# The Flipped Classroom and ICTs: The Perfect Combination towards Effective Differentiated Instruction in an ESP Environment

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**Abstract:** *Differentiation is without any doubt one of the major challenges an ESP teacher must face. Indeed, learning preferences, readiness, learning styles, interests and all the specificities of each student should have an impact on planning instruction and assessment. Innovative educational approaches and methodologies seem to have at their core two fundamental aspects: the integration of ICTs (Information and Communication Technologies) and the acquisition of competences through cooperation. These two key aspects are strongly related to the shift from Teacher-Centred Teaching to Learner-Centred Teaching. When investigating the fields of ICTs, project-based cooperative learning, and the student-centred approach, the concept of flipped learning turned out to be recurrent. In this paper, we are going to expose how flipping the class using ICTs can allow teachers to respond to the diversity of interests, cultural backgrounds, academic readiness and learning styles in an ESP environment in order to move away from one-size-fits-all teaching. We will also raise awareness on the challenges that had to be faced when flipping the class.*

**Keywords:** differentiation, ESP environment; flipped classroom; Information and Communication Technologies; Project-based cooperative learning

## 1.Introduction

Since the mid-twentieth century the world has been going through the Third Industrial Revolution, which has involved the widespread development of new technologies worldwide. ICTS (Information and Communication Technologies) have certainly had a significant impact on the way we live, work, and communicate. As pointed out in the UNESCO world report titled "Towards Knowledge Societies", published by its Director-General Koïchiro Matsuura when trying to convey the increasing complexity of our globalized world: "New technologies have produced a new dynamic as the training of individuals and groups, scientific and technical advances and modes of cultural expression have been constantly evolving since the mid-twentieth century, notably in the direction of growing interdependence" (2005, 5).

In such a hyperconnected world, languages are an essential asset that will help our students thrive in their academic, professional, and personal lives, since bonds between countries, organizations and individuals seem to be endlessly expanding. English, in particular, is one of the languages most frequently used on the internet. The term "English as a lingua franca" is often used to convey the undeniable fact that English is the language most commonly chosen to communicate among speakers with different first languages (Seidhoffer, 2005). According to Crystal (2003), only one out of every four users of English in the world is a native speaker of the language. Consequently, teaching English as a foreign language does not only offer the knowledge of a new language and culture to our students, but it also gives them a crucial tool to interact with the world and to have access to lifelong learning thanks to a higher degree of autonomy. Being the global language, English is indispensable for engaging in a constant personal learning process. It is therefore our responsibility as educators to provide our students with the basis for learning to learn and to foster motivation in order to help them acquire goal-directed behaviour that will be vital for their self-development throughout life.

A purposeful use of new technologies and the acquisition of English seem a perfect combination to prepare our students to confront the challenges of an uncertain future. Recently, the great disruption unleashed by the COVID-19 pandemic has highlighted the need to re-evaluate the role of educative centres and of teachers, and thereby the different teaching approaches and methodologies related to second language acquisition in specific environments.

Throughout our experience teaching English as a foreign language for specific purposes, we have used a wide range of approaches and methodologies that we have analysed and discussed during the lectures. The study of the evolution of education through major learning theories such as Behaviourism, Cognitivism or Constructivism and their link with the different didactic methods applied to language learning have provided us with a broader perspective and a renovated outlook on second language acquisition. In light of the knowledge acquired, we can confirm that innovative educational approaches and methodologies seem to have at their core two fundamental aspects: the integration of ICTs and the acquisition of competences through cooperation. These two key aspects are strongly related to the shift from Teacher-Centred teaching to the Learner-Centred Teaching that has its roots in the well-acknowledged and thoroughly researched approach developed by the American psychologist Carl Rogers (Motschnig-Pitrik & Holzinger, 2002). When investigating the three fields previously mentioned, ICTs, project-based cooperative learning, and the student-centred approach, two didactic concepts turned out to be recurrent: flipped learning and differentiated instruction.

The challenge as a 21st century educator is to reap the

benefits of what ICTs combined with flipped learning could bring to each of the students in terms of motivation, involvement, flexibility, and, more importantly, individualization. In our opinion, excellence in education is reached when an educator manages to tailor instruction in order to meet every single student's individual needs. We will then try to explore how flipping the class using ICTs can allow teachers to respond to the diversity of interests, cultural backgrounds, academic readiness and learning styles in order to move away from a one-size-fits-all teaching.

