

EMPLOYING FLIPPED CLASSROOM MODEL TO PROMOTE ACTIVE LEARNING AMONG EFL STUDENTS

ÁP DỤNG MÔ HÌNH LỚP HỌC ĐẢO NGƯỢC NHẪM PHÁT HUY TÍNH TÍCH CỰC TRONG HỌC TẬP CHO SINH VIÊN CHUYÊN NGỮ

Nguyen Thi Huong^{1,*}

ABSTRACT

Recently, Flipped Classroom Model has been attracted a great deal of interest from educational experts, teachers and practitioners for its outstanding features and fashionable advantages. This model not only goes well with the tendency of technological era but is alsoof great help in promoting students' active learning, especially at university level. In this article, the author aims to share her knowledge of the model from user's perspective. Based on that, some scientific analysis on advantages and disadvantages is pointed out with the hope that teachers and practitioners who are concern may find it helpful and applicable in their teaching situations.

Keywords: *Flipped classroom, technology, active learning, EFL.*

TÓM TẮT

Trong thời gian gần đây, mô hình lớp học đảo ngược (flipped classroom model) đã nhận được sự quan tâm đáng kể từ các thầy cô giáo, các nhà giáo dục vì những ưu điểm nổi bật phù hợp với xu hướng giáo dục ứng dụng công nghệ hiện đại ngày nay. Mô hình lớp học đảo ngược không chỉ chứng tỏ sự phù hợp với xu thế chung của thời đại khoa học công nghệ mà còn phát huy hiệu quả tính tích cực, chủ động của người học, đặc biệt là đối tượng người học ở bậc đại học. Trong bài báo này, tác giả mong muốn chia sẻ từ góc nhìn của người sử dụng mô hình, từ đó đưa ra những phân tích mang tính khoa học, chỉ ra những ưu nhược điểm, đồng thời đưa ra những gợi ý hữu ích cho các thầy cô giáo và các nhà giáo dục quan tâm.

Từ khóa: *Lớp học đảo ngược, công nghệ, học tập tích cực, EFL (tiếng Anh như một ngoại ngữ).*

¹Faculty of Foreign Languages, Hanoi University of Industry

*Email: perfume5583@gmail.com

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1. INTRODUCTION

For the past few years, traditional education has shown to be inefficient due to the increase in learners' need. Especially, the rapid development of science and technology has offered more opportunities and new approaches to teaching in general and teaching English in particular. The integration of technology into the teaching and learning has become a must shift that all teachers should do. Among hundreds of models, flipped classroom,

which is developed as a new method, has proved to be able to fulfil the increasing needs of learners. It is considered to be an effective model for engaging students in active learning as well as in meaningful teacher-student interaction.

2. AN OVERVIEW OF FLIPPED CLASSROOM MODEL

2.1. Flip classroom

According to Bermann & Sams [1], a flipped classroom can be described as a setting where "which is traditionally done in class is now done at home, and which is traditionally done as homework is now completed in class". Lage, Platt & Treglia use the word "inverted" to describe this reverse sequence: "inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" [4].

In this model, class time can be used for engaging activities, discussing concepts, clarifying hard-to-understand information, and investigating questions related to content.

2.2. Main characteristics of flipped classroom

Karrabulut-Ilgu, Jaramilo Cherez & Jahren [3], Bergmann & Sams [1] agree that flipped classroom model has some typical characteristics:

- It is a blended learning model of online and face-to-face learning
- There is a reversal learning progress: the learners are assigned the task of self-study and the content of materials (open-ended exercises, recordings of lectures before class.
- Roles and teacher-student relationship are exchanged: learners play a central role in the learning process. The teacher acts as a facilitator, answers and organizes activities. Teachers and learners get involved in the process of evaluating with the assistance of technology.
- Teaching and learning methods are mainly of activating activity for learners in the form of active learning.
- Materials and techniques of teaching are modern technical means. Resources or learning materials in digital form, multimedia materials, video lectures are provided on line.

