The Flipped Classroom

"School work at home and home work at school"

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Abstract:

The present study has been designed to apply Flipped Classroom methodology principles for the teaching of English in Early Education and to evaluate its effectiveness for the English as a Second Language with young children (4-5 years old) of the rural school "San Gabriel" (Zuera).

This method was developed by Jonathan Bergmann and Aaron Sams (2011), whose aim is to provide a student-centered learning environment to assist teachers with the ability to practice project-based learning, mastery, inquiry, peer instruction and constructivism, among others.

Key words: Flipped classroom, Early Education, student-centered learning, flexibility, motivation, peer instruction.

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1. Introduction:

We live in a country where the teaching and learning of Foreign Languages is not working as it is expected. Children is Spain attend school where at least one foreign language is taught, English in most cases. But once High School is over, after 8 years of studying this second language, the results are disturbing, for most of these students can barely speak or write with mild fluency or correctness. This is the consequence of a traditional way of teaching the language; by which learning a language consists in teaching a system of structures. Therefore the language becomes the object of study, something tedious, full of activities that lack of sense for the students, repetitions and grammar. Meanwhile exposure to language, communicative activities, and meaningfulness are forgotten.

Still, the results of this system are unsatisfactory, so something must be done to achieve the difference. This is what this present study is designed for; as an answer for the need of new ideas, new methods, new materials, new activities… A way of teaching the Foreign Language as something useful for the youngsters, to accomplish a communicative view of the Foreign Language where the language is the vehicle for communication. In order to do that, this study has been based on a new approach of teaching and learning called **Flipped Classroom**; according to Bergmann and Sams, "*a form of teaching-learning system in which students learn new content online by watching video lectures, usually at home, and what used to be homework (assigned problems) is now done in class with teacher offering more personalized guidance and interaction with students, instead of lecturing*"

This method is a way of offering the future teacher generations a theoretical and practical basis that differs from the traditional view of teaching. It is a way of improving the teaching practice in the classrooms, in this particular case, in the infant classes. Teaching English cannot be reduced to a piece of paper with grammar structures or a teacher asking to repeat the same words all over again, because as we can already see in the eldest generations, it is not working.

Furthermore, there are few studies and materials which use this methodology, and most of it is based on High School students, so we know little about how to use it in English Foreign Language classes with young children. This is a challenge when studying, designing and implementing this method.

The **main goal** of the current study is to apply the Flipped Classroom methodology in Early Education and to evaluate its effectiveness for the English Second Language acquisition with young children. These are some **research questions** that must be asked for this achievement;

1. What is *flipping a class*?

2. Is the extra work worth the potential benefits to your class?

3. Until what point the technology improves your teaching method?

4. What type of activities can you use in class?

5. How can you use class time efficiently?

6. Is the Flipped Method appropriate for all learners?

To achieve this purpose, I will follow this **structure**:

Firstly, I will go over the theoretical framework to establish the key principles of this methodology. Secondly, I will expose the design of three lesson plans and the corresponding research tools for collecting data. Then I will implement the lesson plans while I collect the corresponding data. After this, I will implement other research tools such as questionnaires. Finally I will compile the data and analyse it statistically in order to come up with a discussion of results and a conclusion of my investigation.

The reason why I have chosen this topic is because after four years of studying this Infant Education degree, I have been doing my practices in different schools and classes, which showed me a variety of ways of working. But, what I have not seen in any school is the beginning of the new school year, or how all the innovative and "good" methods for children are taught, because barely anyone applies them in Spain. And that is what I want to learn. I want to change my teaching practice. I want to do something that is useful for me as a future teacher, and for the children, as my future learners.

Moreover, I have decided to study this pedagogical model because it is a recent movement, starting in 2011, which gives me the opportunity of deepening into its study.

On the other hand, we are living in a society where students grow up with internet access; some of them manage technology even better than some adults. This is a reality that we cannot ignore, and that can be used in our favor. This method is a great opportunity for including technology into our teaching practice.

To conclude, what pushed me into this project work was the curiosity towards new pedagogical movements, and the need of a better education for our younger learners, who are the future of our society. This is the reason why I started this investigation, for me and for them.

2. Theoretical frame:

2.1 Principles and practices of Flipped methodology:

The **Flipped Classroom** is a pedagogical model in which the main goal is to provide a student-centered learning environment. In this model, some or most of the direct instruction is delivered outside the group learning space, using video or other delivery representations. Class time, then, is available for students to engage in hands-on learning, collaborate with their peers and evaluate their progress, and for teachers to provide personal assistance, guidance and inspiration. This implies the change from a teacher-centered classroom to a **student centered learning** environment. In other words, this model provides teachers with more time to interact with their students helping them to process chapter content, and less in class time lecturing content.

This method was created by **Jonathan Bergmann** and **Aaron Sams**, two chemistry teachers of Woodland Park High School (Colorado), who in 2007, started to concern about the absence of students that had to go to competitions, games, and other events. They began to use video recordings to record lectures, demonstrations, slide presentations… In their book *Flip your classroom: Reach Every Student in Every Class Every Day (2012),* they reported that after they flipped their classrooms, students began interacting more in class, and because time could be used more flexibly, students who

were not as advanced could receive more individualized attention, while advanced students continued progressing.

Jonathan Bergmann received the Presidential Award for Excellence in Math and Science Teaching as a lecturer, while Aaron Sams received the same award under the flipped model.

The basic **components** of this method are: (Bergmann and Smith)

- "*A blending direct instruction where the teacher supplies the knowledge base with constructivist learning, the students are responsible to construct their own knowledge.*

- *An environment where students take responsibility for their own learning.*

- *A classroom where the teacher is not centered attention, but instead, serves as a guide or facilitator of learning.*

- *A classroom where students who are absent due to illness or extra-curricular activities are not left behind.*

- *A class where the curriculum and lessons are always available for review or remediation.*

- *A class where all students are engaged in their learning.*

- *A place where all students can get a personalized education*".

Quantitative and rigorous qualitative **data** on Flipped Learning is limited, but there are many researches that support the key elements of the model according to instructional strategies for engaging students in their learning.

The **researches** I reviewed include teacher's reports on students' achievement after adopting the model (based on state test scores), descriptions of flipped classrooms, course competition rates, disciplinary actions, and surveys measuring a group of outcomes, such as teacher, students and parent attitudinal changes.

On the whole, teachers who are flipping their classrooms report higher student achievement, increased student engagement, and better attitudes towards learning and school. Many flipped teachers report that their job satisfaction has improved and are feeling re-energized by their interaction with students.

The Flipped Classroom has its theoretical basis in the **Peer Instruction** (PI) by Eric Mazur (professor at the Harvard University), which includes a technique called learning "**just-in-time**", the basis of the Flipped Classroom method. In other words, this technique allows the teacher to move around the group learning space, transforming the space into a dynamic, interactive learning environment where the educator guides the students as they apply concepts and engage creatively in the subject matter.

This method is supported on 4 **pillars**: flexible environment, learning culture, intentional content and professional educator.

The **flexible environment** allows teachers to arrange their classes as their activities require, creating flexible spaces in which students choose when and where they want to learn.

The **learning culture** focuses on the learner centered approach; the class time is dedicated to exploring topics deeply and creating rich learning

opportunities. As a result, students participate and evaluate their own knowledge, which makes the practice meaningful for them.

An **intentional content** helps students to develop conceptual understanding, as well as procedural fluency. It determines what is needed to be taught and which materials should students explore on their own. It is basic to use active learning strategies and student-centered methods.

Finally, the role of **the professional educator** is the most important pillar. During class time, professional educators have to be observing constantly their students, providing them with relevant feedback instantly, and assessing their work. They must be reflective in their practice, tolerating and able to control their student's behavior during the class. They have a less visibly role than in traditional teaching, even so they are the basic element for the success of this method.

Some of the **resources** most used by this method are the following; *Twitter, YouTube, Google Docs, Skype, WordPress, Dropbox, Prezi, Moodle, Slideshare, (Edu)Glogster, Wikipedia, Blogger/Blogspot, diigo, Facebook, Google Search, Google Reader, Evernote Jing, PowerPoint , Gmail, videos, LinkedIn, Edmodo, Wikispaces, Delicious, Voicethread, Google+, Animoto, Camtasia, Audacity* and *TED Talks.*

To sum up, the **advantages and disadvantages** of this method are the following:

The **Advantages**:

- Teachers can spend more time with the students with special needs.

- It creates opportunities for the teachers to be in contact with the family and the learners, and the community.

- The learners are able to access the content of the classes more easily (it is facilitated by the teacher).

- It creates a collaborative environment in class.

- Families are involved from the beginning of the learning process.