# 2. Literature Review

## 2.1 The flipped classroom

The most inspiring and innovative approach we have become acquainted with is undoubtedly the flipped classroom approach. This innovative approach played a central role as we wanted to put it into practice in order to become aware of its advantages and drawbacks. Within the general framework of the flipped classroom approach, we also used the task-based approach since the students had to complete a task at the end of the course. Moreover, during the learning process, some of the activities would be carried out in collaborative groups.

Many scholars have mentioned the ineffectiveness of teacher-centred lessons and lectures in higher education. In traditional learning environments, the sit-and-listen format is the main method used although it has proven to be one of the less effective methods for retaining information and learning. The "learning Pyramid", sometimes referred to as the "cone of learning" suggests that most students only remember about 10% of what they hear from teachers and lecturers.
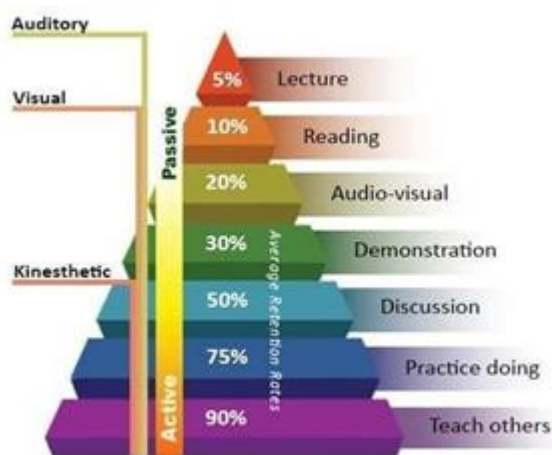


**Chart 1:** The Learning Pyramid adapted from the NTL Institute of Applied Behavioural Science
Source: Retrieved April 16, 2021, from https://www.educationcorner.com/the-learning-pyramid.html

With the flipped classroom, it is possible for the students to be more active during the lessons as they have already done the passive part at home learning the basic content-knowledge. The "events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (Lage *et al.,* 2000, 31). In fact, the time

spent in class is devoted to activities that involve higher-order thinking skills such as discussing concepts, investigating questions, solving problems, and creating pieces of work on subjects the students have been previously acquainted with, thanks to technological media.

The flipped classroom gives more time to build up knowledge through interacting with other students by doing activities and not just listening to a lecture. Thus, **Bloom's taxonomy** is at the core of the principles that underpin the way a flipped classroom is organized. In 1956, Bloom created a classification of learning outcomes and objectives that represent the process of learning, from lower to higher-order thinking skills. The original sequence of cognitive skills was knowledge, comprehension, application, analysis, synthesis, and evaluation. This hierarchical framework was revised in 2001 by Anderson and Krathwohl yielding the revised Bloom's Taxonomy where the stages are represented with verbs and the highest level is not represented by the concept of "synthesis" anymore but by the verb "creating". Bloom's revised taxonomy has been used for a wide range of purposes from framing digital tasks and evaluating apps to defining objectives, writing questions and assessments. In education, it has proven useful as a "starting point for many applications: school activities, lesson planning, rubric making, or curriculum mapping, among others" (Lage, 2000, 57).
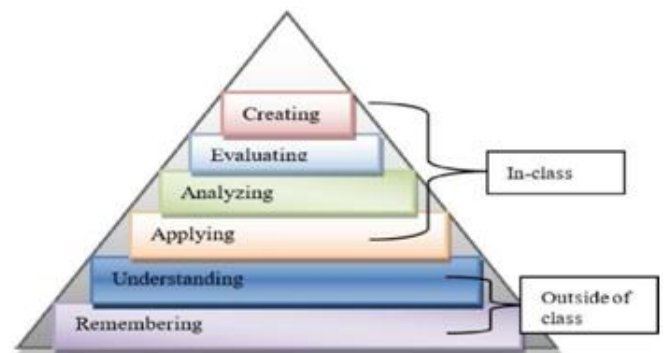


**Chart 2:** Bloom's Revised Taxonomy in the flipped classroom
Source: Retrieved April 20, 2021 from https://journal.uad.ac.id/indexphp/EduLearn

As shown in chart 2, more than an approach or a method, the **flipped classroom** is a way to organize lessons in which the higher-order thinking skills (which are creating, evaluating, analysing, and applying) are put into practice during the class, whereas the lower-order thinking skills are done at home or wherever and whenever suits the student better.

