

FLIPPING ENGLISH CLASS!

Teaching English as a second language in higher education

LA CLASE DE INGLÉS INVERTIDA: La enseñanza de la lengua inglesa como segunda lengua en la educación superior

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ABSTRACT

In the 21st century, education needs to be approached in a different way. A transformational change is needed to attend to new students' needs (Roehl, Reddy & Shannon, 2013). The use of new technologies can certainly contribute to making these changes real. The flipped classroom is a new teaching approach that can satisfy current learners' demands for different reasons (Bergmann & Sams, 2014). First, this model transforms classrooms into centres of learning and inquiry. Second, it individualizes learning and therefore classes become student-centred. Applying this model to the teaching of English (Cockrum, 2014) as a second language in higher education also has important benefits (Parris, 2013). The research reported in this dissertation has two main goals. The first is to describe the use of the flipped classroom in teaching English as a Second Language (ESL) in a higher education context. The second is to identify the possible benefits and drawbacks of using the flipped classroom model in that educational context. Previous literature on flipped classrooms has focused almost exclusively on using this model in schools. This study demonstrates how students in higher education can also learn English in a more effective way thanks to the combination of new technologies and the flipped learning approach. To conduct this research, 25 university students were required to complete an online questionnaire, and a university English lecturer filled out an active participant observation table. In line with expectations, the findings from the research illustrate that there are a number of benefits for both university English students and lecturers in using the flipped classroom model. We can conclude that the data provide support to sustain that the flipped classroom model for English teaching as a second language in higher education is valid. Flipped learning implies a change in the way English as a second language has been taught up to now. There may even be a case for generalizing the flipped classroom model to other subjects in higher education.

KEYWORDS: flipped classroom, English language, higher education, teacher training students.

La educación del siglo 21 debe ser enfocada de una forma diferente. Se necesita un cambio transformacional para poder atender las necesidades de los nuevos estudiantes (Roehl, Reddy y Shannon, 2013). Sin duda, el uso de las nuevas tecnologías puede contribuir a hacer estos cambios realidad. El aula invertida es un nuevo método de enseñanza que puede satisfacer las demandas de los alumnos actuales por diferentes razones (Bergmann y Sams, 2014). En primer lugar, este modelo transforma las aulas en centros de aprendizaje e investigación. En segundo lugar, personaliza el aprendizaje y por lo tanto las clases se centran en el estudiante. La aplicación de este modelo para la enseñanza de inglés (Cockrum, 2014) como segunda lengua en la educación superior también tiene beneficios importantes (Parris, 2013). Esta investigación tiene dos objetivos principales. El primero es describir una clase invertida de inglés como segunda lengua en un contexto de educación superior. El segundo es identificar las posibles ventajas e inconvenientes de utilizar el modelo de clase invertida en el contexto educativo ya mencionado. La literatura existente acerca de la clase invertida se ha centrado casi exclusivamente en el uso de este modelo en las escuelas. Este estudio muestra cómo los estudiantes en la educación superior también pueden aprender inglés de una forma más eficaz gracias a la combinación de nuevas tecnologías y el enfoque de aprendizaje a través de la clase invertida. Para llevar a cabo esta investigación, se requirieron 25 estudiantes universitarios que completaron un cuestionario en línea, y una profesora de inglés de la universidad que cumplimentó una tabla de observación participativa activa. En línea con las expectativas, los resultados de la investigación ponen de manifiesto que hay una serie de beneficios en el uso del modelo de clase invertida tanto para los

estudiantes universitarios de inglés como para los profesores de inglés. Hay poca literatura acerca de cómo invertir la clase de inglés como segunda lengua en un contexto de educación superior. Hay también pocos profesores universitarios de inglés como segunda lengua que enseñen este idioma utilizando el modelo de clase invertida. Concluimos diciendo que gracias a los datos obtenidos podemos sostener que el modelo de clase invertida para la enseñanza del inglés como segunda lengua en la educación superior es válido. El aprendizaje en una clase invertida implica un cambio en la forma de la enseñanza de la lengua inglesa como segunda lengua con respecto a cómo se ha enseñado hasta ahora. Este estudio puede incluso servir para indicar que el modelo de clase invertida se puede también utilizar en la educación superior para la enseñanza de otras materias.

PALABRAS CLAVE: clase invertida, lengua inglesa, educación superior, estudiantes de magisterio

Education in the 21st century

Today's child is bewildered when he enters the 19th century environment that still characterizes the educational establishment where information is scarce but ordered and structured by fragmented classified patterns, subjects and schedules.

McLuhan, Marshall, 1967

The nature of education is changing. For most of the 19th and 20th centuries, education was 'industrialized' (Ash, 2012). Students were asked to learn content by heart and then apply it to their individual careers in the same way as workers were trained to do during the period of the industrial revolution. As we move on further into the 21st century, thanks to the Internet and mobile devices, information does not need to be memorized in order to be accessible. This means that the world is changing. Sadly, however, traditional schools and classrooms are not. Most students are still asked to demonstrate their learning through memory and testing. Classrooms continue to prepare students for 20th century needs (Roehl, Reddy & Shannon, 2013). Thinking along the same lines, there also seems to be a need to change the way in which 21st students learn English as a second language. This research reveals that the flipped classroom model can show teachers of English how to accomplish this task in a different and possibly more efficient way. The flipped classroom model represents a change in education and can prepare students of English as a second language for new 21st century demands.

New approach

Given the context described above, transformational change is needed. In the 21st century, where new technologies are widely available, such a transformation is not only possible, but vital. New methodologies should be implemented in our current educational system because traditional classrooms, where the teacher stands up and talks at a number of students every day for a certain time, are no longer capable of delivering the kind of education students require.

Among early promoters of a new teaching approach are two science teachers, Jonathan Bergmann and Aaron Sams, from Woodland Park High School in Colorado. They noticed that some of their students had to miss their daily lessons due to the fact that they had to commute in difficult conditions to attend their chemistry classes. Sams discovered in the spring of 2007 'a computer program that recorded PowerPoint lectures, including digital 'ink' with which a lecturer could write on the screen as well as an audio component' (Bergmann & Sams, 2014). Students were required to listen to recorded lectures, but were not expected to attend class. The result was that students loved the new approach. Bergmann and Sams (Bergmann & Sams, 2014) wondered whether it might be possible to stop lecturing and record all of their lessons. Students would then have access to all the class content and be able to watch the lessons as homework without having to attend classes. They took the decision to go ahead and implement their new approach. Since implementation, neither of them has used direct instruction or in-class teaching again. On hearing of Bergmann and Sams' work, other like-minded teachers, who had already been experimenting with videos as instructional tools, contacted them and an informal professional network was formed. Subsequent developments led to the birth of a new teaching methodology: the flipped classroom.

Other educators were also thinking along similar lines, even though they did not use the term 'flipped classroom'. In 2006, Salman Khan set up Khan Academy, a non-profit, web-based educational organisation. He began by recording and uploading videos on Maths and Science concepts. As he explains, he came across the idea when trying to help his cousin Nadia understand some of these concepts online. She was delighted to discover that with videos she could pause, rewind or watch the content more than once, if needed. On the basis of this positive feedback, Khan started to consider that this could be what formal education could look like in the 21st century. With the financial support of benefactors such as Bill and Melinda Gates, Khan decided to create more recorded lessons for a much larger 'classroom'. This represented the beginning of what is now known as Khan Academy, offering a free, world-class education for anyone, anywhere. In essence, Khan Academy is a part of a global flipped classroom.

The flipped classroom of the 21st century is the place that more and more teachers and students are turning to. Not only does such a learning space mark a refreshing change in methodological approach, it also represents a source of hope for a new style of education. Flipped classrooms provide something different to meet the students' needs, and are places where 'no one is left behind, no one is held back' (Bergmann & Sams, 2014). It would seem, therefore, that teachers working under a traditional paradigm need to rethink the way they teach, and seek out new ways to engage their students. In other words, teachers need to 'transform their classrooms into centers of learning and inquiry. Flipped learning [gives] them the framework with which to accomplish this' (Bergmann & Sams, 2014, p. 2).

New students' needs

There is more to flipping a classroom, however, than just uploading videos. If content can be delivered via pre-recorded videos, what do students really need a physically present classroom teacher for? According to Bergman and Sams:

[t]he most valuable assets teachers have are those minutes spent each day with students. Teachers need to leverage those precious minutes to maximize learning. Talking at students each day is not the best use of class time!! Students need teachers most when they are stuck on a difficult concept or problem that, in traditional classroom, often happens at home, when the teacher is unavailable. The best use of class time incorporates enriching learning activities and relevant experiences.

(Bergmann & Sams, 2014, p. 3)

The educator's new role, then, is to find those activities and experiences that will maximise learning, engage students' interest and address individual students' specific difficulties. This means that such activities and experiences will probably be different for different students.

Pre-recorded content videos form an important, yet not critical element in a flipped classroom methodology. The most vital aspect of a flipped learning environment is 'the reclamation of in-class time that occurs because direct instruction is not being delivered to a large group -taking up everyone's class time- but to individuals at the time they are ready for it' (Bergmann & Sams, 2014, p. 4).

