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EFL College Learners' Perceptions of Flipped Learning and Suggestions for the Future Flipped Model

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The present study examined EFL undergraduate students' perceptions of flipped learning. A total of 126 students voluntarily participated in the study. The data was collected through a Likert scale questionnaire (n=126) and follow-up interview (n=15). Finding indicated the students' overall responses to flipped learning was negative even though some of their interview data revealed some benefits, such as enhancing students' topic awareness and leading English learning more effectively. Major challenges the students perceived involved a large number of tasks and unknown vocabulary, a high level of difficulty, and technical issues on listening tasks, and a low level of connectivity between the content of flipped learning and that discussed in class. Thus, many students did not consider flipped learning helpful for them to interest in and understand English class, and some of them preferred a face to face English class to flipped class. However, the results also indicated useful suggestions for the current university developed flipped model, such as smaller number of tasks, easier levels of tasks, clearer vocabulary explanations, and more user-friendly Moodle system. Finally, implication for pedagogy and further research were discussed.

[EFL flipped learning/Korean college learners' perceptions/a flipped learning model]

I. INTRODUCTION

Web- and mobile-based technologies have been received increased attention in language education, and they have quickly made their way into language learning classroom (Alharbi, 2015; Park & Slater, 2014). Many studies have pointed out advantages of such technologies in language learning and teaching, such as flexibility of time, space, and mode of communication (Alharbi, 2015; Bargmann & Sams, 2012, 2014; Kong, 2014; Park & Slater, 2014).

More recently, with an effort to convert standardized educational system to customized one considering students' individual differences and aptitude, flipped learning has gained much attention in educational field. During a flipped class, students prepare themselves at home before lectures, often by watching short video clips of the course contents. This saves time during the lecture that can be spent on discussion of the concepts with students (Lynn, 2013). These discussions are focused on improving understanding of the course core issues.

From this point of view, a number of studies have shown positive effects of the flipped learning in education. For instance, Bergmann and Sams (2012) revealed that flipped learning enhanced the interaction between learners and instructors transforming conventional lecture into individual and group based activities. In addition, Davies, Dean, and Ball (2013) found that the flipped classroom allowed the students to learn at their own pace; furthermore, the students made better academic gains in the flipped classroom compared to the traditional classroom. Thus, the students were more satisfied with the learning environment of the flipped model. Similarly, Mason, Shuman, and Cook's (2013) study also found that the students performed better in the flipped classroom compared to those in the traditional classroom in an upper-division engineering course and also showed greater satisfaction. Moreover, Missildine, Fountain, Summers, and Gosselin (2013) argued that one of the best features of the flipped classroom was that students can stop, rewind, and watch the lecture again, which is not possible in the conventional classroom. At the same time, the flipped classroom allowed the instructors to use class time in an effective manner. They can cover more topics and also give remedial assistance to the low achievers. With these results, Kong (2014) argued that flipped learning shifted learning paradigm from the teacher-centered to the student-centered.

In Korean academia, studies on flipped learning have been mainly conducted into three categories: teachers' perception of flipped learning classroom (Kang, 2015; Lee, 2014; Park & Cha, 2015), implementation of flipped instructional models and pedagogy (Kim, 2014; Lee, 2013; Lee, 2014; Lim, 2015), and effects of flipped learning and affective factors of learners (Lee, 2015; Shin, 2014; Sohng & Seo, 2016).

However, there has been a little empirical research on EFL flipped classroom in college settings. In particular, EFL college students' perceptions of flipped classroom have been much less reported. Lee's (2015) study examined effects of flipped learning in a college ESP class. The results of the study revealed that the level of English proficiency through flipped learning has significantly increased in receptive skills and students' satisfaction about flipped learning turned out to be moderately positive. However, this study focused on examining students' language achievement and their affective attitude in an ESP writing class. Thus, the present study aimed at investigating EFL college learners' perceptions of

flipped classroom. In this regard, this study will provide useful suggestions for the future flipped model in college settings. This study specifically addresses the following research questions.

1) How do students perceive flipped classroom in English learning?
2) In what degree the flipped learning helps improve students' English skills?
3) In what degree students perceive the flipped learning as an effective learning approach?

II. LITERATURE REVIEW

Flipped learning refers to a pedagogical approach in which "direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and encourage creatively in the subject matter" (Alharbi, 2015, p. 1467). Thus, in the flipped classroom model, the traditional practice of spending class time engaged in direct instruction and completing content related activities for homework is "flipped", so that students receive initial content instruction at home, and spend class time working with their peers in a collaborative setting (Johnson & Renner, 2012, p. 37). Therefore, in a traditional class, surface learning, such as compulsory reading, has been conducted before the class. Flipped learning, however, provides students to construct understanding via assignment, such as watching video clips, reading, and preparing/submitting questions before the class (Vliet, Winnips, & Brouwer, 2015).

