

OLS BLENDED



Blended
Teacher Support

In a nutshell

The flipped classroom approach is based on the reversal of traditional teaching. It means that the key concepts and rules are accessed at home, prior to the lesson. Time in class is then freed for the use and application of what was covered at home. Students come into class with the knowledge and the teacher helps them put it into practice.

True or False?

1. In the flipped-classroom approach, lectures are the main focus.
2. In the flipped-classroom approach, students do not have any homework.
3. The flipped-classroom approach allows language teachers to see their students use the language during class.
4. As a teacher, you need to focus on grammar to start building a flipped course.

1 : F, the use of language is the main focus.
2: F, students need to work on accessing and understanding the concepts and contents, to start by outlining the actionable goals.
3: T
4: F, it is best to start by outlining the actionable goals.

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The FLIPPED-CLASSROOM approach

For me the flipped-classroom is about redefining teacher and student roles. Allowing individuals to have different goals and interests. It provides learners with the ability to have their own ways and times of accessing learning opportunities.

Hugo R., Language Teacher and Instructional Designer



In the classroom

Traditional

- Teacher-centred.
- Students participate or might be passive.
- Presentation of concepts.
- Pre-teaching of lexis.
- Language exposure.
- Content-centred.
- Access to content is limited in time.

Flipped

- Student-centred.
- Teacher acts as a coach, provides feedback in real time.
- Application of concepts.
- Second occurrence of lexis.
- Language use.
- Action-centred.



Outside the classroom

Traditional

- Second occurrence of lexis.
- Language use without teacher supervision.

Flipped

- Teacher prepared relevant content.
- Students access the concepts
- Pre-teaching of lexis
- Language exposure • Content-centred
- Access to content at their own pace
- Students can check their understanding.
- Third occurrence of lexis.



Getting started

Here are a few actionable steps to start with this concept:

1. Set your objective.

Ask yourself, what do I want my students to be able to do at the end of this unit?

2. Outline the content

What do they need to be able to do, in order to reach these objectives?

3. Plan the input

Ask yourself: What concepts do they need to understand? What materials / media do they need to help them? What order should I put them in (from general to specific or from simple to complex)?

4. Plan the output

What tasks / interactions should I set up to elicit the language I want to hear in the classroom? How should I structure our time together (first warm up, then controlled practice, then free practice)? What questions should I be prepared to answer (i.e. what difficulties are likely to arise)?

It can also be interesting to rethink the layout of your classroom to make it student-centred!

