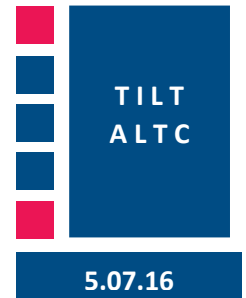


## Transforming learning through Scholarship Session Abstract



International students' perceptions into the effectiveness of flipped learning in developing academic language and literacies

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The Pre-sessional English for Academic Purposes Programme (PEAP) has been a member of the SCALE-UP community at NTU for approximately a year and has been using upside-down pedagogies to inform course delivery with a view to developing students' emergent research skills and academic literacies. This approach involves students engaging with input **before** class and then applying what they have learned in the classroom by performing academic tasks. As students learn the 'mechanical' aspects of the language or skill prior to class, more time can be dedicated to practising language through authentic academic tasks that aim to acculturate students to academic life and practices. It also allows for immediate feedback on language use when students need it the most – as they complete a task.

However, this acculturating approach to UK academic practices and cultures may be very different from the prior learning experiences of PEAP students, who may be more accustomed to a teacher-led approach to instruction.

Although there has been some research into instructors' and students' perceptions about SCALE-UP and flipped-learning generally, and a substantial body of literature into appropriate English for Academic Purposes pedagogy, there has been no research into how international students perceive flipped learning. This research hopes to address this by comparing international students' perceptions of flipped learning with those of more traditional approaches in the context of developing academic literacies, knowledge of academic practices and acculturation to UK academic life.

This paper gave brief examples of how the Pre-sessional English for Academic Purposes Programme (PEAP) has incorporated flipped learning. It then compared international students' perceptions of flipped learning with those of more traditional learning approaches in the context of developing academic literacies, knowledge of academic practices and acculturation to UK academic life. The implications of these results on courses that use flipped learning were discussed.

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