The Flipped Classroom Approach for Tourism English Learners

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The purpose of this study was to investigate the effect of the Flipped Classroom (FC) approach on Tourism English learning. For the study, 93 students in a Tourism English (TE) course were encouraged to participate in the FC activities, designed by the PARTNER (Preparation, Assessment, Relevance, Team activity, Nub lecture, Evaluation and Reflection) model. A quasi-experiment was conducted for 15-weeks of a semester, and the effectiveness of the FC activities on the TE learning was analyzed in accordance with the course satisfaction, problem-solving skill, and collective efficacy. The problem-solving skill survey was designed to measure the cause analysis, alternative development, practice, and assessment, while the collective efficacy survey comprised items related to fostering leadership, exchanging ideas, evaluating ideas, and integrating ideas. In the findings, the FC activities showed the positive effect on the development of the problem-solving skills, collective efficacy, and course satisfaction. The pedagogical implications are discussed in terms of the FC activities on Tourism English learning in this study.

Key words: flipped classroom, tourism English, problem solving skill, collective efficacy, course satisfaction

1. INTRODUCTION

As a digital native, college students in Korea are acquiring knowledge not only from the classroom lectures and paper textbooks, but also the products of advanced technology in education. It is inevitable that educators should redesign instruction for 21st century students to be engaged. As notable authors of the flipped learning approach, Bergmann and Sams (2014) explained that flipped learning is regarded as a learning strategy to supplement the face-to-face class time by encouraging learners to participate in the reversed classroom activities in advance. They also insisted that flipped learning is not just to flip the class, but the thinking of participants. Thus, in the present study, the Flipped Classroom (FC) is regarded as the teaching and learning approach that aims at facilitating the affective factors of learning like self-directed learning ability for individual students and self-efficacy for group work. According to O'Flaherty and Phillips (2015), the FC approach was used to lead students to improve academic performance, increase satisfaction of teachers and students, and develop lifelong learning abilities. Among cases in Korea, Seo (2015) reported that FC facilitated 120 Korean middle school students' English achievement test scores by showing the positive attitudes of English learning and self-regulated learning behaviors. In China, Li (2013) supported the effect of FC on college English learners, reporting the great changes on learner centered and individualized learning, active participation, and self-regulated learning behaviors. In the case of a college writing class, Kim (2017) found that learners with FL showed great development in interaction, since she believed the lack of active participation during the class led to the failure of peer-feedback. Kim showed that FL facilitates learners to take part in pair work and showed development in Korean writing.

Recently, Hospitality and Tourism (H & T) has been recognized as a rapidly growing industry, and colleges and universities providing H & T related courses have enlarged the size and depth of instructional contents. According to Hsu (2012), having proficiency in one or more foreign languages is regarded as a must-have competence for the prospective workforce of the H & T industries. Thus, Tourism English (TE) courses are respected as mandatory courses for students of H & T majors. English for Tourism, English for Hotels, and English for Cabin Crews are found under the branch of English for Specific Purposes (ESP), which regards English as a medium to be successful in the global tourism industry (Hutchinson & Waters, 1987). According to Robinson (1991) ESP is defined as a major activity around the world, involving education, training and practice, language, pedagogy and the students' specialist areas of interest. In addition, learning English in TE classes is aimed for learners to develop communicative competence, which learners can use at their work in the tourism industries. Thus, TE courses in this study are expected to be redesigned on the basis of FC approach along with an emphasis on ESP education. The

present study forms the idea about how to implement FC in TE course and the research questions are formed as follows.

1. What is the course design of the flipped classroom approach in Tourism English based learning?
2. What is the effect of the flipped classroom approach on Tourism English learning?

2. THEORETICAL BACKGORUND

2.1. Flipped Classroom Approach

The Flipped Classroom (FC) is regarded as blended learning, using aspects of e-learning and m-learning to compensate for the lack of face-to-face classroom. Basically FC is a concept traditionally done as homework after the class, but in the FC "homework" or preparing class is encouraged to be done at home before the class. Bergmann and Sams (2012) defined flipped learning as a pedagogical approach to blend learning in a reverse order and gave FC popularity in education over the world. Johnson and Renner (2012) also explained that in the FC model, students are encouraged to receive content instruction at home, and spend class time working with their peers in a collaborative setting. Cho and Lee (2016) explored the effects of flipped learning in TOEIC preparation and showed that the majority of the flipped learning participants increased individualized learning and TOEIC scores. Pyo (2017) found that the flipped classroom had a significant positive impact on students' academic self-efficacy, and the flipped classroom provided the students with supportive learning environment.

