

A Case Study of the Flipped Classroom in a Korean University General English Course

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Research has proven the effectiveness of Flipped Classrooms (FC) for a variety of settings. However, more exploration needs to be done in regards to how FC can be used effectively in foreign language classrooms. The purpose of this study was to 1) explore student perceptions of FC in a Korean university general English course and 2) provide suggestions to inform better instructional practices. The FL model applied to the study was based on the University of Texas at Austin Center for Teaching and Learning and was conducted in a general English course for one semester at a university in South Korea. Both qualitative and quantitative data was collected in the form of a questionnaire administered to 80 students at the end of the course. The results were largely positive. Over half of students felt that the FC model aided their English studies. Students felt the FC gave them more chances to communicate in English, in addition to greater participation, preparedness, and feedback. Students also reported that the FC helped them have a deeper understanding of the course content. However, some students reported some dissatisfaction with the FC. When questioned regarding the disadvantages of FC, many reported the time requirement of the online homework and quizzes in addition to the video quality and variety of activities could be improved upon. Suggestions on how to use the FC more effectively are provided at the end of the paper.

Keywords: flipped learning, flipped classroom, students' perceptions, university general English course

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1 Introduction

The face of education has steadily been changing for the past decade. Computer labs are becoming a rarer sight while tablets and smartphones are in the hands of even the youngest learners. English Language Learners (ELLs) who are coming into the university level have been raised in this environment. Nowhere is this more apparent than in countries like South Korea that lead the world in technological advances.

Technology is an integral part of how today's ELLs connect with other people and exchange ideas which are central aspects to language learning (Abrams, 2002; Al-Jarf, 2004; Blasszauer, 2001; Brandl, 2002; Chikamatsu, 2003; Jogan, Herdia, & Aguilera, 2001; Meskill & Anthony, 2005; Salaberry, 2001; Schwienhorst, 2004; Seo, 2015; Weininger & Shield, 2003; Yang, 2001). While some educators see this technology as a distraction from the learning of content (Pettigrew, 2012; Wheeler, 2012), the authors of this paper see it as an opportunity to amplify and accommodate a new way of learning about and interacting with the world for students, inside and outside of the classroom. Technology has extended learning opportunities beyond the four walls of a traditional classroom as well as given educators tools to push and challenge the limitations that exist within traditional classroom models.

A variety of disciplines, from the sciences to the arts, have integrated more educational technology, or ed tech, with recent developments. New approaches utilizing advances in ed tech have been gaining popularity among professionals in the TESOL community, especially regarding the Flipped Classroom (FC) (Kostka & Brinks, 2015), which employs asynchronous video lectures and practice problems as homework, and active, group-based problem solving activities in the classroom.

Educators only as far back as the late 1990s have flipped their classes, so the amount of literature and studies that pertain to the Flipped Classroom is limited. Moreover, the results on the effects of the Flipped Classrooms do not reach an accord on how best to apply FC. In Korea, Lee and Kim (2016) conducted research on flipped classrooms to develop a lesson plan for lower level English students in Korean elementary schools. The results revealed that for a successful application of flipped learning in elementary school classrooms there should be constant interaction between teachers and students. Seo and Seong (2015) investigated the effects of flipped learning on improving middle school students' reading and grammar competence and their attitudes toward the class. One hundred and twenty middle school students were divided into four groups. Two groups were taught in the traditional grammar translation method while the other two in the flipped learning method. Survey results and group interviews showed that the flipped group students' attitudes toward English classes positively changed and the students were highly satisfied with the new teaching methods. Seo (2015)

surveyed the operation of convergence-based English subjects such as Screen English, TED English, and SNS English using the flipped learning methodology and argued that the instruction of these subjects could be optimized using the FC model. Sohng and Seo (2016) conducted research in a project-based flipped classroom to explore its effects on the affective attitude and metacognitive learning strategies of pre-service teachers of English. The results indicated that the project-based flipped classroom had the strongest positive effect on increasing students' confidence in learning, followed by participation and interest. However, no significant effects were found on students' metacognitive learning strategies. Lim (2015) surveyed 35 pre-service teachers of English to develop instructional design models in English classes through interview and survey. She showed students' negative responses about the class which included extra work for prior learning and lack of enough class discussions. Chen, Wang, Kinshuk, & Chen (2014) and Johnson (2013) also showed that the FC in English language instruction is still underutilized and underexplored in the higher education context. That is, the FC is rather recent so not much research has been done to adequately demonstrate its suitability for EFL/ESL. What's more, even less information has been established for the applicability of FC in South Korean schools, specifically in higher education.

Whenever English as Foreign Language (EFL) instructors teach English in their classrooms, they make decisions about the language teaching process. These include decisions about which activities their learners might possibly enjoy, which are most effective, and which would provide learners with skills that they could use for communicative purposes. The learners, however, are seldom involved in this decision-making process (Barkhuizen, 1998). Therefore, students' perceptions towards FC are also important to consider. The authors of this study wanted to explore two research questions in this case study: 1) What are Korean university students' perceptions of FC in a general education English course?, 2) How can other educators effectively apply this approach in their classrooms?