Research shows that the way people learn is as unique as their fingerprints. Classrooms today are highly diverse and they need to be redesigned to meet this diversity. Every learner is unique but how can teachers make learning unique? By answering three basic questions:

1. **What?** Teachers need to provide content in different ways with different multimedia support.
2. **How?** Teachers need to provide students with multiple means of action and expression. That is to say, they need to give students opportunities for expressing what they know, and provide models, feedback and support for their different levels of proficiency.
3. **Why?** Teachers need to provide multiple means of engagement. What fires up one student will not fire up another, so the teacher should give students choices to boost their interest and autonomy.

By successfully answering these three questions, a teacher is able to unleash the full potential of a flipped learning environment. 'The greatest power in flipped learning is the ability to individualize the learning for each child' (Bergmann & Sams, 2014, p. 4).

By focusing on individualization, the teacher can use in-class time for a very important, critical aspect in good teaching: the teacher-student relationship. 'Good teaching has always been about relationships. No computer or video can replace a real, live teacher. The relationship that a teacher develops with his or her students is what makes teaching good, regardless of whether or not a teacher flips a class' (Bergmann & Sams, 2014, p. 21). By using the flipped learning methodology, the teacher can take students deeper into content, further in curiosity, and both aspects occur in the context of human relationships, face-to-face, in-class time. Classes become student-centered and not teacher-centered anymore:

[g]ood teaching happens in the context of good relational connections but curiosity and content are also essential components of good education. We fear that current educational systems overemphasize content at the expense of the more existential aspects of learning. Standardized tests and standardized curricula do not leave much room for connections and curiosity.

Bergmann & Sams, 2014, p.21

The flipped English as a Second Language (ESL) classroom in higher education

The previous sections have concentrated on the use of flipped learning in a school context. I would now like to draw my attention to the context of higher education, and specifically, that of the teaching of English as a Second Language (ESL). My interest lies in discovering whether the incredibly good results obtained by Bergmann and Sams in flipping their science lessons at school can be replicated among undergraduate English Language Learners (ELLs).

My contention is that by flipping ESL classes, teachers can help students to learn more efficiently. By giving students ample time to view and review pre-recorded lectures, teachers are therefore able to maximise valuable classroom time for learner-centred, engaging activities. This means that English language students can watch the pre-recorded video lectures as many times as they need, can work at their own pace, take notes and be prepared to ask the teacher relevant questions about a particular topic. As a result, when the student comes back to class after having watched the video, which is in itself a language learning activity, the teacher can apply the information from the video to a project or learning task. According to the constructivist pedagogy, a theory of

learning that views learners at the center of their learning where they actively ‘construct’ their knowledge instead of passively receiving information (Farah, 2014) learning appears when students discover their own answers, concepts and relationships, and they create their own interpretations. The flipping classroom approach facilitates this learning process, allowing, in Parris’ words, ‘ELLs more time to synthesize their learning and practice language with their peers. Teachers become facilitators in this interactive, student-centered environment’. By flipping and using multimedia when delivering instruction for ELLs, we ‘are helping students build background knowledge, master vocabulary, infer meaning, as well as extend their knowledge of a topic.’ (Parris, 2013). The flipped learning approach seems to be remarkable for an English class because it can optimize the opportunities for students to practise their oral skills in class and it can reduce the amount of teacher talk.

Cockrum (2014) proposes five different flipping models which teachers can use to flip an English class. He classifies and divides these into First Iteration Flips and Second Iteration Flips (see Table 1). In other words, teachers start practising flipping with simple models (First Iteration Flips) and as they acquire more practise, they elaborate more complex and effective flips (Second Iteration Flips). This is what Bergmann and Sams call the transition from Flipped Classroom to Flipped Learning.

First Iteration Flips	Second Iteration Flips
<ul style="list-style-type: none"> ● Traditional Flip ● Writing Workshop Flip 	<ul style="list-style-type: none"> ● Explore-Flip-Apply ● Flip Mastery ● Peer Instruction Flip

Table 1: First Iteration Flips and Second Iteration Flips

However, Cockrum (2014) admits that the best part of using the flipped classroom model is its flexibility. Therefore, teachers following their spirit of innovation, which is the basis for a flipped learning approach, should not feel constrained to using just one of these models. They can use a mixture of them or even create their own, depending on what they think could be best for what they want to teach. This means that the teacher’s flip will vary depending on the lesson, the type of students in the class, and even the teacher’s pedagogical influences. Cockrum also mentions that teachers find flipping a very effective way of learning. Consequently, these models are constantly being tested and reexamined. Considering that many English teachers are already using these models, he foresees that there are no limits to the evolution of the flipped learning approach and soon Third Iteration Flips will appear.

Within the group of First Iteration Flips the most basic model is the Traditional Flip. When using this model, the teacher will upload a content video and then will set up a number of activities connected with that content. This is the least approved model by English teachers because they do not usually dedicate long periods of time to direct instruction in their classes. Therefore, they do not see it as very different from what they already do in their English classes. But, for those English teachers who are just beginning to introduce the flipped classroom, who also feel slightly anxious about the use of new technologies and do not know where or how to start, the Traditional Flip model can be useful to find out how flipping a class can change the way people teach and learn English.

Of the four basic language skills reading, writing, speaking and listening that one needs to master a language, most English teachers start by flipping the writing skill. The Writing Workshop that Lucy Calkins successfully and originally designed (Calkins,1986) is the basis for the Writing Workshop Flip most English teachers use. This is because a pre-recorded video can effectively show students how to write appropriately and then they can practise in class under the teacher's guidance. Cockrum (2014) calls this model the Writing Workshop Flip, which he also includes in the group of First Iteration Flips.

As the teacher gets more practice in flipping, the flips become more elaborate and therefore form part of the group of Second Iteration Flips. In this group, we have three models: Explore-Flip-Apply, Flip Mastery and Peer Instruction Flip. Explore-Flip-Apply is based on the Explore-Explain-Apply model (Musallam, 2011). Musallam thinks that in flipping a class, the effectiveness of the learning process depends on when the teacher provides the video. Instead of using the video at the beginning of the learning process, the teacher proposes using it later, after an exploratory process in which the student becomes aware of the requisite knowledge. By following this process, the students are asked to search for some information, and thus the teacher creates a desire for knowledge which will boost the students' learning. Flip Mastery uses flipped videos and assignments based on them. Students work at their own pace but, different to the models mentioned before, they cannot continue on to the following unit until they master some of the skills the teacher has previously established.

Finally, Cockrum refers to the Peer Instruction Flip. A number of teachers have been using some elements of peer instruction to which they have added the flipping model. Dr Eric Mazur at Harvard University started developing this model in the early 1990s under the premise that students do a pre-class reading or other preparations before coming to class in order to make his class time more effective (Mazur, 1997). Mazur also began to experiment with multimedia content similar to video instruction as early as 1988 (Schell, 2013). This model can prove effective when teaching English grammar as English teachers can observe how students discuss with their peers and how they try to find the correct answer to a particular English grammar topic that they are asked about in class and which is based on a pre-recorded video that they watched beforehand. When English language learners are given more opportunities to interact with their peers in class, opportunities to think critically, and use English to connect authentically with others' knowledge increases dramatically (Parris, 2013).

Identify the benefits and drawbacks of incorporating a flipped classroom approach in an English higher education class

The flipped classroom approach has proved to have some obvious benefits when used to teach different subjects at school. Since students watch lectures at home, teachers spend less time 'chalk talking' in front of the class. This means, students can learn at their own pace, for example, lower level students can view the material more times than higher level students who can grasp the content more quickly. Thanks to new technologies, students become therefore more autonomous in their learning, they can now find the information they require, so their interest is in finding teachers that are able to guide them and explain that information. Consequently, when students go to school, teachers can then focus on the areas students have had more trouble with and engage students in more active project-based activities. That is to say, students can receive more

personalized, one-to-one instruction and therefore both teachers and students will not only be using class time more efficiently but they will be able to concentrate on the “fun side” of the learning process and on group learning discussions (Harris, 2012). Using the flipped classroom, students also develop team-based skills since the flipped classroom model encourages interaction among students (Miller, 2015). Flipped classrooms thus give the school a sense of community, a student-centred community, with the school becoming a place to share and construct knowledge.

Some drawbacks regarding the use of the flipped learning approach have also been identified. Firstly, some students may have limited computer and Internet access so it is important to ensure that there are alternative places where students can access material, such as libraries or computer labs. Additionally, teachers may find it quite challenging to explain to students (especially ESL/EFL beginners) how to use online resources at home, particularly if teachers lack the technology to demonstrate the procedure in class or they lack the tech savvy required to implement flipping methodologies in their classes. Furthermore, creating student-centred lessons based on inquiry and project-learning methods can also be time consuming initially, although preparation may become easier and material created will always be available online so the teacher can reuse lessons year after year. Finally, this approach depends on students watching pre-recorded lectures, which means that if the students do not do so, the flipping class approach may fail.

