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Students' perceptions of grammar teaching in the EFL flipped classroom

A case study of a Swedish
upper secondary class

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Abstract

Flipped classrooms alter the traditional way of teaching by changing what students do in school and at home. Possible problems with the traditional classroom are that it is not time effective and very teacher-centered, which in the flipped classroom moves towards being learner-centered, and fostering learner autonomy and collaborative learning. Previous research has shown several solutions to these problems that may occur in the traditional classroom; however, its use in grammar teaching has not been subject to research. Therefore, this research project set out to investigate students' perceptions towards the flipped classroom approach to the EFL classroom generally, and towards grammar teaching specifically. The results indicated that students were positive towards implementing the flipped classroom, and also that it may lead to increased learning of grammar.

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1 Introduction

The aim of this research project is to investigate the possible benefits of the flipped classroom in general, and specifically in grammar teaching. In order to do so, students' perceptions of the flipped classroom approach will be investigated. Moreover, the study will show the common problems specific to grammar teaching and how the flipped classroom can contribute with a solution to them.

Previous research in the field of the flipped classroom is limited. Bishop and Verleger (2013) summarize the research done in the field of the flipped classroom before June 2012. According to their study, 13 studies fit the definition of the flipped classroom, which is that the students watch a video before coming to class and can start working with assignments right away. All of these studies were conducted at upper secondary level and 11 of them investigated students' perceptions of the flipped classroom. However, there seem to be no studies regarding grammar teaching in the flipped classroom.

Daniel Barker (2013), one of the first teachers in Sweden to use the flipped classroom, discusses whether the students increase their language learning in the flipped classroom or not. He claims that the importance of the flipped classroom is what students learn along the way, and what happens in the classroom, not the videos themselves. He further states that it is hard to pinpoint whether the students actually increase their knowledge since it is hard to compare the effects of different teaching approaches.

Previous research in the field of Information Communication Technology (ICT) state that there is no clear evidence that using technology in the teaching actually increases the students' language learning, good teaching remains good teaching with or without the use of technology (Golonka et al., 2012: Higgins et al., 2007). Even though it is hard to pinpoint the benefits of the flipped classroom when it comes to the students' language knowledge, we still need to take into account what students learn along the way.

1.1 Aim of the study

The aim of this research project is to show the possible benefits of the flipped classroom for teaching grammar. Furthermore, there will be a comparison between the non-flipped and the flipped classroom, showing the problem areas that the flipped classroom approach can contributes with solutions to. Moreover, research in grammar teaching in the non-flipped

classroom will be presented, focusing on the disadvantages and typical pitfalls in the grammar teaching today.

1.2 Research questions

Since previous research has indicated that there is a connection between the benefits of the flipped classroom approach and students' attitudes towards it, their attitudes should be connected to their performance. The question, however, is whether it is their positive attitudes that motivate them to do their best or if the positive attitudes are a result of using the flipped classroom. More specifically, this study aims to answer the following questions:

1. What can students' perceptions tell us about the possible general pedagogical benefits of the flipped classroom?

2. What can students' perceptions tell us about the possible specific benefits of teaching grammar in the flipped classroom?

2 Background and previous research

In this section this study is contextualized by previously done research. Current studies on the flipped classroom are limited, therefore in order to understand the context we need to look at the flipped classroom in a broader perspective. Therefore, this section will start by briefly showing technology's importance for today's students before summarizing previously done research in the areas of ICT, the flipped classroom and the non-flipped classroom. Then it moves over to pinpoint the general pedagogical problems that the flipped classroom can solve in the areas of time-effectiveness and teacher-centered teaching, and how the flipped classroom could lead to learner autonomy and collaborative learning. The time aspect is fundamental for the shift from teacher-centered to learner-centered pedagogy. Similarly, learner autonomy and collaborative learning are dependent on the teacher-learner shift. Moreover, this section will also pinpoint the main pedagogical problems specific to grammar teaching in the traditional classroom.

2.1 Today's students and technology

We live in an information society where we are surrounded by technology every day. Students today are different in terms of having grown up with technology; it is a natural part of their lives (Sweeny, 2010). Moreover, what students learn outside school and what they learn in school need to be integrated. Jonathan Bergmann and Aaron Sams state that when the teachers are using the latest technology, all we are doing is "speaking the students' language". To them, watching a video online is an everyday habit.

The two pioneers in the area of the flipped classroom, Jonathan Bergmann and Aaron Sams, observed students who were not able to complete tasks on their own at home. Therefore the idea of creating more time for the students to work on problem areas during class time by moving lecturing outside the classroom in the form of videos online came up.

2.2 ICT

Information communication technologies (ICT) include a range of technologies that are aimed at communication and providing information (Nordin, et al., 2009). ICT includes radio, television, Internet, computers, social networks, etc. (Yunus et al. 2013). The last decade there has been an increase in using ICT in language teaching (Yunus et al., 2013), in order to provide the student and the teachers with a wide range of learning resources (Yunus et al., 2013). Furthermore, the use of ICT in the education prepares the student for their future work life and today's information society Nordin et al. (2010) The curriculum for upper secondary school supports this point, that the changes in new technologies put new demands on leaners knowledge and ways of working (Skolverket, 2011).

2.3 Flipped classroom

The main idea with the flipped classroom is that the students come prepared to class, due to the fact that they have watched a pre-recorded lecture online. Class time is more focused on problematizing. The students can get started directly, working with assignments according to the theme. Furthermore, this means that the roles are "flipped" and what was previously done during class time is now supposed to be done by the students themselves at home. The teacher does not give out any specific homework; instead, the students are supposed to be prepared when they come to class by watching videos and other materials provided by the teacher (Davies et al. 2013). Time is divided differently in the flipped classroom, but the same content

is covered as in the non-flipped classroom. It is important to emphasize that the video is just a small part of the flipped classroom; more important is how the time in school is used. This aspect is supported by several researchers, who emphasize that one important benefit in the flipped classroom is that there is more time for the teacher and the students to interact (Barker, 2013; Bergmann & Sams, 2012).

2.4 The non-flipped classroom

Defining the non-flipped classroom or the traditional classroom is hard considering that there is not just one definition for the non-flipped/traditional classroom. However, in contrast to the flipped classroom, the non-flipped classroom does not require the students to come prepared to class and start working directly with assignments. In the traditional/non-flipped classroom the lecture is given during class time and the remaining time in the class is focused on working with assignments and the rest that was not covered during the lesson the students are expected to complete at home as homework. The main difference between the non-flipped and the flipped classroom is the division of time and where the focus is. The same content is covered, but the roles are flipped of what is done during class time and at home. Jonathan Bergmann and Aaron Sams state that the flipped classroom is not an already set concept, it is rather a "mental flip".

Moreover, it is important to state that there are of course other teaching models that can develop learner autonomy, collaborative learning and learner-centered teaching. Computer assisted language learning (CALL), Problem based learning (PBL), problem-solving and inquiry-based approaches are four active learning approaches, each of them offering collaborative learning in different ways and requiring learner autonomy (Le Heron et al., 2006: Yunus et al., 2010). Furthermore, the point of bringing up these different teaching models is that I want to make it clear that I am not saying that if the teaching approach is passive then it is automatically the flipped classroom approach. When I refer to the traditional or non-flipped classroom, it is not a specific teaching model, rather the models that have not flipped the learning in terms of what is happening when and where.

2.5 Time

2.5.1 Problems

One of the main arguments for using the flipped classroom is time efficiency, meaning that more time is given to the interaction between students and the teacher. Daniel Barker (2013) brings up an important point regarding time in the non-flipped classroom. The time in school is the teacher's work time. The students' work time starts after school, in the evening when the homework is supposed to be done. In the non-flipped classroom lecturing is the main focus in the classroom. Very little time is given to assignments in class, and the rest the students are asked to complete on their own at home. This was the main reason why Daniel Barker started to use the flipped classroom.

An often occurring problem in the classroom for the teacher is to adjust the pace so it suits every student in the classroom. For some students the teacher moves too fast and for others the pace is too slow. Almost every teacher is struggling with the fact that the fast paced learners get bored waiting, while students that are struggling require more time. Another aspect worth mention is that students that are struggling and think that the pace is too fast are sometimes embarrassed to ask the teacher for more help or explanation in front of their peers. Another aspect is that it takes time, not just for the teacher to record the videos but also to implement it fully in the learning environment (Bergmann and Sams, 2012).