- Parents also learn about the content of the class.

- Children are encouraged to develop their autonomy and creativity.

- Teachers take more advantage of the class' time than in traditional teaching.

- Transparency is created with this method.

- It is more manipulative, more realistic.

- Children learn by doing things in a real context.

- Increased dialogue and shared ideas between students, teachers and experts.

- Access to video and other online content can be seen in any location.

- Emphasis on higher level thinking skills resulting in more challenging curriculum.

- Individualized control over the lesson space.

- Varied instructional grouping making it easier for students to learn from one another, problem solving together and complement each other according to their skill level.

The **disadvantages**:

- Teachers have to work harder and have to be well prepared.

- Limited knowledge and resources for what to do during class to help students process its content.

- Increased effort and time from the teacher for lecture recording.

- Differentiated planning for the integration of in-class and out-of-class elements.

- Added consideration of technology or compatible equipment to access the video lessons from the teacher.

- The time in front of a computer screen increases.

2.2 **Principles of Second language learning and teaching**:

The second language acquisition takes place by exposure to **comprehensible input** (Krashen) where students are exposed to a language with a variety of structures in order to understand the messages that the teacher is saying.

There has to be a **communicative interaction** where students negotiate the meaning interacting with the teacher, who makes the input comprehensible in order to develop communicative strategies and fluency in their learners.

Other aspects that we have to take into account when teaching and learning the second language are the silent period (children are able to understand more words than the ones that they are able to produce), so we cannot force them to speak. Also, children learn by imitation, so we are a model that they are going to copy.

The basic **communicative principles** of the activities are the following;

The **communication principle**; the Second Language Acquisition takes place by using the language in communication. We communicate to do things; we need to create the conditions to communicate by sharing information with them (information gab), the negotiation of meaning (interactional modifications) and the interaction with the children.

The **task principle**; we learn by doing things, the language is used for a purpose (it has to be contextualized) as a vehicle for communication and to achieve an outcome.

The **meaningfulness principle**; children learn things that are meaningful for them.

So this is what I am going to focus my design of the materials for the study on; on the Flipped methodology and the communicative principles of language acquisition.

3. Materials and methods:

3.1 Materials:

This project was undertaken to apply the Flipped Classroom methodology for the teaching of English in Early Education and to evaluate its effectiveness for the English as Second Language with young children. In order to do that **three lesson plans** were designed on the topic of clothes to see whether a group of 20 children of 4 years old could learn the vocabulary of the clothes in a more motivating and engaging way. Instruments for work evaluation were designed, such as questionnaires, observation tables and evaluation posters.

The reason why three lesson plans were designed was that less than these lesson plans cannot demonstrate the effectiveness of the method, lacking the sufficient data. However, with three lesson plans there are enough data to determine if the method works with infants, and on the other hand it provides an adequate amount of information to manage.

These lesson plans were implemented in a rural school called "San Gabriel", situated in Zuera, where the learners come from many localities such as Zuera, Villanueva de Gállego, Zaragoza, Peñaflor, Villamayor, Santa Isabel and San Mateo de Gállego.

This is a semi-private bilingual school (CILE 1 based on the PIBLEA of 2013) with educational levels from ages from 3 to 16 years. The bachelor studies are private. The school is directed by the "Padres Pasionistas", so it is a catholic school. It is attended by learners from 3 to 18 years old, and there is one group for each educational level.

The objects of this study are the 4 and 5 year old children. 3 year old children may not have developed the skills I needed to apply the plans I designed. Furthermore, implementing these lesson plans with the three infant levels was not possible because the data would rise to more than what it was intended.

These lesson plans were based on the Flipped Classroom methodology, so the activities where implemented by using active, participative and engaging exercises in order to present new concepts to the children. Activities regarding visual, kinetic and hearing areas were also put into practice.

The special needs were attended by using the Information and Communication Technologies.

To conclude, the families were also involved in the learning and teaching process by using activities such as worksheets or videos that will be explained down below.

The **first lesson plan** (appendix 1) was a storytelling. The story of "The Emperor's New Clothes" (Andersen) was chosen because children love tales, and there is no better way to introduce a topic than with something engaging for them.

The story was adapted from the one written by Andersen, so that the 4 year old children did not have any problem understanding it. One option was creating a story, but it was better to use a tale that they already knew as we there were only three sessions to demonstrate the efficacy of the Flipped Methodology with infant children.

In order to make this story meaningful for them, an atmosphere was created in which the teacher was going on a holiday, and she needed the children's help for packing her bag, selecting the clothes needed for winter weather (she was going to the mountain). Making the children help the teacher is a very useful tool to engage them in the activity. Also, the fact that they had to classify the clothes into winter and summer is a very good activity to encourage their thinking.

The entire story was recorded by the teacher in order to upload the video to the webpage of the tutor of the class (appendix 2), so that the children could see the video with their parents at home, and recall the vocabulary of the lesson. This is a way of creating transparency between the school and the parents, and at the same time getting them involved in the children's learning process.

Once they had understood the vocabulary of the clothes (that will appear on the story later), the teacher explained them that she was going to the trip with two more friends, who were tailors, and she discussed with the children about what a tailor was. This was very important because two of the main characters of the tale were tailors, so they needed to know what a tailor is before listening to the story.

Once the explanation had ended, the teacher started telling the story using flashcards with the main images (appendix 3) of the story. This is used because as the story is told in a Foreign Language, the more visual aids are used, the better comprehension is attained. I would rather have used a Powerpoint

presentation, but as there was no Pdi in that infant class, this was not conceivable.

The story-telling developed positively, for the children were really into it. They probably did not understand the plot of the tale, but as the main objective was to understand and reproduce the main vocabulary of the topic (clothes), it does not matter because is irrelevant for the investigation.

Once the story ended, an arts and crafts activity was created about the tale in which the children had to dress up the Emperor with the clothes that they had learned through the previous activity, by drawing and painting those clothes on the Emperor's body. This is a way of reinforcing the new vocabulary in an attractive and meaningful way for them. Children usually enjoy the arts and crafts activities, and it is something we must take advantage of for the learning and teaching process.

In order to make this activity more communicative, the children had to get into groups of 4 to argue about what piece of clothing they wanted to dress the Emperor with. The problem with this activity was that the children switched too often to the mother tongue, but at least, they said the names of the clothes in English, which is something remarkable.

Once they had decided what clothes they wanted to draw on the Emperor's body, they went to the poster and with finger paint they drew the piece of clothing they had chosen.

This activity was chosen to make the children talk and communicate so as to reach a decision. They also had to speak to decide in which order they will

draw. All of this fostered their communicative skills and their **autonomy**, which are ones of the main learning outcomes of this lesson plan.

Meanwhile, with the other groups, the story was retold, with the intention of not making the other groups waste their time while one group was drawing. Retelling is very important since it is something that develops their memory skills, and helps the teacher know if the children have understood the story. The children were asked what part they liked the most and the least, with the aim of making them speak and communicate with the teacher. This is a way of offering them a lot of **exposure** to language, they learn by thinking, doing, listening… which is basic in the Flipped Classroom Method.

Finally, once the poster of the Emperor was finished, it was hung on the school's wall for everyone to see the work the children had done. To end up with this lesson plan, the children were asked to tell their parents what they had learned at school, what they had performed, and finally, to watch the video with them.

The main objective of this activity was to involve the parents in the learning process, making them feel part of the school, the lessons and the English classes. As it was said before, this is a way of creating **transparency** between the school and home, the teachers and the parents. This video helped the students go over the language that they were taught at school, reinforcing the learning process in a motivating way. This differs from lecturing the students with the repetition of the same words, which obtains the same or a similar result, but in a monotonous way. This also attends the special needs of the

students, because the ones that needed to listen to the words more times could watch the video at home with their parents as many times as they wanted.

The **second lesson plan** (appendix 4) was about a competition game. This type of activity was chosen because after having the children listening to a story and doing and arts and crafts activity, they needed to move, think, and have fun playing games while reinforcing the vocabulary about clothes.

The next day, the children were asked if they had seen the video at home with their parents. This is a very important part on the Flipped Methodology, so is something we needed to research on.

With the purpose of playing the game, the rules were the first thing that needed to be taught. The first thing that the children did was getting in groups of four and choosing the group's name regarding the clothes' theme. They were asked to do this because it is something that develops their autonomy, which is a very important aspect that should be fostered in the infant education. As well as arguing about what name to choose, or who they were going to play with, helped them develop communicative skills.

