

TEACHING WORD-FORMATION THROUGH FLIPPED LEARNING: A PROPOSAL FOR UNIVERSITY LECTURES

LA ENSEÑANZA DE LOS PROCESOS DE FORMACIÓN DE PALABRAS MEDIANTE LA CLASE INVERTIDA: UNA PROPUESTA PARA EL AULA UNIVERSITARIA

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Abstract

In recent years, thanks to the advent of the Internet technology, flipped learning, in which instruction is accessed at home in advance of class, has received considerable attention as an alternative to traditional lecture-based classroom practices, as it leaves class time for developing higher-order competencies such as applying, analyzing and evaluating by offering students more opportunities for problem-solving, discussion and collaborative learning. The purpose of this article is to present a proposal for teaching English word-formation processes, namely compounding, conversion, blending and clipping, in higher education through flipped learning, understood here as a form of blended learning that incorporates elements from traditional face-to-face teaching, online instruction and cooperative group work. This teaching proposal, which combines the so-called “discussion-oriented” and “group-based” flipped classroom models, includes contents, objectives, competencies, activities and assessment. Although originally designed for Spanish students of English morphology, the proposal is easily adaptable to related courses and provides a basis for teaching a range of linguistic subjects through the inverted classroom approach.

Key Words: Flipped learning; teaching methods; higher education; word-formation.

Resumen

En los últimos años, gracias a la llegada de Internet, el método de la clase invertida, en la que el estudiante accede a los contenidos fuera del aula, antes de la sesión, y se deja el tiempo de clase para tareas que requieren activar competencias de orden superior como resolución de problemas, debates y participación en tareas de tipo colaborativo, ha merecido la atención de los docentes como alternativa a la clase tradicional. En este artículo se presenta una propuesta para la enseñanza de los procesos de formación de palabras en inglés, concretamente compounding, conversion, blending y clipping, en educación superior a través de la modalidad de la clase invertida, entendida como una metodología híbrida que combina elementos de la enseñanza tradicional, de la docencia online y del trabajo cooperativo. Esta propuesta, que combina dos modelos de enseñanza invertida, los llamados “orientados al debate” y “basados en el trabajo en grupo”, incluye contenidos, objetivos, competencias, actividades y evaluación. Aunque en principio diseñada para estudiantes españoles de morfología inglesa, la propuesta es fácilmente adaptable a asignaturas afines y ofrece una base para la enseñanza de diferentes contenidos de lingüística inglesa a través del enfoque de la clase invertida.

Palabras clave: Clase invertida; metodologías docentes; educación superior; formación de palabras.

1. INTRODUCTION

In recent years, thanks to the advent of Internet technology, the flipped classroom method of teaching, also known as blended or inverted classroom, has received considerable attention as an alternative to traditional lecture-based classroom instruction. The flipped classroom model is, broadly speaking, the opposite to the traditional lecture-based classroom in which students are supposed to obtain knowledge from the instructor during class time and then do the assignments outside class; rather, the flipped approach promotes active and participative learning by getting students to obtain background knowledge on the topics prior to a face-to face class meeting and then apply in class the knowledge they have gained. Simply put, in Frydenberg's (2017) words, "the premise of a flipped classroom is simple: instead of lecturing in class and giving homework at home, flip it: give the lectures at home, and do the homework in class".

The flipped learning methodology has proven to be useful for a number of reasons: it fosters individual and group participation and increases student's responsibility (Arnold-Garza, 2014; Larcara, 2015); it enhances intrinsic motivation and autonomy (Evseeva & Solozhenko, 2015; Tourón & Santiago, 2015); it creates opportunities for heterogenic learning needs (Engel, Heinz & Sontag, 2017); and it helps to improve student's academic performance (Lee & Wallace, 2018) and writing proficiency (Leis & Brown, 2018; Angelini & García Carbonell, 2019). The methodology also helps instructors to make a more efficient use of precious class time and to provide a real benefit from personal contact in the classroom (Tucker, 2012). In view of the advantages of this methodology, flipped learning should by no means be limited to primary or secondary education; rather, it should be incorporated to higher education, not only because of the benefits mentioned above but also because it allows more lecture time for students to engage in active discussion and, thus, reach deeper understandings of course contents, even the most complex or abstract ones (Kellogg, 2009).

