

**ENHANCING EFL SPEAKING VIA FLIPPED  
CLASSROOM MODEL AND CONSTRUCTIVE  
ROLE PLAYS**

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การเสริมสร้างการพูดภาษาอังกฤษในฐานะภาษาต่างประเทศผ่านรูปแบบจำลองห้องเรียนแบบสลับและบทบาทสมมุติแบบสร้างสรรค์



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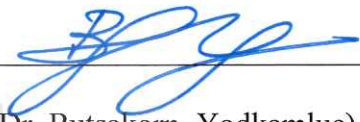
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**ENHANCING EFL SPEAKING VIA FLIPPED CLASSROOM  
MODEL AND CONSTRUCTIVE ROLE PLAYS**

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for a Master's Degree.

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ชวงเจียง ลี : การเสริมสร้างการพูดภาษาอังกฤษในฐานะภาษาต่างประเทศผ่านรูปแบบจำลองห้องเรียนแบบสลับและบทบาทสมมุติแบบสร้างสรรค์ (ENHANCING EFL SPEAKING VIA FLIPPED CLASSROOM MODEL AND CONSTRUCTIVE ROLE PLAYS) อาจารย์ที่ปรึกษา : อาจารย์ ดร.จิตพนัส สุวรรณเทพ, 165 หน้า.

ทักษะการพูดเป็นทักษะที่สำคัญสำหรับการเป็นช่องทางการติดต่อสื่อสารที่มีประสิทธิภาพของนักเรียนภาษาอังกฤษในฐานะเป็นภาษาต่างประเทศ อย่างไรก็ตามนักเรียนส่วนมากมีโอกาสน้อยที่จะสื่อสารภาษาอังกฤษทั้งในห้องเรียนและนอกห้องเรียน จากปัญหานี้นำไปสู่การออกแบบงานวิจัยโดยใช้แบบจำลองห้องเรียนกลับด้านร่วมกับบทบาทสมมุติคอนสตรัคทีฟ โดยห้องเรียนกลับด้านเป็นการนำแบบจำลองการสอนที่กลับด้านของการสอนปัจจุบันจากการเรียนในห้องเรียนเป็นการเรียนทางวิดีโอออนไลน์ที่สามารถประหยัดเวลาสำหรับกิจกรรมเชิงโต้ตอบที่น่าสนใจ ในงานวิจัยนี้การสอนเรื่องหลักไวยากรณ์และคำศัพท์ใช้เวลาค่อนข้างมากจึงได้ถูกกลับด้านและทำให้นักเรียนก็มีเวลาในห้องเรียนเพิ่มมากขึ้นเพื่อใช้ในการโต้ตอบกับเพื่อนในห้องเรียนโดยใช้ภาษาอังกฤษในการทำกิจกรรมบทบาทสมมุติในสภาพแวดล้อมคอนสตรัคทีฟวิซซี่

เพื่อที่จะหาผลกระทบของการรวมเข้าด้วยกันนี้ การวิจัยกึ่งทดลองถูกสร้างขึ้นโดยในกลุ่มทดลอง จำนวน 46 คน เรียนโดยใช้แบบจำลองห้องเรียนกลับด้านร่วมกับบทบาทสมมุติคอนสตรัคทีฟ ส่วนกลุ่มควบคุม จำนวน 48 คน เรียนโดยใช้วิธีปกติ ในการทดลองนี้ ข้อสอบการพูดก่อนและหลังเรียนถูกนำมาใช้เพื่อเก็บข้อมูลเชิงปริมาณเกี่ยวกับการพัฒนาทักษะการพูดของนักเรียน ส่วนแบบสอบถามและบทสัมภาษณ์ถูกนำมาใช้เพื่อเก็บความคิดเห็นของนักเรียนเกี่ยวกับการเรียนทักษะการพูดโดยใช้แบบจำลองห้องเรียนกลับด้านร่วมกับบทบาทสมมุติคอนสตรัคทีฟ จากการวิเคราะห์ข้อมูลพบว่าคะแนนจากการสอบของกลุ่มทดลองสูงกว่ากลุ่มควบคุมในการทดลองที่  $p=.005$  แม้ว่ายังบางความคิดเห็นที่ยังล้งและเป็นแง่ลบ แต่ความคิดเห็นของนักเรียนส่วนมากในการเรียนทักษะการพูดอยู่ในแง่บวก จากผลการทดลองบ่งชี้ว่าแบบจำลองห้องเรียนกลับด้านร่วมกับบทบาทสมมุติคอนสตรัคทีฟ เป็นวิธีการสอนที่เหมาะสมสำหรับการสอนทักษะการพูดภาษาอังกฤษของนักเรียนที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศและเหมาะสมสำหรับงานวิจัยเชิงประจักษ์ต่อไป

SHUANGJIANG LI : ENHANCING EFL SPEAKING VIA FLIPPED

CLASSROOM MODEL AND CONSTRUCTIVE ROLE PLAYS.

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EFL/SPEAKING/FLIPPED CLASSROOM MODEL/ROLE-PLAY/

CONSTRUCTIVISM

Speaking is a crucial skill to be developed as a means of effective communication for EFL learners. However, most EFL students rarely have the chance to actually communicate in English both inside and outside the classroom. This concern led to the design of present research employing flipped classroom (FC) model combined with constructive role-plays. FC is a rising teaching model that entails the flipping of explicit instructions from the classroom to online video lectures that saves the class time for more interactive activities. In this study, grammar and vocabulary instructions that are useful but time-consuming were flipped and students received more class time to interact with their classmates in English facilitated by the role-play activities in a constructivism based learning environment.

In order to investigate the effects of the integrations, a quasi-experimental study was conducted with an experimental group (N=46) treated with FC model combined with CRPs and a control group (N=48) with a conventional teaching method. In the experiment, speaking pre-test and post-test were conducted to collect quantitative data about students' speaking skills development, and student questionnaire and interview were used to collect students' opinions toward learning speaking through the FC model and constructive role-plays. The data analyses show that the test scores of the

experimental group were significantly higher than those of the experiment ( $p=.005$ ); and even though there were some indecisive and negative opinions, the majority of students' opinions towards the integrations for learning speaking skills were still positive. The results indicate that the FC model combined with constructive role-plays appears promising to be an optimized method for teaching EFL speaking and warrants further empirical studies and pedagogical implementation.



School of Foreign Languages

Student's Signature \_\_\_\_\_

Academic Year 2015

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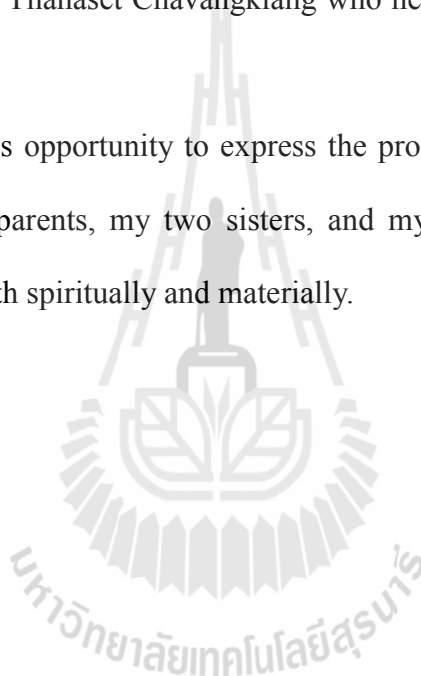
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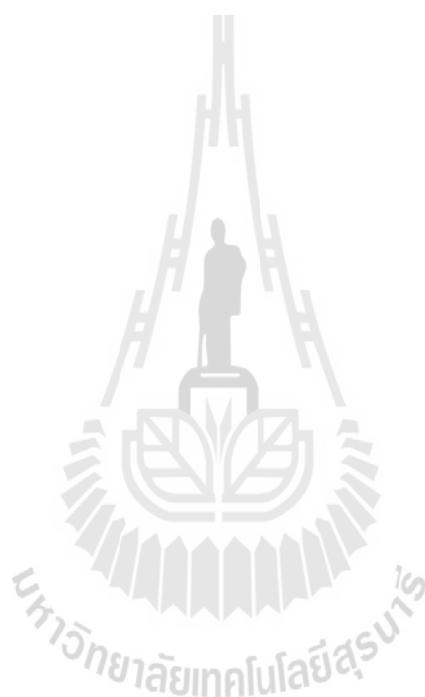
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## LIST OF ABBREVIATIONS

ASEAN	.....	Association of Southeast Asian Nations
BL	.....	Blended Learning
CALL	.....	Computer Assisted Language Learning
CLT	.....	Communicative Language Teaching
EFL	.....	English as Foreign Language
ESL	.....	English as Second Language
FC	.....	Flipped Classroom
IOC	.....	Item-Objective Congruence Index
LMS	.....	Learning Management System
MALL	.....	Mobile Assisted Language Learning
SUT	.....	Suranaree University of Technology
TBLT	.....	Task Based Language Teaching
ZPD	.....	Zone of proximal development



# **CHAPTER 1**

## **INTRODUCTION**

This study aims to integrate a flipped classroom model and constructive role-plays to teach English speaking in a Thai EFL context and investigate the effects of the integration on students' speaking achievement. Students' opinions towards the integration are also explored through a questionnaire and an interview. This chapter presents the background of the study, statements of the problem, purposes of the study, research questions, significance of the study, definitions of key terms, and a summary of the chapter.

### **1.1 Background of the Study**

In this era of globalization, English as a lingua franca plays an increasingly significant role in filling the gaps in cross language communication. As a result, most none English speaking countries value English education. This is especially true for the Association of Southeast Asian Nations (ASEAN) member countries who have adopted English as their lingua franca (Kirkpatrick, 2012). Each member government of ASEAN has increased their efforts to improve the English proficiency of their citizens for the upcoming merger of the ASEAN Economic Community (Teng & Sinwongsuwat, 2015).

The Royal Thai Government as a member of ASEAN also puts a high value on English language teaching and learning. In Thailand, after the implementation of

National Education Curriculum in 2002, English became a compulsory foreign language subject starting from level 1 of primary education to tertiary education (Wongsothorn, Hiranburana and Chinnawongs, 2002). At tertiary level, in order to meet the demand for English language skills in the workplace or further education, all students are required to earn twelve credits from English courses, of which six are in general English and the other six are in English for academic or specific purposes (Foley, 2005). Moreover, students need to take a National English Proficiency Test before they graduate from university. The results of this test will be used for further education and employment applications (Wiriyachitra, 2004). Therefore, for Thai students the importance of learning English is not confined only to education, but also their career advancement.

In language learning, the four language skills, namely listening, speaking, reading and writing are often talked about. Of all the four key language skills, speaking is deemed to be the most important in learning a second or foreign language. As stated by Ur (1996), speaking includes all other skills of knowing that language. Richards (2009) explains that the mastery of speaking skills in English accords priority to many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. However, speaking skills have long been considered as a difficult aspect in terms of both teaching and learning. In order to effectively teach speaking, a variety of approaches have been proposed ranging from the traditional audio lingual approach to the current communicative language teaching approach (CLT) and the derivation of CLT, and the task based language teaching approach (TBLT) (Bailey, 2007).

Meanwhile, arrays of techniques have been developed ranging from oral drills to games, information gap exercises and role-play (Richards, 1990).

In Thailand, as the result of the 1999 National Education Act, the language teaching paradigm has shifted from a teacher centered approach (grammar translation or audio lingua) to a student-centered approach, such as CLT and TBLT (Darasawang, 2007). The Thai Ministry of Education (MoE) trained EFL teachers through various professional development programs to ensure its implementation of CLT, such as the Project for Improving Secondary English Teachers (PISET) and the Key Personnel Project (Methitam, 2009). Currently, CLT has become the dominant English language teaching approach in Thailand (Bruner, Sinwongsuwat & Radic-Bojanic, 2014).

Various types of communicative activities are implemented in CLT to promote students' communication and develop their communicative competence. Role-play as a communicative-based activity is widely accepted in language acquisition research to be an effective second language teaching strategy to develop speaking skills (Richards, 2001). Role-plays are activities in which students are assigned roles in the target language and make exchanges based on given information or clues. Role-plays can be behavioristic or constructive (Kasper and Rose, 2002). Behavioristic role-play can be an activity that requires students' repetition of roles. This kind of behavioristic role-play is more or less the same as a read aloud activity, where students just read out the given conversation scripts without thinking of what they want to say and how to formulate it (Gabrielatos, 2002). It probably only helps students to get familiar with the sounds of the target language, and it has little practical value for developing students' speaking skills (Huang, 2010). Constructive role-play, on the other hand, requires students to construct their own role-play scripts based on their previous knowledge of

the target language and their life experiences. It helps students practice speaking by interacting with their classmates and to actively construct their own knowledge of speaking (Shen & Suwanthep, 2012).

Learning speaking through creating and acting out role-plays is very useful because it gives a context for listening and involves meaningful language production, forcing the learners to use their language resources (Chauhan, 2004). In addition, role-plays provide authentic communicative environments for learners and heighten their speaking ability (Ulas, 2008; Janudom & Wasanasomsithi, 2009). It helps learners practice speaking the target language before they actually speak in a real environment (Richards, 2005). Haruyama (2010) reports that constructing role-play benefits learners by bringing enjoyment to lessons and increasing their positive learning experiences. Shen & Suwanthep (2012) suggest utilizing constructive role-play to help students with their English speaking, since it gets students involved in classroom learning by integrating the knowledge they learned into practice and it also increases students' interest in second language speaking.

Though constructive role-plays can be possibly used to promote speaking, it is difficult for teachers to accommodate the activity into classrooms within the allocated class time, because role-plays generally take up a lot of time (Islam & Islam, 2013). In addition, students cannot successfully do role-plays without indispensable grammatical and lexical resources. As Gan (2012) reports, inadequate vocabulary knowledge and poor grammar are common reasons for students' low performance in English speaking. Therefore, the instruction of grammar points and vocabulary are inevitable, and it also takes considerable class time. How to distribute or rearrange class time, thus, becomes an initial issue to be considered before integrating role-plays into the language class.

This may be possibly addressed by pedagogical innovations and the integration of technology.

The recent advances in educational technology have catalyzed the emerging of novel pedagogies that have the potential to facilitate language learning. The flipped classroom (FC) model is one of the novel teaching methods powered by technology which is at the center of this discussion. According to Educause (2012) the flipped classroom is characterized by the reversion of the typical lecture and homework elements of a course. It means that students gain first exposure to new materials by online reading materials or viewing lecture videos as homework and use class time to do the more difficult conceptual work to assimilate that knowledge through active, group-based learning activities. Marshall and DeCapua (2013) note that in traditional language classrooms, learners put most of their effort into understanding and remembering teacher's instructional delivery, which is at a lower level of cognitive work (see 2.3.3 for detailed explanation) according to the revised version of Bloom's Taxonomy cognitive domains (Krathwohl, 2002). In the FC model of English language teaching, lower cognitive level learning activities, such as mastering grammar and vocabulary are assigned as homework where students can work at their own pace. In the classroom, the teacher and students can then focus on higher forms of cognitive work such as applying, analyzing and creating discussions that are more difficult to accomplish. Therefore, the FC model has the potential to allow students to get more opportunities to understand the instruction before they come to class. Moreover, in the FC model direct instruction, such as explaining the vocabulary meanings or the usage of grammar points, which traditionally happens face-to-face (F2F) in the classroom are flipped to online learning outside the classroom. By the implementation of the FC

model, classroom time is freed up for interactive activities, such as discussions and role-plays, which are only available in the classroom.

The FC model is a blended training model that systematically combines online learning and classroom learning. Therefore, the implementation of the FC model requires not only appropriate classroom teaching techniques, but also proper technology and suitable devices to deliver the online learning. Mobile devices, particularly smart phones have gained much interest among language researchers. In recent years, the rapid increase of smart phone users among learners, using smart phones to enhance language learning is becoming ever more possible (Byrne & Diem, 2014). According to a report in the Bangkok Post (Kewaleewongsatorn, 2015), smart phone ownership in Thailand reached 80 percent early this year. Learning through mobile device generates some unique benefits that specially fit the needs of implementing the FC model. For example, online learning in the FC model is not fixed to the classroom, so the teacher cannot guarantee that every learner has a computer to view the online content. Therefore, using mobile phones, which almost every student owns one already, is a more economical choice than laptops (Crescente & Lee, 2011). In addition, students almost always carry their mobile phones. It provides students with more flexible choices of time and location to access online content (Burston, 2011).

Although the FC model has been utilized for years in many disciplines, most notably within the humanities and the sciences, it is now also considered as an effective approach in English language teaching (Saulnier, 2014). However, there is still little empirical evidence about the efficacy of the FC model in the field of foreign language acquisition. Thus, on account of the discussions in this section, the present study will

evaluate the potential effectiveness of the FC model and constructive role-play for improving students' performance in English speaking classes.

## **1.2 Statement of the Problems**

Despite the fact that the Thai government has made considerable efforts to promote English language teaching and learning, these efforts have not obtained the expected outcome as Thai students' English proficiency still remains low (Khamkhien, 2010, Savignon, 1991; Littlewood, 2007). According to the data summary of 2013 TOEFL internet-based tests (ETS, 2013), Thailand ranked number 7 out of 10 Asian countries with an average score of 76 which was below the international average of 81. The TOEFL scores may generally reflect the low English proficiency of Thai students. Ya-ni (2007) states that most EFL students have difficulties in communicating efficiently and their listening and speaking skills are deficient when compared with their reading and writing skills. This is particularly true of Thai EFL students, according to Khamkhien (2010), Thai EFL learners' oral communication competency is still unsatisfactorily low compared to students in other Southeast Asian countries. Tipmontree (2007) and Boonkit (2010) report that most Thai EFL students often speak with long pauses or require repetition, and are poor in grammar, misunderstand foreign accents and have low confidence or feel nervous when they communicate in English, even though they have studied English for many years.

At Suranaree University of Technology (SUT), most undergraduate students have studied English for at least 12 years; however, many of them have low English proficiency, especially in speaking skills (Sleesongsom, 2011). Wannarak (2001) claims that SUT students can communicate in English only at a low level. They cannot

communicate in English in real situations when they meet foreigners. Many reasons have been reported for this problem. First, students cannot get sufficient opportunities to practice speaking English in or outside the classroom (Pawapatcharandom, 2007). Thailand is an EFL country where learners are rarely able to speak the target language outside the classroom (Kirkpatrick, 2012). Thus, the classroom is the primary place for students to learn and practice speaking English and therefore what English courses are provided and how English is taught in class are critical for EFL students.

According to the Ministry of Education (2001), tertiary level students are required to take at least four English courses to obtain twelve credits in total. The objectives of the four English courses are to develop students' communicative competence in English both in social language and academic language. Regarding the education policy of SUT, five English courses are provided for students ranging from English I to English V with various objectives. Of these five courses, the English I course aims to develop students' ability for effective communication in social and academic settings; the course content reflects students' interests using integrated skills with the primary emphasis on listening and speaking (School of Foreign Languages, 2012). English II classes at SUT are offered two classes a week for a total of 180 minutes. Since The English II course is an integrated skills course, instructors should cover all the four language skills in the two lessons of each week, and teach vocabulary and grammar points related to the aims of the lessons. Most instructors only allow a very limited time for students to practice their speaking skills. In practice, English II students do not have much chance to practice speaking in the class.

Moreover, English language classes at SUT typically have 45 or more students. Islam and Bari (2012) reported that instructors are frustrated by not being able to



implement all the CLT planned activities, since these activities often take considerable time. The large class size limits the ability of the teacher to give students individual attention as well. It also makes it more difficult for the teacher to navigate the classroom to arrange and monitor communicative activities (Likitrattanaporn, 2014). Second, heterogeneous ability class is another problem that is often reported by Thai researchers (Teng & Sinwongsuwat, 2015; Bruner, Sinwongsuwat & Radic-Bojanic, 2014). Having students of mixed ability may lead to boredom for the higher proficiency students which makes it difficult for teachers to arrange communicative activities. In addition, SUT students are not confident in speaking English because of they do not have sufficient knowledge of grammar, vocabulary and pronunciation (Sangarun, 2003). Juhana (2012) stated that the main cause of students' lack of confidence is their low ability in speaking English.

In response to these aforementioned problems, the FC model was employed in the present study as a feasible solution. In the FC model of English language teaching, grammar and vocabulary instruction are moved outside the classroom, so that students of different ability levels are able to learn the language knowledge online at their own pace. Weak students can spend more time to study the content, while good students have more time to work on other subjects (Burgeman & Sam, 2012). Therefore, the FC model can be used to address the issue of mixed ability classes and students' insufficient language knowledge to construct sentences.

Besides the problems discussed above, Wiriyaichitra (2004) states that Thai students are passive learners and too shy to use the language to communicate in class. They have low motivation and self-esteem as they are reluctant to learn and hesitate to participate in communicative activities in a language class (Sirisrimangkorn &

Suwanthep, 2013). Khamprated (2012) also reports that Thai students are afraid of making mistakes and being laughed at by their peers. This provides the rationale for integrating role-play in the classroom that aims to stimulate students to be active learners and to provide a communicative environment for the students, which may reduce their fear of speaking English.

As was stated in the last section, although constructive role-plays may be beneficial for learning speaking, the preparation of role-plays can be time consuming (Mentz, 1994, Islam & Islam, 2013), but the reality is that EFL class time is precious and limited. Accordingly, to use role-plays in classes may not be feasible due to the limitation of class time. This offers another rationale for applying the FC model in language teaching. Since, in the FC model, the learning of new grammar points and vocabulary are flipped to online learning as homework, and the class time that was previously used for direct instruction is available for more creative face-to-face interaction, such as performing role-plays. In the classroom, teachers can check students' understanding of online lessons through their oral production and give instant feedback or assistance to individuals. Students have more chance to utilize their newly learnt knowledge in speaking activities which improves their speaking skills with the assistance of teachers and peers.

Based on the identification of these problems, it is suggested that the FC model and constructive role-plays can be integrated into the EFL class to enhance students' speaking learning. To the best of the researcher's knowledge, very few studies have been conducted on the use of the FC model and constructive role-plays in EFL teaching, and none have focused on teaching speaking skills, especially for Thai university students. Thus, it will be necessary and important to implement the FC model and

constructive role-plays for Thai tertiary level students and then to examine the effects of the implementation.

### **1.3 Research Purpose and Research Questions**

The main purposes of the present study focus on the integration of the FC model and constructive role-plays to enhance EFL speaking classes, and then to evaluate students' opinions on the FC model in terms of language learning. The effectiveness of the FC model in teaching speaking can be reflected by a comparison between the pretest and posttest scores of students' speaking skills achievement. The students' attitude towards the integration was evaluated by means of questionnaires and interviews. Thus, the specific purposes of this study are:

1) To investigate the effects of the implementation of the FC model and constructive role-plays on the development of EFL students' speaking skills.

2) To investigate students' opinions on the FC model and constructive role-plays.

To achieve the aforementioned purposes, the present study addresses the following research questions:

1) To what extent does the integration of the FC model and constructive role-plays affect EFL students' speaking skills development?

2) What are students' attitudes toward the integration of the FC model and constructive role-plays for learning English speaking?

### **1.4 Significance of the Study**

In the Thai education system, speaking skills is an essential part of English language learning and teaching; however, it is extremely difficult for Thai learners to

master the English language in terms of speaking (Khamkhien, 2010). The FC model is a new trend in educational studies which has been implemented in many faculties to improve English speaking teaching. Yet, published studies reporting the effects of the FC model on language learning are still very rare. The current study implements the FC model in EFL speaking classes and examines the effects of the model on students' speaking skills development. Through flipped instruction of grammar points and vocabulary students can acquire language input before participating in speaking activities. On the other hand, the speaking activities serve as a way to practice the new grammatical and lexical knowledge. Moreover, as mentioned before (see 1.1 on page 9) the FC model allows more class time for F2F instruction that is a precondition for implementing constructive role-plays that can have positive effects on developing English speaking skills.

Therefore, the present study may yield two major contributions:

- 1) Adding new knowledge of the effects of the FC model and constructive role-plays in teaching EFL speaking.
- 2) Increasing knowledge of EFL students' opinions on learning speaking through the FC model and constructive role-plays.

## **1.5 Definitions of Key Terms**

FC model: The FC model in the current study refers to a flipped classroom model, in which direct instruction moves from group learning space to individual learning space as homework, so that group learning time is saved for dynamic, interactive learning activities where the teacher guides learners to apply, practice or extend the instructed knowledge.

English as a foreign language (EFL): the study of English by non-native speakers living in a non-English-speaking environment. It entails several unique characteristics, such as students rarely having the chance to be exposed to English outside the classroom and students' vocabulary and grammar knowledge is usually inadequate.

EFL Learners: EFL learners in the present study refer to none English major students who are enrolled in English classes at Suranaree University of Technology, Thailand.

Speaking skills: Speaking skills refer to students' ability to communicate orally in English. According to CEFR (Common European Framework of Reference for Languages), it entails four categories of sub-skills: grammar (accuracy), vocabulary, pronunciation and interactive communication.

Constructive role-plays: Constructive role-plays in the present study means role-plays in a constructivist environment that enable students to construct knowledge by actively interacting with peers based on their existing knowledge in real-life situations. The constructivist environment includes rich interaction between students, collaborative learning, active knowledge construction and scaffolding with which the constructivists hold the same.

