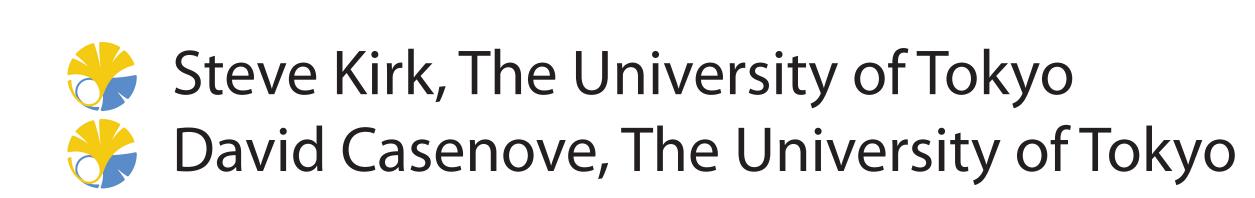
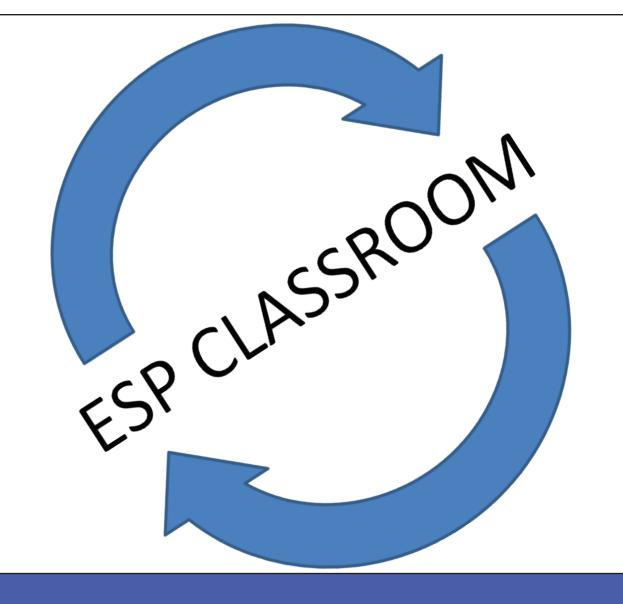
FLIPPING THE ESP WRITING CLASSROOM