There are several advantages of the FC approach, and Soliman (2016) introduced them on the basis of study using teaching English for academic purposes via the FC approach. Firstly, FC allows students to be exposed to constructivist and behaviorist principles of learning spontaneously. Moreover, FC strategy allows students to learn new concepts on their own time because it's easy for them to catch up the instructional content from videos and materials on e-learning. Thirdly, it's convenient for teachers to monitor their students' process of learning through an e-learning dashboard where teachers can find out the questions that students have hardly found the answers to. Fourthly, in class, students are encouraged to take part in cooperative learning activities and tasks, applied by the content they learned before class. Those cooperative learning activities and tasks are designed to develop key competencies needed in the real world and workplaces for students, and they are critical thinking, discussion, problem-solving, communication and feedback. Fifthly, students develop their speaking skills through on-line and in-class discussion, which

facilitate students to master the language. Lastly, the FC approach provides the opportunities to choose the tempo, speed, and volume of the content they need to study. Choi and Kang (2016) introduced the instructional consulting elements of; establishing close rapport between teacher and student, analyzing needs on course design, examining the current contents of learning, revitalizing the course curriculum, developing course materials, activities, techniques, ensuring enthusiasm of instructors, and developing course evaluation and reflection methods. Thus, in this study, to implement the FC to TE class, the elaborated flipped learning model is requested.

Choi and Kim (2015) developed the teaching and learning model for flipped learning on the basis of literature reviews and FGI and conducted a case study, reporting the positive effects on the development of learning outcomes and course satisfaction of Korean college students. Choi and Kim insisted that the elaborated process of teaching and learning is requested to have successful flipped learning and suggested the 7-step of flipped learning: Preparation, Assessment, Relevance, Team activity, Nub lecture, Evaluation and Reflection (PARTNER). In the model, called the PARTNER model, which was named after the first word of each stage, at the first two stages, preparation and assessment activities are designed to be conducted in the pre-class, relevance, team activity, nub lecture, and evaluation are found in the class and at the last stage, the reflection is conducted in the post-class.

As mentioned above, FC is an approach to facilitate learners' affective factors. Han (2019) conducted the PARTNER model weekly for engineering college students and found that flipped classroom activities facilitated the creative problem-solving skills. Lee and Park (2016) also insisted on the effect of flipped learning on learners' affective factors such as self-direct learning, self-efficacy, teachers' autonomy, and learning outcomes. Thus, in this study, the PARTNER model of learning and teaching flipped learning is implemented to redesign the TE courses.

2.2. Tourism English Learning

Hutchinson and Waters (1987) insisted that ESP is focusing on what people actually do with the language and the range of language. Thus, the ESP instruction encourages learners to develop abilities which enables them to do it. ESP is not just a matter of hotel words and grammar for hotel staff. In studies on TE learners in Korea, Min (2010) investigated Korean TE curricula and proposed several ways to improve intercultural communicative competence of TE learners through course objectives, curricular development, textbook development; additionally, research should be revised in accordance with the status of ESP. Kwon (2015) conducted the survey on TE learners' satisfaction and perception and suggested that several instructional features such as class size, teaching method, class

management, and environment be considered to improve learners' satisfaction. Prachanant (2012) conducted a needs analysis of tourism employment on English language learning and found that speaking is respected as the most important skill. Prachanant added the relevant functions of English language in tourism are giving information, providing services, and offering help. Muhrofi-G (2018) also explained that ESP learners acquired English for their external purposes, which allowed them to communicate and do business with people from other countries. Like Prachanant, Kil (2006) conducted a needs analysis of employees in tourism related industries in Korea and found that English speaking competence is highly respected as the communicative competence in business. Kil (2006) also explained the characteristics of Tourism English (TE) that TE is predictable in each situation and mostly used in specific terms. In her comparison, General English (GE) and TE in the restaurant, the predictability is explained in the following dialogues.

