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Empowering learning: the crucial role of teacher support in the flipped classroom

Aybolgan BORASHEVA[1]

Nukus State Pedagogical Institute

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ABSTRACT

This article explores the importance of teacher support in maximizing the benefits of the flipped classroom model. The flipped classroom approach involves moving direct instruction outside of the class via prerecorded lectures and devoting class time to hands-on activities and collaborative work. The article first defines teacher support in the flipped classroom, highlighting the teacher's changed role from content provider to facilitator of active learning. It then outlines various forms of support like teacher-student interaction techniques and peer learning strategies. Next, the benefits of teacher support are discussed, including enhanced understanding, accountability, and a collaborative learning environment. Strategies for effective support are presented, such as establishing principles for flexible learning and clear expectations. However, challenges in implementation like workload and access issues are acknowledged. In conclusion, the flipped classroom holds promise when implemented well, and teacher guidance is paramount to maximizing its potential. Further strategies and customized models warrant exploration to address limitations. With best practices evolving, improved student experiences and success can be realized through supported flipped learning.

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[1] PhD Student, Nukus State Pedagogical Institute. E-mail: a.borasheva@ndpi.uz

O‘rganish imkoniyatlarini kengaytirish: teskari sinfda o‘qituvchini qo‘llab-quvvatlashning hal qiluvchi roli

Kalit so‘zlar:
o‘zgartirilgan sinf,
o‘qituvchini qo‘llab-quvvatlash,
faol o‘rganish,
hamkorlikda o‘rganish,
muhokamalarni osonlashtirish,
fikr-mulohaza.

ANNOTATSIYA

Ushbu maqola teskari sinf modelining afzalliklarini maksimal darajada oshirishda o‘qituvchilarni qo‘llab-quvvatlash muhimligini o‘rganadi. Sinfda o‘zgaruvchan yondashuv oldindan yozib olingan ma’ruzalar orqali to‘g‘ridan-to‘g‘ri o‘qitishni sinfdan tashqariga ko‘chirishni va dars vaqtini amaliy mashg‘ulotlarga va hamkorlikda ishlashga bag‘ishlashni o‘z ichiga oladi. Maqolada birinchi navbatda o‘qituvchining o‘zgargan roli kontent ta’minotchisidan faol o‘rganishga yordam beradigan sinfda o‘qituvchining yordami ta’riflanadi. Keyin u o‘qituvchi va o‘quvchi o‘rtasidagi o‘zaro ta’sir qilish usullari va tengdoshlarni o‘rganish strategiyalari kabi turli xil qo‘llab-quvvatlash shakllarini belgilaydi. Keyinchalik, o‘qituvchilarni qo‘llab-quvvatlashning afzalliklari, jumladan, yaxshilangan tushunish, javobgarlik va hamkorlikdagi o‘quv muhiti muhokama qilinadi. Moslashuvchan o‘rganish va aniq taxminlar tamoyillarini o‘rnatish kabi samarali qo‘llab-quvvatlash strategiyalari taqdim etilgan. Biroq, ish yuki va kirish muammolari kabi amalga oshirishdagi qiyinchiliklar tan olingan. Xulosa qilib aytadigan bo‘lsak, ag‘darilgan sinf yaxshi amalga oshirilganda va’da beradi va o‘qituvchining yo‘l-yo‘riqlari uning imkoniyatlarini maksimal darajada oshirish uchun muhimdir. Qo‘shimcha strategiyalar va moslashtirilgan modellar cheklovlarni hal qilish uchun kashfiyotni kafolatlaydi. Eng yaxshi amaliyotlar rivojlanib borayotganligi sababli, talabalar tajribasini yaxshilash va muvaffaqiyatni qo‘llab-quvvatlanadigan teskari ta’lim orqali amalga oshirish mumkin.

Расширение возможностей обучения: решающая роль поддержки учителя в «перевернутом классе»

Ключевые слова:
перевернутый класс,
поддержка учителя,
активное обучение,
совместное обучение,
содействие дискуссиям,
обратная связь.

