



PART OF THE INTO GROUP

**Investigating the use of a Flipped Approach to Grammar Input in an
English as a Foreign Language Classroom**

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(in partnership with Norwich Institute for Language Education)

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Investigating the use of a Flipped Approach to Grammar Input in an English as a Foreign Language Classroom

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Declaration

I declare that this assignment is entirely my own work and that all quotations from other sources have been properly identified and correctly referenced.

Signed:

Date:

Abstract

Flipped Learning is seen to be an effective approach for moving content outside of the class thereby creating valuable time in class which can be spent on more collaborative, active learning, leading to deeper understanding of the subject.

This study was born out of the need to address the challenges presented by the significant time constraints resulting from the ninety-hour EFL course structure used in my current place of work. The objective of this research was to explore whether a Flipped Learning approach to grammar input would be a feasible option to implement with adult students in this teaching context.

Data was collected through a mixed-methods approach involving a small amount of quantitative data gathered through a two-group pre-test post-test design. However, the principal emphasis was on qualitative data gathered through student learning logs, participant observer observations, teacher-researcher field notes, a Likert-scale questionnaire and semi-structured interviews.

Findings showed positive perceptions towards using a flipped approach for grammar input. There was also clear evidence the students considered studying grammar at home an effective approach.

Several limitations were identified: proficiency level of the students, the pre-test post-test design to measure learning and also the use of technology with adult students to deliver the flipped content. Despite limitations, triangulation of data aimed to maximise the validity of the findings. Thus these findings make a valid contribution to the research in Flipped Learning.

The conclusions drawn show that a flipped approach is indeed a viable solution for my adult students and provides students with more class time to spend on meaningful, communicative speaking activities.

Key words: flipped learning, grammar, EFL, adult students

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1 Introduction

1.1 Background of Research

I have been teaching for nearly fifteen years in diverse contexts, mainly Poland, Japan, Colombia and now Italy. I have always enjoyed the challenges new working environments bring and I believe the variety has had a strong, positive influence on professional development and experience. I arrived in Milan in September 2013, ready for my next challenge. Apart from initially having to acclimatise to Italian students' endearing exuberance and gesturing, one thing that surprised me most was that each General English course for adults, representing one level, consists of a mere 90 academic hours taking place over an eight to nine month period. This is enormously different to the teaching centre in Bogotá where I had worked for five years before moving to Milan. There, students completed a level by attending 160 academic hours over roughly the same amount of time. This reduction in hours by nearly half was by far the most difficult aspect I had to adjust to.

The time constraints consequent of the 90-hour courses mean it is a constant struggle to cover the skills and language needed to ensure students are progressing satisfactorily. I discovered this issue was not unique to me but my colleagues also expressed the same frustration and concerns. The limited time results in several detrimental effects such as rushing through or missing out material from the coursebook, not being able to include as many authentic materials and so on. Above all, it means that there is insufficient time to dedicate to practising the language in meaningful, communicative activities which can lead to deeper understanding and more proficient use of the language. This, in turn, has a negative impact on learners' self-perceived sense of progress and indeed leads to frustration on their part as well as the teachers'. This is evidenced by student feedback from questionnaires and focus groups that the Adult Customer Care Coordinator gathers. This is particularly true of high-level students.

I first encountered the term *Flipped Learning* a couple of years ago. In my then role as ICT coordinator, one of my responsibilities was to keep up to date with the latest uses of technology in education, disseminate good practice and train teachers. I did this by reading journals, watching webinars and reading blogs and articles on the Internet and it was through this that I first came across Flipped Learning. Upon further research, I discovered that it is an approach whereby 'direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic,

interactive learning environment' (FLN, 2014). This approach usually involves delivering direct instruction through the use of a video watched at home.

What particularly struck a chord with me was a comment made by Bergman and Sams when discussing the use of video in their book *Flip Your Classroom – Reach Every Student in Every Class Every Day*. They argued that 'despite the attention videos get, the greatest benefit to any flipped classroom is not the videos. It's the in-class time that every teacher must evaluate and redesign' (2012:47). With this in mind, I began to entertain the idea that a Flipped approach could be a practical solution to cope with the constraints and difficulties faced as a result of insufficient time.

I considered more carefully the two aspects of Flipped Learning that repeatedly came to my mind: moving direct instruction outside of the class and redesigning the in-class time. I imagined that if I moved direct instruction outside of the classroom then I could free up a significant amount of class time. With this freed-up time, I could incorporate more communicative speaking activities geared towards more in-depth use of language. In turn, this could lead to greater communicative ability and progress. I concluded that I could address the issue I outlined above by adopting a Flipped approach.

Upon careful consideration, I opted to remove grammar input from class time. This was due to a number of factors summarised below:

- i. Grammar input occupies a lot of class time and, as an experienced practitioner, I do not believe it is the most productive use of class time.
- ii. High-level learners (CEFR B2+) have usually studied the grammar before and studying grammar rules often serves simply as a reminder.
- iii. Due to the way Italian learners are taught, they can often recite the grammar rules parrot fashion but they are still not able to use or do not choose to use the grammatical structures in speaking.
- iv. When studying grammar in class, students work at different paces – some need more time some require less.
- v. After studying grammar in class, little time is left to apply the grammar structures in speaking activities.

To sum up, this research project is the result of the identification of a problem area in my current teaching context (significant time constraints) and the discovery of a solution (use of

a Flipped approach). I strongly believe this would be an effective approach to integrate into my current teaching practice.

1.2 Purpose of Research

The main aim of this research is to explore my belief that using a Flipped approach for grammar input would be effective in my current teaching context and hence a solution to the issue I outlined in section 1.1. To do this, I need to investigate three main areas. Firstly, I need to analyse the students' perceptions of this new approach and explore how these perceptions, both positive and negative, impact on the effectiveness of this approach. Secondly, to further ensure success and effectiveness, the implementation of the approach should be transparent, clearly communicated and tailored to the students' learning context. Additionally, the implementation must be well researched and monitored to evaluate its success. Thirdly, despite my initial convictions of the effectiveness of a Flipped approach, it is also important that I am aware of the challenges presented by adopting such an approach. To avoid researcher bias and subjectivity, the data must be generated through different research tools and from a variety of key sources to ensure objectivity and reliability.

To focus on the above aim and objectives, the following research questions were formulated:

1. What are students' perceptions of a Flipped approach to grammar input?
2. Is a Flipped approach to grammar input effective in improving students' accuracy of form and meaning of grammatical structures in speaking?
3. What problems may hinder the effectiveness of a Flipped approach?

The first question aims to gain an insight into the students' views of using a Flipped approach and more specifically whether they perceive it to be enjoyable, feasible and meaningful. The second question seeks to establish if a Flipped approach to grammar input is effective in the eyes of the students and the teacher. The third question aims to identify any hindrances related to using a Flipped approach.

To find the answers to my research questions, I decided to carry out a small-scale empirical study. The study design was divided into two phases: the Traditional Phase and the Flipped Phase. This allowed students to compare the two approaches and form opinions on a Flipped approach compared to a traditional one. A mixed-methods research design was

used to gather data from three main sources: the participants, the teacher/researcher and a participant observer. This data was then analysed and triangulated to reach conclusions with a view to determining if using a Flipped approach could be used in my current teaching context.

1.3 Organisation of Dissertation

This dissertation consists of five chapters. This first chapter sets the background for the research, giving a brief insight into the context and rationale for the research and providing an overview of the study. Chapter two offers a review of the literature of Flipped Learning relevant to this study. It starts with a definition and brief history of Flipped Learning followed by a review of the aims and benefits of this approach. I then go on to discuss Flipped Learning in EFL before providing an analysis of the methods commonly used to implement Flipped Learning. The third chapter presents the research methodology, explains the instruments used for data collection and gives the rationale behind each instrument used. Chapter four presents a summary of the results followed by a discussion in which the research questions are answered. Limitations are identified and future areas for research are presented. Chapter five presents the conclusions and implications of the study.

2 Literature Review - Flipped Learning

2.1 Definition and Brief History of Flipped Learning

Bergman and Sams, two chemistry teachers from Colorado, are often considered to be the pioneers of Flipped Learning (Hamdan *et al.*, 2013) by many practitioners of this approach. This is due to them being at the forefront of this educational movement and disseminating best practice since they started adopting this approach in 2007. They were teaching in a rural high school where students missed a lot of classes and struggled to keep up. Bergmann and Sams were concerned and so started videoing their lectures for their students to watch in their own time. They soon discovered that what resulted from doing this was more flexibility in class and more interaction between the teacher and students and the students themselves. Additionally, their students reported that they enjoyed the videos and appreciated the opportunity to be able to watch the recorded lectures in their own time. Bergman and Sams also noticed their students had learned more and achieved better test results than previous years. They clearly saw the benefits of a Flipped approach and wanted to share this teaching model with other educators. These two chemistry teachers started delivering seminars and workshops and in 2012 they published their first book entitled *Flip Your Classroom: Reach Every Student in Every Class Every Day*. They also established the Flipped Learning Network (FLN) aiming to 'provide educators with the knowledge, skills and resources to successfully implement Flipped Learning' (FLN, 2014). Word was spreading.

As with any grapevine, the exact concept of a notion can be miscommunicated along the way. Since the term *Flipped Learning* (FL) was coined, there has been some confusion as to what exactly it means. Some believe it simply involves students watching a video at home and answering questions. To clarify this confusion and address some misconceptions around what FL is, the FLN published this first official definition in March 2014:

'Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.' (FLN, 2014)

However, it is important to note that this approach did not start with these two teachers and the credit does not belong solely to them, which they freely admit. The foundations of FL can be traced back to several key researchers. In 1993, Alison King wrote about the benefits and

importance of active learning and fostering student engagement and encouraged teachers to take on the very different role of 'guide on the side' as opposed to 'sage on the stage'. Later, in 1997, Eric Mazur published an article entitled *Peer Instruction: Getting Students to think in Class* in which he described his use of an 'inverted classroom'. He set pre-class reading and used the class time to provide activities in which the students themselves explained scientific concepts to one another. Mazur argued that the assessment results were very encouraging, there was more engagement and enthusiasm from his students and it discouraged simple 'rote memorization'. He also highlighted how this collaboration and peer-instruction deepened his students' understanding of the subject. In 2000, Baker drew on King's research and presented a paper on using online learning management tools to move content out of the classroom, the same concept Mazur advocated. He focused on re-designing class time to make it more meaningful and thus developed an action plan centred on four verbs: clarify, expand, apply, and practise. Baker later surveyed his students and they indicated positive perceptions to the approach and appreciation for the control over their learning the classroom flip presented them. In the same year, Lage, Platt and Treglia published a paper entitled *Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment* (2000) in which they also hailed the positive results from using an inverted model in an introductory economics course. Like Mazur, they set pre-class work and used the class time to encourage their students to apply the concepts. As with Mazur and Baker, evidence they gathered suggested their students preferred the inverted classroom to a traditional approach. With the positive results reported from the above researchers, it is no wonder this approach gained in popularity.

2.2 Aims and Benefits of Flipped Learning

As with the earlier models of inverted classrooms outlined above, Flipped Learning seeks to provide opportunities for students to gain exposure to the material before the lesson and consequently create a more student-centred, collaborative and inclusive classroom environment. Educators who have adopted a FL approach report a number of common benefits, mirroring the earlier findings by King (1993), Mazur (1997), Baker (2000) and Lage *et al.* (2000). Below is a summary with the most significant advantages in two categories – the Flipped content and the Flipped classroom. The former relates to what is done at home and the latter to what is done in the subsequent lesson.

The Flipped content

- Students can study the pre-class material at their own pace and review it as many times as they want (Bergman and Sams, 2012). This is very useful for mixed-ability classes.
- The students are encouraged to take more responsibility for their own learning (Bergmann, Overmyer and Wilie, 2011). This can lead to more learner autonomy.
- '*Flipping speaks the language of today's students*' (Bergmann and Sams, 2012). The use of technology and getting instant feedback is common nowadays. Also, students can access content whenever and wherever.
- Allows for more personalisation and choice. Students can choose the content they prefer and do as much or as little as they wish (Bretzman, 2013).
- Students come to the lesson prepared to discuss the subject with more confidence to ask question which they have considered carefully.

The Flipped Classroom

- The key aim of a FL model is '*the opportunity to maximize student learning opportunities in the classroom by deliberately shifting direct instruction to outside of the group learning space*' (Hamdan *et al.*, 2013).
- There is a marked shift from the classroom being teacher-fronted to being student centred (Strayer, 2007; Berrett, 2012).
- The teacher can spend more time with individual students, guiding them and supporting them (Bergman and Sams, 2012; Bergmann, Overmyer and Wilie, 2012).
- In class time can be spent doing more active, constructivist learning (Berrett, 2012).
- Collaboration and peer-instruction can lead to deeper understanding of the subject (Mazur, 1997).

Another critical area explored by many researchers is students' perceptions of a FL approach. In a useful survey of the research, Bishop and Verleger summarise that 'opinions tended to be positive, but there were invariably a few students who strongly disliked the change' (2013:9).

The above points establish the most commonly reported benefits of FL. However, it is important to note that a large amount of the literature to date focuses on FL in Science, Technology, Engineering and Mathematics (STEM) subjects. Educators in these fields often

come from a more teacher-centred, lecture-based classroom and so the benefits to be gained from adopting FL are much more prominent. However, more and more humanities subject teachers are also exploring the use of FL and discovering similar advantages.

Also of paramount importance to this research, is to highlight that studies to date have mostly involved secondary/high-school and young university students. There is very little literature discussing the use of FL with adult students.

2.3 Flipped Learning in EFL

As discussed above (section 2.2), most of the research into FL to date centres around STEM subjects and the impact of FL on teacher-centred, lecture-based education is clearly evident. One could reasonably expect to see the same benefits in a traditional teacher-centred English as a Foreign Language (EFL) classroom where teachers drill students with verb forms and practice mainly takes place in the form of individual writing or grammar sentence transformation activities.

However, many EFL schools implement the use of a Communicative Language Teaching (CLT) approach, the context in which this research is set. Richards highlights that the primary aim of CLT is 'communicative competence' (2006:2) which is also the goal most students who attend courses in EFL schools strive to achieve. Richards lists ten key principles underpinning current CLT practice (2006:22) of which the following six coincide with the changes and benefits that educators see (section 2.2) after implementing a FL approach:

- Learning is enabled when students are engaged in interaction and meaningful communication.
- Learning is enabled when students are engaged, can negotiate meaning and participate in 'meaningful interpersonal exchange' (Richards, 2006:22).
- Learning is enabled through inductive or discovery learning, analysis and reflection.
- Learners progress at different rates and have different needs.
- The teacher plays the role of facilitator, who creates a learning environment conducive to learning and provides practice opportunities and the chance to reflect on language use.
- Students learn through sharing and collaboration.

In light of the above, one might debate the relevance of FL to modern EFL classrooms seeing as CLT educators have long since implemented a student-centred, discovery-learning, collaborative environment. It does not appear revolutionary in this context. However, refocusing on the key methodology of FL in which direct instruction is moved outside of the classroom (section 2.1), FL is clearly relevant to EFL education. Not only is it applicable, but it appears that FL and EFL would form a natural synergy. In fact, it is likely that this approach in EFL would work in the students' favour as the integration would be much smoother and less daunting. The benefit of adopting a FL approach in EFL would clearly come from assigning pre-class tasks thereby creating more time in class which could be dedicated to practising the language in meaningful, communicative activities.

Literature exploring the use of FL in EFL in great depth is scarce. However, there is anecdotal evidence, on blogs and social media, as well as unpublished case studies and conference papers which describe EFL educators' experiences of using FL. The evidence is generally synonymous with STEM researchers' findings of students' perceptions towards FL (section 2.2). The teachers who have experimented using a Flipped approach have largely followed the methodology described by STEM teachers which is explored below in 2.4.

2.4 Flipped Learning Methods

One of the most important things to bear in mind is that 'there is no such thing as THE flipped classroom' (Bergmann and Sams, 2012:11). Each educator can approach FL in their own way, using their own style and creativity to adapt and create materials to suit their students just as they do with traditional materials such as course books and photocopiable activities. However, many educators who have experimented with the flipped approach and those who have considerable experience tend to agree on a number of important criteria, listed below, to follow when flipping one's classroom.

Before the Flipped Lesson

Schell (2013) and Strayer (2007) state that the first important step is to openly communicate the goals, rationale and even challenges behind FL to the students and, where necessary parents, directors and colleagues. They argue, logically, that if the participants understand a new approach and its benefits there is often more 'buy-in' and willingness to participate. Not having buy-in would prove to be an obstacle to the success of FL.

Basel (2012), Nicolosi (2012) and Tétreault (2013), stress the necessity of providing training on how to access and interact with the flipped materials prior to setting the flipped content for homework. I would say this is particularly pertinent to students who have not used technology to a great extent or if a particularly difficult tool or website is used. In any case, the teacher clearly risks the flipped content being ineffective by not providing adequate instructions and training. Following training, practitioners also advise doing a pre-task to generate interest (Nicolosi, 2012 and Braddock, 2013) and create more of a 'need'. By doing so, the teacher encourages the students to access the materials at home which could lessen non-participation.

Expectations must then be set. As mentioned in 2.2, providing choice is a benefit to FL. However, the educator must be explicit as to which content is compulsory and which is a choice. One such obligatory activity is usually a quiz, which acts as a formative assessment. This is essential for informing the teacher of students' strengths and weaknesses and acts as a very useful tool to plan the subsequent lesson. Schell (2013) also highlights this can also help hold students accountable for their work and participation, leading to more learner autonomy – another benefit of FL (section 2.2).

The Flipped Content

Many educators use a video to provide students with the content to be studied at home. However, Bergman and Sams encourage Flip practitioners to think carefully 'whether or not a video is the appropriate instructional tool for the desired educational outcome' to avoid using 'technology for technology's sake' (2012:35). If a video is used, the general consensus is that it should be less than ten minutes but ideally between 4 to 8 minutes. In addition, it should be interactive. A monotonous video could prove as ineffective as a monotonous face-to-face lecture and also students revert to being passive learners again.

Many advise using an online Learning Management System (LMS) to issue the content and manage the materials to ensure the content is organised, logical and user-friendly. This is also essential for monitoring work completed and learning.

Also of importance, is that the flipped content should be structured so that what is done in the subsequent class, requires students to be familiar with the work done at home. This creates a stronger need for students to do the work and goes some way to avoid students' non-participation (Seaboyer, 2013).

Back in the Classroom

The initial activity should be a 'bridge' between the flipped content and the following class. This is key for many reasons. Firstly, as Strayer (2007) noted, some students could not see the link between the out-of-class and in-class activities. A bridge also provides a way of integrating the content with class activities.

There is little literature focusing on how exactly flipped educators utilise the extra class time. However, in keeping with the aims of flipped learning, most report that the activities included are student-centred, more opportunities are provided to apply the knowledge gained from the homework and the teacher facilitates learning and supports students where necessary.

