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Tesis doctoral

FLIPPED CLASSROOM IN TEACHING ENGLISH AS A FOREIGN LANGUAGE TO ADULT LEARNERS

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Motto:

"Our job as teachers is not to prepare students for something; our job is to help students prepare themselves for anything."

A.J. Juliani

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ABSTRACT

Flipped Classroom is a teaching strategy attempting to bring the teaching process on par with the needs of 21st century. The main feature of Flipped classroom is the exchange of the lecture and what is typically homework, using pre-recorded lectures that the students engage with prior to coming to class where the time is focused on activities promoting meaningful exercise of the pre-learned theory. Other than that Flipped Classroom relies on the principles of active-learning, enhancing greater learner autonomy, activities engaging the higher-order cognitive skills, and the use of information communication technologies.

Despite being a relatively novel concept, Flipped Classroom has already gathered masses of followers from among the ranks of teachers, as well as attracted attention among the educational scientists all over the world. The effects of Flipped Classroom have been tested across the spectrum of school subjects and age groups in general, as well as for the uses for teaching the English language in particular. However, as far as I am aware a study comparing Flipped Classroom to non-flipped active-learning based teaching of the English language was missing and thus that is what I set out to investigate.

Building upon the foundations of the pilot study that I conducted in 2016 at the University of Granada (Spain), I set up an experiment in which 36 undergraduate students from the University of Trnava, Slovakia, underwent intervention in the form of Flipped Classroom strategy during a compulsory course of the English language. The study had a semi-experimental pre-test/post-test design and, to closer reflect the everyday reality of a typical teacher, the pre-class materials were not created by myself but instead selected from the databases of YouTube.

The results show that Flipped Classroom had a statistically significant positive effect on the participants' English language proficiency in general, as well as on their listening, grammatical, and communicative proficiency in particular. In terms of listening skills Flipped Classroom was also found to have more positive effects than the non-flipped active-learning

based teaching strategy used in to control group, and the difference was statistically significant. For the other investigated language skills, as well as overall English language proficiency, Flipped Classroom was also found to have yielded more positive results than active learning strategy, however, the difference between the two was not statistically significant.

The participants of the experiment mostly reported highly positive views of their experience, stressing in particular the positive effects of flipped teaching on their communicative ability.

Despite the positive results of here-presented study, much remains to be investigated about the effects of Flipped Classroom strategy in comparison to active-learning strategy. A variety of different learner characteristics, different types of ELT curriculum upon which a language class may be built, the size of participant group as well as the length of the intervention period, cultural and age variables, all of those and more may present avenues for future research.

Based on my study I feel confident to conclude that Flipped Classroom is beneficial for teaching and learning the English language. Seeing as, globally, we find ourselves in the midst of a pandemic that largely forced us into quick adoption of distance learning, I believe now is the high time for the adoption of this type of teaching by the wider educational community as well.

Key words: Flipped Classroom, active-learning, English language teaching, 21st century education, information communication technologies, inverted teaching, blended learning

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CHAPTER I. INTRODUCTION

The global situation is changing and the world of education has to adapt as well. This is especially true for formal education, if it is to remain relevant. After all, few students enter the educational institutions simply for the love of learning. The vast majority invests their time, energy, and quite often not-insignificant amount of money, because they believe gaining deeper knowledge and developing further skills in a particular field will lead to easier future work experience, better job opportunities, and improved quality of life. Skills such as critical thinking, information literacy and information technologies literacy, adaptability, creativity, or the ability to communicate and collaborate within the local but also intercultural society, have become widely recognised as key factors to an individual's success in the fast-evolving, globalised, tech-infused world that we live in today. The educational society is quite aware of this reality. For many a decade we have seen an emergence of a spectrum of educational theories and methodologies built upon the perceived need for change in what students, of any age, need to learn to succeed in their future lives, and how they should be thought to learn it in the most effective and efficient way. From Maria Montessori to Eric Mazur, from Francis Parker to Ken Robinson, from Helen Parkhurst to Bergman and Sams, educators world-wide have recognised the need for learning and teaching to adapt to the reality of the current world, then and now. This has likewise been reflected in official local, state, and larger community legislations and recommendations for how education should ideally be conducted. The Council of the European Union has recognised "relevant and high-quality skills and competences for employability, innovation, active citizenship and well-being" (The European Parliament, 2016a) as our common top priority for the current period (2016-2020), building atop the previously set key competences, defined as "learning to learn, digital competence, social and civic competences, and communicating in a foreign language" (The European Parliament, 2016b) among others.

The field of language teaching is not an exception. Globalisation is at its historical highest and the world interconnected more than ever before. It is not just business that reaches over the borders of nation states anymore. And it is no longer only the top few of the societal ladder who are in touch with members of other cultures, and speakers of different languages. Masses of all classes travel, for leisure or work, meet others from abroad, and get in touch with foreign language speakers on a daily basis. Migration between different countries has become common. And even those who sit at home commonly get in contact with foreign languages, through music, motion pictures, or daily dose of news found online. Foreign language proficiency has become more important than ever before.

The importance of multilingualism has been recognised by the system as well. Foreign language learning is a standard in the educational systems all over the world. In the EU, multilingualism is officially promoted and supported to strengthen intercultural understanding, but also to "contribute to the mobility, employability and personal development of European citizens" (The Council of the European Union, 2014, p2). Foreign language learning has been recognised as a strategic skill with significant impact on one's employability and professional success, as well as cultural understanding and social life.

Despite the officially proclaimed goals, there is still a lot of progress to be made. The need for innovation and improvement in foreign language teaching practices persists. Too many students still learn grammatical rules through rote-learning oriented drills. Too many are able to recite a vocabulary list but not ask for directions in the foreign language. Too many freeze when asked to react in the foreign language to even the simplest of questions. If students study a foreign language for five years but are not able to read a newspaper article, something is wrong. Our language classes need more focus on practical use of language instead of translation, on communication instead of reciting.

At the same time, everyday use of technology has become a standard. Technology in not just more advanced, it is also cheaper and more accessible than ever before. Consumer technology could and should help the educational processes, however, for this to happen we, teachers, would have to stop looking at it as a distraction in a classroom and

start exploring its potential. While this may sound tricky, it might not be as difficult as many believe, especially with a suitable teaching approach to help us along.

I believe that flipped classroom, a novelty teaching/learning strategy that combines focus on meaningful activity in class, use of educational technology, and learner autonomy, could be the answer.

1.1. TRADITIONAL EDUCATION, ACTIVE LEARNING, AND FLIPPED CLASSROOM - WHAT ARE THE DIFFERENCES?

Schools, teaching, and learning are topics on which almost everyone seems to have an opinion. Educational reform has been publicly called for in the majority of developed nations and the topic of Education has become one of the staples both in the mainstream media and in friendly evening discussions between friends, academics or laypeople. Educational terminology has entered the general vocabulary, however, many times its use has been imprecise and not in accordance with the lexicon of educational science. While in the everyday chats and journalistic articles this may perhaps be pardoned, in the academic world there is a greater need to be accurate. My work is focused on the comparison of flipped classroom and the active-learning strategy. In order to prevent confusion and misunderstanding, I would like to offer a brief defining characteristic of each of these, preceded by a description of what is, for the purposes of this thesis, understood as traditional education as well.

1.1.1. The Traditional Education

A traditional classroom relies on the textbook and a lecture, directly given by the instructor, as the only sources of information (Ahmed, 2013, p. 22). The students are expected to listen and write down notes. The topic is typically strictly defined, and the explanation is restricted to the needs of a particular school subject. The students are not

expected to use other sources of information, or attempt to broaden their knowledge beyond what the teacher dictated. If, besides the lecture, the lesson does include practical tasks, these are usually based on rote learning, and their goal is to make students memorize a formula for solving a certain type of problem (Žoldošová, 2013). The students are not required to understand why the formula works, only know it by heart and be able to use it. Examples of these tasks are e.g. exercises practicing the multiplication table in mathematics, or exercises focused on memorisation of grammatical features in language learning.

The traditional teacher expects the students to sit at their desks, usually quietly, and if there is a practice-oriented part of class, they are to engage in it individually (Petlak, 1997, p. 48). Communication with peers in-class is often penalised. After the completion of a task, the correct answers are given, but students are not explained why their answer may have been incorrect. There is typically only one correct answer to every question. The process of reaching the correct answer is not evaluated, or if it is, there is only a single strategy deemed as correct. If any tasks focused on creativity and higher-order thinking skills in general take place, these are typically assigned for individual completion at home (as homework). In language class, reading of texts is often done out-loud, with students taking turns. Translation of texts is common. In a traditional classroom, the materials are presented the same way to all classes of the same level, not taking into account individual characteristics of different groups, or the students themselves (Fulkova, 2008, p. 71).

1.1.2. The Active Learning

Just like practically every other aspect of life, in the last century the theory of education has undergone a great transformation. Despite this, the mainstream school was still mostly based on traditional teaching and a change has been becoming widespread only in the latest decades. With the true onset of the use of technology in the everyday life, the easier than ever access to information, and a different set of skills required of the majority

of the workers, the goals of the educational process have changed and teaching and learning strategies have had to start reflect this reality. One of the trends aiming to provide a solution and make the educational process more effective and efficient is active learning.

Active learning is a teaching strategy that attempts to make teaching and learning more practice oriented, more meaningful, and more student-centred. One of the first definitions of the strategies of active learning was given by Bonwell and Eison (1991, p. 2) as following:

- Students are involved in more than listening.
- Less emphasis is placed on transmitting information and more on developing students' skills.
- Students are involved in higher-order thinking (analysis, synthesis, evaluation).
- Students are engaged in activities (e.g., reading, discussing, writing).
- Greater emphasis is placed on students' exploration of their own attitudes and values.

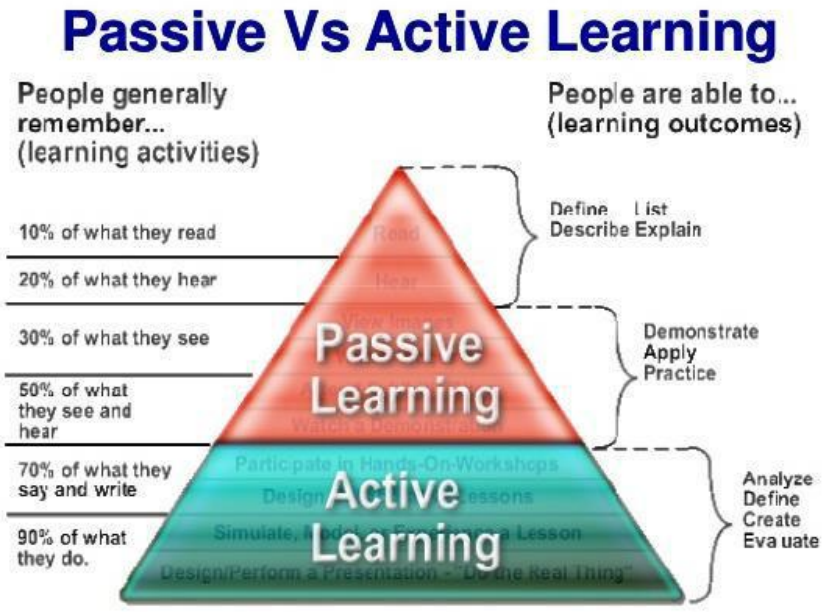

***Figure 1*: Passive vs. Active Learning (How students learn, 2007)**

Other sources add principles of active learning such as:

- interaction between both the students themselves and between an individual student and their teacher is encouraged (Stewart et al., 2009, p. 4),
- teaching of meaningful content (University of South Australia, 2007), as in, content that is relevant to the students
- avoidance of isolated content and tasks and focus on learning within context instead, including relating the content to other subject areas (Weimer, 2012, p. 2)

According to Stewart, et al. (2009), the term active learning encompasses all "instructional activities in which the students “actively” participate (doing things) while thinking about what they are doing." (p.3)

In classroom led by the principles of active learning, lecture does not always take place. The students are encouraged to search for information from outside sources, and to search beyond the limits of the content needed for class, satisfying their curiosity (Petlak, 1997, p. 32). Textbooks, if used, mostly provide basic structure and are seldom followed strictly. The lessons are focused on discovery, training of skills, analysis of the topics, practical application of knowledge in larger tasks, and others. The content covered in class is selected and then presented in a way that makes it meaningful to the students - attaches it to their world (Felder & Brent, 2009, p. 2). Common activities include discussion circles, games, brainstorming, creative writing. The tasks are often cooperative - the students are not only expected but also encouraged to work together, either in pairs, or in larger groups. Peer-learning is frequent (Fulkova, 2008, p. 94). The classroom is often loud - quiet sitting at one's desk and writing down notes is a rarity here, instead students often engage in tasks that require them to talk with each other and the teacher, discussing ideas, formulating arguments, analysing a source, and also frequently move around the class. The teacher's role is more of a coach and guide - expected to provide prompts or direction as needed, re-explain the task or parts of theory to individual students if needed, and making sure

everyone is succeeding at their given task (Niemi, 2002, p. 764). However, it is the students who do most of the talking in class - which is especially important for language learning. The teacher still is the main planner of the lessons, but they are able to react and adjust the contents of class should a need for such measure arise. Lessons are adjusted to the needs of specific student groups and individual students (Kudryashova et al., 2016, p. 463).

1.1.3. The Flipped Classroom

Flipped classroom (Sams & Bergmann, 2012) is a modern teaching strategy based on the exchange of content traditionally understood as lecture with that typically assigned to be homework. This type of teaching is, in its broadest definition, suitable for all age groups of learners, all levels of mastery, all tiers of formal education, and applicable throughout the range of courses and subjects. If applied well, it can, according to the authors, a number of researchers, teachers and enthusiasts, significantly reform the formal learning experience for all the stakeholders involved, and ultimately lead to not only improved academic achievement, but also to higher subjective feeling of satisfaction with the process on the side of the participants.

The concept of flipped classroom (also flipped learning, flipped instruction) is not truly a new one. It builds upon principles of a great number of modes of instruction, from the most ancient to the very modern, and remains open to alterations to be made by practitioners, according to their specific needs. Among the teaching methodologies, systems and alternative teaching forms that flipped classroom was inspired by and draws from, the most notable are Khan Academy and other Massive Online Open Course providers, blended learning, Just-In-Time-Teaching methodology, Bloom's Taxonomy, and others.

Flipped classroom is not officially "codified", there is no single *proper* mode of its application, nor a specified set of rules to be followed in order to apply it. Due to this, flipped classroom may seem difficult to define, and consequently apply or examine.

However, despite its variability, in its modern, here-described, form this teaching strategy does involve and follow a number of characteristics and principles, without which we cannot really consider a certain type of teaching as flipped. Among these are focus on student activity in-class, preference of tasks focused on higher-order thinking skills, deviation from the traditional teacher-student roles, fostering and support of learner autonomy, self-directed approach to learning, and learner responsibility, and others (Demirel, 2016, p. 110). Despite the fact that the original proponents of flipped classroom did not consider the use of technology to be a necessity, in this work we do consider it to be one of the pillars of the strategy, in order to reflect the daily reality of the 21st century world that we are living in, and also to comply with the goals of 21st century education (OECD, 2019, p. 3).

Despite existing teaching strategies and methods with certain features similar or even identical to those of Flipped Classroom, as well as older hobbyist, professional and scientific publications, the true birth of Flipped Classroom as we understand it nowadays only started in the recent years. It was the activities of Jonathan Bergmann and Aaron Sams (2012), who published their Flipped lessons online and with free access, which quickly caught the attention of not just their own students, but also other students and teachers from outside of their own immediate community, and, more importantly, their book *Flip Your Classroom: Reach Every Student in Every Class Every Day (2012)* that became the prompt for the Flipped Classroom to really become a 'movement', and the term itself a buzzword among the community of professionals all over the world.

With the popularity of Flipped Classroom growing, naturally, the amount of published research is rising as well, in the recent years at a seemingly exponential rate. Only a few dozen publications existed around the year 2012. However, now, in the second quarter of 2020, a simple search of the term *flipped classroom* on the web search engine Google Scholar gives the result of incredible 70300 articles and publications on Flipped

Classroom model itself or ones associated with it, with at least the first 98 pages[1] of the results offered by the search engine listing publications specifically concerned with Flipped Classroom teaching strategy in a variety of teaching and learning settings, from all over the world. It is not just the sheer volume of the publications that has seen a sharp increase either. The quality of the papers, variety of research methods and questions, and researcher-specific adaptations of the general Flipped Classroom strategy has augmented as well. In the early years of Flipped Classroom, the majority of the publications were either how-to guides, written by practicing enthusiasts from the ranks of teachers, which, however, rarely featured actual research aims or outcomes. Also, it took a while from the onset of Flipped Classroom for the innovative strategy to catch the eye of scientists researching foreign language learning and teaching in general, let alone with English language in particular. Indeed, the first papers published on the uses and effectivity of Flipped Classroom model were most often related to Medical and Pharmaceutical Science university programmes. There, the instructors apparently appreciated the advantages of transferring the theoretical lecture into the zone of individual studies, and spending class time on applying the theory into practice. Natural sciences in general seem to be particularly adaptable to the ways of Flipped Classroom - after all, even the pioneer duo of modern flipping, Aaron Sams and Jonathan Bergmann, started experimenting with pre-class video-lectures during their *Chemistry* lessons. However, it did not take too long for both teachers and researchers focused on other subjects to catch up and nowadays Flipped Classroom is being implemented across the spectrum of subjects, learning programmes, age groups, and learning cultures. The early days of Flipped Classroom saw the majority of the initial research be conducted in the United States of America, perhaps naturally so, seeing as Sams and Bergmann started the Flipped movement there. However, since then, a considerable amount of the research has spread all over the globe, with Middle East and East Asia being particularly productive in the recent years. There are still very few publications on or

[1] The number may well be higher, but after the page 98 Google Scholar refused to cooperate and announced there has been a *Server Error.*

knowledge of the topic in Central Europe, perhaps owing to the fact that much of the older generation of educators, who are probably the most prominent group among university faculties, is not too well versed in the English language, in which the majority of the research on flipped classroom is being published.

It should be noted that flipped classroom is not hailed by all, and with its notoriety on the rise, naturally, this type of teaching is gathering criticism as well. Maintaining the dubious importance of the theoretical lecture, proclaimed success of Flipped Classroom being due to factors not necessarily connected to the flip (Jensen, Kummer & Godoy, 2015), insufficient accounting for the issues of digital-divide (Centeneio, 2017, p. 11), increasing the amount of the time learners spend "staring into a screen" (Skooler, 2018), or the time investment required on the side of the teacher, are just some of the points that unpersuaded reviewers often bring up, warning against seeing flipped teaching as the universal solution to the numerous current issues of the world of education. All the above listed, and more, are issues worthy of consideration when attempting to evaluate the usefulness of flipped teaching in one's classroom. Nevertheless, it may be claimed that Flipped Classroom is a valid attempt to move teaching and learning closer to the needs of the 21st century, and it could perhaps be seen as a compromise between the strictly traditional and the alternative education, the old and the new, and one that may be acceptable to and adoptable by both sides.

1.1.3.1. The Principles of Flipped Classroom

Flipped Classroom is an umbrella term encompassing an almost infinite number of specific ways of teaching, ultimately depending on the teaching style of the individual practicing teacher. Despite this, it is possible to identify certain number of principles that practically every adaptation of flipped lesson reviewed adheres to. These are: the flipping of lecture and homework content; the focus on higher-order cognitive skills during the in-class activities, learner-centeredness, and learner activity; deviation from the traditional

teacher and learner roles with focus on learner autonomy; and the use of modern technology for educational purposes.

From the practical point of view, the **flip** of what is traditionally seen as content of the lecture and the content of homework is the most obvious and defining characteristic of this teaching strategy, and its very name is derived from this principle. The process usually follows the following steps:

1) The teacher records their lecture, or chooses one from available sources, and makes it available to the students, typically by posting it online. The lecture contains all the information that the student needs on the topic to be able to actively participate in class.
2) The students engage with the lecture individually, as a form of homework, before coming to the corresponding in-class session.
3) The class time is spent on practical activities based on the information from the lecture. The teacher guides the students through the tasks when needed, however, most of the activity happens on the side of the students.

The range of activities in-class can include, for example: projects, exercises, writing assignments; and other activities traditionally assigned for individual engagement as homework, as well as other activities which help the student understand the respective topic in greater depth, and encourage them to engage with the presented information with focus on higher-order cognitive skills. The flipping of content has a deeper motif. The rationale behind is that while learners are generally able to passively receive information on their own, without further assistance from the instructor, the same cannot always be said about completion of practical assignments. If a student did not fully understand information given and explained in class, simply failed to pay attention, or missed a class, their ability to complete assignments based on said information is hindered, leading them in the best case scenario to seek outside help, not completing the assignment correctly, or,

in the worst case, not completing it at all. The usefulness of the assignment thus decreases, its purpose fails to be fulfilled, and the learning goal is not met. In addition to that, if unable to complete an assigned task, the learner may experience decrease in enthusiasm for the subject, motivation for learning in general, or even feelings of self-doubt, and lower self-esteem, all of which further complicate both the present and future learning process. Furthermore, in the traditional non-flipped setting, especially in the case of younger students, the parents may experience ever-present need to assist their children with their homework assignments, for which they may not always be competent, and which should not be expected of them, causing more frustration. Foreign language learners, due to the nature of the subject, are particularly at risk of needing outside help if they fail to fully grasp the content taught in-class, and if assistance from a source sufficiently competent in the use of the target language is not available, face significant difficulty when expected to complete tasks outside of class. Making the instructor available for assistance when practical tasks are supposed to be worked on does away with the issue. A teacher is able to make sure tasks are being worked on in the manner they should be, assist the students and point them in the right direction if the need arises, motivate them when they face difficulties, and provide feedback in real time.

Engagement of higher-order cognitive skills, the top three tiers of Bloom's taxonomy, proposed by Benjamin Bloom (Bloom, Krathwohl & Masia, 1984) that was later revised by other scholars (Krathwohl, 2001), is the most significant difference between traditional forms of teaching and Flipped Classroom. It could be argued that it is practically the main point of the use of flipped teaching in general, without which there would be no reason to attempt the flip in one's class.

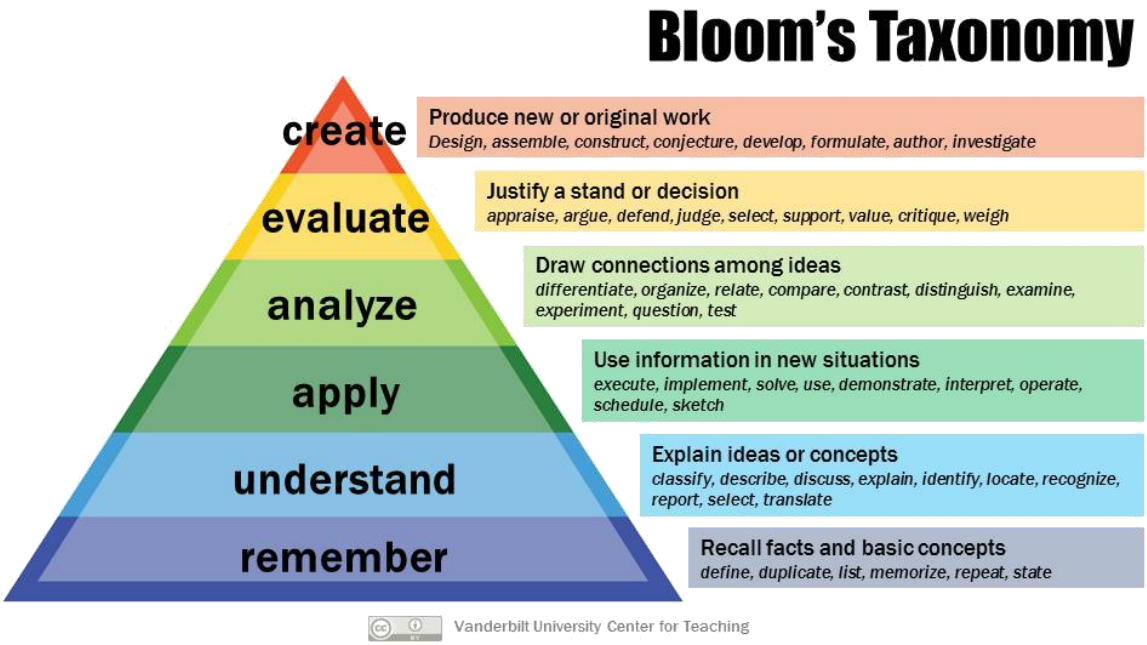

***Figure 2*: Bloom's Taxonomy (Armstrong, 2016)**

As we, teachers, know, time is often our greatest enemy. For many a teacher, there exists an endless struggle to choose between covering the theoretical basis pre-set by the curriculum and fostering in their students the higher-order cognitive skills, as activities focused on these require more time than is available to them. Flipped classroom frees-up what is typically a significant part of the in-class session for exactly that purpose. In the reality of 21st century, with ever-growing amount of available information that one has to navigate, automation looming over all of our heads, threatening to take away much of the job market as we know it nowadays, and uncertainty over what will be the demands of everyday existence 10, 30, or 50 years from know (which our present day students will need to be able to adjust to if they are to succeed) (Cameron, 2015 et World Economic Forum, 2016), the need to focus on higher-order cognitive skills in formal education may be indeed more critical than ever before. Recollection of crude information, while still of importance, cannot be the main point of education. It is simply not enough. No *offline* human genius can beat a computer in any test focused on remembered information. The computer has more

memory, not to mention access to Wikipedia. However, this does not mean education has become redundant. Even though schools can no longer teach the learner everything they will need to know in the professional life, we do have the opportunity to foster in them skills that will aid them to thrive nevertheless. Analytical skills, creativity, information processing, adaptability to new challenges, learning skills - all these are likely to help our today's students succeed in their futures. In the foreign language learning environment specifically, most importantly it is the ability to express oneself using the target language, without regard for the level of proficiency already achieved by the learner, and without being blocked by fear of communication in the target language.

In order to adhere to the support of higher-order cognitive skills, flipped classroom demands a change in the traditional roles of the teacher and the learner inside the classroom. With the passing-of-information mostly happening outside of the classroom, and under the individual direction of the learner, the teacher is stripped of their previous role of main source of information in a controlled setting. To begin with, the learner gains the responsibility over their own engagement with information. It is their own choice where, when, and how they go over the presented topic - watch it in one go, pause, rewind, or review. In addition to that, the learner is also given the chance to instantly dig deeper, as the need arises. The information presented by the teacher is no longer the limit - whether in order to understand concepts better, or simply out of *mere* curiosity, infinity of knowledge lies just a click away, and the learner is given the opportunity to engage in discovery. At this point a traditionalist may wonder whether there is any need for the teacher anymore. The answer is - Yes!, more than ever before. The role of the teacher in flipped classroom is a different one, a more important one, and intelligent design cannot replace it. They become a coach, facilitator, mediator, a guide instead of director, aiding the students in their learning journey, assisting them in finding the answers instead of providing them, assisting them in learning, motivating them, and providing feedback.

With the change of the roles of the teacher and the learner, the learning process transforms as well. The learner is offered greater autonomy in their own learning experience, but also expected to take responsibility over how they participate and become more self-directed, and learner activity in class is expected and requested in order to succeed. Active learning has proven itself to be more efficient than passive absorption of information, fostering skill along with knowledge. In flipped classroom there is not only more space for activities purposefully designed to support learner activity, but the instructor also has greater ability to make sure that all the learners actively participate in and thus are able to benefit from each in-class session. If that is not the case, measures may be taken immediately to accommodate to the situation and solve issues as they arise. The teacher has more opportunity, and time, to communicate with the individual student and react to their immediate learning needs, making the learning more individualised and personalised. Students also spend much more time communicating with each other than in the traditional classroom, and are given the opportunity to engage in teamwork, discussion, comparison of ideas, and peer-instruction, thus strengthening their social skills along with the cognitive skills. In flipped language classroom, much of the tasks will be focused on communication in the foreign language, with more opportunity for each and every student to actively practice the use of the target language, which after all is the point of foreign language learning.

Nowadays, flipped classroom is usually classified as a type of blended learning, with the use of information technologies often seen as an integral part of this learning/teaching approach. However, the original authors of Flipped Classroom do not see the use of information technologies as a necessity for successful implementation of the inverted strategy. Bergmann and Sams stress the importance understanding that video is just one of the means of achieving the learning goals and in on itself does not make teaching any more innovative or effective. As they remind us: "If a video of direct instruction is not the best tool, then do not proceed [with video creation]. There are teachers who have implemented

all of the educational ideas [of flipped classroom] without using a single video." (Bergmann & Sams, 2012)

On the other hand, even if the use of videos, or information technologies in general, is not crucial in order to achieve a successful flip, it is at the very least advantageous, and should be considered. As Anna Brown (2012) a researcher who focused on the experience of the teachers using flipped model of instruction says: "Converting content to online formats is a key practice in the transition to the flipped classroom model." (Brown, 2012, p. 129) The use of videos, internet, and virtual classroom environments has in many ways made flipping easier for the teacher and more attractive to the student, opening up new possibilities for the teaching/learning process. Besides, the vast majority of the population of the developed world is engaging in the use of smartphones, personal computers, tablets, and other tech platforms with access to internet, on a daily basis. This is unlikely to change unless some unexpected, extremely radical event was to happen to the world. The use of ICT in educational practices is therefore natural. It is simply a reflection of the reality. In the case of Flipped Classroom, the use of ICT enables the educator to reach their students faster, cheaper, in greater numbers, and in a potentially more collaborative and interactive manner even during the pre-class part of the teaching/learning process. It allows for more options of the manner in which the pre-class materials may be presented as well. There are teachers whose students benefit most from written materials, and the lectures therefore take the form of texts. At the same time, many students prefer listening to spoken word or watching videos to reading. For a teacher, the use of ICT opens more options of sharing the content, and also doing so in a more cost and time efficient way. The majority of the teachers using flipped classroom seem to recognise this, which is also reflected in the published studies - nearly all of them use ICT in some manner, and most rely on the use of video-lectures. In the specific environment of a foreign language classroom, the use of ICT aids the addition of the element of the sound of the target language. Therefore, I consider the use of ICT to be one of the pillars of this teaching strategy, and I do use them in my own application as well.

1.2. OBJECTIVES, HYPOTHESES, RESEARCH QUESTIONS

In this thesis, I would like to propose a model of flipped classroom (FC) of my own making, that follows the general principles of the flipped classroom strategy. At the same time, I also take into account the fact that the majority of the flipped classroom practitioners (teachers) would not have at their disposal funding specifically set aside to finance undertaking such an experiment, a condition which I also recreated. In addition to that, based on the reviewed sources, drastically increased workload for the teacher seems to be one of the frequent issues that flipped classroom users run into. Therefore, I attempt to also propose a model of flipped classroom which will avoid this issue, and strive to keep the preparation time required of the instructor under the 60 minutes per lesson line.

The **objectives** of my experiment are the following:

O1: Testing my model of FC as a means of improving the students' English proficiency

- in the use of grammar
- in communication skills
- in listening skills

O2: Comparing my model of FC to non-flipped active-learning based English language lessons.

- Identifying the strengths and weaknesses of my model of FC
- Discovering participants' views of the proposed FC model

Based on my objectives, I formulated the following **hypotheses** to be tested through the experiment:

HYP1. The implementation of the suggested model of Flipped Classroom teaching strategy increases the learners´ accuracy in the use of grammar in the target language.

HYP2. The implementation of the suggested model of Flipped Classroom teaching strategy increases the learners´ listening skills in the target language.

HYP3. The implementation of the suggested model of Flipped Classroom teaching strategy increases the learners´ communication skills in the target language

HYP4. The implementation of the suggested model of Flipped Classroom teaching strategy increases the learners' overall proficiency in the target language.

In addition to the hypotheses, the experiment will attempt to find answers to the following research questions:

RQ1. Does the suggested model of Flipped Classroom teaching strategy increase the learners´ accuracy in the use of grammar in the target language by more than the used non-flipped active-learning strategy?

RQ2. Does the suggested model of Flipped Classroom teaching strategy increase the learners´ listening skills in the target language by more than the used non-flipped active-learning strategy?

RQ3. Does the suggested model of Flipped Classroom teaching strategy increase the learners´ communication skills in the target language by more than the used non-flipped active-learning strategy?

RQ4. Does the suggested model of Flipped Classroom teaching strategy increase the learners´ overall proficiency in the target language by more than the used non-flipped active-learning strategy?

2. LITERATURE REVIEW: A CHRONOLOGICAL DEVELOPMENT OF FLIPPED CLASSROOM

The following literature review attempts to analyse and illustrate the scope of research into the uses of flipped classroom teaching strategy to date, mainly focusing on the applications in the foreign language classrooms, with particular focus on the English language. The reviewed sources are a selection of the available published research, chosen to showcase the available spectrum. In the last five years the amount of published research increased dramatically, thus a selection had to be made. On one hand, I wished to acknowledge the novelty of flipped classroom teaching strategy and underline the development of the research into the topic. Therefore, I opted to adopt the chronological principle of presenting the information. In the initial years, the reviewed literature includes studies of the uses of flipped classroom in other than foreign language learning environments. The reason for this is practical: research into the general uses of flipped classroom in other subject areas precedes that into the uses of this teaching strategy for the purposes of foreign language teaching/learning. On the other hand, I wanted to showcase the width and depth of the literature on the topic published to date, therefore I attempted to review articles focusing on a variety of different aspects and topics within the general area of foreign language learning/teaching, with a particular focus on the English language. The reviewed sources were all written in the English language, and publications in other languages were not taken into account. Besides the effectiveness of flipped classroom itself, this work also deals with the comparison of flipped classroom to the active-learning strategy. I do consider active-learning strategy to be one that has been well researched, extensively reviewed, and indeed around for over three decades. Therefore, it is not included in this literature review, which focuses solely on the uses of the new type of teaching studied, the flipped classroom.

2.1. STUDIES THROUGH 2012

Despite existing teaching strategies and methods with certain features similar or even identical to those of Flipped Classroom, as well as previous hobbyist, professional and scientific publications, the true birth of Flipped Classroom as we understand it nowadays only started in the recent years. It was the activities of Jonathan Bergmann and Aaron Sams (2012), who published their flipped lessons online and with free access, which quickly caught the attention of not just their own students, but also other students and teachers from outside of their own immediate community (p. 4), and, more importantly, their 2012 book *Flip Your Classroom: Reach Every Student in Every Class Every Day* (2012) that became the prompt for the Flipped Classroom to really become a 'movement', and the term itself a buzzword among the community of professionals all over the world. For this reason, I consider it the most influential publication on the topic.

Flip Your Classroom (Bergmann & Sams, 2012) is not a scientific publication, but rather a how-to guide aimed more at popularizing the Flipped teaching strategy than offering hard experiment-based evidence of the effectiveness of this kind of teaching. On the other hand, that may be the reason of its popularity among teachers. After all, Bergmann and Sams (2012) certainly make no secret of aiming for the professional community rather than the scientific one. They stress their view of flipped classroom as a tool to reflect the learning needs of the students not just in the general sense but also allowing for adjustment of the teaching method to the requirements of individual students, in other words, personalisation of education. The authors also invite other students to follow them, stating that flipped classroom is applicable across the range of school subjects (Bergmann & Sams, 2012, p. 2). For an intrigued teacher striving to change their classroom, *Flip Your Classroom* is a valuable source of practical information.

Bergmann and Sams (2012) begin with an explanation of how and why they decided to record their lessons, to which the average teacher will likely be able to relate easily. Their description of being forced to spend great amount of time helping absentees catch up on

the materials covered in missed class mirrors the experience of perhaps nearly every educator invested in the teaching process. Bergmann and Sams (2012) decided to record the lessons as a form of shortcut to make their teaching more effective, and in that alone they can already serve as inspiration (p. 3). The authors (Bergmann & Sams, 2012) later decided to record all of their lessons, identifying a number of advantages to this kind of teaching. To name a few, according to them, Flipped teaching is a useful tool in personalization (p. 7) of the learning content for the needs of the individual student and fosters the ability of the student to become more self-directed in their learning efforts" (p. 10), it allows students of all abilities to engage with the content of the lessons according to their own pace and specific learning needs because students are able to engage with the material repeatedly without limits (p. 23), and have the ability to pause the lecture and go over parts of it repeatedly (p. 24), and also, it allows the teacher to spend valuable class time on aiding the learners who seem to be facing difficulties completing their tasks (p . 23). On the other hand, Bergmann and Sams (2012) warn against Flipping one's classroom for the wrong reasons, such as its popularity, modernity, or in attempt to make a teacher's work easier (p . 21). In the second part of the book (Bergmann & Sams, 2012) the authors offer a number of recommendations on *how* to implement Flipped teaching strategy in one' s own classroom, including advice on the choice of useful technology and software, specific useful strategies for both class time and out-of-class content creation, as well as examples of the use of this model of teaching for various school subjects. The last part of the book is devoted to 'Flipped Mastery Learning', which is a merge between the traditional Flipped teaching and Mastery Learning strategy popularised by Benjamin Bloom in mid-twentieth century (Bergmann & Sams, 2012, p . 51), and which Bergmann and Sams eventually came to utilize in their own classrooms.

Obviously, *Flip Your Classroom (*Bergmann & Sams, 2012) is a publication influenced by the environment that the authors come from. Their recommendations are not always universally applicable. For example, many teachers will not be able to make use of their advice in terms of useful technology, because they do not have access to it, or the funding

needed to secure it. For others, it may be difficult to adapt the teaching/learning strategy in learner groups with certain types of special-needs students, whom the book does not refer to extensively. Also, despite the authors mentioning improvements in learning outcomes of their students, these results were not collected using scientific methods with account of possible other affecting factors, and therefore must not be accepted as valid without questions, unfortunately. However, as an initiation guide for an interested teacher, this book is certainly a valuable source.

Before *Flip Your Classroom (*Bergmann & Sams, 2012), a number of non-scientific publications and articles had already emerged, prompted by Bergmann's and Sams' above mentioned activities, such as blogs, or articles in newspapers and popular magazines. Also, one research-based paper and one journal article that derive from Bergmann's and Sams' work were published that deserve notion. In February 2011, Eric Brunsell and Martin Horejsi, of University of Wisconsin, Oshkosh, and University of Montana, Missoula, respectively, published a short article describing the processes and advantages of Flipped Classroom in The Science Teacher, which became its first real, peer-reviewed, appearance in a scientific journal (Science 2.0, The Science Teacher, p. 10). A few months later, a paper named *The Flipped Lecture – A Pre-Vodcasting Trial* was presented at University of Westminster Annual Learning and Teaching Symposium 2011 by Patricia Ashby, of the Department of English, Linguistics, and Cultural Studies, of the same university. Ashby (2011) used vodcasts to teach a part of her university-level course in phonology, basing the choice of subject on that it was found to be unpopular among students and more difficult" than the other subject that she considered for a Flipped trial, phonetics (Ashby, 2011). Ashby reported positive results in terms of both the grades achieved by the students, but also in student opinions of their experience. On the other hand, the experiment consisted of only two flipped sessions - a 20% of the course - which leads me to question whether the improvement in the students' grades, which Ashby claims to be fairly dramatic (10%-30%) can really be interpreted as due to the (very) partial use of the innovative teaching strategy. With the following publication of *Flip Your Classroom* (Bergmann & Sams, 2012), the flipped

strategy stopped only being a topic of discussion and consideration for the practicing teachers and enthusiasts, but was finally truly noticed by the academic community as well, gaining momentum ever since.

In 2012 a number of studies and articles was published. Bill Tucker, in the article *The flipped classroom: online instruction at home frees class time for learning* (Tucker, 2012, p. 82) points out that Flipped teaching also becomes a tool for an individual teacher's self-improvement as well as a tool for reformation and improvement of the teaching profession in general. Tucker (2012) claims that switching from in-class lecture to video lecture is a means of reformation of teaching on its own, since it requires not just learning the skills needed to produce quality audio-visual material in general, but also adjusting the amount and structure of the content matter itself in order to be presentable in much shorter form while still being explained in a clear, logical, and understandable manner. Most of us, teachers attempting the flip, will probably agree: successful implementation of flipped classroom does require re-thinking one's approach to teaching and restructuring the lesson. The question that comes to mind is 'why do we, as teachers, need a new teaching mode in order to make our classes more active, productive, and engaging?' Should we not be revamping our teaching style continuously, to adjust to the ever-emerging requirements of the changing world? I believe we should, but if not pressed to do it on our own, flipping is certainly a means of achieving that change.

In *The Education Digest* article *How 'Flipping' the Classroom Can Improve the Traditional Lecture* (Berrett, 2012), Dan Berrett does not make secret about the fact that not all students are fans of the innovative approach to learning, but he claims that might not necessarily be a bad thing. He assigns the students' dislike of the new method to their habit of being passive receivers of presented lectures in the traditional setting, in contrast to the requirement for student activity in flipped classes. Berret's belief is that the pressure on the students in flipped classroom is exactly what makes the new strategy successful, as it forces the students to use higher order thinking skills (p. 38). The author also notes that Flipped teaching may be expected to become even more popular in the future due to

economic reasons Berret (2012) points out that the pressure to cut down institutional expenses in university environment plays against the request of bringing down the number of students in each class. While lower student-teacher ratios enable greater attention of the instructor given to the individual student, and could improve the learning outcomes, the institutions are not in a position to implement this measure, due to financial reasons (p. 37-38). On the other hand, Berret (2012) claims, flipped classroom could aid especially the large institutions focused on research and using the traditional large-scale lecture halls to bring down the costs of teaching and become more effective.

While Berret's evaluation of the effects of financial difficulties on educational institution seems to me spot-on, the author seems to misunderstand the point of flipped classroom - the goal of this type of teaching should not be used to lecture en-masse, but rather the opposite, teach in a more personalised way. It is hard to believe that universities, that are indeed facing funding difficulties, would invest the financial capital saved through the use of video-lectures into a greater number of small-scale practical seminars, rather than simply enrolling greater number of students into existing classes, since the video-lecture does not limit the number of viewers.

In an influential[2] report published in *Learning & Leading with Technology* (Fulton, 2012), the author Kathleen Fulton brings to attention the case of Byron High School, Minnessotta, in which the decision to flip the Mathematics courses was effectively caused by the financial crisis of 2009. The district superintendent Wendy Shannon recollects how the school was facing difficulties, because they were unable to purchase textbooks following the new standards for mathematics, because their district lacked the necessary funds. The teachers of Mathematics saw a solution in ceasing the use of externally produced textbooks and creating and using their own materials instead. The author admits that the flip was in no way easy, especially during the first year. It was difficult for the teachers to cope with the necessary pre-planning of the future lessons. Additionally, teachers reported that the students may need to be trained in group work, individual problem solving,

[2] Judged by the number of citations.

discipline, and focus on task, in order for flipped strategy to be truly effective. The need for students to get time to adjust to the requirements of the new teaching/learning strategy will have been echoed by many teachers later on as well, and my own experience supports this view. Then again, that is perhaps true for any novelty implementation. In Byron High School, faculty cooperation seems to have borne fruit. The report lists a selection of results derived from teacher-collected data, and they certainly seem positive. Even early on, based on internal examination using identical tests, improvements in learner achievement was reported, in comparison with grades achieved under the previous traditional lecture-based system, especially in the case of calculus. These improvements are mirrored on external exams as well (Fluton, 2012):

> In 2006, Byron's high school math mastery level was 29.9% on the Minnesota Comprehensive Assessment (MCA). In 2010, its mastery rate had risen to 65.6% as a result of data analysis and curriculum alignment with state standards. In response to a desire to continually improve, the department implemented digital content and the flipped classroom in 2010–11, and this change resulted in 73.8% mastery on the MCAs in 2011. (p.16)

These results seem all the more impressive when taking into account that the experiment was conducted at a public high school, by a team of collaborating teachers, and the results seem to have been rising over the course of several school years. The need to let the students adjust to the new system, as the above-mentioned teacher suggested, does not seem to have stood in the way of wonderful outcomes.

Also in 2012, researchers Richard Pierce and Jeremy Fox (2012) published a paper about an experiment they conducted at Bernard J. Dunn School of Pharmacy, Shenandoah University, Winchester, VA, focusing on the utility and effectiveness of Flipped Classroom in a Renal Pharmacotherapy course. They were initially motivated by the direction of Accreditation Council for Pharmacy Education (ACPE) that required the educators to implement active-learning strategies. Their aim was not only to measure the success of Flipped strategy in terms of the students' scores, but were also interested in the students'

view of their experience. The results Pierce and Fox came to were positive for both questions. Students' grades improved significantly compared to the previous year (taught using traditional lecture mode). The authors believe this to be due to the students having a chance to go over the lectures repeatedly. In addition to the academic improvement, the students generally held positive view of the experiment, and the majority reportedly expressed their preference for flipped instruction as opposed to traditional lecture led by the teacher.

Among other things, Pierce and Fox's experiment is interesting since the first impulse for its organisation was a direction of an overseeing body. Also, it is one of the first of many successful attempts to implement flipped classroom as a means of turning science class from a theoretical lecture into a practical one.

In the *Distance Learning* article *The flipped classroom strategy: What is it and how can it best be used?* (Milman, 2012), the author Natalie B. Milman, an Associate Professor of Educational Technology at George Washington University in Washington, DC, gives a brief overview of how Flipped Classroom came to be, but unlike many other authors at the time, she remains skeptical and identifies a number of possible limitations of the strategy. To begin with, she reminds the reader that the video lectures may end up being produced in questionable quality, as teachers are not trained to be short-movie creators/editors, and therefore even an educator of outstanding quality and significant experience may struggle to produce high quality audio-visual material. Also, she points out, even if we assume that every student has the means to watch the video-lecture (in other words, has access to a computer), engagement with the learning material may be happening under circumstances and conditions that are not ideal for learning. Continuing, she points out that should the students fail to engage with the video lecture, or fail to fully grasp the presented concepts, they will not be prepared for the activities in class, and therefore will not be able to benefit from the flip. Milman (2012) warns that explaining the learning concepts with sufficient clarity and complexity through a video lecture may be difficult, as different types of learners require different scaffolding activities. The author then reminds the reader that engaging

with a video-lecture is non-interactive as it does not typically allow the learners to ask questions in the real time. As a final limitation, without further explanation, Milman questions the applicability of flipped classroom for second language learners or the ones with learning challenges.

I do consider Milman's scepticism over the accessibility of video-lectures to every student a valid point. We cannot rely on the students to *figure it out*, especially in the case of younger years, and not taking this issue into account is simply a wilful ignorance of the challenges of lower income social background, among other things. Likewise, whether flipped classroom can be successfully implemented in groups that include students with certain learning challenges should be carefully considered before attempting the implementation in such an environment, and adjustments may need to be made to the original strategy. On the other hand, the author's scepticism due to the environment in which the students will engage with the materials, or the difficulty in presenting lecture materials effectively through the videos do not seem well thought-out. For one, it is quite questionable whether the environment in which students are being lectured presently - a typical school classroom - is really the one most conductive for learning. Also, just like a lecture in class, it is not that very complicated to make the video-lecture present and explain concepts in a clear and understandable way. One could argue that if a teacher is able to do it in class, they should be able to do it on a video. It is hard to understand why does Milman consider flipped classroom to be unsuitable for learning/teaching foreign languages, and the very existence of this dissertation attests to the disagreement with her view.

In another 2012 critical article, the author Katie Ash (2012) presents an opposing view, quoting Superintendent Patrick Twompey, from Havana Community Unit School District, in which almost two thirds of the students come from low income families. Ash points out that under the traditional system, the learners who have the advantage of parents capable of helping them with homework profit from schooling significantly more compared to the students whose families are not able to assist them with their learning. However, with flipped instruction, all students receive the content equally, and their

learning is being further guided equally, by an expert in the field. On the other hand, in general, Ash is not presenting overly idealistic views of the Flipped strategy either. Even though the popularity curve of Flipped teaching is still on the rise, at the same time, criticism is pooling as well. A significant part of it is connected to the fact that Flipped strategy still uses lecture as its main form of instructions. Quoting Andrew Miller, educational consultant working on promoting project-based learning, Ash warns that as long as flipped classroom keeps using the lecture as the main means of passing information, it cannot really be considered a radical change in the type of learning. Rather, Ash refers to Ransay Mussallam, a chemistry teacher, claiming that traditional flipped classroom is a little more than a means of saving time in class, and the didactic philosophy under which it runs is identical to traditional lecture-based teaching. Another limitation to the strategy that is pointed out is the article is that it may be difficult to motivate and engage the students unwilling to take active part in the in-class activities, and it warns against seeing Flipping as the all-encompassing solution. In the words of Ms. Deb Wolf, a high school instructional coach from the Sioux Falls district in South Dakota, simply forcing an ineffective teacher to flip their classroom will not bring a true change to the learning happening, and flipped classroom will not turn a bad teacher into a good one.

Ash's criticism seems to be misguided, however. Admittedly, flipped classroom is certainly not a solution to all the problems of our current educational system. Then again, it was never meant to be. Despite its current, and growing, popularity and interest that it has been spiking among the teachers attempting a change to their way of teaching, the original authors themselves warn against the flip being understood as the cure to bad teaching. However, if the implementing teacher follows the principles drawn out by Bergmann and Sams and fill the class time with student activity-inducing tasks designed to support the understanding of the presented concepts, Ash's points of criticism will largely become moot. Though the lecture stays, that does not necessarily have to be a bad thing, as long as the class time is used effectively.

Other authors remain skeptical as well, however. In their doctoral dissertation submitted in the same year, authors Lisa W. Johnson and Jeremy D. Renner (2012) point out a number of obstacles as well. They conducted a case study comparing the traditional and flipped mode of instruction, which took place in two Computer Applications high-school level classes, having in total 62 participants. The study featured an experimental group, taught using the Flipped strategy, and a control group, taught using the standard method. Johnson and Renner did not teach the classes themselves, but rather conducted observations during the lessons of a volunteer teacher, who was the instructor for both groups. In their observations, the authors note that the classes using traditional teaching mode they observed implemented more active learning prompts than the ones that were flipped. Also, in the flipped classes, students more often engaged in off-task behaviours, with students listening to music, watching videos, and even playing video games during class time. Also, from the general point of view, one of their findings is that implementing Flipped Classroom increases the workload for all those involved. They point out that flipped classroom requires the instructor to prepare their lecture well in advance and also to learn how to effectively use technology needed to deliver it. Likewise, they say, students are expected to work harder in class, and spend time out of class preparing for the lecture.

While Johnson and Renner's observation seem spot on, I fail to understand why they consider them points against flipped classroom. Indeed, flipped classroom requires the teacher to prepare in advance, but I have always believed that teachers are expected to prepare for their classes even when using the traditional teaching mode. Having read their report, I must question whether the instructor they were observing really used flipped instruction effectively. I fail to understand how the students were able to engage in the off-task behaviour described if they were at the same time required to engage in activities scaffolding their learning, if these activities were properly designed, and if their completion was guided and observed by the instructor. Perhaps the study would have benefited from better previous training of the instructor in flipped classroom.

On the other hand, a study by professor Bethany B. Stone (2012) of University of Missouri - Columbia, presented at the 28th Annual Conference on Distance Teaching & Learning in 2012, takes a more positive view. Stone points out three main advantages to the implementation of Flipped Classroom in a college class, which according to her are: fostering of life-long learning skills, greater student engagement with the presented materials, and increased interaction and cooperation between both students themselves and their instructor. Her study was conducted in two different classes at her home university - a voluntary Genetic Diseases course with typically small number of participants who attend out of choice, and a compulsory General Biology course with hundreds of students who express varied enthusiasm for the course. In the study, Stone flipped specific units of her classes, and compared the scores to those achieved by students in the previous semesters. In the smaller, voluntary class, she observed statistically significant improvements in scores, in favour of the Flipped strategy. In the compulsory class with a high number of students she observed improvement mainly in the scores obtained from assignments. Flipping the classes had significant effects on lesson attendance in both groups: "In the control semesters the average attendance was 93.3% and 74.6% for Genetic Diseases and General Biology, respectively, compared to the flipped semesters' average attendance of 95.3% and 80%." Also, the students generally expressed positive views of their experience, especially in the voluntary Genetic diseases class. In terms of limitations Stone echoes other researchers, noting that flipped classroom requires the teacher to carefully plan in advance and make sure that the class time is spent effectively. In addition to that, Stone admits that student willingness to engage in what they understand as additional work may pose a problem as well.

In my opinion, while student opposition to the requirement of greater activity in class may certainly be an obstacle at the beginning, training the students in flip may well do away with it. Besides, learning is what students are there for. Stone's results speak for themselves.

In a paper written by Cara A. Marlowe (2012), of Montana State University, the author studied the effects of flipped classroom on the learning outcomes of the students and the students' self-reported levels of stress in class. The study was conducted with a group of senior high-school students enrolled in the second year of the IB programme at Dubai American Academy, Dubai, United Arab Emirates, during the lessons of Standard Level Environmental Systems and Societies course. The author observed a statistically significant improvement in the achieved grades with the use of Flipped Classroom. Marlow points out that the greatest improvement was achieved by the previously low achieving students. The author also states that flipped classroom offered better conditions for frequent group work and more teacher-student interaction than a traditionally taught lesson would allow. Additionally, a significantly less prominent feeling of being overstressed was reported by the participating students, in comparison to classes where traditional teaching methods were used. The author states that the reviews of the participants were extremely positive, perhaps partly owing to the fact, as one of the students summarised, that all materials were available to the students at all times, and the concepts not sufficiently grasped through video watching were further worked on in class.

Even though Marlow's results are impressive, they would seem more significant if the author offered additional information on her experiment. Nevertheless, the observation of flipped instruction benefiting the low achievers most is a valuable one.

Andrew Miller (2012), of Buck Institute for Education, in a commentary *Five Best Practices for the Flipped Classroom,* written for Edutopia, remains skeptical. He warns against flipped classroom being adopted and enforced as an agenda by politicians hoping for an easy solution to a great number of educational problems, because, he claims, flipped strategy itself does not present a cure to any issue faced by the system. On the other hand, he does give Flipped Classroom credit for being a wonderful first step of reformation of education, changing the role of the teacher, fostering knowledge construction and learning skills in students rather than passively listening to the lecturing instructor, and diversifying activities and teaching patterns in order to achieve greater individualisation and

personalisation of the lesson. Miller also stresses the importance of making sure the video lectures consist of information that the student will need to succeed in class. He points out that students are not likely to engage with the recorded material simply because of its form and it is important that they see it as relevant. Miller suggests the use of educational strategy that demands the use of relevant information, such as project-based learning (PBL), game-based learning (GBL), Understanding by Design (UbD), or authentic literacy. Further on, the author warns that there may be technological and social barriers preventing successful implementation of flipped strategy. He also points out the need to include in the lessons activities that encourage the students to reflect on the learned content and purposefully think about their learning process. Lastly, the author talks about the need to consider the learning environment in which learning is supposed to occur, and expresses his belief that it is not right to expect the students to use engage with the materials during their free time. In conclusion, Miller echoes the views of other reviewers, stressing that when implementing a new teaching/learning strategy, the importance lies in the change of teaching practice, not in the particular tools used to achieve it. The author adds that flipped classroom should not be seen as the change itself, but rather as a tool, pointing out that is not a fool proof one.

