific Purposes education, where practitioners are equipped with instruments to enhance their teaching practices and optimize student learning outcomes.

Key words: *flipped classroom, personalized learning, higher cognitive skills, learning objectives, Bloom's Taxonomy, pre-class content, in-class activities.*

Анотація. *У цій статті досліджує застосування підходу Flipped Classroom в контексті викладання англійської мови для професійного спілкування. Дослідження розкриває причини вже здобутої популярності підходу, який віддає перевагу активному персоналізованому навчанню над пасивним споживанням контенту, зупиняється на витоках, основах та основних аспектах методології перевернутого класу. Дослідження підкреслює ефективність підходу в покращенні викладання та вивчення англійської мови для професійного спілкування. Визначено специфіку та спільні характеристики підходу Flipped Classroom, викладено та проаналізовано переваги та ключові елементи методології. Як виявилося, ця методологія може служити основою для сприяння активній участі, критичному мисленню та спільному навчанню серед студентів. Перенесення традиційного викладу контенту за межі аудиторії збільшує цінний час на уроці, дозволяючи вчителям зосередитися на глибокому розумінні, практичному застосуванні та розвитку навичок. У статті також розглядається важливість чітких навчальних цілей, детально розробленого контенту, що подається перед заняттям, та інтерактивної діяльності на уроці. У цій статті розглядається специфіка впровадження «перевернутого класу», визначено його ключові компоненти та механізми. Визначено та проілюстровано етапи планування завдання ESP (англійської мови для професійного спілкування) для перевернутого класу. Крім того, наведено приклади формулювання результатів (навчальних цілей) для завдання, спрямованого на покращення пов'язаних із роботою навичок спілкування для студентів IT, можливе планування завдань перед заняттями, на заняттях та після занять для забезпечення досягнення зазначених результатів. Це дослідження підкреслює потенціал перевернутого класу як інноваційної методології навчання, адаптованої до вимог викладання англійської мови для професійного спілкування, де практикуючі спеціалісти оснащені інструментами для вдосконалення своєї практики викладання та оптимізації результатів навчання студентів.*

Ключові слова: *Flipped Classroom («перевернутий клас»), персоналізоване навчання, вищі когнітивні навички, цілі навчання, таксономія Блума, контент, що подається перед заняттям, діяльності, що проводяться під час заняття.*

Introduction. Today higher education focuses on the improvement of teaching and learning quality and development of real-life, job-related skills and competencies necessary to function effectively at the workplace. Driving forces of higher education include accessibility, flexibility, digital transformation, and increasing autonomy of the learners. That is why Flipped Classroom approach is currently gaining popularity with Ukrainian educators for teaching ESP (English for Specific Purposes) in particular, as the general goal of an ESP course is "the formation of professional language competences in students, which will contribute to their effective functioning in the cultural diversity of educational and professional environments" [12].

Flipping the classroom has become widely used in recent years. "Flipped learning is a form of blended instruction that mixes 'synchronous' learning with 'asynchronous' independent study" [11, p. 1]. It means that "students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates" [5]. The concept of flipped classroom where home assignments precede in-class work, was first brought up by Jonathan Bergmann and Aaron Sams in 2012 [2].

The Flipped Classroom approach has gained popularity for many reasons. It addresses some of the restrictions and drawbacks of traditional teaching methods and aligns with modern learning needs, availability of the technological advancements and the claims of the modern life. Traditional classrooms often face time constraints for meaningful discussions. Flipping the classroom reduces the need for time-consuming content delivery, by contrast, in-class time can be spent to run interactive activities. Flipped classrooms often encourage motivation, as students get more autonomy and take more responsibility for their learning. The flipped model emphasizes problem-solving and collaboration, skills highly valued in the modern society. The available technology such as online platforms, multimedia resources, and communication tools make it easier to deliver pre-class content and facilitate in-class communication, interaction and collaboration. Flipped classrooms prioritize active personalized learning over passive content consumption. This approach caters to diverse learning styles and abilities. In the need of promoting active learning, critical thinking, collaboration, and student-centered instruction, Flipped Classroom approach aligns with modern educational goals.

Flipped Learning has recently seen substantial growth and interest, but there are still numerous areas that offer prospects for exploration, which include seeing clearly the benefits and key elements of the Flipped Classroom for an ESP class, planning activities, and implementation of the approach.

