

The 21st Learning Framework, CLT and Flipped Classroom Model

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Abstract

It is stated that in the 21st century learning framework that English is one of the basic knowledge that students should acquire with creativity and innovation as well as critical thinking and problem-solving skills. At present, the most common teaching methodology is the communicative language teaching approach (CLT) which focuses on teaching language through activities in order to help students know how to use language with different people in varied situations. However, EFL teachers most likely confront difficulties in teaching multi-level language proficiency students in their classes. Currently, the flipped classroom model seems to work well and also complies with CLT approach leading to the 21st century student's qualifications.

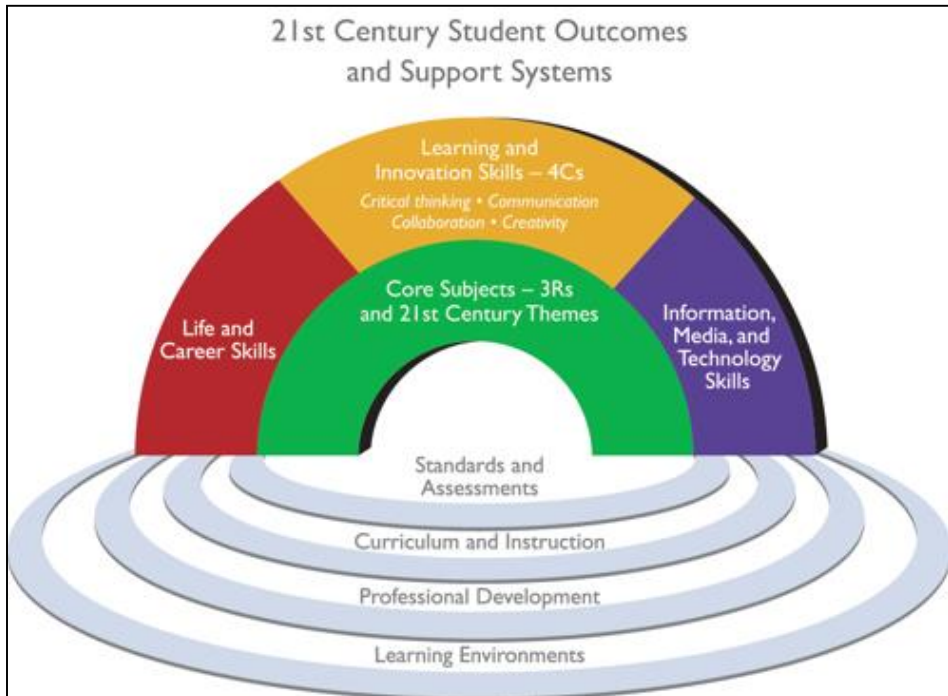
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Introduction

Nowadays, it is inevitable that educational institutions take responsibility for equipping students with qualifications required by labour market needs in the 21st century. The following is the characteristics which students are expected to possess.

Figure 1: 21st Learning framework



Source: <http://www.p21.org/overview/skills-framework> (Khan, 2006)

According to Figure 1, the 21st century learning framework has been presented based on backward design starting from focusing on students outcomes to moving to process and input – support systems.

The 21st century student outcomes consist of the following issues:

- **Core subjects and 21st century themes**

The core subjects are English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

The 21st century themes consist of global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy, and environmental literacy.

- **Learning and innovation skills**

The learning and innovation skills are creativity and innovation, critical thinking and problem-solving skills, as well as skills of communication and collaboration.

- **Information, media and technology skills**

The information, media and technology skills are information literacy, media literacy, and ICT (Information, Communication and Technology) literacy.

- **Life and career skills**

The life and career skills are flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, as well as leadership and responsibility.

The support systems consist of standards and assessments, curriculum and instruction, professional development, and learning environments. (Khan, 2006)

The aforementioned framework leads to a question, “How can we form our students to be full of basic knowledge with creativity and innovation as well as critical thinking and problem-solving skills?”

