

Increasing Student Engagement During Distance Learning Through Flipped Classroom Approach

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Aim and Actuality

Schools shifted to distance learning

Lessons shortened as twice

Language lessons lacked practice time

Student engagement decreased

Lesson objectives were not achieved

The purpose of this research is to increase the efficiency of language lessons such as Kazakh, Russian and English given the time constraint (20 min against usual 40 min) through flipped classroom approach.

Methodology

Participants: Kazakh, Russian and English Language teachers and students of 9th grade at NIS Pavlodar

Data collection instruments:

- Designing lesson plan templates by language teachers;
- Self-reflection of lessons by teachers;
- Survey results from learners of 9th grade;

Lesson plan template

Lesson Plan		
Type of activity	Planned activities	Resources
Home Activities	1. Pre-reading / pre-listening activities: Lead-in questions/vocabulary 2. While-reading or -listening activities 3. Discussion questions for the lesson (optional)	
Classroom Activities	0-5 min - Lead-in activities: General comprehension questions / checking answers 5-15 min - Student-student interaction activities Discussion questions OR Guided practice (Assessment criteria should include the focus skill: Speaking / Writing / Use of English) 15-20 min - Teacher-student interaction activities Discussion questions. Reflection	

Research questions

Central question:

How will implementation of Flipped Classroom enhance 9th grade students' engagement in language lessons?

Subquestions:

- 1)What changes should be done to lesson plan template to adjust it to distant learning?
- 2)How will teachers and students achieve lesson objectives using Flipped Classroom?
- 3)How will students' interaction time increase at the lesson?

Results

- Lesson plans were developed for all language skills;
- Teachers' self-reflections showed mainly positive changes in lessons;
- Learners became more active, independent and motivated;

Teachers' reflections

"It is more convenient to have a unified lesson plan applicable for all skills"

"Some silent students became more talkative, as if they gained security"

"Not all students came prepared to the lessons"

"The more independent a student is, the more probability there is that he comes prepared"

"Clear instructions, controlling the amount of homework and providing support as pre-recorded video instructions, vocabulary lists or guiding questions are important in developing students' independence"

Students' feedback

The tasks were interesting, related to life. That's why it was easier to do them"

"I was driven by belief that any task brings me closer to achieving learning objective – acquiring the language"

"It is far more motivating when students can anticipate what will be learned at the upcoming lessons"

"I am more activity driven when the deadline is approaching"

Conclusion

STRENGTHS

- Teachers found the approach effective in increasing time for interactive tasks;
- Achieving lesson objectives became rather realistic;
- Teachers learned to deal with low performance of students via clear instructions, control of homework load and guided support;
- Most students showed better interest and engagement in activities;
- Students who were silent before, showed confidence and activity;

WEAKNESSES

- Less independent and motivated students came half prepared or unprepared for the lessons;
- Some students noticed an increased workload in home assignments;

References



Link to video: <https://www.youtube.com/watch?v=zCHORIZHXyl>