Why should we flip our classroom? In terms of Bloom's revised taxonomy [1], "flipped classroom" model contrasts from the traditional model in which "first exposure" occurs via lecture in class, with students assimilating knowledge through homework. Flipped Classroom is type of blended learning, when students are introduced to content at home and work on live problem-solving during class time. However, as Bergmann and Sams explained [3], Flipped Classroom is not as much about using videos and articles for learning outside the classroom as it is about how to use in-class time with students in the best way. This approach to lesson management gives students a chance to learn a topic deeply, study at their own pace, fulfill real-life activities, apply the acquired knowledge. In the classroom, comprehension tasks are also used to monitor students' activity. According to the authors [3] some common characteristics of all successful flipped classrooms are (1) teacher-student relationship building, where teachers are mentors instead of just content experts, (2) personalized learning, when students can decide how and when they learn, (3) passion-based learning where students explore the areas, they are curious about, (4) project-based learning which engages students to solve real-life problems.

Flipped classrooms can differ in methods and strategies, largely due to the fact that "learning focuses on meeting individual student learning needs as opposed to a set methodology with a clear set of rules" [9] as suggested in A Review of Flipped Learning. Consequently, Flipped Learning requires flexible environments and dedicated, professional educators. Teacher's role is enhanced as teachers shift from being primarily content deliverers to facilitators and mentors. They have more time to interact with students individually and in smaller groups. Konoplianyk L., Melnykova K. and Pryshupa Yu. mention in their research: "A student's role alters as well: they are not passive recipients of the content any more, they are active agents, responsible for learning outcomes. This facilitates their further independence, develops the ability for self-study and professional self-improvement" [10, p. 196].

The article's goal is to determine the specifics and common characteristics of the Flipped Classroom approach, analyze benefits and key elements of the Flipped Classroom when teaching ESP, to notify the stages of planning an ESP task for a flipped classroom.

Methodology. Theoretical and empirical methods such as analysis of the methodological sources (to study, identify and further explore the problem under investigation), scientific observation, methods of deduction, induction, systematization and generalization were used.

Results and discussion. Having considered and analized the opinions of the researchers [1; 2; 3; 5; 6; 7; 8; 9; 10; 11] and our own observations,

we can state that the benefits of the Flipped Classroom approach for learners are numerous. Some of them include:

– Flipped learning is student-centered – students have a chance to learn a topic deeply.

– Increased language use – flipping increases interaction as in-class time is dedicated to communication and real-life activities.

– Flipping allows for real personalization and differentiation of tasks, resources and support.

– Students receive feedback and assessment more often.

– As for autonomy and self-esteem – students can study at their own pace and do the task several times to ensure understanding of the topic, which will increase their confidence and the ability to perform better in-class.

– Classroom activities aim at developing higher cognitive skills.

During in-class time teachers can create dynamic, interactive learning environment. In-class activities might include: group discussions, dialogues, problem-solving tasks, debates, practical tasks, role-plays, etc. The crucial question is how we can flip the classroom. Flipping the classroom involves a strategic approach to designing and implementing pre-class content and in-class activities. Here are some key elements to flip the classroom effectively:

1. Clear learning objectives. Determine what students should learn from the pre-class content and how they will apply that knowledge during in-class activities.

2. Bloom's Taxonomy [4; 1]. What a Flipped Classroom offers is to move classroom work to homework, and homework – to classwork. Students can study the theoretical material, as well as do mechanical tasks at home, and then apply them in the classroom. As we can see from the pyramid below, students can do lower level of cognitive work such as *remembering* and *understanding* at home before class, and when they come to class, they can engage in *applying*, *analyzing*, *evaluating*, and *creating*.

ESP Task Management / Flipped Learning Approach

Group Profile

Specialism	
Year of study	
Average Group Level (A2/B1/B2/C1/C2)	

Outcome(s)
Students will be able to: _____

Competence(s)
(job-related skills to be trained)

Flipped task / activity description

Stage	Task description	Interaction pattern	Resources	Instructions (how to perform the task / activity)	Timing
Pre-class					
In -class					
Post-class					

3. Relevant pre-class content and engaging materials. Select materials that align with your learning objectives. Use videos, articles, podcasts, or online tutorials that engage students. The videos can be created by the instructor or found online. Use visuals, real-world examples, and interactive elements to maintain student interest and enhance comprehension. Provide an opportunity for students to gain first exposure prior to class. To provide an incentive to prepare for class, use highly motivating material, assignments connected with their professional interests.

