Turning the English Classroom on its Head

An exploration on the Flipped Approach in the Icelandic EFL classroom

Ritgerð til MA-prófs í Enskukennslu

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Maí 2016
Abstract

The Flipped Method has been gaining momentum throughout the years and has been heralded as a revolution in teaching methodology. This essay explores the validity of the Flipped Method and whether it is suitable for teaching language and seeks to answer whether or not Icelandic English teachers are familiar with its usage. This is done with a study on Icelandic teachers. The historical development of teaching methodology is examined and it is shown that the Flipped Classroom is a product of years of methodical evolution. It is shown that the Flipped Method can be used to teach a multitude of different subjects through its emphasis on active learning. Its ability to teach languages are also evident due to its customizable pacing, increased communicative potential, increased time that the teacher and students interact with each other as well as the aforementioned increase in active learning. The drawbacks to flipping the classroom are also explored. The findings suggest that Icelandic teachers seem to be well acquainted with the Flipped Method and have had a chance to review some of its recorded benefits despite having few chances to practice it themselves. The Icelandic teaching environment needs to be more accommodative of newer teaching methods.
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1.0 Introduction
1. Introduction

The language learning classroom is an interesting beast. It is a place where the students are required to converse with one another, yet this crucial part sometimes is neglected. Students may find their lessons boring, stressful, and unhelpful and find that they contain material to which they cannot relate. One teaching method that has tried to respond to students’ concern is the Flipped Method. The Flipped Method, also called the Flipped Approach has been heralded as a cure to these problems but how well does it hold up to scrutiny? Can it be used to teach a foreign language class effectively? And if the answer to these question is yes, how well are Icelandic foreign language teachers equipped to teach using this method? To answer these questions, I conducted a survey that sheds some light on the issue. The results indicate that much needs to be done in order to enable the Icelandic foreign language teacher to adopt the Flipped Method.

Before discussing the Flipped Classroom, it is important to define the concept. On the surface, the Flipped Method may simply seem like the teacher’s presentation of the content is transferred to video and the students watch the video before coming to class. The class period is then used for discussion or group work. This is a very superficial view of the method because it does not emphasize, nor even include what makes it work. Flipping is more than simply having a video prescribed as homework. This essay will use the definition provided by Bergmann and Sams (2012) which is as follows “That which is traditionally done in class is now done at home, and that which is traditionally done as homework is now done in class”. (Bergmann and Sams, 2012, p. 13). For starters, the video, if the teacher decides to make one, needs to be properly integrated into the subsequent lesson. It would be a good idea to decide on a topic, make the video about it, or choose somebody else’s video and then construct the lesson with a brief summary of the video and relevant activities. It is also important to understand why the method was developed. In other words, what were the creators of the method trying to accomplish by creating it? What aspects of learning are prioritized in the usage of the Flipped Method? Here are some of the aspects that will be emphasized in this essay: Customizable pace for each student’s speed, increased student-teacher conversation time, increased classroom time for activities that the students might need help with, emphasis on a student centred learning environment, emphasis on teaching foreign languages for communicative purposes through increased peer to peer interaction and finally, increased emphasis on technology assisted learning which is meant to enrich the learning process and eliminate the distraction that electronic devices tend to create.
This study focuses on Icelandic language teachers’ views and experience with the Flipped Method. The findings are based on a survey sent to English teachers on a language teachers post list (FEKI). The main research question were:

1. How much do Icelandic English teachers know about the Flipped Method?
2. How common is it’s usage in the Icelandic foreign language teaching environment?
3. What do Icelandic English language teachers think are the benefits and weaknesses of flipping the foreign language classroom?
4. Does the Icelandic education environment facilitate the Flipped Classroom approach?

A review of the literature on the Flipped Method is presented in the next chapter. The study and how it was executed is described in chapter three. In chapter four the findings are presented along with their implications. This thesis ends with some concluding words.
2. Literature Review

2.1 A Brief Overview of the History of Teaching Methods
At this point, it is appropriate to present an overview of the evolution of the different teaching methods used to teach second languages. The reason for this is that the Flipped Model is a product of the evolution in both philosophy and methods used for teaching.

One of the earliest documented methods to teach languages used both in Iceland and on a global scale, from the mid-19th century, was the Grammar-Translation method (Hauksdóttir, 2007, p. 167). This view is supported by Larsen-Freeman (2001) who claims that the Grammar-Translation method involves the translation of foreign texts into the students’ native language in order for the students to develop a stronger sense of grammar rules in the target language. This was a way to intrinsically teach the students about grammar while giving them a sense of appreciation for the texts being worked with (Larsen-Freeman, 2001, p. 13). Since this is the first method in our historical overview, this will not be explored too extensively. Suffice it to say that in those times, there was much more emphasis on the form of the language instead of its actual usage.

Increased knowledge about language acquisition and linguistics of the late-20th century pointed out various limitations of the Grammar-Translation method. These included its failure to provide the students with any sort of practice in expressing themselves in the target language, be it written or spoken. Educators began prioritizing the teaching of productive language skills which paved the way for the Direct Method (Hauksdóttir, 2007, p. 167-168). Larsen-Freeman (2001) describes this approach as a communicative approach where the entirety of the lesson is to take place in the target language. This would involve visual aids as well as a slow pace for the students to fully comprehend the vocabulary. Larsen-Freeman suggests that the Direct Method replaced the Grammar-Translation Method and that it was meant to succeed where the previous method could not (Larsen-Freeman, 2001, p. 25). Here we see a shift in philosophy. Instead of learning about the target language with an emphasis on form, students were beginning to learn how to use the target language. Despite this shift to a more communicative approach, the Direct Method is still extremely teacher-centric and provides little opportunity for peer to peer interaction. Pacing was also mentioned in the description of the direct method. The pace was slow but there was no way to
customize it which makes it difficult to accommodate a large group of students with different learning styles.

The pedagogical development of the mid-20th century was heavily influenced by other fields such as psychology, especially Skinner’s Behaviourism. These influences were what inspired the invention of the Audio-Lingual method in language teaching (Hauksdóttir, 2007, p. 168). Larsen-Freeman (2001) claims that the founder of this method, Charles Fries, developed it by intertwining principles from structural linguistics and Behaviourism or learning by repetition. The goal of the users of this method is to immerse the students in the target language by having them enact conversations in the language so they can get a better grasp on how a conversation should flow. This includes, but is not limited to, asking for directions, giving directions, explaining things and engaging in small talk (Larsen-Freeman, 2001, p. 35). The audio-lingual method seems to be aimed more towards teachers that want more student engagement and peer-peer interaction. There also seems to be more of a focus on learning by repetition with this method since the students are being trained to deal with every-day situation in the form of repeating common phrases until automaticity was reached. There is still no sign of an actual communicative emphasis nor computer assisted learning but that can be explained by the lack of technology during the time period.

The 1970s experienced a complete overhaul in language teaching philosophy. No longer was emphasis to be placed on exploring the forms and structure of a language or repeating sentences ad nauseam, but rather on the students’ ability to use the language in a practical manner, in actual communication. This was the dawn of the era of communicative language teaching (Larsen-Freeman, 2001, p. 115). This would forever change language teaching and pave the way for the methods used today. The relations between this philosophy and the Flipped Classroom will be explained further in the upcoming section.

2.2 Communicative Teaching and the Flipped Method
In this section of the paper, I discuss the relations between the Flipped Classroom and other current language teaching approaches, mainly the communicative approach as the author believes that the Flipped Classroom is a direct continuation of the Communicative Approach.

In 1984, there emerged two sub-categories of communicative language teaching, a strong version and a weak version. The strong version views the target language as a skill to acquire other skills and that one can learn a language by learning to do other things. For this reason, the content-based approach was invented. The goal of users of this approach is to
teach students about a topic through the target language and thus, increase the communicative competence and critical thinking skills of the students (Larsen-Freeman, 2001, p. 131). The reason that this method bears special mention in this section is that it works extremely well with the Flipped Approach. This will be covered better in a following section on the Flipped Model and its relation with other theories. This method will also be used in the upcoming proposed lesson plan.

In the 90s, a new idea began to emerge. Because the communicative approach is a student centred approach more emphasis was placed on students’ learning strategies and different learning styles. The idea is simple, each student has their own learning style and preferred strategies and that by learning about them, a teacher can use them to aid the students’ learning by teaching in accordance with their preferences. One of the prime innovators of this way of thinking was Rebecca Oxford. Oxford was of the opinion that all good second language learning student possessed their own leaning strategies which helps them to learn the material that was given to them (Oxford, 1994, p. 3). This development meant that a teacher needed to be more aware of each student’s individual way of learning which is not an easy task. A teacher can have up to thirty students in each class, which makes learning each student’s style and strategies, of which the students themselves might not even be aware, a monumental thing to attempt. A teacher would need more time to tend to the needs of each student in order to diagnose what learning style and strategy would suit best.

The notion of multiple intelligences is related to learning styles. This theory was inspired by the works of psychologist Howard Gardner and states that humans have special areas in which they excel. By using these strengths appropriately, a teacher can make the learning process much easier on a student by explaining the material in a way that they can understand (Larsen-Freeman, 2001, p. 191). This is relevant to the topic of the Flipped Classroom since it indicates that teachers have started to understand that one size does not fit all. Increased personalization of students’ education is one of the cornerstones of the Flipped Classroom and therefore, the Flipped Model can be seen as a product of this theory.

Later in the 90s, educators began pondering if just setting a task and asking the students to complete it was enough. They began asking themselves what they could do to make sure that the students finished what they needed to do in order to learn languages. They thought about what skills students needed to complete a task and what motivates students to
learn their subjects. One of the ideas proposed was that the students required more motivation. Skehan (1991) was one of the people who believed that motivation was extremely important for language learning (Skehan, 1991, p. 276). This development led to a lot of interesting research on the subject of motivation including the categorization of intrinsic, finding motivation in the task itself, and extrinsic, finding motivation in the reward of completing the task, motivation. But motivation is an extremely difficult topic to study. One of the reasons for this is its subjective nature. What is meant by this is that what may motivate one person might not motivate the next. One of the main researchers of learner motivation was Zoltan Dornyei. He sought to clarify the process of motivation by creating his process model of L2 motivation. He, along with Otto, created a sequence model that explains the nature of motivation in classroom based learning (Dornyei & Otto, 1998, p. 48). Jeeves covered the topic of motivation in regards to how relevant students’ thought their studies were. Her conclusion was that in order for students to learn an L2, the topics discussed in the language need to be relevant to them. She claims that there is a “dinosaur element” in the Icelandic learning environment, meaning that students were being taught about things that were not relevant to them (Jeeves, 2010, p. 12). Motivation is an element that is crucial for the development of the Flipped Method. The Flipped Approach, as will be discussed below, gives the teacher more time to interact with the students and discover what motivates them individually. Therefore, the Flipped Approach emphasises motivation as one of its priorities.

One of the important aspects of the Communicative approach to Teaching and the Flipped Method is reduced anxiety. Humans are emotional beings. How we feel about our ability to do something will greatly affect our ability to do it. Larsen-Freeman (2001) claims that we put up emotional barriers for ourselves (Larsen-Freeman, 2001, p. 71). One should also be aware, as a teacher, that some students simply do not like lessons. A significant number of students have been advancing their education for a number of years and have gotten used to, and grown tired of, the formula which most lessons go by. By adopting a new method, the students can be made to feel as if they are in a new and exciting environment instead of a repetitive, stressful, often teacher centred one. One of the students in a study by Fallows (2013), which will be covered in greater detail later, reported that the usage of the Flipped Model helped remove the pressure he felt from traditional classrooms (Fallows, 2013, p. 38). The Flipped Approach’s success in reducing anxiety is entirely dependent on how the teacher presents their assignments. For example, telling the students that they will be watching an online video instead of traditional homework could be seen as a breath of fresh
air by the students. This effect is something that this author believes should be considered by everyone involved with innovative teaching methods. Lessons have become extremely formulaic over the years. New methods provide something fresh for the students to do.

Lastly, I want to briefly touch on the relevance of Computer Assisted Learning to the Flipped Method. According to Gündüz (2005) computers are becoming a way to process information and new software is emerging along with increased internet speeds and accessibility which allowed students to communicate with people across the entire world (Gündüz, 2005, p. 195). Computer assisted learning, as has been pointed out is one of the main aspects of the Flipped Classroom. Without the usage of online videos and online resources of different kinds, the method would be extremely difficult to implement.

The Flipped Classroom works well with current communicative approach. As mentioned in a previous segment, the goal of this approach is to increase students’ communicative abilities. It challenges the notion that linguistic abilities and communicative abilities are the same and the latter needs to be practiced in order to be mastered (Larsen-Freeman, 2001, p. 115). The adoption of the Flipped Classroom provides more class time for various activities including verbal interaction and language practice. Because of this, students that are taught with this model will be more likely to have received training in communicating in the language they are being taught due to increased opportunities for peer-to-peer discourse. Through these examples, one can see the potential of the Flipped Method to interact with, and improve, current teaching methods and approaches. Because of this, the method should be considered as a legitimate approach to teaching language arts.

