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# Flipping the classroom to teach English for academic purposes



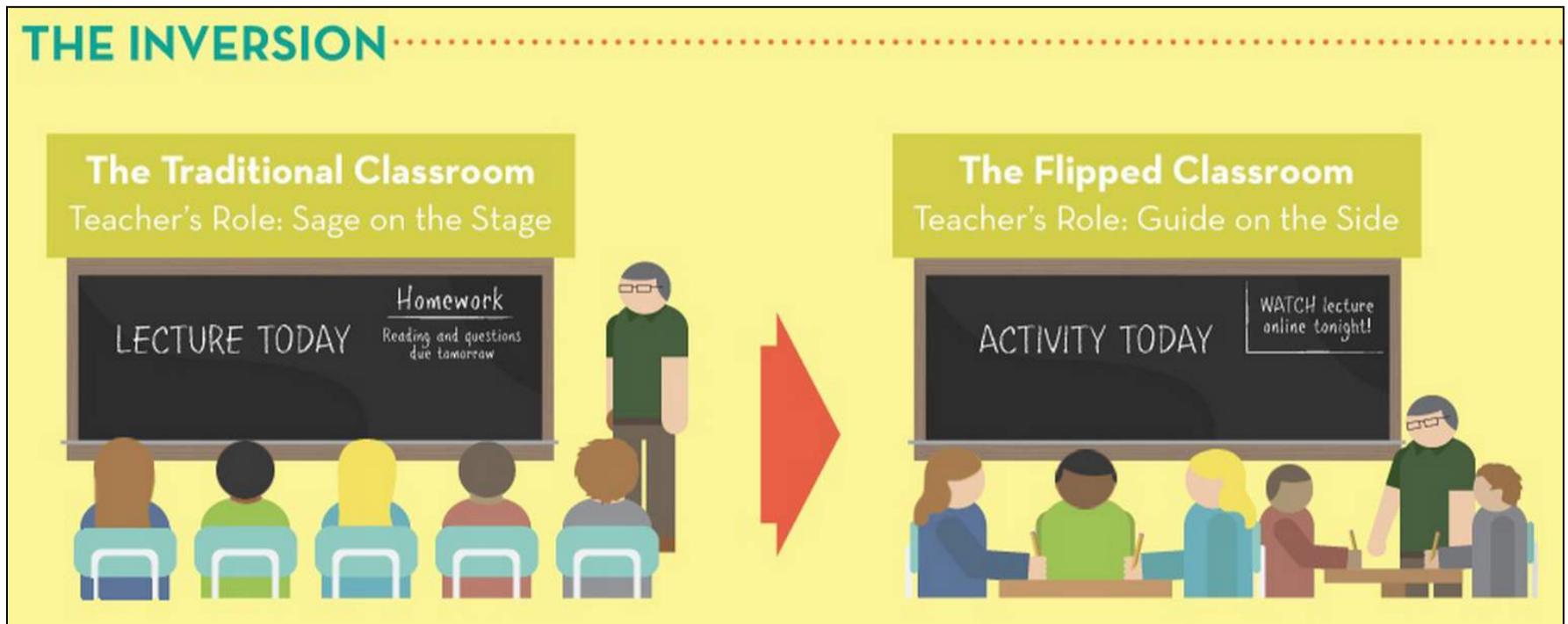
MATSOL  
Erik Voss & Ilka Kostka  
Northeastern University  
May 8, 2015

# Objectives

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1. Provide a brief overview of the flipped approach
2. Describe our approach, activities, and resources for flipping our EAP classes

# What is a flipped classroom?



Taken from: <http://www.knewton.com/flipped-classroom/>

## Common criticisms

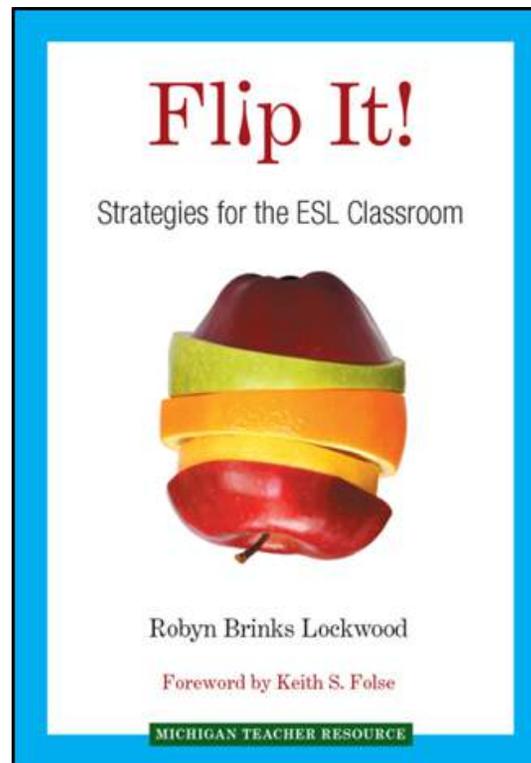
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- **“Not all *students* do the work at home.”**
  - Hold students accountable for doing their work
- **“It would take *teachers* forever to make videos!”**
  - Use ready-made materials.
- **“ESL *classes* aren’t formal lecture classes, so what is there to flip?”**
  - There’s more teacher-led activity than we think.
- **“My *curriculum* has been established. How could I flip an entire class?”**
  - Flip as much as you can!