However, research on flipped learning is still in its early development. The review of the literature on flipped learning in general can be classified roughly into three types: implementation studies, need analysis, and effects of flipped-learning. Implementation studies sought to explore how flipped learning benefits and challenges learners by measuring learners' and teachers' perceptions or specific gain made through flipped learning (Jang, 2015; Lee, Park, Kang, & Park, 2014; Lim, 2015; Lin, 2014; Lynn, 2013; Reinhardt, 2014). Lin (2014) found that flipped learning is a viable alternative to the traditional language classroom if learner proficiency levels, interlocutor types, and task types are taken into consideration, suggesting that traditional task may need to be modified in some way to accommodate new technology. Lee, Park, Kang, and Park (2014) discussed that students' individual differences and aptitude can be customized through flipped learning, and interaction between teachers and students and also peer-to-peer interaction can be promoted in flipped learning classroom. However, Lee et al. (2014) pointed out that teachers' professional development should be crucial to enhance their understanding and application of flipped learning in practice. Related to this, Jang' (2015) study went to one

step further. Jang (2015) found that most teachers interested in flipped learning are largely unfamiliar with how to build and tailor flipped learning materials for their students. On the basis of the study, she provided a teaching learning model and key factors to practice a flipped learning class in Korean secondary school contexts. As a similar line of the study, Lim (2015) pointed out that customized student-centered classes, continuous teachers' feedback, systematic development of flipped learning contents, and enough time allotment for class discussion were important factors of successful flipped learning for pre-service teachers of English. However, writing a self-reflection journal writing was the most challenging for the pre-service teachers because most of them considered it as an extra work for prior learning.

Although implementation studies have taken up the majority of articles published on flipped learning, Park and Slater (2014) examined language learners' real world tasks on flipped learning to inform the future development of pedagogic tasks for college ESL courses. The study found that both teachers and students gave high rankings to tasks for listening and speaking as well as to activities integrated with SMS and the Internet. Based on the data, they provided a flipped learning task typology to offer an initial authentic and sound resource for the future development of flipped learning, lesson plan, and curricular. However, their need analysis was limited to apply to a college-aged ESL context.

In relation to research on effects of flipped learning, Alharbi (2015) investigated the effectiveness of a flipped learning approach in health informatics education. Results of the study revealed that flipped learning approach helped Arabic college students understand the course concepts in an interactive and collaborative learning environment. In the same Arabic context, Yousefzadeh and Salimi's (2015) study showed that flipped learning affected on the achievement of second grade Arabic students in English, Math, Science, and Geography.

Compared with a traditional teacher-centered lecture class, several studies revealed effects of a flipped learning classroom. Vliet, Winnips, and Brouwer (2015) examined the effects of flipped classes on motivation and learning strategies in the Netherlands higher education. They found that flipped class pedagogy enhanced the student motivation, their critical thinking, task value, and peer learning. However, its effects were not long lasting; thus, they suggested repeated use of flipped classes in a curriculum to make effects on metacognition and collaborative learning strategies sustainable. Kim, Park, and Joo (2014) investigated effects of the smart-based flipped learning on learners' study achievement, self-directed learning, collaborative learning, and information use ability. The study compared the smart-based flipped learning groups to normal flipped learning and traditional learning groups aimed at 112 Korean 6th graders in an elementary school. Results of the study showed that students in the smart-based flipped learning group

improved self-directed learning, collaborative learning, and information use ability more than the general flipped learning and traditional learning group.

These effects of flipped learning studies have emphasized benefits of flipped learning in various learning contexts. In an editorial titled, "Mobile learning as a catalyst for change," Kukulska-Hulme (2010) called for educators to have greater understanding of the needs, circumstances, abilities, and previous experiences of learners in order to build more learner friendly flipped learning environment. Moreover, flipped learning is still a new approach for learning language in Korean higher education, and very few empirical studies have targeted Korean college learners' perceptions of flipped learning experience. Thus, it is important to explore how Korean college learners perceive a flipped learning model in order to construct more effective learning environment in language learning.

III. METHODOLOGY

1. Research Context

This study was conducted at a university in the southeast part of Korea. All freshmen took 'Practical English' for 15 weeks as a compulsory subject. The class met twice a week for one hour each time. The goal of the class was to practice English speaking. All native English and Korean instructors used the same textbook and gave written exams during the whole semester. In the beginning of the semester, instructors participated in an orientation to the university developed flipped classroom model and this semester was the first semester in which flipped learning was introduced. On the first day of the class, instructors introduced the flipped classroom model and the Moodle (Practical English) web site to students and provided crucial technical helps, if necessary. During the semester, students were asked to finish the flipped learning task before the class. During the class, the instructor taught the textbook content which directly covers flipped learning task, and students were asked to practice the content they learned. At the end of the semester, all students were asked to complete 8 units.

2. Flipped Learning Model

The university developed flipped learning model for 'Practical English.' It consisted of 8 units each semester. There were 10 activities in each unit. The following Table 1 presents the title of each unit and task types.