In view of this, the goal of this article is to offer a proposal for teaching the main processes of word-formation in higher education – especially in university language degrees – through flipped learning. This purpose seems to be justified. Although a considerable number of studies have recently looked at the implementation of blended learning in a variety of educational settings, stages and disciplines (see Enfield, 2013; Arnold-Garza, 2014; Blasco, Lorenzo & Sarsa, 2016; Lopes & Soares, 2018), including several empirical studies on the application of flipped learning to the field of English as a Foreign Language (EFL) (Evseeva & Solozhenko, 2015; Lee & Wallace, 2018; Russell, 2018; Angelini & García Carbonell, 2019), to the best of my knowledge, very few studies have been conducted so far on how to apply flipped learning in undergraduate linguistics courses (Martyniuk, 2019) or have provided empirical evidence of achieved learning outcomes of grammar instruction through the flipped classroom model in higher education (Bezzazi, 2019; Almazán Ruiz, Fuentes Martínez & Pérez Porras, 2020).¹ It is therefore my intention to offer university lecturers in English linguistics some practical tips to redesign their courses by incorporating the flipped learning approach. It must be made clear that, although the

¹ The inverted classroom, however, is already employed as a methodology to teach linguistics and related subjects. For instance, in 2013 the Department of Linguistics at the University of British Columbia (Canada) started the process of flipping all of their undergraduate courses on the grounds that linguistics is considered "a hands-on discipline, best learned through activities and practice" (for more information, see the official website of the Department at <https://flexible.learning.ubc.ca/case-studies/flipping-the-curriculum-in-linguistics/>).

proposal presented in this paper refers to the course “Grammar and Discourse” (fourth year of the degree of Primary Education of the speciality of Foreign Languages), the activities proposed could be adapted to suit particular needs or curriculum requirements.

This article is structured as follows: after a brief description of the flipped learning approach, the proposal for teaching word-formation processes through flipped learning will be presented, including contents, objectives, competencies, activities and assessment, which constitute the core of the article. Finally, some concluding remarks will be offered.

2. FLIPPED LEARNING: KEY CONCEPTS

The flipped classroom approach, initially proposed by Bergmann and Sams (2012), falls halfway between traditional in-classroom teaching and online learning: it is a form of blended learning in which students use out-of-class time for course content delivery whereas they use class time for problem solving, discussing and engaging in collaborative learning. The flipped teaching approach, it should be noted, goes well beyond watching videos. Videos (or other instructional material, be it online or not) are not useful *per se*; rather, they are integrated into a new approach to the teaching and learning process to redesign a course to align with the flipped classroom format (Tucker, 2012: 82).

Unlike traditional teaching, in flipped learning the typical lecture is, as such, non-existent, as the teacher or lecturer is not the main source of information. Knowledge transmission takes place out of class through online material and what was sent for homework (application of knowledge) is done in class. This methodology shifts the focus of instruction from teacher-centred to student-centred: it compels students to obtain knowledge through assignments prior to face-to face class meeting, and reserves in-class time for applying that knowledge through discussion and collaborative learning activities. In this way, the adoption of a flipped classroom approach may ensure a more efficient use of class time. As Tucker (2012: 82) notes, “all aspects of instructions can be rethought to best maximise the scarcest learning resource–time”. In Table 1 the main differences between the traditional and the flipped classroom approaches are graphically represented:

Traditional classroom	In the classroom		Outside the classroom	
	Instructor-centred lecture	Passive role of students as listeners	Active role of students (assimilating concepts)	No role of the instructor
Flipped classroom	Outside the classroom		In the classroom	
	Active role of students (preparing the lesson)		Student-centred practices. Active role of students (problem-solving, discussing, negotiating, etc.)	Active role of instructor (guiding, consolidating, reinforcing)

Table 1: Traditional classroom vs Flipped classroom approaches.

As seen in Table 1, in the traditional classroom approach, students only take an active role after the lecture, as precious class time is limited to listening to the instructor and taking notes. Participation is not usually required and group work (if any) occurs outside the classroom. However, in the flipped

approach, students are expected to be active learners both outside and inside the classroom: they must assimilate concepts through homework in the form of video lectures or other instructional assignments, whereas class time is devoted to discussion, problem-solving, decision-making and working with peers. The flipped methodology does not only require an additional effort on the part of students, though. The instructor is also expected to play a key role in facilitating learning. He or she is not merely a transmitter of knowledge, but essentially a facilitator of learning, “the guide on the side rather than the sage on the stage”, as King (1993: 30) once put it. In a nutshell, whereas the traditional approach is instructor-centred, the flipped classroom consists of student-centred learning activities with the instructor acting as a guide.