I happen to agree with Miller on most of his points. I believe he is quite right when warning against politisation of flipped classroom and I absolutely agree that the contents presented in the video lectures must be relevant. On the other hand, I do in fact believe that we may expect our students to engage in homework tasks without feeling guilty for it.

Robert Talbert, the Grand Valley State University based author of the article *Inverted Classroom* (2012), written for the University' s *Colleagues* magazine, agrees that there may be certain obstacles to the success of the flipped strategy. To begin with, he points out the requirement of time investment on the side of the teacher. Talbert also claims that the students may experience hardship when asked to engage with the theoretical material individually, and if they are previously only trained in the traditional teaching mode, this may lead them to be reluctant to learn in a self-directed manner, due to what the author

calls a culture-shock. Despite that, he believes flipped classroom could be useful to reform university-level lectures and make them more interactive and effective. Talbert supports his views with evidence, presenting the results of four university level experiments with Flipped Classroom implementation: a large-scale introductory biology lesson at the University of California at Irvine, a software engineering class at Miami University (Ohio), and an experiment at Franklin College (Indiana) all showed promising results, with significant overall grade improvement, increased self-reported ability to complete given tasks, and more students receiving passing grades, respectively.

While the examples the author uses certainly seem impressive, his argument would benefit from more data presented to the reader, as well as more information on each of the experiments presented. Also, the points he brings up in questioning the use of flipped classroom bellow the tertiary level of education are on the weak side as well - time consuming video creation may be averted through the use of externally sourced materials, and students can be trained in the new teaching/learning strategy and culture shock avoided.

In the paper *Humanizing the Classroom by Flipping the Homework versus Lecture Equation* (Houston & Lin, 2012), presented at *2012--Society for Information Technology & Teacher Education International Conference in Austin, Texas,* University of North Texas authors Michele Houston and Lin Lin say that flipped teaching may be particularly useful to teachers struggling with trying to instruct students of varying initial level of mastery in the subject matter, different learning needs, and different learning speed. Houston and Lin stress greater teacher-student interaction as one of the advantages of the flipped strategy. They support their paper with examples of successful implementation of Flipped strategy in various settings, and present their own Flipped Classroom experiment, built upon a website offering materials created on the basis of the lectures of the primary instructor (the first author). The authors say that their aim was to turn the previously lengthy lectures into 15-minute segments focused on answering student questions, with rest of the class time filled with tasks requiring practical application of the learned subject matter. Houston and Lin

claim that the interaction in class dramatically improved, and the students benefit greatly from the ability to re-watch or re-read the theoretical materials as many times as needed.

Unfortunately, the authors do not offer detailed information on the content of the website, nor on the activities typically used in class. However, their observation of student-teacher interaction being conductive to student success in class seems spot on.

An interesting commentary, published in *Teaching Business & Economy* by Anthony Steed (2012), points out that flipped classroom is not really a new idea, with many a teacher assigning readings or other introductory homework tasks to be completed before the respective lesson on the topic. He argues that the real novelty is in the use of technology, which make inverted teaching/learning more attractive to both the instructor and their students. This, Steed says, may make the learning more motivational, as learners prefer learning with the help of modern technologies to the old-school textbooks. Steed offers advice for the implementation as well, listing a number of possible helpful mediums and software, such as GoAnimate, Storify, CamStudio and Jing, but also PowerPoint and YouTube, and even scans of textbook pages. He also advices that it may be better to begin the flip on a small scale.

For a teacher attempting the implementation of flipped classroom for the first time, this is a most valuable piece of advice. Flipping one's classes may seem overwhelming otherwise, leading to disappointment and exhaustion.

In another 2012 conference paper, *Implementing a Flipped Classroom: An Instructional Module*, the author Dean Shimamoto (2012) presents a flipped classroom course for teachers, in which the participants were supposed to learn the skills necessary to implement Flipped strategy in their classrooms. The author believes that flipped classroom may become a means of transformation of teaching since they combine the benefits of the traditional lecture with active approach to learning. The secondary goal of the experiment was to get the teachers' opinion of the flipped teaching strategy. The author conducted a survey to assess the impact of the course on the participants technical skill to flip their classroom, as well as their understanding and opinions on the educational

philosophy linked to it. The results were positive, with responses indicating that most of the participants found the course useful and sufficiently informative to allow an attempt at implementation of flipped instruction in their classroom, even in the case of participants with no prior knowledge of the strategy. Shimamoto admits that the participants still did not feel overly confident when attempting the practical implementation of the learned concepts. The author suggests that teachers may benefit from establishment of a learning community focused on aiding the beginners and guiding the veterans to make their teaching more effective. He claims that such a community may convert more teachers still to join in and try to flip their classes, since the existence of a support group would help calm the uncertainty of those fearing making the step into the unknown.

Shimamoto's attempt to teach teachers how to flip their classroom is unique at the time of the publishing and, in my opinion, extremely valuable in its recognition of the fact that we - teachers do benefit from instruction and training as well when attempting to reform and modernise our classes. Even though the author reports that the training provided during the experiment may not have been sufficient to make teachers feel at ease when attempting to flip their classes for the first time, the very existence of the course goes a long way. Shimamoto's recommendation of learning community establishment for the benefit of both newbies and veterans of flip can only be agreed with as well.

Teachers and their experience with Flipped Classroom were also the central focus of the dissertation of Anna Brown (2012), with the title *A phenomenological study of undergraduate instructors using the inverted or flipped classroom model*. Brown conducted qualitative interview-based research with eight participating teachers. Her self-proclaimed goal was to investigate the experience of those who attempted to include flipped classroom in their teaching practice and cast more light on their motivations, as well as pros, cons and challenges they encountered during the process. For the study, Brown chose teachers who made the decision to adopt flipped classroom on their own, as opposed to the ones following an assignment from higher institutional structures, and at the same time previously used to follow the traditional teaching method. The author admitted having

faced struggles in finding suitable participants for the research, due to a lack of volunteers. Apart from conducting interviews, Brown also analysed course materials used in flipped courses, provided by the participants. According to the author, the volunteers mostly reported that their experience improved continuously the longer they used the new teaching mode, and that the conversion to flipped teaching is a continuing process. The study also reported that most of the teachers used group work in their newly flipped courses and also experienced greater student-student and student-teacher interaction. The participants further reported being forced to change their role in the classroom from the main provider of information into a coaching one, and get accustomed to creating content published online. This, the author says, may be one of the main challenges discouraging new adopters. Brown concludes that adapting to the requirement of producing online content is one of the greatest challenges that the teachers adopting flipped model of instruction face, including particulars such as mastering the use of software and hardware, overcoming unease at being recorded, and producing relevant content in general.

My own experience with flipped classroom in many ways supports Brown's findings as well. Using flipped classroom in one's classroom does get significantly easier with time, and adjusting to the process of producing digital content may indeed be difficult. On the other hand, Brown omits in her report the fact that producing original content is not necessarily required when attempting the flip and third party content may be used instead. Perhaps none of the volunteers interviewed chose this mode of work, however.

Another author focused on the way teachers view their Flipped Classroom experience is Kelly E. Snowden (2012), of University of North Texas. In her Master Thesis *Teacher Perceptions of the Flipped Classroom: Using Video Lectures Online to Replace Traditional In-Class Lectures,* Snowden interviewed eight teachers from Highland Park High School in North Dallas, Texas. The sample was selected based on answers in a pre-survey, in order to have participants with a variety of views and experiences. Interestingly, a significant portion of the answers in the interviews seems to differ depending on the subject or subject areas that the particular teachers teach. Teachers of natural sciences in particular

reported positive views of the use of flipped teaching mode as well as experience with implementation of the practice, while Social Studies and English teachers mostly agreed that they do not believe flipped classroom to be a beneficial tool for regular use in their courses, even though some of them were commonly using videos in their classes. The breaking point in Snowden's study seems to have been the content of typical classes these teachers taught. The Science and Mathematics teachers, who would previously lecture, welcomed the opportunity to communicate with their students in a way that the students find natural, that is, through online content. Also, these teachers welcomed flipped classroom as a way to fight learning gap due to absenteeism and making their classes more interactive. On the other hand, the Social Studies and English teachers claimed that their typical classes are not structured around lectures, instead making wide use of classroom discussions and interaction, and thus they felt no need for the Flipped model. Other views of the strategy were divided by the subject taught by the responder too. For example, one of the interviewed Science teachers reported that she decided to attempt the implementation of flipped classroom due to high instance of students slumbering in her class - she saw flipped teaching as a tool to force the students to take more responsibility over their own learning. On the other hand, one of the Social Studies teachers believed that while flipped classroom shows promise, it may be too taxing for students in their freshman year, leading to learning difficulties. In addition to that, nearly all interviewed teachers agree that one of the issues of flipped classroom is ensuring that the students engage with the materials out of classroom, and that it is time-consuming and complicated to implement, at least in the initial stage. Snowden concludes that her findings show a connection between opposition to flipped classroom and teachers whose main mode of instruction is different from lecturing.

While Snowden's report does come with certain interesting aspects, I am not sure whether the researcher's focus was not misplaced. In my opinion, flipped classroom is not just about taking the lecture out of class time and replacing it with one recorded on video. Even teachers who do not normally use lecturing in class do typically provide some kind of

preparatory or introductory materials, and nearly all subjects taught at public schools do contain theoretical information that the students are expected to learn and work with. Perhaps if the humanities teachers had been explained this, their responses would have been different. Also, while the author reports having used a pre-survey in order to have participants of different background in her research, the validity of the results would have been increased if she only included the answers of the teachers with previous practical experience with flipped classroom.

Mary B. Hertz (2012), a high school teacher in Philadelphia and the author of article *The Flipped Classroom: Pro and Con*, offers her insights following the ISTE 2012 Conference in San Diego, California, where Flipped Classroom was, by her account, flipped classroom was one of the most discussed topics, with both defendants and opponents of the strategy present and vocal. Hertz remains unconvinced. She does acknowledge the benefits of flipped instruction, as reported by teachers, including responsibility moved to the hands of students, individualisation of the learning process and more student-learner interaction. However, the author points out that flipped classroom is hardly a revolutionary new idea, but rather another version of student-centred teaching that had first become popular as early as at the beginning of 20th century. Hertz also warns that, due to technical demands of the traditional video-based Flipped model, it may not be suitable for teachers dealing with learners who do not have access to online content. Still, Hertz does give Flipped Classroom credit for pushing the teaching community to reflect and re-think their practice, and motivating the teachers to adopt new ways of teaching, as well as making use of educational technology.

I believe Hertz is right in her criticism. The concepts upon which flipped classroom is built are indeed not new. The author is also right to warn about the issue of technological gap between students that many teachers adopting flipped instruction will need to take into account. On the other hand, flipped classroom was never claimed to be a revolutionary new way of teaching and technology is becoming ever more widespread. A practitioner must, of course, make sure that the participating students will be able to fully take

advantage of the new mode of teaching, but there are ways of overcoming the technical obstacle - Bergman and Sams themselves mention them in the initial publication.

In the 2012 paper *The Use of Flipped Classroom in Foreign Language Teaching*, presented at the *3rd Black Sea ELT Conference "Technology: A Bridge to Language Learning",* the author Ahmet Basal (2012) focuses on the use of Flipped Classroom in the ELT setting. Basal experimented with the Flipped model in his *Advanced Reading and Writing I* course at Yildiz Technical University. The author gave overview of how Flipped strategy can be implemented, and then focused on the opinions of his students on the Flipped model of teaching. He concludes that most of the participants viewed their experience in a positive light.

While the paper itself is somewhat vague on the particulars of the experiment, it is notable in that it may be the earliest scientific publication on the use of flipped classroom in ELT.

2.2. STUDIES THROUGH 2013 AND 2014

Troy Cockrum, a secondary school language teacher and the 2013 recipient of Jacobs Educator Awards, offered in his book *Flipping Your English Class to Reach All Learners: Strategies and Lesson Plans* (Cockrum, 2013) an overview of his own story of Flipped Classroom model application, of which he is an enthusiastic advocate, and a comprehensible practice-oriented how-to guide for teachers who may likewise wish to attempt to flip their own lessons. The author introduced the book by explaining the reasons which led him to experiment with Flipped Classroom, and explained, as a teacher, the roots of his enthusiasm for the innovative strategy. Cockrum (2013) described how he was dissatisfied with the learning outcomes his classes were managing, despite having fully invested his energy and teaching expertise into leading them towards success. He felt there was not enough space for more individual approach to his students, that creativity and more complex thinking was missing, that it was very difficult to simultaneously cater to students

of vastly different foreign language skills present in his classes, and that he would like to lead the students towards greater learner autonomy. Cockrum got inspired by a TechSmith video, published on YouTube (2010), featuring one of the modern pioneers of Flipped Classroom, Aaron Sams, talking about his flipped lessons. Afterwards the author successfully implemented Flipped Classroom in his own teaching practice, eventually resulting in the publication of the book. In the book, Cockrum (2013) listed the benefits of Flipped Classroom model, including the innovative strategy allowing both high and low achieving students to make the most of the class time, leading the students towards greater responsibility and autonomous investment in their studies, the fact that this kind of teaching lets students decide when and where they are going to learn according to their own needs, fostering higher rates and easier achievement of individual interaction with his students, and assisting more effective management in-class with significant effects on reducing behavioural issues. Cockrum (2013) also explained why, according to him, the Flipped model is beneficial to the specific environment of a language classroom. Apart from further stressing the ability to employ an approach to teaching focused on the needs of an individual student, the author also points out that the community-based learning that the strategy supports is of special advantage in the language classroom, since the goal is communication. He also reported that with Flipped model he was able to use the class time better, with need-adjusted activities and inclusion of activities that the students find entertaining. The book followed with a description of a selection of different Flipped Classroom models, since, as the author explained, Flipped Classroom is not a set methodology and in the end the particular model employed is always designed by the teacher and their students. Among the more notorious examples, Cockrum (2013) mentions *Traditional Flip*, with instructions filmed and moved to pre-class time for individual study; the *Writing Workshop Flip*, with the mini-lesson transformed into a video-lecture and in-class time spent on practice of writing; the *Explore-Flip-Apply*, in which the students are presented with a problem-solving task at the beginning, followed by a video-lecture employed when they get to the point of needing information, and concluded by the

application of theory stage; the *Flip Mastery*, a model promoted by Sams and Bergmann, in which the learners engage with the theoretical materials and complete learning tasks individually but are only allowed to move to the next unit once having reached a level of proficiency set by the instructor; and the *Peer Instruction Flip*, in which the theoretical input is studied individually (often in the form of video) and in-class time follows the traditional *Peer Instruction* rules, focusing on discussions with classmates, with teacher taking up the role of a guide and reviewer. The practical part of Cockrum's publication (2013) focuses on implementation of Flipped Classroom model in a foreign language classroom. The author offers well-developed lesson plans for all four basic language skills as well as language instruction, often in more than one model of Flipped Classroom, and concludes the book with tips for creation of video-lectures and *Frequently Asked Questions*, that a teacher wishing to flip will likely find beneficial.

Cockrum's publication (2013) is important in that it is not only inspirational, but also practical. The author offers a description of his journey implementing flipped classroom, which I was able to identify my own experience with, but also practical tips, and actual lesson plans. Many of those attempting the flip find themselves initially overwhelmed with the requirements of the new teaching mode, making this book is particularly helpful. A veteran teacher will, of course, be able to develop their own materials with ease, but for someone just starting, this publication is a valuable source.

In the paper *Flipping a Japanese language classroom: seeing its impact from a student survey and YouTube* analytics (Watanabe, 2014), the University of Melbourne based author Yasuhisa Watanabe brings an overview of an early study of the uses of Flipped Classroom teaching/learning model for the purposes of foreign language instruction. Watanabe (2014) explains that despite the fact that a variety of versions of the Flipped Classroom model has recently been seen gaining enormous popularity and massive fandom from among the ranks of teachers, in terms of obstacles and pitfalls there is a recurring theme shared by many a paper published - the lack of students' engagement with the pre-class audio-visual lecture. The author made monitoring of students' pre-class engagement

and activity one of the focal points of his study, which, coupled with the low number of published research of Flipped Classroom for foreign language learning at the time. Over the period of an entire semester, in the length of 12 weeks, Watanabe (2014) worked with a group of 202 students enrolled in university programs, who elected to take the Japanese Language course, a lower-intermediate level foreign language course. The length of weekly in-class sessions was 4 hours (a week), of which time-wise approximately 25%, a part that would previously be devoted to theoretical lecture, or 1/3 of the theoretical content was flipped. Prior to the experiment, a typical lesson used traditional teaching methods, and besides the lecture would include drill exercises, conversational tasks, reading and writing tasks, all focused on practical use of the newly learned grammatical phenomena. Video-lectures were created by the researcher for the purposes of the experiment for every respective lesson, that the students were expected to engage with before coming to class. These were up to six minutes long, focused on explanations of the grammatical points that made up the course curriculum, and there was a quiz attached to the majority of these. The videos were translated into Japanese. The course made use of MS PowerPoint for video-creation, YouTube for allowing access to the videos, and an unspecified Learning Management System. The researcher focused his study on two research questions: "1) did students watch video clip in preparation for classes" (Watanabe, 2014, p. 762)*;* and "2) how did students engage with the video clip" (Watanabe, 2014, p. 762). To gather data for the study, Watanabe used three different methods: he obtained data on students' video watching from the YouTube Analytics, a website that gathers data on the trends the participants exhibited in watching the videos; and a questionnaire survey to find out the students' perceptions. Of the 202 students originally involved, 163 submitted questionnaires that were usable for the purposes of the research. The questions in the survey focused on accessibility of Flipped Classroom, and watching the video-lectures. Almost all of the students reported they watched the materials from their homes, just a few less reported they used the on-campus access, and more than 75% searched for the audio-visual lectures when on public transport. In other words, every single student involved in

the experiment did find a way of reaching the materials. On the other hand, the quality of the encounters was questionable at best, not to mention its regular frequency. Only 19 students watched all the videos the students were given during the experiment, 37.7% watched the majority (though not all) the videos, and approximately 60% of participants opted for viewing the material just before the class. The list of reasons indicated by the participants for not engaging with the audio-visual materials is topped by the answer expressing a simple preference of the textbook, closely followed by *a lack of time*, which, considering the length of the video-lectures does seem somewhat questionable. At the other end of the spectrum are the reasons indicating lack of pressure to engage with the materials, possibly due to already having mastered the content. Based on the statistical information obtained from YouTube Analytics, the most often accessed pre-class lecture was the first one, with the number of views fluctuating around close to 50% of the number of participants in class for the rest of the videos, and the last one being the least watched one of all. On the other hand, the average time spent on engaging with the materials was the shortest in the case of the first lecture and growing towards the end of the experiment, however even in the case of the last lecture it was shorter than the actual length of the video. Watanabe (2014) speculated this may have been due to the materials being presented in the foreign language, which a part of the student may have felt was beyond their level of understanding, or the apparently widespread feeling that the contents were either already familiar to the participants or sufficiently covered by the textbook, making the pre-class task redundant. In conclusion, the researcher suggested it may be necessary to make the in-class tasks more tied to the pre-class materials.

Watanabe's experiment is notable not only in that it is focused on foreign language learning, but also due to its scale. At the time experiments with a large number of participants were scarce at best, thus casting doubt on the validity of their results. Additionally, Watanabe's study (2014) clearly demonstrated that university level students are in fact able to secure access to the audio-visual materials, even if some of their ways of doing so were unorthodox, such as using public transport wifi. Obviously, this might not

always be true for students of lower levels. It is a pity Watanabe does not provide information on the impact of the experiment in terms of learning outcomes. Still, student habits should be taken into account when attempting to implement flipped classroom, making his report a source of interest to teachers preparing for their own experiment.

Researchers Marion Engin and Senem Donanci (2014), of Zayed University, United Arab Emirates, published a paper on the uses of Flipped Classroom for the purposes of aiding the students in improving their skills in the area of academic writing. The authors introduced their paper by giving the reader an overview of then-current state of educational environment in their country of operation, explaining that there was an increasing support for the use of electronic devices and technologies for educational purposes, manifested for example through the United Arab Emirates promotion of the use of iPads in educational settings by funding the acquirement and implementation of these at a number of universities in the country, leading to a considerable change in educational strategies and outcomes[3]. Engin and Donanci (2014) also presented the use of modern technology as a motivation supporting tool, since the students feel comfortable using the devices for institutional educational purposes, because they already use them frequently in their everyday lives. According to the authors, the use of devices also makes learning more accessible, giving the student a chance to take control over their own learning, and also aids the ones who find themselves struggling, as modern technologies allow them to engage with the learning contents according to their specific needs - in their own space, at their own pace, and repeatedly. Engin and Donanci (2014) decided to use this phenomenon for the purposes of their study and conducted an experiment. Over the course of 18 weeks, Flipped Classroom model of teaching/learning was implemented in the obligatory course Composition II, a second volume of a three-part course. The researchers took up the role of instructors as well, and delivered teaching to two groups of 20 students each. Both groups

[3] Originally from: Gitsaki, C., Robby, M. A., Priest, T., Hamdan, K., Ben-Chabane, Y., & A research agenda for the UAE iPad Initiative. Learning and Teaching in Higher Education: Gulf Perspectives, 10 (2), 1–15.

used the Flipped Classroom model. Content-wise, the course focused on teaching the students how to effectively take up the task of writing an academic essay. The Flipped Classroom model employed by the researchers made use of pre-recorded video lectures, which were made available to the students through the educational smart-device application Educreations. Through Educreations, content such as photos, animations, or voice recordings can be embedded into the videos, editing through highlighting or underlining is likewise allowed, and once the video is completed a link is generated for sharing with a wider audience, which was done in advance of each class. The video-lessons were created by the researchers themselves. The participants of the experiment were expected to engage with the materials before coming to class, and also to complete practical task connected directly to the topic of each respective video, such as drawing up an outline or supporting their statements with evidence, and bring their outcome to the lesson with them. Since there was no need to repeatedly go over the theory in class, much time was released for practical activities during the in-class sessions. These were then devoted mostly to the essay-writing process, practiced in separate parts design to scaffold the learning advancement. To gather data, the researchers used a questionnaire survey, administered at the end of the experiment, through which the team aimed to determine the perceptions of the students, as well as their ideas of adjustments that could be made for better learning outcomes of the Flipped Classroom model used. The results of the questionnaire were exceedingly supportive of the experiment. A large number of the participants reported that the audio-visual materials were of great benefit to them, serving both as a well summarised introduction to the topic of each class, and as a tool for effective revision afterwards. A majority of the participants indicated that they repeatedly engaged with the videos, and many reported their appreciation of the learning materials providing different types of input (texts, pictures, audio), thus allowing students of all inclinations in terms of learning styles to cherish. Unexpected to the researchers was the finding that the majority of those involved favoured the use of pre-class video-lectures *with* a following review in-class, conducted by the instructor, due to the ability to ask questions to clarify

what they did not understand through individual study. Engin and Donanci (2014) therefore suggest including a revision-and-question/answer session at the beginning of each class to further support effective learning.

Engin and Donaci (2014) made use of a notably wide spectrum of materials, compared to many other researchers, not only relying on videos, offering a mode of flipped classroom which was rather unique at the time. Also, their suggestion of including revision time in each class should be noted by teachers attempting flipping their classes. On the other hand, the environment in which they operated is specific. Not many other educators have access to electronic devices, or funding for these, at the scale they report having had as a result of educational policies of United Arab Emirates. For teachers practicing in less tech-savvy environments, there will be obstacles that Enging and Donanci (2014) did not have to overcome, making the implementation of flipped classroom more complicated.

Marion Engin, of Zayed University in Dubai, later published an individual study *Extending the flipped classroom model: Developing second language writing skills through student-created digital videos* (Engin, 2014) based on an experiment with Flipped Classroom content development. Engin (2014) decided to adjust the traditional Flipped Classroom strategy, through which she was already leading her class, because she believed that watching the video-lectures was too passive and did not force students to engage according to their full potential. As a method of increasing student-engagement, she decided to assign the task of creating the audio-visual context to the students themselves. This way, she also aimed to fill in the gap in the published research, as there had previously been no publication that would specifically examine the uses of student-crated videos in flipped classroom as a method of increasing language proficiency. Engin (2014) worked with a group of 18 students, all of them female, during a compulsory course focused on written composition. The course was the last, most advanced, one of a three-tier series, that the students were required to pass. The researcher also took up the role of the instructor. In order to save time during the lessons, it was decided that Flipped Classroom model of teaching would be employed, so that the in-person class time could be devoted to writing.

The course used the educational platform Blackboard as the space where the pre-class materials could be encountered. The instructor uploaded ten video-lectures onto the platform, created by herself, which served a double purpose - one, as a theoretical material covering the scope of the curriculum of the course; and two, as practical examples by which the students could model their own creations. The topics of the videos created by the instructor included for example "essay organisation, how to write an outline, a research proposal" (Engin, 2014, p. 16), among others, all of them general themes connected to academic writing. The topics that the participants could choose from for creation of their own audio-visual outcomes were narrower, though within the same general theme of writing, and included for example "summarizing, list of bibliographical references, or in-text citing"(Engin, 2014, p. 16). The students were asked to work in pairs, were obligated to adhere to a set schedule, and after a review by the instructor their videos would also be published on the learning management system website used by the class. In order to gather data, Engin (2014) first used a set of questionnaire surveys. The first one of these focused on the students' opinions of their experience of learning through video-lectures, and learning through video-lectures created by their peers. The second survey dealt with the process of creating video-lectures of their own - whether they saw this as beneficial to their learning, and the participants' general feelings and opinions regarding the experience. As the next step, the researcher conducted a series of unstructured, informal interviews with volunteers from the ranks of the participants of the experiment, to get more insight into the findings uncovered through analysis of the answers in the questionnaire. The research questions that Engin (2014) formulated for her research were: *"How did students creating digital videos on aspects of academic writing develop their language and writing skills in English?",* and *"How did students feel about learning from student-created videos?"* (Engin, 2014, p. 16). A number of recurring themes were identified upon the analysis of the participants' answers. In regards to the effect of creating video-lectures on the students' English language writing skills, it was reported that the activity was seen as highly beneficial, however, this benefit was more on the theoretical basis - the students had to create lectures

on topics centred around the common theme of academic writing, and to do so they had to thoroughly research the topics and gain understanding of them, a process through which they gained a considerable amount of new knowledge of the process of writing. As a part of the process of creating the video-lectures, and as the students had available to themselves a wealth of sources online and offline, the students had to try and identify what information was relevant for their respective lecture and what was not. Also, they had to make sure to use proper selection of language, both correct and appropriate, which made them focus on accuracy of their own output in the English language in general. Besides gaining extensive knowledge of the academic writing process, and ensuring that both the information they were presenting and the language they were using to do so were of the appropriate category, the students also had to simplify the information they were presenting for the purposes of the lecture in a way that would maintain its meaningfulness, but shorten its width and amount. This not only served as a practice of foreign language skills, but also as a practice of higher-order thinking skills in said foreign language, thus giving them a deeper understanding of the language as well. In terms of students' perceptions of learning from contents creating by their peers, the results were less encouraging. On one hand, the participants did express their appreciation of group work and cooperation present during the experiment, many also indicated their lack of faith in the validity and accuracy of the information presented in the work of their classmates. The students also indicated that they were more accustomed and therefore comfortable with the style of information presenting that their teacher was using as opposed to those used by other students. In other words, they felt that the authority of the teacher was missing from the materials created by themselves and their peers. Overall, the researcher emphasized that the process of creating the video-lectures had numerous benefits for the students' foreign language proficiency as well as their analytic and synthetic skills, however, in terms of quality they did not see the peer-created materials as equivalent to those created by the instructor from the position of consumers. Engin's attempt (2014) at flipped classroom with the use of student-created audio-visual materials is a unique one,

and not just at her time. As far as I am aware, not many others have attempted this particular flipped mode even since. The fact that the participants did not consider student-created materials to be of same value as those created by the instructor is not surprising. However, this issue could perhaps have been solved by teacher review of the materials submitted by the students, before these were made available to the rest of the participants. Possibly, if the students knew that all study materials were approved by the instructor, the value of these in the students' perception would have been increased.

Researchers Diana Angélica Parra-Pérez and Rosa Alejandra Medina Riveros (2014), of Universidad de La Sabana, Colombia, and University of Massachusetts, United States, respectively, published one of the first studies dealing with the implementation of Flipped Classroom model in a foreign language class in general, and English as a Foreign Language setting in particular. Parra-Pérez and Riveros (2014) introduced their paper with an overview of the effect of technology on nowadays world in general, pointing out the specific impact it has been having on the field of education during the preceding twenty years, with special focus on trends in foreign language teaching/learning, in which the move from textbook-based to technology and internet enhanced learning has been especially apparent. This has also been the case in Colombia, where the inclusion of technology for educational purposes has been supported on the institutional level as well. The researchers named blended learning and Flipped Classroom approaches as examples of this trend and proposed a case-study experiment which combines the two in order to uncover the difficulties in implementation of the strategy faced by all the involved members of a learning community, as well as strategies used by these participants in order to overcome the difficulties. Parra-Pérez and Riveros (2014) proposed a learning programme, called Plan Umbrella, in which the participants are exposed to a series of sequentially arranged learning tasks, at seven levels of difficulty, that should lead towards improved foreign language proficiency. Plan Umbrella consists of 144 hours of learning time, of which 80% happens on the individual basis directed by the learner themselves, and 20% is covered through in-person group sessions. The program uses the learning management system Moodle, used

for interaction and sharing content with the participants, the content is created in the Course Lab TM tool, and besides theory based input materials it also features automated-response-enhanced tasks focused on monitoring comprehension. In connection with every learning unit, the participants were expected to interact through an online forum. The presential sessions took place every week and involved a maximum of 6 learner participants each. Parra-Pérez and Riveros (2014) conducted an experiment of Plan Umbrella with a group of 66 volunteers enrolled in an English as a Foreign Language course. The volunteers were mostly (69%) recruited from the ranks of undergraduate students enrolled in a variety of programmes at the university where the experiment took place, the rest of the learner participants were employees of the university, either in administrative positions, or as a part of the faculty. The participants' level of proficiency in the English language was not homogenous, ranging from A1.1 to B2.1, as per the *Common European Framework of Reference for Languages* (Council of Europe, 2001). Three tutors were leading the experiment, all of them with background in either linguistics or teaching the English language, a stakeholder interested in implementing technologies into teaching at the university took up the role of supervisor. Two researchers, the authors of the current paper, were collecting data for their research. The research question was defined as ″What are the challenges and strategies that students, tutors and stakeholders identify in the blended program?″ (Parra-Pérez & Riveros, 2014, p. 2831). In order to gather data, the researchers employed the use of online surveys, issued at the end of the experiment to the student participants; semi-structured interviews with the participants administering the experiment, in-class observation-based field notes collected by the researchers, and online data. Based on the analysis of the gathered data, the researchers listed the findings. According to them, the technological side of the experiment was beneficial, however, this was largely accredited to the fact that the tutors and the stakeholder were all self-proclaimed supporters of the use of technology for education. Thus, they were highly motivated to not be brought down by any arising issues with said part of the experiment. The researchers also presented learner-centred, affective-humanistic approach as one of

the significant factors of the success of the study. Interaction and communication, online and in person, was also proven to be of considerable benefit, especially in the form of peer-learning/teaching. Some difficulties were faced in regards to the choice of materials fore individual study, as well as its volume. The tutors eventually opted for decreasing the amount of the pre-class materials. The students gave the online learning modules inconclusive reviews, some appreciating the extra practice, some having been quite critical. The tutors also found themselves struggling to give effective feedback online, commenting that they preferred to avoid the online forum and give feedback during the in-person sessions, as they found it both more effective and less time-consuming. Learner autonomy, or lack thereof, was also found to be an issue, with a part of the students not engaging in preparation tasks for the in-class sessions, thus rendering the lessons ineffective and forcing the tutor to spend time that was aimed for practical tasks covering theory. In conclusion, the researchers lauded the use of blended learning, at the same time admitting that design improvements were in order, stressing that institutional support is one of the prerequisites of a successful implementation of any teaching approach, including the technology-based ones.

The experiment Parra-Pérez and Riveros (2014) conducted catches interest by the complexity of its design. Their Plan Umbrella seems well developed, and appears to have had more principles of effective language teaching (e.g. conscious sequential arrangement of materials) taken into account than the designs of many other researchers at the time. Also, their use of learning management system Moodle, widely available and used by educational institutions worldwide, is laudable in its recognition of the fact that educators attempting the use of flipped classroom often struggle with unfamiliar software and Moodle is the one they are perhaps most familiar with. On the other hand, the ratio of individual vs. in-class learning may be one of the pitfalls of the design. While students may definitely be expected to engage in individual studies, the sheer amount of materials they were asked to cover on their own may have seen overwhelming and resulted in the inconclusive reviews

of these materials that the authors report. Perhaps more balanced design of the learning programme would have been more effective.

2.3. STUDIES THROUGH 2015

Hsiu-Ting Hung, the National Kaohsiung First University of Science and Technology, Taiwan based author of *Flipping the classroom for English language learners to foster active learning* (Hung, 2015), presented Flipped Classroom teaching strategy as an answer to the demand for 21st century approach to education. The author explained that there has been a push for modernisation of teaching and learning, manifested through a call for more active, practice-oriented and collaboration-based strategies to be employed by the educators, in order to effectively serve the needs of the ever-changing requirements of current job market, and indeed life in general, that the learners will have to face after leaving the classrooms. Hung (2015) stated that he conducted the study partially to fill in the gap in published research on the innovative teaching strategy. While there could be observed, in the years prior, a sharp rise in the number of papers published on the uses of Flipped Classroom in a variety of class settings, programs, and subjects, however, very few of those were focused on language teaching in general or English as a foreign language teaching in particular. The author admitted that the disproportion of studies of Flipped model in natural sciences, especially medicine, and human sciences may have been due to the focus of humanities on discourse, analysis, and constructive teaching with little space for actual direct transmission of information, making Flipped Classroom redundant in the minds of many an educator, as Flipped Classroom is partly based on making the lecture itself more effective while maintaining its character of direct presentation of information. However, the researcher believed that the innovative strategy may be of more uses and thus set out to experiment. For the purposes of the study, for the duration of eight weeks, Hung (2015) worked with a group of 75 students during a communication-focused English language course. The experiment took place in Taiwan. The students were all in their first

year of study, enrolled in undergraduate programs of the university at which the experiment took place, and for all of them English language was one of the focal subjects of their studies. They all had previously experienced approximately a decade of training in the English language, and circa 30% had experienced certain type of blended learning as a part of their studies prior to enrolling at the university. Before taking part in the research, the participants were tested on their English language proficiency, through the use of TOEIC exam. The level of proficiency exhibited by most of the learners was B1, as described in the Common European Framework of Reference for Languages (Council of Europe, 2011). The researcher designed the experiment to test out two different approaches to Flipped model: a structured format based on the use of WebQuest (intervention group 1); and a semi-structured format that did not use WebQuest but still utilised the Flipped Classroom principles (intervention group 2). A control group was set up for comparison of the learning achievements. In the intervention group 1, Google Sites were used as a medium for the WebQuests, due to the user-friendly and easy-to-navigate organisation of the WebQuest design, and besides the videos to be watched pre-class, all other in-class and out-of-class materials would be made available to the students in this manner. The educational platform TED-Ed, a project of the parent organisation TED Conferences LLC, was used in the intervention group 2 instead of Google Sites based WebQuest. The materials that the students were expected to engage with prior to their presence in class were published through this platform. Ted-Ed was chosen partly for its growing notoriety among innovation-positive educators, offering features such as the option of embedding quizzes and/or additional information to the videos offered. Both intervention groups alike were expected to watch 5 videos and complete a learning task focused on vocabulary and comprehension. The control group was led in the traditional manner, with learning happening mainly in-class and a project-type homework assignment to be completed at home after the lesson. The in-class tasks were designed to be applied in all three groups involved and included online research, discussions and sharing of ideas, pair and group work, communication-based tasks, and similar. Research-wise, Hung was interested in

uncovering the influence, if any, of each of the two forms of implementation of the innovative teaching strategy on the students' foreign language proficiency levels, the students' opinion of their experience, and the student activation levels in-class. To determine whether and how the language proficiency was affected, the researcher administered two post-tests, one midway through the intervention period and one at the end; for uncovering the perceptions of the students a questionnaire survey and interviews were employed; and student activity was measured through the use of regularly submitted students logs, that included information on the students' investment in terms of time and labour. Additional methods of evaluation of the participants' work included regular quizzes, tasks focused on comprehension of the pre-class instructional materials, and a presentation. Through analysis of the gathered data, Hung (2014) reported that both intervention groups scored higher on average than the participants of control group on the mid-post-test, and the difference was found to be statistically significant, and that the intervention group 1 scored significantly higher than the intervention group 2. On the end-of-intervention post-test the intervention group 1 again scored higher, by a statistically significant margin, than either of the other two groups, but there was no significant difference found between the control group and the intervention group 2. In terms of the students' perceptions of the experiment, both groups that received intervention indicated very high levels of satisfaction, significantly more so than the participants of the control group. The students who experienced Flipped Classroom especially appreciated the form, structure, and contents of the pre-class materials, the use of technology for learning purposes, and the support of learner-autonomy and self-driven learning that was present during the experiment. The majority of the students attending both experimental groups also reported that their preparation for in-class lessons was longer and required more effort than they would for a non-flipped lesson, giving credit for this to the fact that engagement with the pre-class tasks made their active participation less toiling during the presential lesson. Additionally, the flipped classroom was seen as beneficial to students of all levels of proficiency and learning styles, due to its greater adaptability. Overall, the experiment was

considered to be a success. In conclusion, Hung (2015) points out that Flipped Classroom is not simply a transfer of the lesson into the pre-class, individual-study area, and in-class activity, interaction and collaboration are all its focal points and goals, emphasizing the Flipped model's holistic format.

Hung's experiment seems to have been well designed, and was long and large enough for the results to be valid. The results achieved certainly seem impressive. I particularly appreciate the emphasis on flipped classroom not only being suitable for lecture-based subjects. The design that included two different modes of flipping the lessons is unique as well. It would be interesting to know whether both experimental groups were provided identical pre-class materials, or whether these were different - which would hint on the origins of the difference in results between the experimental groups. With the information provided, it is difficult to judge whether Google Sites is simply a more effective means of publishing materials than TedEd, or whether it was the published content itself that was the game-changer. This information would be valuable to any flipped classroom initiate.

Russian research team consisting of Arina Evseeva and Anton Solozhenko, of National Research Tomsk Polytechnic University, published the paper *Use of Flipped Classroom Technology in Language Learning* (Evseeva & Solozhenko, 2015), in which they brought the overview of their experiment with Flipped Classroom in a language class, and based on their experiment and the review of available literature attempted to evaluate the usefulness of this teaching/learning strategy for teachers and students alike. The authors (Evseeva & Solozhenko, 2015) explained that in nowadays modern world the point of education should not be simply offering the students the greatest possible amount of information and having them learn it by heart, but rather it ought to focus on preparing the learners for the after-school reality, during which they will be asked to apply the learned information, analyse, create, and in general use the higher-order thinking skills. In other words, the authors stress the importance of learning for life, a purpose for which they saw the use of Internet, computers, and other modern technology as not simply an aid, but a

necessity. Additionally, they pointed out that use of technologies is not beneficial only due to keeping up with the surrounding world, but it does support the in-class life to be easier and more beneficial for all those involved. This is, according to the authors, mainly due to the wide availability of the theoretical contents that the Internet and technology provide, but also as a factor in motivation of the participants. The authors (Evseeva & Solozhenko, 2015) conducted an experiment during an English Language course at the Institute of Power Engineering of their home university. The participants were all in their second year of undergraduate studies, and they were not students of the English language - all were enrolled in technical programs at the University. The researchers decided to employ an unusual version of Flipped Classroom model, in which they flipped and moved online a half of the classes that the course would normally have. The experiment made use of the web-based educational platform Moodle, chosen for the numerous advantageous features it offers to educators and learners both, in particular the features permitting interaction and communication between those enrolled, the ease and adaptability of use, and last but definitely not least in the teaching world, the low financial burden it means to a teacher. Before every respective in-class session, the researchers had the students engage with audiovisual lectures concerned with the topic of the lesson to follow. The participants were also expected to actively partake in discussion forums, asking questions, and to study other web-based information sources on each topic. During the presential sessions the teacher would make sure to offer an overview of the topic, in order to re-explain any theoretical concepts covered by the video-lecture that the students faced difficulties understanding, and then the class would proceed with activities focused on public speaking and higher-order thinking skills, such as in-class discussions or reporting. After class the participants were asked to evaluate their classmates' work, test their level of proficiency in the theory covered through tests, and express their opinions of the proceedings of each lesson. Evseeva and Solozhenko (2015) defined the objectives of their study as follows:

- evaluate the efficiency of the flipped classroom in teaching and learning the English language.
- overview the concept of the flipped classroom technology in the educational process.
- focus on the advantages that the flipped classroom provides (p. 207).

To satisfy these objectives, the researchers first reviewed the available scientific literature. It should be pointed out that at that point, the scientific sources focusing specifically on the uses of Flipped Classroom in teaching the English language, or the more general topic of language teaching and learning, were not yet numerous. Much of the variables involved in the application of the Flipped Classroom model were not yet properly examined, rather limiting the authors' options in the choice of most relevant sources. After that the team focused on their own experiment, through which they were able to offer reflections of their involvement with Flipped strategy, and also conduct a questionnaire survey among the participating students, which focused on the students' own perception of their experience. The researchers (Evseeva & Solozhenko, 2015) reported that their students' academic achievement increased as a result of the Flipped Model implementation, even though it was not determined whether this increase was of statistical significance. They also pointed out the higher rates of student activity in the classroom as one of the main advantages of the strategy, as well as the flexibility and availability of learning outside of classroom, which according to them functioned as a factor in the participants' motivation. The students' responses were mostly positive as well. Vast majority of those involved in the survey expressed their affinity towards the use of Flipped Classroom strategy in their class. Nearly all the respondents indicated that they appreciated the wide accessibility of the theoretical sources available to them online, and approximately 3 out of every 4 participants acknowledged the positive impact of communication and interaction facilitated through the learning platform. On the other hand, a number of obstacles was mentioned by the participants, among these most prominently the still-not-universal access to Internet, the out-of-class tasks being too demanding in terms of time

investment, and the students' self-admitted issues with autonomous self-directed learning. Despite these difficulties, the researchers believed that Flipped Classroom does have positive impact on language learning and promoted its wider use in the educational world, while also asking for more research to be executed, as there is still much untested and undiscovered.

Evseeva and Solozhenko's report (2015) is interesting in that it is based on an experiment conducted with students whose primary focus of studies was not the English language, one of the first experiments in such a setting. The fact that they achieved positive results even with students for whom the foreign language class is just one of many subjects they are required to pass in order to successfully finish their studies, naturally affecting motivation, is rather impressive. An interested reader would have benefited from more information on the participants. The profile we are offered unfortunately does not include information on previous level of proficiency in the subject matter, their ages, length of previous learning of English language, and other aspects that may have had effect on the experience reported by the students. Likewise, a report on the instructors' experience is missing, which is a pity. The results of student survey correspond with findings of other researchers, hinting that students may need more in-depth preparation in order to be able to fully benefit from flipped instruction.

Joy Egbert, David Herman, and Hyun Gyung Lee, researchers from Washington State University in USA, published the overview (Egbert et al., 2015) of their experiment with Flipped Classroom model used to aid teaching the future teachers. Egbert, Herman, and Lee (2015) explain, that the traditional class is mostly based on lecture, much of it is spent on teacher-talking time, with the students inactively sitting and presumably listening, or in the best-case-scenario taking notes. The researchers believe this kind of instruction results in the learners becoming passive towards learning in general, and stress that the issue is especially concerning in the environment of teaching schools, with teaching candidates. Egbert, Herman, and Lee (2015) admit that learning to teach is never an easy feat, and that it requires practice, time, and exposure to the more innovative teaching styles and

strategies. The team proposes Flipped Classroom model as a possible solution, on one hand pointing out its high potential in making a class more active, on the other hand underlining the fact that it does not completely do away with lecture, which the researchers still see as a teaching strategy of benefits that has its place in the learning/teaching process. Besides keeping the lecture up, the authors point out other advantages of Flipped Classroom, such as higher student activity rates, technology used for educational purposes, and teacher as the leader and facilitator. Their experiment took place at the College of Education at their home institution, and was officially reviewed and approved by said educational body. The length of the experiment was two semesters, each ten weeks long, with in-class sessions one time a week. The participants involved were 106 students enrolled in a variety of teaching-oriented programmes at the College of Education, for whom the Introduction to English as a Second Language was a part of the compulsory curriculum leading towards a teaching degree, in their last year of undergraduate studies. The authors (Egbert et al., 2015) admit that the student participants were not explicitly informed or explained the purpose of the observations (for which 4 extra people were present in on their lessons). The research team included the two authors of the paper, one of whom also took up the role of the instructor for the duration of the experiment, three doctoral students in the area of education, and a post-doc. All members of the research team had history in teaching languages, and were well-versed in the use of educational technologies. For the purposes of the experiment, the course made use of a wiki, through which tasks, information sources, deadlines, and assignments were made available to the participants, and which also served as a medium of out-of-class interaction between the students and the research team. To further enhance availability and universality of the course, the educational platform Moodle was also utilised by the researchers. Members of the research field kept field notes based on class observations. Additionally, logs were kept during the first part of the experiment to note down the patterns of activity and interaction; students' engagement with the out-of-class materials was observed and noted; and partial evaluation and quizzes were administered throughout the semester in order to determine whether and how the

students' perception of the Flipped model was evolving. The time eased-up through moving the lectures into virtual pre-class zone was used to allow the students to engage in fieldwork, including visiting K12 classes, partaking in university-organised diversity-supporting activities, and visiting locations where members of language-minority communities gathered. The students were expected to submits reports and reflections on these activities. To further personalize their understanding of the generic learner for whom English is not their mother-tongue, a part of the Moodle platform was translated into Chinese, and included tasks and lectures on the Chinese language, which the students were supposed to engage with. Also, members of the international community were invited into the class for guest visits to share their experience. Besides readings covering the theory given to the participants, as an additional resource the pre-class lectures were also offered in their audio-visual version, transformed into videos using the video editing program Corel VideoStudio Pro X4, and made available via the online video-storing platform Screencast.com. The videos were 5-14 minutes long, created through collaboration of the research team for the purposes of the experiment, and included both formal and informal sections, and short quizzes focused on monitoring understanding. As observed through video-data logs, approximately a third of the students only used video-lectures to learn the required scope of theory, circa 10% only used texts, and half of the students remaining used the combination of both. During the in-class sessions, besides out-of-class activities focused on experiencing the real-world scenario, discussions, micro-teaching, peer-instruction, and collaborative group exercises were all frequent. The research team aimed to answer the following questions through their study (Egbert et al., 2015):

> How do teacher education students react to a change in the format of their instruction?
> How do they perceive and use the additional resources, including peers?
> How do students and research team members perceive the implementation of flipped instruction in teacher education?
> What principles are important to them? (p. 6)

Based on the in-class and out-of-class observations, the researchers identified several factors that stood in the way of the Flipped Classroom experiment being all-around success. Egbert, Herman, and Lee sorted them into three categories, the technical issues, the issues connected to process, and those related to the contents. The first category pools problems such as not all students having in their possession necessary technical apparatus, organisation of content on the web platforms, technical issues concerning the videos, or the insufficient data-collecting capability of the chosen software. In the category of processes is listed the students' insufficient understanding of the tasks asked of them. The problems with contents include students' issues with locating what they were looking for, misunderstanding of the question-posting task, confusion due to too many resources available, students requesting that task instructions be more specific, and insufficient orientation on the wiki. Notably, when the wiki was re-organised upon the students' request, they were highly appreciative of having been listened to. Based on the research, the team proposed the following Flipping recommendations: take into account the learners' background, take into account the differences in students' fields of study, make sure your Flipped model allows flexibility, incorporate different forms of instruction, and design a monitoring tool. The authors assert that the success of Flipped Classroom model is not mostly dependant on the video-lectures themselves, or on dutifully following any of the official or *traditional* step-by-step guides, and it is important to remember that "in order for flipped instruction to be effective, it must be considerate of context rather than applied as a set entity" (Egbert et al., 2015, p. 19). Egbert, Herman and Lee (2015) conducted a flipped classroom experiment of an unusually large scale, at the time.

I appreciate that the authors openly admit seeing value in explanation of theoretical concepts, despite the popular trend of criticising the lecture format in general. Another interesting point is that the experiment included theoretical materials of different mediums - both texts and audio-visual materials were provided, with the greatest number of students actually using both. The authors (Egbert et al., 2015) do admit their design may have had its issues, especially in terms of the amount of provided resources and the explanation of the

tasks, however, this is to be expected with any implementation of a teaching strategy that the instructor does not have practical previous experience with. While the majority of the features of the experiment seems well prepared and conducted, there is one quite alarming point. The authors (Egbert et al., 2015) themselves admit that the participants were not informed and explained in depth of the experiment going on, casting doubts on whether the modern ethical standards were in fact upheld.

Namhee Kang, the Chung-Ang University in South Korea based author of *The Comparison between Regular and Flipped Classroom for EFL Korean Adult Learners* (Kang, 2015), focused his research on determining the effectiveness of the Flipped Classroom model in teaching the English language to adults, and their view of the experience. In terms of motivation for his study, Kang (2015) refers to the 21st century character of Flipped strategy, exhibited through the combination of the use of modern educational technologies, including Massive Open Online Courses, with its promotion of student-centred approaches to teaching and the support of learner autonomy. Over the course of 16 weeks, the researcher took up the role of the instructor during the English 2 course. There were 24 students enrolled in the course, all in the first or second year of their undergraduate studies, with the general programs they were studying ranging from music through science to sports. At the beginning of the course it was determined that their English language skills were not homogenous either, ranging from beginner level to the upper-intermediate tier. For the purposes of the experiment, the students taught by Kang became the experimental group, in which the intervention was applied. The control group received instruction from a different teacher. It consisted of 42 students, distributed among three different groups which also included students who were not participating in the experiment. These were all freshmen. The course during which the experiment was implemented had classes two times in every week, and it had a syllabus set by the institution, thus both group had to follow and cover the same curricular scope, and used the same textbook, the *American English File 2*. The experimental group was assigned two pre-preparation tasks, one of watching video-lectures covering the explanations of grammatical features tied to the topic of each class,

and the second one of watching YouTube videos and completing worksheets focused on vocabulary and comprehension. At the beginning of each in-class session the instructor administered a quiz which served as a tool for monitoring whether the students did in fact engage with the pre-class materials. The video-lectures were created using a variety of programs, including Camnori, Badicam, Daum PotEncoder, and MS PowerPoint, supplemented by the video-sharing platform YouTube, and the educational platform Blackboard, through which the content was shared with the participants. An official website existed, provided by the university, for the purposes of sharing course contents online and available to all the instructors (thus not created specifically for the uses of Kang's experiment), but it was found less suitable than the Blackboard platform. The teaching/learning strategy in the experimental class was centred around bottom-up inductive approaches, and the vocabulary was always taught within a context. On the other hand, the control group was taught through more traditional strategy of instruction, with top-down deductive strategies and vocabulary taught on its own (p. 51). Through his study, Kang (2015) was looking for answers to the following research questions:

> 1) Is the flipped classroom efficient in improving the students' grammar and vocabulary knowledge comparing to the regular classroom?
>
> 2) How well-blended is the flipped classroom model?
>
> 3) How do the students perceive the flipped classroom in enhancing their grammar and vocabulary knowledge? (p. 42)

In order to determine the answers to the research questions, the researcher employed a variety of data gathering methods. To find out whether Flipped Classroom model would cause the students to gain better knowledge and skills, a pre-test and post-test were administered, adopted from MOCK TOEIC exam. Each test consisted of 20 items, regularly divided between vocabulary and grammar. The analysis of the results of pre-tests and post-tests in the Flipped group shows that there was a statistically significant increase in the students' total scores, as well as in their grammar skills, and their knowledge of vocabulary. The control group did not make a statistically significant improvement in any of the areas

investigated, even though the average score did increase by a certain margin.

To answer the question of the quality of blending of the learning in the Flipped group, the researcher utilised student logs, submitted after every class, through which the participants expressed their satisfaction and perception of usefulness of each of the videos and the worksheet for both language learning and engagement in the in-class activities. Based on the analyses of the results Kang (2015) states that the version of Flipped Classroom used by himself proved itself to have been well-designed, and served the students both in terms of aiding in the improvement of their English language proficiency, but also allowing them to fully participate in each respective in-class session. Finally, to determine the students' perception of the innovative teaching strategy, the researcher issued a questionnaire survey and conducted in-depth interviews. The data gathered from both generally spoke of students' positive view their experience, with 92% of those surveyed explicitly stating that they were satisfied with the innovative teaching/learning strategy. The vast majority (96%) of the students reported that they found the in-class activities entertaining, and many expressed their appreciation for the availability of the instructor and responded that his work as a facilitator aided their learning. Most of the students (87%) also found Flipped strategy and the pre-class materials helpful in achieving the learning goals, and reported that they found the tasks to be connected to and usable in the real life. The most prominent obstacle identified by the instructor was that some students failed to complete their pre-class assignments and then either would not be present in class, or would become a disruptive presence due to inability to follow the class. In conclusion Kang (2015) summarises that the experiment did have positive results in most of the factors investigated, despite the obstacles identified, and recommends that more research be conducted into the topic - however, before its start he recommends a training course for future flipped classroom teachers to be organised, with focus on the use of educational technology.

The overview of the experiment raises a number of questions. The author (2015) reports statistically significant increase of learning outcomes observed in the experimental

group, but also admits that the language skills of the participants at the beginning covered a wide range, from beginner to upper-intermediate. It would be interesting to know whether participants of different starting skills were able to benefit from the experiment more-less equally, or whether there were differences observed. In addition to that, the author does not offer more detail on the pre-class materials themselves, leaving us in dark about matters such as authorship of the pre-class materials, the subject matter, the formal design in general, etc. Also, with the current design of the experiment, it is unclear whether the positive learning outcomes may be attributed to the use of pre-class materials, or whether they are simply result of a more active approach to teaching/learning, a point of criticism a number of reviewers of flipped instruction have been voicing from practically the very beginning of its journey.

