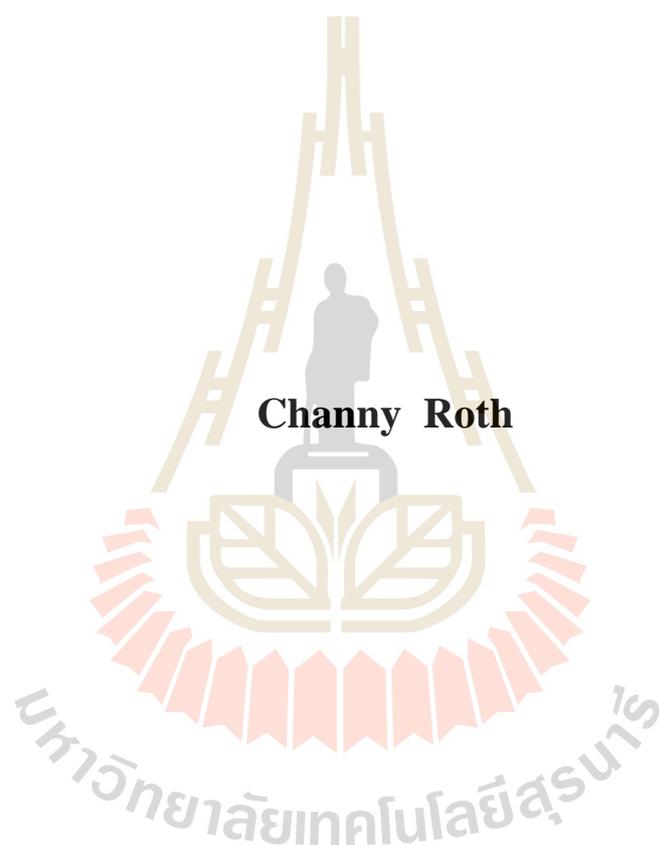


**USING THE FLIPPED CLASSROOM TO ENHANCE  
ENGLISH LISTENING COMPREHENSION FOR  
PRE-UNIVERSITY STUDENTS IN CAMBODIA**



**A Thesis Submitted in Partial Fulfillment of the Requirements for  
the Degree of Master of Arts in English Language Studies**

**Suranaree University of Technology**

**Academic Year 2016**

การใช้ห้องเรียนกลับด้านเพื่อส่งเสริมความเข้าใจในการฟังภาษาอังกฤษ  
สำหรับนักเรียนระดับเตรียมอุดมศึกษาในประเทศกัมพูชา



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต  
สาขาวิชาภาษาอังกฤษศึกษา  
มหาวิทยาลัยเทคโนโลยีสุรนารี  
ปีการศึกษา 2559

แซนนี่ ร็อบ : การใช้ห้องเรียนกลับด้านเพื่อส่งเสริมความเข้าใจในการฟังภาษาอังกฤษ  
สำหรับนักเรียนระดับเตรียมอุดมศึกษาในประเทศกัมพูชา (USING THE FLIPPED  
CLASSROOM TO ENHANCE ENGLISH LISTENING COMPREHENSION FOR  
PRE-UNIVERSITY STUDENTS IN CAMBODIA)

อาจารย์ที่ปรึกษา : อาจารย์ ดร.สุขสรทรัพย์ สุกเศรษฐเสรี, 202 หน้า

งานวิจัยนี้ให้ความสนใจกับผลกระทบของห้องเรียนกลับด้านต่อความเข้าใจในการฟังของนักเรียนที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ งานวิจัยนี้ มุ่งหมายที่จะสำรวจประสิทธิผลของห้องเรียนกลับด้านต่อการพัฒนาทักษะการฟังของนักเรียนเตรียมอุดมศึกษากัมพูชาและศึกษาความคิดเห็นของนักเรียนเกี่ยวกับห้องเรียนกลับด้านต่อการพัฒนาความเข้าใจในการฟังภาษาอังกฤษ

ผู้เข้าร่วมการทดลองเรียนภาษาอังกฤษในวิชาภาษาอังกฤษเพื่อวิชาการเข้มข้นที่มหาวิทยาลัยแพนนาสาตรา พนมเปญ ในปี พ.ศ. 2559 นักเรียนส่วนใหญ่เรียนภาษาอังกฤษเพื่อที่จะเรียนวิชาการในปริญญาตรีต่อที่มหาวิทยาลัยแพนนาสาตรา ในงานวิจัยนี้ ได้นำทั้งการวิจัยเชิงปริมาณและเชิงคุณภาพมาประยุกต์ใช้ แบบทดสอบก่อนเรียนและหลังเรียนถูกนำมาใช้เพื่อเก็บข้อมูล แบบสอบถามจำนวน 20 ข้อนำมาใช้เพื่อค้นหาว่านักเรียนคิดอย่างไรเกี่ยวกับห้องเรียนกลับด้าน การสัมภาษณ์แบบกึ่งโครงสร้างถูกนำมาใช้เพื่อให้ได้ความคิดเห็นที่ชัดเจนมากขึ้น ผลการทดลองบ่งชี้ว่าห้องเรียนกลับด้านพัฒนาทักษะการฟังของนักเรียนเตรียมอุดมศึกษากัมพูชา โดยค่าเฉลี่ยของแบบทดสอบหลังเรียน ( $M = 83.31$ ) สูงกว่าค่าเฉลี่ยของแบบทดสอบก่อนเรียน ( $M = 72.88$ ) จากแบบสอบถามและการสัมภาษณ์แบบกึ่งโครงสร้างจะเห็นได้ว่านักเรียนมีความคิดเห็นเชิงบวกต่อการเรียนภาษาอังกฤษโดยใช้ห้องเรียนกลับด้าน บทเรียนช่วยให้นักเรียนสามารถติดต่อกับอาจารย์ได้บ่อยขึ้น วิดีโอในบทเรียนช่วยให้สรุปความในสิ่งที่ฟังได้ดีขึ้น และยังช่วยให้ความหมายคำศัพท์ได้มากขึ้นด้วย นอกจากนี้ นักเรียนต้องการเรียนวิชาอื่นๆ โดยใช้วิธีการเรียนแบบห้องเรียนกลับด้านอีกด้วย ผลการทดลองนี้จะสามารถช่วยในการเป็นแบบอย่างชี้้นำในการสอนทักษะการฟังภาษาอังกฤษสำหรับครูที่สอนภาษาอังกฤษในฐานะภาษาต่างประเทศและจะสามารถพัฒนาความเข้าใจในการฟังภาษาอังกฤษของนักเรียนที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

สาขาวิชาภาษาต่างประเทศ

ปีการศึกษา 2559

ลายมือชื่อนักศึกษา \_\_\_\_\_

ลายมือชื่ออาจารย์ที่ปรึกษา \_\_\_\_\_

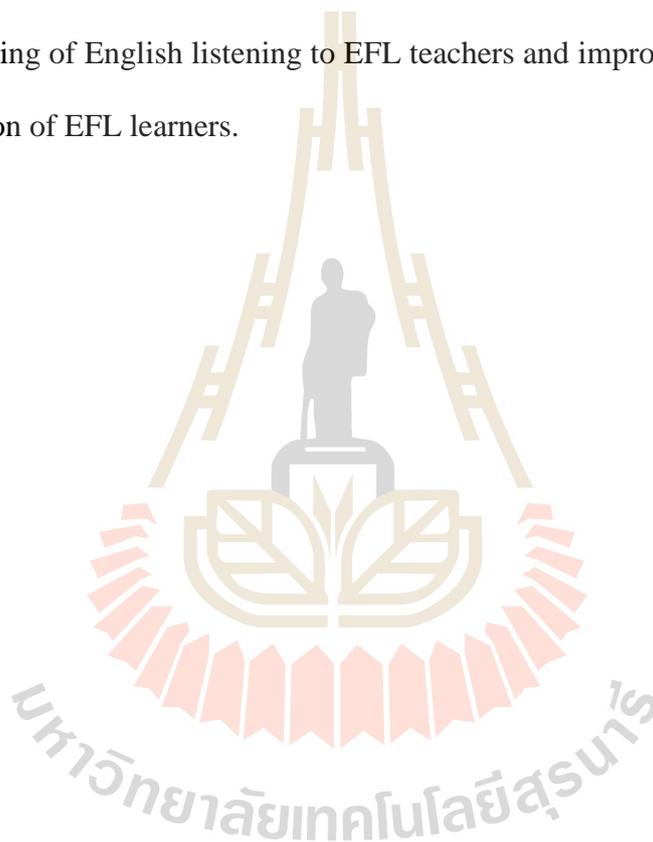
CHANNY ROTH : USING THE FLIPPED CLASSROOM TO ENHANCE  
ENGLISH LISTENING COMPREHENSION FOR PRE-UNIVERSITY  
STUDENTS IN CAMBODIA. THESIS ADVISOR :  
SUKSAN SUPPASETSEEE, Ph.D., 202 PP.

USING THE FLIPPED CLASSROOM TO ENHANCE ENGLISH LISTENING  
COMPREHENSION FOR PRE-UNIVERSITY STUDENTS IN CAMBODIA

This research study focused on the effects of flipped classroom (FC) to EFL learners' listening comprehension. It aimed to explore the effectiveness of the FC in enhancing Cambodian pre-university students' English listening skills and investigate the students' opinions on using FC to enhance English listening comprehension.

The participants studied English in Intensive English for Academic Purposes (IEAP) at Paññastra University of Cambodia (PUC) in 2016 in Phnom Penh, the capital city of Cambodia. Most of them studied English in order to pursue academic study in the Bachelor's degree program in PUC. In the present study, both quantitative and qualitative methods were applied. Pre-test and post-test were used in order to collect data. A 20-item-questionnaire was used in order to point out what the students thought about FC. In order get more accurate opinions of the participant on using FC to improve listening comprehension, semi-structured interview was also applied. The results of the present study showed that (1) FC helped EFL learners to improve English listening comprehension with average scores of pre-test ( $X= 9.17$ ,  $SD = 4.786$ ) and the average score of post-test ( $X= 11.07$ ,  $SD = 3.648$ ). There was a significant difference between pre-test and post-test ( $P = 0.009$ ,  $P \leq 0.05$ ). (2) Based

on the questionnaire and semi-structured interview, the learners had positive thoughts on using FC to improve English listening comprehension. FC helped them to contact their teacher more often. The video helped them to summarize the spoken text better. FC also helped them to guess the meanings of the words based on the context. In addition, most of them would like to via FC in other courses such as: mathematic, English study, and marketing. The results of this study could be a great help in guiding teaching of English listening to EFL teachers and improving English listening comprehension of EFL learners.



School of Foreign Languages

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

Academic Year 2016

Advisor's Signature \_\_\_\_\_

## ACKNOWLEDGEMENTS

This thesis would not have been accomplished without the assistance and support of the following individuals whom I would like to express my sincerely gratitude.

First of all, I would like to express my deep gratitude and sincere appreciation to my thesis supervisor, Dr. Suksan Suppasetsee for his kind and strong, encouragement, motivation, support, and attention to listen and discuss issues with me. His insight, fruitful discussion, and valuable comments have given me better understand on my topic and research design. In addition, his academic contribution and his positive personalities inspire me in terms of completing this thesis as well as my future academic profession.

I would also like to thank all committee members, Dr. Adcharawan Buripakdi, Asst. Prof. Dr. Apisak Pupipat and Asst. Prof. Dr. Kittitouch Soontornwipast for their valuable recommendations and insightful comments.

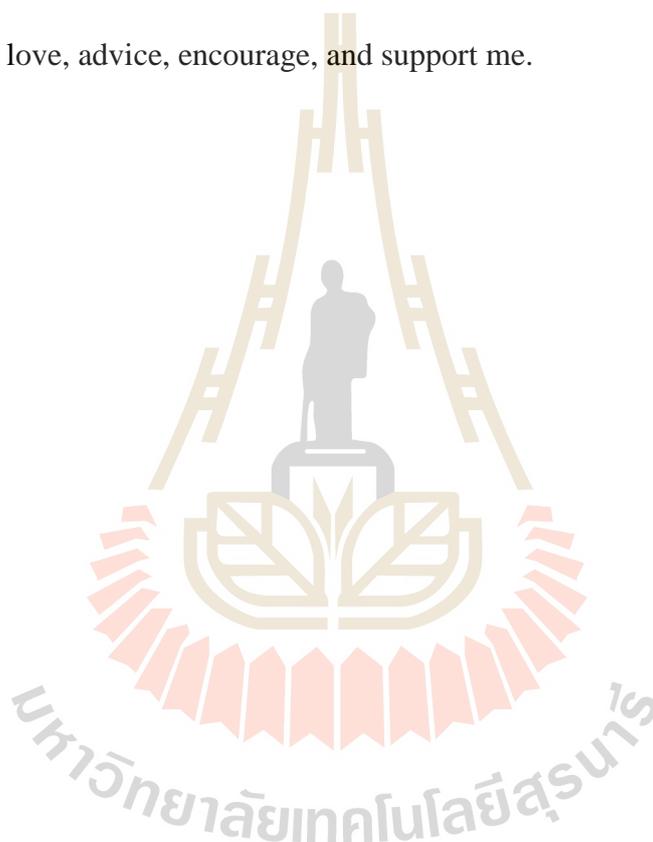
I would like to express my gratitude to SUT scholarship, professors, lecturers, coordinators, and administrative staffs at Suranaree University of Technology for their kind facilitation and friendly environment.

I also sincerely appreciate Mr. Korm Ribaun, the head of Institute of Foreign Languages (IFL) for his approval to do experiment in order to collect data to complete my thesis.

I would like to thank Mr. Kleung Sinet, Manager of International Relations & Student Services for his advice and facilitation regarding to academic knowledge for conducting my research. In addition, I would like to thank staffs and students at PUC who cooperate with me during collecting data.

Last but not least, I would like to wholeheartedly express my gratitude to my beloved parents, my elder brothers and sisters, and other friends who have studied at SUT for their love, advice, encourage, and support me.

Channy Roth



# TABLE OF CONTENTS

	<b>Page</b>
ABSTRACT (THAI).....	I
ABSTRACT (ENGLISH).....	II
ACKNOWLEDGEMENTS.....	IV
TABLE OF CONTENTS.....	VI
LIST OF TABLES.....	XI
LIST OF FIGURES.....	XII
LIST OF ABBREVIATIONS.....	XIII
<b>CHAPTER</b>	
<b>1. INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Rationale of the Study.....	5
1.4 Objectives of the Study.....	7
1.5 Research Questions.....	7
1.6 Significance of the Study.....	7
1.7 Definition of Key Terms.....	8
1.8 Summary.....	9
<b>2. REVIEW OF LITERATURE.....</b>	<b>10</b>
2.1 Theoretical Foundations of Listening Comprehension in EFL Contexts...10	
2.1.1 Definitions of Listening.....	10

## TABLE OF CONTENTS (Continued)

	<b>Page</b>
2.1.2 Nature of Listening Comprehension.....	11
2.1.3 Micro and Macro Skills of Listening.....	12
2.1.4 Types of Listening.....	13
2.1.5 Challenges in Listening Comprehension.....	16
2.1.6 Process of Listening Comprehension.....	17
2.1.7 Models in Listening Comprehension.....	19
2.2 Theoretical background of EFL Learning.....	22
2.2.1 Roles of Learners and Teacher.....	23
2.2.2 Principles of Autonomous Learning.....	24
2.3 Technology-Enhanced Language Learning (TELL).....	24
2.3.1 Advantages of Technology in EFL Learning.....	25
2.3.2 Disadvantages of Technology in EFL Learning.....	26
2.4 Facebook.....	27
2.4.1 Background of Facebook.....	28
2.4.2 Basic Concepts of Facebook as a Tool in Learning Environment... 29	29
2.4.3 Advantages of Facebook in EFL Learning.....	29
2.4.4 Disadvantages of Facebook in EFL Learning.....	30
2.5 Flipped Classroom.....	31
2.5.1 Concepts of the Flipped Classroom.....	31
2.5.2 Flipped Classroom Model.....	33
2.5.3 Flipped Classroom Design Principles.....	34

## TABLE OF CONTENTS (Continued)

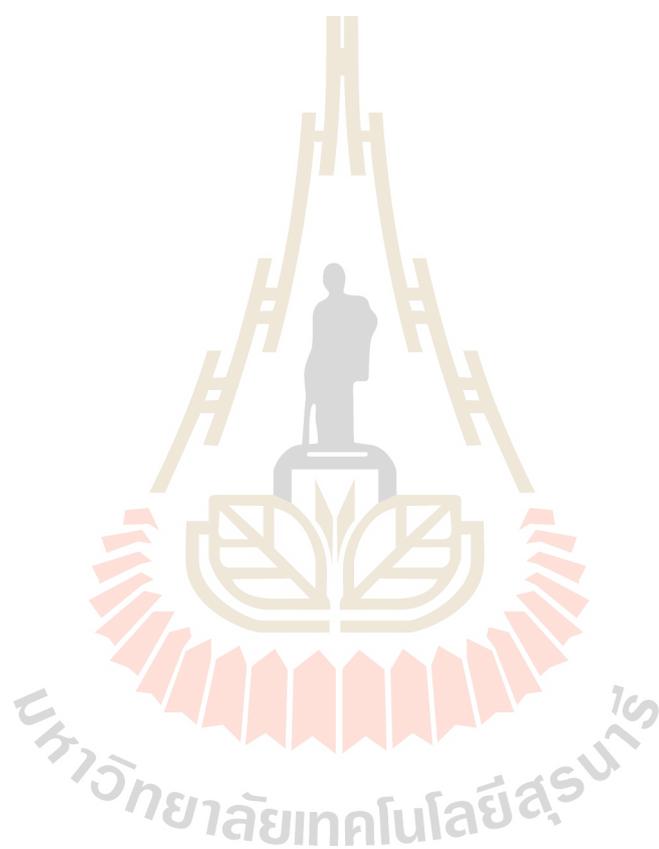
	<b>Page</b>
2.5.4 Implications of the Constructivist Paradigm for Designing Process .....	35
2.6 Previous Research Studies on Flipped Classroom in EFL Context.....	37
2.7 Summary.....	41
<b>3. RESEARCH METHODOLOGY</b> .....	<b>42</b>
3.1 Design of Study.....	42
3.2 Participants.....	43
3.3 Research Instruments.....	46
3.3.1 Flipped Classroom Lesson Plans.....	46
3.3.2 Flipped Classroom Lessons.....	47
3.3.3 Pre-test and Post-test.....	47
3.3.4 Questionnaire.....	48
3.3.5 Semi-Structured Interview.....	48
3.4 Construction and Effectiveness of the Instruments.....	49
3.4.1 Construction Procedures of Flipped Classroom Lesson Plans.....	49
3.4.2 Construction Procedures of Flipped Classroom Lessons.....	49
3.4.3 Testing of Pre-test and Post-test.....	50
3.4.4 Scoring Rubric.....	50
3.4.5 Training for Inter-Rater Reliability.....	51
3.5 Data Collection.....	56
3.6 Data Analysis.....	57

## TABLE OF CONTENTS (Continued)

	<b>Page</b>
3.6.1 Quantitative Analysis.....	57
3.6.2 Qualitative Analysis.....	58
3.7 Summary.....	58
<b>4. RESULTS AND FINDINGS.....</b>	<b>59</b>
4.1 Results.....	59
4.1.1 Results from the Pre-Test and Post-Test.....	59
4.1.2 Results from the Questionnaire.....	61
4.1.3 Results of Semi-structured Interviews.....	65
4.2 Discussion.....	70
4.2.1 The Effectiveness of FC in Enhancing Cambodian Pre-university Students' English Listening Skills.....	70
4.2.2 Students' Opinions on Using FC to Enhance English Listening Comprehension.....	74
4.3 Summary.....	77
<b>5. CONCLUSION AND IMPLICATIONS.....</b>	<b>78</b>
5.1 Conclusion.....	78
5.2 The Findings.....	78
5.3 Limitations of the Study.....	79
5.4 Implications of the Present Study.....	80
5.5 Recommendations for Further Research.....	82

**TABLE OF CONTENTS (Continued)**

	<b>Page</b>
<b>REFERENCES</b> .....	83
<b>APPENDICES</b> .....	98
<b>CURRICULUM VITAE</b> .....	202

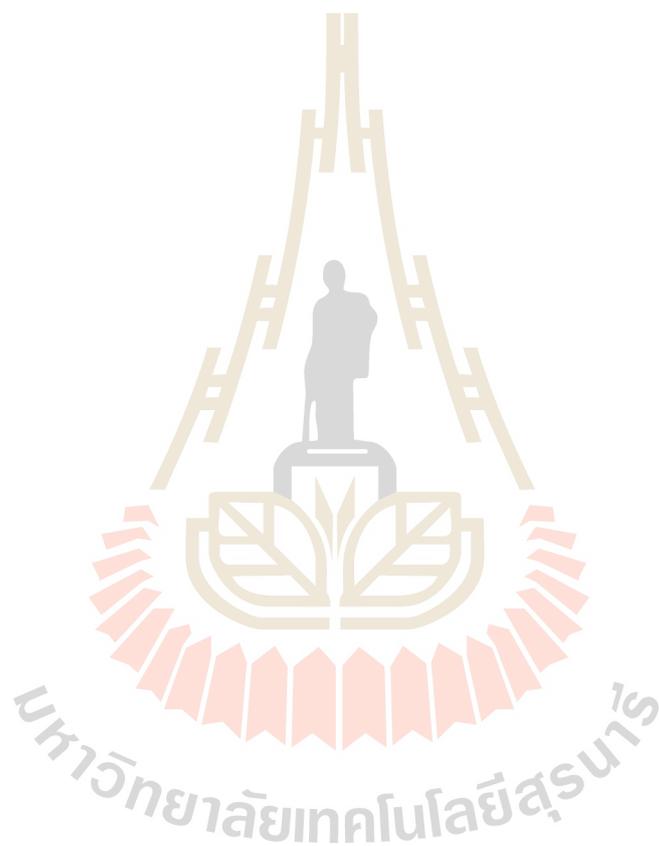


## LIST OF TABLES

<b>Table</b>	<b>Page</b>
2.1 Differences between Listening and Hearing.....	14
2.2 Comparing Class Time in Traditional Classroom and Flipped Classroom.....	34
3.1 Level of Intensive English for Academic Purposes (IEAP), General English as a Second Language Program (GESL), and English Proficiency's Levels Paññasatra University of Cambodia (PUC).....	45
4.1 Paired Samples Statistics.....	60
4.2 Paired Samples Test.....	60
4.3 Results of Students' Background.....	61
4.4: Results of Students' Opinions on Flipped Classroom.....	62

## LIST OF FIGURES

Figure	Page
2.1 A Summary of Listening Comprehension Process by Richards (1983).....	19
3.1 Research Procedure.....	43



## LIST OF ABBRIVIATION

FC	Flipped Classroom
HURIER	Hearing, Understanding, Remembering, Interpreting, Evaluating and Responding
IOC	Item Objective Congruence
PUC	Paññasastra University of Cambodia
SIER	Sensing, Interpreting, Evaluating, and Responding
STEM	Science, Technology, Engineering, and Mathematics
TELL	Technology-Enhanced Language Learning

# CHAPTER 1

## INTRODUCTION

This chapter presents introductory part related to the present study which focuses on the effects of FC on listening comprehension. It consists of seven main parts: background of the study, statement of the problems, rational of the study, objectives of the study, research questions, significance of the study, definition of key terms used in the present study, and summary of the study.

### 1.1 Background of the Study

English is the world's most language taught, and most frequently used across national boundaries (Crystal, 1997). Today, in Cambodia, English is the most preferred foreign language. From 1953 to 1993, there were several foreign languages spoken and taught in Cambodia educational system, and during these 50 years, there were dramatic changes in foreign languages the educational system (*e.g. French (1953-1970), French and English (1970-1975), Vietnamese and Russian (1979-1986), and French and English (1989-1993)*). After 1993, Vietnamese and Russian were less favored among young Cambodian people, and there were no longer taught in the educational system, yet French has been influenced in Cambodia educational system (*e.g. Medical and Justice and Law*) but with less preference in oral communication.

In fact, Cambodians use English to internationally communicate, rather than in French or the other languages these days. Cambodians use English as a medium of

communication when trading with neighbors in ASEAN and other developed countries. Further, nowadays English has been used for international business and education as well. The use of English has also been promoted in political events (*e.g. the era of the United Nations Transitional Authority in Cambodia (UNTAC) (1992-1993) and Cambodia's admission into the Association of Southeast Asian Nations (ASEAN)* (Igawa, 2008). English is the official language in ASEAN which all representatives, delegates, and conferees employ. This has given a strong drive for Cambodia to develop English not only limited to politics but also in the field of economics.

With the views of trading and market openness consistent with developed countries, national education program was significantly influenced and restructured which was congruent with educational agendas promoted by major international organizations and donors such as UNESCO and USAID as well as regional and international financial institution such as Asian Development Bank (ADB) and the World Bank. With the world views of how children should be educated, English program is taught between grades 7 and 12 in the state schools' curriculum in Cambodia (Clayton, 2008). Although Cambodians learn English at least six years in average from grades 7 to 12, English increasingly attracts more students, and most of universities in Cambodia use English as the medium of the communication in the curriculum, the utility of English is limited, particularly in terms of its technical precision. English proficiency of the Cambodian learners still needs improving (Clayton, 2008; Igawa, 2008). This problem needs to be solved immediately in order to improve quality of English learning in Cambodia.

## 1.2 Statement of the Problem

In Cambodia, English has been regarded as a key factor structuring both individual and institutional language choices for current and future employment perspectives. With this regard, English communicative competence means a better job and a better pay. English is not only a language, but it is also a tool, a weapon, and a vehicle employment criterion (Igawa, 2008). With the importance of English, all Cambodian citizens are offered English program for 6 years in state schools from grade 7-12, yet their English communicative skills still are less effective (Clayton, 2002; Clayton, 2008; Song, 2015). According to Igawa (2008), some Cambodian learners have problems with communicative competence. They are introvert which might lead them to be passive learners and affect to their language competence. This problem might also be because they may lack adequate English inputs, or they hardly have opportunities to listen to English both inside and outside of the classroom. The other reasons might be because the traditional English teaching method in Cambodia mainly focuses on textbook-based teaching with rules or grammatical structures rather than communicative language teaching, and most of the learners study English through repeated recitation and rote of memorization. Moreover, class sizes are sometimes too large which limit opportunities for individual students to contribute or communicate one-on-one with teacher or classmates. Thus some learners' listening and speaking proficiency are not highly effective.

Not far different from Igawa (2008) findings, majority of the students who are studying in Paññasatra University of Cambodia (PUC) also have problems with listening skills based on their final test scores of each term. Their listening should be improved and they should be taught to listen to different sources: audio-visual aids such

as computer, television, radio, stereo, or CD player with poems, stories, tales, and fables, or traditional teaching styles should be updated by integrating technology and the Internet. With modern educational system, technology can be integrated into traditional teaching methods to improve communicative skills (Kuo et al., 2014; Richards & Rodgers, 2001). IT enables EFL learners to access useful language resources and communicate directly with native English speakers. Learners are able to learn listening, speaking, reading and writing English via real world situations and different cultures. Language teaching and learning strategies tend to use technology both inside and outside classroom to enhance teaching-learning and change current learning and teaching styles. For example, Flipped Classroom (FC) created by Bergmann and Sams in 2006 (Bergmann & Sams, 2012) refers to a new teaching method which videos lectures were uploaded online and the students previewed before face-to-face discussion or completion of their tasks in the classroom (Evseeva & Solozhenko, 2015; Olitsky & Cosgrove, 2016). There are many researchers coming up with various definitions to FC. According to Bishop and Verleger (2013), FC is a new pedagogical method which uses asynchronous video lectures for learning and homework and group-based problem solving activities are practiced in the class. It refers to a new teaching method which videos lectures were uploaded online and the students previewed before face-to-face discussing or completing their tasks in the classroom (Evseeva & Solozhenko, 2015; Olitsky & Cosgrove, 2016). Most language teachers acknowledge that FC, which uses pre-video lectures, helps students learn authentic materials with well-organized time management that improves their learning performance is improved (Day & Foley, 2006; 2016; Strayer, 2012; Wilson, 2013; Yestrebsky, 2015;). Some researchers who conducted research studies on the effects of

FC to EFL learning in different contexts stated that FC improves language learning (Ahmed, 2016; Chen Hsieh, Wu, & Marek, 2016; Farah, 2014; Hao, 2016; Hung, 2015; Missildine et al., 2013; Olitsky & Cosgrove, 2016; Sung, 2015). With positive results on FC and language learning from many independent researchers, FC can be used for listening comprehension improvement in Cambodian.

### **1.3 Rationale of the Study**

According to Igawa (2008), the Cambodian government and people utilize English language for international business purposes. In terms of English uses, communication skills, especially, listening skill is considered as a useful skill for Cambodian learners.

In EFL learning context, listening is a difficult skill to directly teach because there are no forms or structures in grammar teaching to facilitate listening comprehension. According to Steil (1997) and Wang (2012), listening is a factor to receive comprehensible inputs and then interpret and respond to them. Listening is the mental process which the listeners use both the background knowledge (schema) and linguistic knowledge to decode the oral message (Call, 1985). Sayeekumar (2013) stated better listening leads to better understanding in the subject areas.

It is reasonable to conclude that listening comprehension enriches understanding in learning process, yet there are no rules to teach listening comprehension. In order to enhance listening comprehension, EFL learners should experience different kinds of listening sources such as: television, radio, stereo, or CD and online available sources, and the teacher should apply different sorts of teaching

methods with technology to enhance EFL listening comprehension (Hadley & Reiken, 1993; Nachoua, 2012). Learning with videos, EFL learners are able to learn cultural background knowledge, accents, and vocabulary which help them to interpret meaning of the words and use the target language in the right context (Gulec & Durmus, 2015; Hadley & Reiken).

There are numerous research studies on listening improvement by using FC to improve the students' learning and performance (Gilboy, Heinerichs, & Pazzaglia, 2015; Mzoughi, 2015; 2015). However, some research studies indicated that FC slightly improved the students' performance, yet FC still was suggested to be used due to its positive impacts; for example, the students were more self-directed, self-disciplined, and independent and they were able to save time and cost (Strayer, 2012; Wilson, 2013; Yestrebky , 2015). Due to plenty benefits of FC, FC might be an applicable teaching method to improve Cambodian learners' English communication skills, especially, listening comprehension.

In conclusion, changing the traditional lectures might enrich Cambodian learners' listening comprehension and provide plenty benefits to the learners. Even though there are many research studies on FC, which showed that FC improved the students' performance, mostly focused on STEM (Science, Technology, Engineering, and Mathematics). There were only a few research studies focused on language learning improvement by using FC. It seems that there is no research study precisely emphasize on FC to enhance Cambodian learners' listening comprehension.

## 1.4 Objectives of the Study

The present study aims are:

1.4.1 To examine the effectiveness of flipped classroom in enhancing Cambodian pre-university students' English listening comprehension.

1.4.2 To explore the students' opinions on using flipped classroom to enhance English listening comprehension.

## 1.5 Research Questions

The present research is specifically designed to answer the following questions:

1.5.1 How effective is flipped classroom in enhancing Cambodian pre-university students' English listening comprehension?

1.5.2 What are the students' opinions on using flipped classroom to enhance English listening comprehension?

## 1.6 Significance of the Study

Integration with the Internet technology with current teaching methods is a hybrid teaching method to enhance language learning and teaching. This study contributes some useful ideas related to the effectiveness of FC in enhancing English listening comprehension. This study may offer advantages to English instructors on how to apply FC in English teaching-learning. It also provides some suggestions on how to teach English with the Internet technology and how to integrate social media (Facebook) into language teaching-learning. Moreover, this study provides benefits to English learners who study English as a foreign language and are enthusiastic in learning with the

Internet technology to improve listening comprehension. It also encourages learners to be independent, self-directed, and self-disciplined by watching online videos at home and discuss the problem face-to-face with the teacher and the other peers. In addition, the learners might be more aware of using the Internet technology and searching variety of learning materials for their own desire. With the new concepts of education, learning is not about remembering, but it is about how to solve the problems and understand those problems. Learning is not only when lecturing, but learning is anytime and anywhere the learners prefer. Finally, this study may also be a pioneering study for other researchers who are interested in the Internet technology and educational improvement to conduct further studies.

## **1.7 Definition of Key Terms**

The following terms are used in the present study:

### **1.7.1 Pre-university students**

Pre-university students in the present study refers to the students who are studying English in Intensive English for Academic Purposes (IEAP) program, a pre-university language training program for those who have purposes in attending into academic program (Bachelor's degree) at PUC. It is a compulsory that all the students have to pass all the levels before going to university level since English is used as medium and all the subjects are taught in English.

### **1.7.2 Listening comprehension**

Listening comprehension in the present study refers to extensive listening which focuses on ability to understand overall and main ideas of what is talked or expressed

in videos and infer situations or events by using real-world knowledge to write a summary and a reflection.

### **1.7.3 Extensive listening**

Extensive listening in the present study refers to a type of listening which learners listen to videos for main ideas in order to write a summary or a reflection.