Once they had their names and partners chosen, each group received a complete game with 12 cards in it. In each card there was a piece of clothing (the ones that they saw during the storytelling) and each one had a different color. Each group had a leader, who was the person in charge for each round. When an item and a color was said (piece of clothing), the leaders of each group had to find out in their games (with the help of the other members of the group) the demanded piece of clothing. Once they had found it, they had to run to the teacher and give it to her. If the card matched the cloth, that group won

one point. This was reiterated until every member of the group had been leader (4 rounds), after that, the rules were changed.

The rules were changed because once the children had played several times, they started to get tired. To make the game more challenging, they were asked to do the same thing, but this time not telling them the name of the item and color. The variable "color" was removed. The teacher only said the variable of the clothes. By changing the rules, the children got progressively more engaged in the game, making the game more challenging for them. Apart from this, eliminating a variable was a way of knowing whether the children understood the items. Moreover, if they knew the colors, when saying "white t-shirt" they could pick the correct card even if they did not know what a t-shirt was. But, with the exclusion of the variable color, the item "t-shirt" had to be recognized if the children wanted to win the game.

This game was repeated four times, until everyone had participated by being the leader. After that, as there where two groups in a tie, a last round was performed. When the game had finished, the points that each group had won were counted to reinforce the numbers by making a cross curricular link to math's. The winner group won a sticker for each member, while the other groups won a round of applause from all of the class. By doing this their effort was being praised. They understood that if they worked well the outcomes are better.

To add up, this revised their previous knowledge about the colors, the vocabulary about the clothes was reinforced, the fine motor and psychomotor

skills were developed, the communicative skills were practiced, and the logical-mathematical skills strengthened.

Once the game was finished, the next activity was more relaxing, involving handwriting. The materials needed for this activity were some worksheets where the learners had to complete the missing words (appendix 5). As they were 4-5 year old children, they could not write in the second language as they do in Spanish. So the only things that they had to write were a few words in English such as "the name of their parents, class, clothes, school and their name". By doing this worksheet the children were involving their parents in the learning and teaching process, as the worksheet was the note that they had to give to their parents in order to do the clothes exhibition of the following day. Furthermore, at the back of the paper the children had to color with their parents only the pieces of clothing that they would bring to school. Once they finished the note, they went home with their worksheet and explained to their parents what they had to do.

This is another way of involving the parents in the learning and teaching process. They had to help their children to look for the pieces of clothing, to read the note and let the children explain what they had to do (communication between parents, children and the teacher), to color only the clothes that they had chosen… the learning process did not stay at school, we created transparency and made this learning process a game. Just as it was said before, transparency is a basic pillar in the Flipped Methodology.

Before the children went home there was some time left to play another game; a round robin. With the round robin the children review the clothes and

the teacher can observe how the learning process is developed with the learners. The rules for that game were that they had to say a piece of clothing that they knew, and they could not repeat the word that their partner had said before. As there were not as many clothes as students, not allowing them repeat any piece of clothing was impossible, that is why the rule was only not to repeat their partner's piece of clothing. If they said a piece of clothing correctly, they could stand up and get prepared to go home.

This game indicated that the children were learning really fast, because almost every child said a different piece of clothing, being "t-shirt" and "coat" the most repeated ones. This was a good sign for the investigation, it meant that the method was working.

The **third lesson** (appendix 6) plan consisted on an exhibition of the clothes that the children had brought from their houses with the help of their parents (according to what they had written and colored in the worksheet). The exhibition went extraordinary good, at first they handed out the worksheet to the teacher, so that the colored pieces of clothing could be marked. Making them color the pieces of clothing was a way of ensuring that every child had their correct belongings at the end of the activity. Once they had showed the rest of the class what types of clothes they had brought, they were asked to say three sentences "hello, my name is… I am 5 years old…" and "I am wearing ….." by doing this they were learning to say set phrases and vocabulary but in an encouraging and motivating way for them; they had to go through the class walking with their clothes on, to the rhythm of the music, saying that sentences.

This was something they enjoyed, eventually, the fact that they were being filmed made them believe that they were famous people and they really got into the activity. Some of them even acted as super models while walking and moving around the classroom.

To conclude, with this activity the children developed the psychomotor skills through games, they also practiced sentences such as; "hello my name is… I am wearing…I am 5 years old…" and finally, they reviewed previous knowledge about the topic.

In order to **evaluate** all of those materials a set of questionnaires and observation tables were designed. Taking into account the main goal of this study, it is important to note that these materials were only designed to evaluate the activities regarding the Flipped Classroom methodology.

The questionnaires were designed to gather up the families' feedback about the activities. There were 5 questions (written in Spanish) to which each family had to answer with regards to different items such as "once a day, more than once a day, twice a day…". Five questions were enough to simplify the work to the families, and at the same time having some guarantee that they were answered thoroughly. Less than five questions collected poor data for the researches.

On the other hand, the observation tables were designed to evaluate the children's vocabulary acquisition. As this study was set to apply the Flipped methodology for the teaching of English with the infants (the clothes) and to evaluate its efficiency, the best way of gathering the information with the aim of proving this was with these observation tables.

In the observation tables (appendix 7) there were 12 pieces of clothing written next to the names of the children of the class. This register made collecting the information easier. This is a simple and accurate way of evaluating the children's learning process. But this was not enough, because the more data that are collected, the more accurate and valid the study is. So more information was needed, that is why the feedback of the learners was also recorded.

They were asked to evaluate each performed activity (appendix 8) on a piece of cardboard, where they had to paste a sticker according to whether they had liked the activity or not. As it was said before, the only item evaluated from the lesson plans were the Flipped Classroom methodology activities, but as a future teacher, knowing what they think about the activities is very important so as to improve them for the next time, which is why the learners were demanded to evaluate all of the activities. It is important to note that as it is shown in the appendix, the names of the children are letters from the A to the T. This is because the names of the children cannot be shown in the study (law for the protection of data), so the children had their names written on the cardboards while doing the lesson plans, but in order to attach the documents to this project work these were switched to letters.

3.2 **Methods:**

The first thing needed for the success of this investigation was a review on the Flipped Methodology **literature** to establish the key principles. Once the idea of Flipped Classroom was clear, the next review concerned the communication principles for learning and teaching a Foreign Language.

The second thing to do was the designing of **lesson plans**. If the investigation wanted to demonstrate the rationality of the Flipped Classroom methodology with the infant learners, the only way of proving that was by doing activities, and if the activities had to be contextualized and authentic regarding the communication principles, the best path was designing lesson plans. These lesson plans must have the topic of "clothes", a basic theme in the early education, both useful and meaningful for them.

The third step was the design of **research tools** for collecting the data. These tools were made to evaluate the efficacy of the Flipped Methodology. Returning to the main purpose of the investigation posed at the beginning of this study "to apply the Flipped Classroom principles for the teaching of English in Early Education and to evaluate its efficacy for the English as Second Language with young children", the research tools were created to assemble information about the results of the investigation, by using instruments such as questionnaires and observation tables. With these tools the data could easily be collected in order to prove the principles of the Flipped Methodology.

The fourth step was the **implementation and gathering** of the data while doing the lesson plans. For example, the observation tables were completed by the teacher while doing the activities. The posters where the children pasted the stickers in order to evaluate the activities were also done while implementing the lesson plans, but the remaining research tools were implemented once the lesson plans had finished.

The fifth step was implementing the **rest of the research tools**: questionnaires. These questionnaires were designed to collect information from

the families, to get as much information as possible, in order to make the study valid and accurate. By doing this, the investigation was obtaining feedback from different sources: from the children, from the teacher and from the parents.

Finally, the **data were compiled and analyzed** in different statistical tables. By assembling the data into statistical tables the information is easily understood, visually organized, and ready to study and discuss the results. This is what leads to the **final conclusions** of the investigation, based on the results of the data compiled from all the different sources.

4. RESULTS & DISCUSSION:

Once the evaluation was finished, the results were compiled and compared to build the results of the investigation.

