

Using Flipped Learning to Teach English as an Additional Language in Higher Education: A case study

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DOCTORAL THESIS

Title	Using Flipped Learning to Teach English as an Additional Language in Higher Education: A Case Study
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Acknowledgments

All students can learn and succeed, but not in the same way and not in the same day.

William G. Spady, educational psychologist

As a student, there were many moments in my life when learning just happened, but there were also numerous times when I believed I would never be capable of understanding that lesson or content. Years of experience in education, both as a student and as a teacher have shown me, however, that anyone can learn, but at their own pace. If learning is the focus and students are at the heart of what we all do in our classrooms, why not conduct research to see what I can do as an English teacher to help that learning happen at each student's own pace. This thesis was born out of this personal reflection.

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*Adaptability to change is itself
a hallmark of successful education.*

Peter Hilton

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ABBREVIATIONS

CAE	Cambridge Advanced Exam
CBI	Content-Based Instruction
CBLT	Competency-Based Language Teaching
CEFR	Common European Framework of Reference for Languages
CLIL	Content-Based Language Learning
CLL	Cooperative Language Learning
CLT	Communicative Language Teaching
EAL	English as an Additional Language
ECTS	European Credit Transfer and Accumulation System
ELT	English Language Teaching
FCRI	Faculty of Communications and International Relations, Blanquerna
FLN	Flipped Learning Network
FPCEE	Faculty of Psychology, Education and Sport Sciences, Blanquerna
ICT	Information and Communication Technology
LMS	Learning Management System
L.S.Q.	Listen, Summarise and Question
MI	Multiple Intelligences
NFER	National Foundation for Educational Research
OCW	OpenCourseWare
PBL	Project-Based learning
TPR	Total Physical Response
UDL	Universal Design for Learning
URL	Ramon Llull University
W.S.Q.	Watch, Summarise and Question
ZPD	Zones of Proximal Development

Introduction

1. Changes in Education

This thesis aims to improve the learning and teaching of English as an Additional Language (EAL) in higher education. It has two principal perspectives. The first one is as a teacher, with a passion for teaching, the second one is as a researcher, with an interest in seeking and experiencing new ideas that facilitate learning and teaching. The use of the flipped classroom permits the blending of both.

Let us consider first the teacher's perspective. Peppermint Patty, a fictional character in Charles M. Schulz' comic strip 'Peanuts', asks Charlie Brown "What do you think teachers make?", to which Charlie replies "A difference! They make a difference." ("PEANUTS a Difference Wonder Peppermint Patty They What Teachers Make, Make a Difference! | Peanuts Meme on ME.ME," 2017). This research has been carried out in the belief that teachers can make a difference. However, I would complement Charlie Brown's answer to Peppermint Patty by adding that passionate teachers are the ones that really make a difference. According to Day (2004), passion lies at the heart of effective teaching, and is intrinsically connected to learning. Passion is an essential factor for inspiring teachers and motivating them. Consequently, teachers and their passion for teaching can mean a real difference in students' lives and learning.

The classroom is the soil where teachers plant the seeds of passion for learning. A passionate teacher can encourage students and turn them into passionate individuals to achieve successful learning. Hansen (1995) argues that passionate teachers are those that know what they did not know before and learn what they could not do before. These passionate teachers develop attitudes they did not have before and believe what they did not believe before. According to Rest (1986), passionate teachers are interested in developing themselves, researching, reflecting what they know, making plans, taking risks, and assuming responsibilities. Furthermore, any pedagogical approach will fail if teachers are unable to create passion in their students and classrooms.

Therefore, the starting point for this thesis is the result of blending this passion for teaching with a real teaching necessity. In the mid-1990s, I was asked to teach a course on formal English reading and writing skills for undergraduate students at Blanquerna, Facultad de Psicología, Ciencias de la Educación y del Deporte (FPCEE), Ramon Llull University (URL). The challenge, as a teacher, was that many students could not attend all in-class sessions. This situation necessitated the design of a different type of course, one that could combine both face-to-face sessions with virtual teaching. This need forced me to explore, to take risks, and to plan lessons differently to be able to reach all the students. At that time, the only possible resource for conducting this type of teaching at Blanquerna (FPCEE) was the open-source learning platform, Moodle. Moodle is a material repository "designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments" (Moodle, 2021). Little did I know then that the use of Moodle was going to mean not only the beginning of a new approach to my teaching called the Flipped Classroom (FC), but also the embryo for this thesis.

1.1 The FC and its transformational teaching potential

Flipping my lessons meant walking the extra mile to achieve my objective. It also implied a significant reflection and change in my way of teaching. I started by examining some recent research projects on the use of the FC. Authors like Wilson (2013), Johnson (2013), Smith (2013), and Bergman & Sams (2012), who have written extensively on the FC, guided my thinking. Additionally, I also investigated other FC studies, such as those by Basal (2012), Huang and Hong (2016), and Nicolosi (2012), which looked at the usefulness of the FC approach in improving various language skills. However, according to Angadi, Kavi, Shetty, & Hashilkar, (2019) and Cevikbas and Kaiser, (2020), more research is still needed regarding its effects on teaching and learning.

Subsequently, I also studied some examples of successfully flipped pedagogies in practice around the world, but especially in the United States. Those teachers who were using the flipped approach described successful results on learning by means of this pedagogical approach (e.g., Kirch, 2014;

Watkins & Mazur, 2013). They emphasised its impact not only on teachers but also on learners, highlighting the fundamental part played by technology in the design of the flipped learning courses. I realised that by flipping my lessons I could fulfil my objective: to reach all my students (Bergman, J. & Sams, A., 2014), thereby achieving the dream of many teachers. However, what is the FC and what makes it interesting from an instructional standpoint? In a nutshell, *the Flipped Classroom flips the practice of conventional teaching, in which instruction is provided in class and activities are completed at home, to one in which activities are completed in class and instruction occurs at home*. As we will see in Section 1.2, different educational researchers, practitioners, and institutions have given various definitions to this approach labelled ‘flipped’, which has created some confusion. However, the FC basically captures in a short phrase or acronym what teachers have already been doing for quite some time based on the same principles but under a different name: the Inverted Classroom. Therefore, the FC is not a new idea, as some people might think. The FC has a twofold purpose; on the one hand, it can provide much more effective use of teachers' time. On the other hand, learners can take greater advantage of the face-to-face sessions. Consequently, the interesting aspect of the FC is that it seems to enhance student performance and create more efficient and significant learning at least in certain contexts (Bergman, J. & Sams, A., 2014).

Lately, what has given this approach new impetus, massive expansion, and popularity is the use of technology. Emerging technologies provide many ways to make the flip possible. The main idea is that by giving students prior input, teachers and students can make the best use of the limited class time when the teacher and learners are together. By doing so, learners are not only able to learn at their own pace, but they also receive the help of their teacher in class. Whether or not the self-study resources provided by the teacher before class require the use of technological support, what matters is that the resources should be well prepared and appropriate for the lesson.

Therefore, the FC is a type of blended learning, which is the result of “the integrated combination of teacher-led learning with independent digital learning” (Barber & Bennet, 2020, para. 3); it is a hybrid model that combines aspects of non-FC learning with digital technology. What makes it appealing to teachers is that it fits well with Bloom's taxonomy of learning (Bloom, 1956), shown in Figure 1.

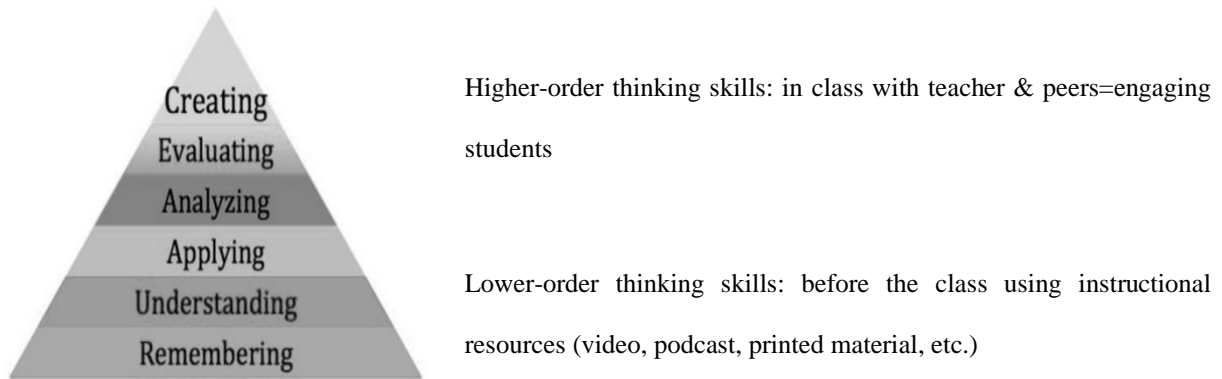


Figure 1. Bloom's taxonomy of learning

Bloom made this hierarchal structure popular. According to him, recalling knowledge, identifying, labelling, naming or describing things are lower-order thinking skills and applying, analysing or synthesising knowledge are higher-order thinking skills that ask the learner to use new information or concepts in new situations, or as one author puts it, “break the information or concepts into parts to understand [them] fully, or put ideas together to form something new” (Brewster, 2010, p.2). It is important to remark that classifying thinking processes the way Bloom did is complex. Based on what Bloom originally proposed some other authors, such as Anderson and Krathwohl (2001) or Marzano (2000) made a similar taxonomic attempt. However, this is a challenging task, first, because there is no common agreement about the exact number of skills and levels, or about the way these skills are interrelated, and second authors do not agree about the difficulty of a particular task and the thinking skills it requires (Brewster, 2010). For example, when students compare information, we could argue that comparing is both a lower and a higher-order thinking skill, as comparing involves both understanding (lower-order) and analysing (higher-order). Therefore, although these taxonomies of learning are appealing for many teachers, they can also be confusing when they need to be implemented.

Taking the above insights into account, it can be stated that, on the one hand, the FC requires using the lowest two levels in Bloom's taxonomy: remembering and understanding. These skills are generally considered to be lower-order thinking skills since they are more passive, and they require simple recall and explanation of basic concepts and ideas. This new information is unlikely to become part of students' knowledge base because it has yet to become part of their long-term memory. In terms of Bloom's revised taxonomy (Anderson & Krathwohl, 2001), with the FC approach, students utilise these lower-order thinking skills (i.e., acquiring knowledge and understanding) individually at home. Afterwards, with the teacher's help, students in class can more clearly employ their higher-order thinking skills such as using information in new situations (applying), establishing connections, and studying interrelations between different ideas (analysing), determining the value of the new learnings (evaluating), justifying decisions, and producing new, original work (creating). Hence, class time with the teacher can be mainly devoted to engaging the four higher levels of Bloom's taxonomy: applying, analysing, evaluating, and creating, leading to deeper learning. These higher-order thinking skills help students to process and use new information so that they can transform it into knowledge. Once the new information becomes knowledge, it can be linked to previous knowledge. The assimilation of new knowledge allows for recall and reuse because it has become part of long-term memory. Consequently, the FC moves blended learning forward.

Essentially, the FC implies that students are exposed to new information outside of class, generally through reading, lecture videos, PowerPoint presentations with voice-over or printable slides. Then, use class time to undertake the more difficult job of assimilation, such as problem-solving, discussion, or debates. Using the FC approach, students use so-called '21st-century skills' known as the four C's- communicating, collaborating, critical thinking and creativity (Anderson, Jefferson, 2017; National Education Association 2012). These four C's were "developed with input from educators, education experts, and business leaders to define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship" (Battelle for Kids, 2019). According to this framework, these skills prepare students for an increasingly complex life and work environments in today's world to make sure that they are successful in a world that is constantly changing and where learning is a non-stop process.

The first C, communicating, concerns sharing thoughts, questions, ideas, and solutions. The second C, collaborating, refers to working together to reach a goal, by putting talent and expertise to work. The third C corresponds to practising critical thinking skills, which involves looking at problems in a new way, by linking learning across subjects and disciplines. Finally, the fourth C signifies how learners use their creativity by trying new approaches, which entails innovation and invention. The idea of students using the four C's in learning contexts is not a novelty, as Socrates discussed similar skills over 20 centuries ago. The basis for the Socratic method was a cooperative argumentative dialogue between individuals which stimulates critical thinking and brings about new ideas by asking and answering questions. This FC model merges technology with critical 21st-century skills, which were already considered essential many centuries ago. It is important to note that the four C model discussed here should not be confused with that used in Content and Language Integrated Learning (CLIL) as proposed by writers such as Coyle (2008).

Furthermore, 21st-century learning skills require teachers and students to work together, with students receiving personal attention from the teacher. FC learners have an innovative support system to engage them through appropriate technologies, and real-world connections to make learning relevant, personalised, and engaging, in line with Vygotsky's Cognitive Development theory (see for example, Brubaker, J., 2016, pp. 1-5). Moreover, the FC requires learners to take an active role in class by reviewing the material prepared by the teacher before the class and made accessible online. Thus, students can return to the material, catch up on missed lessons, and revise and relate the material to what they have learned in class but at times that suit them. In other words, the FC is an engaging opportunity for more personalised learning in the socio-constructivist tradition.

Since early 2020, COVID-19 has changed the way in which we think about education, with teachers and students forced to rethink how teaching and learning happens. Inevitably, the pandemic has meant that students and teachers cannot always be physically together, therefore necessitating flexibility as regards where, when, and how learning should take place. We have therefore come to a realisation that it is possible for effective learning to occur beyond the conventional classroom paradigm. Asynchronous online teaching can be just as effective as synchronous face-to-face teaching, and with online technological resources available the

possibilities for learning seem limitless. One consequence of having experienced alternative forms of teaching is that students may well be reluctant to return to a conventional classroom mode. In such a context, it is well worth considering the role the FC might play in creating a new educational world of multiple learning opportunities.

By way of example, there follows an explanation of how the FC works with a grammar lesson. The first stages of the lesson are completed by the student online at home. They involve a warmer and an introduction to the new grammar; then, the new grammar rules themselves are introduced. At this first stage, the teacher can also include some comprehension questions to check the students' understanding of those rules. When the students go to class, the lesson starts with a warmer / reminder. Then, students share the questions they answered while working on their own at home. Next, with their teacher, the students engage in the process of applying, analysing, evaluating, and creating activities based on the use of the newly introduced grammar rules. As this example demonstrates, a critical aspect of the learning is that the lower-order thinking skills of learning and remembering are engaged at home, outside the classroom and independently. Hence, the active part of the lesson involves putting the new knowledge into practice inside the classroom with the teacher as a guide at the student's side.

The teacher is the expert who interacts with students on a one-to-one basis. Using the FC approach, the teacher is no more the 'sage on the stage' who delivers knowledge to the students. This student-centred learning approach goes back to the beginning of the 20th century with authors like John Dewey and his theory about social learning (Williams, 2017) or Maria Montessori and her famous method of education based on collaborative play by which children learn through making creative choices while the teacher guides them in the learning process (Özerem & Kavaz, 2013). These examples show the benefits of spending class time actively engaged in activities such as group or pair work that develop higher-order thinking skills.

As an experienced teacher of English as an Additional Language, I was attracted to the FC learning approach because of its potential for learning and teaching languages. Experience indicates that the main reason for learning a new language is usually that it allows the learner to communicate with people. The potential of using the FC approach in a language class lies precisely here, as

flipping can help to achieve this objective. The FC allows language teachers to spend less class time talking and explaining grammar rules or new vocabulary, thereby giving students more opportunities to practise their listening and speaking skills. Furthermore, this approach towards learning languages provides language learners with the tools to learn independently, to catch up on missed lessons and to revise and review them at times which suit them. In other words, the FC gives students more opportunities to practise those skills and become more competent in their use of the language. “The challenge for learners before the 1990s was access to spoken and written material in particular. The challenge now for learners is choice; how to manage and navigate the plethora of opportunities, in the face of a plethora of competing distractions” (Foord & Barber, 2014, p.10). Consequently, the FC empowers and helps students to become more independent since they are given the instructional content to study on their own. They can not only do that at their own pace, but they can also review the parts they do not understand without disrupting others. This means that the FC also minimises teacher class talk and maximises class time to use the language to communicate.

1.2 On the teacher as a researcher

It is in this inspiring context where the teacher-researcher emerges. The concept of the teacher-researcher is found in the philosophy that we, as teachers, play a crucial role in understanding our students and designing meaningful learning experiences that reflect their needs and interests. There is a strong case for arguing that research can open our minds and move us forward from what we know to what is different and may be unexpected. Thus, research promotes finding surprising answers to questions such as “why,” “how,” or “what.”. Following this line of thought, Rinaldi (Rinaldi, 2017) discusses the concept of “the normality of research”, which she defines as “an attitude and approach in everyday living, in schools, and in life, as a way of thinking for ourselves and thinking for others, a way of relating with others, with the world around us, and with life” (Rinaldi, 2017, p. 2). Along the same lines, Robson and McCartan (2016) advocate for action research as a way to connect theory and practice and, therefore, generate new knowledge, which “means that real world research can shape the world as well as explain to us why the world is in the shape that it is” (Robson & McCartan, 2016, p. 4). According to these authors, this type of research has to do with problems which have direct relevance to people’s lives and can help to

discover new ways of dealing with them or understand them better. All in all, it seems clear that such research can add meaning and strength to education.

This study focuses on exploring teaching and learning EAL to undergraduate students. Given that English is widely used as a lingua franca all over the world, the value of speaking English continues to hold strong. Consequently, most undergraduates choose to study EAL at university. An additional reason for learning English in college is that speaking English is an essential skill for many jobs. David Graddol states that almost one-third of the world's population (2.5 billion) will soon be learning English (Exambot, 2018). Moreover, his prediction is that even in English-speaking countries like the United States of America, the United Kingdom or Australia, the teaching of EAL industry is going to grow. This all helps to explain the increasing value of learning English and suggests that improving how English is taught and learnt is essential.

Beyond the aforementioned reasons for learning languages, Spanish law establishes that all candidates who want to graduate in any university degree must pass an exam to ensure that when they leave university, they are competent in English (or another additional language) (“BOE.es - BOE-A-2018-6182 Ley 1/2018, de 8 de mayo, de modificación de la Ley 2/2014, de medidas fiscales, administrativas, financieras y del sector público.”, 2018). The level required is B2 established by the Common European Framework of Reference for Languages (CEFR) (Common European Framework of Reference for Languages: learning, teaching, assessment, Companion Volume with new descriptors, 2018). The CEFR establishes six reference levels: A1 Breakthrough or beginner, A2 Waystage or elementary, B1 Threshold or intermediate, B2 Vantage or upper intermediate, C1 Effective operational proficiency or advanced, C2 Mastery or proficiency. These six levels are accepted as the European standard to grade an individual's language proficiency (CEFR). At this B2 vantage or upper intermediate level, students should be able to:

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

The student participants in this study were two classes totalling sixty-three third-year undergraduates and an English teacher. The undergraduate students were taught EAL as part of their university curriculum for sixteen weeks at two schools: the School of Audiovisual Communication and the School of Journalism and Corporate Communication, FCRI-URL. These students already had a B2 level of English, but their goal was to achieve a C1 level.

As an English teacher, I have taught EAL for many years and experienced how undergraduate students still struggle to speak English effectively. As a researcher, my purpose in this study is twofold. First, I want to examine how teaching languages can be modified in this fast-changing world to better meet the needs of students. From my experience, a purely knowledge-acquisition based approach to learning, even when it is student-centred and communicative, does not ensure student engagement. Consequently, when teaching languages more emphasis needs to be put on the language learning experience. Second, I sought to examine how advances in Information and Communication Technology (ICT) can help educators reconsider the design and approach to teaching and learning additional languages. By rethinking how EAL is taught, teaching quality can be improved to create lifelong and significant learning, and teachers may be able to enhance students' learning experiences.

Teachers never seem to tire in their search for new teaching approaches and methodologies. As Richards and Rodgers observe, '[d]espite the advances that have been made in our understanding of language teaching and learning in the last few decades, the language teaching profession continues to explore new instructional designs and pedagogies.' (Richards & Rodgers, 2014, p. ix). As the authors indicate, we can find examples of methods and approaches such as Content-based Instruction (CBI), Content and Language Integrated Learning (CLIL), Competency-Based Language Teaching (CBLT), Multiple Intelligences (MI) or Cooperative Language Learning (CLL), to mention but a few. However, the authors also state that Communicative Language Teaching (CLT) is the one that "marks the beginning of a major paradigm shift within language teaching in the twentieth century, one whose ramifications continue to be felt today' (Richards &

Rodgers, 2014, p. 81). The FC approach is one of those “ramifications”. For the purposes of this study, one of the classes (the control group) followed a non-flipped classroom model and the other one (the study group) followed the FC approach. The instructional implications for implementing flipped instruction are provided in this thesis, together with a discussion of directions for future research. The purpose of the study is to investigate whether EAL can be taught and learnt in a different, more engaging, and effective way. As for the participation of the classroom teacher in this study, his role was explored using a questionnaire.

In Chapter 1, I provide the theoretical framework underpinning the FC approach. However, as an introduction, we can consider empirical research on how people learn, how the brain and mind develop, how interests form, and how people differ. Thus, we will be able to observe how, as mentioned before, during the 20th century, the concept of learning underwent important developments. Nowadays, the notion that influences most how we learn is the idea of socio-constructivism (see 1.1.3), “in which learning is understood to be importantly shaped by the context in which it is situated and is actively constructed through social negotiation with others” (Dumont, Istance, & Benavides, 2010, p. 3). The same authors also point out that “not all learning takes place in the classroom, as much of it occurs at home, on sports fields, in museums, and so forth (non-formal learning), and sometimes implicitly and effortlessly (*informal learning*)” (Dumont, et al., 2010, p. 3). The fundamentals of learning show that the best learning environments are first “where constructive, self-regulated learning is fostered”, second where “learning is sensitive to context”, and finally, “[i]t will often be collaborative” (Dumont, et al., 2010, p. 3). Language teaching today reflects the change in the status of English as an international language. Coupled with this, technological advances have accelerated the demand for more effective approaches to language teaching (see 2.1 and 2.2). According to Jack Richards and Theodore Rodgers, “[i]nnovations in technology, the growing trend to begin teaching English at primary level as well as the use of English as a medium of instruction in many university programs prompt an ongoing review of past and present practices as teachers and teacher educators search for effective activities and resources for their classrooms” (Richards & Rodgers, 2014, p. ix).

The socio-constructivist context in which learning is shaped by the context in which it is situated, and it is actively constructed through social negotiation is, proponents claim, the context in which

the FC is most effective because by adding technology appropriately to their planning and teaching practice, educators can enhance learning. Pedagogy is about being able to guide students' learning processes. The use of technology does not mean leaving students alone to find their own way. Learners need teachers. That said, incorporating digital tools can “place students at the heart of the education process, [...] to shift to more student-centred, immersive learning experiences, deep faculty/student relationships and the development of critical thinking capacities which remain risk-free for the student experience” (Hutchings & Quinney, 2015, p 106-105). The implementation of the FC approach paired up with technology can provide opportunities that involve individual, autonomous work. In addition, it also allows educators to create resources that foster meaningful discussions, collaboration activities, observation, and feedback (Werth & Werth, 2011), so that students can apply their knowledge through active learning. Therefore, students can focus on higher level skills such as creating, analysing, and evaluating. (Hamdan, McKnight, & McKnight, 2013).

Furthermore, research by Shaffhauser shows a change in learners' mindsets (see 2.4), which is reshaping education towards what she has called the “DIY mindset Reshaping Education” (Shaffhauser, 2019). Her results come from a survey conducted by MarketScale (MarketScale, 2020). Participants in this survey ranged in age from sixteen to seventy and were from eleven different countries or regions of the world. In the USA, those participants who completed the survey agreed that higher education was not providing the necessary skills for today's job market. The results also indicated that learners are shifting from non-flipped classroom methods towards self-teaching, short courses and bootcamps. The study found that in general, people believe that technology can improve education and they see the benefits of using technology to support their learning, making it easier and more fun. Over two-thirds (70%) also predicted that print textbooks would be obsolete by 2025 and that in the future YouTube would become a primary learning tool (59%). The research concludes that people expect digital and virtual learning to be the new normal in the next decade, so the FC aligns with their expectations.

In conclusion, it should be stressed that the aim is not to conclude that merely by adding technology to the teaching and learning of additional languages can we discover techniques for improving language instruction. Instead, *as educators, we should ask ourselves how embracing technology*

can allow us to support sound instructional practices and strategies for enhancing language learning. To date, technology has significantly impacted the lives of students and teachers and will continue to do so in the future. Our task is to question its role in creating optimal learning experiences henceforth. The world students inhabit now is markedly different from that of twenty or even five years ago, and indeed will be different a year from now. How we learn will always change with the world around us, although according to Whitby (2019), in the educational online magazine EdTech and 21st-Century Education (2019), changes in education tend to be slow because education forms part of a very conservative system. Nevertheless, we should avoid the temptation to succumb to conformism.

This thesis poses the following research questions and objectives:

Research question 1 (RQ1): In what specific ways can a FC approach be effective regarding outcomes in teaching EAL in a university context with regard to:

- i) listening as a language skill?
- ii) speaking as a language skill?

Research question 2 (RQ2): How do students and teacher perceive the use of the FC in the EAL classroom?

These questions will be addressed through the accomplishment of three main objectives. The aim is to determine whether the FC approach is effective regarding outcomes and, if so, what constitutes best practice.

Objective 1 (O1): to compare, analyse and evaluate the results obtained from the listening and speaking tests in both the study and the control group, taking into account the learning outcomes. (RQ1)

Objective 2 (O2): to gauge students' and class teacher's perceptions towards the FC approach in a higher education EAL class at the FCRI-URL. (RQ2)

Objective 3 (O3): to explore, record and analyse the students' opinions of the FC regarding perceived contents. (RQ2)

The analysis of the data produced by the study, together with the results and conclusions aims to supply sufficient evidence regarding the effectiveness regarding outcomes or otherwise of the FC as an approach for teaching EAL in a university context.

2. Structure of this Thesis

This thesis comprises two parts. Part 1 outlines the theoretical framework for the study. Part 2 describes the study itself, conducted at the Faculty of Communication and International Relations, Blanquerna, Ramon Llull (FCRI-URL). For organizational purposes, each of these two parts have been broken into separate chapters. Part 1 comprises Chapters 1 and 2; Part 2 comprises Chapters 3 and 4.

Part 1

Chapter 1 presents the pedagogical bases for the FC. Hence, the first chapter focuses on what the pedagogical bases for the FC are. It defines the FC approach and discusses some of the differing interpretations surrounding definition. Secondly, it clarifies the classification of the FC as a method or an approach. Next, it elucidates the difference between the concepts of the FC, flipped learning and flipped mastery. It concludes with a discussion of three approaches to teaching and how they are connected to flipped learning.

Chapter 2 discusses how the current nature of education is changing owing to the impact of technology on almost every aspect of our daily lives. This chapter shows how the introduction of technology via new teaching approaches like the FC has emerged not only in schools but also in higher education contexts to deal with a greater emphasis on students' need for flexibility, critical thinking, creativity, collaboration, and communication. In addition, students need to develop information, media, and technological literacy. Language learning and the teaching of additional

languages have not escaped such technological influences. This chapter presents a historical perspective of the FC approach and reviews its use around the world.

Part 2

Chapter 3 describes the current study, the research paradigm on which is based, and reviews the research questions and objectives set by the researcher. It also raises the ethical issues considered throughout the research process. The method and design of the study are also described, including timing, setting, participants and instruments employed to collect data. Most importantly, the chapter presents the results of the study. These are discussed in relation to the objectives and research questions and compared to prior research findings referred to in the theoretical framework presented in Chapter 1.

Chapter 4 presents the conclusions and summarises the main findings to be shared and contrasted with the scientific community. It also discusses the limitations of the study and proposes ideas for future research.

Chapter 1. Theoretical Framework for the Flipped Classroom

1.1. Pedagogical framework for the FC

The present-day educational system was designed over a century ago to standardise teaching and testing in such a way that it could accommodate large numbers of students (Meyer & Norman, 2020). Using this system, teachers could teach the same subjects in the same way to a greater number of students following a factory-like model. This teaching model groups students by batches according to their age, and places them in a classroom with one teacher. Therefore, it is difficult for the model to accommodate broad differentiation in instruction, in contrast to what current academics, cognitive scientists, neuroscientists and educational researchers agree on regarding how students learn. Such experts believe that each student has different learning needs and learns at a different pace. Consequently, the factory-like teaching model falls short in modern times. Clearly, learning expectations have changed since the original teaching model was developed. Therefore, current teaching and learning models need to be student-centred and customised to students' learning needs. The FC approach has the potential for personalizing learning and transforming the educational system into a more student-centred one.

A student-centred teaching and learning model combine two educational approaches: one-to-one tutoring and mastery-based learning. The educational researcher Benjamin Bloom combined both approaches in his study "The 2-sigma problem" Bloom, (1984) to improve educational efficiency. Bloom's study described this combined approach which produced results improved by a factor of two standard deviations (two sigma). Personalised learning involves students receiving one-to-one instruction from a teacher instead of participating in mass-group instruction. Bloom implies that this kind of individualised learning is powerful for boosting students' academic achievement and proposes that the 'average' student in any given class could perform better than forty-nine out of every fifty students in a usual classroom setting. More recently, VanLehn (2011) reviewed experiments that compare the effectiveness of human tutoring, computer tutoring, and no tutoring

and concluded that the effect of human tutoring is closer to 0.79 standard deviations than the 2 standard deviations reported by Bloom. Nevertheless, the importance of Bloom's initial findings is essential for understanding the relevance of tutoring in a student-centred model of education.

The student-centred model also includes Bloom's idea of mastery-based learning, also known as competency-based learning. This idea suggests that students demonstrate mastery of a particular subject by showing they possess knowledge of it and can apply it or create new knowledge before moving on to more advanced content. Levine (1985) found that those students following mastery-learning programs at different levels accomplished higher levels of achievement than those in conventional programs. Some years later, Davis and Sorrell (1995) showed that mastery-based learning decreased the academic spread between slower and quicker students without slowing down the quicker ones. Therefore, a student-centred model incorporates both ideas of personalised and mastery-based learning, which when implemented together can create learning environments in which all students experience academic gains.

In this context, the FC approach has become meaningful as the instrument that educators can use to create more student-centred classes in which customised, and competency-based learning can happen. However, there is a tendency to believe that educators' use of technology could be the panacea to improve teaching and learning. Although teachers may adopt the FC and embrace technology in their teaching, individualised and mastery-based learning are not guaranteed. Therefore, educators should also consider returning to the fundamental question, which is how people actually learn. Several educational schools of thought and learning theories are pertinent for suggesting how the FC is sustained, pedagogically speaking. Many of these theories can be summarised into three broad educational approaches: behaviourism, sociocultural theory, and socio-constructivism (Conole, Dyke, Oliver, & Seale, 2004), which are discussed in detail below. The evolution of these teaching theories and techniques up to the current digital age is characterised by the main aspects of behaviourist and constructivist models. Therefore, the current discussion of the development of new advanced pedagogical approaches like the FC references previous theories of learning, which first appeared in the 19th century when psychology was recognised as a science.

1.1.1. Behaviourist learning theory

Based on observable changes in behaviour, behaviourism focuses on repeating a behavioural pattern until it becomes automatic. The behavioural approach towards learning can be traced back to Aristotle. In his essay "Memory", Aristotle focused on associations between events such as lightning and thunder. Thus, behaviourists ignore the possibility of thought processes occurring in the mind, focusing instead on the mind as a "black box," because responses to stimuli can be observed and measured quantitatively. Some key followers and further developers of behaviourist theory were Pavlov (1897), Watson (1913) and Skinner (1938).

As early as the 1920's, people began seeing limitations in the behaviourist approach to understanding learning. Behaviourists were unable to explain certain social behaviours. For instance, they were unable to explain why children do not imitate all behaviour. In fact, they noticed that children could model new behaviour some days or weeks after their first initial observation without having received reinforcement for that behaviour. These changes in behaviour are observed and used as indicators of what is happening inside the learner's mind. This was seen as a shortcoming of behaviourism, thus prompting the development of cognitive theory, which explains the thought processes underlying behaviour. Like behaviourists, cognitive theorists recognise the importance of repeating behaviour. However, cognitive theorists emphasise how new information is acquired and how it leads to the reorganization of a learner's existing knowledge (Good & Brophy, 1990).

The FC is a type of blended learning approach (McLaughlin et al., 2015) which is partially underpinned by behaviourist learning theories. The definition of the FC will be discussed in more depth in section 1.2, but the central idea is that students are presented with lesson content outside the classroom, either through reading, podcast, or video and then they practise working on it in the classroom. Thus, this involves reversing the more common practice of introducing new content in the classroom, and then assigning homework and projects to be completed by the students independently outside the class. This is a behaviourist way of learning because when students go home and work on their own, they are simply absorbing information, remembering, and trying to understand the new content, as represented in Figure 2.

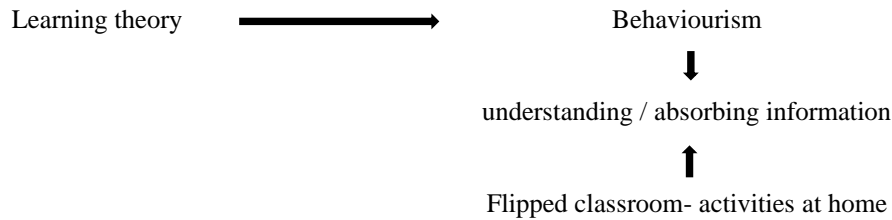


Figure 2. The development of learning theory and the FC

1.1.2. Cognitive and socio-constructivist learning theories: Piaget and Vygotsky

The idea of the FC approach and cognitive and socio-constructivist theories are logically connected and are explained below. Cognitive theory has its psychological roots in the work of the Swiss psychologist Jean Piaget (1896-1980) and reflects the fundamental ideas of constructivism. The core idea of cognitive learning theory is that problem solving is central to learning, thinking and development. According to this theory, as people solve problems, they undergo a process of reflection or accommodation, which leads to the development of their learning. Therefore, learning is an active process by which the learner engages in activities and reflects on their consequences. Cognitive theory suggests that people only deeply understand what they have constructed (Inhelder & Piaget, 2008).

For Piaget, the development of the human intellect proceeds through adaptation and organization. Adaptation is a process of assimilation and accommodation, in which external events are assimilated into existing understanding, but unfamiliar events, which do not fit with existing knowledge, are accommodated into the mind, thereby changing its organization. This process suggests that learning is a transformative rather than just a cumulative process (Piaget & Inhelder, 2008). Piaget claimed that development is a spontaneous process that is initiated and completed by children, stemming from their own efforts, suggesting that children are lone learners. Piaget was a proponent of independent thinking and critical of the standard teacher-led instruction that was and still is common practice in schools (Piaget & Inhelder, 2008). Piaget developed the major aspects of his theory as early as the 1920s, but his ideas did not have much impact until the 1960s, after the Harvard Center for Cognitive Studies foundation.

Piaget's theory of cognitive development reflects the fundamental ideas of the constructivist approach. This was initiated by Bartlett (1995) and developed by Bruner later in his book "The Process of Education" (2009). From this constructive perspective, Bruner believed that learners are active learners who construct their own knowledge or at least interpret reality based upon recognition of their own experiences. This means that an individual's knowledge is part of one's earlier experiences, mental structures, and convictions that are utilised to interpret objects and situations. What somebody knows is grounded in recognition of the physical and social encounters which are comprehended by the intellect (Jonassen, 1991). According to this learning theory, we all construct our own perspective of the world, through individual experiences and patterns. Constructivism focuses on preparing the learner to problem-solve in ambiguous situations (Schuman, 1996). In addition, constructivism situates the individual at the centre of the acquisition process and was proposed as an alternative to objectivism, which sees knowledge as a passive reflection of an objective reality.

The Russian psychologist Lev Vygotsky (1896-1934) developed a closely associated theory known as the theory of socio-constructivism. Socio-constructivism is a constructivist theory that emphasises the importance of social interactions and sociocultural factors for learning. Vygotsky saw natural, spontaneous development as important, but not all-important. Instead, he believed that children would not advance very far if they were left to discover everything on their own. He noted cultural experiences where children are greatly helped by knowledge and tools handed down from previous generations. Vygotsky claimed that good teachers should not present material that is too difficult and which teachers use to 'pull the students along'. Rather, the role of education is to give children experiences that are within their 'Zones of Proximal Development' (ZPD) (Harland, 2003). The ZPD is the difference between a learner's "actual developmental level as determined by independent problem solving" and the learner's "potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). The term "proximal" is used to refer to those skills that the learner is close to. By providing experiences within learners' ZPD, the teacher can thereby encourage and advance their learning. The term ZPD has become synonymous in the literature with the term "scaffolding". The term "scaffolding" was devised by Wood (Wood, Bruner, & Ross, 1976) and refers to those activities which educators provide for students to support them as they are led

through the zone of proximal development. This support is removed as it becomes unnecessary for students, that is, until they can complete the task again independently. It is important to note, however, that Vygotsky never used this term in his writings, but the concept of “scaffolding” was defined by Wood as:

those elements of the task that are initially beyond the learner’s capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence. (Wood et al., 1976, p. 90)

By incorporating the concept of a ZPD, classroom activities become more engaging and challenging as learners are provided with tasks that are neither boring nor repetitive. Instead, the activities are tailored to students’ current achievement levels, but they are stimulating and exploratory. With the assistance of educational support, anxiety can be reduced, and learners can perform better (and achieve higher levels independently). Lessons should not be structured to be unachievable or uninteresting, but to address the ZPD gap (Wood et al., 1976). The behaviourist, cognitivist and constructivist learning theories are shown as a development continuum in Figure 3.

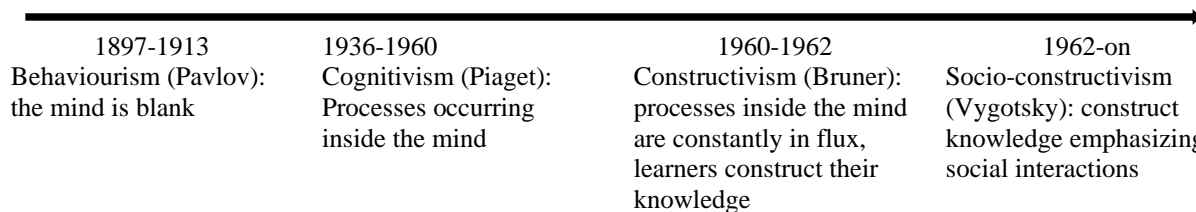


Figure 3. Behaviourism, Cognitivism, Constructivism, and Socio-constructivism a development continuum

Constructive and socio-constructivist theories differ. Constructivists believe knowledge and reality are constructed within individuals. In contrast, social constructivists believe knowledge and reality are constructed through discourse or conversation. Constructivists focus on what is happening within the minds or brains of individuals; social constructionists focus on what is happening between people as they work together to create realities. According to Sommers-Flanagan (2015), both theories support a subjectivist view of knowledge. Whereas constructivism puts emphasis on

the individuals' different organic and cognitive forms, socio-constructivism locates knowledge within the space of social interchange. In the case of the FC approach, when students are in the class, they are working in a group situation, trying to share their ideas, and building on the content they have previously learnt at home, by comparing and contrasting. This is a socio-constructivist approach to learning, since students in the classroom are engaged in sharing and collaborating, which are indicative of a more socio-constructive approach to learning shown in Figure 4.

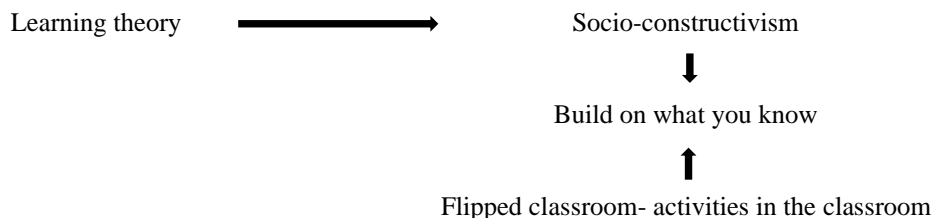


Figure 4. Socio-constructive approach to learning

1.1.3. Socio-constructivism and Flipped Learning

The FC uses the socio-constructivist approach to learning. Teachers who use information and communication technologies, which are very much present in the FC approach, can be said to have a more socio-constructivist approach towards learning and instruction. Furthermore, the use of technology in the classroom may help to capture higher-layer cognitive processes such as abstraction, searching, learning, decision making, inference, analysis, students engage in when solving problems (Huang & Hong, 2016). This can later be of great use in helping teachers to reflect, engage in deeper learning regarding students' needs, and learn from other teachers.

The teacher's role in a socio-constructivist classroom is very similar to that in a FC. Rather than lecturing their students, teachers serve as expert learners who can guide students in using cognitive strategies such as self-testing, articulating understanding, asking probing questions, and reflecting. The teacher also organises information around big ideas that engage students' interests, assist students in developing new insights, and connect them with students' previous learning.

The activities in a socio-constructivist classroom are student-centred, and students are encouraged to ask questions, carry out experiments, make analogies, and reach their own conclusions. They work in a group situation to share ideas with their peers and build on their learning by comparing and contrasting ideas. Becoming a socio-constructivist teacher may prove to be a difficult transformation for some instructors if they have been trained to teach in an objectivist manner. Moving from objectivism to socio-constructivism requires a paradigm shift, as well as “the willing abandonment of familiar perspectives and practices and the adoption of new ones” (Brooks & Brooks, 1993, p 25). According to socio-constructivism, learning is more about sharing and collaborating, which is what students especially do in a FC.

From this socio-constructivist perspective, learning is an active process in which teachers try to make students better at learning new information by teaching them problem solving and thinking skills, such as critical and creative thinking. Teachers provide students with strategies that they can use not only for the current class but also in future classes. Therefore, learning becomes an “on-going process, not just a constant or fact to know or memorize” (Slavin, 2010, para. 8), which suggests how the socio-constructivist approach to learning differs from an objectivist and non-flipped perspective to learning. Figure 5 shows how the FC approach connects to the two main theories of learning.

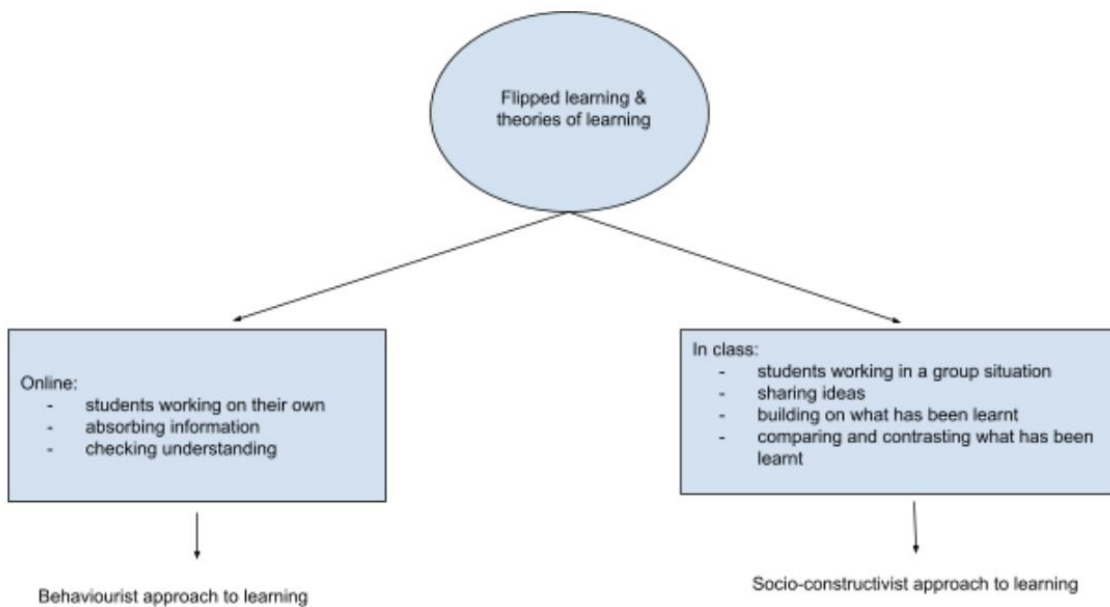


Figure 5. Flipped learning and the main theories of learning

Figure 6 summarises how the FC fits into socio-constructivist learning theory and how it is compatible with different current approaches and techniques in active learning such as Communicative Language Teaching (CLT).

