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THE APPLICATION OF THE “FLIPPED CLASSROOM” MODEL IN TEACHING ENGLISH IN THE VIETNAMESE UNIVERSITY EDUCATION ENVIRONMENT

Luu Thi Thanh Mai¹, Mach Tran Huy², Nguyen Thai Huy³, Phan Tu Trinh⁴

¹The Saigon International University (SIU), Ho Chi Minh City, Vietnam

²Ho Chi Minh City University of Economics and Finance

³ Van Lang University (VLU), Ho Chi Minh City, Vietnam

⁴ Vietnam Aviation Academy, Ho Chi Minh City, Vietnam

luuthithanhmai@siu.edu.vn

Abstract

This paper aims to investigate the feasibility of introducing the "flipped classroom" model to the Vietnamese university education environment as a new teaching method that prioritizes active participation, practical experiences, skills, knowledge, and critical thinking. The research methodology involved a literature review of the concept, empirical research on the experiences of teachers and students who have implemented the model in other parts of the world, and a survey of Vietnamese university students and teachers on their willingness to adopt the model in their institutions. The findings suggest that the flipped classroom model can be adapted to the Vietnamese context, provided that it is supported by appropriate technology and flexible teaching methods. The study concludes by highlighting the potential benefits of the flipped classroom model, such as improving student engagement, enhancing learning outcomes, and reducing educational inequality. The implications of the research are discussed in terms of the challenges and conditions for introducing the model to Vietnamese universities, including the need for teacher training and support, the importance of student buy-in, and the availability of technology infrastructure.

Keywords: *Flipped classroom, Education, University.*

1 Introduction

The flipped classroom method in teaching English has been widely developed and implemented around the world for a few recent years. It has been used in education levels from primary to university and is considered an effective teaching method to improve the quality of education and enhance student engagement. This method has been applied in many countries around the world such as The USA, Canada, The UK, Australia, Korea, Japan, China (Gwo-Jen Hwang, Chengjiu Yin & Hui-Chun Chu, 2019). At universities, the flipped classroom method has been utilized to teach English to students with positive results. Many researches have proved that this method can help students improve language skills, study motivations, and more active participation in the learning process.

Technology applications have also made the implement flipped classroom easier. For example, creating video lectures, online materials, or online activities can help teachers save time and increase interaction in the classroom.

Previous studies on the flipped classroom methodology in teaching English indicated a number of favorable results about the effectiveness of this method. Flipped learning leads to increased student preparedness for classes (Findlay-Thompson & Mombourquette, 2014), because it allows class time to be spent more effectively, and enables students to integrate the information and think critically about it (Enfield, 2013). Unlike a traditional classroom environment, the flipped approach helps to promote student engagement (Davies, Dean, & Ball, 2013), and to encourage students to work out problems collaboratively. Several researches have shown that, when the flipped classroom model is used, students achieve better academic performance and are better at problem solving and critical thinking. Several previous studies have shown that if teachers use the flipped models in their classrooms, students' learning ability and academic performance are increased. Moreover, They have revealed that students who participate in the flipped classroom model tend to be more aware of their learning and develop critical thinking skills. In addition, the flipped classroom approach has improved students' learning skills and helped them develop self-study and lifelong learning skills.

In Vietnam, English is the core issue for integration into the world and towards modern education. Hoang, V. V. (2010) had also pointed out that in present Vietnam, English is used as the medium of international communication and is the language of professional advancement. Phuong, D.L. (2020) highlights that one of the main purposes of using English today is for international communication and globalisation. Characterized as one of Asia's "most dynamic economies, actively and deeply integrated into the world economy" and actively striving to globalize (Anh, 2017), the National Foreign Languages 2020 Project was launched in 2008 to enhance the foreign language education (Nguyen, 2015). 'Project 2020', as it became known, received an initial funding of USD \$440 million; nearly 75% of the funding was allocated to the upgrading of technological infrastructure in participating educational institutions (Nguyen, 2014). With the hope of becoming global citizens of Vietnamese students, educators always desire to seek out modern methods of learning and continuously improve the quality of English learning for the next generations. The flipped classroom is an approach to proactive people that fits the current Generation Z.