TABLE 1
A Comparison of Restaurant Talks in Tourism English and General English

Tourism English (Ko, Kim, Lee & Shin, 2002)	General English (College English Education Society of Korea, 2000)
(S: Server, C: Customer) S: May I take your order now? C: Yes, please. I'll have the steak. S: How would you like it cooked? C: Medium, please. S: Would you like to have soup or salad? C: Salad, please. S: What kind of dressing would you like? C: What do you have? S: Thousand Island, French, Italian, and oil and vinegar. C: I'll have Thousand Island. And could I have a cup of coffee? S: Certainly, sir.	A: What time do you have, Bush? B: It's 6:30. A: Let's get something to eat. I'm hungry. B: That's a good idea. Where? A: Well, Jane's Coffee Shop has good hamburgers and Amy's has a good special. B: How much is the special? A: About four or five dollars. I can't remember. B: That's pretty expensive. Where's Jane's Coffee Shop? Is it near here? A: Yes. It's on the corner of 8th street.

In the TE, as a server, it's predictable how to take orders, while the talks in GE is unpredictable depending on the situation, speakers, and purposes. Also, the comparison shows that GE has more casual conversations than TE. In addition, Kil mentioned that TE is using specific terms widely. According to Kim and Han (1994), since some words such as American Plan (A.P.), European Plan (E.P.), and jockey service are commonly used in the hotel business. Therefore, it's important to design TE in accordance with characteristics of TE as a branch of ESP.

3. RESERCH METHOD

3.1. Participants

For the study, 93 students (M = 36, F = 57) enrolled in TE course participated in the FC activities for 15 weeks. Most of the participants (60.2%) are sophomores. The TOEIC mock test was conducted at the first week of the semester to allot participants into a small group and the average score was reported as 77.45 out of 100. Participants who have an FL experience before consists of 48.3% while 36.5% ones have no experience on FL. Table 2 shows the demographical features of participants.

TABLE 2
Demographic Characteristics of Participants

	Features	N	Percentage
Gender	Male	36	38.7
	Female	57	61.2
Grade	1st	1	1
	2nd	56	60.2
	3rd	30	32.2
	4th	6	6.4
TOEIC mock test score	Average	93	77.45
Experience*	Yes	45	48.3
	No	14	15.0
	Don't know what FC is	34	36.5

Note. * The experience of taking FC titled course or not.

3.2. Data Collection

In the study, the effect of flipped TE on learning was confirmed by scales of problem-solving skill (Lee, 2003), collective efficacy (Alavi & McCormic, 2008), and the course satisfaction survey, which was developed for this study. The 5-scale problem solving skill survey consists of four factors to measure skills of clarifying problems, which are cause analysis, alternative development, practice and assessment, and the participants are asked 22 items (refer to appendix A). The 5-scale collective efficacy survey consists of items related to fostering leadership, exchanging ideas, evaluating ideas and integrating ideas, and total of 20 survey questions were completed (refer to appendix B). The data of the pre- and post-set of problem-solving skills and collective efficacy scales were collected at the first week and the last week of the semester respectively and statistically analyzed by SPSS. In addition, to improve course satisfaction, the course satisfaction survey was reported by a 5-point-scale, and the reflection notes were analyzed based on frequency.

4. FIINDINGS AND DISCUSSIONS

4.1. Flipped Tourism English Class (FTEC)

In the Flipped Tourism English Class (FTEC), the present study redesigned the course in accordance with the PARTNER (Preparation, Assessment, Relevance, Team activity, Nub lecture, Evaluation and Reflection) model (Choi & Kim, 2015). There are three stages in the flipped classroom, which are Pre-class, In-class and Post-class. In the Pre-class, participants were asked to do preparation and assessment before they come to class. Then in the Pre-class, participants were taking online lectures and asked to take the comprehension quiz based on the online lecture. Then they were encouraged to retake the comprehension quiz as a relevant step of the FTEC in the class. Participants were assigned to the team activity, which deals with the topic related reading and discussion. Then the instructor gave the nub-lecture, which is the key of instruction and participants were asked to participate in the evaluation of the instruction. As for the Post-class, participants are taking reflective report. To implement the PARTNER model in the TE class, the review of

