Chapter 62
The Effects of Flipped Classrooms on English Composition Writing in an EFL Environment

Adrian Leis
Miyagi University of Education, Japan

Simon Cooke
Tohoku Institute of Technology, Japan

Akihiko Tohei
Sakura no Seibo Junior College, Japan

ABSTRACT

The authors discuss the empirical results of a study comparing two English composition courses conducted with Japanese university students. One course was taught in a traditional way and the other using the flipped method. The results showed that those studying under the flipped method spent a significantly higher number of hours preparing for class (t(20) = 2.67, p =.014, d = 1.14) and produced a significantly higher number of words in compositions written in the posttest (t(10) = 3.37, p =.007, d = 1.44). The flipped method also appeared to result in significantly greater improvements in the writing proficiency of participants (t(32) = 5.17, p <.001, d = 1.15) and when using a one-way ANCOVA to make a comparison with the traditional method in the posttest (F (1, 63) = 13.50, p <.001, η^2 =.18). The capability to view explanations of the text as many times as participants wished, as well as opportunities for direct and immediate individual feedback from the instructor for participants in the flipped group are discussed as possible reasons for the salient differences.

INTRODUCTION

A little over half a century ago, Morton (1960) wrote that the then newly-available language laboratories provided opportunities for students to take their learning beyond classroom time and study when it was convenient for them. In the early years of the twenty-first century, teachers are still faced with similar challenges of giving individual instruction and encouraging students to make more efforts outside of the classroom. Keefe (2007) implores that if teachers are to achieve the principal goal of education (i.e., for students to learn), it is vital to provide an environment in which individual instruction, or personalized instruction, is at the forefront of the way a teacher handles his or her classes. A few years earlier, Baker (2000) had suggested many instructors had attempted to change their teaching style by making classes more student-centered, thus encouraging students to be more active in their learning. This trend can also be observed in second language (L2) learning motivation research. Ushioda (2011), for example, opines that by identifying with students' personal goals and their individual motivational trajectories, teachers are able to influence their drive to learn over a longer period of time. Davies et al. (2013) suggest that a regular way of teaching, in which the instructor stands at the front of the room and students learn as a group, often does not provide such personalized instruction. Instead, with the use of technology and flipped learning, a teaching approach prominent in recent discussions pertaining to computer assisted language learning (CALL), an environment in which teachers have the opportunity to provide students with individualized instruction and feedback on their learning progress may be achieved.

Researchers, such as Alvarez (2011) and Moravec et al. (2010), describe a flipped classroom as a teaching methodology in which practice exercises and assignments that are usually completed by students at home in a regular classroom are done during class under the individual guidance of the teacher. Conversely, lectures and textbook explanations, which would traditionally be performed by the teacher in front of the classroom with students listening, are instead recorded and made available to students via an online video sharing website, such as YouTube®. This approach to teaching, coined *classroom flip* by Baker (2000) and *inverted classroom* by other researchers (e.g., Lage et al., 2000) has allowed teachers and students to take learning beyond the constraints of the classroom, and set the tone for educators in the early years of the twenty-first century. One of the most well-known examples of a lecture site that can be used for a flipped classroom is the series of instructional videos about a variety of topics made available online by Salman Khan of Khan Academy. Khan (2012) emphasizes that all people learn and concentrate in different ways and at different times. Therefore, it is the responsibility of teachers to provide the opportunity to their students to study at a time and place that best meets their learning styles in an attempt to personalize their lessons as much as possible.

In the present paper, we discuss the use of a flipped classroom approach in an English as a foreign language (EFL) environment, investigating whether students studying under this method tend to study more and its effect in increasing the length of students' compositions as well as improving their proficiency to write in English.

LITERATURE REVIEW

To date, the majority of studies examining the effects of flipped classrooms have focused on mathematics or sciences such as biology. A number of these have concentrated on either reporting on how the flipped classroom was conducted or students' opinions of this way of presenting the text in class. Moraros et al.

Related Content

iTeach Literacy with iPad Devices: Preparing Teachers for Effective Classroom Integration
Diane Santori, Carol Smithand Heather Schugar (2014). *Mobile Pedagogy and Perspectives on Teaching and Learning (pp. 205-220).*
www.irma-international.org/chapter/iteach-literacy-with-ipad-devices/78669

An Exploration of Pre-Service Teachers' Intention to Use Mobile Devices for Teaching
Jung Won Hur, Ying W. Shen, Ugur Kaleand Theresa A. Cullen (2015). *International Journal of Mobile and Blended Learning (pp. 1-17).*
www.irma-international.org/article/an-exploration-of-pre-service-teachers-intention-to-use-mobile-devices-for-teaching/129512

Adolescent Development: Taking a Closer Look at the Brain and Virtual Learning Experiences
Alessandra Sax (2021). *Handbook of Research on K-12 Blended and Virtual Learning Through the i²Flex Classroom Model (pp. 130-141).*
www.irma-international.org/chapter/adolescent-development/275563

The Role of Course Management Systems (CMS) in Addressing Universal Design for Learning (UDL) in College Classrooms
Laura R. Ficarraand Deborah A. Chapin (2019). *Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education (pp. 60-78).*
www.irma-international.org/chapter/the-role-of-course-management-systems-cms-in-addressing-universal-design-for-learning-udl-in-college-classrooms/208349

Barriers and Challenges Facing Pre-Service Teachers use of Mobile Technologies for Teaching and Learning
Kevin Burdenand Paul Hopkins (2016). *International Journal of Mobile and Blended Learning (pp. 1-20).*
www.irma-international.org/article/barriers-and-challenges-facing-pre-service-teachers-use-of-mobile-technologies-for-teaching-and-learning/152271