Ahmet Basal, a professor at the Department of Foreign Languages Education, School of Education, Yildiz Technical University in Turkey, focused his study *The Implementation of a Flipped Classroom in Foreign Language Teaching* (Basal, 2015), on determining the views of his students on the Flipped Classroom strategy. Basal described the rising stardom of the Flipped model within the context of modern educational approaches, and the 21st century educational trends, which according to him frequently feature the use of learning technology, a move from teacher-centred to student-centred classroom environment, and

a greater-than-ever focus on active approach to learning. The author also stated his belief that employing the Flipped Model would enable teachers to follow their respective curricula more thoroughly, since there would be more time available in the classes. Basal (2015) stresses that a well-implemented Flipped Model is not simply lectures being turned into audio-visual pre-class materials, but that the in-class session has to be transformed into an interactive, for-life space with focus on higher-order thinking skills, that would make the learning process more meaningful. Apart from uncovering the participants' attitudes towards their experience, the researcher also aimed for spreading awareness of innovative teaching methods and introducing his students to the Flipped model. Over the period of two semesters of one academic year, Basal worked with 47 students participating in the

experiment, during the two-part course Advanced Reading and Writing I and Advanced Reading and Writing II. The students were all enrolled in teaching-oriented programmes, in their first year of undergraduate studies. The whole two-part course was an obligatory component of the curriculum leading towards the respective degrees. As a method of gathering data, the participants were assigned a task of answering the open-ended, deliberately formulated as-is question "What are the benefits of using video-lecture in Advanced Reading and Writing I and II?" (Basal, 2015, p. 30). The responses of the students were coded and sorted according to recurring themes. The researcher (2015) reviewed his Flipped Classroom form of implementation, identifying the benefits and obstacles, and adjusted the second part of the course accordingly. Data was collected through the use of Padlet.com and Web 2.0 tool. The obstacles that the researcher came across during the run of the study included the participants failing to interact with the pre-class materials and coming to the in-class lesson unprepared, students' complaints concerning a delay in timely publishing of a part of the videos-lectures, and the students criticizing the time investment required for engaging with the pre-class materials. The researcher employed the use of hidden items embedded in the videos to sort out the problem no.1; and he states that the videos were posted online in a manner always allowing at least 4 days for watching, and they never exceeded the threshold of 15 minutes of running time. The students' answers to the research question can be sorted into 4 categories: self-paced learning; effective preparation; elimination of time constraints in-class; and higher participation rates. In the first category, the respondents specifically pointed out that the ability to pause and rewind, and the option of setting up their own time-schedule of watching the videos were of particular benefit to their learning. In the second category, the students expressed their appreciation for being able to engage with the video-lectures outside and before in-class sessions, both in preparation for each particular lesson since the knowledge gained in advance made them readier to participate, but also for being able to see what the classes in the more distant future would entail, giving them a more complete picture of the planned scope of learning. In the third category the students indicated that they consider the time

offered by the class insufficient for effective foreign language learning, therefore opportunity to get in contact with it outside of class seen as highly valuable. And finally, in terms of the fourth factor - participation, the students reported that the comfort stemming from coming to class already prepared in terms of theory makes them less shy and more open to active learning. Overall, the experiment was considered a success. In conclusion, Basal (2015) underlines the importance of in-class activities, and emphasizes that diligent planning is indeed helpful to success in meeting the goals of any model of Flipped Classroom.

Basal is well versed in theory of flipped classroom. He emphasizes more than once that flipped classroom is not simply a use of recorded lectures and that active approach to in-class activities is of equal, if not greater importance. It is therefore strange that the survey of student opinions only focused on the video-lecture. Also, one could ask whether the research focus on the views of participants is not somewhat insufficient, considering most of the previously published literature does in fact address this particular question as well.

2.4. STUDIES THROUGH 2016

Channy Roth and Suksan Suppasetseree (2016), researchers from Suranaree University of Technology, Thailand, focused in their study on uses of Flipped Classroom in enhancing learners' advancement in listening comprehension, one of the four core language proficiency skills. Roth and Suppasetseree (2016) explain, that in Cambodia, where their study took place, English language proficiency is seen as a core skill in terms of an individual's chances of success at the job market. They claim that the ability to master the foreign language should not only be viewed as a language skill, but as an essential, change-making tool influencing one's future professional success. The researchers chose thirty pre-university students as test subjects for their experiment. The research method employed by the team gathered data through the use of pre-test and post-test, semi-structured interview, and a questionnaire survey. Roth and Suppasetseree (2016) authored the design

of the pre-test and post-test, focused on testing the listening comprehension of the students, based on summary writing. Grading rubric was based on Pearson Test of English Academic. The researchers' interest was mainly centred around the two focal areas - the effectiveness of inverted teaching in supporting the improvement of the learners' listening skill (in the English language); and the views of these learners of their experience with flipped classroom used for this purpose. During the intervention, the students were given video-lectures that they were asked to watch before in-class session, and they were also asked to write a summary of the lecture. The video-lectures were not created by the researchers themselves but rather taken from YouTube video sharing website. The researchers opted for Facebook, a social network website, as the medium of out-of-class interaction and the venue of their virtual classroom. The participants were also asked to complete quizzes, likewise shared with them through Facebook, and they were strongly encouraged to engage in individual learning with the assistance of online resources, and to interact and communicate with their peers outside of class time. The scores achieved by the students in the pre-test were lower than those achieved in the post-test, and the difference was found to be statistically significant. In other words, the listening comprehension abilities of the participants increased by significant margin owing to the used of Flipped Classroom teaching strategy. The results of the questionnaire survey and the semi-structured interview further underline the positive outcome of the experiment. The respondents indicated that their perceptions of their experience with learning through Flipped Classroom model were generally positive. The majority of the students involved strongly agreed that Flipped Classroom strategy aided them in developing better listening comprehension skills, and that, given the chance to choose, they would opt for studying the English language through Flipped model in general. The participants also expressed strong support for the notion that listening comprehension in the English language improved through frequent engagement with audio-visual materials. Some student appreciated also the fact that when faced with obstacles they were unable to tackle by themselves, they had the opportunity to contact their peers or even the instructor through instant messaging or

commentaries directly through the online forum in use, and obtain assistance in finding a solution. Some of them reported that they would enjoy the chance to experience Flipped Classroom strategy in other courses as well, listing courses such as methodology of teaching, maths, or marketing as the ideal candidates. The convenience of being able to properly prepare for class and thus strengthening one's confidence was cited as the reason for preference of flipped classroom model. The ability to engage with the learning materials at their own pace, with the additional option to pause and rewind as needed and the chance to engage with these materials outside of the class setting even if they may not have been present in-class, were likewise mentioned as some of the attractions of this kind of teaching. The researchers (Roth & Suppasetseree, 2016) add that the participants' ability to take responsibility of their own progress, self-directed learning, and self-management increased and the interaction between students themselves and also students and their instructor improved. Based on the analysis of the results, they consider their experiment a success.

Roth and Suppasetseree's (2016) specific research of the effects of flipped classroom on the learners' English language listening skills is a first study with the sole focus on this specific language skill that I was able to encounter. The authors report having conducted an experiment incorporating the use of one of the most notorious social media sites. This may serve as inspiration to teachers aspiring to flip their own classes, emphasizing the added value of the interactive features that social media sites and apps offer to the user. In addition to that, the students (and most likely the majority of the instructors as well) may be expected to be comfortably familiar with the use of social media, making their classroom use easier and navigation less complicated. The report would, perhaps, have benefited from more information on the design of the experiment, with particular focus on the pre-class materials used, as well as the profiles of the participants. Also, seeing as Roth and Suppasetseree (2016) did not employ the use of a control group, it is hard to determine whether the learning outcomes truly reflect the use of flipped instruction mode, or whether they may be a result of other factors.

Shelly Shaffer, an assistant professor at Eastern Washington University, USA, published a study *One High School English Teacher ON HIS WAY TO A FLIPPED CLASSROOM* (Shaffer, 2016), based on the experiment he conducted in the use of Flipped Classroom for teaching U.S. Literature. Shaffer (2016) conducted classroom observations, interviews with the instructor, and analysed data in the class of a willing teacher, Mr. Riggs (a pseudonym) who wished to reform their course, so that the class become more meaningful and active, and try to use a greater amount of technology, as per official state recommendations for educators. The purpose of Shaffer's case study (2016) was to find out how an experienced teacher, with a degree specifically in the field of educational technology, would apply the Flipped model in a traditionally lecture-based class. Shaffer (2016) realised the study with 36 students in their 11th grade, attending Mr. Riggs' class, theme-wise focused on analysis of a classic of American literature, *The Great Gatsby* (F. S. Fitzgerald). The students enrolled in the course exhibited a level of diversity that echoed the diversity of the school community itself, with circa 60% of the participants originating from socially disadvantaged background. The classes featured a variety of technological innovations. The teacher used vodcasts in the form of online PowerPoint videos to teach about the topics of the lessons, students were asked to fill-in WebQuests, complete quizzes through Google Docs, and a blog was started to function as a forum for questions about the topic and a medium of interaction and cooperation. Mr. Riggs did not use vodcasts throughout the experiment but rather abandoned them at certain point as he realised that there were students who were unable, or for whom it was very complicated, to engage with the materials, due to the "digital divide", in other words, not having access to the necessary technology at home. Shaffer conducted three interviews with the instructor, one before the beginning of the intervention, one mid-way through the intervention, and the last one after the experiment was finished. The interviews were based on open questions, as the researcher wanted the interviewee to give as much information as possible and avoid loss of data due to not asking the right question. The first interview focused on the teachers previously existing knowledge about the Flipped model, his abilities in the area of educational technological

innovations, and unit and lesson planning. The second interview was pointed on the teacher's view of the development of the project, the obstacles he could already identify, the necessary adjustments he had to make, and the advantages of the methodology he could immediately see. The third interview was focused on planned alternations to the instructor's future classes, the limitations and gains of the project, and his view of student learning. The researcher (Shaffer, 2016) also collected field notes and documents - the classroom materials used both during the at-home study sessions and during the lessons in-class. Shaffer collected various worksheets, presentations, analysed websites, and made notes on activities taking part in the classroom, the communication that took place, physical outlook of the class, and interactions both between the students themselves and the students and their teacher. The analysis of gathered data dealt with factors such as the use of ed-tech, level of cognition, changes to traditional organisation and requirements in class, choice of lessons suitable for flipping, choice of technology for use, the type of questions used and their frequency, changes to the instructional strategy, motivation, atmosphere, and others. The researcher reported that the Flipped strategy permitted all students to engage in the class actively and allowed the participants to reflect on the material and prepare and think through the complicated themes in advance, fostering greater understanding of the concepts they were presented with in the textbook. The teacher reported that his technological skills improved, and even after the end of the project his teaching methodology changed. On the other hand, especially at the beginning during the planning phase, the project was highly demanding and time-consuming for the instructor. In conclusion, Shaffer recommends that teachers wishing to use the Flipped strategy in their classrooms should be given access to training in the area of technological skills, effective in-advance lesson planning, and the implementation of tasks focused on higher order cognitive skills.

The author's recommendations serve as valuable advice to any teacher attempting the use of flipped instruction in their practice. The fact that Shaffer himself only served in the observant role and did not directly influence the processes happening in classes perhaps

gives more validity to the results, as researcher bias was avoided. However, seeing as the instructor abandoned the experimental teaching strategy midway through the project, it is hard to judge the success or lack thereof of the alternative teaching strategy. Both the students and the instructor may have benefited from longer duration of the experiment, getting accustomed to its requirements with time, as a number of other authors report in their studies. Also, it would have been interesting to see the instructor try and develop a strategy to overcome the issue of digital divide rather than giving up.

The article *Analyzing the Potential of Flipped Classroom in ESL Teaching* (Kvashnina & Martynko, 2016), authored by O.S. Kvashnina and E.A. Martynko, of National Research Tomsk Polytechnic University in Russia, offers for review an experiment focused on the uses of Flipped Classroom in an English for Specific Purposes class. Kvashnina and Martynko (2016) cited decrease in teaching hours and shortage of qualified instructors on one side and the students' missing motivation on the other side as the reasons for the experiment. The researchers conducted their experiment with four groups of 42 students, during the English for Engineering course, a part of compulsory curriculum for junior year during the undergraduate programs at the researchers' home university. The course was intended to provide the students majoring in mechanical engineering, chemical engineering, biomedical engineering, and optics with language skills that they would utilise in their respective professional areas. The presential part of the course was 64 hours long, with additional web-based e-content, intended to further support the learning outcomes. The educational platform Moodle was used for the purposes of the experiment, along with other tools that could be added to the offer of the platform itself. The lectures used in the course, which the students were asked to engage with before the respective in-class lesson, were given the form of PowerPoint presentations and videos and podcasts created through the Powtoon software. The authors (Kvashnina & Martynko, 2016) stress the importance of employing motivation increasing measures for participants to engage with the pre-class materials, for example through evaluation of lecture-viewing, but also through use of innovative technologies attractive to the students, and also interesting resources. In their case, they

assigned pre-class tasks in the form of online quizzes, commentary or explanation writing, or forum discussions. Kvashnina and Martynko (2016) also point out that for the Flipped model to achieve the aimed-for results, it is important to prepare such activities for the in-class sessions that would be based on higher cognitive activities, such as analysis, synthesis and creativity. Another essential goal that the Flipped model should aim to reach is improving the students' communicative competence in English. The researchers (2016) issued a questionnaire survey and conducted interviews in order to find out the view of the participants of Flipped model. Based on the result they assert that the majority of the students has a supportive view of the strategy. They point out that students are able to use their particular learning style and their individual speed of learning does not hinder them, letting even the shy gain more confidence. The limited time in the classroom can then be used for activities aimed at collaboration and communicative production. The learning gains are impressive as well. Based on the *Final Objective Performance Test* that the researchers administered, the group taught using the Flipped model scored 28% higher than the traditionally taught group, which is a result of statistical significance. On top of that, students report learner autonomy as another gain that is of importance.

Kvashnina and Martynko's article (2016) is the earliest report of the use of flipped classroom in an English for specific purposes course that I encountered, thus widening the spectrum of published research. The authors, unfortunately, do not offer statistics of student engagement observed, however, they do recognise the need to support and foster it. Even though their chosen method based on frequent quizzes and completion of written homework assignments may raise doubts (as overly based on extrinsic motivation), it does seem to have been effective in terms of learning outcomes. Unfortunately, we were offered little information on the strategies employed in teaching the control group. Thus, it is difficult to judge whether the credit for the score difference may be assigned to flipped teaching itself, or whether it may simply be a result of a more active approach to teaching/learning in general.

Hamad Alsowat (2016), of Taif University, Saudi Arabia, focused his study on the effects of Flipped model on higher-order cognitive skills, satisfaction, and student engagement, and mutual relations between these three factors. Alsowat (2016) states that in Saudi Arabia, students only have extremely limited options to use foreign language outside of class and as a consequence face severe difficulties in mastering foreign languages, most notably the English language. The author sees Flipped Classroom model as a possible solution to the issue, as well as a means of transforming the English language class into a more active, student-centred, practice oriented environment. The higher order thinking skills are defined as creating, evaluating, and analyzing, based on the top three levels of the revised Bloom' s Taxonomy (Anderson et al., 2001). Over the course of ten weeks, the researcher conducted an experiment with 67 graduate students in a general English Language course at Taif University. The students were divided into an experimental and a control group (with 33 and 34 attending students, respectively). The participants were homogenous in terms of age, native language (Arabic), and their level of proficiency in the English language. Both groups shared the same teacher and the theoretical curricular base. The control group was taught through the traditional method of instruction. The experimental group received intervention in the form of the Flipped Classroom teaching Model (EFL-FCTM). In the experimental group, the intervention occurred during both of the weekly classes. These featured an introductory activity during which revision of the pre-class materials and a feedback session would take place; then the *core* of the class, during which activities focused on practicing the higher-order thinking skills would take place, and would often involve collaborative activities and group work; and finally the last part of the class would be devoted to revision and summary of the main ideas - during this part of the class the students were instructed to ask questions and pen down a summary of the session. The teacher frequently offered feedback during all three parts of the experimental lessons. The research questions were focused on the specific design of the applied model of flipped classroom strategy, its impact on the students' gains in terms of higher-order cognitive skills in English language, on the students' engagement, feeling of satisfaction, and the possible

interconnectivity of the latter two factors. The researcher employed pre-test and post-test focused on determining the students' higher-order thinking skills, and questionnaires to gather data on student engagement and their satisfaction, a *Student Engagement Scale*, and *Satisfaction Scale* (Alsowat, 2016, p.114). All three testing measures were designed by the researcher. Analysis of the gathered data showed that there was a decisive result of the experiment, with the experimental group achieving significantly higher scores than the control group. Flipped Classroom proved itself to be the more effective of the two strategies of teaching involved in the experiment, as evidenced by the higher TOEIC scores achieved by the students from the experimental group, as well as by their improved speaking skills, and general skills in the use of English language. Flipped Classroom was also determined to have a significant positive effect on student engagement. Likewise, the student satisfaction score was highly in favour of Flipped Classroom, some of the highest evaluated factors being for example its support of creativity and evaluative ability, integration of educational technology and real-life resources into the learning process, reduced boredom and stress in class, and control over one's own learning process. Flipped Clasroom was reported to have been more interesting, engaging, having offered more space for interaction and communication, and more having been student-centred. Also, a statistically significant positive relation was determined between higher-order thinking skills and each student engagement and satisfaction, as well as between the last two themselves. The researcher (Alsowat, 2016) concludes that the experiment was successful, and Flipped Classroom was proved to be an effective teaching/learning strategy. Alsowat (2016) lists factors such as learner autonomy, actual sufficient time given to the students to learn the lower-order cognitive skills at their own speed instead of at the assigned pace of the group, and student-centredness, as the most important for learning the higher-order thinking skills (p. 111).

Alsowat's study (2016) is original in that it does not simply focus on learning outcomes in terms of foreign language proficiency. Rather, the author specifically aims to determine the effects of flipped classroom on higher-order cognitive skills, training of which many practitioners claim is one of the greatest benefits of this teaching strategy. While the

results seem impressively positive, their validity would be supported by more information on the researcher-designed testing measures, or better yet, by the use of standardised externally-created exam.

Nagwa A. Soliman (2016), a Senior Lecturer at British University in Egypt, tested the effectivity of the Flipped Classroom model in teaching English for academic purposes. In her paper, Soliman (2016) explains that in Egypt mastering the English language is a requirement for success both in the academic world, and at the job market. The author (Soliman, 2016) stressed the importance of adjusting the teaching contents and methods to the needs and interests of a nowadays student, comfortable in the virtual space, as a requirement for successful achievement of the learning outcomes, and proposed that Flipped Classroom may be a suitable solution. The aim of the paper was to offer advice and recommendations for those wishing to apply the Flipped model in their own classrooms, based on her personal experience with the strategy. Over the course of 13 weeks, the length of the semester, Soliman worked with a group of students enrolled in the English for Academic Purposes course at The British University in Egypt, Cairo. For the duration of the experiment, the students were given lectures in the form of videos or screencasts, each in the length of 10-15 minutes, which served as the theoretical materials for the course. A portion of the audio-visual materials were created by the researcher, typically in the form of screen-capturing videos, made using the Screencast-O-Matic software. The rest of the videos were adopted from YouTubeEDU (also YouTube Learning, a learning-oriented section of the video-sharing website). Other materials that the participants were given for individual study before the in-class session were chapters from books or articles from journals, and interactive exercises focused on vocabulary building. During the in-class lessons, the activities typically included a period of time saved for discussions; a formative quiz aimed at finding out whether the students completed the pre-class tasks; a problem-solution task in which students would first work individually and then in pairs; a group activity focused on practice of the theory and application of the gained knowledge; a group presentation through which the participants had a chance to practice public speaking skills;

and a feedback session at the end. The experiment also featured post-class tasks, including a writing assignment during which the participants wrote reviews for journal articles using a specific set of vocabulary (learned through pre-class materials), a discussion forum through which the participants interacted and could obtain assistance from their peers and the instructor, a video-recording assignment for which the students would record themselves pretend-teaching, and a problem-solving persuasive composition (essay). The objectives of the research were to determine the influence of the use of flipped classroom on the learning outcomes in an English for Academic purposes class, study the obstacles encountered by the practicing teacher, and offer advice for effective implementation of the flipped teaching strategy. In order to answer the proposed questions, Soliman (2016) used a review of existing published literature and organised a discussion forum with her own students, during which she asked them to evaluate their experience. Soliman's findings based on the literature review reflect the experiences of other authors. She finds Flipped Classroom effective, pointing out advantages such as higher student activity, more collaboration in-class, greater ability of the teacher to monitor the students' progress, and better accessibility of the learning materials to the students, among other topics. The outcomes of the forum were likewise mostly positive. Based on the forum, Soliman (2016) asserts that students appreciate online lectures due to offering an experience that fosters skills supporting the success in class, the classes exhibiting increased motivational factor due to a range of teaching strategies used and a highly invested instructor, learning through practical activities, the lack of time constraints in the online-quizzes, being able to prepare for the class in advance, and the pre-class lectures being easily comprehensible and effective. On the other hand, the researcher points out that Flipped Classroom is not seen as beneficial by and for all students and in all situations, and there is a number of limitations that a teacher wishing to adopt the Flipped model should consider. First of all, not all the students have access to internet, and this digital divide discriminates especially those from lower-income environment. The proposed solution of creating DVDs and USB keys with the required material is not practical if the number of students in question is other than very

small. Also, she admits that ensuring that the students engage with the pre-class materials seemed almost impossible, an issue encountered by most of the educators with Flipped experience. Attaching engagement with pre-class materials to general evaluation is the proposed solution. Additionally, not all students prefer working online or working collaboratively, further hindering progress of those less tech-savvy and introverted. In conclusion, Soliman (2016) stresses the importance of the materials used in a Flipped Classroom model class being well prepared, and suggests that the students' learning styles be taken into account at this stage of the implementation.

The study is unique through its use of real-life materials and the subject during which the study was conducted. Admittedly, a relatively large amount of individual (out of class) tasks, including ones requiring higher-order cognitive skills, was assigned to the students, raising a question of whether these should not have been included in the in-class sessions, with guidance by the instructor provided. Also, it should be possible to overcome the digital-divide issue at the university level, especially considering the institution in question does in fact provide free Wi-Fi access on campus, with the possibility of connecting a personal device. The author's recommendation of taking into account the range of the students' learning styles when implementing flipped classroom in one's class is a valid point. However, we may rightfully question whether preference to work off-line and individually should also be considered. The requirement for navigation of the online environment and teamwork are simply reflections of 21st century world and the needs of the current job market, which the author claims to be motivated by in the first place.

Sarah S. Al-Harbi and Yousif A. Alshumaimeri (2016), of Curriculum and Instruction Department, King Saud University in Saudi Arabia, studied the uses of Flipped Classroom for teaching the English grammar. The researchers' motivation stemmed from the educational environment in their home country. By their account, most Saudi EFL courses rely on outdated methods such as grammar-translation and audio-lingual method, they are based on lectures with the teacher being the only active participant of the class much of the time, and all the information typically comes from the instructor and the coursebook.

Furthermore, student-centred approach is not supported by the textbook, neither is student interaction and practical use of real-world language, and seldom are the students taught to take responsibility for their own learning and be more self-directed. The students often end up bored, passive, lack motivation, and their ability in the four language skills suffers. Harbi and Alshumaimeri (2016) believe that the Flipped Classroom model could be the solution to the issue, due to its focus on active and collaborative learning. Over the course of six weeks, they worked with a group of 43 students of a private secondary school. The participants were divided into experimental and control group, both of which used identical basic syllabus, featuring 9 grammatical topics and based on the same course book, and were taught by the same instructor. The instructor themselves was not new to Flipped Classroom model, having received a practical course in it. The control group received the traditional form of instruction, featuring activities including a lecture on the particular grammatical feature that was the topic of each respective lesson, exercises offered by the textbook aimed at monitoring of the participants' understanding of the lecture, a collaborative exercise, and, due to time constraints of the lessons, a homework exercise. In the experimental group the Flipped strategy was employed. For this purpose, video-lectures focused on the respective topics of each lesson were selected by the research team and reviewed for their suitability in terms of the topics and the students' proficiency by the instructor. These were then made available to the students prior to each in-class session through the educational platform Edmodo. The students were also able to use the platform for interaction with both their instructor and their peers. As a measure of control of student engagement with the video-lectures, the instructor started each in-class session with a discussion about the respective video, which was followed by re-explanation of misunderstood topics from the video-lecture and answering of the students' questions. Group activities and games were also frequently featured in class, and the teacher was at all times available for observation, and providing assistance and feedback. The researchers (Harbi & Alshumaimeri, 2016) made use of the placement test previously administered to the students, which for the purposes of the study acted as a pre-test, and at the end of the

experiment administered a post-test to evaluate the impact and effectiveness of Flipped Classroom strategy in improving the participants' proficiency in the use of English grammar. The researchers (Harbi & Alshumaimeri, 2016) also issued a questionnaire survey and conducted interviews with selected sample students from the group that received the treatment, to determine the opinions and perceptions of the experiment. The research questions which the team strived to answer were (Al-Harbi & Alshumaimeri, 2016):

> 1) As a result of implementing the flipped classroom strategy, were there any significant differences between the experimental and control groups' improvement in relation to English grammar?
>
> 2) What were Saudi secondary school students' perceptions and attitudes towards implementing the flipped classroom in learning English as a foreign language?
>
> 3) What were Saudi secondary school students' suggestions and recommendations about applying the flipped classroom strategy? (p. 63-64)

It was determined through the placement test that at the beginning of the experiment the experimental group and the control group did not exhibit any significant differences in their proficiency in the use of English grammar. After the experiment the post-test was administered. Based on the analysis of its results, the Flipped Classroom model did indeed result in higher mean scores of the experimental group on the post-test than those of the control group, but from the statistical point of view, this difference was less than significant, and therefore the answer to the first research question has to be negative. The results of the questionnaire survey and the interview are more encouraging, however. The experimental group held positive attitudes towards the Flipped model of teaching, pointing out its usefulness in facilitating higher rates of collaboration and communication with both the instructor and their peers, and encouraging learner-autonomy. They also reported that they felt the lessons were practice oriented and with *real life application*, and that they were beneficial for the students' successful engagement during the in-class activities. In evaluation of the technology used, the students indicated that they felt the Edmodo platform was user-friendly and did not require special training of the participants. The

majority of the participants also indicated video-watching, in-class discussions, and in-class collaborative environment as beneficial to their learning, even though most were neutral in their willingness to repeat the Flipped strategy experience in their future learning. In conclusion, Al-Harbi and Alshumaimeri (2016) recommend the Flipped Classroom model for consideration to the educators as a beneficial e-learning strategy which aids liberating the classroom and allows time for activities focusing on interaction and practice-oriented teaching.

Al-Harbi and Alshumaimeri (2016) conducted an experiment focused specifically on the teaching/learning grammatical aspects of the target language, the one part of foreign language perhaps most often imparted via theoretical lectures. Their report is the first one I encountered focusing on grammar solely. Their chosen design of the experiment included a control group which employed a somewhat active approach to ELT, giving more validity to the results in terms of the effects of flipped classroom strategy (as opposed to effects of other factors). Also, uniquely at the time, one of the instructors had previously received training in flipped classroom implementation and was not a complete newcomer. This may have had a positive effect on the design of the experiment. On the other hand, the report provided lacks information that may have been of use to instructors interested in flipping their own classroom. For example, while the authors describe the measures taken to ensure student engagement with the pre-class materials, they do not tell us to what extent these measures were in fact effective. Also somewhat controversially, the experiment was conducted at a private secondary school, rising doubts about whether Al-Harbi and Alshumaimeri's method would be transferable for use in a less privileged environment of public education.

In the paper *The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension* (Ahmad, 2016) the author Samah Zakareya Ahmad, of the Faculty of Education, Suez University in Egypt, tests the usability of Flipped Classroom strategy as a tool of improving her students' listening skills. Ahmad (2016) explains that she was motivated to start her research after noticing that the majority of the students in her class

had difficulties with listening comprehension causing them to struggle academically as well. She believed this to be due to the way English language was taught in Egypt in general, without sufficient focus on the listening skills. The researcher (Ahmad, 2016) proposed the Flipped Classroom strategy as a possible solution and decided to test its effectivity. The experiment took place during the *Using Computers in Teaching EFL* course at the Suez University, during the period of 12 weeks, and was preceded by a planning phase during which the students were introduced to the Flipped model and the materials needed for the experiment were prepared. Thirty-four undergraduate students were involved in the experiment, all having the English language as one of the major focus areas of their studies, and all received at least 10 years of training in the English language prior to participating in the experiment. The researcher also adopted the role of the instructor. The intervention took form of the traditional Flipped model design, with video-lectures used as pre-class theoretical material. Video-lectures were each 10-15 minutes long and on average 4 of these were assigned to each respective lesson, thus the students were expected to spend approximately one hour on preparation for every in-person class. To share materials and interact with the students, the researcher employed a wiki - a website which permits editing by multiple users, and through which the participants could also comment on the shared materials and partake in discussions, which was expected of them at least after every in-person lesson. The videos were not created by the researcher herself, but rather adopted from educational resources such as TED, or from the databases of YouTube. Besides engaging with the audio-visual materials, the participants were also asked to complete online quizzes, which served as a tool for monitoring whether they engaged with the assigned materials, and for providing the students with immediate feedback on their understanding of the contents of the lecture. During the in-class sessions, the instructor first reviewed the students' knowledge gained through the pre-class materials, and then followed practice-oriented interactive tasks built on the theory previously studied and focused on active learning. The activities featured included discussions, timed writing, micro-teaching, or creation of conceptual diagrams. After the presential session the

students were expected to engage in reflection through an online discussion forum administrated by the instructor. The students were also assigned a semester-long collaborative team project which focused on the use of higher-order thinking skills. To obtain data for analysis of the participants' progress or lack thereof, Ahmad (2016) designed an exam focused on testing the user's proficiency in listening comprehension. The same exam was used both as a pre-test and as a post-test. The researcher (Ahmad, 2016) hypothesised that the Flipped model would cause the students to show higher level of proficiency in the post-test, and that the improvement would be by a statistically significant margin. Based on the analysis of the data it was asserted that the hypothesis was proven to be correct. Therefore, the researcher promotes the use of Flipped Classroom as an effective tool for aiding the improvement of the students listening skills and for making authentic audial sources more available to the learners, and urges for further support of student activity both inside the class and outside of it, autonomously.

Ahmad's experiment (2016) was conducted during a course focused on the use of educational technology, which may have been helpful to the students in dealing with the pressures imposed by flipped classroom. Also, quite uniquely, the students received introductory training for flipped classroom, which may have had a positive impact on their ability to benefit from the used teaching model. On the other hand, testing English language listening skill proficiency in a course with a different focus may have been a hindrance to student motivation. Also, we have to ask, was listening skill being purposefully trained during the course, or was it just a side result? The author (Ahmad, 2016) does not provide the answer to this question in the report.

Another research team who published their paper in 2016 were the Taiwanese researchers Yu-Ning Huang and Zuway-R Hong. In their study *The effects of a flipped English classroom intervention on students' information and communication technology and English reading comprehension* (Huang &Hong, 2016) they investigate the role of using modern technology, in and through employment of Flipped Classroom strategy, for the purpose of teaching the English language. The researchers (Huang &Hong, 2016) worked with two

groups of upper-tier high-school students, divided into an experimental and a control section. The head-count in the groups was 40 and 37 participants respectively, and the treatment lasted 12 weeks. The video-lectures were created by the researchers themselves, and besides them the pre-class requirements of the students included participation in a discussion forum online. Apart from the video-lectures, during the in-class sessions the participants were treated to activities such as discussions, collaborative tasks, question-and-answer sessions, and similar. The control group was taught using the traditional methods of instruction. The students were also asked to complete a questionnaire survey regarding their perception of the experiment, and 4 students were observed more closely in-class. To gather data for analysis, the research team used student background questionnaire and pre-test/post-test design, through which their abilities in the area of Internet and Computer Technologies were assessed, as well as their proficiency in the English language. It was determined through the questionnaire that the experiment was only partially successful. The group which received intervention reached significantly higher results only in two factors - in a question focused on the students' habits regarding web-based information research, in which the experimental group indicated that they do indeed engage a variety of methods of locating suitable sources more often than the control group; and in a question focused on the occurrence of the students' effective exploitation of the web-based offer of educational software, in which the result was similar. In none of the other statements did the research group score higher than the control group by a statistically significant margin. On the other hand, the pre-test/post-test did determine there to be significantly higher improvement in the students' Reading Comprehension skills in the group that received the intervention, implying that Flipped Classroom does positively affect language learning. In conclusion the authors stress longer time range may be needed to fully investigate the options of technologies and Flipped Classroom in general in-class, and points out that future of our education may be influenced by how much we support, financially and otherwise, the use of ICT for educational purposes.

Huang and Hong's study (2016) is the earliest one I encountered that explores the effects of flipped classroom on the combined reading and ICT skills in the English language. Their results hint on the student ability and positive attitude towards individual quest for further knowledge above and beyond the scope of the lecture when given opportunity to do so. I see this finding as one of the arguments supporting the use of flipped instruction. However, more information on the methods of the traditional mode of instruction would have been beneficial to determine which aspects of the intervention in the experimental group were the ones having the greatest effects on the learning outcomes.

2.5. STUDIES THROUGH 2017

Another study that focused on student engagement and active learning was conducted by Alison S. Burke and Brian Fedorek, of Southern Oregon University, USA. In their article *Does "flipping" promote engagement?: A comparison of a traditional, online, and flipped class* (Burke & Fedorek, 2017), they present the results of their experiment, which compared flipped classroom not only to the traditional mode of instruction, but also to an online class, in which all instruction and communication was conducted at-distance. Burke and Fedorek (2017) theorised that flipped classroom would result in higher rates of student engagement than either of the other two instructional designs tested. In all three groups the instructor used Moodle platform to interact with the participants, all students shared the same textbook and learning objectives, as well as the identical form of assessment. Assignments in all three groups were the same as well, focusing on critical thinking, evaluation, and creation, and examinations. All in all, the experiment included 92 students of a compulsory *Crime Control* course, in their third or fourth year of undergraduate studies of Criminology and Criminal Justice programme, divided into three groups based on the form of instruction. Besides the theoretical lecture, the classes of the control (traditional) group included in-class discussions. Real world materials including news excerpts and videos, as well as the assignments were published through Moodle, however,

lectures could only be attended in person, in class. The students in the online class were presented with video-lectures based on the chapters of the textbook. They were also asked to complete assignments, write essays, and partake in discussions, which had the same focus as those in the traditional class. The students in the group taught using the Flipped module were given the same video-lectures that the online class received, however, apart from the content similar to two other groups, the class time also included visits by guest speakers from the professional world, and tasks in which the students had to apply what they learned from the pre-class theoretical materials, including gamified out-of-class activities to be fulfilled around the campus. The students in the Flipped group were not told in advance that they would receive intervention in the form of flipped classroom and were explained the teaching/learning strategy implemented only at the beginning of the first lecture. In all three groups, at the end of the experiment, an online questionnaire survey was administered through Moodle, to find out the participants' view of their experience. The survey (Burke & Fedorek, 2017) featured three focus areas, including questions about the time invested by the student in completing coursework, students' views of engagement and effectiveness of teaching happening, and how the students applied themselves. The researchers (Burke & Fedorek, 2017) report surprise at the results, which did not prove the hypothesis. The students in the flipped classroom generally reported having spent less time weekly on engaging with the theoretical materials (including watching/reading online lectures), and less time spent writing assignments, and only marginally more time studying for examinations. Both the traditional and the online class students reported having felt more engaged than the students in the flipped classroom group. The students from the Flipped group did report working with other students on projects and assignments significantly more than the other two groups, but on the other hand felt they had fewer chances to apply the pre-learned knowledge out of class, despite the tailored in-class exercises. Additionally, only a small minority (significantly less than the other two groups) of the students in Flipped class expressed they believed that the experimental teaching method trained their ability to think critically and analyse information, and similarly, most

of them did not think the in-class time assisted them in gaining knowledge they could use in their future professional lives, despite having experienced guest visits by professionals. Burke and Fedorek conclude that the students were not ready for the alternative teaching method, were not self-directed enough to benefit, and failed to properly engage with the pre-class materials, despite claiming to have enjoyed them. The researchers (Burke & Fedorek, 2017) also theorise that the problem may have been contributed by the fact that the participants were in their senior year of studies and were already somewhat institutionalised and used to the teaching methods they experienced prior to the experiment. The authors also admit that flipped classroom is challenging for the instructors as well and it may be difficult finding the activities suitable for each class to reach its full potential.

Burke and Fedorek's (2017) study of the effects of flipped classroom on student engagement is unique in its focus, as is their attempt to compare flipped classroom with distance learning (conducted through an online course). Therefore, while not specifically EFL oriented, their research is of interest to educators across the range of subjects. The authors made a valid attempt at providing the participants of all three groups with equal (though, of course, not identical) conditions. Thus their outcomes may truly be expected to reflect the effects of the learning strategies the authors were attempting to investigate. The reported low engagement of the students in the flipped classroom intervention group may indeed have affected the results of the experiment - one may ask why did the researchers not prepare for the possible occurrence of this issue, seeing as it had previously been reported in many studies already. In addition to that, the students' self-reported feeling of having learned less for-life knowledge, or having applied the pre-learned knowledge less, than the other two groups raises doubts about the design of the in-class sessions conducted with the flipped classroom group.

In the article Integration of *Flipped Classroom Model for EFL Speaking* (Li & Suwanthep, 2017), authors Shuangjiang Li and Jitpanat Suwanthep describe their study of uses of the Flipped model of teaching in combination with constructive role-plays, in

teaching English as a foreign language. The researchers (Li & Suwanthep, 2017) conducted an experiment during an English Language course at Suranaree University of Technology in Thailand, over the course of a 12-week period. There were 94 students participating in the experiment, divided into two groups, the experimental group and the control group. The students were not chosen for the groups based on their attributes and could not choose which group they wanted to belong to, rather the group assignation in terms of the experiment was done by the schedule - one study group was taught using the Flipped strategy and the other became the control group. There were 46 students in the experimental group and 48 students in the control group. From the point of view of theoretical learning goals, both groups followed the same curriculum based on the same textbook, of which they were expected to cover 4 thematic units. In the Flipped group, two out of four sub-chapters in each unit were flipped, the other two deemed unsuitable for inverted teaching strategy. Both the experimental group and the control group were treated to the same length of learning time, though arranged in a different manner. Li and Suwanthep (2017) formulated the research questions as: "*To what extent does the integration of the FC model and constructive role-plays affect EFL students' speaking skills development?*" and "*What are students' attitudes toward the integration of the FC model and constructive role-plays for learning English speaking?*" (Li & Suwanthep, 2017, p. 119). In the group taught using the traditional method, the classes included lectures focused on vocabulary and grammar, practical exercises focused on training the theory, and speaking drills, among others. ICT in the form of PowerPoint presentations, recordings and videos were also used to assist the imparting of theory. To strengthen the learning, homework quizzes were issued. The experimental group was given video-lectures with embedded quizzes, to be watched before the class, created by the researchers. Two video-lectures, approximately 8 minutes each, were created for each class session, one covering grammar and the other covering vocabulary. Follow-up quizzes were added to each lecture as well. EDpuzzle learning platform was used for sharing the video-lectures. By the researchers' estimate, the students were expected to cover the online lecture in circa 30 minutes of

study time. The in-class sessions in the experimental group featured a short revision period, group exercises, and, for the largest part of the class time, *constructive role-plays*. During these activities, the students were assisted by the teacher, offering students guidance and intervening as needed. The students also recorded a part of the exercises and the recordings were submitted to the teacher. Before and after the experiment the researchers issued a speaking test. In order to find out the views of the students of their experience with Flipped classroom, an opinion questionnaire was issued, and interviews were conducted with 16 volunteers. Li and Suwanthep (2017) report that based on the pre-test, for the purposes of the experiment the two groups were deemed equal in their English language speaking abilities (the difference found was not statistically significant), however, after the intervention the flipped classroom group scored significantly higher, and achieved higher increase in the mean score as well. The results of the opinion survey were similarly positive. More than three quarters of the respondents appreciated the ability to prepare for the in-class sessions through the video-lectures, nearly 9 out of 10 reported having had sufficient time to learn the studied aspects of the language, and almost 75% felt that the video-lectures allowed them to grow more confident in learning the English language. Based on the results, the researchers concluded that not only did the participants view flipped classroom as a positive change, but for teaching English language speaking skill the chosen model of teaching, combining flipped classroom with role-plays, was seen as more effective teaching method than the traditional one.

Li and Suwanthep's study (2017) is the first flipped classroom study focusing on the effects of the alternative strategy on improving the students' speaking skills, in this case further supported by the use of role-plays. The reported results achieved appear quite positive indeed. However, it seems difficult to determine which of the two instructional methods should be credited. The researchers (2017) basically combined two different language teaching strategies in the same class and tried to test both at the same time, using the single testing system. Their combined teaching method was effective, but was it the flipped classroom or the role-plays that really made the difference?

Todsapon Suranakkharin (2017), of the Naresuan University in Thailand, conducted a study focused on the uses of the Flipped strategy for teaching English collocations. Suranakkharin (2017) stated, that he was motivated to do the experiment by the purported general struggle of Thai students to learn collocations. The author (Suranakkharin, 2017) theorizes that this hardship may be caused by factors of negative transfer from the mother tongue and missing knowledge of collocations in general. Suranakkharin (2017) therefore went on to test the uses of flipped classroom in helping the students in the learning-culture specific Thai environment. The author-defined three research questions focus on the effectiveness of flipped classroom in teaching collocations, comparison of the traditional teaching method and flipped classroom for this purpose, and the views of the students of the alternative teaching strategy. For the purposes of the research, Suranakkharin (2017) worked with 70 undergraduate-level Thai students at his home university, divided into an experimental group and a control group, over the course of four weeks. The students' language proficiency was tested at the beginning of the experiment and, from the statistical point of view, their level was the same. The experimental group was given video-lectures, four in total, from which they were supposed to learn the theoretical basis for the in-class sessions in advance. The videos were created by the researcher himself and they were up to 10 minutes long. To give all students easy access to the study materials, the researcher set up a Facebook group, accessible only to the participants, through which they were also able (and encouraged) to communicate and cooperate, and they were also asked to complete a follow-up task. The Moodle learning platform was also used in the experiment, to issue quizzes. In-class, the teacher reviewed the students' understanding of the topic and the lesson continued with activities including interactive activities, discussions, presentations, and activities using the higher-order cognitive skills. At the end, a class discussion took place, serving as a feedback session. The classes of the control group were conducted using traditional teaching method, featuring lectures and exercises. Cooperation between the students was encouraged in this group as well, and the students were also given opportunity to interact with the instructor and ask him questions. All students were

tested during the three weeks before the experiment and three weeks after the experiment, to determine the development of their knowledge of collocations. A questionnaire survey focused on the students' perception of their experience was issued in the experimental group, followed by a semi-structured interview. It was discovered that the knowledge of collocations improved in both groups involved, but there was no significant difference between their level at the end of the experiment, in any of the three tests issued. The results of the opinion survey showed that the students were generally satisfied with their experience. Most of the participants agreed that the pre-class materials were well-connected to the in-class tasks, the video-lectures were an effective mode of instruction, and that the inverted strategy had motivational effects on the students. The results of the analysis of the responses from the interviews supported the findings of the survey. Based on the results of the research, Suranakkharin (2017) concludes that the students' opinions were generally positive and the Flipped model of instruction was an effective tool to teach collocations, however, it was not more effective than the traditional teaching strategy in a statistically significant way. The author (Suranakkharin , 2017) theorises that this result may have either been due to the fact that both the experimental and the control group were given tasks aimed at interaction and cooperation, or due to the shortness of the experiment, and the participants of the Flipped group may have needed more time to adjust to the requirements of the alternative mode of instruction.

Shuranakkharin (2017) focuses his experiment on the use of flipped classroom for teaching one specific feature of the English language, being the first one to do so. The author combines the use of the platform Moodle, and Facebook, as an interactive social media site the students are for sure accustomed to using, which is an interesting design. Then again, maybe one of the two would have sufficed - it is possible to post quizzes on Facebook, and it is possible to interact through Moodle. The results suggest that for a short-term project flipped classroom may not be the best suited teaching strategy. While it does have the expected effect, it may not be worth the required time investment.

The study conducted by Zamzami Zainuddin (2017), of Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia, focused on the conduct of the instructors, the students' experiences and their attitudes towards the use of technologies in the learning process. Zainuddin (2017) worked with a group of 27 students studying undergraduate-level programmes at the English Department of the Faculty of Education and Teacher Training at his home university. The experiment was conducted over the course of one semester, during the English 2 course, a part of the compulsory freshmen curriculum for all students at the department. The researcher (Zainuddin, 2017) set three research questions for the experiment, focusing on the students' pre-existing knowledge and experience with educational technology, the possibilities of the use of flipped classroom for ELT purposes, and the students' view of their experience. The blog-publishing platform Blogger was chosen as a tool used for both making video-lectures available to the students and as the medium through which the students could interact and engage in self-directed learning. The rationale behind choosing this particular platform was that the access to it is free, and, more importantly, that the students were familiar with it. In terms of pre-class content, the instructor did not create their own audio-visual material, but rather chose content from the video-sharing website YouTube. Content-wise, the videos were movie trailers, and all the videos were between 4 and 9 minutes long. The students were asked to watch the videos before coming to class, individually. During the lessons, which were 100 minutes long, approximately the first 40% of the time was spent on listening exercises, then approximately the same amount of time was spent for communicative activities and storytelling, and the last 15 minutes would be focused on discussions based around the pre-watched videos. Data was collected through the use of a questionnaire survey, class observation, interviews with the participants, and a focus group discussion. The class observations were conducted throughout the length of the experiment and focused on both the activities that were included in each session and the behaviour of the students in-class and out-of-class (on the Blogger platform). The questionnaire survey, the group discussion, and the interviews were conducted in order to find out how the participants saw their

experience with the innovative methodology and what experience with learning technologies they have had before partaking in the experiment. The questionnaire survey was issued at the end of the experiment. All the participants of the experiment partook in the survey as well. The questionnaire only contained close-end questions. The focus group discussion focused on personal experiences and opinions of the students. There were 10 participants in the discussion, who were chosen from the volunteers so as to have a diverse group of respondents. Five detailed in-depth interviews were conducted to further uncover the students' opinions. Based on the analysis of the gathered data, the students partaking in the experiment were very familiar with the use of technological devices for learning purposes. Most of the respondents reported familiarity and ownership of such devices with teaching-learning potential as laptops, smartphones, computer desktops, or tablets, and they commonly used these to study and learn. The vast majority of the respondents also found the Flipped model of teaching more interesting and active than lecture-based teaching, states that the Flipped classes offered more opportunity for practical use of the target language and were more focused on active learning. Most of the students also held supportive opinions of the videos, and more than 90% reported that they watched the videos before the in-class session. In the interviews, some of the students stated that, when engaging with the audio-visual materials, they were focused, paused and rewound, and penned down notes. The students' opinion did not differ based on the length of the video and they found the materials of all lengths equally captivating. The students also indicated that Flipped strategy was instrumental in fostering peer interaction both inside and outside of classroom, and the majority also found this cooperation useful in achieving learning outcomes. Instructor's feedback was likewise deemed crucial by the participants, who appreciated in particular the availability of immediate feedback. In addition, Flipped Classroom was also indicated as a means of better understanding of the use of technologies for learning purposes. Zainuddin (2017) concludes with a recommendation that the use of flipped classroom in higher education should perhaps be supported from the overseeing

institutions as well, believing that inverted teaching could be instrumental in popularising student-centred educational practices.

The author's proclaimed focus on the instructor's mode of application of flipped classroom offers was unique at the time of its publishing (Zainuddin, 2017). Likewise, the use of real-world materials is interesting in terms of ELT and may serve as an inspiration to support student engagement in the classroom. On the other hand, only a small portion of class time was actually connected to the used pre-class materials, casting doubt on whether these actually served their purpose. As there was no control group, the students were comparing their flipped classroom experience to their previous *traditional* classes. From their recorded comments, it is hard to determine whether their positive views of flipped instruction were truly due to the alternative teaching strategy, or whether they simply welcomed a class that was more active and learner-centred. Unfortunately, Zainuddin's report (2017) offers very little insight on the conduct of the instructors, apart from a general description of the design of the experiment. Considering this was supposed to be one of the self-proclaimed focal points of the study, one must ask whether the research goals were in fact met.

In the study *The Flipped Experience for Chinese University Students Studying English as a Foreign Language* (Doman & Webb, 2017), authors Evelyn Doman and Marie Webb investigating the uses of Flipped Classroom as a means of activation of students in an educational environment that is traditionally passive. Doman and Webb (2017) state that in China, where they conducted their study, the typical English language classroom features teacher-fronted instruction and the lessons are lecture-based, resulting in learners' passivity and lack of opportunity for effective practice of the foreign language. According to the authors (Doman & Webb, 2017), even though Communicative Language Teaching is a popular term and many teachers claim to follow its principles, in reality this is usually not the case. They therefore propose the Flipped model as a means of supporting student activity in-class, in particular stressing that it may be helpful to the less assertive or outspoken learners, who would, out of shyness or embarrassment, otherwise not actively

partake in the class. The researchers (Doman & Webb, 2017) worked with one hundred and thirty-five students, almost all in their freshmen year, during a compulsory year-long English language course, at a University in Macau, China, divided into experimental group and control group. 96% of the students were Chinese, either from Macau itself, or from mainland China. The students were tested on their English language proficiency upon entering the university, and their level of English was determined to be in the high-intermediate band. The researchers set out to investigate the students' attitude towards inverted teaching mode, and the differences in the learning habits between the experimental and the control group. Questionnaires were issued and individual interviews were conducted in order to gather data to answer the research questions. At the beginning of the study, the students in the experimental group were explained what the Flipped learning would entail, and they were instructed in the use of technologies that would be used to foster learning within the Flipped model, and the participants were also encouraged to engage in further experimentation. These technologies included *"blogs, wiki pages, Moodle, Google Docs, independent language learning sites on the English Language Centre (ELC) site, clickers (electronic response gadgets), online quiz applications like Socrates, and video-making tools"* (Doman & Webb, 2017, p. 114). Before participating in the in-class session, the students were expected to watch video lectures, authored by the instructors and created with the aid of the screen-capturing application Screencast-o-matic and VoiceThread, a content storing/sharing app with interactive features. The video-lectures were posted on Moodle platform, which was chosen in the experiment based on its user-friendliness. There were one or two video-lectures, of up to ten minutes of length each, connected to every class meeting. The students were required to reflect on the video-lectures and come up with questions, and at times a video response, and they were also asked to fill in worksheets, engage in online discussion forums and cooperate with partners on presentations, as a form of preparation for class. In-class activities started with a quiz issued through Socrates app, and continued with tasks mostly focused on higher cognitive functions such as discussions, collaborative activities, writing tasks, peer-teaching, and

projects. The researchers (Doman & Webb, 2017) observed numerous issues preventing effective teaching in the first part of the experiment: the students would come to class unprepared (not having watched the video), there were high absenteeism rates, some of the students faced issues with internet connection, students were not proficient enough in the use of new technological tools (applications, sites) that the class was using, and on a more basic level, many students were surprised at being assigned homework tasks at the tertiary-education level. In order to collect data, questionnaire survey was issued midway through the experiment, and individual interviews with 16 volunteers were conducted at the end of the study. In order to understand the *full picture* of the problem, the researchers (Doman & Webb, 2017) also penned down class observation notes. From these it is obvious that student engagement improved as the experiment progressed - absenteeism rates fell, the students were active in class and completed the homework assignments, including watching the video-lectures. However, analysis of the data gathered through the questionnaire does not give definite support to the Flipped model. Both the experimental and the control group participants indicated that they experienced large amounts of interaction in class, both with the teacher and with their peers both expressed neutral feelings about self-directed learning and the training of higher-order cognitive skills. Also, most of the respondents reported being more receptive to lecture-based teaching directed by the instructor to flipped classroom or other teaching modes in which the majority of the information does not come directly from the teacher. On the more positive side, the students appreciated the flexibility and accessibility of learning that the Flipped model offered, and deemed the technology used a practical and attractive way of preparing and reviewing the learning content. The experimental group participants also indicated having had a more positive experience than the control group. In the interviews the responses were more in favour of the Flipped strategy, with more than half of the respondents expressing positive views of the experience. In accordance with the expectations, the instructors also noted that the Flipped strategy seemed to have benefited the less confident and outspoken students and aided their active inclusion. Another observation was that

while the students in Flipped group generally used English language for communication in class, the students in control group tended to switch to Chinese. Doman and Webb (2017) summarise that even though the general opinion of the Flipped strategy was that it was more beneficial than traditional teaching, the majority of the students still preferred having direct instruction by the teacher, and thus the results are inconclusive. The authors (Doman

83) Webb, 2017) close with recommendation that it may be prudent to take into account the effects of local context and learning culture when attempting to implement Flipped model of teaching.

The study of flipped classroom as a means of activating the class is at the time of its publishing a unique take on research of the strategy. However, the use of flipped instruction for this purpose does seem both as a bit of an overkill, and also too much of a culture shock in the setting the researchers operated in. Perhaps a class design focused on active learning without the use of flip would have served better, and would have been more efficient as well. Doman and Webb (2017) also used an unprecedentedly wide range of educational technology in class. While I see the use of ICT in education as a plus, in this case the sheer variety may have been counterproductive in the end, underlined by the reportedly encountered issue of students' insufficient proficiency in engaging with these.