2.5.2 Solutions

The flipped classroom approach is intended to give the students as much time as possible to complete assignments during school time, by providing the students the possibility to "watch the lecture" at home. Class time is focused on questions and problematizing and working with assignments. One important point with the flipped classroom approach is that the students have both the teacher and their peers to ask for help (Bergmann and Sams, 2012).

Furthermore, a potential benefit with the flipped classroom is self-paced learning. The students are able to adjust their learning pace so it suits their individual need and they can decide if they need to revise previous content or not (Khan, 2012). Students that think that the teacher is moving too fast and are struggling to keep up can stop and rewind when needed and students that are getting bored easily can speed up their learning. Furthermore, students who feel embarrassed and anxious about asking questions in front of other peers, can stop and rewind in order to try to understand or they can bring the questions to class and ask the

teacher when the teacher is walking around and helping them individually (Bergmann & Sams, 2012).

A common question that occurs in the flipped classroom is what happens if the students do not watch the video before coming to class. Herried and Schiller (2013) claim that it is hard to make students that are already uninterested in doing homework watch the videos. Furthermore, Bergmann and Sams (2012) agree with this point saying that it is hard to motivate students but also bring up a solution to the problem. If a student comes to class unprepared, the student is allowed to watch the videos during class time and work with the assignments at home, as in a non-flipped classroom. However, Bergmann and Sams further claim that this happens maybe once or twice, then the students feel that they are missing out on receiving help from the teacher during class time.

2.6 From teacher-centered to learner-centered

2.6.1 Problems

There is a shift in the teacher's role in the flipped classroom; the teaching becomes more learner-centered than teacher-centered. Teachers that are using the flipped classroom, came up with the idea the same way. They reflected on their own role in the classroom (Bergmann & Sams, 2012). In the flipped classroom, the teacher takes a step back and lets the students take a step forward instead. The teacher takes the role as a guide and functions more as a source of knowledge for the students so they can receive help and guidance (Riasati et al., 2012).

The main criticism against the flipped classroom is that the teacher-student interaction decreases due to the fact that a part of the teaching is moved outside the classroom with the help of technology. Jon Bergmann says that he was once asked by a headmaster, if the flipped classroom approach could help his school to hire fewer teachers, due to the fact that lectures online could replace teaching hours. Jon Bergmann says in the article: "They had the misguided notion that teaching is the pouring out of information from one person (the teacher) into another (the student)". This is a common misunderstanding in the flipped classroom. Teaching has to do with human interaction and cannot be replaced by technology.

Furthermore, one of the main difficulties in the traditional classroom today is accommodating extensive range of abilities in each class. Jon Bergmann and Aron Sams (2012) have been talking to a lot of different teachers when they are traveling around and giving lectures and one of the main problems in the traditional classroom seems to be differentiation. Teachers admit that they are not differentiating enough. With large classes and

limited time, teachers are not able to meet every student's individual needs. Instead, the teachers are teaching to the middle of the class, a bit too slowly for the students who are fast paced learners and a bit too fast for students that are struggling and falling behind (Bergmann and Sams, 2012).

Moreover, students falling behind constitute another common problem in the traditional classroom. When a student falls behind in a traditional classroom, the class moves on even though some of the students do not understand. The teacher sets the pace in the class which in turns relies on the content that has to be covered during a limited amount of time. Using this model, students that are already falling behind get further behind, their grades start to suffer, they get penalized for being slow (Bergmann and Sams, 2012).

2.6.2 Solutions

In the flipped learning approach the dynamic is changed in the classroom, which in turn leads to teachers becoming more like guides on the side. There has been a shift in the focus of class time and information delivery is no longer the main focus. The work climate changes and allows more one-to-one interaction and the students are able to work in small groups. The teachers become more like guides who are able to personalize and individualize the learning so it is tailored for each student

The flipped classroom has been criticized for decreasing the teacher-student interaction (Johnson, 2013) However, Bergman and Sams (2012) contradict this point. Since the lecture part takes place outside the classroom, more time is gained and that time is used to problematizing and working collaboratively with teachers and peers. More time is given to student-teacher interaction. The teacher's amount of direct instruction during class time decreases while the one-to-one interaction increases in the classroom (Johnson, 2013). Bergmann and Sams state that it is important to emphasize that the flipping approach does not advocating the replacement of the teaching in the classroom and teachers in the classroom.

When flipping the class it becomes very clear what kind of different needs exist in the classroom and how successfully the flipped classroom might cover all the different needs in the classroom, due to the possibility of teacher-student interaction increasing. The majority of the time in the classroom the teacher spends on walking around in the classroom helping students, which in turn leads to a personalizing of the learning and a deeper connection between the teacher and student, making it easier for the teacher to locate areas where students need extra help. When teachers walk around the classroom helping students, they can

either ask questions to guide the students or examine the assignment they are working with. In this way of guiding, teachers can give feedback immediately on students' learning process and stop errors from ever occurring (Bergmann and Sams, 2012).

2.7 Learner autonomy

2.7.1 Problems

A decisive factor for the success of the flipped classroom is that the students watch the videos before coming to class, which in turn requires the student to take responsibility for their own learning. Furthermore, learner autonomy means that the students are aware of their strengths and weaknesses and also how to utilize them. In learner autonomy intrinsic motivation plays an important role, since the teacher does not carry the entire responsibility of the teaching in the classroom (Jacobs and Farrell, 2013). This way of working is more directed to how you work at the university; you come prepared and get a deeper understanding at the lecture. The biggest difference from high school 13-15 and the upper secondary school in Sweden is that the upper secondary school requires the students to take responsibility for their own learning.

One of the main problems in the traditional classroom is that the students just " wait to receive" meaning that the students are waiting for the teacher to tell them what to learn, how to learn it, when to learn it and how to prove to the teacher they have learned it. The "wait and receive" attitude is very common in traditional classrooms, it is easy and comfortable for the student and it is probably how most students usually function at school (Bergmann and Sams, 2012).

Furthermore, Bergmann and Sams bring up an example of students that are "playing school". The students come to class, and they are more interested in getting a grade than actually learning something. They soon learn how to take short cuts and do as little as they need to pass. They want to get through the content as soon as possible and do not really care if they understood anything at all (Bergmann and Sams, 2012).

2.7.2 Solutions

In the flipped classroom approach, the students are given more responsibility and the learning process becomes their own. In the beginning when implementing the flipped classroom it can be hard to motivate the students to get used to it, it is an unusual system and it takes time to create a habit. The majority of the students are skeptical at first because it is so much easier to

just sit and receive, and that is also how the school has been functioning for the majority of the students their whole lives. In the flipped classroom the students have to demonstrate their knowledge at almost every lesson, which can be perceived as hard and that forcing students to put a lot of effort in (Bergmann and Sams, 2012).

For some students, the traditional model sit and get is the most suitable for them, but in the long term it is better for the students' future life to implement autonomy in school. Both Jon Bergmann and Aaron Sams are teaching science at a high school in Colorado. Even though most of their science student will not end up scientists, engineers or doctors, they have learned one of life's most important lessons, to take responsibility for their own learning. Daniel Barker (2013) agrees with this, stating that the flipped classroom approach might not be the revolutionary teaching approach every teacher has been waiting for and there is no clear evidence that the flipped classroom approach actually increases the students' knowledge, however more important is what they learn along the way, e.g. to be autonomous and take responsibility.

Moreover, the students that have been "playing school" for a long period of time, get frustrated at the beginning of the flipped classroom since the flipped classroom really forces them to learn instead of memorize. Since they have spent many years on learning how to play school, they have not really developed the ability to learn. Furthermore, Bergmann et al., state that these students have really made a development from when they started with the flipped classroom until they finish. They enter the flipped classroom frustrated, but leave as learners (Bergmann and Sams, 2012).

Furthermore, in order to create learner autonomy the students need to have an intrinsic motivation. Previous research has suggested that there is a connection between the use of ICT in the classroom and students' inner motivation and individualization. Moreover, when students become in control of their own learning it leads to bigger confidence and motivation to learn (Mullamaa, 2010). Furthermore several researchers (eg. Yunus et al., 2013; Mullamaa, 2010) claim that ICT increases students' motivation in language learning which in turn increases the students' receptiveness to the subject matter.