# Flipping in English language learning

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- 2014 TESOL Convention: 7 sessions, 1 showcase
- 2015 TESOL Convention: 18 sessions, 1 showcase, 1 poster



# American Classroom Program

- Program objectives
  - To prepare students for academic success
- Student population
  - 151 undergraduates (Fall 2014)
  - Asia, South America, Middle East, Europe
- Courses offered:
  - Reading/writing
  - Listening/speaking
  - Content courses (e.g., philosophy, calculus, American history)
  - Service-learning



# Desired benefits in our courses

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1. Increase *engagement* (Bergmann, Overmyer, & Wilie, 2013; Brinks Lockwood, 2014; Willis, 2013)
2. Increase learners' *autonomy* (Bergmann, Overmyer, & Wilie, 2013; Han, 2015)
3. Provide opportunities for meaningful language *production* (Brinks Lockwood, 2014; Marshall, 2013)

# 1) Increase engagement

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- Activities:
  - a. Study group question development
  - b. Unpacking academic style

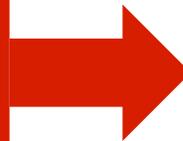
# Study group question development & participation

- Students will be able to:
  - improve participation in groups
  - assess note taking and listening skills
  - practice developing questions



Groups of 3-4; time: ca: 45 mins.

Students work together to develop questions about the content video (using different types of questions) (ca. 15 mins.)



Students take turns asking the questions about the content video. The other two students see who can answer the most questions correctly. (ca. 15-20 mins.)

# Unpacking academic style

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- Students will be able to:
  - Recognize informal language and style in an academic essay
  - Apply what they have learned to revise their work

# At home

**Formal academic style**

What does it really mean to write in a "formal" and "academic" style? Below you'll find some general rules of thumb to follow while academic texts.

Point	What to remember	Examples	Correction
<b>Contractions</b>	Generally avoid contractions in academic texts; however, keep in mind that some fields may use them.	Export figures won't improve until the economy is stronger.	Export figures <u>will not</u> improve until the economy is stronger.
<b>Negative forms</b>	Use more appropriate negative forms.	The analysis didn't produce any new results. The government didn't allocate much funding for the program. This problem doesn't have many viable solutions.	The analysis produced <u>no</u> new results. The government allocated <u>little</u> funding for the program. This problem has <u>few</u> viable solutions.
<b>Unclear continuation</b>	Limit the use of "run-on" expressions, such as <i>and so</i>	These semiconductors can be used in robots, CD players, etc.	These semiconductors can

Academic style video

E Voss

Subscribe 2

25 views

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# Quiz

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Name: \_\_\_\_\_  
Advanced Reading and Writing  
Academic style (quiz)

Can statistics be used <i>without</i> a citation? Why or why not?	What are run-on expressions? Define run-on expressions and provide an example.	How can writers avoid addressing the reader as "you?"
Is the following sentence written in academic style? If no, please correct it.  <i>Researchers haven't found a solution for the issue of plagiarism.</i>	What are phrasal verbs? Are they acceptable in an academic paper?	What are overgeneralizations? Should they be avoided in academic writing?

## In-class work (analysis)

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Original sentence	Informal language	Our revisions
You can use this model to analyze the effects of several parameter changes.		
These special tax laws have been implemented in six states: Illinois, New York, Vermont, etc.		
What are the reasons that coffee prices have fallen? There're lots of possibilities.		
So far there hasn't been any comprehensive study looking into the role of smiling in getting the initial trust of individuals.		
You can see the difference between these two approaches to designing underground subway stations clearly.		