In general, it remains to be seen whether these benefits and drawbacks found in school contexts are also true of learners of English as a second language in a higher education setting. The aim of the present study is twofold:

- to characterise the nature of a flipped English class in higher education;
- to investigate the pros and cons of implementing a flipped classroom approach in a higher education ESL (English as a second language) class.

The successful achievement of these aims will not only increase our understanding of the flipped learning phenomenon, but also enhance teaching and learning for educators and students alike.

You can be a good teacher and never use technology, and technology won't turn a bad teacher into a good one. However, a good teacher who uses technology well can make great things happen!

Hurley, Rushton (n.d.)

OBJECTIVES

The objective of this research is to investigate the use of the flipped classroom in teaching English as a Second Language (ESL) in higher education. There are two clear aims: the first one is to describe how to incorporate the flipped classroom model in an English class in higher education; the second is to identify the benefits and drawbacks of incorporating a flipped classroom approach in a higher education English class.

METHODOLOGY

This research is based on a case study that has been done from a humanistic-interpretative paradigm. It is mainly qualitative because it examines the perceptions of people taking part in the sample. Participants describe what they were able to observe in their flipped English class. The study is also quantitative since it includes data and statistics to support the theory.

1. Setting and Sample

Setting: This study took place in classes at a private university in Barcelona, Spain. The university has approximately 2,500 students who study four different degrees: Teacher training, Psychology, Sports Science and Speech therapy. A total of 229 lecturers teach different subjects in the different degrees.

Participants: Most of the students are bilingual in Catalan and Spanish. They take English language as a compulsory subject, mostly in their second year. This means they are supposed to have a B2.1 level of English when they finish their degree. English class sizes vary from 30 to 15 students in each class and students are usually heterogeneously grouped, so they do not always belong to just one single degree.

Sample: The study focuses on B2.1 (Common European Framework of Reference for Languages) level university students. 25 students and a lecturer in English as a second language took part in this research. The B2.1 level of English was chosen because it represents the highest level taught at this university and the number of students per class is significantly higher than in the lower levels, therefore making the sample more valid and reliable. Most of the students considered for this research are doing Primary and Infant education teacher training studies.

2. Instrumentation

The first objective of this research, which is to describe the use of the flipped classroom in teaching English as a Second Language (ESL) in higher education, is based on a field diary from the lecturer's experience of teaching English as second language and the use of some technological instruments that have been found effective in the teaching of English. The following categories for the flipped classroom variables are taken into account: (annex 1)

- the students' profile;
- technological devices;
- academic context;
- analogical resources;
- selection and amount of content;
- language skills, such as reading, writing, listening, speaking;
- methodology and timing.

As for the second objective, where the variable is to find out the benefits and drawbacks of incorporating a flipped classroom, the researcher has used two different instruments:

1. an online questionnaire for students based on an existing questionnaire already validated by Driscoll in a study about flipped learning and democratic education (Driscoll, 2012). From Driscoll's questionnaire, only the questions that were relevant to this research have been used. However, some other questions have also been added to be able to collect data about the following categories:

- relationship: student-group;
- relationship: student-teacher;
- access to material;
- academic results/competence acquisition.

Finally, the resulting questionnaire used in this study has been validated by three research experts. (Dr. Miquel Àngel Prats, Dr. Jordi Longàs and Elena Ojando). (annex 2)

2. an active participant observation table for the lecturer. This table was created to be given to the lecturer and is based on the lecturer's direct class observation. It has been validated by three research experts: Dr. Miquel Àngel Prats, Dr. Jordi Longàs and Elena Ojando. (annex 3)

3. Procedure

Data were collected via an online questionnaire. This questionnaire was completed online by 25 students studying English as a second language, which is a compulsory subject in the teacher training degree in the second year at Blanquerna University. It was filled in after doing a 40-hour English course in the first term of the academic year, 2014-2015. The level of English accomplished at the end of this course was B2.1. While the students were doing this English course, the lecturer also completed a teacher observation table online. The data extracted from this table was based on the lecturer's perception of students' behaviour in their English class and also on the lecturer's decisions about the use of the flipped classroom model. Finally, the lecturer simultaneously completed a field diary of an English class. This diary was used to describe the incorporation of the flipped classroom model in terms of the structure, contents, materials, skills to be accomplished by students and the timing of an English class in which a grammar topic, the use of past tenses, was flipped.

To identify the benefits and drawbacks of an English as a second language class, the data from the students' online questionnaire were analyzed with the statistical software package, SPSS. The data were also compared and contrasted with the data from the teacher's observation table. This helped to identify any possible similarities and differences in both the students' and the lecturer's perceptions. By analyzing this data, some useful conclusions about the positive and negative aspects of the use of the flipped model in an English as a second language class were drawn.

4. Limitations

There have been a number of limitations to this study. To begin with, the study was done by using just one participant observation table, although having had the instruments for the data collection validated by experts helped to minimize both the risk of the study being biased and the degree of subjectivity. A further limitation derives from the use of a case study as we cannot generalize the results because the sample is not representative, although it can certainly serve as a precedent for future research in this field of study. Last but not least, there have been two key difficulties. One has been the difficulty in finding literature on how to flip a class in English as a second language, and also on how to do that in a higher education context. These two drawbacks have implied the use of a model that has been applied in other educational areas and stages. The model has therefore been customized to the specific needs of learning English as a second language in higher education.

RESULTS AND DISCUSSION

The presentation of the results is organized according to the two objectives set for this research project:

1. to describe a flipped English class in higher education.
2. to identify the benefits and drawbacks of incorporating a flipped classroom approach in a higher education ESL (English as a second language) class depending on the perception of both, students and the teacher of English as a second language.

As regards the first objective, the description of the use of the flipped classroom in teaching English as a Second Language (ESL) in higher education, is completed by considering the following aspects: first, the design and then the seven stages of its implementation. One of these stages, stage 6, refers to evaluation, which is about how to get results from students involved in a flipped English as a second language class.

With respect to the design of a flipped class in English as a second language, the results obtained from the teacher's direct participant observation reveal that between 26% and 50% of the class is flipped. To flip the class, the teacher uses a number of digital resources, which include the Internet, websites, word processors, emails, YouTube, online tools such as dictionaries, translators, online books, films, series, TV programmes and documentaries. In addition, the teacher also uses repositories such as Moodle, and quick response systems, for example Socrative, together with some tablet, computer and smart phone applications. The choice depends on the topic and the skills that she wants to practise or teach. For example, for pronunciation practice, the lecturer uses a computer programme called Howjsay but then she uses another programme called Vocabla for vocabulary practice. Overhead screen projectors, students' computers, tablets and smart phones are also useful physical resources for the teacher in class. The content includes lectures and

presentations and class activities based on them, practical written assignments, correction exercises on pronunciation and grammar mistakes, and testing exercises and quizzes to check students' understanding. This content is prepared by the teacher in some cases but, in other cases, the teacher uses and adapts resources already prepared by other teachers. In reference to the skills flipped, these include reading, writing, listening and use of English, with a particular focus on grammar.

As for the second aspect, the implementation and evaluation process, a flipped English grammar lesson is described by combining the two flipping models:

1. First Iteration: Traditional Flip (Cockrum, 2014),
2. Second Iteration: Explore-Flip-Apply (Musallan, 2011) and Peer Instruction flip, which can prove very effective when teaching English grammar (Cockrum, 2014). The Watch, Summarize and Question (W.S.Q.) strategy has also been taken into account. (Kirch, 2014).

This mixed flipping model is in line with the idea of flexibility in using the different flipping models when flipping a class (Cockrum, 2014). Table 2 shows the topic, the essential questions, the objective, the key skills and materials to be used for a flipped grammar lesson on past English tenses.

Topic	grammar: past tenses
Essential questions	a. what are the main past tenses in English? b. can you use them correctly in context?
Objective	review form, meaning and use of narrative tenses
Key skills	speaking, reading, writing, listening
Materials	worksheets, board, notebooks and pens, textbooks, computers, smart phones/tablets (if available)

Table 2: Learning plan based on topic, questions, objectives, skills and materials

The following seven stages describe what a flipped lesson on English grammar past tenses might look like.

Stage 1: Introduction/discovery/inquiry

Place: in class. The day before students go home to watch the video on the grammar content the teacher wants students to learn and practise next day in class. In this case, it is a video tutorial about the use of the past tenses in English .

Time: 10'-15'. This stage could also take longer, but it really depends on the teacher.

Activity: students do some sort of exploratory activity before they watch the video. This provides some sort of context for the lesson and makes students more interested in the lesson recorded on the video. This is the model called Explore-Flip-Apply (Musallan, 2011). In the case of the use of past tenses, the teacher asks the students to recognize past tenses in a particular narrative text, draw a timeline and explain why they think that particular past tense is used in each case.

Stage 2: Delivery of lesson (via video or any other useful resource)

Place: outside the class

Time: 1-1.5 minutes. The videos should be no longer than 1-1.5 minutes long per grade level. 'It is about what happens in the classroom because of the videos NOT the videos' (Bergmann, 2015). For this class, the activity takes longer because the teacher uses a video in which she has embedded some questions about the use of past tenses and students are asked to complete them as they watch it. All the students' answers are recorded and these can be used by the teacher in the next stages, 3 and 4. In the case of the English class, the teacher also has to take into account that the language used in the video should be adequate for the students' level of English. It is important to remember that English is learnt as a second language in this class, and it is not the students' mother tongue.

