

# my flipped Classroom model

LMS-assisted online learning

- perception
- imitation
- extraction
- drilling

in class learning

- transformation
- reproduction
- combining

based on Passov's communicative approach adapted for a flipped classroom

Found effective for groups with a large number of students. The average score skipped from **2.85** to **3.3 in the first 3 weeks** (24 students in the class)

Teaching tips

Marking the teacher's mediation role in a flipped classroom

## Outside the classroom

The teacher adapts the existing students' book for chosen LMS and provides them with access to it. The students prepare for the lessons by completing the listening (reading) tasks with new vocabulary and grammar material, perform imitation, extraction, and drilling tasks online using the LMS - adapted test forms. The teacher checks the home tasks online and prepares for the offline classes considering the student's correct answers/mistakes

Provide your students with well-structured resources for autonomous learning at home. Plan your presential lesson basing on their home performance (drilling exercises).

State a clear task for **each** exercise (for both offline and online sessions). Explain why the students shall do this very task, mark their learning goals. Thus, you steer clear of being misunderstood/misinterpreted by your students

Encourage using graphic organizers/brainstorming instead of giving your students an explicit answer right away

## Inside the classroom

Who is a teacher in a flipped classroom? How to lead the students to a guided discovery without falling into the explanation of tricky points?

**BE READY TO COMMUNICATE**

Encourage student interaction