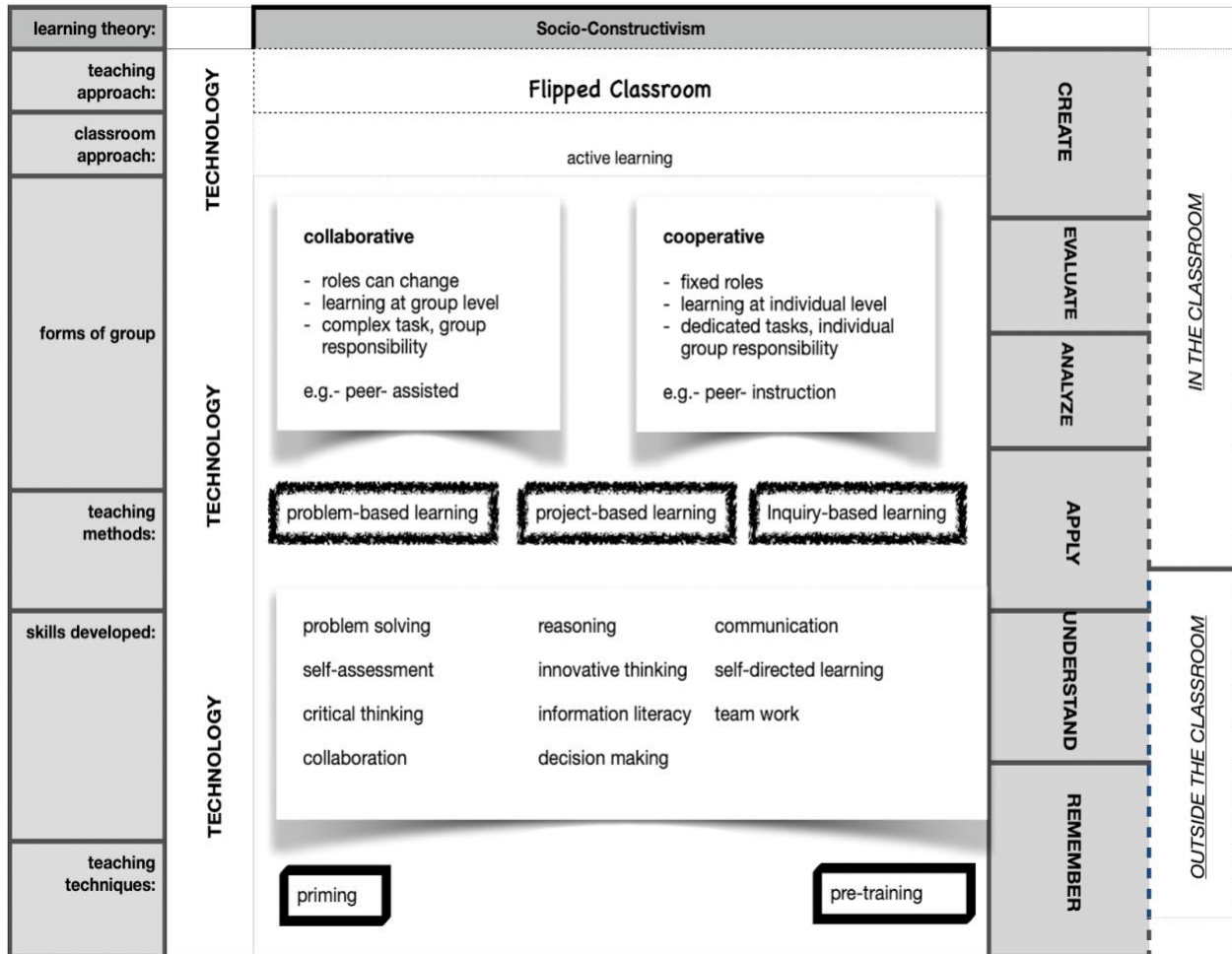


Figure 6. Socio-constructivism and the FC (adapted from Hartyányi, et al., 2018, p. 12)

1.1.4. Other concepts that support the Flipped Learning approach

In the fields of cognitive and educational psychology, there are three major concepts (cited in Talbert, 2017), which also lend support to the idea of flipped learning:

- self-determination (Ryan & Deci, 2000)
- cognitive load (Kalyuga, Ayres, Chandler, & Sweller, 2003)
- self-regulating learning (Nilson, 2013)

Self-determination has to do with motivation and personality and focuses on the degree to which an individual's behaviour is self-motivated and self-determined. It also examines the different types of motivation that people can have. Intrinsic motivation is the natural, inherent drive to look for new challenges and possibilities. People initiate an activity for its own sake because it is interesting and satisfying in and of itself. Extrinsic motivation comes from external sources "such as parental pressure, societal expectations, academic requirements, or other sources and punishments" (Richards & Schmidt, 2002, p. 303) and is separate from the task. It involves engaging in an activity to achieve an external goal. According to Chin and Brown (2000), deep learning is traditionally associated with intrinsic motivation. It is therefore argued that the main objective of any type of teaching should be to promote this type of motivation. In the case of additional language learning, which is the focus of this thesis, Gardner's motivation theory (2001) embodied in a socio-educational model, acquires special relevance in the FC approach. For Gardner, motivation includes three different elements, which are: the effort required to learn a language, the desire to achieve the goal, and the positive effect, which will be shown by enjoyment in the task of learning a language. These elements particularly focus on the FC approach to spark students' motivation. Abeysekera and Dawson (2015) also propose that the FC offers the personal and social conditions for intrinsic motivation to happen by focusing group space on tasks that are within students' skill sets but are also challenging.

The idea of cognitive load was developed by the psychologist John Sweller (2010). He refers to cognitive load as the total amount of mental resources being used by working memory. He also establishes that human working memory is limited regarding the amount of information that it can hold at a given time. He establishes three types of loads that working memory can retain: intrinsic load, which is part of the task itself; extrinsic load, which is not implicit in the task itself but adds to the difficulty of the task; and germane load, which is added to the task and helps to form a "schema" or pattern of thought or behaviour that organises categories of information and the relationships among them. Abeysekera and Dawson (2015) argue that FC environments may improve student motivation and help to manage cognitive load. Talbert (2017) maintains that extrinsic load can be reduced, and germane load promoted by contextualising classroom tasks requiring attention and effort.

Self-regulated learning refers to learning that is guided by thinking about one's thinking, also known as metacognition, a concept related to the awareness and understanding of one's own thought processes. For students to improve their learning, they should be aware of their strengths and weaknesses as learners. This finding was confirmed by Bransford, Brown and Cocking (2000) in their book *How People Learn*. These authors consider the effectiveness of this metacognitive approach for instruction since students who can recognise the limits of their knowledge can broaden them and further develop their abilities. The same idea was reinforced by other authors such as Weimer:

It is terribly important that in explicit and concerted ways we make students aware of themselves as learners. We must regularly ask, not only 'What are you learning?' but 'How are you learning?' We must confront them with the effectiveness (more often ineffectiveness) of their approaches. We must offer alternatives and then challenge students to test the efficacy of those approaches (Weimer, 2012, para. 6).

Therefore, self-regulated learning encompasses strategic action (planning, monitoring, and evaluating personal progress against a standard) and motivation to learn. Self-regulated learning involves a process of taking control of and evaluating one's own learning and behaviour. It “emphasises autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement” (Paris & Paris, 2001, p 89). Pintrich (2004) posits four phases and four areas in which self-regulated learners are actively engaged during the learning process, as shown in Table 1.

Table 1. Pintrich’s phases of self-regulated learning and areas of active engagement

4 phases of self-regulated learning	4 areas of active engagement
<ul style="list-style-type: none"> ● forethought / planning / activation ● monitoring ● control ● reaction / reflection 	<ul style="list-style-type: none"> ● cognition ● motivation / affect ● behaviour ● context

The FC can provide an environment for practising self-regulated learning on a regular basis (Talbert, 2017) since it places responsibility for first contact with new concepts when the students work individually, therefore emphasizing the learners' autonomy, but at the same time, the FC also emphasises active work on higher-order tasks when student work in groups. Talbert (2017) points out three essential discoveries about learning, which can help us better understand how the FC approach works and explain its current interest. He claims that to develop competence, students should:

- a. have a fundamental understanding of factual knowledge;
- b. contextualise facts and ideas in a framework;
- c. retrieve and apply knowledge in an organised way.

The FC gives students the opportunity to use their new factual knowledge and share it with their peers and teachers in class. As a result of sharing, students are likely to receive immediate feedback, which allows them to correct their misunderstandings and systematise their knowledge so that they use it in the future. In addition, the FC also supports the third significant conclusion of Bransford et al., "A metacognitive approach to instruction can help students learn to take control of their learning by defining learning goals and monitoring their progress in achieving them" (Bransford et al., 2000, p. 18). It is via the immediate feedback that occurs in the FC that students are able to recognise and reflect on their own growth in understanding (Talbert, 2017).

Additionally, Eagleton (2017) proposes blended learning and the FC, which mix teaching and technology, as designs that should also be taken into account since they both encourage students to use whole brain learning strategies. Ultimately, the FC alternates modes of instructional approaches and adapts to different learning styles since it can incorporate different teaching and learning strategies. In other words, teachers can use mixed strategies to deal with the whole brain and students are able to show their potential by understanding concepts from different angles not only in the classroom but also beyond. Figure 6 shows why blended learning meets the needs of 21st century students. Given that the FC is one type of blended learning, the reasons are also valid.

Different learning aspects	➔	Flipped classroom
analytical learning aspects: reflective, observational, and critical thinking	➔	creative and personalised projects, application of concept, group work
logical learning aspect: inquiring, sensing, concrete, and sequential thinking	➔	making meaning from a lesson, investigation and assessment, individual work
holistic learning aspects: intuitive, global, abstract, perceptive, generalised thinking	➔	e-learning: videos, podcasts, website concept exploration
emotional learning aspects: feeling, impulsivity, problem-based thinking, doing and experimentation	➔	hands-on activities, experiential engagement, group work

Figure 7. Rationale for Blended Learning (Istation, n.d.)

1.2. The concept of the FC

1.2.1. Online learning, Blended learning, and the FC

The term FC has its roots in another term: blended learning. Blended learning has become extremely popular in the last few years, but its origins go back to online learning. In contrast to the current popularity of blended learning, online learning did not initially have a good reputation. It was mainly used by schools and learning centres as an alternative for students who dropped out, were home schooled, or needed to complete a course not offered by the learning centres they attended. However, as with most disruptive innovations, the idea of online learning steadily grew to appeal to an increasingly large number of students, until it was discovered that students cannot make significant progress in their learning without the face-to-face guidance of a tutor and without attending a brick-and-mortar facility, where they not only have access to knowledge but can also socialise. Blended learning appeared to combine both online learning with the benefits of attending school. Defining blended learning is a tricky task since definitions vary according to different authors. The most common definition is the one that explains blended learning as combination of face-to-face instruction and online teaching (Bliuc, Goodyear, & Ellis, 2007; Garrison & Kanuka, 2004; Graham, 2006; Watson, 2008). Different authors identify blended learning based on the time spent face-to-face or online. Put differently, definitions are based on the proportion of content that is delivered online. For example, Allen, I. E., Seaman, J., and Garrett, R. (2007) consider that for a course to be considered blended, between thirty and seventy-nine percent of its content should be delivered online. However, other authors like Garrison and Kanuka (2004) believe that the most

important factor in a blended course is successful integration of both face-to-face and online components, instead of just adding one to the other. Despite the difficulty in finding a clear definition, in 2010, after several educators who used blended learning programs in their teachings were asked to define the term, the Clayton Christensen Institute came up with the following definition:

a formal education program in which a student learns: at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience ("Blended Learning - Christensen Institute," 2016, para 2).

This is the one used in this study since it comprehensively covers the main ideas in previous definitions and is therefore applicable to a wider range of situations.

The modalities to which Clayton and Christensen refer may cover small group instruction, online learning, individual instruction, group projects, and pencil and paper assignments. According to Staker and Horn (2012), blended learning involves various learning modalities that are usually connected; what students learn online is connected to what they learn face-to-face, and vice versa. Moreover, when students have control over their learning pace, this control frequently affects not only a single subject of the coursework but the whole course that is blended. Several researchers believe that this association between modalities within the course or subject is fundamental to blended learning and should be included within the definition of blended learning itself. Another critical aspect of this definition of blended learning is that it includes an element of student ability to control time, place, path, and/or pace. For example, time need not be limited to specific days. Learning need not be limited to the classroom, nor to a particular teacher's pedagogical approach. A given student's needs can be met with purpose-designed programs, and there is no need for the whole class to proceed at the same pace.

Therefore, blended learning is more than simply adding technology to instruction, which is usually called technology-rich instruction. Many schools and learning centres are constantly experimenting with various models to learn what works best for their students, and as a result, they

tend to combine the elements of blended learning to create custom programs. Consequently, there are many different types of blended learning that are referred to and discussed in the literature and among educators. Figure 8 shows most types of online and blended learning courses, which fit somewhere within the parameters that Staker and Horn (2012) classify as follows:

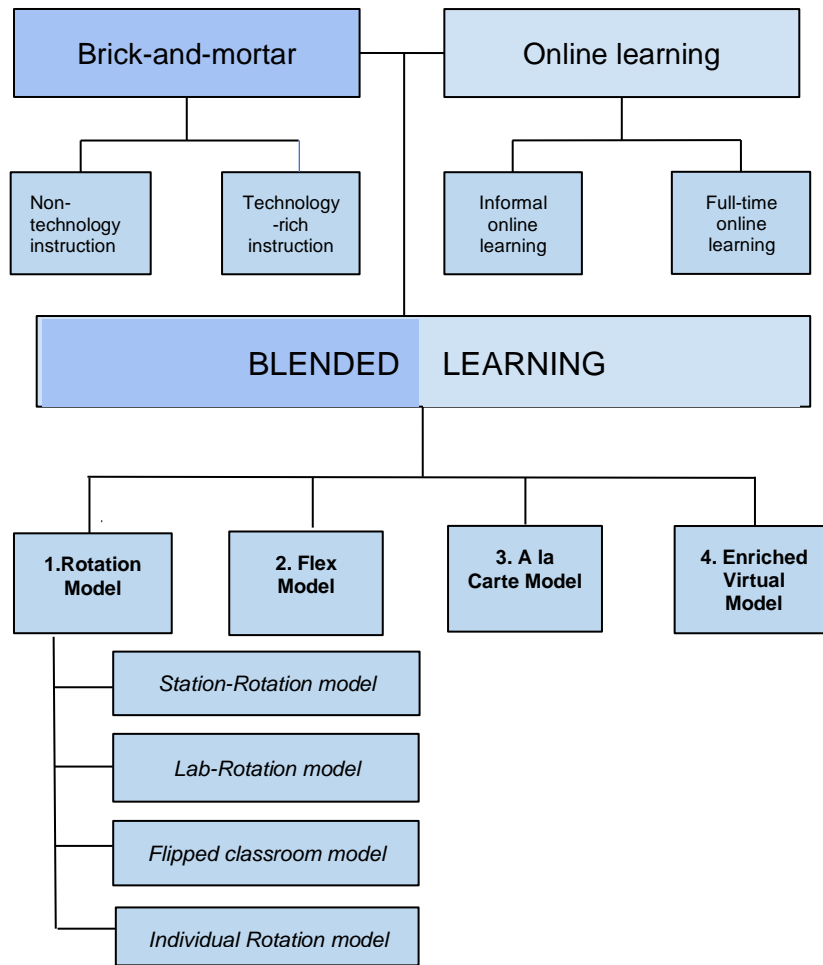


Figure 8. Types of blended learning (adapted from Staker & Horn, 2012, p. 38)

In the last few years, the FC approach has received a great deal of attention. Its pioneers, Jon Bergmann and Aaron Sams, are largely responsible for its promotion. The FC model is a type of blended learning within a larger category, the blended rotation model (see Figure 9). The rotation model includes four models: station rotation, lab rotation, the FC, which is the one discussed in this study and, finally, individual rotation. The blended rotation model and its subtypes are among

the most popular blended learning models and have been adopted by several educational centres. As shown in Figure 9, the main idea of the blended station rotation model is that students rotate among learning modalities, of which at least one involves online learning.

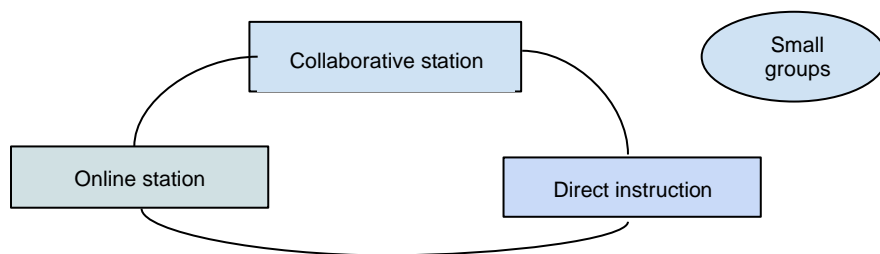


Figure 9. Blended rotation model

The time between each rotation is either based on a fixed schedule, usually every 30 minutes, or it can be set according to the teacher's instructions. Students usually rotate in small groups among the online learning, collaborative instruction, and direct instruction stations. The lab rotation model is very similar to station rotation; the only difference is that students go to a computer lab for the online part of the course or subject. The concept of asking students to rotate among the different learning stations is not new in education. Teachers and instructors have been using this idea for many years, and due to technology, online learning has become incorporated as a learning station.

The FC approach has a similar design to the station rotation and lab rotation models since it also facilitates student-centred instruction and addresses students' individual needs, but it has a critical difference. The significant difference in the FC approach is that the content of a particular lesson is delivered online either at home or at the learning centre as Figure 10 shows.

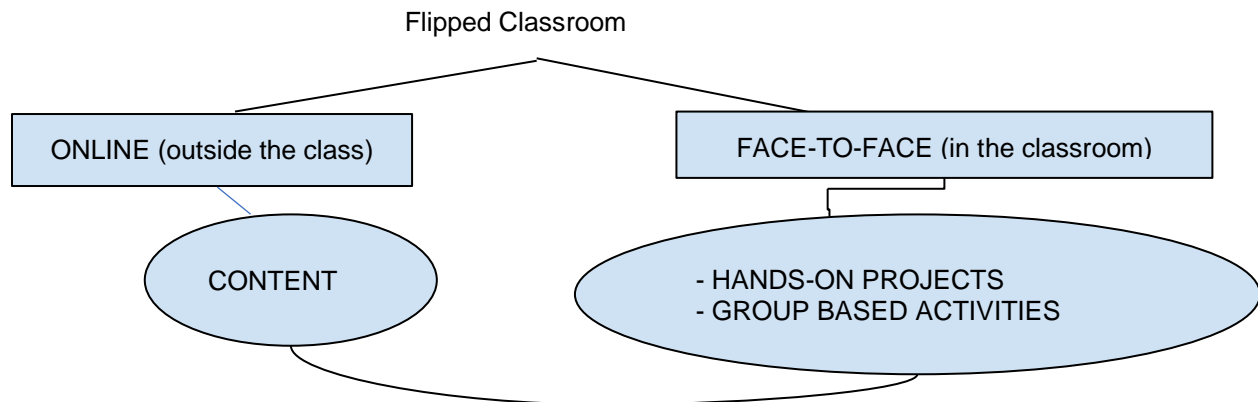


Figure 10. The FC approach

Therefore, when students go to the brick-and-mortar centre for face-to-face sessions, the teacher can dedicate time to addressing problems related to content, discussing other issues, or working on projects. In short, students become more active learners. This idea is supported by lecturer, Terry Aladjem of Harvard University's Bok Center for Teaching and Learning at Harvard (2010-2015), who led the Blended Learning Support Team for faculty engaged in teaching innovations using online and multimedia sources. He argues that cognitive science views learning as a process of moving information from short-term memory to long-term memory. He also adds that research has confirmed that active learning does that process best. Thereby, by promoting active learning, flipped learning is an ideal model for facilitating students' acquisition of knowledge (Lambert, 2012).

In order to frame the discussion of the FC, there follows a brief description of the four remaining models of blended learning described by Staker and Horn (2012). The first is the **Individual Rotation model**, which also falls into the rotation category, in which students rotate among the different learning modalities on a daily individualised schedule usually set by the teacher. At the end of each day, students are assessed individually, the teacher has a record of their daily assessments, and the teacher uses the assessment results to set a unique individualised rotation schedule for the next day, including the lessons and resources that each student will need to follow.

The second type of blended learning is called the **Flex model**. In this type of learning, students follow courses or subjects according to their needs. Students follow an online program in a brick-and-mortar centre, which they can attend at any time throughout the day. There, they have face-to-face access to teachers to obtain help, deepen their learning, or participate in projects and discussions. The main difference between the rotation model and the Flex model is that, except in the case of individual rotation, the rotation model adds online learning to traditional teaching methods, while the Flex model adds the face-to-face component of a traditional method to online learning.

The third model is the **A la Carte model**, which is quite common in some high schools in parts of the USA like Alabama, Arkansas, Florida, Idaho, Michigan, and Virginia. The A la Carte model refers to any course that students take completely online with an online teacher while also attending regular classes on campus. This model works particularly well for those schools that cannot offer certain courses face-to-face on their premises. With the A la Carte model, students can still complete such courses.

Finally, the fourth model is the **Enriched Virtual model**. This type of blended program started as full-time online classes, in which students rarely met their teacher face-to-face. However, teachers noticed that students really needed the support and physical presence of tutors to be able to make progress in their learning. Therefore, the centres allowed groups of students to meet an advisor, two or three days a week, according to their preferences or needs. On the remaining weekdays, students could work independently online while their advisor would schedule their meetings for the next week. This type of blended learning enriches online learning by adding face-to-face tutors.

After examining the different blended learning models and to understand the FC approach, the question as to whether blended learning offers an important improvement or enhancement to non-flipped classrooms should be addressed. In other words, the question is whether blended learning is a case of sustaining innovation or if it is a disruptive innovation, which includes a real transformation in the classroom and suggests a completely new way of thinking about teaching and learning. The answer to this question will provide greater insight into the flipped learning model. Figure 11 shows different blended learning models according to the type of innovation.

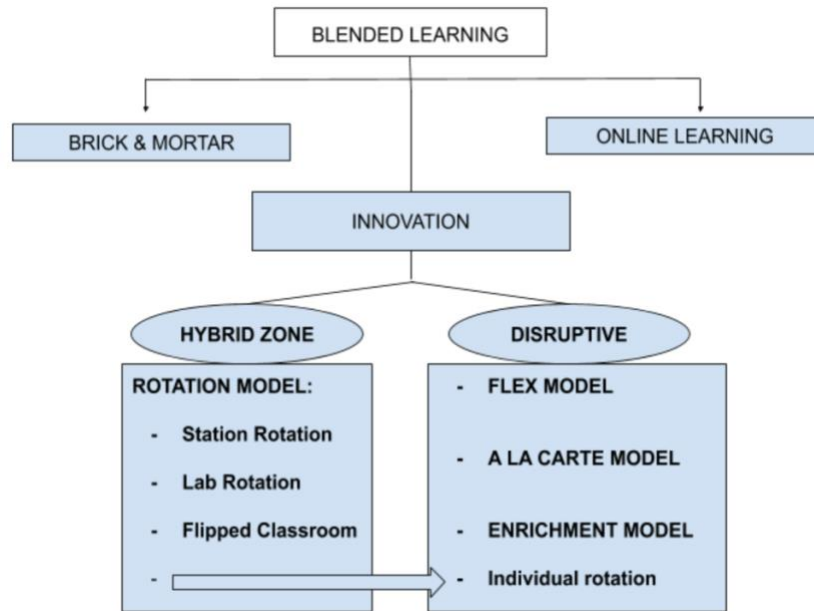


Figure 11. Blended learning models and types of innovation (adapted from Staker & Horn, 2012, p. 72)

Some blended models, such as Individual rotation, Flex, A la Carte and Enrichment, do imply a deep transformation in the non-flipped models because students learn content entirely at their own pace and in their own time. Therefore, these models are transformational and purely disruptive models. Conversely, the rotation models, such as Station Rotation, Lab Rotation, and the FC, are considered to be sustaining innovations that fall into what we might call a hybrid zone; they are hybrids because they offer improvements to the non-flipped classroom by using both non-flipped and online learning. They also require greater expertise in implementation since instructors using these models need to be experts in non-flipped models and know how to integrate technology into their lessons or courses. According to this view of innovation and blended learning, the FC approach towards learning is a hybrid model.

1.2.2. A method or an approach? A definition of the Flipped Classroom

In published literature, teachers, media, and researchers have defined the FC in different ways. In fact, there appears to be little common consensus:

People are using definitions of flipped learning that are too widely varied, too restrictive, and make too many assumptions for the research to be generalizable and the resulting practice to be replicable. More than this, there is a belief about flipped learning that enables these flawed definitions: The belief that, while many people are doing or at least thinking about flipped learning, very few people are really studying it, and that there is no consensus from either research or practice on which to base further work (Talbert, 2017 para. 3).

While some define the FC as a method, others use the term ‘pedagogical approach’ or ‘educational technique’, while others even define it as a ‘pedagogical practice’. Therefore, the field lacks a unified definition of FC.

There is also the question of whether the FC is an approach, method, or technique. Richards and Rodgers (2001) distinguish these terms as follows:

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. A technique is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well (Richards & Rodgers, 2001, p. 21).

Based on this distinction, the FC is closest in meaning to a pedagogical approach, or to paraphrase Richards and Rodgers (2001), the FC entails complementary beliefs about the essence of language teaching and learning.

The governing board and the Flipped Learning Network (FLN) key leaders, who are all experienced flipped learning educators, agree that flipped learning is an approach and have developed the following definition. Flipped Learning is a pedagogical approach, “which means

that the first contact with new concepts moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (Foldnes, 2016, pp 39-49).

1.2.3. Misconceptions about the concept of the FC

Several aspects of the FC should be noted to avoid misconceptions. Talbert (2017) outlines four major problems in definitions and conceptions of the FC.

The **first misconception** arises from the following misleading FC definition:

We define the FC as an educational technique [following the definition above, an ‘approach’] consisting of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom (Bishop & Verleger, 2013, p. 5).

Misconception 1

Talbert maintains that this FC definition is mistaken because it is too broad and suggests that assigning a reading comprehension exercise outside the classroom and having discussions in class already constitutes a FC activity. Similarly, he suggests that there is a tendency to assume that a flipped learning approach always requires the use of pre-recorded videos. Talbert notes that restricting this definition of flipped learning to exclude other teaching plans that do not employ watching pre-recorded videos outside the classroom is an error. In other words, in line with this FC definition other innovative and well-designed courses would not be considered FC courses because instructors fail to use pre-recorded videos. According to Talbert, this does not make sense. Thereby, he insists on the idea that to have a flipped learning environment the use of pre-recorded videos is not mandatory (Talbert, 2017).

The **second and third misconceptions** are connected to the following FC definition and concern the idea that lectures are required for a flipped learning approach:

Flipped learning is a pedagogical practice [i.e., ‘approach’] in which lectures are moved from the class meeting to the students’ individual spaces (Talbert, 2017, para. 8).

Talbert (2017) finds two misconceptions with this definition.

Misconception 2:

In this definition, there is an underlying assumption that a lecture must always take place in a classroom. However, Talbert notes that lectures are not required for the FC approach. Moreover, because lectures entail passive learning and students learn more through active engagement, it may be advisable not to use lectures in flipped learning. Given the positive effects of active learning environments over lecture environments on student learning, Talbert contends there is a need to be more critical about the use of lectures in the classroom (Talbert, 2017).

Misconception 3:

Talbert refers to the idea of “class meeting”. He points out if a class is online, there is no such thing as a “class meeting”, so a class cannot be flipped. He claims that there is an underlying assumption that a face-to-face component is always required to create a FC environment. Given his experience of teaching online and the growing number of online courses, he concludes that the FC approach also has great potential for those types of courses, which should be included when we discuss flipped learning (Talbert, 2017).

The fourth misconception is associated with FC definitions which consider that flipped learning is a recent phenomenon giving examples such as “There has been a lot of interest lately in the FC” and “The FC approach is a method that has recently gained popularity” (Talbert, 2017, para. 10).

Misconception 4:

Talbert gives two reasons to explain why this notion of the FC as a recent development requires qualification. First, as mentioned in Chapter 1, flipped learning is not a recent development, since its roots as an organised, intentional pedagogical strategy go further back to the behaviourist and socio-constructivist learning theories appearing at the beginning of the 20th century. It was later, in the early years of the 21st century, when Jon Bergmann and Aaron Sams developed the FC approach, initiating the spread of the FC movement around the world. Therefore, there have been over fifteen years of research and classroom practice using this approach. Second, Talbert points

out that if the FC origins are not considered and flipped learning is incorrectly framed as a ‘recent development’, flipped learning may be considered just as a trend or a fad. Therefore, instead of considering the FC’s inherent potential for improving students’ learning, its interest would focus on its apparent recentness (Talbert, 2017).

Consequently, the question arises: what is a good definition for flipped learning? Talbert gives a definition which tries to balance the various ways flipped learning has been implemented while conserving the essence of the characteristics that constitute flipped learning.

Flipped Learning is a pedagogical approach in which first contact with new concepts moves from the group learning space to the individual learning space in the form of structured activity, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (Talbert, 2017, para.12).

This is the definition selected for this study because it avoids the aforementioned misconceptions and has other strengths. Firstly, it mentions “first contact with new concepts”. This implies that flipped learning can be generalised to any activity that introduces new material to students, such as pre-recorded video lectures, reading or playing games. Therefore, no assumptions are made about technology or pedagogy used. Secondly, it states that flipped learning “moves from the group learning space to the individual learning space”, in which the “group space” includes not only a non-flipped class face-to-face meeting, but also involves online classes in which students are working together to respond to a question on a discussion chat. Thirdly, because the definition says, “in the form of structured activity”. This indicates that the FC not only refers to a situation where the instructor provides a reading assignment and requires students to read it outside the classroom, but also implies that the teacher guides students and engages them in the class in a creative way. Hence, the FC needs to be properly staged by applying a FC structure (see Appendix 8). Otherwise, the classroom might seem to be flipped but students will still be learning as they would do with a non-flipped approach. Fourth, the definition says, “where the educator guides students as they apply concepts and engage creatively in the subject matter”. This is vital for defining the term flipped learning adequately. The group space may be face-to-face or virtual, but

the most important thing is that the learning environment should involve active learning. As a result, students can develop higher-order thinking skills such as applying, analysing, evaluating and creating. Additionally, in this active learning environment, the teacher's role is to provide guidance and support. More than that, this part of Talbert's definition also provides room for differentiating teaching and learning, since in this environment the instructor can also design more specific individualised activities and concentrate on individual students while they are doing activities in their group space.

1.2.4. Flipped Classroom or Flipped learning?

Flipped educators also make a clear distinction between the FC and flipped learning. Specifically, they believe that these two terms are not interchangeable and that flipping a class may lead to Flipped Learning, but not necessarily. Many teachers already flip their classes by getting students to read texts outside class, watch supplementary videos, or solve additional problems, but to practise Flipped Learning, teachers should incorporate the Four Pillars of Flipped Learning shown in Figure 12 into their practice (Foldnes, 2016).

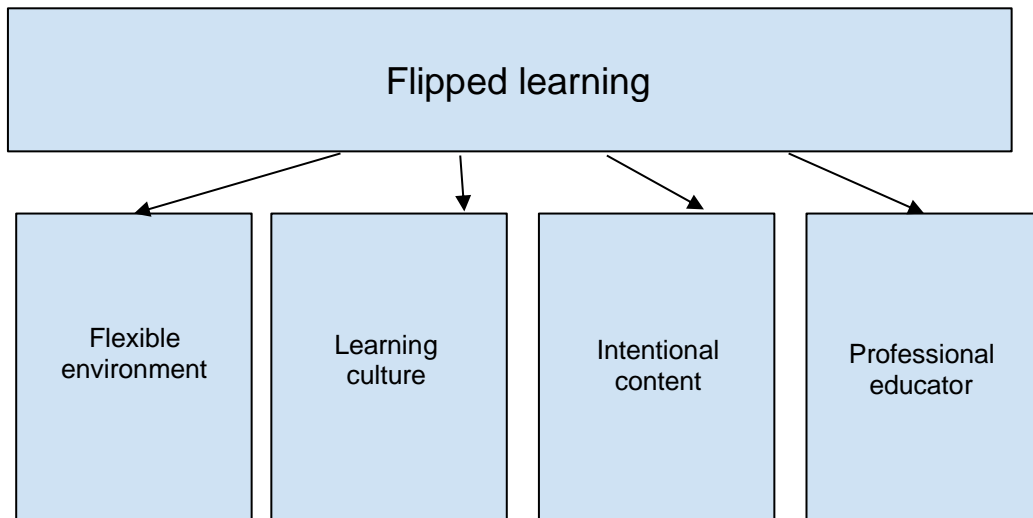


Figure 12. The Four Pillars of Flipped Learning

The acronym F.L.I.P stands for **F**lexible environment, **L**earning culture, **I**ntentional content, and **P**rofessional educator. According to the Flipped Learning Network (FLN) (Flipped Learning Network Hub, 2019). These are the Four Pillars that transform the FC into flipped learning.

By **F**lexible environment, we understand that instructors should create flexible spaces so that students are able to choose when and where they learn. Additionally, those educators who flip their classes should also be flexible about students' timelines for learning, and when assessing their learning (Arfstrom & Network, 2013).

A **L**earning culture is one in which instructors dedicate class time to exploring topics in greater depth and creating enriching learning opportunities. As a result, students are actively involved in knowledge construction (Vygotsky, 1997), as they participate in and evaluate their learning in a personally meaningful manner (Rezac, 2015).

Educators use **I**ntentional content and decide what needs to be taught and what materials students should deal with autonomously. Educators use Intentional content to optimise classroom time and adopt student-centred methods and active learning strategies, taking into account the students' grade level and subject matter (Foldnes, 2016).

Finally, the last pillar in the FC approach is the educator's role as a **P**rofessional, which is even more relevant and demanding. Instructors need to observe students during class time and provide them with prompt feedback and assess their work. In a FC, the Professional Educator's role is less visible but is even more prominent since it is the "essential part that enables Flipped Learning to occur successfully" (Lynch, 2015, para. 7). According to the Flipped Learning Network (FLN) (Flipped Learning Network, 2014), these Four Pillars should be considered and used by instructors to successfully apply the FC learning approach.

1.3. Flipped Classroom, flipped learning, flipped mastery and the three views of teaching

The FC approach offers teachers the possibility of transforming their instruction into more effective teaching for different reasons. First, they think that the use of class time is more

productive using a FC approach, and second, they state that the FC creates more active learning opportunities for students. What is more, they believe it increases both one-to-one interaction between student and teacher, and students' responsibility for learning. Finally, they state that the FC addresses multiple active learning styles, as shown in Figure 13. Students can get the most out of class time by spending it on active practical application, rather than on passive involvement in a lecture (Arnold-Garza, 2014).

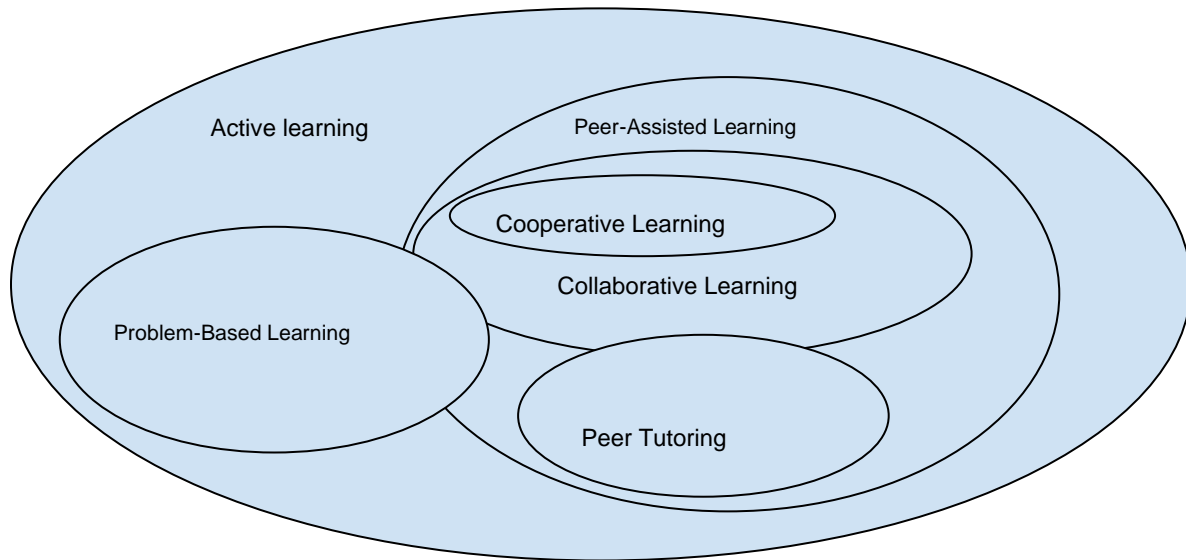


Figure 13. Venn diagram of several student-centered learning theories and methods

Different learning theories state that individuals learn using different learning styles. Finding the most appropriate learning style for an individual produces better learning results. Extensive exploration of all these different learning styles is beyond the scope of this study, but they all emphasise the importance of active learning, which can be defined as “any instructional method that engages students in the learning process” (Prince, 2004, p. 223). This definition certainly encompasses the FC as an active learning approach. One might even say that without accounting for all learning styles, the FC would simply not exist. The FC is not only about the work students do autonomously outside the classroom using technology (or not), but it certainly requires an essential component of human interaction, which can only happen inside the class.

However, the question is: what constitutes effective learning and teaching? Quina (1989) claims that effective teaching stresses a conscious analysis of cause-and-effect relationships between the behaviour of the teacher and the learner. He suggests ten guiding principles for effective teaching:

- (1) Sharing experience with students.
- (2) Imparting information and critical thinking skills to others.
- (3) Facilitating the learning process.
- (4) Practising the art of analysing content and distributing the information to others.
- (5) Teaching students to be critical thinkers and enabling them to evaluate their world.
- (6) Conveying facts or information through a machine or person.
- (7) Showing, sharing, and exploring aspects of life.
- (8) Motivating students to use their full potential.
- (9) Helping students to find knowledge within themselves.
- (10) Engaging in performance art.

Be that as it may, there is perhaps no “best way” to teach as effective teaching also depends on the situation. The “situatedness” of teaching is a concept related to Vygotsky’s socio-constructivist theory of learning which suggests that learning is “situated” or embedded within an activity, context Hence, teachers should create situational contexts for learning that resemble as far as possible and culture (see, for example, Handley, Sturdy, Fincham, & Clark, 2006) authentic situations so that the learning experience fosters real-life problem solving. Such learning is contrasted with classroom learning that often involves out-of-context knowledge.

1.3.1. Three main views of teaching

According to Miller (2010), there are three main views of teaching: teaching as transmission, teaching as transaction, and teaching as transformation. These three main approaches are also important to translation teaching, according to González Davies (2004).

The first perspective on teaching sees it as transmission, that is, the act of transmitting knowledge from the teacher’s head to the students’ heads. This perspective, which is still present in some

schools and universities, is a teacher-centred approach in which the teacher is the dispenser and final assessor of knowledge; the students are passive and just receive information. In a FC classroom approach, this more behavioural aspect of teaching and learning is expected to happen individually outside the classroom, as it is what students can do online. It typically deals with the lower-order thinking skills (see Bloom's taxonomy) such as remembering, recognizing, identifying, naming, defining or finding information, facts, sequences and processes. Additionally, using these lower-order thinking skills students will also be understanding, identifying what is important to remember, summarizing, classifying information by using graphic organisers or mind maps, for example, or exemplifying (Brewster, 2010).

The second perspective views teaching as transaction and is rooted in a constructivist theory of learning. According to this perspective, and distinct from teaching as transmission, learning happens through students being actively involved in the building or construction of knowledge. It is "based on cooperative learning" (González Davies, 2004, p.14). Hence, there is interaction among students who typically work in groups. This approach implies that teachers assist or guide learners in the construction of this knowledge by creating experiences in which they previously acquired information, although "the teacher still has the final answer" (González Davies, 2004, p.14). Yet, this approach represents a step forward in their learning process as students can therefore transact with new information to create meaningful knowledge (knowledge that is connected to something students already know). From a constructivist perspective, academic achievement occurs when students are able to use this knowledge to solve real-world problems or create products or performances that are valued in one or more cultural settings (Johnson, 2015). In a FC approach, this socio-constructivist view of teaching is linked to the high order thinking skills like applying, analysing, evaluating, and creating (see Bloom's Taxonomy), which is what students do in the FC classroom. In other words, students will be using "what they learn to create insights and invent ways of using learned information in new situations" (Brewster, 2010, p.4). Besides, by using these high order thinking skills, students in a FC will be more involved in experimenting, making decisions, solving problems, and creating projects (Brewster, 2010). Nevertheless, it should be highlighted that all skills, be they higher or lower-order thinking skills, are needed for effective learning and should be combined in different ways, contexts and tasks.

The FC and flipped learning concepts are connected to these two teaching approaches - teaching as a transmission and teaching as transaction. Bergmann and Sams use the term “traditional flip” to refer to the FC and flipped learning (Bergmann & Sams, 2014). They use the term “traditional” because when flipping their classes, they maintain the same course curriculum and syllabus as a class in a non-flipped approach, with the class moving through the syllabus altogether. However, the content is captured online using pre-recorded videos and is assigned for homework. Therefore, the class becomes the time and place for study problems, laboratory, and project-based learning (PBL) with the teacher’s individual support.

The third perspective sees teaching as a transformation. According to this view, teachers create the necessary conditions to transform the learner at different levels, implying changes not only at a cognitive level but also at emotional, social, and creative levels. This is a “student and learning-centred context” (González Davies, 2004, p.14). In other words, teachers help students to discover their full potential as learners. The aim of transformational teaching is to help students transform and develop so they can perceive the interconnections in the world around them (Johnson, 2015).

From a FC approach, this means going one step further in the concept of flipping. The transformational view of teaching incorporates all the elements of constructivism and socio-constructivism and adds meaning, consciousness, and interconnectedness. This corresponds to the second and current iteration of flipped learning that Sams and Bergmann call ‘Flip Mastery’, which they advocate as the superior of the two approaches. Here, curricula are a means to this end, not an end in and of themselves. Students progress by mastery, if and when they are ready, in the same way that “transformational teaching” transforms the learner on many different levels (cognitive, emotional, social, intuitive, creative and spiritual). From this transformational teaching perspective, in a flipped mastery class, academic achievement becomes closely linked with self-actualization and extrinsic types of motivation described by Maslow (1981). In Maslow’s hierarchy of needs, the highest need is self-actualization, that is to say, the need to achieve one’s own potential, including through creative activities (Mcleod, 2018). It is also defined as a “desire to become the most one can be” (Mcleod, 2018, p.4), a desire which increases motivation. This intellectual achievement is highly individualised, and personalised goals as well as authentic assessment are used to describe learning.

