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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) VIA  
IMPLEMENTING FLIPPED LEARNING APPROACH AT HIGHER EDUCATION*****Dilnoza J. Shamuratova****Lecturer**Uzbekistan State World Languages University**Tashkent, Uzbekistan**E-mail: [dizamura@5gmail.com](mailto:dizamura@5gmail.com)****Jasmina N. Ikromova****Student**Uzbekistan State World Languages University**Tashkent, Uzbekistan**E-mail: [jasminaikromova57@gmail.com](mailto:jasminaikromova57@gmail.com)*

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**ABOUT ARTICLE**

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**Key words:** flipped learning, EMI, technological advancements, learning with new ways, working with students, group work, teacher-to-student interaction, critical thinking skills, problem solving skills

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**Abstract:** This article explores the potential of a flipped learning methodology to develop and improve English Language Teaching (ELT) in higher education. Design principles of EMI and reverse learning and the most relevant theoretical frameworks for each area are discussed. In addition, factors to consider when implementing a flipped learning model in EMI contexts are presented. Blended learning environments, such as the flipped learning model, can become a support during EMI, facilitating the development of interaction and collaborative work and creating a task-based communicative environment. However, the rotated model can help overcome some of the challenges presented in the EMI literature. The views of Bergman and Sams, Collins and Halverson, Braine and other scientists about the flipped learning direction are also described.

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**INTRODUCTION**

The number of universities offering graduate and undergraduate courses in EMI is growing rapidly and more teachers are facing the challenge of teaching their academic subjects through EMI. Over the past few years, there has been an impressive growth in the amount of research conducted on this phenomenon of EMI. "For EMI courses, the delivery of content, whole-class interaction, the

learning materials, and the demonstration and assessment of learning outcomes (such as oral presentation, assignments or tests) should be in English. Other languages may be used in a principled and limited way in specific circumstances, for example, Student-to-student and teacher-to-student interaction during pair work and group work may sometimes take place in languages other than English to aid mutual comprehension and idea generation. However, students should be asked to present their discussion outcomes in English and lecturers should ensure that at least 70% of class communication takes place in English". (Dearden and Spain 2021). Flipped learning is one of the best ways to study EMI. It is a general consensus that in the past few years due to the technological advancements there has been integral alterations in teaching and learning the English language by implementing flipped learning approach in the classroom. Instead of conducting a mundane lecture, teachers can have an effective and interactive learning environment by creating flipped classroom. Interestingly, teachers do not need any internet technology to leverage the learning in a classroom, it is simply accomplished by utilizing teacher created videos or any appropriate resources that students view outside of the classroom. (Bergmann & Sams, 2012a). The most important point of creating flipped learning class is to minimize the role of teachers in the classroom and give a chance to students to raise their critical thinking skills.

Although, flipped classrooms have already been established in many countries' education system, in Uzbekistan there are some universities where teachers are carrying out traditional approaches in teaching the English language by being oblivious about flipped learning approach. As English is considered to be a foreign language in Uzbekistan, learners need more time to use and practice the language in the classroom rather than being passive listeners in long conducted lectures. Moreover, it is undeniable fact that students raised on new media technologies are quite impatient and unwilling to immerse themselves dealing with worksheets and listening to lectures (Collins & Halverson, 2009). The flipped learning approach enables learners to use higher thinking orders and to raise problem solving skills. The integral role of higher level learning goals have been indicated by Benjamin Bloom's taxonomy. As Bloom's taxonomy clarifies different domains of learning, which started by the basic retention of facts to the application of knowledge. Encompassing Bloom's taxonomy into a flipped classroom, teachers are encouraging students to do the lower levels of cognitive work (applying, analyzing, evaluating, and creating) in a classroom, where they can be supported by peers and a teacher (Brame, 2013).

## **MATERIALS AND METHODS**

**English medium instruction:** At first, subjects such as Engineering, Business, Economics IT, Sciences were taught in English as much of the real-world business and research in these domains takes place in English. Then, EMI expanded to many other academic subjects such as the Humanities

and Social Sciences. The number and range of EMI subjects in a university varies but, in all cases, EMI is increasing

***Objective of the study:***

The main purpose of this study is to use the flipped approach in teaching English in classrooms and to compare the achievements of flipped students with students studying in traditional education. Moreover, the research shows the necessity of using new and modern materials instead of using traditional books in classrooms.

Additionally, this method of teaching increases students' interest in science. In addition, the use of this method of education in Uzbekistan serves to further increase the quality of education.

***Significance of the research***

The importance of this study is that it shows how important the flipped classroom is in education. This method can help both students and teachers. By using a new teaching method, teachers can make students more interested in learning and also helps them to be more active in the classroom.

**RESULT AND DISCUSSION**

***More specifically, the research responds to the following questions:***

1. Is it possible to conduct effective lessons by having medium of instructions via flipped learning approach?
2. Is there any alteration in acquisition of the English language between students in the traditional environment compared to students taught utilizing the flipped classroom approach?
3. Is there any advantage of having material curation instead of applying to traditional course books?
4. Is there any difference in assessing students who are taught in traditional way and flipped learners?

**Proposed methodology:** The study encompasses the use of quantitative and qualitative methods to gather data. The achievements of students can be measured by quantitative methods. Participant observation, reflection and interview are carried out by qualitative methods. Subjects. The subjects for the study will be sophomores who are learning the English language and linguistics. My plan is to have more non-native students rather than having native learners, as it helps to find out the acquisition of the foreign language by oversea students by using flipped learning approach.

**Instruments.** Pencil and paper tests and teacher created videos materials and course books. Procedure. Students will be taught by using traditional methods and then tested to identify language acquisition. Students will learn the English language by being exposed into flipped classrooms and a post test will be held. The data will be fortified by adding interviews with students and teachers.

