



To Flip or Not to Flip: A Comparative Study on Flipped, Blended, and Conventional Learning in EFL Korean Context*

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The purpose of this study is to investigate the effectiveness of flipped learning in Korean EFL context. The study focuses on whether flipped learning leads to more increased learning outcomes in comparison to conventional or blended learning, especially regarding English speaking skills. A total of 70 first-year students in a Korean university participated in the study. They were divided into conventional, blended learning, and flipped learning groups. For the experiment, online contents were used for the flipped learning group, online contents and messengers were utilized for the blended learning group, and the conventional group was given paper-based activities. The pre- and post-tests were administered and evaluated using a rubric following the IELTS speaking assessment criteria. For the study, both quantitative and qualitative methods were collected and analyzed. Findings showed the statistically significant increases between the pre-test and post-test scores regarding fluency and coherence and lexical resources for all three groups. In terms of grammatical range and accuracy and pronunciation, however, only the two experimental groups showed significant improvements. Group comparison results showed no significant differences regarding all four items. Based on the findings, this study hopes to offer insights on the decision to implement flipped learning in EFL classes in Korea.

Keywords: EFL, flipped learning, blended learning, speaking

Introduction

The biggest strength of conventional classroom is that the traditional teaching setup allows face-to-face interaction between teachers and students as well as among students. The interactions taking place in conventional classrooms are synchronous by nature, enabling immediate feedback and communication. Through such interaction and exposure, students can be positively influenced by the teacher's presence in terms of educational values, beliefs, teaching styles, and so on. On the other hand, limitations in time, space, materials, and manpower, emerged as challenges in creating and provide an optimal learning experience for learners (Kim, 2016).

In recent years, technology has been widely used to support classroom teaching, and the Internet has played a significant role in education classrooms. The advancement of technology and the Internet has enabled learners to engage in learning anytime anywhere with various high-tech learning tools available for their choosing. Availability and the use of such tools have increased the learners' interest and

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motivation, encouraged them to study through collaborative learning, promoted their social interactions by sharing ideas and giving and receiving feedback, and finally, enhanced their self-directed learning skills (Halili, Razak, & Zainuddin, 2015).

Educators have merged offline classrooms and online elements, which gave birth to distance learning. Then emerged the concept of blended learning which refers to a combination of technology and classroom instruction. Traditional classrooms are often supplemented with online technology in blended classrooms. It is a flexible approach to learning with the benefits of delivering training and assessment online, using various modes to make up a complete program. According to Bañados (2006), this can improve learning outcomes. Students have also shown positive perspectives on blended learning (Alebaikan, 2010; Alebaikan & Troudi, 2010; Al-Mansour & Al-Shorman, 2009; Yoon, 2011). In addition to blended learning, flipped learning is also gaining more and more attention among educators and scholars from different levels and fields all around the world. Unlike in traditional classrooms, students study instructional content by themselves through videos at home and do activities to reinforce their understanding of important concepts and knowledge in flipped classrooms (Bergmann & Sams, 2012). For the past several years, a number of advocates of flipped learning have emphasized its strengths and highly promoted its practice (Sung, 2015).

Flipped learning is currently one of the most popularly used instructional designs in the field of EFL (English as a Foreign Language) (Ekmekci, 2017). The advancement in technological tools has paved the way for the extensive use of flipped classrooms (Johnston, 2017). It is believed to be one of the best models for technology use in education (Hamdan, McKnight, McKnight, & Arfstrom, 2013). However, there are many different models for online learning instruction, and no single model can be a perfect fit for all educational settings (Chowdhury, 2019). Indeed, some researchers have questioned the effects of flipped learning on student achievement (Elliott & Winkel, 2016; Webb & Doman, 2016). That is, flipped classroom may not be appropriate for all, and other models may be more suitable depending on the subject and types of courses.

In light of this, this study aims to examine whether flipped learning leads to more increased gains and learning outcomes in comparison to conventional or blended learning, especially in EFL settings. According to Sung (2015), there is a dearth of research on flipped EFL learning in Korea. In particular, considering that students in the Korean EFL environment have difficulty in speaking and it is necessary to find out an effective way to help them improve their speaking skills (Kim, 2016), research questions for the study are formulated as follows:

- a. Are there significant learning outcomes in flipped EFL classrooms compared to conventional and blended learning in speaking?
- b. What are the effects of flipped learning on EFL students' speaking skills in comparison to conventional and blended learning?

