

Flipped classroom as an interactive method in teaching foreign languages

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Flipped Classroom strategy has achieved significant recognition in academic circles in recent years. Students study the materials offered by the teacher before the class (the range of the materials to use is variable, e.g. presentations, videos, texts, grammar references, etc). In-class time is focused on practicing materials studied previously. It is well known that knowledge acquisition is far more effective when students learn by-doing something, instead of just listening or watching.

Indeed, flipped classroom can be considered as a complement, rather than a substitute, to the traditional classroom in higher education because it enables teachers and students to get oriented toward active and collaborative learning. Flipped Classroom is a blended learning model that depends on a great number of digital and multimedia resources which are an indispensable part of the efficient innovative learning process.

Flipped Classroom implementation in teaching foreign languages has some advantages and disadvantages. The advantages are the following:

- the mentioned above strategy enables to save a great deal of time;
- this technique develops critical thinking, independence and self-reliance in learning;
- students can study course material at a rate that is adjusted to their learning style;
- flipped classroom method is ideal for the students who cannot attend all the classes;
- it is also efficient for reviewing material if necessary;
- the implementation of this educational strategy improves the student motivation and increases their participation in the classroom.

As for the disadvantages, they include:

- using flipped classroom method is a great responsibility for teachers, it takes a lot of time to work out the curriculum, feedback and all the necessary materials;
- this technique is less suitable for poorly motivated students who are very likely to avoid doing homework and those who lack independence in learning;
- flipped classroom method is not efficient in groups provided that not all the students have studied the material properly;
- the discussed technique can be used as a complement, rather than a substitute, to the traditional classroom in foreign language learning.