In conclusion to this section, as mentioned earlier as an alternative to the flipped classroom approach, problem based learning also enables learner autonomy and might also solve the possible problems of the traditional classroom.

2.8 Collaborative learning

As mentioned earlier, the flipped classroom approach enables the students to be autonomous learners; they can decide if they want to work on their own or with other peers. Before discussing collaborative learning, it is important to state that learner autonomy has nothing to do with students working alone, which may be the way it is sometimes interpreted. Even though student move away from dependency on the teacher, the students are still expected to collaborate with peers. By helping each other, students create a resource environment and through that students become less dependent on the teacher. This aspect is also prescribed by the curriculum for the upper secondary school in Sweden: "Students should develop their ability to take initiatives and responsibility and to work both independently and together with others" (Skolverket, 2011).

2.8.1 Problems

As previously stated in the time section, in the traditional classroom most of the time is focused around lecturing during class time and little time is given to work with assignments. If the students are not able to finish the work during class time, in many cases the rest is assigned as homework. At home, students are left alone to complete tasks they have been working on previously in school. If the student did not understood the subject matter in class, did not use the time to focus, got disturbed or does not have parents that can support them, the student might not be able to finish the assignments at home on their own (Barker, 2013).

2.8.2 Solutions

As previously mentioned, teacher-student interaction increases in the flipped classroom. Furthermore, it has been shown that student-student interaction also increases in the flipped classroom. The overall interaction in the classroom increases (Bergmann and Sams, 2012). This aspect has to do with what was previously mentioned in the section on going from teacher-centered to learner-centered. Teachers are acting more as "a guide on the side", who are there to answer questions, support student in their independent work and help students individually. However, since the teacher interacts more in the classroom, it is easier for the teacher to detect which students are struggling on the same things and organize them into collaborative groups (Bergmann and Sams, 2012). This way of working is closely related to Lev Vygotskij´s Zone of the proximal development (ZPD). The ZPD is very applicable to the

flipped classroom. The theory of ZPD is that when a child has mastered a skill, she is able to master something new, with the support from peers and teachers. Skills that are too difficult to master for the child on its own can be done with guidance and encouragement from a knowledgably person. When the students are watching the videos at home, they are receive content, information, on their own. However, in school they are expected to collaborate with peers and the teacher, solving problems together (Säljö et al., 2011).

In conclusion to this section, Computer assisted language learning (CALL), Problem based learning (PBL), problem-solving and inquiry-based approaches are teaching models that also might enable collaborative learning in the classroom and solve the problems that may exist in the traditional classroom.

2.9 Grammar teaching

This section will pinpoint the most specific problem areas in grammar teaching. Since the aim of this research project is to investigate the possible advantages of teaching grammar through the flipped classroom, solutions and result to the specific problems that may occur in grammar teaching will be presented in the result part and discussed.

2.9.1 Problems

Previous research shows a number of factors that contribute to students being uninterested in learning grammar. Ahmed (2010) puts forward an important aspect regarding the nature of instruction, mechanical or interactional. Students perceive class time to be mainly teacher oriented; when students are silent listeners, they have few opportunities to practice the grammar rules. In the long term this will lead to the students becoming silent listeners who memorize the rules of grammar mechanically. In many grammar teaching classrooms the teacher is seen as the center of learning (Ara, 2004). The grammar teaching is dominated by the teacher, who corrects mistakes so the student has a feeling of constantly being criticized by the teacher. Due to the teacher dominated classroom, the students become afraid and start to avoid grammar exercises and tend to be silent instead of practicing their acquired grammar knowledge. Furthermore it is shown that if the students are able to practice their grammar knowledge freely, without the teacher watching over them, the grammar learning felt more fun and less anxiety-induced (Ahmed, 2010). "The time when students really need me psychically present is when they get stuck and need my individual help. They don't need me

there in the room with them to yak at them and give them content; they can receive content on their own" (Bergmann & Sams, 2012, p.15).

The main criticism against grammar teaching is the lack of connection to reality. Students can be motivated to learn grammar if the practical role of grammar in students future academic and professional future is explained to them. Unfortunately there is a lack of this practice, which in turn leads to students' negative attitudes and lack of interest in learning grammar (Ahmed, 2010). Ahmed further suggests that students can only learn and use grammar effectively when it is presented in contexts to serve communicative purposes. Moreover Ahmed suggests that instead of having a list of grammatical items that students should learn according to the curriculum, the program design needs to be revised in order to teach the grammar that can be used in real life conversations, for communicative purposes. Furthermore, Ahmed conducted a study investigating students' perception towards a specific grammar teaching model, the confrontation, clarification, confirmation and consolidation (CCCC) model which included both integrative grammar and communicative language teaching, where students are required to take more responsibility for their own learning. The results showed that a considerable number of students participating in the study (65%) agreed with the statement that they could take responsibility for their own learning when they were working cooperatively, whereas only 17.5 % disagreed and 17.5 % did not have any opinion. Furthermore this result demonstrated that many students appreciated the new grammar model as it allowed them to work together with peers and take responsibility for their own learning, which in turn lead to that the majority of the students increased their language knowledge; all the students in the study were highly involved in every task (Ahmed, 2010). Moreover the CCCC model allowed students to go through several stages with help from the collaborative group, which lead to that students started to dare to produce (Ahmed, 2010).

3 Method

The material I have collected consists of both quantitative and qualitative studies. I have implemented the flipped classroom during two weeks at an upper secondary school in Gothenburg. I carried out the flipped classroom approach in two different classes, both in the second year at the upper secondary school, which means that the participants were between 17 and 18 years old. I will call the first class *class 1* and the second class *class 2*. The two weeks consisted of 8 lessons, 4 in each class. The first lesson was an introduction lesson where I

carefully explained the concept of the flipped classroom. The students were told that they should watch a video before every class which they got access to at Hjärntorget, which is the online platform the students and teachers use. I showed them the time schedule and told them to watch one video before each lesson. The students were also told that the videos must be watched before coming to class. The videos were uploaded in time before each class and all the videos were left online so the students could go back and rewind if needed or catch up if they missed a class. We watched the first video together during class time, so the students got a pre-understanding of what the videos were going to look like. After these two weeks I handed out the questionnaires and did four interviews. The three videos covered three different areas in grammar: relative pronouns, subject-verb agreement and reflexive pronouns.

In my study I have used triangulation, i.e. complemented quantitative questionnaires with semi-structured qualitative interviews which led to a combined result. Furthermore, I have used a convergent parallel mixed method for my collection of data (Creswell, 2014). A convergent parallel mixed method means that both qualitative and quantitative data have been collected. They were interpreted separately, and then the results from the questionnaires and interviews were compared in order to see whether they can complement each other and to see whether there is a connection between them.

3.1 Questionnaires

The 40 questionnaires contained several statements about the flipped classroom, and the students graded to what extent they agreed with 29 statements (Appendix A). The statements were grouped into different areas. The first area regarded the students' preparation before coming to class, the second during class, the third a comparison between the flipped classroom and the non-flipped classroom. Furthermore there was one area about the students' own roles in the classroom and an area covering what the flipped classroom means to the students.

The alternatives for responding to the statements consisted of *inte alls* 'not at all', *dåligt* 'bad', *ganska dåligt* 'pretty bad', *ganska bra* 'pretty good', *bra* 'good' and *mycket bra* 'very good'.

The questionnaire was constructed in accordance with Dörnyei (2010). The aspects relevant to this study were:

- Language that is easy to understand was used. Furthermore, the questionnaires were written in Swedish.

- The questionnaire consisted of statements, instead of open-ended questions where the students were asked to use their own words. With regards to students with literacy problems, filling out a questionnaire might have been stressful for them.

- Less is more in a questionnaire; thus, it was short and simple, in order to keep the students' motivation up to complete it. The questionnaire consisted of 29 statements which took roughly 20 minutes to fill out.

- Instructions were kept short and simple to understand. I also clarified them for the whole group before they began, making sure everyone understood.