Literature Review

When learning a new language, a number of methods and approaches are applicable. In conventional learning, students acquire new knowledge in a classroom through lectures, and they practice it at home via homework. However, conventional approaches alone often fail to meet a student's learning needs. In recent years, conventional learning environments have been rapidly changing with the increased use of technology. Professional educators have captured these changes by reporting the potential technology has to transform conventional instruction. For example, Collins and Halverson (2009) argued that conventional models in the digital age are in transition from uniformed learning to customized learning, from learning-by-assimilation to learning-by-doing, from acquiring knowledge to mobilizing outside resources, and from standardized high-stakes assessments to specialized expertise demonstrations. Berns, Isla-Montes, Palomo-Duarte, and Doderio (2016) also reported that using technology is more effective,

more engaging, and more fun than conventional learning tools, which in turn has a positive impact on their learning outcomes. In addition, this kind of non-conventional instruction provides foreign language learners with opportunities to communicate and negotiate in their target language. Given that opportunities are very rare in conventional learning environments, this is especially valuable for improving fluency (Berns, Isla-Montes, Palomo-Duarte, & Dodero, 2016).

To provide students with more effective learning, tools and resources for both inside and outside the classrooms can be used. Various technology-enhanced pedagogical models have been employed to facilitate online instruction, and one of them is blended learning. There is more than one delivery mode used in blended learning. From an educational perspective, blended learning integrates two paradigms, classroom-synchronous and online-asynchronous learning. Unlike a traditional teaching setting where a teacher delivers lectures and students passively receive knowledge in offline classrooms, blended learning provides learners with flexibility regarding time, place, and ways of learning. Blended learning is in a continual process of being refined as its popularity has increased in recent years, and concept of blended learning is viewed as the blending of instructional methods (Driscoll, 2002; Rossett, 2002), as blending of instructional modalities (Bersin, 2003; Orey, 2002; Singh & Reed, 2001), and as combining online and offline instruction (Rooney, 2003; Sands, 2002; Young, 2002). Along with the definition, the degrees of blending need to be considered in implementing blended learning into classrooms. Garrison and Kanuka (2004) claimed that adding online element is not truly blending, and claims transformational blending as blended learning. On the other hand, Graham (2006) defined programs that offered choices in online or offline as enabling blend, and accepted the addition of online or offline elements as enhancing blend. In this study, the blending of online instructional modalities and instruction will be used, considering that the instructional methods need to be consistent in order to compare blended learning to conventional learning and flipped learning.

Previous scholars have reported that the blended learning class showed better learner performance than the non-blended class (Means, Toyama, Murphy, Bakia, & Jones, 2010). In addition to increased learner performance, learner perspectives for blended learning and its elements were found to be positive (Yoon, 2010). According to Norberg, Dziuban, and Moskal (2011), blended learning is the new normal in higher education. Studies such as Al-Mansour and Al-Shorman (2012) investigated the effects of computer-assisted instruction on Saudi EFL students. In their study, the integration of multimedia technology into a traditional class had a positive effect on students' achievement. Likewise, Alebaikan and Troudi (2010) studied online discussions in blended EFL courses and noticed that blended learning positively affects EFL learning when sharing new ideas, responding to peers, and receiving feedback from their teachers. It was also found that blended learning has the potential to provide a successful learning experience (Alebaikan, 2010).

Meanwhile, the adoption of the flipped model in EFL learning allows individualized instruction while enabling teachers to teach their students with different backgrounds such as language abilities or learning achievements (Soliman, 2016). According to Webb and Doman (2016), one of the biggest challenges in a language classroom is individualized instruction. Students have various knowledge backgrounds, mixed language abilities, and different goals. They have diverse learning needs and styles and different levels of motivation. Flipped model in EFL class allows individualized instruction by allowing learners to study at their own pace through rewinding, fast-forwarding, pausing, and replaying the instructional videos, students can obtain the knowledge in prior to coming to class. They can access the information and prepare themselves for the upcoming lesson regardless of time and place.

Flipped EFL learning allows teachers to address various students' needs such as different language abilities or learning achievements and can improve classroom management by providing time to interact with every student (Bergmann & Sams, 2015; Sung, 2015). Students can also have more opportunities to use their target language in flipped learning settings. According to Mehring (2016), this collaborative learning environment deepens and advances the use of language with effective and immediate feedback from their teacher. This can lead to more interactive learning experiences of the students (Schultz, Duffield, Rasmussen, & Wageman, 2014). Since the flipped model frees class time, it allows classroom focus to shift from teacher-centered instruction to student-centered (Hamdan, McKnight, McKnight, & Arfstrom, 2013). In addition, the teachers can engage in individual interaction with each student and

improve the relationships with all students (Zhang & Wu, 2016).

According to the previous studies, flipping the English classroom benefits students in various aspects of students' English learning outcomes, including listening, reading, writing, and speaking skills, is related to their attitudes, preparation, participation, collaboration, sense of community, learner autonomy, or learning experiences (Al-Harbi & Alshumaimeri, 2016; Han, 2015; Soliman, 2016; Zhang & Wu, 2016). In particular, Hsieh, Huang, and Wu (2017) conducted a study on the effectiveness of flipped classrooms to enhance students' oral proficiency. In their study, the students in the flipped classroom showed better learning outcomes and more positive learning attitudes than those learning in the traditional classroom. They concluded that the application of technology can facilitate English language teaching and students are satisfied with the flipped classroom.