2 Literature Review

The flipped classroom is a learner-centered teaching and learning method, in which the traditional classroom model is reversed (Sohng & Seo, 2016). In traditional lecture format, students spend a majority of contact hours listening to lectures and do independent study at home, but with FC, the instruction and preparation are done before class at home and contact hours are filled with interactive and collaborative learning opportunities. The purpose of flipping a class is that students watch these recordings before coming to class, freeing up class time for troubleshooting difficult concepts, answering student questions, engaging students in active learning, and creating connections to everyday life. Instructors will find that their role has shifted

from what has been called the “sage on the stage” to more of the “guide on the side” and students’ engagement with the material has come to the forefront.

The University of Texas at Austin (2015), one of representative models of flipped learning, provides an example of what the FC looks like in the university setting from the perspective of both student and instructor (Table 1).

Table 1. Flipped Learning from the University of Texas at Austin

	Students	Instructor
BeforeClass	Complete learning module that asks and collects questions	Prepares learning opportunities
Beginning of Class	Have specific questions in mind to guide their learning	Anticipates where students need the most help
During Class	Practice performing skills they are expected to learn	Guides the process with feedback and mini-lectures
After Class	Continues to apply their knowledge/skills after clarification and feedback	Posts any additional explanations and resources as necessary and grades higher quality work
Office Hours	Can find help where they know they need it	Continues to guide students towards deeper understanding

According to the FC model from the University of Texas at Austin, before class, students receive information from online lectures/videos and come to class prepared with questions while the instructor prepares learning opportunities for the next class. At the start of class, the questions that students prepared are anticipated and answered by the instructor and serve as a guide for their learning. Following the warm-up where any confusion about the material is resolved, students participate in the prepared activities and the instructor serves as a guide, providing students with feedback and spontaneous mini-lectures when necessary. After class, instructors will post additional information and/or resources online for students to use as they continue to access their learnt knowledge and skills. Students are also primed to use office hours when they need help and the instructor continues guiding students to ensure they understand. These focused efforts result in higher quality of work and deeper understanding of the material.

While not much research is currently available for the use of FC in English language instruction, what has been done until this point is providing enlightening information for TESOL educators. Han (2015) found that when using FC, more time being spent on technology-enhanced activities helped improve student speaking fluency, pronunciation, and confidence as well as addressing all major skills. FC also provides English language learners with more time to process their learning before applying it in addition to allowing

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them to take a moment to look up definitions, find sources on a topic if needed for clarification, and rewatch lectures any time during the semester if they need to review a particular topic because the videos are always available and the instructor is not (Kostka & Brinks, 2015).

In her study conducted at the University of Missouri-Columbia, Stone (2012) found that over 50% of students either agreed or strongly agreed with all five positive statements regarding the FC which were that (1) the FC helped students “study more throughout the unit,” (2) “learn more than they would have if they had done straight lecture,” (3) the in-class assignments helped them to “identify concepts they need to study more,” (4) doing activities “when other students and the professor are available to answer questions” was helpful, and (5) the assignments done in class improved their performance on exams.

Other research has also uncovered more positive reactions from students in the areas of academic involvement, student (peer-to-peer) involvement, and student-faculty involvement (McCallum, Schultz, Sellke, & Spartz, 2015). According to Bergmann, Overmeyer and Willie (2011) and Chen, Wang, Kinshuk and Chen (2014), the Flipped Classroom model offers myriad benefits to students’ learning. More 1:1 time for students with instructors is but one of the many benefits that teachers mention when talking about their reasons for implementing the FC model in their own classrooms. Educators also argue that they can get a better idea of the difficulties and learning styles of their students, can easily adjust and keep the curriculum up to date, use class time more effectively, as well as use technology flexibly and appropriately for “21st century learning” (Fulton, 2012). Students report that they enjoy getting help immediately if they have issues while working in class which enables them to finish their homework that they might not otherwise be able to and rewatch or pause video lectures if they did not understand something. Other attractive draws for the FC are that students not only learn more deeply, but they are also more engaged and participate more in their learning, interact with and learn more from their peers, and both instructors and students can receive more feedback (UT Austin, 2015).

