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Кафедра гуманитарных дисциплин

**ПРОГРАММА  
V МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ КОНФЕРЕНЦИИ**

**«Актуальные вопросы  
преподавания иностранного языка  
в высшей школе»**

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г. Чебоксары

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**Секция**  
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### **FLIPPED CLASSROOM MODEL IN TEACHING ENGLISH AT HANOI UNIVERSITY OF MINING AND GEOLOGY IN VIETNAM**

**Abstract.** This study on the inverted classroom recommends an alternative way of teaching and learning English to the traditional classroom. Despite the fact that it has much more advantages than the traditional class, the inverted class can not be called a complete replacement. Choosing an upside-down audience doesn't mean having an easier job, but it actually means you're trying to change students' attitudes about learning English. This also leads to the need for future research on this issue, especially in the field of teaching and learning English in Vietnam

**Key words:** inverted classroom, pre-class activities, collaborative activities, postal class.

#### **1. Introduction**

The 'flipped classroom' is that the term defined as a teaching model during which the teacher reverses traditional lecture and homework elements [4], [6]. Students work with interactive content specializing in key concepts before class. This enables face-to-face time for collaborative activities that clarify concepts and contextualised knowledge through application, analysis, planning and problem solving [1], [5]. There is limited published evidence on student learning outcomes from flipped learning approaches, particularly in education [4]. There is, however, well documented evidence of the efficacy of the varied core aspects of learning activities utilized in flipped classrooms, like preparatory activities conducted before face-to-face sessions, higher order learning during class time, active learning and peer instruction [4], [3]. Consequently, the overarching aim of flipped learning is to interact students through responsive learning environments, designed to arrange and motivate them to confidently undertake assessment tasks through interactivity and feedback loops strategically embedded within the least stages of this pedagogical approach. Therefore, the flipped classroom is often described as:

"An engaging series of learning segments closely connected to learning and assessment outcomes providing feedback to the learner during each stage. Carefully designed pre-class activities help students to seek out key concepts during a self-paced manner, developing their confidence and motivation to interact in peer-led discussions during class that cause synthesis and application of these key concepts. Post-class assessment activities are clearly linked to pre-class and face-to-face class learning experiences that make the students' learning relevant, real and sustainable."

Presently, English teaching and learning at HUMG is carried out in a traditional classroom which has always caused lots of challenges for both lecturers and students due to different learners' levels and shortage of practice class time. As a matter of fact, lecturers seem to just have enough time for presenting some main issues focusing on grammar and vocabulary whereas students' essential language skills can only be slightly touched. Passively listening to the lecturers, writing down grammatical structures, rarely opening their mouths to read aloud ready printed sentences and answer simple questions are what frequently occurs in a language classroom here. Innovation with the help of information technology could offer a suggestion to create classroom improvement. In this study, the author aims at recommending the flipped classroom designed framework and steps which can be applied as an alternative for a traditional classroom. An experiment of a flipped classroom has also been carried out with the teaching implications.

## 2. Content

In traditional learning, lower level of learning such as remembering and understanding is happening in class, while students are usually left to work on activities that involve higher level of learning outside of classroom. However, in the flipped classroom model, learning is flipped. That is students can finish the lower level of cognitive work before class. And when they come to class, they can engage in higher cognitive levels of learning with peers and teacher present.

So how to implement a flipped classroom is really of great considerations. Belows are the suggested steps:

### 2.1. Flipped classroom designed steps

Theoretically, classroom can be flipped according to the following seven steps [5]:

- Step 1: Learning outcomes
- Step 2: Implementation Strategy
- Step 3: Develop the pre-class learning activities
- Step 4: Develop and link the class activities
- Step 5: Deliver the Flipped classroom
- Step 6: Link to Post Class
- Step 7: Evaluate the Flipped Classroom

Basing on the above mentioned theoretical background, the author carried out a flipped classroom experiment on 38 students in group No 14 doing the Course English 2 at HUMG in the first term of the academic school year 2020-2021.

### 2.2. A flipped classroom experiment

The teaching procedure is offered in the following steps:

- Form the Facebook group for the class, add the students into the group.
- Design the lectures, the videos and share the materials on the group.
- Assign the tasks for the students and fix the deadline.
- Check the students' task fulfilment. Note down students' issues and prepare for a clarification in class the following day.
- Class meeting: peer discussion, group discussion, group presentation, problems solving.

Showing here is an example of a lecture designed on flipped classroom model, lesson 9A, coursebook New English File Pre Intermediate by Clive, O. & Christina, L.K. [2]:

| Main content                  | Activities at home  | Activities in class   | Outcomes  |
|-------------------------------|---|---|---|
| 1. Grammar                    | <ul style="list-style-type: none"> <li>- Teacher: post a video on Past Perfect Tense in the group</li> <li>- Students: Watch the video on Past Perfect Tense.</li> <li>- Write down the form, the use and example in the notebook.</li> <li>- Note down the things that they don't understand about the video, post them in the forum.</li> <li>- Have at least three examples of their own in (+), (-), (?) forms of past perfect tense and post them in the forum.</li> <li>- Finish exercise 9A on page 143. Read the sentences, video record them and post in the group.</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher: Briefly elicit from the students the forms and use of the past perfect tense.</li> <li>- Check and fix the mistakes</li> <li>- Students: take turns giving examples orally on past perfect tense.</li> </ul> | <ul style="list-style-type: none"> <li>-Students are able to produce correct sentences in past perfect tense in proper use.</li> </ul>  |
| 2. Vocabulary & Pronunciation | <ul style="list-style-type: none"> <li>- Teacher: post the vocabulary audio file in the group.</li> <li>- Students: Listen to the vocab, repeat the words, record them and post in the group.</li> <li>- Look up the meaning of the new words, write them down in the notebook.</li> </ul>  | <ul style="list-style-type: none"> <li>-Teacher: quickly check if students still have any issues with the new words, then set a group work on the reading.</li> <li>-Students: listen</li> </ul>  | <ul style="list-style-type: none"> <li>-Students are able to pronounce the new words correctly, and to produce sentences using the new words.</li> <li>-Students are</li> </ul> |



