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Who Wins When We Flip? Exploring Perceptions of Flipped Learning in an Online EAP Pre-sessional Course

By

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Abstract

Grounded in both constructivism and self-determination theory (Deci & Ryan, 1985), this thesis aimed to explore perceptions of flipped learning from students and teachers in an Online Pre-sessional English for Academic Purposes course. As the move from a hybrid course to a fully online one was caused by the COVID-19 outbreak, I argue that the live-lesson should be classified as Emergency Remote Teaching (Hodges et al., 2020). By combining qualitative semi-structured interviews and quantitative questionnaires, this mixed methods case study explores students and teachers experiences of FL on a 10-week and a 6-week pre-sessional course taught in the challenging circumstances of summer 2020.

Using descriptive statistical analysis and thematic analysis (Braun & Clarke, 2006), this thesis shows an overwhelming positive perception of FL by practitioners and students alike. Crucially, the students' findings show how FL, as implemented in the course object of study, fostered autonomy and integrated regulated behaviour. This study also highlighted the need to explicitly present the pedagogical principles underpinning FL, as well as the specific principles informing the course implementation, to students and, fundamentally, teachers for the course to be successful. This thesis concludes by insisting on the essential distinction between OL and ERT while calling for further research on FL and its relation to motivation.

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List of Abbreviations

This list shows all the acronyms and initialisms I have used in this thesis. Although they have all been explained the first time they appear, I am aware that their frequency can affect readability and create a heavy cognitive load on the reader. Similarly, a reader dipping into a specific chapter may struggle to find where in the thesis the concepts are explained. I hope this list addresses these potential issues.

AR – Action Research

CET – Cognitive Evaluation Theory

CPD – Continuous Professional Developments

ERT – Emergency Remote Teaching

FL – Flipped Learning

HOTS – High Order Thinking Skills

IC – Interactive Content (this is what the course object of study calls the pre-session tasks)

ISS20 – International Summer School 20202 (course object of study)

LOTS – Low Order Thinking Skills

MMR – Mixed Methods Research

OIT – Organismic Integration Theory

OL – Online Learning

PBL – Problem Based Learning

TBL – Task Based Learning

SDT – Self-Determination Theory

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1. Introduction

In this first chapter, I explore the rationale underpinning this research into flipped learning (FL) in an online (OL) English for academic purposes (EAP) pre-sessional, with a specific focus on motivation. To provide sufficient context for this project, first, I briefly introduce FL in relation to the online environment. Second, I explore FL in relation to EAP in higher education (HE). Emphasis is given to the scarcity of literature exploring online EAP courses using FL. After exploring the motives for this research, I discuss the specific context in which this project takes place and introduce the two flipped online EAP pre-sessional courses used to conduct this research. After exploring the context and the focus of the research, the proposed research questions are presented. This section is followed by a brief introduction to the research methods adopted to complete this project. The chapter concludes with a justification of the research and an outline of the chapters in this thesis.

The aim of this chapter is to provide a clear overview of the research. It also aims to contextualise the research and to provide clear research questions and methods underpinning the project. On a more reflective note, this chapter also aims to acknowledge my own positionality and motives for engaging in this project.

1.1 Rationale Underpinning the Research: A Brief Exploration of Flipped Learning in an Online Environment

Technology seems to be ubiquitous at all educational stages, leading to a commonly held belief that *technology is the future of education* and attracting researchers' interest into how exactly technology enhances learning (Facer & Sandford, 2010; Lewin et al., 2012). HE seems to have embraced technology enhanced learning (TEL). Taking my home institution, a Russell Group University, as an example, the use of virtual learning environments (VLEs) is widely spread and TEL tools to foster communication, such as Kahoot, forums or Google Docs, are routinely used. In this context, the global COVID-19 crisis emphasised this link as all teaching was transferred into the digital world (Zawacki-Richter, 2020). This move to online learning (OL) makes technology the

present of education. Kerres (2020, as cited in Zawacki-Richter, 2020, p. 1) describes this transition from face-to-face to technologically enabled teaching in Germany as having ‘No managerial strategies, no teacher training, no debates on technological design or politics, no arguments about the pros and cons- we just do it’. These circumstances may resonate with other practitioners across the globe. This abrupt transition led Hodges et al. (2020) to coin the term emergency remote teaching (ERT). As they further elaborate, their term is particularly useful because it acknowledges how OL tends to be perceived as lower in quality, and this rushed move into OL may result in this perception being more widely held (Hodges et al., 2020). However, OL has a substantial research tradition (Chapter 2) in which concepts are clearly defined, yet this understanding may not necessarily be present when shifting the teaching online as a result of COVID-19 (Hodges et al., 2020). Thus, Hodges et al. (2020) explain how an evaluation of ERT should focus on specific areas related to context, input and process. They also highlight the unsettling context in which this shift occurs, advocating for asynchronous activities and flexibility with deadlines (Hodges et al., 2020). However, this approach may be less than suitable within a well-established OL course. Therefore, this thesis distinguishes between OL and ERT, as explored in Chapter 2, and clearly distinguishes the ERT elements and the OL elements that integrate the course object of study (Section 1.2, Context of the Research).

Nevertheless, even before the pandemic put OL and ERT at the forefront of mainstream education, FL was one of the approaches commonly used alongside technology. FL can be defined as:

a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (Flipped Learning Network, 2014, p. 1).

It is worth noting that this definition does not explicitly refer to the use of technology but rather addresses the use of learning space and students–teacher interaction. Considering Bloom’s taxonomy of learning (1984), flipping the classroom is simply turning the said model upside down (Lockwood, 2014), thus moving the higher order skills into the classroom (Lockwood, 2014, p. 2). Students can then benefit from exploring these skills with their peers and tutor (Figure 1).

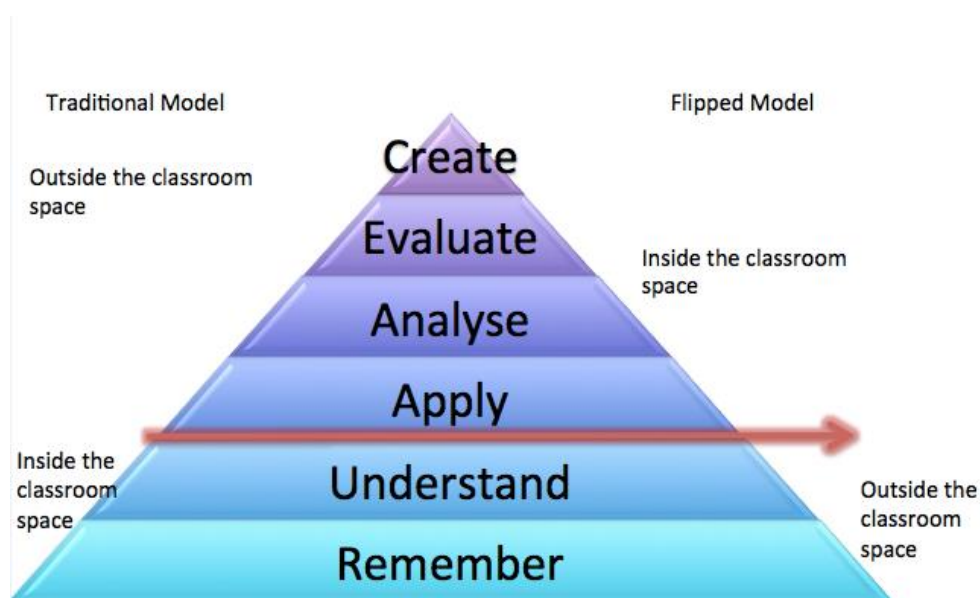


Figure 1. Bloom's Taxonomy in the Traditional and Flipped Classroom (Based on Anderson et al., 2001).

As can be seen, Bloom's Taxonomy (1984) has six categories, which range from tasks that require low cognitive processing to tasks requiring a high degree of cognitive processing. Two key considerations need to be taken into account when engaging with Figure 1. First, the differentiation into high-order and low-order thinking skills, instrumental in this thesis, was not indeed used by Bloom and emerged later (Adams, 2015, p. 152). Second, the categories used in this thesis are part of the revised taxonomy (Anderson et al., 2001) and in line with Krathwohl's (2002) classification. The rationale behind this choice lies in the suitability of these categories to conceptualise FL in the course object of study, as is further discussed in Chapter 2.

The characteristics of the categories adopted in this thesis are shown in Table 1. This can further enhance understanding of what turning Bloom's Taxonomy upside down actually entails (Lockwood, 2014). It is also worth noting how LOTS are essential to ensure learning, in fact, it can be helpful to think about the LOTS as the fundamental steppingstones to foster learning.

Category	Conceptualisation
Remember	This foundational cognitive skill requires learners to retain specific information (Krathwohl, 2002, p. 215).
Understand	Students evidence comprehension of the knowledge by explaining it using their own words, classifying items or identifying similarities and differences among items (Adams, 2015, p. 152).
Apply	Students use the knowledge, skills or techniques in new situations (Rahman & Manaf, 2017, p. 247).
Analyse	This HOTS requires students to break materials into their constituent parts. Learners then need to understand how these smaller elements relate to each other and to the overall structure (Krathwohl, 2002, p. 215).
Evaluate	Learners evidence this by making judgements based on standards and explicit criteria (Krathwohl, 2002, p. 215).
Create	By collating elements together forming a new coherent product, learners evidence this HOTS (Krathwohl, 2002, p. 215).

Table 1. Characterisation of categories in line with Krathwohl (2002).

Thus, in line with Lockwood (2014), this thesis proposed an understanding of FL based on moving the LOTS, as defined in Table 1, outside the classroom space and bringing the HOTS into the classroom space, thus allowing HOTS tasks to be explored with the support of peers and the guidance of the teacher. Incidentally, this collaborative construction of knowledge can be linked to Vygotsky's (1978) social constructivism. This is because knowledge is attained through action and interactions in which individuals share their experiences (Crawford, 1996).

Bergmann and Sams (2012), credited as the founders of FL as it is currently understood, used pre-recorded lectures to present the content, thus actively engaging with TEL. These pre-recorded lectures allowed students to engage with the low order thinking skills (LOTS) themselves. Based on this model, these lectures would facilitate remembering and understanding information. The face-to-face sessions could be

devoted to active manipulation of information. As Bergmann and Sams (2012) developed their method to suit a chemistry high school course, when HE institutions are adopting FL at programme level, they may be required to evaluate their students and resources as well as the subject content. This is an essential consideration as it once again understands FL within the context of learning theories, rather than as a system potentially subjugated to the use of technology. Therefore, it seems reasonable to argue that FL can be understood as a pedagogical approach independent of TEL and underpinned by relevant educational theories, such as Bloom's taxonomy (1956).

To fully understand why FL is commonly linked with the use of technology, it is important to consider the increasingly prominent role of TEL in education, as previously highlighted. It is within this context that Johnson et al. (2014) identify a shift in education paradigms provoked by the integration of cooperative learning, blended learning and online learning. The latter is expected to be the fastest area of growth in HE. This potential growth and direction is not exempt from criticism and warnings related to the McDonaldization of HE (see Hayes, 2017, or Ritzer, 1993, for a more pertinent discussion on the topic). Thus, delivering content through VLEs or online platforms may result in maximising the classroom space, which could be a driver in adopting FL, as Bergmann and Sams (2012) propose. If maximising profits was the fundamental reason to adopt a particular model, it could be argued that it would fit within the conceptualisation of HE as a commodity (Bartell, 2003). Maximising space may indeed be an essential factor for certain institutions to adopt FL, particularly favoured by stakeholders less invested in pedagogical considerations. This approach to FL, relying on technology to maximise potential profits without considering whether technology is the most suitable medium of instruction for the target knowledge, may be a decisive contributing factor in this common understanding of FL as intrinsically related to TEL. However, in a face-to-face course where FL is used, it is important to consider which medium is the most suited to achieve the learning outcomes. As Thorpe (2012, p. 1) argued almost a decade ago, only through the application of proactive pedagogy combined with the creative use of technology can effective learning be sustained. This is further supported by Browne et al. (2010, p. 8) who claim that 'enhancing the quality of learning and teaching is the primary driver for considering using TEL'. In a similar vein, O'Flaherty and Philips (2015, p. 1) highlight that 'we know that teaching and learning is not all about the technology'. Therefore, the medium used

should be the most adequate to foster learning. However, within ERT, it may not be possible to account for these key pedagogical considerations, thus reinforcing the importance of distinguishing ERT from OL (Hodges et al., 2020) when adopting FL too. It is important to highlight that this thesis does not dismiss the role of technology within HE. After all, the proliferation of information and communication technology (ICT) across educational sectors, including HE, can be widely seen (Goodfellow & Lea, 2013 p. 1). Furthermore, ICT can indeed enrich educational models and encourage features of active learning (Smart & Cappel, 2006). However, in terms of positionality, it is worth stating that in this thesis, the use of VLEs, online videos and ICT in general in relation to FL are to be considered within the wider context, that is to say, when their use is adequate to achieve the target knowledge, a position adopted by Lockwood (2014 p. 39) and Lee and Wallace (2017, p. 19) when discussing FL. Therefore, it is argued, first, that the potential technological or medium differences in presenting activities should be based on the subject content or target knowledge. Second, the FL model relies on students engaging with low order thinking skills outside of the classroom, rather than necessarily with technology itself.

As has been explained, FL relies on students independently preparing and completing LOTS tasks before the face-to-face sessions. Abeysekera and Dawson (2014, p. 2) echo the recurring debate within HE of how useful or assessable students' preparation before the session is. Lockwood (2014, p. 37) explains that as students are used to completing tasks after classes, as homework, there should be no issues in completing the tasks before the sessions, particularly if they enjoy the sessions and realise that they will be unable to participate if they fail to complete the tasks. However, a common concern among practitioners seems to be students failing to engage with the pre-session tasks (Correa, 2015, p. 122). Pre-session task completion may be fostered by providing motivating tasks. However, as Dörnyei and Ushioda (2011) explain, motivation is a complex process in which many factors are involved. Therefore, it is unlikely that task motivation would be the only element involved in determining engagement with the pre-session tasks. The literature highlights that engagement is essential for the learning process to be successful (Barkley, 2010; Bryson & Hand, 2007; Coates, 2006). Despite how complex and essential motivation and engagement appear to be, FL seems to be waging its success on those factors, alongside students' ability to work independently.

Abeysekera and Dawson (2014) further explore this idea while warning that the potential issues of adopting FL are under-theorised and under-researched (Abeysekera & Dawson, 2014, p. 2). They call for reliable small and larger scale studies, as well as qualitative studies and systematic reviews that will enlighten the understanding of FL and its potential implications in teaching and learning. Therefore, this study aims to partially address this gap in the literature while exploring why institutions, practitioners and student may engage with FL.

As has been explored, adopting FL does convey significant changes, yet they do not seem to be detrimental for the increasing popularity of FL, particularly in HE institutions. Pearson's white paper (Aronson & Arfstrom, 2013) already echoes the increased use of FL in HE, and Advance HE (2018) acknowledges the increased presence of case studies, despite FL lacking rigorous evaluation as a pedagogical approach in the context of HE (Abeysekera & Dawson, 2014, p. 2). ERT has also contributed to the widespread use of the method, as evidence by the wealth resources shared by practitioners on the Flipped Learning Network Hub created by Bergmann and Sams (2016).

To conclude, it seems reasonable to argue that FL is underpinned by Bloom's taxonomy (1956). It can benefit from being implemented alongside OL, but it does not necessarily require it to provide students with LOTS tasks. It has also been highlighted how FL depends on students engaging with LOTS tasks independently. Concerns around the value of this preparation (Abeysekera & Dawson, 2014, p. 2), along with practitioners' fear of students failing to complete the LOTS tasks (Correa, 2015, p. 122), have also been highlighted. It has also been suggested how this research may fit in within the current body of knowledge.

1.1.1 Flipped Learning and English for Academic Purposes in Higher Education

Having briefly explored FL within its current educational framing in HE, this section will explore how FL can be combined with EAP courses in HE. At this point, it seems necessary to acknowledge the reason why EAP is the context in which this study is conducted. I am an EAP practitioner, and I am interested in exploring how FL can be

implemented in EAP courses. Having acknowledged how my interest in researching FL in EAP is linked to my professional identity, an overview of EAP will be presented. EAP is defined as ‘teaching English with the aim of facilitating learners’ study or research in that language’ (Hyland & Hamp-Lyons, 2002, p. 2) This broad definition is adopted in this thesis as it encompasses different EAP approaches. Hyland and Hamp-Lyons (2002) further explain that despite keeping a strong connection with English for Specific Purposes, it is currently accepted that EAP presents its own set of challenges, which differ from those of teaching ESP. Even if EAP originated as a branch of ESP, EAP addresses students’ need to develop the necessary academic literacies to be successful in their studies. EAP courses are mostly offered at tertiary level with prospective master’s students being the larger student group in pre-sessionals (BALEAP, 2013). This trend is also reflected in my own professional context, a Russell Group university, whose pre-sessional course caters for around 2,700 students with less than 50 being prospective undergraduate students.¹

EAP aims to allow students to engage with the disciplinary discourse of their subject. This purpose further divides EAP into two categories: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP includes general academic skills that are characterised by being reasonably transferable across disciplines, whereas ESAP focuses on specific genres and lexis used in a particular discipline. This theoretical distinction tends to translate into an eclectic approach, teaching ‘core academic skills’ first and ‘specific work’ later (Dudley-Evans & St-John, 1998). This is the model followed in my home institution, where students are required to engage with an EGAP pre-sessional course, the object of this study. The length of the pre-sessional courses varies depending on the students’ IELTS entry scores and the university requirements for their course.² Once students have started their university studies, they are offered departmental language support³ sessions that are more in line with ESAP teaching principles.

¹ Data provided by the English Language Teaching Centre from a Russell Group university used in this research from the 2018/2019 pre-sessional course

² This information can be seen here: <https://www.sheffield.ac.uk/eltc/presessional>

³ Information on this ESAP course can be seen here: <https://www.sheffield.ac.uk/eltc/languagesupport/deptclasses>

Having explored EAP's origins and purpose, the role of EAP within HE will be briefly presented. In his insightful keynote speech at the BALEAP PIM (2015), Hyatt (2015) explains how EAP courses tend to be independent of academic departments, usually falling within the realm of students' services. This is also the case at my home institution, which has been used as an example above. In fact, it is not unusual to assign the task of developing students' academic literacies to private education providers, resulting in further distance from the academic departments. Controversies surrounding this type of EAP provision aside, this situation contributes to what Hyatt (2015) refers to as the marginalisation of EAP. This is echoed by Wingate (2015) who argues that the split between EAP and content actively contributes to the trivialisation of EAP. Along with this marginalisation, there is the instrumentalisation of EAP (Hyatt, 2015). As Hyatt (2015) explains, EAP becomes a means to an end, with students engaging with knowledge in a compartmentalised manner. On the one hand, they look at language and academic skills, and on the other, they look at content, thus creating an artificial division. This instrumental knowledge could be linked to the consuming, compartmentalising and regurgitation of information.

This criticism can be applied to HE, not just EAP. Thurgood (2020) acknowledges how HE institutions are continuously committed to active learning and skills and the constantly changing nature of students, yet argues that HE institutions 'appear rooted in offering a traditional mode of passive learning' (Thurgood, 2020, p. 18). Similarly, Glisczinski (2007) accuses HE institutions of potentially developing cultural capital while failing to develop human capital. This criticism resonates with Freire's (2018) call to ensure that education place students at the centre of teaching and to ensure engagement. Therefore, it seems HE institutions are being encouraged to adopt an approach centred around the students. Interestingly, this is one of the principles behind FL, as it advocates a student-centred approach (FLN, 2014, The Four Pillars of F-L-I-P™, Appendix I). Adopting FL in EAP teaching may open the exciting possibility of EAP actively contributing to a student-centred pedagogy.

In a similar vein, it seems worth reflecting on the role of the EAP tutor as a facilitator of a student-centred pedagogy. In his EAP online conference presentation, Smith (2015) explains how due to the unique nature of EAP, a tutor may possess insufficient knowledge of the subject content and its genres. After all, the EAP tutor is a language specialist who may not be familiar with the content of other subjects, such as chemistry, for instance. Smith (2015) further argues that a specialist in both language and subject content is quite rare and highlights how just as a subject tutor may find it troublesome

to pinpoint the exact linguistic features that may be detrimental for the overall understanding of a student's written piece of work, an EAP tutor may find it troublesome to advise on content. To bridge this knowledge gap in the EAP classroom, he advocates for a renegotiation of the roles, in which the tutor brings the linguistic expertise and the student the content expertise. This fosters a more collaborative learning environment as students are also active participants in the sessions. Co-constructing the knowledge with the help of peers and tutors is linked to Vygotsky's (1978) social constructivism. As has already been discussed, the classroom space under the FL model also falls under a social constructivists approach. This further similarity with underpinning theoretical principles could be seen as another exciting possibility to combine EAP and FL.

Having explored the role of EAP and EAP practitioners, I will briefly explore how FL has been implemented in HE with particular emphasis on EAP and EFL courses. Despite claims warning of the lack of rigorous research on FL (Hamdam et al., 2013), the area has attracted considerable attention particularly within the last five years. Although calls for further research remain (Abeysekera & Dawson, 2014, p. 2; Hamdam et al., 2013), published research seems to be positive. Yilmaz (2013) reports having successfully implemented FL within an education department. It is worth mentioning that this successful implementation mostly refers to student satisfaction and engagement levels. Yilmaz (2013) partly attributes its success to grading the pre-session tasks. This is an interesting technique that results in the pre-session tasks being completed due to extrinsic motivation, as opposed to relying on students' intrinsic motivation or autonomy to complete the tasks. At this point, it is worth emphasising that motivation is a complex process in which many factors are involved (Dörnyei & Ushioda, 2011) and how motivation has been operationalised through different theories (Dörnyei & Ushioda, 2011). As thoroughly explained in Chapter 2, this thesis adopts self-determination theory (SDT), represented by the work of Deci and Ryan (1985), as it can further enhance understanding of FL (Abeysekera & Dawson, 2014). Thus, according to SDT, represented by the work of Deci and Ryan (1985) and Vallerand (1997), intrinsic motivation refers to behaviours performed for their own sake as they are perceived as joyful or rewarding by the individual. Extrinsic motivation on the other hand refers to behaviours performed to obtain a certain reward or avoid punishment. Within the motivational literature it seems to be widely accepted that intrinsic motivation is more

powerful than extrinsic motivation (e.g. Abuhamdeh & Csikszentmihalyi, 2009; Murayama et al., 2012; Shillingford & Karlin, 2013). Therefore, it seems reasonable to argue that fostering intrinsic motivation when it comes to completing the pre-session tasks may have a positive impact when adopting FL.

Similarly, Compton (2016) also qualifies the implementation of FL as a success yet warns of cultural differences potentially acting as a deterrent to the model. Anderson et al.'s (2017) ground-breaking comparative study of FL and traditional methods in a pharmaceutical HE course reports how students under FL initially score higher than those within the traditional lecture model. However, after six months, these differences in scores are no longer substantial (Anderson et al., 2017, p. 5). This seems to suggest that perceived benefits of FL in relation to attainment may not be sustainable. Critical voices add that perceived benefits of FL are simply the result of engaging in active learning (Jensen et al., 2015).

This brief review of previous use of FL in HE does not include any application within second language acquisition. As learning a language conveys its own complexities, which differ from studying a different subject, this section will now explore FL being used to help students develop their language skills. Lockwood's (2014) *Flip it!* may assist in this transition as her book is designed to help the implementation of FL within EFL. There is plenty of evidence to support the techniques this book suggests, but she seems to favour relying on her own experience. Thus, when critically engaging with Lockwood's (2014) enthusiastic account of FL, it seems reasonable to inquire within the wider literature whether successful implementation of FL in the EFL context is indeed common.

Before concluding this section, I would like to highlight that the literature exploring FL in an online course seems very scarce. This is an interesting gap in the literature, first, due to the shared underlying principles behind online learning and FL (Table 2) as can be seen when comparing online learning characteristics (O'Neil et al., 2013) and FL (Flipped Learning Network Hub, 2016) and second, due to the increase in online learning already highlighted, along with the implementation of ERT as a result of the 2020 pandemic. For instance, London School of Economics announced the shift to remote teaching on the 12th of March 2020 (Morgan, 2020) and other Russell Group universities

quickly followed suit (Bothwell & McKie, 2020). Therefore, this research does not only aim to address this gap in the literature, but it also has topical relevance at the time of writing.

	OL	FL
Opportunity to learn without location and/or time limitations	✓	✓
Opportunity to learn according to students preferred learning styles	✓	✗
Opportunity to increase communication	✓	✓
Opportunity to learn at students' own pace	✓	✓
Opportunity to embrace a student-centred approach	✓	✓

Table 2. FL Versus OL According to O'Neil et al. (2013) and the FL Network Hub (2016) Respectively.

1.2 Context of the Research

Having highlighted the complexities of embracing FL, the specific context in which this exploration takes place will be presented in this section. This study explores two EAP preessional courses, a 10-week and a 6-week, in a Russell Group university in the UK. According to their webpage,⁴ the course prepares prospective students to complete a course at The University of Sheffield (TUOS). The 10-week preessional course requires that students hold an overall IELTS (a UKVI-approved English language test to start studying in the UK) score no lower than one band below their prospective course entry requirement. IELTS has a maximum score of band 9, and an overall score is provided based on the candidate's performance in the four components of listening, speaking, reading and writing. Therefore, students are awarded a band score for each component and an overall one. Other essential entry requirements include not to have any component below band 5 and only two components at band 5. In terms of components, it is also worth highlighting that no component can be more than 1.5 bands below the overall entry requirements for their prospective course and no more than 1 band below the minimum requirement for the said component. In the case of the 6-week course,

⁴ Information available at the ELTC web page <https://www.sheffield.ac.uk/eltc/presessional>

students need an overall score no lower than 0.5 bands below their entry requirements, with the same proportion applied to each component. This system is expected to meet the diverse entry requirements set by departments with one pre-session course.

This course was taught to approximately 2000 students in 2020. The student profile is mostly mainland Chinese prospective master's students, although students from the Middle East and North Africa (MENA region) are also frequent. In terms of practitioners, the centre recruits extra teachers for their summer pre-session programmes. These tutors must be TEFL-Q⁵ qualified, but EAP experience is not essential as a one-week paid induction is provided at the beginning of the course.

The institution implemented FL in the 2018 pre-session and, in 2020, maintained their use of FL in their online pre-session. I have already emphasised the distinction between online learning and ERT (Hodges et al., 2020). However, this course has been described as 'sector leading' in terms of technology according to BALEAP⁶ and, considering the transition occurred within a longer time frame and as the result of a team effort strongly underpinned by theoretical principles (Chapter 3), it seems problematic to label the whole of this course as ERT. Thus, even if the shift on delivery was motivated by the COVID-19 outbreak, this thesis considers the live sessions to be an example of ERT but the pre-session tasks to be OL.

Having briefly presented the course context, I will now reflect on the nature of this project. This study matches Coghlan and Bramnick's (2005) definition of insider research. This is a type of research carried out by actual members of the community to be studied. The Russell Group university EAP course explored in this study is in fact within my home institution. It is worth noting that I am not involved in any capacity on this specific course as I am part of the ESAP in-session team. However, both in-session and pre-session courses are provided by the same department. As a member of this department, it seems worth acknowledging that this research may impact the

⁵ The British Council requirements for TEFL-Q qualifications are validated programmes with 100+ hours of input and 5+ hours of teaching practice (BC, 2016).

⁶ Outcome of accreditation inspection reported here: <https://www.sheffield.ac.uk/eltc/part-time/pre-sessional>

design of future preessional courses, thus potentially acquiring a developmental dimension and hypothetically benefiting the community of practice I am a part of (Costley et al., 2013). Nevertheless, the primary purpose of my research is illuminative, as it aims to further understand and interpret (Costley et al., 2013) perceptions of FL. As can be seen, this is an example of insider researcher due to my professional and personal identity.

From a professional point of view, I am an EAP tutor who is researching other EAP tutors' experiences in my own department. In Chapter 3, I address in depth the ethical implications of an insider researcher. However, it is worth emphasising the need to guarantee the anonymity of my participants. Among the different safeguarding measures taken, it is important to highlight how pseudonyms have been systematically used to refer to respondents to avoid their identification by other member of the EAP community. From a personal point of view, I am also an international student myself, researching other international students' experiences. Although in Chapter 3 ethical considerations related to my positionality are discussed at length, I have followed Payne and Payne's (2004, p. 191) understanding of reflexivity. This means that I have attempted to explicitly address how my identity influences this research to challenge my own views and to allow the reader to critically evaluate this thesis. Specific sections exploring this have been included at the end of each chapter.

1.3 Focus of the Research and Research Questions

Considering the nature of this research, it is salient to highlight that this project does not aim to provide a unique answer on HE institutions embracing FL in online EAP and ERT courses but rather focuses on providing a snapshot of this relationship within a particular context and involving a group of individuals with their own learning histories and intrinsic peculiarities. It is hoped that this approach can help the understanding of this relationship and contribute to the existing body of literature. It is, however, essential to accentuate that the findings and potential recommendations need to be understood within this context. The overarching question driving this research is:

- Why might an OL/ERT EAP preessional course benefit from adopting FL?

Specifically, this thesis addresses the following questions:

- 1) How do teachers perceive FL?
 - a) How do they perceive changes in the sessions?
 - b) How do they perceive changes in their role?
 - c) How does self-determination theory explain teachers' engagement with the method?
- 2) How do students experience FL?
 - a) How do they experience the sessions?
 - b) How do they experience the tasks before the sessions?
 - c) To what extent does self-determination theory explain students' engagement with the pre-session tasks?

Therefore, this exploratory study is mainly interested in understanding perceptions when FL is adopted (Figure 2). These perceptions are mostly oriented to explore students' and teachers' engagement with the method, as well as exploring their motivational strategies displayed when pursuing engagement with FL. As interaction with LOTS tasks is a fundamental part of FL, self-determination theory (Deci & Ryan, 1985) is used to analyse practitioners' and students' engagement with the method. Incidentally, Abeysekera and Dawson (2014, p. 4) suggest this exciting exploratory route while calling for further research exploring FL (p. 10).

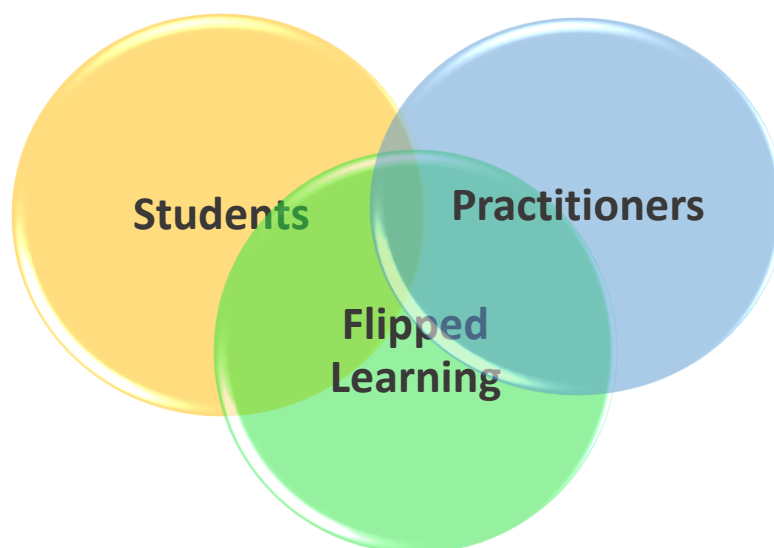


Figure 2. Visual Representation of the RQs Informing This Study.

Before concluding this section, I would like to highlight that at the conceptualisation stage of this research, I had envisioned a polyphonous report in which all voices would have equal presence in this text. However, the overwhelming amount of data obtained forced a slight refocus. This resulted in the students' voices having a slightly more prominent role and the teachers' voices being presented to enhance comprehension. The rationale behind this decision is thoroughly explored in Chapter 4. Changes are not unusual in a doctoral journey (Batchelor & Di Napoli, 2006) and do reflect the dynamic nature of research, which can hardly be reflected in the linear and restrictive narrative of this thesis. However, the themes identified and the tangential findings highlighted will undoubtedly inform my future projects as an educational researcher.

1.4 Proposed Methods

Considering the setting of this project along with the proposed RQs, a mixed method approach (Ivankova & Cresswell, 2009) was chosen as the most suitable option to address this challenge. Questionnaires were designed for the two types of participants, that is students and EAP practitioners. These questionnaires, distributed online,

explored perceptions of FL as a method and FL in the course object of study, International Summer School 2020 (ISS20). To explore the motivational dimension of the method, a section on SDT in relation to FL was included. To further enhance these responses, participants were invited to a semi-structured online interview in which FL as a method, FL in ISS20 and motivations were further explored. Therefore, this research aligns itself with what Schatzman and Strauss (1973) referred to as methodological pragmatism as different systems of inquiry are used to answer research questions. As Wellington (2016) explains, this approach implies that both methods, qualitative and quantitative, can coexist in an enquiry. The rationale behind this approach, along with a thorough overview of the methods, can be found in Chapter 3.

1.5 Justification of the Research and Contribution to Knowledge

This research looks at perceptions of FL in an online EAP pre-sessional course, International Summer School 2020, ISS20, with a particular focus on motivation. As has already been highlighted, calls for rigorous research exploring FL have been made (Abeysekera & Dawson, 2014, p. 2; Hamdam et al., 2013). Furthermore, research on FL perceptions in an online course has the potential to offer original insights, considering the scarcity of the literature exploring a combination of both elements. It may also offer a valuable insight on ERT in the context of the COVID-19 crisis.

Therefore, I would argue that this thesis will actively contribute to the development of knowledge while providing insightful and practical applications that may benefit the wider education community. However, due to the nature of the study, the primary beneficiary of this research will be my home institution, as the study explores engagement with FL as it is locally implemented.

On a more reflective note, I would like to acknowledge that potential contributions to enhance courses provided by my home institution are not the only contributing factors in justifying this research. I am personally interested in FL, and, after a brief exploration in one of my EdD assignments, I am curious to see the potential benefits that including FL may create in HE. I am also extremely interested in online learning and feel that it is a fascinating area to explore in the current hyper-connected world, yet I am concerned

about theory being relegated or neglected when adopting innovation in education – these innovations may be online learning or FL.

1.6 Outline of the Chapters of the Thesis

This section has not only highlighted the aim of this research but also painted a rough picture of this project, which will be rigorously depicted through this thesis, the structure of which is outlined here. The second chapter, a critical review of key literature, thoroughly explores FL from a methodological point of view as well as from a practical point of view. Emphasis is given to FL in HE institutions and EAP/ EFL courses due to its relevance in this project. SDT and OL are also explored in this chapter. It is hoped that this approach will allow a clear exploration of the elements at play in this research, while locating it within the broader field. In Chapter 3, Methodology, I explore the methods used as well as the rationale behind their use in this study. This chapter also includes an extended consideration of ethical questions surrounding this study. The subsequent chapters present the findings and analysis for each RQ. Chapter 7 draws all the analysis and findings together to further explore similarities and differences in the themes identified. This thesis finishes with a concluding chapter that offers a review of the themes explored and revisits the RQs. It also proposes recommendations for future courses. However, due to the mainly instrumental nature of this case study, these suggestions need to be taken within their context, acknowledging the uniqueness of the participants involved and the setting of the course during a global pandemic. This thesis concludes by highlighting areas for further research.

2. Literature Review

2.1 Introduction

Flipped learning and motivation, the two pivotal elements in this research project, have been thoroughly explored to inform it and place it within the current literature. This chapter is the result of this exploration, and it is essential to the project's development. In line with Wellington et al.'s (2005) claims, the research questions have been continually revised to select the most suitable texts to be included in this critical review of the literature. The criteria to select texts have also taken into consideration authority, validity, reliability, suitability for the research and currency. Therefore, primary sources have been prioritised, as well as publications in peer-reviewed academic journals, due to their currency and authority. To ensure the suitability of the materials selected, different searches based on keywords have been performed during this desk research period. It is important to highlight that currency needs to be understood within the area of this research. Whereas articles related to FL application in HE have a cut-off point of 15 years, i.e. no literature published before 2005 has been selected, literature related to motivation is less constrained by technological advances. Thus, when selecting literature exploring the latter topic, other attributes were prioritised over currency, namely, suitability for the project and impact in the field of motivation.

Additionally, in terms of currency and source selection, I would like to briefly point out how the Literature Review is the most dynamic chapter in this thesis. Although it has informed the research and thus was outlined and developed at the beginning of the thesis writing process, it has been reviewed through this process to offer an up-to-date content of current trends in the literature and inform the subsequent research steps accordingly. As Ridley (2012) expertly highlights, the searching of the literature constantly feeds into the reading and writing, and vice versa. Ridley (2012) further explains how this also influences the formulation of RQs as well as the rationale behind researching a particular topic.

On a practical note, the searching of the literature was conducted by using search engines, mostly my institution's search engine and Google Scholar. However, after reading Umoja Noble's (2018) thought-provoking book on how algorithms can foster the continuity of oppressive structures, I have actively searched for relevant journal articles written by minorities. Allowing a variety of voices in the academic space seems to be essential for creating a truly international experience. This is key for my research since it considers international students' experiences at a UK institution. As Le Grange (2016) explains, 'the decolonisation of the university is not an easy task' (p. 6), but as she further elaborates, it is a necessary one (p. 3). In terms of positionality, being an international student and female researcher myself, the conversation around decolonising the curriculum is important to me. Therefore, I have actively attempted to make my critique of literature as diverse and relevant as possible. In a similar vein, I have included sources from conference presentations, interviews in educational outlets and reflective practitioners' accounts that have not been peer-reviewed. This is in line with my aim to include different participants' voices in the study. However, they need to be considered within the limitations that these non-canonical sources of knowledge intrinsically convey.

This literature review is thematically organised and follows a structure dictated by the proposed RQs. It is divided into three main sections. The first section explores FL's origin and underlying principles. This is particularly relevant for the overarching RQ as it considers the pedagogical underpinnings of FL. This section is followed by a systematic and critical analysis of the use of FL in HE, particularly focusing on how it relates to motivation. Although the practical applications in HE are still relevant for the overarching RQ, the emphasis on motivation is particularly relevant for RQ1 and RQ2 as they aim to further explore a potential link between engagement with FL and motivation. The second section briefly considers online teaching and learning to provide the necessary context for this study. The third and final section explores the theoretical framework, self-determination theory, in relation to teaching and learning, which is essential to address RQ1 and RQ2. This literature review concludes with a summary of the key elements that help contextualise this research.

2.2 Flipped Learning

The aim of this section is to explore FL as a learning and teaching method and to further understand how it has been applied in HE, particularly in EFL and EAP courses, thus providing the necessary context to this study. While the first subsection explores the history of FL and how it has been defined, the second subsection concentrates on the pedagogical underpinnings of FL. It concludes by providing an overview of perceived advantages and challenges of implementing FL with a focus on HE and EAP courses.

2.2.1 Flipped Learning: History and Key Concepts

Despite the momentum that FL seems to be experiencing (Abeysekera & Dawson, 2014, p. 1), there is still a considerable lack of consensus when it comes to defining the term, which adds difficulty to the systematic research of FL (Abeysekera & Dawson, 2014). Abeysekera and Dawson (2014, p. 3) make a compelling argument for a definition of FL that:

- 1) moves most information-transmission teaching out of class
- 2) uses class time for learning activities that are active and social
- 3) requires students to complete pre- and/or post-class activities to fully benefit from in-class work

Abeysekera and Dawson (2014, p. 3)

These criteria clearly address the core of FL as it is mostly understood by the wider education community. Yet, as Abeysekera and Dawson (2014, p. 3) themselves emphasise, these criteria fail to include any type of evaluation of FL or other methods, or link FL with technology. Thus, despite the unquestionable merits of this definition, this thesis takes the Flipped Learning Network Hub (2014, p. 1) definition of FL, as included in the introductory chapter of this thesis⁷. This is because it highlights the

⁷ *'a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they*

importance of altering the space while clearly drawing attention to the teacher's and students' roles. Arguably, this definition could be criticised since it is presented within a commercial context. That is to say, although the Flipped Learning Network Hub presents itself as a showcase for FL as a method, it ultimately seems designed to popularise FL as understood by Bergmann and Sams (2014), thus enabling them to profit from the available paid resources or bookable talks. The Flipped Learning Network Hub does offer free resources and a safe online space for practitioners to discuss their FL experiences. For instance, the popular app SLACK is available for practitioners and researchers to use free of charge,⁸ thus offering a welcome space in which discussions around FL can happen across educational institutions.

Having addressed the potential concerns of embracing a definition outside the realm of academia, it is worth highlighting another key aspect that makes this definition a suitable one to ground this research. The Flipped Learning Network Hub's (2014, p. 1) definition does emphasise the alterations in students' and teacher's roles and the classroom space, as already highlighted, while being widely accessible to the education community and practitioners driving the implementation of the method. Hence, the Flipped Learning Network Hub's (2014, p. 1) definition lies at the core of this exploratory case study.

The Flipped Learning Network Hub (2014) was indeed founded by Bergmann and Sams in 2014, following their success using this method in 2007 (Noonoo, 2012). In their role as science teachers, they replaced traditional homework with streamed lectures, hoping to maximise their in-class time with the help of technology. Although this approach was first introduced at secondary level, Bergmann and Sand's success story (Noonoo, 2012) has also impacted HE, as the work of Anderson et al. (2017), Bauer-Ramazani et al. (2016), McLaughlin et al. (2014), Prober and Heath (2012) and Soliman (2016), among others, illustrates.

apply concepts and engage creatively in the subject matter' (Flipped Learning Network, 2014, p. 1).

⁸ <https://flippedlearning.org/fln-updates/join-the-flipped-learning-slack-community/>

However, as Bergman and Sams (2012) themselves highlight, they cannot be credited with the creation of FL (Noonoo, 2012) since it is the result of a drive within education to empower the learner. In fact, Abeysekera and Dawson (2014, p. 2) argue that Strayer's (2007) thesis is generally accepted to be the first academic discussion of FL. Once again, this groundbreakingly academic work is embedded within previous educational research and theory. In that line, it is worth emphasising how, in 2000, Lage, Platt and Treglia, professors at Miami University, published the seminal paper 'Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment'. As per their definitions, the inverted classroom (IC) is characterised by 'events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa' (Lage et al., 2000, p. 32). In that sense, the principle behind the IC and FL is virtually identical; however, the two approaches differ on the rationale underpinning their approach. While the IC advocates providing a wide range of options for different learning styles, FL advocates an inversion of Bloom's taxonomy (see Figure 1, Chapter 1). By moving the tasks with a more demanding cognitive load within the space of the classroom, FL makes it possible for the learner to explore these more challenging tasks with the support of their peers and guidance of the tutor. Therefore, learning becomes a collective experience (Vygotsky, 1978).

Although Bergamnn and Sams(Noonoo, 2012) attribute the lack of interest aroused by the IC in institutions and practitioners alike, compared to FL, to the lack of technological readiness, it could be argued that theoretical underpinnings may be the determining factors in the success of FL compared to the IC. After all, the idea of learning styles has been widely discredited within educational literature (see An & Carr, 2017, Kirschner, 2017, or Moser & Zumbach, 2018) whereas a Vygotskian approach, particularly to language learning, seems to be fruitful (see Poehner & Infante, 2017). This connection between FL and Vygotsky also appears in Correa's (2015) fascinating paper exploring underlying pedagogies in FL.

The idea of the IC can be traced back to Mazur's (1997) 'Peer Instruction: Getting Students to Think in Class Approach'. In this highly reflexive article, Mazur (1997) recounts his experience as a teacher of an introductory science course and how allowing the students to read his notes before attending the sessions made lecturing

redundant (Mazur, 1999, p. 981). His approach seems to also fit under Vygotskian traditions as students discuss key points presented in the lectures explored at home. Mazur uses 'Concept Test' to check students' answers and, more importantly, reasoning, thus checking that understanding has already taken place within the sessions (Mazur, 1999, p. 983).

As has already been highlighted, this thesis understands FL as presented by Bergamnn and Sams(2014). However, this conception of FL seems to be intrinsically linked with the use of technology. This paper rejects such intrinsic relation and advocates for an understanding of FL based on the Vygotskian tradition. As explored in Chapter 1, equating FL with the use of technology is not without risk. Bergamnn and Sams(2014) use of recorded lectures and quizzes may be extremely successful for content subjects such as chemistry, as their results prove. However, this technique may not be suitable for subjects such as EFL (Lockwood, 2014, p. 1). Taking the main principle of FL, i.e. redistributing the tasks according to their cognitive load, can indeed be done without the use of technology and thus benefit from encompassing resources and materials already being used in the traditional classroom (Lockwood, 2014, p. 39). In a similar vein, Lee and Wallace (2017, p. 19) highlight how the suitability of materials is one of the key elements to foster a successful FL classroom. Therefore, it seems reasonable to argue that a social constructivist approach to learning may be the underlying reason why FL fosters active learning and achieves positive results. This would in turn explain its wider acceptance within the education community in contrast to the IC.

2.2.2 Flipped Learning: The Four Pillars of F-L-I-P™

Having explored the difficulties of conceptualising FL, this section will now explore the suggested necessary principles to adopt this approach. Therefore, this section aims to critically explore the principles behind applying FL in order to identify learning theories underpinning them.

As already discussed, FL can be understood in different ways and practically translated into a wide range of principles in action and praxis. In fact, Abeysekera and Dawson (2014, p. 1) claim that 'there is little evidence of effectiveness or consistency in understanding what a flipped classroom actually is'. Nevertheless, core characteristics

can be identified, which Abeysekera and Dawson (2014, p. 3) further elaborate on. In fact, they highlight eight common approaches that characterise FL (Figure 3).

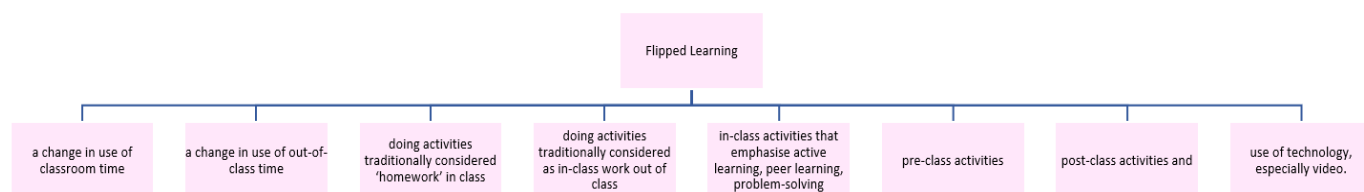


Figure 3. Eight Common Approaches That Characterise FL as Identified by Abeysekera and Dawson (2014, p. 3).

As can be seen in Figure 3, first, they identify the change in time, both in and out of the classroom, as well as the distribution of tasks within those times. This refers to the completion of ‘traditional’ homework in class and ‘traditional’ class activities done before the session. Regardless of how problematic the labelling of activities as ‘traditional homework’ or ‘traditional in-class activities’ might be, these characteristics seem to refer to the inversion of Bloom’s taxonomy. Thus, high order thinking skills (HOTS) tasks will take the classroom space while low order thinking skills tasks will populate the time before the sessions. Abeysekera and Dawson (2014, p. 3) also identify pre-class and post-class activities alongside the use of technology. This last characteristic is problematic when conceptualising FL within EAP. As discussed in Chapter 1, technology is not necessary to successfully apply FL when understood as a redistribution of tasks according to their cognitive load (Lockwood, 2014, p. 39). Throughout this critical review, I align with the position that the use of technology should support learning according to relevant pedagogical theories. This means exploring what technology can do to enhance learning, underpinned by strong theoretical principles, rather than finding a use for the available technology in the classroom.

Abeysekera and Dawson’s (2014, p. 3) characteristics are not the only ones available to instructors and institutions looking into implementing FL. The Flipped Learning Network Hub offers the four pillars of FL (FLN, 2014, The Four Pillars of F-L-I-P™, Appendix I). These pillars are flexible environment, learning culture, intentional content and professional educator. Their purpose is to provide a roadmap to adopting this

method. They are also accessible to a wider public and created to facilitate the transition to FL for practitioners and course designers alike. It could be argued that this emphasis on immediate practicality may be linked to overlooked pedagogical underpinnings. Therefore, the aim of this section is to explore these principles within the wider tradition of educational theories.

2.2.2.1 Flexible Environment (FLN, 2014, The Four Pillars of F-L-I-P™)

This first principle, *flexible environment*, is understood within two dimensions. On the one hand, it can refer to flexibility in terms of space, which allows the learning space to be accommodated to independent or collaborative learning. On the other hand, it can refer to a practitioner's flexible attitude towards students' necessary time for learning, as well as assessing students' progress (FLN, 2014, The Four Pillars of F-L-I-P™). In terms of physical space, this idea of a flexible learning space as key to a successful learning environment is not new (Cote, 1982; Haft, 1972) and can be found echoed in the literature (Hassel, 2011). Particularly interesting is Mulcahy et al.'s (2015) research on learning spaces and their relation to pedagogical changes, which concludes that those changes in pedagogy are not causally linked to changes in the classroom environment but are rather the result of a more complex and intricate alteration in different dynamics. In that line, it then seems reasonable to hypothesise that the flexibility in space related to the successful adoption of FL responds to the method's intrinsic characteristics. This flexibility in the classroom is one of the aspects that contributes to successful FL according to the FLN (2014, The Four Pillars of F-L-I-P™), but it is not the cause of FL nor its only key to attainment. Fisher's (2016) provocative article questioning the need for classrooms may best embody the ethos of flexibility in space suggested by FL. Fisher (2016) highlights how FL and active learning spaces are a response to new economic demands. It is further argued that the current transformation of working spaces will soon be mimicked by the transformation of spaces in HE, thus facilitating students' interaction and access to knowledge via the use of technology (Fisher, 2016, p. 10). Overlooking the utilitarian conception of education as a preparation for contributing to the world's economy that Fisher proposes (2016, p. 11), a debate that exceeds the limits of this thesis, Fisher (2006, p. 11) highlights how educational spaces should respond to the task at hand. Thus, having computers may suit the needs of

science, technology, engineering and mathematics (STEM) subjects, and providing open spaces may foster creativity for science, technology, engineering, arts and mathematics (STEAM) subjects. This seems to support the flexible space principle of FL to foster peer discussion of the content under the guidance of the tutor. This is, incidentally, a much more social conception of education.

Having explored flexibility in space, flexibility in learning time and assessment will now be addressed. This idea of learners having different times to master the tasks and content presented is linked to differentiation. As Konstantinou-Katzia et al. (2013) explain, both differentiation and diversity are a constant in the classroom across educational levels. This thesis takes Tomlinson's (1999) definition of differentiation, which is a flexible yet organised manner of adjusting the instruction and acquisition of knowledge to best suit learner needs so as to achieve their maximum potential. Tomlinson (1999) further argues that students maximise their learning when differences in readiness levels are explicitly accounted for in the classroom. Therefore, differentiation could be underpinned by Vygotsky's (1978) theory of the zone of proximal development (ZPD) (Konstantinou-Katzia et al., 2013). According to the theory of ZPD, learning occurs in the distance between the students' ability to independently solve a task and the students' ability to solve a task with support (Vygotsky, 1978). Thus, it seems reasonable to argue that this flexibility in acquisition time and assessing of the learning is another aspect of differentiation. Depending on students' ZPD, they could theoretically spend more or less time on tasks carried out before the sessions so as to achieve a readiness state when engaging with higher-order skills. It may also be possible to hypothesise that this flexibility can also be reflected in the design of the tasks, thus addressing different learners needs. It is also worth highlighting that within this model, the higher-order skills are explored and developed within the community of learners and under the guidance of the tutor. This links back to Vygotsky's (1978) idea of learning as a collective experience.

2.2.2.2 Learning Culture (FLN, 2014 The Four Pillars of F-L-I-P™)

The second pillar, *learning culture*, aligns FL with a learner-centred approach, thus advocating for in-class time to be used for fostering learning opportunities and active construction of knowledge by the student with the support of the teacher. Jones (2007, p. 44) reinforces this idea that in the student-centred classroom the teacher role shifts from instructor to facilitator while students actively participate in their learning, thus developing both independence and autonomy. As a result, the role of the teacher is altered; this appears expertly worded by Lockwood (2014, p. 3) who suggests that with the FL model, teachers move from 'sage on the stage' to 'guide on the side'. This has become a ubiquitous mantra in the literature exploring FL (see, for instance, Şahin & Kurban, 2016, Soliman, 2016, or Oki, 2016). This phrase, however, can be traced back to King's (1993) seminal paper 'From Sage on the Stage to Guide on the Side'. In this article, King (1993) thoroughly examines the problems with a traditional classroom model in which the teacher transmits knowledge, known as the transmittal model. King (1993) further advocates for a constructivist approach to learning. In fact, she suggests moving from a traditional lecture-based approach to cooperative learning, thus shifting the constructivist approach into a social constructivist approach. Constructivism understands 'learning as an active constructive process' (Soharabi & Iraj, 2016, p. 515), and, as Driscoll (2014) expertly summarises, it is underpinned not only by Vygotsky's social constructivism but also Piaget's (1969) developmental and cognitive perspective, as well as Dewey's philosophy (1913, p. 24). Thus, this FL principle, once again, closely advocates for a constructivist understanding of FL.

As has already been highlighted, the idea of a FL student-centred approach seems broadly based on constructivism; while the first FL principle, flexible environment, may be closely linked to social constructivism, the second FL principle could be connected with a broader understanding of constructivism. As Bada (2015) succinctly explains, the central idea grounding this theory is that learning is constructed, that is, new knowledge is built upon previous knowledge, rather than as a result of the passive transmission of information relying on reception rather than construction. Therefore, by allowing students to explore the low order thinking skills activities before the sessions, they can then build up knowledge over a strong foundation. Interestingly, this

may incidentally level the field within the classroom. As students come from diverse backgrounds and have different experiences of both the knowledge object of study and the academic culture itself, by allowing them to engage with the content that they need at their own pace, it is reasonable to suggest that they may all be within their ZPD to successfully build up their targeted knowledge. This idea has also been explored in relation to the first principle.

Another key aspect of 'learning culture' is the idea of active learning, which is also found in traditional educational literature. This concept is not exempt from controversy in terms of what it actually implies or encompasses (Prince, 2004). However, based on the exploration of FL thus far, this thesis agrees with Prince's (2004) definition of active learning as 'any instructional method that engages students in the learning process, that is to say, students complete meaningful activities and reflect on their learning process'. Within this second principle, active learning is fostered while students engage with high order thinking skills.

Therefore, active learning can be equated to what Anderson et al. (2001, p. 63) describe as meaningful learning. Anderson et al. (2001, p. 63) identify three types of learning. The first one, labelled 'no learning', refers to failing to recall and use new information. The second is 'rote learning', which refers to memorising information, yet lacking the ability to transfer it into new situations or use it. The last type of identified learning is meaningful learning, or active learning according to Prince (2004). Meaningful learning takes place when the information can be recalled as well as successfully transferred and used in new situations. Meaningful learning, in line with constructivist learning (Anderson et al., 2001, p. 38) is conceptualised as the result of actively engaging in cognitive processes. Some of those cognitive processes may include identifying essential information, organising this information in a coherent manner and relating this new information to knowledge already acquired. Therefore, constructivist and meaningful learning advocates for student's ability to do more than simply remember or recognise facts (Bransford et al., 1999; Lambert & MacCombs, 1998; Steffe & Gale, 1995). Within this constructivist approach, the teacher supports learners in their construction of knowledge (Duffy & Cunningham, 1996). This support is known as *scaffolding*. As Vygotsky (1978) explains, through scaffolding, students perform tasks slightly beyond

their abilities with the guidance of their tutor. This seems a key element to foster learning culture as established by this second principle. Simply explained, students engage with HOTS activities with the guidance of the teacher and the support of their peers in line with social constructivism.

Having explored the rationale behind engaging with HOTS in the sessions, it is worth considering how course designers and practitioners can reliably make this distribution of the tasks while loyally reflecting Bloom’s categories. Table 3 shows common instruction verbs associated with these high order thinking skills. They can help bridge the gap between the theoretical inversion of Bloom’s taxonomy and the practical enacting of this inversion by providing tangible instructional task designs. As has been argued in this thesis, strategic distribution of the tasks according to Bloom’s taxonomy is key to engaging with FL.

Analysing	Evaluating	Creating
Analyse Compare Classify Separate Conclude	Evaluate Criticise Summarise Judge Recommend	Integrate Rewrite Adapt Assemble Develop

Table 3. Common Instruction Verbs Associated With HOTS.

Note. When looking at the in-session task design and learning outcomes, they can allow teachers and course designers to devise specific tasks to address HOTS.

To conclude, this second principle highlights the importance of moving HOTS to the realm of the classroom so that students can benefit from actively constructing knowledge with the support of their peers and the guidance of the teacher. When designing the sessions, it is worth considering the instructional verbs underpinning the design of the tasks as a way of checking the suitability of the tasks designed.

2.2.2.3 Intentional Content (FLN, 2014 The Four Pillars of F-L-I-P™)

This principle, *intentional content*, advocates the necessity of the class content to help students use the targeted knowledge. While the second pillar emphasises the need for fostering opportunities to dedicate the in-class time to HOTS tasks with the guidance of

the teacher and the support of peers, this third pillar explores how LOTS tasks need to be identified and moved before the session so that they can be autonomously explored by students. Interestingly, it highlights the importance of selecting suitable materials as well as the need for the content to be accessible, relevant and sufficiently differentiated to appeal to the students.

It has already been highlighted how active learning is a fundamental theory underpinning FL. It is worth mentioning that within the traditional model, in practical terms, activities carried out outside of the classroom are the ones considered to be active learning (Prince, 2004), for instance, asking students to complete a summary of a text that has been read in class (evaluating) for homework. In more traditional EFL classrooms, it would not be unusual to ask students to rewrite (creating) a model of a formal letter for homework that has been explored in class. However, this approach sharply clashes with pillars 2 and 3.

To better understand the distribution of activities based on HOTS and LOTS tasks, it is worth deeply exploring what turning Bloom's taxonomy outside down implies in practical terms. In the 'Taxonomy of Educational Objectives' (Bloom, 1956, p. 201–207) appendix, six key categories, knowledge, comprehension, application, analysis, synthesis and evaluation are defined. According to this taxonomy of learning, **knowledge**, linked to recalling information, and **comprehension**, linked to the understanding of that information, are considered to be **low order thinking skills**, since the individual is not actively manipulating the information, but rather exploring knowledge and comprehension. However, **application**, requiring abstract information to be applied in a tangible situation; **analysis**, requiring exploration of the explicit relationships among ideas expressed; **synthesis**, finding common elements; and evaluation, requiring a judgement of the information, are referred to as **high order thinking skills** as they require active manipulation of the information. Although Bloom's taxonomy is not exempt from criticism (see Anderson et al.'s, 2001, revised taxonomy), it can offer a reliable framework to identify meaningful learning (Mayer, 1999) and guide practitioners and course designers in the conceptualisation and distribution of the tasks to reflect pillars 2 and 3 of FL. As discussed in Section 2.2.2.2, performative verbs related

to LOTS and HOTS tasks add an interestingly practical dimension to enacting Bloom's taxonomy to underpin FL.

Having addressed a potential bridge to narrow the gap between theory and practice, it is worth addressing the second key aspect of the third pillar. For a *flexible environment* and *learning culture* (pillars one and two respectively) to be successful, students need to engage with the LOTS activities before the session. Failing to do so may not only result in a session with unprepared students unable to engage with the tasks but also in preventing the students from engaging with the learning process at their own pace, thereby addressing their individual needs. Therefore, FL relies on students' completion of tasks outside of the classroom, which opens the recurring debate of students' self-preparation and how useful or assessable that preparation is (Abeysekera & Dawson, 2014, p. 2).

Thus, after explaining how FL relies heavily on students completing the required tasks before the session, it is worth highlighting how Yilmaz's (2017) study concludes that the usability and quality of learning resources is a contributing factor in terms of satisfaction and motivation and, thus, potentially contributes to the required completion of said tasks. Although this attainment may be fostered by motivating tasks, it is unlikely to be the only element determining whether a student engages with a given task or not. This is due to the many elements that play a role in motivation in teaching and learning. Within the field of SLA, Dörnyei (2001, p. 21) conceives a process-oriented approach based on the underlying assumption that motivation consists of three different phases (Figure 4).

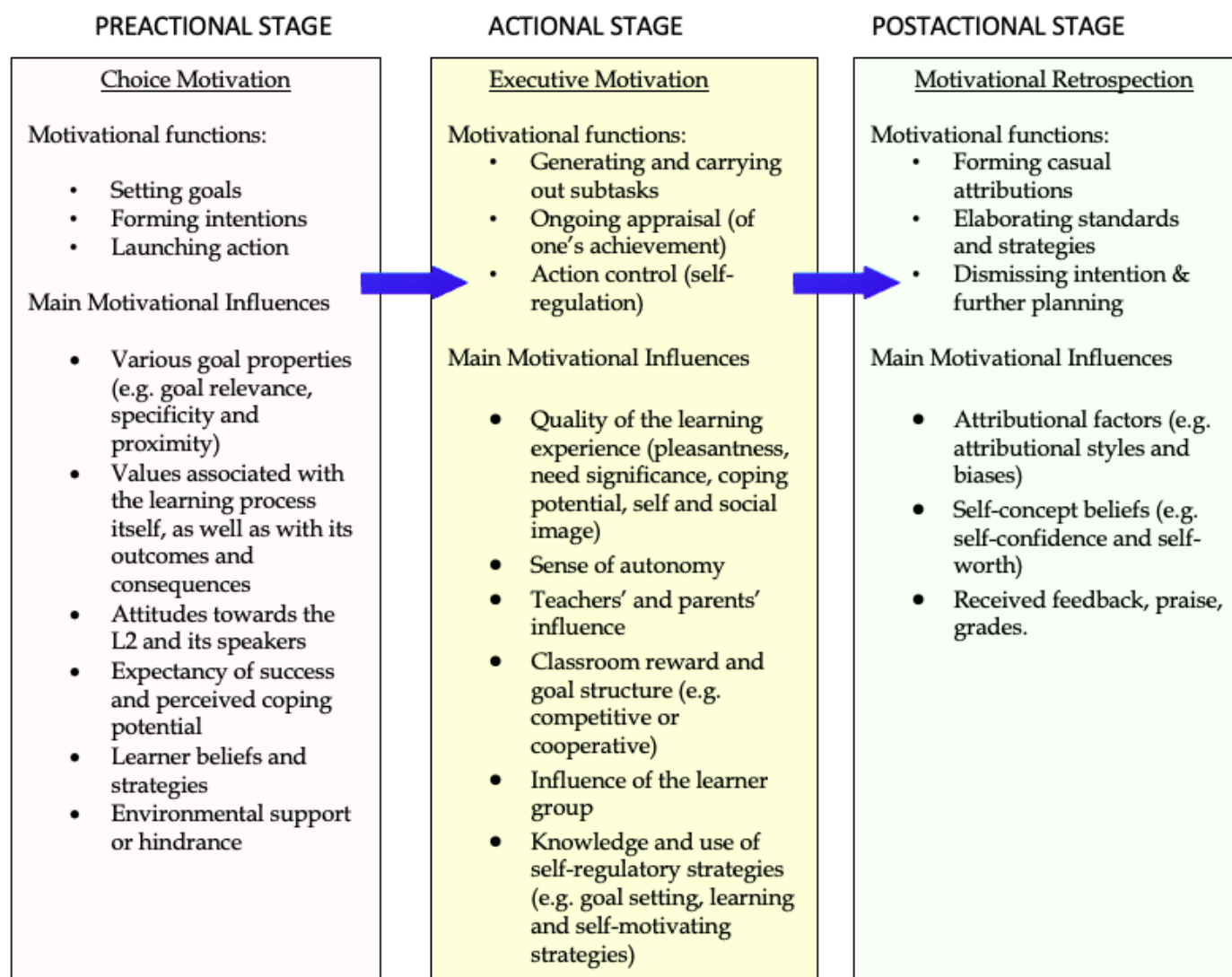


Figure 4. A Process Model of Learning Motivation in the L2 Classroom (Dörnyei, 2001, p. 21).

Note. This model has been widely used in SLA and motivation studies, and it is particularly useful as it identifies the many motivational functions and influences while providing a much-needed context to further understand how they are intertwined within the learning process. It is due to the clarity and detailed identification of different motivational elements that this model has been selected when exploring which elements may foster students' engagement with the pre-session tasks.

