***Title: Using the Flipped Classroom to teach English in the Bachelor’ s Degree in the Pedagogy of the English Language at the Ecuadorian National University of Education (UNAE).***

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**ABSTRACT**

 The new Bachelor’s Degree in the Pedagogy of the English Language is starting at the Ecuadorian National University of Education next April. The theoretical foundations for this new degree course can be found in the works of the classics of communicative language teaching such as Richards (1991) and Johnson (2009) and more recent researchers on the topic for language teachers training such as Vanderwoude (2012), Castellanos Jaimes (2013) and Gray (2016).Flipping the classroom is the process of replacing traditional lectures with more student-centred learning strategies. In order to be consistent with the pedagogical principle of this university’s pedagogical model related to the flipped classroom, this paper centres on flipped learning as one of the main methodologies to teach English in the new Bachelor’s degree course. A distinctive feature of this new degree major is that the students first have to develop communicative linguistic competence before they develop the professional educational ones.The bibliographic review carried out by this team of researchers allowed them to propose a methodology, based on the use of the flipped classroom to teach English to the prospective teachers and characterised by stages for designing a flipped class, activities for setting up the flip, rethinking the class in terms of space and time, ensuring the students prepare for the class by interacting with the material before class meetings, building in learner accountability, carefully conceiving in-class interactive activities, steps to follow while you flip your classroom and an illustration of a flipped classroom lesson plan to teach the passive voice in English on the new Bachelor’ s degree in Teaching English as a Foreign Language. The paper concludes by stating that the proposed methodology can be a successful tool for the new Bachelor’s degree in Teaching English as a Foreign Language at UNAE.

**Key words:** Bachelor’s degree, Teaching English as a Foreign Language, flipped classroom/learning, methodology.

**RESUMEN**

La Carrera de Licenciatura en Pedagogía del idioma Inglés se comenzar en la UNAE en abril del 2017. Los fundamentos teóricos de esta nueva carrera se pueden encontrar en los trabajos de los clásicos de la enseñanza comunicativa de inglés tales como Richards (1991) y Johnson (2009) y de investigadores más recientes del tema aplicado a la formación de profesores de inglés tales como Vanderwoude (2012), Castellanos Jaimes (2013) y Gray (2016). Invertir el aula es el proceso de remplazar las conferencias tradicionales por estrategias de aprendizaje más centradas en el estudiante. Para ser consistentes con el principio pedagógico del modelo pedagógico de esta universidad relacionado con el aula invertida, este trabajo se centra en el aprendizaje invertido como una de las principales metodologías para enseñar inglés en la Carrera de Licenciatura en Educación en Lengua Inglesa. Un elemento distintivo de esta carrera es que los estudiantes tienen que desarrollar competencia comunicativa y lingüística en idioma inglés antes de desarrollar las competencias profesionales. La revisión bibliográfica realizada por estos investigadores les ha permitido proponer una metodología basada en el aula invertida y caracterizada por las etapas para diseñar el aula invertida, actividades para realizar el cambio (la inversión), repensar la clase en términos de tiempo y espacio, asegurarse de que los estudiantes se preparen para la clase interactuando con el material antes del encuentro presencial, estimular la responsabilidad de los estudiantes, concebir cuidadosamente las actividades de aula, espatas a seguir al invertir el aula (el aprendizaje) y una ilustración de un plan de clases para enseñar la voz pasiva en inglés en la nueva Carrea de Licenciatura en Educación en Lengua Inglesa. El trabajo concluye planteando que la metodología propuesta puede ser una herramienta útil para la nueva carrera en la UNAE.

**Palabras Claves:** licenciatura en educación, enseñanza de inglés como lengua extranjera, aula (aprendizaje) invertida, metodología.

**Introduction:**

 The Ecuadorian National University of Education (UNAE) is a new emblematic higher education institution, where students are trained in Spanish to become teachers of Basic General Education, Early Childhood Education, Intercultural Education and Special Education while new majors, such as, Artistic Education, Education in Science and **Education in English as a Foreign Language**- are being designed to be taught in the near future.

 The new Bachelor’s degree in Teaching English as a Foreign Language is supposed to start at the Ecuadorian National University of Education in April, 2017 and it is part of the job of this team of researchers to design the new curriculum that will be used to train the future teachers to be.

