WORLD CONFERENCE ON STUDENT - CENTERED LEARNING APPROACHES

FLIPPED CLASSROOM IN ENGLISH LEARNING TEACHING

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Abstract: The flipped classroom is a new way of teaching. In this method, students watch short videos at home. Then they come to class and do activities together. This study was done at School 30 in Namangan, Uzbekistan. There were 15 students in Grade 10. They were 16 and 17 years old. The teacher used surveys and questionnaires to get information. Some students watched the videos and came ready to class. But some students did not watch the videos. They had problems. For example, they did not feel like watching, or the internet did not work. After the teacher gave clearer instructions and helped more, students started to prepare better. They also joined class activities more. This study shows that the flipped classroom can help students learn English. But the teacher needs to give good support, and students need to be responsible.

Keywords: flipped classroom; ELT; video lessons; student preparation; action research; teacher guidance;

1. Introduction

The flipped classroom is a new way of teaching. In this method, students watch short videos at home. Then they come to class and do activities together. I did my teaching practice at School 30 in Namangan. I saw that many students did not prepare before class. Some did not watch the videos. Some watched but did not understand. I wanted to know why. I also wanted to help them. Studies show that the flipped classroom can help students learn more. But students need good instructions

from the teacher.[1] This study looks at how this method helped Grade 10 students and what the teacher did to support them.

2. My Context

This study was conducted at School 30 in Namangan, Uzbekistan, with a Grade 10 class of 15 students — 6 girls and 9 boys — aged 16–17. Their English level was mixed, mostly A1 to B1. I am a third-year student at the Namangan State Institute of Foreign Languages named after Is'hakhan Ibrat, Group XTA JU-23. This research was carried out as part of my practical teaching placement. Students had English classes several times a week. Before the study, lessons mostly followed a traditional format where new material was introduced in class. The school had basic resources such as textbooks and handouts, and students had access to smartphones and the internet at home. I decided to try the flipped classroom model to give students more time for speaking practice during lessons.

3. Literature Review

The flipped classroom model has been studied in different educational settings. Bergmann and Sams[2] first described it as a way to free up class time for active learning. Instead of lecturing, teachers provide video content for students to watch before class, and class time is used for applying knowledge through tasks and interaction. In language teaching, this approach has several benefits. Hung[3] found that flipped instruction improved students' grammar knowledge and overall language performance compared to traditional methods. When students come to class having already seen new material, they can spend more time practicing with classmates and

[1] Bishop, J. L., & Verleger, M. A. (2013). The flipped classroom: A survey of the research. *ASEE Annual Conference & Exposition*, 30, 1–18.

[2] Bergmann, J., & Sams, A. (2012). *Flip your classroom.* International Society for Technology in Education.

[3] Hung, H. T. (2015). Flipping the classroom for English language learners. *Computer Assisted Language Learning*, *28*(1), 81–96.

receiving teacher feedback. However, there are also challenges. Not all students prepare at home, which can create a gap between those who are ready and those who are not. Lo and Hew[4] found that preparation problems were common, especially when students did not have clear instructions or motivation to complete the pre-class tasks. Teachers need to design their video content carefully and give students a reason to watch. For ELT specifically, the flipped model can support speaking practice. If students review vocabulary and grammar at home, class time can focus on conversation tasks and group discussion. This helps reduce anxiety because students feel more prepared before speaking in front of others.[5]

4. Research Questions

This study was guided by three main questions:

1. Why do some students fail to prepare for new topics in the flipped classroom?

2. Why don't students in the flipped classroom use the information from videos during discussions?

3. How should teachers support students who come unprepared to class in the flipped classroom model?

5. Data Collection Tools

Four methods were used to collect data in this study:

a) **Surveys:** Students answered written questions about their experience with video lessons and class activities. These helped identify common difficulties and opinions.

b) **Google Form (questionnaire):** A digital questionnaire with multiple-choice questions was used before and after the intervention to measure changes in student preparation and confidence.

