

The Integration of Flipped Teaching with the Support of Online Platforms

La integración del Flipped Teaching con el apoyo de las plataformas en línea

ABSTRACT: The integration of Flipped teaching in language learning seems to be an appealing option to maximize class time and address students' learning needs and interests. On this premise, an action research study was carried out to explore the influence of Flipped methodology in the development of oral skills. Data obtained from this particular teaching context suggest that students exhibited better score results in oral structure, fluency being the one with the lowest score results. Although the results from the experimental group were not the expected ones, individual score results show that the most motivated students towards Flipped lessons obtained better results in areas corresponding to oral fluency, being that particular area the one identified as the weakest feature prior the study. In addition, daily class observations conducted to identify students' attitudes and reactions towards Flipped methodology were found to be valuable since they provided information that may be useful to consider before implementing Flipped learning, and hence ensure better practices and results.

KEYWORDS: Flipped methodology, online platforms, oral skill development and face-to-face class interaction.

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Introduction

While some language professors feel more confident teaching their English language lessons mainly through traditional face-to-face class interaction, other language professionals have challenged their teaching practices with the integration of Flipped class methodology. The main motivation that these professors have for integrating Flipped learning in their teaching practices derives from the interest to seek pedagogical alternatives that could provide more meaningful, flexible, and personalized lessons. In this regard, the intention of this paper is to present the results of an action research study that consisted of implementing a blended Flipped teaching course aimed to develop oral skills during face-to-face class instruction. According to Marshall and DeCapua (2013), Flipped learning consists of giving students the content to study at home, and henceforth dedicate class time to address students' needs or interest. More precisely, the idea of uploading online teaching materials and activities was to allow students to review linguistic content and develop other skills such as reading and writing at their own pace at home. The purpose of this was to maximize students' class time and focus on the integration of speaking production activities during face-to-face classes.

Justification

In most language learning institutions, educators cannot always cover the whole content from a course, and many times these teachers spend valuable class time checking grammar and vocabulary exercises which limits the opportunities to have students practice their oral skills during face-to-face

sessions. An attractive option to deal with this challenge is the Flipped classroom since, as mentioned before, it can be described as a pedagogical setting where activities such as grammar, writing, reading, and vocabulary are not only done during class time, but at home (Bergmann & Sams, 2012). In a Flipped classroom the lesson is learner-centered, creating a more appropriate atmosphere for better and meaningful learning opportunities (Hamdan, McKnight & Arfstrom, 2013). In addition, Flipped learning gives the professor the opportunity to focus on the development of productive skills through socio-collaborative and project-based language teaching activities that are carried out in the classroom as proposed by Marshall (2014). In other words, time can be managed wisely to promote class interaction, explain information that is difficult for students to understand, achieve task-based and problem-solving activities so that students can actively engage in oral practice activities.

Theoretical Background

Flipped Methodology

Flipped learning appeared in the past few years as a pioneering instructional method that claims to produce substantial results in language learning such as increased motivation and language proficiency levels (Jamaludin & Osman 2014). In addition, Flipped teaching is an educational activity in which the learning process goes from a teacher-centered to a student-centered learning environment, where the professor directs students into active, meaningful, and engaging activities (Flipped Learning Network 2014). Moreover, the Flipped

classroom is pedagogically comprehensive because it attends to the values of customized-learning in which each student learns at his or her own pace with a variety of materials and activities tailored to address their individual interests. As for the role of the instructors, they become facilitators and observers, allowing a more active and meaningful participation among students.

Flipped classroom and the use of technology

Bransford, Brown, and Cocking (2000) revealed that Flipped learning success is mainly due to the implementation of technology since it gives learners the opportunity to become independent and have control of their own learning. More precisely, because all the learning resources are stored and delivered in the e-learning environment, students can decide when and where to study or revise the course content and materials whenever they need. This technology-afforded learning independence pushes learners to administer their time, revise course content and submit online tasks on time (Marsh, 2012). In addition, Flipped classrooms with the use of online platforms that include chat rooms, forums, and virtual meetings provide learners with the opportunity to collaborate, interact, and negotiate meaning with their class peers due to mutual projects and group work (Graham, 2006). As stated by Hamdan, McKnight and Arfstrom, (2013) the main premise of Flipped learning is that it serves as a theoretical anchor that capitalizes theory in practice, referring to: workable conditions; learning culture; planned content; and professional tutors. Under this theoretical frame, Flipped learning occurs in flexible environments since educators

recognize that their learning environments promote collaborative and independent work. They are also flexible in the learning timelines; and build appropriate evaluation systems to make it more meaningful. There is a change in the vision and perspective of education: not only does the teacher build knowledge, but it promotes the learning of cultures. Educators use intentional content to optimize time and generate active participation within the classroom through various guided learning activities.