Activity: students watch a video tutorial on the use of past tenses in English. The teacher has previously uploaded the video in a repository (Moodle, Blackboard, Blogger, Edmodo) so that students can have easy access to it. In the case of the lesson about the use of past tenses, the teacher decided to give students access to all the activities by using DocentEdu. This means that the teacher can share all the students' answers to all activities which she designed for this class.

The lesson can be delivered by video, which is either created by the teacher, using tools like Screencast, Mybrainshark, JING, Present.me, Snagit, or Camtasia or it can be an online video pre-recorded and created by other teachers. Teachers should try to create their own videos so as to give the lesson the teacher's personal touch (Kirch, 2014). If teachers find recording the whole video themselves a difficult or very time-consuming task, at least, they should adapt the pre-recorded video they found online with an introduction and a close. This is called 'picture in picture (P.I.P)' (Kirch, 2014). It is also important to say that the video is not the only way to provide students with instruction, as there are other online resources like websites or applets. Videos are very good resources to flip classes and deliver content although the content can also be delivered in a more traditional way by using a textbook.

Whatever resource the teacher decides to use to deliver the content, it should contain a basic content introduction. This will give students a basic understanding of the topic, in this case the use of the past tenses in English. Thus, when students go to class, they can go deeper into the use of past tenses with their teacher. If the teacher finally decides to use a video, it is important to show students to be F.I.T. This means that students should have a **F**ocused serious attitude, they should be **I**nvolved in the process and **T**ake away any distractions (Kirch, 2014). Therefore, the teacher recommends students to check T.E.C.H. In other words, to have other **T**abs in the device closed, other **E**lectronic devices should be put away, **C**ell phones should also be kept away and **H**eadphones should be on.

In the video, it is also a good idea to include multimedia (images, external videos). Some editing features or call outs should also be used to draw students' attention to the information the teacher thinks is relevant to the topic and to engage them even more. Camtasia is a good tool for this purpose. There are other programmes like Edpuzzle or VideoNote, which let the teacher embed questions in the videos that the students pre-watch. These programmes prompt students to pause the video at key points by asking them some relevant questions that they can answer as they are watching it. Students' answers to these questions are also recorded, which means the teacher can check if students can understand the content or not, prior to the class. The purpose of using videos

is to free up class time from lower thinking, teacher centred activities and to focus on student centred, active and high order activities in class (Bloom, & Krathwohl, 1984).

Stage 3: Students' reflection and accountability

Place: outside the class

Time: 15'-20'

Activity: W.S.Q.: **W**atch, **S**ummarize, and **Q**uestion (Kirch, 2014).

The W.S.Q. strategy was developed and used by Kirch to flip her classes (Kirch, 2014). Since then, it has been adopted by a number of teachers experimenting with the flipped classroom model. This activity basically asks students to not only watch the video but to write a summary of what they have learnt. These summaries can be incorporated afterwards in an individual class learning dossier for future review and assessment. Additionally, students are asked to prepare some questions that may arise about the content of the video and bring them to class to share them with their classmates and the teacher in class.

The use of this strategy is very useful for different reasons. The first one is that it gives the teachers feedback from their students. Secondly, it helps teachers check that students have actually watched the video. A third reason is that it prepares and facilitates discussion among students and teachers during class time. Finally, it not only gives students time to reflect, summarize and think of other questions before coming to class, but it can also show the teacher some misconceptions students may have about the content to be learnt. Those misconceptions can be now solved in class with the teacher's help. By doing so, class time becomes more engaging, enjoyable and effective. (Harris, 2012)

To make students accountable, the teacher can use Google forms, DocentEDU, VLookup or ImportRange. Teachers can also embed questions in the videos to check students' understanding about the content in the video students have to pre-watch. There are also a number of programmes and apps for this purpose, including VideoNote and Edpuzzle, to name but two. More traditionally, teachers can make students accountable by simply asking them to handwrite tasks and hand them in to the teacher.

Stage 4: Class group and discussion

Place: in class

Time: 15'-20'

Activity: Discussion

Students shuffle in small groups and exchange information (peer instruction) based on their notes and the summary of the video lesson they watched on the use of past tenses in English. Students work in small groups to solve possible problems or doubts by interacting with each other (Miller, 2015). The teacher circulates around the class the whole time listening to the students' discussions with each group for some minutes. The teacher takes notes of the problems, corrects students' mistakes and decides if more instruction or help is needed. The teacher is in the class to help those students who get stuck and guides those who are heading in the wrong direction. This also gives students and teachers the opportunity to go deeper into the content, and more advanced students can benefit from this deeper discussion. In an English class, this activity could be based

on special uses of past tenses or more advanced past tense structures and phrases used to talk about the past in English. This is also the time and the opportunity for the teacher to design useful and engaging activities for discussions.

Stage 5: Practice and Apply information

Place: in class

Time: 20'-25'

Activity: practice and apply what students have learnt from the video, the previous class or group discussion.

This is done in small groups with the teacher. Students apply their knowledge of past tenses on a project-based activity or simulation designed by the teacher. This gives students the chance to see real world and practical applications of past tenses. At this stage of the flipping, students, with the teacher's help, can also correct quizzes or clarify the answers to the questions about the use of past tenses previously embedded by the teacher in the video.

Stage 6: Review and assessment

Place: in class

Time: 10'-15'

Activity: students complete assessments/assignments/quizzes based on the use of past tenses.

To review and assess the students' progress, the teacher uses a number of different methods. The teacher uses in-class activities where the students work in pairs or small groups to solve possible problems or doubts. Individual or group online quizzes can also be used before the beginning of a new unit to ascertain the students' prior knowledge of the past tenses in English. These quizzes, can also be helpful midway through a unit or also at the end of a unit to assess progress. Both, the reviewing and assessment, can be done online with students' response systems such as Socrative, which students can easily pre-download on their smart phones. These response systems empower teachers by engaging students in their classrooms with a series of educational exercises and games. In groups, students can also be required to submit a sample of their work for grading. Mid-term or final exams and tests are also important for the students' assessment and final grade.

Another tool the teacher can use to review and assess students is DocentEDU. With DocentEDU teachers cannot only create lessons online on any website, but they can also turn text into private whole class discussions that are focused on specific topics, in this case the use of past tenses. Teachers can also add comments, provide answers, and add sticky notes. Using DocentEDU, students can check their learning by taking online quizzes, different question types and self-grading. It also assesses their performance by providing results.

Some other evaluation methods include blog posts or peer evaluation of blog posts, papers, projects and oral presentations where students go deeper into the material the teacher wants students to learn. By doing this, students can use their knowledge to create something new. The teacher also sees the students' progress by asking them to submit e-portfolios or personal learning dossiers which include students' reflections on their learning. The online platform Mydocumenta is an excellent resource to present this type of review and assessment activities.

As regards the students' results after the evaluation, the direct participant observation table filled in by the teacher shows that in a flipped English (ESL) class environment, students make more progress in reading, writing, listening, speaking and grammar skills. There are therefore many different instruments that the teachers who flip their classes can use to review and assess their students' progress in learning English as a second language.

Stage 7: Connection to the next concept

Place: in class

Time: 5'-10'

Activity: The teacher wraps up the lesson and links it to the next lesson.

Ideally, the teacher connects the content of this lesson on past tenses to the following one. In the case of our English lesson on the use of past tenses, the teacher introduces the use of time connectors in a narrative, since in the next lesson, the teacher will ask students to write a narrative essay. It is important that students know how what they are learning is connected to what is coming next.

By using the flipping model with this grammar lesson, English teachers achieve different objectives. Firstly, the class is no more teacher-centred. In other words, students become responsible for their own learning. Secondly, students are encouraged to be active learners, engaged in their learning by working with their peers on collaborative assignments and task-based projects and at the same time they can also receive help from the teacher when needed. Last but not least, class time is now devoted to higher thinking activities, such as applying, analyzing, evaluating and creating rather than to lower thinking activities like understanding and remembering, which can be done outside the class and have much more to do with a traditional approach to learning. (Figure 1).

