

Implementation of the Flipped Classroom Approach in Instructing Legal English at Hanoi Law University

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ABSTRACT: *The flipped classroom model is a pedagogical approach that addresses the requirements of both educators and learners in the contemporary, fast evolving technological landscape. This classroom model employs accessible technological resources for learners while offering fresh experiences that enhance motivation and learning incentives. This enhances the efficacy of instruction and education. Particularly for the cohort of students pursuing English for legal applications. This essay surveys learners' experiences in the flipped classroom paradigm for English language acquisition in legal contexts. Additionally, evaluating the learning outcomes of students engaged in this class approach. Propose the implementation of the flipped classroom concept for instructing legal English at Hanoi Law University.*

KEYWORDS –*Flipped classroom, implementation, legal English, Hanoi Law University*

I. INTRODUCTION

Technology increasingly influences education, providing numerous opportunities for educators to innovate conventional teaching methods. One of these alternatives is the 'flipped classroom' model. This model facilitates learners' comprehension of the material through pre-recorded lectures prior to attending class. This will provide additional class time for comprehensive discussions and the application of principles to problem-solving activities and collaborative work. Enhance engagement between students and educators.

Instruction in English for Legal Purposes has consistently been a paramount focus within the English curriculum of Hanoi Law University, regarded as a "speciality of the institution." How can learners leverage their capabilities to improve their language competence in the specialized sector, which is a primary objective of educators? In contrast to learners of conversational English, those studying specialized English, particularly in the legal domain, necessitate not just a strong foundation in basic English but also a robust understanding of specialized knowledge to effectively acquire specialized English skills. The restricted duration of the curriculum and individual class sessions hinders learners from completely cultivating their abilities. Consequently, the flipped classroom model serves as a solution that enables educators to offer optimal support to students while affording students the possibility for self-expression. This study report aims to address the following questions;

1. What are students' perceptions of the lecturer's implementation of the flipped learning model?
2. In what manner does the implementation of the flipped learning model by the instructor influence students' academic performance?
3. Does the flipped classroom concept influence students' academic advancement?

II. LITERATURE REVIEW

1. Flipped classroom definitions

The 'flipped classroom' model encompasses various distinct themes. The 'flipped classroom' is defined as an educational style that inverts traditional lectures and homework assignments [1], or as a learner-centered pedagogical approach comprising two components named interactive activities conducted in class and individual instructional tasks predominantly applying computer-based lectures [2]. Mullcharacterizes the 'flipped classroom' as a paradigm in which students independently prepare for lessons by engaging with lecture videos, audio recordings, and relevant reading materials [3]. Milman contends that the 'flipped classroom' is a pedagogical strategy designed to improve lesson efficacy by providing knowledge to students via lecture videos, audio recordings, debates, collaborative activities, and the utilization of technology tools throughout the course [4]. Toto and Nguyen characterize the 'flipped classroom' as a pedagogical approach that enhances active learning and affords learners the opportunity to apply their knowledge in a classroom setting under teacher supervision [5]. The disparity in the principles of the flipped classroom model arises from instructors in diverse places employing it alongside other methodologies.

2. The function of teacher and students in the 'flipped classroom' paradigm

2.1. Teachers

The fundamental element in the flipped classroom approach is the teacher's role, specifically as follows; Establishing a learning environment via inquiry [6]; Facilitating learning rather than directly imparting knowledge and rectifying the aspects that pupils do not comprehend accurately [7]. Customizing education for every learner [8]. Employing technological equipment appropriate for educational environments [9]. Establishing an environment conducive to dynamic dialogues between students and educators, and augment student involvement as well. Distributing lecture videos as an ancillary activity [10]. Delivering feedback by educational strategies [11].

2.2. Learners

In the flipped classroom paradigm, students transition from passive consumers of information to active seekers of knowledge. Particularly as outlined below; Assuming accountability for their own education [6]. Viewing the lecture videos before to class and employ the study materials for preparation [4]. Engaging in classroom dialogues. Participating in collaborative efforts [12].