The emphasis that flipped learning places on student-centred tasks is mostly based on Vygotsky’s social constructivism, the main pedagogical basis for this methodological approach (Starr-Glass, 2015; Andrade & Chacón, 2018). The inverted classroom follows a constructivist view of learning: students are able to construct their own learning based on prior knowledge that they have acquired before class while watching video lectures or using content-specific readings. In this regard, the construction of knowledge builds on what students already know about the topic. It becomes an active and dynamic process in which the role of students completely changes, instead of learners, they become constructors of knowledge. This active exploration of the subject matter on the part of students leads us, as Starr-Glass (2015: 79) argues, to “a shift from declarative knowledge (where instructors authoritatively presented ‘what it is’) to procedural knowledge (where learners are required to independently discover ‘why it is’)”.

It is worth noting that the inverted classroom model rests on the so-called four pillars of flipped learning described by the Flipped Learning Network (FLN) (2014): a flexible environment (i.e. leaving room for instruction not initially considered and attending to the different factors involved in the process); a new learning culture (flipping your lesson involves a teaching and learning paradigm shift: from instructor-centred lecture to student-centred learning experiences); intentional content (choosing the most adequate content to be delivered in and outside the classroom) and a professional educator (who commits to new teaching procedures).² After all, *flip* is an acronym formed with the initial letters of these four axes which should be incorporated into practice as a means to ensure the efficiency of the method.

From the differences between the traditional and the flipped classroom, it can be deduced that blended learning is a more demanding, but also a more rewarding teaching methodology for those involved in the teaching and learning process. Flipped learning requires a greater participation of both students and instructors, a greater interaction with the course contents and, above all, a greater level of engagement (Cavage, 2019). Indeed, as can be seen in Figure 1, in flipped learning, class work helps students to attain abilities which require more cognitive effort (applying, analysing, evaluating, creating), situated in the top third of Bloom’s (Anderson & Krathwol, 2001) revised taxonomy, leaving those levels at the bottom of the hierarchy (remembering, understanding) for homework. In this way,

² See Cavage (2019) and Lawton (2019) for discussion and comments on the four pillars of flipped learning.

class time is used for developing higher-order competencies by offering students opportunities for problem-solving, discussion and collaborative learning (Abad-Segura & González-Zamar, 2019).

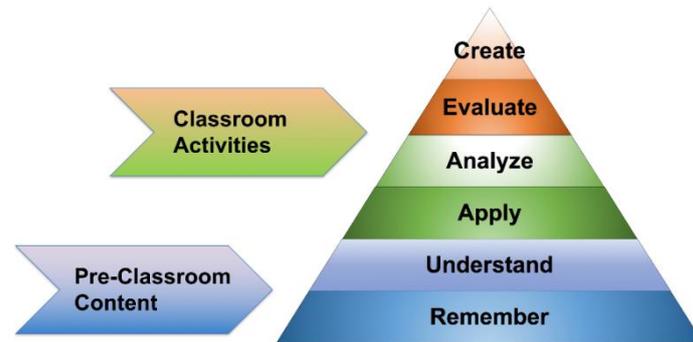


Figure 1: Flipped learning in Bloom's taxonomy (Source: <https://www.unh.edu/it/flipped-classroom-blended-learning>).

It is also important to note that the flipped classroom approach is flexible and adaptable to the needs of students, instructor and courses; it is not, as Frydenberg (2017) argues, a “one size fits all” model”, and this is where much of its potential lies. Indeed, this methodology meets the demands of different learning groups; obviously enough, students belong to different stages of education (primary, secondary, higher education) and are different in terms of their needs, learning expectations and skills, access to technological devices, abilities, etc. Furthermore, we should not forget that instructors are also different regarding their teaching competencies, practice of classroom management and commitment to new methodologies. In this regard, different ways to flip a classroom have been proposed. Panopto (2014) has put forward a useful typology of flipped classroom models, which makes it possible to adapt the flipped methodology to different educational settings, stages and learning groups. This typology identifies seven models of flipped learning, which are summarised below.