Out-of class collaboration as a means of advancement of the learners' speaking skills was the focus of the article *Creating an Online Learning Community in a Flipped Classroom*

to Enhance EFL Learners' Oral Proficiency (Wu et al., 2017), authored by Wen-Chi Vivian Wu, Jun Scott Chen Hsieh and Jie Chi Yang. Wu and the team worked with a group of 50 students in the second year of their studies, during the English Oral Training course, a part of the compulsory curriculum for those majoring in English. All of the students' level of English language proficiency was in the upper-intermediate band, and they all had experienced approximately 8 years of classes of English language, as a part of their previous studies (high-school). The research questions that the team hoped to answer were: "*Were there any differences in the participants' oral proficiency between the two instructional methods (flipped and conventional learning)?*", *"Were there any differences in the*

teaching/social/cognitive presences between the two instructional methods?", and *"What were the participants' overall experiences learning English via flipped learning?"* (Wu et al., 2017, p. 144). The researchers (Wu et al., 2017) declare that in the Flipped part of the experiment they adopted a rounded flipped classroom design incorporating the four basic language skills. The traditional instructional method was avoided through the use of video-lectures, in order to allow time and space for in-class interaction and collaboration. For the purposes of the experiment, the course book Good Chats was selected, based on its focus on collaborative speaking activities, and the appropriateness for the starting level of foreign language proficiency of the participants. The course covered six three-part units from the textbook, three of which were taught using the Flipped model. The mobile application Line, an online application used for instant communication between connected devices (smartphones, tablets, personal computers) was used in the experiment to facilitate the formation of a virtual learning community. Apart from its built-in features, the app was selected due to its already-existing popularity among the student body. The participants of the experiment were treated to 8 weeks of traditional-style classes followed by 8 weeks of classes taught using the Flipped strategy. During the part of the experiment taught through Flipped model, the in-class sessions were focused on activities featuring interaction and group work, such as frequent discussions and presentations. At the beginning of the course, and after each unit, tests were issued to gain data on the participants' language proficiency development. The pre-test and post-tests were identical, focused on oral reading and comprehension. The test evaluation was carried out with the use of IELTS Assessment Criteria: Speaking. Apart from the exams, a questionnaire survey based on Community of Inquiry (Garrison & Akyol, 2013) was issued to determine the participants' perception of the experiment and the researchers conducted two group, as well as classroom observations to gain further insight into the students' views and the success (or lack thereof) of the experiment. Based on the analysis of the data, the results of the experiment were positive. No significant differences were found in the pre-tests and both traditional style of instruction and the Flipped strategy were found to be effective in fostering improvement of

students' communicative abilities, however, the Flipped model yielded scores significantly higher than in-class lecture-based teaching. Analysis of the response from the questionnaire survey also speaks in favour of the Flipped model. The participants noted that the flipped classes allowed them to feel less stressed when communicating and interacting with other students, they reported that they were able to apply the pre-learned knowledge in the general use of the target language as opposed to only learning towards passing an exam, they felt that they were able to profit from frequent interaction, collaborative tasks and reflection with the guidance of the instructor, and appreciated the use of higher order thinking skills. The respondents also indicated that they held more generally positive views of the Flipped instruction than of the traditional style of teaching. These findings were echoed in the data gathered through the group interviews, with addition that the Flipped model had students engage with English language for a longer period of time, and taught them to become more autonomous in their learning. Overall, Wu and the team (2017) conclude that flipped classroom had positive effects on the in class activity, as well as serving as an effective tool to improve the students' speaking abilities in the English language.

Wu and his team (2017) took an unusual strategy, testing out-of-class collaboration encountered in flipped classroom as a means of enhancing the students' EFL skills. It is also the earliest study that I encountered that makes use of a mobile phone application, perhaps bringing learning closer to the everyday habits of the 21st century student. On the other hand, the use of identical pre/post-tests is somewhat questionable - at the end of the experiment the students were already familiar with the exam, perhaps influencing the final results. One may also ask whether comparing EFL proficiency improvement between two parts of the same course (first traditional, the second flipped) is truly a good research practice. The participants being the same group of students, progress is to be expected, but its size may have been due to a number of other factors not at all connected to the instructional method selected. The topics of the classes, the evolving motivation of the participants, or active learning are just the first few that come to mind. However, the use

of virtual learning community bears consideration and may serve as inspiration to teachers preparing for their own flipped classroom journey.

The study *The Flipped Writing Classroom in Turkish EFL Context: A Comparative Study on a New Model* (Ekmekci, 2017) authored by Emrah Ekmekci, of Ondokuz Mayis University, focused on the uses of Flipped Classroom as a means of fostering proficient written production in the English language. Ekmeci's motivation to test the innovative teaching/learning approach stemmed from the writing classes often seen as complicated, hard, and boring by the students of the English language. The researcher (Ekmekci, 2017) worked with 23 students in the experimental group and 20 students in the control group, of whom most were females (in both groups). The students' average starting level of English language proficiency was determined to be B1, based on the Common European Framework of Reference for Languages (Council of Europe, 2001). The experiment was conducted over the course of 15 weeks, during the course *English Language Teaching (ELT) Preparatory Class*, at School of Foreign Languages of the researcher's home university. The research focused on the differences between the performance of the participants in one and the other group, as well as the opinions of the experimental group on their experience. In terms of learning goals and theoretical content, the course syllabus was identical in both groups involved in the experiment, it was based on the same textbook, and in case of both groups the researcher also took up the role of the instructor. The lessons in the control group were conducted in the traditional mode, based on lecture as the form of instruction. In the experimental group, the Course Management System Edmodo was used for the purposes of the experiment, as the medium through which the students could access the pre-class content issued by the instructor. These mainly were the video-lectures, which were created by the teacher and which the students were, in accordance with the traditional Flipped strategy rules, supposed to engage with individually, at home, before coming to class. The in-class sessions were devoted to practical exercises and writing tasks, most notably focusing on paragraph writing. Two methods of gathering data were used in the study - testing, and semi-structured interviews. At the beginning of the experiment, the students

were tested in a pre-test, which focused on their proficiency in writing an argumentative paragraph, evaluated by three examiners not otherwise involved in the study, based on an agreed to evaluation rubric. After the 15-week period of the treatment, they were, again, asked to compose an argumentative paragraph, on the same topic (post-test). In terms of writing abilities in the English language, there were no statistically significant differences found between the two groups involved in the experiment at its beginning. The analysis of the results of the post-test shows that both writing proficiency in both groups improved significantly, and the improvement of the experimental group was greater than the improvement of the control group, by a statistically significant margin. The results of the interviews spoke in favour of the innovative teaching strategy as well. The participants generally indicated that they considered the Flipped model of teaching more advantageous than the traditional mode of instruction. Majority of the students specifically agreed that they enjoyed working with the course management platform Edmodo, that they appreciated the video-lectures, and that their writing abilities improved as a result of the Flipped instruction in class. A smaller but significant number of the students also reported issues and obstacles when it came to the Flipped model. Almost a third of the class wrote that the speed of internet connection was an issue they had to deal with while trying to prepare for the class. Some of the students also disagreed with writing the paragraphs in-class, as they felt uncomfortable doing so in the environment of the classroom, leading to difficulties formulating their ideas. Approximately a quarter of those interviewed indicated that engaging with the video-lectures took up too much of their time, and about a half offered suggestions on how the videos could be altered, the most often recurring themes were the above mentioned length of the videos, then that the video-lectures should be more entertaining, and many students also indicated that they would appreciate if all or at least a part of the videos were made by native speaker instructor, or at least featured a native-speaker lecture section. Availability of individual feedback by both the instructor and the other participants, and greater learner autonomy were also pointed out as advantageous. All in all, Ekmekci (2017) concludes that Flipped Classroom was instrumental

in aiding the improvement of the students' writing proficiency, and was found to be significantly more effective for this goal than the traditional instruction. Also, the participants expressed positive views of the innovative teaching strategy, specifically indicating that they found the classes more enjoyable, a significant factor of motivation. Thus, the experiment was successful and the results it yielded were in favour of the use of Flipped Classroom for teaching writing.

Flipped classroom as a measure of making English writing classes less boring is an interesting take on research focus of the inverted teaching strategy. Ekmekci (2017) attempted to make sure that the two groups observed were given the same formal conditions, thus eliminating the possible third factors affecting the final outcomes and making the results comparable. Likewise, the employment of third party examiners for evaluation of the tests gives higher validity to the results, as a measure to avoid the researcher bias. I do not recall other authors going to similar lengths in an attempt to limit their own influence and I find it quite impressive. The student-reported discomfort with producing written work within the constraints of class time should be taken into account. Perhaps focusing more preceding effort towards scaffolding measures such as step-by-step process of preparing for the production of the final draft would have helped overcoming this issue.

Reading skills in the English language were the central interest of the study *The Effect of Flipped Model of Instruction on EFL Learners' Reading Comprehension: Learners' Attitudes in Focus* (Karimi & Hamzavi, 2017), by Mehrnoosh Karimi, of Islamic Azad University, Iran, and Raouf Hamzavi, of Bu-Ali Sina University, Iran. The authors (Karimi & Hamzavi, 2017) aimed to find out whether Flipped teaching model would prove itself to be an effective tool in aiding EFL students reading comprehension, and they were also interested in the views that Iranian EFL students would hold towards this type of teaching. Over the course of 15 sessions (in 7 weeks), Hamzavi and Karimi (2017) worked with 50 young-adult students at a private language school in Isfahan, Iran, randomly divided into two groups - a research group and a control group. The research questions that were to be

answered through the experiment focused on the effects of flipped classroom on students' reading skills in the English language, and on the views of the students on their own experience with the alternative teaching model. The researchers (Karimi & Hamzavi, 2017) administered pre-tests and post-tests, created by Karimi and Hamzavi and based on the course book the course was using, in order to gather data on the development of the participants' reading comprehension skills; and a questionnaire survey, adopted from Elfatah and Ahmed (Elfata & Ahmed, 2006, quoted from Karimi & Hamzavi, 2017) and revised for the purposes of current study, was issued to determine the participants' perceptions of their Flipped experience. As a form of cross-check to ensure the validity of the reading test, the researchers administered the respective part of the TOEFL exam to the participants, and the results of this exam were correlated with the researcher-created pre-test. At the beginning of the study the *Cambridge Preliminary English Test* was issued in order to ensure homogeneity of each group in terms of the participants' proficiency in the English language. At the beginning of the experiment, the research group was given access to 4 video-lectures, that would serve as the instructional materials covering the theoretical scope of the course. The video-lectures were approximately one hour long each, and they were created by the teacher. All video-lectures were made accessible to the participants at the beginning of the course. The students in the experimental group were expected to watch the video-lectures before each respective in-class session. Those were then dedicated to reflective activities, discussion, and practice of the learned content. The control group was instructed using the traditional teaching methods appropriate for teaching reading comprehension skills. A post-test was administered at the end of the experiment to determine the development of the participants' reading skills and to compare the outcomes of the two groups involved. The participants in the group that received treatment were also issued the questionnaire survey, in which they were asked to offer their perceptions of the innovative teaching strategy. Based on the analysis of the results, it was determined that Flipped model of teaching had significant effect the reading comprehension skills of EFL students in Iran. Also, this effect was found to be significantly

higher than the effect of the traditional form of teaching. The results of the questionnaire were positive as well. The participants generally held positive views of their Flipped Classroom experience, and most of them agreed that the Flipped strategy was instrumental in aiding their reading comprehension skills. Majority of the students involved also indicated that their communicative ability increased due to the Flipped model, they felt more engaged in the lessons and experienced less discomfort when speaking during the lessons. The in-class activities received much acclaim as well, as did the video-lectures, the respondents specifically praising their availability outside of classroom. Many students also reported that the innovative form of instruction helped them gain more confidence when using the target language. The authors (Karimi & Hamzavi, 2017) conclude that the experiment yielded positive results and assert that Flipped form of instruction may not be beneficial only to the students but also to the instructors themselves, as a means of liberation from out-dated teaching techniques. The authors (Karimi & Hamzavi, 2017) also recommend that the educators wishing to adopt Flipped Classroom for their classes should customize the Flipped model to their and their students' particular circumstances, in order to achieve maximum success.

Karimi and Hamzavi (2017) offer the earliest study that focuses solely on the effects of flipped classroom on the participants' EFL reading proficiency. The authors (Karimi & Hamzavi, 2017) did attempt to enhance the validity of their results by administering an externally created standardised exam. On the other hand, a private language school, such as the one where the experiment was conducted, is a rather specific kind of environment, bringing a question of the comparability of the results and adaptability of the study in the environment of general public education. Unusually among the published flipped classroom studies, the authors report that the video-lectures were all available from the beginning of the course. This approach may be inspirational, as it allows the motivated student to proceed faster than the rest of the group. On the other hand, the reported length of the video-lectures is rather alarming. One could ask whether it may have had a negative impact on the students' motivation, focus, and ultimately the learning outcomes. The report would

have benefited from more information on the teaching methods used with the control group. Currently, it seems difficult to determine whether the positive outcome resulted from flipped classroom or simply a more active approach to teaching/learning in general.

The study *Implementation of flipped instruction in language classrooms: An alternative way to develop speaking skills of pre-service English language teachers (*Köroğlu

3 Çakır, 2017), conducted by authors Zeynep Çetin Köroğlu, of Bayburt University, Turkey, and Abdulvahit Çakır, of Gazi University, Turkey, focused on the uses of Flipped Classroom in enhancing learners' oral communicative ability. The researchers (Köroğlu *&* Çakır, 2017) were motivated to conduct the study by the discrepancy between the technological advancements, already transforming the world of education, on one hand, and the often outdated language teaching methods still in use in Turkey on the other hand. Köroğlu and Çakır (2017) asserted that speaking practice is frequently ignored or neglected in Turkish foreign language classrooms, due to a combination of factors such as traditional teaching culture, absence of motivation, and teachers' inadequate speaking skills. Coupled with the fact that in Turkey English is a foreign language that learners seldom have the opportunity to use outside of classroom, speaking practice may be hard to come by. This issue is especially critical in the case of future English language teachers. The researchers (Köroğlu

4 Çakır, 2017) believed that Flipped model may be the answer to the problem, leading them to conduct the presented study. Over the course of 8 weeks, Köroğlu and Çakır (2017) worked with 48 students enrolled in their first year of studies at the English Language Teaching department of Gazi University, Turkey. The students were divided into two groups - the experimental group and the control group. The experiment was conducted as a part of the compulsory Oral Communication Skills I course, which was adjusted for the Flipped model of teaching in the experimental group. The following three research questions were composed by the researchers (Köroğlu *&* Çakır, 2017):

- Is there any statistically significant difference in the pre-test scores of the students in the experimental and control groups before the treatment process of the Flipped Instruction based Oral Communication Skills I course?"

4) Is there any statistically significant difference in the post-test scores of the students in the experimental and control groups after the treatment process of the Flipped Instruction based Oral Communication Skills I course?

5) Are there statistically significant differences in post-test scores of the students in the experimental and control groups with regard to the dimensions of speaking skills as: a) fluency and coherence b) lexical resource c) grammatical range and accuracy; and d) pronunciation? (p. 44)

Both groups had the same instructor, used the same materials, and shared identical course content. The researchers (Köroğlu & Çakır, 2017) used the educational platform Edmodo for out-of-class interaction with the students and for making the out-of-class theoretical materials available to the participants. The experiment adopted a text-based version of Flipped model, in which students were given two reading materials before every weekly in-class session, one introducing the "theme of the week", the other one presenting theoretical information on communicative and speaking proficiency; the second reading would also typically serve as a basis for in-class discussion. In general, the in-class sessions were dedicated to collaborative activities, and featured tasks encouraging the participants' free and spontaneous spoken production. The control group was taught using the traditional lecture-based teaching method, and they also covered the reading materials during the lessons. At the beginning of the experiment, the researchers issued a pre-test, to determine if there were any differences between the two groups involved. The test was adopted from TOEFL speaking section and featured a variety of topics on which the students would have to talk for a period of time. Recordings were made and students' speaking proficiency was evaluated through the use of IELTS rubric for speaking exam. It was established that there existed no statistically significant difference in the English language speaking proficiency between the experimental and the control group. At the end of the experiment the identical exam was administered again. In the post-test, it was determined that there was a statistically significant difference between the two groups, namely that the experimental group scores were higher than the scores of the control group. In fact, the

results of the group taught with the Flipped model were higher by a statistically significant margin in all four domains: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. Also, the researchers report that the students generally gave the innovative teaching strategy a positive review. Köroğlu and Çakır (2017) conclude that the experiment proved Flipped model of teaching to be significantly effective in fostering EFL speaking skills. The authors (Köroğlu *&* Çakır, 2017) point out that interaction, collaboration, activity and learner autonomy are all innate to Flipped Classroom, and the student-centredness and focus on active learning may possibly be that to which the Flipped model owes its success.

This study is interesting in a number of aspects. It is the first one to solely focus on the development of EFL speaking skills, it is more detailed than the previous one in testing, and it employed a text-based flipped classroom model, which is quite unusual. The researchers (Köroğlu *&* Çakır, 2017) truly strived to make sure that the results would be valid, with using external standardised exams as testing measures, and also having the control group follow the same curriculum and course content as the experimental group. On the other hand, while adopting a text-based flipped classroom model does make avoiding the issue of digital divide easier, one might question whether the participants' speaking proficiency development would not have benefited even more from the use of audio-visual materials (which train listening skill as well).

2.6. STUDIES THROUGH 2018

The article *Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions* (Lee & Wallace, 2018), written by Given Lee and Amanda Wallace, of Pai Chai University, South Korea, and Simon Fraser University, Canada, experimented with the uses of the Flipped model in the context of EFL classroom. In their experiment (Lee & Wallace, 2018) the researches contrasted the Flipped approach with Communicative Language Teaching approach, as the technique of instruction for the

experimental and control group respectively. Lee and Wallace (2018) were measuring three factors in their research - the improvement in learning outcomes, the views of the students, and student active partaking in their own learning. The research took place during an English language course at Pai Chai University. 79 students of took part in the research, divided into a control group (39 students) and experimental group (40 students). In the opening survey a majority of the participants reported they felt self-conscious and unconfident when asked to produce written or spoken work in English despite having studied the foreign language for approximately 10 years already, but at the same time recognised that these abilities were crucial in order to succeed at the job market. Lee and Wallace (2018) worked as a team during the research, with Lee teaching the courses and Wallace functioning as a consultant for curriculum design. Both groups covered the same materials, the exception being that in the flipped group, the lecture was transformed into a video watched at home, whereas the control group was given the lecture in-class. The authors (Lee & Wallace, 2018) collected data through various measures, including three surveys, comparison of the learners' achievement in selected activities, class observation notes written down by the instructor after each class, and a test of the students' proficiency in the English language. Lee and Wallace (2018) report that the mean score of the experimental group was significantly higher than the mean score of the control group. The opinions that the students expressed about their experience through the survey were mostly positive. A small number of students disagreed, citing too much homework, preference for direct instruction by the teacher, and the quality of the video-lectures as the main reasons. In the field notes the researchers observed that the participants in the experimental group were more active in class than those in control group, they showed higher rates of interaction, were more interested in getting feedback on their work, and seem to have ended up with a deeper overall knowledge than the control group. On the other hand, the researchers admit that flipped classroom requires that the teacher spend significant amount of time on preparation, reflection and review, and choice of in class activities. Likewise, they point out

that the preparation process in flipped classroom is more time consuming than when using the traditional teaching methods.

Comparing flipped classroom with CLT is a unique approach to studying the effects of inverted instruction in ELT class. However, one would assume that CLT would be an innate part of any model of flipped classroom used in a foreign language classroom. Then again, maybe this is a positive point ensuring that the experiment truly examines the effects of inverted teaching. While offering an overview of the positive results, the report would have benefited from more information on the type of pre-class materials used, as well as the activities conducted in both the experimental and the control group.

b study conducted by Hsueh-Hua Chuang, Chih-Yuan Weng and Ching-Huei Chen focused on determining *Which students benefit most from a flipped classroom?* (Chuang et al., 2018). The researchers theorized that successful implementation of the Flipped model may suffer from students' attitude to individual learning as well as their studying habit prior to the experiment and therefore they decided to test the impact of "*individual characteristics, such as learner motivation, self-efficacy and epistemology beliefs*" (Chuang et al., 2018, p. 56) on the participants' final scores. Chuang and his team worked with 85 undergraduate students, the majority of whom were male, during a compulsory course *Applied English for Vocational Education*, over the period of 7 weeks. The researchers (Chuang et al., 2018) used a variety of methods of collecting data, including a language exam at the beginning and end of the experiment, questionnaire surveys focused on the participants' motivation and attitudes about language learning, and a self-efficacy test based on Wang et al. (2014*).* In order to ascertain the participants' engagement with the pre-class video-lectures, the team administered quizzes at the beginning of each class, and used the mean scores to further measure the development of the participants' proficiency in the English language. The activities during each class were designed to promote the students' active participation, and included tasks such as educational games, collaborative activities, analytic tasks, and others. The outcomes of the experiment imply a relationship between students' motivation and learning believes, and the acquisition of L2 abilities.

Based on the results, the researchers (Chuang et al., 2018) believed that instrumentality may have had a significant effect on the participants' learning outcomes and recommended that instructors take this into account when designing their own flipped courses in the future. It was also determined that the learner attitudes likewise influenced the students' learning outcomes on the final exam, despite the finding that the students' who reported higher language believes did not tend to score well on the regular in-class quizzes, leading to the assumption that they did not regularly engage with the video-lectures.

The study conducted by Chuang, Weng and Chen (2018) had a unique focus with researching a range of factors further influencing the success, or lack thereof, of flipped classroom teaching strategy. The results of their study may be applicable also in classes that do not use inverted teaching model, as it can be expected that the students' individual characteristics do not change simply due to the teaching method employed by the instructor. The report may thus be of interest to teachers preparing for implementation of flipped classroom in their lessons, but also to other teachers in general.

In the article *The flipped classroom: Does viewing the recordings matter?* (Heijstra & Sigurðardóttir, 2018), the authors Thamar Melanie Heijstra and Margrét Sigrún Sigurðardóttir, both of University of Iceland, put to test the value of the engagement with the pre-class materials in the Flipped model, answering the often-heard criticism of Flipped Classroom's positive results only being based on active-learning strategies. The researchers (Heijstra & Sigurðardóttir, 2018) tried to evaluate the importance of pre-class material with consideration of four features of the participants' profile: the age, the sex, the course group attended, and the study programme. Heijstra and Sigurðardóttir (2018) worked with 120 students attending a methodological course at the Faculty of Business Administration, University of Iceland, divided into four groups. The duration of the experiment was 12 weeks. The participants came from a number of different graduate-level programmes offered by the Faculty of Business Administration, most enrolled in Management or Business programmes. The participating students were aged between 23 and 58 years, and 76% of them were female. For the purposes of the experiment the researchers used the

open-source online course management system Moodle, online video platform Panopto, and, for recording the lectures, the interactive whiteboard platform Explain Everything. The recorded lectures covered the theoretical content of the course and all of them were posted online and accessible to the students from the very beginning of the course. The sum of lengths of all video-lectures, if watched a single time, was 212 minutes. The assessment during the course was not conducted through the use of exams but rather consisted of assignments submitted through the online platform, peer-reviews, individual review of real-world materials, and a collaborative project. In order to ascertain the students' engagement with the pre-class materials the researchers used the offer of the platform Panopto, through which they were able to secure detailed data on student engagement, including the access times, length of engagement, and its frequency. The students were also recommended to engage in further individual learning activity and to use the platform Moodle for self-driven study and as a source of answers when facing difficulties understanding the tasks. The authors (Heijstra & Sigurðardóttir, 2018) report that the participants were typically highly motivated and active during the in-class lessons, which were based around the collaborative projects and other activities focused on higher order thinking skills. In analysis of the data, Heijstra and Sigurðardóttir (2018) first compared the background variables to the information on engagement with the pre-class materials, and then studied the connections between the students' background features and their final scores. The researchers (Heijstra

& Sigurðardóttir, 2018) found out that gender and age had an unexpected impact on student homework habits, with female and older students spending significantly more time engaging with the pre-class materials than the male and younger students. Engagement with the pre-class materials was found to impact the learners' final scores by circa 10%. It was obvious from the data examined that the students were more conscientious in their approach to engaging with the video-lectures at the beginning of the project, and then at the very end, but the observed number of viewers dropped sharply in between. Heijstra and Sigurðardóttir (2018) theorize this may have been caused by the amount of work students are expected to do midway throughout a semester as well as tiredness, and

therefore they recommend that practitioners take this finding into account when designing their courses.

Few previous authors focused specifically on the effects of video viewing and thus directly addressing the criticism of the success of flipped classroom being caused by other factors. Even though the course during which the experiment was conducted was not a language oriented one, the research question remains valid to practitioners across the range of subjects. The range of educational technology used in the study may likewise serve as inspiration. The authors (Heijstra & Sigurðardóttir, 2018) offer valuable information on student habits in terms of engagement with the online-posted materials and the recommendations they offer are transferable to courses with different focus as well.

Student engagement and activity was the focus of the article *The Effect of Flipped Classroom Model on Students' Classroom Engagement in Teaching English* (Ayçiçek & Yelken, 2018), written by Burak Ayçiçek and Tuğba Yanpar Yelken, of the Mersin University in Turkey. The researchers decided to test the Flipped Classroom model as a means of increasing classroom engagement, a goal for which it has been deemed to be an effective tool, as they quote Millard (2012) saying: "*flipped classroom approach increases students' active engagement in the class*" (Ayçiçek & Yelken, 2018, p. 387). They also state their belief that Flipped Classroom model may become one of the most effective means of the change that the educational system needs. The article presents the results of a study conducted with a group of forty middle school students, divided evenly into the experimental and the control group. The length of the experiment was four weeks. The research question was stated as "Is there significant difference between classroom engagement levels of the students in the experimental group who is lectured with flipped classroom model and those in the control group whose courses are carried out based on the current curriculum?" (Ayçiçek & Yelken, 2018, pp. 387-388).

In order to present the theoretical materials to the experimental group, Ayçiçek and Yelken employed video-lectures which were used to impart the theoretical knowledge covered by the course, as well as a number of associated tasks. These were inserted into

the video-lectures through the platform Edpuzzle, which was also used for publishing the pre-class materials online. The lectures themselves were created with the use of Screencast-O-Matic application, which is available as a freeware with videos up to 15 minutes of length (longer content can be created for-charge). In order to gather data, the authors adopted testing measures from Wang, Bergin and Bergin's *Classroom Engagement Inventory* (2014), based on five factors of engagement. The pre-test showed neutral level of classroom engagement in both groups measured in the experiment. In the post-test, the scores of the control group did not change in a significant way, however, engagement rates in the flipped classroom group improved both against their own result from the pre-test and compared to the post-test result of the control group, and the change was statistically significant. Ayçiçek and Yelken (2018) therefore recommend Flipped Classroom model as an effective means of securing student engagement, changing the lessons to be more attractive, fostering collaboration and interaction, and motivating the learners.

The presented study is probably the earliest account of an experiment with flipped classroom at the middle school level. The focus on flipped classroom as a means of enhancing student engagement specifically is unique as well. Despite the positive results, one may wonder whether a teaching strategy requiring less time consuming and complicated preparation of the instructor would not have been just as effective. Basically, Ayçiçek and Yelken's aim (2018) was to make their class more active. Flipped classroom does fulfill the goal, but so does a number of other strategies. In this case the use of inverted teaching does seem like a bit of an overkill.

The article *Perception and performance in a flipped Financial Mathematics classroom* (Lopes & Solares, 2018) written by Ana Paula Lopes and Filomena Solares was based on one of the few truly large-scale studies on the Flipped Classroom model that I was able to locate. Lopes and Solares (2018) worked with 803 participants, and collected the data over the course of three school-years. They conducted the experiment during the Financial Mathematics course, a compulsory course for the undergraduate Accounting

programme, at *Instituto Superior de Contabilidade e Administracao do Porto*[4]. The course was composed of seven groups of students, of which two would be flipped, and the students attending were in their second year of studies. The average number of students in the flipped groups was 70 per year. The goal of the study was to determine whether the use of flipped classroom strategy would have an effect on the students' learning outcomes in the aforementioned course. The course itself consisted of six sub-topics, of which five were taught using the Flipped strategy. The experiment used the platform *Moodle* and *MatActiva* environment to interact with the students and give them access to the video-lectures, as well as provide other theoretical materials, assignments and quizzes. Rather than creating their own video-content, the researchers made use of publicly accessible lectures authored by other educators, for example ones available through *Khan Academy*. The scope of theory covered during the course was the same for both the flipped and the experimental groups, as were the exams administered. During the in-class sessions various activities were administered, focusing on collaboration and discussion. In combination with the online-quizzes, these served as a source of information for the researchers on the participants' learning gains. For the purposes of the study, Lopes and Solares (2018) focused on gathering both the data on the students' learning achievement, and the data on the students' views regarding their experience. Students' learning achievement was measured through the scores achieved on the final exam, and the success rates between the experimental group and the control group were compared. The students participating in the Flipped classes had a significantly higher success rate in all three years of study. The researchers (Lopes & Solares, 2018) also discovered that the students who engaged with the out of class content scored significantly better on the online quizzes and the final exam both. The data on students' views was gathered through the Institute's *Registrar's Office*, where students are asked to evaluate each course. Most students indicated that they appreciated the use of the online environment and liked the video-lectures more than text-based resources, they

[4] Porto Accounting and Business School, a part of Polytechnic Institute of Porto

deemed the video-lectures an effective learning tool that allowed them to gain deeper knowledge of the covered concepts. 66% of students claimed they preferred the Flipped model of teaching over the traditional one. In conclusion the authors stated that they were satisfied with the outcomes of the experiment and want to continue using flipped classroom in the future as well.

With over eight hundred participants and a time span of three years, Lopes and Solares (2018) conducted what is probably the largest scale study to date. Though not language oriented, I therefore decided to include their report in this review, as I believe the sheer scale of the experiment supports the validity of the (positive) results achieved. Importantly, student engagement with the out-of-class materials was found to have significant positive impact on the students' learning outcomes. This result is an argument against the notion that flipped classroom simply benefits from active learning strategies in-class.

In the article *Investigating temporal access in a flipped classroom: procrastination persists* (AlJarrah et al., 2018), the authors Abeer AlJarrah, Michael K. Thomas, and Mohamed Shehab looked at the studying habits of their students, with particular focus on when and how often they engage with the theoretical out-of-class study materials. Besides collecting data on student homework habits, the researchers (2018) also studied the effects of these on the participants' learning outcomes. The researchers (AlJarrah et al., 2018) worked over the course of 16 weeks with a group of 63 students of Computer Science, either in the senior year of undergraduate studies, or in the masters programme. The experiment made use of the Moodle learning platform, through which the investigating team tracked the individual participants' performance and engagement. The researchers (AlJarrah et al., 2018) collected data on the number of accesses to the theoretical material posted online made by an individual student, as well as the timing of a student's access to the material, and then compared these findings with the student's academic results. Based on the experience, the researchers recognised that planning and production of both the audiovisual pre-class materials and the lessons themselves was a time-consuming effort,

and that it is necessary for the pre-class materials to be highly relevant for the in-class session in order to be effective. Based on the experience, the researchers recognised that planning and production of both the audiovisual pre-class materials and the lessons themselves was a time-consuming effort, and that it is necessary for the pre-class materials to be highly relevant for the in-class session in order to be effective. The team (AlJarrah et al., 2018) found out that the videos were most often watched on the day of the in-class session, and in fact, many students seemed to be watching them during the lesson while working on the tasks in class. Most accesses were made by the highest performing students, which the researchers believe was to be expected. On the other hand, in terms of the timing, the results were more surprising. According to the research, the students in the highest and lowest tier of academic performance engaged with the videos relatively equally, however, there were interestingly wide differences in terms of the times of access in the category of students with average learning performance. In conclusion, AlJarrah and his team (2018) theorize that this may be caused by the students' learning self-confidence and motivation, assuming that students generally adjust their learning habits based on how much time they believe they will need to complete a given task. The researchers (AlJarrah et al., 2018) propose that while high performers are both highly motivated and confident about their skill, letting them access the study material late, and low-achievers tend to postpone until the last moment out of resignation, those in the middle may be less confident about their abilities but still wish to score as well as possible, and thus allow themselves more time to complete their assignments. Also, the researchers (AlJarrah et al., 2018) concluded that while procrastination seems to be generally present in all the examined students' approach to learning and preparation for class, this may be in fact a strive for more efficient studying. "From a student perspective, it is better to watch the videos just before the lecture so that content is fresh in their minds by the time they are exposed to the assignment." (AlJarrah et al., 2018, p. 13)

The study of Al-Jarrah and the team is unique in its focus. The majority of Flipped Classroom research focuses on the final academic result, on the students' learning

performance. Very few studies so far answer the questions of why the inverted education has the effects it has, and how does students' pre-class habits affect them. This is an interesting question mainly because, based on the previous research, we do know that engagement with the pre-class materials, or lack thereof, is an ongoing issue that the majority of the Flipped Classroom investigators and practitioners have been reporting. Knowing how and when the students engage with the materials may help us adjust these materials in order to make them more effective, as well as identify or design effective measures to enhance the engagement and make it more effective.

Other studies focused on the use of Flipped Classroom seem to support its efficiency as well. Researcher Anna F. Brown, in *Implementing the Flipped Classroom: Challenges and Strategies* (Brown, 2018) believes that one of the key factors of success of inverted teaching may be allowing the students to get used to the new instructional strategy and making sure they are prepared for the transition, with particular focus on taking into account the participants' views and comments. Brown's view (2018) seems to be supported by research of other investigators, with long-term studies generally bringing more positive results, suggesting that the students' learning outcomes do indeed benefit from being trained in flipped classroom itself.

In *Flipping or Flopping: Lessons Learnt from Flipping a Course for ASEAN Teachers of English* (Yeo, 2018), the author Marie Yeo reports having found text-based flipped classroom to be more effective than the video-based version, citing technical issues connected to the use of audio-visual materials as well as her students' preference for texts. While Yeo's finding (2018) bear consideration, the use of videos may have its advantages, especially in the field of language learning. Texts may seem a safer and more convenient option to the students, however, video lectures have the potential to include a wider variety of language input, namely the spoken word. With listening skill being one of the four key language skills, perhaps for language learning the use of videos is more effective in the end.

Researcher Martha Ramirez, in *Flipping a Pronunciation Lesson for a Teacher Training Course* (Ramirez, 2018), an article based on a study conducted during an English

language course in Colombia, reflects on her experience. Ramirez (2018) claims that even though inverted teaching definitely takes its toll on the instructor at the beginning of the transition, if given time, it ultimately makes the teacher's work easier. Considering that the increased workload of the teacher has been named as one of the main cons of the innovative strategy, Ramirez's findings (2018) should perhaps be taken into account and patience be practiced.

John M. Graney, the author of *Flipped Learning and Formative Assessment in an English Language Class* (Graney, 2018) reports that, based on his study, flipped classroom allows for more effective assessment measures to be implemented, and students may be judged on their actual language abilities, not just exam scores. This aspect may be especially useful for teachers struggling with grading at communication-based courses.

Researchers Carolina R. Buitrago and Juliana Díaz, the authors of *Flipping Your Writing Lessons: Optimizing Time in Your EFL Writing Classroom* (Buitrago & Díaz, 2018) present the results of their study, supporting the effectiveness of Flipped Classroom for teaching English writing. Buitrago and Díaz (2018) point out that the focus on higher-order cognitive skills helped their students learn to produce more complex work in general, while at the same time the in-class time investment into the process of writing was beneficial for their writing fluency. The availability of teacher guidance was further pointed out as one of the key aspects of the success of the experiment. Buitrago and Díaz's study (2018) supports the idea that the students' learning outcomes benefit from having specialist assistance while working on more complex tasks, one of the building stones of flipped classroom from its very beginning.

In another article, Martha Ramirez (2018) points out that one of the benefits of Flipping may be the changed role of the teacher, allowing for greater personalisation and individualisation, and ultimately leading to more effective approach to homework and easier motivation of students. With lack of student motivation being one of the notorious obstacles almost every teacher faces at some point in their career, Ramirez's findings (2018) offer a useful tool to overcome this issue.

2.7. STUDIES THROUGH 2019

Muhammad Ansori and Nahar Nurun Nafi (2019), researchers from Sebelas Maret University in Indonesia, published a report of their investigation into the teachers' views on the advantages, disadvantages, and challenges of implementing the flipped classroom model in one's English language class. Ansori and Nafi (2019) worked with a group of 10 EFL teachers, 5 males and 5 females, selected from attendees of a university-level flipped classroom course. The selected participants were employed by a variety of institutions, both private and public, and taught at different levels of the educational system. At the time of the investigation, all of the participants already had previous experience with application of the flipped classroom model in their own teaching practice. Ansori and Nafi (2019) asked the participating teachers to fill in a questionnaire survey about their attitudes toward the flipped classroom model and then conducted in-depth interviews with three randomly selected participants. The authors (Ansori & Nafi, 2019) report that the surveyed teachers generally expressed positive attitudes towards the use of flipped classroom model and agreed on a number of positives. Among the most frequent answers were that flipped classroom makes students more active, helps them improve in their learning abilities, leads to increased motivation, and makes the learning process more entertaining. In the interviews, the teachers also appreciated the collaborative learning that is a part of flipped classroom model, increased student-student and student-teacher interaction, personalisation of the learning process and the option of students going over the lecture as many times as they need. The most frequent challenges of flipped classroom reported by the participants were technical issues related to the use of ICT, difficulties with lesson preparation and creation of suitable pre-class materials, which was seen as particularly time-consuming. The respondents also reported difficulties with ensuring that the students engage with the pre-class materials and come to class prepared. The results also show that the surveyed and interviewed teachers did not find flipped classroom model to be particularly helpful to absentees, despite having expected it to be so.

Ansori and Nafi's findings (2019) are mostly in accordance with previously published research. Information on the experience of practicing teachers is valuable in assessing the usefulness of this type of teaching. However, this particular report does not seem to provide data of sufficient validity. For one, the selected sample was very small, especially for an investigation based on an online questionnaire survey, and is thus hard to generalise. In addition to that, the report does not offer any information on the amount of experience the participating teachers actually had with application of flipped classroom model, or on particulars of the type of flipped classroom they used in their practice. Since flipped classroom is not a unified, codified methodology with a particular set of rules but rather a general strategy in which the design largely depends on the teacher, the respondents may not have actually been reporting on the same processes.

Maheswarakurukkal Saravanapava Iyer, a professor at University of Jaffna, Sri Lanka, published the article *Flipped English as a Second Language (ESL) Classroom Approach to Scaffold the Slow Learners* (Iyer, 2019). Iyer (2019) states that his motivation for the study stemmed from the experience of teaching college students who come to class unprepared for active approach to learning, having never experienced it at lower levels of the educational system, and as a result have become slow learners. Another factor leading the author to conduct the study was reportedly the amounts of time assigned to ESL classes being insufficient for ensuring effective language learning. The article is based on an experiment in which 27 students of the Faculty of Arts of University of Jaffna, Sri Lanka took part in an ESL course taught using the flipped classroom strategy. The participants were all in their first year of university studies, and at the beginning of the experiment they had intermediate level of English language proficiency. The length of the study was one standard semester. The course instructor was not the researcher himself. The measures taken by the researcher in order to collect data included a Likert Scale based questionnaire survey, interviews with participants, class observations, a retrospective report, and pre-test and post-test were used to determine the changes, if any, in the participants' levels of proficiency in the English language. Iyer (2019) reports that 80% of the students held

positive views of flipped classroom, that the majority of the participants found flipped classroom to be beneficial for their learning, and also that comparison of the pre-test and post-test results showed a great improvement in the students' English language abilities.

I chose this report because of its proclaimed focus of using flipped classroom to specifically benefit slow learners. I must admit I was disappointed. The author (Iyer, 2019) includes a lengthy literature review but very little information on the actual nature of the experiment. The report does not offer any details on the specific model of flipped classroom employed, or insight on the processes that took place in class. Details on the design of the testing measures are likewise missing. The description of the results is painfully vague as well and the report offers almost no numeric data. Perhaps most problematically, the report does not offer any information on whether/how flipped classroom benefits slow learners, which was the declared focal point of the study.

A trio of researchers from Iran, Jahangir Mohammadi of Gorgan University, Manijeh Youhanaee of University of Isfahan, and Hossein Barati of University of Isfahan, focused in their study on the effects that flipped classroom model may have on the students' willingness to communicate. Their article *The Effectiveness of Using Flipped Classroom Model on Iranian EFL Learners' English Achievements and Their Willingness to Communicate* (Mohammadi et al., 2019) published in the English Language Teaching journal describes their experiment with implementation of flipped classroom in the EFL setting in two Iranian high schools. The researchers (Mohammadi et al., 2019) worked with a group of 95 students, on average 17 years old, who were in their senior year of high school, in four student groups - classes. Two of the classes were all female, two were all male. According to the research design, one all-female and one all-male class received intervention in the form of flipped classroom model of teaching, the other two classes functioned as a control group. The researchers (Mohammadi et al., 2019) issued a placement test at the beginning of the experiment to make sure that from the statistical point of view the students all had equal levels of English language proficiency. The placement test also functioned as a pre-test for the purpose of providing data with which student progress would be evaluated by

comparing the eventual results of the post-test to the pre-test. During the experiment, which was 3 months long, all the students were taught by the same instructor, all the group used the same syllabus and also the same textbook. In the experimental group the Telegram app was used for sharing instructional videos and other related pre-class content. According to the report, the in class sessions would be started with a discussion and, if needed, a re-explanation of contents from the pre-class video. This would be followed by pair or group work in the form of completing exercises in the textbook and workbook and peer-reviewing (with textbooks exchanged between students), and a discussion based on the reading exercise. The control group would receive classes taught using the traditional method of instruction, which the authors do not offer more details on, however, at the very least it did not include the pre-class contents. The focus of the study was on the learning outcomes in terms of changes to the participants' levels of English language proficiency, and on the students' willingness to communicate, as affected by the use of flipped classroom model of teaching. In order to collect data, the researchers (Mohammadi et al., 2019) issued the above-mentioned pre-test, and at the end of the experiment a post-test and a questionnaire survey focused on the participants' willingness to communicate. After the post-test the students were informed that their results would be used in the study. The authors (Mohammadi et al., 2019) report that the experimental group achieved significantly better results on the post-test and the students' willingness to communicate increased as well. Mohammadi, Barati and Youhanaee (2019) conclude with the recommendation of the use of flipped classroom model as a means of developing collaborative learning and supporting the higher order cognitive skills.

Once again, I was drawn to the article based on the title and the abstract, which hinted a closer look at the factor of the students' willingness to communicate in class under the effects of flipped classroom. However, I found a number of issues in this report. For one, the in-class process described was not at all active in its nature. Filling in textbook/workbook exercises, albeit in pairs, followed by peer correction with the teacher observing is not in any way active learning. The process described does not meet the criteria of the flipped

classroom model. What was described is essentially an inverted form of very traditional teaching accompanied by a pre-class video-lecture. Even if said *intervention* was allegedly found to affect the students' learning outcomes, this effect cannot be described to be a result of the use of flipped classroom. Additionally, I do not see how the described intervention could have had any positive effect on the students' willingness to communicate when almost all that the students did was complete textbook exercises. Likewise, I fail to see where did the collaboration and training of higher order cognitive skills take place when students spent the class time filling-in the textbook. In addition to that, the validity of the results of the questionnaire would have been higher if the students' willingness to communicate had been assessed through other measures besides a questionnaire, such as class observation noting student talking times. Controversially, the authors state that they only informed the students of the experiment taking place at the end of the study. This is not the way it should be. The students should have been informed at the beginning, not at the end, and their consent should have been secured. Basically, this experiment was not only executed with rather poor teaching, it failed to adhere to ethical standards. Also, as I found out when looking into the background of this study, Mohammadi (2019), the alleged first author of the report, is an assistant professor at the Department of Forestry of the Faculty of Forest Science at his home institution, and apart from the presented article, all of his published research actually focuses on forest science. I do not mean to be overly judgmental, but I do find the fact of his involvement in a research focused on the methodology of teaching English language rather confusing.

The benefits of using flipped classroom for teaching international students were the focus of the report (2019) published by Behcet Öznacar and Fatma Köprülü of the Near East University, North Cyprus and Mehmet Çağlar of the European University of Lefke, North Cyprus. The team took interest in flipped classroom for its perceived potential for the use of authentic materials, which the authors see as highly beneficial in foreign language teaching. Öznacar, Köprülü, and Çağlar (2019) focused in their study on the effects of flipped classroom on the participants' language learning, on the participants' learner motivation,

on the role of the instructor in flipped classroom, and on comparing the benefits of flipped classroom with the benefits of traditional way of teaching. The researchers (Öznacar et al., 2019) worked with a group of 17 students attending an intermediate level English language course at a preparatory school. Two instructors taught the students for the duration of the experiment. The educational platform Edmodo was selected for sharing the contents with the students, chosen for its support of interaction among participants and their teachers, and authentic videos were used as the basis for the in-class sessions. The experiment was 13 weeks long. At the end of the experiment the team conducted in-depth interviews with the participants focusing on the students' view of the experimental teaching model. The most frequently mentioned advantages of flipped classroom that Öznacar, Köprülü, and Çağlar (2019) identified after the interviews with the participants were that more of the in-class time could have been devoted to practical use of the target language, and that this type of teaching allows the students to go over the lecture as many times as they need. Several students also noted that flipped classroom is beneficial for students not present in class as it allows distant learning. On the other hand, the students pointed out what they saw as main benefits of the traditional way of teaching, reporting that in the traditional classroom setting they found it easier to concentrate and felt it was more interactive as it allowed having their questions answered in real time, and it also allowed more interaction with their peers. The participants also reported that flipped classroom did not foster self-motivation and that it supported writing skill more than any other language skill. At the same time, students appreciated the new teaching method and reported to have enjoyed it.

Despite the title of the report, the research questions did not in any way focus on the specific characteristics of the international students, which was a bit of a disappointment. Unfortunately, the authors do not offer any insight on the design of the experimental lessons. Surprisingly, students were reported to find the traditional classroom setting more interactive and implied interaction was not possible during the flipped model of teaching/learning. Other comments also cast doubts on the implemented flipped

classroom design, the perceived lack of fostering student motivation and support of writing skill over other language skills, for example. Information on the success, or lack thereof, of the experiment in terms of learning outcomes is also unfortunately missing.

2.8. STUDIES THROUGH 2020

Mohammad Yahya Abdullah and his team conducted a study of the effects of flipped classroom on the learners' self confidence in using the English language. In their article *Exploring the Effects of Flipped Classroom Model Implementation on EFL Learners' Self-confidence in English Speaking Performance* (Abdullah et al., 2020) they explain that they saw self-confidence in the foreign language as one of the key factors affecting a learner's speaking fluency, and the effect of flipped classroom on this factor had not been previously investigated. The authors (2020) believed that the learner-centredness, critical thinking training, and learner autonomy of flipped classroom, as well as authentic language training in class, may serve to positively impact the students' self confidence in speaking the English language. Abdullah and his team (2020) worked with a group of 27 students participating in the Advanced Communication Skills course at Buraimi University College, Oman. The students were all at the undergraduate level of their studies, 20-24 years old. The authors (Abdullah et al., 2020) do not state what was the female to male ratio of the group, however, the university is a coeducational institution, thus the course may be reasonably believed to have been mixed as well. During the experiment that lasted throughout the duration of the semester the students attended three 60 minute in-class sessions every week. Video-lectures were regularly published online to give the participants a theoretical basis for each in-class session. These video-lectures were each 5-10 minutes long and were created by the instructor. The role of the instructor was taken up by one of the members of the research team. Google Classroom application was used as the platform where the video-lectures, but also information about the in-class processes and out-of-class tasks and activities and related materials, were published. The reason for selecting this particular

platform was primarily practical - many other social platforms are officially banned in Oman and all students and teachers had google-based email addresses, thus no further registration was needed to use this application. Also, the researchers found a number of useful features in the app, such as the possibility to store and download materials, accessibility from mobile devices, the interactive feature that allowed communication outside of the classroom setting, and also the possibility of peer reviewing through commenting on the uploaded materials. Abdullah and his team (2020) collected both qualitative and quantitative data, using a questionnaire survey, conducting interviews with the participants, and asking the students to keep journals reflecting on their experience. The interviews were conducted with 12 participants, selected to evenly represent the low, medium, and high level of student performance, based on scores achieved at a post-test. The post-test was conducted as a part of the course evaluation, even though the students' overall English speaking performance was not a part of the research itself. Based on the collected data, the authors report a significant increase in the students' confidence in speaking the English language after the intervention. Abdullah and team (2020) believe that cooperation and interaction inherent to flipped classroom model, as well as focus on learner autonomy and peer instruction, are the most significant factors positively affecting the participants' self confidence in speaking the target language.

The report describes a well-designed experiment and the main focus of the study is original - as far as I am aware, this was the first publication focusing on the effects of flipped classroom on the students' self-confidence in speaking English. On the other hand, the factors mentioned by the researchers as most significantly increasing the students' self-confidence can all be found in other teaching/learning strategies that are based on active learning without the inverted aspect. It is therefore doubtful whether the effects observed may truly be attributed to flipped classroom, or whether they are simply a by-product of a more active approach to teaching. Also, all of the testing measures employed by the researchers rely on the participants' self-reflection. The validity of the results would have

benefited from the use of at least some testing measures that are based on other factors, as a form of triangulation.

Duygu Umutlu and Yavuz Akpinar of the Bogazici University in Turkey conducted a study focused on the *Effects of Different Video Modalities on Writing Achievement in Flipped English Classes* (Umutlu & Akpinar, 2020). The research questions focused on the effects of flipped classroom in academic writing class and on determining the differences in effects between different modalities of the video lectures in flipped classroom academic writing class. Umutlu and Akpinar (2020) conducted an experiment with freshmen university students whose initial English language proficiency level was determined to be B1. 109 students were divided into 6 experimental groups which would each be taught using the flipped classroom model, with each group being provided with a different form of video-lecture. In-class activities in the experimental groups mainly consisted of tasks through which the students were preparing for writing a 5-paragraph essay. The research (Umutlu

& Akpinar, 2020) design also employed a control group which functioned under the traditional course design, which included in-class lectures and the use of worksheets as a form of exercise. The lesson plans were identical for all 7 groups, but each had its own instructor. The length of the experiment was 1 unit. The platform Articulate Storyline 360 was chosen to publish materials for the experimental groups. The video-lectures were created by the researchers. They were in the form of a slide-based video presentation and they were 18-20 minutes long each. Depending on the particular experimental group, the video-lecture may have been narrated with the text following, or included text followed by narration, or with the narration and text at the same time; the pace of the lecture was either pre-programmed, or controlled by the user; the sequence of the slides was either pre-programmed or controlled by the user, or the presentation was divided into parts with follow-up questions that the user needed to answer after each completed part in order to proceed to the next. In order to collect data, Umutlu and Akpinar (2020) issued a pre-test and a post-test in the form of a writing task (5-paragraph essay), as well as a recall post-test focused on determining how much information the students retained from the lectures. In

the pre-test it was determined that from the statistical point of view, all groups were equal in their writing abilities in the English language. After the intervention, the experimental groups scored better on both the essay writing task and the recall post-test than the control group, however, this difference was only statistically significant in one of the experimental groups for each of the post-tests. The experimental group provided with video-lectures in which the presentation itself contained text and was later followed by narration scored significantly better on the recall post-test than the control group. The experimental group provided with video-lectures with pre-programmed pace scored significantly better on the essay post-test than the control group. The differences in scores achieved by the different experimental groups were not statistically significant.

Umutlu and Akpinar (2020) conducted an unusual study in which a number of different video-lecture modalities were tested in order to determine which of these is the most effective as a part of the flipped classroom model. Certainly, this study focus is important as the effectiveness of different types of video-lectures may differ and the practicing teachers could benefit from pointers on what video-lecture modalities would be most useful to implement. However, all the video modalities reviewed in the presented study are based on slide presentations. It would be interesting to see comparisons with other types of video-lectures, especially focusing on the mode of presenting information. Further research is needed. Also, the presented study only had a small number of participants and it was very short, consisting of only a single flipped unit, preventing generalisation of the results.

Chi Yang and Yuanyuan Chen, of Education University of Hong Kong, focused their research on the uses of flipped classroom in teaching English as a foreign language to primary school students. In their report (Yang & Chen, 2020) they state that with the official policy in Chinese education focusing on moving towards greater informatisation of the teaching/learning process, they saw flipped classroom as one of the potential answers to the request, due to its modern approach to education on one hand and the fact that it is a teacher-initiated instructional model on the other hand. The researcher's focused their

study on: students' view of this type of teaching; students' pre-class video-watching habits; students' learning outcomes in the experimental group; learning outcomes of the experimental group vs. those of the control group. (Yang & Chen, 2020, p. 1218)

Yang and Chen (2020) worked with a group of 189 students, aged 9-10, during the compulsory EFL classes. The students, having a statistically equal level of English language proficiency before the intervention, were evenly divided into the experimental and the control group. The experiment took place over the course of one semester of the school year and focused on teaching the English language vowels. The video-lectures were not created specifically for the purposes of this study, but were located on the YouTube video sharing platform. They were all approximately 4 minutes long and were all in the English language only. In order to collect data, Yang and Chen (2020) issued a pre-test and a post-test on the knowledge of English vowel sounds, an anonymous questionnaire survey was issued, the students were asked to keep records of their pre-class video watching habits (noting down how many times and for how long they watched each video), and interviews were conducted with 8 students from the intervention group. After analyzing the collected data, the researchers report that the students largely held favourable views towards flipped classroom. The majority of the students found the videos useful, even though some of the students faced issues trying to understand the videos. The researchers admitted having faced issues with student pre-class engagement. The majority of the students only watched each video once, approximately 20% of the students did not watch any of the videos. Also, less than half of the students reported having used the option of pausing and rewinding any of the videos. The data on learning outcomes was more promising. The scores achieved by the members of the intervention group on the post-test were higher than on the pre-test by a statistically significant margin. On the other hand, when compared to the control group, the intervention group scored slightly lower on both the per-test and the post-test. However, the difference was not statistically significant on either of the exams and for the purposes of the statistics, both groups achieved equal results. Both teachers appreciated the time-saving aspects of flipped classroom in-class. One pointed out the potential for

supporting learner autonomy that flipped classroom provides. On the other hand, one of the teachers saw searching and adapting the videos time-consuming, mentioning a potential for teacher cooperation, the other teacher stressed the need for parental support during the pre-class part of this kind of teaching.

The study presented by Yang and Chen (2020) was conducted with a relatively large number of students (increasing the validity of the presented results). However, the result did not show greater improvement of the intervention group compared to the control group. This brings the question of whether the innovative strategy in the form designed by Yang and Chen is worth the amount of effort it requires the instructor to spend, compared to the traditional method of teaching. Therefore, I would be quite a bit more cautious about recommending Flipped Classroom to be promoted among Chinese primary EFL classrooms. More importantly, the authors themselves admit that student activity in-class was not thoroughly investigated, and class observations were not conducted, which is unfortunate. Not taking into account what activities occurred in class effectively reduces the experimental Flipped Classroom design to a simple change of time-frame during which the lecture is presented, which is not at all what Flipped Classroom is actually about. Additionally, the authors (Yang & Chen, 2020) used authentic videos sourced from YouTube

- we are not offered information on the contents of these materials, but considering the students reported difficulties with understanding the pre-class materials, these videos may have been too challenging for the age group and also their English language proficiency, perhaps adding to the issue of low rates of student engagement with the pre-class materials and possibly undermining the potential success of the experiment.

