

## **GET STUDENTS LEARN BUSINESS ENGLISH IN FLIPPED CLASSROOMS**

English is such a globally dominant idiom that we learn the culture and the social niceties through the language and speech though it never comes easily. A special talent for learning languages is needed. Learning foreign languages is a very worthwhile investment for the young. If one can teach kids other languages, they will be better positioned to understand other cultures. It absolutely helps them understand the cultures and so understand cultural differences better, even for places where they do not speak the language. There is also a “fluency in culture” or a “cultural flexibility” one can acquire [2]. It’s important to show people that you care enough about their country to learn their language.

The rise of technology plays a big role in a learning foreign/second language industry. Blended learning and its constituent part “flipped classroom” are among very challenging. Most people hear “flipped learning” and picture kids watching videos at home, but proponents of it suggest that it doesn’t have to be exclusively about videos. Teachers are encouraged to give students options – some students will still learn better by reading a textbook chapter, or a business journal but others will benefit from videos, audio files, or any other type of material you can find or create that covers a given topic. The flipped learning network has developed what they hope will be seen as the definitive definition: “Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” [1].

Since two chemistry teachers Jonathan Bergman and Aaron Sams first experimented with the idea in their Colorado classrooms in 2004, flipped learning has exploded onto the larger educational scene [1]. It’s been one of the hottest topics in education for several years running and doesn’t seem to be losing steam.

Basically, it all started when J. Bergman and A. Sams first came across a technology that makes it easy to record videos. They had a lot of students that regularly missed class, whose certain language skills, mainly phonetic and vocabulary atrophy over time, and saw an opportunity to make sure that missing class didn’t mean missing out on the lessons. Once students had the option of reviewing the lessons at home, the teachers quickly realized the shift opened up additional time in class for more productive, interactive activities than the lectures they’d been giving [1].

If you are either a veteran teacher or an inexperienced instructor and want more information before trying the flipped classroom out, here are some helpful places to start:

- The Flipped Institute has a number of different instructional materials to help teachers through the process of flipping a classroom. If you still have questions after reviewing their materials, they have an “Ask an Expert” feature to help teachers with their more particular difficulties.

- The Flipped Learning Network also has many different resources, including webinars and a conference, that range from helping teachers new to flipped learning understand the basics, to tracking the larger trends and best practices of the movement.

- The Center for Teaching and Learning has a Flip-Quick start guide you can download to help you work through the basic process.

The flipped class technique, through its videos, frees up class-time to give the teacher a chance to role-play with the students and engage them in real-life simulations or writing and speaking activities. There is a novelty in the use of the flipped class on Business English students. Business English can be defined as English communication within a business context [3, p.1]. It is categorized as being English for special purposes (ESP), and its purpose is teaching of English for business. The content of what is studied is the key to what differentiates Business English from General English. Communicative competence is important both in teaching Business English and General English, but the focus in Business English is mostly on only three subdivisions of communicative competence, and these are: linguistic competence, discourse competence, and intercultural competence [3, p.8]. Flipped classroom can give students the type of perspective that will remain critical to their work in future. Here are the links to Business English Flipped Classes, made by Mr. N. Beidun, my former MA student [4]. We quite successfully experimented teaching Belarusian students Business English using flipped classroom technology. Though technology will soon make language barriers obsolete, professionals agree, that the insight you gather into the mentality, familiarizing yourself with how other people in the world live by interacting with them directly will never go away. If you do have a knack for languages, and lots of time on your hands, study Chinese. It's a business language of the future, that's where the smart money is.

The advice I'm handing out here is make a try. A 2014 survey from the Flipped Learning network found that 78% of teachers said they'd flipped a lesson, and 96% of those that tried it said they'd recommend it. The flipped classroom may not be for everyone. It involves some extra upfront work and just might not mesh with the teaching style of every educator out there. But enough of the teachers that have tried it are having success that you may find it worthwhile to experiment with flipping a lesson or two to see what happens.

### **References**

1. Bergmann, J., Sams, A. Flip your Classroom: Reach Every Student in Every Class Every Day/ J. Bergmann, A. Sams. – Washington:Iste, 2012. –112 p.
2. Bremmer, I. Why You Should Learn Cultures not Languages? Mode of access: [https://www.linkedin.com/today/author/0\\_20ENSYz1YyS\\_3E1GEZEDFI?trk=mp-details-footer-follow/](https://www.linkedin.com/today/author/0_20ENSYz1YyS_3E1GEZEDFI?trk=mp-details-footer-follow/) Date of access 11 January 2016.