



Cover Page



FLIPPED CLASSROOM IN ENGLISH LANGUAGE: TEACHING AND LEARNING

Dr. Aruna Priya Kanukuntla

Assistant Professor of English, University College of Arts and Social Sciences, Mahatma Gandhi University,
Nalgonda, Telangana, India

Abstract

Ever since the dawn of Pedagogy, the process of learning has been done by the Traditional Teacher-Centred System through the age-old lecture method. Educationalists in the modern age opine that students can no longer be just passive recipients of information from the textbooks instead they must be made active learners in the classroom through new educational techniques. It can be noted that the traditional classroom lectures are becoming out fashioned and less interesting. One can observe that the students in modern times have access to the online classes, video tutorials and well-prepared study material and for this reason, the traditional classroom lectures are becoming outdated in the New Age Education Scenario. Today, the educational institutions are expected to provide new learning ambience for developing student's all-round personality. In the light of such emerging trends in the field of education, this paper examines the feasibility of introducing an updated learning activity in the modern classroom scenario called Flipped Classroom Method. The FCM is a new method of reversing the traditional model of classroom in which a student is asked to take part in teaching activity. If the students are engrossed in the discourses and discussions on prescribed syllabus, they can learn the difficult subjects easily. In general, the FCM provides all students an opportunity to use technology at home to explore, analyse, evaluate the assigned topics, then discuss and present the same in the classroom. In particular, this paper attempts to explicate how such flipped classroom can provide a platform for the students of English Language to develop their Communication Skills through practical involvement in teaching activity and also strengthen their personality through Peer Group Interactions. Finally, the paper shows how a sage like teacher on the stage can help students to free themselves from the cage of classroom and engage themselves in delightful and Positive Learning Activity.

Keywords: Pedagogy, Traditional Classroom, New Age Education, Flipped Class Room, Discourses, Practical Involvement, Personality and Positive Learning Activity.



Cover Page



The learning and proficiency in English for engineering students is extremely important if they want to pursue their career aspirations globally. To impart English language skills, teachers prefer student centric teaching methods to teacher centred methods for various reasons. First, Student Centred Learning encourages students with diverse learning needs, and it augments their retention of knowledge and skills (Baeten et al., 2013; Thanh, 2010). Student-centred approach allows the learners to explore knowledge across a wide range of disciplines, use creative and critical problem-solving skills, express themselves confidently, and learn how to work both independently and in collaboration with their peers. In student-centred learning, the teacher is still the classroom but functions as a facilitator and the students embrace a more active and collaborative role in their own learning. In the classroom, students are expected to make every effort to make sense of what they are learning by linking it to prior knowledge and by discussing it with the peers. (Brophy, 1999)

In the present scenario, the teacher's role is shifting with the changing trends in modern day technologies. The students today have access to the online classes, audio video lectures and authentic materials and so the traditional classroom lectures are becoming out fashioned, less interesting, and ineffective. Moreover, the role of the teacher is becoming even more challenging to teach employability skills to students with which they can strive up to the expectations of the new age employers. In order to disseminate knowledge in the modern classroom, several innovative teaching practices have come into existence.

In the light of such innovative ideas, this paper, in general, presents the feasibility of introducing an updated teaching and learning activity in the modern classroom scenario. Particularly, it discusses the feasibility of flipped classroom method in the field of English language teaching (ELT). The paper further discusses how the modern pedagogic model can provide an opportunity to gain exposure to the new ideas and concepts outside the classroom via e-journals, online lectures, subject manuals, video tutorials, power point presentations and focused reviews.

The Evolution of Flipped Class Model

Despite distinct methods of teaching were created by the researchers in the field of education, the modern students are seemingly less enthusiastic in traditional model of classroom pedagogy. The teacher, using the lecture-style, acts as the sole disseminator of knowledge and the student remains as passive observer. In a traditional classroom, it is not certain whether all the students comprehend the lessons properly and equally. Conversely, the modern teaching-method namely the flipped classroom, deliberately transforms the classrooms as the centres of



Cover Page



community learning and offers new learning prospects. The learners generally have a more active role and ultimate responsibility for their understanding (Gallagher, 2009).