A thesis written by Johnson (2013) from the University of British Columbia explored student perceptions in the FC for three high school math classes. He specifically looked at general student attitudes towards FC as well as specific aspects of the FC, including video, time, pacing, and mastery. His findings echoed those of previously discussed research. Students had an overwhelming positive response to the FC and they believed that the FC was more enjoyable, time was spent more efficiently, and the video lectures were beneficial. Due to the detailed nature of this thesis research, the authors of this study felt it would be more insightful to utilize Johnson’s study questionnaire in collecting data from students in the South Korean university context with slight modifications. Johnson taught a high school calculus course so replicating the style of video and in-class individual practice

activities would not work well for a language course where students must work together to discuss material. Moreover, the original study was conducted in Canada where students may be more autonomous in their own studies compared to South Korean students. Therefore, more direction was provided with in-class activities and professors could work with students personally during those activities. However, since Johnson did not include a specific framework for the FC, we referred to the University of Texas at Austin's model outlined above.

Although some English language educators have begun to implement and better learn about the role of FC in modern English language instruction, some do not feel that it is necessary. Kosta & Brinks (2015) reject the belief that language teaching is already student-centered and FC is not applicable to the field. After reflection they "realized that even distributing and going over instructions for a project or leading students through a worksheet takes up valuable class time that could be better spent on interactive activities...free[s] up class time and maximize[s] the amount of language...that students produce in class and out of class".

In sum, some educators note that while there are benefits to using FC, it is not without drawbacks that teachers considering implementing it should be aware of. Students accustomed to traditional lectures may not like self-pacing, find the video lectures more interesting or easy to understand compared to live lectures, have access to the internet, nor be able to participate well in in-class activities if they are shyer students (Johnson, 2013). Students may buck at what they perceive as extra work and come unprepared to class (Herreid & Schiller, 2013). Teachers may also feel deterred by the time required to record videos and intimidated by the need for technology skills (Kostka & Brinks, 2015).

3 Method

3.1 Setting

This study was designed to give an in-depth understanding of FC in a university general English course and to show the reality of the FC as a case study. College English II at E University was chosen for this study because one of the authors felt that the FC could solve some problems felt in previous semesters, namely: 1) students did not have enough practice in the target language, specifically in regards to speaking, 2) the quantity of feedback students received was extremely limited, 3) students did not have time to reflect on the lectures before applying them, and 4) students did not seem to be carrying lessons with them throughout the entire semester and applying them in their work.

College English II was taught in the Flipped Classroom model by two professors over the course of 15 weeks. The first author of this research was

one of those professors and designed the lessons, materials, homework, and exams used in all sections of the course. These materials were then provided to the other professor for use. Both instructors are native English speakers. Each section had a maximum of thirty students and began at 9:00 a.m. Class lasted for a total of 100 minutes with a ten minute break. The textbook for this course was “Unlock: Reading and Writing Skills 2” from Cambridge University Press.

3.2 Participants

The participants in this study had to meet two conditions for joining the course. The first was that they were all freshmen in their first semester (Table 2). The number of the participants who were registered to this class was 86 students (male: 23, female: 63) in total. However, 6 students stopped attending for personal reasons over the course of the semester. As a result, only 80 students were surveyed and included in the results.

Table 2. Student Demographics

Major	Class 1	Class 2	Class 3
Dental Hygiene	1	0	2
Beauty Cosmetic Science	1	0	2
Nursing	15	0	11
Early Childhood Education	8	0	0
Food Nutritional Science	2	0	0
Medical Engineering	3	0	0
Radiology	0	2	2
Clinical Pathology	0	9	1
Optical Science	0	4	2
EMT	0	1	1
Drug Rehabilitation	0	3	0
Medical Management	0	1	1
Medical IT Marketing	0	4	0
Funeral Science	0	1	0
Food Industrial Science	0	3	2
Health Environmental Safety	0	0	1
Physical Therapy	0	0	3
<i>Total number</i>	<i>30</i>	<i>28</i>	<i>28</i>

Second, students should have received a combined reading and listening TOEIC score of at least 700, taken prior to entering the university, which means they were on the highest level among freshmen in E University in 2016 (Table 3). The distribution of participants' TOEIC score was as follows (Table 3).

Table 3. TOEIC Score of the Participants

TOEIC	Class 1	Class 2	Class 3
700~749	15	13	14
750~799	8	5	4
800~849	4	5	6
850~960	2	3	3
Not Available	1	2	1

These requirements were chosen in an effort to control for variables and ensure that students could engage at an appropriate level with the course content.

3.3 Course design

College English II is a 2-credit hour course and one of three required English language credit courses for all students at E University. While the other two focus on spoken conversation, the focus of this course is on the four skills (i.e. reading, writing, speaking, and listening). The course was designed for students to learn to interact with English. Students read texts over a variety of topics. They demonstrated understanding by organizing their thoughts into English paragraphs and developed their speaking skills through in-class activities. The instructor decided to focus content on presentation and the writing process, but each class required students to use all four skills.

