

Flipped Learning – A Way to Make EFL Learners More Self-Directed and to Facilitate
Differentiated Instruction

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Biography

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Abstract

Student engagement and lack of motivation are issues that all teachers encounter in their work. Studies suggest that making students more self-directed and responsible for their own learning may help with these issues. The flipped learning approach, in which much of the focus and control are moved away from the teacher to the students, increases student participation and choice, and thus, can result in learners being more engaged and motivated. Teaching a foreign language has its own specific features which must be taken into account when implementing the approach.

Key words: flipped learning, student engagement, motivation, self-directedness

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Introduction

Teaching English as a foreign language (EFL) in Finland has traditionally been, and for the most part still is, rather teacher-centered. Of course, we do strive to dedicate large portions of the lessons to the students working actively, be it speaking, writing, reading or listening. However, all this is usually done with the techniques and in the pace defined by the teacher. Partly in consequence of these practices, many students find it hard to engage themselves in their own learning and lack the motivation to do so. Fewer than half of Finnish high school students feel motivated (Salmela-Aro et al., 2018).

The reasons behind the status quo seem to be two-fold. First, students are used to the teacher always telling them what to do and how to work to the extent that many of them lack the initiative to reflect on these matters themselves. This is understandable as they have no need to do it. Second, teachers tend to be set in their ways and may be afraid of delegating some of the responsibility to students. Consequently, both students and teachers being used to traditional classroom practices will definitely cause resistance and pose challenges, but I believe it is possible to change the mindset concerning classroom and learning cultures.

I suggest that flipped learning might help with these challenges. Briefly stated, flipped learning is a pedagogical approach in which the focus of instruction and learning is moved from the group learning space to the individual learning space. At the same time the teacher becomes more of a guide or facilitator of learning (flippedlearning.org). The Finnish national curriculum for high schools states that we should strive to make students take more responsibility of their learning and to become more self-directed. In order for this to be possible, I believe students should have much more say in defining the ways and the pace in

which they learn. This inquiry project attempts to find out how flipped learning could be implemented in the EFL classroom to make students become more self-directed as well as to facilitate differentiation.

I believe the flipped learning approach can successfully be implemented on both middle and high school levels. However, for the sake of focus, this inquiry project will concentrate on the high school level. What is essential for the whole project is the homogeneous skill level of EFL students in Finland: some are fluent in English and have an excellent grasp of their own learning, whereas others struggle with the language or their learning, or both. In practically every class I teach, for instance, there are students getting 5 or 6 as well as 10 on the Finnish grading scale of 4 to 10 (4 = fail, 10 = the best grade).

The broad variety of skill levels is one of the main reasons why it is essential that instruction, learning techniques and the pace of learning be differentiated. By engaging students to take a more active role in defining these aspects, we make use of the students as an important resource, instead of leaving it all to the teacher. After all, we are hoping that students become experts in their own learning and this will not happen unless the students are actively taking charge of the process. In addition, this approach is not widely used in EFL teaching in Finland, so it is important to study and introduce it to EFL teachers. Of course, teachers of EFL in Finland are highly-educated and they use a variety of methods and approaches. However, in most classrooms it is still the teacher that makes all the decisions concerning students' learning and usually all students are doing the same activities at the same time.

Definitions and background

This section will focus on the definitions of the terms that are central to this inquiry project, namely student engagement and flipped learning. Along with the definitions there will also be a succinct literature review. Finally, there will be discussion on the specificity of the English as a foreign language -classroom when it comes to applying the flipped learning approach.

Student engagement

Engaging students in learning has naturally been a goal for educators for a long time. If students are engaged in their learning, by definition they are also motivated. Gilbert (2007, p.1, as cited in Taylor & Parsons, 2011) notes that recently the focus in student engagement has moved from simply having the students remain in school to enhancing their abilities to *learn to learn*.