1. **The standard inverted classroom.** Students are assigned the homework (lecture videos) and class time is devoted to practice what they have learnt.
2. **The discussion-oriented flipped classroom.** The videos or resources assigned as homework are discussed and explored in class in a participative way.
3. **The demonstration-focused flipped classroom.** Useful for those courses that require students to remember and repeat activities exactly. To this end, students rewind and rewatch a video demonstration.
4. **The faux-flipped classroom.** Especially suited for younger students, this model encourages learners to watch lecture videos in class (hence the label of “faux”) and go through the different materials at their own pace.
5. **The group-based flipped classroom.** The homework assigned to students is discussed in collaborative groups, which allows students to learn from one another.
6. **The virtual flipped classroom.** The classroom can be totally eliminated. Lecture videos are assigned and then feedback is collected online. This model may require students to attend office hours for individual help.

7. **Flipping the teacher.** The most extreme case of inverted learning. Students make use of their own recordings or videos to demonstrate proficiency on a given topic.

After having presented the main characteristics of flipped learning, a proposal to teach word-formation processes based on this learning approach will be offered in the next section. After some preliminary considerations, the contents to be taught, the competencies and objectives involved, the steps to follow and the “flipping” activities to put into practice will be presented.

3. FLIPPING MY TEACHING OF WORD-FORMATION

3.1 *Setting the scene*

In order to flip lessons, traditional in-classroom teaching, web-based learning and informal cooperative group-work activities are intentionally combined together. It is important to note that this teaching proposal does not reject traditional instruction in class. It is not limited to video lectures or online material either; rather, the interplay between different formative activities and different types of materials is crucial for obtaining the expected results.

My flipped approach to teaching word-formation corresponds to two models of flipped learning in the typology already seen (Panopto, 2014):

- *Discussion-oriented flipped classroom.* The lecture videos on word-formation assigned for homework are used to promote discussion and reflection on the processes whereby words are created.
- *Group-based flipped classroom.* This type of flipped classroom is based on cooperative learning or, more precisely, on informal groups of cooperative work, i.e. those used for quick and specific activities which do not usually take longer than one session, e.g. checking for understanding, problem solving, summarising, etc.³ In these groups students team up to work together on that day’s assignment and they discuss and reflect on the contents prepared out of class. This choice is not at random: cooperative group work has been proven to be a successful strategy for student learning as it enhances motivation, autonomy, decision making and conflict management, among other benefits (Littlewood, 2002; Valero García, 2010). In addition, it helps students to improve communication skills, which is especially important when it comes to teaching English linguistics to non-native speakers (Martínez Lirola & Crespo Fernández, 2013).

It is important to underline that, although this teaching proposal is originally designed for Spanish students of English morphology, it is easily adaptable to related courses and provides a basis for teaching a range of English linguistic subjects through the flipped learning approach. It is also important to make it clear that the assigned learning material is not limited to web-based lectures. In the proposal presented

³ The informal groups of cooperative work differ from the cooperative base groups in that the latter are stable (in terms of membership), long-term (they should last for a minimum of a semester) and intended to help the group members to provide each other with support and assistance in completing assignments. They also differ from the so-called formal cooperative learning groups, in which students are assigned a task or project and work together for one or several sessions until it is finished (Johnson, Johnson & Holubec, 1994).

here, videos or online lectures are complemented by other (online or printed) materials in the form of book chapters or sections on the different processes of word-formation. In this way, the flipped methodology does not only meet the demands of students with different learning abilities, motivations or expectations; it also suits different teaching styles and philosophies.

3.2 Contents, objectives and competencies

The contents to be taught through flipped learning correspond to the basic patterns of word-formation: two major processes (compounding and conversion) and two minor ones (blending and clipping) in terms of occurrence and productivity. The choice for word-formation is not at random. Although the ways in which new words are formed and the factors that determine their acceptance in the language are taken for granted by the average speaker, difficulties may arise in some complex words in which their constituent elements are not easy to recognise or their meaning nuances are ignored. As languages are alive and changing and new words are born and used every day, the study of word-formation helps to understand the processes used by speakers of a language in organising their lexical knowledge and extending their inventory.

The study of word-formation is not only interesting in this sense. Word-formation projects in discourse, as words are, first and foremost, used for communicative purposes, not only to meet new lexical demands, but also to attract attention to themselves or the concept they represent, show disrespect or avoid offence, among other communicative functions. Therefore, the examination of complex words and the word-formation processes involved in producing them may yield insights into attitudes, ideologies and value judgments which are, more or less implicitly, transmitted through words in real communication. In sum, word-formation stands halfway between grammar (more precisely, morphology as the study of words in the language system) and discourse (language in use).