The effects of flipped classroom on the students' self-efficacy in learning the English language was the focus of the study (2020) undertaken by Ehsan Namaziandost , of the Islamic Azad University of Shahrekord, Iran, and Fidel Çakmak of the Alanya Alaaddin Keykubat University, Turkey. The researchers (Namaziandost & Çakmak, 2020) believed that the students' belief in their ability to succeed to be a crucial factor in the learning process. Apart from other factors, Namaziandost and Çakmak (2020) considered the differences in

self-efficacy of the students based on their gender. In order to have sufficient sample for the experiment, the researchers recruited students from a private coeducational language school in Iran, who were attending a General English course. The 58 participants were selected based on an initial placement test, to ensure they formed a homogenous group in terms of their language proficiency. The English language proficiency level of the participants was determined to be in the lower-intermediate tier. They were then divided into the experimental (31 students) and the control group (27 students). The control group received classes which consisted of a lecture, in-class practice tasks, and homework exercises. The experimental group received intervention in the form of flipped classroom model of teaching. During the intervention the students were asked to engage in pre-class task, consisting of a video-lecture and a related group task. The video-lectures were created by the instructors and were 12-14 minutes long each. The pre-class materials were published through the Edmodo educational platform, where additional study materials were made available to the students as well. During the in-class session the experimental group engaged in communication-oriented exercises, group work, and tasks chosen to meet the principle of active learning. If needed, re-explanation of the concepts from the video-lectures was provided. The participants were allowed to access the online content during the in-class activities and the instructor continuously provided feedback during the activities taking place in-class. The researchers (Namaziandost & Çakmak, 2020)) issued a pre-test and a post-test focused on the students' self-efficacy as the method of data collection. The tests were based on the Self Efficacy Scale adapted from Greene et al. (2004). The research questions formulated by the researchers focused on the differences in self-efficacy within each group on the pre-test and post-test, differences in the changes in the pre/post test scores between the experimental and the control group, and differences self-efficacy within each group based on the gender of the participants. The study uncovered interesting results. On one hand, in the control group there was no significant difference in the students' self-efficacy before and after the experiment, and no differences were uncovered between males' and females' self-efficacy either. However, in the intervention group, there

was a statistically significant difference between the pre-test and post-test scores, and while the differences between the males' initial and final self-efficacy was not statistically significant, the female participants scored significantly higher on the self-efficacy post-test. A statistically significant difference was also discovered between the final results of the two groups, in favour of the intervention group. Based on these results, Namaziandost and Çakmak (2020) conclude that flipped classroom is beneficial to the students' self-efficacy, and seems to benefit female students more than male students.

The study Namaziandost and Çakmak (2020) conducted was original in its focus on the students' self-perceived ability to succeed in class, a first time this particular aspect was tested with the flipped classroom model, as far as I am aware. The results certainly seem promising. However, the report (Namaziandost & Çakmak, 2020) did not demonstrate how the increase in self-efficacy of the students was a result of the flipped classroom teaching strategy and not simply a product of a more active and communicative approach to language learning. The report also failed to explain the differences between male and female self-efficacy increase, it only states that the result goes against the general belief (in Iran) that females are less self-confident than males. If this was the case, I believe it would have been demonstrated on the pre-test already, but the study does not report this. Additionally, the small size of the sample does not truly allow generalisations about gender differences in language learning.

Another study (Zou, 2020) that worked with primary school students was conducted by Di Zou, of the Education University of Hong Kong. Zou (2020) focused on the uses of flipped classroom in combination with gamification for English as a foreign language classes in primary education. The research primarily focused on the primary school students' and teachers' opinions of gamified flipped EFL lessons, and the differences and similarities between the views of the teachers and the students. During the experiment, which took place over the course of one school year, 227 primary school pupils aged 9-10 (grade 4 and 5) received intervention in the form of gamified flipped classroom model of teaching used in 6 selected gamified flipped units. The participants were all attending a local primary

school in Hong Kong, there was an equal distribution of male and female students, and they were all considered beginning EFL learners, having had previously studied English at school for the average of 5 years. The students were taught by 8 EFL teachers, who did not have any pre-experiment experience with flipped classroom model, but received training in the teaching strategy and attended roundtable discussion with other teachers and their trainers as a part of the study. The materials used during the experiment were created by the participating teachers, with their trainers' assistance, before the start of the experiment. These consisted of 6 video-lectures, each approximately 3 minutes long, and related online pre-class tasks. The Edpuzzle platform was used to share the online-based materials with the students, selected for its feature of immediate, automatic feedback appearing upon completion of a task online, as well as other factors, such as that it allows observation of student progress in both video-lesson engagement and task completion by both parents and teachers, it is free of charge, and easy to use even for a newcomer. A spectrum of applications and web tools was used to gamify the learning process, including the Kahoot! learning platform, which the students and teachers already had experience with from previous EFL lessons. Zou (2020) conducted class observations, interviews with the participants, discussions with the teachers and the trainers, issued a pre-test and a post-test to measure learning outcomes, and collected data on student engagement with the videos. Apart from collecting information on whether the students opened each video, the researcher was also able to gather data on student engagement with specific parts of the lectures, presumably seeing which parts of the theory the students found difficult and thus re-watched. Based on the collected data, nearly all the participants found gamified flipped classroom English language lessons more interesting than the ones they experienced before. 9 out of 10 students found gamified flipped classroom enjoyable, and 7 out of 10 indicated that they enjoyed the in-class activities. Approximately 25% of the students found the self-directed pre-class learning difficult, however, 80% still indicated that they found this type of learning meaningful and worth the extra effort. High pre-class task completion rates were observed, including video-lecture watching. Based on the scores from pre-class

exercises attached to the video-lectures, students showed relatively high levels of information retention, in other words, the video-lectures served the purpose of effective information transfer. The teachers' reviews of the gamified flipped classroom model were generally favourable as well. The teachers found gamified flipped classroom motivational and believed it supported student self-confidence and ability to engage in self-directed learning. They also reported that higher than before rates of activity were observed especially in the previously passive students. The teachers found the pre-class task (video-watching) more positively than some students (who indicated it was challenging). The researcher concludes that the instructors were pleased with the results of the experiment and plan to continue using the gamified flipped classroom model in their practice in the future.

Zou's report (2020) describes an experiment with a relatively large scope, in terms of the size of the sample, the number of the instructors involved, and the length of the experiment. On the other hand, only 6 gamified flipped sessions took place - this seems rather a little, considering the length of the experiment, and casts doubt on the validity of the results. Can the gathered data truly reflect flipped classroom effects if the pauses between the experimental sessions were longer than a month each? After all, experience from other published research seems to indicate that students fare better with flipped classroom the longer they are exposed to the intervention. Also, the researchers combined two teaching models (gamification and flipped classroom) that have both previously been proven to be effective. However, the report does not include a comparison of the effects of the combined method with either or both of the separate ones, or a comparison with the traditional mode of teaching, leading us with no proof that the mixed method is actually more effective than any of the other three.

Yanxia Du, of the English Department of North China Electric Power University in Baoding, China on the effects of flipped classroom on the students' learner autonomy. In the report *Study on Cultivation College Students' English Autonomous Learning Ability under Flipped Classroom Model* (Du, 2020), Du explains that she set off to explore because

autonomous learning ability has been proven to improve the learning outcomes, and the use of information technology makes it easier to support, thus it seemed reasonable to test flipped classroom for this purpose. Du (2020) worked with 60 freshmen students at her home institution for the duration of one semester. The students were all 18 years old and the English language was not the focus subject of their studies. The experiment included an experimental group and a control group which, at the beginning of the experiment, were equal in their English language proficiency. Both of these were working under the same syllabus, used the same textbook, and the same instructor. Both groups received 4 lessons of English every week, each session 60 minutes long. The control group was taught using the traditional method. The intervention in the experimental group included a pre-class task, in-class session, and a post-class task. The pre-class task included a discussion on the topic of the next lesson between the instructor and the students, a teacher-created theoretical material in the form of a video-lecture or a presentation, and online based exercises related to the theory covered. The contents were shared with the students using a variety of learning platforms, so as to ensure that the students had easy access to the materials. The pre-class work had a deadline that the students were obligated to keep. During the in-class session the students engaged in group activities, with one of the students in each group selected to be given responsibility over the group task completion. Post-class, the students in the experimental group were expected to complete a homework task and an online test, again before a set deadline. Du (2020) used a variety of measures in order to collect data on the students' autonomous learning abilities, including an initial questionnaire survey, a final questionnaire survey, interviews with the participants, classroom observations, and tests of learning outcomes (in terms of English language proficiency). Analysis of the collected data showed that the experimental group achieved significantly better scores on the English language post-test than the control group. The experimental group also improved in their ability to learn autonomously by a statistically significant margin, while the control group's learner autonomy did not undergo a significant change. Over 80% of the students believed that the pre-class stage of the experiment made

learning available outside of the classroom and thus encouraged them to engage in self-regulated learning activity. On the other hand, 50% of the experimental group stated that they found the flipped classroom model employed to be much too time consuming. Du (2020) concludes that flipped classroom helps training students to become more autonomous in their learning process but monitoring is needed as many students lack self-discipline. She also theorises (Du, 2020) that it was the introverted students who could not cope with flipped classroom and preferred traditional teaching due to their introversion.

The presented flipped classroom model does seem to have cultivated more autonomous, self-regulated learners. It also seems to promote student-centred teaching. However, it also seems to be rather demanding in terms of time investment. The point of flipped classroom is not to simply add to the students' homework assignments, but rather use the time already being invested in a more meaningful way. Also, very little information is provided on the in-class tasks and pre-class content. The claim that introverted students fare better with traditional teaching and do not benefit from flipped classroom is controversial at best, and the author does not support it with any kind of data from her own study, or from the studies of other researchers.

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As demonstrated by the above literature review, in the last 8 years, published research on the uses of flipped classroom in teaching, and teaching the English language, has both broadened in its amount and deepened in terms of complexity. Where not a decade ago there was scarcely to be found an article that would provide an account of an actual research-oriented study on the uses of flipped classroom in the English language classroom, now the publications count in tens of thousands.

In general, the published research either tests the general effectiveness of flipped classroom on its own, or compares it to the traditional teaching strategy. It seems there is missing a publication that would consider flipped classroom in English language teaching in

comparison to non-flipped but still active, communication-oriented language teaching. That is what my work attempts to bring. In addition, I have strived to offer a model of flipped classroom that does not depend on lengthy and complicated creation of video-lectures, but uses the available sources, and in-class combines the tasks taken from textbook with ones created by myself.

3. METHODOLOGY

In order to prepare sufficiently for the research forming the basis of this thesis, I conducted a pilot experiment, focusing on the general uses of Flipped Classroom for teaching the English language as a foreign language. Following, I offer the account of the experiment, as published in the last quarter of 2019 (Birová, 2019).

3.1. THE PILOT STUDY

The pilot study (Birova, 2019) took place during the course “Idioma Extranjero y su Didáctica: Inglés” (*Foreign Language and its Methodology: English),* at Faculty of Education, University of Granada (Spain|, an obligatory course in the Primary Education undergraduate programme. The students attending the course were given the option of not taking part in the study, and in such case their results were not considered in the data analysis of the pilot study. The experiment was approximately three months long, consisting of thirteen 60-minute long lessons. The participants of the experiment were divided into two groups - a research group (30 participants) and a control group (25 participants). Both groups followed the same syllabus.

The pilot study was conducted to determine if the Flipped strategy would prove to affect the students’ English language proficiency in a positive manner. The secondary objective was to obtain the students' view of inverted learning, based on the experience during the experiment, and whether flipped classroom affected their learning motivation. From my previous work with flipped classroom, I was aware that student engagement with the pre-class homework content is one of the obstacles that practitioners of flipped classroom often need to deal with. Therefore, I set a secondary objective of testing a number of strategies focused on overcoming this issue, and determining which is most effective.

In order to measure the development of the participants' general English language proficiency, the *Oxford Placement Test I* (Allan, 1992), consisting of a Grammar exam and a Listening exam, was used as a pre-test and post-test. Observation diary was kept in both groups to track student activity in-class, willingness to use the target language, ability to complete tasks based on pre-class materials, and motivation. Engagement with pre-class materials was observed through data gathered from YouTube Analytics (where the video-lectures were posted). At the end of the experiment, the intervention group was asked to fill in an anonymous questionnaire survey.

The topics covered during the pilot study were the following (Birova, 2019, pp. 99-100):

1. Phonetics & phonology 1
2. Phonetics & phonology 2
3. Word formation, Grammar 1
4. Grammar 2
5. Vocabulary & semantics 1
6. Vocabulary & semantics 2
7. Communication – writing, Teaching reading & writing
8. Communicative functions & speech acts
9. Communication – speaking, teaching speaking & listening
10. Sociolinguistics
11. CEFR (A1- C2), Assessment
12. Teaching foreign language at primary school 1
13. Teaching foreign language at primary school 2

In the experimental group, the theoretical aspects of the topics prescribed by the syllabus were covered in pre-class materials, with the lessons focused on practice of the pre-learned theory, and verbal communication practice. Activities in class were based on the upper tiers of the revised Bloom's Taxonomy (2001). In the control group, the lessons

included an in-class lecture, and communication and practice-oriented activities, similar to those in the experimental group.

The research questions of the pilot study were the following (Birova, 2019, p. 100):

- Does the use of Flipped Classroom have a positive effect on students' achievement in a foreign language classroom?
- What strategies are effective in motivating the students to complete the pre-class homework assignment? (research group)
- What is the students' opinion on this kind of teaching? (research group)

3.2. THE FINAL STUDY

The final study had three main stages: the preparatory stage, the experiment, and the evaluation stage. The preparatory stage comprised of literature review, review of methods, activities, technology, and web-based tools commonly used during similar studies, discussions with fellow doctoral students focused on getting feedback on the planned design of the experiment, and organisational requirements such as securing the venue for the experiment and recruitment of participants. By far, the most complicated and challenging was the practical organisation, namely securing the venue and participants. This was due to the rather specific requirements of the study and its subject. There was the need to have sufficient number of participants, allowing generalisation of the result. It was agreed that the head count of the participating students should be at least 40 persons. However, there has been a general trend to keep foreign language classes from having too many participants, so as to make sure active participation is possible and not too complicated to facilitate. Therefore, the participants would be organised in a number of study groups, creating a somewhat complicated weekly schedule. Likewise, the experiment had to have sufficient length, in order to allow the intervention to take effect, if any. Also, the fact that the study was focused on adult learners was a bit of a complication. Apart from universities, adult foreign language learners in greater numbers can typically be found at

private, for-profit institutions (language schools offering courses), however, in order to be allowed to conduct a several weeks long experiment at a commercial institution, a contract would have to be signed between the researcher and the institution, which under the Labour Code of Slovakia would strip the researcher of the status of a student in the eyes of Slovak institutions. Therefore, it was decided that the experiment would need to take place at a tertiary education institution, a university. Contact was attempted with over 20 universities, colleges, and tertiary education academies, in three different countries. Only eight responded at all, and only three affirmatively. Out of these, one was finally chosen as the venue where the experiment would take place. The choice was based on the ability of the particular school to comply with the technical and personal requirements of the experiment, as well as the enthusiasm of the administration of the chosen institution to have the experiment take place on their premises.

3.2.1. The Experiment

The experiment took place over a period of 7 weeks of the Summer Semester 2018/2019, at the Department of English Language and Literature, University of Trnava, Slovakia, during the course Communication Language Skills 2, a second installment of a two-part compulsory course of the undergraduate programme Teaching English and Literature.

The design of the study was semi-experimental. The students could not be randomly assigned to groups, as their group allocation depended on their study programme, and their own choice of particular study group in the schedule, and was determined before the beginning of the experiment. Rather, the already formed study groups were assigned the status of *experimental* or *control* group, with two study groups in each category. Shortly after the beginning of the experiment, the two least numerous study groups, one of which previously had been receiving the intervention and the other had not, were joined into one study group, as per the decision of the administrative body of the department where the

experiment took place. The combined study group would continue the experiment as an intervention-receiving group.

At the beginning of the experiment, informed consent was secured from all the participants involved in the study. There were two students, in the same group, who did not give their consent, and their outcomes were not considered in the results of the experiment. They were, however, involved in all the proceedings, as a part of their particular study group.

After the consent was obtained, a pre-test was administered to all the participants, to determine their starting level of English language proficiency. The exam was identical across the groups involved. Following the initial stage, the main part of the experiment, the intervention, employed only in the experimental group(s), took place over the period of 5 weeks. It was followed by the final stage, comprising of the post-test, and the questionnaire (see Appendix 4).

3.2.2. The Participants

The participants involved in the study were 55 students of Faculty of Education, University of Trnava, Slovakia, of whom 45 were females and 10 were males. All participants were pre-service teachers of English language and literature, in their first year of undergraduate studies. 19 of the participants were studying to become teachers of English language only, while 36 were enrolled in two-subject teaching programmes, the second subjects of the combination including Slovak language, History, Mathematics, Computer Science, Ethics, Arts, and Chemistry. All but one participant were citizens of Slovakia, and Slovak was their mother tongue, with three students listing more than one mother tongue, including German, Rusyn, and Ukrainian. The age of the students ranged from 18 to 24 years, the average age was 20. 22 students previously studied at grammar schools, 23 at vocational secondary schools, 4 students went to bilingual high schools. The students learned English for 7 to 18 years before coming to university. Apart from having studied

English as a part of compulsory state curriculum, most commonly for 13 years (17 students) or 11 years (10 students)[5], 27 students also indicated they had undertaken extra classes of English language on top of the official requirement, for 2.5 years on average. 33 students indicated they spoke another foreign language besides English. On the other hand, more than half of the students have never travelled to an English-speaking country, and only 17 spent more than seven days in one. However, all students wished to travel to an English-speaking country, with 29 planning to move abroad permanently. 39 students were the first generation of their family to study at university, and the parents of 35 did not speak English, even though 37 at the same time reported that their parents spoke a foreign language that was not English, in most cases (30) Russian[6]. Many students had daily out-of-school contact with English language, in most cases through listening to music in English (45), watching videos in English (34), use of educational applications (28), or reading (20), even though 25 did not use English out of school for the purpose of person-to-person communication.

In all groups, the researcher took up the role of the instructor for the duration of the experiment. Two colleagues, from the ranks of the faculty of the department where the experiment took place, who would be taking over as the instructors for two of the groups after the experiment, one an intervention group and one the control group, visited the lessons and conducted class observations.

3.2.3. The Teaching

The experimental groups were given pre-class materials, to be engaged with individually, in the form of videos and video-lectures. These were shared with the

[5] The results reflect the Slovak School Law and its recent modifications. English language is usually studied either from 1st or from 3rd grade of elementary school.

[6] The result reflects the Czechoslovak pre-Velvet Revolution (1989) educational policy that the parents of current undergraduates would have studied under - Russian language was compulsory at all types of school and levels, and while English language was not forbidden, it was not preferred. This was due to the repressive political system of the era - Czechoslovakia was a part of the Eastern block, a communist country, and a satellite of the Soviet Union, in which the western nations, including the UK and particularly USA, were seen as enemies.

participants through the online-based educational platform Rcampus. Rcampus allows the teacher to set up courses and closed study groups, enroll the students signed up into specific courses, share contents, assign coursework, keep rosters, grade, and other functions. For the student users, the platform use is free-of-charge, easy to register at, and user friendly, which were the main reasons for the selection of this particular web-based educational platform from among the vast options offered[7]. For the instructors, there is a choice of basic free-of-charge user account, with the option of paid-for upgraded account allowing for example unlimited number of enrolled students, administration of tests and surveys, team creation, and other features. Apart from the publishing of the weekly videos and tasks, Rcampus was also used for interaction and communication between the instructor and the students. For communication amongst themselves, the students were using a group set up through a social network.

The audio-visual materials were not created by the instructor, but rather selected from the offer available through the video-sharing platform YouTube, as it was deemed that the quality of the sources found was satisfactory for the purposes of the experiment and therefore creation of authorised materials was considered unnecessary. The decision to use third-source materials was also undertaken as an attempt to lessen the workload of lesson preparation. Typically, there would be a video-lecture focused on the grammar focus of each lesson, and a video on the topic of each lesson, acting as a lead-in, provided to the students of the experimental group. The maximum combined length of the two audio-visual materials was 12 minutes, in most cases it was no greater than 10 minutes. In the experimental groups, there was an assignment attached to every topic video, that the participants receiving intervention were asked to have ready when attending the respective class. This assignment was then used during analytical, evaluative, and synthetic tasks in-class, in tasks such as group discussion, paragraph writing, chart creation, and similar. The theoretical explanations of grammatical points were covered by the video-lecture, freeing up time for more interactive and communicative tasks during the presential lessons. The

[7] Originally, the plan was to use Moodle, however, this was not possible due to administrative obstacles.

control group was not given the videos. Instead, the grammar instruction was conducted during the lessons, and the topics were covered based on the activities provided by the textbook, with the addition of instructor-created materials. In all groups, the specific in-class activities used during the experiment were partly taken from the textbook, and partly created by the instructor. They were selected based on the principles of active learning and student-centred instruction, with the class time focused on communication and oral interaction. Pair work and group work was frequently featured in every single class, the tasks focusing on higher-order thinking skills as defined by the revised Bloom's Taxonomy (Anderson et al., 2001). Of the four basic language skills, speaking and listening tasks were the ones most often employed. Written production tasks, though less frequent, were also a part of every single lesson in the experiment. Reading exercises and drills were used as voluntary individual homework assignments, also made available through the virtual classroom set up on Rcampus. All groups followed the curriculum set out by the textbook English File - Upper-intermediate Student's Book - third edition (Latham-Koenig & Oxenden, 2014), the official textbook of the course. Figure 3 shows the contents of the course. Authentic lesson plans used in each of the groups taking part in the experiment may be found in Appendix 1 (control group) and Appendix 2 (intervention group).

5				
A	The survivors' club	unreal conditionals	feelings	word stress
B	It drives me mad!	structures after *wish*	expressing feelings with verbs or *-ed / -ing* adjectives	sentence rhythm and intonation
6				
A	Music and emotion	gerunds and infinitives	music	words that come from other languages
B	Sleeping Beauty	*used to, be used to, get used to*	sleep	sentence stress and linking
7				
A	Don't argue!	past modals: *must, might/may should, can't, couldn't + have*, etc.; *would rather*	verbs often confused	weak form of *have*
B	Actors acting	verbs of the senses	the body	silent letters
8				
A	Beat the robbers... and the burglars	the passive (all forms); *it is said that..., he is thought to...*, etc.; *have something done*	crime and punishment	the letter *u*
B	Breaking news	reporting verbs	the media	word stress

***Figure 3*: English File - Upper-intermediate Student's Book (third edition): contents**

3.2.4. The Data Collection

The current study used mixed method of gathering data, both qualitative and quantitative. A pre-test/post-test design was used to determine the effectiveness of Flipped Classroom model in improving the participants' proficiency in the English language, and to compare it to the traditional method. The exams used at the beginning and at the end were different but equal in focus, design, and types of exercises included. Content-wise, the exams were composed of a section focused on listening comprehension, and a section aimed at testing the students' use of English in exercises focused on the use of grammar, vocabulary, and text comprehension. From the formal point of view, the exams were composed of tasks adopted from the Listening Test of Oxford Placement Test 1 and 2 (Allan, 2004), and a proficiency exam B2 First[8] (Cambridge Assessment English, 2015). The authentic exams used in the experiment may be found in Appendix 3 (adapted B2 First exam) and Appendix 4 (Oxford Placement Test).

In order to find out the participants' perceptions of their experience, a questionnaire survey was administered at the end of the experiment. The questionnaire was focused on general overview of the experiment, as well as opinions on certain particular factors, such as the audio-visual materials, the in-class activities, the availability of the instructor, and the interaction in-class. The authentic questionnaire used in the survey may be found in Appendix 5.

In addition to the above described measures of data collection, the instructor kept a class observation journal focused on the students' in-class engagement and communicative abilities, as well as the general success, or lack thereof, of the implemented activities.

[8] Formerly *Lower Certificate in English, First Certificate in English*, or *Cambridge English: First*

3.2.5. The Data Analysis

A range of analytical approaches was employed to analyse and interpret the collected data, depending on the specific measure of their gathering.

A pre-test and post-test experimental design was used to test the effectiveness of Flipped Classroom for teaching the English Language and compare it to the Active Learning strategy.

Throughout SPSS (IBM, v26.0.0.1) was used to analyse the Data collated initially using Google Sheets. As described above, a test and a control group were identified. There were 19 in the control group and 36 in the test groups. In order to account for potential initial variability between the control group and test groups, an ANCOVA was employed, following the instructions found at Laerd Statistics webpage, using the pre-test scores as covariates to eliminate differences between the groups. Each time the test was run the eight assumptions of the test were checked, following the suggestions of Laerd Statistics' steps to one-way Ancova (Laerd Statistics, n.d.):

1. The dependent and covariates are measured using continuous scales
2. The independent variable consists of at least two categorical, independent groups [here, usually the control and test groups]
3. The observations are independent of each other
4. There are no significant outliers [outliers are removed]
5. The residuals are approximately normally distributed [SPSS uses the Shapiro-Wilk test of normality was used to establish this]
6. There needs to be homogeneity of variances [SPSS uses Levene's test for homogeneity of variances to establish this]
7. The covariate should be linearly related to the dependent variable at each level of the independent variable [this was established in SPSS by plotting a grouped scatterplot of the covariate, post-test scores of the dependent variable and independent variable]

8. There needs to be homoscedasticity [this was established in SPSS by plotting a scatterplot of the standardized residuals against the predicted values].

   (paragraphs 8-17)

The results of these tests are suppressed throughout for the sake of clarity but have been conducted, and the criteria met, in all cases.

The data gathered through the questionnaire survey were categorised, analysed and interpreted based on the frequency of answers.

The instructors' observation journal was analysed qualitatively for repeated trends in-class and the information it offers on the activity and communicative ability of the participants.

4. THE RESULTS

4.1. THE PILOT STUDY

The pilot experiment made use of a variety of testing measures and methods of collecting data. These included a standardised exam used as a pre-test and a post-test, observation diary kept by the teacher, online statistics collecting tools, and a questionnaire survey focused on the participants' view of their experience.

In the question of learning achievement, the data analysis focused on the average deviations between the pre-test and the post-test - both in terms of average improvement and average loss of points. On the listening exam, the experimental group improved considerably, while the average score of the control group actually decreased (figure 4).

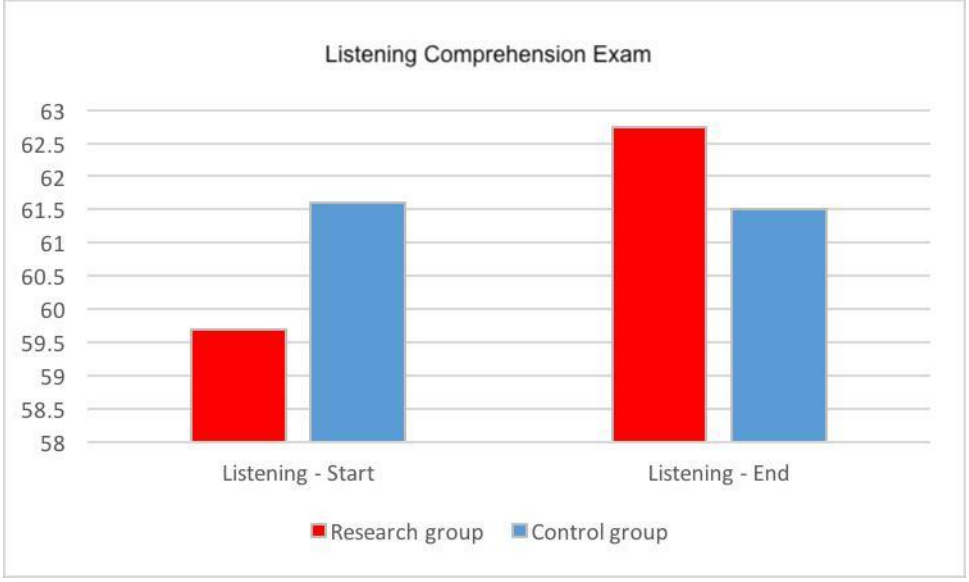

***Figure 4*. Listening comprehension exam, comparison of the initial and the final level of the research group and the control group. (Birova, 2019)**

On the grammar exam, both groups improved, and the average improvement was similar in both groups (figure 5).

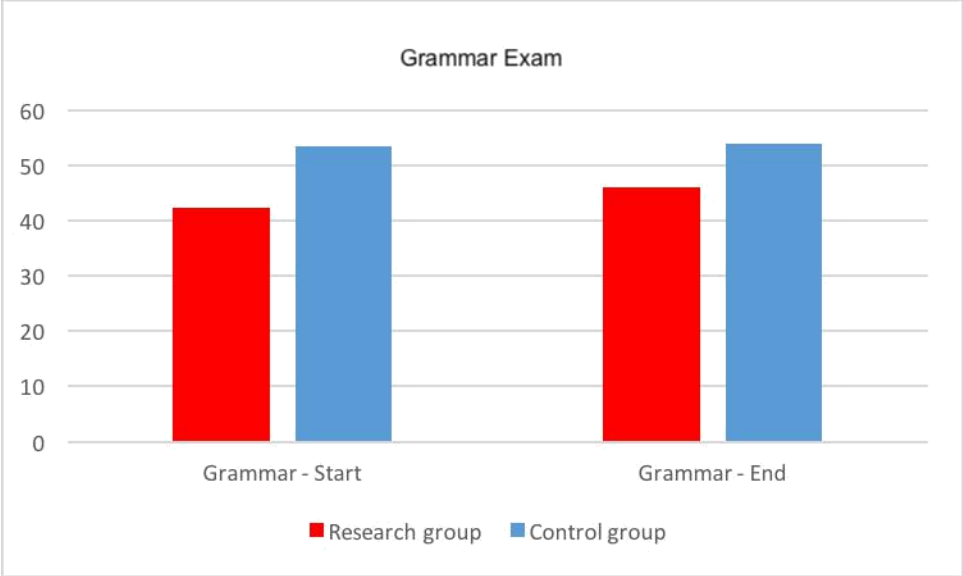

Figure 5. **Results of the exam of the competence in the use of English grammar, comparison of the initial and the final level of the research group and the control group. (Birova, 2019)**

Based on the observation diary, neither group seemed previously familiar with learner-centred approach and some participants did not seem to appreciate being asked to engage in activity for most of the class time. In the later lessons, as students became accustomed to my teaching strategy, this improved. The control group initially seemed to have had higher level of English proficiency, whereas in the experimental group a number of students seemed to have had only basic level of English proficiency. The fluency of speech of both groups was observed to have improved considerably during the course of the experiment. Some students were observed to have improved their English pronunciation, especially in /h/ and /ʃ/ sounds. The consonant initial "s" /s/ remained problematic, with most participants in both groups continuing to use the /es/ pronunciation, a negative transfer from Spanish. Pronunciation of English vowels was also problematic for most. The students' writing abilities improved, especially in their fluency, especially in the experimental group. Also in the experimental group, the students with lowest initial scores improved noticeably more than those closer to the class average.

Five different measures of ensuring that the students engage with the pre-class materials were tested. Of these, the one that was determined to be the most suitable was the use of an online quiz which the students were asked to complete upon finishing the pre-class material. While this was not the measure which yielded the highest engagement rate, it was the one with best ratio of student-engagement to practicality for regular use.

The questionnaire survey uncovered highly favourable students' opinions of flipped classroom in general. In addition, students responded that they believed narrated presentation to be the best video-lecture format, and more than half of the respondents indicated that they found a combination of videos and texts to be the best mediums of pre-class materials.

4.2. THE FINAL STUDY

4.2.1. Listening Comprehension

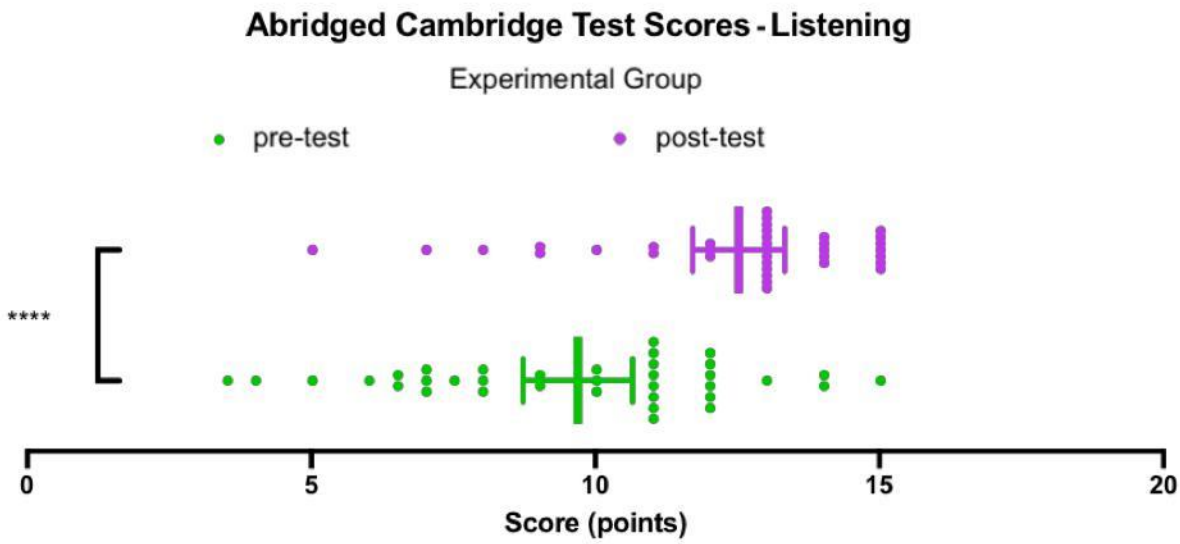

***Figure 6*: Abridged Cambridge Scores - Listening, Experimental group**

Figure 6 shows the scores achieved by the experimental group on the Listening pre-test and Listening post-test adapted from the Cambridge Assessment English 2015 B2 First exam. On the pre-test, with the full score of 15, the median score is 10.5 and the inter-quartile range of 4.9 sees the middle 50% of the data between 12 and 7.1 which on the official Cambridge English Qualifications shows a rather wide distribution between A1 and lower C1 level. The lowest score achieved in the experimental group was 3.5 and the highest score achieved was 15. On the pre-test the mean score of the participants in the experimental group was 9.7±0.5.

On the post-test, the median score is 13 and the inter-quartile range of 2 sees the middle 50% of the data between 14 and 12 which on the official Cambridge English Qualifications falls between low C1 and mid C2 tier. The lowest score achieved in the experimental group on the post-test was 5, the highest score achieved was 15. On the post-test the mean score of the participants in the experimental group was 12.5±0.4.

Since the data passed a normality test, as a group, based on the t-test comparison of the *mean* scores achieved on the pre-test and the post-test, the experimental group was significantly improved by 2.8±0.6 ($p<0.0001$, $t=4.562$, $df=70$). In other words, after the intervention the scores achieved by the experimental group increased by a statistically significant margin. The experimental group achieved greatest improvement on the task focused on listening for specific words.

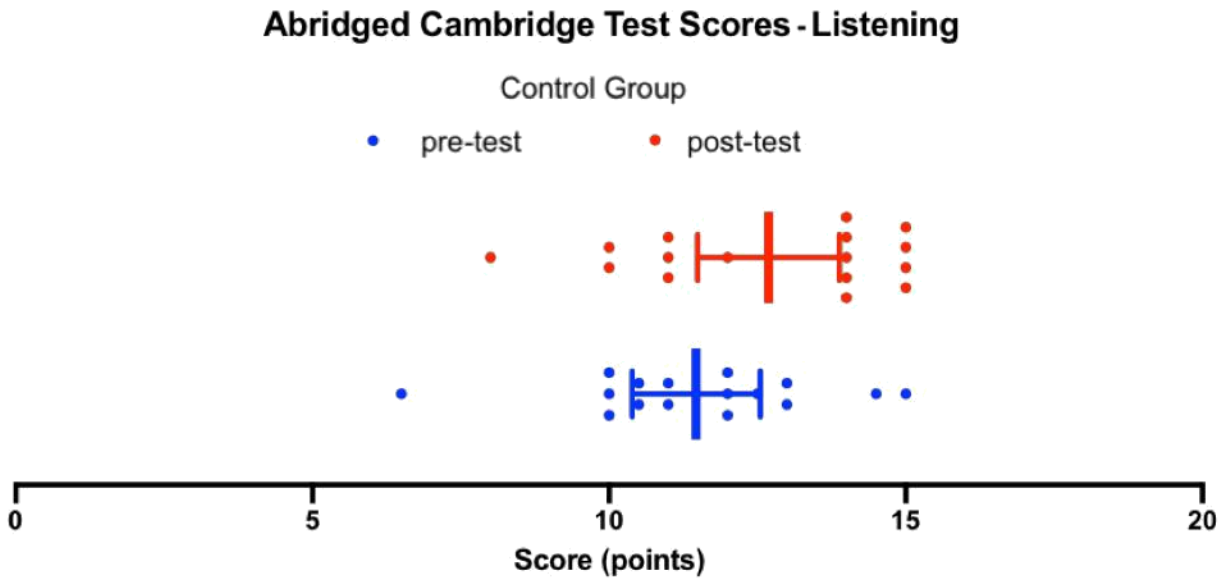

***Figure 7*: Abridged Cambridge Test Scores - Listening, Control group**

Figure 7 shows the scores achieved by the control group on the listening pre-test and listening post-test adapted from the Cambridge Assessment English 2015 B2 First exam. On the pre-test, the median score is 11.5 and the inter-quartile range of 2.8 sees the middle 50% of the data between 10.1 and 12.9 which on the official Cambridge English Qualifications falls between the upper B2 and upper C1 level. The lowest score achieved in the control group was 6.5, while the highest score achieved was 15. On the pre-test the mean score of the students in the control group was 11.5±0.5.

On the post-test, the median score is 14 and the inter-quartile range of 3.8 sees the middle 50% of the data between 11.0 and 14.8 which on the official Cambridge English Qualifications falls between the mid B2 and upper C2 level. The lowest score achieved in the control group on the post-test was 8, while the highest score achieved was 15. On the post-test the mean score of the participants in the experimental group was 12.7±0.6.

Since the data passed a normality test, as a group, based on the t-test comparison of the (*mean)* scores achieved on the pre-test and the post-test, the control group made an improvement of 1.2±0.8 (p=0.1174, t=1.612, df=30). In other words, after the intervention

the scores achieved by the control group increased, but the margin was not found to be statistically significant.

Figure 8 shows the comparison of the scores achieved on the Listening pre-test and the Listening post-test by both the experimental group and the control group.

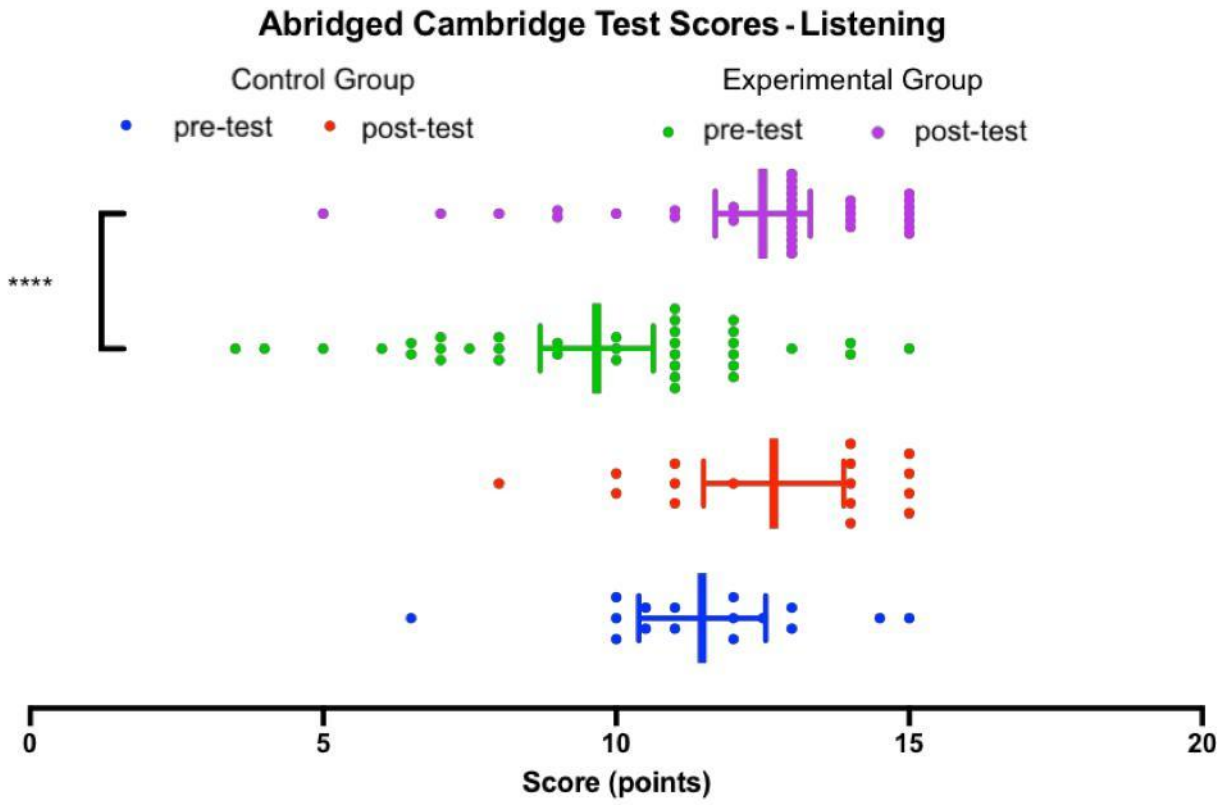

***Figure 8*: Abridged Cambridge Test Scores - Listening, both groups**

Figure 9 shows the comparison of the estimated means directly using ANOVA, in order to take account of potential differences between the control and test group the pre-tests as co-variates. The difference in the mean scores on the pre-test was not statistically different from the control group (p=0.231, F=1.470, eta=0.231). The estimated marginal means for the two groups taking into account the pre-test scores with clearly overlapping confidence 95% intervals. Thus, the difference in the mean scores on the pre-test was not

statistically significant, and for the purposes of statistics, both groups were estimated to have equal level of proficiency in the English language listening skill.

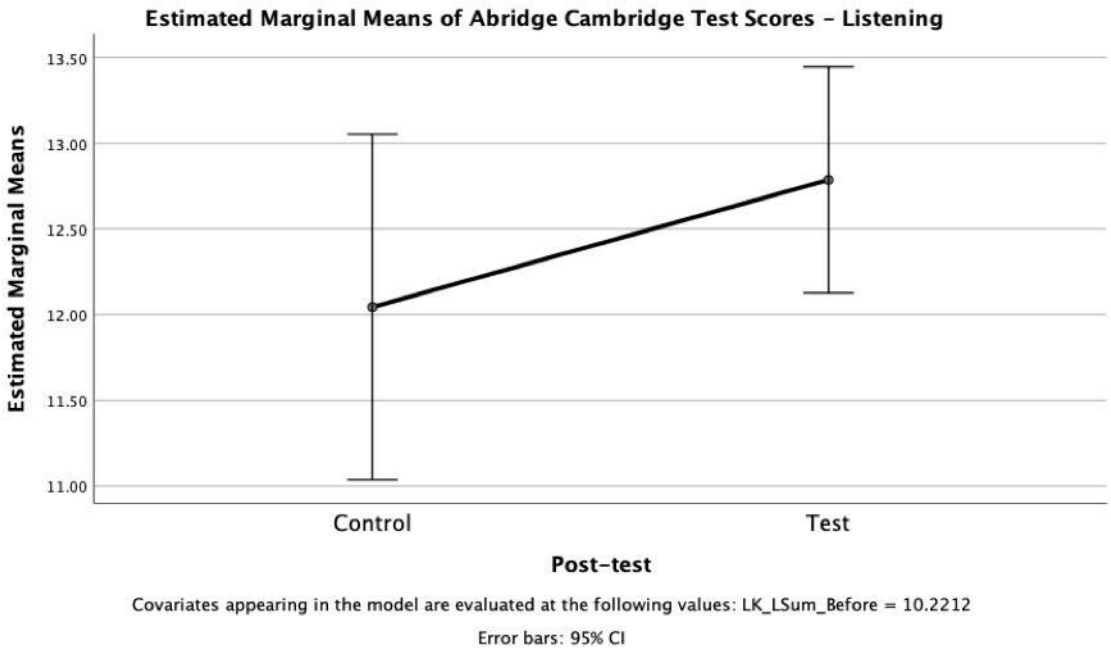

***Figure 9*: Estimated Marginal Means of Abridged Cambridge Test Scores - Listening**

Only the experimental group, which received intervention in the form of flipped classroom model of teaching, made statistically significant improvement in their listening skill in English, based on the Cambridge Assessment English 2015 B2 First exam by the end of the experiment. Therefore, we can conclude that the flipped classroom teaching strategy has proven itself as the more effective type of teaching compared to the non-flipped, though active-learning focused, teaching strategy employed in the control group. The non-flipped active-learning teaching strategy did not have statistically significant effect on the students' listening skill in the English language.

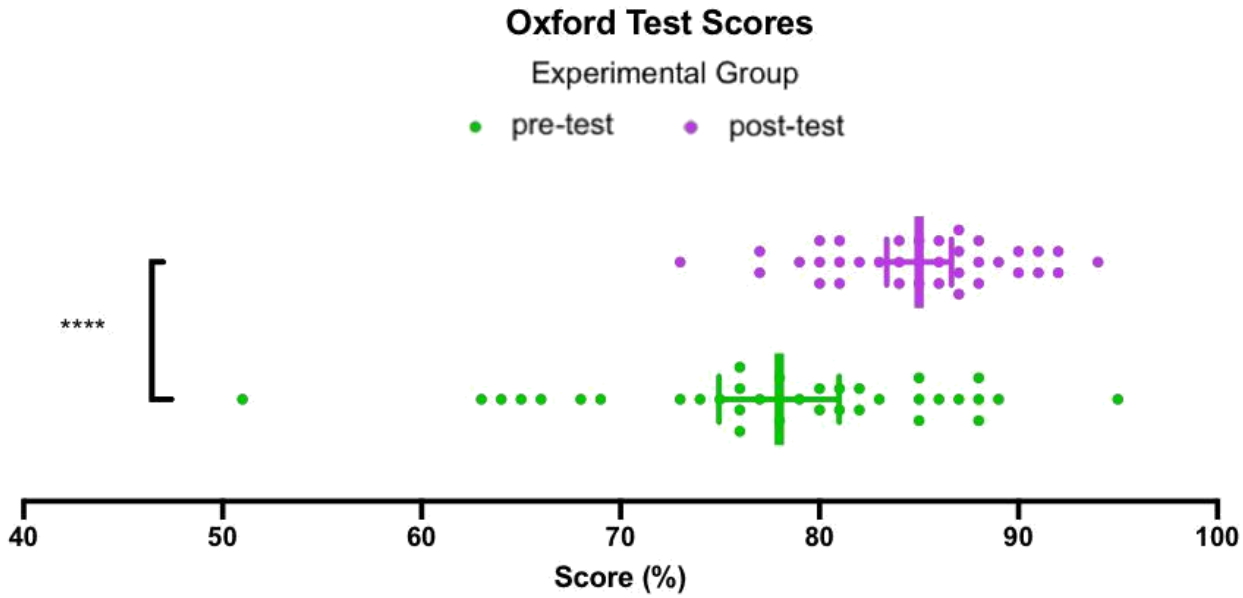

***Figure 10*: Oxford Test Scores, Experimental group**

Figure 10 shows the scores achieved by the experimental group on the Listening pre-test and Listening post-test adopted from the Listening Test of Oxford Placement Test 1 and 2 by Dave Allan. The exam was focused on perception and comprehension of pronunciation in the English language. On the pre-test, the median score is 78.5 and the inter-quartile range of 10.7 sees the middle 50% of the data between 74.3 and 85.0 which the official Oxford Placement Test grading rubric (Oxford University Press, n.d.) places within the upper tier of B2 level. The lowest score achieved in the experimental group was 51 and the highest score achieved was 95. On the pre-test the mean score of the participants in the experimental group was 78.0±1.5.

On the post-test, the median score is 85.5 and the inter-quartile range of 7.0 sees the middle 50% of the data between 81 and 88 which the official Oxford Placement Test grading rubric (Oxford University Press, n.d.) places within the C1 level. The lowest score achieved in the experimental group on the post-test was 73, the highest score achieved was

94. On the post-test the mean score of the participants in the experimental group was 85.0±0.8.

Since the data passed a normality test, as a group, based on the t-test comparison of the *mean* scores achieved on the pre-test and the post-test, the experimental group was significantly improved by 7.0±1.7 ($p<0.0001$, $t=4.154$, $df=70$). In other words, after the intervention the scores achieved by the experimental group increased by a statistically significant margin.

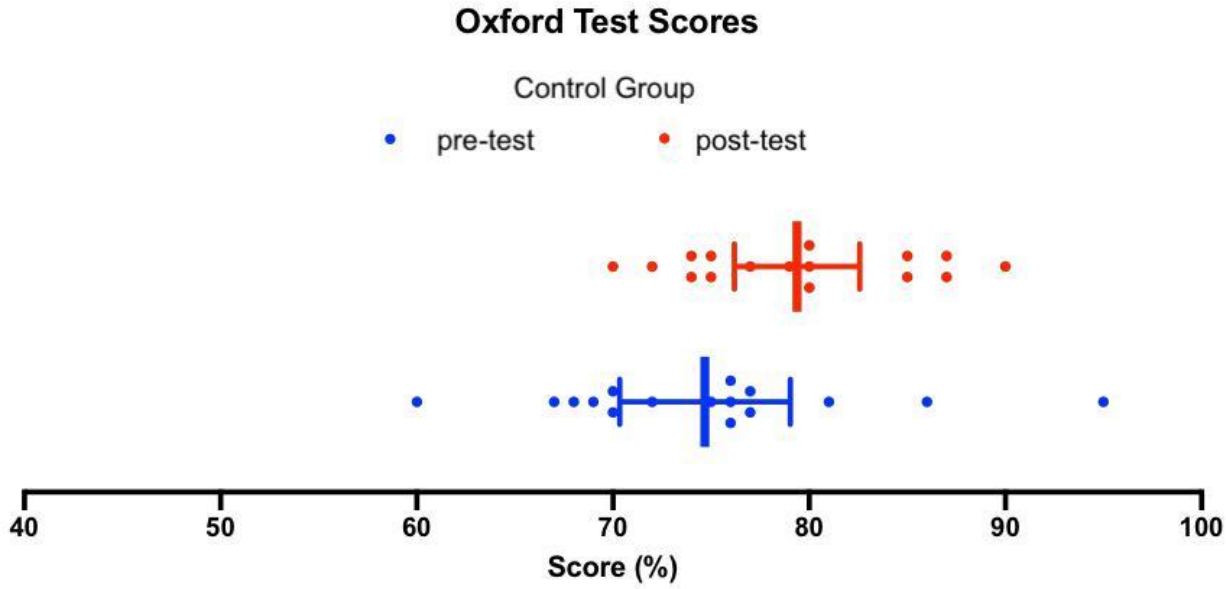

***Figure 11*: Oxford Test Scores, Control group**

Figure 11 shows the scores achieved by the control group on the listening pre-test and listening post-test adopted from the Listening Test of Oxford Placement Test 1 and 2 by Dave Allan. On the pre-test, the median score is 75.5 and the inter-quartile range of 7.7 sees the middle 50% of the data between 69.3 and 77.0 which the official Oxford Placement Test grading rubric (Oxford University Press, n.d.) places within the mid to upper tier of B2 level. The lowest score achieved in the experimental group was 60 and the highest score achieved was 95. On the pre-test the mean score of the participants in the experimental group was 74.7±2.0.

On the post-test, the median score is 79.5 and the inter-quartile range of 10.7 sees the middle 50% of the data between 74.3 and 85 which the official Oxford Placement Test

grading rubric (Oxford University Press, n.d.) places within the upper tier of B2 and lower tier of C1 level. The lowest score achieved in the experimental group on the post-test was 70, the highest score achieved was 90. On the post-test the mean score of the participants in the experimental group was 79.4±0.8.

Since the data passed a normality test, as a group, based on the t-test comparison of the *mean* scores achieved on the pre-test and the post-test, the experimental group was non-significantly improved by 4.7±2.5 (p=0.0739, t=1.852, df=30). In other words, after the intervention the scores achieved by the control group increased, but the margin was not found to be statistically significant.

Figure 12 shows the comparison of the scores achieved on the Listening pre-test and the Listening post-test by both the experimental group and the control group.

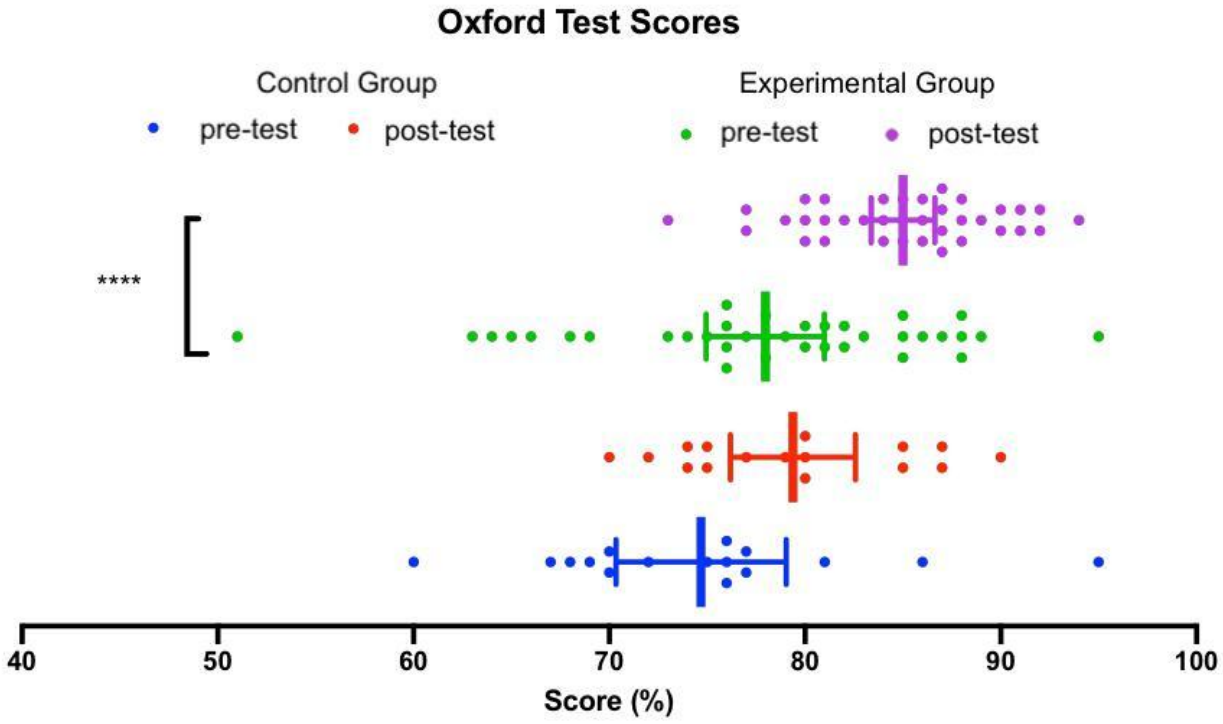

***Figure 12*: Oxford Test Scores, both groups**

Both the experimental group and the control group were analysed directly using ANCOVA, in order to take account of potential differences between the control and test group the pre-tests as co-variates. The difference in the mean scores on the pre-test was statistically different from the control group (p=0.002, F=10.98, eta=0.183). The partial eta value is in the 'low effect' range (0.1-0.2). Figure 13 shows the estimated marginal means for the two groups taking into account the pre-test scores with clearly separate confidence 95% intervals. In other words, after the intervention the scores achieved by the experimental group were higher than the scores achieved by the control group by a statistically significant margin.