It is within this process-oriented model that Dörnyei (2001, p. 28) identifies motivational strategies. These motivational strategies are defined as 'techniques that promote the individual's goal related behaviour' and '{they} are consciously exerted to achieve some systematic and enduring positive effect' (Dörnyei, 2001, p. 28). These strategies that Dörnyei (2001, p. 29) presents to foster a motivational teaching practice (Figure 5) seem

to reveal that tasks play an important role, but not in isolation. They need to be contextualised with the other motivational strategies that are needed to foster a motivational teaching practice.

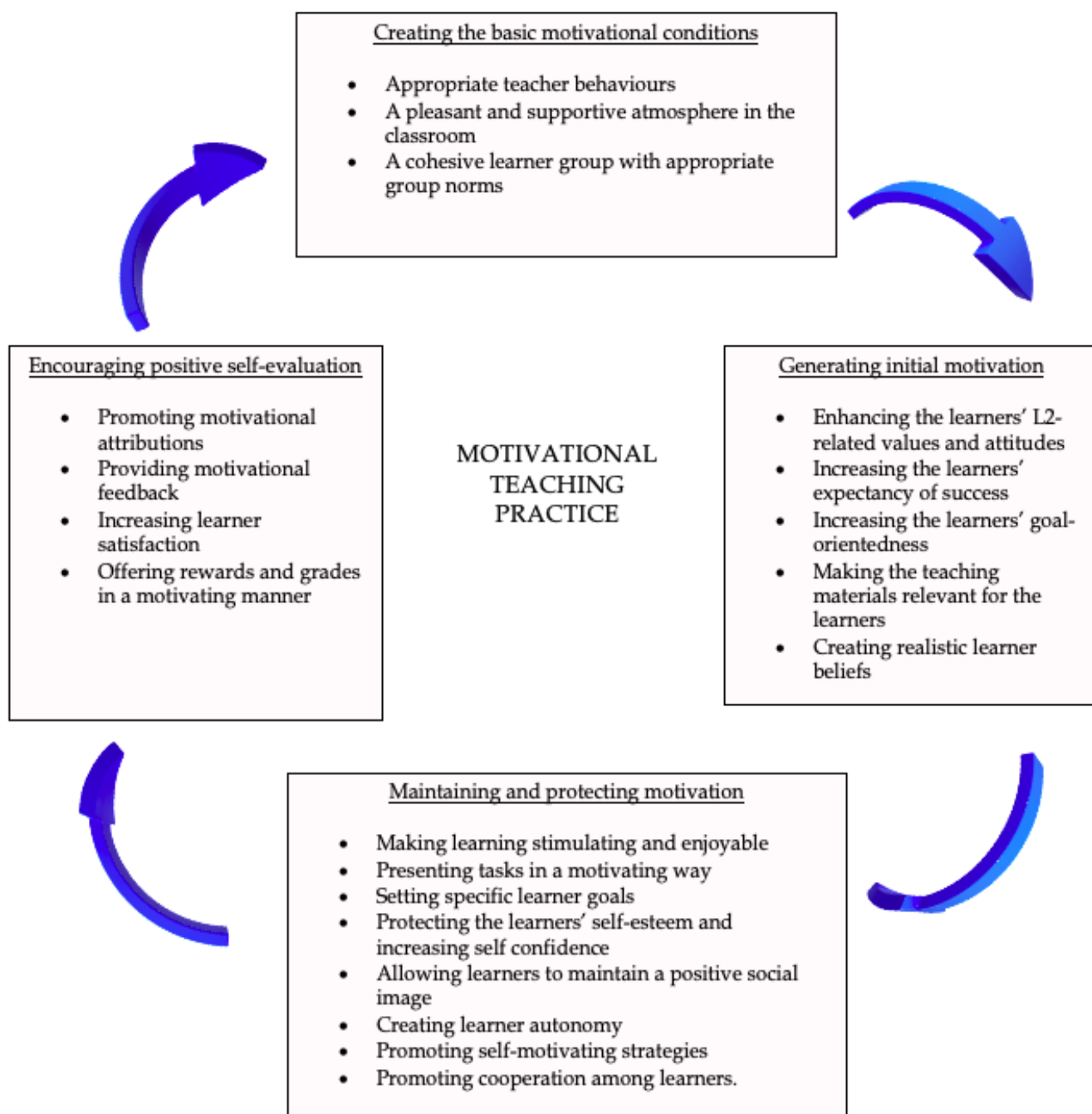


Figure 5. The Components of Motivational Teaching Practice in L2 (Dörnyei, 2001, p. 29).

While Figure 4 highlights how motivation is already at play before the learner even decides to complete a task, Figure 5 illustrates how one aspect of teaching practice

alone cannot ensure motivation. Taken together, these figures show how motivation is essential in the learning process, yet extremely complex as many variables are involved. Deci and Ryan (1985, p. 246) argue that motivational strategies need to be evaluated not only in productive performance but also in the way they foster intrinsic motivation. Reviews of motivation in education in the 1980s (see Deci & Ryan, 1985, or Dweck & Elliot, 1983) resulted in an emphasis on both intrinsic and extrinsic motivation, and, as Dörnyei and Ushioda's (2011) essential book *Teaching and Researching Motivation* shows, this emphasis continues in current research. As Figures 4 and 5 highlight, a delicate balance involving the students, the tasks, the teacher and the learning environment can foster motivation. So far, very little has been explored in this study in terms of the teachers and their relation to motivation. However, as Deci and Ryan (1985, p. 247) explain, the teachers' attitudes are indeed essential elements to promote learning that is both active and intrinsically motivating, thereby, enhancing students' opportunities to be successful in their learning quest.

In fact, as Deci and Ryan (1985, p. 256) further elaborate, autonomy and informational supporting conditions lead not only to more effective learning but also to higher intrinsic motivation and self-esteem. Therefore, it seems reasonable to argue that fostering intrinsic motivation through the application of adequate strategies could enhance the success of FL. However, as Deci and Ryan (1985, p. 247) explain, intrinsic motivation by itself would only result in learners exclusively engaging with what is interesting for them, a problematic situation within formal education since students need to engage with a prescribed curriculum.

Despite this complex interaction and combination of factors and forces, it seems that FL is waging its success on students' motivation and ability to work independently. As already discussed, this idea is further explored by Abeysekera and Dawson (2014), who also warn of the potential issues of FL as being under-theorised and under-researched (Abeysekera and Dawson, 2014, p. 2) and call for reliable studies, both small and larger scale, as well as systematic reviews and qualitative research to achieve a better understanding of this complex phenomenon. It is within this context that self-determination theory (Ryan & Deci, 2000) may shed some light on how learners and practitioners perceive FL and how willing they are to embrace it (see Section 2.3). This

theory is particularly suitable as it aims to promote integrated self-regulation (Ryan & Deci, 2000). By fostering students' own regulation, it may allow them to reap the benefits of more effective learning, higher motivation and self-esteem.

In fact, Sergis et al. (2018) use a self-determination theory approach to explore different levels of satisfaction and competence, autonomy and relatedness in an online course. Their promising results and sound methodological approach have been of great inspiration in the design of this research. Although the impact of previous studies in the design of this thesis is further explored in Chapter 3 (Methodology), it is worth mentioning here how Sergis et al., and Sørensen et al. (2009) use of self-determination theory to investigate teachers' dispositions to continue using e-learning in HE actively contributed to adopting self-determination theory as a springboard to dive into learners' and teachers' perceptions in this study and, thus, provided a framework to explore their sense of competence, autonomy and relatedness in relation to the practice of FL within an online EAP course.

To conclude, the exploration of the third pillar has highlighted three interesting points. First, in order to practically translate the inversion of Bloom's taxonomy and fully understand how to organise the task in this learning culture to achieve meaningful learning, an understanding of cognitive process within a continuum, as well as task distribution seem essential. Second, students' engagement with the pre-session tasks is key for the method to work. Third, the role of the teacher seems to also have an impact on the motivational cycle. Therefore, it seems reasonable to argue that motivation needs to be considered when exploring FL.

2.2.2.4 Professional Educator (FLN, 2014 The Four Pillars of F-L-I-P™)

The final principle, the *professional educator*, further explores the role of the teacher in the flipped classroom. According to this last principle, timely feedback during the sessions along with valuable formative assessments are essential in the FL model. Therefore, formative feedback seems to be a core skill for practitioners adopting FL. Fletcher's (2018) highly praised and incisive study on learner engagement with teachers' formative feedback (FF) in the EAP context offers a current and succinct introduction to

FF in relation to HE. First, she acknowledges the considerable time and effort that practitioners devote to FF as well as scholars' interests in the area. However, she also explains that research shows how students' engagement with FF may not necessarily correspond to the time and effort practitioners put into providing it (Fletcher, 2018, p. 1). Taking this into consideration, it may be reasonable to argue that although FF is presented as one of the key ingredients to a successful FL lesson, practitioners need to be aware of how to provide this feedback effectively to foster students' engagement with it, as Fletcher's (2018) enlightening results on students' engagement with FF seem to indicate. By doing so, FF may then actively contribute not only to a successful FL classroom but also to effective learning and teaching.

Interestingly, this principle also advocates for a reflective practitioner who uses their in-class experience to enhance their teaching and 'tolerate controlled chaos in their classrooms' (The Four Pillars of F-L-I-P™, 2014, p. 2). On the one hand, this principle appears to suggest an action research (AR) approach to teaching. AR aims to narrow the gap between research and practice (Somekh, 1995, p. 340). Although many definitions of AR can be found within the educational literature (see Cohen et al., 2011), this thesis takes Kemmis and Taggart's (1992, p. 10) definition, that is, 'to do AR is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life'. This definition is particularly suitable as it draws attention to the systematicity and rigor necessary to successfully evaluate and act on a truly scholarly and reflective praxis. At a practical level, Burns (2010) offers a comprehensive approach to AR in the EFL classroom. This is particularly relevant to this study due to the connections between EFL and EAP (see Chapter 1). This approach is visually represented in Figure 6, which shows the cyclical nature of AR along with the stages to successfully apply it in the language classroom.

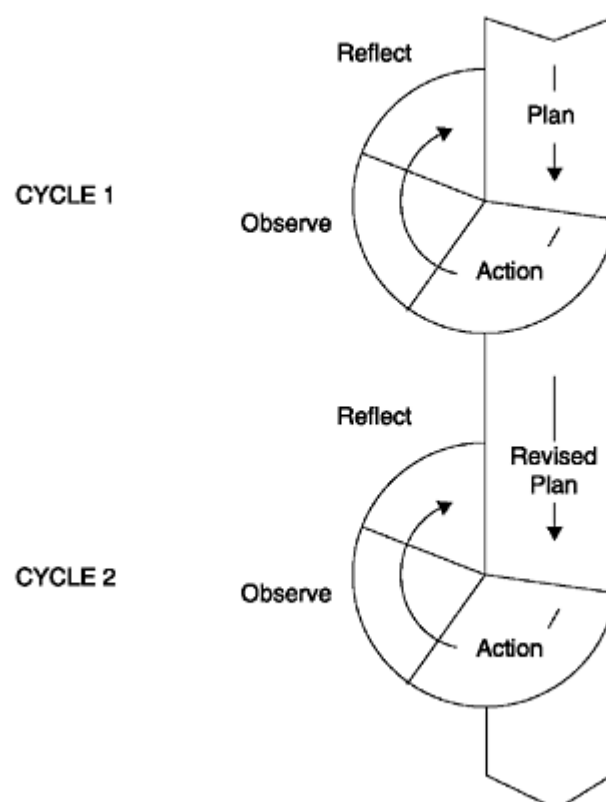


Figure 6. Cyclical AR Model Based on Kemmis and McTaggart (1988) as It Appears in Burns (2010, p. 9).

As Burns (2010, p. 14) explains, AR can help articulate and explore theoretical ideas about teaching; however, this does not seem to be the reason behind suggesting a similar approach for the FL practitioner. This principle seems to suggest that practitioners' reflexivity and evaluation of the classroom interactions can facilitate communication and development among peers, thus suggesting a collaborative rather than introspective purpose of AR. Regardless of its intended purpose, it seems clear that applying AR in the FL classroom can have a positive impact for the students, teachers, and wider FL community.

On the other hand, this principle explicitly refers to the benefits of messiness to foster learning. In a non-peer reviewed reflective piece, Licht (2014) candidly describes the seemingly chaotic atmosphere of one of her courses when embracing problem-based learning (PBL). PBL also advocates for a student-centred approach in which students learn by doing (Licht, 2014). This ethos can also be linked to Dewey's (1913) conception of

education, as not only does it put the students at the centre of the learning process but also relies on social interaction and practical life experiences to foster learning. In this way, the role of the teacher is once more expressed as a facilitator. As Licht (2014) explains, this may result in students working independently in their groups and actively taking ownership of their project, which may look ‘chaotic’, but it allows students to actively take ownership of their knowledge construction and learning process.

2.2.2.5 Flipped Learning: A Constructivist Approach? Closing Remarks

In this section, I have attempted to show how FL, as presented by the FLN Hub (20014), sits comfortably within constructivism. Table 4 shows the characteristics of constructivist pedagogy as identified by Chen (2010, p. 15) and how they correspond to the four pillars of F-L-I-P™ (FLN, 2014).

Characteristics of constructivist learning and teaching according to Chen (2010, p.15)	Corresponding F-L-I-P® Pillar
Authentic tasks and context	Pillar 1 – Flexible Environment & Pillar 3 – Intentional Content
Learners’ ownership of learning	Pillar 2 – Learning Culture & Pillar 4 – Professional Educator
Personal constructed reality	Pillar 1 – Flexible Environment & Pillar 2 – Learning Culture
Opportunities for collaboration	Pillar 2 – Learning Culture & Pillar 4 – Professional Educator
Opportunities for reflection	Pillar 2 – Learning Culture & Pillar 4 – Professional Educator Interestingly, opportunities for reflection under FL Pillars involve both learners and teachers.

Table 4. Characteristics of Constructivist Learning and Teaching as Identified by Chen (2010, p. 5) and the Corresponding Pillars of F-L-I-P™ (FLN, 2014).

Note. This figure summarises the relationship between FL and constructivism explored in this Literature Review.

Before concluding this section, I would like to acknowledge that my own understanding of education could be defined as constructivist; this reflects my positionality as both practitioner and researcher. However, it is worth acknowledging that there are indeed issues with this conceptualisation of education and pedagogies. Two main contention points dominate the literature challenging constructivism (see Kirschner et al., 2006). First, lack of empirical evidence is often presented as a criticism of constructivist pedagogies. Second, it is questioned how effective minimal instruction and guidance

actually is. Kirschner et al. (2006) eloquently voice these concerns and add an interesting point from a practitioner's perspective. In their article, it is claimed that not all practitioners share this enthusiasm for constructivist pedagogies and some question their effectiveness. This once again highlights how the practitioner's own positionality and relationship with underpinning theories shapes the translation from theory to practice, as well as potentially affecting students' own perceptions of the methods applied in the classroom.

To conclude this succinct overview of issues with constructivist-inspired pedagogies, it is worth referring to Chen's (2014) study on Chinese students' experience on an online HE course in Australia. Her work has been exceptionally inspirational and enlightening to my own research, not only due to the overlap in themes but also because of her interpretation of the results obtained. Chen's (2014) study expertly argues that constructivist teaching in the online setting reveals the assumption of a particular type of learner who, as her study highlights, is not necessarily the learner taking the course. Through the combination of Bernstein's conceptual framework (1977, 1990, 2000, as cited in Chen, 2010) and legitimation code theory (Maton, 2000, 2007, 2009; Moore & Maton, 2001, as cited in Chen, 2010), Chen (2010) reveals a code clash between learners and practitioners. Unfortunately, this clash seems to have resulted in a mostly negative experience for the learners.

Chen's (2010, p. 241) interpretation of the findings states that teachers following a constructivist pedagogy, and thus avoiding explicit instructions, meant that 'from the students' perspective, however, in allowing learners this "freedom", the teacher became invisible, thus causing knowledge to become invisible' (Chen, 2010, p. 242). This is a very interesting take on the problems that constructivism may create. However, the key to the successful application of a constructivist-based pedagogy may lie in the explicit explanations of these underpinning pedagogical principles to the learner. For instance, Samaroo et al. (2013) proposed *pedandragogy* as a constructivist-based pedagogical model that can promote effective and self-engaged learning environments for learners of all ages (Table 4). Incidentally, Akçayır and Akçayır (2018, p. 338) suggest that FL may be effective for teaching adult learners due to the similarities it presents to andragogy. As the debate of pedagogy versus andragogy in HE is beyond the scope of this thesis, I

will justify the selection of pedandragogy as particularly fitting for this study as it acknowledges the potential difficulties in terms of motivation and engagement that a student-centred approach like this may reveal (Samaroo et al., 2013, p. 87). Thus, according to pedandragogy (Table 5), the learner collaborates in the design and assessment of the course (Samaroo et al., 2013, p. 88).

FRAMEWORK FOR A PEDANDROGICAL MODEL (Samaroo, Cooper & Green, 2013, p. 88)
It is learner centred
The teacher is both facilitator and learner
It incorporated prior learning and learner experience
It focuses on internal and external stimuli
It encourages curiosity and exploration
The learner collaborates in the planning and diagnosing of needs
It involves collaborative evaluation
It focuses on the independence of the learner
It supports the concept of teacher immediacy in the learning process
It promotes self- efficacy in learners
It promotes self-engagement

Table 5. Framework for a Pedandrogical Model (Samaroo et al., 2013, p. 88).

Note. This figure summarises the characteristics of pedandragogy, which seems to be particularly fitting to the conceptualisation of FL.

Therefore, it seems reasonable to argue that in order for learners to actively take agency in this process, they need to understand and be familiar with the pedagogical underpinnings of the course, that is to say, why a constructivist pedagogy has been used and what the expectations are in terms of teaching and learning. In fact, the importance of explicitly addressing expectations when using FL has already been highlighted in this thesis. Chapter 1 addressed how Lockwood (2014) expects students to engage with the pre-session tasks since students are used to doing homework, and she seems to rely on that expectation as opposed to explicitly addressing the need and rationale to complete the tasks before the session. However, failing to explicitly address the importance of the pre-session tasks may be as problematic as failing to explain the expectations of learners in a constructivist approach. Not addressing the students', practitioners' and tasks' roles explicitly may equate to students or practitioners failing to take agency and ownership of the ethos behind learning and teaching in a constructivist pedagogy. By their very nature, failing to do so may result in an

unsuccessful experience, as Chen's (2010) findings highlight. In a similar vein, failing to explain to teachers the rationale behind using a particular method may also have negative consequences in the learning and teaching process.

After reflecting on my own positionality, and in light of the literature critically reviewed, it seems reasonable to conclude that FL should not simply be a display of cutting-edge learning technologies and tools but rather a well-designed approach, aiming to enhance active and meaningful learning. The role of technology is thus one of facilitator and should not be prioritised over the adoption of the most suitable activities and manner of instruction for the target subject. Second, FL could be understood within the context of social constructivism (Vygotsky, 1978) since successful learning is the result of interaction and collaboration with peers and tutors, as well as engaging with tasks within students' ZPD (Vygotsky, 1978). Based on the above discussion, it seems reasonable to assert that the four pillars of F-L-I-P™ (FLN, 2004) may appear as eye-catching slogans to promote a method, yet they are underpinned by strong educational theories and rationale. However, a strong theoretical foundation does not necessarily equate to a successful implementation. Therefore, to better understand to what extent these prerequisites contribute to the successful implementation of FL (RQ1, RQ2, RQ2b), the next section will critically explore the results of embracing FL.

2.2.3 Flipped Learning in HE: From Theory to Practice

The previous section has explored the principles underlying FL, as well as its pedagogical implications. To better understand the implementation of FL in HE, this section will offer a thematic review of flipped courses. Before doing so, it is essential to briefly highlight the wider context of FL in HE. Despite its seeming popularity, it is worth highlighting that research on FL is in its early stages (Abeysekera & Dawson, 2014, p. 3); as a result, systematic research is comparatively scarce, and not always systematic or reviewed by peers (Abeysekera & Dawson, 2014, p. 2). This idea is reinforced by Akçayır and Akçayır (2018), whose exhaustive review of the literature regarding the implementation of FL across different educational sectors aims to address this gap.

Akçayır and Akçayır (2018, p. 339) also identify motivation in relation to FL as an under-researched area.

This section starts by offering an overview of students' and practitioners' negative responses to FL. The second subsection explores the positive impact of adopting FL in HE. This section concludes with a brief overview of the specific necessary considerations when flipping an EAP course. These sections are particularly relevant to inform RQ1a, RQ1b and RQ2a.

2.2.3.1 Adopting Flipped Learning in HE: What Could Go Wrong?

As already discussed (Chapter 1), both the usability and the quality of learning resources are contributing factors in terms of satisfaction and motivation in FL courses (Yilmaz, 2017). However, this is not the only challenge reported in the literature exploring FL courses in HE. Al-Zahrani's (2015, p. 1144) study on FL and creativity in HE highlights how students need to be prepared to embrace FL, an idea further reinforced by Eshreteh and Hisham Siaj (2017, p. 288). Their study, exploring HE students' perceptions toward FL in an English degree course, reveals how some students did not familiarise themselves with the method, thus failing to engage with the pre-session tasks. As a result, FL as a method was not successful (Eshreteh & Hisham Siaj, 2017, p. 288). Similarly, Fautch (2015, p. 183) reports another potential problem with the pre-session tasks, which is the inability for teachers to know whether students have indeed completed the tasks before the sessions. A further issue that she identifies is that, even if students do engage with the content, they are unable to ask questions about content that they could potentially be exploring for the first time (2015, p. 183). Although her study focuses on an organic chemistry course in HE, this issue could easily apply to a language and skills FL course. This lack of tutor's help when engaging with the pre-session tasks is further supported by Chen et al.'s (2015, p. 632) findings after exploring students' perceptions on a FL statistics course in a HE institution. In a similar vein, Wanner and Palmer (2015, p. 364) report how students need guidance to complete the pre-session tasks. Incidentally, they also highlight the importance of students' self-motivation for this method to succeed and echo the need for further research exploring this area (Wanner & Palmer, 2015, p. 364).

Interestingly, workload is a commonly reported concern by both practitioners and learners. In fact, Wanner and Palmer's study (2015, p. 361) highlights students' concerns to keep up with their tasks if all their courses are flipped. Smith (2013, p. 613) echoes these findings in his study of a flipped chemistry course in HE by revealing how students perceived the method to be time consuming. Khanova et al. (2015) further support this argument by highlighting how students perceive the method to result in an increase of their workload (Khanova et al., 2015, p. 142) This is echoed in Sage & Sele, (2015, p. 676). Khanova's et al., (2015, p. 149) study also highlights the importance of carefully designing pre-session tasks that prepare students for engaging with the session and avoiding content duplication. Perhaps unsurprisingly, teachers echo this concern regarding an increase in the workload (Lockwood, 2014, p. 37). This concern is based on the fact that the pre-lesson activities need to be carefully curated and aligned with FL principles. It can thus be perceived that materials need to be developed from scratch. To address this concern, Lockwood (2014, p. 37) highlights how embracing flipped learning is about task distribution and not necessarily about developing new materials but rather intentionally distributing them (Pillar 3, Intentional Content, FLN, 2014, The Four Pillars of F-L-I-P™).

Taking these concerns into account, it seems reasonable to suggest that there is a necessity to explain to students and practitioners the underpinning principles of FL. Particular emphasis on the students' and practitioners' roles and expectations seems necessary based on the discussion above. Similarly, institutional support to successfully apply FL may play an essential role in easing practitioners' workload and avoid overwhelming students at programme level. For instance, if a course is centrally designed based on the underlying principles of FL, the teacher will not need to tackle the redistribution of the tasks. In terms of studying workload, a programme-level approach may contribute to a reasonable workload, balancing the pre-lessons tasks and course loads.

2.2.3.2 Adopting Flipped Learning in HE: Success Stories

Having explored common challenges reported in the literature when adopting FL, I will now explore commonly reported advantages. Despite challenges of adopting this method, Eshreteh and Hisham Siaj (2017, p. 275) report students finding the method motivating, engaging and exciting. This positive impact on motivation is also reported by Huang and Hong (2016, p. 190). This study also reports how FL contributes to students' English reading comprehension (2016, p. 184). FL positively fostering SLA is echoed in Aburezeq's (2019) study exploring how FL contributes to the development of Arabic speaking skills. Although these two articles seem to offer promising results in the field of language learning, it is worth noting that these studies refer to secondary school, as opposed to HE. Therefore, transferability of results may be problematic due to the intrinsic characteristics of HE teaching and learning.

In this thesis (Chapter 1), it has been highlighted how Lockwood's (2014) text on strategies to implement FL in the field of ESL is particularly relevant; in fact, the author herself encourages the reader to adapt the ideas presented to EAP courses (Lockwood, 2014, p. xvii). However, it has also been noticed that her enthusiastic list of advantages could benefit from further supporting data. Therefore, in Table 6, I have explored the potential benefits of FL in the ESL classroom according to Lockwood (2014), while exploring further evidence present in the relevant literature.

<p>Advantages of implementing FL in the ESL classroom according to Lockwood (2014, p. 5-36)</p>	<p>Other studies echoing said advantages of implementing FL in HE</p>	<p>Commentary</p>
<p>Students have the time they need to fully understand the materials at a LOTS level</p>	<p>González-Gómez et al., (2016)</p>	<p>The principle underpinning this advantage is that students can take the time they need to engage with the LOTS tasks. In the field of teacher education, González-Gómez et al. (2016) seem to have found evidence of this advantage as students praised the flexibility of engaging with the pre-session tasks at their own pace. In the context of an EAP class, this could translate into students having read and understood the key vocabulary in a complex journal article. When students join the sessions will then be in a position to summarise it or analyse and discuss the key ideas presented thus being able to engage with HOTS tasks.</p>

<p>Instructors have more control of class time</p>	<p>Davies, Dean and Ball, (2013)</p>	<p>Lockwood (2014, p. 10) relates this idea of practitioners' higher control of class time with opportunities to enhance students-teacher interaction. The idea of a more efficient use of class time is also echoed by Davies, Dean and Ball (2013, p. 575) in their study of FL in a college-level spreadsheet system information course.</p>
<p>Improved calibre of work</p> <ul style="list-style-type: none"> • Applying skills from college course to real life • Better Grades 	<ul style="list-style-type: none"> • N/A • Aburezeq (2019); Teng (2017) 	<p>Although no published study has been found to specifically equate the use of FL with better equipping students to develop their professional skills, it could be argued that FL may offer a unique opportunity to do so by requiring preparation before a session, thus mirroring preparation before a work meeting as Lockwood (2014, p. 23) suggests.</p> <p>The impact of FL in grades has been disputed in the literature; this may be due to the intrinsic difficulty of measuring attainment. However, Aburezeq's (2019) study reports a positive impact of FL in students' Arabic speaking skills, a finding that is promising and relevant for SLA. Interestingly, Teng (2017) also reports better performance by students taking a FL ESL course at HE level.</p>

Reduced tedium and increased interaction	Wanner and Palmer (2015); Ryan and Reid, (2015)	Although from education and chemistry respectively, both studies highlight the role of FL in fostering interaction (Ryan & Reid, 2015) and increasing engagement (Wanner & Palmer, 2015).
Instructors in a consultative role	Oki (2016)	Oki (2016) highlights how students perceiving the role of the teacher as a facilitator helped them ask questions during the sessions. Her study is particularly relevant as it explores a content-based ESL course at a HE institution.
Reduced absenteeism	McLaughlin et al., 2014	Although in the health science area, McLaughlin et al's. (2014) study reports an increase in attendance after adopting FL.
Increased use of materials that students perceive as important or useful	N/A	Although no published study has been found to specifically equate the use of FL with materials being perceived as useful by students, it could be argued that the general satisfaction that students report in the above-mentioned study may be influenced by the choice of materials. Essentially, as further explored in section 2.2.3.3, this is necessary to ensure meeting the goals of EAP. Therefore, this seems to suggest that FL and EAP share some core principles which may make their combination suitable to develop a course.

Table 6. Advantages of Implementing FL in the ESL Classroom According to Lockwood (2014, p. 5–36) and Evidence of Said Advantages in HE Studies.

Note. The aim of this table is to illustrate how FL advantages within ESL have been echoed by other researchers within the field of HE.

This table shows how Lockwood's (2014) claims can be echoed in the relevant educational literature exploring FL in HE. This promising evidence from the literature contributes to the idea that adopting FL may indeed have positive results for learners, practitioners and institutions adopting a FL EAP course. However, as the use of FL in EAP is still being developed, it seems necessary to further explore how the advantages and challenges of FL may shape an EAP course.

2.2.3.3 Flipping EAP: Core Considerations

Before concluding this section, it seems necessary to reinforce that literature exploring FL in EAP courses is scarce. However, as the previous section demonstrates, findings of flipping EFL courses may be particularly relevant for the EAP domain. As stated in Chapter 1, EAP is related to EFL but presents its own unique characteristics as a field. So far, this thesis has presented a succinct overview of EAP in terms of its origins, conceptualisation and practical implications for institutions, practitioners and learners (Chapter 1, Introduction). Thus, the aim of this section is to show how the key principles behind EAP aim to develop students' academic literacies and tend to not be included under any specific method due to their prescriptive nature clashing with EAP's intrinsic eclecticism (Watson-Todd, 2003). This eclectic nature may make EAP a prime candidate to use FL. According to Philips (1981, cited in Flowerdew & Peacock, 2001, p. 183), the four controlling principles of EAP are:

- *The principle of reality control*, relating to the difficulty of the task.
- *The principle of non-triviality*, stating how the task needs to be relevant for the students.
- *The principle of authenticity*, requiring the language to be 'authentic for its specific purpose' (Flowerdew & Peacock, 2001, p. 183).
- *The principle of tolerance of error*, allowing errors that do not compromise communication.

Another essential requirement of EAP can be linked to the distinction between EGAP and ESAP (see Chapter 1). According to Boggs (2015), disciplines develop a patterned

speech that affects both form and content. Replicating and adjusting to this pattern helps members identify one another. The idea of academic discourse not being homogenous, thus strengthening the importance of ESAP, can be found in Swales' (1998) seminal research that resulted in the conception of textography as a genre. In this study, differences among disciplines within a HE institution are empirically explored. Hyland's (2005) more recent study explores engagement and stance in academic discourse, revealing how the same function, rhetorical questions, can be perceived as 'intrusive' and 'condescending' (Hyland, 2005, p. 189) by the 'hard' science academic community or as essential tools to make the text relatable to the reader, as academics from the 'soft' sciences highlight. These perceptions are confirmed by corpora-extracted data showing how rhetorical questions appear in philosophy at a rate of 1.4 per 100 words, compared to 0.1 per 100 words in mechanical engineering. He further claims that, to be heard in a discipline, it is necessary to 'display a competence as disciplinary insiders' (Hyland, 2005, p. 175). As the previous section has shown, authentic and more relevant materials are among the core advantages of FL (Table 5). By using authentic materials, students will be more aware of their discipline's discourse, thus addressing Hyland's insightful point and fostering not only students' own awareness of disciplinary discourse but also their ability to successfully communicate within their communities of practice.

Considering the underlying principles and requirements of EAP and FL, there seem to be no glaring pedagogical clashes. Nevertheless, some practical considerations need to be addressed to ensure that learning objectives are met. To some extent this reinforces the idea of subjecting methods to the pedagogical principles in order to foster a grounded and successful learning and teaching atmosphere. One example of this may be the nature of the pre-lesson tasks; it is widely accepted that these tasks are mostly in the format of mini lectures which may not necessarily address the needs of language learners (Lockwood, 2014, p. 39). However, as she further argues (Lockwood, 2014, p. 6), setting a reading may grant students the necessary time to understand the materials presented and clarify vocabulary, thus levelling the starting point and allowing students to fully engage with HOTS.

Interestingly, the eclecticism of EAP, and the different ways in which FL can be applied, could potentially result in an effective combination in which learners and practitioners alike thrive. Flipping an EAP course may potentially level the playing field by allowing students to adequately prepare for the challenges of engaging with HE courses through a second language. First, in-class sessions may help develop productive skills, speaking and writing, with the support of peers and guidance of the teacher. Second, the pre-session tasks may not only help develop receptive skills, listening and reading, at the learners' preferred pace but also pave the road to those in-class activities which explore HOTS. If done successfully, students would be able to actively engage as they would have already worked through LOTS tasks, as suggested by Bloom's inverted taxonomy (Figure 1, Chapter 1) informing tasks distribution.

However, this main potential advantage of students being able to engage with HOTS in the sessions could possibly be the main potential pitfall of flipping an EAP course. As tempting as a level playing field may sound, it relies on students' ability and independent work. As the review of the literature has shown, students' ability to carry out this work independently is a common concern among practitioners. It could be argued that this need for students to work independently strengthens the relevance, and highlights the need, of exploring the role of motivation in FL. In the next section, I will briefly discuss the characteristics of online learning along with the implications for this project.

2.3 Online Learning

This thesis has emphasised the difference between online learning and Emergency Remote Teaching (Hodges et al., 2020) (Chapter 1) as a result of the 2020 COVID-19 outbreak. It has also established how the pre-lesson tasks are computer-based and have always been since FL was implemented in the pre-sessional course. However, in 2020 the face-to-face sessions were replaced by live online sessions as a response to the global pandemic. Therefore, the LOTS tasks, which are to be carried out before the sessions, use technology, while the HOTS tasks take place in an online medium. As the medium of delivery shifted online, this section was added to this critical review of the literature to provide the necessary context for the course, as well as the participants' responses. In

fact, this section substantially evolved during the research process to satisfy these demands and the fluid nature of HE teaching and learning in 2020.

However, the aim of this thesis is not to explore the online learning experience, or the ERT learning experience, of the participants or its relation to motivation; what is key in this study is that both the in-class sessions, where the HOTS activities take place, and the pre-session tasks are online. In the case of the sessions, the impact of COVID-19 made these sessions ERT. This makes a brief section on online learning an interesting secondary aspect to consider in relation to how FL, the central method in this study, is perceived. Therefore, the aim of this section to provide the necessary background to make the course object of study as comprehensible as possible and to help better understand participants' perceptions of FL in relation to OL.

Having identified the limitations of this section, its fluid nature and its role in the study, I will now explore online learning from a theoretical perspective in the first subsection. The second subsection will briefly discuss online learning examples in HE that carry significance for this study.

2.3.1 What Are We Talking About When We Talk About Online Learning?

As with the other two cornerstone concepts in this study, FL and motivation, defining online learning has been a contentious point within education. This thesis takes Means et al.'s (2014, p. 6) definition of online learning as 'learners' interaction with content and/or people via the Internet for the purpose of learning'. This definition has been chosen due to its clarity and ability to encompass both teacher-led and non-teacher-led instruction as long as learning happens over the Internet (Means et al., 2014, p. 7). Interestingly, different degrees of online learning can be identified, and Means et al. (2014, p. 7) report on The Babson Survey Research Group consideration that a course is online when a minimum of eighty percent of the sessions take place online, although they acknowledge how in a fully online course, no face-to-face meetings occur. For a course to be defined as 'blended' it requires a minimum of thirty percent of its content to be provided online and a minimum of twenty one percent to be face-to-face (Means et al., 2014, p. 7). However, Means et al. (2014, p. 7) expand these percentage-based

definitions to more comprehensive ones. Therefore, in an online course, assessment and teaching is done through the Internet, while in a blended course, there is a combination of online and face-to-face elements. They also acknowledge different degrees of these combinations taking place within the hybrid model.

Considering both definitions, the course object of study can be identified as online. However, in 2019, this course would have been defined as a blended or hybrid model. In 2019, 15 hours a week were face-to-face with 10 hours online-based facilitated content. This web-facilitated content was the pre-lesson tasks. Therefore, it is the very nature of this 2020 course that prompts its FL content as online but synchronous sessions as ERT. Moving the sessions online was a response to the COVID-19 situation (Chapter 1). This means that the pre-session tasks were developed and tested, but having the sessions online was a response to the global circumstances. Incidentally, the pilot for this study took place in 2019, as is further explored in Chapter 3. Although the 2020 course is still based on the principles of FL and uses online learning for the pre-session tasks, the fact that the sessions are carried out online adds a different dimension to the learning and teaching taking place. This is the main reason underpinning this section on online learning. It aims to better understand the complexities and nuances of the course object of study. Moving forward, this course may best be defined as fully online, as opposed to keeping the arguably artificial distinction between the pre-session task as online and the sessions as ERT. However, taking the context into account, it seems reasonable to keep this distinction at present, particularly when analysing and discussing the results. In fact, these results understood within the current context would be valuable, as exploring them and acting on them would potentially result in a 2021 revised online course if the institution wished to take that direction.

In this brief introduction to online learning, I would like to echo concerns around buzzwords used in the field; these include synchronous, asynchronous and hybrid/blended model. Online Learning, either in fully OL courses or blended ones, is gaining in popularity across different educational stages. After all, OL can offer benefits, such as learning without time or location limitations, potentially being a more communicative and personal method as it allows more introverted students to participate in a manner that is comfortable for them or even allows learners to become more self-directed (Cincinnati State Technical and Community College, as cited in

O’Neil al., 2013, p. 18). As acknowledged when adopting FL, OL may be fairly cost effective as well, since it removes the time and space limitations from an institutional point of view, thus, potentially being able to reach a larger number of tuition-fee-paying learners.

Considering how ERT has been a common response to COVID-19 in HE institutions, it seems that online or blended models are a trend bound to continue. Cambridge University stated that their 2020/2021 teaching is fully online (Mckie, 2020), and The University of Sheffield (The University of Sheffield, 2020) has adopted a blended model for the same time period. This popularity is not exempt from risks; among them is the above-mentioned issue with buzzwords surrounding OL. Similarly, Means et al. (2014, p. 32) warn against oversimplifications and taking research at face-value, thus showing a considerable gap between contextualised research results and enthusiastic advocates or promoters for profit of OL. An interesting example of this can be seen in the frequent association between OL and rich media. As Means et al. (2014, p. 33) explain, visual and verbal information are processed through different channels, and although learning can benefit from using both channels, the ability to process information is limited; simply explained, a clear and concise schematic diagram is as effective, if not more so, than overly elaborate audio-visual representations. Mayer’s (2008, p. 163) comprehensive study provides further evidence to this claim, showing that there are five principles (Table 7) that can improve learning, according to his meta-analysis.

Principle	Definition
Coherence	Reduces extraneous materials
Signalling	Highlights essential material
Redundancy	Avoids duplication (for instance not adding on-screen text to a narrated animation)
Spatial Contiguity	Presents printed words next to the corresponding graphics
Temporal contiguity	Corresponding animation and narration are presented simultaneously.

Table 7. *The Five Evidence-Based and Theoretically Grounded Principles for Reducing Extraneous Processing, as They Appear in Mayer (2008, p. 763).*

Note. These principles enhance learning when applied to multimodal instruction.

These principles are the result of Mayer’s (2008) extensive study exploring multimedia lessons. These principles aim to minimise extraneous processing (Mayer, 2008, p. 765).

This enhances learning by supporting the necessary cognitive process of learning in which the learner first selects the key information; second, organises this information coherently; and third integrates this new information with their previous knowledge. This is in line with Piaget's assimilation theory (1936), which states how new information and experiences are added to what the learners already know.

These principles are, therefore, essential to ensure that multimedia learning is congruent with the cognitive process of learning. These principles emanate from a science of multimedia learning (Mayer, 2008, p. 761). Multimedia learning is underlined by three key principles identified by Mayer et al. (2001, p. 190). First, it states that visual and verbal information is processed by two different channels. Second, it highlights how, in a given time frame, the amount of information that each channel can take is limited. Third, it shows how deep learning occurs as a result of the processing during the learning time. This processing is simply the result of the application of the above-mentioned principles: selection, organisation and integration of the information presented. The following figure (Figure 7) illustrates these processes.

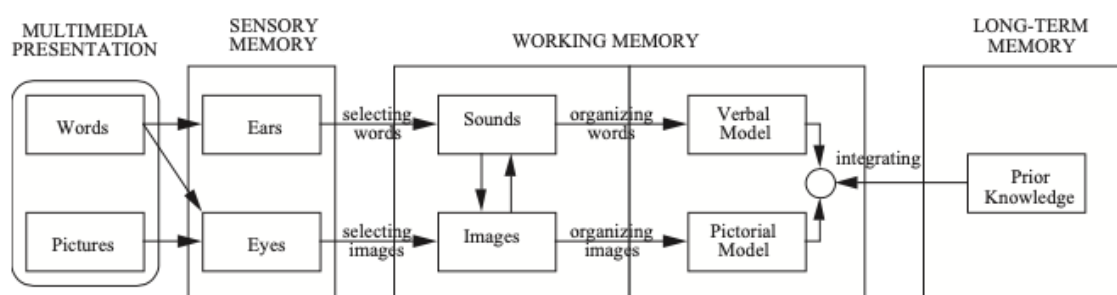


Figure 7. Cognitive Theory of Multimedia Learning as It Appears in Mayer et al. (2001, p. 190).

Note. This figure illustrates the learning process through multimedia models.

This cognitive approach to online learning offers an interesting springboard when exploring both students' (RQ1a) and practitioners' (RQ2a) perceptions of FL in the course object of study as the pre-task sessions are considered to fall under the OL category. After all, tasks themselves and usability are identified as key elements in FL engagement and perceptions (Yilmaz, 2017). Therefore, it seems reasonable to hypothesise that tasks congruent with the cognitive theory of multimedia learning (Mayer et al., 2001, p. 190) may result in a wider acceptance and satisfaction of the

method. It may even act as a booster for **identified regulation**; if the tasks are presented effectively and the learners can identify their benefits, they may contribute to enhancing students' eagerness to engage with the tasks. Hypothetically, learners could find enjoyment in completing these tasks due to their attractiveness and not just their perceived positive outcomes, thus moving towards **intrinsic regulation** and **intrinsic motivation**.

This section has explored theories underpinning OL in relation to tasks; this is due to the relevance for this study and its unique characteristics. However, further information on OL at both task and course level can be readily found in Means et al.'s (2014) comprehensive book on OL. It offers an excellent starting point to both research and practice on OL. It is worth noting that their context is not the UK as they are American-based. This is an important factor to take into consideration, particularly with practical applications of online learning. The following section focuses on these practical applications of OL with a particular focus on HE and SL learning.

2.3.2 Online Learning in HE

The previous section has highlighted the difference between online learning and blended learning. It has also been explained how the pre-session tasks of the course object of study are considered to be examples of OL, whereas the actual sessions could still be conceptualised as ERT, even if this thesis uses OL for the ease of the reader. In that line, Means et al. (2014, p. 10) insist on distinguishing between fully online and blended. This distinction is reflected in the research with studies focusing on one mode or the other. Broadly speaking, Means et al. (2014, p. 46) identify four trends regarding the use of OL in HE. First, 'self-paced, adaptive instruction and competency-based learning' is identified. The rationale behind this type of course is that the system uses information to tailor the learning experience to the students. Interestingly, these types of courses are working under the assumption that students in HE are mature and more motivated and can, therefore, take agency of their learning without relying on the teacher (Means et al., 2014, p. 41). This is a very problematic assumption that once again seems to advocate for not making visible the underlying pedagogical principles. This has

been highlighted as problematic when embracing a social constructivist approach (Section 2.2.2.5) and it seems reasonable to hypothesise that relying on this above-mentioned assumption of what HE learners are like may result in disappointing outcomes. It seems that some underlying assumptions are based on a type of learner that is not necessarily the type of learner that is engaging with a course in HE.

The second trend identified is blended learning (Means et al., 2014, p. 46). Christensen et al. (2013) explain how this approach is appealing to HE institutions as it allows them to benefit from implementing OL without compromising the status quo. Means et al. (2014, p. 50) situate FL within this trend. Although, I would argue against the assumption that FL necessarily needs technology (see Chapter 1), this seems to be a popular approach in HE. In fact, the course object of study followed this model in 2019, and it was only the COVID-19 crisis that forced the whole course to be moved online. Third, the trend of 'learning analytics' is presented (Means et al., 2014, p. 51). They acknowledge that it is still in its early stages, but this approach could potentially help identify students who are struggling with the content, thus, adjusting the learning and teaching to help learners meet their goals. The final trend identified is massive open online courses (MOOCs) (Means et al., 2014, p. 46). In the context of HE, these courses are open to the wider public and potentially increase HE institutions revenue.

Having explored OL trends in HE, I would like to conclude this section by briefly discussing the implications of combining OL and L2 learning. Although the literature seems to be scarce, Ushioda's (2005) research is essential to better understand motivation in this context. In this study, Ushioda (2005) explores motivation and attitudes in an L2 course delivered online, showing how students tend to be slightly more anxious about L2 learning online, yet learners' attitudes and motivation were fairly positive throughout the course. Another key finding from this study is how teachers implemented the course differently, creating a unique classroom environment, which directly affected students' motivation and attitudes not only towards L2 but also towards learning the L2 in an online environment. These findings are essential for the conceptualisation of this study as they highlight the importance of motivation in relation to L2 learning (RQ1), as well as the teachers' contribution to that motivation (RQ2a).

This section has explored relevant aspects of OL for this project. Particular importance has been given to learning as a cognitive process and OL and blended tasks and courses in HE. It is worth reinforcing the limitations of this section and highlighting that the information selected aims to further enhance the course object of study, rather than offering a comprehensive review of OL. In the following section, self-determination theory, and its potential to further enhance the exploration of FL in relation to motivation, will be presented. This is essential to better address RQ1c and RQ2c.

2.4 Theoretical Framework - Self-Determination Theory

In this thesis, it has been explored how, for FL to yield positive results, students need to embrace the method. By doing so, they are then expected to complete the pre-session tasks, thus being able to actively engage in a collective discussion under the guidance of the teacher. The critical review of the literature has also revealed how the tasks and role of the teacher (RQ2b) can actively contribute to the success of FL courses (RQ1a and RQ2a). Therefore, it seems reasonable to argue that students' own disposition can be fostered, or even coached, towards a successful engagement with FL through key external factors, teachers and tasks. The idea of blurred boundaries between intrinsic and extrinsic motivation creating a motivation continuum, showing different shades of internal regulation (self-determination) and external control is a refreshing take on the traditional dichotomy subjecting extrinsic to intrinsic motivation (Dörnyei & Ushioda, 2013, p. 25). This idea is at the core of self-determination theory (Deci & Ryan, 1985; Ryan & Deci, 2000). Therefore, SDT seems to be an interesting starting point to consider FL in relation to motivation and further understand the perceptions surrounding this method. In this section, SDT will be explored, paying particular attention to the characteristics underpinning this theory that make it suitable for this study. Second, I will explore how SDT can be used in education by providing theoretical background and briefly discussing previous studies using SDT; studies within the field of SLA will be given preference due to their thematic importance for this thesis.

2.4.1 Self-Determination Theory: An Overview

Self-determination theory attempts to reconcile seemingly antagonistic viewpoints within psychology. On the one hand, SDT postulates that humans have an innate tendency towards a holistic self-regulation and internal organisation, what Angyal (1963, as cited in Deci & Ryan, 2004, p. 5) refers to as autonomy, and a tendency towards integration with others, what Angyal (1963, as cited in Deci & Ryan, 2004, p. 5) refers to as homonomy. This is in line with organismic metatheories (Deci & Ryan, 2004, p. 5). On the other hand, it also postulates that this integrative tendency is supported by external and specifiable factors that can enhance or deter this process, more in line with post-modern, cognitive and behavioural theories, which are non-organismic ones (Deci & Ryan, 2004, p. 5). Therefore, SDT proposes a dialogical approach in which personality integration and psychological growth is seen as a dynamic potential requiring identifiable external conditions (Deci & Ryan, 2004, p. 6). From a foundational point of view, SDT ambitiously unites both underlying perspectives within psychology by presenting a construction of the self that is both inherent and dynamic.

It is worth highlighting how SDT has evolved as four mini-theories (Figure 8) covering different aspects. They are all underpinned by the dialogical and organismic principle discussed above, as well as the aforementioned psychological needs, which are essential in the learning process (Deci & Ryan, 2004, p. 9).

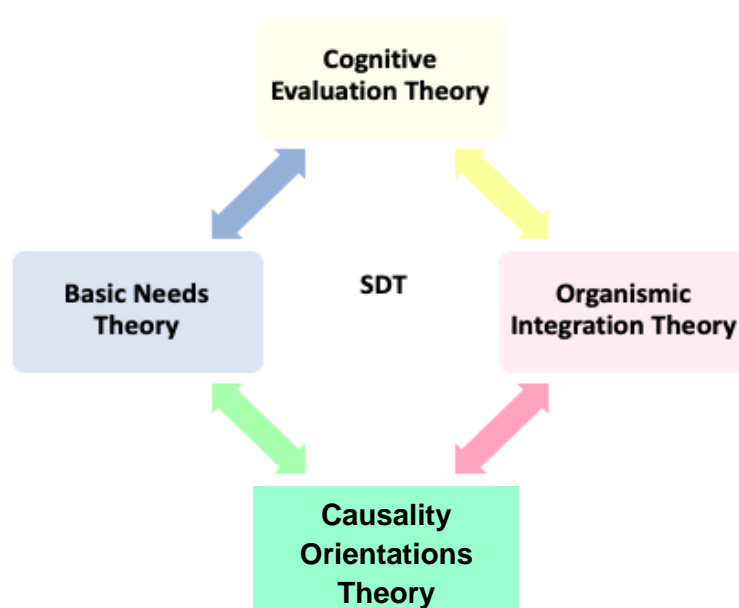


Figure 8. The Mini-Theories That Constitute SDT.

This seemingly unorthodox approach to generating theory is the result of an inductive approach in which relevant areas were researched, leading to the construction of mini theories (Figure 7) resulting in hypothesis (Ryan & Deci, 2002, p. 9). As Ryan and Deci (2002, p. 9) explain, they are integrable and logically coherent as they share basic underlying assumptions and approaches. Cognitive evaluation theory (CET) looks at contextual elements and their relation to motivation. Organismic integration theory (OIT) looks at extrinsic motivation in relation to autonomy. Causality orientations theory explores individual differences towards the social environment. The basic needs theory explores how well-being is related to motivation across cultures. To provide the necessary theoretical framework for this study, CET and OIT are explored in detail. This is in line with Noels et al.'s (2000) essential study on SDT in SLA.

2.4.1.1 Cognitive Evaluation Theory

Cognitive evaluation theory states that humans have three essential psychological needs (Ryan & Deci, 2002, p. 7), which are:

- **Competence:** relates to the students' need to feel they can successfully engage with a task
- **Autonomy:** relates to the students' need to engage with a task out of their own volition in a context that is meaningful to them
- **Relatedness:** links to the students' need to collaborate and communicate with others when engaged in a task.

These needs are presented as universal (Ryan & Deci, 2000, p. 232), something particularly relevant for my study due to the international nature of its participants. These needs are not only universal but also necessary for psychologically healthy individuals (Ryan & Deci, 2000, p. 229). According to Ryan and Deci (2000, p. 233) the need for autonomy and the need for competence have to be met in order to foster intrinsic motivation. Interestingly, competence alone is not sufficient if the sense of autonomy is lacking. In terms of relatedness, they acknowledge the role of relatedness at least as a 'backdrop' (Ryan & Deci, 2000, p. 233). Figure 9 shows how these three intertwined aspects result in intrinsic motivation.

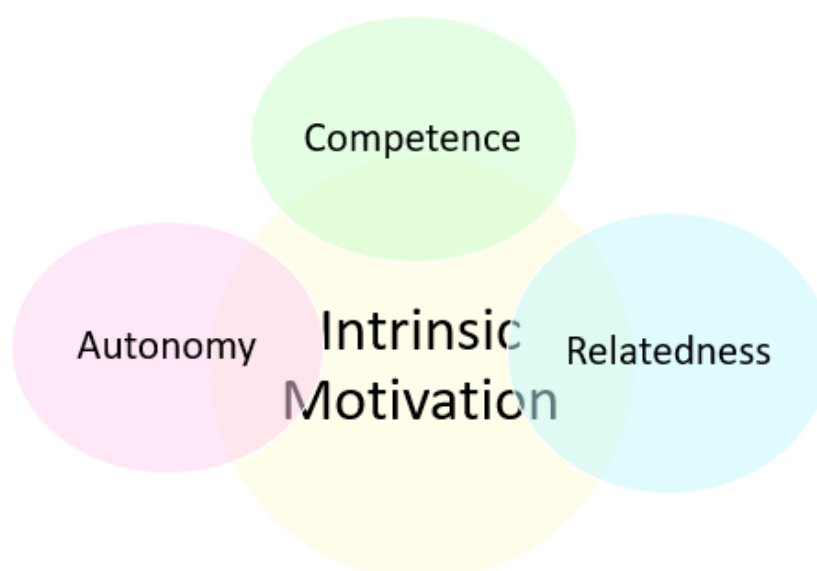


Figure 9. *The Necessary Elements for Intrinsic Motivation to Occur.*

Ryan and Deci (2000) define intrinsic motivation as resulting from engaging in a task due to its inherent rewards, that is, because it is perceived as interesting or enjoyable. Extrinsic motivation on the other hand, results from engaging with a task to either avoid punishment or obtain external rewards, for instance high grades. Based on these definitions, it can be seen how Ryan and Deci (2000) conceptualise motivation, both intrinsic and extrinsic, by involving rewards, not by being mutually exclusive and rejecting the hypothesis that intrinsic motivation is somehow within the individual. This distinction between intrinsic and extrinsic motivation is important because, whereas intrinsic motivation fosters learning (Ryan & Deci, 2000, p. 175), extrinsic motivation can negatively affect intrinsic motivation (Ryan & Deci, 2000, p. 173), thus potentially jeopardising learning.

Therefore, in light of the above, intrinsic motivation is desirable in learning situations. For intrinsic motivation to occur, the needs of autonomy and competence have to be met, as well as relatedness. Interestingly, Ryan and Deci (1985) further explore motivation, and lack of, in relation to regulatory behaviours, which are different depending on the perceived degree of autonomy and internalised motivation. This is the core of OIT, explored in the following section.

2.4.1.2 Organismic Integration Theory

I have already highlighted the idea of motivation being presented in a continuum in SDT; this constitutes the essence of OIT. Figure 10 shows the self-determination continuum with the different types of regulation and motivation (Ryan & Deci, 2002, p. 16).

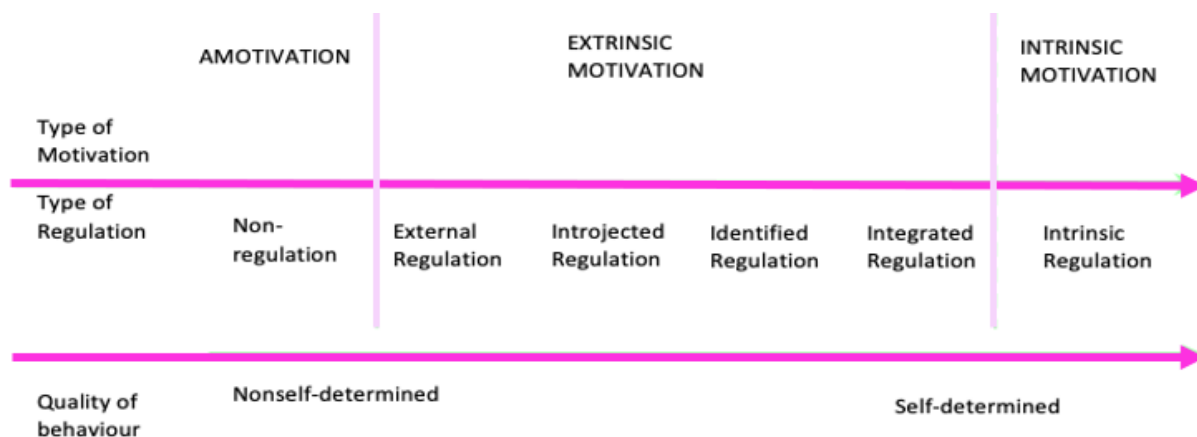


Figure 10. The Self-Determination Continuum With Types of Motivation and Types of Regulation, as It Appears in Ryan and Deci (2002, p. 16).

Note. This figure is particularly exploratory as it visually represents the concept of motivation within a continuum, as well as establishing the type of regulation and behaviour underpinning each of type of motivation.

On the left side of the continuum, there is **amotivation** which, as Ryan and Deci (2002, p. 17) explain, is the result of feeling unable to successfully cope with a task. This can be caused by three perceptions: lack of contingency (Rotter, 1966; Seligman, 1975); the task being out of reach (Bandura and Walters, 1977; Deci, 1975); or deeming the task, or its results, unimportant (Deci, 1975). Therefore, the learner neither values the activity nor shows autonomy. **Amotivation** tangibly results in students either refusing to engage with the task or going through the motions.

On the other extreme of the continuum, there is **intrinsic motivation** which, for Deci and Ryan (2004, p. 16) refers to the 'state of doing an activity out of interest and inherent satisfaction'. As has already been highlighted, the merit of this definition lies in the fact that it does not consider it to be 'internal' or somehow 'inherent' within the students, but rather emphasises the inherent pleasure as a result of engaging with a task. It is also characterised as a self-determined behaviour and as intrinsically

regulated. This means that self-determined behaviour has been integrated within the self and is supporting autonomy (Deci & Ryan, 2004). This type of intrinsic self-regulated and autonomous motivation fosters students' success in educational settings (Reeve, 2004). In this case the learner is fully autonomous and has fully internalised the motivation.

However, not all tasks will be intrinsically interesting for all students within their formal educational journey (Reeve, 2004, p. 182). This is where **extrinsic motivation** is placed. **Extrinsic motivation** is created by external factors, and it is generally believed to be less effective in the learning process. However, by supporting students' autonomy, extrinsically motivated behaviour can be internalised thus becoming a part of the self and a self-regulated behaviour. Deci and Ryan (2004, p. 15) further hypothesise that students could internalise regulations without them becoming a part of themselves. Therefore, depending on the degree of internalisation, or closeness to the self, the behaviour is then either autonomous but extrinsically motivated, or external and extrinsically motivated. Autonomous but extrinsically motivated behaviours are associated with positive outcomes and experiences, replicating some of the benefits of intrinsic motivation (Deci & Ryan, 2002, p. 18). This type of autonomous yet extrinsically motivated behaviour is known as **integrated regulation**. It is self-determined but instrumental as tasks are done due to an outcome that is not derived from the pleasure emanating from completing said tasks. Taking FL EAP as a hypothetical example, a student showing integrated regulation will actively and willingly engage with the course, and any of the extra tasks, because they are perceived to be essential for starting their HE journey. When an action stems from valuing a goal, it is thus accepted or personally important, and is known as **identified regulation**. For instance, that same student may show identified regulation by engaging with the course because it will allow them to be successful in their future academic studies. This student may not be interested in academic literacies but engages with them because of their goal of studying through English. The key difference seems to rely on the willingness, related to autonomy, in integrated regulation. However, as Noels (2001) explains, identifying the difference between integrated and identified regulation is challenging and advocates using the first three subcategories only. This is an interesting point that will be further

explored in the Methodology sections (Chapter 3) as this is the position this research takes.

Further in the continuum, **introjected regulation** can be found. This refers to taking in regulation but failing to identify with it. This type of extrinsic motivation can be the result of ego enhancement or avoidance of a negative emotional consequence such as anxiety. Taking the previous example, this student may complete the pre-session tasks to avoid feeling humiliated or 'losing face' during the in-class tasks. Closest to amotivation, there is **external regulation**. This type of behaviour is triggered by complying with external demands, much in line with Skinner's (1953) operant theory. However, Deci and Ryan (2002, p. 18) take this further and provide a more nuanced understanding of motivation. As they explain, when this hypothetical student is externally regulated, they may only complete the pre-session tasks if failing to do so results in a direct reduction of their grade.

Both CET and OIT offer an interesting theoretical framework to address RQ1 and RQ2 as they can help to better understand the role of these factors in L2 motivation. As Dörnyei and Ushioda (2013, p. 197) explain, this is a suitable approach to make motivation researchable. However, researching motivation can be challenging (Dörnyei & Ushioda, 2013, p. 199). This is not only due to the difficulties when operationalising motivation but also due to the different theories that strive to do so.

At this point, it is worth highlighting how SDT has been widely applied, particularly in studies exploring learner autonomy in the classroom (Dörnyei & Ushioda, 2013, p. 2; Sergis et al., 2018, p. 370). It is, in fact, its link to autonomy that seems to make this theory a very suitable candidate for understanding students' engagement with FL as a method (RQ1). Furthermore, Sørebo et al.'s (2009) study exploring teaching use of VLEs using SDT further contributes to the suitability of SDT to address teachers' responses to FL (RQ2). Crucially, Abeysekera and Dawson (2014) suggest that SDT can successfully be implemented as an analytical lens to explore motivation in relation to FL. Therefore, the strong tradition of SDT combined with its simple yet effective way of fostering intrinsic motivation (CET) along with its conceptualisation of motivation as part of a continuum (OIT) make SDT an exciting theoretical framework under which students' (RQ2) and practitioners' (RQ1) motivational attitudes towards FL can be explored.

2.4.2 SDT in Education: From Theory to Practice

After this exploration of SDT and its exciting potential for this study, I will now discuss foundational studies for this project that use SDT. In 2000, Noels et al. published their study exploring motivation in L2 learning, expanding on Deci and Ryan's (1985) conceptualisation of SDT. The aim of Noels et al.'s (2000) study was twofold: first, it aimed to assess both the validity and reliability of the SDT scale in the context of L2 learning; second, it aimed to explore the relationship between the types of motivation identified in SDT (see Sections 2.3.1.1 and 2.3.1.2) in relation to Clément and Kruidenier's (1983) four orientations. The first aim is essential for this research, and their positive results (Noels et al., 2000, p. 75) are a major contributing factor sustaining the hypothesis that SDT can offer insightful information when exploring the FL model. More recently, in 2018, Noels, among other prominent SDT researchers, published an interesting article on autonomy as conceptualised in SDT in relation to L2 learning (Lou et al., 2017). Although this study does not involve a practical exploration using SDT as a framework, it does make an invaluable contribution to using SDT by providing an interesting conceptualisation of autonomy. This article was a reaction to Lee's (2017) research in which a distinction between L2 and SDT conceptualisation of autonomy was discussed. According to Lee (2017), SDT conceptualises autonomy as a basic need, whereas L2 research conceptualises it as a capacity that needs to be developed. However, Lou et al. (2017, p. 211) argue that autonomy in SDT was misrepresented, and there were conceptual misrepresentations and skewed samples to support those claims. Lou et al. (2017, p. 212) expertly point out that learners' motivation to regulate their own learning process is an essential component overlooked in Lee's (2016) study. They provide ample support for this claim (Lou et al., 2017 p. 212); perhaps the most relevant one is Ushioda's (2011) claim that autonomous learning can only be developed when language learners have an actual motive to do so. This study is, therefore, relevant for this review of SDT in practice because it further expands on the concept of autonomy. This thesis aligns with Lou et al.'s (2017) study due to the strong theoretical underpinning behind their conception of autonomy.

Tanaka (2003) and Pae (2008) use SDT to explore motivation to learn Kanji and Kanji proficiency, and second language achievement, respectively, through the use of SDT.

Pae's (2008) study is very much in line with Noels et al. (2000), but it focuses on Korean learners. Although Pae (2008) highlights this as of great importance, as has already been discussed, the three basic needs are universal. Therefore, it seems reasonable to argue that Pae's results are relatively transferable due to the universal nature of the three basic needs. In that line, these findings support those of Noels et al. (2000). Tanaka's (2003) study shows how a higher intrinsic motivation results in a prediction of higher Kanji proficiency, whereas lower Kanji proficiency was predicted when significant introjected regulation was present. These studies are particularly relevant because they use SDT to explore proficiency and achievement. These studies seem to suggest that SDT can be used to explore the relationship between motivation and pre-lesson task completion.

Another interesting study using SDT is Sørenbø et al.'s (2009) exploration on teachers' future use of VLEs. Their study is among the first to use SDT in the context of teachers' use of learning technologies. Their findings show how SDT can be useful when predicting teachers' continuance intentions of e-learning (Sørenbø et al., 2009, p. 1177). The interesting application of SDT to gauge teachers' satisfaction with online learning offers an exciting steppingstone for this study to use SDT to understand how teachers engage with FL. Another fascinating study using SDT in relation to teachers' motivation and motivating practices within L2 learning is Muñoz and Ramirez's (2015). Interestingly, their study shows that while teachers acknowledge the positive effects of fostering autonomy, their teaching practice failed to evidence said beliefs. Considering this finding within a FL course reinforces the idea that teachers do play an essential role in promoting the necessary autonomy to complete the tasks before the sessions.

