



GEN **TEFL** Journal 2018

Volume 3

Number 1

ISSN 2520 209X (ONLINE)

ISSN 2520 6648 (PRINT)

GEN TEFL Journal 2018

Volume 3

Number 1

GEN TEFL Journal is a refereed journal with an editorial board of scholars in various fields. It is an annual publication of Global Educators Network Teachers of English as a Foreign Language (GEN TEFL). The journal aims to gather and record range of studies exploring English language teaching theories, approaches, methodologies, technologies and best classroom practices honed by teachers, researchers, administrators, and interested individual for the long term advancement of ELT related research and knowledge.



EDITORIAL BOARD

Chief Editor: Mark Bedoya Ulla, Walailak University Language Institute, Thailand

Managing Editor: Andy Noces Cubalit, Chalermkwansatree School, Thailand

Board of Reviewers

Aaron Salgado, Utah State University, USA

Aleksei Nekhaev, Watsongtham School, Thailand

Ali Zahabi, Walailak University Language Institute, Thailand

An Duong, ICTU, Thai Nguyen University, Vietnam

Caroline Victorine Katemba, Universitas Advent Indonesia

Chase Noonan, Bloomsbury International School, Thailand

Chakri Kasatri, Srinakharinwirot University, Thailand

Damar Isti Pratiwi, Walailak University Language Institute, Thailand

Douglas Sweetlove, Gakuin University, Japan

Erin Azhar, University of Manchester, UK

Jamille De-Andra Chin, Southwest Jiaotong University, Peoples Republic of China

Kenje Gunda, Naresuan University, Thailand

Kiki Juli Anggoro, Walailak University Language Institute, Thailand

Magdalena Brezinska, WSB University, Poznan, Poland

Maneerat Chuaychoowong, Mae Fah Luang University, Thailand

May Minglana, Chalermkwansatree School, Thailand

Mercy Salvacion, Ying Cai High School, China

Michael Stephen Gracias, Don Mariano Marcos Memorial State University, Philippines

Naely Muchtar, Politeknik Negeri Ujong Pandang, Indonesia

Nathan Thomas, Oxford University, UK

Napat Jitpaisarnwattana, Oxford University, UK

Peter Galong, New Mexico State University, USA

Roxanne Miller, University of Jyväskylä/City University of Hong Kong

Suthee Ploisawaschai, Mahanakorn University of Technology, Thailand

Suryoputro Gunawan, Universitas Muhammadiyah, Indonesia

Vinithya Balachandran, Naresuan University, Thailand

EDITORS' NOTE

We are excited to release the third volume of the GEN TEFL Journal this year. The journal in its third year has been able to stand still amidst some challenges that come along its way. After the birth of the first volume in 2016, it continues to publish articles of good quality that we know, can benefit all teachers teaching EFL and ESL, policy makers, and education researchers not only in the ASEAN region but in all countries in the world. The effort put by all members of the editorial team is tremendously overwhelming that we hope to continue to publish more articles in the coming years.

We are also proud to say that all the successful contributing authors for this volume have come from and affiliated with various well-known education institutions throughout the world. As such, we have included 10 research articles ranging from various topics on ESL and EFL, from theoretical to practical classroom research studies, and from different contexts. Although the 10 articles included in this volume are slightly smaller in number compared with volume 2 which published 15 articles, they all have undergone a stringent process before their publication.

Furthermore, most of the articles selected for this volume were all presented during the 3rd GEN TEFL International Conference in Malaysia early this year. Thus, we would like to thank all the contributing authors for choosing and trusting the GEN TEFL Journal as their choice for their article publication and for their patience and understanding throughout the review process. We hope that we will be able to speed up the process in the next volume. To the authors, congratulations. We hope that you will continue to consider this journal for your next research publication.

I would also like to personally thank all the members of the editorial board that despite their busy schedule, they still find time to review all the articles and ensure that they all have met a good standard for research publication. Without your valuable time, the GEN TEFL Journal would not have come to a success.