2 Theoretical Framework And Research Methods

2.1 Theoretical Framework

The flipped classroom method in English language teaching is related to various educational theories, such as:

Knowledge-building theory (Maton, Hood & Shay, 2015): The flipped classroom model allows students to build their knowledge amid interactive and collaborative classroom activities, as well as using multimedia tools and materials to enhance and consolidate their understanding.

Active learning theory: The flipped classroom methodology encourages students to actively participate in the learning process, promotes their curiosity and discovery of new knowledge, and orientates students to become independent and self-learners.

Student-centered learning theory: The flipped classroom approach helps teachers focus on students, provide them with the opportunity to personalize the learning process and give individual feedback to each student.

Social learning theory: The flipped classroom model stimulates students to engage in interactive and collaborative activities in the classroom, creates a social learning environment and encourages students to learn from each other.

Intimate relationship to many educational theories, the flipped classroom is considered an effective teaching method, provides opportunities for students to develop autonomous and independent learning skills.

Collaborative learning in general “is a situation in which two or more people learn or attempt to learn something together” (Dillenbourg, 1999, p.8). Cooperative learning leads to deep learning and share understanding (Kreijns, Kirschner, & Jochems, 2003), as well as provide opportunities for students to develop social skills (Johnson & Johnson, 1999). Flipped classrooms often incorporate cooperative learning. Students are responsible for their own learning; they participate in small group activities; they study in the active learning mode; and the instructors act as a guide. Since class time is not used to provide knowledge by flipped classroom lectures, teachers can conduct collaborative activities in small groups to interact with students (Bergmann & Sams, 2012). Tucker (2012) also notes that in flipped classrooms, students can use class time to work together and engage in collaborative learning.

Student-supportive learning is the acquisition of knowledge and skills through the active help and support of fellow classmates or suitable companions (Topping & Ehly, 1998). According to Nederveld and Berge (2015), a number of student-to-student mutually supportive learning opportunities exist in flipped classrooms, as well as classroom activities (e.g., joint problem solving, collaboration. to complete projects) and activities outside of the classroom by means of technology (e.g. discussion forums, social networking sites).

Moreover, the six levels of learning in Bloom's Taxonomy (Bloom, 1965) have been chosen to study comparison of the learning outcomes in the flipped classroom and in the traditional classroom. The six levels of learning in Bloom's Taxonomy comprise remember, understand, apply, analyze, evaluate, create.

2.2 Research Methods

This research is based on four important background factors: (1) objectively based research, (2) applied positivist perspective, (3) hermeneutics, (4) applied strategic research on survey. The application of objective facts and a realistic point of view do ensure independences between research participants and researchers. Methodologically qualitative research is based on objectivity and hermeneutics (Neuman, 2013).

The general of Literature review is to describe (Snyder, 2019), demonstrate the modern method – “The flipped classroom methodology” which a number of advanced countries in the world have applied and brought significant results that is suitable for the new world education. Through the secondary data of this methodologically scrutinized collected database, through the theory analysis of the secondary data, The authors will give the subjects and infrastructure or facilities for this learning method in the case of teaching English in Vietnam.

3 Discussion And Conclusion

The research results have highlighted the differences between the flipped classroom and traditional classroom, as well as the benefits that the flipped classroom bring. The application of the flipped classroom in practice has also indicated through the following solutions:

3.1 Results

The research has implemented the comparison of the learning outcomes of 100 students in the flipped classroom and 100 students in the traditional classroom. Since the authors teach at the Vietnam Aviation Academy (VAA), the participants involved in the research are students currently enrolled at the VAA. The authors have measured the evaluation criteria from the beginning to the end of the course. The flipped

classroom shifts the focus of instruction towards a student-centered model that classroom time is used to explore topics more deeply. With the 6 levels of learning in Bloom's Taxonomy, in the flipped classroom, learners focus on remembering and understanding outside of the classroom. When in class, the instructor focuses on helping learners apply, analyze, evaluate, and create. This is a contrast to the traditional classroom, which focuses heavily on helping learners understand and memorize theory in class.

