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¹Tazhenbayeva A.*, ²Orynbayeva U.

¹ Kazakh Ablai khan University of International Relations and World Languages
Almaty, Kazakhstan

²Zhetysu University named after I. Zhansugurov, Taldykorgan, Kazakhstan

*Corresponding author: tazh94@gmail.com

E-mail: tazh94@gmail.com, ulserik@mail.ru

THE PERCEPTION OF TEACHERS ON THE USING FLIPPED CLASSROOM APPROACH ON FORMATION ICCCOMPETENCE AMONG SECONDARY SCHOOL STUDENTS

Abstract. *Teaching a foreign language contributes to the development of communicative abilities necessary for effective interpersonal and intercultural communication. The teacher should pay close attention not only to the selection of the most effective pedagogical technologies and methods of teaching a foreign language, but also to the peculiarity of their application, taking into account the ethnic heterogeneity of groups of students. In this case, intercultural communication comes to the fore in the educational process as a basic strategy for understanding the culture of other languages. The process of developing the intercultural communicative competence of students will be more effective if the latest information technologies are actively used. Flipped classroom is one of the suggested technologies. This article examines the perception of teachers on the using flipped classroom approach on formation intercultural-communicative competence among secondary school students. The article describes the results of the survey conducted among secondary school foreign language teachers.*

Key words: ICC; intercultural-communicative competence; blended learning; flipped classroom; flipped learning.

Introduction

The goal of the "Flipped learning" lesson structure is to flip or invert the typical lesson format. The flipped classroom, also known as flipped learning, is a type of blended learning in which coursework that was previously done in class is now done at home, and what was previously homework is now completed in class (Bergmann & Sams, 2012). It has gained popularity in both general education and English language teaching over the last ten years.

In a typical flipped learning technique, students view a video of an instructor explaining something at home before practising what they learned in class. FLT teachers typically neglect problem-solving assignments, debates, role-plays, discussions, and brainstorming due to time constraints. The flipped classroom method allows for these participatory activities.

The flipped classroom has the potential to be a successful and helpful educational tool. By substituting video lectures for direct teaching (the explicit scripted presentation or delivery of information or a task) during class time, more class time may be utilised for active learning. Activities, conversation, student-created material, autonomous problem solving, inquiry-based learning, and project-based learning are all examples of active learning (Bergmann, Overmyer, & Wilie, 2012). This utilisation of class time can create a collaborative and flexible learning atmosphere in the classroom, merging with the direct instruction provided outside of the classroom (Tucker 2012). A flipped classroom's passive learning occurs outside of class during video lectures,



freeing up in-class time for active learning (Tucker, 2012). Active learning has been shown to create higher grade point averages than passive learning (Minhas, Ghosh, & Swanzky, 2012). Collaborative learning occurs when two or more individuals learn something together while holding each other accountable for their progress (Roberts, 2004).

The flipped classroom also implies a shift in the role of the instructor. In a typical classroom, the instructor is the "sage on the stage," presenting knowledge in entertaining ways in the hopes that pupils would pay attention and retain it (Bergmann, Overmyer, & Wilie, 2012). The flipped classroom departs from this concept, casting the instructor as a "guide on the side" who collaborates with students to help them through their own learning experiences (Bergmann, Overmyer, & Wilie, 2012). Paulo Freire's theory that education should not include one person acting on another, but rather individuals interacting with one other may be used to exemplify the "guide" function (Smith, 2012, p. 1).

Toto and Nguyen performed yet another research on the flipped classroom. Prior to class, students in this flipped classroom viewed a 30-minute video lecture. As a result, there was more free time in class to use real-world technologies and engage in practical applications (Toto & Nguyen, 2009). This classroom was discovered to boost student engagement (Toto & Nguyen, 2009). Furthermore, students were given more opportunity to see how the tools and ideas they were learning were used in the actual world (Toto & Nguyen, 2009). The excellent outcomes of this flipped classroom are due to the efficient utilisation of class time.