To conclude this brief section on previous relevant studies using SDT, I would like to highlight Sergis et al.'s (2018) research. This is the first study that uses SDT in an FL model (2018, p. 370). Their study adopts SDT as a theoretical framework to explore high school students' needs to sustain motivation in an FL model. They report a mostly positive impact, even with low-performing students. Their study played a significant role in the design of my own research as the course and theoretical framework are remarkably similar. However, the present study only focuses on international students at HE level. Another key difference is that the course explored in this research is taught

online. In the following section, I will provide a summary of this chapter, as well as some brief comments of a reflexive nature.

2.5 Concluding Thoughts

This section has aimed to explore the pedagogical underpinning of FL. The four pillars of FL (The Flipped Learning Network, 2014) were selected due to its wide availability. Those pillars may be the first point of contact with FL for practitioners and students who simply conduct an online search to find out more about this method that is quickly gaining in popularity. Therefore, I wanted to explore how these widely available conceptualisations of FL compare to educational theory. Based on this review, it seems reasonable to highlight that FL encompasses ideas from social constructivism. This analysis has also highlighted that FL depends on students completing the tasks before the sessions to be successful. This is linked to the specific RQs, while it also helps inform the overarching RQ.

The second main aim of this section was to find a framework that could shed light on why learners and practitioners would engage with the pre-session tasks and embrace the method respectively. SDT was presented as a suitable option not only due to its strong theory and impact in education but also as a result of having explored similar studies successfully applying SDT (Sørensen et al., 2009; Stylianou et al., 2018). This is particularly important when addressing RQ1c, RQ2b and RQ2c.

Third, OL has been explored in the context relevant for this study. Therefore, particular attention has been given to multimedia cognitive theory and its impact on task design (Mayer et al., 2001, p. 190). The difference between ERT and OL has been revisited and used to explain the uniqueness of the course object of study.

In this concluding section, I would like to acknowledge the limitations of this section as it could have addressed the design and implications of an online course, but they seem beyond the scope of this thesis. After all, the actual sessions are closer to ERT, and the pre-tasks sessions are closer to OL, as I have argued in this chapter, despite using OL as

an umbrella term for ease. This is linked to RQ2a and RQ2a as they aim to further explore how the sessions are perceived.

From a reflexive point of view, it is worth acknowledging that my own positionality and understanding of education has prompted the prominence of certain studies and theories. Through this selection and analysis of the literature, I have tried to acknowledge this and provide a rationale for the selection of works and approaches presented. To help me do so, I have kept a research journal in which I have annotated key points that have emerged throughout this process. I would like to briefly acknowledge three points that have shaped this critique of the literature (Figure 11).

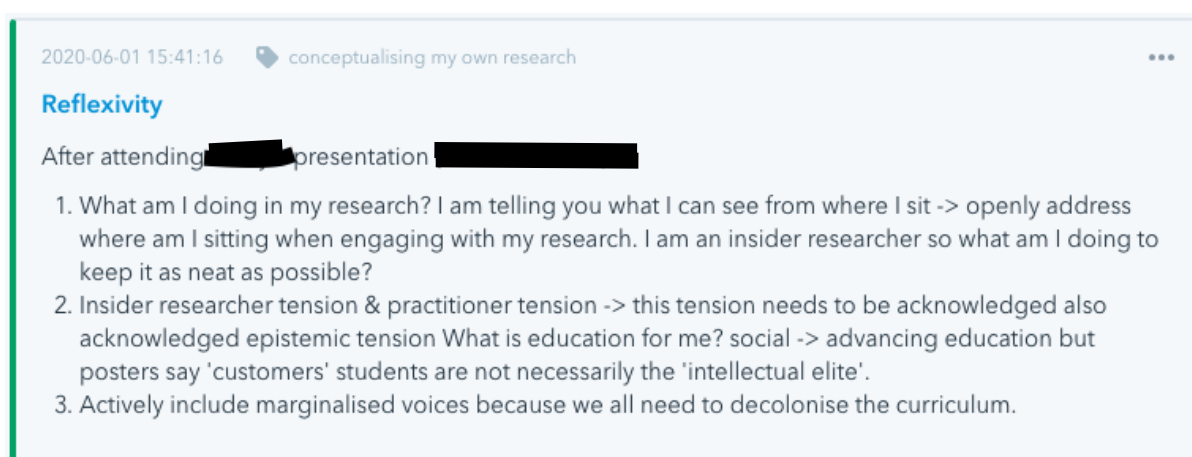


Figure 11. Research Journal Entry.

Note. This entry shows three points that were triggered by attending a presentation on someone else's research. It provoked a shift in my approach to the review of the literature and prompted me to openly question my own positionality so as to allow the reader to critically evaluate the information presented.

Figure 11 shows that I have aimed to acknowledge my own positionality (Breault, 2017) as an EAP practitioner in the institution object of study, an international student and a researcher. I have also encountered tension balancing the former two identities with my role as a researcher, and I have aimed to engage in what education ultimately means for me. I have aligned myself with a social understanding of education that benefits society and the individual, and this results in tension with a more neoliberal approach to HE, which I experience as a practitioner. Revenue is key for HE institutions, whereas my own positionality does not align with this conceptualisation of education. To conclude, I have actively sought to include different voices in this literature review. This last point

prompted me to join discussion groups on representation in academia, both within my home institution and online discussion forums such as 'I should be writing' with a particular focus on discussing womxn's and non-binary people's challenges when navigating academia.

Having addressed the key areas explored and having acknowledged my own positionality to allow an evaluation of the critique of the literature presented in this chapter, the following chapter will explore the methodology and methods underpinning this study.

3. Methodology and Methods

3.1 Introduction

Wellington (2015, p. 13) highlights how educational research is easily recognisable but challenging to define. Bassey (1999, p. 38) defines it as 'systematic, critical and self-critical enquiry which aims to contribute towards the advancement of knowledge and wisdom'. This definition is particularly relevant as it highlights the importance of conducting a systematic enquiry. This implies that a sense of order and structure, organisation and cohesion are thus evident throughout the process from the planning stages to the outcomes (Morrison et al., 2012, p. 5). However, the essential idea in this definition is criticality. This is particularly relevant because it encourages the researcher to question the paradigm, methods and even previous studies, while highlighting the necessity to challenge the researcher's own preconceptions and biases. It, therefore, allows the research presented to be open to scrutiny while showing how all stages in the research process are open to the researcher's reflections and revisions (Morrison et al., 2012, p. 5).

As Cray (1977, p. 331) notes, social and political concepts are essentially contested. In educational research, this controversy can not only be found in the difficulty to identify a single definition but also regarding one's choice of paradigm. An example of this contentious point can be seen in numerous authoritative texts (Cohen et al., 2011; Morrison et al., 2012; Wellington, 2001) reporting on the paradigm wars. This tension between positivism, claiming that there is one attainable reality relying on deductive logic, and interpretivism, claiming that reality is socially constructed (Bogdan & Biklen, 1998) resulted in the pragmatic paradigm (Gage, 1989). This paradigm rejects this dichotomy and advocates for an eclectic use of the most suitable research methods to address the proposed research questions (Kaushik & Walsh, 2019, p. 4). A fourth paradigm, known as the critical paradigm, is concerned with the idea of social justice. It aims to challenge oppressive structures by adopting a transactional epistemology, that is, research is co-constructed by both the researcher and the participants (Kaushik & Walsh, 2019, p. 35). Cohen et al. (2011) recognise four further paradigms:

- Post-positivism, recognising that there is an objective reality but advocating a pluralistic view of many realities simultaneously existing (Cohen et al., 2011, p. 26).
- Postmodernism and post-structuralism, two different paradigms which also challenge the idea of one single reality and carrying a wide range of interpretations (Cohen et al., 2011, p. 26).
- Complexity theory, the last recognised emerging paradigm (Cohen et al., 2011, p. 26), advocating the use of feedback, connectedness and emergency to explore the reciprocal interactions between subjects and their environment (Cohen et al., 2011, p. 28).

Fully exploring and understanding paradigm choices is more than an abstract academic exercise as these choices of paradigm directly affect the methodological conceptualisation of the research and the methods used to carry out the said systematic enquiries (Kivunja & Kuyini, 2017, p. 35). In that line, positivism has traditionally been linked to quantitative studies, whereas qualitative studies tend to be linked to the interpretivist or constructivist paradigms (Cohen et al., 2011; Kaushik & Walsh, 2019; Kivunja & Kuyini, 2017; Wellington, 2001). A thought-provoking yet potentially contestable difference between these two types of studies appears in O'Dwyer and Bernauer (2014, p. 5):

Qualitative research seeks to discover new knowledge by retaining complexities as they exist in natural settings, whereas quantitative research seeks to discover new knowledge by simplifying complexities in settings that tend to be more contrived.

This is an interesting distinction, not free of controversy, as the authors themselves acknowledge (O'Dwyer & Bernauer, 2014, p. 5), that highlights the intrinsic limitations related to the complex nature of qualitative research and the inherited limitations related to the restrictive requirements of quantitative research. The different nature of qualitative and quantitative studies is also reflected in the methods traditionally associated with each type of research. However, these differences should be understood as part of a continuum, rather than a clear-cut dichotomy (O'Dwyer & Bernauer, 2014, p. 267). Thus, within that continuum, it is perhaps easier to understand

the position of the pragmatic paradigm. As has already been highlighted, the pragmatic paradigm advocates for a less restrictive approach, thus adopting methods and instruments that are suitable to engage with the object of research. It is thus not surprising that the pragmatic paradigm tends to embrace a mixed-methods approach to research, combining instruments from both qualitative and quantitative studies.

Challenges in carrying out educational research are not confined to its multiple definitions or selecting an adequate paradigm with the necessary methodological scope to meaningfully engage with educational realities, they also include complex yet essential concepts such as reliability, validity (Wellington, 2001, p. 41) and trustworthiness (Lincoln & Guba, 1985); the latter has traditionally been linked to qualitative studies (Holliday, 2002; Paltridge & Phakiti, 2015). As Wellington (2001, p. 41) simply states, validity refers to 'the degree to which a method, test or a research tool actually measures what it is supposed to measure'. The simplicity of this definition sharply contrasts with the difficulty of completely ensuring validity in the context of educational research. As Cohen et al. (2011, p. 178) further elaborate, an inbuilt measure of standard error prevents complete validity in quantitative research, while the inherent subjectivity of the participants' responses in qualitative research results in a degree of bias. Arguably, the researcher could equally carry their own bias. This, once again, makes full validity unattainable. Therefore, validity is not seen as an absolute state but rather a point within the continuum (Gronlund, 1981, as cited in Cohen et al., 2011, p. 178).

As has already been discussed, validity can appear in many forms (Cohen et al., 2011, p. 178), and it is once again dependent on the paradigm and type of research conceptualisation. Interestingly, mixed methods studies can be perceived as needing their own validity requirements (Cohen et al., 2011, p. 198), with some researchers advocating different terminology. In that line, Onwuegbuzie and Johnson (2006, p. 52) advocate 'legitimation' and propose nine methods (Onwuegbuzie & Johnson, 2006, p. 57) to ensure it. The rationale behind such calls lies in the fact that the positivist notion of ensuring validity is not feasible, as has already been discussed. In that line, the term trustworthiness refers to ensuring that the research is credible, rigorous and good quality (Frey, 2018, p. 1729). Frey (2018, p. 1729) further elaborates how trustworthiness is

both an aim and a practice; it shows how the research and the results obtained are acceptable within the wider community. This trustworthiness is shown in the writing up process by displaying consistent transparency throughout the Methodology section (Frey, 2018, p. 1729).

The final controversial term briefly acknowledged in this section is reliability. Reliability relates to the consistency of results within a wide range of different contexts; thus, it is linked to the concept of replicability (Wellington, 2001, p. 43). As Cohen et al. (2011, p. 199) further elaborate, research conducted in similar settings offering similar results is, in essence, reliable. As with reliability, validity is traditionally linked to positivism (Cohen et al., 2011, p. 199) and both quantitative and qualitative studies have their own mechanisms to ensure it. This exploration of key terminology in educational research highlights once again how both the conceptualisation and design of the research have dramatic practical implications.

Therefore, broadly speaking, research paradigms are 'the lenses through which a researcher looks at the world' (Kivunja & Kuyini, 2017, p. 26). Thus, choosing those lenses has a determining impact on methods and procedures, and it is not simply a philosophical exercise lacking in practical repercussions in the research process. As a result, it is essential to carefully consider how the researcher understands reality and the most suitable location for the study within the paradigm continuum before embarking on educational research. This location of the research also provides integrated conceptual tools to understand and evaluate educational research, such as validity and trustworthiness. In terms of critically engaging with published research, a clear understanding of research paradigms will also facilitate its analysis and evaluation. Considering the above, this chapter aims to provide the essential theoretical and philosophical ideas underpinning this research while carefully presenting the context in which this research occurs. This chapter will only consider the elements that are necessary to understand the development of this project, as opposed to engaging in lengthy discussions over the nature of educational research. First, this chapter revisits the aims of this research and places them within its context. This is achieved by providing a summary of the research setting. Once the aims and context have been considered, the approach to research is presented. This lengthy section first explores

the context and conceptualisation of the research, and second, it focuses on the research design; this subsection is followed by an exploration of the instruments employed to collect data, and it concludes with an overview of the techniques employed to analyse the data. After discussing the approach to research, ethical considerations are addressed and followed by a concluding section in which the main ideas presented are revised, and a reflective note on the process of building this methodology is included.

3.2 Summary of Research Context and Research Goals

Chapter 1 highlighted how this study aims to enhance the understanding of perceptions when FL is adopted. It mainly focuses on students' engagement with the method, as well as exploring the underpinning motivational strategies accounting for the engagement with the pre-session tasks. It also explores teachers' perspectives on FL in an EAP course. The overarching research question is:

- Why would an OL/ERT EAP pre-session course benefit from adopting FL?

This study recruited participants from two online EAP pre-session courses that were taught OL and used FL. The decisions related to setting selection and sampling were made early in the research process (Cohen et al., 2011, p. 143). The institution selected is my place of work and the EAP pre-session was selected because, at the time of the research, it was the only course offered systematically using FL. As FL underpins this study, these courses seem to be a suitable choice.

At this stage, it seems essential to demonstrate how FL is implemented in the course object of study. As has been highlighted in Chapter 2, FL is difficult to define, and it is not implemented uniformly across institutions. As an analysis of the materials used will far exceed the scope of this thesis, I repurposed an interview with one of the course directors, Lester, to fulfil this requirement. Originally, this thesis included an RQ which sought perspectives from management, defined as course directors, course designers and team leaders. However, at the viva stage it was recommended to remove that RQ with its corresponding data to allow the pedagogic focus to be foregrounded.

Among the data collected, an interview with one of the three course director was carried out. This interview has been condensed in specific quotes that enhance understanding of how FL is enacted in ISS20. These quotes (Table 8) are only used to inform the context in which the research has taken place; thus, no analysis is provided. The reader is invited to explore this information to help contextualise the findings presented and analysed in Chapters 4–6.

Area Explored	Lester's Quote
Design Principles Informing the course	Because on the one hand there the essence of flipped learning as it is in in many ways, for example, in the Brinks-Lockwood book is that things are followed up. So, lower order skills in advance higher order skills in class, and well, in some things, the link is very clear. So, we have reading circles and seminars, where the, the preparation is reading a text and preparing for your role. And the seminar is watching a lecture and preparing discussion questions. Other lessons though, there might be there might be, for example, these lessons on paraphrasing, they are timed to be at an appropriate point of the course. But really, when a student puts that into practice, it's not necessarily in class, but it's actually independently because they're working on an extended writing task, which is part of their assessment, which they do independently, really. So, it is followed up, but not in this kind of clear before class and in class. So, in a way, that is not flipped learning as prescribed in certain books, but it still is this principle of, of having thing and what about is still a case of like, here's some his presentation of some lower order skills, and now you're going to apply it in a in a higher-level context (Lester, Pos. 97–98).
OL as a medium	They really like the interactive lessons. This sounds like a cliché, but the...these are young people they love using like computers or, or phones or devices. And so, to actually, in a traditional classroom, we're always having to tell your students put your phone away. And now they can actually use their tablet or their phone or their computer as part of their studies, which is great, because they, they love their computers and their phones and their tablets. So, they really, they like this interactive online element.
Transition to OL due to COVID-19	We went into lockdown because of COVID-19. And had to shift what we were doing to an online context and the fact that we had adopted flipped learning put us in such a good position, because we'd already taken one third of the course and put it online which meant that we had less to try and create, and while we hadn't particularly noticed it as being a problem, in the traditional classroom, where we have 20 hours of face to face classes, very, very much teacher led, I think, would have become very apparent in an online context, it's just too much live time, too much time sitting there, in the same way as like, maybe, maybe talk to your partner

	<p>here and there, but a lot of listening to the teacher and, and things which would have been tiring, too fatiguing to spend that much time, like 20 hours a week, looking at a screen and listening to the teacher. So that kind of moving to an online context, really. Even if it's not flipped learning, there needs to be variety. And the way the university is talking about it, the moment they talk about, they talk about asynchronous work as a way of, of having, managing, online learning, like some things are going to be live and some things are going to be asynchronous. So you got that flexibility. And I think that's essential. For trying to make online learning work having having variety and some flexibility. And yeah, if well, certainly for, like some kind of full time or intensive course such as preessional teaching online requires flipped learning really requires some way of having asynchronous content and flipped learning is, is a viable and, and proven and good way of making that work. So, I think that if we hadn't adopted flipped learning back in 2018, we would have, we would have had to have done this year, if we'd have the time to get our heads around it (Lester, Pos. 148).</p>
<p>Adopting FL</p>	<p>Firstly, I forgot to mention earlier, but when we were talking about how we were kind of forced into adopting, flipped learning back in 2018. To deal with the increasing number of students, what we found after the course, and I have used this method that I've used this metaphor elsewhere, is us adopting flipped learning has been a positive thing. And imagine that you drive to work, and then your car breaks down. So you start walking to work instead. And you find that actually walking to work is good exercise. It's, it's cheaper, it's better for the environment, and you enjoy it more. So then when your car in when your car gets fixed, you decide that walking to work is better in any case, and that's what we kind of found with flipped learning. Initially, it was it was a necessity but then we realized this is a better approach, I think, particularly for helping develop autonomy, and not having so much teacher led lessons with a teacher at the front explaining how to do this and explaining how to do that. So yeah, it wasn't just a necessity it's beneficial. And where we're exploring, applying flipped learning elsewhere. In the center, at the moment (Lester, Pos. 144).</p> <p>Well, to be honest, I kind of pride myself on the work that I have done. So back in 2018, when we first started adopting flipped learning, I remember saying to my colleague, we don't know what we're doing. And so, I went and found out and I went and read books about flip learning, task-based learning, andragogy. And I took what I discovered, and I applied it to the development work we were doing on the course.</p>
<p>Checking students'</p>	<p>One of the aspects of the way that our flipped learning works as well, we use Grade Center within Blackboard. The online lessons are created using storyline, but then embedded into Blackboard. And when a student completes a lesson they get, they can see their progress, and they get a green tick, to show that they have completed the lesson. So this is a game</p>

<p>engagement with the IC</p>	<p>element as well, the student can see and probably wants to make sure that they've completed all of their work for the week. So they've got they've done like they've done 100% of the course (Lester, Pos. 67).</p>
<p>Explicitly addressing FL with the students in the course</p>	<p>They do. And we've taken quite a deliberate approach with this. And we've used looped input. So, we have a topic for each week. So, for example, with the topic of week two is climate change, other weeks we have things like media inclusivity, sustainability, and the topic for week one is our approach to learning. So embedded within lessons are, so the introduction to reading is a comparison of a text about flipped learning. And I think another one about adult learners and being independent. The introduction to speaking is a video of me actually explaining what flipped learning is which students need to. So that's in the introduction to listening, as students listen to that. The introduction to speaking is some of my colleagues having a discussion about flipped learning, and then we analyse the discussion skills in there. And as the first writing task, we get students to write about the approach to learning on the course, which includes flipped learning, like being autonomous and self-directed, and using a less teacher-focused approach and more kind of like more task based (Lester, Pos. 56).</p>
<p>Explicitly addressing FL with the teachers in the course</p>	<p>Now it's quite smooth and I think 2020 was the third year that we used the flipped learning course, when we first introduced it in 2018. I think some teachers, a few, most teachers were the majority of teachers that first year were on board with it, and they were engaged. But we did get some, some frustration or negativity. And I think one of the key things was particularly for experienced teachers who might be familiar with how to teach certain things, if then, if you take that, that almost you're taking that away from them and putting it into flipped content. So, you can have some teachers felt a little bit denied of the thing that they were good at. So, for example, explaining how to paraphrase (Lester, Pos. 29).</p> <p>We did in 2018, and 2019, we provided sessions about flipped learning for teachers, and we even flipped it when we gave a reading on flipped learning to teachers to read in advance, and then we had a live session. Now, in 2020, I think that was something that was sacrificed. Because the nature of 2020 was that we had to shift to online teaching. And so we decided that we needed to spend orientation week making sure that teachers were comfortable using the software, which was Blackboard Collaborate so that they would be able to teach online. And we had several sessions devoted to that, including a couple of sessions of just literally try it out. Having each teacher to spend a bit of time practicing being a teacher, before they went and did this live, in front of students. And because of that shift in focus, there were some things that we usually do in that week that we sacrificed, and we didn't have time to do. And I think that a more general theoretical approach to flipped learning was something that was lost (Lester, Pos. 35).</p>

Table 8. Lester's quotes to enhance understanding of ISS20.

These quotes can provide a better understanding of the unique circumstances of the course object of study. Crucially, they allow contextualisation and understanding of the findings reported in this thesis. In Table 7, key information has been selected. However, worked quotes from the complete conversation can be read in Appendix X.

To better address the need to demonstrate how FL is implemented in the course object of study, I have included some annotated examples of the materials used in ISS20. It is essential to highlight that these materials are publicly available. Specifically, they have been retrieved from the BALEAP 2019 webinar⁹ on OL materials in EAP, delivered by the director of TEL at the ELTC, and two blog entries related to ISS20. While the first entry is part of the IATEFL LTSIG¹⁰ written by an ELTC TEL member of staff; the second one is a reflective account by a temporary ISS20 teacher. These sources have been selected because, despite their relative low reliability in general academic terms, they include authentic materials used in ISS20 and, as I have explained, are widely accessible. As a researcher, I would have required a new ethical form and to engage with primary data collection to meet this recommendation from the assessors. Thus, by including these samples, it is hoped that a clearer demonstration of how FL is implemented in this course is achieved while maintaining the focus of the research and my own integrity as an internal researcher.

Having addressed the purpose of including the following artefacts of evidence and their nature, I will comment on specific activities that appear in the IC content. Once again, it is essential to highlight that the LOTS are the steppingstones to allow the students to engage with the HOTS in the sessions. In figure 12 (Read, 2019), the distribution of content can be seen for week 3. It is interesting to highlight how in 2020, the AM and PM lesson would be ERT, whereas the FL content, also referred to as Interactive Content, would continue to be examples of OL materials.

⁹ The recording can be accessed at <https://eu-lti.bbcollab.com/collab/ui/session/playback>

¹⁰ This post can be accessed at <https://ltsig.iatefl.org/flipping-a-pre-sessional-course-manchester-showcase-preview/>

Overview of week 3
Enabled: Statistics Tracking

Week 3	Flipped Content	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
AM Lesson	<ul style="list-style-type: none"> IDL 2: Understand AWL 3 Pre-lecture: Fake News Lecture: Fake News Definitions and examples Academic Integrity Critical reading Paraphrase with numbers Paraphrase with synonyms and antonyms 	ARC2: Social media	Planning EW & time management	Reading, summary, note-taking	R&W Blank slot	Tutorials on TW, IC, EW title Reading/ Planning Workshop	<ul style="list-style-type: none"> ARC Text 3: Business TV Club Review quiz of week 3 Week 3 test EW research and reading - working towards plan
Study period	<ul style="list-style-type: none"> Introduction to the Extended Writing (EW) Presentations - main content and conclusion Presentations - description, analysis and evaluation Presentation task (document) 		Lecture: Fake News (Available Tuesday)	TEL Sessions	TEL Sessions		
PM Lesson		Listening skills: description and comment	Seminar: Fake news	Presentation: Media platform	Tutorials on TW, IC, EW title Reading/ Planning Workshop	Tutorials on TW, IC, EW title Reading/ Planning Workshop	
Study time							

Figure 12. Week 3 distribution of content for ISS19 (Read, 2019).

This figure shows how students have the opportunity to read about the topics and explore the ideas of the in-class sessions in the IC. Taking the lecture on Tuesday as an example, students can activate schemata. They can also watch the lecture at their own pace and as many times as they need, thus allowing them to take control in the learning process and facilitating differentiation. Figure 13 shows the activities that the students will complete before watching the lecture.

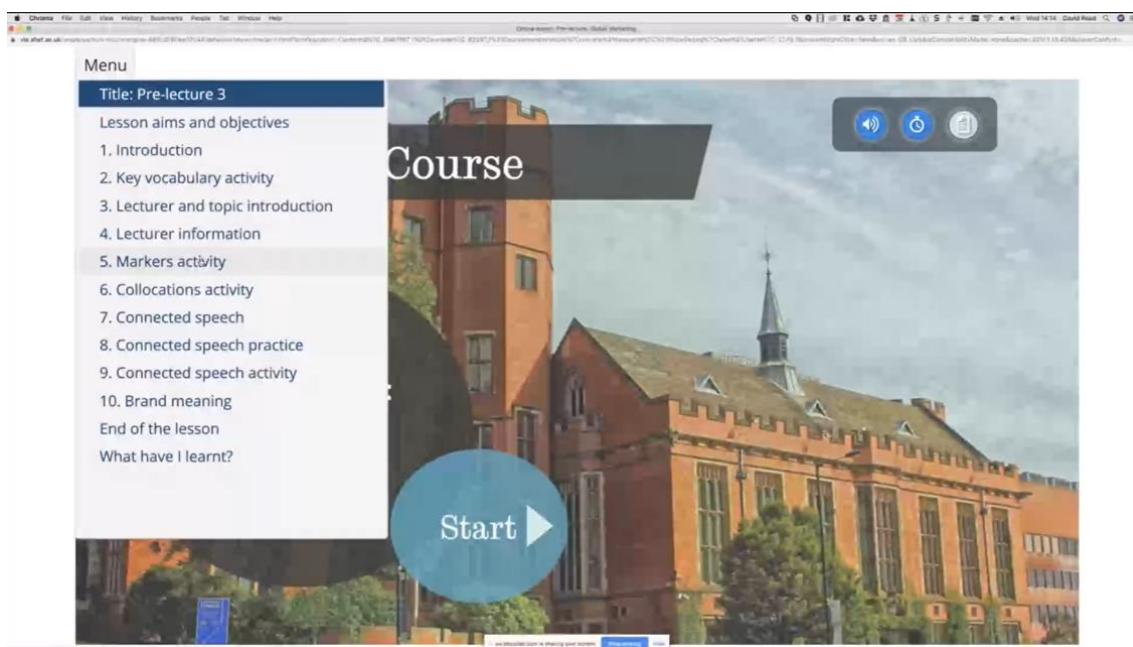


Figure 13. Content for the 'Pre-lecture' flipped unit used in ISS19 (Read, 2019).

As can be seen, students have the opportunity to explore the lexis, along with features of spoken language, to explicitly address the necessary LOTS to help them successfully

engage with HOTS in the sessions. It is essential that students successfully engage with the LOTS so that they can engage with the HOTS in the sessions. Below (Figure 14) it is possible to see how concept checking questions are performed in the OL environment.

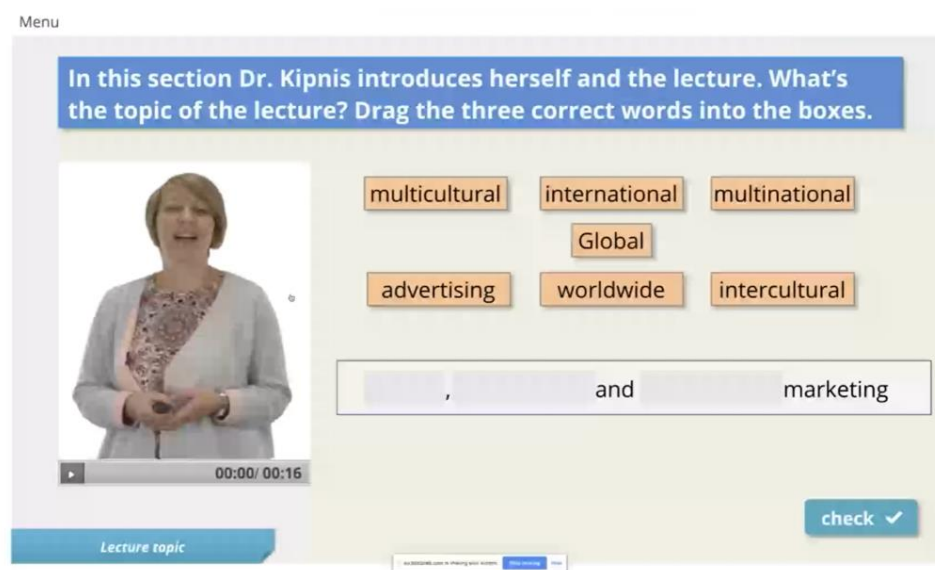


Figure 14. 3.3. Content and Lecturer Information. 'Pre-lecture' flipped unit used in ISS19 (Read, 2019).

As can be seen this task is checking for understanding (HOTS), which will then allow students to evaluate the content of the lecture in the sessions. They will be doing so by working with their peers while being supported by their teachers. As has been highlighted, ISS19 had already adopted FL and was already engaging with OL to introduce the flipped tasks. As Lester explained, the FL approach and IC were maintained in ISS20. Thus, making the examples selected and discussed in this thesis relevant for ISS20, the course object of this research.

The examples presented so far (Figure 13 and 14) help students develop their listening, a receptive skill, whereas the ones below help students develop their writing, a productive one. Figures 15 to 17 show how students explore independently the topic of academic integrity. Using a variety of OL techniques students start engaging with the topic. Once again, the tasks are related to LOTS, as students need to demonstrate understanding (Figures 15 & 16) or recognise whether the suggested activities are academically honest (Figure 17).

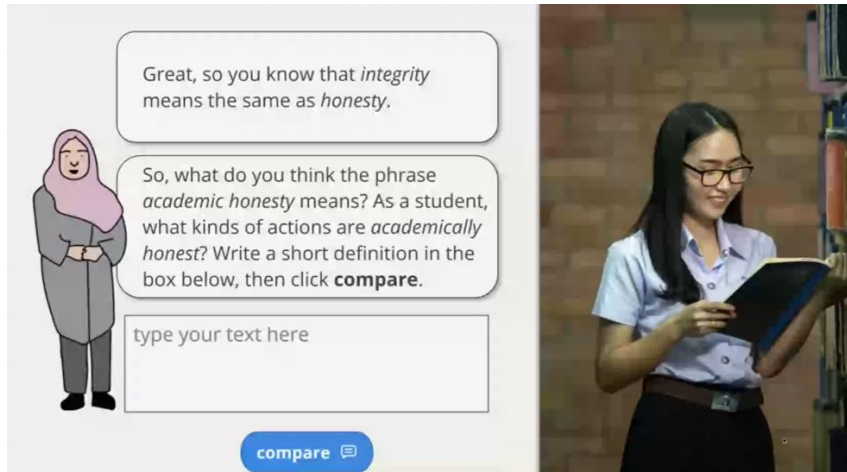


Figure 15. IC for the topic of academic integrity (Read, 2019).

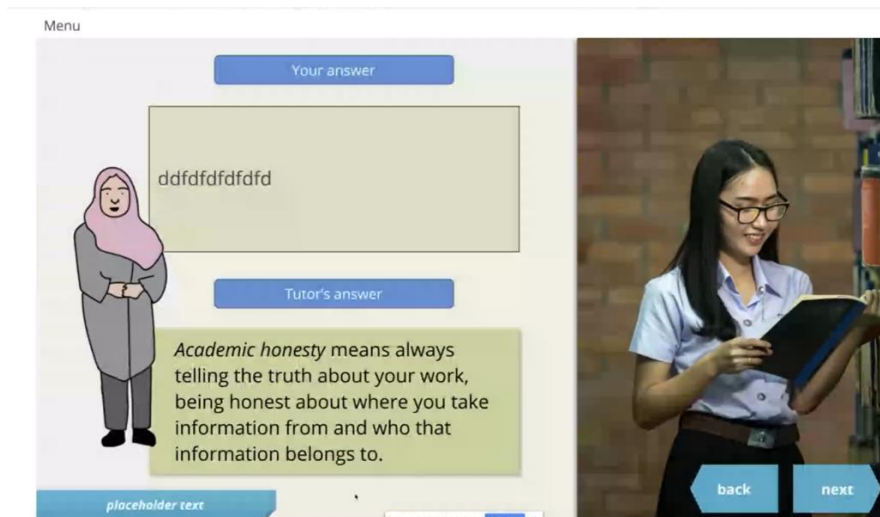


Figure 16. IC for the topic of academic integrity (Read, 2019).

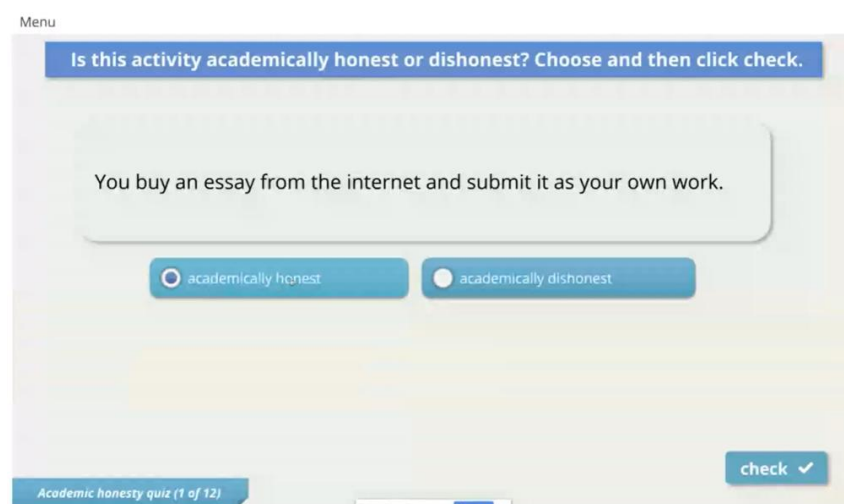


Figure 17. IC for the topic of academic integrity (Read, 2019).

The IC also helps students understand performative verbs, so that they can unpack the essay questions (Figure 18) or identify key features of reliable sources.

Drag the description to essay type.

Situation; Problem; Solution; Evaluation	Explain similarities and differences between two things or situations.
Discussion	State a position or preference; give reasons and supporting evidence for this position.
Cause and effect	Analyse a case; make recommendations for improvements; then reflect on their effectiveness.
Compare and contrast	Choose what you think are the most important aspects of something to describe and interpret.
Argument	Explain processes or series of events.

essay types check ✓

Figure 18. Screen capture showing IC content from ISS19 (Basarich, 2020).

Complete the table with the questions. Click check when you finish.

Can you trust the data used in the article?

Type	Content	Source	Time
Is the information up-to-date?	Is the creator a recognised expert?		

Useful questions check ✓

Figure 19. Screen capture showing IC content from ISS19 (Basarich, 2020).

Crucially, these examples show how students engage with LOTS (understand and identify) to then apply or evaluate in the sessions (HOTS). Figure 19 shows a slide used in ISS20 during the live, synchronous sessions. This warmer helps students transition into the HOTS in the session by revising together the information from the IC which included LOTS exploring the topic object of study.

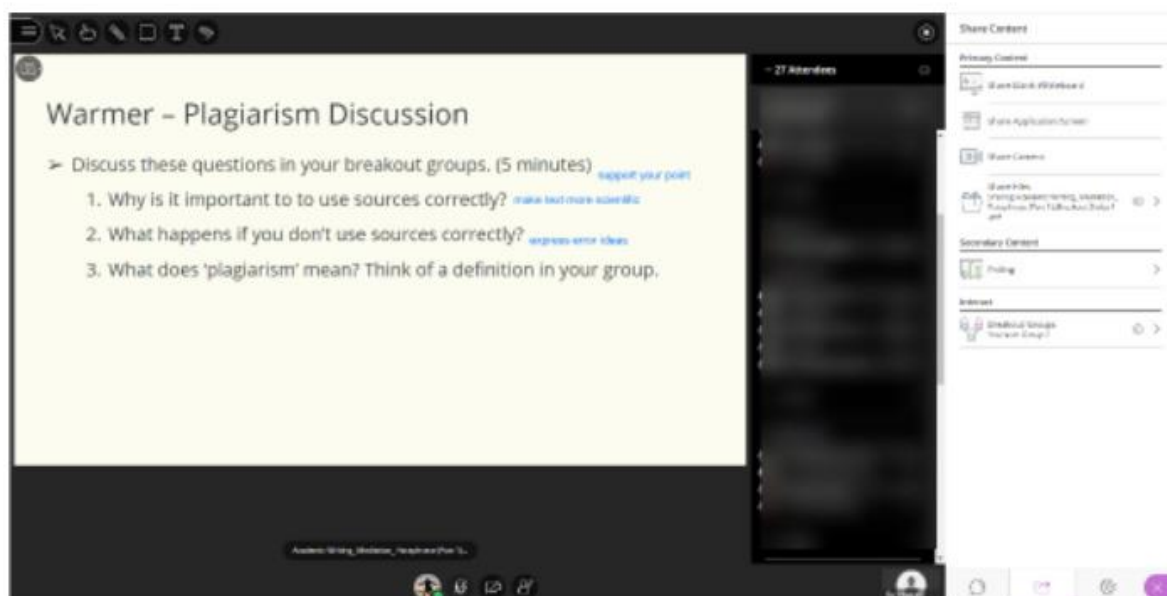


Figure 20. Screen capture showing the slides used in ISS20 (Longwell, 2020).

Similarly, the slide below shows how during the live, synchronous session, students collaboratively and with the guidance of the teacher take further the topics explored in the IC.

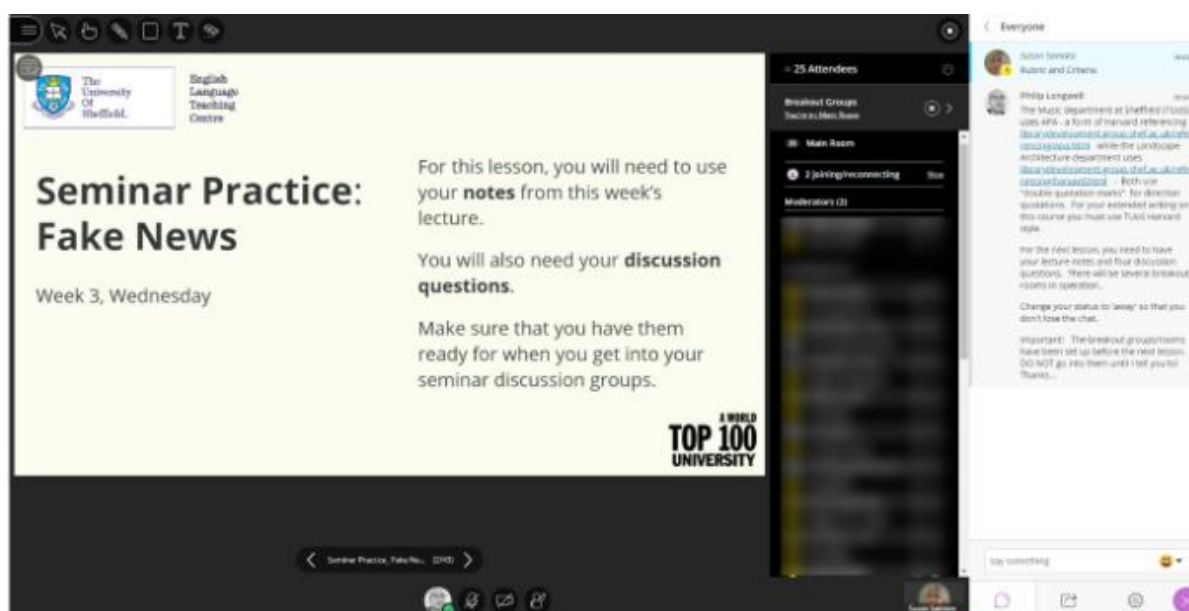


Figure 21. Screen capture showing the slides used in ISS20 (Longwell, 2020).

Thus, by including these publicly available, annotated materials from ISS20; along with the quotes by one of the ISS20 directors, Lester, it is hoped that a better understanding of the context of this research is provided. Taken together, these artefacts demonstrate how FL is locally enacted in the course object of study.

In terms of selecting my institution to conduct research, it is worth acknowledging the potential difficulties researchers may encounter when attempting to gain access to educational settings (Wellington, 2015, p. 120); thus, selecting my own institution allowed me to access potential participants. This advantage of insider research, along with understanding of local values and power structures, have been identified in the literature (Unluer, 2012, p. 5). In this case, familiarity with power structures was an advantage to navigate the ethical approval process, as well as the ability to communicate with colleagues to inform them of my research and their suitability to participate. As a member of the in-sessional team, rather than the pre-sessional team, I did not have direct access to potential student participants. However, this had a positive impact on avoiding potential role-conflicts (Humphrey, 2012, p. 573) as students were not made to feel that participating in this research constituted a course requirement. Thus, potential student participants were made aware of my research through a notice board in their student portal. The way potential participants were contacted for this study differed substantially from the pilot studied carried out in 2019. This is due to the restrictions imposed following the COVID-19 outbreak forcing educational institutions to move their courses online. Similarly, research instruments were affected by these restrictions. Originally, I had planned on using focus groups, however, I switched to semi-structured interviews as I felt online constraints may create difficulties in running a focus group, for instance because poor connections may cause interruptions. Furthermore, managing focus groups would have been more challenging in the OL environment, particularly in terms of turn-taking.

As can be seen, this research is an example of a case study. Specifically, this research uses the ISS20 courses as the case to be study. When exploring case studies, Yin (2009, p. 18) argues that the line separating the phenomenon and its context is blurred; therefore, the case study needs to be heavily contextualised. An alternative perspective is presented by Verschuren (2003, p. 123), arguing that a case study may not necessarily be tightly bounded by its context, thus suggesting that the nature of the case study is ambiguous. This study takes Yin's perspective (2009, p. 18) and agrees with Robson (2002, p. 178) that the case is analysed within a real-life context, usually employing a wide range of data sources. Therefore, this section aims to present the necessary context to engage with this project.

Another COVID-19 related alteration I would like to address before concluding this section is the role of the pilot study in this research. In summer 2019, I carried out one focus group with students to gauge my qualitative questions and two semi-structured interviews, one with a teacher and one with a team leader. The extreme change in

circumstances combined with a shift in my own understanding of researching motivation and embracing an SDT framework rendered the pilot fairly obsolete. This is the rationale behind not having a comprehensive section on the pilot, however, the pilot did provide some interesting quotes that I included in the teachers' questionnaire (Appendix V) and allowed me to have a first attempt at coding data, as I only used qualitative research methods for the pilot. This allowed me the possibility to explore different coding software and decide on MAXQDA as the most suitable for my study's needs.

To conclude, this section has briefly revised the goals of this research while thoroughly exploring the context in which it takes place. It is hoped that the implementation of FL in the course object of study is successfully contextualised to allow the reader to understand the results (Chapters 4–6) in context. This is essentially not only to ethically engage with the findings, as it is explained throughout this thesis, but also to allow the reader to understand how FL is implemented in ISS20. In the following section, I will explore how this research has been conceptualised along with the essential methodological considerations.

3.3 Research Approach

3.3.1 Conceptualising the Research

Having addressed the difficulties in conceptualising educational research (Section 3.1) and the specific context in which this research occurs (Section 3.2), I would like to explore a valuable framework to help design effective research in the social sciences. Saunders et al. (2019, p. 124) use the research 'onion' (Saunders et al., 2015, as cited in Saunders et al., 2019, p. 124) to achieve this goal. This diagram (Figure 12) helpfully shows in a clear and hierarchical manner the elements that inform research conceptualisation, as well as data collection and analysis. Although originally designed to be used within

the field of business, its merits have made this visually appealing conceptualisation widely used within the social sciences.

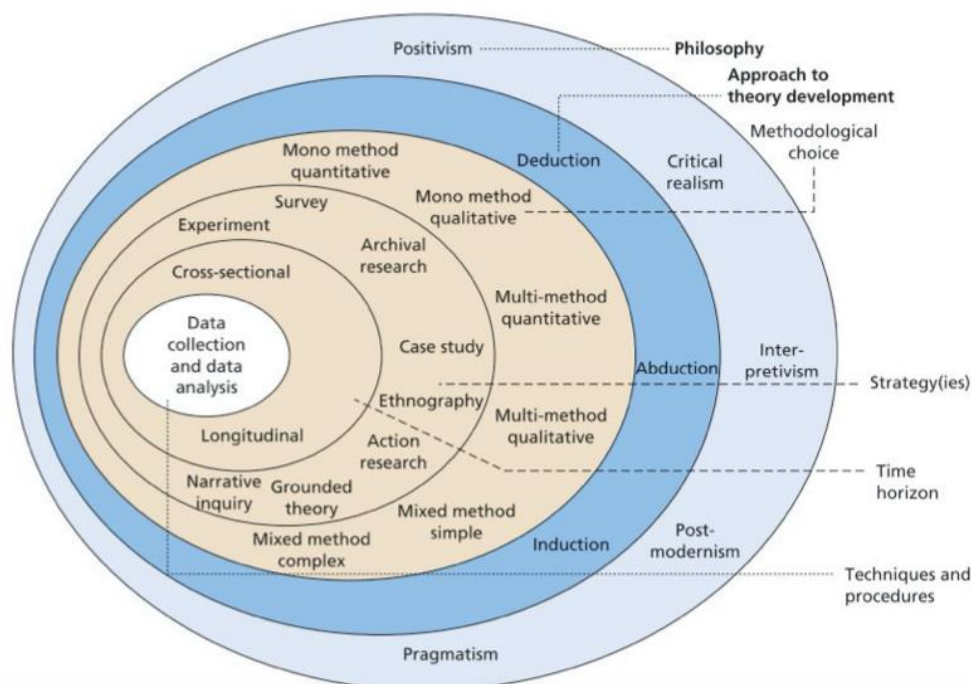


Figure 22. The Research 'Onion' © (Saunders et al., 2015, as it appears in Saunders et al., 2019, p. 124).

However, it is worth highlighting how **ontology**, concerned with the nature of reality; **Epistemology**, concerned with the nature of knowledge; and **axiology**, concerned with the influence and values of the researcher in the research process are excluded from this diagram. This can be problematic as understanding the researcher's philosophy is a key step to a robust design, as well as a key to interpreting and evaluating the findings. Therefore, in the following figure (Figure 13), an adaptation of the research onion diagram for my proposed study can be seen. In this version, ontology, axiology and epistemology have been added to the outside of the diagram to further enhance clarity. In the following section, I will explain the rationale behind the choices presented.

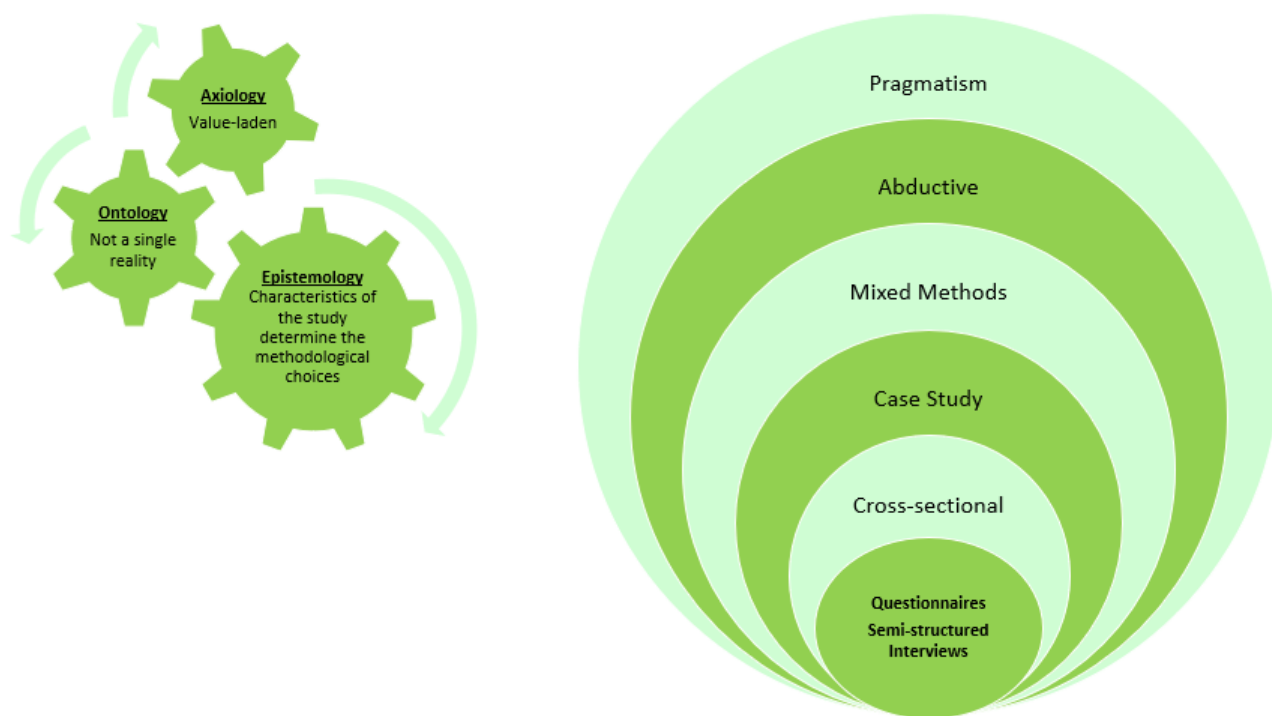


Figure 23. The Research 'Onion' © (Saunders et al., 2015) Adapted to Visually Present in a Clear Manner the Elements Underpinning This Research.

In **ontological** terms, this thesis aligns with the idea that each individual has their own distinctive and unrepeatable interpretation of reality; thus, there is not a single reality (Kivunja & Kuyini, 2017, p. 35). In terms of **epistemology**, I align with the position that the characteristics of a study dictate the method, allowing the researcher to decide how to best engage with it (Kivunja & Kuyini, 2017, p. 35). To conclude, although **axiology** has been briefly addressed in terms of positionality in relation to literature selection (see Chapter 2), at this stage, it seems necessary to highlight that this thesis acknowledges how the axiology is value-laden and aligns with the idea that research's aim is to benefit people (Kivunja & Kuyini, 2017, p. 35). In a similar vein, this thesis acknowledges the effect of the researcher on the object of study (Wellington, 2001, p. 100) and explicitly recognises the fact that 'the social researcher and the research act itself, are part and parcel of the social world under investigation' (Hammersley & Atkinson, 1993, p. 234). Having acknowledged this, it is worth discussing the role of reflexivity in this study. Payne and Payne (2004, p. 191) define reflexivity as:

the practice of researchers being self-aware of their own beliefs, values, and attitudes, and their personal effects on the setting they have studied, and self-critical about their research methods and how they have been applied, so that the evaluation and understanding of their research findings, both by themselves and their audience, may be facilitated and enhanced (Payne & Payne, 2004, p. 191).

As briefly mentioned in Chapter 1, this definition seems particularly fitting as it includes the idea of being self-critical while acknowledging how it can help to fully understand and engage with the research process and its results. However, as early as 1994, Halpin and Troyna warned of the dangers of overusing reflexivity resulting in a devaluation of qualitative studies. Similarly, Wellington (2001, p. 102) advises on including a brief and relevant statement, called the positionality statement, which can help the reader of the research navigate the information presented. As a practitioner and researcher, I have encountered several examples of this type of positionality statement. Frequently, the statements I have encountered have been presented as an added afterthought, without truly reflecting on how the researcher is influencing the research.

Therefore, my scepticism towards positionality statements has been reinforced by my own praxis, particularly when supervising master's students. During supervision, discussions on the importance of being reflexive and being open about the researcher's potential biases and the impact they have are frequent. However, oftentimes, I find a stand-alone section, positionality, which fails to truly engage with the researcher's bias and thinking process; this, once again, may reduce the positionality statement to a tick-boxing exercise. As I understand reflexivity, it should aim to help the researchers explore their habitus in Bourdieu's terms, that is, the researchers' beliefs and conceptual frameworks used to make sense of their world, as well as their dispositions towards it (Bourdieu, 1996). In the previous section (3.1), the critical nature of educational research has been highlighted; in that line, Bourdieu (1996) emphasises how recognising researchers' biases and prejudices is an essential requirement of a critical enquiry. It is also necessary to help read and assess the research at hand (Payne & Payne, 2004, p. 191) Therefore, in line with this conceptualisation of reflexivity, in this thesis, there is not a positionality statement per se but rather reflexive and explicit explorations on how my own thought processes thinking process and identity have

underpinned the decisions behind the construction of my research at every stage. They can be found as part of the Concluding Thoughts sections in each relevant chapter.

In light of the above, it seems reasonable to locate this study under the **pragmatic paradigm** (Cohen et al., 2001, p. 31). This paradigm is practice-driven (Denscombe, 2008, p. 280), which seems particularly fitting for an EdD study due to its intrinsic focus on praxis. Kaushik and Walsh (2019, p. 4) explain how pragmatism rejects the traditional dichotomy that objectivity and subjectivity represent, allowing the researcher to concentrate on different approaches to inquiry based on their ability to answer research questions. Kaushik and Walsh (2019, p. 4) further explain how pragmatism does not advocate circumventing philosophical arguments to complete research but rather highlights how meaning is context-dependent and cannot be separated from humans' needs and experiences, thus making it impossible to solve the broader philosophical arguments that nurture other paradigms. As Feilzer (2010, p. 14) summarises, the pragmatic paradigm evaluates research based on whether the results obtained were the ones that the researcher wanted to explore, as opposed to engaging in debates over quantitative or qualitative affiliations. The characteristics of research under the pragmatic paradigm, as identified by Kivunja and Kuyini (2007, p. 36), are summarised in Table 9.

Characteristics of the Pragmatic Paradigm as identified by Kivunja and Kuyini (2007, p. 36)

A rejection of the positivist notion that social science inquiry can uncover the 'truth' about the real world.
An emphasis of 'workability' in research.
The use of 'what works' so as to allow the researcher to address the questions being investigated without worrying as to whether the questions are wholly quantitative or qualitative in nature.
Adoption of a worldview that allows for a research design and methodologies that are best suited to the purpose of the study.
Utilising lines of action that are best suited to studying the phenomenon being investigated.
A rejection of the need to locate your study either in a Positivist (postpositivist) paradigm or an Interpretivist (constructivist) paradigm.
Seeking to utilise the best approaches to gaining knowledge using every methodology that helps that knowledge discovery.
Choice of research methods depending on the purpose of the research.
A search for useful points of connection within the research project that facilitate understanding of the situation.

Table 9. *The Characteristics of the Pragmatic Paradigm (Kivunja & Kuyini, 2007, p. 36).*

Note. This figure summarises the characteristics of the paradigm under which this study is located.

This table shows how these characteristics (Kivunja & Kuyini, 2007, p. 36) seem particularly fitting to the proposed RQs. Since they aim to explore how different participants experience FL and considering the pivotal role of motivation in relation to FL in this study, it seems reasonable to advocate an eclectic approach to the methods that are most suitable to explore these complex issues and their intrinsic relations. Furthermore, the multidimensional nature of this study, exploring perceptions from different participants, and the role of motivation make it essential to find a wide range of suitable methods to facilitate answering these complex questions.

Based on the above discussion, this study proposes an abductive approach to processing data as proposed by Reichertz (2004, p. 161). In his incisive chapter, he offers an interpretation of Peirce's (1931–1935, as cited in Reichertz, 2004, p. 161) work on

abductive reasoning in qualitative research. In this interpretation, abduction reasoning starts by considering the results, known quantities, and suggests 'a mental leap' (Reichertz, 2004, p. 162) to the unknown explanations thus uncovering new associations. Reichertz (2004, p. 163) further proposes the idea of an 'abduction friendly setting' (Reichertz, 2004, p. 163) to highlight the importance of the data, and the researcher's need to question prior knowledge to successfully adopt an abductive approach. This translates into my study in two main forms. First, categorisation of the data is future oriented (Reichertz, 2004, p. 163) as it can show prospective directions for the course explored to maximise the use of FL, as well as subsequent areas for research. Second, it embraces the nature of 'usable (re-)constructions' (Reichertz, 2004, p. 163) by proposing plausible explanations underpinning the findings, mainly informed by previous literature. However, as has already been mentioned, this approach advocates questioning previous published knowledge and my own knowledge as a researcher. In this thesis, this is made tangible by including a systematic comparison between the findings (Chapters 5–7) and the literature critically explored (Chapter 2) to reveal whether they align with previous constructions. Thus, contributing to the 'search for order' (Reichertz, 2004, p. 163) that characterises abductive reasoning.

The dynamism of abductive reasoning also allows the researcher to be actively involved in both data creation and theory generation (Kaushik & Walsh, 2019, p. 6). As Saunders et al. (2019, p. 145) explain, this approach enables the researcher to explore a given phenomenon to identify both themes and patterns. As this mixed methods research relies on thematic analysis (Braun & Clarke, 2006), it seems to be a suitable approach for this thesis.

This section has focused on the outer layers of Saunders et al.'s (2019, p. 124) research onion, as well as axiology, ontology and epistemology, to help situate this study within the wider context of educational research. Justifications underpinning these methodological choices have been provided. The following section will concentrate on the inner layers.

3.3.2 Research Design

Having explored the conceptualisation of this research in terms of philosophical stance, approach to theory development, as well as axiology, ontology and epistemology to help the critical understanding of this research, this section explores methodological choices, research strategies and time horizons in this study. This section not only explores the rationale behind these choices but also the potential limitations and how they have been addressed in this research. In line with the spirit of this chapter, this section aims to explore the essential theoretical background underpinning this research design, as opposed to engaging in a purely theoretical discussion of methods and methodologies, as this is beyond the scope and purpose of this thesis.

This section continues to follow Saunders et al.'s (2019, p. 145) research onion. First, the methodological choices are presented, followed by the research strategies adopted. It concludes with a brief overview of the time horizons essential to engage with this study.

3.3.2.1 Mixed Methods Approach

Mixed methods research (MMR) is increasingly gaining momentum among educators, particularly in the field of applied linguistics (Ivankova & Creswell, 2009; Riazi et al., 2014), as it fosters the seeking of answers to multi-layered research questions. This is because MMR allows researchers to combine different methods in a single study.

Tashakkori and Creswell (2007) define MMR as:

Research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program or inquiry (Tashakkori & Creswell, 2007, p. 4).

Despite the potential appeal of MMR, it was not until the end of the last century that it was widely recognised as a legitimate approach. This recognition, however, does not mean that there are no challenges when using MMR. The following table (Table 10) shows the most common issues associated with MMR as reported by Ivankova and Greer (2015 p. 67) in the context of research in applied linguistics. Addressing this issue is a necessary step to foster the design of a robust approach in this research.

Challenges of MMR	
(as reported by Ivankova & Greer, 2015, p.67)	
As identified by Creswell & Plano Clark (2011), Greene (2007) and Tashakkori & Teddlie, (2010).	As identified by Riazi and Candling (2014).
Differences in researchers’ epistemological practices related to quantitative and qualitative paradigms.	General lack of exposure or understanding of basic MMR concepts and principles.
The nature of true MMR research questions along with the unique aspects of MMR design and research analysis.	Tendency for the use of methodological procedures that do not always draw on the best of the MMR process.
Assessing quality of MMR studies.	Absence of clear MMR purpose statement.

Table 10. The Challenges of MMR (Ivankova & Greer, 2015, p. 67).

Note. This table summarises the challenges of MMR as identified within the literature and expertly reported by Ivankova and Greer (2015, p. 67). These challenges are important as they need to be addressed in the design of the study.

These legitimate concerns have been addressed in this study by actively engaging with published work on MMR and a careful examination of the procedures used to address the proposed RQs (see Section 3.2.3). Explicit links between the procedures and the nature of the RQs are highlighted in this chapter, as well as how different data sets can be used to explore the different dimensions of the RQs. Therefore, explicitly addressing the rationale underpinning every methodological choice in this project, as well as its relation to the RQs, aims to facilitate assessing the quality of this MMR study. In a similar vein, it is worth noting that this study has adopted MMR because it combines quantitative and qualitative analysis, as opposed to multi-methods research which combine two, or more, methods of analysis within a generic type, that is, either qualitative or quantitative.

A further reason underpinning the use of MMR in this study lies in the fact that it allows **triangulation**, that is, to contrast the results obtained by different methods (Ivankova &

Greer, 2015, p. 67). This is particularly relevant as this polyphonous study explores perceptions of FL from different angles. MMR also allows **complementarity**, that is, seeking clarification on the results obtained by different methods (Ivankova & Greer, 2015, p. 67). Specifically, in this study, the semi-structured interviews aim to enhance and clarify the results obtained from the questionnaires. The third main advantage underpinning this approach is **development**, which it is defined by Ivankova and Greer (2015, p. 67) as using results obtained from one method to foster the development of other methods. In this case, the semi-structured interviews were partially informed by the pilot study data. **Initiation**, that is, seeking to uncover new perspectives from one method using questions or results from another (Ivankova & Greer, 2015, p. 67), is another welcomed contribution of MMR to this study. This is particularly prominent in this study when addressing the aspect of motivation. Results from the questionnaires were used to further explore participants perspectives in the interview stage of the research. The last reason underpinning the suitability of MMR for this study is **expansion**. As Ivankova and Greer (2015, p. 67) explain, it refers to extending both the breadth and range of inquiry using different methods to address the different components of the phenomena researched. Expansion is at the core of this project as quantitative and qualitative methods have been used to explore different aspects of motivation and perceptions of FL (see Section 3.2.3, Data Collection, for a detailed account). The reasons so far presented to underpin the use of MMR in this study were originally identified by Greene, Carcelli and Graham in their 1989 seminal paper as the five main reasons to use MMR. Ivankova and Greer's (2015, p. 65) succinct summary of the said reasons has been used to explain why MMR appears to be the most suitable method for this research.

In this section, it has been suggested that combining qualitative and quantitative methods may be particularly appealing, not only in applied linguistics (Ivankova & Greer, 2015, p. 63) but also in educational research, as these methods' unique strengths can address different aspects of Bloom's taxonomy (O'Dwyer & Bernauer, 2014, p. 267). This interesting parallelism is proposed by O'Dwyer and Bernauer (2014, p. 267) who relate the qualitative tradition to the exploration of cognitive outcomes while relating the qualitative tradition to perceptions, experiences and values. Considering that juxtaposition, they further argue that the cognitive domain can be linked with the

quantitative tradition, whereas the affective domain can be linked with the qualitative domain (O'Dwyer & Bernauer, 2014, p. 271). The taxonomy was devised with the objectives being used in a complementary manner, rather than a hierarchical one, in order to explore different dimensions of learning and understanding (O'Dwyer & Bernauer, 2014, p. 271). Therefore, O'Dwyer and Bernauer (2014, p. 271) highlight the value of MMR when the RQs clearly suggest that different lenses are beneficial to address the different aspects of a study. Interestingly, this research aims to explore not only the perceptions of FL but also its relation to motivation. By allowing the quantitative and qualitative data to be intertwined, it is possible to gain a multidimensional understanding of the intricate relationship at play. Specifically, this study combines questionnaires and semi-structured interviews to explore the proposed RQs. Figure 14 illustrates the conceptualisation of this research under the concurrent Quan + Qual MMR design for this study.