### **1.7.4 Flipped classroom**

Flipped classroom in the present study refers to a teaching method which students watch video outside class before discussing problems with their teacher. During class, they write a summary and a reflection.

## **1.8 Summary**

This chapter provided a brief introduction of the present study. First, it started with background of the study followed by statement of the problems, rational of the study, objectives of the study, research questions, significance of the study, definition of key terms used in the present study, and summary of the study, respectively. Some key terms were explained in this chapter in order to provide readers with practical definitions to understand the meanings in the present study. This chapter ended with a summary. In the next chapter, theoretical foundations of listening comprehension, technology-enhanced language learning (TELL), Facebook, flipped classroom, and previous research studies on FC will be presented.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter presents information which is related to the present study including theoretical foundations of listening comprehension theoretical background of language learning, technology-enhanced language learning (TELL), Facebook, flipped classroom, and previous research studies on FC.

#### **2.1 Theoretical Foundations of Listening Comprehension in**

##### **EFL Contexts**

In order to have a clear concept of listening comprehension, the definitions, the nature, micro and macro skills, types, challenges, process, and models of listening comprehension are presented.

##### **2.1.1 Definitions of Listening**

Listening is an ability to understand a message which a speaker desires to deliver. Brown (1994) defines listening as a psychomotor process of receiving sound waves through ears and transmitting the sound through nerve impulses to brain. Gulec and Durmus (2015) indicate that listening means making choices from among what is heard, organizing them, integrating what is transferred them with background knowledge by a speaker, and structuring them mentally. Sayeekumar (2013) states that listening as a conscious sense of hearing which meanings of message are understood and interpreted. Steil (1997) explains that listening is a complex of human's process of

sensing, interpreting, evaluating, storing, and responding to oral messages. Wang (2012) indicates listening as one of important language inputs in classroom, particularly, in English as second language or foreign language context. However, in this present study, listening comprehension in the present study refers to a ability to understand the overall and main ideas of what is talked or expressed in videos to infer situations or events by using real-world knowledge to write summaries and reflections. In order to better understand the oral messages in videos, the learners have to be aware of nature of listening comprehension, types of listening, and which types of listening should be applied while listening.

### **2.1.2 Nature of Listening Comprehension**

Listening was regarded as a passive skill in second language acquisition. Only few of empirical research studies conducted on the nature of listening strategy and its influence on second language acquisition. Some research studies paid much attention on influence of learning strategies on reading comprehension and problem solving. However, with development of cognitive psychology related to mental processes, some researchers tended to focus on listening comprehension. With existing of cognitive psychology, listening has been viewed as an active skill which played a very important role in enhancing language competence (O'Malley & Chamot, 1990; Steil, 1997; Vandergrif, 1999; Wang, 2012). In order to understand oral messages, listeners actively distinguish phonemes, vocabulary, grammatical structures, stress and intonation, and socio-cultural context. Listening mainly involves with mental activities which listeners have to integrate background knowledge (schema) with what they understand while listening to interpret meanings of oral messages.

### **2.1.3 Micro and Macro Skills of Listening**

According to Brown (2004), micro skills focus on the smaller bits and chunks of language, in more of a bottom-up process. Micro skills aim to enhance the learners' ability to retain chunks of language of different lengths for short periods and discriminate among the distinctive sounds of the target languages. Micro skills also help the learners to recognize the stress patterns of words, rhythmic structure, and the functions of stress and intonation to signal the information structure of utterances. In addition, micro skills also benefit the learners to recognize reduced forms of words, typical word order patterns, and detect key words in the target languages (Richards, 1983). Based on the micro skills of listening, the learners are able to guess the meaning of words and recognize grammatical word class (part of speech) and major syntactic patterns from the contexts in which they occur.

On the other hand, macro skills focus on the large elements involved in a top-down approach to a listening task. Macro skills enable learners to recognize communication functions of utterances, according to situations, participants, and goals and infer situations, participants, and goals using real-world knowledge. With macro skills, learners are able to predict outcomes of events or ideas and infer links and connections between events, deduce causes and effects, and detect such relationship as main idea, supporting idea, new information, and given information. In addition, learners are also able to distinguish between literal and implied meanings of oral texts. Furthermore, learners can use facial, body language, and other nonverbal clues to decipher meanings. Learners develop and use a battery of listening strategies, such as detecting key words, guessing meanings of words from context, appealing for help and signaling comprehension (Richards, 1983). The purpose of the present study is to

improve macro skills. The participants have to understand main concepts of video in order to summarize and reflect what they watched in class.

In this present study, macro listening skills are focused, yet all sub listening skills cannot be covered. Some elements are focused in order to improve listening comprehension such as infer situations or events by using real-world knowledge, guess meanings of words from context, use main concepts to summarize and reflect on videos.

#### **2.1.4 Types of Listening**

According to Hadley and Reiken (1993), listening can be classified into two types: conscious and unconscious listening. Conscious listening refers to how much a person understands in interacting with others in personal or professional situations, while unconscious listening means natural listening with a little determination. Some authors classified these two terms as hearing and listening. Sound which is able to be heard unconsciously called hearing, while listening refers to mental act which a listener understands meanings of sound (consciously) through his brain. We are not able to understand any sound without hearing, but we possibly hear something without listening to it (Lanpher & Yakutsk, 2014). All listening does not aim at receiving messages in the same level and at the same rate. It depends on many criteria of levels of requirement: academic, industry, or service industry. Table 2.1 shows differences between listening and hearing of the messages (Sayeekumar, 2013, p.706).

**Table 2.1: Differences between Listening and Hearing**

Listening	Hearing
<ul style="list-style-type: none"> <li>• Voluntary</li> <li>• Requires conscious efforts</li> <li>• Active process</li> <li>• The listener plays a very active part</li> <li>• A two way interactive process</li> </ul>	<ul style="list-style-type: none"> <li>• Involuntary</li> <li>• Happens automatically</li> <li>• Passive process</li> <li>• Listener plays a passive part</li> <li>• One-way process</li> </ul>

There are many types of listening in different situations. Most of scholars define listening into five types (Goh, 1997, Sayeekumar, 2013). According to Richards (1983), there are four types of listening: intensive listening, responsive listening, selective listening, and extensive listening. (1) Intensive listening refers to listening for perception of the components (phonemes, words, intonation, or discourse markers) of a larger stretch of target language. (2) Responsive listening refers to listening to a short stretch of target languages (greeting, questions, command, or comprehension check) to make an equally short response. (3) Selective listening refers to listening to short monologues for several minutes in order to scan for certain information. The purposes of the listening is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of spoken messages, for example, classroom directions from a teacher, TV, radio news items, or stories. (4) Extensive listening refers to listening to sources for global understanding of spoken messages. Listening for gist, for the main idea, and making inferences are all parts of extensive listening. Extensive listening can be used in various tasks both inside and outside

classroom which mostly focus on a large amount of comprehensible. It can also be regarded as an approach which may help EFL learners deal with their listening problems and improve listening comprehension.

However, this present study, the researcher adapted listening types from Brown's (2004), yet it focuses on only extensive listening. Learners have to listen for main ideas and make inference to what they have heard.

#### **2.1.4.1 Extensive Listening**

Extensive listening is a way to improve listening fluency which refers to ability to listen for various speeds and understand almost everything in spoken texts. Extensive listeners have to listen for overall meanings of spoken texts. Listeners need to understand structures and vocabulary, and sometimes they should be able to analyze words and grammars on how it works and how it goes together. While listeners understand almost all of spoken text, they are able to build their words recognition speed and notice uses of grammar points, and generally their brain works very effectively (Brown, 2004; Waring, 2008).

Another way to achieve in extensive listening, choosing listening materials is a very important stage for listeners (Prowse, 2000). Listening materials should match to level of listeners; for examples, a beginner level listeners should listen to materials which have very few unknown words and simplest of grammar. Intermediate listeners should choose a listening text which consists a wider range of vocabulary and grammar, but importantly, it is still quite easy and it should have few unknown words. Choosing listening materials at the right level is a key of success in extensive listening. In fact, only when listeners recognize words and grammar quickly and smoothly, they will enjoy their listening.

#### **2.1.4.2 The Right Extensive Listening Materials**

According to Prowse (2000) and Waring (2008), there are lots of extensive listening materials learners which can be utilized. Many publishers have CDs or audio cassettes at various difficult levels. Learners have to be very careful of choosing some materials to match to their levels of English proficiency. In order to choose the right materials, learners should ask themselves these questions: *(1) Can I understand about 90% or more of the content? (2) Can I understand over 95-98% of the vocabulary and grammar? (3) Can I listen and understand without having to stop CD or tape? (4) Am I enjoying the content of the listening material?*

Authentic materials, English radio over the Internet, English movies, or English talk shows, do not mean the right materials (Waring, 2008). The right materials refer to spoken texts about which the listeners understand at least 90% and they are able to notice new words and phrases easily. If they understand less than 90%, then it is likely their brain is too busy trying to follow new languages. So they probably do not learn much new languages. Then the listeners will get frustrated and tired, and their comprehension will not be effective. Therefore, in extensive listening, choosing the right materials is vital stage for learners.

#### **2.1.5 Challenges in Listening Comprehension**

There are some factors which influence listening comprehension. According to Rubin (1994), learners might not get comprehensible listening inputs because of five major factors: (1) text characteristics (variation in a listening passage/text or associated visual support); (2) interlocutor characteristics (variation in the speaker's personal characteristics); (3) task characteristics (variation in the purpose for listening and associated responses); (4) listener characteristics (variation in listener's personal

characteristics); and (5) process characteristics (variation in the listener's cognitive activities and in the nature of the interaction between speaker and listener).

Goh (1997) more precisely stated the influential factors which the learners normally have faced in comprehending listening inputs; for example, learners cannot distinguish important points in the spoken texts. They might be slow to recall meanings of words that the sounds are familiar, or they understand individual words, but they do not get overall meanings. Sometimes, they might not recognize sounds of words which they know in writing.

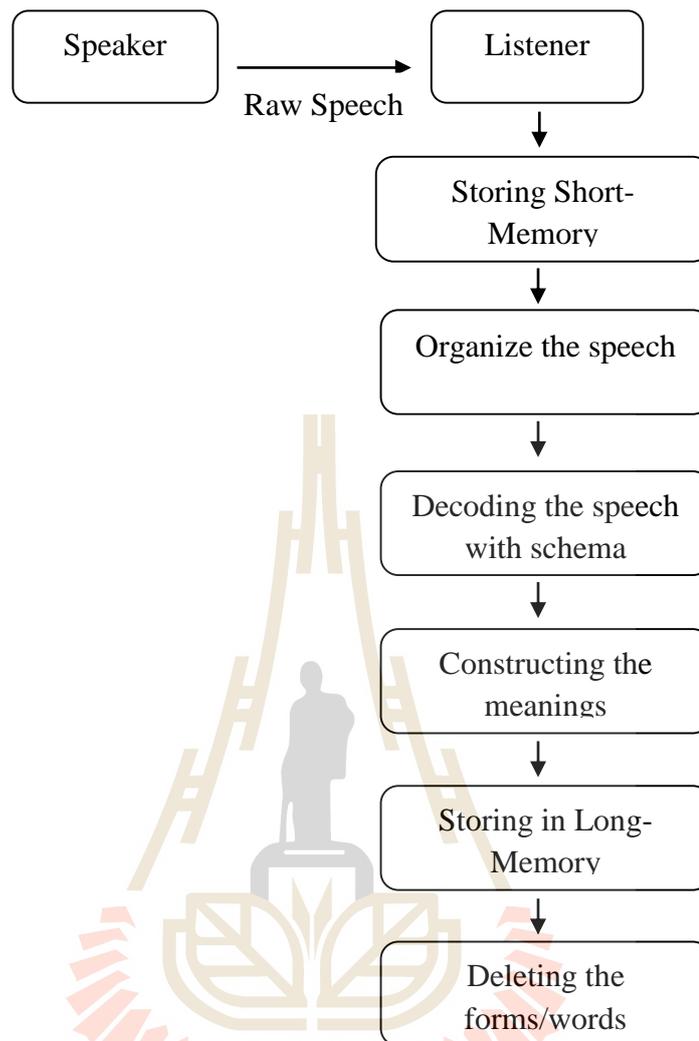
According to Wang (2012), difficulties of listening comprehension might be because learners have low ability in listening competence, or it might be because of the difficulty of listening tasks or texts provided. Even though some factors affect the effectiveness of listening comprehension, the process of listening comprehension is also one of the factors to improve listening comprehension of learners. Learners should be aware of which process should be used in order to get listening input and help them to respond to oral messages.

#### **2.1.6 Process of Listening Comprehension**

Listening comprehension can be distinguished into two sub-skills: the recognition of component parts of language (words, verb groups, and simple phrases) and memory for these elements once they have been recognized. Recognizing linguistic features is insufficient for comprehending. Listeners must be able to retain these features in short-term memory long enough to interpret utterance to which they are listening. Capacity of short-term memory is limited; listeners are able to hold words or phrases in a few seconds. The sounds which have entered short-term memory have patterned into syntactic units, and they are retained only long enough to be interpreted

semantically before they are purged from memory in order to get new inputs. Syntactic units may not transfer into long-term memory since meaning has been extracted, and the exact words might be forgotten (Call, 1985).

According to Anderson (1983 as cited in Wang 2012), listening comprehension is classified into three stages: perception, parsing, and utilization. In perception stage, listeners focus on sounds of oral texts and store them in short-term memory. In parsing stage, words and phrases are used to construct meanings of decoded information and store information in short-term memory with their knowledge language. In utilization stage, listeners connect what they have heard to what they have already known to decipher meanings. Richards (1983 as cited in Wang 2012) indicated that there are four steps involving in listening comprehension process. First, listeners take in raw speech and hold an image of it in short-term memory. This image consists of constituents (phrases, clauses, cohesive markers, intonation and stress pattern) of steam speech. Second, an attempt is made to organize what have been heard into constituents, identifying their contents and functions whether a speaker wishes to persuade, to request, to exchange pleasantries, to affirm, to deny, or to inform. Third, as constituents are identified, they are used to construct propositions, grouping propositions together to form a coherent message with listeners' schema knowledge. Finally, once a listener has identified and reconstructed propositional meanings, they will forget the forms. Propositional meanings of sentences are retained, not the actual words or grammatical (see detail in Figure 2.1).



**Figure 2.1: A Summary of Listening Comprehension Process by Richards (1983)**

### **2.1.7 Models in Listening Comprehension**

Listening comprehension can be classified into various models which learners can apply to receive comprehensible inputs. This section presents models of listening process which have been studied by many scholars. The below models can be seen as the most popular models of explaining how listening is processing by the listeners.

### **2.1.7.1 Bottom-up Model**

Bottom-up model indicates that listeners improve their listening comprehension from low level to higher level (Buke, 2001). According to O'Malley and Chamot (1990), bottom-up model focuses on linguistic features which require listeners to pay more attention on individual words before interpreting meanings from the whole sentences. In this model, learners are assumed to listen to get comprehensible input with phonemes, the smallest sound segment which carries meanings, and then identify individual words or phrases. This process continues to higher level to understand syntactic level (grammatical characteristics) and analyze semantic context to understand basic linguistic meanings or literal meanings of target languages. Finally, listeners interpret meanings in terms of communication contexts to understand what speakers or oral texts really mean. Based on this continuous process, it is assumed outputs of each listening stage become inputs of higher stages (Buke, 2001; Field, 2004; O'Malley & Chamot, 1990; Rost, 2002; Tsui & Fullilove, 1998). Even though in bottom-up model, there are sequences of listening, in real life, listeners do not always strictly follow stages of listening which are stated in this model.

### **2.1.7.2 Top-down Model**

Top-down model is proposed for EFL learning in the present study. It focuses on overall meaning of phrases and sentences. It encourages learners to make use of real world, schematic knowledge, or background knowledge to develop expectations of meaning in oral texts. It emphasizes on reconstruction of meanings rather than decoding of forms of language (O'Malley & Chamot, 1990). To understand messages, listeners apply various types of knowledge: knowledge of topic and knowledge of physical context of the utterance. Different types of listening sources and

contexts require different types of knowledge and processes. Knowledge of context might help listeners to understand meanings, and they sometimes predict meanings of what they are going to hear based on their background knowledge or contexts. In some situations, listeners might realize what is going to happen or what they are going to hear (Buke, 2001; Field 2004; Rost, 2002; Tsui & Fullilove 1998). *For example, she was so angry, she picked up the gun, aimed, and \_\_\_\_\_.* Listeners might predict which word might be heard such as: *fired or shot.*

### **2.1.7.3 Interactive Model**

Interactive model refers to integration of bottom-up and top-down model (Buke, 2001; Fiel, 2004; O'Malley & Chamot, 1990). In listening comprehension, different types of knowledge of linguistic, knowledge of the context, and general knowledge are used to understand and interpret messages.

### **2.1.7.4 HURIER Model**

HURIER model draws attention to specific indicators of listening effectiveness which can reasonably be used for gathering information of perceptions of listening process (Brownell, 1986). In learning context, it seeks to help both learners and instructors to understand the whole listening process in order to respond to messages. There are six components in this model: Hearing message (*H*), Understanding message (*U*), Remembering message (*R*), Interpreting message (*I*), Evaluating message (*E*) and Responding to message (*R*). According to Brownell (1986) and Wang (2012), (1) Hearing message, listeners focus on or attend to messages and prepare for various types of listening situations. (2) Understanding message, listeners differentiate main ideas and obtain literal meanings from messages they are listening. (3) Remembering message, learners increase their understanding in short and long-term

memory, and they store and recall information more effectively for future actions. (4) Interpreting message refers to the ways listeners understand messages by recognizing speaker variables. Then they can express sensitivity to contextual and nonverbal message aspects. (5) Evaluating message, listeners focus on evaluating the logic and reasoning of message value. (6) Responding message, listeners choose an appropriate response to what has been heard.

In this present study, top-down model, which focuses on ability to understand overall and main ideas of what was talked or expressed in videos writing a summary or a reflection, was adapted. In order to reach listening comprehensible inputs, learners applied linguistic knowledge, knowledge of the contexts, and general knowledge to analyze semantic contexts and pragmatic meanings of the oral texts.

## **2.2 Theoretical background of EFL Learning**

Autonomous learning environment, learner-centered method, puts certain demands on teachers as well as students. Autonomous learning may be described as what takes place in situations in which the teacher is expected to provide a learning environment where the learners are given the possibility consciously to be involved in their own learning (Bajrami, 2015). Autonomous learning, first developed by Holec in the early 1970, refers to capacity to take charge of one's learning, to have and to hold responsibility for all decisions concerning all aspects of this learning, determining objectives, defining contents and progressions, selecting methods and techniques to be used, monitoring procedures of acquisition, and evaluating what has been acquired (Holec, 1981). Learners know why, what, and how they learn, and they are able to evaluate their own learning (Little, 1991; Yagcioglu, 2015). Autonomous learning

extends beyond a school context; process of constantly develops awareness of learning (Holec, 1981). According to Holec (1981), there are three basic pedagogical principles: (1) learner involvement (engaging learners to share responsibility for the learning process), (2) learner reflection (helping learners to think critically when they plan, monitor and evaluate their learning) and (3) appropriate use of target languages (using target languages as a principal medium of language learning). According to Jacobs and Farrell (2008), the concept of autonomy learning emphasizes on role of learners rather than role of teacher. It focuses on process rather than product of learning and encourages learners to develop their own purposes for learning and to see learning as a lifelong process.

### **2.2.1 Roles of Learners and Teacher**

In an autonomous language classroom, teacher acts as a facilitator and counselor. He guides learners to be aware and choose the best learning strategies for their own preference. Teacher is no longer seen as sources of information or facts, but he is a facilitator and a guide rather than a director or a controller of the learning (Bajrami, 2015; Lowes & Target, 1999). Teacher should give learners praise and feedback (Lazăr, 2013). Learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others. Learners need to be able to be aware and understand their own learning styles and use these to their advantages. Learners should be able to build their own criteria for quality of their work and to make judgments for their strengths and weaknesses of their learning.

### **2.2.2 Principles of Autonomous Learning**

It is not easy to make learners become autonomous learners. The best way to implement autonomy learning is to strongly emphasize on pair and group work with joyful class hour (Dyment & O'Connell, 2010; Le & Le, 2007). Good lesson plans, modern teaching techniques, and approaches are also important factors in autonomous learning (Bajrami, 2015; Lowes & Target, 1999; Yagcioglu, 2015). Through constant uses of this type of classroom activities, learners will eventually become less dependent on teacher (Lazăr, 2013). Learning process can be more effective when learners take control of their own process of learning. Even though various activities promote autonomy leaning, assessment and evaluation also play important roles in development of autonomous learner. According to, Dyment and O'Connell (2010) and Lazăr (2013), assessment is also an important factor in autonomy learning. It can be done either individually (self-assessment) or in group or pairs (peer-assessment). This kind of assessment is vital to autonomy learners as it helps learners become aware of their own progress. They are able to evaluate their own progress thus increasing their knowledge and level of competence. It can be done on a regular and daily basis.

### **2.3 Technology-Enhanced Language Learning (TELL)**

Technology becomes a needed factor to get knowledge in modern educational system. The arrival of the Internet has offered changes in English teaching methodology with literally millions of documents, resources, databases and various communication mechanisms. It shifts from teacher-centered instruction to student-centered instruction, for examples, roles, activities, attitudes of language learning. The views of integrating of technology in foreign language instruction have expanded rapidly during the past

two decades. In the new era of education, technology, especially the Internet technology, has been used as a tool for mediating language learning and providing equal opportunity to all learners (Hubbard, 2008; Yang & Chen, 2007). Numerous of research studies on technology-enhanced language learning indicate that technology can facilitate communication, reduce anxiety, encourage oral discussion, develop the writing/thinking connection, nurture social or cooperative learning, enhance students' motivation, facilitate cross-cultural awareness, develop insights regarding the nature of language and culture, expand their ideas of content-area reading, and improve writing and listening skills (Abrams, 2002; Chikamatsu, 2003; Osuna & Meskill, 1998). With power of the Internet technology, learners interconnect to multilingual communities around the world from home (Hubbard, 2008; Yang & Chen, 2007). It promotes equality among learners who get same chances to know and follow issues in learning process (Isman, et al., 2004). According to Deeler and Gray (2000), technology does not substitute for a good teacher, but it motivates EFL learners and enriches classroom atmosphere. However, in order to use technology in classroom effectively, teachers should plan and organize lessons according to their objectives.

### **2.3.1 Advantages of Technology in EFL Learning**

There are plenty of advantages of using technology in EFL classrooms technology provides easy, practical, and authentic activities as well as creative tasks to learners in EFL classroom. Technology development with high quality and authentic learning materials enriches and supports learners to be active and motivated. Learners are able to create new ideas and develop problem solving skills while providing self-responsibility with multi-media and technological lessons. Integrating technology into classroom encourages learners, increases autonomous learning potential, and brings

enthusiasm into classroom (Isman et al., 2004; Kalanzadeh, Soleimani, & Bakhtiarvand, 2014; Zengin, 2007). Technological classrooms are very practical because students are more motivated and interested in multi-media and technological lessons (Zengin, 2007). The Internet technology is a good source in developing macro skills: speaking, reading, listening, and writing (Belz, 2002). According to Kang and Dennis (1995), there are interactive vocabulary choices for EFL students. There are different kinds of authentic materials which can be easily accessed in the internet. Online materials offer opportunities for EFL learners to compile interesting information and report it in English, so they may improve both reading and writing skills at the same time. Deeler and Grey (2000) explained that technology also can be used to improve speaking skills, communication skills, and vocabulary choices through video-conferencing, tele-collaboration, and online interaction. Anderson and Speck (2001) mentioned that using technology in classroom does not only motivate learners, but it also engages them in speaking, reading, listening and writing.

### **2.3.2 Disadvantages of Technology in EFL Learning**

Although there are many advantages of technology in EFL learning, technology still has its limitations and disadvantages. Gips, DiMattia, and Gips (2004) stated that technology increases educational costs and harm equity of education. When technology, for example, computer, other devices, or the Internet, becomes a new basic requirement for facilitate learning, low budget schools and low-income students usually cannot afford it. It will cause unfair educational conditions for those poor schools and students. Furthermore, technology distracts learning when both teacher and learners lack of knowledge or do not have knowledge on how to access it. No learners can utilize new technology or programs if they do not get training. Technology has almost no

benefits for learners who are not familiar (Roblyer, 2003). Even though technology is steadily developed, language learning programs is still imperfect. For example, current computer technology mainly deals with reading, listening, and writing skills. Even though some speaking programs have been developed recently, their functions are still limited. Warschauer (1996) pointed out that a program should ideally be able to understand a user's "*spoken*" input and evaluate it. It should be able to diagnose learner's problems with pronunciation, syntax, or usage and then intelligently decide among range of options. In addition, technology is unable to deal with learners' unexpected learning problems and response to learners' questions immediately as teachers do. These days, technology and its attached language learning programs are not yet intelligent enough to be truly interactive. People still need to put effort in developing and improving technology in order to assist EFL learners. Another negative impact of using technology in EFL classroom is low self-discipline and dependency of the learners. According to Lai and Kritsonis (2006), learning with technology, learners are required to have high self-discipline and independent to control over their learning. Therefore, integrating technology into traditional teaching method is not sometimes applicable for young learners.

## **2.4 Facebook**

Social media technologies are progressively incorporated into learning and teaching process, for examples, Facebook, MySpace, and Twitter. According to Correa, Hinsley & Gil de Zúñiga, (2010), these new technologies allow users to connect, communicate and interact with others, often by posting, sharing, or coproducing information.

### **2.4.1 Background of Facebook**

Facebook has become a social networking service which breaks limited boundary for all users to more connect to the world and learner to share and discuss on subject matters relation to their coursework. Facebook generally is considered as one of leading social networking sites used by college students comparing to MySpace and Friendster (Golder, Wilkinson, & Huberman, 2007). Facebook became one of the most visited websites in the United States in 2010. In February 2012, Facebook had over 845 million users (more than the population of Europe). In October 2012, more one billion users monthly accessed Facebook, and about 81% of those were from outside of the United States and Canada (Wilson, Gosling, & Graham, 2012). As of the first quarter 2014, Facebook had 1.28 billion monthly active users. As of the first quarter of 2016, Facebook has 1.65 billion monthly active users (Kumpikaite-Valiuniene, 2016). There are some research studies on Facebook and learning whose results revealed that Facebook has significant impacts on learning. Hew (2011) stated that over 90% of Facebook active users are undergraduate students in USA. Bosch (2009) found in his study that students used Facebook for academic purpose to share ideas about projects and lecture notes. According to Ellison, Steinfield, and Lampe (2007), Facebook is very popular among students in the United States which more than 90% of undergraduate has accessed. British students and South African students have regarded Facebook as one of the most used social networks (Madge et al., 2009). Based on results from independent researchers, Facebook has been brought into educational system, and it has positive impacts on lives of college students in many countries.

### **2.4.2 Basic Concepts of Facebook as a Tool in Learning Environment**

Facebook allows users to broadcast messages to public using status updates and wall posts. It also provides features such as voice message and video chat (Smock et al., 2011). Some active users regard Facebook as a tool to keep in touch with their friends and families regardless distance, to search and share pictures, photos, and information, and to express their opinions and feelings on individual, social, and global issues. In modern education, Facebook is also regarded as a primary tool to share and exchange information related to school (Bicen & Carvus, 2010; Cabada et al., 2009; Kumpikaite-Valiuniene, 2016; Ross et al., 2009). It is also used to communicate among students/students or teacher/students and discuss about subject matters.

### **2.4.3 Advantages of Facebook in EFL Learning**

There are many research studies showed Facebook has significant impacts on EFL learning, especially, undergraduate learning (Bicen & Carvus, 2010; Cabada et al., 2009; Kumpikaite-Valiuniene, 2016; Mazer, Murphy, & Simonds, 2007). Not only students, but some scholars also use Facebook to communicate and share learning materials to students. It is an important educational tool for effective teaching for guiding, developing, and transmitting knowledge to students on an ongoing basis, and communicating and clarifying the concepts and contents of the courses to engage students with information. Some students use Facebook for contacting their teachers, school staffs, and other students to organize group meetings for academic project work, revision and coursework queries (Bosch, 2009; Madge et al., 2009). It is more convenient for teacher or school to use Facebook to form relationships, send messages, perform searches and queries, form groups, set up events, and transmit information on the wall posting, group posting, or page posting.

#### **2.4.4 Disadvantages of Facebook in EFL Learning**

Even though Facebook offers a variety of intrinsically interesting activities to view pictures, chat with friends, play games, post status updates, these interesting features are also particularly distracts in learning process. Facebook can be a barrier of learning. Once students online, they would be tempted to complete all their Facebook activities, for examples, updating their status, commenting on other people's status, chatting with friends, viewing messages, checking notifications. As results, they postpone their work or cancel their important tasks. Students might ignore their valuable time to do homework and to study before the exams (Bosch, 2009). According to Madge et al. (2009) and Mazer, Murphy, and Simonds (2007), when Facebook is regarded as tool for learning, students are more often subjected to reading Facebook update than reading books. Facebook users, most likely always want to know about update status.

Using Facebook enhances language learning has both advantages and disadvantages, yet it seems there are more advantages than disadvantages. In the present research study, the researcher is enthusiastic in Facebook as medium to improve listening comprehension. The reality today, it is difficult stop people to visiting Facebook especially students, so the most important thing is how take benefits from it. However, teaching materials, instructions, and lesson plans must be well-planning, organizing, and designing.

## **2.5 Flipped Classroom**

Technology development unlocks education to any directions. Education is available offline, semi-online, and fully online. One of the most popular teaching methods is FC. It is a key element of blended learning and semi-online learning which uses asynchronous video lectures and practice problems as homework and group-based problem solving activities in classroom (Bishop & Verleger, 2013). Theoretical framework is individual students study by watching video lectures recorded while classroom activities are devoted to fulfilling practical tasks and discussing major issues with teacher. According to, Herreid & Schiller (2013), in FC model, what is normally taught by homeroom teacher and what is normally done as homework are switched or flipped. Instead of listening to teacher lectures in class, students watch videos frequently presented by some of the world's outstanding authorities to work on a set of assigned problems. FC is similar to other methods that depend heavily on students preparing outside of class. Most of class time is for dealing with questions and introducing materials. With views of FC, student-centered learning and collaborative learning are highly promoted. Teacher can help students when and which points they need help (Bergmann & Sams, 2012). Another interesting theoretical framework is students do not have to fill knowledge of the rest of their lifetime, but they should know where they are able to find, analyze, and acquire the knowledge when they need. Therefore, students are trained to be masters of their learning.

### **2.5.1 Concepts of the Flipped Classroom**

In FC, students have already had overall concepts of matter of subjects before discussing face-to-face with teacher or peers (Bergmann & Sams, 2012). They feel more confident in asking questions and discussing issues in classroom. During class,

students mainly solve practical tasks, make projects, and discuss various important issues on topic. After classroom activities, students continue working with electronic sources. They have more opportunity to control their own learning. They can study at their own pace due to availability and accessibility of all necessary online resources. Students who missed class can review, rewind, and replay material as many times as they need, where and when they prefer. FC also increases students' responsibility in self-learning, self-directing, and self-time managing. They are active participants of educational process. FC does not only change students' roles, but it also changes teacher's roles. The role of teacher is shifting from a knowledge deliver to a learning facilitator. The teacher acts as a guide to train students who have not had experiences of working autonomously to gain time-management skills to make their learning process more efficient. The teacher is also a creative designer to create a friendly online environment for students. He is also an e-learning moderator to monitor online discussions, but not a leader of discussion. The teacher is a progress monitor and an evaluator or a feedback giver on tasks. New roles of the teacher and students are considered to be particularly important for process of teaching and learning foreign languages (Bergmann & Sams, 2012; Evseeva & Solozhenko, 2015; Herreid & Schiller, 2013). Therefore, to be more success in FC teaching, all stages of teaching and learning process should be thoroughly integrated and planned.

In the present research study, the researcher is enthusiastic in applying FC into traditional classroom. Even though there some difficulties mentioned the above, there are plenty advantages which Cambodian learners can improve their language learning. Due to the fact, Cambodia is a developing country which knowledge of computer or the Internet (approximately 30%) is not highly used; FC still can be used in some contexts,

especially, in some private English schools in the capital city. Most of students play Facebook in which FC can be embedded.

Even though, FC provides benefits in teaching-learning English, there is no research study related to FC by using videos to improve listening comprehension in Cambodia contexts. Therefore, to address this gap, the present study will explore whether or not FC improves Cambodian learners' English listening comprehension.

