



# Technology Led Learning and the Application of Flipped Classrooms: Innovative Concepts and Methods in English Language Teaching

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## Content Overview

The author of this research paper is **Shazia Parween**. I am a research scholar, and have been pursuing my research in English Language Teaching from the Department of English, Aligarh Muslim University, Aligarh, Uttar Pradesh. I am giving away my research paper for publication at my own responsibility. This paper has been divided into seven main headings followed by its sub-headings, i.e., the first and foremost part i.e., Abstract, followed by Introduction, CLT and the emergence of "Flipped Classroom", "What is flipped classroom, and Why to flip?", "What are the different steps involved and the tools used while flipping the classroom?", differences between the traditional and the flipped classrooms concepts, some important things kept in mind while flipping, flipping pathways, benefits of flipping a classroom and so on. Last, but not the least, this paper has been divided into its concluding or the summarizing part. The main aim of writing this paper is to draw the attention of the readers towards the significance of modern day technologies, most specifically in the field of English Language Learning and Teaching, with the introduction of the new concept, i.e. "Flipped Classroom Technique", by replacing the traditional and monotonous teaching and learning classroom concept. In brief this paper also highlights on the fact that this emerging new technique will help in incorporating the learners learning differences and act as problem-solving, in other words would help in make the classroom environment more learner-centred, and teachers acting as a facilitator to their students, wherever they find any difficulty, depending on their needs analysis, in short to make both the learning and teaching more effective by following certain measures, while flipping a classroom.

## 1. ABSTRACT

This research paper intends to encapsulate the contributions of modern-day technologies in the sphere of study of language pedagogy. Gaining mastery of foreign language is a phenomenal act for both the teachers and the learners. In a single classroom, we can see a diverse group of learners, having multiple intelligences and varied learning styles. Furthermore, the current shreds of evidence in the ESL Classrooms clearly show that most of the learners are unable to accelerate their learning process due to the lack of distinct internal and external factors. Some might learn English as their second language or other foreign languages effortlessly, while others learn through great endeavour. Therefore, in such circumstances, the teacher's responsibility becomes significant. Van Sciver (2005), stated, "Teachers are now dealing with an academic diversity in their classrooms unheard of just a decade ago" (page.534). Hence, today, teachers need to be very innovative, deciding effective ways to make teaching and learning more successful to ameliorate all such differences.

In other words, we can say that with the advancement of modern technologies in the field of linguistics, teaching and learning of English and other foreign languages are now on our fingertips. Whether it is the multimedia language labs, computer software, role-playing, and language games, skype, audio, and video equipment, youtube, online teaching and learning courses, video- conferencing, powerPoint presentations, etc, have made language learning more innovative and helped in critical thinking abilities of the students, in short reducing the monotonous way of teaching and learning (traditional methods of teaching and learning). So, the tremendous contributions of modern technologies and the significance of flipped classrooms will be discussed in detail in this research paper.

**1.1 Keywords:** technology, teaching and learning materials, foreign languages, language labs, flipped-classrooms, etc.

## 2. INTRODUCTION

Since the time immemorial, a plethora of arguments have been outraged, encompassing the instructional significance and sporadic documentation of the distinct technologies in language learning and teaching classrooms. In this era of the 21<sup>st</sup> century, the educational system has been driven by modern-day technologies with its pivotal role in language instruction.

Even the educators and the students are well-versed, with proper hands-on training with the modern methods of teaching and learning styles. Moreover, students, contemporarily have been upraised in a digitalised and technology-led world, and now they have autonomous learners, avoiding the monotonous or traditional methods of learning, and spending more time on online audio-video learning aids to accomplish their learning needs, depending on their varied learning styles.

Nowadays, there are numerous online learning and teaching courses available, depending on the contents of L2 learning, significant both in terms of pace and time for the learners. In another word, in the area of English Language Teaching, much emphasis has been now focusing on electronic learning, and the 'Flipped Classroom', is emerging as one of most effective example of this, which helps in promoting active learning by involving all the students by making the classroom atmosphere more student-centred and astounding.

### 3. COMMUNICATIVE LANGUAGE TEACHING (CLT) AND THE EMERGENCE OF FLIPPED CLASSROOM

Communicative Language Teaching (CLT), in particular, came into existence in the early days of 1970s, as a need felt for the “**Communicative Competence**” (proposed y Del Hymes), in other words replacing the traditional views and approaches to teaching, i.e. the “**Linguistic Competence**” (proposed by Noam Chomsky). The CLT approach has been amongst the most extensively applied epigram of teaching approaches or styles of teaching in the domain of English as a second language (ESL) and English as a foreign language context for more than 40 years. Nevertheless, many linguists observed that CLT has failed to attain its objectives, particularly in EFL contexts, because it did not give much emphasis on contextual constraints where language teaching takes place (Bax, 2003; Humphries & Burns, 2015; Kumaravadivelu, 1993; Li, 1998).