To all the teachers, researchers, and readers, may you all find the contents of this volume inspiring, motivating, and learning.

Thank you very much.

Mark Bedoya Ulla
Chief Editor

TABLE OF CONTENTS

The Learnability of Grammar Instruction: A Processability Approach to Textbook Evaluation in EFL Settings

Xiaofei Tang, pp: 7 – 24

Teaching Mediation Skills: First Steps Using a Bilingual Corpus Approach

Sumie Akutsu, pp: 25- 42

Improving Students' English Ability through Oral Presentation Task: The Students' Perception

Sitti Sahriana, pp: 43 – 49

Translation- Presentation Method: The Students' Performance in Academic English Class

Irmawati, pp: 50 – 61

The Flipped English Classroom: pro and contra

Naely Muchtar, pp: 62 – 70

What if?: Leading the Drama Experience

Norhanim bt Abdul Samat and Azian BT ABD Aziz, pp: 71 – 81

Streamlining Classroom Management - 8 Practical Uses of Technology

Jason Gold, pp: 82 – 93

Vocabulary Learning for Japanese Learners of English

Hiroko Arao and Maiku Kimura, pp: 94 – 105

Lived Experienced of Filipino Educators – Enduring Differences at Foreign Academic Institutions through Cultural Pliability and Technology Integration

Charis Ajoc, pp: 106- 118

A Socialistic Overview of the Hindi Language

Chhayankdhar Singh Rathore, pp: 119 - 134

THE FLIPPED ENGLISH CLASSROOM: PRO AND CONTRA

NAELY MUCHTAR

Politeknik Negeri Ujung Pandang, Indonesia

Abstract: The main goal of successful flipped English classroom is to enhance student learning and achievement by reversing the traditional model of a classroom by focusing class time on student understanding rather than on monotonous lecture. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions. Essentially, the task and teaching material that is typically complete at home will be done in the classroom, while the lectures that are usually done in the classroom are viewed through a video or read through a book before coming to the classroom. However, by flipping the English classroom it has also pro and contra from the experts, lecturers, and students. The paper describes the pro and contra of flipped classroom implementation in teaching and learning English.

The Flipped Classroom

The flipped classroom has been developed and made popular by Bergmann and Sams (2012) who first used it to overcome the need to give assistance for students athletes therefore they can grasp what they missed in the class while they were absent for reason attending competitions. Initially, the purpose of this method was to record and create the video of some lectures on a particular subject to facilitate students who had missed the classes to catch up with the group. The design of this technology is main stages of the teaching and learning process such as classroom activities and homework reversed. That is, theoretical material studied by students individually by means of watching video lectures recorded by the teacher or downloaded from the Internet websites while classroom activities are devoted to fulfilling practical tasks and discussing the major issues with the lecturer. They have been consistent supporters of the individual approach to the student, considering that it is necessary to offer an occasion for students to learn in this way, at such times and in forms in which they want it.

The flipped classroom is defined as a pedagogical model in the book “Flip Your Classroom: Reach Every Student in Every Class Every Day” Bergmann and Sams (2012) compare the amount of time spent on learning activities in the traditional and flipped classroom. The comparison showed that in the flipped classroom much more time is devoted to practical activities instead of studying the theoretical material (75 minutes versus 35 minutes). The meaningful activities done at classroom since the students must watch the material given before coming to classroom. A typical flipped classroom strategy is for lecturers to prerecord lectures and post them online for students to watch on their own so that class time dedicated to student-centered learning activities. The design required students’ engagement with material and encourage critical thinking and problem solving. This student-centered model requires students be responsible for coming to class with a basic understanding of the materials,

so that they can fully participate in class discussion and activities. Content acquisition is self-paced and self guided, enabling students to manage when and how much content they view. It will develop interactive experiences, challenge students to think, and provide expert approaching and response since open-ended experiences within the classroom equip students for success by fostering critical cognitive development and promoting innovation through collaboration.