4. Providing guidance. Clearly communicate expectations about pre-class preparation. Explain the purpose of pre-class content and how it relates to in-class activities. Provide clear instructions on what to focus on during pre-class learning.

5. Making yourself available. It is extremely beneficial to students to be able to reach a teacher after class hours to clear up any learner confusion. Consider availability via email and messengers.

6. Reflection. Encourage reflection in both pre-class and in-class activities. Ask students to relate the pre-class content to their own experiences and generate questions or points of discussion.

7. Adapting the tasks. Modify assignments to student needs and avoid overwhelming students with excessive pre-class materials or cramming too many activities into one class session.

8. A mechanism to assess student understanding. Pre-class online quizzes or written assignments help students clarify their thinking about a subject. Implement formative assessments during in-class activities to check student understanding.

9. Developing higher cognitive skills. Provide in-class activities that focus on higher level cognitive activities and lead to active learning. The key is that students use class time to deepen their understanding and increase their skills. Create opportunities for peer interaction – group discussions, debates, and collaborative problem-solving enhance engagement and facilitate knowledge sharing.

10. Interaction. Maximize collaboration and social interaction via forums and online networks.

Flipping the classroom is about creating an active and engaging learning environment that enhances student understanding and application of knowledge.

How to implement a flipped classroom? Implementation involves careful planning and consideration of various factors. Firstly, as it was mentioned above, clear learning objectives for each lesson or unit should be identified. Identify the specific knowledge you wish students to acquire and how they will use this knowledge during the lesson. After pre-class content that corresponds to specific learning goals is selected or created

it has to be delivered to your students well in advance, using learning management systems, emails, or other platforms to distribute content and provide clear instructions. Let students know what you expect them to focus on during pre-class learning. It is a good idea to offer additional resources (a list of recommended readings, videos, or websites to cater to diverse learning preferences) for students who want to explore topics deeper. Encourage students to actively engage with pre-class materials. This can involve note-taking, summarizing key points, generating questions, or participating in online discussions.

Interactive and collaborative in-class activities have to be based upon the pre-class content. They should encourage critical thinking and application of knowledge, foster collaboration and peer interaction. The pre-class content can be structured to scaffold learning, gradually introducing more complex concepts, as students progress through the course. Providing immediate feedback and addressing misconceptions will help a lot. To measure learning outcomes we should compare student engagement, performance, and feedback with previous methods. The approach has to be tailored to the subject matter, and the needs of your students, it can be done by experimenting, gathering feedback, and refining approach over time.

Jeff Dunn [7] presented easy steps for implementing flipped classroom in his "The 6-step Guide to Flipping Your Classroom": (1) *Plan* (figure out which lesson you want to flip, outline the key learning outcomes and a lesson plan); (2) *Record* (instead of teaching in-person, make a video, including all key elements you'd mention in the classroom); (3) *Share* (make the video engaging and clear, send it to your students; explain that the video's content will be discussed in class); (4) *Change* (now students are prepared to go more in-depth than ever before); (5) *Group* (separate students into groups and give them a task to perform – write a poem, a play, make a video, etc.); (6) *Regroup* (students share the individual group's work with everyone; ask them additional questions to dive deeper). After the six steps – review, revise, and repeat.

Based on the steps of the flipped learning model according to Choi, J. and Kim, E. [6] we suggest the possible stages of Flipped Learning and examples of teaching and learning activities: preparation, assessment, relevance, team activity, evaluation, reflection illustrated in Table 1.

A clear plan for a lesson enhances the learning experience for both educators and students. It ensures alignment with learning objectives, effective use of time, engagement, and a seamless flow of content and activities. When planning classroom activities, we should also take into consideration that we have the opportunity to aim at higher cognitive categories, and it is important that students do not only mechanically practice the theoretical material. We can consider various aspects, such as the

