

# A PROPOSED MODEL OF FLIPPED CLASSROOM AND CRITICAL THINKING IN TOEIC-ORIENTED ENGLISH TEACHING AND LEARNING FOR NON MAJOR STUDENTS AT UNIVERSITY OF ECONOMICS - TECHNOLOGIES FOR INDUSTRIES (UNETI)

ĐỀ XUẤT MÔ HÌNH LỚP HỌC ĐẢO NGƯỢC VÀ TƯ DUY PHẢN BIỆN TRONG VIỆC DẠY VÀ HỌC TIẾNG ANH THEO ĐỊNH HƯỚNG TOEIC CHO SINH VIÊN KHÔNG CHUYÊN TẠI TRƯỜNG ĐẠI HỌC KINH TẾ - KỸ THUẬT CÔNG NGHIỆP

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**Abstract:** The model of flipped classroom and critical thinking is considered one of the best applications of blended teaching and learning methods. In this study, we combine the research results of domestic and foreign authors about flipped classroom and Critical thinking, which leads to the suggestions of teaching progress, as well as the adoption of this model in English teaching for the 14th-course students at University of Economics – Technologies for Industries. Flipped classroom not only creates the initiative, interest in studying for students but also contributes to renovate teaching method, this helps to improve studying efficiency and to develop critical thinking and skills for students.

**Keywords:** Flipped classroom, critical thinking, TOEIC.

**Tóm tắt:** Dạy học theo mô hình “lớp học đảo ngược” (Flipped classroom) kết hợp tư duy phản biện là một trong những phương pháp tổ chức dạy học kết hợp (Blended teaching and learning). Trong bài nghiên cứu này, chúng tôi kết hợp kết quả nghiên cứu của các tác giả trong và ngoài nước về mô hình lớp học đảo ngược và tư duy phản biện, từ đó đề xuất quy trình cũng như thực hiện tổ chức dạy học tiếng Anh theo mô hình này cho sinh viên khóa 14 tại Trường Đại học Kinh tế - Kỹ thuật Công nghiệp. Việc áp dụng mô hình “lớp học đảo ngược” cho thấy không chỉ tạo sự chủ động, hứng thú học tập cho sinh viên mà còn góp phần đổi mới phương pháp dạy học, nâng cao hiệu quả học tập, giúp rèn luyện, phát triển tư duy cũng như các kỹ năng cho sinh viên.

**Từ khóa:** Lớp học đảo ngược, tư duy phản biện, TOEIC.

## 1. INTRODUCTION

It is not unfamiliar to see a lecturer giving the lesson passionately while his learners jot down every word from his speech. With this traditional way of learning, learners are considered as “machines” absorbing

knowledge automatically and passively without analyzing or creating. However, in the century of the vigorous development of advanced technology, traditional teaching methodology seems not to meet the social requirements any more. There are more and more teaching trends, such as Blended

learning, which is suggested to make the teaching and learning process more effective. Among them is Flipped classroom, which has been adopted successfully in America, Australia and some other western countries. In this kind of class, new lessons are given to students before the class, and students spend their time in class with their teacher dealing with problems they might have and perfecting their homework. In comparison with traditional classes, students' participation in class activities is significantly increased.

Taking part in Flipped Classroom means that students must know how to work individually and in groups effectively. With the indefinite source of information supplied in Flipped Classroom (hereafter called FC), critical thinking is the necessary skill that students must be equipped with because it helps students analyze facts to form a judgment, it also encourages effective communication and problem-solving abilities.

Nowadays, TOEIC has become a popular proficiency test in Viet Nam, many business corporations have used TOEIC certificate for job application requirement. That is the reason why many universities and colleges use TOEIC scores, ranging from 350 to 600 as a graduation requirement for students. Unexceptionally, the University of Economics-Technologies for Industries (hereafter called UNETI) has decided to adopt TOEIC test as a means of graduation requirement for the 14<sup>th</sup>-course students (hereafter called K14). This is a great challenge for not only the students but also the teachers at UNETI. In order to meet this demand, applying suitable a teaching methodology in teaching and learning process is an urgent requirement for the teachers at UNETI. That is the reason why the writer

conducted this study.

This small project is an attempt to present the new teaching methodology in teaching English as TOEIC-orientation. This study would focus on the following issues:

- What is Flipped classroom?
- What are Critical Thinking used in classroom?
- How to adopt Flipped Classroom model and Critical thinking skills in TOEIC-oriented English teaching and learning?