3.2 Interviews

In addition to the questionnaires, four students were interviewed, with three of them providing enough material to be included in this study. Since the respondents in the questionnaire were between 17-18 years old, I chose to interview only volunteering students that were 18, who did not need parental consent. The interviews were conducted one-on-one in a secluded room during regular school hours and no reward was given for participating. The interview questions were based on the statements in the questionnaire, but were more open so the students got the opportunity to answer in their own words (Appendix B).

3.3 Disadvantages and advantages with questionnaires and interviews

According to Dörnyei (2010) the advantage of questionnaires are that the researcher is able to collect a great deal of material during a short period of time. Furthermore, questionnaires are able to measure attitudes that the respondents are not aware of themselves. Dörnyei also states some of disadvantages of using questionnaires, which I took into account when I created my questionnaire. Since the respondents were left on their own to complete the questionnaire, the questions needed to be simple and easy to understand. A misreading or misinterpretation by the respondents could lead to misleading results. Therefore, the statements were in Swedish, using very clear and understandable everyday language. Furthermore, since participating in a study filling out a questionnaire may not be very exciting for an upper secondary school

student, lack of interest and effort could have an effect on their answers. With this in mind, I told them not to rush and take their time to fill out the questionnaires since it was important for my study. This was also stated in the information on the first sheet of the questionnaire. Dörnyei further states that questionnaires can reduce the bias of interviewer effects and therefore increase the reliability of the results.

I organized my interviews according to McKay (2006), but it was difficult to decide what label to put on my method. Probably, it is a mixture of both interview guide approach and an informal conversational interview, since the students were asked to elaborate on the same series of questions that was in the questionnaire while allowing follow up topics that arose during the interviews. The advantage with the pure interview guide approach is that the same content is covered for all respondents. The disadvantage is that the interviewer does not follow up on topics arising during the interview.

3.4 Validity and reliability

Validity of a study means that the study measures what the study is supposed to measure. Validity can be addressed in three different ways: trustworthiness, authenticity and credibility (Creswell, 2014). Reliability in a study means that the answers in the study should be the same if the study was replicated under similar circumstances (Eliasson, 2013).

It is my contention that this study is both valid and reliable within the local context. Since the questionnaires were anonymous and the interviewees confidential, the respondents could answer without being held back. Moreover, I had taught the students for several weeks and established a good rapport, which meant that they were comfortable enough to answer the questions in the interviews fully. Furthermore, the statements were constructed to be as easily interpreted as possible, which increased validity. Finally, since the questions were set beforehand, this study could very well be replicated in the future, which increased the reliability.

3.5 Ethical considerations

This research project follows the Swedish Research Concil's code of ethics four demands; the information demand, the demand for consent, the demand for confidentiality and the demand for use (Vetenskapsrådet, 2002). At first, I inform the students about what my studies consisted of and their role in my study. Before I handed out the questionnaires, I made it clear

to the students that they should not write their names, since the questionnaires are confidential. After agreement from the students I handed out the questionnaires. The interviews are also confidential, I know their names, gender and ages but it will not be visual in my project. The classes are anonymous and are named class 1 and class 2. The students that participated in the interviews are named as student A, B and C. The collected data is only intended to be used for this research project.

3.6 Limitations of the study

One issue was that a sample of convenience had to be used due to time and organizational limitations. Furthermore, since the implementation of the flipped classroom only lasted for two weeks, it was difficult to get a picture of how the students would react to a full implementation with sufficient time for practice. Thus, while this study provides clear indications within the local context, generalization to a greater population is made difficult.

4 Results

In this section the results from the questionnaire and the interviews will be presented. Both the quantitative results from the questionnaire and the qualitative results from the interviews contain two parts, where the first part presents the result on the perceived general pedagogical advantages with the flipped classroom and the second part present the perceived pedagogical advantages in the flipped classroom specific to grammar teaching.

4.1 Questionnaires

The first part of this result section will present results regarding students' perceptions about the flipped classroom in general and specific to grammar teaching in the flipped classroom. The results from the two classes will be presented both individually and together, depending on if it is relevant for my discussion or not.

4.1.1 Before class

Class 1

Statement 12*: I felt more active outside the classroom, I watched the videos before coming to class*

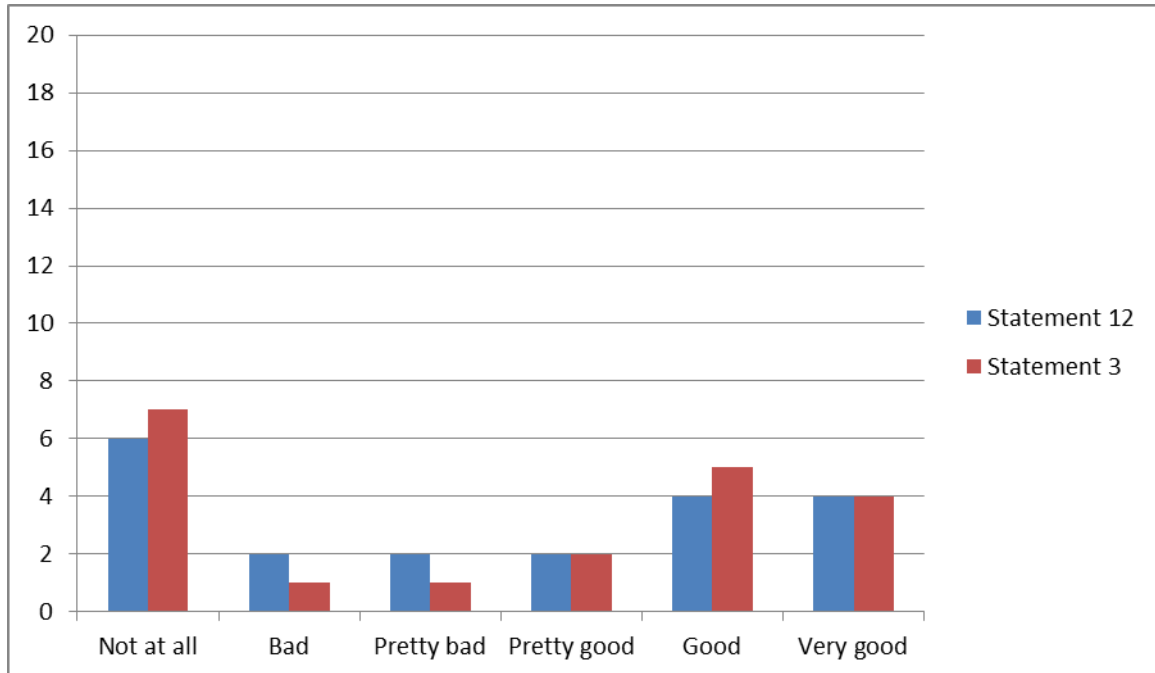**Statement 3:** *I had a pre-knowledge before coming to class*

Figure 1. The frequency of agreement with statements 12 and 3 in class 1.

As can be seen in figure 1, almost half of the class did not watch the videos before coming to class, 6 students stated "not at all" and 2 students stated "bad" (statement 12). However, there seems to be a clear connection between watching the video before coming to class and having a sense of pre-knowledge (statement 3). The mean value for statement 12 was 3.33 (SD=3.63), which equals somewhere between pretty bad and pretty good in the questionnaire. Statement 3 got the same mean score, although with a standard deviation of 2.42.

