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# Flipped Classroom: A Case in Point

(Applying the Flipped Classroom Approach to Teaching about EU Language Policies)

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## Some key issues for a flipped classroom

- Sharing objectives and deciding outcomes
- Accessing input - online, paper, teacher, peers....
- Use of learners prior knowledge
- Determining the “blend” - what exactly is to be “flipped”
- Differentiation - students working at own pace
- Assessing and evaluating progress





## A question to you

Our course ( on European language policies) was designed to be used online,  
in a flexible way either by individuals and groups working independently, or with classroom and teacher participation.

Can the principles be applied to any material, any course, any context?





## The course on EU Language policies

Duration: 30 hours

ECTS: 3

Online environment: Moodle

Structure: 5 units, each containing

- 5 steps with clearly indicated learning outcomes
- Different types of activities for students to perform (i.e. read a text and identify key words, answer questions on it, etc., watch a video, listen to a speaker talking about multilingualism, write a short summary of the ideas in the text / video / audio material, etc.)
- Questions for discussion / tasks for further research – independently or in groups
- An end-of-unit quiz (and a Final course quiz)





## Constructive alignment – first things first – setting the course aims:

- to explain what we mean by Multilingualism
- to give examples of a number of multilingual policies and show how these reflect broader values in society, in Europe and also more widely
- to describe the various types of language policy which have been developed in response to an increasingly multilingual world and summarise what their effects have been
- to consider the value of people speaking a range of languages, and also the challenges that this poses not least for education systems, looking at examples in a number of countries





## Constructive alignment – first things first – learning outcomes

After following this course, you will be able to:

- **understand** the different meanings of the term Multilingualism
- **realise** how important Multilingualism has been as a principle in the development of the European Union
- **understand** something about multilingual societies throughout the world as well as historically
- **be able to discuss** the benefits and challenges of Multilingualism
- **Understand and analyse** the different aspects of multilingual policy, and of language policy and planning
- **realise and analyse** how policy on language is developed and implemented
- **appreciate / evaluate** the challenges and potential of Multilingualism in the education system.





## Out-of-class

### 1. Activation

#### STEP ONE- Overview

In this unit you are going to learn about **multilingualism**, in Europe and beyond. Multilingualism is a guiding principle of the European project and in many ways, it has been since its inception.

#### Activity 1 – What is multilingualism?

- (i) First think about what multilingualism means for you (or discuss with a colleague if you are working in a group).
- (ii) Write down some notes in English or in your own language if you prefer.

Students are guided into the topic;

Students start

The activity can be done individually or in pairs/small groups using the forum (asynchronously) and chat (synchronously) features on Moodle or another online tool.





## 2. Processing

**Path 1:** The activities are done entirely independently.

The teacher has prepared some comments and ideas which students can consult (alone or in pairs/small groups) after watching the video.

Unit 1 - Multilingualism in Europe - An Overview

STEP ONE - Overview

The meaning of multilingualism

Video 1 - Dr Lid King in Sofia Talk on Languages in Europe - Transcript

So when we say that languages are important for the whole European project, I think there are in fairly simple terms two broad aspects to what we are talking about. Firstly the one that most people would instinctively understand. Why would we need Multilingualism, why do we need different languages? Well for a functional reason. If you come to Bulgaria and you don't speak Bulgarian, and I am sure that they don't speak Hindi or Mandarin, so you have to find some way of communicating. So we have to have languages to communicate. We have to have languages competence in order to trade and so on and so on. That's one aspect.

The other aspect is more about social - social and cultural identity, who we are, how do we

### Activity 2 - Identifying the main points

You are now going to watch an extract from a talk by Dr Lid King, a European expert, speaking about multilingualism.

(i) Before listening to the video recording check that you understand the meaning of these key words:

Challenge/ Diversity/ Identity/ Fanaticism/ Xenophobia

Functional/ Social/ Cultural/ Humanist/ Paradoxical

(ii) While watching the video recording note down the main points being made.