Traditional language learning has often been criticized for its lack of meaningful content. Content-based learning is a method that works well with the Flipped Classroom. As mentioned before, this method can be described as learning a language through a different subject matter, such as chemistry or sociology, where the focus is on the content as well as the language (Larsen-Freeman, 2001, p. 131). Content Based Language Learning also called Content Integrated Language Learning includes learning goals in both the content area and the Target language. It is common practice to teach a language by giving students a taste of what the cultures that speak these languages are like. For example, teachers of English tend to teach students about American or British culture. Egbert, Herman and Chang (2014) used this method to teach their students conversational Chinese by also incorporating lessons about Chinese culture into the lesson (Egbert, Herman & Chang, 2014, p. 6). This method can make
content creation convenient since it is easy to find news reports and other online material which would serve this purpose nicely. Content-based learning is an excellent way to not only teach students a different language but also give them some cultural context for said language, but also to familiarize students with different genres such as the language of chemistry or sociology.

The Flipped Method, along with computer assisted language learning can be used to raise student grades as well as increase student satisfaction. Obari and Lambacher (2015) conducted two case studies at the same time using two focus groups. One case study was focused on listening and comprehension skills while the other was focused on speaking and student presentations. The results of both of these case studies were that in both cases, an increase in student score could clearly be observed. In the latter focus groups case, the improvement was 24% however, no percentage was provided in the previous group’s case (Obari and Lambacher, 2015, p. 435-436). The students attributed this success to the majority of advantages of the Flipped Model that will be discussed in the following section, among those are the customizable work schedules and the increased student to teacher and student to student face time spent.

In summary, throughout the years, we have seen an increase in individual education or customization, emphasis on the learner as opposed to the teacher, emphasis on a more communicative approach, emphasis on peer to peer interaction and the advent of computer assisted language learning. Why are these important to the Flipped Classroom? Educators have a notorious reputation of jumping on fads without thinking their reasoning for a given method through as Fulton (2012) points out. These include the open classrooms of 1970s (Fulton, 2012, p. 12). This historical overview indicates that the Flipped Classroom is not a passing fad but a product of evolution of teaching methods and therefore, should be considered a viable teaching tool to reach all students and not just those that study language arts. Some of the developments in the evolution of language instructions can even be observed in the development of the Flipped Method which will be covered in the next chapter

2.3 The Flipped Classroom Instructional Model

2.3.1 A Brief History
This chapter provides an overview of the development of the Flipped Classroom as an instructional approach. At the core is in influential *Flip your classroom: reach every student in every class every day* by Jonathan Bergmann and Aaron Sams as their introduction to the
method so it would seem logical to assume that they would have been the progenitors of the method but it is not that simple. Correa (2015) claims that the initiator of the method is actually Eric Mazur, a physics professor at Harvard University back in the 1990s. Mazur was unhappy with the way his lessons were going so he decided to use a program called peer instruction, in which reading was done at home and peer to peer instructions were done in class. The idea was that it was better for students to interact with the material instead of simply being told about it. In the late 1990s, an unnamed group of Economics professors decided to add a technological aspect to the peer instructed classroom in the form of recorded lectures in lieu of simply doing readings at home. This method was called the inverted classroom. It was not until the year 2000 when Baker, a teacher at Cedarville University, began using the method that the name received the name we know it by today, which is the Flipped Classroom (Correa, 2015, p. 115). It bears noting that one can see some of the same trends in the development of the Flipped Classroom as one could see in the development of language teaching methods as a whole. Those trends include the interest in peer to peer interaction and the need to incorporate more technology into the classroom.

In the year 2007, the Flipped Method would receive a jumpstart in its popularity. The people responsible for this development were the aforementioned Bergmann and Sams (2012). Bergmann and Sams were both High School chemistry teachers that divided up their work in order to make instructions easier. They first began to experiment with the method once they found out that there was a way to record lectures for their students. They did this to help those students that were absent from class regularly or simply had missed a class where a key point had been discussed. The videos that they posted were made open to the public and were used by students and teachers all over the world. Once they had received enough positive feedback, Bergmann and Sams realized that they were onto something amazing. They realized that the students really needed their help when they were doing their homework so they decided that it would be best if they structured their lesson so that the students would receive content while they were on their own and then process and discuss the content under the watchful eye of the teachers. The method was put to the test. Bergmann and Sams designed one year around the Flipped Classroom which resulted in a success. Shortly after, the duo began to receive more attention for their efforts. They were invited to give a talk wherein they introduced the concept to a group of teachers who seemed enamoured with the idea of the Flipped Classroom (Bergmann and Sams, 2012, p. 8)
2.3.2 Who Is Using the Flipped Model?
The Flipped Classroom is an approach that can be used to teach a variety of different subjects. In this section of the essay, I will explore and discuss the different subjects that the Flipped Approach has been used to teach. I will be paying special attention to the characteristics of each subject and determine how well the Flipped Classroom fits their instruction.

History is a subject that has been documented to be enriched by the implementation of the Flipped Classroom by promoting student interaction. Gaughan, inspired by Bergmann and Sams, conducted a study to see if the Flipped Classroom approach could be used to effectively teach history. Her reasons for doing so was that she saw the need for more in class discussions on certain topics of history but felt that her current approach could not facilitate such discussion (Gaughan, 2014, p. 223). The Flipped Classroom has been shown to promote class discussion since there is more time for classroom activities. What was interesting about Gaughan’s implementation of the Flipped Approach was how it encouraged the students to think for themselves. Instead of simply conducting a lecture where she would give information to the students, she had them discuss and debate some of the issues that are explored in history (Gaughan, 2014, p. 228). History seems to be a very fact based subject to teach. By that I mean that it is concerned with giving information to students and expecting them to remember it. This concern is shared by Waldrop and Bowdon. They claim that in the eyes of the students, history is a very passive subject. Students see themselves as information banks that are required to memorize and regurgitate what they have been taught without being given a chance to convey their feelings on the subject. For this reason, history teachers encourage the use of activities that allow students to interpret the material on their own (Waldrop and Bowdon, 2015, p. 57). Since history is such an expansive subject to tackle, especially when exploring the history of other cultures, the amount of information that students are expected to retain is extremely large. With in-class discussion where students are allowed to share their opinions on certain topics, it is possible that this information would be much easier for the students to retain. By freeing up classroom time using the Flipped Method, more emphasis can be placed on class discussions. This leads us to the last point of Gaughan’s study where she asked the students how the Flipped Approach suited them. An overwhelming majority of students claimed that it was the in-class discussions that helped them learn the best (Gaughan, 2014, p. 230). But what makes the Flipped Approach, or rather classroom-discussion, help students to learn history? Instead of sitting for an entire lesson,
listening to the teacher dispense information, the students would be given the chance to engage in meaningful conversations about what they learned. It is easier to remember things that you have taken part in discussing as opposed to things that you heard once in a lecture that you weren’t really paying attention to. Zhao and Ho (2014) reached a similar conclusion in their study on the Flipped Classroom in teaching history. They wanted to find out if all the positive data on the Flipped Classroom that had been coming out could be used to teach history effectively. For this reason, they decided to implement a test course in History for undergraduate students. The results showed no discernible difference in test scores but there was one feature that set the Flipped Classroom, above the traditional approach, namely class discussion and the emphasis that the approach put on active participation. Students reported that the discussions and activities they took part in were extremely helpful to understand complex ideas and they found it extremely helpful to be able to compare and contrast their ideas with those of their classmates. (Zhao and Ho, 2014, p. 31). This is an interesting dichotomy that was discovered in this study. How can it be that the students thought so highly of the Flipped Approach and believed that it helped them so much when the test scores showed no discernible difference? This seems to indicate that test scores, while still an important measuring tool, do not always represent what the student has learned. One could make the argument that the usage of the Flipped Classroom helps a student understand the subject better while doing little to increase a student’s progress on paper, although there is evidence to the contrary as will be discussed in the upcoming chapters. Regardless, Zhao and Ho’s, (2014) study showed that the discussion based format provided students with a deeper understanding of the subject they were being taught. Therefore, the increase in in-class activities and the opportunity students are given to interpret and express themselves are what makes the flipped history lesson work.

The math classroom can also be greatly improved by the implementation of the Flipped Approach with its ability to provide a self-paced education. Johnson (2013) is a teacher that has seen the success of the Flipped Approach in his math lessons first hand. He had problems with his students being disengaged during his lessons and although they told him that his lectures were crystal clear, they still reported struggling during their homework assignments (Johnson, 2013, p. 1). The lecture format has been criticized a lot for lacking engagement. If the student is not actively participating in the lesson, it is much harder for them to take an active role in their education. Because of this, math students in classes that rely heavily on the lecture format are at risk of being alienated from the education that is
supposed to be centred on them. This is especially applicable to math lessons. Math, in the way it’s being taught, is all about the students’ abilities to solve problems. In other words, it is a skill based lesson much like a foreign language lesson. If the students are not given enough time to hone their skills, it is extremely unlikely that they can grow as problem solvers. Because of this Johnson (2013), after having learned about the Flipped Method, wanted to find out how his math students would react to it. The results of his study were that his students found the Flipped Classroom to be extremely engaging. The students were given more opportunity to interact with their fellow students and share tips and strategies about how to solve problems. Another aspect of the Flipped Classroom that the students claimed to enjoy was the self-pacing that the approach acquired (Johnson, 2013, p. 71). This point goes back to the fact that math lessons are skill based. Students have different learning speeds and it can be difficult for a teacher to accommodate the speed of each and every student. Because of this, it is likely that some students will fall behind and feel alienated. Roshan (cited in Houston and Lin, 2012) claims that when she decided to flip her math class, she noticed a dramatic change in several of her students. One student claimed that the flip had made him feel less anxious in class (Houston and Lin, 2012, p. 1179). This lack of anxiety could have been the result of self-pacing that the Flipped Classroom allows for. When one feels like one is falling behind, it makes it easy to foster self-doubt within oneself about ones abilities. This can of course increase anxiety in students and cause them to become unsure about their qualifications to succeed. By implementing a self-paced Flipped Approach, it is possible for math teachers, as well as teachers of other skill-based subjects, to break through these mental barriers and help their students to reach their full potential. Similar results emerged from a study by Love, Hodge, Grandgennet and Swift. They wanted to find out what students would think of a Flipped STEM, science technology engineer and mathematics, Lesson. They separated their participants into two groups. One of these groups was taught using the traditional method while the other was taught using a Flipped Approach. The results of the study were that the students found the method incredibly helpful. 74% of their students found that the approach was more fun and engaging and that it helped them retain information better. They also reported that the 96% of the students claimed to find the online lectures incredibly helpful (Love, Hodge, Grandgennet and Swift, 2014, p. 322-323). This last bit of information is particularly interesting and I believe that it is one of the biggest advantage that the Flipped Method possesses when teaching mathematics. In a traditional math classroom, the teacher usually shows the students how to solve an example problem on the board and then the students set to work on completing their problems. This can be problematic in that
students sometimes forget how to do the problem and the teacher must come to their aid and explain it over and over again. By creating an online lecture, the teacher only needs to explain the problem once and each student can speed up or slow down the recording if there was something that they did not understand. Because of this, class time is not wasted by explaining the method for solving the problems since students can always access the method at home. One final point that was made in Love, Hodge, Grandgennet and Swifts study was that the students found the Flipped Method more “relevant” to their career (Love, Hodge, Grandgennet and Swift, 2014, p. 323). This is an interesting word. What does the word relevant mean in this context? I believe that it means that instead of students being asked to simply learn how to solve the problems, they were asked to collaborate and explain the problems to their fellow students. This is a crucial skill for teamwork in group projects which are essential in the field of science. Another aspect of the mathematics classroom, especially on more advanced levels, is the emphasis on critical thinking skills. This aspect will be discussed in further detail in a later segment.

The biology classroom is one that can be improved with the Flipped Approach as well. Marcey and Brint (2013) conducted a study to find out if the Flipped Classroom was comparatively better than the traditional one when it came to teaching biology. They address the same problems that the history classroom was reported to have. The biology classroom had the reputation of being monotonous and boring where the teacher simply funnelled information to the students with little to no participation on the students’ behalf. Because of this, their study can be seen a call for more active education (Marcey & Brint, 2013, p. 2). The word active is perhaps one of the most important ones and it highlights why the Flipped Method works. It works because it makes the students take an active part in their education. When a student is forced to sit back and take in information without being able to apply it, it creates a distance between the information and what is relevant to the student. In order to increase active learning in the biology classroom, Marcey and Brint decided to compare its results to that of a biology lesson done in a traditional setting. They created two courses which were taught the same material but in different settings. The results, based on student feedback, were that the Flipped Method was valued higher in all categories that were tested. The category where the difference between the Flipped Classroom and the traditional one was largest, however, was the category where the students were asked if the course was structured to promote active participation (Marcey and Brint, 2013, p. 7). As mentioned before, the traditional biology classroom seems to suffer from the same symptoms as the
traditional history classroom which were an over reliance on the lecture format and lack of student activity. The biology lesson has even more potential for active participation from the students, however. In addition to time spent discussing certain topics with fellow students, more time can be spent examining various samples via microscope. Active learning is a concept that cannot be ignored when discussing the Flipped Classroom. In fact, there exist theories that the success of the Flipped Classroom is simply the success of an active learning approach (Jensen and Kummer 2015). While the active learning that the Flipped Approach can provide is certainly one of its strong suits, it is by means the only one that it possess as will be explained in this essay.