As mentioned above, there is no one way to flip a classroom. However, the general belief of how to approach FL can be illustrated by the following framework:

1. Students are set video input or other input with accompanying materials to engage students with the content.
2. Time is spent checking the students' understanding of key concepts at the beginning of the next class.
3. Activities providing opportunities to apply the knowledge are done in class while the teacher observes, supports, gives feedback and formative assessment is carried out.

3 Research Procedures

3.1 Research Objective

The purpose of this research is to establish whether a Flipped approach to grammar input would be possible to implement in the school I currently work in. Firstly, I need to explore the students' perceptions of a flipped approach and what impact these views have on the perceived effectiveness of this approach. The implementation must be monitored to gauge its success and any factors challenging the effectiveness of this approach must be identified. Thus, to focus this research on the above, my research questions are:

1. What are students' perceptions of the use of a Flipped approach for grammar input?
2. Is a Flipped approach to grammar input effective in improving students' form and use of grammatical structures in speaking?
3. What problems may hinder the effectiveness of a Flipped approach?

This chapter consists of four main sub-sections, 3.1 to 3.4. Following section 3.1 above stating the research objective, section 3.2 explains the research methodology. Section 3.3 provides the rationale and purpose of the data collection methods. Section 3.4 explains the procedure of the study, starting with a brief profile of the study participants, then a general overview of the study's design, followed by details of how each of the two phases of the study was carried out.

3.2 Methodology

This is a small-scale action research pilot project. To achieve the objective of this research and to answer my research questions, I used a mixed methods research design (Figure 1) to collect a small amount of quantitative data and more qualitative data.

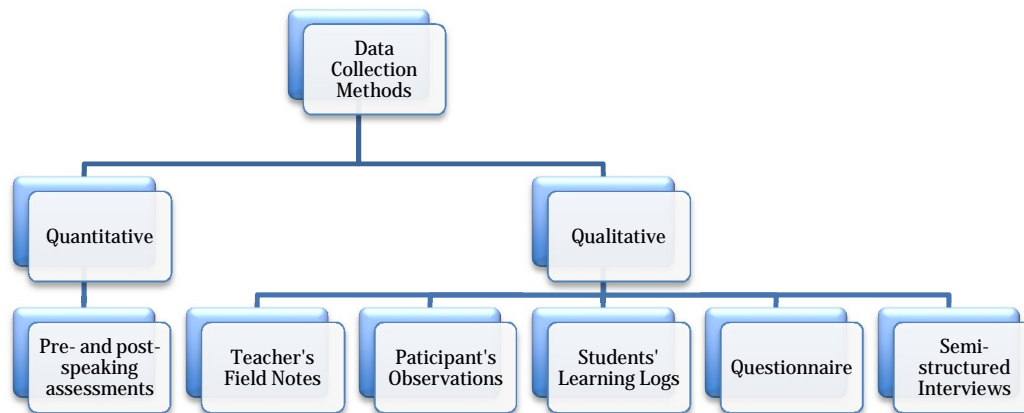


Figure 1: Mixed-methods research design: data collection methods

3.2.1 Triangulation and Validity

The objective behind using this mixed methods approach to obtain quantitative and qualitative data was to gather multiple data samples to achieve triangulation. Elliott (1991:82) explains that triangulation in action research is ‘a general method for bringing different kinds of evidence into some relationship with each other so that they can be compared and contrasted’ and further states that observations/accounts should be collected from three perspectives: of the teacher, of the students and of a participant observer. Silverman (1993:156 cited in Capobianco & Feldmen 2006:508) more specifically expresses triangulation as the comparison of different types of data and different methods to see if they correspond. Dörnyei (2007:165) states that triangulation is seen as ‘an effective strategy to ensure research validity’ which, in turn, is important to ensure effective research. Cohen *et al* (2000:105) point out that ‘it is impossible for research to be 100% valid’ but that researchers should aim to ‘minimise invalidity and maximise validity’. Thus, with this mixed methods approach and employing a variety of data collection methods I endeavour to maximise validity.

3.2.2 Ethics

The Economic and Social Research Council states that research ethics refer to ‘the moral principles guiding research, from its inception through to completion and publication of

results and beyond' (2005, cited in Hopkins 2008:201). This is obviously an important area of consideration particularly in qualitative studies in which people's personal views and opinions are a main focus. Dörnyei (2007) admits that ethical issues can cause obstacles in research but stresses that researchers have a moral obligation to follow ethics guidelines. To ensure data was gathered ethically, I followed several principles. Had I not, the participants' affective filters would have been high and they would have developed mistrust in me and hence the research. This in turn, would have led to the students not being as accepting of the research and perhaps not conveying their true feelings about Flipped learning.

- The research objectives and procedures were explained to the participants from the very beginning. However, limited information was given about the flipped phase so as not to influence students' perceptions of the approach with my positive bias.
- The students were assured that all of the data provided would be confidential.
- It was stressed that participation in the questionnaire and interviews was voluntary.
- The students were made aware that the outcomes of the pre- and posttest assessments had no bearing on their overall grades for the course.
- A guarantee was given that no one else would listen to the audio recordings of the assessments or interviews.
- Permission was sought to show the transcripts of the audio recordings of the assessments to a colleague.
- Students will be able to read the dissertation in the future if they wish to.

3.3 Rationale and Purpose of Instruments

3.3.1 Pre- and post-test speaking assessments

A two-group pre-test post-test design was used to contribute to evaluating the effectiveness of a flipped approach. This design can be used to measure learning by comparing what the students know before and after a particular intervention. Glanz (2014:66) comments that a major drawback to this design is that the researcher cannot be sure if an increase in achievement is solely attributable to the intervention. It could be due to other variables outside of the researcher's control. However, it was not my intention to rely exclusively on this data to prove or disprove the effectiveness of a flipped approach compared to a traditional approach. Rather, my intention was to use the quantitative data as another piece

of evidence to corroborate the other data. Furthermore, I was not looking for large or small difference in achievement but rather if the difference in achievement in the traditional approach was the same or different from in the flipped approach.

The pre and post speaking assessments were used to determine accuracy and use of each student's spoken production of the target language. Each assessment was recorded and then transcribed and analysed for accuracy of form and meaning and range. I used a self-developed scoring system which I devised based on my experience as an oral examiner for a high-stakes English exam. In the exam, grammatical accuracy and range are scoring criteria. The number of times the target structures were used was tallied under the following categories:

- Correct form + Correct meaning (CF-CM)
- Correct form + Wrong meaning (CF-WM)
- Wrong form + Correct meaning (WF-CM)
- Wrong form + Wrong meaning (WF-WM)
- Range – number of different structures - correctly or incorrectly (R)

To increase reliability in the scoring system and to reduce subjective bias, I asked a colleague to independently mark the assessments. We then compared the scores and any discrepancies were discussed, re-evaluated and agreed upon. A third party was consulted for a small number of contentious scores.

Due to the specificity of the level of the participants and selected grammar points, it was not felt that generalisability was a priority. I therefore opted to use descriptive statistic analysis to present the results of the pre- and post-test assessments. To determine whether using a flipped approach is possible beyond the group I used for my research, I will draw on the qualitative data I collected. Dörnyei (2003) argues that descriptive statistics are suitable to describe the performance of a particular class and serve to describe general trends in the data.

3.3.2 Learning Log (LL)

The LLs (appendix A) were designed as a tool to gather data on the students' views of the 'homework' aspect of each phase. It is important to highlight that when using the word

homework in this research paper, I am referring to the work done at home by the students. This is because the homework in the flipped phase was, by nature, completely different from that set in the traditional phase.

In fact, the homework aspect of Flipped Learning is where instruction/input takes place and is crucial to this approach's success. If the students enjoyed, engaged and interacted easily with the flipped content they were far more likely to form a positive attitude towards this approach and learn from it. This would mean Flipped Learning was an effective approach to use with these learners.

Thus, the LLs in the flipped phase aimed to establish the students' views of the flipped content and specifically if their views were largely positive, negative or neutral. If they proved positive, this would suggest that the students saw Flipped Learning as a good and effective approach. If they were negative, this would tell me that this approach was unsuccessful with these learners.

In the traditional phase, I specifically wanted to determine what the students thought of gap-fills and sentence completion homework. Further, I sought to establish whether they thought this type of homework was effective and if it helped them improve their language.

The LLs were structured with a mixture of multiple choice and open-ended questions. There were four homework logs in total, given to the students one at a time in the lesson following each homework. The questions were identical for each phase, but I added two questions for the flipped phase LL: *'Did you use any of the OPTIONAL EXTRAS? If you answered yes, how many did you use?' and 'Please comment on your general view about the homework set this week.'*

The answers from the two groups were combined except for the first question which asked *'When did you do your homework?'*. This was designed to see how far before the lesson students did their homework and how many days it was spread over. As one group has their lesson on a Friday and the other on a Saturday, I kept the answers separate.

The answers were then summarised according to the type of question. For the multiple choice questions, I tallied the responses. For the open-ended responses I coded the answers as follows:

- Q3b – *Why/why not?* (in response to Q3a - *Did you find the homework engaging?*)
Answers were recorded according to the response in Q3a – *Not at all, a little, quite, very.*
- Q6 *How ready do you feel to use the [insert TL structure] in speaking and writing?*
Answers were coded into quantity of readiness – *small, medium, large and other.*
- Q7 (flipped phase only) *Please comment on your general view about the homework set this week.*
Answers were coded into *positive, negative, mixed and other* comments.

3.3.3 Teacher's diary

Elliott (1991) states that for successful triangulation, the teacher's point of view is necessary. In this case, the teacher is also the researcher and one could argue that the researchers' bias could affect the data. However, as discussed in 3.2.1, triangulation involves other points of view which maximises research validity.

To record my observations and accounts, I chose to keep a diary in which I noted my 'observations, feelings, reactions, interpretations, reflections, hunches, hypotheses, and explanations' (Kemmis et al., 1981 cited in Elliott, 1991). The diary consisted mainly but not exclusively of the following information:

- Field notes made during the lessons: observations of students' behaviour, examples of verbal exchanges, introspective account of my feelings and so on.
- Post-lesson reflections: reflection on successes, difficulties, changes to be made for subsequent lessons, post-observation critical reflections.
- Field notes made during the planning stages: reflection on planning traditional grammar lesson versus flipped grammar lessons, successes, difficulties and so on.

The information was initially used to write items for the questionnaire. After the study, the data was used to compare and contrast the other data collected through the other methods.

3.3.4 Participant's observations

So as to gather data from a second point of view to ensure triangulation was possible, I asked a colleague to observe two traditional classes (one Friday class and one Saturday class) and two flipped classes (also one Friday class and one Saturday class). Due to time constraints, she was unable to observe all eight classes. This perhaps meant that not as much data was yielded as possible, but I was confident that with the four lessons she did observe, she could provide significant data as a participant observer.

Elliot (1991:79) suggests that the observer should be well briefed by the 'insider' so that s/he knows what information will be useful. Accordingly, we met before the observations to discuss the research and its objectives. I also provided her with an observation task (appendix B) which sought to focus her attention on specific aspects of the lesson and students' behaviour. She also wrote field notes with her own thoughts and views. After the observations, we met again to debrief, discuss and critically reflect on the lesson which served to deepen our understanding of event which took place in the lessons.

3.3.5 Questionnaire

The third point of view needed for triangulation is that of the students participating in the research. This was done through a questionnaire and semi-structured interviews.

The aim of the questionnaire was to collect preliminary data on students' perceptions of the traditional and flipped grammar models to identify if there were more positive feelings/views towards one approach or the other. Additionally, the questionnaire served to identify any potential problems or negative views.

I opted to write closed items in the form of statements to which the participants responded using a Likert scale with six response options (strongly agree, agree, slightly agree, slightly disagree, disagree, strongly disagree). Dörnyei (2003) highlights that research about the inclusion or exclusion of a middle option (for example 'neither agree nor disagree', 'not sure' or 'neutral') shows that it does not significantly affect results. I wanted to gain at least some idea of which way the students were leaning in response to the questions and I therefore did not include a middle response.

I decided against including any open-ended questions because I had already asked open-ended questions in the learning logs. In addition, I had planned to conduct interviews which would provide me with the opportunity to gain a deeper insight into the participants' views. Also, because I included 33 items, I did not want to have the participants spend too long on the questionnaire and risk fatigue bias. However, to ensure students could comment if they wished to, optional further-comment boxes were included at the ends of each section.

Dörnyei (2003:37) provides a valuable guide to writing questionnaire statements. He stresses that they should be 'characteristic' i.e. showing positive or negative attitudes and that neutral or extreme items should be avoided. Dörnyei (2003:53) also strongly recommends using concise, clearly worded items and advises researchers to avoid ambiguous, loaded wording and negative and double-barrelled constructions. I followed these guidelines in an attempt to ensure clarity of items.

It is argued that piloting a questionnaire is a fundamental stage to its design (Dörnyei, 2003, Cohen *et al.* 2000). In fact, Cohen *et al.* (2000:260) provide thirteen reasons for piloting such as to gain feedback on layout, to check timing and to check for ambiguity. Ultimately, piloting serves to increase reliability, validity and practicability. Dörnyei (2003:63) suggests piloting should be done with 'people who are similar to the target sample the instrument has been designed for'. Due to the unique nature and context of the study it was unfeasible to test the questionnaire with a similar group of students. Instead, I asked several fellow teachers to read through the questionnaire to check for clarity of items. One of those colleagues is a proficient Italian speaker and she checked potential L1 interference issues such as false cognates. Two are informed about flipped learning and checked for meaning and simulated responses to check for answerability.

Survey Monkey, a web-based survey provider, was used to formulate the questionnaire so that it looked professional and responses could be analysed easily. The link was sent out to the participants on the group's Edmodo page after both phases were completed.

See appendix C for the complete questionnaire.

3.3.6 Semi-structured interviews

Tuckman describes one purpose of interviews as 'by providing access to what is "inside a person's head", [it] makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person

thinks (attitudes and beliefs)' (Tuckman, 1972 cited in Cohen *et al.* 2000:268). Thus, I chose to conduct interviews to gather richer data on students' perceptions of the flipped approach and to have the opportunity to explore in more depth the learners' views on whether they found the flipped approach effective or not. I also wanted to investigate students' opinions of the flipped content and identify any challenges they faced while using the platform or materials.

Interviews can be structured, semi-structured or unstructured (Elliott, 1991:80). Structured interviews somewhat resemble questionnaires and unstructured questionnaires rely heavily on the interviewee to raise relevant topics (Elliott, 1991; Dörnyei, 2003). Thus, I felt neither was appropriate as I had already sent out a questionnaire and also because I wanted to explore specific topics which the students may not have brought up voluntarily in the interviews. I therefore opted for semi-structured interviews. In this type of interview, the researcher asks several pre-scripted questions while allowing the participant to deviate and pose their own thoughts and/or questions.

An interview guide ensures 'the same basic lines of enquiry are pursued with each person interviewed' (Patton, 2002:343). To write the questions for the interview guide (appendix D), I mainly followed Patton's (2002:348) and Dörnyei's (2003:138) advice.

- Initially, a few opening questions to break the ice and to put the interviewee at ease were used. These were general questions such as *Why are you studying English?*
- Leading questions were avoided, so as to reduce interviewer bias, as were loaded and ambiguous questions.
- The questions aimed to be open-ended, neutral, singular and clear (Patton, 2002:353)
- I used a mixture of experience, behaviour, feeling, opinion and attitudinal questions.
- I piloted the questions and follow up probes with the same colleagues I asked to check the questionnaire. Consequently, I reduced the number of questions and simplified some of the wording to arrive at the final guide.

The interview was voluntary and six students offered to be interviewed. The interviews took place after the participants had filled in the questionnaire at a convenient time and location for the interviewee. I recorded and later transcribed each interview for analysis. I provide a summary of each interview in section 4.1.6. As the data sample was small, I did not feel coding was necessary.

3.4 Procedure

3.4.1 Study Participants

The research was carried out with a total of 21 C1.2 level students from two groups. For this research, they were considered one group to provide a larger sample. No comparisons were made between the groups. All students were Italian with Italian as L1 and are a fairly typical sample of the learner population in my context in that:

- Most are working professionals or university students, one student is retired.
- There are 9 men and 12 women between the ages of 20 and 45, with the exception of the retired gentleman who is older.
- Most are studying to improve their English for work or to take an exam. Several students are also studying because they enjoy English.

Speak Out Advanced (Clare and Wilson, 2012a) is used with both groups. All learners come once a week for 3 hours, one group on Friday mornings and the other on Saturday mornings.

3.4.2 Study Design

To answer my research questions (3.1), I decided to carry out a small-scale comparison between traditional grammar lessons and flipped grammar lessons. This was so that the students' could compare the two approaches and form opinions on a flipped model of grammar input. Thus, a two-phase research design was implemented over a seven-week period:

- Traditional Phase (TP): traditional approach to grammar input
- Flipped Phase (FP): flipped approach to grammar input

Each phase consisted of two iterations, for more details of the study design, see appendix E for the schedule.

Each phase focused on one grammar point, hence four grammar points in total. The grammar foci were chosen from Speak Out Advanced (2012a). I selected points which had

not yet been covered and which I felt would be challenging to the students. I felt more difficult grammar points would provide a robust test of the effectiveness of the flipped approach. Two were used for the traditional phase and two for the flipped phase.

Traditional Phase	Flipped Phase
Comparative structures Adverbials	The Perfect Aspect Future Forms

Table 1: Grammar points studied in the traditional and flipped phases

Quantitative data collection

I used a two-group pre-test post-test design to add to the data to determine the effectiveness of the flipped approach. The objective was to analyse the accuracy of form and meaning in spoken production of the 4 grammar points presented in the traditional and flipped stages.

In the lesson preceding each of the two traditional and two flipped lessons, the pre-test was administered. The tasks were designed to elicit the use of the target grammar structures. Students did the task individually or pairs while being recorded. The audio was transcribed and analysed as described above (see 3.3.1).

To generate more controlled pre- and post-test data, only the structures that would be studied in the traditional and flipped grammar lessons were evaluated. To explain further I will use an example from the lesson on Future Forms in which the following forms were covered:

- *will* – future prediction
- *be going to* – future prediction based on some evidence
- present continuous – future fixed arrangements/plans
- future perfect simple – to describe an action which will be completed sometime before a specific time in the future
- future perfect continuous – to describe an action which will have been in progress before a specific time in the future
- *be due to* (formal) - to talk about something which is expected to happen in the future
- *could/may/might* + infinitive – to talk about a future prediction which is not definite

Therefore, in the pre- and post- assessments, other ways of expressing the future (for example *I would like to... I hope to...*) as well as different uses/meanings of the same structure (for example *will* for future promises) were not taken into consideration. Table 2 shows example utterances using *will* which would fit into the categories above.