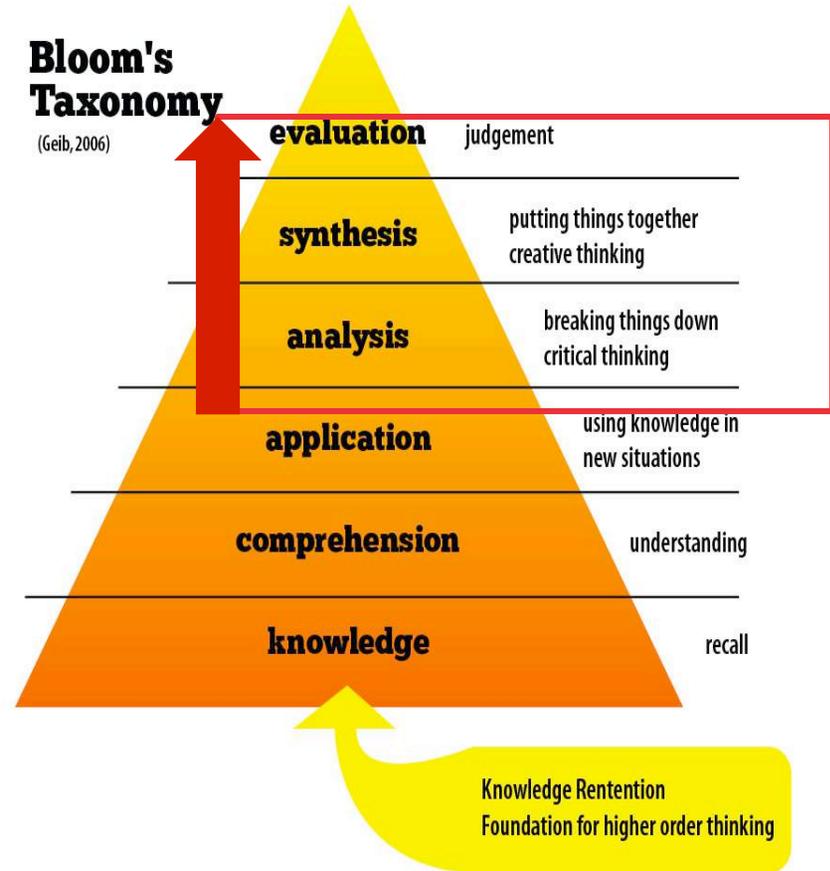
## In-class work (analysis and revision)

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Freire's concept of education and this way of trying to engage in this own concept of education has really done a change around the world. He introduced two different ways of learning for students and two methods for teachers to teach, he influenced individuals that now use his specific methods. In my opinion, problem posing method has enabled me to open to thoughts and to several ways of thinking. I can't imagine my education without my own participation and my own sharing of ideas. Finally, I do relate to Freire's concept of problem-posing because of the way I have learned throughout my life. Imagine yourself in a situation in which there are no experiences involved and you have no way of learning or trying to engage in your community without sharing ideas with those who live in it too . Lastly, think about how you would think of different points of view if you do not have freedom of speech.

# Benefits (engagement)

- Simulate a test preparation study group
- Work with content to increase use of the top levels of Bloom's taxonomy



## 2) Increasing students' autonomy

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- Activities:
  - a. Dictionary apps for pronunciation
  - b. Word & phrase for phraseology

## VOCABULARY BUILD

A. Below are key words and phrases you will hear in Listening 2 or Listening 3. Check the words you understand. Then, check the words you use.

	UNDERSTAND	USE		UNDERSTAND	USE
algorithms (n.)	<input type="checkbox"/>	<input type="checkbox"/>	generative* (adj.)	<input type="checkbox"/>	<input type="checkbox"/>
animatronic (adj.)	<input type="checkbox"/>	<input type="checkbox"/>	inanimate (adj.)	<input type="checkbox"/>	<input type="checkbox"/>
augmented (adj.)	<input type="checkbox"/>	<input type="checkbox"/>	insights* (n.)	<input type="checkbox"/>	<input type="checkbox"/>
autonomous (adj.)	<input type="checkbox"/>	<input type="checkbox"/>	longevity (n.)	<input type="checkbox"/>	<input type="checkbox"/>
avatars (n.)	<input type="checkbox"/>	<input type="checkbox"/>	nanotechnology (n.)	<input type="checkbox"/>	<input type="checkbox"/>
bionic (adj.)	<input type="checkbox"/>	<input type="checkbox"/>	progeny (n.)	<input type="checkbox"/>	<input type="checkbox"/>
biotechnology (n.)	<input type="checkbox"/>	<input type="checkbox"/>	prosthetics (n.)	<input type="checkbox"/>	<input type="checkbox"/>
embodied cognition (n.)	<input type="checkbox"/>	<input type="checkbox"/>	social intelligence (n.)	<input type="checkbox"/>	<input type="checkbox"/>
emotive (adj.)	<input type="checkbox"/>	<input type="checkbox"/>	symbiotic (adj.)	<input type="checkbox"/>	<input type="checkbox"/>
entities* (n.)	<input type="checkbox"/>	<input type="checkbox"/>	synergistic (adj.)	<input type="checkbox"/>	<input type="checkbox"/>

\*Appears on the Academic Word List

B. Write a definition for each of the words or phrases you do not understand, using a dictionary and continuing on a separate sheet of paper if necessary.

