The Comparison between Regular and Flipped Classrooms for EFL Korean Adult Learners

Namhee Kang (Chung-Ang University)


The purpose of this study was to explore the efficiency and the students’ perceptions of flipped classrooms, attentively designed to integrate lecture-oriented videos and an activity-centered off-line class, for twenty four EFL university students in a general English course. The regular and the flipped classrooms were compared in grammar and vocabulary knowledge by pre- and post tests. Student logs, a post-questionnaire and interviews in the flipped classroom were conducted to analyze the degree of integration of pre-preparation assignments and off-line class activities as well as the students’ perceptions. The results illustrated that (1) only the flipped classroom produced statistically significant changes in both vocabulary and grammar knowledge by Wilcoxon signed-rank test. The result by ANCOVA showed no difference, presumably, due to non-normal distribution in both groups. (2) The student logs suggested that well-blended flipped classroom maximized face time, retained more interaction and achieved learning goals. (3) The questionnaire and interviews showed the flipped classroom was highly positive in satisfaction, helpfulness, in-class activities and instructor’s roles, four pillars of F-L-I-P™, benefits and comments. Especially Blackboard (Mobile) was instrumental in providing a flexible environment for assignments and technology-based activities in and out of class. However, ‘not doing assignments’ was the biggest obstacle as a part of disadvantages.

**Keywords** flipped learning, flipped classroom, blended learning, self-directed learning, self-regulated learning, Blackboard

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I. INTRODUCTION

In 21st century a variety of digital technology affords serendipitous learning that permits teachers and students to be more likely to transform their class in a manner of less
teacher-centered and more learner-centered environment and to amplify collaborative setting alongside with self-directed and self-regulated learning, which causes to reposition teachers’ roles as a coach and a facilitator (Hennic, 2014; Roehl, Reddy, & Shannon, 2013). In this sense it is highly probable that flipped classroom is one of the most rapidly emerging trends in e-learning and worth investing for next 12 months according to the reports released by Tagoras 2014 and the NMC Horizon Report 2014 (Cobb & Steele, 2014; Johnson, Becker, Estrada, & Freeman, 2014). In flipped classroom teachers are allowed to make best use of face time substantially charged with tasks or activities to encourage students’ internalization, preparation, and motivation for engagement and achievement on their own pace (Knowles, 1975).

MOOCs (Massive Open Online Courses) contributes to part of flipped classroom’s diffusion (Correa, 2015). Topic-based short videos were easy to grab and use for self-study and help prioritize face to face practice in school. As earning micro-credentials has been coming up as an issue in MOOCs learners, the benefits of off-line course as well as a new breed of TOQUES (Teaching Online Qualified Engaged Students) cannot be underestimated (Dunsmore & Meekins, 2013; Rowell, 2015). Therefore, integration of videos or documents as pre-preparation assignments and off-line class is further underlined in higher education (Davis & Mackintosh, 2013). FLN (Flipped Learning Network) pointed out not making a mistake by simply inverting lectures to online materials in an attempt to pursuit the right blend of flipped classroom (Network, 2014).

More and more research of flipped classroom has been published in a variety of study fields and more attention has been moved on right blend, but relatively less studies in Korea such as K. Sung (2015) and Y. Kim (2015) have been devoted in higher English language education. In addition, the effects of English grammar and vocabulary teaching and learning have been emphasized, but their studies in flipped classroom setting are hard to search. Furthermore, high popularity and expectation of flipped classroom seem plausible, but its applicability has been questioned among some educators. To prove the issues, the present study will explore the applicability of the flipped classroom in EFL with three research questions; (1) Is the flipped classroom efficient in improving the students’ grammar and vocabulary knowledge comparing to the regular classroom? (2) How well-blended is the flipped classroom model? (3) How do the students perceive the flipped classroom in enhancing their grammar and vocabulary knowledge? To figure out the first research question, a pre- and a post-test were conducted, for the second one, student logs were recorded in each class, and for the third one, a post-questionnaire, post-interviews, and instructor logs were analyzed.
II. LITERATURE REVIEW

1. Flipped Classroom in EFL

Flipped classroom has gone viral regardless of study fields for about recent five years. Flipped classroom is not a new teaching method and has already started in the early 1990s (Correa, 2015). It has been adapted and renamed such as ‘inverted classroom’ for a long time and has been gaining its popularity since 2012 that was the year when the Colorado high school teachers Jonathan Bergmann and Aaron Sams created teacher-narrated videos for the students who were missing classes and a new pedagogical trend was spread out.

There is a general consensus among educators about what flipped classroom is. It is “a learning strategy that offers preparatory or foundational content outside of the classroom and uses class time for active learning” (Cobb & Steele, 2014, p. 2). However, technically there is no exact definition of flipped classroom, which causes misunderstandings and misconceptions. FLN’s four pillars and eleven components could explain what flipped learning is; flexible environment, learning culture, intentional content, and professional educator (LaFee, 2013; Network, 2014). Chen, Wang, and Chen (2014) added three more components and represented FLIPPED classroom; -P (Progressive Activities), -E (Engaging Experiences) and -D (Diversified Platforms). Such models show reliable benefits of flipped classroom in education for both teachers and students. For students, achievement or attitude is likely to increase (Bergmann & Sams, 2014; Graf, 2013) by self-regulated learning (S. K. Shim, 2013), more engaged, motivated and collaborative learning (McBride, 2015; Roehl et al., 2013), diversified learning environments (Chen et al., 2014; Wallace, 2014) and lower frustration level (Du, Fu, & Wang, 2014; Zhang, 2015). For teachers, face time can be best used in a systematic manner by supporting student-centered activities, promoting more interaction on/offline (K. Sung, 2015; Zhang, 2015), incorporating summative and formative assessment (Forsythe, 2015; Milman, 2012) and monitoring learning process on LMS (Learning Management System) (K. Sung, 2015).

However, some educators argued that it could be a fad because the procedure of flipped classroom has a premise that students do pre-preparation assignments ahead of class which means not every student will engage and some of them keep resting on traditional classroom teaching if it isn’t successfully designed (Correa, 2015; Findlay-Thompson & Mombourquette 2014). Any learning models have challenges on engagement which of success depends on how well regular classroom is revamped with new constructs. In this sense, J. Lee (2014)’s model and Forsythe (2015)’s EFL model of flipped classroom were well-incorporated with Brown
(2001)’s and Nation (2001)’s approaches as well as English language learning setting, so they were adapted and revised based on F-L-I-B™ for the present study and illustrated as in Figure 1. From J. Lee (2014)’s model, with a help of pre-preparation session, maximizing face time afforded more exposure to English practice in pair/groupwork and Forsythe (2015)’s formative assessment concept was exploited as checkup quizzes, student logs and an instructor log in each class to check assignments, monitor students’ learning and give feedback in a timely manner. Brown (2001)’s and Nation (2001)’s notions supported the design of pre-preparation assignments; grammar videos and YouTube worksheet. As a primary source of grammar videos, grammar is a critical component of language with the other two components — semantics (meanings) and pragmatics — and all three are interwoven and no one takes priority over the others to communicate. For an appropriate grammar instruction in CLT (Communicative Language Teaching), communicative contexts are provided with communicative language accuracy and less burdensome linguistic terminology (Brown, 2001). Therefore, grammar was lectured by the instructor and pre-served in the form of a short video in both L1 and L2 linguistic terminology for self-study ahead of class. In order to support learning meanings, vocabulary instruction through spoken input is an effective way to extend vocabulary size with contextualized vocabulary and induced examples (Nation, 2001; Thornbury, 2002). Therefore, YouTube worksheet consists of fill-in-the blanks and contextualized vocabulary in open-ended questions (APPENDIX D).