Class 2

Statement 12: *I felt more active outside the classroom, I watched the videos before coming to class*

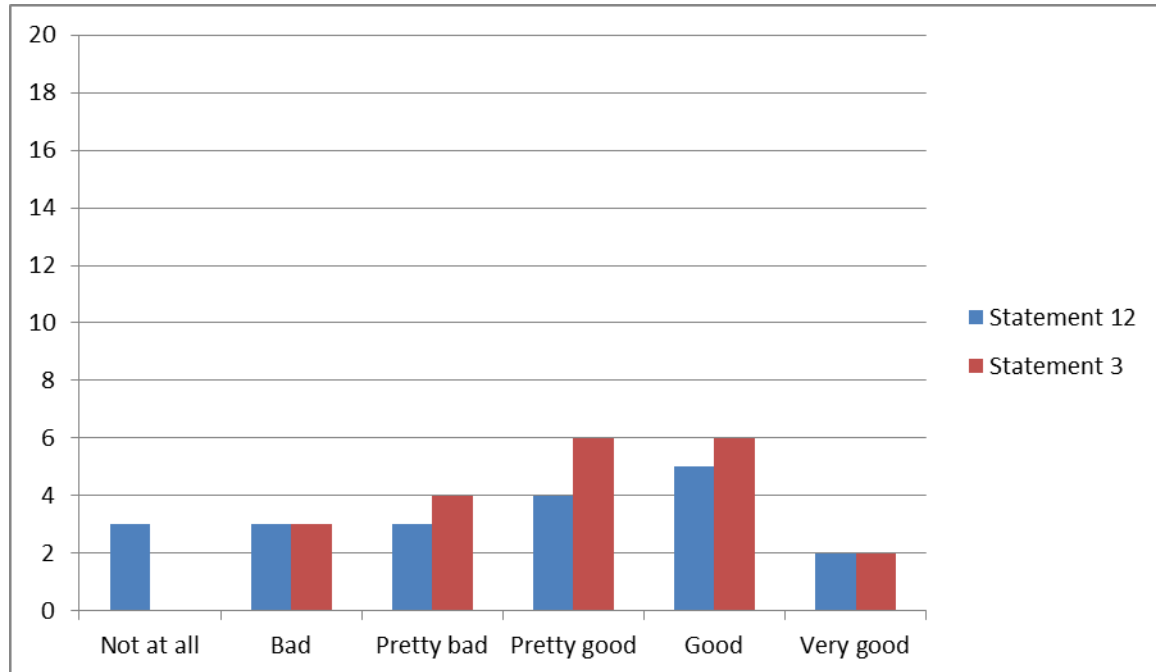**Statement 3:** *I had a pre-knowledge before coming to class*

Figure 2. The frequency of agreement with statements 12 and 3 in class 2.

As shown in figure 2, there were more students in class 2 that watched the video before coming to class and as one can see in the figure, it is about the same numbers that state that they watched the video who also said that they had a pre-knowledge before coming to class. 3 out of 20 respondents stated "not at all", they did not watch the videos before coming to class. One can compare this to the previous figure where there were 6 students in class 1 who did not watch the videos. Furthermore, the majority of the answers is spread over pretty bad, pretty good and god and the conclusion that can be drawn from this figure is that the statements are connected to each other in that sense that the number of students follow each other for each answer. The mean value for statement 12 was 3.33 (SD=1.03), which equals somewhere between pretty bad and pretty good in the questionnaire. The mean value for statement 3 was 3.5 (SD=2.35), which equals somewhere between pretty bad and pretty good in the questionnaire.

4.1.2 Time

Statement 4: *It was nice to have a great deal of time to watch the videos, one was able watch them in peace and quiet*

Statement 5: *It was an advantage to be able to stop and rewind the videos if needed and replay the areas which were extra difficult*
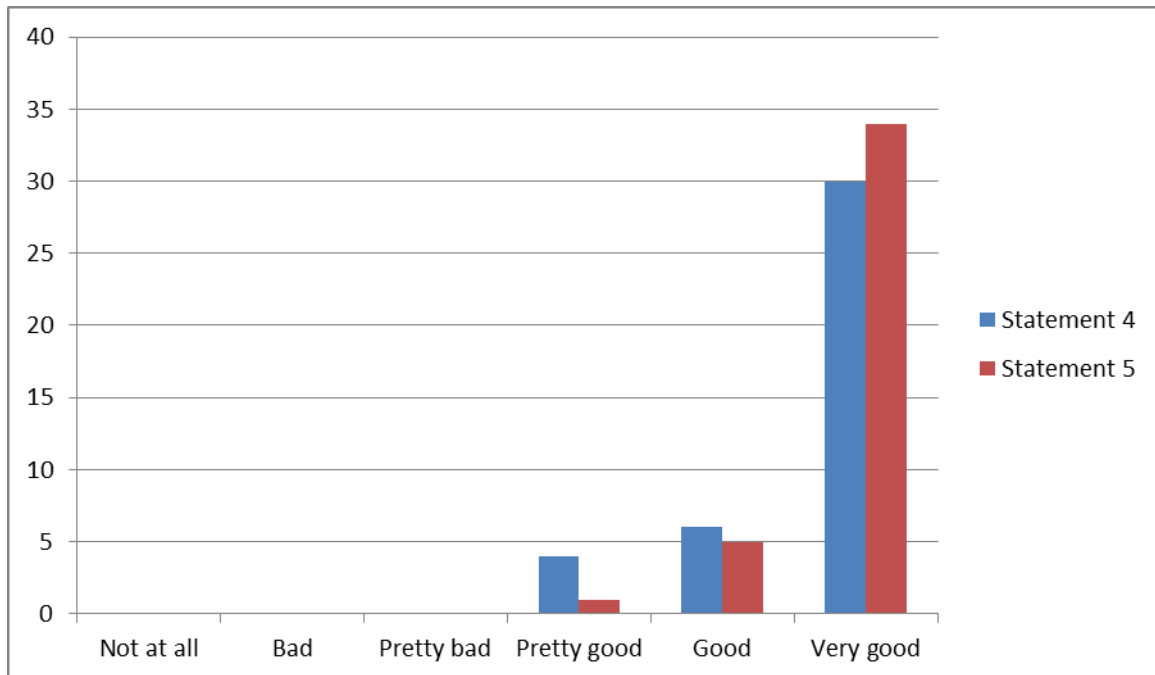
Figure 3. The frequency of agreement with statements 4 and 5 in class 1.

According to figure 3, a clear majority of the respondents were in favor with both the statements; the students stated that it was beneficial to be able to stop the videos, rewind and watch them all over again and that it was nice to have a great deal of time to watch the videos. It is hard to disagree with these two statements, however I argue that it is important to present the results of the statements since they indicate on one of the main benefits of the flipped classroom. The mean value for statement 12 was 5.67 (SD=11.7), which equals somewhere between good and very good in the questionnaire. The mean value for statement 5 was 5.57 (SD=13.53), which equals somewhere between good and very good in the questionnaire.

4.1.3 Learner autonomy

Class 1

Statement 25: *I think it is fun that a bigger responsibility is put on me and my own learning.*

Figure 4. The frequency of agreement with statements 25 in class 1.

As shown in figure, the students in class 1 are positive towards the fact that they are asked to shoulder more responsibility for their own learning. It is interesting to notice, with regards to that almost half of the class did not watch the video before coming to class, however as shown in the figure they still appreciate that a bigger responsibility is laid on them. The mean value for statement 25 was 3.33 (SD=3.44), which equals somewhere between pretty bad and pretty good in the questionnaire.

Class 2

Statement 25*: I think it is fun that a bigger responsibility is put on me and my own learning*

Figure 5. The frequency of agreement with statements 25 in class 2.

As shown in figure 5, a clear majority in class 2 had a positive attitude towards the fact that they are able to take more responsibility for their own learning. Class 2 was also the class where more students watch the videos before coming to class, which goes hand in hand with appreciating that a bigger responsibility is put on them. The mean value for statement 25 was 3.33 (SD=3.80), which equals somewhere between pretty good and good in the questionnaire.

4.1.4 Students' perceptions of grammar teaching in the flipped classroom

Statement 26: *In the flipped classroom it was possible for me to practice the newly learned grammar, both with the teacher and peers.*

Figure 6. The frequency of agreement with statements 26 in class 1 and class 2

As shown in figure 6, the majority of the respondents were positive; they agreed with the statement to the level of "pretty good" and "good. The conclusion that can be drawn from the results in this figure is that the majority of the students agreed that they were able to practice their newly learned grammar with peers and the teacher. The mean value for statement 26 was 5.67 (SD=7.69), which equals somewhere between good and very good in the questionnaire.