## 2.2 ICTs as a medium for teaching ESP

The impact of technology is unquestionable and widespread in all aspects of life. From university students who can search the online archives of any institution in the world to companies who can offer their services to clients across continents via live conferences, all activities on our planet are currently shaped by technology and education cannot be an exception if it wants to meet the

needs of the future citizens of such a connected world. Technology has the potential to transform education by allowing students to learn how to learn, to actively seek information and make discerning judgments. It can be an essential path to cultivate a passion for learning and to inspire innovation in young learners who become aware of its boundless possibilities.

During our experience at a tertiary level, the teachers we worked with use Google Classroom to share files and collect assignments. It was quite easy to use this web service to share links to videos and apps with students. Students were even allowed to use the Google Classroom mobile app to have access to files. We could clearly experience how the introduction of mobile phones piques students' interest in the subject. Some students who seemed to be hesitant towards English felt more at ease during the activities carried out with electronic devices. Research on the motivational effect of ICT clearly shows that "students who use ICTs improve their grades and are more motivated. The conclusion was drawn that ICT-based syllabuses highly improve motivation and learning achievement" (Huertas & Pantoja, 2016, 225).

ICTs tools not only motivate students, but they are also the perfect partner to flip the classroom and eventually to try to tailor instruction to meet students' individual needs. Indeed, by presenting a topic through a WebQuest each student can watch the videos provided as many times as they need. Furthermore, reading and watching videos can be done in different places. Some students do it while travelling making the most of daily bus trips for instance. The materials and resources are all the more useful and motivating when they help in minimizing learning difficulties by allowing each student to learn at their own pace.

## 2.3 Differentiated instruction

Differentiation is without any doubt one of the major challenges a teacher must face. Responding to variance among learners can be very demanding and likewise frustrating, if the targeted goals, are not reached in terms of creating the best learning experience for all the students. As pointed out by Tomlinson et al.*:* "Recent emphasis on heterogeneity makes the challenge of serving academically diverse learners in regular classrooms seem an inevitable part of a teacher's role. " (2003, 119).

When trying to give a brief definition of the concept of differentiated instruction, in her introductory video for Morehouse School of Medicine Quality Enhancement Plan, Tomlinson (2016), affirms that: "Differentiation is responsive teaching rather than one-size-fits-all teaching". In her opinion, the key starting point is all about stopping looking at the class as a group and starting to look at them as individuals to become aware that they come to us with different language backgrounds, different degrees of security, with different past experiences at school, with different peer relationships and a thousand more differences that need to be dealt with. Responding to those differences is not something that can be improvised. To use Tomlinson's words, in the same video, "it is crucial to

acknowledge them and then start working with them as a part of my teaching plan" (Tomlinson, 2016). Indeed, learning preferences, readiness, learning styles, interests and all the specificities of each student should have an impact on planning instruction and assessment. To clarify the steps to be taken, differentiated instruction can be broken down into different elements that need to be varied:

- **Content**: it needs to be presented at different levels to meet all the students' needs, especially those at the ends of the learning spectrum. The teacher should consider different learning styles and present information in a variety of ways so that more students can comprehend the content. Therefore, differentiating content can include: using a wide variety of materials thanks to ICT tools; presenting concepts or ideas through auditory and visual means.
- **Environment:** It is remarkably effective to change things physically by allowing flexible seating. This aspect is crucial for promoting collaborative learning. The teachers should gradually devolve responsibility within the learning process and try to move students towards independence. This shift implies a change of mindset that will help students set up the goals to be achieved and develop their risk-taking skills and their independent thinking. Some aspects the teacher can modify in order to favour differentiation: making sure there are places in the classroom that allow students to concentrate and to work quietly; ensuring that students can work collaboratively by rearranging the tables; promoting peer support; providing materials that reflect the cultures and home settings of all the students.
- **Process:** The teacher should try to let go of the need to control the pathways the students take to achieve their goals. There are multiple effective ways to get to the same results. The pace at which students acquire competences can also be extremely diverse. Some modifications that can be considered: varying the length of the tasks to provide additional support for struggling learners; providing extended materials to encourage keen learners to pursue their learning process in greater depth.
- **Product:** The product or the outcome should also be adapted to the students' interests, readiness, or profiles. These adjustments could be made by: modifying the rubrics to match and extend the students' different levels; encouraging students to create original products that contain proof of the competences to be developed; presenting open ended tasks; proposing meaningful and purposeful tasks.