To implement the FC structure, before the class, videos lessons were planned. Lessons should also be well thought out before they are implemented. Resources and/or assignments were uploaded and organized in the Learning Management System (LMS) beforehand to ensure proper class flow online and offline. In the first week of the course, the authors of this paper informed students that the course was flipped, what that entailed, as well as the expectations and general outline of the course. The second week was spent signing students up for Canvas, the LMS used for the course, and completing the first unit together. Because this form of learning was new to all students, the professors felt it was necessary to spend a class familiarizing students with how to watch the online lectures and take the subsequent quizzes as well as make sure that all students successfully enrolled in the course and handled any technical issues that might occur.

After the third week, the University of Texas at Austin's FC model classes were conducted with the exception of exam and group presentation days. According to Choi and Kim (2015), one of the representative organizations which run Flipped Classrooms is the CTL (Center for Teaching & Learning) of the University of Texas at Austin provides systematic steps based on basic elements of Flipped Learning: Before Class, Beginning of Class, During Class, and After Class, with which we can replicate the class step by step. Accordingly, students were given pre-recorded video lectures

about four to eight minutes in length to watch before class in addition to a one-page reading from the textbook. After the lecture, students were required to complete a four to eight multiple choice question quiz online before class. Homework was reviewed within the first fifteen minutes of class and any questions were addressed. Following review, students then had group activities to engage with target language and/or grammar discussion from the textbook/video. The second half of class was used to write a paragraph about the topic from the previous night's reading with a special focus on the previous night's video content (Table 4).

Table 4. Class Structure (Prior to Midterm)

<i>Before Class</i>	Watch Video	→	Textbook Reading	→	Online Quiz
<i>During Class</i>	Warm-up/ Attendance	→	Review HW/ Video Content	→	Answer Questions
	Interactive Activity	→	In-Class Writing	→	Proofreading

After the midterm exam, class structure shifted and the first half of class was used for the writing practice and proofreading became peer-editing while the second half of the class was used for groups to work on their presentation projects (Table 5).

Table 5. Class Structure (Post Midterm)

<i>Before Class</i>	Watch Video	→	Textbook Reading	→	Online Quiz
<i>During Class</i>	Warm-up/ Attendance	→	Review HW/ Video Content	→	Answer Questions
	In-Class Writing	→	Peer-Editing	→	Group Project Work

To complete a two-part project, students had to work in groups assigned by the instructor. They were to write a 2-page essay over a topic of their design based on themes from the textbook. The second part of the project was to present the information from the essay in presentation format and include an element of audience engagement. Apart from a suggested time line, students had to manage their progress but received feedback and guidance during class time from professors.

3.4 Instrument and data collection

After implementing the FC, the survey was given at the end of the 15 weeks when students had the opportunity to fully experience the Flipped Classroom

to explore their perceptions of the Flipped Classroom and to provide some suggestions. The survey was adapted from Johnson (2013) consisting of a total of 20 questions, mixed quantitative and qualitative, in the students' native language of Korean. Responses to the open-ended questions were accepted in both English and Korean to allow students to adequately and comfortably express their thoughts. Quantitative results were collected by asking students to respond to sixteen statements using a 5-point Likert scale. In the scale, "1" represented Strongly Disagree and "5" represented Strongly Agree. The statements covered the FC in general as well as specific aspects of the FC model, including videos, time, pacing, and mastery. The qualitative question portion of the questionnaire consisted of 4 open-ended questions. The questions were: (1) What are the advantages of the Flipped Classroom? (2) What are the disadvantages of the Flipped Classroom? (3) What improvements would you recommend to improve learning in the Flipped Classroom? (4) Please write any other comments you wish to make about the Flipped Classroom. Data was collected by administering a questionnaire via Google Form.

4 Results

4.1 Quantitative results

First, a total of five questions assessed students' thoughts on the execution of the FC itself. These included items 1, 2, 3, 15, and 16 (Table 6). The first item asked whether the FC was more engaging when compared to traditional classroom instruction. 61.3% of students responded positively, either agreeing or strongly agreeing. 30% were neutral and only 8.8% responded negatively. Item 2 assessed if students would recommend the FC to a friend. Again, the results for this item were a majority positive with 55.6% agreeing or strongly agreeing. 26.6% were neutral and only 17.7% of students disagreed to some degree. Item 3 was particularly encouraging and asked students if they felt the FC gave them more opportunities to communicate with other students. A large majority (69.6%) responded positively while only a small portion of the students (6.4%) said it did not. 24.1% responded that they neither disagreed nor agreed. Item 15 asked students if they were more motivated to learn English. Compared to the last three items where neutral responses totaled 30% or less, for this item 37.5% of students felt neither positively or negatively. Still, a majority of students (53.8%) gave positive answers and less than a tenth (8.8%) said they were not more motivated to learn English in the FC. The final item 16 asked if students thought the FC helped improve their learning of English. Like the previous question, students answering neutral were higher than the first four questions (35%), but in general, 55% agreed with the statement and felt that FC helped

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their learning, while only 10.1% disagreed that it did not improve their learning.