## **1.6 Summary of Chapter 1**

This chapter gives a brief introduction to the present study. It begins with an explanation of the importance of speaking for Thai EFL learners. Then, in order to promote students' speaking skills, constructive role-play is introduced, and due to the difficulties of integrating role-play into the classroom, the FC model is proposed as a potential way to solve the problem. After that, a statement of the problems is presented

that focuses on the problems of teaching speaking skills in English at SUT. Based on the discussion of these problems, the research purposes, the research questions and significance of this study are stated. The chapter ends with definitions of the key terms used in the study. In the next chapter, a review of the theories related to the FC model and constructive role-play and related research studies will be presented.



## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents a review of the related literature in relation to the research questions and the research hypotheses. Firstly, it begins with a review of second language (L2) speaking, which mainly focuses on the current difficulties of teaching speaking to second language learners. Secondly, a flipped classroom model and hybrid learning methods are reviewed as responses to the difficulties in teaching speaking. Mobile assisted language learning (MALL) is reviewed as well, since it is the medium of flipped instruction. Finally, as the other half of the hybrid learning methods, constructive role-plays are introduced and reviewed together with a constructivist learning environment. This chapter provides the theoretical foundations for effective role-play activity based on e-learning and constructivism.

#### **2.1 Second Language Speaking**

In language teaching, the four skills: listening, reading, speaking and writing, are distinguished in terms of their direction and medium. The language generating processes of the learner are called productive skills (speaking and writing). Conversely, receptive skills (listening and reading) refer to those processes by which learners construct meaning from language. Also, language skills can be described by the mediums (oral or written) which are used to for communication. Thus, speaking is a productive oral skill that requires the use of systematic verbal utterances to convey

meaning (Nunan, 2005). Speaking in most cases is an interactive process that involves dynamic interactions between the interlocutors (Bailey, 2007). Thus, Burns and Joyce (1997) and Luoma (2004) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information.

Celce-Murcia and Olshtain (2000) claim that speaking can be considered the most difficult skill to acquire because it requires the command of both listening comprehension and speech production sub-skills in unplanned situations. Unlike writing, speaking happens in real time, so it demands temporary and immediate reception and feedback. Once a sentence is uttered, the speaker cannot edit or revise it as in writing. So, many second language learners feel that speaking is more difficult than other skills. However, this is not the only reason why second language learners have difficulties in speaking a second language.

Chomsky (1965, cited in Brown, 1996) separates language competence and performance. Competence is the idealized capacity that is considered as a psychological or mental property or function and performance in the production of actual utterances. In short, competence involves “knowing” the language and performance involves “doing” something with the language. This is different from native speakers who have perfect competence, because most second language speakers do not have sufficient linguistic competence to speaking fluently in the second language. Gan (2012) reports that inadequate vocabulary knowledge, poor grammar, imperfectly learned pronunciation and intonation are the main difficulties in second language speaking. For second language speakers, their linguistic competence in the second language is rarely as adequate as that of their first language. It is difficult for them for them to generate sentences automatically, as their speaking processes may be complicated by a learners’ tendency to formulate the utterance



first in the first language and then translate it into the second language (Thornbury, 2007). Therefore, an important reason for EFL learners' low speaking performance is their insufficient linguistic competence (Amin & Marziyeh, 2007).

In addition, comprehensible input and output are critical for language acquisition. According to Krashen's input hypothesis (1988), it is important for learners to receive language input that is a little beyond his or her current level of competence and only comprehensible input can result in language acquisition (Krashen, 1998). Swain (1985) shows disagreement with Krashen, and argues that comprehensible output also plays an important role in language acquisition. She explains that giving learners the opportunities to generate meaningful linguistic production are required for successful language acquisition.

In the Thai context, however, there are rare opportunities for English learners to obtain comprehensible input or opportunities to produce output in the target language outside the classroom. According to Kachru (2005), Thailand is placed in the expanding circle of the three circles taxonomy of the English-speaking world. According to his taxonomy, the inner circle refers to nations where English is the dominant language and the mother tongue of most citizens, such as the UK, USA, and Australia. The outer circle consists of the former colonies such as India, South Africa and Nigeria where English has an important second language role in a multilingual setting. Finally, the expanding circle includes countries where English is used as a foreign language for communication in international interactions. Thailand is a country in the expanding circle which indicates that English is a foreign language rather than the primary language(s) used in society. It is difficult for Thai EFL learners to learn to speak English, due to the lack of comprehensible input and output of second language speaking in daily life.

For EFL learners the classroom may be the only available environment where they can learn and speak the foreign language (Kasper, 2000). However, the classroom setting is much more limited than in a normal social setting, so students may not have the opportunity to practice the language in a variety of authentic situations. Moreover, as was mentioned in Chapter 1, the size of English classes is usually large and class time is limited, so in most cases students cannot get sufficient opportunity to practice speaking. Therefore, in the present study, in the Thai EFL learning context, the utilization of the FC model combined with constructive role-plays has the potential to provide more opportunities for learners to practice speaking English in an authentic, interactive learning environment, which motivates learners to acquire meaningful solutions to their second language speaking. In the next section, the FC model will be explained in detail and an explanation given of the definition of the FC model, elements in the FC model, as well as the benefits and drawbacks of using the FC model.

## **2.2 Flipped Classroom**

The FC is an emerging teaching model with high expectations. Kaufman (2014) states that the FC has the potential to be the future of education. Fundamentally, FC is a type of blended learning that combines online learning and face-to-face learning. Therefore, in this section, online learning and blended learning as the hypernym of FC are reviewed to provide background information for the FC model. Then, the definition of the FC model, key elements in a typical FC, the benefits and drawbacks of the FC are reviewed and discussed.

### **2.2.1 Online learning and Blended Learning**

Recent advances in technology and pedagogical developments have unlocked entirely new directions for education. For example, the popularization of broadband Internet, wireless network, video streaming websites, and smartphones facilitate learners to obtain access to huge amounts of online resources easily, which has given rise to the rapid development online learning. With the help of online education, foreign language learners receive more exposure to the target language (Warschauer & Meskill, 2000). Meanwhile, the popularization of online learning is increasing its impact on English teaching methodologies. More and more language teachers employ online resources or transform a part of their courses into online lessons, and they report positive results in terms of learner achievement (Barbour & Reeves, 2009, Al-Ammary, 2012).

Online learning is defined as the use of the Internet to access learning materials; to interact with the content, instructors and other learners (Anderson, 2008). Online learning can be supplementary or a substitute for the traditional complete face-to-face (F2F) learning depending on the delivery modes and proportion of the content delivered online. In this concept, online learning is classified into three types, namely, complete online learning, blended (hybrid) learning (BL), and web-enhanced learning (Sloan, 2005).

In a complete online learning course most of the content is delivered online and no or few face-to-face meetings are required. A typical example of complete online learning course is the Massive Open Online Course (MOOC) in which all of the instructions, assessments and interactions among participants take place online by utilizing online tools, such as video lessons, virtual classroom, instant messaging and a

learning management system (LMS). As for the web-enhanced course, the instruction essentially takes place in the physical classroom with some web-based technology to facilitate the instruction or learning management. The course uses LMS or webpage to post the syllabus, handouts, and assignments for learners to access the course content at their convenience (Monsakul, 2008). Finally, a BL course entails a combination of online and face-to-face learning activities, where a substantial part of the content is delivered online.

Different from a complete online learning course, BL offers a fusion of online learning elements powered by information technology and traditional face-to-face interaction with the teacher or classmates, which is currently viewed by many teachers as a better path to take advantage of both online and face-to-face instruction and hopefully benefits the teaching of EFL speaking. Thus, the aim of utilizing BL is to find a harmonious balance between online learning and face to face human interaction (Osguthorpe and Graham, 2003:228). According to how the harmony is balanced, BL can represent many different types of practices. A typical example of a BL course is the flipped classroom that has received increasing interest in recent years (Barrett, 2012; Yestrebsky, 2015), which will be discussed in the next section.

### **2.2.2 Defining the Flipped Classroom Model**

Basically, an FC model is a specific form of blended learning, developed by American educators Jonathan Bergmann and Aaron Sams (Bergmann & Sams, 2012). The main characteristics that are different from other BL models are that in other models there is more or less a trade-off between class time and online learning components. In a typical blended course, the online elements occur during class time, with a part of the class time being spent on online learning (Allen, Seaman, & Garrett,

2007). While, in the flipped classroom, there is no trade-off with class time (Willis, 2014), as online learning elements are delivered outside of class as homework.

In the courses of the FC model, instructors typically assign online video lectures as homework, so that direct instructions (or knowledge delivery) are moved from the group learning space to the individual learning space. Traditional homework, such as consolidating, practicing, extending prior knowledge is moved into the classroom (Lage, Plat & Treglia, 2000). This is the reason for using the terminology “inverted” or “flipped”. By the flipping of instruction, learners can get first exposure to new knowledge and get ready to apply the knowledge before they come to class. In a flipped instruction model, learners come to class knowing exactly what to do when they are given work to complete (Farah, 2014).

The benefits from the students’ preparation are that students get more classroom time and opportunities to apply their knowledge via a student-centered collaborative approach or individual work. Most research studies on the flipped classroom employ group-based interactive learning activities inside the classroom, practicing through student-centered learning theories based on the works of Piaget (1967) and Vygotsky (1978) which are referred to as constructivism (Bishop & Verleger, 2013). The constructivist learning environment enables students to integrate the knowledge they learned online into practice, and engages them in the classroom learning where students construct knowledge actively by interacting with peers based on their previous knowledge (Brown and Yule, 1995). Moreover, teachers can use the F2F time to check each student’s learning and understanding of the online lectures, or provide individualized support when students work through the activities (Hamdan et al., 2013).

Based on the discussion above, the FC model can be defined as a special type of blended learning in which direct instruction moves from the group learning space to the individual learning space as homework, so that group learning time is saved for dynamic, interactive learning activities where the teacher guides learners to apply, practice or extend the instructed knowledge. The definition shows that the FC model systematically combines online learning elements and F2F learning elements together. It takes advantage of both online and F2F learning, and creates an innovative pedagogy. In the next section, the key elements in the FC model will be explained in detail.

### **2.2.3 Key Elements in the FC Model**

As mentioned in the last section, in the FC model the homework and direct instruction of knowledge are inverted, while, in research practices the FC model does not merely represent a reordering of classroom and at home activities, as it requires a careful redesign of the elements in both flipped sides. Although there is no exact prescription of how to apply the FC, different researchers espouse different instructional strategies which are accepted by many researchers accept (Willis, 2014; Saulnier, 2014) Brame's (2013) list of the four critical elements that are common to most of the flipped classroom practices. In the following paragraphs, these elements will be presented with a rationale of how these elements or techniques are used in the FC.

Firstly, a FC model should provide students with an opportunity to gain their first exposure of new knowledge prior to class. The mechanism used for getting the first exposure may vary from simply reading textbooks or online reading materials to online video lectures. In the FC studies, the most commonly used instructional technique is the video lecture rather than reading or listening materials. According to Slavin (2012), "visual representations appeal to different senses and are thus kept in the long-term

memory more readily than information that is only heard” (p.192). Instead of simply recording classroom teaching to videos then uploading and assigning the videos to students as homework, instructors of the FC usually make specialized videos lessons to fit the autonomic online learning environment. In the video lessons, the content is presented in short and precise segments rather than long lectures, which is better suited to students' attention spans (Koller, 2011). Utilization of videos in instruction benefits learners as it provides time and location flexibility; fosters self-directed and self-paced learning and allows unlimited access to electronic learning material (Kumar, Kumar & Basu, 2001).

Secondly, an FC model should include some incentives for students to prepare for class. Brame (2013) describes this mechanism as the second component to the flipped classroom model with the central claim of motivating students to prepare for class, specifically, to get students to participate in the online instruction. In this sense, motivation is of primary importance to drive students' learning behaviors.

There are a number of theories to explain motivation, in which the most classical and widely accepted is the theory of intrinsic (internal) motivation and extrinsic (external) motivation. According to Richard and Deci (2000), intrinsic motivation derives from the students' internal self-desire to learn something for pleasure, self-efficacy goals (i.e. learning is considered to be important), or self-development (i.e. learning is viewed as significant). In the present study, online videos are used for online learning, which possibly increase students' intrinsic motivation since, as (Williams and Williams, 2011) claim, students love the Internet, so they should be given examples and videos from Internet sites that are interesting to them. Moreover, the video lessons are related to what students have to learn in the classroom which, according to (Chen

and Jang, 2010), give students a sense of self-efficacy and self-development that increases their intrinsic motivation. Extrinsic motivation occurs when a student is compelled to do something because of external factors such as grades. Intrinsic motivation can be long-lasting and self-sustaining. For extrinsic motivation, the grade is commonly used to motivate students to prepare for class in FC practice. Fortunately, the advancement in web technology has enabled some exciting add-ons for the video lectures, which are useful for monitoring and motivating students to work on the online video lessons. One of the most important add-ons is the learning management system (LMS). LMS is a type of application which aims to administrate and deliver online learning courses and track students' behaviors in the courses (Watson, Lee, and Reigeluth, 2007). With the help of the LMS, students' performance can be traced such as whether they watch the online video or not, or what scores they obtain on the quizzes so that their online learning performance can be assessed with some points or percentage toward their final course grade, which increases their motivation to prepare for class.

Thirdly, a mechanism to assess students' understanding is usually a necessary element in the FC model. An increasingly adopted technique for this purpose is the in-video-quizzes that make the video lectures more interactive and traceable. It typically appears within lecture videos immediately after a key concept has been explained to assess learners' understanding of the lecture or to guide students' knowledge construction. In addition, consequently, it monitors and evaluates students' performance in the online learning. Research indicates that if the teacher simply asks students nicely to prepare for class, only around 30% of them will do so (Hobson,

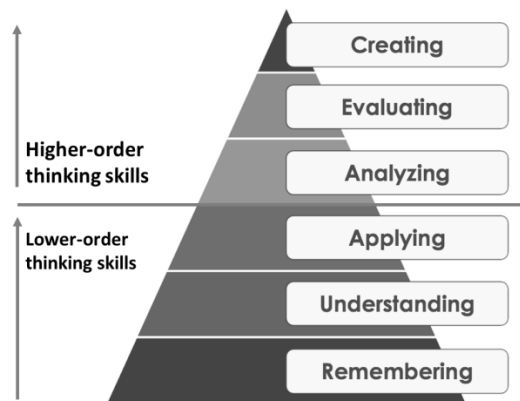


2004). Surprisingly, if several short, online quizzes based on what they need to prepare are required for them to accomplish, 80% to 85% of them will do it (Bruff, 2010).

The in-video-quizzes are not only an evidence of their preparation but also help both the instructor and the students to assess their understanding (Bruce, 2014). By knowing the elements with which students are struggling, the instructor can develop just-in-time teaching to allow the instructor to fine-tune the classroom activities to best fit students' needs (Novak et al., 1999). The just-in-time teaching basically means that the instructor tailors class activities to focus on the elements with which students are struggling, which can enhance students' motivation and encourage students to prepare for class as well (Novak et al., 1999). Furthermore, video quizzes allow lecture videos to be more interactive, dynamic, and personalized. These quizzes facilitate retrieval-based learning and enable students to test their understanding on the spot. Research shows that such interactivity plays a critical role in the efficacy of videos in e-learning environments (Zhang, Zhou, Briggs & Nunamaker, 2006).

Finally, and importantly the FC model must offer some in class activities that focus on higher level cognitive activities, because the greatest benefit to any flipped classroom is not the online instruction, but rather, it is the additional in-class time that allows students to work on activities that are at a higher cognitive level (Bergmann & Sams, 2012).

In the Bloom's revised hierarchical taxonomy of cognitive levels, cognitive domains are categorized ranging from the concrete to the abstract and from the simple to the complex. The six levels, as shown in Figure 2.1, are remembering, understanding, applying, analyzing, evaluating and creating, in which the last three levels are higher-order thinking skills (Krathwohl, 2002).



**Figure 2.1 Bloom’s Hierarchical Taxonomy of Cognitive Levels**

In the FC model, the lower levels of cognitive work (remembering, understanding, applying) is done outside of class individually, and higher forms of cognitive work (analyzing, evaluating and creating) are accomplished in class with the support of peers and the instructor. Conversely, in the traditional teaching model, “first exposure” occurs via lectures in class, with students assimilating knowledge through homework with limited assistance. So, it is plausible that in the FC model the instruction order is optimized to better assist students' cognitive processes.

#### **2.2.4 Benefits and drawbacks of the FC Model**

By means of combining didactic techniques and advanced teaching methods, the FC model is proposed to benefit both students and teachers. However, there is no one-sided coin. There are some disadvantages of the FC that are worth considering.

##### **2.2.4.1 Benefits of FC Model**

The FC model helps weak students (Koller, 2011). On the online half of the FC model, a learner is able to proceed at a pace that is appropriate for him/her. He/she can pause and rewind the lecture without the pressure of others or interference other learners. While, in the traditional whole class instruction mode, quick learners may

understand immediately and get bored waiting, while struggling students require slow down (Bergmann & Sams, 2012). It is worth mentioning that, the video lecture helps the excel learners by enabling them to skip some part or accelerate the playback speed to save their time.

On the other hand, struggling students can get more help in class (Koller, 2011). In the traditional classroom, the excel students get more attention, they tend to ask great questions that may be beyond others' learning ability, which wastes others' time. But in the FC model the teacher spend lots of the class time on walking around the classroom to help the students who struggle the most.

It helps students who are busy with school lives. As Bergmann and Sams (2012) claimed, students today are often over programmed; they are busy at going from one event to the next. By the help of wireless internet and smart phone students can view the video lectures almost anytime, anywhere and anyhow as many times as they like, which enables students to study flexibly and use their time efficiently (Musallam, 2011). On the other side, students who missed the class can at least learn something from the online instructions.

Flipping saves more time for interactive activities among students or between teacher and students (Pearson, 2013; Bergmann & Sams, 2012; Koller, 2011; Lage et al., 2000) and classroom time can be used more effectively and creatively (Fulton, 2012). According to Bergmann and Sams (2012), the traditional classroom activities can generally follow the time plan for their practice as follows: by spending the first 5 minutes doing a warm-up activity and the following 20 minutes dealing with problems from the previous night's homework. Then the presentation of new contents takes 30 to 45 minutes and the remainder of the class is spent on practicing the

new knowledge. As a result of the online instruction, the time in the FC model is completely restructured (Bergmann & Sams, 2012). The first few minutes of the class are spent on asking and answering questions about the contents that have been delivered via videos. The teacher can help students to deal with targeting specific problems based on the results of students' online quizzes. The remainder of the time is used for more interactive activities. This will significantly increase the time for students to do interactive activities, which are only available in the classroom (Herreid & Schiller, 2013).

Fulton (2012, p. 12) states that “doing homework in class gives teachers better insight into student difficulties and learning styles.” In the flipped classroom, teachers spend most of the time walking around the classroom to observe students' learning difficulties and helping students to solve their problems (Bergmann & Sams, 2012), which help teachers gain a better understanding of their students. Moreover, teachers already know their students' difficulties before they come to class from the results of the online quizzes. This helps teachers prevent students from any misunderstandings when they practice.

Furthermore, some other benefits for students are also documented in the literature. For example, the multi models of learning in the FC model enhance retention (Sadaghiani, 2012). Strayer (2012) proposes that videos in the FC model can help students to enhance their exam preparations. Moreover, many classroom management problems disappear as students do not need to sit quietly and listen to their teacher and they are able to get one-on-one help when needed (Alvarez, 2011). These benefits are the main reasons for adopting the FC model in the current study. However, there are

some disadvantages of the FC model as well. The next section will discuss the drawbacks of using the FC model.

#### **2.2.4.2 Drawbacks of the FC Model**

The most commonly documented disadvantage of FC is that it increases the amount of preparation required of teachers (Sparks, 2011). To create high quality videos requires teachers to contribute significant time and effort outside of their regular teaching responsibilities (Bergmann & Sams, 2012). Besides, teachers may need additional training in order to use the technologies necessary for successful implementation the FC model (Sparks, 2011).

Another criticism of the FC model concerns students' expenditure on buying devices to view the video course at home. Nielsen (2012) argues that not all families have the financial means to provide students with computers/video-viewing technology outside of the school environment. Therefore, the FC model may cause some families financial problems if students need to gain access to videos out of school hours (Toppo, 2011).

Increasing the costs for students is one of the issues that should be taken into account in the planning of the present study. Because of this problem, the courses will be mainly delivered through the smart phones that every student owns. Besides, most of the students in the current study live on the campus where there is a free wireless network.

Some researchers (Lents & Cifuentes, 2009) are concerned that students in a self-paced independent learning environment will not be able to do the required online learning. In response to this, giving students some incentives (see, 2.2.2 on page 24) to complete their online learning is a possible solution.

Nielsen (2012) claims that learning by watching instructional videos at home is still a more traditional form of teaching. For many students, a constructivist approach would be more beneficial. Although direct instruction is frequently criticized, it does have its virtues, which will be discussed in detail in 2.4.1 (on page 39) of this chapter.

Other disadvantages of the FC model are also reported in some research studies such as increased computer time (Nielsen, 2012) and no attendance records of the home portion of a flipped lesson (Lents & Cifuentes, 2009). Even though there are certain disadvantages of the FC model, these flaws do not seriously detract from its merits. So the FC model still has the potential to improve the speaking skills of EFL students.

Above all, because of technology, the FC model provides an optimized method of learning, thereby enabling the deeper learning that educators are seeking (Bergmann & Sams, 2012). As Gojak (2012) notes, the right question is not whether or not to flip your classroom; instead, professional educators ought to ask how they can use this model to become more effective as teachers and increase students' conceptual understanding, as well as their oral fluency. In order to be clear about how to apply the FC model properly, learning theories will be reviewed as guidelines for the design of the present study.

### **2.3 Theoretical Basis of Flipped Speaking Class**

Anderson (2008) states that the goal of any instructional system is to promote learning. Therefore, before any learning materials are developed, educators must know tacitly the principles of learning and how students learn. In second language acquisition

(SLA), there are many schools of learning theories including Chomsky's (1965) universal grammar theory, Krashen's (1982) input hypothesis to Swain's output hypothesis and Anderson's (1995) skill acquisition theory. Although these theories seem to be competing with each other, every theory explains language in its own fashion. In the design of the present study, skill acquisition theory is adopted as the theoretical basis of the present study, which supports and gives a better explanation the use of the FC model and constructive role-plays in teaching speaking.

### **2.3.1 Skill Acquisition Theory**

Skill acquisition theory focuses on how people progress in learning various skills ranging from classroom learning to work proficiencies (Dekeyser, 2007). This theory holds that the acquisition of all the skills shares a remarkable similarity, that is, the acquiring of a skill is a function of automaticity of operating processes (Anderson, 1995). To put it simply, learning a skill is a continuous process towards becoming automatic in carrying out the skill.

According to Anderson, the process contains three stages: the cognitive, the associative, and the autonomous. In the first stage, learners start learning the skill with largely explicit processes, where learners memorize the declarative knowledge related to the skill. According to Richards & Schmidt (2010), declarative knowledge is conscious knowledge of facts, concepts or ideas. For example, "The capital city of UK is London", and "The past tense of 'go' is 'gone'". Then, the learner proceduralizes the knowledge with practical activities where they associate the knowledge with actual performance of the skill (Taie, 2015). In this stage, they acquire procedural knowledge of the skill, which refers to the unconscious knowledge of what should be done under certain circumstances (Richards & Schmidt, 2010), for example, "How to swim?" or

“How to greet someone?” Finally, in the autonomous stage, learners perform the skills better and more automatically through more practice or exposure.

According to skill acquisition theory, the process of learning a second language speaking is considered to be a progression in three stages, namely, acquiring declarative knowledge, learning the proceduralization of knowledge, and acquiring procedural knowledge. (Anderson, 1995, Taie, 2014). In this process, the first stage is learning lexical and grammatical knowledge as declarative knowledge, which is indispensable, since "prior exposure to specific language forms or meaning facilitates speaker's subsequent language processing" (Trofimovich & McDonough, 2013, p. 505). This is especially true for EFL learners' whose linguistic knowledge of the target language is not as extensive as their knowledge of their first language; they do not have adequate vocabulary or use correct grammar to convey their ideas in English. After declarative knowledge is acquired, learners try to use their knowledge to generate sentences in the second language. At this stage, declarative knowledge is proceduralized, with language elements being combined into larger chunks. It is a crucial stage, where learners convert their declarative knowledge to procedural knowledge (Richards & Schmidt, 2010). Once this stage is accomplished, the final acquiring of the procedural knowledge becomes a function of more practice or exposure, through which learners perform the skills better and more automatically (Jensen, 2007).

The scientific foundation of skill acquisition theory can be found in different branches of psychology which ranges from behaviorism to cognitivism, and constructivism to connectionism (Dekeyser & Criado, 2013). Cognitive science has proved that the learning of declarative knowledge and procedural knowledge belongs to different parts of the human brain, and the way that people learn different types of



knowledge is also different (Ullman, 1997). Ertmer and Newby (1993) suggested that different schools of learning theories are suitable for the teaching and learning of the different taxonomies of knowledge. Cognitivism and constructivism are currently the two most popular learning theories that are widely utilized in instructional design. Cognitivism explains how information is memorized and retrieved in the human brain. Therefore, due to the needs of memorizing declarative knowledge of vocabulary and grammar, cognitivism principles are used to design the online video lesson in the FC model. Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts (Ertmer & Newby, 1993). Thus, constructivism theory is adopted in this study to guide the design of constructive role activities to help students acquire procedural knowledge.