(Figure 1) Flipped Classroom Model in EFL
Based on videos, a checkup quiz with a mini-lecture was employed to check understanding videos in class. After wrapping up online session, for learning pragmatics, a simple pattern-drilled practice, a task-based activity in pairs/groups and peer/instructor's feedback were followed in order to encourage students’ intrinsic motivation and engagement. The lesson was reviewed in the next class at the beginning. All components in flipped classroom lay the groundwork for fully drawing students’ background knowledge guided by full-fledged instructional sources and instructors’ feedback for their self-directed learning (N. Kang, 2007; Knowles, 1975).

2. Previous Studies

The studies on flipped EFL course are in their early stage, but most of published studies so far illustrated it was worth rolling out flipped classroom with a help of technology despite some drawbacks. Zhang (2015) flipped his business English course for Chinese EFL university students with teacher-created videos and compared the effectiveness of the flipped classroom to the regular classroom. The students were highly satisfied with the flipped classroom according to the survey. Their satisfaction was analyzed into three perspectives through classroom observation. First, the students gained a lot of vocabulary, had more chances to exchange opinions and practice listening and speaking in English. Second, they were more motivated due to pre-preparation and fulfilled their affective needs through more interaction. Third, for future flipped classroom, integration of online self-learning and in-class learning should be implemented not to make students feel the key is pre-class and they gain relatively less knowledge in class as well as to make a positive effect of their reflective learning and improvement in Business English proficiency.

Webb, Doman, and Pusey (2014) flipped high-intermediate EFL university classes to investigate the students’ view and the teachers’ perceptions on the flipped classroom which ran 75 min twice a week for 15 weeks. As a pre-preparation session, the students watched YouTube videos, TED Talks, or teacher-crafted videos and commented on them as an oral or written form, students’ crafted-video or discussion on Moodle (LMS) or answered handout or online quiz. In addition, other reading materials were given to let the students have opportunities to fully engage in activities in class. Through surveys, 88.7% preferred in-class teacher instruction rather than teacher-lectured videos which didn’t agree to the flipped classroom goals, 90.9% agreed or strongly agreed English class supported more communication, 73.1% disagreed or strongly disagreed with preferences of watching videos as pre-class in 7th weeks but in 14th
weeks the ratio lowered to 15%, 68.2% showed positive attitudes towards Moodle, and 73.7% wanted more pre-class instruction in the end. Three out of four teachers mentioned they would roll out flipped classroom again despite drawbacks such as too much work for pre-class materials, adjustment time for both teachers and students, difficulties applying the flipped concept to language instruction and students’ engagement.

K. Sung (2015) flipped his English content-based class for twelve Korean EFL university students for 2014 spring semester. The class ran for 75 min twice a week. Before class, the students read weekly readings watching the instructor-created videos, and posted their Thought Papers (TP) on LMS or a mobile messenger (Kakaogroup). During class, the instructor’s feedback of English writing on TP was handed back. Then, pair/groupwork based on TP and final project discussion proceeded. After class, the students revised their TPs and reposted twice within one week and on mid or final week. They also were asked to review in-class materials or answer some follow-up questions, and write their learning logs reflecting on the content learning process in class in an in-depth manner. Findings from course evaluation and survey at the end of the semester showed greatly positive opinions on the instructor’s great passion, sufficient feedback, ample chances to discuss and interact with the instructor, appropriate exams, retaining their learning, in-depth thoughts and a real-life setting project. LMS supported a variety of materials and Kakaogroup served an alert function and let the students keep track on the course. With highly positive effects, on the other hand, there were concerns such as a tough class with a lot of assignments covered for a short time, learning concepts by themselves in advance, and the instructor’s short lecture in a whole lesson.

Engin (2014) examined the impact of student-crafted videos as an in-class activity for eighteen Emirati EFL university students taking an academic writing course. Teacher-created ten videos were posted on Blackboard with a variety of topics; writing a research question, organizing an argumentative essay, outlining, and writing a research proposal. Referring to them, paired-students developed their own videos on schedule; preparing videos with stages of researching a topic, searching for sources, evaluating information and choosing relevant information. Through the procedures, the students were more likely to be an expert on their chosen topic developing higher order thinking skills, to practice summarizing and synthesizing developing higher order cognitive skills, and to focus on accuracy of content and language. However, the students were concerned about the video quality and peer presentation style due to non-teacher prepared materials and not clear explanation in them.

Less integration such as overlapping contexts, too concise explanation of videos, burden assignments or less differential feedback on project might cause students not to feel value of
flipped concept as shown Webb et al. (2014)’s result, Zhang (2015)’s suggestion, K. Sung (2015)’s and Engin (2014)’s student comments. They agreed that pre-preparation assignments and in-class activities should be well-blended for a successful flipped classroom.

III. METHOD

1. Participants

The students in the treatment group were twenty-four university students in Gyeonggi province; thirteen males and eleven females, at the age of 21 through 28, taking a general course ‘English 2’ for sixteen weeks in 2015 spring semester. They were majoring in music (9), business (6), design (3), science (3), painting (2), and sports (1). They varied in proficiency from beginner to upper-intermediate. Nineteen students started learning English in grade 3, three in grade 1 and one in kindergarten at the age of 6-7. Seven students had been abroad for 6-9 months (1, USA), 3-6 months (1, USA) and 1-3 months (5, USA, the Philippines, & New Zealand). Six students had an official English score; TOEIC 820 (2), 775, 780, 720, and 650. All of them took a prep-course or English 1 other than one female student who was to take it next semester and five students were retaking the course. Four students got a job at the beginning or in the second half of semester so that videos took place of their learning.

The control group was taking the same course with other instructor. Sixty-five students from three classes conducted a pre-test, but twenty-three didn’t show up or didn’t write their correct ID at the post-test which made impossible to keep track of their improvement. So forty-two students’ results were analyzed. They were twenty-six males and seventeen females at the age of 19 through 24, majoring in engineering (14), science (11), photography (10), and creative writing (7). Twenty-six students started learning English in grade 3, nine in grade 1 and seven in kindergarten at the age of 6-7. Eight students had been abroad; one of them for 2 years (Australia), three for 3-6 months (USA & Canada) and another three for 1-3 months (Canada & the UK). Three students had an official English score; TOEIC 730, 500 and TEPS 405 (middle school). They were all freshmen and allocated in ‘English 2’ by the replacement test before the semester started.
2. Instrument

The overall study design includes mixed-methods; a pre- and a post-test, a questionnaire, and interviews. To enhance research validity a student log as well as an instructor log were recorded in each class.