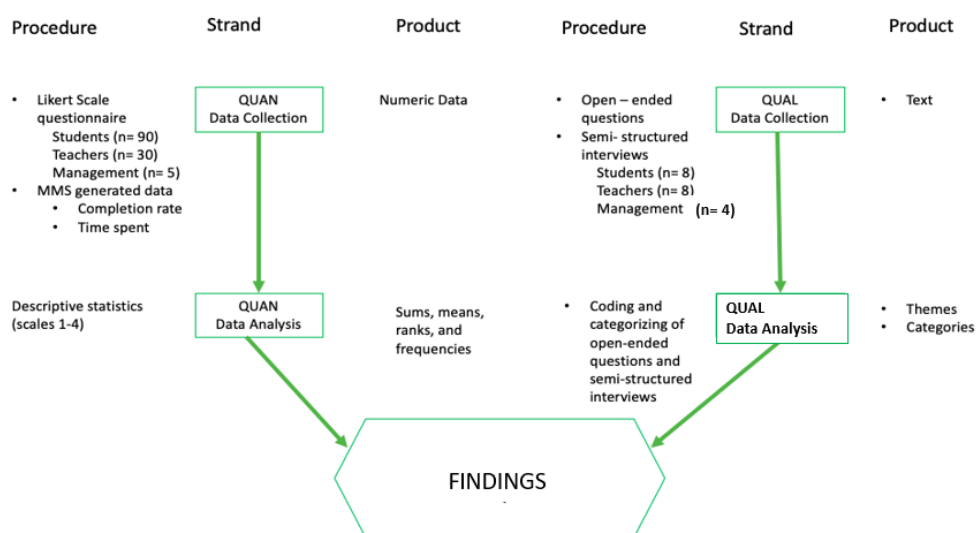


Figure 24. A Visual Diagram of the Concurrent Quan + Qual MMR Design Based on Ivankova and Greer's Design (2014, p. 77).

Note. This diagram shows how quantitative and qualitative data were collected and analysed concurrently. This allowed for an informed discussion of the data sets that resulted in the recommendations proposed by this study.

Therefore, this section has argued that despite the potential limitations of MMR and the issues encountered in the design of the research, MMR is a suitable approach to explore the multidimensional RQ that this study seeks to address. This has been suggested by exploring the five broad reasons underpinning the use of MMR as identified by Caracelli

and Graham in 1989 (as cited in Ivankova & Greer, 2015, p. 65). By aligning with O'Dwyer and Bernauer's (2014, p. 267) incisive proposed parallelism between Bloom's taxonomy and MMR, it has been explained how both qualitative and quantitative methods can be combined to further explore such multi-layered topics. In the following section, I will explore the research strategy used in this project.

3.3.2.2 Strategies: Case Study

Diving into the inner layers of the research onion, research strategies can be found. The strategy chosen for this research was the case study; this is particularly fitting within the pragmatic paradigm and MMR (Wellington, 2001, p. 164), thus helping develop a coherent study. As has already been highlighted, this research takes Yin's definitions of a case study (2003 p. 18) and consider the 10-weeks and 6-weeks preessional courses (ISS20) as the case object of analysis.

Stake (2005) identifies an essential distinction between intrinsic and instrumental case studies. At the initial stages of this research, I would have identified this work as closer to the latter, as it aims to advance understanding of FL through the study of ISS20, thus an external element to the case itself (Stake, 2005, p. 445). I hoped that this study would help better understand how FL is enacted and the motivational forces at play when students are completing the pre-session tasks. Similarly, exploring the impact that those forces may have when practitioners are asked to embrace this method would have further enhanced understanding of FL. However, due to the impact of COVID-19, this case study may arguably offer intrinsic value as it explores how the institution, practitioners and students navigated an ERT/OL preessional course using FL in the context of a global pandemic.

A further consideration proposed by Stake (1995) is the importance of detail when writing a case study; this is related to what he refers to as 'naturalistic generalisation' (1995, p. 85). He defines this as conclusions the reader draws vicariously through engagement with a well-written narrative. Thus, the case study requires a convincing final product to be seen as credible by the reader (Ely et al., 1997). Pearson Casanave (2018, p. 129) identifies this as a potential disadvantage of case studies. She echoes a

further criticism of case studies frequently appearing in the literature, and that is the issues of validation of case studies. As highlighted at the beginning of this chapter, validity and reliability are traditionally linked to quantitative methods, and their role (see Maxwell, 2013, or Morse et al., 2002), or lack of (Wolcott, 1990), within more qualitative methods is controversial. Similarly, Nisbett and Watt (1984, as cited in Cohen et al., 2011, p. 293) identify the difficulty of cross-checking a case study, thus, potentially being selective, subjective and biased. To address this issue, this case study has adopted what Pearson Casanave (2018, p. 127) describes as a realist or modernist position. This seems fitting for this study as it proposes a pragmatic paradigm allowing the needs of the research to underpin the methodological decisions. By adopting this perspective, this case study seeks to identify 'some grounds for distinguishing accounts that are credible from those that are not' (Maxwell, 2013, p. 122). Thus, biases in interpretations have been openly acknowledged (Pearson Casanave, 2018, p. 127) while providing the raw data to facilitate evaluating the analysis presented.

However, this is not the only issue with conducting a case study. The issue of lack of generalisability also appears widely reported in the literature (Cohen et al., 2011, p. 293; Pearson Casanave, 2018, p. 129; Wellington, 2015, p. 293). This research aligns with Mitchell's (1983, as cited in Wellington, 2015, p. 293) argument that despite the inability of a case study to lead to generalisations, it can lead to exploring them. In this research, how FL is implemented along with participants' perceptions may offer a valuable insight on what Kirk (2018) refers to as locally enacted pedagogies. In his insightful work, Kirk (2018, p. 22) explains how a wide range of approaches may underpin EAP programmes as well as the many different implementations that filter down in the different EAP units and more importantly in the different classrooms even within said units. Thus, it seems reasonable to argue that this study is in line with the exploration of locally enacted EAP. In his own study, he advocates the use of a case study approach (Kirk, 2018, p. 95) as it allows him to understand local enactment by exploring how materials were applied in the sessions while being able to elaborate theories suitable to address different contexts, thus rejecting the conceptualisation of 'statistic generalisability' (Kirk, 2018, p. 98) but rather advocating a more analytical generalisation. This study takes a similar approach to the issue of generalisability by providing the necessary context to understand the unique data generated while actively engaging with the wider body of

literature to explore potential analytical generalisation. It is worth noting that Kirk (2018, p. 98) approaches this issue through a critical realist framing in which Maton's (2014, as cited in Kirk, 2018, p. 98) legitimation code theory plays an essential role.

Having explored the limitations of the research strategy used and how they have been addressed, it is worth highlighting how a case study may be 'a step to action' (Adman et al., 1980, as adapted by Cohen et al., 2011, p. 292) as the insights provided may inform not only the institution but also practitioners. This is particularly relevant for this study as it may inform future courses while providing insightful perspectives to practitioners within my institution. Furthermore, case studies make the research process accessible to a wider audience (Adman et al., 1980, as adapted by Cohen et al., 2011, p. 292). As findings from this research may be beneficial for the institution in which the research was conducted, it seems reasonable to adopt an accessible research strategy.

3.3.2.3 Time Horizon: Cross-Sectional

This is an example of a cross-sectional study as all data was generated during a specific time (Sedgwick, 2014, p. 1). Specifically, potential participants were recruited towards the end of the preessional so that they could reflect on their journey. This is in line with similar studies exploring FL in HE as reported in Chapter 2 (see Sections 2.2.3.1 and 2.2.3.2).

3.3.3 Data Generation

Having explored methodological choices, strategies and time horizons, this section will concentrate on the techniques and procedures used in this research. It starts by exploring the use of questionnaires and their relation to the proposed RQs. It is followed by a comprehensive review of the semi-structured interviews and the computer-generated data used in this study. This section concludes with an exploration of the collection procedure.

3.3.3.1 Questionnaire

As Cohen et al. (2017, p. 377) explain, questionnaires are widely used in educational research as they provide useful numerical data that is relatively accessible for analysis. In this research, questionnaires were distributed to explore perceptions of FL to students (RQ1) and teachers (RQ2).

Questionnaires can also be distributed online, thus allowing respondents to complete them without the presence of the researcher (Cohen et al., 2017, p. 281). Thus, two appealing advantages favoured the use of this method in this research. First, the data obtained was able to be analysed by one researcher only. Second, using the same software as the university object of study to distribute the questionnaires (Appendix III, Appendix V and Appendix VII) helped address any potential technical difficulties participants may encounter (Cohen et al., 2017, p. 282). However, the data collected may lack flexibility, sophistication and breath of scope (Cohen et al., 2017, p. 377).

Incidentally, combining qualitative and quantitative research methods was essential to address these concerns. Questionnaires allowed me to analyse a wide range of responses in an effective and systematic manner, and semi-structured interviews allowed me to obtain rich data while providing a necessary space for participants to add areas not included in the questionnaire. As the questionnaires included closed questions, this was particularly relevant. In fact, I would like to highlight a note that one of the teacher participants left along with their email to be contacted for semi-structured interviews (Figure 15).

A screenshot of an email comment enclosed in a black rectangular border. The text is as follows:

██████████@██████████ I would like to be interviewed, in fact, without wishing to appear pompous, I think it will be an essential part of the Questionnaire design, I feel there are many issues with it, partly due I imagine to its software design limitations...

██████████@██████████

Figure 25. Comment on Research Instruments by Clarence.

As a novice researcher, this note triggered my concerns regarding my instruments. However, the semi-structured interview (Appendix X) revealed that Clarence's concerns were not related to the actual questionnaire distributed but rather to the inherent limitations of close questions 'which prescribe the range of responses from which the respondent may choose' (Cohen et al., 2017, p. 382).

Despite the arguably problematic aspects of close questionnaires, a thorough approach to enhance the reliability of the quantitative instruments used was followed in this study (Cohen et al., 2017, p. 379). To begin with, I decided on the suitability of this instrument considering the aspects explored already while being guided by the RQs. Second, I drew from the literature on using questionnaires (Cohen et al., 2017) as well as analysing previous studies on FL and SDT. Four studies were adapted to design the questionnaires (Appendix III and Appendix V) due to their relevance for addressing the proposed RQs underpinning this research. Those studies are Noels et al. (2000), Sergis et al. (2018), Sørenbø et al. (2009) and Wanner and Palmer (2015). A key advantage of adapting a questionnaire is that the items have been tested to research their objective. As a novice researcher, I found this reassuring, and it helped me better understand the process of creating a reliable questionnaire. Although these are published research instruments, available publicly, I did contact the correspondent author to inform them of my plans to adapt their instruments for my research as an acknowledgement of their authorship. The following stage involved adapting the items to the context of my research. To do so, I found Ólafsson's (2016) concise guide on adopting and adapting questionnaires, despite being aimed at comparative studies, particularly insightful, specifically, the importance of adapting the items to the context and the issues with adopting them to countries sharing the same language (p. 23), as meanings or references to the educational system may vary. One of the practical results of this was to adopt the same terminology as the course object of study, for example, the pre-session tasks are called interactive content (IC), so that is how they are referred to in both questionnaires and interviews. This was not the only linguistic adaptation as the questionnaire for student participants, and their letter, are written in a more accessible language to ensure comprehension, both in terms of obtaining reliable answers and in terms of ensuring their understanding of what participation in the research entails.

Notably, previous research was not the only source of data generation to write the questionnaires. I also carried out pre-pilots by discussing with teachers and course directors involved in the summer school their experiences of the course. The next step involved identifying the type of questions, scales and responses required. As has already been mentioned, Likert scales were predominantly used due to the degree of differentiation they provide (Cohen et al., 2017, p. 387). However, Cohen et al. (2017, p.

387) identify several issues with them. In this study, to avoid numbers having different meanings to participants words were used. Although they further argue that this issue is transferable to lexical items, I originally used a 5-point Likert scale, encompassing *completely disagree*, *disagree*, *neither agree nor disagree*, *agree* and *completely agree*, which avoided complex adjectives that may lead to misinterpretation, however, it would not have addressed the terms used may have different value to the participants.

To collect demographic information about participants, I used multiple choice questions. This is because I wanted to limit the answers provided to facilitate the processing of the data. For instance, students were asked about the faculty they would expect to join if they completed their course successfully (Appendix III). By giving them the options, I could quickly quantify how many students responded 'Faculty of Science'; had this been an open question, it would have allowed different spellings or answers referring to departments, rather than faculties, thus making the data impossible to compare. This was a decision made based on the small pilot run in 2019.

After a careful review of the finalised questionnaire compared against the RQs and the information I was hoping to obtain, perceptions of FL and the role of motivation in engaging with FL through a SDT lens, I needed to pilot the questionnaire. As I had not had the chance to do so in 2019, I addressed this by asking a clinical psychologist and a neuropsychologist, whose first languages are not English but who have an excellent command of it, to complete all questionnaires. This was extremely useful to test not just the readability of the questionnaire but also to identify potential issues at a more analytical level. They highlighted how an uneven Likert scale may result in participants opting for the middle option, thus making the results not as significant as they could be. This concern also appears in the literature (Cohen et al., 2017, p. 389). Significantly for this study, Cohen et al. (2017, p. 389) warn that this tendency to favour the mid-point in an uneven Likert scale like the one proposed is notably in East Asian respondents. As most of the student participants come from China, addressing this issue was particularly important. Thus, I abandoned the 5-point Likert scale and adopted a 4-point Likert scale (Appendices III, V and VII) consistently across the questionnaires. By doing so, comparison among the two questionnaires was possible.

To ensure the trustworthiness of the data collected and instruments used, I have drawn from previous literature and piloting the final questionnaire, albeit on a small scale. I have also sought expert advice on the design of my questionnaire and scales used. Finally, in this section, I have explicitly addressed the limitations of the research instruments used and decisions made, as well as how potential issues have been addressed (Frey, 2018, p. 1729). The purpose of this is to allow the reader to assess the research instruments adopted in this study and evaluate their suitability.

3.3.3.2 Semi-Structured Interviews

As Wellington (2015, p. 137) explains, interviews allow researchers to prompt and investigate unobservable things. Different approaches have been identified when carrying out semi-structured interviews (Wellington, 2015, p. 138). In this research, the interviews are closer to the 'conversation with a purpose' (Webb & Webb, 1932, as cited in Wellington, 2015, p. 138). Thus, the interviews were rather informal and, at times, involved a reciprocal exchange of views. In terms of structure, a semi-structured approach was adopted to avoid the rigidity of a structured interview while avoiding the potential issues of a completely unstructured interview such as lack of consistency and a stronger likelihood of discriminatory behaviour (Chauhan, 2019, p. 2). Semi-structured interviews allowed the flexibility to explore the topic and build rapport while ensuring that the areas relevant to address the RQs were explored. Thus, semi-structured interviews facilitated adapting existing questions to the participants and exploring new ideas that the participants included in their responses (O'Reilly & Dogra, 2017, p. 3). Crucially in this study, it allowed for language grading and differentiation, which was essential with some participants whose L1 was not English. In line with Newby (2010, p. 340), the semi-structured interviews yielded 'rich and deep' data. Although great care was put into brainstorming relevant questions, comparing them against the RQs as well as piloting them as per the literature guidelines (Cohen et al., 2017; Wellington, 2015), my role as a novice interviewer may need to be taken into account when evaluating this data. This is due to the importance of the skills of the interviewer, as frequently mentioned in the literature (Cohen et al., 2017; Wellington, 2015).

In this study, all semi-structured interviews were conducted online. This was as a result of COVID-19, with ISS20 taking place online, and teachers and students being in different countries, online interviews seemed to be the most sensible option. Hanna and Mwale (2017) warn against the 'glitchy nature of the Internet' (p. 286). This was not an issue in this research as participants used their internet connection and software regularly to engage with the course object of study. However, in the few instances that domestic interruptions did occur, they had minimal impact and could have occurred if the interviews had taken place in a public space, like a coffee shop. However, three key benefits were noticed, aligning with Hanna and Mwale's (2017, pp. 259–260) five advantages regarding the use of Skype in interviews. Specifically, interviews were scheduled with ease, and visual interaction was possible due to the use of cameras. Although not all participants agreed to recording the video, they all agreed to at least recording the audio, making the data easier to access.

3.3.3.3 Collection Procedure

As has already been discussed, the link to the questionnaire was made available to participants on the ELTC research platform, and it was also shared in their virtual noticeboard at a later stage. In the case of teachers, the link to the questionnaire was also shared via the work-social channel (GChat) in line with ethical guidelines. Incidentally, I was not allowed to use prospective participants' emails due to the ELTC's interpretation of GDPR guidelines; this may be the reason behind the low number of respondents. Thus, this was a non-probability self-selected sample comprising willing volunteers who met the criteria (Table 11). As the nature of this sample is non-representative, descriptive statistics have been used in the analysis.

Questionnaire	Criteria
Students (RQ2)	Required volunteers to be enrolled in ISS20 in either the 10-weeks or the 6-weeks course.
Teachers (RQ1)	Required volunteers to be teaching in ISS20 in either the 10-weeks or the 6-weeks course

Table 11. Participants' Criteria.

A paramount consideration when collecting data via questionnaires was the fact that respondents are not objects but rather subjects in the research process (Cohen et al., 2017, p. 389). Therefore, all two questionnaires (Appendices II, V and VII) started with a letter to the participant that carefully explained the purpose of the research and what participation entailed while highlighting the voluntary nature of participation. It was also explained how to withdraw and the stage at which it was possible to do. As confidentiality is essential in research, this letter also explained how the data was safely stored, protected by password and accessible only by the lead researcher, along with a detailed account of how anonymity would be ensured. It is also worth highlighting that participants' emails were not required to complete the questionnaire. In the case of the students' questionnaire, a more accessible synonym to anonymous was provided (secret) to guarantee that they understood how participation would be confidential, anonymous and non-traceable. This letter also included contact email addresses for both my supervisor and me. It was followed by a consent form marked as 'required', which stated that the participant had understood and agreed the letter along with the essential aspects of participating in this research. The following section offers a brief description of the participants who agreed to complete the questionnaire.

In terms of data collection using qualitative methods, the questionnaires were used as a first point of contact to potential participants. Respondents were asked whether they would be interested in participating in an online semi-structured interview of 20 minutes to discuss FL and its relation to motivation. If so, they were asked to leave a contact email. All respondents who left contact information were sent a further letter to participants and consent form (Appendices IV and VI) explaining the duration of the interview and reinforcing the anonymity of the data collected. Participants were also reminded of the process to withdraw from the research, if they wish to do so, along with a contact email for the lead researcher. Written consent for recording the interviews or audio was also sought. All interviews started with a review of the consent form as well as providing space for participants to ask questions. Checking that participants are willing to continue with each stage of the research process or 'process consent' is key in engaging with research ethically (Ellis, 2007). The following section offers a brief description of the participants who agreed to participate in these interviews.

In line with ethical guidelines, participants were reassured of the confidentiality and safe storage of the data. The sixteen semi-structured interviews produced a rich amount of data in the form of videos and audio recordings diligently transcribed with the help of otter.ai. Once the transcription was generated by the software, I revised and modified it when necessary while listening to the accompanying audio. Scripts were shared with volunteers who requested so. This included all student participants and three teachers. Sharing transcripts with willing volunteers helped to check for accuracy and actively involved participants as co-researchers, as they were given the opportunity to revise their words. No volunteer objected to the transcripts or wanted to withdraw from the study, which seems to indicate that they were pleased with the accuracy of the transcriptions. The software chosen to complete the analysis was MAXQDA because of the wide range of visual tools offered and ease of use.

To conclude this section, it is necessary to highlight that participants were asked to choose their own nom de plume, albeit only three participants took that opportunity. Unfortunately, in one case it was not possible to meet their request as it was a job description, rather than a name. The purpose of using pseudonyms is not only to protect anonymity (Lahman et al., 2015) but also to enrich the narrative, a key element in a case study as has been discussed. As a researcher, I found the process of assigning pseudonyms conflicting due to power implications (Lahman et al., 2015, p. 4) and potential cultural erasure (Lahman et al., 2015, p. 2). To find my concerns explicitly addressed in Lahman et al.'s (2015) article was reassuring and triggered the reflective process and considerations that underpinned the choice of pseudonyms in this research. First, I wanted to reflect the multicultural nature of the sample while protecting participants identity and origin. Second, I opted for reflecting in the pseudonyms the participants' self-identified gender. In line with the iterative nature of ethical research (Ellis, 2007), when sharing the transcripts with the participants, the pseudonym was included. Incidentally, no one raised concerns about the nom de plume either. However, one participant did comment on the choice and said they 'loved it' (private correspondence, 2020).

As has been highlighted in this section, all efforts have been made to ensure the voluntary nature of research participation while documenting the informed consent obtained at every stage, in line with the ethical guidelines.

3.3.4 Approach to Data Analysis

Having explored the instruments of data collection, I will now address how the different sets of data collected have been analysed in this study. This section starts by exploring the principles underpinning the analysis of the data set provided by the questionnaire, followed by the exploration of the principles informing the analysis of the data set provided by the semi-structured interviews. This section concludes with an exploration of how the different data sets obtained complement each other and can shed further light on the proposed RQs.

3.3.4.1 Questionnaires

The volunteer, self-selected sample obtained from the questionnaire distribution (Table 12) shows a relatively small sample. However, over thirty respondents answer the questionnaire for students and teachers thus meeting the threshold for statistical significance.

Participants	Total responses	Usable responses
Students	A total of 91 students, out of the potential 2,000 (Lester, course director, Appendix XI), completed the questionnaire.	One student failed to complete the consent form, so their answers were disregarded leading to a sample of 90.
Teachers	This self-selected sample was comprised of 31 participants.	However, one participant was discarded as they failed to choose only one answer per question. This resulted in a total sample of 30 teachers out of the potential 150 participants (Lester, course director, semi-structured interview, Appendix XI)

Table 12. Quantitative Sample.

Although participants are portrayed in detailed in chapters 4-5, the following tables (13-14) offer a brief overview of the quantitative sample.

Students – Quantitative Data Set			
Gender	Pre-Sessional Course	Future Faculty	Future Course
Female 63.7%	10-weeks 11%	Social Sciences 61.5%	Master's 94,5%
Male 33.0%		Sciences 25.3%	Undergraduate 2%
Prefer not to say 2.2%	6-weeks 89%	Arts & Humanities 7.7%	Take one year LOA 2%
Non-binary 1.1%		Medicine & Dentistry 1%	PhD 1%

Table 13. Students Quantitative Data Set

Teachers – Quantitative Data Set			
Gender	Pre-Sessional Course	Age Range	EAP Experience
Female 54.8%	10-weeks 54.8%	40-50 29%	7-10 years 32.3%
		50-60 29%	0-3 years 32.3%
Male 46.2%	6-weeks 45.2%	60+ 19.4%	3-6 years 19.4%
		30-40 22.6%	+ 10 years 16.1%

Table 14. Teachers Quantitative Data Set

These samples offer valuable information to explore RQ1 – Q2. Statistics offer information not only on perceptions of FL (RQ1a-b, RQ2a-b) but also on motivation, using an SDT approach (RQ1c and RQ1c). When analysing the quantitative data obtained, descriptive statistics were used. As highlighted, the paramount reason underpinning this decision lies in the non-representative nature of the sample. Descriptive statistics allow the data to be categorised and shed light on the sample; however, this approach does not allow for drawing presumptive conclusions (Allen, 2017). In this thesis, this means that descriptive statistics are not used to make inferences but rather to describe the data and help contextualise the qualitative data set obtained.

Incidentally, the rationale underpinning this analytical choice lies not only in the nature of the sample but also on the advantages that it offers. First, it facilitates assessing the quality of the data while highlighting anomalies (Loeb et al., 2017, p. 5). Second, it enhances the understanding of quantitative description (Trochim, 2020, Analysis section ‘descriptive statistics’). Even though these samples are relatively small (90 and 30) as numerous measures have been taken, descriptive statistics seem to be a

reasonable choice to analyse this data. As a novice researcher and being unfamiliar with quantitative methods, I sought guidance from the Mathematics and Statistical Help Service (MASH) available to researchers in my institution. Their feedback was instrumental in embracing descriptive statistics for the reasons discussed above.

The data obtained from the questionnaires were anonymised by removing the column with the emails from volunteers for the semi-structured interview and uploaded to SPSS, which was used to process the data. The rationale behind this choice is its versatility as a software package (Arkkelin, 2014, p. 3) and its user friendly interface. Specifically in this study, I have used the mode to highlight the most frequent answer to gain a better understanding on how FL, as implemented in ISS20, was perceived by the participants.

3.3.4.2 Semi-Structured Interviews

The volunteer, self-selected sample of volunteers (Table 15) is also relatively small yet provided rich data.

Participants	Total responses	Usable responses
Students	21 agreed to be contacted for a semi-structured interview, by providing their email following the questionnaire's completion.	Eight of them engaged with the semi-structure interview process.
Teachers	11 participants agreed to be contacted for this part of the research.	Eight of them engaged with the semi-structure interview process.

Table 15. Qualitative Sample.

Appendices III, V and VIII offer further demographic information on the usable responses. However, key information on the qualitative samples is included in tables 16-17.

Students	
Participant	Notes
Beatrice	Beatrice is a student on the 6-week preessional course. She comes from China and identifies as female. She hopes to study a master's degree in Global Journalism.
Marla	Marla is a student in the 6-week preessional course. She comes from China and identifies as female. She hopes to study a master's degree in Finance and Accounting.
Rhonda	Rhonda is a student in the 6-week preessional course. She comes from China and identifies as female. She hopes to study a master's degree in Education.
Brianna	Brianna is a student in the 6-week preessional course. She comes from China and identifies as female. She hopes to study a master's degree in Architecture.
Rebecca	Rebecca is a student in the 6-week preessional course. She comes from China and identifies as female. She hopes to study a master's degree in Finance and Accounting.
Omar	Omar is a student in the 6-week preessional course. He comes from Colombia and identifies as male. He hopes to study a master's degree in Applied Linguistics with TESOL.
Michael	Michael is a student in the 6-week preessional course. He comes from China and identifies as male. He hopes to study a master's degree in Engineering.
Preston	Preston is a student in the 6-week preessional course. He comes from China and identifies as male. He hopes to study a master's degree in Mechanical Engineering.

Table 16. Students Qualitative Sample

Teachers	
Participant	Notes
Relle	Relle marked her age range 60+ and her EAP teaching experience +10 years. She had never used FL before in her classes and currently teaches on the 10-week preessional course. Relle is a temporary summer school tutor, and this is her first International Summer School at the ELTC.
Naomi	Naomi marked her age range 40–50 and her EAP teaching experience 3–6 years. She has used FL before but only in ISS19 and currently teaches on the 10-week preessional course. Naomi is a temporary summer school tutor, but she is a ‘returner’; this means she has done ISS before. Crucially for this study, she has taught on ISS19, which already used FL.
Cedric	Cedric marked his age range 50–60 and his EAP teaching experience 7–10 years. He has used FL in his classes and currently teaches in the 10-week preessional course. Cedric is a temporary summer school tutor, and this is his first ISS.
Roland	Roland marked his age range 30–40 and his EAP teaching experience +10 years. He has used FL in his classes and currently teaches on the 10-week preessional

	course. Roland is a temporary summer school tutor, and this is his first ISS.
Clarence	Clarence marked his age range 60+ and his EAP teaching experience 7–10 years. He has used FL in his classes and currently teaches on the 6-week preessional course. Clarence is a temporary summer school tutor, but he is a ‘returner’ this means he has done ISS before. Crucially for this study, he has taught in ISS19, which already used FL.
Russell	Russell marked his age range 50–60 and his EAP teaching experience 7–10 years. He has used FL in his classes and currently teaches on the 6-week preessional course. Russell is a permanent member of staff at the ELTC who has taught in previous ISS.
Nerese	Nerese marked her age range 50–60 and her EAP teaching experience 7–10 years. She has used FL before but only in ISS19. Nerese is a permanent member of staff at the ELTC who has taught in previous ISS.
Marcia	Marcia marked her age range 60+ and her EAP teaching experience 7–10 years. She has used FL in her classes and currently teaches in the 6-week preessional course. Marcia is a permanent member of staff at the ELTC who has taught in previous ISS.

Table 17. Teachers Qualitative Sample

Crucially, this richness in data was not only related to the aims of this research project but also included invaluable reflections on the nature of online learning in general and the strategies employed by participants to build a strong sense of community. To fully explore this data and to keep the project manageable and within the confines of the RQs, the thematic analysis conducted was a theoretical thematic analysis. As Braun and Clarke (2006, p. 84) define it, a theoretical thematic analysis (TA) is more analyst driven as it is informed by the researcher's interest in the area, in this case, perceptions of flipped learning and motivation in an online EAP course. However, this theme evolved and became more refined with the actual analysis. This is in line with a more inductive approach. A further essential aspect of thematic analysis, as proposed by Braun and Clarke (2006, p. 79), is the rejection of the narrative of 'emerging themes'; themes are actively identified by the researcher. Thus, the themes are the result of the researcher engaging with the data and facilitating its comprehension by creating links (Ely et al., 1997, p. 205).

Due to the versatility of thematic analysis, it is essential to carry out an analysis in line with the theoretical frameworks and methods proposed in the research, as well as to openly acknowledge and recognise the decisions taken in the methodological and analytical process (Braun & Clarke, 2006, p. 80) Therefore, Braun and Clarke's (2006) comprehensive guide to TA not only contributed to keeping the project within the RQ boundaries but also informed the thematic analysis of the interview responses. In this section, I will discuss the specific approach taken to coding and analysing the data. By doing so openly and transparently, I hope to facilitate the evaluation of my research (Braun & Clarke, 2006, p. 80).

Before carrying out a thematic analysis, Braun and Clarke (2006, p. 82) urge researchers to consider several decisions and explicitly discuss them. These decisions range from defining a theme to the intrinsic difficulty of carrying out qualitative research. Table 18 shows the considerations Braun and Clarke (2006, p. 82) identify prior to embarking on TA, a brief explanation of them and, lastly, it is clearly stated how those considerations have been enacted in my own work. This is presented in the form of a table to enhance clarity and facilitate comparing my own approach to the recommended considerations proposed by Braun and Clarke (2006, p. 82).

Key decisions according to Braun & Clarke (2006, p. 82 - 85)	What does this refer to?	What does it look like in my research?
<p>What counts as a theme?</p>	<p>A theme reveals something key in the data in relation to the RQ (Braun & Clarke, 2006, p. 82).</p> <p>Themes convey meaning within the data sets and are organized in patterns (Braun & Clarke, 2006, p. 82).</p> <p>As TA allows flexibility in recognising themes and patterns it is essential to be consistent in this process and specifically address the importance of frequency in relation to the data set (Braun & Clarke, 2006, p. 82).</p>	<p>Themes were selected...</p> <ul style="list-style-type: none"> ● In relation to the RQs and how they answer them. ● Based on the trends identified in the literature review. ● Based on frequency within the data set ● Based on similarities and disparities within the three data sets. <p>For instance, 'workload' was thoroughly discussed by both teachers and students. This theme also appears in the literature. The combination of these two factors prompted me to specifically ask participants from the management category about this so as to enhance understanding of this theme from multiple perspectives. This illustrates how 'workload' is identified as a theme but also actively informed the interview process.</p>
<p>A rich description of the data set, or a detailed account of one particular aspect?</p>	<p>TA can provide a rich description of the entire data set or concentrate on a particular theme or themes. While the first option entails losing some complexity and depth it does provide a rich overall description (Braun & Clarke, 2006, p. 83).</p>	<p>My analysis is closer to a rich description of the data set informed by my research questions. However, this rich description needs to be understood within the gradient scale between both approaches. This highlights how my data sets could be coded for establishing rapport in an online setting, for instance. The data set is rich and further studies could exploit</p>

		<p>this same data in a different way. My analysis was limited by my own RQs constraints thus making it impossible to explore all the exciting potential themes that could be identified by asking these data sets a different set of RQs.</p>
<p>Inductive versus theoretical thematic analysis</p>	<p>Themes can be identified either inductively or deductively (Braun & Clarke, 2006, p. 83).</p>	<p>As my analysis is driven by my RQs is closer to theoretical TA. In line with Braun and Clarke's (2006, p. 84) understanding of theoretical TA, my coding was prompted by my RQs but as the above example with 'workload' illustrates, the questions evolve throughout my coding.</p>
<p>Semantic or latent themes?</p>	<p>Braun & Clarke (2006, p. 84) acknowledge that usually TA either focuses on the explicit (semantic) or the interpretative (latent) level. Whereas the former focuses on surface data meanings; the latter examines underlying ideas and assumptions.</p>	<p>My analysis is closer to a semantic level one and following Braun & Clarke's (2006, p. 84) understanding of the analysis, it involves from a description of the data (Chapter 4) into an interpretation of the data (Chapter 5). The purpose of this is not only to theorize on the implications and broader meaning of the data but also to relate it to the literature previously explored (Chapter 2).</p>
<p>Epistemology: essentialist/ realist versus constructionist thematic analysis.</p>	<p>TA can be used under different paradigms (Braun & Clarke (2006, p. 85). Therefore, it is the epistemology of the research that dictates the type of suitable TA.</p>	<p>In line with its pragmatic paradigm, this research takes a more essentialist approach. As this approach allows to theorize both motivation and experiences, the main object of this research, this seems the most suitable approach.</p>

<p>The many questions of qualitative research</p>	<p>Braun & Clarke (2006, p. 85) identify the following questions in qualitative research</p> <ul style="list-style-type: none"> • The project RQ • Questions from interviews • Questions guiding the coding and analysis of data 	<p>The RQ have informed the development of this project but they have also evolved and refined as the research took place.</p> <p>In the case of the interview questions, there were guiding points but due to their semi-structured nature, some questions are unique to some participants. It is also worth highlighting how data from the pilot, questionnaires and other participants informed and enriched the questions.</p> <p>In terms of coding and analysis, it is worth highlighting how, informed by all the previous considerations and in line with a more theoretical approach to TA, the RQs played an important role in guiding this process.</p>
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Table 18. Considerations That Braun and Clarke (2006, p. 82) Suggest Necessary to Ponder Before Embarking on TA.

Note. This table summarises the key considerations while explicitly highlighting their implications in the current research.

Braun and Clarke (2006, p. 86) also offer a step-by-step guide that informed my analysis process. This process followed a similar approach as Frith and Gleeson's (2004) research exploring body image and appearance in men. The latter article contributed enormously to my own analysis, despite the lack of links between our topics, because it is an excellent example of TA. My own process of TA in this study is summarised in Table 18. This table builds on 'The phases of thematic analysis' (as it appears in Braun & Clarke, 2006, p. 87, Table 19) and provides the necessary context to understand how the phases of TA were carried out in this research.

Phase	Description of the process	What does it look like in my research?
Familiarize yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.	Transcripts were firstly pulled out of the recorded interviews (both video and audio) by otter.ai. This rough transcript was then revised by the researcher and made as accurate as possible. It was decided to include hesitations and pauses in the transcript as they can help understand the participants' communicative purposes when detailing their experiences. The transcripts were printed out and, in paper format, highlighted and annotated with initial ideas. At this stage, it is worth highlighting that I coded the data sets according to the RQs. This meant that I coded and identified findings for teachers' responses, then students' then management. Once these findings from data sets were identified, I wrote up the analysis. At this stage, all data sets were compared and linked back to the literature.
Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.	Based on initial ideas the transcripts were re-read in paper format and then roughly coded. The analysis then moved into MAXQDA, using my rough codes as guidelines I coded the interview transcripts again in a more refined fashion.
Searching for themes	Collating codes into potential themes, gathering	In order to search for themes, I looked at

	all relevant data to each potential theme.	the coded interviews in MAXQDA. Thoroughly revising the interview data I collated relevant extracts under potential themes.
Reviewing the themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (level 2), generating a thematic 'map' of the analysis.	At this stage, I took a step back from the microanalysis of extracts and compared the themes and extracts with the entire data set. My goal was to check that my themes were congruent at both level one and two.
Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.	Going back to the data, I revised the themes and refined them. Renaming some of them and making sure that the coding and grouping under themes were done consistently.
Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.	The results of this phase correspond to Chapter 5 in this dissertation.

Table 19. Steps to Carry Out thematic analysis According to Braun and Clarke (2006, p. 84).

Note. The first two columns reproduce verbatim Table 1 as it appears in Braun and Clarke (2006, p. 84). The second column illustrates how those steps were carried out in my research.

This section has explored both the key theoretical considerations before embarking on TA and the guidelines proposed by Braun and Clarke (2006, p. 86) to successfully and rigorously carry out this type of analysis. This has been presented in the form of tables (12 and 13). The rationale behind this seemingly unorthodox approach is to allow the reader to critically examine the analysis process in this research; particularly, in relation to the guidelines identified as good praxis. Interestingly, one of the main criticisms of TA is the lack of transparency in the analysis; thus, stopping the reader from evaluating, comparing, synthesising or even replicating the study (Braun & Clarke, 2006, p. 80). Braun and Clarke (2006, p. 80) urge researchers to be transparent and clear when conducting TA to avoid this potential pitfall of TA. Therefore, these tables are my attempt to clearly and methodically make my TA as visible as possible.

Nevertheless, a lack of transparency in the analysis is not the only potential problem with TA. Braun and Clarke (2006, p. 94) advise against simply presenting the data and not actually engaging in an analysis. In this study, the data for each RQ has been presented along with the analysis. Achieving a balance between presenting the raw data, allowing the reader to assess the claims, while providing a clear and insightful analysis can be challenging when the above-mentioned presentation form is adopted. In this thesis, a thorough iterative process has informed and shaped this balance.

A second common criticism of TA is the use of RQs to report the themes (Braun & Clarke, 2006, p. 93). As Table 13 illustrating the identification of themes in this research was guided by multiple factors, and, as can be seen in Table 17, key considerations were taken into account to inform the TA. These tables also painstakingly explain the theoretical assumptions and thoroughly detail the steps taken in the analysis, thus responding to another common issue with TA as identified by Holloway and Todres (2003).

Despite the potential risks of carrying out TA, it seems to be a suitable option for my research due to its accessibility for novice qualitative researchers (Braun & Clarke, 2006, p. 97), like myself. In a similar vein, it produces accessible results (Braun & Clarke, 2006, p. 97). This is particularly important in this research as the findings will be shared with the researched institution, and it is hoped that they can contribute to the understanding and development of the course. A further positive aspect of TA is its flexibility as a method. This, in turn, aligns with my ontology, epistemology and general

conceptualisation of research under the pragmatic paradigm and MMR used in this study (Figure 13). Interestingly, TA can not only help identify unanticipated insights within the data (Braun & Clarke, 2006, p. 97) but also allows summarising of essential features of large data sets, as is the case of this research.

This section has shown how the different data sets obtained were analysed in this study. However, it is important to address how these different data sets interact with each other. It has been highlighted how tensions exist in relation to the combination of quantitative and qualitative approaches. However, the analysis of the data collected via questionnaires and semi-structured interviews in this research seem to complement each other and enhance the understanding of the object of study. The quantitative data provided an overview of perceptions of FL and the role of SDT in relation to FL (RQ1-3), whereas the qualitative data offered more intricate and close-up perceptions of those same areas. The data obtained in this research is similar to a kaleidoscope image (Figure 16).



Figure 26. *Calamity Kaleidoscope* (Hanley, 2011).

The image offered by a kaleidoscope is made of smaller figures, with their own complexity and shapes. They interact with each other creating a new, richer image. Similarly, quantitative methods seem to offer a general overview of the project and

qualitative methods a more detailed and focused area of the project. It is thus this combination of qualitative and quantitative methods which offers a rich insight into FL and motivation in ISS20.

3.4 Ethical Considerations

In this chapter, I have explicitly addressed ethical consideration at every stage of the research process. Similarly, I have also highlighted my condition of insider researcher and the measures taken to minimise any potential negative impact this may have, particularly, in terms of ensuring that participants engaged in the research process voluntarily. In this section, I will address the importance of ethically engaging with this research's findings, followed by some final considerations on my role as a researcher in relation to ensuring ethical research.

3.4.1 Ethically Engaging with The Results

The first issue to highlight is the fact that this self-selected sample was comprised of willing individuals, for the quantitative and qualitative methods. Cockburn (2013) talks about the challenges of researching less successful educators, as they tend to be less likely to volunteer for research. This is an interesting consideration when analysing self-reported data. The lack of objective confirmation of self-reported data is also echoed in the literature (Duff, 2008). However, in this study, quantitative and qualitative findings can be compared to further enhance trustworthiness and assess the results obtained. The limited sample size would advise against generalising the results obtained. As has been highlighted, findings of this case study may not be generalisable to the wider population (Cohen et al., 2017). Similarly, although the approach to TA has been documented, only one researcher was actively involved in this process (Deat et al., 2018). However, these findings may provide insights that would be useful in future implementations of FL or studies on SDT.

3.4.2 Ethical Researching as an Insider

Humphrey (2012) emphasises the sensitive nature of insider research, which is due to either perceived or material threats resulting in a skew in the published data, as well as the high likelihood of uncovering sensitive information. To protect the participants and the data, numerous steps were taken, as discussed in previous sections. However, it is important to highlight my status as a member of the in-sessional team and not the pre-sessional, which is the object of this study, this translated into students not being made to feel that they had to participate in this research as part of their course. Similarly, teachers were not working with me, thus allowing them more freedom when deciding to participate in this research.

The final aspect that needs addressing is the funding received to complete this doctoral programme. My department financed half of the fees while the university funded half of the research period fees. They did so as part of the continuous professional development scheme, available to all employees in the department. However, at no point was there any imposition or suggested direction for research.

Throughout this dissertation, and particularly in this section, I have openly acknowledged my position as an insider researcher, as a result I felt unnecessary to anonymise the department, The ELTC, and the Institution, TUOS, object of study. This is because a quick glance at the acknowledgements would have revealed this information. However, as has been explained, great care has been taken to avoid identifying the willing participants that contributed to this research.

3.5 Concluding Thoughts

This chapter has explored the methodological choices underpinning this research. Particular emphasis has been given to highlighting the trustworthiness of the research and the careful ethical considerations. On a more reflexive note, it is worth highlighting how conceptualising this research was a very challenging task, and the decision of adhering to the pragmatic paradigm was not taken lightly. It may be perceived as a compromise option; however, the possibility to use a mixed-method approach based on the conceptualisation of a multiple reality based on each individual interpretation of it

(Kivunja & Kuyini, 2017, p. 35) seems to be a sensible option to explore perceptions in relation to FL and the role that motivation plays when engaging with this method.

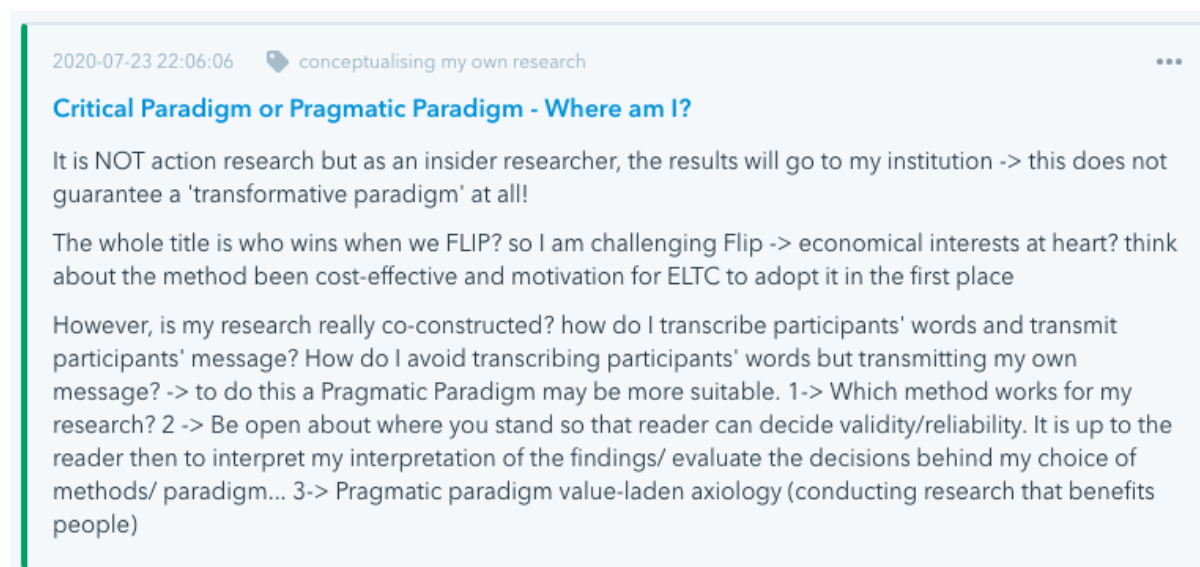


Figure 27. Research Journal Entry.

The research journal entry in Figure 17 shows a snapshot of my thought process behind the rationale to adopt a pragmatic paradigm. Due to the nature of my research and my own positionality, I thoroughly considered the option of adopting a critical paradigm; however, after carefully considering the nature of my enquiry, I decided to adopt a pragmatic paradigm. This links to the aim of this project, which is to explore FL and how it can benefit practitioners, learners and my own institution.

To conclude, I would like to address the issue of trustworthiness and highlight how this research aligns with Frey's (2018, p. 1729) conceptualisation of trustworthiness as both a practice and an aim. Trustworthiness translates into the results obtained being acceptable within the community of practice and is made evident in the thesis by 'ensuring consistent transparency throughout the methodology section' (Frey, 2018, p. 1729). This has been the underpinning principle through this chapter, which has presented consistent methodological choices underpinning this research and the rationale behind each choice. It is hoped that this chapter provides the necessary information to demonstrate trustworthiness while allowing the reader to assess the choices made in relation to the context and the broad body of the literature. The

following chapter focuses on presenting and analysing the data set obtained using the methods explored.

4. Students' Voices

This chapter presents and analyses the findings for the proposed RQ1 following the methodology explained in Chapter 3. During this process, it became clear that the richness of the data, along with the breadth and depth of the method used, surpass the constraints of the thesis format. This exciting yet not unusual change in my doctoral journey (Batchelor & Di Napoli, 2006) resulted in a rigid selection regarding the findings presented. Therefore, in this research, students' voices are predominantly represented (RQ1). They are followed by findings from practitioners (Chapter 5, RQ2). These findings (RQ2) take a less prominent position. Specifically, this is achieved by using the exciting themes generated from this sample to guide the code and theme generation of the practitioners' sample. Incidentally, this focus on students' voices aligns not only with a student-centred approach as advocated by FL but also with critical EAP (Benesch, 2010). However, the rationale behind these decisions lies in the fact that student perceptions can inform praxis by offering an insight into their community while still maintaining the polyphonous nature of this study. To further explore this dimension, a comparison of the findings obtained is included in Chapter 6.

This chapter presents the quantitative and qualitative findings obtained to address RQ1. Quantitative findings are presented first, and quotes from the semi-structured interviews are used to further explore the data obtained. It can be challenging to present both quantitative and qualitative findings cohesively; however, this thesis does this as it can not only effectively allow the quantitative data to be better understood and contextualised, but it is also common in published articles (see Chapter 2) reporting on MMR. This section starts by addressing the overarching RQ1, exploring how students perceive and conceptualise FL. It then moves on to uncover their perceptions of the live lessons. This is followed by an exploration of the pre-session tasks, referred to as interactive content (IC) as well as how CET (SDT) explains engagement with the IC. Findings related to OIT (SDT) and the extent to which it determines students' engagement with FL are then critically explored. The chapter concludes with a summary of the ideas presented and a brief reflective note.

4.1 Students' Data Set

This section explores the key demographic information on the self-selected students' sample. Students in ISS20 from both the 10- and 6-week courses were invited to participate in an online questionnaire. A total of 91 students, out of the potential 2,000 (Lester, course director, Appendix X), agreed to participate. Unfortunately, one student failed to complete the consent form, so their answers were disregarded. This led to a sample of 90 students; of those respondents, 21 agreed to be contacted for a semi-structured interview by providing their email following the questionnaire's completion. However, only eight students replied to this follow-up email to participate in the interview process. Due to the limited data set, all participants' responses that met the criteria explained in Chapter 3 were accepted. As has been discussed, serious challenges were met when recruiting potential participants for this study. This was not only due to the gatekeeper's interpretation of GDPR but also due to the challenges of carrying out research in the midst of a global pandemic.

As discussed in Chapter 3, both quantitative and qualitative data are presented and discussed in this chapter. Quantitative data have been analysed using descriptive statistics, which means that these results cannot be generalised to the whole population. Thus, in this chapter, responses from the students are presented without drawing inferences. However, the numerical data have been used to complement the qualitative data. Furthermore, to help contextualise the analysis, references to the literature critically discussed in Chapter 2 have been included. However, this does not make the results and analysis presented transferable due to the nature of the analytical methods used in this research.

Detailed demographic information in graph form can be found in Appendix VII. Nevertheless, it is worth noting that 90% of the questionnaire respondents were enrolled on the 6-week course, making it the most represented one. In terms of gender split, most participants identified as female (63.3%). The vast majority of the respondents (94.4%) highlighted that they would be starting a master's programme on successful completion of ISS20. The most represented faculty was Social Sciences, with 65% of the participants aiming to enrol in a department within that faculty.

As already highlighted, eight students agreed to participate in the semi-structured interviews: five respondents identified as female and three as male. All students reported to be enrolling on an MA after ISS20, and they were all from the 6-week course (Appendix VIII). As Figure 18 shows, most students were reportedly joining the Faculty of Social Sciences, mirroring the questionnaire sample. It is also worth highlighting that all participants came from China except for Omar, who is Colombian (see also Chapter 3). This is relevant in relation to the findings obtained because both student and teacher participants referred to nationality as a factor in relation to FL as discussed below.

Participants' Faculty

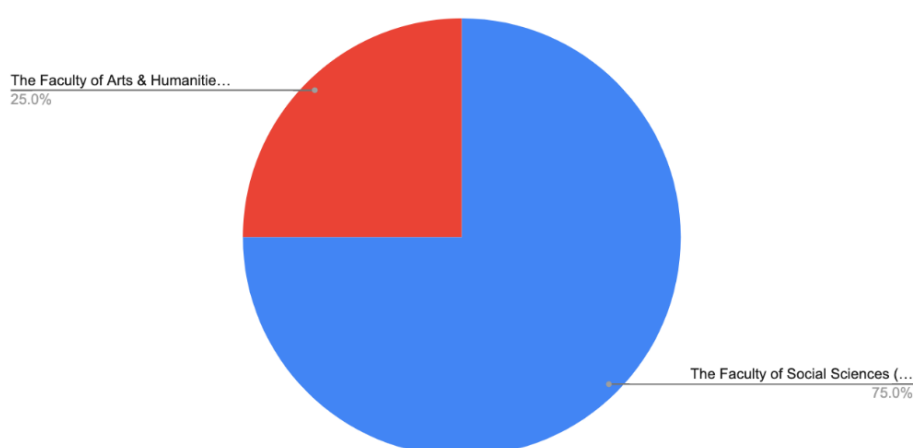


Figure 28. Participants' Prospective Faculties.

As has already been discussed (Chapter 3), TA was used to analyse the data. The approach has facilitated summarising the key themes identified through a thorough and iterative analysis in line with Braun and Clarke (2016). In fact, a total of 313 segments were coded; thus, the ones reported in this chapter have been carefully selected based on their relevance to addressing the proposed RQs. A comprehensive report including all segmented codes can be found Appendix IX; however, the full transcript of the interviews has only been made available to my supervisor and assessors. The rationale behind this choice is to protect the participants' anonymity; nevertheless, requests to access the complete transcripts will be welcomed and carefully considered on a case-by-case basis by contacting the author to avoid breaching participants' trust and ensuring their right to anonymity. The aim of keeping the transcriptions confidential is to protect participants internal confidentiality (Tolich, 2004) which is particularly

important when protecting my colleagues, who kindly volunteered for this research, and whose identity must remain completely anonymous in line with ethical guidelines.

Due to the more fluid nature of semi-structured interviews (Webb & Webb, 1932, as cited in Wellington, 2016, p. 138) the themes identified in the transcripts differ in terms of frequency and length. Depending on the interviews, some themes are less prevalent than others. Table 20 illustrates these differences by graphically representing the frequency of codes and the number of documents in which they appear. It is also worth mentioning that qualitative findings resulting from the semi-structured interviews highlighted exciting issues beyond the scope of the proposed RQs, so only segmented codes that directly address the RQs have been selected.

Who Wins When We Flip? Exploring Perceptions of Flipped Learning in an Online EAP Pre-Sessional Course

Code System	Preston ...	Beatrice ...	Michael ...	Omar -...	Rebecca ...	Brianna- ...	Rhonda ...	Marla ...	SUM
Flipped Learning									0
FL									0
T's perceptions of S's engagem									0
FL in practice	5	2	9	8	7	2	2	6	41
Suitability of the method based									0
Conceptualising FL	2		1	4	1	2	6		16
BLUE - random things that are t	1		3	1	8	4			17
Teacher's role									0
Assessment	1			1				1	3
Feedback	2	1	1	1	3	4	5		17
Communication									0
Feedback to researcher									0
Proud					2	2		1	5
sad/ guilty					1	1			2
pouting - negative aspects	1	3	2	2	2	4	8	4	26
smiling positive aspects - what works v	4	2	4	8	3	4	2	3	30
Time constrains	2			4	4	4		2	16
Live sessions	5	5	1	4	7	4	5	5	36
The online environment		2	2	1	2	1		3	11
input balance									0
Workload				4		1			5
Ts workload in relation to IC									0
Teachers' and the IC - WHY they d									0
IC	3	1	8	6	6	13	3	3	43
S's engagement with the IC tasks		1				5	3		9
Monitoring of IC						1			1
motivation		1	1	3				1	6
Students motivation to do the IC		1			2			3	6
T's Autonomy & Creativity in relatio									0
Students Autonomy	1		2	2			1		6
Instrumental Motivation								1	1
MAGENTA - Who are the students	1		7	1	1	3		3	16
YELLOW - Who are the teachers									0
SUM	28	19	41	50	49	55	35	36	313

Table 20. Coded Segments and Frequency.

Similarly, Appendix VII offers a table with the number of segmented codes, alongside all document portraits. This feature of MAXQDA shows the frequency of codes in any given document. This is particularly helpful to easily identify the themes and frequency coded in each conversation. This can be seen in Figure 19, which shows the document portrait from Omar.

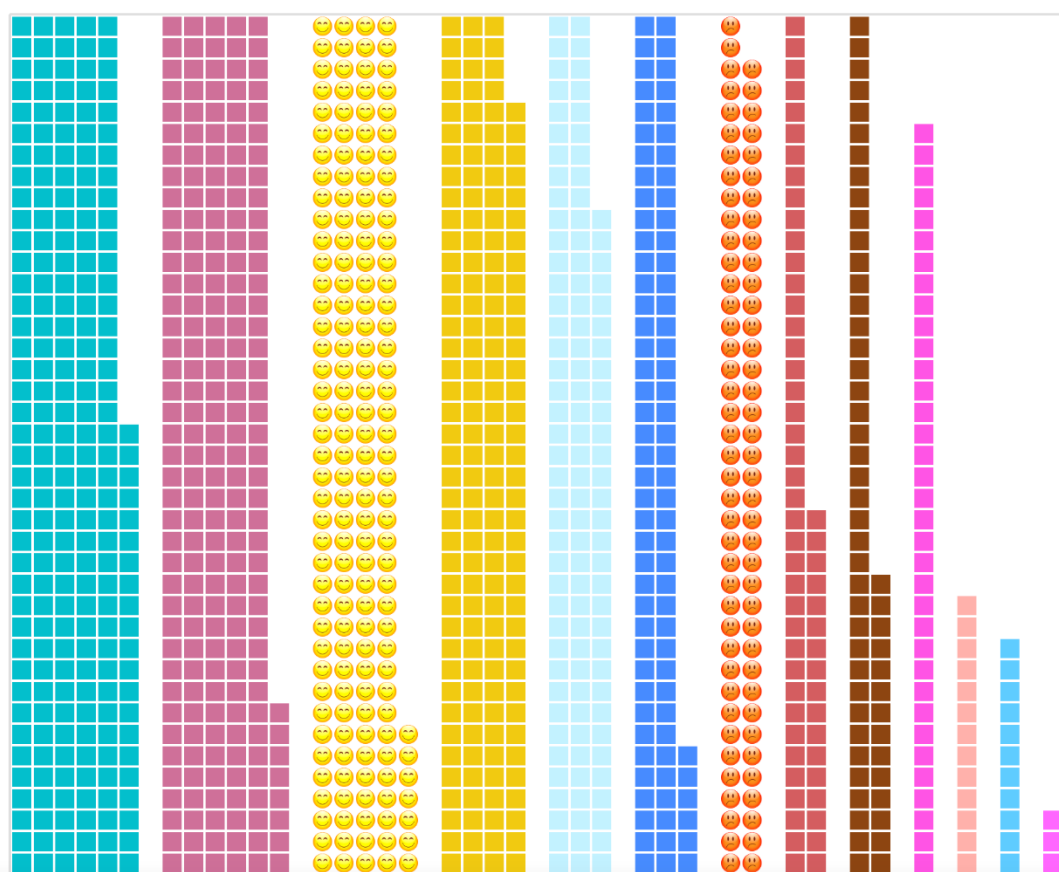


Figure 29. Colour-Coded Themes Identified in Omar's Transcript Using MAXQDA.

Following the colour-coding in Table 20, it can be seen how FL in practice was the theme most frequently coded for (16%), followed by 'live sessions' (11%). Interestingly, it is also possible to see how, overall, Omar expressed more positive feelings (16%) than negative ones (4%). As the document portraits provided in the appendix show, Omar's predominantly positive perceptions are the norm among interviewees.

Having highlighted essential demographic information of the participants and established the organisation of this chapter and the rationale behind it, I will now present the relevant findings for the overarching RQ1.

4.2 What Does Flipped Learning Mean for Students?

Findings related to this overarching RQ can be seen in graph form (Figures 20–27) below. In line with descriptive statistical analysis, the mean and standard deviation, as well as the mode, have been included (Tables 21–28). The information is presented in table form in Appendix VII; in this table both frequency and percentages are provided. This is because they comprehensively convey the distribution of the responses obtained (Connolly, 2007, p. 82). By presenting the results in both graphs (Chapter 4) and tables (Appendix VII), it is hoped that the data can be evaluated with ease.

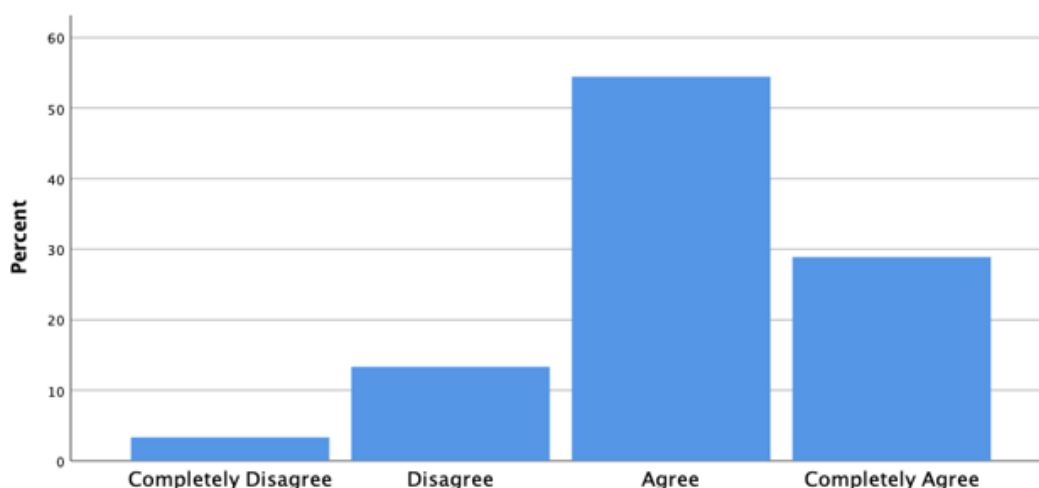


Figure 30. Responses to 'I would take another course that uses FL like this preessional' measuring continuance intention (SDT). This prompt was adapted from Sergis et al. (2018).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I would take another course that uses Flipped Learning like this preessional	90	1	4	3.09	.744

Table 21. Descriptive Statistics for 'I would take another course that uses FL like this preessional'

Compared to other courses I've taken this course is communicative.

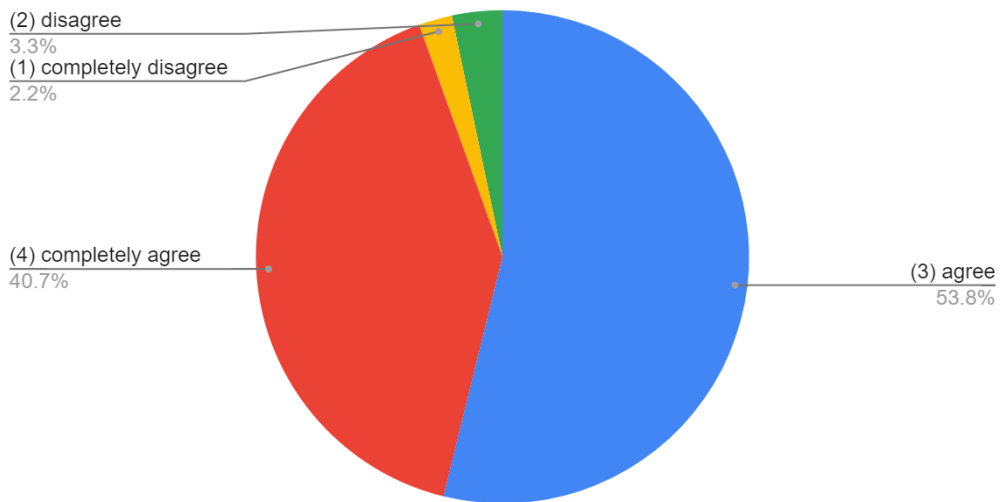


Figure 31. Responses to 'Compared to other courses I've taken this course is communicative'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Compared to other courses I've taken this course is communicative.	90	1	4	3.36	.605

Table 22. Responses to 'Compared to other courses I've taken this course is communicative'.

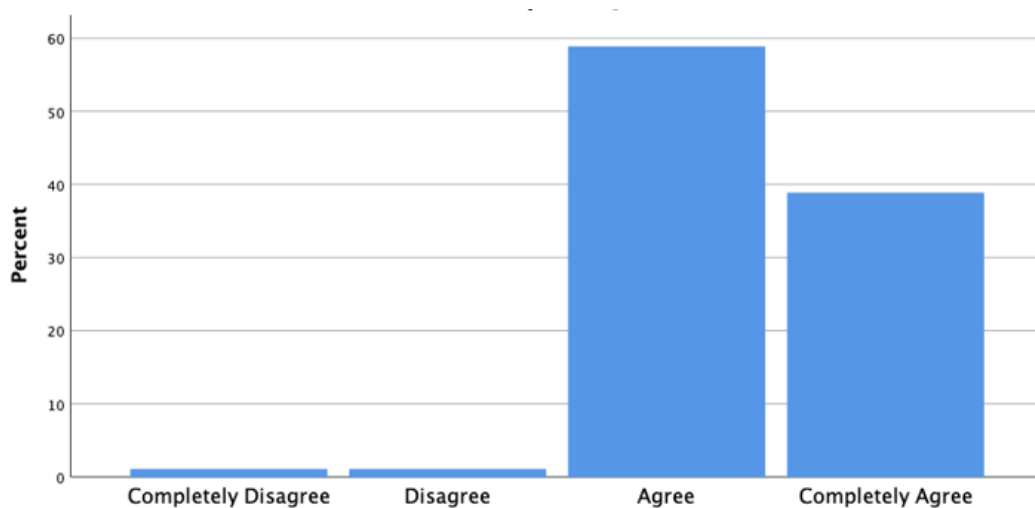


Figure 32. Responses to 'This course has helped me become more independent'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
This course has helped me become more independent.	90	1	4	3.36	.567

Table 23. Descriptive Statistics for 'This course has helped me become more independent'.