Statement 18: *Grammar felt more fun in the flipped classroom*

Statement 22: *The grammar did not feel like loose elements, it was easier to see a connection to how I can use the grammar when I speak English in the future*.
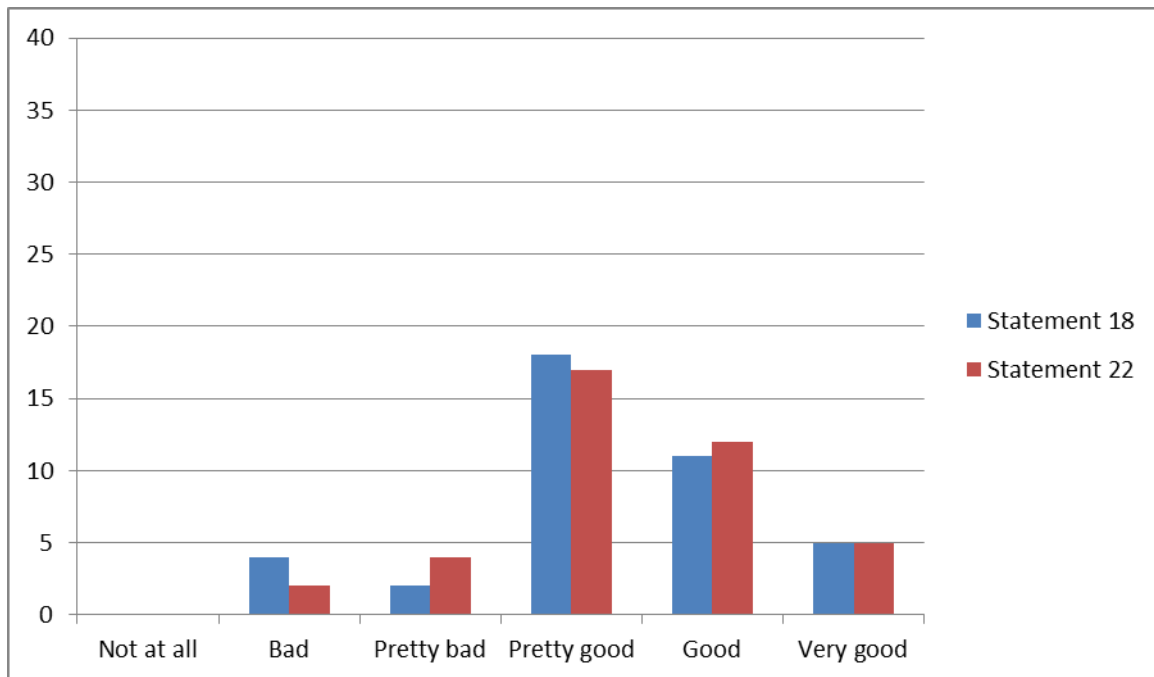
Figure 7. The frequency of agreement with statements 18 and 22 in class 1 and class 2

In figure 7, two statements are in relation to one another. The conclusion that can be drawn from this result in the figure is there is a relation between if the students felt that the grammar was fun and it was easier to see a connection between grammar and use of English in the future. The mean value for statement 18 was 5.67 (SD=6.68), which equals somewhere between pretty good and good in the questionnaire. The mean value for statement 22 was 5.67 (SD=6.50), which equals somewhere between pretty good and good in the questionnaire.

Statement 23: *Grammar felt less anxiety-induced in the flipped classroom*

Figure 8. The frequency of agreement with statements 23 in class 1 and class 2

As shown in figure 8, the majority of the students in class 1 and class 2 responded that grammar felt less anxiety-induced in the flipped classroom. However, this result from statement 23 is quiet vague, and it is hard to interpret the result on its own; it has to be in relation to previous research. The mean value for statement 23 was 5.67 (SD=7.3), which equals somewhere between good and very good in the questionnaire.

4.2 Interviews

In this section, the results from the student interviews are presented. The section will only present the result of students' perceptions of the flipped classroom approach in general.

4.2.1 Students' perceptions in general towards the flipped classroom approach

When students were asked about their general opinion about the flipped classroom, one student said that: " *I really liked the concept of the flipped classroom, since our class can be very messy sometimes, it is hard to focus on what the teacher is actually saying at the front of the classroom, the flipped classroom gave me the opportunity to gain the knowledge outside the classroom. At home, I was able to stop the video, take notes and rewind if I felt I needed that.*" (Student A) Furthermore, another student said that *I liked the concept of the flipped classroom, because not a lot of time was given to lecturing. It was nice to know before coming to class what was going to happen* (Student C).
I liked the flipped classroom because it was something new, it was a contrast to how we use to work, and it was fun to try something new (Student B).

The students were also asked what they perceived as positive with the flipped classroom. Student A said that "*the flipped classroom felt more effective because the lecture part was already done before coming to class.*" Moreover, the students also answered the question about what was negative in the flipped classroom. Student A said that *I noticed a big difference when I watched the video and when I did not. It was hard to keep up, and felt a bit stressful to be behind the rest, but that was the only negative aspect (Student A).).* Another student said that*: "I did not like the concept with the flipped classroom since it required me to use my spare time to prepare for school, something that we usually do in school" (Student B).* This comment shows that this student did not understand the concept of the flipped classroom. The students are supposed to view the videos as "homework". This comment could also be interpreted as it takes time to get use to the concept, for some students even longer. Student B also said: *I did not like to watch a video at home, because I could not ask you if I had a question*". This comment indicates on one of the disadvantages with the flipped classroom; the direct questions that can occur during a lecture in class disappear as well as the following discussion. However, the students are expected to bring these questions to class and

ask the teacher, so the teacher can bring them up in the whole class and explain more in detail. Moreover, the students were asked about the time division in the flipped classroom Student A: *I have to admit that, in the beginning I was worried that the time with the teacher would be shorter and the possibilities to ask the teacher questions would be fewer since the lecturing was moved outside the classroom. But I have to admit that it turned out to be the opposite, there is more time now to ask questions and ask the teacher for further explanations.*"

The interviews indicate that the students perceived the flipped classroom approach positively. One of the interviewed students was skeptical towards the flipped classroom approach.

4.3 Summary of the results

The general conclusion that can be drawn according to the results is that the students seemed to be in favor of the solutions provided by the flipped classroom, which were presented in the section on previous research. As shown in figure 3, the time-efficiency aspect was especially appreciated by the students. A clear majority agreed with the statement that they were able to stop the videos and decide your own pace for your own learning. Furthermore, as mentioned earlier, there was a remarkable difference between class 1 and class 2. The majority in class 1 did not watch the videos before coming to class and were not prepared for the class, in contrast to class 2 where the majority of the students prepared for class. However, even though class 1 did not prepare before each class they appreciated the teaching model putting a bigger responsibility on them.

Furthermore, the results suggest that the problem areas for grammar teaching could partly be solved by the flipped classroom. The collected material indicates that students perceived grammar teaching as more fun, less anxiety-inducing and that it had a clearer connection to reality. Moreover, a majority of the students felt that they had a possibility to practice their newly learned grammar with teacher and peers.

In addition, I argue that there is a connection between the results from the questionnaire and the results from the interviews. Similar topics were covered in the interviews but the questions were open-ended so the students got the opportunity to answer with their own words. Furthermore, 2 of the 3 participating students in the interviews were positive towards the interviews whereas 1 student did not like the flipped classroom model. In the questionnaire it is not possible to see why the students were in favor of the flipped classroom

or not, but this became apparent in the interviews and will be discussed in the following section.

5 Discussion

The reason why students' perceptions have been investigated is that previous research hints at a connection between the benefits of the flipped classroom approach and students' attitudes towards the approach, i.e. their attitudes are connected to their performance. This discussion section will, therefore, be divided into three parts. The first part will discuss the first research question regarding the general pedagogical benefits in the flipped classroom. The second part will bring up the specific problems in grammar teaching and suggestions for how the flipped classroom can contribute solutions to these areas. The third part will be a comparison of the two research questions.

5.1 What can students' perceptions tell us about the possible general pedagogical benefits of the flipped classroom?

The general pedagogical problems that occurred in the traditional classroom were looked at through time-efficiency, from teacher-centered to learner-centered, learner autonomy and collaborative learning. To all the problem areas that were found, a solution to the problem was provided by the flipped classroom. The students' perceptions that were investigated in this study support the solutions in the flipped classroom that previous research stated.

The main problems concerning the time aspect were that students are given very little time to complete tasks during class time due to lecturing taking up most of the time, which in turn leads to students being left alone at home expected to complete assignments without having anyone to ask for assistance (Barker, 2013). Furthermore, the problem with adjusting the pace in the classroom so it benefits every student is an everyday problem for most teachers (Bergmann and Sams, 2012).