TABLE 1

The Title of Each Unit and Task Types

Unit	Task types in each unit
Unit 1: Never skip breakfast	Introduction
Unit 2: What do you like?	Activity 1: Presentation
Unit 3: Could you do me a favor?	Activity 2: Vocabulary review
Unit 4: I watched an action movie.	Activity 3: Vocabulary quiz
Unit 9: Have you ever been skydiving?	Activity 4: Grammar quiz
Unit 10: You should go to the dentist.	Activity 5: Video interviews
Unit 11: Have the strictest teacher!	Activity 6: Serial reading
Unit 12: I have been here for 20 minutes!	Activity 7: Fluency reading
	Activity 8: Detailed listening
	Activity 9: Comprehension listening
	Activity 10: Final quiz

As shown in Table 1, students learn various topics, such as lifestyle, leisure, and interests etc. during the semester. In each unit, there were 10 activities which required students to practice four language skills (listening, speaking, reading, and writing). Activity 1 generally included a few video clips consisting of lesson objectives and key expressions. While watching the video clip, students were asked to repeat key expressions and answer the related questions. From activity 2 to 4, students were to learn key vocabulary and grammar and to take a follow-up quiz. Activity 5 referred to listening and comprehension questions. Listening contents involved each unit's key expressions, vocabulary, and grammar students just practiced in previous activities. After listening, students were asked to answer 4 questions in reading. In activity 6, students were to read a conversation (about 400 words) and to answer 4 comprehension questions. In activity 7, students were to read a long passage (about 600 words) of reading aloud and to answer 4 comprehension questions. Activity 8 involved the fill-in-the blank question after listening; Students were to type key vocabulary or expressions after listening. Activity 9 consisted of a long talk. In this activity, students were to listen a speaker's talk and then number the pictures in the order students heard them. Finally, activity 10 involved a final quiz designed to evaluate students' understanding of each unit's key contents. While answering all questions, students were allowed to try three different times to answer the question correctly.

3. Participants

Participants were 126 college students (59 female and 67 male students). They were all native speakers of Korean and took 'Practical English' in this semester. At the beginning of

the study, the participants numbered 141. Of the 141 participants, however, 126 completed the survey. Among these students, 15 students voluntarily participated in the follow-up interview. The participants were students in college of business and humanities. Their self-assessment level of interest in English learning, self-assessment level of English proficiency, and average time for completing flipped learning task are shown in the following Table 2, 3, and 4.

TABLE 2

Self-Assessment Level of Interest in English Learning (n=126)

Level of interest	Student numbers(n)	Percentage (%)
High	10	7.94
Intermediate	68	53.97
Low	48	38.10
Total	126	100.00

TABLE 3

Self-Assessment Level of English Proficiency (n=126)

Level of interest	Student numbers(n)	Percentage (%)
High	0	0
Intermediate	78	61.91
Low	48	38.10
Total	126	100.00

TABLE 4

Average Time for Completing Flipped Learning Task (n=126)

Average time(min)	Student numbers(n)	Percentage (%)
20-30	-	-
30-60	32	25.40
60-90	94	74.60
More than 90	-	-
Total	126	100.00

4. Data Collection

This study used mix-methods. The students' questionnaire comprised the quantitative data and the follow-up interview provided qualitative data. The questionnaire consisted of 17 close-ended questions and associated rating scales (Appendix A). The interview was semi-structured and composed of 6 questions (Appendix B). Both the questionnaire and the

interview were presented to the participants in Korean.

The data collection was conducted on the 14th week of the semester. Since the aim of the study was to investigate students' perception of flipped learning experience, the researcher believed that the data collection should be conducted after students' completing all flipped learning tasks. As a data collection procedure, the researcher introduced the study to the participants after the permission for the class instructor. All data collections were conducted voluntarily and anonymously. The students who were willing to participate in the follow-up interview were personally contacted after the survey. For the interview, the researcher met each student individually and spent about 15 to 20 minutes for it. The interview was recorded in a voice-recorder.

5. Data Analysis

For the questionnaire data, the current study used descriptive statistics. EXCEL and SPSS 9.3 were used for coding and analyzing the quantitative data. The survey consisted of 17 questions based on 5 Likert scale rating (strongly disagree 1 – 2 – 3 – 4 – 5 strongly agree). For the interview data, each interview data set was coded and analyzed by highlighting the emergent themes identified through close-reading analysis.

IV. RESULTS AND DISCUSSION

1. Findings from the Likert-Scale Questions

The aim of the study is to examine Korean college learners' perceptions of the university developed flipped classroom model in English learning. Table 5 presents the means and standard deviations from question 1 to 5.

TABLE 5

Means and Standard Deviations for Self-Perception Rating from Question 1 to 5

Question	M	SD
1. The composition of each unit is easy to follow.	3.53	0.50
2. The content of each unit is easy to understand.	2.88	1.20
3. Each unit clearly demonstrates learning objectives.	3.23	0.42
4. Explanation in each unit is clear and easy to understand.	3.28	1.07
5. Level of difficulty in each unit is appropriate to follow.	3.42	1.02

Concerning Likert scale Question 1 (the composition of each unit is easy to follow), no students (0%) selected "Strongly agree," 66 (52%) selected "Agree," 60 (48%) selected "Neither agree nor disagree," and no other students (0%) selected "Disagree," or "Strongly disagree." In other words, 52% of the participants found the composition of each unit easy to follow, with 48% considering it neither easy nor difficult to follow.

