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A SUGGESTION ON THE APPLICATION OF THE FLIPPED CLASSROOM MODEL IN MOBILE LEARNING ENVIRONMENTS

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ABSTRACT: The number of students engaged currently and the short lecture duration for implementing learning activities are usually highlighted as the two main disadvantages of traditional educational environments. The flipped classroom concept is a possible solution to address these constraints and adapt to students' needs. This methodology provides students with additional time to consolidate their learning and practice in class activities, even while they apply the knowledge acquisition process outside of the classroom. Similar to mobile learning activities, after-class activities do not require adherence to any designated area. The basis of the article is innovative research on the flipped class model and its integration with mobile learning, which has yet to be seen in similar research. The additional benefits offered by the recommended Edmodo platform's mobile support are also discussed in this article. It is believed to provide insight into future studies as the outcome.

KEYWORDS: Flipped classroom model, Effectiveness ,flipped learning, mobile learning, Edmodo.

INTRODUCTION

Both mobile and e-learning are becoming more and more popular due of advancements in technology. With these teaching strategies, students have instant access to knowledge at any time and from any location. Academic institutions are not immune from embracing mobile learning as a means of dealing with accommodating the evolving demands of learners. According to studies, students who participated in flipped learning received higher marks. In typical classroom settings, students find one-way lectures boring and inefficient. Mobile learning in Flipped learning gives students the flexibility to learn whenever and wherever they choose, providing them with new learning opportunities and enabling the effective use of instructional materials. Universities are using flipped classrooms, often called reverse classrooms, to teach a variety of courses. It is a type of instruction where students receive digital resources from their teachers (audio, video, electronic textbooks, etc.) and use them to independently study courses prior to class. During class, they engage in interactive activities that help them with questions and finish exercises. The flipped classroom's requirement for omnipresent learning aligns nicely with mobile learning. Thus, the focus of educational research has shifted to ways to integrate mobile learning into the flipped classroom and increase students' learning efficiency.

MATERIALS

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The main goal of the flipped classroom is to provide students with new materials outside of the classroom, usually in an online setting. This means that instead of using class time for teacher-led activities, students can collaborate, learn interpersonal skills, think creatively, and communicate creatively. The traditional classroom setting of the teacher lecturing on stage and the constantly expanding amount of information available on the Internet will soon become outdated. Figure 1 compares the traditional classroom setting with the flipped classroom. In the former, learning materials are delivered through lectures, and students are assigned homework assignments that they must complete outside of the classroom. In the flipped classroom, students study the materials before class and reserve class time for questions, applications, and assessments.

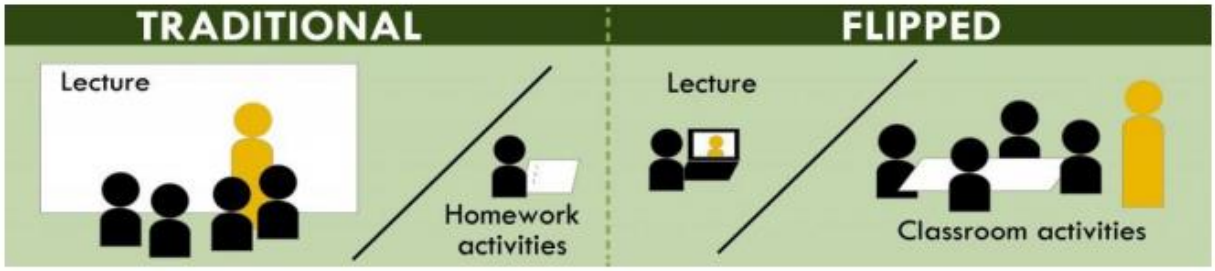

Figure 1. Traditional classroom and flipped classroom comparison

Figure 1 shows a comparison between the flipped classroom and the traditional classroom setup. In a typical teaching environment, lectures are used to present the material, and students are given homework to do after class. In the classroom using flipped learning, students examine the learning materials before attending class, setting aside time during class for questions, applications, and evaluations. The primary goal of the flipped classroom is to prevent students from becoming surface learners and to allow for a greater emphasis on the application of information. The flipped classroom environment attends to each student's unique requirements. Different skill levels of students are in the control of their education. Learners are allowed to watch the instructional materials as quickly and as much as suits them. For more complex ideas, students can pause, rewind, and even repeat the lessons. Knowing which topics they need more assistance with enables the instructor to provide more individualized coaching throughout class. Mobile learning is a digital learning mode based on relatively mature wireless mobile network, multimedia technology. The term "mobile learning" was initially used by Irish educator Desmond Keegan in his 2000 book "From Distance Learning to E-Learning to Mobile Learning". One of his articles, "Mobile Education-A Glance at the Future," mentioned about businesses, education departments, and other industries started implementing mobile learning on their fields. According to Alexzander Dye (2001), mobile learning is a type of learning that may occur anywhere, at any time, and uses mobile devices as tools. In the meanwhile, mobile learning tools may efficiently convey course material in addition to facilitating positive student-teacher engagement. Studies on mobile learning conducted abroad have their roots in the 1994 Carnegie Mellon University "Wireless Andrew" project, which sought to develop the a campus-wide wireless network connection. Later, Stanford University instructors created a mobile learning module that allowed students to effectively complete quizzes, learn new vocabulary, and