The solutions provided by the flipped classroom are that since the time is flipped, the lecture part takes place outside the classroom and more time is gained for teacher-student interaction. Moreover, self-paced learning is one of most important points with the flipped classroom. The results from the questionnaires indicate that the students support the benefits with the flipped classroom when it comes to time. As shown in Figure 3, the possibility of being able to stop the videos and rewind whenever needed was appreciated a lot by the

responded students; 34 out of 40 students stated "very good". 30 out of 40 respondents stated that it was beneficial to have a great deal of time, not feel stressed out, to watch the videos. This aspect also emerged in the interviews; one student said that her class could be messy sometimes and then it was very beneficial to watch the videos at home in peace and quiet instead.

Moreover, the next area that was brought up in the previous research was from teacher-centered to learner-centered teaching, which can be seen is a side effect of the time aspect. One of the main criticisms against the flipped classroom is the preconceived thought that teacher-student interaction decreases in the flipped classroom (Johnson, 2013). Moreover, differentiating is another problem in the traditional classroom. It is almost impossible for the teacher to be able to see every individual need in the classroom, therefore "teaching to middle" occurs. Moreover, students that are already falling behind in the traditional classroom will be more behind as the class moves on (Bergmann and Sams, 2012).

The solutions provided by the flipped classroom are that since more time is given to student-teacher interaction, the teacher has time to meet every students needs in another way than in the traditional classroom. The teaching becomes more individualized and less one-size fits-all. Since teacher-student interaction increases the teacher can give feedback directly and stop errors from ever occurring. This point is also supported by the material collected. One student says in the interviews she was worried that the time with the teacher would be shorter and the opportunities to ask the teacher questions would be fewer when the lecturing was moved outside the classroom. But after a while she had to admit that it turned out to be the opposite, there was more time to ask the teacher.

The next area is learner autonomy, which is a side effect of the teaching becoming more learner-centered. The main problem is the "sit and receive" problem. Bergmann and Sams (2012) state that students are used to waiting for the teacher to tell them what to learn, how to learn it, when to learn it and how to prove the teacher they have learned it. Another problem is the students that are playing school, they want to pass with as little effort as possible. Since the flipped classroom requires the student to take their own responsibility over their own learning, that is one of the solutions to the sit and get phenomenon. Students that are used to sit-and-receive and playing school get frustrated in the beginning since the flipped classroom forces them to make an effort and start to learn. Furthermore, as shown in Figure 5, students appreciate that a bigger responsibility is given to them. As mentioned earlier there was a remarkable difference between class 1 and class 2 when it came to the preparation part. The students' differing levels of maturity is something that has a direct impact on learner

autonomy, and it is both something that complicates the flipped classroom and that can be solved by it; if they go on ignoring the lectures, there will be consequences in the classroom, so they might eventually learn to do their homework, and thus learn to take responsibility for their own development. The majority in class 1 did not watch the videos before coming to class. There were underlying reasons to that before the flipped classroom study was implemented. The teachers had had concerns with the classroom climate in the class for a period of time. In class 2 on the other hand, the climate was much better, the climate was supportive and much calmer compared to class 1. It is worth to noticing that they were the same age, 17-18, and studied the same program. In my opinion, and it was also brought up in the interviews, this has to with the maturity of the two classes. The flipped classroom requires the students to take responsibility for their own learning, learner autonomy and the flipped classroom go hand in hand, which in turns requires the students to be mature enough to do so. Class 1 was not mature enough to understand the responsibility they needed to take.

Furthermore, the last area that was brought up in the previous research section was collaborative learning. It was suggested that teacher-student interaction increases in the flipped classroom, and that student-student interaction increases as well. The problem in the traditional classroom is that students are left alone at home to complete assignments without having any assistance. However, during class time in the flipped classroom there is plenty of time for guidance, both from the teacher and peers.

5.2 What can students' perceptions tell us about the possible specific benefits of teaching grammar in the flipped classroom?

As it was suggested in previous research section and as the results in this study indicate, the flipped classroom may have general pedagogical benefits in the areas of time aspect, from teacher-centered to learner-centered, learner autonomy and collaborative learning. However there is no previous research that shows that the use of ICT actually increases the students' language learning (Golonka et al., 2012; Higgins et al., 2007). Furthermore, Barker supports this point by saying that it is hard to pinpoint if the students actually increase their knowledge since it is hard to compare the effect of different teaching approaches (2013). However, it might be argued based on the results of the questionnaire that the flipped classroom has both general pedagogical benefits and specific benefits for grammar teaching. It might be argued

that based on the material collected that students feel that grammar teaching is less anxiety-inducing in the flipped classroom. The reason why grammar can be argued to be more anxiety-inducing than other topics is based on previous research which suggests that the grammar teaching classroom is for the most part teacher-centered. And the teacher tends to criticize the students in front of peers, which in turn leads to the students becoming afraid and starting to avoid grammar exercises as much as they can (Ahmed, 2012). Furthermore, it can be argued that since grammar is very hands-on learning, and it is clear what is right or wrong, it becomes easier for the teacher to correct the students directly. However, since the flipped classroom enables a shift from teacher-centered to learner-centered, the grammar teaching in the flipped classroom becomes more free, which might be argued to be one of the reasons why grammar teaching in the flipped classroom may reduce anxiety. Furthermore, as previously mentioned Ahmed (2012) conducted a study which suggested that students were able to take responsibility for their own learning when they were working cooperatively. The result in this study support this point; as shown in Figure 6, the statement shows that it was possible for students to practice the newly learned grammar with the teacher and peers. This can also be argued is one of the reasons to why the flipped learning felt less anxiety-inducing since it opens up more possibilities for the students to practice their grammar knowledge.

Previous research has shown that the lack of students' interest in learning grammar is due to the teaching focusing on a list of random pieces of grammar that should be learned. Students need to see a clear connection between grammar and real life situations in order to be motivated to learn it (Ahmed, 2012). Based on the material collected it might be argued that the flipped classroom can contribute to a connection between grammar learning and practice it meaningful situations. In figure 7, the statement *The grammar did not feel like loose elements, it was easier to see a connection to how I can use the grammar when I speak English in the future,* was graded by the students. As shown in Figure 7, 17 students stated they agreed with the statement "pretty good", 11 students stated "good". The material indicates that the flipped classroom can contribute to a better connection to grammar learning and practice in real life situations. Moreover, the result might be argued to have a connection to previous research. Ahmed (2012) states that students should get the opportunity to practice their grammar knowledge freely by interaction with peers, which in turn leads to that they become more motivated. Several researchers (Mullamaa, 2010; Yunus et al., 2013) claim that ICT increases students' motivation in language learning which in turn raise the students' receptiveness to the subject matter. I argue that this is in relation to what Ahmed states about students' interest in their own learning. When students become engaged in their own learning,

they become more interested, which in turn lead to that it is easier for them to see grammar's importance for real life communication (Ahmed, 2012). However, it is important to remember that the result from this statement is quite vague, and the connection to real life situations is more dependent on what kind of assignments the students are working on rather than the flipped classroom approach. Furthermore, there are of course other teaching models as well that can enable direct links between grammar learning and real life situations.

5.3 A comparison between the general pedagogical benefits in the flipped classroom and the benefits specific to grammar teaching in the flipped classroom

As previously research has shown, the general pedagogical problems that occurred in the traditional classroom were similar to the ones that occurred in the grammar teaching classroom. When it comes to teacher oriented teaching, it seems to be one of the problems in both the general traditional classroom and the grammar classroom. In the flipped classroom, the teacher takes a step back and becomes more of a facilitator, a guide on the side, which can guide and help students in their individual work. In the grammar teaching classroom, it seems to be problematic since the students are not given the opportunity to practice their acquired grammar skills together by interaction with peers. In the long term that will lead to the students becoming silent listeners who memorize grammar rules mechanically. Moreover, previous research shows that in a teacher-dominated classroom, the teacher tends to correct students in front of other peers, which contributes to a feeling of constantly being criticized by the teacher. Furthermore, the results in this study show that the majority in the study agrees with the statement that grammar teaching in the flipped classroom allowed them to cooperate with peers and practice their grammar skills.