Taylor and Parsons (2011, p.7) present six categories for improving student engagement. The first category is *interaction*. They state that students want respectful relationships and interaction. Students also want their teachers to know how they learn and to establish learning environments that build interdependent relationships and create a strong culture of learning. The second category is *exploration*. It is natural for human beings to want to learn through exploration, so students should be provided with ample opportunities to do that. The third category is *relevancy*. Taylor and Parsons (2011) quote Willms (2009, p.34) on relevancy: "The work students undertake also needs to be relevant, meaningful, and authentic – in other words, it needs to be worthy of their time and attention." One of the key elements here is responsibility, i.e. that students have genuine control over what, why, how, and when they organize their learning.

The fourth category of improving student engagement is *multimedia and technology*. According to Taylor and Parsons (2011, p.14-16), multimedia and technology are tools for engaged learning and they enable students to engage in autonomous learning activities, thus creating rich learning environments. The fifth category is *engaging and challenging instruction*. According to Taylor and Parsons, there is an on-going shift from didactic to constructivist pedagogy and from expert-disciple teacher-student relationship towards peer-based collaborative learning. They say that "students want to learn and utilize their learning preferences and styles and want support to do so." (Taylor & Parsons, 2011, p.19) Their last category is *assessment for learning* which "calls for teachers to use formative assessment practices to monitor student success and engage in regular sharing conversations with students about how they are learning." Thus, *assessment for learning* is at least as important as *assessment of learning*.

Flipped learning

Student engagement is one of the key elements of the flipped learning approach. All the six categories of improving student engagement introduced above are also essential for flipped learning. This part of the report will give a more detailed definition of flipped learning for the use of this inquiry project.

First of all, it is important to highlight the distinction between *flipped classroom* and *flipped learning*. Flipped classroom is a widely used term, whereas flipped learning is not. The two are often used interchangeably, but I will make a distinction. Rama (2019, p.4-5) points out that flipped classroom is understood as an approach where there is a significant shift from lecture-based instruction towards more collaborative learning. She stresses the importance of technology to flipped classroom. Typically, students watch a video at home

before class to familiarize themselves with the subject matter so that in the classroom they are ready to participate in collaborative tasks to deepen their learning.

There are certainly similarities between flipped classroom and flipped learning. Both put a lot of weight on collaborative learning, for instance. However, flipped classroom could be seen as a set of methods, where students studying the material at home before class is essential. So, although the lessons are not lecture-based, it is still very much up to the teacher what, how and when students are learning. In contrast, flipped learning is a more comprehensive pedagogical approach in which the methods used are not predetermined. Very often the content of learning is at least broadly determined by a curriculum, but the ways and the timeline are decided either individually or together between students or between the teacher and the students, according to the needs of individual students.

Talbert (as cited in Rama, 2019, p.6) introduces the four "pillars" of flipped classroom. These have been further developed by teachers who have moved from flipped classroom to flipped learning (flippedlearning.org/definition). The pillars are:

- 1) Flexible environment
- 2) Learning culture
- 3) Intentional content
- 4) Professional educator

Flexible environment refers to interaction, reflection and providing students with different ways to learn content. The learning environment becomes flexible when the teacher is able to introduce different ways to learn and students can genuinely choose what suits them best.

Learning culture has to be such that students have opportunities to engage in meaningful activities without the teacher being central. This means differentiating instruction and

learning. Feedback from the teacher and from peers becomes very important. Differentiation is important for the third pillar, *intentional content*, as well. The teacher must create and curate relevant content. The content must be accessible to all students. And finally, *professional educator* means that the teacher must be available to all students for individual, small-group and class feedback with ongoing formative assessment.

As we can see, the categories of improving student engagement presented in the previous chapter have several characteristics in common with the four pillars of flipped learning. Both stress the importance of interaction, relevancy, flexibility and formative assessment. The flipped learning approach can therefore be seen as one practical solution to the lack of student engagement and motivation. It is a strategy with the help of which student engagement, motivation and learning can be enhanced, and which can lead to students being more self-directed.