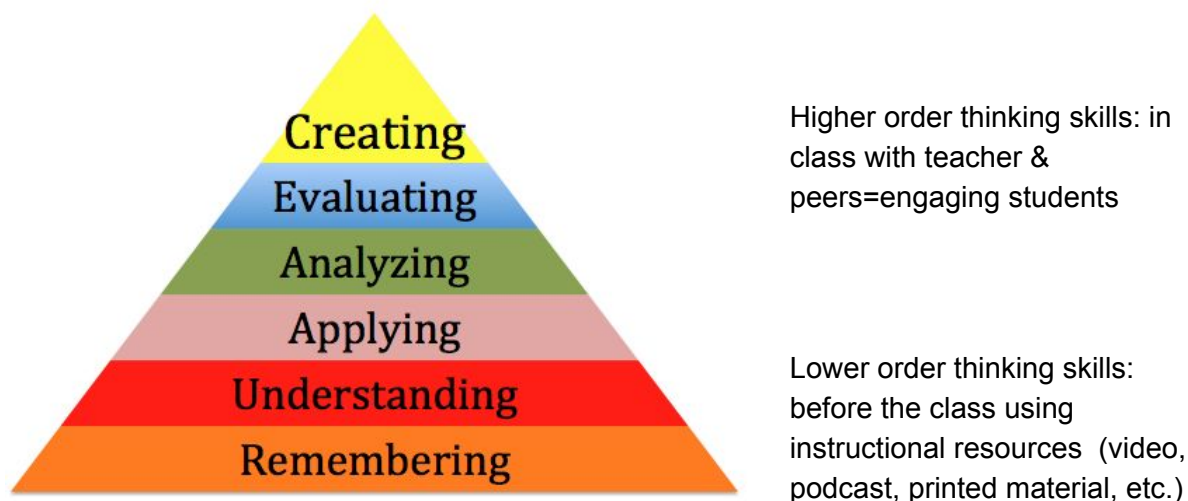


Figure 1: Bloom's taxonomy (Bloom, & Krathwohl, 1984).

We can conclude this section on the first objective of this research, namely to describe a flipped English class, by saying that the teacher’s direct observation table reveals that by using the flipped classroom approach, students find class time more dynamic and active. They become more involved in discussion and group work activities, and therefore participate more and become more engaged in the learning process. As Harris (2012) suggests, students can concentrate more on the “fun side” of the learning process.

The second objective of the present research was to identify the advantages and disadvantages of using a flipped classroom model in an English (ESL) class. The results of this aspect of the research are based on both the students’ online questionnaires and the teacher’s responses to the direct participant observation table. Most of the variables used in both research instruments are taken from Driscoll (2012). Section A includes the results obtained from the students’ answers to the questionnaire. Section B shows the findings from the teacher’s direct participant observation table.

Section A: Students’ answers to the online questionnaire

The different variables used in the students’ survey can be grouped in order to make meaningful comparisons:

1. students’ interaction with the teacher and other classmates;
2. students’ access to content and freedom of choice in task selection;
3. students’ perception of the learning experience;
4. students’ participation in a flipped English class;
5. the student/teacher relationship.

With respect to the first category, Table 3 shows that students either generally or totally agree that by using a flipped classroom approach in the English class (ESL), the interaction with both the teacher and other classmates is significantly high. It would appear that the flipped model promotes teacher-student interaction (Bergmann & Sams, 2014)

	Totally agree	Generally agree
interaction with teacher	52%	48%
interaction with other classmates	44%	52%

Table 3 Student’s interaction with the teacher and other classmates

In terms of content and tasks, the percentages of students that totally and generally agree on having better access to the course materials and content is exactly the same: 44%. The percentages vary notably as to their choice regarding what learning tasks they are engaged in. 56% of students generally agree and only 28% totally agree on having a choice when selecting their tasks. This would seem to indicate that students would probably appreciate more choice in the selection of learning tasks they want to be engaged in.

As far as their learning experience is concerned, 64% of students totally agree and 32% generally agree that learning using the flipped classroom model is more active, and is also more based on

experience and more practical than traditional learning, according to Harris’s point of view (Harris, 2012). Furthermore, 40% of students are in total agreement and 36% in general agreement with the proposition that the flipped classroom model allows them to learn at their own pace. This seems to indicate that the flipped classroom model creates a positive attitude towards students’ learning of English.

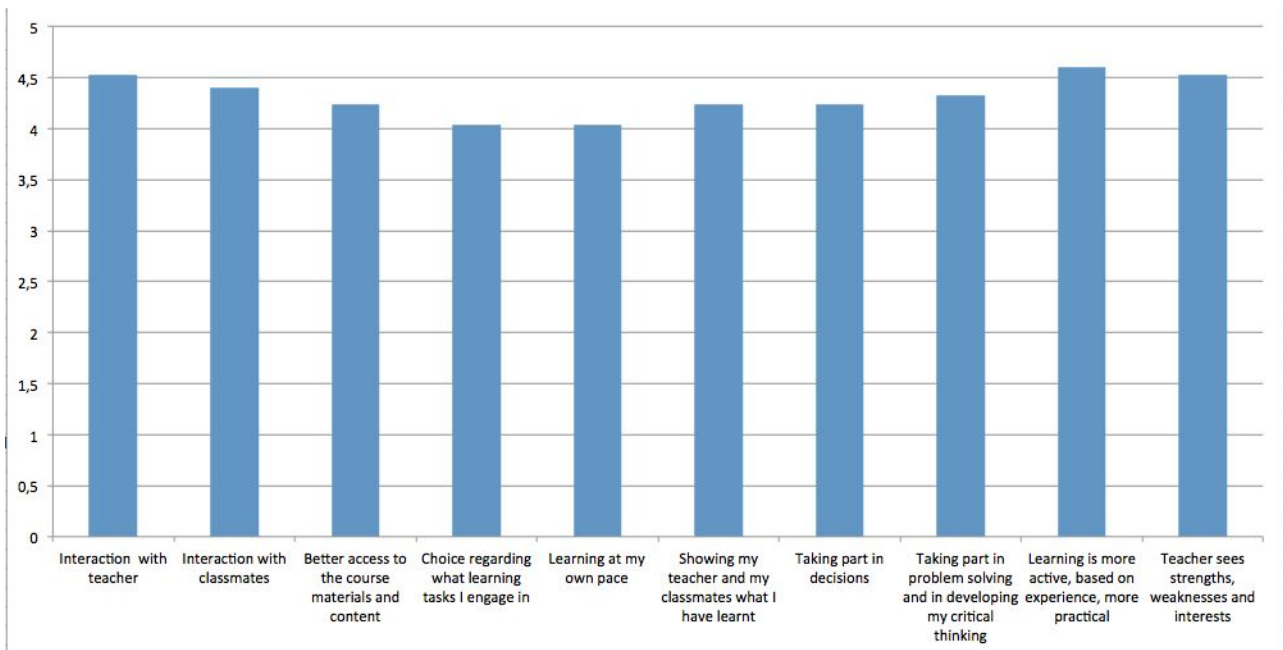
When analyzing participation, students also show a high degree of participation in class when their teacher uses a flipped classroom model. 52% of students generally agree that they are able to take greater part in decisions, and 36% totally agree with the same idea. Table 4 shows that 48% totally agree and 40% generally agree with the idea that they take more part in problem-solving activities and also in developing their critical thinking. Once again, the flipped learning model proves to be successful in achieving students’ participation in class (Miller, 2015)

	generally agree	totally agree
taking part in decisions	52%	36%
taking part in problem solving and in developing my critical thinking	40%	48%

Table 4 Students’ participation in a flipped English class.

On the subject of the student/teacher relationship, the research conducted shows that when the teacher flips the English class, 88% of students think that she is much more able to see her students’ strengths, weaknesses and interests and, interestingly, the exact same percentage of students consider that they are more capable of showing their teacher and classmates what they have learnt. Therefore, the flipped classroom model bonds students and teachers together in a much closer relationship.

Graph 1 summarizes the students’ results on the online questionnaire. It shows how from the values 0 to 5, the variables fluctuate between 4 and 5, which indicates the relevance and benefits of flipping the English class.



Graph 1 Analysis of students' responses to the online questionnaire.

From the results, we can also observe a number of interesting and significant correlations among the different variables. This also indicates the advantages of using the flipped classroom model in an English classroom for higher education students (Table 5).

Correlations

		interaction with teacher	better access to the course materials and content	choice regarding what learning tasks I engage in	learning at my own pace	showing my teacher and my classmates what I have learnt	taking part in decisions	learning is more active, based on experience, more practical
Rho de Spearman	better access to the course materials and content	,439						
	choice regarding what learning tasks I engage in	,434	,534					
	learning at my own pace			,492				
	showing my teacher and my classmates what I have learnt	,439	,556	,477	,634			
	taking part in decisions		,512	,428		,626		
	taking part in problem solving and in developing my critical thinking	,495				,514	,478	
	learning is more active, based on experience, more practical				,414	,534	,404	
	teacher sees strengths, weaknesses, interests ^{a,b}		,550			,524	,515	,499

a. * significant correlation at level 0.05 (bilateral)

b. ** significant correlation at level 0.01 (bilateral)

Table 5 Significant correlations among variables

The significance level, or p, represents the risk of being wrong in claiming statistical significance. A p value of 0.05 represents a 5% risk (or 1 in 20 chance) of being wrong that a certain variable is statistically significant. A p value of 0.01 represents a 1% risk (or 1 in 100 chance) of being wrong in claiming that a particular variable is statistically very significant.

There are a number of correlations between the different variables used in the students' online questionnaire. These are significant correlations because they help to interpret the benefits of a flipped learning approach in an English class. They can be divided into four groups.

The first group are the correlations found with the variable 'interaction with the teacher'. It seems that the more interaction students have with the teacher, the more they take part in problem solving activities and the more they develop their critical thinking. This correlation expressed in numbers is high: 0.495 ($p < 0.05$). This variable has also a high correspondence with having better access to course material (0.439, $p < 0.05$), the choice regarding what learning tasks students engage in (0.434, $p < 0.05$) and showing their teacher and classmates what they have learnt (0.439, $p < 0.05$).

