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Flipped Based Teaching of English Language: Trends and Emerging Outcomes

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Abstract

In the last ten years, flipped learning has become popular in a variety of classroom settings. It is a form of blended learning that is centred on the student and allows teachers to spend class time on communication while giving students more opportunities to learn outside of the classroom. Even though flipping the classroom works with modern ways to teach English as a second language (ESL), no one knows how it is used with K–12 English students. This article tries to learn more about flipped learning in English as a second language (ESL) and shielded classrooms in urban optional schools. This group of teachers described flipped learning as a dynamic, student-centered way to teach a wide range of students that may use technology to improve learning, inclusion, and assessment. Along with the neighbourhood of the school, classroom practises were also looked at to see how well they showed the pros and cons of flipped learning for English students at this school.

Keywords: flipped learning, English language learning, technology, student learning, evaluation, classroom practices etc.,

No longer are young students taught how to write letters, words, and sentences on blackboards. Today, the Internet gives people more options, and digital tools stimulate people's senses in new ways, which makes learning more fun. When more and more students are coming from countries where English is not their first language, it is important to find new and effective ways to help them learn English.

Berk (2016) gives a list of some well-known and useful tech tools that help people learn grammar and language skills: Interaction at the chalkboard and moving around the classroom Using this method, changes were made to a lot of academic institutions. Flipped learning uses

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programmes like Prezi, PowerPoint, and YouTube to help people learn a new language. As a result of the new idea of using visual aids in the classroom, Pinterest and Instagram have also become more popular. Also, a lot of teachers think about making a Facebook page that students can follow. They send out updates in many different languages so that people who don't speak those languages as their first language can translate them. Posting on Tumblr can also be used as a way to get students excited about expressing their own thoughts and ideas in English. All of these great online forums make it easy for people who don't speak English as their first language to learn it. These help people improve their communication skills, move up in their careers, gain confidence in the classroom, and, most importantly, do well in school. Busuu, Fluent English, Listen & Speak, and English Podcast for Learners are some of the best Android apps. The introduction and spread of the Internet have had a big effect on how foreign and second languages are taught. Teachers of English as a foreign language (EFL) and English as a second language (ESL) can find a lot of help on the Internet (WWW).

It is not surprising that more and more language teachers have started using the Internet in the classroom over the past ten years. Modern language learning classrooms are now made by teachers and technology working together. This is a big change from the past because teachers and technology used to play different roles. Integration is common in many EFL/ESL settings right now.

Flipped Teaching

As a student-centered, technology-enhanced instructional strategy, flipped learning has gained popularity in many classroom settings over the past decade. In a recent study of McKnight (2014), over 400,000 K-12 teachers, 25% of directors and administrators supported flipped learning, while 40% were interested in implementing it.

Individually and online, students can obtain direct guidance (e.g., instructor addresses), while in class they engage in intuitive exercises, cooperative work, and directed request projects (Andrei, 2017). In a flipped classroom, traditional educational tasks and assignments are frequently swapped, despite significant differences in execution. Theoretically, when class time is repurposed to emphasise dynamic learning, students can ask more questions, engage more deeply with subject matter, use developmental assessments to track their learning

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progress, and receive consistent tailored assistance from the teacher (Steinberg, and Hoffman, 2013).

The flipped classroom enables language instructors to devote classroom time to commitment and sociability, while expanding learning opportunities beyond the classroom. Despite the fact that flipped learning aligns with current student-centered approaches to ESL instruction to help English students acquire both scholarly language and content (Walqui and Van Lier, 2010), the viability of flipped learning for K-12 ESL has not been established. In addition to the fact that there are doubts regarding whether flipped learning addresses the acquisition needs and skills of emerging bilingual youngsters accurately, there are also questions regarding under what conditions this occurs. As the use of flipped learning continues to expand in schools throughout the world, more research is required to characterise flipped learning beyond decontextualized models and to comprehend the advantages and disadvantages of this methodology for English language learners and teachers.

Theory and practise

Using Vygotsky's (1978) sociocultural hypotheses of learning and a local area of training model, Lave and Wenger's (1998) study shows how flipped learning happens in a school community in a way that is both sequential and spread out. These ideas help English students, teachers, business leaders, and parents who are looking for the best ways to encourage and help settler youths who are still learning English to understand what flipped learning is and how it works as a training method today.