Category	Example
Correct form + Correct meaning	I think I'll be very rich in the future.
Correct form + Wrong meaning	We'll go to New York next week on holiday.
Wrong form + Correct meaning	Next year, she will found a new job.
Wrong form + Wrong meaning	He will has dinner tonight with friends.
Range - number of different structures - correctly or incorrectly	<i>This category takes into account individual target structures which are attempted.</i>

Table 2: Example utterances with 'will' categorised according to the speaking assessment scoring system

It was assumed students would be more intent on using the target grammar structures from the lessons in the post-test rather than the ones they relied on in the pre-test. Thus, counting the other structures would misrepresent the pre- and post-test results. Other errors, such as collocation (for example *I will make a project*), were ignored.

3.4.2.1 The Traditional Phase

In this section, an explanation of the approach and materials used in the traditional phase of the study are outlined.

The Classroom

As mentioned in 3.4.2, there were two iterations of traditional approach grammar lessons. Both resembled the summarised lesson plan in Table 3:

Traditional Approach Grammar Lesson	
5	Warmer
10-15	Homework Questions & Answers
5-10	Introduction to topic
10	Introduction of target language in context
10-20	Language focus and controlled practice
15	Speaking Activity
5	Round-up/reflection
80 mins	

Table 3: Summarised Lesson Plan of Traditional Approach Grammar Lesson

The Homework

The homework was from the Speak Out Advanced Workbook consisting mainly of gap-fills, multiple choice and short response questions to practice the target grammar structures. See appendix F for an example.

3.4.2.2 The Flipped Phase

In this section, an explanation of the materials used in the flipped phase of the study is given.

The Homework

As this was the first time students would experience studying grammar alone in this way, I wanted the materials to be familiar to avoid or lessen panic. I therefore designed a 6-step process resembling the approach used in the traditional phase. This structure also aimed to present the materials in an organised and easy-to-follow fashion (Seaboyer, 2013 in section 2.4).

The 6-step process

1. Get Ready
2. Watch
3. Language focus
4. Practice
5. Produce
6. Quiz

Step 1

This stage introduced the topic, activated students' schemata and readied them for the video.

Step 2

Students watched the video while answering comprehension questions embedded in the video. As mentioned in the review (section 2.4), Bergman and Sams (2012) stressed that educators should carefully consider using a video. I wanted to provide more out of class listening practice so I chose to record an audio track and played it over several images used to support meaning and to be more engaging.

I tried to ensure the audio recordings were semi-authentic and engaging for the students. The first one I recorded myself to provide a personalised text. The second recording was a dialogue between two colleagues.

The reason I embedded the questions in the video was to make sure the students were actively listening, as many flipped practitioners rightly point out that reverting to a non-interactive video puts students in the position of passive learners (section 2.4).

Step 3

A guided discovery language focus was used to mirror the inductive approach used in my traditional grammar lessons.

Step 4

This consisted of controlled practice. Students could do as much or as little as they needed or wished to do. The choice was entirely in their hands.

Step 5

Freer practice was provided in this stage. Students had to respond to stimuli, complete sentences or answer questions using the correct target grammar structure.

Step 6

The final activity was a quiz consisting of 12 gap-fill sentences. This served as a formative assessment to indicate areas of strength and weakness, which in turn allowed me to plan the subsequent classes accordingly.

Answer keys were included where appropriate. I did not provide answers to the final quiz, as this was formative assessment.

Before setting the first flipped lesson for homework, I explained to the class what flipped learning was and the rationale behind my research. I did not provide too much information so as not to influence their opinions of flipped learning. Flipped practitioners stress the importance of training the students in how to access the content (section 2.4). I therefore gave a demonstration in class. I also created a Content Guide, which I put under the extra resources section. I also explained which content was mandatory and which content was optional.

Technology used for Flipped Content

Flipped Learning practitioners recommend managing the materials through a Learning Management System (LMS). Edmodo was the obvious choice as I currently use this LMS with these students. I knew many of my students would not be willing to sign up to multiple websites so I chose the following with that in mind:

- To organise the flipped content, I used Blendspace which allows one to organise the content clearly. It is also very user friendly and supports a range of digital content.
- I used iMovie on my Mac to make the video as this software was readily available and free.
- Playposit (fka Educanon) was used to embed the questions in the video. I chose this programme as I had used it before with students and had positive feedback. This website allows for a variety of different question types and provides immediate feedback.

- I used Google Forms to design the quiz. I chose this because it is professional-looking, has a variety of question types and is mobile compatible. Also, the results are downloadable on a spreadsheet which can be stored for future use.

All of the online materials were piloted with colleagues in Italy and abroad to robustly test if they were easy to follow, user-friendly and accessible. Both flipped grammar lessons can be accessed through the following links:

Perfect Aspect: https://www.tes.com/lessons/lCfpuu_LTVvfNA/my-proudest-day

Future Forms: <https://www.tes.com/lessons/nvsoaMpQ00ZVZg/time-will-tell>

The Classroom

The two lessons after the flipped homework, followed the lesson outlined below:

- A quick, interactive quiz to concept check grammar rules and more formative assessment of use of grammar structures
- Role-play in pairs/threes: teacher and student. The 'teacher' had to explain the grammar in 5 minutes. The 'student' had 2 minutes to ask questions
- Whole class question and answer session and feedback on final quiz
- Speaking activity 1
- Speaking activity 2

The quiz and role-play acted as the 'bridge' between the content studied for homework and the lesson to provide a clear link between the homework and the class. As mentioned in the review, educators who begin using flipped learning often notice their students do not initially comprehend the link between the flipped homework and the following lesson (Strayer, 2007).

The role-play served two purposes. Firstly, as the students were explaining the grammar, I monitored to check for accuracy in their explanations and identified any misunderstandings the students had. Secondly, this was useful for anyone who had not done the homework to gain an overview of what the homework entailed and a brief explanation of the grammar structures.

The Question and Answer session was a chance for the students to ask me any questions which had come up while they were doing their homework. It was also an opportunity for them to clarify any confusion or difficulty with the target grammar structures.

The time left in each lesson of the flipped phase was sufficient to do two speaking activities. The speaking activities had a communicative goal, such as an information gap or delivering a speech. For an example of each of these communicative activities, see appendix G.

4 Summary of Results, Discussion, Limitations, Areas for Future Research

This chapter consists of three sections. 4.1 provides a summary of the data gathered and interpretations of its significance. 4.2 is a discussion of the results in relation to the research questions. 4.3 highlights some limitations to the study and suggests areas for future research.

4.1 Summary of Results

4.1.1 Pre- and Post-test Assessments

As stated in 3.3.1, a pre-test post-test design can be used to measure learning by comparing what the students know before and after a particular intervention. The speaking assessments used were designed to evaluate students' use of the target language in terms of accuracy of forms and accuracy of meaning before and after two different approaches to grammar input. The pre-test gathered baseline data with which to compare the post-test results to see if there was improvement in each of the four grammar points. The results of the traditional phase were then compared to those of the flipped phase. The transcripts for each speaking were analysed and scored according to the system explained in 3.3.1. The raw data can be seen in appendix H.

The students were evaluated as explained in section 3.3.1. Mean scores were then calculated for each category (CF-CM, CF-WM, WF-CM, WF-WM, R) in the pre-test and then in the post-test.

Figure 2 shows the mean scores for the CF-CM category for each of the two grammar points studied in the traditional phase (comparatives and adverbials) and the flipped phase (perfect aspect and future forms). This category indicates the number of target grammar structures produced accurately both in meaning and form. It is clear to see that, on average, this increased across all grammar points in both phases.

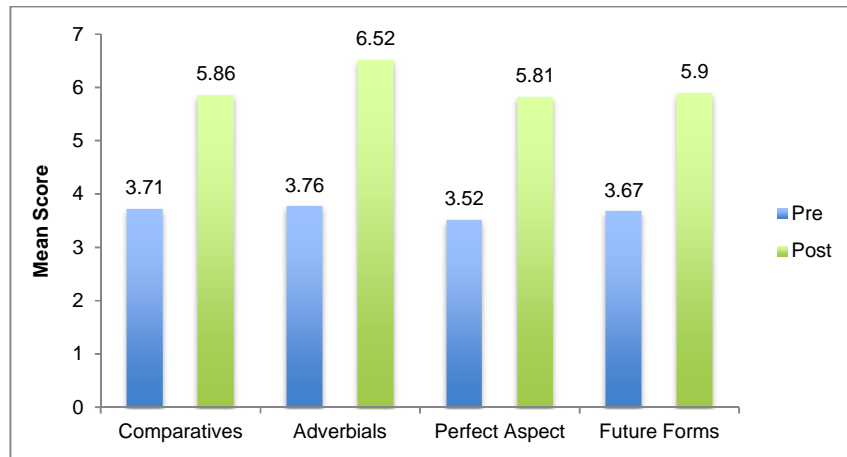


Figure 2: Mean pre- and Post-test Scores of Category CF-CM

On an individual student level, Figure 3 shows that 15 out of 21 (71%) students improved their scores while five students scored the same and one student produced fewer accurate target structures when assessed on comparative structures.

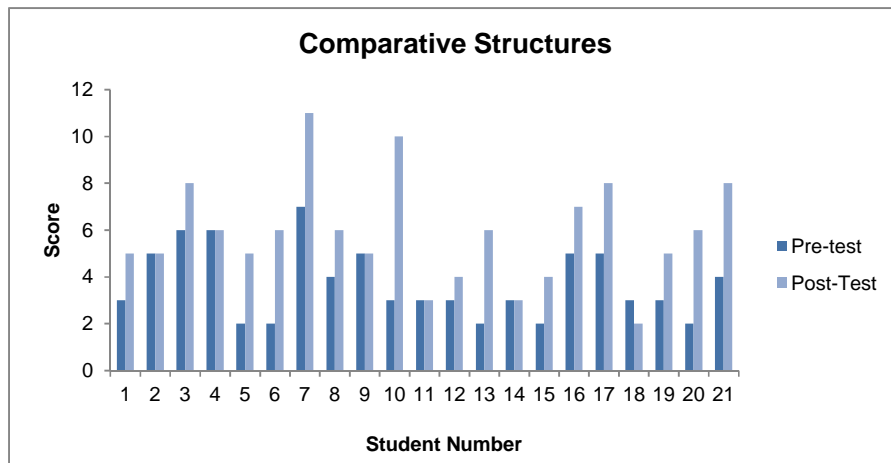


Figure 3: Scores of Category CF-CM in Pre- and Post-test Assessments for each Student (Comparative Structures)

Figures 4, 5 and 6 (appendix I) illustrate the individual scores for Adverbials, Perfect Aspect and Future Forms. To summarise:

- Adverbials – 81% improved their scores, one student scored the same, two students’ scores decreased and Student 15, who is the weakest in the Saturday group) did not produce any correct utterances in the target language in either the pre- or post-test.
- Perfect Aspect – 100% increased their scores.

- Future Forms – 81% improved their scores, two students went from producing zero correct utterances to 4 and 5 respectively. Two remained with the same scores and two students produced fewer correct structures.

Of those students who scored the same or less, I noticed two interesting observations suggesting that a flipped approach is better for these individuals:

- Student 2 scored the same in the pre- and post-tests for both traditional phase grammar points (Comparatives and Adverbials) but increased their score in both flipped phase grammar points (Perfect Aspect and Future Forms).
- Student 14 scored the same or less in the pre- and post-tests for both traditional phase grammar points but increased their scores in both flipped phase grammar points.

There are no similar trends to suggest that one or the other is approach could be better for any of the other students.

The categories CF-WM, WF-CM and WF-WM indicate errors in form and meaning. Figure 7 shows the mean number of mistakes produced by the participants increased from the pre-test to the post-test assessments for three grammar points but decreased for Adverbials. A literal interpretation would be that students became more inaccurate after the grammar input for those three categories. However, I argue this more likely demonstrates that students were taking more risks and pushing themselves to use the target structures. This is supported by the students' own views reflected in Questionnaire Question 4 item 5 (QQ4i5) '*I took more risks and pushed myself to use more grammar structures in the speaking activities*' to which 95% of the students agreed (from slightly to strongly; 76% said 'agree').

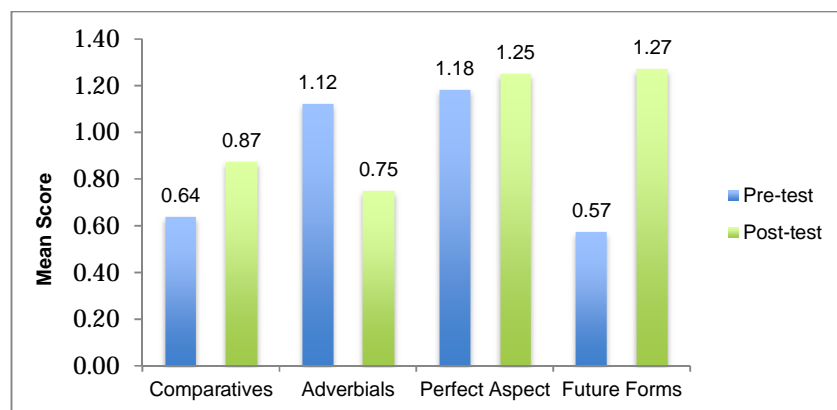


Figure 7: Mean scores of CF-WM, WF-CM and WF-WM in Pre- and Post-test Assessments

Grammatical range indicates richness of language and allows learners to express themselves more precisely. Broad grammatical range can also indicate a higher level of English. Figure 8 demonstrates an increase in range across all grammar points from both phases. This does not necessarily indicate that between the pre- and post- assessments the students mastered more grammatical structures but again, as with Figure 7, it shows that the students were pushing themselves to use more structures to express themselves.

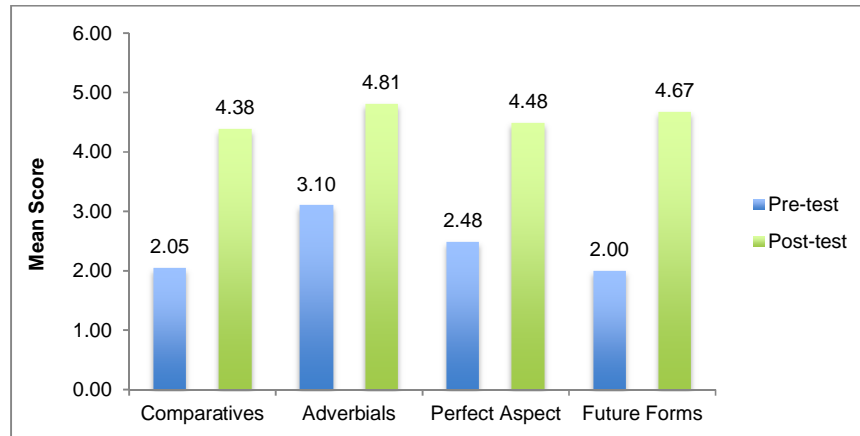


Figure 8: Mean Scores for Range between Pre- and Post-test Assessments

Figure 9 shows the difference in grammatical range of comparative forms between pre- and post-test assessments for each individual student. 100% of students increased their scores. Figures 10, 11 and 12 (appendix J) demonstrate the following results:

- Adverbials – 86% increased their scores. Student 4 produced the same number of different structures in the pre and post assessments, Student 14 produced fewer different structures in the post-test and Student 15 did not produce any Adverbial structures in either assessment.
- Perfect Aspect – 95% increased their scores. Student 20 produced the same number of different structures in the pre and post assessments.
- Future Forms – 95% increased their scores. Student 11 produced the same number of different structures in the pre and post assessments.

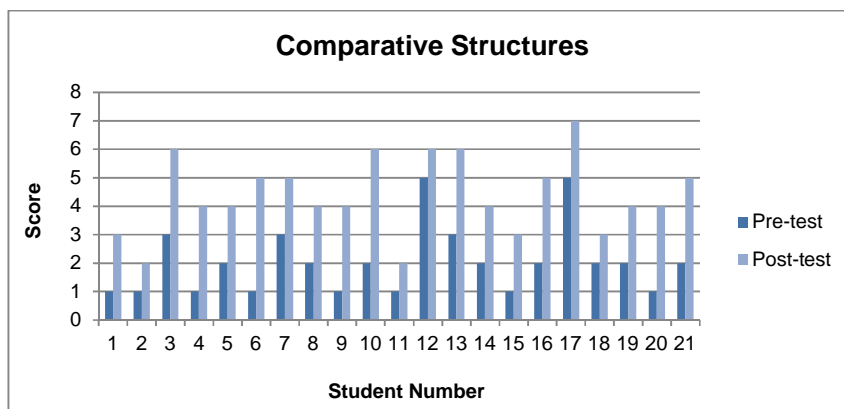


Figure 9: Scores of Category R in Pre- and Post-test Assessments for each Student (Comparative Structures)

Key points:

From the above summary, the following key points emerged:

- Both phases saw an increase in scores between the pre-test and post-test
- Up to 100% of students increased the number of correct utterances (form and meaning) in all grammar points in both the traditional and flipped phases.
- Up to 95% of students increased the range of grammatical forms used in both the traditional and flipped phases.
- Both approaches are viable to use for grammar input.
- Students appear more willing to push themselves to use the target grammar after input in the flipped phase.

4.1.2 Learning Logs (LLs)

As explained in 3.3.2, the LLs were used to gain information on the out-of-class work students were required to do. In the Traditional Phase (TP), this was standard homework exercises and in the Flipped Phase (FP) this was the flipped grammar input. A Log was completed by the students after each TP homework and after each FP homework. The LLs were completed by all 21 participants either during the lesson immediately after the homework or at home after doing the homework. The responses for the two TP and the two FP were collated and so the total response number is 42, except for Q1.

The first question determined when students did some or all of their homework. In the TP, the most Friday students did some or all of their homework on the two days preceding the lesson. Most Saturday students did the homework on Friday, Saturday or Sunday meaning the day before the class, or on the same or next day of the class (Table 4). There was a shift in the FP with most Friday students starting earlier in the week and Saturday students doing the homework on Thursday or Friday before their lesson (Table 5).

TP	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Friday Group	3	2	8	10	0	0	3
Saturday Group	0	1	3	3	7	8	6

Table 4: Responses to Q1 of Learning Log (Traditional Phase): 'On which day(s) did you do your homework?'

FP	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Friday Group	3	7	5	7	0	0	1
Saturday Group	0	4	2	11	9	5	3

Table 5: Responses to Q1 of Learning Log (Flipped Phase): 'On which day(s) did you do your homework?'

This could simply be due to the fact that their time available to do homework changed but it could also be an indicator of the following:

- Students were keen to see the 'new' homework in the FP and accessed the content earlier in the week.
- The Flipped content took longer than traditional homework, a factor corroborated by comments in Q3b and Q7, for example '*I think it takes too much time...*' '*Interesting but a little long*'. Therefore, the students needed to begin earlier.

There was a definite increase in the time spent on homework in the FP as demonstrated in Table 6.

Phase	less than 1 hr	1 to 2 hours	2-3 hrs	more than 3 hrs
TP	11	19	10	1 (4 hours) 1 (6 hours)
FP	7	12	22	1 (4-5 hours)

Table 6: Responses to Q2 of Learning Log (both Phases): 'How long did you spend doing your homework?'