|             |  |   |  |
|-------------|--|---|--|
|             |  | to the sentences, repeat with correct pronunciation and stress.   | able to say the sentences with proper pronunciation and a little sentence stress.                        |
| 3. Reading  |  | <p>-Students: work in groups of six to finish the stories. Take turns to tell stories in group then in class.</p> <p>-Students are encouraged to summarise the stories using their own words.</p> | -One student is able to retell one out of six stories that they have read.                               |
| 4. Speaking |  | -Students work in pair to finish the communication activities.  | -Students are able to use the prompts to say sentences using past perfect tense in real life situations. |

*Table 1. Suggested activities in Flipped classroom*

By observing the activities in the experimental class, both the advantages and drawbacks of the traditional and flipped classroom are shown in the table below:

|            | Flipped classroom   | Traditional classroom   |
|------------|---|---|
| Advantages | <p>-Students can process the learning input at their own speed.</p> <p>-Students can watch the videos and other learning materials supplied in unlimited time until they get through them.</p> <p>-Students are more active and get involved better in class activities for they have</p> | <p>-The class is controlled in a disciplined order.</p> <p>-The teacher can finish the lesson at his/her own pace basing on a well-timing lesson plan.</p> <p>- Both the teacher and the students have been familiar with this type of class so there is a certain degree of satisfaction for fulfilling their tasks.</p> |

|           |  |  |
|-----------|--|--|
|           | <p>already remembered and understood the learning input before class.</p> <ul style="list-style-type: none"> <li>-Students have more time practicing the four language skills.</li> <li>-The teacher is able to deal with students' difficulties straight away in class, which helps enhance the students' understanding.</li> </ul>         |  |
| Drawbacks | <ul style="list-style-type: none"> <li>-It takes the teacher lots of time to create his/her own video clips or search for the appropriate ones.</li> <li>-The students have to spend some time getting used to the new way of studying.</li> <li>-This is less effective in case the students are not accessible to the Internet.</li> </ul> | <ul style="list-style-type: none"> <li>-All the students study the same thing at the same time at an assigned speed no matter how well or badly they have acquired the matter.</li> <li>- Students sit passively listening to the teacher explaining the grammatical issues which some of them might have been familiar with.</li> <li>- In a group of mixed level students, some students may get bored while listening to the teacher repeating things they have already known or assumed so. Some others may find it difficult to acquire the information in such a short time which leads to unavoidable distraction.</li> </ul> |

Table 2. *Flipped classroom vs. Traditional one*

After the experiment, some teaching implications are drawn out as followed:

### 2.3. Teaching implications

- Facebook is an effectively interactive tool familiar with all the students, yet Edmodo and Moodle can offer better group management so the teacher might take them as a try.

- The teacher should take into account which parts in their teaching content could be flipped. As being suggested here in the course book New English File Pre-Intermediate the grammar and vocabulary parts should be flipped.

- The teacher can either make video clips on grammatical issues or get an appropriate one from the open resources on Youtube. At this level, the videos chosen should be in Vietnamese or with Vietnamese subtitle.

- It is advisable for the teacher to keep interacting with the students in the group forum so that they can promptly deal with any issues that the students are facing.

- Some students in the group can be chosen as teacher's assistants who can help the teacher to check the homework.



### 3. Conclusion

This study on flipped classroom recommends an alternative way to the traditional classroom in teaching and learning English. Despite having a lot more advantages over the traditional classroom, the flipped one can not said to be a total replacement. Choosing the flipped classroom does not mean you are having an easier job, but it really means you are trying to change students' attitude in studying English. This also leads to the requirement for future research on the matter, especially in English teaching and learning environment in Vietnam.

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### **ПРОФИЛАКТИКА ОТКЛЮЧЕНИЯ ВНИМАНИЯ И ВЕБ-КАМЕР У ОБУЧАЮЩИХСЯ ВО ВРЕМЯ ОСВОЕНИЯ ПЕРЕВОДЧЕСКИХ НАВЫКОВ НА ПЛАТФОРМЕ ZOOM**

**Аннотация.** В настоящей статье автор обращается к исследованиям поведенческих реакций участников дистанционных форм занятий и проводит описание факторов, препятствующих их успешному взаимодействию на уроке. Предлагается сравнительный анализ положительных и отрицательных воздействий работы с включёнными и отключёнными веб-камерами на психику обучающихся и педагогов. Отдельное внимание уделяется решению проблем коммуникации на платформе Zoom. В качестве примера приводится описание эффективных театральных технологий, применяемых во время занятий по теории и практике перевода.

**Ключевые слова:** дистанционное обучение, веб-камеры, Zoom, социо/игровой стиль, драмогерменевтика.

В 2020 г. использование дистанционных технологий обучения стало необходимым в качестве мер профилактики распространения новой коронавирусной инфекции. Преподаватели по всему миру столкнулись с проблемой неэффек-