The Flipped Teaching Methodology:

Our Experience in Spanish Language Classes

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This method FLIPS the sequence of traditional language learning by displacing the introduction of content from the classroom.

Instead students learn and engage new material at home.

Instructors spend more class time on communicative goals.

Students respond to specific situations further developing all four language skills and knowledge of the diversity of Hispanic cultures.

As a result students enhance their language competence from the earliest stages of instruction; they become more independent learners and develop confidence in their linguistic abilities.
Spanish Language Program Overview

- Elementary Spanish: SPN 111 and SPN 112
- 4 credit courses/ 4 hours per week
- General Education Requirement: Skill 3 Foreign Language
- Placement test is required to evaluate proficiency levels
Spanish Language Course Goals

To motivate students to actively participate during class time

To engage students in a communicative-centered approach

To enable students to comprehend and respond to a set of situations and topics through language learning
Challenge and Transitions

Student and Instructor Training

Integrating culture and oral proficiency

Understand the new methodology
**Flipped Classroom Methodology**

- **Teacher as facilitator**
- **Students engage content at home before coming to class**
- **Result: more time with conversational activities during class**
The Study of Vocabulary
Interactive Learning Module: vocabulary

- Students **FIRST** see the new vocabulary
- Instead of an English translation, a representative image appears
- An audio version of the text is also available for pronunciation
Un regalo

Un disfraz

Una carroza
Vocabulary Tutorials: at Home

- Students **LEARN** through a homework sequence:
  - From presentation of meaning to usage in context.

- Homework also includes pronunciation practice:
  - Students listen, record themselves repeating words and expressions, then play back audio.
In-Class Practice

- In-class practice is the **FINAL STEP** in strengthening vocabulary skills.
- Sequence of activities transition from recognition/matching to meaningful interaction.
- Conversations transition from modeled dialogues to independent conversations.
Vocabulary: recognition and matching

Asocia las celebraciones con lo que las define:

- **El Día de los Reyes Magos**  Dulces, disfraces
- **El Día de las Brujas**        Novios, amigos
- **El Día de los Enamorados**   Camellos, regalos
Vocabulary: Modeled interaction

Estudiante A: ¿Cuál es tu celebración favorita?

Estudiante B: Mi celebración favorita es mi cumpleaños porque recibo muchos regalos.

Estudiante A: Y a mí me gusta el Día de las Brujas porque me encantan los disfraces y los dulces.
Independent outline-based production

Describe the celebration of San Fermín to a friend visiting from abroad.

You are visiting Pamplona. Ask a local friend questions about the festival of San Fermín.
The Study of Grammar

Preparation:
The study of grammar

FIRST STEP: review and analyze grammar points at home, THEN complete drill activities

SECOND STEP: In class practice in context

THIRD STEP: expanded in class practice in context

FOURTH STEP: Communicative Situations and written assignment

FIFTH STEP: Transition
AT HOME:
FIRST STEP

BEFORE class:
GO ONLINE

Review and analyze grammar points

Complete drill activities
First Step: at Home
Drill Activity
The imperfect past

Yo siempre__________ (invitar) a mis amigos. Generalmente mi madre ____________ (preparar) un pastel. A menudo mis amigos ____________ (comer) helado.
First Step: in Class

The imperfect past

A key question is introduced to provide context.

¿Generalmente, cómo celebrabas tu cumpleaños cuando estudiabas en la escuela primaria?
Second Step: in Class
Partner activities

Estudiante A: A menudo yo jugaba con mi perro. ¿Tú jugabas con tu perro?

Estudiante B: Todos los veranos yo iba a la playa. ¿Tú ibas a la playa?
Third Step: in Class
Expand

In pairs students prepare a story and respond to a prompt:

¿Qué hacía la familia Arias todos los años para celebrar la Navidad?
Fourth Step:
Communicative Situations

**STUDENT A**
You meet a student from Mexico. It is New Year’s Eve. Ask him or her what he and his family used to do for the New Year.

**STUDENT B**
You are a student from Mexico and are curious how the New Year is celebrated in the United States.
Fifth step: The transition

Students are assigned to review the use of the imperfect past with the preterit past.

¿Qué hacían estas personas cuando ocurrió el apagón?
As you can see with the **flip-teaching method** the studying, analyzing and drill activities are completed by the student **before** coming to class.

*In class, time is spent **speaking**.*
Integrating Culture
Culture Contextualized

- Grammar and vocabulary activities reflect a cultural context.
- Cultural “highlights” comment on practices and encourage conversation.
- Cultural “highlights” note how language reveals cultural norms.
Cultural Presentations: “Abriendo una ventana cultural”

- **All students** engage cultural content for each unit.
- **Four countries** are selected for further exploration.
- **Students work in teams** to research the culture of a particular country or people.
Cultural Presentations

- **Each student** prepares one slide
- **Students approximate natural language** to communicate cultural content
- **Students facilitate learning** by preparing 3-4 comprehension questions
Cultural Presentations:

- ¿Qué sabes?

Which pre-Columbian group is considered to be the origin of most Mesoamerican cultures?

- Mayas
- Aztec
- Toltec
- Olmec

- Mexico (clip)
Being instructor with the flip-teaching model

What I did not find

- It’s not less work for the students
- It’s not less work for me
- It does not replace the instructor

What I actually found

- Less frustration with grammar
- More focused class planning
- Highlights why we are there
Conclusion: The Flipped Classroom Format

- Doing work in advance of class allows students to absorb more knowledge during class time.
- Students have more confidence participating and speaking Spanish with classmates.
Student Perceptions of the Flipped Classroom
How did you feel about the "flipped classroom" format?

- 50% preferred the "flipped classroom" format to a traditional lecture class.
- 37% prefer a traditional lecture class.
- 13% had no previous language class to compare this to.
Gracias