Table 6. Students' Perceptions Regarding the Flipped Classroom N (%)

Item	Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	The Flipped Classroom is more engaging than traditional classrooms.	2 (2.5)	5 (6.3)	24 (30)	32 (40)	17 (21.3)
2	I would recommend the Flipped Classroom to a friend.	5 (6.3)	9 (11.4)	21 (26.6)	22 (27.8)	22 (27.8)
3	The Flipped Classroom gives me more opportunities to communicate with other students.	1 (1.3)	4 (5.1)	19 (24.1)	29 (36.7)	26 (32.9)
15	I am more motivated to learn English in the Flipped Classroom.	2 (2.5)	5 (6.3)	30 (37.5)	30 (37.5)	13 (16.3)
16	The Flipped Classroom has improved my learning of English.	1 (1.3)	7 (8.8)	28 (35)	28 (35)	16 (20)

Overall, students had a positive response to the FC. They felt particularly strong regarding their motivation and increase in language ability in relation to the FC. Also important to note is that students felt the FC was more engaging than traditional classrooms. Despite class time being early in the morning, classes' energy level was much higher than when compared to one author's other conversation classes taught at the same time which could be due to students' higher engagement with the class.

Second, in terms of the video lectures, three items, items 4, 7 and 10, concerned the video lectures (Table 7). Item 4 asked if students liked watching the lessons on video. Surprisingly, a large majority of the class (62.6%) said that they did, exactly a quarter of students were neutral (25%), and a minority of the students (12.6%) did not like it. Item 7 was a question

asking whether they watched the videos regularly, one of the aforementioned benefits of the FC over traditional classrooms. No students strongly disagreed with this item and only 5% disagreed. 67.8% responded positively and 18.8% were neutral. In item 10, students answered if they would prefer watching lessons lead by teachers in the traditional way as opposed to the video lesson. Interestingly, while only about 12% of students disliked watching the videos, nearly a quarter of students 23.8% would prefer traditional lectures to the videos. Still, 45% would prefer the video lectures. 31.3% of students had no preference.

Table 7. Students' Perceptions on Video Lessons N (%)

Item	Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
4	I liked watching the lessons on video.	1 (1.3)	9 (11.3)	20 (25)	35 (43.8)	15 (18.8)
7	I regularly watched the video assignment.	0 (0)	4 (5)	15 (18.8)	34 (34)	27 (33.8)
10	I would rather watch a traditional teacher lead lesson than a video lesson.	15 (12)	24 (30)	25 (31.3)	18 (22.5)	1 (1.3)

Overall, students responded positively to the video lessons. Students' viewing video lectures multiple times is a particularly encouraging result. As previous research has shown, recorded lectures could help students to better understand the material partly due to the fact they have access to them when it is most useful and convenient for them. While only a few students disliked watching the videos, it would be informative to ask why they disliked them and fix the issues for future classes.

Third, two items, items 6 and 14, questioned students regarding the time demands of the flipped English course (Table 8). It must be noted, these students were all freshmen and this course was their first English class at the university level (unless they were taking any other English classes concurrently). This could require students to use their English study prior to university as a frame of reference and not compared to other university English courses. Item 6 asked if students spent less time working on traditional English homework. 34% of students were neutral, 32.9% felt they spent less time doing homework with the FC, and the remaining 24.1% agreed that the traditional classroom required less time. Item 14 asked if they were given less time to practice English. Only 10% of students agreed, but a majority of students (55.1%) said that the FC gave them more time to practice. The remaining 35% were neutral.

Table 8. Students' Perceptions on Time N (%)

Item	Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
6	I spend less time working on traditional English homework.	5 (6.3)	21 (26.6)	43 (34)	16 (20.3)	3 (3.8)
14	The Flipped Classroom gives me less time to practice English.	13 (16.3)	31 (38.8)	28 (35)	6 (7.5)	2 (2.5)

Time is a particularly important aspect in the Korean higher education setting for many students due to the heavy work load that they are faced with. Unfortunately, not as many students felt that the homework in the FC required less time of them. In future classes, the nature of the homework should be reassessed to help students spend less time at home studying. For the most part, students did feel that the FC gave them more time to practice English, which was important to the instructors and a primary reason for choosing to implement the FC.

Fourth, the items about the pacing of the class were 5, 8, 12, and 13 (Table 9). Item 5 asked if they would prefer the class moving at the same pace. Nearly half of students (46.3%) responded that they did not care. The other half of the class was not as evenly divided. 20.1% said they would not prefer it and the remaining 33.8% said it was their preference. Item 8 asked students if they disliked taking the quizzes at their own pace. Only a few students (9.3%) did not like this, while half the class (52.5%) had no preference and a good portion of the classes (36.3%) enjoyed taking the homework quizzes when they preferred. Item 12 asked if students disliked pacing themselves through the course. Very few students (7.6%) actually disliked self-pacing. 42.5% students did not mind it and 50.1% students enjoyed it to some degree. Item 13 inquired as to whether students felt it was easy to pace themselves through the course. As with the previous item, not many students (5%) seemed to struggle with pacing. Half of the class found it neither easy nor difficult, and the remaining 43.7% found it easy to some degree.

