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FLIPPED CLASSROOM IN THE ESP COURSE: STUDENTS' PERCEPTIONS

The peculiarities of the new ESP curricula impose educators to refocus their teaching strategies and adopt new approaches to meet the challenges, incorporate facilitative technologies and to provide models and opportunities for effective and ample practical work. In this context, the flipped classroom approach is getting more and more attention from practitioners and researchers. However, reporting positive evidences of employing flipped classroom approach in language training, the researchers emphasise the close interrelation between learning outcomes and positive acceptance. Activities accepted as interesting and useful could function as mediators to increase students' motivation, develop and deepen their interest and knowledge. On the contrary, activities that are inconsistent with students' preferences and interests might result in demotivation, increased anxiety and absenteeism. Since students' preferences for training activities and approaches are associated with motivation factors and have a direct bearing on the learning outcomes, choices in training are to be influenced by students' perceptions and considered in this context.

The manuscript aims to present the results of the research on students' attitudes toward flipped class elements in traditional curricula. The obtained results support the assumption that the approach has a great potential to affect the ESP class positively. When used appropriately, flipped class elements can foster students' engagement in the learning process, which many students find beneficial and as the research has shown to decrease attrition, enhance students' positive attitude and motivation, improve students' satisfaction. It is compatible with the regular curriculum and has a good potential to reform the traditional time-consuming in-class components of the ESP course and make it more topical and motivating. However, the process of implementing new formats of training requires not only careful planning, but also monitoring the students' feedback.

Keywords: flipped class; ESP; advantages; survey; students.

Table. 1. Ref. 6.

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ПЕРЕВЕРНУТИЙ КЛАС В КУРСІ АНГЛІЙСЬКОЇ МОВИ ФАХОВОГО СПРЯМУВАННЯ: СТАВЛЕННЯ СТУДЕНТІВ

У статті розглядається потенціал підходу "Перевернутий клас" для ефективної організації процесу навчання англійської мови фахового спрямування. На основі теоретичного аналізу актуальних досліджень представлено узагальнений перелік переваг використання підходу. Оскільки важливою передумовою ефективного впровадження є позитивне сприйняття, метою дослідження було виявити ставлення студентів до запропонованого підходу. Отримані результати підтвердили, що обґрунтоване використання елементів

підходу сприяє більш активному залученню студентів до навчального процесу, посилює мотивацію, підвищує рівень задоволеності навчальним процесом та його результатами.

Ключові слова: перевернутий клас; іноземна мова фахового спрямування; переваги; опитування; студенти.

Problem statement. ESP university course aims at enabling students to use English efficiently and fluently in their future professional settings. Current education paradigm tasks ESP teachers to improve the quality of learning experiences, as well as to create a highly supportive and productive learning environment allowing students to build relevant knowledge and develop required skills [3, 158]. In the actual circumstances, it is rather challenging task as the curriculum is complex, in-class hours are curtailed and the number of students in academic groups is inordinate. Thus, ESP teachers are to refocus their teaching strategies and adopt new approaches to meet the challenges, incorporate facilitative technologies and to provide models and opportunities for effective and ample practical work [3, 160]. In this context, the flipped classroom approach is getting more and more attention from practitioners and researchers.

Theoretical framework. Having analyzed recent studies and experiences, in the current paper we outline four major benefits of Flipped class for ESP.

1. Efficient use of in-class time.

Among the major challenges, both for teachers and students, within the ESP course at university are complex curricula and very limited amount of in-class hours. The time spent in the classroom now is not enough for all the explanations and analysis, discussions, collaboration, reflection and assessment. Flipped class format enables students to review the materials before the class and then, having all the fundamental information they participate in interactive learning activities that push them to apply their knowledge in practice [2, 114; 5, 3]. The reserved in-class time may be used for teamwork, comprehension tasks, in-depth analysis and discussions, collaborative or individual assignments etc.

2. Personalization and individual learning pace.

Teachers are trying hard to manage big classes. However, reading the students' level of comprehension in real time, monitoring understanding the subject, engaging all the students to class activities, trying to adjust to individual student's needs and peculiarities often leads to "teaching to the middle". The flipped class offers teachers the flexibility in time needed to spend with each student [1;3; 4, 37]. Everyone can get the portion of attention and support he or she needs. As students have an opportunity to review materials in the time, place and pace they need it works for their efficiency and productivity.

The chance to go over important or unclear details as often as necessary and out-of-the-class access to the teacher and groupmates lowers the level of frustration and creates positive motivating learning environment. In addition, students who missed classes can catch up with their groupmates faster and easier as all the fundamental material and tasks are available [2–5].

3. Motivation.

After individual review of the material students come to the class prepared to ask questions and share the ideas. It is a great opportunity for them to shape the class sessions, which raises the sense of meaning, and engagement, understanding their role in the learning process and capacity to influence it [5, 31].

As the class becomes the place for student-centered interactive environment, where students can develop the skills and employ the theory in practice it addresses in the responsibility for their own learning success [2, 111; 5, 34].