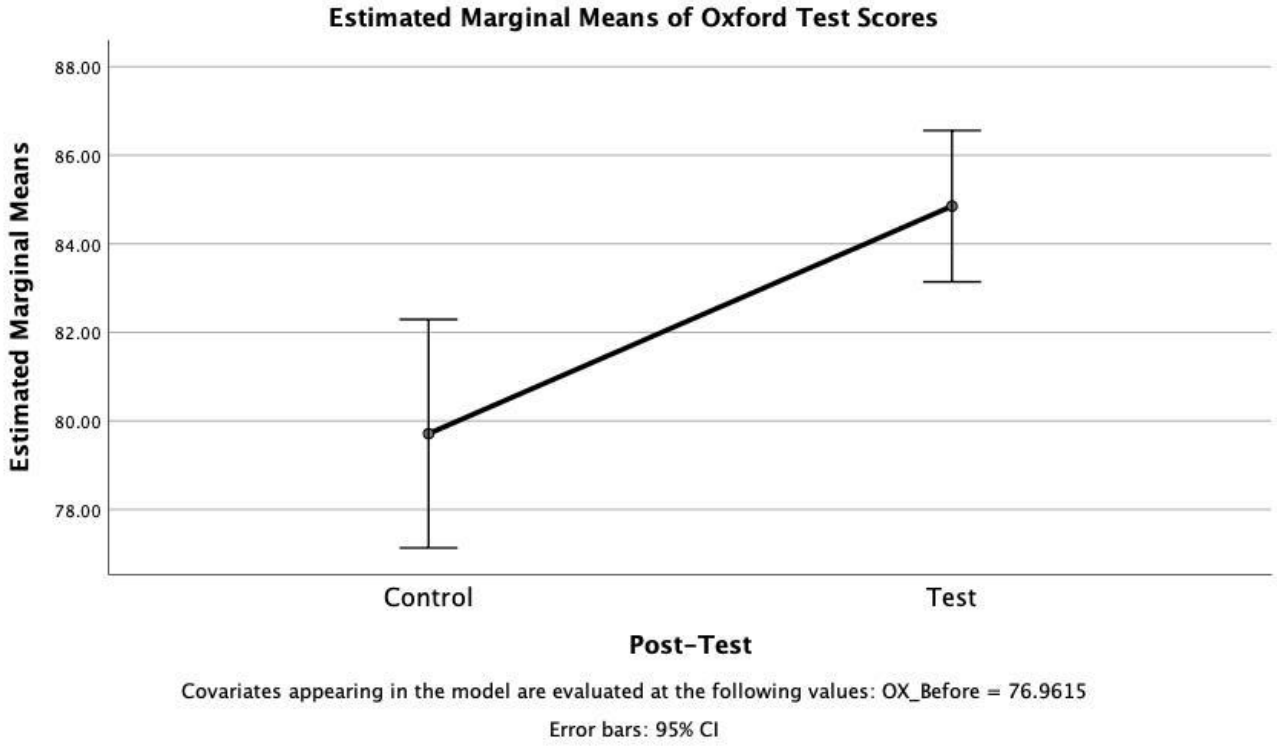

***Figure 13*: Estimated Marginal Means of Oxford Test Scores**

Only the experimental group, which received intervention in the form of flipped classroom model of teaching, made statistically significant improvement in their listening skill in English, based on the Listening Test of Oxford Placement Test 1 and 2, by the end of the experiment. Therefore, we can conclude that the flipped classroom teaching strategy

has proven itself as the more effective type of teaching than the non-flipped, though active-learning focused, teaching strategy employed in the control group. The other strategy did not have statistically significant effect on the students' listening skill in the English language. More significantly, when taking into account the covariate of pre-test performance, the mean was significantly higher in the flipped than in the non-flipped classroom.

4.2.2. Grammatical Competence

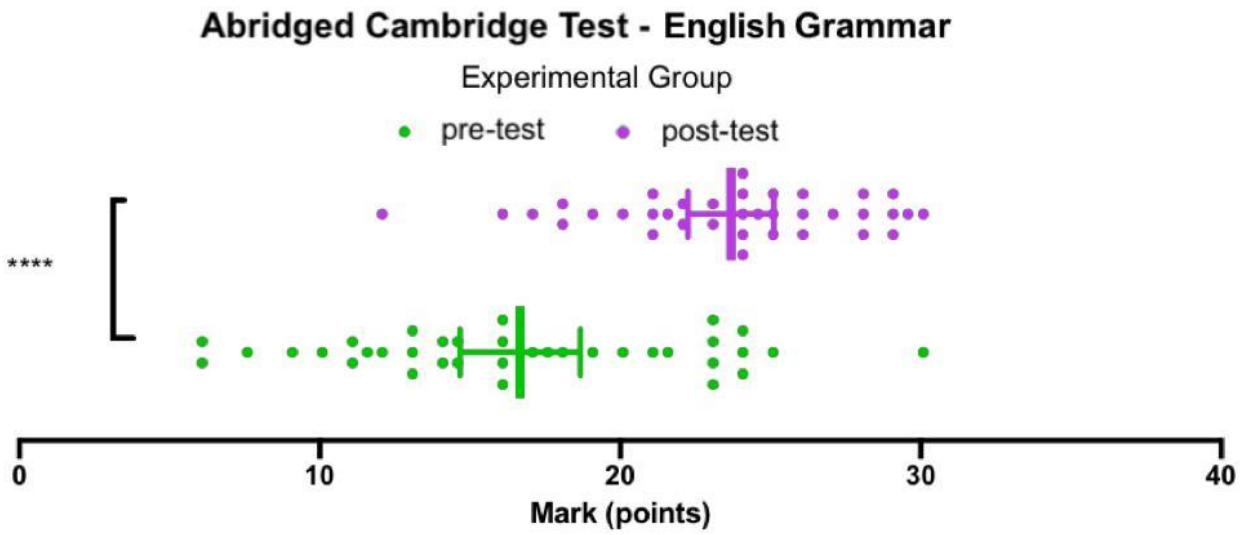

***Figure 14*: Abridged Cambridge Test - English Grammar, Experimental group**

Figure 14 shows the scores achieved by the experimental group on the English Grammar pre-test and English Grammar post-test adapted from the Cambridge Assessment English 2015 B2 First exam. On the pre-test, out of the full score 30, the median score is 16 and the inter-quartile range of 10.4 sees the middle 50% of the data between 12.3 and 22.6, which on the official Cambridge English Qualifications falls between the language levels below A1 and upper B2 tier. The lowest score achieved in the experimental group was 6 and the highest score achieved was 30. On the pre-test the mean score of the participants in the experimental group was 16.6±1.0.

On the post-test, the median score is 24 and the inter-quartile range of 5.75 sees the middle 50% of the data between 21 and 26.75, which on the official Cambridge English Qualifications falls between the low B2 and the low C2 tier. The lowest score achieved in the experimental group on the post-test was 12, the highest score achieved was 30. On the post-test the mean score of the participants in the experimental group was 23.6±0.7.

Since the data passed a normality test, as a group, based on the t-test comparison of the *mean* scores achieved on the pre-test and the post-test, the experimental group was significantly improved by 7.0±1.2 ($p<0.0001$, $t=5.798$, $df=70$). In other words, after the intervention the scores achieved by the experimental group increased by a statistically significant margin.

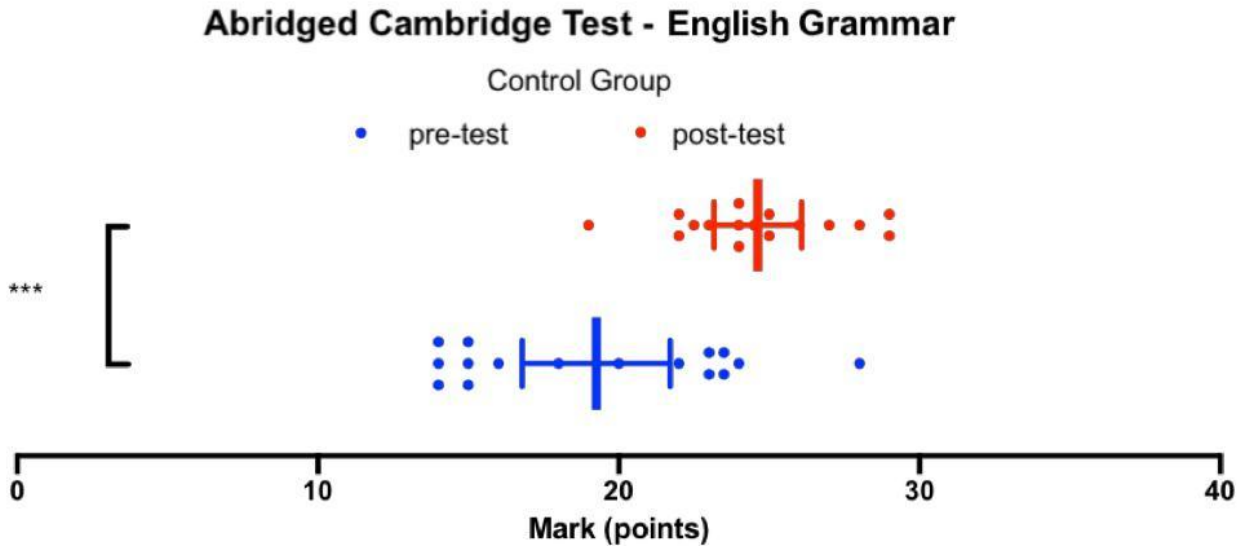

***Figure 15*: Abridged Cambridge Test - English grammar, Control Group**

Figure 15 shows the scores achieved by the control group on the English Grammar pre-test and English Grammar post-test adapted from the Cambridge Assessment English 2015 B2 First exam. On the pre-test, the median score is 19 and the inter-quartile range of 8.4 sees the middle 50% of the data between 15.0 and 23.4 which on the official Cambridge English Qualifications falls between the upper A2 and upper B2 tier. The lowest score

achieved in the control group was 14 the highest score achieved was 28. On the pre-test the mean score of the students in the control group was 19.3±1.2.

On the post-test, the median score is 24.3 and the inter-quartile range of 4.1 sees the middle 50% of the data between 26.8 and 22.6, which on the official Cambridge English Qualifications falls between the upper B2 and lower C2 tier. The lowest score achieved in the control group on the post-test was 19 the highest score achieved was 29. On the post-test the mean score of the participants in the experimental group was 24.6±0.7.

Since the data passed a normality test, as a group, based on the t-test comparison of the (*mean?)* scores achieved on the pre-test and the post-test, the control group made an improvement of 5.4±1.3 (p=0.0004, t=4.007, df=30). In other words, the scores achieved by the control group also increased by a statistically significant margin. Both the experimental group, which received intervention in the form of flipped classroom model of teaching, and the control group, made a statistically significant improvement in their grammar proficiency in English, based on the Cambridge Assessment English 2015 B2 First exam, by the end of the experiment. Therefore, we can conclude that both the flipped classroom teaching strategy, and the active-learning strategy employed in the control group, have proven themselves as the effective ways of teaching the English grammar.

As both teaching strategies have proven to have significant effects, I was interested in finding out whether one or the other could be determined to be the more effective one, from the point of view of statistics. Figure 16 shows the comparison of improvement between the experimental group and the control group, between the English Grammar pre-test and the English Grammar post-test.

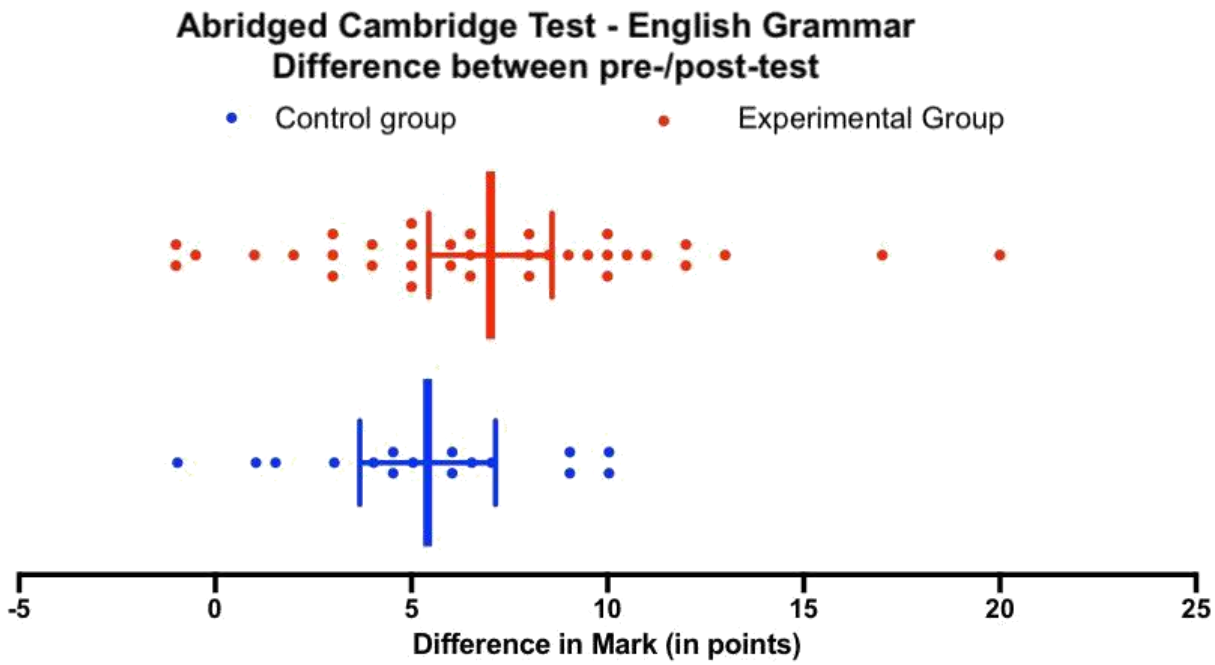

***Figure 16*: Abridged Cambridge Test - English Grammar, both groups, comparison of difference in scores between pre-test and post-test**

Comparing the median since the data is not normal, the median improvement in the experimental group achieved as a result of the intervention was 6.5 (n=36) the median improvement in the control group was 5.5 (n=16). A Mann-Whitney test revealed that this was not significant as can be seen by the overlapping 95% confidence intervals in the Figure above (p=0.2302, U=227).

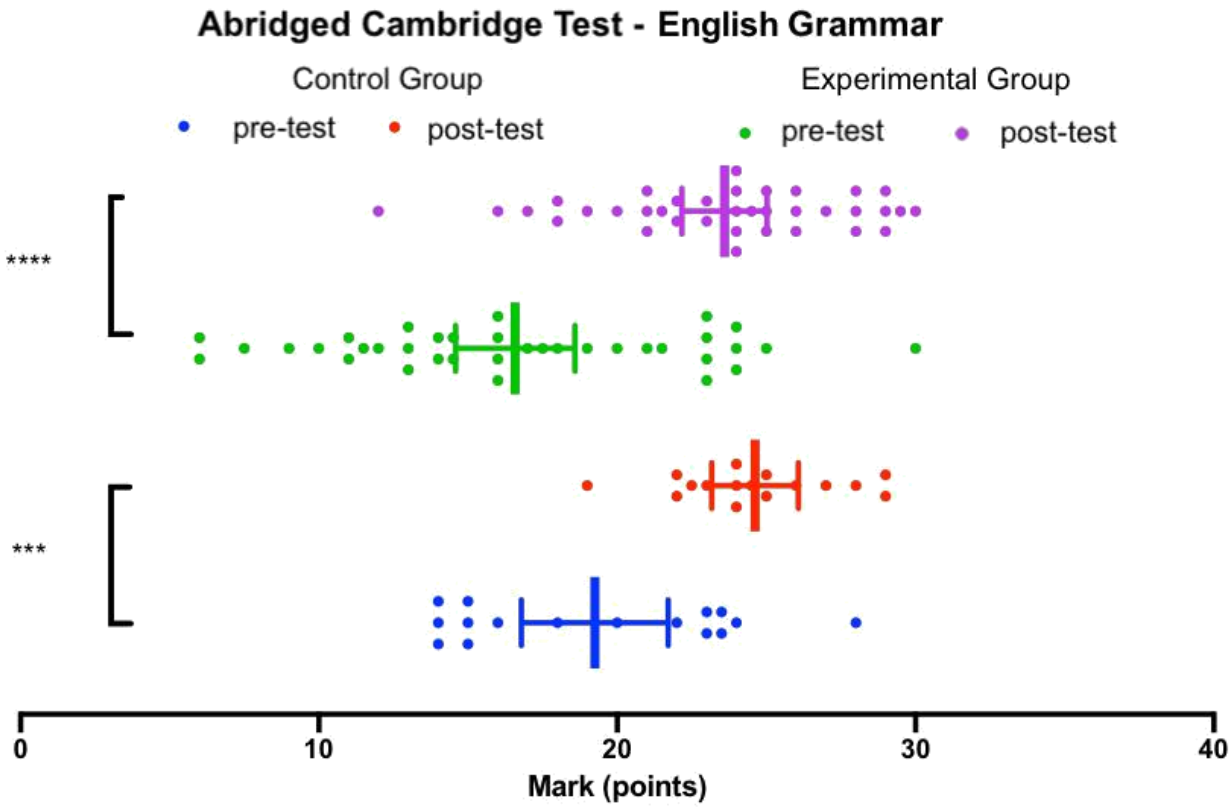

***Figure 17*: Abridged Cambridge Test - English Grammar, both groups**

Figure 17 shows the comparison of the scores achieved on the English Grammar pre-test and the English Grammar post-test by both the experimental group and the control group directly using ANCOVA, in order to take account of potential differences between the control and test group the pre-tests as co-variates. The difference in the mean scores on the pre-test was not statistically different from the control group (p=0.871, F=0.027, eta=0.001). Figure 18 shows the estimated marginal means for the two groups taking into account the pre-test scores with clearly overlapping confidence 95% intervals. Thus, both groups were estimated to have equal level of proficiency in the English language grammar.

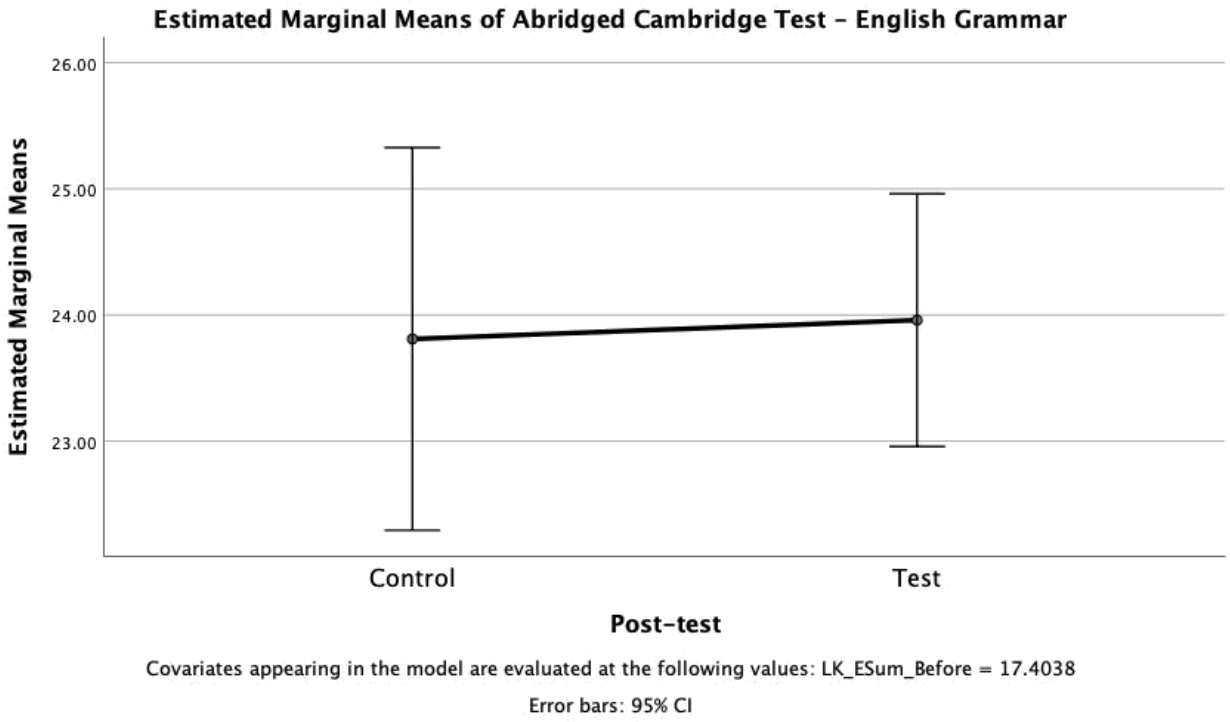

***Figure 18*: Estimated Marginal Means of Abridged Cambridge Test - English Grammar**

The two groups were not statistically different in improvement on the English grammar post-test. Therefore, we can conclude that for the purposes of teaching and learning the English grammar, both teaching strategies tested are effective, but, statistically speaking, neither is more effective than the other.

4.2.3. General English Language Proficiency

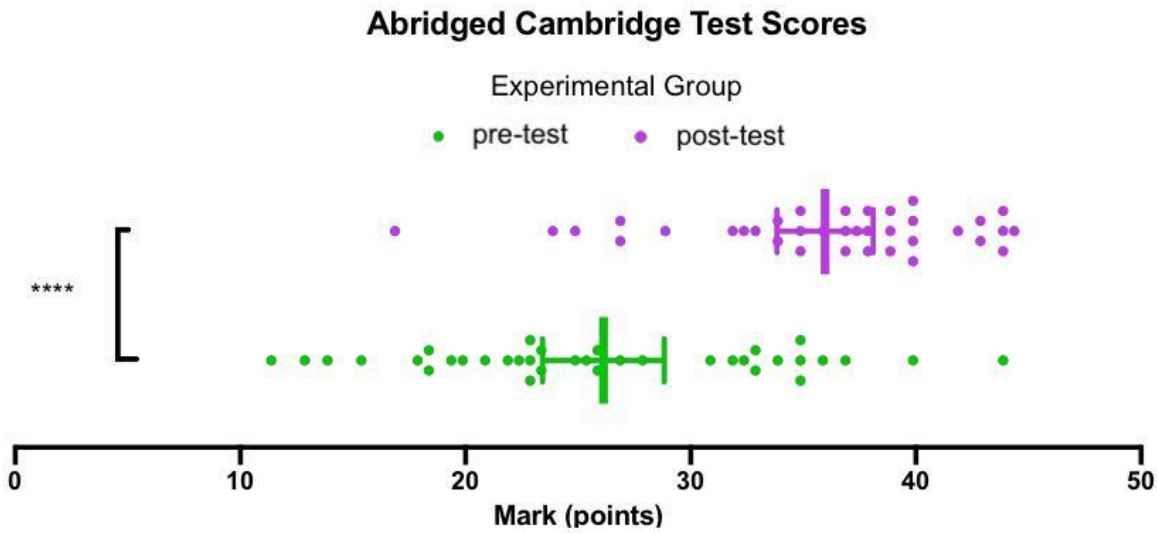

***Figure 19*: Abridged Cambridge Test Overall Scores, Experimental group**

Figure 19 shows the scores achieved by the experimental group on the English language proficiency pre-test and post-test adapted from the Cambridge Assessment English 2015 B2 First exam.

On the pre-test, with the full score of 45, the median score is 25.25 and the inter-quartile range of 9.8 sees the middle 50% of the data between 20.3 and 33.0 which on the official Cambridge English Qualifications falls between the A1 and mid B2 level. The lowest score achieved in the experimental group was 11.5 and the highest score achieved was 44. On the pre-test the mean score of the participants in the experimental group was 26.25±1.3. On the post-test, the median score is 37.25 and the inter-quartile range of 6.8 sees the middle 50% of the data between 33.3 and 40.0 which on the official Cambridge English Qualifications falls between the mid B2 and low C2 level. The lowest score achieved in the experimental group on the post-test was 17, the highest score achieved was 44.5. On the post-test the mean score of the participants in the experimental group was 36.1±1.1.

Since the data passed a normality test, as a group, based on the t-test comparison of the *mean* scores achieved on the pre-test and the post-test, the experimental group was significantly improved by 9.8±1.7 ($p<0.0001$, $t=5.805$, $df=70$). In other words, after the

intervention the English language proficiency scores achieved by the experimental group increased by a statistically significant margin.

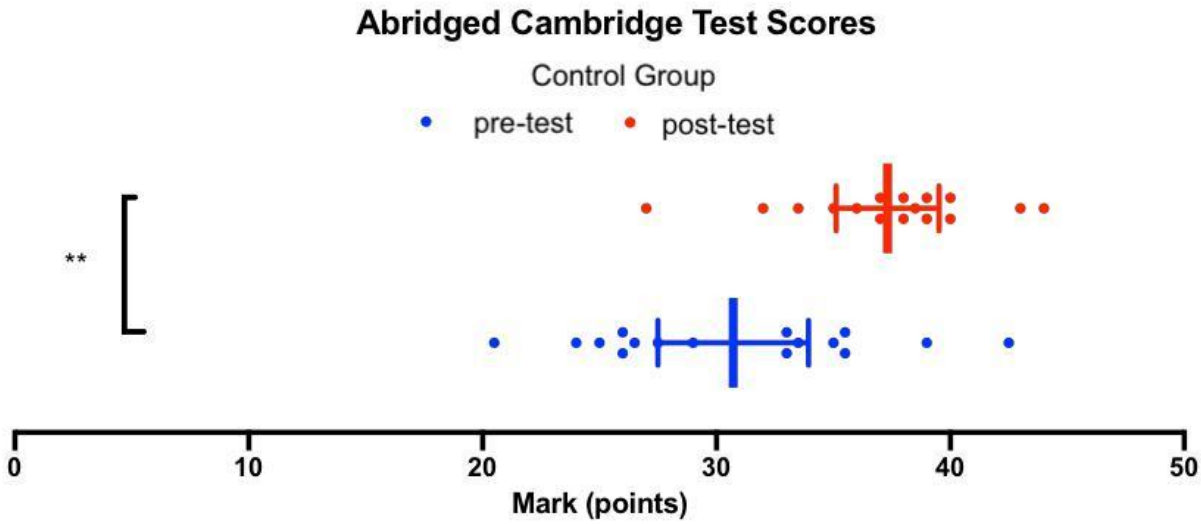

***Figure 20*: Abridged Cambridge Test Overall Scores, Control group**

Figure 20 shows the scores achieved by the control group on the English language proficiency pre-test and post-test adapted from the Cambridge Assessment English 2015 B2 First exam. On the pre-test, the median score is 31.0 and the inter-quartile range of 9.4 sees the middle 50% of the data between 26.0 and 35.4 which on the official Cambridge English Qualifications shows rather wide distribution between the mid A2 and low C1 tier. The lowest score achieved in the control group was 20.5 the highest score achieved was 42.5. On the pre-test the mean score of the students in the control group was 30.7±1.5.

On the post-test, the median score is 38 and the inter-quartile range of 4.5 sees the middle 50% of the data between 35.3 and 39.8 which on the official Cambridge English Qualifications falls between the low C1 and low C2 tier. The lowest score achieved in the control group on the post-test was 27 the highest score achieved was 44. On the post-test the mean score of the participants in the experimental group was 37.3±1.0.

Since the data passed a normality test, as a group, based on the t-test comparison of the (*mean)* scores achieved on the pre-test and the post-test, the control group made an

improvement of 6.6±1.8 (p=0.0011, t=3.604, df=30). In other words, after the intervention the English language proficiency scores achieved by the control group increased, and this was by a statistically significant margin. As both teaching strategies have proven to have significant effects, I was interested in finding out whether one or the other could be determined to be the more effective one, from the point of view of statistics. Figure 21 shows the comparison of improvement between the experimental group and the control group, between the English language proficiency pre-test and post-test.

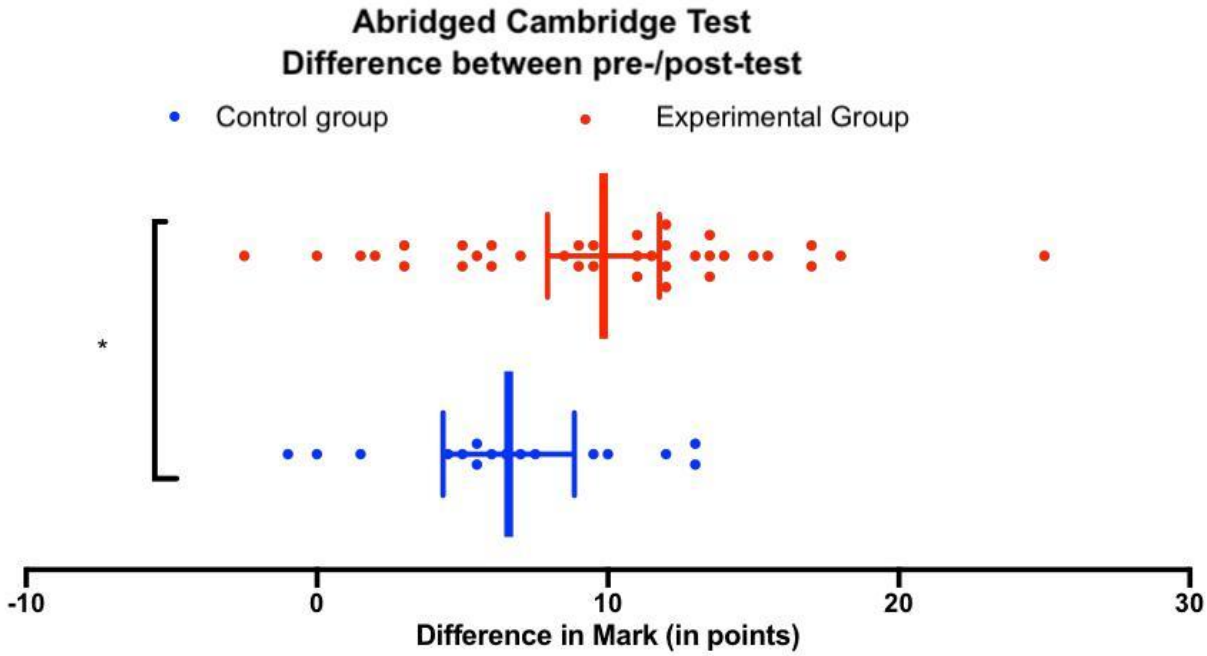

***Figure 21*: Abridged Cambridge Test Overall Scores, both groups, comparison of difference in scores between pre-test and post-test**

Comparing the median since the data is not normal, the median improvement in the experimental group achieved as a result of the intervention was 11.0 (n=36) the median improvement in the control group was 6.3 (n=16). A Mann-Whitney test revealed that this was a significant difference (p=0.0436, U=186.5). Suggesting there is a difference between the two groups.

However, when using an ANOVA to take into account the covariate of the control group, ANCOVA, we see that the difference in the mean scores on the pre-test was not statistically different from the control group (p=0.346, F=0.906, eta=0.018). Figure 23 shows the estimated marginal means for the two groups bearing in mind the pre-test scores with clearly overlapping confidence 95% intervals. Thus, suggesting no difference between the methods.

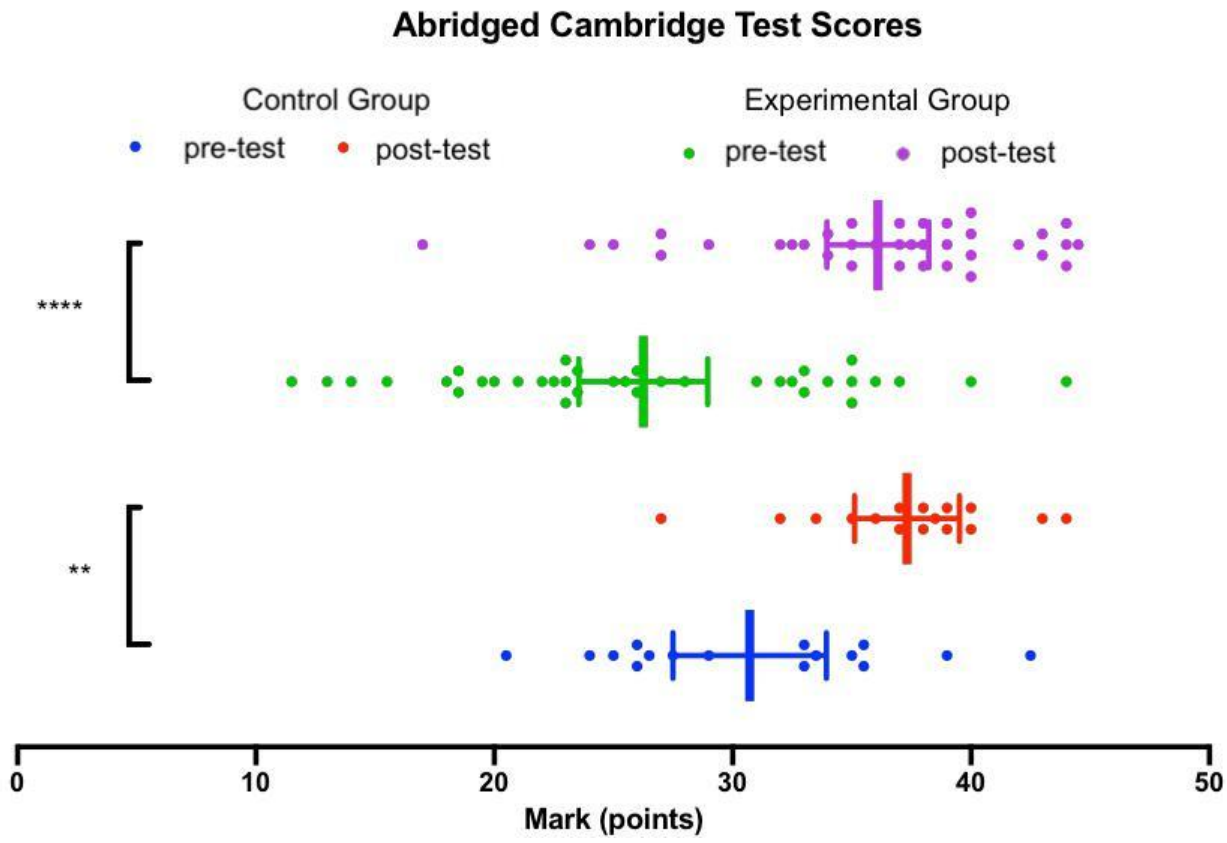

***Figure 22*: Abridged Cambridge Test Overall Scores, both groups**

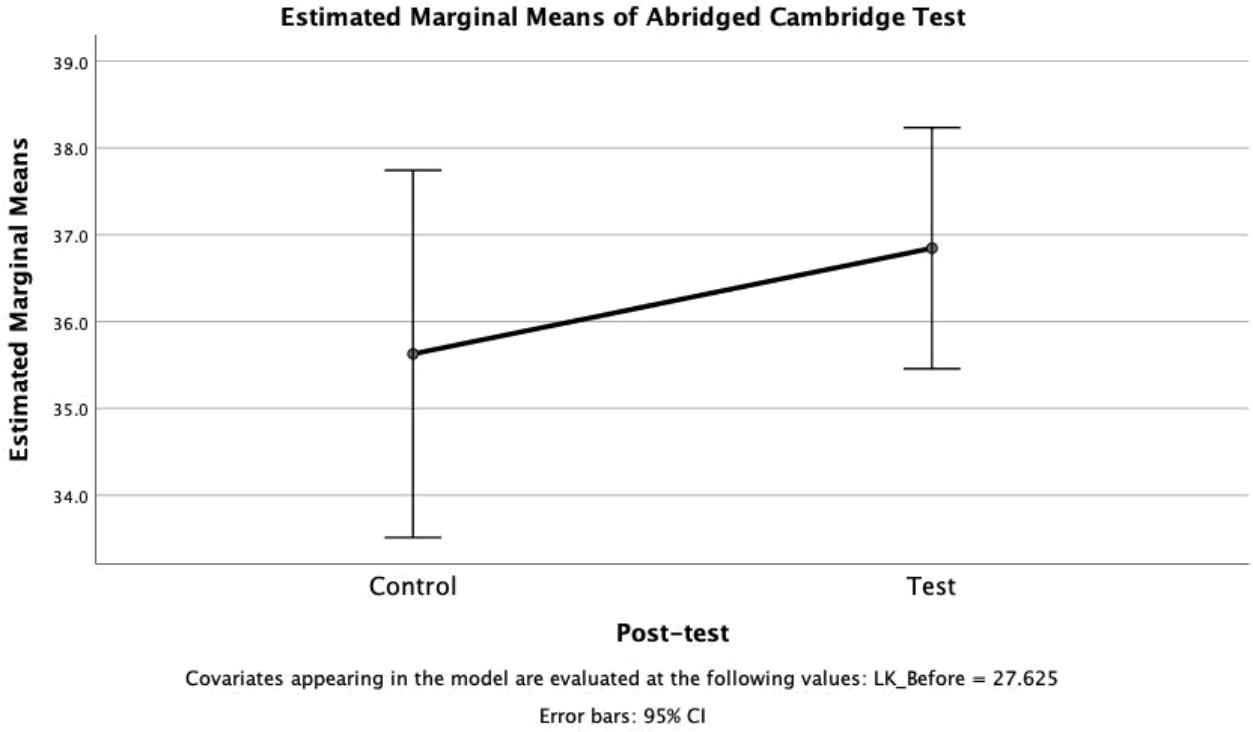

***Figure 23*: Estimated Marginal Means of Abridged Cambridge Test**

As demonstrated above, both the experimental group, which received intervention in the form of flipped classroom model of teaching, and the control group, made a statistically significant improvement in their English language proficiency, based on the Cambridge Assessment English 2015 B2 First exam, by the end of the experiment. Therefore, we can conclude that both the flipped classroom teaching strategy, and the active-learning strategy employed in the control group, have proven themselves as the effective ways of teaching the English language. Whilst using the absolute difference between pre-and post-tests to take account of the variance between the two groups, did show a statistically significant improvement in the test group, an ANCOVA considering the control group as a covariate did not suggest a significant difference. This suggests a statistically significant improvement that is however rather weak. This may have been due to the size of the groups involved in the experiment, as well as its length, and may possibly

be greater if the experiment were to be conducted with more participants and a longer intervention period.

4.2.4. Class Observations: Student Activity and Communication

For the duration of the experiment, I noted down class observations, focused on how well the students fared with communicative tasks, as well as the general atmosphere in class, the students' ability to complete the activities, and other factors that caught my attention. As I was the instructor in these classes, I could not write down notes in-class most of the time - I spent the majority of the class time orbiting around the class, observing students as they worked, and providing clarifications and assistance as needed. However, after every class I attempted to note down as much as I could remember, and I offer a summary of my observations as another account of the study.

The beginning of the experiment was somewhat slow in both the intervention group and the control group. Perhaps the students were unsure what an unfamiliar teacher would bring, perhaps the beginning of the semester (which followed a month-long exam period during which classes did not take place and a short holiday) simply meant that they needed to get into the "class-mode" again. Or, perhaps they were not used to the kind of teaching, focused on their activity and their communication, that I used in both classes. Either way, at the beginning I had a bit of a trouble getting the participants to cooperate with me. For one, they were not very communicative in English. When asked to discuss pictures or ideas, they would finish in a very short time. They would switch into their mother tongue whenever they did not know a specific word in English. They would also speak Slovak when asking their peers for assistance, or when asking me. On average, during the first week I frequently had to ask the students to speak English in each class. Also, during a communicative activity, if I got near a group, they would go quieter or silent, and I had to tell them to continue, that nothing was wrong and that I was just observing. And when I asked the students to speak in front of their peers, they would often seem very unconfident,

try to speak in a very quiet voice, and position themselves facing towards me when speaking (instead of towards their peers, as they were instructed to do). At the beginning the students also needed frequent prompts when being asked to do a task that seemed unfamiliar (or perhaps unexpected), and often also an example. During the initial classes I also frequently had to clarify what the task was, or re-explain, and more than once I had students misunderstanding and not completing a task the way I expected. In both classes, students seemed unfamiliar with the concept of brainstorming. Also, more than one student told me they did not have an opinion on a particular topic they were asked to discuss. They obviously did not expect to be asked to stand up and move around the class, and they seemed surprised when asked to do so. Also, they tended to always form the same pairs or groups for all activities, effectively only speaking with the same people in class. On an individual written task, the majority of the students seemed to take the shortest possible route, using simple, short sentences, and also complaining that they “do not know what to write”. In terms of pre-class activity, about two thirds of those in the intervention group seemed to have watched the first two video-lectures. After the first lesson, where I let it go with a reminder that they are supposed to watch the videos, I asked those who watched the video-lecture to summarize it for those who did not.

About midway throughout the experiment I believe the majority of the class would watch the video, or at least know enough about its contents to be able to function in class. Also, the students seemed to become more relaxed in our classes, and less bothered by my continued presence in their vicinity (as opposed to standing in front of the class). They would also mostly stop using the Slovak language in class. I do not have data to support this, but I believe the student-talking time in class increased. They also got more used to in-class group discussions, and really started formulating arguments during these. A few discussions got quite animated, especially when, I believe, they felt they could truly relate to the topic. On the other hand, in the control group, there was a bit of a crisis during our third lesson - it may have been that it was their first lesson of the day, or perhaps they were simply tired, but they literally asked if we could "not do anything" that day, which was not possible, of

course. Also, only about half of the usual number of students attended that particular lesson. We did manage to get over it and the lesson did proceed, and they did complete the tasks, but they were not really as engaged as expected, or to the extent as in other lessons. In any case, to my surprise, I did find the intervention class easier to motivate and activate in general, despite the fact that it had a much larger number of participants, half of whom only joined the class only from the second lesson on (due to joining into one what was originally two experimental groups, due to schedule re-organisation which was out of my hands).

By the end of the experiment, I believe I was seeing a real change, in both groups. It may have been that they simply got accustomed to, and comfortable with, the way I was teaching. The class time became a lot more animated - their discussions, even on unusual topics, or ones they did not have a direct relation to. They seemed to have accepted that I listen in on their conversations and no longer went quiet (or quieter) when I would get near them. They would get caught up in communication-focused activities, many of which took longer than I expected - a stark contrast to the initial lessons, when I was never sure if we would not finish before the official end of the class. Also, they no longer had any obvious problems speaking in front of the whole class. I purposefully attempted to break up the cliques and sometimes assigned the students into groups so that they would mix more. Also, I did not have to repeatedly prompt them to do an activity, and I only had to remind them to speak English once or twice per class, in both groups. If someone spoke Slovak, it was usually the same one or two students, and often one of their peers would tell them to switch back into English. We also had a written task at the last lesson, and I dare say it was much more successful than the initial one. While many students still used relatively simple vocabulary (and overused the emphasizer "very"), their sentences became longer and more complex, and all the participants completed the task without any obvious issue. In the intervention class, based on observations, the state of engagement with the pre-class task was similar to the middle of the experiment - either the majority of the students did watch

the pre-assigned videos, or they knew enough about the topics to successfully participate in the activities in-class.

Based on class observations, both groups progressed from being reserved, frequently switching to mother tongue, and needing prompts, to being quite at ease with communicating on a given topic in English, and not being stressed by my observations. I did not notice any radical improvements in the students' grammar proficiency, or in the size of their vocabulary. However, I do believe they became more confident when speaking English, and their communicative ability improved. Purely based on my observations, and without knowing what the results of the exams would be, I believe we did meet the goals of the course, which, after all, was Communication Language Skills.

4.2.5. Questionnaire Survey: The View of the Participants

The learning and teaching process can only function when all the stakeholders involved are willing and able to take part, fulfill their roles, and coordinate and cooperate towards reaching a common goal. When attempting to implement a new measure within an existing process, but especially when introducing a strategy seemingly radically different from what the participants are used to previously, their cooperation is crucial. Flipped teaching in particular relies on the cooperation of the learners. A significant part of the learning process takes place outside of the classroom, and outside of the direct control of the teacher: whether or not the students in fact complete their task is largely down to them.

Besides the above mentioned, the opinions of the participants were seen as particularly valuable since they are adult learners, making them more prepared and able to reflect on their experience within the scope of the questionnaire; more willing to express their opinions without inhibitions, such as fear of opposing their teacher; and less likely to cooperate if they did not see the experiment as of value to their learning. Thus, a questionnaire survey was implemented to discover the opinions of the students about their experience with flipped teaching/learning (see Appendix 5). Both the experimental group

and the control group were encouraged to bring forward questions, comments and reviews of the experienced teaching process throughout the whole research period. Due to the focus of the questionnaire survey, it was only conducted in the experimental group. All in all, thirty-four students shared their views in the survey. The questionnaire consisted of 45 questions. Of these, three questions were open-ended, letting the students share their views and comments freely; twenty-nine questions asked the students to express their opinions on the Likert-type scale with four levels[9] (Nadler, Weston & Voyes, 2015); two questions were multiple choice questions with the option of choosing more than one answer and further eleven were single-answer multiple choice questions. Content-wise, the questions were focused on five general areas: the in-class sessions, the video-lectures, the homework tasks connected to the video-lectures, the students' overall opinions of the experience, and the students' homework habits during the experiment. In each thematic section, the students were asked to evaluate the benefit, or lack thereof, of that specific part of the learning process on their English language proficiency; to give their opinions on the activity-inducing potential of specific parts of the process with a particular focus on communication in the foreign language, as well as on the value of this potential for their learning; to reflect on the organisation of the classes, videos, and tasks; and, in general, were asked to express their preference between traditional and flipped teaching.

Based solely on the opinions of the participants, as expressed in the survey, the conducted flipped teaching experiment was a remarkable success. In particular, the students:

- highlighted the value of the experiment in aiding their self-determined English language proficiency,
- expressed high appreciation for flipped instruction as a 21st century teaching practice with specific regard for support of communicative skills; and

[9] Strongly agree-agree-disagree-strongly disagree. The common neutral fifth level "neither agree nor disagree" was intentionally not used with the aim of avoiding central tendency bias.

- named the flipped aspect of teaching/learning process as the main agent of change, letting them benefit in a greater way than in a traditional class.

***Figure 24*: Questionnaire survey - greatest advantages of FC**

The most important indication of the success of the experiment in terms of meeting the learning goals was that the participants generally indicated that flipped learning aided them in their English language learning. As shown on Figure 22, among the answers to the open-end questions, *communication in the English language* specifically was one of the most common answer when asked to list the greatest advantages of the experiment, closely followed by *active use of English*, with one student bluntly saying *we were forced to talk.* Others supported this opinion, noting that they felt the lessons *aided the development of lexicon*, and made them feel *more comfortable when using the English language*.

The value of flipped instruction in increasing the students' proficiency was further underlined in the results of the Likert-type questions specifically focused on the significance of the various elements of the experiment on meeting this goal. A clear majority of the students felt that the flipped experience as a whole was beneficial to their English language learning. As we can observe in Figure 23, overall, more than 70% of the participants indicated that they benefited from both the video-lectures and the accompanying homework tasks.

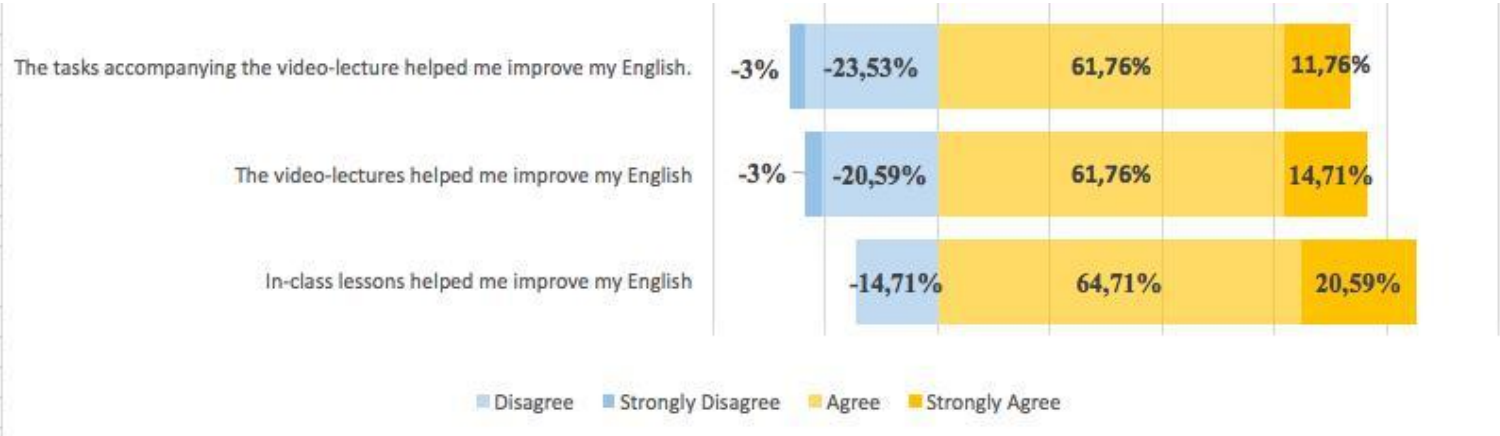

***Figure 25*: Questionnaire survey - Self-perceived impact of FC on the participants' English language proficiency**

Nevertheless, the most important part of the learning process, as assessed by the students, were still the in-class sessions, underlining the importance of appropriate guidance and efficient use of the time available to us in class. The respondents supported this in answers to follow up questions as well. Nearly all of the students indicated that cooperation with their peers in-class helped them improve their English, with only two students choosing a negative answer, and all but one agreed or strongly agreed that the communication-oriented tasks during the in-class sessions were beneficial to their language learning as well. Further supporting the value of flipped instruction for use in foreign language class, of the students surveyed more than 85% stated that during the flipped

classroom experiment they spent more time using the target language than during their normal English language lessons.

In addition to the benefits of the flipped instruction experiment for language learning, the participants also expressed their appreciation of specific aspects of the teaching/learning process that are commonly seen as agents of enhancement of 21st century skills. Active participation of the students in their learning process in-class, focus on higher-order cognitive skills, cooperation and communication with peers were all seen as advantages of the experiment by the majority of the students. Communication, not just for language-learning, but in general, was seen as the single most significant aspect of value of the experiment, and the most frequent listed "greatest advantage" (21 times) in the respective open-ended question of the survey. With only a single exception, all students agreed that they saw it as beneficial. Interestingly, more than one student reported that it did not only serve their learning goals, but also *allowed them to get to know their peers better*, hinting the underlying presence of social skills training in-class. Cooperation with peers in class was observed to gain similar appreciation - all bar two students agreed or strongly agreed that it was to their advantage.

All the respondents agreed or strongly agreed that the in-class sessions required them to actively participate. Likewise, in open-ended questions, student-activity inducing tasks specifically were listed among the greatest advantages by nearly half of those surveyed (16 times), with additional students commenting that the classes were *dynamic*, the in-class activities were *playful*, *fun*, and *innovative*, and the atmosphere in class was *relaxed* and *not stressful*. Two students also added that they especially appreciated the frequent tasks during which they *did not have to sit at desks*, and *could move around the class*. The students also particularly appreciated the lessons being *practical* (6 times), and the lack of pressure to *go fast in order to cover everything* (7 times).

All but one student agreed or strongly agreed that the activities in class required the use of higher-order cognitive skills, and the majority also agreed that so did the homework

tasks accompanying the video-lectures. All students also agreed that the assistance of the teacher was available whenever needed.

To evaluate the benefits of the experiment, students were also asked to weigh flipped classroom against their (previous experience of) traditional English language lessons (Figure 24).

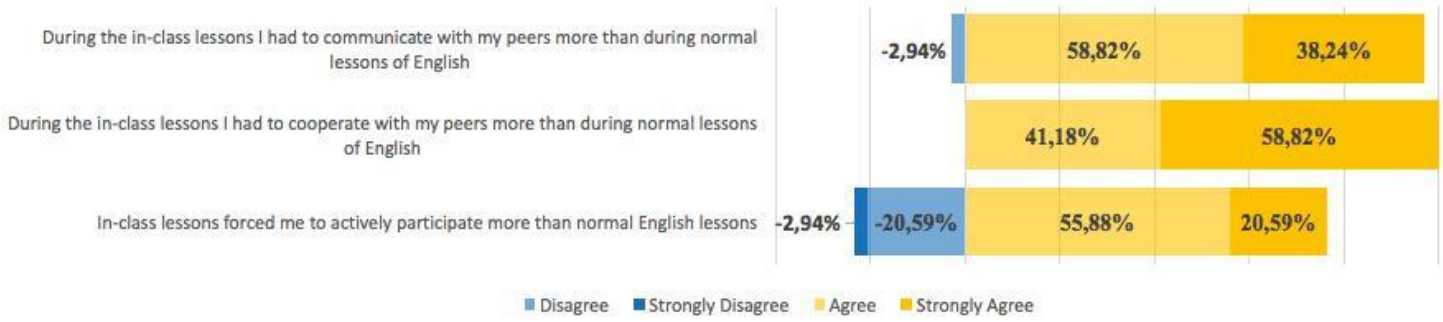

***Figure 26*: Questionnaire survey - students' comparison of FC and traditional teaching**

Interestingly, nearly all the participants indicated that communication and cooperation among peers was more present during the flipped instruction experiment than during their typical lessons. Communication with the teacher was seen as more frequent by the majority of respondents in contrast with their normal EFL lessons as well. More than 75% of the students also agreed or strongly agreed that during the flipped lessons they were required to actively participate more than during their normal English language lessons.