### **2.3.2 Cognitivism**

Cognitive psychology explains the structures and processes of learning in the human mind. Cognitivism views learning as an information process. It focuses on the conceptualization of students' learning processes and addresses the issues of how information is received, organized, stored, and retrieved by the mind (Snelbecker, 1983). The initial contribution of cognitivism theory is the study of human memory.

#### **2.3.2.1 Human Memory**

The most representative cognitive view of human memory is undoubtedly Atkinson and Shiffrin's (1968) Multi Store Model of Memory. This model holds that the human memory has three separate components: 1) a sensory register that perceives the information collected by the visual and auditory senses; 2) a short-term memory (working memory) which receives and holds input from both the sensory register and

the long-term store. Its capacity is limited. 3) Long-term memory stores the knowledge that lasts longer.

Videos that combine vision and sound are utilized in the present study in the belief that they will attract the attention of learners more easily and enrich the sensory information that learners obtain in order to transfer it to the working memory. The amount of information transferred to the working memory depends on the amount of attention that is paid to the incoming information (Elizabeth, 2011).

According to Miller (1956), the capacity of the short-term memory is limited. In order to compensate for the limited capacity of the short-term memory, he suggests that information should be chunked into meaningful units of appropriate size to facilitate students in processing the materials more efficiently. Online learning strategies must present the materials and use strategies to enable students to process the materials efficiently. In this concept, video lectures using the FC model are chunked and organized to ensure students process the information successfully.

The transfer of information from the short-term memory to the long-term memory is determined by the quality of the process and rehearsed in the working memory (Atkinson & Shiffrin, 1968). In the FC model, students obtain their first exposure to the new knowledge from online learning where knowledge is processed and rehearsed. Then, in the classroom the knowledge is deeply processed and rehearsed. Therefore, students have multiple opportunities and fashion to learn the knowledge, which can help students process the knowledge better, and store it in their long-term memory.

### **2.3.2.2 Schema**

Cognitive psychology postulates that the information in long-term memory is stored in certain cognitive structures called schemas (Nevid, 2007). When new information comes in through the senses, it is compared with the existing cognitive structures and it attaches itself to an existing structure, changes an existing structure, or enters into a new structure. Schema is activated and utilized for the benefit of learning when a learner is “made aware of his background knowledge and exposed to strategies to ‘bridge’ from pre-requisite skills to learning objectives” (Blanton, 1998, p. 172).

In the light of schema, it should be taken into account whether the appropriate existing cognitive structure is present to enable the learner to process the information. If the relevant cognitive structure is not present, some pre-instruction should be included as a part of the learning process (Mayer, 1979). Therefore, in the FC model, teaching speaking, grammar and vocabulary is necessary before the classroom activities to make sure that students build up their schema of the form and function of the foreign language, so that they can assimilate knowledge gained in classroom activities into existing schema.

### **2.3.2.3 Cognitive Load**

Cognitive Load Theory notes that the mental effort required for learning imposes a cognitive load on the working memory (Sweller, 1988). The total cognitive load consists of three components: 1) Intrinsic cognitive load, which is imposed by the intrinsic characteristics of the content that is to be learned; 2) Germane cognitive load, which refers to the mental effort required to organize the elements of the content into a schema, integrate it into long-term memory, and automate its processing; and 3) Extraneous cognitive load, which does not contribute to the learning process (e.g. the

mental effort required to block out loud music). If the total cognitive load of the learning task exceeds the processing capacity of the working memory, learning fails.

Paas, Renkl, and Sweller (2004) explain that complex schemas are combined from simple schemas. As schemas become more complex, the connections become more automated within the schema and the working memory is freed up for more processing, which results in a decrease of the cognitive load. When students are bombarded with large amounts of new information with limited connections, their cognitive load is high because their minds are busy creating schemas and connecting them to other schemas. Hence, cognitive load theory suggests that instruction should be designed with a view to reducing cognitive load and thereby avoiding any overloading.

The FC model offers a way for helping students create and strengthen schema outside of the class, thus reducing the cognitive load required for deeper learning inside the class. Marshall and DeCapua (2013) suggest that one of the benefits of applying the FC model in the English class is that it lowers the cognitive complexity of the activities that produce a low cognitive load as when, for example, understanding grammar and remembering words are moved out of the classroom. In foreign language speaking tasks, the intrinsic cognitive load is already high so, for the sake of avoiding possible failure, teachers should help students reduce both the germane cognitive load and extraneous cognitive load. According to this concept, the pre-instruction of forms and functions of language is reasonable.

### **2.3.3 Constructivism**

Constructivism is a school of educational psychology, which holds that knowledge is not mechanically acquired, but actively constructed on the basis of experience

(Piaget, 1978; Bruner, 1996). There are two current schools of theory based on constructivism: cognitive constructivism and social constructivism. Cognitive constructivism is considered as a branch of cognitivism. It focuses on the intrapersonal process of individual knowledge construction. Knowledge cannot be directly transmitted from person to person, but rather constructed by the individual (Piaget, 1978) from his or her own experiences, which is similar to the cognitivists' claim that new information is attached to or enriched by learners' schema. Vygotsky (1978) places more emphasis on the social context of learning. His theory emphasizes the importance of the socio-cultural context in which learning takes place and how the context has an impact on what is learned. Since Vygotsky emphasizes the critical importance of interaction among people, including other learners and teachers, in cognitive development, his theory is called "social constructivism" (Maddux, Johnson & Willis, 1997).

#### **2.3.3.1 Zone of Proximal Development**

Speaking as previously defined is an interactive activity between individuals. Thus, the procedural knowledge of speaking is mostly gained through social interaction (Ertmer & Newby, 1993). So, many speaking teaching methods under constructivism call for rich interactive classroom environments to enhance students' interaction and collaborative learning based on Vygotsky's theory of zone of proximal development (ZPD).

Vygotsky (1978) defined ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with a more capable peer" (p. 86). According to Vygotsky (1978),

students acquire knowledge, skills and attitudes, both academically and socially, through interaction with more experienced and capable persons. Through this interaction, a person can go beyond his or her actual developmental level and acquire new levels of understanding. The constructive role-play adopted in the current study provides the students with the opportunities to interact with their more capable peers where they can reach beyond their current level of understanding (Shen & Suwanthep, 2011).

#### **2.3.3.2 Scaffolding**

However, rich interaction is not a sufficient condition for successful speaking leaning. Achieving the full development of ZPD requires social interaction through not only peer collaboration but also expert guidance or scaffolding. Wood (1988) and Bruner and Ross (1976) define scaffolding as a metaphor for the interaction between an expert and a novice engaging in a problem-solving task or the adult controlling those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence. One of the primary benefits of scaffolding is that it engages the learner. The learner does not passively listen to information presented but, through teacher prompting, the learner builds on prior knowledge and forms new knowledge (Shen & Suwanthep, 2011). Another benefit of scaffolding is that it can minimize the level of frustration of the learner. Scaffolding is individualized so it can benefit each learner (Hardjito, 2010).

There is a distinction between different types of scaffolding, namely static and dynamic scaffolding (Azevedo, Cromley & Seibert, 2004). Static scaffolding is regardless of individual differences and constant over time, whereas dynamic

scaffolding adjusts to an individual student's progress. Dynamic scaffolding enables the teacher to analyze students' behavior and to select appropriate scaffolds for individual students.

In the current study, the teaching of the necessary vocabulary and grammar points, and the teaching of how to do the role-plays are provided as static scaffolding for students to acquire a better understanding of the role-play activities. Moreover, peer assistance, collaboration and the teacher's help during the process of planning and rehearsing the role-play are a part of dynamic scaffolding which assists learners to accomplish their role-play task.

## **2.4 Teaching EFL Speaking**

As previously mentioned, a traditional class is restructured in the FC model by the employment of educational technology. This section deals with how speaking is taught in the traditional classroom and how the FC model changes teaching methods.

### **2.4.1 Traditional Method of Teaching Speaking**

As mentioned in Chapter 1, CLT is widely adopted in the teaching of EFL in Thailand. In terms of teaching speaking, CLT as a teaching approach is not specific enough. Instead, task based language teaching (TBLT) as a type of CLT is often used in teaching speaking.

There are two versions of TBLT. The weak version claims that teachers should teach the components of language in the pre-task phase. The strong version states since students learn through interaction, lessons should consist of opportunities to communicate in the target language. In this method, teachers often downplay accuracy and emphasize how students should communicate in the target language.

However, in order to communicate well in another language, we must make ourselves understood by the people we are speaking to, and this is not an easy task, especially for those who at beginning and intermediate levels. So, Nunan (2001) claims that there are certain needs for speaking the target language accurately. Larsen-Freeman (2000) makes a similar argument which is that the goal of CLT is to enable students to communicate in the target language. In order to do this successfully, students need some language-focused learning to gain knowledge of the linguistic forms, meanings and functions.

Nevertheless, language-focused learning has its limitations: 1) It cannot change the order in which learners acquire certain complex, developmental features of the language, such as questions, negatives, and relative clauses; 2) it needs to be combined with the opportunity to use the same items in a meaning-focused context; and 3) some grammatical items learned through language-focused learning may only be available to the learner in planned use. The most important finding, however, is that language-focused learning has an important role to play in second language acquisition. Long (1988), Spada (1997) and Ellis (2006) all indicate that language-focused learning can have the following effects: 1) a combination of language-focused learning and meaning-focused use leads to better results than either kind of learning alone; 2) language-focused learning can speed up the rate of second language acquisition; 3) language-focused learning may help learners to continue to improve their control of grammar rather than becoming stuck with certain errors; 4) some language-focused learning can lead directly to acquisition, depending on the kinds of items focused on, especially vocabulary (Elgort, 2007); 5) and language-focused learning can indirectly provide meaning-focused input.



Willis and Willis (2008) state that the teaching procedure of the weak version of TBLT is more akin to the Present-Practice-Produce (PPP) paradigm. In this procedure speaking is taught in three steps. Starting with the presentation of a single point of grammar or a function, then practicing the newly grasped rule or pattern (drills exercises) and finishing with relatively free language production in a wider context to consolidate what has been presented and practiced.

In the PPP procedure, present and practice are deemed as indispensable processes to provide students with language exposure and the development of fluency (Ahmadian & Tavakoli, 2011). However, Skehan (1996) argues that learners do not simply acquire language when they are exposed to the target language. Learning is promoted by activating acquisition processes in learners and thus requires a technique for L2 learning and teaching that provides a context that activates these processes (Ellis, 2003). As previously mentioned, speaking as procedural knowledge cannot be transmitted from one to another. Scholars in speaking research believe that the acquisition of speaking skills is largely determined by the internal processes of the learner.

Therefore, production activities such as a communication task or a role-play activity that requires learners to actively use the knowledge they have acquired to construct their own knowledge based on social interaction are critical in the PPP procedure of a TBLT speaking class. Role-play is one of the most popular and effective speaking activities that is often used in TBLT.

#### **2.4.2 Role-play as a Technique for the Teaching of Speaking**

In the literature of second language speaking, arrays of classroom activities have been developed to teach speaking, such as oral drills, describing pictures, storytelling, information gap and role-play (Richards, 1990). Among these techniques, role-play as

a communicative-based activity derived from TBLT is widely accepted in language acquisition research to be an effective second language teaching strategy for developing speaking skills (Richards, 2009).

Blatner (2002) defines role-play as a method for exploring the issues involved in complex social situations. In role-play, the participants are assigned roles which they act out in a given scenario with the result that EFL students rarely have the chance to practice with the target language in their real lives. Based on the constructive point of view, role-play activity enables students to develop skills to engage in real-life activities within the controlled environment of the classroom.

In language teaching, a wide range of activities can be considered as role-play. Role-play activities can be simulated situations, in which students play roles they sometimes have in real life. Role-play can also encompass pretending to be someone else through roles that you would not play in real life (Tompkins, 1998). Common examples of role-plays are transactional activities, such as ordering food in a restaurant, which aim at successful exchange of information, and negotiation-based activities, such as arranging a joint evening activity for a group of people, driven by a mix of standpoints and aiming for consensual conclusion in the group.

Role-plays can help students integrate the knowledge learned into practice (Brown & Yule, 1995). Dangerfield (1991) maintains that role-play is one of the methods to maximize students' talking time, so that students get an optimum level of practice during their limited class time. Besides, role-play gives students opportunities to improve their communicative competence. Ladousse (1992) states that role-play is one of the communicative techniques that develops fluency in language students, which promotes interactions in the classroom. Furthermore, Sirisrimangkorn and Suwanthep

(2012) report that role-play can help students become more interested and motivated in classroom learning. Role-play may be the best way to develop the skills of initiation, communication, problem-solving, self-awareness and working cooperatively in teams (Shen & Suwanthep, 2011).

The concept of constructive role-play is adapted from Shen and Suwanthep's work (2011). It can be defined as role-plays in a constructivism environment that enables students to construct knowledge by actively interacting with peers based on their existing knowledge in their real-life situations. The constructivism environment includes rich interaction between students, collaborative learning, active knowledge construction and scaffolding. The study of Shen and Suwanthep (2011) shows that constructive role-plays have positive effects on improving students' speaking at different language proficiency levels and that the majority of students' hold positive opinions towards the implementation of constructive role-plays in speaking classes.

#### **2.4.3 Flipped EFL Speaking Method**

As discussed at the beginning of this section, in the EFL context, a tutoring class on vocabulary and grammar are recommended to students before they come to a speaking class or for other activities. Although the tutoring class is necessary and helpful (Nunan, 2001), it reduces precious classroom time for students to do interactive activities that are more helpful for developing speaking skills. As Jarvis and Atsilarat (2005) report, teachers in Thailand generally spend a large amount of time on teaching grammar and lexis instead of language tasks, such as role-play, games, group or pair work. Thus, the question of how to resolve this contradiction is worth studying and the FC model could be an answer.

As defined in 2.2, the character of a flipped classroom differs from the traditional classroom because of the idea of “flip”. In a traditional classroom, the teacher gives unidirectional instructions on fundamental knowledge during class time and students use the remaining class time or homework to apply these basics into practice (Schultz, et al., 2014). While, in a flipped classroom, the order of classroom instruction and homework is flipped. The instructions are flipped to online self-regulated learning as homework through viewing Power Point slides, listening to podcasts or watching video lectures (Sara, 2014). Students learn this knowledge online to prepare for the class. Thus, more class time can be used for engaging students in dynamic, interactive classroom activities that allow them to apply their knowledge in practical scenarios with their classmates (Mok, 2014). These activities vary in different studies, such as discussions, simulations, projects and experiments, by which classroom time can be used more interactively, enjoyably and effectively (Fulton, 2013).

In the flipped EFL speaking class, direct instruction is achieved by online learning. Grammar points, expressions and vocabulary are taught via online video lessons by means of video quizzes, which are promising to be as effective as other forms of teaching in the classroom (DiRienzo & Lilly, 2014). With the help of the flipped classroom, group based classroom interaction is increased. Thus, in the classroom students will work in small groups and plan their own role-play on given scenarios based on the knowledge they have learnt in the online lecture. Then, students are required to record their role-play on audio clips which they share with the teacher as their “homework”. The teacher will listen to their audio clips and give them feedback, which serves a similar function to that of conventional feedback for students’ homework.

To sum up, the speaking class is flipped by employing technology. By means of flipping, students are exposed to the target language so that the limited classroom time and their learning experience will be optimized. It is the use of educational technology that paves the way to the realization of the flipped classroom. Mobile technology clearly offers numerous practical uses for the benefit of language learners.

## **2.5 Mobile Assisted Language Learning (MALL)**

Among the entire modern internet communicating devices, mobile devices, especially smart phones and tablets are going to displace personal computers (PCs) as the most important internet communicators. According to Kewaleewongsatorn (2015) from The Bangkok Post, Thailand's smart phone ownership is expected to reach 100% in the next four years. A recent survey conducted by Thai PBS (2014) in Thailand indicates that more than 80 percent of 18-34-year-old citizens own a smart phone and the percentage among university students is clearly higher. Moreover, the rapid development of mobile devices such as bigger screen size and higher computing ability enables new contexts for mobile learning (Viberg & Grönlund, 2012).

### **2.5.1 Definition of MALL**

The term mobile assisted language learning (MALL) stems from computer assisted language learning (CALL) to indicate that it differs from CALL in its use of personal, portable devices that enable new ways of language learning (Stockwell & Hubbard, 2013). MALL is a relatively new field in language learning and no accepted definition has been agreed so far (Traxler, 2007). To construct a fixed meaning for MALL is difficult as mobile learning is the summation of multiple, evolving concepts (El-Hussein & Cronje, 2010). Kukulska-Hulme and Shield's (2008) review of MALL

studies show that the mobile devices used in different studies range from MP3 players to PDAs to feature phones, smart phones and tablets. Thus, defining mobile learning focuses on the learner rather than on the technology would be more appropriate (Winters, 2006).

For the current study, MALL is defined by adapting El-Hussein and Cronje's (2010) definition of mobile learning to a language learning context and is proposed as follows: MALL is any type of language learning that takes place in learning environments and spaces that take advantage of the mobility of technology, of learners, and of learning.

Although mobile technologies are just one of the means through which learning is mediated, it indeed offers unique opportunities which could be very useful to facilitate learning (Winters, 2006). There is no doubt that mobile devices have opened up a vast range of possibilities for learning in ways that are convenient and suited to the needs of an individual within the context of their lifestyle (Kukulska-Hulme, 2006).

### **2.5.2 Advantages and Disadvantage of MALL**

As noted previously, MALL is rooted in CALL, so it inherits many advantages and disadvantages from CALL. Many educators (Lee, 2000, Lai & Kritsonis, 2006, Tunçok, 2010) indicate that computer technology has many advantages for second language learning, such as the following:

#### 1) Immediate feedback

Computers can give instant feedback that helps students reinforce their knowledge and avoid misconceptions. Van der Kleij, Feskens and Eggen's (2015) meta-analysis of 40 studies reveal that immediate feedback is more effective for lower order learning than delayed feedback and vice versa. This supports the idea of giving immediate

feedback for online quizzes on grammar and vocabulary. Tunçok (2010) proposes that students receive automatic feedback to motivate students and develop their self-esteem. In the classroom, giving constant feedback would be time consuming or impossible.

#### 2) Interest and motivation

The enriched environment that computers provide can help students develop a positive attitude towards CALL, so they become better motivated. As a result, it reduces learning stress and anxieties and enhances memory and learning (Lai & Kritsonis, 2006). For grammar and vocabulary, CALL programs can provide repeated lessons and exercises as often as necessary and it can make mechanical exercises and drills more interesting and effective, by adding pictures, animations, audio, and video.

#### 3) Individualization

Wang & Motteram (2006) note that computers can help teachers to meet different learners' needs by providing learners with different levels of learning materials, by offering learners different studying methods, or by helping learners work at their own paces. Such individualized instruction can initiate learners' active learning, promote learning with comprehension, and allow learners to see their own progress, which is in line with the focus of constructivism. As a result, slower learners can catch up, and advanced learners can do extra assignments.

#### 4) Optimal use of learning time

Kiliçkaya (2007) stresses the importance of flexible learning, which means, learning anywhere, anytime, anyhow about anything. This is especially true for web-based instruction. Learners are given a chance to study and review the materials as many times as possible through the internet. This benefit is further developed by mobile devices, which are more portable and convenient than personal computers.

Apart from the advantages shared with CALL, mobile technology has more specialized benefits for language learning. First, the cost of mobile devices is significantly less than PCs and laptops, which increases the possibilities of using it as a teaching platform (Crescente & Lee, 2011). Second, mobile devices, especially smart phones, are smaller and lighter than desktop PCs and laptops and the supplement of the wireless internet provides flexibility for students to engage in the educational process and material anywhere and at any time at their own convenience. Learners have the advantage of spending their free time during travelling, in between meetings or during weekends to focus on subjects they want to learn. Third, smart phones usually are of relatively high quality with built in microphones, speakers and cameras that can be used to record students' speaking for students' self-reflection and for teacher evaluation. Besides, considering their size, laptops may not be suitable to use in this scenario. Last, but not least, mobile learning is no longer a narrative about devices, but phones, tablets or similar appliances, which are always connected to wireless machines (Johnson, et al., 2011). Phones are connected to the network almost all the time, so that teachers can contact students at any time, which also means students can get help from teachers instantly.

### **2.5.3 Disadvantages of MALL**

Although learning through mobile devices clearly offers many advantages in language learning, current mobile technology still has its shortcomings and disadvantages. These shortcomings include hardware, software problems and internet connection problems, and users' fatigue and loss of concentration.

One of the most frequently reported disadvantages of mobile hardware is the screen size (Mehdipour & Zerehkafi, 2013; Pansak & Kalayanee, 2006), which makes it difficult to view content on the mobile screen. Compared to the screen size of laptops



(14 inches), desktop computers (17 inches), the screen size of a typical mobile phone is only 3.5 to 5 inches diagonally (Barred, 2014). This inevitably affects the viewers' quality of experience (Knoche et al., 2006). Therefore, educators should adapt or redesign existing E-learning materials for mobile platforms, which certainly increases the amount of preparation for a class. Maniar, Bennett, Hand, and Allan (2008) mention that the key size of mobile devices is relatively small, so they are not suitable for tasks requiring large amounts of input on mobile devices.

Most PCs run Microsoft Windows operating system, which reduces the compatibility problems. Mobile devices, on the other hand, run multiple operating systems, multiple standards and multiple screen sizes (Mehdipour & Zerehkafi, 2013), which result in a lot of compatibility problems. It is more difficult to develop software for mobile devices than for PCs.

In an experiment, Stockwell (2008) demonstrates that learners found it takes more time to complete activities on mobile devices, and consequently, some of them preferred to use their PCs to do their assigned tasks. In that experiment many learners indicated from the outset that they did not intend to use the mobile phones for doing their tasks because of the cost of internet access, the screen size, and the keypads for them.

Mobile assisted learning certainly has its disadvantages, but if educators carefully redesign learning experiences on mobile devices mobile, they could be an excellent learning tool. For example, reducing the requirements of reading on mobile devices, and transforming reading materials to video or audio. Maniar et al. (2008) report on an empirical investigation on video-based m-learning. Their findings indicate that regardless of the screen size of a mobile phone, students tend to have a positive opinion of m-learning overall and watching videos significantly increased their knowledge of the subject area.

## 2.6 Related Studies

### 2.6.1 Related Studies on the FC Model and ELT

In this section, previous studies related to the FC model and ELT are reviewed. Though the FC model has been implemented in many faculties as a pedagogy, there are still very rare published studies reported the effects of the FC model in SLA field. In this section, several representative studies that adapted FC model in language teaching are reviewed as follow:

Adas and Bakir (2013) conducted a quasi-experimental research on two groups of Arab students enrolled in an English Language Program in Palestine. They evaluated students' performances after using a blended learning approach, which is nearly the same as the FC model. Online instruction was assigned to students on Moodle. The results of the study demonstrate that the number of students who failed decreased in the experimental group using online material and that exposure to the online material led to an effective use of the language with regard to writing ability. This study indicates that the FC model have the potential to help the low proficiency students in the present study and reduce their chance of failing.

EFL writing was also the research focus of Farah's (2014) study that examined EFL students' IELTS writing attainment through the FC model and students' attitudes towards the FC model. The fifteen-week teaching program included instructional videos and differentiated class tasks to cover the main IELTS Tasks 1 and 2 for writing objectives. The study also included a control group learning in a similar learner centered classroom learning environment without the flipped part of the instruction. The study employed a mixed method design that included both a qualitative data collection method (questionnaire) and a quantitative data collection method (writing tests) to

collect data. The study reveals statistically significant differences between the mean scores in favor of the students in the experimental group rather than the controlled group. Furthermore, the results show that this improvement in the students' writing performance is largely attributable to the flipped instruction method of teaching. Students' attitudes towards the flipped instruction proved to be equally favorable.

Another mixed method study conducted by Moran and Young (2013) assessed student engagement and teacher pedagogical practice with the flipped model of instruction in two 7th grade English Language Arts (ELA) classrooms. The study employed a pretest and a posttest using Motivational Strategies Learning Questionnaire (MSLQ) to assess students' engagement and field observations to collect qualitative data during the treatment phase. The mixed methods data analysis reveals that overall student engagement decreased in the flipped unit and that the students were divided in their reactions to the flipped method of instruction. Compared to the traditional classroom, "intrinsic and extrinsic motivation," as well as "organization" and "effort," decreased during the flipped unit. The results also indicate that the teacher had mixed feelings about the flipped method. The study may also indicate that the FC model may not be suitable for young learners for the reason that learning with the FC model requires more self-regulation, which young learners may well not have developed.

There were several studies concerned the implementation of the FC model in EFL teaching that mainly use qualitative research methods as well. For example, Evseeva and Solozhenko's (2015) study that explored students' perceptions of the flipped classroom technology in the process of teaching and learning the English language at a technical university. Students' work was organized in the classroom and in an e-learning environment. The researchers obtained the participants' perceptions toward

flipped classroom technology using questionnaires and group interviews. They reported that 85% of students liked the idea of integrating the flipped classroom technology into the learning process. The findings of this study reveal that integrating the flipped classroom into the educational process can increase students' motivation and interest for studying foreign languages. Furthermore, it has a positive effect on students' self-discipline and self-directedness.

Basal (2015) conducted a study on teachers' perceptions towards implementing the flipped classroom into an English language classroom. He collected the data from 47 prospective English teachers from a prominent state university in İstanbul through asking open-ended research questions. The study indicated that the English teachers had positive perceptions towards the use of the flipped classroom as an integral part of face-to-face courses. It can be concluded that the flipped classroom was beneficial in terms of 4 categories based on a content analysis of the responses: learning at one's own pace, advance student preparation, overcoming the limitations of class time, and enhancing participation in the classroom.