The sociocultural concept says that learning is socially shared and made easier through interaction (Vygotsky, 1978). This strategy emphasises the need for English language learners to learn from and with their peers in a dynamic way. It also shows how innovation gives us the chance to look into structural significance connections and change mental capacity. Flipped learning can be a way to tell when English students use innovation and connect with each other through innovation (van Lier, 2000). (van Lier, 2000). Flipped learning methods replace teacher-led activities and passive learning by having students work together and study on their own with the help of technology. New research on flipped learning has found that getting rid of direct instruction for language students makes them more organised (Liu and Chao, 2017). In theory, flipped learning expands open and task-based language teaching in ways that work

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with social intervention (Van Lier, 2010). Some flipped learning exercises, like peer teaching and using different ways to decide what's important, can give English students more time to learn and more ways to organise.

In the end, we know that teaching strategies are a complex set of activities that are always changing and are very different from traditional educational theory (Kumaravadivelu, 2006). The idea of schools as training networks focuses on how new and experienced teachers, chairmen, students, parents, and staff share information and skills to design and rethink teaching and learning strategies (Lave and Wenger, 1998).

When flipped learning becomes a localised practise, a valid theory of education, like flipped learning, will take on fundamentally different structures over time and among people because of the social interactions of local people (Vygotsky, 1978) At the same time, when the training is combined, local residents' commitment to the training grows, which makes it easier for them to see themselves as experts and brings people from the margins into full cooperation (Wenger, 1998). When designing flipped classroom, it was important to think about how teachers and students are organised based on the theory of training in the local area. This is something that has been overlooked in language classroom innovation (Lee and Choi, 2017).

Flipped instruction in language instruction

The results of college teachers using flipped learning to increase student engagement, improve academic performance, and refresh stale courses (Phillips, 2015) have recently been adopted by K–12 schools. This has led to a number of supporting texts, professional development opportunities, and online networks that help teachers flip their classrooms. In this wide range of teaching situations, flipped learning has changed in many ways. It is no longer just about doing assignments in class and reviewing teacher lectures at home; instead, it focuses on cooperative and project-based learning (Marsh, 2012). The Flipped Learning Organization's (2014) definition of flipped learning is often used: "A method of teaching in which direct instruction moves from the group learning space to the individual learning space, and the group learning space becomes a dynamic, intelligent learning environment in which the teacher guides students as they apply concepts and make creative connections to the topic." (p. 1)

Since the open language teaching movement of the 1980s and the substance-based education of the late 1990s, however, there has been a trend in ESL classrooms toward teaching

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that is student-centered and based on projects. Since the middle of the 2000s, different mixed learning approaches have been popular in TESOL (Webb and Doman, 2016), even though the role of innovation as a driver of change is unknown and communication in the flipped classroom is fundamentally less compatible with how ESL is taught now. Integration of new ideas into language teaching has been a theme in the field for a long time. In a world that is undeniably multimodal, many English language teachers believe that new tools are important for improving education. Others, on the other hand, don't want to change tried-and-true methods or don't have enough support to make asset-intensive classroom changes. Flipped learning is different from the long-standing practise of computer-assisted language learning (CALL) in the language classroom, which has usually focused on the role of specific computerised devices in language education rather than looking at other ground-breaking parts of innovation in the classroom and school biological sciences.

In a review of 28 studies on the use of flipped learning at the tertiary level, it was found that the most consistent benefits were higher student achievement and a positive attitude toward learning. But they also notice that, in some situations, flipped classrooms worked the same as regular classrooms.

Recent research on language-learning study rooms also shows how this example is out of place. Research shows that flipped learning is especially good for college-level English students and helps teachers improve in some classrooms (Hung, 2017). In ESL/EFL classrooms and other subject area classes, the pattern educational strategy (often called a "traditional" classroom) and how teachers flipped their classrooms set the stage for recognising later changes (Mehring, 2016). For example, teachers who switched from a classroom setting where discussions were the main way students learned saw a big jump in their students' grades. On the other hand, teachers who used recordings to see what was covered in a more intuitive classroom setting saw less of a difference in how their students thought and how much they learned.

Flipped learning is becoming more common in K–12 education. At first, it was only used in optional math and science classes (Bergmann, 2012), but now it is used in all subjects, usually at the elementary school level. Even though it is working better in the U.S. and around the world, research has taken a long time to figure out what the problems and opportunities are for different types of students and what makes it work. Saunders (2011) and Saw (2013) found

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that classrooms with video addresses and iPad apps helped students understand and use key terms better than those that didn't have these things. Chuang (2015) found that flipped learning helped design students in high school do better in school, be more motivated, and have better attitudes.

