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**USING THE FLIPPED CLASSROOM MODEL WITH  
LOWER-SECONDARY ENGLISH AS A FOREIGN LANGUAGE  
STUDENTS: AN EXPERIMENTAL STUDY**

**MA Thesis**

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## **Abstract**

The aim of the study the thesis reports on was to determine whether the flipped classroom model can have a positive effect on lower-secondary school students' academic performance when it comes to learning English grammar and developing their listening skills in English as well as on their perception on the FCM. The participants of this study were two groups of eighth-grade students who were taught two topics by using two different models of teaching. The first group studied grammar by the principles of the flipped classroom model and were asked to watch four videos explaining different tenses prior to class. The classroom time was then used for group discussion. The same group received the second topic, which was a Halloween-themed story, history, and customs in the traditional way with the topic being introduced and explained to them in-class. The topics were the same for the second group; however, the teaching models were swapped. Afterwards, each of the participants was asked to fill in a questionnaire, the aim of which was to determine the students' perception of the FCM.

The thesis consists of three chapters. Chapter One gives an overview of other studies conducted in this field as well as their findings. This chapter is divided between studies that have looked into using FCM on adult learners and studies that have focused on pre-university students. At the end of this chapter, though limited, similar research in Estonia is discussed. Chapter Two discusses the methodology used in this study. This chapter discusses the materials used in this study in further detail as well as gives information on how the results were analysed. Chapter Three analyses the results of this study and compares the findings of this study with other research carried out in this field. This is followed by the conclusion in which the findings of this study are highlighted and summarised.

## **Table of Content**

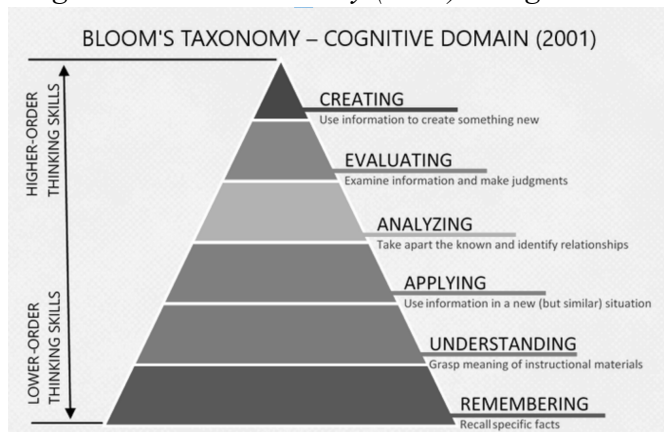
Abstract	2
1. Introduction	4
2. Prior Studies Conducted on the Flipped Classroom Model	9
2.1. The Effect of the Flipped Classroom Model on Adult Learners	9
2.2. The Effect of the Flipped Classroom Model on Secondary School Pupils' Academic Performance and Motivation	12
3. Methodology	16
3.1. Overview of the Study and Participants	16
3.2. Flipped Classroom Lessons and the process of making the videos	17
3.3. Contents and Purpose of the Pre-Test and Post-Test	19
3.4. Classroom Activities	20
3.5. Overview of the Participant Questionnaire	22
4. Results	23
4.1. Pre-test and Post-test Results	23
4.2. Participant feedback	26
4.3. Discussion	32
5. Conclusion	37
References	41
Appendix 1	46
Appendix 2	50
Appendix 3	60
Appendix 4	61
Appendix 5	62
Resümee	63

## 1. Introduction

Allowing students to study a new topic at home prior to class is nothing particularly new in teaching practice. According to Hartyányi et al (2018: 6) the format of the flipped classroom can be traced back to the early 1800s United States, though the term itself did not come into widespread use until the early 2000s (Hartyányi et al 2018: 6). Lockwood (2014: 1) describes the flipped classroom in his book *Flip It!* as follows: "... a flipped classroom is one in which material traditionally presented or done in class is assigned as homework and tasks usually assigned as homework are now done in the classroom".

Today, flipped classroom is a well-known active-learning method that is meant to give learners the chance to spend their classroom time more efficiently practising higher order thinking skills as presented by the three higher levels in the Bloom's (Revised) Taxonomy (Anderson and Krathwohl 2001, Image 1). Bloom's Taxonomy is a framework of teaching consisting of six "pillars" describing the different levels utilising information, starting with the most basic remembering and understanding and moving up to more complex processes such as analysing, evaluating, and creating. The taxonomy has been used as a guide to help assure that learners get to practise all levels of thinking skills to enhance their critical thinking by educators since its introduction by Benjamin Bloom and others in the late 1950s and was revised in 2001 (Armstrong 2010).

*Image 1: Bloom's Taxonomy (2001) & higher order thinking skills*



(University of Florida 2023)

Compared to the flipped classroom model, in the so-called traditional classroom setting learners often take a more passive role in the learning process (Lockwood 2014: 1). The teacher bestows knowledge onto learners, often in the form of lectures, and learners are supposed to “soak in” the information without actively partaking in the discussion themselves. This raises the issue that learners will receive the knowledge and confirm it, perhaps even apply the received knowledge in some take-home task, yet the higher levels of Bloom's Taxonomy will remain completely unutilised. Conversely, the traditional method allows for a relatively quick passing of knowledge to a large number of learners. Learners will still reach the lower levels of Bloom's Taxonomy which can then be complemented with after-class activities to reach further levels. It is also the most commonly used method of teaching and hence is familiar to students. Having similarly structured classes in any given curriculum will create a sense of ease in the learners.

Contrary to the traditional method of teaching, active learning methods allow students to reach the highest levels of Bloom's Taxonomy. Some of the benefits of using active learning methods as highlighted by Connell's University's Centre for Teaching Innovation (2023) include increased learner motivation and sense of association as well as assisting the educator with better understanding the processes that learners go through when learning, which helps with adjusting

the activities as necessary. By working in groups and discussing with their peers, learners can go through the cognitive processes necessary to get to the higher levels of Bloom's Taxonomy rather than have it explained to them by the educator.

One such active learning method is the flipped classroom model. It is a more student-focused model that seeks to "flip" the traditional roles in the classroom. It creates a feeling of self-efficacy by allowing learners to reach their own conclusions in peer-to-peer discussions. González-Gómez (2019), who researched the use of flipped classroom in teaching science, found that according to previous studies, having been taught using the flipped classroom model, there was a positive correlation between pre-service teachers' (PST) self-esteem and teaching practises (González-Gómez 2019: 901). Additionally, Lockwood (2014: 5-8) has listed several benefits of using this model, such as improving learners' time management by allowing them to go through the materials as many times as they wish, but it also has the environmental benefit of allowing learners to gather information without limiting them to the classroom setting during the acquisition phase of the learning. The previously made points can also decrease learners' stress and anxiety levels as they no longer need to raise their hand to ask questions or ask the teacher for more reading time; instead, they can just rewind the video as many times as they need. Moreover, with the learners going through the materials at their own pace, more time is allocated to in-class activities and interaction between the learners, making the lessons more enjoyable. This has the added benefit of decreasing the educator's workload in-class, as most of the discussion will be spearheaded by the learners. Of course this only applies if the lesson has been properly prepared, which does not necessarily decrease the preparatory workload on the educator's part (Lockwood 2014: 5-9).

On top of that, the flipped classroom model encourages the use of digital materials, be them videos, interactive programs or games; the task and its description are more often than not given in digital form. This kind of approach in which digital materials are used in tandem with classroom-based lessons is known as blended learning. Videos are considered the most popular choice when attempting to create a flipped classroom. Though popular, videos are by no means the exclusive choice when it comes to flipped classrooms and blended learning. Other options include audio-only (such as podcasts and audio-books) and visual aids (such as slides, pictures, and books) (Lockwood 2014: 83).

The Estonian National Curriculum lists the competences a student is expected to obtain by the end of basic school as well as the requirements for educational facilities. The document mentions the importance of modern and diverse study materials, which include video and other digital mediums often used in FCM. Furthermore, pupils are required to be active members of the learning process and work individually or in a group. As FCM is more students-centric than the traditional method of teaching and focuses heavily on discussion, it fits with the current Estonian National Curriculum (Ministry of Education and Research 2022). In addition, the Estonian National Curriculum lists digital competency as one of the competencies learners are meant to obtain by the end of basic school (Riigi Teataja 2023), as such the FCM adheres to the educational requirements set by the state.

The aim of this thesis is to determine whether using the FCM with Estonian pre-university students can have academic benefits compared to using the traditional method of teaching. In addition, the author is set out to determine the pupils' perception of the FCM. The research questions guiding the author of this thesis are

- 1) Is there a significant difference in learning outcomes of lower-secondary school students when using the FCM compared to the traditional way of teaching?
- 2) How do the students perceive the flipped classroom model?

In order to answer these questions, two lessons for two groups of Estonian public school eighth-graders were prepared. Each group studied one topic using the principles of the flipped classroom model and another using the traditional pedagogical practises. This seemed to be the best course of action as it allowed both groups to experience the FCM and later give feedback on it. The educational outcomes of each group were analysed using a pre-test and a post-test. A questionnaire was conducted with the participants of this study to determine their opinion on this pedagogical model.

The thesis consists of three chapters. Chapter One gives an overview of the prior research made in the field of teaching using FCM. This chapter is in turn divided between the research concerning adult learners and pre-university students. Chapter Two explains the methodology, including giving an overview of the participants and materials used in this thesis. It also explains how the results were analysed. Chapter Three includes the results of this study. The academic performance of the participants as well as their perception of the FCM are discussed within. This is followed by the conclusion which highlights the most important findings.