### **2.6.2 Related Studies on Role-plays and EFL Speaking**

Many research studies have been conducted to prove the effectiveness of role-plays in language learning and teaching from both qualitative and quantitative perspectives. A qualitative study carried out by Ramos (2002) investigate EFL students' perceptions of role-play activities through observations, questionnaires, and interviews. The results show that the participants believe role-play activities help them improve oral proficiency, acquire vocabulary, and rehearse for real-life communication. However, students also acknowledged some limitations, such as they felt frustrated due to the lack of vocabulary and ideas. Song (2007) investigated Senior Middle School

teachers' perceptions on utilizing their role in English courses. He proposed that the middle school teachers believe that role-play activities help students apply knowledge which they have learnt from classes into real-life situations. In addition, students were motivated to speak more in L2 speaking classes. These beliefs of teachers and students are generally in accord with the expected results of the present study.

Despite the qualitative studies, several mixed methods studies on role-plays that had more similarities on the design of the present study are worth reviewing. For example, Shen and Suwanthep (2011) conducted a quasi-experimental study that sought to investigate the effects of the implementation of constructive role-plays via E-learning on the speaking skills of tertiary level Chinese EFL learners. There were 260 students participating in the study who were randomly assigned to two equal groups—a control group and an experimental group. Students in the control group did behavioristic role-plays and students in the experimental group did constructive role-plays. The results of the study indicate that the experimental group significantly outperformed the control group in terms of speaking performance. Moreover, students expressed positive opinions towards the implementation of constructive role-plays. The study demonstrates that role-play is be an effective strategy for developing EFL speaking skills.

Another mixed method study was conducted by Sirisrimangkorn and Suwanthep (2012) not only focused on the effects of role-plays on speaking achievement, but also on students' motivation and self-esteem. The study integrated drama-based role-play and Student Teams Achievement Division to teach Thai tertiary level English courses. In order to examine the effects of the integration on students' speaking achievement, motivation, and self-esteem, 80 undergraduate students were included in a 16-week

experiment. They were assigned equally to an experimental group (40 students) who worked on the integration of drama-based role-plays and STAD and a control group (40 students) who worked on simple role-play and group work activities. The results of the study show that the students in the experimental group achieved significantly higher speaking ability than those in the control group. Moreover, students in the experimental group had significantly higher motivation and self-esteem than those in the control group. Therefore, role activities can be helpful for increasing students' motivation and self-esteem in the acquisition of speaking skills.

Huff (2012) conducted a study using role-play activities to help low level ESL learners improve their communicative competence. In the three-week experiment, the researcher firstly taught an ESL level one class the skills needed to do a role-play activity, and on the last day the students were required to prepare and present their role-plays on a given topic. The data were collected through field notes, audio-recordings of role-play presentations, and student questionnaires. The results of the study showed that the students enjoyed the role-play activity and did not find it too challenging. The research claims that progression from simple, more guided activities to more advanced, less supported activities can be an effective approach to teaching a communicative task in a low level classroom. This study then suggests that the level of difficulty in learning tasks should increase step by step, so that learners will not become frustrated.

Islam and Islam (2013) reported a study on enhancing learners' speaking skills through role-play in groups in a large tertiary level classroom. About one-hundred twenty students in the department of English were involved in the study. In the research, qualitative data were obtained from questionnaires, group interviews, classroom observation, and the results of the evaluation of students' performance. The results

show role-plays were enthusiastically accepted by the students as it challenges their creativity and ability to think critically, which enables them to speak more logically and confidently in the classroom. It also helps students to overcome inhibitions when it comes to speaking in front of others. The classroom observation shows students' fluency and accuracy in using language by recording their performances. The research indicates that it is beneficial to perform role-plays in a large classroom, which is similar to the situation of the present study.

## **2.7 Summary of Chapter 2**

This chapter provides a review of the literature related to the current study. It starts with a description of second language speaking, which consists of a definition of speaking and explains the difficulties of learning second language speaking. In response to the difficulties, the FC model is proposed and explained with a definition, the key elements in the FC model and the advantages and disadvantages of utilizing the FC model. After that, the theoretical bases of the FC model and constructive role-plays are established and followed by a review of traditional methods of teaching speaking, role-play techniques, and how they are rearranged in flipped EFL speaking classes. The chapter concludes with a review of MALL as the medium for accessing online learning lessons in the FC model, and previous studies related to the FC model and role-plays. The literature reviewed provides useful information for designing and carrying out the research. In the next chapter, the design and methodology implemented in the present study will be discussed.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter focuses on the research methodology of the present research, which includes research design, methods of data collection for the experiment and data analysis. It starts with a description of the research design and the treatments of the present study, then the participants, research procedures, and research instruments as well as the data analysis methods are described. The chapter concludes with the presentation of the pilot study based on the research design.

#### **3.1 Research Design of the Present Study**

Regarding the purposes of the present study, in order to investigate the effectiveness of the flipped instruction and constructive role-plays, the present study employs a triangulation research method, in which multiple independent methods are employed to obtain divergent data in a single investigation in order to strengthen the research findings (Bullock & Stallibrass, 2000). This usually entails the combination of both quantitative quasi-experimental research and qualitative research for testing the hypotheses of the study. Quasi-experimental research is a part of the experimental research that estimates the causal impact of a treatment on its target population. (Wiersma & Jurs, 2005). The quasi-experimental study is conducted under conditions where many variables are difficult to control (Seliger & Shohamy, 2001). In a second language context, it can be difficult to control all of the variables. For example, students



may be exposed to the target language outside the language programs, thus making firm conclusions about the effect of any treatment questionable (Mackey & Gass, 2013). For this reason, the triangulation method is often adopted in social research to enhance the validity and reliability of the study by cross-checking data from multiple sources (O'Donoghue & Punch, 2003). There are various forms of triangulation such as data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation (Denzin, 1970 as cited in Lewis-Beck, Bryman & Liao, 2003).

Theoretical triangulation and methodological triangulation are employed in the present study. Theoretical triangulation of the present study involves using multiple theories, such as cognitivism and constructivism to interpret and support the findings. For the present study, methodological triangulation refers to the utilization of both quantitative and qualitative methods to collect data. The data collection process was conducted within the time-frame of a 12-week course. During the process, quantitative data was collected by means of a speaking pretest and post-test and student questionnaires. The qualitative data was obtained from analyzing students' interviews. Both the quantitative and qualitative data were used to interpret the impact of the treatments (see 3.3) on the participants' speaking of English.

### **3.2 Participants of the Study**

The participants of the present study were 94 students from two intact classes. One of the classes served as a control group (48 students), and the other served as an experimental group (46 students). They were first year non-English major undergraduate students who took the English II course at SUT. It is an integrated skills course that aims to develop students' proficiency in both academic and social

communication with a special emphasis on helping students become confident and competent speakers of English.

The English II students were selected as participants of this study for the following reasons. First, the English II course is a compulsory English course at the university. In the English II course, improving students' speaking skills is an important teaching aim, so this course is suitable for the present study. Second, as mentioned in chapter 1, the students' knowledge of English is still limited; it is difficult for them to perform role-plays without the necessary vocabulary and grammar, although instruction requires a considerable amount of the class time. This is where the FC model comes in, because it reduces the class time taken by direct instruction. The students are selected by purposive sampling that is common in quasi-experimental research that does not require the random assignment of individuals to treatment or control. Besides, as Creswell (2009) states, "in many experiments, only a convenient sample is possible because the investigator must use naturally formed groups such as a classroom, an organization..." (p. 155). However, as Mackey and Gass argue (2013), using an intact class without randomization reduces the experimental validity of a study. They suggest that one way to compensate for non-randomization is to use a semi-randomization procedure by arbitrarily assigning classes to either treatment or control. On account of this suggestion, the two intact classes were assigned to an experimental group and a control group randomly with the same class duration, but different methods of instruction.

### **3.3 Treatments of the Study**

The teaching materials used in the study are designed based on the Four Corners 3 textbook developed by Richards and Bohlke (2011) under the Common European

Framework. The Four Corners series of textbooks are designed based on the use of communicative methodology for adults and young adults who want to use English to communicate effectively in daily life. As the author stated in the course description:

Four Corners features a clear presentation of vocabulary, a thorough grammar syllabus, and an everyday functional language lesson in every unit together with systematic practice of all four skills. Four Corners places special emphasis on helping students become confident and competent speakers of English. Speaking activities at the end of every lesson, tied to clearly label measurable outcomes, enable students to see the results of their learning and help them see their progress. (Richards and Bohlke, 2011, p, viii).

The course description indicates that there is a focus on communicative skills and social expression in speaking, which is consistent to one of the aims of the English II course at SUT that enhances students' proficiency in social communication (School of Foreign Languages, 2012). In the 12-week experiment, both groups were required to study 4 units of the Four Corners 3 textbook. There are 4 lessons in each unit, where lessons A and C focus on vocabulary building, grammar introduction and lead to a speaking outcome, which were chosen as the lessons for the flipped instruction. While lessons B and D were not flipped because they focus on listening, reading or writing that are not suitable for flipped instruction. Therefore, in the present study, the flipped lessons only cover Lessons A and C. The rest of the time is used to cover Lessons B and D of the Unit where both the experimental and control group receive the same method of instruction with the same instructor, so that the results of the experiment will not be affected.

At SUT, lecturers normally have 3 hours per week to cover two lessons in the textbook, and the time for lessons A or C is around 90 minutes. In the experiment, both groups had the same amount of learning time, but they were taught with different time

arrangements and instructional methods (see Table 3.1).

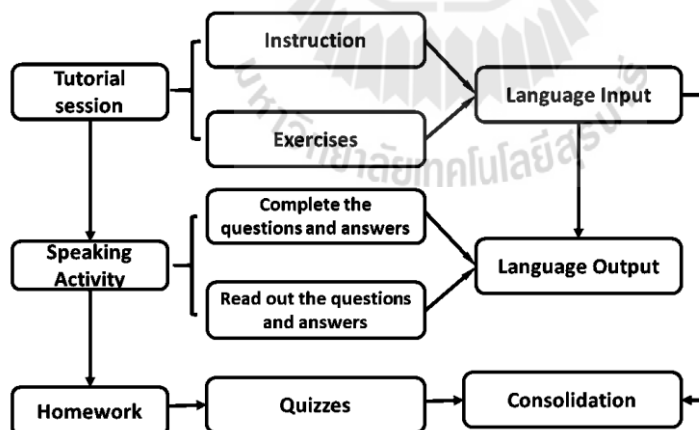
**Table 3.1 A Comparison of Time Arrangements and Instructional Methods Between the Experimental Group and the Control Group**

Control Group			Experimental Group		
Activities	Time*	Method	Activities	Time	Method
Classroom Management & Warm-up	10	F2F	Homework (Vocabulary Building & Grammar Instruction)	30	Online
Vocabulary Building & Grammar Introduction	30	F2F	Classroom Management & Warm-up	10	F2F
Exercises on Vocabulary and Grammar	20	F2F	Remedial Teaching	10	F2F
Speaking (Question-and Answer Drills)	20	F2F	Exercises on Vocabulary & Grammar	20	F2F
Wrap-up	10	F2F	Speaking	40	F2F
Homework (Quizzes)	30	Paper Based	Wrap-up	10	F2F

\*Note: CG=Control Group; EG=Experimental Group; PB= Paper Based; F2F= Face to Face; Time Unit: Minute

As the table shows, for the control group, a lecture generally begins with a Face to Face (F2F) tutorial session of grammar and vocabulary which takes around 50 minutes including instruction in vocabulary and grammar for 30 minutes. Instructional technologies, such as PowerPoint slides, online audios and videos are used to enhance the instruction. Then, students do exercises related to the new knowledge in the form of comprehension checks and practice, which take around 20 minutes. This session gives students the language input and prepares them to be ready for practicing speaking skills and other skills, such as listening and writing. Then, students have around 20

minutes to do question-and-answer drills as a speaking activity, which mostly requires students to ask and answer some given questions in pairs, and note down their partners' answers (see Appendix F for the lesson plans). In the activity, students do not need to construct sentences based on the knowledge they have recently acquired. They work individually and simply substitute or add several words to the existing questions and answers, then one student reads out these questions to his/her partner and the partner reads out the answer. There is no real life context for these questions. Students may not know when and how to use these sentences in real life communication. After the lesson, students do homework with some quizzes on the newly learned grammar points and vocabulary to consolidate their learning, which takes around 30 minutes. The purpose of doing the quizzes is to consolidate what they have learnt in class. The whole teaching procedure in the control group is shown on the next page:

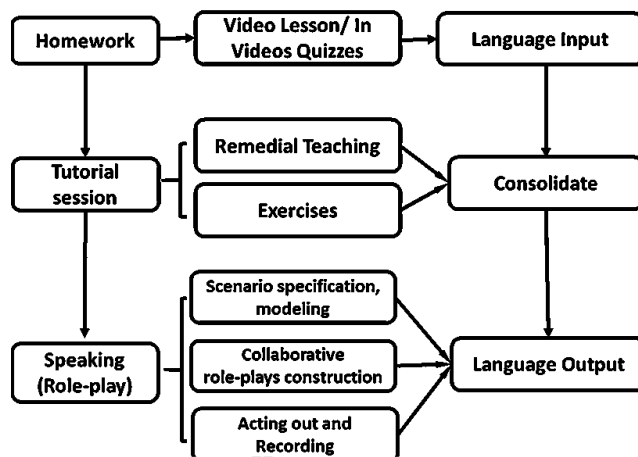


**Figure 3.1 Teaching Procedures in the Control Group**

By comparison, a lecture for the experimental group starts with the “homework”, which are online video lectures. There are two videos for a lesson. One focuses on grammar points and the other on vocabulary. Each of the two videos is 7 to 8 minutes

long and is recorded by the researcher and hosted on an online learning platform called EDpuzzle. Based on the platform, some in-video-quizzes are embedded in the video to check students' understanding, and some after-video-quizzes are provided to check students' understanding and help them practice. In total, it takes around 30 minutes to complete the online lectures, in which students obtain the language input that serves as a basis for constructing their knowledge of speaking in the classroom. Later, when they attend the F2F class, 10 minutes are spent on remedial teaching based on the results of the online quizzes. Then, students do group based quizzes to consolidate and extend their knowledge, which last approximately 20 minutes.

For the rest of the class time, about 40 minutes are given to doing constructive role-plays. First, the teacher scaffolds the role-plays by stating the aims of the role-plays and scenarios of the role-plays and provides modeling for the role-plays. Then, students work on group planning and rehearsing their own role-plays with peer assistance and collaboration. At the same time, the teacher walks around the classroom to give students individual guidance or help. After that, all the students act out their role-plays with their partners and record their voices via Facebook Message (an application on smart phones) and send them to the teacher. After the class, the teacher listens to their role-play recordings and gives them feedback via Facebook Message. Through the teaching process, learners actively construct their speaking skills via rich interaction among peers, role-play tasks and the teacher. The teaching procedures in the experimental group are briefly shown in Figure 3.3 as follows:



**Figure 3.2 Teaching Procedures in the Experimental Group**

The role-play activity for the experimental group is different from the question-answer-drills of the control group in the following aspects: 1) the role-play activity provides students the context for using language to communicate, which may increase their motivation to do the task. 2) The role-play activity requires students to actively construct sentences based on the language knowledge they have acquired, which is different from control group which simply substitutes words in given sentences. During the construction of the role-plays, they proceduralize their declarative knowledge and construct their speaking knowledge. 3) The role-play activity requires more peer interaction. Every student has to collaborate with his/her partner to produce their role-play scripts. During the collaboration they can scaffold or learn from their partners. 4) There are more teacher's scaffoldings in the role-play process, such as the explanation of the aims of the role-play, and help during the role-play planning and the feedback that helps students improve their role-plays.

### 3.4 The Instruments

In order to find out whether the impact of the treatment for the experimental group is different from the traditional teaching of speaking treatment which the control group received, several research instruments are used in this study including the speaking pretests and post-tests, student questionnaires and student interviews. As shown in Table 3.2 below, which addresses the first research question of the study, namely, the effects of the flipped instruction and constructive role-plays on students' speaking performance, the speaking pretests and post-tests were employed for this purpose. In order to answer the second research question, which concerns students' opinions on the flipped instruction and constructive role-plays in their English speaking classes, student questionnaires and student interviews were used (see Table 3.2 below).

**Table 3.2: Summary of Research Questions and Research Instruments**

Research Questions	Instruments
1. To what extent does the integration of the FC model and constructive role-plays affect EFL students' speaking skills development?	- Speaking Pre-test -Speaking Post-test
2. What are the students' attitudes on the integration of the FC model and constructive role-plays for learning English speaking?	- Student Questionnaires -Student Interviews

#### 3.4.1 Speaking Pretest and Post-test

In the present study, the speaking tests used in the pre-test and post-test were adapted from the oral tests in the Four Corners 3 teachers' manual (see Appendix II). The reasons why the researcher adopted the oral tests in Four Corners 3 as the speaking pretest and post-test in the present study are that these tests were developed by the



textbook editors and specially designed for learners of the Four Corners 3 course. Therefore, it is suitable for the assessment of students' improvement in English speaking skills after studying the Four Corners 3 lessons. There are 3 parts in each test (see Appendix II). In the first part, there are 4 questions related to the topics in the Four Corner 3 course and students are asked to respond to these questions orally. In the second part, the test takers need to read a short text and answer the examiner's questions based on the information in the text. For the last part, the test takers have to make a dialogue in pairs based on a given situation. The speaking test lasts approximately ten minutes. After each test taker finishes the test, the examiners (see 3.4.1.2) rate the speaking performance based on the rating rubric (see 3.4.1.1). The mean score of the pre-test and the post-test were compared to find out whether or not there is a statistical difference between the experimental group and the control group.

#### **3.4.1.1 The Rating Rubrics**

In terms of assessing the oral performance, there are different types of rating scales. One of the traditional distinctions is between holistic and analytic rating scales (Fulcher, 2003). Verhelst et al. (2009) define the two types of scales as holistic assessment which is making a global synthetic judgment. Different aspects are weighted intuitively by the assessor. Whereas analytic assessment is looking at different aspects separately (p.56). Holistic rating scales make rating quicker since there are fewer criteria to remember and to refer to. However, holistic assessment is not practical for diagnosing learners' strengths and weaknesses in detail (Luoma, 2004). The purpose of the present study is to find out the impact of the effectiveness of the flipped classroom model and how it influences students' EFL speaking. Therefore, analytic assessment is more suitable for the present study. One of the widely used analytic scales is the

Cambridge Speaking Assessment Scales. There are different sets of scales for testing students at various proficiency levels. In the current study, the scales for A2 level are adopted, since the Four Corner 3 course is designed for students at A2 level. The Cambridge English speaking test at A2 level consists of four individual criteria (grammar, vocabulary, pronunciation and interactive communication) with six bands from 0 to 5 (see Appendix I). The rater gives separate scores for each criterion. The total score is equal to the sum of the separate scores.

#### **3.4.1.2 Rater Reliability**

Three examiners were invited to conduct the speaking pretest and post-test who are all third year master degree students who majored in English language studies at SUT (See Appendix IX for more information). In order to ensure the rater reliability, before the pretest and the post-test were conducted the three examiners were trained by a speaking test expert. The expert is a professor in English language teaching at Qiannan University, China. He has taught tertiary level English for 15 years and has wide experience in conducting speaking tests. He worked as an examiner for the National College English Speaking Test and the National College Entrance Examination for many years.

In the training session, firstly, the researcher provided the speaking test expert and the three raters with the rating rubric. The three raters read the scoring rubric and checked whether the wording as well as the contents made sense. The definitions of the rating criteria were clarified or negotiated between the raters and the expert. Then, the expert and the three examiners listened to three students' test recordings and rated their performances based on the rubrics. After the recordings were rated, the consistency between the raters and the expert was evaluated based on Holsti's (1969)

coefficient of reliability (C.R.). The formula is shown as follows:

$$C.R. = 2m / n_1 + n_2$$

Note: m = the number of coding decisions upon which the two coders agree

n<sub>1</sub> = number of coding decisions made by rater 1

n<sub>2</sub> = number of coding decisions made by rater 2

The C.R. value indicates the number of agreements per total number of rating decisions. A value greater than 0.75 C.R. between each rater and the expert indicates that there is an excellent agreement between them and the rater's grading is reliable. If a rater gets a value less than 0.75 C.R., the rater explains his/her rating rationale to the experts and discusses it until the rater has a clear understanding of the rating criteria or they reach an agreement. After the training, a satisfactory rater reliability was reached.

### 3.4.2 Student Questionnaires

In the present study, questionnaires (see Appendix III) were utilized to elicit data on students' opinions towards the implementation of flipped instruction and constructive role-plays. The validity and reliability of the questionnaire were checked, modified and rechecked before it was sent to the students. Two experts (see Appendix IX) were invited to validate each item in the questionnaire based on the Item-Objective Congruence (IOC) index developed by Rovinelli and Hambleton (1976). Calculating the IOC index is one of the methods for checking validity that requires the inspector to use a 3-point scale (1 = relevant, 0 = uncertain, -1 = irrelevant) to evaluate the relevant level of the items in a questionnaire and the purposes of the instrument. The index is calculated by the following formula:  $IOC = \sum R / N$ , in which  $\sum R$  is the total score from

experts and  $N$  is the number of experts. An item is acceptable if its IOC index is between 0.5 – 1.0, while the test items which are less 0.5 must be revised (Harrison, 1983).

In order to ensure the reliability of the questionnaires, Cronbach's Alpha Coefficiency ( $\alpha$ ) test was conducted based on the data from the pilot study. The alpha value of the questionnaire was 0.858. According to (Green & Salkind, 2003), a higher than 0.8 alpha value indicates that the questionnaire is highly reliable. The final version of the questionnaire contained 16 questions with Likert scales containing five response options. The final version of the questionnaire was translated into Thai to help students understand the questionnaire better (see Appendix III). The reason for employing the questionnaire as an instrument in the present study is its efficiency in collecting data. By administering a questionnaire, large amounts of information can be collected in a short time with relatively low financial expenditure (Dörnyei & Taguchi, 2010). Despite the virtues of a questionnaire, it has some serious limitations, such as simplicity and superficiality in the answers. In order to remedy the limitations of the questionnaire, a semi-structured interview was conducted as well.

### **3.4.3 Student Interview**

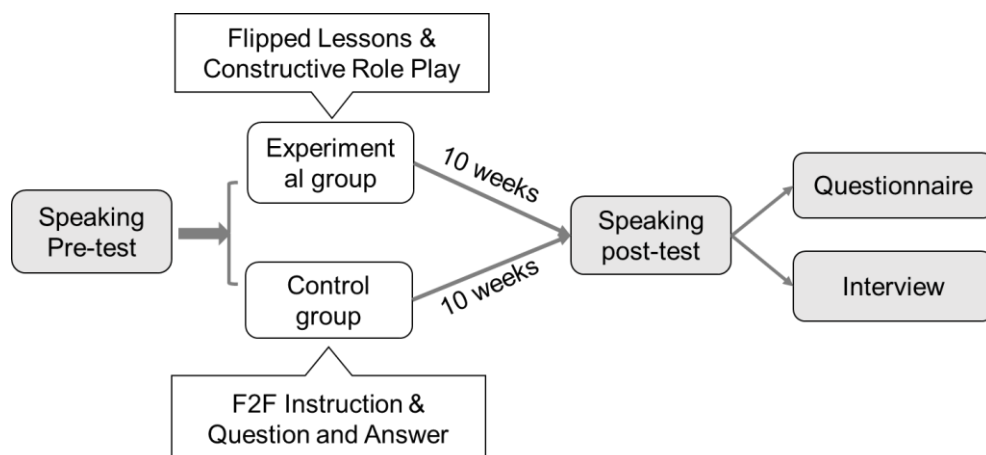
The advantages of a semi-structured interview are listed by Nunan (1992) “in the first instance, that it gives the interviewee a degree of power and control over the course of the interview; secondly, it gives the interviewer a great deal of flexibility; finally, and most profoundly, this form of interview gives one privileged access to other people's lives...” (p. 149-150). In the present study, the semi-structured interview consisted of 6 questions (see Appendix V) which were used for collecting students' perceptions towards how the implementation of flipped instruction and constructive role-plays affected their English speaking. The IOC index (see Appendix VI) was calculated as

well to check the validity of the interview. Then, the interview was conducted with the help of a native Thai speaker, so that interviewees could understand the questions better and answer in their mother tongue if they could not answer the question in English. The results obtained were used to support the quantitative data of the study and gain in-depth knowledge about the effects of the experiment.

In sum, taking into account the advantages and disadvantages of the data collection methods, the present study triangulated the methods by employing students' scores on the speaking pretest and post-test, student questionnaires and student interviews to assess their improvement in speaking and to collect data about their opinions towards the implementation of the flipped classroom and constructive role-plays.