Lastly, the flipped aspect itself was seen as both valuable and beneficial by the majority of the students. The use of video-lectures was lauded by most of the respondents, both as a means of improving their English language proficiency, and as a useful tool when preparing for the in-class sessions. Nearly 80% of the students reported that the use of video-lectures helped them to fully participate in class. In addition to that, combined, the use of video-lectures and the flipped teaching in general were listed 14 times among the greatest advantages of the experimental teaching/learning period, with five students specifically pointing out that it allowed them to *prepare for the lessons* in a more efficient

way, including *making good, organised notes before the lesson*, and aided them in that they *did not feel stressed* in class. This was further supported by student homework habits. When asked to offer insight into their typical engagement with the video-lessons, more than half of the students indicated that they watched at least 7 out of 9 videos. Underlining the benefits of video-lecture as opposed to in-class explanations, all students agreed that one of the advantages of the videos was the option to pause the lecture, making them able to take in the information at their own chosen pace. All but one also saw the option to watch the video-lectures repeatedly as an advantage, even though less than half actually did so. Subtitles were available for all the video-lectures and thus students were also given the option to use textual materials in addition to the audiovisual content, but only a small number reported that they in fact chose to do so.

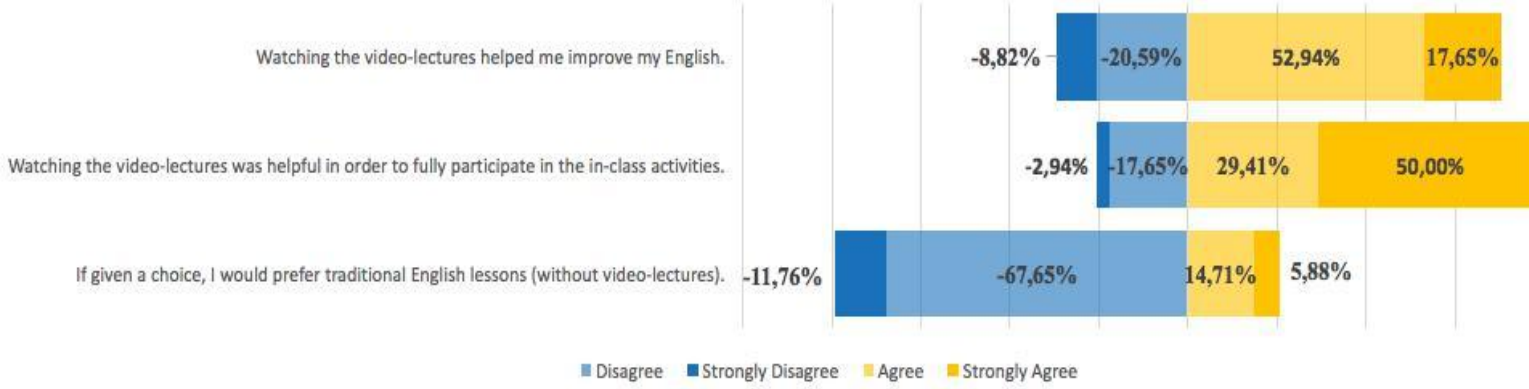

***Figure 27*: Questionnaire survey - the value of the video-lectures**

Underlining the participants' largely positive view of the use of video-lectures, when asked directly whether they would rather have traditional English lessons, a clear majority (27) expressed their preference for flipped classroom, and 26 of the students agreed or strongly agreed that they would prefer flipped instruction in other subjects as well (Figure 25).

The questionnaire survey was conducted based on the rationale that the student view of a flipped teaching strategy needs to be considered when attempting to implement this strategy, not only out of respect for the participant's opinions, but especially considering that flipped teaching relies heavily on students' ability, and willingness, to take responsibility for their own learning and work independently in a setting largely uncontrolled by the instructor. Additionally, the participants' opinions of their in and out of classroom learning experience are a valuable feedback to the instructor, providing a basis for the re-adjustment of the teaching mode to better fit student needs in the future.

The respondents generally expressed positive views of their flipped learning experience. Based on their self-evaluation, the flipped classroom experiment helped them in improving their English language proficiency, and provided an environment in which modern teaching/learning practices were used and 21st century skills were supported. The inverted teaching/learning mode assisted by the use of video-lectures was highlighted as the main instrument of the change and the majority of the students reflected that they were able to benefit from it more than they did from their typical English language lessons.

All in all, based on the results of the questionnaire survey, the students participating in the experiment seem to be clearly in favour of the use of flipped classroom teaching/learning strategy, both for English language classes and in general.

5. DISCUSSION AND CONCLUSION

5.1. DISCUSSION

In my study, which consisted of testing the flipped classroom strategy and a comparison of flipped classroom and active-learning approaches to teaching the English language, flipped classroom was found to be an effective teaching technique for all parts of language tested. The results obtained in the experiment support the research hypotheses (HYP1 - HYP4), which focus on the effectiveness of flipped classroom for teaching the English language.

Flipped classroom did serve to increase the learners' grammatical accuracy by a statistically significant margin. This result is in accordance with findings of Namhee Kang (2015), despite the fact that in Kang's case the intervention class took place two times a week as opposed to my own set up of a single class a week in every group, and the much longer duration of Kang's experiment (16 weeks, whereas my own was only 7 weeks long). On the other hand, Sarah S. Al-Harbi and Yousif A. Alshumaimeri (2016), whose primary study focus was the impact of flipped classroom on the students' grammar proficiency, report that their students did not make a statistically significant improvement during their experiment, even though certain increase in the scores was observed. This is interesting, because Al-Harbi's and Alshumaimeri's study (2016) was much more similar to mine than Kang's (2015), in the size of the sample and the length of the experiment both. Could it be that the different result was partially caused by the fact that Al-Harbi and Alshumaimeri (2016) used thematic videos for their lessons, on the other hand, I used a thematic and also a grammatical video for mine? Or perhaps the activities used in my lessons were more effective for teaching grammar than theirs? It is difficult to compare, as neither Kang (2015) nor Al-Harbi and Alshumaimeri (2016) offer detailed information on what their lessons were composed of. Similar technique to mine was used by Shuangjiang Li and Jitpanat Suwanthep (2017), who also utilised pre-class materials specifically focused on grammar. Li and

Suwanthep (2017) did not specifically test the students on their grammar proficiency, however, on the general English language proficiency their intervention group achieved significant improvement, just like mine did. Proficiency in the use of English grammar was the focal point of the study conducted by Al-Naabi and Nizwa (2020), whose results likewise correspond with mine, citing a significant improvement in the participants' scores on the post-test compared to the pre-test. Similarly to my own experience, Al-Naabi and Nizwa (2020) also faced issues with ensuring that the students in fact engage with the pre-class materials, and theorise that this may have had an impact on the results, which may otherwise have been even more positive. Hiroyuki Obari, Stephen Lambacher and Hiroaki Kojima (2017), whose study of flipped classroom combined with blended learning using mobile technologies resulted in findings in favour of the use of flipped classroom for teaching English, likewise point out particular advantages of this type of teaching for teaching and learning the English grammar. Lee and Wallace (2018) reported similar result as well. Yang (2017) goes even further, concluding that based on his experiment flipped classroom is particularly suited for teaching and learning English grammar specifically, a view echoed in the opinions of surveyed teachers (Yang, 2017, p.8). In addition to that, Webb and Doman (2016) claim that not only did their students' scores improve by a statistically significant margin on the post-test, but so did the students' attitudes towards learning the English grammar.

Flipped classroom was also found to have statistically significant effect on the students' listening skills in the English language. This result was observed on both exams testing the listening skill, and was especially prevalent in the item of perception of pronunciation. Channy Roth and Suksan Suppasetseree (2016), who made the effects of flipped classroom on listening comprehension one of the focal areas of their study, also observed a positive, statistically significant, result. In a method similar to mine own, Roth and Suppasetseree (2016) used third party videos selected from the YouTube database, and their students specifically named the video watching to be one of the factors they believed to have affected their listening skills most. My students reported similarly, naming the

video-lectures among the greatest advantages of our classes. Another researcher who focused on listening skills in their experiment with flipped classroom was Samah Zakareya Ahmad (2016), also with positive, statistically significant, result. In his paper, Ahmad echoes my own theory of flipped classroom being effective for teaching and training listening comprehension skill owing to the larger amount of practice on one hand and provision of authentic language spoken with different accents on the other hand. Ahmad (2016) further theorises that the ability of the student to pause and rewind a video-lecture may be an additional factor aiding the improvement of listening comprehension, as the student is able to process the spoken language at their own suitable speed, leading to more meaningful contact with the language, from the point of view of listening comprehension practice. Unfortunately, Ahmad does not provide details on the in-class activities, therefore we can only guess whether the results may have only been a side-effect, or whether the students were provided purposeful training of listening skills, like I attempted to do in my class. Ehsan Namaziandost et al. (2020) likewise observed positive effects on English language listening comprehension skills of their students, as did Namaziandost et al. the year before (2019).

In my study, the implementation of flipped classroom strategy resulted in improved communicative skill in the English language as well. This result was observed not only in the class observation diary, but the students also expressed in the questionnaire survey that they believe their communicative abilities improved. This was perhaps the least surprising result of all the language skills observed. The class time was heavily focused on communication, and a number of authors report having seen improved communication as one of the effects of flipped classroom as well. Troy Cockrum (2013), one of the first authors to write about the uses of flipped classroom in the language class, specifically recommends the teaching strategy for its emphasis and positive effects on communicative ability. Hsiu-Ting Hung (2015) tested flipped classroom in a communication-oriented course and achieved very positive results. Arina Evseeva and Anton Solozhenko (2015) experimented with flipped classroom in order to increase activity and communication in a general course of English Language, and likewise report positive results. In addition to that, Evseeva's and

Solozhenko's students are said (2015) to have expressed their belief that the out-of-class interaction also had highly positive impact on their final results. The students of Hamad Alsowat (2016) reported improved self-perceived communicative ability, and the author himself states that one of his reasons for experimenting with flipped classroom was the hope that it would have positive impact on the students' communicative ability, a result he reports to have achieved. Al-Harbi and Alshumaimeri (2016) claim having had similar motivation in adopting flipped classroom and their students have expressed their belief that flipped classroom was especially beneficial to their communicative skills. Interestingly, Evelyn Doman and Marie Webb (2017) recall that the students in their experimental group generally refrained from switching into their mother tongue and used English for communication in class, an observation I also made in my study, whereas the control group tended to go back to their L1 (Chinese). Shuangjiang Li and Jitpanat Suwanthep (2017) obtained significant improvements in the students' speaking skills. Wen-Chi Vivian Wu, Jun Scott Chen Hsieh and Jie Chi Yang (2017) also observed significant positive effects of flipped classroom on their students' speaking skills and their students specifically reported having felt being more at ease when speaking English, an effect which they also attributed to the use of flipped classroom strategy. John M. Graney (2018) also reports flipped classroom to allow more effective evaluation in communication-based language class. The authors Jahangir Mohammadi, Hossein Barati, and Manijeh Youhanaee (2019) recall that as an effect of flipped classroom, their students' willingness to communicate increased, in addition to general improved scores on a language exam, and Mohammad Yahya Abdullah et al.'s study (2020) brings an account of positive effects of flipped classroom on students' self-confidence in speaking the English language. Improved verbal communication skills as a result of the use of flipped classroom strategy were also said to have been observed by Farina Nozakiah Tazijan, Sakina Sofia Baharom, and Azianura Hani Shaari (2016). The researchers tested a version of flipped classroom truly in tune with the world of 21st century student, using social media platforms such as Twitter and Facebook to flip their lessons. Besides positive effects of flipped classroom on the participants' communicative ability, the

students also expressed their appreciation for the use of these as well as for flipped classroom in general (Tazijan, Baharom & Shaari, 2016), a result I also observed in my own experiment. These authors (Tazijan, Baharom & Shaari, 2016) theorise that this is partly due to greater general activity and enthusiasm observed in the students in the intervention group that, they believe, resulted from the use of flipped classroom strategy. Chi-Jen Lin and Gwo-Jen Hwang (2018) likewise claim positive effects of flipped classroom on the students' communicative ability in the English language. In addition to that Lin and Hwang (2018) point out that, in order for communication to be fostered, it may be beneficial to support interaction between the learners outside of the presential in-class lessons, citing the more persuasive results they achieved with the use of flipped classroom model based on a community-based virtual classroom environment (2018), as opposed to simply providing students with pre-class materials to be engaged with on an individual basis, a theory that certainly bears consideration. On the other hand, the results imply that their chosen method favours the high-achievers more than the low-achievers, further contributing to possible achievement gap issues within a student community (Lin & Hwang, 2018). Improved communicative ability in the target language by a statistically significant margin were also reported by Abdullah, Hussin, and Ismail (2019), whose students also reported having observed their own progress in terms of English language speaking ability, as well as confidence in using the target language, as a result of the intervention in form of flipped classroom strategy.

Lastly, flipped classroom was found to have positive effects on the students' overall English language proficiency. Again, this result echoes the reports of other authors. Hung (2015) in particular seems to have achieved impressive results with flipped classroom, with both of his flipped classroom groups scoring significantly higher than the control group, and one of the intervention group outperforming the other. Kang (2015) reports not only significantly improved overall result but also the partial results in grammar and vocabulary. Kvashnina and Martynko (2016) observed results significantly higher in the intervention group in a long-term course of English for specific purposes. Nagwa Soliman (2016) likewise

obtained positive results, attributing them largely to the in-class interaction on one hand, and accessibility of materials on the other hand, both aided by the use of flipped classroom strategy. Lee and Wallace (2018) also report statistically significant better outcomes of flipped classroom in comparison to CLT, and believe this to have been due to higher rates of interaction and activity in the group which was taught through the flipped classroom strategy.

5.2. CONCLUSION

The objectives of my doctoral research were (O1) to test flipped classroom as a means of increasing my students' English proficiency in the use of grammar, in the listening skills, and in the communication skills; as well as (O2) comparing the effects of flipped classroom and the effects of active-learning based strategy of teaching the English language.

The hypotheses that I formulated predicted positive effects of flipped classroom on the students' proficiency in the English language (HYP4) in general, as well as in particular in (HYP1) the use of grammar, (HYP2) listening skill, and (HYP3) communication skills. The results of the experiment that I conducted as a part of my doctoral research are supportive of all the above stated hypotheses.

The research questions RQ1-RQ4 focus on the comparison of the effectiveness of flipped classroom teaching strategy and the effectiveness of active-learning strategy.

The results of the experiment are positive for the research question RQ2: *Does the suggested model of Flipped Classroom teaching strategy increase the learners´ listening skills in the target language by more than the used non-flipped active-learning strategy?* Flipped classroom was determined to be significantly more effective than active-learning strategy in improving the participants' listening proficiency in the English language. While flipped classroom was found to have a significant effect on the results of both listening exams, the active-learning strategy was not found to have a statistically significant impact

on the students' listening skills. This result came despite the fact that in-class both groups received very similar type of teaching and worked on very similar tasks. My belief is that one of the main reasons for the difference in results is that, due to the flipped strategy used, the intervention group was effectively subjected to longer exposure to authentic English language. In other words, the video-lectures add to the students' engagement time with the English language, and they (considering the type of video-lectures used) also allow the students to listen to authentic English language - created by native speakers, and featuring native speakers speaking English. That means the students are provided with an opportunity to listen to an additional type of accent - they are able to get used to people speaking the target language with different pronunciation, at different pace, with different intonation, etc. This broadens their English language experience, allowing them to be more prepared for using the English language outside of school. Also, it provides the element of authentic language immersion even to a language class where the teacher is not a native speaker. Besides providing real language experience, unlike simple listening exercises, the video-lectures allow the students to observe the speaker, see their lip movement, note their facial expressions and gestures, which are all elements of communication. In addition to that, the learner autonomy inherent to flipped classroom may, I believe, be another significant factor of the effects of this teaching strategy. Video-lectures assigned as homework allow the students to engage with the authentic language at their own speed. The ability to pause and rewind places a measure of control into the individual student's hands. This benefits the shy ones, the slow ones, but also the curious ones and the high-achievers. It also leads to students ultimately spending more time with the target language, not just benefiting their school results, but their general target language proficiency (which is what language learning is all about).

For the research questions RQ1: *Does the suggested model of Flipped Classroom teaching strategy increase the learners´ accuracy in the use of grammar in the target language by more than the used non-flipped active-learning strategy*?; RQ3: *Does the suggested model of Flipped Classroom teaching strategy increase the learners´*

communication skills in the target language by more than the used non-flipped active-learning strategy?; and RQ4: *Does the suggested model of Flipped Classroom teaching strategy increase the learners´ overall proficiency in the target language by more than the used non-flipped active-learning strategy?*, the results are inconclusive. For teaching grammar, both flipped classroom and active-learning were found to have statistically significant positive effect. Flipped classroom did have greater effect based on the results of the exam, however, this difference was not found to be statistically significant. Therefore, both teaching strategies may be considered equally effective for teaching the English grammar. On one hand, this result was somewhat surprising, considering that of the two video-lectures assigned as pre-class tasks before every lecture, one always focused on grammar. It was expected that this would lead to the students' greater knowledge. On the other hand, the exam was not focused on knowledge - it was focused on the practical skill of *using* grammar. Had there been a knowledge-oriented exam, maybe the experimental group would have fared better. Then again, the point of learning a language is not having knowledge of grammar, but using it. In the use of grammar both groups achieved statistically significant improvement - both methods were found to have worked. Now, both groups received more-less equal amount and type of practice in grammar. It seems that this practice has proven itself effective, despite the fact that it involved only minimal amount of exercises focused on rote learning. Therefore, I believe that the experiment proves that even the grammatical skill in the English language can be trained, learned, and improved without memorisation of the rules or endless repetition of the basic grammatical formulae.

The research question RQ3, focused on communicative ability, also seems to have inconclusive answer. Both groups needed some time to become more active and outspoken, but both eventually got there. The flipped group was easier to motivate and activate, but this may have been due to other factors not related to the study. Or it may have been a sign that flipped classroom worked better than pure active-learning strategy. It is difficult to judge, as I do not have numeric data to judge the students' communicative skill, and I am only going by the class observation journal and the students' own reviews.

Based on these I would say that at the beginning of the experiment both groups were equally uncommunicative, and by the end of the experiment both groups improved equally in their communicative ability. Therefore, both teaching strategies employed had equal effects on the students' communicative skill. On the other hand, flipped classroom does allow more in-class time to be devoted to communicative activities, therefore I personally consider it to be the better strategy to use when trying to foster communication.

In answer to the research question RQ4, both used teaching/learning strategies were found to be equally effective in their impact on the students' overall language proficiency in English. Perhaps this is natural. Both groups received equally substantial amount of practice in the four language skills, and thus it is not highly surprising that on the exam based on a combination of these they would score similar.

5.2.1. Limitations

Despite the positive results, it is necessary to admit that the study had a number of limitations. The first of these was the size of the sample. The number of students involved in the experiment was less than 40. Ideally, it should have been much larger. However, it was not possible for me to recruit more participants. This was due to the fact that I was conducting the experiment at an actual school (University of Trnava, Slovakia), and it took place during a course that is part of the official curriculum of a study programme for future teachers of the English language. Therefore, only the students in the programme, who signed up for the course, could be asked to participate. In general, universities in Slovakia seldom have more than 50 students enrolled in the same programme, in the same year of study, thus it is unlikely I would have been able to work with a larger sample at a different institution. I did consider trying to run the experiment simultaneously at more than one institution, however, in the end I had to give up on the idea as it would have brought with itself a number of complications. For one, scheduling the experimental lessons may have become complicated - I was not choosing the times myself but rather followed the pre-set

schedule of the school. Also, I was already travelling around 200km. on public transport, to cover the existing 2 or 3 lessons every week. In addition to that finding another institution that would allow me to conduct the experiment at their premises would have been difficult - before the experiment I contacted 18 higher education institutions in my area, only two gave me a positive answer. Besides the above mentioned, I felt that enlarging the sample by conducting the experiment at more than one institution might have had detrimental effects on the validity of the results - there was no guarantee that I would be able to find participants similar enough to those recruited that the group would still be homogenous in their starting English language proficiency. In the end I opted for the smaller sample and hoped for the best.

Another significant limitation of the study was the length of the experiment. There are previous reports that suggest that flipped classroom yields more positive results the longer the students undergo the intervention. Lopes and Solares (2018) report that the participants need to have time to develop the self-regulatory skills, that are vital for the success of this type of teaching. My own classroom observations also suggest that students who do not have substantial previous experience with active tasks in class may need time to get adjusted for the tasks to be truly effective. Again, the length of the experiment was limited by the time the institution was able to offer me, as well as my own schedule.

The third limitation related to institutional constraints was the course syllabus. The course during which the experiment took place was a part of the compulsory curriculum for the Teacher of English programme at the university in question. The goals in terms of learning outcomes, the choice of topics for each class, and the textbook used were all pre-set. That said, I do not attempt to criticise the choices made either by the academics who constructed the course, or the work of the authors of the textbook in use. However, it is possible that there are topics and course organizations more suited for use with flipped classroom strategy. The students who I worked with still needed to succeed in completing the course, and thus I did have to teach the pre-assigned contents. In addition to that, I did

not know what their final course exam would entail and thus I did not dare deviate too much from the official syllabus in terms of content or its organisation.

Even though the syllabus had to be followed, I did bring in materials that were not a part of the textbook, which may have become another limitation to the study. Some of these materials were adopted from third sources and adapted to what I saw as needs of the course and the students, some of these were materials of my own creation. However, neither of those were reviewed by another teacher or a supervisor. I do believe in my teaching skills, and I do believe in my choice of materials, but the truth is, my in-class experience is less than 5 years combined. Thus some of these materials may or may not have affected the results of the experiment.

In addition to creating, or adapting, a number of materials besides using the contents offered by the textbook, part of the exams used in the experiment were likewise edited by myself. The original B2 First exam by Cambridge Assessment English 2015 could not be used, as its completion required more time that I had available at one double lesson. Therefore, I altered and adjusted it to the needs of the experiment. Both the pre-test and the post-test exams were altered in this way, and both were based on different versions of the original exam. I did my best to make sure that not only the assessment but also the contents of both exams would be equal. However, the equality of the two was not certified by any higher authority, and therefore these testing measures may also have affected the results of the study.

Researcher bias may have presented another limitation of the study. I did try to avoid it. The fact remains, I was not just the researcher but also the instructor in both the experimental and the control group. This was due to the fact that it would have been very complicated to try and find another teacher willing to participate and let me just be the observer and use the data in my work. This was true for both the experimental group, where I would have had to persuade another teacher to attempt to use a teaching strategy with which they, more than likely, were not familiar, and in the control group, where I would have to persuade a teacher to let me sit in on their lessons, test their students, and write

about it. As it was, I did my best to make sure that both groups received equally active and student-centred teaching, and in most cases I used the same kind of activities in both groups. Still, it is possible that I did not completely manage to avoid the researcher bias, and it may have been another limitation in the study.

Additional limitation may have been the fact that I was not working in a team of researchers, but rather was the only one designing, conducting, and evaluating the study. I did not find collaborators who would be working on a similar project, and flipped classroom is not, to my knowledge, a part of the research goals of the other members of my department, and thus I worked alone. This meant that not only did the whole load of labour and organisation fall on my shoulders, but, more importantly, I seldom had a colleague at hand to discuss all the particulars, or any arising issues, with or get a second opinion in real time. I certainly could have contacted my tutor or my supervisor, and they did as much as they could for me, but there is still advantage to having someone with you, working on solving the same problem, and this was not possible in my case. This factor likewise may have affected the study, both in its design and in its results.

The state of educational system in Slovakia in general and language teaching in particular may have been another limitation that the study faced. Only recently has our educational system started trying to turn away from the traditional direct-instruction based teaching. In the language class, not too long ago teaching would be based on vocabulary drills, direct translation, memorisation of grammatical formulae, and students would be prohibited to talk with each other in class. In the last decade there has been a push for more active and student-centred language learning, but we do not know how much of this trend may or may not have reached the students involved in the study. If the participants had no, or very limited, experience with active learning and student-centred lessons, they may have faced difficulties trying to adjust to the new requirements that my teaching imposed on them, affecting the success, or lack thereof, of the tested teaching strategy.

The last limitation that I believe needs to be mentioned is money. If I had more financial resources, the experiment may have been very different. I could have, for example,

conducted the experiment outside of the realm of an institution, recruiting volunteers and paying them for participation in the study. I could have rented a classroom more suited for my experiment, closer to my area of residence; I could have bought tech devices to support the in-class processes; I could have used paid-for software instead of relying on freeware (for example in the case of online classroom environment used); I could have had the whole experiment recorded; I perhaps could have hired instructors to take over the teaching part and be just the observer and researcher.

5.2.2. Avenues for Further Research

More research into the differences between the effects of flipped classroom and active learning should be conducted. Experiments with a greater number of participants may serve to determine whether flipped classroom and active-learning are truly not different in their impact on the learners' proficiency in the use of English language in general as well as specifically in the areas of grammar proficiency and communicative ability, or whether the partially inconclusive results of the above described experiment may have been contributed to by the limited number of participants I had available. A longer intervention period could serve the same purpose as well. A research team consisting of more (than one) members would also, in my opinion, aid the quality of such study. In such setting it would be possible for all materials and measures to be reviewed in depth before their use, be they testing measures or materials intended for use in class. Likewise, it would be useful to test different virtual classroom environment supporting flipped classroom, as well as different types of video-lectures. Another interesting research focus could be the uses and impact of student-created video-lectures. Different forms of active-learning strategy could also be compared to flipped classroom. Additional possible avenues for further research lie in the background and characteristics of the participants - would the results be different if the participants were of a different age; gender composition; educational background; or foreign language proficiency background? It would be also interesting to see flipped classroom compared to active-learning strategy in a language class

in an educational system that is more progressive and less based on traditional teaching methods than the one in Slovakia, or using a curriculum based on different textbooks from the one used in my experiment, or one that does not use a textbook at all.

In the ideal world, it would be beneficial to have a textbook specifically written for use with flipped classroom strategy. It could be accompanied by video-lectures tailored for the same purpose, at least on the formal aspects of the target language covered by the textbook that the students are expected to be familiar with. While knowledge of the formal rules of language is far from the goal of foreign language learning, I believe these would be useful at least for courses focused on adult learners, many of whom do, in my experience, find comfort in knowing the formal rules, or at least having a comprehensive information source on these.

Even in the real world, I believe it would be very helpful if university-level programs preparing future language teachers included in their course offer some kind of training focused on the ways of flipped classroom. Adopting this teaching technique may seem overwhelming to any who have never seen or experienced flipped classroom in practice. This teaching strategy is effective, and it really is not that difficult to use, once one gets over the initial bout of anxiety.

5.2.3. Final Word

In conclusion, allow me to relate to the current global situation. For years we have been hearing calls for educational reforms, we have sets goals on making education more effective, we have endlessly discussed how to transform our teaching in order to meet the likely demands of a not so distant future. Education does need to become more practice oriented. Our students do need to be taught how to analyse and evaluate the vast amounts of information available to them. And yes, our teaching practices will need to adapt to the technological advances of the world around us, including using tech in class, if we are not to become outdated and irrelevant. A lot has been said, and a lot has been done too, but it

has never been quite enough to produce a real transformation of our teaching practices. Such transformation has always been called too difficult, too taxing, *too drastic*, and we never quite felt ready to take the big step.

Well, if there is one thing we learned in the last nine months or so, the world around us does not care if we are ready. Sometimes we must act even unprepared, even if we are not comfortable with it. The pandemic currently still raging all around the globe has had one positive impact at least - it showed us, teachers, that when pushed, we are able to adapt. With schools closed, we proved we are able to make the transition and find a way to still give our students at least basic support. No, it has not been perfect, but given the circumstances, I believe we passed. And the current crisis also showed us, and the world, the true value of a good teacher. A pre-recorded online lecture on its own simply does not have the same effect as a teacher-led in-class session filled with practice.

We are going back to classes, schools are tentatively reopening. In-class teaching is what most of us are most familiar with, and best at. Despite that, perhaps we should not go completely back to our old ways. Albeit forced by circumstances, we already made one big, scary leap - getting familiar with and using educational technology. Perhaps we could combine the two, and turn to flipped classroom. I believe it would be worth it.

5.3. CONCLUSIÓN

Los objetivos de mi investigación de doctorado fueron (O1) probar el aula invertida como un medio para aumentar el dominio del inglés de mis estudiantes en el uso de la gramática, en las habilidades de escucha y en las habilidades de comunicación; así como (O2) comparar los efectos del aula invertida y los efectos de la estrategia de enseñanza del idioma inglés basada en el aprendizaje activo.

Las hipótesis que formulé predijeron efectos positivos del aula invertida en el dominio de los estudiantes en el idioma inglés (HYP4) en general, así como en particular en (HYP1) el uso de la gramática, (HYP2) la habilidad de escuchar y (HYP3) la habilidad de

comunicación. Los resultados del experimento que realicé como parte de mi investigación doctoral apoyan todas las hipótesis mencionadas anteriormente.

Las preguntas de investigación RQ1-RQ4se centran en la comparación de la eficacia de la estrategia de enseñanza del aula invertida y la eficacia de la estrategia de aprendizaje activo. Los resultados del experimento son positivos para la pregunta de investigación RQ2: ¿El modelo sugerido de estrategia de enseñanza de Aula Invertida aumenta las habilidades auditivas de los alumnos en el idioma de destino más que la estrategia de aprendizaje activo sin invertir?

Se descubrió que el aula invertida es significativamente más efectiva que la estrategia de aprendizaje activo para mejorar la competencia auditiva de los participantes en el idioma inglés. Si bien se encontró que el aula invertida tiene un efecto significativo en los resultados de ambos exámenes de comprensión auditiva, no se encontró que la estrategia de aprendizaje activo tuviera un impacto estadísticamente significativo en las habilidades auditivas de los estudiantes. Este resultado se produjo a pesar de que en clase ambos grupos recibieron un tipo de enseñanza muy similar y trabajaron en tareas muy similares.

Creo que una de las razones principales de la diferencia en los resultados es que, debido a la estrategia invertida utilizada, el grupo de intervención estuvo efectivamente sujeto a una exposición más prolongada al idioma inglés auténtico. En otras palabras, las videoconferencias aumentan el tiempo de práctica de los estudiantes con el idioma inglés, y (considerando el tipo de videoconferencias utilizadas) también les permiten a los estudiantes escuchar el idioma inglés auténtico, creado por hablantes nativos y con hablantes nativos que hablan inglés. Eso significa que los estudiantes tienen la oportunidad de escuchar un tipo de acento diferente: pueden acostumbrarse a las personas que hablan el idioma de destino con una pronunciación diferente, a un ritmo diferente, con una entonación diferente, etc. Esto amplía su experiencia en el idioma inglés , lo que les permite estar más preparados para usar el idioma inglés fuera de la escuela.

Además, proporciona el elemento de una auténtica inmersión lingüística incluso en una clase de idiomas en la que el profesor no es un hablante nativo. Además de brindar una experiencia real del lenguaje, a diferencia de los simples ejercicios de audio, las videoconferencias permiten a los estudiantes observar al hablante, ver el movimiento de sus labios, notar sus expresiones faciales y gestos, que son elementos de la comunicación.

Además de eso, creo que la autonomía del alumno inherente al aula invertida puede ser otro factor significativo de los efectos de esta estrategia de enseñanza. Las videoconferencias asignadas como tarea permiten a los estudiantes interactuar con el lenguaje auténtico a su propio ritmo. La capacidad de pausar y rebobinar coloca una medida de control en las manos de cada estudiante. Esto beneficia a los tímidos, a los lentos, pero también a los curiosos y los triunfadores. También lleva a que los estudiantes pasen más tiempo con el idioma de destino, no solo beneficiando sus resultados escolares, sino también su dominio general del idioma de destino (que es de lo que se trata el aprendizaje del idioma).

Para las preguntas de investigación RQ1: ¿El modelo sugerido de la estrategia de enseñanza de Aula Invertida aumenta la precisión de los alumnos en el uso de la gramática en el idioma de destino más que la estrategia utilizada de aprendizaje activo no invertida ?; RQ3: ¿El modelo sugerido de estrategia de enseñanza de Aula Invertida aumenta las habilidades de comunicación de los alumnos en el idioma de destino más que la estrategia utilizada de aprendizaje activo no invertida?; y RQ4: ¿El modelo sugerido de la estrategia de enseñanza de Aula Invertida aumenta la competencia general de los estudiantes en el idioma de destino más que la estrategia de aprendizaje activo no invertida utilizada?, los resultados no son concluyentes.

Para la enseñanza de la gramática, se encontró que tanto el aula invertida como el aprendizaje activo tienen un efecto positivo estadísticamente significativo. El aula invertida tuvo un mayor efecto según los resultados del examen; sin embargo, esta diferencia no resultó ser estadísticamente significativa. Por lo tanto, ambas estrategias de enseñanza pueden considerarse igualmente efectivas para enseñar la gramática inglesa. Por un lado,

este resultado fue algo sorprendente, considerando que de las dos videoconferencias asignadas como tareas previas a cada clase, una siempre se centró en la gramática. Se esperaba que esto condujera a un mayor conocimiento de los estudiantes. Por otro lado, el examen no se centró en el conocimiento, sino en la habilidad práctica del uso de la gramática. Si hubiera habido un examen orientado al conocimiento, tal vez al grupo experimental le hubiera ido mejor. Por otra parte, el objetivo de aprender un idioma no es tener conocimientos de gramática, sino usarlo. En el uso de la gramática, ambos grupos lograron una mejora estadísticamente significativa; se encontró que ambos métodos funcionaron. Ahora, ambos grupos recibieron más o menos la misma cantidad y tipo de práctica sobre el uso de la gramática. Parece que esta práctica ha demostrado su eficacia, a pesar de que solo implicó una cantidad mínima de ejercicios centrados en el aprendizaje de memoria. Por lo tanto, creo que el experimento demuestra que incluso la habilidad gramatical en el idioma inglés se puede entrenar, aprender y mejorar sin memorizar las reglas o la repetición interminable de las fórmulas gramaticales básicas.

La pregunta de investigación RQ3 centrada en la capacidad comunicativa también parece tener una respuesta no concluyente. Ambos grupos necesitaron algo de tiempo para volverse más activos y abiertos, pero finalmente ambos llegaron allí. El grupo invertido fue más fácil de motivar y activar, pero esto puede deberse a otros factores no relacionados con el estudio. O puede haber sido una señal de que el aula invertida funcionaba mejor que la mera estrategia de aprendizaje activo. Es difícil de juzgar, ya que no tengo datos numéricos para juzgar la habilidad comunicativa de los estudiantes, y solo me baso en el diario de observación de la clase y las propias reseñas de los estudiantes. Basándome en esto, diría que al comienzo del experimento ambos grupos eran igualmente poco comunicativos, y al final del experimento ambos grupos mejoraron igualmente en su capacidad comunicativa. Por lo tanto, ambas estrategias de enseñanza empleadas tuvieron efectos iguales en la habilidad comunicativa de los estudiantes. Por otro lado, el aula invertida permite dedicar más tiempo en clase a actividades comunicativas, por lo que

personalmente considero que es la mejor estrategia a utilizar cuando se trata de fomentar la comunicación.

En investigación de pregunta R4, también se encontró que ambas estrategias de enseñanza/aprendizaje utilizadas eran igualmente efectivas en su impacto en el dominio general del idioma inglés de los estudiantes. Quizás esto sea natural. Ambos grupos recibieron una cantidad igualmente sustancial de práctica en las cuatro habilidades lingüísticas y, por lo tanto, no es muy sorprendente que en el examen basado en una combinación de estas obtengan una puntuación similar.

5.3.1. Limitaciones

A pesar de los resultados positivos, es necesario admitir que el estudio tuvo una serie de limitaciones. El primero de ellos fue el tamaño de la muestra. El número de estudiantes que participaron en el experimento fue inferior a 40. Idealmente, habría sido mucho más grande. Sin embargo, no me fue posible reclutar más participantes. Esto se debió al hecho de que estaba realizando el experimento en una escuela real (Universidad de Trnava, Eslovaquia), y se llevó a cabo durante un curso que forma parte del plan de estudios oficial de un programa de estudios para futuros profesores de inglés. Por lo tanto, solo los estudiantes del programa que se inscribieron en el curso pudieron participar. En general, las universidades de Eslovaquia rara vez tienen más de 50 estudiantes matriculados en el mismo programa, en el mismo año de estudio, por lo que es poco probable que hubiera podido trabajar con una muestra más grande en una institución diferente. Consideré intentar ejecutar el experimento simultáneamente en más de una institución, sin embargo, al final tuve que renunciar a la idea ya que habría traído consigo una serie de complicaciones.

Por un lado, programar las lecciones experimentales pudo haberse vuelto complicado: yo misma no elegía los horarios, sino que seguía el horario preestablecido de la escuela. Además, ya estaba viajando alrededor de 200 km en transporte público, para

cubrir las 2 o 3 lecciones existentes cada semana. Además de eso, encontrar otra institución que me permitiera realizar el experimento en sus instalaciones habría sido difícil; antes del experimento, me comuniqué con 18 instituciones de educación superior en mi área, solo dos me dieron una respuesta positiva. Además de lo mencionado anteriormente, sentí que ampliar la muestra mediante la realización del experimento en más de una institución podría haber tenido efectos perjudiciales sobre la validez de los resultados; no había garantía de que pudiera encontrar participantes lo suficientemente similares a los reclutados manteniedo así al grupo homogéneo en su dominio inicial del idioma inglés. Al final opté por la muestra más pequeña y esperé lo mejor.

Otra limitación significativa del estudio fue la duración del experimento. Hay informes anteriores que sugieren que el aula invertida produce resultados más positivos cuanto más tiempo se someten los estudiantes a la intervención. López y Solares (2018) informan que los participantes necesitan tener tiempo para desarrollar las habilidades de autorregulación, que son vitales para el éxito de este tipo de enseñanza. Mi propia observación en el aula también sugiere que los estudiantes que no tienen una experiencia previa sustancial con tareas activas en clase pueden necesitar tiempo para adaptarse a las tareas para que sean realmente efectivas. Nuevamente, la duración del experimento estuvo limitada por el tiempo que la institución pudo ofrecerme, así como por mi propio horario.

La tercera limitación relacionada con las limitaciones institucionales fue el programa del curso. El curso durante el cual se llevó a cabo el experimento fue parte del plan de estudios obligatorio del programa de Profesor de Inglés en la universidad en cuestión. Los objetivos en términos de resultados de aprendizaje, la elección de temas para cada clase y el libro de texto utilizado estaban predeterminados. Dicho esto, no intento criticar las decisiones tomadas ni por los académicos que construyeron el curso ni el trabajo de los autores del libro de texto en uso. Sin embargo, es posible que haya temas y organizaciones de cursos más adecuados para su uso con la estrategia de aula invertida.

Los estudiantes con los que trabajé aún necesitaban tener éxito en completar el curso y, por lo tanto, tuve que enseñar los contenidos asignados previamente. Además de eso, no

sabía lo que supondría su examen final de curso y así no me atrevía a desviarme demasiado del plan de estudio oficial en cuanto a contenido ni a su organización.

Aunque tenía que seguir el plan de estudios, traje materiales que no formaban parte del libro de texto, lo que puede haberse convertido en otra limitación del estudio. Algunos de estos materiales fueron adoptados de terceras fuentes y adaptados a lo que vi como necesidades del curso y de los estudiantes, algunos de estos eran materiales de mi propia creación. Sin embargo, ninguno de ellos fue revisado por otro maestro o supervisor. Creo en mis habilidades de enseñanza y creo en mi elección de materiales, pero la verdad es que mi experiencia en clase es de menos de 5 años combinados. Por tanto, algunos de estos materiales pueden haber afectado o no a los resultados del experimento.

Además de crear o adaptar una serie de materiales, además de utilizar los contenidos ofrecidos por el libro de texto, parte de los exámenes utilizados en el experimento también fueron editados por mí misma. El examen original B2 First exam de Cambridge Assessment English 2015 no se pudo utilizar, ya que completarlo requería más tiempo del que tenía disponible en una lección doble.

Por lo tanto, lo modifiqué y ajusté a las necesidades del experimento. Tanto el examen previo como el posterior al examen se modificaron de esta manera, y ambos se basaron en diferentes versiones del examen original. Hice todo lo posible para asegurarme de que no solo la evaluación, sino también el contenido de ambos exámenes fueran iguales. Sin embargo, la igualdad de los dos no fue certificada por ninguna autoridad superior y, por lo tanto, estas medidas de prueba también pueden haber afectado los resultados del estudio.

El sesgo de experimentador puede haber presentado otra limitación del estudio. Intenté evitarlo. El hecho es que no solo fui el investigador, sino también el instructor, tanto en el grupo experimental como en el de control. Esto se debió al hecho de que hubiera sido muy complicado intentar encontrar otro profesor dispuesto a participar y dejarme ser el observador y utilizar los datos en mi trabajo. Esto fue cierto tanto para el grupo experimental, donde habría tenido que persuadir a otro maestro para que intentara utilizar

una estrategia de enseñanza con la que, probablemente, no estaban familiarizados, como para el grupo de control, donde tendría que convencer al profesor para que me dejara sentarme en sus lecciones, evaluar a sus alumnos y escribir sobre ello. Tal como estaba, hice todo lo posible para asegurarme de que ambos grupos recibieran una enseñanza igualmente activa y centrada en el estudiante, y en la mayoría de los casos utilicé el mismo tipo de actividades en ambos grupos. Aún así, es posible que no logré evitar por completo el sesgo del investigador y esto puede haber sido otra limitación en el estudio.

Una limitación adicional puede haber sido el hecho de que no estaba trabajando en un equipo de investigadores, sino que era la única que diseñaba, dirigía y evaluaba el estudio. No encontré colaboradores que estuvieran trabajando en un proyecto similar, y el aula invertida no es, que yo sepa, parte de los objetivos de investigación de los otros miembros de mi departamento, por lo que trabajé sola. Esto significó que no solo toda la carga de trabajo y organización recayera sobre mis hombros, sino que, lo que es más importante, rara vez tuve a un colega a mano para discutir todos los detalles, o cualquier problema que surgiera, o para obtener una segunda opinión en tiempo real. Ciertamente podría haberme contactado con mi tutor o mi supervisor, y ellos hacían todo lo que podían por mí, pero aún así es una ventaja tener a alguien al lado, trabajando para resolver el mismo problema, y esto no fue posible en mi caso. Este factor también puede haber afectado al estudio, tanto en su diseño como en sus resultados.

El estado del sistema educativo en Eslovaquia en general y la enseñanza de idiomas en particular pueden haber sido otra limitación a la que se enfrentó el estudio. Solo recientemente nuestro sistema educativo ha comenzado a tratar de alejarse de la enseñanza tradicional basada en la instrucción directa. No hace mucho que la enseñanza en las clases de idiomas se basaba en ejercicios de vocabulario, traducción directa, memorización de fórmulas gramaticales, y se prohibía a los estudiantes hablar entre ellos en clase. En la última década ha habido un impulso para un aprendizaje de idiomas más activo y centrado en el estudiante, pero no sabemos cuánto de esta tendencia puede haber llegado o no a los estudiantes involucrados en el estudio. Si los participantes no tenían, o

tenían una experiencia muy limitada, con el aprendizaje activo y las lecciones centradas en el estudiante, es posible que hayan enfrentado dificultades tratando de adaptarse a los nuevos requisitos que les impuso mi enseñanza, afectando el éxito o la falta de éxito de la estrategia de enseñanza evaluada.

La última limitación que creo que hay que mencionar es el dinero. Si tuviera más recursos económicos, el experimento podría haber sido muy diferente. Si tuviera más recursos financieros, podría haber realizado, por ejemplo, el experimento fuera del ámbito de una institución, reclutando voluntarios y pagándoles por participar en el estudio. Podría haber alquilado un aula más adecuada para mi experimento, más cerca de mi área de residencia, podría haber comprado dispositivos tecnológicos para respaldar los procesos en clase, podría haber usado software de pago en lugar de transmitir en freeware (por ejemplo, en el caso del entorno de aula en línea utilizado), podría haber grabado todo el experimento, tal vez podría haber contratado instructores para que se hicieran cargo de la parte de enseñanza y yo fuera solo el observador e investigador.

5.3.2. Futuras líneas de investigación

Se debe realizar más investigación sobre las diferencias entre los efectos del aula invertida y el aprendizaje activo. Los experimentos con un mayor número de participantes pueden servir para determinar si el aula invertida y el aprendizaje activo realmente no son diferentes en su impacto en la capacidad de los alumnos en el uso del idioma inglés en general y específicamente en las áreas de capacidad gramatical y capacidad comunicativa , o si los resultados parcialmente no concluyentes del experimento descrito anteriormente pueden haber sido contribuidos al número limitado de participantes que tenía disponibles. Un período de intervención más largo también podría servir para el mismo propósito. Un equipo de investigación formado por más (de uno) miembros también, en mi opinión, ayudaría a la calidad de dicho estudio. En tal escenario, sería posible revisar en profundidad

todos los materiales y medidas antes de su uso, ya sean medidas de prueba o materiales destinados a su uso en clase.

Asimismo, sería útil probar diferentes entornos de aula virtual que admitan el aula invertida, así como diferentes tipos de videoconferencias. Otro foco de investigación interesante podría ser el uso y el impacto de las videoconferencias creadas por los estudiantes. También se podrían comparar diferentes formas de estrategia de aprendizaje activo con el aula invertida. Otras posibles vías para futuras investigaciones se encuentran en los antecedentes y las características de los participantes: ¿los resultados serían diferentes si los participantes tuvieran una edad, comoposición de género, atencedentes educativos o antecedentes de dominio de un idioma extranjero diferentes? También sería interesante ver el aula invertida en comparación con la estrategia de aprendizaje activo en una clase de idiomas en un sistema educativo que es más progresivo y menos basado en métodos de enseñanza tradicionales que el de Eslovaquia, o que utiliza un plan de estudios basado en libros de texto diferentes al usado en mi experimento, o uno que no usa ningún libro de texto.

En el mundo ideal, también sería beneficioso tener un libro de texto escrito específicamente para usar con la estrategia del aula invertida. Podría ir acompañado de videoconferencias adaptadas con el mismo propósito, al menos sobre los aspectos formales del idioma de destino cubiertos por el libro de texto con los que se espera que los estudiantes estén familiarizados. Si bien el conocimiento de las reglas formales del idioma está lejos del objetivo del aprendizaje de una lengua extranjera, creo que esto sería útil al menos para cursos enfocados en estudiantes adultos, muchos de los cuales, en mi experiencia, encuentran consuelo al conocer las reglas formales o al menos al tener una fuente de información completa sobre estas.

Incluso en el mundo real, creo que sería muy útil si los programas de nivel universitario que preparan a los futuros profesores de idiomas incluyeran en su oferta de cursos algún tipo de formación centrada en las formas del aula invertida. Adoptar esta técnica de enseñanza puede parecer abrumador para cualquiera que nunca haya visto o

experimentado el aula invertida en la práctica. Esta estrategia de enseñanza es efectiva, y realmente no es tan difícil de usar, una vez que uno supera el ataque inicial de ansiedad.

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En conclusión, permítanme relacionarme con la situación global actual. Durante años hemos estado escuchando llamados a reformas educativas, nos hemos fijado metas para hacer la educación más efectiva, hemos discutido sin cesar cómo transformar nuestra enseñanza para satisfacer las probables demandas de un futuro no tan lejano. La educación debe orientarse más hacia la práctica. Nuestros estudiantes necesitan que se les enseñe cómo analizar y evaluar la gran cantidad de información disponible para ellos. Y, efectivamente, nuestras prácticas de enseñanza deberán adaptarse a los avances tecnológicos del mundo que nos rodea, incluido el uso de tecnología en clase, si no queremos volvernos obsoletos e irrelevantes. Mucho se ha dicho y mucho se ha hecho también, pero nunca ha sido suficiente para producir una transformación real de nuestras prácticas de enseñanza. Tal transformación siempre se ha calificado de demasiado difícil, demasiado exigente, demasiado drástica, y nunca nos sentimos preparados para dar el gran paso.

Bueno, si hay algo que aprendimos en los últimos más o menos nueve meses, al mundo que nos rodea no le importa si estamos preparados. A veces debemos actuar incluso sin estar preparados, incluso si no nos sentimos cómodos con ello. La pandemia que actualmente sigue arrasando en todo el mundo ha tenido al menos un impacto positivo: nos demostró a los maestros que, cuando nos presionan, podemos adaptarnos. Con las escuelas cerradas, demostramos que podemos hacer la transición y encontrar una manera de brindar a nuestros estudiantes al menos un apoyo básico. No, no ha sido perfecto, pero dadas las circunstancias, creo que pasamos. Y la crisis actual también nos mostró a nosotros y al mundo el verdadero valor de un buen maestro. Una conferencia en línea pregrabada por sí sola simplemente no tiene el mismo efecto que una sesión en clase, llena de práctica, dirigida por un maestro.

Volvemos a clases, las escuelas están reabriendo tentativamente. La enseñanza en clase es lo que la mayoría de nosotros conocemos mejor y lo que mejor se nos da. A pesar de eso, quizás no deberíamos volver completamente a nuestras viejas costumbres. Aunque forzados por las circunstancias, ya hicimos un gran y aterrador paso: familiarizarnos con la tecnología educativa y utilizarla. Quizás podríamos combinar los dos y pasar al aula invertida. Creo que valdría la pena.

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APPENDIX 1
CONTROL GROUP LESSON PLANS
(own creation)

L1 DB MORNING

INTRO

- those who didnt register on rcampus, I need you to do so - you'll be sending me content from today's lesson there.

---

today's topic is MUSIC

- do you listen to music? anyone who doesn't?

---

1. warm up - stand up, yes/no corner

- do you like music? - do you listen to music every day? - have you ever tried to learn to play an instrument? do you like singing (even in shower)? are you good at it? would you do karaoke?

----------PUT THEM INTO (5) GROUPS----------

2. open books at p. 54, ex. 2 - in the group, discuss
- how many people like rock music?
- how many people can read music?
- how many people play musical instrument? one that is not piano or guitar?
- how many people have been to a good concert? are planning to go to one?
- how many people would like to see Metallica?

---

3. READING - read the article. ex.3.d
- WHIR HUM CLACK? line 10 ex. 3 c
- read 1st paragraph - 2min

read the article again - how do the following relate to Alex? What experience does he have with these?

---

4. Listening

ex. 4b ..3.34

ex. 4c maybe (IF TIME)

---

ex. 4d speaking RECORD

---

ex. 5 --- remember----hearing----to go---to make

remember meeting/remember to meet - which is PAST which is FUTURE?

ex. 5e - STAND UP, ask at least 3 people, write down (ger/inf):

L1 JO - STV

INTRO

- absentees
- BACKGROUND QUESTIONNAIRE

---

today we're going to talk about ARGUMENTS

- do you ever argue with people?
- when was the last time you had an argument? - was it about sth serious?

---

books p. 64

in pairs, discuss pictures - write down/remember really well - WHAT are they arguing about? Who started? How did they solve it?

ex. 1a...listening....listen and check - CHECK ONLY AFTER THIS - anyone was right? what other theories?

= the grammar topic of today - PAST MODALS
what past modals do you know? uses?
ex. 1b+2c....

MURDER SCENE

Neighbours reported a lot of yelling and loud banging sounds and than silence. This is what police found. Your task is, with your partner/group to SPECULATE what might, may, could, must, couldnt have happened. Who is the person in the picture? What happened to him/her? Use your imagination. The wilder the better. Write down your ideas in points, you will be presenting them to the rest of the class
use past modals...write down your sentences....

---

ex. 2a - underline stressed (modals, full verbs, object)
    - how is the HAVE pronounced?

ex. 3 BRAINSTORM & RECORD

- Why do we argue? What makes us argue in specific situations and not others? Who do we argue with the most and what about?
- do men and women argue differently? how? describe

ex. 3b READ....5min

- look for the arguing strategies we just talked about...any there?
- do you think what the article says is true? do you agree?

ex. 3c - T/F, underline your clues
ex. 3d - quickly, do you know what these mean?

GROUPS 3 - how do you think we should and shouldn't argue? -
arguing prompts - discuss in depth both sides of the argument

L2 DB morning, standard

1. intro
how are you? how was your week?
recordings NOW
---
today - SLEEP
do you like to sleep? what do you think is the ideal length?
ever experienced insomnia?
How long did you sleep last night? STAND UP, FORM A LINE, speak
english ex. b) listening 3/40, 41, 42 - take notes
1/c in pairs - who prefers complete darkness? who likes working at night? sleeping on plane or catching up afterwards?
2/ a quick - 1, 3, 2
3) SLEEPING HABITS EXERCISE - pair + examiner (from VIDEO)
think about your sleeping habits - how much do you sleep daily? what posture do you sleep in? do you use alarm clock? are you an early riser?
Now, think of your sleeping habits when you were 5 years old. What sleeping habits that you USED TO have changed, compared to now? How long sleeping time WERE you USED TO when you were a child? What new sleeping habits did you have to GET USED TO once you started going to elementary school and later on university?
with a partner, talk about what your sleeping habits are now and what they used to be when you were a child. The partner checks whether you use correct structures. For prompts, see p. 61, right
4) listeing p.60 3/47, fill in the gaps

5) WRITING - how much do you sleep before an exam? is sleeping harder when youre studying? is studying harder when you haven`t slept?
NIGHT BEFORE EXAM
what's better, ideally
study all night or get good night's
sleep? +/- in groups
individually, paragraph. Linkers.

L2 stv. JO STANDARD

1. intro

how are you? how was your week?

everyone besides Daniela HAS TO SIGN TO RCAMPUS RIGHT NOW.

AND send me the recordings.

---

1. BRAINSTORMING - what to do/what not to do when arguing - as many as you can, competition - CHECK

2. listening 4/7 p. 66 - first round tick, 2nd round details, summaries, reasons - CHECK

c) ? 4/8 fill in the blanks

e) ROLE PLAY - person A - 107, person B 110 - role-play n.2 - ACT IT OUT

d) ? speaking in pairs - which tips are most useful

do you think it's ever a good idea to have a third person there? when is a mediator used in real life?

WRITING a PARAGRAPH

---

who do you argue with the most? SIBLINGS? do parents ever make it worse? by treating children differently? do you think parents treat older children different than younger children?

STAND UP

Yes/No corner

---statements

b) ALONE brainstorm - in what ways do parents treat children differently based on birth order?

b) groups of 3 - +/- of being the oldest/youngest child (present?)

ALONE fill in outline

topic sentence, arguments, supporting details, conclusion.

Linkers on board

L3 DB standard

- absentees
- BACKGROUND QUESTIONNAIRE

---

today we're going to talk about ARGUMENTS

- do you ever argue? - when was the last time? - about sth serious? - who with most?