## **2. Prior Studies Conducted on the Flipped Classroom Model**

This chapter aims to map out the prior research done in the field of FCM and find where the current research is lacking in order to fill the gap. The first part will focus on research carried out with adult learners and the second part will look at research done with secondary school students.

### **2.1. The Effect of the Flipped Classroom Model on Adult Learners**

The learner-centric approach of FCM has been studied extensively among adult learners with various results (Jenkins 2015; Mortensen & Nicholson 2015; Alsowat 2016; González-Gómez 2019; Öztürk & Çakıroğlu 2021; Betti et al 2022; Bouchhefra 2022; Zhang 2022; Amarilla et al 2022).

In 2014 a study was conducted at the Taif University in Saudi Arabia, which aimed to explore whether the FCM has a positive effect on students' higher-order thinking skills (based on Bloom's Taxonomy). The results of this 10-week study showed significant positive differences in the mean score of the students in the experimental group (using FCM) compared to the control group. It should be noted that prior to the experiment, the two groups were statistically equal in the relevant skills (Alsowat 2016: 114-116).

Similar results were found by Mortensen & Nicholson (2015) and Boucheфра (2022). Mortensen & Nicholson (2015) studied the effects of introducing certain lectures in a flipped classroom format. The participants in this study were 130 university students in the United States. It was found that student results did improve since the introduction of the FCM (Mortensen & Nicholson 2015).

Boucheфра (2022) conducted a 3-way study at the Sidi Bel Abbes university in Algeria, where he researched the use of flipped classroom using university students studying the English

language as the experimental group. Bouchefra used interviews with the participants to determine the advantages and disadvantages of the FCM as perceived by the group. On the one hand, the study found that the issues students faced in that regard were lack of digital literacy and lack of access to computers and the Internet. On the other hand, the participants found the use of digital materials motivating. In addition, the students found the ability to rewatch the lesson videos several times very helpful (Bouchefra 2022: 5-6).

Bouchefra also assessed the students' writing assignments based on their ideas and the language used in them. The study found that using the FCM had a positive influence on the students' quality of ideas as well as their overall language skills. Furthermore, the overall grades of the experimental group improved noticeably, especially when compared to the control group, who lagged behind in terms of outcomes (Bouchefra 2022: 5-6).

Conversely, in 2022 a study was conducted in Spain which aimed to determine the effect of FCM on adult student's soft skills such as the skills in communication and teamwork. This study found that, in terms of achievement, there was no discernible difference between the experimental group studying using the FCM and the control group using other active-learning models as both groups saw similar boost to achievement (Betti et al 2022: 14-20).

Many studies have also looked into the benefit of incorporating ICT (Information and communication technology) into their flipped classroom lessons (Sumbadze 2019; Malynda 2020; Xiaodong 2022). This combination of active learning methods and ICTs is often referred to as blended learning. This type of learning has two major benefits for learners. Firstly, learners can spend more time on the instructions by watching the videos or reading the text several times. Secondly, classroom time is spent more efficiently and focuses more on higher-level learning skills as displayed on Bloom's Taxonomy. It also encourages group work and discussion with the

learners' peers (Lockwood 2014: 1). Sumbadze (2019) found that using video lessons allows the learners to have more control over the pace with which they learn. In addition, since the students have gone through the materials prior to class, it leaves more time for classroom discussions, pair work and presentations. The rise in student motivation was also noted in this study as the time students spend watching videos at home is far shorter than what they would need if they had to go through their own notes. Therefore, Sumbadze found the FCM to be a positive change especially when combined with videos or interactive tasks (Sumbadze 2019: 29).

Malynda (2020), on the other hand, discusses the use of online apps in combination with FCM to further enhance student experience. Apps such as Moodle, Edmodo, Quizizz and others can all give students something new and exciting to do prior to class. Though as Malynda points out, the educator has to be certain of their students' abilities (such as digital competence and linguistic comprehension) or the task will seem taunting and cause stress to the learners (Malynda 2020: 41-42).

Though the use of FCM with adult learners in Estonia is lacking, certain studies have looked into it. One such study was conducted by Kõiv (2017), who researched using the FCM to teach grammar to adult learners. The aim of this study was to determine whether adult learners would benefit from receiving grammar explanations via online videos as opposed to classroom lectures. The participants of this study were given online video explanations and afterwards their perception and the effectiveness of this method was evaluated using a self-evaluation questionnaire, pre-test and post-test, as well as interviews. The study found that the students who received the grammatical explanations in a video format mostly scored higher in the post-tests compared to students who studied in-class. Those who studied by the principles of FCM also scored higher on the self-evaluation questionnaire ( $6.7 < 8.2$ ) (Kõiv 2017: 42-43).

## **2.2. The Effect of the Flipped Classroom Model on Secondary School Pupils' Academic Performance and Motivation**

Little emphasis has been put on studying the effects of the FCM on primary and secondary school students (Bueno-Alastuey & Galar 2017; Rosprim 2021; Rospu 2016). One such study was conducted in 2017 by Bueno-Alastuey & Galar. They studied the effect of this model on secondary school students in Spain. The post-test results were compared between the control group, who studied the topics using the traditional method, and the experimental group, who was taught using the flipped classroom model. Bueno-Alastuey & Galar also used a pre- and post-test to analyse the students' academic performance and a questionnaire to get an insight into how the students perceive this model.

The study found that although the academic performance in both groups increased, the experimental group saw a more significant increase ( $7.73 > 6.70$ ). Though as the authors noted, the differences in the outcome were not significant enough to declare either model superior (Bueno-Alastuey & Galar 2017: 47).

The aforementioned study also looked into the students' perception of the flipped classroom model. The study found that, generally, the students found this model enjoyable. The answers were given on a scale of 1 (strongly disagree) to 5 (strongly agree) and for all statements, the majority of answers were 4 and 5. Though when asked about whether the students had to do more preparatory work for the flipped classrooms, most students answered with a 3 (not sure). A further six students agreed or strongly agreed with this statement and only three students answered that they disagree or strongly disagree with this statement. The study concluded that using the flipped classroom model has a greater positive effect on academic

outcome as well as it invokes positive sentiments towards the model. Though it should be mentioned that the latter was not universal, with some participants feeling stressed due to the extra work this model requires.

Another study that focused on younger students was conducted in 2021 in Texas, USA. Rosprim (2021) aimed to certify whether using the flipped classroom model could have a positive effect on middle school students' mathematical skills as well as whether the students found the flipped classroom enjoyable and beneficial. Rosprim found that when comparing the results of the experimental group (using the flipped classroom models to study the topic) to the control group (being taught using the traditional method) that there was no statistically relevant difference between the two groups (Rosprim 2021: 38).

Rosprim also asked the participants to give feedback on the flipped classroom model. The questions were designed to point out the pros and cons of this model according to the students. Similarly to the points listed by Lockwood (2014), the participants in this study also found the flipped classroom model to be mostly beneficial. The participants found it useful to be able to rewatch the pre-prepared videos several times as well as spend more time discussing and practising in the classroom. Though this notion was not uniform, as one participant noted, the inability to ask questions while watching the video had a demotivating effect (Rosprim 2021: 28-29).

Although there is a lack of research on using the FCM in Estonia, especially with younger, pre-university students, a limited number of studies have looked into it. One such noteworthy study was conducted as part of a master's thesis in 2016, in which Rospu studied the motivational effects of the FCM on basic school students in Estonia. Rospu conducted two questionnaires to assess the participants' attitudes towards the FCM - one before the FCM

lessons and the other after. When comparing the answers of the two questionnaires, Rospu noted that the proportion of students who believed the FCM to be a more effective method [compared to the traditional method] increased from 33%, in the pre-questionnaire, to around 50% in the post-questionnaire. This suggests that even though the students were sceptical about this model before, some reconsidered their stance after experiencing it. The same study also found that the students' attitudes were positively affected by the FCM also in regards to watching videos at home, and partaking in group work. A negative motion was observed when asked about the importance of homework; in the pre-questionnaire the students almost unanimously agreed that homework is important whilst in the post-questionnaire the same was answered by only about two-thirds of the participants. Overall, this study found a somewhat positive link between FCM and student motivation (Rospu 2016).

A more recent study conducted in 2020 looked into the use of the flipped classroom model as a means to teach vocabulary to vocational school students. For this reason, Pruus (2020) created three lessons, two of which were flipped classroom lessons. The two lessons also included a video the students were to watch prior to the class as well as an online quiz. Pre-tests and post-test were used after each topic was covered to compare the results of teaching by the principles of FCM and the traditional way. Pruus also conducted group interviews to ascertain the difficulties the students faced when studying by the principles of FCM and the learning techniques used by the participants (Pruus 2020: 27-29).

The results of the aforementioned study showed that the participants found the videos they watched prior to the FCM classes beneficial to them. When asked about whether the participants had watched the videos prior to the class, all participants answered that they had watched at least one of the four videos. A large majority (~78%) of the participants also claimed

that the lessons taught using the FCM made them feel more confident in using the vocabulary they had acquired, compared to only about 42% confidence level for the classes taught in the traditional manner (Pruus 2020: 36-37).

The interviews also presented some interesting results. When asked about the learning techniques the students employed, some participants said they watched the videos several times, some took notes, whilst others claimed to not use any strategies at all. This might indicate that it could be useful for the students if the teacher introduces some learning (or memorising) techniques to them prior to watching the videos. When asked about the advantages and disadvantages of FCM, some students said that they enjoyed the cognitive challenges that the tasks provided whilst others felt that the tasks were intimidating. The participants also claimed that the amount of group work felt excessive at times. It was also noted that even though most students had done the assigned work prior to the class, this was not the case for all students. When the homework was not completed prior to the class, the group work felt uncomfortable for the participants. When asked if the students would be interested in studying by the principles of FCM regularly in the future, there were mixed responses. Some students were interested in learning by this model routinely whilst others proposed that it is better to use this model occasionally (Pruus 2020: 40-43).