The Pros

Soliman's research in 2016 regarding students' opinions of the flipped classroom strategy which applied in English for Academic class for Egyptian university students at the end of semester by providing five questions namely: what did you like about this semester?, what did you not like at all?, how did you feel about the online classes?, did you like getting the lectures at home?, and what do you think could be done to make the experience more enjoyable? The students' responses were positive regarding their satisfaction in implementation of flipped classroom as seen in the feedback for each of the questions:

1. The online classes are giving them more skills and experience involving in active class since the lecturer using diverse teaching methods to make the classroom atmosphere motivating and enjoying for us.
2. This English subject was the most subject that students achieved benefit and learned much. They liked how learned in class by doing meaningful activities and enjoyed how lecturer made them learned many things in the same time with no boredom at all in classroom.
3. Online classes are superior for the reason that quizzes can be completed at any time also to learn lectures from video and read as preparation before class is an excellent approach to learn.
4. The flipped classroom is truly advantageous to students as it is an indication to check whether they were working on the correct path or not.
5. The thing that students liked this semester was the online classes were efficient and easy to be understood.

A survey research conducted in National Tomsk Polytechnic University in 2015 at Russia by Evseeva and Solozhenko. The result stated that 85% of students involved in the survey agreed the idea of integrating the flipped classroom technology into the learning process. 15% of students were not motivated by this technology because of the problems they faced with such as the difficulties that students experienced working with the electronic course such as access to internet, limited time for finishing online assignments, complexity with self-discipline to manage their task properly. Almost all students which is represented by 98% declared ease of use of e-learning materials as one of the most important advantages of the course. 75% of students appreciated the great chances for collaboration and communication via e-learning. Flipped classroom offers lecturers flexible timetable, participation and motivation of students in studying English as a foreign languages and increase students' academic performance. Furthermore, it has a positive impact on students' self-discipline and self-directedness due to the reality that students lead on responsibility for their own learning pace. The flipped classroom has an enormous pedagogical possibility for both lecturers and students.

There are presently a growing number of lecturers experimenting by flipping their classrooms at KTH Royal Institute of Technology in Sweden. Therefore, Cronhjort and Weurlander in 2016 focused on group interviews and the students' perspective in order to inspect students' perception of

flipped classroom in engineering education. The learning situation included web-based interactive video films, where students had to answer quizzes in order to keep on watching the films, and interactive in-class sessions with clickers. In general, the students had unlimited experiences of flipped classroom in many subjects. Their research perceived strengths, drawbacks, and students' views on learning with flipped classroom. Overall, the students opinion were positive to flipped classroom where students experienced many advantages, but they also pointed out difficulties and had many opinions about how a flipped learning setting was best implemented. In the interviews, students also expressed their views on learning and described the process of studying. One of the students had dyslexia and described her experience and special conditions. Overall, students appreciated the flipped classroom design, although they identify some difficulties and areas of improvement.

Table 1. The Strengths of Flipped Classroom

Films	<ul style="list-style-type: none"> • Usable for repetition, e.g. before examination • Possible to rewind, allows time for making notes • Flexible: adjustable pace and watched at suitable occasion • Offer more possibilities than live lectures: may include pictures, animations [and show specific locations or situations discussed in the lecture] • Effective, well used time, lectures would be superfluous if films covered more • Super as preparations for dyslexics
Quizzes during films	<ul style="list-style-type: none"> • Facilitate critical thinking • Give insight that you have not yet understood • Teacher receives feedback before lectures about what students find difficult
Encourages students to prepare for lectures	<ul style="list-style-type: none"> • Makes cheating more difficult. Quizzes are better than handing in a paper [as a proof of your preparations]. With papers, many students only copy a peer • Students feel seen. The teacher can see if I have prepared. • Easier to understand concepts during lectures when you are prepared. Acquiring the concepts goes faster
Creates a structure	<ul style="list-style-type: none"> • Deadlines and partial goals are appreciated. • Preparations for lectures get done
Guidance	<ul style="list-style-type: none"> • Better than YouTube as it reflects what the teacher finds important
In-class activities	<ul style="list-style-type: none"> • Clickers make you more active. You desire to perform well. • Students remain awake and focused with clickers
In-class feedback	<ul style="list-style-type: none"> • Clickers give feedback to each student • The teacher receives feedback from all students
In-class interactivity	<ul style="list-style-type: none"> • Gives faster communication and closer relationship between students and teacher • Facilitates asking questions. It is evident to what extent my peers [don't] understand • Interactivity is important, rather than a specific technique. Analogue discussions are also possible
General aspects	<ul style="list-style-type: none"> • Better perceived retention • The course is perceived as a role model • Fun • Gives confidence • No perceived drawback