As was the case with math and biology classes. The Flipped Method can be extremely effective for teaching critical thinking skills and improve a student’s ability to seek employment. Riley (2013) claims that when it comes to increasing a student’s critical thinking skills, the Flipped Method is an excellent model due to its reliance on group activities and in-class discussions (Riley, 2013, p. 249). One of the best ways to increase critical thinking skills is to converse with someone in a critical manner. Because of this, the Flipped Method serves as a good format for any teacher that wishes to encourage students to think critically. Ravenscroft and Luhanga (2014) conducted what can be seen as one of the most important studies when it comes to skill based learning. They begin by calling for a greater accountability when it comes to education and preparing their students to face life on the employment market. In order to do this, they claim that the education system needs to start emphasising communication skills, problem solving and critical thinking. (Ravenscroft and Luhanga, 2014, p. 142). A common criticism against the education system is that it does a poor job when it comes to preparing students for finding employment, maintaining employment, and adapting to an ever changing world. Because of this, it would be wise to use the Flipped Method to increase the student’s ability to function in today’s society. This point leads me into the part on critical thinking skills. Saunders (2014) believes that the mathematics classroom was suffering for its lack of being able to encourage its students to think critically. It bears noting that Saunders also believes that the current classroom is not sufficiently training students to becoming competitive in the global economy (Saunnder, 2014, p. 15). What came out of Ravencrofts and Luhangas study was that the Flipped Method proved extremely effective when it came to teaching things such as psychology, sociology and gender studies, all aimed towards increasing the students’ chances of getting hired. The
reason that this worked so well was contributed to the increase in group work which was seen as a huge improvement over the strictly lecture based format that the course had previously used (Ravenscroft and Luhanga, 2014, p. 148). Let us examine these three topics and go over what about the Flipped Classroom makes them work. Teaching these three subjects using the Flipped Method carries the same benefits as teaching history. In addition to the students receiving information, they can gain further understanding by talking to their fellow students and thinking critically about what is being taught. Ravenscrofts and Luhangas study showed that the Flipped Classroom can be extremely useful in teaching students the skills that they need in order to become a strong member of a work force and that it helps promote students’ ability to adapt to an ever changing world. This will be covered in a following segment.

The Flipped Classroom can be used to help students to become better leaders. When a student is seeking employment, being able to take up the role of a manager or a leader is an invaluable trait. It is a skill that is not necessarily taught in a typical student’s education. Because of this, management and leadership classes are a valuable time investment for any student. Kim Heo and Lee (2014) had three major reasons for adopting the Flipped Method into their management class which were the difficulty of the subject due to lack of student experience, the subjects reliance on team work and self-directive capabilities and they felt that it would provide a more interactive and practical experience (Kim Heo and Lee, 2014, p. 61). Two of these are benefits that have already been explored. Those being the Flipped Method’s potential for promoting team work as well as providing an interactive and practical experience. Only the first reason, the lack of student’s experience, seems unfamiliar. The result of their course were that using the Flipped Method served as an improvement for both the teachers and the students. They claim that by switching to the Flipped Approach, student preparation was greatly improved. It also greatly helped the students to be able to interact one-on-one with their teacher more frequently. The study also yielded results that indicated that the understanding of the students was greatly increased (Kim Heo and Lee, 2014, p. 62). Again, we see another study pointing to the fact that increased time spent with the teacher helped the students to understand the subject. This example indicates that the Flipped Classroom would help students that wish to become better managers immensely.

The world is ever changing and therefore, skills and abilities that might have held great value to society, or could be used to improve one’s way of life, might not be as beneficial in the future. Computer programming has been seen as an increasingly valuable investment in the teaching world. Mok decided to attempt to implement the Flipped
Classroom approach in their computer science class in order to find out if the approach and the subject were compatible. They criticize the traditional classroom and claim that it provides an inactive and unengaging learning experience for the students (Mok, 2014, p. 7). Because of this, he decided to implement a Flipped Approach to his lessons. The results were that the students were extremely happy with the new approach, claiming that being able to watch the videos repeatedly in order to learn at their own pace was extremely helpful. Another thing that the students reported to have been a deciding factor on the Flipped Approaches’ success was the increased time for engaging activities and increased contact time with the teacher (Mok, 2014, p. 10). This is an example of the strongest advantage to the Flipped Method. The increased time that a teacher has to interact with their students is what makes the Flipped Method work and is why it should be considered for every subject.

The last subject that will be examined in this section is teacher education. Pedagogy students are in an interesting position. They have two perspectives to observe their education from. On one hand, they are inclined to follow instructions and place trust in their teachers while on the other, they are trained to think critically about education. It is possible that teacher educators talk about the Flipped Classroom while teaching in a more traditional way. In order to teach teachers how to use the Flipped Classroom, it is a good idea to train teachers using the Flipped Classroom. That way, teachers can experience all of the effects of a Flipped Approach while thinking critically about it and how it would be best to implement it. Vaughan (2014) decided to explore this concept in her study on the usage of the Flipped Classroom to teach an introductory education course with special attention being given to her students as millennials or young students. She wished to find out the Flipped Classroom’s effect on student engagement and how the Flipped Model would affect the students’ understanding of the material (Vaughan, 2014, p. 29). The results were very eye opening. To start with, the students showed signs of being extremely engaged in their activities despite the abundance of glitches and sound problems in the recordings. In other words, students were so engaged that they would not allow simple technical issues stop them. One of the most important implications that the study revealed was that the students seemed to be learning at an alarming rate. Their progress was so rapid that the trainers were forced to increase the number of activities to do during class. This proved more challenging than it seemed due to the need to keep the material fresh and exciting (Vaughan, 2014, p. 39). This is a similar problem that Bergmann and Sams (2012) ran into when they were developing the Flipped Method. They claim that their students worked so fast that they would often end up with
twenty minutes to spare (Bergmann and Sams, 2012, p. 5). This highlights an interesting
dilemma with the Flipped Method. It is clear that in order to be able to properly use it, a
teacher needs to be fully prepared to deal with the extra time that the Flipped Method creates.
One could of course simply plan more activities during the class, as long as they are
interesting and add to a concise learning experience, or one could simply use that time to
allow students to do homework. Time management for busy students is another advantage to
the Flipped Classroom which shall be discussed in a later segment. Through these examples,
it is not difficult to see what makes the Flipped Method so good. It provides an excellent
format for active participation, increases the time that students get to spend conversing with
their fellow students and creates a learning environment that fosters the growth of critical
thinking skills. All of these aspects make up a large part of the core of the Flipped Classroom

History, math biology, pedagogy are all common subjects that can be improved with
the Flipped Classroom as was shown her. Leadership skills, adaptive skills and employability
skills can also be improved. Which leads us to the topic of the language classroom. In the
upcoming section, the topic of flipped language lessons will be discussed in more detail

2.4 Who Benefits from the Flipped Model and Language Learning?
In this section, I will discuss the many advantages that the Flipped Model offers. In doing
this, I will synthesize findings from other studies and integrate with my own views. Special
attention will be given towards language learning in this section as opposed to the previous
section on who was using the Flipped Method where every subject was included. Clearly,
lower anxiety, more time for classroom discussion and higher motivation is beneficial to
language teaching and learning.

2.4.1 For Struggling Language Learner Students
The Flipped Model is useful for struggling students to keep up with their peers. Not all
students are in the same position when it comes to the ability to learn nor language learning
styles. Some students are more shy, anxious, reluctant or simply not able to absorb
information as well as their peers or as other students that are expected to be on the same
level. Individual attention is important in a student centred classroom. This segment contains
a section on the individual needs of students and what the Flipped Method can do to meet those needs. To clarify, helping struggling students should be a priority for both educators and students. In order to do this, a teacher needs to be able to meet the needs of all students, even ones with different learning styles. The Flipped Classroom can be a great format for language students since it offers such things as a customizable pace, reduced anxiety and more time in class to converse with fellow students and naturally gain communicative competence.

Because of the customizable pacing that the Flipped Classroom allows, there is more likelihood that each student’s need be met. This problem can also occur class wide as was the case with Başal’s class. Başal, (2012), decided to use the Flipped Classroom to teach a foreign language, English, to his students in Yıldız Technical University in 2012-2013. After the course was completed, Başal asked the students to write a comment on the approach. The students were happy with the change in teaching methods. One of the reasons given for this attitude was that the students had time to think about the subjects beforehand and therefore came better prepared to class (Başal, 2012, p. 11). Technology also provides an excellent way to properly pace the teaching material to different students with different learning speeds. Bergmann and Sams (2012) quote a letter sent to them by a teacher from South Dakota (De Jong in Bergmann and Sams, 2012, p. 29). De Jong claims that her classroom had a wide array of competence levels among students. The only way to help the students perform at their own pace, was to make sure that they could slow or speed up the video with the presentation as desired. Because of the customizable pace that online videos allows, De Jong was able to meet the needs of this wide array of students. She described it as being able to create 25 copies of herself, all of which tailored to the learning speed of each student watching her videos (Bergmann and Sams, 2012, p. 29). This ability to alter the pace of a lesson in order to suit the needs of individual a students is a great advantage for the Flipped Method. Schools tend to separate students into several competence brackets but even then, it is difficult to make sure that each and every student knows as much as the person sitting next to them. Because of this, the customisable speed of the Flipped Method gives it another advantage over a traditional approach when it comes to dealing with students’ individual needs.

Motivation is a large factor in language success. As stated in the introduction to this chapter, and in the chapter on Dörnyei (1998) and Jeeves (2010) an increase in motivation can be observed. Peters, and others, conducted an experiment to see how their students would
react to a Flipped Approach. What they did was take a focus group and analyse how the teachers would cope with the new lesson methodology as well as how the students responded to it. The results were that the teachers, although they found the shift in methodology difficult and the creation of new material to be a step out of their comfort zone, were motivated in their task and they felt as if they were doing something worthwhile. The students also showed an increase in motivation and, when interviewed, claimed that the new method was exciting and a novel way of teaching a language (Peters, and others, 2015, p. 144). In this instance, it would seem that the students were increasingly motivated by the method since they had not been exposed to it before. This goes back to the issues of anxiety and motivation that were discussed in a previous section. Another instance where students in a language arts classroom were more motivated by the usage of the Flipped Classroom was in a study done by Hernández-Nanclares and Pérez-Rodríguez (2016). Their project focused around a course that used Content and Language Integrated Learning (CLIL) which utilized Economics to teach English. The problems that they were facing was that their students attending the course did not have the necessary language skills required for the activities in class. The second problem was that the students that left the course were not necessarily equipped to tackle economics with a university level of English (Hernández-Nanclares and Pérez-Rodríguez, 2016, p. 2) This highlights an issue that secondary level English teacher have had to study in the past. Secondary English teachers need to be able to properly prepare their students for a university level of English. To do this, requires motivation on behalf of the students. In order to increase the motivation of their students, Hernández-Nanclares and Pérez-Rodríguez decided to study the benefits of the Flipped Classroom in a CLIL environment. The result of their study was that their students were greatly motivated by the change. More than 60% of their students reported that they felt more motivated to learn in this environment. They described the Flipped Classroom as an interesting, new and active way of teaching which helped them to stay motivated. The authors contribute these positive changes to the novel factor of the Flipped Classroom (Hernández-Nanclares and Pérez-Rodríguez, 2016, p. 8). So it would seem that the students were motivated because the method that they were using was not what they were used to. It would seem that the nuances of the method helped them break down their barriers and become motivated in their work. Cockrum (2013) claims that the Flipped Classroom allows for guided pacing which enables the students to be in charge of which project they tackle at a given time. They way this would work is if the teacher would inform the students what they are expected to accomplish by the end of the week/month and give them more control of how to structure their workload (Cockrum, 2013, p. 15-16). This is
an interesting point. Sometimes a student is more motivated to do one project than they are to
do another. For this reason, it would seem to be a waste of motivation to force them to rigidly
adhere to a class structure when their efforts would be better spent doing something else.
Motivation can also be improved by simply improving students’ attitudes towards the subject
matter. Stone (2012) conducted an experiment to see if this could be done using the Flipped
Method. The results from both of her groups were that 91% of the students felt that The
Flipped Model did a good job in keeping the students motivated and that it improved their
attitudes towards learning (Stone, 2012, p. 3). But alas, not all of the students saw
improvement in their activity. This will be discussed at a later point.