АННОТАЦИЯ

В этой статье исследуется важность поддержки учителей для максимизации преимуществ модели перевернутого класса. Подход «перевернутого класса» предполагает перемещение прямого обучения за пределы класса посредством заранее записанных лекций и посвящение времени практическим занятиям и совместной работе. В статье сначала определяется поддержка учителя в перевернутом классе, подчеркивая изменение роли учителя от поставщика контента к посреднику активного обучения. Затем в нем описываются различные формы поддержки, такие как методы взаимодействия учителя и ученика и стратегии взаимного обучения. Далее обсуждаются преимущества поддержки учителей, включая

улучшенное понимание, подотчетность и среду совместного обучения. Представлены стратегии эффективной поддержки, такие как установление принципов гибкого обучения и четких ожиданий. Тем не менее, признаются проблемы реализации, такие как проблемы с рабочей нагрузкой и доступом. В заключение отметим, что перевернутый класс является многообещающим, если его правильно реализовать, и руководство учителя имеет первостепенное значение для максимизации его потенциала. Дальнейшие стратегии и индивидуальные модели требуют изучения для устранения ограничений. По мере развития лучших практик улучшение опыта учащихся и их успех могут быть достигнуты посредством поддерживаемого перевернутого обучения.

INTRODUCTION

The flipped classroom model has gained significant attention in recent years as an innovative approach to teaching and learning. In this model, traditional classroom activities, such as lectures, are moved outside of class time, typically in the form of pre-recorded videos or online resources. This allows students to engage with the content at their own pace and frees up valuable in-class time for more interactive and collaborative activities (Bergmann & Sams, 2012).

While the flipped classroom model has proven to be effective in promoting student engagement and active learning, the role of teacher support cannot be underestimated. The success of the flipped classroom depends largely on the level of guidance and assistance provided by the teacher throughout the learning process. Teacher support encompasses various elements, including facilitating discussions, providing clarifications, and offering timely feedback (Tucker, 2012).

Research on flipped classrooms is still ongoing, and evidence of their effectiveness is still being gathered (Kurihara, 2016)

The purpose of this article is to explore the crucial role of teacher support in maximizing the benefits of the flipped classroom model. By examining the impact of teacher involvement, the article aims to shed light on the importance of active teacher presence in guiding students' learning journeys. Additionally, this article will provide practical strategies and recommendations for educators to enhance their support and interaction with students in a flipped classroom environment. Through this exploration, we aim to contribute to the ongoing conversation on effective instructional practices in the modern educational landscape.

The flipped classroom model is an instructional approach that involves students engaging in self-study of learning materials outside of class, followed by in-class activities that focus on applying and practicing the newly acquired knowledge. This approach aims to shift the traditional lecture-based teaching to a more student-centered and active learning environment (Cherrez & Nadolny, 2023). In a flipped classroom, students have the opportunity to preview and acquire new knowledge independently, allowing them to come to class prepared for more interactive and collaborative activities (Hung, 2017). The use of technology, such as digital videos and web-based tools, plays a significant role

in facilitating the implementation of the flipped classroom approach (Du, 2018). Research suggests that the flipped classroom can enhance students' academic performance, participation levels, and learning attitudes (Kurihara, 2018). However, it is important to note that the effectiveness of the flipped classroom may vary depending on the specific educational context and the way it is implemented (Iborra et al, 2017).

Teacher support is crucial in the flipped classroom as it helps students navigate the self-study phase and ensures their success in the in-class activities. Teachers play a key role in guiding students through the pre-class materials, and providing explanations, clarifications, and additional resources when needed (Cherrez & Nadolny, 2023). They can also address any misconceptions or difficulties that students may encounter during their independent study, offering personalized support and feedback (Hung, 2017). In the in-class phase, teachers facilitate discussions, provide guidance, and offer further explanations to deepen students' understanding (Du, 2018). They can also assess students' progress and adjust their instruction accordingly (Köroğlu & Çakır, 2017). Additionally, teacher support helps create a supportive and collaborative learning environment, where students feel comfortable seeking help and engaging in meaningful interactions with their peers and the teacher (Kurihara, 2018). Overall, teacher support is essential in ensuring that students effectively engage with the flipped classroom model and achieve their learning goals.

The role of teacher support in the flipped classroom has been a topic of interest in previous studies. Research has shown that teacher support plays a crucial role in the success of the flipped classroom approach. Teachers in the flipped classroom are no longer just content providers, but they also need to support students' analysis and mastery of the material (Hung, 2017). This involves instructing at higher levels of Bloom's taxonomy, uncovering students' misunderstandings, correcting misconceptions, and answering students' questions (Du, 2018). However, it is important to note that the acceptance of the flipped classroom among students has been mixed, possibly due to the new expectations placed on them (Kurihara, 2018). Flipped classrooms rely heavily on learner preparation, and not all learners may learn positively in this approach (Iborra et al, 2016). Therefore, teacher support becomes crucial in addressing the challenges and concerns that students may have in the flipped classroom (Clark et al, 2016).