3. Benefits and drawbacks of the flipped classroom

3.1. Benefits

Fulton asserts that the flipped classroom enhances interaction time within the classroom [9]. Teachers take the advantage of class time for student interaction by employing video-recorded lectures instead of traditional lecturing. Goodwin & Miller contend that the 'flipped classroom' affords educators increased time to address the academic and emotional requirements of pupils [13]. Bergmann and Wadell state that the 'flipped classroom' approach provides learners with opportunities for dialogue with their teachers, which are frequently scarce in the conventional classroom setting [1].

Milman indicated that the primary advantage of the 'flipped classroom' paradigm is its facilitation of collaborative activities within the classroom [4]. Fulton highlights the benefits of students having the ability to view lecture videos at any time and from any location, facilitating individualized learning at their own speed [9]. Kellinger illustrated that students in the 'flipped classroom' paradigm are motivated to engage in cognitive

processes both within and beyond the classroom environment [14]. Hereid and Schiller assert that the 'flipped classroom' model provides learners with increased time for creative research attempts [15].

3.2. Drawbacks

The 'flipped classroom' concept possesses numerous advantages; yet, it also entails specific constraints. Indolent pupils may neglect to prepare the lesson before to the class. Moreover, the recorded lectures must be meticulously prepared for the students of each particular course. Hereid and Schiller assert that producing high-quality lecture videos is challenging and time-consuming [14]. Furthermore, the lecture models intended for application in this classroom model are also constrained [16]. Kordyban and Kinash highlight the challenges educators encounter in motivating students to assume responsibility for lesson preparation outside of the classroom [17]. Bristol highlighted the challenges encountered when students arrive to class unprepared [18]. Moreover, the absence of modern gadgets, including smartphones, tablets, and personal computers, as well as problems with internet access, are regarded as obstacles to the execution of the flipped classroom model [16]. The primary constraint for educators is not in delivering lectures or distributing lecture recordings, but in designing classroom activities and incorporating them into the flipped classroom model. Consequently, Lafée determined that this strategy amplifies the teacher's accountability rather than emancipating them [19].

III. PRACTICAL FOUNDATION

1. Previous studies related to the application of the flipped classroom model

According to the author's survey, there have been many recent studies conducted on the effectiveness of the flipped classroom model in foreign language teaching and learning activities. As in the article about the flipped classroom model by Ozdamli and Asiksory from the Department of Computer Technology and Education – University [20]. Busaya and Saovapa from Bangkok University, Thailand, study the attitudes and receptiveness of English learners when participating in the flipped classroom model [21]. Alberto et al. from the University of Almería studied the integration of the flipped classroom model with mobile devices [22]. Especially Hardevet al. from the Ministry of Youth and Sports Malaysia, who conducted a study on research related to the flipped classroom model for teaching English communication skills [23]. Most studies of the application of the model only show that this is a new direction, utilizing technological devices in foreign language teaching and learning activities to enhance learners' self-study abilities, and maximize the support of teachers in intensive practice activities as well.

2. Characteristics of teaching and learning legal English at Hanoi Law University

As mentioned above, the reason the author applies the flipped classroom method to teaching legal English, instead of other subjects, is for the following two main reasons;

Firstly; legal English is one type of English for special purposes. Therefore, to learn legal English, learners not only need a good foundation in basic English knowledge but also a deep understanding of the legal field to comprehend concepts related to the legal field, memorize specialized content, and enrich their legal English vocabulary.

Secondly, learners of legal English, in addition to mastering language skills—SPEAKING, LISTENING, READING, WRITING—must also be proficient in using legal terminology in their professional activities.

To achieve this, research and self-study to enhance both linguistic and specialized knowledge are essential requirements. At the same time, in-depth practice to achieve proficiency in their professional activities is a skill that educators need to equip learners with. This can only be acquired when learners have the opportunity to practice and are guided by their instructors.

