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**“To flip or not to flip:
The potential of the Flipped Classroom in an Austrian EFL
environment“**

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List of abbreviations

| | |
|-------------|---------------------------------|
| AHS | allgemeinbildende höhere Schule |
| CLT | communicative language teaching |
| EFL | English as a foreign language |
| FCM | flipped classroom model |
| HAK | Handelsakademie |
| ICM | inverted classroom model |
| LMS | learning management system |
| MOOC | massive open online course |
| SchUG | Schulunterrichtsgesetz |
| STT | student talking time |
| TPS | think-pair-share |
| TTT | teacher talking time |

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1 Introduction

It is described as an educational innovation and takes classrooms around the world by storm. The subject being discussed is a teaching model whose underlying concept is not new but progress in technology and the subsequent improved feasibility have fuelled the interest in the model to new heights. The topic of this diploma thesis is the flipped classroom.

In a flipped classroom, traditional teaching methods are inverted. While part of the instruction is moved outside of class, what is usually considered to be homework now takes place in the classroom. Since the model was originally intended for subjects such as maths, physics and chemistry, it is not as wide-spread in language teaching yet. Nevertheless, several studies have already been conducted to research the value of the flipped classroom model for foreign language teaching. For example, it has been observed that flipping increases learner autonomy, incites deeper understanding and turns a class more communicative. In contrast, critics might object that the model is not relevant for foreign language subjects because they are already taught communicatively.

While previous studies deal with incorporating the flipped classroom model in an EFL learning environment, none cover its potential in an Austrian context. Therefore, this diploma thesis aims at contributing to closing this gap and intends to achieve this by answering the following research question:

How compatible are the flipped classroom model and EFL lessons in Austrian secondary schools?

For the purpose of finding an answer to this research question, the thesis is divided into two parts. The first part is conceptual and amounts to approximately two thirds of the thesis while the remaining third is empirical. Literature on the flipped classroom model in general as well as in an EFL learning environment is consulted, and advantages and disadvantages of using the flipped classroom model for teaching English are discussed. Chapter two introduces the flipped classroom model, describes its background and relation to other models. Chapter three provides more information about the home phase and in-class phases of the model. Moreover, chapter three offers insights into flipping the writing classroom. While chapter four lists potential advantages, the disadvantages are discussed in chapter five. In chapter six, the HAK and AHS curricula are under investigation, as well as an excerpt from the Austrian School Education Act which concerns homework. By analysing curricula of Austrian secondary schools and investigating the legalities of using the model with the help of the Austrian SchUG (School Education Act), first interrelations between flipping EFL instruction in general and in Austria are explored. The empirical part begins in chapter seven, where the methodology is explained. This diploma thesis focuses on the flipped classroom in secondary education and

has no interest in discussing the model's significance for higher education. Hence the empirical part of the thesis includes qualitative interviews with three Austrian lower and upper secondary school teachers. The interview questions are based on the conceptual part of the thesis and cover the teachers' plans with the flipped classroom model, the realisation of these plans and their critical conclusions concerning their experience with flipping. The findings from the three interviews are revealed in chapter eight and the discussion takes place in chapter nine. The tenth chapter concludes the diploma thesis.

2 The Flipped Classroom

The second chapter of this diploma thesis provides an overview over the flipped classroom. Questions which regard the definition of the term, its goal, historical background and relation to similar models are answered.

2.1 Definitions: What is the Flipped Classroom?

The flipped classroom can be described as a teaching model, method or technique and is also known as inverted classroom model (ICM), the classroom flip, reverse classroom method, pre-vodcasting, or as 'umgedrehter Unterricht' in German (Schäfer 2012: 5). As the term suggests, the flipped classroom model (FCM) turns the conventional class upside down. In traditional teacher-learner-settings, the introduction of new content usually takes place in class and in the presence of a teacher. Learners then practise at home what was addressed in class by doing their homework without the immediate help of their teacher.

The basic idea underlying the FCM is to switch the location of the acquisition and deepening of knowledge. The instructional content is outsourced to the learners' individual space, for example a video or text put on an e-learning platform like Moodle. After interacting with the instructional material in their free time, the learners practice and partake in higher-order thinking skills in the presence of their teacher.

Over the years, several people have come up with a definition for what the term flipped classroom entails. Depending on the context in which the FCM is applied, the definitions vary slightly. The following two quotes refer to university and school settings. Lage, Platt and Treglia (2000: 32) explain that in the flipped classroom "events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa". Similarly, Bergmann and Sams (2012: 13), two of the most prominent figures who flip their school classes, describe the concept of the flipped class as "that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class". Both sources emphasise that the students first individually study at home before they come back to class where they practise in a group setting what they learned on their own.

In Austrian upper secondary schools, this could mean that the English teacher prepares a screencast for the pupils in which they learn the characteristics of a typical paragraph in an opinion essay. The students take notes, identify the topic sentence in an example text and write down questions for

their teacher. During the English lesson, the pupils can bring up their questions and the teacher might revisit some aspects. The remaining lesson, the students can write their own paragraphs. While some will need to spend more time on the topic sentence, proficient writers can move on to writing the rest of the paragraph more quickly. Meanwhile, the teacher is able to immediately and individually address questions that come up in the process of writing, which would not be possible if the learners had to write the paragraphs at home.

One needs to be aware of the fact that the FCM is much more complex than is indicated by a short explanation as it entails more than changing the instruction. This complexity shall be readdressed at a later point.

2.2 The Flipped Classroom is NOT...

Narrowed down, there are two characteristics which define a flipped classroom. First, direct instruction does no longer take place in the group space but the learners interact with instructional material, often flipped videos, before they come to class. Second, learners pass in-class time by participating in activities which are based on the pre-class material and which involve higher-order thinking skills (Bergmann, Sams & Gudenrath 2015: 4). In a flipped classroom, the centre of attention is the learners and learning; the teacher's role as in-class instructor is decentralised (Bergmann & Sams 2012: 96).

The two features named above are mandatory for flipping. Hence, a class is not considered flipped when the teacher merely offers additional material that interested students may go through (Schäfer 2012: 6) but otherwise teaches traditionally. In order for the face-to-face phase in a flipped classroom to work, it is indispensable that the learners come to class prepared. The instructional material for the lesson must be made available prior to the lesson and is the basis for in-class activities (Bergmann, Sams & Gudenrath 2015: 4). Thus, traditional classes with additional material but without, for instance, the pre-class self-study stages are not considered flipped.

If the learners are required to read an introductory text to prepare them for a new course, it also does not qualify as a flipped classroom. Schäfer (2012: 6) points out that such texts are usually not tailored to the group's needs since they were not written by its teacher and do not consider its level of competence. Mostly, the learners fail to completely grasp the content of the text and do not receive feedback on their success in learning. Schäfer (2012: 6) further argues that the face-to-face part might not be consistently treated as part of the FCM, since the learners are usually able to

participate in class even without having read the text. However, this does not mean that one must not use texts as instructional medium or that one is restricted to videos (Lockwood 2014: 1).

Eventually, it should be remarked that flipping one's classroom is not synonymous with an online course, a massive open online course (MOOC) or any other kind of replacement for a real-life teacher. If at all, instructors are even more important during the face-to-face time of a flipped class when the pupils engage in learning than they would be in regular classrooms (Lockwood 2014: 3). After all, the role of the teacher is no longer simply that of the content presenter but also that of a guide (Lockwood 2014: 28). Students work interactively and assume responsibility for their own learning (Baker 2000: 11). At the same time, they may personally consult with the teacher in the classroom at any time and thus the duration of personal contact between the instructor and the learners during class is significantly longer compared to traditional teaching settings (Bergmann, Overmyer & Wilie 2013). All of this is not the case when participating in an online course or any other course without the presence of an instructor.

2.3 The Goal of the Flipped Classroom

The transformation of class time plays an essential role in the FCM. The medium which is used to realise this transformation is not prescribed (Sams 2012: 19). Some alternatives to screencasts are printed material, audio-podcasts, PowerPoint presentations or a combination of all the above. In the end, pedagogy should drive which technology is utilised (Chalich 2015), considering the potential benefit for the students as decisive factor.

Flipped classrooms aim at creating a student-centred learning experience or, as Gannod, Burge and Helmick (2008: 777) put it, at reclaiming lecture time to replace it with in-class laboratories and in-class activities. In other words, the focus must be shifted away from the teacher and onto the learners. By offloading the initial instruction to a learner's individual space, the gained time in class can be used for more engaging activities.

2.4 Background

The concept of the FCM is not a new one (Missildine et al. 2013: 598) but has recently experienced a revival due to improvements in technology and the subsequent improved feasibility (Mehring 2016: 9). Towards the end of the 1990s, many universities and colleges had the means to easily

publish electronic resources for a large audience (Lage, Platt & Treglia 2000: 30-31). As a consequence, several unrelated lecturers started to put e.g. their presentations online, so that their students could prepare for the next lecture and the lecturers could expand on more challenging aspects (Schäfer 2012: 5). In schools, the concept was introduced a few years later; possibly because the required technology should not only be available to schools and teachers but (Bergmann & Sams 2012: 97) every student also needs access to the internet and suitable devices.

Although the word combination “Classroom Flip” was first used by Baker (2000), the popularity of the flipped classroom and its use in school contexts is most likely owed to the two science teachers Jonathan Bergmann and Aaron Sams. They first started to record and upload their lessons to help absent pupils catch up and to minimise the time spent on revisiting questions already covered in class (Sams 2012: 13-14). Soon they discovered that even pupils who were present during class liked to watch their videos and they additionally received feedback on their helpful, public videos from all over the globe. This was when they realised that their idea had potential (Sams 2012: 14). They posed the central question “What is the best use of your face-to-face class time?” (Bergmann, Sams & Gudenrath 2015: 5), whose answer was the development of the FCM. To present their flipped learning content, they changed from video recordings of their lessons to screencasts (Sams 2012: 14), which are recordings from computer screen outputs and usually accompanied by audio (Patton 2015). In-class time was used to practice or apply the content of the screencasts and the teachers were able to individually help pupils with problems that came up during the working phase in class (Sams 2012: 14). This initial approach by the two pioneers Bergmann and Sams was the precursor of the flipped classroom as it is known today. However, at that point they did not use the term flipped classroom yet (Sams 2012: 15). In the following years, they further developed the flipped classroom, experimenting with different types of assessment, alternatives to screencasts, flexible to-do lists for pupils to accommodate various learning paces, combining the FCM with research-oriented learning by postponing the explanatory video until after the investigative stage has been completed, and implementing project-based learning which entails a reversed, flipped Bloom’s Taxonomy (Sams 2012: 15-17).

For a better understanding of the FCM and to prevent potential misunderstandings, the next section will compare the FCM to related models.

2.5 Relation to Other Models

Although it is not mandatory, the flipped classroom’s most common form incorporates technology (Lockwood 2014: 1) since making material available is much easier this way and offers several other

advantages (see 3.2.1). While it is imperative to remind that meaningful interaction and activities are the most important aspect of the FCM and not the online video instruction, the fact that technology plays such a significant role necessitates the comparison of the FCM and blended learning.

2.5.1 Blended Learning

First of all, blended learning is not the same as the flipped classroom approach. With blended learning, the learners receive both online and face-to-face instruction in order to comprehend as much as possible. At home, they work through online resources or activities to expand their knowledge about the topic they are presently discussing in class (Pappas 2016). However, in contrast to a flipped classroom, the learners are additionally instructed in class and the home instruction does not replace the face-to-face instruction (Pappas 2016). Instead, the additional online activities and contents complement what the students learned in class (Pappas 2016). With the FCM, there is a clear cut between the instructional pre-class stage and in-class learning. The video the pupils might watch before coming to school is later applied in the classroom without the teacher repeating the instruction.

2.5.2 Flipped Learning

Another term which is frequently used interchangeably with the FCM is flipped learning. Opposed to blended learning, flipped learning was developed by the two flipped classroom pioneers Bergmann and Sams, which is probably one reason for this confusion. When the two educators developed their teaching further, they created the flipped learning from the flipped classroom approach. Hence, flipped learning might be considered the second iteration of the FCM. “Though the flipped class is a viable method, with benefits over more traditional forms of instruction, we believe you can take the flipped class to the next level”, Bergmann, Sams and Gudenrath (2015: 6) suggest. They propose that experienced flippers “move to deeper learning strategies” which are “more content-rich, inquiry-driven, and project-based” (2015: 7) than the basic flipped classroom. Such learning strategies are integral parts of flipped learning. Due to the flipped nature of flipped learning, I would argue that it still qualifies as a flipped class, if not as a synonym. While flipped learning scenarios may still be described as a flipped classroom, albeit with learning strategies that go deeper, the term FCM should not be interchanged with flipped learning. Even though flipped classrooms can evolve to flipped learning, this is not guaranteed. To become flipped learning, a flipped classroom must contain the four pillars of F-L-I-P (Bright 2015). The FLIP pillars translate to flexible environment, learning culture, intentional content and professional educator (Yabro et al. 2015).

Pillar 1 - Flexible Environment: Teachers observe and monitor their learners so that they can adjust their learning spaces when required and offer a variety of interaction formats (Bright 2015). Moreover, learners should be provided spaces and time frames for interaction and reflection on their learning process. They can decide when and where they learn and their teachers are flexible in their assessment of student mastery (Yabro et al. 2015).

Pillar 2 - Learning Culture: This refers to the face-to-face stage of flipping, when students dive deeply into topics and learning. Thereby, they actively construct knowledge and the pupils are exposed to rich learning opportunities (Yabro et al. 2015).

Pillar 3 - Intentional Content: Educators create or curate differentiated self-study and in-class material (Bright 2015) in a way that there is maximum time for student-centred and active learning strategies in class (Yabro et al. 2015).

Pillar 4 - Professional Educator: Professional educators are essential for flipped learning to work. Part of their jobs is to observe, deliver immediate feedback and assess the work of the learners (Yabro et al. 2015).

If a flipped class is built on these four pillars, the flipped classroom in question qualifies as a flipped learning environment. However, if, for example, the pupils learn how to use certain prepositions at home and spend the in-class phase completing worksheets on their own, the lesson might be flipped but it is not a flipped learning environment. Thus, flipped learning environments qualify as flipped classrooms but a flipped classroom does not necessarily involve flipped learning.

2.5.3 Flipped-Mastery

Identical to the flipped learning approach, the flipped-mastery classroom was created on the basis of the FCM by Bergmann and Sams. After implementing the flipped classroom approach for a while, they decided to take their flipped classes to the next level (Bergmann, Sams & Gudenrath 2015: 91) and let themselves be inspired by Benjamin Bloom, who popularised mastery learning in the 1960s (Bergmann & Sams 2012: 51). Essentially, the learners work at their own pace to complete a list of learning objectives and no longer study identical topics at the same time. Instead, they study towards an earlier stipulated series of objectives (Bergmann & Sams 2012: 51-52). When a student believes that he or she has mastered a concept, the teacher uses formative assessment, orally asking the learners questions and quickly looking over the work which the student did so far. Formative assessment is combined with summative assessment, unit exams, during which their learners must show a minimum level of proficiency, e.g. by solving a problem (Bergmann & Sams 2012: 52-53). As long as they have not mastered one concept, they cannot move on to the next one. The FCM does

not permit the learners the same level of freedom and responsibility as the flipped-mastery class does because every pupil in a flipped classroom simultaneously studies content which the teacher decided would be studied that day.

While this diploma thesis discusses the potential of the flipped classroom and not that of flipped learning or flipped mastery, it cannot be prevented that some of the discussed features of the FCM will remind readers of the two iterations of this model. Nevertheless, it is the flipped classroom which is the sole focus, disregarding further developments of Bergmann and Sams such as the flipped-mastery class.

3 Teaching English with the Flipped Classroom Model

In subject areas like math and sciences, the FCM is called an “educational innovation” (Fulton 2012: 13) and although the flipped classroom was originally created for chemistry classes, language teachers are showing an increased interest in this model.

This section addresses the two stages essential to implementing the FCM. It starts by briefly mentioning points to consider before flipping, then discusses the pre-class home phase, during which the instruction takes place, and eventually moves on to the class phase. While suggestions are made about how these stages could be realised, this chapter does not provide specific lesson outlines. The reason for this is that the FCM model allows teachers a significant amount of freedom when it comes to creating a classroom centred around the needs of the students and is in no way fixed or inflexible.

3.1 Before the Flip

When it comes to flipping, it is always the teacher who decides when to flip part of, or the entire, English lesson (Lockwood 2014: 106). Moreover, the flipped classroom does not need to be the only model used for teaching EFL (Weidmann 2012: 66) but can be treated as an addition to regular instruction. Teachers should always ask themselves whether flipping pays off for what he or she intends to teach the pupils with the respective lesson (Sams 2012: 18).

Those interested in flipping their class have to establish whether every learner has access to the internet and whether they possess the necessary devices. Nowadays, at least older students in upper secondary tend to at least have mobile devices. According to a study (Feierabend, Plankenhorn & Rathgeb 2016: 6) 99% of German 12 to 19-year olds are in possession of mobile phones and 97% have internet access at home. In Upper Austria, 85% of 11 to 18-year olds own smart phones (Pfarrhofer 2017a: 9) and 94% have a computer or laptop at home, as well as internet access (Pfarrhofer 2017a: 6). If some students do not have the necessary equipment, the teacher will have to make special arrangements for them. For example, there might be school computers that the students can use instead, get a copy of the video or maybe there are texts which can replace the material in question. However, at one point the teacher should reconsider whether the gain for the pupils still outweighs the added effort and difficulties.

Once a teacher has decided to realise the FCM for the first time, learners require a careful introduction to the model. If one intends to use videos, the pupils have to know how to actively watch them and take notes (Bergmann, Sams & Gudenrath 2015: 26-27). Particularly with younger learners, it is

also of paramount importance that the parents are aware of what is going on, e.g. why watching videos as homework is justified (Bergmann, Sams & Gudenrath 2015: 28).

3.2 Home Phase: Preparation & Input

The probably simplest way to achieve the required time shift is to move the instruction outside the classroom via online delivery and to move homework activities inside (Bergmann, Sams & Gudenrath 2015: 32). This is of course only one among several options.

The instructional stage of the FCM takes place individually and involves personal responsibility on the students' part. To ensure that the learning process goes smoothly, the provided material has to be of excellent quality (Handke 2012: 40). For the self-study phase, it is more important that the pupils actively interact with the assigned material than exactly which material is chosen.

The following table 1 is a summary of what can happen during the pre-class stage.

Table 1 Self-study stage; adapted from Kück (2014: 12)

| Learners | | Teachers | |
|---|--|--|--|
| essential components | | | |
| <ul style="list-style-type: none">• watch video material (including screen-casts, e-lectures, etc.)• read texts• watch PowerPoint presentations• take notes | | <ul style="list-style-type: none">• create/select appropriate material | |
| optional, depending on intentions | | | |
| <ul style="list-style-type: none">• research and work through material• read and complete scripts• update student portfolios/learning diaries• create learner screencasts• answer quizzes• ask questions for clarification in e.g. forums, chats, etc.• contribute to wikis | | <ul style="list-style-type: none">• create scripts• create and update a teacher blog• screen portfolios/diaries and provide feedback• write & integrate quizzes in e.g. a video• open forums or chats and return messages within an acceptable time frame• open wikis | |

Table 1 illustrates some aspects of what happens before the pupils come to class. There are various forms of instructional technology and numerous possibilities to make the instruction available to the students. The most important question to ask oneself with respect to the type of tool used for instructing is whether it is “the appropriate instructional tool for the desired educational outcome” (Bergmann & Sams 2012: 35). A tool should never be used for the sake of using it but only if it is a service to the learners (Bergmann & Sams 2012: 36).

The table above further draws attention to a problematic feature of the home-study setup: the teacher is no longer immediately available for questions while the learners are acquiring knowledge. Before, pupils could raise their hands in class when they did not understand a point that the teacher was trying to make. Now they have to bring their questions to class or contact the teacher if it is an urgent matter. Additionally, they are responsible for taking notes while watching a video or reading an explanatory text. Therefore, it is even more important than in traditional classroom settings to quickly become an accomplished notetaker. Instructors ought to introduce their learners to the most important strategies before flipping and be very transparent about what their expectations from the notes are (see Bergmann & Sams 2012). At <http://www.videonot.es>, learners can watch a video on one half of their screen and take notes on the other half. For instance, these notes can then be saved or exported to Evernote (<https://evernote.com>).

According to Handke (2012: 40), some media such as texts, podcasts or PowerPoint presentations are not ideal for the first phase of the flipped classroom as they have not proven useful compared to traditional methods. In the end, every teacher will have to decide for him- or herself whether a certain technology meets his or her expectations. Owed to the strong presence that videos allegedly have in flipped classrooms (e.g. Kück 2014: 13; Handke 2012: 41, Brown 2018: 420-422), the next sub-section is dedicated to them.

3.2.1 Videos

Videos are popular tools for flipping class contents and whenever there is a discussion about the FCM, they sooner or later come up. In fact, many definitions and explanations about the FCM state that the pupils watch an online lecture about a certain topic at home before coming to class (Muldrow 2013: 28). While this is a somewhat incomplete representation of the diversity that the instructional delivery may encompass, videos are still potentially valuable to use. Nevertheless, they undoubtedly add to the technological component of the FCM. While this is not a bad thing in itself, both students and teachers require a minimum of technological literacy, especially if the videos are uploaded to the world wide web (Blake 2015).

Some types of videos

There are different types of videos, one of the most popular ones is probably the screencast. The two flipped classroom pioneers Bergmann and Sams (2012: 3) started their journey reading about a screen capture software with which they could record their PowerPoint slide show, add annotations and include their voices, eventually converting it into video format. The screencast is a very simple video form which is fairly easy to realise. Anyone with access to a tablet, notebook or similar

tool at home or at work can record their screen and, usually, these devices possess inbuilt microphones and/or webcams. Software to create screencasts are, for example, Screencast-O-Matic, Jing, Camtasia (Kiesler 2013: 88) or the free OfficeMix add-in for PowerPoint (OfficeMix n.d.). Such screencasts rarely last longer than 6 minutes (Handke 2012: 43), opposed to e-lectures, which are between 10-20 minutes long (Handke 2012: 41). E-lectures can either be a video recording of a lecture, a screencast or a combination of both, e.g. by using interactive whiteboards (Handke 2012: 42).

Advantages of using videos

It can be said that today's students belong to the so-called "video game generation" (Lockwood 24). They grew up with computers, smartphones and video games, often spending hours a day with the respective technology. Thus, one could argue that watching an online lecture or otherwise interacting with technology as part of their home assignments appeals more to today's learners and helps to earn buy-in from the students. Lockwood (2014: 24) points out that pupils regularly do not perceive watching a video as homework or are not as opposed to it than to traditional assignments which might involve writing a text or completing a few pages in the workbook. A significant advantage of screencasts and the likes is the rewind function (Kück 2014: 14). Sometimes students get distracted, maybe there was a loud noise which covered the sound of the video, maybe they did not get something the first time. In class, this has the potential to become a problem when pupils do not want to admit that they lost focus or did not understand something the first time around. Screencasts can be rewound, missed parts can be rewatched. Students may learn at their own pace (Kück 2014: 14). Next to the rewind button, there is also a stop button which means that learners are able to stop the lecture whenever they need time to think about what their instructor just explained. In class, there is often not enough time to go through the same content over and over again; a video, they can watch as many times as they like. This might come in particularly handy when preparing for an upcoming test. Also, they can fast forward to the new parts if individual pupils already know some parts which are explained in the video. Another advantageous feature is that videos connect with the pupils' everyday life. In Austria, YouTube is with 81% popularity the second favourite social medium of 11 to 17-year olds, only surpassed by WhatsApp with 83% (*Saferinternet* 2018). Thus, it makes sense to consider uploading the learning videos to this platform. Lastly, videos are a gain for absent students (Kück 2014: 14; Bergmann & Sams 2012: 32-33). Those who cannot participate in class can watch the videos instead to catch up with their fellow classmates. As a consequence, they do not hold back the other students as the teacher does not need to revisit matters already discussed.

Disadvantages of using videos

Outside an educational context, watching a YouTube video or a film in one's free time is a passive activity which is frequently chosen to relax (e.g. Feierabend, Plankenhorn & Rathgeb 2016). Hence, as was pointed out several times already, it is of paramount importance that the teacher prepares the pupils for the FCM, for instance by watching the first video with them in class and telling them what is expected of them. In order to prevent that the video becomes just another teacher lecture, it is advisable to activate the students while they are watching (Szpunar, Khan & Schacter 2013: 6313). This can happen with digital or analog items, as well as playful elements. For instance, there is the option to insert questions into the video. Two websites where educators may create interactive videos for free are PlayPosit (<https://www.playposit.com/>) and H5P (<https://h5p.org/>). LearningApps (<https://learningapps.org/>) can also help to activate the learners during the pre-class home phase. Another disadvantage about the instructional videos is more of a general issue of the flipped classroom. When a learner has a question about something in the video, he or she cannot immediately consult the instructor (Kück 2014:14). This further means that the teacher cannot immediately adapt the way the information is presented so that the learner understands it more easily. Interactive videos, e.g. screencasts which include questions, might counteract this issue. After an important concept was explained, students have to choose the right answer out of several options. If the pupils receive immediate feedback on the correctness of their answer, this might reduce the need to contact their teachers and, additionally, the educator will see whether one question had a particularly high number of wrong answers. Hence, teachers might get the opportunity to clarify the problematic content before class or at least they become aware that they will have to spend a few minutes in class revisiting this aspect.

Do I have to make my own videos?

The short answer to this question is no. Bergmann and Sams agree that educators who are new to flipping already have a lot to consider and utilising other teachers' videos may reduce some of the instructor's initial stress. The most important aspect of using already existing videos on sharing sites such as YouTube is to select good-quality videos which fit one's purpose (Bergmann & Sams 2012: 36-37). In addition, using somebody else's video makes more sense in some contexts and might even provide authentic material to the pupils. For example, a home assignment could be to watch an environmentalist speak about global warming and note down key information. This way, the learners come into contact with authentic material. On the other hand, Buitrago and Díaz (2018: 1659) explain that, in the future, they intend to use self-made videos instead of curated ones since

their EFL learners favoured “the human component” created by seeing or hearing their own instructors in the videos instead of somebody unfamiliar. They reason that students who are used to seeing their teachers regularly might learn better when the content is explained by them (2018: 1659). In accordance with this statement is Bergmann’s and Sams’ (2012: 106) admission that recording one’s own videos definitely has value for the students.

Things to consider when creating videos

Self-made videos have the benefit to be more personal than videos from a teacher who might not even teach in the same state. In addition, instructors can address content of their choice and do not have to choose a video by another teacher which might not explain e.g. a certain exception to a grammar rule. Today’s students belong to the YouTube generation (Johnson 2008), hence watching videos has a certain appeal to them - as long as they are short enough. It is essential that the video length is kept under 15 minutes, under 10 minutes is better because teenagers without learning disabilities have an attention span between 15-30 minutes (Kück 2014: 74-75). To stay within this time frame, it is advised to cover one topic per video (Bergmann & Sams 2012: 44). If the goal is to teach how to form the past perfect tense, then it is unwise to cover the differences between the past perfect and past simple tense in the same video, too.

3.3 Class Phase: Activities & Higher-Order Thinking

After the pupils interact with the flipped content in their free-time, they come to class, where they engage in learning which is based on the preparatory material from the self-study stage. Since content of the previous class-time was moved outside the classroom, there is now time in class for additional activities. As a consequence, teachers who flip their classrooms need to ask themselves how they will use the additional class time meaningfully. In the course of answering this question, teachers are obligated to evaluate and redesign their in-class time (Bergmann & Sams 2012: 47) to reach the goals of the FCM’s second phase.

Weidmann (2012: 64) sums up these aims in three steps. Firstly, difficulties with understanding certain aspects are eliminated. Secondly, newly learned content needs to be consolidated and applied. Lastly, advanced tasks should be given to ensure that the learners are able to transfer their knowledge. The second table shows what the interactional part of a flipped classroom could involve.

Table 2 Class phase; adapted from Kück (2014: 13)

| Learners | | Teachers | |
|---|--|--|--|
| essential components | | | |
| <ul style="list-style-type: none">• participate in activities and practice• ask questions | | <ul style="list-style-type: none">• advise the learners individually• answer questions | |
| optional, depending on intentions | | | |
| <ul style="list-style-type: none">• research and look at material individually• do worksheets• read scripts and do the exercises• read the teacher blog• write student portfolios/learning diaries• create learner screencasts• do projects | | <ul style="list-style-type: none">• create additional screencasts in class to answer individual questions; create them live with the learners who asked the question and send it to all learners afterwards• screen student portfolios/learning diaries, correct them with the students• watch learner screencasts | |

Table 2 names a few possibilities for what can be done in class with the students. Due to the lack of direct contact with the teacher in the first phase of the flipped classroom, the teachers need to dedicate a few minutes at the beginning of the lesson to answer learners' questions or, if required, test the class' general understanding of the studied concept. Whether this happens through a brief question-and-answer session or immediate response systems like Kahoot! (<https://kahoot.com/>) and Socrative (<https://www.socrative.com/>) or an application from ProProfs (<https://www.pro-profs.com/>) is up to the teacher.

As mentioned before, the goal of a flipped classroom is not to make students watch videos or screencasts but to make time in the classroom for engaging, high-quality activities. In an EFL classroom, this could involve instructors assigning a video on relevant grammar and conversation gambits to watch at home so that the students have more time in class to practice their conversation skills face-to-face. The flipped classroom allows for a lot of diversity of methods in teaching. Whether the activities involve think-pair-share (TPS) learning strategies, peer instruction through the Jigsaw technique or others is secondary as long as it fits the goal and the pupils are engaged in their learning.

Suggestions for the in-class phase include peer instruction, discovery learning (Loviscach 2013: 9-11), collaborative learning with learning stations and group discussions, projects which include higher-level thinking such as the planning, creation and reflection process (Spannagel & Spannagel 2013: 113-117) as well as student-made activities (Weidmann 2013: 169).

3.4 The FCM and EFL

One aspect of merging the FCM and EFL learning which deserves consideration is the school subject itself and how revolutionary the FCM would be for the subject in question. It was mentioned several times already that the FCM endeavours to take a traditional, often teacher-centred, classroom and turn it into a student-centred, interactive learning environment with time for active learning strategies such as collaborative learning, peer instruction, problem solving etc. The issue here someone might address is that EFL classes are already supposed to be student-centred and communicative. To enable students to communicate effectively in the target language is the main goal of EFL lessons (Hedge 2000: 44). Like Abbs and Freebairn (1990: 1) put it, “[t]o be able to operate effectively in the real world, students need plenty of opportunity to practise language in situations which encourage them to communicate their needs, ideas and opinions”. Hence, EFL lessons are likely to have a greater level of interaction and active learning in class than many other subjects which can be taught through lectures. In addition, having students prepare something at home so it may be discussed in greater detail in class is nothing new and is perhaps already done by a great number of EFL teachers although they maybe have not even heard of the FCM. This is why it could be argued that the flipped classroom cannot have as much of an impact on the EFL classroom as on other subjects. In contrast, the communicative nature of EFL lessons could make the integration of the FCM smoother and turn an already communicative classroom even more communicative and varied.

3.5 Teaching Writing with the FCM

This part is dedicated to teaching writing in a flipped EFL class. However, it does not concern itself with writing-for-learning which means that “students write predominantly to augment their learning of the grammar and vocabulary” (Harmer 2004: 31) but rather on writing-for-writing which is about teaching the pupils about the various genre conventions and aiding them in becoming more capable writers in general (Harmer 2004: 34).

In this diploma thesis, the overall question to be answered is how compatible the FCM and Austrian EFL classrooms are. This chapter contributes to answering this by illustrating ways to include flipping in one aspect of the communicative EFL classroom, namely writing skills. The goal of this chapter is to provide some ideas for how one could realise an EFL writing flip and how implementing the FCM may influence the writing process. First, there will be a short introduction to different approaches to teaching writing, followed by reasons for moving the writing process inside the classroom, information from teachers who flip their writing class and a specific example of a flipped writing lessons.

3.5.1 Approaches to writing

This part addresses approaches to teaching writing which are employed by EFL teachers, the process and product approach.

With the product approach, the teachers are primarily interested in the finished text and do not immerse themselves in the pupils' productive process (Yildirim 2014: 118). This means that the language instructor, identical to exam situations, assesses the end-product and there is no feedback while writing. A product approach has the pupils focus on textual features and reproduce them correctly, working with model texts to introduce the structure of a text type (Hedge 2000: 319).

The process approach divides the writing process into different stages, which require the language learner to plan the text, revise it and edit it, all the while keeping the intended audience in mind (Hedge 2000: 307). Teachers who teach with the process approach support their students and help them "to gain greater control over cognitive strategies involved in composing" (Hedge 2000: 308). The stages include "*pre-writing* (choosing a topic, narrowing down the topic, brainstorming, writing freely, discussion), *planning* (outlining), writing the *first draft*, getting *feedback* (from the teacher or peers), *editing* and *revising*, *rewriting* which is writing the final product" [original emphasis] (Yildirim 2014: 118).

While the process approach is recommended for younger learners, a product approach, which makes students aware of exam-relevant text type characteristics and audience, might be more effective for writers in secondary-school (Hedge 2000: 329-330).

3.5.2 Reasons for writing in the classroom

Writing takes time. This is especially true in upper secondary, where the language learners practice specific text types which are relevant for the Matura in Austria, for instance. Due to this situation, writing is often assigned as homework and therefore unsupported. The issue with this is that the writing process is a complex one. Besides pupils having to produce complete and accurate texts, EFL instructors must also guide their pupils to "produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers" (Hedge 2005: 10). Inter alia, writing requires identifying the audience, reading skills, the ability to use correct grammar and punctuation, a wide range of vocabulary, adhering to layout conventions, and so on (Oxford University Press ELT 2015). Notwithstanding the complexity of producing writing, traditional EFL classrooms usually assign writing as homework. As a consequence, less competent writers are out of depth on their own, lose confidence in their abilities and possibly reinforce their unfavourable opinion about their career as writers (Hedge 2000: 301). More competent writers do not get the

chance to improve their writing skills “through discussion, collaboration, and feedback” (Hedge 2000: 301). Consequently, teachers are advised to contemplate “allowing students to write compositions collaboratively in class, especially when writing long texts is new to them” (Oxford University Press ELT 2015).

In a flipped writing classroom, the pupils independently learn the instructional part at home, for example a text type’s structure or appropriate register, and do the actual writing in class. This has the advantageous effect that class members can support each other through pair or group work and are able to demand assistance from the teacher (Oxford University Press ELT 2015). The following paragraph lists some additional advantages of moving the writing stage inside the classroom.

First of all, in-class writing minimises the risk of plagiarism (Yildirim 2014: 126; Bergmann, Sams & Gudenrath 2015: 58). When pupils write at home, they might utilise the internet, pay for texts from more competent people or find other sources to help them out. When students write their texts in the presence of their teacher and do not get the chance to nor need to copy and paste, the probability of plagiarism is reduced. Second, good writing tasks cause the EFL students to “engage in the creation of a contextualized piece of communication” (Hedge 2000: 301). The term communication mandates that at least two people are involved; with regard to writing, one person formulates the message and the other one reads it. In a flipped writing lesson, the teacher and peers can be the audience and “question, prompt, support, and provide ideas and language which help the writer to be clear, organized, and accessible to readers” (Hedge 2000: 302). Third, flipping can help students accept that writing is not a linear process but recursive and is not finished after writing something down the first time (Harmer 2004: 4). Often it is the case that pupils take out the check-list they got from their teacher, read the description of the writing task, then they start writing without planning first and hope that somehow everything will come together in the end, they reach the predetermined word-count and hand in the text without revising it properly first. With flipped writing, a pupil’s writing journey is closely attended by the teacher. The planning may be done collaboratively, questions while writing are answered by a competent writing expert and the revising stage is helped along with peer review, for example.

The previous paragraph shows that flipped writing classes encompass extensive support for text production. Consequently, it does not come as a surprise that Valizadeh and Soltanpour (2018: 5) observed that flipped classroom learners’ essays are of significantly higher quality than those written by traditionally taught pupils, both in the short and long run. According to the researchers, the results can be credited to the FCM but also to “actively engaging the learners [...] in addition to

different techniques, such as the video screencasting, collaborative writing, as well as in-class teacher-learner interaction and negotiation” (Valizadeh & Soltanpour 2018: 5). Lockwood (2014: 29) as well as Buitrago and Díaz (2018: 1584) confirm the quality improvement of the pupils’ submitted texts.

Although it has several advantages to move the writing stage inside the classroom, it cannot be denied that some learners will most likely prefer to write in the quiet of their home. After all, writing in the same room as fellow class members, who might converse with the teacher or one of their peers to get some feedback about their work, is not the most silent environment.

3.5.3 Some possibilities

There is rarely the time to do all of the writing in class, so there might still be times when the pupils write at home. Nonetheless, it is still possible to give real-time feedback as long as the pupils use their notebooks or computers to write texts. However, it is a prerequisite that the young authors use a free online site such as GoogleDocs (https://www.google.com/intl/de_at/docs/about/). A less time-intensive method to help the pupils while they create rough drafts at home is the integration of online chats (Bergmann, Sams & Gudenrath 2015: 61).

One way to improve student writing is the teacher-student conference. However, even with the FCM it is not easy to make time to regularly and individually meet with twenty pupils. For this reason, Gudenrath acquired a Jing account (<https://www.techsmith.com/jing-tool.html>) to record videos under five minutes in which she displays a pupil’s composition that she comments, highlights and changes while she explains her actions (Bergmann, Sams & Gudenrath 2015: 59-60). After the pupils have watched their feedback video, they must reflect about what they have heard in written form and explain how they intend to include the information from the video in their revision (Bergmann, Sams & Gudenrath 2015: 60).

If a language instructor notices that there is a group of students who collectively struggles with the same content, the instructor might choose to arrange group tutorials “for a more efficient use of teachers’ time”, which “helps students to collectively understand and apply the concept” (Bergmann, Sams & Gudenrath 2015: 60). The tutored students may then act as experts for this topic and tutor their peers (Bergmann, Sams & Gudenrath 2015: 60). Alternatively, the educator could put explanatory material online, for example about the correct use of particular phrases or frequent grammar mistakes, and students who make mistakes in these areas or just need a reminder before writing can look over the material.

A powerful and collaborative in-class activity and feedback tool for the EFL writing class is peer editing. As Hedge (2005) notices, peer-feedback incites awareness of a learner's writing skill gaps and might be helpful to make a text more accessible to the audience. Instead of the classic variety that class members read each other's texts, they could exchange texts with students from other parts of the country with the educational learning management system (LMS) Edmodo (www.edmodo.com), give feedback, revise their papers and reflect about which challenging areas to focus on in the future (Bergmann, Sams & Gudenrath 2015: 64). If logistics prove to be too complicated, texts could be exchanged with a parallel class at the school or pupils from higher classes might be interested in practicing their proofreading and feedback skills.

3.5.4 Writing flip: a lesson example

In order to give the readers a better understanding of how a writing flip might look like, this sub-chapter describes lessons for students at B1-B2 level (2018: 1440) held by Buitrago and Díaz on the outline and introductory paragraph of a compare-and-contrast essay (2018: 1446).

Regarding its predetermined outline, the five-paragraph essay is comprised of an introductory paragraph, one paragraph for similarities, two for differences, followed by the concluding paragraph (Buitrago & Díaz 2018: 1447). Furthermore, the learners received instruction on the use of punctuation and connectors (Buitrago & Díaz 2018: 1447). The bullet points below are a summary of the flipped writing lessons.

Pre-class phase

- Number of home sessions: 2
- Estimated time per session: 1h
- Information about the essay's features, e.g. its outline and rhetorical structure

In-class phase

- Number of in-class sessions: 2
- Total writing time: 2h
- Other practice: 1h
- Hands-on application of acquired knowledge
- Outline practice and drafting with peer-feedback

The following table 3 describes the lesson plan for the initial part of a writing workshop on compare and contrast essays, which was taught in the past. SS is the abbreviation for students and T stands for teacher. Words in italics and bold are the original emphasis of the authors.

Table 3 Writing lesson plan by Buitrago and Díaz (2018: 1464-1483)

| | | Time investment | Description |
|-----------|--------------------|-----------------|--|
| Session 1 | Independent work | 1h | SS watch a video to complete a chart on the rhetorical structure and other features of a <i>compare and contrast essay</i> . In addition, SS do some further online research on this type of essay. |
| | In class session 1 | 1h | <p>Lesson objective: Students will analyze and understand the process of writing a <i>compare and contrast essay</i></p> <ul style="list-style-type: none"> • In groups of four, SS share and discuss the information they found and list five salient features of this kind of text. Each group receives a different <i>compare and contrast essay</i> sample. They color code the essay sample in order to identify its structure as presented in the input materials • Individually, SS watch a video, then, in pairs, they answer some questions in order to reflect on the importance of constructing an outline prior to writing. Finally, SS analyze an outline sample • T provides a list of suggested topics. SS can either select one of the topics from the list or choose any topic they want. After selecting their topic, SS start working on their own outline for next class |
| Session 2 | Independent work | 1h | Individually, SS work on the outline for their chosen topic |
| | In class session 2 | 2h | <p>Lesson objectives:</p> <ol style="list-style-type: none"> 1. Students will analyze and understand the process of writing an introductory paragraph 2. Students will identify the elements of an introductory paragraph: hook, background and thesis statement <ul style="list-style-type: none"> • In pairs, SS exchange their outline for peer-feedback • Individually, SS rank a list of strategies to write a hook. Then, in pairs, SS exchange their ranking • SS read the features of a background. Then, they read an introductory paragraph sample and highlight the background part of it • In groups, SS write what they understand by thesis statement. Individually, SS identify two types of thesis statements and choose a starter for the thesis statement of their introductory paragraph • Individually, SS write their introductory paragraph. SS exchange their paragraphs and provide peer-feedback on grammar, punctuation, connectors, and clarity using a list of writing conventions and a checklist |

The lesson plan confirms that the first in-class lesson is not used for actual writing but to fix the outline in a learner's memory with the purpose of facilitating the essay production in the next lesson. Moreover, the pupils could choose an essay topic, which transforms the classroom into a personalised one. The two educators admitted that they struggled the most with active-learning-based activities in class due to the pupils' expectations of a passive English class (Buitrago & Díaz 2018: 1540-1541). However, they were rather gratified that, as a consequence of the writing flip, the instructors could schedule time to guide their students in all stages of writing, such as brainstorming, writing an outline before the first draft, revising the draft and editing it (Buitrago & Díaz 2018: 1557). This relates to the advantage named above that writing in-class can convince the pupils of the recursive nature of the writing process. In addition, the collaborative work of the students in the form of peer-feedback might raise their consciousness of problem areas. (2018: 1683) comment that "[f]lipping writing helped us uncover our students' potential to its fullest since for the first time we could focus more on their writing process and less on the grammar to be taught". Not only did flipping increase learner autonomy but they learned the importance of doing their homework (Buitrago & Díaz 2018: 1686-1687). All in all, the FCM "transformed students' writing awareness, ability, and attitude" (Buitrago & Díaz 2018: 1690).

To conclude this chapter, the FCM is very much compatible with teaching writing to EFL students. Besides numerous other benefits, the lessons become engaging and flipping frees up time for the teacher to guide the pupils through all stages of their text production.

4 Advantages of the Flipped Classroom

A popular approach to teaching EFL is communicative language teaching (CLT). It involves a classroom which is rich in interaction as it provides sufficient practice opportunities for communication (Hedge 2000: 57, 62). Thus, opposed to other subjects, EFL classes are usually not lecture-type classes (Lockwood 2014: 39). It would be rather futile to hold a 50 minutes lecture on activating prior-knowledge before talking about various reading strategies or how the students could structure their essays without some amount of student interaction. So why should English teachers consider flipping their lessons? What benefits does the implementation of the FCM have for EFL instruction? Potential answers to these two questions are provided in this chapter. The advantages given are mostly not EFL-specific but may also be applied to other school subjects. However, it was attempted to provide examples of these advantages in EFL-specific situations.

4.1 Individualisation, Differentiation & Personalisation

This section focuses on advantages which are not EFL specific but, nonetheless, relevant. Meyer (2011: 17) demands that lessons include individualisation and differentiation. Hence, one characteristic of good EFL lessons are supporting and challenging the learners individually. All classes are heterogeneous to some extent, meaning that the learners have different backgrounds, skills, interests, levels of competence, learning styles, etc. In order to support the members of the EFL class in their learning as much as possible, the language teacher is required to differentiate between the learning needs of the different students and create a classroom which acknowledges and addresses the needs of each and every learner. A foreign language classroom in which everyone must do the exact same thing identically and everyone is expected to finish simultaneously is not differentiated or individualised and thus does not promote optimal learning. While the FCM is a potentially helpful tool for taking individualisation and differentiation to the next level, it does not replace a teacher's diagnostic competence to judge the pupils' proficiency levels and learning types.

4.1.1 Individualisation

In EFL, one skill builds on another skill. Particularly when learners first come together at the beginning of lower or upper secondary, the heterogeneity with respect to their current proficiency in English is relatively large. There are pupils who are lacking in certain areas and who need the help of the EFL teacher to fill the gaps. To spend time revising a certain aspect of the English language which only 3 out of 30 learners have trouble with would not be the best way to spend valuable class

time. In an individualised class, the differing learning paces of the students are taken into consideration and the classroom is designed in a way which respects that some learners need time to revisit content or understand new concepts only after the second or third explanation, as opposed to pupils who prefer to continue with new learning material and understand explanations the first time (Bray & McClaskey 2012: 1). Individualisation means that the educator must customise the instruction, including the activities and exercises, so that the learning needs of the individuals are met (Bray & McClaskey 2012: 1).

Like previously mentioned (see 3.2.1), the flipped instruction allows learners the time they need to understand new input. Lockwood (2014: 5), an ESL teacher, explains that before she started flipping her class, she regularly had the problem that on the one hand some learners did not understand her the first time she explained something, and on the other hand others could follow her the first time. She was unsure whether she should move on to working through the exercises in the book and risk losing the learners who had difficulties understanding her explanation or whether she should spend more time on revising and answering the questions of the confused students. This option risks boring the other students and losing their interest. No matter which one she chose, she always lost time in class (Lockwood 2014: 5). By relocating some of the English instruction to the learners' free time, the difference in competence is no longer such a big issue in class. Slower pupils can take the time they need to comprehend the provided material and faster learners are not held back. Lockwood (2014: 6) further reports that she observed a lower level of frustration, stress and peer pressure in her English class. Her language students can now spend the majority of their in-class time on activities which promote critical thinking, interaction, applying knowledge and similar higher-order thinking skills. An EFL teacher concludes that the gained freedom in the classroom makes it possible to individually support students to a much higher degree than in traditional settings and to consider the learners' individual talents (Weidmann 2012: 67).

4.1.2 Differentiation

According to Bray and McClaskey (2012: 1), differentiation is linked to the need of different student groups. A teacher with a differentiated instruction is aware of the pupil's learning styles and is able to react accordingly (Bray & McClaskey 2012: 1). This means that the teacher must show great flexibility with regard to assessment, instruction and the grouping of the students in order to design the optimal learning environment (Bray & McClaskey 2012: 1). A differentiated lesson ideally appeals to all learning types present in class.

Besides the fact that flipped classes provide learners with enough time to understand new content, pupils with different learning styles are able to interact with the material in a way which is the most effective for them with the FCM (Lage, Platt & Treglia 2000: 39). For dependent learners, there are still lectures in the sense of video, audio, text and explanations by the teacher; for independent learners, there is the individual learning stage at home and collaborative learners profit from the various interactive in-class activities and group work. For a freer version of a flipped class, the EFL instructor could formulate a goal as home assignment, e.g. pupils must be able to differentiate between descriptive and evaluative statements. For instance, those language learners who perceive videos as the most helpful instructional medium can watch a screencast, other learners who appreciate the summary in their textbooks may use their books and if somebody needs to say the difference between descriptive and evaluative statements out loud, this learner can do so without disturbing their peers or teacher. It is up to the EFL learners whether they dance, make logical deductions, create a mind map or do something entirely different. Thus, visual, logical, aural, physical, verbal, social and solitary learning styles (*advanogy.com* 2004) are taken into consideration. Nevertheless, the model is not a guarantee for more student individualisation or differentiation. Weidmann (2012: 62), who is an EFL teacher in Germany, reminds that the teacher still needs to provide high-quality material accompanied by the right concept endorsing a motivating and activating face-to-face phase.

4.1.3 Personalisation

Students get bored when they are only presented content which they are not interested in, they do not care about or which generally does not have any value to them outside the classroom but only seems to be relevant to the EFL classroom. In a personalised classroom, this does not have to be the case. A personalised classroom is not only a learning environment which is tailored to the personal interests, passions and aspirations of the different learners but it is also adapted to the learner's needs (Bray & McClaskey 2012: 1). Opposed to individualised or differentiated instruction, the learners contribute to the design of learning activities and their learning in general (Bray & McClaskey 2012: 1).

While a flipped EFL lesson is not necessarily personalised, the FCM frees up the time for personalisation. For instance, the pupils may take their own material to class (Lockwood 2014: 33). When practicing reading strategies for EFL, the learners could be allowed to choose an interesting text and bring it to class. The range of texts to which the strategies can be applied will additionally illustrate that skills learned during EFL lessons are transferable to other areas too.

4.2 Student-Centredness & the Teacher-Learner Relationship

A, if not the, key aspect of the FCM is the creation of a learner-centred environment. For EFL teachers in general, learner-centredness plays a significant role as it promotes, for instance, autonomous and better learning. Hedge (2000: 34-35) and Weimer (2002: 8-17) mention several perspectives on creating a student-centred language classroom. What their comments on the topic have in common is the focus on the learner, hence the term learner-centredness. The instructional practice is all about the students, enabling them to be in charge of their own learning inside and outside the classroom. While it is up to the EFL instructor whether the students e.g. contribute to the course by creating their own learning activities, the FCM is undeniably designed to take the spotlight off the teacher and shift it onto the learners. The following sections of this chapter will confirm this.

First of all, a student-centred learning environment promotes self-responsible learning and aids the students in growing autonomous in their learning (Weimer 2002: 15-16). Hedge demands that learners become more responsible for their learning by adding places outside school to their learning environment and that the educator ensures that they are familiar with the required strategies for independent learning (Hedge 2000: 34-35). Moreover, students should be allowed to control their own learning process, which is apparently also the goal of motivated students (Hedge 2000: 35). All of these student-centred features can be found in a flipped EFL classroom. Since the flipped classroom teacher does not lecture knowledge in the traditional sense anymore, the pupils must become responsible learners who prepare for the English lesson and go through the assigned material at home in order to be able to apply it in class. Due to EFL students being partly instructed at home, they are able to learn English at their own pace, with their own methods and can take control of their learning.

A characteristic of a student-centred class by Weimer (2002: 13-15) is that the instruction is based on the pupils' learning process; the teacher lectures less and is "much more around the classroom than in front of it" (Weimer 2002: 14). In a flipped education scenario, the teacher is no longer the "sage on the stage" (Lockwood 2014: 28), the expert instructor who lectures in front of the class while the students listen and take notes, but EFL teachers who flip are the "guide on the side" (Lockwood 2014: 28). This means that the foreign language instructor interacts with the students, helps them with their work if needed, offers feedback and addresses questions that arise while the pupils are engaged in their language learning. Instead of having to listen to the instructor explaining the difference between adjectives and adverbs first, the students can start with explaining the difference to each other and then complete a worksheet while the educator walks through the classroom.

The teacher builds rapport and differentiates, the teacher is a consultor, more accessible and, so Lockwood (2014: 29), might even improve the relationship with the pupils in the process. The switch from sage to guide allows an improved level of student-teacher interaction (Bergmann & Sams 2012: 25) and, as a result, teachers get to know their learners better, possibly creating an even more positive learning environment (Bergmann & Sams 2012: 26-27).

Another teaching practice which transforms a non-student-centred class into a student-centred one is asking the learners to participate in designing the content for class and the learning procedures to avoid divergent goals and perceptions thereof (Hedge 2000: 34). Second, learners might also help to create language learning activities (Clarke 1989 in Hedge 2000: 34), thereby clarifying the purpose of these activities. And third, student-centred classrooms include peer and self-assessment (Weimer 2002: 16-17). While flipping EFL lessons does not necessarily lead to these class features, the FCM can provide the time to realise them. For example, the FCM frees the class time needed for peer or self-assessment when flipping writing (see 3.5).

To sum this up, a learner-centred flipped classroom involves the following points formulated by Brown (2018: 524-528):

- Moving lecture online and homework into the classroom
- Instructor's role from lecturer to content creator/curator and from expert to coach
- The purpose of content from central importance to a support function
- The purpose of evaluation from final judgment to an integral part of the learning process
- Students finding answers to their own questions rather than expecting answers from you
- Student role from responsive learner to responsible learner

If one relates this short enumeration to EFL classes, it becomes clear that a student-centred flipped EFL classroom does not only affect the students but also the language instructors and their roles.

4.3 More Time on Task & Control of Class Time

One of Meyer's characteristics of good instruction, which can be applied to EFL lessons, is a high level of real learning time in class (Meyer 2011: 17). More precisely, Meyer means the "time on task" (2011: 40) which students use to reach the set lesson goals. Phases during which the teacher is active also count as time on task - provided that pupils actively use this phase (Meyer 2011: 40). In order to maximise time for student activeness, Meyer (2011: 45) recommends moving non-instructional activities, such as collecting money, outside the classroom. Teachers who establish the

FCM go one step further and outsource time-consuming contents which their pupils can learn on their own, extending the real learning time in class.

In a conventional classroom setting, instructors need to dedicate time for the content delivery, questions about that content and revisiting or losing time on repeating parts of the lesson which was not anticipated when creating one's lesson plan. With flipping, not only the students benefit, but the teacher has more time as well, e.g. for monitoring their class time (Lockwood 2014: 10). In traditional classroom settings, instructors are usually at risk of having planned an activity for which there is not enough time and often they intended to be further ahead than they actually are. In an effort to catch up on missed learning, activities in the textbook are skipped, teacher talking time (TTT) increases and student talking time (STT) decreases (Gannod, Burge & Helmick 2008: 779). The FCM allows instructors to cover more of the content in the book. Lockwood (2014: 10) reasons that a lot of textbook activities can be turned into flipped activities or transformed into a more interactive and engaging one for the face-to-face phase. By outsourcing less challenging content in favour of increasing the number of higher-order and critical-thinking activities in class, pupils are also better prepared for their life after school (Lockwood 2014: 17).

To apply the FCM to an EFL-specific situation: English teachers who flip their class (e.g. Lockwood 2014) occasionally flip their listening activities to avoid losing time by having to replay an activity more often than was planned. They have students listen to an audio file at home, take notes and answer some preliminary questions about the content of the recording. However, I must point out that in an EFL classroom, especially in Austrian secondary classes, certain listening activities should not be outsourced. EFL teachers need to make a distinction between listening activities which simulate exam situations, for example the Matura in Austria, and other audio files which students listen to for other reasons, such as introducing them to a new topic or collecting data for a later task. I do not recommend flipping listening activities which are exam simulations. In order to prepare learners adequately for tests, they need to be exposed to similar situations and should not be allowed to replay, rewind or stop the audio file, look up vocabulary, or do anything else which contradicts the exam they are preparing for. Instead of flipping such exam simulations to save time in class for other class content, the time gained from flipping should occasionally be spent on these practice tests.

4.4 More Interaction & Less Tediousness

When the EFL classroom is flipped effectively, probabilities are high that the level of boredom during the lessons is decreased (Lockwood 2014: 24). This is partly possible because of the design of the

model. The time-place switch leads to a more individualised and differentiated classroom (see 4.1). If the pupils do the learning at their own pace at home, the in-class time passes more smoothly since the students do not need to wait for each other until everyone has understood the current topic. Furthermore, the parts of learning which are normally perceived as tedious are completed at home (Lockwood 2014: 24). Also, Lockwood (2014: 24-25) argues that the flipped classroom type of homework is usually less time-consuming for her English students and easier to complete by themselves than the non-flipped assignments. In addition, the video-game generation apparently learns more successfully by doing, and interaction with classmates helps them to think and be resourceful (Lockwood 2014: 25).

In the presence of their peers and teacher, the pupils in a flipped EFL classroom spend a significant amount of the face-to-face stage with interactive and useful activities, such as group works or projects, instead of listening to the instructor. Being able to do the projects in the presence of the teacher reduces the pressure on the learners to develop them on their own (Lockwood 2014: 6). In traditional EFL lessons, the pupils are generally required to finish their project at home. However, questions usually arise during the work process and the teacher is not available to answer them. The pupils might be hesitant to write an email to the instructor, especially if the due-date is just around the corner. In contrast, it is easier to quickly ask the teacher for advice when everyone is working on the project in class and the teacher is immediately available, regularly checking in with the different groups.

In terms of EFL classrooms, the value of more interaction in class should not be underestimated. When language learners interact, they produce output, receive input and negotiate meaning with their partner. According to the principles of CLT, interaction is therefore key to learning a language (Hedge 2000: 57, 62). Similarly, Harmer (2001: 249) points out that when working on productive skills, the classroom activities should be communicative and not language drills. During communicative, fluency-based activities, the participants are constantly negotiating meaning and "processing language for communication is, in this view, the best way of processing language for acquisition" (Harmer 2001: 105). The classroom flip in EFL makes it possible to incorporate more interactive activities and to increase the frequency of simulating situations which the foreign language learners might face in the future, e.g. ordering food at a restaurant. Thus, flipping EFL classes can help the learners to improve their communicative language skills. More detailed information on this topic follows (see 4.7).

4.5 Learner Autonomy

There is a well-known proverb saying, “Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime.” This is also quite true when it comes to learning and the so-called learner autonomy or self-directed learning. If somebody is not only told what to learn in school but is also taught how to learn, this person will be able to do so independently from a teacher for the rest of his or her life. This section explains how the FCM might improve learner autonomy.

Hedge (2000: 76-77) defines learner autonomy as “[t]he ability of the learner to take responsibility for his or her own learning and to plan, organize, and monitor the learning process independently of the teacher.” Since it is desirable for students to become autonomous, self-directed learners, EFL teachers are expected to offer learner training, whose goal it is to support the pupils on their journey to become more self-reliant learners (Hedge 2000: 100). Those students who approach learning more actively see EFL classes as only one of many resources to improve their English and subsequently are generally better at acquiring various strategies, they gladly accept ideas from the instructor and fellow class members, as well as exploit resources they can access themselves (Hedge 2000: 100).

As it was reasoned in the section about individualisation and differentiation, the flipped classroom welcomes a variety of learning types and is student-centred. One aspect of a student-centred EFL classroom is that learners have more responsibility for their learning success, continuing their studies outside the classroom and applying strategies they were taught (Hedge 2000: 34-35). The FCM might not take away the teacher’s role in organising a learning environment in which students are introduced to effective strategies, but it does permit more opportunities for peers to exchange ideas as well as strategies, and it allows them more involvement in the design of the course and the activities. In addition, it puts more responsibility on the students during the self-study phase at home or wherever else they decide is the best place to complete the pre-class phase, familiarising them to the concept of operating autonomously and utilising more than their textbooks as learning resource. One instructor who experienced an impact on self-directed learning through the implementation of the FCM is Han (2015). She flipped an ESL course, transforming the pre-class phase into an active learning ground with the help of technology such as GoogleVoice and the course website and thereby subtly introducing her students to a number of different learning methods (Han 2015: 102). In-class sessions mostly involved cooperative activities with the focus laid on meaning and fluency. Within five weeks, Han observed a significant improvement in learner autonomy (2015: 98).

4.6 Motivation & Learner Satisfaction

Another advantage of incorporating the FCM in one's EFL lessons is higher student satisfaction and motivation. Li (2016: 1959) describes student satisfaction as an attitude or feeling which is either positive or negative towards something, in this case towards a flipped class. Consequently, learner satisfaction may be seen as an affective factor. Affective factors are rumoured to have an impact on language learning (Hedge 2000: 11), either helping or hindering the process. According to the affective filter hypothesis by Krashen (1985: 81-82), pupils who are afraid, angry or possess a general negative attitude towards learning English will have difficulties processing input due to a high affective filter, which in turn makes it very difficult for the language teacher to reach the students.

Missildine and her colleagues (Missildine et al. 2013: 597) witnessed that student satisfaction, compared to traditional lectures, was lower when they flipped their adult health course lecture – even though the students showed improved learning. However, in general the feedback from the learners is positive, including school and EFL contexts. Li (2015: 1958) flipped an oral English classroom and reports a general satisfaction on the side of the learners. The educator identified three factors which led to this result: the FCM creates an English class which endorses personalised learning, improvements in the students' proficiency and their ability to learn autonomously (Li 2015: 1961).

The students' success and the other factors named by Li further contribute to the development of motivation. Once the learners discover that the FCM aids them in improving their English and that they have improved already, learners are more motivated to continue with their work. Han (2015: 105) puts it like this, "they were inspired by their progress, which reinforced their motivation." When student satisfaction is high, it is easier for the students to process input, which leads to better performance and success. As a consequence, the probability that the learners are more motivated grows too. Weidmann (2012: 61), for example, reports increased student motivation as a result of the freedom and responsibility awarded to the learners by driving their own learning process in the FCM. Hedge names several characteristics of learning environments which motivate learners, some among them being a "variety of input (listening, reading), of pace and intensity, of interaction, and of activity to allow learners to work in their own style and with their own strategies" (Hedge 2000: 24). All of these characteristics have their place in the FCM, which might explain the overall positive reports about learner satisfaction and motivation. Lockwood (2014: 28) shares that her English students apparently appreciate the model because of the following motivating features: time is saved, peer pressure and stress to immediately understand content is diminished, the class is interactive

and diverse, they can complete traditional homework assignments like writing a text in class and have access to the teacher while doing so, class does not seem as tedious as before.

More EFL educators whose learners offered positive feedback on the FCM are e.g. Teng (2018: 2292-2293), Thaichay and Sitthitikul (2016: 35) as well as Al-Harbi and Alshumaimeri (2016: 60).

4.7 Improvement & Deeper Knowledge

Another advantage which is related to the time and place flip in the FCM is the effect it has on the students' proficiency and grades. Responsible are the aspects of the flipped classroom which are discussed in this chapter.

In subjects such as maths, there are countless studies which confirm that students in flipped learning environments develop a higher proficiency level than in traditional classrooms and that the FCM significantly increases student learning (Fulton 2012: 16). Taking into consideration Hedge's statement that "input becomes *intake* if there is a depth of processing" [original emphasis] (2000: 121), one does not have problems imagining that the FCM may also have a positive effect on EFL learners. After all, this approach incorporates activities in class which require higher-order and critical thinking. Hence, the in-class phase may involve the depth of processing needed for the assimilation of English language to the pupils' interlanguage systems. Furthermore, flipped EFL lessons are potentially more interactive than regular ones. This plays an essential role for improvement because EFL students not only need exposure to the English language but must also be allowed to practice producing comprehensible output (Swain 1985). According to Swain (1985: 128), there are three primary functions of output: noticing/triggering to raise consciousness, hypothesis testing and conscious reflection. The highly interactive learning environment in flipped EFL classrooms offers the learners the opportunity to produce a lot of output together and to negotiate meaning in the process. When the pupils receive the reactions about the output from their peers or the language instructor, they can test their hypotheses about the language feature in question and use the result of their hypothesis test to reconsider and expand their knowledge of English. Therefore, an interactive classroom such as a flipped one can lead to higher proficiency levels.

Lockwood (2014: 16-17) speaks of an overall improvement of student work. She witnessed that moving some content outside the classroom to move content with higher complexity inside benefited her students. They were able to grasp strategies, content in reading or listening activities as well as other English language content faster than before. Furthermore, Lockwood's learners were more willing to participate in discussions which led not only to frequent learner contributions but

they were also of substantially better quality than before. This makes sense as the learners often read a text, listen to a radio broadcast or watch a video clip about the subject of the discussion, e.g. body shaming, the president of the USA, the education system in Britain. The pupils come to class with a strengthened knowledge about a topic and are consequently able to formulate qualified statements. Since the FCM is additionally flexible, the teacher could also have the pupils read or listen to the content in class to ensure that the relevant strategies are used and they do not work through the material in a slapdash manner. This approach is valuable for the pre-class phase too because it reminds learners of strategies to use at home.

Lockwood (2014: 17) contends that students who read as homework, apply the reading strategies they learned, reread passages as needed and look up vocabulary they do not know, thereby create a more dynamic face-to-face experience than if they had to read an explanatory text about e.g. inferencing in class before answering questions which test their understanding of the concept. Improvement of her students' work could also be observed in the writing classroom (Lockwood 2014: 19). Again, students prepared themselves for the writing stage at home and wrote the text in the presence of the teacher and their peers, who would offer ideas and feedback. A more detailed account of how to successfully flip one's EFL classroom with respect to writing in class can be found in chapter three.

The findings of some studies which examined the FCM's effect on EFL learners' proficiency are described here. One study (Abaeian & Samadi 2016) found significantly refined reading skills, more in intermediate than upper-intermediate learners. This study was conducted with Iranian intermediate and upper-intermediate EFL students who learned at private language institutes. The students taught with the FCM outperformed the lecture-based EFL class.

A second study (Ahmad 2016) uncovered improved listening skills. The tested students were EFL students in their third year at university and had to reflect on their flipped classroom experience. For the pre- and post-test, the learners were required to answer multiple-choice questions about short and long audio files. The questions tested how much they were able to "1) recognize the main idea, 2) guess the meaning of unfamiliar words from context, 3) identify the type of speech, 4) listen for details, 5) understand supporting ideas, 6) recognize degree of certainty, 7) recognize purpose, 8) understand sequencing of ideas, 9) understand cause and effect, and 10) differentiate fact from opinion" (Ahmad 2016: 170).

A third study (Scott et al. 2016) claims that flipping EFL learning can lead, *inter alia*, to significantly higher idiomatic knowledge and improved oral ability. The study was conducted with English majors

in English oral training classes who learned about idioms with a phone app allowing written interaction and with the help of traditional instruction. The learners were pre- and post-tested about their idiomatic knowledge, had to complete a questionnaire about their perception of flipping and another one about accepting technology. Furthermore, their behaviour was observed during class and focus group interviews were held.

A fourth one reports better language accuracy of upper-secondary students, for example (Thaichay & Sitthitikul 2016). The authors pre- and post-tested upper-secondary Thai EFL students from a demonstration school with a low proficiency level, analysed questionnaires about the learners' opinions, reflective journals about the learners' progress, as well as a focus group discussion about students' problems with the taught grammar and their reactions to flipping. The tests and the journals concentrated on the passive voice, subject-verb agreement, relative pronouns, participles used as adjectives and the reported speech.

In a fifth study (Buitrago & Díaz 2018) it is argued that the flipped approach might lead to changes of the pupils' attitude, awareness and ability with respect to the writing classroom, as can be read in 3.5.4. Two Colombian EFL instructors flipped writing with their university students at B1-B2 level. Amongst other things, the authors compared the pupils' 1st term grades to their 2nd term grades, required the pupils to do regular reflections and analysed student questionnaires.

A sixth study (Teng 2018) remarks on the progress of learners' EFL speaking skills because of the FCM. The author flipped a cross-cultural communication course for first-year university students at intermediate level. The students were tested before as well as after the flipped classroom experiment and their graded performance was interpreted. Moreover, their speaking performance was assessed in the form of a story-telling task. Finally, some pupils were randomly selected and interviewed.

However, it also needs to be admitted, that some studies could not verify the positive effects of the FCM on a learner's proficiency. While Al-Harbi and Alshumaimeri (2016: 60) could see an increase in their secondary pupils' grammar performance, the difference to the non-flipped control group was not significant.

5 Disadvantages

While there is no doubt that the FCM has certain advantages, no teaching model is perfect. The following chapter addresses some of the disadvantages of flipping one's EFL classes. These disadvantages were all reported more than once by teachers who flip their English classrooms and have attempted to solve these issues. In accordance with the advantages, the distinct manifestation of these drawbacks is linked to a teacher's individual approach to lesson preparation and realisation.

5.1 Time & Workload: the Flip Side of the Coin

So far, this diploma thesis has shown that one of the advantages of the FCM for the EFL classroom is the gain of in-class time for more practice by outsourcing the part of the instruction that the learners are able to do on their own and reserving face-to-face time for higher-order thinking skills. To achieve maximum impact, the instructional medium should be created by the teacher because it adds a personal component to learning. Therefore, creating a screencast which features the voice of the teacher appears to be better suited for learning purposes than using a video from another teacher. Additionally, the video could be made more interactive by inserting questions into the video that the pupils have to answer correctly before they can continue watching. These points rise the question of how time-intensive the implementation of the flipped classroom is compared to a more traditional approach.

Mehring (2018: 161-167) identifies an increase in workload as one of the main disadvantages of flipping the foreign language classroom. More specifically, the author reports that the FCM comes with an increased workload for the teacher as well as the students. In fact, the learners appeared astonished at the amount of work they needed to do before coming to class (Mehring 2018: 161). To counter this perception, the author advises to give students time to adapt to the new method by assigning less homework at the beginning and steadily raise the amount (2018: 165). However, the claim that the flipped classroom entails more homework for the pupils than a conventional class is, in my opinion, not necessarily true as it stands in direct opposition to what other language teachers experienced (cf. Lockwood 2014, Bergmann and Sams 2012). Identical to many other matters, it greatly depends on the teacher how time-consuming a flipped home assignment is compared to what that teacher assigned before flipping. While it might not take long to watch a five-minute screencast, note down the key statements and maybe complete a preliminary exercise, there is always room for more preparatory work which could be done at home. Nevertheless, I would further argue that in contrast to students' homework, the overall workload in a flipped classroom scenario

is most likely bigger for the EFL students than without it. This conclusion can be drawn when one considers the implications of implementing the FCM in the language classroom. Students do not only engage with content that they would also be introduced to without the flip, they additionally participate in more learning activities in class which could be included due to the outsourcing of content to the home phase. Whether the pupils spend less time studying before a test because they have a better understanding of the subject matter due to the FCM is not scientifically proven. Consequently, the FCM entails a greater overall workload for the students.

Mehring's second observation thematises an increased workload for teachers (2018: 167). As described at the beginning of this sub-chapter, the EFL teachers interested in flipping must commit to a lot of class preparation. For the home learning environment, the teacher spends time on finding and customising a suitable online platform, for example Google Classroom or Moodle. It does not only take time to record videos, possibly edit them, insert questions and put them online, the teacher might also have to create and monitor a forum or other tools they decided to use. Besides developing the pre-class phase, there is also the face-to-face environment to consider. Since part of the instruction is outsourced to the pupils' self-study spaces, EFL teachers will need to fill the freed in-class time. Lockwood (2014: 37), for example, mentions that one must not underestimate finding new in-class activities. Before flipping, part of the class time is frequently held in accordance with the textbook. She explains that teachers with access to good textbook material and who want to continue using that material might assign sections of the textbook as homework (2014:37). When starting the flipped classroom journey, it is often enough to supply discussion questions, brief group activities and a few minutes during which the pupils share their ideas (Lockwood 2014: 50). The instructor's manual and EFL specific websites can help generate additional lesson ideas for the face-to-face class.

To return to the question of how time-intensive the FCM is for teachers, I would like to refer to a statement by the flipped classroom pioneers Bergmann and Sams which states, "Do I need this video perfect, or do I need it Tuesday?" (2012: 43). As this quote illustrates, a great deal of time may be spent on creating a single video and it is the teacher's responsibility to decide when to stop. Just like non-flipping EFL teachers might spend several hours creating the perfect lesson, flippers can do the same. In contrast, if EFL instructors do not really prepare their lessons because they just work their way through the exercises in the textbooks, then flipping one's classroom is more time-consuming than non-flipped EFL classes.

The question of how time-intensive the FCM is and whether it is more time-consuming than a traditional EFL class will be revisited in the teacher interviews. But in general, changing from a non-flipped to a flipped class takes time and effort at the beginning until the pupils and their teacher have accustomed themselves to the changes and built a routine. Moreover, instructors can reuse the videos they recorded, the scripts they created or other material they collected in the following years. As a result, the workload decreases with the growing collection of EFL material (Kück 2014: 31).

5.2 Everything Stands and Falls with the Students

Every school subject depends on the cooperation of the pupils. In EFL, for example, the students must be willing to participate for a speaking activity to work. For a flipped English classroom, this is true as well but the level of dependency is taken one step further. First of all, secondary students are mostly accustomed to a traditional, non-flipped learning environment because the FCM is not spread as far as to be considered teaching standard. The teachers explain the grammar rules while the students listen, then they do an exercise, and so on. This means that the educator first has to earn student buy-in before flipping. Explaining the concept, training them to successfully complete the self-study phase, going slow at the beginning and illustrating what they might gain from the FCM can help to earn student buy-in. If the pupils enjoy interactive classes, they will probably buy in when they participate a fun activity like a game or debate which can only be offered because of the flipped setup (Lockwood 2014: 37). Secondly, even when the class members are convinced that they may profit from the FCM, there are always those who do not believe in doing their homework. While such freethinkers would maybe annoy their teacher in a traditional classroom, homework objectors have far-reaching consequences for a flipped learning environment.

Should the worst-case scenario happen and no one comes to class prepared, then no one is able to participate in class since the in-class tasks are based on the pupils understanding the learning content they were assigned. The students would have to do the homework in class or the teacher has to hold a lecture which essentially turns the attempted flipped lesson into a non-flipped one. If the pupils refuse to come to class prepared, there is no sense in trying to force the issue. If EFL learners decide not to do their homework, a flipped classroom is impossible. However, if there are only few learners which sometimes neglect to do the home assignment, flipping can still work.

Mehring (2018: 171) proposes to open an online survey or discussion in order to be able to gauge which pupils did not work through the assigned materials and need a reminder of the importance

of doing so. Bergmann and Sams (2012: 97-98) prefer to check the learners' notes, e.g. about the assigned video, or the pupils need to ask an interesting question about the topic, which has the advantage that even shy class members participate in class. It is, however, not advisable to start each lesson with a question-and-answer session which comprises a revision of the whole pre-class material since this may entice pupils to omit the preparatory step (Weidmann 2012: 65). To motivate the students to do their homework, Sams (2012: 21) advocates contacting the parents of problematic students, presenting help and additional options, as well as considering the possibility that using videos might not be the best option for every learner and offering them alternatives. In Lockwood's experience, pupils usually make sure to do their homework when they comprehend that they would otherwise miss an interesting activity (2014: 37).

Learners who come to class unprepared nevertheless may be allowed to watch the videos or the other material on the class-computer or their smartphones. The consequence for them is that they miss at least part of the tutorial time, which is composed of the teacher walking through class and aiding pupils with their tasks. When the nonviewing students cannot finish the tasks done in class because they neglected to do the preparatory work, they should complete them at home on top of the regular assignment. Ideally, the learners realise that they benefit from the teacher's help in class with finishing the tasks and do the preparatory work in the future. This example of how to deal with unprepared learners is a recommendation of Bergmann and Sams (2012: 98-99). If there are no computers, tablets or smartphones available in class for the pupils to access the assigned material, there is the possibility to have students explain a topic to each other. This has the benefit that unprepared pupils have some clue about what they should have learned at home and prepared students can deepen and establish their understanding more firmly (Kück 2014: 12).

5.3 The Technological Component

While it is possible to flip one's class without videos and other technology, advances in technology have facilitated the implementation of the FCM and, for some, is an integral part of flipping. For EFL, it is beneficial to open e.g. discussion boards, have students upload an audio file of them speaking, creating wikis in a collaborative effort to collect vocabulary, etc. Although the key feature of the FCM is not the incorporation of technology but the construction of a learning environment which puts the needs of the learner at the centre (Mehring 2018: 113), the pupils must always be able to access the content easily and they are to be in control of their learning (Mehring 2018: 114). Accessibility to learning material is potentially very simple when it can be viewed in the online classroom.

If a student missed a lesson, the preparatory material is still available online. If there is an important question about the home assignment, an email can be sent or a question posted in the Moodle forum. Moreover, many of today's generation of pupils appreciate technology (Brown 2018: 388) and would welcome a chance to improve their English skills by using their tablets or other technological tools. Granting that the use of technology has its advantages, it cannot be denied that there are some serious disadvantages to linking the flipped classroom to technology.

5.3.1 The digital divide

It was formulated before that accessing school material in an online learning environment such as Moodle, LMS or Google Classroom is a potentially easy solution for everyone getting the material. The key word here is "potentially". Unfortunately, not every family has unlimited access to the technology needed to access online material. Acedo (2018) calls this "one of the most prominent issues" and points out that pupils with a low-income background might not be able to get to the online assignments regularly. Acedo (2018) further argues that flipping one's classroom in a way which is dependent on technology might "create or exacerbate a digital divide".

The teacher must ensure that every student has access to the material and if this is not possible, then flipping with technology is not an option. For inspiration on how to do this with an English class, Lockwood (2014) shares several examples from her ESL lessons which were flipped forgoing any technological tools.

5.3.2 Concerned parents & screen time

Digital learning has become increasingly popular over the last few years and teaching pupils how to interact with the necessary technology often happens remarkably fast since they are members of the so-called "video game generation" (Lockwood 24). They grew up with computers, smartphones, Youtube, etc. and often spend a not insignificant amount of their free time in front of a screen. As a result, schools try to catch up and have recently started to attempt educating their students about internet security (BMBWF 2016).

On account of the pupils' preference to occupy themselves with technological devices, parents might voice their objection about their children spending even more time in front of a screen since the beginning of the implementation of the FCM (Bergmann & Sams 2012: 21). Similarly, Acedo (2018) mentions that the students might have to "spend hours in front of a computer watching the lectures" and that this might be a grave disadvantage for some pupils' learning process. After all, not everyone benefits from learning through technology (Acedo 2018). Instead of choosing videos

or other technological media as sole self-study tool, teachers should therefore strive to vary the pre-class material, for instance by utilising the textbooks.

5.3.3 Technological and digital literacy – not a must but helpful

Nowadays, it is more important than ever to be a technologically and digitally literate teacher. A technologically literate person is able to use technology such as computers, tablets, smartphones, beamers, etc. and a digitally literate one has the skills and competence to “communicate, manipulate and function comfortably in an immersed digital environment” (Hemsing 2012), hence to communicate through a computer by sending an email or putting the instruction with the teaching material online.

Technology in combination with flipping offers more methodological variety, but for this, teachers are required to be technological and digital literates. On the flip side, overusing technology is also a possibility and should be avoided as not to overwhelm the learners (Buitrago & Díaz 2018: 1666). Technological tools are a valuable addition to the flipped EFL classroom but they should only ever be used if employing them has benefits and never for the sake of using technology itself.

In spite of the fact that technology is not indispensable but due to the fact that it can be extremely helpful and simplify matters greatly, it may be a disadvantage of the FCM that teachers need to be technologically and digitally literate for the FCM to reach its whole potential. Nevertheless, flipped EFL lessons without technology can still be very successful and a breeding ground for self-responsible learning and critical thinking.

5.4 Other disadvantages

There are more disadvantages to the flipped classroom than the few mentioned above. One drawback of the self-study stage is its more or less isolated nature. The pupils are still able to communicate with others over the internet but if an important question comes up during the home phase, it is not possible to get an immediate consultation from the instructor (Kück 2014:14). It may be argued that asking questions during a live lecture might also not be always possible but the teacher is still available and could be approached after the lecture. At home, the teacher is not present and the pupils rely on the teacher quickly answering their emails, for instance. If the emails are so numerous that the instructor would have to answer emails throughout the day, Kück (2014: 32) recommends offering online consultation hours. Of course, this equals more workload for the teacher. For question that students would like to ask in person, they are required to wait until the next lesson.

Another disadvantage related to the time-gain in class is revealed by Nielsen (2011). She contends that more time in class possibly only signifies “more time for bad pedagogy” (Nielsen 2011) instead of a gain for the students’ learning process. When there is more class time to be filled, teachers might resort to using well-known strategies from their teaching repertoire, keeping the lessons boring and not varied. In her view, it is too easy to continue doing “more of the same type of memorization and regurgitation teaching that just doesn’t work” (Nielsen 2011).

An English and Science teacher who used to flip but removed it after a while explained that two of the reasons she would never resurrect the FCM is because “[a] lecture by video is still a lecture” and “I want my students to own their learning” (Wright 2012). The flipped classroom is said to give the students more control over their learning. For example, screencasts may be stopped or certain parts rewatched so that the pupils learn at their own pace. Wright (2012), however, is not satisfied with this and even goes so far as to reason that “this isn’t giving students control over their education”. The FCM might increase an EFL class’ level of individualisation and differentiation but the pupils are still bound to the teacher’s idea of optimal input. They generally are not allowed to decide when to learn which topic and how to optimally go about it. For this amount of freedom, the Flipped Mastery Model is better suited.

5.5 Not a Disadvantage but an Acquittal: The Flipped Classroom Wrongly Accused

As was pointed out at the beginning of this diploma thesis, the FCM is much too complex to explain with a single statement. Therefore, it does not come as a surprise that there are several misconceptions about flipped classrooms. A very common misbelief about the FCM which was contested several times throughout this diploma thesis is that the out of class instruction is restricted to video recordings of the teacher’s theory input and students watching the video lessons at home. Neither is the FCM magic. It does not make teaching EFL easier and it certainly does not mean less work. These misconceptions about the flipped approach to teaching are only a few examples. In this subchapter of the diploma thesis, another myth shall be corrected, one which would condemn the FCM to be unsuitable for project-, discovery-, also known as inductive learning, and inquiry-based learning. For example, Bennet (2013: 141-142) applies inquiry learning as well as project-based learning in his flipped classroom. Love et. al (2015: 749) further contest the critics view by pointing out that inquiry-based learning could happen in the classroom through active problem solving and practice activities.

Some misinformed critics are convinced that inductive grammar teaching or any other form of inductive learning is not possible in a flipped EFL classroom. Deductive grammar teaching involves a high degree of explicitness (Hedge 2000: 160), just like when the educator lectures about grammar rules or the pupils read the grammar box in a school book. The opposite of this deductive approach is inductive grammar learning and involves a high degree of implicitness. The learners are ideally exposed to authentic or simulated authentic uses of the grammatical feature in question (Hedge 2000: 160). Instead of having the grammar rules explained, they hear or read a text including e.g. the first conditional and have to infer how this English rule works themselves (Hedge 2000: 163). Inductive learning is mentally engaging and results in better retention, making it easier for the students to recall and transfer the contents of the lesson (Gollin 1998: 88). Since such grammar consciousness-raising might aid EFL learners “to develop their grammatical competence in a way which fits the culture of the communicative classroom” (Hedge 2000: 164), a teaching model which does not allow for inductive or discovery-based learning would not be ideal for EFL classrooms.

When misinformed critics imply that the FCM is synonymous with a deductive approach, they are more wrong than right. Frequently, the FCM is associated with having pupils watch a video about a grammar rule before coming to class. This might explain why some critics propose that the presentation of new content prior to class prevents students from discovering language rules on their own and thus interferes with learning; the more is explained, the less is learned (Schmidt 2012: 133). While it is possible to set up a flipped classroom in this particular way, it is only one of several options. It is the educator’s responsibility to decide when instructional material is appropriate and how it might complement inductive learning (Schmidt 2012: 133). It is of paramount importance to understand that the content of the preparatory home-material is variable. It neither has to be of an explanatory nature nor stand at the beginning of a course unit (Schmidt 2012: 134). If educators wish to include inductive learning in their EFL classes, this is definitely possible.

The material could activate the students’ background knowledge and conclude with a task which the students need to solve until the next lesson – without the presentation of the expected outcome. In-class time would then be used to discuss the tasks and the students’ discoveries before they apply their knowledge to new activities and contexts. The home phase which follows after the inference and practice in class could include a purely explanatory video about the last lesson, whose key points the learners should put into written form (Schmidt 2012: 134).

Schmidt (2012: 134) also gives an example of how inductive learning might take place at home. It was already mentioned that screencasts and other videos are more interactive if the teacher inserts

questions for the pupils. Equally, a teacher may choose from a wide scope of tasks to incorporate in the students' home-assignments. Schmidt (2012: 134) asks his students to stop the video, work on a certain problem and continue watching the video after they solved it. In an EFL context, the pupils could be asked to formulate a hypothesis about the difference in meaning or structure between two sentences, text types, pronunciations or something similar before they watch the part of the video which discloses this information.

Finally, the amount of explanation in the preparatory material is crucial for inductive learning. For example, if a video only breaches the gist of e.g. a grammar rule, then the pupils will still have the opportunity to figure some aspects out for themselves when they are in class practicing (Schmidt 2012: 135). While this approach is not fully inductive, it is a potentially valuable compromise between mentally engaged students and deductive teaching. It could be treated as an introduction to inductive learning before the teacher switches to a more inductive approach.

In non-flipped classes, the reason for why some teachers do not or rarely incorporate inductive learning is the time challenge. As Gollin (1998: 88) remarks, a deductive approach is a more appropriate choice when time is short than an inductive learning approach. This time issue is why Schmidt (2012: 136) refers to the FCM as bridge. Flipping provides the time needed for introducing the students to inductive learning. Another potential advantage of the flipped approach is that the videos and other material could provide a sense of security to the students. If they reach a dead end, they will know that their self-study phase at home will include a summary of what they should have inferred in class. It is concluded that the FCM and inductive learning are very compatible.

6 Flipping EFL classrooms in Austria

This chapter of the diploma thesis will position the FCM in Austrian secondary EFL classrooms. While there are already a number of texts on the flipped classroom and EFL, there is a significant lack of information about the situation in Austria. In order to connect flipped EFL classes to Austria, this section deals with the legalities of assigning instructional material as homework in Austria, as well as the curriculum of upper secondary AHS and HAK.

6.1 Legal basis in Austria

Some sceptics might object that pupils are not supposed to learn new content on their own but that they go to school so that the teacher instructs them in person. However, in a flipped scenario the students are still indirectly instructed by the teacher. While this does not happen in class, the instructional medium was still selected or created by the teacher. The following paragraph is an excerpt from the Austrian SchUG (School Education Act) §17 (2), which defines the Austrian legislation regarding homework.

Zur Ergänzung der Unterrichtsarbeit können den Schülern auch Hausübungen aufgetragen werden, die jedoch so vorzubereiten sind, daß [sic] sie von den Schülern ohne Hilfe anderer durchgeführt werden können. Bei der Bestimmung des Ausmaßes der Hausübungen ist auf die Belastbarkeit der Schüler, insbesondere auf die Zahl der Unterrichtsstunden an den betreffenden Schultagen, die in den übrigen Unterrichtsgegenständen gestellten Hausübungen und allfällige Schulveranstaltungen Bedacht zu nehmen. Hausübungen, die an Samstagen, Sonntagen oder Feiertagen oder während der Weihnachtsferien, der Semesterferien, der Osterferien, der Pfingstferien oder der Hauptferien erarbeitet werden müßten, [sic] dürfen - ausgenommen an den lehrgangsmäßigen Berufsschulen - nicht aufgetragen werden.

As this quote emphasises, pupils have to be able to do their homework on their own. By implementing the FCM, teachers seek to maximise face-to-face time to gain a more interactive and challenging class which stimulates the learners' higher-order thinking skills. To that end, content for which students do not need the help of the teacher is outsourced (Sams 2012: 19). Hence, even though it is the instructional part of the lesson which students now encounter at home, it is still homework that they can manage on their own. To give an illustration of this, whether students listen to the teacher talk about how to form the third conditional in class or whether they watch a screencast in which the teacher explains the same thing does not make a difference. Pupils would take notes when watching the screencast just as they would in class and if questions arise at home, it is easy enough to jot them down next to their notes.

In conclusion, it is legal to assign homework comprised of instruction. There is time for the instructor to answer any questions which might have come up at home at the beginning of the next lesson (Bergmann & Sams 2012: 15) or, if there are urgent questions, the learners may contact the instructor.

6.2 The Austrian Curriculum

This section aims at uncovering whether any parallels exist between the FCM and the Austrian curriculum. Since three English teachers from a BHAK/S in the 11th district as well as a lower and an upper secondary AHS in the 23rd and 22nd district in Vienna were interviewed (see 7.1.2), the curricula which are studied correspond with these two school types.

6.2.1 AHS & HAK

Except for the sixth point, every aspect listed in the paragraph below occurs in both Austrian curricula.

In the current curriculum of the AHS (RIS 2018a: 124-132), which is valid since autumn 2017, and HAK (RIS 2018b: 7-9, 38-44), there are numerous parallels with the FCM. Firstly, the need for student-centred EFL classes is emphasised, which is also the main concern of flipped classrooms. Secondly, both curricula call for a diversity of methods, for instance open learning, projects, learning diaries or portfolios; and thirdly, the integration of problem- and action-oriented teaching. For this, teachers have more time in class when they flip their instruction. Fourthly, the curricula demand a varied offer of learning strategies considering the individual learning types, styles, paces, social competences, strengths and weaknesses of the pupils. This kind of individual learning is possible when instruction is outsourced and the pupils may learn at their own pace and in their own learning style, e.g. repeating the instructional home-phase material out loud, writing it down, etc. In-class, the teacher is able to individually interact with the pupils and react to individual problems. Fifthly, teachers should motivate their students to improve independently outside school and take responsibility for their own learning. The FCM supports independent learning and helps students to develop a higher level of personal responsibility as the students are accountable for coming to class prepared. Sixthly, new information and communication technology must be used (2018a:126), which is a given when educators flip with the help of technology.

The end-goal of Austrian EFL classrooms formulated in the AHS (RIS 2018a: 124) and HAK (RIS 2018b: 38) curricula is to enable students to communicate in English outside in the real world. In pursuance

of this objective, communication and interaction in the classroom are of paramount importance to English teachers.

Since communication is already crucial for Austrian English classes and, consequently, student interaction is relatively high, it remains questionable whether the implementation of the FCM in the EFL classroom is as revolutionary as it is claimed to be in the science classroom, or whether it would equal redundant extra-work for the educator. Nevertheless, the introduced literature indicates that EFL teachers and students might benefit from the implementation of the FCM at certain times. As Lockwood points out, it is the teacher who decides when to flip part of or the entire English lesson (2014: 106) and the FCM does not need to be the only model used (Weidmann 2012: 66). Ultimately, flipping frees up lessons for even more engaging activities to practice communication (Bergmann & Sams 2012: 48).

To answer the question of the FCM's potential value with respect to an Austrian EFL environment, three teachers who flip their English classes in Vienna were interviewed. The findings from these interviews are described in the next chapters of the diploma thesis.

7 Empirical Research - The Teacher Interviews

This diploma thesis investigates how compatible the FCM and EFL lessons in Austrian secondary schools are. For the purpose of relating the general information about flipped EFL classrooms to an Austrian context, three teachers were interviewed. This chapter covers the methodology and information about the interviewees.

7.1 Methodology

In pursuance of an answer to the research question “How compatible are the FCM and EFL lessons in Austrian secondary schools?”, the chosen research method is qualitative: interviews with three Austrian teachers (Plonsky & Gurzynski-Weiss 2014: 34). Due to this small number, the findings from the interviews cannot be generalised. Nevertheless, they offer valuable insights into individual approaches to teaching EFL with the FCM.

7.1.1 Connecting the conceptual and empirical part

Except for the first interview questions covering the background of the teachers, for example how much teaching experience they have, the interview questions are based on the theory part and can be found in the appendix. Each interviewee was asked about key aspects from the theory part in order to determine their potential relevance for Austrian EFL classrooms.

As it is stated in the theory part, teachers do not need to flip every lesson but may choose when and for what areas they implement the FCM. Thus, it is not only interesting to know how often the interviewees flip but it also needs to be discovered which factors determine the flipping frequency. In addition, previously mentioned studies suggest that the FCM has already been applied to various EFL areas and might even have a favourable effect on the learners’ EFL skills. As a consequence, the teachers were questioned about which areas or skills they prefer to flip. In chapter three, one skill is described in more detail: writing. Since writing is a complex process, flipping writing lessons so that the pupils have the opportunity to write in the classroom can be beneficial. On the one hand their EFL instructor can guide them and help them with their writing but on the other hand the classroom might be a too distracting writing environment. Hence, the teachers’ opinions about flipping writing were addressed during the interviews.

In addition, the theory part discloses that flipped EFL classrooms can be as different from each other as the teachers holding the lessons. The pre-class phase may include a variety of (non-)technological components and the EFL teacher might have to invest a lot of time in creating preparatory material.

Since the home-study stage takes place without the teacher, instructors must somehow make up for their absence. Moreover, there is more time for communicative activities during class and the FCM is compatible with inductive approaches to teaching. The interview guideline covers all these points. By describing a typical flipped EFL lesson, the interviewees illustrate how one can teach EFL lessons with the FCM.

In previous chapters, numerous studies are named which comment on students' reactions to flipping. In general, learners seem to have a positive attitude towards the model. Amongst other things, literature reports higher student motivation, better grades, improved language use and a higher level of independent learning. To collect data about the FCM's impact on Austrian learners, questions about student reaction and the FCM's effect on the interviewees' pupils can be found in the interview guideline.

With regard to the advantages and disadvantages of flipping, the interviewees were not directly questioned about every single one of them listed in chapters four and five as this would have taken too long. Instead, the three instructors were asked to describe the greatest (dis)advantage of flipping, followed by further (dis)advantages. Besides inquiring about advantages in general, the teachers answered a separate query about specific advantages of the FCM that are hinted at in the literature: one, pupils can watch instructional videos again before exams; two, the FCM might make it easier to cover a year's subject material.

The theory part also draws attention to difficulties which teachers might encounter when they flip. These challenges include pupils who do not come to class prepared and a lack of access to technological equipment, for example. Being aware of possible problems is important for determining how compatible the FCM and EFL lessons are. Therefore, the interviewees were invited to talk about the challenges they face when they flip and how they deal with these challenges.

The interviews end with the teachers' critical conclusion on their flipping experience. As it is written in the theory part, the FCM was originally created for subjects such as chemistry or physics. Hence, the question arises whether the teaching model is of value to EFL lessons, especially because the EFL classroom is already communicative. If one considers that the literature indicates that flipping can be extremely time-consuming, it is worth asking whether the model has any added value. Since the research question investigates the value of the FCM for Austrian secondary schools, another question explores the suitability of the FCM for lower and upper secondary classes in Austria.

7.1.2 The interviews

In the interview guideline, every main question, e.g. “How often do you flip?”, is divided into several sub-questions, e.g. how they decide when to flip, whether they prefer to flip certain areas etc. (see appendix). The last question allows the interviewees to add any more information that they perceive as central to flipping Austrian EFL classrooms. The guiding questions of the interview cover the teachers’ plans with the FCM, the realisation of these plans and their critical conclusion concerning their experience with flipping.

Depending on the answer to the main question, the interviewer may choose to omit or extend the sub-questions. Furthermore, the interviewer might choose to spontaneously add questions if they are relevant to the research. Thus, while there is a pre-determined set of interview questions, the interviewer is still flexible enough to adapt to unforeseeable developments during the interview. Hence, the interviewer benefits from the advantage of a structured interview to likely be able to collect the data required for the research question (Plonsky & Gurzynski-Weiss 2014: 43) and, at the same time, the interview retains the adaptability of a semi-structured interview (Plonsky & Gurzynski-Weiss 2014: 42-43). The downside of this procedure is that the interviewer risks getting off track and neglecting to ask added questions to the other interviewees; especially, if an unexpected but important topic comes up during a later interview, the prior interviews lack relevant data. Therefore, the interviewer would not have the view of all interviewees at disposal and would have no chance to compare all views. With a small sample size, the impact of this is significant, as the argument of a single interviewee without backup cannot be described as pertinent.

The interviewer met with every participant individually and interviewed them in German in order to prevent misunderstandings as well as to simplify communication. The interviews were recorded with the consent of the three interviewees and were transcribed afterwards. Repetitions of words, rephrasing, stutters and fillers such as *ah* were omitted. Grammar mistakes and comprehensible forms of colloquialism are still in the transcript. Words in capital letters signal heavy emphasis of the speaker. In addition, every teacher orally agreed to the publication of her name and did not wish to preserve her anonymity. Nonetheless, the names are not disclosed to uphold a greater level objectivity. Finally, the interviews were interpreted using qualitative content analysis, which allows a systematic analysis of texts (Mayring 2010).

The analysis was carried out as suggested by Mayring (2010). Since guiding questions were formulated to simplify the matter of collecting the data necessary for answering the research question, the categories for the analysis are based on the interview guideline:

1. Frequency of flipping and preferred areas/skills
2. Implementation of the model
3. Effect on the pupils
4. Advantages, disadvantages and difficulties
5. Expectations and reality
6. Value of the model for EFL instruction

It was decided which data from the interview would be assigned to which category; for example, category 1 includes all information related to how frequently the teachers implement the FCM as well as which areas they flip, including the teachers' stances on flipping writing, and in category 2 one can also find lesson examples. After the creation of the categories, the coding process started, which means that all relevant passages were assigned to the appropriate categories. This was achieved with the help of a coding system. For instance, all advantages in the transcripts were marked with a + next to them, – signals disadvantages and ¶ stands for difficulties. For easier visual distinction, the data within each category was colour-coded, meaning that e.g. the fourth category was visually divided into information about advantages (red), disadvantages (green) and difficulties (yellow) the teachers experienced.

An unexpected theme which came up and was not prompted by questions was the reaction of the interviewees' colleagues to flipping. While there is a category for student reactions, the interviewer did not anticipate comments about how the FCM might impact a teacher's interaction with colleagues at work. Due to only one interviewee mentioning this theme, the interviewer did not open a new category but put the information into an already existing but equally suitable one (see 8.2.2). Contrary to this, some anticipated topics fell short of the interviewer's expectations although the teachers responded to the interviewer's questions. These themes include the combination of the FCM with inductive learning (see 8.2.2) as well as the comparison of the educators' expectations regarding flipping their EFL classes with whether these expectations could be met (see 8.6). More information can be found in the respective parts in the findings.

One problem that arose during the analysis of the interviews was that the interviewer did not ask the first teacher two questions due to nervousness and excitement. The lack is indicated at the respective parts of the interview described in chapter eight. That the interviewees randomly attempted to not answer a question but talk about another unrelated topic proved to be an additional challenge.

7.1.3 The interviewees

In total, three Austrian teachers with at least one year of flipping experience were interviewed in Vienna (interview A: lines 63-65; interview B: line 27; interview C: line 52).

Teacher A

Interview A was conducted with an EFL teacher who primarily flips lower secondary English lessons but also upper secondary lessons in her other subject computer science (line 61) in an AHS in an outer district of Vienna. This school type is a general secondary school which upper secondary pupils leave with a university entrance qualification. Teacher A's inspiration to flip her classes came from videos by e.g. Salman Khan or John Bergmann which helped children to learn and raised the interviewees awareness of the FCM (lines 6-12). Because she is a native speaker teacher and, in that function, currently an accompanying teacher, the language instructor is dependent on her colleagues' willingness to flip (lines 77-79). Additionally, she never flips with a class when using another model with the students would make more sense or if she does not have the time to do it properly (lines 80-83).

Teacher B

Interview B features somebody who has experience with flipping her upper secondary EFL lessons in a business school located in an outer district of Vienna (lines 2-3, 25). This school is only for upper secondary students and provides them with a university entrance qualification. Teacher B also flips the occasional French class (line 255). A colleague introduced her to the FCM when he asked her to take over his flipped classes (lines 5-11) and, as a result, she taught seven flipped classes that school year (line 30). Today, she still flips but has reduced the frequency to a more manageable amount (line 34). Preferably, she flips with her higher classes (lines 262-263). In her opinion, older pupils show more responsibility and take the flipped lessons more seriously (lines 262-263).

Teacher C

Interview C is comprised of data supplied by an EFL teacher who attempted flipping with her upper secondary students but, at the moment, only flips with her lower secondary students (lines 46-49) in an AHS in an outer district of Vienna. While the other two teachers have approximately 4 years of general teaching experience (interview A & B: line 2), interviewee C (lines 2-3) has started her career over ten years ago and is therefore the most experienced. Some of that time, she spent at a Montessori school in Germany (lines 33-36). She started her flipped classroom journey because she likes to combine new media with foreign language teaching and was invited to join the flipped classroom movement by a colleague who is also a very active flipper (lines 5-6, 11-19). The reason why

she only flipped her two lower secondary English classes last year was that the upper secondary pupils had no interest in this new teaching model (lines 61-64). As she only had the students for one year and it was a compulsory subject choice, she did not force the issue (lines 470-473).

As this brief introduction of the three interviewees proves, they have different backgrounds and approaches to creating a flipped EFL classroom, painting a varied picture of how the FCM may complement foreign language teaching.

8 Findings

This chapter presents the findings of the interview. Since the information gained through the teacher interviews was assigned to different categories in the course of the analysis, the findings are also presented in these categories. First, the frequency of flipping EFL classrooms as well as preferred EFL areas and skills for flipping are under discussion. Next, it is described how the interviewees implement the FCM, followed by the model's effect on the pupils. The advantages and disadvantages of flipping come up next, as well as the challenges which the teachers faced. Observations about overlaps and differences between what the EFL instructors expected of the FCM and the reality of flipping are shared. Eventually, the interviewees' comments regarding the value of the FCM for EFL instruction in Austrian lower and upper secondary schools are addressed.

8.1 Flipping Frequency and Preferred Areas

One of the first questions that the three instructors answered during the interview regarded the regularity with which they flip their English classes. Setting up a flipped EFL classroom does not necessarily mean that the educator must flip every single one of his or her lessons. On the contrary, the flipped classroom can be just another model which complements other models for EFL teaching. This section of the diploma thesis will give examples of how often the interviewees flip and what they use the model for.

8.1.1 How often do you flip and what do you use the FCM for?

As indicated above, teacher A does not currently have her own English class but accompanies colleagues as a native speaker teacher. This is the reason why she cannot use the FCM as much as two years ago, when she flipped every lesson (interview A: lines 35-37, 101). In her own words (interview A: lines 41-44),

es hat sehr, sehr super funktioniert und seitdem mache ich hin und wieder Sequenzen von meiner [sic] anderen Unterrichtsstunden. Ich habe aber derzeit keine Englisch Klasse, deswegen kann ich das nicht so machen, wie ich das gerne möchte [it worked really, really, well and since then I occasionally flip sequences of my other lessons. I do not have my own English class right now; therefore, I cannot do it the way I would like to].

While she cannot flip her lessons as much as she would like to, she still manages to flip regularly, for instance computer science classes (interview A: lines 64-65). In EFL lessons, the instructor flips to explain concepts, for instance the reported speech (interview A: lines 93-94), how something is

formed and how it can be understood (interview A: line 97). In comparison to the other two interviewees, she appears to be the most enthusiastic about flipping every EFL lesson. Interviewee B (line 19) says that she does not flip regularly but flips based on topics (interview B: line 35). She started off with flipping grammar and moved on to text types after three months (interview B: lines 35-39). The third interviewee (interview C: lines 70-71) explains that she likes to flip grammar which does not need a lot of explaining as well as word fields. She (interview C: lines 111-113) flips

so zwei bis drei Wochen, meistens ein Kapitel und dann mach ich wieder eins traditionell weil ich's einfach von der Vorbereitungszeit net schaff, momentan mehr zu flippen [approximately two to three weeks, most of the time a chapter and then I teach another chapter traditionally because momentarily I cannot manage to flip more due to the preparation time].

This indicates that one deciding factor for how frequently lessons are flipped seems to be time. When asked how she determines whether she flips or not, teacher A (lines 82-83) admits that "ich habe oft die Zeit nicht, Videos im Vorhinein aufzunehmen. Es hängt auch von der Zeit ab [I often do not have the time to record videos in advance. It also depends on time]". Teacher B responds similarly to the question if she flips every lesson. "Auf keinen Fall. Also jede Stunde, ich glaub da würd ich durchdrehn [No way. Every lesson, I think I would go crazy]" (interview B: line 34). All in all, these statements imply that the flipped approach can be relatively time consuming in its preparation.

During interview C, one educator mentions an interesting approach to flipping which does not require the instructor to put in the extra effort to create or search for instructional material herself all the time. Instead of flipping every lesson on her own, she additionally assigns topics from the book to groups of students who then record their own explanatory videos (interview C lines 56-58). The educator will still have to point out faults in the pupils' first version, e.g. so that they can correct it before sharing it with their peers, but it will still save the instructor the time to create them by her- or himself. Another potential benefit of this student flip is that the pupils might show better retention of the created content (interview C lines 58-59).

Another factor which seems to decide whether and how often teachers flip with a class is the class member's readiness to work independently. It is easier to work with learners who enjoy working freely and show a greater amount of responsibility (interview C: lines 279-280, interview B: 262-263).

To sum up, except for interviewee A two years ago, the EFL instructors do not implement the FCM in every lesson but rather choose specific content, topics or chapters because flipping every lesson

would be too time-consuming. Besides the time issue, teachers take the class composition in consideration before they decide how frequently they flip a particular English class, or whether they do so at all.

8.1.2 Compatibility of skills and other EFL areas with the FCM

Another question covers which skills, including listening, reading, speaking and writing, or other areas, such as grammar or vocabulary, are best suited for flipping. In addition, the teachers were asked about their stance on flipping writing lessons.

The interviews show that there is apparently not one skill that is better suited to be flipped than the others (interview A: lines 113-114). Interview B (lines 44-47, 51-53) elaborates that

ich hab auch im Bezug auf Vokabelaufbau sehr viel geflippt, wo einfach nur bestimmte Vokabeln in einem Video präsentiert werden. [...] Und Grammatik eben, wo einfach die Theorie erklärt wird und writing [...]. Basierend eben auf den Inhalten, die sie im Video gehört haben, dass sie bestimmte Charakteristika dann selbständig in Gruppen herausfinden. Und dann quasi präsentieren [I also flipped a lot with regard to building vocabulary, where vocabulary is just simply presented in a video. [...] And grammar, where the theory is simply explained and writing [...]. Based on the content which they hear in the video, they figure out specific characteristics in groups. And then present].

Another interviewee (interview C: 77-80) mentions that she has also successfully flipped reading material such as books:

ich hab quasi immer Kapitel aus der Lektüre rausgegriffen weil ich gemerkt hab, das reine Lesen ist ihnen zu langweilig und jetzt biete ich halt da wieder quasi Inhaltsabfrage oder a Abfrage von Wortschatzsachen oder Vermittlung a im Flipped Classroom an [I basically always singled out chapters from the reading matter because I noticed that reading itself is too boring for them and now I offer content questions, or also testing of vocabulary, or mediation in the flipped classroom].

Although the interviewees do flip some learning content more than others, e.g. interviewee B generally flips text types (lines 19-20, 40-41), none of the instructors indicated that flipping a certain skill is easier or more beneficial than flipping other skills.

A point that was addressed in more depth during the interview was the utilisation of the FCM with the purpose of enabling the pupils to write in the classroom and not exclusively at home. As was already mentioned in the writing chapter, the learners are mostly on their own when they write a composition as homework. With the flipped classroom, e.g. a text type's characteristics might be learned at home and the students can write in the classroom. One instructor (interview B: 63-65) describes how

ich kann denen bei der Formulierung helfen und auch bei der Vokabelfindung. Ich kann auch spontan auf Grammtik eingehen und ich kann da individuell einfach viel mehr

helfen [I can help them with formulating and also with finding vocabulary. I can also spontaneously go into grammar and I can just help more individually].

The ability to offer immediate help and that the students have the opportunity to directly ask questions to their EFL teacher is mentioned by all three participants (interview A: lines 148-151; interview C: lines 84-74). However, they also caution that the success of in-class writing always depends on the writing environment in which the pupils are immersed. Whether the learners are able to write is linked to a quiet environment in which they can focus and feel comfortable in (Interview A: lines 144-146). The feedback from the students themselves was mixed. On the one hand they find it interesting to write texts in school, on the other hand there are also pupils who are unable to concentrate properly in the classroom and favour writing at home (interview B: lines 66-67).

To conclude, it appears to be the case that every EFL skill can be flipped, including grammar and vocabulary. When it comes to flipping writing in order to move the productive process from the students' free time to inside the classroom, the instructor might be able to immediately support the learners in their writing process but some pupils might still concentrate better in their private space at home.

8.2 Integration of the FCM into EFL lessons

The interviewees were further questioned about their approach to integrating the FCM in their EFL classes. For this, the experienced flippers talk about the preparatory home-phase and the face-to-face class time. Furthermore, they elaborate on how much time they must calculate for creating or choosing instructional material and on the issue of how to compensate for their absence during the home-study stage.

8.2.1 Preparatory material

This section deals with the home phase and what the teachers prepare for their pupils. One method is the creation of videos which one could upload to YouTube and share via a link (interview A: lines 157-158) in their Google Classroom (interview A: lines 103-105) or post the video directly on Moodle (interview B: lines 98-99). When creating the video, it is advisable to plan before starting to record (interview B: lines 121-122). Another EFL instructor (interview A: lines 120-126) expands on this announcing that

Videos aufzunehmen, Dinge zu erklären, zwingt eine Lehrperson, zu überlegen: „Wie erkläre ich das, damit jemand das versteht?“ und ich behaupte mal, das macht dich zum [sic] einer besseren Lehrperson. [...] [V]iele Lehrer können sehr gut über ein Thema reden, aber können sie etwas in fünf Minuten erklären. [...] [D]as entwickelt man, wenn

man Flipped Classroom Videos erstellt [recording videos, explaining things forces a teacher to think, “How do I explain this, so everyone understands it?” and I claim that it makes you a better teacher. [...] [M]any teachers can talk very well about a topic but can they explain something in five minutes. [...] [O]ne develops this, when one creates flipped classroom videos].

According to this quote, the skill to explain something in a concise manner seems to be promoted by a flipped classroom approach which embraces self-made videos in the pre-class stage. Planning is crucial. Interviewee A (lines 115-118) further claims that learning through video tutorials is part of today’s society and culture because they demonstrate concepts and offer different, brief and concise explanations. That shortness should be a characteristic of tutorial flipped classroom videos is confirmed by interviewee C, who repeatedly emphasises the short nature of her videos (lines 68-69, 191). In interview B (lines 47-51), the instructor would rather record the occasional video explaining something instead of holding a 10 to 15 minutes long teacher talk about it and losing active class time.

For the purpose of creating such a video, EFL teachers could work with pictorial material and labelled cards which are moved inside and out of the recorded zone (interview C: lines 122-123). Amongst other things, one instructor (interview C: lines 124-127) uses an app which allows her to write on her tablet while she is speaking and she frequently works with Quizlet as well to have students acquire vocabulary prior to reading a text in class (lines 130-135). Another teacher (interview B: line 99) records screencasts with PowerPoint and besides watching the video, the pupils must complete a quiz about the video content.

One teacher opines that instructors cannot only flip content videos, e.g. how-to videos about grammar or text types, but it is possible to flip, for instance, songs or dialogues too (interview B: lines 75-78). In addition, videos can be used to introduce the pupils to a topic. One interviewee occasionally has her students answer questions on a worksheet about a topic like e.g. climate change while watching a video, they document vocabulary or think of a headline when focusing on grammar (interview B: lines 80-83). If the pupils need to read or watch longer preparatory material, it is advised to include note taking in the instructions for the homework (interview C: lines 532-535). However, the FCM does not exclusively work with videos (interview B: line 75) but allows a diverse range of self-study material. For example, the EFL instructor from interview C (lines 118-119) promotes utilising the school books as source for preparation. Most EFL school books include e.g. grammar boxes which the pupils could read and, if possible, fill in the gaps. (interview C: lines 528-530).

Time needed by the teacher for preparing a video

One of the main drawbacks of the FCM described in the disadvantages chapter of this paper is the time factor. This was addressed twice in the interview. Once when the three EFL instructors were asked how much time it generally takes them to prepare the self-study material for the home-phase of their flipped classrooms, and a second time in the disadvantages part (see below).

Statements about the length of time required to create the home-phase for the pupils varied. Interview A paints the most positive picture: the lowest estimation of all interviews lies at half an hour to an hour (lines 165). During this time frame, interviewee A writes and illustrates the PowerPoint slides about a concept and then records the presentation while she explains what is on the slides and eventually uploads the screencast to YouTube (lines 166-170). In comparison, the other two teachers have had different experiences. Interviewee B discloses that she needs at least eight hours for her final text type end-products (lines 96-99). This includes research, the PowerPoint slides, the screencast, editing, embedding the video and adding the quiz questions (interview B: 97-99). She further declares that she spends two to three hours on searching for already existing videos by other teachers, on embedding them and inserting questions (interview B: lines 101-102). Interviewee C (lines 141-143) reckons on approximately two hours per video; when she creates several videos for a chapter, the creation process can take the whole afternoon, similar to interviewee B's eight-hours-long production of her text type videos. This proves that the time needed to create or curate self-study material must not be underestimated. Furthermore, the times vary greatly from teacher to teacher.

Compensation for teacher absence during the home-phase

A general challenge of the FCM which is not restricted to flipping EFL is the consequence of being able to help students with tasks requiring higher-order thinking skills in class by outsourcing the instructional phase to outside the classroom. In their free-time, the students have to work through the home-phase on their own and cannot ask questions like during teacher talks in class.

The students can contact the EFL teachers for urgent questions and the instructors allow their pupils to contact them via email (interview A: line 176; interview B: line 119; interview C: line 168), use an app called Remind to communicate with the learners (interview A: line 178) or add the pupils to WhatsApp class groups (interview C: line 169). Besides providing the learners with the chance to contact their teachers outside of class, it is possible to free a few minutes of each lesson for questions about the videos (interview C: line 160) or a short revision in general (interview B: lines 107-109). For example, interviewee B occasionally has groups of students present answers to questions

about the preparatory material (lines 108-115). During group work, the students might discover that they have not completely or correctly grasped a concept and address some issues themselves (interview B:107-122). Interviewee C observed this as well and points out that pupils often wait for her at the door or next to the teacher's desk if they have urgent questions about the home assignment (interview C: 163-166). As this section shows, all teachers ensure that their pupils can reach them when needed.

8.2.2 In class

The other phase in a flipped classroom, the actual in-class lesson, is also of interest. As stated in chapter four, the flipped classroom approach should lead to a more student-centred, interactive class in which there is now time for activities which could not be done before.

The in-class phase varies from teacher to teacher. Generally, the interviews revealed that teachers could walk through the classroom more often and offer help to the learners who require it during practice (interview A 160-162). Overall, there is more time for group work (interview B: line 85) and student presentations (interview B: line 428). When the students had to watch a grammar video at home, they could solve a grammar cloze exercise in groups or produce e.g. a dialogue in which the introduced grammar item needs to be applied (interview B: lines 86-88). In general, the in-class activities named throughout the interviews are of a student-centred nature and include contextualisation of vocabulary and grammar in role plays or discussions, for instance (interview B: lines 89-93). Another occupation for inside the classroom is reading texts without having to spend too much time on introducing the learners to vocabulary because they do this preparatory work during the home-phase (interview C: lines 134-135).

When asked about the changes which happened to her face-to-face lessons after inverting her English classrooms, interviewee B (lines 125-130) summed up that

durch das Flippen bin ich irgendwie freier, die unterschiedlichsten Methoden einzusetzen. Also ich finde, dass mein Unterricht dadurch viel offener geworden ist. Ich finde auch, dass die Schüler deswegen sich auch aktiver mit den Inhalten beschäftigen müssen und, ja, irgendwie ist es viel interaktiver geworden. Und natürlich gibt es auch Phasen, wo ich dann nur herumgehe und sehe, ok, sie brauchen mich anscheinend nicht. Dann bin ich eigentlich sehr zufrieden [due to flipping, I am freer to implement various methods. I feel that my lessons are much more open, as a result. I also feel that, as a result, my students also have to interact more actively with the content and, yes, somehow it became much more interactive. And of course, there are also phases when I then just walk around and see, okay, they apparently do not need me. Then I am actually very satisfied].

According to this quote, the FCM transforms a regular EFL classroom into a more interactive, methodologically diverse and hence more open, active and student-centred one. During interview A (lines 160-163), the teacher agrees that her lessons possess a greater level of interactivity as well as individualisation and further stresses that the teacher is now a guide on the side who offers help to those who need it and that the learners have more control over their learning. The language instructor from interview B (lines 429-430) acknowledges that the FCM increased her lessons' level of personalisation as she now has the time to ask for the learners' interests. Another teacher adds that her lessons have not only become much more individualised but that she also got to know her pupils on a more personal level (interview C: lines 178-182). However, interviewee C discloses that she is unsure whether one really wins time through the implementation of the FCM (lines 187). She criticises that one can increase the volume of what is done in class, for example doing five exercise sheets instead of two, but that one might not gain anything different in addition to doing more of what is already being done without flipping (interview C: lines 189-198). Nevertheless, interviewee C (lines 196-198) concedes that this is not necessarily bad since there would not be any time to practice in traditional secondary school settings due to standardised curricula if one did not rearrange certain things to make the time for practice. Put differently, the FCM frees time for more practice in class.

Inductive learning: the discovery technique

One interview question covered inductive learning. For the German translation of the interview, the term inductive learning was changed to the German term for discovery learning, namely 'entdeckendes Lernen'. During the transcription process, it became clear that the term might have been misinterpreted by the interviewees.

Interviewee C (lines 233-237) declares that she sometimes uploads all videos of a chapter simultaneously and that the pupils might choose to watch all of the videos instead of only the one assigned at the moment. Another one claims to implement a discovery approach by preparing a learning environment, for example with different QR codes on the walls, where the learners may choose what to do or discover first during the lesson (interview A: lines 201-205). However, allowing pupils to decide whether they watch videos in advance or which topics hidden by QR codes to study first does not qualify as an inductive approach. One out of three teachers states that she never combines discovery learning with the FCM but always puts the video input at home prior to the practice phase in class (interview B: lines 146-152).

Technology available at school

The interviews made clear that there is a good amount of technological equipment in all three schools. Amongst other things, there are tablets (interview A: line 192; interview B: line 132), computer rooms (interview B: line 133), internet access and the pupils bring their smartphones (interview C: line 201). One of many options to apply these gadgets is the creation of a Pictionary in class with the app Padlet in combination with tablets to take pictures (interview B: lines 139-142). Besides incorporating technology in their lesson plans, the interviewees all agree that they would let individual, underprepared learners use technology to revisit the instructional videos in class if the learners forget to do so at home or if they need to rewatch parts in order to be able to finish an exercise (interview A: line 196-197; interview B: lines 312-313; interview C: line 226).

Technology in a flipped classroom can be a source for conflict at school. One EFL instructor discloses that allowing her students to use their smartphones for looking up vocabulary online, for instance, is not supported by some parents and teachers (interview C: lines 201-208). Her encouraging her pupils to find information on their own this way is not received well by some because the school's regulations say that mobile phones are not allowed during lessons (interview C: lines 202-203). Essentially, the technology part of the flipped EFL classroom created two camps at school. On the one side there are teachers who flip or use technology in general and then there are some who believe that the learners spend enough time on the internet or generally with technology already and should learn how to read and write without it (interview C: lines 213-215). The interviewee points out that in her opinion the use of new media does not necessarily exclude traditional reading, for example (interview C: lines 221-222). She reports that combining flipped classroom elements with reading books turns the reading experience of the students more intensive (interview C: lines 217-221).

Although it is not necessary to use videos or other technology to implement the FCM in English, all three teachers interviewed use technology to flip at least occasionally. Not only do they incorporate technology during the pre-class but also during the in-class stage, which is supported by the equipment offered by schools.

8.3 Descriptions of Flipped EFL Lessons

For the purpose of knowing how a flipped EFL lesson might look like, the teachers were asked to describe one of their flipped EFL lesson. While the first interviewee provided more of a general lesson outline for all kinds of topics, the other instructors offered more specific descriptions. While

interviewee B shared lessons about a text type, teacher C talked about a lesson about family and housing.

8.3.1 General lesson outline (interview A: lines 211-222)

Interviewee A describes that before coming to class, her students are usually required to watch a video, e.g. about the reported speech. Then there is the practice phase in school which might include learning games and the opportunity to form groups. The instructor then visits every group and monitors the learners' progress. Eventually, the teacher uses feedback tools to test the pupils' understanding of the topic. She uses some form of check-up nearly every lesson.

8.3.2 Text type unit (interview B: lines 158-184)

The general outline of the second interviewee's lesson is the same as the previous one. The learners can access the instructional video on Moodle a week before the lesson. At the beginning of the lesson in school, the EFL teacher or her pupils discuss the content of the video. This is followed by tasks in class.

Lesson 1: For text types, the students get together in groups and write a text type guideline with the help of the notes they took while watching the video at home.

Lesson 2: If not completed yet, the pupils finish their guidelines and have the teacher look them over. Next, every group is assigned a model text and they identify the characteristics of their text type with their notes. The results are then presented in plenum. Now that the pupils know the theory, they get to write their own compositions in class.

Lesson 3: Before the students start writing, the teacher explains the writing task and hands the pupils a checklist with advice. During the writing process, the instructor moves around the classroom and inquires whether the learners need any further help. Usually, it takes the pupils longer than a lesson to write their texts and so they finish them at home and upload them.

8.3.3 Family & Housing (interview C: lines 239-255)

Interviewee C likes class time, during which the pupils do "sehr viel mündlich [a lot orally]" (line 250). For the chapter family and housing, the students watch a video featuring their EFL teacher who describes her family tree and housing conditions. Since the target vocabulary is introduced through the video, the in-class time may be arranged to be significantly more communicative than if the vocabulary first had to be taught in class. The EFL learners can talk about the topic in groups and, if possible, the pupils could create their own videos as well. In that case, the interviewee reserves time of the next lesson for watching her learners' creations with the entire class.

In spite of the same outline of pre-class preparation and in-class practice, the instruction can be varied. Furthermore, this part might impress upon the reader of this diploma thesis what a flipped EFL classroom might look like.

8.4 Student Reactions

An aspect under consideration for answering how compatible the FCM is with upper secondary, Austrian EFL classes is the effect which the new approach has on learners. Every instructor made her students aware of and explained the new model (interview A: lines 246-247; interview B: lines 205-206; interview C: line 263). Table 4 provides a summary of statements regarding the students in a flipped EFL classroom.

Table 4 Effect of the FCM on students

| Interview A | Interview B | Interview C |
|--|--|---|
| student reaction | | |
| <ul style="list-style-type: none"> • Enthusiastic (line 229) • Appreciate self-made videos (lines 234-235) • Better relationship (line 237) | <ul style="list-style-type: none"> • Positive, want more (lines 206-207), particularly weaker students (line 210) • More active (line 208) | <ul style="list-style-type: none"> • Love the FCM, want more of it (lines 257-258) |
| student motivation | | |
| <ul style="list-style-type: none"> • Increased (line 246) • Always watch the videos (line 240) | <ul style="list-style-type: none"> • Active participation: Everybody works & watches the videos (lines 216-218) | <ul style="list-style-type: none"> • Increased because pupils do more themselves, self-confidence (lines 271-275) |
| grades, achievement | | |
| <ul style="list-style-type: none"> • Some students improved (line 264) • Connection to motivation (lines 262-263) | <ul style="list-style-type: none"> • No significant change, weak students stay weak, but according to students better understanding (lines 230-235) | <ul style="list-style-type: none"> • Positively influenced (line 302), from 3&4 to 3+ (lines 310-311) • Connected to motivation (lines 313) |
| areas with significant improvement | | |
| <ul style="list-style-type: none"> • Needs scientific investigation (line 268) | <ul style="list-style-type: none"> • Difficult to say (line 239) | <ul style="list-style-type: none"> • Speaking (line 306) • Independent application of knowledge (line 306) |
| greatest profit for the students | | |
| <ul style="list-style-type: none"> • Question not asked | <ul style="list-style-type: none"> • Authentic input (line 247) • Variation (line 248) • Experience learning differently, fun (line 249-250) • Motivation (line 252) | <ul style="list-style-type: none"> • Diversity: curating video clips by natives (lines 316-317) • Working independently leads to success (line 318) |

Table 4 demonstrates that the student reaction to the FCM in three Austrian EFL classrooms is primarily positive. Interviewee B (lines 223-224) believes that one factor which elicits the positive response and wish for more flipping is directly connected to the alternation between the FCM and traditional lessons because it creates diversified EFL instruction. Nevertheless, one should keep in mind that there are always students who prefer lecture-style teaching (interview C: lines 267-268). In contrast, interviewee C (line 295) does not believe that the FCM becomes boring so fast. She argues that “ich glaub, bei Digital Natives ist es einfach eine ganz andere, natürlichere Art des Lernens auf die Art, als das Klassische [I believe with digital natives it is simply a different, more natural way of learning than the traditional one]” (interview C: lines 297-299). Moreover, all three interviewees agree that student motivation is increased in a flipped EFL classroom. This might be related to the methodological variety which the FCM provides. In addition, table 4 indicates a connection between the learners’ grades and their motivation. Like interviewee C (line 313) suggests, small motivational bursts provided by the FCM might have a positive impact on the pupils’ English grades. The only teacher who observed an improvement in a certain area is interviewee C.

In conclusion, the effect of the flipped classroom model on EFL students can be described as mostly positive. The students’ motivation is increased and positively influences the performance, e.g. in tests, homework, etc.

8.5 Advantages, Disadvantages & Difficulties of Flipping the EFL Classroom

The following paragraphs describe the advantages and disadvantages as well as the difficulties which the Austrian EFL instructors faced. While the first part deals with the advantages, the second addresses the disadvantages and the third recounts the difficulties which arose.

8.5.1 Advantages

In this section, the advantages of the FCM are under investigation. The teachers first shared the greatest advantage of flipping and were then asked if there existed any further advantages. The advantages listed by the interviewees may be read in table 5 on the next page.

Table 5 Advantages of the FCM for EFL classrooms

| Interview A | Interview B | Interview C |
|--|---|--|
| greatest advantage | | |
| <ul style="list-style-type: none"> • More time in class used well (line 272) | <ul style="list-style-type: none"> • Methodological diversity due to more class time (lines 267-268) | <ul style="list-style-type: none"> • Authentic material through native speaker videos (lines 324-335) |
| further advantages | | |
| <ul style="list-style-type: none"> • Relationship with the pupils improves (line 272) • Student-centred (line 273) • Pupils learn to drive their own learning (line 278) • Instructional videos can be watched before tests (line 225) | <ul style="list-style-type: none"> • More interaction & active participation (lines 269-270) • More critical towards own teaching methods (line 272) • Social competence promoted (line 278) • STT is high (line 282) • Pupils in other classes also use videos to prepare for tests (lines 286-288) | <ul style="list-style-type: none"> • Interactive (line 339) • Interesting & fun for teacher & pupils (lines 339-344) • More personal (line 343) • Inhibitions to use language decrease (lines 347-349) • Easier to cover subject material (356) • Deeper understanding (line 359) • Videos are watched & interchanged between groups before tests (lines 370-373) |

Table 5 illustrates how varied the teachers' impressions of flipping their EFL classes are. Interviewee A acknowledges the value of gained in-class time, as long as it is used well. As a result of a well-designed flipped EFL classroom, the teacher-student relationship improves and the pupils gain the ability to control their own learning. The second language instructor interviewed expressly appreciates the methodological diversity made possible by the FCM, which is also linked to saved class time. Interviewee C remarks that videos featuring native speakers signify more authentic material for the foreign language class. Also, it brings the experience of a school-external expert on a topic, e.g. weather phenomena in Canada, into the classroom (interview C: line 327); consequentially, the pupils are not just instructed by their non-native teacher, who has never been to a country with hurricanes or tornados before (interview C: lines 328-332). The option to supply the students with preparatory videos is, according to all three teachers, beneficial to the pupils since they can watch them for a quick revision before exams. Apparently, even students from other classes use the publicised teacher videos and exchange them between English groups. Furthermore, the interviewees draw attention to the student-centred nature of flipped EFL classrooms, their interactivity and the closer contact with the learners. Interviewee C points out that the FCM might aid in reducing fear and

inhibitions to use English. It seems plausible that the pupils gain confidence by working self-responsibly and noticing that they can succeed by their own efforts, thereby reducing their inhibitions to talk (interview C: lines 347-349). Interviewee C finds it easier to cover a school year's subject material with the FCM than without, whereas interviewee A contradicts this. She explains that there is a difference between strictly keeping to the school book and following learning objectives; eventually, teaching is all about time management and not about implementing a certain model to cover the subject material (interview A: lines 281-286). Interviewee B shares this opinion that it is not easier to cover the subject material due to a flipped approach to teaching (line 293).

To conclude, the numerous advantages of flipping are tightly tied to the time gained in class by outsourcing part of the instruction. Not only is a flipped classroom student-centred, videos as instructional medium seem to be advantageous for the pupils.

8.5.2 Disadvantages

In this section, the disadvantages of the FCM are studied. Since the number of drawbacks cannot compete with the advantages, table 6 is not divided into greatest and further disadvantages like table 5. Instead, the greatest disadvantages can be found in the first row under the respective interview designation. Table 6 compares the drawbacks of flipping which are brought up by the three instructors.

Table 6 Disadvantages of the FCM for EFL classrooms

| Interview A | Interview B | Interview C |
|--|--|--|
| <ul style="list-style-type: none"> Time-consuming (line 289): requires a lot of planning ahead (line 290) | <ul style="list-style-type: none"> Time-consuming (lines 303-304) | <ul style="list-style-type: none"> Accountability potentially difficult (lines 389-395) |
| | <ul style="list-style-type: none"> Students might not appreciate the effort it takes to create the material (lines 306-307) | <ul style="list-style-type: none"> Technical experience required (lines 382-383) |

Unsurprisingly, two of the three greatest disadvantages of flipping collected in table 6 are time related. As the interview transcripts prove, every teacher mentioned several times that flipping requires a significant amount of time. Not only does one need to have the next lesson planned but the teacher also needs to know exactly what is covered in the lesson after because the instructor needs to tell the learners which preparatory material to do (interview A: lines 295-297). Additionally, this material must already exist at the time of the prior lesson or the pupils will not be able to access it

early enough (interview A: lines 299-302). Nonetheless, interviewee B is optimistic that the investment will pay off in the future (line 305). Next to the time-consuming nature of the flipped classroom, lack of accountability is named as another major disadvantage of the FCM. Interviewee C (lines 389-395) elaborates that it can be difficult to document that somebody's grade is negative because the person has not watched the assigned videos if one does not have a way to prove and document when pupils fail watch videos. Additionally, technological components in a flipped classroom might act as a deterrent for educators who are less tech-savvy and need to consult a more experienced colleague when recording videos or setting up a backup (interview C: lines 382-384).

All in all, the aspect which the Austrian EFL teachers perceive as the most disadvantageous to them is the time it takes to realise the FCM. Furthermore, combining the model with technology might not be the most effective way to flip for every instructor.

8.5.3 Areas of difficulty

The difficulties faced during the teachers' careers as flippers are relatively few and could be solved. For instance, the only technological problem that interviewee A faced was suboptimal audio quality, which is why she acquired a microphone (lines 307-308). The technological problems described in interview B (lines 320-322) include questions integrated in the video which did not appear and pupils who claimed that they could not play a video. A non-technology-related challenge proved to be unmotivated learners who did not take the preparatory phase seriously (interview B: lines 296-298). Another difficulty was caused by a student's parents who refused to provide their child with a smart phone and internet access (interview C: lines 407-410). Hence, the teacher was forced to contact the parents and convince them (interview C: lines 411).

Except for learners not doing their homework, all difficulties are related to technology. With exception of one pupil unable to access the internet and consequently online exercises, the technological problems could be easily overcome.

To conclude, the advantages of implementing the FCM far outnumber the disadvantages of doing so and the difficulties which the flippers confronted are related to the incorporation of technology and quickly solvable.

8.6 Expectations vs Reality

The following table 7 introduces the teacher expectations before the instructors started flipping and presents which expectations were met when they flipped.

Table 7 Expectations vs reality

| | Expectations | Reality |
|--------------------|--|--|
| Interview A | <ul style="list-style-type: none"> • Pupils become motivated learners (line 20) • Meaningful use of class time (lines 20-21) • Spending time with each learner, e.g. to check their understanding, and build a relationship (lines 24-29) | <ul style="list-style-type: none"> • Expectations fulfilled (line 313) |
| Interview B | <ul style="list-style-type: none"> • None (line 13) | <ul style="list-style-type: none"> • Nothing to compare to (line 340) |
| Interview C | <ul style="list-style-type: none"> • To get better with technology fast (lines 21-22) | <ul style="list-style-type: none"> • Expectation not fully met, as she did not improve significantly (lines 415-416) • Expectations regarding teaching and the pupils fulfilled (line 416) |

As can be seen in table 7, interviewee B started her flipped classroom journey without any expectations. In contrast, interviewee A and C did have expectations, albeit very different ones. While the FCM lived up to all expectations of the first person interviewed, this is not the case for the final interviewee. Unfortunately, I neglected to ask interviewee C about her non-technology-related expectations although, at a later point in the interview, it is indicated that she had some.

8.7 Value of the FCM for EFL classes

In the final part of the interview, the language instructors go into detail about the value they perceive the FCM to have for teaching EFL.

When asked whether the model has any added value for EFL secondary classrooms in Austria, the answers to this question were exclusively in the affirmative (interview A: line 324; interview B: line 342; interview C: line 419), despite the time-intensive nature of the FCM (interview B: line 348; interview: line 421). Interviewee A (line 331-332) explains that planning a good lesson might take longer but the end product is more motivating, captivating and the pupils learn more. Interviewee B (line 344-346) restricts the value of the flipped classroom to certain areas such as teaching text types, grammar or teaching with content videos.

Comparison to other subjects

Comparing the benefits of the FCM for other subjects to the advantages for EFL education, only one teacher estimates them to be equal (interview A: line 339) and says that one cannot compare dif-

ferent subjects to each other (interview A: lines 343). Opposed to this is another instructor's statement that language learning is not as linear as, for instance, maths but more complex (interview B: lines 353-354). Consequently, she believes languages to be more difficult to flip consistently every week or every lesson (interview B: lines 357-359). Interviewee C can imagine that flipping subjects such as geography might be more impactful as it can be a rather dry subject (lines 430-432). However, as EFL lessons in Austria also include history content, the value of flipping in EFL and other subjects might still be similar (interview C: lines 432-433).

Austrian EFL classrooms are communicative even without flipping

The interviewees' opinions about the meaningfulness of combining Austrian secondary EFL classrooms with the FCM were further tested when they were confronted with the fact that even traditional EFL classes in Austria are supposed to be communicative and interactive.

For interviewee B (lines 364-366), this is the reason why she switched from flipping every lesson to weighing up which method to use. She concludes that "Flippen ist eine Methode. Nicht DIE Methode [flipping is one method. Not THE method]" [original emphasis] (interview B: line 366). She recommends to flip "[z]u bestimmten Zeiten, zu bestimmten Themen, aber für Sprachen würde ich das nicht NUR immer einsetzen [at certain times, for certain topics but for languages I would not implement it EXCLUSIVELY]" [original emphasis] (interview B: lines 370-371). Meanwhile, interviewee C argues that even though English classes in Austria should be interactive in theory, the reality might be very different and flipping might well increase interaction and communication levels (lines 438-439). Interviewee A (lines 345-346) asserts that EFL lessons might be communicative but the FCM is still well suited for teaching learners how the English language is structured.

As this sub-chapter shows, the interviewees are of the opinion that the FCM is of value to Austrian EFL instruction in lower and upper secondary schools despite the work load that comes with the model.

8.8 Recommended Target Group of the FCM

Towards the ends of the interviews, the teachers further talked about to whom they would recommend the teaching model and whether it is easier to flip lower or upper secondary classrooms.

8.8.1 Lower or upper secondary schools

There is one teacher who is convinced that the FCM is well compatible with lower and upper secondary (interview A: line 36). Teacher C shares the opinion that lower secondary classes are hypothetically as suited for flipping as upper secondary ones (line 443). Interviewee C reports that her lower secondary pupils accepted the new model readily (line 443) because traditional teaching methods had not been too imprinted yet (line 453). In contrast, interviewee C's upper secondary students showed no interest in trying something new when they were confronted with the decision whether to flip or not (lines 455-458). Contrary to this, the upper secondary school teacher (interview B: line 390-392) believes higher classes to be better suited for flipping because they take it more seriously, group work is relatively quiet and the products are good. Her younger students also take flipping seriously but need more direction (interview B: lines 393-394); thus, this EFL instructor deduces that the need for direction arises in a more intense form in lower secondary classes (interview B: lines 397-398).

Hence, the flipped classroom approach appears to be compatible with lower and upper secondary classrooms but it may be easier with more mature pupils.

8.8.2 Teachers

The FCM is recommended to everyone who is interested in the model (Interview A: line 385) and thinks about the didactic concept before flipping a lesson (interview B: line 414). In terms of technological skills, interviewee A (line 378) remarks that producing videos is essentially simple. Conflicting with this is interviewee C's (lines 489-493) comment that she still has difficulties with the technological components of the FCM after a colleague introduced her to everything. Interviewee B (lines 405-408) states that flipping does not depend on video production but creates room for methodological diversity and opportunities for interactivity. Furthermore, the FCM might not be for teachers who need to be in complete control throughout their lessons and require everything to go as planned because the practise phase can get chaotic (interview C: lines 480-483).

In conclusion, future flippers should be able to loosen control and if the teacher plans to incorporate technology when flipping, it is beneficial to have some prior knowledge.

9 Summary and Discussion

This section serves the purpose of analysing the findings presented in the preceding chapter. The last two chapters have covered the interviews that were conducted with three EFL instructors who teach in different Austrian lower and upper secondary schools. While interviewee A is not new to teaching and a very experienced and committed flipper, interviewee C is the most experienced teacher but also the least accomplished with regard to technology and has used the FCM the least regularly. Interviewee B is the youngest teacher, started her first flipping year relatively underprepared but has now found a routine which works well for her. The participants' dissimilar backgrounds increase the study's representativeness.

Before the discussion of the findings, it must be pointed out that the interviews fail to provide analysable data on inductive learning with the FCM as the interviewees might not have interpreted the German term the way it was described in this diploma thesis (see 5.5). I did not reformulate the question enough times for the interviewees to understand what I wanted to know and, therefore, failed to collect the data. Also inconclusive was the comparison of teacher expectations and reality. Again, the fault of this lies with me since I neglected to ensure that all the necessary data was collected.

As the presentation of the interview findings is subdivided into categories, the discussion will follow this strategy. The bullet points below sum up the key points of the category under discussion.

The frequency of implementation and preferred areas/skills to flip, including flipping writing

- Except for participant A, the teachers generally do not wish to flip every lesson but choose specific content because flipping can be time consuming and not all classes are responsible enough to deal with independent learning right from the beginning.
- There is no indication that one skill/area is better suited to be flipped; concerning the writing flip, it can have great value for the students, though it is of paramount importance to establish a pleasant and productive learning atmosphere and to anticipate that in-class writing is not for everyone.

These points are not unexpected since the conceptual part already hinted at it (see chapters 3 & 5). The alternation between a classroom flip and traditional instruction can further be related to a statement given at a later point during interview B, saying that the FCM is not the ultimate method for teaching a foreign language but should be rather seen as a valuable addition to the EFL teacher's

methodological repertoire. Because the FCM is extremely adaptable and principally every EFL content is flippable, the foreign language instructor can choose which one would be the most impactful for learning.

How the teachers integrate the model into their EFL lessons

- Every teacher is able to successfully incorporate the FCM in her EFL classroom by flipping a variety of different areas of the EFL subject matter and incorporating a range of different methods and material, inter alia videos, apps as well as technology-free components.
- The EFL classroom is transformed into a more interactive, methodologically diverse, differentiated, individualised, personalised and student-centred one, in which the teacher becomes the guide on the side and learners have more control over their learning. Essentially, there is more practice time.

The effect of the model on the pupils

- The FCM elicits overwhelmingly positive student responses. Particularly striking is the increase in student motivation which in turn favourably effects the learners' grades and overall performance.

Out of three teachers, there was only one who observed that flipping affected the pupils in a certain skill more significantly than in other areas: speaking. The improvement of the learners' speaking skills might be connected to the way the FCM is implemented by the teacher, as she likes to use the in-class time for oral practice (see 8.3.3). At an earlier point of this diploma thesis, the possibility was expressed that watching videos and thereby being exposed to more English might result in improved receptive skills. The lack of significant improvement concerning reading and listening can be explained as follows: watching videos does not necessarily improve the results of listening or reading tests in class as the learners watch the instructional videos for another purpose than when they write tests (interview B: lines 239-241).

Advantages and disadvantages of the FCM for the EFL classroom

- The biggest advantages named by the interviewees are more class time if it is used well, the methodological diversity which results of the time savings and the chance to bring authentic material to EFL lessons through native speaker videos. Several further advantages mentioned by the teachers are a direct result of the gained class-time. Moreover, the learners appear to profit from preparatory videos.
- The main disadvantage in the eyes of the interview participants is the amount of time lesson preparation consumes. Moreover, disadvantages include potential lack of accountability and

trouble with technological or digital aspects when the flipper is not very technologically or digitally literate.