**Data analysis.** Statistical packages, interviews, tests will help to analyse the data.

**Limitations and delimitations.**

Limitations:

1. The exams taken at the end of each semester will be used in data collection, so it may not reflect overall language acquisition.

2. The data will be collected from one university sophomores who are studying the English language and the intervention may not be pertinent and applicable to similar interventions in different courses and subjects.

Delimitations:

1. The data will be collected from one university and may not be germane to similar interventions in different countries.

### **Literature Review**

The value of flipped classroom is it helps students when they miss classes in emergency situations. In addition, this method is also very useful for students who do not understand the lesson well. (Halili & Zainuddin, 2015) The idea of flipping the classroom was first used by Jonathan Bergmann and Aaron Sams, who designed and created many instructional videos to help their students understand the key concepts of new lessons and to clarify topics and promote student learning. (Tucker, 2012).

As reviewed, flipped learning consists of three main types: 1. A traditional flip: which students only received videos to help them understand the basics of their new lessons. At the same time, classroom time is intensively devoted to critical and creative thinking, as well as problem-solving skills (Johnson, Adams-Becker, Estrada & Freeman, 2015). 2. In-class flip, that has the same characteristics as a traditional flip. Basically, students finish watching videos in class and work together, share knowledge, and complete assigned tasks (Brown, 2016). 3. Mastery flip: defined as “Students work either in small groups or individually at an appropriate pace. The teacher formatively assesses students and gauges student understanding. Students demonstrate mastery of objectives on summative assessments. For students who do not master a given objective, remediation is provided” (Bergmann & Sams, 2012).

Thus, flipped learning has already started to be used in some universities, and universities have also started to use their own different methods.

Using the flipped classroom as an instructional strategy increases students' responsibility for their learning. Students' information and communication skills (ICT) will improve if videos are provided on the subject of the lesson. (Overmyer, 2012) Furthermore, the flipped classroom enhances students' problem-solving skills and strengthens the relationship between students and their teachers, thereby strengthening students' learning styles. (Arnold-Garza, 2014). Afrilyasanti, Cahyono and Astuti (2016) conducted a study, which aimed to investigate the impact of flipped classroom on writing skills of students of English as a foreign language (EFL). The research sample consisted of purposively selected (62) students from secondary schools in Indonesia. The experimental group was taught English writing skills through a flipped classroom strategy, while the control group was taught

the same writing skills in a face-to-face mode. The results showed that students in the experimental group performed better than their counterparts in the control group.

Clark, Besterfield-Sacre, Budny, Bursic, Clark, Norman et al. (2016) discussed the advantages and disadvantages of the flipped classroom and its impact on the classroom environment. They found that the flipped classroom had a significant impact on student achievement. For example, study level. Yang, Yin and Wang (2018) reported that students who studied English using flipped learning achieved higher results than students who studied it in a traditional way. In addition, this students also performed well in 3 areas: independent study, hands-on time, and increased interest in the importance of science.

Flipped learning classroom is not a new approach as it has been suggested by Jonathan Bergman and Aaron Sams in 2007. Science teachers who wanted to provide lectures to missed students and they created a new paradigm “flipped classroom”. There several misconceptions pertinent to flipped learning and online learning (Fink,2011). Online learning will continue as it has a significant role in the education realm. It should be noted that a flipped model does not change the time which is spent to face to face interaction among students and a teacher in comparison to traditional classroom. Bergmann and Sams(2012b) defined flipped learning, “ what used to be classroom (the lecture) is done at home via teachercreated videos, and what used to be homework (assigned problem) is done in the class ”.

“It is good to see such a cohesive picture emerge from their meta-analysis ”(Mazur, 1997). Eric Mazur, a professor who is against to the lecture model as there are myriads of proof that lecturing is already inefficient, outdated and in tandem outmoded.The main goal of flipped learning is to get less education in the classroom and create a comfortable atmosphere for students to learn in the classroom. One of the main factors of flipped learning is the teacher.“Since the turn of the century, the challenges of globalization, information technology, international competition, and strong local developments have stimulated a new wave of educational reforms” (Cheng & Mok, 2008, p. 374). The new wave encouraged to shift from ateacher- centered approach to a student-centered one. It helps to have a lifelong learning by stimulating students to develop their learning, thinking and creating and critical thinking skills.

## CONCLUSION

Majority of flipped educators emphasized that flipped learning is important as it helps to switch from “sage on the stage” to “guide on the side” (Baker, 2000; Bergmann & Sams, 2012a; Musallam,2011).

Four elements can be utilized by the instructor in creating a flipped classroom(flippedlearning.org, 2018). In the abbreviation “FLIP”, the first letter “F” stands for Flexible Environment. It clarifies the amount of time and places flexibility during a learning process. “L” indicates Learning Culture. It is

commonly known that in a traditional classroom a teacher is a source of knowledge, however flipped learning method altered this phenomenon by changing a teacher-centered approach into a student-centered approach. It creates autonomy for learners. The third aspect is Intentional Content "I". The main focus of flipped learning is to boost students' cognitive abilities. And the last one "P" stands for Professional Educator. In comparison to a traditional approach, the responsibility of flipped educators is more than traditional method holders. Flipped educators are responsible for creating videos and having a continuous observation of students during the course, evaluate them and make feedbacks to help learners to make a progress.

In a word, for learning English medium instruction flipped learning is the best way. In education flipped learning increases the interest of not only students, but also teachers. In addition, the use of this method increases the quality of education in the country. By using this method, students' world view will develop. Flipped classroom is a very useful strategy that is especially important for university students. This method serves to improve students' critical thinking and problem solving skills.

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