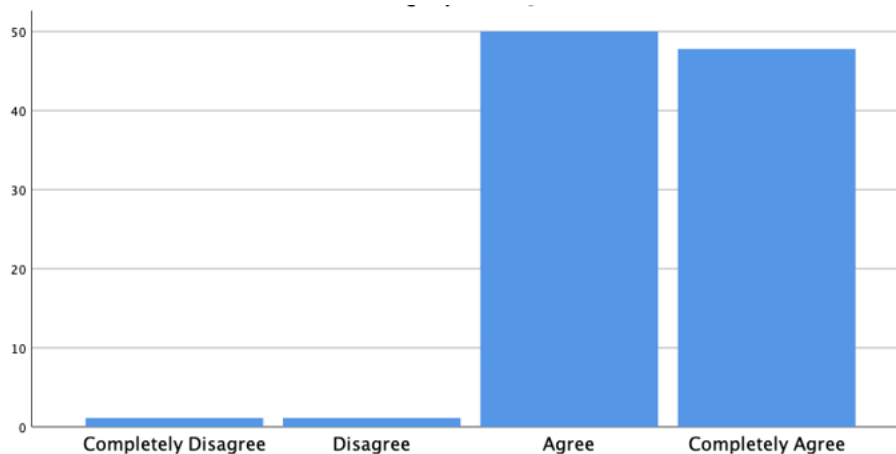


Figure 33. Responses to 'The course as a whole was a valuable learning experience'. Measuring Satisfaction (SDT).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
This course has helped me become more independent.	90	1	4	3.36	.567

Table 24. Descriptive Statistics for 'This course has helped me become more independent'.

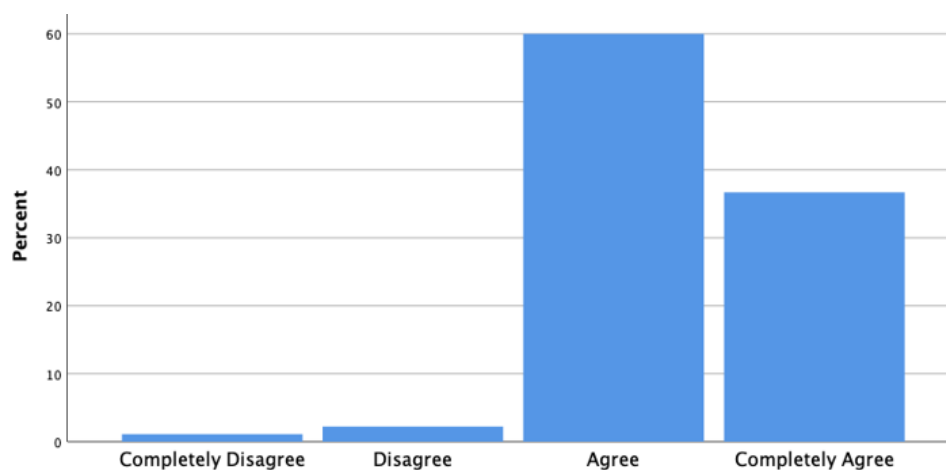


Figure 34. Responses to 'This course will help me be successful in my university programme'. Measuring Autonomy (SDT).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The course as a whole was a valuable learning experience.	90	1	4	3.44	.583

Table 25. Descriptive Statistics for 'The course as a whole was a valuable learning experience'.

I feel lost in class and I would prefer a more traditional course.

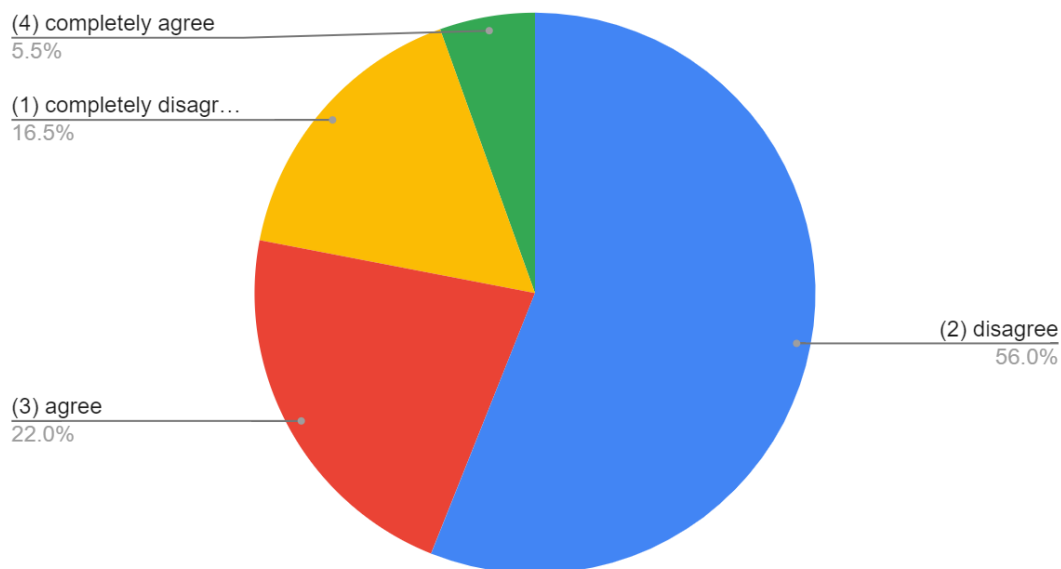


Figure 35. Responses to 'I feel lost in class and I would prefer a more traditional course'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I feel lost in class, and I would prefer a more traditional course.	90	1	4	2.16	.763

Table 26. Descriptive Statistics to 'I feel lost in class, and I would prefer a more traditional course'.

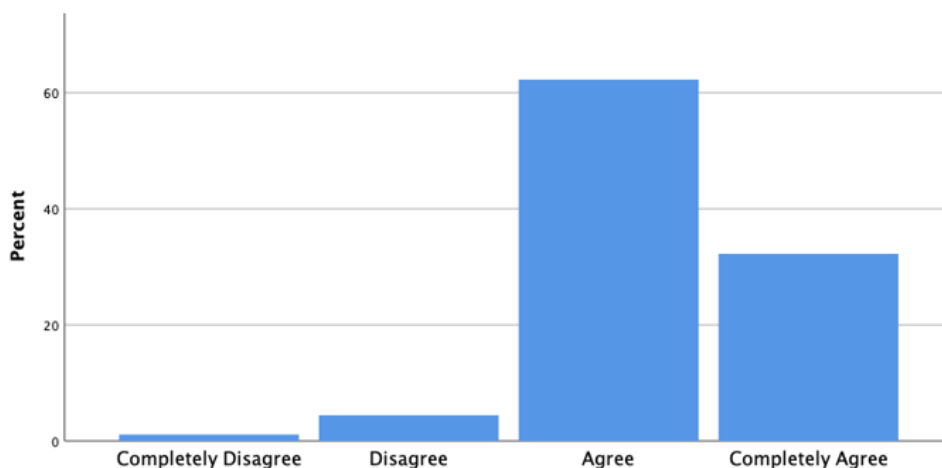


Figure 36. Responses to 'I can clearly see the link between the interactive tasks and the live sessions'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I can clearly see the link between the interactive tasks and the live sessions.	90	1	4	3.26	.591

Table 27. Descriptive Statistics for 'I can clearly see the link between the interactive tasks and the live sessions'.

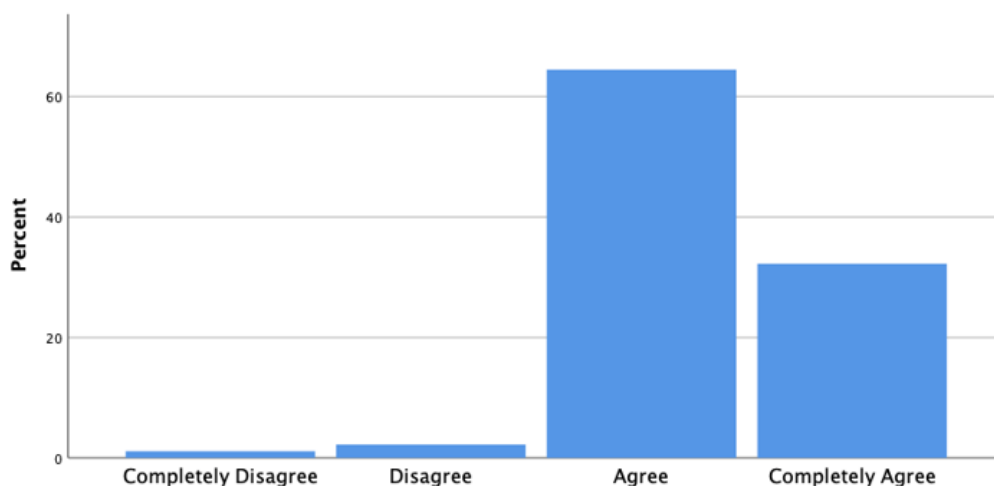


Figure 37. Responses to 'I would recommend this course to my friends'. Measuring Satisfaction (SDT).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I would recommend this course to my friends.	90	1	4	3.28	.561

Table 28. Descriptive Statistics for 'I would recommend this course to my friends'.

As discussed in Chapter 3, descriptive statistical analysis has been adopted. This is due to the nature of the sample as well as the fact that it facilitates the quality assessment of the data obtained while highlighting anomalies (Loeb et al., 2017, p. 5). Similarly, descriptive statistics enhance the understanding of quantitative description (Trochim, 2020, Analysis section 'descriptive statistics'). Although this data set is a relatively small sample with 90 valid responses, numerous measures have been taken. Thus, descriptive statistics facilitate the organisation of the data, making it accessible to the reader.

In fact, the use of descriptive statistics shows key patterns within the dataset. Data show that most students have a positive perception of FL, with 93.7% agreeing or strongly agreeing with the course having been a valuable experience. As descriptive statistics have been used, no inference regarding results can be made. This is to say that these results cannot be generalised to the whole population. However, the data obtained in this reduced dataset echoes Eshreteh and Hisham Siaj's (2017, p. 275) and Huang and Hong's (2016, p. 184) findings. Interestingly, 95.5% of the respondents describe this course as communicative, and 97.8% of the participants reported that the course helped them develop their independence. These findings are in line with the literature identifying FL as a contributor to fostering interaction (Ryan & Reid, 2015). As highlighted in Chapter 2, a key feature of FL is the clear link between the pre-lesson tasks and the in-class tasks. According to the data presented, participants can clearly see the relationship between the IC and the live sessions (94.4%). Similarly, only 26.7% reported feeling lost and would have rather taken a more traditional course. Looking at the data closely also shows that only one student, out of the 90 respondents, consistently reported a negative experience with FL.

Qualitative data from the semi-structured interviews can help to contextualise these findings. Beatrice explains the main differences between FL and her experience of more traditional teaching methods by remarking how it pushes her to do more work:

So, I feel very fresh, and the teachers have I think they are different from China because other tasks they will give us more time to communicate with them regardless of only to learn the lessons, such as reading some sentences and says reading some article. After, after the lessons, we will do that more. So I think I'll pay more effort after work, after class. And that's the most different things between the traditional classes and this one (Beatrice, Pos. 4).

Like tutor provided some articles we should read before the classes classes. And after we read the articles, we can solve the solve the time on the classes the teacher just need to talk about this article and some questions. And we will not spend much time on reading the article (Michael, Pos. 93),

These quotes echo once again the perception that FL can foster in-class communication. Interestingly, she identifies the method as having a positive impact on her effort. Similarly, Michael's quote (Pos. 93) illustrates the communicative dynamic of the sessions while highlighting how the sessions are designed to discuss the content the students have explored independently. Both quotes highlight how exploring the LOTS out of the session maximises their in-class time for more communicative activities. Thus, providing further evidence to Lockwood's claim that FL has a positive impact in ESL (2014, pp. 5–36) by increasing the use of materials perceived as useful by students. Similarly, the 'principle of non-triviality' (Flowerdew & Peacock, 2001, p. 183) in EAP aligns with this idea of ensuring the tasks are relevant for the students. It seems reasonable to suggests that FL allows this principle to be enacted within the sessions.

This perceived advantage (Appendix IX) of increased opportunities for in-class communication is commonly reported among participants.

I think it's very, this kind, this flipped class and it's very good for adults and college students because we what we need is to the way to solve problem and not results. So, we should learn, learn how to solve the problems. This is very good for us through this flipped lesson, and I think and to take the flip class, flip lesson, we should do much preparation for the class. So, I think this is very good for us to in the future is very good for us. And during the class, teacher, do not talk too much about many other information to just give some main points. So that they let us to discuss in group. I think these are all very good for us in the future (Michael, Pos. 4).

Michael's quote also shows the perceived suitability of the method for students like him who need to be independent thinkers. Interestingly, Preston (Pos. 44) argues that:

Um, downside to using if you're someone who had a great learning skills, there there are there will no, there will be no problem for for them to learn to use flipped learning to learn and but for someone who have not such great learning, maybe they will, they will experience a lot of prob problem when they learn some basic basic theories or basic subject do cannot understand the something basic, easy. And they have to they have to spend more time on chatting on asking for help. And which is I think, which is not positive for them to use flipped learning (Preston, Pos. 44).

However, the quotes below show how students have had the opportunity to learn about the method and what it entails at the beginning of the course. This may provide further evidence for the need to explicitly address how FL is conceptualised in order to enhance its success.

Well, one of the first task we had, it was reading about flipped learning and andragogy. Also, the method was it is for adults. (...) So that then they gave me on, like an overview and a sense of what was coming. And then when I saw the content, everything I just could realise on my own, that the time for the class was too short, even the weeks that we were about to study was short. So indeed, we would have to work on our own a lot more. Yeah. So, I was aware of that (Omar, Pos. 80).

Yes, I think the first class is the article the hand-out. The article told us how, why we should do interactive learning (Brianna, Pos. 80)

Yes is quite different different from the previous experience of my education experience, because we didn't have such thing in our university when I do my bachelor degree so it's quite a new thing for me, but I think all the XXX theories is very scientific and I think that's that's true because you are adults now and you cannot you can't just learn as a kid, the kid I, I was asked as a kid (Brianna, Pos. 84).

Interestingly, Omar (Pos. 80) echoes the perception that FL is a suitable method for adults, as he explains how his first task in the course was learning about FL. This differs from Preston's (Pos. 44) understanding of FL as needing a learner with 'great learning skills'. As Omar explains, it is about an adult learner who takes responsibility for his learning. Brianna (Pos. 80, Pos. 84) agrees with the perception that FL is 'for adults' and highlights how the method was explained to her so she was aware of what was expected in terms of interactive learning and participation. Thus, these quotes are particularly relevant, as they perceive FL to be suitable for adult learners, but an adult learner who is a self-directed learner, as Preston argues. Omar even draws from andragogy to explain how the method was suitable. Omar is perhaps more able to use specific terminology due to his background as he is not only a prospective applied linguistics student but also an EFL teacher. Nevertheless, Michael also links FL with andragogy and highlights the need to be able to solve problems. Thus, presenting FL as a student-centred approach in which the tutor supports students in building their knowledge as highlighted in the second pillar, Learning Culture (FLN, 2014 The Four Pillars of F-L-I-P™). These quotes also show how students have been given a thorough explanation of not only the method but also the pedagogical principles it can align with. In this thesis, I

have argued for a conceptualisation of FL around pedagogy (Samaroo et al., 2013) as it is a constructivist-based pedagogical model which can promote effective and self-engaged learning environments for learners despite potential issues with motivation and engagement. However, Akçayır and Akçayır (2018, p. 338) suggest that FL may be effective for teaching adult learners due to the similarities it presents to andragogy. Whether linked to the former or the latter, what is clear from these quotes is that students have been provided not only with an overview of the method but also with strong pedagogical principles to explain why it has been used. Considering the overwhelmingly positive perception of FL reported in this study, it seems reasonable to argue that, as suggested in Chapter 2, the key to the successful application of a constructivist-based pedagogy may indeed lie in the explicit explanations of these underpinning pedagogical principles to the learner. Omar's quote (Pos. 80) also shows how he feels prepared for 'what is coming' as he is familiar with the method. Interestingly, Omar's quote (Pos. 80) also hints at the different workload distribution and the challenges of a 6-week pre-session course in terms of time constraints. As can be seen in Appendix IX, time constraints were a recurrent theme in the interviews, not only at course level as Brianna (Pos. 148) explains but also during the tutorials (Marla, Pos. 32), sessions (Omar, Pos. 36) and to complete the IC as it is further explored:

So have a pre-session, English classes, very, very useful, but I think maybe the 6-week pre session classes a little bit tick-tock we don't have a lot of time, like we all so nervous when we need to finish a multitask at the same time. So, that's my opinion (Brianna, Pos. 147).

and, and, and the time is too short that the interview the tutor time is short. For example, I have 10 question, but I only have five minutes, and I have to use a different language to talk to my tutor. So, I have to make it short. But it's really easy to get confused when you use a different language (Marla, Pos. 32).

But there's still many times we run out of time; we were kind of rushing a little bit (Omar, Pos. 36).

Issues with time constraints could be related to the intense nature of the pre-session course. However, Wanner and Palmer (2015, p. 361) report on students' concerns to keep up with their workload because of FL. These concerns are frequently reported in the literature (Khanova et al., 2015, p. 142; Sage & Sele, 2015, p. 676; Smith, 2013, p. 613). Despite concerns regarding time constraints, students still had an overall positive perception of FL as the quotes presented above show. In fact, Preston echoes

Lockwood's claim that FL allows students to have more free time by praising the flexibility offered by the course, while Omar (Pos. 88) candidly addressed how excited he felt about joining a FL course:

Well, my favourite thing is I can arrange my time freely (...) I don't have to start to start for the whole day, in a classroom and I can honestly, I prefer start I prefer to studying in independently. And sometimes I like Yeah. And sometimes I can. Um, I mean, when I am when I listen, when listen to my teachers. I will, I will think that they are not they speak not fast (Preston, Pos. 96).

I felt excited, you know, because it was different. I hadn't heard about flipped learning. And I just saw some quite a new experience that I really wanted to have and know, and also because of the university the prestigious it has. So, it was like, ah okay, this is one of the best universities, I want to know, I want to learn what (...) does it have to offer me? How can I learn the most from that? (Omar, Pos. 88).

In summary, the findings presented highlight an overall positive perception of FL with particular emphasis on how it allows students to be more independent, fostering communicative interactions in the sessions and even facilitating a flexible organisation of their time. However, time constraints were frequent in the interviews. The findings presented in this section are consistent overall with the literature explored in Chapter 2.

4.2.1 How do Students Experience the Sessions?

These findings offer an insight on students' perceptions of the live sessions. As above, the data are presented in graph form (Figures 28–31); the mean and standard deviation, as well as the mode, have been included (Tables 29–32). The information is presented in table form in Appendix VII; in this table, both frequency and percentages are provided.

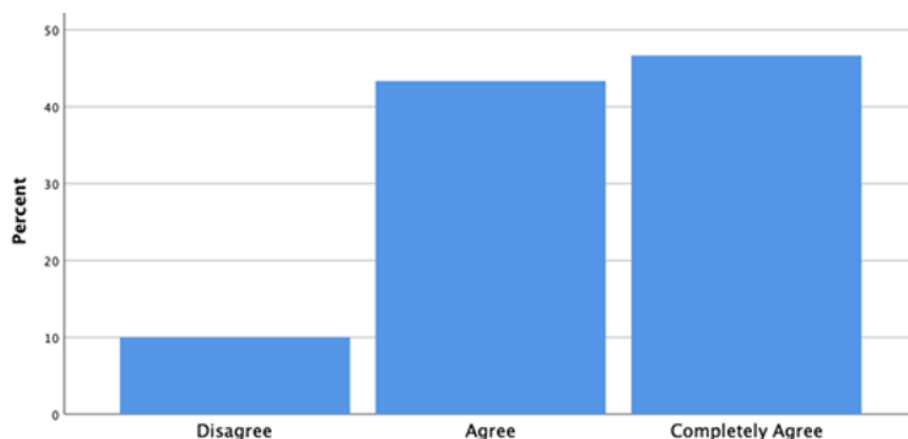


Figure 38. Responses to 'Discussing with classmates helps me learn'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Discussing with classmates helps me learn.	90	2	4	3.37	.661

Table 29. Descriptive Statistics for 'Discussing with classmates helps me learn'.

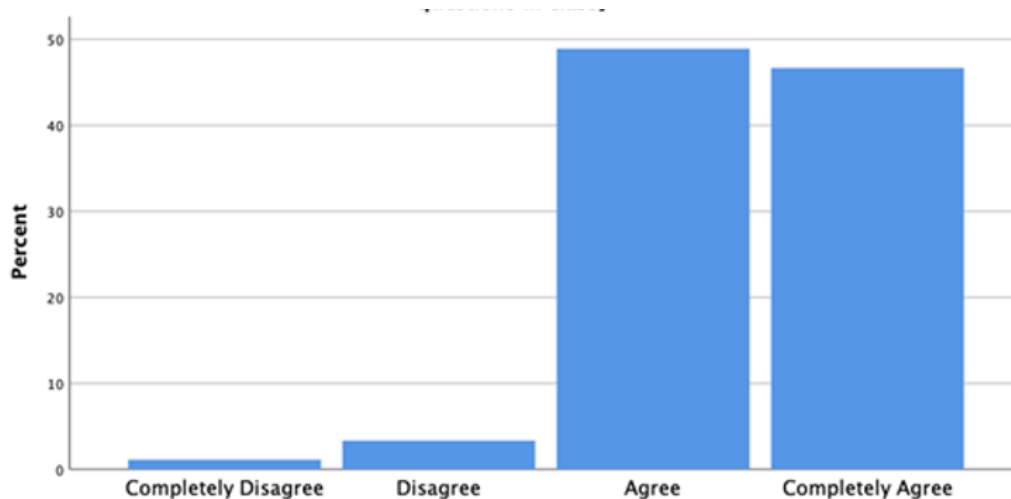


Figure 39. Responses to 'The teacher has time to answer my questions in class'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The teacher has time to answer my questions in class.	90	1	4	3.41	.616

Table 30. Descriptive Statistics for 'The teacher has time to answer my questions in class'.

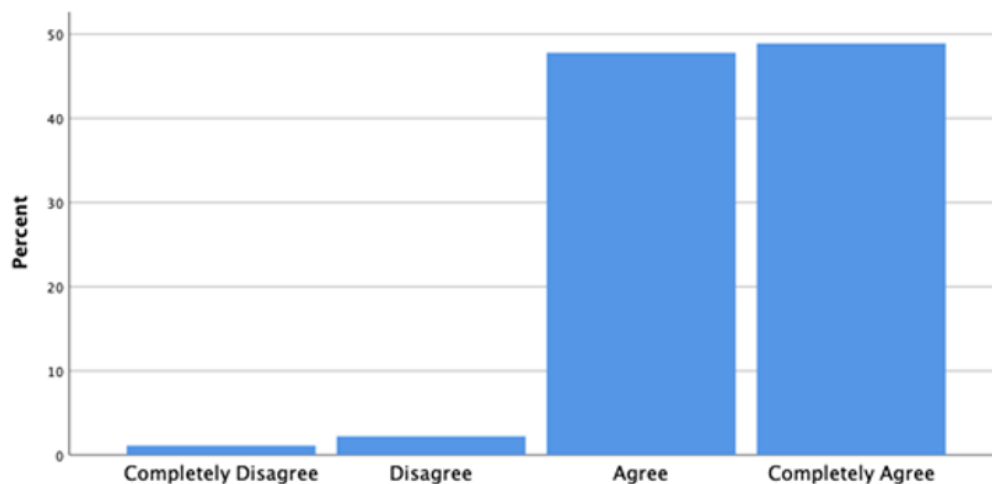


Figure 40. Responses to 'The teacher has time to communicate with us in class'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The teacher has time to answer my questions in class.	90	1	4	3.41	.616

Table 31. Descriptive Statistics for 'The teacher has time to answer my questions in class'.

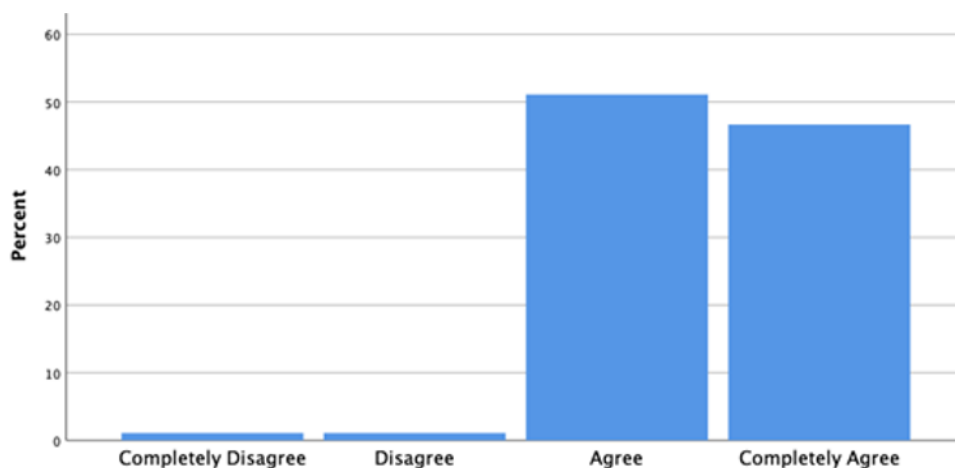


Figure 41. Responses to 'Attending the sessions has helped me improving my Academic English'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Attending the sessions has helped improving my Academic English.	90	1	4	3.43	.582

Table 32. Descriptive Statistics for 'Attending the sessions has helped improving my Academic English'.

These results show how positive perceptions are once again the most frequent. A total of 97.8% of respondents agreed (51.1%) or strongly agreed (46.7%) when asked if attending the sessions had helped them improve their academic English skills. A similarly overwhelming majority perceived the teacher to have time to communicate with students in the sessions. However, it is worth noting that 10% of the respondents failed to see the value of discussing with their classmates to learn. This 10% of the sample, albeit a minority, may provide further support for Chen's (2014) claim in which constructivist teaching in the online setting may not be suitable for all learners. In Chapter 2, I argue that for a constructivist pedagogy, underpinning FL, students need to understand the rationale behind its use. As can be seen from the previous section, students are exposed to underpinning pedagogical principles, thus suggesting that the vast majority of the students have benefited from this exposure and could happily embrace a model in which they are expected to engage with their peers. However, the following quotes illustrate a clash.

And during the class, teacher, do not talk too much about many other information to just give some main points. So that they let us to discuss in group. I think these are all very good for us in the future (Michael, Pos. 39).

{We do the} Interactive content by ourselves, outside class, and we, we've, we have to finish the tasks in the interact content. And which will, which will connect to our lessons, tomorrow or yesterday, so we can build a really good connection, and we can have a review in four our for our learning English so yeah (Preston, Pos. 88).

I think we should done before class. Because because we could take all our problems or questions to the class to ask to ask teachers (Michael, Pos. 20)

Michael (Pos. 39) highlights the benefit of this approach for his future and how the teacher simply introduces key points and allows plenty of time for discussion. Preston (Pos. 88) further explains how the IC and the sessions are intertwined. Crucially, Michael, (Pos. 20) exemplifies how the sessions are designed to address students' specific questions or challenges encountered while exploring the IC, thus aligning with a constructivist approach. These are, incidentally, the characteristics of a FL session (FLN, 2014 The Four Pillars of F-L-I-P™).

However, Preston argues that the time for discussion with peers is excessive (Pos. 88). In fact, he suggested making the sessions longer to have more time with the teacher. Interestingly, he highlights his eagerness (Preston, Pos. 76) to discuss his performance with his teacher.

For this question, I think it's too much. We have too much time to chat with my classmates (Preston, Pos. 88).

Change the time of the online lessons. Okay. Yeah, I knew I wanted more time for us to communicate with our teachers (Preston, Pos. 76).

Similarly, Brianna (Pos. 68) reports concerns about the amount of feedback she received during the sessions. Although this quote is fairly lengthy, it clearly exemplifies the impact of this lack of specific feedback in Brianna's learning journey.

I'm in the team 23 and the teacher would have feedback for the 23 team, the group, but not my person, so sometimes(...). I would say I have a lot of con con confused and maybe he said oh, some of you have so many words on the PowerPoint and you should have less than or somehow the list lists context on the PowerPoint and the you should have more content. I have no idea whether my problem one is have a lot of words, or I didn't have enough words to prep, present my explorer to express my, my opinion so that's a little bit hard for me to so I feel very nervous about (Brianna, Pos. 68).

They both highlight the need for timely feedback during the session. This is discussed in the fourth FL Network Pillar (FLN, 2014 The Four Pillars of F-L-I-P™) and presented as essential for the model to be implemented successfully. These perceptions seem to align with Fletcher's (2018) findings highlighting the importance of effective delivery of feedback. In a more concise way, this concern about feedback is also echoed by Rhonda who seems to perceive the feedback as timely but not specific or deep enough.

The teacher has the feedback, the immediate feedback about everyone's (...) some immediate and some specific feedback (Rhonda, Pos. 149)

I think um less favourite, my less favourite part like the feedbacks is too less. (Rhonda, Pos. 169)

When exploring the structure of the live sessions, Beatrice (Pos. 4) provides a clear and succinct explanation, but Omar is probably the participant who provides the most thought-provoking reflection on FL and the sessions:

And it's more relaxed on this class. And we can, yeah, we can use the EDU devices to, to talk on the class in small groups on the break class and teacher there show any other strange questions for us, not only about giving the given messages on the PowerPoint, you know (Beatrice, Pos. 4).

And it's kind of like that, you know, XXX a lot of autonomy, a lot of discipline in our culture it we don't have it that much but it is very good for this type of students. It also made me realise and think that the are learning process is on our own. I mean, the teacher plays an important role, but it's merely on our own on what we want to learn what we want to know. And it's going to be hard that if it is what we really want, what we really like. It will be just fine. It will be just fine, and we will learn a lot (Omar, Pos. 104).

Omar's quote evidences his awareness as an autonomous learner and seems to recognise the figure of the teacher as 'the guide on the side' (Lockwood, 2014, p. 3). It is also worth highlighting how he introduces this idea of culture having an impact on students engaging with the method or not. Throughout the findings presented in this and subsequent chapters, there are several instances where culture or country of origin are perceived to be a contributing factor to engagement, or lack of it, not only with FL but also with other tasks. This recurrent perception is discussed in Chapter 7.

When discussing perceptions related to the efficiency of the lessons, participants seem to be generally pleased with the sessions (Appendix VII). However, not all of them shared Omar's enthusiasm (Pos. 8) as the quotes by Beatrice (Pos. 71) show:

Yeah, approach, like, for example, interactive learning that it was very simple detail. Clear to understand that I like it very much that, that we also had the classes, which were very organized, we didn't waste any time, everything was so precise. And we also have these tutorials, which can help us individually. So, I really like it. I appreciate all those things (Omar, Pos. 8).

I don't like to do the things which I can also do it after class, because I think it's a waste of time (Beatrice, Pos. 70).

Beatrice raises an essential point as FL is based on moving the HOTS tasks into the classroom time; however, as the quotes presented so far highlight, the majority of the students perceived the sessions to be a welcoming opportunity to discuss complex

ideas with peers (Michael, Pos. 39). Despite students systematically highlighting positive aspects of the sessions, they all explained that they would prefer face-to-face sessions. The reasons for this were mainly because they were perceived to be more effective (Beatrice, Pos. 41). ERT was also highlighted as students felt they missed opportunities of incidental language practice. It is also worth noting how technical limitations, mostly connectivity issues (Omar, Pos. 91), were frequent in the responses.

Maybe to some extent because compared to the lessons, face-to-face as it is not good (Beatrice, Pos. 41).

But when you say the least satisfied part, I think is because all my classmates are Chinese people. And once you have breakout room and your teacher didn't in this class in this group, they will automatically speak Chinese. And I know because we have a lie cause and there was about two hours in two hours each day we could know in the English environment and you didn't use this two hour to practice your English that means you won't get much XXX you do you won't have some like practice maybe that didn't good for them and if you go to the UK and the you will involve the English environment all the time like you should use English when you go supermarket, (...) that's the most part I am not happy (Brianna, Pos. 144).

Um, I think that ehm online learning has its difficulties, especially with internet connection. It was a little hard, generally, in my case, it was fine. But some students were having trouble. Not, not a lot, let's say two or three. But every class was like other others, other students saying, oh, teacher, excuse me, this student is not connecting already because of internet problems. Weak connection, and, and I had the problem, for example, in my case, when I was in the in the big room, let's say it was fine. But when I was about to get into the groups, it takes me it took me longer than the other students, and sometimes they have to reload all the website. Yeah, that, for example, when it was about to be the seminars, I was afraid that maybe my, because of my internet connection, I couldn't connect. And then I was afraid of that but fortunately, everything was fine. Yeah, I would think that just that (Omar, Pos. 91).

These quotes seem to also highlight issues with breakout rooms. Brianna (Pos. 144) explains the detrimental impact of not having a tutor during language practice, whereas Omar (Pos. 91) explains how the issues with technology result in unused time and anxiety related to missing an assessment. Considering the wider discussion around OL, it seems worth highlighting that Beatrice's quote is a clear example of how ERT may contribute to an overall negative impact of FL (Hodges et al., 2020). Similarly, Omar echoes concern around technological limitations when implementing OL (Means et al., 2014). Brianna's quote highlights recurrent issues in the EFL and EAP literature that

exceed the scope of this thesis. However, her experience seems to show that ERT did not contribute to learners becoming more self-directed (Cincinnati State Technical and Community College 2004, as cited in O’Neil, 2013, p. 19). As has been argued, ERT and OL are different experiences, and there is extremely limited research on ERT. Thus, it is not unsurprising that OL findings are not transferable to ERT.

To conclude, although students systematically highlighted positive aspects of the sessions, they all offered insightful and more complex perceptions evidencing differences in their levels of satisfaction. Having explored students’ perceptions of the live sessions, findings related to pre-session tasks will be discussed in the next section.

4.2.2 How Do Students Experience the Tasks Before the Sessions?

These findings offer an insight into students' perceptions of the IC, as well as how they navigate these tasks outside the classroom. As explained in Chapter 3, elements of SDT (CET) are combined with common perceptions of FL reported in the literature to address this RQ. In line with the rest of the chapter, the data is presented in graph form (Figures 32–47); the mean and standard deviation, as well as the mode, have been included (Tables 33–47). The information is presented on table form in Appendix VII; in this table both frequency and percentages are provided.

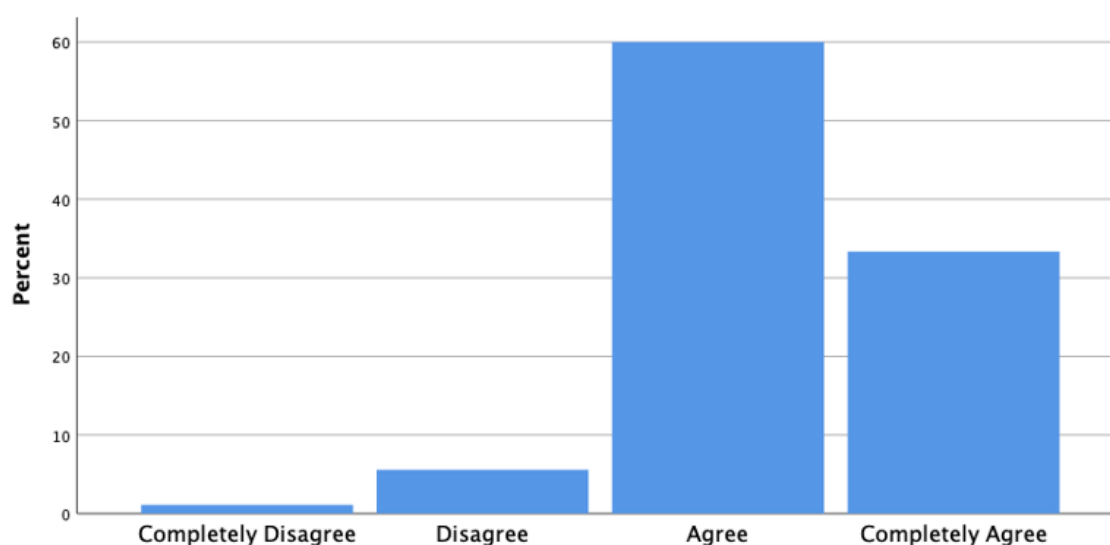


Figure 42. Responses to ‘The interactive tasks are easy to access’. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The interactive tasks are easy to access.	90	1	4	3.26	.610

Table 33. Descriptive Statistics for 'The interactive tasks are easy to access'.

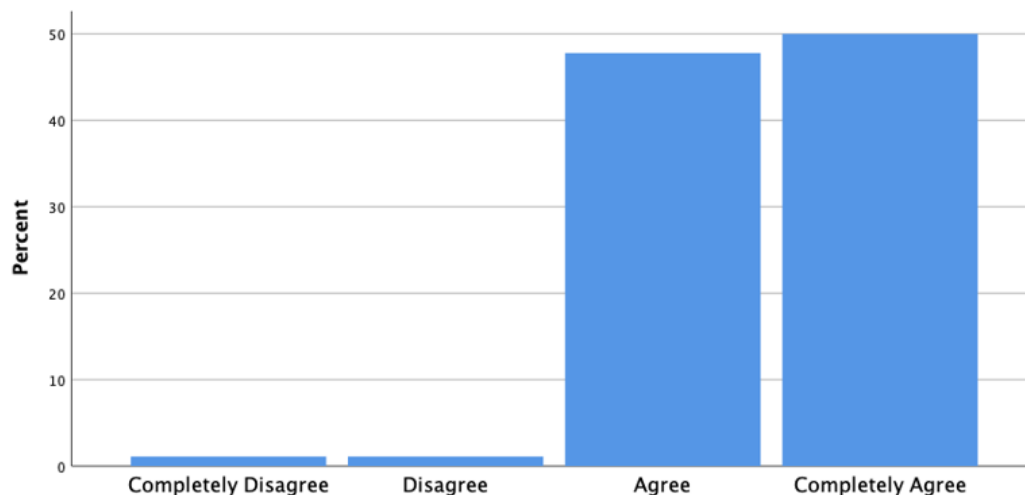


Figure 43. Responses to 'I understand why I need to do the IC'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I understand why I need to do the interactive tasks.	90	1	4	3.47	.584

Table 34. Descriptive Statistics for 'I understand why I need to do the interactive tasks'.

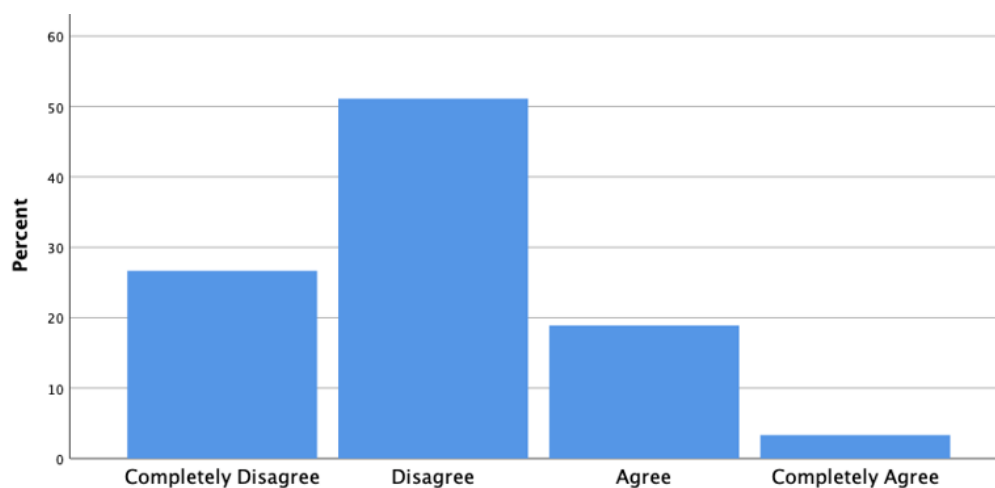


Figure 44. Responses to 'I don't know whom to ask when I am doing the IC'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I don't know whom to ask when I am doing the interactive tasks.	90	1	4	1.99	.772

Table 35. Descriptive Statistics for 'I don't know whom to ask when I am doing the interactive tasks'.

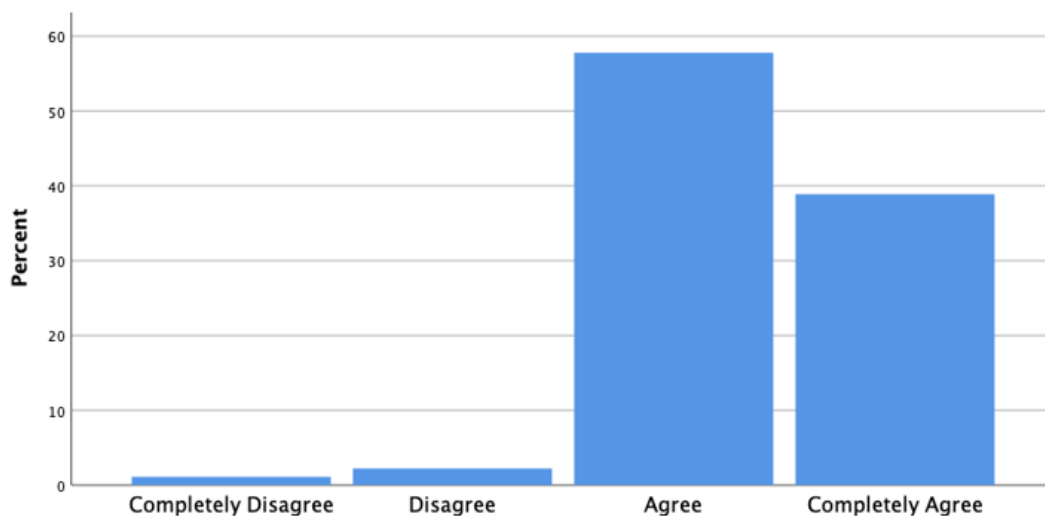


Figure 45. Responses to 'The IC help me participate in class'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The interactive tasks help me participate in class.	90	1	4	3.34	.584

Table 36. Descriptive Statistics for 'The interactive tasks help me participate in class'.

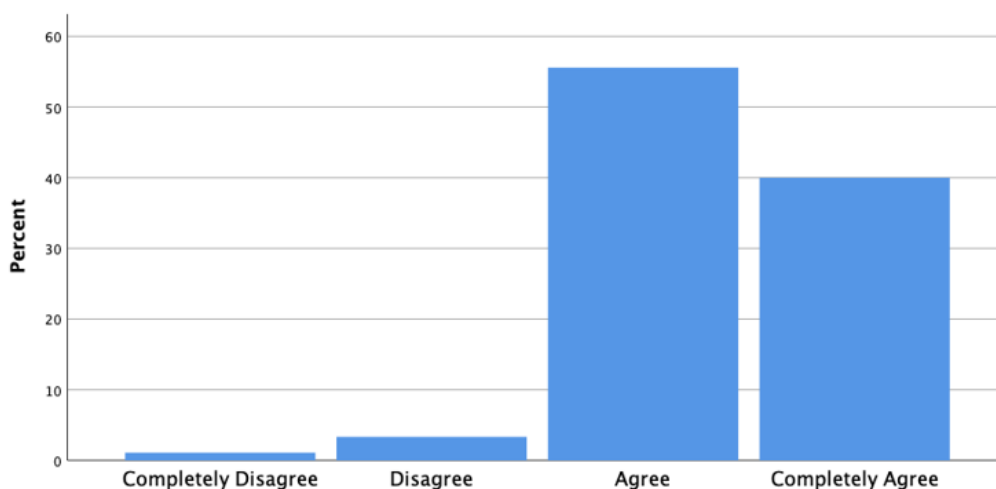


Figure 46. Responses to 'The IC help me understand the class'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The interactive tasks help me understand the class.	90	1	4	3.34	.603

Table 37. Descriptive Statistics for 'The interactive tasks help me understand the class'.

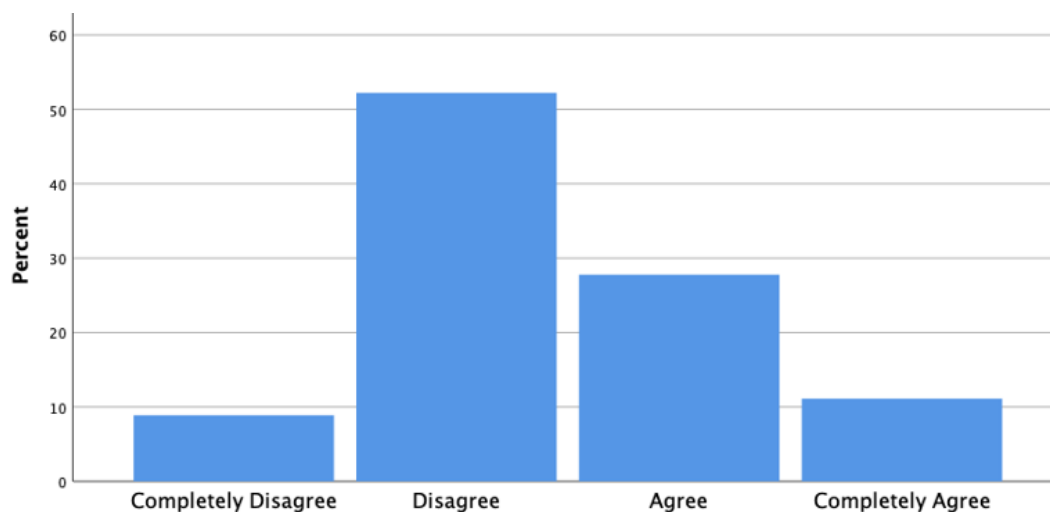


Figure 47. Responses to 'There is a lot of IC and I struggle to keep up'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
There is a lot of interactive tasks and I struggle to keep up.	90	1	4	2.41	.806

Table 38. Descriptive Statistics for 'There is a lot of interactive tasks and I struggle to keep up'.

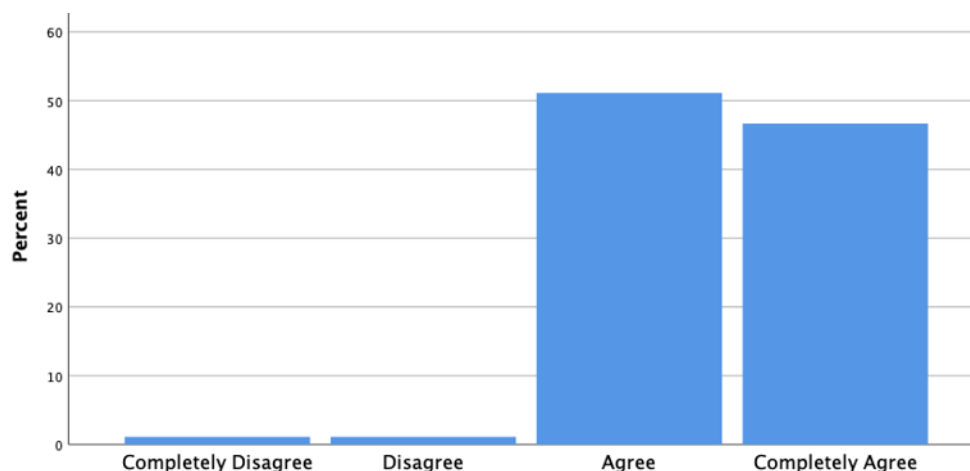


Figure 48. Responses to 'Completing the IC has helped me improve my Academic English'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Completing interactive tasks has helped me improve my academic English.	90	1	4	3.43	.582

Table 39. Descriptive Statistics for 'Completing interactive tasks has helped me improve my academic English'.

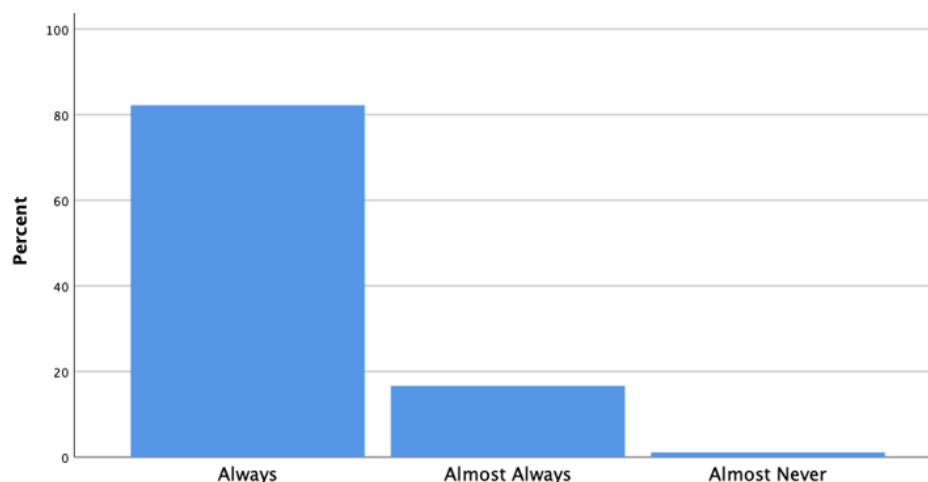


Figure 49. Responses to 'I complete the IC...'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I complete the interactive tasks...	90	1	3	1.19	.421

Table 40. Descriptive Statistics for 'I complete the interactive tasks...'

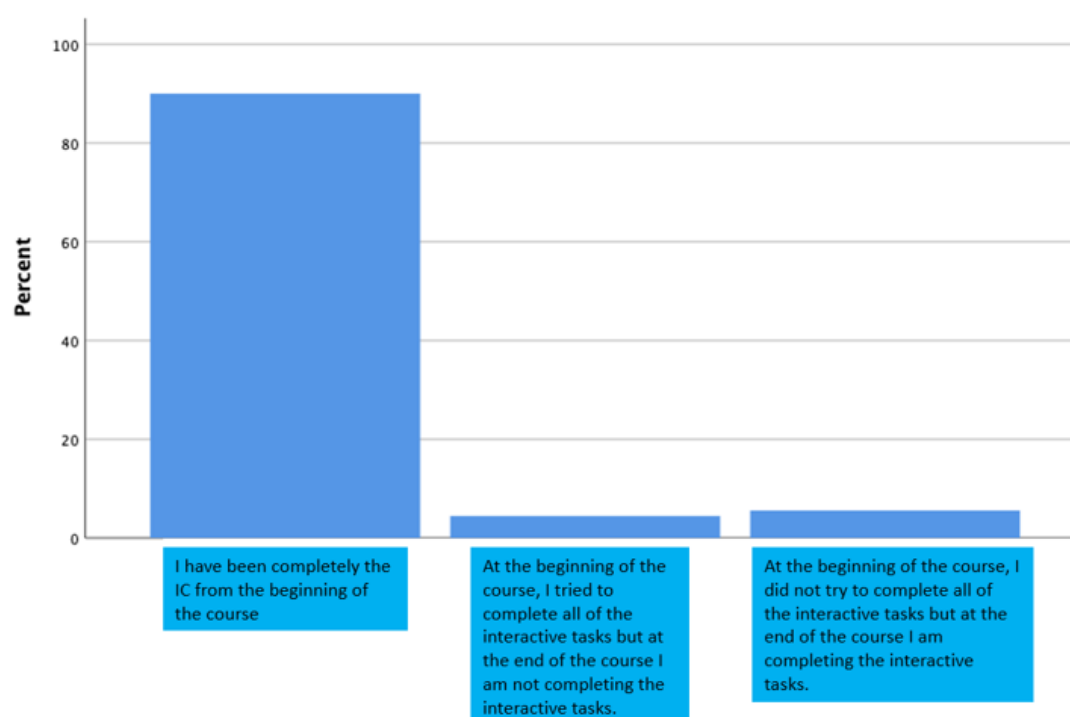


Figure 50. Responses to 'Which of these options represents you best?'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Which of these options represents you best?	90	1	4	1.26	.787

Table 41. Responses to 'Which of these options represents you best?'

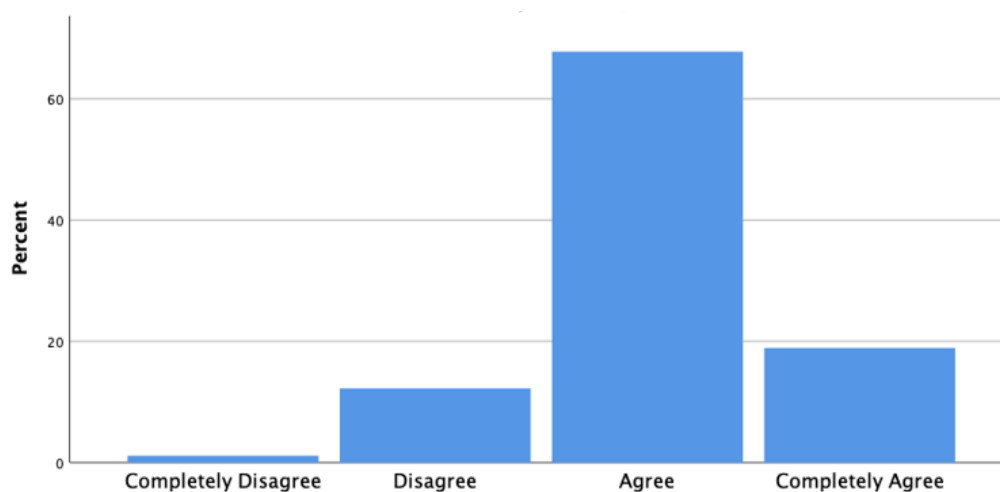


Figure 51. Responses to 'The content of the IC is relevant to my interests'. Measuring ISS20 perceptions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The content of the interactive tasks is relevant to my interests.	90	1	4	3.04	.598

Table 42. Descriptive Statistics for 'The content of the interactive tasks is relevant to my interests'.

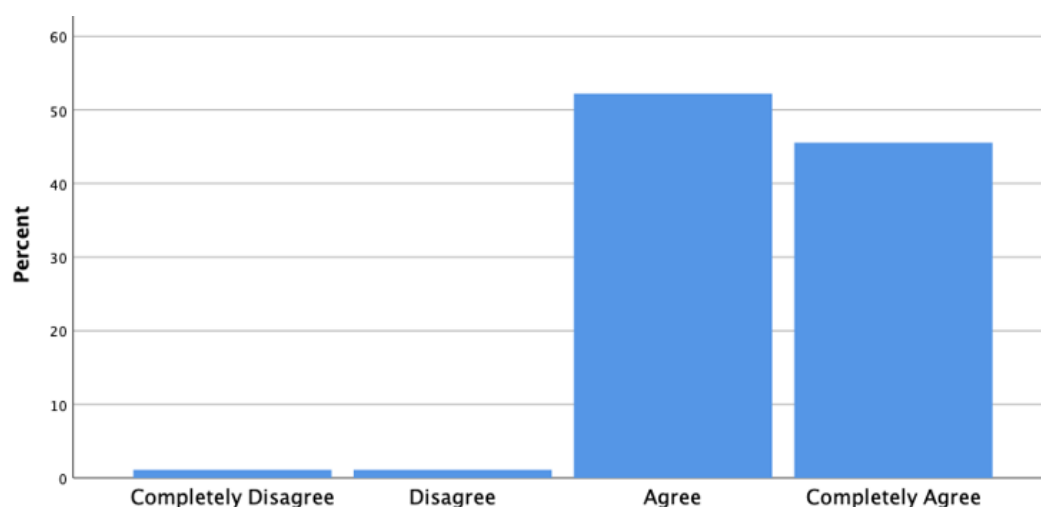


Figure 52. Responses to 'I think the IC have information which is worth knowing' measuring Autonomy (SDT). This prompt was adapted from Sergis et al., (2018).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I think the interactive tasks have information which is worth knowing.	90	1	4	3.42	.580

Table 43. Descriptive Statistics for 'I think the interactive tasks have information which is worth knowing'.

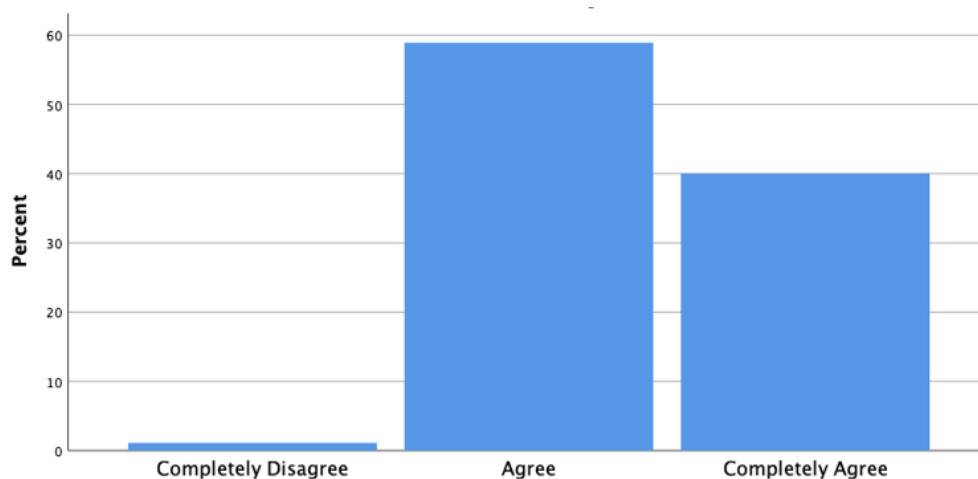


Figure 53. Responses to 'The Content of the IC will be useful to me' measuring Autonomy (SDT). This prompt was adapted from Sergis et al., (2018).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The content of the interactive tasks will be useful to me.	90	1	4	3.38	.552

Table 44. Descriptive Statistics 'The content of the interactive tasks will be useful to me'.

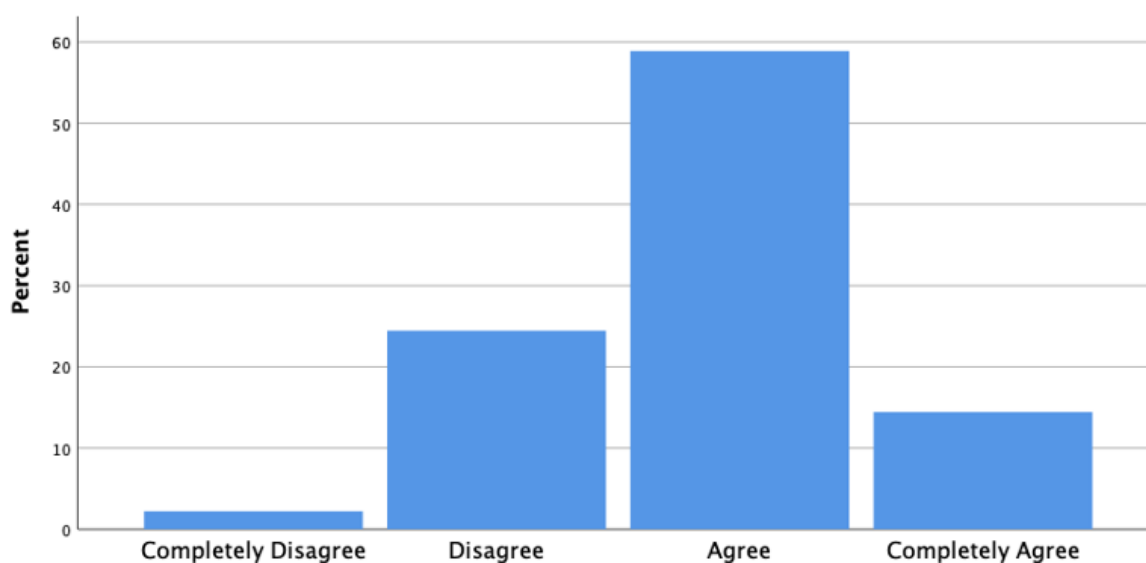


Figure 54. Responses to 'When engaged with the IC, I felt they would be easy for me' measuring Competence (SDT). This prompt was adapted from Sergis et al., (2018).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
When engaged with interactive tasks, I felt that it would be easy for me.	90	1	4	2.86	.680

Table 45. Descriptive Statistics for 'When engaged with interactive tasks, I felt that it would be easy for me'.

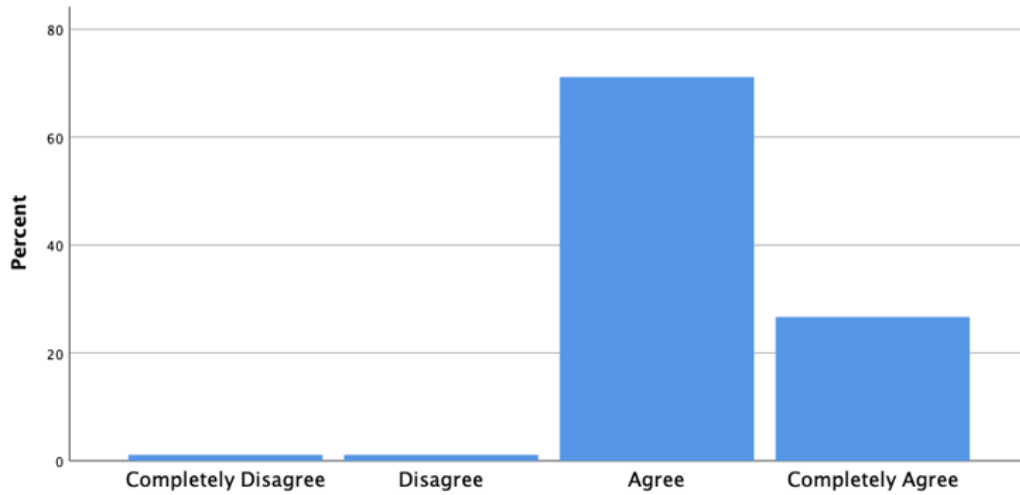


Figure 55. Responses to 'As I worked on the IC, I was confident that I could learn the content' measuring Competence (SDT). This prompt was adapted from Sergis et al., (2018).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
When engaged with interactive tasks, I felt that it would be easy for me.	90	1	4	2.86	.680

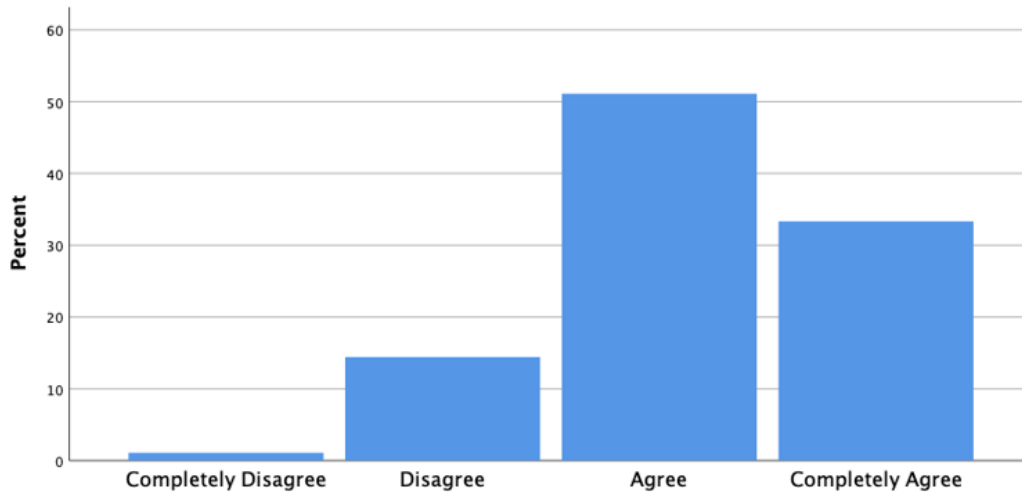


Figure 56. 'After working on the IC for a while, I was confident that I would be able to pass a test on it' measuring Competence (SDT). This prompt was adapted from Sergis et al., (2018).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
After working on interactive tasks for a while, I was confident that I would be able to pass a test on it.	90	1	4	3.17	.707

Table 46. Descriptive Statistics 'After working on interactive tasks for a while, I was confident that I would be able to pass a test on it'.

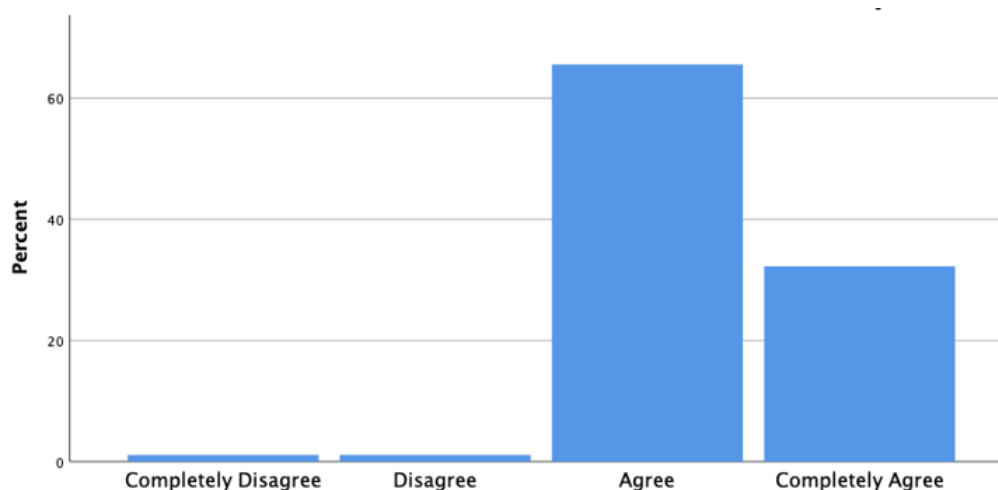


Figure 57. 'The good organisation of the material in the IC makes me confident that I would learn this material' measuring Competence (SDT). This prompt was adapted from Sergis et al., (2018)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The good organisation of the material in the interactive tasks makes me confident that I would learn this material.	90	1	4	3.29	.546

Table 47. Descriptive Statistics for 'The good organisation of the material in the interactive tasks makes me confident that I would learn this material'.