At the same time, some argue that although flipped learning is considered as an innovative approach facilitating teaching and learning, flipped classrooms are still teacher-centered and unidirectional, which is neither effective nor efficient in improving language abilities (Bishop & Verleger, 2013). In addition, many students still consider and take English courses as a conventional classroom subject, especially those related to speaking which requires plenty of person to person interaction. Moreover, there are few sources that EFL teachers can turn to for creating flipped lessons or for assistance (Cockrum, 2014). Since the resources are limited, it is difficult to provide empirical supports of the flipped model compared to other instructional models. In fact, few researchers have questioned the effects of flipped learning on student achievement (Elliott & Winkel, 2016; Webb & Doman, 2016). Furthermore, considering the lack of research on flipped EFL learning in Korea (Sung, 2015), the effectiveness and practicality of flipped learning should be examined more carefully.

Therefore, in this study, the same EFL speaking contents are taught using conventional model, blended learning, and flipped learning to compare the impact these models have on EFL learners' speaking skills and to investigate whether flipped learning is more appropriate in comparison to conventional and blended learning models. For the study, conventional instruction follows the traditional teaching procedure of instruction and activities followed by individual paper-based assignments. Blended learning instruction begins with in-class instruction and activities followed by online individual and communicative group assignments using online contents, and flipped learning instruction begins with online instructional videos and activities, then in-class communicative activities where students can interact in collaborative and /or cooperative task-based activities.

Methodology

Participants

A total of 70 first-year students in a Korean university participated in the study. They were enrolled in a 4-skills integrated English course that met once a week for 2 hours for 15 weeks. The course was a graduation requirement and open to all freshmen. For the experiment, the participants were placed into three intermediate-level classes based on the university's placement test administered prior to registration. The three classes were each designed to reflect conventional (C), blended learning (BL), and flipped learning (FL). The C group had a total of 21 participants, BL had 24, and FL had 25 with 12 male and 28 female participants. All three groups were taught by one of the researchers.

Procedure

The procedure for the study is as follows as seen in Figure 1. For C group, the textbook, Smartchoice 2, 3rd edition (Wilson & Healy, 2016), was used in class and printed worksheets were handed out as weekly assignments. Projector, PPT, and university's Learner Management System (LMS) for submitting voice-recording assignments were used, but online content or messengers were not utilized for the control group.