Considerations about Flipped Learning

Despite all the positive opinions of Flipped learning in the literature review, there are some other advocates who share contrary ideas about the method. For example, according to Herreird and Schiller (2013) learners may seem to be enthusiastic and determined at the beginning of the course, but in many cases, they may not come to class prepared, since they have not accomplished tasks, they are required to do before class. In a similar vein, Kordyban and Kinash, (2013) brought attention to the uncertainty that most teachers expressed in regards to the completion of students' learning tasks at home as part of the Flipped methodology. Bristol (2014) mentioned that some teachers experience difficulties when students arrive to class without being prepared. Some other factors that prevent the use of the Flipped approach are students' lack of equipment such as smart phones, tablets, computers, and internet connection.

In regards to class resources such as the design for class videos, Herreird and Schiller (2013) suggest these have to be meticulously planned with clear, sequenced, and

purposeful task instructions so that students are prepared for the course. However, it is hard and time-consuming for most educators to prepare quality tasks and materials. Likewise, Lafee (2013) states that the biggest problem for teachers is not getting lecture videos ready but preparing class activities and integrating them to the Flipped classroom. Contrary to what is known, this method adds to teacher workload rather than reducing it.

According to Bergmann and Waddell (2012), the Flipped classroom methodology presents some fundamental flaws that are listed as follows and that must be remedied before considering using it:

- The responsibility of the teacher cannot be delegated to the student; the teacher should guide their activities towards research, projects, and collaborative work.
- Professors need to make sure that multimedia resources are tools that need to be prepared and made accessible for students on previous lessons.
- The educational gap would increase between students with more economic resources and those who do not, a problem that is already present in education.

Along these same lines, Nielsen (2012) presents three reasons why he would not use the methodology, some of them are close to the previous statements which are also a reason for reflection:

1. Many of the students may not have access to multimedia resources from their homes.

2. The class activities remain as tasks and the debate that generates extra class activities is not addressed or solved in the methodology; simply, time is still being spent on doing a task.
3. Memorization of information and drills would continue to be promoted, and classes would only allow more time to do more of the same.

Another skeptic is Miller (2012), who points out that, in itself, a Flipped classroom will not solve real problems in education. He affirms that the methodology creates the opportunity to cover educational needs from various strategies, but the fact that students are released or given a role to develop a task does not mean that they will do it.

Flipped Lesson in Language Development

Helping students develop their oral skills is a challenging task because learners are required to practice the language inside and outside the classroom so as to be able to communicate with others in real contexts. That is why educators require plans and techniques to help students develop their oral skills, and thus obtain better professional, academic and labor opportunities. The use of Flipped methodology in the language classroom is not habitual. One reason for not using it is due to general beliefs about the difficulty of investing time and educators sharing disadvantageous experiences some language teachers have had. Actually, using Flipped will provide better opportunities for students to invest more class time in practicing their oral skills in English through more meaningful and entertaining activities. This approach

may help learners maintain motivation and interest with the use of technological appliances used in class, work and at home.

In an intervention directed by Wu, Chen Hsieh, and Yang (2017) who studied the effect of an online learning community in a Flipped classroom, especially using mobile platforms, on EFL learners' oral proficiency and students' perceptions, the results showed that the use of mobile phones facilitated meaningful and constructive collaboration and also enhanced participants' oral proficiency. These results suggest that having a more active engagement in authentic and interactive learning activities, such as storytelling, speaking, working in teams, class debates, and presentations in groups are beneficial oral tasks to include in Flipped learning. At present, younger generations feel more related to technology since they are immersed in a technological world. The action of just flipping a classroom is not going to make students speak or collaborate. In the opinion of Houston and Lin (2012) a productive implementation of a Flipped classroom would need to ask students to review prior to class some resources such as videos, podcast or reading articles to have something to talk about. For this, educators should review the course content before starting the class to answer any questions and to ensure that most students understand. Kachka (2012) recommends that during class drills, educators can help to increase the oral interaction among students. Also, the educational design using technology needs to be thoroughly planned to make sure that the students' learning experience is built up, and that students see learning as their main objective. Bachelor (2018) carried out re-