Communicative Language Teaching (CLT)

Current communicative language teaching approach has been employed since late 1990s. The approach aims to help learners become familiar with: 1) how to use language for different purposes and functions, 2) how to use language with different people in varied situations both spoken and written communication, 3) how to produce and understand different types of texts, and 4) how to use different communication strategies in order to overcome language barriers (Richard, 2006).

With CLT, teaching approach has changed from grammar translation to communicative approach. Classroom activities such as pair work, group work, role plays, and project work have been employed instead of teaching grammar and practice through controlled activities (Richard, 2006; Lightbown and Spada, 1999).

However, EFL teachers confront difficulties with multi-level proficiency in English classrooms. The higher proficiency level students often get bored while the teacher is actively helping the lower proficiency one. In addition, when the teacher explains grammar rules extracted from the context, some students cannot keep up with taking notes, leading to their misunderstanding and inability to cope with their homework. Moreover, some students come to class merely to get a good grade, not knowledge. As a result, they do not really acquire the language taught in the class.

Flipped Classroom Model

The concept of flipped classroom has rapidly spread in recent years. It is explained that ‘basically that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class,’ (Bergmann and Sams, 2012).

In the beginning, most teachers thought that this model is suitable for teaching content such as mathematics, science, and social sciences. In fact, the model can also work well in foreign language classes (Bergmann and Sams, 2012).

Flipped Classroom Preparation and Implementation

The following is a process of flipped classroom preparation and implementation.

Step 1: Planning the lessons

At this stage, you as a teacher have to consider what topics you intend to teach this semester and whether these topics need videos as instruction tools.

Step 2: Making videos

After deciding to use videos, you have to choose a variety of software programmes for recording your videos. The process of making videos is divided into three stages: recording, editing, and publishing on the Internet

Step 3: Training students

It is very important to train students how to watch videos effectively. Some suggestions are as follows:

- 1) Students should turn off all communication devices which can distract their attention while viewing the video.
- 2) Students can “pause” or “rewind” the video any time.
- 3) You have to teach your students how to take notes, write any questions they have, and summarize their lessons. Bergmann and Sams (2012) recommend the Cornell note-taking method in doing so.

Step 4: Viewing the video

Students are asked to view the video the night before attending the class.

Step 5: Class time

The class starts with warm-up activities and discussion about the video for a few minutes. After that, you can give students both spoken and written assignments, involving a simulated problem or a project. For example, Bergmann and Sams' colleagues recorded Spanish grammar lessons and conversation starters. In doing so, students had more time for practical purposes in the target language. Moreover, they could assign project-based and/or problem-based activities in order to encourage students to explore a real world and find a solution to their assignments.

Step 6: Assessment

Formative and summative assessments can be used appropriately. For example, in language class, the teacher might assess students' productive skill while doing role-plays or asking impromptu questions whereas some language knowledge aspects such as grammar, writing, and reading can be provided at the end of the semester.

(Bergmann and Sams, 2012)

Advantages of the flipped classroom

Since most lessons are taught through the videos, students who missed the class for sport or stage activities can follow-up their lesson. In addition, students who prefer to review their lesson can do it anytime and anywhere. Moreover, the teacher has more time to help struggling students, while some are also encouraged to help their classmates. This can promote student-student interaction as well as student-teacher practice.

However, if some students do not watch the video in advance, they will be assigned to watch the video in class before participating with their friends or assigning other activities (Bergmann and Sams, 2012).

Conclusion

As mentioned above, the flipped classroom model might be an alternative in language teaching. EFL teachers can increase their class time to interact with students by using the target language. Moreover, the teachers can encourage students to study language through project-based and/or problem-based assignments. The students will discuss those assignments and come up with a solution by using the target language. They will have more opportunities to practice critical thinking as well as problem-solving skills. In doing so, it is not only obtaining the objectives of CLT but also the 21st century educational framework.

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