Concerning objectives, after completion of the sessions on word-formation, students are expected to be able to:

- Analyse the word as a morphological unit, identify the main processes of word-formation and get to know how words work in discourse.

In addition to this general objective, through the flipped method students are expected to reach the following specific goals:

- Apply the theoretical knowledge on word-formation to specific words in context.
- Analyse complex words as the result of word-making processes.
- Identify the pragmatic functions performed by morphologically complex words in discourse.
- Evaluate the meaning and ideological load of words deriving from word-formation processes.

It is worth noting that the objectives above are formulated using higher-order action verbs from the revised version of Bloom's taxonomy (see Figure 1). This means that the learning objectives that are expected to be reached through the flipped classroom methodology are not limited to remembering or understanding information (bottom third of the taxonomy), as this is basically achieved before class;

rather, real learning is achieved during class (middle and top third of the taxonomy), as reflected in the verbs used to formulate learning objectives: *apply* theoretical knowledge, i.e. use knowledge in innovative ways; *analyse* complex words, i.e. break words into parts and understand how each part is related to one another, draw connections among ideas; and *evaluate*, i.e. make critical judgments about the social use of words and justify one’s decision.

By looking at the competencies that the flipped approach to word-formation contributes to develop, we can deduce that the inverted lesson provides good opportunities for a comprehensive learning experience which goes beyond specific linguistic topics; it develops transversal competencies that play a key role in the academic formation of undergraduates. Indeed, the study of word-formation is not only related to a specific competency of the course unit “Grammar and Discourse” which is formulated as follows: “Acquire the lexical, semantic, grammatical and discursive bases of the English language to allow students to understand the function of different linguistic units in communication”. The flipped learning activities for teaching word-formation also contribute to the acquisition of a basic competency (“Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences”) and a transversal competency (“Correct oral and written communication”), which are essential in the training of students as future teachers of English.

After presenting the contents to be taught, the objectives that students are expected to have reached and the competencies that the study of word-formation contributes to develop, the steps to follow and the activities to put into practice, both in and out of class, will be offered.

3.3 Steps and activities

The steps to follow in this flipped approach to teaching word-formation (shown in Table 2) are based on those published in the website of New York University (2016).

STEPS		LEARNING MODALITY	TASKS / ACTIVITIES
Lecturer-centred	1		Selecting specific contents to be taught Determining objectives to reach and competencies to develop
Student-centred	2	Pre-class / out-of-class (individual-autonomous work)	Watching video(s) on the word-formation process(es) Reading book chapters/sections Completing a worksheet on each word-formation process
	3	In-class (cooperative work)	Applying knowledge gained from the videos to solve problems Engaging in debates on how words may be formed and the functions that words perform in real life Checking worksheet, discussing alternative options Presenting findings orally to the class
	4	In-class (lecturer’s presentation)	Consolidating, checking and extending knowledge Discussing pragmatic issues related to word-formation Commenting on common questions or gaps
	5	Out-of-class (individual-autonomous work)	Reinforcing, deepening knowledge through problem-solving activities (open/closed questions)

Table 2: Flipped approach to teaching word-formation: steps and activities.

Step 1 (lecturer's responsibility)

In the first step, the lecturer must select the contents to be taught, the competencies that are expected to be developed and the learning objectives that align with the activities students do before, during and after the sessions (that is, intentional content as the second pillar of flipped learning mentioned earlier). It is not enough for students to just watch the videos and take notes or read the book chapters and write a summary. They need to put the knowledge into practice if we want them to really achieve meaningful and deep learning. After all, as commented earlier, flipped learning goes well beyond watching videos; it touches on many aspects of the teaching and learning process.

Step 2 (pre-class, out-of-class)

The “class outside the classroom” as a substitute for the traditional lecture-based course. Online videos and lectures, on the one hand, and printed materials, on the other, can effectively be combined to make the most of the flipped learning experience.