Current studies in the field of FCM have given mixed results about the effectiveness of FCM in increasing student academic performance. Studies that have looked into how students perceive this model have found some positive links between student motivation and the FCM. Though the majority of these studies have been conducted on adult learners and research regarding lower-secondary or even younger students is lacking.

### **3. Methodology**

In order to answer the research questions, the author of this thesis carried out a study among lower-secondary school students. This chapter will give an overview of the methods used in this study as well as explain the process of the study. This chapter will include information about the participants, the process of making the videos as well as creating the classroom activities, the pre-test and post-test, and the questionnaire used in this study.

#### **3.1. Overview of the Study and Participants**

The aim of this study was to determine whether the flipped classroom method has any effect on the outcome of the students as well as how the students perceive this method. The participants in this study were two groups of Estonian public school eighth-grade students.

The first group (Group A) had a total of 17 students but due to the flu season and COVID restraints, the number of students who took the pre- and post-test was 16 and 15 respectively. The first lesson with this group was using the FCM to teach them the past simple/present perfect grammar topic. This was attended by 12 participants. The second lesson was a more traditional classroom-lesson of Halloween and its history and customs. This was attended by 14 participants.

The second group (Group B) had a total of 15 students, of whom 14 did the pre-test and 11 did the post-test. Due to a high absence rate, the second lesson with Group B had to be postponed for a week. The first lesson with this group was a traditional lesson concerning the grammar topic and the second lesson used the FCM to teach Halloween's history and customs.

The two groups were similar in their English skill level and used the same study materials but had different English teachers. Neither group had any prior experience with the flipped classroom model.

The lessons were carried out in November and December of 2022. The first of the two topics were tenses Past Simple and Present Perfect which were chosen by the groups' teachers as something they had to study during the period in question. The second topic was related to Halloween and its history and traditions but focused mainly on listening and group discussion.

Both groups had to watch a video in preparation for the flipped classroom lesson. As the two groups had different topics, they also had different videos to watch. Group A, whose flipped classroom lesson was about the past simple and present perfect tenses, had to watch four videos with various lengths, totaling about 20 minutes. These videos were created by the author of this thesis. Group B's video was a single 20-minute video about the story of Stingy Jack (not created by the author). For the second lesson, the topics were simply reversed with Group A going through the story of Stingy Jack in the traditional classroom setting and Group B doing the same with the two tenses. The lesson plans were also discussed with the teachers to assure that everything that the students should learn about these topics was covered. The aim and purpose of this study was explained to the participants and the agreement to participate in this study was sent to their parents to sign (Appendix 3).

### **3.2. Flipped Classroom Lessons and the process of making the videos**

The author created two lessons for the grammatical topic (one by the traditional model and the other using the FCM). The Flipped Classroom lesson plan consisted of a short video, describing the topic in English and Estonian. The video was given as homework for the students. The traditional lesson plan included the same materials however, instead of the videos, the teacher explained the topic to them in class.

In order to test whether the FCM lesson has a positive impact on students' English skills, the author of the current thesis prepared four video-lessons for students to watch at home. The length of the videos varied around two to ten minutes and explained both of the topics in Estonian with examples in English to make sure that the students at home could follow the lesson. However, the examples and certain explanations were still in English to better demonstrate the use of these tenses. All four videos were explanatory in nature and included no discussion points nor questions.

The sound of these videos was recorded with the help of a video capture software and the background, along with the text, was added later in editing. The author believed this was the best course of action as in case there were any mistakes in the video or the sound needed to be recorded again, the author could redo or edit them separately to save on time. The video without the sound or edits could also serve as the template for future projects. The editing software used for this thesis was Movavi Video Editor 15 Plus, as the author already owned a copy of this program and was experienced in using it. The simplicity of this program made it a good fit.

In contrast, the Halloween-themed video was not created by the author of this thesis. Although the length of this video was similar to the total length of the videos created by the author, this one was not an explanatory video but rather it told a story. The story was told in a chronological order and was read quite slowly, which was good for such young participants. The author chose this video in order to demonstrate that it is not always necessary to create videos yourself as others may have already created videos on the required topics. No specific questions were given to the participants as homework prior to watching this video, instead they were informed that this video will be discussed in the next class. As the video was already 20 minutes

long, adding additional tasks or questions as homework might have discouraged the students from wanting to experience FCM again in the future.

### **3.3. Contents and Purpose of the Pre-Test and Post-Test**

Prior to the lessons, the two groups were given a pre-test (Appendix 1) which determined their knowledge and skills in the two topics before they were taught. The pre-test and post-test consisted of six tasks of various levels of difficulty and were categorised into three parts: practical grammar, theoretical grammar, and Halloween. For the three tasks in practical grammar, the students could get a total of 15 points. For the two tasks in theoretical grammar, the students could receive a total of 12 points. For the single Halloween task the students could receive a maximum of 5 points. The first two tasks had the participants form the past simple and past perfect tense respectively and the third task in the practical grammar part was a mixed exercise, where the students had to decide which tense to use. The theoretical grammar part consisted of two exercises: the first had the students explain when to use either tense whilst in the second exercise they were presented with five example sentences and then ten statements referring to the example sentences. The students had to underline the correct option(s) in each statement. The third and final part consisted of a single task, in which the participants can show what they know of Halloween traditions and whether or not they have heard the story that was the focus of the Halloween-themed class, *Stingy Jack*.

The pre-test assisted in determining if the students' skills during the FCM had improved and by how much. The control group, who studied the same topics using the traditional method, was used as a comparison to determine the effectiveness of the FCM.

The post-test was identical to the pre-test and was administered after the two lessons were taught: one lesson using the FCM and the other using the traditional method. The post-test results were compared to the pre-test results to determine how much learning had taken place.

### 3.4. Classroom Activities

Classroom activities were designed to help facilitate the learning process as well as provide the students with the opportunities for group discussions. Four 60-minute classroom classes were prepared as a part of this thesis with two of them created for flipped classroom lessons and two following a more classical approach to classroom activities.

The two groups (Group A and Group B) were both given one of each type of class to allow them to experience the FCM. Group A learned the grammar topic using the FCM, whilst Group B experienced the Halloween-themed class using the FCM. The other lesson for either group was given in the more traditional manner that the students are accustomed to - the introduction to the topic was given in class and the students were given homework to practise it. Though the lessons were given using different methods, the topics covered were as similar as possible to make the results more comparable.

*Table 1: Group A and Group B model of study*

Group	Grammar		Halloween
	Practical	Theoretical	
Group A Model of Study	Flipped Classroom Model	Flipped Classroom Model	Traditional Model
Group B Model of Study	Traditional Model	Traditional Model	Flipped Classroom Model

The grammar-themed lessons consisted of discussing the videos and the two tenses (past simple and present perfect) in small groups (Appendix 4). Group A (who had watched the videos prior to the class) began the class with the discussion whilst Group B began the lesson by watching the videos. Both groups were presented with the same questions to discuss, though Group B discussed the questions in pairs whilst Group A formed small teams of 3-5 students.. After giving the groups some time to discuss the questions on their own, one of the teams was chosen to read out one of their answers. Then the answer was discussed and the other groups could read out what they had written. In the case when two groups had different answers, the two groups could discuss why they believed their answer to be correct. Both groups also verbally did two online exercises on the use of the two tenses. Afterwards, both groups played Kahoot! individually to demonstrate what they had learned.

The Halloween-themed classes consisted of a group discussion (Appendix 5) for Group B, who had watched the video of Stingy Jack at home, as well as a short video explaining the history and customs of Halloween. Throughout the lesson, the students were asked questions about Halloween customs to allow them to express their previous knowledge on the matter. In order to facilitate the different topics discussed in the two videos, the students were presented with various pictures on the subject. Group A watched the video of Stingy Jack in class with the questions present during the video and afterwards there was no group discussion but rather whoever knew the answer raised their hand and the teacher picked the one to answer. The others could still comment and add to their responses. Although planned, there was very little time left to discuss the short video of Halloween history and customs in class with Group A.

### **3.5. Overview of the Participant Questionnaire**

After conducting the post-test, the students were asked to fill in a questionnaire (Appendix 2) about the lessons they were given. The aim of the questionnaire was to determine the participants' stance on the FCM and whether it is something they would be interested in using in the future. All questions in the questionnaire were originally in Estonian and the results have been translated into English. The questionnaire was not based on any existing questionnaire. Instead, the author of this thesis made a list of questions and then categorised them into four parts based on the type of question. Some questions from the questionnaire are not analysed in this thesis but act more as feedback for the author and will help with creating new questionnaires in the future.

The questionnaire consisted of 34 questions divided into four parts. The five questions in Part 1 focused on the study itself (if the participants understood the aim and method of the study), Parts 2 and 3 were concerned with the two lessons taught and consisted of 15 and 8 questions respectively. Part 4 consisted of six questions about the two lessons combined (whether the participants felt that they had learned enough and whether the lessons were interesting for them). Both groups took the questionnaire shortly after the second lesson. The results were analysed to determine if FCM is engaging for such young students.

## **4. Results**

This chapter gives an overview of the results of the study. The first part compares the participants' pre-test and post-test results and the second part includes the questionnaire responses. The results are presented separately for Group A and Group B which will allow for easier analysis between the two groups.

