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PRACTICAL IMPLEMENTATION STRATEGIES OF THE FLIPPED CLASSROOM FOR TEACHING B2 LEVEL WRITING (IN THE CONTEXT OF UZBEKISTAN)

Bobur Suyunov
Assistant Teacher, Profi University Navoi Branch, Navoi, Uzbekistan
Independent Researcher, Uzbekistan National Pedagogical University
Tashkent, Uzbekistan
E-mail: bobur.suyunov.95@gmail.com
+998979130403

Abstract

This article explores practical strategies for implementing the flipped classroom model to teach B2-level writing in Uzbekistan, aligning with CEFR standards. It details pre-class activities, such as instructional videos and genre exemplars, and in-class collaborative tasks, peer reviews, and revision workshops, supported by digital tools like Google Docs, Padlet, and AI-based platforms. The approach fosters learner autonomy, metalinguistic awareness, and process-based writing skills. Despite challenges in Uzbekistan, including limited technology access and unfamiliarity with autonomous learning, localized adaptations like mobile-friendly materials and culturally relevant exemplars enhance effectiveness. The study highlights how strategic implementation improves linguistic competence and empowers students as independent, reflective academic writers.

Keywords: Flipped classroom, B2 writing, CEFR, learner autonomy, digital tools, collaborative writing, peer review, process-based writing, scaffolding

INTRODUCTION

The practical application of the flipped classroom (FC) model for B2-level writing instruction bridges theoretical frameworks with real-world pedagogy. As Bergmann and Sams (2012) originally proposed, this method redefines the

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traditional roles of classroom instruction by placing foundational content delivery (e.g., grammar explanations, genre models) before class and utilizing class time for active, student-centered learning. In the CEFR B2 context, where learners are expected to handle complex linguistic structures and genre-specific compositions, this approach supports both cognitive depth and learner autonomy. This section offers a comprehensive exploration of real-world strategies for implementing flipped writing classrooms with a focus on pre-class preparation, in-class activities, digital integration, and process-based writing scaffolding.

METHODS

In a flipped classroom, pre-class activities lay the cognitive groundwork. Instructional videos on grammar topics relevant to B2 learners (e.g., hedging, cohesive devices, participial phrases) allow students to pause, replay, and internalize rules at their own pace (Torres, 2016; Dharma, 2024). These videos are often accompanied by downloadable transcripts or interactive quizzes via platforms like EdPuzzle or Moodle, which support comprehension and engagement. Equally vital are genre exemplars provided in advance. For instance, annotated argumentative essays or problem-solution models expose students to the conventions of academic writing, enabling inductive learning. Papadakis et al. (2019) emphasized that effective pre-class input enhances students' readiness for class-based collaborative application, minimizing cognitive overload and maximizing productivity.
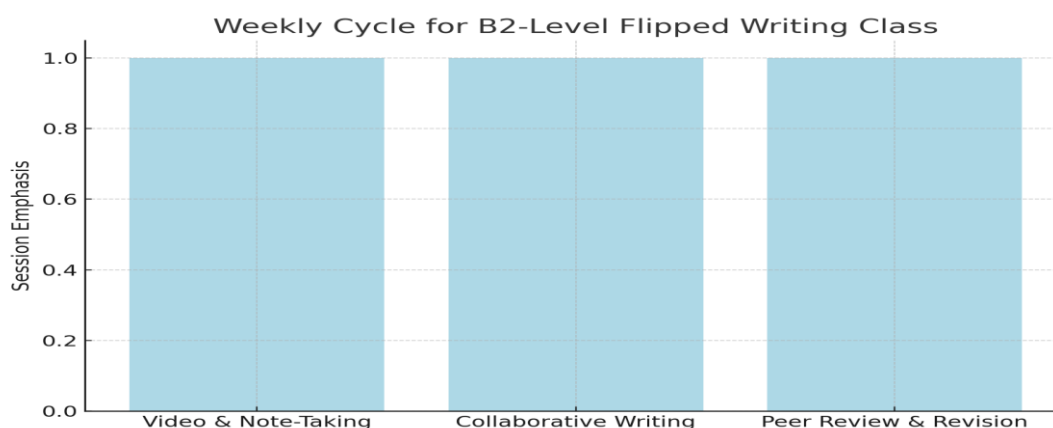
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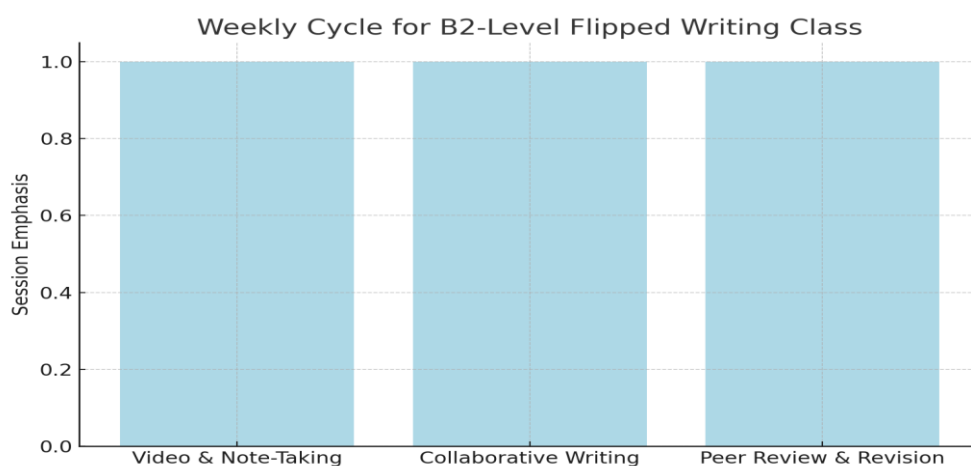
Weekly Cycle for B2-Level Flipped Writing Class