3. Implementation methods for the flipped classroom in legal English teaching activities

Due to the COVID-19 pandemic and its complex developments, the school has decided to implement online teaching for all systems and training programs. In that context, the researcher conducted a trial applying the flipped classroom model to one group of Legal English 3 classes within the International Trade major. And use the other class group to compare and contrast the differences in attitudes, behaviors, and learning outcomes.

In the context of the pandemic, both teachers and students cannot hold in-person classes. Therefore, all the lectures prepared in PowerPoint format were sent to the students, with specific instructions for them to complete the teachers' requirements before the in-person classes. After that, the teacher assigns tasks and in-depth practical exercises related to the content designed in the lecture. When participating in the online class, the teacher will answer students' questions. After that, students are required to practice the previously assigned content when submitting their lectures. All student assignments are graded with scores.

The teacher will upload the lectures and related materials for the class to the group. Students are required to log into the class 2 to 3 days in advance to download the lectures and materials that have been sent, as well as the preparation requirements. By the class session, the teacher will ask students to present and role-play dialogues based on the scenarios that the teacher had sent to the students in the previous assignments.

IV. METHOD

1. Research design

The research aims to examine the challenges faced by lecturers in teaching practical translation of English for legal domain to students majoring in English with a focus on legal English at Hanoi Law University. The questionnaire was distributed to 11 lecturers who have taught and are presently teaching Legal Translation to students majoring in English Language via the Google Form application. All 11 teachers gave their responses after one week. The data acquired regarding survey participants, teacher-related factors, student-related factors, teaching materials, teaching conditions, and activities aimed at improving translation practice skills in the legal domain for English Language students were analyzed using frequency statistics.

This study was conducted for two main purposes. Firstly, to assess learners' perceptions when participating in the flipped classroom model. Secondly, the difference in learning outcomes of students participating in the flipped classroom model compared to traditional classrooms. From there, propose suitable applications of the flipped classroom model in teaching English for legal studies at Hanoi Law University in the 4.0 technology era.

2. Research method and participants

The research methods used in this study include;

The quantitative method is used to assess learners' perceptions based on a survey consisting of two parts; The first part includes learners' personal information such as gender, place of residence, and the technology devices primarily used in learning activities. The second part includes 14 questions designed by the researcher based on Doneyi's (2010) question design perspective according to the 5-point Likert scale (1 - Strongly disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly agree). The 14 survey questions focus on three areas: Learners' perceptions (including questions: 1, 3, 4, 7, 11), Learners' activities (including questions: 5, 6, 8, 13), Learners' attitudes (including questions: 2, 9, 12, 14). Initially, the questionnaire was constructed with 25 rough questions and was sent to two experienced researchers for validation and critique. Then the questions were used with a group of 10 students to test their opinions. The results of the experiment were processed to test the reliability of the Cronbach's Alpha scale. The author removed 11 questions from the raw questionnaire because they did not meet the measurement scale criteria. The remaining 14 questions within the range of 0.8 – 0.9 were retained for use in the final questionnaire. The survey questionnaire was distributed to 30 students from the Legal English class of the International Trade Law program at Hanoi Law University.

The quasi-experimental method is based on the results of two tests (one pre-test and one post-test) conducted on two class groups; one group (Group A) is taught using the flipped classroom model and one group (Group B) is taught using the traditional classroom model.

3. Data collection and processing

The survey questionnaire was sent to the participants in the form of a Google form. The obtained results were processed using SPSS 20.0 software to calculate the average score. The significance of the specific average scores is as follows:

1.0 – 1.79: Strongly disagree

1.80 – 2.59: Disagree

2.6 – 3.39: No comments

3.4 – 4.19: Agreed

4.2 – 5.0: Strongly agree

V. RESULTS AND DISCUSSION

1. Characteristics of the survey participants

Among the 30 students enrolled in the English class specializing in legal studies under the International Trade Law major who participated in the survey, there are 11 male students (36.7%) and 19 female students (63.3%). There are 7 students from the city (23.3%), 16 students from rural areas (53.3%), and 7 students from mountainous provinces (23.3%). The survey shows that the majority of students in the class use computers as a learning tool, with 20 students (66.7%) using computers and 10 students (33.3%) using smartphones instead of computers

