

FLIPPED LEARNING THROUGH AN APP TO TEACH VOCABULARY IN ENGLISH

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INTRODUCTION

Nowadays students are getting more into the use of apps, due to the ease to access from their own device in a 24/7 basis. Hence, the present proposal seeks to analyze the impact of the implementation of an app under the framework of the Flipped Learning approach on student's vocabulary.



RESEARCH QUESTION

What is the impact of the implementation of an app based on the flipped learning approach for pre-service teachers learning vocabulary in English at an intermediate level?

TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

- Teacher's journal
- Pre/post tests
- Initial and final questionnaires
- Student's reflections.

THEORETICAL FRAMEWORK

- Flipped Learning (FLN, 2014; Bergmann & Sams, 2012)
- The use of apps for learning (Godwin- Jones, 2011)
- Vocabulary (Nation, 2001)

ACTION PLAN

This proposal seeks to analyze the impact of the implementation of an app under the framework of the Flipped Learning approach on student's vocabulary.

RESEARCH BACKGROUND

Previous research about FL, vocabulary and the use of technology consulted shows that as long as students are immersed in a flipped class, time is completely profitable and they acquire more information.

The learner's attention is easily caught and it makes comprehension context process faster. (Barón & Luna, 2018)

REFERENCES

- Flipped Learning Network. (2014) Definition of Flipped Learning. Retrieved from <http://flippedlearning.org/definition-of-flipped-learning/>
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