

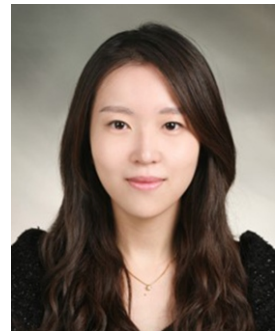
Influence of Flipped Classroom Model on Korean Language Learners' Achievement ——Focused on Beginner Level¹

翻转课堂模式对韩语初学者学习效果的影响

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THIS paper describes a structured attempt to integrate the flipped classroom pedagogical model into language classrooms. The purpose of this study is to examine the possible impacts of flipped classroom strategies on Korean language learners' academic performance, specifically their listening and speaking abilities. Adopting a quasi-experimental design, two different formats for flip teaching were developed in this study. The results indicate that the flipped classroom was a more effective instructional design than the non-flipped classroom in both academic outcomes and the development of listening and speaking abilities. Given the positive results, this paper concludes with a call for more research into this promising pedagogy to contribute to its knowledge base across disciplines.

本文描述了将翻转课堂教学模式整合到语言课堂的尝试，目的是研究翻转课堂策略对韩语学习者学习表现的影响，特别是对听说能力的影响。本研究采用准实验设计，开发了两种不同的翻转教学形式，激励学生主动学习。结果表明，翻转课堂对学生的学术表现和听说能力的发展比非翻转课堂更有效。鉴于取得了积极成果，本文最后呼吁对这一有前景的教学法进行更多研究，进一步补充其跨学科研究的知识基础。



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1. Introduction

Teaching techniques have evolved over the past decades to adapt to the way students learn new material. The learning model known as the 'flipped classroom' is one of the developing theories in education and has attracted the attention of many researchers and educators worldwide (Bergman and Sams, 2012). The flipped classroom can be viewed as a pedagogical approach to blended learning techniques in which the typical activities of the classroom lecturer followed by homework in traditional teaching procedures are reversed in order, and often supplemented or integrated with instructional videos (Khan, 2012; Tucker, 2012).

While the term flipped classroom is relatively new in education, it is not a fundamentally novel teaching method (Berrett, 2012). Over the past decade, a number of corresponding terms, such as inverted classroom (Lage and Platt, 2000), just-in-time teaching (Novak, 2011), flipped classroom (Bergmann and Sams, 2012), and inverted learning (Davis, 2013), have been presented in the literature to describe this evolving method or approach, which encourages student preparation before class.

The flipped classroom was developed by American educators Jonathan Bergmann and Aaron Sams in 2000 (Bergmann and Sams, 2012). The idea of this technology

is that the main stages of the teaching and learning process and homework are reversed. To begin, teachers adopting a flipped classroom approach can convert traditional face-to-face lectures into narrated PowerPoint videos, create instructional videos using any lecture capture tools, or select ready-made educational videos from websites or networks for learners to study prior to class as lecture replacements. Classroom activities, therefore, are devoted to fulfilling practical tasks based on the educational content provided beforehand, as well as discussion with the teacher about main points or issues encountered with the work.

One of the benefits often cited for the flipped classroom is that students are given more opportunities to develop higher order thinking under teacher guidance and with peer support as needed (Berrett, 2012). Students receive immediate and thorough feedback on material from their teacher instead of attempting the work at home and failing to complete the work due to missed information or lack of understanding. The reduction of face-to-face didactic learning (traditional learning) prompts students to research and learn by other means, such as collaborative work or peer instruction in the classroom (Gilmartin and Moore, 2010). In addition, at home, students can pause and rewind lectures, seek out answers, and review any information that they do not understand (Bergmann and Sams, 2012).