The evaluation made by the **teacher to the students,** as it was said before, was designed to evaluate in which way the children were able to understand and produce the vocabulary of the lessons, designing a register with an observation table. In that observation table the learners were noted with a tick or a cross whether they could understand and produce the vocabulary about the
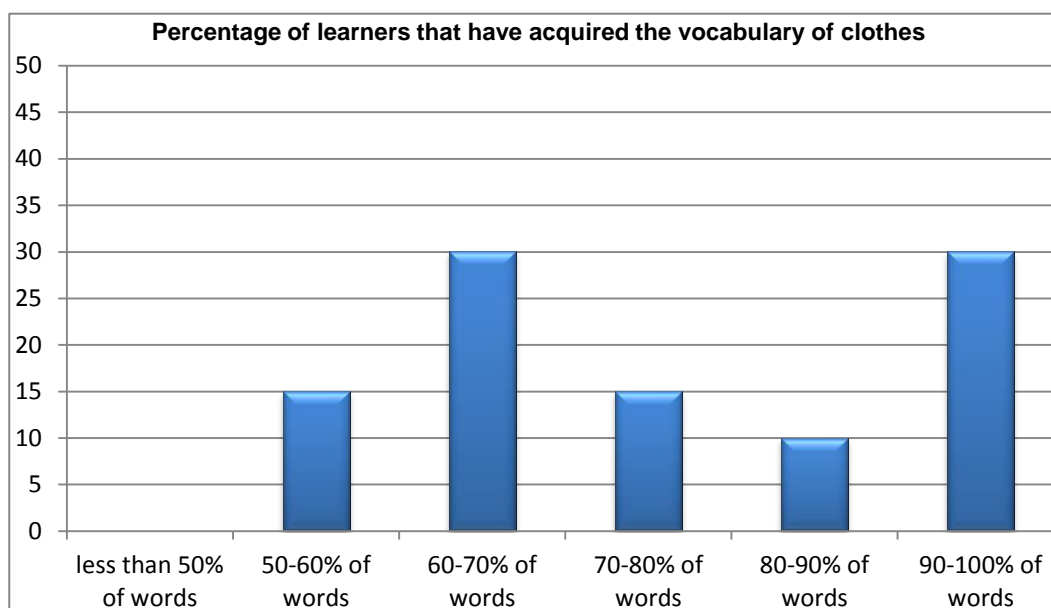
topic. Once the register was done, the results were compiled into percentages such as; less than 50%, from 50-60%, from 60-70%, from 70-80%, from 80-90% and from 90-100% of words acquired.

The results as we can see in the table above are the following:

- o Every child has acquired more than the **50%** of the words.
- o One third of the children know the **100%** of the words.
- o The results are **positive** regarding the acquisition of vocabulary using the method Flipped Classroom.

The evaluation of the questionnaire for families (appendix 9) was aimed to find out the parents attitude towards the project, their opinions and suggestions. This percentage was elaborated with 19 families that saw the video, from the 20 that were asked to do so, as one family did not watch it.

The families answered five questions about the different activities of this investigation:
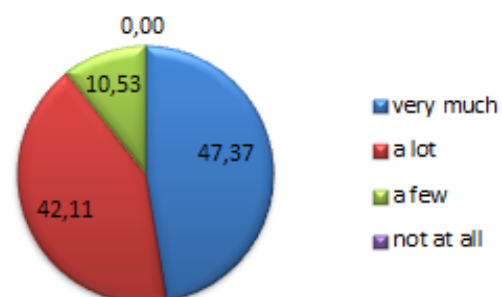
- o Have you seen the video with your son?
- o How many times?
- o Did your son feel encouraged when watching the video?
- o Did your son name the pieces of clothing in English while looking for them in the exhibition?
- o Did your feel overwhelmed by the extra work made at home with your son?

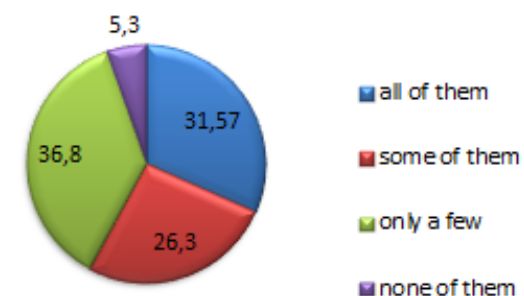The results were analyzed and compiled in the tables below:

have you seen the video at home with your son?
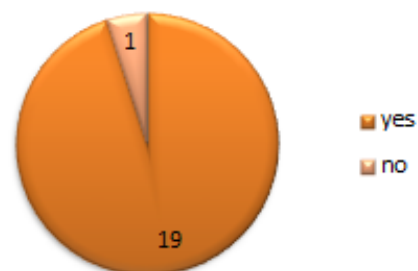
1

19

- yes
- no

Did your son feel encouraged when watching the video?

0,00

10,53

47,37

42,11

- very much
- a lot
- a few
- not at all

Did your son name the pieces of clothing in English while looking for them in the exhibition?

5,3

31,57

36,8

26,3

- all of them
- some of them
- only a few
- none of them

how many times have you seen the video with your son during the last week

	once a day	more than twice a day	less than once a day

- how many times have you seen the video with your son during the last week

Did your feel overwhelmed by the extra work made at home with your son?

0 0

47,3

52,6

- very much
- a lot
- a few
- nothing at all
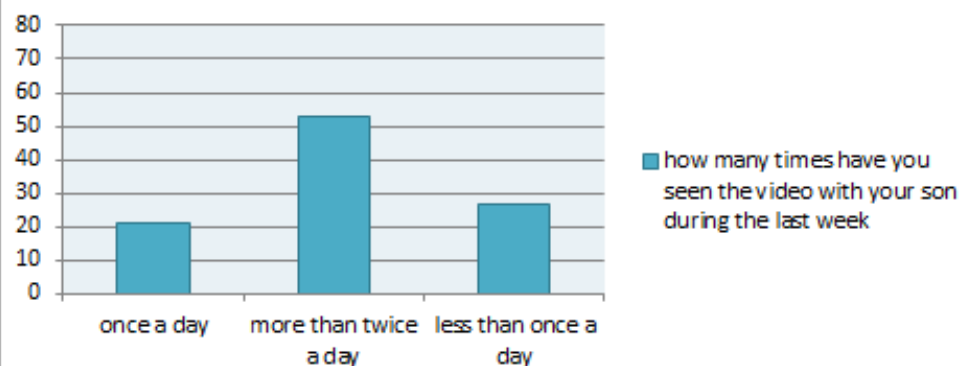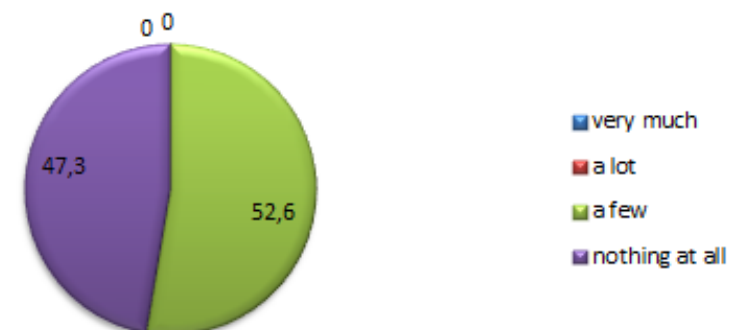
According to the questionnaire, the results regarding the family support were very satisfactory:

- o Every family saw the video with their sons except for one.

- o Some of the families wrote on the questionnaire that their children saw the video many times because they demanded it. This means that they were very motivated by the activity.

- o The children were very motivated in their houses watching the video many times; this helped them acquire the vocabulary of the clothes.

- o More than the 50 % of the learners said all of the words (12) or some of them (11).

- o It would have been interesting to know if the learners that acquired the 100 % of the vocabulary were because they saw the video at home. This was impossible to infer because the questionnaires were anonymous.

- o The effort of working at home with their children was not overwhelming to any family. Only some of them said that they had difficulties when turning off the video, they believed it was too much time for the children standing in front of a screen.

- o Other families said that they enjoyed the task of looking for pieces of cloth, watching a video with their children, because they felt part of the learning and teaching process. This was a very positive result.

Finally, the **evaluation of the students to the teacher** was aimed to find out the pupils' attitudes towards the activities of the lesson plans. The learners had to paste a sticker (green or red) next to their names on a poster with the purpose of indicating whether they liked the activities or not. This was done once the session had concluded.

In relation to the posters, the conclusions were compiled into these tables:

In line with the first lesson plan, we could say that this was a very motivated group, which worked really well. They liked the activities, as they found them unusual; they were interacting with the teacher, they participated, their parents were involved in the teaching and learning practice... That is the reason why the percentages displayed in the table are so high; because the activities were challenging, fun and encouraging for them.