Many of the ideas presented above are by no means new. Bloom (1968, p.1, as cited in Kuutila, 2016) stated in his mastery learning theory that most students are able to master the content of education when provided with appropriate conditions to do so. It is just a question of the teacher being able to provide students with the conditions and materials they need. The conditions include, among others, learning environments, instruction and time for learning. Another older theory that has relevancy for flipped learning, is Keller's Personalized System of Instruction (Keller, 1968, as cited in Kuutila, 2016). He follows Bloom's theory of mastery learning, making the addition of self-paced learning and formative assessment. These are all essential elements of flipped learning.

Flipped learning is based to a large extent on the work of Bergmann and Sams. Their definition of flipped-mastery classroom (2007) is a basis for the definition of flipped

learning. Their model combines the learner-centered ideas of flipped classroom with the flexibility of mastery learning. They say that in their flipped-mastery classroom "all students are working on different activities at different times." (Bergmann & Sams, 2007, p.5) This quote demonstrates the basic notion behind flipped learning: students are learning according to their individual needs, skills and pace. Bergmann and Sams (2007, p.19-22) point out that today's students are often extremely busy and used to utilizing digital resources and devices. Due to this, they "appreciate the flexibility of the flipped classroom."

Furthermore, Bergmann and Sams claim that flipping helps students of all abilities (2007, p.23). In a traditional lecture-based environment, it is usually the best and the brightest students that get most of the teacher's attention. Flipped learning frees the teacher to give more attention to the struggling ones. Not only that, the flexibility imbedded in the approach enables the more advanced students to progress freely without being held back by the pace set by the teacher or the rest of the group. Most importantly, Bergmann and Sams (2007, p.60) state that their approach teaches students to take responsibility for their own learning. They point out how when using a lecture-based approach their students used to wait passively for the teacher to tell them what to learn, how to learn it, when to learn it, and how to prove to the teacher they had learned it. In contrast, in flipped learning students must take much of those responsibilities on themselves. According to Bergmann and Sams, the consequences seem to be very positive: interaction is increased both between the teacher and students and between students themselves, the teacher gets to know his or her students better and is better equipped to differentiate instruction. All in all, students are much more involved in their learning. These are all goals that I aim for with this inquiry project.

It would be easy to misunderstand the role of the teacher in the flipped learning approach. When much of the control is moved from the teacher to the students, the role of the teacher changes dramatically. Bergmann and Sams (2007, p.111) admit that giving up control has been one of the hardest things when switching to flipped learning. Giving up control does not, however, mean that the teacher simply looks on as the students do the learning. Quite the contrary, as the teacher must be able to provide students with flexible environments and different ways of learning, intentional content and ongoing formative assessment, it could be argued that the teacher's role is even more demanding when applying flipped learning than in a more traditional, lecture-based environment. One of the main reasons behind the use of this approach is that for much of the time the teacher can be freed from standing in front of the class to giving more individualized and differentiated instruction.

Flipped learning applied to an EFL classroom

The definitions and descriptions of flipped learning in the previous section give a basic outline of the principles in place in this approach. They are, however, quite demanding and it is challenging to see how the principles might be applied to practice in the classroom, especially in an EFL classroom, where the skills practiced are so varied. In this section I will attempt to suggest some ways in which the flipped learning approach could be implemented in an EFL classroom, not forgetting the challenges.

The EFL classroom poses demands that are quite different from a science classroom, for instance. Most research done on flipped learning, including Bergmann and Sams', focuses on science or mathematics. In these subjects there is no reason not to allow a student to work completely independently for long periods of time if that suits him or her best. In an EFL classroom, however, we must make sure that students practice all the aspects

of the foreign language, i.e. reading, writing, listening and speaking. For example, it is essential that students talk to each other in order to practice authentic conversational situations. If we let students freely decide what they are doing all of the time, we might risk some students never participating in those conversations. This seems to be the biggest challenge in the implementation of flipped learning in the EFL classroom.

If we are to follow the four pillars of flipped learning, we must, first of all, provide students with a *flexible environment*. We must ensure that there is interaction in the classroom, and we must provide students with different ways to learn content. It is not, however, enough that we introduce these different ways; we must let students try them out so that they will be able to choose and use the ones that they feel are best suited for them. Meta-cognition is only possible if students have a variety of learning experiences and if they have a chance to reflect on their learning. This means that teachers must gradually and systematically teach learning skills.