2. Results of evaluating learners' experiences in the flipped classroom

2.1. Learners' perceptions

Table1Learners' perceptions in the flipped classroom

Descriptive Statistics

Statements	N	Mean (M)	Std. Deviation (SD)	Description
1. The flipped classroom is the best way to learn.	30	3.67	.844	High
2. I think that flipped classrooms are more effective and yield better results.	30	3.53	.900	High
3. I feel more motivated to learn in the flipped classroom.	30	3.60	.932	High
4. I think the time and effort spent on this flipped classroom are truly worthwhile.	30	3.57	.858	High
5. I think learning in a flipped classroom helps me understand the lesson topics better.	30	3.33	.994	Normal
6. I experienced joy in the flipped classroom.	30	3.40	.968	High
Valid N (listwise)	30			

From the survey results in Table 1, it can be noticed that students have a quite positive perception when participating in the flipped classroom model. Compared to the traditional classroom model, students agree that the flipped classroom model is the best way of learning (item 1, $M=3.67$; $SD=0.844$), as it brings better learning effectiveness and outcomes (item 2, $M=3.53$; $SD=0.900$). Additionally, the flipped classroom model creates motivation for students (item 3, $M=3.60$; $SD=0.932$). This classroom model also provides students with more positive new experiences (item 4, $M=3.57$; $SD=0.858$). However, the surveyed students did doubt about this classroom model helped them understand the lesson topics better (item 5, $M=3.33$; $SD=0.994$). While the students involved in the study were reluctant to affirm that the flipped classroom model enhances their comprehension of the course, they unequivocally stated that this approach provides a more engaging experience compared to the regular classroom format (item 6, $M=3.40$; $SD=0.968$).

2.2. Learners' Activities

Table 2 Learners' Activities in the Flipped Classroom

Descriptive Statistics

Statements	N	Mean (M)	Std. Deviation (SD)	Description
7. I participate and engage myself more when studying in a flipped classroom.	30	3.30	.952	Normal
8. I became a more involved student in the flipped classroom.	30	3.50	.820	High
9. I engage in extensive study and acquire knowledge more effectively in a flipped classroom setting.	30	3.50	.900	High
10. I allocate increased time and effort to the learning activities of the flipped classroom.	30	3.47	.860	Normal
Valid N (listwise)	30			

Concerning student engagement in the flipped classroom model, Table 2 shows that students do not articulate their perspectives regarding their association with the flipped classroom (item 7, $M=3.30$; $SD=0.952$). Nonetheless, items 8 ($M=3.50$; $SD=0.820$), 9 ($M=3.50$; $SD=0.900$), and 10 ($M=3.47$; $SD=0.860$) demonstrate that the implementation of the flipped classroom model engenders favorable transformations in students' learning activities. Students exhibit increased engagement in class participation and study sessions. They engage in more effective and comprehensive study. Particularly, in the flipped classroom model, students dedicate increased time to studying.

2.3. Learners' attitude

Table 3 Learners' attitudes in the flipped classroom

Descriptive Statistics

Statements	N	Mean (M)	Std. Deviation (SD)	Description
11. I prefer learning through the reverse method.	30	3.67	.959	High
12. I prefer flipped classrooms over traditional classrooms.	30	3.47	.973	High
13. I have paid more attention to the activities as well as the instructions in the flipped classroom.	30	3.53	.776	High

14. I feel happy and satisfied with the experience in the flipped classroom.	30	3.73	.828	High
Valid N (listwise)	30			

In Table 3, the findings about learners' attitudes in the flipped classroom through items 11 (M=3.67; SD=0.959), 12 (M=3.47; SD=0.973), 13 (M=3.53; SD=0.776), and 14 (M=3.73; SD=0.828) demonstrate a favorable shift in students' opinions towards the flipped classroom paradigm. Students concur that the flipped classroom enhances their enjoyment of learning; they exhibit increased attentiveness to educational activities and teacher guidance.