A new technological movement in education, flipped class opens opportunities for free flow of information and this innovative style of imparting knowledge is gaining special attention among academic circles. This new pedagogical strategy overturns the conventional type of learning ambience by providing teaching content often online, outside the school or college. The learners, with the guidance of mentors, watch the online lectures, participate in online discussions, or embark on research projects at their homes and also involve in discussions and debates for gaining the conceptual clarity in their respective subjects. This shift in focus to the provision of student centered learning, coupled with the pervasiveness of technology, has suggested a change in the role of the teacher from a 'knowledge provider' to a 'knowledge resource' due to "self-access to information", a key feature of technology (Trebbs, 2011).

The significance of Flipped Classroom

The primary objective of education system is to expand the horizons of the knowledge of students and motivate them to create innovative ideas. It is through which the learner modifies his/her behavior as a result of practice or experience. In order to materialize such ideals, the Flipped Classroom has come into existence as a new experiment in teaching which is totally unique from the centuries-old classroom teaching. Besides freedom in learning, the students master the skills with peer interactions in this model. The researchers found the method more advantageous to promote teaching and learning. Research in this area informs that students cannot reach their full potential by passively listening to the teacher. They must actively participate themselves in higher-order thinking tasks like analysis, synthesis, and evaluation. Such active participation is only possible through flipped classroom method. Flipped Learning Network established four pillars of flipped learning that represent key practices in this model of teaching.

The acronym "FLIP" gives an overview of these elements:

F: Flexible Environment

L: Learning Culture Shift

I: Intentional Content

P: Professional Educators

(Hamdan, McKnight, McKnight, & Arfstrom, 2014)



Cover Page



Flipped Classroom Model was first popularized in USA by experienced teachers namely Aaron Sams and Jon Bergman. According to their model, the lessons are delivered by video recordings to provide free time to students to take part in knowledge explorative activities. The students are engaged in problem solving debates and active learning process. These modern-day students wish to educate themselves by means of audio/video lectures and take part in intellectual discourses to avoid the fatigue generally found in classroom learning. The pre-recorded lectures incorporated in video recordings are given to students for their learning activity at home. As certain learning activities cannot be automated or computerized, they are instructed to take part in interactive sessions. One can also observe that this flipped classroom ideology is being promoted by several websites. Instructors recommend flipped model as it helps to utilize the time effectively (Cole, 2009). Besides active participation, it also facilitates more active learning opportunities for students (Gannod, Berg & Helmick, 2008). It also makes the student responsible for learning (Overmyer, 2012).

Conceptual Framework of FCM

The process design and the conceptual framework of FCM depicted here under are practicable in the reformation of the existing style of pedagogy. The process design of learning in a flipped classroom helps to gain new knowledge and ideas in an atmosphere of academic freedom.

- Teachers Prepare the learning materials and post them.
- Students watch and later clarifies in the classroom.
- Students take instructions to complete the activities and tasks.
- Teacher monitors and facilitates.

The new educational technique re-orders classroom and at-home activities and engages the students in group learning activities inside the classroom and personal computer based individual learning at one's own residence. The traditional teaching method in classrooms turns upside down delivering instruction online outside the class and shifting the homework into the classroom. In order to reap better results through this model the teacher has to identify the needs and aptitude of students and make them ready for receiving knowledge. Then they must be engaged in either Project-Based Learning (PBL) or Game-Based Learning (GBL). Effective and appropriate technology must be used for yielding good results through this method. The students' opinions and reflections should be taken into consideration for understanding the effectiveness of this new teaching scheme. Taking different individual learning styles into consideration, proper strategies should be formulated.



Cover Page



The flipped classroom method in ELT has been gaining popularity in recent times. Normally in ELT, speaking and writing abilities are the most commonly studied language skills. As the flipped classroom optimizes student-teacher interactions, every ELT teacher strives for making use of such effective method. The methods of enriching learning vocabulary, improving the knowledge of syntax and manner of pronouncing the words in RP can be learnt online. Communicative activities such as pair and group work can be more efficient in flipped model than done through self-study in the class which is not flipped. Through this model, the difficult concepts such as Voice of Verb or Reported Speech can be taught easily through video lessons even to the slow learners.