Secondly, the *learning culture* in the classroom should be such that students have opportunities to engage in meaningful activities without the teacher being central. In other words, students should be in the center of all the activities, but that does not mean that the teacher could not from time to time steer them towards certain types of tasks, for instance. The goal is to make students *more* self-directed and engaged, not to leave them completely to their own devices. Bergmann and Sams (2012, p.109) themselves give support to a kind of blended approach where there is room even for an occasional lecture. However, they state that the whole-class setting is not the best place for direct instruction. So instead, direct instruction could take the form of a video or happen in small-group or individual learner settings.

The third pillar stipulates that the teacher must create and curate *intentional content*. This content should be relevant to the students and their learning, and it should facilitate differentiation. So again, the teacher is able to suggest particular areas that he or she feels an individual student, or all students, should practice.

The fourth pillar is *professional educator*, which means that the teacher must be available to all students for feedback and ongoing formative assessment. When the teacher does this, he or she will be aware if students are neglecting an area of study, for instance. In flipped learning, like in other approaches, too, the teacher must be ever alert to react to what happens in the classroom in order to make the required changes to lesson plans as the course advances.

The essential point in flipped learning is the process of learning to learn. In other words, it is a gradual process and our job as teachers is to help students on their way. Depending on the students and their advancement on this path, the teacher might have to take a more central role or he or she might be able to step back and simply be available for those moments when the students need help. The EFL teacher could also decide to ensure that the students are practicing all four areas of language learning by dedicating a section of every lesson to listening and speaking tasks as these tend to be the areas that some students neglect when left to their own devices. This was, in fact, the decision I made when planning a study unit utilizing the flipped learning approach. In the next section I will present this plan in more detail.

An Example of Flipped Learning in EFL

In this section I will briefly describe an example of a study unit of the first six lessons (75 minutes per lesson) of English course 4 in Finnish high school. I will explain the contents of the course and the requirements set by the curriculum, as well as the contents of the lessons. The plan for the study unit and the lessons, as well as other material can be found in the appendix.

Finnish high schools follow a general national curriculum which sets the broad frames for the content and the skills that students are expected to learn. Individual cities and schools then make a more detailed curriculum based on the national guidelines. However, even this local curriculum describes the courses in a rather general way. Consequently, teachers are left with quite a lot of freedom in terms of what to teach in the courses and especially how to do it. Here is a translation of our school's (Oulu University Teacher Training School) curriculum for English course 4:

This course will focus on enhancing students' abilities in finding information and critical thinking. Students will familiarize themselves with discussions on different societal issues, with the focus on active citizenship. They will reflect on the individuals' and organizations' responsibilities and chances to make an impact, including human rights questions.

As we can see, the curriculum merely describes the themes to be handled during the course. It is, in fact, very general in nature. Partly because of this, Finnish schools tend to use textbooks in almost all subjects and courses. The textbooks are made so that they follow the national curriculum guidelines. They also tend to be of high quality. These facts lead to teachers usually utilizing textbooks to the fullest; in other words, the majority of assignments,

texts and tasks that students study and do during a course may well be found in the books. This is understandable for at least three reasons. First of all, the teacher does not have to search or create the basic texts and tasks. Second of all, it is convenient for the student when most texts and assignments can be found in the same book. And thirdly, as the curriculum makes no reference to grammar, for instance, the textbooks provide the teacher with a structured path to teach all the grammar necessary during the course of the three-year high school.

The textbook that our school uses (Insights 4, Otava) is the central source of material for my example of a study unit, too. In this particular unit, students are expected to make use of the texts, vocabularies, grammar and assignments found in the textbook. They are even required to do some of them. However, students are given a lot of freedom in terms of the assignments they want to do, the order and the way they want to do them, as well as who they want to do them with. In addition to the textbook, they have a choice of finding relevant content online and utilizing online platforms for practicing vocabulary, for instance.