 The Pedagogical model from this university (Pérez Gómez, Angel 2015: 17)includes as one of its pedagogical principles to promote the flipped classroom as a way to maximize the digital resources and social networks in the teaching learning process of the university. For this reason, flipped learning is the object of study of this paper.

 Lack of linguistic competence undermines a teacher’s confidence in the classroom (Doff, 1987) and can stop them from implementing the communicative method in their teaching because they do not feel they have the proficiency required to do so, and might simply have students filling in the blanks during lessons, so clearly improving linguistic competence is essential. For this reason this work is intended to contribute to the development of the communicative competence that the prospective teachers will need to acquire before they face their training in the professional competencies.

 The theoretical foundations for the new Bachelor’s degree in Teaching English as a Foreign Language at the Ecuadorian National University of Education can be found in the works of the classics of communicative language teaching such as Richards (1991) and Johnson (2009) and more recent researchers on the topic such as Vanderwoude (2012), Castellanos Jaimes (2013), Gray (2016) and others.

 According to Johnson (2009), the way L2 teachers are prepared has been influenced by several trends that have reconceptualised how people think about L2 teachers, L2 teacher learning, and L2 teaching. In her opinion, these trends have been fuelled by shifting epistemological perspectives on learning in general, and on L2 learning and L2 teacher learning in particular; perspectives that ranged from behaviourism and cognitivism to situated, social, and different views of human cognition. As a result, EFL teacher education has shifted from simply taking disciplinary knowledge about learning and second language acquisition and applying it to the language classroom to conceptualizing L2 teachers as **users and creators of legitimate forms of knowledge who make decisions about how best to teach their L2 students within complex socially, culturally, and historically situated contexts**. In other words, explains Johnson, L2 teacher education should no longer view L2 teaching as translating theories into effective instructional practices, but as **a dialogic process of co-constructing knowledge that emerges out of particular sociocultural practices and contexts**. These statements justify the introduction of flipped learning as a methodology for the new Bachelor’s degree in Teaching English as a Foreign Language at the Ecuadorian National University of Education.

 Gray (2016) lists measures to reform TESOL degree courses and he insists that one way to achieve better results is to improve admission policies which include not allowing students with low levels of English onto the course: “In many countries, ELT departments are forced to admit large numbers of students, many of whom have low levels of English – even the ones with school certificates stating they are proficient in the language. Despite typically having limited resources, departments are often forced to work with large mixed-level classes. Instead, departments need thorough entry testing systems to develop ways of controlling both levels and numbers.” (Gray, 2016

 Using the Flipped Classroom to teach English on the new Bachelor’s degree in Teaching English as a Foreign Language at the Ecuadorian National University of Education (UNAE) can make possible the statements of these authors as it can help trainees build strategies and ideas to use in their classroom by making a link between the way they are learning and the way they can teach later in their classes and this may also contribute to their beliefs about teaching even in the cases in which admission policies allowing students with low levels of English onto the courses, as part of the flip is that students will be able to watch the videos or read the texts as home work as many times as they need in order to understand them before they go into the classroom.

 According to Crouch, & Mazur, (2001); Deslauriers, Schelew & Wieman, (2011), flipping the classroom or “inverted teaching” emphasizes the idea that class time can be used to engage students in learning through active learning techniques, rather than through delivering lectures alone. Flipping the classroom is the process of replacing traditional lectures with more student-centred learning strategies, such as active learning, discussions, problem based learning and other forms of group work and peer instruction. Content delivery is moved outside of the classroom, for example through videos, or pre-class readings.

 In order to be consistent with the pedagogical principle of the university pedagogical model related to the flipped classroom stated above, this paper centres on the flipped classroom or flipped learning as one of the main methodologies to teach English in the new Bachelor’s degree in Teaching English as a Foreign Language at the Ecuadorian National University of Education.

**Development:**

**What is the flipped classroom?**

 The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often seen as the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from an online repository. While a pre-recorded lecture could be a podcast or other audio format, the ease with which video can be accessed and viewed today has made it so ubiquitous that the flipped model has come to be identified with it. (EDUCAUSE, 2012)

 The notion of a flipped classroom draws on such concepts as active learning, student engagement, hybrid course design, and course podcasting. The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class sessions, instructors function as coaches or advisors, encouraging students in individual inquiry and collaborative effort.