Use of Technology in English

The results of college teachers using flipped learning to increase student engagement, improve academic performance, and refresh stale courses have recently been adopted by K–12 schools (Bergmann and Sams, 2012). This has led to a number of supporting texts, professional development opportunities, and online networks that help teachers flip their classrooms. In these different types of educational settings, flipped learning has changed in many ways. It is no longer just about doing assignments in class and reviewing teacher lectures at home; instead, it focuses on cooperative and project-based learning (Marsh, 2012). The Flipped Learning Organization's (2014) definition of flipped learning is often used: "A method of teaching in which direct instruction moves from the group learning space to the individual learning space, and the group learning space becomes a dynamic, intuitive learning environment in which the teacher guides students as they apply concepts and make creative connections to the topic." (p. 1)

Since the open language teaching movement of the 1980s and substance-based education in the late 1990s, though, there has been a shift in ESL classrooms toward student-centered and project-based learning (Snow and Brinton, 2017). Since the middle of the 2000s, different mixed learning approaches have been seen in TESOL (Webb and Doman, 2016). However, the unknown role of innovation as a driver for change and cooperation in the flipped classroom is less in line with how ESL is taught now. Coordination of new ideas in language teaching has been a concern in the field for a long time. In a setting that is undeniably multimodal, many teachers of English as a second language see computers as an important way to help their students learn. Others, on the other hand, don't want to change tried-and-true methods or don't have enough foundational support to make classroom changes that focus on students' strengths. Flipped learning is different from the long-standing practise of computer-assisted language learning (CALL) in the language classroom, which has tended to focus on the role of specific computerised devices in language instruction rather than looking at other

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innovative parts of the classroom and school biological systems (Brown, Campbell, and Weatherford, 2008).

In a review of 28 studies on the use of flipped learning at the tertiary level, it was found that the most reliable benefits of flipped learning were increased student achievement and a positive attitude toward learning. But they also see that flipped classrooms work just as well as traditional classrooms when certain things are true.

New research that looks at language learning in the classroom shows that this is also a problem. Research shows that flipped learning is especially good for college-level English students and helps teachers grow in some classrooms (Chang and Hwang, 2018). In ESL/EFL classrooms and other classes, the benchmark teaching method (often called a "typical" classroom) and how teachers flipped their classrooms set the stage for figuring out what changes to make in the future (Mehring, 2016). For example, teachers who switched from classrooms where discussions were the main way students learned saw big changes in how well their students did in school. On the other hand, teachers who used recordings to review material covered in more hands-on classrooms saw less big changes in how their students felt and how much they learned.

In K–12 training settings, the reception of a certain method of teaching, especially a resource-based one like flipped learning, is not set in stone at the school level. This means that ESL teachers must adopt this method as part of a schoolwide push instead of choosing it for their own students. There needs to be more research on how and where flipped learning has been used, as well as its benefits and drawbacks for English language learners with different levels of skill and teachers of different types of ESL programmes (Smith, 2016). This research could be helpful for teachers of English language learners who have to make decisions about the way their classrooms are set up. In this case, there is no knowledge of what the pros and cons of flipped learning are.

In one of the few outstanding research projects on mixed learning with emerging bilingual children, Yi (2013) showed that young English students were more independent and creative in how they expressed their points of view when they used innovation in computerised stories. Even though there is a growing body of research on how technology can help teach adult language learners, not much has been done in K–12 ESL settings (Wang 2012). Even

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though technology, especially iPads, helped with flipped learning in the school, members agreed that using technology to make teaching and learning more student-centered was completely optional. Students, parents, administrators, and teachers all thought that technology wasn't a sure-fire way to make learning more student-centered. Instead, it was just one of a number of tools that the school community thought was important for pushing students and teachers toward more personalised learning. Many teachers' first thoughts about flipped learning were about technology. This is because all students were given iPads as part of the implementation. The teacher said, "I agreed from the start that flipped learning meant making recordings so that students could do their homework at home and do more group work in class. It was given in a very cold, mechanical way." As teachers took more responsibility for students' learning and opened up the conversation, the school community began to see innovation as one way to help English language learners learn better.