The online class includes lecture videos for students to gain familiarity with the word-formation processes of compounding, conversion, blending and clipping before class. The students are told that they need to watch the lecture videos online before coming to class. The videos meet certain requirements: they are short (no longer than 15 minutes); they have academic status (Videos 1, 2 and 3 are presented by staff from Marburg University, Germany, and video 4 is created by staff from the University of Los Andes, Colombia); and they are published under the license Creative Commons, which allows to use the video provided the source is mentioned. Four videos are proposed for this second step:

- Video 1. *Morphology-Compounding*. Running time: 14'52” (<https://www.youtube.com/watch?v=3HvMaY9ko4Q>).
- Video 2. *Linguistic Micro-Lectures. What is Conversion?* Running time: 1' 42” (https://www.youtube.com/watch?v=f_hlGJVtrp8).
- Video 3. *Linguistic Micro-Lectures. What are Blends?* Running time: 1' 23” (https://www.youtube.com/watch?v=Vk_Ue1_6rBw).
- Video 4. *Word-formation processes: Clipping*. Running time: 4' 26” (<https://www.youtube.com/watch?v=MqLd6vF4M0Y>).

As a useful addition to the videos above, students are asked to read a selection of book chapters or sections on the word-formation processes to be learnt. The information obtained in the assigned readings below will serve as a reinforcement to that presented on the video lectures. Reading 1 covers the four word-making processes selected as contents to be taught whereas the rest are specifically devoted to each of the processes taken separately. In Reading 5, the section devoted to acronyms is not required.

- Reading 1. “Word-formation processes” in *Describing English. A Practical Grammar Course* (Crespo Fernández, 2016: 81-87).
- Reading 2. “Compounding” in *Word-formation in English* (Plag, 2003: 132-164).
- Reading 3. “Derivation without affixation” in *Word-formation in English*, (Plag, 2003: 107-131).

- Reading 4. “Compound blends” in *An Introduction to Modern English Word-formation* (Adams, 2013: 148-160).
- Reading 5. “Clippings and acronyms” in *An Introduction to Modern English Word-formation* (Adams, 2013: 135-138).

In this second step, students are given a worksheet (see Table 3) that they have to complete based on the information shown on the assigned video lecture(s) and readings. It is worth noting that not all the items can be answered with the information given on the videos or the readings. For example, item 7 makes students bring to class examples from real discourse that illustrate the word-formation process in question.

WORKSHEET WORD-FORMATION
<p>Answer the following questions with the information from the videos and readings proposed. If necessary, give examples to illustrate your answers.</p> <p>WORD-FORMATION PROCESS: _____</p> <ol style="list-style-type: none"> 1. Define the word-formation process. 2. Types, if applicable. 3. Main morphological characteristics. 4. Main semantic characteristics. 5. Possible communicative functions. 6. Language register(s) in which it may occur. 7. Look for illustrative examples of words formed by this process in <i>real</i> communicative contexts of use (please mention the source). 8. Any other relevant aspects.

Table 3: Worksheet for word-formation flipped classrooms.

It is important to say that students can especially benefit from flipped learning in abstract or complex subjects, as it happens in some aspects related to word-formation. Take, for example, the problem of the directionality of conversion (Plag, 2003: 170) or the difference between endocentric compounds, i.e. those in which the head constituent is found in the compound, e.g. *darkroom*, and exocentric compounds, i.e. those whose semantic head is unexpressed, e.g. *lightweight* ‘boxer’ (Crespo Fernández, 2016: 83). As in large classes it is virtually impossible to attend to individual needs, flipped learning provides the lecturer with an opportunity to move these semantic issues outside the classroom, so students can go over them as much as they need before class discussion.

Step 3 (in-class)

The knowledge gained outside the classroom is applied in the classroom, as students participate in cooperative group work and discussions, sharing and exchanging knowledge, and checking the answers to the worksheet they have filled in before class. What would normally be labelled as “homework” is now done in class under the lecturer’s supervision. Homework assignments pave the way for a social and cooperative learning environment in class.

The in-class activities proposed in this third step focus students on attaining higher-level cognitive abilities (see Bloom's taxonomy in Figure 1):

- Students discuss in groups the knowledge they have gained from the videos about the specific word-formation process.
- Students check and discuss the answers to the worksheet (Table 3) in a collaborative learning setting, which gives them the opportunity to reflect on different (morphological, semantic, pragmatic) aspects related to the word-formation process under consideration and evaluate the ideological role of words deriving from it.
- Students present their findings regarding the word-formation process(es) to the rest of the class.

