



FLIPPED CLASSROOM TEACHING VOCABULARY FOR THE YOUNG LEARNERS

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Abstract

Flipped classroom is effectively for the learners so that in this article is devoted to the flipped classroom in teaching vocabulary for the young learners and the concept of flipped classroom of thoughts and different ways of teaching techniques of flipped classroom not only for the young learners but also all the teaching process.

Introduction

According to Embi flipped classroom is a concept of pedagogy that substitutes the format of standard lecture-in-class with an opportunity to find out other concepts and to review materials from outside of classroom. Basically, the term of “flip” is taken from the concept that a usual classroom is historically a place where the material delivery is done through some types of lecture format. In that of classroom, the students are normally given homework assignments to take and do outside of class on their own. The following idea on “flips” such typical classroom in which most of the content is now gained outside of classroom on their own, as homework exercises, and problems are worked through collaboration during class. In its development right away, there are so various styles of flipped classroom and there is no the rightest way to employ this idea. Indeed, most of scholars have similar thought that lecture is still appreciated in the classroom if appropriate; however, the focus on lecture will be significantly diminishing during classroom time. Likewise, some are of the opinion that the flipped classroom is considered as an ideology instead of methodology as well as remarks that to do with making connections with the learner distinguishing your instructions [4;].

Flipped classroom is actually a place to overcome problems, to enhance concepts, and to get engaged in collaborative learnings. Whereas Berret presented the flipped learning idea in the classrooms of higher education level and how it can advance traditional lecture along with student learning. He also emphasized that flipping is related to the inversion of expectations in correlation to the traditional college lectures. This fact is, after all, different from the standard or conventional lecture style at courses in which students usually come to the class by preparing to absorb knowledge and information and then to practice that information through completing homework exercises. [1;285]

There are many benefits of applying flipped classroom. According to Jenkins, the approach can be successful in certain cases. Students are able to approach material and take it in at



their own speed. By covering lecture material at home and from a video-based platform, students can privately view the material. This allows them to approach things at their own pace without worry of peers noticing them moving slower or faster. Furthermore, students are able to stop, pause, rewind, and fast forward material so that they can examine things in their own way. In addition to that, Fulton claims that by utilizing flipped classroom approach in teaching and learning process, teachers are able to get better insights on students difficulties in instruction and their learning styles. Teachers are also able to customize and update the course curriculum and provide for students 24/7. The classroom time will be used more effectively, efficiently and creatively. Moreover, students can be more dynamically involved in the process of learning. As the result, students will then really appreciate the approach, the class, the teacher's effort, also like the teacher and they will get the materials given more easily.

Jenkins states that there are certainly also some issues to the flipped classroom. They include that the flipped classroom method is not going to accommodate every individual perfectly. One of the biggest issues in using flipped classroom is that not all students and schools have access to technologies that can really work for this method. Students from lower income areas and lower income families may not have access to the computers and internet technologies that the flipped classroom requires. The structure really hinges on every student having personal access to his or her own personal device. Another problem of applying flipped classroom is that students would be spending all of their "homework time" plugged-in in front of a computer screen. Not only do not all students do well with learning from a screen, but this also adds to a students' time in front of a screen and sitting sedentary. While this concern is not singular to the flipped classroom, the teaching concept does not help our young students to get up and get away from their different gadgets for example computers, televisions, and iPods, telephones and so on.

Moreover, Embi & Panah declare that the majority of teachers and students consider videos as the method of choice to deliver the out-of-class part of instruction. However, some teachers consider finding good quality videos as a difficult task. The quality of the videos created by teacher is often poor and producing such videos needs lots of time.

The process of just flipping a classroom will not transform students' learning. According to a study by Houston & Lin in Danker a successful implementation of a flipped classroom would need the videos to be relatively short (no longer than 20 minutes) and teachers should briefly review the course content before in-class activities to answer any questions and to make sure that the majority of the students have sufficient understanding of the material. Kachka recommends that during the in-class activities, the teacher must be friendly to guide and increase the interaction getting along with the students. In addition, the instructional design using technology needs to be carefully planned to ensure the students' learning experience is enhanced, where students identify learning as their objective.

Actually, there have been some researchers conducted dealing with flipped classroom. Murray studied the perceptions of 100 students who enrolled in online courses. It was reported that the students were not satisfied with such online courses using flat resources. While Anwar & Pratima highlighted flipped classroom in teaching speaking to junior high



school students. They reported that flipped classroom approach was enable to improve students' speaking skill if the teacher made it interactively and attractively so that it would encourage students to speak more. Whereas, in teaching vocabulary to EFL young learners by using flipped classroom approach, the teacher at least is supposed to do these procedures. Firstly, the teacher has to make sure that a software "windows movie maker" or as such thing been installed in their PC (Personal Computer).

Secondly, when it has been installed, the teacher then will write down the script to read from the beginning of video until the end. The content of the script can be talking about kinds of animals, fruits, vegetables, or some topics young learners like so much in the efforts of enriching students' vocabulary mastery dealing with the syllabus materials in certain semester.

Third, the teacher then will prepare the supporting materials to be created in that video. It can be various pictures, clips, illustrating instrumental music, words, quotes, and so forth. Those materials will support the narration uttered by the teacher (narrator).

The next step is that the teacher will record his or her voice reading the script. When recording is done, he or she then inserts the recorded voice and all supporting materials merged to the video format. The teacher should arrange them all in the right order and appropriate sequence so that the video will be interactive and attractive to students. When been ready, the video can be sent or given to the students. The teacher then ask students to watch the video outside of the classroom (can be at home or somewhere), to figure out the contents or message of the material, and to try to answer the questions if needed. [5;12]

Beforehand, the teacher can instruct the students to make group of two or three depending on the total number of the students in such a class. In the next meeting, the students in one group are then asked to come forward per group to deliver their answers related to the questions given in the video. While listening to the students' answers, the teacher will guide and respond them enthusiastically and interactively. With an interesting and creative activity, the class will be alive and cozy so that students will not hesitate to tell the teacher more on words or vocabularies provided in the video.

As the result, if it runs well, the students' vocabulary mastery will be eventually richer than before for sure. To know that recording the teacher's own notes or material in the video is actually not a must in applying flipped classroom. If it is complicated for some teachers to make their own video recording, they can also use videos available a lot in You tube or other video providing websites which support their teaching materials in terms of improving students' vocabulary mastery.

In sum up vocabulary mastery is a very important part that EFL young learners get in the efforts of improving other language skills such as reading and speaking. Flipped classroom can be an alternative and interesting approach for teachers of foreign languages to enrich their EFL young learner students' vocabulary mastery. In applying this approach, teachers should figure out deeply the characteristics of young learners first. In addition to that, teachers must have big efforts and creativity to prepare many things related to the implementation of using flipped classroom. This approach will affect nothing to the young learners' vocabulary only if teachers have no good willingness to improve their student's



language skills and they have poor skills in operating it. For some school principals or boards who would like to utilize flipped classroom approach in their schools, they are ought to provide devices needed both in the forms of software and hardware. These supporting materials will ease the application of flipped classroom, no matter what the goals of instruction planned by the school and in the curriculum.

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