Drawing on evidence from comments in Q3b and Q7, as well as comments from some of the interviewees, this increase in time spent on homework was largely seen as negative. This could prove to be a hindrance to using a flipped approach.

Table 7 indicates most students found the homework in both phases quite or very engaging. In the FP, there was a slight increase in 'not at all' and 'a little'. The comments from these students were:

- 'Too much'.
- 'Too hard'.
- One Friday student had a problem with their Internet on Thursday.
- One said there was a problem with 'the link' – they did not specify which link.
- One said they did not find the homework at all engaging because '*they were boring*' - this student wrote the same response to the traditional homework.

Phase	not at all	a little	quite	very
TP	1	1	32	8
FP	3	2	25	12

Table 7: Responses to Q3a of Learning Log (both Phases): 'Did you find the homework engaging?'

There was a marked increase in the number of times students looked at or reviewed the homework from the TP to the FP as shown in Table 8.

Phase	once	twice	3 times	more than 3 times
TP	25	10	7	0
FP	15	22	5	0

Table 8: Responses to Q4 of Learning Log (both Phases): 'How many times did you look at/review the homework?'

This could be due, as I mentioned above, to the fact the FP homework took longer and so students had to spread the homework out over more than one day. However, this may also be due to the increased interest in the content of the FP, which is a positive indicator. This is corroborated by the following data:

- In response to QQ3i1 *'I found the videos interesting'* 90% of students 'strongly agreed' or 'agreed' whereas in response QQ2i3 *'I found the homework exercises interesting'* (referring to the traditional homework) only 62% 'strongly agreed' or 'agreed'.
- In response to QQ3i4 *'I watched the video more than one time'* 95% 'strongly agreed', 'agreed' or 'slightly agreed'.
- Several students in class (field notes and participant observations) were positive about the videos. One said *'I'm very happy. I could watch the videos again and again and again. It's very nice'*.

In answer to Q5a (5b in the FP Log) *'Did you use any other resources to help you with your homework?'* the number of times 'no' was chosen more than tripled between the TP and the FP. This may be because of the Optional Extras provided in the FP homework, which the majority of participants responded that they had used one or two of the extra activities.

For the complete results, see appendix K.

4.1.3 Researcher's Diary (RD)

The comments in my diary were recorded chronologically starting from the TP and moving on the FP of the research. See appendix L for example extracts. Below I provide summarised key points.

TP Lessons

Some main observations consisted of those which I had noticed many times before and which formed part of the rationale for this research.

- i. Students working at different paces during the language focus stage

The observer also noticed: *'some students finish [the] worksheet earlier than others'*. Students' responses to QQ1 i5 *'When we study grammar in class, I think we do it too fast'*

demonstrate the time spent is too much or too little. 62% agreed or slightly agreed and 38% disagreed (from slightly to strongly).

- ii. Some students relying on L1 to understand the grammar

The students often switched into Italian to explain the grammar to their confused peers. This happened more in the Friday group, which is weaker.

- iii. Some students refer to their notes during the subsequent speaking activities

To me, this suggests the students have not had enough time to process the grammar before moving on to the speaking activity and/or are not yet confident to use it freely. The observer noticed: *'some students seem less confident with [the comparative forms], some are very quiet, others participate well'*.

However, interestingly this is somewhat contradicted by the reply to QQ1i6 *'When we finish studying the grammar, I feel ready to start using the grammar in the speaking activities that we do in class.'* 62% agreed (from slightly to strongly, 42% chose 'agree') and 71% agreed they felt confident in using the different grammar forms in the speaking activities (QQ1i10).

- iv. Students commenting 'I know the rules but it's difficult to use it'

This was mentioned by some students and others agreed. This is a common comment from high-level students.

TP Homework

As stated in 3.4.2.1, the exercises were standard, traditional activities (appendix F). Students seem to value this type of homework which can be seen from the results of QQ2i1. 100% to some extent agreed the homework helped them understand the grammar better. 76% agreed the exercises built their confidence to use the structure in speaking (QQ2i2) and 81% of students agreed they found the homework interesting (QQ2i3). This is further evidenced by the results of Q3a of the LLs (Table 7) where most students said they found the homework 'quite' or 'very' engaging.

I imagine the positive attitudes towards traditional homework are because it is 'safe' and 'familiar'. Therefore, the students have more confidence to complete this style of homework.

FP homework

The following points are the main observations I noted about the design and content of the flipped homework:

- i. Designing the flipped content took a huge amount of time. Ensuring the content looked professional, was suitable for Blendspace and piloting the materials.
- ii. Despite the above point, designing the flipped content was a very interesting, motivating and challenging experience.
- iii. Students' comments conveyed their positive views towards the flipped content:
 - QQ3i1 *'I found the videos interesting'* – all students agreed (slightly to strongly) bar one who 'slightly disagreed'.
 - 95% agreed (slightly to strongly) that the exercises and materials helped them to understand the grammar well (QQ3 i5).
 - Comments from LLs - *'I like the format because you can follow your own path'* and *'Interesting but a little long. The keys and the audioscripts are very useful as the exercises on BC website'*.

FP Class time

The three following observations were the most significant observations I noted about the class time following the flipped homework.

- i. Planning for post-flipped lessons

Due to freeing up the class time, I needed to plan two different but equally engaging, motivating and communicative speaking activities. I am usually used to planning one per grammar lesson so this was surprisingly more difficult than I had expected.

ii. Post-flip lesson 1 - bad start with Friday group.

Despite demonstrating how to access the video with embedded questions and providing a visual written guide, all Friday students were adamant they could not watch the video with embedded questions without having to register with the website. The observer and I saw the frustration of several students, two of whom were particularly. This could potentially evoke negative attitudes towards flipped learning. The other Friday students did not seem upset and simply used the other video (without embedded questions) I had provided. Some Saturday students accessed the video with no problem and the others used the video without embedded questions. I believe the issue was that the students did not understand fully how to access the video.

To focus the students on the key advantage of a Flipped approach, I took time at the end of the lesson (with both groups) to reflect on and raise their awareness of the increased time we had spent on speaking activities in which they applied the grammar. This served to appease the upset Friday students.

iii. Speaking performance of students

One very pleasing observation was that the students were pushing themselves more to use the different grammar forms in the speaking activities. The observer also noticed that even if some of the students were not actually using the target language, they were discussing '*how to use it*'. For me, that is a hugely positive step on from simply explaining the grammar rules to each other as they did in the traditional grammar lesson.

4.1.4 Participant Observer

An informed colleague observed one traditional and one flipped lesson of the Friday group and one traditional and one flipped lesson of the Saturday group. Apart from what I have already mentioned in other sections, I have summarised her other main reflections here:

- She noticed that the students tried to use the language more in the speaking activities in the FP lessons.

- There was no real difference in accuracy of forms in spoken production in the TP and FP speaking activities.
- She calculated that about 70% of the time in the FP was student-centred while it was slightly less in the TP at about 60%.
- The observer told me she was really interested by the reaction by some of the students in the Friday group. In our debriefing, she said she noticed that during the lesson and after my awareness raising questions, that the students were more aware of the benefits of the extra class time created with flipped learning. She said '*I saw the penny drop by the expression on their faces.*'
- She had seen the flipped content and mentioned that it was very clearly structured and easy to follow.

4.1.5 Questionnaire

There were four main questions, generally seeking to establish the participants' perspectives and attitudes towards:

- Studying grammar in class (Question 1)
- Traditional style homework (Question 2)
- Studying grammar at home (Question 3)
- Applying the grammar in speaking post flipped content (Question 4)

The questions had 12, 3, 8 and 10 items respectively. The reason for such few items in question 2 (Traditional Approach – Homework) was due to the use of the Learning Logs to gather information about the homework while it was fresh in the students' minds.

Each item had 6 response options. Each response was assigned a value (strongly agree = 6, agree = 5, slightly agree = 4, slightly disagree = 3, disagree = 2, strongly disagree = 1). Hence, higher scores indicate more agreement.

Overview

Figure 13 shows the mean score for each question which is an initial indication of the participants' views regarding each approach. An average question score of 4.6 in the

traditional approach and 5.1 in the flipped approach shows similarly positive attitudes towards both approaches. They are slightly more positive towards a flipped approach.

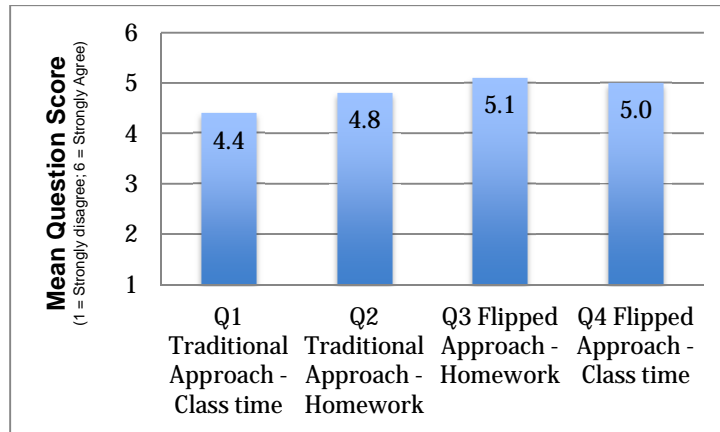


Figure 13: Mean Question Scores

Table 9 shows the lowest and highest item scores per question and the range. This highlights an array of opinions in questions 1, 3 and 4, particularly Q1. The opinions in Q2 differ slightly indicating the students have a positive attitude towards traditional style homework, something corroborated by the results in Table 7 (LLs) showing all students bar 2 found the traditional homework ‘quite’ or ‘very’ interesting.

	Low	High	Range
Q1	3.6	5.2	1.6
Q2	4.6	5.1	0.5
Q3	4.4	5.5	1.1
Q4	4.4	5.4	1

Table 9: Range and Variance of item scores per question

Looking closer, Figure 14 shows the mean responses for each question for individual students. We can see that Students 1, 2, 3, 5, 7 and 12 were much more positive towards a flipped approach while Students 14 and 16 responded more positively to a traditional approach. The other students had relatively similar views about both approaches.

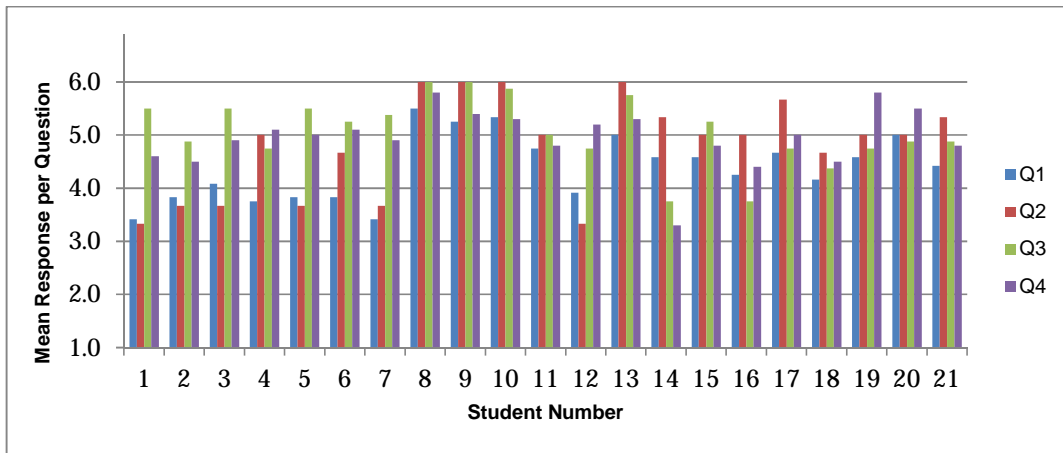


Figure 14: Mean Responses per Question for Individual Students

Question 3 was designed to gather students' opinions on the flipped content and their attitudes to studying grammar at home. Figure 15 shows the mean responses to the individual items. With an overall mean of 5.1, this clearly shows that the students had a positive attitude towards the Flipped homework. To further evidence and explain this positive view, below is a summary of what each item measured and how the students responded.

- Item 4 '*I watched the video more than once*' had the lowest mean response but this does not necessarily represent a positive or negative view.
- Item 8 '*I can study grammar at my own pace/speed at home*' gained the highest agreement suggesting the students appreciate the possibility to study at their own pace, a major benefit of flipped learning discussed in the review (section 2.2)
- The participants responded very positively to items 1 and 5 indicating they enjoyed the videos and that the materials helped them understand the grammar well.
- Items 6 and 7 demonstrate the students enjoy and are confident about studying grammar at home.
- Item 2 shows how well organised and easy to follow the students found the homework.
- Item 3 indicates the students agree the activities were easy to complete.

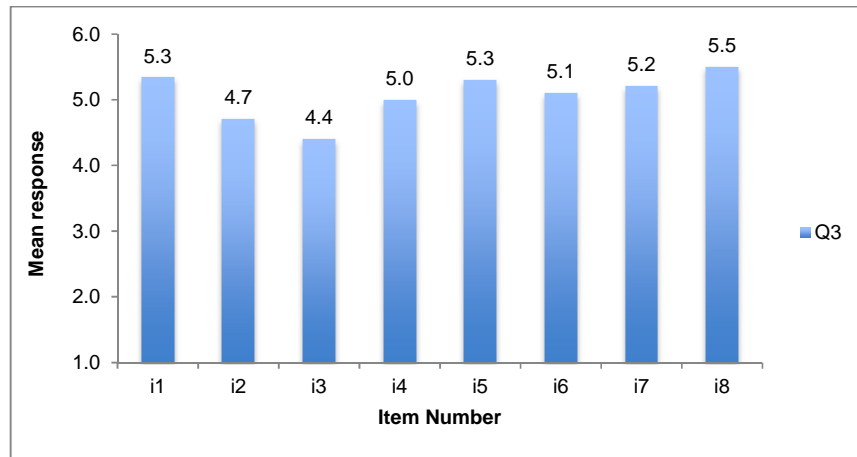


Figure 15: Mean Responses for each Item of Question 3

Question 4 sought to gather the participants' views on the lesson after the flipped content. Figure 16 shows the mean for each item. This also indicates that students had very positive opinions about the time we had to practise the grammar in speaking (i2)

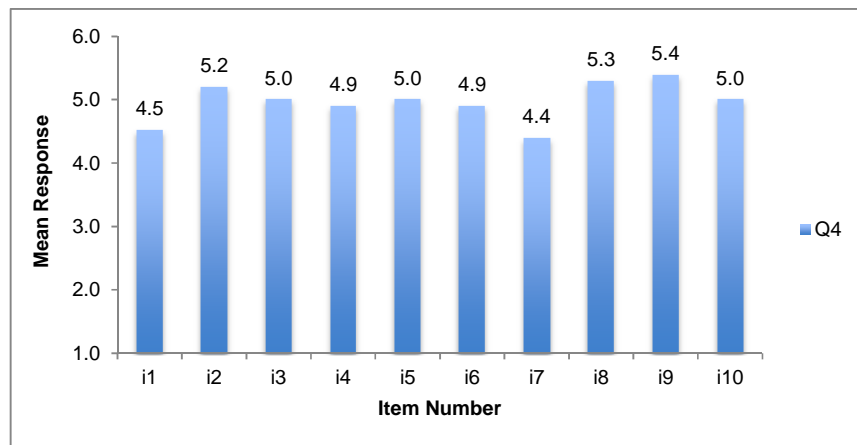


Figure 16: Mean Responses for each Item of Question 4

As I said in 3.3.5, I wanted to encourage students to compare the two approaches. Table 10 shows the items designed for comparison and Figure 17 demonstrates the mean scores of the items.

Comparison	Item	Item
Q1i1-Q3i6	I enjoy studying grammar in class.	I enjoy studying grammar at home.
Q1i6-Q4i3	When we finish studying the grammar, I feel ready to start using the grammar in the speaking activities that we do in class.	I felt more confident in using the grammar structures in speaking activities.
Q1i7-Q4i2	We have enough time to practise using the grammar in speaking activities.	We had more time to practise using the grammar in speaking activities.
Q1i8-Q4i4	The speaking activities help me practise things which I need to do in real life.	The speaking activities help me practise things which I need to do in real life.
Q1i9-Q4i9	The speaking activities help me think deeply about how to use the grammar structures.	The speaking activities help me to think more deeply about how to use the grammar structures.
Q1i10-Q4i7	I feel confident in using all of the different grammar forms in the speaking activities.	I feel confident in using all of the different grammar forms in the speaking activities.
Q1i11-Q4i6	I can use the grammar accurately in the speaking activities.	I can use the grammar more accurately in the speaking activities.
Q1i12-Q4i10	After the lesson, I feel able to continue using the grammar structures when I speak outside of class and in following classes.	After the lesson, I feel better able to continue using the grammar structures when I speak outside of class and in following classes.

Table 10: Items Designed to Compare Specific Features Between the TP and FP

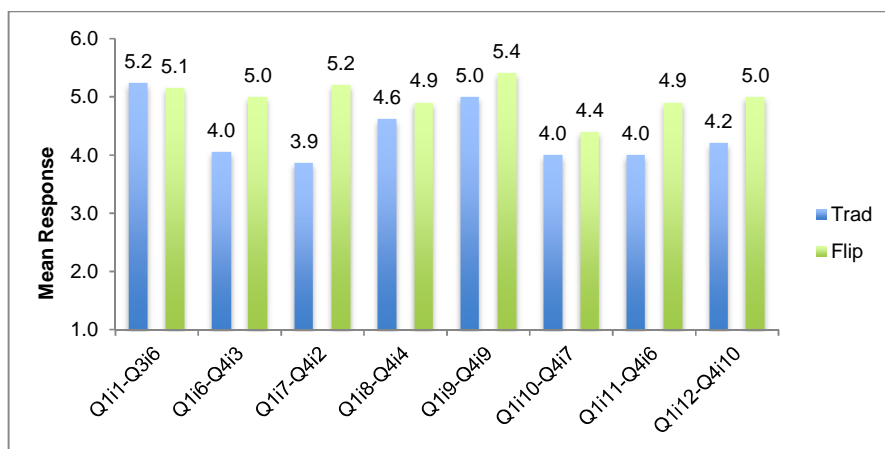


Figure 17: Mean Responses to Items for Comparison Between the TP and FP

The items Q1i6-Q4i3, Q1i10-Q4i7, Q1i11-Q4i6 and Q1i12-Q4i10 are all indicators of confidence and readiness to use the target grammar structures. All of the mean scores for these items increased from the TP to the FP suggesting that the students gained more confidence from studying the grammar before the class, then applying it in the next lesson

and this in turn led to them feeling more prepared to continue using the structures after the lesson.

The increase between mean scores of Q1i9 and Q4i9 suggests the students thought about the language more deeply after studying it at home which coincides with what the participant observer noticed.

The biggest different was between Q1i7 and Q4i2 which showed that the students noticed the increase in time spent using the target grammar in speaking activities in the flipped lessons compared to the traditional lessons.