The Flipped Classroom has been recorded to produce good learning results. Shu (2015) conducted a study in which two classes were examined, one was taught translation
theory with the Flipped Method and one was taught without the use of Flipped Learning.
Both courses were offered for an entire year and both English and Chinese were examined
and translated. The students were at the university level in their studies. The results were that
the Flipped Model showed an increase in student skills in almost area regard that was tested.
As well as showing an increase in translation competence, the students showed an increase in
comprehension ability. (Shu, 2015, p. 61). The study showed a clear increase in student
scores when compared using the Flipped Method as compared to a classroom that did not use
the Flipped Method. This part of the research was measured in a strict quantitative sense and
there is no section for discussion so it is difficult to ascertain what elements caused this
increase in results. However, this study will be discussed later in this essay. Bergmann and
Sams (2012) have also reported success with the Flipped Method. It is important to look at
people that have been using the method for a long time in order to evaluate the method as a
long term solution. In their book, they have a section where they answer questions that have
been asked regarding the implementation of the method and most importantly, whether it
works. Bergmann and Sams shared their test results and the main conclusion they reached
was that students on the lower end of the competence spectrum were able to perform at a
similar level as the students on the higher end of the competence spectrum (Bergmann and
Sams, 2012, p. 105). On another point, the duo admit that the Flipped Classroom still comes
with its share of failure rates which is similar to the failure rate of their traditional classes,
which is about 10% (Bergmann and Sams, 2012, p. 102). In other words, the Flipped Method,
at least in their case, is not a magical cure that will help every student, no matter how
uninterested, pass the class. What it will do is help the students in the middle attain a higher
level of competence and come out of the class feeling, and achieving, better. That is not to say that statistics do not exist that point to the idea that the Flipped Method does indeed reduce failure rates. Finkel (2012) claims that by using the Flipped Model, for example, failure rates in his class dropped from 44% to 13% in one year (Finkel 2012). This seems to be an incredibly drastic improvement and would indicate that in classes with a great failure rate, the Flipped Method has been shown to stem that tide. But, as was pointed out in Bergmann and Sams’ experience, the Flipped Method doesn’t work for everyone all of the time (Bergmann and Sams, 2012, p. 102).

Student engagement continues to be the focus when discussing the Flipped Classroom. Zhang, Wang and Chen (2015) consider the increase in student engagement to be one of the major strong points of the Flipped Method. Zhang et al claim that reports show that students who take flipped English classes experience a dramatic shift in enthusiasm and activity level (Zhang, et al, 2015, p. 813). When one compares the structure of a traditional classroom to that of a flipped one, it is not difficult to see which one emphasises more student-teacher interaction. In the traditional classroom, much more time is spent in the lecture format or by doing tasks that the students have not had time to prepare for. In the latter case, the teacher might be needed to explain things more often and would not be able to interact with the students on a personal level because they are too busy explaining the same thing over and over again. Therefore, students might experience a higher level of engagement in lessons with a flipped model because they are more active in the lesson.

The Flipped Method can be extremely effective when dealing with classroom management. This is a topic that does not get a lot of attention. Classes nowadays can hold up to 30 students per teacher. Because of this, teachers need to be competent in managing a large crowd of students and to keep them occupied with productive things. The biggest thing that this method does to affect classroom management is the shift from the teacher to the students. Since the focus is now on the students, those students that want to disrupt the class to gain attention or the respect of their peers no longer have the audience that they used to. Cockrum (2013) claims that in the case of his High School study, classroom disruption was decreased by 74% by flipping the classrooms (Cockrum, 2013, p. 4). This is a statistic that is very hard to critique and it shows how effective the Flipped Method can be in promoting active class participation. This point is reinforced by Bergmann and Sams (2012). They claim that they had students that consistently disrupted the class but under the Flipped Method, those same students changed their attitudes fairly quickly (Bergmann and Sams, 2012, p. 29). The
removal of an audience is a determining factor when one discusses the classroom management effects of the Flipped Method. Another determining factor is that it reduces the risks of a student becoming bored. This is especially true if the classroom is operating under the interchangeable pace that was discussed earlier. Also, freeing up classroom time for student activities allows language learners more time to practice language and interaction than a traditional classroom affords.

More advanced students also benefit from the Flipped Classroom. The Flipped Method can increase the abilities of excelling students as well as elevate the abilities of their classmates. Before delving deeper into this topic, it is important to ask why advanced students need special consideration. Should their excellence not be considered a job already done? It is not that simple. When a student is not challenged properly, it is easy for them to become complacent or even resentful towards the academic lifestyle. For that reason, it is important to continue to challenge the more advanced students as well as provide adequate help for the less advanced ones. Cockrum (2013) talked about how when he was first considering making the leap to the flipped format, his more advanced students seemed apprehensive towards the idea. They felt as if this focus towards a student centred philosophy was another way of dumbing down the content in favour of an easier curriculum that would increase test scores but do very little for them. After being exposed to the method, however, they quickly started to see that it could be tailored to their needs as well. (Cockrum, 2013, p. 4). This highlights a certain risk with adapting to the Flipped Classroom. It is important that the students have it explained to them what exactly the method is about and what it can do for them. But what can the Flipped Method do for more advanced students? Since the method is not tied to a certain flow of content, the more advanced students can go beyond the content being covered for that week and attempt to finish next week’s content. Because of this, if the teacher is willing to do the extra work, the more advanced students can be supplied with additional material in a field that catches their interest. This would be easier to with the increased student-teacher relation that will be covered in another segment.
2.4.2 Meeting the Needs of Today’s Students

The Flipped Model has numerous advantages for the today’s student. Students of the 21st century are an interesting breed of humans. They are adept at tackling problems that require critical thinking skills and benefit vastly from increased usage of technology as Ahmed points out (Ahmed, 2016, p. 99). It is much more common nowadays to see teenagers carrying mini-computers in their pockets known as smartphones at all times. Not only that, today’s students are experienced in the use of these devices and spend a good amount of time using them. They spend their time, texting their friends, listening to music and reading up on interesting facts on the internet (Bergmann and Sams, 2012, p. 20). This is a useful, and often ignored, way of teaching students since it already builds on what the students know and are comfortable with. Zhao (2014) agrees with Bergmann and Sams that in the modern world, students are already very familiar with electronic gadgets such as computers and smartphones (Zhao, 2014, p. 583). If one is to take this statement as true, it would be a good strategy for a teacher to try to use this knowledge to teach students further. With the Flipped Model, students are able to use their smartphones or laptops for class work.

In addition to increased accessibility to hardware, software has become much more abundant and varied and can be modified to work with the Flipped Model. This combination was tested in a pilot program by Fallows (2013). The objective of Fallow’s study was to relieve some of the pressure placed on students when building vocabulary through computer assisted learning as well as a Flipped Approach. He did this by using a program called Anki which is a piece of software that functions like virtual flash cards. What set the program apart from other such programs was its algorithm which quizzed the students on different words with spaced repetition, a method where a learner is continuously reminded of the target vocabulary with the space in between the reminders ever decreasing (Fallows, 2013, p. 37). The teachers in the pilot made use of the program, with various applications designed to aid students in this endeavour. The pilot made use of the Flipped program to provide students with online videos as reference material as well as to increase the time students and teachers could spend doing exercises. The results of the pilot were extremely positive (Fallows, 2013, p. 38). The Flipped Model served a crucial role in obtaining these results since students reported that the online videos helped them immensely and they felt like they could learn at
their own pace. This example shows how well the Flipped Method can work with computer assisted learning as well as how well it can shift the learning process into an environment that the students can understand.

Software and hardware are not the only two aspects of technology that have been improved. Over the course of the last decade, social media has become much more prevalent and is a large part of some students’ lives. Because of this, it is natural for a teacher to consider this new frontier as another platform for teaching. One of these teachers is Liao, (2014) who conducted an experiment to see if computer assisted language learning could be used with community language learning and a Flipped Approach to help students learn language arts. The inspiration for this project came when Liao started to share class materials in a Facebook group. This idea interested many of his students and sparked their thirst for a Flipped Approach and computer assisted language learning (Liao, 2014, p. 94). In order to achieve comparative results, Liao divided his forty-eight students into two groups, one control group and one experimental. At the end of the procedure, the students were asked of their opinion (Liao, 2014, p. 96) The results of their study was that the Flipped Model worked extremely well with computer assisted language learning as well as community language learning (Liao, 2014, p. 97). Unfortunately, the discussion part of this study is incredibly short. For this reason, it is only possible to speculate how these methods affected the students and what this means for further research. It is safe to say, however, that the Flipped Method and the community language learning are compatible approaches to teaching languages. I say this because it has already been discussed that the Flipped Approach works very well with group related activities. In other words, the Flipped Approach promotes the growth of a social approach to learning. Hung (2015) also showed the benefits of combining the Flipped Classroom with computer assisted language learning. Hung wanted to examine how a combination of the Flipped Classroom and a technological based approach would affect the language learning classroom. Participants took part in an eight week course wherein they were prepared for the Flipped Classroom. One group was taught in a traditional manner and another group was taught using the Flipped Classroom approach (Hung, 2015, p. 84). This study featured an interesting procedure in that students were especially prepared for being taught in a flipped environment. The teachers explained to the students what the Flipped Classroom was, how it worked and what they were expected to learn from this experience. The students were also given a brief introduction on the computer components they would be using to decrease the chances of technological inepitude muddling the results (Hung, 2015,
p. 85). It is interesting that the teachers did not discuss any of the reported benefits of the Flipped Approach. One could make the assumption that this was done to avoid confirmation bias in the final results. This could be an interesting way to approach the flipping of a class. Students that have grown up with the traditional method might feel alienated, as has been documented, more often if they are not given time to ease into the flipped format without any preparation. The results of the study was that the Flipped Classroom did increase the student’s academic learning. However, the differences were rather minimal (Hung, 2015, p. 89). This point goes back to the previous point where philosophy was discussed. It would seem that in some cases, although other cases may differ, the Flipped Classroom does less for measurable achievements and more for the mental well-being of the student. This is a quandary that was also addressed in Hung’s study. Another part of the assessment was whether or not the students found the Flipped Approach to be more satisfactory when it came to facilitating their needs. The answer for this question, as indicated by the results, is that the students that adopted a flipped approach found the overall experience to be much more satisfactory (Hung, 2015, p. 90). The final question that Hung wished to answer in their study was whether or not the Flipped Method would increase participation levels. The results were that the students who attended the flipped part of the class had higher participation and seemed to be more active and more prepared to engage their fellow students (Hung, 2015, p. 92). This study revealed a lot of interesting things about the Flipped Classroom. The most interesting thing that was mentioned was the usage of an introductory segment to the flipping process.

2.4.3 Flipped Teaching and Time Management
Busy students benefit from the Flipped Model. Teachers tend to take students’ time for granted. The Flipped Classroom allows then to study at their own pace and even on their own time.

Bergmann and Sams (2012) note that students are extremely busy people. They demonstrate how the flipped Method can help students that are engaged in other activities that are just as vital or meaningful to them as their education is. Bennet (cited in Bergmann and Sams, 2012) states that in his class, there are a multitude of students that need to spend a lot of time commuting to school. Some of them need to spend up to 90 minutes in trains, busses or cars. On top of those students, there are the students that are active in a particular sport. The switch to the Flipped Method has helped him immensely in trying to accommodate to those students (Bergmann and Sams, 2012, p. 22). I believe that this problem is more
common place than teachers realize. With a public transportation system in place, a student might feel tempted to attend a school which is further away. Commuting can be an enormous time constraint on a student when one considers the fact that it takes place twice a day. I present a hypothetical situation as my example. Mark is a student that need to take the bus for 30 minutes each day to school and 30 minutes to get back. Mark is involved with a sports team and is involved with a boy/girl. Instead of spending another 40 minutes working on his English homework every single day, Mark could take one single day, a Saturday perhaps, to listen to all the videos and write notes on them for the entire week or he could use the commuting time to watch videos on his phone or tablet. This leaves him more time to spend with his significant other, socialize with his friends and remain active in his sport of choosing on a regular basis. Cockrum (2013) was placed in a similar dilemma when he was considering on whether or not to flip. He had students that were involved with sports related activities who complained about the fact that the homework load was too much. Under the structure of the Flipped Classroom, students were able to manage their time more effectively and thus, were able to get things done faster so they had time for their activities. With this format, the teacher can even allocate classroom time to homework assignments (Cockrum, 2013, p. 5). This level of time management is an important advantage when it comes to the Flipped Classroom. It allows students more chances to adapt their time schedules to be able to adequately complete all their preparations before coming to class.

Another point that was brought up by several students was that they felt that classroom time was not enough time to learn a language (Başal, 2012, p. 11). This point is very interesting. That classroom time is not enough time to learn a foreign language. A number of comments mentioned this fact so it seems to have been an issue shared among many in the class. But how does the Flipped Method address this challenge? For starters, students have more time to think about what they learned, as stated before, and are able to let it sink in naturally. Another explanation could be that the Flipped Model provides more opportunities for an authentic language experience, language being used in a real life situation such as news reports, than traditional homework as well as in more class time spent on actual communication and thus the development of language skills.

