TEACHER'S ROLES IN USING FLIPPED LEARNING APPROACH
TO DEVELOP LEARNER AUTONOMY
FOR NON-ENGLISH MAJORED STUDENTS

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Abstract: *Grounded on flipped learning approach, found many things in common with Holec's, (1981, p.3) in the way he defined autonomous learners, the paper discusses the teachers' roles in using flipped learning approach to develop learner autonomy for non-English majored students by making short review on different works recently on the approach. Findings show that flipped learning approach brings so many benefits to students in general and non-English majored ones in particular. Teachers as managers, organizer, counselors, facilitators and resources are the listed roles. The review is designed in four main parts: apart from the Introduction and Conclusion, the literature reviews provide recent works on the field, and the review on implementation process gives readers some ideas on the way to get the model work in certain situations.*

Keywords: *Learner autonomy, non- English majored students, flipped learning, teacher's roles.*

1. Introduction

Introducing new knowledge and materials in classroom is not a must in teaching English language nowadays. With technology blooming, English language teachers have found new and more interesting way, which is called flipped learning model, to transfer the knowledge to their students and give them a more actively studying chance. For non- English majored students, who have to experience a heavy English studying load during a four to five year course with the expectation of getting the target of CEFR B1 when graduating as a compulsory requirement, flipped learning can be a good way to maintain the students' motivation and stick them to the aim. As a teacher of English language, who has to deal with the challenge of motivating non-English majored students to improve their English language competence every year, the author has found big interests in obtaining ways to help reduce the students' "painful" process to meet the requirement, and the approach to help teachers overcome the challenges in their teaching in the condition of time and budget limitation. The paper discusses the teacher's roles in using flipped learning in the purpose of developing learner autonomy for non-English majored students, then their English language competence to achieve the target.

2. Literature review
2.1. Learner autonomy

In academic view, learner autonomy is an educational concept in which he *"accepts the overall responsibility"* (Little, 1999), and *"is himself capable of making all these decisions concerning the learning with which he is or wishes to be*

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involved (Holec, 1981, p.3). In Benson's (1997: 25) perception, one of the three basic versions of learner autonomy is *"the technical version (where autonomy is the act of learning on one's own and the technical ability to do so"*.

According to Benson and Voller, (1997: 1 – 2), learner autonomy can be found using *"for situations in which learners study entirely on their own"; "for a set of skills which can be learned and applied in self-directed learning" and "for the exercise of learners' responsibility for their own learning"*.

2.2. Teachers and flipped learning

In different definitions for flipped learning, the definers refer to the key role of teacher in making the model work, one of which is by Hamdan, N., McKnight, P., McKnight, K. and Arfstrom, K. (2013) that:

"Flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers."

In their reviews, they also referred to four pillars of Flipped learning: Flexible environment – space, mode of delivery and timelines for learning; Learning culture – a learner centered approach to encourage deep learning; Intentional content – that maximizes learning; and Professional educator – who guides learning and continuously improves practice. Therefore, it can't be denied that the learning process of autonomous learners in this case can't be without the directions and monitors of the teachers.

As perceived by Bergmann, Overmyer, and Wilie (2013), the role of the teachers in flipped classroom is *"not the 'sage on the stage', but the 'guide on the side' "*, in which, the teachers *"blend direct instruction with constructivist learning"* to get *"all learners engaged in their learning"*; and to make *"a change in use of classroom time"* and *"a change in use of out-of-class time"* by *"using technology, especially video."* (Abeyseker and Dawson (2015, p. 3).

3. Teacher's roles in implementing flipped learning approach

3.1. Teachers as managers and organizers

In autonomous learning setting, teachers play an essential role in managing and organizing learning activities (Yan, 2012). Jeff Dunn (2014) shared the view in the way he designed *"The 6-step guide to flipping your classroom"*, in which, he suggested teachers to *Plan (Figure out which lesson in particular you want to flip. Outline the key learning outcomes and a lesson plan.); Record (Instead of teaching this lesson in-person, make a video. A screencast works. Make sure it contains all the key elements you'd mention in the classroom.).*

However, whenever organizing anything for classes, considering the sake of your students and the lessons' objectives is a good choice. Bergmann and Sam, in their book (2012) warned the teachers that when making videos, it's recommended to base on the educational goals of their lessons to better facilitate the students.