The pre- and the post-test were conducted on Day 1 of the second week and Day 2 of the fifteenth week. They were not officially allocated such as mid-term or final exams and conducted during class session, so in order not to consume too much time 20 questions were adapted from MOCK TOEIC part 5; ten grammar and ten vocabulary to measure the students’ improvement in their general English proficiency.

The student log was designed to measure how well pre-preparation assignments and in-class activities were blended and integrated for learning (APPENDIX B). It was written at the end of each class in either paper-based version or Google doc™ linked on Blackboard (LMS). If anyone was away from off-line class, they could submit it anywhere anytime.

The questionnaire and interviews were designed and conducted twice in the middle and at the end of the course in order to allow the students to get used to one-on-one interview for an in-depth study (Dörnyei, 2007). Seven students, however, couldn’t participate in the mid-questionnaire due to working in office or performances so that only part of mid-interviews were analyzed if necessary. The questionnaire was adapted and revised from M. K. Kim, S. M. Kim, Khera, and Getman (2014)’s questionnaire that was designed based on F-L-I-PTM and was written in both English and Korean in case any misunderstanding was happening. Most of the items were 5-point Likert-scale close-ended questions and 5 open-ended questions were added (APPENDIX A). Based on the students’ questionnaire results, the semi-structured interviews were designed and further elaborations were followed up during the interview.

Two types of pre-preparation assignments were crafted by the instructor/researcher; grammar videos and YouTube worksheets. Grammar videos were designed based on the main textbook ‘American English File 2’ that is one of the widely used EFL textbooks (Diepenbroek & Derwing, 2014; Shahriari & Tabrizi, 2014). Grammar sections in each unit were scanned, visualized in the form of PowerPoint Slide Show, and then recorded in the instructor’s narration. They covered tense (present continuous, present perfect, past continuous and past tense), conjunction, preposition, modal (will/won’t, should), comparison, conditional, passive and quantifier. Alongside with textbook topics, 10 YouTube videos were assigned on a weekly basis as authentic sources; 3 interviews, 4 media extracts, 2 oral description and 1 narrative (Brown, 2001). Around 5 comprehension questions and vocabulary with definitions were in
original worksheets from school, but it was too difficult for the students with only decontextualized vocabulary so that fill-in-the-blanks and contextualized vocabulary in open-ended questions with L1 translation were added (Nation, 2001; APPENDIX D).

A checkup quiz as formative assessment was implemented every class to check whether the students watched videos and to monitor their learning. Five questions were allocated; multiple-choice, true/false, or hot-spot questions (APPENDIX E). After a quiz, the score was monitored on Blackboard Mobile on the spot through smartphones.

Videos were produced with Camnori, Badicam, Daum PotEncoder, MS PowerPoint and Logitec microphone. Camnori and Bandicam are free open source screen recording programs and record narration via microphone as well as sound from any part of a Windows desktop at the same time (Yuen, 2004). Their pausing function lets users take some break to proceed in next step without overwhelming. Daum PotEncoder is a useful tool to edit any mistakes in videos. MS PowerPoint is a user-friendly program supporting texts, visuals, sounds, videos etc.

To support grammar videos and Youtube videos with worksheets, BlackboardTM was employed. Grammar videos were uploaded on the instructor’s YouTube channel (https://www.youtube.com/user/anitem50) at first and embedded in HTML on Blackboard. YouTube native speaker videos and worksheets were originally linked on the school crafted website, but for the treatment group they were revised and embedded on Blackboard which supported a Mobile platform that is the biggest benefit for digital natives as well as tech-savvy.

3. Description of Instructional Approach

English 2 ran twice a week for 75 min for sixteen weeks. Its syllabus was fixed by the school system which consisted of two sections; preview and class time. The preview section aimed for students’ pre-preparation. Table 1 simplifies pre-preparation assignments for the present study.

<table>
<thead>
<tr>
<th>Day1</th>
<th>Videos</th>
<th>In Class Unit</th>
<th>Procedures</th>
<th>Day2</th>
<th>Videos</th>
<th>In Class Unit</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>0302</td>
<td>Course Overview</td>
<td></td>
<td></td>
<td>0304</td>
<td>1A</td>
<td>IL</td>
<td></td>
</tr>
<tr>
<td>0309</td>
<td>Pre-test</td>
<td></td>
<td></td>
<td>0311</td>
<td>G + V</td>
<td>1C</td>
<td>SL/ IL</td>
</tr>
<tr>
<td>0316</td>
<td>G</td>
<td>1</td>
<td>SL/ IL</td>
<td>0318</td>
<td>G</td>
<td>2B</td>
<td>SL/ IL</td>
</tr>
<tr>
<td>0323</td>
<td>G + V</td>
<td>2D</td>
<td>SL/ IL</td>
<td>0325</td>
<td>G</td>
<td>2</td>
<td>SL/ IL</td>
</tr>
<tr>
<td>0330</td>
<td>G</td>
<td>3B</td>
<td>SL/ IL</td>
<td>0401</td>
<td>G</td>
<td>3C</td>
<td>SL/ IL</td>
</tr>
</tbody>
</table>
The textbook ‘American English File 2’ had a variety of contents interwoven in a systematic way, based on topic-based, grammatical or structural, skill-based, task-based and situational syllabus (McDonough & Shaw, 2003) so that critical contents were selected for self-study, especially two categories; 19 grammar and 10 YouTube videos related to each unit topic.

The sharp contrast between the regular classroom and the flipped classroom is illustrated in Table 2. The differences in grammar instruction were how grammar pre-preparation was served and when feedback was given. In the regular classroom grammar lectures and their exercise answer keys were covered all in class time, but they were explained on instructor-narrated videos in the flipped classroom. For YouTube video instructions, YouTube with worksheets were provided from the school website in regular classroom and worksheet answer keys were delivered in class time, but they were linked on Blackboard and answer keys were already placed on their own worksheets in the flipped classroom. The biggest difference was that top-down and deducive approaches were principled with comprehension questions and decontextualized vocabulary in the regular classroom, but bottom-up and inducive approaches were carried out with fill-in-the blanks and contextualized vocabulary in the flipped classroom (APPENDIX E).

