

Flipped classroom



Table of Contents

1

Introduction

2

Teaching method

3

Preparation for
the lesson

4

Learning
outcomes

5

Stages of the lesson



1

Introduction

This lesson is an example of **Flipped Classroom** where students are introduced to content at home, and practice working through it at school

Asynchronous learning (no real-time interaction; instead, content is available online for students to access when it best suits their needs)

Synchronous learning (online or distance education that happens in real time)

2

Teaching Method

In a common Flipped Classroom scenario, students might watch pre-recorded videos at home, read a text, listen to an audio etc. then come to school to do the homework armed with questions and at least some background knowledge



3

**Preparation for the lesson
titled **Going places****

| Stages of the lesson | How? | When? | Tools |
|---|--|---------------------------------------|---|
| Instructions | Upload instructions and learning outcomes in the Channel. | 2-3 days before the synchronous class | MS Teams |
| Audio material | Upload audio material which will be used as a model for their role-plays on online class. | 2-3 days before the synchronous class | MS Teams- English language Channel |
| Check their knowledge - MS Forms for rating | Upload online quiz to check understanding of the phrases | | MS Teams Forms for rating |
| Speaking assessment rubric | Upload rubric for assessing their speaking performance. | | |
| Synchronous class | Warm up Main activities: Preparation and role-playing dialogues Wrap up: voting for the best performance | Synchronous class | Mentimeter.com MS Teams video call / MS Teams Breakout rooms |
| Feedback questionnaire/form | Send feedback questionnaire to get feedback from students about the class. | After the synchronous class | MS Teams rate forms |

MS Forms quiz for post-listening task

Going places

Listen to Mark asking Sophie for advice about about what to take to France and answer the questions

Hi Denisa, when you submit this form, the owner will be able to see your name and email address.

1. Why does Sophie want Mark to remember his phone charger?.

Enter your answer

2. Tick the expressions that are used for giving advice

- Can you do me a favour?
- I (don't) think you should....

← Back Computer Mobile

Enter your answer

2. Tick the expressions that are used for giving advice

- Can you do me a favour?
- I (don't) think you should....
- The best thing would be
- The first thing you should do is....

3. Tick the expressions that are used for asking for advice

- If i were you, i wouldn't....
- Do you think I need...?
- It's a good idea to..

Speaking assessment Rubric

| Mark | Accuracy | Fluency | Interaction and collaboration | The achievement and appropriacy |
|------|---|---|--|---|
| 5 | <ul style="list-style-type: none"> -uses wide range of structure and vocabulary (phrases for advice giving, asking, accepting, refusing) -errors minimal -excellent pronunciation | <ul style="list-style-type: none"> -coherent spoken interaction; good speed -few hesitations | <ul style="list-style-type: none"> -contributes fully and effectively through interaction (helps others to make dialogue flows without interruptions, support others) | <ul style="list-style-type: none"> -the language is appropriate to the task (phrases, responses, elaboration of ideas) |
| 4 | <ul style="list-style-type: none"> - uses good range of structure and vocabulary (phrases for advice giving, asking, accepting, refusing) - a few minor errors which do not impede communication - minor difficulties with pronunciation | <ul style="list-style-type: none"> -occasional but noticeable hesitations which do not impede communication | <ul style="list-style-type: none"> - contributes with ease for the most of the interaction | <ul style="list-style-type: none"> -occasional and minor difficulties and inadequacy of language or execution |
| 3 | <ul style="list-style-type: none"> -fairly frequent errors and restricted range of vocabulary or target structures, which do not prevent communication -difficulties in pronunciation repeated | <ul style="list-style-type: none"> -fairly frequent and noticeable hesitations -communication achieved but it can strain the listener | <ul style="list-style-type: none"> - contributes effectively for some of the interaction, but with difficulties in supporting others | <ul style="list-style-type: none"> -uses target phrases in a limited manner -the language is often inappropriate -redirection may be needed at times |
| 2 | <ul style="list-style-type: none"> - frequent basic errors and limited range of vocabulary or target structures, which impede communication - heavy L1 pronunciation which impede communication | <ul style="list-style-type: none"> -disconnected speech and/or frequent hesitations | <ul style="list-style-type: none"> -does not contribute in maintaining interaction -may respond to a simple interaction obviously learn by heart | <ul style="list-style-type: none"> -uses very few target phrases with limited language -requires major redirection or assistance |
| 1 | <ul style="list-style-type: none"> -errors and almost no structures and /or vocabulary -no attempt to produce structures, phrases, pronunciation | <ul style="list-style-type: none"> -no flow of speech at all -hesitations -in general, no speaking at all | <ul style="list-style-type: none"> -does not contribute at all in maintaining interaction -no response even to a simple interaction | <ul style="list-style-type: none"> -language inappropriate -no response to redirection or assistance |

