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# The implementation of flipped classroom model in CIE in the environment of non-target language

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**Abstract.** This paper sets a theoretical framework that it's both feasible and indispensable of flipping classroom in *Chinese International Education (CIE)* in the non-target language environments. There are mainly three sections included: 1) what is flipped classroom and why it becomes inevitable existence; 2) why should we flip the classroom in *CIE* environments, especially in non-target language environments; 3) take *Pusat Bahasa Mandarin Universitas Negeri Surabaya* as an instance to discuss the application of flipped classroom in non-target language environments.

## 1. Introduction

The current society is economical so that we permanently pursue how to reach the maximum benefits even in learning and teaching. While it's generally acknowledged the learning is influenced by internal and external environments, with the updating of education technologies, it becomes a somehow new issue when we should know how to integrate the new blending learning environments. The teacher cannot only be the initiator in class but also to integrate the intrinsic and extrinsic factors, such as inspiring students' motivation, managing their cognitive load, utilizing the physical social contexts, etc. Therefore, when the technology becomes an integral part of educational settings, the teachers will be in search for ways to incorporate technology into their classrooms to create better learning opportunities for their students [1]. However, in Indonesia, learning system is generally *Teaching Centered Learning (TCL)* [2] and rarely use modern educational technology, which is defined by Hamdan, McKnight & Arfstrom [2] as a traditional teacher-centered model. The learning system really needs reforming into *Student Centered Learning (SCL)* where the teacher is not only the learning source materials but also the learning partner for the students who help the students to facilitate their studying. And how to use the modern technology to stimulate students' initiative is an indispensable question in the current informationalization age.

It's less than a decade that most national universities established *Chinese major, Chinese Department* or *Pusat Bahasa Mandarin/Confucius Institutes* in *Indonesia*. In other words, *Chinese International Education (CIE)* don't have much time which means, on one hand, we maybe won't influenced by the traditional mode, but on the other hand, we should cross the river by feeling the stones. The following is the design and its experiments of flipped classroom in Confucius Institute at *Universitas Negeri Surabaya (UNESA)*.



## 2. What's the flipped classroom?

In traditional didactic teaching model, the teachers are the main resources who transferring their knowledge and information to the students, it is a one-way track so that making the students become passive and without creativity. How to maximize the students' autonomous learning ability has been pedagogically thinking so that produced the method of communication, the method of the task, humanistic method and so on in the course of second language teaching. No matter how these methods student-centered, the teaching mode is still in the range of that class is class and homework is homework until the emergence of the flipped classroom which turned the class and homework model up-side-down.

It is said that the sparks of flipped classroom have been generated since last century when Alison King published "From Sage on the Stage to Guide on the Side" which focuses on the importance of the use of class time for the construction of meaning rather than information transmission. While not directly illustrating the concept of "flipping", King's work is often cited as an impetus for an inversion to allow for the educational space for active learning [3, 4]. Then Eric Mazur played a significant role in the development of concepts influencing flipped teaching through the development of an instructional strategy he called peer instruction, which moved information transfer out of the classroom and information assimilation into the classroom, allowed him to coach students in their learning instead of lecture.

The real and somehow similar to modern flipped classroom started from Lage, Platt and Treglia (2000)'s study, whose paper "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment" asserts that one can leverage the class time that becomes available from the inversion of the classroom (moving information presentation via lecture out of the classroom to media such as computers or VCRs) to meet the needs of students with a wide variety of learning styles. And in the same year, J. Wesley Baker presented a paper discussing what he termed the "classroom flip" at an education conference in what may be the first published mention of the word "flip" associated with this model of teaching and learning [5].

The flipped classroom really getting attraction was in 2007, when two chemistry teachers—Jonathan Bergmann and Aaron Sams from Woodland Park High School carried out their classes by recording their lectures and posted them online in order to accommodate students who couldn't attend the class due to many factors (it happens often because the school located in a rural area which is difficult for the students attending the class, and they also must spend a lot of time to go to the school by using the buses). They uploaded the synchronous videos of interpretation and PowerPoint presentation demo on the internet to let the students download and study before the class, leaving the class time for the students to finish their homework, or help the students who with difficulties in the experiments.