Contrastively, learning English for a specific purpose, EFL, i.e., learning English as a foreign or second language setting envisage fewer alternatives to practice English outside the classroom context. Identically, in the CLT approach to teaching, teachers spent most of their time in describing or elaborating the notions, most importantly through the medium of lectures, and the pupils' jobs were only to sit passively listening to the teachers (Lee 2009; Littlewood, 1999). Consequently, learners might acquire inadequate “input, output, and interaction, unexpectedly, given the time constraints of a language class” (Spino & Trego,2015,p.3).

In other words, planning or preparing teaching materials beforehand helps in facilitating learners in getting productive results ( Pica Lincoln-Porter, Paninos,& Linell,1996), because, devoid of explicit instructions (Krashen, 1982), learners might not be capable to show their active participation in the classroom activities and other curricular.

For that matter, a flipped teaching technique is a newly discovered evidence, which has the prospect to embark on a set of circumstances. It grants sufficient time to students to imply English both inwards and outwards of the classroom context, as it is “Inverted learning process (bottom-top- up)” (Bergmann & Sams,2012).

### 3.1 WHAT IS "FLIPPED CLASSROOM"?

As reported by Bergman and Sams (2012), a flipped classroom can be considered as a situation, “which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” (p.13). To be specific, the order or pattern is inverted. As stated by Lage, Platt, and Treglia (2000), "Inverted learning means that traditionally, activities or happenings, which were taken place within the four walls of the classroom would now take place outside the classroom context and conversely". (p.32). A “flipped classroom” technique to teaching includes beyond documenting the formalistic contents and transferring that to the learners.

Time factor plays a major role in this, spent in the class, then the videos. This model helps students in engaging them in the activities, investigating questions, problem-solving, sharing and understanding information with each other, promotes peer or collaborative learning, which makes them actively participating in the classroom, rather passively listening to the lectures. The flipped classroom works as personalized differentiated learning, learner-centred and based on the principle of “**Constructivism**”, in comparison to the traditional language learning classrooms, which were mostly teacher-centred.

On the contrary, flipped classrooms offer learners to solve the problems by themselves, innovate, and nurture their critical thinking abilities, with varieties of hands-on activities, and to make them learn at their physical constraints (time & space).

### 3.1 WHY TO FLIP?

- **To access the content anytime:** In a traditional classroom, once a teacher delivers the lecture, students are then asked to make the assignment and come back to the classroom the next day with the lesson prepared. So, in such circumstances, there might be a possibility that students may forget all the instructions. But, in a flipped classroom, this does not happen so, because learners have the option to revert to the online videos, they may pause or play forward, depending on their difficulties and needs of the lesson. They are also able to solve the problems at home, and if they find any difficulty, they might solve the problems by working with their classmates, or by interacting with the teachers.
- **To differentiate instruction:** Every learner has their different learning styles in a single classroom. Some might learn effortlessly, while others with great difficulty. That is to say, in such circumstances, teachers might be able to differentiate instructions, according to the needs analysis of the learners in a flipped classroom.
- **Allows teacher’s movement in the classroom:** Flipping class promotes overall movements of the teacher in the classroom, teacher being acting as an observer or facilitator to the students.
- **To provide personal space and time to the learners:** Flipped classroom offers students to work whether inside or outside the classroom, by actively participating in online learning.

#### 4. STEPS INVOLVED IN FLIPPING A CLASS:

- Grouping the learners
- Curating resources(You-tube and other social media)
- Classroom Management
- Technology-Training
- Assign Contents/ activities for homework
- Students work on problems in the class
- Independent Learning
- Peer-tutor learning

With the help of the above -given steps, we can flip a class. Firstly, we will divide the learners into groups or peers, with the student's hands-on working with the flip model. Secondly, create the videos with the help of you-tube or other social media, according to the content. Thirdly, manage the classroom with different procedures.

Fourthly, teachers must be able to create videos, and students would be able to access the content conveniently. Fifthly, now, it's the actual time for flipping the class, by assigning assignments to the students through web-docs, slides, presentations, etc. Sixthly, students work on the problems, applying their critical thinking skills, and the teacher moves around the classroom, in facilitating their learning or acting as a facilitator.

Seventhly, with the help of this flipping class, students become independent learners, learning at their own pace. Last, but not the least, finally, students would be able to act as a tutor to their peer-learners, who are finding difficulty in learning.

#### 4.1 TOOLS USED IN FLIPPING:

- You-tube( to create the video content)
- Online links
- Slides & Sites
- Devices
- Social Media

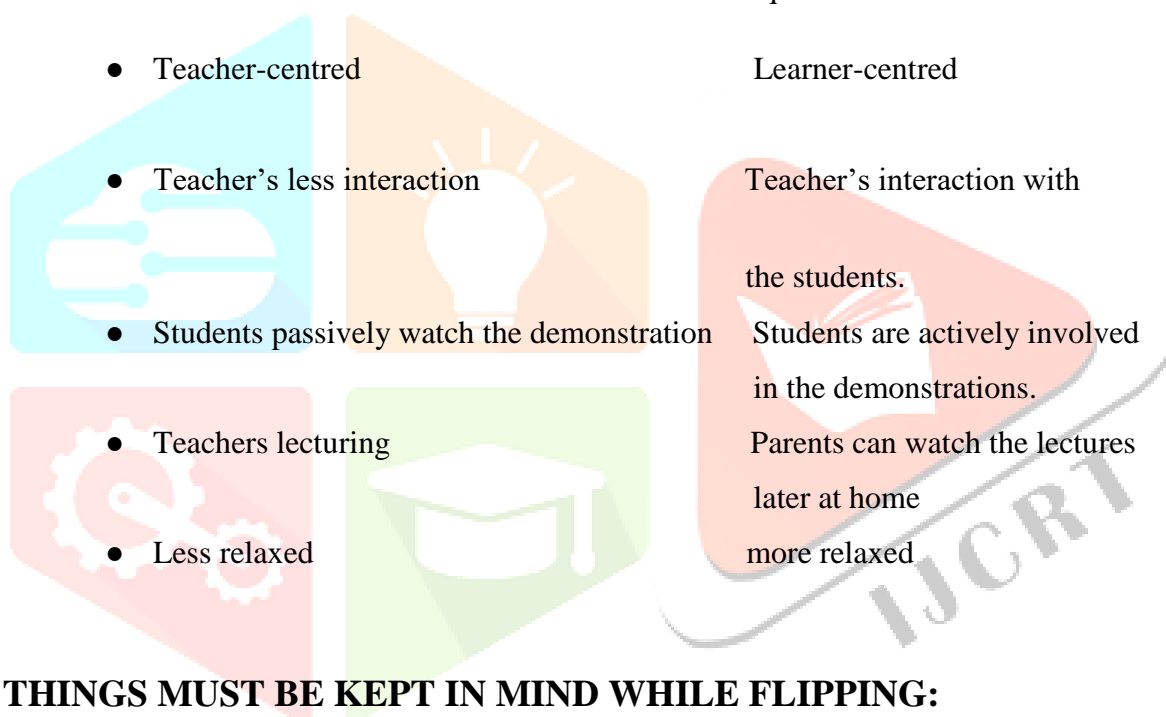
## 5. DIFFERENCES BETWEEN TRADITIONAL AND FLIPPED CLASSROOMS

### Traditional

- Lecture in school
- Bookwork at home  
in and at home
- Mainly focuses on completing  
the course
- Formative Assessment
- Teacher-lecturing

### Flipped Classroom

- Lecture at home
- Bookwork in the school lecture
- One lesson or topic at a time
- Both formative and summative
- Allows more time for student  
questions



### 5.1 THINGS MUST BE KEPT IN MIND WHILE FLIPPING:

- Focus on a single standard or objective.
- Target short lessons or one topic at a time.
- Plan out videos in advance.
- The primary focus must be on teaching, not on the technology.
- Use your image in the video so that it builds impact or relationships with the learners.
- Make sure that students must have access to online or offline videos, whether at the home or in the class.
- Teachers must know their students how they should watch the videos in a meaningful way.

## 5.2 FLIPPING PATHWAYS

- |           |         |
|-----------|---------|
| ● Explore | Explore |
| ● Flip    | Apply   |
| ● Apply   | Flip    |
| ● Flip    | Flip    |
| ● Apply   | Explore |
| ● Explore | Apply   |

## 5.3 BENEFITS OF FLIPPING

- Learners have their constraints of pace and time.
- More active learning.
- Mastery learning.
- On-demand lessons for absentees.
- Decreases catch-up time.
- Great review tool
- Options for students
- Instructors see student hang-ups.
- Students use what works best for them.
- Allows instructors to be at their best.
- Ensures instructors have hit key points.

## 6. CONCLUSIONS

To sum up, a flipped classroom, which is not a new approach to teaching, however, we can say that, the widely used technique today, is one of the best and convenient techniques of modern-day technology. Flipping classroom would also be a good idea, especially for the learners with different intelligences, especially the kinesthetic learners, involve more role playing activities, than passively sitting at one place and continuous listening to the the lectures, being delivered by the teacher, in other words flipped classrooms help in make the learning environment more lively and learner centred, with their overall and active participation in the classroom teaching and learning activities. Moreover, we can say that flipping classroom would also be time and cost effective, both from the teachers and learners point of view, with promoting and nurturing the overall progress and development of the learners, and most importantly, enhancing the critical thinking abilities of the learners.

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## INTERNET SOURCES:

<https://aplusphysics.com/flux/aplusphy>

<https://www.FlippingPysics.com/>(Lecture Notes, Video Groupings)

[https:// www.edutopia.org/log/flipped](https://www.edutopia.org/log/flipped)

<https://www.ted.com/tedx>