### **4.1. Pre-test and Post-test Results**

The pre-test was taken by 16 students in Group A and the mean total score for the test was 19.8 out of a possible 32, which constitutes 62% (Table 3). Standard deviation (SD) from the mean in Group A was 5.02. In Group B the number of participants taking the pre-test was 14 and the mean total score for the test was 16.3 (51%) with the standard deviation of 5.29. High SD, such as in the case of both groups, means that the students had a large variability in their mean total results. Hence, although the students were in level groups, the results of each individual student in the level group varied significantly. For the practical part of the test (demonstrating their ability to form the two necessary tenses), the mean scores were 12.1 (80.1%) (Group A) and 9.5 (63.3%) (Group B) out of a possible 15. The score in the theoretical part of the test saw Group A get a mean value of 6.1 (50.5%) and Group B 5.7 (47.3%) out of a possible 12. The final part of the test was related to Halloween and its customs. The maximum score here was 5 from which Group A gained a mean of 1.7 (33.1%) and Group B 1.1 (22.3%). Based on these results, Group A scored higher in all three parts of the pre-test and had a slightly lower SD, which may partly be explained by the lower number of students taking the test in Group A.

Table 3: Pre-test results

Pre-test	# of participants	Average total score	SD	Average practical score	Average theory score	Average Halloween score
Maximum score	N/A	32	N/A	15	12	5
Group A	16	19.84→ <b>62%</b>	5.02	12.13→ <b>80.8%</b>	6.06→ <b>50.5%</b>	1.66→ <b>33.1%</b>
Group B	14	16.32→ <b>51%</b>	5.29	9.5 → <b>63.3%</b>	5.68 → <b>47.3%</b>	1.143→ <b>22.3%</b>

The post-test results in both groups were higher than the pre-test results as is to be expected. In Group A the post-test was taken by 15 participants who achieved the total mean score of 22.7 (71.2%). Standard deviation in Group A was 5.68. In Group B, the number of participants taking the post-test was 11 and the total mean score for them was 22.8, or 71.3% out of the possible 32 (SD= 4.28) (Table 4). The post-test results for the practical part in Group A were 12.3 (82%) out of 15 and for Group B the figures were 11.7 (77.9%). For the theoretical part, the mean score for Group A was 6.9 (57.8%) out of 12 possible points and for Group B the mean score was 7, which makes up 58% of the total points. Finally, the Halloween score saw the biggest improvement compared to the pre-test, with Group A scoring the mean of 3.53 out of the possible 5, which is (71%). Group B scored the mean of 4.2, making up 84% of the total. Although Group A had a somewhat higher mean total score in the pre-test, in the post-test there was only a negligible difference between the groups in the post-test. This suggests that Group B, though behind at first, increased their results by a greater margin compared to Group A. As grammar awarded more points in total and Group B studied grammar using the traditional

method, it may be the case that the FCM is not as effective when teaching grammar to lower-secondary school students.

*Table 4: Post-test results*

<b>Post-test</b>	<b># of participants</b>	<b>Average total score</b>	<b>SD</b>	<b>Average practical score</b>	<b>Average theory score</b>	<b>Average Halloween score</b>
Maximum score	N/A	32	N/A	15	12	5
Group A	15	22.77 → <b>71.2%</b>	5.68	12.3 → <b>82%</b>	6.93 → <b>57.8%</b>	3.53 → <b>70.7%</b>
Group B	11	22.82 → <b>71.3%</b>	4.28	11.68 → <b>77.9%</b>	6.95 → <b>58%</b>	4.18 → <b>83.6%</b>

Comparing the pre-test and post-test results based on the method each group was taught by, we get the following data. Group A, who studied the grammatical topic using the FCM, improved their practical mean score by 0.175 compared to the pre-test. This is an increase of only 1.4%. The effect is somewhat more noticeable when comparing the outcomes of the theoretical part. Compared to the pre-test score, the post-test shows an increase of almost 14%. For the grammatical part as a whole (and FCM), this group saw an increase of 7.7%. The same group studied the history of Halloween using a traditional classroom method and this saw an increase of over two times compared to the pre-test.

Group B, who learned grammar using the traditional method and Halloween using the FCM, saw the following changes. The score for the practical part of the post-test increased by 23% compared to the pre-test. The score for the theoretical part of the test was similarly improved, with the post test scoring 22% higher. History and customs of Halloween, which was taught using the FCM, saw an increase of 365% in the post-test results.

In short, although both groups saw an increase in the results of the post-test compared to the pre-test, higher mean scores did not directly correlate with the use of the FCM. Group A only saw minor improvements in grammar, which they learned using the FCM. In fact, Group B saw more noticeable improvements (compared to Group A) in the field of grammar when they were taught by traditional methods. However, the greatest improvement was noted in Group B's Halloween-themed tasks, which saw an increase of threefold compared to their pre-test. As such, the FCM can increase students' academic results though not particularly to a greater extent than the traditional method.

#### **4.2. Participant feedback**

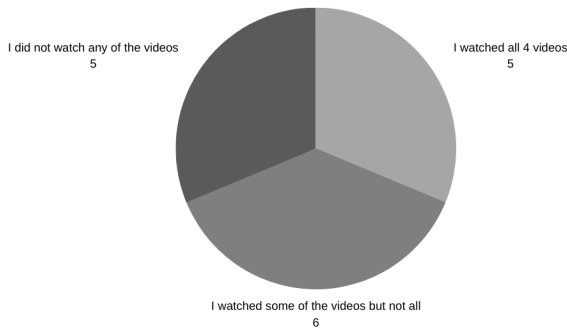
The second research question enquired about the participants' perception of the FCM as a teaching method. In order to answer this research question, the participants were asked to fill in a questionnaire about the classes they had taken. The questionnaire was answered by 26 participants in total, 16 of whom were from Group A and 10 from Group B. The questions analysed or mentioned in this chapter are Q7, 11, 13, 15, 16, 17, 18, 19. All questions in the questionnaire were originally in Estonian and the results have been translated into English.

A large factor in the success of the FCM is the willingness of the students to spend more time on learning the topic at home in order to be prepared for the classroom discussion. When asked about whether the participants had watched the required videos at home (Q7), the results were quite different for the two groups. In the case of Group A (who had to watch the four grammar-related videos), 69% had watched the videos in their totality or at least partially. 31% in Group A claimed that they did not watch any of the videos. 91% of Group A answered that the videos were of suitable length (Q11) (Table 5). In Group B (who had to watch a single Halloween-themed video), the results were quite different (Table 6). 90% of Group B answered

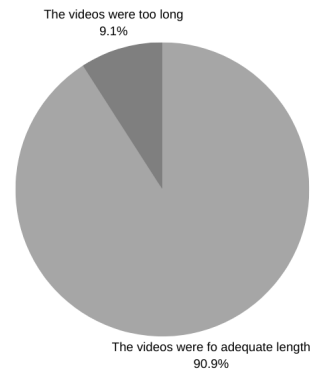
that they had watched the video at least partially. Only 10% did not watch the video at all. 44% of Group B claimed that the video was too long for them (Q11), suggesting that shorter videos may appeal more to younger students. This is in stark contrast to the author inquiring about the homework in-class, where it seemed that about a quarter of both groups had not prepared for the class.

*Table 5: Group A feedback on videos*

**In order to prepare for the flipped classroom lesson, I watched the 4 preparatory videos.**



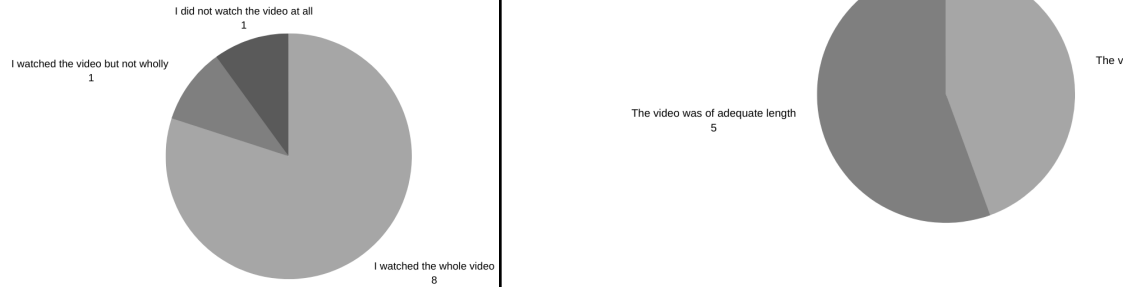
**How would you evaluate the length of the videos (ca 20 minutes in total)?**



*Table 6: Group B feedback on the video*

**In order to prepare for the flipped classroom lesson, I watched the Stingy Jack video.**

**How would you evaluate the length of the videos (ca 20 minutes)?**



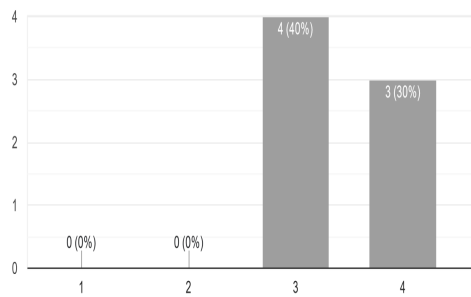
In addition to doing their homework, the flipped classroom method also focuses heavily on group work and discussions. Both FCM lessons in regards to this study were built up in order to facilitate group work. In the feedback questionnaire, the participants were asked if they enjoyed the group work and whether they felt that they had to participate in the discussion (Q13 & Q15). A strong majority (90%) of Group A answered that group work was suitable for them with only one participant wishing to do individual work instead. In Group B, however, 75% of the participants enjoyed the group work and a quarter would have preferred to do individual work. As to whether the participants felt that they had enough chances to speak in the FCM lessons, 100% of Group A answered that this was indeed the case. The results were the same in Group B.