TABLE 3
Course Design of Flipped Tourism English Class (FTEC)

	Pre-class	In-class	Post-class	
Steps	Preparation Assessment	Relevance Team activity Nub-lecture Evaluation	Reflection	

Activities	-online lecture
	-online quiz
	-online lecture summary
	  (by a course instructor)
		-comprehension checks on
		  online lecture
		-reviewing online quiz
		-team activities: reading articles
		  about tourist attractions
			-watching video clips
			  related tourist attractions
			-doing homework and
			  reflection note
			-comprehension check	

Strategies	-self-directed learning -meta-cognitive learning	-team-based learning -peer-learning -cooperative learning	-self-directed learning -problem solving	
Evaluation	Pre-class (20%)	In-class (20%)	Post-class (10%)	Achievement test (40%)
	-online lecture participation (10%) -online quiz (10%)	-group presentation (20%) -individual project (20%)	-reflective journal (group, peer and self- evaluation) (10%)	-midterm and final exam (40%)

TE course design was conducted in accordance with the supplemental model for the course redesign model (Martin & Arendale, 1992). The model allows the course to add technology-based, out-of-class activities and change what goes on in the class by creating

an active learning environment. In this study, regarding the supplemental model and the benefits of FC activities, three steps of course activities were revised by adding online preparation learning and collective learning and problem-solving based tasks during the class. In addition, self-regulated learning is also intensified by post-class reflection activities. Table 3 shows the course design of the FTEC.

Regarding the course design of FTEC, a detailed lesson plan on FTEC is illustrated in Table 4. As shown, the title of the lesson is about one of Korea's tourist attractions, Jinan. Participants were expected to learn the tourist information of Jinan and expand their knowledge to make the itinerary of Jinan throughout the instruction.

TABLE 4
A Lesson Plan of FTEC

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Week 2: Unit 2: Korea's Tourist Attraction-Jinan			
Objectives		1. Students can explain Jinan's tourist attractions 2. Students can make an itinerary of Jinan	
Steps of Flipped Learning		Contents	Teaching and Learning Activities
Pre-class	Preparation	online lecture	1. encouraging students to take notes while taking online lecture before the class 2. providing online lecture within the limited time period to facilitate learning pace 3. online lecture is comprised of main content of the course and delivered by the instructor
	Assessment	taking online quiz	After taking online lecture, online quizzes are asked to take within limited time period
In-class	Relevance	checking online quiz and taking dictation	1. In-class, students are reviewing the online quiz with the instructor 2. Students are asked to take dictations related to pre-class online lecture
	Team activity	reading articles about Jinan's tourist attractions making an itinerary of Jinan	1. Jigsaw activity: Students in a small group (5 each) read and share the ideas of the article about Jinan in Korea 2. Each group is making an itinerary of Jinan on the basis of article information and the Internet search.
	Nub-lecture	explaining the reading articles	1. Note taking activity and meta-cognitive learning: Instruct the reading articles in accordance with the sentence structures and vocabulary learning practices
	Evaluation	comprehension checks	1. Extracted questions from TOEIC part 7 related to the reading articles are tested to students
Post-class	Reflection	reflection note	1. Reflection note (i.e. learning-understanding-practicing note) is asked to complete after finishing the unit.

4.2. The Effect of the Flipped Tourism English Classroom on English Learning

To confirm the effect of FTEC on English learning, participants' problem-solving skill and collective efficacy were measured by a pre-and post-set of scales. In the result, FTEC shows the positive effects on developing problem-solving skill. As shown in Table 5, the comparison analysis shows the significant increase ($t = 3.42$, $p < .01$). Throughout the FC activities, students are fostering cause analysis skills to collect ($t = 2.00$, $p < .05$) and analyze information ($t = 2.48$, $p < .05$). Also, the overall problem-solving skill was significantly increased ($t = 2.11$, $p <.05$).