3.2. Teachers as facilitators/resources

In this role, teachers are expected to *"make learning easier to happen"* (Chiu, 2015). They are assumed to be ready to offer help if needed, or provide learners

with whatever language they lack when performing communicative activities. It doesn't mean that the teachers have to spoon-feed the students but to guide them to use available resources for themselves.

To act the role, teachers should follow the four next Jeff Dunn's (2014) steps:

"Share: by sending the videos to their students. Make it engaging and clear. Explain that the video's content will be fully discussed in class;

Change: Now that your students have viewed the lesson, they're prepared to actually go more in-depth than ever before;

Group: An effective way to discuss the topic is to separate into groups where students are given a task to perform. Write a poem, a play, make a video, etc. and

Regroup: Get the class back together to share the individual group's work with everyone. Ask questions, dive deeper than ever before."

3.3. Teachers as counselors

As counselors, it's advisable for teachers to provide their students with pieces of advice to show their cares and concerns towards their students' problems. Allowing students to express themselves comfortably without any sense of judgment, being consistent in their thoughts and emotions to avoid embarrassing them and keeping the students' sharing in secret are necessary things to maintain the role in class.

4. Conclusion

By the way of conclusion, I would like to emphasize the strengths of the flipped model. Besides creating efficient use of class time (Cole, 2009), more active learning opportunities for students, one-to-one interaction between student and teacher, and addressing multiple learning styles ("Flipped classroom offers," 2011; Gallagher, 2009), it's obvious that flipped learning makes students more responsibility for learning (Overmyer, 2012).

In a most recent systematic review ,Chen, Lui, and Martinelli (2017) examined 46 articles on the effectiveness of flipped classrooms in medical education with different learning outcomes. Positive changes were reported in this review study. Studies have suggested that medical students reported increased enjoyment, decreased boredom, and greater task value in flipped classroom. "Students were generally satisfied with the approach, particularly the usefulness of the online modules, because of easy access to resources for self-paced learning" (p.590). Knowledge, skills and behavior changes with the flipped classroom curriculum are significant findings that encourage teachers to continue their jobs with the support of new teaching methods and technology. To wrap up my paper, I would like to end with a good quotation on flipped learning by Jon Bergmann that "Flipped learning allows teachers to do what they do best is to help students learn".

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VAI TRÒ CỦA GIẢNG VIÊN TRONG VIỆC SỬ DỤNG MÔ HÌNH LỚP HỌC ĐẢO NGƯỢC ĐỐI VỚI TĂNG TÍNH TỰ HỌC CỦA SINH VIÊN TIẾNG ANH KHÔNG CHUYÊN

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Dựa trên Mô hình lớp học đảo ngược, tìm thấy nhiều điểm chung với Holec's, (1981, tr. 3) theo cách ông định nghĩa về tính tự học của sinh viên, bài viết thảo luận về vai trò của giảng viên trong việc sử dụng "Mô hình lớp học đảo ngược" để phát triển năng lực tự học của sinh viên tiếng Anh không chuyên bằng cách đưa ra những đánh giá sơ bộ dựa trên những nghiên cứu gần đây về mô hình học tập này.

Kết quả nghiên cứu cho thấy mô hình lớp học đảo ngược mang lại rất nhiều lợi ích cho sinh viên nói chung và sinh viên tiếng Anh không chuyên nói riêng. Giảng viên trong mô hình này được nhìn nhận với tư cách là người quản lý, tổ chức hoạt động, cố vấn, hướng dẫn và là nguồn học liệu quan trọng cho sinh viên.

Đánh giá được chia thành bốn phần: ngoài phần Đặt vấn đề và Kết thúc vấn đề, phần Đánh giá tài liệu cung cấp các nghiên cứu gần đây về lĩnh vực này; và phần Đánh giá về quy trình thực hiện cung cấp cho người đọc một số ý tưởng về cách triển khai mô hình hoạt động trong những tình huống nhất định.

Từ khóa: Tính tự học, tiếng Anh, mô hình, lớp học, không chuyên, đảo ngược, vai trò, giảng viên, sinh viên.

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