WORD/PHRASE	DEFINITION

# What does it mean?

# Dictionary use

*Prolific*

vs.

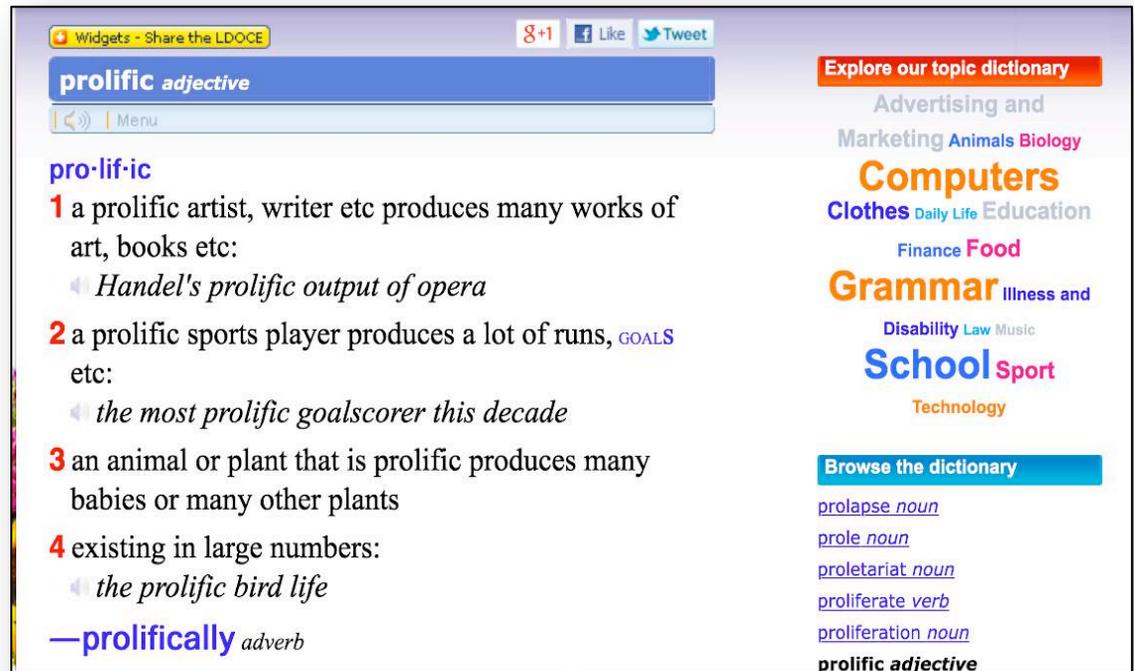
*Productive*

A prolific artist, writer, etc. produces many works of art, books, etc.

Producing or achieving a lot



# Mobile apps for autonomous learning



# Word & Phrase

WORD AND PHRASE . INFO
DAVIES | BYU | COCA

FREQUENCY LISTS - ANALYZE TEXTS | ALL GENRES - ACADEMIC
LOG IN HELP

WORD:

LIST FROM #:  (1-60,000)

PART OF SPEECH:  NOUN  VERB  ADJ  ADV  MISC

[ 1 / 11 ] HIDE HELP NEXT HELP >

At the most basic level, you can search for a specific word (e.g. **stream, block, smooth, skew, jolt, plush, inveigh, chicanery, addled**). You can also search for words that match a certain pattern, e.g. words starting with **soft\*** or **wind\***, words ending in **\*ism** or **\*ship**, words with the root **\*back\*** or **\*heart\***, words with the pattern **j-g\***, or **hyphenated** words). You can also see a randomly-selected word by clicking on **◆**.