Surprisingly, teachers used new ideas in their classrooms. Many teachers are somewhere in the middle of these two extremes. Even though iPads have many other uses, they were often used as translators in ESL classes. The idea that iPads could be used to translate long documents was especially controversial in the school. Many people thought it was good for students to be able to understand longer texts, but others said that fast interpretations cut down on opportunities for normal language learning.

Even though everyone at school agreed that technology like Snapchat, texting, watching music videos in real time, and browsing the Internet kept childlren from paying attention, they didn't agree on what caused this behaviour or how to fix it. Students and a few teachers say that iPads will always be a distraction when the lesson is simple. One student said, "The iPad is a huge distraction when the class gets too simple." Some teachers, directors, and parents agreed that the new instruments were fun, no matter how involved the students were.

Most teachers agreed that flipped learning can happen without innovation and that they are using iPads in the classroom more and more. One person said, "We don't use new ideas just because they're new." A different person said, "The iPad is a tool that we use, but you can do these things without it. It makes a big difference in how well you can do things." Innovation has helped flipped learning in many ways. It made for a more even class flow by letting students use their iPads to look up the answer to a question instead of upsetting the whole class.

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Innovation has also made class time last longer than the regular school day, like when teachers tie classroom discussions to things that have happened recently.

Students and teachers have full access to a database of information and materials, such as PowerPoint presentations, recordings, notes, and assignments. Students, parents, teachers, and administrators all agreed that this kind of access to course materials was an important part of flipped learning that would not have been possible without technology. A lot of people in the school community also knew that English language learners had some problems. For example, parents were less able to help their children by looking at their schoolwork or knowing how they spent their time. Most English students couldn't take advantage of innovation's fast and easy admissions because they didn't speak the language or had other commitments.

Teachers' Role in a Virtual Classroom

Students and teachers always have access to a wide range of data and materials, such as PowerPoint presentations, recordings, notes, and assignments, thanks to technology. Students, parents, teachers, and school administrators all said that this kind of access to course materials was an important part of flipped learning that would not have been possible without technology. English students often couldn't use technology's quick and easy access because they didn't speak English or had things to do outside of school, and the technology itself could make them less committed if the exercises weren't clear.

When the classroom was turned around, it gave many options for specialised training and testing. Since a long time ago, the neighbourhood around the school has been seen as important for teaching English language students. Diverse teachers have moved their course content to Schoology to improve individualised training, evaluation, and all students' ability to work at their own pace and in their own way. Teachers agreed that people with any level of English skills can use flipped learning combination tactics.

Schools all over the country are starting to use "virtual work spaces" as a cheap way to sign up students for class. Workspace virtualization lets more than one person use the same computer at the same time. Less than 5% of a computer's storage space is usually used by a single person. Work area virtualization could be used to share extra capacity with multiple clients and cut down on energy and innovation costs. Professionals can connect 7 to 16 virtual

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workstations to a single passage using a few basic pieces of equipment and a product software. This lets clients work on multiple projects and applications at the same time. Each virtual workspace has a monitor, a console, and a USB mouse. It costs between $70 and $100 per client.

Due in large part to improvements in technology, our understudies now have a global audience in mind. Access to PCs and the Internet gives a lot of students in poor countries the chance to learn skills that will help them find fair jobs anywhere in the world. From their point of view, innovation has pretty much made the playing field level.

Conclusion

Educators help students reach their full potential by giving them direction and helping them improve the mental and physical skills they have just learned. According to Daggett (2010), young people need help to be fully capable citizens. This is true whether they are adding to a blog on an informal community website or solving a problem with numbers. They may have access to a lot of new ideas and information, but can they use it well and in a responsible way? Could they ever look at it in an objective and knowledgeable way and see objective facts and news? Do they really understand the moral, legal, and ethical problems that come with accessing and using data? Could they ever find meaning in what they knew? In short, do they know the value of information beyond what is needed to pass an exam? When teachers start asking these kinds of questions, they start to think about education in the context of society as a whole. In this setting, teachers help students deal with real problems and prepare them for an uncertain future. Students can use technology to make websites with educational or persuasive content, send their writing to many different places, and use video-editing programmes and tools like Photograph Story, Film Producer, and activity programming bundles. So, this will make it easier for students to combine different types of media into a single text and communicate with a larger group of people about different topics (email, newsgroups, web-based conferencing raps, etc.), which will help them learn to work together.

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