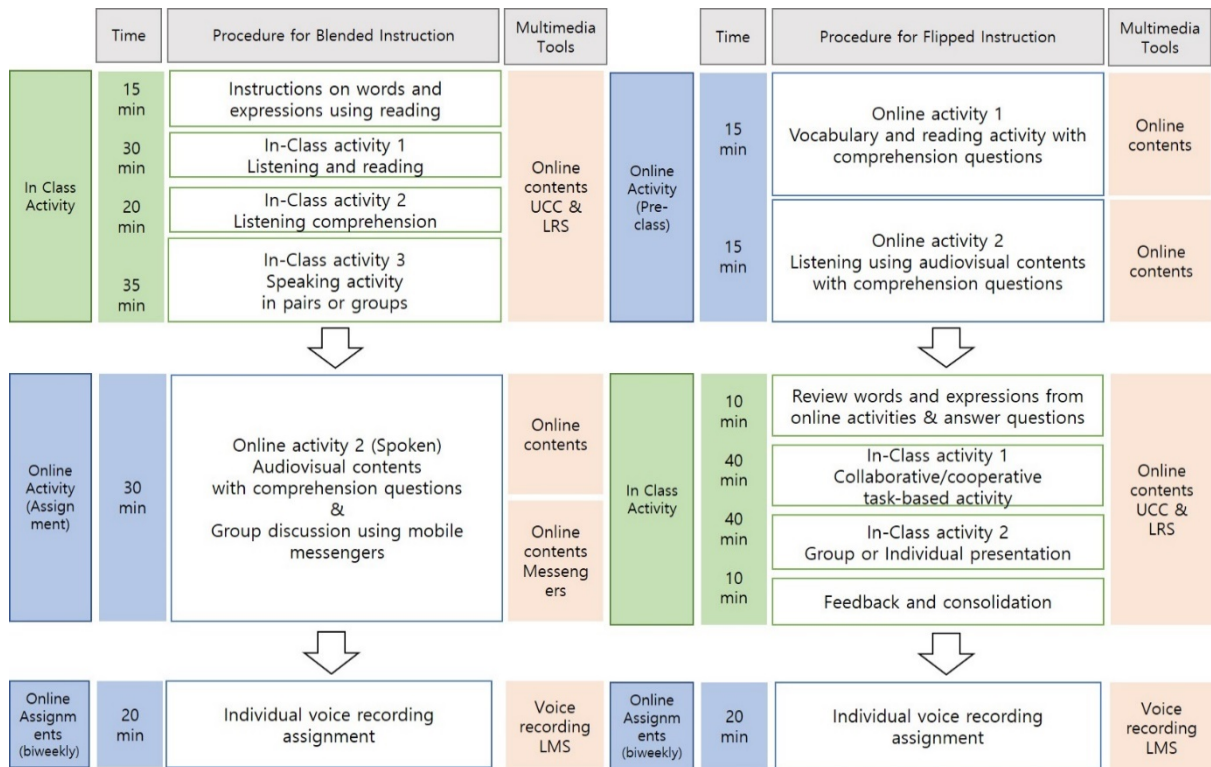


Figure 1. Procedure for BL and FL groups.

The procedure for the study is as follows as seen in Figure 1. For C group, the textbook, Smartchoice 2, 3rd edition (Wilson & Healy, 2016), was used in class and printed worksheets were handed out as weekly assignments. Projector, PPT, and university’s Learner Management System (LMS) for submitting voice-recording assignments were used, but online content or messengers were not utilized for the control group.

For BL group, the textbook along with online contents and Learner Response System (LRS) called Socrative (www.socrative.com) were used in class for instructions. During the face-to-face class, instructions on vocabulary, listening, and speaking were provided. For online activities following the instruction, audiovisual learning contents with online comprehension activities from Smartchoice 2 were assigned followed by small group discussions on the topic using a popular mobile messenger, KakaoTalk.

The procedure for FL groups began with online learning activity with instructional content on vocabulary and listening from Smartchoice 2, which the participants were to carry out in prior to coming to the class. During the class, the FL group was given a quick review. Then they engaged in speaking activities followed up presentation and feedback. All three groups were given biweekly voice recording assignments, which were uploaded onto the university’s LMS.

Data Collection

To obtain appropriate data for the study, both quantitative and qualitative data were collected. The quantitative data source includes the pre- and post-tests. The data for the pre- and post-tests were collected in the form of voice recording. The participants were asked to produce and submit 2-minute voice recordings on given topics based on the contents from the textbook. The topics consisted of talking about experience, person, and upcoming events. The topics for the pre-test were describing high school experience, describing a family member, and talking about winter vacation. For the post-test, the topics consisted of talking about an interesting experience, describing a good friend, and talking about the upcoming summer. The topics were selected to address the teaching and learning contents, and a total of 70 complete data sets were collected.

The pre- and post-tests were evaluated by two university professors in the English department using a rubric following the IELTS assessment criteria for speaking band descriptors. Four categories for evaluation were fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation. Each of the categories ranges from 0, meaning no submission, to 9, representing the ability to use a full range of language skills with flexibility and ease. For fluency and coherence, students are assessed regarding fluency and how naturally and coherently they speak. Features considered are the use of cohesive features, the ability to self-correct, discourse markers, pauses, hesitations, and such. Lexical resource addresses the appropriate and flexible use of accurate vocabulary and features such as the use of idiomatic language, ability to paraphrase, vocabulary range, and collocation. Grammatical range and accuracy category covers the use of simple to complex structures of sentences without errors, and the number of errors is taken into consideration. Lastly, pronunciation evaluates the use of the full range of both segmental and suprasegmental features of pronunciation. The ability to clearly and correctly pronounce is assessed as well as how well students make themselves be understood. Inter-rater reliability between the two raters was high with Cronbach's alpha of .956.

Data Analysis

The data gathered from the tests were analyzed using SPSS for T-tests and ANOVA, and the significance level was set at 0.05 ($p < 0.05$). The data source for the qualitative data included speaking samples selected from the three groups. For in-depth analysis, the students' voice recordings from pre- and post-tests were transcribed, and the excerpts were analyzed by the researchers of the study to show learner performance regarding fluency and coherence, lexical resources, and grammatical range and accuracy. The in-depth analysis of pronunciation was excluded due to the lack of phonetic information in the transcript.

Results and Discussion

Effectiveness of Learning Models

One of the objectives of this study was to verify the effectiveness that flipped learning has on EFL learning. In particular, the current study aimed to determine whether flipped learning is more effective than conventional or blended learning. First, to compare the mean score changes between pre- and post-tests of each group, descriptive statistics, and paired t-tests were administered. The data are shown in Table 1.