Schools and teachers are held accountable by assessing students' and teachers' movement toward personalised goals and by examining the extent to which students are engaged in meaningful and successful learning experiences (Johnson, 2015). They should be encouraged to promote teaching approaches like the FC which can take into account not only intrinsic motivation by which students engage in activities just because they find them interesting and enjoyable. They should also embrace those teaching styles that promote three extrinsic types of motivation: self-actualization self-determination and self-regulation. Self-determination has been defined as "the combination of attitudes and abilities that will lead children and individuals to set goals, and to take the initiative for themselves to reach their goals" (Willems & Lewalter, 2012). Through self-regulation students can manage their actions and direct their learning towards their learning goals, being aware of their strengths and weaknesses in such a way that they can develop a repertoire of strategies to meet their learning challenges appropriately.

1.4. Conclusions

This first chapter has examined the pedagogical framework that underpins the FC, bearing in mind that understanding the rationale behind this teaching approach can help to achieve deeper learning. In other words, "[t]he more aware you are of the way you are teaching, the better you'll understand what works best for your students" (Persaud, 2019, para. 38). To improve learning and teaching, pedagogies have been constantly evolving and the FC, as a 21st century pedagogical approach, is no exception. Although it has acquired considerable attention, its pedagogical foundations are mainly inspired in two other major relevant learning theories, behaviourism, and constructivism.

Firstly, the behaviourist theory of learning supports the FC, since prior to class, students are presented with the content outside the classroom, where they work autonomously absorbing information and checking they understand the content. This flip prevents the teacher from being the content giver in the classroom. The flip's more behavioural purpose is to engage students in the lesson so that they can reinforce discuss and clear up misunderstandings with their teacher when they go to class. In very simplified terms, the FC behaviourist aspect relates to the "carrot and stick" concept in action. That is to say, the content facilitated by the teacher before the class is the stimulus that affects the students' behaviours when they are in class.

Secondly, the constructivist learning theory also relates to the FC since in a FC, students play a noticeable role. Otherwise stated, students become the active constructors of meaning, and the centre of the teaching. The constructivist element of the FC unfolds in the classroom when students actively participate in exploratory and collaborative activities which help them construct learning. In addition to this, the FC also breaks through the limitations of the conventional non-flipped approach when students are presented with the lesson content previously, outside the classroom. This flipping also allows students to develop autonomous meaning construction while they are outside the classroom by trying to understand the content of the lesson. For their part, the teacher's role in a FC changes from being just a content giver to being an organiser, helper, and mentor, assisting students in the process of constructing their own learning. Thus, the teacher's main responsibility is to promote students' construction of knowledge. Ultimately, the constructivist element of the FC is accomplished by helping students to set their own learning goals and by subtly changing students' attitudes towards learning, since the FC pushes students to learn actively and construct meaning.

Interest in the FC and flipped learning has increased dramatically in recent years as a search for these terms on Google Books Ngram Viewer shows (Figure 14).

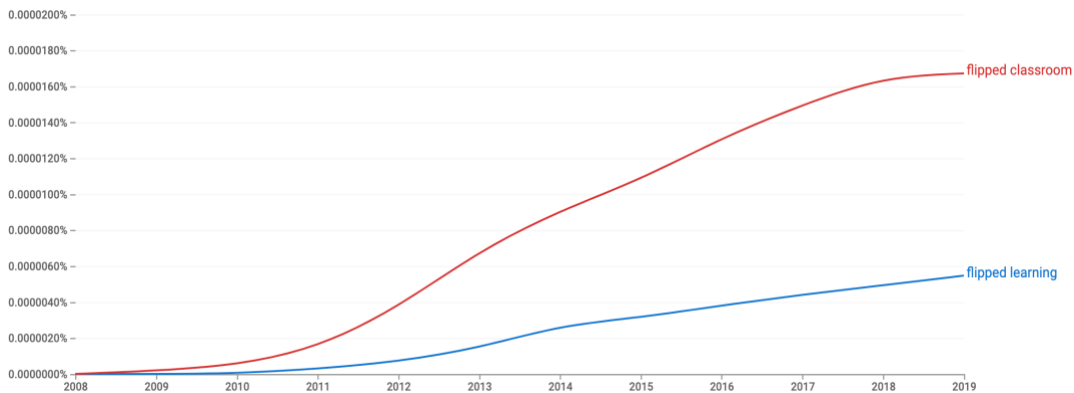


Figure 14. Mentions of 'flipped classroom' and 'flipped learning' on Google Books Ngram Viewer 2008-2019

Additionally, the year 2021 alone Google Scholar gives 12,400 results which mention these terms. The FC and flipped learning have become one of the most popular blended learning models and have been adopted by several educational centres. The Flipped Learning Network (FLN) (Sams, Bergman, Daniels, Bennett, & Marshall, 2014) has gained popularity among teachers, and the number of members has grown from just 2,500 to more than 15,000 (“What Is a Flipped Classroom? And Why Is It So Popular?”, 2018). This is a significant reason to explore how the FC has been defined by different authors like Talbert (2017), and by some organizations in order to obtain a deeper understanding of what the FC actually is. It is important to acknowledge that different definitions for the FC lead to certain misconceptions, which are also outlined and discussed (Talbert, 2017).

In addition to the definition itself, opinions vary as to whether the FC is a teaching method, an approach or a technique. This chapter sheds some light on this matter. Taking into account Richards and Rodgers’ opinions, it is concluded that the FC is a pedagogical approach, that is to say, “a set of correlative assumptions dealing with the nature of language teaching and learning” (Richards & Rodgers, 2001, p. 21). Additionally, different authors do not seem to agree on whether to refer to this approach as FC or flipped learning. Thus, using the FLN as the basis to reach conclusions, this aspect is also addressed in this chapter. According to the FLN, there is a substantial difference between these two terms. The only way to transform the FC into flipped learning is by bearing in mind that educators should incorporate the so-called ‘Four Pillars’ into their teaching practice (Foldnes, 2016).

Finally, the chapter concludes by taking the idea of the FC one step further and discusses what Sams and Bergmann (2014) call ‘Flip Mastery’, which they propose is a superior stage to the FC and the flipped learning approach. While the FC and the flipped learning approach are related to the view of teaching as both transmission and transaction, flipped mastery involves a transformational view of teaching.

Chapter 2 deals with other aspects of the theoretical framework which address the changes that educational systems have undergone and how the FC can help with adapting to them.

Chapter 2. The nature of education is changing

2.1. The technological factor

Education is undergoing a transformation. For most of the 19th and 20th centuries, education was ‘industrialized’ (Ash, 2012). Students were asked to learn content by heart and then apply it to their individual careers in the same way as workers were trained to do during the Industrial Revolution. The rise of technological change started in the 1400s with the invention of the printing press and continued in the 1830s, when the electronic telegraph appeared. In the late 1800s and early 1900s, wireless radio appeared. Then, in the 1920s, television was invented. This technological revolution continued with the use of the first computers in the 1940s. Free access to information at extremely low cost reached its climax with early versions of the internet in the 1960s and the world wide web in the 1990s. As we move on further into the 21st century and thanks to the internet and mobile devices, information does not need to be memorised to be accessible. Given that the world is changing rapidly, the essence of education should adapt to these changes.

In the 21st century, in which new technologies are widely available, such a transformation in education is not only possible, but vital. New methodologies should be implemented in our current educational system because non-flipped classrooms, where the teacher stands up and talks at several students every day for a certain time, are no longer capable of delivering the kind of education students require. Although there have been movements to introduce ICT in schools for the last twenty years, they are being introduced with varying levels of achievement and change in different parts of the world. Sadly however, some schools and classrooms are probably not adjusting to this technological evolution to a desirable extent. Most students are still asked to demonstrate their learning through memory and testing. Classrooms continue to prepare students for 20th century needs (Roehl, Reddy, & Shannon, 2013).

2.2. Technology and language learning

In the field of language education, changes are also happening at an ever-increasing rate. Additional language learning dates back to when classical languages like Latin and Greek were taught in classrooms. Since those languages were no longer used for communication purposes, they were taught purely as academic disciplines and the grammar-translation method was thought to be the best method to teach them to students. This method required students to memorise and learn grammatical rules and then apply those rules by translating sentences from the target language to students' native language and vice versa. However, it was criticised because of its many shortcomings and gave way to the emergence of new language teaching methodologies.

In the late 1940s and early 1950s, additional language teaching programs were introduced as a discipline in secondary schools and universities. Consequently, a behaviourist model of language teaching and learning and language laboratories for language learning emerged. Students could learn languages following the audiolingual method by participating in language laboratories, which meant using a prescribed audio program. At the time, language laboratories were considered an important innovation since they gave students the possibility of being exposed to the language, they were learning by hearing the voices of native speakers.

Over time, language teaching has changed in many respects and various language teaching methods have been used. For example, in the 70s and 80s, methods such as the Silent Way, Suggestopedia, Total Physical Response (TPR) or the Communicative Language Teaching (CLT) approach were introduced. Later on, in the 1990s, other methods, such as Task-Based Learning, Competency-Based language learning or Content-Based Language Learning, also known as CLIL, were used for language teaching. Those methodological changes sometimes entailed a change of focus, i.e., from form (Grammar-Translation method) to meaning (CLT or CLIL). At other times, they involved a change of aims, since some approaches focus more on analytical and logical skills (Grammar-Translation) and others more on communicative competence (CLT or CLIL). On other occasions, they entailed a change of pedagogy, i.e., from a teacher-centred approach to a more learner centred one (e.g., CLT). All things considered, educational technology gives essential support to the different approaches to language instruction and has an important role in influencing

teachers' teaching methodologies. Ahmadi (2017) affirms that the method that an instructor uses to teach is one of the most important elements in students' learning.

Today, many of the above-mentioned language teaching approaches are still in use in some form. Yet, Pourhosein and Banau (2013) argue that language teaching methodologies have also changed due to technology. Hence, in the 21st century, when students have access to technologies such as Skype, Zoom or Moodle, not only has the way languages are taught changed, but so have the reasons that students have for learning additional languages. Thus, the use of technology has become an important part of the learning process. Technology helps to improve language learning because it not only allows students to follow live synchronous or even asynchronous virtual classes, but also allows them to realise that additional languages open new windows for socializing with the outside world. Consequently, the value of integrating technology in language teaching lies in helping language teachers accomplish the above-mentioned changes and adapting classroom activities so they can enhance the language learning process and transform their classes into more student-centred and more individualised classroom experiences.

Hence, 21st century additional language students can learn languages in a completely different way from the early years of language teaching when teachers focused on students memorizing grammar rules or rote learning. Today's language classrooms and students are vastly different from those of the mid to late twentieth century. As a result, language teaching currently focuses more on using the language as part of students' cultural knowledge to connect to others, and to help them transcend geographical and physical boundaries. All things considered; technology not only helps to promote interaction with the target language, but it can also be used to cater to students' different learning styles. Moreover, according to Harmer (2007), technology encourages learners' active participation, engagement, use of cooperative strategies and social grouping. Finally, technology used in teaching additional languages can help integrate elements of cultural variety to give classes a plurilingual perspective. In summary, the use of technology integrated in the language learning classroom can empower students to communicate with others worldwide in real time and provide teachers with a tool to facilitate language learning for their students.

The integration of technology has considerably changed EAL instruction. According to Gençler (2015), for students to become successful language learners, teachers should find methods for applying technology and should be encouraged to plan their language classes by taking into account curriculum standards and implementing appropriate language practice activities through the use of technology in the classroom. To support this view, Dawson, Cavanaugh and Ritzhaupt, (2008) argue that using technology creates positive changes in the classroom because the class becomes an active context full of meaningful tasks where the learners are responsible for their own learning.

Some examples of technological devices that are commonly used for English Language Teaching (ELT) are laptops, mobile applications, and tablets. Some of the affordances that technology extends to language classrooms include multimedia functions, collaborative spaces, shared materials, and assignment delivery. Arifah (2014) states that use of the internet increases learners' motivation and provides some examples of how the use of technology can benefit English language learning. Similarly, Alsaleem (2014) conducted a study on using WhatsApp applications in English dialogue journals and concluded that the use of WhatsApp improved English language learners' writing, vocabulary, word choice, and speaking skills. Tragant, Pinyana, Mackay and Andria (2020) show how WhatsApp can be a powerful tool for additional language learning, in promoting interaction among students and with the teacher, thus engaging students to use English beyond the classroom. In a study by Lin and Yang (2011), the authors showed how Wiki technology improved language learners' writing skills, and students were able to learn new vocabulary, spelling and sentence structures by reading their classmates' Wiki collaborations. Additional studies suggest that instruction that incorporates technologies such as videos promotes interaction and increases learners' cooperation in learning tasks.

Despite its potential value, the use of technology in the language classroom cannot ensure students' learning outcomes. In that respect, Bruce (2007) observed that "simply using computers or connecting to the network does not ensure that teaching is easier and more effective" (Bruce, 2007, p.17). Sharma (2009) also expresses disagreement about how technology can actually help in teaching language skills such as listening, reading, writing or speaking. He questions how the use of technology can be "better than a face-to-face language lesson, [or] a discussion class with the

teacher” (Sharma, 2009, para. 8). However, according to Sung, Chang, and Liu (2016), the integration of technology in the classroom results in considerable benefits, such as motivating students’ engagement, facilitating collaborative learning with each other, and supporting students’ flexible and autonomous use of after-class time. Therefore, when teachers effectively combine technology and language teaching methodology, they can actively engage learners in language learning.

2.3. Flipped learning: a historical perspective

In the 21st century, in which new technologies are widely available, a transformation in our approach to teaching is not only possible and desirable, but also vital. According to Brunner, “[t]oday, we are on the threshold of a new educational revolution” (Brumer, 2001, p. 134). Education is undergoing an extraordinary period of change. Thus, conventional classrooms in which the teacher stands up and talks at several students every day for a certain time might not be so effective in delivering the kind of education students require. The context in which educational centres work and education purposes are undergoing serious and prompt transformations (Brumer, 2001). This might explain why many educational institutions are trying to adjust to technological changes. Although the FC is now widely discussed among educators as if it were a recent phenomenon, proponents claim that the FC is an organised and coherent paradigm that has been used for several years in different disciplines, especially in the humanities.

Different theories of learning emphasise the value of a personalised and student-centred learning experience. A brief examination of some of the most recognised models of educational philosophy in just the last hundred years shows that the student-centred classroom has been championed by multiple educators and psychologists, with flipped learning one of the most recent iterations on the student-centred learning continuum.

The intention to situate students at the centre of the learning process goes back to 1916, John Dewey emphasised a child-centred approach, in which students learn by doing and the teacher acts as a facilitator. The 1920s and 30s saw Vygotsky emphasising interaction, cooperation and the ZPD. In 1951, Carl Rogers argued for person-centred learning, with classrooms as places that

accommodate differentiated perception. In the 1960s, Jean Piaget highlighted the need for discovery, spontaneity, differentiated teaching and constructivism, qualities associated with student-centred learning. Later, Maria Montessori (1964) discussed children's freedom to explore the learning area with the teacher as an observer. In 1970, Paulo Freire noted that students are not "receptacles" and teachers, and students should be partners in learning. This student-centred learning continuum was followed by other authors such as David Kolb (1984), who described the learning cycle in which knowledge is created through experience. Alison King (1993) discussed the change of the teacher's role from the "sage on the stage" to the "guide on the side". González Davies (2006), when writing about the challenges for the century and transformation pedagogies also remarks: "Teachers should put into practice new pedagogical approaches, at all educational levels, that promote equality, democracy, and dialogue, as well as student-centred, gender-aware and fun learning classes" (González Davies, 2006, p. 44).

Use of the term "flipped" to describe the student-centred FC approach can be traced as far back as 1995, to Cedarville University, Ohio. Teacher J. Wesley Baker wanted his students to be more participative in the design of a website and decided to use an innovative campus computer network. He did so by putting the slides for his lectures online as a pre-class review to cover rote material outside of class so that the class time could be more active and participative for students. Class time was then for students to work on applications of the content and answer questions. Baker presented this concept at different conferences between 1996 and 1998 and referred to the method as "The Classroom Flip" (Baker, 2000). Baker's approach signifies the first time that the term "flip" was used in connection with the idea of class design.

Coincidentally, in 1997, the use of a pedagogical technique called *peer instruction*, emanating from socio-constructivism and collaborative learning pedagogies, was developed by Professor Eric Mazur at Harvard University. Mazur developed this teaching technique for his physics class to help students who had serious conceptual gaps in understanding the subject. Students were asked to read essential texts before attending classes. In class, Mazur would organise small discussion groups based on the reading. The organization of the class into small groups was mediated using classroom response technology, often via "clickers" or handheld personal response systems, which allowed the students to answer Mazur's questions anonymously and him to see their responses

instantly. If many of the answers given by students were incorrect, the students sat in groups and reconsidered the question again while the instructor went around the class promoting productive discussions. Then, the students were asked the question again. The instructor gave feedback, explained the correct answer, and gave some follow-up questions related to the topic. He called this “just in time teaching” (Crouch & Mazur, 2001). The effectiveness of peer instruction has been recorded in an extensive list of publications, including Jessica Watkins (Watkins & Mazur, 2013), Lorenzo, Crouch and Mazur (Lorenzo, Crouch, & Mazur, 2006), and Crouch and Mazur (Crouch & Mazur, 2001), among others.

Barbara Walvoord and Virginia Johnson Anderson (Walvoord & Anderson, 2011) in their book *Effective Grading* encouraged the use of a teaching approach in which students are exposed to some material before the class so that the class itself can be focused on the processing of learning (analysing, problem solving, etc.). To make sure that students are prepared for the class so that they can take maximum advantage of it, the authors propose a series of written assignments on which students will receive feedback during the class. Walvoord and Anderson (2011) also discuss how this approach has been implemented in various classes such as history or biology.

A comparable procedure was also designed and applied by Maureen Lage, Glenn Platt, and Michael Treglia (2020), economics professors at Miami University, Ohio. In 2000, they gave their account of a similar innovation they used in an introductory economics course. They called their approach the ‘inverted classroom’. They found that the traditional lecture format was incompatible with certain learning styles. To ensure they catered to the variety of learning styles among their students, they provided them with numerous tools they could use outside the classroom (Johnson & Renner, 2012). For example, they recorded lectures on tapes, which were available in the campus library. They also produced PowerPoint presentations with voice-overs. To ensure students prepared for class in advance, they were asked to complete some periodically but randomly collected and graded worksheets. Therefore, class time was used to answer students’ questions and hold small group discussions of application problems. The professors found that both students and instructors’ comments on this approach as compared to the previous method were very positive. Instructors found students could benefit from group activities and at the same

time could also accommodate different learning styles, while students also displayed greater motivation than when they were taught in a more traditional manner.

In 2001, some prestigious universities like MIT saw the need for a change in higher education. Thus, they started offering open access courses called OpenCourseware (OCW), which had previously only been available to students who paid for tuition. One of these students, Salman Khan, founded the now well-known Khan Academy in 2006. Khan's mission is to provide a free world-class education to anyone anywhere. Khan developed an approach with elements of a 'flipped classroom', even though he did not use the actual term. He began by recording and uploading videos on mathematical and scientific concepts. He came across the idea when trying to help his cousin Nadia understand some of these concepts online. She was delighted to discover that with videos she could pause, rewind, or watch the content more than once, if needed. Based on this positive feedback, Khan started to consider that this could be a model for formal education in the 21st century. With the financial support of benefactors such as Bill and Melinda Gates, Khan created more recorded lessons for a much larger virtual classroom. This represented the beginning of what is now known as Khan Academy, offering free courses online. In essence, Khan Academy forms part of a global FC.

Among early promoters of such new teaching initiatives are two science teachers, Jonathan Bergmann and Aaron Sams, from Woodland Park High School in Colorado. They noticed that some of their students missed their daily lessons due to difficult commutes to their chemistry classes. In the spring of 2007, Sams discovered a computer program which recorded PowerPoint lectures, incorporating digital 'ink' with which a teacher could write on the screen, together with an audio component (Bergmann & Sams, 2012). Using this tool, students were required to listen to recorded lectures, but were not expected to attend class, in what Bergmann and Sams called the "pre-vodcasting" method.

The result was that students and the wider educational community reacted positively to the new approach because it seemed very simple and yet had the potential to bring about a major change in education. Subsequently, Bergmann and Sams (2012) stopped lecturing and recorded all of their lessons; students have access to all the class content and are able to watch the lessons as homework

without having to attend classes. Since implementation, neither Bergmann nor Sams has used direct instruction or in-class teaching again. On hearing of Bergmann and Sam's work, other like-minded teachers, who had already been experimenting with videos as instructional tools, contacted them and an informal professional network was formed.

However, after searching the internet, Bergmann and Sams found no one else was using the name "pre-vodcasting" for their teaching method. So, the name was briefly changed to "reverse instruction", until in 2010, United States author Daniel Pink wrote about the method and called it the flipped classroom. (Pink, 2010). Since then, the term has stuck. Subsequent developments led to the birth of a new teaching approach: the flipped classroom. Stanford professors such as Sebastian Thrun, Andrew Ng and Daphne Koller provided open access to their online courses in 2011. Khan also used the term "flipping the classroom" in his TED talk in March of 2011 (Khan, 2011) and since then, interest in the FC approach has grown exponentially.

Some years later, Thrun left Stanford University to found Udacity, while Ng and Koller, supported by Stanford University, started Coursera (see Koller, 2012), a massive open online learning platform (MOOC). Princeton, the University of Pennsylvania, and the University of Michigan are now Coursera partners. MIT and Harvard University combined efforts in an educational initiative, investing \$60 million in EdX and offering online classes for free. In addition to the growing body of evidence exploring the use of the FC in US and Canadian classrooms, the FC is also becoming a popular approach in some schools and universities in Europe. For example, in Germany, a group of Department of Defence Dependents Schools-Europe teachers are using the FC approach to help students succeed in mathematics. Despite the initial extra work involved in implementing this approach, the teachers claim that they would never go back to non-flipped instruction. To justify their decision, they declare that "students learn when they are ready, there is no wasted time in class. You are working on what you need" (Svan, 2014, para. 5).

There are also other examples of flipped learning in UK schools. A case study on the use of the FC approach in mathematics teaching was carried out and piloted in a total of nine schools: three secondary schools and one middle school in England, and five high schools in Scotland. The study lasted around 4-6 weeks during 2014-2015 and was undertaken by the National Foundation for

Educational Research (NFER, 2021) (Straw, Quinlan, Hardland, & Walker, 2015). The key findings on implementing the FC teaching approach are as follows:

- The FC was reported to work effectively, and There was more time in class for active learning activities including practicing and applying mathematical knowledge, receiving individualised coaching from the teacher, collaborative learning, and whole-class discussion.
- The FC encouraged students to take control of their learning, to study at their own pace, to expand their knowledge and understanding, and to progress more quickly than they would have otherwise.
- Access to technology, homework culture, the suitability of online resources for students' age and skill level, and teachers' openness to the approach and capability to apply it were all enabling factors and challenges.
- The majority of the teachers in the study intended to keep using the FC, or elements of it, as part of a diverse repertoire of teaching strategies, and to develop its potential. (NFER, 2021).

The FC has yet to be rigorously evaluated as pedagogy in higher education and universities, but case studies are also emerging in Europe. Some claim to have documented measurable improvements in student and teacher motivation, increased attendance in class, and better grades due to using the flipped approach (Arfstrom & Network, 2013).

One European case study of the FC approach comes from the University of Manchester's Schools of Social Sciences and Computer Science (Admin, 2014). Lecturers provide students with a video to watch before their tutorial and then use class time for small group work, which includes problem-based learning activities. The assessment indicates a general improvement in student engagement, but also emphasises the logistical problems in implementing small group work within bigger class groups. At Zurich University of Applied Sciences, lecturers use the FC in various academic disciplines: computer science, physics, and environmental sciences. On behalf of the School of Engineering of Zurich University of Applied Sciences (Keck & Thomann, 2014), a research study compared three classes of computer science students. One was taught using the FC approach and the other two were taught using non-flipped classroom lectures. The results indicated the following:

- students in flipped classrooms used much more time preparing for lectures.
- both groups of students performed equally well in the exams, with FC students doing slightly better.
- students in the FC improved their non-technical competencies (communication, organization, etc.) much more than those following non-flipped classroom approaches.

The authors concluded that, in general, students were positive about the use of the FC approach. The authors verified that students learned at least as much as they would have using a non-flipped teaching method and students also requested more courses to be taught using this approach.

Other interesting examples are found in the autonomous region of Catalonia, Spain. Examples include several primary schools in Barcelona (Virolai School and Collaso School). At one university, FPCEE-URL, lecturers teaching the Primary Education degree are successfully using the FC approach in their classes. Their experiences are explained in detail in a collection of articles titled “Diseño y aplicación de la flipped classroom” (Prats, Simón, & Ojando, 2017). For example, in Chapter 4, the experience “Wikipedia y TIC”, Àvila et al. (2017) describe how first-year university students are required to work together on making Wikipedia entries more extensive and trustworthy and subsequently co-author articles together with their teacher. In the experience “Creación de materiales didácticos digitales para la implementación del modelo flipped classroom en las escuelas y en la universidad”, they explain how the university lecturer not only uses the FC approach in her classes but encourages her fourth-year university students to create digital teaching materials for the implementation of the FC approach in their future schools.

The FC of the 21st century is the place that more and more teachers and students are turning to. Not only does such a learning space mark a significant change in methodological approach to teaching, it also represents a new style of education. Flipped classrooms provide a unique way of meeting students’ needs, and are places where ‘no one is left behind, no one is held back’ (Bergmann & Sams, 2014, p. 1). It would seem, therefore, that teachers working under a non-flipped classroom paradigm might rethink the way they teach and seek out new ways to engage their students. In other words, teachers can “transform their classrooms into centres of learning and inquiry. Flipped learning [gives] them the framework with which to accomplish this”

(Bergmann & Sams, 2014, p. 2). Similarly, there also seems to be a need to change the way in which 21st-century students learn EAL. The research discussed in this section suggests that the FC approach can show teachers of English how to accomplish their task differently. However, learning is a complex activity that involves many variables, therefore just the use of technology will not address all the variables involved. The FC approach does, however, represent a change in education and should be considered when preparing students of EAL for new 21st-century demands.

2.4. New students' needs

There is more to flipping a classroom, however, than simply uploading videos. If content can be delivered via pre-recorded videos, why do students really need a physically present classroom teacher? According to Bergmann and Sams:

[t]he most valuable assets teachers have are those minutes spent each day with students. Teachers need to leverage those precious minutes to maximise learning. [...] Students need teachers most when they are stuck on a difficult concept or problem that, in a traditional classroom, often happens at home, when the teacher is unavailable. The best use of class time incorporates enriching learning activities and relevant experiences.

(Bergmann & Sams, 2014, p. 3)

The educator's new role, then, is to find those activities and experiences that will maximise learning, engage students' interest and address individual students' specific difficulties. This means that such activities and experiences will probably be different for different students.

Pre-recorded content videos form an important, yet not critical, element in a FC approach. The most vital aspect of a FC environment is 'the reclamation of in class time that occurs because direct instruction is not being delivered to a large group - taking up everyone's class time - but to individuals at the time they are ready for it' (Bergmann & Sams, 2014, p. 4). According to Bergmann & Sams, the power of the FC approach lies in its ability to individualise learning for each student.

By focusing on individualization, the teacher can use in-class time for a very important, critical aspect in good teaching: the teacher-student relationship. It is relevant to highlight the important role that relationships play in teaching. A real, live teacher cannot be replaced by a computer or video: “The relationship that a teacher develops with his or her students is what makes teaching good, regardless of whether or not a teacher flips a class’ (Bergmann & Sams, 2014, p. 21). By using the FC approach, the teacher can take students deeper into content and further their curiosity, with both aspects occurring in the context of human relationships via face-to-face, in-class time. Classes become student-centred rather than teacher-centred:

Good teaching happens in the context of good relational connections, but curiosity and content are also essential components of a good education. We fear that current educational systems overemphasise content at the expense of the more existential aspects of learning. Standardised tests and standardised curricula do not leave much room for connections and curiosity (Bergmann & Sams, 2014, p. 21).

2.5. Flipped classroom: teaching EAL in higher education

I would now like to draw attention to the context of higher education, and specifically, that of teaching of EAL. My interest lies in discovering whether the positive results obtained by Bergmann and Sams in flipping their science lessons at school can be replicated among undergraduate English language learners.

In this thesis, I explore the idea that by flipping EAL classes, teachers can help students to learn more efficiently. By giving students ample time to view and review content previously uploaded online, teachers can maximise valuable classroom time for learner-centred and engaging activities. English language learners can use online material as often as they need, can work at their own pace, take notes and be prepared to ask the teacher relevant questions about a given topic. As a result, with the FC approach, when the student comes back to class after having studied the online material, the teacher can apply the online content to a project or learning task, thereby enabling learners to construct knowledge of the world around them. In class, students experience discrepancies between what they already know and what they discover while working on projects

or learning tasks with their teacher and peers. Thus, this approach aligns with Piaget and the constructivist pedagogy that views learners at the centre of their learning where they actively ‘construct’ their knowledge instead of passively receiving information. Scholars such as Piaget proposed that learning happens when students discover their own answers, concepts and relationships and they create their own interpretations. The FC approach facilitates this learning process, by providing students more time to synthesise their learning and practise language with their classmates. In this interactive student-centred environment, teachers become facilitators. By flipping and using multimedia when delivering instruction for English language learners, we are aiding students in their ability to form background knowledge, master lexis, and infer meaning, in addition to extending their knowledge of a given topic. The FC would seem appropriate for an English class because it can optimise the opportunities for students to practise their oral skills in class and can reduce the amount of teacher talk.

Cockrum (2013) proposes five different flipping approaches that teachers can use to flip an English class. He classifies and divides these into First Iteration Flips and Second Iteration Flips as shown in Table 2. In other words, teachers start practising flipping with simple approaches (First Iteration Flips) and as they acquire more practice, they can elaborate more sophisticated and effective flips (Second Iteration Flips), or as previously mentioned, what Bergmann and Sams describe as the transition from the FC and flipped learning to flipped mastery.

Table 2. First iteration flips and Second iteration flips (Cockrum, 2013)

First iteration flips	Second iteration flips
<ul style="list-style-type: none"> ● Traditional flip ● Writing workshop flip 	<ul style="list-style-type: none"> ● Explore-Flip-Apply ● Flip mastery ● Peer instruction flip

However, Cockrum (2013) admits that the best part of using the FC approach is its flexibility. Therefore, teachers following their spirit of innovation, which is the basis for a FC approach, should not feel constrained to using just one of these approaches. They can use a mixture of them

or even create their own, depending on what they think could be best for what they want to teach. This means that the teacher's flip will vary depending on the lesson, the type of students in the class, and even the teacher's pedagogical influences. Cockrum also mentions that teachers find flipping an effective way of learning. Considering that many English teachers are already using these approaches, he foresees that there are no limits to the evolution of the FC approach and soon, Third Iteration Flips will appear.

Within the group of First Iteration Flips, the most basic approach is the traditional flip. When using this approach, the teacher uploads a content video and then sets up several activities connected with that content. This is the least approved approach by English teachers because they do not usually dedicate extended periods of time to direct instruction in their classes. Therefore, they do not see it as very different from what they already do in their English classes. However, for those English teachers who are just beginning to introduce the FC, who may also feel slightly anxious about the use of new technologies and do not know where or how to start, the traditional flip approach can be helpful to learn how flipping a class can change the way people teach and learn English.

2.6. Conclusions

Is technology going to save education? When radio and TV first appeared, it was thought they could change education and replace teachers, but of course, they did not. Some years later, computers and other technologically advanced devices arrived. Once more, the prediction was that they were going to make teachers obsolete, but that did not happen either. More recently, the internet has been considered as the answer to our educational needs. It seems that every time a new technology changes our way of life, we tend to believe that it is going to transform education. While technology might bring benefits in education, it should not be seen as the only remedy: “the more technology we have at our disposal, the more we need human skills, both to solve problems and to use all this technology effectively” (Alexander, 2015, para. 1). Technology should be used effectively when needed to support learning and to help teachers to enhance their teaching. The FC is not in itself a guarantee of quality teaching or learning. However, as we have discussed in this chapter, the use of a FC approach is likely to increase active learning in the classroom. The

aim of active learning is to ensure that “[t]he one who does the work does the learning” (Doyle, 2008, p. 63).

A change in education will only happen if students are given learning experiences that are human, social, meaning-centred, and language-based. Teachers should think about how to use technology to support meaningful learning and provide students with perennial and widely acknowledged essential skills, such as:

1. Communication - the ability to share thoughts, questions, ideas, and solutions.
2. Collaboration - working together to reach a goal and putting talent and expertise to work.
3. Critical thinking - looking at problems in a new way and linking learning across subjects and disciplines.
4. Creativity - trying new approaches to get things done through innovation and invention.

Only when teachers support students in acquiring these skills will they have more chances to engage students, regardless of whether they use technology.

Technology makes the FC approach easier to implement in classrooms. This approach has proved to have some apparent benefits when used to teach different subjects at school. Since students watch lectures at home, teachers spend less time ‘chalk talking’ in front of the class. This allows students to learn at their own pace. For example, lower-level students can view material more times than higher-level students who can grasp content more quickly. Thanks to new technologies, students are more autonomous in their learning and can find the information they require, so their interest is in finding teachers that can guide them and explain information. Consequently, when students go to class, teachers can focus on students’ areas of difficulty and engage students in more active, project-based activities. With this teaching approach, students can receive more personalised, one-to-one instruction and both teachers and students will not only be using class time more efficiently but will also be able to concentrate on the “fun side” of the learning process and on group-learning discussions. Using the FC, students also develop team--based skills since the FC approach encourages interaction among students (Miller, 2015). Flipped classrooms thus

give learning centres a sense of community, a student-centred community. Classrooms become a place to share and construct knowledge.

Some drawbacks regarding the use of the FC approach have also been identified:

1. Some students may have limited computer and internet access, so it is essential to ensure that there are alternative places where students can access material, such as libraries or computer laboratories.
2. Teachers may find it quite challenging to explain to students (especially ESL/EFL beginners) how to use online resources at home, particularly if teachers lack the technology to demonstrate a procedure in class or lack the tech-savvy required to implement flipping methodologies in their classes.
3. Creating student-centred lessons based on inquiry and project learning methods can be time-consuming initially, although preparation may become easier over time and material created will always be available online so the teacher can reuse lessons year after year.
4. This approach depends on students using pre-recorded material, which may mean that the approach may be unsuccessful if the students fail to do so.

In general, it remains to be seen whether these benefits and drawbacks found in school contexts are also true of learners of EAL in a higher education setting. Therefore, the aim of the present study is twofold:

- to characterise the nature of a flipped English class in higher education; and
- to investigate the advantages and disadvantages of implementing a FC approach in a higher education EAL class.

The successful achievement of these aims will increase our understanding of the FC phenomenon.

You can be a good teacher and never use technology, and technology won't turn a bad teacher into a good one. However, a good teacher who uses technology well can make great things happen! (Hurley, Rushton, n.d.)

Chapter 3. The study

3.1. Introduction: research paradigm

This action research focuses on using the Flipped Classroom at School of Communications and International Relations, in the degrees of Journalism and Audiovisual Communication, Blanquerna Ramon Llull University (FCRI-URL) and its effect on students' academic achievement (see 3.4.). The FC approach encompasses the use of technology to leverage classroom learning in such a way that the class teacher can spend more class time interacting with students instead of lecturing (Hurtubise, Hall, Sheridan, & Han, 2015). This is usually accomplished by using online material that the teacher shares with students using a Learning Management System (LMS) that students view outside of class. As explained in chapter 2, this approach is called the FC approach since the whole classroom/homework paradigm is reversed or "flipped" (Allen, Withey, Lawton, & Aquino 2016; Hurtubise et al., 2015).

Due to recent events such as COVID-19, the use of the FC continues to expand. Consequently, there is a continued call for both quantitative and qualitative research on the effects of the FC approach on students' achievement. Therefore, the purpose of this study is to examine differences in the listening and speaking skills of a group of undergraduate Journalism students with the class teacher using a non-flipped classroom method (the control group), and a group of undergraduate Audiovisual Communication students taught by the same class teacher but using the FC approach (the study group). Both classes are EAL classes at an advanced level (C1 CEFR).

In this study, the FC approach was compared to the non-flipped classroom approach. In other words, students in the study group individually did the main tasks, i.e., listening, and oral assignments, at home before attending class. Then, the students worked in class with the teacher on inquiry-based assignments, including what is thought of as homework in a non-flipped classroom. Either in pairs or small groups, students applied, analysed, evaluated, and created new knowledge with the teacher's help. In the control group, the teacher occasionally asked students to work collaboratively in groups or pairs for some tasks. However, in the control group, the

teacher was still the centre of the class since the subject content was delivered in class and students addressed that content outside the classroom.

This educational research study is mainly based on the post-positivist and interpretivist paradigms, but it also contains some elements of a critical paradigm (Candy, 1989). Firstly, the educational context in which this study took place is a complex reality implying human behaviour, which cannot be fully understood in purely quantitative terms. This is why the study takes a post-positivist perspective, according to which this complex reality can, at its best, only be approximated. That is, this research explores social reality to gain understanding of human behaviour via observation and reasoning. The current sample size is small, but the results obtained from this research may be applicable to future studies, by inductive inferences, enabling the researcher to generalise about what can be expected in other FC contexts.

Secondly, from an interpretivist or constructivist paradigm, this research tries to understand and interpret the participants' thinking or what meaning they are making in the FC context. Thus, the researcher attempted to understand the participants' different points of view, taking into account the idea that the "real world" is not to be found in a laboratory simulation (Robson & McCartan, 2016). Students' reality is also socially constructed, and the situation studied has multiple realities, which can be explored and meaning made of them or reconstructed through human interactions between the researcher and the research participants (Chalmers, Manley, & Wasserman, 2005). This paradigm assumes a subjectivist epistemology by which the researcher and the participants are engaged in a naturalistic methodology that implies interactive processes, such as focus group interviews and reflective sessions. These interactive processes are based on class observations in which the researcher acts as a participant-observer who also dialogues, questions participants, and records research data (Loan Nguyen, 2019).

Finally, there are also elements of a critical or transformative paradigm as this research involves the researcher's attempt to transform more transmissionist, teacher-centred teaching practices into more student-centred teaching approaches. As one commentator has noted, "educators are now encouraged to implement an instructional approach based on constructivist principles of learning" (Garrett, 2008, p. 34). Thus, according to this transformative paradigm, this research proposes to

follow a constructivist approach to learning that focuses on understanding meaning, inquiring and creating authentic activities. In other words, teachers create a learning environment where students guided by their teachers construct knowledge. This implies a change to the previous behavioural or transmissionist approach to instruction where teachers acted as knowledge transmissionists. Overall, we may conclude that this research adopts a pragmatic paradigm defended by authors such as Alise and Teddlie (2010); Biesta (2010); Patton (1990); and Martens (2015), who argue that in general, there is a need for mixed research method paradigms that are more practical and pluralistic in order to understand human behaviour, the beliefs behind those behaviours and their consequences. Thus, this critical or transformative research paradigm was developed by those authors to amend the two totally opposed positions of the positivists, post-positivists, and the interpretivists, known as the 'Paradigm Wars' (Gage, 1989), and promote the idea that a mono-paradigmatic approach towards research methods is insufficient for fully understanding human behaviour.

In short, the pragmatic paradigm on which this research is based has several objectives. First, the paradigm supports a relational epistemology in which relationships are best determined by what the researcher believes is appropriate for a given study. Second, it also proposes a non-singular reality ontology, which implies there is not a single reality, and all participants have their own and unique interpretations of their different realities. Third, it defends a mixed methods methodology; therefore, it uses a combination of quantitative and qualitative research methods. And, finally, following all research principles, it promotes a value-laden axiology by conducting research that benefits people.

3.2. Research questions and objectives

This section describes the research questions and objectives. This study tries to determine whether the FC approach is effective and, if so, which best practices characterise the approach.

3.2.1. Research questions

Research question 1 (RQ1): In what specific ways can a FC approach be effective regarding outcomes in teaching EAL in a university context with regard to:

- i) listening as a language skill?
- ii) speaking as a language skill?

Research question 2 (RQ2): How do students and teacher perceive the use of the FC in the EAL classroom?

Recent FC research has investigated the effectiveness of the FC approach in various fields, including medicine and mathematics (Angadi, et al., 2019; Cevikbas & Kaiser, 2020). Furthermore, recent research on the usefulness of the FC approach in teaching and learning EAL in respect of other language skills such as grammar, reading, and writing is also encouraging (Basal, 2012; Huang & Hong, 2016; Nicolosi, 2012). However, research on the benefits of the FC approach for listening and speaking skills in teaching EAL in a university context requires closer attention as these skills are difficult to practise when students are not in an English-speaking environment and play a critical role in learning the language.

3.2.2. Research Objectives

Based on these questions, the following objectives were set:

Objective 1 (O1): to compare, analyse and evaluate the results obtained from the listening and speaking tests in both the study and the control group, taking into account the learning outcomes. (RQ1)

Objective 2 (O2): to gauge students' and class teacher's perceptions towards the FC approach in a higher education EAL class at the FCRI-URL. (RQ2)

Objective 3 (O3): to explore, record and analyse the students' opinions of the FC regarding perceived contents. (RQ2)

3.3. Ethical Considerations

Several ethical principles should be considered when performing research. Therefore, the researcher in this study respected the rights, interests, sensitivities, privacy, and autonomy of the participants in this research and showed sensitivity to cultural, religious, gender, age, and other differences by treating participants equitably and ensuring that no one was unjustly favoured or discriminated against. The materials used for the research provided a fair and equitable representation of people and events. Even when face-to-face interaction was required, the researcher ensured that there was no bias or discrimination. The ethical principles emphasise the need to “(a) do good (known as beneficence) and (b) do no harm (known as non-maleficence)” (“Principles of research ethics | Lærd Dissertation”, 2012)¹. According to this, the following principles of applied ethics were considered:

1. Obtaining informed consent from the research participants: all members of the educational community that were part of the sample were informed of the purpose of the research, the methods used and its subsequent use. They all had the right to decide on a voluntary basis on whether to participate. The consent of the teacher was also requested. Participants were also told about the nature of the instruments before the collection of data, and they were also informed about the conditions of the investigation. Informed consent documents were distributed so that participants (all over eighteen years old) could sign them. This consent is highly relevant since it helps to build trust and openness between the researcher and the participants.
2. Minimizing the risk of harm to participants: participating in this research did not have any severe effect or any physical, psychological or spiritual harm on the participants.

¹ During this research process [The British Association for Applied Linguistics Recommendations on Good Practice in Applied Linguistics](#) (2006) have also been taken into account.

For that purpose, the researcher ensured that all participants were protected from possible inconveniences, threats, and/or risks.

