

# PART 3—STRATEGIES

## Flipping without Technology

### *Flipping with Your Textbook*

A common belief about flipped learning is that it must involve technology, notably that the instructor videotapes his or her own lectures or presentations of the content for students to watch at home. This does happen a lot, but ESL teachers should be afforded some latitude for two reasons. First, ESL classes often are not lecture-type classes. It isn't likely that an instructor is going to prepare a 50-minute or 75-minute lecture on the activating-your-prior-knowledge before-reading strategy or the narrowing-your-topic strategy before students begin researching and writing a paper. Those skills are condensed into content boxes (or the like) and often provide examples. It would be challenging to convert this into a formal lecture. Second, much of ESL course content is covered in the published textbooks. Why stop using the textbooks so carefully selected for the students? The material in the textbooks is sound and teaches what instructors need it to teach. Instructors could record their own, if they wish; videos need not be class-length lectures (see page 37).

Think about your own teaching style and your own classroom. In general, instructors require students to bring their book to class. The class covers whatever pages were planned for that day and students complete the exercises, and then the instructor assigns something as homework. Starting to flip in these cases can really be quite easy. Why not have students read the pages at home, do some or all the activities at home, compare and check answers in class, and then write, read, practice, and interact in class when everyone is together? Similarly, depending on the level of the class, instructors may just ask students to read the pages at home. To begin flipping, the instructor can ask the students to complete the activities with a partner or with a small group and then work on the given assignment. This plan results in a more interactive class or certainly one in which the students work and make progress at their own individual level.

For each of the following examples (Figures 15–17), a brief look at a possible “traditional” lesson is given along with a possible way to begin flipping. Bear in mind that there is nothing wrong with the traditional approach.

The first example is from a writing textbook (*Inside Academic Writing*) in a unit that covers problem-solution writing. The Describing a Solution task is presented, and a sample is provided. Process words are also included. Finally, a writing assignment is given (see Figure 15). The comparison of a traditional versus a flipped lesson follows (see page 42).

**Figure 15. Example of Writing Content and Assignment Ideal for a Problem-Solution Lesson**

### **Describing a Solution**

When presenting the solution for either a research or technical problem, you need to describe the process or the steps for implementing the solution—either how the solution can be implemented or how it has been applied. This information has to flow clearly, so another scientist can follow the process and replicate the steps. Notice the flow of information in the solution section of “Gas-Fueled Tools Can Poison Users” from *Impact on Construction Safety and Health*, Vol. 13, No. 1, May 1995). Also notice **bolded** passive voice verb forms in the text. Process texts usually contain passive forms because the person (or subject) who performs the process is not important.



### **Gas-Fueled Tools Can Poison Users**

The risk of carbon monoxide poisoning can be cut by using electric or diesel equipment, good ventilation, monitoring, and training. But you need to make sure the solution doesn't add new problems. Electrical equipment should have a ground-fault circuit interrupter to lower the chance of electrocution. Diesel-fueled equipment **needs to be properly fitted** with filters for diesel particulates in the air that can probably cause cancer. Diesel- and gas-fueled equipment **should also be fitted** with a catalytic converter and well-maintained, to give off less carbon

monoxide. Even with these steps, the amount of carbon monoxide may still be too high to use the equipment in some areas. Air monitoring is **needed** to make sure workers are not exposed to unsafe levels of the gas. This monitoring requires special equipment and people trained to use it. Contractors and all workers **must also be told** about the dangers of using gas-fueled equipment in enclosed spaces. Warning labels **can be used**. Training can show how to use the equipment safely.

afterward	eventually	last
at last	finally	later
at the same time	first of all	meanwhile
before this	formerly	previously
currently	initially	simultaneously
during	in the future	

Also, be careful not to overuse the common words *and*, *next*, or *first* repeatedly when describing the steps; use any of the variety of words that signal a process listed.

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### **Exercise 8F: Writing a Short Summary**

Write a short summary about a process you used to complete a lab experiment, a piece of writing, or any other task that interests you. First, list the steps in the process. Then combine the steps into a paragraph that flows well. Avoid common words (*and*, *next*, or *first*) by using signal markers from the box. Write in the passive voice, so the focus is on the process and not the person performing the process.

From: Canseco. (2010). *Inside Academic Writing*, pages 143–144, University of Michigan Press.

<b>Traditional</b>	<b>Flipped</b>
<p><b>In Class:</b> Present the introductory passage about solutions. Review the example and signal words. Give students time to read the example again if needed. Answer any questions.</p> <p><b>Homework:</b> Ask students to complete the writing assignment (8F) (writing a short summary).</p>	<p><b>Homework:</b> Ask students to read the passage in the textbook.</p> <p><b>In Class:</b> Begin a writing workshop in which students write and submit their own short summary. In another flipped session, hold a peer review period in which students read and comment on their peers' summaries, allowing for revision before the final submission to the instructor.</p>