

# Flipped Learning in a Linguistics Classroom for Pre-Service Teachers: A Proposed Pattern and Learners' Perspectives

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Flipped learning commonly refers to a pedagogical approach aiming to promote active learning, thus giving learners the chance to generate their own knowledge. This paper aims to propose a pattern with concrete steps for employing flipped learning in a linguistic classroom at a university in central Vietnam. Besides, learners' perspectives regarding the employment of the flipped learning pattern are explored through a survey with both closed- and open-ended questions. The paper is expected to display learners' feedback regarding the benefits gained and the challenges encountered with flipped classrooms, and thus suggest the issues that should be considered to optimize the application of flipped learning in language classrooms in general and linguistics classrooms in particular.

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