Table 9. Students' Perceptions on Pacing N (%)

Item	Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
5	I would prefer to have the entire class move at the	5 (6.3)	11 (13.8)	37 (46.3)	22 (27.5)	5 (6.3)

same pace in the course.						
8	I dislike that I can take my quizzes at my own pace.	9 (11.3)	20 (25)	42 (52.5)	8 (8)	1 (1.3)
12	I dislike pacing myself through the course.	13 (16.3)	27 (33.8)	34 (42.5)	5 (6.3)	1 (1.3)
13	I find it easy to pace myself successfully through the course	1 (1.3)	4 (5)	40 (50)	23 (28.7)	12 (15)

While many students did not care if they were required to do the work at the exact same time, it seems that more students did like having the opportunity to do their quizzes and work at the time that was best for them. This could be difficult for students who are poor at time management. However, an LMS with a phone app could help alert students to due dates. Students could also refer to notes when doing the online quizzes, but the purpose of the quizzes was to make sure they watched the video, so using notes only encourages them to review material in order to answer questions.

Fifth, the final two items required students to gauge their mastery of the course. Item 9 asked if they enjoyed taking their tests and quizzes online (Table 10). 58.3% did to varying degrees while only 19% disliked it. Roughly a quarter of students (22.8%) had no preference. Item 11 asked if students felt their mastery learning helped them improve their understanding of English. Neutral and positive answers were comparable at 42.5% and 48.1% respectively. Only 10.1% of students felt that it had not.

Table 10. Students' Perceptions on their Mastery N(%)

Item	Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
9	I liked taking my tests and quizzes online.	3 (3.8)	12 (15.2)	18 (22.8)	30 (38)	16 (20.3)
11	I feel that mastery learning has improved my English understanding.	1 (1.3)	7 (8.8)	34 (42.5)	29 (36.8)	9 (11.3)

4.2 Qualitative results

The qualitative questions consisted of 4 open-ended questions. Students provided responses in both English and Korean, however, all responses have

been translated into English. Grammatical mistakes in English responses have also been corrected. For the question "What are the advantages of the Flipped Classroom?" out of the 80 students who completed this survey, 64 students responded to this question. While there were a few students who wrote that they "didn't know" or that there were no advantages, many of the students' responses mirror what research has said about the benefits of the FC. For the analysis of the qualitative data, student responses were analyzed and four key themes emerged: communication, participation, preparedness, and feedback (Table 11).

Table 11. Advantages of Flipped Classroom

Key Theme	Student Responses
<i>Communication</i>	<ul style="list-style-type: none"> • "Not a lot of time was taken out for theory so there was more time to focus on student understanding and increase communication among students and the professor." • "I have always only taken classes where you listen and don't speak, after taking this flipped class, my fear of opening my mouth and speaking has decreased." • "I can talk to each other much more than traditional style."
<i>Participation</i>	<ul style="list-style-type: none"> • "The flipped classroom prompts participation and gives more time think." • "There are more opportunities to speak in English." • "It is possible to actively participate." • "I think it's good and effective because I am able to be more active during class time."
<i>Preparedness</i>	<ul style="list-style-type: none"> • "I like knowing what we will learn in advance." • "More than other friends, I can first know more about the lesson." • "I can focus better." • "I can study more proactively." • "I can think more, so I can expand my thoughts using English."
<i>Feedback</i>	<ul style="list-style-type: none"> • "[W]hether when speaking or writing, we can interact with the professor." • "We get feedback from the professor."

First, many students mentioned communication, arguably one of the most important aspects of a language classroom. They felt that the FC allowed them more opportunities to interact with other students and the professor when compared to traditional classrooms. This encourages thinking that the FC would be useful for other English courses, especially conversation focused classes.

The second theme was participation which can be difficult for many shy Korean students accustomed to lecture-based classrooms. Students felt participation was improved by use of the FC. They were more vocal and active in class which they believed made the class more effective. This is particularly good news as a common complaint regarding English language classrooms in Korea is that students do not speak up often.

Third, students felt more prepared in the FC. Since they studied at home, they come to class anticipating what will be covered and could be adequately prepared. This allowed them to focus more on the lesson itself and their study as needed. This ultimately leads to a better understanding of the material and hopefully better performance.

Finally, many enjoyed receiving more feedback. Students received feedback for both speaking and writing. Feedback was also given during the activity by the professor or other students (i.e. peer editing). However, due to the large class size it was difficult to give detailed feedback for all assignments.

Responses that did not fit within these themes were also given. Students said it was easier to do the homework. Another commented that they felt it was an “effective education” within the classroom. One even said that, “it feels like a class that’s not just a waste of my tuition.” The advantages that students mentioned in their responses mirror those that research attribute to the Flipped Classroom.

