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## **SYNCHRONOUS ONLINE FLIPPED LEARNING APPROACH (SOFLA) IN REMOTE PROFESSIONAL TRAINING OF FUTURE PHILOLOGISTS**

**Yuliia Klymovych**  
*(Zhytomyr, Ukraine)*

In the past several years, online technologies have played an important role in education all over the world. Ukraine is not the exception, as due to pandemic and war we have made a shift from traditional teaching approach to distance (or remote) one. Nowadays almost every teacher in our country is familiar with key principles of hybrid, blended and flipped learning.

Notwithstanding that the concept of flipped learning is steadily gaining popularity in Ukraine, some teachers and scientists use terms *flipped classroom* and *flipped learning* interchangeably. Although, as scientists from Flipped Learning Network (FLN) state, flipped learning approach is wider and requires incorporating “The Four Pillars of F-L-I-P” into practice. The FLN leaders also came up with formal definition of flipped learning – “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter”. [1]

The Synchronous Online Flipped Learning Approach (SOFLA) was firstly introduced by Helaine W. Marshall in 2017 in her article on Flipped Learning Global Initiative website. [3] Unlike traditional flipping, which effectively combines independent online learning and face to-face-classroom interaction, SOFLA involves asynchronous and synchronous online components, which, in our opinion, is a powerful tool for remote future philologists’ professional training. We made an experiment with the aim to compare traditional flipped learning approach (*FLIP algorithm*) [2] and *the 8-step SOFLA learning cycle* suggested by H. W. Marshall.

According to 8-step cycle, Pre-Work Activities took place asynchronously on the learning platform (LMS) Canvas by Instructure. Students worked autonomously on the practical tasks, read authentic texts and watched videos, talked over various issues on the discussion forums.



Alike the following steps, Sign-In Activity took place synchronously on the basis of video conferencing platform Zoom. During the activity the teacher checked students' understanding of pre-work content by means of Q&A (open-ended questions).

Whole Group Application involved a teacher-guided (not teacher-centered) activity to clarify the possible misconceptions in the pre-work task. This activity is intended to be collaborative for the whole class to contribute.

After that learners were grouped into Breakouts (or breakout rooms) where they worked on projects and questions for further whole-class presentation and discussion. Share-Out Activity was a logical conclusion of the previous step when students shared their findings and highlights with peers who provided peer feedback.

Then the teacher showed sections of the video for independent work and explained potential problematic concepts which can mislead students. Such Preview & Discovery of the upcoming assignment significantly encourages students' interest. As a conclusion, Assignment Instructions were given by the teacher (location of the task, due date, additional resources, etc.).

In the last phase of Reflection we asked future philologists to evaluate traditional flipped learning approach with face-to-face component and SOFLA with its remote synchronous sessions. As a consequence, about 80% of future philologists agreed that traditional flipped learning is more effective and beneficial as it provides students with the opportunity to communicate and collaborate in person. Moreover, it stimulates their active social networking and soft skills' development.

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