The first lesson of the course begins with the teacher explaining the themes and the general learning objectives of the course. Briefly stated, these are:

Themes: societal matters and making a difference (volunteer work, health care, judicial system, values, politics)

Grammar: modal auxiliaries, indefinite pronouns, relative clauses

Objectives: to understand the texts in the textbook, to learn and master the required vocabulary in order to be able to discuss and write about the themes, to master the grammar

This information is included at the top of the page of an Individual Study Plan (Appendix 1) that the students fill in after the teacher has explained the form in detail. This form has the contents of the whole course, whereas here we will focus on the first third of the course. The students answer the following questions and tasks (there are more details and explanations in the actual form, see the Appendix for details):

What types of learning techniques and methods should we use for you to reach the general learning objectives of the course?

Set one or two personal goals for yourself.

What will it require of you and the teacher to reach the general and the personal goals?

How will the teacher get enough evidence of your learning to be able to assess it?

After filling in the form, students will discuss their answers in pairs or small groups, and finally there will be a whole-class discussion to summarize and give students the chance to ask the teacher questions. The teacher will then collect the forms in order to be able to take into account the students' thoughts and goals. The forms will be returned to the students preferably during the following lesson.

The next phase of the first lesson is to explain the more detailed contents and requirements of the first six lessons (Appendix 2). The handout given to the students also contains information on study tips and learning techniques. Then the students are given time to start planning how they will tackle studying this first part of the course. To be able to do this, the students must have a closer look at the material and actually think about what they are supposed to learn and how they are going to go about doing it. When using a more traditional, lecture-based, teacher-centered approach, typically the teacher has decided

these matters beforehand and simply gives them to the students without student participation.

If possible, the rest of the first lesson will be dedicated to students getting started with their work. There will be no homework assigned by the teacher during this six-lesson unit. However, the teacher must remind the students that in order to reach the general and personal learning objectives they are almost certainly required to study outside of the classroom, as well.

The second lesson will start with the teacher giving a brief summary of the students' Individual Study Plans and the conclusions that drawn from them. These include more detailed information on the assessment. After this summary the students are free to study what, how and with whomever they want to. The teacher will be available to the students for any assistance needed, also actively roaming around the classroom (or other facilities, like the school library, if some students have opted to go there) to make sure students are working and to get an idea of how they are advancing.

Lessons three, four and five follow the structure of the second lesson. Most of the lessons will be dedicated to independent work with the teacher being available for differentiated instruction. These lessons will also have sections for checking answers to assignments, some pronunciation and discussion exercises, as well as a word test. The final lesson of the study unit will include time for students to finish their assignments, check their answers and their understanding of the content studied, as well as another word test.

Following these lesson plans, I believe all four pillars of flipped learning will be taken into account. The learning *environment* is certainly *flexible* as the students are given freedom in terms of how to study the content. There are also plenty of opportunities for

interaction and reflection. As the focus is moved from the teacher to the student, the *learning culture* is such that students have opportunities to engage in meaningful activities. Differentiated instruction is facilitated and feedback given on a regular basis. The *content* learned is *intentional*, consisting mostly of the textbook but also of extra materials curated by the teacher and possibly by the students themselves. Finally, the *professional educator* is available to all students for individual, small-group and class feedback. Ongoing formative assessment can be given during the independent work time on the lessons.

Inquiry Project Product: Professional Development Workshop

This inquiry project culminates in a professional development workshop. The workshop is intended for teachers of EFL in Finnish comprehensive and high schools. In this section I will briefly describe the content, materials and implementation of the workshop. More details can be found in Appendix 4.

The main learning objectives of the professional development workshop are to introduce the flipped learning approach and to give participants a chance to plan how to implement it in their own work. The workshop will consist of three meetings, independent work and online peer feedback.

The first meeting is a 150-minute session. At least partly following the principles of flipped learning, the first meeting will begin with a discussion on the participants' expectations, objectives and preconceptions of flipped learning. The participants' wishes and thoughts will be taken into account at every step of the way. Only after these have been discussed will a more detailed overview of the workshop be presented, followed by

definitions of central terms, especially that of flipped learning. Next, the six-lesson study unit plan introduced above will be presented as one example of how flipped learning can be implemented in EFL. An overview of the strengths and weaknesses of flipped learning will also be presented. Finally, the participants will be asked to discuss how they could make use of the flipped learning approach in their own work. Their main assignment will be to plan a study unit of 4 to 6 lessons making use of the approach.

