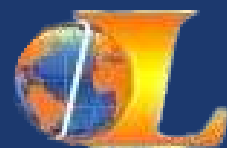




National Technical
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Faculty of Linguistics

Department of English for Engineering №1



UNIVERSITY
OF KRAGUJEVAC



5th INTERNATIONAL ONLINE CONFERENCE CORPORA AND DISCOURSE Conference proceedings

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The proceedings present and discuss a wide range of scientific and practical achievements in applied linguistics including corpus investigation techniques, compiling specialized corpora, computational linguistics, psycholinguistics and sociolinguistics, translation studies, language teaching and learning.

The authors of published abstracts are responsible for the selection and accuracy of presented facts, quotations, proper names and other data provided.

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TEACHING BASIC ENGLISH GRAMMAR TO THE CADETS USING THE FLIPPED CLASSROOM METHOD

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The primary goal of this method is to foster an active learner who is fully engaged in the educational process – one who can think critically, collaborate, inquire, offer and request assistance, engage in discussion, provide arguments, analyze information, and express personal opinions.

The Flipped Classroom method represents a variation of blended learning. Its distinctive feature lies in the fact that students are required to familiarize themselves with new material independently at home, while classroom time is devoted to solving practical tasks under the teacher’s guidance to consolidate and deepen their understanding (Flipped, 2025).

In this way, the teacher’s role transforms into that of a facilitator or consultant, assisting students in gaining practical experience from the knowledge they have acquired. At the same time, this approach reshapes students’ attitudes toward learning: they evolve from passive listeners into active participants who acquire new information through self-directed study (Flipped, 2019). This promotes the development of autonomy and cognitive engagement.

The method also creates more opportunities for practice, the cultivation of critical thinking, and participation in discussions, as students come to class already prepared. Furthermore, by studying the material independently, learners simultaneously develop digital literacy skills (Olenyuk, 2020). Importantly, they study not merely to earn grades but to apply their acquired knowledge in practice.

Variations of the method include:

- **Typical:** Cadets study new material independently (at home) and work on practical exercises during class. In this case it is efficient to guide the cadets with diagrams or grammar tables to make sure they can visualize the theoretical information and refer to the various internet self-study services.
- **Discussion-based:** This method is better to be used in disciplines that require visual demonstrations or experimental work, especially when learning languages, for example, the cadets can be divided into two groups given a grammar assignment and have a discussion as to completing the exercises.

- **Group-based:** Cadets are divided into groups to apply new knowledge collaboratively in class, fostering teamwork and peer learning. This method is not only effective for learning; it is also very motivating encouraging competitive abilities.
- **Flipped “Teacher”:** This approach involves cadets directly in the creation of video materials and practical assignments, role-play and acting out real-life situations (conversations) involving grammar.

Implementation of the Flipped Classroom method

In class, in order to reinforce learned material, it is most effective to employ creative tasks, educational games, and discussions that engage cadets and motivate them to acquire new knowledge for practical application (Advantages, 2020).

The teacher can use the gaming methodic in teaching English Grammar to the cadets with the appropriate professional vocabulary. For example, teaching the Present Simple can be presented as daily routine activities together with the prepositions of time and place and scheduled events; practicing the Present Perfect can be combined with the question-answer work “Have you ever been (done, seen) ...”; the Future Simple can be combined with the future professional activity etc.

Cadets’ motivation for independent study can be enhanced through the use of active information-processing techniques that the teacher integrates into the content creation process. Existing educational video resources on the topic may also be utilized. To promote engagement with the material, cadets can be encouraged to take concise notes, summarize key points, or organize information into tables, work on group and individual projects which develop their speaking and use of English grammar skills as well as teamwork and self-esteem.

To summarize, it should be noted that the Flipped Classroom methodic can be applied in a vast majority of conversations covering professional topics. This allows the cadets to practice their grammar skills in class while studying the theoretical part as a self-study material which can be really beneficial in the conditions of a small number of practical classes at the university and intensive study of professional vocabulary.

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