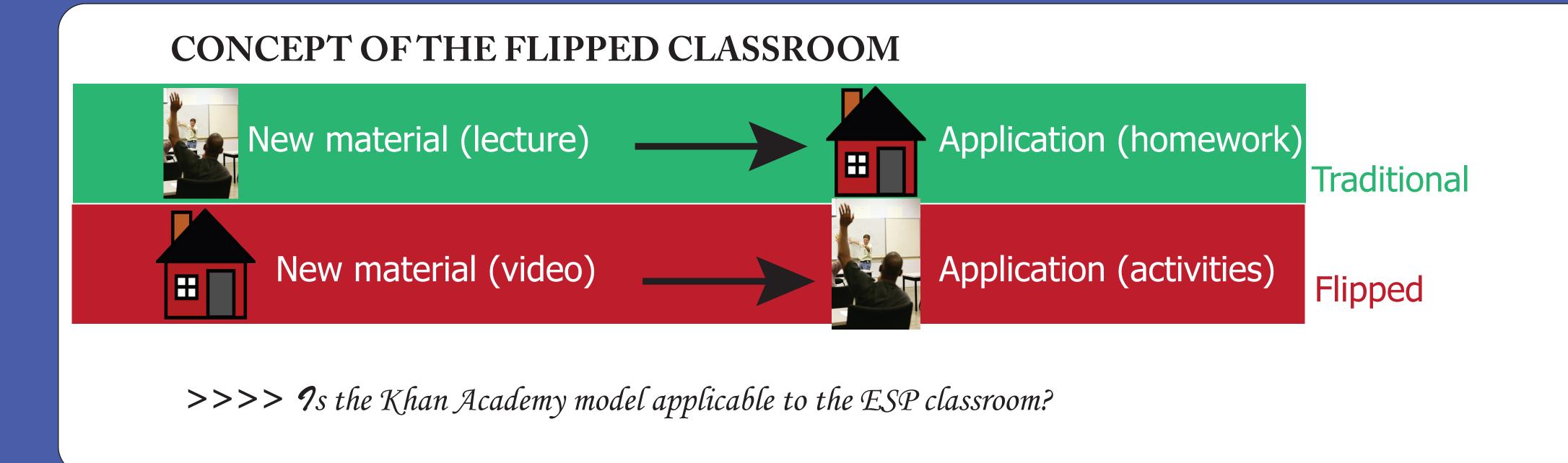


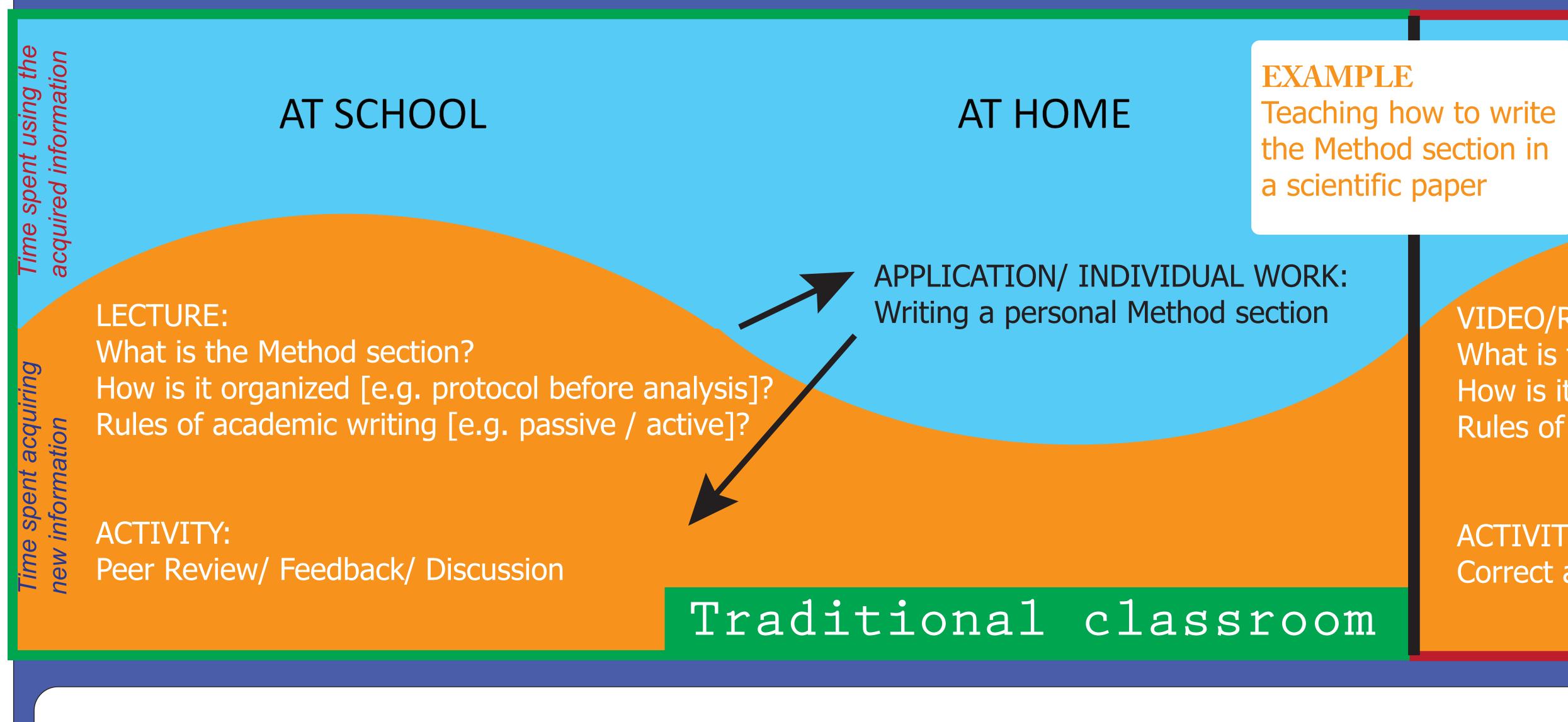
skirk@aless.c.u-tokyo.ac.jp dcasenove@aless.c.u-tokyo.ac.jp



LIMITATIONS OF THE TRADITIONAL ESP CLASSROOM

- Lack of writing practice
- (Lack of) understanding of the lectures
- Teacher feedback is usually too late
- Unassisted application of the rules of academic writing





AT HOME

How is it organized [e.g. protocol before analysis]?

Rules of academic writing [e.g. passive / active]?

Correct and complete the Method section

APPLICATION/ GROUP ACTIVITY: Lab notes > writing a sample Method VIDEO/READING: section collaboratively What is the Method section?

Original paper > noticing differences

AT SCHOOL

APPLICATION/ INDIVIDUAL WORK: Drafting a personal Method section Peer Review/ Feedback/ Discussion

Flipped classroom

ADVANTAGES ...

- Frees up time in class
- More writing practise
- Timely and focused feedback
- More student-centered
- More group work

....AND DIFFICULTIES

- How to assess students' comprehension of the video material?
- Teacher's workload

ACTIVITY:

CONCLUSION

Flipping the ESP classroom could help to increase students' engagement in class activities as well as providing them with timely and personalized feedback