I. Understanding Teacher Support in the Flipped Classroom

Teacher support in the flipped classroom refers to the change in the faculty member's role from being a content provider to becoming a supporter of students' analysis and mastery of the material (Hung, 2017). In the flipped classroom, teachers are no longer delivering lectures but instead focus on facilitating active learning, peer learning, and problem-solving activities during class time (Du, 2018). They play a crucial role in uncovering students' misunderstandings, correcting misconceptions, and answering students' questions (Kurihara, 2016). The flipped classroom approach places more responsibility on the students and expects them to participate actively in their learning process (Iborra et al, 2017). Teachers provide guidance and support to help students engage with the new materials outside of class and effectively apply their knowledge during in-class activities (Clark et al, 2016). The goal of teacher support in the flipped classroom is to create an environment that fosters student-centered learning and promotes a deeper understanding of the subject matter.

Teacher support can take different forms in the classroom. One form is the teacher-interaction technique, where the teacher assesses students' prior knowledge and adjusts instruction and feedback based on their responses (Kent, 2019). This technique reflects a traditional classroom model where the teacher leads the discussion and engagement with students. However, this model has been criticized for being teacher-centered and limiting student interaction and knowledge construction. Another form of support is the peer-interaction technique, where students discuss peer responses before providing a rationale for the correct answer. This promotes student-student engagement and discussion, leading to increased opportunities for L2 output and interaction (Hung, 2017). Peer-focused learning has been shown to enhance reading achievement, reading motivation, and critical thinking skills. However, peer-focused learning is often limited to oral conversational tasks and is rarely implemented alongside the use of an SRS system in language classrooms.

II. Benefits of teacher support for students in the flipped classroom

One of the key advantages of teacher support in the flipped classroom is the enhanced learning experience it offers to students. Research has shown that when teachers actively engage with students during the out-of-class content consumption phase, it leads to increased understanding and retention of the material (Strayer, 2012). By providing clarifications, answering questions, and offering guidance, teachers can address students' individual learning needs and ensure comprehension of the concepts being taught (Bishop & Verleger, 2013). Moreover, teacher support fosters a sense of accountability and motivation among students, as they feel supported and encouraged throughout their learning journey (Baker, 2014). This personalized attention from teachers plays a critical role in reducing student anxiety and increasing their confidence in tackling challenging topics (McLaughlin et al., 2016). Overall, the presence of teacher support in the flipped classroom model contributes to improved student engagement, deeper understanding, and better academic outcomes.

In addition to the benefits mentioned earlier, teacher support in the flipped classroom also promotes active student participation and collaboration. By actively engaging with students during in-class activities, teachers can facilitate discussions, encourage peer interactions, and foster a collaborative learning environment (Herreid & Schiller, 2013). This not only enhances students' critical thinking and problem-solving skills but also promotes a deeper understanding of the subject matter through peer-to-peer interaction (Tune et al., 2013).

Furthermore, teacher support in the flipped classroom allows for timely feedback, which is crucial for student progress and growth. Teachers can provide formative feedback during in-class activities, identify misconceptions, and guide students toward the correct interpretation of concepts (Tucker, 2012). This immediate feedback loop helps students identify and address their learning gaps, leading to continuous improvement.

Moreover, teacher support in the flipped classroom can help foster a positive and supportive learning environment. When teachers actively engage with students, it creates a sense of connectedness and promotes a positive teacher-student relationship (Strayer, 2012). This rapport and trust between teacher and student can have a significant impact on student motivation, satisfaction, and overall well-being.

III. Strategies for Providing Effective Teacher Support in the Flipped Classroom

Effective teacher support in the flipped classroom can be provided through various strategies.

Creating a supportive classroom culture involves implementing the F-L-I-P principles. The F principle focuses on providing a flexible language learning environment, where students can watch online videos at their own pace and convenience (Chang & Bangsri, 2020). The L principle emphasizes the importance of a language learning culture, where both teachers and students actively interact using a Student Response System (SRS) to enhance language use and foster deeper learning (Hung, 2017). Lastly, the I principle highlights the need for intentional linguistic content, where students complete pre-class assignments to preview and prepare for class, and engage in summative assessments to review and assess their mastery of the learning content. By implementing these principles, teachers can create a supportive classroom culture that promotes active engagement, flexibility, and intentional learning.