4

Learning outcomes

By the end of this lesson, through given materials and activities, students should be able to:



Ask for, give and accept advice



Communicate in everyday situations in a manner natural to the language and culture they learn about



Participate in conversation about past, present and future events based on the model presented

5

Stages of the lesson

Warm-up

Mentimeter



Wrap-up

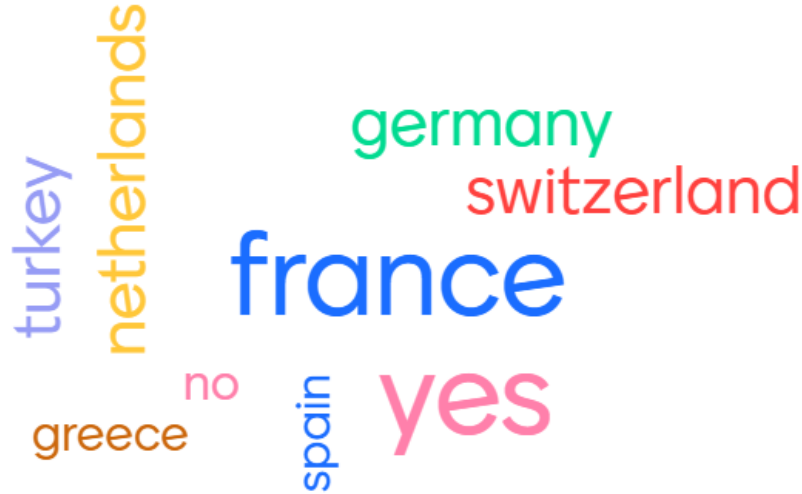
Annotation tools

Main activities

Breakout rooms

Go to www.menti.com and use the code 90 51 10 5

Have you been on a long journey? If yes, where?



Warm-up
Mentimeter

Go to www.menti.com and use the code 32 88 13 5

What things are the most important to bring when you go on a journey?



Warm-up
Mentimeter

Main activity 1

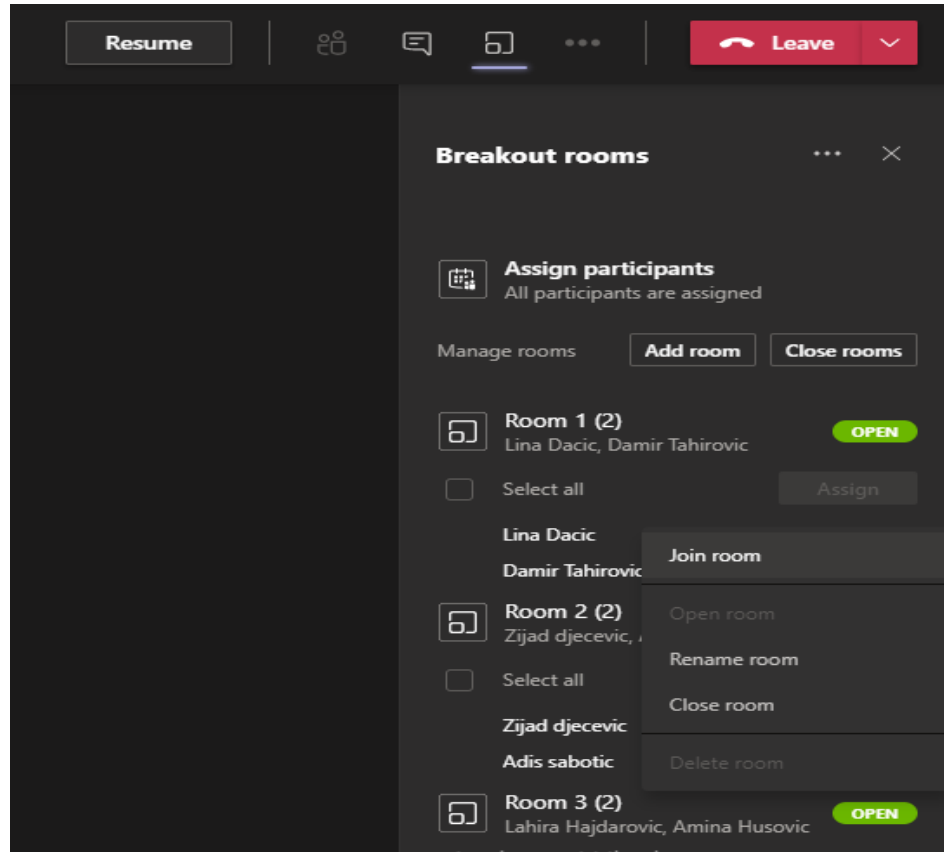
Students are explained that they are going to be divided in pairs/groups (MS Teams Breakout rooms) and instructed to agree on 5 most important things to bring when going travelling.