However, perhaps the most recognizable contributor to the flipped classroom is Salman Khan who began recording videos at the request of a younger cousin he was tutoring because she felt that recorded lessons would let her skip segments she had mastered and replay parts that were troubling her in 2004. Later on, he founded Khan Academy whose slogan is "a free world-class education for anyone anywhere" based on this model in 2006, which becomes so influential that for some it turns into synonymous with the flipped classroom and it can now provide more than 5600 videos from various studies. Up to now, the flipped classroom has become a widely accepted model and it has been applied in many educational institutions. Apart from Khan Academy, MEF University Model is also very influential internationally, for it is the first university in the world that adopted the "flipped classroom" educational model university-wide [6].

So flipped classroom was usually described as a setting where that "which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (Bergmann and Sams 2012, p.13), i.e. "events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" [7]. However, this definition is only the tip of the proverbial iceberg. A successfully flipped classroom functionally should increase the interaction between students and teachers (Roehl et al., 2013), contribute to student engagement, team based skills, personalized student guidance, classroom discussion, and creative freedom of faculty

(Millard, 2012), and be “effective in helping students learn the content, and increased self-efficacy in their ability to learn independently” (Enfield 2013, p. 14).

### 3. Why flipped classroom in CIE?

Since Teaching Chinese as a Foreign Language (TCFL) or Teaching Chinese as a Second Language (TCSL) becoming a subject, the language skills, such as listening, speaking, reading and writing training are recognized as the center aspects, whose fundamental task is to teach language, different from the teaching of linguistics, i.e. the teaching model should be language skills training rather than knowledge learning. The orientation of communication determined that it demonstrates a kind of flipping from the very beginning. For example, there is a kind of reflection of the flipped idea that the teacher asks students to preview the new words before the class, and then ask them to dictate in the class, which is so extensive that traditional demonstration classes are all teaching in that way. As TCFL/TCSL turned to Chinese International Education (CIE), there are ever some debates, such as what is the core task of CIE, what role should cultural teaching take and how about their relationship, etc. However, most experts confirmed that the essence of CIE is language teaching.

The technical nature of language teaching determines that TCSL/CIE must be pedagogically student-centered, to which the Grammar Translation Method who is prevalent in 18-19 centuries cannot compare, and the task-based interactive construction learning mode becomes the inevitable choice. With the constant development technologies, the deep integration of technologies and curriculums provides more possibilities for interactive learning. Among those strategies, the flipped classroom is one of the most effective models in constructing abilities.

Nevertheless, the truly modern Chinese flipped classroom in TCSL environments has been around for less than a decade. With the worldwide spreading of Khan Academy mode, Chinese flipped classroom is popping up all the time. So far, according to our survey, there are at least 100 universities, such as Beijing Language and Culture University (BLCU), Peking University (PU), engaging in the practice of Chinese flipped classroom. Usually speaking, as long as the university is in process of constructing of informatization courses, there exists a Cloud-platform (or their own, or cooperate with other specialized organization), where provides a comprehensive management platform for the teachers' curriculum resources construction, class management, achievement analysis of students, etc. The Department of Teaching Affairs also encourages the teachers applying for the project to construct their courses under the supervising of the university.

Differ from the systematic and organizational constructing, it seems casual and lack of attention in overseas environment where the flipped classroom actually should be more needed. The reasons for necessity are as following:

- Unlike TCFL class where there are more than 20 or 30 hours per week, CIE class usually has less than 12 hours per week. Let's take Universitas Negeri Surabaya as an instance, students in Chinese Department have only 12 hours Chinese courses each week. And some other universities are even less.
- Unlike TCFL environment where it's easy to find language partners, it's difficult to find a language partner in overseas training, then it becomes a practical way through following videos the teacher recorded.
- In addition, Unlike TCFL and Chinese Department students whose Chinese courses are compulsory and with an affirmative schedule, many overseas students who studying Chinese are just for interest or some other motivation so that their time is limited and their schedule is flexible.
- Unlike TCFL class where we almost have the same demands in the same class, CIE overseas always need to accommodate to individual requirements.
- There maybe exists another problem that the university curriculum system may take Chinese as a foreign language like English in CIE overseas environments, but the difference is Chinese learners are mostly beginners.

And along with the network technology developing, the improvement of people's living standards and increasing purchasing power of computer/smartphone, it becomes more feasible of flipped classroom in the overseas CIE environments.