Table 2. The Drawbacks of Flipped Classroom

Films	<ul style="list-style-type: none"> • Difficult to find a suitable degree of difficulty. It depends on whether students have read the textbook before the films • There is no index: It's difficult to find a certain passage • Ineffective [too long], too short, too easy or too personal films • Technical problems: Bad sound, didn't work on tablets • Students are distracted at home or on the web while watching the films
Ineffective in-class activities	<ul style="list-style-type: none"> • Too easy clicker questions, too much like repetition of the films, miss the challenge • Too difficult questions, I merely waited for him to present the correct answer • Too big span between the easiest and most difficult clicker questions • I get a feeling that the teacher is unprepared • Too many clicker questions give a messy impression • The greatest risk with clickers is that the lecture is merely a long sequence of questions, and nothing is ever presented
Examples	<ul style="list-style-type: none"> • Students request more contextualization and real world examples • Students request more examples of examination problems including hints and guidance, or step-by-step solutions and confirmation that they have done correct
General aspects	<ul style="list-style-type: none"> • Reading the textbook is not considered as an option • Better overview with traditional lecture notes. I need to go through the films before the examination in order to know that I don't miss anything • High pace and high work load • Difficult to take responsibility for one's learning, and judge whether I work enough • Clicker questions with a lot of text are difficult for dyslexics

Table 3. The Students' Suggestion of Flipped Classroom

Films	<ul style="list-style-type: none"> • Focus on introduction of basic concepts, not on details • Short and informative • More materials should be covered in films • More challenging • Should whet the appetite and build confidence, establish a positive attitude to the subject • It mustn't be too difficult, you should not lose your self-esteem • Longer films could be divided in parts with add-ons to a basic film • Good when it contains reading instructions, a brief presentation, and some increasingly difficult examples
Clickers	<ul style="list-style-type: none"> • Should be used sparingly, giving the teacher necessary feedback • Important to find the right difficulty level and number of questions
General	<ul style="list-style-type: none"> • Films should focus the lowest pass grade, class activities intermediate to high grades, and additional assignments the highest grade • The lecturer needs to complement the presentations of the textbook • Include an intermediate test with examination problems early in the course for feedback to students

Bishop and Verleger in 2013 wrote paper provides a comprehensive survey of prior and ongoing research of the flipped classroom. The study characterized on several dimensions comprising the type of in-class and out-of-class activities. Results of this study showed that most research conducted to explore student perceptions and use single-group study designs. Reports of student perceptions of the flipped classroom are somewhat mixed, but are generally positive overall. Students tend to prefer in-person lectures to video lectures, but prefer interactive classroom activities to monotonous lectures. The evidence suggests that student learning improved for the flipped compared to traditional classroom. However, there is very little work investigating students' learning outcomes objectively. They suggested for future research to investigate the objective of learning outcomes using controlled experimental or quasi-experimental designs. The paper also recommended that researchers must have been carefully thinking about the theoretical framework they used to guide the design of in-class activities thus, additional research needed to examine the influence of flipped classroom instruction on objective learning outcomes.