TABLE 1
Descriptive Data and t-test Results of Paired-samples t-test

Item	Group	Mean (Pre/Post)	MD	SD	df	t	Sig.
Fluency and Coherence	Control	4.17/4.98	-.78571	.10045	20	-8.059	.000
	Blended	4.50/5.27	-.77083	.77990	23	-4.842	.000
	Flipped	4.58/5.26	-.68000	.78899	24	-4.309	.000
Lexical Resources	Control	4.55/5.12	-.19048	.16650	20	-3.432	.003
	Blended	4.13/4.92	-.79167	.46431	23	-8.353	.000
	Flipped	4.30/5.04	-.74000	.64743	24	-5.715	.000
Grammatical Range and Accuracy	Control	4.83/5.12	-.28571	.21977	20	-1.300	.208
	Blended	4.21/5.06	-.85417	.59853	23	-6.991	.000
	Flipped	4.38/4.98	-.6000	.86603	24	-3.464	.002
Pronunciation	Control	4.79/5.00	-.11905	.16025	20	-1.337	.196
	Blended	4.58/5.04	-.45833	.83297	23	-2.696	.013
	Flipped	4.44/5.08	-.64000	.68496	24	-4.672	.000
Total	Control	4.58/5.05	-.25595	.11824	20	-3.977	.001
	Blended	4.35/5.05	-.71875	.52291	23	-6.734	.000
	Flipped	4.43/5.09	-.66480	.53339	24	-6.232	.000

Table 1 shows the descriptive data for the pre- and post-tests. The results of the t-test show that there were significant differences between total scores of pre-test and post-test scores for both BL and FL groups regarding all four items: fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation. As a whole, their scores of all four items significantly increased ($p < .05$). Specifically, BL group significantly increased their fluency and coherence ($t = -4.842$, $p = .000$), with the mean scores of 4.50 on the pre-test and 5.27 on the post-test. Regarding lexical resources, the participants scored 4.13 on the pre-test and 4.92 on the post-test. The result also revealed a statistically significant increase ($t = -8.353$, $p = .000$). In addition, BL group showed a significant increase between the two tests with regards to grammatical range and accuracy ($t = -6.991$, $p = .000$). The mean score on the pre-test was 4.21 and that of the post-test was 5.06. They also increased their pronunciation ($t = -2.696$, $p = .013$), with the mean scores of 4.58 on the pre-test and 5.04 on the post-test. That is, BL group's speaking performance was enhanced after the treatment. See Excerpt 1 from the sample transcripts of BL group below.

Excerpt 1. Samples from Pre- and Post-tests of BL Group

Pre: I was worked in winter vacations. The job was very tired. Because too long standing and too walking. What problem did I on the job is pain and stiffness in my legs. So I was went to the hospital. Doctor say need rest. Accordingly, I rest my home during the remain winter vacation.

Post: I have been dropped by someone on the stairs. I think someone pushed me the restaurant to go quickly. So, my leg was cracked. This happened when I was 13 years old. I remember that I was very embarrassed and hurt at the time. And now I think about it, I'm angry that he didn't apologize. But now it's all past, I'm not really angry.

Samples of BL students' transcript in Excerpt 1 show that there were increases in grammatical range and accuracy, lexical range, and fluency and coherence. It can be observed that longer and coherent sentences are formed in the post-test (e.g., I remember that I was very embarrassed and hurt at the time), whereas, in the pre-test, an incomplete sentence is found (e.g., Because too long standing and too walking). Also in the post-test, present perfect tenses (e.g., I have been dropped by someone on the stairs), present tenses (e.g. But now it's all past, I'm not really angry), and past tenses (e.g., This happened when I was 13 years old) are used as well as passive voice (e.g., So, my leg was cracked). However, in the pre-test, simple present tenses (e.g., Doctor say need rest) and past tenses (e.g., The job was very tired) are found. Changes in pronunciation are not represented here because the transcripts cannot capture full phonetic detail.

FL group also showed significant improvement regarding all four items. Specifically, the participants scored 4.58 on the pre-test and 5.26 on the post-test regarding fluency and coherence, showing a statistically significant increase ($t = -4.309$, $p = .000$). They significantly increased their lexical resources as well ($t = -5.715$, $p = .000$), with the mean scores of 4.30 on the pre-test and 5.04 on the post-test. In addition, FL group revealed a significant increase with regards to grammatical range and accuracy ($t = -2.425$, $p = .002$). The mean score on the pre-test was 4.38 and that of the post-test was 4.98. Regarding pronunciation, they scored 4.44 on the pre-test and 5.08 on the post-test, and this result also showed a statistically significant increase ($t = -3.573$, $p = .000$). Excerpt 2 below shows an example of speaking improvement in FL group after the treatment.

Excerpt 2. Samples from Pre- and Post-tests of FL Group

Pre: During winter vacation, I worked for 6 days. So, I was hard too much. Because I worked for 8 hours everyday. Also, during part-job, I get injured my knee because I kneeled to give customers goods that were on the ground.

Post: when I was 18 years old, I went on a school trip to Jeju island. I had a pillow fight with my friends. While we were having a pillow fight, one of my friends had a nosebleed. At first, I, and my friends thought she was playing a practical joke. So we were embarrassed. But, afterwards, we

laughed loudly. I can't forget this story.