- Firstly, flipped classroom is a product of the era of multi-media, therefore, the relatively complete multimedia technology platform is a prerequisite. And students are generally with their personal computer or smartphone (according to our survey, more than 70% students have computer or smartphone; almost all students have access to a computer and master the basic operation method), it laid a material foundation for the flipped classroom implementation.
- Secondly, it's mutually adapted to each other between basic principles of CIE and flipped classroom: a) flipped classroom which demands sufficient and efficient preview can fully carry out the principle of "essence interpret and practice as much as possible" which is fundamental in CIE and improve the efficiency of students' learning; b) flipped classroom is a kind of method which absorbs the advantages of cooperative learning, where with the substitution of "student-to-student" interaction, "teacher-to-student" is no longer the only mode of communication; c) flipped classroom can fully arouse the students' enthusiasm and initiative.

Confucius Institute Headquarters/Hanban may have been gotten the needs of online Chinese courses for overseas students, so they began to set up Confucius Institute Online (CIO) from several years ago. Up to now, there are already more than 307.000 live classes and 7.537 lessons. It can be stated that Confucius Institute Online has the greatest influence in the overseas CIE's environments.

#### **4. How do we flip in UNESA?**

However, when CIO can't apply the courses which demanded in an overseas environment, or the courses provided by CIO are not suitable for overseas students, then it becomes necessary to integrate the resources and establish own resources. While it's difficult to find a platform to construct and manage the courses recourses in CIE overseas environment, there are some practical Apps which can help us integrating resources, among those, "Micro Tas (微助教)" is the easiest one to operate and convenient, entertaining the process of evaluation and teaching. However, on the transmission and management of resources, the function of "Micro Tas" is limited, and only non-audio and non-video resources can be transmitted, so under the auxiliary of other social networking platforms, for instance, QQ group, Wechat group, and so on, it can play a more important role in classroom flipping.

Pusat Bahasa Mandarin (Confucius Institute) at Universitas Negeri Surabaya undertakes three sites of Chinese teachings: Chinese major, Chinese Department language teaching, Chinese elective courses, and social students' Chinese language teaching. Depending on the subject, there are some differences in the form and procedure of flipped classroom.

- Chinese major students:
  - 1) Set up a class on "Micro Tas" where existing four basic tasks of registration, question answering, discussion and courseware managing and ask students to join in.
  - 2) Set up a QQ group for video and audio management and ask students join in.
  - 3) Uploading teaching materials to "Micro Tas" and QQ group.
  - 4) Give clear instructions to students for the tasks they need to complete at home.
  - 5) Check the students' learning by answering and discussing on "Micro Tas".
  - 6) Further discussing and solve the problems in class.
- Chinese elective courses and social students:
  - 1) Set up a class on "Micro Tas" for them.
  - 2) Set up a QQ group and ask students join in.
  - 3) Make full use of the resources of CIO and supplement our own resources.
  - 4) Give clear instructions to students for the tasks they need to complete at home.
  - 5) Check the students' learning by answering and discussing on "Micro Tas".
  - 6) Further discussing and solve the problems in class.

All in all, the situation of Chinese department of each university is not the same. CIO is hard to accommodate the different needs of multi-level, diversified teaching. Meanwhile, CIO has already supplied a dimensioned of courses for the elective students and social short-term classes, we should get full use of it. “Micro Tas” with the help of social networking platforms is potential to combine these aspects together.

## 5. Conclusion

The above supplies a theoretical framework for the inversion of classroom instruction in a non-target environment. It's assumed that it serves the principles of personalized-differentiated learning, student centered instruction, and constructivism. In other words, the students have a great variety of hands-on activities, promoting more meaningful learning. However, it doesn't mean that the traditional methods don't have their advantages of their existence, as a matter of fact, for example, Grammar Translation Methods, they are also commonly used and sometimes effective in non-target language teaching environment. After all, with the advent of the new technology revolution, the utilizing of new education technologies is an unreturnable trend in the history of education.

Nevertheless, the effect of flipped classroom in the non-target environment is still subject to further investigation. We just got some responses from participants that they benefited from attending flipped classroom, for example, the flipped classroom can contribute to personalizing of learning at their own pace, advancing their preparation and improving understanding of the content of lessons, overcoming the limitations of class time, increasing the participation, and so on.

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