

Flipping the Language Classroom

Una Cunningham

Flipping the classroom means presenting new material digitally (e.g. as mini-lectures, videos, hypertext or audio) for students to access before or after class and/or at the point of need, freeing classroom time for interaction.

Material produced to be presented in this way is enduring or non-transient – it can be rewound, revisited, reused and repurposed, giving the learner control of the when, where and how of their learning.

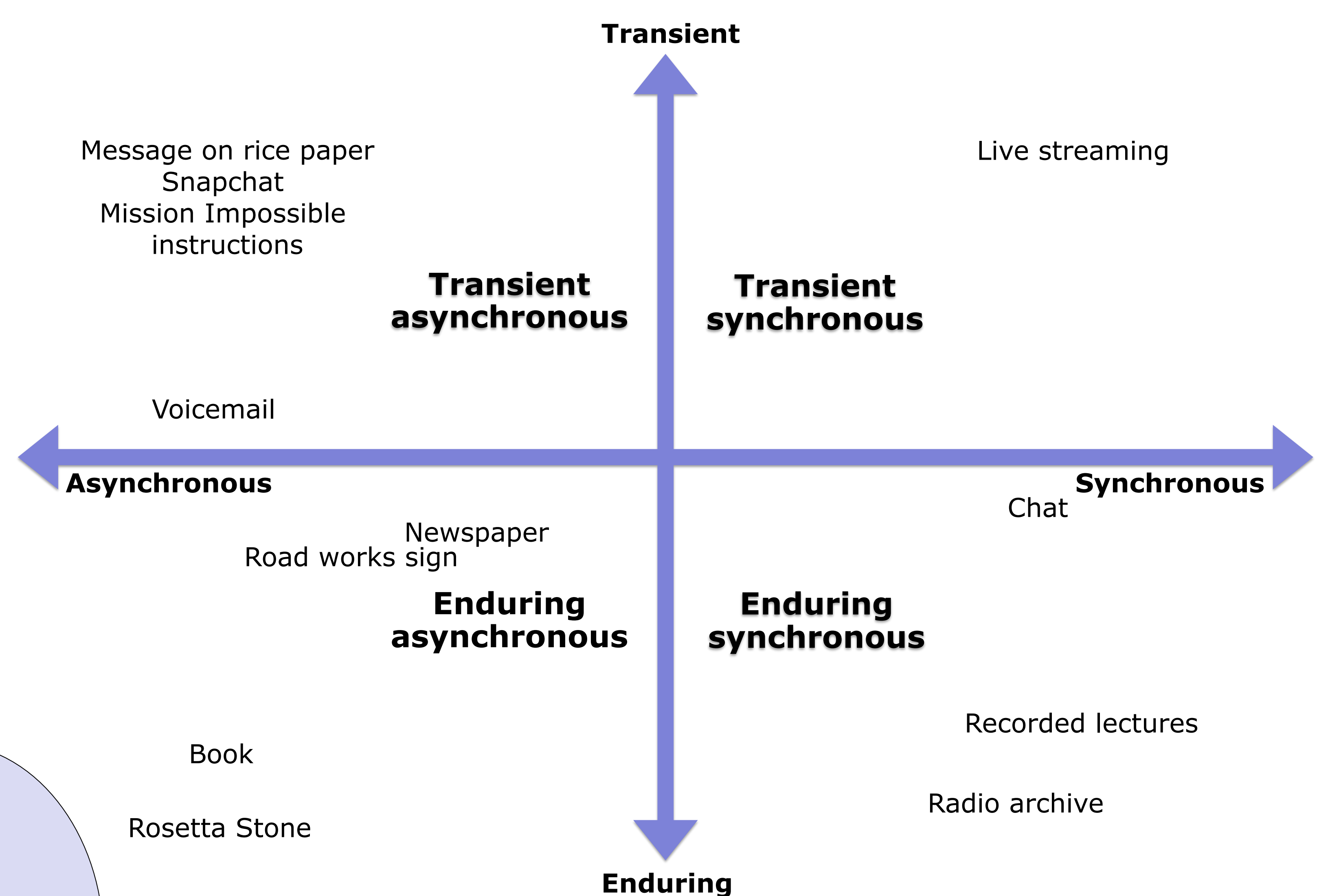
- Language learning requires input, output and interaction and some focus on form.
- Flipping the language classroom means you can save classroom time for interaction and real communication and individualise by referring students to online material at the point of need.
- Thinking a step further beyond the flipped classroom means you can offer non-transient oral feedback or wrap-up web-based lectures to consolidate learning.

Focus on form at the point of need

Libraries of digital material (video, audio, text):

- Grammar explanations
- Vocabulary presentations
- Stroke order for writing kanji
- Spelling rules
- Writing conventions
- Reference resources
- Videos for pronunciation
- Strategies for reading and listening
- Strategies for speaking and writing
- Strategies for self-correction

Transience and synchrony



Learning about the target language culture

Videos, audio, images and text about or featuring target language cultures:

- Everyday life at home in a target language culture
- Being young in target language culture
- Festivities and celebrations
- What is important to speakers of the target language?

Input in the target language

- Podcasts
- E-books for extensive reading
- Audiobooks
- Authentic web media
- Web-TV and web-radio
- Educational videos

Task-based language learning & teaching

- Video, hypertext or audio instructions
- Library of materials and resources associated to tasks