Once the study unit plans are finished, a few weeks after the first meeting, the participants will share them with each other on an online platform. They will then read their peers' plans and give feedback to each other. This way the participants will be able to make possible changes to their plans before actually implementing them in their classrooms.

The second meeting will take place after everyone has had a chance to put their plans into effect. During this meeting the participants will present their final plans as well as their reflection on how it all worked out in the classroom. Time will be reserved for discussion after each presentation. The length of this meeting is dependent on the number of participants.

Finally, there will be a third meeting which may be a face-to-face one or online, depending on the participants' wishes. It will be a follow-up to determine whether the flipped learning approach, or some aspects of it, have become part of the participants' classroom practice. Possible successes and challenges will be discussed. This meeting will take place a few months after the previous one so as to give the participants time to either make the approach part of their repertoire or discard it.

Conclusion

Student engagement and motivation are central to all learning. It falls upon the teacher to find ways to engage and motivate students to facilitate learning. Self-directedness and taking responsibility for one's own learning can be seen as solutions to problems with engagement and motivation.

Based on the work done on flipped learning and my own experiences as a teacher, I believe that the flipped learning approach can increase self-directedness and responsibility, thus making students more engaged and motivated. This can be achieved by having students take part in planning courses and lessons, as well as in choosing what, how, when and with whom they study. Along with student choice comes motivation, and in the best-case scenario, understanding of one's own learning process.

In the flipped learning approach, the teacher gives much of his or her control over to the students and creates a flexible environment with plenty of room for interaction and reflection. The approach also enables the teacher to give differentiated instruction and feedback, as well as ongoing formative assessment. When the approach is implemented in the EFL classroom, the teacher will have to retain some of the control in order to make sure that all aspects of learning a foreign language are practiced.

Bergmann and Sams, the pioneers of the approach, wisely state that it is most likely a kind of blended approach that gets the best results. That is, there is also room for traditional lecture-based teaching, its role and execution just look different, and the need for it ideally stems from the students. Importantly, flexibility is a key feature of the flipped learning approach: the lessons may look very different depending on the group of students, their age, skill level and needs.

The plans and outlines for a study unit and a professional development workshop that resulted from this inquiry project will next be tested in practice. I look forward to discussing these matters with my colleagues, especially during the professional development workshop. I am sure these experiences in the classroom and with my colleagues will help me to form a blended approach that suits me and my students, bearing in mind that I will have to make adjustments to it according to the needs of each new class. That is, of course, what teachers do on a regular basis.

In the future, it would be useful to systematically gather information from the students in the form of feedback and opinions on how the approach suits them. After all, students are in the very center of the whole approach. This information would further help in making appropriate adjustments.

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Appendix 1

English Course 4

Individual Study Plan at the beginning of the course

Themes: societal matters and making a difference (volunteer work, health care, judicial system, values, politics)

Grammar: modal auxiliaries, indefinite pronouns, relative clauses

Discuss the following questions in small groups and write down your own answers.

What types of learning techniques and methods should we use for you to reach the general goals of the course? (i.e. you understand the texts, you learn the required vocabulary so you are able to discuss and write about the themes, you learn to master the grammar) Specify which techniques and methods would best suit which elements of the course? (independent/pair/group work, teacher-centered lesson, online tools, etc.)

Set one or two personal goals for yourself. (e.g. learning new techniques, learning to express yourself better with written or spoken language, mastering the grammar, etc.)

What will it require of you and the teacher for you to reach the general and personal goals?

How will the teacher get enough evidence of your learning to be able to assess you? (different types of exams and tests, projects, essays, class work, etc.)

Appendix 2

English course 4

Study unit plan (first 6 lessons)

Learning objective: Learning to discuss and write about volunteer work and health care by understanding the texts listed in the plan and learning the vocabulary. Learning the use of modal auxiliaries.