In the aforementioned study by Shu (2015), the students were questioned on their opinions on the Flipped Classroom. One of these questions were if they felt as if the Flipped
Method was more effective in catering to their schedules. 78% of the students felt that this method allowed them more time to engage in activities such as their main university courses and the jobs that they had outside the school (Shu, 2015, p. 62). These results raise another valid topic and that is that for a lot of students, foreign language are not the primary focus of their education. Sometimes, taking a foreign language class is a means to an end. For example, if somebody wanted to study medicine, they might be inclined to take a course in German in order to further the prospect of studying in a German university. This is also true for students that do not wish to travel. English has become the language of academia in a lot of countries and therefore, students need to learn English in order to better understand the material presented to them in their local university. This statistic, when combined with the increase in test scores presented before, is a clear indication of how the Flipped Method can help students with severe time constraints.

2.4.4 For the Student-Teacher Relationship
The Flipped Model can help improve the relation between teachers and individual students. It is difficult for some teachers to get to know their students. This is not surprising since they manage a class of twenty to thirty students and teach up to eight classes a day. With the Flipped Model, there is more time for the teacher to interact with their students and to give them individual attention. Clear signs of increased student-teacher interaction were observed in Shu’s (2015) experiment. On the questionnaire, students were asked if they felt that this method helped increase their time spent talking to their instructors. 70% of the students felt that was the case as well as the fact that it was both challenging and supportive to have teachers interact more with everyone in lieu of simply engaging with the more outgoing and active students (Shu, 2015, p. 62). Once again, this study has shown that the Flipped Method can be very helpful to students as well as raise an interesting point. In every class, there are students that do no interact with the lesson. This could be due to shyness or lack of interest. In the traditional classroom, these students’ need for teacher interaction is rarely addressed. If the teacher chooses to ask a question, the more active students are more likely to put their hands up. This can be the cause of unnecessary, and unconscious favouritism. With the Flipped Model, the teacher’s goal for every class should be to talk to each and every student at least once. In other words, this study indicates that the Flipped Model is suitable for increasing the relationship between students and teachers.

Sung’s (2015) study also revealed that the Flipped Method was helpful in strengthening the bond between student-teacher interactions. After the case study was over,
the students were asked what they thought of the course. The answers that they gave indicated that they felt that the increased time that they were able to spend with the instructors on a personal note was extremely helpful and reassuring. Another point that the students made was that the instructors were very passionate about helping the students with a diverse manner of learning styles. (Sung, 2015, p. 170). I feel that this is one of the Flipped Methods strongest points and it shows how important a good student-teacher relation is. Students come in all with different needs and learning styles. Because of this, the teacher needs to be able to employ a different way to explain things to different types of students. It would be extremely difficult to do this without getting to know each and every student to, at least, some degree. Therefore, the increased student-teacher relation that the Flipped Method allows is one of its strongest points and should be looked at in greater detail.

Increased student-teacher interaction can also be extremely helpful for students that are above average and can help them excel even more. This increased time that a teacher gets to spend with their students is vital because it allows the teacher to not only evaluate the students more closely but also gives them a chance to understand what they are like as a person and find out how to inspire them to go beyond what is expected of them. Cockrum (2013) claims that this increased time spent with his students allowed him the opportunity to reach out to those that were over performing and keep them producing great results. He claims that not only could he assign them further reading material, he could also provide criticisms on their original ideas as well as inform them of how to understand these ideas better (Cockrum, 2013, p. 4). I believe this provides another possibility for the Flipped Classroom. By engaging in critical dialogue with an instructor, a student might discover something about themselves that they didn’t already know. For example, let us say an excelling student is talking to their instructor. The instructor tells them to choose a topic to cover as further reading. The student says they would like to explore chemistry so the teacher tells them to read a scholarly article about chemistry in English. Through this activity, students discover a dormant interest in the field and might be more interested in pursuing it. This scenario would have been unlikely, if not impossible, to occur in a traditional classroom with a rigid structure of content delivery. This goes to show just how important this increased teacher-student relationship to the more advanced students and not improving it, would be doing these students a great disservice.
2.4.5 Student to Student Interaction
Students can benefit from the Flipped Model as it increases student to student interaction which is one of the crucial elements of increasing communicative competence in the target language. Hwang, Lai and Wang (2015) claim that this especially true in second language classes where it is important that students get the opportunity to practice speaking the language they are being taught. Not only that, the ability to interact more with their fellow students increases their practice in critical thinking and problem solving (Hwang, Lai and Wang, 2015, p. 459). With less time spent on traditional teacher centred class work, more time is freed up for peer to peer interaction.

As mentioned before, peer to peer interactions in a foreign language classroom is immensely important. Not just for practice in speaking a language but also to build confidence in a controlled and secure environment. Sung’s (2015) case study into the teaching potential of the Flipped Classroom revealed a positive attitude of students in regards to this philosophy. They felt that the method allowed them more time to interact with the other students (Sung, 2015, p. 170). The students’ positive attitude towards this sort of approach to learning is a sign that the previous method, presumably a traditional one, was insufficient in meeting their needs. One could take this statistic as a call for more research to be done on student attitudes towards a more interactive approach to learning.

Another interesting find in Sung’s (2015) study was when interviewed, students claimed that the increase in social activities was highly effective in raising their thinking abilities. There was even one student who compared this method to the learning methods of ancient Greeks (Sung, 2015, p. 171). The reason that this is a noteworthy point is that students need to be able to think about the topic if they are to master rather than simply memorizing facts. This is especially true for older students. Zhang (2015) claims that the students in their school at the age of 18-22 do not learn the same way as they when younger. (Zhang, 2015, p. 177). Because of these changes in student learning, it is important that the classroom accommodate to the more sophisticated learning style older students. By using a method that allows students to be more social and allowing more time for discussion, one can nurture this need for critical thinking and help students become functioning members in an ever changing society.

Another way that the increased peer to peer interaction in the classroom can be helpful is that students do not only learn from their own mistakes but are able to learn from
others mistakes as well. Cockrum (2013) also explored the social aspects of the Flipped Classroom in terms of writing. He claims that in his learning environment, students spend as much time, if not more, going over each other’s works as well as improving their own. He calls this process the “Three then me” approach. In other words, students get three other peers to evaluate their writing before being given feedback by the teacher. The students in his class are particularly happy with this process as it give them time to notice their mistakes as well as improve on them before handing in the project to their teacher (Cockrum, 2013, p. 15). Sometimes, we do not know that something is a mistake before we make it. We often need to be told that something does not make sense even though it makes sense to us but not to others. Through this increased peer to peer exposure of writing that a Flipped Classroom would allow, students are able to spot mistakes before they make them by watching somebody else make them. It bears noting that this environment would only work in a classroom where students are honest and able to give constructive criticism as well as confident enough to have their work criticized by someone that they might consider to be of a lower competence level than themselves.

2.4.6 For Absent Teachers/Students
The Flipped Model eases the burden of absent teachers and students. Sometimes, the teacher cannot be there for their students. It also increases student autonomy which is an important in any learning including language learning. This was a problem that Bergmann and Sams (2012) ran into frequently (Bergmann and Sams, 2012, p. 32). Living in a fairly rural area, it was difficult for them to find qualified teachers to take their place once they got sick or had to attend to matters outside of town. With pre-recorded lectures, it is much easier for the students to educate themselves in the teacher’s absence. (Bergmann and Sams, 2012, p. 32) The same can be said for the students. Sickness, school trips and tournaments are all potential reasons for not being able to attend class. Since all the lectures are stored in a digital and accessible environment, these absences do not hurt the learning process as much.

Developing student autonomy is part of the Flipped Approach. Han (2015) attempted to discern whether or not the Flipped Model could be used to increase student autonomy in and English as a second language (ESL), classroom. For this reason, they created a model for an adult English language class to see if the class could adapt a Flipped Approach (Han, 2015, p. 98). At the time Han claims, the Flipped Approach in the ESL classroom has yet to be explored (Han, 2015, p. 98). Students’ autonomy was reported to have increased during the course. The examples that were used to demonstrate this was that a large number of
students seemed to above and beyond what was expected of them. Another example was the case of a single student who had returned to her native country early in the course. This did not stop her, however, since she handed in all her assignments electronically. Students are also reported to have been extremely active during classes as well as at home, always finding additional resources and tools (Han, 2015, p. 105). These results seem extremely flattering but there is one point that needs to be addressed about them. The students that took part in this study were reported to have been rather advanced. Therefore, it is possible that these students were always rather autonomous and that the Flipped Method did little to increase it. However, it bears noting that this use of the flipped lesson did create an environment where autonomous students could shine. One could say that the reason that they did so well was because of the Flipped Classroom format which was so suitable for them. But what happens when one is dealing with students that are not so independent in their learning? Another study was done by Homma (2015) on the Flipped Approach’s ability to increase students’ autonomy. Their reason for conducting this study was that the increasing potential for autonomous education in Japan which inspired him greatly. For this study, they decided that the Flipped Method was the best format to use and created a lesson around it (Homma, 2015, p. 258). It is interesting to see that this is not a study done to test if the Flipped Classroom can help increase learner autonomy. Instead, this is a lesson on how to increase learner autonomy and the Flipped Classroom happened to be chosen as the best option. The results were that the students found it extremely difficult to adjust to the new method. Homma (2015) claims that this difficulty was the result of a lack of understanding when it came to computers which made the Flipped Classroom seem like unfamiliar territory to them. However, it is also reported that once the student had gotten the computer skills required for the class, their enthusiasm was much greater, even though this happened fairly late in the study (Homma, 2015, p. 272). This is an interesting result which contrasts the findings of Han (2015). Perhaps if these students had been given a preparation period before undergoing this task, this study would have turned out differently. In other words, it cannot be said from this study that the Flipped Classroom fosters autonomy. However, Sung (2015) claims that a the Flipped Method can be immensely helpful to aid students in their task of becoming autonomous and being able to interact with the material without the watchful eye of a teacher every time they do not understand something (Sung, 2015, p. 161). The Flipped Method is a great way to help these particular students that wish to take more responsibility in their education since they are not always limited by the pace of the class. If a student wishes, and the teacher is willing, they could finish the class material and ask the teacher for more advanced subjects to tackle.
2.4.7 Vocabulary Building and Writing

Studies on using the Flipped Approach in language instruction also demonstrate its benefits. Vocabulary building is one part of language learning that can be aided by flipping the classroom. This was established in a case study done by Kang (2015). Both the Flipped Method and the traditional method were compared in this case study and the results were that only the Flipped Method showed any significant increase in vocabulary building (Kang, 2015, p. 51). Vocabulary building is especially important for people trying to learn foreign languages, especially English. For example, let us look at a student that wants to study anything in university. There is a high chance that that subject is covered, at least in part, in English. If insufficient emphasis was placed on building the student’s vocabulary during their secondary education, that student will have a tremendously difficult time in getting used to the advanced repertoire of their new academic environment. This is something that this author has had personal experience in combating. Teachers need to emphasise the importance of vocabulary building and according to these statistics, the Flipped Method is an excellent way to do that.

Face to face time with an instructor or individual instruction can be valuable for certain aspects of language instruction. One of these, as an example is teaching writing. Cockrum (2013) explored this topic using the Flipped Method while teaching English, in his book, Flipping your English Class to Reach all Learners: strategies and lesson plans. In this book, he makes the claim that writing instructions are best utilized when they are content oriented and personalized (Cockrum, 2013, p. 14). Writing is a challenging topic to tackle. It is an outlet that a lot of people use for their creative potential and as such, the results of writing tend to be very unique. This means that each student will have a different set of strengths and weaknesses when it comes to writing. This can be a very complicated problem since writing is such a large part of university life and there is no set right way to do it. There exist lists of dos and don’ts but those lists cannot account for all the different writing style each student has. For this reason, it is imperative that the teacher and student get enough time to interact on a personal basis in order for the errors to be resolved and the strengths noticed and built upon. Another study was conducted about the Flipped Classroom and its ability to teach students writing skills in a foreign language by Ahmed (2016). They wished to find out if the Flipped Classroom could be used to help students learn how to write better in English. The hypothesis under which they decided to operate was that the student-centred approach and the increased time that the teacher had to spend with each student could be a major
benefit when it came to increasing students writing skills and to assess the attitude of the students towards flipping. (Ahmed, 2016, p. 103). Writing is a very active skill when compared to things like reading. For this reason, it is important that the students be allowed to practice it. Because of this, the active learning that the Flipped Model allows for should be an ideal way to teach writing. The results were that the students found the Flipped Model to be an effective way to teach writing. Ahmed pointed out that the process provided the students with an opportunity to learn writing in a differentiated manner as opposed to a linear and didactic one (Ahmed, 2016, p. 108). This is an interesting point that seems to indicate that students that use the Flipped Classroom are given a learning experience that is unique to them and not simply experiencing a version of what the teacher knows. Could this help students to develop their own learning style? The second part of the study was to find out what the students thought about the Flipped Method. The students found that the use of the Flipped Approach provided the chance for more interesting class activities that enabled them to think critically and apply themselves better when it came to writing (Ahmed, 2016, p. 109). There is a crucial relation here between the ability to think critically and being able to write. The ability to think critically is well complemented by writing skills. Academia requires a student to possess both of these skills and therefore, the Flipped Approaches ability to promote the growth of both of these skills is another thing that it does exceptionally well.

