

## **Flipped Learning through Mobile Phones in ESL Classrooms**

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### **Abstract**

Mobile phones have become powerful learning tools and resources in ESL classrooms across the world. They offer students access to apps that help them complete and stay updated with their class work. These tools can also teach students to develop better study habits like time management and organization skills. This paper discusses about the flipped learning in the classroom which brings students' participation in learning inside and outside the class. Students read the texts or watch video clippings on the mobile screen and enrich their knowledge. Then the students have lively discussions in the classroom to share their knowledge with their peers, with teacher as monitor, making classroom learning peer learning.

**Keywords:** mobile phone, flip learning, video clippings, peer learning

### **Introduction**

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. Mobile learning which is considered as 'New Learning' has good many advantages in the field of education that it assists teaching and learning by its ability to promote substantial learning procedures and teaching approaches (Valk, et al, 2010). However, the mobile learning instruments are not simple mobile phones. but their advanced versions called smart phones with their novel mobile apps. The flipped classroom is known by various names including the inverted classroom, blended learning and more simply, the flip (Bergmann & Sams, 2013). In this model, the traditional practice of spending class time which was devoted to direct instruction and doing content related activities for homework is "flipped", so that students receive instructional resources at home, and class time is freed up for other instructional activities. Just as students of the 21st century are comfortable with electronic equipment, they also want to learn in social contexts and collaborative activities.

## Discussion

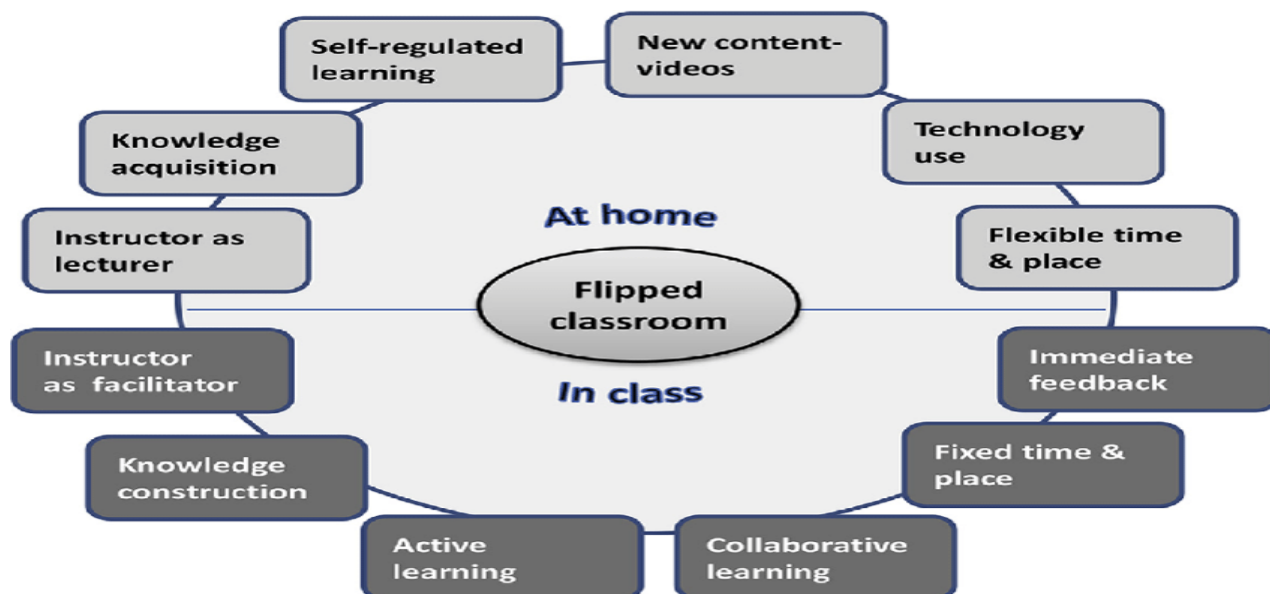
What is reading and video clipping in flip learning? Reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors affect reading comprehension skill such as complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems (Dennis, 2008). One of the newest trends which are set to assume to have an impact on reading comprehension in language learning is flipped instructional strategy. Reading is basically a physical process of understanding a text with our eyes. However, reading is studied when all mental abilities of concentration, understanding and analysis are involved. Studying involves answering questions, taking notes, writing notes, summarizing, reading the text more than once and thoroughly analyzing the written words. The purpose of reading is to understand the material as effectively as possible, in order to retain the information in our long time memory. When we study, we spend time learning about a particular subject or some other subjects. The habit of reading also helps readers interpret new words and phrases they find in conversation every day. Reading influences our mind. Everything we read should therefore be quality material. Reading improves knowledge and information, entertains us and helps us to spend our free time.