### **2.5.2 Flipped Classroom Model**

With views of FC, learner-centered and collaborative learning models are highly promoted. Teacher can help students when and which points they need help (Bergmann & Sams, 2012). Table 3 shows comparison class time in traditional classroom versus FC designed by Bergmann and Sams in academic year 2007-2008 (Bergmann & Sams, 2012). Both classes are about 90 minutes. In the warm-up stage, in both classes, teacher spends 5 minutes before going to main activities. In traditional classroom, after warm-up stage, teacher discusses previous night's homework for 20 minutes, while in FC, there is Q&A for 10 minutes on new contents of video lecture which teacher posted online and the students preview at home. If they have problems related to lesson, they discuss problem with teacher or their peers. It shows that students have already had concepts and understood some parts in the video lecture. During 15 minutes, students in FC are involved with new contents of learning. On the other hand, students in tradition classroom spend about 55-65 minute to get through new learning contents in class. Due to the fact, students have more time (75 minutes) to practice, complete their assigned tasks, and lab activities comparing to students (20-35 minutes) in traditional classroom.

**Table 2.2: Comparing Class Time in Traditional Classroom and Flipped Classroom**

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30-45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20-35 min.		

### 2.5.3 Flipped Classroom Design Principles

The principle of FC is under constructivism theory which explains how people acquire knowledge and learn. People construct their knowledge through personal experience, social experience, and socio-linguistic, and reflection of those experiences. Constructivism is not a specific pedagogy; however, Piaget's theory of Constructivist learning has had wide ranging impacts on learning theories and teaching methods in education (Tobin & Tippings, 1993; Duffy & Cunningham, 1996; Gilbert, 2010). Constructivism theory focuses on roles of teacher and learners in classroom context and how learners process new target languages. Particular revolutionary elements of constructivism are roles of teacher, form an-information- deliver to a facilitator or a guide, to help learners to discover meanings that makes senses to them. In constructivism, learners are more responsible for their own learning, and results of learning are from the cognitive process and organizing information within individuals, social aspects and contexts where learners interact with problems. In constructivist concepts, learners learn more when they are actively involved with their learning rather

than passive listeners. Learners create organizing principles that they can take with them to other learning settings. They are also more likely to retain and transfer new knowledge to real life through learning activities in an authentic and real-world context. The classes move from content-driven instruction to constructive learning. According to Tobin and Tippings (1993), FC is an innovative learning approach which explores how learners see problems and imagine their possible paths toward conceptual resolutions. L2 learners have some self-efficacy or ability to see themselves to accomplish their tasks.

With Constructivism theory, learners construct the meanings of what they have learned based on their schema knowledge and experiences. In the present study, learners construct knowledge through writing a summary and a reflection. They watch video, but they have to write a summary based on what they understand. They link each part of the video into a paragraph. Not only writing a summary, but they also have to write a reflection. In this case, learners have to construct meanings by themselves in order to reflect advantages and disadvantages or difficult and easy parts of the video.

#### **2.5.4 Implications of the Constructivist Paradigm for Designing Process**

The implications of constructivism are classified into three major phases of instructional learning-teaching design: analysis, development, and evaluation.

##### **2.5.4.1 Analysis Phase**

In traditional teaching method, teaching-learning instructional designing is based on content, learner, and instructional setting with preparation for intended learning outcomes. With constructivism, instructional content cannot be pre-specified or broken down into component parts. Learning is reflecting and constructing meanings not remembering. Since different learners have different understanding, personal and

social background, designing tasks should provide rich contexts which meanings can be negotiated and the ways of understanding can emerge (Hannafin et al., 1997). In analysis phase, constructivist designers assume that every learner has a unique perspective, and concepts of global 'average' learners are rejected (Bednar et al., 1992). According to Vrasidas (2000), empowering learners to make choices about how and what they would learn by shifting from having all learners learning the same things to allowing different learners learn different things with self-reflective skills.

#### **2.5.4.2 Development Phase**

In traditional instruction, development phase focused on sequences of achieving specified performance objectives. As already mentioned the above, in the constructivist views, contents and objectives cannot be pre-specified. Constructivists tend to create instructional environments to be student-centered, student-directed, collaborative, supported with teacher scaffolding and authentic tasks which based on ideas of situated cognition, cognitive apprenticeship, anchored instruction, and cooperative learning (Jonassen, 1992). Development phase, learning environments emphasize on enhancing communication and access to real-world with multi-perspectives.

#### **2.5.4.3 Evaluation Phase**

In constructivism theory, evaluation emphasizes on thinking process, task performance, learners' responsibilities rather than products of learning. In general, evaluation methods are context-driven as learners assess knowledge construction in real-world contexts that are as rich as those used during instruction (Jonassen, 1992). As there is no absolute way to solve problem, each student's approach is more important than a particular solution. They create possible solutions through their metacognitive

skills and self-reflexive process (Duffy & Jonassen, 1996; Cole, 1992). Learners also have an active and critical role in assessing their own learning by articulating what they have learned and how they have made connections to their previous experiences (Lambert et al., 1995). According to Duffy and Jonassen (1996) and Cole (1992), there is no single evaluation in constructivist theory. Multiple evaluations, examination of portfolios, journals, research reports, artistic presentations, and other idiosyncratic accomplishments, motivate learners to be responsible for their learning and improve self-awareness of learning.

## **2.6 Previous Research Studies on Flipped Classroom in EFL Context**

Numerous research studies on language learning which mostly focus on university level have been conducted by many scholars to improve language learning as follow:

Ahmed (2016) investigated the effects of FC on writing skilling in English as a Foreign Language and Students' attitude towards flipping with 60 students at Qassim University, Qassim, Saudi Arabia. Participants were equally divided into groups: experiment and control group. Pre-test and post-test of writing, questionnaire, and group interview to measure students' attitude towards flipping were used. The results of study showed that experimental group outperformed control group in post-test of EFL writing, and there was a statistically significant difference between mean scores of pre and post.

Chen Hsieh, Wu, and Marek, (2016) evaluated using FC to enhance EFL learning with 48 sophomore English majors, National Central University, Taoyuan City, Taiwan. A mixed research method was employed, using multiple sources of data

collection, including pre- and post-tests on idioms, two questionnaires, class observations, and semi-structured focus-group interviews. Results revealed that theory-based flipped instruction using online written and oral interaction not only enhanced participants' motivation, making them more active in class, and flipped learning was successful in achieving instructional goals of class.

Farah (2014) examined on impacts of using FC instruction on English writing performance of 47 twelfth grade female Students in Applied Technology High School (ATHS), Abu Dhabi, United Arab Emirates (UAE) in order to measure whether there were any significant differences in writing attainment of students who learned through FC instruction method and those who learned “traditionally” and identify female students' perception of flipped instruction in an ESL writing setting. During experiment, both experiment and control group completed a pre-test and post-test, followed by a questionnaire of students' attitudes towards flipped instruction. Findings revealed statistically significant differences between mean scores in favor of students in the experimental group, and writing was improved after teaching with flipped instruction method with mean score (6.341 Vs. 5.3). Base on questionnaire, students' attitudes towards flipped instruction proved to be equally favorable.

Hao (2016) studied on effects of personal characteristics on their readiness levels to flipped learning with 387 middle school students in foreign language classrooms, Taiwan. These personal characteristics included gender, availability of outside-school support and resources, foreign language beliefs, perceptions of their English teachers, and how they use the Internet. Through factor analysis, flipped learning readiness consists of five dimensions: learner control and self-directed learning, technology self-efficacy, motivation for learning, in-class communication

self-efficacy, and doing previews. With the results of surveys, it was found that personal characteristics and individual circumstances, including language beliefs, student perceptions of teacher characteristics, availability of outside-school support and resources, learning performance, study time and net-surfing time, can make a difference to levels of the readiness dimensions.

Hung (2015) investigated possible impacts of flipping the classroom on English language learners' academic performance, learning attitudes, and participation levels with 75 students who took a communicative English course in department of English at National Kaohsiung First University of Science and Technology, Kaohsiung, Taiwan. Participant were categorized in to three group, flipped group, semi-flipped group, and non-flipped group. Vocabulary quizzes, multiple-choice questions, oral presentation or writing performance, questionnaire, and semi-structure interview were analyzed. Results indicated that structured (79.29%) and semi-structured flip (77.0%1) lessons were more effective instructional designs than non-flip lessons (74.12%). Over 80% of participants from both structured and semi-structured FC reported that they spent relatively more time and effort on this course than more traditionally structured courses, because the instructional design prompted them to preview learning materials for better in-class participation, and made it easier for them to review lessons if they wanted.

Missildine et al., (2013) investigated effects of FC and innovative learning activities on academic success and satisfaction of nursing students with 589 students at University of Texas, USA by using FC approach in three different semesters: lecture only (LO) (fall 2009), lecture plus lecture capture backup (LLC) (spring 2010), and lecture capture plus innovation (LCI) (fall 2010) in which there were no classroom

lectures. Study compared examination scores of students, and a 16-item-questionnaire was applied in each semester. Average examination scores were significantly higher for students in LCI group ( $M = 81.89$ ,  $SD = 5.02$ ) than students in both LLC group ( $M = 80.70$ ,  $SD = 4.25$ ,  $p = 0.003$ ) and LO group ( $M = 79.79$ ,  $SD = 4.51$ ,  $p < 0.001$ ). Questionnaire was completed by 445 students. FC approach of lecture capture with innovative classroom activities improved their learning but not necessarily improved student satisfaction.

Olitsky and Cosgrove (2016) compared flipped classroom to non-flipped classroom at university level. Non-flipped classroom, recorded lectures were not available, but homework was assigned online with 240 students at University of Massachusetts Dartmouth, the United States. Pre-test and post-test with 25 questions were administered and compared. Students in both groups improved their performance. On average, students in the flipped classroom improved their performance by 6.1% more than non-flipped classroom. There was little significant effect by using flipped classroom method. However, Olitsky and Cosgrove (2016) suggested to use flipped classroom because students are more self-directed, self-discipline, and independent.

Sung (2015) conducted a research study on a flipped classroom in an EFL content course with 12 college student who were enrolled and completed all course requirements in an elective course at a university located in Seoul, Korea. Based on data collection of a five-Likert questionnaire with one open-ended, results showed that students viewed flipped learning positively despite initial difficulties of adjusting themselves to it. They also viewed that flipped teaching can be a good momentum for change in current ELT despite limitations such as test-oriented teaching practices,

learner difference in prior learning experiences and in their English proficiency levels, preparation time and efforts needed for teachers, and lack of institutional support.

Even though there were many research studies on FC and EFL learning, most of research studies paid attention on using FC to improve STEM classroom (Science, Technology, Engineering, and Mathematics). There is almost no research study conducted in Cambodia contexts related to whether or not FC enhances listening comprehension. Therefore, to address this gap, the present study's purposes are to investigate effectiveness of using FC in improving English learners' listening comprehension and learners' opinions on using flipped classroom whether or not it improves their listening comprehension.

## **2.7 Summary**

This chapter presented reviews of literature of FC which were related to the present study. It discussed theoretical foundations of listening comprehension in EFL contexts, followed by theoretical background of EFL learning, technology-enhanced language learning (TELL), Facebook, and flipped classroom. This chapter was ended by Previous Research Studies on FC in EFL Context. In the next chapter, specific plan of procedure, an overview of research methodology of the present study, participants, design of study, research instruments, data collection, and data analysis will be presented respectively.

## **CHAPTER 3**

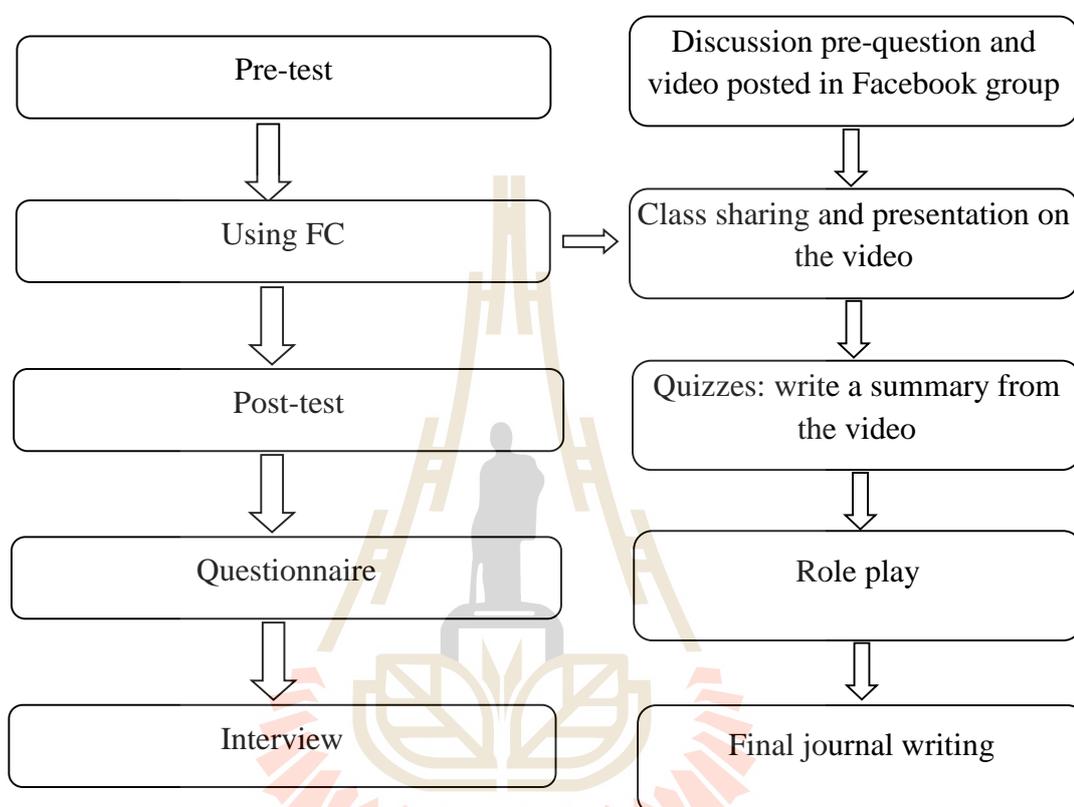
### **RESEARCH METHODOLOGY**

This chapter provides the specific plan of procedure and an overview of research methodology of the present study. It discusses participants, design of study, research instruments, construction and effectiveness of instrument, data collection, and data analysis, respectively.

#### **3.1 Design of Study**

The participants were assumed to be homogeneous groups since all students were required to take a placement test before they attended in level 4 in the program. The experiment was scheduled for four weeks with eight lessons. During learning procedure, the participants started with discussion pre-questions and videos post in Facebook group, followed by group discussion, class sharing, writing a summary, role plays, and finally writing a reflection. Pre-test was administered in the first week while post-test was handed in the fourth week. They were encouraged to provide their reflections, including: specific ideas about the materials covered in the class or the overall reflection on the lessons or videos. The students were also introduced to keep all study materials as portfolio for recording their learning process. In addition, a Facebook group was also set up for sharing information and uploading some learning materials and videos. Reflective journals, quizzes, and tests were assigned during these four weeks. Each week, there were three hours of teaching with FC. The learners were

asked to write reflections a week on what they had learned or thought about videos. After the experiment, the participants were asked to complete the questionnaire and interviewed on their opinions on FC.

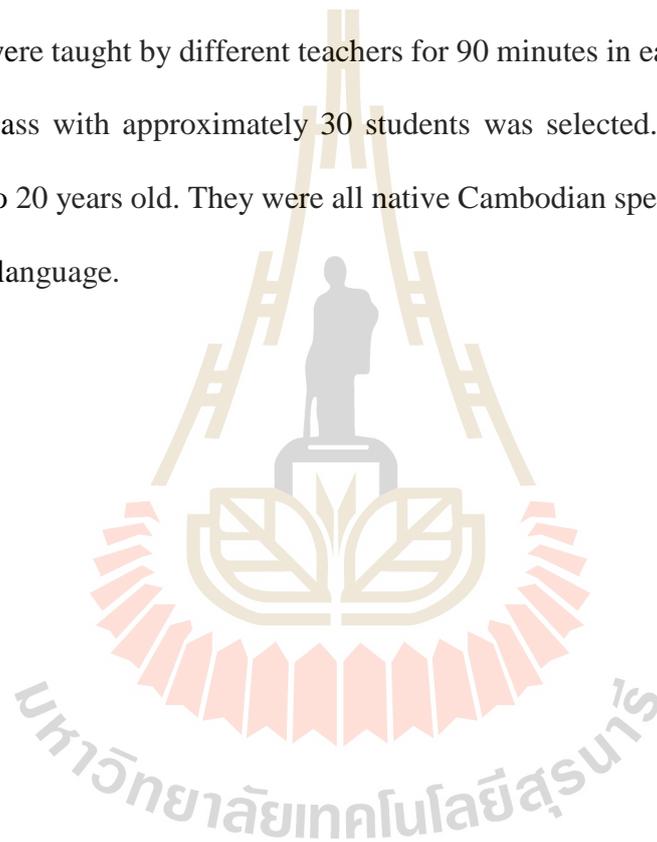


**Figure 3.1: Research Procedure**

### 3.2 Participants

The students who studied English in Intensive English for Academic Purposes (IEAP) Program in 2016, Institute of Foreign Language (IFL), PUC, Phnom Penh, Cambodia, were selected in the present study. IEAP was a pre-university language training program for who intended to pursue their study into academic program at PUC. There were five levels in the IEAP program. Level 4 was the final level of the program which was equivalent to advanced level (see the Table 3.1). IEAP program required the

students to study 3 hours of intensive English language per day, 5 days per week for a 12-week term, a total of one hundred and eighty hours per level. Three hours per day were split into two lesson periods. In one lesson, the students learned a four-skill course (New Interchange Textbook) and in another lesson, they focused on improving their skills in specific areas included speaking, grammar, pronunciation/listening, writing, reading, and workbook, and academic writing (Academic Writing Textbook). These two classes were taught by different teachers for 90 minutes in each day. In the present study, one class with approximately 30 students was selected. Their age-range was between 17 to 20 years old. They were all native Cambodian speakers and English was their foreign language.



**Table 3.1: Level of Intensive English for Academic Purposes (IEAP), General English as a Second Language Program (GESL), and English Proficiency's Levels, PUC**

Intensive English for Academic Purposes (IEAP)	General English as a Second Language Program (GESL)	English Proficiency's Levels
EFAP (English Foundation for Academic Purposes)	Level 1	Beginner
	Level 2	
	Level 3	Elementary
Level 4		
Level 1	Level 5	Pre-Intermediate
	Level 6	
	Level 7	
Level 2	Level 8	Intermediate
	Level 9	
Level 3	Level 10	Upper-Intermediate
	Level 11	
Level 4	Level 12	Advanced

There were several reasons the researcher of the present study select advanced students as the research sample. First, level 4, as advanced level, was the final level in IEAP program. The students who studied in this program intend to pursue their study in academic program (BA), for it was the regulation of university which required all the

students to pass this level. Second, in the academic program at PUC, English was used as medium instruction by both national and international lecturers. The lecturers gave handouts and explained the lessons in all courses in English, so listening comprehension was one of the most important skills to get comprehensible inputs to achieve the academic purposes. Third, it was assumed that those students realized how important of listening comprehension in order to get success in their learning was. Finally, they were more mature comparing to the other lower levels. Based on their maturity, they might have been the independent learners and had their own learning styles and passion to improve their English proficiency.

### **3.3 Research Instruments**

For the past few decades, many researchers have used a variety of approaches for investigating whether or not FC was able to improve EFL or ESL learners' listening comprehension. Some research on listening comprehension improvement had relied mostly on tests of the individual learners and the learners' self-reports. The self-reports could be done through retrospective interviews, written questionnaires, written diaries or journals, and think-aloud protocols concurrent with learning tasks. However, in order to investigate the listening comprehension improvement by using FC to teach Cambodian learners who studied English in IEAP Program, IFL, PUC, FC lesson plans, FC lessons, a pre-test, a post-test, written questionnaire, and semi-structure interview were employed in the present study.

#### **3.3.1 Flipped Classroom Lesson Plans**

The FC lesson plans were designed by the researcher who followed steps of construction and evaluation of its efficiency. It indicated the objectives of teaching,

learning activities, assessment, and interactive pattern of FC instruction. There were eight lesson plans designed for experimental study.

### **3.3.2 Flipped Classroom Lessons**

The FC was a teaching method which used the Internet technology and face-to-face teaching to teach the students. The purpose of FC was to improve the EFL learners' listening comprehension by providing online learning materials to the students, and they previewed videos outside the class and discussed the problems inside the class. Learning through FC, many online videos related to learning contexts, and learning tasks, activities, and quizzes were constructed based on the contents in the videos. Learning tasks, activities, and quizzes were posted in the Facebook group, and the students were able to comment and chat via Facebook. The students learned both inside and outside classroom. The main study was for four weeks which focused on eight lessons.

### **3.3.3 Pre-test and Post-test**

Post-test and Pre-test were used to collect data in order to indicate the effectiveness of FC in enhancing Cambodian pre-university students' English listening comprehension. Both post-test and pre-test were about writing summaries from the videos. Since the objectives of the present study focused on the improvement of macro skills of listening comprehension which required the students to listen and watch the video for the main ideas and overall meanings. Writing a summary, the learners had to listen extensive in order to understand overall concept the spoken language. Then they used their own schema knowledge to write a summary.

### **3.3.4 Questionnaire**

The questionnaire on learners' opinions on using FC to improve listening comprehension was used as one of the main instruments for collecting data. The questionnaire consisted of two parts. The first part was related to students' profile and the second part was about the students' opinions on FC with listening comprehension. The format of the second was a five-point Likert scale ranged from 1 to 5 (1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree). There were totally 20 items in the second. All the items on the questionnaire were translated into Cambodian language in order to avoid confusion among Cambodian learners. There were various reasons that written questionnaire was chosen as the research instruments of this study. First of all, students were asked to rate on what they had thought related to FC whether or not it improved their listening comprehension. Second, for a large numbers of students, questionnaire could be used extensively to collect data. Third, questionnaire was the easiest way to collect data about students' opinions on FC and listening comprehension. To ensure parallelism with English version of the instrument, the translation was verified by a professional translator. The questionnaire was examined by the experts for index of item objective congruence (IOC) analysis and tried out by the students who were not from the class of the experiment.

### **3.3.5 Semi-Structured Interview**

Data from one source was sometimes not adequate to draw good conclusion to the findings. A triangulation process should have been applied by using more instruments such as interview to collect data. The interviewing consisted of nine guided questions which aimed to elicit the interviewees' more information about the FC improves listening comprehension. The interviewing was flexible based on the response

of the participants. The interviewer also clarified the questions if necessary, asking follow-up questions, and commenting on the participants' responses. The questions were examined by the experts for index of item objective congruence (IOC) analysis.

### **3.4 Construction and Effectiveness of the Instruments**

The instruments, FC lessons, the FC lesson plans, a pre-test, a post-test, written questionnaire, semi-structure interview, were differently constructed.

#### **3.4.1 Construction Procedures of Flipped Classroom Lesson Plans**

The lesson plans was constructed by the researcher. The procedures of designing lesson plans were as follows:

1. The researcher studied the syllabus currently used in IEAP level 4 at PUC.
2. The researcher constructed lesson plans based on the course syllabus.
3. The lesson plans were examined and revised by the experts in the field of English language teaching.
4. The lesson plans were regarded as guidance to the teaching of IEAP level 4 by using the FC.

#### **3.4.2 Construction Procedures of Flipped Classroom Lessons**

FC lessons were used to teach the students in the experimental class after pre-test. Learning tasks, activities, quizzes were uploaded into Facebook group. The development of FC lessons was illustrated. The procedures of designing FC lessons, the researcher did as follows:

1. Review paper related to FC and study course syllabus of IEAP level 4 at PUC.

2. Study on how to download any available learning materials on YouTube or the other websites and embed the links or upload the learning materials on social network (Facebook).
3. Design exercises and quizzes for teaching-learning of listening comprehension.
4. Use Facebook as medium to upload the learning materials, learning tasks, and online discussion.

### **3.4.3 Testing of Pre-test and Post-test**

Pre-test and post-test which were about summary writing were constructed by the researcher. Both tests were evaluated by a native speaker and an experienced teacher for reliability of the test, and it was used to estimate how much longer the test should have been. The development of pre-test and post-test was conducted as followed:

1. The researcher downloads American English Spoken videos which were similar to the context of the textbook. The videos were evaluated by two experienced teacher who have been teaching at PUC at least for 5 years. They watched the video and summarize on the paper. Both of them stated that the videos were suitable for the students' level.
2. The researcher set the testing objectives focused on macro skills of listening.
3. The researcher designed tests with summary writing.
4. The tests were modified and revised based on suggestions from the experts.

### **3.4.4 Scoring Rubric**

A writing scoring rubric, created by the researcher, was designed particularly for the present study. In the present study, the scoring rubric was adapted from Person Test of English Academic (PTE Academic) and categorized English proficiency level from beginner to advanced level. All levels of PTE are recognized globally and are

accepted by universities, employers and national education authorities in many countries as evidence of a required level of English. PTE's scoring rubric was used to measure formal academic English language proficiency for admission purposes.

To evaluate listening comprehension, PTE's listening with scoring rubric marked on 7 different categories: *content, form, development, structure, and coherence, grammar, general linguistic range, vocabulary range, and spelling*. Each category presents a separated aspect or writing quality (See detail in APPENDIX J). The maximum scores are 15 while minimum score is 0 (De Jong & Zheng, 2011).

#### **3.4.5 Training for Inter-Rater Reliability**

Both post-test and pre-test items were written in English and designed by the researcher. In order to ensure the reliability, the rubric was evaluated by two raters who had experiences in teaching English in IEAP program, PUC. One of them is an English native speaker from USA, and another one is Cambodian English teacher who has been teaching English at PUC for over 5 years. Before evaluating, the raters read the scoring rubric. Then raters were asked to watch English video and do the pre-test and post-test in order to identify whether or not the tests and rating criteria of each category were proper and match to the learners' English proficiency. The rating criteria of each category were negotiated between the two raters and the researcher and then some unclear points were clarified. Secondly, the inter-rater training started with scoring of pre-test and post-test. Here the proposed scoring rubrics were used then the researcher compared the results from the two raters to reach an overall agreement on the rating criteria. The statistical calculation for the percentage of agreement was the simplest and most common method of reporting inter-rater reliability. Holsti's (1969, cited in Somdee, 2012) coefficient of reliability (C.R.) indicated the number of agreements per

total number of coding decisions. It provided a formula for calculating the percentage agreement as follows:

$$\text{C. R.} = \frac{2m}{n_1 + n_2}$$

- 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

When the C.R. value is above 0.75, it indicates excellent agreement between the two raters. On the contrary, if the value is less than 0.75, it means low reliability. The two raters needed to discuss and reach agreement where any differences occurred. In this way, a satisfactory inter-rater agreement was reached. Based on the data analysis, C.R. = 0.89. Scoring rubric was satisfied, while some criteria needed to be revised and changed due to the two raters' suggestions.

#### **3.4.5.1 Testing of the Questionnaire**

The questionnaire was developed by the researcher to examine the opinions of participants on learning English listening through FC. It consisted two parts. The first part was the participants' profile. The second part was about the participants' opinions on using FC to improve listen comprehension with a five-point Likert scale ranged from "Strongly Disagree" to "Strongly Agree". The questionnaire was designed as the following procedure:

1. All the items were examined by three experts for index of item objective congruence (IOC) analysis. The value of the IOC 0.5-1.0 was valid.
2. According to experts' IOC evaluation, the research modified the items for which the value of IOC was between 0.5-1.0 ( $0.5 \leq \text{IOC} < 1.0$ ) and the items for which the value of IOC less than 0.5 ( $\text{IOC} < 0.5$ ) were deleted.
3. The formula for analyzing index of item objective congruence (IOC) of questionnaire was.

$$\text{IOC} = \frac{\sum R}{N} \times 100$$

4. The reliability coefficient value calculated was 85.71.
5. After modifying, the questionnaire was tried out with thirty students who were not the participants in the present study.

#### **3.4.5.2 Results of the Index of Item Objective Congruence of Questionnaire**

The questionnaire consisted two parts. The first part focused on participants' profile, while the second part was about the participants' opinions on FC and listening comprehension with a five-point Likert scale ranged from "Strongly Disagree" to "Strongly Agree". Before implementing the questionnaire in the present study, it was examined by three experts for index of item objective congruence.

The results show that questionnaire could be used to evaluate learners' opinions on using FC with  $\text{IOC} = 70.67$  and most of the items were related to objectives

of the present study. However, according to the three experts, some items in the questionnaire were revised and worded, for example, item number 3, 4, 13, 14, 15, 23, 24, and 25. Some items needed to be deleted such item number 6, 7, 12, 21, and 22. Therefore, there were only 20 items on the questionnaire which was used to collect data in present study.

### 3.4.5.3 Testing of the Interview Questions

Semi-structured interviews were used to triangulate the data on the opinions of participants and to elicit more information related to FC, language learning, and listening comprehension. The guided questions were designed by the researcher.

The questions were constructed as the following:

1. All the questions were examined by three experts for index of item objective congruence (IOC) analysis. The value of the IOC 0.5-1.0 was valid.
2. According to experts' IOC evaluation, the researcher modified the questions for which the value of IOC was between 0.5-1.0 ( $0.5 \geq \text{IOC} < 1.0$ ) and the questions which the value of IOC less than 0.5 ( $\text{IOC} < 0.5$ ) were deleted.
3. The formula for analyzing index of item objective congruence (IOC) of semi-structure interview was.

$$\text{IOC} = \frac{\sum R}{N} \times 100$$

4. The reliability coefficient value calculated was 85.71.

5. After revising, the guided questions were tried out with three students who were not the participants in the present study to ensure their effectiveness.
6. Three students were interviewed as the try-out phase in order 1) to see whether the interview questions could be properly used for the present study; 2) to see whether there was anything wrong with the question items and there was technical problems which might have occurred in the actual data collection process; and 3) to ensure the interview would be effective and serve the objectives of the research (Tian, 2012). Students' responses showed that all interview guided questions could work proper and effective to serve the research purpose.

#### **3.4.5.4 Results of the Index of Item Objective Congruence of Semi-Structured Interview**

The Semi-structured interview consisted nine questions. Before implementing the Semi-structured interview in the present study, it was examined by three experts for index of item objective congruence.

The results showed that the semi-structured interview could be used to evaluate learners' opinions on using FC to improve listening comprehension with IOC = 85.71. Most of the items were related to objectives of the present study. However, according to the three experts, some items on the semi-structured interview were changed, for example, item number 5 and 8. Therefore, there were 9 items on the semi-structured interview which used to collect data in present study.

### 3.5 Data Collection

The data collection was conducted with helps of the head of IIFL, PUC, staffs, English teachers, and students who had been studying in PUC. There were four weeks in order to collect data. The data collection was divided into two stages, namely, 1) data from the evaluation of the experts and FC lessons before implementing them in the main study. 2) The data from pre-test, post-test, questionnaire and semi-structure interview. In the first stage, an evaluation form of FC was sent to the experts to examine and evaluate. FC was revised and improved after the experts' evaluation and suggestions. In the second stage, pre-test, post-test, questionnaire, and semi-structured interviews were used to collect data in the present study. The pre-test was applied in the first week of the term to evaluate participants' English proficiency level. After studying with FC, post-test was handed to all the participants to find out whether or not there were any significant differences before and after learning with FC. The format of pre-test and post-test was similar which focused on summary writing. Post-test was assigned in the fourth week. Pre-test and post-test scores were not included in assessment for the students' final grades. The scores were used only for the purposes of the present study.

The questionnaire and semi-structured interviews were employed to collect data of the participants' opinions on using FC to improve listening comprehension. After expressing opinions on the questionnaire, fifteen students were selected from different English proficiency levels from the experimental class for interviewing. According to O'malley & Chamot (1990), interview was conducted with the group of three or five students. In present study, small-group interview, including five interviewees, were used. All interviews were recorded and transcribed for data analysis. Cambodian

language, the respondents' native language, was employed for both questionnaire and interview for clarity of understanding and convenience. The procedure of collecting data from questionnaire as following:

1. The participants were informed that their response was confidential, and there was no right or wrong answers to respond to the questionnaire.
2. The participants were able to ask questions when they did not understand each item.
3. The participants were told that the answers in the questionnaire had no effects on their final grades, and their honest responses were important.
4. Before the questionnaire was administered, the participants were explained on how to respond to items.

### **3.6 Data Analysis**

Both quantitative and qualitative methods were used to analyze data in the present study. The data obtained from the questionnaire, scores of pre-test and post-test were applied for quantitative analysis, while data from semi-structure interviews were analyzed qualitatively.

#### **3.6.1 Quantitative Analysis**

The present study utilized Statistical Package for the Social Science (SSPS) 19.0 to examine the effectiveness of FC in enhancing Cambodian pre-university students' English listening comprehension and to explore the students' opinions on using FC to enhance English listening comprehension. Paired-Samples T-Test with significant level 0.05 was used in order to examine the effectiveness of FC in enhancing English

listening comprehension. To investigate the students' opinions on using FC to enhance English listening comprehension, descriptive statistics was used.

### **3.6.2 Qualitative Analysis**

Interview data was analyzed and described in qualitative way. The interviewing consisted of nine guided questions which aimed to elicit the interviewees' more information about using FC to improve listening comprehension. For better understanding, the interview was conducted in Cambodian, the native language of the students and the researcher as well. The participants were asked to reflect on using FC and how listening comprehension were improved after studying. The interview was flexible based on responses of participants. The interviewer was able to clarified the questions if necessary, asking follow-up questions, and commenting on the participants' responses. Small-group interview, including five interviewees, were used in present study. All interviews were recorded, transcribed, and categorized by each guided questions.