search to contrast and find differences between hybrid and online Flipped teaching methods in the English language learning classroom to decide which delivery method contributes the most to student learning, foreign language use, and language casualness among students. Information was gathered for three semesters at a school in the Midwestern region of the United States from different sections of the same introductory-level Spanish course. The study concluded that none of the groups did analytically better than the other group on the oral exams. There were no important distinctions on the final exams, other than the online class group which did worse. In a study developed by Yaman (2014) where the main purpose was to experiment with alternative ways to practice speaking skills which are normally not considered in foreign language classrooms regardless of the fact that it is essential in language teaching. As found by Yaman, speaking was hard to develop in EFL classrooms. In his study, he aimed to show a successful way to promote oral practice in English with the use of Flipped instruction based on a course to develop speaking skills.

Unfortunately, not many studies have been conducted to look into the effectiveness of Flipped instruction in foreign language learning with respect to oral production skills. The impact of ongoing learning and collaborative speaking are also studied through research. Besides, the analysis of investigators manifested that there is no existing research that explores the impact of Flipped instruction on students' oral skills development mainly fluency, accuracy, coherence, grammar, pronunciation and lexical knowledge.

The study

The purpose of this study was to compare the results obtained from oral achievement tests of two groups exposed to two different teaching scenarios, one in which Flipped methodology was implemented with the help of an online platform, and a second group that received conventional class instruction. The idea of implementing Flipped classroom derived from the fact that the researcher professor had identified that students' learning interest was to practice and reinforce their oral skills mainly in fluency and other areas such as pronunciation, structure accuracy, comprehensibility, vocabulary amount, precision and usage. Thus, with the implementation of Flipped learning, students were given extra time to practice their oral skills in class and were expected to obtain higher score results in their oral achievement tests.

Research Methodology

An action research study was carried out following a mixed quantitative and qualitative approach for data collection to compare differences and similarities in oral development skills exhibited in an experimental group (Flipped classroom) and a control group (conventional class interaction). The research questions made for this intervention are the following:

1. What differences and similarities were found between the control and experimental groups in regards to scores on speech production?
2. What were students' attitudes and reactions towards the use of Flipped methodology?

Teaching context

The teaching context for this study was a private language Institute run by the University of Guadalajara (UG). This language institute is a corporation that offers the service of language teacher development, language testing, and the teaching of foreign languages such as English, French and German. The service of foreign language teaching is delivered in 15 different locations in Jalisco State, nine are distributed in the metropolitan area, and seven are scattered in the regional areas of the Jalisco. This particular action research took place in a regional site with two English language groups of young adults whose age ranged from 15 to 35 years old.

Participants

Participants for this study were a total of 22 learners, 12 students (four men and eight women) who worked under the Flipped methodology, and 10 students (four men and six women) that worked with the conventional class sessions. These students were from two English language groups from the same language institute who shared a similar language proficiency level and class content (level 11, equivalent of 200 hours of study). Their English proficiency level in accordance with CEFRL (Common European Framework of Reference for Languages) was A2+ (basic-high). Due to the fact that the researcher of this study had an active participation as language instructor and evaluator, the selection of course level and participants was randomly appointed by the language institute, where the researcher worked at the moment of the study.

Data Collection and Analysis

In order to assess and compare students' oral achievement tests from both control (conventional class) and experimental (Flipped class) groups, the researcher professor collected data from students' individual and pair speech production tasks gathered at the beginning (pre-evaluation) and at the end (post-evaluation) of the course. For instance, the researcher professor obtained samples of speech production from individual presentations (monologue), and role-play interactions (in pairs). As in the case of monologues, students were asked to speak for about a minute about a specific topic while the professor listened without interrupting students or helping them. Some of the topics elicited were related to class content revised in the textbook such as advantages and disadvantages about living in a big city or rural area, animals and the way they are treated, shopping smart, leisure activities, etc. In regards to the task for oral interaction in pairs, students were invited to role-play a conversation which was randomly selected by the students from a pool of functional situations such as ordering food in a restaurant, answering a phone call, expressing a complaint in a store, inviting someone to go out, etc. In order to assess both oral tasks of individual and pair production, the researcher employed two oral rubrics and rating scales that were taken and adapted from Omaggio's (1993) proposal on how to assess linguistic elements of oral fluency, structure, vocabulary and comprehensibility (see Appendix A).