The second group are the correlations detected with the variable having 'better access to the course materials'. When students have better access to the course materials the teacher is able to see their strengths and weaknesses more clearly. This correlation expressed in numbers is one of the highest: 0.550 ($p < 0.01$). It is also significantly high with other variables, such as the 'choice regarding what learning tasks I engage in' (0.534, $p < 0.01$), 'showing my teacher and classmates what I have learnt' (0.556) and 'taking part in decisions' (0.512, $p < 0.01$).

In a third group, we have the correlations presented with the variable 'learning at my own pace'. This variable correlates very highly with 'showing my teacher and classmates what I have learnt' (0.634, $p < 0.01$).

And finally in a fourth group, the correlation discovered between 'showing my teacher what I learnt' and 'taking part in decisions' (0.626, $p < 0.01$).

All these correlations show the important benefits of using the flipped learning model when teaching English as a second language in higher education.

The questionnaire for students also reflects learners' comments on their experience of having been involved in a flipped learning approach. English language students consider that this model of learning English is more useful than a traditional model for different reasons. First, if their English teacher flips the class, students are more likely to develop their oral skills, which they consider extremely important when learning a language and becoming fluent in it. Second, students do not only believe that with this learning model they become the protagonists of their learning, but they also think that the teacher can focus more on their doubts so they can acquire concepts much more easily. Thirdly, students point out that, in this type of class, they are less shy and therefore participate and develop their critical thinking more than in a traditional class. All in all, students show a very positive attitude towards the flipped classroom model. Students feel that teachers can get to know them better since they can listen to them and give them answers to their individual questions.

Section B: Teacher's direct participant observation table responses

The teacher's direct participant observation table responses imply that there are also a number of benefits as to the use of the flipped classroom learning model in an English class (ESL). To start with, the teacher gives a positive answer to the following items regarding the students' behaviour in a flipped classroom environment.

The teacher describes the students' behaviour in a flipped classroom environment as:

1. active participants in the classroom;
2. motivated about learning English as a second language;
3. independent thinkers;
4. problem solvers;
5. discussing and sharing ideas with the teacher and with other students in the classroom;
6. connecting and summarizing concepts by analysing, predicting, justifying and defending ideas;
7. engaged in the classroom activities;
8. self-learners;
9. enjoying working in teams.

The teacher's answers indicate, therefore, that students are active, motivated, engaged and highly participative.

Second, as regards the teacher's role in a flipped model classroom, according to the direct participant observation table answers, the teacher becomes a(n):

1. instructional designer, who designs plan and organizes the class;
2. mentor or trainer, who gives individual instruction to enable skilled development;
3. collaborator, who shares and learns with students as equals;
4. team coordinator, who opens up opportunities for collaborative and social learning activities;
5. advisor or facilitator, who gives assistance, advice, suggestions or poses questions to enable students to find the information they need.

The observation table shows that by flipping their classes, the English teacher (ESL) does not only takes into account all the resources available to meet the variety of her students' needs but she also monitors and assesses her students' performance to improve their learning. What is more, she engages students and other teachers in collaborative project-based learning to work together in real-world learning projects. This contrasts with the negative answers given by the observant teacher to the items that indicate that the teacher's role is just that of a class leader, lecturer, director or a mere information provider. In other words, the answers given show how the English class becomes student and not teacher centred.

Thirdly, the results also show that the teacher finds a number of other advantages in flipping her English classes. She considers that her students always have multiple opportunities to share their learning, either with their classmates or with the teacher herself. Her students feel 75% identified with the whole group and 100% respected and valued by their teacher. The flipped classroom model allows English teachers to inquire about their students' needs and, according to the teacher's observation table, 75% of the time, teachers can also check for individual understanding and adjust the instruction accordingly. Apart from this, students sometimes have choices and options for projects and assignments. Lastly, the teacher agrees with the fact that her flipped English classes encourage critical thinking and problem solving and students can make decisions about resources and use of time.

CONCLUSIONS

From the results of this research, it can be concluded that the use of the flipped learning model in teaching English as a second language (ESL) has a number of benefits. The description of the flipped learning model shows that it can accomplish major changes in the way ESL has been taught up to now. This conclusion will highlight the following aspects: first that the use of this model implies a positive change in both the teachers' and students' role in the English class. Second, the flipped learning model clearly emphasizes the use of higher order thinking activities, which are critical in the process of learning.

First of all, there is a positive change in the teacher's role in the class since the class is no more teacher-centred but student-centred. In other words, teachers become less noticeable in the class, they are no longer up at the front of the class. They are 'elbow deep in learning' with their students, acknowledging that everyone can be a teacher and a learner at the same time (Couros, 2013). However, the flipped classroom does not mean that the teacher is not necessary any more. This is a misconception. The flipped classroom makes the teacher's role still more relevant, since teachers are in the class interacting with students when they are most needed to help and guide students in their learning process. This change in the teacher's role also means that students take more responsibility for their learning and have a choice as to how and where they want to learn, which is very clearly a step forward in the education system.

Secondly, this model implies a change in the students' role as well. In the traditional model, students are passive learners, while in the flipped classroom model, students take an active role in their learning. They become active, first, because they have a voice. Second, because they can collaborate and interact with their peers and teachers, and share knowledge. Thirdly, because they have opportunities for innovation. But above all, the flipped classroom model gives students the chance to think critically since they are challenged to find solutions to problems. An old saying goes 'whoever is doing the thinking is doing the learning' (Couros, 2013). All in all, with this model, students become engaged in their learning. Students, and not teachers, are doing the T.W.I.R.L.S., the Thinking, the Writing, the Interacting, the Reading, the Listening and the Speaking (Kirch, 2014), which are essential skills for any learning process, but especially significant and beneficial for the learning of a second language.

Last but not least, the description of the model applied to an English class shows how students apply, analyze, evaluate and create knowledge and practice in the use of the English as a second language. These actions are all higher order thinking activities that promote inquiry, discovery and project-based learning and make learning interesting and fun. In contrast to remembering and understanding, which are lower order thinking activities. Thanks to new technologies and the use of the flipped classroom model, these can now be done at home without the teacher's presence, which is a further advantage of the flipped classroom model.

All these reasons give us important arguments to consider that flipping an English class, where English is taught as a second language, is largely beneficial. However, we should also be aware that, first, this model is not easy to apply in the sense that it is time consuming, particularly at the beginning of its implementation in the classroom. It requires planning, preparation and, of course, some technical expertise. Second, the flipped classroom model is not a magic tool that will save education. Nonetheless, this research shows that the flipped classroom is certainly a tool which,

used efficiently and for the right reasons, can make our students learn better, feel more motivated and engaged in the process of learning. Flipped learning is not all about the use of technology in the classroom but about how to make the best use of the valuable face-to-face class time with students so that they can go deeper into their learning, which is every teacher's dream.

In terms of further research, the scope of my study focused on 25 university students on a teacher training degree programme preparing for the B2.1 level of English as a second language. There was only one lecturer observing and analyzing the model. This has strengths and weaknesses. By taking this sample, we were able to observe the flipped classroom and its use very much in detail and from our own experience. However, the sample could be bigger to include university students from all the degrees offered by the university, namely Psychology, Sports Science and Speech Therapy. Furthermore, other university lecturers in English as a second language might find this model useful. Also, examining how the flipped classroom model can be applied in teaching English at different levels of competence in the language can be an additional research line.

In future research, it would be also interesting to investigate the application of the flipped learning model by university lecturers of other degree subjects. The problem is, of course, the more you stand back to see the larger picture, the more you lose sight of the detail. Another alternative line of research might be to try and find out the benefits that the flipped learning approach might have on each individual language skill: reading, writing, speaking and listening since it might also be interesting to see if these language skills benefit equally or differently from the use of this model and, if so, in which ways.

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ANNEXES

1. Field diary: Description of a flipped lesson on English verb tenses using

<https://docentedu.com>

https://docs.google.com/document/u/1/d/1csa8Txw1IJFvu4L2Yw0GUK9P4lr9KQn_NaJlrDAVBXI/pub#docentedu

2. Questionnaire for students (online)
3. Teacher's direct participant observation table (online)
4. Correlation and command tables

Annex 1

A flipped English grammar lesson for higher education students

Level: B1.2- B2.1

Topic	grammar: past tenses
Essential questions	a. what are the main past tenses in English? b. can you use them correctly in context?
Objective	review form, meaning and use of narrative tenses
Key skills	speaking, reading, writing, listening
Materials	worksheets, board, notebooks and pens, textbooks, computers, smartphones/tablets (if available)

Learning plan based on topic, questions, objectives, skills and materials (Ruiz, H. ; 2015)

(stage 1: Introduction/Discovery/Inquiry - in class - on the day before the lesson - 10'-15')

Activity 1: A biography: Read the following text in pairs or groups and draw a timeline for the events in the story

Michael Schumacher was born on January 3rd, 1969, in Hürth Hermülheim, Germany. He is a former Formula One driver, and a seven-time world champion. Many people say that in his heyday he was the greatest ever. He was the first German to win the Formula One World championship. In a 2006 survey, Michael Schumacher was voted the most popular driver among Formula One fans.

