

THE IMPACT OF FLIPPED  
TEACHING ON EFL PRE-  
SERVICE TEACHERS'  
PROFESSIONAL  
DEVELOPMENT: A  
REFLECTIVE AND SOCIO-  
CONSTRUCTIVE  
PERSPECTIVE

*DR. IŞIL GÜNSELİ KAÇAR AND  
MERVE HATİPOĞLU*

*THE DEPARTMENT OF FOREIGN  
LANGUAGE EDUCATION*

*MIDDLE EAST TECHNICAL  
UNIVERSITY*

**FLIPPED  
IMPACT**



**Erasmus+**



# Flipped Impact Project Overview

Flipped Impact is a KA201 (Key action 2- Strategic partnership for school education) project within the scope of Erasmus+, which refers to cooperation for innovation and the exchange of good practices.

The specific objectives of the project are to promote language skills and multiliteracies, provide an opportunity for differentiated instruction strategies, improve K-12 learners' level of English language proficiency, guide pre-service teachers to devise educational tools and methodologies related to technologies, and enhance intercultural awareness and diversity.

The project duration is 24 months+ a 6-month extension (from October 2018 till April 2021).

# FLIPPED IMPACT PROJECT OVERVIEW

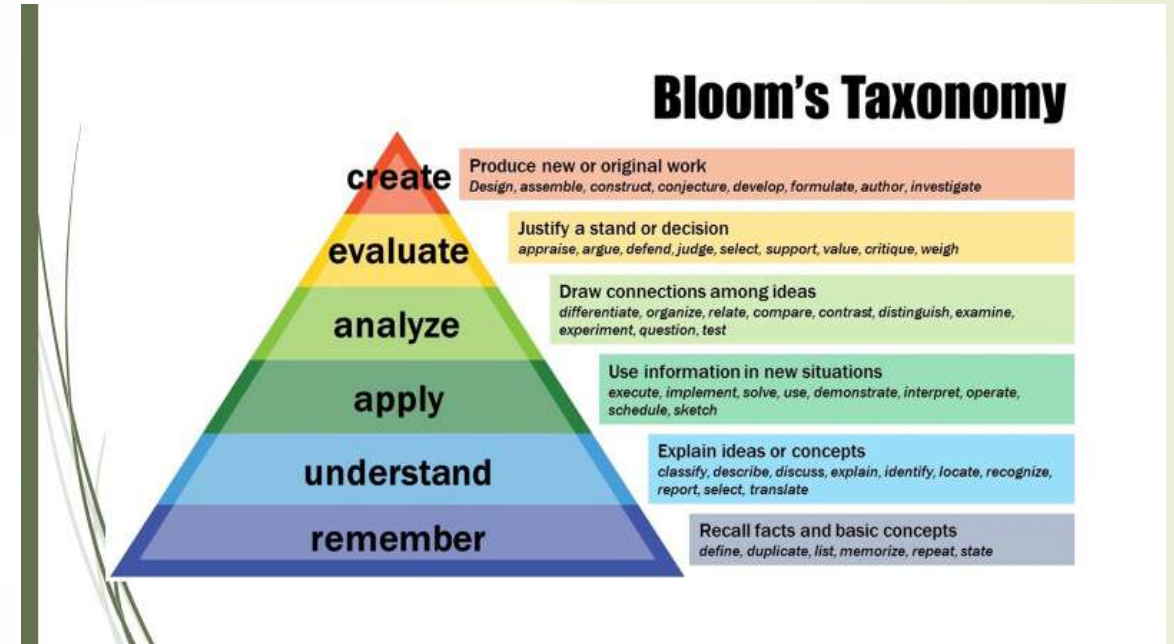
- Nine partner organizations from five countries :
- Turkey, the Netherlands, Spain, Lithuania, and Romania (four universities and five K-12 schools)
- The Turkish K-12 School: METU Development Foundation School- the secondary division.
- Project webpage:
- <https://www.myschoolsnetwork.com/projects/flipped-impact-2>

# INTRODUCTION

- Recent developments in higher education have emphasized new and more learner-centered ways of teaching.
- The flipped classroom is one example of this shift where instructors and students have undertaken new roles.
- The flipped classroom is broadly defined by Abeysekera and Dawson (2014) as a set of pedagogical approaches that move information-transmission teaching out of class, use class time for active and social learning, and require students to complete pre- and/or post-class activities to fully benefit from in-class work.
- The delivery of course content is made possible in most cases by technological innovations such as video lectures, which is blended with in-class active learning designed to create meaningful student-instructor and student-student interactions.


# Bloom's Taxonomy

- The revised Bloom's taxonomy lies at the heart of the flipped classroom approach.
- In line with the revised Bloom's taxonomy (2001), students are engaged in the lower levels of cognitive work (gaining knowledge and comprehension), lower order thinking skills outside class,
- and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation)/ higher order thinking skills in class, where they have the support of their peers and the instructor.
- This model contrasts with the traditional model in which "first exposure" occurs via lectures in class, with students assimilating knowledge through homework. This is where the term "flipped classroom." comes from.




# INTRODUCTION

The flipped classroom is a rapidly growing area of research, but still in its infancy.



Despite the growing interest in the flipped classroom, relatively little research has been undertaken into this pedagogical approach in the ESL/EFL context (Pawson 2006) .



The flipped classroom approach is 'under-evaluated, under-theorized and under-researched in general' (Abeysekera & Dawson, 2014) .

# INTRODUCTION

Although there is also a lack of conclusive evidence for the potential of the flipped classroom to offer a significant improvement over more traditional teaching forms in higher education (O'Flaherty and Phillips , 2015),

the learning context is found to play a significant role in the impact of the flipped classroom on the student achievement and student attitudes.

Research findings have not yet produced a single implementation model for the flipped classroom, but it is acknowledged that to best engage students and to promote learning, teaching approaches that go beyond the traditional lecture are the most effective (O'Flaherty & Phillips, 2015) .



# INTRO

The flipped classroom approach adopts active learning strategies.

Active learning is generally defined as ‘any instructional method that engages students in the learning process’ (Prince, 2004, p.1).

It is often contrasted to the traditional lecture.

- As opposed to lectures leading to low student attention and a learning environment supporting a surface approach to learning (Young, Robinson, & Alberts 2009),

the flipped classroom is perceived to foster student engagement and active learning through preparatory work, e.g. typically videos, and students being more active during class time (O’Flaherty & Phillips 2015).



## INTRODUCTION

Active learning is not just about organizing student activity (e.g. input) but it also requires students to do meaningful activities and to think about what they are doing (Prince, 2004).

In the flipped classroom, the role of the instructor shifts from a content provider to a facilitator.

This shift in the instructor's role mediates students' ownership of their own learning and self-regulative skills.

This pedagogical approach can be beneficial as it enables students to learn at their own pace,

Having access to technology such as videos provides flexibility as to when the students engage with the lesson materials and class time is allocated to discussions and group work.

# THE THEORETICAL FRAMEWORK



The flipped classroom aligns well with the socio-constructivist perspective on learning and it offers a useful theoretical framework to investigate preservice teachers' engagement.

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As learning socially constructed through interaction, engagement and participation, the term 'the socio-constructivist perspective'

is an umbrella term for approaches which root learning in social interaction (Baird et al., 2014).



In this view, learning is the result of continuous transactions between the environment and the individual (Sfard, 1998).



Learning is based on engagement, activity and participation in interaction with peers, context and content.



The social-constructivist perspective is important for the current study as higher order cognitive functions, or deep learning, such as problem-solving, developed through interaction with oneself and others, is crucial for individuals' competence and knowledge development.

# THE THEORETICAL FRAMEWORK

- Engagement is considered to play a pivotal role in learning and achievement in higher education (Fredricks, Blumenfeld, & Paris, 2004; Kahu, 2013).
- Being dynamic, fluctuating, context-bound and interactive in nature, student engagement is regarded as influential in student learning (Goldin, et al., 2011).
- The current study adopted the theoretical framework for classroom engagement by Wang, Bergin and Bergin (2014).
- The three core dimensions of this framework are affective, cognitive and behavioural engagement (Fredericks, et al., 2013).

# THE THEORETICAL FRAMEWORK



**Cognition** involves deep learning and self-regulation while affect refers to enthusiasm, interest and belonging. (Fredericks, et al., 2013).



**Cognitive engagement** is concerned with the processes such as “meaningful processing, strategy use, concentration and metacognition (Ayçiçek & Yanpar Yelken, 2018, p. 387).



**Affective engagement** refers to “positive feelings of students such as interest, excitement and amusement” (Ayçiçek & Yanpar Yelken, 2018, p. 387) .



The **behavioural engagement** is related to time and effort, interaction and participation (Fredericks, et al., 2013).



It refers “the observable behaviours such as asking questions, being active in teamwork and completing tasks without delay” (Skinner, Kindermann, & Furrer, as cited in Ayçiçek & Yanpar Yelken, 2018, p. 387).



In the study, the EFL pre-service teachers’ perspectives on flipped teaching were explored via the engagement framework from the cognitive, affective and behavioural dimension.

# THE STUDY

- **Research Questions:**
  - 1. What was the contribution of the flipped teaching experience to the professional development of the fourth-year EFL preservice teachers in the Flipped Impact project in terms of their cognitive engagement?
  - 2. What was the contribution of the flipped teaching experience to the professional development of the fourth-year EFL preservice teachers in the Flipped Impact project in terms of their affective engagement?
  - 3. What was the contribution of the flipped teaching experience to the professional development of the fourth-year EFL preservice teachers in the Flipped Impact project in terms of their behavioural engagement?
  - 4. What were the challenges the fourth-year EFL preservice teachers in the Flipped Impact project faced and how did they overcome them?



# THE STUDY

**Research Design:** Qualitative case study

**Duration:** 10 weeks during the 2019-2020 academic year

**The study context:** The flipped classroom approach was integrated into the practicum component of the fourth-year practicum courses (School Experience and Practice Teaching course) at the Department of Foreign Language Education at Middle East Technical University.

The flipped classroom approach was implemented in the form of flipped lessons for 7th graders on a weekly basis at METU College Private Secondary School.

The 19 7th graders were within an age range between 11 and 13 years and had a B1-B2 level of proficiency in English.

The 7th graders were divided into two sections for the flipped classes (10 in one class and 9 in the other one).

**The frequency of flipped lessons:** on a weekly basis (one hour every Thursday between 16.00 and 17.00 in the two computer laboratories of the METU College Private Secondary School

# THE STUDY

- Participants: Four EFL preservice teachers (two males and two females)
- Criterion sampling strategy- familiarity with and interest in the integration of ICT into language teaching, advanced level of proficiency in English, flexibility, adaptability to new situations, having well-developed problem solving, and critical thinking skills, creativity, and a growth mindset, being good at conflict management, being a good collaborator in a team
- Age range: 22-24 years

# DATA COLLECTION



Reflective journals (every week)



Semi-structured interviews (three times- at the beginning of the study after the first flipped lesson, in the middle of the study, after the 5th week, and at the end of the study)



In Turkish




Audio-recorded with the permission of the participants



# DATA ANALYSIS

- Content Analysis (Miles and Huberman, 2014)

A decorative geometric pattern on the right side of the slide, featuring interlocking shapes in shades of orange, purple, teal, and beige, some with cutout star-like patterns.

# THE IMPACT OF FLIPPED TEACHING ON EFL PRE-SERVICE TEACHERS' PROFESSIONAL DEVELOPMENT: A REFLECTIVE SOCIO- CONSTRUCTIVE PERSPECTIVE

When I was a pre-service teacher...

*N. Merve Hatipoğlu*

*Teacher of English at Denizli METU Development  
Foundation Secondary School*

# OVERVIEW

1

Flipped model's  
contribution to my  
professional development

- Cognitive, affective, and behavioral dimensions

2

Challenges of flipped  
teaching and how to  
overcome them

3

Topics of the flipped  
lessons we applied

# FLIPPED MODEL'S CONTRIBUTIONS TO MY PROFESSIONAL DEVELOPMENT

## COGNITIVE DIMENSION

- Bounding the acquisition outside with production in class
- Motivating learners towards learner autonomy as well as how to learn from each other
- Significance of choosing an authentic topic and creating a meaningful context
- Considering learner differences and differentiation of learning



# FLIPPED MODEL'S CONTRIBUTIONS TO MY PROFESSIONAL DEVELOPMENT

## AFFECTIVE DIMENSION

- Collaboration with colleagues
- Willingness to create technological content
- Confidence in class
- Supporting discovery learning and using certain strategies of discovery learning
- Following a student-centered approach



# FLIPPED MODEL'S CONTRIBUTIONS TO MY PROFESSIONAL DEVELOPMENT

## BEHAVIORAL DIMENSION

- Enthusiastic student participation to in-class activities
- Overcoming unwillingness of some students to engage in interactive homework at home
- Immediate feedback during production part for in-class activities and interactive content of the technological tools



# CHALLENGES OF FLIPPED MODEL



Hard to control every student and give instant feedback to each one of them



Addressing to different learner profiles at the same level of production in class



Having students do homework before coming to class



# HOW I COPE WITH THE CHALLENGES OF FLIPPED TEACHING

## CHALLENGES OF FLIPPED MODEL

## HOW TO OVERCOME THEM

Hard to control every student and give instant feedback to each one of them

Including pair activities (Learners have the chance to learn from each other.)

Addressing to different learner profiles at the same level of production in class

Arranging station activities to give importance on differentiation (Every learner can follow the activities at their own pace.)

Having students do homework before coming to class

Designing in-class activities interrelated and according to the outside the classroom activities (Harmony between the pre-class homework and production part in class)



# STATION MODEL & FACE-TO-FACE BENEFITS AND CHALLENGES

	Station Model of Flipped Teaching	Face-to-face Flipped Teaching
Why is face-to-face teaching more practical?	Hard to control the students and give instant feedback	Easy to keep the students under control
	Hard to keep the balance between the pair work and station activities	Easy to include pair-work and group activities (One of the important issues in Flipped learning.)
Why is station model more practical?	Every learner can follow the activities at their own pace. (One of the key points of flipped learning.)	Each student has to keep up with each other
	Easy to integrate technology by providing self-paced individual activities	Difficult to integrate technology into individual activities

**ACADEMIC YEAR 2019-2020 ERASMUS+ FLIPPED IMPACT PROJECT 7<sup>TH</sup> GRADE COURSE SCHEDULE**

Date	Teacher I (Class A)	Teacher II (Class B)	Topics
October 10, 2019	Warm-up Activities		
October 17, 2019	Fatma Nur Öztürk	Merve Hatipoğlu	<i>Present Tenses</i>
October 24, 2019	Ridwan Whitehead	Tan Arda Gedik	<i>Past Simple &amp; Present Perfect</i>
October 31, 2019	Merve Hatipoğlu	Fatma Nur Öztürk	<i>Present Perfect Continuous</i>
November 7, 2019	Tan Arda Gedik	Ridwan Whitehead	<i>1. Would prefer + infinitive with the connector rather than 2. Would rather + main verb + than + main verb</i>
November 14, 2019	Fatma Nur Öztürk	Merve Hatipoğlu	<i>Future in the past: Was/were going to for unfulfilled intentions; to talk about the future from a point in the past</i>
November 21, 2019	MEB's Mid-Semester Break (No Class)		
November 28, 2019	Ridwan Whitehead	Tan Arda Gedik	<i>Narrative Forms (Revision): Past perfect, Past cont., used to, Past simple</i>
December 5, 2019	Merve Hatipoğlu	Fatma Nur Öztürk	<i>Future plans, intentions and arrangements (will, may, going to present cont., present simple)</i>
December 12, 2019	Tan Arda Gedik	Ridwan Whitehead	<i>Future continuous tense to express an activity that will be in progress in the future at a specified time (in affirmative, negative and question forms)</i>
December 19, 2019	Fatma Nur Öztürk	Merve Hatipoğlu	<i>Conditionals: Zero &amp; First Conditionals</i>
December 26, 2019	Ridwan Whitehead	Tan Arda Gedik	<i>Second Conditional</i>

**ACADEMIC YEAR 2019-2020 ERASMUS+ FLIPPED IMPACT PROJECT 7<sup>TH</sup> GRADE COURSE SCHEDULE (SPRING TERM)**

Date	Teacher I (Class A)	Teacher II (Class B)	Topics
February 13, 2020	Fatma Nur Öztürk	Merve Hatipoğlu	<i>Zero &amp; First &amp; Second Conditionals</i>
February 20, 2020	Rıdwan Whitehead	Tan Arda Gedik	<i>Second Conditional</i>
February 27, 2020	Merve Hatipoğlu	Fatma Nur Öztürk	<i>Passive voice with by in simple present, present continuous, simple past, future and perfect tenses and with the modal auxiliary can in which the object of the verb becomes the subject of the passive verb</i>
March 5, 2020	Tan Arda Gedik	Rıdwan Whitehead	<i>Reported Statements &amp; Questions (including ask, explain, add, admit, complain, reply)</i>
March 12, 2020	Fatma Nur Öztürk	Merve Hatipoğlu	<i>Defining Relative Clauses</i>
March 19, 2020	Coronavirus Nightmare (No Class)		
March 26, 2020	Coronavirus Nightmare (No Class)		
April 2, 2020	Rıdwan Whitehead	Tan Arda Gedik	<i>Defining &amp; Non-defining Relative Clauses</i>
April 9, 2020	Merve Hatipoğlu	Fatma Nur Öztürk	<i>Neither ... nor / Either ... or</i>
April 16, 2020	Tan Arda Gedik	Rıdwan Whitehead	<i>Making comparisons to show similarity with (not) as ... as with adjectives and adverbs (as much as, as many as, as few as, as little as)</i>
April 23, 2020	National Sovereignty and Children's Day (No Class)		
April 30, 2020	Fatma Nur Öztürk	Merve Hatipoğlu	<i>Third Conditional (Type 3 + I wish + If only)</i>
May 7, 2020	Rıdwan Whitehead	Tan Arda Gedik	<i>Revision</i>



II.	
Lesson Topic/Theme:	<b>How to Make Donuts!</b> Passive Voice
Lesson Focus (Teaching Point):	Grammar
Materials and Texts Used:	White Board, Board Marker, Computer, Headphones, Projector, Handouts, Ingredients, Spoon, Plastic Knife, Fork, Tables, Gloves, Glass
References:	<a href="https://youtu.be/JD3BT8rUGlg">https://youtu.be/JD3BT8rUGlg</a>  <a href="https://edpuzzle.com/media/5e4820dcdba02041744c5043">https://edpuzzle.com/media/5e4820dcdba02041744c5043</a>  <a href="https://flippedimpactproject1.h5p.com/content/1290938519943201397">https://flippedimpactproject1.h5p.com/content/1290938519943201397</a>  <a href="https://new.edmodo.com/groups/metu-college-fall-2019-2020-30644659">https://new.edmodo.com/groups/metu-college-fall-2019-2020-30644659</a>
Audio-visual Aids:	1. Donut Recipe Video (Remembering) 2. Fill-in-the-Blanks Handout & H5P (Understanding) 3. Create Your Own Recipe! (Applying) 4. Title and Draw It! (Evaluating) 5. Checklist for the Recipe (Analyzing) 6. A Variety of Recipes (Creating) 7. Writing Handouts (Creating)