2.3. The benefits of flipped classroom

Flipped classroom includes such effective approaches such as cooperative learning, project-based learning, problem-based learning, etc. It is beneficial to both teachers and students. Some outstanding advantages of flipped classrooms have been discussed by Du, Fu & Wang [2] which can be seen in the following table:

| For teachers | For students |
|--|---|
| Work closely with students in the classroom | Learn at their own pace |
| Improve students attitudes | Engage concepts with peers |
| Teachers can group students together | Frustration levels remain low |
| Improve students' ability to solve open-ended problems | Benefit to those students whose personality types and preferred learning styles impair their performance in traditional education environment |

In the traditional classrooms, students normally have to try hard to catch what is being taught. While listening to the teachers, students try to note down all things he/she says. It means that they may miss the focal points because they do not have enough time to reflect what is being presented. In contrast, flipped classrooms enable students to watch pre-recorded videos, re-wind, forward. The content of the courses can be view more than once, which may be of great significance to someone whose English is not really good. At the same time, cooperative learning can encourage social interaction, teamwork and cultural diversity among students, making it easier for them to provide mutual help. Teachers can spend time helping their students develop synthesis and explore application during class time through experiential exercises, team work and assigned independent homework. In the traditional classroom, students attend regular classes, listen to the lectures and then do their exercises at home. Flipped classroom, however, allows students to read the materials and watch videos at home then work with their partners during class time. This can increase team work skills and enhance mutual understanding and trust.

2.4. The shortcomings of flipped classroom

Every coin has two sides and so does the flipped classroom. Du et al has point out some possible problems with flipped classroom [2].

Students' lack of motivation: Students must be motivated to do their homework and be prepared for class. If they do not do that, they do not have the basic knowledge of the subject.

Technological issues: stable internet access is compulsory if flipped classroom is applied. It means that it is rather hard for teachers of remote or disadvantaged areas where there is less internet availability.

Organization: There are a couple of things that the teacher has to introduce to the students the procedures.

Some guidelines and training should be provided before the courses, as well. Teachers may face a number of difficulties when assisting and answering students' questions in the classroom. They may also get some trouble with maintaining positive activities throughout the school day in relation to the contents that students have studied and done at home.

Lack of self-discipline: Flipped classroom is not suitable for passive learners. It requires a lot of self-discipline and active learning. Students must know how to self-study and self-discover. Moreover, as the learning environment is designed through the web platform, learners can easily be distracted by other factors, lose focus or get bored with watching video lectures.

Course content: Designing content is always a problem for the teachers because the content should be engaging and responsive. The preparation of learning resources and materials may be heavy workload for teachers.

2.5. Tools for flipped classroom

It is compulsory that technology is employed in flipped classroom. However, it should be noted that there is no fixed way of using technology for this model. Teachers can be flexible when choosing suitable platforms for their own flipped classrooms.

Before setting up a flipped classroom, the teacher has to think of the following things: content source, technical tools, host sites, learning management system (LMS), communication tools, student response system.

2.5.1. Content source

It is advisable for teachers that they should make use of pre-recorded video lectures made by other reliable teachers/experts when starting a flipped classroom. Some suggestions are Khan Academy (<http://www.khanacademy.org>), Ted talks (<http://ed.ted.com>). With Khan Academy, users can literally learn anything for free. Lessons are available in the form of videos, interactive activities and challenges. The students can access at the individual pace and the lectures would ensure that homework gets done.

With Ted Edu, the videos include insightful thoughts on a wide variety of topic like social science, politics, culture or academics. Ted always comes with refreshing outlook on various subject matters.