The key to applying the Flipped Model in one's classroom is simple – transfer classroom lectures to videos. Videos should be kept short, under six minutes, so students feel the material is obtainable, even in the second language (L2). At the end of the video, teachers should administer a short quiz, which will check students' comprehension of the content. Flipped classroom model is a new teaching technique that allows students to take the lessons at home by watching their teachers recorded videos. The videos can also be recorded by other experts in the field. Since the lectures are seen outside the classroom, other activities are carried out in the classroom. While the Flipped classroom is a new model, it is rapidly gaining popularity. Students, teachers, parents, schools and colleges are all attracted to it because the method allows teachers and students to discuss and try out things rather than just sitting and listening to the teacher's lectures. The flipped classroom model frees up class time by moving instruction from class to home so that the teacher is able to supervise collaborative learning experiences (Songhao et al., 2011). A typical flipped classroom involves two major components: (1) out-of-class mobile learning, and (2) in-class interactive learning.

## Method of Flip Learning through Mobile Phone

The typical burden of lecture and homework is reversed in a flipped classroom. The lectures are given by the teacher himself or another professional in short videos. Before they come to the class, students watch these video lectures at home. Students come to the class ready

to do exercises, work with peers, project and interact with their peers. Traditional classes lack many features flipped classes can offer. Flipped classroom method offers an opportunity to avoid partially some of the common problems of traditional classes such as teachers overusing instructional time, talking too fast, and handwriting being misread. Mainly the most important lack of traditional classes is that they rely so much on teacher talk time and lecture, so that the students even have no chance to speak and interact at all. Simply, in a flipped classroom there is no need for lectures. As flipped learning switches “homework at home” and “lecture in class” to “lecture at home” and “homework in class”, the students do not feel alone with the work to be done. They can get help whenever they want. “The class will be suitable for the constructivist approach because the class time is freed from the didactic lecturing of the teacher allowing a huge variety of activities, group work and discussions that provide an interactive environment for the students” [8].



The role of students in lab vs. home work is like the students work at home, at their own pace, and select the instruction that best matches their knowledge and skill level. In contrast, the in- class-learning is not done as chalk and lecture as in traditional teacher centered classes, but in-class-learning happens with all students as active participants of the same activities, within a fixed time. The in-class-activity activity is the scaffolding and the homework is the development and demonstration of learned knowledge and skills.

## Conclusion

The flipped classroom is one of the most talked about teaching strategies of the present times. Although it is highly valued, and many institutions are attempting to implement the method, few studies have been conducted to analyze the learning outcomes of flipped classroom. Flipped classroom as a teaching method requires teachers spend more effort on preparing the lesson. The flipped classroom can be successful if the students have the desire to learn on their own initiative. Hence, it is needless to say that the success of a flipped classroom is closely related to students' enthusiasm for learning, and the opportunities that the teachers provide for students, to get engaged in group discussions on contents that are interesting, so as to maintain and nurture the student's learning enthusiasm (Bergmann and Sams [2], and Hau [44]).

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