2.4.8 Summary
To summarize, the Flipped Approach benefits struggling language students with its customizable pacing, ability to motivate students that lack it, ability to increase student engagement with active learning, ability to improve classroom management and improved vocabulary lessons. It better accommodates today’s modern students with its emphasis on Computer Assisted Language Learning. It can help students that have trouble with time constraints with the aforementioned customizable pacing. It can increase communication in class, both between teacher and student and student and student which helps students build up communicative competence and it can help students and teachers that are frequently absent through the usage of accessible online videos. But no approach is without its flaws. In the next section, the criticisms of the Flipped Classroom will be discussed.
2.5 Criticism of the Flipped Classroom

Despite all of its advantages, the Flipped Method is not without its shortcomings and criticisms. As was discussed before, one size does not fit all. The Flipped Method is not a miracle cure which is appropriate in every single class and every single student. In this section, the downsides will be discussed.

Because the Flipped Method is new it can lead to students finding it strange and not formal enough. The first case that will be discussed in this section is one that has been covered before. In the study conducted by Peters, and others (2015), there were also those students that seemed to be incredibly unmotivated by the new method. They seemed be thoroughly disengaged from the activities and did not want to do any of the classwork (Peter, and others, 2015, p. 145). This is the downside of the trying to tap into students with different learning styles. Some students are extremely sceptical of new learning methods and prefer to stick to what they know. This could be due to a simple case of them not wanting to step out of their comfort zone or them being afraid that the new method is experimental and will have a harmful effect on their learning career. In other words, trying to change the lesson to fit a certain student’s learning style carries the risk of alienating the students for which the original approach was more suitable. As was stated before, it is important that teachers be able to explain the method to students. It would be a good idea to be able and ready to explain why they feel that the Flipped Method is appropriate for them and why they feel that it is a good one. Preparation is important as Hung’s (2015) study pointed out

The Flipped Classroom can, unfortunately, be a way to separate the students into distinct income groups. For example, as common as smart phones and other technical devices are today, affordability can be an issue where lower income students are unable to afford expensive devices. Students without these electronic device could find themselves ostracised by their peers due to this fact. In the aforementioned study by Shu (2015), there was a number of students, 5%, that found it incredibly difficult to get access to these electronic devices. (Shu, 2015, p. 62) This number might seem small but it would still be unethical to use a method that assumes the financial situations of students to be sufficient. One could make the argument that a lot of schools these days provide computers and other technical aids which could be used by low-income students but that is a generalisation one must avoid when proposing a method as integral to the content as the Flipped Classroom needs to be. It bears noting that Bergmann and Sams (2012) understood this to be a problem and shared some advice in combating it. For example, students without internet connections would be given
flash drives that were capable of holding the lectures and students with no computer access at all were given digital video disks, DVDs, which they had created for them (Bergmann and Sams, 2012, p. 97). However, one cannot assume that all teachers are capable, willing or in possession of the required resources in order to make similar gestures to their students that are struggling financially. This is a problem that is more difficult to solve since it is not simply a problem for the education system. In order for the Flipped Method to become viable for every student, this gap in financial situations needs to be bridged.

As was stated before, the act of using technology and computer assisted learning has its pitfalls. The Flipped Method was intended as a way to combat these pitfalls but it is not always sufficient. For example, in Shu’s, (2015) study, there were students that had trouble adjusting to the new method and found it difficult to sit through a monotonous lecture online instead of listening to the teacher in front of them. The students that made these claims were 7% of the entire focus group (Shu, 2015, p. 62). This highlights the issue of the distractions of the virtual world. When trying to incorporate more technology into the classroom, teachers have a lot to compete with. Online videos, texting and other technology based activities carry a lot of temptation to them. It bears mentioning that the students who reacted negatively to the method believed that the lectures were extremely monotonous. This could be seen as a single fault of the instructors and not as a flaw in the method itself. One way that a teacher can combat this problem in an English class is with a little persuasion and bargaining. For example, a teacher could give students the permission to respond to the occasional text in class under the condition that it be done in English.

There exist studies where the Flipped Method has produced no, or even damaging results. Bell (2015) conducted a case study to see if the Flipped Method was better than the traditional method for high school students by dividing the class into two groups, one using the Flipped Method and the other using the traditional one. The results were negligible. The test scores showed no improvement except for a slight increase in class activity with the Flipped Classroom. The most damning results that this report produced, however, was the increase in the workload of teachers. The shortest of the videos took about 2-3 hours to make along with all the organization and class time (Bell, 2015, p. 48). A similar conclusion was reached in a study by Whillier and Lystad (2015). The students in their class showed no increase in academic achievement when the transfer was made to the Flipped Classroom. Whillier and Lystad pointed out that the morale was low for the method to begin with and that might have had an impact on the results (Whillier and Lystad, 2015, p. 130) I believe this
highlights a problem with the Flipped Method. As has been discussed before, the Flipped Method carries and increase in workload for teachers. For some teachers, the workload is great enough as it is. Many schools are underfunded and teachers are expected to teach more students each year. Because of this, committing to the Flipped Classroom carries a certain risk. If a teacher does not receive higher test scores or sees a significant increase in student activity level, it is possible for them to become dejected or even resentful towards the method. The solution to this problem is to treat the method like any other which is to carefully evaluate it and decide whether or not it is appropriate at a given time. In the case of Whillier and Lystad, I believe that the lack of interest for the method should have been a warning sign from the start. If this was a genuine classroom and not a case study, flipping the classroom would have been the wrong choice. Another thing that should be addressed with these studies is that in a lot of the cases, they deal with teachers that are new to the method as well as with the concept of video making. It would be interesting to see how an experienced flipper would respond to the allegations of the workload being too much in the Flipped Classroom. The only way to prevent these cases of lack of interest from occurring is further vigilance on behalf of the teachers. Teachers need to be able to recognize when their class would benefit from the Flipped Approach and if they see signs that it is not, it is better to stick with the traditional method.

With every method, it is important to have teachers that are adept in its usage. This is where one of the problems with the Flipped Classroom lies. The majority of teachers are not fresh out of their educations. They are veterans with years of experience with other methods. Because of this, they are not likely to have any training in the Flipped Classroom. Let us not forget that the Flipped Classroom is a relatively new idea. Johnson and Marsh (2014) conducted an experiment where they interviewed teachers in order to ascertain what they believed were the advantages and disadvantages of the Flipped Method. One of the disadvantages that they discovered was how difficult it was for some teachers to adapt. This is mostly due to the fact that teacher training programs fail to integrate adequate training in the field of computer assisted language learning (Johnson and Marsh, 2014, p. 29). This is one problem that could cause a lot of resistance towards the method. If teachers are not able to learn how to use it effectively, there is no way that it will ever be adopted on any significant scale. Fortunately, the solution for this problem is fairly simple. Teacher training needs to start implementing further emphasis on technology in its training of teachers and re-education programs need to find different methods of increasing the technological literacy of
existing teachers. This would require an enormous amount of effort to implement since it would need to restructure teacher training at its core.

In summary, if not used appropriately, the flipped classroom can result in lack of motivation, increased classroom division, decrease in class focus or simply lacklustre results. In order to flip, it is important to prepare and for this reason, a good lesson plan is important. An example will be provided in the next chapter.

2.6 Constructing the Lesson Plan
Having presented the background and description of the development of the Flipped Classroom method it is appropriate to present a sample introductory lesson plan for teaching language through the Flipped Classroom. This will be done by creating a fictional class of students and explaining how the lesson plan is intended to go. The students in this lesson plan are all of the ages 16-17 and are on their first year of secondary education in Iceland. The students are all of varied competence levels and have different interests as is typical of Icelandic students (Jeeves, 2010, p. 86). Today’s lesson will use content-based instructions to teach the students about American culture. The theme will be the conflict between freedom and security in post 9/11 America. The way in which the lessons goals will be reached is to have the students watch a news video on a phenomenon called civil forfeiture and be ready to discuss it in class. After this lesson, the students will be expected to have gained knowledge about what the events of 9/11 did to end civil freedoms in America. Those are the objectives and now we talk about the execution.

The beginning of this lesson will begin the day before it. The teacher will briefly touch on what the flipped classroom is and how its format works and what tomorrows, todays, lesson will cover and instruct the students to watch the prescribed video at home. Some of the students will do that when arriving at home while the others have already watched the video and taken notes on its contents. The video in question is a new report by John Oliver on the subject of civil forfeiture. It bears noting that the video’s length is around 15 minutes which is longer than the advised 5-10 minutes. The news report, however is very entertaining to watch and provides a good deal of comedy which will make it more bearable for the students. Upon arriving to class, the students will present their notes that they took while watching the video. This counts as their homework and will be taken into account when discussing their participation in the course. After homework evaluation has been complete, the teacher will
give a short talk on the video in order to make sure all of the students are on the same page and understand what the topic of today’s lesson is.

After the students have been brought up to speed on what is expected of them during this lesson, class activity can begin. The teacher will instruct the students to arrange themselves into groups and discuss the things that they witnessed in the video. Group work will ensure that the students are able to interact with each other and toss ideas around. This will also ensure an active conversational environment given the groups motivation and the teacher’s encouragement. In order to facilitate this conversational period, the teacher will offer the students some points which they should discuss. In the case of this video the points will be

- What is civil forfeiture?
- How has it impacted citizens in America? Give examples from the video
- How could the events of 9/11 have paved the way for events such as these to transpire?
- Is civil forfeiture an ethical way to combat crime? Why? Why not?
- Is civil forfeiture an effective way to combat crime? Why? Why not?
- Could civil forfeiture be a problem/solution in Iceland?
- What is more important? Freedom or security? Explain

Each group will have a person in charge of keeping conversation going. While the students are discussing these things, the instructor will be in charge of walking among the students and asking them about their findings. In order to help the students learn off each other, the groups will then be reshuffled so that each group has one member from the original groups. These groups will then share their findings with the new groups ensuring that all ideas get spread around properly. Finally, each person returns to their initial groups and the instructor asks them about their findings in order to summarize them and even catalogue them for posterity.

After the main exercise, the students will get a period of time where they are allowed some freedom. This is time that they can spend doing their homework as well as tackle other projects that have been assigned. This gives the teacher time to interact further with the students. They could ask them how their projects are going, provide guidance with the material that has been covered, suggest material for the more advanced students as well as explain things better to the less advanced ones. Finally, the last couple of minutes in the class will be devoted to talking about the themes of the next video in order to maintain a circular flow between classes.
This has been a single proposal on how the Flipped Classroom can be implemented to increase student participation. There are a multitude of different ways in which a teacher can utilize the Flipped Classroom and this short segment should not be seen as the only example of it. In order to make this proposed lesson plan more understandable, I have created a model which will be available in the appendix. The next phase is to examine the use of the Flipped Method in Iceland and what teachers know about it.

3. The Study
In the previous chapter, the history, usage and practicality of the Flipped Method was explored. This chapter describes a study that was undertaken to determine the status of the Flipped Classroom in the Icelandic education system. The purpose of this research is to gauge the thoughts and opinions that Icelandic English teachers have regarding the Flipped Classroom approach. The questions that this study attempts to answer are as follows:

1. How much do Icelandic English teachers know about the Flipped Method?
2. How common is the usage of the Flipped Classroom in the Icelandic foreign language teaching environment?
3. What do Icelandic English language teachers think are the benefits and weaknesses of flipping the foreign language classroom?
4. Does the Icelandic education environment facilitate the Flipped Classroom approach?

3.1 Methodology
3.1.1. Participants

The thirty participants in this survey were members of a foreign language online post list. They were asked to respond to a short background questionnaire. Every participant in this survey is a member of FEKÍ which is an organization of Icelandic English teachers. It bears noting that not all participants answered all the questions in the survey.
3.1.2 The survey

This study used a survey in order to gather the data. The survey was made public on an English teaching forum for Icelandic teachers on February 29th in the year 2016. A letter was sent out with the forum post that asked teachers to participate and provided a link to the survey through Survey Monkey. After about two weeks, with one reminder sent out in between, the survey amassed thirty responses.

On the first part of the survey, the participants were requested to provide background information regarding their gender, age, years of experience, highest level of education, current teaching level, highest level of education, what languages they taught and what kind of teacher they were. The last point was to distinguish the language teachers from the general teachers that happen to teach a foreign language, a practice which is common in the lower grades of primary education but is non-existent in secondary education.