Regarding Question 2 (The content of each unit is easy to understand), 28 (22%) participants selected "Strongly agree," no students (0%) selected "Agree," 29 (23%) selected "Neither agree nor disagree," 69 (55%) students selected "Disagree," and 1 (0.00%) selected "Strongly disagree." That is, 55% believed that the contents were not easy to follow, while 22% found the content of flipped learning were very easy to follow. Considering more than half of the participants found the content difficult, and their self-evaluated English proficiency was intermediate or low, the results clearly demonstrates that the contents of flipped learning should be changed to an easier and simpler way in the future.

For Question 3 (Each unit clearly demonstrates learning objectives), 2 (0.02%) participants chose "Strongly agree," 31 (25%) chose "Agree," 93 (74%) chose "Neither agree nor disagree," and no students (0%) chose "Disagree," and "Strongly disagree." In other words, more than 70% of the participants perceived learning objectives in each unit were clear enough to understand.

With respect to Question 4 (Explanation in each unit is clear and easy to understand), 23 (18%) participants selected "Strongly agree," 23 (18%) selected "Agree," 44 (35%) selected "Neither agree nor disagree," 36 (29%) selected "Disagree," and no students (0%) selected "Strongly disagree." That is, 36% considered the explanation of flipped learning activities clear and easy to follow although 29 % viewed it rather difficult to understand. An interview data of some participants about their answers to the question indicated that some explanation included difficult words they do not understand so that they had to guess the meaning or stop doing the task to find the meaning of words in the dictionary. As the process required them extra time to complete the task, the participants suggested that the direction in each activity be written or spoken in Korean. In particular, they considered that it is easier to understand English vocabulary and expression when explained in Korean because it is simpler and easier.

For Question 5 (Level of difficulty in each unit is appropriate to follow), 10 (8%) participants responded "Strongly agree," 72 (57%) responded "agree," 21 (17%) responded "neither agree nor disagree," 11 (8%) responded "disagree," and 12 (10%) responded "strongly disagree." In other words, 74% considered the level of difficulty in each unit appropriate to follow, while 18% viewed it very difficult or difficult to follow. The following Table 6 summarizes the participants' Likert-scale answer from Question 1 to 5.

TABLE 6

The Participants' Rating Distribution from Question 1 to 5

Rating	Q1	Q2	Q3	Q4	Q5
1. Strongly disagree	0 (0%)	1 (0.00%)	0 (0%)	0 (0%)	12 (10%)
2. Disagree	0 (0%)	69 (55%)	0 (0%)	36 (29%)	11 (8%)
3. Neither agree nor disagree	60 (48%)	29 (23%)	93 (74%)	44 (35%)	21 (17%)
4. Agree	66 (52%)	0 (0%)	31 (25%)	23 (18%)	72 (57%)
5. Strongly agree	0 (0%)	28 (22%)	2 (0.02%)	23 (18%)	10 (8%)

The following Table 7 demonstrates the means and standard deviations for the students' self-perceptions of language improvement through flipped learning.

TABLE 7

Means and Standard Deviations for Self-Perception Rating from Question 6 to 11

Question	M	SD
6. Flipped learning helps improve my English proficiency.	3.12	0.59
7. Flipped learning helps improve English listening skill.	3.41	0.70
8. Flipped learning helps improve English speaking skill.	3.14	0.71
9. Flipped learning helps improve English writing skill.	3.28	0.45
10. Flipped learning helps improve English reading skill.	2.90	0.61
11. Flipped learning helps improve English vocabulary skill.	2.46	0.61

Concerning Question 6 (Flipped learning helps improve my English proficiency), no students (0%) selected "Strongly agree," 19 (15%) selected "Agree," 80 (62%) selected "Neither agree nor disagree," and 29 (23%) selected "Disagree," and no students (0%) selected "Strongly disagree." In other words, 85% participants did not perceive they improved English proficiency through flipped learning. An interview data of some participants also demonstrated a problem of flipped learning. According to the participants, as each unit was always required to complete before taking a class, it was a huge burden for students having limited English proficiency. Thus, some of them simply stopped doing it or gave it up in the middle of the task. Therefore, they preferred to do flipped learning task both before and after the class.

Regarding Question 7 (Flipped learning helps improve English listening skill) 5 participants (4%) chose "Strongly agree," 39 (30%) chose "Agree," 79 (62%) chose "Neither agree nor disagree," 5 (4%) selected "Disagree," and no students (0%) selected "Strongly disagree." That is, more than 50% were not sure that flipped learning helps

improve their English listening skill while 30 % found flipped learning helpful to improve their listening skill.