Excerpt 2 above shows that the student has better control of grammatical structure and lexical resources. The sample of post-test shows richer use of vocabularies, such as a practical joke, nosebleed, and pillow fight. In the pre-test, however, she had to explain herself by saying 'I get injured my knee' instead of using the term 'knee injury.' In addition, it is clear that her verb usage has improved from using simple past tenses only (e.g. So, I was hard too much) to using simple past tenses (e.g. I had a pillow fight with my friend), past continuous tenses (e.g. While we were having a pillow fight, one of my friends had a nosebleed), and present tense (e.g. I can't forget this story). It is worth noticing that one of the contents in the textbook was using a time phrase with past tense such as 'when I was' and 'while + past continuous.' It is clearly seen that she is able to apply the contents taught in the online instruction to her speaking practices.

In the case of the C group, they showed a significant increases in fluency and coherence ($t = -8.059$, $p = .000$) and lexical resources ($t = -3.432$, $p = .003$). To be specific, there was a significant increase in fluency and coherence, with the mean scores of 4.17 on the pre-test and 4.98 on the post-test. Regarding lexical resources, the participants showed a significant improvement. The mean score on the pre-test was 4.55 and that of the post-test was 5.12. Regarding the control group's scores on grammatical range and accuracy and pronunciation, however, did not show significant increase ($p > .05$). Although the score change was not significant, it is worth noticing that their scores on grammatical range and accuracy increased ($t = -1.300$, $p = .208$). Excerpt 3 from C group is provided below.

Excerpt 3. Samples from Pre- and Post-tests of C Group

Pre: I went to Daecheon with my friends during winter vacation. I had a barbecue party with my friends in the evening. I also ate pork and fried rice and ate Ramen. I was happy to travel. My winter vacation problem was lazy. I spent my vacation everyday eating and sleeping. What I planned during my vacation was exercise. But I cannot exercise.

Post: When I was in my second year of high school, I went to play Jeju Island. I was there for snorkeling. I put on a suit, snorkeled, kicked flippers. And I went into the water. At first, I wanted to get out of the water. Because I was afraid. The class teacher helped me. I had to adapt to holding my breath. And it has adapted to it. I was more and more interested in snorkeling. When I was scared, I saw things that did not look like. I saw pretty friends such as fish, starfish, and seashells. I was very sad when I was out of time. If I have a chance next time, I want to try again.

For C group, fluency and coherence seem to have improved. Especially for coherence, she is able to use conjunctions (e.g. If I have a chance next time, I want to try again) and time phrases (e.g. At first, I wanted to get out of the water because I was afraid) after the treatment. Lexical resources seemed to have increased as well in the post-test with more vocabularies to describe her emotions such as afraid, scared, interested, and sad. As for grammatical accuracy and range, while BL and FL groups have shown an increase across the board, C group's grammatical range and accuracy did not show a significant increase. It is supported by the excerpt above where improvements in her grammatical range are not largely noticed. It can be seen that in simple past is used mostly for both pre- and post-tests, and passive voice is also used in the post-test.

To sum up, statistically significant increases were observed between total scores of pre- and post-tests regarding fluency and coherence and lexical resources across the board. All participants were able to speak more naturally and coherently and to use more appropriate and accurate vocabulary and idiomatic language. In terms of grammatical range and accuracy and pronunciation, however, only the BL and FL groups showed significant improvements and were able to use simple to complex structures of sentences with fewer errors and to pronounce more clearly and correctly.

Berns, Isla-Montes, Palomo-Duarte, and Dodero (2016) asserted that technology is more effective, more engaging, and more interesting than conventional learning tools. According to them, learners have rare opportunities to communicate and negotiate in conventional learning environments, through the use

of technology, which is especially valuable for improving learning including language fluency. The current study, however, shows that language learners still showed improvement in their fluency and coherence as well as lexical resources in traditional settings without technology. This can be explained with the biggest strengths of the conventional classroom. Since the traditional teaching environment enables face-to-face interactions between teachers and students, teachers can provide immediate feedback to students, and the students can be positively influenced by the teacher's personality, behavior, values, and beliefs. The traditional environment also allows natural interaction among students, encouraging synchronous communication in class. Although creating an optimal learning experience can be a challenge in traditional classroom teaching due to limitations of time, space, and materials, the current study shows that the conventional classroom still has positive impact on learning outcomes.