On the second part of the survey, teachers were asked about their knowledge of the Flipped Classroom. Since the purpose of this survey is to find out what teachers know about the Flipped Classroom, this question was used to provide some data on how many teachers were familiar with the term. They were asked if they knew what the Flipped Classroom was and it was requested that they wrote a short summary of their definition. The reason that this part was added to the first question was to find out if the answers of the participants were comparable to the definitions provided in the literature review. They were then asked to rate their understanding of the Flipped Classroom. It is important that the participants’ opinions about their own understanding of flipped classroom be established. The reason for this is that without feeling that one understands how a method works, it is highly unlikely that one would have faith in it and therefore, this could affect the results of this study. The survey then asked if the teacher had ever experimented the Flipped Classroom to enhance their classroom experiences and inquired about the results of said experiment. The reason for this question is not to answer how many people are using the method but rather to answer how many people have experimented with it. In order to test a teaching method, it is important that one be allowed to test it for oneself. Therefore, this question was meant to answer just how much teachers have been allowed to experiment with the Flipped Approach. The participants were then asked if they were familiar with the benefits and drawbacks of flipping a classroom. The reason that these questions are important is that every method has its own strengths and weaknesses. If the participants are able to give good answers to these questions, it would
show that they had been well educated on the usage of the Flipped Method and would have a greater chance of providing satisfying results while using it. The participants were also asked if they knew another teacher that had attempted the Flipped Method. A school, or an educational institution is a very social environment by nature. Teachers teach in the same building, mostly, and are given plenty of time to intermingle and compare ideas. So if a method is popular in a teaching environment, it could motivate other teachers to attempt to use it. Therefore, to find out how many teachers know other teachers that have tried to flip their classrooms would be a valuable piece of information to determine the status of the Flipped Approach in Iceland. The survey subsequently asked the participants if they believed that the Flipped Method was a passing fad, as teachers are prone to place faith in as mentioned before in this essay, or if it was here to stay. The participants were given an option to give another answer to this question if they believed that neither answer was sufficient. The final question was the most interesting one. The teachers were asked if they believed that there was anything in the Icelandic learning environment that would add to or subtract from the effectiveness of the Flipped Method. Since this is a study on the Flipped Classroom within the context of the Icelandic scholastic culture, this question was deemed mandatory.

3.2 Analysis and Results.
This section will describe the results of the study. The graphs from the background parts of the study will be shown here and the results of the open ended questions will be presented to some degree. These will be explored in further detail in the discussion chapter. We begin with the background questions.
Q1: What is your gender?

Twenty-four, 82.76%, of the participants were female and five, 17.24 were male, an overwhelming majority of participants are female. This is a good representation of the Icelandic teaching environment where female teachers are much more prevalent. A total of twenty-nine responses were used for this experiment.

Q2: What is your age?
The most prominent age bracket was that of fifty to fifty-nine years, 48.28%, the least represented age bracket was that of people that were twenty-nine and younger which had zero percent. In between, we had thirty to thirty-nine with 13.79% participation, forty to forty-nine years with 20.69%, and those that were above sixty years of age with 17.24%.

In this section, we notice a distinct lack of younger teachers. This is reflective of the Icelandic teaching environment

**Q3: For how many years have you been teaching?**

When the participants were asked about their teaching experience, one could see the diversity of the group. One participant had been teaching for zero-five years, three people had been teaching for six to ten years, six people had been teaching for eleven to fifteen years, five people had been teaching for sixteen to twenty years, 17.21%; eleven people had been
teaching for twenty-one to thirty years, 37.93%; and three people claimed that they had thirty to forty years of teaching experience, or 10%. These results are not surprising.

**Q4: What is your highest level of education?**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A</td>
<td>28.09%</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>17.24%</td>
</tr>
<tr>
<td>MA in English</td>
<td>17.24%</td>
</tr>
<tr>
<td>MA in Teaching Education</td>
<td>6.90%</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>6.90%</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>5.89%</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>5.89%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>26.89%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The educational background of the teachers was the following. Six of the participants claimed that they had a B.A degree, 20.69%, five claimed to have a B.Ed., 17.24, five also claimed to have an MA in English while two claimed that they had an MA in teaching, 6.90%. An equal number of people claimed to have a M.Ed. and a Ph.D. while only one participant claimed to possess an E.D. Several responses listed degrees that were not listed in the options including three people that had an MA degree in fields other than English, one B.S degree, one B.A degree with teaching certifications and one had an M. Paed. These results, on the other hand, are quite surprising. It is interesting to see that over 35% of the teachers in the study had only completed the bachelor level of education.

**Q5: At what level do you teach?**
When asked about the level that the teachers were currently teaching, six of the teachers answered at the primary education level, 20%, twenty-one taught at the secondary education level, 70%, two participants taught at the university level, 6.67% and one person answered that they taught at both the primary and the secondary level. One thing notable about these results, and something that one must keep in mind, is that this survey comprises mostly of teachers in the secondary level of education.

**Q6: Which of the following describes your teaching situation best?**

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>General teacher</td>
<td>3.33%</td>
</tr>
<tr>
<td>Language teacher</td>
<td>13.33%</td>
</tr>
<tr>
<td>English teacher</td>
<td>83.33%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

The teachers were then asked to choose between three positions which they felt described their situation best. One person, 33.33%, described themselves as a general teacher,
four people described themselves as language teachers 13.33%, and twenty-five participants described themselves as English teachers, 83.33%. A follow up question was asked to this one. That question being what languages they taught. A 100% of the teachers taught English. Two people taught French, 6.90%, one taught Spanish, 3.45%, three taught German, 10.34%, one taught Swedish and one additional teacher taught Finnish. There was one respondent that claimed to teach mainly English and German only on some occasions. One participant chose to skip the question altogether. As this graph shows, there are not exclusively English teachers participating in this survey. This is an important point which will be discussed in a subsequent section.

Q7: If applicable, what languages do you teach?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>100.00%</td>
</tr>
<tr>
<td>Danish</td>
<td>6.66%</td>
</tr>
<tr>
<td>French</td>
<td>6.66%</td>
</tr>
<tr>
<td>Spanish</td>
<td>3.45%</td>
</tr>
<tr>
<td>German</td>
<td>18.34%</td>
</tr>
<tr>
<td>Chinese</td>
<td>0.00%</td>
</tr>
<tr>
<td>Japanese</td>
<td>0.00%</td>
</tr>
<tr>
<td>Norwegian</td>
<td>0.00%</td>
</tr>
<tr>
<td>Swedish</td>
<td>3.45%</td>
</tr>
<tr>
<td>Danish</td>
<td>6.66%</td>
</tr>
<tr>
<td>Finnish</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>3.45%</td>
</tr>
</tbody>
</table>

Total Respondents: 29
As one can see, this study features participants that are mostly English teachers. It is important, however that one mentions the fact that some teachers teach other languages as well.

Q8: Do you know what the Flipped Classroom is? If so, can you provide a one sentence description?

For this part of the questionnaire. Twenty-one out of twenty-nine participants, 70% were able to say that they knew what the Flipped Classroom was. When asked to provide a short description of the Flipped Classroom, some interesting answers were revealed. The answers will be listed here. If there are any repeated, or similar answers, they will be mentioned only ones. These are: “Classroom teaching replaced by video inputs watched at home”. Eleven teachers gave answers similar to this one with references to online videos being watched in place of teacher lectures. “It's where the input is provided at home and the task is performed in the classroom”. Six participants can be said to have given answers similar to this one where they mentioned the reversal of input without mentioning online videos. And finally “Yes, I believe I do. I understand it to be a classroom where attention is paid to different ways of learning and teaching, including different media forms. Often it is described as being the opposite of what most teachers do. In fact, I doubt the validity of that statement...” This answer was rather unique and seems to be a description on the multiple intelligence method rather than the Flipped Method. The most common answers out of all of them were that the input was provided at home and worked with during class. It bears noting that out of these twenty-one responses, only twelve of them, roughly 57% mentioned anything about online lectures, videos or any sort of teacher generated materials. The significance of this will be touched on in the discussion chapter.
Q9: How good would you say your understanding of the Flipped Classroom is?

As should have been expected, knowledge on the Flipped Classroom seems to be rather varied with the majority rating theirs as either good or average.

Q10: Have you ever tried to flip your teaching in accordance with the Flipped Classroom approach? If so, how would you rate that experience?

It is interesting to see that 57.14% of the participants had never tried to use the Flipped Method. The teachers that opted to provide other answers said that they had speculated about it but had never found an appropriate project, that they had only partially tried it with lacklustre results and one participant simply answered with “Don’t know”
Q11: In your view, what would be the most effective aspect of the Flipped Classroom

Twenty out of thirty participants, 66% opted to give a response to this question. Some of the interesting responses to this questions were: “Allowing students to come to class and do all the work themselves-teacher only assists”, “Each pupil, regardless of ability, would get the time needed to master the information needed to perform the task.”, “More time for project work at school. More student focused education.”, “Students are more involved in the work in the classroom.”, “The use of video/audio in an accessible manner provides better and more varied materials than the standard textbook.”, “The learning at a pupils own speed and at a chosen time”, “Less stress on teacher.”

Q12: In your view, what would be the least effective aspect of the Flipped Classroom

When asked about the potential weaknesses of the Flipped Method, nineteen out of thirty participants, 63%, opted to answer. The primary concern, with ten participants mentioning this, was that there would be no way of knowing or ensuring that students watched the lectures that had been prescribed. The time it would take to record lectures was also mentioned along with the potential of the classroom becoming “atomized.”

Q13: Do you know anyone who has used the Flipped Classroom approach?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>76.67%</td>
</tr>
<tr>
<td>No</td>
<td>20.00%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>3.33%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
From this graph, one can clearly see that there are in fact teachers in Iceland that do use this method.

Q14: Do you think the Flipped Classroom is...?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A passing fad</td>
<td>20.69%</td>
</tr>
<tr>
<td>Here to stay</td>
<td>44.83%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>34.48%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

In order to fully cover this segment, it is important to cover what some of the other responses were. Four of these responses, 14%, was that they simply did not know or did not feel comfortable making such a prediction. Another four of these, claimed that the Flipped Classroom was a wonderful method that should be used with caution and alongside a variety of other methods. One participant pointed out that the method was not a new phenomenon and had only been relabelled and the final participant claimed that traditional, flipped and distance learning would meld together into a wonderful teaching tool.
Q15: Is there in the Icelandic education environment that you feel would add to/subtract from the effectiveness of the Flipped Method

Before listing the responses to this question, it bears noting that the original survey contained a missing word. One participant claimed to not understand the question, which could be a direct result of this error. There were more negative things than positive things listed in these responses. The positive things is the great independence that Icelandic teachers have and the increased access to home computers that students possess. The negative things are that some students simply do not have access to home computers, the time constraint that teachers suffer when it comes to changing course books, the lack of knowledge that the teachers seem to have about how to create an engaging and interesting teaching video, the lack of parental supervision, and the school system being unsupportive and preoccupied with time frames.

In other words, the Icelandic learning environment appears to be unsupportive of the Flipped Method. The results and their implications will be discussed further in the following section

3.3 Discussion
In this section, the results will be discussed in isolation, the responses will be compared to each other and contrasted and analysed in order to extract the specific and general implications that one can take from this survey

3.3.1 The sample
Before going further into the implications, it is important to recognize the limitations of the sample size. Only thirty responses could be gathered for this survey. It is difficult to say just how many English teachers there are in Iceland and of those, how many are members of the FEKI list, but one cannot say that this sample size is large in any case. Secondly, it bears mentioning again that 82.76% of the participants were female with only 17.24% being male. This is mostly due to the overwhelming majority of female teachers in the Icelandic school system as a whole. Next, let us examine the age of the participants. It bears noting that nineteen of the participants, 65.5%, of the participants were above the age of fifty. It is also important to note that a vast majority of teachers participating in this study are teaching at the
secondary level. This is important because the different levels emphasise different things. For example, if there had been more university level teachers, the results might have been different. The second point has to do with the nature of the research project itself. Although the survey was mainly aimed at teachers of English, some of the teachers teach different language as well. For those teachers that have used the Flipped Method before, it is difficult to tell whether or not their experiences are reflective of their usage of the method to teach English of it was used for some other language.

3.3.2 Knowledge on the Flipped Classroom
When we examine the answers that the teachers gave in regards to their knowledge on the Flipped Classroom in question eight, it is clear that the results indicate that Icelandic English teachers are at least familiar with the Flipped Classroom. The most noteworthy of the results is the difference between the teachers that mention anything about teacher generated material and those that do not. There seems to be some misunderstanding about the nature of the Flipped Classroom, at least when one goes by the definition that was explored in the literature review. The percentage of teachers that mention anything about teacher generated content is 57%. One could assume that the remaining 43% of the teachers simply believe that students prepare themselves for the classes via course books or traditional homework. In other words, without any follow-up data, one could get the impression that these teachers believe that the Flipped Classroom has completely discarded the lecture format in favour of a more autonomous approach which is not accurate. The reason that this is important is that teacher generated material, lectures or videos, serves a completely different purpose from material found in course books. Lectures, whether they be in digital or personal format, are meant to condense the material into a short summary in order to help the students process the material. Another purpose of this practice is to let the students hear the material after it has been filtered through the minds of a person that they trust and can ask to clarify if they do not understand. Therefore, this would seem to indicate that a lot of the teachers that responded to this inquiry are missing a key part of what makes the Flipped Classroom work. This could, of course, be due to forgetting to mention the lecture part of the flipped formula. Perhaps if the project had offered some kind of follow up inquiry process, this issue would have been addressed. That being said, it is clear that these results are indicative of Icelandic English teachers are at least familiar with the basic concepts of the Flipped Classroom. It also bears noting that the graph for question nine, where teachers are asked to rate their knowledge of the Flipped Classroom, correlates well with the results from question eight. Question eight
was skipped by nine participants and six participants rated their knowledge of the Flipped Classroom as poor with one claiming no knowledge of the Flipped Classroom.