[4] Lo, C. K., & Hew, K. F. (2017). A critical review of flipped classroom challenges in K-12 education. *Research and Practice in Technology Enhanced Learning, 12*(1), 4.

[5] Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom. *Higher Education Research & Development, 34*(1), 1–14.

c) **Mentimeter (multiple choice):** During some lessons, Mentimeter was used to quickly check how many students had watched the pre-class video and how well they understood it.

d) **Classroom observation:** I observed lessons and took notes on student participation, preparation levels, and engagement during group and pair activities.

6. Survey Analysis

The survey results gave a clear picture of how students were using the flipped classroom. Three questions were included:

Question 1: How many times do you watch the lesson video before coming to class?

Answer	**Number of students**	**Percentage**
I do not watch	4	27%
One time	4	27%
Twice	4	27%
Three times or more	2	13%

Table 1. Frequency of video watching before class

Question 2: What difficulties do you face while watching lesson videos?

Difficulty	**Number of students**	**Percentage**
Feel unmotivated	5	33%
Get distracted	3	20%
Teacher speaks too fast	3	20%
Technical problems	4	27%

Table 2. Difficulties while watching lesson videos

Question 3: Does the teacher give clear instructions for pre-class tasks?

Answer	Number of students	Percentage
Yes, always	5	33%
Sometimes	4	27%
Rarely	3	20%
No, never	3	20%

Table 3. Clarity of teacher instructions for pre-class tasks

7. Action Plan

I looked at the survey results and my classroom notes. I found three main problems. Students did not watch the videos. Some watched but did not understand. And the instructions were not clear. So I made a plan to help.

a) **Better videos:** I made shorter videos. I added subtitles. I also showed the key points clearly. This helped students understand more easily.

b) **Clearer instructions:** Before each lesson, I gave students simple steps. I also gave them focus questions. These questions helped them know what to look for in the video.

c) **Quick review in class:** At the start of each lesson, I gave a short recap of the video. This helped students who did not fully understand at home. It also helped connect home learning with class activities.

d) **Monitor and adjust:** I watched how students worked in class. I asked for their feedback. This helped me see what was working and what needed to change.

8.Result

Using the flipped classroom taught me a lot. At first, I did not know how hard it was for some students to prepare at home. Some students did not want to watch the videos. Some had problems with their phone or internet. And some did not know what to focus on. After I made changes, things got better. More students came to class ready. They could use the video information during activities. I also felt more confident giving instructions and making pre-class tasks.I learned one important thing: the flipped classroom does not work by itself. The teacher needs to plan carefully and make good videos. Students also need to know exactly what to do and why. When they understand this, they prepare better.

9.Discussion and Findings

During the observation phase, I noticed different patterns in student behavior. Some students who came prepared to class were more active during group discussions and pair work. They felt more confident because they had already seen the material at home. On the other hand, students who had not watched the video often stayed quiet during activities or waited for their classmates to answer first.

I also noticed that group work played an important role. When prepared students worked with unprepared ones, they often helped explain the material in simple language. This peer support helped everyone participate more. However, I also had to make sure that some students were not always depending on their group members instead of preparing themselves.

My own behavior as a teacher also changed. I became more aware of how I was giving instructions and how I responded to students who had not prepared. Instead of making them feel embarrassed, I tried to support them during the lesson by giving quick explanations and encouraging them to participate at their own level.



10. Conclusion

a. What I Learned

This study taught me a lot. The flipped classroom can help students learn English. But it needs good planning. Students need clear instructions. When they know what to do, they come to class ready. I also learned that every student is different. Some students prepare easily. Others need more help.

b. Challenges

This study had some problems. The biggest problem was that not all students watched the videos. Some had no internet. Some did not want to watch. It was also hard when some students were ready and some were not. Doing activities together was difficult. But after I made changes, things got better. Students prepared more. Lessons became more active.

References:

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