### **3.5 Procedures of Data Collection**

In order to find out the effects of the implementation of the flipped instruction and constructive role-plays on Thai EFL learners' L2 speaking, the present study employed a triangulation research method with the experimental group and the control group. The quantitative and qualitative data were collected from the two groups of students based on the following procedure as shown in Figure 3.3:



**Figure 3.3 The Data Collection Procedure**

Figure 5 shows the steps of the data collection which are explained in detail in the following 5 points:

- 1) Both the experimental and the control groups of students took the pre-test to measure their speaking performances. The data collected in this step were used for two main aims, which were important for the following steps. Firstly, to measure the conformity of the two groups in terms of EFL speaking before they underwent the experiment (see section 3.6.1). Secondly, to obtain data about their original speaking performance in order to compare with their performance after the experiment and demonstrate their progress.
- 2) The implementation of the treatments and controls. Students in the experimental group received the flipped interactive videos lessons as homework and had around 40 minutes to do the constructive role-plays in the classroom to practice speaking. While students' in the control group received a tutoring class with the same teaching objectives in the classroom (F2F) and had only around 10 minutes for asking and answering questions to practice their speaking.

- 3) At the end of the 10 weeks' experiment, the questionnaires (see Appendix III) were administered to the students in the experimental group to collect data about their opinions on the implementation of the flipped instruction and information gap role-play.
- 4) Then, 18 students were invited to attend a semi-structured interview (see Appendix V for the guiding questions). The interview was recorded and transcribed to text for a qualitative analysis. The number of the interviewees was determined by the criteria proposed by the Alberta Municipal Health and Safety Association (see Appendix VII) which is suitable for any field of studies including the social sciences (AMHSA, 2010).
- 5) Lastly, both the control and experimental groups took the speaking posttest to determine the effects on their speaking performance (see Appendix II). The posttest mean scores were then compared to the scores of the pretest to examine the difference between the experimental and the control groups.

### **3.6 Data Analysis**

This section aims to describe the methods employed for the data analysis in the present study. The data collected from the 12 weeks' experiment was analyzed both quantitatively and qualitatively. The data from the speaking pretest and posttest scores and student online learning logs (the quantitative part) were presented in terms of quantitative analysis, while the data obtained from the students' role-plays, a language analysis of the recordings, the student questionnaires, the student interviews and the student online learning logs (the qualitative parts) were analyzed qualitatively.

### **3.6.1 T-test**

In order to avoid bias and to ensure the comparability of the experimental group and the control group, an independent-samples t-test and a paired sample t-test calculations were conducted through SPSS (Statistical Package for Social Science) based on the data of the speaking pretest. The Independent-samples t-test is a statistical method to examine whether two groups are significantly different in terms of means (Green & Salkind, 2003). In the present study, the Independent-samples t-test was used to find whether the students' speaking proficiency in the two groups was significantly different before the experiment. After the experiment, another independent-samples t-test was used to find out whether there was a statistically significant difference between the two groups of students in terms of the posttest scores. Despite the independent sample t-test, paired sample –test was also conducted in the present study. A paired samples t-test compares two means that are from the same individual or related units where the two means typically represent two different times. A typical situation to use paired sample t-test is comparing a pre-test and a post-test with an intervention of time. The paired sample t-test in this study are used to determines whether each group's post-test score showed statistically difference as compare to their own pre-test score. The results of all the t-tests were used to decide the effects of the treatments and controls on students' speaking performances.

### **3.6.2 Descriptive Statistics**

Data collected from the student questionnaires was analyzed by using descriptive statistics in SPSS. The aim of a descriptive analysis of the questionnaire was to find out the general proportion of the participants who agreed or disagreed with the statements in the question, so as to illustrate the participants' opinions of the implementation of the flipped instruction and the information gap role-play.



### **3.6.3 Qualitative Analysis**

Data collected from student interviews was analyzed qualitatively in order to obtain supportive evidence and further information about the results of the implementation of flipped instruction and constructive role-plays. Moreover, the qualitative analysis produced extra information on students' opinions towards the implementation.

## **3.7 The Pilot study**

A pilot study can be defined as a small scale study to test the research methods and procedures to be used on a larger scale study (Last, 2001). The purpose of conducting a pilot study can also be a pre-testing of research instruments (Van Teijlingen & Hundley, 2001). Therefore, in the present study, the pilot study is designed to fulfill the following purpose: initially, to test the teaching method and the instructional design of both groups; secondly, to test the data collection instruments, including the questionnaire and interview; finally, the statistical and qualitative methods.

### **3.7.1 Participants**

There were 16 students (3 males and 5 females) in total who took part in the pilot study. They were selected on the basis of convenience and availability. As mentioned in 3.2 of this Chapter, the participants were all first-year undergraduate non-English major students at SUT. The reasons that the researcher selected these students to be the participants in the pilot study are as follow: 1) They had studied English for 12 years, but their English proficiency still remained low. Therefore, they needed grammar and vocabulary training before participating in speaking activities, which is in accord with the teaching procedure of the FC model of the present study. 2) They are all learning

English with the Four Corner 3 textbook. When the pilot study was conducted, they had learned two units in the Four Corner 3 textbook with traditional teaching methods. Therefore, they were familiar with the structure of the textbook, and they could compare the integration of the FC model and constructive role-plays with the traditional methods they had experienced. The 16 students were assigned to either the experimental group or the control group. Each of the two groups had 8 students.

### **3.7.2 Procedures**

After the 16 participants were selected, three examiners including the researcher conducted the speaking pretest (see Appendix IX) with them to measure their English speaking ability as a base line for the speaking posttest. Then, both groups of students were taught a unit of the Four Corners 3 textbooks with different teaching methods. The experimental group of students were required to watch video lessons online and do in-video quizzes before class. While the students in the control group did the quizzes of the last unit. The two groups also received different instruction following the instructional design specified in 3.3 (see examples of the lessons in Appendix VIII). After being taught the unit, all of the participants were required to take the speaking post-test. This test was conducted by the same examiners as in the pre-test using the speaking post-test as shown in Appendix II. After the posttest, the 8 students in the experimental group completed a questionnaire (see Appendix III). Then, 4 of them were randomly chosen and interviewed based on the interview questions in Appendix V.

### **3.7.3 Results of the Pilot Study**

In the following sections, the results of the pilot study are presented in terms of the instruments used, respectively. The first section presents a quantitative comparison of the scores of the speaking pretest and post-test. The second section reports the

analysis of the data elicited through the student questionnaires. The last section shows a qualitative analysis of the student interviews.

### 3.7.3.1 Results of the Speaking Pretest and Post-test Scores

The data of the speaking pre-test were analyzed through the independent sample t-test in SPSS 16.0. As the results show in Table 3.3, the mean scores of the control group and the experimental group are 13.75 and 13.87, with a gap between the two groups of only 0.12. Moreover, there was no significant difference between the two groups in terms of students' speaking performance, since the p-value is 0.907, which is greater than 0.05.

**Table 3.3 A Comparison of the Pre-test Scores of the Experimental Group and the Control Group**

Test	Group	N	Mean	Std. Deviation	Sig.
Pre-test	CG	8	13.7500	1.98206	.907
	EG	8	13.8750	2.23207	

Note: EG means Experimental Group; CG means Control Group; t value is 2-tailed and the significant level is 0.05

As shown in Table 3.4, from the paired samples t-test analysis, the mean scores of the posttest in the control group and the experimental group were 13.7500 and 15.1250, respectively. In the experimental group, there was a statistically significant difference between the scores of the two tests because the p value was 0.001 which was lower than 0.05 ( $p = 0.001 < 0.05$ ). However, in the control group, there was no significant difference between the scores of the two tests because the p value was over 0.05 ( $p = 0.582 > 0.05$ ), and the mean scores of the pretest and the posttest were nearly the same (13.7500/13.2500).

**Table 3.4: Comparison between the Two Tests Scores of the Experimental Group and the Control Group**

Group	Test	Mean	N	Std. Deviation	Sig.
CG	Pre-test	13.7500	8	1.98206	0.582
	Post-test	13.2500	8	3.15096	
EG	Pre-test	13.8750	8	2.23207	.005
	Post-test	15.1250	8	1.72689	

Note: EG means Experimental Group; CG means Control Group; t value is 2-tailed and the significant level is 0.05

The results of the speaking tests show that the students in the experimental group improved their speaking performance more, which indicates that the integration of the FC model and the constructive role-play had positive effects on students' speaking. Therefore, it was decided to integrate the FC model and constructive role-play in the main study.

### 3.7.3.2 Results of the Student Questionnaires

The findings of the questionnaires were helpful in revealing an in-depth understanding of students' attitudes towards the integration of the flipped instruction and the constructive role-plays. The purpose behind the questionnaire was to explain the role of the flipped instruction and constructive role-plays on students' speaking performance. According to the descriptive analysis of the data elicited from the student questionnaires, students generally held positive opinions towards the integration of the flipped instruction and the constructive role-plays in their English class, since as was shown in Table 3.5, 75% of the students agreed that they felt more confident in learning English due to the flipped learning method (Item 3); all the students agreed that performing role-plays was enjoyable (Item 3) and helpful for improving their speaking

skills (Item 8). Moreover, the majority of the students also held positive opinions in terms of the flipped instruction as it helped them prepare for the class; flipped instruction promoted autonomous learning; the role-play activities motivated them to speak English more and they felt more confident in using grammar and vocabulary after performing the role-plays.

However, 50% of the students who reported that they felt shy in performing the role-plays out of class (Item 14), and 37.5% of the students agreed that the time allowed was not enough for them to prepare and act the role out in class (Item 15). In addition, 25% of the students preferred reading out the existing role-play in their textbook to creating their own role-plays.

**Table 3.5 Results of Student Questionnaires on the Likert-scale (N=8)**

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	%	%	%	%	%
1. The flipped learning method allows me to prepare for my class in advance.	0	0	25	37.5	37.5
2. Through the videos lessons, I have enough time to learn new vocabulary and grammar points	0	0	25	75	0
3. I feel more confident about my learning due to the flipped learning method.	0	0	25	62.5	12.5
4. The flipped learning method made it easier for me to do the role-play activities in class.	0	0	0	50	50
5. My speaking skill have improved since I had more time to speak English in class.	0	0	62.5	37.5	0
6. I feel autonomous in my learning when I learn grammar and vocabulary by myself through videos lessons.	0	0	12.5	37.5	50
7. The instructions on why and how to do the role-plays are necessary.	0	0	37.5	50	12.5
8. Creating and acting the role-plays helped me improve my speaking performance.	0	0	0	50	50

**Table 3.5 Results of Student Questionnaires on the Likert-scale (N=8) (Cont.)**

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	%	%	%	%	%
9. I feel more confident in using new vocabulary and grammar after doing the role-play activities.	0	0	25	37.5	37.5
10. The role-play activities make the learning of spoken English enjoyable.	0	0	0	37.5	62.5
11. My partner and I helped each other when we prepared the role-plays.	0	0	12.5	25	62.5
12. The help and the feedback from my teacher and classmates helped me improve my speaking.	0	0	12.5	25	62.5
13. The role-play activities motivated me to speak more English with my partners.	0	0	25	37.5	37.5
14. I felt shy and/or nervous when I did role-plays with my partners.	25	12.5	12.5	50	0
15. I found that the time was not enough for me to prepare and act out the role-plays.	0	0	62.5	37.5	0
16. I liked reading out the conversations in the textbook more than creating my own role-plays.	12.5	12.5	50	12.5	12.5

The reliability of the questionnaire was also checked in the pilot study through the Cronbach Alpha reliability test in SPSS 16.0. The alpha value of the questionnaire was 0.858. According to Green and Salkind (2003), a higher than 0.8 alpha value indicates that the questionnaire is highly reliable. Moreover, after the pilot study, three items (14, 15, 16) in the questionnaire were revised based on the experts' suggestions (see Appendix III for the revised version).

### 3.7.3.3 Results of the Interviews

Generally speaking, the four interviewees showed positive opinions towards the integration of the flipped instruction and the constructive role-plays. Three of them reported that they preferred the flipped instruction method to the traditional method.

One of the interviewees reported that: *“I learn the knowledge from videos then I practice it in class with my friends and share the knowledge with them.”* All of them agreed that doing constructive role-play is helpful for improving their speaking skills. For example, one of them explained that *“...I had to create new ideas from my mind. I felt relaxed because I did not have to remember the sentences from the textbook and I felt happy because I made a new conversation.”*

Moreover, all of them believed that their English speaking skills improved due to the flipped instruction and the constructive role-play. As an example, one of them stated that *“The video lessons had many sentence structures that I did not know before and I could practice these structures with my classmates. It made me feel confident about my English speaking.”*

The interviewees also pointed out some disadvantages of the integration of the flipped instruction and the constructive role-plays, which was helpful for improving the main study. One interviewee expressed her disagreement with the flipped instruction. She said that when she could not understand some points in the video lessons, she could not ask any questions immediately. Another interviewee responded that some students whose English is not good, may not be able to understand the lesson well; it may make them feel bored with the video lesson. She suggested adding more pictures to the video lessons. As for the constructive role-plays, they thought that constructing new role-plays was difficult for those whose English proficiency was low.

On account of the problems reported by these interviewees, in the main study, the teacher created a Facebook group for students to ask questions when they watched the video lessons. The online video lessons in the main study were planned more carefully to make sure that students were able to understand the lessons well. Also, some quizzes

were added after the video lesson to identify students' understanding of the lesson. From the result of the quizzes, the teacher was able to do some remedial teaching in class.

#### **3.7.4 Limitations and Implications of the Pilot Study**

There are two main limitations of the pilot study. First, the scale of the pilot study was small in terms of the time frame, the teaching content and the number of participants due to the availability of students. The researcher was not able to pilot all the units that would be taught in the main study. Because of the small number of participants, the results of the pilot study are less reliable than a full scale study with a large number of participants. Second, in the pilot study, the students' motivation to learn the online video lessons was low. The researcher had to make them finish the lessons on time. This may be because they were not familiar with online learning, and the online lessons were not related to their course grades. This may have affected the learning outcome of the online lessons.

Despite the limitations, the pilot study generates some possible implications for the main study, which can be summarized as: 1) the teaching method might have positive effects on EFL students' speaking skills development that warrants further study. 2) The instruments used in the pilot study, the oral tests, the questionnaire items and the interview guidelines were generally valid and reliable, which can be used in the large scale study with minor perfection. 3) The questionnaire and interview questions should be translated into Thai, so that students can better understand the statements.

Moreover, several changes should be made according to the results of the pilot study and the suggestions from the thesis supervisory committee. Firstly, three items (item 3, item 15 and item16) in the questionnaire were revised. In order to be more specific, item 3 was changed from "I feel more confident about my learning due to the



flipped learning method” to “I feel more confident about my learning due to the videos lessons.” To avoid misunderstanding item 15 was rewritten to a positive statement from the original negative one, “I find that the time is not enough for me to prepare and act out the role-plays”. Item 16 was modified to “I like doing role-play more than simply asking and answering questions with my partners”. In the main study, the speaking activities in the control group was changed to question-and-answer drills. Secondly, according to the committee members’ suggestion, the researcher added role-plays to the speaking tests in the main study and made a clear test guideline for the examiners (see Appendix II). Lastly, the lesson design for the experimental group was optimized. In the main study, the amount of in classroom exercises was reduced, since in the pilot study the researcher overran the time to finish all the prepared activities.

### **3.8 Summary**

This chapter discusses the research methodology used in the current study. The chapter begins with the explanation of the triangulation research method of the present study. Then, the participants and treatments of the study are explained. In order to examine the effects of the treatments and the subjects’ attitude towards the treatments, the speaking pretest, the speaking posttest, the questionnaire and the interview were developed to obtain quantitative and qualitative data, respectively. Next the t-test and descriptive analysis were used to analyze the data from the two speaking tests and the questionnaire. The data from the interview was analyzed through qualitative analysis. Finally, the pilot study and its results and implications were presented in this chapter as well. The next chapter will present the research results and research findings in detail.

## **CHAPTER 4**

### **RESULTS**

This chapter presents the findings of the current study in response to the two research questions posed in Chapter 1. It is divided into two sections. The first section presents the results of the quantitative analysis of the participants' performance on the speaking pretest and posttest, which validates the first research question. The second section reports the data elicited through the questionnaires and the semi-structured interviews from both quantitative and qualitative perspectives as responses to the second research question.

#### **4.1 Results of the Speaking Tests**

In order to answer the first research question: "To what extent does the integration of the FC model and constructive role-plays affect EFL students' speaking skills development?", the speaking pretest and posttest scores were statistically analyzed to determine the effects of the integration on students' speaking skills development. Also, the results of the comparison were considered as the main evidence for the answer to the first research question.

All of the participants of the present study, which totally 94 first year undergraduate non-English major students were pretested as explained in 3.4.1 of Chapter 3. The data obtained from the speaking pretest were analyzed by using the independent sample t-test in SPSS 16.0 to determine if there were differences between

the two groups before they were treated with the experiment. The results were used to set the baseline for the comparison and to help interpret the findings, particularly to find out if there was any improvement or difference which had occurred by the end of the experiment. Table 4.1 below shows the results of the t-test:

**Table 4.1: A Comparison of the Pretest Scores of the Control Group and the Experimental Group**

Test	Group	N	Mean	Std. Deviation	F	Sig.
Pretest	CG	48	11.083	2.664	0.309	.580
	EG	46	10.782	2.581		

Notes: EG means Experimental Group; CG means Control Group;  $p$  value is 2-tailed and the significant level is 0.05

As the table shows, the mean score of the control group (11.083) was slightly higher than that of the experimental group (10.782). But there was no significant difference between the experimental group and the control group at the significance level of 0.05 ( $p = 0.580 > 0.05$ ). The data showed that the two groups were statistically equivalent and that the research study could proceed.

In order to determine the effects of the experiment on the development of the speaking skills of the participants, all the students from both groups ( $n=94$ ) were required to take the speaking posttest at the end of the 12-week experiment. The speaking posttest was conducted based on the test specification as explained in 3.4.1 of Chapter 3. The scores of the speaking posttest were analyzed by using the independent t-test in SPSS 16.0. The results are shown in Table 4.2 as follow:

**Table 4.2: A Comparison of the Posttest Scores of the Experimental Group and the Control Group**

Test	Group	N	Mean	Std. Deviation	F	Sig.
Posttest	CG	48	12.125	2.677	9.747	.005
	EG	46	13.891	2.803		

Notes: EG means Experimental Group; CG means Control Group;  $p$  value is 2-tailed and the significant level is 0.05

According to the data in the table, the speaking posttest scores of the two groups showed a significant statistical difference at 0.05 levels, since the  $p$  value is 0.005, which is lower than 0.05. Moreover, the mean score of the experimental group (Mean = 13.89, S.D.= 2.677) was higher than that of the control group (Mean = 12.125, S.D.= 2.803). It indicated that the experimental group had statistically higher post-test scores than the control group.

A paired-sample  $t$ -test was also conducted to compare the posttest scores of the two groups with their pretest scores, which aimed to find out the differences between the two groups in terms of how much they had improved during the experiment. Table 4.3 on the next page displays the results of the paired-sample  $t$ -test:

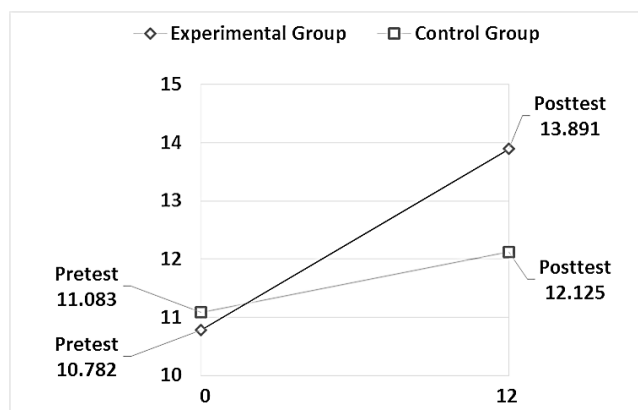
**Table 4.3: A Comparison between the Scores of the Two Tests of the Experimental Group and the Control Group**

Group	Test	N	Mean	Paired Differences		
				Mean	Std. Deviation	Sig.
CG	Pre-test	48	11.083	-1.041	0.272	0.000
	Post-test	48	12.125			
EG	Pre-test	46	10.782	-3.109	1.663	0.000
	Post-test	46	13.891			

Notes: EG means Experimental Group; CG means Control Group;  $p$  value is 2-tailed and the significant level is 0.05

It can be seen from these results that the scores of both the experimental group ( $p=0.000$ ) and control group ( $p=0.000$ ) significantly improved during the experiment. The experimental group with a 3.109 mean score increment improved more than the control group that increased only by 1.041. Therefore, the results show that the speaking skills of the experimental group improved received more that the control group in the experiment.

Based on the results of the data analysis presented above, the results of the speaking pre-test and post-test are illustrated in Figure 4.1 which is a summary of the findings:



**Figure 4.1 An Illustration of the Speaking Skills Development of the Experimental Group and Control Group**

As shown in Figure 4.1, at the beginning of the experiment the experimental group and the control group were almost equivalent in terms of speaking test scores. The mean score of the control group (11.083) was slightly higher than the mean score of the experimental group (10.782). While after the experiment, the speaking posttest mean score (13.891) of the experimental group was higher than the mean score of the control group (12.125), and their speaking test mean score increased much more than the control group as well.

These results suggest that students in the experimental group who were taught with the FC model and constructive role-plays improved more and achieved better results in terms of speaking skills than those of the control group. The results indicate that the FC model combined with constructive role-plays is a more effective EFL method than the traditional method for the teaching of speaking. Therefore, the first research question has been answered. That is, the integration of the FC model and constructive role-plays had significant positive effects on the EFL students' speaking skills development.

## 4.2 Results of the Student Questionnaires

The second research question asks the question “What are students’ attitudes to the integration of the FC model and constructive role-plays for learning English speaking?” In response to this research question, a student questionnaire and a semi-structured interview were conducted to elicit data of the students’ attitudes and opinions towards the integration. The questionnaires were administered to the 46 students in the experimental group after the speaking posttest using the questionnaires as proposed in 3.4.2 of Chapter 3. All 46 questionnaires were returned, and whenever each respondent submitted a questionnaire, the researcher checked carefully that no blank or incomplete sheets had been submitted. The data obtained from the questionnaires were analyzed quantitatively by means of descriptive statistics. The results of the analysis are presented in Table 4.4 below.

**Table 4.4 Responses from the Student Questionnaires on the Likert-scale (N=46)**

Items	SD*	D*	UN*	A*	SA*
	%	%	%	%	%
1. The flipped learning method allows me to prepare for my class in advance.	-	2.2	19.6	56.5	21.7
2. Through the videos lessons, I have enough time to learn new vocabulary and grammar points.	-	-	13.0	63.0	23.9
3. I feel more confident about my learning due to the video lessons.	-	-	26.1	54.3	19.6
4. The flipped learning method made it easier for me to do the role-play activities in class.	-	-	28.3	54.3	17.4
5. My speaking skill had been better since I had more time to speak English in class.	-	4.3	19.6	58.7	17.4
6. I feel autonomous in my learning when I learn grammar and vocabulary by myself through video lessons.	-	2.2	30.4	47.8	19.6
7. The instructions on why and how to do the role-plays are necessary.	-	-	17.4	47.8	34.8
8. Creating and acting the role-plays helped me improve my speaking performance.	-	-	17.4	47.8	34.8

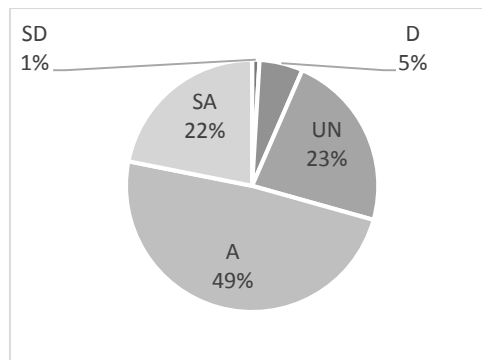
**Table 4.4 Responses from the Student Questionnaires on the Likert-scale (N=46)****(Cont.)**

<b>Items</b>	<b>SD*</b>	<b>D*</b>	<b>UN*</b>	<b>A*</b>	<b>SA*</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
9. I feel more confident in using new vocabulary and grammar points after doing the role-play activities.	-	2.2	15.2	54.3	28.3
10. The role-play activities make the learning of spoken English enjoyable.	-	8.7	19.6	50.0	21.7
11. My partner and I helped each other when we prepared the role-plays.	-	2.2	15.2	54.3	28.3
12. The helped and the feedback from my teacher and classmates help me improve my speaking.	-	8.7	19.6	50.0	21.7
13. The role-play activities motivated me to speak more English with my partners.	-	6.5	19.6	47.8	26.1
14. I felt shy and/or nervous when I did role-plays with my partners.	4.3	4.3	39.1	37.0	15.2
15. I found the time was enough for me to prepare and act out the role-plays.	6.5	37.0	39.1	15.2	2.2
16. I liked doing role-plays more than simply asking and answering questions with my partners.	4.3	10.9	26.1	41.3	17.4

Note: \*SD = Strongly Disagree; D=Disagree; UN=Undecided; A=Agree; SA= Strongly Agree.

