

# Eventuating Beneficiary Results Through Flipped Classroom Teaching In Professional Colleges

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**ABSTRACT :** *Teaching English to the students in professional colleges is always a heart wrenching and a strenuous job for the pedagogies to maintain interest and curiosity in the courses configured for the semester. Many new trends are emerging in day-to-day teaching methods and one among such interesting methods is Flipped Classroom Teaching. Majority of the scholars and language learners opine that teaching English to raise the level of the students' interpretation skills, application and analysis is not everybody's cup of tea. The reasons are many, such as students' background, their to-do-lists in setting up the language learning time, their perception levels, comprehending and retaining the material they learnt etc. In regular classroom situations students are restricted to pay concentration in the stipulated time and asked to retrieve it at the time of recapitulation. The present paper focuses on the flipped classrooms to be followed in professional colleges which help the students to rise to the level of analysis and application. I hope this paper would throw light for the novice and experienced pedagogies to attain best results by subjugating the flipped classrooms in the present mode of teaching methods. In this paper a clear examination of how students initiate to frame up the tasks and how they tend to raise to the level of the pedagogies in attaining the subject matter is also dealt. The fruitful outcome of the flipped classroom in comparison to the project based learning is also been focused.*

**Keywords:** *Flipped classroom, analysis, application, pedagogy, project based learning*

## 1. INTRODUCTION

The evolution of English language is taking its flight on a high speed, day by day where its need is felt compulsory in ESL, ESP and so on. To teach English effectively has become a challenge not only for a novice but also to the well experienced pedagogies. The professional colleges give a chance to manifest all the new trends in learning the language and teaching the language in an easy way. Attaining English fluency has stood as a great challenge for ELT which has spread its wings far and wide with many changes. For this, various teaching methods were introduced by some eminent linguistics, one such successful, excellent one, is Flipped Classroom Teaching. One of the emerging trends in the teaching learning process is Flipped Classroom Teaching. It has been existing in foreign countries largely which is recently opted in Indian educational system.

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 is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

The exact meaning of the flipped classroom teaching is as follows:

A **flipped classroom** is an instructional strategy and a type of blended **learning** that reverses the traditional **learning** environment by delivering instructional content, often online, outside of the **classroom**. It moves activities, including those that may have traditionally been considered homework, into the classroom.

The need for the hour to arrive a shift in the teaching learning process is readily expecting few drastic changes. Drastic changes do not include all the changes in each and every aspect but focuses on the mode of teaching when introduced with new idea that can bring about many changes in the teaching learning process. In short, we can say that flipped classroom teaching is the excellent way which deals with the teaching methods in a reverse way of approach. As per the old traditional modes, a student will be given enough and more teaching in the content matter and then tested under the sub-categories of knowledge, understanding, application and analysis. Through this process, their knowledge and understanding towards the subject is estimated. Sometimes, in order to estimate the communicative competencies among students, tasks are designed to conduct the test analysis. This is the usual phenomena in a normal regular classroom situation. But in a flipped classroom teaching, the material related to the content is handed over to the students prior to the teaching. Students get prepared on that material whenever they feel free to practise. They get command over the subject when it is their favourable time depending on their to-do lists. They come to class with a prepared vision on the content; the counterstroke is that with the entry of Flipped Classroom Instruction, there is an intervention in home assignments and feedback that starts at home itself and persists in class so students are aware of what happens in class. In a Flipped Classroom Teaching, students emerge with new ideas on home assignments and tasks and as a result the ordinary classrooms will be modified as places of interactions as there will be the discussions about the ideas and doubts regarding the subject matter. And also, it works as a thought evoking session as the student-centred environment is being created.

The flipped classrooms are conducted by sending mail or advancing the PPTs or the course materials which are being handed over to the students before the students could commence their actual classes. With those course handouts the students will already get the understanding of the class partially and ably waits for the next step to be taught in the classroom. In this way the higher order of thinking starts inside the classroom. When understanding and knowledge over the topic is attained, the next step is application and analysis. When the student has already attained knowledge towards the class, explanation can be done in few minutes in case of doubts and queries. So, the actual class starts with a feedback area and much of the emphasis is laid on application of the subject matter. The students analyse the content prescribed for them, thus a higher order of thinking initiates and paves way to creativity.

In this situation, the ESL teachers have to ameliorate their teaching strategies with Flipped Classroom Teachings. Therefore, teachers in a flipped classroom turn out to be mere facilitators and guides in enhancing the skills of the students and giving rise to the learner centred classrooms. Teachers who are following the Flipped Classroom Teaching method should be guided properly because they are mere facilitators but not the teachers in traditional sense. If proper care is taken in uploading the flipped classroom materials classes will be successful and productive. Here the student is facilitated to think out of the box wiping out the traditional way of learning styles.

In a regular classroom scenario, the student is superseded to follow the instructions of the teacher and listens to the content and tries to understand what the teacher tries to explain but in the Flipped Classroom Teaching the student is moulded to think on his own about the

content with the help of the forwarded handouts or the ppts or the materials to learn. The student comes to the class with preparation to pose questions related to the applicative and analytical levels as he is already acquainted with the understanding of the subject through the forwarded inputs.

It differs significantly from the conventional classroom instruction and project-based learning because in both the approaches, the pedagogies will teach the relative synopsis of the entire content before assigning the students a complete specific project. The student recollects all the pedagogical instructions and then applies the ideas and put them into practise in order to bring out the best outcome of the project. But in comparison to the Flipped Classroom Teaching as the course handouts are already in the hands of the students, they do not wait for the instructions and they try to make up the projects at home itself as a part of self learning. After coming to the class, it is only a matter of discussion on various models and home assignments. Then the students' divergent thinking comes into process of doing the task. Here the ordinary classrooms turn out into rooms for discussion about how to mould the projects better in order to make it a big success in attaining the language fluency or the communicative and cognitive levels development in the students.

## 2. CONCLUSION:

- Students get habituated to self learning process which would result in good progress. They see to the inputs proceeded by their facilitator in the form of handouts and starts relevant learning process on the scripts and syllabus.
- Each individual skills and cognitive development differs from one another. Therefore, by accessing the FCT students try to memorise the topic in accordance with their cognitive development and can ensure an ample time for the preparation until they get themselves the best.
- Students design the needed to-do-lists in accordance with their time management. They attain good proficiency in making the to-do-lists, which is considered as a required life skill besides getting command over their subject.
- The knowledge and understanding levels of the students will grow to the optimum level as majority of the comprehension of the text is done at home. The next level is obviously the application and the analysis parts so there will be a possibility to rise their academic standards.
- The successor of application and analysis levels is creativity. Many opportunities are available to ameliorate the students' creativity while they go through the material given by the facilitator.
- Students show a kind of interest in putting up the tasks, as they actively participate in the classroom discussions.
- Discussion process in the classroom simultaneously improves the speaking skills along with the other skills effectively.
- Learner will have many possibilities to revise the teaching any number of times. Whenever the students want the teaching to be revised the flipped way of learning makes them to learn by rewinding or forwarding the ppts as per the need.

## 3. REFERENCES

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