

# The Success of Implementing Flipped Classroom in Teaching Foreign Language for International Students

*Behcet Öznacar*

Near East University, North Cyprus  
Yakınođu Blv, Lefkoşa  
Phone: +90 392 223 64 64  
behcet.oznacar@neu.edu.tr

*Fatma Köprülü*

Near East University, North Cyprus  
Yakınođu Blv, Lefkoşa  
Phone: +90 392 223 64 64  
fatma.koprulu@neu.edu.tr

*Mehmet Çađlar*

European University of Lefke, North Cyprus  
Laü Lefke Yolu Gemikonađı, Gemikonađı  
Phone: +90 392 660 20 00  
mehmetcaglar@eul.edu.tr

## **Abstract**

The purpose of this study is to define the international students' use of flipped classroom and its effect on their academic performance, participation levels, learning attitudes and academic success during their foreign language learning. The participants were 2 lecturers and 17 international students from the Preparatory School of Near East University in the academic year of 2017-2018 fall semester. This study is based on qualitative and descriptive research. As a result, it has been introduced that flip lessons were more useful instructional designs than non-flip lessons. The findings indicate that the students who use Edmodo to follow the flip class achieve better learning outcomes and promote better attitudes toward their learning experiences.

**Keywords:** Flipped classroom; Edmodo; Authentic Learning.

## **1. Introduction**

English lesson is the lesson that affects all lessons. Teaching materials must be selected according to the importance and condition of each skill (Akaydın & Geçen, 2015). Moreover, teachers have an important place in training before adopting and evaluating authentic evaluation (İsmail, K., 2015).

Teachers should include all kinds of materials (photographs, videos, sounds etc.) that the students can use in everyday life in the process of teaching English. The students who face the real examples from life will become more active in the English course (Dođan, 2012).

The group I give ecture is an cceerated intermediate English course. In this class, students are asked to study the new grammar and vocabulary of the unit on their own beforehand to have an idea on the topic, so in this sense, our courses have always been flipped.

## **1.2. Flipped classroom**

The rapid growth in flip teaching (Bergmann & Sams, 2012) encouraged us looking for social media tools while teaching a foreign language. Nowadays, flip teaching with blended learning taking hold in e-learning framework (Graham, 2006).

## **1.3. Using Edmodo in the Preparatory School**

Edmodo is a social learning platform which many teachers use to engage students in learning within a collaborative environment.

English is the main tool for communication around the world as it is the international language. Additionally, it is increasingly spreading globally. Moreover, it has become a common language within international communities. Crystal (2003) states that English has been used in many countries as an official or foreign language.

We have used Edmodo in order to stay in formal contact with students regarding lessons and materials shared. This approach was chosen because using Edmodo in a foreign language setting enables to create a new atmosphere in the learning and teaching process, as it leads to increase in students motivation.

Edmodo is a very effective tool which facilitates the teaching and learning process, because it can embrace social interaction. Furthermore, students can have interaction directly with their teacher and peers, through the wall of “Edmodo”, so they can freely express their views, ideas, materials (Monalisa, 2013).

Edmodo boosts students learning independence, so every student has an Edmodo account. Edmodo is the tool for developing students reading, speaking, listening and writing competence along with portfolio tasks.

Taking into account the characteristics of Edmodo, the literacy of the students and the situation of the reading comprehensions, I am fully convinced that Edmodo will improve the reading skills of the students.

#### **1.4. Authentic Learning**

Authentic assessment is a form of assessment that requires students to demonstrate the problems they may encounter in everyday life and their skills, as well as their ability to solve their problems. Students are asked to produce ideas, integrate knowledge, and complete the tasks required for their use in the real world.

Authentic evaluation is contrary to traditional training tests and evaluations that focus on recreating information such as memorized dates, terms or formulas. In authentic evaluations, students use the recollected knowledge to produce an original product, participate in an application, or complete a process.

In Kinay’s (2015) study, it was determined that most of the teacher to be participated in the interview wanted to use method of scientific research methods in which the authentic evaluation process was applied in the other lessons, and most of those who expressed this opinion wanted the method to be used in other lessons because it enabled the students.

#### **1.5. How Authentic Learning is Applied**

The experiment group includes a 19-week process in which authentic assignments and evaluations are carried out. The first 4 weeks of the experimental groups continued with the traditional education system, but between the fifth and the eighteenth week the curriculum was based on both traditional and blended learning. This has been done in order to support traditional learning with authentic materials.

As it is known, methodologists prepare, reading books or course books according to the levels of the learner groups. However, when these materials are used to teach our students, it can be seen that language learning is not effective. For this reason, the preparatory school admins and leaders thought that supporting the course books which is taught in the preparatory school with authentic materials can be beneficial. These materials can be easily adapted to improve or teach the four skills at any level. By the development of this thought, they want to support the education by providing videos. For this, each teacher has an Edmodo account. Therefore, each student has an account on Edmodo to follow the posts the teacher shares.