The author hopes that this study would bring efficient TOEIC teaching and learning process at UNETI.

## **2. RESEARCH METHOD**

In order to answer the above questions, the writer chooses the method of theoretical analysis. Based on analyzing documents, articles, the writer aims at clarifying the distinguished characters of FC and Critical thinking skills as well as university students in order to suggest the best model for teaching and learning for student learning style, especially for students at UNETI.

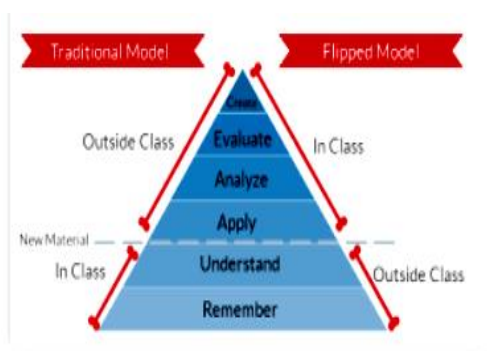
## **3. THEORETICAL BACKGROUND**

### **3.1. What is a Flipped Classroom and why should we implement it in our class?**

According to Bishop (2013), Flipped Classroom is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter". Or, to simplify this definition, a FC can be known as a type of blended learning style in which

content of lesson is introduced to students at home, students watch the video of teacher's lessons, look for more information related to lessons through other sources such as Internet, TV, newspapers...At class, instead of listening to teachers automatically, students practise working on lesson content. They finish home assignment, discuss the lesson, raise the questions, or help other students deal with their problems. This is quite reverse of the traditional learning style where students are introduced to new content of lesson, and assigning homework and projects to complete by students independently at home, but this is also suitable to university students who have good self-study ability.

Following is the comparison between traditional class and flipped one based on Bloom's Taxonomy (source 2001).



**Chart 1. Bloom's Taxonomy related to traditional and flipped learning**

According to Jonathan Bergmann and Aaron Sams, FC encourages students to use their own language, enable students of all abilities to excel, and increase peer interaction, FC also helps teachers when they have more interaction with their students, which supplies teachers with a new way of managing classroom.

According to the article of Oklahoma City Community College (2000), there are 8 characteristics of a university student, in

which it focuses on individuality when it reports that students mostly have self-motivation, self-awareness and can master self-management. Besides, the writer also believes that students are the people who believe in themselves and can accept responsibility. With these characters and the ability of interdependence and high IQ, it is expected that students do not have to encounter many difficulties in FC.

### 3.2. Critical thinking skills in flipped classroom

Critical thinking has been introduced and adopted for a long time, but as a good teacher, we can integrate such practice in a way that explicitly demonstrates to students the skills that are transferrable into their everyday life. This can be done with the help of three most popular frameworks that facilitate critical thinking: Socratic Questioning, Bloom's Taxonomy and Edward de Bono's Six Thinking Hats. Following is the discussion of each type.

**Socratic Questioning:** Often considered the foundation of critical thinking, Socratic teaching is the oldest teaching technique that develops critical thinking skills. The teacher here does not provide answers but is instead trained in asking questions. Students are not just exposed to but also taught the art of Socratic questioning, cultivating a healthy sense of curiosity and openness. Here are the six types of questions that both teachers and students can learn to use in class:

1. Questions to clarify. (Example: Could you explain a bit more?)
2. Questions to challenge assumption. (Example: Why do you include and exclude?)
3. Questions to probe evidence (Example: How do you know this?)
4. Questions to discover other viewpoints

(Example: What are the advantages and disadvantages of...?)

5. Questions that consider implications and consequences (Example: How does this effect?)

6. Questions about questions (Example: Why did you ask that question?)

**Bloom's Taxonomy:** The six levels of cognitive domains in Bloom's Taxonomy are widely used in classroom around the world to promote critical thinking skills. They are Creating, Evaluating, Analyzing, Applying, Understanding and Remembering.