		In the Classroom	Outside the Classroom
Students in the traditional classroom	Remember	88%	12%
	Understand	90%	10%
	Apply	4%	96%
	Analyze	5%	95%
	Evaluate	30%	70%
	Create	2%	98%
Students in the flipped classroom	Remember	5%	95%
	Understand	10%	90%
	Apply	80%	20%
	Analyze	90%	10%
	Evaluate	70%	30%
	Create	75%	25%

Table 1. Comparison between Traditional Classroom and Flipped Classroom

3.2 Benefits of the Flipped Classroom for Learners

Based on the synthesis of the development process of Flipped Classroom by McDonald and Smith (2013), combined with the perspectives proposed by Bergmann and Sams (2012) and Hamdan, McKnight, McKnight, and Arfstrom (2013), as well as Gustian, Aridah , and Rusmawaty (2023), the author presents the following benefits of Flipped Classroom for Learners:

The first benefit is to develop students' self-learning skills and discipline. Students are proactive and actively involved in researching, exploring, mastering, and progressing to higher levels of thinking.

This method is the flexible learning environment for students to choose their own location, time, learning method, and pace that are the most suitable for themselves.

The methodology also provides students with directed learning contents to optimize their learning time.

Students do not learn alone but connect, interact, and receive direct support from teachers and peers. Moreover, The flipped classroom helps students have more time to learn with their teachers.

One of the significant benefits of the flipped classroom approach is that students can participate in lectures and master knowledge with their teachers and receive in-depth knowledge.

This teaching method is a great opportunity for students to develop teamwork skills, present in front of a large audience, in addition to ask critical questions, etc.

One of the keys to the success of a classroom is the lesson and lessons in the flipped classroom become more interesting and attractive to students. Additionally, this model creates a learning environment that is close to students, suitable for all levels, and helps make learning more effective and meaningful.

Students have more time and ease to apply knowledge in practice under the guidance of their teachers.

Students can easily access the lectures. Even if they miss some lessons, they can review the necessary information and catch up with the learning progress of their classmates.

3.3 Benefits of the Flipped Classroom for Teachers

The teachers can save time teaching foundational knowledge: Pre-made videos can be applied to multiple classes, helping to reduce the need to repeat information in class as in traditional teaching. When updating information, teachers can edit videos.

The second benefit of the flipped classroom for the teachers is to optimize their working time: teachers have more time to research new knowledge, guide, manage classes, and help students practice and study more in-depth. In addition, teachers have more time to interact, assess strengths and weaknesses of each student to teach more effectively.

Develop research and creative skills: Teachers need to be creative in creating lively and interesting content to attract students to the lessons.

Be better for health: Teachers do not have to talk too much or come into contact with chalk dust.

3.4 Applying the Flipped Classroom with Technology

To make the flipped classroom model truly effective, teachers should use the following 4 types of devices / applications (Bergmann and Sams, 2012; Russell, 2006; Altemueller and Lindquist, 2017; Turan and Akdag-Cimen, 2020):

3.4.1 Digital Whiteboard Software

This software provides many tools to support teachers in creating lesson plans, recording and sharing videos, storing and sharing data for students easily. For example, myViewBoard's Whiteboard digital whiteboard software has many support tools for teachers such as:

Lesson planning: With Whiteboard, teachers can create multimedia lesson plans based on their teaching style, just like teaching in real life. The Classroom feature allows teachers to input lesson materials, media, and make changes or updates as needed. Additionally, Whiteboard also has a large collection of pre-made teaching materials for teachers to reference.

Presentation: Whiteboard is a highly flexible type of whiteboard that allows teachers to quickly access digital content to enrich their lessons. Moreover, with Classroom and the integrated teaching platform, teachers can interact with one or many students. The Display feature also allows teachers to easily present their lessons.

Interaction: The whiteboard tool helps students easily work together, write, draw and play together while practicing learning. The Classroom tool allows students to access learning materials, communicate and work together regardless of location. The Companion mobile app also supports students and teachers to send documents, participate in answering questions without needing a bulky computer.

Lesson planning becomes easier when teachers use myViewBoard's Whiteboard digital whiteboard software.

3.4.2 Interactive screens

Interactive screens help students express their opinions in flipped classroom models. Additionally, students can use various dynamic images, drawing tools to illustrate their ideas rather than writing on a traditional whiteboard. As a result, students are more interested and focused on learning.

Especially, the more touch points an interactive screen has, the more students can share their opinions and interact with teachers and classmates at the same time. For example, myViewBoard's interactive screen with 20 touch points is an ideal device for flipped classroom models.