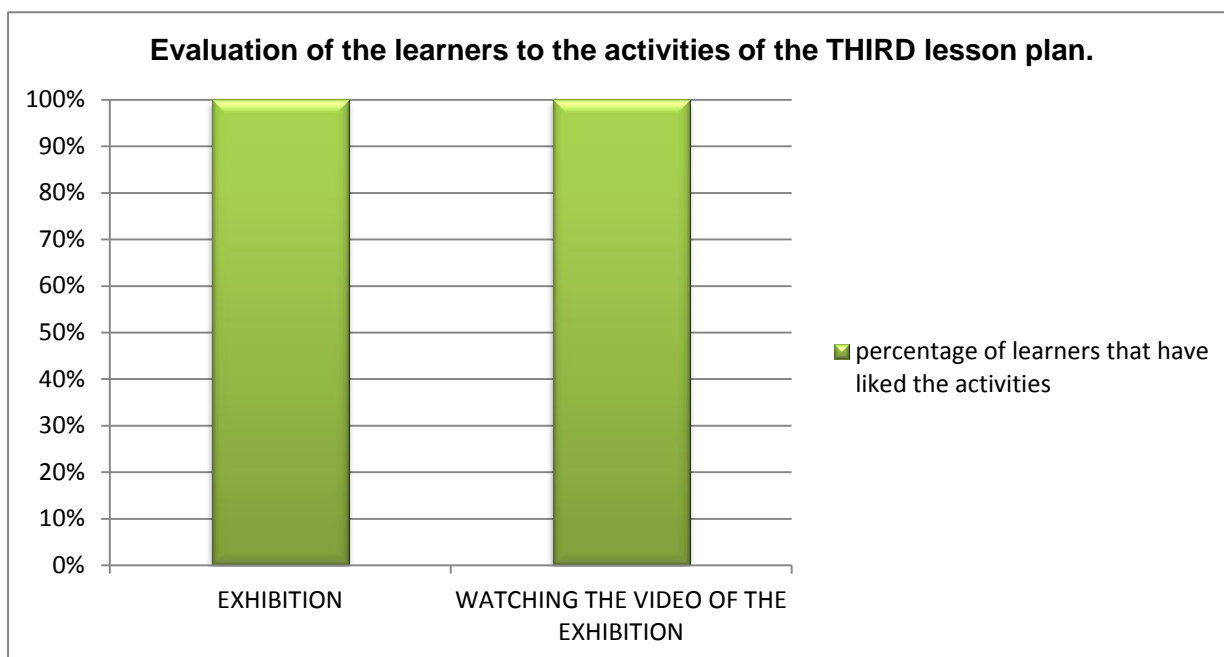Evaluation of the learners to the activities of the FIRST lesson plan.
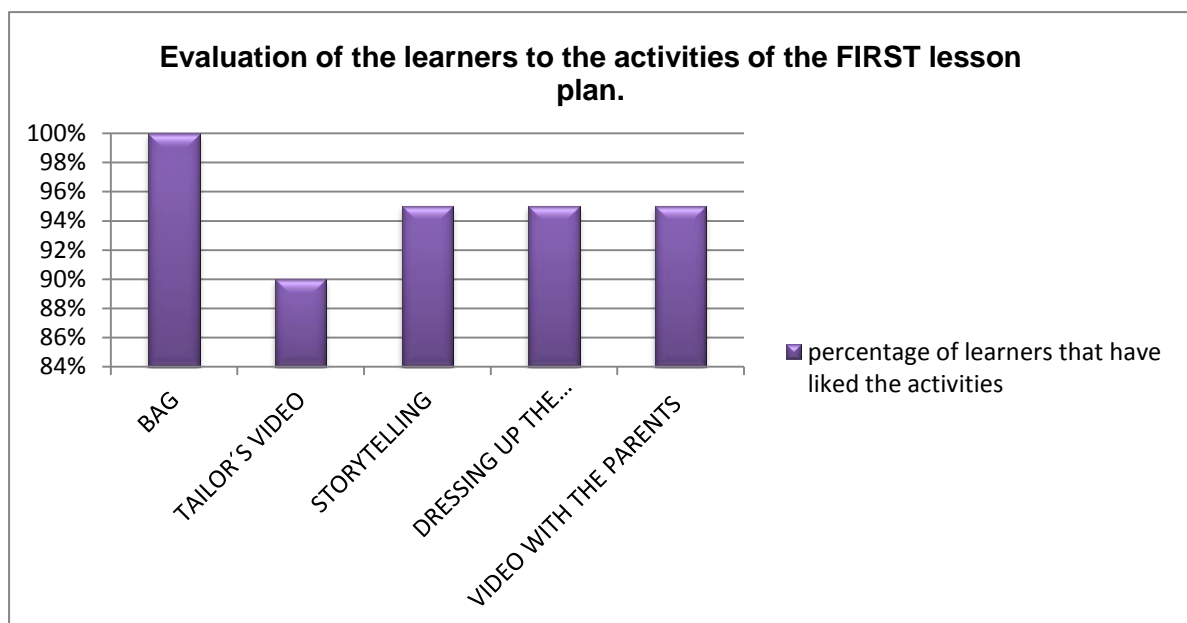
Along with the second lesson plan, we can say that all the children have liked the activity of the team game because they had a reward, and the competition encouraged them a lot. Also, they were doing a cooperative work, which made the team game easier for them. On the other hand, the worksheets they had to do were struggling for some. This made the work hard for them to succeed in, some of whom disliked the activity. Others who were very advanced on the writing skills liked the activity a lot because they did it in a fast and easy way.
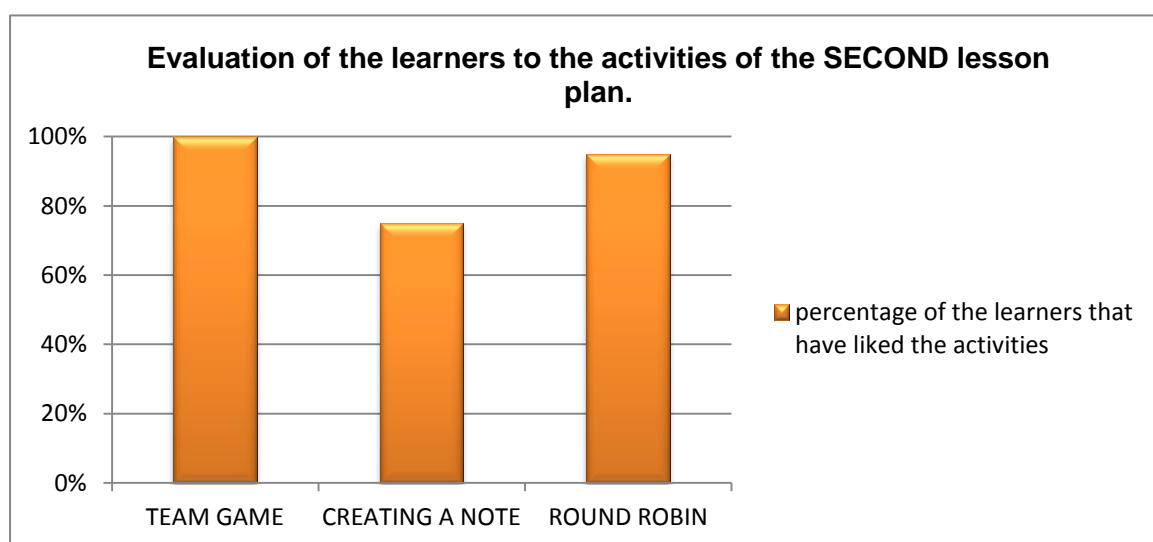
Finally, in line with the third lesson plan, the results were excellent, as we had 100% of approval in the whole lesson plan. This could be because these activities where based on the kinesthetic, musical and linguistic intelligences, which made them very motivating for the students. They loved doing the exhibition; they felt encouraged because they all were the "main characters" of the activity, and also because they were the ones who decided which pieces of cloth they were bringing to the school, which developed their autonomy. Finally, watching the video on the computer screen seemed incredible for them, they

were very interested in the activity of looking what they had done, or what is the same, the results of their effort. The huge expectation that created the fact of looking for them on the screen made the activity even more enjoyable.

Evaluation of the learners to the activities of the THIRD lesson plan.

percentage of learners that have liked the activities

EXHIBITION   WATCHING THE VIDEO OF THE EXHIBITION

To conclude, as my **self-evaluation**, I would like to say that since the moment I started this investigation it has been an adventure for me; I had the opportunity of having fun with my students, planning exciting and engaging lessons, conversing with every student about real and authentic application of ideas. The freedom and rewards that I feel now as a teacher are due to this investigation about the environment flipping. It cost me time and a lot of effort to build lesson plans that worked both with the students and with me. It was hard to find a topic that they liked, activities meaningful and fun for them, to adapt the activities to their cognitive development, to apply all the principles of the Flipped learning… However it constantly progressed and grew better. I have also

learned that even after all that effort when preparing activities, or when grading the class level to attend the diversity, there are always things to improve.

The motivation and collaboration of the families was very gratifying, which helped to use the class time efficiently. The learners were also very encouraged, especially in the assembly, where they talked about the video that they had seen at home with their parents or about what they had liked about the activities.

My impression towards this inquiry is that the Flipped Classroom helped students develop their autonomy in learning, because a lot of learners went to the iPad or class computer, in their free playing time (corners), to watch the videos we had done before.

On the other hand, the time required for learning the vocabulary in class was less than I had expected, thanks to this method.

I have realized that I need more formation as a teacher, and if I had to change something I did with the children, I would probably have changed everything (even though I am very satisfied with the results). The only thing I would not change is the method. It is impossible to express how much this change in teaching and learning has revolutionized my way of educating, how much I have learned through this study. Flipped Classroom just made everything simpler and more effective at the same time.

5. **CONCLUSIONS:**

Before starting this investigation I repeatedly asked myself the question "what is the best use of my class time with the students?" I knew that **individualized instruction** was essential for quality learning. But how could I achieve that with 20 or more students in a class? I wanted to teach problem solving, critical thinking, and collaboration, but where to find the time? How could I challenge the **higher-achieving** students to go deeper without at the same time ignoring the **lower-achieving** students? How could I create a **personalized learning environment** for each student so that all of them could grow and develop to the best of their ability? How could I gain more class time to cover the material I needed? All of these questions were answered by using the Flipped Classroom Method.

With the Flipped Classroom I was able to give to the struggling students more **attention** and **assessment** to succeed in their activities. I had more **flexibility** to alternate assessments on an individualized level. Moreover, I had the extra time I needed to talk with these students that struggled and help them with the activities. At the same time, these students did not feel the embarrassment of being asked to answer questions in front of the class when they did not know the answer, or the embarrassment of having to ask a question in front of the class, when, in their mind, everyone else had understood.

Struggling students are not the only ones to benefit. One of the first things that I noticed was that the higher-ability students were more encouraged when working. Previously, as their work had always been well completed, they rarely got academic attention from their teachers, even if they exceeded

expectations. Now, with the Flipped Learning, I could offer them to go further as students, offering the support they needed to take risks, to deepen into a subject, or to explore a problem beyond they ever had.

Flipping makes your classroom more **student-centered**. The learners became more responsible for their own learning. Their autonomy increased day by day. They were encouraged and supported in finding ways to personalize their learning process, since learning is the most important goal in the Flipped Classroom, not just being able to fill in the blank correctly.

The biggest benefit of flipping was that I had more **interaction** time with every student. While implementing the lesson plans I challenged myself with having a conversation with each student, even if it did not regard school matter, because Flipped Classroom is also about the **relationship** with the learners. This was not complicated at all, as infant learners love talking about their personal experiences and this made them feel important in the class, and me as a teacher.

One of the things that impressed me the most was the support that I received from the families, they really wanted to be a part of the learning and teaching process of their children. In other words, the **transparency** that the Flipped Learning created was incredibly amazing.

Finally, Flipping is not only about the video. Creating videos is an important part in this method, but it is not the only tool we can use. Flipped Classroom is really about being student centered and flexible with your students, creating **opportunities** for the children to learn.

Flipped Learning is a process that consistently improves your method and allows you to perform tasks in your class you had never have time for. This is what I have learned while doing this final project work, that Flipped Learning constantly demands you to be a **better teacher**.

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- Cockrum,T. (2014). *Flipping your English Class to Reach All Learners*: *strategies and lesson plans.* Taylor & Francis Group: Routledge.

- Krashen,S. (1982). *Principles and Practice in Second Language Acquisition.* Pergamon Press Inc.

Web pages:

www.flippedlearning.org

www.flippedclassroom.org

www.cyclesoflearning.com

Appendix

APPENDIX 1: Lesson plan 1; storytelling

Objectives/learning outcomes: To understand and produce new words; dress, t-shirt, coat, pyjama, socks, gloves, shorts, trousers, boots, jumper, skirt and shoes. To classify between "summer" clothes and "winter" clothes. To promote creativity. To improve the fine motor skills. To foster memory skills during the retelling activity. To understand commands and orders.

Materials: paper, pencil, crayons, teddy bear, bag, dress, t-shirt, coat, pyjama, socks, gloves, shorts, trousers, boots, jumper, skirt, shoes and a video.

Activities:

Pre-telling: 20´

Activity 1: preparing students for storytelling

1. Arrange the furniture so that children can sit near us. Give instructions on where to sit using the L2.

- *"I want you to sit close to us. Make two semicircles around me. Move closer! Can you make some room for___, please?"*

2. Learners repeat the word that the teacher says with the same intonation.

- *Teacher: "Cuando yo diga la palabra "Class", tenéis que repetirme ¿vale? para eso tenéis que estar muy atentos, eh? Vamos a probar, "Class"".*
- *Learners: "Class".*
- *Teacher: "Class?"*
- *Learners: "Class?"*
- *Teacher: "Very good".*

3. Use a story puppet to introduce the story. Explain that your teddy bear is naked, that it has not got any clothes on.

- *Look what I have got here class… what is this? Yes! Very good, a teddy bear! This is my teddy bear, he loves listening to stories. And you children? Do you like listening to stories? But… my teddy bear is naked! It hasn´t got any clothes on! Let´s see if we can dress him up.*

Activity 2: Introducing key words

- **Types of clothes:**

1. Use a bag to create expectancy. Show to the children a bag filled with clothes in order to introduce the vocabulary of the story.

- *Oh my god, what have I got here? Who knows what is this? Do you know it? Okay tell me please… yes! It is a bag! But… what do I want a bag for?*

2. Explain to the children the reason why you have brought a bag to class. One possible reason is that you are going on holidays to the mountain and that you need to pack your bag, but you do not know how to do it, so the children help you.

- *You probably will be thinking why I have this bag here… well, I am going to the mountain this weekend, and I need to pack my bag… but I don´t know how! Can you help me please?*

3. Unpack your bag showing the clothes that you have inside by saying the names of them.

- *Okay, so let's see what have I got here… (Show them as possible these pieces of clothing) a dress, t-shirt, coat, pyjama, socks, gloves, shorts, trousers, boots, jumper, skirt and shoes.*

4. Ask for the children´s help by telling them that the place where you are going is very cold, and that you are going to need a lot of winter clothes in your bag. This way you will need to repeat again the names of the clothes (so that they can memorize them).

- *The thing is, that here I have got a lot of clothes, but I only need the winter clothes in my bag, because it is very cold there… can you help me to pick the winter clothes?*

5. Name again the clothes, one by one, and put inside the bag only the ones that are necessary for your trip.

- *So, do I need a jumper? Yes… do I need a trouser? Yes… and a pyjama? Yes… do I need a skirt? No…*

6. Once you have finished packing your bag, show them again the clothes that you have put in your bag for your trip. But this time do it the other way around. Ask them to say the names of the clothes, and repeat the names after them.

- *So, let´s see what have we finally packed… a… what is this? A jumper! And a…*

- **What is a tailor? :**

1. Ask to the children if they want to know with whom you are going to the trip. Tell them that your friend is a tailor. Ask them if they know what that is. Show to the children a short video of a tailor sewing.

   - *But… do you think I am going alone to the trip? Or maybe… with a friend? Yes! I am going with a friend. Do you want to see my friend? My friend is a tailor; do you know what that is? Well watch this and you will discover it…*

2. Once they have seen the video comment on it, ask to the children if they know someone that is a tailor, or if their parents sew…

   - *So, do you know someone that sews like my friend? Really? Came on tell me…*

Activity 3: introducing the story

1. Tell to the children if they want to know where are you going on holidays.

   - *Class… you know that I am going to the mountain on holidays right? But… where am I going exactly? Do you know the name of the place I am staying with my friend the tailor?*

2. Explain to them that you are going to Neverland, a very cold place where you are going to need a lot of clothes. Ask them if they know where that

place is, and if they want to go with you to explore it. Get in your car and start the story.

- *I am going to Neverland, do you know where that place is? No? really? Do you want to come with me? Okay, so let´s get our bag, get in the car, but your seat belts on please… and let´s go to Neverland!*

While-telling: 25´

The Emperor´s new clothes

Once upon a time there was an Emperor called Afú, who lived in a very cold place, up in the mountain called Neverland.

This Emperor loved clothes a lot. His birthday was coming, and he was celebrating a party in the palace, so he needed new clothes to wear in his birthday party. So the Emperor Afú, decided to call some old friends of him, to order them some clothes.

-AFÚ: "hello, tailors? Yes, can I ask you for a favor please? I need some help; can you come to my house please?

-Tailors:" of course, we will be there in a minute."

The tailors walked, and walked, until they reached the Emperor´s house. They knocked the door

-Tailors: "hello"

They knocked the door again

-Tailors"hello"

And finally Afú opened the door, and let the tailors come inside

-Afú: " hello tailors! Thank you for coming in… look I need you to make me some clothes for the birthday party that I am celebrating tomorrow… do you think you could make it in time?

-Tailors: "of course Emperor, don´t you worry, you will have your clothes tomorrow at noon"

-Afú:" thank you so much friends!