TABLE 5
A Comparison of Problem-Solving Skill (*N*=93)

Factor		Pre		Post		*t*	*df*
		M	*SD*	*M*	*SD*		
Clarifying Problems		3.61	.55	3.66	.54	-.85	
Cause analysis	Collecting information	3.47	.69	3.63	.70	-2.00*	
	Analyzing information	3.33	.66	3.49	.62	-2.48*	
	Total	3.38	.51	3.55	.52	-3.42**	
Alternative development	Expanding thoughts	3.47	.56	3.56	.58	-1.29	
	Making decisions	3.44	.62	3.56	.62	-1.54	
	Total	3.45	.50	3.56	.50	-1.77	92
Practice	Organization	3.38	.70	3.42	.70	-.44	
	Risk-taking	3.42	.60	3.45	.73	-.47	
	Total	3.40	.55	3.44	.64	-.57	
Assessment	Assessment technique	3.51	.61	3.59	.68	-1.30	
	Feedback	3.69	.62	3.68	.73	.19	
	Total	3.58	.54	3.63	.62	-.75	
Total of problem-solving skill		3.48	.41	3.56	.46	-2.11*	

Table 6 shows the details of a comparison of collective efficacy and elucidates that collective efficacy was significantly increased ($t = 2.42$, $p < .05$). In the subcategory of collective efficacy, participants showed the significant increase on exchanging ideas ($t = 2.67$, $p < .01$).

TABLE 6
A Comparison of Collective Efficacy (*N*=93)

Classification		*M*	*SD*	*t*	*df*
Fostering leadership	Pre	3.39	.58	-1.69	
	Post	3.48	.63		
Exchanging ideas	Pre	3.45	.56	-2.67**	
	Post	3.59	.64		
Evaluating ideas	Pre	3.27	.60	-1.90	92
	Post	3.40	.68		
Integrating ideas	Pre	3.50	.52	-1.28	
	Post	3.57	.57		
Total of collective efficacy	Pre	3.41	.51	-2.42*	
	post	3.52	.57		

Table 7 shows the course satisfaction of participants of FTEC. The participation in FTEC shows the highest point (3.78) and the support of major studies (3.65) and the demand on developing the problem-solving skill (3.54) are followed. The re-enrollment in flipped class is pointed as the lowest (3.51). The overall satisfaction was reported as 3.64 point.

TABLE 7
Course Satisfaction of FTEC (N=91)

	Re-enrollment	Course Participation	Problem Solving	Tourism Studies	Satisfaction
M	3.51	3.78	3.54	3.65	3.63
SD	.86	.80	.79	.78	.67

Participants were asked to complete the reflection note, which has questions about what to learn, how to feel and how to practice after the FC activities. The reflection notes were used to confirm and modify the FC activities during the semester, and for content analysis mostly used words in the notes were counted by the frequencies. Some extractions from the reflection notes are shown below.

"*I have learned some vocabulary about Chungnam tourist attractions.*" (Student A)

"*I feel that I have to study English more since I have a problem to understand my teammate's presentation about the tourist attractions.*" (Student B)

> *"I'd like to visit Mt. Gyeryong this weekend. I have discovered that Chungnam has a lot of tourist attractions."* (Student C)

Collected data are summarized as follows. First, participants reported that they extend vocabulary knowledge related to articles introduced in each lesson. Secondly, they share their feelings to motivate themselves in English learning. Lastly, participants showed their preferences to visit recommended places in the reading articles.

4.3. Discussion

The present study is aimed at conducting the FC activities for the TE learners, who are prospective employees in tourism industries. The benefits of FC activities and the characteristics of TE allow the TE course design to be revised in this study. Thus the proposed course design and the effect of FTEC on the English learning are discussed in this study.