The rationale of this scoping review conducted by O'Flaherty and Phillips in 2015 was to present an inclusive outline of relevant research regarding the emergence of the flipped classroom and the links to pedagogy and educational outcomes, identifying any gaps in the writing, which could bring up to date outlook design and evaluation. The five-stage framework by Arksey and O'Malley underpinned the scoping review. The results designated that there is much indirect evidence emerging of improved academic performance and student and staff satisfaction with the flipped classroom but a paucity of conclusive evidence that it contributes to building lifelong learning and other 21st Century skills in under-graduate education and post-graduate education. It is obvious that even though universities and work places distinguish efficiencies in the flipped classroom at a time of increasing cost-cutting measures, academics also see this as an opportunity for curriculum renewal and developing a more student-centered approach. The flipped model has the potential to enable lecturers to develop critical and autonomous thought for their students, building the competence for lifelong learning and consequently preparing future graduates for their place of work contexts. However, there is a risk that educators renewing their curriculum may not fully understand the pedagogy of how to interpret effectively the flipped class into practice. Based on this scoping review, there appears to be some misunderstanding of the key elements necessary for successful flipping sessions. From the findings there is no single model for the flipped classroom to date but core features of the flipped learning approach include: content in advance (generally the pre-recorded lecture), educator awareness of students understanding, and higher order learning during class time. Outcomes of implementing a successful flipped class approach should consider helpful student learning that facilitates critical thinking, and importantly improves student engagement, both within and outside the class.

A research conducted by Feng Teng in 2017 with 90 students of Hong Kong Baptist University who are learning English as a Foreign Language (EFL) were assigned to three conditions namely a structured flipped classroom by using a WebQuest active learning strategy, a semi-structured flipped classroom, and a traditional classroom. The results showed that the structured flip classroom were the most helpful instructional intervention in improving students' academic performance, followed by the semi-structured flip classroom and the traditional one. Data collected from the questionnaire and interviews pointed out that students were more satisfied with the structured flip classroom than the semi-structured flip classroom. The study concluded that the flipped classroom model could be a functional and promising pedagogical approach in EFL teaching. However, supplementary research needed to contribute to the information base of this approach across disciplines.

Table 4. Overall Differences for Three Formats

	EG 1	EG 2	CG
Flip structure	Structured flipped classroom	Semi-structured flipped classroom	Non-flipped classroom
Flip tool	WebQuests + Online videos	Online videos	None
Material delivery	In- and out-of-class learning materials were organized in the QuestGarden format. All the materials were delivered to the students before each lesson.	Out-of-class learning materials were printed and distributed to the students before class. In-class learning materials were printed and distributed to the students in the class.	In- and out-of-class learning materials were printed and delivered in an appropriate time during in-class activities.
Before and after class	Students watched online videos and read materials through WebQuests	Students watched online videos and read out-of-class learning materials	Students reviewed learning materials and completed assignments.
In class	Students worked on inquiry-based assignments.	Students read in-class materials and worked on assignments	Students listened to teacher's lectures and read materials.

Students in structured flipped classroom had more positive attitudes toward flipped teaching than those in the semi-structured flipped classroom. Additionally, students in the semi-structured flipped classroom uttered a higher level of satisfaction than those in the traditional classroom. Results in support of flipped teaching are important because student satisfaction is one of the primary goals of this model. In this context, students' responses regarding the usefulness, feasibility, and agreeability of the flipped teaching model establish the willingness of students to deploy skills acquired through flipped learning in future scenarios. Data collected from interviews further suggested the future application of flipped learning skills. Students found the structured flipped classroom environment more relaxed and pleasurable than the semi-structured flipped classroom. This demonstrated in a wide variety of categories: the format of learning materials, better active learning, and higher participation levels in and outside of class activities, active cooperation, and conducting self-assessment of learning outcomes. Overall, the flipped approach is convinced students' needs for autonomy, competency, relatedness, and thus, create greater conditions for intrinsic motivation, which lead to empowerment, development, engagement, and an ability to learn independently or at their own pace.