Moreover, one of the main pedagogical benefits with the flipped classroom is learner autonomy. Students become more autonomous and take responsibility for their own learning. In the traditional grammar classroom, student autonomy seems to be one of the main problems in grammar teaching classrooms. There is a lack of student taking their own responsibility. Ahmed (2012) conducted a study which suggests that students want to take responsibility for their own learning. Furthermore, the students in the study responded that they were able to take their own responsibility when they were working collaboratively with peers. Moreover, the questionnaire conducted in this study supports previous research, in the

sense that the majority of the students participating in the study stated that they felt more in charge of their own learning and that they liked being in charge of their own learning. Learner autonomy is prescribed by the curriculum for the upper secondary school in Sweden. Finally, being able to take responsibility for one's own learning is essential, and is required of the students in the upper secondary school in Sweden. However, it is important to take into account those students that are not able to reach learner autonomy on their own. Teachers cannot expect students that are far away from the zone proximal of development to be autonomous learners. These students must be given time to get used to the flipped classroom. Furthermore, this issue needs further research.

6 Conclusion

This case study set out to investigate Swedish EFL students' perceptions of the flipped classroom in general, and the flipped classroom regarding grammar teaching in particular. In order to do so, 40 student questionnaires and 4 interviews were used as quantitative and qualitative data respectively. In general, the students saw both general benefits and specific benefits pertaining to the teaching of grammar, with some important points to consider.

In relation to the first research question results presented in this study are in favor of the flipped classroom. The material collected supports the solutions provided by the flipped classroom in previous research. Time-efficiency and self-paced learning seem to two of the main benefits in the flipped classroom. Furthermore, learner autonomy is a main benefit in the flipped classroom. However, the result indicated on low learner autonomy in class 1. There was a remarkable difference between class 1 and class 2, when it came to the preparation part. The students' differing levels of maturity is something that has a direct impact on learner autonomy, and it is both something that complicates the flipped classroom and that can be solved by it; if they go on ignoring the lectures, there will be consequences in the classroom, so they might eventually learn to do their homework, and thus learn to take responsibility for their own development.

In relation to the second research question, the collected material indicates that the flipped classroom has specific benefits for grammar teaching in the EFL classroom. It was stated in the beginning that there is no clear evidence for that the use of ICT actually increases the students' language learning. However, the material collected indicates the opposite. The main benefit of the flipped classroom seems to be that in the flipped classroom grammar teaching is less anxiety-inducing. Since the flipped classroom enables a shift from teacher-

centered to learner-centered, the grammar teaching in the flipped classroom becomes more free. Which might be argued is one of the reasons to why grammar teaching in the flipped classroom can decrease anxiety. Moreover, the results in the study also indicate that

While these results are promising for anyone interested in using the flipped classroom and valid and reliable in the local context, it is important to note that this study had a limited number of respondents as a sample of convenience, which means it cannot be used to generalize to other contexts. Furthermore, the case study was carried out only during two weeks, which also contributes to a limitation of the study. This study was focused on quantitative results, therefore studies with greater focus on qualitative results are needed.

In order to fill some of these gaps, there is a need for future research in the field of grammar teaching in the EFL classroom in Sweden. More quantitative research is needed that can either corroborate or disprove this study, since this study is the only one in the field right now, but also more qualitative research, since this study was focused on quantitative research. Furthermore, as mentioned earlier in the discussion part, further research is needed to investigate how the students that are not able to reach autonomy on their own in the flipped classroom can be made to do that. Future research should focus on how the flipped classroom can enable learner autonomy for every student in the classroom.

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Appendix A

GÖTEBORGS UNIVERSITET

THE FLIPPED CLASSROOM
ELEVENKÄT

Information

I vår kommer jag att skriva mitt examensarbete vid Göteborgs universitet. Arbetet handlar om the Flipped Classroom, vilket vi har jobbat med nu de två senaste veckorna där vi har fokuserat på tre olika grammatiska områden.

Efter att vi har jobbat med the flipped classroom under de senaste två veckorna, vill jag ta del av er uppfattning, åsikter och erfarenheter av the flipped classroom. Jag vill även ta del av era åsikter angående skillnaden mellan the flipped classroom och tidigare grammatikundervisning, det "traditionella" klassrummet.

Era svar är väldigt viktiga för mig, så det är viktigt att ni är ärliga och tar er tid till att svara på enkäterna. Det finns inget rätt eller fel, enkäterna är konfidentiella.

När resultaten av undersökningen är klara kommer jag presentera vad klassen kom fram till.

The Flipped Classroom

Enkäten består av ett flertal påståenden, ranka till vilken grad du tycker att det stämmer.

Exempel: Stämmer inte alls, stämmer dåligt, stämmer ganska dåligt, stämmer ganska bra osv.

1. Inför lektionerna

"I filmerna förklarades de tre olika grammatiska områdena tydligt"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Jag kände mig förberedd inför lektionen"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Jag hade fått en förförståelse för vad lektionen skulle komma att handla om"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Det var skönt att ha god tid på sig att titta på filmerna, man kunde titta i lugn och ro"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Det var en fördel att man kunde stoppa, spela tillbaka och kolla extra på de områden som man tyckte var extra svåra."

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

2. Under lektionerna

Känner du att efter att ha tagit del av the flipped classroom under dessa två veckor, att du har ökat din förståelse kring de tre berörda områdena?

Relativa pronomen:

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

Reflexiva pronomen:

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

Subject-verb agreement:

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

3. Min egen roll i the flipped classroom

Ranka nedanstående alternativ till den grad som du håller med:

"I the flipped classroom kände jag mig verkligen ansvarig/delaktig för/i mitt eget lärande"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"The flipped classroom gjorde det verkligen enklare för mig att se vad jag hade förstått och inte förstått"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"The flipped classroom gjorde det enklare för mig att komma undan med att göra så lite som möjligt"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Jag har känt mig mer aktiv i det flippade klassrummet jämfört med innan"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Jag har känt mig under aktiv under lektionstid"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Jag har känt mig aktiv utanför lektionstid, jag har kollat på filmerna inför varje lektion"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

5. Grammatik

Ranka nedanstående alternativ till den grad som du håller med

"The flipped classroom var kul tillfälligt, men traditionell undervisning är mer effektiv"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Grammatiken kändes mer intressant när vi använde the flipped classroom"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Grammatiken kändes mer relevant och det var tydligare att se dess användning"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Det var tydligare för mig i the flipped classroom att förstå varför man ska lära sig dessa grammatiska områden"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Det var lättare att förstå de tre berörda områdena i the flipped classroom än tidigare berörda områden som ni jobbat med innan i det traditionella klassrummet"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Grammatiken kändes inte som något lösryckt utan det var tydligare att se en koppling till hur jag kan använda den när jag pratar engelska i framtiden"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Grammatik kändes mindre ångestladdat när vi använde det flippade klassrummet"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"I the flipped classroom fanns det möjlighet för mig att öva min nyligen lärda grammatik"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

6. The flipped classroom betyder för mig:

"Jag känner mig mer fri i mitt eget inlärande"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Jag känner att det är kul att ett större ansvar läggs på mig och min egen inlärning"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Jag känner mig mer ansvarig för mitt eget lärande"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

"Ingen större skillnad från tidigare grammatikundervisning"

Inte alls	Dåligt	Ganska dåligt	Ganska bra	Bra	Mycket bra
☐	☐	☐	☐	☐	☐

7. Efter att vi har jobbat med the flipped classroom under två veckor, tror du att:

1. Tror du att det är genomförbart under en längre tid i ditt klassrum?

Svar:

2. Skulle du vilja fortsätta att jobba med the flipped classroom?

Svar:

Personlig information

Kön:

Tjej   Kille   Annat

Ålder:

Klass:

Program:

VARK-resultat:

Fyll i dina resultat efter du genomfört VARK-testet.

Visual:

Aural:

Read/write:

Kinaesthetic:

TACK FÖR DIN MEDVERKAN!

Appendix B

<p style="text-align:center">Intervjufrågor</p>

1. Hur uppfattade du the flipped classroom?

2. Vad anser du positivt med the flipped classroom?

3. Vad anser du negativt med the flipped classrrom?

4. Tyckte du att det fanns mycket tid till att fråga läraren om hjälp?

5. Kände du av att ett större ansvar lades på dig i ditt eget lärande?

6. Hur uppfattade du grammatikundervisningen i the flipped classroom?