Once individual raw scores were obtained from the rubrics, these were converted into percentages to obtain measures

of central tendency that were represented in graphs to compare differences and similarities found in oral speech production from both the control and the experimental groups. Also, with the intention of obtaining qualitative information about students' attitudes and performance towards the implementation of flipped methodology, the researcher observed individual students' ongoing performance and attitudes during the whole course when the intervention was carried out. That is, the information from the four-week intervention was kept daily in a journal. This activity consisted of keeping track of individual students' attitudes towards Flipped learning intervention, that allowed to identify which students seemed to be more motivated or enthusiastic based on their comments and class performance in the online platform. More precisely, at the beginning of the lesson the professor dedicated from 10 to 15 minutes of the class to talk to the students so that they could practice their oral skills by sharing their feelings, experiences and attitudes towards the Flipped lessons. In the journal the research professor categorized comments into positive and negative impressions or reactions from the students using a table grid in which comments were individually categorized and contrasted with their work on the platform at the end of the study to identify patterns and recurrent comments that were summarized in the results section.

Implementation

Class content and teaching practice of the control group were mainly delivered face-to-faced in the classroom from 5:00 to 7:00 p.m., except for those tasks assigned

for homework in their workbooks. As for the experimental class, this group worked with the Flipped methodology; class content activities were mainly delivered online with a platform called Edmodo, a platform that is very similar to Facebook but used for academic purposes. Prior to face-to-face sessions from 7:00 to 9:00 p.m., students from the experimental group had to carry out in-home reading tasks, revise grammar video explanations, answer vocabulary and grammar exercises, so that during face-to-face classes they could spend more time practicing their productive skills (see online task samples Appendix B). The instructional strategy of Flipped learning followed a student-centered model that focused on student's likes, needs and wants. More specifically, class content and materials were selected based on topics of interest for the students, but also covering course content assigned by the Language Institute. As for the speaking activities, these were mainly planned based on the weak areas observed in the pre-evaluation tests such as the need to improve areas of fluency and vocabulary. As for obtaining the permission from both the language institution and the students' participation to conduct and collect data for this study, a written notification was sent to obtain their consent.

Results

Mean score results obtained from pre- and post-oral achievement tests of both the control (10 students) and the experimental groups (12 students) are reported and expressed in the following graphs. The results obtained from students' monologues are presented in first place followed by the results obtained from student's pair work

interactions in the form of Role-plays. Finally, qualitative results obtained from research observations kept in a daily journal are also briefly reported to share information regarding students' positive and negative attitudes and reactions during the implementation of Flipped methodology.

Oral Monologue (control and experimental groups)

In order to assess students' individual speech production, learners were asked to talk about a specific topic of their choice during one minute. The features evaluated were fluency, grammar, lexis and intelligibility as expressed in the scales shown in table number 1.

Table 1
Oral scale

Oral individual monologue					
Rating	Fluency	Grammar	Lexis	Intelligibility	100%
Scales	1-6	1-6	1-8	1-14	34

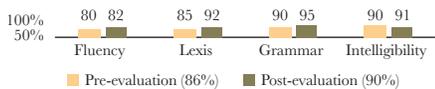
Monologue (Control Group)

Data illustrated in graph number 1 below reports students' performance from the Control group in their speaking monologues. As depicted, students' oral assessment was mostly good since they scored an average of 86% at the beginning and 90% at the end of the study, suggesting that students' speech production during the course was mostly fluent with rich vocabulary, and with occasional syntactic errors that did not affect comprehensibility. The area which reported the highest achievement was structure with a 90% in the pre-evaluation and a 95% in the post-evaluation. The aspect that received the lowest eval-

uation score was fluency with an 80% in the pre-evaluation and an 82% in the post-evaluation.