---

books p. 64

in pairs, discuss pictures - write down/remember really well - WHAT are they arguing about? Who started? How did they solve it?

ex. 1a...**listening**.... CHECK ONLY AFTER THIS - **anyone was right? what other theories?**

= the grammar topic of today - **PAST MODALS** - explain on board

what past modals do you know?

uses? ~~ex. 1b+2c....~~

MURDER SCENE - use PAST MODALS; discuss and write down **10 sentences; be creative**

Neighbours reported a lot of yelling and loud banging sounds and than silence. This is what police found. Your task is, with your partner/group to SPECULATE what might, may, could, must, couldnt have happened. Who could be the person in the picture? What might have happened to him/her? Use your imagination. The wilder the better.

---

ex. 3 BRAINSTORM

- Why do we argue? Who do we argue with the most and what about? How do you think we should/should not argue? What strategies for effective argument?

argument related vocab: 65/ex. 3d - quickly, do you know what these mean?

---

ex. LISTENING 66-4/7- tick what she mentioned, decide which two are most important

ex. LISTENING 4/8 - vocab

ex. p 107/110 - B - in pairs, role play. I will want to know how you solved it.

<u>line or discussion</u>

would you rather?

Would you rather be free or be totally safe?

Would you rather have partner, three kids, and no money, or no family and three million dollars?

Would you rather Be the funniest person in the room or the most intelligent?

Would you rather Be able to talk your way out of any situation, or punch your way out of any situation?

Would you rather Have no one to show up for your Wedding or your funeral?

Would you rather Skinny dip with your classmate or with a stranger?

Would you rather eat only pizza for 1 year or eat no pizza for 1 year?

Would you rather visit 100 years in the past or 100 years in the future?

L3 jo stan

how are you?

a bit of change - groups are gonna be joined

!!! 1. vec - student background questionnaire. DONT PUT YOUR NAME ON IT we are going to revise parts of chapter 7A and start 7B.

1. revision of modals - review the last lesson.

past modals/would rather/reasoning

Think of a list of things (activities, tasks) that you would RATHER have done during the last lesson, instead of what we actually did. Come up with examples of activities/task which you think MIGHT have been more beneficial for your advancement in English than what we actually did. Think of which activities MAY have been ok, but you still can think of improving them. Suggest, what we COULD have done instead. Describe how the class SHOULD have looked.

- 3 min to prepare IN WRITING - notes - incl. reasons why suggested activities are better
- discussion groups - 3 people in each

2 talk - debate - 1 examiner (thursday group) everyone - choose one class improvement speech that you heard that you think is the best and write 5 sentences on why you think so

----- each needs to present their case---NAMES on the evaluation sheet

---------- p. 65

2. do you think men and women argue differently? how so?

discuss in pairs

b) READ THE ARTICLE 5min - you will read about some arguing strategies. what else did you come up with in your discussion? what was new in the article? how is arguing in slovakia different from papua new guinea? IS IT TRUE?

c) T/F based on the article

d) lets check vocab - yellow words, in pairs, come up with definitions IN YOUR OWN WORDS

----------p.66

ex.c) LISTENING - complete the sentences

go over the meanings

---

p.68,

we're gonna start a new chapter, the topic is VERBS OF SENSES and BODY LANGUAGE

--first, verbs of senses. What are they? look, smell, feel, sound (seem) - explain the forms --what does body language serve for? do you watch other people's body language? are you sometimes consciously directing your own body language?

1a) read the description, look at the picture, complete sentences 1-3

were you right?

2) first A then B - describe using words of senses

c) if there is time - LISTENING

d) roles of actors?
e) discuss differences - tv/theatre/radio

L4 - DB stand morn

Hello, how are you
ROSTER
today - VERBS OF SENSES and BODY LANGUAGE

verbs of senses USE explain, draw on board. look, smell, feel, sound (seem)
+adj/+like+obj/+as if+clause
to describe
1. warm-up...groups of 3-4
one gets simple ROLE that he/she are supposed to play out WITHOUT WORDS, the others describe/discuss what the person LOOKS and SOUNDS...like...as if....and try to guess what's going on. Swap tables, swap roles.

2. p.68 4/14 - discuss the pics - how are they feeling? VERBS OF SENSES d) LISTENING - roles of actors? 3min

e) discuss differences - tv/theatre/radio - in 3s f+g) p.69 4/15 - listen + answer g 1m30s
what is the main difference?

3. explain uses of AS on board
ex. 69/3b A2, B3, C1, D4, E5, F3, G5, H1
ex. from workbook

5. p.70 VOC - any that you don't know?
in pairs, go back to p. 69 and compare Ellen Burstyn and Jason Schwartzman visually - their features

6. 71/d in pairs
look at the pics - describe the body language used - how are they feeling? how are they trying to look?
71/e - match ....1 nervous, 2 in a good mood, 3 relaxed, 4 dominant, 5 insecure, 6 friendly, 7 stressed

gestures - what are common in svk? look at the pics and interpret in pairs. add if anything common is missing.

L5 DB stan

INTRO

- how are you?, lights, next week exam+questionnaire, please show up.

ROSTER

--------- today's topic--------CRIME----------financial crime, crime against property

Have you ever been a victim of crime?

Do you think crime is a part of (our) daily life?

What crime affects us most?

---

1. BRAINSTORMING in pairs, TIMED 1min30sec

What kinds of crime against property are there?

-----write down as many as you can - in
points/terms b) check, write on board

vocab on board - make sure they understand the differences

+ ? embezzlement, looting, fraud, smuggling, corruption, money laundering, terrorist financing, piracy, vandalism, squatting

2.------ex 160/1 - check------or 75/2---

3. 75/3d - discuss in pairs RECORD - q1, 2, 5-choose 3 for which you do know someone)

4. explain PASSIVE STRUCTURES

- to stress the person/object that EXPERIENCES sth rather than the one who DOES the action, or when we DO NOT KNOW/dont want to mention the doer, or to be polite

- you can usually add (by John) to the end...

OBJ+to be (in proper tense, depending on original sentence) + verb in past form

I am told + obj clause

It is said/thought/believed THAT...or he is believed TO (+have been/be doing)

5. ex. 76/5 c+d

if time: 76/5 F (upper right corner)

6. CYBERCRIME - <u>discuss in pairs</u>

Read the quotes.

Do you ever illegally download content?

Is illegal downloading content the same as stealing? Does illegal downloading harm music/film industry? Should it be punished?

---

b) WRITING a paragraph.

Quotes. Take a stance and write a paragraph on it. You will need 3 supportive statements. Start (topic sentence): *I think downloading music from internet for free should* be illegal and punished/not be illegal and punished.

APPENDIX 2
EXPERIMENTAL GROUP LESSON PLANS
(own creation)

L1 DB aft FLIP

INTRO

- those who didnt register on rcampus, I need you to do so - you'll be sending me content from today's lesson there.

---

today's topic is MUSIC

- do you like music?
- do you listen to music? anyone who doesn't?

---

you were supposed to watch a video and write down 3 reasons we listen to music -reasons.....

---- FIND 3 PEOPLE WHO---

---

2. open books at p. 54, ex. 2 - in the group, discuss

- how many people like rock music?
- like to sing? are good at it?
- how many people play musical instrument? one that is not piano or guitar? have you ever performed in public?

would you

- how many people have been to a good concert? are planning to go to one? - how many people would like to see Metallica?

---------- NEXT

PAGE 4. Listening

ex. 4b

- with a partner, discuss & find examples to each

---

ex. 4d speaking - discuss & RECORD

---

ex. 4c IF TIME

GERUNDS and INFINITIVES - different situations

ex. 5 --- remember----hearing----to go---to make

remember meeting/remember to meet - which is PAST which is FUTURE?

ex. 5e - discuss with a partner

---

if time previous page

3.b READING

3.c
3.e how these relate to Alex

L1 JO ut FLIP
INTRO...5min
- roster...anyone new?
- anyone had trouble accessing/navigating Rcampus? any issues? everyone saw the videos?
everything clear about modals?
.....
today we're going to talk about ARGUMENTS
- do you ever argue with people?
- when was the last time you had an argument with someone?
- was it about sth serious?

- ex.a..... 5min
open your books, we're going to do a quick exercise - PAIR UP
PAIRS - discuss - write down ideas check out loud - give me some theories
- ex. 1 b - listening.....2+1min
...check if they got it correctly
- ex b. ...1+1min
WHAT PAST MODALS do you know?
ok, now you'll put these into the sentences in ex.b. listen to the recording -ex c. ...1+1min
---
ex. MURDER SCENE....10min
look at the picture. what the police found. neighbours report a lot of yelling and loud banging sounds and than silence. Your task is, with your partner/group to discuss what might, may, could, must, couldnt have happened. Who is the person in the picture? What happened to him/her? Use your imagination. The wilder the better. Write down your ideas in points, you will be presenting them to the rest of the class.
---
ex. 2a...2min
ex.b...4min
ex. BRAINSTORM 3min
- Why do we argue? What makes us argue in specific situations and not others? Who do we argue with the most and what about?
what about couples? same/different?
do men and women argue differently? how?
describe ex. 3b reading....5min
read, look for the arguing strategies we just talked about...any there?

do you think what the article says is true? do you agree?
ex 3c 5min
ex 3d - write your own definitions 5min
---
ex MY VIDEO...5min
summary
what strategies mentioned?
(reading from WORKBOOK? 10min)
ex...arguing prompts 10min
- im going to give you some controversial topics to discuss. person on the right YES, person on left NO. support your opinion with arguments. swap partners/questions

L2 DB aft FLIP

1. intro
how are you? how was your week?
recordings NOW
---
today - SLEEP
do you like to sleep?
what do you think is the ideal length?
how long did you sleep last night? some to the front - form a line organised by the length of you last night's sleep - longest to shortest
ever experienced insomnia?
ex. b) listening 3/40, 41, 42 - sum up, once only
1/c in pairs - who prefers complete darkness? who has experience/likes working at night? sleeping on plane or catching up afterwards?
2/ a quick - 1, 3, 2
3) SLEEPING HABITS EXERCISE - pair + examiner (from VIDEO)
think about your sleeping habits - how much do you sleep daily? what posture do you sleep in? do you use alarm clock? are you an early riser?
Now, think of your sleeping habits when you were 5 years old. What sleeping habits that you USED TO have changed, compared to now? How long sleeping time WERE you USED TO when you were a child? What new sleeping habits did you have to GET USED TO once you started going to elementary school and later on university?

4) xxxx listeing p.60 3/47, fill in the gaps

5) WRITING - **how much do you sleep before an exam? is sleeping harder when youre studying?**
NIGHT BEFORE EXAM
what's better, ideally
study all night or get good night's sleep?

+/- in groups
individually, paragraph. Linkers.

L2 ut JO FLIP

1. intro - how are you?
did you watch the video?
YES? (continue no2)
no? 15min break...class 15min longer
---
2. continue with topic of arguments

A) with a partner, on a paper, write down what strategies of effective arguing can you think of

3min TIMED. BRAINSTORM

b) listening 4/7 twice.. tick + write down details - 30sec to read those

B) which of these did you have? ANY OTHER TIPS YOU WROTE DOWN?

ok, it seems we have quite the list. Remember these :)

d) role play... p.107upper left corner/110 low right corner PRETEND IT'S REAL!

c) listening again, add missing words

---

3. VIDEO - debate - past modals + would rather

Think of a list of things (activities, tasks) that you would RATHER have done during the last (our first) lesson, instead of what we actually did. Come up with examples of activities/task which you think MIGHT have been more beneficial for your advancement in English than what we actually did. Think of which activities MAY have been ok, but you still can think of improving them. Suggest, what we COULD have done instead. Describe how the class SHOULD have looked.

- 3 min to prepare IN WRITING - notes - incl. reasons why suggested activities are better
- discussion groups - 3 people in each
2 talk - debate - 1 examiner
----- each needs to present their case---NAMES on the evaluation sheet
swap 2x - into other groups so that everyone has been the examiner

2 best in front of class?

WRITING - looking back, who do you argue with the most? SIBLINGS why? do parents have anything to do with it?

Some psychologists believe that the so-called BIRTH ORDER affects our personality because parents treat the child in each spot differently. Agree?
Disagree? a little test - (ends of class yes/no) STAND UP

It is easiest being the oldest child because there is no competition at first

The youngest child is usually spoiled

Middle child knows how to win

- brainstorm - in what ways do parents treat children differently based on birth order? (ALONE)

in groups +/- of being OLDEST or YOUNGEST child (on a big paper, markers) present?

alone - fill in outline. Topic sentence, 3 arguments, supporting details for each, conclusion.

L3 DB FLIP

- prezencka

BACKGROUND QUESTIONNAIRE

.....

today we're going to talk about ARGUMENTS

- do you ever argue? - when was the last time? - about sth serious? - who with most?

---

books p. 64

in pairs, discuss pictures - write down/remember really well - WHAT are they arguing about? Who started? How did they solve it?

ex. 1a...**listening**.... CHECK ONLY AFTER THIS - **anyone was right? what other theories?** = the grammar topic of today - **PAST MODALS** - revision - name, what uses?

MURDER SCENE - use PAST MODALS; discuss and write down **10 sentences; be creative** Neighbours reported a lot of yelling and loud banging sounds and than silence. This is what police found. Your task is, with your partner/group to SPECULATE what might, may, could, must, couldnt have happened. Who could be the person in the picture? What might have happened to him/her? Use your imagination. The wilder the better.

---

ex. VIDEO

- what problems? why is it pointless?
- how to argue?
- do you ever argue with people on internet?

---

ex. LISTENING 66-4/7- tick what she mentioned, decide which two are most important

ex. LISTENING 4/8 - vocab

ex. p 107/110 - B - in pairs, role play. I will want to know how you solved it.

---

line or discussion

would you rather?

Would you rather be free or be totally safe?

Would you rather have partner, three kids, and no money, or no family and three million dollars?

Would you rather Be the funniest person in the room or the most intelligent?

Would you rather Be able to talk your way out of any situation, or punch your way out of any situation?

Would you rather Have no one to show up for your Wedding or your funeral?
Would you rather Skinny dip with your classmate or with a stranger?
Would you rather eat only pizza for 1 year or eat no pizza for 1 year?
Would you rather visit 100 years in the past or 100 years in the future?

L4 JO FLIP - cancelled, St. Patrick's Day
Intro:
- ROSTER
- how are you
did you like the video? we'll be working with it later.
today - continue BODY LANGUAGE
---
1. ex. 2a (p.68).
form pairs. 1 has 30 secs to pic one of the pictures on p. 69, to describe the body language and expressions. Inspiration - 2/b The other draws. In description use VERBS OF SENSES and MODALS. Afterwards, the drawer has to guess which picture it was. Compare the drawing to the real pic.
change pairs, swap roles
2/c - listening - what were their roles? (pozri v teachers book - aj movies?)
discuss in pairs - diff btw actor in film, in theatre, in radio
2/f+g
3. CIRCLE DISCUSSION (outer/inner circle; ak ich bude neparny pocet, zapojim sa ja...) using VERBS OF SENSES, discuss and describe one of the characters from LoTR. outer circle - move 2 people to the left
for 1 minute, describe your character to your partner, expressions, verbs of senses, what body language they use. dont say their name. Your partner has to guess who your character is.
4 - discuss the pictures
based on the picture, in pairs, create and write down a short role play (character A character B) - define what body language, impression, etc should the characters convey other pair will be playing out the role play.
3.b join another pair - other pair should play out your role play, you play out theirs (without seeing the original pic)
5. 71 d+e (top)
in pairs brainstorm gestures - what gestures are common in SVK? what do they mean?

L4 aft DB FLIP
ROSTER
today - continue VERBS OF SENSES and BODY LANGUAGE

1. warm-up...groups of 3-4

one gets simple ROLE that he/she are supposed to play out WITHOUT WORDS, the others describe/discuss what the person LOOKS and SOUNDS...like...as if....and try to guess what's going on. Swap tables, swap roles.
good speaking activity not foe VoS

2. p.68 4/14 - discuss the pics - how are they feeling? VERBS OF SENSES d) LISTENING - roles of actors? 3min

3. CIRCLE DISCUSSION (outer/inner circle; ak ich bude neparny pocet, zapojim sa ja...) write down a short list of characteristics of characters

using VERBS OF SENSES, discuss and describe one of the characters from LoTR. outer circle - move 2 people to the left

for 1 minute, describe your character to your partner, expressions, verbs of senses, what body language they use. dont say their name. Your partner has to guess who your character is.

~~3. explain uses of AS on board~~
~~ex. 69/3b ..... A2, B3, C1, D4, E5, F3, G5, H1~~
~~ex. from workbook~~

5. p.70 VOC - any that you don't know?

in pairs, go back to p. 69 and compare Ellen Burstyn and Jason Schwartzman visually - their features

6. 71/d in pairs

look at the pics - describe the body language used - how are they feeling? how are they trying to look?

71/e - match ....1 nervous, 2 in a good mood, 3 relaxed, 4 dominant, 5 insecure, 6 friendly, 7 stressed

7 - discuss the pictures

based on the picture, in pairs, create and write down a short role play (character A character B) - define what body language, impression, etc do/should the characters convey

other pair will be playing out the role play.

8. gestures - what are common in svk? meaning? look at the pics and interpret in pairs. add if anything common is missing.

L5 jo ut FLIP

Hello, how are you

ROSTER

today - continue VERBS OF SENSES and BODY LANGUAGE

1. warm-up...groups of 3-4 RECORD

one gets simple ROLE that he/she are supposed to play out WITHOUT WORDS, the others describe/discuss what the person LOOKS and SOUNDS...like...as if....and try to guess what's going on. Swap tables, swap roles.

2. p.68 4/14 - discuss the pics - how are they feeling? VERBS OF SENSES d) LISTENING - roles of actors? 3min

check

3. CIRCLE DISCUSSION (outer/inner circle; ak ich bude neparny pocet, zapojim sa ja...)

--what characters were there?

--write down a short list of characteristics of characters

--using VERBS OF SENSES, discuss and describe one of the characters from LoTR.

outer circle - move 2 people to the left

for 1 minute, describe your character to your partner, expressions, verbs of senses, what body language they use. dont say their name. Your partner has to guess who your character is.

3/B

in pairs - compare and contrast two characters (behaviour, body language, goals) - chart

C/ in WRITING - individually - hand in

3. explain uses of AS on board
ex. 69/3b A2, B3, C1, D4, E5, F3, G5, H1
ex. from workbook 2e, 3g, 4h, 5d, 6b, 7c, 8a

6. 71/d in pairs
look at the pics - describe the body language used - how are they feeling? how are they trying to look?
71/e - match ....1 nervous, 2 in a good mood, 3 relaxed, 4 dominant, 5 insecure, 6 friendly, 7 stressed

7 - discuss the pictures + gestures
based on the picture, in pairs, create and write down a short role play (character A character B) - define what body language, impression, feelings, mood, etc. do/should the characters convey
other pair will be playing out the role play.

~~8. gestures - what are common in svk? meaning? look at the pics and interpret in pairs. add if anything common is missing~~

L5 DB stv FLIP

INTRO
- how are you, lights, next week exam+questionnaire, please show up.
ROSTER
--------- today's topic--------CRIME----------financial crime, crime against property Have you ever been a victim of crime?
Do you think crime is a part of (our) daily life?
What crime affects us most?
---

1. BRAINSTORMING in pairs, TIMED 1min30sec What kinds of crime AGAINST PROPERTY are there?
-----write down as many as you can - in points/terms
b) check out loud, write on board - who had most? who had most original ones?
vocab on board - make sure they understand the differences

2.------ex 160/1 - check------or 75/2---
~~5. ex. 76/5 a+b - read, find answers to a), circle the correct form of verb (b).~~

3. ex 75/3d - discuss in pairs and ----RECORD-----

1/most common crimes; 2/biggest recent crime story; 5/ choose 3 catg.s that you know someone in

4. ex. 76/5 c+d LISTENING 4/35

3. -----Find Someone Who-----3 people

	who	when	where	situation
has been a victim of pickpocketing				
has been offered fake goods on street				
has bought fake goods				
knows a victim of burglary				
knows someone who was mugged				
has witnessed a shoplifting				
has committed a cyber offense				

16:30 has to start

6. CYBERCRIME - <u>discuss in pairs</u>

What kinds of cybercrime are there?
Have you ever been a victim of cyber attack? Which kind?
How do you protect yourself from cybercrime? What affects you most?
QUOTE
Do you ever illegally download content?
Is illegal downloading content the same as stealing? Does illegal downloading harm music/film industry? Should it be punished?

---

b) WRITING a paragraph.

Read the quotes. One is for downloading, the other is against. Take a stance and write a paragraph on it. You will need 3 supportive statements.

Start (topic sentence): *I think downloading music from internet for free should* be illegal and punished/not be illegal or punished.

APPENDIX 3
Adapted B2 First (Cambridge) Exam (Cambridge University Press, 2015)

INITIAL

ENGLISH IN USE

1. Q.s 1-8

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

What is genealogy?

Genealogy is a (0) ..... of history. It concerns family history, (1) ..... than the national or world history studied at school. It doesn't merely involve drawing a family tree, however – tracing your family history can also (2) ..... in learning about your roots and your identity. The internet enables millions of people worldwide to (3) ..... information about their family history, without great (4) .....

People who research their family history often (5) ..... that it's a fascinating hobby which (6) ..... a lot about where they come from and whether they have famous ancestors. According to a survey involving 900 people who had researched their family history, the chances of discovering a celebrity in your past are one in ten. The survey also concluded that the (7) ..... back you follow your family line, the more likely you are to find a relation who was much wealthier than you are. However, the vast majority of people who (8) ..... in the survey discovered they were better off than their ancestors.

0	A	band	B	set	C	branch	D series
1	A	instead	B	rather	C	except	D sooner
2	A	cause	B	mean	C	result	D lead
3	A	accomplish	B	access	C	approach	D admit
4	A	fee	B	price	C	charge	D expense
5	A	describe	B	define	C	remark	D regard
6	A	reveals	B	opens	C	begins	D arises
7	A	older	B	greater	C	higher	D further
8	A	attended	B	participated	C	included	D associated

2. Q.s 9-16

For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Motorbike stunt rider

I work (0) **as** a motorbike stunt rider – that is, I do tricks on my motorbike at shows. The Le Mans race track in France was (9) ..... I first saw some guys doing motorbike stunts. I'd never seen anyone riding a motorbike using just the back wheel before and I was (10) ..... impressed I went straight home and taught (11) ..... to do the same. It wasn't very long before I began to earn my living at shows performing my own motorbike stunts.

I have a degree (12) ..... mechanical engineering, this helps me to look at the physics (13) ..... lies behind each stunt. In addition to being responsible for design changes to the motorbike, I have to work (14) ..... every stunt I do. People often think that my work is very dangerous, but, apart (15) ..... some minor mechanical problem happening occasionally during a stunt, nothing ever goes wrong. I never feel in (16) ..... kind of danger because I'm very experienced.

3. Q.s 19-23

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Garlic, a member of the Liliaceae family which also includes onions, is **(0) commonly** used in cooking all around the world. COMMON

The forefather of antibiotic medicine, Louis Pasteur, claimed garlic was as (19) ..... as penicillin in treating infections. Modern-day (20) ..... have proved that garlic can indeed kill bacteria and even some viruses, so it can be very useful for people who have coughs and colds. In (21) ....., some doctors believe that garlic can reduce blood (22) ..... . EFFECT SCIENCE ADD PRESS

The only (23) ..... to this truly amazing food is that the strong and rather (24) ..... smell of garlic is not the most pleasant! ADVANTAGE SPICE

4. Q.s 25, 27, 29, 30

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do **not change the word given**. You must use between **two** and **five** words, including the word given. Here is an example (**0**).

0 A very friendly taxi driver drove us into town.

DRIVEN

We ...**were driven into town by**... a very friendly taxi driver.

25 Joan was in favour of visiting the museum.

IDEA

Joan thought it would be ..... to the museum.

27 'Do you know when the match starts, Sally?' asked Mary.

IF

Mary asked Sally ..... time the match started.

29 Everyone says that the band is planning to go on a world tour next year.

SAID

The band ..... planning to go on a world tour next year.

30 I'd prefer not to cancel the meeting.

CALL

I'd rather ..... the meeting.

LISTENING

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will hear each piece twice.

1. Q.s 1-3, 5

You will hear people talking in eight different situations. For questions **1 – 8**, choose the best answer (**A**, **B** or **C**).

1 You hear a message on a telephone answering machine.

Why is the speaker calling?

A to confirm some arrangements
B to issue an invitation
C to persuade someone to do something

2 You hear two people talking about a water-sports centre.

The man says the centre should

A pay more attention to safety.
B offer activities for small children.
C provide all the equipment needed.

3 You hear a professional tennis player talking about her career.

What annoys her most about interviewers?

A their belief that she leads a glamorous life
B their assumption that she's motivated by money
C their tendency to disturb her while she's travelling

5 You hear two people talking about a programme they saw on TV.

The woman thinks the programme was

A irritating.
B sad.
C uninformative.

2. Q.s 9-14

You will hear a woman called Angela Thomas, who works for a wildlife organisation, talking about the spectacled bear.

For questions 9 – 18, complete the sentences with a word or short phrase.

Spectacled Bears

Angela says that it was the (9) ..... of the spectacled bear that first interested her.

Angela mentions that the bear's markings can be found on its (10) ..... as well as its eyes and cheeks.

Angela is pleased by evidence that spectacled bears have been seen in (11) ..... areas of Argentina.

Angela says the bears usually live in (12) ....., though they can also be found in other places.

Spectacled bears behave differently from other types of bear during (13) ....., which Angela finds surprising.

Angela is upset that (14) ..... are the biggest danger to spectacled bears.

3. Q.s 19-23

You will hear five short extracts in which people are talking about their visit to a city. For questions 19 – 23, choose from the list (A – H) what each speaker liked most about the city they visited. Use the letters only once. There are three extra letters which you do not need to use.

A the efficiency of the public transport system

B the natural beauty of the scenery

C the variety of goods in the markets

D the style of the architecture

E the well-designed plan of the city

F the helpfulness of the people

G the range of leisure opportunities

H the standard of the accommodation

Speaker 1		19
Speaker 2		20
Speaker 3		21
Speaker 4		22
Speaker 5		23

LISTENING

1. Q.s 1-3, 5

You will hear people talking in eight different situations. For questions **1 – 8**, choose the best answer (**A**, **B** or **C**).

---

1 You hear a young man talking about his hobby of rock climbing.

How does he feel about it?

A satisfied with his level of expertise

B concerned about doing a dangerous sport

C proud when he copes with difficult conditions

2 You hear a public announcement at a family theme park.

What does the announcement contain?

A a change to a timetable

B details of a new attraction

C instructions about a location

3 You hear two people talking about a course they have attended.

What was the topic of the course?

A book illustration

B journalism

C publishing

5 You hear a man being interviewed about a new project he has set up in his home town.

What is the purpose of the project?

A to reduce the amount of litter on a town's streets

B to increase the inhabitants' awareness of recycling

C to stop shopkeepers using plastic bags for customers' purchases

2. Q.s 9-14

You will hear a man called Chris Graham talking to a group of students about a vacation job he had in Australia.

For questions **9 – 18**, complete the sentences with a word or short phrase.

My Vacation Job in Australia

Chris thinks the best place to find a job like he had is the

(9) _____.

Chris is studying **(10)** _____ at university.

For most of the time he was working for the travel company, Chris lived in a

(11) _____ outside of the town.

Chris was often asked to go to a **(12)** _____ at the weekend.

In the mornings, Chris had to drive tourists to see the **(13)** _____

in the desert.

Many of the tourists were unaware of the need to keep their

(14) _____ covered up when they were in the sun.

3. Q.s 19-23

You will hear five short extracts in which people are talking about happiness. For questions **19 – 23**, choose from the list (**A – H**) what each person says happiness means to them. Use the letters only once. There are three extra letters which you do not need to use.

A Having a happy personality allows you to cope effectively with problems.

B Happiness comes from having someone special to share your thoughts with.

Speaker 1 [ ] **19**

C Happiness is all about the experience of overcoming problems.

Speaker 2 [ ] **20**

D Happiness is a short escape from everyday routine.

Speaker 3 [ ] **21**

E True happiness lies in making others happy.

Speaker 4 [ ] **22**

F Older people are less happy than younger ones.

Speaker 5 [ ] **23**

G Happiness is being thankful for what you have.

H Happiness comes from achieving your goals.

ENGLISH IN USE

1. Q.s 1-8

For questions **1 – 8**, read the text below and decide which answer (**A, B, C** or **D**) best fits each gap. There is an example at the beginning (**0**).

The oldest leather shoe in the world

Archaeologists **(0)** report ..... that a perfectly preserved 5,500-year-old shoe has been discovered in a cave in Armenia in south-west Asia. It is **(1)** ..... to be the oldest leather shoe ever found.

The shoe was made of a single piece of leather, stitched at the front and back, and was shaped to fit the wearer's foot. It had been **(2)** ..... with grasses, either for warmth or to make sure it kept its shape. 'The shoe is relatively small but we can't say for **(3)** ..... whether it was worn by a man or a woman,' says Dr Ron Pinhasi, an archaeologist on the research **(4)** ..... 'We thought at first that it was about 600-700 years old because it was in such good shape.'

Shoes of this type from later periods have turned **(5)** ..... in archaeological excavations in various places in Europe, and shoes of a very similar design were still being used on the Aran Islands off the west coast of Ireland as **(6)** ..... as the 1950s. It's **(7)** ..... a style which **(8)** ..... popular for thousands of years.

1	**A**	accepted	**B**	regarded	**C**	assessed	**D** believed
2	**A**	stuffed	**B**	loaded	**C**	pushed	**D** blocked
3	**A**	clear	**B**	specific	**C**	true	**D** certain
4	**A**	class	**B**	force	**C**	team	**D** company
5	**A**	over	**B**	into	**C**	up	**D** about
6	**A**	recently	**B**	lately	**C**	presently	**D** immediately
7	**A**	correctly	**B**	exactly	**C**	precisely	**D** obviously
8	**A**	held	**B**	stood	**C**	remained	**D** lasted

2. Q.s 9-16

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

From black pepper to chilli pepper

In the 15th century, Europeans knew nothing of the chilli pepper, but they held black pepper in high regard and had used it in cooking **(0)** since Greek and Roman times. Ships travelling east brought the black pepper from the Spice Islands in South East Asia but this **(9)** ..... a long time. In 1492, Christopher Columbus was asked to find a shorter route to the Spice Islands, going westwards **(10)** ..... than eastwards, and so he set **(11)** ..... from Spain across the Atlantic Ocean.

Columbus didn't succeed **(12)** ..... finding the Spice Islands but he **(13)** ..... manage to discover the Americas. There he **(14)** ..... across another pepper; the chilli, which had been used in cooking in South America for thousands of years. Soon **(15)** ..... Columbus's discovery, large quantities of chillies were being shipped back to Spain from the Caribbean. Later, people realised that chillies would actually grow in southern Europe and it wasn't long before fresh chillies were **(16)** ..... sale in European markets.

3. Q.s 17-22

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**.

Family bike fun

memorable

National Bike Week was celebrated last week in a **(0)** ..... way with a	**MEMORY**
Family Fun Day in Larkside Park. The event **(17)** ..... to be highly	**PROOF**
successful with over five hundred people attending.	
Larkside Cycling Club brought along a **(18)** ..... of different bikes to	**VARY**
demonstrate the **(19)** ..... that family members of all ages can get from	**ENJOY**
group cycling. Basic cycling **(20)** ..... was taught using conventional bikes.	**SAFE**
There were also some rather **(21)** ..... bikes on display. One-wheelers, five-	**USUAL**
wheelers and even one which could carry up to six **(22)** ..... , were used for	**RIDE**
fun.	

4. Q.s 25, 27, 29, 30

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given. Here is an example **(0)**.

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We ..... **were driven into town by** ..... a very friendly taxi driver.

25 Paula can't wait to hear the band's new album.

FORWARD

Paula is really ..... the band's new album.

27 Daniel thought the flight would be more expensive than it actually was.

NOT

The flight ..... as Daniel thought it would be.

29 There were no trainers left in Denzel's size anywhere on the website.

SOLD

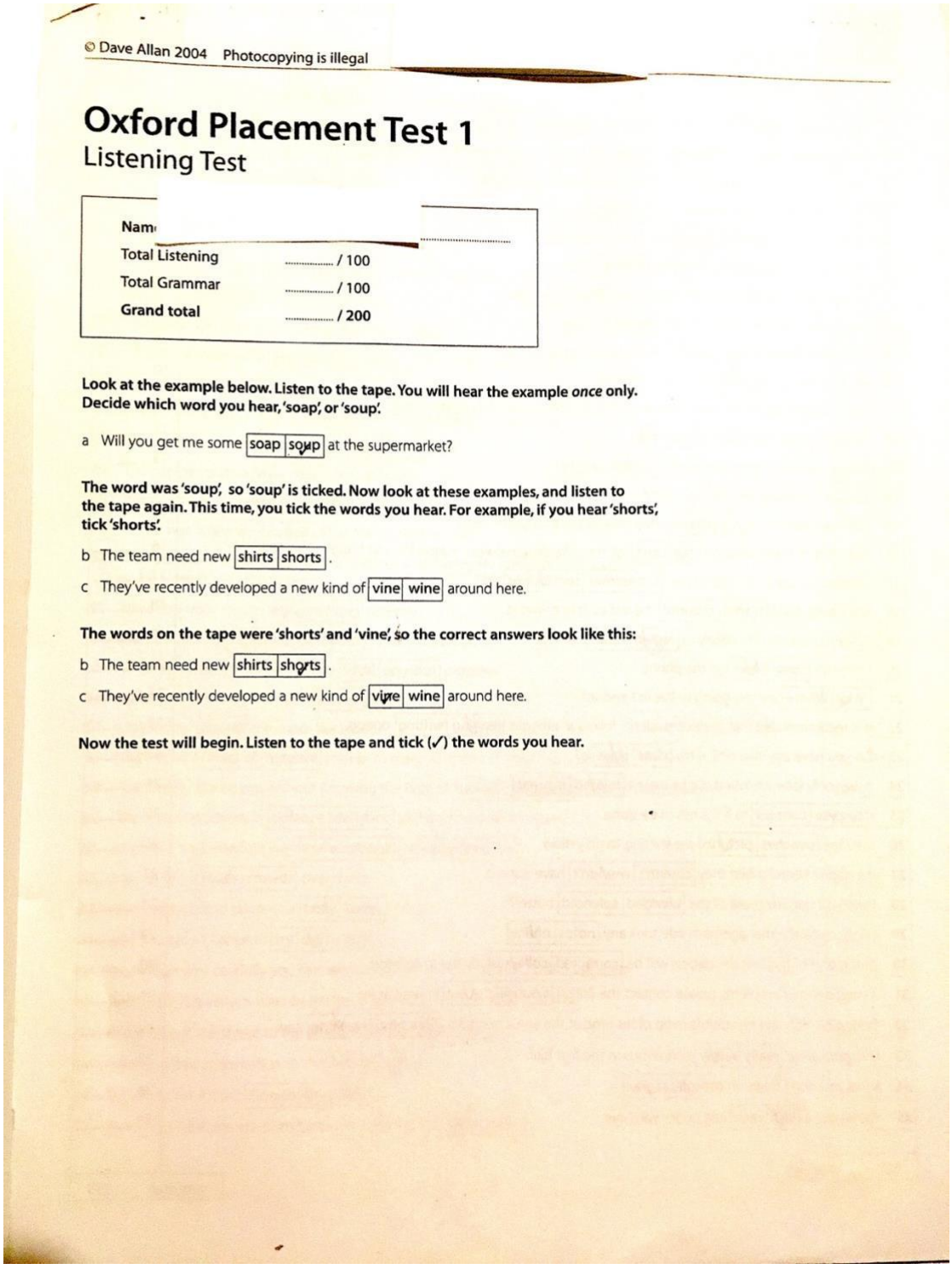
The website had ..... trainers in Denzel's size.

30 Gwenda deleted her sister's photographs by accident.

MEAN

Gwenda ..... her sister's photographs.

APPENDIX 4
OXFORD PLACEMENT TEST 1 AND 2 (Allan, 2004)



Oxford Placement Test 1
Listening Test

Nam.....

Total Listening ..... / 100

Total Grammar ..... / 100

Grand total ..... **/ 200**

Look at the example below. Listen to the tape. You will hear the example *once* only. Decide which word you hear, 'soap', or 'soup'.

a Will you get me some [soap] [soup ✓] at the supermarket?

The word was 'soup', so 'soup' is ticked. Now look at these examples, and listen to the tape again. This time, you tick the words you hear. For example, if you hear 'shorts', tick 'shorts'.

b The team need new [shirts] [shorts].

c They've recently developed a new kind of [vine] [wine] around here.

The words on the tape were 'shorts' and 'vine', so the correct answers look like this:

b The team need new [shirts] [shorts ✓].

c They've recently developed a new kind of [vine ✓] [wine] around here.

Now the test will begin. Listen to the tape and tick (✓) the words you hear.

1 I gather you've been having trouble with your [earring | hearing].
2 A number of students are expected to join the advanced [composition | conversation] class.
3 This beard of mine is awfully itchy. I'll be glad when it [goes | grows].
4 I doubt if he's very comfortable in his [present | prison] bed.
5 Have you played [Dennis | tennis] very much recently?
6 Martina lives in a great big [freezing | Friesian] barn.
7 Do you have any idea how long ago it was [found | founded]?
8 Your letter must have crossed with [my own | mine].
9 One thing I really [loved | loathed] in the late nineties was the style of the clothes.
10 My sister says [he's | she's] a very nice person.
11 That Dutch friend of mine you met yesterday is a very good [chess | jazz] player.
12 That's the Euro equivalent of [30p | 40p].
13 Do we need to change the [cloths | clocks] tonight?
14 Today's a [holiday | horrid day], isn't it?
15 Well, I wonder what [joys | choice] they have in store for us this time.
16 Only 30% of those sampled [can | can't] tell the difference between margarine and butter.
17 I can't really say if I like jazz or not; [sometimes | some kinds] I do.
18 She's been quite [tearful | cheerful] the last couple of weeks.
19 Williams now seems unlikely to [regain | retain] her title.
20 I think it's [Dave | Steve] on the phone.
21 [Why | Where] are you going to live in London?
22 It is recommended that dyslexic students follow a remedial [reading | writing] option.
23 Do you have any idea where my [class | glass] is?
24 It was only later we found out he wasn't [injured | insured].
25 I [can see | consent] to it if it has to be done.
26 I see the [peaches | pictures] are starting to go yellow.
27 If it hadn't been for him they [couldn't | wouldn't] have done it.
28 Have you got any more of this [blended | splendid] butter?
29 I don't think the management side took any [notes | notice].
30 At the end of this test the papers will be [corrected | collected] by the invigilators.
31 If you have any problems, please contact the British [Council | Consul] immediately.
32 During his holidays he spends most of his time at the Lotus test track [watching | washing] cars.
33 Liverpool were [really | rarely] dangerous in the first half.
34 Mind you don't tread on the [glass | grass].
35 You've got a [lash | rash] just under your eye.

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35 ____

subtotal /35

36 Do you think you could [take | talk] us through the next bit of the film?
37 How many [tests | texts] are we going to need to get all the data we want?
38 There's a fishery somewhere round here where they [hatch | catch] trout by the thousand.
39 Are you going to [Penny's | Benny's] tonight?
40 Do you think we could have [two minibuses | too many buses] for the summer courses?
41 Do you think Rick's place is still [buyable | viable] ?
42 We've gone through [today's | two days'] money in less than an hour.
43 [I reckon | Eric and] I need a good holiday.
44 This horse will have to be [shod | shot] immediately.
45 Can you get me some [sealing tape | ceiling paint] when you're in town?
46 Even if he leaves the country he won't be safe from [persecution | prosecution] .
47 Since the accident the only thing he can do is [menial | manual] work.
48 She's very much the ['committee' | 'committed'] type.
49 You can get quite a [view | few] from up here.
50 What can we do with this [lot | slot] to make the timetable work?
51 Keane was [cheered | chaired] off at the end of the match.
52 The future of the party now seems to depend on [delegate | delicate] decisions to be worked out at local level.
53 Have you done much [riding | writing] recently?
54 We've all been [heartened | hardened] by recent events.
55 What we have here is essentially a [fiscal | physical] problem.
56 Make sure you keep the ropes [tied | tight] .
57 I think they [set | sat] the exam last week.
58 You'll need a [mass of | massive] cheese to make a fondue for that many people.
59 I can't really advise you without knowing the type of [context | contacts] you're presupposing.
60 The visit went ahead in [defence | defiance] of the government's views.
61 I thought his behaviour was [unexceptional | unexceptionable] .
62 Look at the [clouds | crowds] over there.
63 Her ambition is to become a [belly | ballet] dancer.
64 Did you get a chance to [try | dry] it out?
65 If you look very carefully you can see there used to be a [cabinet | cabin up] there.
66 Recent EU regulations have been disastrous for British fish [stocks | docks] .
67 Pollution is a real threat to the North American [basin | bison] .
68 Have you had an invitation to the [lunch | launch] ?
69 Do you know if she's [Finnish | finished] ?
70 Yorkshire and Wales are both famous for their pony [trials | trails] .

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subtotal	/35

71 We just didn't think he'd be [armed | harmed].
72 I'm not feeling so [ill | will] today.
73 They are [old | all] things they've grown out of, so you can take them for the jumble sale.
74 My brother-in-law left [Euston | Houston] early this morning, so he should get here tonight.
75 The profitability of North Sea oil rigs is very dependent on the quality of the [crude | crew] they find.
76 You can buy logs by the [barrow- | barrel-] load at the local timber works.
77 I hear you've got a new [rival | arrival].
78 Who was responsible for sending the [infantry | inventory]?
79 We'll be letting them have a [newer system | new assistant] if they want one.
80 He works for a company called [JMB | J & B].
81 Have you read the latest book on Watergate by [HA | AJ] Haldeman?
82 Some motels now have [hair-dryers | air-dryers] in the cloakrooms.
83 Recent legislation makes it imperative that [we men | women] work together to help each other.
84 The Social Services try to ensure that children who need them get [free | three] meals every day.
85 It's Richard's [birthday | bath day] on Sunday, so he'll have to do it on Monday.
86 I gather their child is [autistic | artistic].
87 She was terribly [scared | scarred] as a result of the accident.
88 This year Britain's top [oarsman/rowed | horseman rode] to his third world title.
89 He's an [eternal | internal] student.
90 At Kilverstone Wildlife Park they've got an [Andean | Indian] buffalo.
91 In England all [rod | road] users must have a licence.
92 I'd like you to be responsible for the [personal | personnel] side of the deal.
93 [He and | Ian] Woosnam could well turn the tables next week.
94 Who's going to propose the [loyal | royal] toast?
95 England would never have scored if it hadn't been for that [free | freak] kick by Beckham.
96 Such measures have never previously been taken in the absence of a [president | precedent].
97 When I saw the [train | terrain] I realized I would never catch him.
98 We haven't had any more news [today | to date].
99 It's hard not to lose [face | faith] in a situation like that.
100 I've just heard that these tests have been [pirated | piloted] in Japan.

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subtotal	/30

Oxford Placement Test 2

Listening Test

Name	
Total Listening	..... / 100
Total Grammar	..... / 100
Grand total	..... / 200

Look at the example below. Listen to the tape. You will hear the example *once* only. Decide which word you hear, 'soap', or 'soup'.

a Will you get me some [soap] [soup ✓] at the supermarket?

The word was 'soup', so 'soup' is ticked. Now look at these examples, and listen to the tape again. This time, you tick the words you hear. For example, if you hear 'shorts', tick 'shorts'.

b The team need new [shirts] [shorts] .

c They've recently developed a new kind of [vine] [wine] around here.

The words on the tape were 'shorts' and 'vine', so the correct answers look like this:

b The team need new [shirts] [shorts ✓] .

c They've recently developed a new kind of [vine ✓] [wine] around here.

Now the test will begin. Listen to the tape and tick (✓) the words you hear.

1 What do you think of the new [teachers | T-shirts] ?
2 He asked if it could be given in a bit late and I said [yes, today | yesterday] was OK.
3 I think Agassi's winning it [to love | two love] .
4 I'd have [Sea | lead] to help him.
5 At [least | last] you understand what I mean.
6 I think she lives at No. [68 | 60A]
7 He was [lapped | napped] by his team-mates because he hadn't trained hard enough.
8 On Saturday he could well win his third [cup | cap] .
9 They asked if I was sending anybody and I said [Mike or myself | I might go myself] .
10 I'm afraid we've only [fifty | fifteen] left in stock.
11 She [likes | lacks] that little extra bit of class.
12 He's just become a member of the [Hockey | Jockey] club.
13 They were going to [Wrexham | Wroxham] for their holidays.
14 What do you think those [ships | shapes] on the horizon are?
15 Did you realize he [slept | slipped] out last night?
16 It's an [amazing | amusing] story, isn't it?
17 The roads were absolutely [impossible | impesseble] last week.
18 Sooner or later we'll have to [chuck | chock] them out.
19 Is it ready for [typing | taping] yet?
20 Most of the [new wavabands | new-wave bands] sound really good.
21 We need a [cork | chalk] board in our classroom.
22 Do they have many [orchids | orchards] in Tunisia.
23 I see Oxford University is advertising the chair in [metaphysics | matter physics] .
24 Can you help [Bridget | Richard] to get it finished?
25 It'll be difficult to keep within these [perimeters | parameters] , but you must try.
26 I think they now give the weather report from the [new | news] studio.
27 He's working on a new [model | module] at the moment.
28 I must say I quite [fancy | fancied] going to see his latest film.
29 She's one of the most [evil- | even-] tempered people I've ever met.
30 His house is really [tidy | tiny] .
31 The bathroom's small, but it's got a [flush | flash] too.
32 Iran has been particularly successful in reducing its dependence on American [experts | exports]
33 Is [lamb | land] cheaper in Australia than it is here?
34 Do you think he feels a bit [better | bitter] about it now?
35 In the late 1960's neo-colonialist attitudes could have posed a real threat to the [Kenyan Asian | Kenyan nation]

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subtotal	/35

36 We just can't get our gardener to cut the **hedges** | edges neatly?
37 If you add **soda** | **cider**, it'll make it nice and fizzy.
38 She said that as far as she was concerned we'd **been** | **be** no trouble at all.
39 The longer we went on, the **hotter** | **harder** it became.
40 I didn't think he would take it **to heart** | **too hard**.
41 He's teaching the computer to play a new game – not chess but something **similar** | **simpler**.
42 Did you know your rear offside light's **on** | **gone**?
43 I'm leaving! I'm not going to let you **run** | **ruin** my life.
44 That was the first of a series of **dramatic** | **traumatic** events that took place in his teens.
45 My son got a new pair of **flippers** | **slippers** to take on holiday with him.
46 If only one could test learners' **attitudes** | **aptitudes**, it'd be a lot easier to group them.
47 He's been having a lot of problems with his **ankle** | **uncle** recently.
48 I wish that **guy** | **I** could be given more help at times.
49 The main advantage of this material is that it's **expendable** | **expandable**.
50 Do you know if this text is **copyright** | **copied right**.
51 Have you **had** | **heard** the results yet?
52 Is Susie's horse ready for **shoeing** | **showing**?
53 Do you know if he's gone **aboard** | **abroad** yet?
54 To get accurate results you need to use a wide range of **text-** | **test-** types.
55 She's a member of the **National** | **Natural** Childbirth Trust.
56 She bought him a **Bulova** | **pullover** for Christmas.
57 He was best known for his work in **musicals** | **music halls** in the fifties.
58 I understand the Prime Minister is **back in** | **backing** Britain.
59 Several teams have paid dearly for underestimating **the Brazilians** | **their resilience**.
60 I think he said he wouldn't be back till **eight** | **late**.
61 Are we going to be able to send him the **reminder** | **remainder** in time?
62 I don't really think she has any intention of **leaving** | **living** with him.
63 Seeing that has made me feel really **angry** | **hungry**.
64 Let's **eat** | **heat** that stew up tomorrow. It seems a pity to waste it.
65 Have you **tasted** | **tested** it yet?
66 I honestly thought you were **joking** | **choking**.
67 I don't know if he **hurt** | **heard** her or not.
68 Montoya left the pits **fast** | **first**, but Schumacher was soon after him.
69 Do you have any idea what the **prize** | **price** is?
70 I can't put anything in this **bucket** | **pocket** because there's a hole in it.

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subtotal	/35

71 You know | I | I'd | like to see you whenever possible.
72 The only way to get there in winter is by the old route up the mountain | pass | path |.
73 Are you going to help us get the | vote | boat | out?
74 Have you seen those | bills | pills | I was looking for.
75 I believe Peter's | chairman | German |, isn't he.
76 The weather's been really | thickening | sickening |.
77 Was the | Mini | money | recognizable afterwards.
78 He works for the | highlands | islands | tourist board.
79 James was one of the | Stuarts | stewards |, wasn't he?
80 The finance committee were told that the extra | house | hours | would double the cost.
81 They'd be surprised if they realized what people like | Caroline | Carol and I | have to do.
82 | AJ | HA | Foyt is the only driver to have won the *Indi 500* three years in a row.
83 The conference is scheduled for Friday the | 13th | 30th | of May.
84 I'm afraid I've no idea if | they | they've | finished.
85 I could do with | an ice-cold | a nice, cold | drink.
86 He's recently become an | MB | MP |.
87 Farmers in the north and in Scotland lost a lot of | lambs | rams | last winter.
88 This | pen | pan | is no use – it keeps leaking.
89 It was several hours before they | phoned | found | us.
90 Cambridge is about 60 miles from Norwich and 60 | also | or so | from London.
91 The police said they would | fine | find | the offender immediately.
92 If you like the style, there's a wide choice of | colours | collars | available.
93 The | race | rice | was ruined by the rain.
94 He | ran | rang | off before we could ask his name.
95 That was quite a | flight | fright | we had, wasn't it?
96 Import restrictions on | Catalan | cattle and | sheep are now likely to be lifted.
97 I've | strained | sprained | my wrist, so I won't be able to play tomorrow.
98 What he said was true in | either | neither | case.
99 | Norwich | Knowledge | grew faster than ever before after the Renaissance.
100 This | election | selection | doesn't give one much of a choice, does it?

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100	X

subtotal /30

APPENDIX 5
QUESTIONNAIRE SURVEY
(own creation)

1. The in-class lessons were: (circle all that apply)
interesting boring I liked them I did not like them easy hard exhausting too much work

2. During the in-class lessons I spent more time using the target language (English) than during normal English lessons
strongly disagree disagree agree strongly agree

3. In-class lessons helped me improve my English
strongly disagree disagree agree strongly agree

4. In-class lessons forced me to think
strongly disagree disagree agree strongly agree

5. In-class lessons forced me to actively participate
strongly disagree disagree agree strongly agree

6. In-class lessons forced me to actively participate more than normal English lessons
strongly disagree disagree agree strongly agree

7. I liked how the in-class lessons were organised
strongly disagree disagree agree strongly agree

8. The In-class lessons were organised in a logical/sensible way
strongly disagree disagree agree strongly agree

9. The tasks during in-class lessons well well ordered and linked
strongly disagree disagree agree strongly agree

10. During the in-class lessons I had to cooperate with my peers more than during normal lessons of English
strongly disagree disagree agree strongly agree

11. During the in-class lessons I had to communicate with my peers more than during normal lessons of English
strongly disagree disagree agree strongly agree

12. The cooperation with my peers during in-class lessons aided my language learning.
strongly disagree disagree agree strongly agree

13. The communication with my peers during in-class lessons aided my language learning.
strongly disagree disagree agree strongly agree

14. If I needed assistance during the in-class lessons, the instructor was available.
strongly disagree disagree agree strongly agree

15. During the in-class lessons I communicated with the instructor more than during normal lessons of English
strongly disagree disagree agree strongly agree

16. The video-lectures were: (circle all that apply)
I did not watch them too long easy to understand difficult to understand not interestinglogical I liked them extra homework, which I dislike extra homework, which I do not do boring useful to prepare for the in-class lesson useful for improving my English interesting chaotic useless

17. While watching the video-lectures, did you turn on the subtitles?
YES NO SOMETIMES

18. When did you watch the video-lectures, usually?
I did not watch them the day they were made available the day before the in-class lesson 2+ days before the in-class lesson I watched them more than once

19. How many topic video-lectures did you open
0 1 2 3 4 5

20. How many topic video-lectures did you watch till the end?
0 1 2 3 4 5

21. How many topic video-lectures did you watch more than one time?
0 1 2 3 4 5

22. How many grammar video-lectures did you open?
0 1 2 3 4 5

23. How many grammar video-lectures did you watch till the end?

0 1 2 3 4 5

24. How many grammar video-lectures did you watch more than once?
0 1 2 3 4 5

25. The video-lectures helped me improve my English
strongly disagree disagree agree strongly agree

26. One of the advantages of the video-lectures is that I can watch them on my own pace.
strongly disagree disagree agree strongly agree

27. One of the advantages of the video-lectures is that I can watch them more than once.
strongly disagree disagree agree strongly agree

28. The video-lectures were made available well enough in advance.
strongly disagree disagree agree strongly agree

29. Watching the video-lectures was needed in order to fully participate in the in-class activities.
strongly disagree disagree agree strongly agree

30. Watching the video-lectures was helpful in order to fully participate in the in-class activities.
strongly disagree disagree agree strongly agree

31. Watching the video-lectures helped me improve my English.
strongly disagree disagree agree strongly agree

32. Watching the video-lectures was a waste of time.
strongly disagree disagree agree strongly agree

33. The tasks accompanying the respective video-lectures could only be completed after watching video-lectures
strongly disagree disagree agree strongly agree

34. The tasks accompanying the video-lectures fit in with the content of in-class lessons.
strongly disagree disagree agree strongly agree

35. The tasks accompanying the video-lectures forced me to think.
strongly disagree disagree agree strongly agree

36. The tasks accompanying the video-lecture made the in-class lesson active.
strongly disagree disagree agree strongly agree

37. The tasks accompanying the video-lecture helped me improve my English.
strongly disagree disagree agree strongly agree

38. If given a choice, I would prefer "flipped" lessons at other subjects as well.
strongly disagree disagree agree strongly agree

39. If given a choice, I would prefer traditional English lessons (without video-lectures).
strongly disagree disagree agree strongly agree

40. I typically spent_____minutes preparing for the lesson, weekly.
5 10 15 15-20 20 25 35 40 45 60

41. I typically spent_____minutes watching the video-lecture, weekly.
5 10 15 15-20 20 25 35 40 45 60

42. I typically spent_____minutes completing the task accompanying the video, weekly.
5 10 15 15-20 20 25 35 40 45 60

43. In my opinion, the greatest advantages of these lessons were:

44. In my opinion, the greatest disadvantages of these lessons were:

45. Other comments: