Flipping the Classroom for Fostering Interactive and Efficient English Language Learning

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Bloom’s Taxonomy

- **Remembering**
  - Recall facts and basic concepts
    - define, list, memorize, repeat, state,

- **Understanding**
  - Explain ideas or concepts
    - classify, describe, explain, identify, locate, recognize, select, report, translate, …

- **Applying**
  - Use information in new situations
    - implement, solve, use, demonstrate, interpret, operate, schedule, sketch, diagram, modify, …

- **Analyzing**
  - Draw connection among ideas
    - differentiate, organize, relate, compare, construct, distinguish, examine, experiment, question, test,…

- **Evaluating**
  - Justify a stand or decision
    - appraise, argue, defend, judge, select, support, value, critique, weigh,…

- **Creating**
  - Produce new or original work
    - design, assemble, construct, conjecture, develop, formulate, author, investigate, …

Source: serc.carleton.edu
The learning pyramid

- Lecture: 5%
- Reading: 10%
- Audio-visual: 20%
- Demonstration: 30%
- Discussion: 50%
- Practice by doing: 75%
- Teaching others: 90%

Source: educationcorner.com
The flipped classroom

Traditional Model

Flipped Model

CREATE

EVALUATE

ANALYZE

APPLY

UNDERSTAND

REMEMBER

Outside class

In class

Source: www.odysseyware.com
### The flipped classroom

<table>
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<tr>
<th>Model</th>
<th>Description</th>
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| **Blended learning model**           | - face-to-face classroom and online instruction.  
                                        - full class or small-group instruction, group projects or individual discussion          |
| **Discussion-oriented model**        | - video lectures and external video resources  
                                        - classroom time where topics are explored further                                    |
| **Flex model**                       | - a mixture of online instruction and classroom interaction  
                                        - small-group lessons, group activities, doubt clearing, individual counseling, or just tutoring. |
| **Standard inverted model**          | - the lecture videos and other study material  
                                        - various ways like a one-to-one interaction with the teacher.                           |
| **Flipping the teacher**             | - asked to create videos demonstrating their understanding  
                                        - assess their progress in the subject through these videos                              |
The mixed mode delivery framework

- Constructivist Learning Environment
  - Role Play/Drama
  - Discussion Forum/Reflective Practice
  - Problem-based Learning
  - Cooperative Learning
  - Case Study/Scenarios
  - Simulation/Game/Field Trips
Samples

The Man Who Could Turn Back the Clock

Ralph Milne Farley
Reasons for flipping the classroom

1. Learning at their own pace
2. Being customized and engaging
3. Helping students review for exams
4. Being more satisfied and performing better
Building great flipped classroom content

- Foundational Knowledge
- Student assignments
- Documentaries and other online videos
- Problem solving
- Applications and examples from the field
Conclusion

1. Take into account the learning styles of your students
2. Learn to use basic technological tools
3. Plan in detail what to do both inside and outside the classroom
4. Choose appropriate activities based on the learning styles of students
5. Use a great variety of activities to engage all students
6. Use an LMS (learning management system) to integrate activities inside and outside the classroom
REFERENCES


- www.odysseyware.com
- www.educationcorner.com
- www.serc.carleton.edu
The End