Owing to a flexible and autonomous learning atmosphere, the flipped classroom is very suitable for language classes. Because the teacher can spend the class time in the interactive activities namely, dialogues, demonstrations, and deliberations. English Language Teachers can prepare the students by providing the self-guided grammar tutorials and graphical presentations of the intricacies of language learning. Some of the innovative language learning models are presented here for authenticating the contention that English language learning is easier in flipped class. The Classification of English Studies, various categories of English Language and the important elements of Literature can be learnt conveniently with help of the following figures shown through audio- visual aids

Among the myriad of benefits related to the use of the flipped classroom method in English as a foreign language (EFL) classroom is the learners become responsible students with improved learning capabilities. Further, learners work collaboratively to achieve a common goal. They discuss and comprehend the concepts with ease. Student in flipped learning becomes an autonomous learner. The method also helps the learners to think critically to solve the problems effectively. During this journey, learners develop teamwork, team spirit and intrapersonal skills.

Prospects of Flipped Classroom

Now-a-days, employers are emphasizing on writing skills along with the listening, speaking and reading skills in English language. In the job selection process, the writing abilities of the students are tested. Thus, the aspirants to be thorough in precis writing, summary writing and report writing. During the job recruitment process, the students may be asked to develop an argument, write an analysis, compare and contrast or to present a report.

To accomplish these tasks the student should practice and master various sentence structures in English language. Besides the basic skills like conciseness, clarity, courtesy, correctness, other writing devices like coherence, usage of cohesive devices plays a significant role in writing.



Cover Page



The teacher can impart such skills to the learner through flipped classroom method. The teacher can present various lectures on simple, complex, and compound sentences and its role in precis and summary writing. The learner can access to the lectures on linkers- coordinate, subordinate conjunctions, adverbial connectives before writing an argumentative essay or in analytical writing. The online lectures on active and passive voice, sequence of tenses, direct and indirect speech, and their relation to write an article or to prepare a report helps the students either to acquire knowledge or to master the writing skills.

References:

1. Altekar, A.S. "Education in Ancient India", (5th edition), Varanasi: Nand Kishore and Bros: 47, 1957. Print.
2. Baeten, M., Kyndt, E., Struyven, K., & Dochy, F. (2013). Student-centered teaching methods: Can they optimize students' approaches to learning in professional higher education? *Studies in Educational Evaluation*, 39, 14- 22.
3. Bishop, J. L., & Verleger, M. A. "The Flipped Classroom: A survey of the research". ASEE national conference proceedings, Atlanta, GA Vol. 30, No. 9: 1-18, Web. June 2013.
4. Brophy, J. & Good, T. (2003). *Looking in classrooms* (9th edition.). New York: Pearson Education, Inc.
5. Brophy, J. (1999). Perspectives of classroom management: Yesterday, today and tomorrow. In H. Freiberg (Ed.), *Beyond behaviorism: changing the classroom management paradigm*, 43–56. Boston: Allyn and Bacon.
6. Cantor, Rebecca. Berkow, Jordan ed. "Wordsworth's Poetical Works Study Guide". GradeSaver, 17 November 2007 Web. 12 August 2019.
7. Cole, J. E., & Kritzer, J. B. (2009). Strategies for success: Teaching an online course. *Rural Special Education Quarterly*, 28(4), 36-40.
8. Gallagher, K. (2009). LOEX Conference Proceedings 2007: From guest lecturer to assignment consultant: Exploring a new role for the teaching librarian.
9. Gannod, G. C., Burge, J. E., & Helmick, M. T. (2008). Proceedings of the 30th International Conference on Software Engineering: Using the inverted classroom to teach software engineering. New York, NY: ACM.
10. Gordon, Todd. Wang, Bella ed. "Songs of Innocence and of Experience "The School-Boy" Summary and Analysis". GradeSaver, 31 May 2011 Web. 12 August 2019.



Cover Page



11. King, Alison. "From Sage on the Stage to Guide on the Side". College Teaching, Vol. 41, No. 1 (Winter, 1993): 30-35, Web. 24 Apr 2013.
12. Kumar, V.S. "The Education System in India". Creative Commons Attribution, United States License: 1, Web.31 Dec.2017.
13. Mukherjee, R.K. "Hindu Civilization Longman", Green and Co. London:111,1936. Print.
14. Overmyer, J. (2012, September). Flipped classrooms 101. Principal, 46-47.
15. Thanh, P. T. H. (2010). Implementing a student-centered learning approach at Vietnamese higher education institutions: Barriers under layers of Casual Layered Analysis (CLA). Journal of Futures Studies, 15(1), 21- 38.
16. Trebbi, T. (2011): The potential of ICT for a new educational paradigm: Toward generalizing access to knowledge. American Journal of Distance Education, 25(3): 152– 161.