

USING THE FLIPPED CLASSROOM MODEL IN TEACHING CREATING MULTIMODAL TEXTS FOR 10TH GRADE STUDENTS IN VIETNAM

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ABSTRACT

The ability to create text is an important factor that helps people effectively participate in social activities in different communication situations. To meet the requirements of modern society, workers must be able to create all types of documents, including multimodal texts. Therefore, Vietnamese schools need to pay attention to using measures to help students know how to create this type of text effectively. One of those measures is to use the flipped classroom model in the process of teaching and creating multimodal texts.

Keywords: Flipped Classroom, Teaching, Creating, Multimodal Text, 10th Grade, Vietnam.

1. INTRODUCTION

With the requirements of the 2018 general education program in Philology in Vietnam, multimodal texts receive a lot of attention. "In addition to the task of forming and developing communication capacity in Vietnamese, foreign languages and ethnic minority languages, language and literature education also helps students effectively use other means of communication such as images, symbols, signs, diagrams, graphs, tables... Language education is implemented in all subjects, in which Philology, Foreign Languages and Ethnic Minority Languages play a leading role. Literature education is carried out mainly in Philology" (p.14). In particular, in the new Philology curriculum for grades 10, 11 and 12, the requirement of creating multimodal texts is clearly shown in the Writing skill.

Changes in building the general education program in Philology in Vietnam have created positive innovations, but teachers are still confused because for the first time multimodal texts appear. Because we do not deeply understand the characteristics of this type of text and there are not many instructional materials, the design and organization of teaching and creating multimodal texts in schools still face difficulties. However, multimodal texts are a type of text that students often come into contact with and use in their studies and life. It has a rich form and diverse content, so it is attractive to students and can develop many abilities in them, such as creativity, problem solving, cooperation, and application of information technology...

2. RESEARCH METHODS

To conduct this research, we used the document retrospective method to study content related to multimodal texts, flipped classroom models, and 10th grade Philology textbooks. On that basis, we propose the application of the flipped classroom model in teaching the creation of multimodal texts for 10th grade students in Vietnam.

3. RESULTS AND DISCUSSION

3.1. Multimodal texts

Multimodal texts are texts with close coordination from two or more expression channels (including language channel, image channel, audio channel, video channel, activity channel, link and hyperlink channel...) to form a unified whole to achieve the purpose of conveying information or knowledge to readers.

Multimodal texts can be classified into two types, which are:

Printed format includes documents that combine text channels and still image channels (pictures, diagrams, tables, charts, graphs, symbols, etc.), such as photo books, magazines, flyers, scientific texts ...

Digital/hypertext format includes documents that combine text channels and still/moving image channels (emails, blogs, websites, electronic newspapers...); The text combines text channels, image channels and sound channels (advertising clips, electronic textbooks, etc.).

3.2. Flipped classroom model

3.2.1. Definition

The flipped classroom is about a reversal of traditional teaching methods, where students have their first exposure to new material outside of the classroom, usually through readings or video lectures, then class time will be spent solving difficult problems rather than acquiring knowledge through strategies such as problem solving, discussion, or debate.

The nature of the flipped classroom class focuses on solving content that was previously considered homework and spends more time discussing and deepening knowledge. In this learning environment, teachers guide students to apply concepts into practice and participate in creative activities on topics. At the same time, this organization also offers four pillars of flipped learning represented by the first letters in the term F-L-I-P.

3.2.2. Characteristics

- Flexible environment: Flipped learning allows the combination of many learning methods. Teachers often rearrange the learning space in the classroom to support students working in groups or individually. Learners can choose a space to exchange, discuss and study. Assessment and self-assessment help learners and teachers understand problems so they can promptly adjust and overcome them.

- Learning culture: In the flipped learning model, the opposite approach is to take the learner as the center, learning time in class is no longer a pure lecture but a place for students to learn. Students can explore the topic more deeply. Thereby, learners will actively participate in building knowledge and evaluating their learning in a meaningful way.

- Intentional content: Teachers often determine what learners need to bring learners to access the lesson and discover for themselves. Designing lesson content towards individualization or a group will help students learn better.

- Educational experts: In the flipped learning model, the teacher is not the one imparting knowledge, but the expert in knowledge and psychology. During class time, they continuously observe their students, provide them with relevant feedback, and evaluate them.

3.3. Teaching the creation of multimodal texts according to the flipped classroom model

3.3.1. Before class time

To organize students to self-study and research lessons on creating multimodal texts, teachers must assign tasks before class time such as collecting data about text types, skills to be learned, analyzing linguistic data to recognize and understand knowledge of text types/skills of the lesson. Depending on the students' abilities and learning conditions in cities, rural areas or remote mountainous areas, appropriate learning tasks can be designed to ensure that cognitive levels develop abilities. Thereby, students mobilize basic knowledge about the subject content of the lesson and the tasks they will do in the classroom, develop creative thinking, and develop their ability to be autonomous and self-study.

Example: *Lesson 8: The world of information diversity* (Grade 10 Textbook, Series "Connecting knowledge to life").

Writing Skills: Writing rules and instructions in public places

Teachers guide students to prepare:

- (1) Reading the knowledge about written rules and written instructions in public places in the Philology Knowledge section.
- (2) Collecting 2-3 copies of rules and instructions for public places according to your understanding.
- (3) Providing general comments on the content characteristics and popular forms of the collected documents.

3.3.2. During class time

In the classroom, teachers organize warm-up/opening activities to create situations of awareness about the importance of the lesson topic to one's own life. Preparing content and organizing warm-up/opening activities can be done by students or by teachers, but the requirements must ensure to create excitement, stimulate thinking and knowledge about the lesson topic.

For example: Warm-up/opening activities

a. Objectives: Attracting attention, creating interest in learning, and arousing students' background knowledge about rules or instructions in public places.

b. Content:

Students work with pictures to find the correct titles of the texts.

c. Product:

Students' answers

d. Implementation steps

Step 1. Assigning tasks

- The teacher shows images of the rules and instructions in public places with the names removed so that students can observe and title the text.

- The teacher organizes a "Relay Game" with 2 teams, each team has 5 members. During a period of 2 minutes, members of each team take turns writing the name of each document. The team that fills in information the fastest and most accurately will be the winner. The remaining students in the class observe and write the results on paper.

- Then, the teacher asks the question: Where do rules and instructions in public places often appear? What role do they play in human activities and life?

Step 2. Performing the task

Students observe the images, name the text and answer the questions

Step 3. Reporting and discussing

Groups of students fill in the text's name information in the appendix attached to the board. Other students cross-evaluate each group's results.

Step 4. Evaluating and concluding

To organize students to thoroughly solve the problems of theoretical lessons on text types/text creation skills, be able to present them to others, and be able to explain the issues raised, to help others understand the lesson topic, teachers need to have meticulous guidance on learning methods so that students can analyze language, think creatively, solve problems, cooperate... Students know how to present learning products on the board, A0 paper, present on slides, use models, tables, images, videos or role play...; know how to raise problems, ask questions, debate and criticize with friends and teachers. Teachers choose content to raise problems and ask general questions so that students can master key knowledge. Teachers explain, expand, connect and improve knowledge, and work with students to synthesize key knowledge and orient application. Students develop general and professional competencies. Specific methods applied in teaching text creation:

- Method of teaching oriented-writing
- Method of teaching idea generation
- Methods of teaching paragraph writing
- Methods of teaching reasoning

To teach writing techniques, teachers mainly use the method of teaching oriented-writing. This method is carried out through the following steps: 1) Guide students to observe. 2) Suggest students analyze the sample to identify its characteristics and functions with suggested questions. 3) Instruct students to write according to the model. 4) Evaluate the results of writing according to the model (verbal comments) so that students know the points they have achieved and the points they have not achieved.

Example: *Activity 2.1: Learn the rules and instructions in public places*

- a. Objective: Analyze the basic characteristics of rules or instructions in public places.
- b. Content: Students learn about sample documents, answer questions to guide the analysis of samples, and draw conclusions about the characteristics of rules or instructions in public places.
- c. Product: The answer demonstrates knowledge about the characteristics of rules and guidance documents in public places.
- d. Implementation steps

Activities of teachers and students	Expected products
<p><i>Stage 1: Reading and analyzing the sample</i></p> <p><i>Step 1. Assigning tasks</i></p> <p>The teacher displays study cards 1, 2, and 3 on the projector for students to observe and at the same time distributes study cards to groups of students.</p> <p>- Students work in groups (group 1, 2 card 1; group 3, 4 card 2; group 5,6 card 3)</p>	<p>I. Rules and instructions in public places</p> <p><i>1. Learning and analyzing the sample</i></p> <p>Study card 1</p> <p>Study card 2</p> <p>Study card 3</p> <p>(Attachment)</p> <p><i>2. Conclusion</i></p>

Activities of teachers and students	Expected products
<p>- Time: 10 minutes</p> <p><i>Step 2. Performing the task</i></p> <p>- Students read the sample text and answer the questions on the card</p> <p>- Students work in groups and present their products (answers are written on the study card)</p> <p><i>Step 3: Reporting and discussing</i></p> <p>The teacher invites representatives of some groups to explain their group products.</p> <p><i>Step 4. Evaluating and concluding</i></p> <p>- Based on the conclusion about the characteristics of the rules or instructions in public places, the teacher comments on students' answers.</p> <p>- The teacher summarizes and emphasizes the requirements for written rules and instructions in public places.</p>	<p>- The document must have a strict structure, consistent with the general structure model of internal rules or instructions in public places.</p> <p>- The content of the document clearly shows the actions that must be performed and must not be performed in public spaces, in accordance with the requirements and regulations of the issuing agency or organization, and in accordance with the provisions of law.</p> <p>- Objective, accurate, clear and easy to understand language.</p> <p>- Use non-verbal elements: images, diagrams, tables... (depending on each topic).</p>

The skill of creating multimodal texts is the result of a process of regular training. To develop this skill, writing teaching needs to focus on guiding students through the steps of text creation, practice writing according to the steps and characteristics of the text style.

Through practice, teachers guide students to grasp the process of creating multimodal texts including the following steps: (1) determine the purpose and content of writing; (2) collect documents, form ideas and outline the essay; (3) write the text; (4) edit the text. To guide students through these steps, teachers need to use questions to help students determine the purpose and content of writing (Who are you writing for? What are you writing for? What are you writing about?). Teachers need to introduce resources, provide guidance on finding ideas and outlining (e.g. with a mind map), guide students to self-edit and discuss based on writing assessment criteria. Through each writing lesson, with the teacher's guidance, students will have the habit of writing according to the process.

3.3.3. After class time

To organize students to apply knowledge about text types/skills in creating multimodal texts to practice and practice text creation skills in practical activities, and be able to guide others, to apply knowledge to practical situations, explore and expand knowledge in life, teachers need to choose tasks that promote students' abilities. For complex requests that require time to prepare, teachers can assign them before class time.

Example: *Activity 4: Application*

a. Objective: After the lesson, students can:

- Write documents correctly.
- Write rules or instructions in public places, incorporating the use of non-verbal means.
- Analyze the work that needs to be done to complete the group's tasks.

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- Be responsible for assigned work in the group.
 - b. Content:
 - Teachers use Power point to guide students in writing rules that incorporate the use of non-verbal means.
 - Students write a rulebook in infographic format designed on Canva, Piktochart, Venngage and send it to the Padlet page to present to the class.
 - c. Product: The rules are written and presented by students in infographic form, meeting the requirements of the assignment.
 - d. Implementation organization: Students work in pairs, discuss and present products, students and teachers comment and evaluate.

4. CONCLUSION

Creating text not only demonstrates the ability to use language but also demonstrates the ability to synthesize and crystallize the ability to observe, perceive, think, imagine, and feel, is a harmonious combination of skills and thinking activities, using living capital, understanding, and experience to communicate effectively. In order for students to achieve high results in creating multimodal texts, teachers need to flexibly, effectively and creatively use the flipped classroom model to suit students' needs and living conditions in each region.

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