Providing clear instructions and expectations is an important aspect of flipped learning. It is crucial to prepare students for the flipped learning method by clarifying and emphasizing expectations, including video watching (Clark et al, 2016). In addition, providing video "lecture" notes can help students understand the content better and ensure that they have access to the necessary resources. It is also important to ensure that the videos are available in advance for students, allowing them to plan their time effectively and avoid any last-minute rush. By following these steps, instructors can provide clear instructions and expectations to students, setting them up for success in the flipped learning environment.

Collaborative learning can be encouraged through various techniques and methods. One effective approach is the use of teacher-interaction and peer-interaction techniques in the classroom (Kent, 2019). These techniques promote engagement and active participation among students, allowing them to learn from each other and work together towards a common goal. Another way to foster collaborative learning is through the integration of technology, such as a Student Response System (SRS), alongside teacher- and peer-interaction techniques (Kurihara, 2016). This combination can enhance student engagement and facilitate effective communication and collaboration among students. Additionally, incorporating active learning techniques and a structured questioning process can further encourage collaborative learning. By providing opportunities for students to actively engage with the material and interact with their peers, collaborative learning can be fostered in the classroom.

IV. Impact of Teacher Support on Student Learning in the Flipped Classroom

Teacher support has a positive influence on student learning (Chang & Bangsri, 2020). Studies have shown that teacher instruction and support contribute to students' reading comprehension and social achievements (Kent, 2019). The quality of teacher-student social interaction is related to students' academic and social success (Hung, 2017). Actively developing the relationship between students and teachers enhances students' social synchrony, emotional harmony, and learning opportunities. Effective teaching depends on the quality of teachers, including their social and emotional abilities, classroom management, and development support. Additionally, peer-focused learning, where students engage in peer interaction and discussion, has been found to improve student learning and promote reading achievement. Implementing a student response

system (SRS) alongside peer-focused learning can further enhance language learning and foster deeper learning experiences. Therefore, teacher support and peer interaction are crucial factors in promoting student learning and academic success.

V. Challenges and Limitations of Providing Teacher Support in the Flipped Classroom

Several studies have shed light on the limitations of the flipped classroom approach. One common challenge identified is the higher workload for both teachers and students. In addition, limited access to reliable internet service has been a significant barrier to implementing the flipped classroom effectively. Another study found that increased workload and a preference for face-to-face learning were drawbacks of the flipped classroom, along with a lack of ICT resources and difficulty accessing learning materials (Suparman, 2023).

Moreover, the lack of knowledge and skills in using digital tools and online platforms has hindered the successful implementation of the flipped classroom. Issues with internet connectivity and poor network connection at home have further added to the challenges faced by both teachers and students (Suparman, 2023). Negative impacts on preparation, participation, motivation, and learning confidence have also been reported in the context of the flipped classroom (Aidoo et al, 2022).

Aidoo et al (2022) identified several challenges, including ensuring that students learn before class and managing in-class learning for students with different levels of preparation. Developing appropriate resources for self-learning and providing additional learning support outside of class have also posed difficulties. Wang & Qi (2018) highlighted challenges for teachers in assessing students' understanding of video content and the need for strategies to deepen discussions in flipped classrooms. Limited learning time outside of class and the need for careful balancing of educational goals, content, and evaluation in lesson design were also noted (Iwasaki, 2017).

CONCLUSION

While the flipped classroom model holds promise for promoting active learning in innovative ways, this article has highlighted some of the challenges in implementing it effectively. No instructional approach is without limitations, and the flipped classroom is still evolving. However, with proper teacher support structures in place, many of the challenges can be mitigated.

Overall, the literature demonstrates that teacher involvement plays a pivotal role in contributing to student success in the flipped classroom. By setting clear expectations, addressing learner needs, facilitating collaborative activities and providing timely feedback, teachers can help optimize learning experiences for students. Their guidance is essential in navigating the transition to self-directed study and ensuring students engage meaningfully with pre-class content.

Looking ahead, further research on different models of delivering teacher support could offer valuable insights. Exploring features like one-on-one check-ins, small group discussions and tutorial videos may help address preparation challenges. Adjusting expectations based on subject areas and class levels could also enhance implementation. Educators continuing to reflect on best practices will strengthen the approach.

With careful planning and the right support structures, the flipped classroom shows promise as a tool to boost higher-order thinking skills and foster ongoing learning. As digital landscapes evolve rapidly, flexible models adapting instruction to new contexts

will be important. Overall, leveraging technology need not come at the cost of personal connections – teacher involvement can help maximize student success in any environment.

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