### **3.7 Summary**

In conclusion, this chapter presented the research methodology used in the present study. It discussed who participants were and how they were selected in this present study. It was followed by design of study, variables, the research instruments, the construction and effectiveness of the instrument, data collection, and data analysis respectively. In the next chapter, results of the data analysis and discussions will be presented.

## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

This chapter presents results and discussion of the study in response to two research questions proposed in Chapter one. It consists of two sections: results and discussion. The first section will present results of data from scores of pre-test and post-test followed by data from the questionnaire and semi-structured interviews. The second section will discuss on research findings. This chapter will organize according to two research questions of the study as follows:

1. How effective is flipped classroom in enhancing Cambodian pre-university students' English listening comprehension?
2. What are the students' opinions on using flipped classroom to enhance English listening comprehension?

#### **4.1 Results**

##### **4.1.1 Results from the Pre-Test and Post-Test**

Pre-test and post-test were used to evaluate learners' English listening proficiency and compare learners' English listening proficiency before and after experiment. Table 4.1 shows the results of learners' English listening proficiency outcomes after they had studied via FC. Based on data analysis in Table 4.1, the average score of pre-test were 9.17 (SD = 4.786), whereas the average score of post-test were 11.07 (SD = 3.648). The findings shows the average score of post-test higher than the

average score of pre-test. Learners' English proficiency was improved after learning via FC.

**Table 4.1: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	9.17	30	4.786	.874
	Post-Test	11.07	30	3.648	.666

In order to investigate whether there was a significant difference between pre-test scores and post-test scores, both the scores of tests were compared by using a paired-samples T-test. The results shows that both pre-test and post-test had significant different ( $P = 0.009$ ,  $P \leq 0.05$ ) (See Table 4.4). Therefore, learners' English listening proficiency was improved by learning via FC. This corresponded to the first research question of the present study "How effective is the flipped classroom in enhancing Cambodian pre-university students' English listening comprehension?"

**Table 4.2: Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post-Test	-1.900	3.699	.675	-3.281	-.519	-2.814	29	.009

**Note:  $P \leq 0.05$**

#### 4.1.2 Results from the Questionnaire

The questionnaire was designed by the researcher to investigate learners' opinion on FC. The first part was related to participants' background, and the second part was about learners' opinions on FC with listening comprehension. Five-point Likert scale ranged from 1 to 5 (1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree) was used in the second part. The results of the analysis were presented in Table 4.3 below.

**Table 4.3: Results of Students' Background**

Number of students	Sex		Age (17-21)	Purposes of Study		Year of Study
	M	F		Bachelor Degree	Communication	
30	16	14	19.67	20	10	2.93

Table 4.3 shows background of learners in the first section of questionnaire. There were thirty participants in the present study. There were 16 (53%) male students, while female students were 14 (47%). Their ages ranged from 17-21. Most learners (67%) who studied English in IEAP program intend to pursue bachelor degree after they completed IEAP level 4. The average year of their learning was approximately 3 years at PUC (See detail in APPENDIX I).

The second part on questionnaire focused on the participants' opinions on FC whether or not it improved learners' listening comprehension.

**Table 4.4: Results of Students' Opinions on Flipped Classroom**

No.	Statement	N	X	SD
1	Learning English via FC, I am able to learn outside the classroom and solve the problems myself.	30	3.50	0.731
2	Learning English via FC, I have opportunities to control my own learning.	30	3.60	0.621
3	Learning English via FC, I am more self-directed.	30	3.50	0.509
4	Learning English via FC, I can study at my own pace due to availability and accessibility of all necessary online resources.	30	3.53	0.629
5	Learning English via FC encourages me to work with my classmates due to mutual projects and group work.	30	3.73	0.521
6	Learning English FC, I contact with my teacher more often even outside the classroom.	30	3.50	0.630

No.	Statement	N	X	SD
7	Learning English via FC helps group learning or group discussion both online and offline.	30	3.47	0.571
8	Learning English via FC, I receive academic information from teacher faster.	30	3.67	0.547
9	Learning English via FC, I can distribute knowledge to classmates more quickly and effectively.	30	3.57	0.504
10	FC provides plenty online learning materials.	30	3.50	0.731
11	FC is suitable for student-centered learning.	30	3.60	0.563
12	FC is suitable for learning English for pre-university level.	30	3.47	0.681
13	Learning via FC helps me to infer the situation and events by using the real world knowledge.	30	3.50	0.572
14	Learning via FC helps me to summarize of some events.	30	3.67	0.479

No.	Statement	N	X	SD
15	Learning via FC helps me to reflect of some events.	30	3.43	0.679
16	Learning via FC, I am able to guess the meaning of the words from the contexts.	30	3.40	0.621
17	Learning via FC, I am able to understand the meanings of the target language.	30	3.73	0.450
18	Frequently watching English video via FC, I am able to develop my listening skills.	30	3.90	0.403
19	Visual aids (pictures in the video) via FC help me to understand more what the spoken text in video is.	30	3.93	0.365
20	I prefer learning English via FC to improve my listening comprehension.	30	3.93	0.254
Total		30	3.61	0.550

Table 4.4 shows that learners had positive views on FC. The highest mean score was 3.93, whereas the lowest mean scores was 3.40. The first three highest frequency statements were: 1) *Visual aids (pictures in the video) via FC help me to understand more what the spoken text in video was* ( $X = 3.93$ ,  $SD = 0.365$ ); 2) *I prefer learning English via FC to improve my listening comprehension* ( $X=3.93$ ,  $SD= 0.254$ ); 3)

*Frequently watching English video via FC, I am able to develop my listening skills* ( $X = 3.90$ ,  $SD = 0.403$ ). However the three lowest frequency statements were: 1) *Learning via FC, I am able to guess meanings of words from contexts* ( $X = 3.40$ ,  $SD = 0.621$ ); 2) *Learning via FC helps me to reflect of some events* ( $X = 3.43$ ,  $SD = 0.679$ ); 3) *FC is suitable for learning English for pre-university level* ( $X = 3.47$ ,  $SD = 0.681$ ). Total mean scores of questionnaire was  $X = 3.61$  with  $SD = 0.550$ . This value indicated that learners had positive pinions on FC. This result corresponded to the second question of the present study “*What are the students' opinions on using FC to enhance English listening comprehension?*”

#### **4.1.3 Results of Semi-structured Interviews**

Fifteen participants with three different English proficiency levels were interviewed after doing questionnaire. Three different English proficiency levels were high (grade A & B), medium (grade C) and low (D & E). The criteria of English proficiency levels were based on their grades in the previous level. Semi-structured interviews with three small groups, five participants per group, were employed for 15-20 minutes. Each learner was asked questions to get in-depth information. For better understanding and convenience, interviews were conducted in Cambodian, native language of learner. All the interviews were recorded and transcribed for data analysis. The results of semi-structured interview also corresponded to the second question of the present study “*What are the students' opinions on FC to enhance English listening comprehension?*” Most of students had positive views on FC. The results of the interviews were as follow (See detail in APPENDIX F):

1. All the participants were asked how FC helped them to contact their teacher more often. Ten students responded that they contacted their peers more often by using

Messenger and comments, or posting in Facebook. For examples, *I posted a question on Facebook group page and tagged my teacher, so my classmates and my teacher easily saw the question and replied me.* Three students said it was true that they contact their friends more often, but they rarely contacted their teacher through Facebook. For example, *I never contacted my teacher on Facebook because I was afraid he asked me some my questions back.* Two Students said they did not contact any friend or teacher outside the class, but they asked their friends and my teacher in the class. For example, *I did not like using Facebook to get involved with learning. Facebook was for entertaining.*

2. When they were asked how learning English via FC helped them to summarize and reflect the spoken text in the video. Thirteen students said the videos helped them to summarize and reflect what they had watched. For examples, *S1: I sometimes did not understand the sentences spoken by the speaker, but the pictures and real situations helped me to remember some parts in the video, so I could write summary or reflection. S2: I watched each video only two times, I did not know what the speaker said, so pictures helped me to remember what had happened in the video then I used my own words to write a summary and reflection.* Two students slightly agreed that FC helped them to write a summary or reflection. For examples, *S1: I slightly agreed that learning via FC helped me write a summary or reflection. Sometimes, I understood what the video was about, but I did not know how to write. S2: Picture enhanced my understanding, but sentence structures and vocabulary were more important in terms of writing.*

3. When they were asked whether or not FC helped them to guess the meanings of the words based on the context. Only one study responded FC did not help him to

guess the meanings of words. For example, *I did not think I guessed some individual words by watching video, yet I understood the meanings of the whole sentences based on pictures, body languages, and contexts occurred in the videos.* Fourteen students thought that learning via FC by watching English videos helped me to guess the meanings of some words. For examples, *S1: Some words I had never faced, but I could understand the sentences by guessing some word from context and speakers' gestures. S2: It was true that I understood some words based on the contexts in the video. For example, I did not know what "prank call" meant, but after people called other and made different voice, I realized what "prank call" referred to.*

4. Regarding to using FC to improve listening comprehension, some of them agreed that learning English via FC improve listening comprehension. For example, *S1: FC helped me improve my listening skill because my teacher had posted video on materials so I could review any time I would like. Before learning with FC, I did not know how to find listening files which matched to my level. S2: I did. I had more learning materials, especially, listening materials. My teacher linked videos from YouTube, so I could find the other interesting videos to watch. I could learn independently. I was able to search English videos to improve my listening based on my preferences. S3: My teacher was able to assign English test even after class, so we were able to watch videos and learn outside the class.* On the other hand, several students thought that FC did not only improve their listening skills, but also other skills. For examples, *FC did not only improve my listening skill, but it also improved my writing skill because after I watched videos, I had to write summary and reflection.*

5. Relating to how FC improved their listening comprehension, eleven students responded that FC improved their listening comprehension. For example: *S1: I listened*

*extensively and I used my own words to write a summary. If I did not understand from listening and watching, I would not be able to write a summary or reflection. Four students answered that FC did not improve their listening comprehension, but it helped them improve their overall language learning. For example, S1: I searched learning materials in advance; for example, I was going to study "Future Perfect" tomorrow. I searched "Future Perfect" on Google or I chatted to my teacher to ask how I could search "Future Perfect" online. S2: I learned how to search learning materials or search some videos related to my lessons.*

6. When the students were asked whether or not learning English via FC was suitable for pre-university students, thirteen students said FC could be applied in any level. For examples, *I thought FC could be applied in any level. However teaching-learning materials should have been based on the students' levels. For IEAP level, FC should have been applied since level 1, so the students were able to improve their listening skills. I thought in PUC, the students (95%) could learn with technology since most of them had smartphone or tablets and they could access internet at home. Two students said that FC should be applied in university level. For example, FC should have been applied for university students who were more independent.*

7. When the students were asked whether or not they liked about FC, eight students said they liked learning via FC. For examples, *S1: I really liked learning English through FC because I was able to contact my friends and teacher immediately on Facebook. My teacher usually replied my message even though it was at night. Whatever I did not understand, I posted on our Facebook page, I got some reply from the classmates. I was able to ask my teacher to do the quizzes on Facebook even though I was absent. S2: I liked to learn English with FC because I liked using technology.*

*Learning with the Internet, social network (Facebook), and posting all learning materials on Facebook were good ideas. The students were able to learn, review, and preview. Once my teacher told me, tomorrow we would have listening quiz by watching the videos he link on YouTube, I previewed some videos. Therefore in the class, I felt more confident to do the quiz. Four students either liked or disliked. For example, S1: I thought learning with FC had both positive and negative views. Sometimes it wasted time that teacher spend time to connect LCD and his laptop, yet sometimes it did not work, and there was a lot of homework both from the textbook and online materials. However, it was good that we could contact our teacher anytime we did not understand the lessons. S2: Even though I felt more positive to learning English via FC, I had some negative opinions, for example, my teacher posted some of students' names to remind those who did not submit him homework.*

8. When they were asked what they did not like about FC. Three students said that they did not like learning with FC. For example, *S1: I did not usually check Facebook since I had the full-time, so updated information sometimes I got lost. S2: I did not like using Facebook for learning, but I liked to use it for entertaining my personal life. I would like to have private life after class.*

9. When they were asked whether they would like to learn other courses via FC, all of them wanted to study with FC in English or other courses. Three students would like to study mathematic course with FC. For example, *yes, I would. I wanted to study in mathematic course with FC. I thought this course was very difficult. Learning in the class was not enough, so if I had video lectures of solutions, I was be able to review them at home. Hence I more understood. Six students prefer to learn English with FC. For example, yes, I would. Actually, studying English with FC, my English proficiency*

*had been improved. So I would like to study English with FC. Five students want to study computer course with FC. For example, yes, I would. I would like my teacher use FC in computer class since this class was about technology and needs more practice. Therefore if there was any video related to the lesson, the students might have been able to watch and practice when they have problems. One student would like to take marketing course with FC. For example, yes, I would. I would like study marketing course with FC. There were many chapters in textbook, so if I could watch video, I did not have to read.*

## **4.2 Discussion**

The findings of the present study the above indicated that FC improved listening comprehension. According to data from questionnaire, majority of students, and the other independent researchers, FC could be considered as a teaching method in order to improve language learning even listening comprehension. Discussion in response to the research objectives and questions which proposed in Chapter I could be summarized as follows:

1. The effectiveness of FC in enhancing Cambodian pre-university students' English listening skills.
2. Students' opinions on using FC to enhance English listening comprehension.

### **4.2.1 The Effectiveness of FC in Enhancing Cambodian Pre-university Students' English Listening Skills.**

In the present study, the results of pre-test and post-test were used to support the effectiveness of FC in enhancing Cambodian pre-university students' English listening

skills. The findings of pre-test and post showed that FC was one of factors enhanced English listening comprehension in Cambodian context. The results of the present study were similar to other independent researchers who studied on FC and language learning improvement. Hung (2015) who had investigated possible impacts of FC on English language found that average scores of post-test ( $M = 83.31$ ) was higher than average scores of pre-test ( $M = 72.88$ ). Missildine et al., (2013), who studied on effects of FC and innovative learning activities on academic success, found out that students who studied with lecture captures plus innovation of FC ( $M = 81.89$ ) outperformed comparing to those who studied only with lectures only ( $M = 79.79$ ). The results of the present study also paralleled to Ahmed (2016) who investigated the effects of FC on writing skilling in English as a Foreign Language and Students' attitude towards flipping. He found that experimental group's average scores ( $M=20$ ) was higher than the control group's average score ( $M=9.47$ ). Ahmed (2016) conducted a research study related to FC and EFL learning with 60 university students at Qassim University, United Arab Emirates. He found that after learning via FC, overall learning of students was improved. Chen Hsieh, Wu, and Marek, (2016) studied on using flipped classroom to enhance EFL learning with 48 sophomore English majors, Taiwan. They also found that experimental group's results were better than control group. Based on the results of present study and the results from other researchers, FC could be regarded as a good teaching method to teach EFL learners to improve overall skills, especially, listening comprehension.

The findings showed average score of post-test was improved after learners learn English through FC. There were several reasons might account for this

improvement. It might be because learning process was strictly followed constructivism paradigm: analysis phase, development phase, and evaluation phase.

First, the researcher designed tasks based on analysis phase which focused on every learner had unique perspective skills for their learning. Students independently made choices about how and what they would have learned by using their reflective skills (Hannafin et al., 1997; Bednar et al., 1992). In the present study, students used their reflective skills to write a summary or reflection on what they had watched or learned by using their own words and what they understood.

Second, during class, the researcher used development phase. He created instructional student-centered and student-directed environment. With development phase, learning environment emphasized on enhancing communication and access to the real-world with multi-perspectives (Jonassen, 1992). In fact, in the present study, learning process more focused on learner-centered than teacher-learner. With technology, learners were able to search plenty online learning resources, watch English videos on YouTube, and practice some quizzes posted on Facebook page. Learners learned by doing tasks and activities independently. As a result, they became active learners instead of passive. Learners were more responsible for their own learning. They were able to learn both outside and inside classroom. This means that the length of learning was increased, and they more involved in their learning process. In the development phase, the researcher also created interactive and cooperative learning through Facebook and face-to-face in class such as posting status, comments, reply, chat, group chat, voice message, voice call, video call, pair work, group discussion, and role play. Cooperative learning increased interaction between learner-learner and teacher-learner (Panitz, 1999). When learners worked cooperatively, they could

improve their listening comprehension by sharing their knowledge with others. Both inside and outside class, learners were encouraged to provide immediate comments, feedbacks, and replying on Facebook. With teacher and other learners' feedbacks and comments, students were more confident and had ideas to complete their tasks. Siragusa (2000, cited in Tian, 2012) claimed that learners may have been more motivated to succeed in their learning if they were offered regular feedback from their teacher.

Third, learners' listening comprehension had improved might be also the researcher applied evaluation phase which focused on more process more than product of learning (Cole, 1992, Duffy & Jonassen, 1996). Learners created their possible ways to write a summary or a reflection. Learners independently evaluated what they had learned and how they made connections to their experiences through learning with FC. Ur (1984) said authentic listening tasks and activities played very important roles of listening improvement. For example, Listening tasks and activities were mostly related to learners' real world. There was a video which was about how to make a decision on choosing a good university. It was related to learners' lives since after they completed IEAP level 4th, they would pursue their learning at university. With this similarity, learners spotted on what reasons how the speakers made decision. Through FC, learners did not only improve their listening comprehension, but they also learned how to be independent and solve problems. Through this process, students could learn new skills such as summarizing and clarifying, and at the same time their problem-solving ability and listening comprehension were also improved.

In summary, FC promoted learners' English listening comprehension. It also could help EFL learners to be more independent and responsible for their learning. It increased relationship between students-student and teacher-students. It also motivated

EFL learners to be more active and involve in their own learning with autonomous learning and authentic online listening resources.

#### **4.2.2 Students' Opinions on Using FC to Enhance English Listening Comprehension**

Both quantitative and qualitative methods were used to analyze on students' opinions toward FC in the present study. Quantitative was used to analyze data from the questionnaire, while semi-structured interview data was analyzed by qualitative method. The results of questionnaire and semi-structured interviews indicated that students had positive opinions toward FC. Discussion on Students' opinions on using FC to enhance English listening comprehension of the present study would be presented as follows.

Most of students had positive thoughts on FC ( $M = 3.61$ ,  $SD = 0.550$ ). The results of the present study were similar to Ahmed (2016), Farah (2014), Hung (2015), and Sung (2015) who stated that most of students agreed that FC improved language learning. Although the learners strongly agreed that FC provided them opportunities and abundant materials to learn, and their English listening ability was promoted, they felt that learning via FC by watching English videos slightly helped them to understand individual words from contexts ( $M = 3.40$ ,  $SD = 0.621$ ), yet they understood the whole sentences based on pictures and body language of speakers. Learners agreed that although learning by watching English videos improved their listening comprehension ( $M = 3.90$ ,  $SD = 0.403$ ), it did not help them to write a summary or a reflection paper ( $M = 3.43$ ,  $SD = 0.679$ ) since writing a summary or a reflection, sentences structures and fancy words usage were more important. Therefore, even though they understood

what the videos were about, they sometimes could not express what they understood in their own words in their reflection paper.

According to the results of questionnaire and semi-structured interview, learners strongly agreed that learning via FC which used English videos and Facebook as medium helped them to understand meanings of spoken texts. There were some possible reasons which learners' listening comprehension was improved by studying via FC.

First, this might have been due to the fact that watching videos with pictures, body languages, and facial expressions clearly revealed meanings of speaking in contexts to learners. The learners were able to interpret meanings of some sentences by pictures provided. For example, some learners were confusing with a word "Sleepover" and "Oversleep", but with visual aids in the video, they were able to guess meanings of "Sleepover". Furthermore, with FC they independently learned by doing quizzes or tests and watching videos on Facebook.

Second, majority of learners preferred to learn English via FC to improve their listening comprehension ( $X=3.93$ ,  $SD= 0.254$ ). There were many possible reasons which learners preferred to learning English with FC. 1) They were able to learn outside classroom and control learning by watching videos and learning materials on Facebook. 2) They were able to review or rewind learning materials even though they were absent from class. 3) They were more confident in terms of learning and solving practical tasks by independent learning and searching online learning material. 4) They increased self-responsibility, self-learning, self-directing, & self-time managing in order to complete their tasks which the teacher uploaded on Facebook. 5) Learning with FC, learners were able to discuss various important issues in class. For example, learning present perfect

passive voice, they were required to search on present perfect passive voice and submitted it to teacher as homework before explaining in class. With learning both inside and outside class, they understood their lessons and they knew their learning's objectives. Therefore, they strongly preferred to learn English with FC, especially, to improve their listening comprehension.

Third, learners strongly agreed that frequently watching English video via FC, their listening comprehension were improved ( $X = 3.90$ ,  $SD = 0.403$ ). In the present study, listening comprehension focused on three elements of macro skills, for examples, listen to infer situations or events by using real-world knowledge, guessing meanings of words from contexts, and using main concepts to summarize and reflect on videos. The results showed that learners were able to improve their listening skills. The improvement might have been that contexts in video and gestures of speakers helped them to more understand meanings of videos. The other possible reasons that many activities were designed in FC includes discussion pre-questions and videos post in Facebook group, class sharing, role plays, journal writing, videos reflective writing, summary of the videos, pre-test, post-test, questionnaire, and interview. In addition, they were guided to write a summary or a reflection on video. At the end of each class, they described and interpreted what they had accomplished from their listening and watching. They were encouraged to provide their reflection, including: specific ideas about the materials covered in class or overall reflection on lessons or videos.

Even though FC helped learners improve listening comprehension, there was an interesting finding related to using Facebook for academic purposes. One student said he did not want to study English by using Facebook as medium. Facebook should have been used only for entertaining. He used Facebook to contact his friends and family and

post statuses or pictures. It was his private life. In his point of views, making friends with teacher in Facebook meant his let his teacher to invade his private zone.

With this surprised response, teacher must clearly explain reasons of using Facebook in his contexts before implementing it as a teaching tool. On the other hand, if students do not understand purposes of using Facebook for learning, they might not cooperate with teaching then outside class learning will be less effective. In this present study, Facebook provided benefits to learners, yet it does not mean Facebook can be applied in all contexts. Hence, this finding is a key element for the researcher and teacher to consider before making a decision to integrate Facebook into traditional teaching styles.

In short, based on the present study and other research studies, FC might be regarded as an effective and suitable method for promoting students' English listening comprehension. It provided many kinds of authentic materials which were interesting and it motivated students to be more independent and active by searching online sources or immediate contacting their teacher or classmates when they faced problems.

### **4.3 Summary**

This chapter presented results of data from pre-test and post-test followed by data from questionnaire and semi-structured interviews. The second section discussed research findings on the research objectives of the present study. This chapter ended with summary. In next chapter, conclusion and recommendations of the study will be provided.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter discusses the findings of the present study, and then draws a conclusion of the study. It consists of four sections which recap what has been stated in the research study. Then, conclusion and recommendations for further studies are proposed.

#### **5.1 Conclusion**

This study aimed to examine the effectiveness of FC in enhancing Cambodian pre-university students' English listening comprehension and to explore the students' opinions on using FC to enhance English listening comprehension. Thirty students who studied English in IEAP level 4 at PUC in 2016 in Phnom Penh, the capital city of Cambodia, were selected in the present study. Data were collected by using pre-test, post-test questionnaire, and semi-structure interviews.

#### **5.2 The Findings**

The findings of the present study provided useful information to listening teaching and learning in EFL contexts. The data collection from questionnaire, pre-test, and post-test were analyzed quantitatively. On the other hand, semi-structured interview was analyzed qualitatively. The findings showed that

1. FC seemed to help EFL learners to improve English listening comprehension with the average score of pre-test ( $X = 9.17$ ,  $SD = 4.786$ ) and the average score of post-test ( $X = 11.07$ ,  $SD = 3.648$ ). There was significant between pre-test and post-test ( $P = 0.009$ ,  $P \leq 0.05$ ).

2. Based on questionnaire and semi-structured interview, Cambodian learners had positive thoughts on using FC to improve English listening comprehension. Most of them would like to study other courses via FC such as: mathematic, English study, and marketing. However before integrating Facebook into current class, teacher must strongly consider whether or not it can be used in his context.

### **5.3 Limitations of the Study**

Even though the results of the present study revealed that FC could improve students' English listening comprehension, there were some limitations with regarding to interpretation of the results.

First, there were some external effects which could be taken into the study. The study could not guarantee that the effects of listening were only from the experiment with FC. In class, learners also studied with New Interchange textbook which consisted four macro skills: listening, speaking, reading, and writing. The students might have improved listening through learning with New Interchange textbook.

Second, downloading and watching videos from YouTube or Facebook page required high download speed Internet. Some students had problems watching video at home. Even though majority of students could access the Internet at school, one student said in his neighborhood, the Internet speed was slow which sometimes was inconvenient to watch videos online. When the Internet upload speed was quite slow,

students spent much time to reload videos on Facebook page since some videos' size were about 1 Gigabytes (GB). With the Internet, teachers who intentionally use the Internet or Facebook as medium, must conduct a survey and insure that students are able to use the internet at home. Speed of the internet can affects to the results of implement FC into class.

Third, in Cambodia context, most of students were be familiar with FC; or they lacked self-awareness of using the technology to enhance their language learning. Even though these days, using Internet and technology have been increased, learning procedure more focuses on lived lecturing in the class which is less involved with technology.

Fourth, students had some problems on how to write a summary. Even though teacher explained how to summarize, they felt that there were different scenes and contexts in the videos. They did not know how to start the summary and connect to each scene to express their ideas in their writing. Therefore, before designing test or quizzes, teacher must guide and explain clear instruction from the first class.

#### **5.4 Implications of the Present Study**

The implications of results of the present study are as follows:

First, using FC as a tool to teach listening comprehension, lesson plans, instructions, activities or tasks, and teaching materials are very important. A teacher should decide what kinds of listening materials to present and meet students' needs.

Second, people normally use Facebook for entertaining or non-academic purposes. They use Facebook as medium to contact their friends or family members. For students, Facebook is a private zone which is not a learning tool. Some of them do

not want to add their teachers or schools as friends in Facebook. Some of them think adding teachers as Facebook friends is inconvenient when they post or share personal statuses or pictures. Therefore, before using Facebook for teaching, a teacher must clearly explain reasons of using from the beginning of class.

Third, videos should be authentic related to daily life. In some cases, contexts in videos are different from students' contexts. Teacher should synthesize some topics, for example, how to choose a good university to study for the learners who would like to pursue their learning at a university.

Fourth, teacher should link different listening websites and listening exercises on Facebook to encourage students to learn actively. Not only listening websites, but also learning materials, quizzes, or homework should be uploaded on Facebook so that students are able to download and practice for their own purposes.

Fifth, teacher must explain students on how to write a summary and take note important parts of the listening for their summary from the first session so that students are more confident in terms of writing or taking note.

Finally, FC improves relationship, communication, and interaction between teacher-student and student-student through comment, chat, voice chat, and video chat on Facebook. In Facebook, teacher should regard himself as a students' friend to make them feel free to ask questions or contact when they need helps. Good relationship between teacher and student also helps students to have less pressure and more active in class.

## 5.5 Recommendations for Further Research

According to the limitations discussed above, the following suggestions may be taken into consideration for future research.

First, based on the results of the present study, FC improves English listening comprehension. The results of the present study can be useful as an English teaching technique to improve English listening comprehension for EFL learners. It provides concepts of teaching-learning with technology to Cambodian teachers and learners. FC can be applied in both pre-university and university level since now the Internet is available for whole country. Using social network, Facebook, as medium is more convenient for learners because most of young learners are familiar to it. It generally helps learners to be more independent, highly responsible for their own learning, yet it offers other benefits to school or teachers to save costs and time to inform or share learning materials to learners. Moreover, it increases relationship between teacher-student and student-student.

Second, FC should be applied in different contexts, for example, for university level or in ASEAN regions in order to carry out whether or not it is a suitable method for listening comprehension improvement.

Thirds, in the present study, FC which uses Facebook as medium improves only listening comprehension. FC might be useful in terms of teaching speaking skills or other skills. For these reasons, using FC to improve speaking or other skills should be carried out.



## REFERENCES

- Abrams, Z. I. (2002). Surfing to cross-cultural awareness: using Internet-immediate projects to explore cultural stereotypes. *Foreign Language Annals*, 35(2), 141–160.
- Adhikari, V. K., Jain, S., & Zhang, Z. L. (2010, November). YouTube traffic dynamics and its interplay with a tier-1 ISP: an ISP Perspective. In *Proceedings of the 10th ACM SIGCOMM Conference on Internet Measurement* (pp. 431-443). ACM.
- Ahmed, M. A. E. A. S. (2016). The effect of a flipping classroom on writing skill in English as a foreign language and students' attitude toward flipping. *US-China Foreign Language*, 14(2), 98-114.
- Anderson, R., & B. Speck. (2001). Using technology in K-8 literacy classrooms. Upper Saddle River, NJ: Prentice Hall.
- Arguel, A., & Jamet, E. (2009). Using video and static pictures to improve learning of procedural contents. *Computers in Human Behavior*, 25(2), 354-359.
- Bajrami, L. (2015). Teacher's New Role in Language Learning and in Promoting Learner Autonomy. *Procedia-Social and Behavioral Sciences*, 199(1), 423-427.
- Bednar, A. K., Cunningham, D., Duffy, T. M., & Perry, J. D. (1992). Theory into practice: How do we link? In Duffy, T. M. & Jonassen, D. H. (Eds.), *Constructivism and the technology of instruction: a conversation*, Hillsdale: Lawrence Erlbaum Associates, 17-34.

- Belcher, D. D. (1999). Authentic interaction in a virtual classroom: Leveling the playing field in a graduate seminar 1. *Computers and Composition*, 16(2), 253-267.
- Belz, J. (2002). Social dimensions of tele-collaborative foreign language study. *Language Learning and Technology*.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education. United States, Ontario: Kim McGovern.
- Bicen, H., & Cavus, N. (2010). The most preferred social network sites by students. *Procedia Social and Behavioral Sciences*, 2(2), 5864-5869.
- Bishop, J. L., & Verleger, M. A. (2013, June). The flipped classroom: A survey of the research. In *ASEE National Conference Proceedings, Atlanta, Georgia*.
- Bonk, C. J. (2008). YouTube anchors and enders: The use of shared online video content as a macro context for learning. In *American Educational Research Association (AERA) 2008 Annual Meeting, New York, NY*.
- Bosch, T. E. (2009). Using online social networking for teaching and learning: Facebook use at the University of Cape Town. *Communication: South African Journal for Communication Theory and Research*, 35(2), 185-200.
- Brown, D. (2003). *Developing Faculty to use Technology*. United States, Balton, Anker Publishing company.
- Brown, H.D. (1994). *Teaching by principles: An interactive approach to language pedagogy* (2<sup>nd</sup> ed.). New Jersey: Prentice Hall Reg (pp. 233-271).
- Brownell, J. (1986). *Building Active Listening Skills*. United Kingdom, London: Prentice Hall.

- Buke, G. (2001). *Assessing Listening*. United Kingdom, Cambridge: Cambridge University Press.
- Burgess, J., & Green, J. (2009). *YouTube: Online video and participatory culture*. Cambridge, United Kingdom: Polity Press.
- Cabada, R., Estrada, M., Sanchez, L., Sandoval, G., Velazquez, J., & Barrientos, J. (2009). Modeling student's learning styles in web 2.0 learning systems. *World Journal on Educational Technology*, 1(2), 75-88.
- Call, M. E. (1985). Auditory Short-Term Memory, Listening Comprehension, and the Input Hypothesis. *TESOL Quarterly*, 19(4), 765-781.
- Case, C., & D. Truscott (1999). The lure of bells and whistles; choosing the best software to support reading instruction reading and writing quarterly. Overcoming learning difficulties. *Language Learning*, 18, 15-19.
- Cayari, C. (2011). The YouTube effect: How YouTube has provided new ways to consume, create, and share music. *International Journal of Education & the Arts*, 12(6), 1-28.
- Chen Hsieh, J. S., Wu, W. C. V., & Marek, M. W. (2016). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 1(1), 1-25.
- Chikamatsu, N. (2003). The effects of computer use on L2 Japanese writing. *Foreign Language Annals*, 36(1), 114-127.
- Chinn, M. D., & Fairlie, R. W. (2007). The determinants of the global digital divide: a cross-country analysis of computer and internet penetration. *Oxford Economic Papers*, 59(1), 16-44.
- Chou, T. L., & ChanLin, L. J. (2015). Autonomous ESL Learning: "Read & Reflect in English". *Procedia-Social and Behavioral Sciences*, 191(1), 357-360.