Graph 1

*Monologue: Control group
(pre- and post-evaluations)*

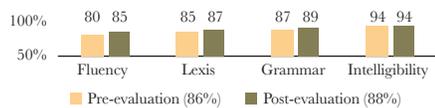


Monologue (Experimental group)

Percentages in graph number 2 illustrate the results obtained by the experimental group at the beginning of the semester and at the end after the implementation of Flipped methodology. Results show that the obtained scores were lower compared to the ones from the control group with a total average of 86%. In the pre-evaluation, the experimental group scored an average of 86% and a 90% in the post-evaluation. Also being grammar, the feature evaluated with the highest score of achievement with an 87% at the beginning and 89% at the end, and also fluency with the lowest score of 80% in the pre-evaluation, and an 85% in the post evaluation.

Graph 2

*Monologue: Experimental group
(pre- and post- evaluations)*

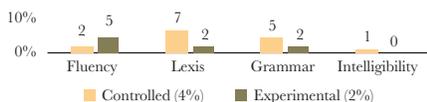


Comparison (Control and Experimental groups)

Results from graphs number one and two from above indicate that prior to the intervention, both groups exhibited problems with fluency and vocabulary development, with grammar and comprehensibility as the strongest areas. Thus, if we compare overall results from control and experimental groups at the end of the pedagogical intervention, general percentages indicate that the group that showed stronger oral skills was the control group, despite the implementation of Flipped methodology in the experimental group. However, if we look more in depth the percentages of individual features of improvement as shown in graph number three below, we can see that in the control group, the areas that showed the highest improvement at the end of the semester were lexis with a 7% and grammar with a 5%, being fluency and comprehensibility, the weakest areas also detected at the beginning of the course. These results indicate that the weakest areas in the control group were not fully addressed. As for the experimental group, the area that showed improvement was fluency indicating a 5% increased followed by lexis and grammar with a 2%. These individual scores indicate that even though Flipped learning did not have as great an impact as was expected, there was a slight improvement in some of the weakest areas of fluency and vocabulary as detected in the pre-evaluation task. These results suggest that the additional time spent on practicing oral skills with the experimental group might have helped individual students to improve their fluency and vocabulary.

Graph 3

Monologue: (A comparison of increased areas of oral development)



Pair interaction: Role-plays (control and experimental groups)

A second type of task that was employed to assess oral development was pair interaction with a role-play activity in which students were asked to engage in a conversation. The features and rating scales employed for evaluating in this part of the exam were fluency, vocabulary, structure, comprehensibility, and listening comprehension (see table no.2).

Table 2

Oral interaction (Role-play in pairs)

Rating	Fluency	Lexis	Grammar	Intelligibility	Listening comprehension	100%
Scales	1-6	1-8	1-6	1-12	1-8	40

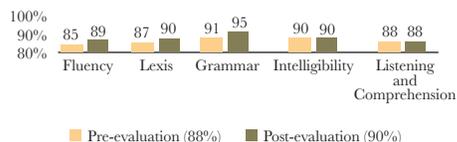
Role-plays (Control group)

Percentages depicted in graph number four below present the results obtained from role-play interaction tasks carried out by the control group with a total average score result of 88% in the pre-evaluation stage and a 90% in the post-stage. The highest score result identified in both stages was grammar with a 91% in the pre-evaluation,

and 95% in the post-evaluation. The area of grammar was also the one that reported the highest improvement of 4%. These results suggest that students' utterances were mostly rendered correctly with minor structural problems that did not affect general comprehensibility. The weakest area that was identified in both stages was similar to the one found in the oral monologue task, being fluency the one with the lowest score with an 85% in the pre-evaluation and an 89% in the post-evaluation. However, even though fluency was the weakest area, similarly to grammar, students showed an increased score of 4% at the end of the course.