4.1.6 Semi-structured interviews

As mentioned in 3.3.6, I conducted the interviews to explore more deeply the participants' perceptions of a flipped approach to grammar input, to ask their opinions on its effectiveness and to identify any challenges they faced. This was to generate richer data than I knew the questionnaire would yield.

This section summarises the six interviews, focusing on the following key information:

- Perceptions of the flipped approach
- Benefits noticed of this approach
- Challenges encountered
- Suggestions for improvement

For each interviewee, an in-depth summary can be found in appendix M.

Student 1

This student enjoys studying grammar in class because of the '*connection with the teacher*' and believes the teacher's role is partly to help students. She does not see the benefit of lengthy grammar explanations which students simply learn to recite '*like a parrot*'. She sometimes feels embarrassed to ask '*stupid*' questions in class but also likes having the teacher to ask questions '*immediately*'.

Student 1 repeatedly mentioned the importance of studying at her own pace to assimilate the grammar, this helped her feel more prepared to use the grammar in the next lesson and not having to start '*from scratch*'. She felt more confident about asking her peers for support in speaking activities.

This student expressed a preference for the flipped approach but with some modifications: a short introduction to the 'topic' (i.e. grammar point) in the previous lesson and using the coursebooks more so she can review the material again.

To sum up, the data suggests that Student 1 is aware of the benefits Flipped Learning (FL) can bring her. Being able to study at her own pace and feeling more prepared to use the grammar in class are strong selling factors. However, some of her comments highlight the need for more learner training, for example how to save the materials for future access.

Student 4

Student 4 is '*very keen on studying grammar in class because I can ask the teacher many questions*'. He wishes to spend more time on grammar in class. He feels confident using the grammar in speaking activities but that he prefers '*to speak more to the teacher so [they] can correct my errors*'.

Student 4 enjoyed the flipped content but '*it was a little tricky to follow the activities*'. He was positive about studying grammar at home and particularly liked the increased time he could spend on grammar in which he could reflect on the rules. This, in turn, made him feel more prepared for the class.

Student 4's comments suggest he recognises that a flipped approach addresses his desire for more time to study grammar. Being an older gentleman who is notably slow to process information, I believe a Flipped approach would suit his needs.

Student 12

This student has a very high level of intrinsic and instrumental motivation and is doing the CELTA course to become an English teacher. She feels '*comfortable*' studying grammar in class and likes being supported by a teacher.

Student 12 liked being able to print everything from the flipped content and '*work on it very carefully, taking my time*'. She appreciated the answer keys and wrote questions on the worksheet to ask the following lesson. This student had no difficulties with the flipped content, the exercises were '*normal*' and '*intuitive*' and she found the videos '*very interesting for my listening skills*'. This student likes both approaches but said '*flipped is a bit better*' because of the flexibility, freedom and choice.

In summary, a flipped approach clearly suits this student given her motivation to learn English. In her Learning Logs, she indicated spending up to 6 hours on homework. It is unsurprising she sees this new approach positively and interestingly highlights more benefits to the flipped content than the other students.

Student 13

Student 13 suggested the time spent on grammar in class '*is not really enough*' and values being able to ask the teacher questions. She also mentioned it is good to practise the grammar immediately after studying in class because it is '*fresh in your mind*'.

This student initially found the flipped content difficult because it was a new way of studying. However, she said the content was logical and liked '*the pattern from one to six*'. She said fewer distractions at home meant she could concentrate on the grammar more but there was no one to ask questions. She said the flipped content as it was '*could work well to study at home*'.

To summarise, Student 13's comments suggest that she is fairly dependent on the teacher to answer her questions. She recognises the benefits to studying grammar at home but stresses that some time should be spent in class going over how to use the structures. She would be open to studying the grammar at home and said that the flipped content could be a potential option.

Student 15

This student finds it interesting to study grammar in class because the teacher is there to provide examples and help students. He does not feel very confident using the grammar in speaking because he needs *'much time to understand the grammar'*.

He found the flipped content *'interesting'* and had no issues with the online materials. He said it was important to be able to print the worksheets so he could keep them for future reference. This student appreciated being able to study at his own pace.

Student 15 would be open to studying the grammar at home but stressed the importance of being able to consult the teacher. He suggested students could post questions on Edmodo.

Considering this student's comments it seems that a flipped approach would suit the needs of his needs. He is a weak student and mentions needing a significant amount of time to assimilate grammar. This student was also the only one to mention he saved the worksheets for future use showing he appreciates this approach.

Student 18

This student enjoyed studying grammar both in class and at home and said *'studying grammar needs a lot of effort and time. The more I study, the more I figure out the rules'*.

Student 18 said time spent on grammar in class valuable and said the speaking activities immediately after studying grammar are good for *'applying the rules why they are still in your mind'*. She also finds it *'interesting and inspiring when [the teacher] explain the grammar and give us examples'*.

She found the flipped content and materials engaging, interesting and flexible. She had no problems with the materials saying they were *'straightforward and understandable'*.

This was the only interviewee who said she would not *'accept'* having to study all of the grammar at home. Interestingly though, she went on to explain that she felt more confident in class after reviewing the grammar for homework, suggesting she does see a benefit to studying grammar at home.

In response to me asking which approach she prefers she said '*I prefer both because I find that in class where the teacher covers grammar at the same time I can exercise listening skills so I take advantage of that. But also I think through videos, through examples through stories it's a useful way to study grammar.*'

This student's comments suggest that she appreciates both modes of studying grammar and she expressed a stronger dependence on the teacher than the other interviewees. Although she would not like to study all of the grammar at home, her interest and positive comments on the flipped content suggest she would be open to using this approach again.

Common Trends

- i. All students greatly value the teacher and explanations of grammar. This demonstrates perceptions of the role the teacher should play in education and further highlights their dependency on the teacher. This is likely due to their experiences of a traditional approach of grammar instruction.
- ii. The majority would be open to studying all of the grammar outside the classroom during a course, indicating favourable views of a flipped approach and a belief in its effectiveness. However, they would only do this with the opportunity to ask the teacher questions in the next lesson. To me, this drives home the need for a strong 'bridge' connecting the flipped homework and class and a clearly defined opportunity for questions and answers. However, it also suggests more awareness raising of the benefits of peer-instruction as well as development of learner autonomy is needed to move students away from this teacher dependence.
- iii. None of the students interviewed expressed a strong feeling of more or less confidence in using the grammar in either phase. Some commented that immediately after studying grammar it is fresh in their minds, but did not specify this increased their confidence. However, the mean responses to QQ1i6 and QQ4i3 (Figure 17) suggest the students generally felt more confident using the grammar after the flipped homework than immediately in class. More awareness raising of their increased confidence would help emphasise the effectiveness of a Flipped approach to some extent.

- iv. The interviewees spoke favourably about the flipped content and said it was clear, easy to follow, flexible and they enjoyed the videos. This suggests they saw the value in the methodology of the flipped materials used in the study.
- v. Although there was a general consensus that the materials being online was beneficial, Student 1 suggested that using the coursebooks or having hard copies of the worksheets would sometimes be better. This was also the general view from the Friday group (field notes/observation).
- vi. As mentioned in 2.2, while studying content at home, students can work at their own pace and repeatedly review the material. The students interviewed clearly found this to be a positive aspect and felt comfortable studying grammar at home. The data suggests students value this aspect of a Flipped approach.
- vii. The interviewees indicated they liked both approaches. I propose they like the traditional approach because this is what they are familiar with and the teacher is there to support and answer questions. Their comments suggest they like the flipped approach because of the comments made in points iv and vi.

4.2 Discussion of Results

As discussed in the introduction (section 1.1), this research project was the result of the identification of a problem area in my current teaching context (significant time constraints) and the discovery of Flipped Learning as a viable solution. The objective was to identify students' perceptions of using a flipped approach for grammar input, to determine the effectiveness of this approach, and to establish any factors which may hinder the effectiveness of using this approach.

In this section, I will discuss each research question in turn, then examine the limitations of this research and make suggestions on areas for further investigation.

Research Question 1

What are students' perceptions of a Flipped approach to grammar input?

After analysing and triangulating the results, the data generated evidence to suggest that the students had, on the whole, a positive view of the Flipped approach. Italian students are accustomed to a teacher-centred style of education and are very dependent on the teacher. As such, I had some serious reservations as to how the students would react to having to be more autonomous and not having immediate and direct access to the teacher when studying grammar at home. The results did support the notion that these students very much value the teacher and, in particular, being able to ask questions and receive explanations.

However, the results clearly demonstrate not only that the students felt confident and able to study the grammar at home alone, but also they were willing to continue to do so after the study. They also came to class more prepared and they valued the time created by moving the grammar outside the class, allowing for more meaningful, communicative speaking tasks. Also of importance was the observation that students seemed to take more risks in using the language after studying grammar at home.

Furthermore, the participants enjoyed the Flipped content, in particular the videos, and the flexibility the content provided. They appreciated being able to work through the grammar activities at their own pace and the option of managing the amount of work they could choose to do.

These findings are largely consistent with other practitioners' findings after implementing Flipped Learning in their contexts (Strayer, 2007; Bergmann and Sams, 2012; Bishop and Verleger, 2013). However, one positive difference from previous reports is that not one student 'strongly disliked' the changes as reported by Bishop and Verleger (2013:9).

A further implication of the positive views would be that students, over time, would have an increased sense of progress leading to improved student satisfaction.

Research Question 2

Is a Flipped approach to grammar instruction effective in improving students' accuracy of form and meaning of grammatical structures in speaking?

The quantitative data compared between the pre-test and post-test speaking assessments demonstrates that a Flipped approach to grammar input is effective in increasing the frequency and complexity of the target language structures students use when speaking.

The above findings, together with students' comments in class and in the interviews, suggest that the learners perceive Flipped learning to be an effective approach. Particularly, the students interviewed were able to identify the relevance and effectiveness of flipped learning to their individual learning needs, styles and preferences.

The collaboration, peer support and increased confidence witnessed in the flipped classes reveals that studying the grammar at home and having the time to process the information at their own pace is extremely beneficial to these students. Comments made by the interviewees supported the notion that by studying the grammar outside the classroom, the learners come to class more prepared to apply their knowledge of the grammar in speaking activities. Generally, they also feel more confident to take risks to use a wider variety of language structures.

These findings are consistent with reports from other flipped practitioners (2.2). As Mazur had noticed many years ago, an inverted classroom maximising peer collaboration and encouraging peer teaching 'engenders a better understanding of the fundamental concepts' (1997:983).

Research Question 3

What problems may hinder the effectiveness of a Flipped approach?

Although the students generally responded positively to the flipped approach, some of my observations, some observer's comments and student feedback raised concerns with the materials used to deliver the Flipped content.

Firstly, through comments made by several students and the observer, I identified the need for much more learner training. Not only in the logistics of accessing the materials, but more so in learner strategies such as note taking, recording vocabulary and organising the materials for future access. This training need could easily be addressed over a longer period of time.

Secondly, linked to the point above the triangulated evidence highlighted the learners require more assistance to become more autonomous and confident learners. As stated in the introduction and as evidenced by the questionnaire results and interviews, the learners

feel very dependent on the teacher. Several of the interviewees expressed a preference for explanations of the grammar by the teacher. When presented with the option of an additional video with an explanation by the teacher, the students I interviewed expressed satisfaction with this solution.

Thirdly, several students were dissatisfied with all of the content being online. After spending all day working on a computer, they were reluctant to spend even more time in front of a screen. Little reference to this concern is made in the literature which, on the contrary, suggests that one of the most favourable features of flipped learning is the fact that the content is online. However, this difference may be explained by the fact that most of the research to date has been conducted with younger students who are very motivated by and thoroughly enjoy using technology.

Another concern raised by the research was the negative view with regard to the increased time the students spent on the flipped homework. Adult students have very busy lives and although effective language learning requires time and dedication, there is a limit to the amount of time students are willing to dedicate to learning outside the classroom.

4.3 Limitations and Areas for Future Research

After analysing this research, I identified the following three main limitations and suggest areas for future research which would go some way to addressing these limitations.

1. The proficiency level of the sample

This study aimed to establish whether a Flipped approach to grammar input would be a feasible option in my teaching context. I was only able to conduct this research with advanced level students and at this level, one can assume they have at least encountered the majority of grammar structures at least once before to varying degrees of depth. The grammar points studied in the flipped phase were therefore unlikely to be new to the learners. It is thus difficult to determine the full extent of the effectiveness of a Flipped approach for grammar input across a vaster range of learner levels. The Flipped materials could have served simply as a reminder rather than a learning tool. Additionally, the fact that learners have met the grammar structures before logically implies they would have some confidence to study the grammar alone at home without the teacher's support, as reported in the results of the questionnaire and interviews. This may be considerably different with lower

level students who had never met a particular grammar structure before and who, perhaps, are even more dependent on the teacher.

As discussed in 4.1, results show overall positivity towards this new approach and it is clearly an effective approach to use with advanced students. However, it would be a risk to generalise and claim that a flipped approach to grammar would be suitable across all levels in my current context.

To address the above limitation, future research would need to be conducted across a range of levels addressing different grammar points. It would be fascinating to see the results of a similar study conducted with lower levels in which the grammar structures were completely new.

2. The pre-test post-test design

As mentioned in 3.3.1, the two-group pre-test post-test design aimed to measure if students learned from studying the grammar autonomously at home. To do this, I gave the students a speaking assessment which aimed to generate the target language and compared the results to the baseline data from the pre-test. Although the results showed an increase in accuracy and range of the target structures, this may have been due to other variables difficult to control such as the length of time the student spoke. Another issue was the fact that all of the grammar points were different, and some students may naturally find one grammar point easier than another, meaning they would likely produce more utterances in the target language.

Furthermore, having established in limitation 1 above that the grammatical structures are not new to these students, the intervention could have served as a reminder and so the pre-test and post-test assessments cannot be relied upon to establish if a flipped approach is effective for *learning* grammar as opposed to simply consolidating.

To address this limitation, a subsequent study paper could use a different research design such as two-group random selection pre-test post-test (Glanz, 2014). This design measures a control group (no intervention) with a group who receives the intervention. In this design, the same grammar point could be used and assessments between the group could be compared to establish how effective a Flipped approach is for learning grammar. To address the variables presented by the nature of speaking assessments, more care would have to be taken to establish parameters such as imposing time limits.

3. The use of technology to deliver the flipped content

In the literature review (section 2.4), I reported the most commonly used methods to deliver engaging and accessible content outside of the classroom was through technology, particularly online platforms. The students in this study had previously expressed positive attitudes towards using technology in the classroom. These two factors determined my choice to upload the material to an online platform. However, some of the students were not keen on this aspect and expressed preferences towards paper-based activities. Despite results showing positive attitudes towards studying grammar at home and using the videos, I believe the fact that all of the materials were online affected student's perceptions of the effectiveness of the approach.

As highlighted in the review (section 2.2), previous research has been conducted with secondary/high-school or millennial university students who use technology much more than other age groups. Due to the fact that there is little literature on the use of a Flipped approach with adult students and for the above reasons, I did not consider using a different method for delivering the flipped content.

Hence, an interesting area for future research, which would address this limitation, would be a comparison study between different methods of flipped content delivery with adult students. By finding the most suitable or popular method, this could further increase student engagement and lead to greater effectiveness of using a Flipped approach.

5 Conclusion

The main aim of this research was to explore my belief that using a Flipped approach for grammar input. The main areas of investigation were the student's perceptions of using a Flipped approach, the impact of these perceptions on the effectiveness of Flipped Learning and the challenges faced by implementing this new approach. The rationale behind the research was to address the difficulties which arise from the significant time constraints encountered in my current teaching context. Specifically the lack of class time available to dedicate to meaningful, communicative practice which can lead to deeper understanding and more skilled use of language. After discovering Flipped Learning and exploring this approach more, I proposed that this could be an effective and viable solution to address these difficulties

As I discussed in 4.3, there were three main limitations to this study. Due to these limitations, it is unclear as to whether a Flipped approach would be suitable for learners of other levels, particularly very low-level learners such as Elementary. A different quantitative pre-test post-test design would need to be used with a randomised control group to determine how effective a Flipped approach is for learning new grammar. Also, using technology to deliver the flipped content with adult learners does not initially appear to be as effective as it is reported for younger, millennial students. All of these areas would be very interesting to investigate in future research and would be an invaluable addition to the area of Flipped Learning which is seriously lacking.

Despite the above limitations, the research was designed so that triangulation of data maximised the validity of the findings. Therefore, the results generated by this study still provide a useful insight into how effective a Flipped approach to grammar input is. This research provides a clear insight into the positive perceptions adult learners have towards Flipped Learning and how effective they see this approach for them as individuals.

All in all, this research has been an extremely interesting experience both for me and the learners. The opportunity to provide my students with an alternative approach which results in creating time which can be dedicated to more communicative practice has been rewarding and worthwhile. I truly believe Flipped Learning is the way forward.

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Appendices

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Appendix A: Learning Log – Blank Copy

Learning Log – please remember to fill this in **AFTER** you have finished your homework.

1. On which day or days did you do your homework (please circle):

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------

2. How long did you spend doing your homework?

less than 1 hr	1 to 2 hours	2-3 hrs	more than 3 hrs (please specify) _____
----------------	--------------	---------	--

3a. Did you find the HW engaging?

not at all	a little	quite	very
------------	----------	-------	------

3b. Why/why not?

4. How many times did you look at/review the homework?

once	twice	3 times	more than 3 times (please specify) _____
------	-------	---------	--

5a. Did you use any of the OPTIONAL EXTRAS? (FLIPPED PHASE ONLY)

If you answered yes, how many did you use?

1	2	3	all 4
---	---	---	-------

5a/b. Did you use any other resources (e.g. other grammar books, the coursebook) to help you with your homework?

Yes	No
-----	----

5b/c. If you answered 'yes' please give details:

6. How ready/confident do you feel to use [Target Grammar Structures] in speaking and writing?

7. Please comment on your general view about the homework set this week. (FLIPPED PHASE ONLY)

Appendix B: Participant Observer's Task – Blank Copy

1. Does the lesson follow the plan in terms of timing?

2. In the language focus stage, do all students appear to be working at the same pace? If so, how do you know? If not, how do you know?

3. When the teacher moves from the language focus stage to the controlled practice, do all students seem to be 'ready'?

If so, how do you know? If not, how do you know?

4. In the semi-controlled practice stage, do students appear confident using the language? If so, how do you know? If not, how do you know?

5a. In the freer practice stage, how much production of the target language do you see? If possible, write some examples here.

5b. How accurately are the students producing the target language? (1 not at all, 6 very,)

1 2 3 4 5 6

6. Please make comments on any other patterns of behaviour, comments students make about the use of the target language.

7. What are your views of the lesson in terms of time spent on input vs time spent on output?

8. How much of the class was teacher-centred (put a cross on the line)

0% 25% 50% 75% 100%

9. What was role (roles) did the teacher take on during the class?

Did this/these change over the course of the class?