(iii) The speaker makes two points about the importance of multilingualism.



Read the two sentences below and choose the correct word or phrase in each case.

**Path 2:** The discussion can be done in class with the teacher eliciting students' responses and providing a summary of the important points.





## 2. Processing continued

### EU Policy statement

Now read this extract from an EU Policy statement of 2005 - the 'New Framework Strategy for Multilingualism' which you can read in full [here](#).

#### Activity 5 - Finding Keywords

Find – in the text – the key-words for the following definitions. Download the text and highlight the key-words; then check your answers in the feedback given.

#### Activity 6 - Choosing the best phrase or phrases

#### Activity 7 - Making a comparison

The video is 3.5 minutes long. Activities 5 and 6 are based on an extract of a EU policy document. They contain the most essential information to facilitate students' getting to grips with  
Both the whole video lecture and the policy document can be assigned after dealing with STEP One as further reading / watching tasks depending on the level of English language proficiency of the group and / or their main specialty.





### 3. Systematisation

Students can check their ideas against the provided correct answers.

Systematisation is done at the end of each step, then of each unit and finally, on the level of the whole course.

Multilingualism can be said to be  the European project. The fundamental reason for this is that Europe is  and only by  other people and their languages and cultures, can it function successfully and make progress. At the same time, since humans use language in order to  multilingualism has  functional role, enabling Europeans to  nations within Europe and to  the whole world.

Rather than attempting to  the undoubted difficulties faced by a multilingual society by  the number of languages used within the Union, Europe has decided on a different path - that of  all European languages and of promoting the idea that  it can achieve unity. This is a real challenge, but it is also one that can  and it provides a strong moral and practical basis for .





## 4. Evaluation and assessment – Unit 1

1. A multiple-choice quiz based on the issues raised in the unit.
2. Expressing an opinion about the strong points of multilingualism in Europe.
3. Personalisation.

Are there said to be any downsides to multilingualism?

Select one or more:

- a. Not if good policies are put in place to support it.
- b. It can be divisive and increase social divisions.
- c. Yes - it is an impossible aspiration.
- d. It will prevent people learning English, the main world language.



### Sharing

by [Николина Цветкова](#) - Saturday, 21 March 2020, 6:31 PM

Share with your colleagues one thing about languages in Europe which you weren't aware of before.

After you post your ideas, please read and comment on your colleagues' views.



### What do you think?

by [Николина Цветкова](#) - Saturday, 21 March 2020, 6:30 PM

According to the Framework document - New strategy for Multilingualism (2005) - variety and difference can be a great strength for Europe. Do you agree or disagree? Why?/Why not?

After you post your ideas, please read and comment on your colleagues' views.



## Monitoring students' progress

Out-of-class, while the students are working on the set activities  
The teacher uses the moodle tools to check the results for each student (activities & quiz).

A special forum thread for students to post about technical issues or other problems they may encounter is activated in the Unit Discussion Forum. Posts about problems can answered by other students or by the teacher.

The teacher monitors the discussion in the threads and guides it if need be by use of additional questions, prompts, quotes from the students' posts. The teacher may write a summarising post or take notes to present to the class in the Unit Consolidation.

## In-class

### Consolidation and follow-up.

Students are asked to prepare questions prompted from their work on the unit and pose them to their colleagues.

The teacher moderates the discussion and summarises it at the end.

Further reading may be suggested.

A possible follow-up group project –  
Languages in my City



## Final remarks

And to sum up here are some questions for discussion and further consideration.

Can you answer our initial question - how generalisable is this approach?

What is the blend? What is to be flipped? (Think about what is best learned outside the classroom, and what needs more input from teacher or peers.)





## How does this approach differ from a conventional classroom -

- role of tutor
- contribution of learners
- use of materials
- assessment
- pace

## What are the advantages of the blend, of the flip?

- for learners?
- for teachers?
- for institutions?

## And what are the challenges?