Table 1

Flipped Learning Stages

Stages of Flipped Learning		Teaching and Learning Activities Examples
Pre-class	Preparation online lecture / video, etc.	1. Students take notes while watching a video / reading an article. 2. Students watch online lecture delivered by the teacher to facilitate learning pace.
	Assessment taking online quiz	1. Students take online quizzes within limited time period.
In-class	Relevance checking an online quiz, taking a dictation, etc.	1. Students review the online quiz with the teacher. 2. Students are asked to take dictations related to pre-class online lecture.
	Team activity reading articles, watching videos, debating, creating	1. Students in small groups read articles / watch videos and share the ideas. 2. Discussion / problem-solving task / creating a slogan, a plan, a scheme, a poster, a leaflet, etc.
	Evaluation comprehension checks	1. Comprehension questions related to the articles / videos covered. 2. Presenting the created product (a slogan, a plan, a scheme, a poster, a leaflet, etc.), peer evaluation.
Post-class	Reflection completing a reflection note	1. Students are asked to complete a reflection note.

results of ITL 2011 research which identified the 21st century competencies, based on the needs of the labour market. Thus, a desired goal of Flipped Classroom lessons can become the development of these competencies within the framework of the ESP lesson [8].

Here we propose the following template (see Template 1. ESP Task Management) that might be of use when planning an ESP task for a flipped classroom, in particular, aimed at practicing job-related skills.

ESP Task Management

ESP Task Management / Flipped Learning Approach

Group Profile

Specialism	
Year of study	
Average Group Level (A2/B1/B2/C1/C2)	

Outcome(s)
Students will be able to:

Competence(s)
(job-related skills to be trained)

Flipped task / activity description

Stage	Task description	Interaction pattern	Resources	Instructions *(how to perform the task / activity)*	Timing
Pre-class					
In -class					
Post-class					

As an example, outcomes (learning objectives) for the task aimed to enhance job-related communication skills for IT students can be formulated as following:

Students will be able to:

– actively contribute to IT-related meetings by expressing their ideas, asking relevant questions, and engaging in discussions using appropriate language;

– apply negotiation strategies during role-play activities, showcasing their ability to handle IT-related negotiations effectively.

Let's illustrate possible pre-class, in-class and post-class task planning to ensure the achievement of the specified outcomes.

Pre-Class Stage:

1. Task Description: watching a video of an IT-related meeting, focusing on participants' interaction, language use, and meeting dynamics.

2. Interaction Pattern: independent learning.

3. Resources: video link provided.

4. Instructions: (1) Watch the video, paying attention to how participants contribute, engage in discussions during the IT meeting answering the questions you hear. (2) Take notes on language expressions, strategies, and negotiation techniques observed.

In-Class Stage:

1. Task Description: engaging in a mock IT meeting role-play, applying learned vocabulary, discussion techniques and negotiation strategies.

2. Interaction Pattern: small group discussions and role-play.

3. Resources: whiteboard, markers, prepared role-play scenarios.

4. Instructions: (1) Form small groups. (2) Assign roles to each student within the group (e.g., project manager, team member, client).

(3) Use the prepared role-play scenarios that involve IT-related discussions and negotiations. (4) Apply the language expressions and negotiation strategies observed in the pre-class video during the role-play.

Post-Class Stage:

1. Task Description: reflecting on the role-play experience and submitting a written reflection on negotiation strategies and effective communication in IT-related sphere.

2. Interaction Pattern: individual reflection and written response.

3. Resources: online discussion forum or assignment submission platform.

4. Instructions: (1) Reflect on your role-play experience during the IT meeting scenario. (2) Write a reflection discussing the negotiation strategies you used, language expressions you employed to contribute effectively, and how you handled discussions during the role-play. (3) Consider how these skills can be applied in real-world IT sphere meetings.

As a follow-up we can hold a session where students will reflect on their learning experience, discuss their improvements in job-related communication skills, address the challenges they faced.

By combining pre-class content delivery with interactive in-class activities, flipped classroom can develop and foster job-related skills in an engaging and practical manner.

Conclusions and prospects for further research. With the development and spread of online education, researching the effectiveness of online Flipped Classroom models compared to traditional ones can help educators understand the benefits and challenges of different delivery formats. Flipped classrooms align well with the principles of student-centered learning in ESP classes. By shifting content consumption outside the classroom, students gain autonomy over their learning pace and style, while class time can be dedicated to meaningful interactions. When students engage with language content prior to class, they are better prepared to analyze, synthesize, and evaluate information during in-class discussions and collaborative tasks.

The Flipped Classroom approach offers many opportunities for further research that can contribute to its adaptation to diverse educational settings and student needs. Exploration could focus on developing effective assessment methods that align with the Flipped Classroom approach and include strategies for assessing both pre-class content understanding and in-class application of knowledge.

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