**Objectives:**

By the end of the lesson, the intermediate (B1) level students will be able to;

1. Watch the animated and interactive video which has been prepared by using *Powtoon* on "How to make donuts" and answer the questions which are embedded in the video.
2. Fill in the blanks in a donut recipe by writing the correct forms of the verbs in brackets and remembering the use of verbs in **Passive Voice** on *H5P* website.
3. Writing a short recipe in 100-150 words by using their imagination and integrating some sentences with **Passive Voice** into their writing task after choosing at least three objects and verbs given by the teacher.
4. Find a title for their friend's recipe and draw its picture by using their computer or phone after carefully reading and evaluating it by understanding the function and form of **Passive Voice**.
5. Check off the given **Passive Voice** sentences by deciding whether these statements are true or false in terms of the recipe of their friend.
6. Write how they would adapt their friend's recipe if they had the chance to make it at home by using **Passive Voice** in 100-150 words after thinking critically on it.
7. Write the relevant recipe, which they have decided to prepare in the classroom, on a paper by using **Passive Voice** sentences in 100-150 words.
8. Tell orally what they are doing during the preparation of the relevant recipe by using

# THE MORE FLIPPED THE MORE LEARNER AUTONOMY!

8.What was your favorite activity in this lesson?

4 yanıt

Making our own food

Making food.

Making food

Cooking with friends

9.What was your least favorite activity in this lesson?

4 yanıt

Nothing

Nothing.

Nothing

Writing our recipe



Merve Hatipoğlu posted to METU College Fall 2019-2...

...

More

Öğretmen at Middle East Technical University

Feb 24 - 11:31 PM · 📱

Hi all!

This week, we will follow a new path:) You need to do the activities on-line except for the last one. You need to join the sub-group of Edmodo in order to have the access to the activities. (GROUP CODE:2tpu89)

P.S. The LAST activity will be held IN CLASS:))



Merve Hatipoğlu posted to METU College Fall 2019-2...

...

More

Öğretmen at Middle East Technical University

Feb 25 - 12:02 AM · 📱

HERE IS THE LAST ACTIVITY OF THIS WEEK!! You need to apply recipes in class. Follow these steps:

- 1- Connect with your group members.
- 2- Choose a recipe. (You may either choose one of the recipes below or find your own recipe.)
- 3- Bring the ingredients and your mobile phone to the classroom on Thursday.
- 4- Write your recipe by using "Passive Voice" in class.
- 5- Apply the recipe you wrote with your group members.
- 6- Take a video of your recipe while explaining it by using "Passive Voice".

## CONCLUSION

- The findings revealed that the flipped classroom teaching experience tended to stimulate EFL preservice teachers' professional development to varying degrees from all the cognitive, affective and behavioral dimensions.
- Despite the limited duration of the study, the integration of the flipped classroom teaching component fostered the teacher agency and autonomy and promoted them to become more reflective teachers (cognitive engagement).
- Being actively involved in the design, implementation and evaluation of the course and the flipped materials development enhanced the preservice teachers' level of self-efficacy (affective engagement)
- Their collaboration in the lesson design and implementation also contributed to their affective engagement in the study.
- Preservice teachers' role as the facilitator in the flipped lessons enhanced the quantity and the quality of their interaction with the K-12 students, contributing to their behavioural engagement in the study.
- The findings may provide some guidance for other EFL teacher educators who are planning to integrate flipped lessons into the practicum courses at the undergraduate levels as well as EFL teachers who are planning to integrate the flipped classroom approach into their classes.
- The preservice teachers in the study had both pedagogical and technological challenges but they managed to overcome them via effective team work and efficient collaboration.
- The investigation of the impact of a fully online flipped teaching experience on EFL preservice teachers' professional development may be a further area of research, which is the current research direction in the ongoing project..

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Q&A