Recent research in 2018 conducted by Sojayapan and Khlaisang to 30 students in Thailand employed three instruments consists of flipped classroom model with online group investigation, a website for flipped classroom, and a learning management plan. The results reported that a flipped classroom with online group investigation possibly would promote team learning ability. Based on the research findings the availability of essential equipment such as computers and the Internet, as well as the skills required for information searching and communication, are principal. The content selection must be appropriate for this learning management model such as lecture-based contents that learners can re-watch videos for comprehension. This model allows learners to be responsible for their own learning pace. Furthermore, a flipped classroom can be applied with other teaching methods such as project-based learning and problem-based learning.

The Contra

There is only one research from Jensen et al. conducted in 2015 which resulted contra for the application of flipped classroom in Brazilian university students. By implementing a quasi-experimental design, they made comparison between an active non-flipped classrooms and an active flipped classroom. Based on the result of the research, researchers concluded that flipped classroom does not have any effect in students' academic achievement compared with the non-flipped classroom. The conclusion of the research clearly stated that in choosing flipped classroom means the digitization of every session and unit from one subject. It needed extra time for lecturer in making and editing the video or selecting video from miscellaneous resources for students based on the topic given. In addition, in flipped classroom the students must read or learn the material before coming to the classroom, however due the different styles in learning and level of competency it is hard to expect that the students will be at the same pace in learning.

Conclusion on Pro and Contra of Flipped Classroom Implementation

There are numerous potential advantages to this style of learning. Therefore the pros are:

1. Students have more control over their own learning.

In a flipped classroom, students are possible to boost input and control over their own style in learning. By providing short lectures via video or giving the students video from Youtube or other videos from educational sites such as TED Talks at home before coming to the classroom, students are given the autonomy to learn at their own pace. Students may pause or rewind the video which given by lecturer, write down several questions they may have without any hesitation, and discuss all of them with their lecturers and classmates.

These activities also allows students who need more time to comprehend certain concepts to take their own time in reviewing the material without getting left behind, and receive instantaneous support from lecturers and classmates. As a result, it will increase student achievement and improve student positive attitude and behavior towards teaching material inside and outside the classroom.

2. It promotes student-centered learning and teamwork

Flipped classrooms allocate efficient class time for mastering skills through teamwork projects and active brainstorming. These activities support students to learn the concepts from each other with the supervision of their lecturer. By allowing students to participate in their own learning activities, they are able to learn by self-discovery, which turns into the ability to communicate and present their ideas and opinions confidently. Therefore, lecturers are capable to recognize errors in thinking or concept application, and are more accessible for one-on-one interaction or in-group communication.

3. Subject and Teaching Materials are more accessible for lecturers and students.

Making video lectures available at all times online or providing tutorial and educational videos, students who are miss class due to join competition or illness, can catch up with the material quickly. This also gives lecturers more flexibility when they themselves are sick, or attending conference, or even having meeting outside campus, it will also eliminates make-up class and abundant assignments for students.

However, there has predictably been some criticism to this bold new model of teaching and learning. Beside many benefits of flipped classroom there are also some drawbacks, the contras are:

1. It can create or intensify a digital divide

One of the most important issues is the necessity for students to have access internet via their laptop or smart phone in order to view the lectures. This is particularly hard for students who come from low-income family to purchase extra internet data or students who already have limited access to resources because they are living in remote area without internet access around.

2. It relies on preparation and expectation

There is also the concern that since flipped classrooms is reliant on students' participation; students must be watched the video of lectures at home. Unfortunately, there is no method to undertake students will oblige or collaborate with the flipped model.

3. There is significant effort on the front-end

Additionally, there is a concern that implementing a flipped classroom adds an extra workload for lecturers, as there are several elements in preparing teaching materials integrated carefully to allow the class to flourish. Responsibilities include taping, selecting, and uploading video and material of lectures, which will be take more time and skill, including introducing activity in the classroom that will improve the subject matter as well as motivate students to actively participate and prepare for class. Though lecturers can gradually integrated flipped elements into their classrooms, it will still require additional time and extra endeavor from lecturers.