3. Protecting participants' anonymity, confidentiality, and privacy: participants had the right to have their information kept confidential. Personal information about students, including formal records, was handled in confidence and their digital records met the highest standards for data security. The participants were informed at all times and the conditions and agreements negotiated with them were rigorously fulfilled. The student participants' names were necessary to match the pre-test and post-test results, but they have not been used for any other purpose. The transcriptions of the focus group and the observation grids have also been made anonymous to preserve the participants' anonymity. Besides, this research did not imply any disruption in the participants' lives in any way or degree since it took place during the same times and at the same location as their scheduled course.
4. Avoiding using deceptive practices: this research avoided any kinds of deceptive practices. All participants were made aware of what they were doing and why, especially when participants were being observed. In the case of the observation process, the researcher made sure that this knowledge did not alter study results. Hence, the instruments and the investigation situation did not require participants to behave in a way that would not have been expected under normal class conditions. All in all, the researcher acted to ensure professional, ethical standards.
5. Giving participants the right to withdraw from this research: participants were invited to take part in this research without coercion. Their autonomy was always respected by allowing them to make decisions for themselves, especially as to whether they wished to participate or not. They also could withdraw from the research process at any stage. This means they were not pressured or coerced in any way to continue.

The research situation allowed participants to obtain the maximum benefit from their participation in two different ways. Firstly, by creating new learning opportunities to improve their listening

and speaking skills, which they could apply in their future careers as journalists or audiovisual communicators. Secondly, by providing the results in an accessible report, participants had the right to comment on them. In this way, the research contributed to enhancing their knowledge.

Finally, this research counted with the support of the CILCEAL RG² and PSITIC RG³ of the Faculty of Psychology, Education and Sport Sciences Blanquerna (FPCEE-URL), a group of language and educational researchers, who also respect and follow all the aforementioned ethical principles. Therefore, an ethical research approach has been carefully adhered to in this study.

3.4. Method and design

A method is a systematic plan or strategy to collect and analyse information in order to reach conclusions based on sound evidence and not based on faulty reasoning or a simple opinion (Quintanal & García, 2012). More specifically, for the development of the fieldwork of this research, the methodology is of a fundamentally mixed nature, including both qualitative and quantitative methods. The qualitative methodology is oriented to the study and understanding of the meanings of human actions and social life. It aims to understand the individual and the uniqueness of the phenomena from a descriptive analysis at a qualitative level to find out what participants are aware of, and find significant and relevant (Latorre, Del Rincón, & Arnal, 2021). By contrast, the quantitative data deals with facts and measurable results for this research. This quantitative data was collected and analysed to find complementary evidential data that would help in the research process. Interpretative approaches are typically connected with qualitative social science and are correspondingly applicable to analyse quantitative data analysis. Statistics are utilised in quantitative interpretive analysis to expatiate more on the unobservable data obtaining procedures that underpin observed data. The triangulation of analysis findings obtained by analysing data from different viewpoints, incorporating estimation and modelling into a more

² Consolidated Research Group recognised by the Catalan Government, ref 1419: [CILCEAL | Grup de Recerca en Competència Interlingüística i Intercultural en l'Ensenyament i l'Aprenentatge de les Llengües](#)

³ Consolidated Research Group recognised by the Catalan Government [Grup de Recerca en Pedagogia, Societat i Innovació amb el suport de les Tecnologies de la Informació i la Comunicació \(PSITIC\)](#)

holistic exploration mechanism, and the need to think reflexively about how data came into being are all key concepts of quantitative interpretive methodology (Babones, 2015).

This research is also partly designed from an action research perspective within the interpretative paradigm, including other perspectives. Following Latorre's perspective (Latorre, et al., 2021), action research is considered a strategy to improve teaching methods through action-reflection cycles. Elliot (1990) defines action research as a study of a situation to improve the quality of the action itself. He finds a relationship between action research and practical problems experienced by teachers. He interprets what happens from the perspective of the people who act and interact, such as teachers and students. The action research described in this project draws on Elliot's characterization (Elliot, 1990, p. 107) in the following ways:

1. There is a focus on identifying, clarifying, and resolving teachers' problems in the practical realization of their educational values. Inquiry is practical and principled and although it is based on theory it is less theoretical and technical in a scientific sense.
2. There is joint reflection as to means and ends. A teacher performs specific actions (means) to realise educational values (ends). In interactions with students, teachers realise these values and their actions put values into practice. So, when teachers reflect on their teaching, they should also reflect on their educational values and how they inform their teaching practice.
3. Action research is reflective and self-evaluating. Teachers evaluate their own qualities as demonstrated by their actions. Action is principled practice, not merely a display of techniques. Self-evaluation of principled practice requires self-reflection.
4. Theory is integrated into practice. Educational theories are values, ideas, and beliefs represented in practice. Thoughtful improvement of practice establishes theories. Practice improvement and theory development work in combination.

5. Action research involves dialogue with colleagues. By using action research, teachers aim not only to realise educational values, but to share outcomes with peers. In doing so, they make themselves accountable by sharing records of changes in practice and their own reflections, which justify them.

According to Latorre, et al., (2021), action research implies:

- The person reflecting and improving on their own practice and situation.
- The reflection and action being rigorously linked.
- The experience being made available not only to participants but to other people interested in it.

Latorre, et al., (2021) claim that there are three different types of action research: technical, practical, and critical emancipating. This study focuses mainly on practical action research and its challenges. According to Latorre, et al., (2021), this type of research involves teachers' active and autonomous protagonism. The teacher is the one who selects the research issues and the one who controls the project. Action research involves a change in the participants' social practice. At the same time, it can also be said that this action research is critical emancipating as it tries to link the action to the context in which it takes place and apply it in other similar contexts. According to Latorre, et al., (2021), critical-emancipatory action research aims to systematically improve practice by reflecting and then making changes to the context in which the action takes place to enhance and further develop it.

The process of action has a cyclical character since it implies a dialectic spiral between action and reflection. Thus, the process of action is formed by the following stages: planning, acting, observing, and reflecting, as we can see in Figure 15:

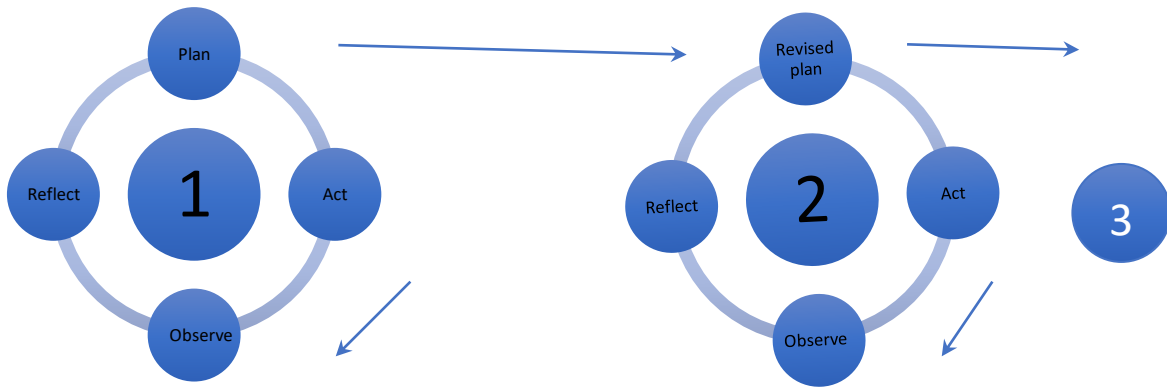


Figure 15. Cyclic spiral in the action research process. (Latorre, et al., 2021, p.32)

The stages of our research, based on Whitehead & McNiff (2006) are:

- a. Identification of the problem and diagnosis
- b. Action design
- c. Action implementation
- d. Action result evaluation
- e. Modifying the action according to the results

The study involved five main stages that started with identifying the sample, the context and the naturally occurring selection of participants, which was made according to usual institutional group formation practices. It finished with a more specific perspective, that is, the analysis and interpretation of the data collected. As an illustrative example, Figure 16 represents the process of the work plan regarding sample identification, design and application of instruments, analysis, and data collection.

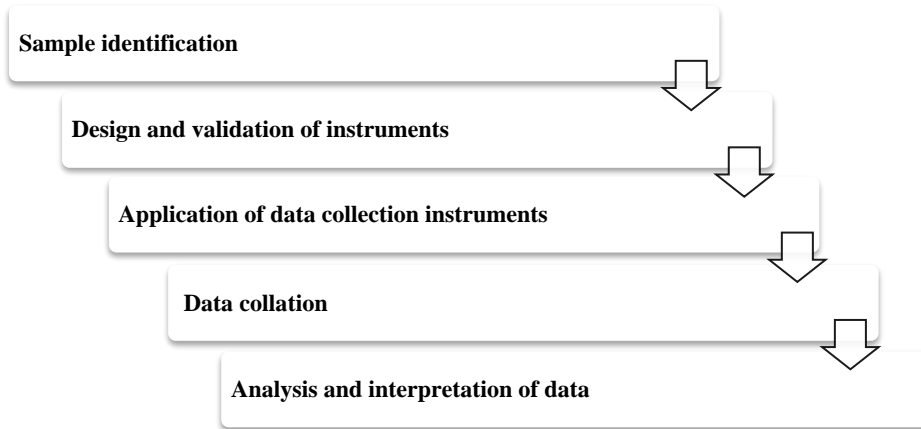


Figure 16. Fieldwork plan

3.4.1. *Timeframe*

This study was conducted between the years 2016 and 2021 and has been developed in five stages, as shown in Figure 17.

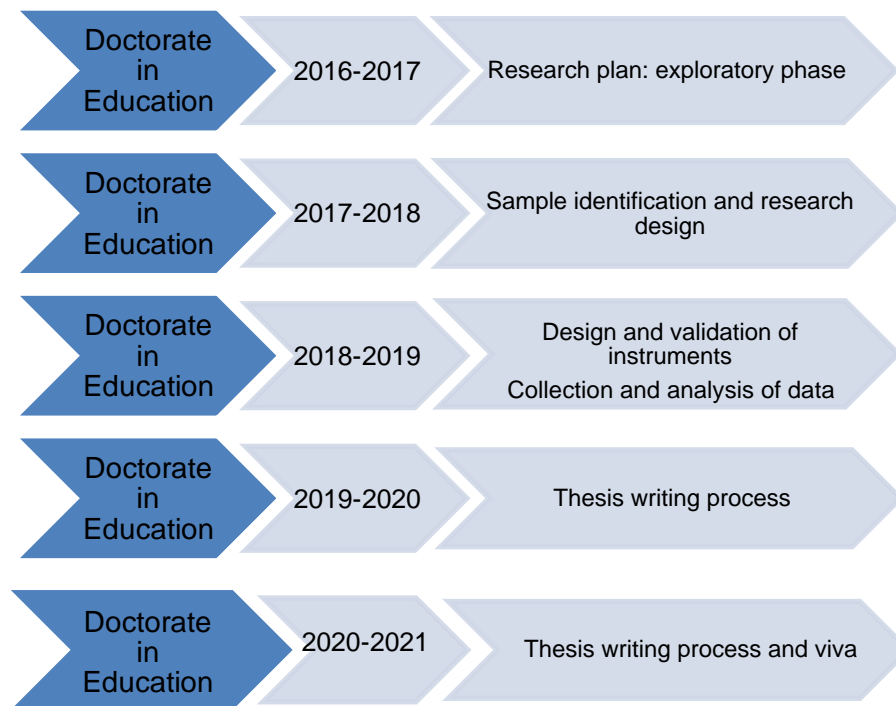


Figure 17. Timeframe

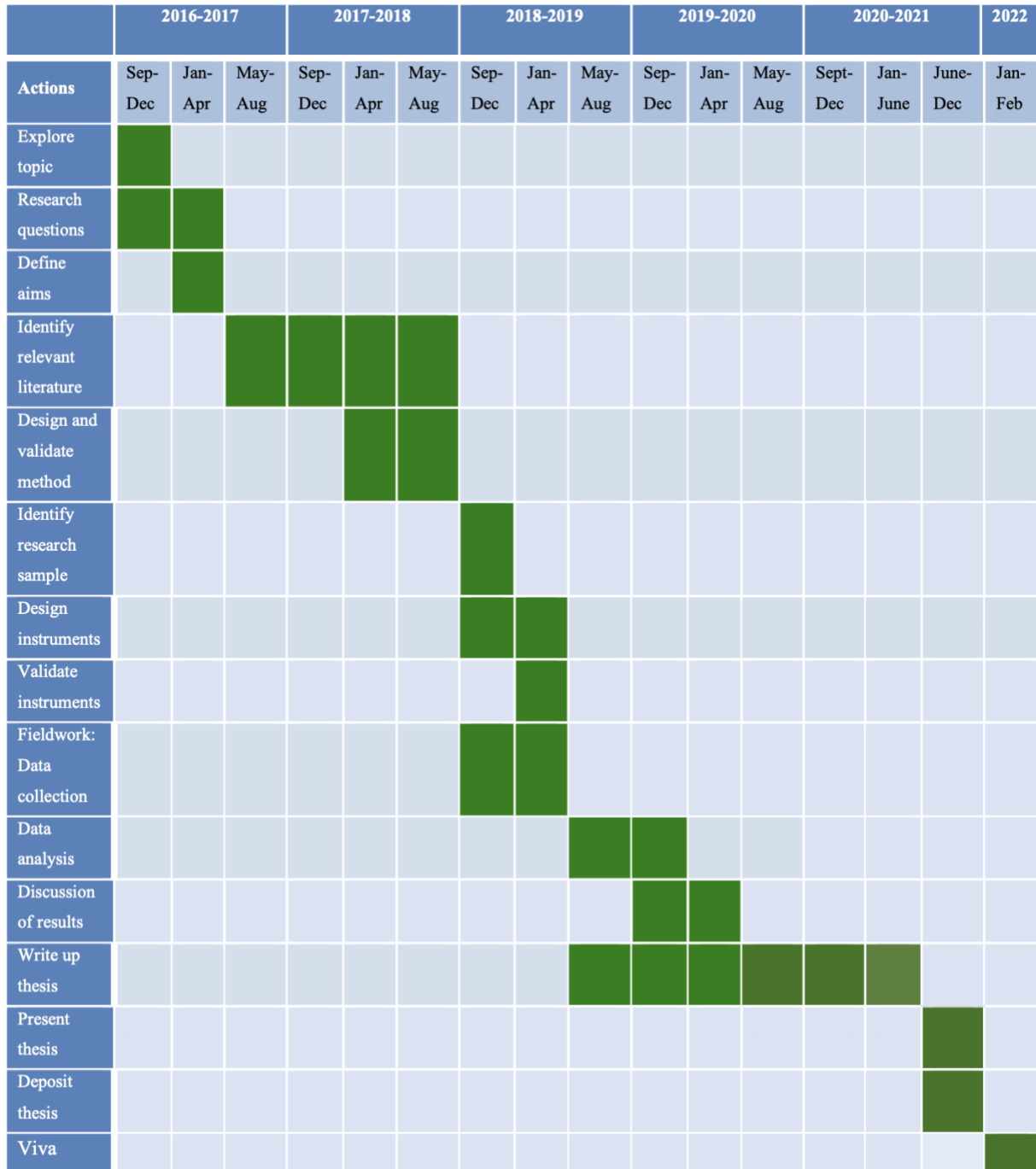


Figure 18. Chronogram of the research process

Figure 18 shows the time schedule followed for the research process. Stage one consisted of writing a research plan for the study, exploring the topic, and field research. In this initial stage, the relevant literature was identified. The second stage consisted of developing the research design:

defining the research questions and objectives, finding the participants, and selecting the setting. The third stage involved the design of the instruments to collect the data and the data collection process. Before the instruments were applied in the current study, their validity and effectiveness were corroborated by three different experts in the field of education. However, some of the instruments like the Driscoll's questionnaire, the observation grid, and the listening and speaking tests used in the study had already been proved valid by their original designers. Also, during this third stage, the focus group was conducted, and data using the observation grid were collected. The fourth stage involved thesis writing, including the study analysis, discussion of results, and conclusions. Finally, the last stage was to finish the thesis writing process, thesis presentation and viva.

To obtain the data for this research about the use of the FC in an EAL class and before involving participants, both students in the study and the institution where the research was carried out were provided with a consent form (see 3.3). This consent form was used as evidence of their agreement to participate. It was also acknowledged that participation in the study was entirely voluntary. No other persons will have access to the personal information or will be able to identify information without the participants' consent unless required by law. Hence, the researcher is committed to respecting participants' privacy and ensuring that the information will remain confidential (see Appendix 22).

3.4.2. Setting

The study was carried out in two schools, the School of Audiovisual Communication and the School of Journalism and Corporate Communication, FCRI-URL located in Barcelona, Catalonia, Spain. The students who took part in this study were enrolled in the academic year 2018-2019. One of the program's compulsory subjects is English V, corresponding to a C1 level of English (CEFR). There are a total of six levels that constitute the English language program: English I, English II, English III, English IV, English V and English VI. These levels have been designed according to the needs perceived by both language and communication professionals. The institution focuses on general English as used in a various contexts, with a component of English for Communication specific to the student's degree area (approximately

20% of the course work). The different courses are part of the block of English language credits that both schools have established in accordance with state legislation. Each course bears a total of three credits and together, the six levels constitute a block of eighteen credits in the European Credit Transfer and Accumulation System (ECTS).

This setting was thought to be appropriate and sufficiently specific for examining the research questions in this study for several reasons. The first reason is that in both degrees, Journalism and Corporate Communication, and Audiovisual Communication, English is a compulsory subject. Students must show a good command of the language to graduate. The second reason is that, as future journalists and audiovisual communicators, English listening and speaking skills are of paramount importance for students' future careers. Consequently, the FCRI-URL provided a highly appropriate context in which to conduct this research and the skills this work focuses on. Finally, the key reason was that the study conformed as much as possible to real-life by utilizing naturally occurring groupings that occur at the institution.

In order to show the significance of EAL at FCRI-URL, the faculty website states the following:

From Blanquerna, URL, we have always opted for including command of English as one of the competences defining the professional profiles of every one of our studies. This competence is included in the syllabuses of every degree course to provide our students with more educational opportunities and better prospects of achievement.

Thus, we offer undergraduates training in their linguistic competence, equivalent to 3 ECTS (yearly compulsory subject, with 3 hours a week of in-person tuition). Furthermore, thanks to an agreement signed between Blanquerna Foundation and Oxford University Press, which establishes our Faculty as an official examination centre for Oxford Test of English (OTE), students at our Faculty can also get - concurrently to their degree - the B2 English certificate issued by Oxford University, in accordance with the levels established by the Common European Framework of Reference for languages.

3.4.4. Description of participants

Because this is an action research project, the type of sampling was an intentional non-probabilistic sample. The participants involved in this study are a total of sixty-three university students and an

English language university lecturer at two schools: the School of Audiovisual Communication and the School of Journalism and Corporate Communication (FCRI-URL).

Regarding the English language teacher, he has thirty-five years of experience teaching EAL in Catalan and British universities. He holds degrees from the universities of Bangor, Wales, and Aston, England and a PhD from Lancaster University, England. He has published course materials for Oxford University Press and written several academic articles. He currently teaches at the Faculty of Communication and International Relations, Blanquerna (FCRI-URL), and the Education Faculty of the University of Barcelona. Despite not having teaching experience using a FC approach, he was interested in learning more about how it works. Therefore, this study represented an opportunity to apply the FC approach and experience the results of its implementation in his EAL classes.

According to usual institutional group formation practices, the other participants included two groups of students, naturally occurring and randomly selected in the educational setting. The study took place in the first semester (September 2018 – January 2019) of students' third academic year at university. One of the groups was made up of twenty-five Audiovisual Communication students. In the other group, there were thirty-eight Journalism and Corporate Communication students. Each group was randomly assigned by the researcher (who had no knowledge of the students), with the class teacher's permission, as study group and control group. The aim of this random assignment was to increase the generalisability of the results and for there to be less likelihood of bias on the part of the class teacher. Thus, the Audiovisual Communication students became the study group, and the Journalism and Corporate Communication students became the control group. The former followed the FC approach, while the latter followed a non-flipped classroom approach. Both groups of participants needed to have strong English listening and oral skills for their future careers. Therefore, for both degrees, learning EAL is considered of the utmost importance, and this subject has been present in degree syllabi for many years as a compulsory subject.

As shown in Table 3 below, the demographics of the students vary.

Table 3. Control and study group demographics

	Control group (N=38)	Study group (N=25)
Gender	45% female students 55% male students	56% female students 44% male students
Age	85% between 20 and 21 years old 15% over 21 years old	88% between 20 and 21 years old 12% over 21 years old
English level: at the beginning of their course (according to CEFR)	C1: 18% students B2: 68% students B1: 14% students	C1: 20% students B2: 72% students B1: 8% students

Table 3 displays the distribution of the control and study groups by gender, age, and English level at the start of the course. Although these variables were not controlled for in this study, their distributions were fairly comparable, with no significant differences between the two groups. χ^2 tests of independence were performed to examine them. These χ^2 tests showed that distributions were fairly comparable, with no significant differences ($p < .05$) between the two groups ($\chi^2 (2, N = 63) = .003, p = .954$; $\chi^2 (2, N = 63) = 0.176, p = .674$; and $\chi^2 (2, N = 63) = 0.286, p = .592$ for gender, age, and English level, respectively).

Additional variables that may have differed between the two groups and were not controlled for include the students' different profiles (i.e., students' motivation), test administration location (i.e., online for the FC group, in the classroom for the non-flipped classroom), the researcher's FC lesson plan and the class design (as transactionist, collaborative and socioconstructivist as possible for both flipped and non-flipped students). These are uncontrolled variables that the researcher was unable to manage and were left to the class teacher's discretion (see 3.5.2.1). These variables are accounted for in the post-positivist and interpretivist, or constructivist research paradigms. Both of these paradigms were used in this study, but they could not have been taken into account in a positivist research project (see 3.1). First, according to a post-positivist approach, the educational setting in which this study took place is a complicated reality, indicating human behavior that cannot be fully comprehended in merely quantitative terms. Hence, this complex reality can only be approximated at best. As a result, this study examines social reality to obtain a better knowledge of human behavior through observation and reasoning. Furthermore, this research also uses an interpretivist or constructivist paradigm to try to understand and interpret the participants' thinking or the meaning they are creating in the FC context. As a result, the researcher sought to

comprehend the participants' various points of view, keeping in mind that the 'real world' does not exist in a laboratory simulation. Students' reality is also socially created, and the topic under investigation contains many realities that may be examined and meaning constructed through human interactions between the researcher and the study participants. Finally, while the present sample size is small, future research may find that the findings of this study may be applied to other scenarios through inductive inferences, allowing the researcher to generalise about what to expect in other FC contexts.

As previously mentioned, the students' respective degrees emphasise the learning of EAL, paying particular attention to their communicative skills. Table 4 represents a general description of the course contents, the methodology, and the course assessment for the subject, English V, in both degrees:

Table 4. General description of the course contents, the methodology and the course assessment for the subject, English V, in both degrees

DEGREE	COURSE CONTENT	METHODOLOGY	ASSESSMENT
Journalism and Corporate Communication	<ul style="list-style-type: none"> ● Headlines ● Family and relationships ● Personality adjectives and idioms ● <i>Have</i>: auxiliary verb or main verb ● Writing workshop 1 ● The world of work (work-related vocabulary) ● Discourse markers (linking words) ● The past: habitual events and narrative tenses ● Abstract nouns ● Interviewing ● Relationships ● Expressions and phrases with <i>get</i> ● Deduction and speculation ● Literature and film 	<p>Course contents are divided into units, each broadly based around a theme comprising lexical and grammatical contents characteristic of Advanced level (C1) exams, approached from a communicative perspective. Students must carry out a series of tasks in each unit that cover all five skills: speaking, reading, use of language (grammar and vocabulary), listening and writing. Each unit typically begins with an introductory phase in which ideas are activated and lexical input is provided. This is followed by various exercises and activities, including reading texts and audio materials, writing tasks, and</p>	<p>Objective 1: Knowledge and correct oral use of English (B, E).</p> <ul style="list-style-type: none"> ● Express ideas fluently with few breakdowns. Despite occasional use of fillers, pauses, and Spanish/Catalan-like pronunciation, speech is intelligible, with appropriate intonation, stress and well-articulated sounds. ● Show command of a range of simple and complex grammatical forms and use appropriate vocabulary to exchange views on familiar and unfamiliar topics. ● Produce extended stretches of language with little hesitation. ● Display clear organization of ideas and use cohesive devices and discourse markers. ● With other speakers, initiate and respond appropriately, develop interaction, and negotiate an outcome when appropriate. <p>Objective 2: Ability to understand communicative production, both written and audiovisual, in Standard English (A, C, D).</p>

	<p>(adjectives to describe books and films)</p> <ul style="list-style-type: none"> • Money matters (money related vocabulary) • Unreal uses of past tenses 	<p>collaborative speaking tasks carried out in pairs or small groups. Each unit has a language focus component in which specific grammar points and vocabulary are targeted (a, b, c, d, e, f, g). Mid-term and final exams are given to measure students' acquisition of new vocabulary and grammar studied during the semester (h, i). This methodology, therefore, includes activities falling into the following categories:</p> <ol style="list-style-type: none"> a. Classroom instruction b. Individual exercises in class c. Individual exercises outside of class d. Reading of texts e. Listening to audio texts f. Group exercises in class g. Participation in class h. Preparation of exams i. Taking of exams 	<ul style="list-style-type: none"> • Understand texts drawn from fiction or nonfiction, show comprehension of detail, opinion, tone, purpose, main idea, implication, attitude, and text features such as exemplification, comparison, reference. • Locate specific information, detail, opinion, and attitude in a text • Demonstrate comprehension of text structure, cohesion, coherence, and global meaning. • Listen to talks, lectures, radio broadcasts, and speakers in interviews/discussions to identify attitudes, opinions, feelings. <p>Objective 3: Ability to write and respond to a range of different text types (A, D).</p> <ul style="list-style-type: none"> • Demonstrate familiarity with conventions, style and register of different texts, e.g., email, essay, review, article, report. • Use communicative tasks conventions effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate. • Use cohesive devices and organisational patterns for well-organised, coherent text. • Use vocabulary appropriately, employ simple and complex grammatical forms. Occasional errors, but do not impede communication.
Audiovisual Communication	<ul style="list-style-type: none"> • Film Moments of Class • Family and relationships • Personality adjectives and idioms • <i>Have</i>: auxiliary verb or main verb • Writing workshop 1 • The world of work (work-related vocabulary) • Discourse markers (linking words) • The past: habitual events and narrative tenses • Abstract nouns • Structure of a Screenplay • Relationships • Expressions and phrases with <i>get</i> • Deduction and speculation • Literature and film (adjectives to describe books and films) • Money matters (money related vocabulary) • Unreal uses of past tenses 		

3.4.5. Instruments

This section aims to present and describe the instruments used for this study, so the results of the study can be evaluated. Specifically, in this study, different data collection techniques and instruments were used throughout the various stages of the action research:

- Observational techniques (Objective 1). The instrument derived from this technique is an observation grid based on the 11 Flipped Learning Network indicators (see 3.4.5.2.1). It was a non-participant observation technique as the researcher was not involved personally in the research context. She watched both the study group and the control group and the same class teacher in their corresponding English classroom and she also took notes for use in data analysis (see Table 11). Additionally, Appendix 8 shows the FC lesson plan designed for the study group, used to complete the above-mentioned observation grid. In the case of the control group, the observation was based on the regular teaching plan prepared by the class teacher for his English classes.
- Non-observational techniques (Objective 3). The instrument to be applied is a focus group aimed at the study group students. Appendix 10 shows the questions for the focus group interview and Appendix 11 presents the script derived from it. What students said comprised the data to be analysed and discussed.
- Document analysis. Different instruments derive from the document analysis:

Objective 2- Pre- and post-course Driscoll questionnaires for the study group students (see Appendices 14 and 16) and the class teacher (see Appendices 13 and 15).

Objective 1- Initial (pre-course), during the course (mid-course) and final (post-course) listening tests and initial (pre-course) and final (post-course) speaking tests and the corresponding results derived from them (see Appendices 1 to 7).

The instrument description can also help other researchers understand how to measure the variables of interest explained in the section 3.4.4 and make comparisons with the findings of the current study. It is relevant that all the participants who make up the sample in this study can provide information based on their own perceptions of the FC in higher education. Consequently, the use of the instruments can allow us to collect the necessary data for analysis, interpretation, and evaluation of the results for each of the objectives.

Different instruments were used to obtain quantitative and qualitative data, and certain instruments combined both types of data. To ensure their validity, the effectiveness of the instruments was corroborated either by three experts in the field or by the original designers of the published instrument.

First, the instruments were organised throughout the research process in relation to objectives, participants, place of administration and administration weeks (see Figures 19 to 21 below). Next, the instruments were grouped into three categories: those used to collect quantitative data, those used to collect qualitative data and, lastly, those used to collect both quantitative and qualitative data. The data obtained from the instruments were classified, categorised, and later analysed and interpreted. Section 3.5 explains how the data extracted from the instruments were analysed.

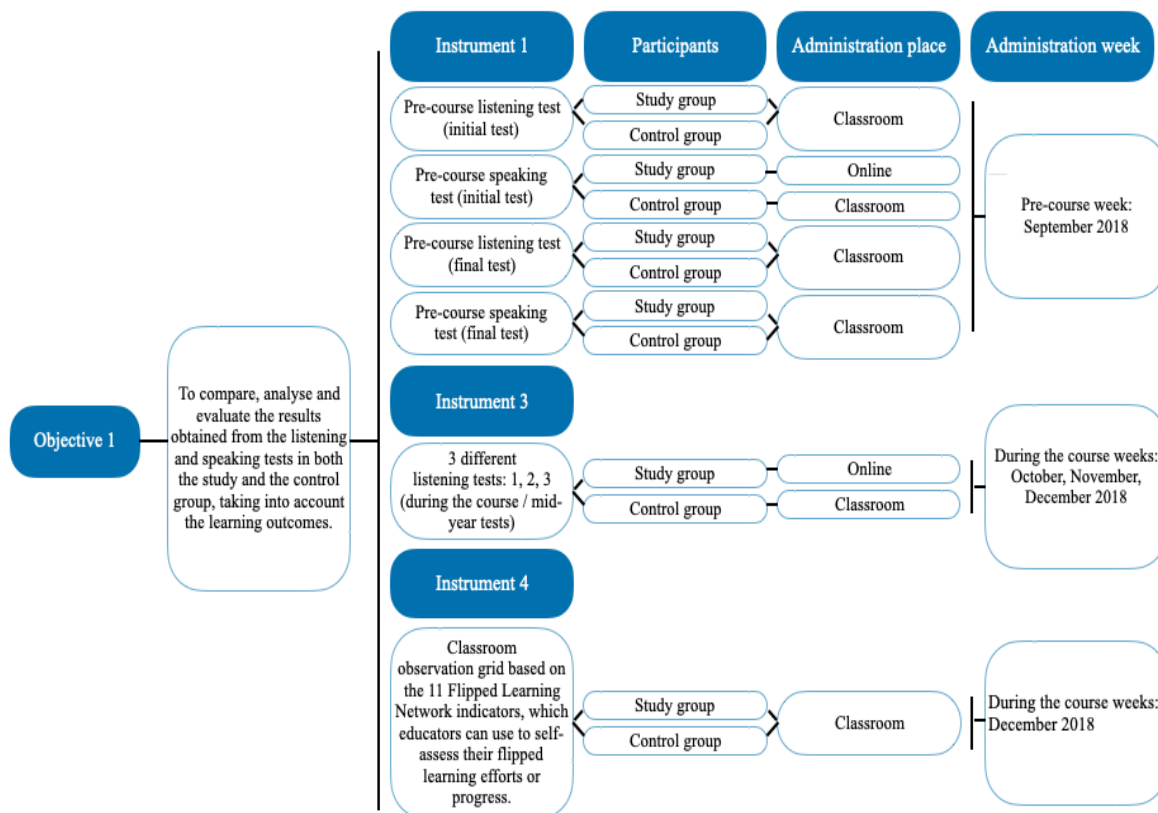


Figure 19. Objective 1 and instruments 1, 3, 4

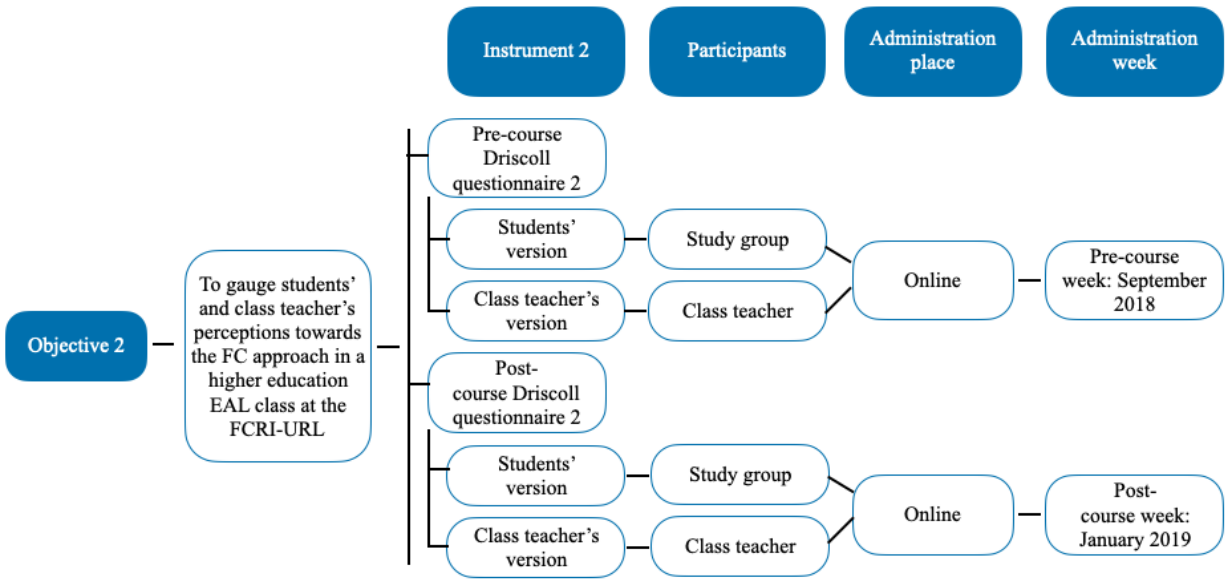


Figure 20. Objective 2 and instrument 2

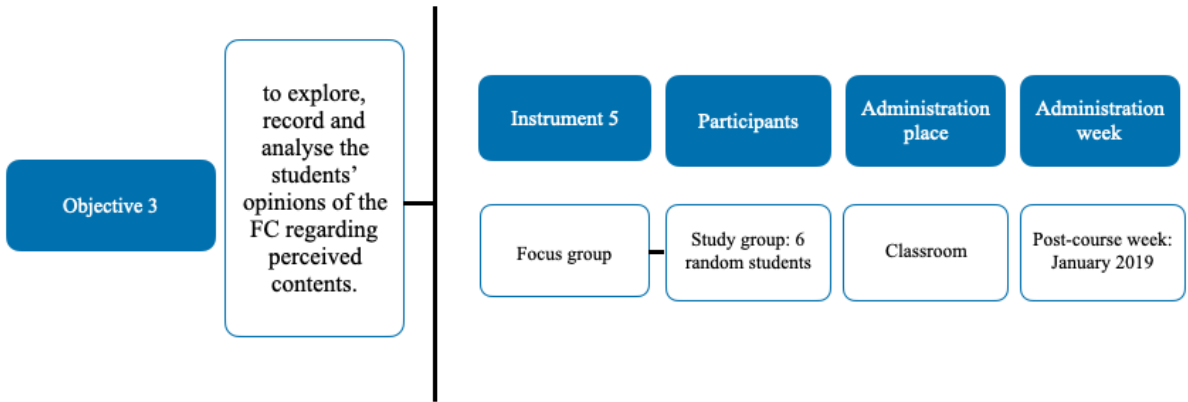


Figure 21. Objective 3 and instrument 5

3.4.5.1. Quantitative instruments

Quantitative tests were administered to measure the change in the two skills examined: listening and speaking. A total of five tests were used to measure the listening skill: one pre-course test at the beginning of the course, three listening tests during the course, and a final test. A total of two speaking tests were administered to students. One was at the beginning of the course and there was a final one at the end. Hence, students' progress in both skills was analysed.

3.4.5.1.1. Pre-course listening tests

The first listening test was taken individually by the study group and the control group. This test was administered to students by the class teacher in their usual English classroom during their English class. The goal of this "Initial Listening Test" or pre-course listening test was to establish the students' skill in understanding English at an advanced level in the initial week of their English V (advanced English) course. This instrument consisted of an audio recording accompanied by a six-question test, with four multiple choice options for each question and, taken from the book *Advanced Trainer* (O'Dell & Black, 2015). This book contains six full practice tests to train English language students for the Cambridge English Advanced Exam (CAE). Test 3, part 3 was used for this initial test. This book was deemed to be a good and reliable means to test students' listening skills for both the initial and final tests. There were different reasons to justify this book choice. First, it helped the researcher determine students' listening skills at an advanced listening level. Second, students would find it helpful to have extra practice for their listening skills. Thirdly, it would be a good resource for students to train for their English listening exam in their advanced English course. As regards test administration, participants were required to listen to the recording twice and then choose the correct multiple-choice answer, according to the information given in the recording (see Appendix 1).

3.4.5.1.2. Mid-course listening tests

The remaining listening tests, a total of three, were taken by both the study group, and the control group. We refer to these as ‘during the course’ or ‘mid-course’ listening tests since they were taken at one-monthly intervals during the course. The objective was to obtain students’ data to track their progress in listening skills at an advanced level.

Listening test 1, the first test used during the course, consisted of a total of six questions, five of which were open-ended and one of which was a Likert-type question on a scale of 1-5. Listening test 2 took place during the class period. This test contained a total of 14 open-ended questions. Finally, Listening test 3, the last test administered while the course was in progress, involved eight three-option multiple-choice questions. These different types of questions were chosen so that more variable and reliable data could be obtained. The three tests came from the same source: *New English File Advanced Student’s Book* (Oxenden & Latham-Koenig, 2010), which was the students’ coursebook. Different book units were used for this study, as students made progress with the course. We specifically used units 1B, 2B and 4B (see Appendices 2, 3 and 4).

The three mid-course listening tests with their corresponding recordings were distributed differently for the control and study groups. For the study group in which the FC approach was used, both the audio recordings and the listening test questions were accessible on SCALA, the university LMS. Therefore, students needed to complete those tests outside the classroom, off-campus. For the control group, however, the testing was carried out in a non-flipped classroom in-class context. The class teacher asked students to check their English coursebook to see the test questions so that they could become familiar with what they were going to be asked. Then, the class teacher played the corresponding recording in class twice and asked students to answer the questions after having listened to the recordings. After that, the listening test exercise concluded when the teacher asked students to share their answers with him. The purpose of sharing the answers was to make sure the students’ answers were correct and to clarify any possible questions or doubts connected either with their understanding of the content, vocabulary, special expressions, or any particular grammar points students might have found difficult to follow.

3.4.5.1.3. Post-course listening tests

In addition, a similar test called the ‘Final Listening Test’ or post-course test (Test 5, part 3 of the book *Advanced Trainer*) was administered to both the study group and control group in the last week of the course. This particular test was chosen from the six tests in *Advanced Trainer* because tests in the book become progressively more difficult and this was the final test for students. It was also conducted during class time by the teacher. It was called the ‘Final Listening Test’ since it was the last listening test to be conducted. This test allowed the researcher to compare the students’ results in both groups (see Appendix 5).

3.4.5.1.4. Pre-course speaking tests

The first speaking test was also taken by both the study and control groups. This pre-course speaking test was called the ‘Initial Speaking Test’. It consisted of nine questions divided into two groups. The first group of questions asked students about themselves, their homes, work or studies. The second group consisted of questions on other topics students are usually familiar with, such as travelling, or the music they enjoy listening to. Students had to talk for about one and a half to two minutes. They were instructed that they were not required to answer all questions in the questionnaire. Instead, they could choose two of the questions or topics and talk about them for the required time. The speaking questions were taken from File 1, Colloquial English, exercise 4, which appears in their English coursebook, *New English File Advanced Student’s Book* (Oxenden & Latham-Koenig, 2010).

The questions selected dealt with work and family topics. These questions were chosen for several reasons. Firstly, the class teacher had introduced the topics in class prior to the speaking test. Therefore, this test gave students the chance to revise and put into practice grammar, vocabulary, and expressions the teacher had taught students in class previously. Secondly, the questions dealt with topics that students usually talk about at the beginning of a course as warm-up questions. Hence, the questions helped students to break the ice at the beginning of a new course and get to know each other better.

In the case of the FC study group, the questions were uploaded as a Google Form questionnaire on SCALA, the university LMS. Off-campus and using their own devices, students individually needed to read and understand the questions first and then record themselves answering the questions individually. The instructions on the Google Form suggested that students could use their mobile phones for their recording since they were very familiar with this device. Once they had recorded themselves for about one and a half or two minutes maximum and had given their answers to the selected questions, they were asked to upload their recording to Google Drive. Then, they had to get the Google Drive link for their recording. Finally, they had to copy and paste the link in the corresponding section of the Google Form questionnaire, which had been made accessible online on SCALA. At the beginning of their recording, students were also required to say their names so that they could be assessed afterwards. To evaluate their performance, a speaking assessment criteria form was followed. These criteria were adopted from the book *Cambridge English: Advanced Handbook for Teachers* (University of Cambridge, 2012), from the Advanced Speaking section. Students were assessed on a scale from 0 (very low performance) to 5 (very high performance). The areas tested included students' grammatical and lexical resources, discourse management, pronunciation, interactive communication, and global achievement (see Appendix 23).

The same questionnaire was used for the control group, but since students followed a non-flipped classroom teaching approach, the test took place in class with their English teacher. According to the instructions, students in this control group were given, they had five minutes to read the questions for the speaking test individually. Afterwards, the teacher asked the students to sit in pairs to discuss the answers to the previously read questions, following a communicative or transactionist approach (see 1.3). While the discussions were taking place, the teacher went around the class, took focus groups, and assessed students' speaking skills (see Appendix 6).

3.4.5.1.5. Post-course speaking tests

When the course finished, students in both groups completed an oral test as part of their final course mark. This 'Final Speaking Test' or 'post-course speaking test' was similarly administered

by the class teacher to both groups. This test had a twofold objective. First it helped the teacher to assess students and give them a final oral mark for the course. Second, it was vital to be able to contrast and compare the results with the Initial Speaking Test. The focus was to check the students' oral skills progress in the two groups using the two different class teaching approaches: the non-flipped and FC approaches.

Unlike the Initial Speaking Test, this Final Speaking Test was administered following the same procedure in the two groups. That is, in pairs, students from each of the two groups were separately assigned a classroom, day, and time to respond to and discuss the following:

- some personalised warm-up questions,
- questions with their partner,
- speculations and deductions about a picture,
- questions related to their specific degree (Journalism or Audiovisual Communication).

Students were examined by both their class teacher and another teacher who had taught the same subject, English V (advanced course) over the same period. The reason for that was to give the Final Speaking Test a more objective perspective and create more interaction opportunities among both teachers and students (see Appendix 7).

3.4.5.2. Qualitative instruments

A qualitative instrument, such as a questionnaire, focus group, or observation, is a tool/mechanism used to collect and analyse non-numerical, descriptive data (Alase, 2017). Quantitative instruments are used to measure the problem by providing numerical data and values that can be converted into usable statistics. Qualitative data provides information in the form of words or images, which may then be coded for future research. Qualitative research aims to dive deeper into the research questions under consideration and understand the participants' reasons, opinions, behaviours, and motivations. Two different qualitative instruments, 4 and 5, were used to collect qualitative data: a class observation grid for both the study and control groups (Instrument 4) and a focus group session with six random students from the study group (Instrument 5).