 “Flipping the classroom” has become something of a buzzword in the last several years, driven in part by high profile publications in *The* *New* *York* *Times* (nytimes.com/2012/06/25/us/25iht--‐educside25.html; Fitzpatrick, 2012), *The* *Chronicle* *of* *Higher* *Education*(chronicle.com/article/How--‐Flipping--‐the--‐Classroom/130857/;Berrett,2012) and*Science*(sciencemag.org/content/323/5910/50.full;Mazur,2009).

 In essence, “flipping the classroom” means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates.

 In terms of Bloom’s revised taxonomy (2001), this means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor. This model contrasts from the traditional model in which “first exposure” occurs via lecture in class, with students assimilating knowledge through homework; thus the term “flipped classroom.”

The flipped classroom constitutes a role change for instructors, who give up their front-of-the-class position in favour of a more collaborative and cooperative contribution to the teaching process of English. There is a concomitant change in the role of students, many of whom are used to being cast as passive participants in the education process, where instruction is served to them. The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater impetus to experiment. Activities can be student-led, and communication among students can become the determining dynamic of a session devoted to learning through hands-on work. What the flip does particularly well is to bring about a distinctive shift in priorities— from merely covering material to working toward mastery of it.

**Proposal of a methodology based on the use of the flipped classroom to teach English on the new Bachelor’s degree in Teaching English as a Foreign Language at the Ecuadorian National University of Education (UNAE)**

 The bibliographic review on the Teaching English as a Foreign Language and the on the possible use of the flipped classroom to teach English, backed up by the research methods and techniques used in the investigation allowed the authors to propose this methodology.

***Some stages for designing a flipped class***

1. - Reimagine your class in terms of learning flow.

2. - Reimagine your class in terms of space and time.

3. - Ensure the students prepare for the class by interacting with the material before class meetings.

4. - Carefully conceive in-class interaction activities.

***Setting up the flip***

* Share your expectations with the students:
* Preparing for the class: homework (readings, writing assignments or other assigned activities must be completed prior to the class)
* It is the student’s obligation to actively anticipate in all classes. His/her participation should indicate that he/she has completed the pre-class activities (and not necessarily that he/she has understood it all).
* CONVINCE students that this methodology is appropriate. Give explicit goals to help guide their learning
* Train your students for success in this new learning model:
* Learning occurs best when people share and describe their understanding, express new ideas and make new connections between ideas, negotiate meaning and content misunderstandings.
* Do it gradually. Flip one class, pausing the video/text and explaining what you as a teacher are looking for.
* How can I be “the guide on the side”?
* Listen to students in class. Let them make mistakes, ask questions, engage in the topic through their personal experiences.
* Interact with them individually during class time. Give feedback, process and reprocess information, correct and talk about the misunderstandings, think, share, practice.
* Do not expect mastery in each class. Design pre-class activities so that you can verify that they completed the assignment but do not expect 100% understanding. If you can get 30%, you are doing great.

***Rethinking your class in terms of space and time***

* What will my classroom look like?
* How much time will I need for activities?
* What will I do with the extra time in class?
* Decide what homework should be done in class
* Choose communicative tasks that integrate the skills.
* Decide which parts of the textbook could be used in the class for the students to engage and interact with.
* Think about the following questions (use backwards design): What are my learning objectives? Who will produce the content? What content would best help the students grasp the new concept? Should I use technology? What do my students need to demonstrate? Use the answer to design in-class activities

***Ensuring the students prepare for the class by interacting with the material before class meetings***

* REQUIRE preparation (content interaction) prior to class meetings
* Pre-reading or reading of texts
* Watching videos
* Listening to podcasts
* Online discussion groups on your LMS (e.g. Moodle, Blackboard, Edmodo) or social media site (e.g. Facebook, chat, Twitter, etc)

***Building in learner accountability***

* Discussion of the topic is not meant to be a summary. Comments should be thoughtful and show that the students have interacted with the material, but not necessarily that they have understood it completely. Look at their access to the material, not at their language use.
* Students should be required to comment on the responses and questions of their peers. The teacher can give points to the students for these comments, and require a require a minimum to create a dynamic discussion
* Questions that are raised can and should be used in the next class session.
* Be sure to provide students with a calendar of dates each assignment (outside of class) is done.
* Establish parameters Examples: length, depth, grading, timelines
* Trust in your students and the knowledge they can bring to your lesson
* Provide sentence frames:
* I think because….
* I agree/don’t agree because…
* My opinion is…
* I like/don’t like…
* This is similar to..
* This is interesting to me because..
* I do not understand (because)…

***Carefully conceive in-class interactive activities: c***lassifying and ranking tasks, ***c***alculations, justifications, critiques, jigsaw activities, story creation, games, discussions, role plays and skits/simulations and re-enactments, problem solving task based activities, illustrations/ design and analysis

**Steps to follow while you flip your classroom**

**F-** Figure out which topic you want to flip

**L-** Locate content-based resources to make available to students outside of class

**I -** Include an incentive for the students to complete such as a quiz or a writing assignment

**P-** Provide in-class activities for students to apply the content they learned outside of class

**The three flips in a nutshell**

 ***Flipped classroom I- Before the lesson (out of class)***

Students prepare to participate in the activity. The teacher records a lecture and the students tune in and watch videos any time before they come to class.

 ***Flipped classroom II- During the lesson (in class)***

Students arrive to class ready to engage and participate applying key concepts with feedback in active learning activities

 ***Flipped classroom III- After the lesson (out of class)***

Students check their understanding and extend their learning

 **Illustration of a flipped classroom lesson plan to teach the passive voice in English to the on the new Bachelor’ s degree in Teaching English as a Foreign Language at the Ecuadorian National University of Education (UNAE).**

**Objective:** The learner will analyse and evaluate the passive voice in order to gain a deeper understanding of the structure and be able to construct and propose a written essay of the history of the place where they were born using the passive voice.
 **Brief description of Activities:**Students will use a teacher created set of questions to study the history of the place where they were born.
 **At home:** Students will watch the video available at https:// [www.youtube.com/watch?v=pxbQ2U3uvO&hotml5=False](http://www.youtube.com/watch?v=pxbQ2U3uvO&hotml5=False) and they will answer two or three very general questions given by the teacher in advance. They will have the chance of viewing the subtitles while they watch the video again and again until they understand it and can answer the general questions about it before coming to class.
 **During class:**The teacher will check for completion of work at home by checking the answers to the general questions by means of a written quiz. The teacher will then review these general questions orally with the students to check for a deeper understanding of the video. Students will then be placed into cooperative learning groups to answer study guide questions (this is another set of more specific “intelligent questions” about the passive voice structure explained in the video so that they have to use their high order thinking skills: analysing, evaluating and creating in order to answer them). The teacher will also discuss to use this structure in more communicative situations in which we are more interested in saying what happened than in who did it. The teacher will then provide students in small groups with this list of topics and questions for group work discussion and report: When was your town/village/ city founded? What was it like when you were a child? What new buildings/factories/schools/ hospitals etc have been built recently? What is been done lately?

 As homework, students will be required to create a short essay about the history of the place where they were born using the passive voice. **As to Bloom’s revised taxonomy (2001) (op. cit),** s**tudents will be:**
**Creating**—Creating a short essay about the history of the place where they were born using the passive voice
**Evaluating**—Through the use of a study guide, students will evaluate *the use of the passive voice* illustrated in the video.
**Analysing**—Students will analyse the characteristics of the passive voice.
**Applying**—Students will need to apply their knowledge of the passive voice in order to write the essay.
**Understanding**—Students will use the subtitles to gain a deeper understanding of the passive structure explained in the video.
**Remembering**—The answer to the general questions when they watched the video at home will help students remember the key ideas about the passive voice to be discussed later in class.
**Evaluation:**
 The teacher will evaluate understanding through class discussion of the passive voice and review of the study guide questions. The teacher will also read the short essays that the students have written to make sure the students understand the passive voice structure.
**Closure:**
 Students will present orally a summary of the results of their research for the essay. Each student will do an oral presentation based on a poster if they wish. Once all the reports have been presented, the teacher will recap the passive voice and discuss how it can be used by them to create other communicative situations in which they are more interested in saying what happened than who did it.

**Conclusion:**

 The methodology based on the use of the flipped classroom to teach English on the new Bachelor’s degree in Teaching English as a Foreign Language at the UNAE could contribute to the development of the communicative linguistic competence that the students will need to achieve before they start to develop their professional competencies as most of the subjects that they will study to achieve the latter competency will be delivered in English.

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