

## **Future English**

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**Flipped classroom  
approach in  
developing learner's  
communicative  
language skills**

**Facilitators' Induction**



# Think about?

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- Have the tasks and techniques I use in class become rituals and ends in themselves?
- Do I need to shift preoccupation from running a successful task to optimising learning?

# Big picture

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- Regardless of the approach
    - Introduction to theory
    - Understanding of theory
    - Putting theory into practice



# Flipped Classrooms



**F**ocus on your

**L**earners by

**I**nvolving them in the

**P**rocess

# Why flipped classrooms

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- At the moment of planning.
  - it's tempting to aim our class at the middle of the group.
  - Susan Purcell suggests to not do this
  - frustrating for all, ones will get bored, the others lost

# What are we asking our students to do?

- Be in charge of their learning
- Take decisions and make choices
- To enable us to trust them

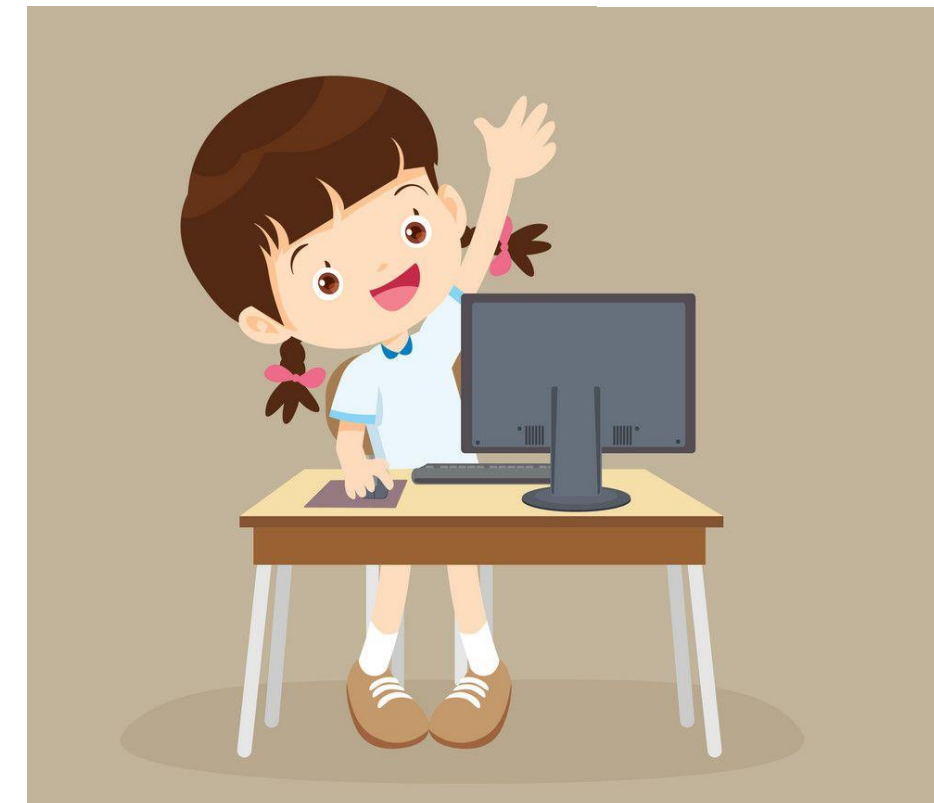
# What do we have to do?

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- a shift of attitude:
  - learners are capable of more than we typically ask of them
- a change of focus of teacher energy:
  - moving from preoccupation with the mechanics of activity, task and material towards making the learning itself visible;
- tweaks in technique:
  - well-tuned interventions and higher skill sets of classroom management.

# Flipped Classrooms

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- Create or find video of content
  - Students watch recording
  - Students complete a comprehension task
  - In class expand





# Communication

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- In class you can take advantage of the communicative part.
    - Speaking
    - Writing



# Pros

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- Students control speed and when
- Promotes student-centred learning and collaboration
- Lessons and content are more accessible (no more excuses)
- It can be more efficient

# Cons

- Create or exacerbate digital divide
- Relies on preparation and trust
- Significant work on the front end
- No naturally a test-pre for of learning
- Time in front of screens instead of ...



**Future English**

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**Thank you**