They can write their lists in the chat box, so that teacher can check it later on.

When students return to the main session,
they report on their lists.



Creating Breakout rooms



The screenshot displays a meeting control panel with a dark theme. At the top, there are buttons for 'Resume', 'Leave', and a dropdown arrow. Below these are icons for participants, chat, and a breakout room icon. The main section is titled 'Breakout rooms' and includes an 'Assign participants' section with the text 'All participants are assigned'. There are 'Add room' and 'Close rooms' buttons. Three breakout rooms are listed: 'Room 1 (2)' with participants Lina Dacic and Damir Tahirovic, 'Room 2 (2)' with participants Zijad djecevic and Adis sabotic, and 'Room 3 (2)' with participants Lahira Hajdarovic and Amina Husovic. A context menu is open over the second room, showing options: 'Join room', 'Open room', 'Rename room', 'Close room', and 'Delete room'.

Resume | | | | | **Leave**

Breakout rooms

Assign participants
All participants are assigned

Manage rooms **Add room** **Close rooms**

Room 1 (2) **OPEN**
Lina Dacic, Damir Tahirovic

Select all **Assign**

Lina Dacic
Damir Tahirovic

Room 2 (2)
Zijad djecevic, Adis sabotic

Select all

Zijad djecevic
Adis sabotic

Room 3 (2) **OPEN**
Lahira Hajdarovic, Amina Husovic

- Join room
- Open room
- Rename room
- Close room
- Delete room

Creating Breakout rooms

The screenshot displays a Zoom meeting interface titled "Meeting now" at 22:59. The main video area shows a 2x3 grid of participants: Delila Redžović, Asifa Murić, Sumeja Kuć, Kabil Kurbarović, Nerma Kalać, and Imran Špirtović. A central placeholder for Nerma Kalać displays the initials "NK". The right sidebar is open to the "Breakout rooms" panel, which shows "Assign participants" (All participants are assigned) and a list of five breakout rooms, each with 3 participants and a status of "Opening...".

Meeting now 22:59

Breakout rooms

Assign participants
All participants are assigned

Manage rooms **Add room** Close r...

- Room 1 (3)** Imran Špirtović, Nerma Kalać, S... Opening...
- Room 2 (3)** Kabil Kurbarović, Amela Škrije... Opening...
- Room 3 (3)** Aiša Tarhaniš, Vildana Murić, El... Opening...
- Room 4 (3)** Dženisa Dautović, Mirela Murić... Opening...
- Room 5 (3)** Sabrina Murić, Delila Redžović, ... Opening...

Participants in the main grid:
Delila Redžović, Asifa Murić, Sumeja Kuć, Kabil Kurbarović, Nerma Kalać (NK), Imran Špirtović



Main activity 2

Preparing the dialogues

After reporting on their lists, students are sent to their Breakout rooms **again**, this time to prepare dialogues based on the audio material previously sent.



Reminder

Instructions on tasks to be done were sent previously.

The task was to prepare a conversation on asking / accepting / giving advice based on the audio conversation they listened to before the class.



Joining Breakout rooms

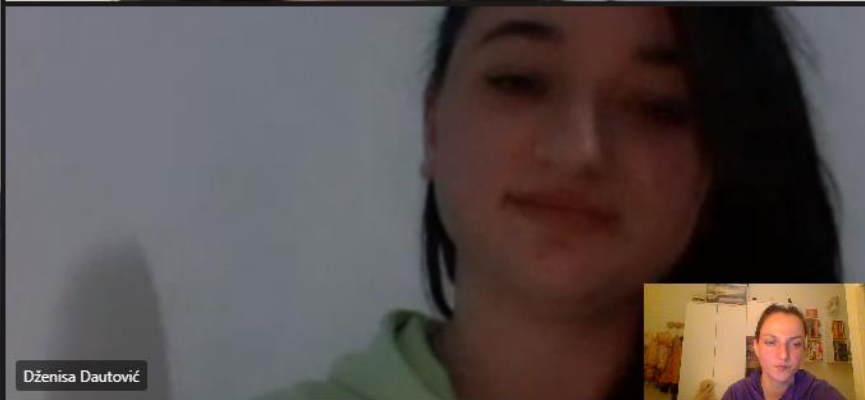
As students prepare dialogues in their groups,
teacher “visits” them to monitor their work,
provide help and additional information, if needed