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Differences in Treatments</th>
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<tbody>
<tr>
<td>Grammar</td>
<td>Content</td>
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<tr>
<td>Source</td>
<td>Textbook</td>
</tr>
<tr>
<td>Answer key</td>
<td>In class</td>
</tr>
</tbody>
</table>

G: Grammar video, V: YouTube worksheet, SL: Student Log, IL: Instructor Log
4. Data Collection and Analysis

The pre- and the post-test, the student logs and the questionnaire results were collected and analyzed with TestAn, R, SPSS and Excel programs for the quantitative data. Wilcoxon-signed rank test was applied to analyze the differences between the pre- and the post test in both non-normalized groups and ANCOVA was applied to compare between two groups’ improvement. For the qualitative data, the interviews were recorded and analyzed and parts of the data were transcribed and translated into English from Korean and categorized with short textual labels if necessary (Dörnyei, 2007). The instructor logs were analyzed and referred for the in-depth study.

IV. RESULTS

1. Comparison between Flipped Classroom and Regular Classroom

To the first research question about the effectiveness of the flipped classroom comparing to the regular classroom, the result showed the averages increased in both classrooms except for vocabulary knowledge in the regular classroom. In order to verify whether the positive results were statistically meaningful, the pre- and the post-test were compared by Wilcoxon signed-rank test that is non-parametric alternative to the paired-samples t-test and is useful for the small number of experimental study as well (Dörnyei, 2007). The result displayed that the flipped classroom showed statistically significant increases in total English knowledge as in $p = .005$ ($< .05$), grammar knowledge as in $p = .0011$ ($< .05$), and vocabulary knowledge as in $p = .041$ ($< .05$). On the other hand, the regular classroom was not statistically significant in any knowledge. For the in-depth study, two groups were compared by ANCOVA. The result showed no difference, presumably, because the data of both groups were not normally
distributed as shown by the result of Shapiro-Wilk normality test and less than thirty students in the experimental group. To verify Table 3 result and answer the second research question, the data from the student logs were analysed in the following section.

Table 3: Effectiveness of Flipped classroom vs. Regular Classroom

<table>
<thead>
<tr>
<th></th>
<th>Flipped Classroom (N=24)</th>
<th>Regular Classroom (N=42)</th>
<th>ANCOVA</th>
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<tbody>
<tr>
<td></td>
<td>Test</td>
<td>Mean (SD)</td>
<td>M</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>T</td>
<td>Pre</td>
<td>8.21 (6.25)</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>9.75 (5.11)</td>
<td>8</td>
</tr>
<tr>
<td>G</td>
<td>Pre</td>
<td>4.17 (3.33)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>4.96 (2.96)</td>
<td>4</td>
</tr>
<tr>
<td>V</td>
<td>Pre</td>
<td>4.04 (3.07)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>4.79 (2.38)</td>
<td>4</td>
</tr>
</tbody>
</table>

* < .05, T: Total English Knowledge, G=Grammar Knowledge, V=Vocabulary Knowledge, M=Median, S=Shapiro-Wilk Normality Test, W=Wilcoxon Signed-Rank Test

2. Student Logs

The students recorded their log at the end of each lesson including two 5 Likert-scale questions and comments. They filled out their log even out of class outside when they were absent or working in office as in the response rate 82.24% and 80.83% (N=24) as shown in Table 4. To the second question of how well pre-preparation assignments were helpful for participating in class activities, only off-line class participants were allowed to answer, so participation rate was lowered as in 68.68% and 65.71% (N=21).

Table 4: Student Log Result

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<tbody>
<tr>
<td></td>
<td>How helpful for engaging in activities?</td>
<td>PC</td>
<td>Tablet</td>
</tr>
</tbody>
</table>

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The result showed that both pre-preparation assignments were highly positive for learning English as in 4.29 (0.87) and 4.23 (0.91) because of the instructor’s explanation (1), avoiding L2 overgeneralization (2), learning American and British English (5), learning pronunciation (5) and reflection (6) as in the students’ comments 1 through 6 below. Of particular significance is that they outscored helpfulness on class activities as in 4.41 (0.78) and 4.36 (0.83) that seemed to carry implications for how pre-preparation assignments and in-class activities were well-integrated (J. Bang & J. Lee, 2014; Halverson, Graham, Spring, Drysdale, & Henrie, 2014; Tucker, 2012; Zhang, 2015) and further evidence is adduced from 7 through 15; reducing frustration and affective filter (7), differentiating use and usage (8) and supporting communicative contexts and accuracy (9 & 10). At the same time, the result could be construed in the other critical point that deductively presented and concise narration on videos was technically not enough to permit the students’ intake which indicates the importance of supportive roles of off-line class (11 & 12). As in 13 and 14, the student SG felt discomfited in the review section and hoped to be exposed to more contexts because she did not participate in the previous class and missed a chance to convert input to intake through pattern-drilled practice and a task-based activity. The instructor’s feedback in class was rendered in this sense as in 15.

In a sense, considering their lower participation rate in off-line class, it wouldn’t be an overstatement to say that teacher-narrated videos and worksheets gave credit to improvement in English knowledge. To sum up, the flipped learning model in the present study becomes apparent to be well-designed to acquire the benefits of synergy effect of lecture-oriented videos and activity-centered class based on FLN’s intentional content, learning culture, and professional educator components.

1. Video instructions were much more helpful than studying by myself (0514, WJ).
2. If I didn’t watch this video, I would say ‘farer’ rather than ‘farther’ (0612, AR).
3. Remind the importance of the word ‘the’ (before superlative adjective) (0408, DB).
4. I learned conditionals before, but now I could tell exactly the differences (0504, GH).
5. I’ve learned that pharmacy is called chemist’s in Britain and ‘be allergic to’ is correct rather than ‘have allergic’. The shaw /ə/ from ‘symptoms’ was wired to me. Now I could pronounce it (0610, HY).
6. What I learned from the video was reflected on checkup quiz, so I got a good score today (0401, DJ).
7. Watching videos made me feel more comfortable participating in class activities than not doing homework (0413, SJ).
   I felt like more confidence in class activities as well as English language (0330, JH).
8. I already knew the use of ‘should’ but had a chance to know the usage of it through the advice writing activity in class (0506, GH).
9. The YouTube video used ‘If clause’ that I learned from the grammar video. Two videos were interconnected and helpful in meaningful contexts (0429, JH).
10. Colloquial expressions that I haven’t seen in the textbooks were great (0518, GH).
11. Lots of topics in activities were fluid and proceeded quickly. It was cool! (0413, DB).
12. Sharing ideas and expressing opinions were the best interesting to me (0513, HD).
13. The review section was helpful to remind me of the previous lesson (0316, BA).
14. I hoped to be exposed to more meaningful contexts (in the review) (0518, SG).
15. I was in trouble saying perfect English sentences, but the teacher helped me a lot. So I felt really great after I did (0504, HD).