2.4. The results of students' scores in the flipped classroom

Two pre-tests and post-tests were used to assess students in two groups A and B; where group A consisted of students learning through the flipped classroom model, while group B consisted of students learning through the traditional classroom model.

Table 4 Comparison of Pre-test and Post-test Scores between the Two Classes

		N	Mean	Std. Deviation	Std. Error Mean
Pair 1	A Pretest	30	6.967	.6557	.1197
	A post-test	30	8.583	.5266	.0961
Pair 2	B Pretest	30	6.867	.7063	.1290
	B post-test	30	7.017	.6086	.1111

The results of the entrance test in Table 4 show that the average score in group A is 6.967 and in group B is 6.867. The difference in average scores between the two class groups is only 0.100 points. This means that it seems to be no difference in the results of two group. However, in the post-test, although the result of both group increase, group A's result is much higher than the one of group B. It is about 1.5 score. With the displayed results, it can be proved that the flipped classroom model enable learners to obtain their knowledge more effectively even though learners themselves were not really fully aware of this.

Table 5 The relationship between the application of the flipped classroom model and output results

		Flipped learning	A post-test
Flipped learning	Pearson Correlation	1	-.172
	Sig. (2-tailed)		.363
	N	30	30
A post-test	Pearson Correlation	-.172	1
	Sig. (2-tailed)	.363	
	N	30	30

Table 5 illustrates the link between the implementation of the flipped model and the resultant outcomes of the observed group, predicated on the hypothesis that the use of this flipped classroom model has no influence on pupils. The findings indicate that the Pearson correlation coefficient is -.172, falling below the 1% significance threshold, while the two-tailed significance value is .363, exceeding 0.05. Consequently, we dismiss the aforementioned premise and demonstrate that the flipped classroom paradigm is beneficial for learners.

VI. CONCLUSION AND RECOMMENDATION

1. Conclusion

Upon surveying and analyzing the gathered data, the article's author can derive the subsequent findings;

Initially, students exhibit a favorable disposition towards the implementation of the flipped classroom model in the instruction of legal English by the educator. The majority of students encounter engaging experiences and a positive disposition when participating in the flipped classroom. This classroom format has fostered motivation and ambition in learners' studies. The flipped classroom model provides learners with increased opportunities to apply their acquired knowledge through practical activities during class time.

Secondly, students' learning outcomes in the flipped classroom approach surpass those in the traditional classroom. This is accomplished as, in the flipped classroom model, students allocate more time prior to class to view lectures and engage with subject-related materials, thereby augmenting the duration available for collaborative work and engagement with the instructor during class. This enables learners to comprehend the material more profoundly and retain the information more effectively.

In conclusion, the implementation of the flipped classroom model in English instruction for legal specialization not only fosters enthusiasm among learners but also enhances their self-directed learning capabilities. Consequently, enhanced learning outcomes can be attained.

2. Suggestion

Based on the aforementioned observations, the author has proposed various proposals for the use of the flipped classroom model in the instruction of English at Hanoi Law University to enhance efficacy as follows;

For the university managers; The university must have optimal facilities for teachers to record and audio their lectures, together with a technical platform that enables instructors to disseminate lectures and allows students to access them with maximum convenience. Simultaneously, implement a system for attendance and identification to guarantee that learners are proactive and engaged in participating in lectures beyond direct classroom environments.

For the lecturers; In addition to recording videos, audio, and preparing lectures and materials for students, teachers must organize diverse classroom activities to foster students' confidence in expressing challenges faced during self-study, engaging with the teacher and peers, and demonstrating their knowledge effectively.

For the students; To engage in the flipped classroom paradigm, learners must not only demonstrate proficiency in modern electronic gadgets but also develop a significant degree of self-discipline. Proactively communicate challenges to the teacher and engage actively in interactive classroom activities.

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