Another important factor is the likeability of the lessons. Both groups were asked how they enjoyed the lesson (the preparatory videos as well as the lesson itself) that used the FCM (Q18-19). This question was answered on a Likert scale of 1-5 with 1 being not enjoyable at all and 5 being very enjoyable (Table 7). 60% of Group A evaluated the videos (4 videos explaining past simple and present perfect) either a 4 or 5 on the scale. 40% of participants answered that they found the videos as a 3 on the scale. Interestingly, Group B found the preparatory video

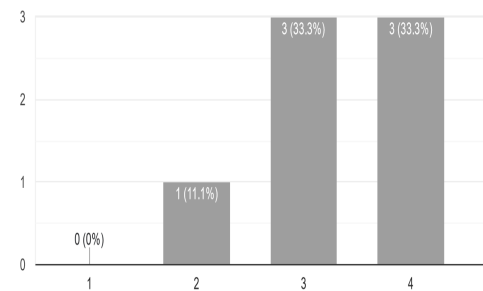
(story of Stingy Jack) less enjoyable with 55% of the participants enjoying the video at least a value of 4 on the scale with 33% and 11% finding the video to be a 3 and 2 respectively.

Table 7: Feedback on the videos

**Group A: How did you enjoy the preparatory videos (the 4 videos about the tenses)?**



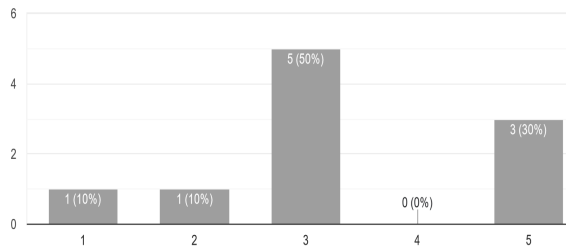
**Group B: How did you enjoy the preparatory videos (the Stingy Jack video)?**



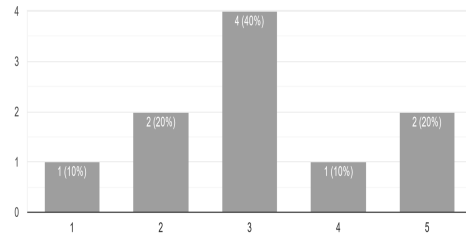
As for the FC lesson itself (Q19), 70% of Group A gave the lesson a rating of 4 or 5 and a further 30% gave a rating of 3. In Group B, nobody gave the lesson a rating of 5, though 60% enjoyed the lesson on a scale of 4. Options 2 and 3 were chosen by a single participant each. Similarly on a scale of 1 to 5, when asked about how interested they were in using the FCM in the future (Q17), 30% in Group A answered with a 5 and 50% answered with a 3 (Table 8). Options 2 and 1 were chosen by a single student each. Group B's answers were similar, with 20% and 10% of the students answering with a 5 and a 4 respectively and 40% answering 3. Answer 2 got 20% of the votes and answer 1 10%. It should be noted that the FC lessons given to either group had different topics and as such the participants might have enjoyed the topic more than the lesson itself and as such answered higher on the scale.

Table 8: Prospects of using the FC in the future

**Group A: Would you be interested in using the flipped classroom model in the future?**



**Group B: Would you be interested in using the flipped classroom model in the future?**



Although both groups saw the post-test improving on the pre-test in all aspects, there were significant differences in the performance between the groups and teaching methods. For Group A, who learned the grammar topics using the FCM, the post-test results only show a miniscule improvement in results. This can be explained in part by the large percentage of participants who did not do the preparatory work at home (about a third of the group answered that they had not watched any of the videos prior to the class). As the classroom activities focused heavily on discussion and practise, these students had a clear disadvantage in class. Furthermore, 40% of the group claimed that the videos were not all that interesting to them (Q18), which may have resulted in them spending less time with the videos, though all of the participants answered that the Kahoot was topical and made the class more interesting for them (Q16). It should also be noted, that as the author of this thesis is not the participants' actual teacher, there may have been less incentive to do homework. The participants were told that they will not be graded on this topic, which might have made them feel less incentivised to spend time on studying it. After conducting the lesson, the author also acknowledged that a single 60-minute lesson was not enough to teach such a broad topic, which may have felt rushed to the participants.

As for Group B, their results in the grammar topic were somewhat more positive. Although Group B scored somewhat lower in the pre-test compared to their peers in Group A, the post-test results were noticeably more even. As no homework was given to Group B prior to the grammar lesson, all students could fully participate in the discussion. The lesson focused more on the teacher explaining the grammar and the students writing down the rules and examples and answering the teacher's questions. This was a more familiar lesson that the students likely felt more accustomed to.

The largest change between the pre-test and post-test results was observed in the Halloween-themed questions. Compared to the pre-test, Group A and Group B scored 213% and 365% higher on the post-test respectively. Group B took this lesson using the FCM and Group A took it based on the traditional method. In this case there is a noticeable difference in the outcome between the two groups. It is likely that using the FCM allowed for the students to spend more class time discussing the video which helped them understand the story of Stingy Jack better. In addition, it also left more time to focus on Halloween history and customs. Watching the video at school with Group A meant that less time was left for discussion and in-class activities.

When comparing how many students in the two groups would be interested in using the FCM again in the future, the results were quite similar. Based on the single class each group took, there does not seem to be much enthusiasm to try this method again in the future. Only about a third of the students in each group said that they would be really interested in trying it again with the largest proportion of the participants answering 3. This could be due to the intimidating nature of having a lot of homework that the students must go through prior to the class. If more class time was given, the homework could be cut down to smaller bites, which

would likely make this method more enjoyable for the students. Furthermore, the class' own teacher could have a greater effect on the student's willingness to do their homework by grading it with a small test before the discussion. As the participants in this study were ensured that they would not be graded based on these classes, they likely took the homework as a mild responsibility with no real repercussions if left undone.

### **4.3. Discussion**

In this chapter, the results of this study are compared to other similar research mentioned in the literature review. In the case of notable differences, the author of this thesis attempts to hypothesise the cause of such divergence and give recommendations for how to use the flipped classroom model most effectively based on this study.

Comparing the pre-test results with the post-test, we can see that in all aspects there has been an increase in the outcome. However, when we compare the increase in outcome with the model with which the group was taught (Table 9), we see that the FCM does not necessarily correlate with higher results overall. Group B, which studied the grammatical topic using the traditional model, saw a larger increase in outcome (23% and 22% increase in the practical and theoretical parts respectively) than Group A, which experienced the same lesson using the FCM and saw only 1.4% and 14% increase in the corresponding results. In the Halloween-themed class, we also see a larger increase in the outcome of Group B (365% > 213%), who studied this topic using the principles of FCM. This is fairly simple to explain as the students were expected to watch the video at home leaving more time for in-class discussion.

Comparing these results to other authors' research we find that many of them (Alsowat 2016; Bouchefra 2022; Mortensen & Nicholson 2015) found a positive correlation between the

learning outcomes and the use of FCM when compared to the control group, who was taught using a traditional method. Even though these results seem promising, they cannot be used to generalise the effectiveness of FCM as these authors only studied the effect of FCM on adult learners.

One study that looked into incorporating the flipped classroom model in younger learner classes was made by Bueno-Alastuey & Galar (2017). Bueno-Alastuey & Galar conducted their study with secondary-school students in Spain, teaching English as a foreign language (EFL) grammar and vocabulary. The experimental group used FCM and the control group used the traditional method. Owing to the similar age group with which the study was conducted as well as a similar subject matter (grammar), these results can be better compared to the results of the thesis at hand. Bueno-Alastuey & Galar found that even though the experimental group did score higher on the post test compared to the control group, the increase in outcome was not statistically significant. The study also found that the standard deviation in the experimental group decreased in the post-test. This is in stark contrast to the control group, whose SD saw an increase in the post-test. The decrease in the SD of the experimental group might mean that the students' knowledge gaps equalised when using the FCM, likely because FCM allocates more time for discussion and group work. High SD in the control group might mean that those students, who already understood the topic well, increased their scores even more in contrast to those whose pre-test scores were lower and did not see a significant increase in results in the post-test (Bueno-Alastuey & Galar 2017: 46-48).

Comparing the aforementioned results with the thesis at hand, we can see some similarities. Firstly, when comparing the pre-test results with the post-test, the results of both the control group as well as the experimental group did increase. Secondly, even though Group B

saw a greater increase in outcome when using the FCM, the same group also saw a greater increase (compared to Group A) in the lesson that was given to them in the traditional manner, meaning that the model of teaching may have had little positive effect on the group overall. This corresponds with the results of Bueno-Alastuey & Galar’s study in that the FCM does not show significant increase in outcome.

However, the study at hand differs from that of Bueno-Alastuey & Galar’s as the FCM did not produce all around higher results in this study. Group B had a higher increase in the grammatical topic, which was taught to them using the traditional teaching model. It should be noted that Group B scored lower on the grammatical topic in the pre-test, which may explain why this group had a higher increase in the post-test.

When comparing the standard deviation in this study to the SD in Bueno-Alastuey & Galar’s study, we also see some similarities. In this study, the SD of Group B decreased from 5.29 in the pre-test down to 4.28 in the post-test, which is similar to Bueno-Alastuey & Galar, who also found that the SD in the experimental group decreased.