More responses were filed up and categorized below displaying the students’ learning process. Through 16 through 19, YouTube videos as authentic source were burdensome to understand but became valuable with a help of worksheet. From HY’s response as in 18, he had difficulties fully understanding the video and hoped to look at the whole script word by word even though his TOEIC score was 820. In addition to English knowledge, the students cultivated their cognitive learning strategy - note taking - as self-motivated practice as well as contextualization as in 19 (Brown, 2007; Pigg & Morrison, 2015). The PowerPoint program was user-friendly to display visuals to explain confusing grammar points with simple charts and graphs in an effective way as in 20. HJ as in 21 enjoyed off-line class activities until she got a job in the second half of the semester. She went over videos by herself and participated in final exam which showed a benefit of flexible environment supported by flipped classroom. With a lot of positive responses, on the other hand, at the beginning of semester, a few issues came up; English-narrated videos and a technical problem as in 22 and 23. To allow every student to
have chances to learn and not to feel frustrated, the instructor decided to narrate in half of English and half of Korean, and after the mid-interview, Korean narration was predominant due to a couple of lower level students. However, it deserved because off-line class activities mostly ran in English (Brown, 2001). The technical problem was fixed soon after googling how to embed videos on Blackboard, which allows any platform to access them.

16. Worksheet made me understand the video after several times watching (0611, AR).
17. YouTube was too fast to understand at first. Slowly I made it. YouTube was more difficult than textbook listening section (0604, GH).
18. The YouTube seemed to be informative, but I wasn’t good enough to fully understand it. If not only fill-in-the blank paragraphs but also whole context was served, it’d be greatly helpful, not for improving listening skill though (0527, HY).
19. Filling in the blanks was good for keeping vocabulary in long-term memory. Writing down vocabulary watching videos made me easier to understand (0506, 0612, WJ).
20. Graphs describing ‘have/has+p.p-for/since’ made me easy to understand (0610, WJ)
21. I feel great because I’m away from class though, I can learn. (0514, HJ)
22. It was tough to understand English-narrated videos (0311, DJ), but after Korean narration was added, it made me much easier to understand.
23. My smartphone (Android OS) couldn’t access the video. (0316, EJ)

Other than answering about the integration of the flipped classroom model, the students also contributed to giving extra information about their flexible learning environment; the devices they used for and the places they did their homework. Mobiles almost doubled to 64-5%, presumably, due to the benefits of an easy-to-carry feature, a faster operating system and Blackboard Mobile accessible by any platforms anywhere (Chappuis, Gaffey, & Parvizi, 2011; Network, 2014). Interestingly, they preferred to use mobiles even at home (75%). The other places such as school library, classroom, cafeteria, cafe, studio, office, Internet room and bus accounted for 25%. Mobiles could serve as a linchpin in increases in their motivation and achievement (N. Shin, Norris, & Solowy, 2007). To identify consistency of the student logs and their pre/post-test results and to answer the third research question, the data from the questionnaire and interviews were analyzed and presented in the following section.

3. Perceptions on Flipped Classroom

The questionnaire consisted of five sections; satisfaction, helpfulness, value of in-class
activities and teacher’s role, comparison between the regular and the flipped classrooms and benefits and disadvantages of the flipped classroom. Three out of four students who got a job wasn’t fully engaged in class activities, so they were excluded from Q3, 8 and 11-17. One was excluded from Q18-32 because she hasn’t taken any English course before. The result showed that most of the responses were highly positive for the flipped classroom and supported the student log and the pre/post test results.

1) Satisfaction

The first section result showed that 92% of students agreed or strongly agreed to feel satisfied with the flipped classroom as in Q1 out of Table 5. The average score of Q2 (3.5) was relatively lower compared to Q1 (4.3) and Q6 (4.2, Table 6) and 46% responded ‘neutral’ or ‘disagree’. The students considered the flipped classroom was highly satisfied and helpful but there were some difficulties especially for lower level students, presumably, speaking out in English, YouTube native speaker videos if focusing on listening rather than vocabulary and different English proficiency as in the student log comments before. During the mid-interview, one of the students, JS, mentioned how L1 translation relieved and motivated him to get involved in class.

JS: I took ‘English 1’ with a native speaker instructor. Most of the students were retaking the course and their English level wasn’t good. The instructor was good enough to communicate in Korean. Sometimes he explained the meaning of vocabulary in Korean. His activities were also quite simple, for example, we completed sentences with words on the cards. It made us feel easier (mid-interview).

Despite the relatively lower average score in the degree of difficulty, 96% students agreed or strongly agreed to enjoy in-class activities as in Q3 and Q4 as shown in Table 5. It could be interpreted that in-class activities were challenging but well-designed to draw their motivation and interests to improve their English knowledge supporting FLN’s learner culture component.

During group activity sessions, the instructor walked around and helped the students as a facilitator as in “HD: During an activity, when any word that I intended to say but wasn’t coming up in mind, I gave an eye-contact to the teacher, and she help me draw it.” and “YJ: When there was any word that I didn’t know the meaning of, she explained it in English in the easiest way as much as she could.” The other type of feedback - grammar and worksheet answer keys - was given on videos or worksheets, so the students checked them on the spot.
Both students’ interview responses as well as Q5 supported that the flipped classroom fulfilled FLN’s professional educator component.

 TABLE 5) Satisfaction on the Flipped Classroom

<table>
<thead>
<tr>
<th></th>
<th>1. Flipped Classroom</th>
<th>2. Degree of Difficulty</th>
<th>3. In-class activities</th>
<th>5. Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>14 (58.3%)</td>
<td>5 (20.8%)</td>
<td>8 (38.1%)</td>
<td>16 (66.7%)</td>
</tr>
<tr>
<td>Agree</td>
<td>8 (33.3%)</td>
<td>8 (33.3%)</td>
<td>11 (52.4%)</td>
<td>7 (29.2%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>2 (8.3%)</td>
<td>9 (37.5%)</td>
<td>2 (9.52%)</td>
<td>1 (4.17%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0%)</td>
<td>2 (8.33%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>N</td>
<td>24</td>
<td>24</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Mean (SD)</td>
<td>4.3 (0.7)</td>
<td>3.5 (0.9)</td>
<td>4.2 (0.7)</td>
<td>4.4 (0.6)</td>
</tr>
<tr>
<td>Median</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. What was the most impressive activity? (APPENDIX E)

A. Wall activity - We moved a lot and walking around classroom
   - I felt confident because I could refer to what other classmates answered.
B. Interview activity - Out of class activity, unique and new, high participation
   - Using a smartphone and posting photos on Blackboard.
   - It seemed to be a tiring job, but the grammar and expressions that I used for the activity are still in my memory.
C. Murphy’s Law - It was an interesting topic and activity (APPENDIX E).
D. Groupworking every class - Sharing ideas with practical and colloquial expressions on the cards.
   - Talking with group members about video vocabulary worksheet.
   - When I didn’t know words, I could ask members and discuss together.

2) Helpfulness

The second section was about how helpful the flipped classroom was and how helpful pre-preparation assignments were for grammar and vocabulary knowledge and listening skill. 87% students agreed or strongly agreed the flipped classroom was helpful as in Q6 of Table 6. JM responded checkup quiz, class activities based on grammar and YouTube worksheet were helpful (Q7 & Q8). HD gave his objective perspective on videos. Both students learned English in a personally meaningful manner which supported FLN’s learning culture.