Textbook: Insights 4, Otava

Lesson 1 (75 min)	Syllabus, general goals, self-assessment and personal goals, planning	
Lesson 2	Understanding text 1 (<i>Like OMG, I work for an NGO</i>)	
Lesson 3	Vocabulary text 1	Word Test Text 1
Lesson 4	The use of modal auxiliaries	
Lesson 5	Glossary: Society and health care	
Lesson 6	Understanding text 2 (<i>Surviving a night at A&E</i>) and its vocabulary	Word Test Glossary/Text 2

The **order** or **path** presented above is merely an example and suggestion. It will be entirely dependent on your **personal preferences** and **progression**. On every lesson we will have an update on where everybody is and on most lessons we will do a task or two together (mostly discussions and pronunciation).

You are **required** to do the **tasks** and **assignments** listed above, but they are only the **bare minimum**. In addition to them, you may choose to do other tasks in your books, in Quizlet or together with your partner/group.

Important for planning: is there something you prefer to study independently, how would you like to work with your partner/group, can you already anticipate when you might need the help of the teacher, what would like to start with...

Some tips for studying the texts:

- read it on your own or read it aloud together with your partner/group or listen to it => discuss the main points briefly with your partner, then have a closer look at the text and try to make sure you understand the details, as well (with the help of the vocabulary/your partner/the teacher)
- after reading the text, write a short summary of it
- if the text poses you no problems, you can also move on to other tasks after reading it

Some tips for studying the vocabularies:

- have a first glance at the vocabulary before you read the text
- read the vocabulary aloud together with your partner/group => make sure you know how to pronounce all the words; if you cannot figure something out, ask the teacher
- take turns choosing a word from the vocabulary and explain it in your own words in English, your partner/group will try to guess which word you are explaining
- go to Quizlet.com to practice the vocabulary
- do the tasks in your book
- make groups or mind maps of the words in your notebook

Grammar:

- start by doing the engage exercise on p.136, then move on to reading the theory on 'can and could' pp.137-139
- then do at least one of the easiest tasks in your book on p. 139, preferably with your partner => if it seems to go well, continue; if not, see if your group can be of help; if not, ask the teacher to come over and explain
- you may also go to youtube.com and watch a video on the basics of modal auxiliaries (apuverbit – modal verbs)
- repeat the stages with the other modal auxiliaries
- it might be a good idea to take one verb at a time, rather than trying to master all at one go

Assessment:

- assessment will be dependent on your wishes during the planning stage
- you may choose to take vocabulary tests when you feel you are ready (the main objective of these tests is to give you information on how well you already know the vocabulary and will only have a possible positive effect on your grade)
- there will be some type of exam after the unit (we will agree on this during the planning stage)
- your work during the unit will be taken into account
- you may give extra proof of your expertise (e.g. read an article on one of the themes and write a summary of it, write an essay on one of the topics on p.134-135, give the teacher a verbal summary of one of the texts)

Some tips for finding articles on our themes:

- browse English news sites (theguardian.co.uk, bbc.co.uk, cnn.com, etc.) using our themes as search words (society, NGO, charity, politics...)

NB. Remember that we are all here to learn and to help each other learn. So never hesitate to ask for help!

Appendix 3

Flipped Learning – A Professional Development Workshop

Lesson plan examples

Note: During independent work the teacher will move in the classroom to help students who need help and to answer any questions that arise. This will also give the teacher information on how the students are progressing in their learning.

Lesson 1

- introduction of the syllabus and general goals of the course, set in the curriculum; explained by the teacher – 5 min
- Individual Study Plan: students fill in the form and return it to the teacher; before the forms are handed to the students, the teacher will go through the form explaining the details, with special emphasis on learning techniques – 15 min
- discussion led by the teacher on the ideas the students already have on tackling this study unit and their thoughts on assessment – 15 min
- time for the students to have a look at the book and the goals, and to start planning how, when and with whom they will work – 15 min
- a group work task where students get to speak to each other in English and which works as an introduction to the themes of the course – 15 min
- independent learning begins – 10 min