Authentic videos, help students to improve listening, speaking, writing and reading skills. When any of these skills are supported by visual clues which the films offer, they result in more successful learning. Kılıçkaya (2004), stated that authentic materials have a positive effect on student motivation.

Authentic videos are helpful in foreign language classes in the way that they foster learning new things more easily than other materials. Ishihara and Chi (2004) support this view claiming that when the video is included, students are more motivated than others, especially in terms of language learning. According to Sherman (2003), authentic video is a window to British culture. Thus, students will have the opportunity to see the lives, understand the thoughts and behaviour of their target language.

We provided these videos in order to provide students with the opportunity to practice reading via through educational technology.

The current research aims to observe the preparatory school international students' use of flipped classroom and its effect on their academic performance, participation levels, learning attitudes and academic success while learning a foreign language. To achieve this we need to answer the following six questions:

1. Does flipped classroom provide any opportunities for the students to better understand the concepts through practical application?
2. What benefits do we have with the usage of flipped classroom in language teaching?
3. What benefits do we have with the usage of traditional methods in language classes?
4. Does flipped classroom foster the students' self motivation?
5. What are the subjects flipped classroom include when teaching English as a second language?
6. What role does the teacher have in flipped classroom?

## **2. Methodology**

### **2.1. Research Design**

The study included a qualitative component to supply the idea of International students towards the use of flipped classroom. Karasar, 1998, stated that semi-structured questions are determined beforehand for the interview and these questions help to obtain data.

### **2.2. Study Group**

The study group of the present research carried out in 2017-2018 fall term in an English Preparatory School in Nicosia, North Cyprus. A total of 17 preparatory school international students and 2 lecturers enrolled in this study and they were responded to open-ended questions. Within the participants 1 was female and 16 were male students and 2 female lecturers.

### **2.3. Validity and Reliability**

In qualitative research design, both the validity and reliability have been criticized and found to be dogmatic by positivist hypothetical deductive reasoning; as a result of this transferability and credibility are more preferred common concepts by qualitative researchers (Willis, 2007; Corbin & Straus, 2008; Yildirim & Simsek, 2008).

In order to create a contextual frame the related literature was examined, the procedures were explained in detail and all the data collected was written without any interpretation; coded data were preserved.

### **2.4. Data Collection and Analysis**

While the interview forms were prepared for this study, it is especially ensured that the questions were clear to be understood by the participants. For internal validity three specialist were asked to examine the forms. Some questions which were not clear and understandable were taken out of the form. Finally, 17 international students and 2 lecturers from the English preparatory school were interviewed.

The data for the research were collected in my own room through one-to-one interviews with the participants. This was done between the dates of 12-15 December 2017. The participants

were informed of the dates beforehand and available times and dates were decided upon one-to-one interviews.

For this research face to face interviews lasted for 25-30 minutes. They were carried out between the researcher and the participant personally in a peaceful conversational circumstance. All the views articulated during the interview were written down on the form and thus recorded.

Qualitative data were collected through an open-ended question. Responses were subjected to content analysis with thematic categorization. The replies were coded and grouped by the researchers to determine common themes.

### 3. Findings

It is aimed to analyze and observe the expectations and opinions of the students along six subcategories. Six themes were identified to be presented for this research. The findings were tabulated as in the following.

Table 1. Flipped Classroom provides an opportunity for students in better understanding the concepts through practical application.

Views Lecturers		Views of Students	
View	N	View	N
Enough time to practice all skills in the class	2	Enough time to practice all skills in the class	8
		Minimize problems related to geographical distances	5
		Have a chance to watch the videos as much as we want	4
	<b>Total - 2</b>		<b>Total - 17</b>

When analyzing the views of lecturers and students from table 1, it is observed clearly that nearly more than half of the views were based on students have enough time to practice all skills in the class. Subsequently, 5 of the students stated that minimizing problems related to geographical distances and 4 of the students indicated that they have a chance to watch the videos as much as they want. Direct views are presented in the following in detailed.

(L View (6)), *“Flipped classroom provide us some advantages like, we have enough time to practice all skills in the classroom since we watch the videos which the teacher posted us through Edmodo and when she explains the topics to us we will be ready to answer the exercises. She doesn’t spend too much time to explain the topics.”*

(S View (10)), *“I think, flipped classroom has more advantage because if I want to go abroad to visit my parents I will miss my lessons but flipped classroom minimize problems related to geographical distances.”*

(S View (12)), *“I strongly agree. Because we have a chance to watch the videos as much as we want and this helps us to understand the topic better.”*

Table 2. The advantages of teaching English as a foreign language by flipped classroom.