Table 4.4 above presents the students' attitudes towards the integration of the FC model and constructive role-plays. Based on the results in Table 4.4, in order to have an overall view of the results, a pie graph with the total percentages of the students' opinions is displayed using the Likert-scale in Figure 4.2 below:





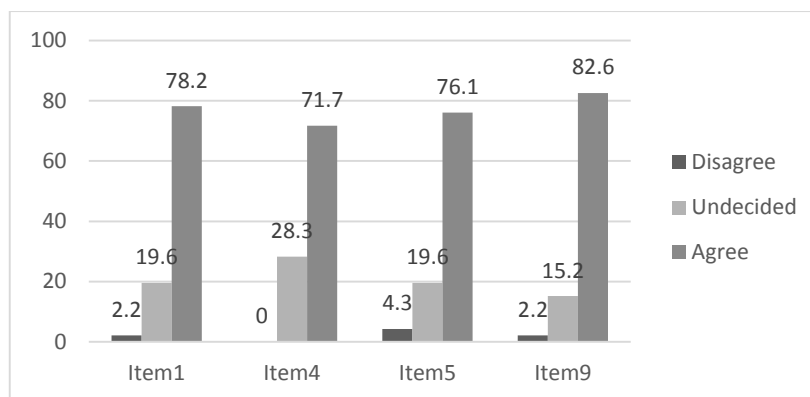
Note: SD = Strongly Disagree; D=Disagree; UN=Undecided; A=Agree; SA= Strongly Agree.

**Figure 4.2 Percentage of Responses from Student Questionnaires on the Likert-scale (N=46)**

According to the above figure, the percentage of students' opinions for "Agree" and "Strongly Agree" were in the majority. Since 49% of the participants' opinions were "Agree" and 22% of the opinions were "Strongly Agree". That is, totally 71% of opinions in favor of the integration of the FC model and the constructive role-plays. Therefore, it is plausible to conclude that the data elicited from the questionnaires shows that the students generally supported the integration of the FC model and the constructive role-plays.

In order to obtain a detailed analysis of the data from the questionnaires, the 5 Likert-scale results were transformed into three scales, namely Disagree, Undecided and Agree. Moreover, the questionnaire items were grouped into four areas as students' responses to the FC model, the video lesson, the constructive role-plays and the constructivist learning environment and presented in Figure 4.3, Figure 4.4, Figure 4.5 and Figure 4.6 as follows below with the frequency percentages for each scale.

Firstly, Figure 4.3 below presents the results of the students' responses to the questionnaire items related to their opinions towards the flipped classroom learning method for EFL speaking.

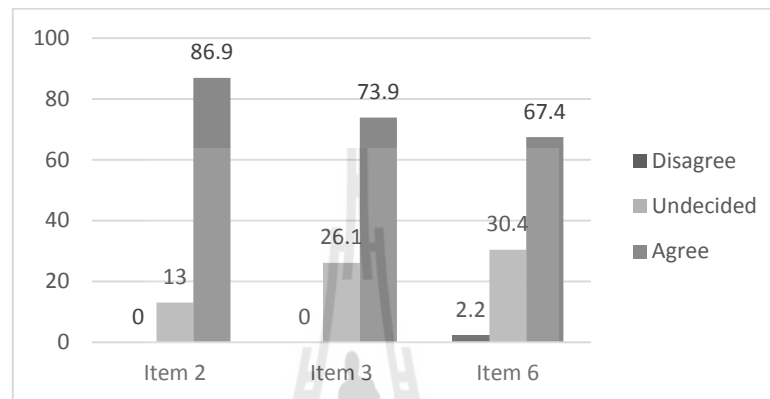


**Figure 4.3 Students' Opinions towards the Flipped Classroom Learning Method for EFL Speaking**

As Figure 4.3 shows, most of the students held positive opinions towards the FC model. For instance, 78.2% of the students agreed or strongly agreed that the flipped learning method allowed them to prepare for classes in advance (item 1); 77.1% of them thought that the flipped learning method made it easier for them to do the role-play activities in class (item 4); and the majority of them believed that their speaking skills had improved since they had more time to speak English in class (item 5), and they felt more confident in using new vocabulary and grammar points after doing the role-play activities (Item 9). These results indicate that the majority of the students believed that the FC model was beneficial for developing their speaking skills.

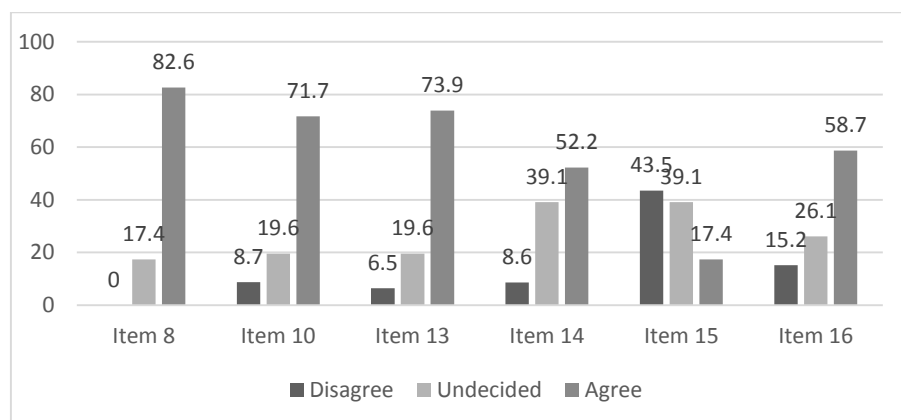
Secondly, Figure 4.4 below shows students' attitudes towards the video lessons in the FC model. 86.9% of the students believed that they had enough time to learn new vocabulary and grammar points through the videos lessons (item 2); and 73.9% of them agreed that they felt more confident about their learning due to the video lessons (item 3). However, it should be noticed that 32.6% of students felt uncertain or disagreed about autonomous learning when they learned grammar and vocabulary by themselves through video lessons (item 6). To sum up, from the percentages for the frequencies of

these items it can be concluded that the majority of the responses toward the video lessons were positive. However, a large percentage of students did not feel they were learning autonomously when they watched the video lessons. This will be further discussed in Chapter 5.



**Figure 4.4 Students' Opinions towards the Video Lessons**

Moreover, constructive role-plays were adopted in the present study to help students develop their speaking skills. The items in the questionnaire that aim to elicit students' opinions toward the constructive role-plays were shown in Figure 4.5 are expressed in percentages:

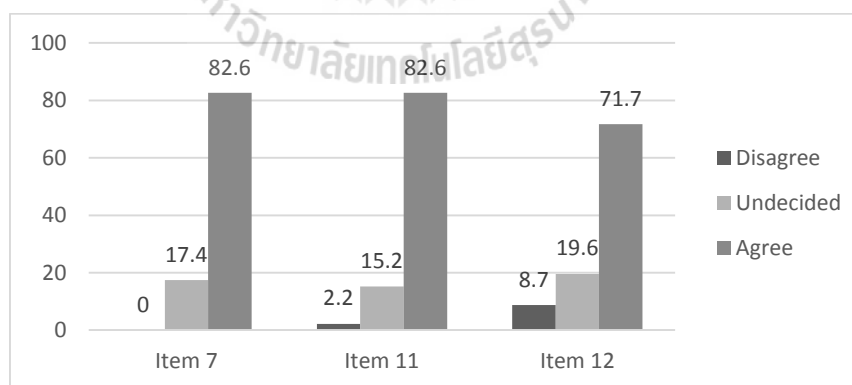


**Figure 4.5 Students' Opinions towards the Constructive Role-plays for EFL**

### Speaking

Generally speaking, the majority of the opinions toward the use of constructive role-plays for developing EFL speaking skills are positive. As Figure 4.5 shows, more than seventy percent of the students agreement for items 8, 10 and 13. They considered that the role-plays helped them improve their speaking performance and made the learning of spoken English enjoyable and motivated them to speak more English with their partners. Nevertheless, it should be noted that 52.2% of the students reported that they felt shy when they did role-plays with their partners; 43.5% of the students stated that the time was not enough for them to prepare and act the roles out in the class; and 15.2% of the students did not like doing role-plays which involved doing more than simply asking and answering questions with their partners.

Furthermore, students' opinions towards the scaffoldings provided by the teacher and classmates during the constructive role-play activities were also explored in the questionnaire. Figure 4.6 includes the percentages for their responses to Items 7, 11 and 12 that related to the scaffoldings.



**Figure 4.6 Students' Opinions towards Scaffolding**

According to Figure 4.6, 79.3% of the students considered that the instructions on why and how to do the role-plays were necessary (item 7), 89.1% of them reported that

they and their partners helped each other when they prepared the role-plays (item 11), and the majority of them also agreed that the feedback from the teacher and classmates helped them improve their speaking skills (item 12). This shows that the scaffolding provided in the present study received a high percentage of supportive opinions.

To sum up, according to the analysis above, the results of the questionnaires revealed an amount of insightful information about students' attitudes towards the integration of the FC model and constructive role-plays. Overall, most of them held positive attitudes towards the flipped learning method, the video lessons, the constructive role-plays and the constructivist learning environment. However, some statements expressed indecisive or negative responses, such as negative feelings for autonomous learning and insufficient time for doing the role-play activities. In the next section, the results from the interview are reported, which will provide more detailed information relating to the students' attitudes.

### **4.3 Results of the Semi-Structured Interviews**

The aim of the semi-structured interview in this study was to collect more detailed perceptions of the students towards the integration and to provide evidence for answering the second research question qualitatively. Eighteen students were randomly chosen from the experimental group and interviewed based on six questions to elicit additional attitudes and suggestions toward the integration of the FC model and the constructive role-plays (see Appendix V). Since the researcher himself cannot speak Thai, the interviews were conducted with the help of a native Thai translator who was an English lecturer and Ph.D. candidate in the English language studies program. After the interviews, the students' responses were transcribed and their viewpoints are analyzed in the following sections.

### 4.3.1 The Interviewees' Opinions on the Flipped Learning Method

The results reveal that most of the participants (88.8%) preferred the flipped instruction method to the traditional method. According to the interviewees' explanations, the reasons that contributed to students' positive attitudes can be divided into the following three areas. Firstly, the flipped learning method enabled them to prepare for classes, which helped students acquire more understanding of the lessons. Examples of their responses can be seen as follows:

*"I prefer the flipped learning method because I can learn lessons online and prepare lessons before class."* (Interviewee 7)

*"I can learn through the videos to understand the grammar and vocabulary. When I came to class, I could have more understanding of the lesson."* (Interviewee 2)

Secondly, the flipped classroom learning method promotes autonomous and self-paced learning, which might increase the learning outcome. For instance:

*"We can study by ourselves and learn the learning materials before class; we are free to learn the materials at any time."* (Interviewee 1)

*"I must learn the words and the grammar by myself. It made me understand the words better."* (Interviewee 10)

Finally, the flipped classroom encourages students to use their knowledge practically. For example:

*"I can watch the videos lessons before class and apply the knowledge in the role-play in each class."* (Interviewee 3)

*"I like to watch videos about English and do role-plays in the classroom with classmates and the teacher together. It made me think about how to use my English knowledge."* (Interviewee 13)

Nevertheless, two interviewees expressed that they dislike the FC model. One of them stated that “... *It took me too much time to watch the videos. Sometime I cannot finish the videos before class*” (Interviewee 6). This indicates that the FC model requires high self-regulation from students. In the online self-paced learning environment, if a student’s self-regulation is low, he or she may not finish the online assignment properly. Another interviewee claimed that “... *I like having class with my teacher face-to-face. When I do not understand I can ask him immediately. When I watch the videos I cannot ask questions*” (Interviewee 14). This could be a disadvantage of online learning, since teachers are unable to give personalized and instant guidance to students as the students are studying at different times and the teacher cannot always be online.

#### **4.3.2 The Interviewees’ Opinions on the Elements in the FC Model**

In the present study, the students in the experimental group watched the online video lessons about the new grammar points and vocabulary as homework to prepare for class. Then, in the classroom they worked on constructive role-plays which required them to apply the knowledge that they had learnt in the video lessons. In this sub-section the data elicited from the interviews that relates to students’ opinions on the two major elements in the FC model, the video lessons and the constructive role-plays are presented.

**Opinions on the Video Lessons:** In the interviews, students were asked about their opinions on the usefulness of watching video lessons before class, and they were required to justify their opinions. According to the interview transcriptions, all the interviewees considered the video lessons as a useful medium for learning grammar and vocabulary before class. The reasons that they stated for their positive opinions towards the videos lessons can be categorized as follows:

Initially, learning through video lessons enabled students to rewind their “teacher”. They could rewind videos when they were confused or watch the videos again after class to review the lessons, which could maximize their opportunities for learning and increasing their understanding of the online lessons. The following interview transcripts are examples of the students’ explanations:

*“... If I am confused about some knowledge in the class, I can reverse the video again and again before learning in English class.”* (Interviewee 13)

*“... I could watch the video repetitively and get more understanding.”* (Interviewee 6)

*“Yes, I can understand grammar and vocabulary more when I watch the videos. And when I forget the vocabulary I can go back and watch the video again.”* (Interviewee 3)

Secondly, some students reported positive feelings about learning through videos. These interesting and relaxing experiences might help the students learn the vocabulary and grammar in an enjoyable way that could possibly increase the learning outcome. For instance:

*“... It was interesting for me. ...The pictures in the videos are interesting. They are very helpful for remembering the vocabulary.”* (Interviewee 2)

*“Yes. I like watching the videos to learn English, because I am more relaxed when I learn through videos.”* (Interviewee 12)

*“Yes, because I can understand the lessons more clearly. It is easy for me to follow the videos and learn grammar step by step.”* (Interviewee 8)

Thirdly, two of the interviewees claimed that the in-video-quizzes in the video lessons were helpful for them in the learning process. From their explanations, it can be seen that the quizzes helped them practice immediately after they had learned the



lessons and forced them to check their understanding of the lesson contents. Their responses are listed below:

*“I can do exercises on vocabulary and grammar in the video lessons. They helped me to practice the grammar and vocabulary.”* (Interviewee 7)

*“Because I can learn lessons before class and do exercises in the videos. ...If I cannot do the exercises, I watch the videos again.”* (Interviewee 17)

Some other benefits of learning English grammar and vocabulary via the videos lessons are also found in the interview transcripts, such as that it was helpful for preparing for class, and promoting autonomy, which are not elaborated further here because they are identical to what has been presented previously in 4.2.1.1 of this section.

The interviewees were interviewed about their opinions on the disadvantages of learning grammar and vocabulary through video lessons. According to the interviewees, the disadvantages were heavily focused on one issue which was when they watched the video lesson they could not ask the teacher for clarifications instantly. For example, one of them stated that *“When I did not understand some information I couldn’t ask the teacher”* (Interviewee 12). The researcher then asked them about how they resolved their problems. The ways that they coped with the issue were to watch the video again, take notes of the questions or search for explanations online. For example:

*“Some videos are difficult to understand. I had to watch many times to understand them. It took time to watch the videos.”* (Interviewee 5)

*“I write down my question and ask the teacher in class.”* (Interviewee 14)

*“I search the internet by myself.”* (Interviewee 1)

Several disadvantages were also reported by the interviewees which are useful for the researcher or further studies to improve the video lessons. These disadvantages are listed below:

1. The instructional language: *“Sometimes I cannot understand the lessons very well, because I don’t know some English words”* (Interviewee 6); *“I hope you can make the videos in Thai ...”* (Interviewee 3).
2. Internet problems: *“I got some problems with the internet in my dormitory, sometimes the internet was down or slow”* (Interviewee 9).
3. More interesting videos: *“I think you can add more pictures to the videos to make them more interesting”* (Interviewee 13).

**Opinions on the Constructive Role-plays:** The constructive role-play is another important element in the FC model, which was adapted as a classroom activity that aimed to help students speak in English and develop their speaking skills. Therefore, the interviewees were asked whether creating role-plays and acting them out was helpful for improving their speaking skills. All of the interviewees had positive attitudes towards the role-plays. The majority of their opinions can be divided into two areas. First, the role-plays required them to use their knowledge to speak in English. This helped them to improve their speaking skills. To illustrate these points, some examples of students’ opinions are listed as follows:

*“Yes, I can adapt my knowledge to new contexts and new topics. It’s good for me to improve my English speaking.”* (Interviewee 1)

*“It was helpful for me because I can put my ideas into the role-play. Through the role-plays I know how to express my ideas in English.”* (Interviewee 7)

*“Yes, the role-plays required my classmates and me to write conversations in English and talk with each other.”* (Interviewee 13)

The second area is related to affective factors, for example, the role-plays made them confident to speak in English, encouraged them to speak or reduced their shyness. Here are some examples of the students’ opinions:

*“Yes, because role-plays give me the courage to show my English speaking.”*

(Interviewee 3)

*“I can express myself better. Before I was shy, but with this activity, I became less shy to speak English in class.”* (Interviewee 8)

*“I have more chances to speak English. I have a lot of time to prepare before speaking, which made me more confident to speak.”* (Interviewee 9)

In order to find out the possible drawbacks of the role-play activities, the interviewees were asked about the disadvantages of doing role-plays to practice English speaking. Despite the fact that four of the interviewees did not actually report any disadvantages, the majority of the others either thought doing role-plays was too difficult or took too much time to prepare. One of the interviewees reported uneven participation when she (Interviewee 6) did the role-plays as pair work. Some examples of their opinions are as follow:

*“It took me too much time to do the role-plays. ...I need much more time to do it than we have in class.”* (Interviewee 10)

*“I am not really good at English. Sometimes I am depressed, when I cannot do it.”* (Interviewee 12)

*“Some students do not take part in writing the role-play sentences.”*  
(Interviewee 6)

### 4.3.3 The Interviewees' Opinions on Speaking Skills Development

The aim of integrating the FC model and the constructive role-plays was to develop students' speaking skills. In the interviews, students were asked about their perceptions of whether their English speaking skills had improved after the flipped learning. According to the results obtained, the students reported that their speaking skills improved as a result of the integration. The reasons that they gave can be divided into three aspects. Firstly, students reported that flipped learning enables them not only to learn grammar and vocabulary, but also to give them more opportunity to use their speaking skills practically. For example:

*“Sure, I can learn grammar and vocabulary through the video lessons. And I have more time to speak English with my classmates. I can speak more English with confidence”* (Interviewee 1).

*“Yes, my speaking skills became better than before. I am much more confident to speak English. ... Because I speak English a lot in this class.”* (Interviewee 10)

Secondly, they were more confident to speak English or express themselves better, because they knew more grammar and vocabulary. For instance:

*“Yes. I can express myself better in English because I understand grammar and vocabulary better.”* (Interviewee 5)

*“Because I know more grammar and vocabulary from the videos, I am more confident to speak because I know how to say it.”* (Interviewee 7)

Thirdly, their accuracy of speaking (grammar and pronunciation) improved because the teacher helped them correct their mistakes. The following are examples of their opinions:

*“Yes. I have a better accent and pronunciation. ... Because the teacher helped me correct my pronunciation.”* (Interviewee 8)

*“Yes. I can use grammar more correctly when I speak. Because I wrote down the role-play and asked my teacher to check it.” (Interviewee 16)*

To sum up, the data analysis of the interviews shows that students in the experimental group generally had positive perceptions about the integration of the FC model and constructive role-plays. The majority of them preferred learning English with the FC model and all of them agreed that the video lessons were helpful for English learning, and the constructive role-plays were helpful for learning speaking skills and their speaking skills improved after the flipped learning. Meanwhile, some disadvantages of the integration were also revealed, such as they could not ask questions when they watched the videos and the constructive role-plays were time-consuming. Based on the results of the interview, both the positive and negative opinions will be further discussed in Chapter 5.

#### **4.4 Summary**

This chapter reported the data analysis for the main study, which included the data analyses of the speaking pretest and the speaking posttest, the student questionnaires and the student interviews which involved both quantitative and qualitative analyses. From these two types of analysis, it is possible to answer the two research questions. The answer to the first research question is positive; the integration of the FC model and constructive role-plays had significant positive effects on improving the speaking skills of the students. The answer to the second research question is also positive. Generally speaking, students showed positive opinions towards the integration of the FC model and constructive role-plays for EFL speaking. In the next chapter, the discussions of the findings, pedagogical implications, limitations and recommendations of the study will be presented.

## **CHAPTER 5**

### **DISCUSSION AND CONCLUSION**

This chapter aims to review and interpret the findings reported in Chapter 4. It is divided into four major parts. The first section and second section review and discuss the findings reported in Chapter 4, which are based on the research questions presented in Chapter 1. The first section explains the results of a comparison between the scores for the speaking pretest and posttest which deals with the first research question. The second section discusses the second research question including the results of the student questionnaires and interviews. Based on these discussions, the third and the fourth section of this chapter describe the implications of the findings and present recommendations for further research.

#### **5.1 Improvement of Students' English Speaking Skills through the FC model and Constructive Role-play**

The first research question of the present study was to examine the effects of the integration of the FC model and constructive role-plays on EFL students' speaking skills development. In order to answer this research question, this section reviews and discusses the research findings reported in Section 4.1 of Chapter 4, which are related to the effects of the integration on students' speaking skills. It starts with a brief summary of the findings obtained from the quantitative analysis of the data from the speaking pretest and posttest, and it is followed by explanations and a discussion of the

findings in relation to the relevant theories and background literature.

### **5.1.1 Summary of the Results of the Speaking Tests**

According to the previous data analysis in Chapter 4, the results from the comparison of the speaking pretest scores and speaking posttest scores of the experimental group and the control group indicate that the integration of the FC model and constructive role-plays had significant positive effects on students' speaking skills development. The speaking pretest scores of the experimental group were statistically equal. As Table 4.1 in Chapter 4 shows, the gap between the pretest mean scores of the experimental group (Mean=10.782) and the control group (Mean=11.083) were only 0.301, and the experimental group had a lower mean score. Furthermore, the p value was 0.580 which indicates that the two groups' average test scores were not significantly different and their speaking proficiency levels were initially even. After the two groups received different methods of instruction for 12 weeks, the speaking posttests were conducted and it was found that the experimental group with a 13.891 mean score performed better than the control group whose mean score was 12.125. The difference between the two groups was statistically significant, since the p value is 0.005 that which is smaller than 0.05. In terms of speaking skills development during the experiment, both groups had significantly improved. Thus, the scores of the experimental group improved by 3.109, which is much more than the control group which increased only by 1.041.

### **5.1.2 Discussion of the Results of the Speaking Tests**

The results presented above testify that the experimental group of students made greater progress and achieved a higher English speaking proficiency than the control group of students after the 12-week experiment of receiving the treatment of the flipped

instructions and constructive role-plays. The great improvement in the students' speaking skills in the experimental group is likely to be the result of the following:

Initially, the FC model offers an optimized mode of instruction that better fits student's cognitive learning processes. As reviewed in Chapter 2 of the present study, in Bloom's revised hierarchical taxonomy of cognitive levels, cognitive domains are categorized ranging from the simplest to the most complex. The six cognitive levels are described as remembering, understanding, applying, analyzing, evaluating and creating, in which the last three levels are higher-order thinking skills that require more cognitive work (Krathwohl, 2002). In the FC model, such lower levels of cognitive work as remembering new words and understanding grammar points are accomplished individually out of class, and the higher forms of cognitive work, such as analyzing role-play scenarios and creating role-plays are accomplished in the classroom with the support of peers and the instructor. By comparison, in the traditional teaching model, lower levels of cognitive work occur via lectures in a classroom, while the class time for higher levels of cognitive work that need more guidance are decreased or given as homework with limited assistance. Therefore, as the comparison of the FC model and the traditional teaching model demonstrated, the FC model is optimized to better assist students' cognitive processes in language learning.

In addition, by using the flipped class, direct instructions of new grammatical and lexical knowledge are moved from the group learning space to the individual learning space, so that students can work at their own pace. They can replay the lecture videos as many times as they like until they master the contents. Therefore, students have more opportunities to gain knowledge of the second language outside the classroom. According to skill acquisition theory, learners' success in acquiring and understanding



declarative knowledge is the basis for acquiring any of the language skills (Anderson, 1995). In terms of learning speaking skills in a second language, grammatical and lexical knowledge are the declarative knowledge that lays the foundation for speaking skills since "prior exposure to specific language forms or meaning facilitates speaker's subsequent language processing" (Trofimovich & McDonough, 2012, p. 505). This is especially true in the EFL context. EFL learners' linguistic knowledge of the target language is rarely as extensive as their knowledge of their first language; they do not have adequate vocabulary and they cannot use correct grammar to convey their ideas in English (Gan, 2012). Therefore, acquiring grammar rules and vocabulary before the actual speaking activities are necessary and useful activities for EFL learners. This declarative knowledge provides a firm foundation for students to participate in classroom activities and acquire better speaking skills.

Moreover, since the direct instructions are flipped to online learning, students have more time to apply their knowledge to speaking activities in the classroom with the benefit of the teacher's guidance and peer collaboration. The additional opportunities to practice help students to become more automatic in using their second language resources in L2 speaking scenarios.

Last but not least, the constructive role-plays utilized with the experimental group could have created a second language speaking environment that motivates students to apply their knowledge actively for acting out their roles in English. The active knowledge construction could have a positive effect on their acquisition of speaking skills. The constructive school holds that knowledge is not mechanically acquired, but actively constructed by learners on the basis of their experiences (Bruner, 198) and they also believe that students acquire knowledge, skills and attitudes both academically and

socially through the interaction or zone of proximal development with more experienced and capable persons (Vygotsky, 1978). In this study, the constructive role-plays allow students to test out the knowledge that they already have, and/or to study the new knowledge by interacting with group members in the class. Through this interaction students scaffold each other, learn from each other and go beyond their actual developmental levels and acquire a new understanding of speaking skills.

To sum up, from the comparison between the speaking pretest and post-test scores, the answer to the first research question is that the integration of the FC model and constructive role-plays has a significant and positive effect on students' speaking skills development. The discussion above interprets the results in the light of multiple learning theories, such as cognitive theory, skill acquisition theory and constructivism. On the basis of these learning theories, research explains the possible reasons that the integration of the FC model and the constructive role-plays promoted the acquisition of speaking skills in the experimental group, which provides support for the answer to the first research question. In the next sub-section, the discussion will be continued with regard to the second research question.

