Book Review

Flipped Instruction Methods and Digital Technologies in the Language Learning Classroom

Reviewed by Chih-Lun Chou, Department of Information and Telecommunications Engineering, Ming Chuan University, Taipei, Taiwan

Reviewed by Min-Ling Hung, Teacher Education Center, Ming Chuan University, Taipei, Taiwan

Reviewed by Chia-Wen Tsai, Department of Information Management, Ming Chuan University, Taipei, Taiwan

The flipped or inverted classroom approach is a type of technology-enhanced instructional mode that has grown popular in education settings. In the flipped classroom, the teacher does not merely deliver information, while teacher helps students who become responsible for their own learning process and must govern their own learning pace (Lai & Hwang, 2016; Akçayır & Akçayır, 2018). One primary strategy of flipping is to deliver the lecture contents outside of the classroom through videos (Abeysekera & Dawson, 2015; Lo & Hew, 2017). The teacher is able to engage with students by means of other learning activities such as discussion, solving problems proposed by the students, hands-on activities, and guidance in classroom time (O'Flaherty & Phillips, 2015).

This book, "Flipped Instruction Methods and Digital Technologies in the Language Learning Classrooms," reviews some of the more recent research utilizing technology to enhance language acquisition, especially in a flipped classroom environment. The book is organized in a logical way. Chapter 1 discusses the use of digital technology to provide learner autonomy and providing language-learner motivation through tasks such as self-reflection on learning and discussions of the students' feelings. Chapter 2 introduces courses incorporated F2F meetings with online sessions. Chapter 3 provides definitions of "flipped classes" and blended learning and also presents research done in Asia on flipped learning programs. Chapter 4 introduces how use technology to develop English as a Second Language proficiency from Basic Interpersonal Communication Skills (BICS) at the everyday verbal skill level to Cognitive Academic Language Proficiency (CALPS). Chapter 5 offers definitions of

flipping classes, which shift more responsibility towards students who utilize media outside of class to prepare for contributing during their class time. Chapter 6 discusses computer-assisted vocabulary learning and issues related English as a Foreign Language (EFL) vocabulary. Chapter 7 discusses how Russian and Japanese instructors moved the "fact learning" parts of their lessons to independent study while increasing opportunities for students to practice creating with the language in a supported teacher-guided environment. Chapter 8 applies the Zone of Proximal Development (ZPD) and experiential learning theory to the field of management information systems (MIS). Chapter 9 shows how flipped learning can be applied to EFL academic writing classes. Chapter 10 summarizes the psychological assumptions of flipped instruction and implementations of flipped instruction in EFL classes. Chapter 11 suggests how to build effective flipped learning programs and the questions that should be asked before designing and using CALL and computer-assisted second-language acquisition (CASLA). Chapter 12 reviews the pedagogical basis supporting flipped learning and discusses the recent research in the use of flipped learning methodology in foreign language classrooms.

As you can see from the content of these 12 chapters, the book provides comprehensive information. More specifically, it not only assists the EFL/ESL teachers to utilize flipped models of instruction to better prepare their students in content subjects, but also helps second-language researchers understand how to examine and increase learner engagement by the wiser use of CALL, TELL, and SMALL (Social Media Enhanced Language Learning). It takes the readers a broad view with how the flipped learning paradigm applied to an EFL academic class. In addition, most previous research about flipped classroom only focusing on learning outcomes, the book provides different perspectives focusing on how students are interacting with the materials in a flipped classroom context.

Everything can be improved. The book is certainly no exception. One improvement is related to the audience of the book. The targeted audience is not specified EFL/ESL teachers and second-language researchers, but such a complete discussion should be of interest to pre-service teachers. Providing additional information may be useful for pre-service teachers, since they have many concern when taking on the role of EFL/ESL educator. For example, there is a need to help pre-service teachers understand how to design flipped instructional models. For example, further information is required to discuss for pre-service teachers who wish to learn more about how technology is affecting second language acquisition theory and practice.

The book mentioned that "while many teachers have heard the term-flipped classroom, it is often not well understood, and its application to English language teaching has not yet been explored in depth." In fact, institutional support would appear to be a major factor that influences teacher motivation for innovative instruction (Hung, 2016). This book may provide additional information about how the institution can support teacher for flipped classroom. Although these suggestions for further improvements, this book have spurred discoveries of many applications in flipped instruction in the language learning classrooms. This book is well-integrated, and well-written, and should be well-read as well. Thus, we recommend this book and it is worthy to read.

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Chih-Lun Chou received Ph.D. in Computer Science and Information Engineering at National Cheng Kung University, Taiwan. He is currently an assistant professor in the Department of Information and Telecommunications Engineering at Ming Chuan University. His research interests include wireless communications, mobile computing, multimedia, and digital home networking.

Min-Ling Hung is an Associate Professor in the Teacher Education Center, at Ming Chuan University in Taiwan. She received her PhD degree in Education, in the e-Learning program of National Chiao Tung University in Taiwan in 2012. Her research interests include e-learning, instructional design, and information literacy and ethics.

Chia-Wen Tsai is a Professor in the Department of Information Management, Ming Chuan University. Dr. Tsai is one of the Editors-in-Chief of International Journal of Online Pedagogy and Course Design, and International Journal of Technology and Human Interaction. He is also the Associate Editor of Cyberpsychology, Behavior, and Social Networking, and Taiwan Corresponding Editor of British Journal of Educational Technology. He is interested in online teaching methods and knowledge management.