For Question 8 (Flipped learning helps improve English speaking skill), no participants (0%) chose "Strongly agree," 24 (19%) chose "Agree," 58 (46%) chose "Neither agree nor disagree," and 44 students (35%) chose "Disagree," and no students (0%) chose "Strongly disagree." In other words, the total 81% of the participants were not sure or did not perceived that flipped learning is helpful to improve their speaking skill. Students' interview data also supported this Likert-scale result. Some of the participants mentioned that they hardly spoke English while doing flipped learning task since most activities consisted of reading with listening or writing. Rather, they perceived that face to face conversation in class would be more useful and helpful to enhance English speaking skills because they would have more opportunities to speak in English, and they could directly ask questions to the instructor. These results implies that the participants prefer the face to face class to flipped learning in terms of practicing and enhancing English speaking skill.

With respect to Question 9 (Flipped learning helps improve English writing skill.), 0 (0%) participants selected "Strongly agree," 35 (28%) selected "Agree," 79 (63%) selected "Neither agree nor disagree," 12 (9%) selected "Disagree," and no students (0%) selected "Strongly disagree." That is, more than 60% were not sure that flipped learning helps improve their English writing skills while 28 % considered it helpful to enhance their writing skills. An interview data of some participants indicated that there were not a lot of writing activities in the current flipped learning model. According to the participants, most writing tasks consisted of fill in the blank questions after listening; therefore, an opportunity for English writing was limited, only including writing a few words based on listening. This results implies that, in the future, the current model should include more tasks that require students to write sentences units rather than phrase and word levels.

For Question 10 (Flipped learning helps improve English reading skill), no participants (0%) responded "Strongly agree," 19 (15%) responded "agree," 78 (62%) responded "neither agree nor disagree," 29 (23%) responded "disagree," and no participants (0%) responded "strongly disagree." As the mean score indicated (2.90), most participants did not perceive that flipped learning helps improve reading skills. Moreover, an interview data of the participants reveled interesting results. That is, even though flipped learning model had a lot of reading activities, many of them consisted of too difficult reading materials for the students' current English proficiency level. Thus, many participants stated that they gave up in the middle of the task because they could not able to complete it alone, and it requires too much time to finish it. These results implies that the current reading content should be modified more easily in the future based on careful assessment of the current students' language proficiency.

Regarding Question 11 (flipped learning helps improve English vocabulary skill), no

participants (0%) selected “Strongly agree,” 7 students (5%) selected “Agree,” 41 (33%) selected “Neither agree nor disagree,” 78 (62%) students selected “Disagree,” and no students (0%) selected “Strongly disagree.” That is, 78% perceived that flipped learning did not help improve their English vocabulary skill, with only 5% considering it helpful.

The following Table 8 summarizes the participants’ Likert scale answer from Question 6 to 11.

TABLE 8

The Participants’ Rating Distribution from Question 6 to 11

Rating	Q6	Q7	Q8	Q9	Q10	Q11
1. Strongly disagree	0 (0%)	1 (0.00)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2. Disagree	29 (23%)	11 (8%)	44 (35%)	12 (9%)	29 (23%)	78 (62%)
3. Neither agree nor disagree	80 (62%)	68 (54%)	58 (46%)	79 (63%)	78 (62%)	41 (33%)
4. Agree	19 (15%)	41 (33%)	24 (19%)	35 (28%)	19 (15%)	7 (5%)
5. Strongly agree	0 (0%)	6 (5%)	2 (0.02%)	0 (0%)	0 (0%)	0 (0%)

In sum from Question 6 to 11, the participants were not sure that flipped learning helped improve their English proficiency, listening, and speaking skills. Instead, the participants considered it unhelpful to enhance their reading and vocabulary skills. These results indicates that flipped learning during one semester did not significantly affect students’ language improvement.

The following Table 9 demonstrates the means and standard deviations from Question 12 to 17.

TABLE 9

Means and Standard Deviations for Self-Perception Rating from Question 12 to 17

Question	M	SD
12. Flipped learning helps have interest in English class.	2.93	0.52
13 Flipped learning helps understand English class.	2.77	0.61
14. Flipped learning helps use English in class.	3.47	1.23
15. I prefer flipped learning to face to face English class.	2.96	0.86
16. I feel I learn more from flipped learning.	2.91	0.63
17. I feel achievement through flipped learning.	2.56	0.65

Concerning Likert scale Question 12 (Flipped learning helps have interest in English class), no students (0%) selected "Strongly agree," 13 (10.3%) selected "Agree," 90 (71.4%) selected "Neither agree nor disagree," and 23 students (18.3%) selected "Disagree," and no students (0%) selected "Strongly disagree." In other words, most of the participants were not sure or did not perceive that flipped learning is helpful to have interest in English class.