3.4.5.2.1. Class Observation Grid

The first qualitative instrument is the Class Observation Grid. (Appendix 9). The grid is based on the Four Pillars and the eleven indicators of flipped learning proposed by the Flipped Learning Network (Network, F. L., 2014). The eleven Indicators of Excellence in Instruction, be they either in a FC or NFC, can be used by educators to self-assess progress in their FC or NFC teaching efforts. Thus, there is a ready checklist to aid reflection on FC or NFC practice. (“11 Indicators of Excellence in Instruction (Flipped or Otherwise) - Flipped Learning Network Hub”, 2016). This observation grid was used once during the course to observe both the study group and the control group. This instrument has been validated by the FLN, made up of flipped learning leaders such as Aaron Sams, Jon Bergmann, Kristin Daniels, Brian Bennett, Helaine W. Marshall, (2014) and Kari M. Arfstrom, (2013) and other experienced flipped learning educators.

When in 2014 the FLN agreed on a definition for the term Flipped learning, they also defined the Four Pillars of Flipped Learning. These Four Pillars revolve around the acronym F-L-I-P. Hence, the observation grid for this study was also based on the same Four Pillars of Flipped Learning, and the two or three characteristics or indicators established for effective integration of each pillar were observed and rated on a scale of 1 (low) to 5 (high): **F**lexible Environment, **L**earning Culture, **I**ntentional Content, and **P**rofessional Educator.

a. Flexible environment

Two characteristics were observed for the pillar of **F**lexible Environment: 1) if the classroom teacher created flexible spaces in which students chose when and where they learned, and 2) if the teacher was flexible in his/her expectations of student timelines for learning and in his/her assessments of student learning. To assess these two characteristics, the following three indicators were used:

F.1 The class teacher established spaces and time frames that permit students to interact and reflect on their learning as needed.

F.2 The class teacher continually observed and monitored students to make adjustments as appropriate.

F.3 The class teacher provided students with different ways to learn content and demonstrated mastery.

b. Learning Culture

Learning Culture represents the idea that instruction should utilise a learner-centred approach. The characteristics observed for this pillar were: 1) paying attention to in-class time, and 2) examining if class time was dedicated to exploring topics in greater depth and creating rich learning opportunities. Consequently, it was noted if students were actively involved in knowledge construction as they participated in class and if the teacher evaluated students' learning in a manner that was personally meaningful for them. To assess these characteristics of the classroom, the following two indicators were used:

L1. The class teacher gave students opportunities to engage in meaningful activities without the teacher being central.

L2. The class teacher scaffolded these activities and made them accessible to all students through differentiation and feedback.

c. Intentional content

The characteristics observed for the pillar of Intentional Content concerned: 1) how the class teacher helped students develop conceptual understanding, as well as procedural fluency; 2) if the teacher determined what he needed to teach and what materials students could or should explore on their own; and 3), if the teacher used Intentional Content to maximise classroom time in order to adopt methods of student-centred, active learning strategies, depending on grade level and subject matter. Thus, the following three indicators were used:

I1 The class teacher prioritised concepts used in direct instruction for learners to access on their own.

I2 The class teacher created and / or curated relevant content (typically videos) for his students.

I3 The class teacher differentiated to make content accessible and relevant to all students.

d. Professional educator

Lastly, the fourth pillar of Professional Educator emphasises the importance of the class teacher's role. Even in the case of the FC approach, when the teacher had a less visibly prominent role, it was important to detect if he remained the essential ingredient that enabled flipped learning to occur. For this pillar, the following characteristics were examined:

- 1) if the teacher observed his students,
- 2) if he provided students with feedback relevant in the moment,
- 3) if he assessed the students' work and was reflective in his practice,
- 4) if there was a connection between the class teacher and his students enabling the teacher to improve his instruction,
- 5) if he accepted constructive criticism from other educators, and
- 6) if he tolerated controlled chaos in his classroom.

To assess these characteristics, the FLN proposed the following three indicators:

P1 The class teacher made himself available to all students for individual, small group, and class feedback in real time as needed.

P2 The class teacher conducted ongoing formative assessments during class time through observation and recording data to inform future instruction.

P3 The class teacher collaborated and reflected with other educators and took responsibility for transforming his practice.

Each characteristic of effective teaching assessed in the Class Observation Grid for this study offered an opportunity to check how the class teacher interacted with his students and achieved his teaching goals. In the case of the study group, the class observation was conducted during the implementation of the seven-stage FC teaching plan described in Appendix 8. For the control group, the observation took place in one of their regular English class sessions.

3.4.5.2.2. *Focus Group*

The Focus Group session took place once the English V course had finished with students in the study group. This Focus Group session lasted 45 minutes. It consisted of interviewing a group of six randomly selected students to obtain their perceptions, opinions and beliefs regarding use of the FC approach in their course. Previously, those six students had received some guidelines about this session indicating that the focus group was participatory and that they all had the same rights and opportunities to share their opinions about the discussion topics. It was also made clear that their participation in this focus group was voluntary, and they could express their opinions freely since their names would be kept anonymous and their responses would have no consequences in their final assessment for the subject (see section 3.4).

Students were presented with a total of twenty questions, which they were free to discuss among themselves. Those questions were grouped into five sections: A, B, C, D and E. The first group (A) was made up of five general questions about the use of the FC approach in students' penultimate English course at university. The second group (B) contained questions about the influence of the FC approach on fulfilling their class assignments. The third group (C) dealt with the effect of the FC on their relationship with their teacher. Section (D) pertained to how the use of the FC had influenced them as students. The last section (E) was an open-ended question so that students could express any other comments, suggestions, benefits, drawbacks that the use of the FC approach in their English class could have had. During this process, the researcher took notes and recorded the key points the group raised so that the results could be carefully considered for effective analysis. (see Appendix 10). The validity and effectiveness of these questions were corroborated by three different experts in the field of education before they were applied in the current study.

3.4.5.3. Quantitative and Qualitative instruments

Two pre-and post-course Driscoll questionnaires were used as instruments to collect both quantitative and qualitative data. The questionnaires were all administered online to both the study group students and their class teacher at the beginning and the end of the course, using SCALA

(LMS). These questionnaires were originally designed and used by Driscoll (2012) to measure the perception of those students and teachers participating towards learning and teaching in the FC approach. They have also been used and adapted by other authors in other FC studies to address critical issues about FC approach towards teaching and learning (Buil-Fabregà, Martínez, Ruiz-Munzón & Leal, 2019; Santiago, 2012; Martinez Nieto, 2014)

3.4.5.3.1. Teacher's pre- and post-Driscoll questionnaires

Both the teacher's pre-course and post-course Driscoll questionnaires were designed as Google Form online questionnaires previously uploaded on SCALA (LMS). They were created for EAL teachers to examine the use of the FC learning approach in an EAL classroom and its possible benefits and drawbacks. The objective was to use the teacher's opinion to improve the teaching of EAL in a university context.

The teacher's pre-course and post-course questionnaires had already been proved valid by their original designer (Driscoll, 2012), and formulated to provide a wide variety of both qualitative and quantitative data. The questionnaires included multiple-choice, Likert-type response, check-all-that-apply, and yes/no questions. Demographic questions were used to obtain quantitative data related to students' ages and gender. Additional questions captured the level at which English students were taught, resources used in the FC, the amount of class content that was flipped, the percentage of flipped class material designed by the teacher himself, the type of language skills flipped, and the percentage of different assessment methods used in a FC approach, among other variables. Some questions were open-ended with the objective of obtaining qualitative data, e.g., "In a flipped learning environment, what do I ask my students to do at home before coming to class?".

The results of the teacher's pre-course questionnaire were contrasted with the results obtained from the teacher's post-course questionnaire. In the teacher's pre-course questionnaire, the questions referring to the course were expressed in the present tense (see Appendix 13) as the course had started, whereas in the teacher's post-course questionnaire, the questions referring to the course were expressed in the past tense since the questionnaire was administered once the course had

already finished (see Appendix 15). This data is discussed and analysed in section 3.5 Results and Discussion.

3.4.5.3.2. Student Driscoll questionnaires

For students in the study group, the pre-course and post-course Driscoll questionnaires were also administered online as Google Forms via SCALA (LMS). The questionnaires were designed for EAL students to both find out about the use of a FC learning approach in an EAL classroom and its possible benefits and drawbacks and to obtain their feedback. The aim of administering the surveys was to use the students' opinions to improve the teaching of EAL in a university context. Students were asked to answer according to their experience in this course compared to other courses that use a non-flipped classroom learning approach.

The pre-course Driscoll questionnaire contained open-ended questions to collect qualitative data: 1) students were asked where they had previously studied EAL, and 2) students were asked to give any other additional comments about their recent experience using the FC approach. The remaining multiple-choice questions were aimed at collecting quantitative data, relating to different aspects connected with learning English and the use of the FC. Similar to the teacher's pre- and post- course questionnaires, in the students' post-questionnaire, the questions were used and administered in the same way online via SCALA (LMS). However, some of the questions were asked in the past tense because they referred to the course which had already concluded. This allowed the contrast and analysis of the data obtained both at the beginning and at the end of the course (see Appendices 14 and 16). These data are discussed and analysed in the next section.

3.5. Results and discussion

3.5.1. Quantitative Analysis

3.5.1.1. Pre- and post-course listening tests

The descriptive statistics for the pre- and post-course listening tests are presented in Table 5. The mean score on the pre-course listening test was higher in the FC than in the non-flipped classroom. Conversely, the mean score on the post-course listening test was slightly lower in the FC than in the non-flipped classroom. Overall, the mean and median listening test scores improved in both classrooms.

Table 5. Descriptive statistics for pre- and post-course listening tests (all students' scores)

	Flipped classroom		Non-flipped classroom	
	Pre	Post	Pre	Post
N	20	23	36	36
Mean	5.67	6.52	5.01	6.58
Median	5.00	6.70	5.00	7.00
SD	2.18	1.79	2.32	2.30
Range	1.70 – 10.00	1.70 – 8.30	1.70 – 8.30	1.50 – 10.00

A pairwise t-test was conducted to determine if the improvements in listening skills differed between the two classrooms. First, scores were selected for the nineteen students in the FC and thirty-five students in the non-flipped classroom who had completed both the pre- and post-course listening tests. The boxplots for these scores are displayed in Figure 22a-b, and the descriptive statistics are shown in Table 6. Second, the change scores from pre- to post-course tests were examined for normality using the Shapiro-Wilk test. Finally, because the change scores were not significantly different from normal, parametric pairwise t-tests were used to test the difference in the changes between the two classrooms.

Table 6. Change scores by classroom for students who took both the pre- and post- course listening tests

	Flipped classroom			Non-flipped classroom		
	Pre	Post	Change	Pre	Post	Change
N	19	19	19	35	35	35
Mean	5.88	6.58	.70	4.96	6.69	1.73
Median	5.00	6.70	1.60	5.00	7.00	1.70
SD	2.03	1.51	2.74	2.34	2.22	2.42
Range	1.70 – 10.00	3.30 – 8.30	-5.00 – 5.00	1.70 – 8.30	1.50 – 10.00	-3.70 – 5.30

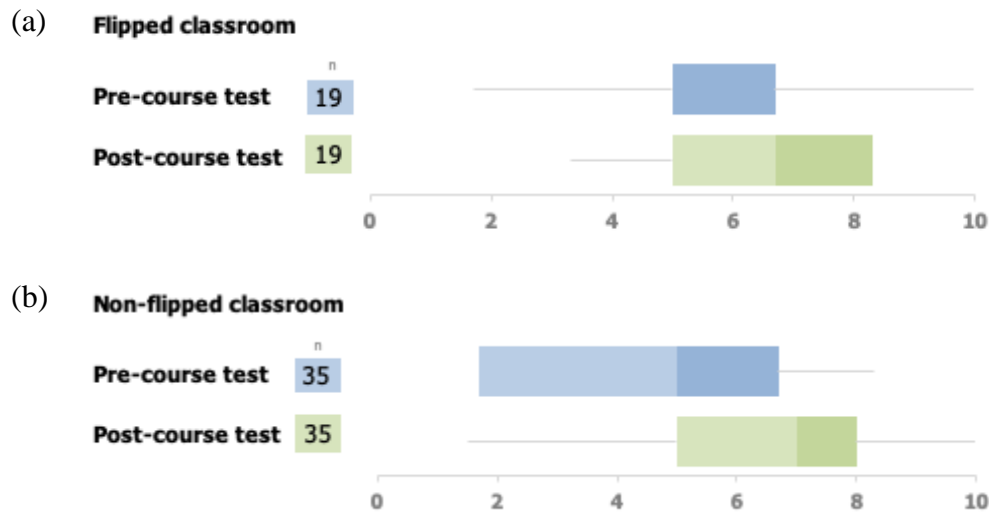


Figure 22a-b. Boxplots for pre- and post-course listening test scores. All tests were scored on a scale of 0 to 10 points.

It is important to highlight that, as shown in Tables 5 and 6, the number of students that took both the pre- and the post- tests varies, which implies that the results obtained indicate a tendency. In other words, they do not have validity. It can also be stated that students' listening test scores improved in both groups. For the FC, the average change in listening scores between the pre- and post-course tests was .70 with a 95% confidence interval (CI) of [-.62, 2.02], and the change was

not significant ($t(19) = 1.11, p = .280$). However, for the non-flipped classroom, the average change in listening scores between pre- and post-test was 1.73 with a 95% CI of (.90, 2.57), suggesting the improvement in listening skills was significant.

Subsequent analysis revealed no significant difference between the two groups in their improvements on the listening tests. The result of the pooled t-test was insignificant ($t(52) = -1.43, p = .158$), suggesting that the FC and non-flipped classrooms had comparable improvement in their listening skills. As shown in Figure 22a-b, the non-flipped classroom had a large proportion of students with relatively low listening skills on the pre-course test, which may have contributed to the significant improvement on the post-course test. However, on the post-course test, the classrooms had comparable mean scores of 6.58 and 6.69, respectively, for the flipped and non-flipped classrooms.

3.5.1.2. Mid-course listening tests

Descriptive statistics for the mid-course listening tests are displayed in Table 7. On the first two mid-course tests, the average scores were over 1.5 points higher in the FC than in the non-flipped classroom, although the scores were comparable for the two classrooms on the third and final mid-course test.

Table 7. Descriptive statistics for mid-course listening tests

Mid-course test		
1	Flipped classroom	Non-flipped classroom
N	16	28
Mean	7.41	5.79
Median	8.60	5.15
SD	2.23	2.46
Range	3.10 – 10.00	0.80 – 10.00
2		
N	13	33
Mean	8.45	6.75
Median	8.90	7.10
SD	1.01	1.36
Range	6.40 – 9.60	3.90 – 8.90
3		
N	22	30
Mean	8.94	8.68
Median	8.80	8.80
SD	1.17	.98
Range	6.30 – 10.00	7.50 – 10.00

Differences between the two classrooms were analysed for all three mid-course tests. The distribution of scores for the three mid-course tests are displayed in Figure 23a-c. First, the scores were examined for normality using the Shapiro-Wilk test. The test results revealed that a parametric t-test could be used for mid-course tests 1 and 2, although a non-parametric test was required for mid-course test 3. Therefore, independent sample t-tests were used to test for differences between the two classrooms for mid-course tests 1 and 2, and the Mann-Whitney test was used to test for differences for mid-course test 3. There was a significant difference in the mean scores for mid-course test 1 ($t(42) = 2.18, p = .035$) and test 2 ($t(44) = 4.07, p < .001$), but not for test 3 ($z = 1.10, p = .272$).

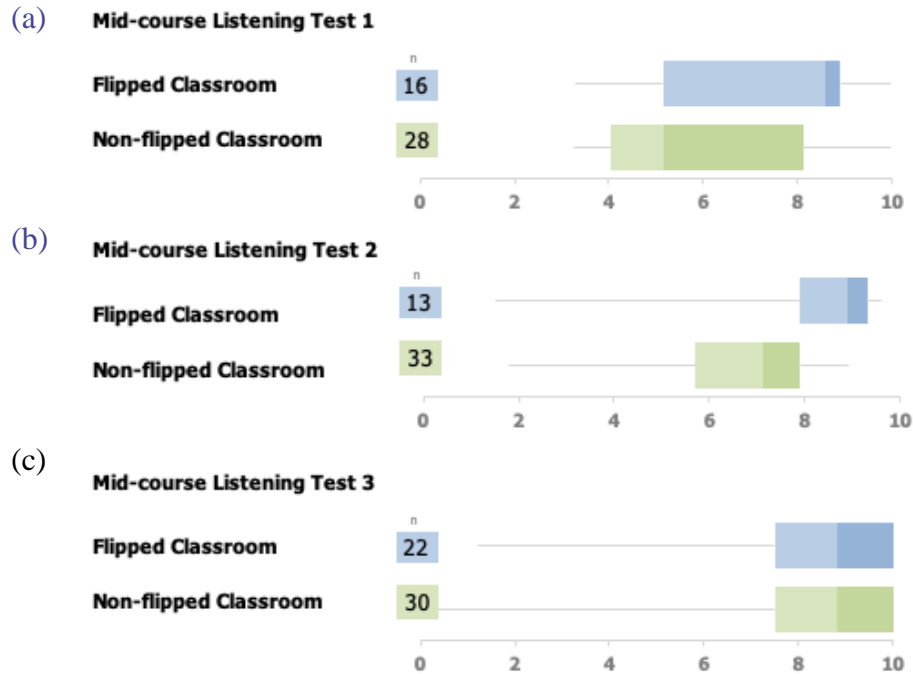


Figure 23a-c. Boxplots for the three mid-course listening test scores.

In summary, as shown in Table 7, it should be pointed out that the number of students that took the three mid-course tests varies, which implies that the results obtained indicate a tendency. In other words, they do not have validity. All in all, students in the FC scored significantly higher than students in the non-flipped classroom on mid-course tests 1 and 2, although there was no significant difference between the two classrooms in mid-course test 3.

3.5.1.3. Pre- and post-course speaking tests

The descriptive statistics for the pre- and post-course speaking test are presented in Table 8. The FC had a lower mean score than the non-flipped classroom on the pre-course test, but a higher mean score on the post-course test.

Table 8. Descriptive statistics for pre- and post-course speaking tests

	Flipped classroom		Non-flipped classroom	
	Pre	Post	Pre	Post
N	16	25	38	38
Mean	6.19	6.57	6.49	6.29
Median	5.75	6.60	6.45	6.15
SD	1.42	1.43	1.36	1.32
Range	4.50 – 9.00	3.20 – 9.50	3.80 – 9.60	3.60 – 10.00

A quantitative analysis was conducted to determine if the changes between the pre- and post-course speaking tests differed between the FC and non-flipped classrooms. Scores were selected for the sixteen students in the FC and thirty-eight students in the non-flipped classroom who had completed both the pre- and post-course tests. Change scores for the pre- and post-course speaking tests are shown in Table 9, and boxplots are displayed in Figure 24a-b. The change scores from pre- to post-course test were examined for normality using the Shapiro-Wilk test. The change scores proved not to be significantly different from normal, so pairwise t-tests were used to test the difference in the changes between the two groups.

Table 9. Change scores for speaking tests

	Flipped classroom			Non-flipped classroom		
	Pre	Post	Change	Pre	Post	Change
N	16	16	16	38	38	38
Mean	6.19	6.59	.41	6.49	6.29	-.20
Median	5.75	6.55	.50	6.45	6.15	-.20
SD	1.42	1.49	.44	1.36	1.32	1.26
Range	4.50 – 9.00	4.60 – 9.50	-.40 – 1.30	3.80 – 9.60	3.60 – 10.00	-2.50 – 3.20

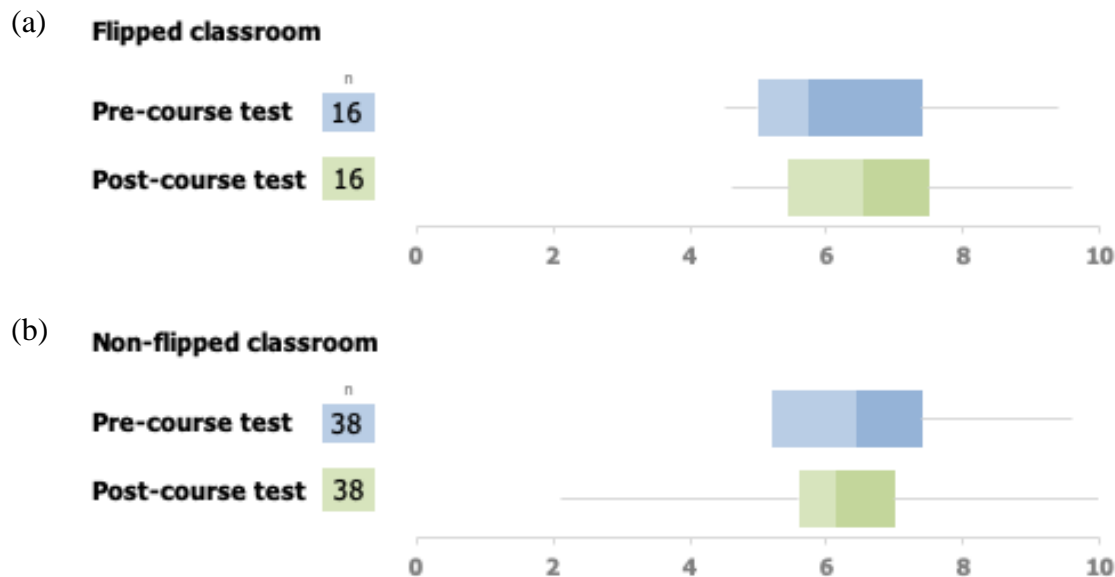


Figure 24a-b. Boxplots for pre- and post-course speaking tests. All tests had a score of 0-10 points.

Students' speaking test scores improved in both groups. According to table 9, for the FC, the average change in speaking scores between the pre- and post-course tests was .41 with a 95% CI of [.17, .64], and the change was significant ($t(16) = 3.68, p = .002$). For the non-flipped classroom, the average change in speaking scores was -.20 with a 95% CI of [-.61, .22], and the change was not significant ($t(38) = -.96, p = .343$).

Subsequent analysis revealed a significant difference between the two groups in their improvements on the speaking tests. The result of the pooled t-test was significant ($t(51) = 2.59, p = .012$), suggesting that the FC had significantly greater improvement than the non-flipped classroom.

In summary, when comparing the learning outcomes of the pre- and post-listening tests, which were administered in class (hence not using a FC approach) for both the study group and the control group, similar results can be observed. The study group showed a slight but not significantly comparable improvement to the control group (see Table 6). However, unpredictably, the learning curve for the control group is remarkably higher than the one for the study group. In other words, the control group began the English course with a much lower level of listening skills than the

study group, but they managed to finish the course with a similar level of listening skills to the study group (see Figure 22a-b). The reason behind this improvement might be explained by the fact that the class teacher noticed students' weaker listening skills in the control group and asked them to do several extra listening activities outside the class during the course. He thought the control group needed additional practice, which could help students to pass their final listening test for their degree. Hence, this teacher's decision may have influenced the research results.

On the other hand, results for the mid-course listening tests show more differences between the groups. The study group, who did the mid-course tests 1 and 2 online, following the FC approach, obtained better results than the control group, who did the tests in class (see Table 7). One of the reasons for the improvement may be that, as previously stated, in this study, the FC approach, unlike a non-flipped classroom environment, integrates technology into teaching. This creates more student-centred classrooms and attends to diversity in students' needs (Brown, 2012; Johnson, 2013), which results in an improvement in their learning.

In addition to that, the fact that the three audio files for these mid-course listening tests were accessible online meant that students could listen to them independently at their own pace. That is, students could control their learning and manage how much work they wanted to do, as well as when and where. Therefore, it might also be the case that the FC increased students' self-responsibility, self-learning and self-time management and involved greater concentration. Furthermore, the FC approach may have had an additional positive effect on the study group's listening skills because students gained in self-confidence when dealing with the listening activities. Conversely, in the non-flipped classroom, students needed to learn in the manner and at the pace imposed by their teacher. Besides, the technical features of the different audio recordings uploaded on the students' LMS, such as pausing or replaying, provided students in the FC group with more opportunities to understand the content of the recordings presented. The fact that they were able to play the audio files as many times as they needed may have facilitated better understanding.

Moreover, students in the FC may not only have had more time to think about the content presented in the recordings and do the tasks required but also had the possibility of activating relevant prior

knowledge related to that content (i.e., vocabulary, pronunciation, grammar structures), which had been presented in previous English classes. In this respect, many studies have found that access to pre-recorded material improves listening comprehension (e.g. Sarani, Behtash, & Arani, 2014; Wagner, 2010). Additionally, the FC allowed students to complete the listening tasks even when they could not attend the English class on a particular day, in contrast to the students in the non-flipped classroom. The latter needed to attend class to do the required tasks.

Another explanation for the progress shown by the FC in the listening skills in the mid-course tests 1 and 2 could be justified by the fact that as part of the design of the FC, the listening activities involved some preparatory pre-listening exercises that students could think about prior to class. Moreover, they were able to have some post-listening in-class discussions. This might have promoted a better understanding of the recordings students had to listen to outside the classroom. Whereas students in the non-flipped classroom group had to deal with both the pre- and post-listening exercises in class, which meant they did not have as much time to think about them as the class time had to be used to listen to the recordings. Likewise, the use of the FC implied that when students had difficulties understanding the recordings while listening to them online, they could consult other materials such as (online) dictionaries or pronunciation websites, which helped them to clarify misunderstandings. Moreover, they could contact other classmates when they did not understand the exercises or questions in the tests.

Finally, another characteristic of the FC that may explain improvements in students' listening comprehension skills, particularly for mid-course tests 1 and 2, is its active learning component. Along these lines, Ashraf (2013) found that active learning improves listening comprehension skills. Jones's (2006) also asserts that collaborative activities enhance students' comprehensible input, and this consequently leads to a better understanding of listening skills. In other words, by listening to the recordings before the class, the FC produces an active learning environment in which learners may not only improve their listening skills but learn by doing and become more active and involved in the class.

However, unexpectedly, this better performance does not apply to mid-course listening test 3, for which both groups obtained similar results. There are various possible reasons for this. First, both

the study group and the control group had to answer the same listening questions. However, students in the study group could have found the questions in this third mid-course test more demanding or difficult to understand than in the two previous mid-course tests. Second, students in the study group might have found the recording more challenging than the previous recordings in mid-course tests 1 and 2. Thirdly, as mentioned before, at the beginning of the course, the class teacher noticed the control group had more difficulties understanding the audios, which could have jeopardised their performance in the final exam. Therefore, this group was asked to do more listening practice outside the classroom throughout the semester to compensate for their lower initial level and, as this mid-course listening test 3 took place near the end of their English course, the results might have been positively affected by this extra practice. This teacher's decision was significant as it may have affected the research results, especially for mid-course listening test 3.

To conclude the discussion on the results of the listening tests, it should also be pointed out that, as shown in Figure 23a-c, in mid-course tests 1, 2, and 3, the control group started from a lower level than the study group (see Figure 23a). However, as the course continued, their results improved, showing significant progress in mid-course test 2 (see Figure 23b). Eventually, in mid-course test 3, the control group's listening skills turned out to be as good as those shown by the study group in mid-course test 3 (see Figure 23c). This was a remarkably unforeseen improvement, which might be explained by the reasons already stated in the previous paragraph. All things considered, the research shows that, in general terms, both groups improved their listening skills and that the use of the FC did not imply a substantial difference in the learning outcome.

Regarding results for students' speaking skills, there was a noticeable improvement in the FC group's speaking abilities (see Tables 9 and 10). The potential reasons for the general progress in the FC group's speaking abilities are discussed in the following paragraphs. Using the FC and giving students access to the recordings before the class may have had a twofold effect on their communication skills. Firstly, having listened to the recordings outside the class, both students and the class teacher had more class time to focus on speaking skills. Therefore, they may have felt more engaged and interacted and participated more in meaningful class discussions. One of the main features of the FC is that it promotes students' collaboration, interaction, and discussion, which translates into more class engagement. In other words, after listening to the recordings

online outside the classroom, students may have gone to their English class feeling more confident and willing to participate more effectively in the classroom. That is to say, the FC may have provided students with more opportunities to interact and develop their speaking skills not only with their classmates but also with their class teacher. This is in line with the view of Bergmann and Sams (2012), who maintain that when educators are not in front of the class, they can walk around the class and speak and interact more with students.

Another explanation for the better performance in speaking skills of the FC is that, as Marlowe (2012) indicates, students in a FC environment may feel lower levels of stress compared to non-flipped classrooms. Having listened to the recordings outside the classroom, students may have felt less stress in the class, which meant they might have felt ready to participate and speak more and run more language risks when in class. Furthermore, the use of the FC meant that the teacher could dedicate as much as 70% of the class time for speaking interaction in class. This is different to the non-flipped classroom approach as the teacher needed to dedicate time in class to play the audio recordings to the students. Only 30% of the time could be used to practice speaking activities. Figures 26 and 27 show the approximate percentages of class time the teacher could dedicate to the different skills in both groups, the study and control groups.

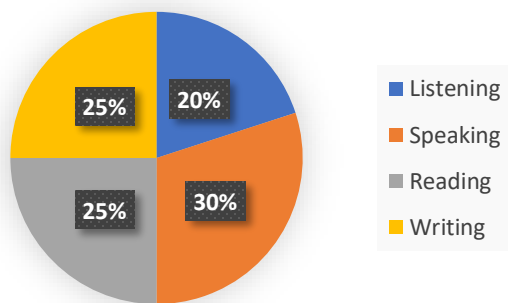


Figure 25 Approximate time devoted to language skills in the non-flipped classroom

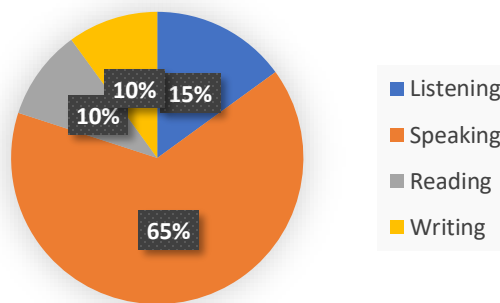


Figure 26 Approximate time devoted to language skills in the FC

Figure 25 depicts the approximate amount of time that the teacher claimed to have spent on each skill with the control group. Even though the time given to speaking activities was greater than that devoted to other language skills, the amount of time he could devote to speaking was reduced by the fact that the instructor had to use class time for students to listen to the audio recording

twice. Figure 26 shows the relative amount of time that the teacher claimed to have spent on each skill with the FC group. The fact that students in the study group had listened to the audio recording off-campus and prior to their English class meant that the class teacher could use more time for students to interact not only among themselves, but also with their teacher. This indicates they had more opportunities to practise their speaking skills, resulting in a substantial difference in the post-course speaking test results. Of course, it should be pointed out that included in the speaking skill, there is also a considerable degree of listening to others in conversation. The difference in percentages devoted to speaking in the two groups would seem to confirm the FC's value in developing students' communication abilities.

3.5.2. Qualitative Analysis

3.5.2.1. Observation grid for both the FC and non-flipped classroom

Qualitative data for both the study and control groups was obtained by completion of an observation grid by the researcher. The grid is based on the Four Pillars and the eleven indicators of flipped learning proposed by the FLN (Network, F. L., 2014). According to the FLN, these Four Pillars and indicators should be incorporated in the classroom. They provide educators with a checklist to help them reflect on their classroom practices and have been previously presented and commented on in section 3.4.5.2.1. Table 10 shows the completed grid with the content and the corresponding indicators for each of the Four Pillars. It also displays the results obtained after the researcher observed both groups.

Table 10. Class Observation grid for the FC and non-flipped classroom (NFC) groups

Content	Indicator	1 Low	2	3	4	5 High
Flexible environment						
Educators: A. Create flexible spaces in which students choose when and where they learn. B. Are flexible in their expectations of student timelines for learning and in their assessments of student learning.	F1. I establish spaces and time frames that permit students to interact and reflect on their learning as needed.			NFC	FC	
	F2. I continually observe and monitor students to make adjustments as appropriate.		NFC		FC	
	F3. I provide students with different ways to learn content and demonstrate mastery.	NFC				FC
Learning culture						
Flipped Learning shifts instruction to a learner-centred approach. In-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.	L1. I give students opportunities to engage in meaningful activities without the teacher being central.		NFC			FC
	L2. I scaffold these activities and make them accessible to all students through differentiation and feedback	NFC				FC
Intentional content						
Educators help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Use Intentional Content to maximise classroom time to adopt methods of student-centred, active learning strategies, depending on grade level and subject matter.	I1. I prioritise concepts used in direct instruction for learners to access on their own.	NFC				FC
	I2. I create and/or curate relevant content (typically videos) for my students.	NFC			FC	
	I3. I differentiate to make content accessible and relevant to all students.	NFC				FC
Professional educator						
Educators: their role is more important and often more demanding. Take on less visibly prominent roles in a flipped classroom. They remain the essential ingredient that enables Flipped Learning to occur. They: A. Observe their students, B. Provide students with feedback relevant in the moment. C. Assess their work. D. Are reflective in their practice, E. Connect with each other to improve their instruction, F. Accept constructive criticism, and G. Tolerate controlled chaos in their classrooms.	P1. I make myself available to all students for individual, small group, and class feedback in real time as needed.			NFC		FC
	P2. I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.	NFC			FC	
	P3. I collaborate and reflect with other educators and take responsibility for transforming my practice.	NFC				FC

As the rating columns on the right of the table show, the FC was rated higher than the non-flipped classroom across all content areas that were based on the Four Pillars: the flexibility of the environment - the classroom, the learning culture, the instructional content, and the role of the

professional educator. Thus, the instructor of the FC was able to create a flexible environment in which students could choose where and when to learn (F1, rating 4) and that provided multiple options for assessing students' learning, continually observing and monitoring students as appropriate (F2, rating 4) and offering them different ways to learn the lesson content (F3, rating 5). As for pillar 2 based on learning culture, students in the FC were provided with opportunities for knowledge construction. They were more focused and engaged in the lesson, without the teacher being central or integral to the process. The teacher moved around the classroom, helping them with their questions, creating a student-centred approach (L1, rating 5). Therefore, the instructor of the FC provided differentiated instruction to meet the needs of all students and provided learning materials for students to learn on their own through differentiation, offering more personal feedback (L2, rating 5). In terms of pillar 3, intentional content, the teacher used a FC lesson plan designed by the researcher. This helped learners to access relevant curated content (I2, rating 4), which they could access on their own, outside the classroom (I1, rating 5). Finally, as for pillar number 4, the instructor was available to students for individual or small group feedback (P1, rating 5) and conducted formative assessments during class time to inform future instruction (P2, rating 4). Conversely, the non-flipped classroom followed a more teacher-centred approach where students were chatty and distracted while the teacher was playing the audio and giving instructions. The teacher only had time to play the audio recording twice and not all students were able to follow it. As a result, they copied each other's answers and only one student participated in the post-listening discussion. The teacher also moved around the classroom but, in contrast to the FC, he just checked that students actually completed their tasks.

In addition to completing the Class Observation Grid in Table 10, the researcher simultaneously focused on relevant FC and non-flipped classroom aspects by taking some notes. These notes have been expanded in the following paragraphs under the headings: 'Researcher's notes for the FC' and 'Researcher's notes for the non-flipped classroom'. Yet, it is essential to point out that these notes also reveal two variables that the researcher was not able to control for. In the first place, the class design would ideally have been the same for each class. That is to say; both classes would have been designed along transactionist, collaborative and socio-constructivist lines. However, the researcher did not have a say in how the non-flipped classroom should be designed, responsibility for that resting with the class teacher. In addition, in a perfect world, student profiles would have

been as closely matched as possible. In reality, the non-flipped group appeared to be slightly less motivated and slightly more given to chatting than the FC group. It may also be the case that the researcher's FC lesson plan might have contributed in part to these differences. The researcher's notes that follow reflect these variables.

Researcher's notes for the FC

Students follow a seven-stage FC lesson plan based on a listening exercise from their coursebook on the subject of translation (see Appendix 8). Students have done Stages 1 and 2 – listening to the recording at home. The class is student-centred, with students sitting in a circle and asking various questions that they had prepared prior to the class - Stages 3 and 4. Students are engaged and work in groups, comparing answers to their own questions. Students share difficulties they had with the listening task with their classmates and the teacher to resolve problems by interacting and collaborating with each other, asking the teacher to help them when necessary. This interaction and collaboration can also be done in a non-flipped classroom approach. However, in this observation, it only happened in the FC context. The fact that the non-flipped classroom students were exposed to the listening in class and not before did not help students to discuss their answers as they were more focused on the listening activity itself. There was no time for discussion of answers in a collaborative way, given that they only have time to listen to the teacher giving them the correct answer for the listening exercise. The teacher moves around the classroom and offers help to the different groups while other students work independently on the task.

The teacher proceeds to stage 5, where students practise and apply the new grammar and vocabulary with a real-world activity: a cinema script. They are fully engaged in the exercise as they are audiovisual communication students. There is time for revision and assessment (Stage 6) and to clarify questions. In the non-flipped classroom, students had no time for these two stages (5 and 6) as the teacher had to dedicate most of the class time to playing the recording, giving students time to answer the questions, and correcting them later.

Researcher's notes for the non-flipped classroom

Students follow the coursebook exercises involving a listening exercise on translation, projected on a screen at the front of the class. Students are distracted and chatty - only one student participates in the discussion while the other students listen, but the teacher finds it difficult to keep them quiet. This problem did not arise in the FC group since students had already listened to the recording beforehand. Therefore, in the FC, the teacher finds that most of the students are focused on the class discussion, collaborating with their ideas and questions about the exercise. The non-flipped lesson is taught by following the coursebook exercises without giving students the possibility of listening to the recording prior to class. This makes this class very teacher centred. The teacher asks questions about translation to introduce the topic of the listening task. Similarly, as with the FC, the teacher asks students to sit in a semicircle to promote participation. However, as the teacher is not following the FC approach and linearly works through the coursebook exercises, students work individually most of the time. Therefore, the teacher has to ask students to collaborate and work in pairs to produce three questions. Meanwhile, the teacher moves around the class to check that students are working on the task. The teacher plays the three-part listening activity while students try to answer the questions on the screen. Students are easily distracted and talk to each other while the audio is playing. Next, students talk to their partners and check the answers to the questions. It is unclear if students are doing the task or just chatting.

The next activity is an exercise to answer more specific questions about the listening task. The teacher gives instructions as to how to complete the exercise. Only one student asks a vocabulary question (the meaning of 'drawbacks'). Students listen to each part of the listening twice. After each part, the teacher asks 'OK?' when the recording finishes. Students are talking and distracted while the audios are playing and, in most cases, they just copy each other's answers. The teacher shows the correct answers, and the students check. The teacher moves around the classroom asking students how they did.

As the teacher has to dedicate time to doing the listening exercise in class, there is very little time for students to collaborate. Therefore, there is just a very short class discussion on the topic of translation based on the coursebook exercise. When the teacher answers a student's individual question, most other students do not pay attention. The teacher introduces the next topic in the book: unreal uses of past tenses. Students discuss some grammar sentences in class. The teacher moves around answering questions while students work on the grammar exercises.

3.5.2.2. FC focus group

The process of data analysis started after transcribing the focus group interview. A thematic analysis approach was used to analyze data as it is one of the most common approaches used in qualitative research (Guest, MacQueen, & Namey, 2012). This method is based on the propositions of Braun and Clarke, who define it as a method used for "identifying, analyzing, and reporting patterns (themes) within data" (Braun & Clarke, 2006, p.6). This analysis method was chosen for this study because evidence suggests that it "can produce an insightful analysis that answers particular research questions" (Braun & Clarke, 2006, p 28).

NVivo 12 software, released by QSR (QSR International Pty Ltd, 2020), was used as it is an effective means of analyzing and organizing large qualitative data sets. Computer-assisted qualitative analysis helps the researcher analyze data efficiently because data extracts are coded more quickly than with manual coding (Welsh, 2002). NVivo software, which aids rigorous and proficient data analysis, has different tools and queries which allow the researcher to interrogate the data at particular levels. For example, if a researcher wants to carry out a quick search in a large data set, it can be done by running the word search query and getting results in seconds. Similarly, it also helps the researcher find out about the most frequent words or concepts used in the data through the word frequency query. This query helps the researcher identify potential themes in the data, especially in the early stages of analysis. The researcher used an inductive approach during the analysis process, allowing the data to determine themes rather than coming to the data with some preconceived themes. The thematic analysis approach is explained below.

Once the interview was transcribed, it was imported into the NVivo software, and all steps in the thematic analysis process were employed. After importing the data, all interview files were created as cases. These cases facilitate the process of comparison between research participants and provide valuable insights into the data. In the first step (familiarization), interviews were read and re-read to gain familiarity with the data. In this step, the researcher made an effort to go beyond the data's surface interpretations in order to make sense of it and present a rich and captivating story about what that data signifies (Braun, & Clark, 2006).

After getting familiarised with the data contents, initial codes (nodes on NVivo) were generated in the second step (coding) to capture important features within the data. These nodes were the recurring patterns (themes) across the data developed during this familiarization process. During this process, coding stripes were made visible alongside the source, allowing the researcher to see how the content was coded and which codes were used in the process. In the third step (generation of themes), after all the data had been coded and all the relevant extracts highlighted, nodes were collated and examined to identify broader meaning patterns (themes). Themes are different from codes as they consist of a sentence or a phrase and sometimes a combination of different codes. After developing the potential themes (nodes) within the data, all relevant information was organised into themes. In the next step (reviewing and naming of themes), all the themes, through an iterative process, were refined, organised, and categorised meaningfully into sub-themes to develop a thematic framework. Similar themes and ideas were clustered in groups and organised in the thematic framework. In the last step, all these themes and sub-themes were explained and described in detail.

Codebook, in NVivo, consists of a list of themes and sub-themes identified during analysis. These themes are presented with columns of 'references' and 'sources' to show the coded text and file frequencies, respectively. 'References' in the codebook show the number of extracts coded under a specific theme, while 'Sources' show the respondents' files or interviews from which the extracts have been quoted. For example, if a particular theme has six references and two sources, it would mean that a particular topic has been discussed six times in the data. The number of sources represents the files from which the data has been coded. With this software, the references can be clicked and traced back to the sources (transcripts) where they have been mentioned, which in this

part of the study was to gain an in-depth understanding of the topic being studied. Table 11 presents a codebook of themes identified during the analysis.

Table 11. Codebook for Focus Group analysis generated by NVivo

<i>Themes</i>	<i>Files</i>	<i>References</i>
1. Views about FC approach	1	21
1.1 Flexible environment	1	11
1.2 Better access to course materials	1	3
1.3 More concentration	1	5
1.4 Easy to use	1	2
2. Some other benefits of the FC learning	1	8
2.1 Effective in improving listening and speaking skills	1	8
3. Some students' mixed perceptions of the FC	1	3
2.2 Students' contact with the instructor	1	3
4. Suggestions for FC learning improvement in future classes	1	3
4.1 More FC classes and activities	1	3

The themes column represents the nodes and sub-nodes identified during the data analysis. The column 'Files' contains the number of participants, whereas the column 'References' shows the frequency of collated responses in their respective categories during the analysis. All the themes that were developed during the analysis are discussed in detail below.