- Clayton, S. (2008). The problem of choice and the construction of the demand for English in Cambodia. *Language Policy*, 7(2), 143-164.
- Clayton, T. (2002). Language choice in a nation under transition: The struggle between English and French in Cambodia. *Language Policy*, 1(1), 3-25.
- Cole, P. (1992). Constructivism revisited: A search for common ground. *Educational Technology*, 33 (2), 27-34.
- Correa, T., Hinsley, A. W., & Gil de Zúñiga, H. (2010). Who interacts on the Web? The intersection of users' personality and social media use. *Computers in Human Behavior*, 26, 247-253.
- Crystal, D. (1997). *English as Global Language*. United Kingdom, Cambridge: Cambridge University Press.
- Day, J. A., & Foley, J. D. (2006). Evaluating a web lecture intervention in a human-computer interaction course. *Education, IEEE Transactions on*, 49(4), 420-431.
- De Jong, J. H., & Zheng, Y. (2011). *Research Note: Applying EALTA Guidelines: A Practical case study on Pearson Test of English Academic*. Retrieved on 10<sup>th</sup>, October 2016, from <http://pearsonpte.com>.
- Deeler & Gray (2000). *How to Use the Internet in ELT*. United Kingdom, London: Longman.
- Doherty, R.W., Hilberg, R.S., Pinal, A., & Tharp, R.G. (2003). Five standards and student achievement. *NABE Journal of Research and Practice*, 1(1), 1-24.
- Duffy, T., & Cunningham D. (1996). Constructivism: Implications for the design and delivery of instruction. In Jonassen, D. H. (Ed.), *Handbook of Research for Educational Communications and Technology*, New York: Simon and Schuster, 170-198.

- Ellison, N., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “Friends:” Social capital and college students’ use of online social network sites. *Journal of Computer-Mediated Communication*, 12(4), 1143-1168.
- Evseeva, A., & Solozhenko, A. (2015). Use of Flipped Classroom Technology in Language Learning. *Procedia-Social and Behavioral Sciences*, 206(1), 205-209.
- Farah, M. (2014). The impact of using flipped classroom instruction on the writing performance of twelfth grade female Emirati students in the Applied Technology High School (ATHS). (PhD’s Dissertation, British University in Dubai, Dubai, United Arab Emirates)
- Field, J. (2004). An insight into listeners' problems: too much bottom-up or too much top-down? *System*, 32(3), 363-377.
- Finamore, A., Mellia, M., Munafò, M. M., Torres, R., & Rao, S. G. (2011, November). Youtube everywhere: Impact of device and infrastructure synergies on user experience. In *Proceedings of the 2011 ACM SIGCOMM conference on Internet Measurement Conference* (pp. 345-360).
- Freeman, B., & Chapman, S. (2007). Is “YouTube” telling or selling you something? Tobacco content on the YouTube video-sharing website. *Tobacco Control*, 16(3), 207-210.
- Gay, G. (2002). *Culturally responsive teaching: Theory, research, and practice*. United States, NY: Teachers College Press.
- Gilbert, J. (2010). Constructivism within the second language classroom. *Boison State University*.

- Gilboy, M. B., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. *Journal of Nutrition Education and Behavior*, 47(1), 109-114.
- Gill, P., Arlitt, M., Li, Z., & Mahanti, A. (2007, October). YouTube traffic characterization: A view from the edge. In *Proceedings of the 7th ACM SIGCOMM conference on Internet measurement* (pp. 15-28). ACM.
- Gips, A., DiMattia, P., & Gips, J. (2004) The effect of assistive technology on educational costs: Two case studies", in K. Miesenberger, J. Klaus, W. Zagler, D. Burger (eds.), *Computers Helping People with Special Needs*, Springer, 2004, pp. 206-213.
- Goh, C. (1997). Metacognitive awareness and second language listeners. *ELT Journal*, 51(4), 361-369.
- Goh, C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55-75.
- Golder, S., Wikinson, D., & Huberman, B. (2007). *Rhythms of social interaction: Messaging within a massive online*. United Kingdom, London: Network Inc.
- Gollnick, D. M., & Chinn, P. C. (2002). *Multicultural education in a pluralistic society* (6<sup>th</sup> ed.). United States, New York: Merrill Prentice Hall.
- Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34(2), 165-182.
- Gruba, P., & Sondergaard, H. (2001). A constructivist approach to communication skills instruction in computer science. *Computer Science Education*, 11(3), 203-219.

- Gulec, S., & Durmus, N. (2015). A Study Aiming to Develop Listening Skills of Elementary second Grade Students. *Procedia-Social and Behavioral Sciences*, 191(1), 103-109.
- Hadley, A. O., & Reiken, E. (1993). *Teaching Language in Context, and Teaching Language in Context--Workbook*. Boston, United States: Heinle & Heinle.
- Hannafin, M. J., Hannafin, K. M., Land, S. M., & Oliver, K. (1997). Grounded practice and the design of constructivist learning environments. *Educational Technology Research and Development*, 45 (3), 101-117.
- Hao, Y. (2016). Middle school students' flipped learning readiness in foreign language classrooms: Exploring its relationship with personal characteristics and individual circumstances. *Computers in Human Behavior*, 59(1), 295-303.
- Hendry, G. D. (1996). Constructivism and educational practice. *Australian Journal of Education*, 40(1), 19-45.
- Herreid, C. F., & Schiller, N. A. (2013). Case studies and the flipped classroom. *Journal of College Science Teaching*, 42(5), 62-66.
- Hew, K. F. (2011). Students' and teachers' use of Facebook. *Computers in Human Behavior*, 27(2), 662-676.
- Hingorjo, M. R., & Jaleel, F. (2012). Analysis of one-best MCQs: Tthe difficulty index, discrimination index and distractor efficiency. *Analysis*, 62(2), 142-147.
- Holec. H (1981). *Autonomy in Foreign Language Learning*. Oxford, United Kingdom: Pergamon.
- Hubbard, P. (2008). CALL and the future of language teacher education. *CALICO Journal*, 25(2), 175-188.

- Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81-96.
- Igawa, K. (2008). English language and its education in Cambodia, a country in transition. *Shitennoji University Bulletin*, 46(1), 343-369.
- Indrawati, E. D. (2008, August 1<sup>st</sup>). *Advantages and Disadvantages of CALL (Computer Assisted Language Learning)*. Retrieved on 24<sup>th</sup> September, 2014 from: <http://efidrew.wordpress.com/2008/08/01/assignment-4-article-on-call/>
- Isman, A., Caglar, M., Dabaj, F., Altinay, Z., & Altinay, F. (2004). Attitudes of Students toward Computers. *TOJET: The Turkish Online Journal of Educational Technology*, 3(1).
- Jacobs, G. M., & Farrell, T. S. (2008). Paradigm shift: Understanding and implementing change in second language education. *Gyanodaya: The Journal of Progressive Education*, 1(2), 1-17.
- Jonassen, D. H. (1992). Evaluating Constructivistic Learning. In Duffy, T.M. & Jonassen, D.H. (Eds.), *Constructivism and the Technology of Instruction: A Conversation*. United States, Hillsdale: Lawrence Erlbaum, 137-148.
- Kalanzadeh, G. A., Soleimani, H., & Bakhtiarvand, M. (2014). Exploring the influence of using technology on Iranian EFL students' motivation. *Procedia-Social and Behavioral Sciences*, 98, 814-823.
- Kang, S. H & Dennis, J. R. (1995). The effects of computer-enhanced vocabulary lessons on achievement of ESL grade school children. *Computers in the Schools*, 14, 25-35.
- Keelan, J., Pavri-Garcia, V., Tomlinson, G., & Wilson, K. (2007). YouTube as a source of information on immunization: A content analysis. *Jama*, 298(21), 2481-2484.

- Keengwe, J., Onchwari, G., & Onchwari, J. (2009). Technology and student learning: Toward a learner-centered teaching model. *AACE Journal*, 17(1), 11-22.
- Krajka, J. (2000). Using the internet in ESL writing instruction. *The Internet TESL Journal*, 6, 65-78.
- Krauskopf, K., Zahn, C., & Hesse, F. W. (2012). Leveraging the affordances of Youtube: The role of pedagogical knowledge and mental models of technology functions for lesson planning with technology. *Computers & Education*, 58(4), 1194-1206.
- Kumpikaite-Valiuniene, V. (2016). Distance Learning and Facebook's Usage in the Study Process: Students' Attitude. *International Journal of Information and Education Technology*, 6(2), 122.
- Kuo, F. R., Hsu, C. C., Fang, W. C., & Chen, N. S. (2014). The effects of Embodiment-based TPR approach on student English vocabulary learning achievement, retention and acceptance. *Journal of King Saud University – Computer and Information Sciences*, 26(1), 63–70.
- Lai, C. C., & Kritsonis, W. A. (2006). The Advantages and Disadvantages of Computer Technology in Second Language Acquisition. *Online Submission*, 3(1).
- Lambert, L., Walter, D., Zimmerman, D. P., Cooper, J. E., Lambert, M. D., Gardner, M. E., & Szabo, M. (1995). *The Constructivist leader*. United States, New York: Teachers College Press.
- Lazăr, A. (2013). Learner autonomy and its implementation for language teacher training. *Procedia-Social and Behavioral Sciences*, 76(1), 460-464.
- Leu, D. J and Leu D. (1997). Teaching with the internet lessons from the classroom. Nordwood, MA: Christopher-Gorden.

- Li, L., & Pitts, J. (2009). Saving time or innovating practice: investigating perceptions and uses of Learning Management Systems. *Computers & Education*, 686-694.
- Little, D. (1991). *Learner autonomy: Definitions, issues and problems*. Dublin: Authentik.
- Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, social integration and informal learning at university: It is more for socializing and talking to friends about work than for actually doing work'. *Learning, Media and Technology*, 34(2), 141-155.
- Mayer, R. E. (1992). Cognition and instruction: Their historic meeting within educational psychology. *Journal of Educational Psychology*, 84(1), 405-412.
- Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2007). I'll see you on "Facebook": The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. *Communication Education*, 56(1), 1-17.
- Missildine, K., Fountain, R., Summers, L., & Gosselin, K. (2013). Flipping the classroom to improve student performance and satisfaction. *Journal of Nursing Education*, 52(1), 597-599.
- Mzoughi, T. (2015). An Investigation of Student Web Activity in a "flipped" i Introductory Physics Class. *Procedia-Social and Behavioral Sciences*, 191(1), 235-240.
- Nachoua, H. (2012). Computer-assisted language learning for improving students' listening skill. *Procedia-Social and Behavioral Sciences*, 69(1), 1150-1159.
- Nieto, S., & Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education* (5th ed.). United State, New York: Pearson.

- Olitsky, N. H., & Cosgrove, S. B. (2016). The better blend? Flipping the principles of microeconomics classroom. *International Review of Economics Education*, 21, 1-11.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge, United Kingdom: Cambridge University Press.
- Osuna, M. M., & Meskill, C. (1998). Using the World Wide Web to integrate Spanish language and culture: Pilot study. *Language Learning and Technology*, 1(2), 71-92.
- Pae, H. K. (2012). A psychometric measurement model for adult English language learners: Pearson Test of English Academic. *Educational Research and Evaluation*, 18(3), 211-229.
- Panitz, T. (1999). Collaborative versus Cooperative Learning: A Comparison of the Two Concepts Which Will Help Us Understand the Underlying Nature of Interactive Learning. *ERIC Journal*, 1(1), (1-13).
- Phong, K., & Solá, J. (2015). *Mobile Phones and Internet in Cambodia*. USAID, 1(1), 1-31.
- Prowse, P. (2000). *Success with extensive listening*. Cambridge, United Kingdom, Cambridge: Cambridge University Press.
- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2<sup>nd</sup> ed.). United Kingdom: Cambridge University Press.
- Richards, J. C. (1983). Listening comprehension: Approach, design, procedure. *TESOL Quarterly*, 17(2), 219-240.
- Roblyer, M. (2003). *Integrating Educational Technology into Teaching*. Columbus, Ohio: Pearson Education.

- Ross, C., Orr, E., Sisic, M., Arseneault, J., Simmering, M., & Orr, R. (2009). Personality and motivations associated with Facebook use. *Computers in Human, 578-586.*
- Rost, M. (2002). *Teaching and Researching Listening*. United Kingdom, Harlow: Longman.
- Rubin, J. (1994). A review of second language listening comprehension research. *Modern Language Journal, 78(2), 199-221.*
- Safran, J. (2015). Advancing listening comprehension through movies. *Procedia-Social and Behavioral Sciences, 191(1), 169-173.*
- Sayee Kumar, M. (2013). Develop effective listening skill. *Language in India, 13(5), 704-707.*
- Sharma, R. C. (2003, August). Barriers in using technology for education in developing countries. In *Information Technology: Research and Education, 2003. Proceedings. ITRE2003. International Conference on 11-13 August, 2003 (pp. 512-516)*. IEEE.
- So, W. W. M., Pow, J. W. C., & Hung, V. H. K. (2009). The interactive use of a video database in teacher education: Creating a knowledge base for teaching through a learning community. *Computers & Education, 53(3), 775-786.*
- Somdee, M. (2012). *Developing English Speaking Skill of Thai Undergraduate Students by Digital Storytelling through Website* Master thesis, Suranaree University of Technology, Thailand, Nakhonrachasima,
- Song, S. (2015). Cambodian teachers' responses to child-centered instructional policies: A mismatch between beliefs and practices. *Teaching and Teacher Education, 50(1), 36-45.*

- Steil, L. K. (1997). Listening training: The key to success in today's organizations. *Listening in everyday life: A personal and professional approach*, 213-237.
- Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environment Research*, 15(1), 171-193.
- Sung, K. (2015). A case study on a flipped classroom in an EFL content course. *Multimedia-Assisted Language Learning*, 18(2), 159-187.
- Tian, X. (2012). The development of an instructional model for online task-based interactive listening for EFL learners Doctoral dissertation, Suranaree University of Technology, Thailand, Nakhon Rachasima.
- Tobin, K., & Tippings, D. (1993). Constructivism as a referent for teaching and learning. In Tobin, K. (Ed.), *The practice of constructivism in science education*. United States, Hillsdale: Lawrence Erlbaum, 3-21.
- Ur, P. (1984). *Teaching listening comprehension*. Cambridge University Press.
- Vandergrift, L. (1999). Facilitating second language listening comprehension: Acquiring successful strategies. *ELT Journal*, 53(3), 168-176.
- Von Glasersfeld, E. (1989). Constructivism in education. In Husen, T. & Postlewaite, N. (Eds.), *International Encyclopedia of Education*, Oxford: Pergamon Press, 162-163.
- Vrasidas, Ch. (2000). Constructivism Versus Objectivism: Implications for Interaction, Course Design, and Evaluation in Distance Education. *International Journal of Educational Telecommunications*, 6 (4), 339-362.
- Wang, Y. (2012). *Listening strategies for non-English major EFL students* Master thesis, Suranaree University of Technology, Thailand, Nakhonrachasima.
- Waring, R. (2008). Starting extensive listening. *Extensive Reading in Japan*, 1(1), 7-9.

- Warschauer M. (1996) Computer-assisted language learning: an introduction. In Fotos S. (ed.) Multimedia language teaching, Tokyo: Logos International.
- Wilson, S. G. (2013). The flipped class: A method to address the challenges of an undergraduate statistics course. *Teaching of Psychology*, 40(3), 193-199.
- Yagcioglu, O. (2015). New Approaches on Learner Autonomy in Language Learning. *Procedia-Social and Behavioral Sciences*, 199(1), 428-435.
- Yang, S. C., & Chen, Y. J. (2007). Technology-enhanced language learning: A case study. *Computers in Human Behavior*, 23(1), 860-879.
- Yestrebky, C. L. (2015). Flipping the classroom in a large chemistry class-research university environment. *Procedia-Social and Behavioral Sciences*, 191(1), 1113-1118.
- Yousefi, S. (2014). Comparison of traditional and video mediated learning of English: Tracking a new approach. *Procedia-Social and Behavioral Sciences*, 98(1), 1940-1944.
- Zengin, R. (2007). A research about the English language teachers' use of instructional technologies in Turkey. *Journal of the Hasan Ali Yücel Faculty of Education*. Octobe.







## APPENDIX B

### 1. English Version

This questionnaire is designed to gather information about the participants' opinions toward FC. Please kindly take a few minutes to fill out this questionnaire. Your personal information and response to this questionnaire will be kept confidential and only for the academic use. The questionnaire is divided into two parts.

#### Questionnaire

##### Part 1: Student's Profile

Directions: Please provide the information about yourself by ticking (✓) or writing the response where necessary.

Name: \_\_\_\_\_

Sex: Male  Female

Age: \_\_\_\_\_

Purpose of studying English: \_\_\_\_\_ (e.g. Academic purpose (BA) or Communication, etc.)

Years of Studying English: \_\_\_\_\_

##### Part 2: Student's Opinions on the Flipped Classroom with Listening Skills.

This questionnaire is designed to gather information about your opinions on the Flipped Classroom and listening skills. Please read each statement carefully and tick (✓) to the response which describes your opinions. The number 1 to 5 stand for the following responses:

1= Strongly disagree

2= Disagree

3= Undecided

4= Agree

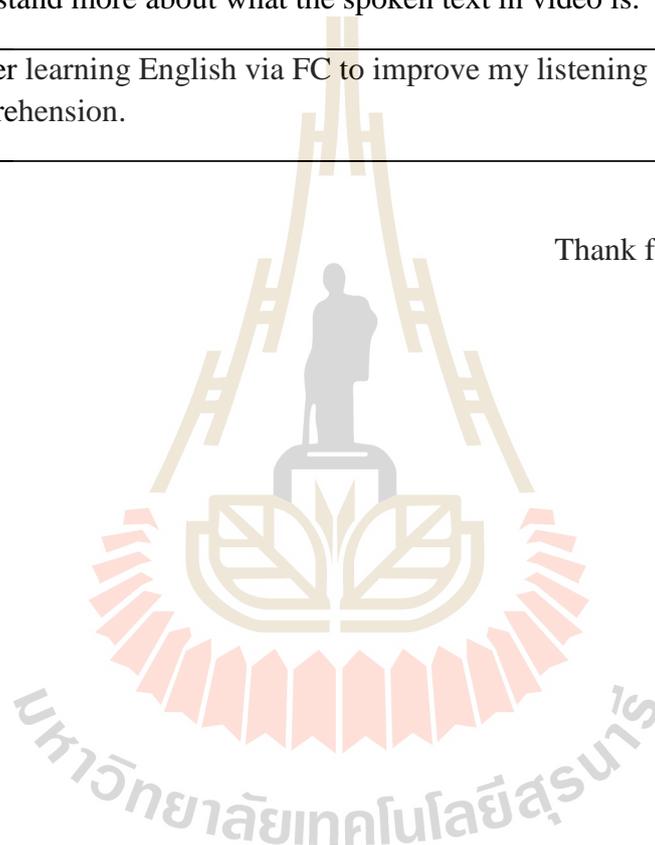
5= Strongly agree

No.	Students' Opinions	Self-Assessment				
		1	2	3	4	5
1	Learning English via the Flipped Classroom (FC), I am able to learn outside the classroom and solve the problems myself.					
2	Learning English via FC, I have opportunities to control my own learning.					
3	Learning English via FC, I am more self-directed.					
4	Learning English via FC, I can study at my own pace due to availability and accessibility of all necessary online resources.					
5	Learning English via FC encourages me to work with my classmates due to mutual projects and group work.					
6	Learning English via FC, I am able to contact my teacher more often even outside the classroom.					
7	Learning English via FC makes an ease of group learning or group discussion both online and offline.					
8	Learning English via FC, I receive academic information from teacher faster.					
9	Learning English via FC, I can distribute knowledge to classmates more quickly and effectively.					
10	FC provides plenty online learning materials.					
11	FC is suitable for student-centered learning.					
12	FC is suitable for learning English for pre-university level.					
13	Learning via FC helps me to infer the situation and events by using the real world knowledge.					
14	Learning via FC helps me to summarize some events.					
15	Learning via FC helps me to reflect some events.					
16	Learning via FC, I am able to guess the meaning of the words from the contexts.					

No.	Students' Opinions	Self-Assessment				
		1	2	3	4	5
17	Learning via FC, I am able to understand the meanings of the target language.					
18	Frequently watching English video via FC, I am able to develop my listening skills.					
19	Visual aids (pictures in the video) via FC help me to understand more about what the spoken text in video is.					
20	I prefer learning English via FC to improve my listening comprehension.					

Thank for your cooperation!!!

Good Luck!!!



## 2. Cambodian Version

### កម្រងសំណួរ

#### ផ្នែកទី១: ប្រវត្តិបដិសក្សី

ការណែនាំ: សូមបំពេញព័ត៌មានផ្ទាល់ខ្លួនរបស់អ្នកដោយគួស (✓) ឬ សរសេរចំណើយនៅកន្លែងចាំបាច់។

ភេទ: ប្រុស  ស្រី

ឈ្មោះ: \_\_\_\_\_

អាជ្ញា: \_\_\_\_\_

គោលបំណងនៃការសិក្សាភាសាអង់គ្លេស: \_\_\_\_\_ (ឧ. បន្តការសិក្សាថ្នាក់បរិញ្ញាបត្រ សម្រាប់ទំនាក់ទំនងទូទៅ...ល.)

#### ផ្នែកទី២: ទស្សនៈរបស់និសិក្សទៅលើ Flipped Classroom (FC) និង ជំនាញនៃការស្តាប់

កម្រងសំណួរនេះ ធ្វើឡើងក្នុងគោលបំណងដើម្បីប្រមូលមតិយោបល់របស់និសិក្សអំពីស្តី Flipped Classroom (FC) និងជំនាញនៃការស្តាប់។ សូមអានសំណួរនីមួយៗដោយប្រុងប្រយ័ត្ននិងគួស (✓) ដើម្បីឆ្លើយសំណួរដែលរៀបរាប់ អំពី ទស្សនៈ: របស់អ្នក។ ចំណើយ មានពី ១ ទៅ ៥ ដូចខាងក្រោម:

- ១= មិនយល់ស្របយ៉ាងខ្លាំង
- ២= មិនយល់ស្រប
- ៣= មិនទាន់សម្រេចចិត្ត
- ៤= យល់ស្រប
- ៥= យល់ស្របយ៉ាងខ្លាំង

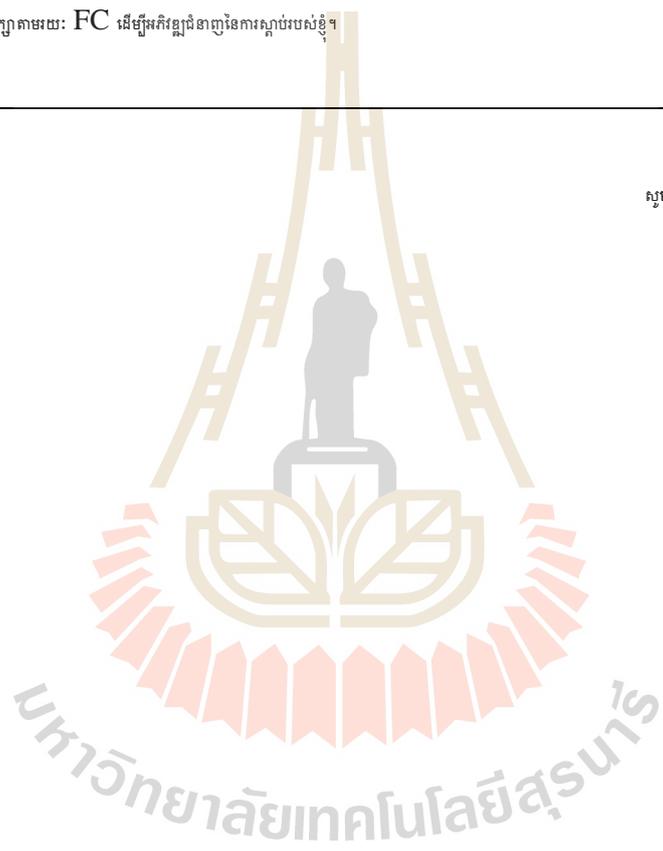
ល.រ	ទស្សនៈរបស់និសិក្ស	ការវាយតម្លៃផ្ទាល់ខ្លួន				
		១	២	៣	៤	៥
១	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ Flipped Classroom (FC) ខ្ញុំអាចរៀនទៅខាងក្រៅថ្នាក់ និងដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន។					
២	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC ខ្ញុំមានទិសគ្រប់គ្រងលើ ការសិក្សារបស់ខ្ញុំ។					
៣	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC ខ្ញុំអាចសិក្សាតាមកម្រិត របស់ខ្ញុំ ដោយសារខ្ញុំអាចរកឯកសារផ្សេងៗតាម Online ។					
៤	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC ខ្ញុំអាចសិក្សាដោយខ្លួនឯង តាមរយៈធនធានដែលមានស្រាប់។					
៥	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC លើកទឹកចិត្តខ្ញុំមានការ សហការគ្នាជាមួយមិត្តរួមថ្នាក់ក្នុងការធ្វើគំរោងផ្សេងៗឬធ្វើការងារជាក្រុម។					

ល.រ	ទស្សនៈរបស់វិស្វក	ការវាយតម្លៃផ្ទាល់ខ្លួន				
		១	២	៣	៤	៥
៦	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC ធ្វើអោយមានទំនាក់ទំនង កាន់តែប្រសើររវាងអ្នកសិក្សានិងគ្រូបង្រៀន។					
៧	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC អាចឱ្យខ្ញុំរៀនលក្ខណៈក្រុមឬពិភាក្សាជាគ្រូមុខទាំងតាម online ឬនៅខាងក្រៅ ។					
៨	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC ខ្ញុំអាចទទួលបានព័ត៌មាននៃ ការសិក្សារហ័សពីលោកគ្រូ ឬ អ្នកគ្រូ។					
៩	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ ខ្ញុំអាចចែករំលែកចំណេះដឹងទៅ កាន់មិត្តម្នាក់ៗបានលឿននិងមានប្រសិទ្ធិភាព។					
១០	FC ផ្តល់ឯកសារសិក្សាជាច្រើនតាមប្រព័ន្ធ online។					
១១	FC សម្របសម្រាប់ការសិក្សាតាមបែបសិស្សមជ្ឈមណ្ឌល។					
១២	FC សម្របសម្រាប់ការសិក្សាភាសាអង់គ្លេសសម្រាប់សិស្សគ្រឿង ចូលមហាវិទ្យាល័យ។					
១៣	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC ជួយខ្ញុំឱ្យសន្និដ្ឋានស្ថានភាព និងព្រឹត្តិការណ៍ផ្សេងៗដោយប្រើចំណេះដឹងទូទៅ។					
១៤	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC ជួយខ្ញុំសង្ខេបព្រឹត្តិការណ៍ ផ្សេងៗដែលមាននៅក្នុងវីដេអូ។					
១៥	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC ជួយខ្ញុំ ឆ្លុះបញ្ចាំងពីព្រឹត្តិ ការណ៍ផ្សេងៗដែលមាននៅក្នុងវីដេអូ។					
១៦	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC ខ្ញុំអាច សន្និដ្ឋានអត្ថន័យនៃ ពាក្យទៅតាមបរិបទផ្សេងៗ។					
១៧	ការសិក្សាភាសាអង់គ្លេសតាមរយៈ FC ជួយខ្ញុំឱ្យយល់អត្ថន័យនៃពាក្យ កាន់តែប្រសើរ។					

ល.រ	ទស្សនៈរបស់និស្សិត	ការវាយតម្លៃផ្ទាល់ខ្លួន				
		១	២	៣	៤	៥
១៨	ការមើលវីដេអូតាមរយៈការសិក្សាតាម FC ជួយឱ្យខ្ញុំអភិវឌ្ឍន៍នាពេលនៃ ការស្តាប់របស់ខ្ញុំ។					
១៩	រូបភាពផ្សេងៗក្នុងវីដេអូ តាមរយៈការសិក្សាតាម FC ជួយឱ្យខ្ញុំយល់យល់អំពីអ្វីដែលត្រូវបាននិយាយក្នុងវីដេអូ។					
២០	ខ្ញុំចង់សិក្សាតាមរយៈ FC ដើម្បីអភិវឌ្ឍន៍នាពេលនៃការស្តាប់របស់ខ្ញុំ។					

សូមអរគុណចំពោះកិច្ចសហប្រតិបត្តិការរបស់អ្នក!!!

សូមសំណាងល្អ!!!



## **APPENDIX C**

### **Semi-Structured Interview**

#### 1. English Version

##### **List of Questions for the Semi-Structured Interview**

1. How does FC help you to contact you teacher?
2. How does learning English via FC help you to summarize and reflect the spoken text in the video?
3. How does FC help you to guess the meanings of the world based on contexts?
4. Do you agree that learning English via FC improve listening skills? Why or Why not? Please give me some examples.
5. How does FC improve your listening comprehension?
6. Do you think that learning English via FC is suitable for pre-university level, social conditions, and current economic situation? Why?
7. What do you like about FC?
8. What don't you like about FC?
9. Would you like to learn via FC in other courses? If yes, what courses? Why?

2. Cambodian Version

ក្រុមសំណួរសម្ភាសន៍

១. តើការសិក្សាតាមរយៈ Flipped classroom (FC) បង្កើតទំនាក់ ទំនងរវាងគ្រូនិងសិស្ស ឬសិស្សនិងសិស្ស និង ធ្វើការងារជាក្រុមកាន់តែប្រសើរដោយរបៀបណា?

២. តើអ្នកយល់ស្របដែរឬទេដែលការសិក្សាតាមរយៈ FC ជួយឱ្យអ្នកសង្ខេបនិងផ្តះបញ្ជាំងនូវអ្វីដែលអ្នកមើលដោយរបៀបណា?

៣. តើការសិក្សាតាមរយៈ FC ជួយអ្នកអោយយល់ពីអត្ថន័យទៅតាមបរិបទដោយរបៀបណា?

៤. តើអ្នកយល់ស្របដែរឬទេដែលការសិក្សាតាមរយៈ FC ធ្វើឱ្យជំនាញនៃការស្តាប់របស់អ្នកមានភាព ប្រសើរឡើង? ហេតុអ្វី? សូមបញ្ជាក់ដោយឧទាហរណ៍ខ្លីៗ

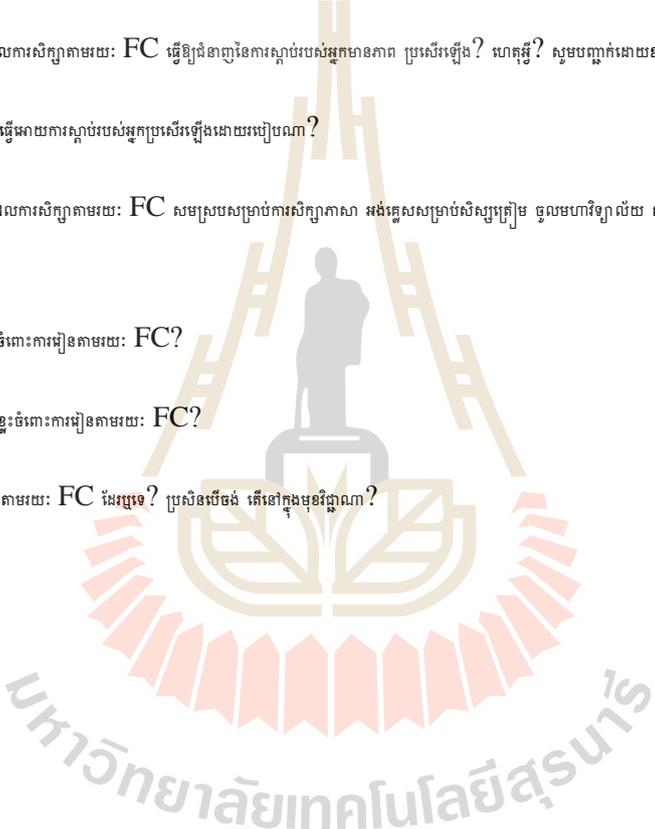
៥. ការសិក្សាតាមរយៈ FC ធ្វើអោយការស្តាប់របស់អ្នកប្រសើរឡើងដោយរបៀបណា?

៦. តើអ្នកយល់ស្របដែរឬទេដែលការសិក្សាតាមរយៈ FC សមស្របសម្រាប់ការសិក្សាភាសា អង់គ្លេសសម្រាប់សិស្សត្រៀម ចូលមហាវិទ្យាល័យ ស្ថានភាពសង្គមនិងស្ថានភាពសេដ្ឋកិច្ចនាពេល បច្ចុប្បន្ន? ហេតុអ្វី?

៧. តើអ្នកចូលចិត្តចំណុចណាខ្លះចំពោះការរៀនតាមរយៈ FC?

៨. តើអ្នកមិនចូលចិត្តចំណុចណាខ្លះចំពោះការរៀនតាមរយៈ FC?

៩. តើអ្នកចង់រៀនមុខវិជ្ជាផ្សេងៗតាមរយៈ FC ដែរឬទេ? ប្រសិនបើចង់ តើនៅក្នុងមុខវិជ្ជាណា?



## APPENDIX D

### Lesson Plan for the Experimental Class

#### Video 1: Going to University

I. Proficiency Level: IEAP Level 4<sup>th</sup> Students

II. Term: 15<sup>th</sup> March, 2016 – 17<sup>th</sup> June, 2016

III. Online Video: American Spoken English

IV. Aims:

At the end of the lesson, the students will be able to

- Make a request for help with “Could I...? & May I...?”;
- Improve their listening skills by listening to “Going to University” for main ideas and inferring the situations in the video to write summary;
- Be independent learner by watching online video before class.