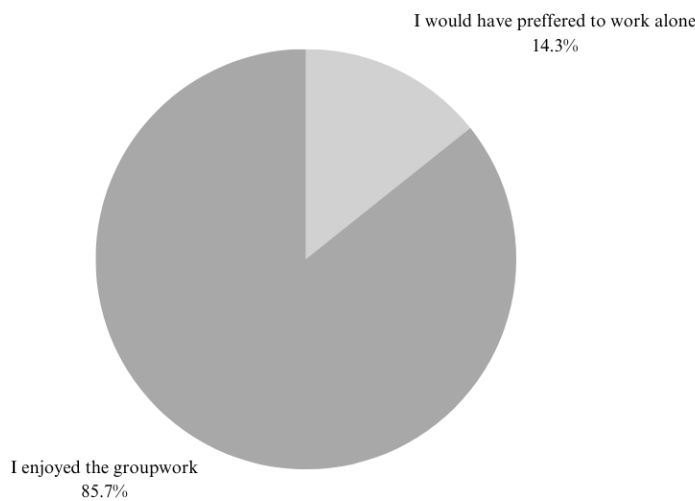
*Table 9: Increase in outcome based on model of study*

	Flipped Classroom Model		Traditional Model	
<b>Group A</b>	Practical 1.4%	Theoretical 14%	213%	
<b>Group B</b>	365%		Practical 23%	Theoretical 22%

It is more difficult to compare Rospu’s (2016) results with the findings of this one as Rospu’s study was carried out in a longer time-span, giving the participants more time to experience the FCM. Generally, however, Rospu’s study found that the participants displayed positive attitudes towards the model. When comparing the feedback on the FCM, some

similarities emerge. For one, the feedback that Rospu got had mostly positive responses on whether the participants enjoyed group work. This was similar to the feedback of this study, which saw an overwhelmingly positive attitude towards group work (Table 10). Moreover, the participants in both studies pointed out that some of the information in the videos the participants had to watch at home was already known to them (Table 11) (Rospu 2016).

*Table 10: How did you enjoy the group work in the FCM lesson?*



*Table 11: Feedback on the FCM lessons in free format*

Positive Feedback on the FCM	Negative and Neutral Feedback on the FCM
<ul style="list-style-type: none"> <li>● The lessons were nice and fun.</li> <li>● The teacher was good.</li> <li>● Everything [the videos] was understandable.</li> </ul>	<ul style="list-style-type: none"> <li>● I already knew some of the information about Halloween.</li> <li>● The videos were slightly too long. They could benefit from more colour.</li> <li>● The videos were understandable but I wish</li> </ul>

	they were more interesting. <ul style="list-style-type: none"><li>• What if I do not have time to watch the videos at home as my life is very busy?</li></ul>
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More comparable with the current study is the study conducted by Pruus (2020). Although the participants in Pruus’ study were vocational school students and thus slightly older than the participants of this study, Pruus created a similar number of flipped classroom lessons as well as conducted a pre-test and a post-test with the participants. Moreover, the flipped classroom lessons also included videos that the participants were to watch prior to the class. However, instead of a feedback questionnaire, Pruus conducted group interviews with the participants, the purpose of which was to determine the learning techniques used by the participants as well as give an opportunity to the participants to point out any difficulties when studying using FCM.

Comparing the number of participants who claimed they watched the assigned videos prior to the class, approximately 69% of Group A and 20% of Group B answered that they had not watched the videos in their entirety. This is in stark contrast to Pruus’ study, in which all participants answered that they had watched at least one of the assigned videos. As the participants in Pruus’ study were vocational school students, and thus slightly older than the participants in this study, it is possible that they are more motivated to learn. Vocational school students have picked a career they want to focus on and are therefore more likely to do more in order to succeed. It is also possible that students are more willing to watch a single longer video instead of several shorter videos.

Both studies also confirmed that even though students generally enjoy group work, it can get excessive at times and, even when teaching by the principles of FCM, individual work should not be neglected. In addition to this, both studies found that the students are not overly eager to study using FCM regularly. The most common answer in this study was 3 on a likert scale from 1 to 5, indicating that the participants are unsure whether they would like to study using FCM in the future. The participants in Pruus' study were of the same opinion and added that they would like to learn by the FC model occasionally (Pruus 2020: 40-43).

Other research in this field has given similar results to the study at hand. Studies have found that even though the FCM can increase student academic performance, the increase is not necessarily higher than when using the traditional model of teaching. Similarly, studies seem to show that students perceive the FCM as something new and exciting and some even find it motivating. On the other hand, students have mixed feeling about using the FCM regularly with more students preferring to use it sometimes.

## 5. Conclusion

Though the idea of using a flipped classroom in teaching has been around for around two centuries, it has only become widespread in the academic world in the past 20 years. The term refers to an active learning method which seeks to "flip" the traditional roles in a classroom. Instead of explaining a new topic in a classroom, which we consider to be the traditional model of teaching, academics practising the flipped classroom model would present the learners with materials they can go through at home prior to class and the classroom time is spent discussing the newly acquired knowledge usually in a form of a group discussion.

The principles of FCM are more common in adult education but bits and pieces of it can be found throughout our educational system. As FCM relies on everybody doing the preparatory work prior to class, it is more suitable for highly motivated learners, who take on the educational journey on their own accord. As such, the practise of FCM and consequently the research regarding it, is lacking among the pre-university students. Studies by Bueno-Alastuey & Galar (2017), Rosprim (2021), and Rospu (2016) have attempted to fill this gap though further research is necessary. These studies have found a positive link between students' motivation and FCM but the link between academic performance and the FCM is vague. The author of this thesis set out to fill this gap in research by using the FCM on two groups of lower-secondary school pupils of an Estonian public school.

The aim of this study was to determine whether the flipped classroom model can be used with pre-university pupils, whether it has any noticeable benefits to their academic performance, as well as give them a chance to experience this model and determine their perception of it. In order to achieve this, the author of this thesis tried the FCM with two groups of lower-secondary school pupils, each group receiving one lesson in the FCM format and another in a more

traditional method. Prior to the lessons, the pupils took a pre-test, which included the two topics that they were to learn in the upcoming lessons. At the end of the lessons, the participants took the same test again and the results were compared to find any noticeable increase in academic performance. As the groups received different lessons in the FCM format, the results of the pre- and post-test could be cross-referenced to determine if the FCM had any academic benefit for the participants.

Furthermore, the participants in this study were asked to fill out a questionnaire at the end of the lessons in which they could rate the two lessons and comment their ideas on them. This allowed the author of this thesis to find how the participants perceived this model compared to the traditional method they are accustomed to. The questionnaire, which consisted of 34 questions, was created from the ground up by the author of this thesis and focused mostly on feedback for the videos, other materials, as well as the lessons themselves. The questionnaire was filled out by a total of 26 pupils.

Comparing the pre-test with the post-test there was an increase in results in every part of the test. However, if we compare the increase in results with the model of study we can see that pupils learning by the principles of FCM only received higher gains in the Halloween-themed class. In the grammatical topics, the group studying the traditional way saw more increase in the outcome. This may suggest that FCM might be useful for studying certain topics. It may also be possible that topics that the pupils find more exciting are easier taught using the FCM as it is likely that the participants found the Halloween story and customs more stimulating than grammar. As such, the first research question, which inquired about the effectiveness of FCM on increasing students' academic performance as compared to the traditional method, did not find

confirmation. Though due to the very localised and small sample group in this study, further research in this field is required.

The questionnaire had mixed responses about the FCM. The videos themselves were mostly well-received with the videos made by the author of this thesis being viewed slightly more favourably than the story of Stingy Jack, which might indicate that students find the teacher-made videos more interesting. When asked if the students were interested in studying by the FCM again, the most popular answer was 3 on a scale of 1 to 5. This was followed by the answer 5, which might indicate that the pupils are willing to try FCM again in the future. A single participant from each group also answered 1, meaning they are not interested in trying this model again in the future.

The questionnaire also highlighted one of the problematic areas of FCM. When asked how many of the pupils actually watched the preparatory videos for the class, a third of them answered that they had not watched a single one of the grammar-related videos prior to class. Another third of the respondents claimed that they had watched only some parts of the videos. The group that was assigned the story of Stingy Jack as homework, answered that about 80% had watched the video in its totality. This might indicate that the topic of the video has a profound effect on the students' willingness to watch it.

Based on these results it can be gathered that the FCM can improve the academic performance of lower-secondary school students; however, the effect is not necessarily greater than that of the traditional model of teaching to which the students are accustomed to. Flipping the classroom is something new and exciting at first though if done constantly might seem discouraging due to the relatively large amount of homework. As an educator one should always

be mindful of the possibility that not everybody has done their preparatory work and as such, the group discussions might not have the expected results.

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**Pre-Test and Post-Test**

**Past Simple & Present Perfect Contrast**

This test will consist of 3 parts. The first part involves the practical part of the two tenses, the second part consists of theoretical questions, and the final part will ask you about a specific topic we will listen to and discuss in class.

Do not worry if you do not know all of the answers immediately. You will have a chance to demonstrate what you have learned in the posttest. **These tests will not be graded.**

**Part I Practical**

**Task 1: Use the verb in brackets to form the **past simple** tense.**

1. They ..... (play) volleyball until 8 o'clock.
2. Juliet ..... (go) to bed early in the morning.
3. The building ..... (not collapse) under the extra weight.
4. .... your dog ..... (visit) the vet last week?
5. .... James ..... (not fill out) the required forms?

**Task 2: Use the verb in brackets to form the **present perfect** tense.**

1. We ..... (walk) over 3 miles already.
2. The mosquitoes ..... (bite) me several times.
3. Henry Cavill ..... (star) as Gerald of Rivia in the Witcher series.
4. The USA ..... (not have) a female president yet.
5. .... Sandra ..... (return) from her trip?

**Task 3: Use the correct form of the verb in brackets in the following sentences. Use **past simple or present perfect**.**

1. Queen Elizabeth II ..... (be) the monarch of the UK for over 70 years before her death in September, 2022.
2. Estonia ..... (declare) independence from the Soviet Union 31 years ago.
3. I ..... (live) in Estonia for 20 years. I never want to leave.
4. Lily ..... (speak) 3 foreign languages. Though she is still learning Mandarin.
5. .... (you go) to the cinema yesterday? No, I ..... (not go) to the cinema this week.