Theme 1: Views about the FC approach

In this theme, participants gave their perceptions regarding the use of the FC approach. Based on the participants' perceptions, this theme is divided into two sub-themes which are discussed below. All quotations are verbatim.

1.1: Flexible environment

Students reported that one of the most significant advantages of the FC is that it provides them with the flexibility to learn effectively at home without feeling any pressure: “when you're at class you have to do is at the moment and maybe you put some things because at the first time you understand this but if you are at home, you can listening it again, and you can think about it.” (Student 1). In particular, they cited the benefit of being able to listen and replay content at home: “And at home, you can listen carefully with your own space and in class, normally, the space doesn't help to listen very well” (Student 1). Students indicated that they appreciated the ability to replay the listening exercises as many times as they wanted because, as one student commented, “because there are people who need more time.” (Student 2), “And also you have the listening always so whenever you want you can practice” (Student 3).

Students shared the opinion that the FC also gave them the freedom to organise and prioritise tasks according to their own pace and in their own time: “it really helped like to organise time so we could decide when we want to do it and that I think is really good and positive for us” (Student 6) “You can put a goal so it's like okay, at final exam I want to spend only 5 minutes doing it, and you can at home practice and you can listen carefully with your own space and in class, normally, the space doesn't help to listen very well” (Student 1). Several students reported finding it challenging to engage in listening exercises in class. They found the opportunity to engage in these activities at home at their own pace to be beneficial for their listening skills. They also shared the view that there are students who are slow learners, and sometimes they need more time to understand things compared to other students, so this approach provides them with a flexible environment where they can practice both their listening and speaking skills effectively without the fear of getting left behind. “...it makes that everyone is at the same level...”, “Yes because there are people who need more time” (Student 2). “But, for example, if in a class they put an audio and we need to do a listening. I think that it's like very difficult for me because each person have, they need a certain time. So I think that's with this. I don't know why I prefer that at home to think, to write and to rethink” (Student 6).

1.2: Better access to course material

While discussing the effectiveness of the FC approach for students, participants were of the opinion that another advantage of the FC is having better access to the course material compared to non-flipped classrooms. They agreed that in the FC they could access the resource or materials anywhere at any time, which gave them control over their learning. "Yes, we had access to the materials because we had it at home and we could play it whenever we want, re-play it..." (Student 1); "It was like a plus (yes), you had something more..." (Student 2).

1.3: More concentration

Students also highlighted the fact that they experienced greater concentration and reflection at home as compared to the non-flipped classrooms. They said that studying at home enhanced their level of engagement which ultimately resulted in improved learning outcomes. "I don't know why I prefer that [I am] at home to think, to write and to rethink" (Student 6). Another student shared this view: "Well, I think that for me though the listening and speaking at home, it's a good way because when you're at home, you are more concentrated in what you have to do" (Student 1); "I think that the most valuable thing of that is if you are at home, you can think about that a lot of time not just while you are doing listening" (Student 2).

1.4: Ease of use of FC approach

Overall, students found the FC easy to use: "I think it was easy to use it. I'd like you to know you it was easy, (Student 1), and several cited the difficulties they experienced with the non-flipped classroom format as a way of highlighting the advantages of the FC approach. For example, several students cited difficulty with listening in class. As one student commented: "when in class, you have something to say whatever you want but in class maybe you have problems with listening and you didn't understand something and then you can't say anything because you didn't understand..." (Student 1).

On the whole, the students in the focus group did not cite major difficulties with using the FC approach. As one student commented: “And it really helped to organise time so we could decide when we want to do it and that I think is really good and positive for us”. However, as we shall see below, some students expressed mixed feelings about the use of the FC, which were not entirely favorable. In addition, several suggestions for improvement were provided, which might be seen as areas for improvement.

Theme 2: Some other benefits of the FC

During the analysis of the study, it was observed that there are several benefits of the FC. Based on the participants' views, this theme is divided into two sub-themes, which are discussed below.

2.1 Effective for improving listening and speaking skills

The majority of the participants shared the view that FC provided them with the ability to discuss things better in class. They pointed out several benefits regarding improvements in listening and speaking skills: “I think it’s good. You truly engaging if when you go back to class you speak, you talk about the listening because it makes you not like remembering it for just five minutes. You have to remember it for just like at least a couple of days you can talk about it later” (Student 3).

Several students agreed that in the FC, they get more opportunities to engage and communicate with students than in a non-flipped classroom. They all appreciated the ability to discuss what they had learned at home in class, and they reported ample opportunities to speak in class “Yes, we were speaking a lot” (all students). As one student commented, “the normal class is the professor talking and talking and talking and then the activities and correcting them and all of that, but I thought that at class I was speaking more that day than in other classes” (Student 2). They shared that participation in-class activities and their interaction with each other helped them improve their speaking skills: “And then when you are at the class you have better arguments to talk about with a partner or whatever and I think it’s better for the speaking then” (Student 2).

Theme 3: Some students' mixed perceptions of the FC

3.1 Interaction with the instructor

Students' perceptions of access to the instructor in the FC were mixed. One student felt that in the FC, the instructor was able to provide more individualised attention: "I think like he [the instructor] used to speak like to each of us and like personally sometimes so he could like pay attention to our strengths". However, at least one student disagreed, stating that "Yes, just in the listening yeah, we did know if we were right or not. But in the speaking we did not really know" (Student 3). Students noted that there seemed to be less of a focus on speaking correctly (e.g., with the instructor) than on having conversations with their peers in the FC. Another participant shared this opinion: "it was cool because we had arguments and we really thought about that. But when we were there, nobody told that maybe you were wrong about that. And so maybe we were thinking something wrong or I don't know..." (Student 5).

Theme 4: Suggestions for FC improvement in future classes

While sharing their views on the FC, few participants mentioned introducing more FC sessions and activities to make the learning more beneficial to the students. According to one of the participants: "I think that to have more things to do. I think that for example the speaking the first part to know if we'd done it better or to do it another time. I don't know like to have more exercises to do" (Student 1).

All of these themes that emerged from the focus group analysis can also be linked to the Four Pillars of Flipped learning as follows (see 1.2.4):

1. **Flexible environment:** A flexible environment was mentioned eleven times, which was more than any other feature of the FC approach. One of the major benefits of the FC, according to students, is that it allows them to learn successfully at home without feeling rushed.
2. **Learning culture:** Students observed that, in the FC, there appeared to be a greater emphasis on conversing and interacting with their classmates than on speaking accurately (e.g., with the

teacher). They also mentioned that the teacher made the activities accessible to all students and was able to provide more individualised feedback.

3. **Intentional content:** In the FC, there were three references to easier access to course content. Students said that the FC had easier access to the course materials than the non-flipped classroom students. They had access to the resources or materials at any time and from any place, which also offered them flexibility.

4. **Professional educator:** In the FC, students had mixed feelings about having access to the teacher. According to one student, in the FC, the instructor was able to give more attention not only to individual students but also to small groups working together. This student also said that the teacher was more likely to notice her individual strengths, limitations, and interests. However, one student did not agree with this opinion.

3.5.3. Quantitative and Qualitative Analysis

3.5.3.1. Students' FC Driscoll questionnaires

The students' FC Driscoll questionnaires were designed to address Objective 2 - to gauge the students' perceptions of the FC approach in a higher education EAL class (see 3.4.5). The pre- and post- students' FC Driscoll questionnaires provided the study with both qualitative and quantitative data. A total of nineteen students completed the pre-course FC Driscoll questionnaire and twenty-one students took the post-course FC Driscoll questionnaire in the study group. In terms of qualitative data, on the pre-course questionnaire, eight students shared some open-ended responses to the question of what they thought could be helpful to talk about regarding their experiences with the FC approach. Two students provided positive comments and two students indicated they would like to first experience the FC to know more about it. Four students had more definite opinions: one commented that s/he thought "learning English has to be more interactive". Another reported, "I think that the flipped classroom environment is absolutely necessary". Two students commented on specific anticipated benefits of the FC approach. One said, "with the work at home I will be

able to learn more and to have a better grade”, while another believed that “in a flipped classroom environment, I think I will have more possibilities of showing my teacher and my classmates what I have learned”. Finally, as an interesting comment, another student added “I like the dynamism of class, I think doing it with the computer would be too mechanical”, which suggests that that student misunderstood the FC approach before being exposed to it.

Table 12. Results of Pre- and Post-course Students’ FC Driscoll questionnaires

	Test	N	Agree	Neither agree nor disagree	Disagree	Wilcoxon test stat.	p-value
1. In a flipped classroom environment, I think I will have / had* more frequent and positive interaction with the teacher during the class.	Pre	19	65.0%	15.0%	20.0%	453.50	.311
	Post	21	76.2%	23.8%	0.0%		
2. In a flipped classroom, I think I will have / had more frequent positive interaction with my classmates during class.	Pre	19	42.1%	31.6%	26.3%	440.00	.028
	Post	21	76.2%	23.8%	0.0%		
3. In a flipped classroom environment, I think I will have / had better access to the course materials and content.	Pre	19	52.6%	31.6%	15.8%	448.00	.006
	Post	21	95.2%	4.8%	0.0%		
4. In a flipped classroom environment, I think I will be / was more likely to have the choice regarding what learning tasks I engage in.	Pre	19	70.0%	20.0%	10.0%	438.00	.552
	Post	21	76.2%	23.8%	0.0%		
5. In a flipped classroom environment, I think I will have / had the possibility of learning at my own pace.	Pre	19	52.6%	26.3%	21.1%	426.00	.061
	Post	21	81.0%	19.0%	0.0%		
6. In a flipped classroom environment, I think I will have / had more possibilities of showing my teacher and my classmates what I have learnt.	Pre	19	47.3%	26.3%	26.4%	414.00	.305
	Post	21	61.9%	28.6%	9.5%		
7. In a flipped classroom environment, I think I will have / had more possibilities of taking part in decisions when I work in teams.	Pre	19	63.2%	10.5%	26.3%	409.00	.166
	Post	21	80.9%	19.0%	0.0%		
8. In a flipped class environment, I think I will have / had more possibilities of taking part in problem solving and developing my critical thinking.	Pre	19	36.9%	47.4%	15.7%	460.50	.004
	Post	21	85.7%	14.3%	0.0%		
9. In a flipped classroom environment, I think that the learning will be / was more active, more based on experience, i.e., more practical.	Pre	19	63.1%	26.3%	10.6%	408.00	.169
	Post	21	85.7%	9.5%	4.8%		
10. In a flipped classroom environment, I think the teacher will be / was more likely to see my strengths, weaknesses, and interests.	Pre	19	57.9%	26.3%	15.8%	412.00	.312
	Post	21	71.4%	28.6%	0.0%		

* In questions, ‘will have, ‘will be’ refer to the pre-questionnaire; ‘had’, ‘was’ refer to the post-questionnaire.

Table 12 displays and compares the quantitative data from the students’ answers for the pre-course and post-course FC Driscoll questionnaires. Responses were combined for ‘Agree’ and ‘Strongly

agree' to create one response category of 'Agree'. Similarly, responses were combined for 'Disagree' and 'Strongly disagree' to create one response category of 'Disagree'. Differences between pre- and post-questionnaires were tested using the Wilcoxon signed-rank test. Significant differences were observed for statements 2, 3, and 8. More specifically, two students on the pre-course survey disagreed with the statements: "In a flipped classroom, I think I will have more frequent positive frequent interaction with my classmates during class" (statement 2), "In a flipped classroom environment, I think I will have better access to the course materials and content" (statement 3) and "In a flipped class environment, I think I will have more possibilities of taking part in problem-solving and developing my critical thinking" (statement 8). However, on the post-course survey, no students disagreed with these statements. The very low p-values (less than 0.05) for those statements show the most significant changes in the students' perceptions before and after experiencing the FC. This suggests that students' perceptions about the use of the FC approach certainly increased.

3.5.3.2. Teacher's FC Driscoll questionnaires

The teacher's FC Driscoll questionnaires were designed to address Objective 2 - to gauge the teacher's perceptions of the FC approach in a higher education EAL class (see 3.4.5). A comparison of the teacher's pre- and post-course responses is shown in Table 13. Changes in responses between the pre- and post-test are highlighted in bold italics.

The teacher had positive views of the FC approach both at the beginning and the end of the course. Overall, there were few differences in the teacher's perceptions between the pre-course and post-course questionnaires. On the post-course questionnaire, the teacher indicated that the classroom was flipped 26-50% of the time, even though he anticipated the classroom being flipped no more than 25% of the time at the beginning of the course. The instructor also indicated his perception that students were always respected and valued by their teacher. In particular, the teacher indicated that students always had multiple learning choices in the FC, including 1) multiple opportunities to share with fellow classmates; 2) many options to share with their teacher; and 3) a wide array of choices and options for projects, assignments, and partners for group work.

Table 13. Responses for Teacher's Pre- and Post- FC Driscoll questionnaires

<i>Questions</i>	<i>Pre</i>	<i>Post</i>
1. When you flip, what percentage of the class do you flip?	0-25%	26-50%
2. You _____ flip your class.	Sometimes	Sometimes
3. In a flipped learning environment, what do you think is the teacher's role in the classroom?		
Just a class leader/lecturer/director	No	No
Just an information giver	No	No
An instructional designer: designed plans and organised the classrooms.	Yes	Yes
I took into account all of the resources available to meet the variety of my students' needs.	Yes	Yes
Trainer/mentor: I gave individual instruction to enable skilled development.	Yes	Yes
Collaborator: I shared and learned with the students as equals.	No	Yes
Team coordinator: I opened up opportunities for collaborative and social learning activities.	Yes	Yes
Advisor/facilitator: I gave assistance, advice, suggestions, or posed questions to enable students to find the information they needed.	Yes	Yes
4. What resources did you use in your flipped classroom?		
Internet	Yes	Yes
Websites	Yes	Yes
Word processor	Yes	Yes
E-mail	Yes	Yes
Chats	No	No
Wikis	No	No
You Tube	Yes	Yes
Blogs	Yes	No
Online tools: dictionaries, translators, encyclopedias	Yes	Yes
Online books	Yes	No
Online films/series/TV programmes/documentaries	Yes	Yes
Online video tutorials	Yes	No
Podcasts	Yes	No
5. What other physical resources did you use in your flipped classroom?		
Visual resources: word walls, charts, labels	No	No
Classroom library: leveled books, non-leveled books	No	No
Computers/tablets for each student	No	No
Printer	No	No
group work desk/s to work with peers or in different levels	Yes	Yes
Overhead screen and projector	Yes	Yes
6. What content did you choose to flip in your EAL classroom (i.e. students do it at home?)		
lecture/presentation	Yes	Yes
homework (lecture/presentation connected activities)	Yes	Yes
practical written assignments	Yes	No

correction (pronunciation, grammar mistakes)	<i>Yes</i>	<i>No</i>
communicative activities (speaking)	<i>No</i>	<i>Yes</i>
7. How much content did you flip in your English class?	3 out of 4	3 out of 4
8. In a flipped learning environment, what do I ask my students to do		
at home before coming to class?	<i>read a text, watch a video, answers questions, complete exercises</i>	<i>listen to an audio recording and do related tasks online</i>
during class?	<i>discuss their answers, debate the reading/video, make a proposal based on same, make notes</i>	<i>compare and discuss answers to tasks and resolve problems</i>
at home after coming to class?	<i>write a report, revise grammar, write up notes, study vocab for a test</i>	<i>prepare a sequence of language activities for the next class, following the guidelines of Moodle</i>
9. "My students make more progress learning English in a flipped learning environment." Would you agree? Why?	<i>Agree - they engage more with the material, it's more personalised</i>	<i>Yes. They were much more engaged and motivated by this way of working.</i>
10. In a flipped learning environment, you think your students will make more progress in the following skills:		
reading skills	No	No
writing skills	No	No
speaking skills	Yes	Yes
listening skills	Yes	Yes
11. Your students will have multiple opportunities to share with fellow classmates or/and a variety of classmates	<i>Sometimes</i>	<i>Yes, always</i>
12. In what ways do your students feel respected, valued, and part of the whole group?	<i>75% identified with the whole group</i>	<i>100% identified with the whole group</i>
13. In what ways do your students feel respected, valued by their teacher?	<i>75% respected and valued by their teacher</i>	<i>100% respected and valued by their teacher</i>
14. Your students will have multiple opportunities to share with their teacher.	<i>Sometimes</i>	<i>Yes, always</i>
15. How often do you inquire about the needs of my students?	1 out of 4	1 out of 4
16. Do you encourage critical thinking and problem-solving in my English classes?	Yes	Yes
17. Do your students have choices and options for projects, assignments, and partners for group work?	<i>Sometimes</i>	<i>Yes, always</i>

Note: Changes in responses between the pre- and post-test are shown in **bold italics**.

At the end of the course, the class teacher indicated that the FC classroom had remained faithful to the intended design of the FC lesson. To ensure that the FC teacher and the researcher as a developer of the FC lesson plan were aligned, the questionnaires were completed at the beginning and the end of the FC course. The teacher in the FC used a combination of the Internet, word processors, email, and YouTube videos for classroom instruction, as well as group work desks to

facilitate work with peers, a screen, and a projector. The teacher evaluated students’ work through a combination of pair or group work in class, and midterm and final exams. As a result of using the FC approach, the teacher reported, “the students were much more engaged in and motivated by this way of working”.

After implementing the FC approach and based on the positive feedback expressed by students in the study group, the class teacher decided to use the FC approach in his future teaching. This positive feedback was reflected in the FC Driscoll (2012) post-course questionnaire and the focus group carried out after the course. Furthermore, similar positive feedback also appeared in another questionnaire called ‘Questionari d’opinió’ (‘Opinion Survey’) designed by FCRI-URL, which students fill in to assess and give general feedback about the different courses they take (see Appendix 18).

Table 14. Relevant mean scores for “Questionari d’opinió” and their correlation with the Four Pillars for Flipped Learning & some of the eleven indicators of excellence in instruction.

Relevant items for this study	The Four Pillars for Flipped Learning & some of the eleven indicators of excellence in instruction	Mean score given by students in the FC group out of 5	Mean score given by students in the non-FC group out of 5
<p><i>Item 215:</i> The teacher’s knowledge of methodology and material used (bibliography, activities, etc.) are appropriate and innovative, up-to-date and favour the learning process.</p>	<p>F. Flexible environment F3: The teacher provides students with different ways to learn content and demonstrates mastery.</p> <p>L. Learning culture L.2 The teacher scaffolds these activities and makes them accessible to all students through differentiation and feedback.</p> <p>I. Intentional content I.2 The teacher creates and/or curates relevant content for students. I.3 The teacher differentiates to make content accessible and relevant to all students.</p> <p>P. Professional Educator P3. The teacher collaborates and reflects with other educators and take responsibility for transforming his practice.</p>	<p>4.46</p>	<p>4.00</p>
<p><i>Item 216:</i> The teacher fosters the student’s role in the teaching activity (helps students to express their opinions, includes individual or group tasks, etc.)</p>	<p>F. Flexible Environment F1. The teacher establishes spaces and time frames that permit students to interact and reflect on their learning as needed.</p> <p>L. Learning Culture L1: The teacher gives students opportunities to engage in meaningful activities without the teacher being central.</p> <p>I. Intentional Content I.1 The teacher prioritises concepts used in direct instruction for learners to access on their own.</p> <p>P. Professional educator P3. The teacher makes himself available to all students for individual, small group, and class feedback in real time as needed.</p>	<p>4.62</p>	<p>4.20</p>

In general, the results of these ‘Opinion surveys’ show that students in the study group valued their EAL class with higher mean scores than the control group did theirs, for all items. Table 14 compares the mean course scores given by students in both the study group and the control group for two of the questions they were asked, Items 215 and 216. These two items were selected because they are particularly relevant as they are more directly linked to the use of the FC approach. Table 14 also highlights the significant correlation between those items and the Four Pillars for Flipped Learning and some of the eleven indicators of excellence in instruction that instructors should also include in their practice to transform the FC into Flipped Learning (see 1.2.4). As can be observed, for item 215, students in the FC gave the class a higher score, 4.46 out of 10, than students in the non-flipped classroom who gave it a 4.00 out of 10. Similarly, for item 216, the score was 4.62 out of 10 for the FC class and 4.20 out of 10 for the non-flipped classroom class. This suggests that students place a higher importance on using the FC in general.

3.5.4. Methodological triangulation of data sources

After independently analysing the datasets of the different qualitative and quantitative instruments for data collection, such as the FC Driscoll’s pre- and post-course questionnaires for both students and teacher, a methodological triangulation analysis technique was also used. There are two main reasons for applying this technique. First, because it enhances the results’ validity by checking if the different instruments produce similar results, thus adding rigour, breadth, and depth to the study (Flick, 2007). In addition, it can also be used to detect some inconsistencies or to question why some data obtained in the research does not align. The second reason is that triangulation helps to create a more in-depth picture of the research questions and widen understanding by offering a different perspective. All in all, triangulation can help increase confidence in the study and reduce bias.

Tables 15 to 18 are based on the Four Pillars established by the FLN (Flipped Learning Network, 2014): Flexible environment, Learning culture, Intentional content, and Professional educator (see 1.2.4.). Educators can use these pillars to self-assess their flipped learning efforts or progress.

Tables 15 to 18 show the methodological triangulation results among the research instruments used in this study:

1. Instrument 2: An FC Driscoll’s post-course students’ questionnaire for both the study group and the FC class teacher used to gauge students’ and class teacher’s perceptions towards the FC approach (Objective 2).
2. Instrument 4: A classroom observation grid used to capture, understand, and compare FC and non-flipped classroom context. (Objective 1)
3. Instrument 5: A focus group interview to six randomly selected students in the study group to explore, record and analyse the students’ opinions of the FC regarding perceived contents (Objective 3)

The main insight based on the results is described after each table.

Table 15. Methodological triangulation of data sources results: Pillar 1

Pillar	Evidence		
	Driscoll questionnaires	Focus group	Classroom observation
1. Flexible environment	<p>On the post-questionnaire: 81% of students agreed that the FC provided the possibility of learning at their own pace.</p> <p>62% of students agreed that the FC provided more possibilities of showing their teacher and classmates what they had learned.</p> <p>The teacher reported that students always had choices and options for projects, assignments, and partners for group work.</p>	<p>There were eleven references to a flexible environment, which was higher than for any other aspects of the FC approach.</p> <p>Students reported that one of the most significant advantages of the FC is that it provides them the flexibility to learn effectively at home without feeling any pressure: “when you're at class you have to do is at the moment and maybe you put some things because at the first time you understand this but if you are at home, you can listening it again, and you can think about it”.</p>	<p>All three items associated with a flexible classroom: “I establish spaces and time frames that permit students to interact and reflect on their learning as needed”, “I continually observe and monitor students to make adjustments as appropriate,” and “I provide students with different ways to learn content and demonstrate mastery” were ranked higher in the FC than in the non-FC and were ranked at a ‘4’ or ‘5’ on a five-point scale.</p>

Main insight: The FC provided a more flexible environment than the non-flipped classroom. Specifically, it provided students with multiple ways to interact, reflect on their learning, and demonstrate mastery of their learning, and allowed the teacher to make adjustments as necessary.

Table 16. Methodological triangulation of data sources results: Pillar 2

Pillar	Evidence		
	Driscoll questionnaires	Focus group	Classroom observation
2. Learning culture	<p>On the post-questionnaire:</p> <p>81% of students agreed that the FC provided more possibilities for taking part in decisions when they worked in teams.</p> <p>76% of students thought they had more frequent positive interactions with their classmates during class in the FC.</p> <p>71% thought the teacher was more likely to see their strengths, weaknesses, and interests in the FC.</p> <p>The teacher reported that students always had multiple opportunities to share with fellow classmates and/or various classmates.</p>	<p>Students noted that there seemed to be less of a focus on speaking correctly (e.g., with the instructor) than on having conversations and interacting with their peers in the FC.</p> <p>The teacher was more likely to recognise their talents, weaknesses, and interests as a result of differentiation and feedback.</p>	<p>Both items associated with a learning culture: “I give students opportunities to engage in meaningful activities without the teacher being central” and “I scaffold these activities and make them accessible to all students through differentiation and feedback” were ranked higher in the FC than in the non-FC and were ranked at a ‘4’ or ‘5’ on a five-point scale.</p>

Main insight: The FC provided students with more opportunities to make decisions and interact with each other when they were engaged in meaningful activities while they were part of a team and without the teacher being central. The teacher was more likely to see their individual strengths, weaknesses and interests through differentiation and feedback.

Table 17. Methodological triangulation of data sources results: Pillar 3

Pillar	Evidence		
	Driscoll questionnaires	Focus group	Classroom observation
3. Intentional content	<p>On the post-questionnaire:</p> <p>86% of students agreed that the FC provided more active learning, more based on experience, i.e., more practical.</p> <p>86% of students thought they had more possibilities of taking part in problem-solving and developing their critical thinking.</p>	<p>There were 3 references to better access to course content in the FC.</p> <p>Students shared the view that the FC provided better access to the course material than the non-FC. They could access the resource or materials anywhere at any time, which gave them control over their learning.” Yes, we had access to the materials because we had it at home and we could play it whenever we want, re-play it...” (Student 1), “It was like a plus (yes), you had something more...”</p>	<p>All three items associated with intentional content: “I prioritise concepts used in direct instruction for learners to access on their own”, “I create and/or curate relevant content (typically videos) for my students,” and “I differentiate to make content accessible and relevant to all students” were ranked higher in the FC than in the non-FC and were ranked at a ‘4’ or ‘5’ on a five-point scale.</p>

Main insight: The FC provided students with more opportunities than the non-FC for active and experience-based learning, better access to learning materials, and more opportunities to access the learning content on their own.

Table 18. Methodological triangulation of data sources results: Pillar 4

Pillar	Evidence		
	Driscoll questionnaires	Focus group	Classroom observation
4. Professional educator	The teacher reported that students always had multiple opportunities to share with their teacher.	Students’ perceptions of access to the instructor in the FC were mixed. One student felt that in the FC, the instructor was able to provide more individualised attention: “I think like he [the instructor] used to speak like to each of us and like personally sometimes so he could like pay attention to our strengths,” but at least one student disagreed, stating that “Yes, just in the listening yeah, we did know if we were right or not. But in the speaking, we did not really know”.	All three items associated with a professional educator: “I make myself available to all students for individual, small group, and class feedback in real time as needed,” “I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction,” and “I collaborate and reflect with other educators and take responsibility for transforming my practice” were ranked higher in the FC than in the non-FC, and were ranked at a ‘4’ or ‘5’ on a five-point scale.

Main insight: According to the teacher, students had opportunities for individual, small group, and class feedback in real-time as needed. However, students’ perceptions were more mixed. Some felt the instructor paid attention to their individual strengths, but others did not.

3.6. Conclusions to this chapter

This chapter has described a research study into the use of the FC approach in the context of an EAL classroom, and its effects on students’ academic achievement. It has laid out methodology adopted, and the results obtained, with analysis and discussion.

We began by looking at the research paradigm together with the main research questions (RQ 1 and RQ2) and the three objectives (O1, O2 and O3). The methodology included a mixture of both quantitative and qualitative instruments for a more complete and synergistic approach. A mixed data collection methods approach was deemed appropriate for the study of the use of the FC for the following reasons. First, the quantitative data provided valuable information to compare results

for both the listening and speaking tests. In addition, the qualitative data reflected the participants' perceptions and ensured that the study findings were grounded in their personal experiences. Since this study followed post-positivist, interpretative, and critical paradigms, integrating both quantitative and qualitative data also had the potential to make the study more accurate. Hence, this methodology enhanced the analysis and the findings more than sole reliance on either qualitative or quantitative methods alone.

This chapter has also outlined the ethical considerations contemplated for this study. There is also a description of the timeframe in which the study was conducted, and a detailed explanation of both the setting where the study was carried out and the participants involved. Next, the instruments used for this study are presented in connection to the three objectives (see below), the participants, the administration place and administration week. This chapter also contains the results obtained from data collection and analysis. Discussion of the results leads to several conclusions that relate to the research questions and the objectives set at the beginning of the research process. The study aims to accomplish the following four research objectives:

Objective 1 (O1): to compare, analyse and evaluate the results obtained from the listening and speaking tests in both the study and the control group, taking into account the learning outcomes. (RQ1)

Objective 2 (O2): to gauge students' and class teacher's perceptions towards the FC approach in a higher education EAL class at the FCRI-URL. (RQ2)

Objective 3 (O3): to explore, record and analyse the students' opinions of the FC regarding perceived contents. (RQ2)

The first objective applied to both the FC study group and the control group. It was achieved by using listening and speaking tests, which provided quantitative data to address RQ 1: In what specific ways can a FC approach be effective regarding outcomes in teaching EAL in a university context with regard to: (i) listening as a language skill? (ii) speaking as a language skill? Objective 1 was achieved by carrying out pre- and post-course listening and speaking tests for the two groups

to compare analyse and evaluate students' learning outcomes (see Figure 19). Furthermore, there were also three mid-course listening tests that students in the study group took online using the FC approach, whereas the control group took those tests following a non-flipped classroom approach. Listening and speaking skills were chosen as two essential skills for the participants in this study as fully acquiring those skills and integrating them with the rest of the skills will be crucial for their future careers as journalists or audiovisual communicators. The difference in scores between the two groups was more significant in the mid-course tests when the FC approach was implemented. The mean scores for the FC group were significantly higher, especially for the first and second mid-course tests. In the case of mid-course test three, there was no significant difference in the results for both groups, although the FC approach was used in the study group and the control group used a non-flipped classroom approach. As far as the speaking skills are concerned, the results provided by the pre- and post- course tests showed that the FC group made significantly greater progress than the control group.

The first objective (see Figure 19) was also accomplished by the researcher completing an observation grid for both the FC group and the non-flipped classroom group (see Appendix 9). The observation grid provided qualitative data to address RQ1: how can the FC be an effective approach regarding outcomes in teaching EAL in a university context? The observation grid helped the researcher capture, understand, and compare the FC and non-flipped classroom contexts. The grid used is based on the Four Pillars of Flipped Learning and the eleven indicators of excellence in instruction (FNL). This grid was created to detect differences between the two groups, the control group that was using a non-flipped classroom approach, and the study group following the FC approach. The results show that the FC approach was rated higher than the non-flipped classroom across all content areas analysed. Variables such as gender and age were found not to be significant. Other variables such as administration place were accounted for by the post-positivist and interpretivist/constructivist research paradigms.

The second objective concerned only the FC study group and the teacher. This second objective was achieved by administering pre- and post- FC Driscoll questionnaires for both the study group and the class teacher (see Figure 20). The FC Driscoll questionnaires provided both qualitative and quantitative data to address RQ 2: How do students and teacher perceive the use of the FC in the

EAL classroom? Students surveyed in the pre- and post- course students' FC Driscoll questionnaires reported that the use of the FC had provided them with a positive experience and commented on its several benefits for their learning. Similarly, the class teacher's answers to the pre- and post-course FC Driscoll questionnaires suggest that he has very positive views of the FC approach, especially after having applied it in the EAL classroom. Additionally, he finds the use of the FC approach beneficial for his students and will be interested in implementing it in his future teaching. A further implication of these positive views is that after using the FC to learn EAL, students had a sense of progress and improvement which led to improving their course satisfaction.

The third objective (see Figure 21) was also applied to only the FC study group. It was achieved by conducting a focus group for the FC group (see Appendices 10-12). The focus group provided qualitative data to address RQ 2: How do students and teacher perceive the use of the FC in the EAL classroom? Objective three aimed to explore, record and analyse the students' different perceptions and opinions of the FC contents. The focus group aimed to understand and interpret what the participants thought about the FC, and to reflect on what its use meant for them. The focus group's findings highlight how students found the use of the FC approach beneficial for making progress in their learning and practising of the English language, especially in connection with their listening and speaking skills. Regarding this aspect, students in the focus group interview commented on the FC's benefits for their learning:

“... for me though the listening and speaking at home, it's a good way because when you're at home, you are more concentrated in what you have to do and when you are class, you're always talking...” or “if you are at home, you can think about that a lot of time not just while you are doing listening.”

“I think it [FC] was easy to use it. I'd like you to know you it was easy..... and that I think is really good and positive for us”

“I think that Flipped Classroom is very useful.”

It was also found that participants claimed that using the FC approach enabled the teacher to vary the instructional techniques used in the classroom. The focus group's insights let the class teacher know about benefits and drawbacks regarding the FC as a teaching approach.

In general terms, the use of the FC meant including more active learning and the use of higher-order thinking skills such as synthesizing, analysing, reasoning, comprehending, application, and evaluation, along with increased student-to-teacher interaction. The FC approach allowed a balance between higher-order thinking skills and lower-order thinking skills as it involved using instructional resources (video, podcast, printed material, etc.) before the class.

Overall, the results cast light on the use of the FC as an effective approach for teaching EAL in a university context concerning listening and speaking. The most significant aspect of the students' listening skills is that the findings revealed no change between the study group and the control group in pre- and post-course listening exams when the FC was not applied to either group. In fact, the control group, who started with a lower average score, improved significantly in their listening abilities between the pre- and post-course tests, whereas the FC did not. On the post-listening exam, the average listening abilities for both groups were quite similar, indicating that both groups had reached the same degree of listening ability.

The last chapter of this study presents some final concluding remarks and discusses the limitations of this study, together with proposals for future avenues of research.

Chapter 4. Conclusions and Further Research

4.1. Conclusions

The purpose of this chapter is to summarise the results of this research and draw some overall conclusions about the use of Flipped Learning to teach EAL. Further research, as well as several limitations, will also be considered.

As stated in Chapter 1, the FC has become one of the most popular blended learning models whose foundations are significantly influenced by behaviourism, constructivism and socio-constructivism. One of the major changes that the FC promotes is the shift in the teacher's role, which changes from being just a content giver to an organiser, helper, and mentor. This first chapter also explored how the FC addresses the shortcomings of the conventional non-flipped approach. It also reviews how pedagogies for improving teaching and learning have evolved, and the FC, as a 21st century pedagogical approach, is no exception.

Chapter 2 discusses how there is a tendency to think that every time a new technology changes our way of life, it will also revolutionise education. Although technology can help with education, it is perhaps mistaken to see it as the only answer. Therefore, teachers should consider how to use technology to enhance meaningful learning and equip students with key skills such as communication, collaboration, creativity, and critical thinking. This may present teachers with more opportunities to engage students, regardless of whether they use technology, if they assist students in developing those abilities. This chapter discusses how, by means of the FC, teachers can concentrate on their students' weak points and involve them in more active, project-based activities. The FC approach not only fosters student engagement but can also help to build team-based abilities. However, certain disadvantages to using the FC approach may arise. First, it may be challenging for teachers to explain to students how to use online resources. Secondly, some students may have restricted computer and internet access thus hampering use of the FC approach.

In such cases, it is critical that the teacher makes sure there are other ways in which students can obtain information. Additionally, on some other occasions, the FC approach requires students to watch pre-recorded videos, which implies that if they do not, the flipped class may fail.

Chapter 3 outlines how the research study was conducted and presents the findings. On the basis of the results, it can be concluded that the use of the FC approach, as a type of blended learning, can be an effective approach for teaching EAL in a university context. However, to answer RQ1, we need to know *how* the FC can be effective regarding outcomes.

Let us first consider the case of listening skills. The quantitative results show similar slight improvements in the students' listening skills in both the study and control group. Thus, the study reveals that in the pre- and post-course listening tests, which were done in class for both the FC and non-flipped class, students improved their listening abilities. That is to say, in both classrooms, the mean and median pre- and post-course listening test results improved. Furthermore, and unexpectedly, the control group's learning curve was significantly greater than the study group's. In other words, the control group began the English course with considerably weaker listening abilities than the study group but was able to catch up with the study group by the end of the course. This improvement in the control group's learning curve might have been because the class teacher, knowing that this group was weaker, gave extra listening assignments (see 3.5.1.1). Some other significant differences appear in relation to the mid-course listening tests 1, 2 and 3. While on mid-course tests 1 and 2, students in the flipped classroom performed considerably better than students in the non-flipped classroom, there was no significant difference between the two classrooms on mid-course test 3 (see 3.5.1.2). It is worth noting that the study group's midyear tests were conducted online, in accordance with the FC approach. In contrast, the control group completed the same mid-course tests in a non-flipped classroom setting. Thus, it would seem that, based on the results of this research study, the FC is no more effective in learning outcomes as measured in listening tests than the non-flipped classroom.

However, the findings for speaking skills reveal the most significant differences between the study and control groups. The fact that the study group used the FC approach, and thus did the listening tasks outside the class, resulted in the creation of greater opportunities and additional time in class

for students to practise speaking activities, as can be inferred from students' positive perceptions about the use of the FC. In addition, the FC created a higher level of communicative interaction between students and the class teacher. Therefore, we can conclude that the FC approach may have played a significant role in the study group students' improved final performance in the speaking tests. So, on the basis of this research study, we claim that, in answer to RQ 1, the way in which the FC is effective regarding outcomes is through significant development in speaking skills as measured in learning outcomes in speaking tests.

According to students, the FC environment provided more engagement and active learning, which may have contributed to their improvement in speaking skills. This supports the idea that learning is promoted when learners are engaged in solving real-world problems, when new knowledge is demonstrated to the learner, and when new knowledge is applied by the learner. Learning involves real-world participation and to accomplish learning, learners need to work on papers or participate in real-world projects. In this study, the students in the FC were the ones doing what Kirch (2014) calls the TWIRLS: the Thinking, the Writing, the Interacting, the Reading, the Listening and the Speaking, which are essential skills for any learning process. Therefore, students who participated in the focus group revealed that the FC provided them not only with opportunities to practise more but also to show what they had learnt.

Additionally, although students were encouraged to work collaboratively in both the study group and the control group, the results of this study indicate that the FC environment gave students in the study group more collaborative learning opportunities to improve their speaking skills in English. Unlike in the non-flipped classroom, students in the FC were more able to collaborate and interact with their peers and share their knowledge; their learning depended not only on the individual but also on the social relations they were able to establish in the face-to-face sessions with the teacher and their other classmates. There is a need for greater emphasis on collaborative learning and attaching importance to acting rather than knowing, and the reciprocal character of the interaction through which individuals, as well as cognition itself, are considered socially and culturally constructed. Similarly, the principles of constructivist and socio-constructivist learning theories, which support and encourage collaborative learning, show that learning can be constructed by an active learner through the social environment and / or a facilitator, as mentioned

in the theoretical framework (see Chapter 1). Hence, in the FC group, the teacher was immersed in learning with his students, recognising that teacher and learners fulfil both roles simultaneously. This finding also explains the more significant growth in the study group's speaking skills by using the FC. Conversely, in the non-flipped classroom approach, students were more passive individual learners and were less focused on their tasks, as this type of learning is based on a paradigm in which knowledge is merely reproduced. In this study, the methods used in the non-FC were based on books, printed handouts, drilling sessions and repetitive structured classroom activities.

The data also suggests that the FC made the learning and practising of listening and speaking skills more personalised since it facilitated students' different learning rhythms and attended to their different learning needs and styles. Furthermore, the use of the FC approach provided a more flexible environment for students to practise both their listening and speaking skills as they could do so both inside and outside the classroom. Moreover, the observations of the flipped and non-flipped classrooms showed the use of the FC encouraged students to use their higher-order thinking abilities such as inquiry and discovery, while practising their listening and speaking skills (see 1.1). Students reported that this process made their learning more effective and interesting. Therefore, students in the FC group were responsible for remembering and asynchronously understanding content in their independent space. In their synchronous group space, face-to-face with the rest of the students and their class teacher, they then had more opportunities to practise and apply what they had learnt.

Furthermore, the results of this study suggest that in the FC, there was a positive change in the teacher's role. He became more of a discussion facilitator, a hands-on project leader and counsellor. Unlike his role in the non-flipped classroom, in the FC, the class teacher could concentrate more on building relationships and helping students to practise their English. In other words, the FC approach made the English classes less teacher-centred and more student-centred, which forced students to participate more in their English class and thus put their speaking and listening skills into practice. This change in the teacher's role may also have encouraged maturity and independent learning among students. By assuming responsibility for listening to the audios outside the classroom, students participated in the management of their own learning. In contrast to the non-flipped classroom, the FC learning environment affords the opportunity to shift the role

of teacher from delivering content to listening, engaging with, and supporting learners. All in all, designing and implementing a FC allowed the class teacher to innovate and foster lifelong learning skills among his students.

The Four Pillars of the F-L-I-P classroom approach i.e., flexible environment, learning culture, intentional content, and professional educator, were also put into practice in this study and contributed to the creation of flipped learning (see Chapter 1). In terms of flexible environment, the teacher in the FC group provided both online content via the LMS and face-to-face classroom activities so that students could practise their listening and oral skills and could demonstrate their mastery. Regarding learning culture, the FC plan followed a student-centred approach, where students could actively participate in meaningful and collaborative oral activities, which also contributed to producing positive outcomes in their communicative skills. Likewise, the class teacher and the researcher uploaded the audios and created exercises for both the listening and speaking tasks to be accessed by the study group outside the classroom. In preparing the FC, they developed intentional content that was designed to engage students in the course content before they attended class so that they could dedicate more class time to practising communicative activities, thereby enhancing students' speaking skills. Finally, the class teacher and the researcher were professional educators who were continually observing students to provide feedback and assess their performance so that students could make progress in their listening and speaking skills.

High-quality educational technology research is needed to provide evidence of the actual influence of technology on the educational process. Therefore, to be able to demonstrate the real impact of the application and use of technology in terms of improvement, it is important to observe the educational context in a systematic way. Thus, this study contributes to the increasing body of academic research into the FC approach and supports the tenet that the FC can be used to successfully teach EAL in higher education (see 1.1). The FC can help students practise their listening and can particularly contribute to improving their speaking skills. Current research studies by Wilson (2013), Johnson (2013), Smith (2013), and Bergman & Sams (2012) have produced similar positive findings about the use of the FC. Others offer conclusive results about the effective use of the FC for the teaching of other language areas. For example, Basal (2012) implemented the FC in his English language classes to teach an advanced reading and writing

course at Yildiz Technical University (Turkey). After applying the FC approach and using some of his students' reflections, he reached the conclusion that students had a more positive attitude towards the use of the FC for reading and writing skills. Furthermore, Huang and Hong (2016) looked into the effects of using the FC approach in their English classroom to teach reading comprehension skills and also concluded that their students' reading skills had improved significantly after implementing the FC approach. Another example can be found in Nicolosi (2012), as cited in Ekmekci (2017, p. 73), who focused on teaching grammar through the FC approach. After flipping her grammar lessons, she indicated that this approach had given her the opportunity to be more aware of her students' self-understanding and knowledge when learning grammar. She also revealed how the FC helped her to give her students the necessary support to enhance grammar learning.

These studies provide sound evidence in support of the FC. However, we should also be aware that the FC approach is not easy to apply in the sense that it can be time-consuming, especially in the initial stages. Implementation of the FC should happen in phases since it requires planning, preparation and, of course, some technical expertise, which can be challenging for both students and teachers. It is important to acknowledge that there are some potential pitfalls. The use of technology can divide students digitally as there is also a chance that students might not have equal access to the internet. Moreover, students might feel isolated by doing online tasks outside the classroom, which may represent a potential disadvantage for students who do not enjoy working like that. In addition, preparing online material and activities for the FC can be a laborious and time-consuming process for FC teachers, who also may have to learn how to use certain technological tools. Moreover, the FC approach is not a magic tool that will save education, as it involves several inherent challenges. For example, teachers using this approach need to persuade students to access the online material or activities before the class. If not, students will go to their class unprepared. Nonetheless, this research shows that the FC can, if used efficiently and for the right reasons, help students to learn more effectively, and feel more motivated and engaged in the process of learning. The FC is not simply about the use of technology in the classroom but also about how to make the best use of valuable face-to-face class time with students so that more profound learning can occur.