V. Teaching Procedure:

มหาวิทยาลัยเทคโนโลยีสุรนารี

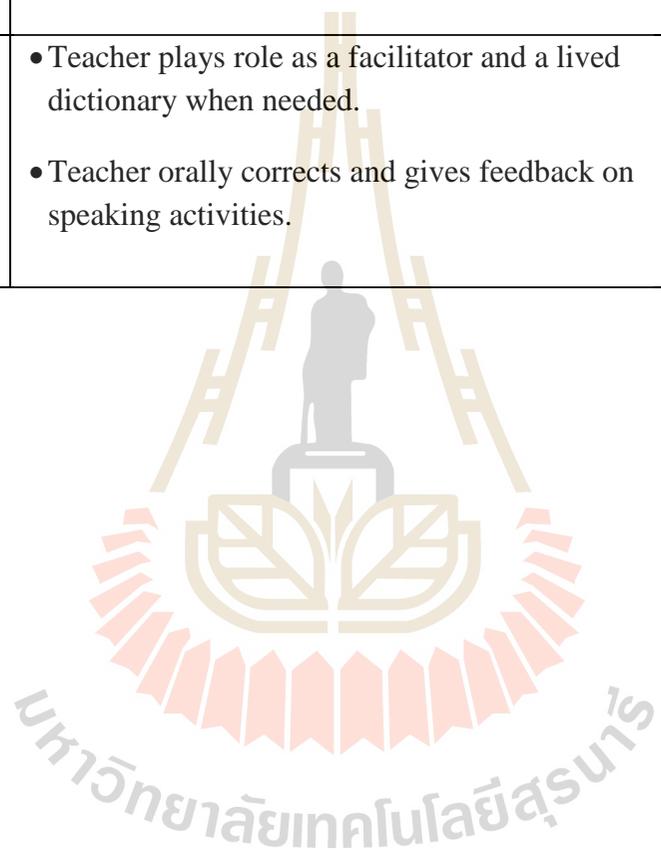
Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
1.	Pre-listening	<p>Promote background knowledge on topic</p> <p>Watch the video to prepare for class</p>	<ul style="list-style-type: none"> <li>• Students log-in to learn the lesson Facebook group before class.</li> <li>• Students read some questions posted on Facebook group to review their background knowledge.</li> </ul> <p><i>What Major will you study after you finish all the levels at PUC? Why?</i></p> <p><i>Do you choose the major you are going to study based on your own decision, your parents' decision, or other relatives' decision? Why?</i></p> <p><i>If you are forced to study what you do not like, what will you do?"</i></p> <ul style="list-style-type: none"> <li>• Students discuss the answers of the questions in group through Facebook group via messenger.</li> <li>• Students watch the video posed on Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• Online work through Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> <li>• S</li> </ul>	

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>• After watching the video, students do a multiple choice questions &amp; gap-filling exercises such as through Facebook group.</li> </ul>			
1.	Pre-listening	<p>Promote background knowledge on topic</p> <p>Watch the video to prepare for class</p>	<ul style="list-style-type: none"> <li>• Teacher assigns homework on Facebook page.</li> <li>• Students do exercises</li> </ul> <p><i>Complete "Should &amp; Would" on Facebook linked from <a href="http://www.englishpage.com">www.englishpage.com</a></i></p> <ul style="list-style-type: none"> <li>• Students checks the answers themselves through <a href="http://www.englishpage.com">www.englishpage.com</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Online Homework</li> <li>• Online Self-checking</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> </ul>	
2.	While-Listening	<p>Watch the video and understand content</p>	<ul style="list-style-type: none"> <li>• Students watch the video on Facebook again in class.</li> <li>• Students take note and remember the scenes in their notebooks.</li> <li>• Students work in pairs to orally exchange ideas based on their note.</li> </ul>	<ul style="list-style-type: none"> <li>• In class activities</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>• Teacher helps each pair or explains the difficult parts to the whole class.</li> <li>• Teacher walks around, checks, and controls the whole class activities.</li> </ul>			
2.	While-Listening	<p>Write a summary exercises from the video</p> <p>Write a summary exercises from the video</p>	<ul style="list-style-type: none"> <li>• Students watch the video again and write a summary on a piece of paper about the video in the classroom.</li> <li>• Teacher walks around and checks what students have done.</li> </ul>	<ul style="list-style-type: none"> <li>• In class exercise</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> </ul>	15
	While-Listening	<p>Write a reflection related to the video</p>	<ul style="list-style-type: none"> <li>• Students write a reflection on pros and cons of the video to their real life experiences in the classroom.</li> <li>• Teacher walks around and checks the activities.</li> <li>• Teacher plays role as a facilitator and a lived dictionary when the students need some help.</li> </ul>	<ul style="list-style-type: none"> <li>• In class writing</li> </ul>	<ul style="list-style-type: none"> <li>• T-S</li> <li>• S-S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
3.	Post-Listening	Grammar explanation	<ul style="list-style-type: none"> <li>• Teacher explains about how to make a request with “Could I...? &amp; May I...?” which is talked in the video.</li> <li>• Students do exercises in the class</li> </ul> <p><i>Complete missing words in gap</i></p> <p><i>“Put words in order” with “Could I...? &amp; May I...?”</i></p> <ul style="list-style-type: none"> <li>• Teacher walks around and checks what students have been doing.</li> <li>• Teacher corrects the exercises on the whiteboard and orally gives feedback with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• T-S</li> <li>• S-S</li> <li>• S</li> </ul>	25
3.	Post-Listening	Speaking activities	<ul style="list-style-type: none"> <li>• Students play roles as the characters in the conversation in the video</li> <li>• Students play roles as the characters in the conversation in the video in the classroom contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
3.	Post-Listening	Speaking activities	<ul style="list-style-type: none"> <li>• Teacher plays role as a facilitator and a lived dictionary when needed.</li> <li>• Teacher orally corrects and gives feedback on speaking activities.</li> </ul>			



## Lesson Plan for the Experimental Class

### Video 2: Choosing a University

I. Proficiency Level: IEAP Level 4<sup>th</sup> Students

II. Term: 15<sup>th</sup> March, 2016 – 17<sup>th</sup> June, 2016

III. Online Video: American Spoken English

IV. Aims:

At the end of the lesson, the students will be able to

- Improve their listening skills by listening to “Choosing a University” for main ideas and inferring the situation of the video to write summary;
- Ask and give suggestions with “You should or I would...” for making decision;
- Use “You should and I would” in the right contexts.

V. Teaching Procedure:

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
<b>1.</b>	Pre-Listening	Promote background	<ul style="list-style-type: none"> <li>• Students log-in to learn the lesson Facebook group before class.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work through Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> <li>• S</li> </ul>	

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
1.	Pre-Listening	<p>knowledge on topic</p> <p>Watch the video to prepare for class</p>	<ul style="list-style-type: none"> <li>• Students read some questions posted on Facebook group to review their background knowledge.</li> </ul> <p><i>“How do you choose a university?”</i></p> <p><i>Why do you choose PUC to study English?</i></p> <ul style="list-style-type: none"> <li>• Students discuss the answers of the questions in group through Facebook group via messenger.</li> <li>• Students watch the video posed on Facebook</li> </ul> <p>After watching the video, students do a multiple choice questions &amp; gap-filling exercises such as through Facebook group.</p>			
1.	Pre-Listening	Promote background knowledge on topic	<ul style="list-style-type: none"> <li>• Teacher assigns homework on Facebook page.</li> <li>• Students do exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Online Self-checking</li> </ul>	• S	

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
		Watch the video to prepare for class	<p><i>Complete "Should &amp; Would" on Facebook linked from <a href="http://www.englishpage.com">www.englishpage.com</a></i></p> <ul style="list-style-type: none"> <li>• Students checks the answers themselves through <a href="http://www.englishpage.com">www.englishpage.com</a>.</li> </ul>			
2.	While-Listening	Watch the video and understand content	<ul style="list-style-type: none"> <li>• Students watch the video on Facebook again in class.</li> <li>• Students take note and remember the scenes in their notebooks.</li> <li>• Students work in pairs to orally exchange ideas based on their note.</li> <li>• Teacher helps each pair or explains the difficult parts to the whole class.</li> <li>• Teacher walks around, checks, and controls the whole class activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> <li>• T-S</li> </ul>	15
2.	While-Listening	Write a summary exercises from the video	<ul style="list-style-type: none"> <li>• Students watch the video again and write a summary on a piece of paper about the video in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• In class exercise</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>• Teacher walks around and checks what students have done.</li> </ul>			
2.	While-Listening	Write a reflection related to the video	<ul style="list-style-type: none"> <li>• Students write a reflection on pros and cons of the video to their real life experiences in the classroom.</li> <li>• Teacher walks around and checks the activities.</li> <li>• Teacher plays role as a facilitator and a lived dictionary when the students need some help.</li> </ul>	<ul style="list-style-type: none"> <li>• In class writing</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> </ul>	15
3.	Post-Listening	Grammar explanation	<ul style="list-style-type: none"> <li>• Teacher explains about modal verbs “Should &amp; Would?” which is talked in the video</li> <li>• Students do exercises with “how to make request” in the class.</li> <li>• <i>Complete the sentences with “Should &amp; Would”</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• T-S</li> <li>• S-S</li> <li>• S</li> </ul>	25

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<i>Put the word in order by using “Should and Would”</i>			
3.	Post-Listening	Grammar explanation	<ul style="list-style-type: none"> <li>• Teacher walks around and checks what students have been doing.</li> <li>• Teacher corrects the exercises on the whiteboard and orally gives feedback with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• T-S</li> <li>• S-S</li> <li>• S</li> </ul>	25
3.	Post-Listening	Speaking activities	<ul style="list-style-type: none"> <li>• Students play roles as the characters in the conversation in the video</li> <li>• Students play roles as the characters in the conversation in the video in the classroom contexts.</li> <li>• Teacher plays role as a facilitator and a lived dictionary when needed.</li> <li>• Teacher orally corrects and gives feedback on speaking activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20

## Lesson Plan for the Experimental Class

### Video 3: Service at Café

I. Proficiency Level: IEAP Level 4<sup>th</sup> Students

II. Term: 15<sup>th</sup> March, 2016 – 17<sup>th</sup> June, 2016

III. Online Video: American Spoken English

IV. Aims:

At the end of the lesson, the students will be able to

- Talk professionally on the phone;
- Politely order drinks or foods in the restaurant “Could I have...?”
- Improve their listening skills by listening to “Service at Café” for main ideas and inferring the situation of the video to write summary;

V. Teaching Procedure:

มหาวิทยาลัยเทคโนโลยีสุรนารี

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
1.	Pre-Listening	<p>Promote background knowledge on topic</p> <p>Watch the video to prepare for class</p>	<ul style="list-style-type: none"> <li>• Students log-in to learn the lesson Facebook group before class.</li> <li>• Students read some questions posted on Facebook group to review their background knowledge.</li> </ul> <p><i>“How to answer the phone when someone calls that you do not know who is he/she? And how to answer the phone if you are a customer service at the café?”</i></p> <p><i>Have you ever gotten frank phone from others you know and can you figure out who is the caller?”</i></p> <ul style="list-style-type: none"> <li>• Students discuss the answers of the questions in group through Facebook group via messenger.</li> <li>• Students watch the video posed on Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• Group work through Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> <li>• S</li> </ul>	

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>• After watching the video, students do a multiple choice questions &amp; gap-filling exercises such as through Facebook group.</li> </ul>			
1.	Pre-Listening	<p>Promote background knowledge on topic</p> <p>Watch the video to prepare for class</p>	<ul style="list-style-type: none"> <li>• Teacher assigns homework on Facebook page.</li> <li>• Students do exercises <i>Complete the sentence by using Modal Verbs on Facebook linked from <a href="http://www.englishpage.com">www.englishpage.com</a></i></li> <li>• Students checks the answers themselves through <a href="http://www.englishpage.com">www.englishpage.com</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Online Homework</li> <li>• Online Self-checking</li> </ul>	• S	
2.	While-watching	Write a summary exercises from the video	<ul style="list-style-type: none"> <li>• Students watch the video again and write a summary on a piece of paper about the video in the classroom.</li> <li>• Teacher walks around and checks what students have done.</li> </ul>	<ul style="list-style-type: none"> <li>• In class exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
2.	While-Watching	Write a reflection related to the video	<ul style="list-style-type: none"> <li>• Students write a reflection on pros and cons of the video to their real life experiences in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• In class writing</li> </ul>	<ul style="list-style-type: none"> <li>• T-S</li> <li>• S-S</li> </ul>	15
2.	While-Watching	Write a reflection related to the video	<ul style="list-style-type: none"> <li>• Teacher walks around and checks the activities.</li> <li>• Teacher plays role as a facilitator and a lived dictionary when the students need some help</li> </ul>	<ul style="list-style-type: none"> <li>• In class writing</li> </ul>	<ul style="list-style-type: none"> <li>• T-S</li> <li>• S-S</li> </ul>	15
3.	Post-Listening	Grammar explanation	<ul style="list-style-type: none"> <li>• Teacher explains about modal verbs how to order food?" which is talked in the video</li> <li>• Students do exercises in the class</li> </ul> <p><i>Complete the conversation with words given in the box</i></p> <ul style="list-style-type: none"> <li>• Teacher walks around and checks what students have been doing.</li> <li>• Teacher corrects the exercises on the whiteboard and orally gives feedback with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> <li>• S</li> </ul>	25

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
3.	Post-Listening	Speaking activities	<ul style="list-style-type: none"> <li>• Students play roles as the characters in the conversation in the video</li> <li>• Students play roles as the characters in the conversation in the video in the classroom contexts.</li> <li>• Teacher plays role as a facilitator and a lived dictionary when needed.</li> <li>• Teacher orally corrects and gives feedback on speaking activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20

## Lesson Plan for the Experimental Class

### Video 4: Complaining and Apologizing

I. Proficiency Level: IEAP Level 4<sup>th</sup> Students

II. Term: 15<sup>th</sup> March, 2016 – 17<sup>th</sup> June, 2016

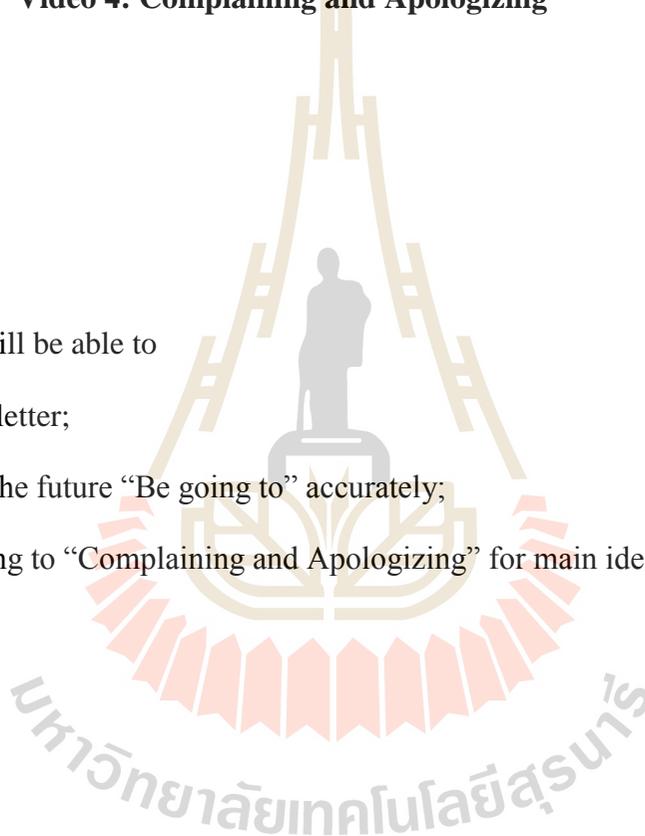
III. Online Video: American Spoken English

IV. Aims:

At the end of the lesson, the students will be able to

- Write a complaint letter and apologize letter;
- Use future simple “Will” and Plan for the future “Be going to” accurately;
- Improve their listening skills by listening to “Complaining and Apologizing” for main ideas and inferring the situation of the video to write summary;

V. Teaching Procedure:



Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
1.	Pre-listening	<p>Promote background knowledge on topic</p> <p>Watch the video to prepare for class</p>	<ul style="list-style-type: none"> <li>• Students log-in to learn the lesson Facebook group before class.</li> <li>• Students read some questions posted on Facebook group to review their background knowledge.</li> </ul> <p><i>“Have you complained about something or someone, for example, your friends, your teacher, or your adviser? Why?”</i></p> <p><i>What will you do, after you complain someone then you realize that what you have complained was not suitable or impolite?”</i></p> <ul style="list-style-type: none"> <li>• Students discuss the answers of the questions in group through Facebook group via messenger.</li> <li>• Students watch the video posed on Facebook</li> </ul> <p>After watching the video, students do a</p>	<ul style="list-style-type: none"> <li>• Online work through Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• S-S</li> </ul>	

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
1.	Pre-listening	Promote background knowledge on topic Watch the video to prepare for class	multiple choice questions & gap-filling exercises such as through Facebook group.	<ul style="list-style-type: none"> <li>• Online work through Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• S-S</li> </ul>	
1.	Pre-listening	Promote background knowledge on topic Watch the video to prepare for class	<ul style="list-style-type: none"> <li>• Teacher assigns homework on Facebook page.</li> <li>• Students do exercises <i>Complete "Will or Be going to" on Facebook linked from <a href="http://www.englishpage.com">www.englishpage.com</a></i></li> <li>• Students checks the answers themselves through <a href="http://www.englishpage.com">www.englishpage.com</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Online Homework</li> <li>• Online Self-checking</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> </ul>	
2.			<ul style="list-style-type: none"> <li>• Students watch the video on Facebook again in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Report orally in the class in pair</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• S-S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
	While-Listening	Watch the video and understand content	<ul style="list-style-type: none"> <li>• Students take note and remember the scenes in their notebooks.</li> <li>• Students work in pairs to orally exchange ideas based on their note.</li> </ul>		<ul style="list-style-type: none"> <li>• T-S</li> </ul>	
2.	While-Listening	Watch the video and understand content	<ul style="list-style-type: none"> <li>• Teacher helps each pair or explains the difficult parts to the whole class.</li> <li>• Teacher walks around, checks, and controls the whole class activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Report orally in the class in pair</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• S-S</li> <li>• T-S</li> </ul>	15
2.	While-Listening	Write a summary exercises from the video	<ul style="list-style-type: none"> <li>• Students watch the video again and write a summary on a piece of paper about the video in the classroom.</li> <li>• Teacher walks around and checks what students have done.</li> </ul>	<ul style="list-style-type: none"> <li>• In class exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work</li> </ul>	15
		Write a reflection related to the video	<ul style="list-style-type: none"> <li>• Students write a reflection on pros and cons of the video to their real life experiences in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• In class writing</li> </ul>	<ul style="list-style-type: none"> <li>• T-S</li> <li>• S-S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>• Teacher walks around and checks the activities.</li> <li>• Teacher plays role as a facilitator and a lived dictionary when the students need some help.</li> </ul>			
3.	Post-Listening	Grammar explanation	<ul style="list-style-type: none"> <li>• Teacher explains about Will Vs. Be going to" which is talked in the video</li> <li>• Students do exercises with "how to make request"</li> <li>• Students do exercises in the class</li> </ul> <p><i>Complete the sentences by using will or be going to</i></p> <ul style="list-style-type: none"> <li>• Teacher walks around and checks what students have been doing.</li> <li>• Teacher corrects the exercises on the whiteboard and orally gives feedback with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> <li>• S</li> </ul>	25

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
3.	Post-Listening	Speaking activities	<ul style="list-style-type: none"> <li>• Students play roles as the characters in the conversation in the video</li> <li>• Students play roles as the characters in the conversation in the video in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20
3.	Post-Listening	Speaking activities	<p>contexts.</p> <ul style="list-style-type: none"> <li>• Teacher plays role as a facilitator and a lived dictionary when needed.</li> <li>• Teacher orally corrects and gives feedback on speaking activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20

## Lesson Plan for the Experimental Class

### Video 5: Trip in Other Countries

I. Proficiency Level: IEAP Level 4<sup>th</sup> Students

II. Term: 15<sup>th</sup> March, 2016 – 17<sup>th</sup> June, 2016

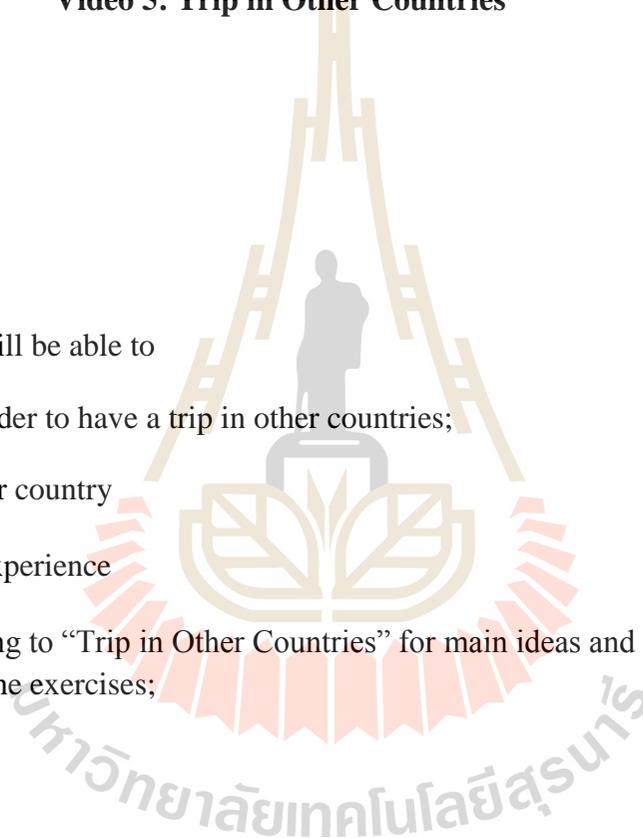
III. Online Video: American Spoken English

IV. Aims:

At the end of the lesson, the students will be able to

- Prepare staff and some document in order to have a trip in other countries;
- Arrange the schedule of the trip in other country
- Use Present Perfect to talk about trip experience
- Improve their listening skills by listening to “Trip in Other Countries” for main ideas and inferring the situation of the video in order to write summary and complete the exercises;

V. Teaching Procedure:



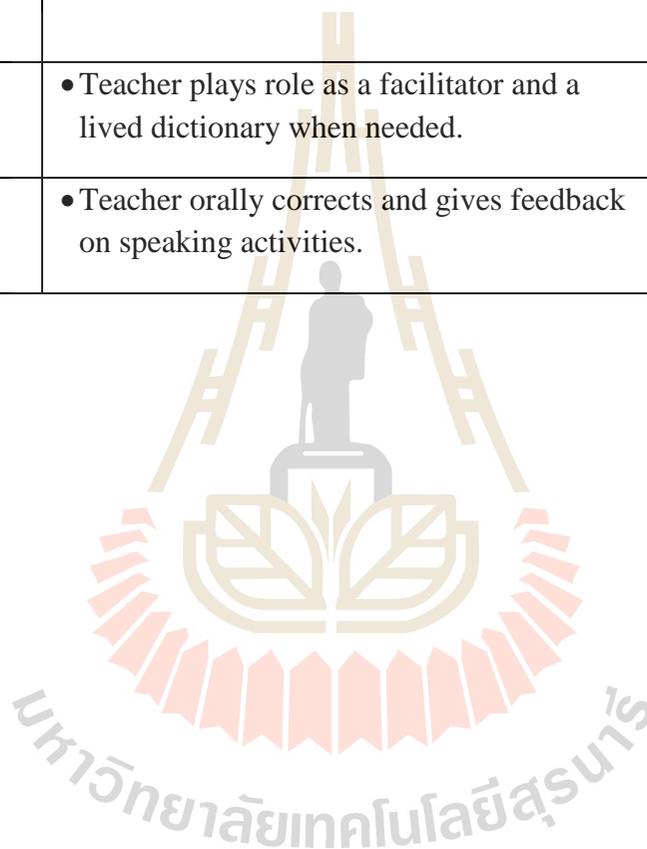
Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
1.	Pre-Listening	<p>Promote background knowledge on topic</p> <p>Watch the video to prepare for class</p>	<ul style="list-style-type: none"> <li>• Students log-in to learn the lesson Facebook group before class.</li> <li>• Students read some questions posted on Facebook group to review their background knowledge.               <p><i>“Have you ever been to other countries? Where? When? With whom?”</i></p> <p><i>What is needed before travelling?</i></p> <p><i>What will you do if you get lose in those countries or you lose your passport?</i></p> </li> <li>• Students discuss the answers of the questions in group through Facebook group via messenger.</li> <li>• Students watch the video posed on Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• Online work through Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• S-S</li> </ul>	

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			After watching the video, students do a multiple choice questions & gap-filling exercises such as through Facebook group.			
1.	Pre-Listening	Promote background knowledge on topic Watch the video to prepare for class	<ul style="list-style-type: none"> <li>• Teacher assigns homework on Facebook page.</li> <li>• Students do exercises <i>Complete the sentences by using “Present Perfect” linked from <a href="http://www.englishpage.com">www.englishpage.com</a></i></li> <li>• Students checks the answers themselves through <a href="http://www.englishpage.com">www.englishpage.com</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Online Homework</li> <li>• Online Self-checking</li> </ul>	• S	
2.	While-Listening	Watch the video and understand content	<ul style="list-style-type: none"> <li>• Students watch the video on Facebook again in class.</li> <li>• Students take note and remember the scenes in their notebooks.</li> <li>• Students work in pairs to orally exchange ideas based on their note.</li> </ul>	<ul style="list-style-type: none"> <li>• Report orally in the class in pair</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• S-S</li> <li>• T-S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>• Teacher helps each pair or explains the</li> </ul>			
2.	While-Listening	Watch the video and understand content	<ul style="list-style-type: none"> <li>• difficult parts to the whole class.</li> <li>• Teacher walks around, checks, and controls the whole class activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Report orally in the class in pair</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• S-S</li> <li>• T-S</li> </ul>	15
2.	While-Listening	Write a summary exercises from the video	<ul style="list-style-type: none"> <li>• Students watch the video again and write a summary on a piece of paper about the video in the classroom.</li> <li>• Teacher walks around and checks what students have done.</li> </ul>	<ul style="list-style-type: none"> <li>• In class exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work</li> </ul>	15
2.	While-Listening	Write a reflection related to the video	<ul style="list-style-type: none"> <li>• Students write a reflection on pros and cons of the video to their real life experiences in the classroom.</li> <li>• Teacher walks around and checks the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• In class writing</li> </ul>	<ul style="list-style-type: none"> <li>• T-S</li> <li>• S-S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>• Teacher plays role as a facilitator and a lived dictionary when the students need some help.</li> </ul>			
3.	Post-Listening	Grammar explanation	<ul style="list-style-type: none"> <li>• Teacher explains “Present Perfect”</li> <li>• Students do exercises in the class</li> </ul> <p><i>Complete the sentences by using “Present Perfect”</i></p> <ul style="list-style-type: none"> <li>• Teacher walks around and checks what students have been doing.</li> <li>• Teacher corrects the exercises on the whiteboard and orally gives feedback with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> <li>• S</li> </ul>	25
3.	Post-Listening	Speaking activities	<ul style="list-style-type: none"> <li>• Students play roles as the characters in the conversation in the video</li> <li>• Students play roles as the characters in the conversation in the video in the classroom contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>• Teacher plays role as a facilitator and a lived dictionary when needed.</li> </ul>			
<b>3.</b>	Post-Listening		<ul style="list-style-type: none"> <li>• Teacher orally corrects and gives feedback on speaking activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20



## Lesson Plan for the Experimental Class

### Video 6: Shopping

I. Proficiency Level: IEAP Level 4<sup>th</sup> Students

II. Term: 15<sup>th</sup> March, 2016 – 17<sup>th</sup> June, 2016

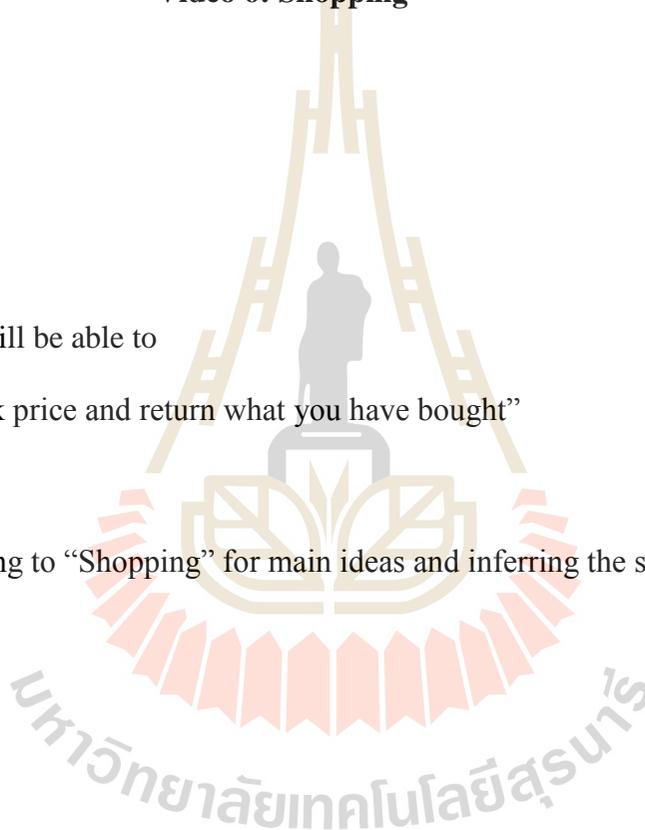
III. Online Video: American Spoken English

IV. Aims:

At the end of the lesson, the students will be able to

- Use proper language for shopping “Ask price and return what you have bought”
- Use Present Continue accurately
- Improve their listening skills by listening to “Shopping” for main ideas and inferring the situation of the video in order to write summary and complete the exercises;

V. Teaching Procedure:



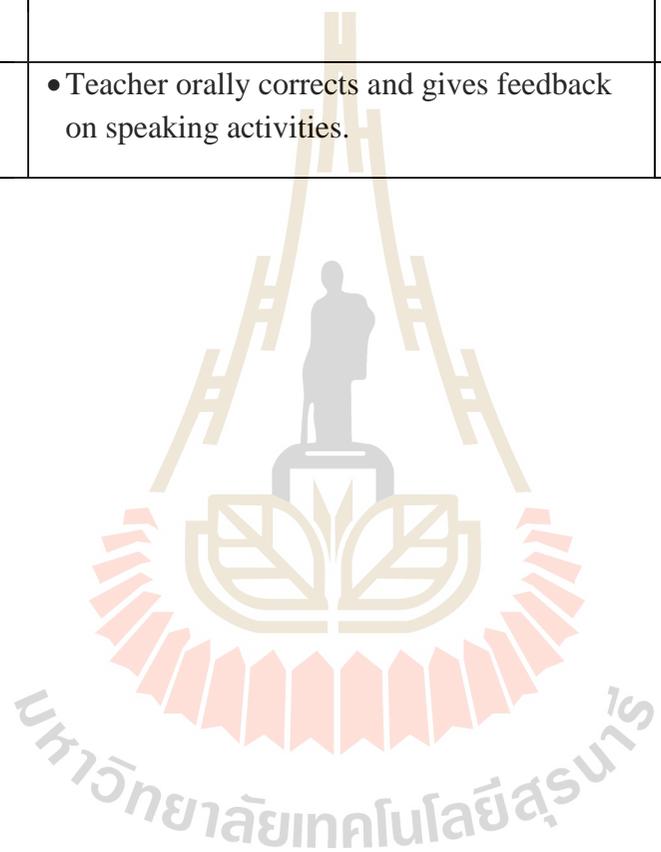
Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
1.	Pre-listening	<p>Promote background knowledge on topic</p> <p>Watch the video to prepare for class</p>	<ul style="list-style-type: none"> <li>• Students log-in to learn the lesson Facebook group before class.</li> <li>• Students read some questions posted on Facebook group to review their background knowledge.               <p style="margin-left: 20px;"><i>“Where do you usually go shipping? How often do you go shopping?”</i></p> <p style="margin-left: 20px;"><i>Have you ever returned the clothes you bought? Why? And how did you talk to the owner?</i></p> </li> <li>• Students discuss the answers of the questions in group through Facebook group via messenger.</li> <li>• Students watch the video posed on Facebook</li> <li>• After watching the video, students do a multiple choice questions &amp; gap-filling exercises such as through Facebook group.</li> </ul>	<ul style="list-style-type: none"> <li>• Online work through Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• S-S</li> </ul>	