Descriptive statistics show how the IC is perceived to help students improve their academic English, with only 2.2% disagreeing or completely disagreeing with the statement. The same percentage of students did not feel confident that they could learn the content; this means that 97.8% felt confident in their ability to do so. Students felt confident in being able to learn the IC with a surprisingly large 71.1% agreeing with the statement and 26.7% strongly agreeing with it. However, when asked about their confidence in being able to pass a test on the IC, the numbers reveal an interesting trend: there is a slight increase of participants strongly agreeing with the statement (33.3%) and a significant decrease of participants agreeing (51.1%) with the statement.

Nevertheless, taken together these percentages show that the majority of the participants felt competent to complete the IC. As has been highlighted, no inferences can be made. To help contextualise the responses presented, it is worth highlighting how this aligns with Deci and Ryan's (2002, p. 7) CET stating that students need to feel that they can engage with a task. Quantitative data shows that the dimension of competence is met.

When discussing previous studies (Chapter 2) it was explained that Sergis et al.'s (2018, p. 375) finding that FL fosters a supportive environment that allows students' confidence to blossom. Sergis et al. (2018, p. 375) reasonably argue that this effect can be attributed to the distribution of in-class and out of class materials as well as the scaffolding and timely feedback provided by the teachers in the sessions. Thus, the results obtained in this small-scale study seem to echo these findings.

When exploring autonomy, as an essential element of CET (Deci & Ryan, 2002, p. 7), high scores can once again be seen. Most of the respondents agreed (67.8%) or strongly agreed (18.9%) with the ICs being relevant to their interests. An even higher combined percentage (87.8%) found the information on the ICs worth knowing. An enthusiastic 95.5% enjoyed the ICs so much that it sparked their interest in the topics explored and they wanted to learn more. In a similar vein, only one student did not perceive the IC to be useful. Although no inferences can be made, this result is remarkable because it seems to echo those of Sergis et al. (2018, p. 375) who argue that the FL model allows more autonomy due to the task distribution, enabling students to decide how they engage with the pre-session content. In the present context, completion of the IC was stated as compulsory and monitored. This may be perceived as the task completion being externally regulated; however, findings related to OIT and qualitative data seem to suggest that students have a wide range of motivations and regulations to engage with the IC. In that line, students reported that the IC helps them participate in (96.7%) and understand the live sessions (95.6%). The overwhelming response seems to once again be a positive one. In terms of task completion, participants reported doing so always (82.2%) or almost always (16.7%), with only one respondent admitting to completing the tasks almost never. Similarly, 90% of the participants affirmed to have been completing the tasks since the beginning of the course, whereas 5.6% explained

that they did not complete the tasks at the beginning of the course but started doing so towards the end. Interestingly, 4.4% reported a completely different approach and admitted to having stopped completing the IC towards the end of the course.

Although great care needs to be taken not to overgeneralise these findings, descriptive statistics allow interesting patterns to emerge, as this Chapter has shown. To conclude this brief overview of the information presented in Figures 32–47, it is worth mentioning that the organisation of the materials was highly praised, with 97.8% of the respondents agreeing or strongly agreeing that it was a factor in helping them foster their confidence in learning the content. This aligns with Yilmaz's (2017) argument highlighting how both the usability and the quality of learning resources are contributing factors in terms of satisfaction and motivation in FL courses.

Quotes from the semi-structured interviews further enhance the comprehension of the quantitative data discussed in this section. All participants (Appendix IX) acknowledged the importance of the IC, but not all participants felt completing the IC necessarily prepared them to better participate in the sessions.

But I have to know this. I have to, I think I have to know this. So I can behave well in the classroom (Rhonda, Pos. 108).

I think it helped ehm not as much as the teacher say, they say that the task will help a lot but not {laugh} (Marla, Pos. 83).

I think I'm comparatively confident in this class ehm compared with other students, because I think my personal personality is upside is active. So I want to say more. And I think in our class there are only 15 minutes in one class. If I if I can speak more, I can. Um, I can earn more, it is great opportunity to speak on class (Beatrice, Pos. 55).

Rhonda (Pos. 108) seems to report a sense of duty to complete the tasks. Interestingly, this is linked to her desire to do well in the sessions. Marla's (Pos. 83) and Beatrice's (Pos. 55) perceptions seem to question the hypothesis that FL may have a positive impact on developing speaking skills (Aburezeq, 2019). Interestingly, Beatrice attributes her willingness to actively participate in the sessions to her own personality rather than the method.

When discussing engagement with the IC, Brianna was the only participant who openly admitted to not having fully engaged with them regularly during weeks 3 and 4 due to a heavy workload related to assessments.

Yes, because in the week three, four or five, we have a lot of work like the extended writing work and the presentation work. So I need to do those work. I think that will mark the final result of my precession course. So I put more my attention on those tasks. So, maybe I understand. I see what's important, but not that important compared with those tasks. So, sometimes I feel I can't finish my extending writing plan is extending writing draft. I will I would hurry to finish all the IC and to do some work on the those tasks so so that may be the problem (Brianna, Pos. 3).

Interestingly, she can see how the IC is important to follow the sessions (Brianna, Pos. 15) but not how the IC directly impacts her performance in the assessed tasks (Brianna, Pos. 52).

yeah, so sometimes if you do the didn't understand what you are going to study you will harsh to understand your teacher sometimes because some was so, so unfamiliar with me. I didn't know them. And if I have IC class before, I would have known oh was the word means like if, if it shows on IC some words like plagiarism and the teacher said, You can't plagiarism. I wouldn't know. Yeah, plagiarism means cheating, but if I didn't have IC I would never know. What does the teacher mean? (Brianna, Pos. 15).

Yes, yes, I think it is very, very important. The extended writings more actually the life class is more helpful to the extended writing and the presentation. Yes, it is... the presentation, the live class help me know which is kind of the academic PowerPoint should be like the teacher will tell us use some XXX how to use them. And the most helpful part is tell us how to do the proof preference (Brianna, Pos. 52).

However, Omar offers a different perspective when it comes to assessing the importance of the IC on the assessed tasks.

Ehm in the interactive, there were a lot of topics in em, for example, they were very, very important to carry out the final task, for example, for writing the essay, so it was how to structure the essay and the connectors and everything. So for example, I didn't want to work on the essay, until I had finished my task, because I knew they were so important information (...) and about that, that preparing for talking (...) yeah, I think that that was that was not because we all have things to talk, unless we wouldn't have done the task, but generally, everybody did the task. I think it helped a lot to get ready for, for talking (Omar, Pos. 48).

Although Omar does not perceive the IC as essential when preparing him for speaking in the sessions, when asked, Brianna explained that she felt less willing to contribute during the weeks she had simply skimmed the IC:

I will more hesitate with all the question teacher ask. Sometimes they ask some question I will hesitate whether to answer should be this or not. Or that I think I have read. I know I know but I just didn't know sure about it. So quiet...quiet. Others only happen in week three, I guess week three over four and was so busy (Brianna, Pos. 119).

Brianna reports feelings of guilt and sadness as a result of rushing through the tasks:

when you just do the quick scan the whole IC you should know you didn't get much information you should get so at that time usually I will feel bad I feel sometimes I was ashamed about the whole thing but I just don't have enough time so maybe the choice whether I chose the external writing read the more articles or I do the IC, maybe sometimes the IC. No, that's important and I will just give you a bit so I feel nervous, I feel guilty about this but just I have no choice. (Brianna, Pos. 131).

She does, however, offer an unprompted solution to stop students not fully engaging with the content:

Maybe is a good idea is it to have a time timer when you complete not shorter than five minutes or 10 minutes because, you know, for those content that you can't finish in that short time, like five minutes because the IC always says maybe spent you 20 or 30 minutes, but you just do it in five minutes or 10 minutes. So that means you didn't really do all the text right. So maybe that's, that's, that's a good idea (Brianna, Pos. 123).

As has already been highlighted, the rest of the students reported having regularly engaged with the IC. Rebecca's answer is particularly interesting as it reveals an almost defensive response:

Paula
Okay. Did you usually do the interactive contents before the class or not always?

Rebecca
Yes, always. I am a good student! (Rebecca, Pos. 29).

This defensiveness, together with Brianna's reported sense of guilt for not completing the IC, adds further support to the tentative hypothesis that the IC being compulsory

did not automatically result in externally motivated behaviour. In Brianna's case, the sense of guilt and completing the work to avoid said feelings could be interpreted as introjected regulation (Deci & Ryan, 2002). Interestingly, she suggests a mechanism in line with introjected regulation to stop students skimming through the tasks. Rebecca's response seems to position her towards the intrinsic regulation end within the continuum. Similarly, Omar is positioned within the identified or integrated regulation as he clearly articulates how completing the IC will allow him to be successful in his assessment. As can be seen, SDT allows the systematic organisation and interpretation of the data obtained. It is noticeable that relatedness was not part of the quantitative research instruments. This is because students are expected to complete the IC individually. Furthermore, relatedness is presented as a 'backdrop' (Ryan & Deci, 2000, p. 233) within CET. Nevertheless, it did appear in the semi-structured interviews (Appendix IX) in the context of the live sessions. As the IC is intricately linked to the sessions, it seems appropriate to briefly explore perceived relatedness in this section. Thus, Marla speaks candidly of how she felt of her group and how they worked together and planned on continuing to do so during their masters' programmes. Omar reported some challenges with some classmates but was happy to work with a different group.

Marla

Um, we actually divided our class into six groups to have five members and we work as friends. We actually get closer in the first day.

Paula

Aw that is so good!

Marla

Yeah, and in China, we use an app called WeChat. Do you know it?

Paula

Yeah.

Marla

And in the WeChat, we started together a little group called group two members with love.

Paula

Aw that is so nice!

Marla

Yeah, and after class, we exchange our ideas in the WeChat group and we help each other about a seminar, presentation or extended writing. We don't copy each other, but we help each other (Marla, Pos. 47).

In the beginning, I know. It seemed to me kind of shy, or quiet. Or we were kind of calling by their names, trying them to participate on every question, but then it gets kind of better. We, they were kind of more confident. And yeah, we were discussing, and also for practicing for the seminar. There were, I had a different group. And with that group, I think I got along better. They, they like to talk a lot. And we were just like talking and talking and talking. And it was very fun. It was very fun. (Omar, Pos. 40)

Based on the qualitative data presented, it seems reasonable to argue that students displayed a strong sense of relatedness. Considering how students also score high in autonomy and competence, it can be argued that the FL model provides the necessary conditions for intrinsic motivation to take place. Using OIT, it is possible to see how the motivation to complete the IC already appeared in different points within the continuum. This area is further explored in the following section.

Thus, taken together these data sets show how the students unanimously saw a link between the IC and the sessions but not necessarily with their ability to contribute during the sessions or to help them with the assessments they had to complete. Once again, perceptions seem mostly positive. Furthermore, The IC was perceived to be well organised and to successfully address the students' interest.

4.2.3 To What Extent Does Self-Determination Theory Explain Students' Engagement With the Pre-Session Tasks?

To present the findings related to OIT and FL, descriptive statistics have once again been used due to their already highlighted suitability to comprehend the results obtained. Answers are presented in the form of a graph (Figure 48), as students were allowed to choose as many options as they felt represented them. A graph seems to be the most effective way to identify the most common answers (mode), which is the purpose of this question, thus offering an insight into students' perceptions of the IC, as well as how they navigate these tasks outside of the classroom.

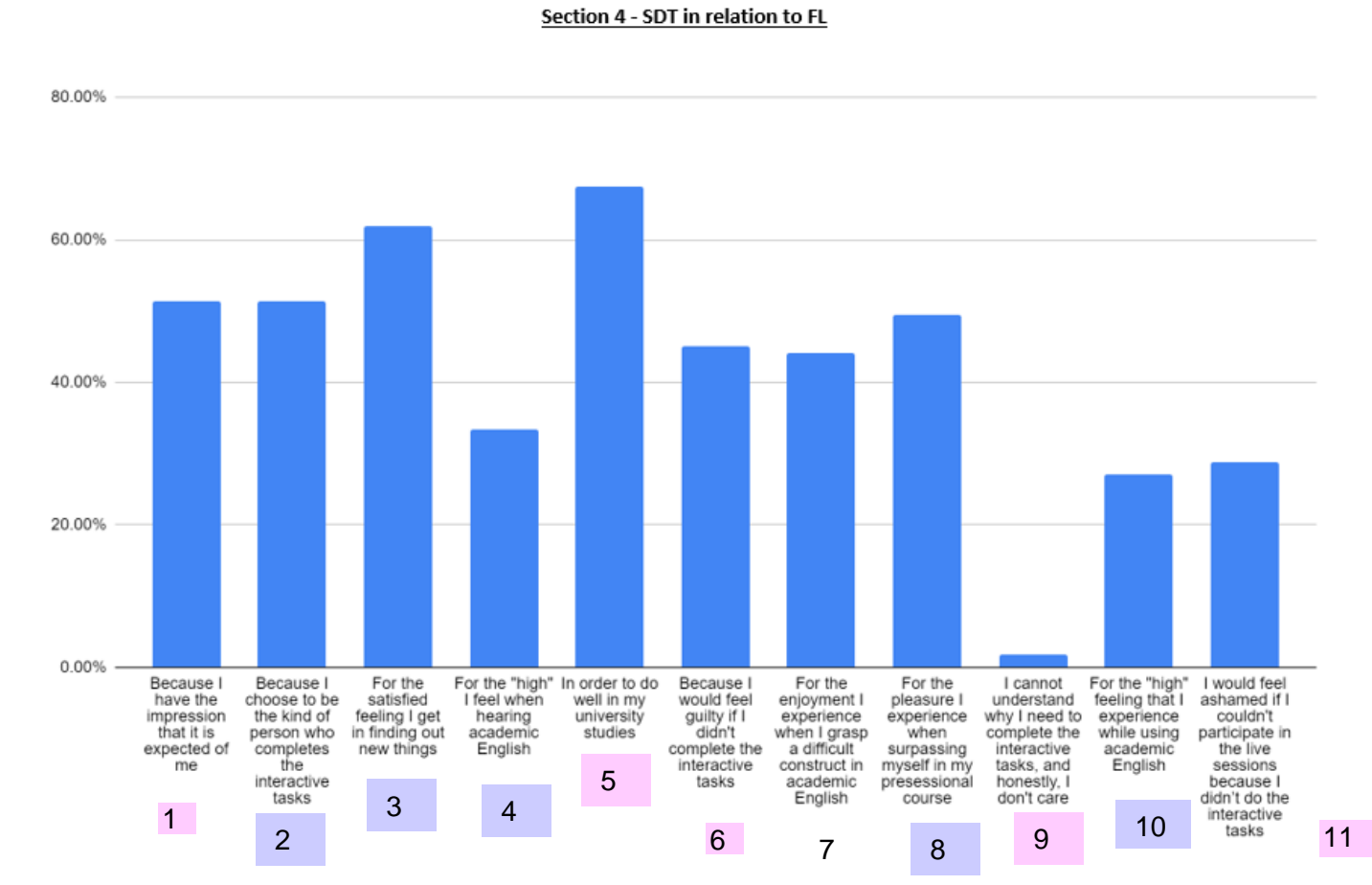


Figure 58. Students' Motivation to Complete the IC in ISS20. Adapted From Noels et al. (2000).

This figure (48) shows that the most common reason for engaging with the tasks is students' desire to be successful in their university studies (67%). This shows a predominant instrumental motivation underlying the engagement with the IC. Considering this from the insightful perspective of Hyatt (2015), who eloquently highlights the instrumentalisation of EAP, this finding is not surprising. When locating this into the SDT (Ryan & Deci, 2002, p. 16) continuum, it would be closer to an externally regulated behaviour. However, the satisfaction of learning new things is the second most common reason (62%), situated towards intrinsic motivation and linked to accomplishment (Noels et al., 2000, p. 85), followed by having the impression that it is expected of them (52.1%). This would be placed within the realm of externally regulated behaviours. Interestingly, this perception is closely followed by students' active choice of being the person who completes the IC (51.3%), once again showing a slight move within the continuum towards a self-determined behaviour by placing this item as representing identified regulation (Noels et al., 2000, p. 85).

It is also worth mentioning that 45% of the respondents completed the IC to avoid a sense of guilt, displaying introjected regulation (Noels et al., 2000, p. 85). To conclude this summary of the most striking results presented in Figure 48, I would like to highlight that the two students (1.8%) who marked that they did not understand why they needed to complete the IC (Figure 33) also marked all the options. As that statement seems to exclude the rest, this may cast doubt on the validity of those answers.

The frequency of externally regulated behaviour as evidenced by 'having the impression that it is expected of me' (52.1%) may be due to the compulsory nature of the IC. To join the study programmes, students need to successfully complete this course, making it unsurprising that the main reason why students complete the IC is to be successful in their respective HE courses. Taking into consideration that not all tasks will be intrinsically interesting for all students within their formal educational journey (Reeve, 2004, p. 182), it is promising that intrinsic motivation related to accomplishment appears as the second reason why students completed the IC. The evidence presented so far seems to suggest that FL, as enacted in the courses that are the object of this study, seems to support students' autonomy; thus, this extrinsically motivated

behaviour can be internalised, becoming a part of the self and a self-regulated behaviour (Deci & Ryan, 2004, p. 15).

Before moving to the discussions of motivation in the semi-structured interviews, I want to draw the reader's attention to the one participant who systematically provided a very negative perception of FL. Interestingly, when asked about their motivation to complete the IC, they simply responded 'because I am the person who chooses to do so'. As a researcher, I would have appreciated enormously if they had volunteered for an interview; unfortunately, that was not the case. Thus, further exploration of the reasons why this participant had an overall negative perception will sadly remain unknown. Nevertheless, thought-provoking responses were provided by willing participants on the topic of motivation in relation to FL.

During the interviews, all participants, except Preston, were asked their reasons for completing the IC. Their responses can be seen in Table 23. The reason why Preston was not asked about his motivation to engage with the IC was due to the significant linguistic challenges that I encountered in our interview; as interviewer, I decided to shorten the length of the session. This resulted in a less thorough discussion of this section.

Table 48 shows that participants provided a wide range of reasons to engage with the tasks. Therefore, wanting to be successful in their future university studies was a very common reason, followed by students' own interest in either the English language or the materials themselves.

Section 3 – Students’ reasons for completing the IC

Participant	Quote
Michael	I think doing class doing this content will help us to understand to follow the teacher more easily. And I think during doing these tasks, it will help us to, how to say that, to learn English and it is very good for self-improvement, improvement, improvement, self-improvement (Pos, 65)
Omar	<p>And besides, I like very much what I'm studying. So that was kind of my biggest motivation, I guess. Yeah, just Yeah (Pos. 64)</p> <p>Ah I felt that so much {laugh} so many times, I think that the XXX that I really want to get into the university, because it was the requirement that I need to XXX it, and that I have to do it. And at the beginning, I didn't thought, I didn't think it would be that hard. You know, I was like, it's an English course. I'm also teach English, and I like English. So I didn't think that it would be so much oriented, for example, for preparing for the master's course, you know, how to write essays how to read articles, and it was harder than expected. And and yes, sometimes I was, so I had so much homework, that I thought I wouldn't have enough time to do all the things and, and many times I question myself, like, why am I doing this? I mean, I'm actually working, and I'm fine here. And then it was like, there's no coming back. I chose this and I have to finish it no matter what. And but at the end, it will be just fine or great. (Pos, 68)</p> <p>But it was just my motivation to study the get accepted (Pos.72)</p>
Marla	<p>Really want to get the first-class degree and I want to learn mostly in England. So I think I have to prepare my my skills My English vocal or academic writing this kind of still to, to get through in my master's degree." (Pos. 80)</p> <p>will I complete it? I completed all of it. And every task I completed before the class because I want to prepare, I think, and Chinese students have this habit, some habit about preparing everything. I think it's</p>

	<p>very useful to know what we're going to learn or what we already learned and the just eh strong our memory (Pos,12)</p> <p>Um, first of all, I think it is a big move for our family to support me to learn aboard. And to be honest, it is a huge move. A lot of effort, and I don't want to disappoint my parents, but most of all, I think I did it for myself (Pos,72)</p>
Beatrice	<p>journalists in the future, especially our journalists, journalists to go around the world to report something out of our country. So I need to get a very, very good feel of the English, especially the Spoken English I want to speak very well but you know, during <u>our</u> during my during my growing XXX I can pass exams but I can't speak with the other foreigners so I'm really bad in my spoken English (Pos,33)</p>
Rebecca	<p>Okay, firstly, Huh, maybe good habits {laughs} (Pos, 112)</p> <p>Yeah, I must ensure I have made enough preparation before I joined the online course. And secondly, I like English, so I am interesting in the interactive task. Mm hmm. I think it's helpful and helpful for improving my English ability and self-study ability (Pos,115)</p>
Rhonda	<p>But I have to know this, I think I have to know this. So that I can behave well in the classroom (Pos, 88)</p> <p>Yeah, first I enjoy doing them because although O have learned English for many years, but I don't have been learning how to write the academic writing before (Pos, 89)</p> <p>And I enjoy them, Yeah, I really love the structure of your of the lessons, Yeah, I really enjoyed this. And, and some things I didn't learn before, so I am very interested in the information and I find myself very happy to follow the introductions (Pos, 94)</p>
Preston	N/A

Brianna	Yes, I was curious about the content because this always have some new thing. Come in. Come out the interactive class I didn't know before but I read the interactive class I know it. So, I think it's very... and another thing is I should it is there is a checklist, and I would like to see all the class was marked the like yes complete. If there is no you didn't complete and this have a sign sign and I was I will feel no I should com, completed and have complete the mark. So, so that's the part, part of Yes. Firstly, because I'm interesting in the context. The second is I can't see the yeah, you did it! You didn't completed it and I will feel so awful I would like to see all is a completed, but that's my motivation (Pos. 95)
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Table 48. Students' Answers to the Question 'Why Do You Complete the IC?'

The quotes provided in this section also reflect variety within the SDT continuum. The desire to do well in their HE courses is frequent. Examples of intrinsic motivation, see Michael or Brianna, are also evident through the quotes. Interestingly, Marla displays reasons for engaging with the tasks that range from intrinsic motivation – intrinsically regulated behaviour (‘Mostly I did for myself’) to extrinsic motivation – introjected regulated behaviour (‘I don’t want to disappoint my parents’). The complexity of her answer echoes Dörnyei and Ushioda’s (2013, p. 199) claim that the complexities of researching motivation can be challenging. However, the use of SDT has allowed the through exploration and contextualisation of the data obtained, painting a complex landscape in which different motivational forces are combined. The qualitative data obtained seem to echo the findings of the quantitative data echoing the promising results that FL, as enacted in the courses object of study, facilitates the internalisation and self-regulation of the behaviour as FL fosters students’ autonomy (Deci & Ryan, 2004, p. 15).

4.3 Concluding Thoughts

In this section, quantitative and qualitative findings have been presented to address RQ1. Students were mostly positive about their experience of FL and insightful contributions to further contextualise the quantitative data were made by willing interview participants. Perceptions reported by participants were in line with the literature critically explored in Chapter 2.

On more reflective and reflexive aspects, I would like to address the challenges of researching international students’ perceptions, being one myself. This was a challenge for me because my experience differs from what is currently a trend within HE institutions in the UK of providing EAP courses to prepare students for university or alongside their programmes. As an undergraduate student of English philology, I was expected to cope with lectures delivered entirely in English and being assessed through English, my L2. There was no support within the university, and we were expected to overcome any linguistic issues or challenges related to academic literacy on our own. In my alma mater, the first year did count for the overall final grade. This intensified the

pressure for undergraduate students like me. Therefore, I find it challenging to accept less than enthusiastic perceptions of EAP as I would have loved to have had that support. While writing this chapter and navigating understanding students' participants views and my own positionality, I encountered a blog post written by Ding (2019) exploring the seemingly ubiquitous quote in some EAP circles, attributed to Bourdieu, highlighting that none is a native speaker of academic English. Incidentally, I selected this reading as part of a teacher development session for my EAP team which allow me to unpick the text and discuss it with colleagues, thus enhancing my own understanding and making the experience sociable. In this insightful post, Ding (2019) echoes debates around the nature of academic English for both home and international students. The work of Wyle (2003) is referred to, so as to understand this difference in the nature of support for home and international students. This fortuitous encounter with Wyle's (2003) take on standpoint theory allowed me to distance myself from my data and gave me space to analyse the results obtained in a critical manner. This is because standpoint theory explicitly positions the knower, in this case, the student-participants, as legitimate sources of epistemic justification, thus creating the necessary space for the data, analysis, students' perceptions and my own positionality to co-exist.

Incidentally, being able to share a fundamental reading in my EdD journey in a CPD session, made me realise how completing an EdD while working as an EAP tutor may be challenging, but it is also an almost symbiotic relationship through which both my professional and scholarly activities benefit each other.

5. Exploring Teachers' Perceptions

To address RQ2, findings from the questionnaire are presented first, followed by extracts from semi-structured interviews to help contextualise the quantitative findings. These findings are critically presented and discussed in relation to the wider context. This chapter concludes with a summary of the ideas explored and reflective notes to enhance understanding.

5.1 Teachers' Data Set

Before presenting the findings, it is essential to briefly highlight the characteristics of the teachers who participated in the online questionnaire. This self-selected sample was comprised of 31 participants. However, one participant was discarded as they failed to choose only one answer per question. This resulted in a total sample of 30 teachers out of the potential 150 participants (Lester, course director, semi-structured interview, Appendix X). In this reduced sample, the participants answered all necessary questions to carry out the analysis. Appendix X provides comprehensive demographical information.

Participants completing the questionnaire were invited to participate in a follow-up semi-structured interview, further exploring the intricate dimensions of FL in an online EAP preessional. Although a total of 11 participants agreed to be contacted for this part of the research, only eight teachers responded to the follow-up email to arrange the interviews and engaged in the process. As with the students' sample, all responses that met the criteria outlined in Chapter 3 were accepted. This is due to the significant challenges posed by the centre's interpretation of GDPR and COVID-19-related limitations.

As has been explained, both quantitative and qualitative data are presented and discussed in this chapter. Descriptive statistics have been used to explore quantitative data; thus, these results cannot be generalised to the whole population. As a result, in this chapter, responses from the teachers are presented without drawing inferences. However, the numerical data has been used to complement the qualitative data. In line with the approach taken in Chapter 4, references to the literature critically discussed in Chapter 2 have been included to help contextualise the analysis. However, this does not

make the results and analysis presented transferable due to the nature of the analytical methods used in this research.

The participants were four males and four females with a wide range of experiences and backgrounds. Five participants, Roland, Clarence, Relle, Naomi and Cedric, were temporary ISS20 teachers (Table 49). The remaining participants, Russell, Nerese and Marcia were permanent members of staff. This means that they are also involved in year-round, in-session teaching.

	frequency	percent
Temporary ISS teachers	5	62.50
Permanent ELTC teachers	3	37.50
Total (Valid)	8	100.00
Missing	0	0.00
Total	8	100.00

Table 49. Demographic Information about Interviewees.

To better understand the qualitative findings presented, it is worth highlighting that a total of 492 segments of all interviews were coded. However, not all codes were relevant to answer the RQs. Therefore, only the codes that can enhance the understanding of the proposed RQs are reported in this section. As explored in Chapter 3, this TA has been done following Braun and Clarke's (2006) approach. Despite the potential limitations of TA and how they have been addressed in this study (Chapter 3), the method of analysis has been particularly effective due to its flexibility and has been extremely helpful when summarising the key themes identified within this data set. Nevertheless, due to the nature of semi-structured interviews, differences can be seen in the detail, length and topics of discussion. This complexity is reflected in the coded segments and distribution under the relevant RQs in Table 50.

Color	Code	Cod. seg. (all documents)	% Cod. seg. (all documents)	Documents
●	FL\FL in practice	74	15.04	8
😊	Paraphrased Segments\smiling positive aspects - what works wel	37	7.52	8
●	Paraphrased Segments\IC	32	6.50	8
●	Live sessions\The online environment	31	6.30	7
●	Paraphrased Segments\MAGENTA - Who are the students	31	6.30	7
●	Paraphrased Segments\YELLOW - Who are the teachers	28	5.69	7
●	motivation\T's Autonomy & Creativity in relation to course & mat	27	5.49	7
●	FL\Conceptualising FL	25	5.08	6
●	FL\BLUE - random things that are tangentially important	23	4.67	5
●	Paraphrased Segments\Workload	22	4.47	6
😞	Paraphrased Segments\pouting - negative aspects	19	3.86	7
●	IC\Monitoring of IC	18	3.66	7
●	Paraphrased Segments\Live sessions	14	2.85	5
●	Workload\Teachers' and the IC - WHY they do(n't) them	14	2.85	7
●	FL\Teacher's role	13	2.64	7
●	IC\S's engagement with the IC tasks	12	2.44	6
●	FL\Suitability of the method based on the course nature	11	2.24	5
●	motivation\Students Autonomy	9	1.83	5
●	Paraphrased Segments\Time constrains	8	1.63	5
●	Workload\Ts workload in relation to IC	8	1.63	5
●	Live sessions\input balance	7	1.42	3
●	Paraphrased Segments\Feedback	6	1.22	3
●	Paraphrased Segments\motivation	6	1.22	5
●	Paraphrased Segments\Assessment	4	0.81	2
●	Paraphrased Segments\Feedback to researcher	4	0.81	3
●	FL\T's perceptions of S's engagement with FL	3	0.61	2
●	Feedback\Communication	2	0.41	2
●	FL\FL in an online environment	2	0.41	2
●	motivation\Instrumental Motivation	2	0.41	2

Table 50. Frequency of Codes and the Number of Documents in Which They Appear.

Furthermore, Appendix X offers a clear visualisation of these complexities by showing the number of coded segments in each interview and document portraits that visually show the topics discussed in each interview. This appendix also includes coded quotes thematically organised by each participant. As with the previous data set, fully transcribed interviews are only available on request. As has also been explained, particular emphasis has been placed on aspects that further clarify students' perceptions. Thus, following the order dictated by the RQs, findings related to the conceptualisation of FL are followed by findings related to FL in ISS20. These findings are followed by teachers' perceptions of potential changes within their role. This section concludes by exploring teachers' engagement with FL in relation to SDT.

5.2 What Does Flipped Learning Mean for Teachers?

5.2.1 Quantitative Results

Findings related to this RQ can be seen in graph form (Figures 49–53) below. In line with descriptive statistical analysis, the mean and standard deviation, as well as the mode, have been included (Table 51). The information is presented in table form in Appendix IX; in this table, both frequency and percentages are provided. This is because they comprehensively convey the distribution of the responses obtained (Connolly, 2007, p. 82). By presenting the results in both graphs (Chapter 5) and tables (Appendix IX), it is hoped that the data can be evaluated with ease. Thus, the presentation of findings from teachers replicates that of the previous chapter, and it is underpinned by the same principles.

As acknowledged in the Methodology section (Chapter 3), these perceptions of FL need to be understood holistically. As these are authentic quotes from the literature (Wanner & Palmer, 2015, p. 16) and from participants during the pilot stage, they offer a nuanced presentation of FL as a method. For instance, on quote 4, a participant may agree with the quality of the lesson tasks but not their value, thus potentially compromising the validity of this section of the questionnaire. However, these quotes and the responses collected do help gauge how participants may conceptualise FL. Furthermore, section 3 of the questionnaire offers an epitomised list of different practical applications, thus allowing a more detailed exploration of each component of FL and how it is perceived.

Quote 1 - 'Flipped learning is a great pedagogical practice but takes time to develop and implement. I still think it is worth it as the students are more engaged, seem to have a better concept knowledge on a deeper level and I can monitor their progress better'. This is an overall positive quote which acknowledges that FL can be time-consuming yet beneficial to foster deep learning.

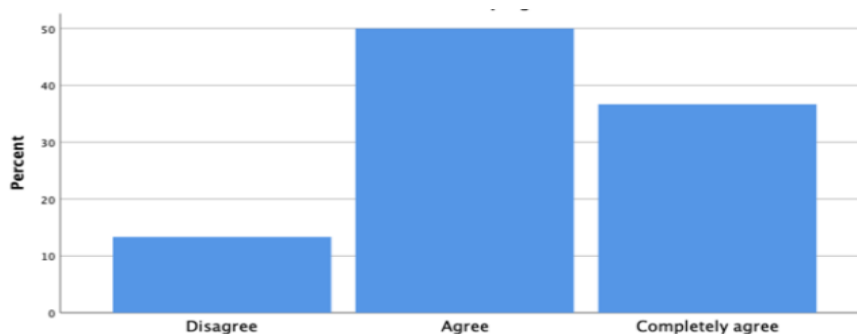


Figure 59. Responses to quote 1. Adapted from Wanner and Palmer (2015).

Quote 2 - ‘I am simply appalled by the way this [nonsense] has taken over educational theorising. It runs counter to every solid experimental and theoretical result obtained by psychologists about learning, memory skill acquisition and deployment. It is a disgrace to the educational profession sold by technology entrepreneurs.’ This is an overall negative quote adapted from (Wanner and Palmer, 2014).

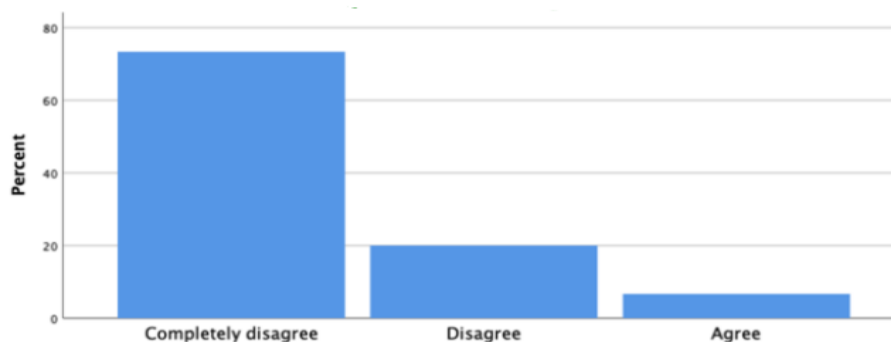


Figure 60. Responses to quote 2. Adapted from Wanner and Palmer (2015).

Quote 3 - ‘Students are already encouraged to prepare before attending EAP classes. EAP sessions are already communicative and based around discussion, debate, and small-group activities. As a teacher, I also need time to explain the mechanics of paraphrasing or synthesising. They don’t need to talk about it, they just need to understand it! The flipped classroom appears to implement a model of learning that we already practice, but in a less efficient manner than a traditional EAP session would

allow'. This is an overall negative that presents FL as less efficiency as traditional EAP session.

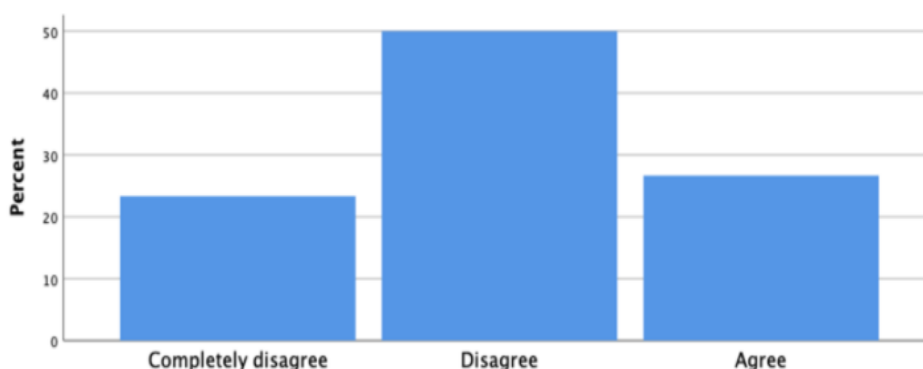


Figure 61. Responses to quote 3. Adapted from Wanner and Palmer (2015).

Quote 4 - 'Flipped Learning has benefitted my students enormously; the interactive tasks are well thought out and really prepare the students to make the most of the sessions'. This is an overall positive quote that highlights both the value and quality of the pre-lesson tasks (Adapted from the pilot).

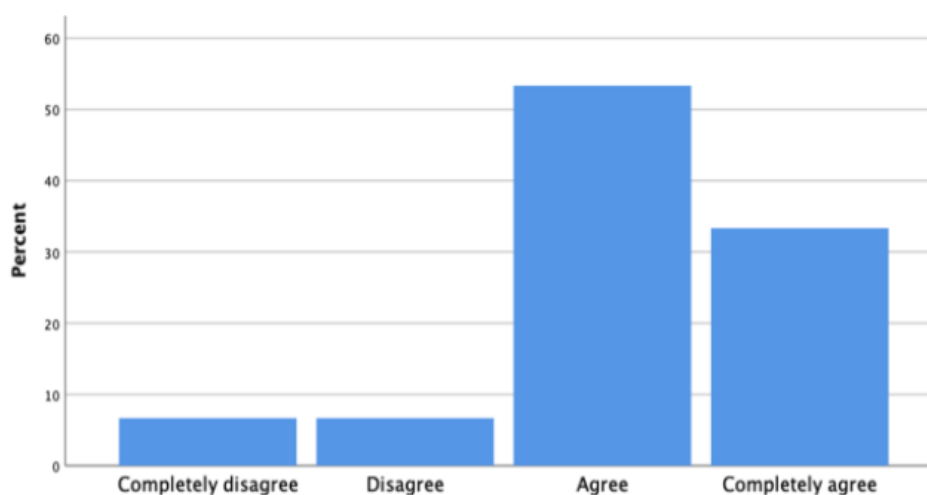


Figure 62. Responses to quote 2. Adapted from the pilot.

Quote 5 'Flipped classroom learning is just another dirty trick from admin to avoid booking enough rooms. It is just another neoliberal attitude to try and make a profit'. This is an overall negative quote that equated FL with making a profit (Wanner and Palmer, 2014).

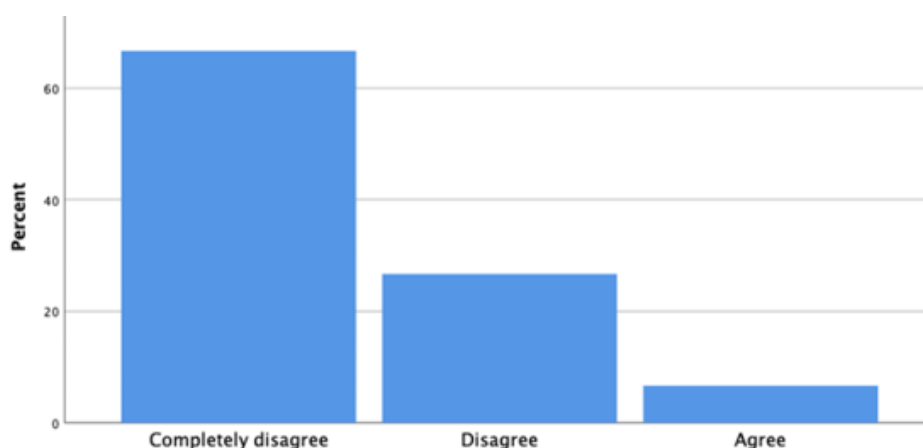


Figure 63. Responses to quote 2. Adapted from Wanner and Palmer (2015).

This table (Table 51) shows descriptive statistical analysis including the mean and the standard deviation. The mode can easily be seen in the graphical representations above.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Quote 1	30	2	4	3.23	.679
Quote 2	30	1	3	1.33	.606
Quote 3	30	1	3	2.03	.718
Quote 4	30	1	4	3.13	.819
Quote 5	30	1	3	1.40	.621
Valid N (listwise)	30				

Table 51. Table 22. Descriptive statistics - Quotes on FL.

As highlighted in the Methodology section (Chapter 3), descriptive analysis can not only help analyse the quality of the data obtained but also identify its anomalies in causal studies (Loeb et al., 2017, p. 5). In a similar vein, Trochim (2020, Analysis section ‘descriptive statistics’) highlights how descriptive statistics facilitate the understanding of quantitative descriptions. In this data set, there are only 30 participants, but a lot of measures have been taken. Therefore, this large amount of data can be organised and simplified using descriptive statistics (Trochim, 2020, Analysis section ‘descriptive statistics’). It is worth highlighting once again how the nature of the sample made descriptive statistics the only suitable choice. In practical terms, this means that these results cannot be used to make inferences to the general population (Allen, 2017).

Data shows that the two participants (6.7%) who agreed or strongly agreed with the most critical perceptions of FL were both over 40 and taught in the 10-week preessional course. Interestingly, they were at opposite ends in the EAP experience scale. The three participants (10%) who reported not to have used FL before ISS20 strongly disagreed with the most critical perceptions of FL and clearly favoured the most positive ones. In a similar vein, it seems worth highlighting that participant who were more critical of the method (6.7%) reported either using it in their teaching or having used it in ISS19. From these results, it can be seen how that the institution's approach to implementing FL is well received among practitioners with limited FL exposure and criticism may arise from the lack of consensus defining FL (Abeysekera & Dawson, 2014), as explored in Chapter 2. This hypothesis is further explored in Section 5.3. To conclude, it is important to highlight that FL is perceived in a positive light by teachers, according to the quantitative data obtained.

5.2.2 Qualitative Results

Qualitative data continue to support a mostly positive perception of FL, as Figure 54 shows.

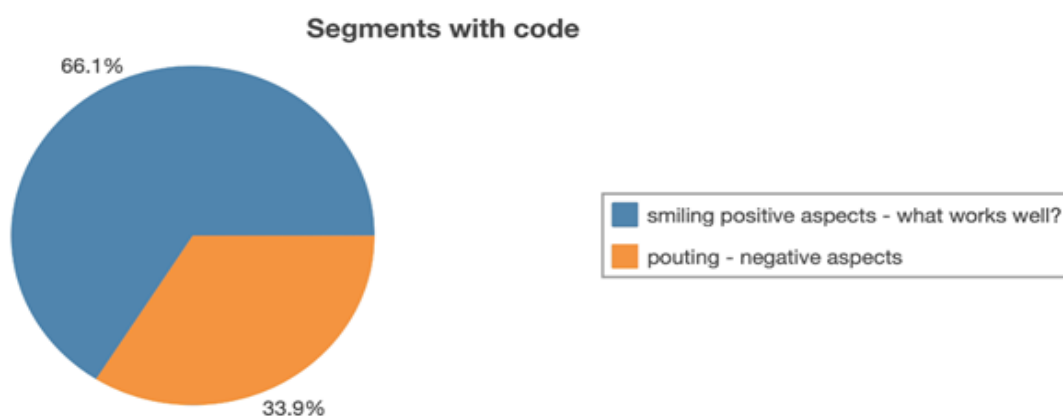


Figure 64. Positive and Negative Codes in Teachers' Interviews.

However, Marcia highlights some remarkably interesting challenges in her interview, particularly the lack of connection between the flipped content and her live lessons, as the quotes below show:

So, I felt that I lost. I lost the connection between the flipped and what was happening in the class (Marcia, Pos. 10).

So, I felt perhaps very keenly, maybe because they were particularly inexperienced in academic skills. I felt a bit disappointed that I couldn't, couldn't bring those pieces of that jigsaw together. I don't know, just a little disappointed with myself, I think (Marcia, Pos. 34).

Most negative comments are associated with the use of technology, rather than the method itself. Those concerns include technical difficulties, establishing rapport and monitoring, as well as the intrinsic characteristics of the online medium.

The only thing that was an obstacle was the internet connection that the students had. That was the only limitation I can really think of (Roland, Pos. 16).

I just missed the face-to-face and not being able to go around the classroom and see who's coming, you know, see who was paying attention? And who was not? You could, you can monitor it a little bit, but you will, you are never sure. So, I just missed that kind of thing (Nerese, Pos. 130).

There's something about being online. You know, you're held in position, you're looking at that screen. (...) you ask a question, and {long pause} nothing. And you think, how long do I wait? (...) You say you don't have to put on your microphone, put something in the chatbox. (...) It's a more you're working on your nerves much more. (...) So it's continual? High, I think, a high level of tension (Marcia, Pos. 171).

Overall, the coded positive segments (Appendix X) highlight that teachers valued a wide range of aspects not limited to FL, such as the course structure or the support received. Specific positive aspects of FL include improvement on attendance (Marcia, Pos. 82) and the opportunity to explore more HOTS tasks in the sessions (Roland, Pos. 12).

And attendance was incredible and better than in the face-to-face summer schools that I've done before, though, um, obviously they I think they kind of enjoyed the course (Marcia, Pos. 82).

So, when they come to class prepared, having, for example, watched a lecture, having watched it maybe multiple times, having taken some notes, then we already can talk about, I mean, we can take the whole class to a higher level (Roland, Pos. 12).

Relle also identifies FL as a positive contributor for peer-to-peer communication.

But they all today when I asked them in their tutorials, what they thought of that they all were very positive about it because it gave them the confidence, they realise they weren't going to be able to read these texts that were given to them

and, sharing meant that they communicated with each other and they set up little WeChat groups.

Paula

That is so good!

Relle

outside of yeah, outside of the class. So, they, I mean, there's an example of how the flipped learning was motivating them to communicate and collaborate (Relle, Pos. 116).

These perceptions echo findings in the literature critically discussed in Chapter 2.

Lockwood (2014, p. 5), Ryan and Reid (2015) and Wanner and Palmer (2015) highlight how FL can foster interaction, thus supporting Relle's (Pos. 116) perception. Roland's quote (Pos. 12) highlights how the sessions are used for HOTS tasks, thus aligning with this idea of FL inverting Bloom's taxonomy, as a result of students having the opportunity to engage with the LOTS tasks at their own pace (Gonzalez & Gomez, 2016; Lockwood, 2014, p. 5–36). Marcia's perception of FL having a positive impact on attendance has also been identified in the literature (Lockwood, 2014, p. 5–36; McLaughlin et al., 2014).

However, Marcia is reporting this improvement in relation to ISS19, which already used FL. Thus, it may be possible to argue that attendance has benefitted from ERT. Although no published study can be added at this point to support this hypothesis, in the ISS20 delivery model, contact hours were reduced from three to two hours a day.

Furthermore, students did not need to commute to attend the one-hour contact sessions; joining the session was as simple as turning the computer on, so it seems reasonable to argue that this ease may have been a contributing factor in enhancing attendance.

These findings related to the conceptualisation of FL show overwhelmingly positive perceptions. As this study adapted Wanner and Palmer's (2015) insightful research, it seems a reasonable first step to compare results. However, it is worth highlighting that their research, although including FL in HE, focused on assessment and flexible learning. Crucially, it is not an EAP preessional course either. Nevertheless, it is remarkably interesting to see how participants in Wanner and Palmer's (2015, p. 362) research reported a predominant perception of FL lacking pedagogical underpinnings

and having been a part of teaching and learning within the HE repertoire. This is a sharp contrast to the perceptions reported in this study.

5.3 How Do Teachers Perceive Changes in the Sessions and Their Role?

To address RQ2a and RQ2b, as well as to further enhance the answers for the overarching RQ2, teachers were invited to reflect on their experience using FL in an online EAP course. These results can be seen in graphs in graph form (Figures 55 – 83) below. In line with descriptive statistical analysis, the mean and standard deviation (Tables 52-78), as well as the mode, which can easily be seen in the Figures 55-83, has also been included. The information is presented on table form in Appendix IX; in this table both frequency and percentages are provided. This is because they comprehensively convey the distribution of the responses obtained (Connolly, 2007, p. 82). By presenting the results in both graphs (Chapter 5) and tables (Appendix IX), it is hoped that the data can be evaluated with ease. Thus, the presentation of findings from teachers replicates that of the previous chapter, and it is underpinned by the same principles.

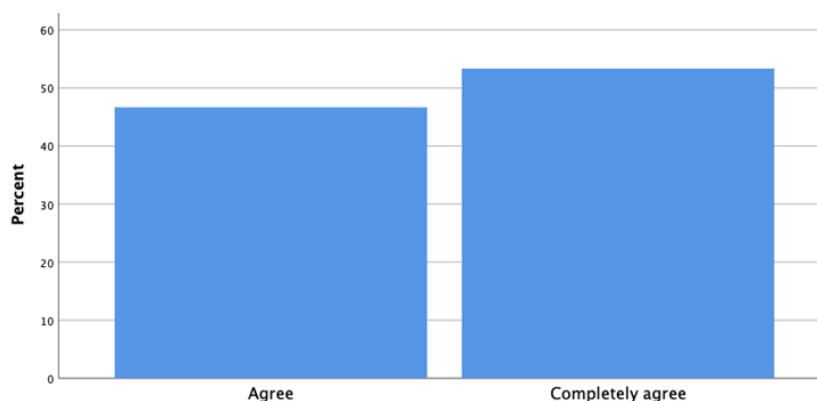


Figure 65. Responses to 'I understand the pedagogical principles underpinning FL'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I understand the pedagogical principles underpinning FL.	30	3	4	3.53	.507

Table 52. Descriptive Statistics for 'I understand the pedagogical principles underpinning FL'.

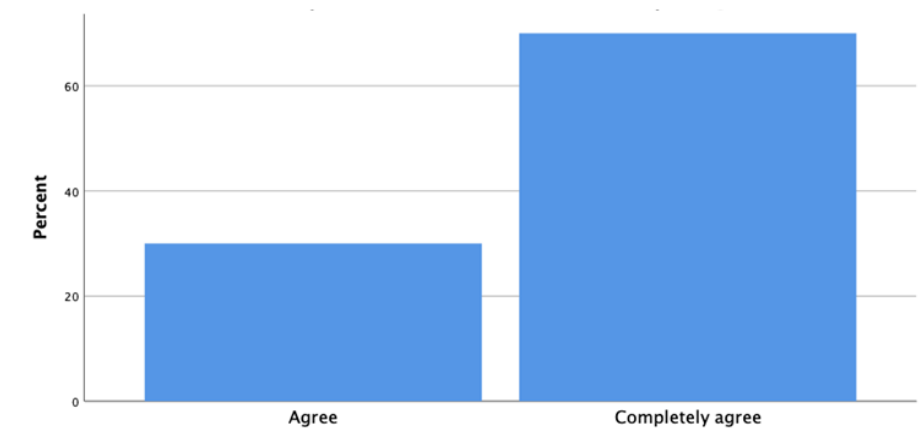


Figure 66. Responses to 'I am comfortable answering students' questions about the methods I use in my class'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I am comfortable answering students' questions about the methods I use in my class.	30	3	4	3.70	.466

Table 53. Descriptive Statistics for 'I am comfortable answering students' questions about the methods I use in my class'.

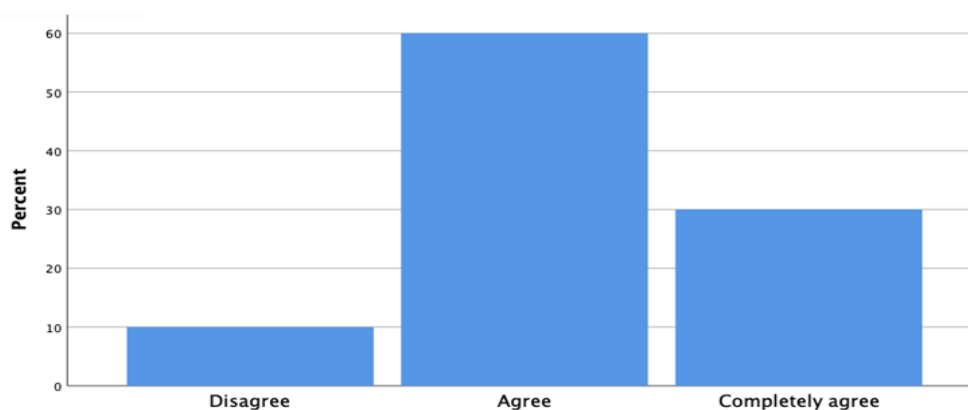


Figure 67. Responses to 'The students understand why they need to complete the interactive tasks'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The students understand why they need to complete the interactive tasks.	30	2	4	3.20	.610

Table 54. Descriptive Statistics for 'The students understand why they need to complete the interactive tasks'.

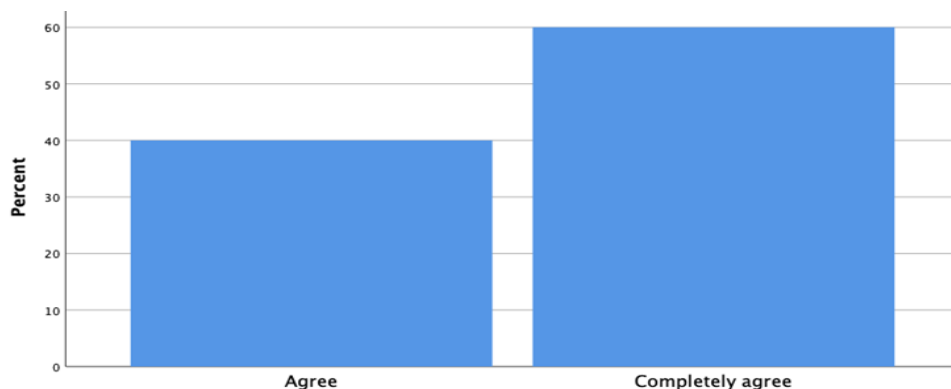


Figure 68. Responses to 'I can clearly see the link between the interactive tasks and the live sessions'

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I can clearly see the link between the interactive tasks and the live sessions.	30	3	4	3.60	.498

Table 55. Descriptive Statistics for 'I can clearly see the link between the interactive tasks and the live sessions'.

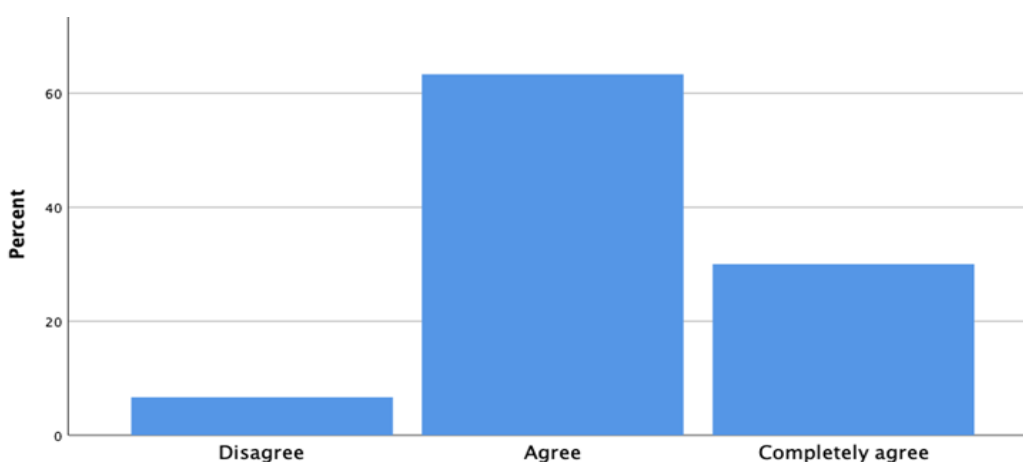


Figure 69. Responses to 'The students can clearly see the link between the interactive tasks and the live sessions'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The students can clearly see the link between the interactive tasks and the live sessions.	30	2	4	3.23	.568

Table 56. Descriptive Statistics for 'The students can clearly see the link between the interactive tasks and the live sessions'.

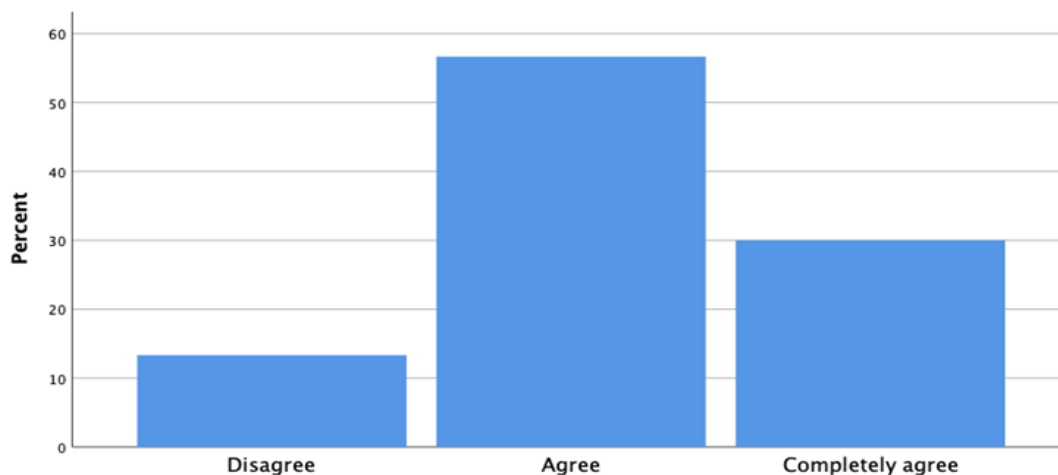


Figure 70. Responses to 'I regularly check on the system who is engaging with the task'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I regularly check on the system who is engaging with the task.	30	2	4	3.17	.648

Table 57. Descriptive Statistics for 'I regularly check on the system who is engaging with the task'.

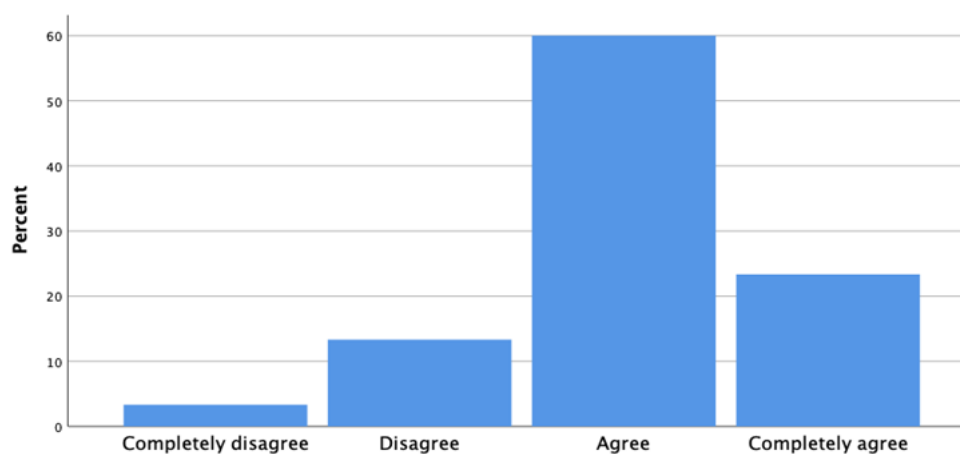


Figure 71. Responses to 'FL helps me guide students to build their own knowledge'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
FL helps me guide students to build their own knowledge.	30	1	4	3.03	.718

Table 58. Descriptive Statistics for 'FL helps me guide students to build their own knowledge'.

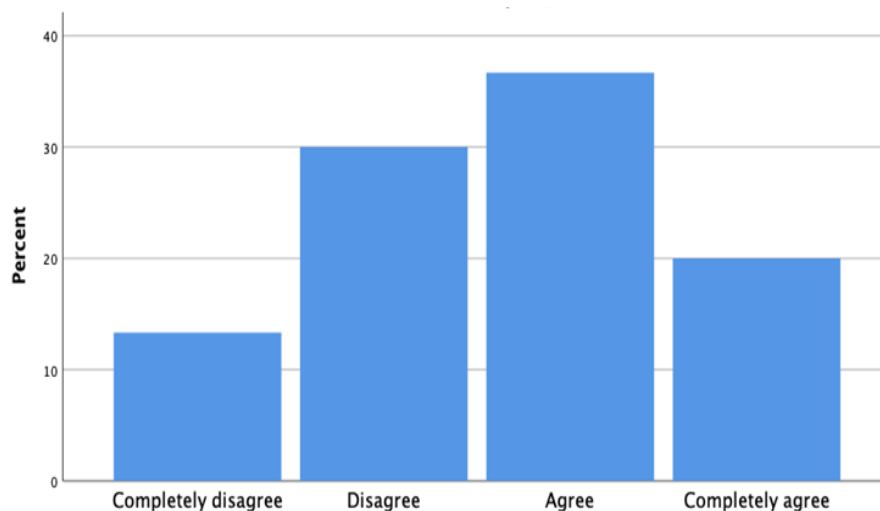


Figure 72. Responses to 'Students know what to do when they struggle to understand the interactive tasks'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students know what to do when they struggle to understand the interactive tasks.	30	1	3	2.50	.572

Table 59. Descriptive Statistics 'Students know what to do when they struggle to understand the interactive tasks'.

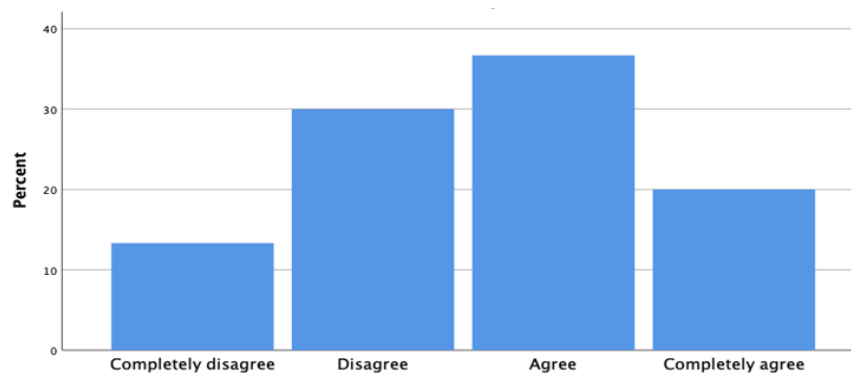


Figure 73. Responses to 'I feel that I need to do the interactive tasks myself'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I feel that I need to do the interactive tasks myself.	30	1	4	2.63	.964

Table 60. Descriptive Statistics 'I feel that I need to do the interactive tasks myself'.

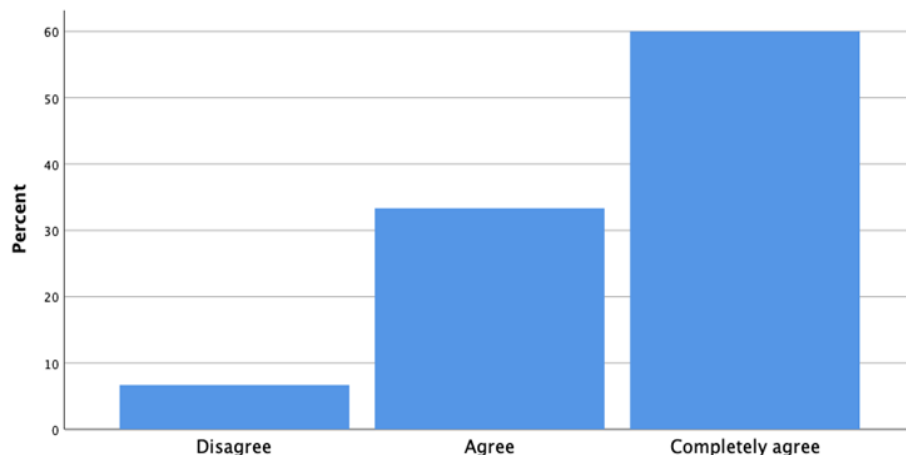


Figure 74. Responses to 'The interactive tasks are easy to access'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The interactive tasks are easy to access.	30	2	4	3.53	.629

Table 61. Descriptive Statistics for 'The interactive tasks are easy to access'.