2.5.2. Technical tools

Assessing students' understanding is possible with many free programs which enable the teacher to embed questions, links to websites, pictures, to collect student data. Free program like eduCanon (<http://educanon.com>), Zaption (<http://www.zaption.com>), Edpuzzle (<http://edpuzzle.com>) are some good suggestions for teachers to create flipped videos. Creating short segments within the video, each segment is followed by a question. Through these programs' real-time monitoring systems, teachers can see which students watched the video and

the questions students got correct or incorrect. It is helpful measures for teacher to decide what need to be more reviewed in face-to-face class.

2.5.3. Hosting sites

There are a wide selection of free hosting sites for teachers to choose. Some of the following are highly recommended:

Dropbox (<http://www.dropbox.com>): this is an effective tool for flipped classroom since it enables the teachers, learners and even parents to work on a set of information at any given time. It's a popular cloud storage service that provides free basic version. It lets teachers create classroom folders that every student can pull and place data in. The big methods of implementing Dropbox in flipped classrooms is for homework and exit slips. Assignments can be turned in, handed out and reports can be peer reviewed. Exit slips can be safely delivered to parents and teachers by utilizing specific folders that they are invited to access. Once invited, users can place any documents, links, photos or other media file in and share them with others.

Google drive (<http://drive.google.com>): Google Drive is a good resource for online storage. It functions to create and share texts, spreadsheets, forms and presentations. It enable users to collaboratively work with others, to integrate other resources offered by Google Inc.

Youtube (<http://www.youtube.com>): Youtube is can be a user-friendly platform where teachers can upload video lectures and students can learn at the own pace, on their own time.

OneNote Class Notebook (<http://www.onenote.com>): the OneNote Class Notebook is an app that helps users set up OneNote in their class. This app will create a class notebook including 3 sub-types:

- + Student Notebooks: these notebook can be shared between teacher and individual students. The teacher can access these notebooks at any time but students cannot see other students' notebook.

- + Content library: a notebook for teachers to share course materials with students. With this, teachers can add and edit materials but student can read only.

- + Collaboration Space: a notebook for all students and the teacher to share and collaborate.

Google Classroom (<http://classroom.google.com>): this is a powerful community based social tool for learning. It allows teachers to post assignment, questionnaires, lesson materials which can be accessed by students who are invited to join the class. It also enables students to post questions and get the answer from their teacher and peer friends. Furthermore, it is integrated with other Google products such as Google Forms, which can be a great way to get feedback from students.

2.5.4. Learning Management System (LMS)

Both blended learning and online learning need good LMS which is of great significance to teachers for creating an well-organized content source and tracking students'

progress rate. Given below are some best LMS systems which would help teachers enhance their flipped classroom experience.

Canvas (<http://canvas.instructure.com>): Canvas is a learning management system, or LMS, created by a company called Instructure. LMS is software used for e-learning and online education, creating a virtual learning environment. You might be familiar with other LMS applications such as Blackboard or Moodle, which are similar in design to Canvas. Canvas can be used by any person, and any institution. It is used by both primary schools and universities, and both small organizations and large corporations.

Edmodo (<http://edmodo.com>): Among many other useful LMS, Edmodo can be considered as "social learning platform", rather than a learning management system because its working logic is like social networks. It lets students make questions to other students and enables teacher-student interaction, even parent-teacher interaction, etc. Since its appearance is like a social network platform, it is quite attractive to users and teachers.

Moodle (<http://moodle.org>): This flipped classroom platform would allow the teacher to upload video lessons including the ones which have been shared by other teachers on Moodle. It has a wide selection of content format and the content can be loaded in relation to the module and divided in accordance with the topics.

Sakai (<http://sakaiproject.org>): This open software is being widely used. It comes with several useful tools for online collaborations and includes tools for emails, chat rooms, polling tools and slide shows.