Graph 4

Role-play: Control group (pre- and post-evaluations)



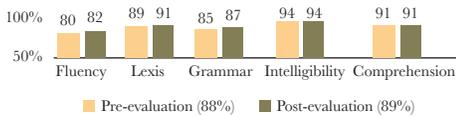
Role-plays (Experimental group)

Graph number five illustrates the results obtained from role-play interactions accomplished by the experimental group before and after the pedagogical intervention. Percentages indicate that, compared to the control group, students' overall scores were lower before the intervention with an 88% and 89% at the end of the course. Unlike the control group, the area that reported the highest scores was intelligibility with a 94% and the lowest was fluency with a small increase of 2%. These percentages also show that student's oral production

slightly improved in areas such as lexis and grammar also with a 2%. Still, the improvement reported after the intervention is not very high.

Graph 5

Role-play: Experimental group
(pre-and post-evaluations)

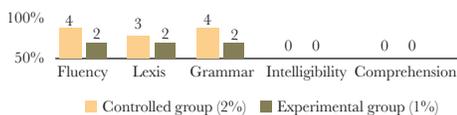


Comparison (Control and Experimental groups)

Information from graph number six shows a comparison of increased percentages identified in both control and experimental groups. Similarly, as in the students' oral monologues, oral test results indicate that the control group had a better oral performance and achievement with a small total average increase of 2%. These results illustrate that students in general did not improve in their oral skills and that only a few students showed slight development in areas corresponding to fluency and grammar; features such as intelligibility and listening comprehension remained the same.

Graph 6

Role-play (A comparison of increased areas of oral development)



Students' attitudes towards the implementation of Flipped classroom

As for qualitative results during the intervention, the researcher professor kept a weekly journal to observe, record and contrast reactions and performance using the online platform during the intervention of Flipped class in the experimental group. Most of the aspects observed during the four-week intervention revealed that from the 12 students that received class instruction under the Flipped methodology, 75% manifested dissatisfaction due to the lack of familiarity working online, problems with internet access and time constraints to study at home. These results correspond to the ones reported by Miller (2012), Nelsen (2012), Lafée (2013), Herreird and Sheiller (2013), and Bergman and Waddel (2012) in the literature review. To mention a few examples that support the less favorable results is that students complained about the use of the platform. They argued that it was difficult to use and that they did not understand the instructions for the activities. They also reported work overload and lack of time to achieve the tasks that were assigned to do prior to face-to-face lessons. In some cases, they refused to work at home because they had to work, go to school or do homework from other class subjects. Also, some students complained that their internet connection was weak and that they could not do the activities assigned in the platform. Other students even said that they did not have a computer and that they had to connect on their phones which they found more difficult and tiring. These situations sometimes made the class go slower because the teacher had to explain all over and this consumed time. Some positive re-

actions were that a few students (25%) liked the platform since they found useful to have the information available on the computer. This in turn enabled them to check or consult materials and language resources at any time they needed or required. These same students also reported that they liked working on their own with the platform since they could interact with their peers in the forums or chats. In addition, they reported that the structure and organization of the platform were friendly and easy to use. Interestingly these students who reacted positively to Flipped learning lessons are those who exhibited improvement in their oral performance.

Conclusions

Overall results from the study revealed that students' oral performance from the Flipped methodology did not improve as expected. In fact, students from the traditional face-to-face interaction group obtained higher score results in their oral achievement tests. In fact, the areas in which students showed improvement were grammar and vocabulary in the control group, and also grammar and intelligibility in the experimental group. Speaking fluency was the weakest area identified in both groups before and after the implementation of Flipped methodology. These results suggest that the type of teaching activities that were introduced in both courses mainly focused on the development of Speaking structure and accuracy, so little attention was paid to other areas of speaking. Also, it can be assumed that the objective of increasing students' opportunities for meaningful language input (resources available in the online platform) and the output op-

portunities of the speaking activities during the face-to-face class were not sufficient factors to help students' improve their oral skills in other areas related to fluency, intelligibility, lexis, among others.

In addition, results obtained from the qualitative information suggest that aspects such as time constraints to study online limited the opportunity to dedicate extra class time to practice oral skills during the face-to-face class as planned. Thus, before implementing a Flipped course, professors need to make sure that students have the time, disposition, and availability to work extra hours. In addition, some students expressed problems getting acquainted working online which entails that prior to the implementation of a Flipped course, students need to get some prior introduction to the platform so that they can become familiar with the tools and resources available. Moreover, it was observed that in the areas that reported improvement, students that exhibited higher scores results were in some way correlated to individual attitudes and acceptance towards Flipped lessons; this may indicate that the attitude and motivation towards the method played an important role. Hence before implementing Flipped lessons, other considerations need to be taken into consideration such as students' interest and motivation towards self-work and the use of technology.