Second, for the question, “What are disadvantages of the Flipped Classroom?” 59 out of 80 students supplied responses. While a notable portion of the comments (18.6%) said that there were none or they did not know of any disadvantages, there were quite a few responses that addressed students’ concerns regarding the FC (Table 12).

Table 12. Disadvantages of Flipped Classroom

Key Theme	Student Responses
<i>Design</i>	<ul style="list-style-type: none"> • “The lesson became the homework.” • “There wasn’t a lot of learning during class time.” • “There were a lot of assignments.” • “You cannot compare and know in advance what the test or assignment form is like with students who already did the assignment.” • “In the event a student does not do the homework, they cannot understand the class at all.” • “You have to study the subject outside of class time.” • “When you are unable to do [the work] due to personal reasons, it’s difficult to follow class.”
<i>Focus</i>	<ul style="list-style-type: none"> • “It didn’t organize well in my head.” • “Class started unexpectedly without notice, and to students who did not know the level of difficulty of the class it could give them an embarrassing grade.”
<i>Time</i>	<ul style="list-style-type: none"> • “There wasn’t a lot of time spent studying English.” • “[The Flipped Classroom] required a lot of time.”
<i>Miscellaneous</i>	<ul style="list-style-type: none"> • “It was annoying.” • “It was too teacher-subjective.” • “If group project members do not show for class, it is difficult to participate.” • “It is difficult to care about all of the students.”

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It was found that while many students mentioned that they had a lot of chances to speak, others felt that it was difficult to speak enough for participation points. They thought that this led to a lot of competition in the class and did not like that students who could not be selected to answer questions did not receive points. A student also noted, "If people are shy, they can't answer the question." Another echoed a similar sentiment, "It is difficult for students who cannot speak well or are not confident in their pronunciation." One also felt that the need to participate a lot in class was stressful.

The style of the class was new to many students and that made it difficult for them. One student noted simply that they were not used to this style of class. A few others mentioned that it was difficult or burdensome, though they did not exactly point out what exactly made them feel that way. Some argued the disadvantages of the class were in the design.

Another issue was regarding focus. Some said that they could not focus or that they could forget things more easily. One student reasoned, "Class started unexpectedly without notice, and to students who did not know the level of difficulty of the class it could give them an embarrassing grade." Despite students preparing beforehand, teachers should still include a warm-up activity outside of the homework review to help students transition into the start of the class.

Outside of comments that were not directly related to the Flipped Classroom, students had prudent concerns. They were particularly bothered with the work load. Reassessing the homework is necessary as mentioned in the quantitative results. Also, the flow of class should be considered for future classes. Clear parts that move well from one to the next should help improve the in-class environment for many students. However, some students had issues with the design of the FC, which is difficult to address as they are part of the approach's design.

The rest gave some valuable feedback for future classes. First, a few responses were about the homework. Some students did not like the way the homework check was done. Others suggested reducing the amount of online homework. Although the purpose of the online quizzes was to ensure students watched the content before class, teachers can consider giving online homework every other class or consolidate video content into fewer, more succinct videos. One student mentioned the video lecture quality, suggesting they be recorded for better quality. Teachers not accustomed to creating video content could find better quality videos already provided online or acquire quality video equipment with which to produce better videos. More interesting lesson material was also requested. One student suggested smaller class sizes in the future. Class sizes of twenty students or fewer would be optimal. Others had words about the participation system. They asked that more participation points be given, to give more opportunities to get participation points, or to encourage students to participate more even if they

make a mistake. Teachers may also consider removing participation points if they feel it is not necessary in order to remove the stress for students.

A student did ask for more variety with the activities during class. Teachers can utilize more space and interactive technologies as well as be more flexible with grouping and class structure. Maintaining flow so students can follow along well is also important. Another asked for more group work and to encourage more conversation among the students. With smaller class sizes, more quality group work can easily be implemented and managed. This would encourage more participation among all students. A mixed-level class was also suggested in addition to being able to choose their group project members. One student did suggest to just do away with the method completely, but overall, the response was mostly positive and the given suggestions will go a long way in making the class better in the future.

Third, for the question of improvement, "What improvements would you recommend to improve learning in the Flipped Classroom?" 42 responses were given. A sizeable amount of them recommended no improvements (26.2%) or that they were unsure/didn't know (4.8%). A number of students felt that the flipped classroom also helped their English ability.

Fourth, in the other comments section, 27 comments were provided, but almost all of them stated that they had no other comments. The few comments with content were mixed. One student said, "I don't want to do it again." However, another said, "I love it!! I improved my English skill." There were some general complaints about the scoring that will be adjusted where possible, mainly in regards to the participation points.