2.5.5. Student response systems

Responsive assessment during class time is quite important in flipped classrooms. Teachers should choose suitable real-time system which can provide immediate results. The following applications/systems are highly recommended:

Quizzi (<http://quizizz.com>): Quizizz as a gamified student response system provides a multiplayer activity that students may practice together. Students will be given a code to join a quiz, and the teacher will ensure that the students who join the quiz with the attendance list to avoid intruders. Quizizz supports all devices like computers, smartphones and tablets as well as iOS, Chrome apps and Android. Besides, Quizizz is a website that provides teachers to conduct formative assessments by giving all ages student quizzes. The quiz is a knowledge test gained in advance, especially as a game competition. The quiz is a fun, easy way to investigate students' understanding of some topics. A quiz is usually used as a multiple-choice question that is quick and easy to answer score students and asks questions at various difficulty levels. The students will also report their answers (feedback) directly and automatically.

Kahoot (<https://kahoot.it>): Kahoot is a game-based classroom response system played by the whole class in real

time. Multiple-choice questions are shown on the screen. Students can answer the questions with on their smartphones, tablets, or computers.

Pear Deck (<http://www.peardeck.com>): Pear Deck enable teachers to embed questions into a presentation, or to simply ask a question at any time during class while students use their smart devices to answer or they can work in a small group to discuss the possible answers. Pear Deck is real-time monitoring system which allows teachers to see students' answers, use students' answers as examples for the class or let students to explain why they choose that answer. This can create a more communicative classroom through interaction between the teacher and students, which promises a possible outcome of language learning.

Socrative (<http://www.socrative.com>): is a cloud-based student response system. It allows teachers to immediately test students' understanding by way of mini-quizzes, assigned to them. Quizzes can be multiple choice, graded short answer, true-false, or open-ended short response. Socrative is strong enough to provide teachers with valuable and timely feedback.

Formative (<http://goformative.com>): this is a student response system that allows for multiple question types to be asked. Students can answer questions by drawing, choosing multiple options, providing short answer, etc.

Poll Everywhere: this is a powerful educational tool that can be used in conference and classes for getting instant feedback from the audience. This free tool is a good way of collecting feedback of learners by other learners without involving the teacher. Poll Everywhere can help flipped classroom students to keep track of the progress of other students.

2.6. Suggested procedure for implementing flipped classroom

For successful implementation of a general flipped classroom, teachers should follow the following steps:

Step 1: Before class

For teacher:

- + Identify and carefully select appropriate contents for flipped classroom. This is of great importance in determining the effectiveness and success of this teaching model. For example: the practice of pronunciation shouldn't be included in flipped class because this content need teacher-student interaction. However, grammar can absolutely be included in flipped classroom.

- + Include videos of lectures (teacher can self-produce or re-use of other sources). The videos should meet 2 criteria: (1) at most 25 minutes at length; (2) focused on the target content.

For students:

- + Self-study videos of lectures at home and prepare for the in-class practice.

- + Make questions for class discussion.

Step 2: During class time

For teacher:

- + Check students' self-study (the results of self-study can be check with the assistance of technology).

- + Complete the lesson's tasks (all the tasks will be complete in class not at home).

- + Observe and provide help.

For students:

- + Apply what they have studied at home to finish the assigned tasks.

- + Get feedback from the teacher and correct their work.

In this step, group work is highly recommended.

Step 3: After class

For teacher: assist students to complete all the unfinished tasks and provide further explanation if any.

For students: make effort to complete the unfinished tasks, consult the teacher if necessary.

3. CONCLUSION

Undoubtedly, flipped classroom model has proved to be useful to both teachers and students in the way that it can make the change of role between them. It helps enhance more collaborative learning and teaching which are of great significance to the effective of teaching process. The roles of students have a shift from passive participants to active participation. They actively access the learning materials, lectures before class time. The aim of flipped classroom is to engage students in pre-class study, then enhance their involvement in class and ultimately achieve the most satisfactory learning results. Teachers can use flipped classroom to empower their students to develop higher order cognitive skills, to improve the quality of teaching and to promote active learning.

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THÔNG TIN TÁC GIẢ

Nguyễn Thị Hương

Khoa Ngoại ngữ, Trường Đại học Công nghiệp Hà Nội