Step 4 (in class)

In order to consolidate the knowledge gained in the previous steps, the lecturer takes the active role that previously had been played by students. Some time can be spent on focusing on common questions or gaps in the pre-class or in-class activities and on a question/answer session with students intended to solve problems. The remaining class time can be spent engaging in active learning strategies, which can help students further process what they learned and extend the knowledge acquired so far. For example, reflecting on the pragmatic functions associated to specific word-formation processes, talking about the evaluative power of words, getting to know how figurative language contributes to the meaning of compounds or analysing the role of taboo words in word-building. The immediate feedback from the lecturer that students get allows them to address doubts and questions successfully.

Step 5 (out of class)

The last step is devoted to reinforcing and deepening students' knowledge through problem-solving activities to be done out of class. These final instructional activities are intended to continue the flipped learning experience from the in-class activity to outside the class. Students are given a worksheet for further practice (see Table 4) which includes closed and open questions on the processes of word-formation studied in the flipped classroom, namely compounding, conversion, blending and clipping.

WORKSHEET WORD-FORMATION: FURTHER PRACTICE

1. Identify the word-formation processes involved in producing the words underlined:
 - a) The new skateboards are kickass.
 - b) Eric, a Vietnam War vet, still parties every Saturday night.
 - c) Although old-fashioned, I like this sofa. It's comfy.
 - d) Tombstone Monument Ranch is setup like an 1880's Western frontier town.
 - e) Workaholism is on the rise!
2. Give examples from real language in which ...
 - a) A word is back-clipped.
 - b) A clipped form is used as a way to show offence and disrespect.
 - c) A clipped word is used with affection.
 - d) A compound word illustrates a case of metaphor or metonymy.
 - e) A blended word is used in colloquial register.
 - f) A clipped word is used in standard register.
 - g) A word is the result of the process of partial conversion.
 - h) A compound word is endocentric.
 - i) A blended word is used in jargon.
 - j) A head modifier in a compound is used as a dysphemistic intensifier.
3. Identify and comment on the word-formation processes found in the sentences below.
 - a) When I was babysitting the Smith's children, I heard a noise.
 - b) If he acts without thinking logically, he's a dick head.
 - c) That's my Internet's favourite British sitcom. I am a true fan.
 - d) She microwaved her lunch before coming to class.
 - e) The wheelbase of the limo is stretched enough to make plenty of room.

Table 4: Worksheet for word-formation: Further practice.

3.4 Students' feedback

The best way to end this lesson is to give students a voice. In order to discover how they have experienced the flipped sessions, they are asked to respond to the so-called Critical Incident Questionnaire (CIQ), which focuses on critical moments or actions of the class or teaching period. First developed by Brookfield (1995), the CIQ is a qualitative method of data collection that asks students to describe details of their response to those aspects of the teaching sessions that, for any reason, have been relevant or worth raising in five questions.

1. At what moment in the class did you feel most engaged with what was happening?
2. At what moment in the class did you feel most distanced with what was happening?
3. What action that anyone (instructor or student) took in class did you find most helpful?
4. What action that anyone (instructor or student) took in class did you find most confusing?
5. What about the class surprised you the most? (something about your own reactions, something that someone did or anything else that occurred to you).

The aim of this questionnaire is simply to make students identify those moments in which they have felt more engaged with the activities proposed and those that they have found confusing or disappointing. Although Brookfield recommended to use the questionnaire once a week, according to Muñoz Baell et al. (2012), the frequency of use should be lower.

As an alternative, Bará, Valero and Domingo (2004) proposed a reduced version of Brookfield's questionnaire consisting of just two questions:

1. Describe briefly the most positive critical incidence that has occurred during the last teaching session.
2. Describe briefly the most negative critical incidence that has occurred during the last teaching session.

The anonymous feedback that can be obtained from students is especially useful in the case of non-traditional teaching modalities such as flipped learning which lecturers and students may be unfamiliar with. The students' voice allows to ensure that the teaching strategies we use meet the learning needs of our group of students. Furthermore, unlike the method of data collection based on surveys, frequently used in higher education to measure student satisfaction, the CIQ allows to detect problems that in most cases could be solved almost immediately.

3.5 Some tips on assessment

Flipped learning is also flexible in terms of assessment and may be adapted to different course requirements without any problem. The lecturer can check to what extent students have achieved the learning objectives initially established using different procedures. Flipped learning does not necessarily require specific assessment tasks, as the knowledge gained in the flipped classroom can be measured as part of a (midterm or final) written exam. Additionally, the lecturer can use an evaluation task consisting of one of the practical activities proposed in the third step mentioned before ("Students present their findings regarding the word-formation processes to the rest of the class"). In this case, a three-facet scoring rubric created *ad hoc* for this proposal is presented in Table 5 as an instrument which specifies the evaluation criteria in three categories (organisation, contents and individual presentation) with a number of descriptors intended to assess both individual and group performance during the oral presentation.