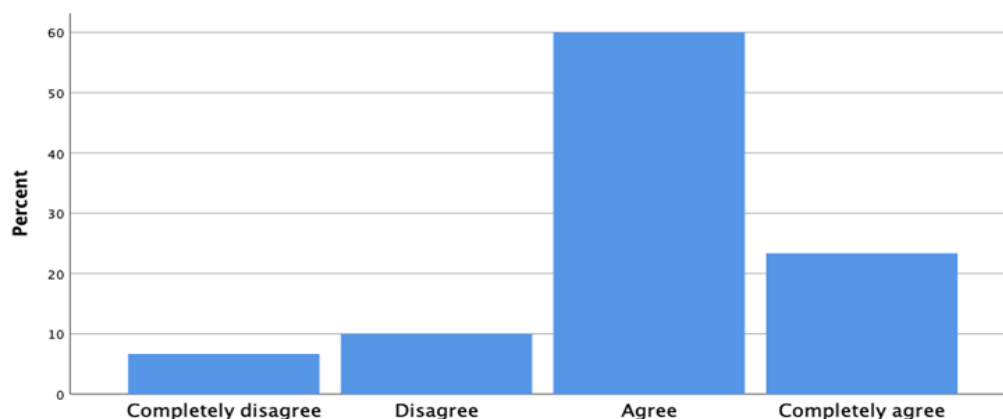


Figure 75. Responses to 'FL reduces the amount of frustrating sessions as everyone is on the same page after completing the interactive tasks'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
FL reduces the amount of frustrating sessions as everyone is on the same page after completing the interactive tasks.	30	1	4	3.00	.788

Table 62. Descriptive Statistics for 'FL reduces the amount of frustrating sessions as everyone is on the same page after completing the interactive tasks'.

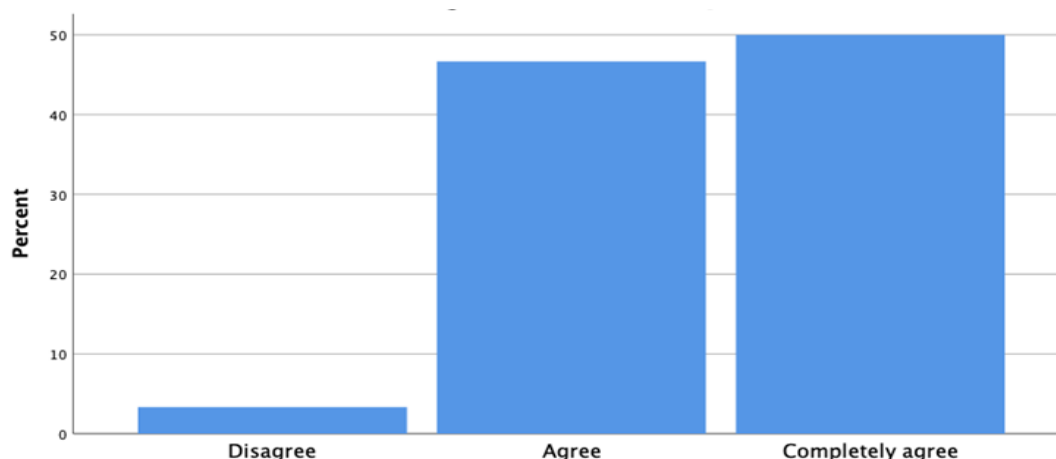


Figure 76. Responses to 'FL supports students in becoming self-directed learners'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
FL supports students in becoming self-directed learners.	30	2	4	3.47	.571

Table 63. Descriptive Statistics for 'FL supports students in becoming self-directed learners'.

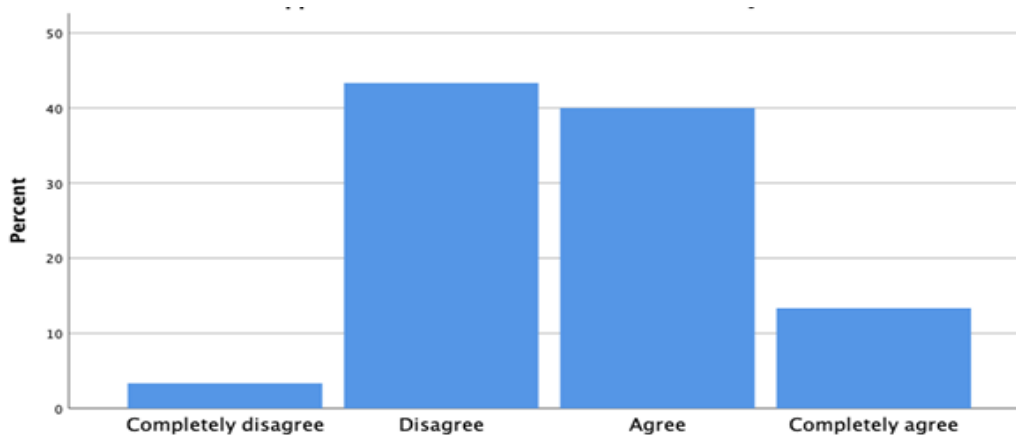


Figure 77. Responses to 'FL gives students more opportunities to communicate with each other'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
FL gives students more opportunities to communicate with each other.	30	1	4	2.63	.765

Table 64. Descriptive Statistics for 'FL gives students more opportunities to communicate with each other'.

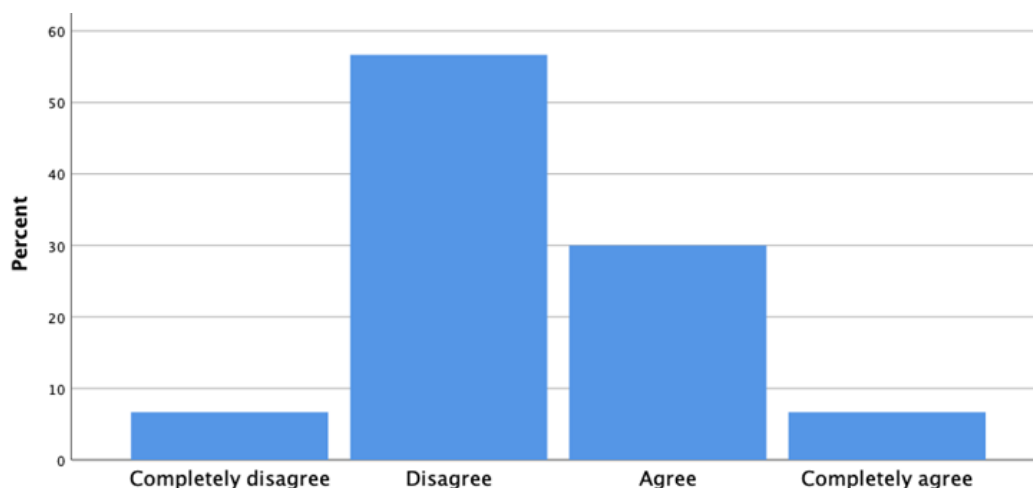


Figure 78. Responses to 'FL allows students to have more time for family, friends, play, and extracurricular activities'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
FL allows students have more time for family, friends, play, and extra-curricular activities.	30	1	4	2.37	.718

Table 65. Descriptive Statistics for 'FL allows students have more time for family, friends, play, and extra-curricular activities'.

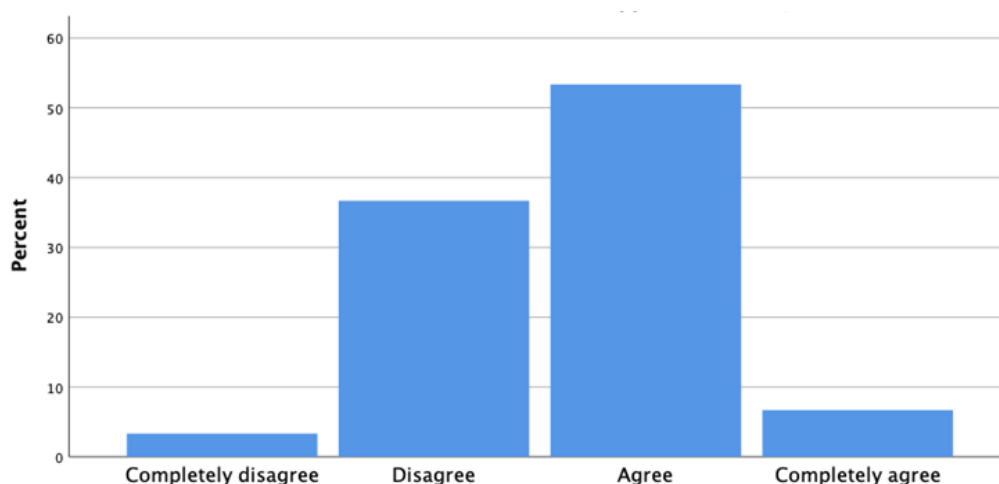


Figure 79. Responses to 'I am available for more one-on-one interaction with students in a flipped classroom'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I am available for more one-on-one interaction with students in a flipped classroom.	30	1	4	2.63	.669

Table 66. Descriptive Statistics for 'I am available for more one-on-one interaction with students in a flipped classroom'.

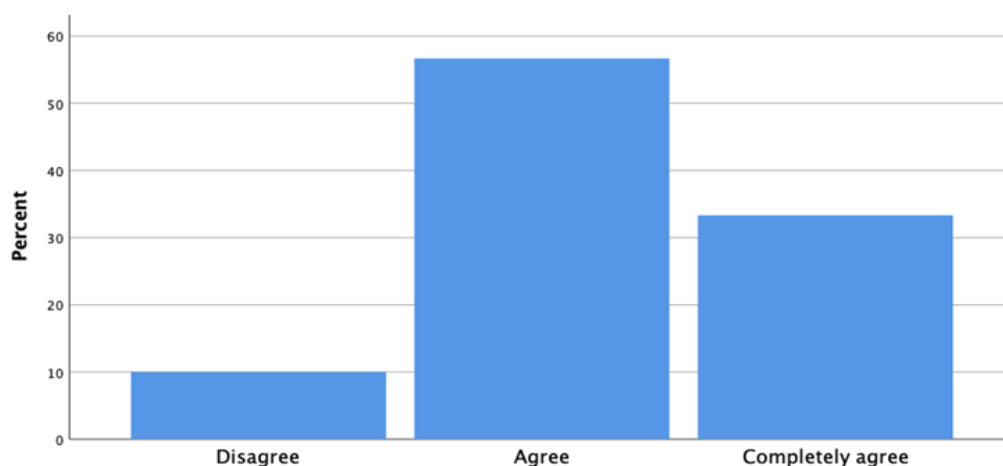


Figure 80. Responses to 'The live sessions have helped improved students' learning of Academic English'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The live sessions have helped improved students' learning of Academic English	30	2	4	3.23	.626

Table 67. Descriptive Statistics for 'The live sessions have helped improved students' learning of Academic English.'

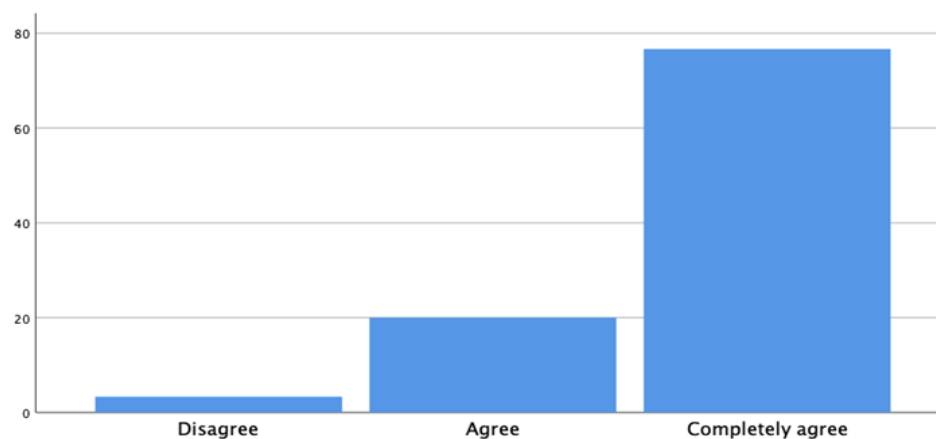


Figure 81. Responses to 'The course as a whole is being a valuable learning experience for me'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The course as a whole is being a valuable learning experience for me.	30	2	4	3.73	.521

Table 68. Descriptive Statistics for 'The course as a whole is being a valuable learning experience for me'.

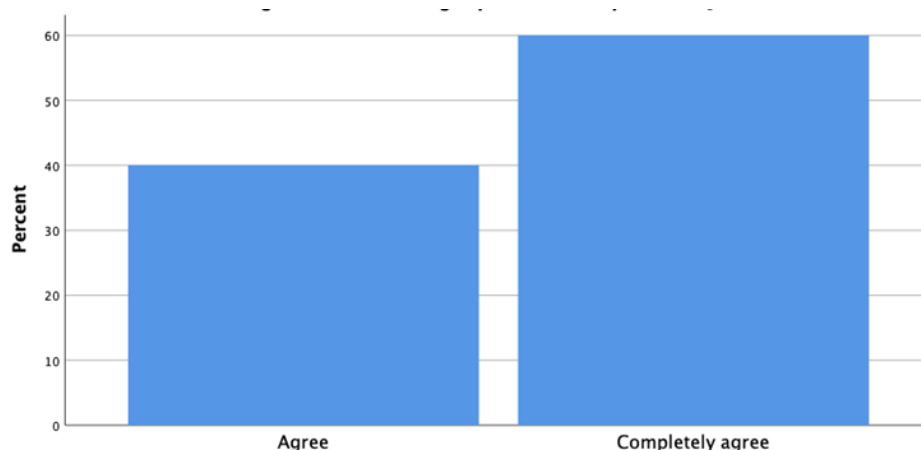


Figure 82. Responses to 'The course as a whole is being a valuable learning experience for my students'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The course as a whole is being a valuable learning experience for my students	30	3	4	3.60	.498

Table 69. Descriptive Statistics to 'The course as a whole is being a valuable learning experience for my students'.

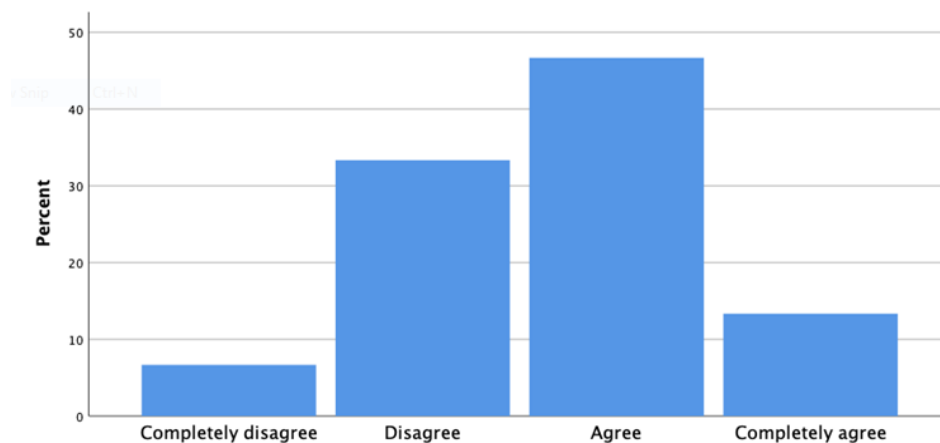


Figure 83. Responses to 'My sessions are more communicative as a result of FL'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My sessions are more communicative as a result of FL	30	1	4	2.67	.802

Table 70. Descriptive Statistics for 'My sessions are more communicative as a result of FL'.

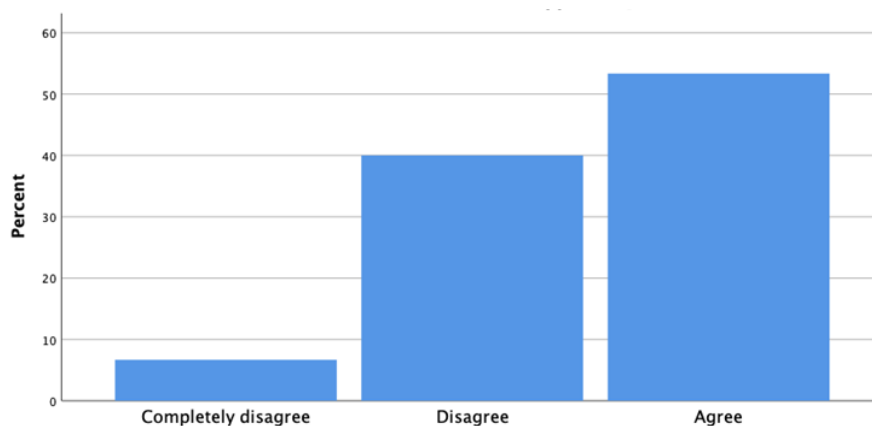


Figure 84. Responses to 'Students would rather take a traditional course rather than a Flipped one'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students would rather take a traditional course rather than a Flipped one.	30	1	3	2.47	.629

Table 71. Descriptive Statistics for 'Students would rather take a traditional course rather than a Flipped one'.

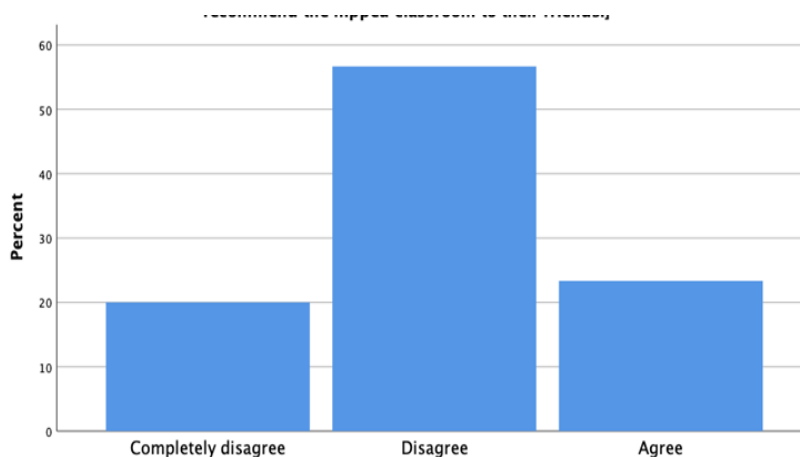


Figure 85. Responses to 'Students would not recommend the flipped classroom to their friends'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students would rather take a traditional course rather than a Flipped one.	30	1	3	2.47	.629

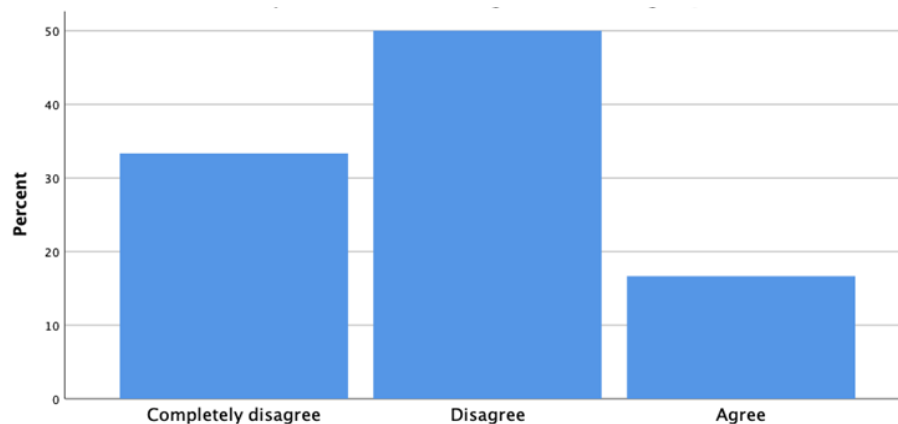


Figure 86. Responses to 'The interactive tasks have not improved students' learning of Academic English'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The interactive tasks have not improved students' learning of Academic English.	30	1	3	1.83	.699

Table 72. Descriptive Statistics for 'The interactive tasks have not improved students' learning of Academic English'.

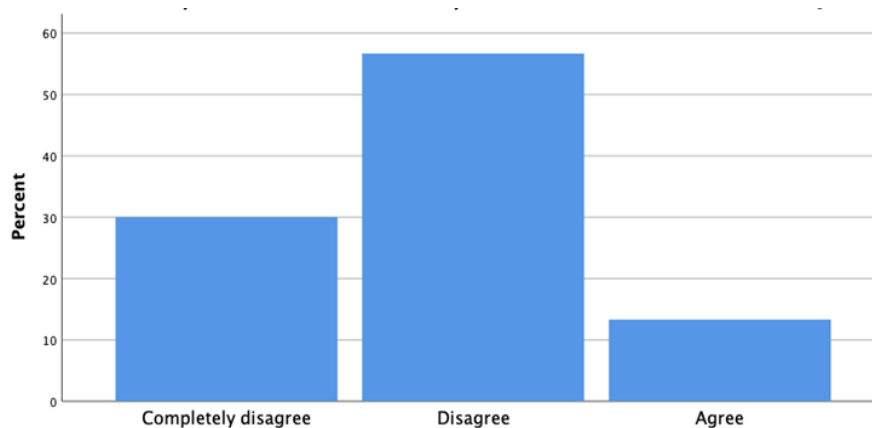


Figure 87. Responses to 'I need to prepare different content for my sessions as I never know if my students have done the interactive tasks'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I need to prepare different content for my sessions as I never know if my students have done the interactive tasks.	30	1	3	1.83	.648

Table 73. Descriptive Statistics for 'I need to prepare different content for my sessions as I never know if my students have done the interactive tasks'.

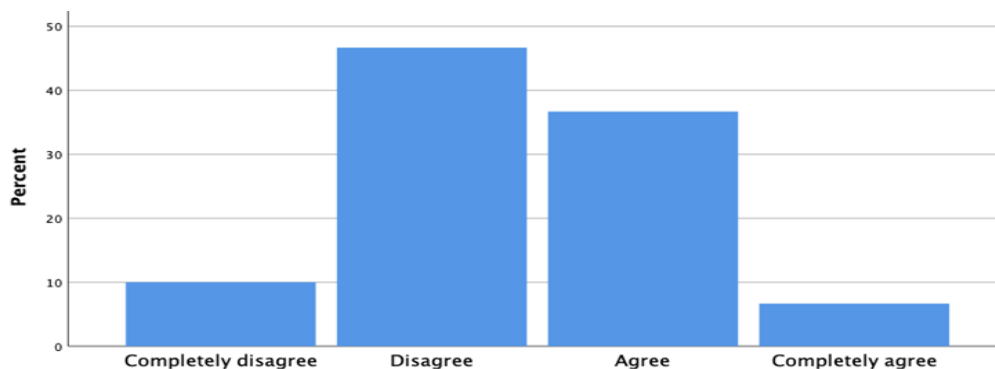


Figure 88. Responses to 'I wish I could take the role of the facilitator, but I find that my students need more scaffolding than what the task provides'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
'I wish I could take the role of the facilitator, but I find that my students need more scaffolding than what the task provides'	30	1	4	2.40	.770

Table 74. Responses to 'I wish I could take the role of the facilitator, but I find that my students need more scaffolding than what the task provides'.

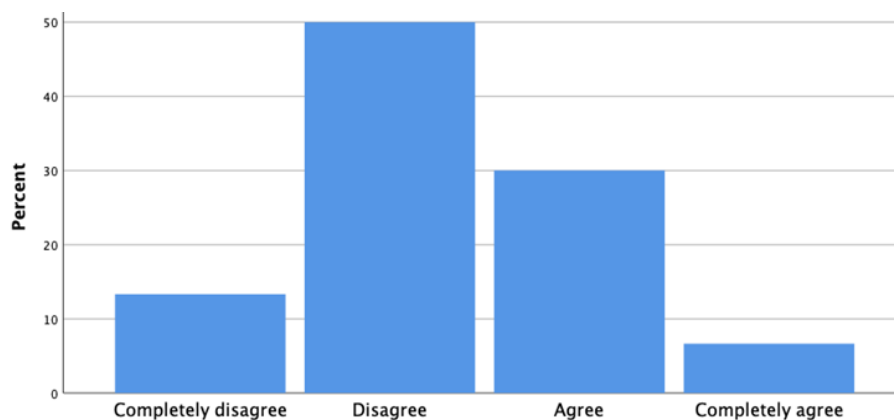


Figure 89. Responses to 'I often find myself reverting to a more traditional teaching role in the classroom to ensure that my students are learning'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I often find myself reverting to a more traditional teaching role in the classroom to ensure that my students are learning	30	1	4	2.30	.794

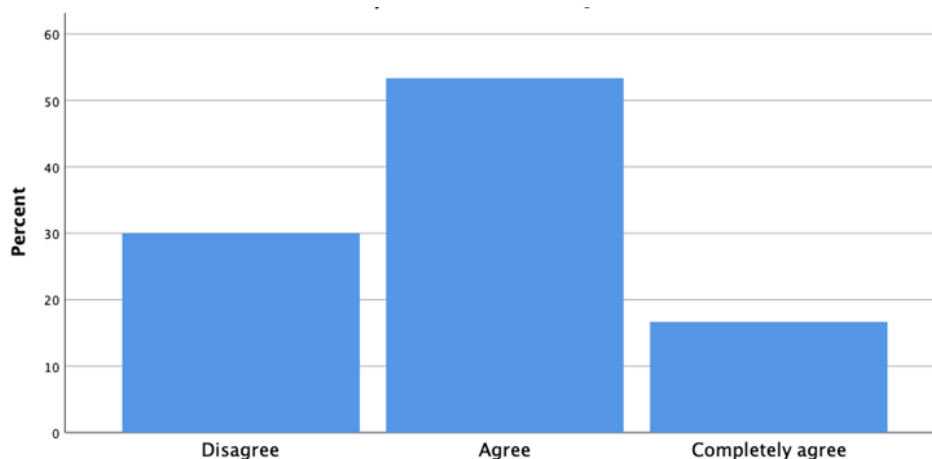


Figure 90. Responses to 'FL has positively changed my role in the classroom'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
FL has positively changed my role in the classroom	30	2	4	2.87	.681

Table 75. Descriptive Statistics for 'FL has positively changed my role in the classroom'.

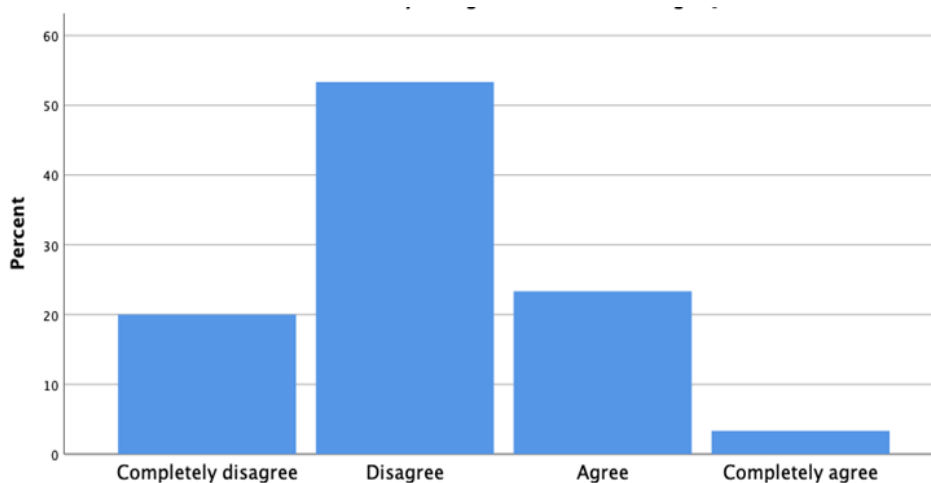


Figure 91. Responses to 'I don't think my role in the classroom has really changed as a result of using FL'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I don't think my role in the classroom has really changed as a result of using FL	30	1	4	2.10	.759

Table 76. Descriptive Statistics for 'I don't think my role in the classroom has really changed as a result of using FL'.

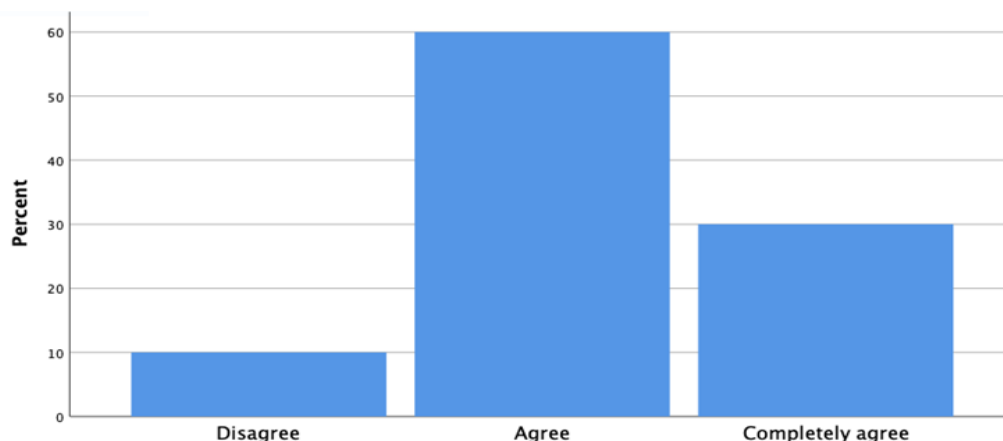


Figure 92. Responses to 'The students understand why they need to complete the interactive tasks'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The students understand why they need to complete the interactive tasks.	30	2	4	3.20	.610

Table 77. Descriptive Statistics for 'The students understand why they need to complete the interactive tasks'.

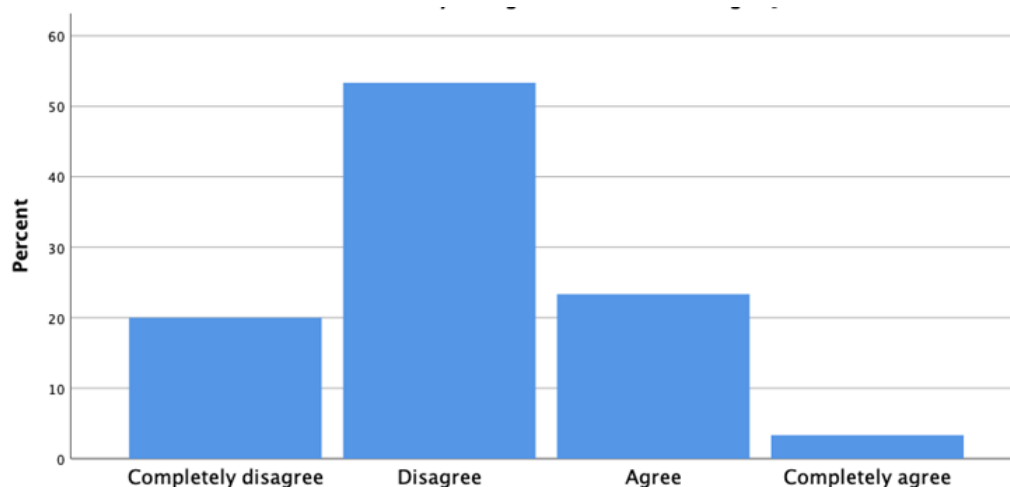


Figure 93. Responses to 'I don't think my role in the classroom has really changed as a result of using FL'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I don't think my role in the classroom has really changed as a result of using FL.	30	1	4	2.10	.759

Table 78. Descriptive Statistics for 'I don't think my role in the classroom has really changed as a result of using FL'.

By looking at the results presented above, four broad categories can be identified. First, the pedagogical principles underpinning FL in relation to the way it is implemented in ISS20 are explored. Second, positive prompts related to FL in context are shown. The third category reports on the challenges of using FL. The final section reports on prompts connected with the role of the teacher.

5.3.1 Conceptualising FL in Relation to Its Implementation in ISS20

A closer look at the results from the first category, the pedagogical principles underpinning FL in ISS20, highlights teachers' confidence when understanding FL principles and the ability to answer students' questions (Table 22). However, qualitative data reveal a more nuanced landscape, as the quotes below illustrate.

Ah, well flipped now flipped learning was what we did last year. So flipped learning to me is entirely separate to this online experience (Clarence, Pos. 15).

And as I say to you, Paula, it was new to me, so, I have touched on flipped learning before and colleagues have done flipped learning ... And, and I remember a colleague telling me about it and thinking and I was thinking, placing myself in that position of handing over. It, it had a different sort of connotation to be honest because her idea of flipped learning was where the student comes to the front, you give the students a task, and they come to the front, and they teach the rest of the class (Relle, Pos. 23).

I think true, true. flipped is where the class is discussion, and it does work with the breakout groups, and it's for quizzes, and it's to and it's to go through what's that and it's and it's to and it's to keep making those connections (Marcia, Pos. 70).

As can be seen, Clarence (Pos. 15) believes that FL was not a prominent part of the 2020 course. Relle (Pos. 23) refers to a different conceptualisation of FL before teaching in ISS20. Her quote highlights how inverting Bloom's taxonomy can be done in different ways within the classroom space. However, Marcia (Pos. 70) reveals a certain level of tension between her beliefs and her praxis. She explains how FL should result in sessions where students are manipulating the knowledge explored in the pre-session tasks, yet the reality of her course is that she is expected to present information during the sessions. Both Relle's and Marcia's quotes seem to provide further support to the hypothesis that practitioners may have different conceptualisations of FL and that prior beliefs may account for the quantitative data highlighting how teachers who were critical with FL had previous experiences of FL. As the literature (Abeysekera & Dawson,

2015) and Relle's quote show, FL is not a homogenous approach. A clear overview of how FL is conceptualised in ISS20 may decrease dissatisfaction among teachers as they will be able to engage with the rationale behind the use of FL in this context. Similarly, it can raise practitioner awareness of the pedagogical principles informing the course.

When exploring the role of pre-session tasks in ISS20, only 10% of the participants felt that students could not see the rationale behind completing the pre-session tasks. Similarly, only 6.7% of the teachers believe that students cannot see how the IC prepares them for the live session. This result is in line with teachers' own ability to see the said link, with only 6.7% reporting having difficulty seeing how the IC content and the sessions are intertwined.

When discussing the IC in interviews (Appendix X), it was highlighted that a connection was perceived between the IC and the sessions. The following quotes reflects a common position expressed by the participants:

I think mostly the link is fairly clear and so something like the academic reading circles that the students read an academic article then in the class they have a discussion about it so and it's pretty obvious what the link is and with most of the other flipped stuff, it's quite similar (...), they listen to something or they read something or that they studied some material. And then we talk about it in class the following day (Russell, Pos. 53).

They're almost coming into the live sessions and they're almost Recycling, what they've done at home, but it's certainly at the beginning at the initial stages. So yes, I think that the link is very clear to them, then (Cedric, Pos. 228).

However, Relle explained how the IC did not necessarily result in a level playing field and there was a considerable gap for some students between the content explored in the pre-session tasks and the activities explored in the live sessions.

Some of the content in the lessons I thought, at times, I thought the jump was quite ... The gap between the way it was explained in the interactive and some of the exercises (Relle, Pos. 44).

Cedric echoes this idea of students knowing the content at different levels and explains that the seminars allow him to identify those differences.

Also, in the seminars, you've got the discussion and you can monitor and you can hear the extent to which they know the material, they're familiar with the material. So students know the material on different levels (Cedric, Pos. 135).

At this stage, it seems important to highlight how Marcia (Pos. 10 and Pos. 34) signals the lack of continuity between the IC and the sessions as extremely problematic and expresses her disappointment at not being able to help her students see that connection. However, at the opposite end of the scale, Roland (Pos. 12) emphasises how the IC allows for the exploration of more complex tasks in the session. Although Roland's view seems to be more frequent among interviewees, see for instance Russell (Pos. 53), Marcia raises an important concern. As FL has been presented in this study, it fundamentally requires LOTS tasks to be completed before the session so that the HOTS tasks can occur in the session with the guidance of the teacher and peer support. Thus, under this conceptualisation, if this connection is lost for either students or practitioners, FL cannot occur effectively.

In a similar vein, FL has been actively linked in this study with a constructivist approach to teaching and learning. This is explored in the questionnaire in relation to ISS20; interestingly, 60% agreed and 23.3% completely agreed with FL fostering a constructivist approach to learning. The other three areas that are prominent in the literature (Chapter 2) and that participants were asked about in this section are, first, the need to complete the IC; second, ease of accessing the IC; and third, students knowing whom to ask about potential issues encountered while completing the IC. Regarding the first point, a wide range of attitudes are reported: 56.7% of the teachers believe this to be the case (with 36.7% agreeing with the statement and 20% completely agreeing), compared to 43.3% who disagree (30%) or completely disagree (13.3%) with the statement. However, regarding accessing the tasks and students' ability to direct their queries, over 50% of the respondents report a positive response.

In terms of perceived engagement with the tasks, the interviews highlighted that most students did engage with them because completion was monitored, as Relle's quote highlights. Nevertheless, she also explains how completing the tasks does not equate with students' understanding of the content. Similarly, Cedric's quote (Pos. 39) addresses the potential differences among students' comprehension of the content, while reinforcing this idea of trusting students' autonomy to engage with the IC:

They engage with the content because when you check on their interactive, you know, the timeline of all the activities, they've done the activities mostly, which was really good (Relle, Pos. 60).

And when I had to check it for tutorials, yes, they had done the time. So, at what stage, they prepared it, but just because it doesn't just mean they've understood (Relle, Pos. 72).

I feel that I can rely on the students I can trust them that they will have done the work. It's just the perhaps the level of which they understand the material (Cedric, Pos. 139).

These quotes highlight some interesting themes recurrent in the literature exploring FL. First, the ability to monitor pre-session task completion (Fautch, 2015, p. 183) is enabled due to the software used to host the IC. Although I have argued for the conceptualisation of FL to be grounded in pedagogical principles and not as dependent on technology, in this case, the expert use of TEL at the service of FL allows teachers to check completion, thus, facilitating the successful implementation of FL. However, as Relle (Pos. 72) explains, it is not possible for teachers to evaluate whether the students have understood the content or not, thus echoing Abeysekera and Dawson's (2005, p. 2) concerns on the effectiveness of students' self-preparation. In terms of IC engagement and completion, both qualitative and quantitative findings echo Lockwood's (2014) claims that students do indeed complete the FL sessions. However, ISS20 requires students to complete the pre-session tasks; they are an explicit course requirement. Therefore, it aligns with Yilmaz's (2013) findings, which highlight that, to be implemented effectively, the ICs need to be monitored. This could be a reason why completion rates were relatively high.

Another commonly reported issue in the literature (Fautch, 2015, p. 183) is students' inability to ask questions when issues arise during the completion of the IC. In this research, virtually all respondents highlighted that they welcome email queries as exemplified by Nerese (Pos. 89): 'And, of course, students, you know, they could always email and things like that'.

5.3.2 Positive Impact of FL in the Course

The second category explores positive items concerning FL. As Table 22 shows, most teachers do agree with the identified advantages of FL. When exploring FL enhancing communication in the sessions, 46.7% and 13.3% of the participants, respectively, agree or completely agree with the statement, while 33.3% disagree and 6.7% completely disagree. Although the response seems to be positive overall, there is a considerable percentage (40%) who disagree. This idea is reinforced in item 5, where teachers are asked about FL providing more opportunities for student–student interaction; overall, (53.3%) teachers perceived FL to foster communication, with 40% answering *agree* and 13.3% *completely agree*. This is a marginal result with 43.3% disagreeing and 3.3% completely disagreeing.

Data from the interviews seem to confirm the heterogenous results. In terms of FL fostering communication among students, Relle's previous quote (Relle, Pos. 116) provides an example of this. Similarly, Russell talks about the type of activities that are common in the sessions due to the use of FL:

I suppose it might lead to doing more discussions because as the students do not need to do the reading in the class, you would have more time to do speaking activities and discussions. (Russell, Pos. 126).

This quote links with the idea that FL may be particularly suitable for EAP as it can help develop productive skills (Aburezeq, 2019; Lockwood, 2014) and allow the tasks to be authentic and nontrivial (Flower & Peacock, 2001, p. 183). It is also in line with Roland's, (Pos. 12) perception of the sessions. On the opposite end of the spectrum, Marcia perceives a different distribution of the pre-session and session tasks:

And having hours and hours of flipped, two hours synchronous and the tutorial, you know, decent length tutorial every week. And, you know, I just think I think some people got a bit lost. Perhaps, I don't know, I think yeah, just make if it's going to be flipped, then all your content has got to be it's got to be there and then they would understand. But if they if they got flipped, and they've got a lesson, which just seems like a lesson, rather than, rather than an examination of what's been flipped,

Paula

Aha

Marcia

Of course, it's confusing right? (Marcia, Pos. 75)

It is perhaps Cedric's lengthy reflection that is the most thought-provoking, as he addresses the importance of having space for feedback:

I tend to think that a good lesson should I think both in terms of 70/30, 70% 30%, so it should be 30% teacher input or teacher focus and 70% the students doing things or practising. Whereas sometimes I think that maybe the flip learning was maybe more 70/30 the other way. (...). And sometimes I must admit that I think that there should have been more time for that. ... So, you don't have as much control over the feedback either and how much feedback you want to give. (Cedric, Pos. 143).

This quote is particularly enlightening because it touches upon aspects that all other participants mention. Like Russell, he can see how the students can actively contribute to the discussion, yet like Marcia, he expresses concern about the sessions in which he was presenting. Whereas the former sessions do align with the underpinning principles of FL, in the latter, a more traditional, non-flipped type of session is described. However, Cedric highlights the lack of teacher time to provide feedback, and this is a fundamental pillar of FL according to Bergmann and Sams (2012). Thus, missing this opportunity results in a failed opportunity to enhance teaching and learning by providing meaningful feedback as students engage with HOTS tasks. Therefore, although a positive impact is reported as students can engage in HOTS, Cedric highlights a problematic implementation of FL as not enough space is allowed for feedback.

As highlighted in Chapter 2, one of the key perceived advantages of FL is that it allows students to be freer from academic tasks. However, teachers mostly disagreed (56.7%) or completely disagreed (6.7%) with this perception. The following quotes by Relle and Marcia brilliantly exemplified this. The latter is particularly insightful as she addresses the intense nature of the course in relation to the workload.

you know it's yeah, my hat off to them really. I think they all should have passed just for getting through it (Relle, Pos. 2).

It's all very nice and interesting. But there's so much. To my, my idea was how can how can students capture it? reflect on it? How can it be revised? So rather than something new every day, every you know, every two have two hours teaching per day ... something new, something new, something new, something new, something new? Oh, ay ay ay (Marcia, Pos. 71).

It is, however, worth highlighting how Roland perceived the busy nature of the course as contributing to its robustness:

I think they see this it makes the course much more serious, much more robust. This they are kept on their toes. There is always stuff to do. It's not that okay, they just tune in for two hours to do some classes. But know that you the two hours of classes is just one drop in a very packed day where they have to do the interactive contents. Ideally, you watch for example a lecture more than once, (...) So and it's I think it's in the human nature unless we have to unless we are forced to do some work. We will be looking for shortcuts and so on. So, I think it makes this goes much more serious, much more kind of, there is a lot of substance there. There is a lot of stuff to do and I think they appreciate it. All in all (Roland, Pos. 43).

Roland's quote (Pos. 43) not only emphasizes the perceived workload for the students but also evidences Roland's understanding of how FL should be practiced, particularly when engaging the IC, he clearly advocates for revision and further engagement to ensure that the LOTS activities are clear for the students to then be able to engage with the HOTS tasks and ultimately the assessment, evidencing a link between the IC, the sessions and the assessment. Similarly, as has been highlighted, it is students' engagement with the IC that allows the sessions to be communicative and relevant for the students, as this quote shows:

Oh, I think the best thing is definitely the students' preparation the, you know, it in a lot of their questions are already answered. So especially not like I was saying before, once in a while, you might get a tricky grammar question. And then they need to be clarified that learning tends to sort of deal with most of those problems. So, in those type of questions crop up, then less frequently, which is helpful when you teach an online course when all the students and I think that's the best thing they've definitely prepared for the lesson (Naomi, Pos. 85).

Naomi's quote is particularly relevant because it once again reinforces how students engaging with the IC results in a more efficient use of in-class time (Dean & Ball, 2013, p. 575). Interestingly, her quote focuses on the efficiency within the lesson whereas Roland (Pos. 43) offers a more global perspective of the course where all the links, that is to say the IC, the online sessions and the assessments, are essential components that when linked together are meant to ensure success. As highlighted, this interesting quote sharply contrasts with Relle's (Pos. 2) and Marcia's (Pos. 71) who report on the business of the course for students but not on how components complement each other.

The last recurrent theme in the literature exploring FL (Chapter 2) presented in this overview is how FL is believed to foster students' self-directedness as learners. Most of the participants (96.7%) agree or completely agree with the said statement. As explored in Section 5.3.1, this is linked to teachers' perception of trusting the students to complete the work and adopting a more consultative role (Oki, 2016) as a result of embracing FL. The impact of FL on the teachers' role will be further explored in Section 5.3.4.

5.3.3 Challenges of FL in the Course

The third category explores the negative aspects associated with the literature as identified in Chapter 2. Overall, participants tend to disagree with the negative statements, thus providing further support to the mostly positive responses reported in the previous category. The results show that most teachers believe students to prefer a traditional approach (53.3%); however, this is only a marginal difference with a total of 46.7% (40% reported to disagree with the statement and 6.7% completely disagreeing) believing students to prefer FL. Remarkably, when asked if students would recommend this course to their friends, an overwhelming majority (80%) believed they would. This offers a contrast to teachers' perceptions of students' level of satisfaction with the method.

Another common challenge reported in the literature is the workload for practitioners who embrace a FL course. As has already been explained, FL in this course follows a top-down implementation. Both pre-session and live-session materials were prepared for teachers; teachers were not expected to prepare their own materials or engage with the IC content. Quantitative results show how most teachers did not feel the need to do any extra preparation in case the students failed to engage with the tasks, with only 13.3% believing that this was necessary. This extra preparation would in turn have a negative impact on teachers' workload. Similarly, teacher participants were asked about their own engagement with the IC. The results were fascinating and worthy of a monographic in their own right. For this study, it is worth highlighting how most teachers would engage with the IC in an ad hoc manner, particularly when the tasks were intrinsically linked to the assessments. Naomi clearly explains this approach:

I think, yeah, that the summary it was always useful in some of them. And for instance, when the students have to do their presentation ... Because that was for their assessment. I watched that video myself because I just wanted to double-check everything that was being told because it wasn't something important, but I was selective with the video. (Naomi, Pos. 20).

Nerese (Pos. 49) also advocates this approach as the quote below shows and reinforces how her previous knowledge of the course allowed her to navigate the ICs.

"Ehm I think some of it. To be honest, I didn't read through a lot of what they were doing the interactive, but I did have knowledge from not much last year, because I was on cover, but the year before, so I did have knowledge of what the students you know, have to look at (Nerese, Pos. 49).

However, Relle and Marcia advocate for systematically engaging with the ICs (Appendix X). This sentiment is echoed by Roland, who highlighted that not doing so may result in being perceived as unprofessional:

The way this course is structured is actually very well designed because I quite like to have a look at the interactive contents that the students were doing ... because I kind of think that it seems a bit unprofessional if the students have done some activities, and I don't really know what it was (Roland, Pos. 23).

On the other hand, Clarence reported trying to engage with them but highlighting the impact on the workload. He explains how essential being familiar with the IC is and proposes an interesting solution:

But anyway, so the flip learning so I said, well, we need to do the course too. We, teachers, need to do it. And then I started doing it. And then I got a bit annoyed because I couldn't skip through it. Because I knew the answers. Sometimes I got it wrong, of course. And that was an education ... So, it was great. And I thought well, I'll do all this ... It'll take too long to do it all (Clarence, Pos. 177).

In Chapter 2, when common concerns related to implementing FL were discussed, it was suggested that a top-down approach may reduce the workload for teachers. However, these findings seem to suggest that teachers need to be familiar with the ICs. Therefore, even if this top-down approach reduces teacher workload as they do not need to prepare the activities themselves and ensures a homogenous course, it does not completely free teachers from working through the IC.

Before concluding this section, it is worth revisiting the common concern of students' lack of engagement with the IC. Throughout this chapter, issues with engagement seem to be very minor, with teachers quickly identifying who had completed the IC. As this completion relies on students' autonomy, teachers were asked if they explained to students the rationale behind FL or simply modelled the structure. Most of the respondents (Appendix X) explained that they simply modelled the structure (Naomi, Pos. 66) and link the success to who the students are (Relle, Pos. 150) and the fact that the IC is compulsory.

Paula

Did you talk to them about the reason flipped learning was being used in the course? Or was it more a case of getting into the routine?

Naomi

Yeah, I'd say was, it was more a case of getting into the routine. We did always say why it was important in, you know, to do the tasks so that they're prepared for the lessons. But but that was it really, we didn't go into into any more detail than that (Naomi, Pos. 66).

I think I think it really is a matter of it being this cultural group and specifically, because you will tell them to do something, they will do that, and I've known that ever since I started teaching. If you show them a structure, they will stick with that structure. If you tell them to do something, they will do it. That's not always the case of other groups. So, generalising too much on that basis is a little bit is a little bit dodgy for me. If you've got that structure in class and it becomes clear to them that what they're learning at home in the flipped learning they're bringing to class and they're putting into practice, then then I should really relinquish control of trying to keep teaching that same point in class. Does that make any sense? (Relle, Pos. 150).

This is a fascinating result that seems to provide further support to Lockwood's (2004) claim to simply model the structure and contradicts Eshreteh and Hisham Siaj's (2017, p. 288) and Al-Zahrani's (2015, p. 1144) studies on the importance of students being familiar with the method for FL to work. Similarly, it compromises the idea that FL may work particularly well with older students (Akçayır & Akçayır, 2018, p. 338) due to its similarities with pedandragogy, thus advocating making students active participants of the learning process and the rationale underpinning their learning. As this perception reported by teachers contradicts students experience of the course and their reported

knowledge of the underpinning pedagogical principles (Chapter 4), further exploration of this seemingly contentious point is provided in Chapter 7.

5.3.4 Impact of FL on the Role of the Teacher

The fourth and final category exploring FL in ISS20 is concerned with how practitioners perceive changes in their role. An overall 73.3% of the participants believe it to have changed because of embracing FL. A total of 70% believe that the change has been positive, with a total of 36.7% reporting that FL results in having to adopt a more traditional role in the session.

This area was particularly interesting to discuss within the interviews, and very insightful responses were provided (Appendix X). For instance, Relle explicitly addressed a change in her role in terms of relinquishing control. Her quote also highlights her belief that FL is particularly effective with the students in her class:

I think with me, specifically me, it's about trusting the students to do something, that if you have got the right structure when they come to class, to back up what they've what you said to them, (...)But again, I think I think it really is a matter of it being this cultural group (...) So, generalising too much on that basis is a little bit is a little bit dodgy for me. If you've got that structure in class and it becomes clear to them that what they're learning at home in the flipped learning they're bringing to class and they're putting into practice, then I should really relinquish control of trying to keep teaching that same point in class? (Relle, Pos. 149).

Russell expertly identifies a change in dynamics but was able to articulate how that change in his role is not as dramatic as the above quote suggests:

Yeah, I supposed it is a bit different because you're, you're relying on the students to be a bit more autonomous. And you know that they're, instead of you introducing certain concepts to them, but they're finding out about them independently when you're not there. So, it does. To a certain extent, it does change the dynamic between students and teachers, but not that much. Because if we're in a normal lesson, they'd be doing homework and doing stuff. And so, I don't think it's a huge difference (Russell, Pos. 113).

Similarly, Cedric (Pos. 200) highlights the similarities between the teacher role in FL and a student-centred approach.

How does your role change? yeah Okay. So yeah, I've still got lesson aims where learning objective relates to the course. The... you still performing the same teacher roles that you would in a normal classroom.(...) Learning is still very

interactive. And yeah, I think the only thing I didn't mention is are you still trying to encourage the students to be quite independent learners to think critically to, to be self-directed to be independent learners, because that's what they're doing on their flipped learning they're, they're going away and doing it on their own. Which kind of mirrors their mirrors their future academic study on a master's programme (Cedric, Pos. 200).

This quote is insightful because it highlights the facilitator role of the instructor, thus aligning with the FLN pillars (FLN, 2014, The Four Pillars of F-L-I-P™, Appendix II) and the literature exploring FL and the role of the tutor (Lockwood, 2014; Oki, 2016). It further provides support for the conceptualisation of FL as a social constructivist approach in which the tutor guides students in their construction of knowledge.

To summarise, this section has explored the conceptualisations of FL in relation to their implementation in ISS20, followed by the positive and negative impacts of FL in the course and concluded with an exploration on the role of the teacher when using FL. Once again, the quantitative results are overwhelmingly positive, whereas the qualitative ones offer a more nuanced understanding of the topics explored. As can be seen from the quotes presented, despite the variety, qualitative data continue to show a mostly positive perception of FL in ISS20.

5.4 To What Extent Does Self-Determination Theory Explain Teachers' Engagement with the Method?

This section explores participants' answers related to SDT (Deci & Ryan, 2005). These items have been adapted from Sørensen et al.'s (2009) research using SDT to explain teachers' motivation to continue using an eLearning model. As has already been discussed (Chapter 3), their items have been adapted to the context of my research. These results can be seen in graph form (Figures 84–109) below. In line with descriptive statistical analysis, the mean and standard deviation have been included (Tables 79–104). The mode can easily be identified in the wide range of graphic representation. The information is presented in table form in Appendix IX; in this table, both frequency and percentages are provided. This is because they comprehensively convey the distribution of the responses obtained (Connolly, 2007, p. 82). By presenting the results in both graphs (Chapter 5) and tables (Appendix IX), it is hoped that the data can be evaluated with ease. Thus, the presentation of findings from teachers replicates that of the previous chapter, and it is underpinned by the same principles.

As with the previous sections, the items have been divided according to the SDT area that they explore. First, items related to continuance intention are presented, followed by satisfaction, perceived usefulness, confirmation, intrinsic motivation, perceived competence, perceived relatedness and perceived autonomy. This distribution mimics Sørenbø et al.'s (2009) presentation of findings.

If I could, I would like to discontinue using FL in the ISS course

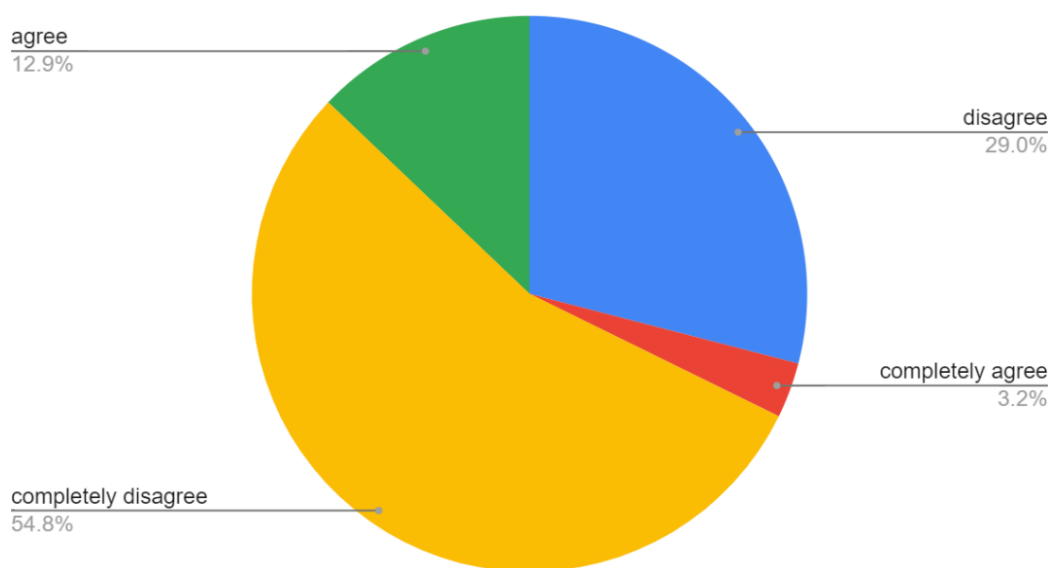


Figure 94. Responses to 'If I could, I would like to discontinue FL in the ISS course'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
If I could, I would like to discontinue using FL in the ISS course.	30	1	4	1.63	.850

Table 79. Descriptive Statistics for 'If I could, I would like to discontinue using FL in the ISS course'.

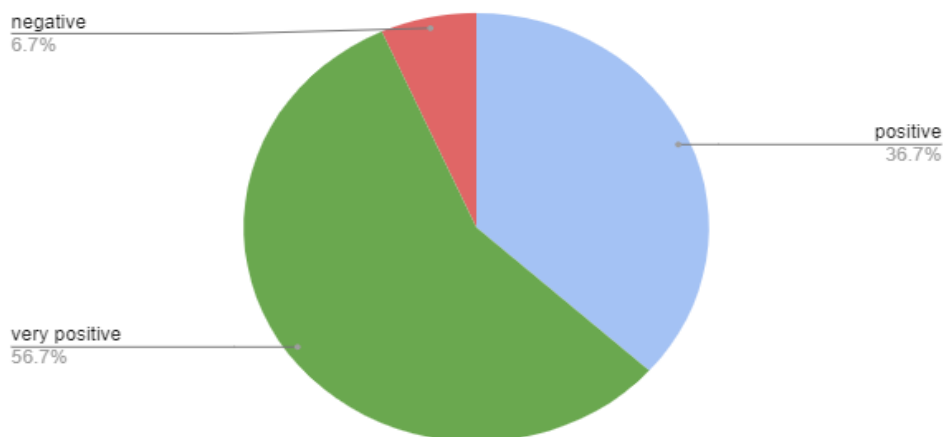


Figure 95. Response to 'How do you feel about your overall experience of FL use during ISS20?'

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
How do you feel about your overall experience of FL use during ISS20?	30	2	4	3.20	.961

Table 80. Descriptive Statistics for 'How do you feel about your overall experience of FL use during ISS20?'

Using FL allows me to be a more productive teacher

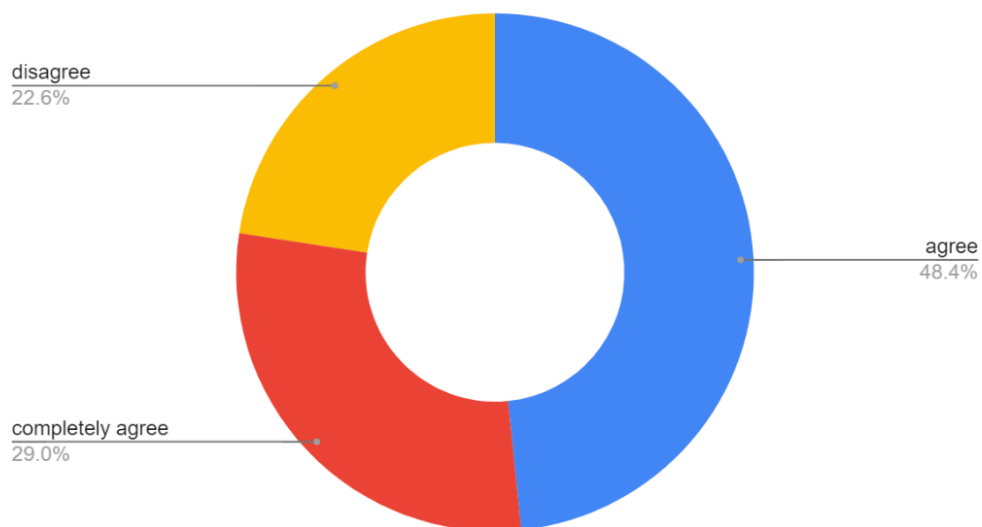


Figure 96. Response to 'Using FL allows me to be a more productive teacher'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Using FL allows me to be a more productive teacher.	30	2	4	3.10	.712

Table 81. Descriptive Statistics for 'Using FL allows me to be a more productive teacher'.

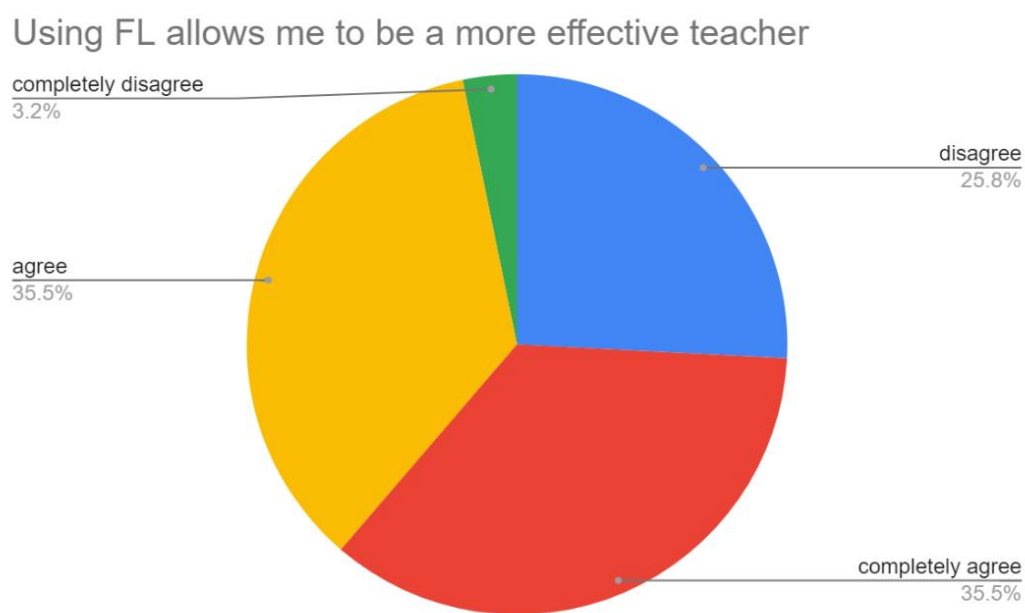


Figure 97. Response to 'Using FL allows me to be a more effective teacher'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Using FL allows me to be a more effective teacher.	30	1	4	3.07	.868

Table 82. Descriptive Statistics for 'Using FL allows me to be a more effective teacher'.

My experience with using FL was better than what I expected

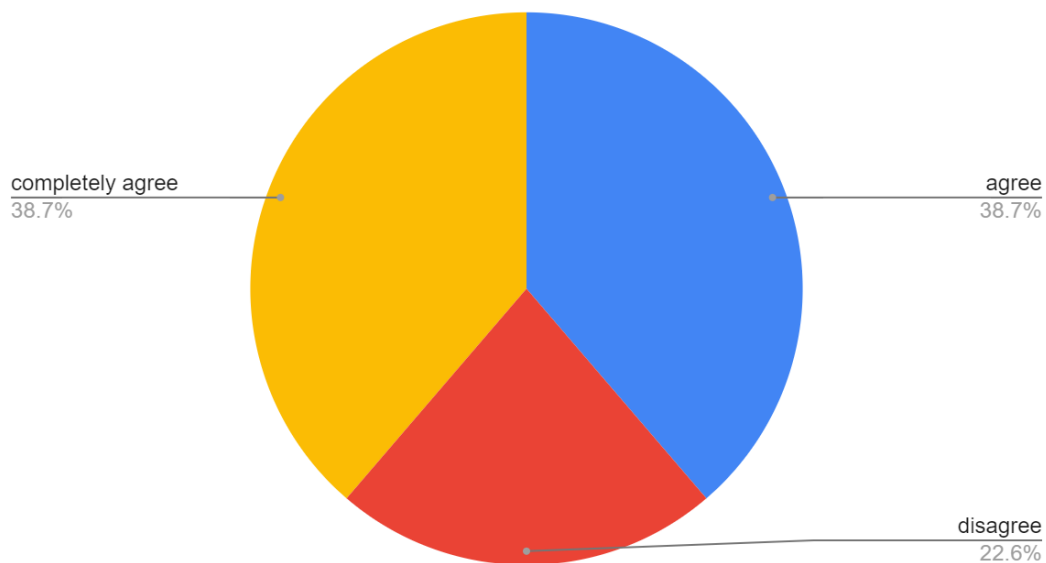


Figure 98. Response to 'My experience with using FL was better than what I expected'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My experience with using FL was better than what I expected.	30	2	4	3.20	.761

Table 83. Descriptive Statistics for 'My experience with using FL was better than what I expected'.