After winning two championships with Benetton, Schumacher moved to the Ferrari team in 1996, which had not won a drivers' championship since 1979. While he was driving for Ferrari, during a period from 2000 to 2004 Schumacher won five consecutive driver's titles with the team.

In August 1995, he married Corinna Betsch. They have two children, Gina-Maria who was born in 1997 and Mick, born in 1999. The family currently lives in Gland, Switzerland near Lake Geneva.

In 2010 Schumacher returned to the sport of Formula One with his new team, Mercedes but during that year did not regain the form that had seen him dominate the sport. Throughout the season driving for the German team, he has not made any impact on the higher reaches of the drivers' table.

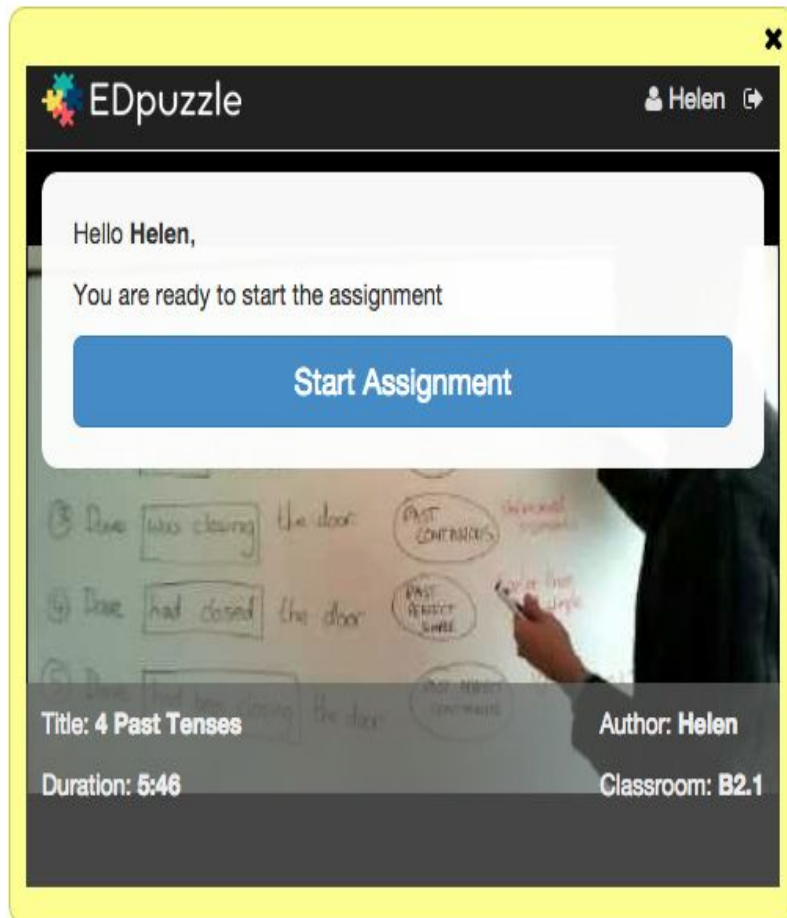
In 2005 Eurobusiness magazine said Schumacher was the world's first billionaire sportsman. He donated \$10 million for aid after the 2004 Indian Ocean tsunami. His donation was bigger than that of any other sports person, most sports leagues, many worldwide corporations and even some countries.

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(stage 2: Delivery of the lesson - outside the class - 10')

Video lesson on past tenses (Edpuzzle:class code = eLRNVj)

Activity 2: . Watch the following video and answer the questions in it



The image shows a screenshot of an Edpuzzle video player. The player has a yellow border and a dark header with the Edpuzzle logo and the user's name 'Helen'. A white notification box is overlaid on the video, containing the text 'Hello Helen, You are ready to start the assignment' and a blue 'Start Assignment' button. The video content shows a whiteboard with handwritten notes on past tenses. The notes include:

- ③ Done was closing the door
- ④ Done had closed the door
- ⑤ Done had been closing the door

On the right side of the whiteboard, there are two circles containing the text 'PAST COMPOUND' and 'PAST PERFECT SIMPLE'. A hand is visible writing on the whiteboard.

Title: 4 Past Tenses **Author: Helen**
Duration: 5:46 **Classroom: B2.1**

[stage 3: Students' reflection: WSQ - outside the class - 15'-20']

Activity 3. Summarize the video and write some questions or doubts about its content: the use of past tenses

Video Summary:



Write here your questions/doubts about the content of the video:



[stage 4: Class group and discussion - in class - 15'-20']

Activity 4:

a. In pairs or groups, solve the questions in the video. Then, compare your summaries

Write here the answers for the video:



Your summaries have the following points in common:



Your summaries have the following different points:

Share and discuss the common and different points in your summaries about the video Edit Post

Helena Ruiz Laiseca June 20 at 2:34pm

ppppppp

Response...

b. In groups/pairs can you find any examples of passive past tenses?

? Are there any examples of passive tense tenses in the biography about Shumacher that you read? If so, which ones? Edit

Answer...

Saved

c. In groups/pairs can you think of examples using different ways of expressing past habits with "would" and "used to" ?

Examples with "would": ✕

Examples with "used to"

Discuss your examples with the group Edit Post

Helena Ruiz Laiseca June 20 at 2:34pm

ooo

Response...

(stage 5: Practice and Apply - in class - 20'-25')

Activity: **Alibi**: solve the crime (game)

Create a crime you are going to investigate with the rest of your classmates. You should form two groups -- *suspects* and *detectives*. The suspects, individually, have to create a story of where they were and what they were doing at the time of the crime and also give information about what had happened before the crime. They are, then, questioned by one of the detective students. Set up a third group as a jury and have as a class vote as to who is guilty and why you don't believe the alibi.

? Edit Question Points: 5

What's the crime?

Delete Save

? Edit Question Points: 5

Who is guilty?

Delete Save

? Edit Question Points: 5

Why don't you believe the alibi?

Delete Save

(stage 6: review and assessment - in class - 10'-15')

Activity: Take the following online test on past tenses (you can use your smartphone, tablet or computer)

Online quiz: Socrative (<https://b.socrative.com/teacher/#five-results>)

Join room: 501036

<https://b.socrative.com/login/student/>

(Stage 7: Connection to next topic - in class - 5'-10')

The uses of time connectors in a narrative

Activity: : Try to find something that your partner did (yesterday, last week/year/month...) before/after/at the same time as you. Then, write it down as if you were telling story with flashbacks, sudden occurrences, interruptions..

Before:

At the same time:

After:



Flipped classroom: English (L2) students' questionnaire

This questionnaire is designed for English as a second language students to find out about the use of a *flipped classroom learning approach in an English language (L2) classroom and its possible benefits and drawbacks.

We would like to know your opinion so as to be able to improve the teaching of English as second language in a university context.

You should answer according to your experience in this subject/course compared to other subjects/courses that use a more traditional learning approach.

* FLIPPED CLASSROOM LEARNING: 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.

* Required

Where are you learning English as a second language? *

What is your gender? *

- Male
- Female

How old are you? *

- 18-20 years old
- 21 or more years old

What is your level of English? *

- A1 (beginner)
- A2 (elementary)
- B1 (intermediate)
- B2 (upper-intermediate)
- C1 (advanced)
- C2 (proficiency)
- I do not know

In a flipped classroom environment, I have more frequent and positive interaction with the teacher during the class *

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

In a flipped classroom environment, I have more frequent and positive interaction with my classmates the during class *

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

In a flipped classroom environment, I have better access to the course materials and content *

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

In a flipped classroom environment, I am more likely to have the choice regarding what learning tasks I engage in *

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

In a flipped classroom environment, I have the possibility of learning at my own pace *

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

In a flipped classroom environment, I have more possibilities of showing my teacher and my classmates what I have learnt *

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

In a flipped classroom environment, I have more possibilities of taking part in decisions when I work in teams

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

In a flipped class environment, I have more possibilities of taking part in problem solving and in developing my critical thinking *

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

In a flipped classrooom environment, I think that the learning is more active, more based on experience e.i. more practical *

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

In a flipped classroom environment, I think the teacher is more likely to see my strengths, weaknesses and interests *

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

Write here any comments that you think could be useful to describe your experience about this learning approach and which have not already been reflected in the above questions *

Submit

Never submit passwords through Google Forms.

100%: You made it.

Annex 3



Flipped classroom: English (L2) teacher's direct participant observation table

This questionnaire is designed for English as a second language teachers to find out the use of the flipped classroom learning approach in an English language (L2) classroom and its possible benefits and drawbacks.

We would like to know your opinion so as to be able to improve the teaching of English as a second language in a university context.