Regarding Question 13 (Flipped learning helps understand English class), no participants (0%) selected "Strongly agree," 12 students (9.5%) selected "Agree," 72 (57%) selected "Neither agree nor disagree," 42 (33%) students selected "Disagree," and no one (0%) selected "Strongly disagree." As the results showed, the overall response to the question was construed as negative because more than half of the participants were not sure flipped learning was helpful to understand English class, and 33 % said they would not consider it helpful to understand English class. The results are intriguing and simultaneously surprising. Different from the results of Alharbi's (2015) study which showed flipped learnings' positive effects on understanding the class concept, the present study definitely revealed the opposite view.

An interview of some participants about their answers to the question indicated two main reasons for the uncertainty and negative view expressed by some of the participants. First, the low level of connectivity between the content of flipped learning and that in class. The second reason related to the relative lack of time to discuss contents of flipped learning in class. One students pointed out, "In class, actually, there is not enough time to discuss online contents (contents of flipped learning) because we mostly spend class hour to practice English speaking based on the activities in the textbook. If we spend too much time to ask questions and discuss online learning contents, we will not finish any activity in class. I prefer to practice English to discuss homework (flipped learning tasks)."

For Question 14 (Flipped learning helps use English in class), 44 participants (35%) chose "Strongly agree," no students (0%) chose "Agree," 46 (36.5%) chose "Neither agree nor disagree," and 36 students (28.5%) chose "Disagree," and no students chose (0%) "Strongly disagree." In other words, 35% of the participants found flipped learning was very helpful to use English in class while about 29% viewed it as not helpful. Other 37% were not sure flipped learning was helpful to use English in class,

With respect to Question 15 (I prefer flipped learning to face to face English class), 11 (9%) participants selected "Strongly agree," 13 (10.3%) selected "Agree," 65 (51.5%) selected "Neither agree nor disagree," 37 (29%) selected "Disagree," and no students (0%) selected "Strongly disagree." That is, 29% preferred face to face English class although 9% preferred flipped learning. More than half of the participants did not have any preference. Interview data of the participants favoring face to face learning revealed that many of the flipped learning tasks were beyond their current English proficiency level and time consuming to complete. Therefore, they had to give up in the middle of the task or

carelessly check any answer to finish the task in time. Thus, they preferred to learn contents in class first then complete online tasks as homework.

For Question 16 (I feel I learn more from flipped learning), no participants (0%) responded "Strongly agree," 18 (14%) responded "agree," 78 (62%) responded "neither agree nor disagree," 30 (24%) responded "disagree," and no participants (0%) responded "strongly disagree." As the results indicated, the overall response to the question was considered as negative because more than 60% of the participants were not sure they learn more from flipped learning, and 24 % said they do not learn more from flipped learning.

Regarding Question 17 (I feel achievement through flipped learning), no participants (0%) selected "Strongly agree," 12 students (9.5%) selected "Agree," 47 (37.5%) selected "Neither agree nor disagree," 67 (53%) selected "Disagree," and no one (0%) selected "Strongly disagree." In other words, flipped learning did not affect the majority of the participants' achievement in language learning. This finding is different from that in the previous study. Yousefzadeh's (2015) study showed flipped learning improved students' achievement. A group of learners who did flipped learning during a semester scored higher on the final course exam than the other group of learners who did traditional classroom based learning. However, the majority of the participants in the study did not found the achievement in flipped learning. The following Table 10 summarizes the participants' Likert scale answer from Question 12 to 17.

TABLE 10

The Participants' Rating Distribution from Question 12 to 17

Rating	Q12	Q13	Q14	Q15	Q16	Q17
1. Strongly disagree	0	0	44	11	0	0
	(0%)	(0%)	(35%)	(9%)	(0%)	(0%)
2. Disagree	13	12	0	13	18	12
	(10.3%)	(9.55%)	(0%)	(10.3%)	(14%)	(9.5%)
3. Neither agree nor	90	72	46	65	78	47
disagree	(71.4%)	(57%)	(36.5%)	(51.5%)	(62%)	(37.5%)
4. Agree	23	42	36	37	30	67
	(18.3%)	(33%)	(28.5%)	(29%)	(24%)	(53%)
5. Strongly agree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

In short from question 12 to 17, the participants' overall response to the questions is construed as negative because the majority of the participants did not consider flipped learning helpful to have interest and understand English class. Moreover, it is worth noting that the participants of the study preferred the face to face class to the flipped class

2. Findings from the Interview Questions

To investigate more in-depth information on students' perceptions of flipped learning experience, a semi-structured interview was conducted. After responding the questionnaire, 15 students participated in the interview. An analysis of the data has identified some beneficial effects, challenges, and suggestions for future flipped learning.

1) Positive Effects

The first benefit of the flipped learning model was enhanced topic and language awareness, as reported by most of the participants. In answer to the first question regarding what were the most useful and valuable tasks in flipped learning, the majority of the participants (n=14) mentioned video clips. The reason was because the participants found video clips interesting and most helpful for learning. In each unit, video clips included in the beginning of the task, such as introduction and presentation and contain each unit's topic and related key expressions. Thus, students were able to brainstorm important contents and vocabulary for a short time. As one student put it, "My favorite part is watching video clips because it's interesting and easy to follow. I learned important vocabulary and topic I was going to learn this week."