Asifa Murić

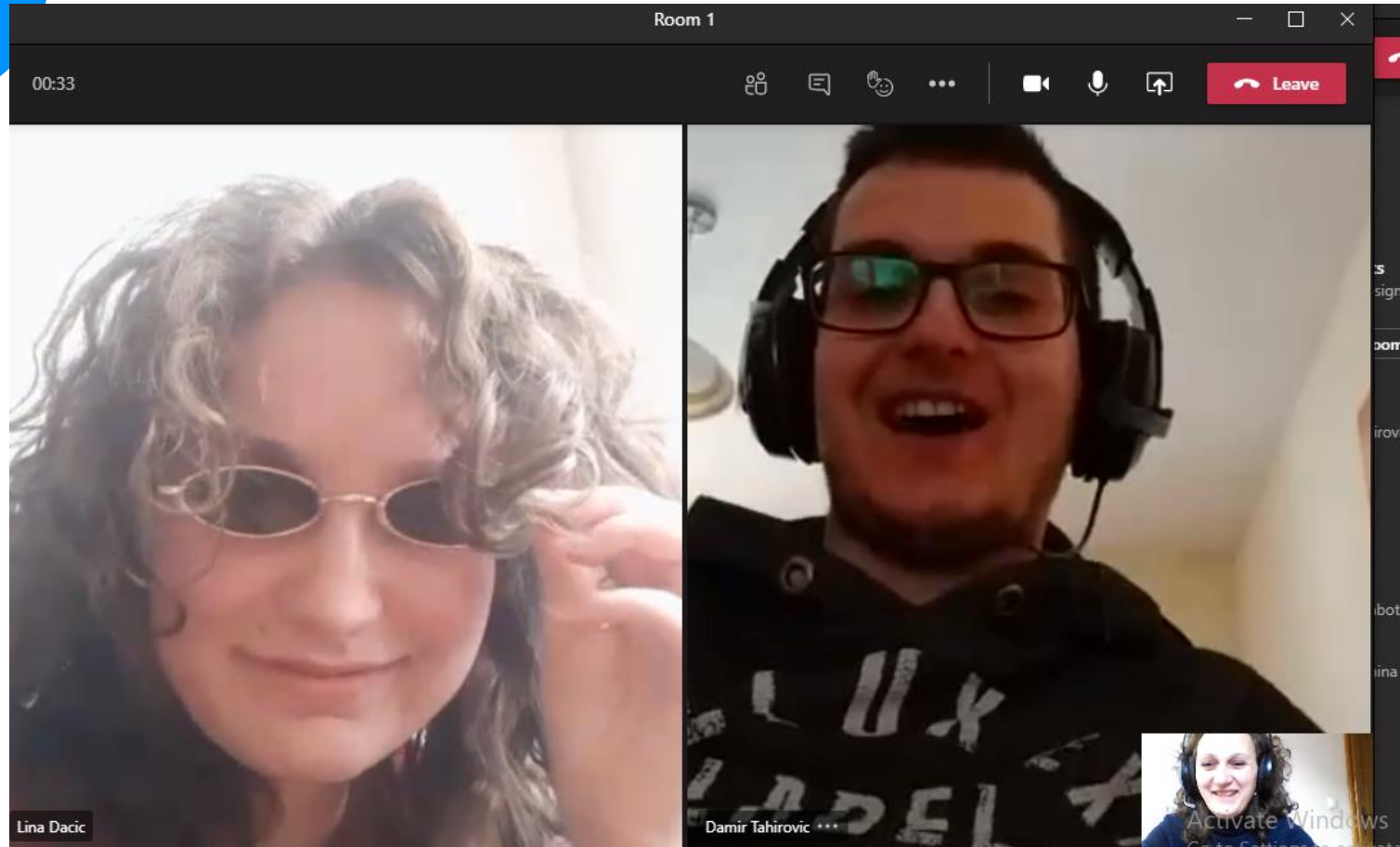


Mirela Murić ⋮

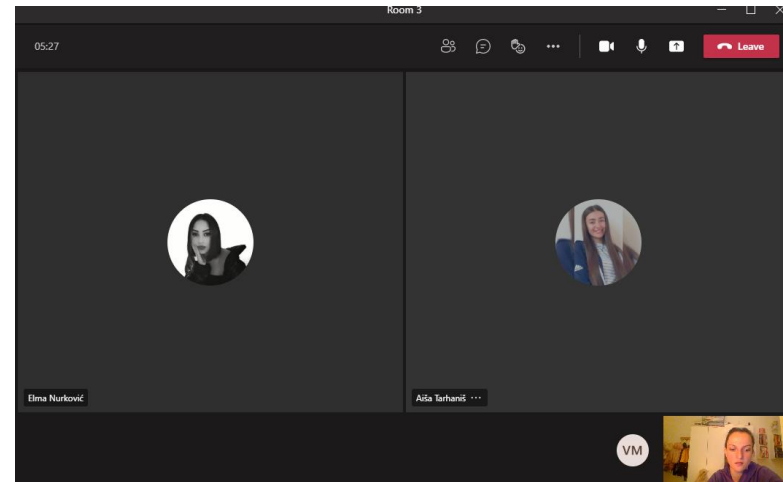


Dženisa Dautović

Breakout rooms can be fun...



...cameras might be off, internet connection might be poor



Students are warned about returning to the main session through Important Announcements

The screenshot displays a meeting interface with a dark theme. In the foreground, a modal dialog titled "Announcement" is open. The dialog contains a text input field with the text "Ready to present? I'll send you back to main session in 1min". Below the input field are two buttons: "Cancel" and "Send".

In the background, a "Breakout rooms" panel is visible. It shows a list of rooms with their status and participants. The "Assign participants" section indicates that all participants are assigned. The "Manage rooms" section includes "Add room" and "Close rooms" buttons. The list of rooms includes:

- Room 1 (2) - OPEN - Participants: Lina Dacic, Damir Tahirovic
- Room 2 (2) - OPEN - Participants: Zijad djecevic, Adis sabotic

At the bottom of the screen, the text "On hold 04:32" is displayed.

Product of the lesson



When students get back to the main session, they roleplay their dialogues

Each group listens actively and assesses performance of other groups according to the rubrics sent previously

They note down remarks for every group member, so does the teacher

Wrap-up

After roleplaying the dialogues, the groups vote the best performing group by using annotation tools - raising hands