Furthermore, this study confirms that both blended and flipped learning are beneficial for grammatical range and accuracy and pronunciation. According to Bañados (2006), English programs emphasize the importance of oral production with a focus on authentic communication, and this can be implemented through blended learning. Findings of this study also support previous studies suggesting flipping the English classroom benefits learners in various aspects such as grammar skills (Al-Harbi & Alshumaimeri, 2016) and oral proficiency (Hsieh, Huang, & Wu, 2017). Given that the control group did not significantly improve in their grammatical range and accuracy and pronunciation, this can be explained with the potential technology has to transform traditional instruction. According to Collins and Halverson (2009), conventional models are changing with the development of technology, from uniform learning to customized learning. In particular, the adoption of the flipped model allows individualized instruction. In flipped learning, students can gain the prerequisite knowledge before class at home through pre-recorded lessons as much as they need. They can get enough information at their own pace and prepare themselves for the upcoming lesson regardless of time and place. This might have helped the learners to improve their grammatical range and accuracy and pronunciation.

Effectiveness of Flipped learning in Comparison to BL and C

Since this study also aims to confirm whether flipped learning is more effective compared to conventional or blended learning, ANOVA was performed with groups as the independent variables and the speaking test scores as the dependent variable. The ANOVA results on the pre-test indicated that all groups were homogeneous at the beginning of the study. That is, there were no significant group differences on the pre-test regarding all four items ($p > .05$). Therefore, to confirm the superior effects of flipped learning, another one-way ANOVA on the post-test was conducted.

TABLE 2
ANOVA Results for the Post-test

Items		<i>df</i>	F	<i>p</i>
Fluency and Coherence	Between Groups	69	1.257	.291
	Within Groups			
	Total			
Lexical Resources	Between Groups	69	.614	.544
	Within Groups			
	Total			
Grammatical Range and Accuracy	Between Groups	69	.203	.817
	Within Groups			
	Total			
Pronunciation	Between Groups	69	.048	.953
	Within Groups			
	Total			
Total	Between Groups	69	.020	.980
	Within Groups			
	Total			

The significant differences of the post-test among the three groups were investigated using ANOVA. As presented in Table 4, there were no significant differences observed regarding all four items: fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation. It seems that flipped learning did not have significantly superior effects on EFL learning in comparison to conventional or blended learning. See Excerpt 4 below for details.

Excerpt 4. Samples from Post-test of All Three Groups

C group: I will go to Tokyo with a friend this summer vacation. It is my first trip abroad with my friend. It is better because we are making money and not parents' money. I will go there and eat favorite food. Now, what I expect most is food. I like Japanese food. I am happy to eat ramen, takoyaki, gyakatsu and other Japanese food. I will also shopping for clothes, shoes, such as those other things. Our schedule arrives at the Japanese airport at 12:30 on the first day. Place your luggage in the hotel after lunch moved to Tokyo. We will be shopping and looking around. I am going to Disneyland on the second day. And I am excited about this trip because I like Disney movies. On the third day, I will go to the Ghibli Museum and go to the Tokyo Tower in the evening. On the last day, I will come to Korea by airplane. I am already expecting all the schedule from now on.

BL group: I cannot go so far for a summer vacation, because I go to work. However, I will go to Jeju island during my summer vacation. Jeju island is the most beautiful island in Korea. Also, it is the largest island in Korea. I will go there with my boyfriend by airplane. I can't wait to go there! Well, if I go to Jeju island, for the first, I want to eat some delicious food. The food what I want to eat in Jeju is meat noodle with Hallasan Soju. because it is so hard to taste in Seoul. Meat noodle is well-known as delicious noodle in Jeju. It's includes meat, noodle, and some vegetables. In addition, I want to swim and sightseeing. I really want to swim and snorkeling at the beach. The beach has emerald colored water. When I checked that beach through the pictures, I felt so calm. The other place I want to visit is, Sungsan mountain. Many people climb the mountain at dawn, because that mountain is easy to see the sunrise. Lastly, I'm going to do duty-free shopping at the Jeju airport. Thank you.

FL group: In most of the my vacation, I used to study at the school and academy. But I want to enjoy this summer vacation. First, I will work out during the summer vacation. I want to do yoga. I am lacking in body flexibility. So, I feel stiff and heavy. I want to develop flexibility while through yoga. I will go to a city cultural center to do yoga class. Because it is very close to my house and is cheaper than other places. Also, I plan to often walk in the playground and to ride a bike because I think I also have lacking in basal metabolism. So, I feel tired easily. I will go to the elementary school playground and lake park to ride bike and walking. Second, I will travel with my family. I will relax my mind through it. I want to build many memories together. And I will travel to Busan with them. We will visit Haeundae and Gamcheon village. And I plan to go to various tourism places in Busan. And I will go to Jagalchi market and eat lots of delicious foods.

As observed in Excerpt 4 above, there are no notable differences among the three group students' transcripts. For fluency and coherence, students were assessed how fluently and coherently they speak, but no particular differences were found among the students regarding their use of cohesive features, ability to self-correct, discourse markers, pauses, hesitations, and such. In addition, Excerpt 4 does not show noticeable differences in lexical resource and no remarkable differences were observed among the students from each group regarding the appropriate and flexible use of accurate vocabulary and features such as the use of idiomatic language, ability to paraphrase, vocabulary range, and collocation. In terms of grammatical range and accuracy, the students did not show significant differences in the use of simple or complex structures of sentences and the number of errors. In addition, there were no obvious differences in the use of the full range of both segmental and suprasegmental features of pronunciation.