CATEGORY	DESCRIPTORS	POINTS
Organisation (15 points)	The introduction is attention-getting. There is an obvious conclusion summarising the presentation	Excellent (5) Poor (1)
	The information is presented in a logical sequence	Excellent (5) Poor (1)
	The group members seem to be well organised. No misunderstandings	Excellent (5) Poor (1)
Contents (60 points)	Good explanation and analysis of morphological aspects. Adequate use of terminology	Excellent (20) Poor (1)
	Good explanation and analysis of semantic aspects. Adequate use of terminology	Excellent (20) Poor (1)
	Good explanation and analysis of functional and pragmatic aspects. Adequate use of terminology	Excellent (20) Poor (1)
Presentation Individual speaker (25 points)	The speaker maintains good eye contact with the audience, demonstrates confidence and is appropriately animated	Excellent (5) Poor (1)
	Fluent expression, correct pronunciation and intonation. High degree of grammatical accuracy	Excellent (5) Poor (1)
	Vocabulary and structures conform to the academic and scientific register	Excellent (5) Poor (1)
	Speaker is able to answer the questions in a satisfactory way	Excellent (10) Poor (1)

Table 5: Assessment rubric for teaching word-formation through flipped learning.

Following Luoma (2004: 80), the rubric in Table 5 presents a limited number of categories for the assessment of students' production which are conceptually independent. Indeed, she argues that the analytic rating criteria must not exceed five. More than one descriptor has been grouped under each conceptual heading, which enables to make a fairly detailed rating. Verbal definitions of levels of performance have been avoided; instead, a scale with evaluative labels for descriptors ranging from "Excellent" (5, 10 or 20, depending on the descriptor) to poor (1) has been used. Although not as concrete as one including descriptor levels, this rubric presents some features which are essential to measure students' performance: it is practical, easy to use and allows for consistent decisions (Luoma, 2004: 81).

The assessment rubric is not only a useful tool to grade students' work, it also allows to interpret different aspects of their performance. In this sense, it can be considered a reliable instrument in the formative evaluation process (Blanco Blanco, 2008) that suits the flipped approach presented here particularly well.

4. CONCLUDING REMARKS

From the teaching proposal presented here, it is evident that flipped learning involves much more than simply watching videos at home and completing a worksheet. It provides good opportunities for students to practice, adapts to different learning styles and helps to actively engage students in the learning process. In addition, the flipped approach contributes to developing higher-order competencies (applying, analysing, evaluating, etc.), which is of key importance when teaching word-formation; in fact learning how words are made and used in discourse goes beyond memorising and even understanding.

Adopting a flipped learning approach is not a question of turning lessons upside down. Flipped learning is best seen as a form of blended learning which incorporates elements from both traditional face-to-face teaching and innovative online instruction; hence, its potential to make lessons appeal to different students and suit different teaching styles.

Another point to remark is that flipped learning is not necessarily limited to web-based learning; rather, it should be considered as a more comprehensive and flexible approach in which lecture videos successfully combine with other digital or printed materials on the course topics to be covered. Furthermore, it is important to note that not all subjects may benefit from the flipped methodology in the same way. It is up to the instructor to select the most appropriate contents to be taught through flipped learning.

It remains to be said that the teaching proposal offered here could be complemented with research based on data derived from actual experimentation regarding the teaching of word-formation through flipped learning in the classroom. Indeed, the results of an empirical study would allow to demonstrate whether the flipped model is effective for improving learning outcomes and, from a more general perspective, it could help lecturers in linguistics to understand what flipped learning actually means in practice.

In sum, the teaching of word-formation through flipped learning offers students a chance to activate linguistic knowledge at different levels of language description (morphology, semantics and pragmatics) and to deepen their awareness of the language as a hierarchically structured system of communication. After all, words are not only a challenge for linguistics researchers, but also for anyone interested in how language works in social life, including, of course, students. As Valerie Adams (2013: vii) once said, “the study of word-formation offers a great many puzzles to the present-day student of language”. I believe that, thanks to the flipped approach, our students will find a way to solve these puzzles.

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