Chapter 10

Integrating Recent CALL Innovations into Flipped Instruction

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ABSTRACT

With flipped learning becoming a normalized part of foreign language educational methodology, it is important to understand its past so that we, as teachers, can consider the future. This chapter reviews the pedagogical basis supporting flipped learning and discusses the recent research into the use of flipped learning methodology, primarily in the foreign language classroom. This survey encompasses studies done in Japan and around the world. Recent studies were analyzed to develop general guidelines for how to flip instruction, which are provided herein with suggestions for administrators to institutionalize the practice of flipped education. This chapter concludes with suggestions for future research into the field of flipped learning in foreign language education.

INTRODUCTION

Ever since Bergmann and Sams pioneered the current flipped learning movement in 2007 (TechSmith, 2016), the methodology of flipped learning—having students learn new material individually via videos, presentations, and written materials, and then using classroom time to practice, synthesize, and employ the new material—has exploded around the world. As demonstrated by this volume and the thousands of research articles found in database searches for flipped learning, this practice is being used in a wide variety of subjects more and more each year. A study by Sophia and the Flipped Learning Network (2014) found that a vast majority of teachers surveyed have tried flipped learning methods—a significant increase over the findings of a similar study conducted in 2012; and most of those who have not yet done so are interested in taking the leap. With the above facts in mind, the assertion could be made that flipped learning has become a normalized part of instructional methodology.

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Flipped learning methods are used at all levels of education, and are primarily being used by individual teachers, albeit with the support of their administrators (Sophia & Flipped Learning Network, 2014). The next phase in the spread of these flipped learning methods would be institution-level implementation: the adoption of flipped instruction by administrators and the mandate for its use by all instructors in the given school or system. Such support would bring the educational benefits seen by the authors in this volume, found by Sophia and the Flipped Learning Network (2014), and espoused by Overmyer and Dennis (2016) to all students, instead of limiting it to only those whose teachers who are on the cutting edge of pedagogical development. This final chapter will review the pedagogical foundations for flipped learning, discuss strategies for successful implementation of flipped instruction, provide resources for those interested in adopting the practice of flipped learning, and present suggestions for future research in this burgeoning area in the field of education.

BACKGROUND AND PEDAGOGICAL FOUNDATIONS

Among the many cognitive theories and approaches to flipped instruction in technology-enabled language learning, Vygotsky’s (1978) sociocultural theory has potentially had the greatest impact on the field of second language acquisition. The idea that development occurs within the learner’s Zone of Proximal Development (ZPD) through the mediation of scaffolding provided by teachers or more proficient learners, offered a rationale for employing pair and group work in the language classroom to apply content learned through technology-based activities outside of the classroom. The concept of scaffolded learning led to the development of pedagogies which have the goal of helping learners grow into autonomous language learners who can benefit greatly from the flipped learning practices. Communicative language learning (CLL) (Canale & Swain, 1980) placed the focus on enabling students to communicate in their second language (L2). Flipped language instruction teaches students how to self-direct their L2 learning outside of the classroom following the suggestions of Littlewood (1999) and Sakai, Takagi, and Chu (2010). This practice provides students with more opportunities to gain confidence in their communication skills during in-class practice activities.

In order to most effectively meet the learning needs of foreign language learners, a variety of teaching methods and approaches should be combined and brought into the educational process (Gass, Behney, & Plonsky, 2013). Teachers can use flipped instruction to facilitate the use of communicative language learning methods and support sociocultural learning activities which will enable students to use the L2 in realistic situations to accomplish tasks that are related to the real world. Enabling the students to apply what they learned outside of class for homework makes the classroom time much more productive (Enfield, 2013; Estes, Ingram, & Liu, 2014; Kirk & Casenove, this volume). By combining CLL and sociocultural learning with flipped instruction approaches, language teachers will greatly enhance their students’ potential for gaining proficiency in the L2 as demonstrated by Evseeva and Solozhenko (2015) and Rosen, Maeda, and Roberts (this volume).

Flipped learning methods not only free up classroom time for guided practice of the newly acquired information, they also enable students to engage more deeply with the material and move through the levels of Bloom’s Taxonomy to higher order interactions and critical thinking (Estes et al., 2014; Rosen et al., this volume; Overmyer & Dennis, 2016; Sams & Bergmann, 2013). Teachers can structure the