According to Carhill-Poza (2019), flipped learning allows language teachers to focus on engagement and socialising in the classroom while giving additional learning chances outside of the classroom, as prior research has indicated. They can look for more material on the internet, view movies, or listen to audio supplied by the professors. Then, in the classroom, people may have a full debate on the issues because the professors no longer have to deliver lectures on them. The students had already gone through the contents. This is significant because it allows teachers to use class time for learners to communicate with their peers, time can be regulated, and learners can participate in more collaborative activities. (Halili & Zainuddin 2015; Yavuz & Ozdemir 2019). They will have a question and answer (Q&A) session, group discussion, projects, problem-based learning, interactive exchanges, and other learner-centred activities in class. Teachers will respond to learners' queries and uncertainties, serving as a guide for autonomous study (Choe & Seong, 2016). Teachers serve as facilitators and offer assistance as required. Learners have control over their learning journey while having the most learning freedom possible based on their proficiency, pace, and cognitive level (Du, 2018; Yavuz & Ozdemir, 2019).

Despite the importance of the research work carried out, the problem of the formation of ICC through Flipped classroom leads to a number of contradictions that require study. There is not enough research on the use of the Flipped classroom to increase secondary school students' ICC.

Thus, the present study was conducted to fill the research gap by observing the use of the Flipped Classroom approach on ICC formation among secondary school students. In particular, this study addresses the following research question: How do teachers perceive the usage of Flipped Classroom approach on ICC formation among secondary school students?

Methodology

This paper discusses the efficiency of the Flipped Classroom approach on formation ICC competence among secondary school students. Specifically, the researchers aimed at finding out the participating teachers' perceptions towards this approach and investigating whether the flipped classroom could be an approach for developing students' ICC competence. To conduct full-fledged research and obtain objective results we used quantitative methods as survey. The survey in the form of a written questionnaire was aimed at finding out the benefits and drawbacks of using Flipped Classroom approach in teaching foreign language, also teachers' perception on the usage of the approach to develop students' ICC competence. To achieve the aims of the study, the following research questions were answered:

1. How do teachers perceive the usage of Flipped Classroom approach on ICC formation among secondary school students?



1.1. What are the distinctive features that make Flipped Classroom approach effective in ICC formation?

1.2. What is the connection between the usage of Flipped Classroom and development language skills?

1.3. What are the teachers' attitudes towards Flipped Classroom in developing ICC?

The details of this action research are presented as below.

Participants:

Our research is focused on how teachers of foreign languages at secondary school perceive Flipped Classroom approach in their classroom. The participants were 10 teachers representing a wide range of working at secondary schools. The age of the respondents ranged from 21 to 50 years.

Procedure:

The researchers employed a 10-item questionnaire issued and completed by December 2022 to gather information for this investigation. The survey results were examined using the qualitative technique.

The authors' survey and personal data (age, length of time teaching a foreign language) were utilised in the study. The purpose of the survey is to determine instructors' perspectives on the use of the Flipped Classroom technique in the creation of ICC among secondary school students.

Survey questions

1. Do you have any prior experience with or opinions regarding flipped classrooms before taking part in this action research? If so, could you tell me more about it?

2. What are your overall thoughts on flipped classrooms?

3. What are your thoughts on the flipped classroom approach for English courses in ICC? And does it have any effect on the age of the students?

4. How did you prepare to try out the flipped classroom pedagogy?

5. How did you prepare your pupils for this new teaching method?

6. Do you believe that flipped classrooms may assist your students get more engaged in their learning and create their ICC? Is there any evidence to support or refute your claims?

7. Could you explain how you would apply your flipped classroom experience to other classes and/or subjects?

8. Do you have any thoughts for how we may improve the efficacy and/or learning outcomes of flipped classroom activities in the future?

9. Would you like to suggest flipped classroom to other colleagues? Why or why not?

10. Do you have any further thoughts on the flipped classroom methodology that you'd like to share?

Results

The instructors' attitudes on the flipped classroom methodology were discovered by an open-ended survey (<https://forms.gle/GrCFV973YofDSkLR6>) and are reported in this part to address Research Question 1. To begin with, they all enjoyed the notion of flipping a classroom since it is innovative and engaging, as seen by their responses:

• *I believe that the majority of the kids were involved in this project because they thought it was highly imaginative. (Teacher A)*

• *...flipped classroom is an intriguing concept to me (Teacher B)*

Regarding the usage of a flipped classroom in English language instruction, Teacher B and Teacher D believe that it is only beneficial for teaching grammar items since students can study the grammar rules at home before the session and then less time can be spent on teacher explanations and more time on students' application of the grammar items in class. Teacher, teacher C, and teacher G all highlighted the benefit of a flipped classroom for acquiring a grammatical point, but only for some more competent or motivated pupils.