SINGLE ENTRY: DISPLAYED IN FRAME BELOW

	RANK #	PoS	WORD	TOTAL	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC
1	11259	J	PROLIFIC	1348	125	68	409	431	315

**SYNONYMS** (click to see) [?]

abundant

6306 abundant

9801 plentiful

**11259 prolific**

12007 fruitful

14260 teeming

18195 copious

18681 bountiful

29740 profuse

productive

3997 productive

7582 fertile

**11259 prolific**

12007 fruitful

21222 inexhaustible

22724 high-volume

160	ACAD	. This concept will become particularly <b>well-known</b> in the <b>prolific</b> <b>work</b> of the exiled professor of philosophy, Jose Gaos, who
161	MAG	at The City College in New York and <b>perhaps</b> our <b>most</b> <b>prolific</b> <b>writer</b> and <b>thinker</b> on Black feminism . " It 's important that
162	ACAD	has to be our goal . Jolie , a <b>brilliant</b> and <b>prolific</b> <b>writer</b> from a working class background , helps her students
163	ACAD	open , including many years of caravanning . <b>He</b> <b>was</b> a <b>prolific</b> <b>writer</b> in <b>journals</b> and books on subjects relating to the simple
164	NEWS	) . # 2 . Philip K. Dick # Although this <b>prolific</b> <b>writer</b> never <b>called</b> Colorado home , a family plot at Riverside
165	MAG	and theology . " The late Stephen Jay <b>Gould</b> , a <b>prolific</b> <b>writer</b> on <b>evolution</b> and a religious agnostic , took the same
166	ACAD	of this school of thought . Dr. Muhammad <b>Imara</b> , a <b>prolific</b> <b>writer</b> on <b>Islamic</b> matters , divides the secularists into two
167	ACAD	republican Assembly of Virginia . # Mason was <b>an</b> <b>able</b> and <b>prolific</b> <b>writer</b> , and from the first of his public writings to the
168	ACAD	as much of his work as I could <b>find</b> . A <b>prolific</b> <b>writer</b> , <b>he</b> has published three short story collections , 12
169	ACAD	his intense devotion to these traditional texts and , as a <b>prolific</b> <b>writer</b> , <b>probably</b> to books in general , his dramatic promise to
170	ACAD	was completed in 1285 . # John of <b>Wales</b> <b>was</b> a <b>prolific</b> <b>writer</b> , <b>producing</b> sermons, biblical commentaries ,
171	MAG	critic of socialism and the interventionist <b>state</b> . A <b>prolific</b> <b>writer</b> , <b>professor</b> at Yale for over thirty years , and ,
172	MAG	yoi ! When not on the radio , <b>Cope</b> <b>was</b> a <b>prolific</b> <b>writer</b> ; <b>more</b> than 40 of his pieces appeared in SI .
173	MAG	And please pass the ketchup . " One <b>of</b> the <b>most</b> <b>prolific</b> <b>writers</b> <b>of</b> the 20th century , Faith Baldwin wrote countless
174	ACAD	few items , mostly individual short stories , <b>by</b> <b>pioneering</b> and <b>prolific</b> <b>writers</b> <b>such</b> <b>as</b> Ayyub (1908-1988) , Ja'far al-Khalili (
175	ACAD	borrowed modernist intellectual <b>frameworks</b> for his <b>prolific</b> <b>writings</b> on <b>practically</b> everything . Even for Jamaat , his
176	NEWS	better . " # <b>Udell</b> <b>has</b> <b>also</b> <b>been</b> <b>prolific</b> <b>in</b> <b>his</b> <b>writing</b> . <b>He</b> <b>has</b> <b>also</b> <b>been</b> <b>prolific</b> <b>in</b> <b>his</b> <b>writing</b> . <b>He</b> <b>has</b> <b>also</b> <b>been</b> <b>prolific</b> <b>in</b> <b>his</b> <b>writing</b> .

Northeastern University

# In-class work

Worksheet for in-class work:

Name: \_\_\_\_\_  
Collocation Worksheet

Key Word: \_\_\_\_\_

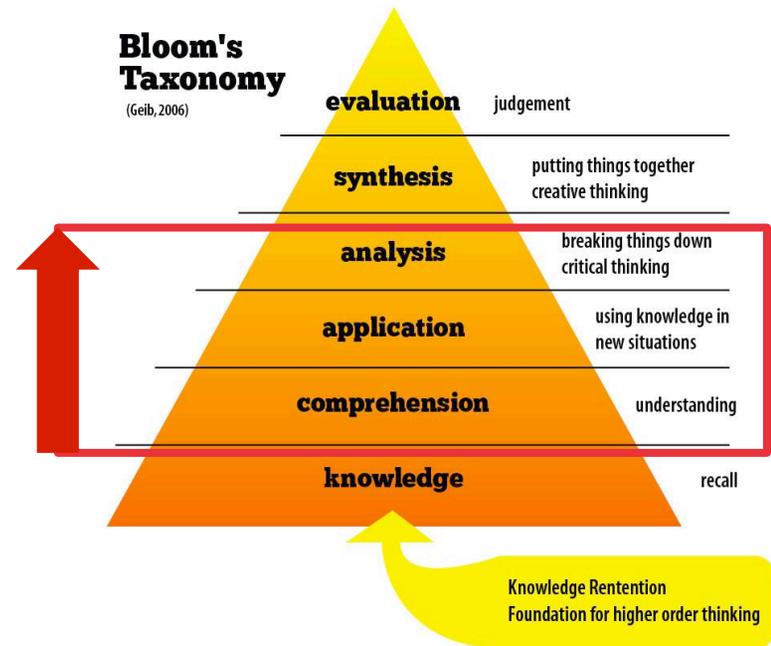
Key Word: Part of Speech \_\_\_\_\_

The first line is an example for keyword “prolific.”

Key word +	P.O.S. <i>noun</i>	Sample Phrase
prolific	writer	He was a prolific writer in journals and books on subjects relating to the simple...

# Benefits (autonomy)

- Assist students in learning how to use mobile and we-based language tools
- Guide students in the exploration of language use



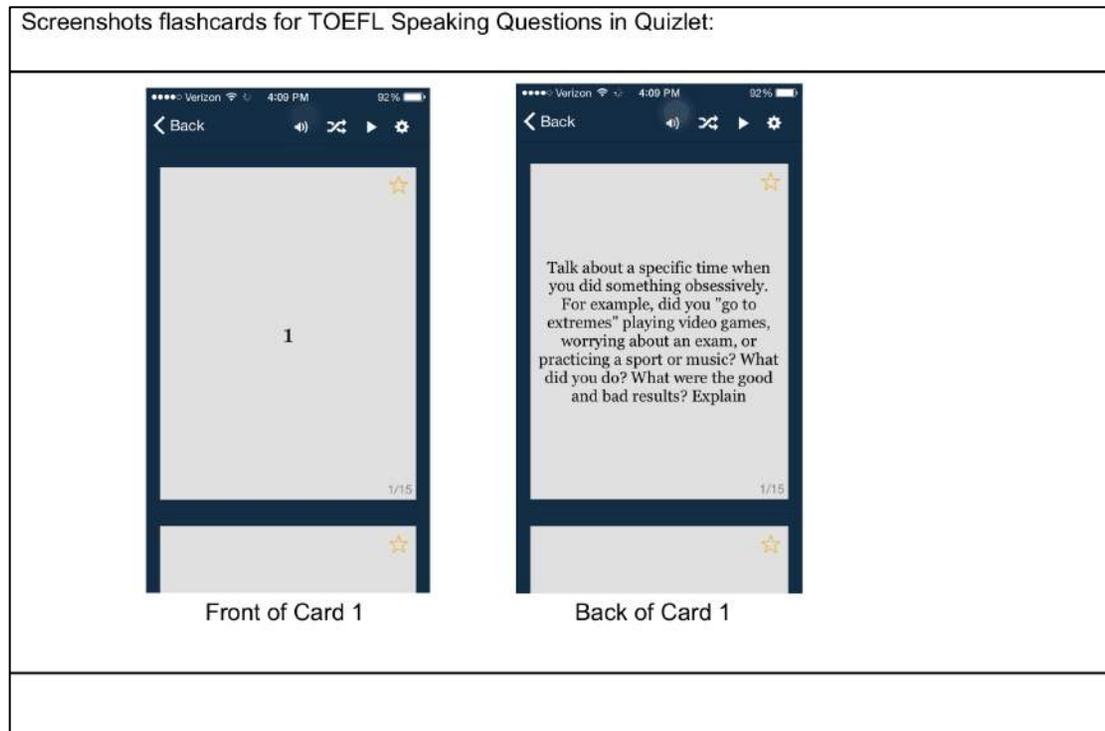
### 3) Increase language production

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- Activities:
  - TOEFL speaking practice
  - Writing a paragraph

# Test Prep - TOEFL Speaking Practice

- Instructional video with tips, organization, and phrases
- Video
- Note cards (or Quizlet) that include speaking topics



## Paragraph writing (objectives)

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- Students will be able to:
  - Identify the three major components of a paragraph
  - Evaluate a paragraph
  - Write a coherent and cohesive paragraph

# Homework (video and note-taking)

The screenshot shows a YouTube video player with the search bar containing "writing a paragraph". The video title is "Paragraph Structure" by Smrt English. The video content includes a man with glasses speaking, with text overlays defining paragraph components: "Topic Sentence: Main idea of the entire paragraph", "Supporting Sentences: Develop the main idea", and "Concluding Sentence". The video player shows a progress bar at 0:36 / 4:26. To the right, the "Up Next" list includes:

- Topic Sentence & Paragraph (7:02) by Justin Time EnglishClip, 8,744 views
- Paragraph Structure (Part 1) (4:07) by Smrt English, 17,231 views
- Basic Essay Structure (3:34) by Smrt English, 49,936 views
- Comma Rules (Part 1) (2:03) by Smrt English, 25,772 views
- Opinion Essay or Persuasive Essay (5:42) by Smrt English, 73,512 views
- WEB THERAPY - Lisa Kudrow & Jon Hamm - S6 EP22 (7:40) by StyleHaul, Recommended for you
- Vocabulary - though, although, even though, despite, in spite of (by English Lessons with Adam - Learn English with A)

# Worksheet for notes

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Name: \_\_\_\_\_

## Paragraph writing

Please watch the following video and take notes as you watch. This worksheet will be collected in class.

Video link: <https://www.youtube.com/watch?v=0LGZi14n5sg>

1. According to the video, what are the three basic parts of a good paragraph? What is the function of each part?

Part 1:

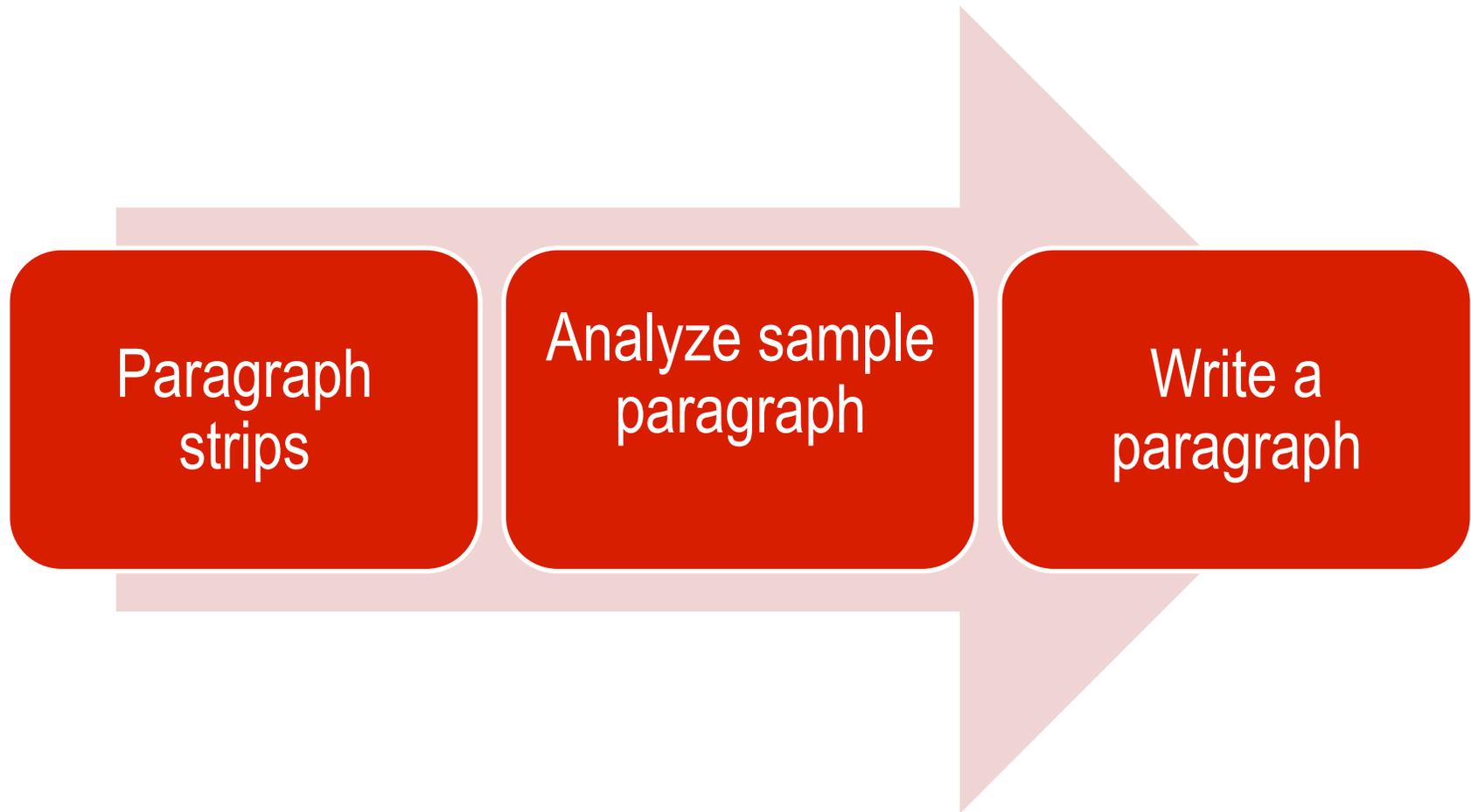
Part 2:

Part 3:

2. What is a *topic sentence* and what is its function?
3. What is a *controlling idea*, and where should it be placed in the paragraph?
4. Why can't a topic sentence be too general or include too many ideas? Explain.
5. What are the functions of the *supporting sentence(s)*? List at least 3 functions.
6. What is the purpose of a *concluding sentence*?
7. What did you learn about paragraphs that you didn't know before? Discuss 1-2 specific points.

# In-class work

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## Paragraph strips

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*Although most people consider piranhas to be quite dangerous, they are, for the most part, entirely harmless.*

*Like sharks, snakes, and spiders, piranhas are widely feared.*

*Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants.*

*Far more piranhas are eaten by people than people are eaten by piranhas.*

*Their fear of humans makes sense.*

*If the fish are well-fed, they won't bite humans.*

*When confronted with humans, piranhas' first instinct is to flee, not attack.*

<http://writingcenter.unc.edu/handouts/paragraphs/>

# In-class analysis

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Name: \_\_\_\_\_

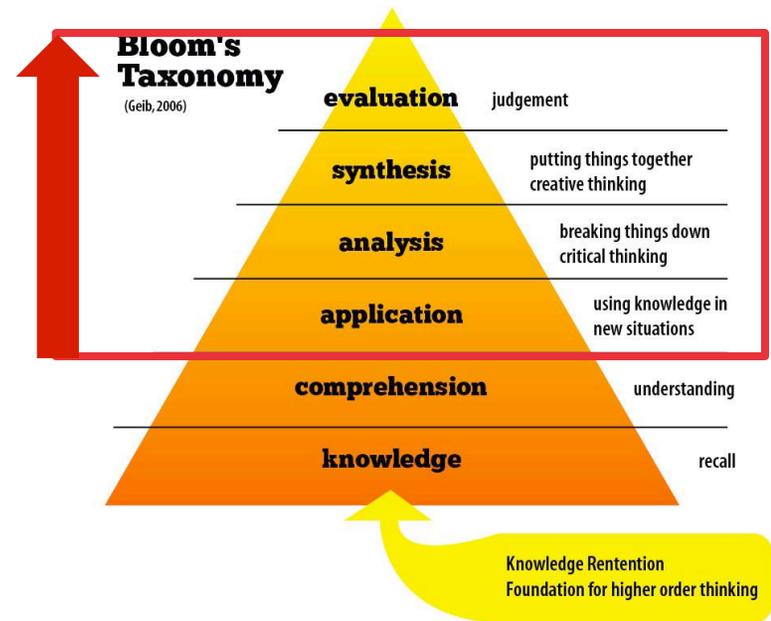
## Paragraph analysis

Read the following paragraph at least twice, and determine the topic sentence, supporting sentences, and concluding sentences.

I think the concept of identity only matters to an individual in a certain society. If there were only one person in the whole world, there won't be such thing as identity. Also, human beings are gifted with an ability to communicate with each other, and language is the tool that we came up with. When communicating, we give information, and that information contains certain aspects of our backgrounds. Firstly, the nationality is visible through the accent. From one's dialect we can tell where that person came from, and anticipate his/her identity due to our previous knowledge. Secondly, the choice of words and the content reflects the intellect, which is a well-known factor of one's identity. Lastly, the age; the choice of words from teenagers would differ from older generations. What I am trying to say here is that, I am my identity, and the language reflects some aspects of it. Therefore, I am not exactly my language. Suppose someone said something bad about my language, I could get offended, or I could not get offended. A person can even complain about his/her own language. I think it depends on how close one feel with the language.

# Benefits (production)

- Encourage timed-practice with immediate feedback
- Benefit from hearing responses by others



## Feedback from students (2014-2015)

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*“We have videos and other resources that can help us to improve writing and reading skills, which is awesome.” (Maria)*

*“TOEFL videos are helpful and I improved my scores from 533 to 603. I couldn’t even believe it. If we truly spent some time on the videos and exercises, then we had succeeded already.” (Michael)*

*“Prep via video and in-class exercises were very helpful. It helped to save time in class.” (Ming)*

*“The videos were practical because we got to replay them as much as we wanted, and the in-class exercises tested our ability to understand what the video said.” (Ali)*

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Thank you!

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# References

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