

Chapter 45

A Flipped Learning Approach to University EFL Courses

Yasushige Ishikawa

Kyoto University of Foreign Studies, Japan

Reiko Akahane-Yamada

Advanced Telecommunications Research Institute International (ATR), Japan

Craig Smith

Kyoto University of Foreign Studies, Japan

Masayuki Murakami

Kyoto University of Foreign Studies, Japan

Mutsumi Kondo

Kyoto University of Foreign Studies, Japan

Misato Kitamura

Advanced Telecommunications Research Institute International (ATR), Japan

Yasushi Tsubota

Kyoto Institute of Technology, Japan

Masatake Dantsuji

Kyoto University, Japan

ABSTRACT

This chapter reports on a research project in a university English as Foreign Language program in Japan that explored ways to sustain active participation in e-learning tasks that were intended to improve students' scores on the Test of English for International Communication (TOEIC). A flipped learning (FL) approach to a blended learning (BL) teaching methodology was adopted. A web-based courseware, ATR CALL BRIX was used. The students used mobile devices to access the courseware before class in order to prepare for in-class teacher-student analysis of their performance on the learning tasks. The teaching methodology integrated the online and in-class tasks in a single learning environment by means of an e-mentoring system used in conjunction with an in-class student self-evaluation task.

DOI: 10.4018/978-1-5225-7365-4.ch045

BACKGROUND

Defining Flipped Learning

BL is a combination of face-to-face delivery and online delivery of learning materials and activities (Osguthorpe & Graham, 2003). Teachers interested in BL are searching for ways to make use of the rapidly expanding number of online easily-accessible learning resources. The increase in the use of technology to connect learning environments inside and outside the classroom has recently accelerated due to two developments in educational resources: the free online access to university courses via software, e.g. iTunes U, and websites such as Coursera (<https://www.coursera.org/>); and the sophisticated communication capability of mobile devices such as smart phones and tablet computers.

A promising response to these developments is the FL approach to the BL teaching methodology (Stuntz, 2013; Bishop & Verleger, 2013) which reverses the conventional patterns of classroom learning. Hamdan, McKnight, McKnight, & Arfstrom (2013) define the differences between FL practices and distance learning and BL courses by explaining that if the use of computers and online content does not alter conventional patterns of direct instruction in teacher-centered classrooms, it is not FL. In FL courses students are provided with outside-of-class online learning materials conventionally presented in class by the teacher. Classroom time is used for students to seek advice from the teacher and to help each other as they complete tasks which are usually done as outside-of-class assignments (Lage, Platt, & Treglia, 2000).

Yarbro, Arfstrom, McKnight, & McKnight (2014) define FL as “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” (p.5). FL facilitates active collaborative learning during class time by allowing teachers to respond to individual differences in the comprehension of course content. At the same time students are given opportunities to find learning methods and materials that suit their own learning styles (Lage, Platt, & Treglia, 2000) through engagement in project-based learning activities which include small-group discussion and problem-solving activities. Thus, FL has the greatest chance of success with small-sized classes that make peer interaction manageable and allow teachers to take on a coaching role.

The rationale of FL, the expectations for student participation in their own learning, and the role of the teacher should be explained and demonstrated to students in the early stages of a course.

Flipped Learning for Foreign Language Learning

Recent studies offer encouragement that an FL approach to language teaching should be further investigated through a classroom-based action research methodology. Stuntz (2013) reported that students in a FL CALL EFL course needed instruction and practice in the use of communication and study media such as Gmail and Google Docs to complete outside-of-class assignments. Improvements in these skills allowed for effective use of class time to discuss outside-of-class learning tasks with both their peers and the instructor. The collaboration resulted in higher quality task products. A Learning Management System platform can guide students through the outside-of class online learning tasks (Sung, 2015).

11 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/a-flipped-learning-approach-to-university-efl-courses/212842

Related Content

Online English Reading Instruction in the ESL Classroom Based on Constructivism

Yan Liu, Hongbing Liu, Yan Xuand Hongying Lu (2019). *International Journal of Technology-Enabled Student Support Services* (pp. 39-49).

www.irma-international.org/article/online-english-reading-instruction-in-the-esl-classroom-based-on-constructivism/244210

Edu-ACoCM: Automatic Co-existing Concept Mining from Educational Content

Maitri Maulik Jhaveriand Jyoti Pareek (2019). *International Journal of Technology-Enabled Student Support Services* (pp. 16-40).

www.irma-international.org/article/edu-acocm/236072

Student Satisfaction Approach for Enhancing University Competitiveness

Booyesen Sabeho Tubulinganeand Neeta Baporikar (2020). *International Journal of Technology-Enabled Student Support Services* (pp. 31-54).

www.irma-international.org/article/student-satisfaction-approach-for-enhancing-university-competitiveness/270262

Relationships Between Teacher Presence and Learning Outcomes, Learning Perceptions, and Visual Attention Distribution in Videotaped Lectures

Qinghong Zhang, Xianglan Chen, Yachao Duanand Xiaoying Yan (2022). *International Journal of Technology-Enhanced Education* (pp. 1-15).

www.irma-international.org/article/relationships-between-teacher-presence-and-learning-outcomes-learning-perceptions-and-visual-attention-distribution-in-videotaped-lectures/304079

Do Loneliness and Social Connectedness Improve in Older Adults Through Mobile Technology?

Rochell R. McWhorter, Julie A. Delello, Christine S. Gipson, Beth Mastel-Smithand Kleanthe Caruso (2020). *Disruptive and Emerging Technology Trends Across Education and the Workplace* (pp. 221-242).

www.irma-international.org/chapter/do-loneliness-and-social-connectedness-improve-in-older-adults-through-mobile-technology/252319