* Required

Where do you teach English as a second language? *

As regards students' gender, I teach *

- Only females
- Mostly females with a few males
- A more or less equal number of females and males
- Mostly males with a few females
- Only males
- Other

How old are my students? *

- 18-20 years old
- 21 or more years old

What level/s do I teach? *

- A1 (beginner)
- A2 (elementary)
- B1 (intermediate)
- B2 (upper-intermediate)
- C1 (advanced)
- C2 (proficiency)

When I flip my class, what percentage of the class time do I flip? *

I _____ flip my class *

- always
- often
- sometimes
- rarely
- never

Which of the following describe my students' behavior in a flipped learning environment? *

	yes	no
Active participant in the classroom	<input type="radio"/>	<input type="radio"/>
Motivated about learning English as a second language	<input type="radio"/>	<input type="radio"/>
Independent thinker	<input type="radio"/>	<input type="radio"/>
Problem solver	<input type="radio"/>	<input type="radio"/>
Discusses and shares ideas with other students in the classroom	<input type="radio"/>	<input type="radio"/>
Discusses and shares ideas with the teacher	<input type="radio"/>	<input type="radio"/>
Connects and summarizes concepts by analyzing, predicting, justifying, and defending ideas	<input type="radio"/>	<input type="radio"/>
Engaged in the classroom activities	<input type="radio"/>	<input type="radio"/>
Self-learner	<input type="radio"/>	<input type="radio"/>
Likes working in teams	<input type="radio"/>	<input type="radio"/>

In a flipped learning environment, what is the teacher's role in the classroom? *

	yes	no
Just a class leader/lecturer/director	<input type="radio"/>	<input type="radio"/>
Just an information giver	<input type="radio"/>	<input type="radio"/>
An instructional designer: designs plans and organizes the classrooms	<input type="radio"/>	<input type="radio"/>
Takes into account all of the resources available to meet the variety of his/her students' needs	<input type="radio"/>	<input type="radio"/>
Trainer/Mentor: gives individual instruction to enable skilled development	<input type="radio"/>	<input type="radio"/>
Collaborator: shares and learns with the students as equals	<input type="radio"/>	<input type="radio"/>
Team coordinator: opens up opportunities for collaborative and social learning activities	<input type="radio"/>	<input type="radio"/>
Advisor/facilitator: gives assistance, advice, suggestions or poses questions to enable students to find the information they need	<input type="radio"/>	<input type="radio"/>
Monitoring and assessment specialist: mentors and monitors performance and attempts to assess and improve that performance.	<input type="radio"/>	<input type="radio"/>
Engages students in collaborative, project-based learning to work together on real-time, real-world like, language projects.	<input type="radio"/>	<input type="radio"/>
Engages other teachers in collaborative, project-based learning to work together on real-time, real-world like, language projects.	<input type="radio"/>	<input type="radio"/>

What resources do I use in my flipped classroom? *

- Internet
- Websites
- Word processor
- E-mail
- Chats
- Wikis
- You Tube
- Blogs
- Online tools: dictionaries, translators, encyclopedias
- Online books
- Online films/series/TV programmes/documentaries
- Online video tutorials
- Podcasts
- Other:

What other physical resources do I use in my flipped classroom? *

- Visual resources: word walls, charts, labels
- Classroom library: leveled books, nonleveled books
- Computers/tablets for each students
- Printer
- group work desk/s to work with peers or in different levels
- Overhead screen and projector
- Other:

What content do I choose to flip in my L2 English classroom (i.e. students do it at home)? *

	yes	no
lecture/presentation	<input type="radio"/>	<input type="radio"/>
homework (lecture/presentation connected activities)	<input type="radio"/>	<input type="radio"/>
practical written assignments	<input type="radio"/>	<input type="radio"/>
correction (pronunciation, grammar mistakes)	<input type="radio"/>	<input type="radio"/>
communicative activities	<input type="radio"/>	<input type="radio"/>
testing	<input type="radio"/>	<input type="radio"/>

How much content do I flip in my English class? *

1 2 3 4

100% 0%

How do I design the content to be flipped? *

- I prepare all the material on my own
- I prepare material in a team with other English teachers
- I prepare only some material and also use some other online resources prepared by other teachers (videos, online exercises.)
- I simply use some other teachers' material that I find online without adapting it at all
- I use and adapt some other teachers' material that I find online
- Other:

What language skills do I flip? *

- reading
- writing
- listening
- speaking
- Other:

In a flipped learning environment, what do I ask my students to do at home before coming to class? *

In a flipped learning environment, what do I ask my students to do during the class? *

In a flipped learning environment, what do I ask my students to do at home after coming to class? *

How do I evaluate my students' progress in a flipped learning approach? *

- in-class activities: students work in pairs or small groups to solve problems. Teachers are in the classroom as students work, helping those who get stuck and guiding those who are headed in the wrong direction.
- in-class individual quizzes: before beginning a new unit or assessing progress midway through a unit
- Online assessment: students solve problems or answer questions along the way
- Class Deliverables: students, usually in groups, are required to submit a product of their work for a grade
- Exams: this includes mid-term exams, final exams, and tests at the end of course units
- Portfolios: submitting a portfolio at the end of a course. The teacher can see the students' progress. It should also include reflections on their learning
- Papers, projects, and presentations: students go deeper with the material so they can use their knowledge to create something new from it
- Other:

"My students make more progress learning English in a flipped learning environment", do you agree? Why? *

In a flipped learning environment, my students make more progress in the following skills: *

- reading skills
- writing skills
- speaking skills
- listening skills
- Other:

My students have multiple opportunities to share with fellow classmates or/and a variety of classmates *

- yes, always
- no, never
- sometimes
- Other:

My students have multiple opportunities to share with their teacher *

- yes, always
- no, never
- sometimes
- Other:

In what ways do my students feel respected, valued and part of the whole group? *

- 100% identified with the whole group
- 75% identified with the whole group
- 50% identified with the whole group
- 25% identified with the whole group
- 0% identified with the whole group

In what ways do my students feel respected, valued by their teacher? *

- 100% respected and valued by their teacher
- 75% respected and valued by their teacher
- 50% respected and valued by their teacher
- 25% respected and valued by their teacher
- 0% respected and valued by their teacher

How often do I inquire about the needs of my students? *

1 2 3 4

always never

How often do I check for individual understanding and adjust the instruction accordingly? *

1 2 3 4

always never

Do I encourage critical thinking and problem solving in my English language classes?

- yes
- no

Do my students ever make decisions about resources or use of time? *

- yes
- no

Do my students have choices and options for projects, assignments, and partners for group work? *

- yes, always
- no, never
- sometimes
- Other:

Submit

Never submit passwords through Google Forms.

100%: You made it.

Annex 4

COMMAND TABLE

Objectives	Dimensions/Variables	Categories	Subcategories	Items
1.1. Describe a flipped English class in higher education.	flipped classroom	<ul style="list-style-type: none"> • student profile • resources <ul style="list-style-type: none"> ◦ technological, academic, physical • content <ul style="list-style-type: none"> ◦ selection, amount • language skills <ul style="list-style-type: none"> ◦ reading, writing, listening, speaking • methodology • timing 		
2. Identify the benefits and drawbacks of incorporating a flipped classroom approach in a higher education class	benefits and drawbacks of incorporating a flipped classroom	<ul style="list-style-type: none"> • relationship: student-group • relationship: student-teacher • access to material • academic results/competence acquisition 		

CORRELATION TABLE

1.What do I want to research and why?	2.What are my objectives? What are the 3/4 aspects I am interested in about this topic?	3.Headings for the theoretical framework	4.What readings do I need for my topic? Bibliography	5.How will I do it? What steps will I follow?(instruments and samples) Tools (how to get my objectives)	6.How will I get the samples? (contacts) (how will you get the sample?)
<p>Flipped Classroom in teaching English as a Second Language (ESL) in higher education. Because after a number of years teaching English as a second language at university I see the need to help students learn English in a different and possibly more efficient way</p>	<p>1. Describe a flipped English class in higher education. 2. identify the benefits and drawbacks of incorporating a flipped classroom approach in a higher education class</p>	<p>XXI century education new methodologies in the XXI century new students' needs in the XXI century Flipped classroom in higher education benefits/drawbacks of flipped classroom</p>	<p>COCKRUM, TRO Flipping Your English Class to Reach All Learners Strategies and Lesson Plans Bergmann, J & Sams, Aaron (2011) Flip Your Classroom Reach Every Student in Every Class Every Day, is the first book on Flipped Learning (ISTE/ASCD) is the first book on Flipped Learning Bergmann, J & Sams, Aaron (2014).<i>Flipped</i></p>	<p>1- my university students: questionnaires/ worksheets 2- teacher (myself): observation grid or field diary 3-English L2 teacher: giving them questionnaires/ activities to do in their classes</p>	<p>- in my classes at university - English L2 teacher</p>

			<p>Learning: Gateway Student Engagement.</p> <p>Bretzmann, Jason (2013) <i>Flipping 2.0: Practical Strategies for Flipping Your Classroom</i>. New York: New York: Corwin Press.</p> <p>Fulton, K.P. (2014) <i>Time for Learning: Top 10 Reasons Why Flipping the Classroom can Change Education</i>. New York: New York: Corwin Press.</p> <p>ONLINE:http://flippedlearning.org flipped learning network: case studies, surveys, infographics, reviews.</p>		
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7. What results do I expect?

I expect students to find flipped classroom useful