## **5.2 Students' Opinions on the FC model and Constructive Role-play**

The previous section discussed the results of the quasi-experiment, showing that the integration of the FC model and constructive role-plays have positive effects on improving the development of speaking skills. In order to answer the second research question: "What are students' attitudes toward the integration of the FC model and constructive role-plays for learning how to speak English?", this part describes and discusses students' attitudes toward the integration of the FC model and constructive

role-plays for EFL speaking.

### 5.2.1 Summary of Students' Opinions

The data elicited from the questionnaires and interviews are analyzed through descriptive analysis and content analysis respectively. From the analysis of the questionnaires and interviews, as presented in 4.3 of Chapter 4, in general the findings from the questionnaires and the interviews consistently show that the majority of the students' opinions towards the integration of the flipped learning and constructive role-plays are positive. However, some challenges or disadvantages of the integration are also revealed by the students. Therefore, the major findings of students' positive and negative opinions from the questionnaires and interviews were triangulated and they are presented in Table 5.1 as follows:

**Table 5.1 A Summary of Students' Opinions toward the Integration of the FC model and Constructive Role-plays**

Areas of Opinions	Positive Opinions	Sources	
FC model	1. The flipped learning method enabled students to prepare for class, which helped students perform better in the classroom learning.	QN* Item 1 and 3 IVQ1* IVE* 2 and 7	
	2. The flipped classroom learning method promoted autonomous and self-paced learning, which increased the learning outcomes.	QN Item 2, 3 and 6 IVQ1 IVE 1 and 10	
	3. The flipped classroom encouraged students to use their knowledge practically.	QN Item 4 and 5 IVQ1 IVE 3 and 13	
	Negative Opinions		Sources
	1. It was difficult for students who have little self-discipline to finish the online assignments properly.	QN Item 6 IVQ1 IVE 6	
	2. Students could not get personalized and instant guidance when they learn the lessons online.	IVQ1 IVE 14	
Video lessons	Positive Opinions		
	Sources		
	1. Learning through video lessons enabled students to replay the videos, which could maximize the opportunities for learning and increase their understanding of the online lessons.	QN Item 2 and 3 IVQ2 IVE 3, 6 and 13	
	2. Students felt interested and relaxed when they learned through video lessons.	IVQ2 IVE 2 and 12	
	3. The in-video-quizzes helped students practice	IVQ2 IVE 6 and 17	

	immediately after they learnt the lessons and forced them to check their understanding of the lesson contents.	
	Negative Opinions	Sources
	1. Students could not ask the teacher for clarifications instantly.	IVQ3 IVE 1,5,12 and 14
	2. Students with low English proficiency had difficulties in understanding the videos, which used English to instruct them.	IVQ3 IVE 3 and 6
	3. Sometimes they could not access the video lessons because of Internet problems.	IVQ3 IVE9
	Positive Opinions	Sources
Constructive role-plays	1. The role-plays helped students to use their knowledge to speak English.	QN Item 8 and 9 IVQ4 IVE 1, 7 and 13
	2. The role-plays made students confident to speak in English, encouraged them to speak or reduced their shyness.	QN Item 10, 13 and 14 IVQ4 IVE 3, 8 and 9
	Negative Opinions	Sources
	1. Role-plays were too difficult or took too much time to prepare.	QN Item 15 and 16 IVQ5 IVE 10 and 12
	2. Uneven participation when they did the role-plays as pair work.	QN Item 11 IVQ5 IVE 6
	Positive Opinions	Sources
Speaking skills development through the FC model	1. The flipped learning method not only enabled them to learn grammar and vocabulary but also gave them more chance to use their knowledge practically to speak.	QN Item 4, 5 and 8 IVQ6 IVE 1 and 10
	2. Students were more confident to speak English or express themselves better, because they know more grammar and vocabulary.	QN Item 3 and 9 IVQ6 IVE 5 and 7
	3. Students' speaking accuracy was improved because of the help of classmates and teachers.	QN Item 12 IVQ6 IVE 8 and 9
	Negative Opinions	Sources
	None	None

Notes: QN= Questionnaire; IVQ=Interview Question; IVE=Interviewee

### 5.2.2 Discussions on the Positive Opinions

In Table 5.1, students' opinions from the student interviews and questionnaires were triangulated and were divided into four categories, namely, the FC model, video lessons, constructive role-plays and speaking skills development through the FC model. According to the table, students showed positive opinions towards the integration of the FC model and constructive role-plays in various aspects. These different aspects of their opinions can be mainly summarized into four major aspects and these are

discussed in the following paragraphs in order to find the reasons and ways of how the integration had a positive impact on students' speaking skills.

Initially, students believed that the flipped learning method helped them to prepare for class through the video lessons, which improved their learning outcomes. This is consistent with the findings of previous research studies that instructor-generated video content can significantly increase students' learning performance and satisfaction level (Zhang, et al, 2006, Draus, et al, 2014), since learning through videos enables learners to pause and to reflect on what is being said and they can replay the videos to hear them again without pressure of or interference of other learners, and they can view the videos at their preferred time and location (Talbert, 2012). Therefore, the online video lessons provided a self-paced learning environment where students were given more opportunities to view the instructions that possibly helped them master the grammar rules and vocabulary better. Besides, in the current study, the integration of the FC model provided students with opportunities to learn grammar and vocabulary before class, which enabled them to acquire language input by themselves and prepare for the speaking activities in the class. Besides, in the current study, the integration of the FC model provided students with the opportunities to learn grammar and vocabulary before class, where they can acquire language input by themselves and get ready for the speaking activities in the classroom. According to Krashen's input hypothesis (1988), comprehensible input is crucially important in language acquisition, and it is the comprehensible input that results in language acquisition. This is especially true for English as a foreign language context (EFL), as EFL learners' rarely have the opportunities to gain language from daily life (Gan, 2012). Therefore, the video lessons that gave them more opportunity to gain comprehensible input are significant for the

EFL students in the present study. Furthermore, the video lessons can also help the weaker students become as well-prepared as their better classmates before they come to class, which helps them build up their confidence and enjoyment for doing the classroom activities (Schultz, 2014). This is why some students reported that they feel more confident to speak English than before. Moreover, as Zhang, et al. (2006) explain graphics, videos, and other media can help by arousing the interest of students and motivating them to learn. This explains why the students in the present study feel relaxed and interested when they watch the videos. The enjoyable learning experiences may increase students' intrinsic motivation in language learning. As Richard and Deci (2000) explained, intrinsic motivation roots from the students' internally self-desire to learn something for pleasure, self-efficacy goals (learning is considered important), or self-development (learning is viewed significant). The intrinsic motivation might increase students' learning outcome, because students are more capable to learn when they are intrinsically motivated (Brown, 2007).

Secondly, the FC model helped students to use their knowledge practically, which facilitated their learning. In the present study, students in the experimental group had to watch the video lessons and respond to the in-video quizzes at the same time. As students said in the interview, these quizzes not only helped them to verify their understanding of the lessons, but also helped them to practice what they had learned immediately. Research studies suggest that in-video quizzes are successful in creating an engaging interactive mode of content delivery which can significantly improve student outcomes (Karpicke & Blunt, 2011, Cummins, Beresford & Rice, 2015). More importantly, in the FC model of the present study, instruction of grammar points and vocabulary that traditionally took place in the classroom was flipped to online learning.

Therefore, students received more class time to use their knowledge practically in the role-plays which helped them construct their speaking skills. According to skill acquisition theory, acquiring the procedural knowledge of speaking is a function of substantial practice or exposure based on declarative knowledge, through which learners perform the skills better and more automatically (Jensen, 2007). Therefore, the FC model is helpful for students to learn speaking skills, since they have additional opportunities to use their knowledge practically in the role-plays, through which they can construct their speaking skills. According to skill acquisition theory, the acquisition of all the skills is a function of automaticity of operating processes (Anderson, 1995, Taie, 2014). In terms of speaking, the acquiring acquisition of the procedural knowledge of speaking is a function of substantial practice or exposure based on declarative knowledge (see 2.3.1 in Chapter 2), through which learners perform the skills better and more automatically (Jensen, 2007). Therefore, the FC model is helpful for students to learn speaking skills, since they have additional opportunities to have practice on speaking skills based on their grammatical and lexical knowledge.

Thirdly, students stated that the constructive role-plays were beneficial for them to learn speaking skills, as the role-plays helped them use their knowledge to speak, and also encouraged them to speak more and reduced their shyness. The present study employed constructive role-plays as the classroom activity to help students develop their speaking skills based on their previous knowledge. Students' opinions about the constructive role-plays are consistent with previous studies. Haruyama (2010) reported that role-plays benefit learners by bringing enjoyment to lessons and increasing students' positive learning experiences. Sirisrimangkorn and Suwanthep (2012) also claim that role-play is an active and fun activity that can reduce students' shyness and

fear of speaking English. Moreover, the role-plays in a constructivist learning environment require the students use their language resources to actively and creatively play the roles in certain scenarios, instead of repeating what is in their textbook. They provide the purposes and contexts for communication that promote more meaningful interactions among students. As Vigotsky (1978) argued, to be meaningful, learning activities should be articulated in certain social context of the learner, thus learners can be active and creative participants in the construction of knowledge. In the role-plays students have to play certain social roles and achieve some communication purposes when interact with their partners. Therefore, Shen and Suwanthep (2012) point out that constructive role-plays can create an enjoyable learning environment that engages students in meaningful interactions that promote learning and increase students' interest in second language speaking.

Fourthly, guidance or help from their classmates and their teacher facilitated their learning. In the present study, the FC model allowed more class time for group based role-play activities, where students work collaboratively to complete the role-play tasks. Students with lower English competency can use scaffolding to develop their language learning skills (Yang & Chen, 2007). On the other hand, the teacher has more time to provide personalized guidance or scaffolding as well. These scaffoldings help learners to perform tasks that he or she cannot perform alone and minimize the level of frustration of the learners (Hardjito, 2010). The benefits of scaffolding that other researchers reported indeed confirm students' beliefs that the teacher and classmates provide them with guidance which facilitates their learning.

To sum up, the discussion of students' positive opinions shows that students' positive opinions reflected the advantages of the FC model and constructive role-plays



reported by previous studies, which indicates that the findings of the present study are consistent with the previous literature and the integration of the present study achieved the expected objectives.

### **5.2.3 Discussion of the Negative Opinions**

Despite the positive findings, some negative opinions on the flipped classroom lessons were also expressed in the questionnaires and interviews. The most frequently reported negative opinions were that students could not ask for clarifications immediately when they had difficulties in understanding online lessons. It is true that teachers cannot immediately guide students to learn in asynchronous online courses. This might reduce the effectiveness of the online lectures and cause frustration. With regard to this issue, the researcher suggests further studies should consider setting online office hours or building an online forum to help students to post their questions and obtain help from the teacher or their classmates during the online learning sessions.

Furthermore, students who have low self-discipline experience difficulties in finishing the online assignment properly. This is a common difficulty in online learning studies, as Tomassini (2015) has stated, self-paced learning may turn out to be no-paced learning. Self-discipline is a key factor in students' success in the online environment. Online students need to be independent and take responsibility for their learning more than traditional students. In order to overcome this problem, teachers should make the online lectures more interesting which can attract students' interest and increase their intrinsic motivation to watch the online lessons, or give more incentives for students to complete the online lectures such as relating the scores from the online quizzes to their final grades or assessing students' online learning in the classroom to give them extrinsic motivation to prepare for the class.

Moreover, as the interviewees reported, it was difficult to do the role-plays, especially for those who with low English proficiency. The students in the present study had heterogeneous ability in English. Some excellent students could perform the role-plays quickly and easily, while some students could not complete the role-plays tasks without the help of others. Therefore, in practice, the research tried to pair students with low proficiency in English students with more capable students, so that they could receive help or guidance. The teacher also walked around the classroom to give students individual guidance while they were planning and rehearsing their role-plays. Such scaffoldings helped the less capable students to perform their role-plays. In addition, the role-plays require the students to use their language resources actively and creatively to create new conversations, which requires much more conceptual work than simply carrying out question-and-answer drills. This explains why some students experienced difficulties when the role-plays, and it may explain why 15.2% of the students disliked or were uncertain about the role-plays (Questionnaire Item 16). In further studies, researchers can design multiple role-play tasks with different levels of difficulty to suit students at various proficiency levels.

To conclude this discussion based on the results of the questionnaires and the interviews, the students had positive opinions towards the integration of the FC model and the constructive role-plays which were summarized and discussed in this section. This discussion explains why students had these positive opinions which were similar to those found in the literature review. Their positive opinions generally confirmed the advantages of the FC model and constructive role-plays, which can be useful pedagogically for other language teaching and learning situations. In spite of this, some students had negative opinions about the integration, which revealed some defects of the present study and provided helpful insights for further studies.

### 5.3 Pedagogical Implications

The research findings and discussions reported earlier demonstrate that the integration of the FC model and the constructive role-plays had significant positive effects on the development of the students' English speaking skills. Several implications follow from the integration as supported by the findings.

Firstly, based on the research results and the discussions of the study, it can be seen that the pedagogical use of the FC model and constructive role-plays can be successfully integrated into an English language learning and teaching program, especially for EFL students who have a low level of proficiency in English. Through the use of technology, the FC model provides an optimal method of learning, which not only helps students to be more prepared before class, but also provides more opportunity for students to construct new knowledge based on newly learnt knowledge. Role-plays in the constructivism learning environment are a useful teaching technique that encourages and motivates students to actively construct their L2 speaking skills with enjoyment. As a result, the FC model combined with constructive role-plays is an effective method of teaching speaking. The findings from this study are directly beneficial to other EFL teachers aiming at developing students' L2 speaking abilities.

Secondly, the present study can help in contributing to the understanding of online learning and the FC model in a Thai EFL learning context. The new Thai educational system encourages the use of technology to enhance teaching and learning, and most of the universities in Thailand area now equipped with broad band Wi-Fi and computer rooms. These facilities have a huge potential in enhancing teaching and learning, which has not been fully made use of hitherto. This is important because online learning is raising its impact on traditional second language classes. More and more language

teachers employ online resources or online instruction for enhancing language teaching and report positive results in terms of learner achievement (Barbour & Reeves, 2009). The FC model, more importantly, is considered to be the “answer to future learning” (Gila, Tsimerman and Steiner-Lavi, 2014). Therefore, the practice and findings of the present study are beneficial for educators who are interested in incorporating online learning or the FC model in their teaching.

The present study also provides some insightful descriptions on how role-plays and constructivism can be effectively integrated to assist EFL students to develop their English speaking skills. As mentioned in Chapter 1 and 2, the EFL context usually lacks authentic communicative environments for students to develop their speaking skills, and most of the students are shy or nervous to speak English in the classroom. The findings of this study show that role-plays in a constructivism environment give students the contexts for meaningful language production and force learners to use their language resources with the collaboration of classmates and scaffolding provided by their teachers. Thus, the constructive role-plays are beneficial for speaking skills development. Therefore, the constructive role-plays are recommended to be adapted to other EFL speaking courses, which are also likely to have positive effects on learning as well.

#### **5.4 Limitations of the Study**

The present study investigated the pedagogical use of the FC model and constructive role-plays in EFL speaking teaching with a triangulation research method. The triangulation of the data collection methods included speaking tests, questionnaires and interviews which were all used by the researcher. The triangulation of quantitative

and qualitative data contributes to a better understanding of the effects of the integration of the FC model and constructive role-plays on students' EFL speaking skills development. Although the present study yielded many promising insights and some pedagogical implications from the integration of the FC model and the constructive role-plays in Thai EFL classrooms, there are some limitations which should be addressed.

Firstly, in the present study, the participants were selected from first year undergraduate non-English major students at Suranaree University of Technology. If the ranges of subjects can be extended to multiple age groups, universities and levels of English proficiency, the results of the study could be generalized to a broader scope instead of being confined to a single level.

Secondly, the experiment was based on an existing curriculum, which could not be modified because of university policy. However, a part of the teaching content (see 3.3 of Chapter 3) was not suitable for the flipped learning method. Therefore, the research was not able to flip all the content of the course. Although, the remaining part of the course was taught by the same instructor with the same teaching method, it might have a minor effect on the results of the study.

Lastly, the online video lessons were assigned as homework in the FC model, which students were supposed to finish before class as preparation. However, there were several students who lacked the self-discipline necessary for the completion of the online lectures. These students were often unable to finish their assignments on time and they came to class without any preparation, and as a result had difficulties in performing the role-plays. This might have had some negative effects on the results of the present study.

## 5.5 Suggestions for Further Research

In the light of the limitations discussed above and the other remaining issues, further research should be conducted to explore the effectiveness of the integration of the FC model and the constructive role-plays in the EFL classroom. According to the results from the present study, some recommendations for further research are made in terms of the undergraduate EFL classroom environment.

First, the study was a preliminary attempt to develop students' speaking skills through the FC model and constructive role-plays in the Thai EFL context. The scale of the study was small, as it only involved 94 first year undergraduate non-English major students. Therefore, a large-scale replication study is clearly needed, as it would produce more generalizable results.

Second, as mentioned in the last section, some contents in the existing curriculum are not suitable for flipped learning method and several students did not fulfill the video lessons properly in the main study. Therefore, further studies should be conducted with a better control of the impact factors. Researchers can find a more suitable curriculum for future experiments or explore innovative techniques to improve students' participation in an online learning environment, which may yield better research results.

Thirdly, the present study aims to develop EFL students' speaking skills through the FC model combined with constructive role-plays. The research practice in the present study is in line with the trends in technology of enhanced language learning and constructivism based on language learning. Therefore, further studies may be able to adopt the FC model to teach other language skills, even other subjects, and a variety of activities based on constructivism learning theory could be employed to enhance speaking learning, such as discussion, storytelling and information gap activities.

These final remarks bring the thesis to a conclusion. The research on the integration of the FC model and constructive role-plays for EFL speaking learning has been well worth conducting. Hopefully, the research practice of this study provides a certain significance and contribution to the research in the field of EFL speaking. The researcher expects that more research studies in the second language field will embrace the FC model for different aspects of language teaching.



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## APPENDIX A

### Assessing Speaking Performance – Level A2

A2	Grammar	Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms.	Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support
4	Performance share features of Bands 3 and 5.			
3	Shows sufficient control of simple grammatical forms.	Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible despite limited control of phonological features.	Maintains simple exchanges despite some difficulty. Requires prompting and support.
2	Performance share features of Bands 2 and 4.			
1	Shows only limited control of a few grammatical forms.	Uses a vocabulary of isolated words and phrase.	Has very limited control of phonological features and is often unintelligible	Has considerable difficulty maintaining simple exchanges. Requires additional prompting.
0	Performance lower than Band 1			

(Adopted from Examples of Speaking Performance at CEFR Levels A2 to C2)

## APPENDIX B

### Speaking Test

#### There are three parts of the speaking test

**Part 1:** The first part of speaking test lasts around 2-3 minutes. The students should response to 4 questions. These questions are all adapted from the Oral Test in Four Corner 3 Teacher's Manual, which reflect what students have learned from the textbook.

**Part 2:** This part of the speaking test lasts around 3 minutes. The students will read a short text and answer the 4 questions based on the information in the text. This part is also adapted from the Oral Test.

**Part 3:** The last part of the speaking test lasts around 5 minutes. The students will make a dialogue based on the provided situation. Each pair of students will have a few minutes to write notes in preparation for their dialogue. Their dialogue should last for 1-2 minutes. The topic is chosen from what students have studied in Four Corner 3 textbook.

## Test Paper for Examinee and Examiner

### Speaking Pre-test

#### Examinee

#### Examiner

1. The examiner will ask you 5 questions. Please answer the questions based on **your own real situations**.

2. Now read Diana's comments on his classes and grades. Answer the examiner's questions based on the **information in the text**.

Last year I took chemistry, algebra, world history, English, and music. This year I'm taking chemistry, geometry, English, and music. My grades this year aren't as good as they were last year. I think that's because these subjects are more challenging. Especially math. Last year, algebra was easy for me – it was my best grade. But this year geometry is difficult, and it's my worst grade! Next week, I'm meeting my geometry teacher to talk about this problem.

3. Make a conversation with your partner, based on the following situation.

#### Role A

Your friend B just came back from his/her holiday. You want to know something about his holiday. And, his plan for next holiday.

#### Role B

Tell your friend about your holiday.

[Tips] You can talk about:

Where? With who? Do what? Feeling? ...

1. **Ask the examinee the following questions.**

1. What do you do when you feel lonely?
2. What were you doing at 5:00 p.m. yesterday?
3. In your opinion, what is the most beautiful place in your city? Why?
4. Have you ever eaten any exotic food?  
[If yes, ask:] What? Did you like it / them?

2. **Ask the examinee the following questions.**

1. How many subjects is Diana taking this year?
2. Is she studying math this year? What kind of math?
3. Has she ever taken music? If yes, when?
4. In her opinion, why are her grades worse this year?

3. **Arrange students to make a conversation.**

1. Give students the situation specification card
2. Explain that the students will create a dialogue, based on the situation. Each one must take a role in the dialogue.
3. Their dialogue should last for 1-2 minutes.
4. The students are approximately have five minutes to prepare their dialogues.
5. Then, ask the students to show their dialogue.



\*Adapted from Four Corner 3 Teacher's Manual  
**Test Paper for Examinee and Examiner**  
**Speaking Post-test**

**Examinee**

1. The examiner will ask you 5 questions. Please answer the questions based on your own real situations.

2. Now read the information about Diana.

Answer the examiner's questions based on the information.

Name:	Dianna Miller
Married:	2005
Interests:	extreme sports
Weekend Plan:	climb mountain with friends
Wish:	earn more money buy a hybrid car

1. Make a conversation with your partner, based on the following situation.

**Role A**

Your friend B is a music fan. Talk with B about his/ her favorite singer.

**Role B**

Tell your friend A about your favorite singer.

[Tips] You can talk about:

Who? Why? First album? Hit song? Your feeling when you listen the song? ...

**Examiner**

1. Ask the examinee the following questions.

1. How long have you studied English?
2. What kind of people do you like to get together with? Why?
3. Do you think you use too much energy? What do you do to save energy?
4. Who was your favorite song performed by?

2. Ask the examinee the following questions.

1. Has she gotten married yet?
2. Is she an adventures person? Why?
3. What is she doing this weekend?
4. What will she do if he earn more money?

3. Arrange students to make a conversation.

1. Give students the situation specification card
2. Explain that the students will create a dialogue, based on the situation. Each one must take a role in the dialogue.
3. Their dialogue should last for 1-2 minutes.
4. The students are approximately have five minutes to prepare their dialogues.
5. Then, ask the students to show their dialogue.



## APPENDIX C

### Student Questionnaire

#### English Version

#### Opinions towards the Use of Flipped Learning Method and Role-play

#### Activities to learn ESL Speaking

**Direction:** This questionnaire is designed to gather information about your opinions on the use of flipped learning method and role-plays in the speaking class. Please read each statement carefully and tick (✓) on the number which best describes your opinions. The numbers from 1 to 5 represent respectively:

**1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree.**

**Note:** Flipped learning means you watch videos lessons before class and apply the new knowledge in class through doing quizzes and role-play activities.

**Example:**

Statement	1	2	3	4	5
0. I enjoy learning English.	1	2	3	4	✓

Note: It means that you strongly agree with the statement.

Statements	1	2	3	4	5
1. The flipped learning method allows me to prepare for my class in advance.					
2. Through the videos lessons, I have enough time to learn new vocabulary and grammar points.					
3. I feel more confident about my learning due to the video lessons.					
4. The flipped learning method made it easier for me to do the role-play activities in class.					