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
1.	Pre-listening	Promote background knowledge on topic Watch the video to prepare for class	<ul style="list-style-type: none"> <li>• Teacher assigns homework on Facebook page.</li> <li>• Students do exercises <i>Complete the sentences by using "Present Continue" on Facebook linked from <a href="http://www.englishpage.com">www.englishpage.com</a></i></li> <li>• Students checks the answers themselves through <a href="http://www.englishpage.com">www.englishpage.com</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Online Homework</li> <li>• Online Self-checking</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> </ul>	
2.	While-Listening	Watch the video and understand content	<ul style="list-style-type: none"> <li>• Students watch the video on Facebook again in class.</li> <li>• Students take note and remember the scenes in their notebooks.</li> <li>• Students work in pairs to orally exchange ideas based on their note.</li> </ul>	<ul style="list-style-type: none"> <li>• Report orally in the class in pair</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• S-S</li> <li>• T-S</li> </ul>	15
2.	While-Listening	Watch the video and understand content	<ul style="list-style-type: none"> <li>• Teacher helps each pair or explains the difficult parts to the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Report orally in the class in pair</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• S-S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>Teacher walks around, checks, and controls the whole class activities.</li> </ul>		<ul style="list-style-type: none"> <li>T-S</li> </ul>	
2.	While-Listening	Watch the video and understand content	<ul style="list-style-type: none"> <li>Students watch the video again and write a summary on a piece of paper about the video in the classroom.</li> <li>Teacher walks around and checks what students have done.</li> </ul>	<ul style="list-style-type: none"> <li>In class exercise</li> </ul>	<ul style="list-style-type: none"> <li>Individual work</li> </ul>	15
2.	While-Listening	Write a reflection related to the video	<ul style="list-style-type: none"> <li>Students write a reflection on pros and cons of the video to their real life experiences in the classroom.</li> <li>Teacher walks around and checks the activities.</li> <li>Teacher plays role as a facilitator and a lived dictionary when the students need some help.</li> </ul>	<ul style="list-style-type: none"> <li>In class writing</li> </ul>	<ul style="list-style-type: none"> <li>T-S</li> <li>S-S</li> </ul>	15
3.	Post-Listening	Grammar explanation	<ul style="list-style-type: none"> <li>Teacher explains about “Present Continuous Tense”</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> </ul>	<ul style="list-style-type: none"> <li>S-S</li> <li>S</li> </ul>	25

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>• Students do exercises in the class</li> </ul> <p><i>Complete the sentences by using “Present Continue”</i></p> <ul style="list-style-type: none"> <li>• Teacher walks around and checks what students have been doing.</li> <li>• Teacher corrects the exercises on the whiteboard and orally gives feedback with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work</li> </ul>		
3.	Post-Listening	Speaking activities	<ul style="list-style-type: none"> <li>• Students play roles as the characters in the conversation in the video</li> <li>• Students play roles as the characters in the conversation in the video in the classroom contexts.</li> <li>• Teacher plays role as a facilitator and a lived</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20
3.	Post-Listening	Speaking activities	dictionary when needed.	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>Teacher orally corrects and gives feedback on speaking activities.</li> </ul>			



## Lesson Plan for the Experimental Class

### Video 7: To Be Parents

I. Proficiency Level: IEAP Level 4<sup>th</sup> Students

II. Term: 15<sup>th</sup> March, 2016 – 17<sup>th</sup> June, 2016

III. Online Video: American Spoken English

IV. Aims:

At the end of the lesson, the students will be able to

- Make appointment with doctor
- Use the proper language in medical contexts
- Open a small business and use the language for advertising
- Use modal verbs “Should, Must, and Have to”
- Improve their listening skills by listening to “To Be Parents” for main ideas and inferring the situation of the video in order to write summary and complete the exercises;

V. Teaching Procedure:

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
1.	Pre-listening	<p>Promote background knowledge on topic</p> <p>Watch the video to prepare for class</p>	<ul style="list-style-type: none"> <li>• Students log-in to learn the lesson Facebook group before class.</li> <li>• Students read some questions posted on Facebook group to review their background knowledge.</li> </ul> <p><i>Can you imagine how would you feel if you became a parent?</i></p> <p><i>How many sons and daughters do you want to have after you get married? Why?</i></p> <ul style="list-style-type: none"> <li>• Students discuss the answers of the questions in group through Facebook group via messenger.</li> <li>• Students watch the video posed on Facebook</li> <li>• After watching the video, students do a multiple choice questions &amp; gap-filling exercises such as through Facebook group.</li> </ul>	<ul style="list-style-type: none"> <li>• Online work through Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• S-S</li> </ul>	

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
1.	Pre-listening	Promote background knowledge on topic Watch the video to prepare for class	<ul style="list-style-type: none"> <li>• Teacher assigns homework on Facebook page.</li> <li>• Students do exercises <i>Complete "Should, Must, or Have to" on Facebook linked from <a href="http://www.englishpage.com">www.englishpage.com</a></i></li> <li>• Students checks the answers themselves through <a href="http://www.englishpage.com">www.englishpage.com</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Online Homework</li> <li>• Online Self-checking</li> </ul>	• S	
2.	While-Listening	Watch the video and understand content	<ul style="list-style-type: none"> <li>• Students watch the video on Facebook again in class.</li> <li>• Students take note and remember the scenes in their notebooks.</li> <li>• Students work in pairs to orally exchange ideas based on their note.</li> <li>• Teacher helps each pair or explains the difficult parts to the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Report orally in the class in pair</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• S-S</li> <li>• T-S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
2.	While-Listening	Watch the video and understand content	<ul style="list-style-type: none"> <li>• Teacher walks around, checks, and controls the whole class activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Report orally in the class in pair</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• S-S</li> <li>• T-S</li> </ul>	15
2.	While-Listening	Write a summary exercises from the video	<ul style="list-style-type: none"> <li>• Students watch the video again and write a summary on a piece of paper about the video in the classroom.</li> <li>• Teacher walks around and checks what students have done.</li> </ul>	<ul style="list-style-type: none"> <li>• In class exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work</li> </ul>	15
2.	While-Listening	Write a reflection related to the video	<ul style="list-style-type: none"> <li>• Students write a reflection on pros and cons of the video to their real life experiences in the classroom.</li> <li>• Teacher walks around and checks the activities.</li> <li>• Teacher plays role as a facilitator and a lived dictionary when the students need some help.</li> </ul>	<ul style="list-style-type: none"> <li>• In class writing</li> </ul>	<ul style="list-style-type: none"> <li>• T-S</li> <li>• S-S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
3.	Post-Listening	Grammar explanation	<ul style="list-style-type: none"> <li>• Teacher explains about “Should, Must, and Have to”</li> <li>• Students do exercises with “Should, Must, and Have to”</li> <li>• Students do exercises in the class</li> </ul> <p><i>Complete missing words “Should, Must, or Have to”</i></p> <ul style="list-style-type: none"> <li>• Teacher walks around and checks what students have been doing.</li> <li>• Teacher corrects the exercises on the whiteboard and orally gives feedback with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> <li>• S</li> </ul>	25
3.	Post-Listening	Speaking activities	<ul style="list-style-type: none"> <li>• Students play roles as the characters in the conversation in the video</li> <li>• Students play roles as the characters in the conversation in the video in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
3.	Post-Listening	Speaking activities	<p>contexts.</p> <ul style="list-style-type: none"> <li>• Teacher plays role as a facilitator and a lived dictionary when needed.</li> <li>• Teacher orally corrects and gives feedback on speaking activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20

## Lesson Plan for the Experimental Class

### Video 8: Sport Activities

I. Proficiency Level: IEAP Level 4<sup>th</sup> Students

II. Term: 15<sup>th</sup> March, 2016 – 17<sup>th</sup> June, 2016

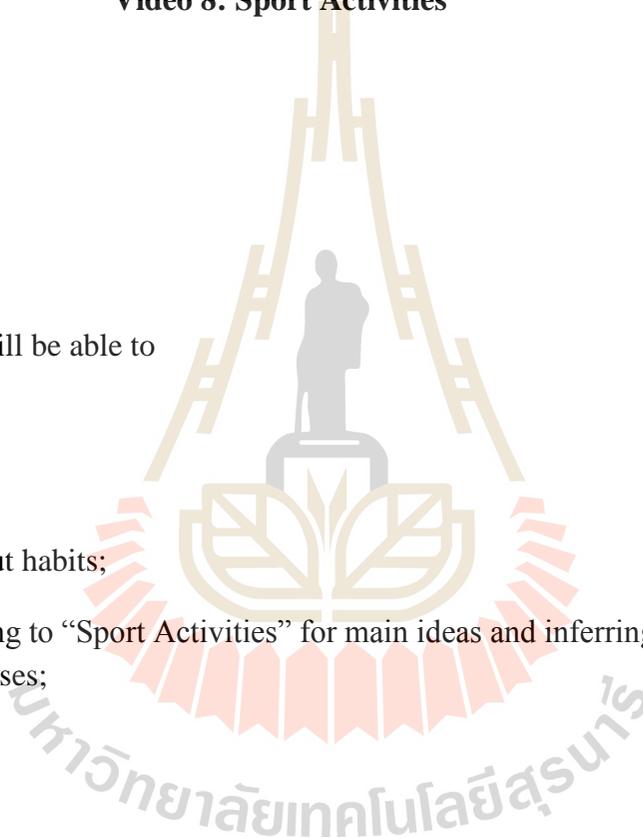
III. Online Video: American Spoken English

IV. Aims:

At the end of the lesson, the students will be able to

- Use the languages relate to sports;
- Take about habits;
- Accurately use present simple talk about habits;
- Improve their listening skills by listening to “Sport Activities” for main ideas and inferring the situation of the video in order to write summary and complete the exercises;

V. Teaching Procedure:



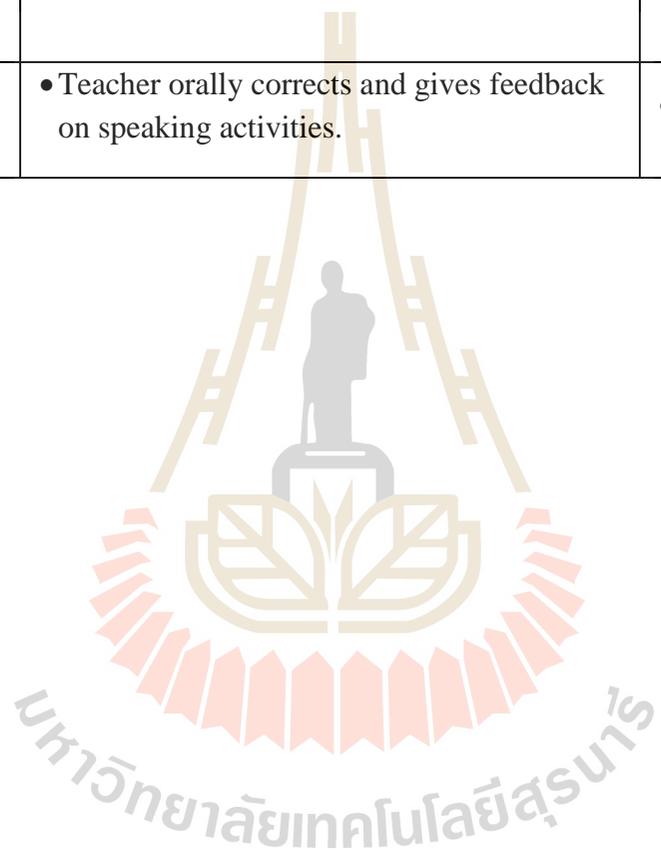
Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
1.	Pre-listening	<p>Promote background knowledge on topic</p> <p>Watch the video to prepare for class</p>	<ul style="list-style-type: none"> <li>• Students log-in to learn the lesson Facebook group before class.</li> <li>• Students read some questions posted on Facebook group to review their background knowledge.</li> </ul> <p><i>“What kinds of sports do you like? Where do you usually play the sports” How often do you play them? Whom you play with?”</i></p> <ul style="list-style-type: none"> <li>• Students discuss the answers of the questions in group through Facebook group via messenger.</li> <li>• Students watch the video posed on Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• Online work through Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• S-S</li> </ul>	

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
			<ul style="list-style-type: none"> <li>• After watching the video, students do a multiple choice questions &amp; gap-filling exercises such as through Facebook group.</li> </ul>			
1.	Pre-listening	<p>Promote background knowledge on topic</p> <p>Watch the video to prepare for class</p>	<ul style="list-style-type: none"> <li>• Teacher assigns homework on Facebook page.</li> <li>• Students do exercises</li> </ul> <p><i>Complete the sentences by using "Present Simple" on Facebook linked from <a href="http://www.englishpage.com">www.englishpage.com</a></i></p> <ul style="list-style-type: none"> <li>• Students checks the answers themselves through <a href="http://www.englishpage.com">www.englishpage.com</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Online Homework</li> <li>• Online Self-checking</li> </ul>	<ul style="list-style-type: none"> <li>• S</li> </ul>	
2.	While-Listening	<p>Watch the video and understand content</p>	<ul style="list-style-type: none"> <li>• Students watch the video on Facebook again in class.</li> <li>• Students take note and remember the scenes in their notebooks.</li> <li>• Students work in pairs to orally exchange ideas based on their note.</li> </ul>	<ul style="list-style-type: none"> <li>• Report orally in the class in pair</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• S-S</li> <li>• T-S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
2.	While-Listening	Watch the video and understand content	<ul style="list-style-type: none"> <li>• Teacher helps each pair or explains the difficult parts to the whole class.</li> <li>• Teacher walks around, checks, and controls the whole class activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Report orally in the class in pair</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• S-S</li> <li>• T-S</li> </ul>	15
2.	While-Listening	Write a summary exercises from the video	<ul style="list-style-type: none"> <li>• Students watch the video again and write a summary on a piece of paper about the video in the classroom.</li> <li>• Teacher walks around and checks what students have done.</li> </ul>	<ul style="list-style-type: none"> <li>• In class exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Individual work</li> </ul>	15
2.	While-Listening	Write a reflection related to the video	<ul style="list-style-type: none"> <li>• Students write a reflection on pros and cons of the video to their real life experiences in the classroom.</li> <li>• Teacher walks around and checks the activities.</li> <li>• Teacher plays role as a facilitator and a lived dictionary when the students need some help.</li> </ul>	<ul style="list-style-type: none"> <li>• In class writing</li> </ul>	<ul style="list-style-type: none"> <li>• T-S</li> <li>• S-S</li> </ul>	15

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
3.	Post-Listening	Grammar explanation	<ul style="list-style-type: none"> <li>• Teacher explains about “Present Simple”</li> <li>• Students do exercises in the class</li> </ul> <p><i>Complete the sentences by using “Present Simple”</i></p> <ul style="list-style-type: none"> <li>• Teacher walks around and checks what students have been doing.</li> <li>• Teacher corrects the exercises on the whiteboard and orally gives feedback with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Individual work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> <li>• S</li> </ul>	25
3.	Post-Listening	Speaking activities	<ul style="list-style-type: none"> <li>• Students play roles as the characters in the conversation in the video</li> <li>• Students play roles as the characters in the conversation in the video in the classroom contexts.</li> <li>• Teacher plays role as a facilitator and a lived dictionary when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• S-S</li> </ul>	20

Periods	Teaching Phases	Tasks	Learning and Teaching Activities	Assessment	Interactive Pattern	Time (mins)
3.	Post-Listening		<ul style="list-style-type: none"> <li>Teacher orally corrects and gives feedback on speaking activities.</li> </ul>	<ul style="list-style-type: none"> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>S-S</li> </ul>	20



## APPENDIX E

### Questionnaire Analysis

No.	Statement	N	$\bar{X}$	SD
1	Learning English via the Flipped Classroom (FC), I am able to learn outside the classroom and solve the problems myself.	30	3.50	0.731
2	Learning English via FC, I have opportunities to control my own learning.	30	3.60	0.621
3	Learning English via FC, I am more self-directed.	30	3.50	0.509
4	Learning English via FC, I can study at my own pace due to availability and accessibility of all necessary online resources.	30	3.53	0.629
5	Learning English via FC encourages me to work with my classmates due to mutual projects and group work.	30	3.73	0.521
6	Learning English FC, I contact with my teacher more often even outside the classroom.	30	3.50	0.630

No.	Statement	N	$\bar{X}$	SD
7	Learning English via FC helps group learning or group discussion both online and offline.	30	3.47	0.571
8	Learning English via FC, I receive academic information from teacher faster.	30	3.67	0.547
9	Learning English via FC, I can distribute knowledge to classmates more quickly and effectively.	30	3.57	0.504
10	FC provides plenty online learning materials.	30	3.50	0.731
11	FC is suitable for student-centered learning.	30	3.60	0.563
12	FC is suitable for learning English for pre-university level.	30	3.47	0.681
13	Learning via FC helps me to infer the situation and events by using the real world knowledge.	30	3.50	0.572
14	Learning via FC helps me to summarize of some events.	30	3.67	0.479
15	Learning via FC helps me to reflect of some events.	30	3.43	0.679

No.	Statement	N	$\bar{X}$	SD
16	Learning via FC, I am able to guess the meaning of the words from the contexts.	30	3.40	0.621
17	Learning via FC, I am able to understand the meanings of the target language.	30	3.73	0.450
18	Frequently watching English video via FC, I am able to develop my listening skills.	30	3.90	0.403
19	Visual aids (pictures in the video) via FC help me to understand more what the spoken text in video is.	30	3.93	0.365
20	I prefer learning English via FC to improve my listening comprehension.	30	3.93	0.254

## APPENDIX F

### Results of Semi-Structured Interview

**Question 1. How does flipped classroom make you to contact you teacher more often and help you to work or discuss in group both online and offline?**

Students	Reported Statements
1	I think it increases relationship between teacher-students and students-students. I can contact my classes both online and offline, and I can post the problems on Facebook page.
2	I contact my teacher through messenger and his cell phone.
3	I inbox my teacher immediately when I do not understand the homework.
4	I post a question on Facebook group page and tag my teacher, so my classmates and my teacher easily see the question and reply me.
5	I contact my friends via Facebook first. If they cannot explain me, I write a message or voice message to my teacher. My teacher usually answers my questions even though it is at night.
6	I call my teacher on Facebook, so I do not have to spend money for calling.
7	I chat to my teacher and classmates for both academic and non-academic purposes.
8	I reply my friends' statuses more often, so I feel we are closer.

Students	Reported Statements
9	I sometimes chat to my friends to ask them to explain homework which I do not understand about it.
10	Not only me, but most of classmates feel that we feel our teacher is our friend.
11	When my teacher told me that “tonight I would post homework in Facebook, I checked it.” If I do not understand about it, I call my friends. If my friends do not understand, I wait until I meet my teacher face-to-face in the class.
12	I never contact my teacher on Facebook because I am afraid he asks some questions back.
13	If I do not understand about the homework my teacher post in Facebook, I call my friends via my cell phone.
14	I do not like using Facebook to get involved with learning. Facebook is for entertaining.
15	It does not really increase relationship because some of students like individuality.

**Question 2. How does learning English via FC help you to summarize and reflect the spoken text in the video?**

Students	Reported Statements
1	I do agree. I sometimes do not understand the sentences spoken by the speaker, but the pictures and real situations help me to remember some parts in the video, so I can write a summary or a reflection.
2	I can write a summary based on pictures in the videos.
3	I sometimes I do not understand what people are talking in the video, but the pictures help me to understand the contexts through what they are doing.
4	I watch each video only two times, I do not know what the speaker said, so pictures help me to remember what happened in the video then I use my own words to write summary and reflection.
5	I can summarize because of pictures in the videos.
6	It is true that when I watch video it helps me to memorize what has happened in the video. Then I imagine while I am summarizing.
7	I think watching is better than reading. Listening and watching at the same time help me to remember the contexts and write on my paper.
8	I totally agree watching videos helps me summarize since pictures explain me clearer than words spoken by the characters in the videos.
9	I can get information both watching and listening. Even though my listening is poor, I am able to write a summary.

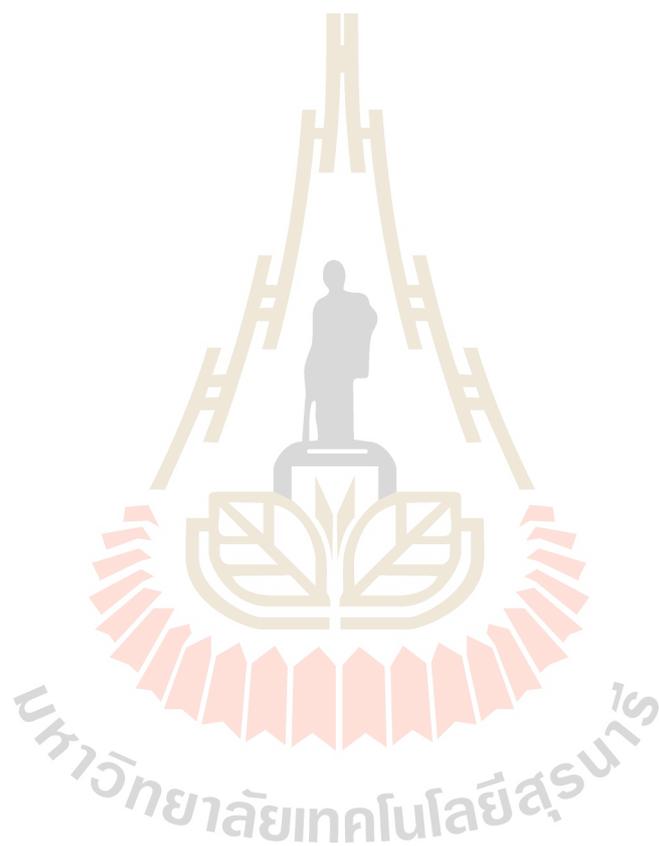
Students	Reported Statements
10	Listening is very difficult for me, but I watch English video I found that it is easier to understand, and it also improves my writing.
11	Pictures give me ideas to write a summary. I can remember the contexts for long.
12	I can summary even though I do not understand what is said, but I use the pictures with my own words to summary the video.
13	Watching video is easier than only listening. It is more interesting, and it is easier to understand.
14	I slightly agree that learning via FC helps me write a summary or reflection. Sometimes, I understand what the video about is, but I do not know how to write.
15	Picture enhances my understanding, but sentence structures and vocabulary are more important in term of writing.

**Question 3. How does FC help you to guess the meanings of the word based on the context?**

Students	Reported Statements
1	Some words I have never faced, but I can understand the sentences by guessing some words from contexts and speakers' gestures.
2	I learn some new vocabulary through pictures and their body languages.
3	It is true that I understand some words based on the contexts in the videos. For example, I do not know what "prank call" means, but after people called other and make different voice; I realize what "prank call" refers to.
4	I am not a native speaker. I can not understand all words the speakers say, but I guess the words from pictures; for example, I think "sleepover" means sleep late, but based on the picture I understand the real meaning of the word.
5	I can understand the meanings of sentences based on the pictures and contexts occurred.
6	It is similar to the previous question that pictures help me to understand the meanings of the videos. I guess some words or sentences based on the contexts in the videos.
7	Different cultures interpret different things. For example, a student said he like "Yeah", but he is facial expression does not show he likes it. So I realize that the word "Yeah" does not always mean "Yes".

Students	Reported Statements
8	I think watching videos helps me to understand the meanings of some words by seeing the contexts in video. Sometimes I do not understand individual words, but I look at the pictures.
9	Watching is more interesting than audio listening from a CD player. I think I learn a lot of new vocabulary through watching videos.
10	I think cultures, body languages, and facial expression interpret some words in different ways from the lateral meanings. So I guess the meaning of words based on the situations.
11	I do agree I learn some words from videos through body languages and contexts. My listening is poor, but I am able to a write a summary because of pictures and contexts.
12	Learning by watching videos, I am able to learn new words through the speaker's actions and I am able to guess some words while I am watching. I can remember those words and recall the contexts in the videos.
13	Even though I am not good at listening, I am able to learn some new words. I do not understand all words and sentences but I look at the pictures and real actions, so I realize what the words and sentences refer to.
14	Watching video helps me to write summary, but I do not think I learn new individual words because I use the contexts to summary.

Students	Reported Statements
15	I do not think I guess some individual words by watching video, yet I understand the meanings of the whole sentences based on pictures, body languages, and contexts occurred in the videos.



**Question 4. Do you agree learning English via the flipped classroom improves listening skills? Why or Why not? Please give me some examples.**

Students	Reported Statements
1	Yes, I do. I learn both outside and inside the classroom, and I watch videos and do quizzes whenever I have free time.
2	Yes, I do. FC helps me improve my listening skills because my teacher posted video on Facebook, so I can review any time I would like. Before learning with FC, I do not know how to find listening files which match to my level.
3	Yes, I do. My listening skills are improved because watching English videos is more interesting than only listening. I can improve my listening by watching the video with doing some quizzes, particularly, writing a summary and a reflection on what I have watched.
4	Yes, I do. My teacher is able to assign English tests even after class, so we are able to watch videos and learn outside the class.
5	Yes, I do. I have more learning materials, especially, listening materials. My teacher link English videos on YouTube to Facebook page, so I can find the other interesting videos to watch. I can learn independently. I am able to search English videos to improve my listening based on my preferences.
6	Yes, I do. Learning with FC, there are many ways I am able to improve my listening skills. Watching videos is one of the best ways, and I am able to search other listening sources online and other video on YouTube.

Students	Reported Statements
	I can listen and watch both outside and inside the class. Hence, my listening is improved.
7	Yes, I do. FC provides plenty of English video online. I listen when I have free time and I think I can do listening quizzes better and faster.
8	Yes, it is true. Learning via FC, particularly, watching English video and writing a summary are good ways to improve listening skills I think pay more attention on watching video than just only listening. When my teacher tells us to watch a video in the class, I am always ready and more concentrate. I also search the other learning materials such how to do presentation and listen outside the class. My listening is improved and I also learn how to do present in front of other people.
9	Yes, I do. Learning with FC, my teacher usually assigns listening quizzes or tests by watching videos on Facebook or in the class. I watch intentionally and I understand what is in the video. Based on my opinions, watching is more interesting than listening. With several tests, I find that my listening is improved and I can write a summary combining with different contexts.
10	Yes, I do. I can improve my listening through learning with FC which integrates technology in the real class. My teacher guides us how to search learning materials online and watch video in the class. So my listening scores are higher than the first test.

Students	Reported Statements
11	Yes, I do. I understand the meaning of words and sentences through watching English videos. I usually watch and listen in my smartphone. I think the more I listen, the more I understand. So my listening is better than the beginning of the term, especially, listen to write a summary.
12	No, I don't. FC does not only improve my listening skill, but it also improves my writing skill because after I watch videos, I have to write summary and reflection.
13	No, I don't. My listening comprehension does not improve through learning via FC. I get normally 12 points for most of the tests.
14	No, I don't. I do not think it is a good way to learn English with FC. I do not like watching video in the class. I think it is wasted class hours.
15	No, I don't. My listening score is higher than before, but I think I get higher because I see the pictures and I can remember when I summarize.

**Question 5. How does FC improve your listening comprehension?**

Students	Reported Statements
1	I watch videos on Facebook and I understand more. I do some quizzes my teacher posts on Facebook. Normally, I listen to do multiple choice questions, but learning with FC, I listen in order to understand and write a summary by using my own words. It is very challenging, but I find that my listening is improved.
2	I listen extensively and I use my own words to write a summary. If I do not understand from listening and watching, I will not be able to write a summary or reflection.
3	My listening can be improved by watching videos and doing some quizzes and tests with writing a summary and a reflection on what has occurred in the videos.
4	I understand overall meanings of the video. I think it is a good way to use videos for teaching since the students are not bored and there are two-way inputs: listening and watching. I do agree my listening is improved.
5	FC improves my listening skills because I can watch videos posted on Facebook page anytime I wish, and I also do the tests when I have free time. I am able to watch other videos at home or before I go to bed.
6	I can watch English videos at any time and I can practice listening quizzes all the time on our Facebook page. I feel the more I practice at home, the more I feel more confident when I do tests in the classes.

Students	Reported Statements
7	I watch the whole videos and I guess some words based on the contexts in the video. With the explanation and guidance of my teacher, I listen for main ideas in order to write a summary.
8	I think I can guess some words based on the pictures without checking the dictionary.
9	Not different from other classmates, I can guess the meanings of the words and listen for the main ideas in order to write a summary. Watching inside and outside the class, I also improve my pronunciation because I listen and follow how the speakers pronoun.
10	FC is a good method of teaching-learning. It is good that students learn with technology and how to search learning materials online. Regarding to listening skills improvement, I do agree FC improves my listening skills, particularly, watching English video with American accents. I am able to learn about cultures and speaking skills. I intentionally listen for the main ideas, so I can do the test. FC also helps me to improve other skills such as writing and speaking skills.
11	I like learning with FC to improve listening skills. I think my listen is improved, but I do not how to specify. I find that after my teacher assigns several listening quizzes by watching videos, I feel it is easier to understand what the videos are about.
12	My listening skills are not much improved. However, I like learning with FC because I can learn independently. I search learning materials

Students	Reported Statements
	in advance; for example, I am going to study “Future Perfect” tomorrow. I search “Future Perfect” on Google or I chat to my teacher to ask how I can search “Future Perfect” online.
13	I learn how to search learning materials or search some videos related to my lessons.
14	I think my writing skills are improved than listening skills. With the guidance of my teacher on how to write a summary such as: taking note the scenes, key words that the speaker said, and how to write a summary paragraph, I can write a paragraph longer which each ideas are connected. Only writing, My speaking is also improved. I think watching video is more crucial than audio listening.
15	My listening is slightly improved. Actually, I do not know it is improved or not and I do not know how to measure the improvement of listening. However, I like learning with FC because it makes me to be more active in learning both inside and outside of class.

**Question 6. Do you think that learning English via FC is suitable for pre-university level, and social conditions? Why?**

Students	Reported Statements
1	It is good to use Facebook and link to the other websites to improve English proficiency. Learning with FC guides me how to search learning materials online, and have concepts of using technology for improving my learning.
2	I think FC can be applied in any level. However teaching-learning materials should be based on the students' levels. For IEAP level, FC should be applied since level I, so the students are able to improve their listening skills. I think in PUC, the students (95%) can learn with technology since most of them have smartphones or tablets and they can access internet at home.
3	I think FC can be used to teach pre-university students, but FC is not suitable for very young learner. For IEAP level, I think FC should be implemented in level 3. I think 90% of students at PUC can afford and learn with FC.
4	FC can be used in all levels even with the kids. Adults can use internet, so they are able to search, but kids do not have to search anything and teacher just uses teaching materials to match with kids' levels.
5	Learning with technology is an extra learning. The students learn both outside and inside class. So in my opinion, FC can be applied to teach kids or teens.

Students	Reported Statements
6	My listening, speaking and writing are improved. I think it is a good idea to use FC to teach kids. Hence, they have experiences how to search learning material for their future higher education. They are guided to independent learners
7	It is a good idea to teach young learner with technology. They are on the way to be independent learners. They have some ideas to use technology to improve their language learning. Hence, when they study at university, they will be faster learners.
8	Teaching younger learners to be independent from their young ages is a good way. FC can be used no matter what levels the learners are learning. It depends on the teacher's teaching techniques, material uses, and objectives. I totally support FC should be used to teach pre-university students.
9	FC, which integrates the Internet and technology, offers many benefits to learners. Teacher can use FC in any class with different teaching materials and techniques of teaching based on who the students are.
10	I think teaching English with technology or the Internet is interesting. It is not boring, for example, watching video in the class to improve listening skills. It is good for kids to learn English with fun, so the teacher is able to download English video to teach the students.
11	I think FC can be used to teach pre-university students. It does not matter how old the students are, but using FC to teach English is depended on

Students	Reported Statements
	the teacher and on how he design the materials, tests, and techniques of teaching.
12	I Think the young learners might like to learn with FC which integrates Facebook, YouTube, and Internet. They can enjoy while learning. The most important thing is they are guided how to preview and search learning materials the lessons before classes.
13	I support the idea of using FC to teach pre-university learners or young learners. It helps them to be independent and they know how to find learning sources online. For example, I do not have idea to search grammar point myself, but after I learn English through FC, I know how to search and I sometimes search grammar point and read the explanation before class.
14	FC should be applied for only university students who are more independent. They can manage their time and their study.
15	FC should be taught in adults' class who are mature and independent. University is the best use of FC since they have to do assignment and search learning materials online to complete tasks.

**Question 7 And Question 8. What do you like about FC? What don't you like about FC?**

Students	Reported Statements
1	I really like learning English through FC because I am able to contact my friends and teacher immediately on Facebook. My teacher usually replies my message even though it is at night. If I do not understand my lessons or homework, I post on our Facebook page. Then I get some reply from the classmates. I am able to do the quizzes on Facebook even though I was absent. I like what my teacher has said "learning is not about scores, but it is how to solve the problems when we do understand the lesson"
2	I like self-study and independent learning, so FC is my preference.
3	I like learning with FC because my teacher posts learning materials before class. He teaches how to search learning materials online. The teacher and students contact each other more often. I think it is one of good ways that students should do when they study a new language. I do not feel shy to talk to my teacher or classmates even though I make some mistakes because I feel our relationship is closer comparing to my previous class.
4	I like learning English with FC because I like using technology. Learning with the Internet, social network (Facebook), and posting all learning materials on Facebook are good ideas. The students are able to learn, review, and preview. Once my teacher tells me, tomorrow we will have listening quiz by watching the videos he links on YouTube, I preview some videos. Therefore in the class, I feel more confident to do the quiz.