Appendix C: Questionnaire – Blank Copy – Page 1 of 8

MA survey
Introduction
<p>Dear students,</p> <p>I would very much appreciate your help by completing the following questionnaire.</p> <p>This questionnaire forms part of the research I am doing for my Master's Degree in Language Education.</p> <p>This is not a test. There is no right or wrong answer. To ensure the success of this research, it is important that you indicate your personal feeling so please answer honestly. I assure you that your answers will have no impact on your assessment grades for this or future courses.</p> <p>The questionnaire is divided into 5 sections, with 12, 3, 8 and 10 items in sections 1-4 and section 5 asks if you are willing to take part in a follow-up interview.</p> <p>Please read the statements and say how much you personally agree or disagree with each statement.</p> <p>Thank you for completing the questionnaire.</p>

Appendix C: Questionnaire – Blank Copy – Page 2 of 8

MA survey						
Traditional Style Grammar Lesson - Class Time						
<p>* 1. Traditionally, we study grammar in class. Think of the two lessons when we studied <i>Comparative Structures</i> and <i>Adverbials</i> (you can see more details about what we did in these lessons on Edmodo). To what extent do you agree or disagree with the following statements?</p>						
	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
I enjoy studying grammar in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying grammar in class is a good use of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable asking questions about grammar in front of my classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand everything the teacher says when she explains things about the grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we study grammar in class, I think we do it too fast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we finish studying the grammar, I feel ready to start using the grammar in the speaking activities that we do in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have enough time to practise using the grammar in speaking activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The speaking activities help me practise things which I need to do in real life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The speaking activities help me think deeply about how to use the grammar structures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C: Questionnaire – Blank Copy – Page 3 of 8

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
I feel confident in using all of the different grammar forms in the speaking activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use the grammar accurately in the speaking activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the lesson, I feel able to continue using the grammar structures when I speak outside of class and in following classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please make any comments about your answers or this section here.						
<div style="border: 1px solid black; height: 150px; width: 100%;"></div>						

Appendix C: Questionnaire – Blank Copy – Page 4 of 8

MA survey

Traditional Style Grammar Lesson - Homework

* 2. After we studied the grammar in class, I set you exercises from the workbook and some writing homework. Think of the homework and say to what extent you agree or disagree with these statements.

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly Disagree
The homework helped me to understand the grammar structures more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The homework helped me to become more confident in trying to use the grammar structures when I speak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the homework exercises interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make any comments about your answers or this section here.

Appendix C: Questionnaire – Blank Copy – Page 5 of 8

MA survey						
Flipped Style Grammar Lesson - Homework						
<p>* 3. We did two weeks of studying grammar at home. Think about the content I set for homework. To what extent do you agree or disagree with these statements?</p>						
	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
I found the videos interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The homework was well organised and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities were easy to complete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watched the video more than one time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercises and other materials helped me understand the grammar well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy studying grammar at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident studying grammar at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can study grammar at my own pace/speed at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Please make any comments about your answers or this section here.</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>						

Appendix C: Questionnaire – Blank Copy – Page 6 of 8

MA survey						
Flipped Style Grammar Lesson - Class Time						
* 4. After studying the grammar at home, the next lesson we practised the grammar. Think of the lessons after you studied the <i>Perfect Aspect</i> and <i>Future Forms</i> . To what extent do you agree or disagree with these statements?						
	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
When I came to class, I felt I knew how to use the grammar well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We had more time to practise using the grammar in speaking activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt more confident in using the grammar structures in speaking activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The speaking activities help me practise things which I need to do in real life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took more risks and pushed myself to use more grammar structures in the speaking activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use the grammar more accurately in the speaking activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in using all of the different grammar forms in the speaking activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher helped us use the grammar structures in the speaking activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The speaking activities help me to think more deeply about how to use the grammar structures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C: Questionnaire – Blank Copy – Page 7 of 8

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
After the lesson, I feel better able to continue using the grammar structures when I speak outside of class and in following classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please make any comments about your answers or this section here.						
<div style="border: 1px solid black; height: 60px;"></div>						

Appendix C: Questionnaire – Blank Copy – Page 8 of 8

MA survey

Last Section

* 5. I would like to do some informal interviews to find out more about some of the topics. Please let me know if you would like to volunteer to do an interview. This can be face to face or by Skype/phone.

Yes, I would like to do an interview.

No, I would not like to do an interview.

If you answered 'yes', please provide your name and email address so that I can contact you to arrange when we can do the interview.

If you would like any further information regarding my project or the survey, please feel free to write to me at this email address: alexandra.warden@britishcouncil.it

Thank you very much for completing the survey.

Appendix D: Semi-structured Interview Guide – Page 1 of 2

1. To establish student's views on their language learning and their strengths and weaknesses.

Why are you studying English?

How confident do you feel with your English in reading, listening, speaking, and writing?

What do you think your strengths are?

What would you most like to improve?

What exactly about would you like to improve?

What is most valuable to you about coming to English classes at the British Council?

2. To establish general views about the role of grammar in English language learning.

Tell me what you think about grammar.

How useful do you think it is to study grammar?

What is it useful for? Why?

How important is grammar for speaking?

How important is it to know the rules of using grammar?

How important is it to know how to make the grammar structures? (e.g. have + past participle etc.)

How important is it to use the grammar structure to express correct and precise meaning?

3. To find out more about their previous experience of studying grammar.

Tell me about your experience of studying grammar: at school, at university, in other language institutes, at British Council.

What is the role of the teacher when studying grammar?

What is the role of the students when studying grammar?

What kind of homework did you receive to practice grammar?

How useful/effective was that homework?

4. To find out more about the effectiveness of studying grammar in class.

How do you feel when you study grammar in class?

Why do you feel like that?

How much time is spent in class studying grammar?

Is this too much time, too little or enough?

How much time do you think you spend using the grammar in speaking activities in class?

How confident do you feel using the grammar in speaking activities?

What would make you feel more confident?

Appendix D: Semi-structured Interview Guide – Page 2 of 2

5. To find out more about the Flipped Grammar Input

Tell me about your experience of studying grammar at home.

How different is it from studying grammar in class?

What differences are there?

Would you say these are positive or negative differences?

6. To find out more about the difficulties students have with Flipped Learning

Tell me about the difficulties you had with studying the grammar at home.

How could these difficulties be solved?

How would you feel if you had to study all of the grammar at home over a course?

7. To find out more about students' views of the modified classroom after flipped content.

What differences did you notice about class time after the flipped homework?

What do you think about.....?

After studying the grammar at home, how confident did you feel using it in the speaking activities in the next class?

Would you say you felt more, less or equally confident than in the traditional class?

8. To find out which approach students prefer and think is more effective.

Which of the two approaches do you prefer?

Why?

Which approach do you think is more effective for 'teaching' you the grammar?

With which approach is the teacher able to support you more in using the grammar in speaking activities?

9. To provide the opportunity to provide any more information or ask questions

Is there anything else you would like to tell me?

Do you have any questions about anything?

Appendix E: Schedule of Study – Traditional Phase and Flipped Phase

Phase	Traditional	Traditional	Traditional	Break	Flipped Intro	Flipped	Flipped
Week	1	2	3	4	5	6	7
Grammar point	Comparative Structures	Adverbials	n/a		Perfect Aspect	Future Forms	n/a
In-class activities (First half of lesson)	<i>(Lesson with material from coursebook)</i> Pre-test Comparative Structures	Complete Learning Log for Week 1 Post-test Comparative Structures Pre-test Adverbials	Complete Learning Log for Week 2 Post-test Adverbials		<i>(Lesson with material from coursebook)</i> Pre-test Perfect Aspect	1. 'Bridge' activity - quiz 2. Q&A session (10-15 mins) 3. Communicative task using TL Complete Learning Log for Week 5	1. 'Bridge' activity - quiz 2. Q&A session (10-15 mins) 3. Communicative task using TL Complete Learning Log for Week 6
(Second half of lesson)	Traditional Grammar Lesson on Comparative Structures	Traditional Grammar Lesson on Adverbials	<i>(Lesson with material from coursebook)</i>		Introduction of Flipped Learning Approach. Explanation of research study. Explanation / training how to access and carry out activities.	Post-test Perfect Aspect <i>(Lesson with material from coursebook)</i> Pre-test Future Forms	Post-test Future Forms SurveyMonkey Questionnaire
Homework activities	Traditional HW from Workbook	Traditional HW from Workbook			1 Ss watch interactive video 2 Ss complete accompanying activities 3 Optional – do more research/practice activities	1 Ss watch interactive video 2 Ss complete accompanying activities 3 Optional – do more research/practice activities	

Appendix F: Example homework from the Traditional Phase – taken from Speak Out Advanced Workbook (Clare and Wilson, 2012) – Page 1 of 2

GRAMMAR comparative structures

2 Tick the option that has a similar meaning to the first sentence.

- 1 I'm nowhere near as strong as Tim.
 - a) Tim is infinitely stronger than me.
 - b) Tim is a bit stronger than me.
- 2 The light is barely any better here than in the office.
 - a) It's considerably brighter here than in the office.
 - b) The light is only slightly better here than in the office.
- 3 The exam was decidedly easier this year than last year.
 - a) It was significantly easier this year than last year.
 - b) It was barely any easier this year than last year.
- 4 That car is nothing like as expensive as yours.
 - a) It's every bit as expensive as yours.
 - b) It's nowhere near as expensive as yours.
- 5 The new version of the phone is miles better than the old one.
 - a) The new phone is way better than the old one.
 - b) The new phone is just better than the old one.
- 6 It's getting harder and harder to find affordable housing.
 - a) It's becoming much more difficult to find affordable housing.
 - b) It's marginally more difficult to find affordable housing.

Appendix F: Example homework from the Traditional Phase – taken from Speak Out Advanced Workbook (Clare and Wilson, 2012) – Page 2 of 2

3A Look at the following statements about life-changing events. Three are grammatically correct. Which ones?

- 1 I had a baby girl two months ago. Being a mother is every wonderful as I thought it would be.
- 2 During a stressful time, I sat on the North Rim of the Grand Canyon, watching the sun go down, and realised my troubles were nowhere bad as I'd thought.
- 3 It's becoming more difficult to find work in my area, so finally getting a job made a big difference.
- 4 Losing my grandfather a year ago was traumatic. I was closer to him than I am to my parents.
- 5 I dropped out of college. The longer I stayed, I realised it wasn't for me.
- 6 I found religion in my fifties and as a result my life became a better.
- 7 I finally had an operation I'd been dreading. It was as bad as I'd feared.
- 8 I recently lost 30 lbs, and now I feel than I've felt in years.

B Add pairs of words from the box to the statements above so that they all become (or remain) grammatically correct.

a lot bit as good deal more and much better near as nothing like the more
--

Appendix G: Example communicative activities used in class – Page 1 of 3

1. Information Gap to practice the Perfect Aspect forms

Student A

date same girl - 30 years

wonder _____ ?

work for _____ ? - 20 years

work in bar

study English - 10 years

live _____ ?

travel to Brazil

graduate from _____ ?

get good job in London

move to _____ ?

buy a car

break _____ ?

NOW

2018 buy _____ ?

2020 learn 4 languages

2025 _____ ?

2030 become CEO of company

Dave

Student B

date _____ ? - 30 years

wonder where to settle down

work _____ ?

study _____ ? - 10 years

live in different countries all his life

travel _____ ?

graduate from Harvard

get _____ ?

move to Germany

buy _____ ?

break leg

NOW

2018 buy a house

2020 learn _____ ?

2025 get married

2030 become _____ ?

Dave

Appendix G: Example communicative activities used in class – Page 2 of 3

2. Planning an Election Campaign to become Mayor of Milan - to practice Future Forms

Slides to set up activity:

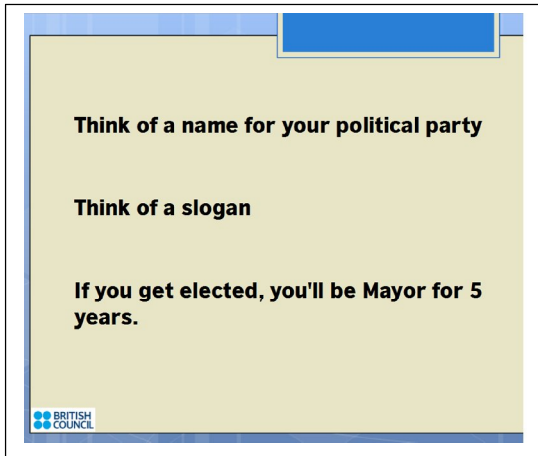
1



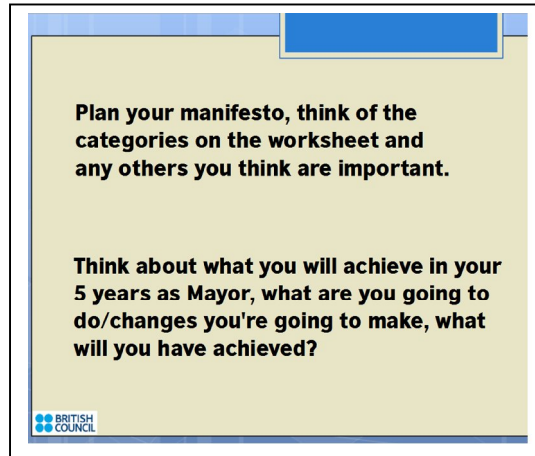
2



3



4



Appendix G: Example communicative activities used in class – Page 3 of 3

- 2. Cont. Planning an Election Campaign to become Mayor of Milan - to practice Future Forms – Planning Worksheet

Election Manifesto for the party. ¹

Our slogan: _____

Tax policy

Spending policy

Health policy

Education policy

Jobs and unemployment policy

Environmental policy

Other policies

¹ Adapted from Cutting Edge Intermediate Teacher’s Resource Book (Barker, Cunningham and Moor: 2005)

Appendix H: Raw data from pre-test post-test speaking assessments.

Traditional Phase:

Student Number	Traditional phase																			
	Comparatives										Adverbials									
	Pretest					Posttest					Pretest					Posttest				
	CF-CM	CF-WM	WF-CM	WF-WM	R	CF-CM	CF-WM	WF-CM	WF-WM	R	CF-CM	CF-WM	WF-CM	WF-WM	R	CF-CM	CF-WM	WF-CM	WF-WM	R
1	3	1	3	0	1	5	1	4	0	3	5	0	7	2	3	7	0	4	0	6
2	5	0	3	1	1	5	0	3	0	2	6	1	5	0	4	6	1	2	1	5
3	6	0	3	3	3	8	0	3	0	6	5	0	4	0	5	9	0	3	0	6
4	6	1	0	0	1	6	1	2	0	4	4	1	4	1	4	7	2	1	1	4
5	2	0	1	1	2	5	1	2	0	4	3	0	5	2	4	10	0	4	0	5
6	2	0	2	0	1	6	2	3	1	5	6	1	6	1	3	5	2	6	1	4
7	7	1	3	1	3	11	1	0	0	5	3	0	4	0	4	8	0	3	0	6
8	4	0	2	0	2	6	0	3	1	4	4	0	5	0	2	7	2	2	0	5
9	5	0	2	0	1	5	0	2	1	4	4	0	4	0	4	9	1	2	0	5
10	3	0	0	0	2	10	0	2	0	6	5	0	1	0	3	11	0	1	0	4
11	3	1	0	0	1	3	1	1	0	2	4	0	2	0	3	6	0	1	0	4
12	3	0	2	0	5	4	1	3	0	6	5	0	1	0	3	6	0	0	0	6
13	2	0	1	0	3	6	0	0	0	6	5	0	0	0	3	9	0	1	0	5
14	3	0	0	0	2	3	0	6	0	4	3	0	2	0	5	0	1	0	0	3
15	2	0	1	0	1	4	1	1	0	3	0	0	0	0	0	0	0	0	0	0
16	5	1	0	0	2	7	0	2	0	5	3	0	2	0	3	5	0	0	0	5
17	5	0	0	0	5	8	0	0	0	7	4	0	2	0	2	5	0	1	0	5
18	3	0	0	0	2	2	0	1	0	3	3	0	1	0	2	6	0	0	0	6
19	3	0	2	1	2	5	0	1	0	4	2	0	2	1	2	7	0	2	0	6
20	2	1	1	0	1	6	0	2	1	4	2	0	3	0	3	8	0	1	1	5
21	4	0	0	1	2	8	0	1	0	5	3	0	1	0	3	6	0	0	0	6
Mean	3.71	0.29	1.24	0.38	2.05	5.86	0.43	2.00	0.19	4.38	3.76	0.14	2.90	0.33	3.10	6.52	0.43	1.62	0.19	4.81
Variance	2.31	0.21	1.39	0.55	1.45	5.03	0.36	2.10	0.16	1.85	2.09	0.13	3.99	0.43	1.29	7.46	0.56	2.65	0.16	1.96
Standard Dev	1.52	0.46	1.18	0.74	1.20	2.24	0.60	1.45	0.40	1.36	1.45	0.36	2.00	0.66	1.14	2.73	0.75	1.63	0.40	1.40
Mode	3	0	0	0	1 & 2	5 & 6	0	2	0	4	3	0	2	0	3	6	0	0 & 1	0	5
Median	3	0	1	0	2	6	0	2	0	4	4	0	2	0	3	7	0	1	0	5
Range	5	1	3	3	4	9	2	6	1	5	6	1	7	2	5	11	2	6	1	6
Low	2	0	0	0	1	2	0	0	0	2	0	0	0	0	0	0	0	0	0	0
High	7	1	3	3	5	11	2	6	1	7	6	1	7	2	5	11	2	6	1	6

Flipped Phase:

Student Number	Flipped phase																			
	Perfect Aspect										Future Forms									
	Pretest					Posttest					Pretest					Posttest				
	CF-CM	CF-WM	WF-CM	WF-WM	R	CF-CM	CF-WM	WF-CM	WF-WM	R	CF-CM	CF-WM	WF-CM	WF-WM	R	CF-CM	CF-WM	WF-CM	WF-WM	R
1	2	3	3	2	3	4	2	2	1	5	2	0	2	0	2	6	2	2	2	5
2	3	2	1	0	2	4	2	3	1	4	1	0	1	0	2	3	2	1	1	4
3	4	0	1	0	4	6	1	0	0	6	6	0	1	0	4	10	1	1	1	7
4	3	2	2	1	2	5	2	1	2	4	2	0	0	1	1	7	1	2	1	5
5	2	3	2	2	2	6	1	2	3	4	1	0	1	0	1	7	1	3	0	4
6	2	2	3	1	2	4	4	3	5	5	0	0	0	0	4	2	3	0	4	
7	3	1	2	3	3	5	2	2	1	6	11	1	2	0	3	8	0	1	0	6
8	3	2	2	1	2	4	2	2	2	5	0	0	1	0	1	5	1	3	1	5
9	4	2	2	1	2	5	2	1	3	5	4	0	0	0	1	8	1	2	1	4
10	6	0	2	0	3	7	0	0	0	4	3	3	0	0	2	5	2	2	0	4
11	5	1	1	1	2	6	0	1	0	4	6	3	0	0	3	7	0	3	0	3
12	6	1	0	0	3	10	0	0	0	5	5	0	2	0	3	8	1	4	0	5
13	5	2	0	2	3	8	1	0	0	4	5	2	0	0	3	6	2	0	3	4
14	3	1	2	1	2	6	2	0	0	4	4	0	0	0	1	9	1	0	0	5
15	2	2	0	0	1	4	2	0	0	3	2	3	0	0	2	4	0	5	0	4
16	3	2	1	0	2	5	3	2	3	4	3	2	1	0	2	3	2	2	1	6
17	5	1	1	0	4	11	0	0	0	5	8	3	0	0	3	9	2	0	2	5
18	6	0	0	0	3	7	0	2	0	5	4	0	1	0	2	2	1	1	2	5
19	2	1	0	1	2	6	2	2	2	5	3	0	0	0	1	3	0	1	0	5
20	3	2	1	0	3	4	1	0	2	3	2	0	2	0	2	3	0	2	1	4
21	2	1	1	0	2	5	0	1	1	4	5	3	1	0	3	7	1	2	0	4
Mean	3.52	1.48	1.29	0.76	2.48	5.81	1.38	1.14	1.24	4.48	3.67	0.95	0.71	0.05	2.00	5.90	1.10	1.90	0.81	4.67
Variance	2.06	0.76	0.91	0.79	0.56	3.76	1.25	1.13	1.99	0.66	7.13	1.75	0.61	0.05	1.00	5.59	0.59	1.69	0.86	0.83
Standard Dev	1.44	0.87	0.96	0.89	0.75	1.94	1.12	1.06	1.41	0.81	2.67	1.32	0.78	0.22	1.00	2.36	0.77	1.30	0.93	0.91
Mode	3	2	1 & 2	0	2	4	2	0	0	4	2	0	0	0	2	3 & 7	1	2	0	4
Median	3	2	1	1	2	5	2	1	1	4	3	0	1	0	2	6	1	2	1	5
Range	4	3	3	3	3	7	4	3	5	3	11	3	2	1	4	8	2	5	3	4
Low	2	0	0	0	1	4	0	0	0	3	0	0	0	0	0	2	0	0	0	3
High	6	3	3	3	4	11	4	3	5	6	11	3	2	1	4	10	2	5	3	7

Appendix I: Individual Student Scores for CF-CM Category for Pre- and Post-test Assessments (Adverbials, Perfect Aspect and Future Forms).