4. Exploring subjects in a deeper manner and developing skills.

In a traditional class, students are exposed to the sources of information on a topic that the teacher offered them in the classtime while flipped content can be richer. With flipped class, students get an opportunity to explore more accessing multiple sources and to build their own learning trajectory. This information diversity facilitates the developing of critical thinking, informational skills and digital literacy. All these factors increase better subject comprehension and affect the whole learning process positively [3–5].

Reporting positive evidences of employing flipped classroom approach in language training, the researchers emphasise the close interrelation between learning outcomes and positive acceptance. Activities accepted as interesting and useful could function as mediators to increase students' motivation, develop and deepen their interest and knowledge. On the contrary, activities that are inconsistent with students' needs, preferences and interests might result in demotivation, increased anxiety and absenteeism.

Since students' preferences for training activities are associated with motivation factors and have a direct bearing on the learning outcomes, choices in training are to be influenced by students' perceptions and considered in this context.

The study aims to present the results of the research on students' attitudes toward flipped class elements in traditional curricula, since it is reported

to be a vital premise for successful flipped class practical implementation.

The main body. Since we needed to gather data on attitudes and opinions, the survey type of research was used to investigate students' perceptions on the implementation of flipped learning elements in the ESP course. The design of this research was one-shot survey as we were to determine the perception of a single group of individuals (students) at one particular point in time [3, 202]. Therefore, the instrument of this research was a questionnaire. The statements in the questionnaire were designed so that a comprehensive understanding of student's perceptions could be attained and were related to in-class activities and independent out-of-class performance.

The questionnaire was developed by adopting Likert Scale with five options for every statement (strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree). Each statement was also complemented by a blank space for reasoning and providing expanded narrative responses.

The research applied quantitative and qualitative approaches since the questionnaire contained both open- and close-ended questions [3]. The questionnaire was administered online. A response rate was 100% (considered as an acceptable result to obtain valid data). Statistical analysis software were used to analyze responses collected from the closed-ended questions (numerical data, quantitative approach) and data collected from open-ended questions (narrative responses, qualitative approach) was processed by means of Nvivo.

The subject of our research was a group of students taking the ESP course in academic year 2019/2020. There were 39 students in their ninth term. This selection was reasoned by the following factors: students in their ninth term 1) have enough learning experience and 2) mature enough in age.

The implementation period lasted 17 weeks. At the beginning (week 1) the participants were provided with the explanation part – introduced the objectives and instructions. At the end (week 17) in order to collect the data for this research, the questionnaire was administered online.

The obtained results (described in as a percentage) are presented the Table 1.

Statement 1. The analyzed data revealed that the grand mean of the participants had no problems with adjusting the time of learning when they had to complete the tasks independently out of the class. However, there are 7,69 % of students who stayed neutral. They provided extended responses clarifying that they experienced difficulties in allowing time in their schedules due to extra non-curricular load.

Statement 2. The responses for the statement demonstrated that flipped out-of-class writing tasks required more time and efforts to complete them. In extended responses section students mentioned that they spent more time since 1) the materials offered a wider variety of sources for deeper inside, 2) they were motivated to surf for extra information on the topic, 3) they felt more responsible for the results and wanted to succeed.

Statement 3. The results for statement made it clear that students favoured self-pacing. Most of the students agreed as they can choose the time when they want to study and focus on mastering the content without any distraction. Student also mentioned that they liked not being rushed to move at the pace set by the teacher in the class but otherwise it was a more relaxed environment. Other students appreciated the opportunity to slow the pace down and take extra time on issues they struggled with.

Statement 4. 46,15 % agreed and 38,47% strongly agreed by explaining that commitment and motivation is necessary, 10,26 stayed neutral and mentioned that commitment and motivation is vital for all activities types. On the contrary, 2,56% disagreed and 2,56% strongly disagreed since they had another priorities.

Statement 5. The responses on the statement were overwhelmingly positive – 43,59% and 51,28% of students surveyed either agreed or strongly agreed. Most of the students reported that they appreciated the new balanced portion of writing activity and discussion in the classroom, the opportunity to work through problems with their groupmates. Some students mentioned that it was easier to be social in the class while doing work.

Statement 6. The grand mean of the students agreed that the flipped activities improved the processes of learning and helped them to write better. In extended responses section students mentioned that they 1) felt more relaxed with writing tasks, 2) didn't find writing boring or complicated anymore, 3) felt inspired to deepen their knowledge about writing; 4) motivated for further writing skills development.

Statement 7. This statement received mixed results from students. While no one strongly disagreed, and only 7,69 % disagreed, there were 35,90% of students who neither agreed nor disagreed. The median and mode central tendencies indicated that students agreed with this statement although there was a wider dispersal of responses.

In their extended responses, they noted that they were satisfied with traditional class instructions, but appreciated the diversity. Traditional in- and out-of-class activities fitted their needs, however the new

Table 1.