Firstly, it is certain that FC activities with 7 steps; Preparation, Assessment, Relevance, Team activity, Nub-lecture, Evaluation and Reflection are deserved to be the model of ESP course design. Throughout the FTEC, participants are repeatedly exposed to the listening in the pre-class, reading, speaking, and writing practices in English related to Jinan, one of Korean tourist attraction, as a team activity in in-class. According to Kil (2006), the TE instruction has two distinctive characteristics; predictable situation and specific term usages. Thus the 7-step of repeated activities allows TE learners to practice English in predictable situations and use more specific terms in TE. Along with spacious time allocation and comprehensible input, FC activities facilitate learners to develop their affective skills such as problem solving and collective efficacy. In Table 3 and 4, learners are encouraged to practice several learning strategies such as self-directed learning, meta-cognitive learning, team-based learning, peer-learning, cooperative learning and problem solving. According to Soliman (2016), several advantages of FC; self-directed learning, cooperative learning, critical thinking, and problem solving were discussed and the present study found that FC activities facilitate learners to use problem solving and cooperative learning strategies. To meet the needs of ESP, the proposed FTEC is regarded as the model for ESP instructions.

Secondly, the study conducted a quasi-experiment to investigate the effect of FC activities on the development of affective factors of TE learners and found that FC activities facilitate the problem skills and collective efficacy. In table 5, there are four subcategories of problem-solving skills and they are cause analysis, alternative development, practices and assessment skills. The significant increase on subcategories of problem solving is cause analysis and they are collecting and analyzing information. In

Table 4, participants are encouraged to compose the itinerary of Jinan as a team activity. To complete the team assignment, participants are collecting and analyzing information of Jinan as a team. As like Johnson and Renner (2012)'s explanation of the FC model, the present study set students do content instruction at home and spend class time working in a collaborative setting and found that several team activities were motivating learners' self-directed learning and collective efficacy.

Lastly, the result of course satisfaction shows that participants reported their course satisfaction was increased by the course participation mostly. It implies that the FC approach encourages learners to participate more in the course work and the participation makes students more satisfied with the instruction. According to Lee and Park (2016), flipped learners made an impact on developing learners' affective factors, and the present study supports that TE learners develop affective factors such as collective efficacy. Among the subcategory of collective efficacy, participants reported the significant increase on exchanging ideas, and it shares the ideas of learners' participation in the course. It might be explained that pre-class activities deserve learners to participate actively in the team activities in the class.

5. CONCLUSION AND SUGGESTION

The present study is aimed at proposing a redesigned TE course on the basis of FC approach and suggests the ESP model for TE learners and prospective employment in tourism industries. Business in tourism is rapidly growing in the global era, and it's necessary for learners in tourism studies to develop the communicative competence in English. Learning. TE is traditionally conducted by the situation-based learning, however, regarding the distinctive features of TE as ESP, predictable conversation and professional term usages in Tourism business, TE classes need to be revised, and the present study invites FC approach to develop learners' affective factors such as problem solving skills and collective efficacy. FC activities designed by the PARTNER model (Choi & Kang, 2016) are steadily progressed and 7 stages of FC activities provided the chance learners to develop their affective factors. The development of problem-solving skills, collective efficacy and the overall course satisfaction were confirmed as a positive effect of FC approach in this study.

The present study has some limitations to measure the effectiveness of FC activities. The study was designed to investigate the development of learners' affective factors only, since it's believed that the 15-week is not enough to measure TE learners' English competency. However, throughout the study, students' course participation and repeated practice of English learning throughout 7 stages of FC activities are considered as the

factors of developing English skills, listening, reading, speaking, and writing. According to Kil (2006), the needs analysis on tourism industries showed the speaking competence is highly recommended, thus the further study is strongly recommended to focus on the development of TE learners' speaking competence.

Applicable Levels: College

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APPENDIX A
The Inventory of Problem-Solving Skill Scale

Clarifying Problems		Items (Total of 22 items)
Cause analysis	Collecting information	4, 5
	Analyzing information	6, 7, 8
Alternative development	Expanding thoughts	9, 10
	Making decisions	11, 12
Practice	Organization	13, 14
	Risk-taking	15, 16, 17
Assessment	Assessment technique	18, 19, 20
	Feedback	21, 22

APPENDIX B
The Inventory of Collective Efficacy Skill Scale

Clarification	Items (Total of 20 items)
Fostering leadership	4, 6, 8, 12, 13
Exchanging ideas	3, 7, 10, 14, 19
Evaluating ideas	2, 11, 16, 18
Integrating ideas	1, 5, 9, 15, 17, 20