Views Lecturers		Views of Students	
View	N	View	N
Work directly with students	2	Catch up the topics	4
Allow students to take greater responsibility for their own learning	1	Practice every single item	4
		Keep revising	5

		Provide a degree of authenticity to students' learning	3
	<b>Total - 3</b>		<b>Total - 16</b>

From table 2, it can be seen that both of the teachers stated that flipped classroom model gives an opportunity to the teacher to work directly with students. On the other hand, none of the students agree to this idea. Most of the students, as it is seen from the table, stated that flipped classroom gives them a chance to keep revising every single item.

(L View (6)), "Flipped classroom model gives teachers more opportunities to work directly with students."

(S View (16)), "First of all, when we are sick, we can't come to school but we can catch up the topics with the flipped classroom model than the traditional model."

(S View (8)), "I really like learning by this way, because we don't have enough time to practice every single item in the classroom."

Table 3. The advantages of teaching English as a foreign language by Traditional Method

Views Lecturers		Views of Students	
View	N	View	N
Have a chance to ask questions and get answers	1	Concentrate and learn better	5
Active interaction	1	Have a chance to ask questions and get answers	7
		Increase communication between students - teacher, students – students	5
	<b>Total - 2</b>		<b>Total - 16</b>

As indicated in Table 3, 1 of the participating English preparatory school lecturers and 7 out of 17 students stated that the advantages of teaching English as a foreign language by traditional method is that the students have a chance to ask questions and get answers immediately. Some of the views are as follows:

(L View (5)), "There are active interactions between students and lecturers or students and the other students in the classroom."

(S View (17)), "When a student wants to ask a question, he can ask his questions and get answers immediately."

(S View (9)), "As a student I believe that when the topic is taught in the classroom by my own teacher, I can concentrate and learn better."

Table 4. Flipped classroom provides us self motivation.

Views Lecturers		Views of Students	
View	N	View	N
Yes	2	Yes	10
		No	3

		No idea	4
	<b>Total - 2</b>		<b>Total - 17</b>

As indicated in Table 4, 2 of the lecturers and 10 of the students stated that flipped classroom provides the students self-motivation.

(L View (5)), *“I strongly agree. Self-motivation increases since it more emphasis on self-regulated learning.”*

(S View (15)), *“I think everything depends on the material which are posted by the teacher. If the posted materials are clear and appropriate to our level so self-motivation will be increased by flipped classroom.”*

(S View (13)), *“I totally don’t agree that, it provides us self-motivation.”*

Table 5.

Table 5 shows on which subjects flipped classroom has place while teaching English as a second language.

Views Lecturers		Views of Students	
View	N	View	N
Usage and writing skill	1	Usage and writing skill	13
Improving vocabulary	1	Usage and reading skill	4
	<b>Total - 2</b>		<b>Total - 17</b>

Table 5 shows which subjects are included in flipped classroom while teaching English and it has been found out that usage and writing skill can be practised more.

(L View (5)), *“I believed that, flipped classroom works better for usage and writing skill. When the students watch the video at home, it helps them to have an idea on what they are going to write so, when they are in the class, they can discuss their ideas better and this helps them to write better.”*

(S View (14)), *“While teaching usage or reading skill, I think since a lot of ‘teaching stuff’ could be put online.”*

(S View (13)), *“As a student, I think or certain parts of the syllabus, such as usage and writing.”*

Table 6. The teacher roles in flipped classroom.

Views Lecturers		Views of Students	
View	N	View	N
Motivate the students	2	Motivate the students	5
Autonomous learner	1	Personalized attention	7
Does not give direct instructions	1	Does not give direct instructions	3
Active observer	1		
	<b>Total - 5</b>		<b>Total - 16</b>

The teacher roles in flipped classroom is given in Table 6.

As per Table 6, it was found out that both teachers and the students agree that the teacher role plays an important role in flipped classroom as it motivates the students that they can learn on their own as well.

(L View (6)), “ *The teacher role in flipped classroom motivates the students that they can learn on their own and also it helps them to be autonomous learners.*”

(S View (12)), “*I think, it motivate us that we can learn on our own as well and this helps us to develop ourselves.*”

(S View (10)), “*Teachers provide more personalized attention, in flipped classroom.*”

#### **4. Discussion and Conclusion**

With the result of this study, the success of implementing flipped classroom in teaching foreign language for international students is investigated. The views of the participants were obtained through interviews with two English preparatory school lecturers and 17 English preparatory school students from different countries (Saudi Arabia, Jordan, Syria, Africa, Turkey, Pakistan and Dubai). The obtained results as well as discussion of them are found in this section.

We can be of the opinion that English preparatory school lecturers and students agree that flipped classroom provides an opportunity for students to better understand the concepts through practical application. Similar conclusions had also been reached in the research made by Biggs and Tang (2007).