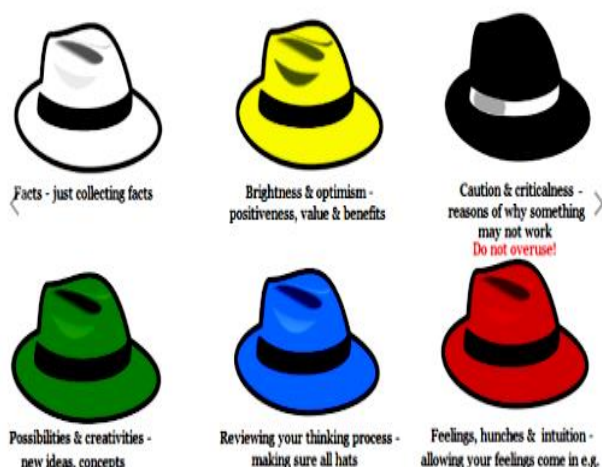


Chart 2. Edward de Bono's Six Thinking Hats

According to the model, White Hat thinkers collect information and data, remain neutral and objective. Red Hat thinkers talk about their feelings, hunches and intuitions about things. Yellow Hat ones are optimistic and see benefits of things while Black Hat thinkers see the difficulties, the weaknesses and risks they may have. Green Hat thinkers are solution-oriented and see alternatives and new ideas. Blue Hat thinkers organize and manage the thinking process and often chair meetings or group discussions.

With the help of Socrates, Bloom and De Bono, we can perhaps approach the

development of critical thinking skills in the classroom in a more explicit, structured and purposeful way.

### 3.3. TOEIC-oriented Class at UNETI

As mentioned above, TOEIC test has been decided to be as one of the criteria of graduation requirement at UNETI since September 2020. This will change not only the curriculum but also teaching and learning methodology because of the following reasons.

For B1-oriented program, LIFE series have been used in English teaching at UNETI since 2017, but these course books cannot meet the requirement of TOEIC-oriented program in which course books must supply learners with not only all the needed language knowledge but also skills to help them pass the TOEIC graduation requirement test. Therefore, Market Leader series have been chosen to replace LIFE in teaching and learning at UNETI.

However, these course books are quite practical, and the language situations are closely related to what students have to deal with when they go working after graduation, so activities in these books are somewhat boring. Nevertheless, there is not enough time to carry out more activities so it would be better to teach the content in the course book thoroughly. This requires innovation in teaching methodology to have effective TOEIC learning.

## 4. SUGGESTED MODEL OF FLIPPED CLASSROOM AND THE USE OF CRITICAL THINKING TECHNIQUES IN TEACHING ENGLISH AT UNETI

### 4.1. The suggested model of Flipped Classroom with LMS application

A traditional classroom hasn't changed much

for many years in UNETI. A traditional classroom in UNETI is more about learning and less about practice. Students come here to listen to teacher's lectures and then practice the given material at home while doing homework. Most the information in a traditional classroom comes from a teacher; they also control and direct all class discussions.

In traditional classroom students usually receive less feedback, because their home assignments most often are graded by teacher outside of the class and a teacher doesn't always time to comment them in details.

Flipped classrooms turn traditional educational process upside down, allowing students to educate outside of the school. Students receive all necessary learning materials and study at home. The class in flipped teaching is the place to practice. Students come to it already well prepared and do various assignments to polish their freshly gained knowledge. Followings are 5 advantages of flipped classroom:

- Flipping allows students to learn at their own pace.
- Flipped learning is customized, active, and engaging.
- Flipped lecture videos help student review for exam.
- Flipped content can be richer through duration and continuous improvement.
- Students in flipped classrooms perform better.

Jeff Dunn (2014) presented 6 steps for implementing FC.

1. Plan: Teachers must figure out which lesson in particular they want to clip, teachers outline the key learning outcomes and a lesson plan.
2. Record: Teachers make a video instead of

teaching the lesson. All the key elements needed must be sure to be mentioned in the video. However, Bergmann and Sams' book (2012) suggested that making a video is not for the sake of making it, a video should be made when teachers find it appropriate and necessary. This depends on the educational goal of the lesson.

3. Share: The engaging and clear video is sent to students with the requirement of fully discussion.in class.
4. Change: Now that the students have viewed the lesson, they are prepared to actually go more in-depth than before.
5. Group: Students are given a task to perform the discussion of the topic in the most suitable way.

Regroup: Individual group's work must be shared with everyone. The 3R process is needed after the 6 steps: Review, Revise and Repeat.

From the above suggestions, the writer would like to suggest the model applied to

TOEIC-oriented English teaching and learning at UNETI.