Adoption of the FC approach involves a paradigm shift for both teachers and students. This study shows how the use of the FC encouraged the teacher to discover the best opportunities to help students improve their listening and oral skills and develop higher-order critical thinking skills to make students' learning relevant. This research also reveals that when the FC approach is planned carefully and used effectively, it enhances active learning, strengthens collective work and can help in the learning and teaching of EAL.

To conclude this section, it is important to highlight that COVID-19 has changed educational perspectives as both teachers and students have had to swiftly adjust to new teaching and learning environments. By shattering some of the assumptions of pre-pandemic teaching and learning, the FC may have helped to make this shift simpler and open up the future of education. There are three basic pre-pandemic assumptions that have been put under the spotlight. The first assumption is that information, like technology, may be scarce and difficult to obtain. Therefore, it is assumed that teachers are the only source of information, and their job is to transfer that information to their students. So, on the basis of this assumption, teaching is seen from a behavioural perspective as a transmission (see 1.3.1). The FC has made it abundantly clear to teachers and learners that information is widely available, and technology is the main tool for accessing it. Secondly, there is the belief that when students come to class, they have no prior knowledge of the new topics to be acquired and teachers are required to continually load their heads with information. The FC, on the other hand, encourages students to develop their own ideas before coming to class. Finally, the third assumption, that students lack the ability to teach and organise themselves, is challenged by the evident self-regulation and self-teaching skills developed in the FC environment.

The pandemic has revealed to both teachers and students that they do not need to be in the same place at the same time to teach and receive instruction. It has shown the importance of flexible space and time. In other words, students can learn, and teachers can teach outside the boundaries of their classrooms and can also choose when they want to learn. Furthermore, it has shown them that although synchronous face-to-face lecturing is a suitable teaching method, technology may also provide good options for learning. Having now experienced technology as part of their learning model, students are unlikely to accept attending a class and spending their time just sitting and listening to a teacher. In conclusion, by reversing Bloom's taxonomy (see 1.1), where

remembering and understanding take place outside the classroom while applying, analysing, evaluating and creating take place in it, the FC is essentially in tune with what education and students require currently, and it may serve as a roadmap for resolving educational challenges.

However, this does not mean that merely flipping a class will make it more effective or turn students into successful learners; effective teaching and meaningful learning still need to happen in a FC environment. To conclude, from the results obtained, we may deduce that a FC approach is a promising pedagogical approach to improve students' listening and mainly speaking skills when appropriately designed.

4.2. Limitations and further research

Inevitably, the findings of this study have to be seen in the light of certain limitations. There were three major limitations, which relate to time, sample size and research design. The first limitation concerns the four-month period over which the study took place. This constraint was determined entirely by the availability of the class teacher, the study and control groups and the timing of the course itself. This is relevant because if there had existed the opportunity to extend the study over a longer time period, it would have provided the researcher with more observation and testing opportunities to see more varied differences in the final outcomes. The second limitation regards sample size. Therefore, to ensure reliability of the results, the study should be replicated with a larger sample in classes that are approximately equal in size. Additionally, a relatively small number of participants took part in the study. This study comprised a total of sixty-three students, twenty-five in the study group and thirty-eight in the control group. If the study had been based on a larger sample size, it could have yielded much richer data from which to draw conclusions. The scope of this study was also limited in terms of there only being one class teacher involved. While this was justified by the fact that the class teacher was only available for this period of time, it also prevented the researcher from making comparisons among other teachers and checking if the implementation of the FC would have had similar results with other teachers involved. For example, it would have been interesting to compare how those teachers could have used the FC and the result of its implementation in their classes. This is important because the study could have

benefited from different teachers' perspectives since no two teachers are alike. The third major limitation relates to research design, which itself was constrained by the limitations of time and sample size. Had it been possible, for example, to study a much larger population of students, with more teachers, involving other language skills such as reading and writing, as well as the language areas of grammar, vocabulary and pronunciation, the research design might have encompassed a broader range and number of instruments. Furthermore, the instruments used for the study may need to be reviewed for future research, for example, instrument 1 (pre-and post-course listening tests) and instrument 3 (mid-course listening tests 1, 2 and 3). These were designed to compare, analyse, and evaluate the results obtained from both the study group and the control group, taking into account their learning outcomes. The questions in those tests may have been slightly too easy for students taking the tests, resulting in a ceiling effect (when a high proportion of participants have maximum scores on a variable). In other words, the mean test scores may have been skewed and have had minimal variation, thus making meaningful analysis of the data difficult.

Likewise, instrument 2, the pre- and post-course FC Driscoll questionnaires used for both the FC group and the class teacher to measure students' and teacher's perceptions of the FC approach may also need to be reviewed as some of the questions may be biased towards the potential benefits of the FC approach. For example, question 3 in the teacher's responses to pre- and post-course questionnaires (see Table 13) uses the adverb 'just' in 'Just an information giver', which may be regarded as leading. At the time of the study, such shortcomings were not apparent as the Driscoll questionnaires had been validated by the Flipped Learning Network's Research Committee (Flipped Learning Network Hub, 2014). It is for precisely this reason that this is included in the 'Limitations and further research' section. Similarly, to eliminate any possibility of bias, the classroom observation grid (instrument 4) might have been implemented by more experts besides the researcher. Finally, the focus group (instrument 5) might have benefitted from the involvement of more than six students, and another focus group could have been conducted at the beginning of the course to provide more data to contrast results obtained in the final focus group. Additionally, expanding the study to subjects other than EAL might have provided the researcher with more data for the purposes of contrast if similar results could have been obtained by the implementation of the FC.

These limitations provide indications as to future lines of research. One possible future line of research would be to investigate the application of the FC approach with a larger number of university students. Further studies could include students doing other degrees offered by Ramon Llull University (URL), namely Psychology, Education, Sports Management, Business Administration and Management, degrees in Health Sciences, Business and Design, among others. This approach of expanding the sample size has its strengths and weaknesses. The more one stands back to see the larger picture; the more one loses sight of the detail. Therefore, by using a fairly limited sample, the researcher was able to observe the FC and its use very much in detail and from her own experience. Other possible research studies could involve more than one class teacher applying the FC approach and more than one researcher observing and analysing it. In other words, it would be enriching to include other university instructors teaching the same English language skills, i.e., listening and speaking. This alternative type of research could also be done at the same level of language competence (C1) or also at other CEFR levels of language competence.

An alternative line of research might be to investigate the use of the FC approach to explore the benefits that it might have in other language areas. As previously indicated in the conclusions to the study, there are related studies in the literature that have examined the effect of flipped instruction on grammar, reading and writing skills development in language pedagogy. However, further research can provide insights as to the effect of the FC on vocabulary development or academic skills, such as note-taking, presenting and discussion, and writing for specific purposes. It might also be interesting to see if these language and academic skills benefit equally or differently from the use of this approach and, if so, in which ways. Further research might also be done at universities outside Catalonia with students and lecturers from other universities around the world where English is also taught as an additional language.

Finally, the fact that the FC is based on a student-centred approach and is a more customised, individualised type of learning suggests that it would be worth studying the possible benefits of this approach in Universal Design for Learning programs (UDL). According to the UDL teaching and learning approach, all students should be given equal opportunities to succeed. Thus, the FC approach could easily assist in UDL, since as previously shown in this study, it offers flexibility in the ways students access material, engage with it and demonstrate what they know.

Throughout this thesis, I have emphasised how my work makes an important contribution to our understanding of how the FC can benefit students' language skills. Specifically, I have shown how the FC can help students improve their speaking skills by creating valuable time for rich student engagement in deep and meaningful interaction. In doing so, this thesis contributes to our broader understanding of how the FC can positively transform learning and teaching.

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Appendices

Appendix 1. Initial Listening: test 3 part 3 (source: Advanced trainer) September 2018

Name:

Students' copy

Date:

You will hear a conversation on a local radio station between a presenter and Angela Staveley, the director of an arts festival in the town of Marston. For questions 1-6, choose the answer (A, B, C or D) which fits best according to what you hear.

1. What was the town council's main reason for holding a festival?

- A to celebrate an important landmark in the town's history
- B to encourage different groups of people to mix
- C to collect money for local charities
- D to raise the town's profile

2. Angela was appointed as festival director because of her

- A experience of running festivals
- B skill at managing large-scale events.
- C useful contacts with artists and performers.
- D familiarity with a wide range of arts.

3. What difficulty has Angela had organising the festival?

- A making sure everything is done in time for the festival
- B raising enough funding to cover the full cost of the festival
- C making use of all the offers of help she has received
- D finding people with the areas of expertise she needs

4. How does Angela feel that organising the festival is affecting her?

- A It is teaching her a great deal about working with people.
- B It is making her aware that her reactions are sometimes inappropriate.
- C It is proving to her that she can cope with stress better than she thought.
- D It is making her realise that she should change the way she works.

5. Angela and the interviewer agree it is a good idea for the programme

- A to present the widest possible variety of art forms.
- B to form connections that make one event lead into the next.
- C to make links between the events and aspects of the town.
- D to give local clubs and organisations an active role in the festival.

6. How does Angela feel about organising another festival in the future?

- A She would want to take part in the early decision making.
- B She would be interested in organising one that is not for the arts.
- C She would like to have a different role in a festival.
- D She would need to have more assistants.

Write your answers here:

1	2	3	4	5	6

Appendix 2. Listening test 1

07/08/2020

New English File Advanced 3rd Edition: unit 1B Listening: Exercises 3 d+e (page 11) October 2018

New English File Advanced 3rd Edition: unit 1B Listening: Exercises 3 d+e (page 11) October 2018

Give the answers to the following questions that appear in unit 1B, exercise 3, page 11 in your New English File Advanced book.

You will find the Mp3 recordings in your SCALA.

Unit 1B Exercises 3 d and e (page 11):

Listen to an interview with Lisa Imlach, who works for Syscanner and answer the following questions about it.

* Required

1. Your NAME and SURNAME *

2. 1. Exercise d: What is her position in the company? *

3. 2. Exercise d: How positive is she about the company and her job on a scale of 1-5 (5=very positive) *

Mark only one oval.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 8. 7. Exercise e : Q4 What three benefits does she mention about working for Skyscanner? *

- 9. Exercise e : Q5 Which benefit does she value more highly and why? *

- 10. Exercise e : Q6 What challenge does she say that the company faces? *

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Appendix 3. Listening test 2

07/08/2020

New English File Advanced 3rd Edition: Unit 2B Listening (5): exercises a+c+d (page 21) October 2018

New English File Advanced 3rd Edition: Unit 2B Listening (5): exercises a+c+d (page 21) October 2018

Give the answers to the following questions that appear in unit 2B: Listening , exercise 5 a+c+d in your New English File Advanced book.

You will find the Mp3 recordings 39 and 40 in your SCALA.

* Required

1. Your NAME and SURNAME *

2. Exercise a (Mp3- 39) Listen to three people talking about their earliest childhood memory and answer the questions for each speaker. SPEAKER 1- question 1: How old is he/she? *

3. Exercise a (Mp3-39). Listen to three people talking about their earliest childhood memory and answer the questions for each speaker. SPEAKER 1- question 2: What event was his/her memory of? *

4. Exercise a (Mp3-39). Listen to three people talking about their earliest childhood memory and answer the questions for each speaker. SPEAKER 1- question 3: What emotion(s) did he/she feel? *

5. Exercise a (Mp3-39). Listen to three people talking about their earliest childhood memory and answer the questions for each speaker. SPEAKER 2- question 1: How old is he/she? *

6. Exercise a (Mp3-39). Listen to three people talking about their earliest childhood memory and answer the questions for each speaker. SPEAKER 2- question 2: What event was his/her memory of? *

7. Exercise a (Mp3-39). Listen to three people talking about their earliest childhood memory and answer the questions for each speaker. SPEAKER 2- question 3: What emotion(s) did he/she feel? *

8. Exercise a (Mp3-39). Listen to three people talking about their earliest childhood memory and answer the questions for each speaker. SPEAKER 3- question 1: How old is he/she? *

9. Exercise a (Mp3-39). Listen to three people talking about their earliest childhood memory and answer the questions for each speaker. SPEAKER 3- question 2: What event was his/her memory of? *

10. Exercise a (Mp3-39). Listen to three people talking about their earliest childhood memory and answer the questions for each speaker. SPEAKER 3- question 3: What emotion(s) did he/she feel? *

11. Exercise c (Mp3-40). You're going to listen to a radio programme about some research that has been done on first memories. Answer the questions 1-5 about it. Question 1: How far back in our lives can we usually remember things? *

12. Exercise c (Mp3-40). You're going to listen to a radio programme about some research that has been done on first memories. Answer the questions 1-5 about it. Question 2: Why can't we remember things before that age? *

13. Exercise c (Mp3-40). You're going to listen to a radio programme about some research that has been done on first memories. Answer the questions 1-5 about it. Question 3: What kind of a) feelings and b) events might people be more likely to remember? *

14. Exercise c (Mp3-40). You're going to listen to a radio programme about some research that has been done on first memories. Answer the questions 1-5 about it. Question 4: Are our first memories mostly visual or of sounds and smells? *

15. Exercise c (Mp3-40). You're going to listen to a radio programme about some research that has been done on first memories. Answer the questions 1-5 about it. Question 5: Why might some people's first memories be unreliable? *

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Appendix 4. Listening test 3

07/08/2020

New English File Advanced 3rd Edition: Unit 4B Listening (7): Exercise c (page 41) parts 1+2+3 Nov 2018

New English File Advanced 3rd Edition: Unit 4B Listening (7): Exercise c (page 41) parts 1+2+3 Nov 2018

Give the answers to the following questions that appear in unit 4B: Listening, exercise 7c parts 1+2+3 on page 41 in your New English File Advanced book.

You will find the Mp3 recordings 35, 36, 37 in your SCALA

You are going to listen to an interview with Beverly Johnson, a professional translator working in Spain. Listen to the interview and select the best answer: a ,b, c for the different parts.

* Required

1. Your NAME and SURNAME *

2. Part 1: 1 One of the reasons Beverly decided to become a translator was that..... *

Mark only one oval.

- A. She thought teaching English was boring
- B. She really enjoyed the postgraduate course that she took.
- C. She wanted to be self-employed.

3. Part 1: 2 Which of these does she mention as one of the drawbacks of being a freelance translator? *

Mark only one oval.

- A. A low salary
- B. No paid holidays.
- C. Time pressure
- Other: _____

4. Part 1: 3 Beverly's advice to would-be translators is to... *

Mark only one oval.

- A specialize.
- B. study abroad.
- C. take a translation course.

5. Part 2: 4 Most people who translate novels into English... *

Mark only one oval.

- A. don't do any other kind of translation work.
- B. prefer translating authors who are no longer alive.
- C. often concentrate mainly on one particular writer.

6. Part 2: 5 She mentions the advertising slogan for Coca-Cola" as an example of... *

Mark only one oval.

- A. how difficult it is to convey humour in another language.
- B. how you cannot always translate something word for word.
- C. how different cultures may not have the same attitude to advertising.

7. Part 3: 6 The Sound of Music was translated into German as... *

Mark only one oval.

- A. 'All dreaming together'.
- B. 'Tears and dreams'.
- C. 'My songs, my dreams'.

8. Part 3: 7 Which of these is not mentioned as a problem when translating film scripts?

*

Mark only one oval.

- A. Having enough room on the screen.
- B. Conveying the personality of the speaker.
- C. Misunderstanding the actors' words

9. Part 3: 8 The problem with translating swear words in a film script is that... *

Mark only one oval.

- A. They may be more shocking in other languages.
- B. They may not be translatable.
- C. You can't use taboo words in some countries.

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Appendix 5. Final Listening test Advanced level

Students' copy

Name:

Date:

You will hear an interview for a student magazine with Penny and Giles, who have both just returned travelling around the world. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear.

1. Why did Giles decide to stay abroad for more than one year?

- A to decide which country he would eventually settle in
- B to gain work experience in a number of countries
- C to try and get his articles published in different countries
- D to become familiar with the cultures of other countries

2. What did Penny and Giles both find unexpected about their time abroad?

- A how little they knew about other countries
- B how difficult it was to learn other languages
- C how unadventurous they were about food
- D how many people were willing to talk to them

3. What aspect of tourism does Penny criticise?

- A the motives that some tourists have for travelling
- B its effect on traditional crafts
- C the physical changes that are made to some places
- D its economic impact on an area

4. Giles's reference to an incident that happened in Thailand is probably intended to illustrate

- A his wish to avoid commitments.
- B his pleasure in making new friends
- C his sense of responsibility
- D his difficulty in learning foreign languages.

5. In relation to what he does in the future, Giles has decided

- A to work abroad for a period as a journalist
- B to go ahead with his plan of becoming a travel journalist.
- C to maximise his chances of getting work ever
- D to change to a career in politics.

6. Penny says that when she arrived back home, she felt that

- A some parts of her trip had been disappointing
- B in some ways Britain seemed strange to her
- C the best part of her life seemed to be over
- D it was a relief to resume her usual way of life

Write your answers here:

1	2	3	4	5	6

Appendix 6. Initial Speaking test

09/08/2020

Advanced level: Speaking test- September 2018

Advanced level: Speaking test- September 2018

Speaking practice test for advanced learners: exam practice for C1 exam speaking part 1.

ACTIVITY:

STEP 1: SPEAK for about 1.5 / 2 minutes (max) and RECORD yourself using your mobile phone.

STEP 2: SAY your NAME and SURNAME at the beginning of the recording

STEP 3: UPLOAD the recording to your Google Drive

STEP 4: Get a SHAREABLE the LINK of the recording and PASTE that link in the questionnaire below.

* Required

1. Name and surname *

2. Exercise 1: Knowing something about you. Answer the questions in the dropdown menu *

Mark only one oval.

- Where are you from?
- What do you enjoy about learning English?
- What do you do?
- How long do you plan to continue doing that?
- What are you plans for the future?

3. EXERCISE 2: Questions about other topics. Choose ONE or TWO of the following topics for your recording. *

Mark only one oval.

- How important do you think it is to get on well with your neighbours?
- Tell me about a special journey you have made.
- What kind of music do you enjoy most?
- What famous person would you most like to have dinner with?

4. PASTE the shareable link in the space below *



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Google Forms

Appendix 7. Final Speaking test

Level 5 Final Speaking Test

WARM-UP - EXAMINER: I am going to ask you each a question.

1 Answer one of these questions, giving reasons and examples to illustrate your answer.

- 1 What kind of work would give you job satisfaction?
- 2 Which three adjectives best describe your personality?
- 3 Which personal characteristics have you inherited from your parents?

2 Talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'It is not possible to be both successful and happy.'
- 2 'You can easily tell someone's personality type just by looking at their social media profiles.'
- 3 'There are many things in life that are more important than work.'

PART A - EXAMINER: Now I am going to ask you to discuss a couple of questions. This is an interactive activity. You can both speak.

- 1 What are some activities that you did when you were younger that you no longer do?
- 2 What did you dislike doing when you were a child?
- 3 What was your favourite thing about school when you were a child?
- 4 Would you rather go out with a group of friends or just one person?

Now talk about this statement, saying if you agree or disagree. Give reasons.

- 1 'Childhood is the most important part of everyone's life.'
- 2 'Today, people are encouraged to be too materialistic.'
- 3 'Money can't buy you love.'
- 4 'I wish I could be a child again.'

PART B - EXAMINER: This is an interactive activity. I am going to show you EACH a picture, and you are going to speculate and make deductions about this event in the past.

1. What do you think might have happened here?
2. Could you express your opinion about it?

PART C (JOURNALISM) - EXAMINER: This is our last activity. We are going to talk about journalism. I am going to ask you to discuss a couple of questions. This is a discussion.

- 1 Do you like discussing current affairs with people? Why (not)?
- 2 When interviewing someone, do you think it's better to prepare all the questions in advance or to be more spontaneous and come up with the questions during the interview? Why?
- 3 What type of job in journalism would you like to do in the future? Why?

And now consider this statement and tell me if you agree or disagree. Give reasons.

- 1 'These days, it's difficult to know whether something is true or just fake news.'

2 ‘Social media like Facebook and Twitter are not good sources of news.’

PART C (AUDIOVISUAL COMMUNICATION) - EXAMINER: This is our last activity. We are going to talk about movies and TV series.

I'd like you to discuss movies with each of you making a recommendation to the other. You are going to each recommend a RECENT movie that you think has some exceptionally good production values or technical elements, or else has a very strong plot and structure.

This is a discussion so feel free to ask each other questions as well. (You have 3-4 minutes.)

PICTURE A



PICTURE B



Appendix 8. FC Lesson plan for FC class based on Listening 3

English File Advanced- Unit 4B page 40 Exercise 7 Listening (part 1+part 2+ part 3)

Lesson plan consists of the following 7 STAGES:

STAGE 1: Introduction/discovery/inquiry

Place: in-class- Before they do the listening exercise at home

Time: 10-15' minutes

Activity:

A. Ask students about the topic of the listening: Translation: general questions (what they think about it...)

B. Use the activity in the book: Think of 3 questions you would like to ask a translator about the job. Then, do the listening online (at home) and check if the speaker answers any of your questions. Teacher checks this in the next class.

STAGE 2: Delivery of lesson (via SCALA/Moodle)

Place: outside the class- students do the listening exercise at home

Time: listening length: ???

- Students take as long as they need 10-15' minutes approx.

Activity: You are going to listen to an interview with Beverly Johnson, a professional translator working in Spain. Listen and answer the questionnaire online (Moodle) about the listening.

STAGE 3: Students' reflection and accountability

Place: outside the class/inside the class (?)

Time 15'-20'

Activity: W.S.Q. (**W**atch, **S**ummarise and **Q**uestion) (Kirch, 2016) transformed into **L.S.Q.** (Listen, **S**ummarise and **Q**uestion):

L.S.Q.: Individually, students do not only listen to the recording but they also **write/take notes/summarise** about what the listening is about. They can just hand write the questions to be shared with the teacher later. Students individually **also** are asked to **prepare/think of some questions that they may have had about the listening**: for example, questions they could not answer (why) difficulties about understanding certain words/expressions

STAGE 4: Class group and discussion

Place: in class

Time: 15'-20'

Activity: Discussion (in groups & with the teacher)

Students shuffle in small groups, and they share difficulties they had with the listening with their classmates (peer instruction) and the teacher in class to solve problems or doubts by interacting with each other. The teacher circulates around the class the whole time listening to the students' discussions with each group for some minutes: The teacher takes notes of the problems, corrects students' mistakes, and decides if more instruction is needed (listen to the recording or parts of the recording again (?), for example). The teacher is in the class to help those students who got stuck while those students who are more advanced can benefit by getting into a deeper discussion

on the topic, for example. This gives the teacher the opportunity to design useful and engaging activities for discussions.

STAGE 5: Practice and apply information

Place: in class

Time: 20'-25'

Activity: students practice and apply what they have learnt from the listening: new vocabulary, new grammar, new expressions.... With a real-world activity: since they are cinema students in pairs/groups, they are asked to translate part of a cinema script and relate it to the listening on translation (share class worksheet 1).

This gives students the chance to see practical applications (real-world) of what they learnt through the listening (vocabulary, grammar, expressions....). At this stage of the flipping, students, with the teacher's help can also correct the worksheet, clarify the answers to questions....

STAGE 6: Review and assessment

Place: in class

Time: 10'-15'

Activity: students complete assessments/assignments/quizzes based on the listening. The teacher uses a number of different methods to review and assess the students' progress

This is done in small groups/pairs/individually with the teacher. The teacher uses a worksheet (...). vocabulary/grammar/expressions...) or an online test in class, in this case.

STAGE 7: Connection to the next concept/listening

Place: in class

Time: 5'-10'

Activity: The teacher wraps up the lesson and tries to link it to the next lesson/listening.

Ideally, the teacher connects the content of this lesson, listening, to the following one -listening-
Example: would you now try the next listening for our next class in the unit.

Appendix 9. Class Observation Grids for both groups based on the 11 Flipped Learning Network indicators

FC

Content	Indicators Group: Flipped Classroom. Date: Nov 2018	1 low	2	3	4	5 high	Researcher's notes about the observation session for the FC
<p>Flexible environment: Educators:</p> <p>a. create flexible spaces in which students choose when and where they learn</p> <p>b. are flexible in their expectations of student timelines for learning and in their assessments of student learning.</p>	F.1 I establish spaces and time frames that permit students to interact and reflect on their learning as needed.				X		<p>Students sit in a circle. They successfully follow my lesson plan sitting in a circle (see Appendix 8)</p> <p>Stage 4: (see Appendix 8)</p> <p>Stage 5: (see Appendix 8)</p>
	F.2 I continually observe and monitor students to make adjustments as appropriate.				X		
	F.3 I provide students with different ways to learn content and demonstrate mastery .					X	
<p>Learning culture: Flipped Learning shifts instruction to a learner-centered approach. In-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.</p>	L1. I give students opportunities to engage in meaningful activities without the teacher being central .					X	<p>Class is student centred, students really involved asking lots of questions-</p> <p>Students discussing among them themselves and with the teacher</p> <p>Students are really engaged, working in groups, asking a lot of questions.</p>
	L2. I scaffold these activities and make them accessible to all students through differentiation and feedback.					X	
<p>Intentional content: Educators: - help students develop conceptual understanding, as well as procedural fluency - determine what they need to teach and what materials students should explore on their own. - use Intentional Content to maximie classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.</p>	I1 I prioritize concepts used in direct instruction for learners to access on their own.					X	<p>Working together. I small groups/pairs</p> <p>Teacher moves around and helps but the rest of the students are still working on the task on their own.</p>
	I2 I create and/or curate relevant content (typically videos) for my students.				X		
	I3 I differentiate to make content accessible and relevant to all students .					X	
<p>Professional educator: Educators: their role is more important, and often more demanding. They take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur. They: A.observe their students, B.provide students with feedback relevant in the moment, C.assess their work. D.are reflective in their practice, E.connect with each other to improve their instruction, F.accept constructive criticism, and G. tolerate controlled chaos in their classrooms.</p>	P1 I make myself available to all students for individual, small group, and class feedback in real time as needed.					X	
	P2 I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.				X		
	P3 I collaborate and reflect with other educators and take responsibility for transforming my practice				X		

Non-flipped classroom

Content	Indicators - Group: Non-flipped classroom. Date: Nov 2018	1 low	2	3	4	5 high	Researcher's notes about the observation session for the NFC
<p>Flexible environment: Educators:</p> <p>a. create flexible spaces in which students choose when and where they learn</p> <p>b. are flexible in their expectations of student timelines for learning and in their assessments of student learning.</p>	F.1 I establish spaces and time frames that permit students to interact and reflect on their learning as needed.			X			Students hand in some written assignments before the class starts
	F.2 I continually observe and monitor students to make adjustments as appropriate.		X				Students use the class book/screen projected by the teacher to do. listening exercise in class (students seem distracted and chatty)
	F.3 I provide students with different ways to learn content and demonstrate mastery.	X					Teacher asks questions about translation to introduce the topic of the listening to be done in class Only one student participates in the discussion, the other students listen but the teacher finds it difficult to keep them in silent
<p>Learning culture: Flipped Learning shifts instruction to a learner-centered approach. In-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.</p>	L1. I give students opportunities to engage in meaningful activities without the teacher being central.		X				Teacher asks students to work in pairs to produce 3 questions. Meanwhile the teacher moves around the class to check students are doing the task
	L2. I scaffold these activities and make them accessible to all students through differentiation and feedback.	X					Teacher plays the listening, while students try to answer the questions on their books /screen. Students get easily distracted and talk to each other while the audio is playing Next, students talk to their partners and check the answers to the questions. Not sure if they are doing the task or they are just chatting.
<p>Intentional content: Educators help students develop conceptual understanding, as well as procedural fluency They determine what they need to teach and what materials students should explore on their own. use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.</p>	I1. I prioritize concepts used in direct instruction for learners to access on their own.	X					Completely teacher-centred class
	I2. I create and/or curate relevant content (typically videos) for my students.	X					Next activity, another exercise based on the listening. Book/worksheet with more specific questions. The teacher gives students instructions about how to complete the exercise.
	I3. I differentiate to make content accessible and relevant to all students.	X					Only one student asks a question: a vocabulary question (word: drawbacks) PART 1: the teacher asks: OK? when the recording finishes PART 2: the teacher asks: OK? when the recording finishes PART 3: Students are talking and distracted while the audios are playing.
<p>Professional educator: Educators: their role is more important, and often more demanding. Take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur. They: A. observe their students, B. provide students with feedback relevant in the moment, C. assess their work. D. are reflective in their practice, E. connect with each other to improve their instruction, F. accept constructive criticism, and G. tolerate controlled chaos in their classrooms.</p>	P1. I make myself available to all students for individual, small group, and class feedback in real time as needed.			X			They only listen to each part TWICE. They ask each other and just copy each other's answers
	P2. I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.	X					Th teacher collects worksheets. They talk about which answers they gave (A? B?...) The teacher shows the correct answers, and they check theirs. The teacher moves around asking students how they did
	P3. I collaborate and reflect with other educators and take responsibility for transforming my practice	X					They have a little class discussion on the topic of translation as a class. When the teacher speaks to answer someone's question the rest of the class do not pay attention Teacher introduces the next topic in the book: Unreal uses of past tenses Students discuss some grammar sentences in class Teacher moves around to answer possible questions while students do the grammar exercises.

Appendix 10. Focus group interview-questionnaire

Thinking of your last English course at university, in general, but more considering the class which I went to observe based on the listening for **UNIT 4B (Exercise c, page 41; parts 1+2+3)** that you did at home about an interview with Beverly Johnson, a professional translator working in Spain.

Could you please answer the following questions?

- A. General questions about the use of the Flipped Classroom in your last English course at university:

1. Did the use of the Flipped Classroom (technology: listening to the recording on SCALA before going to class) help you to do the listening/speaking task better? Why, yes/no?
2. Would you prefer to just do the listening/speaking assignments in class with the teacher in a more typical lecture format? Why?
3. Did the Flipped Classroom approach make the classes more enjoyable and engaging? how?
4. Overall, do you think the use of the Flipped Classroom approach this term was more beneficial to your learning than a typical lecture format? If so, how?
5. Do you think the use of the Flipped Classroom approach this term made your learning more meaningful? If so, how?

- B. *The use of the Flipped Classroom and your assignments:*

1. Do you think this way of doing your assignments -the Flipped Classroom (<i>technology: listening to the recording on SCALA before going to class</i>) gave you better access to the course materials and content? How?
2. Did the Flipped Classroom approach give you the opportunity to discuss the assignments with your classmates in class? Justify your answer
3. Did the Flipped Classroom approach make the classes more collaborative? If so, could you explain how?
4. Do you think this way of doing your assignments -the Flipped Classroom (<i>technology: listening to the recording on SCALA before going to class</i>) made the English class more interactive? If so, could you explain how?

C. *The use of the Flipped Classroom and your relationship with your teacher:*

1. Did the Flipped Classroom approach give you the opportunity to have more discussions in class/face to face interaction with your teacher? For example: a. ask the teacher more questions about the content of the assignments (Listening/Speaking) b. ask more vocabulary, grammar questions about those assignments.
2. Did you notice any changes in the teacher's role? If so, how was it different?
3. Do you think that in a Flipped Classroom environment the teacher was more likely to see your strengths and interests? Justify your answer.

D. *The use of the Flipped Classroom and you as a student:*

1. Did you find the use of technology difficult? If so, what did you find difficult?
2. Did the Flipped Classroom approach (<i>technology: listening to the recording on SCALA before going to class</i>) help you organise your learning time better?
3. Did the Flipped Classroom approach give you the possibility of learning at your own pace?
4. Do you think that the Flipped Classroom approach will help you to get better grades in these particular skills (Listening/Speaking)?
5. Did the Flipped Classroom approach give you more choice regarding what learning tasks you engage in?
6. Did the Flipped Classroom approach give you more possibilities of part in decisions/in problem-solving/developing your critical thinking when you worked in teams?
7. In the Flipped Classroom approach, did you notice any changes in your role as a student? If so, how was it different?

E. Any other comments/suggestions/benefits/drawbacks/problems about the use of the Flipped Classroom approach in your English class that you would like to mention?

THANK YOU FOR YOUR COLLABORATION!!!!

Appendix 11. Focus group interview script

[0:00:03-0:00:37]

INTERVIEWER: Is this recording? yes. Okay. Now thinking of your last English course at university in general, but more in particular considering the class, which I went to observe based on the listening for unit 4B that you did at home about an interview with Beverly Johnson, a professional translator working in Spain. Could you please answer the following questions? So, I give you a number of questions for you to talk about and discuss among yourselves and you can start whenever you're ready.

[0:00:44-0:01:14]

STUDENT 1: Well, I think that for me though the listening and speaking at home, it's a good way because when you're at home, you are more concentrated in what you have to do and when you are class you're always talking with, I don't know people... But at class, (I agree) I'm concentrated as if it was at home...

[0:01:15-0:01:34]

STUDENT 2: And I think that the most valuable thing of that is if you are at home, you can think about that a lot of time not just while you are doing listening. And then when you are at the class you have better arguments to talk about with a partner or whatever and I think it's better for the speaking then.

[0:01:35-0:01:50]

STUDENT 3: And I think it's good. You truly engaging if when you go back to class you speak; you talk about the listening because it makes you not like remembering it for just five minutes. You have to remember it for just like at least a couple of days you can talk about it later.

[0:01:51-0:01:53]

STUDENT 4: And you pay more attention to it when you're doing it.

[0:02:00-0:02:00]

recording connection

[0:02:03-0:03:03]

INTERVIEWER: OK? What about in connection to your assignments? Do you think you have better access to the course materials and content?

STUDENT 1: Yes, we had access to the materials because we had it at home and we could play it whenever we want, replay it...

STUDENT 2: It was like a plus (yes), you had something more...

STUDENT 3: to practise...

STUDENT 4: but I think what I don't really like about class is that when we are doing speaking groups in pairs, it's very difficult for the professor to...

STUDENT 2: focus...

STUDENT 4: on a pair and say Oh! You are doing this wrong and you have to say in another way.

STUDENT 5: So, it was cool because we had arguments and we really thought about that. But when we were there, nobody told that maybe you were wrong about that. And so maybe we were thinking something wrong, or I don't know...

[0:03:03-0:03:18]

STUDENT 6: This is more individual so you can think, and you can talk, and you can discuss

STUDENT 5: But we didn't get answers so we did not know if we were correct or not and I think that would have been good

STUDENT 3: Yes, just in the listening yeah, we did know if we were right or not. But in the speaking, we did not really know.

[0:03:22-0:03:51]

STUDENT 1: And I think the changes in the teacher's role did not seem like very noticeable, at least for me because (Sean) I think is a professor that is really open. And that he always needs to do interaction between professor and student, and I think it was very pretty similar.

STUDENT 2: Yes, it was very similar. We always do speakings in class in every class, so it was pretty similar

[0:03:57-0:04:40]

STUDENT 3: And I think like he used to speak like to each of us and like personally sometimes so he could like pay attention to our strengths or anything he wasn't just there like writing things and taking a copy of this or just finish this.

STUDENT 4: But it is pretty difficult that because we are a lot of people

STUDENT 5: Yes, compared to other teachers

[0:04:41-0:04:50]

STUDENT 6: But, for example, if in a class they put an audio and we need to do a listening. I think that it's like very difficult for me because each person have, they need a certain time. So, I think that's with this. I don't know why I prefer that at home to think, to write and to rethink. Yeah, you can stop and...

[0:04:52-0:04:56]

STUDENT 1: Because I talked with a friend, and he was like it took me 30 minutes. I was like I was only ten or something like that and..

[0:05:03-0:05:04]

STUDENT 2: Okay, so

[0:05:07-0:05:17]

INTERVIEWER: I don't know if you want to go to the last part which is the use of the flipped classroom and you as a student. You've got here seven questions, maybe you would like to...

[0:05:19-0:06:06]

STUDENT 1: I think it was easy to use it. I'd like you to know you it was easy. And it really helped like to organise time so we could decide when we want to do it and that I think is really good and positive for us

INTERVIEWER: And this about the possibility of learning at your own pace...

This is your point...

STUDENT 1: Yeah. It's like you don't have pressure to do it

STUDENT 2: No

STUDENT 3: In ten minutes of class, you can do it whenever

STUDENT 1: Because, yeah in the exam, you have a certain time, but you can in the semester prepare for that

[0:06:07-0:07:02]

STUDENT 4: And how you say it, you can think about it and when you're at class you have to do is at the moment and maybe you put some things because at the first time you understand this but if you are at home, you can listening it again, and you can think about it and

STUDENT 1: You can put a goal so it's like okay, at final exam I want to spend only 5 minutes doing it and you can at home practice and ...

STUDENT 5: For me, it makes that everyone is at the same level in saying that we took our time, maybe it is different times. But then everybody thought about that so when in class, you have something to say whatever you want but in class maybe you have problems with listening, and you didn't understand something and then you can't say anything because you didn't understand something and then you are just quiet there listening to some people talk. It makes you...like... oh, sorry!

[0:07:07-0:07:15]

STUDENT 1: And at home, you can listen carefully with your own space and in class, normally, the space doesn't help to listen very well.

STUDENT 2: You have the opportunity to say something

[0:07:20-0:07:59]

INTERVIEWER: What about your grades? Do you think this will help you to get better grades?

STUDENT 1: For me, I said it was similar for me because my time at home preparing it, it was the same at class, but I think for many students that are not me maybe were very helpful.

STUDENT 2: Yes, because there are people who need more time.

STUDENT 1: So, saying that it was very similar for me doesn't make this thing bad or anything. I think that Flipped Classroom is very useful.

STUDENT 3: And also, you have the listening always so whenever you want you can practise

[0:08:01-0:09:00]

INTERVIEWER: And did you notice any changes in your role as a student? Does it change when you are in the classroom?

STUDENT 1: I think that helps you to be more organised and to have a thing to do and to practice about the English class because normally students make something in class but at home doesn't do anything. Normally not everyone that are normally it's like only in class and to have this is to have something to do.

STUDENT 2: I think it changes the role saying that may be the normal class is the professor talking and talking and talking and then the activities and correcting them and all of that, but I thought that at class I was speaking more that day than in other classes.

ALL STUDENTS: Yes, we were speaking a lot

INTERVIEWER: That would be maybe question number 6, no? you take more part in the sessions.

ALL STUDENTS: Yes

INTERVIEWER: Become more involved in the activities..

ALL STUDENTS: Yes.

INTERVIEWER: And it gives you the opportunity, maybe to speak and interact more with other students...

ALL STUDENTS: Yes.

STUDENT 2: We had like a more important role than in the other class

ALL STUDENTS: Yes.

INTERVIEWER: That's a good point, very important right?

ALL STUDENTS: Yes.

[0:09:01-0:09:36]

INTERVIEWER: OK, I don't know if you have any other comments, suggestions or maybe if we did something different or something else we could do..

[0:09:37-0:10:05]

STUDENT 1: I think that to have more things to do. I think that for example the speaking the first part to know if we'd done it better or to do it another time. I don't know like to have more exercises to do. I think.

INTERVIEWER: In class?

STUDENT 1: No, at home and also, I don't know, only one class was very few.

INTERVIEWER: Well, you were using this method like four different listening.

STUDENT 2: We have two of them, I think.

STUDENT 3: Listenings? Three!

STUDENT 4: Three and the one at class.

[0:10:14-0:10:17]

STUDENT 2: I don't know. I know I liked it a lot. So, I..

INTERVIEWER: You would've liked more of that.

INTERVIEWER: OK, any other problems that you thought...

[0:10:28-0:10:46]

STUDENT 2: No. I thought I don't remember very well, but I thought when it was at class at the end. They showed us a video of TEDtalk. Did we really talk about that later, the video?

[0:10:48-0:11:42]

STUDENT 2: Because I think if It's shown a video or something. Maybe to comment or discuss about it.

INTERVIEWER: Yeah, we had other activities, but we ran out of time.

STUDENT 2: Ah OK

INTERVIEWER: And we couldn't do them. We would have needed another session

STUDENT 2: I thought of that, and I would have liked to...

INTERVIEWER: Yeah, we thought of different things, but we just run out of time, especially, there was this video about Shrek

STUDENT 2: Ah yes!

INTERVIEWER: And we had the tape script and we had to translate it into your own language and see similarities and differences and that took longer than we expected.

STUDENT 2: That was cool!

INTERVIEWER: Yeah, it was another way of learning. The content of the listening was about being a translator and how difficult sometimes it is translating words and since you are involved in cinema, right?

ALL STUDENTS: Yes

INTERVIEWER: We thought that would help you as well to see the role of the translator from that point of view. So that's we used that

[0:11:51-0:11:53]

INTERVIEWER: Anyways, that was all.
Thank you for your help

ALL STUDENTS: Thank you!