## 3.Methodology: Innovative Resources

### 3.1 A WebQuest

The main innovative resource is a **WebQuest** created with the web-page creation tool **Google Sites.** Originally, WebQuests originated in San Diego State University in the Learning Design and Technology Program, and they were inquiry-oriented lessons used to have students work collaboratively to complete a task. The websites were created to have students give answers to a problem by

navigating them.

In this project, the WebQuest is used to complement course book materials and to provide information and input supplied by the Internet. Through the website, students are introduced to the context by reading articles and watching videos about International Women's Day. Moreover, on the same website they are given the grammar content that they need to write their task and the essential information to prepare to write a narrative as well as some links to online dictionaries and online bilingual apps and web services.

As a matter of fact, the WebQuest designed for this project is more a website as a means of flipping the classroom. Indeed, once the low-order thinking skills, which are *remembering and understanding,* are done outside the class students start doing their writing in class and therefore using the thinking skill at the top of the revised version of Bloom's taxonomy: *creating.* Furthermore, completing their task in class gives the students who struggle with written expression a chance to receive help from the teacher and their peers. Consequently, not only is the task tiered and adapted to different levels and to different learning styles as the website contains videos and texts of multiple difficulty levels, but it also enables the teacher to provide more effective support by interacting with the students individually.

The webpage builder **Google Sites** coupled with the flipped classroom approach represents a fruitful and powerful way of achieving differentiated instruction in an ESP environment. The Website entitled Let us change the world! includes five pages:

● **Introduction:** some facts about International Women's Day (IWD). The introduction stage is used to give background information on IWD and introduce key vocabulary and concepts which learners will need to understand in order to complete the tasks involved.
● **Inspiring women**: Some women's biographies are provided to set up a context to create a powerful piece of writing on a woman who made a difference in history.
● **Useful grammar**. This part which is normally called "the process part" introduces lexical areas or grammatical points which are essential to the task. In this project, it introduces the past continuous and the simple past through two videos.
● **Online dictionaries and helpful websites**. In this page, links to online dictionaries and online bilingual apps and web services are shown in order to help students to gradually acquire a higher degree of autonomy.
● **Task description:** how to write a narrative? The whole WebQuest is wrapped around this task which consists of writing a narrative. In this part, students will find hints on the content, structure and punctuation that should be used to write a narrative. The piece of writing will be related to any kind of event linked to a woman who has made a difference in the fight for human rights or gender equality.
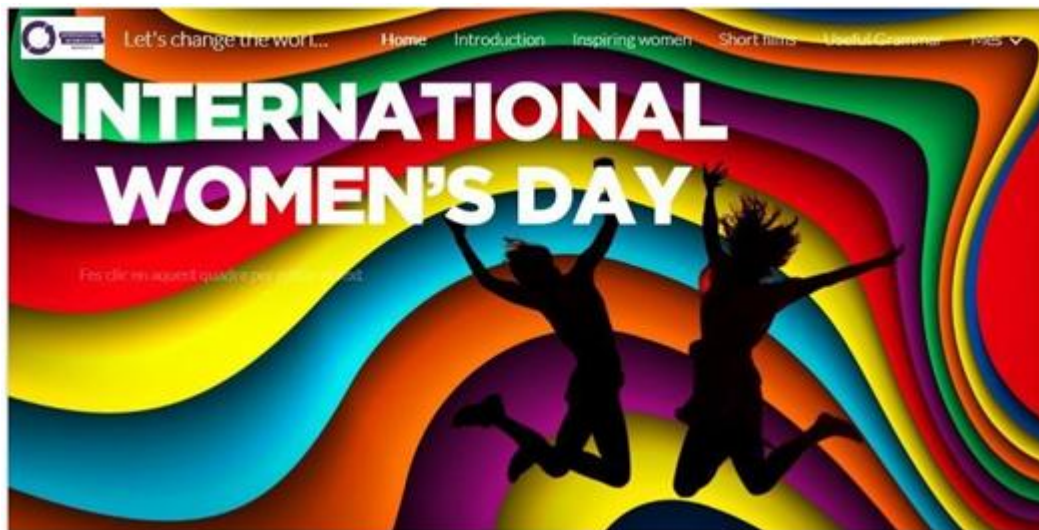


**Image 1:** WebQuest home page
Source: https://sites. google.com/view/iwdchangeworldefl/home?authuser=1

### 3.2 A Kahoot quiz

Gamification is a fairly new concept that is more and more used to increase students' motivation. It involves including game elements in the classroom and has been shown that gamification increases motivation exponentially. As Ribeiro et al. (2018, 249) state: "It has become increasingly challenging to engage students in the classroom, gain their attention and involve them in some activities". Introducing a quiz like **Kahoot** can be highly beneficial to get the students involved in assessment activities that carried out in a more traditional way can be stressful and boring for students.

Kahoot, which is a quiz that can be accessed via a web browser or the Kahoot app, is a game-based learning platform which allows teachers to create, share and play learning games or trivia quizzes. Kahoot fosters social learning as all players connect using a generated game pin that is shown on the common screen, which is usually the

whiteboard in a classroom. The students have to answer questions created by the teacher using a computer, a tablet or a mobile phone. The points each student or group of students get are calculated on up to how many questions are answered correctly and how long it takes the students to answer. Points show up on the board. The players can also get a streak, which means they are given more points if they answer questions correctly in sequence.

Kahoot has a basic version which is a multiple-choice quiz but it can be upgraded. Three extra types of quizzes are offered: the puzzle which consists of arranging letters or syllables to form a word or to make a sentence, the true or false version and the type-answer version. Combining the different versions increases focus and concentration and gets the players to work on different skills. The puzzle version as well as the type-answer version is a highly efficient way to work on spelling and grammar structures, whereas the true or false version of the quiz develops reading comprehension skills. Kahoot can be used for formative or summative assessments or it can also be a motivating starting point to start a unit. In addition, it can help the teacher find out about the students' previous knowledge on a subject or area.

In the designed activities, this trivia quiz is used to review some specific characteristics of a narrative such as its content and structure as well as the tenses used in it. Its title is "writing". It is, therefore, part of a formative assessment, as while playing it, students evaluate what they have understood about the grammar and the text typology of the written task they are to complete. It also allows the teacher to appraise the learning process and makes it possible to detect difficulties and to adjust the activities and provide further explanations. It is important to stop and analyse the results after each question to ensure all the students understand why their answers are not correct. Trying to understand the reason behind their mistakes enables students to become aware of their learning process.

## 4.Results of the learning-teaching process

Over the past decades, traditional teaching environments where the teachers deliver their lessons in a sit-and-listen format have given way to more innovative environments in which approaches such as the Flipped Classroom and Task-Based methodologies put students at the centre of the learning-teaching process. Therefore, the learning-teaching process is nurtured by constant feedback from students to teachers. The several approaches and methodologies, on which the lesson plan has been based, aim at improving the learning-teaching process:

❖**The Flipped Classroom:** In the activities described previously the teacher is not delivering a lesson.

On the contrary, the teacher is constantly helping the

students and monitoring the students' learning process. It is therefore possible for the teacher to adjust practices and to differentiate instruction, by adapting explanations and providing help on a one-to-one basis.

❖**Metacognitive strategies:** Metacognition is the ability to critically analyse one's own learning process.

When implementing metacognition strategies in the classroom, the tasks can be divided into three stages that can be clearly seen in the lesson plan: planning, monitoring, and reviewing. Indeed, at the beginning of the lesson, the teacher sets clear goals. Students are given the objectives and the assessment rubrics for them to be aware of what they are expected to achieve. They can then plan (step one) their piece of writing according to the items described in the rubric and the objectives presented by the teacher. During the task, students are asked to monitor (step two) their learning process by using online dictionaries and reflecting from previous mistakes made when completing the exercises set up in the WebQuest. Once the piece of writing is finalized, reviewing is a key stage (step three). Indeed, using effective revision strategies helps students improve their learning process and their independent learning. The students will also be asked to analyse their learning process via a self-assessment rubric that will help them reflect on their learning process in order to adjust some steps for future writing tasks. From the emotional point of view, metacognitive strategies can also be helpful for the students to change their self-talk and boost their motivation by developing their resilience. As Van Kraayenoord (2010, 295) affirms "we need to ensure that metacognitive and comprehension-related strategy instruction is embedded within specific curricula or discipline areas".

In addition to the feedback obtained from the students' learning processes, the same kind of steps can be applied to the teacher's performance. The European Centre for Modern Languages of the Council of Europe (ECML) website contains an action-oriented approach that provides teachers with tools to ensure quality in language teaching: the **CEFR Qualimatrix.** One of the main tools is the matrix itself which consists of a self-assessment questionnaire organized around the classic quality assurance circle of planning, implementation, evaluation, and action. The results of the questionnaire give the teachers the possibility of making a diagnosis on their planning and their teaching performance. Self-assessment for teachers is also an extraordinary way of becoming aware of one's own weaknesses and strengths. Thanks to this tool, teachers can adjust many aspects of their teaching practices concerning the assessment criteria used as well as their students' motivation. Two examples of results that were generated after answering are shown.
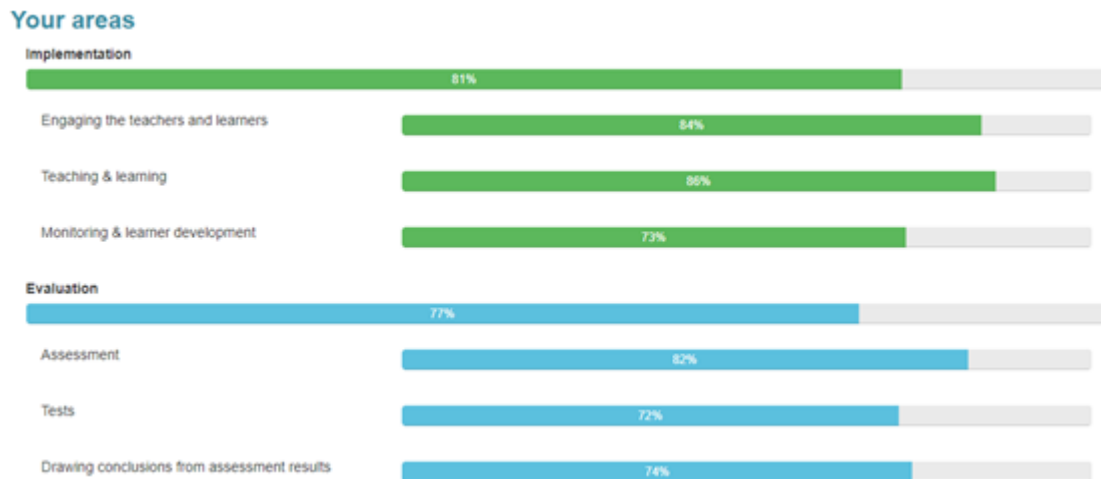
**Chart 3:** Analysis of the results of the CEFR Qualimatrix questionnaire
Source: Retrieved June 20, 2021 from https://tools.ecml.at/matrix/index.php?id_lng=1&step1=yes

# 5. Discussion of results: Evaluation of the resources

## 5.1 Assessment guidelines

At a first stage, some guidelines are given on every dimension. The guidelines belonging to the written dimension are as follows:

● Students should be able to gradually apply the strategies needed to write a text, in different formats, following adequacy, coherence and consistency standards, using digital tools (corrector, online dictionaries,. . .) when needed. Four steps should be followed: planning, producing written or multimedia texts, reviewing, or amending and rewriting after the revision.
● Students should also be able to write short texts containing: personal information, basic feelings, and opinions.
● Familiar topics and experiences including past and future events in a simple descriptive language.

When practicing writing skills, a reflection over grammar and spelling rules must be carried out. Likewise, students should be able to present written and multimedia texts in different formats in a gradually more thorough and autonomous way. In addition, students should be capable of building their personal learning environment (PLE) using Web tools to create their digital and personal space as well as portfolios to monitor and assess their learning process. These guidelines are narrowed down into 3 learning assessment criteria that specify students should be able to:

* Write formal and informal texts based on appropriate planning and on a subsequent revision taking the receiver and the context into account and ensuring adequacy, coherence, and consistency standards.
* Write creative texts based on one's experiences or on simulated situations.
* Progressively use digital tools in a more autonomous way to write texts and search for information, process it and enrich it creatively. Send and receive digital messages to establish internal and external relationships

## 5.2 Assessment used for the designed tasks

The two didactic concepts that are at the core of the designed activities are flipped learning provided by ICT tools and differentiated instruction. Consequently, the types of evaluation used are to follow some of the principles that underpin these two methodologies.

### 5.2.1 Teacher assessment

Three types of assessment take place: initial, ongoing, and final. The initial assessment is carried out in groups after the task is presented and is shared with the class in a discussion about vocabulary related to International Women's Day. The ongoing assessment is done by the teacher while students plan and write their piece of writing through direct and systematic observation thanks to the flipped classroom approach. A formative assessment is specifically used to check and adjust the teacher's explanation. Indeed, the teacher assesses the students´ understanding of the elements that shape a narrative and the use of tenses by playing a Kahoot with all the students. This app can provide the teacher with useful data to adjust the teaching process in order to help some of the students with specific difficult points. While playing the Kahoot quiz, it is crucial that the teacher stops after every question and clarifies some of the grammar points that might be challenging. Finally, a first step of the summative evaluation is the task itself as it is through writing that the assessment guidelines specified beforehand are met. As far as the digital competence is concerned, it is evaluated when the first summative evaluation is carried out as the students send their piece of writing via email or by uploading it to Google Classroom.

### 5.2.2. Peer assessment

Peer assessment is an assessment which allows students to assess each other's performance (Chan, 2010). It involves students taking responsibility for assessing the work of their peers while providing feedback to them. It also transfers some ownership of the assessment process to them, which can be a great opportunity for students to understand assessment criteria and to act as evaluators. The students should attempt to provide constructive and

encouraging feedback that would create a positive atmosphere in the groups. Peer assessment plays a major role in aiding students to develop judgement skills and self-awareness as it gives them a deeper insight into their own learning process.

The lesson plan includes some collaborative activities which are assessed from the teamwork point of view. In fact, students are to fill a rubric grid evaluating their peers' attitude and behaviour during the activities accomplished in groups. This kind of assessment is extremely valuable in helping students to learn from each other especially when behaviour is concerned. While receiving feedback from their peers, students can analyse and try to solve relation problems with their classmates. Furthermore, peer assessment develops students' judgmental skills and ability to critically reflect on their own behaviour. Once the assessment grids were filled, a discussion about the evaluation results took place among the members of each group.

The discussions led students to give explanations to justify the grades given to their classmates. It was very interesting to observe how different the feedback given and the perceptions on their own attitudes were. We encouraged students to commit to improving their behaviour for future activities implemented in teams. Students had to specify what particular behaviour they would strive to change and acknowledge their teammates. To allow peer assessment to contribute to the emotional growth of each student the teams should be stable and last over two or three tasks.

### 5.3.3. Self-assessment

Self-assessment is an assessment which allows students to assess their own performance (Chan, 2010). Self-assessment requires students to judge how well they have performed in relation to the criteria that have been set up by the teacher. It allows them to adjust their learning process by taking actions that will have a direct impact on the development of their competences. This type of assessment is crucial to develop metacognition strategies in the classroom as previously described in the part concerning the learning-teaching process results. In addition, it encourages students to be more responsible for their learning processes and become more aware of their weaknesses and strengths.

Learning becomes a more active process and helps students to internalize assessment criteria and the standards that are required. Developing reflective skills is one of the major benefits brought by self-assessment. It can also play a major role in helping students become more autonomous by learning to self-regulate their learning process and by giving tools to reflect on what can be done differently to improve them. When filling the self-assessment rubric, students are automatically led to reflect on their learning process. They have to go through the different skills that are to be acquired in order to write with accuracy regarding the grammar, the vocabulary, the spelling and the punctuation. They have to evaluate the process of revising by using paper and digital dictionaries

as well as the layout of their writing. It is certainly a good way of increasing self-awareness as they have to try to look at their final task objectively. Undoubtedly, self-awareness skills are a cornerstone of lifelong learning.

## 6. Conclusions

Exploring a wide array of methodologies and approaches has been like travelling through our own experience of language learning and teaching over the last twenty years. Indeed, we started learning English as a foreign language going through the memorization of decontextualized lists of vocabulary. After gaining our degree, along our career we have discovered many of the methodologies and approaches that are relevant stepping stones in the history of language teaching: the communicative approach, the direct method as well as the TPR methodology and the audiolingual method. And during our experience in teaching, we have become acquainted with the task-based learning approach and the CLIL approach which fostered our interest in innovative language methodologies.

We later discovered the flipped classroom, which was a totally unknown and unexplored methodology for us. Flipping learning along with some innovative ICT resources played a central role in the teaching experience. Putting it into practice to become aware of its advantages and drawbacks was a great challenge as neither teacher nor students were acquainted with this approach. After applying the flipped classroom approach combined with the task-based methodology and ICT tools, we could analyse some of the advantages both for students and teachers.

The advantages of the flipped classroom for **students**:

● **Motivation:** Students entered the classroom ready to contribute and participate and this attitude enriched the classroom especially when working in teams. They felt motivated because they are tired of the traditional lecture format.
● **Higher-order thinking skills developed in the classroom:** Students got more actively involved in their work in the classroom as they could apply the knowledge they had been presented by means of videos and articles presented on the website.
● **Differentiated instruction:** Students who had a slower learning pace had the possibility to rewind the videos and read texts as many times as they wanted. On the other hand, students who had the ability to learn at a faster rate had the possibility to go further and deepen their knowledge without getting bored or losing motivation which sometimes leads to disruption. Insecure students also had the opportunity to come to the classroom with some background knowledge as they could go through materials on the website as many times as they needed.
● **Group cohesion:** Cohesiveness arose as students interacted more than what they used to with the sit-and-listen format. Teamwork created bonds and increased the degree of closeness as flipping the class gave them more time to help one another.

The advantages of the flipped classroom for **the teacher**:

● **Individual support** was given to students who really needed help. The teacher becomes a facilitator who can work more closely with individuals or small groups.
● **Managing behaviour** became less challenging especially with the two students who tended to be very disruptive. The flipped classroom organization gives more classroom time and allows the teacher to create bonds with students, which has an extremely positive impact on their behaviour.

Flipping the classroom was an overall positive experience since it transformed tuition into a more adaptable and flexible experience for every student. It also turned out to be a perfect way of modelling as students became aware of how teachers process information and present it back through technology. Moreover, the flipped classroom promotes equal learning opportunities regardless of the students' background. As Helgenson (2015, 64) points out: "Some students go home, struggle with their work and receive no help at all, resulting in incomplete assignments. In a flipped classroom model, after viewing assigned content prior to coming to class, all students are able to receive help from their teachers". Indeed, socio-cultural background plays a less crucial role as inequalities are smoothened by the fact that all the students receive help from their teacher while working on higher-order thinking skills.

However, some challenges had to be faced:

● Creating content required deep knowledge of research methods and technology tools. Considering the rapid advances in ICT and its application in education, regular training for teachers is imperative.
● Creating content that was well connected to the task carried out in class was not an easy goal to achieve.
● Schools should have an intervention for students who do not have access to the internet.
● Some students did not do their previous work at home and had to navigate the website in class. They ended up not having much time left to work on their assignments in the class and had to take them home and do it on their own without help from the teacher or their peers.

Flipping the classroom helps the teacher hold students accountable for their action. Indeed, while students are working on completing high-order thinking skills tasks, some students need to watch the videos and read the texts which they were asked to do at home. Therefore, they will have to complete their task on their own with no help from their peers and the teacher. Consequently, students become more responsible for their actions and try to avoid repeating the same situation.

Rethinking and redesigning our classes to meet the needs of every single student should be one of the main goals of professional educators. Young adult students in an ESP environment are messengers that are sent into a future we do not know and might not see. It is our role to prepare students to face unknown challenges, to process information effectively and to provide them with skills that will allow them to be flexible and adaptable. Learning is a lifelong journey and the most valuable gift we can offer our students is turning our lessons into an inspiring environment where collaboration, curiosity and imagination are constantly present.

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