The traditional model has been considered to have challenges in creating and providing an optimal

learning experience. In order to compensate for the lack, blended and flipped learning has been adopted based on claims that they are student-centered, providing students with flexibility regarding time, place, and various learning skills. Although previous researchers have shown superior effects of blended and flipped learning in comparison to conventional and traditional learning (Alebaikan, 2010; Bañados, 2006; Hamdan, McKnight, McKnight, & Arfstrom, 2013; Means, Toyama, Murphy, Bakia, & Jones, 2010), findings of the current study revealed that there are no different effects among the three. It was mentioned that Norberg, Dziuban, and Moskal (2011) claimed blended learning is the new normal in higher education, and Ekmekci (2017) asserted that flipped learning is the most popularly used instructional designs. However, this study confirms that trend may simply be a trend and such models may not be the panacea for all. It is important to investigate whether the new models are actually better or worse than the previous ones. Similarly, Elliott and Winkel (2016) noted that flipped classrooms may not be appropriate for all subject matter, and according to Chowdhury (2019), there are so many different models for online learning instruction and no single model can be a perfect fit for all educational settings. Likewise, the findings of this study suggest that the effectiveness and the practicality of flipped learning over other instructional models should be examined more carefully.

Conclusion

Flipped model has gained popularity in recent days (Ekmekci, 2017) and believed to be one of the best models in educational settings (Hamdan, McKnight, McKnight, & Arfstrom, 2013). Many scholars have shown its benefits for EFL learning (Al-Harbi & Alshumaimeri, 2016; Bergmann & Sams, 2012; Mehring, 2016; Soliman, 2016; Zhang & Wu, 2016). In particular, the improvement in English speaking skills has been emphasized in flipped classrooms (Hsieh, Huang, & Wu, 2017). Nonetheless, there are some scholars who have questioned its effects on student achievement (Elliott & Winkel, 2016; Webb & Doman, 2016). In addition, there is a dearth of research on flipped learning in the Korean EFL context (Sung, 2015). In this light of this, the current study investigated whether flipped learning leads to more increased gains in comparison to conventional or blended learning. In particular, given the importance of English oral proficiency in the Korean EFL environment (Kim, 2016), the study focused on learning outcomes in speaking skills.

The major findings are as follows. The results of the paired t-tests show that there were significant differences between total scores of pre-test and post-test scores for both blended and flipped groups regarding all four items: fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation. In the case of the control group, however, they showed significant increases in two items: fluency and coherence and lexical resources. Regarding grammatical range and accuracy and pronunciation, they did not show a significant increase. Significant differences among the three groups were also investigated using ANOVA. However, there were no significant differences observed regarding all four items, indicating that flipped learning does not have significantly superior effects on EFL learning in comparison to conventional or blended learning.

Innovative teachers look for instructional methodologies that can motivate students to excel and improve their learning (Johnson, Adams Becker, Estrada, & Freeman, 2014). There is an overwhelming amount of learning materials available today. Therefore, teachers are responsible for finding ways to integrate various technologies into the learning experience. According to Webb and Doman (2016), flipped learning can be a solution to this. In fact, the flipped model has been receiving increased attention at all levels of education (Hao, 2016). However, the findings of the current study suggest that a trend may simply be a trend. This study shows that it is important to investigate whether new models are actually better or worse than the previous ones and what its strengths and weaknesses are in comparison to pre-existing models. In other words, the effectiveness and practicality of flipped learning should be examined more carefully in light of other models before making a decision to utilize it in actual classrooms. The results of this study show that flipped learning is effective for teaching and learning EFL speaking, but the

same goes for blended learning and conventional learning as well. It cannot be said that one model is better or worse than another, and language educators need to make informed decisions based on the needs of their classrooms. This is in line with the previous study, suggesting that flipped classrooms may not be suitable for all subject matter and can be the perfect fit for all educational circumstances. (Chowdhury 2019; Elliott & Winkel, 2016).

Simply flipping the class does not improve a student's learning outcomes (Kachka, 2012) and this study suggests that instructors take a good look at what factors are truly essential in successful teaching and learning. Teachers should play multiple roles of content experts, instructional designers, and media developers, and they need to guide their students with care and interact with them, allowing them to expand their learning experience regardless of instructional models. As the findings of the study show, a knowledgeable and experienced teacher can bring forth positive learning outcomes in conventional, blended, and flipped environment. Taking all this into consideration, the present study hopes to shed light into the adoption of flipped learning in EFL class in Korea, and provide information necessary for language educators in making informed and calculated decisions on which instructional models to use in their classrooms.

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