In general, it seems that the FC could either be really helpful for some students or leave some with somewhat bitter feelings. There might be something to be said for personal preference. In the event teachers ultimately decide to implement the FC in their class, they should consider the issues students brought up in this study and try to adjust where possible to reduce stress and displeasure with the FC model. Reviewing the above results and implementing more of what students liked while addressing issues discussed above could help the FC appeal to more Korean students.

5 Conclusion and Suggestions

The purpose of this study was to investigate student perceptions to understand how university students entering into a Korean university would respond to the Flipped Classroom model in their English courses and to suggest effective strategies for implementing the FC. Based on our results, we have reached the subsequent conclusions.

The majority of students enjoyed the Flipped Classroom and believed it supported their learning. Student responses were primarily in support of flipping classrooms. The advantages that students noted in their questionnaires echoed what research has previously cited as benefits of this

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approach. The FC model, if appropriately applied, could help Korean students: 1) understand course content better, 2) give them more time to process the information before applying it, 3) encourage deeper thinking, 4) allow for more participation and interaction in class with the instructor and their classmates, and 5) provide students with more feedback and preparedness for the class. All of which are integral attributes to effective EFL classrooms. In general, it seems that the FC could be either really helpful for many students but still leave some with negative feelings regarding the experience.

Therefore, the following suggestions for an effective FC should be considered to alleviate students' negative points. The first thing for teachers to consider is time. On average, Korean university students take 8 courses per semester. Requiring more than thirty minutes for every two-hours of class time can be burdensome to students and cause stress. Optimal videos should be between 5-7 minutes long if they are given weekly.

The activities in class should also encourage participation from all students. Many Korean students are accustomed to traditional instruction where the primary purpose of class is to relay a lot of information. As such, students may come to expect this from class and feel uncomfortable with the FC structure. Therefore, teachers should design their classes to encourage participation. The class should be filled with a variety of activities to lower students' affective filter for increased participation. Encouraging mistakes and questions as part of participation could also result in more engagement in addition to trying to minimize competition in the classroom to stimulate genuine participation from students. The activities at home must be considered as well. Students may perceive any learning at home as extra, so educators could offset this in their class design. This can be avoided by giving shorter quizzes either online or in class or assigning a homework assignment where information is only available from the video. Teachers could also have students take notes, make summaries, and/or write down questions they have while watching the video, then go over that during the next class.

In regards to feedback, Korean students expect to receive feedback, more specifically, from the professor. There seems to be less perceived value in peer feedback among students. Teachers should consider class size when creating assignments. Larger classes could be difficult to give detailed feedback. The amount of assignments would also be planned carefully. Online homework assignments using multiple choice or cloze format can be marked automatically by an LMS, but speaking or writing assignments require more time. Rubrics can be used but as mentioned by students in their questionnaire responses, they want their mistakes marked. .

Technology is also an important part of the FC. Teachers need to either have knowledge of basic online tools or be willing to invest time in learning how to use them. Many tutorials and resources are available online

for those wanting to pick up new skills. Making videos does not have to be difficult with cellphone video quality improving all the time or teachers should utilize the plethora of video clips and pictures that are available online to serve as visual aid for videos. Teachers should keep in mind copyright laws and try to only utilize public domain resources. Editing is also easy with pre-installed programs like Windows Movie Maker or iMovie. YouTube also provides a user-friendly video editing program that comes with public domain resources for users. Quality matters to students. Low quality could undermine the value of the lesson content. If teachers are worried about their video quality, they can search for videos already made by other teachers online in places like YouTube or Teacher Tube. We also recommend using a versatile LMS. Teachers should select and learn the LMS system in advance. Problems could occur with the system so always have an alternative prepared. Not doing this and struggling with the system in front of students can hurt rapport.

This study had limitations. The first is that the number of participants was not large enough to allow the results to be generalized and the participants were all of a higher English language ability. Their language ability could be influenced by their academic diligence or other factors that could influence their willingness to accept the FC. The second is that the three sections were only taught by two professors. This brings into question if the results were dependent on the instructors or the approach itself. Therefore, to generalize the results for larger populations the study should have involved a larger sample size of English students of a wider range of English language ability in classes taught by different teachers. Future research on the flipped classroom should employ controlled studies to objectively examine student performance throughout a semester, with both traditional and concept-inventory style problems. However, we believe that this paper can still provide some indications of student perceptions of working in a FC and also provide recommendations for an effective FC, as well as establish some foundations upon which further research may be undertaken.

Overall, FC offers a great deal to English language instruction and has received a positive reaction from Korean students. Although it will be counterintuitive to many Korean students, once given the opportunity, it can provide them with a new way of learning. Korean students, like most people, enjoy experiencing new things while improving, and the authors of this paper feel that the FC can assist them on that journey. As with any new methodology, there will be a learning curve for both the students and the teachers. However, for those teachers who decide that flipping their English classes is best for them, they will be rewarded along with their students.

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