The flipped learning model also has led to learning more effective. More than half of the participants (n=9) put down enhancement of effectiveness of learning as one of the most useful and valuable things they perceived from flipped learning. One student mentioned, "Comparing other classes, I was required to complete online homework [flipped learning tasks] before the class. So, I could preview important contents in advance. I mean it's good for learning. But, for other classes, I usually go to class without previewing any lessons."

2) Challenges

Data analysis also revealed many challenges of flipped learning. The greatest challenge to the students was a large number of tasks. All participants (n=15) pointed out a large number of tasks. Many of them stated they often felt overwhelmed by the extremely large number of tasks, so they need to be reduced. A lot of students (n=12) also mentioned it was too time consuming to finish all tasks. One student commented, "I just couldn't finish the assignment because it's too much. You know…English is not the only subject I took this semester, I just can't spend too much time for this. I have other major related assignments to do, and they are also very important for me." Table 4 demonstrated average time for completing the flipped learning task of all participants

(n=126). That is, 94 of the participants (74.6%) spent 60 to 90 minutes to complete the weekly task, and only 34 (25.4%) spent 30 to 60 minutes to finish. The participants' critical views on this issue implies that the number of tasks should be reduced in the future.

Another challenge to the participants was unknown lexicon in tasks. Examined closely, two problems appeared as sources of the challenges. The first was insufficient explanation for new vocabulary. The second was a large number of unknown vocabulary. More than half of the students (n=8) pointed out the need for clearer and easier explanation of new words. One student stated, "I think all explanation of new words should be in Korean, because it's easier and clearer. And, I think I have to study too many new words. When I do reading and listening sections, I feel really frustrated because of a lot of unknown words."

Level of difficulty was another important issue for the students. Many students (n=8) found the flipped learning task difficult for their current English proficiency. One student put it, "I think reading is long and too difficult for me. And, my English skill is not enough to solve all questions. So, in many times, I feel very frustrated to find correct answers, so, I sometimes just give them [flipped learning tasks] up." Another students said she could not finish listening sections due to her low listening skills. Table 3 also indicated how the participants (n=126) of the study perceived their English proficiency. More than half (61.91%) of the students perceived them intermediate and 38.10% considered them low. Findings of the study, thus, suggested that the level of difficulty should be adjusted based on the students' English proficiency level.

The final challenge to the participants were a technical issue on listening tasks. Many of the students (n=9) mentioned they had difficulty in doing dictation in a listening section because they could only enter answers three times. One student commented, "I think it's better to try as many as I want. But, in the current system, I could only try three times. And, that's it." This issue will be addressed again later in discussing the suggestions for future flipped learning.

3) Suggestions for the Future Flipped Learning Model

The study has yield some useful information for the future flipped learning model. First, the number of tasks should be reduced. Many students talked about the need for such change based on their negative experiences. When students faced extremely large number of tasks, they were found to experience great difficulty and lose interest. Some students suggested reading section should be reduced since the course [Practical English] focuses on English speaking, not reading. Moreover, most students (n=14) pointed out flipped leaning assignments should be done in 30 to 60 minutes.

A second useful suggestion was to add written Korean explanation for new vocabulary. The reason was that with Korean explanation for unknown lexicon, students could understand its meaning more easily and clearly. As a student interview group reported, Korean explanation would help them finish the task much easier without looking at a dictionary. Furthermore, as some students pointed out, Korean explanation would give students more confidence in completing tasks, thereby, enhancing their motivation.

Another practical suggestion was to increase the number of video clips. Many students (n=8) indicated that, when watching video clips, they felt more interested and motivated than just listening recorded voice. The reason was that video clips contained both visual and contextual information including topic related expressions. Thus, students perceived they had more contextual awareness, and learning would be more meaningful.

One other effective suggestion was to adjust the level of difficulty to students' English proficiency level. The study revealed that many tasks included a higher level of difficulty than most students' English ability. In particular, many students (n=9) found reading and listening sections challenging. Even though the study did not include students with the advanced level of English proficiency (see Table 3), task developers should consider the participants' views and reflect them in the future flipped learning model.

The final practical point some of the students suggested was the need for a more user-friendly Moodle system for doing listening tasks. Many of the students stated they were often frustrated in the middle of dictation because they were only able to try three times to put the correct answer. Obviously, the current system did not seem to have helped these students in their learning. This fact would seem to suggest that the future dictation task should include more user-friendly technical features.

V. CONCLUSION

The present study investigated EFL college learners' perceptions of the university developed flipped classroom. The study revealed that the students were not sure flipped learning helps enhance their English skills and use English in class. Even though the interview data showed flipped learning can enhance students' topic awareness and lead English learning more effectively, their overall responses to flipped learning was construed as negative. For example, contents of the current flipped learning model was considered difficult, and students did not perceive flipped learning helpful for them to have interest and understand English class. Thus, many participants did not experience advantages of flipped classroom stated in literature review and did not feel any achievement through flipped learning.