Teachers believed that a flipped classroom could only help students get more and more involved in their learning to a limited extent. While teachers C and G feel that "learning is not a teacher-centred process," she believes that "punishment is more efficient than reinforcement" in this school if she wants to ensure that students have seen the videos and done the online chores prior to



the face-to-face session. Teachers D and J discovered that pupils became more engaged in participating in in-class activities. Their emotions are expressed as follows:

• *Our students are not particularly enthusiastic about learning... A few of them just don't care. (Teacher C)*

• *They just don't care. (Teacher G)*

• *Yes, to some extent, because the majority of the time children are not participating or are quite passive... So, if they have prior knowledge from seeing some videos online at home, they will have a clearer understanding and know more about the issue when they return to the classroom. When the teacher asks children questions in class, kids might become more active. (Teacher D)*

Teacher C, on the other hand, questioned the effectiveness of utilising a flipped classroom method in the English Language discipline because its nature differed from that of other subjects:

• *However, I consider that the process of language learning is lengthier in terms of time... So, just because the pupils can complete half of the online activity doesn't indicate they can utilise the language, right?*

Teachers E, F, H, and I highlighted concerns about students' access to web videos and the increased effort placed on teachers if they are required to create educational films:

• *Some pupils may not have access to the Internet at home. Because some of them do not have a wi-fi connection at home, they may have difficulty accessing websites... If the instructors had to make the movies themselves, it would be bad because we don't have enough time, or we don't have enough, or we are simply too exhausted... That adds significantly to our workload. (Teacher E)*

Teacher E, teacher F, teacher H, and teacher I are all in the same class. I went on to say that even though there are some ready-made films on YouTube, pupils may not be familiarised with native speakers' accents or speaking tempo.

To solve Research Question 1 ('How do teachers perceive the use of the Flipped Classroom approach on ICC formation among secondary school students?'), it can be inferred that the teachers in this study welcomed the notion of flipped classroom. However, they believed that the flipped classroom was mainly beneficial for teaching grammar in the English Language topic. Also, because language acquisition is a protracted process, its usefulness to learning (or, more particularly, language learning) is dependent on students' motivation and may take a long time to be noticed. If the flipped classroom approach is implemented in the future, instructors may have a significant strain in creating lecture videos, as films accessible on the Internet (particularly, YouTube) are not necessarily appropriate.

Discussion

According to the data analysis shown above, the English teachers who participated in the current study loved the unique idea of flipped classrooms since students could study the lesson subject before arriving to class. In other words, the flipped classroom increased students' engagement in learning. Although the flipped classroom approach is intriguing, one instructor believes it is inappropriate for the English Language discipline, that emphasises the use of language in its context rather than mastery of facts or concepts as in other disciplines.

One significant limitation of this research is that the research question was solved based on the opinions of the participating teachers, which may be overly subjective. Other limitations of this research include: (a) only a limited number of people (10 teachers) participated; and (b) the survey was conducted in a relatively short period of time (about 4 weeks). Future research must overcome these limitations.

First, more classes of students should be involved in future research, and a longer period of time (say, at least one term or one school year) should be expended on experiment teaching in which a flipped classroom can be used for various lesson topics, not just teaching grammar objects and other discussions. Given that learners must go through a series of developmental phases in order to demonstrate their language competency (Ellis, 1994), a longitudinal study that tries to assess the value of the flipped classroom to students' language learning might be an option in future research.



Furthermore, because knowing the form of a grammar item does not imply that learners can use it for communication, teachers must consider whether schoolchildren can use the target language item in a task in addition to counting the number of correct answers they have in writing the correct form of a language item (e.g. a writing task). To put it another way, both quantitative and qualitative analysing should be investigated the effectiveness of a flipped classroom in developing students' ICC competence, because ICC competence refers to more than just mastery of grammatical rules, but also the ability to use the language for effective dialogue (Richards, 2006).

Finally, with regard to the consequences for education, due to the fact that applying a new teaching approach in a school may add extra labour to instructors, the support of teaching assistants in selecting relevant instructional videos from the Internet is important. Of course, because Internet videos are not always ideal due to a lack of an adequate internet connection, it is better for teachers to make their own films by pre-recording their own lectures. However, it takes instructors to devote a significant amount of time, thus it is critical that teachers publish their instructional recordings with other colleagues in order to stimulate staff cooperation.