Students' perceptions of flipped class experience						
No	Statement	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	I managed to allow time in my schedule when I had to learn independently out of the class	0	0	7,69	56,41	35,90
2	I spent less time working on traditional independent out-of-class tasks	0	2,56	7,69	46,16	43,59
3	I liked self-pacing through the tasks when I had to learn independently out of the class	0	2,56	5,13	48,72	43,59
4	Learning independently out of the class required my motivation and commitment to succeed	2,56	2,56	10,26	46,15	38,47
5	Flipped in-class activities created richer learning opportunities for me (individual and team work, analysis, discussion, presentation).	0	0	5,13	43,59	51,28
6	Flipped activities improved my learning of writing	0	0	5,13	48,72	46,15
7	The flipped learning was more engaging than traditional in-class instruction	0	7,69	35,90	30,77	25,64
8	The flipped classroom learning was effective for me	0	0	7,69	38,46	53,85
9	I think that the flipped classroom would be a good way of learning for me	0	0	12,82	51,28	35,90

approach gave them new rich experience. Several student mentioned that deeper class discussions were engaging.

Statement 8. This item had very one-sided results with 38,46% and 53,85% chose agree and strongly agree. The responses indicated that the majority of students felt more relaxed, confident and received enough feedback and practice. The responses in some forms also reported deeper material exploration and opportunity to pause or replay the course materials whenever they needed. All these factors were mentioned as the important background pivotal to the success.

Statement 9. Finally, 51,28 agreed and % 35,90 % strongly agreed and responded that they were in favour of the flipped class approach while 12,82 % stayed neutral. In the extended responses section the students outlined that 1 there are some ESP issues that require guides from the teacher and not all knowledge and skills are applicable without teacher's control. No student surveyed considered

the flipped class as negative experience that he/she would rather not have. Several students considered flipped class as an effective for writing tasks and some of them would like to have the same experience with listening and reading tasks.

Conclusions. The obtained results support the assumption that the approach has a great potential to affect the ESP class positively. When used appropriately, flipped class elements can foster students' engagement in the learning process, which many students find beneficial and as the research has shown to decrease attrition, enhance students' positive attitude and motivation, improve students' satisfaction. It is compatible with the regular curriculum and has a good potential to reform the traditional time-consuming in-class components of the ESP course and make it more topical and motivating. However, the process of implementing new formats of training requires not only careful planning, but also monitoring the students' feedback.

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ОГЛЯД ЛІТЕРАТУРИ З ВИХОВНИХ ПРОБЛЕМ РОЗВИТКУ ДУХОВНО-МОРАЛЬНОГО СВІТОГЛЯДУ ЗДОБУВАЧІВ ХОРЕОГРАФІЧНОЇ ОСВІТИ:
ТЕОРЕТИЧНИЙ АСПЕКТ

У статті розглянуто духовно-моральні ціннісні орієнтації, які спрямовують здобувачів освіти на розвиток духовно-морального світогляду особистості. Визначено основні виховні проблеми під час розвитку духовно-морального світогляду здобувачів хореографічної освіти у сучасному закладі вищої педагогічної освіти, що надають можливість коригувати роботу при проведенні виховних заходів спрямованих як на особистість так і на її професійне зростання. Проаналізовано літературу сучасних українських і зарубіжних науковців, що спрямували наше дослідження на подальше визначення сутності поняття “духовно-моральний світогляд особистості здобувачів хореографічної освіти”. Адже, духовність та моральність існують в цілісному сполученні, яке надає можливість генерувати нероздільну і гармонійну особистість. Охарактеризували міфологічний, філософський, релігійний, науковий, мистецький світогляди.

Ключові слова: духовність; моральність; світогляд; духовно-моральний світогляд.

Лит. 4.

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LITERATURE REVIEW ON EDUCATIONAL ISSUES OF DEVELOPMENT OF
SPIRITUAL AND MORAL OUTLOOK OF CHOREOGRAPHIC EDUCATION
APPLICANTS: THE THEORETICAL ASPECT

The article deals with the spiritual and moral values that guide the seekers to develop the spiritual and moral outlook of the individual, which will help in life and in the work for professional growth. The main educational problems during the development of the spiritual and moral worldview of the choreographic education seekers in the modern institution of higher pedagogical education are identified, which will allow to correct the work in carrying out educational activities aimed at both the individual and his professional growth. The literature of modern Ukrainian and foreign scholars such as: I. Bekh, L. Yyhotskiy, R. Hipson, L. Moskalyova, G. Shevchenko, E. Pomitkin, E. Wilson is analyzed. worldview of the choreographic education seekers. After all, spirituality and morality exist in a coherent combination, which gives the opportunity to generate an inseparable and harmonious personality.

Through the use of supporting literature, we have revealed the theoretical aspects of the development of the spiritual and moral outlook of student youth, namely future choreographers, who will help to supplement the teaching of choreographic disciplines.

The article describes the peculiarities of realization of the main tasks in the development of the spiritual and