JM: Checkup quiz was the most helpful that were still in my memory. I also learned grammar and communicate based on it, so I felt like learning faster and better. In English 1 that I took this semester together, the students made conversations copying
textbook contents or solving word puzzles, not like communicated based on grammar, which was much easier, even YouTube videos, than ‘English 2’. However, I prefer this class because I understood and remembered better. Without the worksheet, I watched the first video ten times, but I couldn't make it. YouTube worksheet was really helpful for me (post-interview).

HD: How helpful videos is depending on students’ English levels. Everyone is different. It could be more helpful for the lower level students and the higher level students might be okay to participate in class without watching videos. Whatever the reason, it goes without saying that watching videos makes the students ready to engage in class. Actually without watching videos I could participate in class but it was helpful for me and I did enjoy them. This course was also less burdensome comparing to major classes. Just 10 min videos let me be prepared to talk. That’s it. Not much extra assignment was in as well (post-interview).

<table>
<thead>
<tr>
<th>Table 6</th>
<th>Helpfulness on the Flipped Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>13 (54.2%)</td>
</tr>
<tr>
<td>A</td>
<td>8 (33.3%)</td>
</tr>
<tr>
<td>N</td>
<td>3 (12.5%)</td>
</tr>
<tr>
<td>D</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>SD</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>N</td>
<td>24</td>
</tr>
<tr>
<td>M(SD)</td>
<td>4.2 (0.7)</td>
</tr>
<tr>
<td>Med</td>
<td>5</td>
</tr>
</tbody>
</table>

3) In-class activities and Teacher’s role

In the third section, for in-depth study of in-class process, the questions characterizing in-class activities and the instructor’s role were served and the result was presented as in Table 7. The items on the left and right side were opposite. From Q11 to Q13, most of activities were well-connected to real-life setting and required the students to use their background knowledge and their own ideas in that there were not any perfect answers. They also listened and referred
to group members’ or the instructor’s ideas or comments and reflected them on their learning as in 91% (more than 4, Q14) and interviews from HD and SG. The instructor was a facilitator to boost the students’ learning as in 86% (more than 4) of Q16 and 100% (more than 4) of Q17 (see Table 7).

HD: English was predominant in this class which was good to practice speaking in English. After class on the go I repeated and murmured what I learned or what I was supposed to say but I couldn’t. My English communication skill seems to be improved (post-interview).

SG: After performing groupwork, my preference was changed from individual work to groupwork. While I was listening to members’ ideas. I learned from them (mid-interview).

(Table 7) In-class Activity and Teacher’s Role in the Flipped Classroom (N=21)

<table>
<thead>
<tr>
<th>In-class activities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M (SD)</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge acquisition</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td></td>
<td>3.7</td>
<td>4</td>
</tr>
<tr>
<td>Structured &amp; sequential</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td></td>
<td>4.3</td>
<td>4</td>
</tr>
<tr>
<td>Correct answer</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td></td>
<td>3.9</td>
<td>4</td>
</tr>
<tr>
<td>No reflection</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td>4.3</td>
<td>4</td>
</tr>
<tr>
<td>Seeking information to complete the assigned work</td>
<td>1</td>
<td>5</td>
<td>14</td>
<td>1</td>
<td></td>
<td>3.7</td>
<td>4</td>
</tr>
<tr>
<td>The teacher’s role</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>providing knowledge</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td></td>
<td></td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>answering questions, making comments, &amp; using memory and facts</td>
<td>6</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>4.7</td>
<td>5</td>
</tr>
</tbody>
</table>

Namhee Kang
4) Comparison between flipped classroom and regular classroom

In the fourth section, the students were asked to respond to compare the flipped classroom to their regular classroom and the results illustrated as in Table 8, 9, 10 and 11 that are lined up based on four pillars of F-L-I-P™. The first FE category result showed that the flipped classroom (96%, more than ‘agree’) mostly supported a more flexible environment than the regular classroom (26%, more than ‘agree’) with a help of technology as in Q18 of Table 8.

<table>
<thead>
<tr>
<th>FE</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>N</th>
<th>M(SD)</th>
<th>Med</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Technology easy to use</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2.8(1.1)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>1(4.3%)</td>
<td>6(26.1%)</td>
<td>10(43.5%)</td>
<td>3(13%)</td>
<td>3(13%)</td>
<td>23</td>
<td>4.5(0.6)</td>
</tr>
<tr>
<td>19. Technology-easy to watch videos</td>
<td>R</td>
<td>2(8.7%)</td>
<td>6(26.1%)</td>
<td>13(56.5%)</td>
<td>2(8.7%)</td>
<td>23</td>
<td>2.4(0.7)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>1(4.3%)</td>
<td>8(34.8%)</td>
<td>14(60.9%)</td>
<td>23</td>
<td>4.4(0.6)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>20. Accessibility anywhere &amp; time</td>
<td>R</td>
<td>3(13%)</td>
<td>7(30.4%)</td>
<td>8(34.8%)</td>
<td>4(17.4%)</td>
<td>1(4.3%)</td>
<td>23</td>
<td>2.4(1.0)</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>1(4.3%)</td>
<td>4(17.4%)</td>
<td>18(78.3%)</td>
<td>23</td>
<td>4.5(0.5)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>21. Activities using technology</td>
<td>R</td>
<td>1(5%)</td>
<td>3(15%)</td>
<td>10(50%)</td>
<td>6(30%)</td>
<td>20</td>
<td>2.5(0.8)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>6(30%)</td>
<td>14(70%)</td>
<td>20</td>
<td>4.1(0.5)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Checkup quiz using Technology</td>
<td>R</td>
<td>5(21.7%)</td>
<td>4(17.4%)</td>
<td>12(52.2%)</td>
<td>2(8.7%)</td>
<td>23</td>
<td>2.3(0.9)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>2(8.7%)</td>
<td>21(91.3%)</td>
<td>23</td>
<td>4.7(0.3)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SA: Strongly Agree, A: Agree, N: neutral, D: Disagree, SD: Strongly Disagree, R: Regular Class, F: Flipped Class

Homework or review could be done at home, on campus, or in office as many times as they wanted by the benefit of permanently archived materials on Blackboard as in Q19, 20 and the interviews from JH, SR and WJ (Mok, 2014). Blackboard mobile seemed to amplify learning process such as checkup quizzes including a hotspot function (APPENDIX E) and collaborative activities including a photo-posting activity (APPENDIX C) as in Q21 and Q22 (Crowe, 2007). Q22 implicated that the regular classroom (9%, more than ‘agree’) didn’t construct a checkup-quiz-wise session in class, but in the flipped classroom (100%, more than ‘agree’) it was an instrumental to wrapping up online videos as well as delving into deeper understanding concepts with activities as seen by Q7 of Table 6.

JH: (who is a student working in office) I could access videos on Blackboard Mobile on the go. But eClass doesn’t support video flash on smartphones.
SR: In regular classroom I had to stick to the computer to do homework and hand in worksheet in class, but in flipped classroom I just grabbed my smartphone, watched the video ahead of class and shared ideas in a group in class, which made me much easier.

WJ: To be honest, I wasn’t good to each class homework because I wasn’t fully demanding and motivated to do self-study. But I watched videos again before final exam on the bus or in the school studio. They were greatly helpful for me, especially grammar. I felt like I was in English native speakers’ life setting.

The second LC category result showed that the students had more chances to engage in meaningful activities without the teacher being central as in Q23 (83%, more than ‘agree’) and the teacher encouraged the students’ interests more as in Q24 (78%, more than ‘agree’) than the regular classroom (21% & 22%, more than ‘agree’) in Table 9. The pre-preparation videos helped make best use of increased face time that was full of student-centered activities in a personally meaningful manner. YS, GH, and VA supported it at the post-interview.

YS: I’ve learned a lot of new vocabulary in class activities, especially in real-life setting. If I need to choose either regular or flipped classroom, I’ll choose flipped classroom because I can take up more time and chances to speak out but regular classroom was less student- and activity-centered.

GH: I generally studied reading and grammar but I practiced English communication skill in this class a lot. If I need to choose either regular or flipped classroom, I’ll choose the latter. Main homework is being pre-prepared with videos which looks like tiresome work, but class time can be used efficiently and I’ll complete homework either compulsorily or voluntarily.

VA: Being prepared gave me more chances to engage in class activities. I could pay more attention to class and understood better. English class that I took before was not as much motivated as this class even though each of the students made a presentation in each class.
In the third IC category the students agreed or strongly agreed that the flipped assignments were more helpful for the students’ grammar ability (78.3%), listening ability (73.95), and vocabulary knowledge (60.8%) as in Q25 to Q27 compared to the regular classroom (34.8%, 39.1% & 30.45%) and easier way to follow assignments (78.2% & 69.2%) and class materials (91.3%) as in Q28 to Q30 compared to the regular classroom (26.1%, 17.4% & 4.35%). Q25 to Q27 implicates that intentional treatments should be employed to encourage their motivation to implement self-regulated learning (Knowles, 1975; Network, 2014). Q28 and Q29 showed that in both the regular and the flipped classroom, grammar assignment was handled easier than YouTube video (see Table 10). If YouTube worksheets had narrated on videos, flipped students might’ve felt easier to understand them (Ono & Ishihara, 2011).

![Table 9] LC (Learning Culture)

<table>
<thead>
<tr>
<th>IC</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>N</th>
<th>M(SD)</th>
<th>Med</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. student centered meaningful activities</td>
<td>R</td>
<td>1 (4.35%)</td>
<td>3</td>
<td>14 (60.9%)</td>
<td>2 (8.7%)</td>
<td>3</td>
<td>2.9 (1.0)</td>
<td>3</td>
</tr>
<tr>
<td>24. teacher encouraged interest</td>
<td>F</td>
<td>5</td>
<td>21.7%</td>
<td>6</td>
<td>26.1%</td>
<td>13</td>
<td>56.5%</td>
<td>23</td>
</tr>
</tbody>
</table>

![Table 10] IC (Intentional Content)

<table>
<thead>
<tr>
<th>IC</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>N</th>
<th>M(SD)</th>
<th>Med</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Grammar ability</td>
<td>R</td>
<td>1 (4.35%)</td>
<td>5</td>
<td>21.7%</td>
<td>9 (39.1%)</td>
<td>6</td>
<td>26.1%</td>
<td>24</td>
</tr>
<tr>
<td>26. YouTube listening ability</td>
<td>F</td>
<td>1 (4.35%)</td>
<td>2</td>
<td>8.7%</td>
<td>9 (39.1%)</td>
<td>7</td>
<td>30.4%</td>
<td>23</td>
</tr>
<tr>
<td>27. YouTube vocabulary ability</td>
<td>F</td>
<td>1 (4.35%)</td>
<td>2</td>
<td>8.7%</td>
<td>11 (47.8%)</td>
<td>6</td>
<td>26.1%</td>
<td>23</td>
</tr>
<tr>
<td>28. Grammar easy to follow</td>
<td>R</td>
<td>2 (8.7%)</td>
<td>2</td>
<td>8.7%</td>
<td>13 (56.5%)</td>
<td>4</td>
<td>17.4%</td>
<td>23</td>
</tr>
<tr>
<td>29. YouTube easy to follow</td>
<td>F</td>
<td>1 (4.35%)</td>
<td>1</td>
<td>4.35%</td>
<td>3 (13%)</td>
<td>9</td>
<td>39.1%</td>
<td>23</td>
</tr>
<tr>
<td>30. class material easy to follow</td>
<td>R</td>
<td>5 (13%)</td>
<td>4</td>
<td>17.4%</td>
<td>13 (52.2%)</td>
<td>4</td>
<td>17.4%</td>
<td>23</td>
</tr>
<tr>
<td>31. class material easy to follow</td>
<td>F</td>
<td>1 (4.35%)</td>
<td>4</td>
<td>17.4%</td>
<td>13 (52.2%)</td>
<td>4</td>
<td>17.4%</td>
<td>23</td>
</tr>
</tbody>
</table>

The fourth PE category result showed that feedback was generally more positive and homework instructions were more clear in the flipped classroom (91%, more than ‘Agree’)

The Comparison between Regular and Flipped Classrooms for EFL Korean Adult Learners
than the regular classroom (30%, more than ‘Agree’) as shown in Table 11. Most regular classroom is busy covering assigned contents for 75 min. After explaining grammar and answer key or YouTube worksheet key, it’s not easy to fully develop activities step by step like the flipped classroom (APPENDIX C). The more the class ran in student-centered the more interaction and feedback can be given to students (Network, 2014).

(Table 11) PE (Professional Educator)

<table>
<thead>
<tr>
<th>PE</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>N</th>
<th>M(SD)</th>
<th>Med</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Feedback</td>
<td>R</td>
<td>2(8.7%)</td>
<td>3(13%)</td>
<td>11(47.8%)</td>
<td>6(26.1%)</td>
<td>1(4.35%)</td>
<td>23</td>
<td>2.8(1.0)</td>
</tr>
<tr>
<td>-helpful</td>
<td>F</td>
<td></td>
<td></td>
<td>2(8.7%)</td>
<td>9(39.1%)</td>
<td>12(52.2%)</td>
<td>23</td>
<td>4.3(0.7)</td>
</tr>
<tr>
<td>32. Homework</td>
<td>R</td>
<td>5(21.7%)</td>
<td>11(47.8%)</td>
<td>1(4.35%)</td>
<td>6(26.1%)</td>
<td>23</td>
<td>3.0(1.1)</td>
<td>3</td>
</tr>
<tr>
<td>Instructions clear</td>
<td>F</td>
<td>1(4.35%)</td>
<td></td>
<td>1(4.35%)</td>
<td>4(17.4%)</td>
<td>16(69.6%)</td>
<td>23</td>
<td>4.3(1.0)</td>
</tr>
</tbody>
</table>

5) Missing assignments, benefits and disadvantages

The last section was about missing assignments, benefits and disadvantages of flipped classroom and any suggestions. Most responses were overlapped with ones in previous discussion sessions. The students in music or art often missed class because they frequently had performances and practiced until late night on campus which made them hard to wake up early and participate in the morning class. They also had a lot of commitment in their major (SR) which caused to forget their assignments (SM) and to make them less interested and feel tedious and tiresome to do assignments in other classes (WJ). Permanently archived contents on Blackboard were greatly helpful for those students who were allowed to submit student logs for their missing class before final exam. HD came up a brilliant idea below to take advantage of an archived function. Interesting class (YJ), better understanding (VA), getting closer classmates (SR), maximizing face time and sharing ideas in groups (DB) and being confident (HD) were mentioned as additional benefits.

HD: Before exams, I watched all of the videos again for review. Actually it was the fastest way, even cram for the tests the day before. Two 10 min videos a week took up around 20 min, and for eight weeks it took at most 160 min. Comparing to other classes taking up five to six hours to review, it was the reasonably fastest way (post-interview).

The worst disadvantages of flipped classroom was ‘not doing their assignments’ which caused to make the students uncomfortable to participate in class (SM) and ended in disturbing
groupwork (DB). To prevent it, a special observation (DB), checking program (VA), or an alert function (JH) was suggested. Depending on students’ English proficiency (GG), pre-preparation assignments made them either confident (GH) or burdensome (AR, SW) because anything they didn’t understand made them more difficult at the same time. So after mid-interview with SW, a Q&A section was employed on Blackboard Blog.

GH: Videos usually have a disadvantage in which learners cannot ask the questions. Flipped classroom videos were well-explained so I didn’t find any negative point (post-interview).

DJ: This was the first time for me to speak out and communicate in English because I used to learn grammar and reading. The class was interesting and creative, but I’m a beginner, so there were lots of vocabulary that I didn’t understand and I couldn’t pronounce. I used Google Translator to catch them and listen to their pronunciations. Group members helped me in class as well. In teacher-crafted videos, if vocabulary meaning were presented in the bottom corner, it could be much helpful (post-interview).

V. CONCLUSION

The present study suggests that the flipped classroom based on F-L-I-P™ was worth applying in English language course to enhance achievement and engagement. The flipped classroom displayed statistically significant changes both grammar and vocabulary knowledge by Wilcoxon signed-rank test, but the regular classroom didn’t. For the in-depth study, two groups were compared in ANCOVA and the result showed no difference due to both non-normally distributed groups and the small number of experimental group.

Based on the relatively positive result of quantitative data and the responses of student logs, questionnaires and interviews, the key of the successful flipped classroom model could rely on how pre-preparation assignments and in-class activities were well-integrated to acquire the benefits of synergy effect of both of them. The pre-preparation assignments with short videos and highly comprehensible worksheets served as a catalyst for maximizing class time retaining more interaction between the instructor and the students, giving ample chances to communicate in class and achieving learning goals in the end. Blackboard™ and Blackboard Mobile were instrumental of affording a flexible environment for assignments anywhere anytime, mobile checkup quiz in class and technology-based activities in and out of class.
Blackboard and Blackboard mobile-based instructions could offset the negative effects of the students’ low participation rate in off-line class as shown by grammar and vocabulary knowledge improvement in the flipped classroom. Their archived function was the most critical role and the students’ preferences toward mobiles, even at home, could be understood in this sense. In addition, students were more likely to reduce their frustration and affective filter, learn use and usage at the same time, and support communicative contexts and accuracy, develop learning strategies and take advantage of visual materials. These positive responses reflected that the students outscored the flipped classroom to the regular classrooms that they had learned before in respect of F-L-I-P™ principles.

With highly positive responses toward the flipped classroom, several disadvantages were coming up such as ‘not doing assignments’ which caused to demotivate the students or disturb other group members. To prevent it, a special observation should be considered and implemented in a flipped classroom. There was also a limitation of video instructions which were not enough to permit the students’ intake which indicated the important off-line instruction as well as carefully-designed video contents. Different proficiency levels in a group and technical problems were also revealed as part of the demotivate components of the flipped classroom.

Proceeding from what has been said above, it should be conclude that the present research could lay the foundation for EFL future work on flipping not only grammar- and vocabulary-based course but also other skills-based ones such as discussion and writing as Helgeson (2015) mentioned. Therefore, further study for the large number of experimental participants and in a variety of educational setting should be carried out. To implement them, technology-based professional training course should be preceded for a richer and more inclusive understanding of the applicability of flipped classroom in EFL.

REFERENCES


Milman, N. B. (2012). The flipped classroom strategy: What is it and how can it best be used?. Distance Learning, 9(3), 85.


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**APPENDIX A**

**The Questionnaire**

![The Questionnaire](image)

6. 플리트르닝 본 수업에 나게가 많은 도움이 되었다. The flipped classroom approaches greatly helped my learning.

7. 과목대는 내용들은 수업과목에 상처하며 도움이 되었다. Checkup quiz in every class is helpful to remind me of lessons.

8. 온라인 비디오들은 과목수업과목에 심각히 많은 도움이 되었다. Online videos motivate me to engage in class activities.

9. 유튜브 비디오는 과목수업과목에 참여하여 많은 도움이 되었다. Youtube videos are greatly helpful to be involved in vocabulary class activities.

10. 유튜브 비디오는 품질력 과목에 도움이 되었다. Through Youtube videos, my listening skills seem to be enhanced.

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APPENDIX B

Paper-based and Google Doc™ Student Log
APPENDIX C
Instructor Log

1) Checkup Quiz

2) Wrap up online session (HD got a feedback ‘treat’)

T : What about number five?
HD : I’ll **BUY** you something?
T : I’ll **treat** you.

3) Pattern-drilled Practice: After asking and answering the question, swiping the cards.
(Clear direction is need for this activity!)

4) Task-based Activity: Interview on campus
The students in groups got out of class and asked anyone on campus about their weekend plans. ‘be going to~’, ‘be+ing’, or ‘will’ were used to write down interviewee’s responses. After interview, posting a photo with an interviewee on Blackboard and share them in class.
APPENDIX D

YouTube Video Worksheet in Flipped Classroom

Week 5  [Video]  Will Smith :  Your words and thoughts have a power

1. “I have a great time with my life and I wanna share it. I love living, I think that’s infectious; it’s something that you can’t f________.”

2. fake (v.) make something look real or genuine although it is not  취조하다

ex1. Do you ever buy fakes (n.) 모조품, 유탕?

ex2. Do you ever see fake money (n.) 취조한 지폐?

https://youtu.be/y_fPQpHaxnw

APPENDIX E

In–class Activities: Hotspot, Murphy’s Law and Wall Activity
Applicable levels: tertiary education
Author: Kang, Namhee (Chung Ang University); anitem@cau.ac.kr

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