Students	Reported Statements
5	I feel positive with learning English via FC because the learning focuses on process and development of learning. I complete all tasks my teacher assigned, and I sometimes submit the tasks online.
6	I like learning how to search online which has plenty of learning materials. Another thing I like about FC is there is a clear objective to improve listening skills.
7	I can learn American's accents and cultures. It is more interesting that people in the videos directly say something even though it is a negative thought
8	Learning via FC with video is entertaining learning, so students can enjoy watching videos while learning. I can study at home.
9	I think learning with FC has both positive and negative views. Sometimes it wastes time that teacher spend time on technical problems; for example, my teaching sometimes spend much time connect LCD and his laptop, and sometimes it doesn't work. There is a lot of homework both from the textbook and online materials. However, it is good that we can contact our teacher anytime we do not understand the lessons.
10	Even though I feel more positive to learning English via FC, I have some negative opinions, for example, my teacher post some of students' names to remind those who did not submit him homework in Facebook group page I feel embarrassed.

Students	Reported Statements
11	Internet speed sometimes is slow, so I cannot watch video online. It is annoying.
12	It makes me confusing when I search learning material online because plenty materials and too broad to read, and words used sometimes higher than my level.
13	I do not usually check Facebook since I have the full-time job, so updated information sometimes I get lost.
14	I do not like using Facebook for learning, but I like to use it for my personal life. I would like to have privacy after class.
15	I like learning via FC, but I do not like using Facebook to shear with classes. I want to use it as for non-academic purpose, and I do not want to add my teacher to be my friend (laugh...). I do not want my teacher know my personal life.

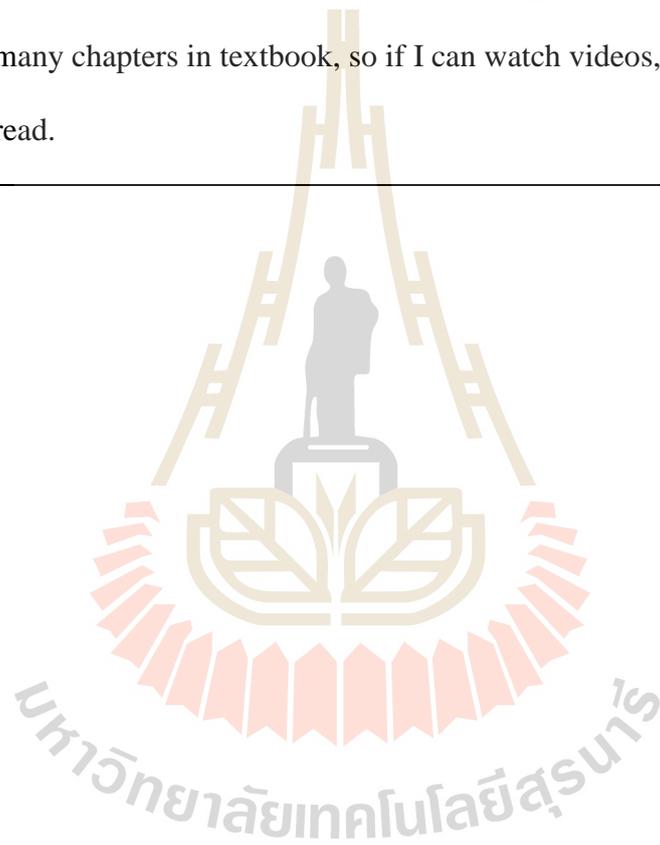
**Question 9. Would you like to learn via flipped classroom in other courses?**

**If yes, what courses?**

Students	Reported Statements
1	Yes, I would. I want to study in mathematic course with FC. I think this course is very difficult. Learning in the class is not enough, so if I have video lectures of solutions, I will be able to review them at home. Hence I will more understand.
2	I want to learn mathematic via FC. I think it can review the solutions to the problems when I am outside class. Mathematic is very difficult, so if teacher has videos related to the lessons, students will learn more effectively.
3	I have had problems with mathematic since I studied in middle school. After I left class, I forget the steps of solutions. So FC is one of best ways for learners to review or watch explained videos the lessons at home. These ways might also help learners to be more confident and active in the class, and they might like mathematic.
4	Yes, I would. Actually, studying English with FC, my English proficiency has been improved. So I would like to study English with FC.
5	I would like to learn English with FC. There are free grammar explanations and exercises available online. So I can search learn and watch myself. During the term, I find FC helps me to improve my English skills.

Students	Reported Statements
6	<p>Study English via watching video on YouTube or Facebook is exciting. It enhances my speaking and listening skills. Watching English video and writing a summary is more interesting than reading to summary.</p>
7	<p>Learning English with FC can help to improve my listening skills. So, I would to learn English via next term.</p>
8	<p>I prefer to learn English via FC because it helps me to improve my pronunciation and listening skills. I also learn about other cultures.</p>
9	<p>If I can choose a subject to learn through FC, I will choose English. I have studied English with FC for almost three months. I see FC offers plenty benefits to learners.</p>
10	<p>Yes, I would. I would like my teacher use FC in computer class since this class is about technology and needs more practice. Therefore, if there is any video related to lessons, the students might be able to watch and practice when they have problems.</p>
11	<p>FC is mainly related to technology, so if we use it for teaching-learning computer or IT, it will be more convenient for the learning. We can review the steps of access or using any programs.</p>
12	<p>I want to study computer via FC. I think computer is about technology, so if I learn it via FC, I will be able to search the lesson online. It helps the learner to understand their lessons faster.</p>

Students	Reported Statements
13	Yes, I would. I would like my teacher to use FC in computer class. It will be easier if the teacher offers both textbooks and video lectures, so I can review any time when I have free time.
14	Yes, I would. I would like my teacher to use FC to teach computer skills.
15	Yes, I would. I would like study marketing course with FC. There are many chapters in textbook, so if I can watch videos, I do not have to read.



## APPENDIX G

### Semi-Structured Interview Analysis

No.	Items	Expert No.1	Expert No.2	Expert No.3	Result
1	How does flipped classroom help you to contact you teacher?	1	1	1	3
2	How does learning English via FC help you to summarize and reflect the spoken text in the video?	0	1	1	2
3	How does FC help you to guess the meanings of the world based on the contexts?	1	1	0	2
4	Do you agree that learning English via the flipped classroom improve listening skills? Why or Why not? Please give me some examples.	1	1	1	3
5	How does FC improve your listening comprehension?	1	1	1	3
6	Do you think that learning English via FC is suitable for pre-university level, social conditions, and current economic situation? Why?	1	0	1	2
7	What do you like about FC?	1	1	1	3
8	What don't you like about FC?	1	1	1	3
9	Would you like to learn via flipped classroom in other courses? If yes, what courses? Why?	1	1	1	3
Total		6	6	6	18

No.	Items	Expert No.1	Expert No.2	Expert No.3	Result
	IOC	85.71			

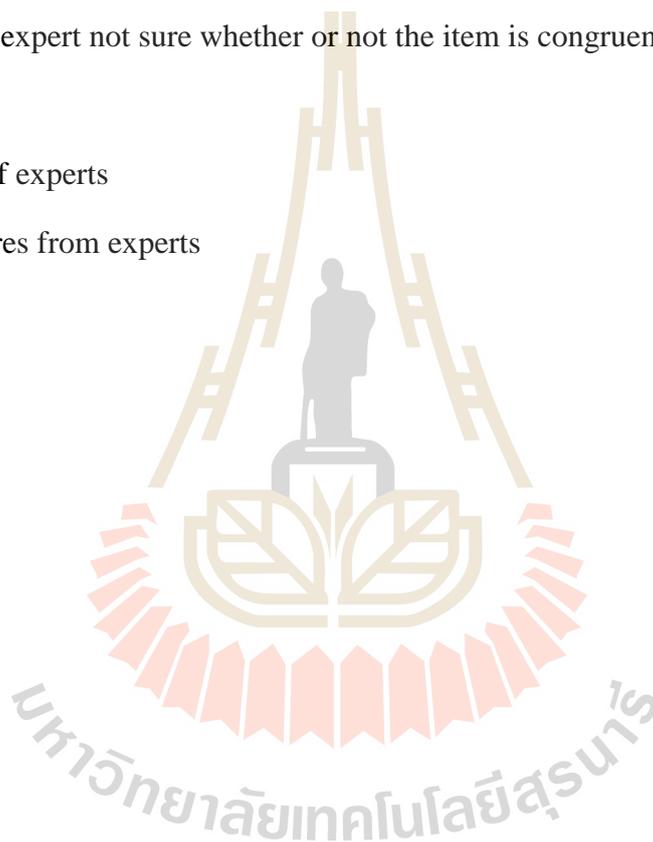
Note:

1. "1" for the item is congruence with objective
2. "-1" for the item is not congruence with objective
3. "0" for the expert not sure whether or not the item is congruence with objective

$$IOC = \Sigma R/N$$

N= number of experts

R= Total scores from experts



## APPENDIX H

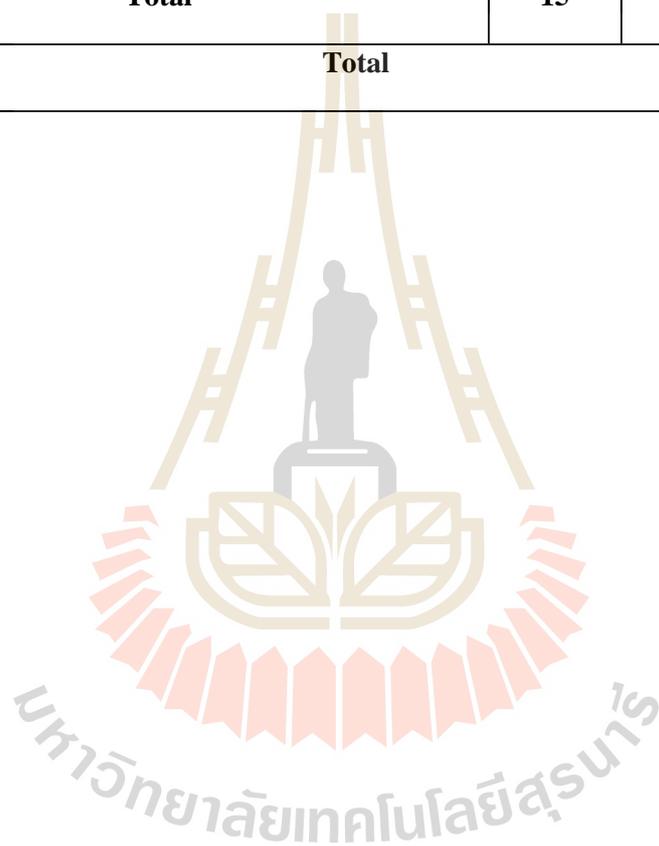
### Inter-Rater Reliability

Level	Descriptions	Scoring Criteria	n <sub>1</sub>	n <sub>2</sub>	m	C.R.
<b>Beginner (0)</b>	<b>Content:</b> Does not deal properly with the prompt	0	1	1	1	
	<b>Form:</b> Length is less than 120. Essay or paragraph is written in capital letters, contains no punctuation or only consists of bullet points or very short sentences.	0	1	1	1	
	<b>Development, structure, and coherence:</b> Lacks coherence and mainly consists of lists or loose elements	0	1	1	1	
	<b>Grammar:</b> Contains mainly simple structures and/or several basic mistakes	0	1	1	1	
	<b>General linguistic range:</b> Contains mainly basic language and lacks precision	0	1	1	1	
	<b>Vocabulary range:</b> Contains mainly basic vocabulary insufficient to deal with the topic at the required level	0	1	1	1	
	<b>Spelling:</b> More than one spelling error	0	1	1	1	
<b>Total</b>		<b>0</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>1</b>
<b>Elementary (1-5)</b>	<b>Content:</b> Deals with the prompt but omits one major aspect or more than one minor aspect	<b>1</b>	1	1	1	

Level	Descriptions	Scoring Criteria	n <sub>1</sub>	n <sub>2</sub>	m	C.R.
	<b>Form:</b> Length is less than 120. Essay or paragraph is written in capital letters, contains no punctuation or only consists of bullet points or very short sentences.	<b>0</b>	1	0	0	
	<b>Development, structure, and coherence:</b> Is incidentally not well structured, and some elements or paragraphs are poorly linked	<b>1</b>	1	1	1	
	<b>Grammar:</b> Shows a relatively high degree of grammatical control. No mistakes which would lead to misunderstandings	<b>1</b>	1	1	1	
	<b>General linguistic range:</b> Contains mainly basic language and lacks of precision	<b>1</b>	0	1	1	
	<b>Vocabulary range:</b> Shows a good range of vocabulary for matters connected to general academic topics. Lexical shortcomings lead to circumlocution or some imprecision	<b>1</b>	1	1	1	
	<b>Spelling:</b> One spelling error	<b>0</b>	0	0	1	
<b>Total</b>		<b>5</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>0.86</b>
<b>Intermediate (6-10)</b>	<b>Content:</b> Deals with the prompt but does not deal with one minor aspect	<b>2</b>	1	1	1	
	<b>Form:</b> Length is between 120 and 199	<b>1</b>	0	0	1	
	<b>Development, structure, and coherence:</b> Shows good development and logical structure	<b>2</b>	1	1	1	
	<b>Grammar:</b> Shows a relatively high degree of grammatical control. No	<b>2</b>	1	0	0	

Level	Descriptions	Scoring Criteria	n <sub>1</sub>	n <sub>2</sub>	m	C.R.
	mistakes which would lead to misunderstandings					
	<b>General linguistic range: 1:</b> Sufficient range of language to provide clear descriptions, express viewpoints and develop arguments	<b>1</b>	1	1	1	
	<b>Vocabulary range: 1:</b> Shows a good range of vocabulary for matters connected to general academic topics. Lexical shortcomings lead to circumlocution or some imprecision	<b>1</b>	1	1	1	
	<b>Spelling: 2:</b> Correct spelling	<b>1</b>	0	1	0	
<b>Total</b>		<b>10</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>0.71</b>
<b>Advance (10-15)</b>	<b>Content: 3:</b> Adequately deals with the prompt	<b>3</b>	1	1	1	
	<b>Form: 2:</b> Length is between 200 and 300 words	<b>2</b>	0	0	1	
	<b>Development, structure, and coherence: 2:</b> Shows good development and logical structure	<b>2</b>	1	1	1	
	<b>Grammar: 2:</b> Shows consistent grammatical control of complex language. Errors are rare and difficult to spot	<b>2</b>	1	1	1	
	<b>General linguistic range: 2:</b> Exhibits mastery of a wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No sign that the test taker is restricted in what they want to communicate	<b>2</b>	1	1	1	

Level	Descriptions	Scoring Criteria	n <sub>1</sub>	n <sub>2</sub>	m	C.R.
	<b>Vocabulary range: 2:</b> Good command of a broad lexical repertoire, idiomatic expressions and colloquialisms	<b>2</b>	1	1	1	
	<b>Spelling: 2:</b> Correct spelling	<b>2</b>	1	1	1	
<b>Total</b>		<b>15</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>1.00</b>
<b>Total</b>						<b>0.89</b>

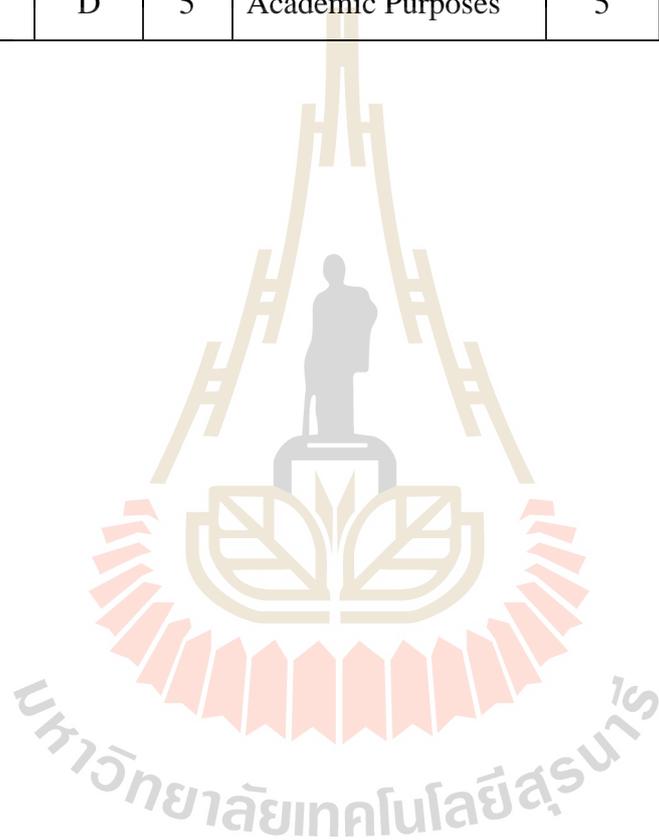


## APPENDIX I

### Scores of Pre-test and Post-test

Name	Sex	Grade	Age	Purpose	Years	Pre-Test	Post-Test
S1	F	A	5	Academic Purposes	3	12	12
S2	M	A	5	Academic Purposes	4	13	15
S3	F	A	17	Academic Purposes	3	14	14
S4	M	A	17	Communication	1	0	15
S5	M	A	5	Communication	2	12	14
S6	M	A	19	Academic Purposes	4	10	13
S7	F	B	18	Academic Purposes	1	14	14
S8	F	B	5	Academic Purposes	3	9	14
S9	F	B	20	Communication	4	14	14
S10	F	B	5	Academic Purposes	2	9	13
S11	M	B	5	Academic Purposes	2	12	14
S12	M	B	18	Communication	3	3	8
S13	F	B	20	Academic Purposes	1	8	13
S14	M	B	19	Communication	3	13	11
S15	F	B	18	Communication	3	13	12
S16	M	B	19	Communication	4	12	14
S17	F	B	19	Academic Purposes	3	13	10
S18	M	B	5	Academic Purposes	4	0	9
S19	F	C	5	Academic Purposes	4	10	12
S20	M	C	5	Academic Purposes	4	0	2
S21	M	C	19	Academic Purposes	4	2	2
S22	F	C	18	Academic Purposes	3	8	9
S23	M	C	20	Communication	1	2	2
S24	M	C	20	Communication	2	9	11

Name	Sex	Grade	Age	Purpose	Years	Pre-Test	Post-Test
S25	M	C	18	Communication	2	13	12
S26	F	D	19	Academic Purposes	3	12	10
S27	M	D	5	Communication	4	14	13
S28	F	D	5	Academic Purposes	4	10	9
S29	F	D	19	Academic Purposes	2	2	9
S30	M	D	5	Academic Purposes	5	12	12



## APPENDIX J

### Original Scoring Rubric of Person Test of English Academic (PTE Academic)

No.	Categories	Scores
1	Content	3
2	Form	2
3	Development, structure, and coherence	2
4	Grammar	2
5	General linguistic range	2
6	Vocabulary range	2
7	Spelling	2
<b>Maximum Scores</b>		<b>15</b>

#### Adapted Scoring Rubric in the Present Study

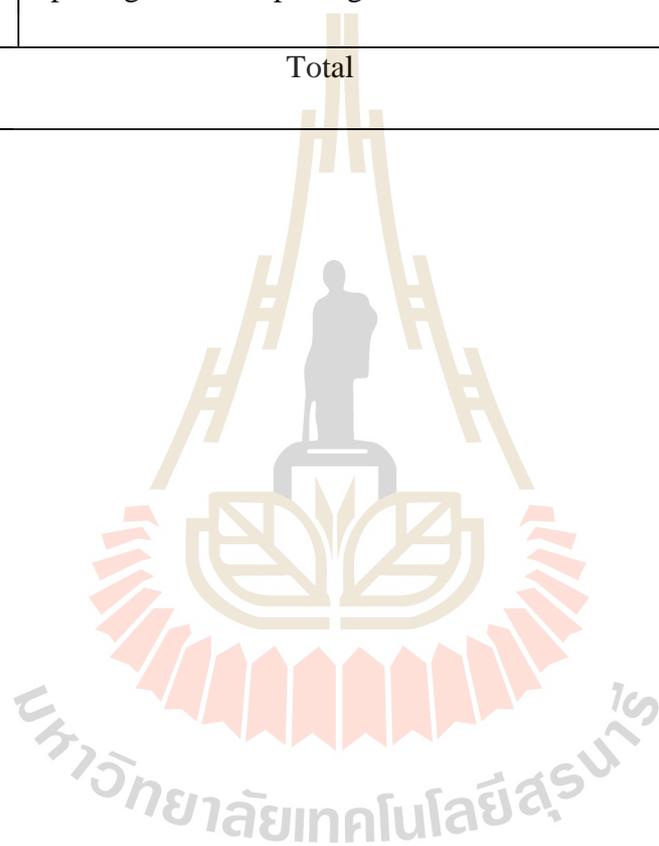
Level	Descriptions	Scoring Criteria
Beginner (0)	Content: Does not deal properly with the prompt	0
	Form: Length is less than 120. Essay or paragraph is written in capital letters, contains no punctuation or only consists of bullet points or very short sentences.	0

Level	Descriptions	Scoring Criteria
	Development, structure, and coherence: Lacks coherence and mainly consists of lists or loose elements	0
	Grammar: Contains mainly simple structures and/or several basic mistakes	0
	General linguistic range: Contains mainly basic language and lacks precision	0
	Vocabulary range: Contains mainly basic vocabulary insufficient to deal with the topic at the required level	0
	Spelling: More than one spelling error	0
Total		0
Elementary (1-5)	Content: Deals with the prompt but omits one major aspect or more than one minor aspect	1
	Form: Length is less than 120. Essay or paragraph is written in capital letters, contains no punctuation or only consists of bullet points or very short sentences.	0
	Development, structure, and coherence: Is incidentally less well structured, and some elements or paragraphs are poorly linked	1

Level	Descriptions	Scoring Criteria
Elementary (1-5)	Grammar: Shows a relatively high degree of grammatical control. No mistakes which would lead to misunderstandings	1
	General linguistic range: Contains mainly basic language and lacks precision	1
	Vocabulary range: Shows a good range of vocabulary for matters connected to general academic topics. Lexical shortcomings lead to circumlocution or some imprecision	1
	Spelling: One spelling error	0
Total		5
Intermediate (6-10)	Content: Deals with the prompt but does not deal with one minor aspect	2
	Form: Length is between 120 and 199	1
	Development, structure, and coherence: Shows good development and logical structure	2
	Grammar: Shows a relatively high degree of grammatical control. No mistakes which would lead to misunderstandings	2

Level	Descriptions	Scoring Criteria
Intermediate (6-10)	General linguistic range: Sufficient range of language to provide clear descriptions, express viewpoints and develop arguments	1
	Vocabulary range: Shows a good range of vocabulary for matters connected to general academic topics. Lexical shortcomings lead to circumlocution or some imprecision	1
	Spelling: Correct spelling	1
Total		10
Advance (11-15)	Content: Adequately deals with the prompt	3
	Form: Length is between 200 and 300 words	2
	Development, structure, and coherence: Shows good development and logical structure	2
	Grammar: Shows consistent grammatical control of complex language. Errors are rare and difficult to spot	2
	General linguistic range: Exhibits mastery of a wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No sign that the test taker is restricted in what they want to communicate	2

Level	Descriptions	Scoring Criteria
	Vocabulary range: Good command of a broad lexical repertoire, idiomatic expressions and colloquialisms	2
	Spelling: Correct spelling	2
Total		15



### Scoring Description Rubric

<b>Content</b>	0: Does not deal properly with the prompt	1: Deals with the prompt but omits one major aspect or more than one minor aspect	2: Deals with the prompt but does not deal with one minor aspect	3: Adequately deals with the prompt
<b>Form</b>	0: Length is less than 120. Essay or paragraph is written in capital letters, contains no punctuation or only consists of bullet points or very short sentences.	1: Length is between 120 and 199	2: Length is between 200 and 300 words	
<b>Development, structure, and coherence</b>	0: Lacks coherence and mainly consists of lists or loose elements	1: Is incidentally less well structured, and some elements or paragraphs are poorly linked	2: Shows good development and logical structure	
<b>Grammar</b>	0: Contains mainly simple structures and/or several basic mistakes	1: Shows a relatively high degree of grammatical control. No mistakes which would lead to misunderstandings	2: Shows consistent grammatical control of complex language. Errors are rare and difficult to spot	

<b>General linguistic range</b>	0: Contains mainly basic language and lacks precision	1: Sufficient range of language to provide clear descriptions, express viewpoints and develop arguments	2: Exhibits mastery of a wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No sign that the test taker is restricted in what they want to communicate	
<b>Vocabulary range</b>	0: Contains mainly basic vocabulary insufficient to deal with the topic at the required level	1: Shows a good range of vocabulary for matters connected to general academic topics. Lexical shortcomings lead to circumlocution or some imprecision	2: Good command of a broad lexical repertoire, idiomatic expressions and colloquialisms	
<b>Spelling</b>	0: More than one spelling error	1: One spelling error	2: Correct spelling	

## APPENDIX K

### The Overall View of Teaching with FC by using Facebook as Medium

#### 1. Closed Group for Upload Learning Material



#### 2. Submit homework via Facebook



 **Nen Khom** uploaded a file.  
July 20

Here is my homework.

---

 **Passive Voice Exercises Sokhom.pdf**  
Portable Document Format

[Download](#) [Preview](#) [Upload Revision](#)

---

[Like](#) [Comment](#)

---

[You](#), [ToNy](#) and [Tola LY](#) ✓ Seen by 13

---

 **ToNy** wow.... very fast..  
[Like](#) · [Reply](#) · [2](#) · July 20 at 10:47pm

 **Nen Khom** Oh I am sorry. This homework is maybe needed to print out.  
[Like](#) · [Reply](#) · [1](#) · July 20 at 10:51pm · Edited

[↩](#)  **ToNy** replied · 5 Replies

---

 Write a comment... [📷](#) [😊](#)

 **Arunfa Saroun** uploaded a file.  
July 21

Dear teacher,  
sorry that i print this homework out again  
Respect,  
Arunfa Saroun

---

 **Passive Voice Exercises.doc**  
Document

[Download](#) [Upload Revision](#)

---

[Like](#) [Comment](#)

---

[You](#) ✓ Seen by 13

---

 Write a comment... [📷](#) [😊](#)

 **Tim Panhasokpheaktra** uploaded a file.  
July 21

Teacher !!!! Here is my homework.

---

 **Passive Voice Exercises.doc**  
Document

[Download](#) [Upload Revision](#)

---

[Like](#) [Comment](#)



**Roth Channy**  
July 20 · Phnom Penh

Dear Students,  
Some of the students did not do the first listening quiz for me. You don't have any mark for this task. Confirm me when you are able to do the quiz on Video 1 and 5. My deadline is within this week. Please find your name below.

1. Hong Sothea
2. Long Sokheng
3. Coun Seanghay
4. Phan Sreyleat
5. Phorn Lenin
6. Soeun Sophary
7. Sopha Manrit

Thanks,  
Channy

Like Comment

Seang Hay, ToNy and 6 others · Seen by 21

Write a comment...

### 3. Homework Assigned by Teacher



**Roth Channy** uploaded a file.  
July 20

Dear All Students,  
This is the homework of Passive Voice. Please read and do it carefully.  
Thanks, ... [See More](#)

**Passive Voice Exercises.doc**  
Document

Download Upload Revision

Like Comment

Virak Moul, ToNy and 1 other · Seen by 19

**ToNy** Yes teacher  
Like · Reply · 1 · July 20 at 8:57pm  
ToNy replied · 2 Replies

**Juko Mii Juki** Do you need a copy ? I mean if you need me to write it down to a piece of paper ?  
Like · Reply · July 20 at 9:48pm  
Juko Mii Juki replied · 3 Replies

Write a comment...

#### 4. Learning Materials Shared by a Student

**ToNy** uploaded a file.  
July 26

Relative Clause

**Relative clause in Khmer.pdf**  
Portable Document Format

Download Preview Upload Revision

Like Comment

You, អៀង វណ្ណឌីត and Ramy Narun Seen by 12

Write a comment...

**Sothy Yoeurn**  
July 6

We use relative clauses to give additional information about something without starting another sentence. By combining sentences with a relative clause, your text becomes more fluent and you can avoid repeating certain words.

Imagine, a girl is talking to Tom. You want to know who she is and ask a friend whether he knows her. You could say:

A girl is talking to Tom. Do you know the girl?... See More

Like Comment

You, Ramy Narun and Juko Mii Juki Seen by 23

View 3 more comments

**Sothy Yoeurn** Ok thanks teacher  
Like · Reply · July 6 at 3:46pm

**Ramy Narun** Your sharing is more easier. I could understand it easily. Thanks a lot venerable  
Like · Reply · July 6 at 4:17pm · Edited

Write a comment...

5. Videos from YouTube and Quizzes on Listening

 **Roth Channy**  
July 11 · Phnom Penh

Video 1



**Learning English through short films Tape 01 - Amber with Her Mother**

Please click to this playlist for watch more:  
<https://www.youtube.com/playlist?list=PLLLBCC91v...>

YOUTUBE.COM

Like   Comment   Share

 **Roth Channy** uploaded a file.  
Just now

This is the homework on Video 8. Watch and summarize what you have watched in the video.

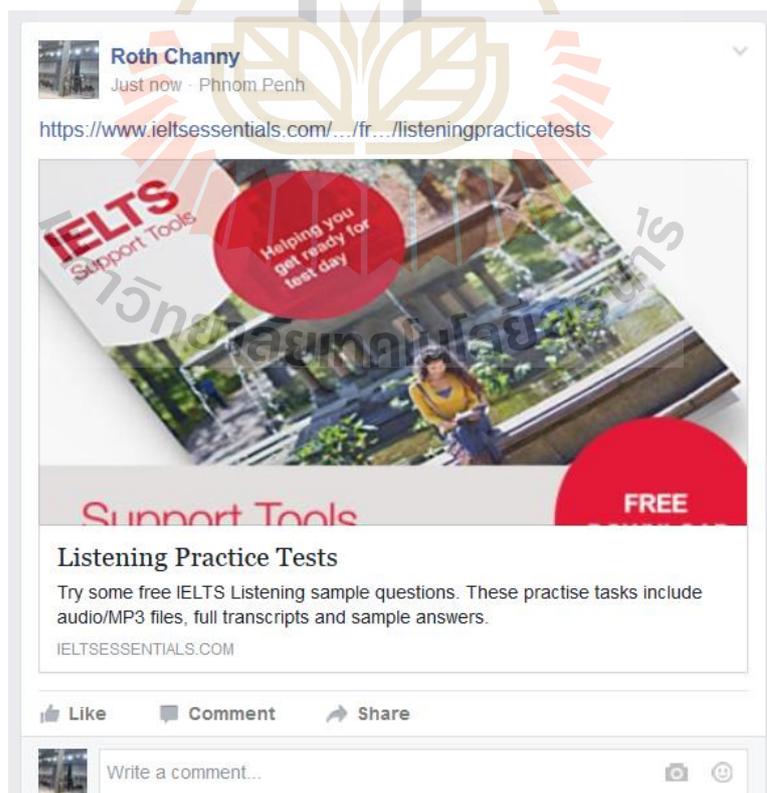
 **T8.doc**  
Document

[Download](#)   [Upload Revision](#)

Like   Comment

 Write a comment...  

### 6. Links from other Website



## 7. Tips: How to Be a Good Public Speaker

**Roth Channy**  
September 2 at 4:17pm · Phnom Penh

An example of public speaking which you are able to follow.



**HKFYG The Standard Chartered Hong Kong English Public Speaking Contest 2009**  
Joey Tang, Champion of Senior Division, HKFYG The Standard Chartered Hong Kong English...  
YOUTUBE.COM

Like · Comment · Share

Sothy Yoern, Hang Rachana and 4 others · Seen by 18

1 share

**Fiona Chen**  
Like · Reply · September 2 at 4:24pm

**Ramy Narun** Looks interesting. Thanks  
Like · Reply · September 2 at 4:26pm

Write a comment...

---

**Roth Channy**  
September 2 at 4:11pm · Phnom Penh

These are some tips to be a good presenter.



**How to Do a Presentation - 5 Steps to a Killer Opener**  
If you want to know how to do a presentation you've come the right place. Watch public speaking and presentation skills expert Jason Teteak give a...  
YOUTUBE.COM

Like · Comment · Share

Virak Moul, Panha Pov and 2 others · Seen by 16

Write a comment...

## **CURRICULUM VITAE**

Mr. Channy Roth was born in Sihanouk Ville City, Cambodia, on 23 March, 1987. He received his Bachelor Degree of Art, English TESOL, in 2011. He continued to study Master Degree in English Language Studies in the school of English, Institute of Social Technology, Suranaree University of Technology.

Mr. Channy Roth is as operation manager, kids' brain development program, at i-Kids School. He is an English Instructor at PUC. His research interests include Technology Enhanced Language Learning (TELL), Listening Instruction in EFL, Language Learning Strategies (LLS), and Genre Analysis.