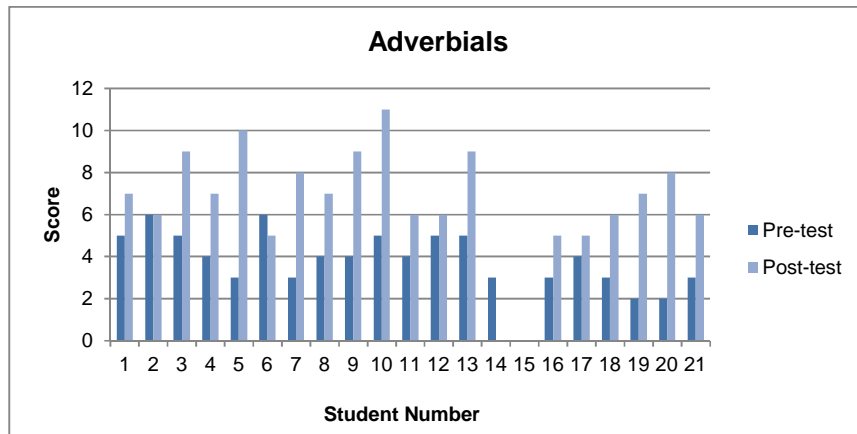


Figure 4: Scores of Category CF-CM in Pre- and Post-test Assessments for each Student (Adverbials)

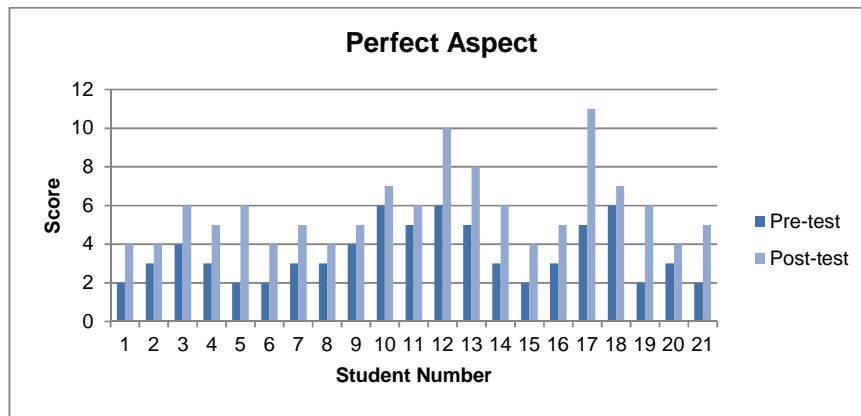


Figure 5: Scores of Category CF-CM in Pre- and Post-test Assessments for each Student (Perfect Aspect)

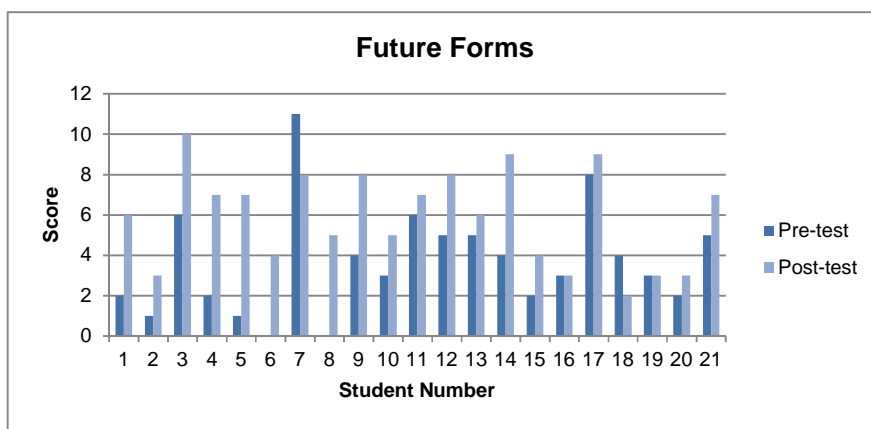


Figure 6: Scores of Category CF-CM in Pre- and Post-test Assessments for each Student (Future Forms)

Appendix J: Individual Student Scores for R Category for Pre- and Post-test Assessments (Adverbials, Perfect Aspect and Future Forms).

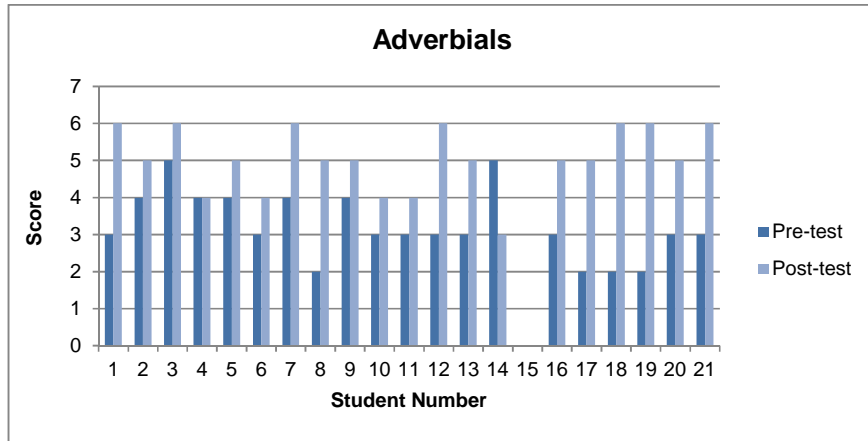


Figure 10: Scores of Category R in Pre- and Post-test Assessments for each Student (Adverbials)

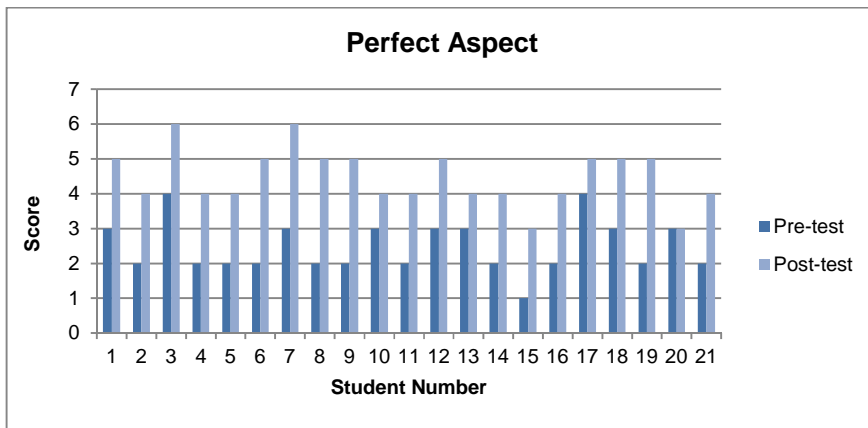


Figure 11: Scores of Category R in Pre- and Post-test Assessments for each Student (Perfect Aspect)

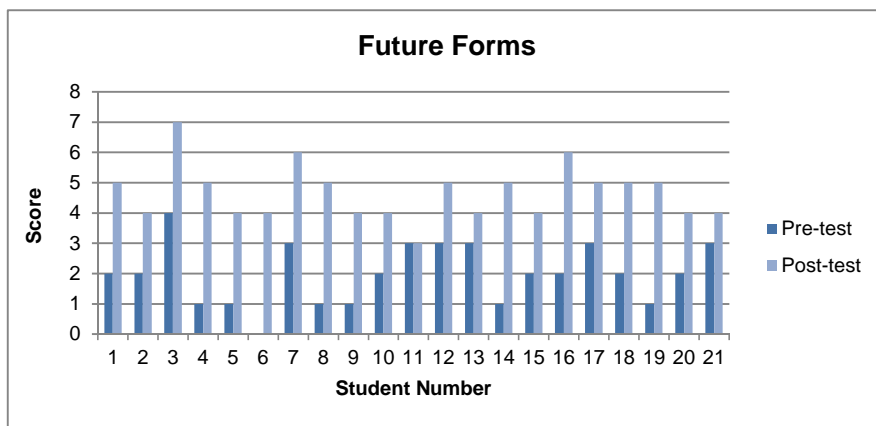


Figure 12: Scores of Category R in Pre- and Post-test Assessments for each Student (Future Forms)

Appendix K: Learning Logs Complete Data – Page 1 of 6

Traditional Phase (TP) – Comparative Structures and Adverbials

Flipped Phase (FP) – Perfect Aspect and Future Forms

1. On which day or days did you do your homework?

TP	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Friday Group	3	2	8	10	0	0	3
Saturday Group	0	1	3	3	7	8	6

FP	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Friday Group	3	7	5	7	0	0	1
Saturday Group	0	4	2	11	9	5	3

2. How long did you spend doing your homework?

Phase	less than 1 hr	1 to 2 hours	2-3 hrs	more than 3 hrs
TP	11	19	10	1 (4 hours) 1 (6 hours)
FP	7	12	22	1 (4-5 hours)

3a. Did you find the HW engaging?

Phase	not at all	a little	quite	very
TP	1	1	32	8
FP	3	2	25	12

Appendix K: Learning Logs Complete Data – Page 2 of 6

3b. Why/why not? (NB: Some students wrote the same comment for both TP Logs and for both FP Logs – I have not repeated the comments here. Some students did not leave a comment.)

TP	Comments
'not at all'	<ul style="list-style-type: none"> • Because always the topics are boring.
'a little'	<i>No comments</i>
'quite'	<ul style="list-style-type: none"> • Thanks to [the homework] I am able to remember things I learn during the lesson and to improve my skills. • 'Cause I find it really interesting • I find that exercises included in Pearson SB/WB are too difficult. (...) I would prefer writing about some specific topic instead of doing exercises. • Because I can review what we did in class. • I find the homework very useful to improve my English and consolidate my skills. • Because the HW is necessary to fix in my mind the things we do in the classroom. • I'd prefer more exercises (especially listening and vocabulary). • Because they are focused on the issue we studied at lesson, forcing you to review it and to practice it. • I'd refer more exercises. • I find it very useful to learn the adverbials in the correct order.
'very'	<ul style="list-style-type: none"> • Because you review what you did in class and it's useful not to forget what you are learning. • Because I get the chance to practice English language and get more into it. • Because it's necessary to keep in mind what you do at school.

Appendix K: Learning Logs Complete Data – Page 3 of 6

FP	Comments
'not at all'	<ul style="list-style-type: none"> • Because they were boring. • Too hard! • Because yesterday I wasn't able to do my homework. Yesterday my Internet connection was out of order for all the day.
'a little'	<ul style="list-style-type: none"> • A problem with the link [student did not specify which link]. • Too much!
'quite'	<ul style="list-style-type: none"> • Thanks to them I am able to revise thing and learn new words. • Because a review of the perfect aspect was necessary for me. • I like listening. I'd prefer to have a look at the results of the test. • Because this time I had to review on my own the grammar part, focused on the future forms, which for me are not very simple to use. • Because at the end of the week it's quite hard to find time to study.
'very'	<ul style="list-style-type: none"> • The number of exercises and the online tool required a strong commitment. • Because it's a continuing test. • Because I improved my knowledge. • It's important to keep in mind what we do at school.

4. How many times did you look at/review the homework?

Phase	once	twice	3 times	more than 3 times
TP	25	10	7	0
FP	15	22	5	0

5a. Did you use any of the OPTIONAL EXTRAS? (FLIPPED PHASE ONLY)

If you answered yes, how many did you use?

1	2	3	all 4
8	17	0	0

5a/b. Did you use any other resources (e.g. other grammar books, websites on the Internet) to help you with your homework?

Phase	Yes	No
TP	37	5
FP	19	23

Appendix K: Learning Logs Complete Data – Page 4 of 6

5b/c. If you answered ‘yes’ please give details:

Answers	
TP	Dictionaries, online dictionaries, www.wordreference.com , translation websites, notes taken in class, www.ozdic.com for collocations, previous coursebook, grammar books, BBC website.
FP	Dictionaries, online dictionaries, notes taken in class, previous coursebook, current coursebook, grammar books.

6. How ready do you feel to use the [TL structure] in speaking and writing?

Comparatives (TP)	
Quantity	Answers
Small	Just a little Not very confident Little Not so confident, despite we reviewed in class, particularly in speaking. A little bit. I don't feel much confident Not very confident with <i>modifiers</i> (e.g. every bit as... as...)
Medium	I feel quite confident Quite confident (x6)
Large	Very confident
Other	I feel confident to use comparative structures in writing, less confident in speaking It's a bit demanding Not yet confident with <i>modifiers</i> (e.g. nowhere near as...) More in writing because I have enough time to think it over. The more common they are the more confident I am!

Appendix K: Learning Logs Complete Data – Page 5 of 6

Adverbials (TP)	
Quantity	Answers
Small	Not very much. A little. I need to consolidate it. Not very confident at all! To be sincere, I'm not confident, although we have just reviewed these structures I'm quite in trouble with them. A little. I don't feel much confident with speaking.
Medium	Quite confident (x6) I'm quite confident Quite ready/confident
Large	Very confident
Other	I feel quite confident using adverbials in writing, I find more difficult to use adverbials in speaking. Quite confident in writing but not so much in speaking.

Perfect Aspect (FP)	
Quantity	Answers
Small	Not so much A little better than before A little more confident
Medium	Quite confident (x7) Fairly confident More confident than before Quite confident, better than before.
Large	Very confident
Other	

Future Forms (FP)	
Quantity	Answers
Small	Not so confident because I dedicated small time to study this topic A little confident
Medium	Quite confident (x5) More confident than before but not totally confident! Enough confident
Large	Very confident
Other	Not confident yet

Appendix K: Learning Logs Complete Data – Page 6 of 6

7. Please comment on your general view about the homework set this week. (FLIPPED PHASE ONLY)

Positive:

- I agree that reading the material and preparing ourselves for the lesson before the lesson takes place is a good idea. However, I would suggest leaving the online tool and distributing the exercises under a hard copy. *(This was categorized as 'positive' as the second part is a suggestion and was not interpreted as negative)*
- Bit easier than last week *(referring to the Future Forms being easier)*.
- I believe that preparing the topic before the lesson it's a good idea because we arrive at BC already on the good track.
- I'm satisfied.
- Useful.
- I like the format because I think you can follow your own path.
- Engaging.

Negative:

- There were too many [answers] to invent.
- Too frustrating, problems with video, with grammar, with some exercises.
- Maybe too much, and necessarily depending on an Internet connection.
- I think it takes too much time so at the end I was tired and annoyed.

Mixed:

- A bit complicated but interesting.
- I didn't manage to watch the video with the [questions] but I did all the rest. Lot of things, but... useful to improve.
- Interesting but a little long. The keys and the audioscripts are very useful as the exercises on BC website.

Other:

- I prefer doing exercises on the WB because I find the key answers at the end. That's faster than looking for responses online and printing them.

Appendix L: Extracts from researcher's diary – Page 1 of 5

My diary was handwritten but typed up to include in the paper.

TP Lessons

My main observations were similar to those that I had witnessed many times before and which formed part of the rationale for this research. I provide a summary of the main points below:

- Students working at different paces during the language focus stage

Student 3, the strongest of the Friday group, and students 12 and 17, the strongest of the Saturday group, finished notably much more quickly than the other students. This is quite usual. Student 6 from the Friday group and Student 15 from the Saturday group, who are the weakest students, were still focused on the grammar page as I tried to move on to the next activity. Again, this is quite usual. The observer noticed this too: *'some students finish [the] worksheet earlier than others'*. It is evident that the students are aware of this by their answers to QQ1 i5 *'When we study grammar in class, I think we do it too fast'*. 62% agreed or slightly agreed and 38% disagreed (from slightly to strongly).

- Some students relying on L1 to understand the grammar

This happened more in the Friday group, which is weaker. The students often switched into Italian to explain the grammar to their confused peers. While I believe there is a place for L1 in the classroom, some of the students seem to 'get' the explanations in Italian more than when I explain in English. To me, this begs the question is peer instruction more effective than teacher explanations? However, it is not my aim to explore this in this research paper. It does, though, indicate that collaboration is very important to the students, and a feature of flipped learning is increased collaboration. In the class time of the FP, the observer noticed that even if some of the students weren't actually using the target language, they were discussing *'how to use it'*. For me, that is a hugely positive step on from simply explaining the grammar rules to each other.

Appendix L: Extracts from researcher's diary – Page 2 of 5

- Some students refer to their notes during the subsequent speaking activities

Again, this is something that I have noticed before. This suggests to me that the students have not had enough time to process the grammar before moving on to the speaking activity. This also suggests they are not confident to start using it freely. This was confirmed by the observer by her comments '*some students seem less confident with [the comparative forms], some are very quiet, others participate well*'. However, interestingly this is somewhat contradicted by the reply to QQ1 i6 '*When we finish studying the grammar, I feel ready to start using the grammar in the speaking activities that we do in class.*' 62% agreed (from slightly to strongly, 42% chose 'agree') and 71% agreed they felt confident in using the grammar forms in the speaking activities (QQ1 i10).

- Students commenting 'I know the rules but it's difficult to use it'

As I mentioned before, I've heard this countless times before from higher-level students. It was mentioned again by a handful of students and others agreed. This is backed up by some of the comments from the participants I interviewed who said the same. Student 1 said 'xxx'.

TP Homework

I recorded that most of the students completed the homework and were keen to check and ask questions about in the next class. As I mentioned in 4.XX, the exercises were fairly standard, traditional activities (see appendix XX). I noted that the students seem not to mind this type of homework and this can be seen from the results of QQ2 i1. 100% agreed to some extent that the homework helped them understand the grammar better. Also, 76% agreed the exercises gave them confidence to try to use the structure in speaking (QQ2 i2) and 81% of students agreed they found the homework interesting (QQ2 i3). This is further evidenced by the results of Q3a of the Learning Logs (see Table X) where most students said they found the homework 'quite' or 'very' engaging. I speculated this could be because it is 'safe' and 'familiar' homework which they have probably been doing since they started learning English. It is therefore familiar and they have the confidence to complete this style of homework.

Appendix L: Extracts from researcher's diary – Page 3 of 5FP Homework

The biggest thing I noticed about planning the flipped homework was the enormous amount of time it took to plan, write and design the materials. On top of that was the piloting and testing of the technology to ensure everything was user friendly and went smoothly. I did consider that the content for flipped learning can come from other sources. In fact upon seeing me working late one evening a colleague, who has some knowledge of flipped learning, said to me *'but Alex, isn't that one of the beauties of flipped learning, there's so much already out there, just use that'*. I cannot quote my response to her but she is indeed right. However, because of the rationale behind the materials (see 4.3X), it took a considerable amount of time. I noted that this could be a potential hindrance to using flipped learning.

However, students' comments from the Learning Logs and questionnaire suggest they found the flipped content engaging, interesting and effective. Only one student chose 'slightly disagree' responding to *'I found the videos interesting'* (QQ3 i1), all others agreed. 95% agreed (slightly to strongly) that the exercises and materials helped them to understand the grammar well (QQ3 i5). Some comments from the Learning Logs are *'I like the format because you can follow your own path'* and *'Interesting but a little long. The keys and the audioscripts are very useful as the exercises on BC website'*.

I wrote that all in all, it was a very motivating and challenging experience and how it was a great opportunity for professional development. It was really interesting to create the online materials.

FP Class time

The Friday after setting the first flipped homework was an extremely challenging lesson, to say the least. When I arrived in the classroom, I noticed that one table of students were rather agitated and upset. I asked how the flipped homework went, a very heated discussion ensued about the fact that the video that I had set for homework *'did not work'*. I had tested the video and links with colleagues in Milan, one in Poland and one in Myanmar. I also demonstrated how to access the video in the previous class and I provided written instructions in the content guide. Their reaction was completely unexpected and I was totally unprepared to deal with it. While I brought the website up on

Appendix L: Extracts from researcher's diary – Page 4 of 5

the Interactive White Board (IWB), the conversation switched into Italian. The observer later told me that she had heard these comments from Student 6 (translated from Italian):

- 'I've paid 1000 EUR for this course and I have to do it all at home'
- I don't want all of my personal information going around the Internet. If it were a British Council website it would be ok.'

They said that after entering a 'name' and 'surname', the website took them directly to the home page to sign up to watch the video. I pointed out that I had also provided the video without the questions embedded and several other students said that they had used this and did not appear too upset that the embedded video did not work.

In order to steer the conversation away from the video, I moved on to the first speaking activity. I noticed, as did the observer, that two students (6 and 9) were still '*huffing and puffing*'. After both speaking activities and before the break, I spoke to the students to highlight the benefits that can be gained from moving the grammar input outside of the classroom. I did this by asking some questions including the following.

- How much time have we spent using the grammar in speaking activities today?
- How much time do we normally spend?
- Would you leave class and have the opportunity to spend that much time using the grammar in speaking at home or with friends?
- What's more important, being able to recite grammar rules or use the grammar to communicate?

Although I had discussed the objectives behind experimenting with a flipped approach before I set the homework, by using these questions, I felt I was able to make them aware of the benefits of freeing up class time. They all agreed that we had spent more class time practising speaking and that they would not otherwise have that opportunity.

In our debriefing session after this class, the observer and I discussed what had happened and came to some conclusions.

- It is a weak group and some students had perhaps become more acutely aware that they are not C1.2 level and are frustrated by this. This could account for the fact that some students commented that it was '*too hard*'.

Appendix L: Extracts from researcher's diary – Page 5 of 5

- Everyone can get frustrated when technology does not work.
- This is probably a completely new experience for them and change always takes time to accept.
- Italian learners are very dependent on their teacher to be the 'sage on the stage' and have quite fixed expectations about what the teacher should and should not do in class.
- Italian learners have not had a lot of learner training and are therefore not very autonomous. They are probably not used to studying the grammar on their own.

The first lesson with the Saturday class went much more smoothly. Although some students reported having the same trouble with the link, they did not seem annoyed or upset by it.

During the speaking activities in both classes, I made the following observations:

- I felt the students were pushing themselves more to use the different grammar forms. For example, Student 8, who is normally quiet and often participates minimally in speaking activities. At one point, she produced an accurate Future Perfect sentence and when I said well done she looked very pleased with herself. This student also wrote on her Learning Log *'I agree that reading the material and preparing ourselves for the lesson before the lesson takes place is a good idea'*. Student 16 wrote on his Learning Log *'I believe that preparing the topic before the lesson it's a good idea because we arrive at BC already on the right track'*.
- As the observer also mentioned, the students in both groups were discussing the language more with each other. This was more often negotiating meaning rather than accuracy of forms. As I said above, I believe this is far more productive than explaining rules to each other and hence it is a positive indicator.

One extremely interesting reflection that I recorded was when I was planning for the flipped class time. One of my first thoughts was *'how am I going to fill up all of that time?'* I commented to the observer who also found the concept interesting. We likened the feeling to post-CELTA days when we had very little experience. After thinking about this more, I realised that I needed to find two (or more) engaging, stimulating but different speaking activities. In a traditional classroom, we generally just need to find one, but in a flipped classroom it was different.

Appendix M: In-depth summaries of students' semi-structured interviews – Pg. 1 of 8**Student 1**

This student has been studying English off and on for about 20 years and is currently studying English for three main reasons: because she likes it, it is useful for travelling and she wants to find a better job in the future. She enjoys studying at the British Council because of the '*connection with the teacher*' and views that contact as a very positive element of learning. She believes that the teacher plays an important role in helping the students and this is very important for her.

Student 1 identified speaking as the skill she would most like to improve but also her listening. When we discussed grammar, she said she finds it quite difficult but admitted she has similar difficulties with Italian grammar. However, she thinks grammar is important to be able to speak and write well, especially when using English for work purposes.

This student does not place much importance in knowing the rules of grammar because she said she speaks '*in a correct way Italian, but I don't know the rules*'. She explains that noticing how grammar is used through reading and listening to authentic English is much more useful to her. She said '*to explain grammar I don't think is very useful because you learn like a parrot the rules but you aren't able to use in real life*' and she believes that knowing how to use the grammar to convey meaning is more important.

With regards to studying grammar in class, she said she finds it difficult to follow everything in class and that sometimes she feels embarrassed to ask questions because she thinks some of them are '*stupid*' questions. However, she did say that sometimes it is good to study grammar in class so that she can ask the teacher questions immediately.

Several times throughout the interview, Student 1 stressed how important it is for her to study the grammar alone and to have the time to assimilate and consolidate structures. Although, she also said that she values having the teacher there to ask questions about doubts she has.

This student said that studying the grammar was difficult and needs several grammar reference books to help her check examples and so on. However, she cannot have all the material in her home so she said the online links were very useful. In answer to the hypothetical question of how she would feel if she were to study all the grammar at home in

Appendix M: In-depth summaries of students' semi-structured interviews – Pg. 2 of 8

a course she said *'I think it can be a good thing... Because I can do at home alone, a big part of the work, so I can arrive to the next lesson with my list of questions! ... So I can probably use in a better way the time we have.'*

Comparing how the student felt during the speaking activities after the flipped learning compared to after a traditional grammar lesson, this is what she had to say *'Yes, that is better because I know the rules, I know something to start. I don't start from the scratch. So it's different, I use better the time that we have in class. And in the speaking activity I really check with a partner, the new topic that we learn.'* This indicates that she values studying the grammar at home so that she can prepare and come to the next class with more confidence to start using the structures in speaking.

In answer to the question about which approach she prefers, Student 1 said that she prefers the flipped approach but with some modifications. Firstly, she would like the teacher to introduce the 'topic' *'just for a couple of minutes'* in the previous lesson so that it is not so much of a surprise when she sits down to do her homework. By 'topic' I later understood she meant the grammar point. As I mentioned in 4.XX, I introduced the topic but did not mention which grammar points would be covered. She also said it would sometimes be good to do the work from the coursebooks so that she can review it again when she needs to. This comment highlights the need for more learner training on how to use the materials from the flipped content. Although I provided some, it is easy to identify the need for more.

To sum up, Student 1 feels the need to study grammar on her own to have time to absorb and understand the structures. She would not be averse to studying all of the grammar at home in a flipped approach but would welcome a couple of modifications.

Student 4

Student 4 is an older, retired gentleman who has *'plenty of time on [his] hands to study English'*. I discovered from his previous teacher that he had a stroke two years ago and this has had a big impact on his ability to interact in class. Student 4 takes a long time to process information and questions before giving responses.

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Having seen his notebook, I know he works very hard on his English and puts a lot of effort into using new phrases and lexis. However, while many of his utterances are accurate, he does not produce great amounts of speech and tends to speak in single sentences. He said he prefers to write than speak and he told me he perceives his strengths to be vocabulary and writing and finds listening and speaking challenging.

This student believes that it is important to know the grammar rules and his questionnaire responses indicate he enjoys studying grammar at home just as much as in class (QQ1 i1 and QQ4 i6). He believes grammar is important for writing and for speaking correctly and he tries to use new structures when he learns them in class or at home.

He feels that it is equally important to know how to form the structures as it is to know when to use them when speaking or writing. He mentioned that he is used to a very traditional method of teaching grammar with lots of exercises and he finds this very useful.

Student 4 said he is *'very keen on studying grammar in class because I can ask the teacher many questions'*. He also said that he wishes more time could be spent on studying grammar in class. This student said that he would prefer more writing activities to practise the grammar rather than speaking activities. However, he said that he feels confident using the grammar in speaking activities but that he prefers *'to speak more to the teacher so you can correct my errors'*. When I pointed out that I noticed he does not interact much with the other students he responded *'yes, I'm a bit of a loner'*.

When I asked Student 4 about the flipped content, he said he enjoyed it very much but *'it was a little tricky to follow the activities'*. When I asked why, he mentioned that the video did not work, a problem I mentioned above that was common to the Friday group. He said the main advantage for him to studying grammar at home for him, was that he could spend *'more time and I can reflect on the rules'*.

When I asked him if he had any difficulties with the flipped content, he mentioned the video again and that he wanted the answers to the quiz when he was at home. I explained to him the purpose behind the quiz and he understood.

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Student 4 mentioned that he noticed the extra time we had in class to practise the grammar in speaking activities and reiterated the comment he made in his questionnaire that *'the speaking activities help me to make a thorough study of grammar'*.

This student generally seems to have a high level of confidence and so he said he felt equally confident in the speaking activities in both phases.

When asked if he would be willing to study all of the grammar outside of the classroom, he said it would be a *'very interesting activity to try'*. He said he liked both approaches but that the flipped approach allowed him to study more at home and he felt more prepared for the class *'I like very much be prepared for the class. For me it is very interesting to do the activities in home'*.

All in all, Student 4 recognises the importance of studying grammar and enjoys it both in class and at home. He would be open to studying the grammar with a flipped approach but would like more writing practice to do at home.

Student 12

This student has a very high level of intrinsic and instrumental motivation. She thoroughly enjoys studying languages and English is her favourite. In fact, she told me she has decided to take the CELTA course and intends to become an English teacher. She perceives her main strength to be listening and would like to improve her speaking and pronunciation.

She said that grammar is very important as it *'allows you to communicate'* and *'without grammar you cannot communicate'*. In response to whether accuracy of form or conveying meaning is more important, she said that *'it's most important is to convey meaning, being understood is the most important and then yes, if your grammar is correct that's a positive thing of course'*.

Student 12 said that she feels *'comfortable'* studying grammar in class and that *'it's useful to fill some gaps'* and that the time spent on studying grammar in class *'is ok'*.

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On the flipped content, she said she liked the fact that she could print everything and then *'work on it very carefully, taking my time'*. She also appreciated having the answer key to check her answers with and she told me that if she had any questions she made sure to write them down on the worksheet to ask in the following lesson.

Student 12 mentioned that the main difference for her between studying grammar in class and at home was the fact that in class you *'are supported by a teacher, you can ask what you want if you have doubts'* and that you have to wait until the next lesson if you study at home. When I probed if waiting was a problem, she said it was not and that it was ok to wait for the next lesson.

This student said she had no difficulties with the flipped content and that the exercises were *'normal'* and *'intuitive'* and that she found the videos *'very interesting for my listening skills'*.

When posed with the hypothetical question about studying all the grammar at home, she said it would be *'no problem for me but I need to have a teacher to ask'*. She said that with the flipped approach she felt more *'free'* because *'you can choose what you want and in a traditional class you have to follow what the teacher proposes you'*.

This student said that she likes both approaches but *'flipped is a bit better'* because *'I prefer to work on things on my own and decide what I have to do like the BC pages. Maybe I'm a nerd but I enjoyed it!'*

Student 13

Student 13 is a teacher and is studying English to try and get a job abroad. To do this, she needs to take the IELTS exam and was doing a preparation course before realizing she needed to improve her level before taking the exam. She believes her strength is reading comprehension and would like to improve her vocabulary, grammar and speaking.

This student believes that studying grammar is important and that it is *'more important to communicate meaning but it's important to know where to modal verb too!'*. She mentioned that Italian learners are used to having the teacher explain the rules but notices that grammar is dealt with differently in the British Council.

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Student 13 suggested that the time spent in class *'is not really enough'* and that if she does not feel confident in using the grammar or has doubts, she can ask the teacher. She also mentioned that it is good to practise the grammar immediately after studying in class because it is *'fresh in your mind'*.

On the flipped content, this student said *'at first it was difficult because I'm not used to this kind of online study but I found it useful that it was divided in sections so you can follow the pattern from one to six'*. She highlighted that one of the benefits to studying grammar at home was that *'you can be more focused because you are not in a group, you can concentrate'*. Student 13 said that one of the drawbacks was that there was no one there to ask if she did not understand thing.

This student mentioned that she would consider a course in which all the grammar was studied at home but that she would need the opportunity to ask questions. She told me that the flipped content as it was *'could work well to study at home'* but she feels that more time in class to consolidate the grammar would be needed.

To summarise, Student 13 sees grammar as an important element to language learning and her comments suggest that she is fairly dependent on the teacher to answer her questions. She recognises the benefits to studying grammar at home but stresses that some time should be spent in class going over how to use the structures. She would be open to studying the grammar at home and said that the flipped content could be a potential option.

Student 15

This student is the weakest student in the Saturday group. His writing is generally coherent and contains high-level vocabulary but he is very hesitant and inaccurate when speaking which can cause a strain on the listener. Student 15 perceives his strengths to be reading and listening and admits he struggles with speaking accurately and fluently.

Student 15 believes that studying grammar is quite important and that he would like to improve his grammar to have more confidence in speaking. He said grammar is important for *'saying in the correct way what you want [to] say'*. This student places equal importance on accuracy and fluency.

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This student finds it interesting to study grammar in class because the teacher is there to provide examples and help students when they '*it's difficult understanding some elements*'. He said that he does not feel very confident to use the grammar in speaking because he need 'much time to understand the grammar' and that he feel he needs to practise in a writing activity before using it in speaking.

He said that he found the flipped materials '*interesting*' and that it was the first time that he had studied grammar in that way before so the experience was '*eye-opening*'. He said he had no issues with the online materials but that it was important to be able to print the worksheets so he could keep them for future reference.

Student 15 remarked that he enjoyed the speaking activities in the class after the flipped homework and that they '*helped me to practise speaking which is most important to me*'.

In answer to the hypothetical question about studying all grammar at home he said '*I think it's not bad idea*' and went on to explain the importance of being able to consult the teacher. He suggested that it would be useful if he could post his questions on Edmodo so as not to have to wait until the next lesson.

When responding to which approach he preferred, he said he valued both approaches and thought they were equally effective. He liked the flipped approach because he could take his time but he liked the traditional approach because the teacher was there to help.

To sum up, Student 15 appreciates the importance of grammar and enjoys studying it in class and at home. He suggested he felt more 'ready' to use the grammar in speaking after the flipped homework. He would

Student 18

This student often appears to be very confident with her English but is in fact not as confident as she portrays herself to be. She is studying English because she needs to take the IELTS exam for work but she also enjoys studying the language. She believes her grammar is strong but her listening needs improving.

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About grammar, she said *'studying grammar needs a lot of effort and time. The more I study, the more I figure out the rules'*. Nevertheless, she said she enjoyed studying grammar both in class and at home. She believes it is more important to convey meaning rather than speak *'perfectly correctly'*.

Student 18 said that she thought the time spent on studying grammar in class was well spent and said *'I wish I could have learned more grammar this year'*. She said the speaking activities immediately after studying the grammar are good for *'applying the rules why they are still in your mind'*.

This student said that she found the flipped content and materials engaging and interesting. She liked that fact that she could access the content whenever she wanted and more than once during the week. She said that she did not have any problems with the materials and that they were *'straightforward and understandable'*. However, she also finds it *'interesting and inspiring when [the teacher] explain the grammar and give us examples'*.

When asked how she would feel if she had to study all of the grammar at home alone she said *'no, I don't accept!'* Although, she then went on to explain that she did feel more confident in class after reviewing the grammar for homework, which suggests she noticed a benefit to studying grammar at home.

In response to me asking which approach she prefers she said *'I prefer both because I find that in class where the teacher covers grammar at the same time I can exercise listening skills so I take advantage of that. But also I think through videos, through examples through stories it's a useful way to study grammar.'*

All in all, it is clear that Student 18 thoroughly enjoys studying grammar both at home and in class and sees mastery of grammar as a key to success. Although she would not like to study all of the grammar at home, her interest and positive comments on the flipped content suggest she would be open to using this approach again.