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Flipped the Language Classroom with Technology

Panel: Modern education technologies and Chinese language teaching

Although instructed language learning has a history of thousands of years of real life practice it is a comparatively young field of academic research (Ellis, 2012). As is the case for many language teachers in contemporary education settings, many Chinese language teachers, including those who teach a degree course or language classes in a higher education environment, are confronted by students' slow progress and modest learning outcomes. Limited contact hours, unmotivated students and the lack of an immersive linguistic environment may all, to various degrees, contribute to this unsatisfactory situation.

Undoubtedly, language learning requires time and effort. What can be done to optimise in-classroom and out-classroom learning? Flipped classroom is a pedagogical solution with a technology component such as language learning apps, Youtube videos, Moodle and online courses such as MOOC that challenge the traditional notion of the classroom that is dominated by imparting grammar and tight control by the teacher. Instead of spending time reviewing new vocabulary and grammar necessary for that day's lesson then proceeding to exercises, flipping the learning requires students to get familiar with the learning materials prior to the class with carefully designed activities with sufficient and assessable feedback and support. By doing so, it personalises the students' learning experience and affords more classroom time for in-class activities that focus on higher level cognitive activities.

This presentation will invite discussion regarding how various technologies can be used to serve teachers' pedagogical goals and to maximise learning outcomes. Furthermore, the broader role of language teachers in students' language learning journeies in the 21st century, where teachers are no longer the sole resource of knowledge, will also be discussed.