5. My speaking skill gets better since I have more time to speak English in class.	1	2	3	4	5
6. I feel autonomous in my learning when I learn grammar and vocabulary by myself through videos lessons.	1	2	3	4	5
7. The instructions on why and how to do the role-plays are necessary.	1	2	3	4	5
8. Creating and acting the role-plays help me improve my speaking performance.	1	2	3	4	5
9. I feel more confident in using new vocabulary and grammar after doing the role-play activities.	1	2	3	4	5
10. The role-play activities make the learning of spoken English enjoyable.	1	2	3	4	5
11. My partner and I help each other when we prepare the role-plays.	1	2	3	4	5
12. The help and the feedbacks from my teacher and classmates help me improve my speaking.	1	2	3	4	5
13. The role-play activities motivate me to speak more English with my partners.	1	2	3	4	5
14. I feel shy or nervous when I do role-plays with my partners.	1	2	3	4	5
15. I think the time is enough for me to prepare and act out the role-plays.	1	2	3	4	5
16. I like doing role-play more than simply asking and answering questions with my partners.	1	2	3	4	5

## Thai Version

### แบบสอบถามสำหรับนักศึกษา

ความคิดเห็นที่มีต่อการใช้วิธีการเรียนรู้แบบกลับด้านและกิจกรรมบทบาทสมมติในการเรียนการพูด  
ในห้องเรียนที่เรียนภาษาอังกฤษเป็นภาษาที่สอง

**คำชี้แจง:** แบบสอบถามฉบับนี้มีจุดประสงค์เพื่อรวบรวมความคิดเห็นของท่านที่มีต่อวิธีการเรียนรู้แบบกลับด้าน และกิจกรรมบทบาทสมมติ ในการเรียนการพูดภาษาอังกฤษในห้องเรียนโปรดอ่านข้อความ ในแต่ละข้อและทำเครื่องหมาย (✓) ลงในช่องระดับความพึงพอใจที่ตรงกับความคิดเห็นของท่านมากที่สุด ความหมายของระดับความคิดเห็น

1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = ไม่แน่ใจ, 4 = เห็นด้วย, และ  
5 = เห็นด้วยอย่างยิ่ง

**หมายเหตุ:** การเรียนรู้แบบกลับด้าน หมายถึง วิธีการเรียนรู้โดยให้นักศึกษาศึกษาเนื้อหาบทเรียนทางวิดีโอก่อนนำความรู้ใหม่ที่ได้จากการศึกษาทางวิดีโอมาปรับใช้ในห้องเรียน โดยการทำแบบทดสอบและกิจกรรมบทบาทสมมติ

**ตัวอย่าง:**

ข้อความ	1	2	3	4	5
1. ฉันสนุกกับการเรียนวิชาภาษาอังกฤษ	1	2	3	4	5 ✓

**หมายเหตุ:** การเลือกระดับความพึงพอใจนี้หมายความว่าท่านเห็นด้วยอย่างยิ่งกับข้อความนี้

ข้อความ	1	2	3	4	5
1. วิธีการเรียนรู้แบบกลับด้านช่วยให้ฉันได้มีโอกาสเตรียมตัวศึกษาบทเรียนก่อนเข้าเรียนในห้องเรียนล่วงหน้า	1	2	3	4	5
2. ฉันมีเวลาเพียงพอในการเรียนรู้คำศัพท์และหลักไวยากรณ์ใหม่ๆ ผ่านการศึกษาเนื้อหาบทเรียนทางวิดีโอ	1	2	3	4	5
3. ฉันมีความมั่นใจมากขึ้นในการเรียนภาษาอังกฤษจากบทเรียนผ่านวิดีโอ	1	2	3	4	5

4. วิธีการเรียนรู้แบบกลับด้านทำให้การทำกิจกรรมบทบาทสมมติในห้องเรียนง่ายมากขึ้น	1	2	3	4	5
5. ทักษะการพูดภาษาอังกฤษของฉันดีขึ้นเนื่องจากว่าฉันมีเวลาในการฝึกพูดในห้องเรียนมากขึ้น	1	2	3	4	5
6. ฉันรู้สึกมีอิสระในการเรียนรู้เมื่อฉันเรียนหลักไวยากรณ์และคำศัพท์ด้วยตนเองผ่านเนื้อหาบทเรียนทางวิดีโอ	1	2	3	4	5
7. จำเป็นต้องมีคำชี้แจงเพื่อบอกเหตุผลและวิธีการทำกิจกรรมบทบาทสมมติ	1	2	3	4	5
8. การคิดบทสนทนาและการแสดงบทบาทสมมติช่วยพัฒนาความสามารถในการพูดภาษาอังกฤษของฉัน	1	2	3	4	5
9. ฉันมีความมั่นใจในการใช้คำศัพท์และหลักไวยากรณ์ใหม่ๆ มากขึ้นหลังจากที่ได้ทำกิจกรรมบทบาทสมมติ	1	2	3	4	5
10. กิจกรรมบทบาทสมมติทำให้การเรียนการพูดภาษาอังกฤษเป็นเรื่องสนุก	1	2	3	4	5
11. ฉันและเพื่อนช่วยกันเตรียมบทพูดและการแสดงกิจกรรมบทบาทสมมติ	1	2	3	4	5
12. ความช่วยเหลือและการให้ข้อมูลย้อนกลับจากครูผู้สอนและเพื่อนร่วมห้องช่วยพัฒนาความสามารถในการพูดภาษาอังกฤษของฉัน	1	2	3	4	5
13. กิจกรรมบทบาทสมมติช่วยกระตุ้นให้ฉันได้มีโอกาสพูดภาษาอังกฤษกับเพื่อนมากขึ้น	1	2	3	4	5
14. ฉันรู้สึกอายและ/หรือประหม่าเมื่อต้องทำกิจกรรมบทบาทสมมติกับเพื่อน	1	2	3	4	5
15. ฉันมีเวลาเพียงพอในการเตรียมตัวและแสดงกิจกรรมบทบาทสมมติ	1	2	3	4	5
16. ฉันชอบแสดงกิจกรรมบทบาทสมมติมากกว่าการถามคำถามและตอบคำถามกับเพื่อนร่วมชั้น	1	2	3	4	5

## APPENDIX D

### Item-Objective Congruence Index (IOC)

#### Check of the Questionnaire

##### 1. Form for Checking the Items of the Questionnaire:

Items	Expert No. 1	Expert No. 2	Result
1	1	1	√
2	1	1	√
3	0	0	×
4	1	1	√
5	0	1	√
6	1	1	√
7	1	0	√
8	1	1	√
9	1	1	√
10	1	1	√
11	1	0	√
12	1	1	√
13	1	1	√
14	1	1	√
15	1	1	√
16	1	1	√
Total	14	13	

\* Notes: “1” for the item is congruence with objective  
“-1” for the item is not congruence with objective  
“0” for the expert not sure

\* Result of IOC:

$$(IOC = \sum R / N)$$

Item number: 16

R=14+13=27 (Scores from experts)

N=2 (Numbers of experts)

IOC=27/2=13.5

Percentage: 13.5/16=0.843 > 0.5 = valid

## APPENDIX E

### Interview Questions

1. Which type of learning methods do you prefer: **traditional learning method** or **flipped learning method**? Why?
2. Do you think watching video lessons before class is helpful for your English learning? If so, how? If not, Why?
3. In your opinion, what are the **disadvantages** of the learning grammar and vocabulary through video lessons?
4. Do you think creating new role-plays and act them out is helpful for improving your speaking skills? If so, how? If not, Why?
5. In your opinion, what are the **disadvantages** of doing role-plays to practice English speaking?
6. Have your English speaking skills been improved after the flipped learning (watching the video lessons and doing role-plays in classroom)? How?

**Note:**

**Flipped learning method** means you watch videos lessons before class and apply the new knowledge in class with the help of classmates and teacher.

**Traditional learning method** means teacher explain new knowledge in class and you do homework alone to practice the new knowledge

## APPENDIX F

### Item-Objective Congruence Index (IOC)

#### Check of the Interview

##### 1. Form for Checking the Questions of the Interview:

Items	Expert No. 1	Expert No. 2	Result
1	1	1	√
2	1	1	√
3	1	1	√
4	1	1	√
5	1	1	√
6	1	1	√
Total	6	6	

\* Notes: “ 1” for the item is congruence with objective  
“-1” for the item is not congruence with objective  
“0” for the expert not sure

\* Result of IOC:

$$(\text{IOC} = \sum R / N)$$

*Item number: 6*

$R=6+6=12$  (*Scores from experts*)

$N=2$  (*Numbers of experts*)

$$\text{IOC}=12/2=6$$

Percentage:  $6/6=1 > 0.5 = \text{valid}$

## APPENDIX G

### Criterion for Determining a Representative

#### Interview Sample

<b>Participants</b>	<b>Minimum Interviews</b>	<b>Participants</b>	<b>Minimum Interviews</b>
10-11	ALL	31-36	16
12-14	9	37-44	17
15-16	10	<b><u>45-49</u></b>	<b><u>18</u></b>
16-17	11	50-64	19
18-20	12	65-74	20
21-24	13	75-88	21
25-27	14	89-99	22
28-30	15	100-120	23

Source: <https://www.albertaforestproducts.ca/sites/default/files/Sampling%20Guide%2020111020.pdf>

# APPENDIX H

## An Example of the Flipped Classroom Lesson and the Traditional Lesson

### The Flipped Classroom Lesson

#### Part 1. The Video Lesson

##### 1. The video lesson for Vocabulary Building (15 minutes)

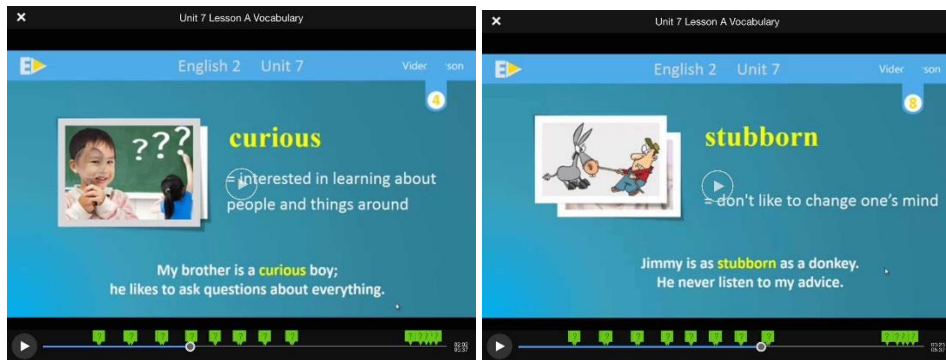
- a) Students are required to watch the video lessons “Unit 7 Lesson A -- Vocabulary” through EDpuzzle application to learn the vocabulary about personalities.



Screenshots of the EDpuzzle Application

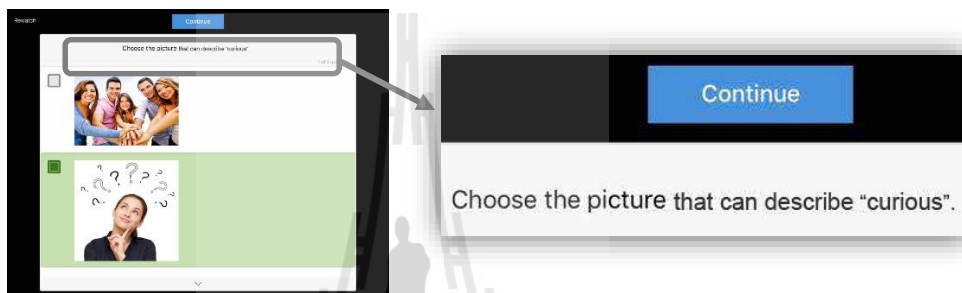






Screenshots of the video lesson on vocabulary

- b) They are required to response to the in-video-quizzes to check their understanding.



Screenshots of the in-video-quizzes

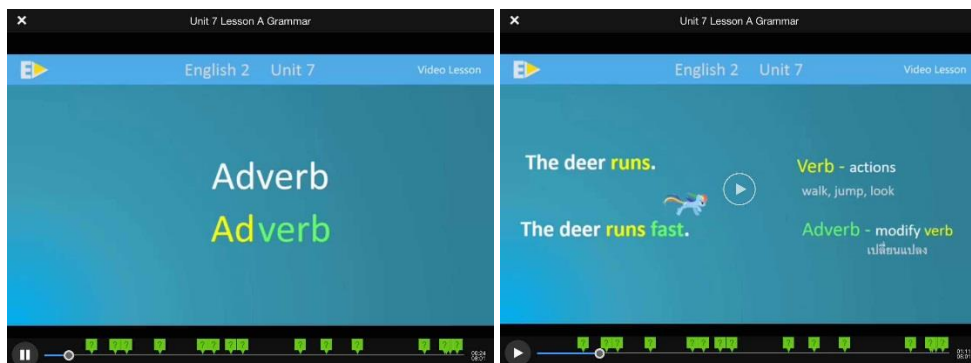
- c) They should do the after-video-quizzes to test out their learning.

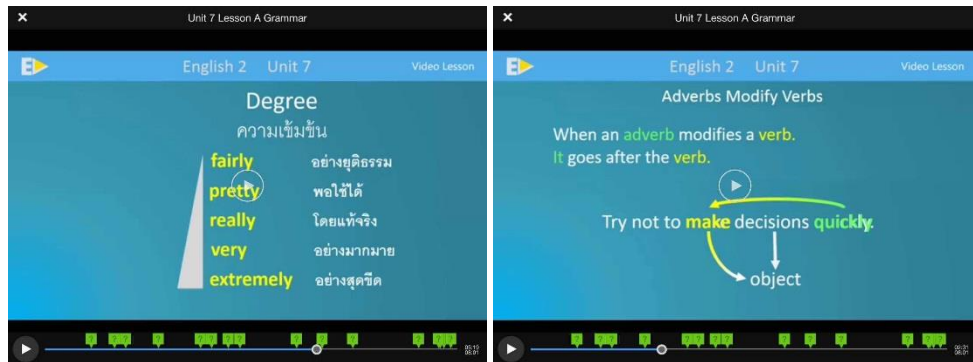


A screenshot of the after-video-quizzes

**2. The video lesson for grammar instruction (15 minutes)**

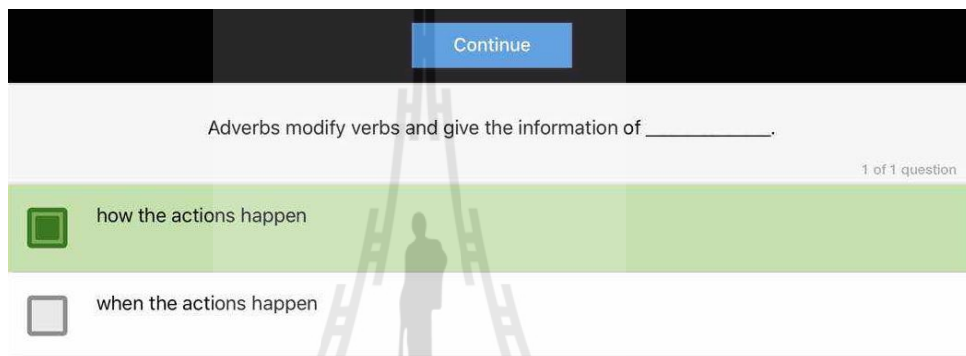
- a) Students are required to watch the video lessons “Unit 7 Lesson A -- Grammar” through EDpuzzle application to learn the grammar point named “Adverbs modifying adjective and verbs”.





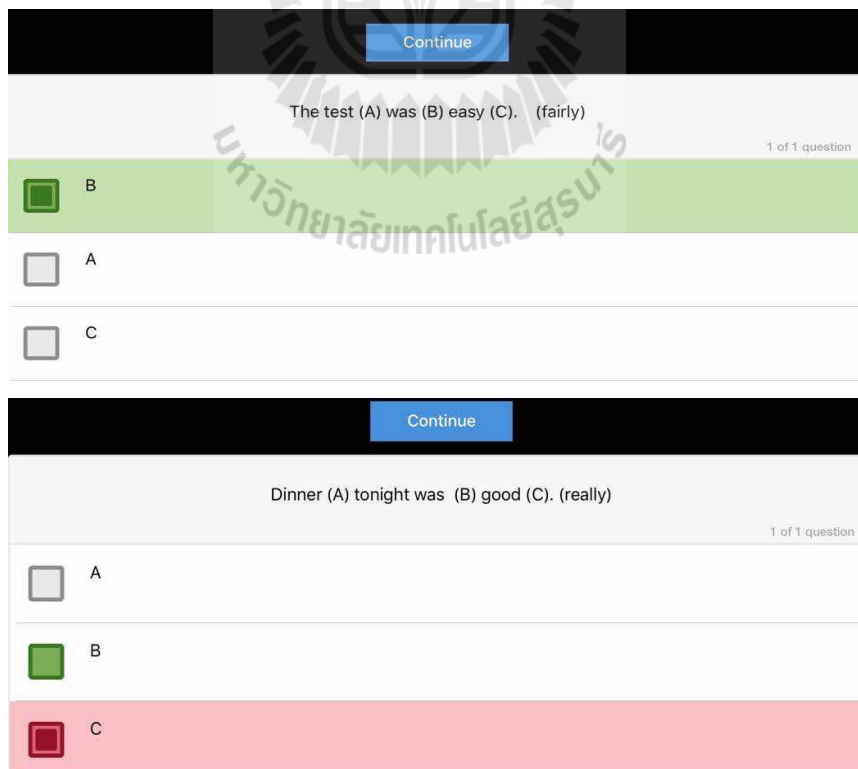
Screenshots of the video lesson on grammar

- b) They are required to respond to the in-video-quizzes to check their understanding.



A screenshot of the in-video-quizzes

- c) They should do the after-video-quizzes to test out their learning.



Screenshots of the after-video-quizzes

## Part 2. The Classroom Activities

### 1. Classroom Management and Warm-up (10 minutes)

- a) Call the roll
- b) Warm up: Discuss with student about what kind of people they like or dislike.

### 2. Remedial Teaching (10 minutes)

- a) Explain the meaning of “optimistic”, with example (A large number of students choose the wrong answer in the in-video-quizzes of “optimistic”).
- b) Quick review other new words of with students (Check their pronunciation).
- c) Quick review of the grammar point (stress on the position of adverb in the sentences)

### 3. Exercises on Vocabulary and Grammar (20 minutes)

Ask students to do the following exercises (They are allowed to discuss with their classmates) and check their answers.

- a) The Vocabulary Exercise:

**Complete the sentences with the correct words.**

outgoing	curious	stubborn	adventurous
ambitious	optimistic	careful	easygoing

1. Leo is very \_\_\_\_\_. He wants to be the president of a company and make a lot of money, Leo is also very \_\_\_\_\_. He pays attention to the details and does things very well.
2. Everyone likes Carla because she's very \_\_\_\_\_. She never worries about the little things. Carla is also very \_\_\_\_\_. She always sees the good side of things.
3. Lisa is the most \_\_\_\_\_ person I know. She climbs mountains and loves to travel alone. But she's also a little \_\_\_\_\_. When she makes a decision, she doesn't like to change her mind.
4. Don is \_\_\_\_\_ about everything. When he sees something new, he always wants to learn about it. He's also very \_\_\_\_\_. He loves to meet new people.

(Adopted from Four Corner 3 Teachers' Manual)

- b) The Grammar Exercise:

Add the adverbs to the sentences. Then compare with a partner.

*slowly*

1. I move <sup>in</sup> in the morning. (slowly)
2. I'm serious about my studies. (really)
3. I choose my words. (carefully)
4. I arrive at important meetings. (early)
5. My friends are important to me. (extremely)
6. I work in large groups. (well)
7. I'm optimistic about the future. (very)
8. It's easy for me to share my feelings. (fairly)

(Adopted from Four Corner 3 Teachers' Manual)

#### 4. The Role-play Activity (40 minutes)

**a) Warm-up:** Guide students to see the picture and think about the relationship between blood types and personalities. Then, show them the table at right hand side and tell them the relationships.



Do you know ?

blood types ..... relationship.....personality traits



Personality Traits

<b>Type A</b>	
make decision	slowly
careful	pretty
<b>Type B</b>	
confident about the future	really
optimistic	very
<b>Type AB</b>	
make friends	easily
outgoing	extremely
<b>Type O</b>	
ambitious	pretty
work	hard

- c) **Modeling:** Arrange students in pairs and explain to them the roles. Ask students to make a role-play based on the Personality Traits table in the last slide.



**Make a role-play with your partner.**

Role A: Ask your partner about his/her blood type and guess his/her.  
 Role B: Tell your partner if his/her guess is right or wrong.  
 Then, change your roles and do it again.

**You can begin like this:**

A: Hi, **Peter!** Do you know there is some relationship between blood types and personality traits?

B: No, I never heard about that.

A: What's is your blood type?

B: My blood type is AB.

A: So, I think you are outgoing. Right?

B: Yes, I extremely outgoing.

A: You see! And do you make friends easily?

B: Yes. I have a lot of good friends.

- d) **Role-play constriction and rehearsal:** Students work in pairs to construct their own role-play. The teacher walk around the classroom to scaffold students. When they finished their role-play scripts, they can begin to rehearse the role-play scripts.
- e) **Role-play recording:** Tell students to record their role-play via Facebook Massage without looking at their scripts.
- 5. Wrap-up (10 minutes)**
- Stress the mistakes that students made in the exercises and the role-play.
  - Review the whole lesson.
  - Assign homework

(See next page: For the example of a traditional lesson)

## The Traditional Lesson

### Part 1. The Classroom Activities


#### 1. Classroom Management and Warm-up (10 minutes)

- a) Call the roll
- b) Warm up: Discuss with student about what kind of people they like or dislike.

#### 2. Class Presentation and Exercises (50 minutes)

- a) Students check meanings of the vocabulary on dictionary and do the exercises on their textbook to check their understanding of the meanings.

The exercises:

**A**  Match the adjectives and the sentences. Then listen and check your answers.

- |                         |  |
|-------------------------|--|
| 1. adventurous <u>h</u> | a. I'm interested in learning about people and things around me. |
| 2. ambitious <u>c</u>   | b. I'm friendly, and I like people.                              |
| 3. careful <u>e</u>     | c. I set high goals for myself.                                  |
| 4. curious <u>a</u>     | d. I look on the bright side of things.                          |
| 5. easygoing <u>g</u>   | e. I do things slowly and with attention to detail.              |
| 6. optimistic <u>d</u>  | f. I don't like to change my mind.                               |
| 7. outgoing <u>b</u>    | g. I am relaxed, and I don't worry about little things.          |
| 8. stubborn <u>f</u>    | h. I love trying new, exciting activities.                       |

(Adopted from Four Corner 3 Teachers' Manual)

- b) The teacher check students' answers and give instruction on the meaning and usage of the new words.
- c) The teacher give instruction of new grammar point.

#### Grammar

#### Adverbs modifying adjectives and verbs

Adverbs that modify adjectives come before the adjectives.

You're **pretty** ambitious.

You're **extremely** curious and outgoing.

Adverbs that modify verbs go after the verb or the verb and its object.

You don't work **well** without direction.

Try not to make decisions **quickly**.

Turn to page 152 for a list of adjective and adverb formations.

(Adopted from Four Corner 3 Teachers' Manual)

- d) Students do exercises of grammar.

The exercises:

Add the adverbs to the sentences. Then compare with a partner.

*slowly*

1. I move <sup>λ</sup>in the morning. (slowly)
2. I'm serious about my studies. (really)
3. I choose my words. (carefully)
4. I arrive at important meetings. (early)
5. My friends are important to me. (extremely)
6. I work in large groups. (well)
7. I'm optimistic about the future. (very)
8. It's easy for me to share my feelings. (fairly)

(Adopted from Four Corner 3 Teachers' Manual)

### 3. Speaking : Question-answer-drills (20 minutes)

- a) Let students ask their partner the following questions and note down their partners answers.

The questions:

1. Are you very adventurous?
2. Do you make new friends easily?
3. Do you make decisions quickly?
4. Are you really stubborn about anything?
5. Do you work and study hard?

The answers:

Yes, I think so.

Yes, I make new friends quickly.

Yes, I really stubborn about...

- b) Ask several students to come to the stage and share the most interesting information of their partner to the class.

### 4. Wrap-up (10 minutes)

- a) Stress the mistakes that students made in the exercises and the question-answer-drills.
- b) Review the whole lesson.
- c) Assign homework.

**Part 2. The Homework**

- a) Print the following exercises and assign to students as homework.
- b) Collect the exercises papers in the next class.
- c) Check students' answers and write feedbacks on the paper. Return the papers to students.

The materials for printing: (See next page)





## Unit 7 Exercises

### 7A Personality traits

Complete the sentences with the correct words.

outgoing      curious      stubborn      adventurous

ambitious      optimistic      careful      easygoing

1. Leo is very \_\_\_\_\_. He wants to be the president of a company and make a lot of money, Leo is also very \_\_\_\_\_. He pays attention to the details and does things very well.
2. Everyone likes Carla because she's very \_\_\_\_\_. She never worries about the little things. Carla is also very \_\_\_\_\_. She always sees the good side of things.
3. Lisa is the most \_\_\_\_\_ person I know. She climbs mountains and loves to travel alone. But she's also a little \_\_\_\_\_. When she makes a decision, she doesn't like to change her mind.
4. Don is \_\_\_\_\_ about everything. When he sees something new, he always wants to learn about it. He's also very \_\_\_\_\_. He loves to meet new people.

### 7A Adverbs modifying adjectives and verbs

Put the adverb in the correct place in each sentence.

She's an easygoing person, and she laughs a lot. **really**

She listens and asks lots of questions. **carefully**

I always feel relaxed when I'm at her office. **extremely**

She was unfriendly, and she didn't listen. **well**

I know she worked, but I didn't like to go to her office. **Hard**

## APPENDIX I

### List of Experts

Name	Position	Instruments Examined
Qiwei Wei	Professor at Department Foreign Languages, Qiannan Normal University For Nationalities, Guizhou, China	- Questionnaire - Interview - Speaking test
Shasha Bao	Associate Professor at College of Foreign Languages, Guizhou University, Guizhou, China	- Questionnaire - Interview
Fangfang Wang	Master degree student at School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Nakhon Ratchasima, Thailand	- Speaking test
Dee Yang	Master degree student at School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Nakhon Ratchasima, Thailand	- Speaking test
Thanaset Chavangklang	Lecturer at School of Foreign Languages, Nakhon Ratchasima Rajabhat University, Nakhon Ratchasima, Thailand PhD student at School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Nakhon Ratchasima, Thailand	-Translator
Kan Kantapat	Lecturer at School of Foreign Languages, Ubon Ratchathani University, Ubon Ratchathani, Thailand PhD student at School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Nakhon Ratchasima, Thailand	-Translator

## **CURRICULUM VITAE**

Shuangjiang Li was born in Luoyang, Henan Province, China on February 9, 1990. He graduated from Kaili University, in which he achieved a Bachelor degree of Arts (English) in 2013.

Since 2013, he has been enrolled in the M.A. program of English Language Studies at the School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Thailand. His research interests are language teaching methodology, computer-assisted language learning (CALL) and second language speaking. He can be reached at the email: [lsj3207@gmail.com](mailto:lsj3207@gmail.com).