The students stated that the advantages of flipped classrooms are; they can access course information and class material at any place and at any time (Herreid & Schiller, 2013; Hunt, 2013; Mason, et al., 2013). Also, students are provided with a degree of authenticity to their learning by flipped classroom. They can learn through real-life examples which the teacher and the students use in-class activities. However, Wilson (2013) disagrees that the students should be provided with in class activities including application of specific techniques to new problems.

The English preparatory school PS students who participated in this research stated that, as a student while taking notes in the classroom, they certainly miss one or two thing the teacher says while writing down. But when the teacher sent them a video and they watch it at home, they can pause the lecture while they write something down or they can re-watch the video and this helps them understand the subject better. (Herreid & Schiller, 2013), agreed that students have more opportunities for in-class activities when audio-visuals including video lectures, video podcasts are commonly used for flipped classes.

As a teacher role in flipped classroom, it is found that a teacher motivates the students that they can learn on their own. (Findlay-Thompson & Mombourquette, 2014; Herreid & Schiller, 2013; Sankey & Hunt, 2013) stated that flipped classroom wish the students to take on more responsibility for self-learning.

In conclusion, it can be said that lecturers and students are pleased with flipped classroom. Since it provides students keep revising as much as they want, if they are up sent, they can access the course information by using Edmodo which moves the limitation of place and time, they can watch the videos as many times as they want. On the other hand, the teacher is responsible to organize the materials but she can have a chance to spend more time with each student since she becomes an active observer.

#### **References**

- Akaydın, Ş., & Çeçen, A. (2015). A Content Analysis on Articles Related to Reading Skills. *Education and Science*. Vol 40 (2015) No 178 183-198.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Eugene, OR: International Society for Technology in Education.
- Biggs, J., & Tang, C. (2007). *Teaching for Quality Learning at University*. Third Edition. The Society for Research into Higher Education. Open University Press.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research, techniques and procedures for developing grounded theory* (3rd Ed.). Los Angeles: Sage.
- Crystral, D. (2003). *English as a Global Language*. (2nd ed. First ed., 1997), Cambridge: Cambridge. University Press xv + 212 pp., ISBN Hb 0 521 82347 1.

- Doğan, Y. (2010). Benefiting from Various Activities for Improving Listening Ability. Retrieved from <https://dergipark.org.tr/tubar/issue/16968/177233>.
- Findlay-Thompson, S., & Mombourquette, P. (2014). Evaluation of a flipped classroom in an undergraduate business course. *Business Education & Accreditation*, 6(1), 63-71.
- Herreid, C. F., & Schiller, N. A. (2013). Case study: case studies and the flipped classroom. *Journal of College Science Teaching*, 42(5), 62-67.
- Ishihara, N., & Chi, J. C. (2004). Authentic Video in the Beginning ESOL Classroom: Using a Full-Length Feature Film for Listening and Speaking Strategy Practice. *English Teaching FORUM*, 42(1), 30-35.
- İsmail, K. (2015). *Journal of Education and Humanities: Theory and Practice*. Vol.: 6 No: 12 (Fall) 2015, 67-80.
- Karasar, N. (1998). *Scientific research method*. Ankara: Nobel Publication Distribution.
- Kılıçkaya, F. (2004, July). Authentic Materials and Cultural Context in EFL Classrooms. *The Internet TESL Journal*, 10(7).
- Kinay, İ. (2015). The Examination of Influence of Authentic Assessment Approach on Prospective Teachers' Beliefs towards Learning and Participative Assessment. Unpublished Ph. D. Thesis. Gaziantep University. Educational Sciences Institute, Gaziantep.
- Koprulu, F., & Öznacar, B. (2019). Analysis of University Students' Attitudes Towards Distance Learning in Foreign Language Education Based on Various Variables. *BRAIN – Broad Research in Artificial Intelligence and Neuroscience* Volume 10, Issue 1 (January - February, 2019), ISSN 2067-3957.
- Monalisa, H. A., (2013). Using “Edmodo” Educational Social Network in Teaching English For High School Students. *Journal of English Language Teaching*. Vol 2, No 1.
- Sankey, M. D., & Hunt, L. (2013). Using technology to enable flipped classrooms whilst sustaining sound pedagogy. *Proceedings of the 30th Australasian Society for Computers in Learning in Tertiary Education Conference (ASCILITE 2013)*, New South Wales, Australia, 785-795.
- Sherman, J., (2003). *Using Authentic Video in The Language Classroom*. Cambridge: Cambridge University Press.
- Willis, J. W. (2007). *Foundation of qualitative research: interpretive and critical approach*, USA: Sage.
- Wilson, S. G. (2013). The flipped class: a method to address the challenges of an undergraduate statistics course. *Teaching of Psychology*, 40(3), 193-199.
- Yıldırım, A., & Simsek, H. (2008). *Qualitative Research Methods in Social Sciences*. Vol:7. Ankara: Seckin Yayinlari.