Lesson 2

- the teacher will quickly summarize his take on the Individual Study Plans filled in by the students and give details about assessment (based on the students wishes) – 10 min
- independent work – 50 min
- listening comprehension exercise – 15 min

Lesson 3

- pronunciation and discussion exercises on text 1 – 15 min
- independent work – 20 min
- checking answers to assignments and a chance to ask questions about Text 1 – 20 min
- word test Text 1 – 15 min
- independent work - 5 min

Lesson 4

- update on where every student is at, what remains to be studied and chance to ask questions – 10 min
- recommendation: study modal auxiliaries
- independent work – 65 min

Lesson 5

- independent work (grammar, glossary, text 2...) – 40 min
- checking answers to assignments and understanding of modal auxiliaries – 20 min
- discussion exercise – 15 min

Lesson 6

- time to finish remaining assignments – 30 min
- word test Text 2 – 15 min
- checking answers to assignments, chance to ask questions, etc. – 30 min

Appendix 4

Flipped Learning in EFL – A Professional Development Workshop, Overview

Objective: to introduce the flipped learning approach and to give participants a chance to plan how to implement the approach in their work

Structure of the workshop

- 2 sessions of 150 minutes
- independent work 6-8 hours
- online peer feedback
- one follow-up session of 90 minutes (possibly online)

1st meeting

- introduction of the workshop; participants' expectations, learning objectives and preconceptions; a general overview; definitions (videos, handouts and slides made specifically for the workshop); discussion/questions (40 minutes)
- studying an example or two of a study unit of 6 lessons utilizing flipped learning, discussion: opinions, pros and cons, etc. (30 minutes)
- a presentation of the strengths and weaknesses of flipped learning, discussion (30 minutes)
- in pairs or small groups, general or more specific planning on how to implement this approach in your own classroom (questions to help you get started) (20 min)
- instructions on creating a plan for a study unit of 4-6 lessons making use of flipped learning; some time for planning and questions (30 minutes)

Independent work

- finishing the plans for the study unit, sharing them on an online platform, feedback to peers
- implementation of the plan

2nd meeting

- presentations of the plans and implementations
- reflection, feedback and discussion after each presentation
- the length of the presentation dependent on the number of participants

3rd meeting

- a few months after the 2nd meeting
- objective: to determine whether the approach has become part of the participants' practice as well as discussion on successes and challenges
- either a face-to-face meeting or online (can be agreed upon together)

Handout 1 – Definitions

'Flipped learning' as defined on flippedlearning.org:

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.

The four pillars of flipped learning (Talbert, 2014, Toward a Common Definition of 'Flipped Learning'):

- 1) **Flexible Environment** (interaction, reflection, different ways to learn content)
- 2) **Learning Culture** (meaningful activities without the teacher being central, differentiation, feedback)
- 3) **Intentional Content** (relevant content, differentiation)
- 4) **Professional Educator** (teacher available to all students for individual, small-group and class feedback, ongoing formative assessment)

Questions for discussion:

- What kind of thoughts do these definitions awaken in you?
- What would be the benefits of applying these principles into the EFL class?
- How about the challenges?

Handout 2

Study Unit Plan Assignment

You will each plan a study unit of 4 to 6 lessons for one of their upcoming courses. The course must take place during this term. The objective is to make use of the flipped learning approach to the extent that you find appropriate.

The plan should include information on the following:

- the course and the contents to be studied
- the number of students and their skill level
- an overview of lesson plans
- instructions and tips for students
- how the flipped learning approach is implemented
- possible challenges or questions for your peers

You will submit your plan on an online platform by the due date (these will be agreed upon later). Once the plans have been submitted, we will all read each other's plans and everyone will give feedback to at least two peers. We will also be able to discuss the plans in more detail on the platform. The feedback and discussions should help you to finalize your plans.

Implementation and presentation

After putting the study unit plan into effect, you will make a presentation on your study unit and your reflection on it.

The presentation should take about 15 minutes and include at least the following information:

- an overview of the study unit plan and the lesson plans
- your reflection on how successful the implementation of the plans was
- what is worth keeping and what should be discarded or ameliorated going forward