Note: Transcript is verbatim

Transcript made with: <https://vocalmatic.com/account/convert/success>

Appendix 12. Focus group interview Framework matrix obtained using NVivo

	A : 1. Views about FC approach	B : 1.1 Flexible environment
1 : Focus group interview script	STUDENT 1: Well, I think that for me though the listening and speaking at home, it's a good way because when you're at home, you are more concentrated in what you have to do and when you are class you're always talking with, I don't know people...But at class, (I agree) I'm concentrated as if it was at home...	STUDENT 6:This is more individual so you can think and you can talk and you can discuss
	STUDENT 2:And I think that the most valuable thing of that is if you are at home, you can think about that a lot of time not just while you are doing listening.	STUDENT 6:But, for example, if in a class they put an audio and we need to do a listening. I think that it's like very difficult for me because each person have they need a certain time. So I think that's with this. I don't know why I prefer that at home to think, to write and to rethink .Yeah, you can stop and..
	STUDENT 1:Yes, we had access to the materials because we had it at home and we could play it whenever we want, replay it...	STUDENT 1:Because I talked with a friend and he was like it took me 30 minutes. I was like I was only ten or something like that and...
	STUDENT 2:It was like a plus (yes), you had something more...	it really helped like to organize time so we could decide when we want to do it and that I think is really good and positive for us
	STUDENT 3:to practise..	when you're at class you have to do is at the moment and maybe you put some things because at the first time you understand this but if you are at home, you can listening listening it again, and you can think about it and
	STUDENT 6:This is more individual so you can think and you can talk and you can discuss	STUDENT 1:You can put a goal so it's like okay. at final exam I want to spend only 5
	STUDENT 6:But, for example, if in a class they put an audio and we need to do a listening. I think that it's like very difficult for me because each person have they	

C : 1.2 Better access to course materials	D : 1.3 More concentration
<p>STUDENT 1:Yes, we had access to the materials because we had it at home and we could play it whenever we want, replay it...</p> <p>STUDENT 2:It was like a plus (yes), you had something more...</p> <p>STUDENT 3:to practise..</p> <p>when you're at class you have to do is at the moment and maybe you put some things because at the first time you understand this but if you are at home, you can listening listening it again, and you can think about it and</p>	<p>STUDENT 1: Well, I think that for me though the listening and speaking at home, it's a good way because when you're at home, you are more concentrated in what you have to do and when you are class you're always talking with, I don't know people....But at class, (I agree) I'm concentrated as if it was at home...</p> <p>STUDENT 2:And I think that the most valuable thing of that is if you are at home, you can think about that a lot of time not just while you are doing listening.</p> <p>I don't know why I prefer that at home to think, to write and to rethink .Yeah, you can stop and..</p> <p>STUDENT 1:Yeah.It's like you don't have pressure to do it</p> <p>STUDENT 1:I think that helps you to be more organized and to have a thing to do and to practice about the English class because normally students make something in class but at home doesn't do anything. Normally not everyone that are normally it's like only in class and to have this is to have something to do.</p>

E : 1.4 Easy to use	F : 2. Some other benefits of the flipped classroom
<p>STUDENT 1:I think it was easy to use it. I'd like you to know you it was easy.</p> <p>when in class,you have something to say whatever you want but in class maybe you have problems with listening and you didn't understand something and then you can't say anything because you didn't understand something and then you are just quiet there listening to some people talk. It makes you...like... oh, sorry!</p>	<p>And then when you are at the class you have better arguments to talk about with a partner or whatever and I think it's better for the speaking then.</p> <p>STUDENT 3:And I think it's good. You truly engaging if when you go back to class you speak, you talk about the listening because it makes you not like remembering it for just five minutes. You have to remember it for just like at least a couple of days you can talk about it later.</p> <p>STUDENT 4:And you pay more attention to it when you're doing it.</p> <p>So it was cool because we had arguments and we really thought about that. But when we were there, nobody told that maybe you were wrong about that. And so maybe we were thinking something wrong or I don't know...</p> <p>STUDENT 5:But we didn't get answers so we did not know if we were correct or not and I think that would have been good</p> <p>STUDENT 3:Yes, just in the listening yeah, we did know if we were right or not. But in the speaking we did not really know.</p> <p>STUDENT 2:You have the opportunity to</p>

G : 2.1 Effective for improving listening speaking skills	H : 3 I : Some students' mixed perceptions of the F
<p>And then when you are at the class you have better arguments to talk about with a partner or whatever and I think it's better for the speaking then.</p> <p>STUDENT 3:And I think it's good. You truly engaging if when you go back to class you speak, you talk about the listening because it makes you not like remembering it for just five minutes. You have to remember it for just like at least a couple of days you can talk about it later.</p> <p>STUDENT 4:And you pay more attention to it when you're doing it.</p> <p>STUDENT 2:You have the opportunity to say something</p> <p>STUDENT 2: I think it changes the role saying that may be the normal class is the professor talking and talking and talking and then the activities and correcting them and all of that but I thought that at class I was speaking more that day than in other classes.</p> <p>ALL STUDENTS:Yes, we were speaking a lot</p> <p>ALL STUDENTS:Yes.</p>	<p>So it was cool because we had arguments and we really thought about that. But when we were there, nobody told that maybe you were wrong about that. And so maybe we were thinking something wrong or I don't know...</p> <p>STUDENT 5:But we didn't get answers so we did not know if we were correct or not and I think that would have been good</p> <p>STUDENT 3:Yes, just in the listening yeah, we did know if we were right or not. But in the speaking we did not really know.</p>

J :4 Suggestions for FC improvement in future
classes

STUDENT 1:I think that to have more things to do. I think that for example the speaking the first part to know if we'd done it better or to do it another time. I don't know like to have more exercises to do.I think.

STUDENT 2: No. I thought I don't remember very well, but I thought when it was at class at the end. They showed us a video of TEDtalk. Did we really talk about that later, the video?

STUDENT 2:Because, I think if It's shown a video or something. Maybe to comment or discuss about it.

Appendix 13. Driscoll's pre-questionnaire: online for teacher

01/03/2021

Flipped classroom: English (additional language) teacher's direct participant questionnaire (pre-course)

Flipped classroom: English (additional language) teacher's direct participant questionnaire (pre-course)

This questionnaire is designed for English as an additional language teachers to find out the use of the flipped classroom learning approach in an English as an additional language classroom and its possible benefits and drawbacks.

We would like to know your opinion so as to be able to improve the teaching of English as a second language in a university context.

* Required

1. Where are you teaching English as an additional language? *

2. As regards students' gender, I am teaching *

Mark only one oval.

- Only females
- Mostly females with a few males
- A more or less equal number of females and males
- Mostly males with a few females
- Only males
- Other

3. How old are my students? *

Mark only one oval.

- 18-20 years old
 21 or more years old

4. What level/s are you teaching? *

Check all that apply.

- A1 (beginner)
 A2 (elementary)
 B1 (intermediate)
 B2 (upper-intermediate)
 C1 (advanced)
 C2 (proficiency)

5. When you flip your class, what percentage of the class time do you flip? *

Mark only one oval.

- 0%-25%
 26%-50%
 51%-75%
 76%-100%

6. You _____ flip your class *

Mark only one oval.

- always
- often
- sometimes
- rarely
- never

7. Which of the following do you think can describe your students' behaviour in a flipped learning environment? *

Mark only one oval per row.

	yes	no
Active participant in the classroom	<input type="radio"/>	<input type="radio"/>
Motivated about learning English as a second language	<input type="radio"/>	<input type="radio"/>
Independent thinker	<input type="radio"/>	<input type="radio"/>
Problem solver	<input type="radio"/>	<input type="radio"/>
Discusses and shares ideas with other students in the classroom	<input type="radio"/>	<input type="radio"/>
Discusses and shares ideas with the teacher	<input type="radio"/>	<input type="radio"/>
Connects and summarizes concepts by analyzing, predicting, justifying, and defending ideas	<input type="radio"/>	<input type="radio"/>
Engaged in the classroom activities	<input type="radio"/>	<input type="radio"/>
Self-learner	<input type="radio"/>	<input type="radio"/>
Likes working in teams	<input type="radio"/>	<input type="radio"/>

8. In a flipped learning environment, what do you think is the teacher's role in the classroom? *

Mark only one oval per row.

	yes	no
Just a class leader/lecturer/director	<input type="radio"/>	<input type="radio"/>
Just an information giver	<input type="radio"/>	<input type="radio"/>
An instructional designer: designs plans and organizes the classrooms	<input type="radio"/>	<input type="radio"/>
Takes into account all of the resources available to meet the variety of his/her students' needs	<input type="radio"/>	<input type="radio"/>
Trainer/Mentor: gives individual instruction to enable skilled development	<input type="radio"/>	<input type="radio"/>
Collaborator: shares and learns with the students as equals	<input type="radio"/>	<input type="radio"/>
Team coordinator: opens up opportunities for collaborative and social learning activities	<input type="radio"/>	<input type="radio"/>
Advisor/facilitator: gives assistance, advice, suggestions or poses questions to enable students to find the information they need	<input type="radio"/>	<input type="radio"/>
Monitoring and assessment specialist: mentors and monitors performance and attempts to assess and improve that performance.	<input type="radio"/>	<input type="radio"/>
Engages students in collaborative, project-based learning to work together on real-time, real-world like, language projects.	<input type="radio"/>	<input type="radio"/>
Engages other teachers in collaborative, project-based learning to work together on real-time, real-world like, language projects.	<input type="radio"/>	<input type="radio"/>

9. What resources do you think you could use in your flipped classroom? *

Check all that apply.

- Internet
- Websites
- Word processor
- E-mail
- Chats
- Wikis
- You Tube
- Blogs
- Online tools: dictionaries, translators, encyclopedias
- Online books
- Online films/series/TV programmes/documentaries
- Online video tutorials
- Podcasts

Other: _____

10. What other physical resources would you use in your flipped classroom? *

Check all that apply.

- Visual resources: word walls, charts, labels
- Classroom library: leveled books, nonleveled books
- Computers/tablets for each students
- Printer
- group work desk/s to work with peers or in different levels
- Overhead screen and projector

Other: _____

11. What content would you choose to flip in your L2 English classroom (i.e. students do it at home?) *

Mark only one oval per row.

	yes	no
lecture/presentation	<input type="radio"/>	<input type="radio"/>
homework (lecture/presentation connected activities)	<input type="radio"/>	<input type="radio"/>
practical written assignments	<input type="radio"/>	<input type="radio"/>
correction (pronunciation, grammar mistakes)	<input type="radio"/>	<input type="radio"/>
communicative activities	<input type="radio"/>	<input type="radio"/>
testing	<input type="radio"/>	<input type="radio"/>

12. How much content would you flip in your English class? *

Mark only one oval.

	1	2	3	4	
100%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	0%

13. How could you design the content to be flipped? *

Mark only one oval.

- I prepare all the material on my own
- I prepare material in a team with other English teachers
- I prepare only some material and also use some other online resources prepared by other teachers (videos, online exercises.)
- I simply use some other teachers' material that I find online without adapting it at all
- I use and adapt some other teachers' material that I find online
- Other: _____

14. What language skills would you flip? *

Check all that apply.

- reading
- writing
- listening
- speaking
- Other: _____

15. In a flipped learning environment, what do I ask my students to do at home before coming to class? *

16. In a flipped learning environment, what would you ask your students to do during the class? *

17. In a flipped learning environment, what would you ask your students to do at home after coming to class? *

18. How would you evaluate your students' progress in a flipped learning approach? *

Check all that apply.

in-class activities: students work in pairs or small groups to solve problems. Teachers are in the classroom as students work, helping those who get stuck and guiding those who are headed in the wrong direction.

in-class individual quizzes: before beginning a new unit or assessing progress midway through a unit

Online assessment: students solve problems or answer questions along the way

Class Deliverables: students, usually in groups, are required to submit a product of their work for a grade

Exams: this includes mid-term exams, final exams, and tests at the end of course units

Portfolios: submitting a portfolio at the end of a course. The teacher can see the students' progress. It should also include reflections on their learning

Papers, projects, and presentations: students go deeper with the material so they can use their knowledge to create something new from it

Other: _____

19. "My students make more progress learning English in a flipped learning environment", would you agree? Why? *

20. In a flipped learning environment, you think your students will make more progress in the following skills: *

Check all that apply.

- reading skills
- writing skills
- speaking skills
- listening skills

Other: _____

21. Your students will have multiple opportunities to share with fellow classmates or/and a variety of classmates *

Mark only one oval.

- yes, always
- no, never
- sometimes
- Other: _____

22. Your students will have multiple opportunities to share with their teacher *

Mark only one oval.

- yes, always
- no, never
- sometimes
- Other: _____

23. In what ways do your students feel respected, valued and part of the whole group? *

Mark only one oval.

- 100% identified with the whole group
- 75% identified with the whole group
- 50% identified with the whole group
- 25% identified with the whole group
- 0% identified with the whole group

24. In what ways do your students feel respected, valued by their teacher? *

Mark only one oval.

- 100% respected and valued by their teacher
- 75% respected and valued by their teacher
- 50% respected and valued by their teacher
- 25% respected and valued by their teacher
- 0% respected and valued by their teacher

25. How often do you inquire about the needs of your students? *

Mark only one oval.

	1	2	3	4	
always	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	never

26. How often do you check for individual understanding and adjust the instruction accordingly? *

Mark only one oval.

	1	2	3	4	
always	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	never

27. Do you encourage critical thinking and problem solving in my English language classes? *

Mark only one oval.

yes
 no

28. Do your students ever make decisions about resources or use of time? *

Mark only one oval.

yes
 no

29. Do your students have choices and options for projects, assignments, and partners for group work? *

Mark only one oval.

yes, always

no, never

sometimes

Other: _____

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Appendix 14. Driscoll's pre-questionnaire: online for students in study group

09/08/2020

Flipped classroom: English (additional language) students' pre-course questionnaire

Flipped classroom: English (additional language) students' pre-course questionnaire

This questionnaire is designed for English as an additional language students to find out about the use of a *flipped classroom learning approach in an English as an additional language classroom and its possible benefits and drawbacks.

We would like to know your opinion so as to be able to improve the teaching of English as an additional language in a university context.

You should answer according to your experience in this subject/course compared to other subjects/courses that use a more traditional learning approach.

* FLIPPED CLASSROOM LEARNING: Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment.

* Required

1. Where are you learning English as an additional language? *

2. What is your gender? *

Mark only one oval.

Male

Female

3. How old are you? *

Mark only one oval.

- 18-20 years old
 21 or more years old

4. What is your level of English? *

Mark only one oval.

- A1 (beginner)
 A2 (elementary)
 B1 (intermediate)
 B2 (upper-intermediate)
 C1 (advanced)
 C2 (proficiency)
 I do not know

5. In a flipped classroom environment, I think, I will have more frequent and positive interaction with the teacher during the class *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

6. In a flipped classroom environment, I think, I will have more frequent and positive interaction with my classmates the during class *

Mark only one oval.

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

7. In a flipped classroom environment, I think, I will have better access to the course materials and content *

Mark only one oval.

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

8. In a flipped classroom environment, I think, I will be more likely to have the choice regarding what learning tasks I engage in *

Mark only one oval.

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

9. In a flipped classroom environment, I think, I will have the possibility of learning at my own pace *

Mark only one oval.

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

10. In a flipped classroom environment, I think, I will have more possibilities of showing my teacher and my classmates what I have learnt *

Mark only one oval.

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

11. In a flipped classroom environment, I think, I will have more possibilities of taking part in decisions when I work in teams *

Mark only one oval.

- I totally agree
- I generally agree
- I neither agree nor disagree
- I generally disagree
- I totally disagree

12. In a flipped class environment, I think, I will have more possibilities of taking part in problem solving and in developing my critical thinking *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

13. In a flipped classroom environment, I think that the learning will be more active, more based on experience e.i. more practical *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

14. In a flipped classroom environment, I think the teacher will be more likely to see my strengths, weaknesses and interests *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

15. Write here any comments that you think could be useful to talk about your experience about this learning approach and which have not already been reflected in the above questions *

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Appendix 15. Driscoll's post-questionnaire: online for teacher

01/03/2021

Flipped classroom: English (additional language) teacher's questionnaire (post-course)

Flipped classroom: English (additional language) teacher's questionnaire (post-course)

This questionnaire is designed for English as an additional language teachers to find out the use of the flipped classroom learning approach in an English as an additional classroom and its possible benefits and drawbacks.

We would like to know your opinion so as to be able to improve the teaching of English as an additional language in a university context.

* Required

1. Where were you teaching English as an additional language? *

2. As regards students' gender, I was teaching *

Mark only one oval.

- Only females
- Mostly females with a few males
- A more or less equal number of females and males
- Mostly males with a few females
- Only males
- Other: _____

3. How old were your students? *

Mark only one oval.

- 18-20 years old
 21 or more years old

4. What level/s were you teaching? *

Mark only one oval.

- A1 (beginner)
 A2 (elementary)
 B1 (intermediate)
 B2 (upper-intermediate)
 C1 (advanced)
 C2 (proficiency)

5. When you flipped your class, what percentage of the class time did you flip? *

Mark only one oval.

- 0%-25%
 26%-50%
 51%-75%
 76%-100%

6. You _____ flipped your class *

Mark only one oval.

- always
- often
- sometimes
- rarely
- never

7. Which of the following do you think can describe your students' behaviour in the flipped learning environment of your English course? *

Mark only one oval per row.

	yes	no
Active participant in the classroom	<input type="radio"/>	<input type="radio"/>
Motivated about learning English as a second language	<input type="radio"/>	<input type="radio"/>
Independent thinker	<input type="radio"/>	<input type="radio"/>
Problem solver	<input type="radio"/>	<input type="radio"/>
Discussed and shared ideas with other students in the classroom	<input type="radio"/>	<input type="radio"/>
Discussed and shared ideas with the teacher	<input type="radio"/>	<input type="radio"/>
Connected and summarized concepts by analyzing, predicting, justifying, and defending ideas	<input type="radio"/>	<input type="radio"/>
Engaged in the classroom activities	<input type="radio"/>	<input type="radio"/>
Self-learner	<input type="radio"/>	<input type="radio"/>
Liked working in teams	<input type="radio"/>	<input type="radio"/>

8. In a flipped learning environment, what was your role as a teacher in the classroom?

*

Mark only one oval per row.

	yes	no
Just a class leader/lecturer/director	<input type="radio"/>	<input type="radio"/>
Just an information giver	<input type="radio"/>	<input type="radio"/>
An instructional designer: designed plans and organized the classrooms	<input type="radio"/>	<input type="radio"/>
I took into account all of the resources available to meet the variety of my students' needs	<input type="radio"/>	<input type="radio"/>
Trainer/Mentor: I gave individual instruction to enable skilled development	<input type="radio"/>	<input type="radio"/>
Collaborator: I shared and learned with the students as equals	<input type="radio"/>	<input type="radio"/>
Team coordinator: I opened up opportunities for collaborative and social learning activities	<input type="radio"/>	<input type="radio"/>
Advisor/facilitator: I gave assistance, advice, suggestions or posed questions to enable students to find the information they needed	<input type="radio"/>	<input type="radio"/>
Monitoring and assessment specialist: I mentored and monitored performance and attempted to assess and improved that performance.	<input type="radio"/>	<input type="radio"/>
I engaged students in collaborative, project-based learning to work together on real-time, real-world like, language projects.	<input type="radio"/>	<input type="radio"/>
I engaged other teachers in collaborative, project-based learning to work together on real-time, real-world like, language projects.	<input type="radio"/>	<input type="radio"/>

9. What resources did you use in your flipped classroom? *

Check all that apply.

- Internet
- Websites
- Word processor
- E-mail
- Chats
- Wikis
- You Tube
- Blogs
- Online tools: dictionaries, translators, encyclopedias
- Online books
- Online films/series/TV programmes/documentaries
- Online video tutorials
- Podcasts

Other: _____

10. If your answer to the previous question was "Other", specify here

11. What other physical resources did you use in your flipped classroom? *

Check all that apply.

- Visual resources: word walls, charts, labels
- Classroom library: leveled books, nonleveled books
- Computers/tablets for each students
- Printer
- group work desk/s to work with peers or in different levels
- Overhead screen and projector

Other: _____

12. If your answer to the previous question was "Other", specify here

13. What content did you choose to flip in your English as an additional language classroom (i.e. students do it at home?) *

Mark only one oval per row.

	yes	no
lecture/presentation	<input type="radio"/>	<input type="radio"/>
homework (lecture/presentation connected activities)	<input type="radio"/>	<input type="radio"/>
practical written assignments	<input type="radio"/>	<input type="radio"/>
correction (pronunciation, grammar mistakes)	<input type="radio"/>	<input type="radio"/>
communicative activities (speaking)	<input type="radio"/>	<input type="radio"/>
Other skills (listening)	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

14. If your answer to the previous question was "Other", specify here

15. How much content did you flip in your English class? *

Mark only one oval.

	1	2	3	4	
100%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	0%

16. How did you design the content you flipped? *

Check all that apply.

- I prepared all the material on my own
- I prepared material in a team with other English teachers
- I prepared only some material and also used some other online resources prepared by other teachers (videos, online exercises.)
- I simply used some other teachers' material that I found online without adapting it at all
- I used and adapted some other teachers' material that I found online

Other: _____

17. If your answer to the previous question was "Other", specify here

18. What language skills did you flip? *

Check all that apply.

reading

writing

listening

speaking

Other: _____

19. If your answer to the previous question was "Other", specify here

20. In a flipped learning environment, what did you ask your students to do at home before coming to class? *

21. In a flipped learning environment, what did you ask your students to do during the class? *

22. In a flipped learning environment, what did you ask your students to do at home after coming to class? *

23. How did you evaluate your students' progress in a flipped learning approach?

Mark only one oval per row.

	Column 1
in-class activities: students worked in pairs or small groups to solve problems. I was in the classroom as students worked, helping those who got stuck and guiding those who were headed in the wrong direction.	<input type="radio"/>
in-class individual quizzes: before beginning a new unit or assessing progress midway through a unit	<input type="radio"/>
Online assessment: students solved problems or answeredClass Deliverables: students, usually in groups, are required to submit a product of their work for a grade questions along the way	<input type="radio"/>
Class Deliverables: students, usually in groups, were required to submit a product of their work for a grade	<input type="radio"/>
Exams: this included mid-term exams, final exams, and tests at the end of course units	<input type="radio"/>
Portfolios: submitting a portfolio at the end of a course.I could see the students' progress. It also included reflections on their learning	<input type="radio"/>
Papers, projects, and presentations: students went deeper with the material so they could use their knowledge to create something new from it	<input type="radio"/>
Other	<input type="radio"/>

24. If your answer to the previous question was "Other", specify here

25. "My students made more progress learning English in a flipped learning environment", would you agree? Why?

26. In a flipped learning environment, you think your students made more progress in the following skills: *

Check all that apply.

- reading skills
 writing skills
 speaking skills
 listening skills

27. Your students had multiple opportunities to share with fellow classmates or/and a variety of classmates *

Mark only one oval.

- yes, always
 no, never
 sometimes

28. Your students had multiple opportunities to share with their teacher *

Mark only one oval.

- yes, always
 no, never
 sometimes

29. In what ways did your students feel respected, valued and part of the whole group? *

*

Mark only one oval.

- 100% identified with the whole group
- 75% identified with the whole group
- 50% identified with the whole group
- 25% identified with the whole group
- 0% identified with the whole group

30. In what ways did your students feel respected, valued by their teacher? *

Mark only one oval.

- 100% respected and valued by their teacher
- 75% respected and valued by their teacher
- 50% respected and valued by their teacher
- 25% respected and valued by their teacher
- 0% respected and valued by their teacher

31. How often did you inquire about the needs of your students? *

Mark only one oval.

- | | 1 | 2 | 3 | 4 | |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| always | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | never |

32. How often did you check for individual understanding and adjust the instruction accordingly? *

Mark only one oval.

	1	2	3	4	
always	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	never

33. Did you encourage critical thinking and problem solving in my English language classes? *

Mark only one oval.

- yes
 no

34. Did your students ever make decisions about resources or use of time? *

Mark only one oval.

- yes
 no
 sometimes

35. Did your students have choices and options for projects, assignments, and partners for group work? *

Mark only one oval.

- yes, always
 no, never
 sometimes

Appendix 16. Driscoll's post-questionnaire: online for study group (FC) students

09/08/2020

Flipped classroom: English (additional language) students' post-course questionnaire

Flipped classroom: English (additional language) students' post-course questionnaire

This questionnaire is designed for English as an additional language students to find out about the use of a *flipped classroom learning approach in an English language (additional language) classroom and its possible benefits and drawbacks.

We would like to know your opinion so as to be able to improve the teaching of English as an additional language in a university context.

You should answer according to your experience in this subject/course compared to other subjects/courses that use a more traditional learning approach.

* FLIPPED CLASSROOM LEARNING: Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment.

* Required

1. Where were you learning English as an additional language ? *

2. What is your gender? *

Mark only one oval.

- Male
- Female
- Other: _____

3. How old are you? *

Mark only one oval.

- 18-20 years old
 21 or more years old

4. What is your level of English? *

Mark only one oval.

- A1 (beginner)
 A2 (elementary)
 B1 (intermediate)
 B2 (upper-intermediate)
 C1 (advanced)
 C2 (proficiency)
 I do not know

5. In a flipped classroom environment, I had more frequent and positive interaction with the teacher during the class *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

6. In a flipped classroom environment, I had more frequent and positive interaction with my classmates during the class *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

7. In a flipped classroom environment, I had better access to the course materials and content *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

8. In a flipped classroom environment, I had more choice regarding what learning tasks I engaged in *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

9. In a flipped classroom environment, I had the possibility of learning at my own pace *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

10. In a flipped classroom environment, I had more possibilities of showing my teacher and my classmates what I learnt *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

11. In a flipped classroom environment, I had more possibilities of taking part in decisions when I worked in teams *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

12. In a flipped classroom environment, I had more possibilities of taking part in problem solving and in developing my critical thinking *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

13. In a flipped classroom environment, the learning was more active, more based on experience e.i. more practical *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

14. In a flipped classroom environment, the teacher could see my strengths, weaknesses and interests *

Mark only one oval.

- I totally agree
 I generally agree
 I neither agree nor disagree
 I generally disagree
 I totally disagree

15. Write here any comments that you think could be useful to talk about your recent experience about this learning approach and which have not already been mentioned in the above questions

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Appendix 17. Class worksheet 1 for Flipped classroom plan: Stage 5

STAGE 5: Practice and apply information

FC CLASS WORKSHEET for Listening 4 on Translation.

UNIT 4B Exercise c (page 41) parts 1+2+3: *You are going to listen to an interview with Beverly Johnson, a professional translator working in Spain. Listen to the interview and select the best answer: a, b, c for the different parts.*

1. In pairs or small groups, translate this part of a cinema script:

ORIGINAL	TRANSLATION (Spanish)
<p>Shrek turns and regards Donkey for a moment before roaring very loudly.</p> <p>DONKEY Oh, wow! That was really scary. If you don't mind me sayin', if that don't work, your breath certainly will get the job done, 'cause you definitely need some Tic Tacs or something, 'cause you breath stinks! You almost burned the hair outta my nose, just like the time... (Shrek covers his mouth but Donkey continues to talk, so Shrek removes his hand.) ...then I ate some rotten berries. I had strong gases leaking out of my butt that day.</p> <p>SHREK Why are you following me?</p> <p>DONKEY I'll tell you why. (singing) 'Cause I'm all alone, there's no one here beside me, my problems have all gone, There's no one to deride me. But you gotta have faith...</p> <p>SHREK Stop singing! It's no wonder you don't have any friends.</p> <p>DONKEY Wow. Only a true friend would be that cruelly honest.</p> <p>SHREK Listen, little donkey. Take a look at me. What am I?</p> <p>DONKEY (looks all the way up at Shrek) Uh ...really tall?</p> <p>SHREK No! I'm an ogre! You know. "Grab your torch and pitchforks." Doesn't that bother you?</p> <p>DONKEY Nope.</p>	

2. Relate the cinema script that you just translated to the listening on translation by Beverly. Think of the answers to the following questions:
 - What are the drawbacks of being a translator? After doing the translation, do you agree with Beverly? Can you now understand some of the drawbacks of being a freelance translator that she mentioned in the listening?
 - Which of the pieces of advice that she gives to would-be translators did you find more useful when you were translating the cinema script yourself?
 - Which of the following options Beverly mentions in the listening could apply to you when you were translating the film script?
 - A. how difficult it is to convey humour in another language.
 - B. how you cannot always translate something word for word.
 - C. Any other? Which?
 - Which of the problems Beverly mentions she faces when translating a film script did you find when translating this part of a film script?
 - Did you find any swear words or colloquialisms? When translating did you find any of the problems that Beverly mentions in the listening?
3. Compare your answers with another group. Talk to each other about any other issues you had when translating the film script.
4. Finally, watch a professional translation from the film and compare it to yours. Write down any similarities and differences. Video YouTube:
https://youtu.be/_IgeJ7ERaxc?t=180

Appendix 18. “Questionari d’opinió” (in English “Opinion Survey”)

These are designed by both the Audiovisual Communication and the Journalism and Corporate Communication Schools, Blanquerna (FCRI-URL) to obtain students’ feedback after they finish their English course.

A. Study group (using the FC approach)

NumPregunta	Pregunta	Mitjana	0	1	2	3	4	5
207	La informació que proporciona el professor/a sobre l’activitat docent (objectius, activitats, bibliografia, criteris i sistema d’avaluació, etc.) m’ha resultat de fàcil accés i utilitat.	4.54	0	0	0	0	6	7
209	El professor/a prepara, organitza i estructura bé les activitats o tasques que es realitzen.	4.62	0	0	0	0	5	8
215	Els coneixements del professor/a, la seva metodologia i el material que utilitza (bibliografia, activitats,...) són adequats i innovadors, estan actualitzats i afavoreixen el procés d’aprenentatge.	4,54	0	0	0	0	6	7
216	El professor/a afavoreix el protagonisme de l’estudiant en el desenvolupament de l’activitat docent (facilita que expressi les seves opinions, inclou tasques individuals o de grup, etc.).	4.62	0	0	0	0	5	8
219	El sistema d’avaluació (exàmens, treballs individuals o de grup, etc.) és coherent amb el tipus de tasques (teòriques, pràctiques, individuals, de grup, etc.) desenvolupades.	4.54	0	0	0	1	4	8
222	He millorat el meu nivell de partida en relació a les competències previstes en el programa.	4.15	0	0	0	3	5	5
281	En general, estic satisfet amb l’activitat docent d’aquest professor/a.	4.54	0	0	0	0	6	7
284	El professor/a relaciona les activitats dutes a terme amb els temes actuals.	4.08	0	0	1	2	5	5

B. Control group (not using the FC approach)

NumPregunta	Pregunta	Mitjana	0	1	2	3	4	5
207	La informació que proporciona el professor/a sobre l'activitat docent (objectius, activitats, bibliografia, criteris i sistema d'avaluació, etc.) m'ha resultat de fàcil accés i utilitat.	4.30	0	0	0	2	3	5
209	El professor/a prepara, organitza i estructura bé les activitats o tasques que es realitzen.	4.40	0	0	0	2	2	6
215	Els coneixements del professor/a, la seva metodologia i el material que utilitza (bibliografia, activitats,...) són adequats i innovadors, estan actualitzats i afavoreixen el procés d'aprenentatge.	4.40	0	0	0	3	0	7
216	El professor/a afavoreix el protagonisme de l'estudiant en el desenvolupament de l'activitat docent (facilita que expressi les seves opinions, inclou tasques individuals o de grup, etc.).	4.20	0	0	0	1	6	3
219	El sistema d'avaluació (exàmens, treballs individuals o de grup, etc.) és coherent amb el tipus de tasques (teòriques, pràctiques, individuals, de grup, etc.) desenvolupades.	4.30	0	0	0	2	3	5
222	He millorat el meu nivell de partida en relació a les competències previstes en el programa.	4.20	0	0	0	2	4	4
281	En general, estic satisfet amb l'activitat docent d'aquest professor/a.	4.40	0	0	0	1	4	5
284	El professor/a relaciona les activitats dutes a terme amb els temes actuals.	3.90	0	0	2	2	1	5

Appendix 19. Class worksheet 2 for Flipped classroom plan: Stage 6

Script for Listening 3:

4B

g Now tell Sts to do the same, but to look in the introduction for the synonyms.

Check answers and deal with any other vocabulary queries or problems Sts might have.

- | | | |
|---------------|---------------|-------------|
| 1 tasked with | 3 conceivable | 5 done with |
| 2 identical | 4 accurate | |

h Ask the question to the whole class and elicit answers.

Possible answers

think about register, use synonyms, use the right English word (possibly not a word that sounds the same in your language), avoid repetition, think carefully about clarity and meaning

7 LISTENING

a Focus on the task and give Sts time to think of questions they might like to ask Beverly.

Get them to compare their questions with a partner and then elicit them onto the board.

b (2-34) Play the audio once the whole way through for Sts to see which of their questions (if any) the translator was asked and answered.

Elicit which of the questions on the board, if any, were answered.

(2-34)

(script in Student's Book on p.131)

I = Interviewer. B = Beverly Johnson

(Part 1)

I What made you want to be a translator?

B It was something that I'd done when I was at university and when I moved to Spain it was difficult to get a job that wasn't teaching English, so I went back to England and I did a postgraduate course in translation. After doing the course I swore that I would never be a translator. I thought it would be too boring, but I kept doing the odd translation, and eventually I came round to the idea because I liked the idea of working for myself, and it didn't require too much investment to get started. And, and actually, I enjoy working with words, and it's, it's very satisfying when you feel that you've produced a reasonable translation of the original text.

I What are the pros and cons of being a translator?

B Well, um, it's a lonely job, I suppose, you know, you're on your own most of the time, it's hard work, you're sitting there and, you know, you're working long hours, and you can't programme things because you don't know when more work is going to come in, and people have always got tight deadlines. You know, it's really rare that somebody'll 'ring you up and say 'I want this translation in three months' time.' You know, that, that just doesn't really happen.

I And the pros?

B The pros are that it gives you freedom, because you can do it anywhere if you've got an internet connection and electricity, and I suppose you can organize your time, 'cause you're freelance, you know, you're your own boss, which is good. I, I like that.

I What advice would you give someone who is thinking of going into translation?

B I'd say that—I'd say, in addition to the language, get a speciality. Do another course in anything that interests you, like economics, law, history, art, because you really need to know about the subjects that you're translating into.

(Part 2)

I What do you think is the most difficult kind of text to translate?

B Literary texts, like novels, poetry, or drama because you've got to give a lot of consideration to the author, and to the way it's been written in the original language.

I In order to translate a novel well, do you think you need to be a novelist yourself?

B I think that's true ideally, yes.

I And is that the case? I mean are most of the well-known translators of novels, generally speaking, novelists in their own right?

B Yes, I think in English anyway, people who translate into English tend to be published authors, and they tend to specialize in a particular author in the other language. And of course if it's a living author, then it's so much easier because you can actually communicate with the author and say, you know, like, 'What did you really mean here?'

I Another thing I've heard that is very hard to translate is advertising, for example slogans.

B Yeah, well, with advertising, the problem is that it's got to be something punchy, and it's very difficult to translate that. For example, one of the Coca-Cola adverts, the slogan in English was 'the real thing', but you just couldn't translate that literally into Spanish – it, it just wouldn't have had the same power. In fact, it became *Sensación de vivir*, which is 'sensation of living', which sounds, sounds really good in Spanish, but it, it would sound weird in English.

(Part 3)

I What about film titles?

B Ah, they're horrific, too. People always complain that they've not been translated accurately, but of course it's impossible because sometimes a literal translation just doesn't work.

I For example?

B OK, well, think of, you know, the Julie Andrews film, *The Sound of Music*. That works in English because it's a phrase that you know, you know like I can hear the sound of music'. But it doesn't work at all in other languages, and in Spanish it was called *Sonrisas y Lágrimas*, which means 'Smiles and tears'. Now let me see, in German it was called *Meine Lieder – Meine Träume*, which means 'My songs, my dreams', and in Italian it was *Tutti in sieme appassionatamente*, which means I think 'All together passionately' or, I don't know, something like that. In fact, I think it was translated differently all over the world.

I Do you think there are special problems translating film scripts, for the subtitles?

B Yes, a lot. There are special constraints, for example the translation has to fit on the screen as the actor is speaking, and so sometimes the translation is a paraphrase rather than a direct translation, and of course, well, going back to untranslatable things, really the big problems are cultural, and humour, because they're, they're just not the same. You can get across the idea, but you might need pages to explain it, and, you know, by that time the film's moved on. I also sometimes think that the translators are given the film on DVD, I mean, you know, rather than a written script, and that sometimes they've simply misheard or they didn't understand what the people said. And that's the only explanation I can come up with for some of the mistranslations that I've seen. Although sometimes it might be that some things like humour and jokes, especially ones which depend on wordplay are just, you know, they're simply untranslatable. And often it's very difficult to get the right register, for example with slang and swear words, because if you literally translate taboo words or swear words, even if they exist in the other language they may well be far more offensive.

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STAGE 6: Review and assessment- Class worksheet

FC CLASS WORKSHEET for Listening 4 on Translation: UNIT 4B Exercise c (page 41) parts 1+2+3: You are going to listen to an interview with Beverly Johnson, a professional translator working in Spain. Listen to the interview and select the best answer: a, b, c for the different parts.

1. In pairs A/B: Student A: interviewer / Student B: Beverly. You should take turns to read the tape script. You switch roles halfway through.
2. Find the following words and expressions in the script and explain their meaning in your own words in English.

1. B: ... the odd translation	
2. B: People have always got tight deadlines	
3. B: ... it's got to be something punchy .	
4. B: You can get across the idea	
5. B: ... they simply misheard	

*This could also be a questionnaire online/a Kahoot/Mentimeter

Mentimeter 1: questions 1+2+3

<https://www.mentimeter.com/s/886d3dd3a98be38641e87aac88e55385/8b47919982c9/edit>

Mentimeter 2: questions 4+5

<https://www.mentimeter.com/s/23a26600d3b9ee6f4d71807ff41feaea/c4fba811fca0/edit>

Appendix 20. Mentimeter.com questions for Stage 6 in the flipped classroom plan

Questions 1-5 for students

Home / PhD Listening 4 on Translation (unit 4B Exercise c (New English File))

+ Add slide Import

1 B: ... the odd translation

2 B: People have alw...

3 B: ... it's got to be some...

Your presentations

Go to www.menti.com and use the code 68 73 68

B: ... the odd translation

Basic translation, boring Una traducción simple The original work

Occasional translation Ocasional translation Occasional translation

6

Pro tip! While presenting, use the settings menu to the left to find more features.

Home / PhD Listening 4 on translation questions 4+5

+ Add slide Import

1 4. B: You can get across...

2 5. B: .. they simply mish...

Your presentations

Go to www.menti.com and use the code 62 51 38

5. B: .. they simply misheard

0

Appendix 21. Mentimeter.com students' answers for Stage 6 in the flipped classroom plan

Students' answers to questions 1-5

B: ... the odd translation Mentimeter

Basic translation, boring	Una traducción simple	The original work
Occasional translation	Ocasional translation	Occasional translation

6

This screenshot shows a Mentimeter poll titled "B: ... the odd translation" with 6 participants. The poll results are displayed in a grid of six buttons. The top row contains "Basic translation, boring", "Una traducción simple", and "The original work". The bottom row contains "Occasional translation", "Ocasional translation", and "Occasional translation".

B: People have always got tight deadlines Mentimeter

Fechas límite apretadas de horario	No time, quickly deliver	They want things immediately
People always want the work for yesterday	A limited deadline	They don't have much time to do their work
A limited deadline	A really concrete deadline	Hi sean

12

This screenshot shows a Mentimeter poll titled "B: People have always got tight deadlines" with 12 participants. The poll results are displayed in a grid of nine buttons. The top row contains "Fechas límite apretadas de horario", "No time, quickly deliver", and "They want things immediately". The middle row contains "People always want the work for yesterday", "A limited deadline", and "They don't have much time to do their work". The bottom row contains "A limited deadline", "A really concrete deadline", and "Hi sean".

B: People have always got tight deadlines

Mentimeter

Hi

That there allways are tight periedes of time to deliver a work

Fechas limite ajustadas

12

B: ... it's got to be something punchy.

Mentimeter

Sticky

Algo que enganche

Something funny, good finded

Pegadizo

That impact to somebody

Something effective

Attractive

It means that It have to be atractive tot the public

Something impactant

11

B: ... it's got to be something punchy.

Mentimeter

Que pegue

Something that attracts the attention of the listener/viewer

11

Appendix 22. Advanced Speaking assessment criteria adopted from Cambridge English: Advanced Handbook for teachers

SPEAKING | ASSESSMENT

Cambridge English: Advanced Speaking Examiners use a more detailed version of the following assessment scale, extracted from the overall Speaking scales on page 87.

C1	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. 	<ul style="list-style-type: none"> Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>				
3	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. 	<ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
2	<i>Performance shares features of Bands 1 and 3.</i>				
1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. 	<ul style="list-style-type: none"> Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
0	<i>Performance below Band 1.</i>				

C1	Global Achievement
5	<ul style="list-style-type: none"> Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and easy to follow.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	<ul style="list-style-type: none"> Handles communication on a range of familiar and unfamiliar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	<ul style="list-style-type: none"> Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
0	<i>Performance below Band 1.</i>

Overall Speaking scales

	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms and uses them with flexibility. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. 	<ul style="list-style-type: none"> Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C2	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
C1	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. 	<ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
Grammar and Vocabulary					
B2	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics. 		<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 		<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
A2	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 			<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
A1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 			<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.

Speaking assessment

Glossary of terms

1. GENERAL

Conveying basic meaning	Conveying basic meaning: the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.
Situations and topics	<p>Everyday situations: situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to school or work, taking part in leisure activities. A <i>Cambridge English: Key (KET)</i> task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.</p> <p>Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. <i>Cambridge English: First (FCE)</i> tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.</p> <p>Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. <i>Cambridge English: Advanced (CAE)</i> tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.</p> <p>Abstract topics: topics which include ideas rather than concrete situations or events. <i>Cambridge English: Proficiency (CPE)</i> tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.</p>
Utterance	Utterance: people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. GRAMMAR AND VOCABULARY

Appropriacy of vocabulary	Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in the utterance <i>I'm very sensible to noise</i> , the word <i>sensible</i> is inappropriate as the word should be <i>sensitive</i> . Another example would be <i>Today's big snow makes getting around the city difficult</i> . The phrase <i>getting around</i> is well suited to this situation. However, <i>big snow</i> is inappropriate as <i>big</i> and <i>snow</i> are not used together. <i>Heavy snow</i> would be appropriate.
Flexibility	Flexibility: the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.
Grammatical control	<p>Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.</p> <p>Where language specifications are provided at lower levels (as in <i>Cambridge English: Key (KET)</i> and <i>Cambridge English: Preliminary (PET)</i>), candidates may have control of only the simplest exponents of the listed forms.</p> <p>Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly.</p> <p>Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.</p>

2. GRAMMAR AND VOCABULARY (cont.)

Grammatical forms	<p>Simple grammatical forms: words, phrases, basic tenses and simple clauses.</p> <p>Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.</p>
Range	Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. DISCOURSE MANAGEMENT

Coherence and cohesion	<p>Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised. Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.</p> <p>Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (<i>and, in addition, moreover</i>); consequence (<i>so, therefore, as a result</i>); order of information (<i>first, second, next, finally</i>).</p> <p>At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. <i>and, but, or, then, finally</i>) but also with more sophisticated devices (e.g. <i>therefore, moreover, as a result, in addition, however, on the other hand</i>).</p> <p>Related vocabulary: the use of several items from the same lexical set, e.g. <i>train, station, platform, carriage</i>; or <i>study, learn, revise</i>.</p> <p>Grammatical devices: essentially the use of reference pronouns (e.g. <i>it, this, one</i>) and articles (e.g. <i>There are two women in the picture. The one on the right ...</i>).</p> <p>Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. <i>you know, you see, actually, basically, I mean, well, anyway, like</i>.</p>
Extent/extended stretches of language	Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.
Relevance	Relevance: a contribution that is related to the task and not about something completely different.
Repetition	Repetition: repeating the same idea instead of introducing new ideas to develop the topic.

4. PRONUNCIATION	
Intelligible	Intelligible: a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.
Phonological features	<p>Phonological features include the pronunciation of individual sounds, word and sentence stress and intonation.</p> <p>Individual sounds are:</p> <ul style="list-style-type: none"> • pronounced vowels, e.g. the /æ/ in cat or the /e/ in bed • diphthongs, when two vowels are rolled together to produce one sound, e.g. the /aʊ/ in host or the /eɪ/ in hate • consonants, e.g. the /k/ in cut or the /f/ in fish. <p>Stress: the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPOrtant. Word stress can also distinguish between words, e.g. proIEst vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. <i>WHY is that one important?</i> versus <i>Why is THAT one important?</i></p> <p>Intonation: The way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.</p>
5. INTERACTIVE COMMUNICATION	
Development of the interaction	Development of the interaction: actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus, or to something the other candidate/interlocutor has said, or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. <i>What about bringing a camera for the holiday?</i> or <i>Why's that?</i>).
Initiating and Responding	<p>Initiating: starting a new turn by introducing a new idea or a new development of the current topic.</p> <p>Responding: replying or reacting to what the other candidate or the interlocutor has said.</p>
Prompting and Supporting	<p>Prompting: instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution.</p> <p>Supporting: instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.</p>
Turn and Simple exchange	<p>Turn: everything a person says before someone else speaks.</p> <p>Simple exchange: a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.</p>

Appendix 23. Letter of consent

Title of Project: *Using Flipped learning to teach EAL in higher education: a case study*

Letter of consent to take part in research

I voluntarily agree to participate in this research study.

- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that participation involves...[outline briefly in simple terms what participation in your research will involve].
- I understand that I will not benefit directly from participating in this research.
- I agree to being self-audio recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details which may reveal my identity or the identity of people I speak about.

Signature of research participant

Signature of participant

Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study

Signature of researcher

Date