3.3.3 How Many Respondents Have Tried the Flipped Classroom Approach?
When we look at the graph for question 10 where teachers were asked whether or not they had tried the Flipped Method, one can see that 57.14% replied that they had not. There are three more responses that need to be discussed, those being the responses in the other category. One teacher claims that they had only partially tried it with lacklustre results, one only speculated about it but had not found the appropriate project for it. The other simply said that they did not know. It is safe to say that these three fall into the category of people that have not tried the method for themselves. In other words, the actual percentage of people that have not tried it is 67.85%. Would this be because of a general lack of interest in the method or are there other underlying factors? Reliable data on how prevalent the Flipped Classroom approach is difficult to find. However, Corry and Carlson-Bancroft report that according to the national Flipped Learning Network, has seen its online community quadruple in the year 2013. The number of participants in that year went from 2,500 to 11,000 (Corry & Carlson-Bancroft, 2014, p. 21.). Would it be possible to say that a comparable increase happened in the Icelandic teaching community at the same time? That is an interesting but difficult question. This will be touched on later in the section about the factors that could aid or hinder the Flipped Method in the Icelandic learning environment.

3.3.4 The Benefits and the Drawbacks of the Flipped Classroom Approach
Below, an analysis of the teachers’ answers to the questions regarding the benefits and drawbacks for the Flipped Method and see if they correlate with the literature as presented in the literature review. One of the first advantages listed by our participants was that the usage of the Flipped Method would give students the ability to be more active in the lesson. This point was discussed earlier in a study by Cockrum (2013) (Cockrum, 2013, p. 15-16). This makes sense since the Flipped Method focuses on the student rather than the teacher, which makes the student more active in the ideal setting of the Flipped Classroom. The second point that was brought up by the participants is the increased time each student has to master the material at their own pace. Once, again, this point was also brought up in the literature
review. Obari and Lambacher (2015) arrived at this same conclusion in their study (Obari and Lambacher, 2015, p. 435-436). One teacher made the point that this method would put less stress on the teacher. This is one point that does not seem to correlate with the literature. Johnson and Marsh (2014) discovered quite the opposite when conducting their study (Johnson and Marsh, 2014, p. 29). One could say that the teacher was thinking of flipping in the long run. That once a teacher acquires skills in video making and gets used to the new format, it would provide less stress for teachers. This would make sense since it decreases classroom time which the teacher would need to organize. Given the answers provided by the participants in the study, one can safely say that the results indicate that teachers are quite aware of the benefits that come with using the Flipped Method.

We now examine the teacher’s response to the potential drawbacks of the method. An overwhelming concern of the teachers in this survey was that there was no way for teachers to check if the students watched the video or not. A possible solution for this problem was proposed in the lesson plan section of this paper, which was to have the students write notes about the subject matter to be checked in class which would be evaluated in their participation grades. The second most mentioned drawback was the increased stress on the teachers. This is where Johnson and Marsh (2014) do agree with our participants (Johnson and Marsh, 2014, p. 29). Flipping, as the name implies, means turning everything that the teachers have previously organized and turning it upside down. One could argue that once teachers are used to the Flipped Approach that they would have an easier time making lessons but that is no small accomplishment. It is interesting that the drawbacks listed by our participants were much less varied than the advantages. This could be due to all the positive attention that the Flipped Method has been getting in scholarly articles.

3.3.5 Is the Flipped Approach a Passing Fad?
It is interesting to see that there appears to be some general support for the Flipped Method here. Let us first address the 20% that labelled the Flipped Method as a “passing fad”. The survey could have been clearer on this. There is no way of knowing truly what the participants meant by this. It could mean that the participant has little faith in the Flipped Classroom as well that the Flipped Classroom is getting a lot of undeserved praise and will one day just be regarded as just another teaching format that exists among many others. If we count the answers that claimed that the Flipped Classroom was another tool to be used in
combination with other tools as people that have faith in the Flipped Classroom, we arrive at a 66% response rate of people that can be confirmed to have faith in the Flipped Classroom. This raises an interesting question. Why is it that so many of the participants seem to have faith in the Flipped Classroom and yet so few of them have ever tried it? One possible explanation is that the discussion about the Flipped Classroom relatively new. At least when one thinks about discussion on the same level as the Flipped Classroom has been given over the course of the last few years. It takes time for teachers to adopt a completely new teaching format. Another possible explanation will be covered in the following chapter.

3.3.6 Is the Icelandic Education System a Facilitative Learning Environment?

The many negative things listed in the section about the Icelandic learning environment could be the key to explaining the discrepancy mentioned in the previous chapter. Let us examine the positives first. The first positive mentioned was the greater access to home computers. That is certainly a positive thing but as was also mentioned in the negative part of these answers, universal access to home computers is far from being a reality. The second positive that was mentioned was that Icelandic teachers enjoy great independence when it comes to teaching. It is assumed that this answer refers to the fact that the teaching methods which teachers use are not mandated. In other words, there is no one telling teachers what methods they should or should not use. Now let us go over the negative aspects. It is difficult for teachers that are always changing course books since they would need to update their online lectures to fit the new teaching materials. Teachers would still need to get used to the idea of transforming their lessons into a flipped format. The constant updating of text books would pose a problem since, as mentioned before, the teachers would need to update their lessons when they do. This was clearly a problem to the Icelandic teachers that took part in this survey. However, Gaughan claims that when she attempted to implement the Flipped Classroom in her history lessons, the creation of the videos proved relatively simple despite her original anxiety about the task (Gaughan, 2014, p. 231). Could this indicated that the participants in this survey are simply afraid to attempt to make their own videos due to their fear of failure? This leads into the second drawback which is the fact that a lot of teachers do not know how to create videos. This is completely understandable since nothing in their training has necessarily prepared them for this. The next answer mentions lack of parental supervision. It bears mentioning that this point was made by a primary school teacher. It is
however, no less valid and discipline problems are in no way exclusive to the primary level of education. The next issue is the preoccupation with timeframes. It is not certain what was meant by this, exactly, but one can assume that it means, in part at least, with how long a lesson should be. Most schools structure their timetables into periods. The lengths of these periods vary from school to school but most schools expect teachers to work within these periods. Because of this, teachers of some schools would have a difficult time structuring their lessons. Another thing that needs to be addressed is the power that habitual behaviour has. Most of the teachers that participated in this survey have been teaching for much more than five years. Therefore, it is safe to say that they would be comfortable with their teaching methods and reluctant to experiment with other techniques. The last point that was brought up is the most significant. That being the Icelandic school system is not encouraging to new ideas. In order to test new ideas, time, effort and money are required. The school system is usually struggling for finances which would make reluctance to adapt new ideas understandable.

3.3.7 Answering the Research Questions
Having given the data that this survey provided, and analysed its implications, it is time to attempt to answer the research questions. The results are indicative that Icelandic English teachers are rather well acquainted with the concept of the Flipped Classroom, the Icelandic English teacher does not use the Flipped Classroom on a regular basis and that the results of that are mixed, the Icelandic English teacher is familiar with the documented strengths and weaknesses of the Flipped Classroom and finally, the Icelandic learning environment is not sufficiently facilitative of the Flipped Classroom. The keyword here is indicative. These are interpretations of one small survey. The writer of this essay recognizes that the answers provided by this study are not final and further research is needed to ascertain the status of the Flipped Classroom Approach in English teaching in Iceland.

3.3.8 Conclusion
In conclusion, the Flipped Classroom is here to stay. When one looks at it in the context of the history of the development of pedagogy, it seems like a logical development given the move to student centred teaching and the incorporation of technology into the classroom. It has been shown to be successful in a number of different subjects including History, Mathematics and Pedagogy. It has been shown to be successful in promoting active learning.
among students, strengthen the relations between students and teachers, decrease student anxiety, promote autonomous learning, provide a student centred atmosphere and increase engagement among students. The most powerful aspect of the Flipped Model when it comes to teaching languages is its ability to promote discussion among the students. Language can only be truly mastered if one is also able to practice speaking it. For this reason, the Flipped Classroom is an invaluable tool for any language teacher that wishes to increase a student’s communicative competence. Of course, both students and teachers need to be properly trained in its usage. I would like to bring up an earlier proposal that was made in this essay. A good way for a teacher to learn about the Flipped Approach is to have their training be done in the flipped format. That way, they can experience the Flipped Classroom both as a student and as a teacher. The questions that arose from this study are several. For example, why is it that so many of the teachers in this study only possessed a bachelor’s degree? Why are there so many teachers that seem reluctant to try the Flipped Classroom despite being so familiar with the literature? What can be done to further facilitate the Flipped Classroom in the Icelandic foreign language classroom? These are all questions that will require more research. Regardless, like any other field, language education needs to keep up with changing times. More creative uses of technology and more constructive uses of the time teachers actually have with their students in the language class can only enhance their educational experiences.


Bergmann, J., & Sams, A. (2012). Flip your classroom reach every student in every class every day. Eugene, Or.: International Society for Technology in Education .


Gaughan, J. E. (2014). The flipped classroom in world history. *History Teacher, 47*(2), 221-244.


Stone, B. B. (2012). Flip your classroom to increase active learning and student engagement. In Proceedings from 28th Annual Conference on Distance Teaching & Learning, Madison, Wisconsin, USA.


Zhao, Y., & Ho, A. D. (2014). Evaluating the flipped classroom in an undergraduate history course.
Appendix A
Letter to the participants

Hello. My name is Kristján Sigurðsson and I am a student in the Master’s program in English teaching at the University of Iceland. My Master’s thesis is about the use of the Flipped Method in foreign language teaching.

Below is a link to a survey. It is split into two parts, a background survey and a segment on your views about the Flipped Method. Some of the questions are multiple choice and some require short answers. An estimated time of completion is around five minutes. Your answer will be treated with confidentiality, anonymity and professionalism. All participation is greatly appreciated. Any questions regarding the study can be asked in a reply to this email.

https://www.surveymonkey.com/r/Theflippedmethod

With thanks in advance
### Teaching plan

**Name of teacher**

**Group: Students in the 1st. Year of Secondary School. Language Level B1**

**Number of students 25-30**

**Date undetermined**

**Duration of lesson 60 minutes**

**Objectives**

- To learn about civil forfeiture, what is it? What are its implications? Why has it become a practice? Is it morally correct?
- To increase communicative competence with in class discussions
- To learn target vocabulary about civil forfeiture
- To give students the chance to increase their critical thinking skills.

**Teaching tools**

- Short Powerpoint presentation
- Video on civil forfeiture
- Guidelines for discussions

**Student status**

The students are all in their first year of secondary education. Their English competences are varied and their interests are different. Their preparation of secondary education is also mixed due to them coming from different primary educational backgrounds. Students’ communicative competence is unknown. They know of the Flipped Method due to the previous lesson where it was introduced.

### Target vocabulary

**Key words:** Civil-rights, Public-trust, Civil-forfeiture, State, Federal, Legalized robbery, Seizures, Preponderance, Confiscate, Property, Proceeds, Affidavit, Shake-down, Funds, Limitations, Recourse,

**Idioms:** Calling the shots,

Register: Formal debate and discussion

### Method explained

This lesson serves as an introductory lesson to a flipped course. The use of a class discussion allows the students to learn about the topic of civil forfeiture as well as enhance their critical thinking and formal communicative skills. This also gives the teacher and opportunity to converse with the students on an individual basis. This allows the teacher to evaluate every single student communicatively and individually. This will allow the teacher...
to evaluate whether or not the Flipped Method will fit the students learning styles and provide valuable data on what would be the best action to take.

<table>
<thead>
<tr>
<th>What the teacher does</th>
<th>What the students do</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-Rolecall</td>
<td>00-Answer Rolecall</td>
</tr>
<tr>
<td>05-Brief the students on today’s activity</td>
<td>05-Listen to debriefing</td>
</tr>
<tr>
<td>10-Organize the students into groups of 3-4. Teachers walks around the classroom observing students’ interactions, take notes on their abilities</td>
<td>10-Discuss the video that they watched about civil forfeiture and its implications, moral validity and origins using the target vocabulary and formal discourses</td>
</tr>
</tbody>
</table>

**Potential problems**

Lack of interest in the Flipped Method  
Lack of interest in discussion

**Potential solutions**

Promote a positive learning environment  
Promote active discussion through praise and interesting questions