Limitations of the study

Even though the information reported in this study may provide some guidance and insights into the incorporation of Flipped methodology in the Language class, it is worth mentioning that results from the study cannot be generalized and should be

used with discretion because of the following identified limitations that need to be considered in further research tasks. For instance, the research sample was small and not representative of the whole population at the Language Institute. Also, due to some policies and regulations of the teaching context, the research professor experienced some pedagogical and methodological restrictions during the intervention that may

have affected the objectivity of the study. For example, the length or duration of the course, the selection of the participants, the participation of the research professor during data collection and analysis. Finally, in statistical terms the study needs to consider the importance of analyzing oral test scores with parametric tests that can ensure significance of results.

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Appendix A. Oral rubric Descriptors

Speaking Monologue: Descriptors (34%)		
Fluency	Continuous talk with naturality and with no pauses	6
	Speech is almost all the time natural and continuous; a few mistakes and making pauses	5
	Some repeated mistakes, but manages to reword and carry on.	4
	Speech regularly unsure and not fluent with some incomplete sentences.	3
	Speaking is slow and not fluent except for short routine sentences.	2
	Speaking is conveyed in chunks, there are long pauses and incomplete sentences.	1
Lexis	Plentiful lexis; very precise use of words	7-8
	Lacks basic words at times; correct use of vocabulary in general.	5-6
	Frequently lacks necessary words; rather incorrect use of lexis.	3-4
	Lacks essential lexis; deficient; imprecise usage	1-2
Grammar	Sentences are generally correct	6
	Most sentences are presented accurately, with some slight mistakes	5
	Many correct utterances, but with definite structural problems	4
	Some utterances rendered correctly, but major structural problems remain	3
	Very few utterances structurally correct	2
	No utterances structurally correct	1
Intelligibility	Substantially understandable to native speakers of English; one or two incomprehensible words/no incomprehensible words	13-14
	Many errors, but still comprehensible	10-12
	Several errors, somehow incoherent	7-9
	Mainly incomprehensible; some sentences are understandable.	4-6
	Almost completely unintelligible to native speaker of English	1-3

Taken and adapted from: Omaggio, A. (1993). Teaching Language in Context. Heinle and Heinle publishers.

Speaking Role-play Descriptors (40%)		
Fluency	Talking natural and continuous; no unusual pauses.	6
	Talking is normally natural and continuous; only little mistakes or unnatural pauses.	5
	Some noticeable mistakes, but manages to reword or carry on.	4
	Speaking often hesitant and jerky; some incomplete sentences	3
	Speaking very slow or uneven, except for routine sentences or short answers.	2
	Speaking is not fluent and ideas are conveyed in chunks; long, unusual pauses or sentences	1

Speaking Role-play Descriptors (40%)		
Lexis	Vast and large vocabulary; very precise use	8-7
	Lacks basic words at times; correct use in general	6-5
	Often lacks necessary words; somewhat incorrect use	4-3
	Lacks basic words; insufficient, incorrect use	2-1
Grammar	Sentences almost always accurate	6
	Most sentences expressed accurately, with some small structural errors	5
	Many correct sentences, but with certain structural problems	4
	Some sentences expressed accurately, but main structural problems	3
	Very few sentences expressed accurately	2
	No sentences expressed accurately	1
Intelligibility	Totally understandable to native speaker of English; no unintelligible terms	11-12
	Almost totally understandable to native speakers of English; only occasional incomprehensible terms.	9-10
	Several mistakes, but in general understandable	7-8
	Several mistakes, about half is unintelligible	5-6
	Predominantly unintelligible; Some understandable phrases from time to time	3-4
	Completely/almost completely unintelligible to native speaker of English	1-2
Listening comprehension	Learner understands four teacher responses	8
	Learner understands three teacher responses	6
	Learner understands two teacher responses	4
	Learner understands one teacher response	2

Taken and adapted from: *Omaggio, A. (1993). Teaching Language in Context. Heinle and Heinle publishers.*

Appendix B: Resource Section Edmodo Platform (Screenshots)