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translate phrases—thereby completing the integration of mobile learning with English courses. Numerous research has also been conducted, the majority of which concentrate on how well mobile devices may be used to support English language acquisition. In 2019, Chen designed a smartphone-based lesson plan for a college English speaking and listening class. The experiment's findings showed that using smart phones. The impact of the mobile learning app "BaiCiZhan" on college students' acquisition of English vocabulary was studied by Cao and Deng (2019), who discovered that the app may be considered a useful instrument for expanding students' vocabulary.

METHODOLODY

The main aims of study are to investigate finding effective sides of Flipped classroom model in teaching specialized subjects in English. In order to support the complete integration with modern information technology and teaching subjects in English in higher education system, it first attempts to change the traditional teaching model to develop an innovative teaching model that combines online learning with offline teaching, mobile learning with flipped classroom.

Secondly, it seeks to break down time and spatial constraints on English language learning and create a pervasive, customized learning environment that fully supports students' responsibility and strengthens their capacity for independent learning.

Most important of all, the study aims to deepen the reform of teaching subjects in English and improve the quality of EMI teaching, striving to realize the three requirements of interactive teaching, in-depth learning and personalized education in the information age.

Therefore, the research focuses on the three questions:

1. What are the students' perceptions for the flipped classroom teaching model based on mobile learning?
2. What influence does the flipped classroom model based on mobile learning have on university students' autonomous learning ability?
3. What impact does the flipped classroom model based on mobile learning have on university students' English academic performance?

FINDING AND DISCUSSION

12 students from the experimental class were selected to be interviewees in order to gain a better understanding of how students perceive the flipped classroom teaching model based on mobile learning and to fully comprehend the impact of this new model on students' learning motivation, their ability to learn autonomously, and their academic achievement and inquiries about the novel teaching methodology. The following is an analysis of the interview's content:

1. All of the respondents preferred the flipped classroom teaching method, which is focused on mobile learning and offers several benefits, over the traditional teaching paradigm. It overcame the limitations of the conventional methods and altered how students studied.
2. The respondents agreed that the new teaching approach greatly enhanced their capacity for independent learning. They seldom took the initiative to learn ahead of time under the old teaching style, instead mostly absorbing information from their lecturers during class. However,

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throughout this semester's instructional trial, they were able to provide students with access to a variety of learning resources, including courseware, audios, and videos, using learning software. Students may access these resources at any time and from any location using mobile devices.

3. The respondents confirmed to the fact that the new teaching approach raised their academic performance and English proficiency. They ceased being silent in class and instead became the center of attention. By taking part in different classroom through exercises like class reports, group discussions, role plays, presentations, and so on, students had more chances to voice their thoughts, which improved their spoken English proficiency.

Thus, it is seen in the academic performance of the control classes that the experimental class's pupils have improved their English language proficiency, supporting the viability of the flipped classroom teaching paradigm based on mobile learning positively impact students' academic performance.

CONCLUSION

According to the widespread use of mobile devices and the internet's fast growth, college students may now learn anywhere, at any time. Therefore, integrating mobile learning into college English instruction is becoming more and more important for professors. This study used a cutting-edge, mobile learning-based flipped classroom teaching style and numerous interactive learning environments were built, which raised students' willingness to learn, strengthened their capacity for independent study, and raised their academic performance.

The flipped classroom and mobile learning changed the roles of educators, moving them from knowledge providers to facilitators, coordinators, mentors, and observers. By learning on their own and through exploration, kids become the true studying the topic. Students integrated the new information in the learning community of sharing, mutual aid, collaboration, and competitiveness during the whole mobile learning process, which enhanced their capacity for interpersonal communication; The new teaching approach has not been extensively implemented in our universities and is only used in one trial class. Thus, the experimental data collection and analysis are insufficient. The statistical findings lack completeness.

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