The tailors went to their house and started sewing the clothes; they had a lot to do, so they could not waste any time.

The next day, Afú woke up, and looked for the clothes, but they were not there. So he decided to call to his friends the tailors and ask them for explanations.

-Afú: " ring, ring… hello? Yes tailors, how are you? Are my clothes ready for tonight?"

-Tailors: " of Tailors:" of course, we will be there in a minute."

The tailors walked, and walked, until they reached the Emperor´s house. They knocked the door

-Tailors: "hello"

They knocked the door again

-Tailors"hello"

And finally Afú opened the door, and let the tailors come inside

-Afú: " hello tailors! Thank you for coming in… do you have my clothes prepeared? "

-Tailors: "of course, look at them, here they are, here you´ve got the t-shirt, the trousers, the shoes, the boots… look what magnificent colors, what a splendid texture!"

-Afú was a little bit confused… he looked up… he looked down…he looked to the left… he looked to the right… and nothing, he could not see the clothes anywhere!

(Can you see the clothes?)

-Afú" I do not see the clothes tailors! I am getting very angry with you! Where are my clothes?!"

-Tailors:" look Emperor, they are right here, here you´ve got the t-shirt, the trousers, the shoes, the boots… look what magnificent colors, what a splendid texture!"

But Afú still did not see the clothes anywhere! (do you see the clothes?)

-Tailors:" ahh… know I know why you don´t see the clothes… because they are only made for smart people, if you are not clever you cannot see the clothes"

Afú looked confused, but he said "of course, of course" not wanting to appear stupid or ignorant. "I love them, thank you very much, I will put them on right now to go to my birthday party. "

Afú and the tailors walked and walked until they reached the palace where the birthday party was going on. They knocked the door

-Afú and tailors: "hello"

They knocked the door again

-Afú andTailors: "hello"

And finally Afú´s family and friends opened the door, and let the tailors come inside.

-Family and friends" oh my god! You look amazing Afú! What magnificent colors, what a splendid texture!"

Afú felt really grateful, after all, the clothes had cost him a lot of money…but suddently, a little boy appeared and shouted:

- Little boy: "wait a moment! He has not got any clothes on… Afú is completely naked!"

All of a sudden the celebration stopped and everyone started laughing. (laughs)

- Afú :"oh my god, it is true, I am not wearing any clothes at all the tailors cheated me! I feel so embarrassed… "

So the Emperor ran away from the palace and never come back again.

From that day on, Afú gave the little boy an important job in his palace because he was the only person that had told him the truth. And, whenever Afú needed advice he would always ask the little boy first.

Post-telling: 15´

Activity 1: dressing up the Emperor Afú

1. Elaborate an arts and crafts activity with them, by dressing up the Emperor Afú with the clothes that we have learned throughout the story. Show to the class a big picture of the Emperor Afú naked, just like in the story, but he needs to be dressed up. Ask the class to dress him up.

   - *Do you remember what happened to the Emperor Afú? He liked the clothes a lot right? Well… look what I have got here! A big Emperor, do you want to help me dressing him up?*

2. Ask the children to get into groups of 4 in order to choose one piece of clothing that they want to put on the Emperor´s picture.

   - *Now get into groups of 4 please… you have to choose one piece of clothing… put up your hand when you know it and tell me.*

3. Once they have chosen one piece of clothing, give them some finger paint and let them draw the piece of clothing they have chosen on the Emperor´s picture.

   - *Now come with me, and let´s draw on the naked body of the Emperor the clothes that he needs!*

Activity 2: retelling

1. While the groups are coloring the clothes, do another activity with the other groups. Ask them to tell you the parts that they have liked the most, and the parts that they have liked the least.

   - *While that group is coloring… who can tell me what have you liked the most? And the least?*

2. Retell to them the story asking them to repeat the Emperor´s clothes, and parts of the story

   - *The first thing that happened was… the Emperor was called… what he loved the most was…*

Activity 4: show the video to the parents

1. Tell the children that they have to tell to their parents what have they done in the English lesson, and in order to do that, they have a video online on the web page of the teacher class where they can see what have they done. (The video is the part of the packing and unpacking the bag, where the clothing vocabulary is explained).

   - *Class, listen this is important, the last thing and we are going home okay? Look remember that you have to tell to your parents what have you learned today in school… and show them the video that we have on the web page of our class okay?*

2. Tell to the parents when they come to get the children that they have to see the video online with their children in order to reinforce the vocabulary that they have learned at the school today.

- *You have the video online of a part of our class today if you want to watch it with your kids okay?*

APPENDIX 2

Video of the storytelling (at the cover of this final project work)

APPENDIX 3: FLASHCARDS
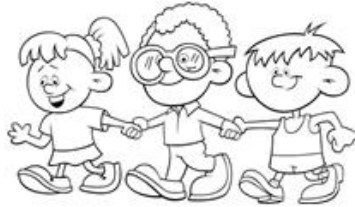
APPENDIX 4: lesson plan 2; team game

Objectives/learning outcomes: To review previous knowledge about the colors. To reinforce the vocabulary about the clothes. To understand commands and orders. To develop fine motor skills. To practice handwriting. To practice communicative skills. To develop psychomotor skills through games. To reinforce the logical-mathematical skills through games when counting the points.

Materials: 12 cards, one cardboard, worksheets, pencils, rubber, crayons, stickers, video, computer, shoes.

Activities:

1. **reinforcing vocabulary: 15´**

    a) Ask to your class if they have seen with their parents the video that you told them yesterday to see.

    • *Hello class! Put your hands up if you have seen the video about clothes with your parents… tell me, what do they think? Did they like it?*

    b) See the video again with them to reinforce the vocabulary about the topic.

    • *So now we are going to see the video again okay? Do you want to see the video?*

c) Once they have seen the video, ask them to tell you what types of clothes they are wearing.

- *Now, can anyone tell me what are you wearing? Yes… tell me please! Very good! And you?*

2. Playing a game: 15´

a) Explain to the class that you are going to play a game called "find me" with them.

- *Today we are going to play a game called "find me" do you want to play? Okay let´s see what we have to do…*

b) Make groups of 4 people maximum.

- *The first thing you have to do is get into groups of four! Come on class!*

c) Ask them to decide who the helper is. In the case in which there is no possible agreement, you get to choose the volunteer.

- *Now choose the helper of each group…*

d) Tell them to pick a name for their groups, explaining that the name must be related to clothing.

- *Now you have to come up with a name for your group, but it has to be related to the clothes that we have been seeing…*

e) Explain the rules of the game; each group will have 12 exact cards for them.

- *I am going to hand out 12 cards for each group okay?*

f) Each card contains an image of a piece of clothing that we have been working on with during the lessons, colored in a different way.

- *As you can already see, each card has one piece of cloth that we already seen, of one color, as we already know the colors.*

g) You have to say the color and the type of cloth of one card, and the helper of each group has to take it to you once you have said it. Do an example so that everyone knows what they have to do.

- *I am going to say the color and the type of cloth, and you will have to bring it to me, for example, if I say… "blue trousers" each helper of the group has to look for the blue trousers and bring it to me as fast as you can. Is it clear?*

h) The child that reaches the teacher first, wins one point (sticker), that it is pasted on the cardboard where the name of the groups are, so that the points can be counted at the end of the game.

- *The first child that comes to me faster will win a sticker… we will paste it here, next to the name of your group…*

i) It is important to explain that the helper of each group will be changing, so that everyone gets a chance to run to the teacher with the piece of cloth.

- *When I say "change" the helper must be another member of the group that hasn´t already been. Is it clear?*

(The game ends when the 12 pieces of cloth have been called by the teacher)

3. **Variation of the game: 10´**

a) Once you have finished the game, tell to your students that they are going to play to the same game one more time, but now, with fewer clues, more difficult.

- *Class, now we are going to play one last time! So the groups that have less points wake up so that you get more points! Do you want to play one more time?*

b) Explain to the children that the game is going to be the same, but now the only thing that they are going to hear from you is the piece of cloth. The color is no more necessary.

- *Now I will only say the type of cloth and you will have to come to me. For example; "t-shirt"*

c) Repeat the same structure explained before.

d) Once the game is over, count with the children the number of stickers they have achieved. Give a round of applause for each of them.

- *Let´s see… the trouser´s group, count with me… one, two, three, four… four stickers! Congratulations! A round of applause for this group please…*

e) The team that wins the game will be praised with one sticker for each member of the group.

- *So who has won more stickers? The skirt group! Very good! Congratulations skirt group! I will give you some stickers…*

> Notes: before starting the game make sure that everyone has the hands behind their backs

4. Creating a note: 15´

a) Tell to the students that the next day we are going to do an exhibition, like the one the Emperor of the story did. In order to do it, we need to ask our parents for clothes.