The results of the interview also revealed detailed information on challenges the participants perceived, such as a large number of tasks and unknown vocabulary, a high level of difficulty, technical issues on listening tasks, and a low level of connectivity between the content of flipped learning and that discussed in class. However, the findings also indicated effective suggestions for enhancing the current flipped learning model; for instance, smaller number of tasks, easier levels of tasks, clearer vocabulary explanation, and more user-friendly Moodle system can solve current problems reducing the difficulty data analysis presents. Finally, the study uncovered the participants of the study preferred face to face English class to flipped learning. As discussed in the interview, they preferred to practice English with the instructor, and they perceived in-class discussion and interaction of flipped learning tasks less useful than English speaking practice.

Based on the research findings, language educators and task developers need to be fully aware of challenges in using flipped classroom in language learning. They will need to decide whether and to what extend they want to incorporate flipped learning according to their students' learning objectives, language proficiency level, and so on. Moreover, they should strive to lesson students' difficulties with flipped classroom by reflecting students' perspectives and conducting well-designed teacher training. Of course, some of the challenges highlighted in the study, such as limited functions of Moodle system, a high level of task difficulties, the number of tasks and new vocabulary will require change in the future considering the learners' English language proficiency level.

Finally, the study has several limitations. First, due to limited resources and accessibility, the study only included the participants with intermediate and low English proficiency in college of business and humanities. Second, only a few students (n=15) participated in the interview to gain some more in-depth understanding of some of the issues studied here. Third, the study did not employ English tests to measure, in quantitative term, students' English proficiency and their flipped learning achievement. Therefore, it lacked full understanding of students' perspectives of flipped learning and objective gauge of the students' English proficiency and learning achievement. For future research, several lines of inquiry are helpful. One is more comprehensive research on students' perceptions of flipped learning including students with the advanced level of English proficiency and various majors. Another is research on instructors' experiences of flipped classroom using a formal interview for more comprehensively understanding of the flipped learning model.

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APPENDIX A

<설문지>

- **Part 1**

1. 영어에 대한 관심도 상/중/하
2. 본인이 평가하는 본인의 영어능력 상/중/하
3. 거꾸로 학습에서 각 장을 공부하는데 평균적으로 드는 시간은 얼마입니까?
   20-30분/30-60분/60-90분/90분 이상

- **Part 2**

다음의 내용을 읽고 각 문항에 맞는 답변을 선택하여 주세요.

1) 매우 부정 2) 다소부정 3) 보통 4) 다소 동의 5) 매우 동의

1. 거꾸로 학습의 각 장의 구성은 따라가기 쉽게 이루어졌다.
2. 거꾸로 학습의 각 장의 내용은 이해하기 쉽게 이루어졌다
3. 거꾸로 학습에서 배워야 하는 목표는 분명히 명시되어 있다.
4. 거꾸로 학습의 설명은 명확하고 이해하기 쉽다.
5. 거꾸로 학습의 난이도는 따라가기에 적절히 이루어져 있다.
6. 거꾸로 학습은 나의 전반적인 영어 실력 향상에 도움이 되었다.
7. 거꾸로 학습은 나의 영어 듣기 실력 향상에 도움이 되었다.
8. 거꾸로 학습은 나의 영어 말하기 실력 향상에 도움이 되었다.
9. 거꾸로 학습은 나의 영어 쓰기 실력 향상에 도움이 되었다.
10. 거꾸로 학습은 나의 영어 읽기 실력 향상에 도움이 되었다.
11. 거꾸로 학습은 나의 영어 단어 실력 향상에 도움이 되었다.
12. 거꾸로 학습은 이번 학기 영어수업에 흥미를 가지는데 도움이 되었다.
13. 거꾸로 학습은 이번 학기 영어 수업의 이해에 도움이 되었다.
14. 거꾸로 학습은 내가 수업시간에 영어를 사용하는데 도움이 되었다.
15. 나는 면대면 수업보다 거꾸로 학습을 선호한다
16. 나는 거꾸로 학습을 통해 더 많이 배운다고 느낀다.
17. 나는 거꾸로 학습을 통해 성취감을 맛보았다.

APPENDIX B

<인터뷰 질문지>

1. 한 학기 동안 거꾸로 학습에 모두 참여하였습니까?
2. 만약 한 학기 동안 거꾸로 학습 분량을 다 마치지 못하였다면 그 이유는 무엇입니까?
3. 거꾸로 학습에서 어떤 활동이 제일 좋았습니까? 그 이유는 무엇입니까?
4. 거꾸로 학습에서 어떤 활동이 제일 어려웠습니까? 그 이유는 무엇입니까?
5. 거꾸로 학습에서 앞으로 포함되었으면 하는 활동은 어떤 것입니까?
6. 거꾸로 학습에서 앞으로 개선되어야 하는 점이 있다면 어떤 것입니까?

Examples in: English
Applicable Language: English
Applicable Level: Tertiary

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