The screenshot displays a Zoom meeting interface. The main area shows a grid of participants, each with a circular profile picture or initials and a name below it. Some participants have a raised hand icon next to their name, indicating they have voted. The 'Participants' list on the right side of the screen shows 15 participants in the meeting, with their names and status (e.g., muted, video off). The list includes:

- Delila Redžović
- Aiša Tarhaniš
- Kabil Kurbarović
- Elma Nurković
- Selma Muratović
- Nerma Dobricanin (Organiser)
- Adila Mujević
- Arneta Škrijelj
- Asifa Murić

The bottom of the screen shows a toolbar with icons for raising a hand, a gallery view of participants, and a video feed of the current speaker.

In the end teacher sends MS Forms for rating the class

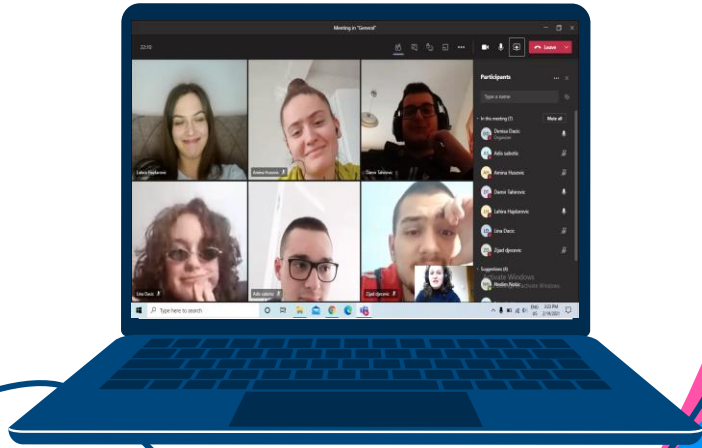
Rating the class

1. How did you like the class???



[Go back to thank you page](#)

Applying flipped learning as a model of learning/teaching can be beneficial to both students and teachers.



Preparation for this kind of class is specific since students are introduced to content at home and are given tasks to complete in order to understand the content before the actual class. When they come to the class, to a real classroom or virtual one, they already have some knowledge about the content.

That way, the whole class can be devoted to practising, applying, analysing and creating.

Teachers

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Thank you for your attention



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