- *Now that we have been playing and running a lot, I have an idea for the next day… what do you think about doing an exhibition with clothes, as if we were super models…*

b) Explain to them how to do a note for their parents asking for the clothes. Let them explain their thoughts.

- *So, how can we make the note for your mommies and daddies? Do you have any ideas?*

c) Finally, give them the pieces of paper were they have to fill in the gaps with the words that the teacher says. Do it on the blackboard so that the children can see what they have to write.

- *I am going to give you a piece of paper for your parents okay? But you have to fill in the empty spaces with the words needed. I am going to do it first on the blackboard okay?*

d) Explain to them that the pieces of clothing that they have at the back of the worksheet are for them to color, but JUST the ones that they are going to bring to school.

- *Do you see here these drawings? Well, they are for you to color, but remember that you can only color the ones that you are bringing to school okay? Is it clear?*

e) Once they have all finished writing their parent´s notes, tell them to fold it in two and put them inside their bags.

- *Okay, now fold it into two pieces, and put it inside your bags…*

Notes: the coloring part of the worksheet will help us to return the pieces of cloth to the students in case they do not remember of who they are.

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5. Follow up: finishing the class. 5´

a) Make a round robin with the children.

- *Now we are going to end up the class by playing a game called "round robin" do you want to play?*

b) Tell to your students that if they have the shoe (or a different object) they will have to tell a piece of cloth (it can be repeated as we do not have enough piece of clothing). The only thing they cannot do is repeat the piece of cloth that their peer has said before.

- *Now we are going to do a round robin, if you have the shoe, you have to say a type of clothing… you can repeat the words, but you cannot repeat the word that the person that is next to you has already said, do you understand?*

c) If they say a piece of cloth correctly they can stand up and get prepared to go.

- *If you say the types of clothing correctly you can stand up and leave, if not you will stay here with me…*

APPENDIX 5: WORKSHEET

At the front:

Dear..............

Mañana vamos a hacer un desfile en ....

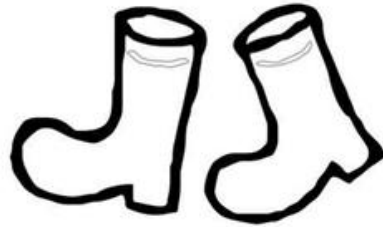Para ello vamos a necesitar.................... mínimo dos prendas de ropa.

En casa colorearé solamente las prendas que vaya a traer al..............

Thank you very much,

At the back:

Coat

Boots

T-shirt

Jumper

Dress

Pyjama

Trousers

Gloves

Shorts

Socks

Skirt

Shoes

APPENDIX 6: lesson plan 3; the exhibition

Objectives/learning outcomes: To review previous knowledge about the clothing. To reinforce the vocabulary about the clothes. To understand commands and orders. To practice sentences such as; "hello my name is… I am wearing…". To develop psychomotor skills through games.

Materials: clothes, video camera, computer, cones.

Activities:

1. **Preparing the exhibition**: 20´

a) Arrange the class furniture taking away all the tables and chairs so that the children can walk through the class showing up their clothes.

b) Tell to the children that today is the day of the exhibition, and ask them if they remember that in the book that we read about The Emperor´s new clothes, there was an exhibition of the Emperor and the clothing…

   • *Do you remember the book we read the other day? What was it about? Yes… and there was a big exhibition… would you like to do our own exhibition today like in the book?*

c) Ask them to take out the worksheet that they did with their parents (the note) and the clothes that they have brought from home. Make sure they give to you the worksheet and that it does not get lost.

   • *Okay children, now it´s time for the big exhibition! Take out the worksheet we did yesterday and the clothes that you have brought*

from home please… can you all give to me the worksheets? Thank you…

d) Bring some clothes from your house too, so that you can also take part of the exhibition and in case some kid has forgotten his/her clothes, you can lend them.

- *Has everyone brought two pieces of cloth? Yes? Okay perfect… I brought mine one too! So you want to see it? I brought a…*

e) Ask the children to show their pieces of cloth to the rest of the class, one by one. And tell them to say out loud what they have brought to school in English.

- *You already know what I have brought… now who can tell me what are your clothes? Yes you, tell us come on! Very good…*

f) Put at one side of the class two boxes, or objects, so that the children know where the exhibition starts. Tell them that they have to put on their pieces of cloth at their seats, and then go to the boxes to start the exhibition when you tell them to.

- *Class… listen to me please… know you will have to put all your clothes on, and when you are all done, I will call you one by one so that you can come here and start the exhibition, is it clear?*

g) Tell them also that they have to say three sentences before they start walking; they have to present themselves to the rest of the class "hello, my name is… I am 5 years old…" and say what they are wearing "I am wearing ….."

- *But listen, there is one more thing that you need to do. Before you start the exhibition, you have to say what´s your name, how old are you, and what are you wearing. In total how many sentences? Three, for example, I would say "hello, my name is Belén, I am 22 years old, and I am wearing a yellow dress and a hut". Do you understand what do you have to do?*

h) Ask them to say the three sentences from their seats, so that they practice the structure we want them to learn.

- *To check if you understood what you have to say, know you have to tell me the sentences, one by one, and the rest of the class will have to see if the person that is talking is saying it right? Okay?*

i) You can do an example of the exhibition with two or three people so that everyone knows what they have to do. Take them out and make them walk through the class with their clothes on.

- *We are going to do some examples so that everyone knows what we have to do, is it alright?*

2. The exhibition: 25´

a) Start the exhibition by getting the children on a line, turning on the music (not too loud because we want them to speak) and let them exhibit their clothes.

- *I think that we are ready to start, who is going to be the first one? Come on stand on a line please… once I turn on the music the exhibition starts… so get ready! And remember… what do you have to say? Hello, I am… I am wearing…*

b) You can film the exhibition so that once you have finished. That way you will be able to show to your students at the end of the class how well they have made it, and you can comment on it later on.

c) Finish the exhibition with a round of applause for all of them praising their effort.

- *Very good class! Let´s give a round of applause for every one of us because we did a great job! Congratulations!*

3. Watching or own exhibition: 15´

a) Ask to the children if they want to see their exhibition on the computer screen or on the PDi .

- *Know that we have finished our exhibition, let´s seat down here on the assembly, and if you want, we can see our exhibition on the computer!*

b) Comment on their experiences towards walking with clothes and talking in public to their classmates. How did they feel, if they liked it, if not, and why.

- *What do you think about doing an exhibition? Is it easy to prepare? Are you tired? What did you like the most? And why?*

c) Finish the class by tiding up all the clothes and rearranging the class as it was before.

- *Okay children, it is time to go home, so please, tidy up your clothes, put them back in your bags, and help me putting the tables and the chairs where they belong…*

7: Observation table

NAMES	Pyjama	Shoes	Socks	Jumper	Trousers	Gloves	T-shirt	Skirt	Dress	Coat	Shorts	Boots
A	✓	✓	✗	✓	✓	✗	✓	✗	✓	✗	✗	✓
B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C	✓	✓	✗	✗	✓	✗	✓	✓	✗	✓	✓	✗
D	✓	✓	✗	✗	✓	✓	✓	✓	✓	✗	✓	✗
E	✓	✓	✗	✗	✓	✗	✓	✗	✓	✓	✓	✓
F	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✓	✗
G	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✓
H	✓	✓	✓	✗	✓	✗	✓	✗	✓	✓	✓	✓
I	✓	✓	✓	✗	✓	✓	✓	✗	✗	✗	✗	✓
J	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗	✓
K	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓
L	✓	✓	✓	✗	✓	✓	✓	✗	✗	✓	✗	✓
M	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✗	✗
N	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✗	✗
O	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓
P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓
Q	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓
R	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

APPENDIX 8: EVALUATION POSTERS

Lesson plan 1: storytelling

Lesson plan 2: team game

Lesson plan 3: exhibition

1. ¿Has visto el video con tu hijo?

Sí ☐   no ☐

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2. ¿Con qué frecuencia has visto el video con tu hijo durante la última semana?

Una vez al día ☐   más de una vez al día ☐   menos de una vez al día ☐

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3. ¿Tu hijo se ha mostrado motivado a la hora de ver el vídeo?

Mucho ☐   bastante ☐   poco ☐   nada ☐

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4. Cuando buscaste la ropa para el desfile, ¿el niño se refería a las prendas en inglés?

Todas ☐   casi todas ☐   algunas ☐   ninguna ☐

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5. ¿Ha supuesto para vosotros un esfuerzo el trabajo en casa?

Mucho ☐   bastante ☐   poco ☐   nada ☐