**Part II Theory**

**Task 4: Finish the sentences. If you find it difficult to do it in English, you may use Estonian.**

Q1: We use the Past Simple tense when  
.....  
.....

Q2: We use the Present Perfect tense when  
.....  
.....

**Task 5: Read the five example sentences and underline the correct choice(s) below.**

<p>Example 1: <i>We have gone to school.</i></p> <p>Example 2: <i>James and his friends had a lot of fun last weekend.</i></p> <p>Example 3: <i>Did the pupils leave a mess in the classroom?</i></p> <p>Example 4: <i>The dogs didn't follow me home.</i></p> <p>Example 5: <i>Have you not played this game before?</i></p>
---

1. Example 1 is in the *past simple / present perfect* tense.
2. The subject in example 2 is *James / James and his friends*.
3. Example 1 and example 2 are in *different tenses / the same tense*.
4. Example 3 is in the *past simple / present perfect* tense.
5. Examples that **include negations** are *Example 1 / Example 2 / Example 3 / Example 4 / Example 5*.
6. Examples that **include auxiliary (helping) verbs** are *Example 1 / Example 2 / Example 3 / Example 4 / Example 5*.
7. Examples that are in the **3rd person singular** are *Example 1 / Example 2 / Example 3 / Example 4 / Example 5*.
8. Underline the **irregular verbs** used in the examples: *GO / HAVE / LEAVE / FOLLOW / PLAY*.
9. Example(s) that include both a negation and a question are *Example 1 / Example 2 / Example 3 / Example 4 / Example 5*.
10. One of the examples includes a **finished time word**. Underline the correct example. *Example 1 / Example 2 / Example 3 / Example 4 / Example 5*.

### Part III Halloween

**Task 6: Answer the following questions in your own words. If you find it difficult to do it in English, you may use Estonian.**

1. What is a jack-o-lantern?

.....  
 .....

2. Why do we call it a “jack-o-lantern”?

.....  
 .....

3. Which country or region does the tradition of Halloween originate from?

.....  
 .....

4. What vegetable was used as a jack-o-lantern before pumpkins?

- .....
- .....
5. Have you heard or read the story of *Stingy Jack* and if so, what do you remember about it?
- .....
- .....

### Participant Feedback Questionnaire

#### Ümberpööratud klassiruumi tagasiside

Järgnevalt on palutud sul anda tagasisidet nende kahe tunni kohta, mida me koos läbisime. Kõik vastused on anonüümsed (st. ühtki vastust ei ole võimalik õpilasega siduda).

Küsimustik koosneb kolmest osast.

- Esimeses osas on üldised küsimused, mis puudutavad sinu kohalolu ja gruppi.
- Teises osas saad anda tagasisidet ümberpööratud klassiruumi meetodile (ajavormid *past simple* ja *present perfect*)
- Kolmandas osas on küsimused, milles saad anda tagasisidet Halloweeni-teemalisele tunnile.

Palun olla vastamisel aus, kuna sellest sõltub magistritöö tulemus.

#### 1. OSA

Üldised küsimused

1. Kes on sinu inglise keele õpetaja?

- Karin M.
- Karin N.

2. Uurimustöö läbiviija tutvustas ennast piisavalt enne tundide läbiviimist.

- Jah, sain läbiviija kohta piisavalt teada
- Nii ja naa, oleks tahtnud rohkem teada
- Ei teadnud läbiviija kohta midagi
- Other:

3. Uurimustöö läbiviija tutvustas enda uurimistöö eesmäärke ja meetodit (ümbERPööratud klassiruum) piisavalt.

- Jah, olin eesmärkidest ja meetoditest teadlik
- Nii ja naa, oleks tahtnud rohkem teada
- Ei teadnud uurimustöö eesmäärke ega meetodeid
- Other:

4. Osalesin tunnis, kus uurimustöö läbiviija ennast tutvustas ning tegime eeltesti (9. november).

- Jah
- Ei

5. Olen teinud järeltesti (tegime seda tänases tunnis)

- Jah
- Ei

## 2. OSA

ÜmbERPööratud klassiruumi meetodi tagasiside

6. Palun kirjelda oma sõnadega, kuidas sina sellest aru saad, mis on "**ümbERPööratud klassiruum**".

7. Selleks, et valmistuda ümbERPööratud klassiruumi tunniks, vaatasin läbi neli videot, mis selgitasid ajavormide *past simple* ja *present perfect* kasutamist (eKoolis kodutööde all).

- Jah, vaatasin kõik 4 videot läbi
- Vaatasin videosid, kuid mitte kõiki
- Ei vaatanud ühtki videot (jätta vahele küsimused 9-11)

8. Osalesin tunnis, kus katsetasime läbi ümberpööratud klassiruumi meetodit (esmaspäev, 14. november).

- Jah
- Ei (jätta vahele küsimused 13-20)

9. Palun märgi skaalal 1-5 kui **arusaadavad** olid sinu jaoks ajavorme selgitavad videod.

- 1 Üldse mitte
- 2
- 3
- 4
- 5 Kõigest sain aru

10. Palun märgi skaalal 1-5 kui **huvitavad** olid sinu jaoks videod.

- 1 Üldse mitte huvitavad
- 2
- 3
- 4
- 5 Väga huvitavad

11. Kuidas hindad sina koduseks tööks antud videote pikkust.

- Videod olid paraja pikkusega
- Videod olid liiga pikad
- Videod olid liiga lühikesed (oleks soovinud rohkem lahti seletamist)

12. Siia võid kirjutada mõtteid, mis sul video vaatamise ajal tekkisid (nt. ebaselgeks jäänud kohad, soovitusel, mis meeldis vms).

Ümberpööratud klassiruum koolis

Järgnevalt on küsimused selle kohta, mida me tegime tunnis, põhinedes nendele neljale videole, mis olid koduseks tööks.

Tuleta meelde mida me tunnis tegime:

1. Gruppides arutasime selle üle kuna me neid ajavorme kasutame, mis on *auxiliary verb* ja *finished time word* ja kuidas neid ajavorme moodustada.
2. Gruppides pidite ise moodustama lauseid, mis sisaldavad ettemääratud elemente (nt eitust, küsimust, *present perfect* ajavormi vms).
3. Mängisime Kahooti individuaalselt.

13. Vali sobiv variant enda kohta. Vastuse "other" võid valida siis, kui tegid grupitööd näiteks üksi (sel juhul kirjuta see palun juurde).

- Mulle sobis hästi grupitöö
- Oleksin soovinud pigem iseseisvalt harjutusi teha
- Other:

14. Tundsin, et tunni läbiviija (õpetaja), lõi õhkkonna, kus oli hea enda arvamust väljendada.

- 1 Üldse ei tahtnud oma arvamust väljendada
- 2
- 3
- 4
- 5 Väga hea oli oma arvamust väljendada

15. Vali sobiv variant enda kohta

- Tundsin, et sain selles tunnis piisavalt arutleda
- Oleksin soovinud selles tunnis rohkem sõna saada

16. Vali sobiv variant enda kohta

- Kahoot oli teemakohane ning tegi ainetunni huvitavamaks
- Kahoot oli teemakohane, kuid ei teinud ainetundi huvitavamaks
- Kahoot ei olnud teemakohane, kuid tegi ainetunni huvitavamaks
- Kahoot ei olnud teemakohane ning ei teinud ainetundi huvitavamaks

17. Oleksin huvitatud ümberpööratud klassiruumi meetodi kasutamisest ka tulevikus (tunnieelne kodune ülesanne selgitab uut teemat ning tunnis tegeletakse teema harjutamise ning arutlusega).

- 1 Kindlasti mitte
- 2
- 3
- 4
- 5 Oleksin väga huvitatud

18. Skaalal 1-5, kuidas sulle meeldis ümberpööratud klassiruumi ettevalmistavad materjalid (4 videot ajavormide kohta).

- 1 Üldse ei meeldinud
- 2
- 3
- 4
- 5 Meeldisid väga

19. Skaalal 1-5, kuidas meeldis sulle ümberpööratud klassiruumi tund ise (rääkisime gruppides nendest kahest ajavormist, saite ise lauseid moodustada ning lõpus mängisime Kahooti).

- 1 Üldse ei meeldinud
- 2
- 3
- 4
- 5 Meeldis väga

20. Siia võid vabas vormis kirjutada mõtteid tunni, materjalide, meetodi vms kohta.

### 3. OSA

Halloweeni-teemaline tund

#### Halloween

Järgnevalt on küsimused selle kohta, mida me tegime tunnis, kus rääkisime Halloweeni ajaloost, kommetest ning kuulasime lugu "Stingy Jack".

Tuleta meelde mida me tunnis tegime:

1. Gruppides arutlesime töölehe abiga selle üle, mida te Halloweenist juba teadsite (kust see pärit on, mis on *jack-o-lantern*, mis köögiviljad ja loomad on Halloweeniga seotud.
2. Vaatasime lühikest videot Halloweeni ajaloost ja kommetest ning seejärel arutlesime taaskord töölehel olevate küsimuste üle.
3. Kuulasime lugu "Stingy Jack" ~ 20 minutit ning kuulamise ajal pidite täitma grupina töölehte.