4. Not naturally a Test Preparation Form of Learning

Whether or not it is a good and proper to be implemented in classroom, but it is important to realize that flipped classrooms do not teach the students to do test. Flipped classrooms do not follow the model of teaching to improve standardized test scores such as TOEFL or TOEIC. However, lecturers and students are still required to spend an extensive portion of occasion in preparing for test, which in turn interrupts the flipped classroom process.

5. More time on Screen

Every time lecturer starts flipping their classrooms, students will waste hours in front of screen of smart phone and laptop to watch the lectures. It argued that this has the possibility to cause serious problems to student's learning processes, as not everyone may be as proficient to learning through a screen of smart phone or laptop.

Overall, the use of flipped classroom stimulated the didactic, direct instruction lecture away from the classroom and into a more student-friendly environment of electronic technology. The core pedagogical concept did not change with the use of the flipped classroom but instead changed passive listening and learning to active participation of students in the classroom (Nolan & Washington, 2013). Employing videos made by the teacher or lecturer was not even necessary due to miscellaneous videos can easily be found over the internet such as from Khan Academy, YouTube, or TED Talk. Students could have possessed a technology device that they use to access the internet, as the technology

increasing very fast the flipped classroom is one way of incorporating new ideas inside the classrooms and outside the classrooms. Educators can form their own technology experience and bond it with the students' achievement in learning.

References

- Acedo, Mike. 10 Pros and Cons of a Flipped Classroom.
<https://www.teachthought.com/learning/10-pros-cons-flipped-classroom/>.
- Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Arlington: ISTE.
- Bishop, Jacob Lowell and Verleger, Matthew A. The Flipped Classroom: A Survey of the Research. Proceedings of the 120th ASEE Annual Conference & Exposition. American Society for Engineering Education June 23-26, 2013.
- Cronhjort, Mikael and Weurlander, Maria. Student Perspectives on Flipped Classrooms in Engineering Education. Proceedings of the 12th International CDIO Conference, Turku University of Applied Sciences, Turku, Finland, June 12-16, 2016.
- Evseeva, Arina and Solozhenko, Anton. Use of Flipped Classroom Technology in Language Learning. *Procedia Social and Behavioral Sciences* 206 (2015) 205-209.
- Feng Teng, Mark. Flipping the Classroom and Tertiary Level EFL Students' Academic Performance and Satisfaction. *The Journal of Asia TEFL* Vol. 14, No. 4, Winter 2017, 605-620.
<http://dx.doi.org/10.18823/asiatefl.2017.14.4.2.605>.
- Jensen, Jamie L., Kummer, Tayler A., and Patricia D. M. Godoy. Improvements from a Flipped Classroom May Simply Be the Fruits of Active Learning. *CBE Life Sciences Education*. Vol. 14, 1–12, Spring 2015. DOI: 10.1187/ 10.1187/cbe.14-08-0129.
- Nolan, M. A., & Washington, S. S. (2013, February). Flipped out: Successful Strategies for Improving Student Engagement. Paper Presented at Virginia Tech's Conference on Higher Education Pedagogy, Blacksburg, VA.
- O'Flaherty, Jacqueline and Phillips, Craig. The Use of Flipped Classrooms in Higher Education: A Scoping Review. *Internet and Higher Education* 25 (2015) 85–95.
<http://dx.doi.org/10.1016/j.iheduc.2015.02.002> 1096-7516. Elsevier Inc.
- Soliman, Nagwa A. Teaching English for Academic Purposes via the Flipped Learning Approach. *Procedia Social and Behavioral Sciences* 232 (2016) 122-129.
- Sojayapan, C., and Khlaisang, J., The Effect of a Flipped Classroom with Online Group Investigation on Students' Team Learning Ability, *Kasetsart Journal of Social Sciences* (2018), <https://doi.org/10.1016/j.kjss.2018.02.003>