Conclusion

The findings of the survey in which English language instructors were asked open-ended questions on the flipped classroom technique were published in this study. The study sought to ascertain instructors' attitudes on the usage of the flipped classroom method, as well as whether the strategy may improve students' ICC abilities. Although most teachers enjoyed the innovative and engaging idea of flipping a classroom to implications for growth' active learning, some teachers believed that a flipped classroom would only be beneficial for more motivated students, and that the extra workload of finding or creating suitable pre-lesson videos was the primary concern for teachers.

Overall, it is possible to infer that a flipped classroom, as a novel and innovative technique, is not appropriate for all academic courses (e.g. English Language, a subject that emphasises language use in meaning communication but not just mastery of subject contents). Teachers and students can, however, use their flipped classroom experiences within the English Language to teach and learn in other areas. This is especially crucial for kids since it teaches them to be more engaged and accountable for their own education. Finally, although flipped classroom approach can considerably improve students' topic knowledge may be dependent on the students' motivation.

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Тәженбаева А.Ж., Орынбаева Ұ.Қ.

МҰҒАЛІМДЕРДІҢ ОРТА МЕКТЕП ОҚУШЫЛАРЫНДА МӘДЕНИЕТАРАЛЫҚ-КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ ҮШІН ТӨҢКЕРІЛГЕН СЫНЫП ТӘСІЛІН ҚОЛДАНУЫН ҚАБЫЛДАУЫ

Аңдатпа. Шет тілін оқыту тиімді тұлғааралық және мәдениетаралық қарым-қатынас үшін қажетті коммуникативтік қабілеттердің дамуына ықпал етеді. Мұғалім шет тілін оқытудың ең тиімді педагогикалық технологиялары мен әдістерін таңдауға ғана емес, сонымен қатар оқушылар топтарының этникалық біртектілігін ескере отырып, оларды қолдану ерекшеліктеріне де назар аударуы керек. Бұл жағдайда мәдениетаралық қарым-қатынас басқа тілдердің мәдениетін түсінудің негізгі стратегиясы ретінде білім беру процесінде бірінші орынға шығады. Студенттердің мәдениетаралық коммуникативтік құзыреттілігін дамыту процесі ең жаңа ақпараттық технологияларды белсенді пайдаланған жағдайда тиімдірек болады. Төңкерілген сынып-ұсынылған технологиялардың бірі. Бұл мақалада орта мектеп оқушыларының мәдениетаралық-коммуникативтік құзыреттілігін қалыптастыру үшін төңкерілген сыныптық тәсілді қолдану туралы мұғалімдердің пікірі қарастырылады. Мақалада орта мектептің шет тілі мұғалімдері арасында жүргізілген сауалнама нәтижелері сипатталған.

Кілт сөздер: МАК, мәдениетаралық-коммуникативтік құзыреттілік, аралас оқыту, төңкерілген сынып, төңкерілген оқыту.

Тәженбаева А.Ж., Орынбаева Ұ.Қ.

ВОСПРИЯТИЕ УЧИТЕЛЯМИ ИСПОЛЬЗОВАНИЯ ПОДХОДА ПЕРЕВЕРНУТОГО КЛАССА ДЛЯ ФОРМИРОВАНИЯ МЕЖКУЛЬТУРНОЙ-КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ У УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ

Аннотация. Преподавание иностранного языка способствует развитию коммуникативных способностей, необходимых для эффективного межличностного и межкультурного общения. Учитель должен уделять пристальное внимание не только отбору наиболее эффективных педагогических технологий и методов обучения



иностранному языку, но и особенностям их применения с учетом этнической неоднородности групп учащихся. В этом случае межкультурная коммуникация выходит на первый план в образовательном процессе как базовая стратегия понимания культуры других языков. Процесс развития межкультурной коммуникативной компетенции студентов будет более эффективным, если активно использовать новейшие информационные технологии. Перевернутый класс - одна из предлагаемых технологий. В данной статье рассматривается мнение учителей об использовании перевернутого классного подхода для формирования межкультурно-коммуникативной компетенции учащихся средних школ. В статье описываются результаты опроса, проведенного среди учителей иностранного языка средней школы.

Ключевые слова: МКК, межкультурная-коммуникативная компетентность, смешанное обучение, перевернутый класс, перевернутое обучение.