21. Osalesin tunnis, kus rääkisime Halloweeni ajaloost ning kuulasime lugu "Stingy Jack" (kolmapäev, 16. november).

- Jah
- Ei (jätka küsimusega 29)

22. Kogu tunni vältel töotasite paarides või väiksetes gruppides. Kuidas see sulle sobis?

- Mulle sobis hästi grupitöö
- Oleksin soovinud pigem iseseisvalt harjutusi teha
- Other:

23. Tundsin, et sain tunni jooksul oma arvamust piisavalt väljendada.

- 1 Üldse ei saanud oma arvamust väljendada
- 2
- 3
- 4
- 5 Sain enda arvamust väljendada piisavalt

24. Tundsin, et tunni läbiviija (õpetaja), lõi õhkkonna, kus oli hea enda arvamust väljendada.

- 1 Üldse ei tahtnud oma arvamust väljendada
- 2
- 3
- 4
- 5 Väga hea oli oma arvamust väljendada

25. Tundsin, et õppisin Halloweeni ajaloo ja kommete kohta midagi uut

- 1 Ei õppinud midagi uut
- 2
- 3
- 4
- 5 Sain palju uut teada

26. Tundsin, et lühike Halloweeni-teemaline video, mida me tunnis vaatasime, oli teemakohane ning aitas temast paremini aru saada.

- 1 Videost ei olnud üldse abi
- 2
- 3
- 4
- 5 Sain palju uut videost teada

27. Tundsin, et lühike Halloweeni-teemaline video, mida me tunnis vaatasime, oli mulle arusaadav.

- 1 Ei saanud videost üldse aru
- 2
- 3
- 4
- 5 Video oli arusaadav

28. Tundsin, et lugu "*Stingy Jack*", oli mulle arusaadav.

- 1 Mitte millestki ei saanud aru
- 2
- 3
- 4
- 5 Kogu loost sain aru

### **Lõpetuseks**

Järgnevate küsimuste juures mõtle korraga mõlemale tunnile, mida uurimustöö läbiviijaga tegid.

29. Üldiselt tundsin, et sain nendest tundidest piisavalt uusi teadmisi.

- 1 Ei saanud uusi teadmisi
- 2
- 3
- 4
- 5 Sain palju uut teada

30. Üldiselt tundsin, et tundides kasutatud materjalid olid teemakohased.

- 1 Ei olnud üldse teemakohased
- 2
- 3
- 4
- 5 Materjalid olid läbinisti teemakohased

31. Üldiselt tundsin, et tundides kasutatud materjalid olid minu jaoks huvitavad.

- 1 Ei olnud üldse huvitavad
- 2
- 3
- 4
- 5 Materjalid olid läbinisti huvitavad

32. Kui sina oleksid õpetaja, ning peaksid hindama neid nelja videot, mis olid ümberpööratud klassiruumi jaoks kodused tööd, siis kuidas sa neid hindaksid (**kui sa videosid vaadanud ei ole, siis jäta see vahele**).

- 1 Väga kehv
- 2
- 3
- 4
- 5 Väga hea

33. Mis hinde annaksid sa kokkuvõttes nendele kahele tunnile, mida uurimustöö läbiviijaga tegite.

- 1 Väga kehv
- 2
- 3
- 4
- 5 Väga hea

34. Siia võid kirjutada lisaks mõtteid või soovitusi tundide või asendusõpetaja kohta.

### Parental Acknowledgement and Consent of Participation in the Study

#### Lp. lapsevanemad

Minu nimi on Andre Merilaid ning olen Tartu Hansa Kooli inglise keele õpetaja ning samal ajal ka Tartu Ülikooli 2. aasta magistrant inglise keele õpetaja erialal.

Magistritöö raames viin läbi uurimust, mille eesmärk on välja selgitada kuidas 8. klasside õpilased suhtuvad ümberpööratud klassiruumi meetodisse (*flipped classroom method*) ning kui efektiivne on antud meetod grammatika ning kuulamise õppimiseks. Teemad, mida uuringu raames õpime, on õppekavas sees ning uuringus osalemisega õpilane millestki ilma ei jää.

Uurimuses osamine on vabatahtlik ja anonüümne, s.t ühegi õpilase tulemust ei ole võimalik lapsega siduda.

Uurimuse käigus viin õpilastega läbi eeltesti, kus õpilased saavad demonstreerida oma oskuseid antud teemades õppetööle eelnevalt. Seejärel kaks kuni kolm ainetundi, kus kasutame teemade õppimiseks ümberpööratud klassiruumi meetodit kordamööda tavapäraste ainetundidega ning kõige lõpus teeme taaskord testi, kus õpilased saavad näidata oma õpituid oskusi. Õpilased täidavad lõpus ka küsitluse, kus küsin õpilaste arvamust antud meetodist ning nende valmisolekut sellist meetodit ka tulevikus kasutada.

Palun teie nõusolekut, et lubate oma lapsel antud uuringus osaleda.

Juhul kui te ei soovi, et teie laps uuringus osaleks, siis palun andke ka sellest teada. Sellisel juhul käib õpilane tundides koos teistega, kuid antud õpilase tulemusi uuringus ei arvesta.

Ette tänades

Andre Merilaid, Tartu Ülikooli 2. aasta magistrant

Luban / Ei luba ..... (õpilase nimi) osaleda magistritöö uuringus.

Kuupäev ..... Vanema allkiri: .....

**Questions Discussed In-Class Based on the Videos of Past Simple & Present Perfect**

**Task 1 : Discuss in groups the following points. Write your answers on the paper you were provided.**

1. When can you use the past simple tense?
2. What is an auxiliary (helping) verb?
3. When do we use the present perfect tense?
4. What are the possible auxiliary verbs we can use in present perfect?
5. What is the rule (structure) for present perfect?

Questions Discussed In-Class Based on the Video of “Stingy Jack”

Stingy Jack

Task: Answer the questions while listening to the story of Stingy Jack.

1. Which adjectives can you use to describe Jack?  
.....  
.....
2. Who **did not** despise Jack?  
.....
3. How did Jack trick the Devil the first time?  
.....  
.....
4. What deal did Jack make with the Devil when the Devil was inside a coin?  
.....  
.....
5. What does the phrase “silver tongue” mean and who is it referring to in the story?  
.....  
.....
6. What did Jack ask from the Devil to let him out of the tree?  
.....  
.....
7. Why did St. Peter not allow Jack into heaven?  
.....  
.....
8. Which vegetable did Jack use to carry the flame the Devil gave Jack?  
.....

## Resümee

TARTU ÜLIKOOL  
ANGLISTIKA OSAKOND

**Andre Merilaid**

**Using The Flipped Classroom Model With Lower-Secondary English As A Foreign Language Students: An Experimental Study**

**Ümberpööratud klassiruumi mudeli kasutamine põhikooli kolmanda astme inglise keel võõrkeelena õpilaste näitel: Katseuring**

Magistritöö

2023

Lehekülgede arv: 66

Annotatsioon:

Käesoleva uurimuse eesmärk oli uurida kas ümberpööratud klassiruumi mudelil on positiivne mõju põhikooli kolmanda astme inglise keel võõrkeelena õpilaste inglise keele grammatika ning kuulamisoskuse akadeemilisel edukusel ning uurida, kuidas õpilased antud mudelisse suhtuvad. Uurimuses osalesid kaks põhikooli kaheksanda klassi õpilaste rühma, kelle inglise keele tundides kasutati kahe teema õpetamisel kahte erinevat õpetamise mudelit. Üks rühm õpilasi õppis grammatikat kasutades ümberpööratud klassiruumi mudelit ning tunnieelselt pidi see rühm vaatama läbi neli selgitavat videot. Klassis oldud aega kasutati rühma diskussiooniks. Sama rühm õppis teist teemat, milleks oli Halloween, traditsioonilist mudelit pidi, mille järgi teemat ja materjale tutvustati õpilastele tunnisiseselt. Teise rühma jaoks olid õppeteemad samad, kuid ära vahetunud olid õpetamise mudelid. Kui õppeteemad olid läbitud, täitsid õpilased küsimustiku, kus uuriti õpilaste suhtumist ümberpööratud klassiruumi mudelisse.

Antud töö koosneb kolmest peatükist. Esimene peatükk annab ülevaate sarnastest uurimustest, mis selles vallas tehtud on. See peatükk on jagatud ära nende uurimuste vahel, mis uurisid ümberpööratud klassiruumi kasutamist täiskasvanud õpilastega ning põhikooli ja gümnaasiumi õpilastega. Teise peatüki lõpus on välja toodud ka piiratud arv Eestis tehtud uurimusi. Teine peatükk kirjeldab antud uurimuse metodoloogiat ning annab ülevaate uurimuses kasutatud materjalidest ja selgitan tulemuste analüüsimise protsessi. Kolmas peatükk analüüsib antud uurimuse tulemusi ning võrdleb neid eelnevate uurimustega. Sellele järgneb kokkuvõte, milles tuuakse kokkuvõtvalt välja saadud tulemused.

Uurimus näitas, et õpilaste akadeemilised tulemused paranesid igas vallas ning kõige suurem positiivne muutus toimus õpilastel, kes õppisid Halloweeni teemalist tundi ümberpööratud klassiruumi mudelit kasutades. See-eest oli vähem märgatav õpilaste edukus õppida grammatikat ümberpööratud klassiruumi mudeli järgi. Siinkohal tõstsid traditsioonilise mudeli järgi õppivad õpilased oma tulemusi veidi rohkem. Õpilaste tagasiside küsitluses selgus, et õpilastele ümberpööratud klassiruumi mudel üldiselt meeldis. Eriti meeldisid õpilastele õpetaja enda koostatud videod. Samas toodi välja ka seda, et ümberpööratud klassiruumi mudelit on tore praktiseerida pisteliselt, mitte pidevalt.

Märksõnad: Inglise keel, inglise keel võõrkeelena, inglise keele õpetamine, ümberpööratud klassiruumi mudel, õpilaste suhtumine.

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