One surprising advantage which I did not think of and did not find in the literature stems from participant A. She points out that the creation of videos can help teachers to improve their skills to explain something in a concise manner. This might be an interesting topic for further investigation.

While I realised that flipping can be extremely time consuming, I did not expect the stark differences between the interview statements ranging from half an hour for interviewee A, over two hours for interviewee C, to eight hours for interviewee B's text-type videos. The variance in expenditure of time might be explained by interviewee A's statement (lines 169-170) that most of the time she is content with the first take and does not need to retake parts of the video several times. This is in accordance with the beforementioned quote "Do I need this video perfect, or do I need it Tuesday?" (Bergmann & Sams 2012: 43). Moreover, experience with the production of e.g. video material or technology in general (interviewee A teaches computer science) probably reduces production time and the total length of the material created is another factor to consider. Adding quiz questions to a screencast will add another few minutes. Hence, I would recommend less flipped classroom experienced or tech-savvy teachers to schedule at least approximately 1.5-hour slots for the production of their first pre-class instructional material. However, I would imagine that the time-intensive nature of the FCM has its positive side. Due to the fact that teachers might not flip every lesson because lesson preparation would take too much time, changing between flipped and conventional EFL lessons might aid to keep the model interesting for the students and the EFL classroom remains varied.

Areas of difficulty which the teachers encountered

- Most difficulties which the interviewees faced during their class flips involve quickly solvable technological problems. Moreover, one teacher faced unmotivated, un(der)prepared pupils.

I would argue that the difficulty that some pupils are unmotivated and therefore come to class without doing their homework is not restricted to the FCM but a challenge which occurs in every non-flipped classroom. This is confirmed by interviewee B (lines 299-300).

Expectations and reality

- The expectations and reality part of the interviews is inconclusive. However, the data indicates that student specific expectations, e.g. motivation, relationship, student-centredness, were met in real-life.

The value of the model for EFL instruction

- All teachers agree that the FCM has value for EFL classes. This value is different but not dramatically lower than for other subjects.
- Since EFL classrooms in Austria are supposed to be communicative even without the FCM, the model should be treated as an addition to traditional communicative EFL lessons which can increase the interactional and communicative level of the foreign language classroom.
- The FCM is suitable for both lower and upper secondary schools as well as recommended to every teacher interested in trying this model.

I was surprised that the teachers' views of the FCM for English are overwhelmingly positive. Except for one teacher's objection that she would restrict flipping EFL lessons to certain areas and not flip every lesson, as well as the occasional reminder about the time-consuming nature of the model, the teachers' opinions about flipping are mainly positive and all instructors recommend the FCM for EFL teaching in lower and upper secondary schools in Austria. I would have thought that since EFL classrooms are mostly taught following CLT principles, the value of implementing the EFL classroom flip is not as high as for other subjects such as maths or content subjects which can be taught with a teacher-centred or teacher-led approach. However, the EFL flippers were very careful with their critique and pointed out that EFL students also require instruction about content such as historical background knowledge and about concepts like grammar rules.

All in all, the interviewees are of the opinion that lower and upper secondary EFL classes can be flipped. However, one teacher reports that her upper secondary learners were not interested in a new teaching model. The reason for the older student's dearth of enthusiasm might be owed to wrong timing. As another flipper opines, it does not make sense to try to introduce the model in the middle of the school year but one should flip from the beginning because the learners get used to working in a particular way (interview A: lines 316-320). In the end, I got the impression that with whom to flip is less a question of flipping lower or upper secondary classes and more about the individual class members and their state of maturity. After all, pupils who are aware of their responsibilities and the importance of coming to class prepared will not bring the flipped classroom experiment to a halt (see 5.2).

The interview participants would recommend the FCM to a wide range of teachers. Although it was said that flipping with technology is possible for everyone interested in the model and that it is not that difficult, interviewee C still struggles with technology although she is very interested in improv-

ing. Hence, the question arises whether less experienced flippers should not keep to non-technological EFL flips. In addition, I find it peculiar that the participants emphasise that technology in general and using videos specifically is not a prerequisite for a flipped classroom but, nonetheless, all of them still frequently use technology to flip. From this I infer that technology does have a central place in contemporary flipped EFL classrooms. Even if lesson planning does not revolve around incorporating new media in lessons but to create an advantageous learning experience for the pupils, technology might make the flip more effective. For example, a learning platform such as Moodle is useful for quickly providing material to everyone, instant feedback tools can help the educator to identify the students' learning progress and, like studies showed (e.g. Johnson 2008; Pfarrhofer 2017a; *Saferinternet* 2018), videos as well as WhatsApp groups appeal to the current generation of Austrian pupils. The interviewed teachers' willingness to flip with technologies might be connected to the availability of technology at their schools as they do not only have the standard computer room with internet access but they also have tablets at their disposal to use in class. In general, Austrian teachers seem to have a predilection for utilising media in the classroom. According to a study by Pfarrhofer (2017b: 36), 98% of Upper-Austrian teachers in lower secondary have already employed computers, 96% the internet, 66% learning apps and 50% tablets in their lessons. These technologies are used as working tools, to play audio or video, to look up information, to practice and deepen knowledge, as well as to facilitate independent learning (Pfarrhofer 2017b: 39). While the danger that new flippers are too fixated on technology remains, I believe that the regular use of media reported by the interviewees is more related to a general wish to use media in the classroom, for example because it facilitates some aspects of teaching, and not due to neglecting to think about didactic concepts first.

The research question "How compatible are the FCM and EFL lessons in Austrian secondary schools?" can be answered in the affirmative. Turning traditional EFL classrooms upside down is feasible and can lead to various improvements. For instance, the FCM frees up time in the classroom, which makes space for more in-class activities. For maths, this might mean more in-class calculation, in the chemistry classroom there is room for experiments and the EFL instructor dedicates the time to activities which are beneficial to EFL learning. In the theory part, it was established that EFL students must learn how to make themselves understood outside of educational contexts. Therefore, English teachers need to create as many opportunities for their pupils to engage in active language use as possible. For the purpose of increasing the learners' chances for success outside the classroom, the material should be authentic. According to Hyland (2003: 94), learner motivation

grows with the authenticity of the chosen material and thereby positively impacts the pupils' learning process. One example for including authentic material in flipped EFL lessons is the incorporation of ungraded videos by native speakers into the pre-class stage, which exposes pupils to authentic language input (see 8.5.1). While authentic material is usually above the learners' levels of proficiency, flipping enables teachers to include more authentic content in class where the instructor is present to scaffold. In chapter four, which discusses the advantages of flipping, it was pointed out that for successful EFL learning, the in-class activities should be communicative. Be it an inquiry in the tourist office, asking a salesperson for information or a business conference, combining the FCM and EFL classes frees up practice time, for instance for simulating situations which foreign language learners might face in the future, and consequently helps the learners to achieve the goal of learning how to communicate in real-life scenarios.

The analysis of the Austrian curricula and the teacher interviews illustrate how compatible the FCM is in an Austrian EFL context in lower and upper secondary schools. Not only is the FCM compatible with Austrian EFL instruction in lower and upper secondary schools, the level of compatibility is very high. The Austrian curricula recommend a student-centred classroom in which the teacher incorporates a diversity of methods. For instance, the pupils need to be immersed in problem- and action-oriented activities and they have to be introduced to a variety of learning strategies. In accordance with the principle of lifelong learning, students should be allowed to work and learn independently outside the classroom. In addition, the curricula suggest including new information and communication technology in instruction. As previous chapters in this thesis should have made clear, all of the points demanded in the curricula can be realised with the FCM. Moreover, EFL teachers who effectively use the FCM are likely to achieve a greater level of success with the demanded features than through conventional EFL instruction. To name one example for illustration, the pupils will probably achieve more independent learning and responsibility because acquiring knowledge outside the classroom is an integral part of the flipped approach. From the collected information I deduce that the FCM and EFL instruction in Austrian secondary schools are highly compatible.

10 Conclusion

The diploma thesis attempted to answer the research question: “How compatible are the FCM and EFL lessons in Austrian secondary schools?” For this purpose, literature was consulted and Austrian AHS and HAK curricula were analysed for overlaps with characteristics of the teaching model. Additionally, the legal basis of flipping was investigated with Austria’s School Education Act. Eventually, a qualitative interview study was conducted in order to relate the collected information about the FCM and EFL instruction to an Austrian secondary school context.

The results show that flipping EFL classrooms can be tremendously rewarding for the teacher and the learners. By outsourcing part of the instruction, time is gained for transforming an already communicative EFL classroom into an even more interactive, student-centred and communicative classroom filled with activities which stimulate the pupils’ higher-order thinking skills. Higher levels of student motivation, individualisation, differentiation, personalisation as well as learner autonomy are further pleasant side-effects of flipping. Additional effects may include an improved teacher-student relationship and teachers acquiring the skill to explain concisely.

In contrast, the collected data disclosed that the gained in-class time bears the danger that the teacher simply exposes the pupils to more of what he or she has always done, potentially flooding them with worksheets and language drills. Besides this trap, flipping one’s EFL classroom can become extremely time-consuming. Whether technology in general and videos in particular are used needs to be decided by every teacher on his or her own, as the individual circumstances of the teacher, the pupils and the school determine whether the potential advantages outweigh the disadvantages.

Comparing lower and upper secondary classes with each other regarding their suitability to be flipped, one might say that older students are generally more responsible, whereas younger pupils are not as fixed in their learning habits yet. Hence, neither of the two levels is better suited for being flipped than the other.

It is concluded that the FCM should be treated as a valuable additional method in an EFL teacher’s methodological repertoire and not as *the* method which will revolutionise foreign language teaching. Nevertheless, the FCM in combination with Austrian lower and upper secondary English classes has great potential and the research question can be answered with: “very compatible”.

Although the focus of this study lies on the compatibility of the FCM and Austrian EFL secondary classrooms, there is the possibility that the findings might also be of value to EFL teachers in other

countries and foreign language teachers in general. However, it should be kept in mind that this diploma thesis does have limitations. Due to this being an empirical study with a very small sample size, the interpretation of the findings must not be taken out of this context but should be treated with the appropriate caution. Although the three interviewees are convinced of the model's value for EFL instruction, teachers at other Austrian schools might decide that the model does not fit their own and their learners' needs.

Finally, I would like to return to the very beginning of my diploma thesis, the title. It reads: "To flip or not to flip: The potential of the Flipped Classroom in an Austrian EFL environment". The data gathered in the course of this study leads to an answer to the implied question at the beginning of the title. In the light of this thesis' findings, it should no longer say "to flip or not to flip" but rather it should be reformulated to a resounding:

"Flip!"

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12 Appendix

12.1 Abstract

This diploma thesis examines the compatibility of the flipped classroom model (FCM) with EFL lessons in Austrian lower and upper secondary schools. While previous studies deal with the FCM in an EFL learning environment, none cover the model's potential in an Austrian context. The diploma thesis is divided into two parts. The first part is conceptual and amounts to approximately two thirds of the thesis while the remaining third is empirical. Literature on the FCM in general as well as in an EFL learning environment is consulted, and advantages and disadvantages of using the FCM are discussed. In order to investigate the interrelation between the Austrian education system and the FCM, the Austrian School Education Act and Austrian curricula are consulted. Moreover, the empirical part includes three interviews with EFL instructors who teach in Austria. The interview questions are based on the conceptual part of the thesis and cover the teachers' plans with the teaching model, the realisation of these plans and the teachers' critical conclusion concerning their experience with flipping. According to the results of the research, the FCM can be a valuable addition to an EFL instructor's repertoire of teaching methods and is suitable for lower as well as upper secondary classes.

12.2 Zusammenfassung

Diese Diplomarbeit untersucht die Kompatibilität des Flipped Classroom Models (FCM) und des EFL (Englisch als Fremdsprache) Unterrichts in österreichischen Unter- und Oberstufen. Während bisherige Studien sich mit dem FCM in einer EFL Lernumgebung befassen, so deckt doch keine das Potential des Models in einem österreichischen Kontext ab. Diese Diplomarbeit ist in zwei Teile geteilt. Der erste Teil ist konzeptionell und umfasst ca. zwei Drittel der Arbeit, während das restliche Drittel empirisch ist. Literatur über das FCM im Allgemeinen sowie in einer EFL Lernumgebung wird zu Rate gezogen und Vor- und Nachteile der Benutzung des FCM werden diskutiert. Um einen Zusammenhang zwischen dem österreichischen Bildungssystem und dem FCM herzustellen, werden das österreichische Schulunterrichtsgesetz sowie österreichische Lehrpläne konsultiert. Außerdem beinhaltet der empirische Teil drei Interviews mit EFL Lehrerinnen, die in Österreich unterrichten. Die Interviewfragen basieren auf dem konzeptionellen Teil der Diplomarbeit und behandeln die Pläne der Lehrpersonen mit dem Unterrichtsmodel, die Umsetzung dieser Pläne und die kritischen Schlussfolgerungen der Lehrerinnen bezüglich ihrer Erfahrung mit Flippen. Laut den Forschungsergebnissen kann das FCM eine wertvolle Ergänzung zum Methodenrepertoire von

Engischlehrerinnen und -lehrern darstellen und eignet sich sowohl für Unter- als auch Oberstufenklassen.

12.3 List of Apps, Software & Websites

The following alphabetically ordered list is comprised of short descriptions of apps, software and websites which are mentioned in this diploma thesis.

- **Camtasia** is a software for creating and editing screen recordings as well as other types of video. With Camtasia, teachers can add quizzes to their videos, thereby turning them interactive.
- **Edmodo** is an online platform which helps to connect students. Similar to Moodle, Edmodo allows teachers to assign homework, share resources, create groups, monitor progress, etc.
- **Evernote** is an organisational tool that makes it possible to capture and share notes. It is also possible to attach tables, audio recordings, links, etc. to the notes.
- **Google Classroom** is an internet platform with which teachers and students stay connected. For example, teachers can send feedback, distribute assignments, and keep track of achievements.
- **GoogleDocs** is suitable for collaborative writing. When the students are online at the same time, they see in real-life what the others are writing and if they temporarily have no internet access, the pupils can still write and the progress in the document is updated as soon as they get back online.
- **GoogleVoice** is an internet-based, communicative service which allows one to select one's Google phone number, screen phone calls and receive voicemail messages in written form, for example.
- **H5P** is a plugin for publishing systems such as Moodle and it creates interactive HTML5 content. For example, it is possible to make videos interactive by inserting questions.
- **Jing** may be used to record short videos or take pictures from one's screen and send the results to other people.
- **Kahoot!** is an immediate response system for group settings and works on any device with internet connection. Teachers can quickly create learning games in the form of multiple choice questions or the players could also have to put text or pictures into the correct order.
- **LearningApps** is a web application with which teachers can build interactive modules. Some apps include cloze tests, matching activities, multiple choice tests, puzzles, and many more.

- **LMS** stands for learning management system but here it is referred to a specific Austrian learning platform with the same name. It allows teachers to create and manage an online classroom.
- **Moodle** is another learning management system. This learning platform is the most popular one.
- **OfficeMix add-in for PowerPoint** can transform a simple PowerPoint presentation into an interactive screencast.
- **Padlet** is like a virtual bulletin board on which teachers and students who have an account can share pictures, links, class notes and work collaboratively.
- **PlayPosit** is a website for creating interactive videos and it offers the teacher information about the performance of the pupils.
- **PowerPoint** is a popular presentation program.
- **ProProfs** lets users design tools and it is possible to e.g. put them on learning platforms. These tools include quizzes, flashcards, surveys, games, etc.
- **Quizlet** can be described an app which offers various learning tools, such as flashcards, games and quizzes. Amongst other things, Quizlet is useful for learning vocabulary.
- **Remind** is a communication tool similar to WhatsApp. One is able to send text messages, pictures, files and the likes to groups of people.
- **Screencast-O-Matic** is a software for screen recording and video editing. The free version allows for a recording time of 15 minutes.
- **Socrative** is an immediate response system. Educators can e.g. create multiple-choice quizzes, have students give short answers or open-ended responses and make teams compete against each other.
- **VideoNotes** is a website on which learners can watch a video on one half of their screen and take notes on the other half. For instance, these notes can then be saved and exported to Evernote.
- **WhatsApp** is a free and well-known messenger app.
- **YouTube** is a popular video-sharing website on which one might find helpful videos or to which teachers can upload their own instructional videos.

12.4 Interview: Guiding Questions

FC = flipped classroom

SuS = Schülerinnen und Schüler (students)

E = Englisch (English)

Allgemein

1. Wie lange unterrichten Sie bereits?
2. Wie sind Sie zum FC gekommen?
3. Was haben Sie sich vom FC erwartet?
4. Flippen Sie eine Klasse gegenwärtig oder unterrichten Sie inzwischen wieder traditionell?
 - a. Flippen Sie nur in Englisch oder auch im Zweitfach (welches)?
 - b. Flippen Sie in der Ober- / Unterstufe?
 - c. Wie lange flippen Sie ihre Klasse schon?
 - i. Welche Klasse flippen Sie? Welche Klasse nicht?

Umsetzung & SuS

5. Wie oft und wofür wenden Sie den FC an?
 - a. Flippen Sie stundenweise, Wochen, Units, gewisse Inhalte? Wovon hängt es ab?
 - b. Gibt es Inhalte oder Skills (R, W, S, L) die Sie besonders bzw. weniger gerne flippen? Weshalb?
 - i. Writing: Worin sehen Sie den Vorteil, Texte in der Klasse schreiben zu lassen?
6. Wie setzen Sie den FC um?
 - a. Inhaltsvermittlung über Screencasts, Texte, ...
 - b. Wie lange brauchen Sie, um xy vorzubereiten? Länger als für die traditionelle Vorbereitung?
 - c. Wie gleichen Sie Ihr Fehlen in der Lernphase zuhause aus? (Forum, Fragerunde, Email)
 - d. Was verändert sich in der Präsenzphase? Wie nutzen Sie die gewonnene Zeit?
 - e. Welche Geräte stehen den Lernenden im Unterricht zur Verfügung und haben die Lernenden Internetzugriff während dem Unterricht?
 - f. Stellen Sie die Erklärung bzw. die Lernvideos immer an den Anfang der Lerneinheit oder kombinieren Sie den FC und entdeckendes Lernen? (induktive Methode)
7. Beschreiben Sie bitte eine typische geflippte Stunde?
8. Wie nehmen SuS den geflippten Unterricht auf?
 - a. Wissen sie, dass die Stunden geflippt werden?

- b. Hat sich die Motivation der SuS durch den Einsatz des FC verändert?
- c. Würden die SuS Ihrer Meinung nach den FC traditionellem Unterricht vorziehen?
- d. Konnten Sie eine Veränderung in der Leistung der SuS feststellen? Haben sich ihre Noten verändert seit Sie flippen? Bzw. in welchen Bereichen konnten Sie eine Veränderung beobachten?
- e. Wovon profitieren die SuS beim FC am meisten?

Vor- & Nachteile

- 9. Welche Vorteile hat die Methode für Ihren E-Unterricht? Was ist für Sie der größte Vorteil des FC?
- 10. Welche Nachteile haben Sie erlebt? Was ist für Sie der größte Nachteil?
- 11. Hatten Sie Schwierigkeiten mit bestimmten Aspekten? (Wie gingen Sie damit um?)

Fazit

- 12. Haben sich Ihre Erwartungen an den FC bestätigt bzw. welche nicht?
- 13. Hat der FC einen Mehrwert für den E-Unterricht?
 - a. Ist der Mehrwert in Englisch Ihrer Meinung nach genauso groß, wie in anderen Fächern? (z.B. Mathe)
 - b. Mehr Zeit für kommunikativen, interaktiven Unterricht – aber Englisch sollte das auch so sein
- 14. Lohnt es sich, den FC in Englisch einzusetzen?
 - a. Eignet sich der FC Ihrer Meinung nach eher für die Ober-/Unterstufe? Oder für beides gleich?
 - i. ODER: Wie stellen Sie sich den FC in der Ober- / Unterstufe vor?
 - b. Ist der Mehraufwand für den Lehrer die Vorteile wert?
 - c. Für wen macht es Sinn, den FC einzusetzen?