	Teacher's activities	Students' activities	Interaction environment
Before Class	<ul style="list-style-type: none"> <li>- Choose the suitable teaching content</li> <li>- Design lesson, make video and share the video with learners</li> <li>- Give tasks to learners</li> </ul>	<ul style="list-style-type: none"> <li>- Watch the video before class.</li> <li>- Finish all the tasks given</li> </ul>	Internet system, LMS software
In Class	<ul style="list-style-type: none"> <li>- Be the chairman of all discussion activities</li> <li>- Summarize</li> </ul>	<ul style="list-style-type: none"> <li>- Pair work with peers and the teacher</li> <li>- Group</li> </ul>	Direct contact

	Teacher's activities	Students' activities	Interaction environment
	the lessons	work with peers and the teacher	
After Class	<ul style="list-style-type: none"> <li>- Support the learners with all requirements related to the lessons</li> <li>- Make an assessment on students' acknowledge</li> </ul>	<ul style="list-style-type: none"> <li>- Finish the tasks given</li> <li>- Discuss with the teacher if necessary</li> </ul>	Internet system, LMS software

**Table 1. The suggested model of Flipped class room with LMS (Learning Management system) application**

With this suggested model, there are some certain tasks for both teachers and students which can be clarified as follow:

***To the teachers at UNETI:***

- All the experienced and well-trained teachers should work in group to choose the suitable lesson content to be videoed. Designing lessons should be made carefully. A representative makes the video which will be shared with the students later.
- Tasks assigned to the students should include questions containing critical thinking skills. Six types of Socratic Questioning should be used in these tasks to guide the students in develop critical thinking skills.
- Teachers manage all discussion activities, then summarize the lesson content.
- There is no interaction outside the class between teachers and students in traditional classes, whereas in FC the teachers still keep interaction with their students to support the learners with all requirements related to the lessons. And one of the effective tools in teaching and learning which is officially used

at UNETI is the LMS application. It is well suited to implement in flipped classroom. With LMS, the teachers can put all of the students' learning content online with challenging exams. Besides, Facebook and Zalo... are also indispensable tools in providing information for students. Through these interactions, the teachers can keep eyes on the students' progress and make assessment on their knowledge as well as their attitude in classroom involvement.

***To the students at UNETI:***

Students must watch the video before the class and finish the tasks appointed by their teachers. Especially, they must answer all the questions given by their teachers.

- Students must involve in discussion activities in class with peers or with their teachers.
- Students must finish all the tasks given by the teachers.

**4.2. The illustration of a suggested lesson**

In this lesson, the teaching process is implemented as follows:

***1. Objectives of the lesson:***

- The students will be able to correctly identify types of Adjectives, know how to make formation of Adjectives, and understand the functions of Adjectives.
- The students will be able to use adjectives correctly in doing TOEIC tests.

***2. Before the class:***

***To the teacher:***

- The teacher makes a video of Adjectives in terms of Formations, Types and Functions in General English.
- The teacher sends the video at least 3 days

in advance to the students through LMS before the lesson.

*To the students:*

- The students are asked to watch the video.
- The students are requested to answer the critical thinking questions:
- + How are Adjectives used in TOEIC Tests?
- + Compare the use of Adjectives in General English and in TOEIC tests.

### 3. In the class:

*To the students:*

- The students are supposed to work in 5 groups (instead of 6 groups as the model of Edward de Bono because this is not a real controversial issue), with the specific functions for each group as follows:
- + Group 1 (White Hat thinkers): present their result of collecting information.
- + Group 2 (Yellow Hat): point out the agreement with the presenter.
- + Group 3 (Black Hat): point out the disagreement with the presentation if it might have.
- + Group 4 (Green Hat): talk about the alternatives and add some more information if they might have
- + Group 5 (Blue Hat): chair the discussion

*To the teacher:*

- The teacher is the head chairman of the discussion.

- The teacher summarizes the lesson

### 4. After the class:

*To the teacher:*

- The teacher supplies the learners with more materials related to Adjectives.
- The teacher makes an assessment on students' knowledge.

*To the students:*

- Finish the homework given
- Discuss with the teacher if necessary

According to the curriculum, teaching English for the 14<sup>th</sup>-course students will be carried out in the 2<sup>nd</sup> term of the school year 2020-2021 in March. Hopefully, the recommendation in this small project will be a modest contribution to teachers and learners in improving effectiveness of teaching and learning English oriented TOEIC.

### 4. CONCLUSION

The flipped classroom inspires teachers to offer a versatile and engaging way to share learning content, while putting more control into students' hands regarding their own learning processes. In addition, a teacher's interaction with students in a flipped classroom can be more personalized and less didactic and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning.

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