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This graphic illustrates a sample weekly schedule in a flipped classroom model. Monday is dedicated to pre-class video and note-taking, Wednesday for collaborative writing tasks, and Friday for peer review and revision workshops. During class, the flipped model prioritizes active and social learning. At the B2 level, collaborative writing tasks (e.g., co-authoring argumentative essays in pairs or triads) serve to reinforce genre structures and facilitate language production. As highlighted by Torres (2016), such activities activate students' meta-linguistic awareness and support the "learning-to-write" dimension of L2 writing. Peer review sessions, guided by rubrics aligned with CEFR descriptors (e.g., coherence, task achievement, grammatical range), encourage evaluative thinking. Figure 5:

This graphic illustrates a sample weekly schedule in a flipped classroom model. Monday is dedicated to pre-class video and note-taking, Wednesday for collaborative writing tasks, and Friday for peer review and revision workshops. According to Mashhura (2025), structured peer feedback enhances confidence and oral fluency in writing discussions. Revision workshops, facilitated by teachers, allow students to reflect, edit, and improve drafts. These workshops utilize tools like Google Docs for synchronous commenting and Padlet for sharing drafts anonymously to discuss features of strong writing collectively (Ofgang, 2022). Digital tools are integral to the flipped classroom, enabling multimodal input and interactive engagement. Google Classroom, Padlet, and AI-enhanced platforms like Grammarly or ChatGPT-based writing assistants allow differentiated instruction, tailored feedback, and ongoing formative assessment. Figure 6:

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Effectiveness of Digital Tools in B2 Flipped Writing Classrooms
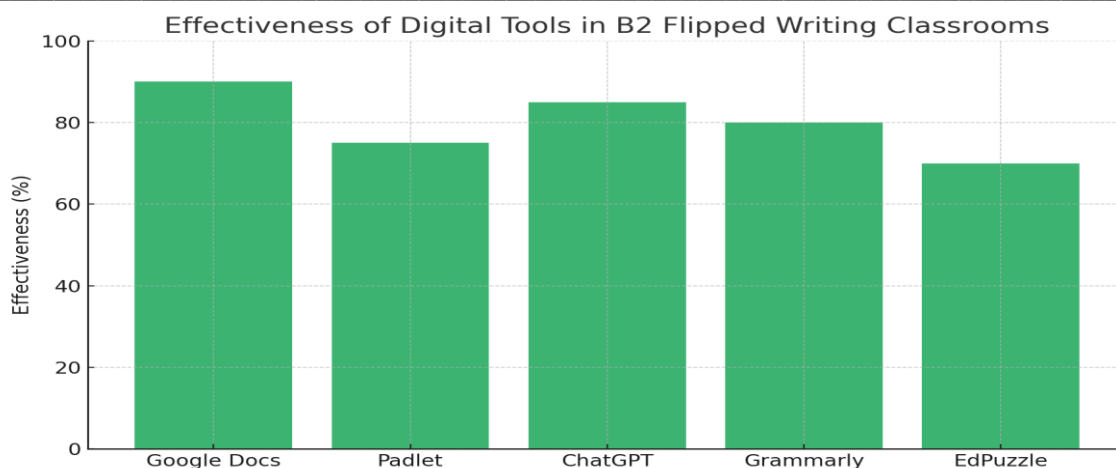
This bar graph presents the perceived effectiveness of various digital tools-such as Google Docs, Padlet, ChatGPT, and Grammarly-used to enhance writing instruction in the flipped classroom.

RESULTS

Studies (Afzal, 2023; Gariou-Papalexiou et al., 2019) show that students using these tools become more autonomous and reflective writers. AI tools support grammar correction, offer vocabulary alternatives, and guide sentence restructuring-especially valuable for B2 learners refining accuracy and fluency. Moreover, formative feedback from tools like Google Forms or Kahoot quizzes ensures pre-class preparation is monitored and reinforced. Effective time management is central to flipped classroom success. Clear structuring of weekly cycles, for example, Monday-video and note-taking; Wednesday-collaborative writing; Friday-peer review and revision-offers consistency and expectation. Process-based writing, as recommended by Hyland (2016), benefits greatly from this structure. Students follow a recursive writing path: prewriting (through brainstorming on Jamboard), drafting (in pairs), revising (with AI and peer feedback), and publishing (via blog or portfolio). Each stage is scaffolded with targeted support, echoing Vygotsky's ZPD model.

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DISCUSSION

This method ensures that B2 learners not only produce texts but also understand the process of quality writing. While the flipped model has global appeal, local adaptation is crucial. In Uzbekistan, challenges include unequal access to technology, students' unfamiliarity with autonomous learning, and limited teacher training. Mashhura (2025) notes that motivational issues can arise if students do not complete pre-class tasks, undermining the in-class process. To combat this, teachers can apply gamified elements (e.g., digital badges or points), ensure mobile-friendly materials, and integrate low-bandwidth platforms like Telegram channels for content distribution. Moreover, as Tarabanova and Almukhambetova (2024) emphasize in their regional study, localized exemplars (e.g., Uzbek academic essays or translations) help learners relate new content to familiar academic conventions, fostering engagement and contextual relevance. Implementing the flipped classroom model for B2-level writing requires careful orchestration of technology, pedagogy, and learner psychology. Pre-class instructional videos and genre exemplars build foundational knowledge, while in-class collaborative writing, peer reviews, and teacher-led workshops reinforce applied skills. Digital tools enhance personalization, feedback, and engagement, while scaffolding ensures a guided, recursive writing process. Though challenges exist, especially in resource-limited contexts like Uzbekistan, creative adaptations, including mobile learning, AI integration, and culturally responsive materials can maximize the flipped model's effectiveness. When implemented strategically, flipped instruction not only improves linguistic competence, but also empowers students to become independent, reflective, and confident academic writers.

CONCLUSION

The flipped classroom model, when strategically implemented for B2-level writing instruction in Uzbekistan, effectively enhances linguistic competence and fosters independent, reflective academic writers. By leveraging pre-class instructional videos, genre exemplars, and digital tools like Google Docs, Padlet, and AI-based platforms, the approach builds foundational knowledge and supports active, collaborative in-class learning. Despite challenges such as limited technology access and student unfamiliarity with autonomous learning,

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localized adaptations—mobile-friendly materials, gamified elements, and culturally relevant exemplars—maximize its effectiveness, ensuring a scaffolded, process-based writing experience that aligns with CEFR B2 standards.

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