Interactive screens help students easily express their opinions through various supporting tools.

3.4.3 Projectors

Using projectors can help teachers reduce respiratory diseases caused by chalk dust. Meanwhile, students can easily observe, feel interested, be more active in learning, and develop their presentation skills.

Moreover, projectors help both teachers and students save time in taking notes. Specifically, smart projectors help increase the interaction between teachers, students and devices.

If you want to equip a projector for flipped classroom models, teachers and schools can refer to ViewSonic's projector. This brand offers various models with different advanced technologies to meet diverse user needs.

Smart projectors help students interact easily with teacher's lessons.

3.4.4 Speaker & Microphone

Speaker, microphone are two important devices that help transmit sound in videos or in direct classroom quality. Not only does it help transmit the teacher's voice, but the speakers and microphone also help students exchange lessons better. Using speakers and microphones helps teachers speak at just the right level, not too loud to be heard clearly and maintain good tone.

As we can see, in flipped classrooms, teachers are the center of information, while students are the center of learning activities. To truly achieve the best results in this model, teachers must know how to apply technology, guide students, and students must be active and proactive in learning.

3.5 Challenges in implementing the flipped classroom model include:

Technology skills requirement: Using technology and software to create lecture videos, design online lessons, and manage online learning requires educators to have high technology skills. This is particularly challenging for experienced educators who are not familiar with using technology in teaching.

Time and initial investment costs: Implementing the flipped classroom model requires a significant initial investment to purchase necessary equipment, software, and tools, as well as spending a lot of time designing, producing, and sharing instructional materials.

Student motivation and autonomy: Applying the flipped classroom model requires students to have higher motivation and autonomy in self-learning and time management. If students lack motivation or do not have the habit of self-learning, they may have difficulty implementing the model.

Internet connectivity: To implement the flipped classroom model, students need access to the internet and a stable connection to access online learning materials. However, uneven and unstable internet connectivity in some areas of Vietnam may pose challenges for students when implementing this model.

Addressing evaluation issues: The flipped classroom model requires educators to evaluate students based on multiple learning media. However, evaluating and monitoring student progress using this model may pose challenges for educators.

3.6 Implementation process of flipped classrooms in universities

To implement the flipped classroom model in teaching English in Vietnam, the following steps can be taken:

Research and consult relevant documentation and research on the flipped classroom model in teaching English.

Identify teaching objectives of the course and the content that needs to be taught.

Design interactive and collaborative activities in the classroom to help students access new knowledge.

Choose supporting materials and tools for self-learning and further exploration of the knowledge, such as videos, books, articles, online learning software, and websites related to the course.

Organize practical activities and exercises in the classroom to provide students with opportunities to apply their learned knowledge in practice.

Evaluate and provide feedback to students through activities such as testing, grading assignments, or direct communication with students.

Continuously evaluate and improve teaching and learning activities to ensure the effectiveness of the flipped classroom model in teaching English.

These steps can be applied flexibly depending on the conditions and needs of each teacher, class, teaching environment, and leadership mindset.

Conclusion

There are a number of challenges in implementing the flipped classroom model in teaching English, such as investing time and resources, building teaching materials, lecture videos, exchanging information, careful preparation, and meeting the needs of students, ensuring interaction and close monitoring during the learning process. The flipped classroom model also has some limitations, such as requiring time and resources to create diverse and attractive teaching content and ensuring active participation of students in extracurricular activities.

However, it is impossible to know the difficulty without trying it out. Toward the trend of globalization, with a knowledge-based economy in general, with the second language - English, the Vietnamese education needs to change quickly to catch up with the world's development in teaching with new methods.

Therefore, the implementation of the flipped classroom model in teaching English in Vietnam needs to be carefully considered and requires the agreement and support of educational management agencies to ensure the sustainability and effectiveness of this model.

The implementation steps can be taken as a result of the research. Due to the limitation of the study in terms of time, specific results have not been given and compared with the results of previous studies. The author group will fix them and have more exact figures in the next research direction for the next time.

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HO CHI MINH CITY UNIVERSITY OF ECONOMICS AND FINANCE

141 - 145 Dien Bien Phu, Ward 15, Binh Thanh District, HCM City

Website: uef.edu.vn - Hotline: (028) 5422 6666 * (028) 5422 5555