I use FL because it is fun

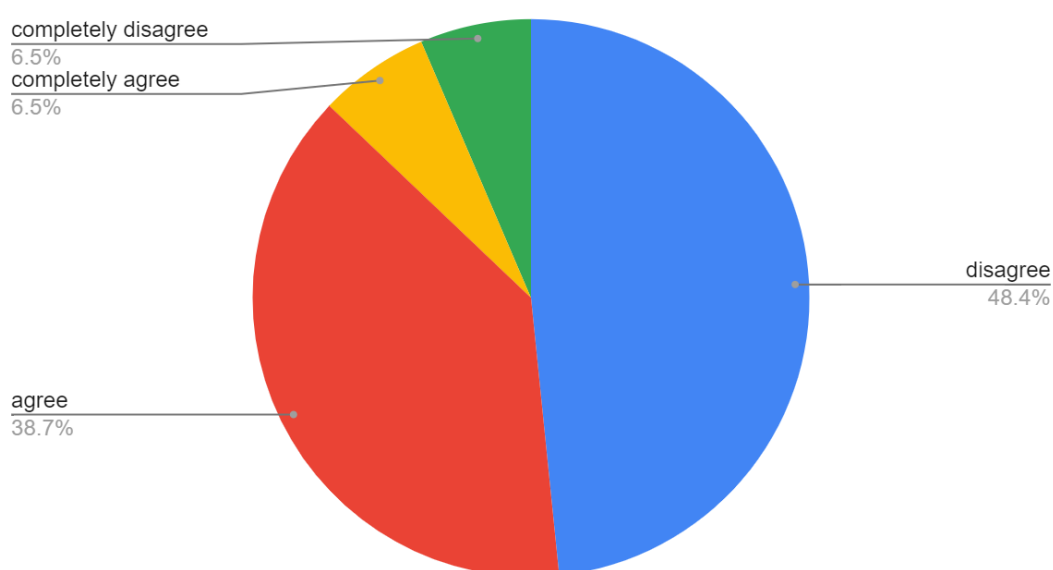


Figure 99. Response to 'I use FL because it is fun'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I use FL because it is fun.	30	1	4	2.47	.730

Table 84. Descriptive Statistics for 'I use FL because it is fun'.

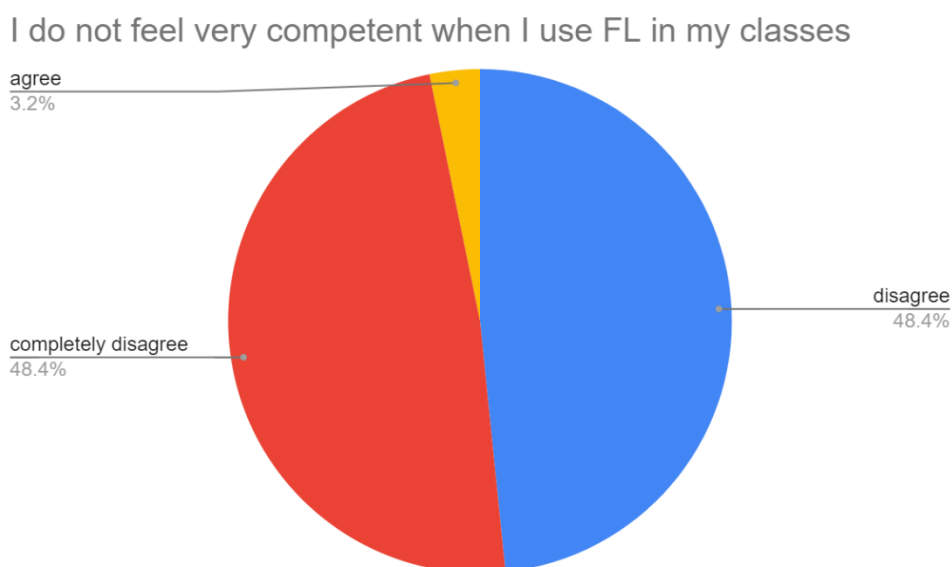


Figure 100. Response to 'I do not feel very competent when I use FL in my classes'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I do not feel very competent when I use FL in my classes.	30	1	3	1.57	.568

Table 85. Descriptive Statistics for 'I do not feel very competent when I use FL in my classes'.

The other teachers tell me I am good at FL in my educational work

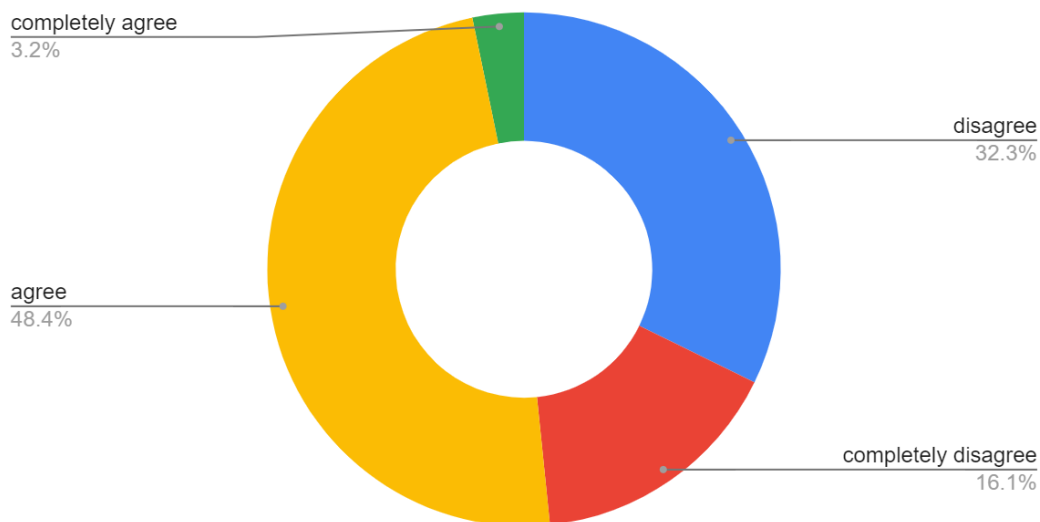


Figure 101. Responses to 'The other teachers tell me I am good at FL in my educational work'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The other teachers tell me I am good at FL in my educational work.	30	1	4	2.37	.809

Table 86. Descriptive Statistics for 'The other teachers tell me I am good at FL in my educational work'.

Count of Please read these sentences and decide if (1) you completely disagree, (2) disagree, (3) agree, or (4) completel...

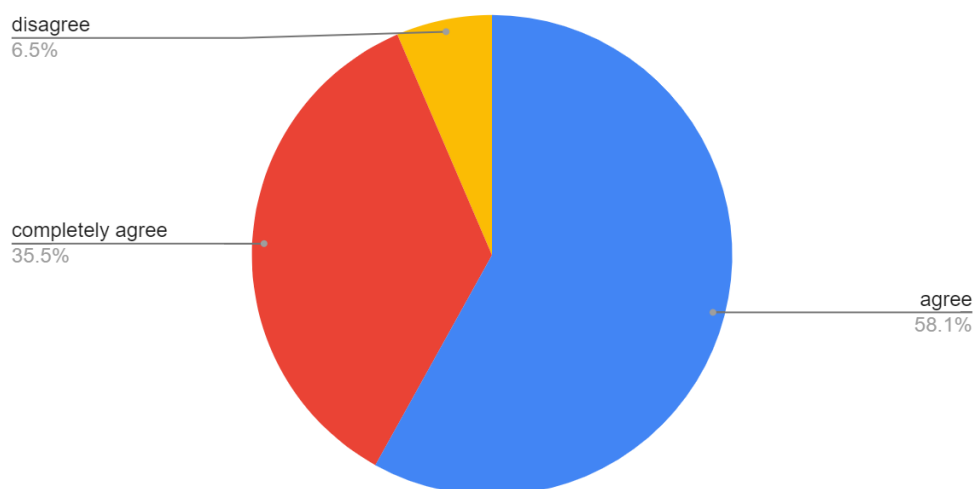


Figure 102. Responses to 'I have been able to learn interesting new skills in FL through my job'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I have been able to learn interesting new skills in FL through my job.	30	2	4	3.33	.547

Table 87. Descriptive Statistics for 'I have been able to learn interesting new skills in FL through my job'.

Most days I feel a sense of accomplishment from working with FL

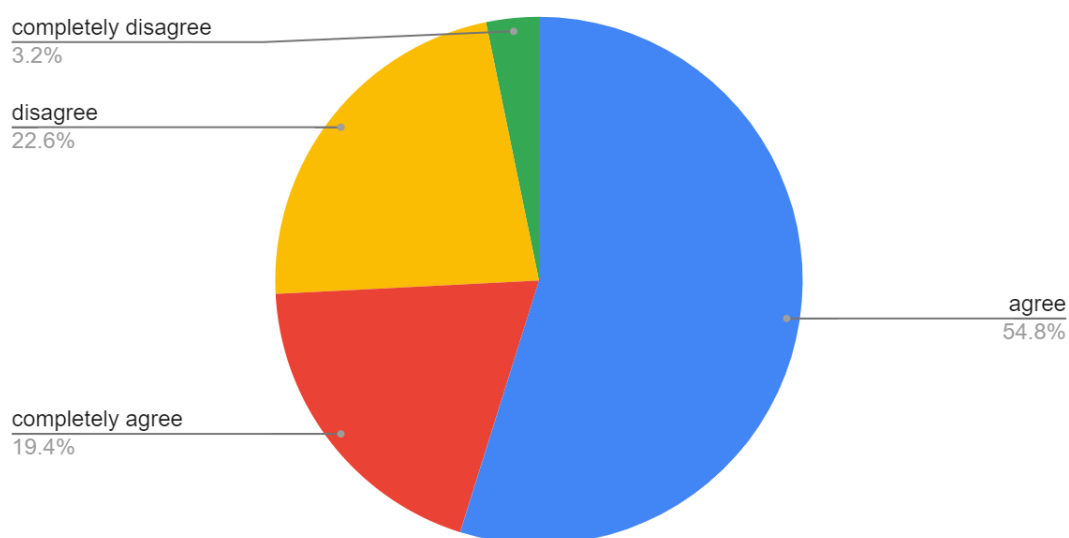


Figure 103. Responses to 'Most days I feel a sense of accomplishment from working with FL'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Most days I feel a sense of accomplishment from working with FL.	30	2	4	2.97	.669

Table 88. Descriptive Statistics for 'Most days I feel a sense of accomplishment from working with FL'.

When I am using FL, I often feel very capable

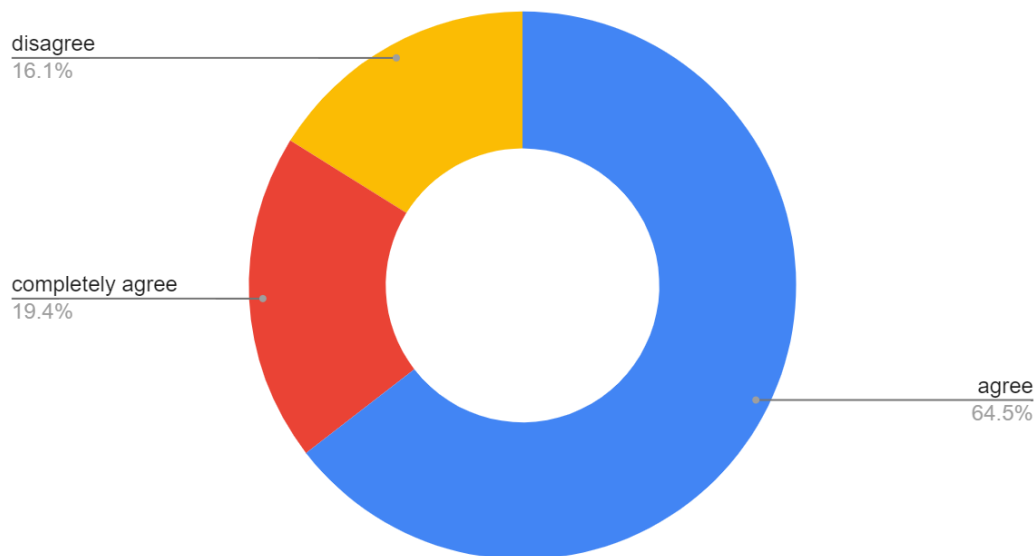


Figure 104. Responses to 'When I am using FL, I often feel very capable'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
When I am using FL, I often feel very capable.	30	2	4	3.03	.615

Table 89. Responses to 'When I am using FL, I often feel very capable'.

I really like the people I work with

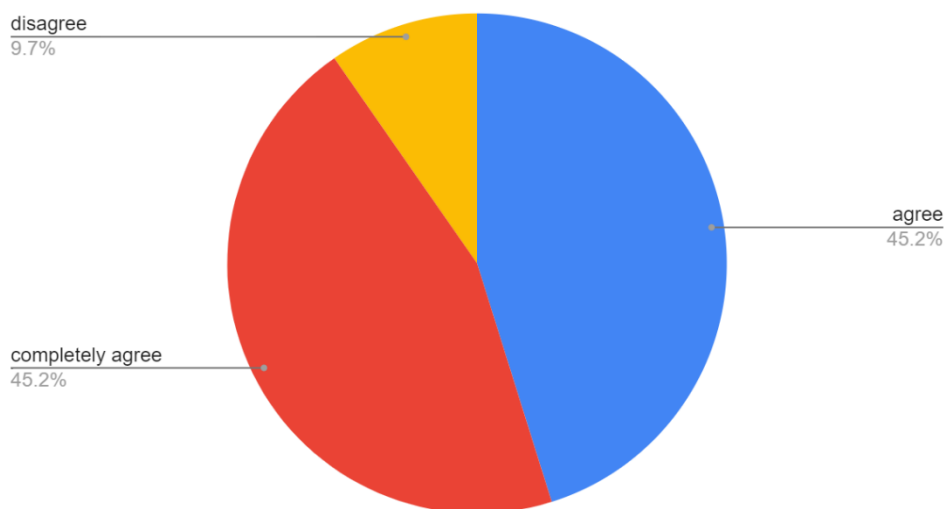


Figure 105. Responses to 'I really like the people I work with'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I really like the people I work with.	30	2	4	3.33	.661

Table 90. Descriptive Statistics for 'I really like the people I work with'.

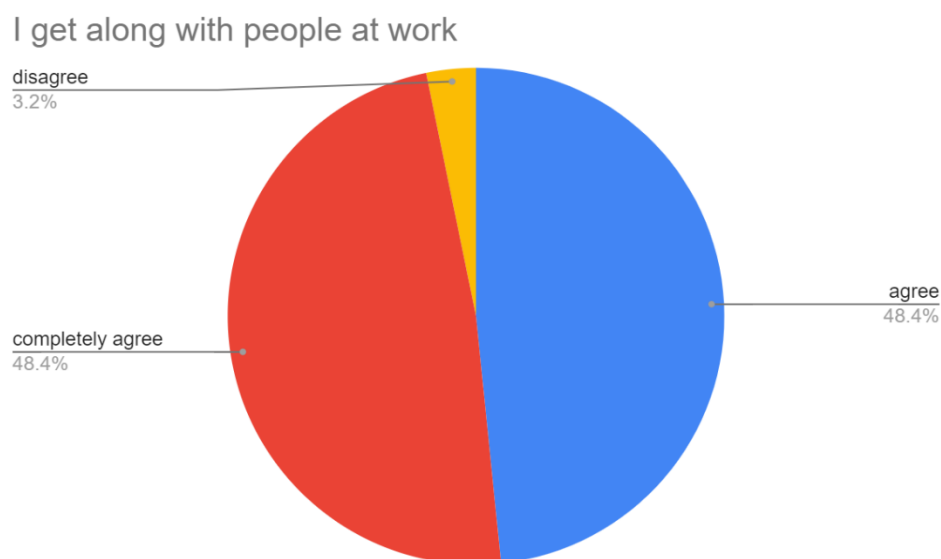


Figure 106. Responses to 'I get along with the people at work'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I get along with people at work.	30	2	4	3.43	.568

Table 91. Descriptive statistics for 'I get along with people at work'.

I pretty much keep to myself when I am at work

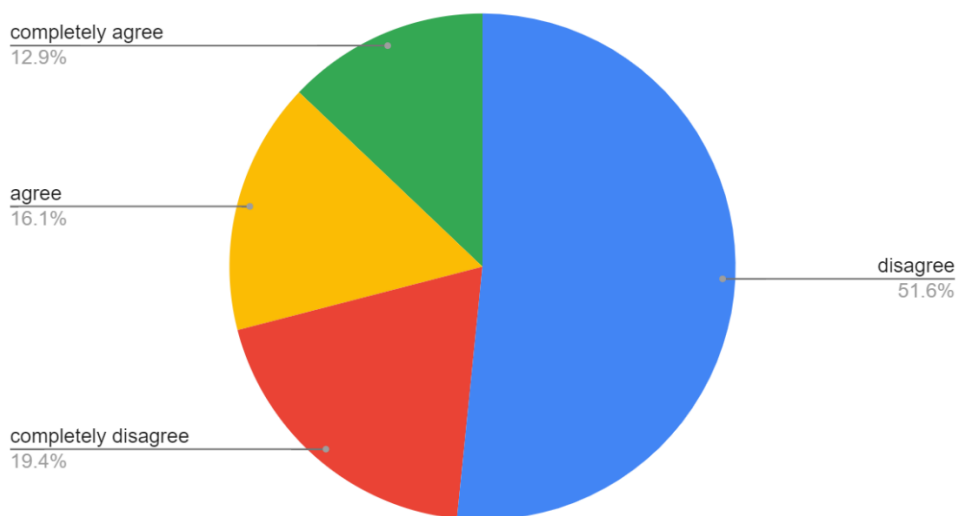


Figure 107. Responses to 'I pretty much keep to myself when I am at work'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I pretty much keep to myself when I am at work.	30	1	4	2.27	.907

Table 92. Descriptive Statistics for 'I pretty much keep to myself when I am at work'.

I consider the people I work with to be my friends

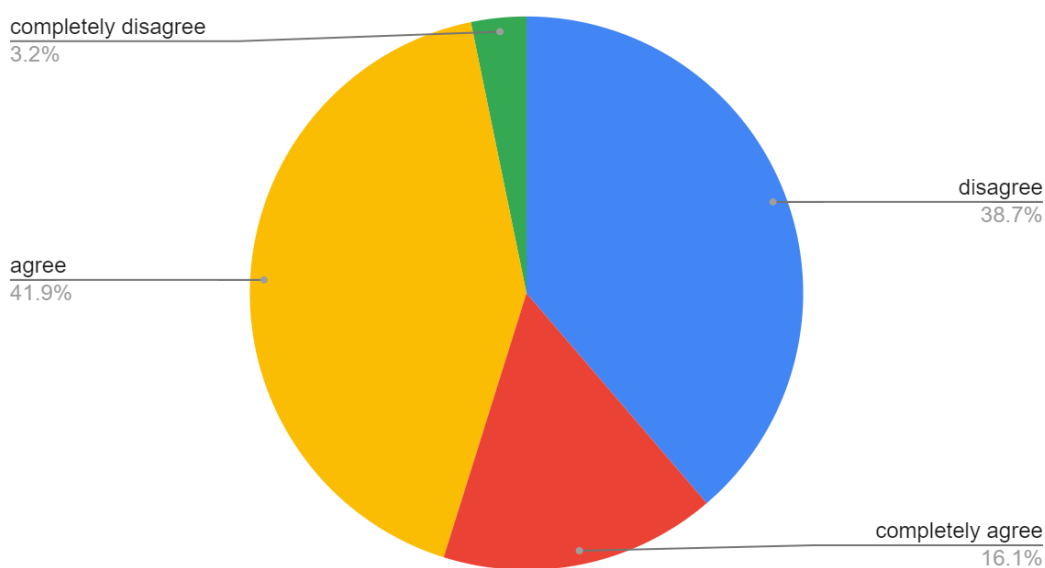


Figure 108. Responses to 'I consider the people I work with to be my friends'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I consider the people I work with to be my friends.	30	1	4	2.67	.758

Table 93. Descriptive Statistics for 'I consider the people I work with to be my friends'.

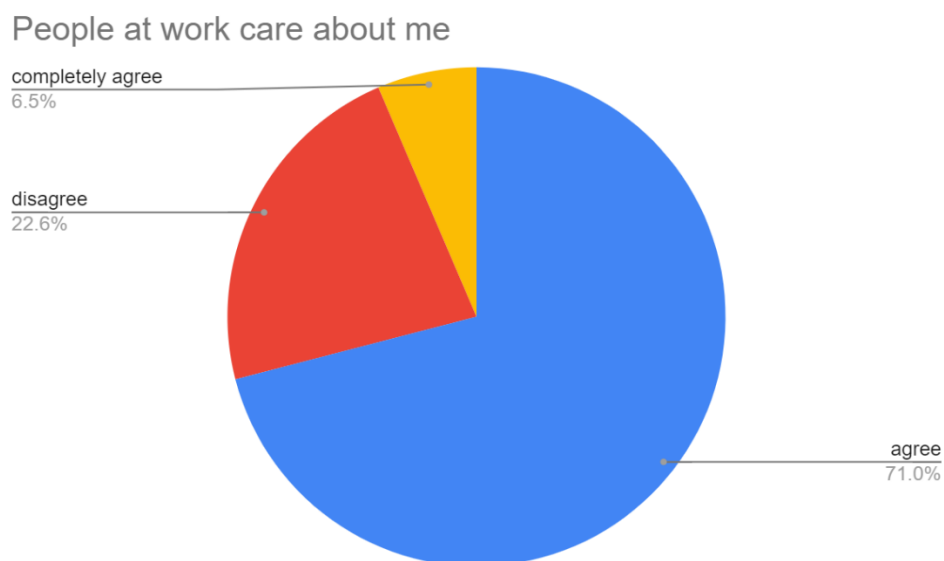


Figure 109. Responses to 'People at work care about me'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
People at work care about me.	30	2	4	2.87	.507

Table 94. Descriptive Statistics for 'People at work care about me'.

The people I work with do not seem to like me much

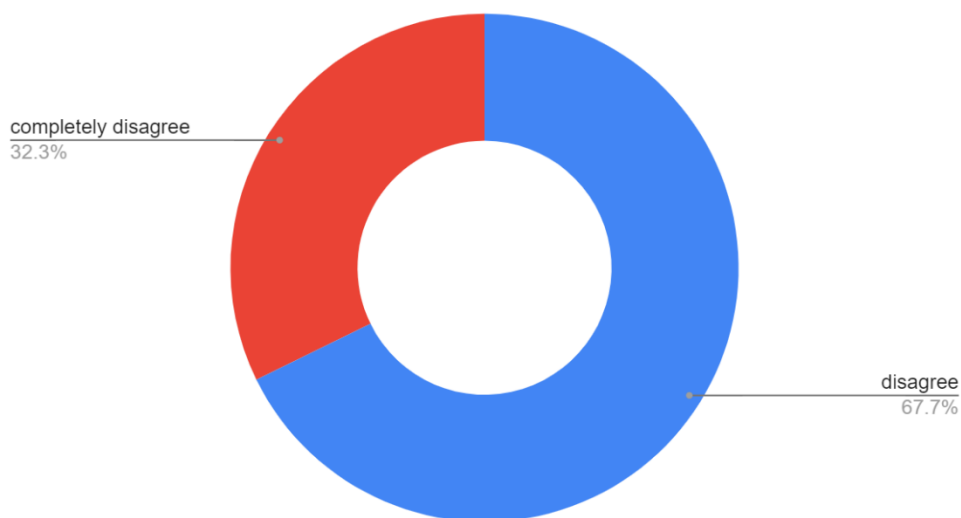


Figure 110. Responses to 'The people I work with do not seem to like me much'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The people I work with do not seem to like me much.	30	1	2	1.70	.466

Table 95. Descriptive Statistics for 'The people I work with do not seem to like me much'.

People at work are pretty friendly towards me

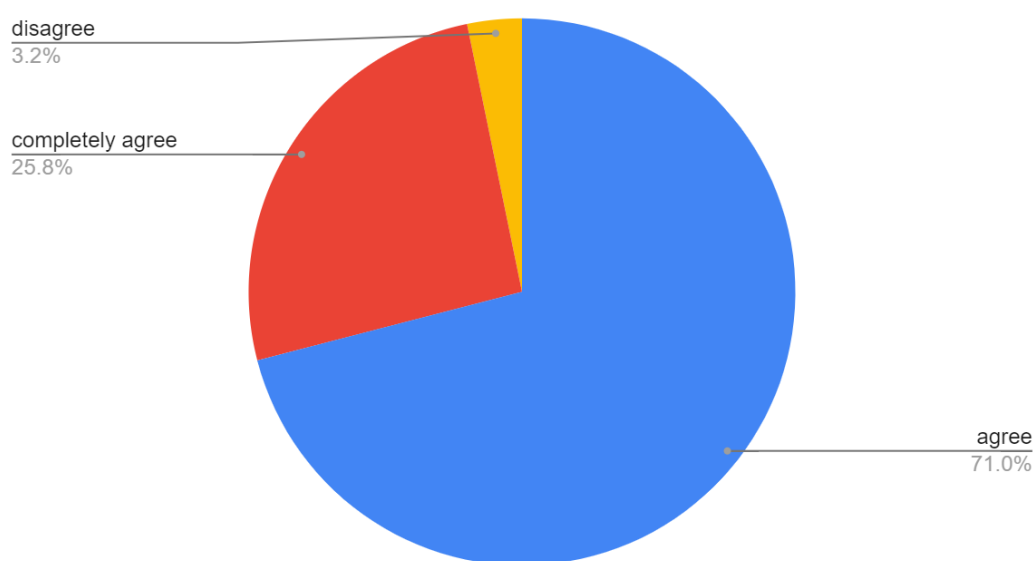


Figure 111. Responses to 'People at work are pretty friendly towards me'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
People at work are pretty friendly towards me.	30	2	4	3.20	.484

Table 96. Descriptive Statistics for 'People at work are pretty friendly towards me'.

I use FL I because I have to

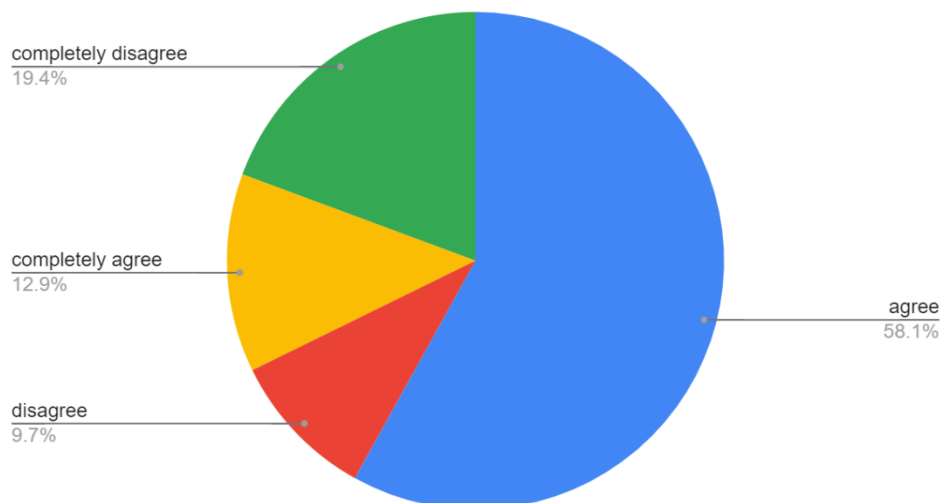


Figure 112. Responses to 'I use FL because I have to'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I use FL I because I have to.	30	1	4	2.63	.964

Table 97. Descriptive Statistics for 'I use FL I because I have to'.

feel like I can make a lot of inputs to deciding how I use FL in my teaching

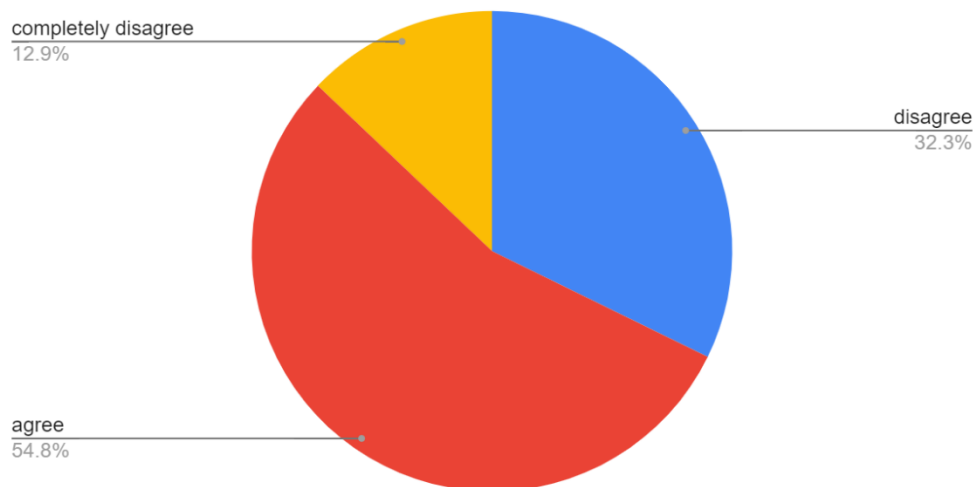


Figure 113. Responses to 'I feel like I can make a lot of inputs to deciding how I use FL in my teaching'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I use FL I because I have to.	30	1	4	2.63	.964

Table 98. Descriptive Statistics for 'I use FL I because I have to'.

I feel pressured to use FL in my teaching

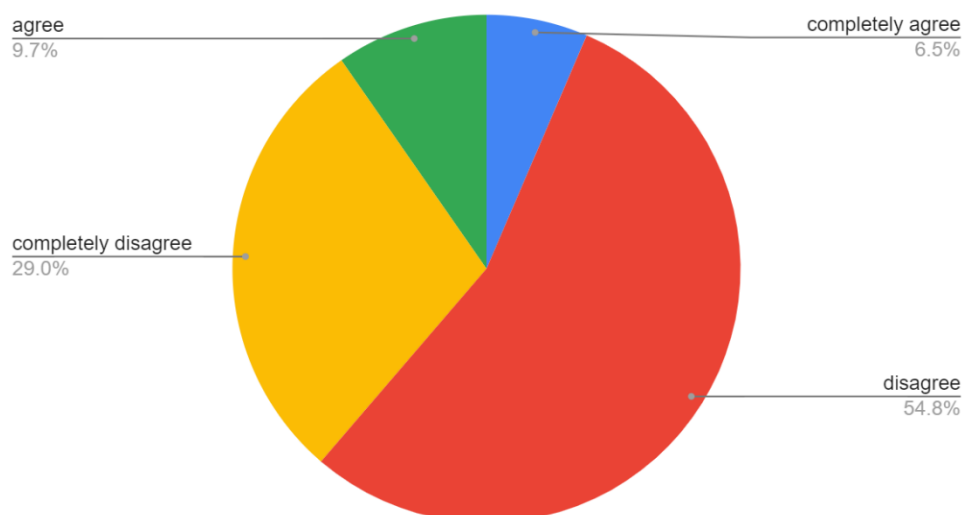


Figure 114. Responses to 'I feel pressured to use FL in my teaching'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I feel pressured to use FL in my teaching.	30	1	4	1.93	.828

Table 99. Descriptive Statistics for 'I feel pressured to use FL in my teaching'.

I am free to express my ideas and opinions on using FL in my educational work

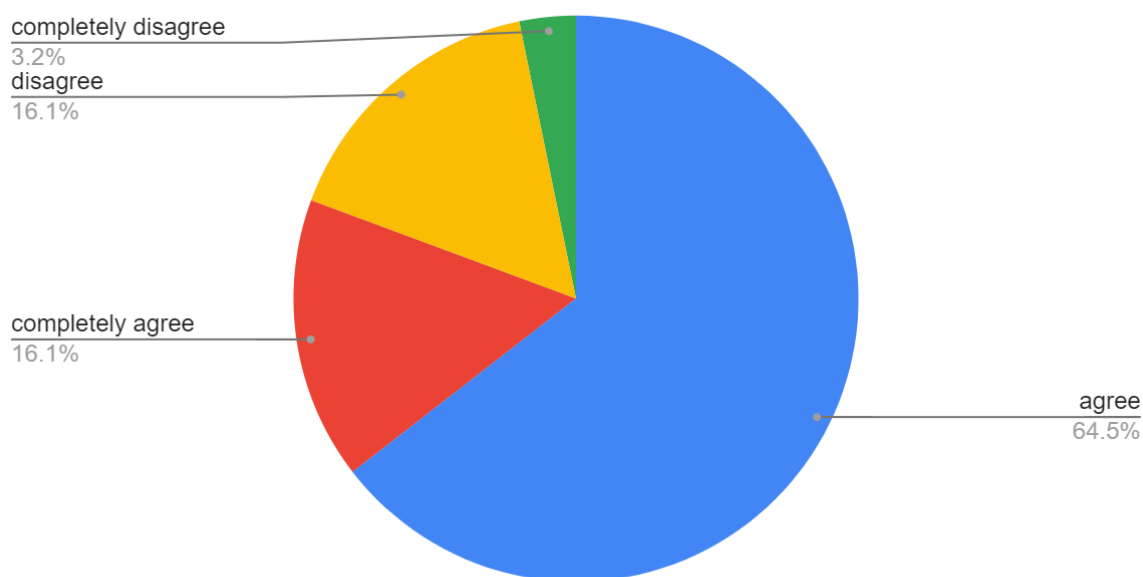


Figure 115. Responses to 'I am free to express my ideas and opinions on using FL in my educational work'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I am free to express my ideas and opinions on using FL in my educational work.	30	1	4	2.90	.662

Table 100. Descriptive Statistics for 'I am free to express my ideas and opinions on using FL in my educational work'.

When I am using FL, I have to do what I am told

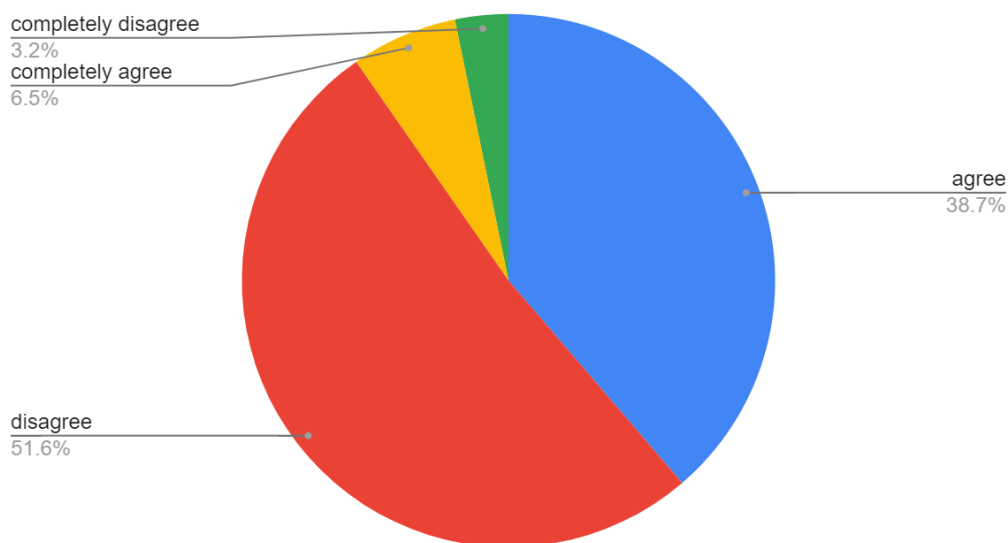


Figure 116. Responses to 'When I am using FL, I have to do what I am told'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
When I am using FL, I have to do what I am told.	30	1	4	2.47	.681

Table 101. Descriptive Statistics for 'When I am using FL, I have to do what I am told'.

My feelings toward FL are taken into consideration at work

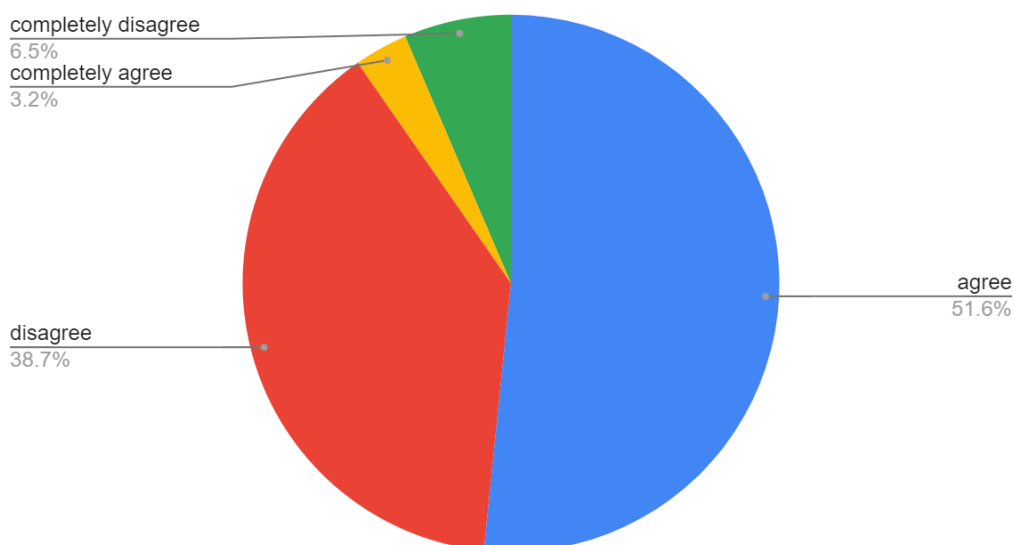


Figure 117. Responses to 'My feelings toward FL are taken into consideration at work'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My feelings toward FL are taken into consideration at work.	30	1	4	2.57	.626

Table 102. Descriptive Statistics for 'My feelings toward FL are taken into consideration at work'.

I feel like I can pretty much use FL as I want to at work

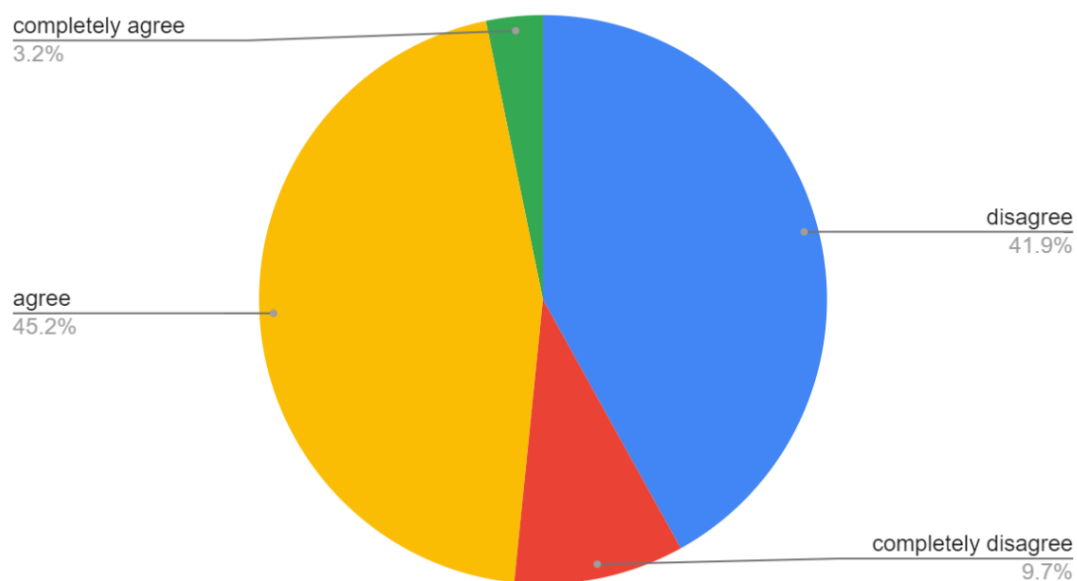


Figure 118. Responses to 'I feel like I can pretty much use FL as I want to at work'.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I feel like I can pretty much use FL as I want to at work.	30	1	4	2.43	.728

Table 103. Descriptive Statistics for 'I feel like I can pretty much use FL as I want to at work'.

There is not much opportunity for me to decide for myself how to use FL in my educational work.

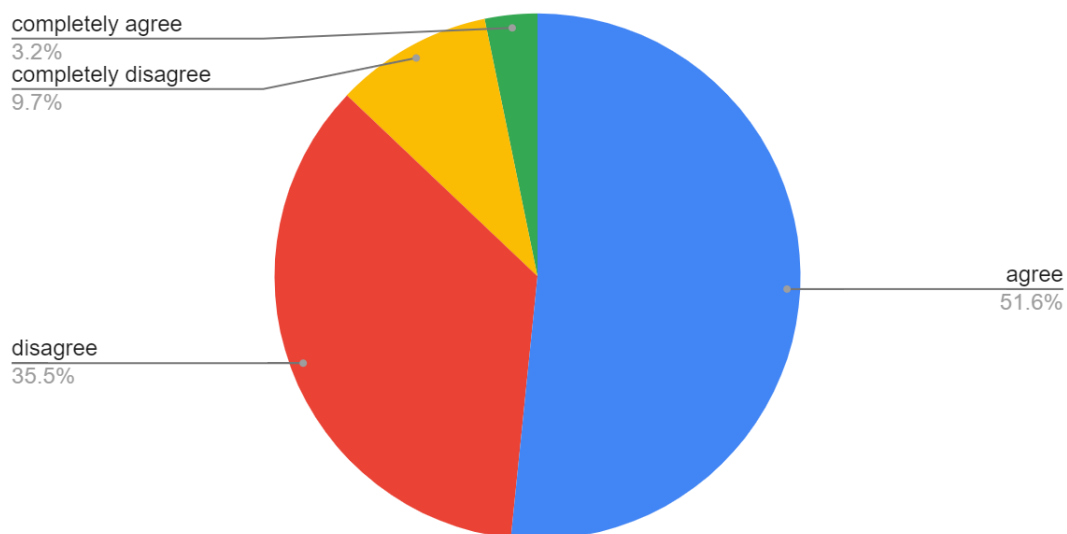


Figure 119. Responses to 'There is not much opportunity for me to decide for myself how to use FL in my educational work'

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
There is not much opportunity for me to decide for myself how to use FL in my educational work.	30	1	4	2.50	.731

Table 104. Descriptive Statistics for 'There is not much opportunity for me to decide for myself how to use FL in my educational work'.

First, an overwhelming majority (83%) reported continuance intention. In a similar vein, most participants reported having a positive or very positive experience of using FL in ISS20. The third area explored is perceived usefulness. While 80% of the respondents agree (50%) or completely agree (30%) with the perception that FL enhances participants' productivity, only 20% disagree with the statement; however, this percentage increased slightly when respondents were asked about FL allowing them to be more effective teachers, with 26.7% of the respondents disagreeing. Although most of the teachers see FL in terms of perceived usefulness, it is interesting to notice the difference between productivity and effectiveness that the variation in percentages suggests.

The fourth area explored is confirmation. Results show that 80% of the respondents found FL better than they had expected. Intrinsic motivation was the fifth element discussed, and in contrast to the findings summarised so far, only 42.3% of the respondents agreed that the reason to use FL is because it is enjoyable. However, participants reported high levels of perceived competence with only 3.3% reporting not feeling confident in using FL in their sessions. Similarly, only 16.7% reported not feeling capable when using FL. Interestingly, when asked about if their peers perceived and verbalised their competence, 5% completely disagree compared to 3.3% that completely agree. However, 33.3% disagree and 46.7% agree with the statement. Therefore, even if this is effectively a 50-50 result, the most common answer is a positive one (46.7%). The remaining items exploring perceived competence show how most of the respondents (96.7%) reported having been able to learn new skills related to FL through their job, and an overwhelming 76.7% of the participants felt accomplished because of using FL.

A high sense of perceived relatedness can be seen from participants responses, and interesting figures are related to item 17 where all participants reported disagreeing with the statement suggesting that they were not liked at work. Similarly, only 3.3% of the respondents felt that their co-workers were not particularly friendly towards them. Results on perceived autonomy are particularly fascinating because, even if the use of FL is a requirement of the course, 30% of the participants did not identify this top-down prescription with their rationale behind the use of FL. Considering that result, it is perhaps not surprising that 53.3% of the respondents felt they had opportunities to share their input on how FL should be used. Similarly, only 16.7% of the respondents felt pressured to incorporate FL in their sessions. However, an overall 53.3% of the respondents felt that when using FL, they were following instructions. This tension is further manifested when looking at teachers' ability to use FL at work according to their own preferences. Results show another example of a technically 50% answer for an overall agree and disagree. However, the answer with the highest percentage was *agree* (46.7%). On a more promising note, 56.6% reported having their feelings taken into consideration when using FL. Therefore, answers related to perceived autonomy seem to be one category where there is not a clear positive response.

The influence of Sørenbø et al.'s (2009) paper in the design and presentation of findings has been acknowledged throughout this thesis. Nevertheless, it is worth highlighting that their research used partial least square (PLS) regression to explore correlations among the variables (Sørenbø et al., 2009, p. 1183). However, as has already been explained, this study favours descriptive statistics over inferential statistics due to the limited nature of the sample; this research has 30 participants compared to the 430 that are included in the study by Sørenbø et al. (2009, p. 1181). Therefore, descriptive statistics further facilitate the categorisation of the limited data collected (Trochim, 2020, Analysis section 'descriptive statistics'). Crucially, Sørenbø et al.'s (2009) study explores SDT in relation to the continuity of using eLearning, thus making the findings impossible to compare.

During the interviews, teachers were asked about their sense of autonomy and creativity (Appendix X) in relation to the method and materials, showing a wide range of positions and perceptions:

So I mean, I think quite a lot of time was spent preparing the material and it all looks quite professional. So You know, the teachers that prepared it probably had more time to work on it than I would if I just been doing it myself. So I think that's a positive thing (Russell, Pos. 150).

Um, in some ways only because of the way that I am. And I, you know, that I've been the way I've been teaching. And the last long term course that I taught ... I could always bring something in and you can always bring something in that was very topical ... No, there wasn't the flexibility to sort of say, hang on, let's stop this here a minute, and bring or I didn't feel there was, you know, because I am new and I didn't want to be rocking the boat and you know, I was on a learning curve myself (Relle, Pos. 76).

I've always criticized material I've been given, but I've always welcomed it because it's on intensive preessional with everybody individually writing their own material, when it's meant to be a consistent course (Clarence, Pos. 189).

Yeah, there is flexibility in the leeway there and then you know, if you choose to get them to use the chat box, or if you get them to raise your hands and they did the course leaders did say we could use supplementary material if we liked, where I just found that preparing a lesson with them from scratch is a lot of work on that. And so, I just prefer to use the materials to be honest because then you could sort of see, you know, that a lot of work had gone into them. So, I was happy to use them (Naomi, Pos. 60).

Relle (Pos. 76) highlights how the restrictive nature of the course stopped her from sharing resources that may be helpful for students, whereas Clarence (Pos. 189) explains that due to the nature of the course, materials need to be provided. His quote and Naomi's (Pos. 60) are frequent among participants (Appendix X) and show how they are happy overall with the materials, not only to ensure consistency within the course but also due to their high quality. Yilmaz's (2017) study concludes that the usability and quality of learning resources is a contributing factor in terms of students' motivation. Thus, it seems reasonable to hypothesise that high quality materials are more likely to be welcomed by teachers.

Participants were also asked about continuity; most teachers (Appendix X) perceived FL to be suitable for online preessional courses, yet not appropriate for other teaching contexts due to lengthier courses or less motivated students. This idea of the method having been successful due to the perceived intrinsic characteristics of the students has already appeared in the quotes discussed in this section.

And maybe like, one disadvantage about flipped learning related to that point is that in a longer course, like the yearlong courses at USIC it's more difficult for students to maintain their motivation. And I noticed that the uptake of flipped learning was not quite as good at USIC as on the summer preessional (Russell, Pos. 94).

Okay, did it work? I think that I think yes, I think it did work although it is maybe, maybe it should be a question more for the students to answer, but I think it did work. Because the students were very, in this particular context, the students were very highly motivated, and also, the stakes were very high for them. So I don't think it would have worked in my own normal teaching context, to be honest (Cedric, Pos. 94).

Although teachers were not explicitly asked about relatedness, the quotes presented in Appendix X show how participants were mostly positive about their partner teacher, thus supporting the results obtained via the questionnaire on that aspect.

This section has critically presented findings related to SDT and FL with a heavier focus on quantitative results. Taken together, results from quantitative and qualitative methods seem to portray a positive perception of FL and its implementation in the course object of study. However, important issues have been highlighted such as workload and IC challenges to level the playing field in the live sessions. The following section shows the findings related to the wider context.

5.5 Concluding Thoughts

In this chapter, findings related to RQ2 have been critically presented. Dictated by the secondary RQ questions, quantitative findings have been presented followed by qualitative ones. Quantitative findings provide a homogenous picture with an overwhelmingly positive response. However, qualitative findings present a more complex reality. The findings presented seem to echo the literature explored in Chapter 2, with the notable exception of FL allowing students to have more free time. This is an interesting perception that could also be linked to the intensive nature of summer preessional courses.

On a more reflective note, this section was particularly challenging for me as a researcher. My main goal is not just to transcribe participants words, but also my balanced understanding of their message. As an EAP practitioner myself, I hold my own beliefs. Clarence made the following comment when I asked him how he felt about being given materials: ‘Aha I detected that question coming from your thing¹¹? (Pos. 189)’. His insightful comment made me challenge the reason why I enquired about this in the first place. After all, even if suitability of materials is an element in fostering success when applying FL (Lee & Wallace, 2017, p. 19), there are other aspects that could have been considered. The reason lies in the fact that, much like Relle, I enjoy the flexibility of including more topical materials or adapting the tasks to my students’ needs. This made me re-examine the quotes that I was selecting to illustrate the argument presented in this chapter, and I found the iterative nature of TA very helpful to help me identify and challenge my own beliefs.

11. Meaning the questionnaire I distributed prior the interviews.

6. Flipped Learning Through the Kaleidoscope: Exploring Multiple Voices and Perspectives

This mixed methods research study explores the perceptions of FL in an online EAP course with a particular focus on students and their engagement with the interactive content through the lens of Ryan and Deci's (2000) SDT. As highlighted in Chapter 3, my ontological stance advocates the conception of multiple realities. In this study, this translates into the different perceptions that teachers and students report not only as a group but also at a personal level. The complexity and richness of the data obtained reinforces the conception of the impossibility of having a single reality but rather an orchestrated assemblage of intricated realities, as perceived and reported by the participants. Thus, the aim of this chapter is to explicitly and critically explore how the recurrent themes present in Chapters 4 to 6 compare within the different data sets. It starts by addressing conceptualisations of FL and then explores perceptions of the live sessions. Third, perceptions of the IC are followed by an exploration of SDT in relation to FL involving teachers and students. Throughout this chapter, explicit links to the proposed RQs are used to facilitate assessing the relevance of the themes explored in relation to this research. This chapter concludes with a summary of the analysis presented, linked to the broader body of literature.

6.1 What Does Flipped Learning Mean?

This first section mostly addresses the overarching RQ as well as RQ1 and RQ2 as it explores how FL is conceptually perceived. In that vein, it is worth reinforcing the lack of consensus around definitions of FL (Abeysekera & Dawson, 2014). Similarly, there is the practical implementation of an already fluid method enacted in a specific context (Kirk, 2018). This is reflected in participants' perceptions in relation to how teachers conceptualise FL. Relle (Pos. 23) reports a different practical application of FL that would adhere to the characteristics identified by Abeysekera and Dawson (2014) and the Flipped Learning Network (2014, p. 1). Similarly, Marcia (Pos. 71) and Cedric (Pos. 143) raise concerns related to live sessions when they are expected to explain content in the sessions. Furthermore, Marcia (Pos. 10, 34) highlights her frustration when the IC does not directly link to the next session. As explained when contextualising the course

object of study (Chapter 3) Lester, course director, explains how this link between the IC, live sessions and the assessments is holistic within the course and not necessarily a case of students practising in the live sessions what the IC covered the day before. These different expectations could be successfully managed by explicitly addressing the local enactment of FL in this preessional. This hypothesis is further supported by the fact that students can see a link between the IC, the sessions (Brianna, Pos. 15) and the assessed extended writing (Omar, Pos. 48). Students demonstrated a high level of awareness when talking about FL that was not consistently demonstrated among staff members (Clarence, Pos. 15). It is reasonable to suggest that this is because students explicitly explored the pedagogical principles underpinning FL in ISS20. Thus, explicitly addressing how FL is implemented and conceptualised in ISS20 may have reduced teachers' frustration (Marcia, Pos. 10; 34) and empowered them with the necessary knowledge to perceive FL as a communicative and student-centred (Cedric, Pos. 200) approach, as well as informing the course (Clarence, Pos. 15). The idea that the sessions could be used to engage in HOTS was reported by both teachers and students, as the quotes presented in Chapters 4 and 5 show. This is in line with the underlying principles of FL according to Abeysekera and Dawson (2014) and the Flipped Learning Network (2014, p. 1). Therefore, even if a more explicit presentation of FL in ISS20 may have been beneficial for staff, it can be seen how the IC explored LOTS, allowing the sessions to engage with HOTS. This shows that the lack of consistent theoretical awareness among practitioners did not stop the designed course being implemented successfully.

As explored in the previous chapters, participants perceived FL to be communicative and to foster students' independence. It is particularly relevant that these skills are perceived to be key for the future (Cedric, Pos. 200) so that students successfully navigate the UK HE system. Incidentally, this echoes the principle of authenticity, which is a key aspect of EAP (Flowerdew & Peacock, 2001, p. 183). Time constraints were also echoed by both teachers and students in relation to the short length of the courses (Brianna, Pos. 147) and the sessions (Marla, Pos. 32; Omar, Pos. 36). However, this issue is not necessarily due to the use of FL but rather because of the intensive nature of EAP preessional courses.

In terms of workload for students, teachers (for instance, Relle, Pos. 2 and Marcia, Pos. 71) seem to be more concerned about it having a negative impact on students than

students are reporting. Only Brianna (Pos. 3; 15 and 52) talks about struggling to complete the IC on busy weeks and decides to prioritise what she thinks is more important to help her pass the course. Her quotes suggest that she is aware of the detrimental impact this has for her participation in the sessions. Thus, it seems reasonable to suggest that she can see the value of the IC. This is significant because it hints at the fact that the issue does not lie in how FL is implemented and conceptualised but rather on time management. Student participants took a high stakes course in the middle of a global pandemic, and Brianna is the only participant who reported encountering issues to complete the tasks due to time constraints. Thus, it may be the lack of learner training in time management that caused difficulties as opposed to the implementation of FL in this course. The rest of the student participants echo Roland's (Pos. 43, teacher participant) perception that the course is robust, and the way FL is used encourages them to increase their efforts.

6.2 How are the Sessions Perceived?

This section mostly addressed RQ2b and RQ1a; however, it also facilitates further understanding of the overall RQ at a practical level. Allocated time for discussion within the sessions was frequently referred to by both teachers and students. Although Preston (Pos. 88) argues that it is too much, and Brianna alludes to the challenges of students sharing their first language (Pos. 144), most of the students welcomed the opportunity to discuss their ideas. This positive aspect is shared by most teachers and management participants, as the quotes provided in Chapters 5 and 6 illustrate. Another commonly identified theme in teachers' and students' transcriptions is technical difficulties being the main challenges they faced during the live sessions. This issue is beyond the scope of the research but seems in line with general problems encountered during ERT; thus, reinforcing the important distinction between ERT and OL.

Feedback in the sessions was also discussed in the interviews. Preston (Pos. 68) and Brianna (Pos. 88) explicitly represent students' eagerness to receive feedback on their performance in the sessions. Their interviews suggest that more time and more specificity would have been beneficial for them. From a practitioner's perspective, Cedric (Pos. 143) also expresses how more time for feedback would be beneficial for the

sessions. This perception echoes the literature discussed exploring feedback (Fletcher, 2018; Pili-Moss, 2014) and applying FL (Bergman & Sands, 2014).

Although concerns are raised due to breadth of materials, not only to get through during the sessions but also before the sessions, by both practitioners (Marcia, Pos. 2; Relle, Pos. 2) and students (Omar, Pos. 36), sessions are positively described. Teachers (Roland, Pos. 12; Russell, Pos. 126) praised the opportunity to engage with HOTS and engage with complex content. Most of the students praised the opportunities for interaction (Michael, Pos. 39), clarity of the sessions (Omar, Pos. 91) and the opportunity to construct knowledge in a supportive atmosphere (Beatrice, Pos. 4). Taken together, these quotes seem to suggest that the careful design and implementation of FL in this course, which Lester (Appendix X) takes pride in, fosters a positive environment for teaching and learning.

6.3 How are the Pre-Session Tasks Perceived? A SDT Analysis

The purpose of this section is to reflect on the reported perceptions of the IC through a SDT perspective. At the beginning of the study, it was argued that FL was basing its success on students' ability to independently complete the pre-session tasks, and the challenges this implies (Abeysekera & Dawson, 2014) were discussed. This preparation will then allow classroom time to be effectively used to construct knowledge with peer support and the teacher's supervision, in line with constructivist pedagogies. Although Marcia (Pos. 71) and Relle (Pos. 2) express concerns regarding students having enough time to engage with the IC, all participants echo the perception that students do complete the IC. Nevertheless, in line with Abeysekera and Dawson (2005, p. 2), questions about the usefulness of students' self-preparation are reported as teachers (Cedric, Pos. 139; Relle, Pos. 60) query whether the IC prepares students to fully engage with the sessions. However, findings explored in Chapter 5 show that students do indeed engage with the tasks in the sessions; this is echoed by students themselves as can be seen in Chapter 4, thus suggesting that even if the IC may not completely level the playing field, it does equip students with the necessary LOTS to engage with HOTS tasks. This is further supported by the students' quotes and questionnaire results.

It is also worth exploring how students completed the tasks according to teachers and their own self-reported data. Only Brianna spoke about challenges when completing the tasks during busy weeks. It is interesting that quotes from teachers and management advocate monitoring students' engagement with the tasks and explain how this facilitates approaching students who may be having difficulties completing the IC. Monitoring IC completion appears in the literature as a key to successfully implementing FL. However, as Brianna explains, this completion can be easily simulated by clicking through the slides. This issue echoes Relle's (Pos. 60) and Cedric's (Pos. 139) concerns. Brianna herself offers a solution by incorporating a timer in the slides. This is a complex issue that may require a more sophisticated solution. Brianna was willing to complete the IC, and she simply struggled with time management; therefore, it is reasonable to argue that explicit guidance on this might have been beneficial for some students. However, Preston (Pos. 96) enjoyed having the opportunity to organise his time freely. Thus, while not necessary for all students, findings suggests that explicit learner trainer on time management may be beneficial.

From a motivational aspect, quotes from teachers show that students are perceived to be very motivated. This, in turn, is believed to have a positive impact on their engagement with the IC. Students' self-reported data further support this perception. It is interesting to see how quantitative data reported in Chapter 4 support the hypothesis that FL as enacted in ISS20 provides the necessary conditions proposed by Ryan and Deci (2002, p. 7) for intrinsic motivation to exist. This can be seen in students' self-reported high levels of autonomy, competence and relatedness. In terms of regulation, as understood by Ryan and Deci (2002, p. 16), both qualitative and quantitative data offer an insightful perspective on the type of motivation and regulation behind students' engagement with the IC. This variety is interesting because it shows that the IC being compulsory is not the only reason why students complete them. This is further supported by qualitative data from management and teachers explaining that students may be reticent to complete the IC to begin with but quickly realise their importance to participate in the sessions and complete the assessed tasks.

6.4 Teachers and Students Embracing FL: A SDT Analysis

This final section mostly addresses RQ1c; however, it also offers a valuable insight into RQ2c and to a certain extent the overarching RQ as it offers an insight into the practicalities resulting from the application of FL in ISS20. Thus, from a CET perspective, it can be seen that the way FL is enacted in ISS20 facilitates the necessary elements for intrinsic motivation to occur. Quantitative data show that teachers report high levels of autonomy, relatedness and competence. These perceptions are reinforced by the qualitative data critically explored in Chapter 4 and provided in Appendix X. Remarkably, when exploring perceived competence, 96.7% of the practitioners reported having learnt a new skill by using FL in ISS20. This potential positive aspect for practitioners was highlighted by the course director, Lester (Appendix X). He further elaborates that this could be a selling point and attract practitioners who want to learn more about FL. Arguably, FL being a prominent selling point when recruiting participants could have also attracted practitioners who already perceived FL in a positive light. The implications of this hypothesis in this study could suggest that the self-selected sample of teachers brought this positive view of FL into their answers, thus indicating a limitation in the study. However, 80% of the respondents found FL better than they had expected. This data seems to further support the claim that FL, as enacted in ISS20, can foster practitioners' intrinsic motivation despite the potential existence of a positive preconception of it.

As has been discussed in the previous section, SDT, both CET and OIT, facilitated the exploration of students' engagement with the IC. Once again, results were overwhelmingly positive. However, before concluding this section exploring the reasons why teachers and students embraced FL in ISS20, I would like to address the unexpected role of culture that both practitioners and students provided to explain students' engagement with both the IC and the method itself. As explained, an important reason underpinning the choice of SDT is the idea that the elements identified in CET for intrinsic motivation to exist are universal (Ryan & Deci, 2000, p. 232). Thus, it is beyond the scope of this study to further assess these perceptions. It is nevertheless worth highlighting that difficulties implementing FL in specific cultural contexts have been reported in the literature (Compton, 2016).

6.5 Concluding Thoughts

This chapter explicitly compared the main themes discussed and identified within the different data sets. It is remarkable to see how some perceptions are common across participants, such as the mostly positive conception of the sessions. However, perceptions that differ among data sets help further understand the challenges encountered and offer a unique opportunity to better understand others' realities. In the final chapter, I will review the findings critically discussed with a particular emphasis on their relation to the RQs. Limitations and future directions of research will also be explored.

7. Conclusion

In this final chapter, I will emphasise key findings drawn from quantitative and qualitative research instruments. Second, I will explore how this research contributes to the existing body of knowledge. After this, I will address the practical implications that can be drawn from the findings, followed by acknowledging the limitations of the current study. On a more reflective note, this chapter concludes with a brief account of my journey as a doctoral researcher. Thus, the aim of this chapter is to provide a clear summary of the research along its key findings and their practical implications while acknowledging its limitations. It also addresses this research contribution to practice. This last section aims to reinforce my positionality and addresses how it has been shaped throughout this process.

7.1 What Are the Key Findings?

In this section, I will summarise the key findings that have been explored through Chapters 4 to 7. However, I would like to highlight what I consider to be the essential finding in this research. As has been argued, FL draws from social constructivism (Chapter 2) and as such, for its implementation to be successful, both teachers (Chapter 5) and students (Chapter 4) need to understand the rationale behind the method and how it is locally implemented. In turn, for FL to be implemented successfully, students and teachers need to understand the pedagogical principles, as well as the context (Chapter 5) to foster success. Results show (Chapter 4) how students are comfortable discussing the nature of FL and can easily relate it to andragogy and autonomy. However, that awareness is not consistent among teachers (Chapter 5).

Based on the analysis discussed (Chapter 6), it seems particularly important to explain FL at a conceptual level as well as at a local level. By addressing how FL is locally implemented, frustration among teachers (see Relle's and Marcia's comments in Chapter 5) may be reduced as they would be able to have a holistic understanding of the course and a clear awareness of how the IC informs either the next session, or the assessments. Incidentally, not all students could see how the IC would help them with the assessment requirements (see Briana's quote in Chapter 4). Considering this finding

from a theoretical point of view, it could be argued that the need to explicitly address the principles of FL fits with the requirements of a method being informed by social constructivism (Chapter 2), as instructions need to be explicitly presented.

The findings and analysis in this thesis show FL, as implemented in ISS20, in a very positive light. In fact, the courses explored seem to provide the necessary conditions, according to CET, to foster intrinsic motivation in student participants. Similarly, quantitative and qualitative data indicated the courses were also in line with CET principles when fostering teachers' intrinsic motivation.

Data collected seem to indicate that students engage with the IC as it is perceived to be an essential part of the course, as they were monitored by teachers. This aligns with Yilmaz's (2013) findings highlighting the importance of making the pre-session tasks compulsory. Through the OIT lens, this study showed how student motivation to engage with the IC tasks fluctuated within the continuum of extrinsic motivation, showing reasons for engaging with tasks that were externally regulated or under the umbrella of identified/integrated regulation.

In terms of the live sessions, it seems worth reinforcing that more space for timely feedback during the sessions would have been welcomed by practitioners and students. Although the course is designed based on a clear understanding not only of FL but also of the pedagogical principles underpinning it (Chapter 3; Appendix X); this knowledge was not homogenously filtered down to all teachers involved in ISS20.

This study aimed to explore the reason why an OL/ERT EAP preessional course would benefit from adopting FL. Based on the data presented in this thesis, it seems that FL can foster students' autonomy, while creating live sessions that are positively perceived. Similarly, teachers showed a reasonable degree of satisfaction that mirrors the course director's (Lester, Chapter 3; Appendix X) enthusiastic perception of FL as allowing for a more communicative approach in the live-sessions thus avoiding being teacher-led. As this section has highlighted, FL can indeed offer positive contributions to OL EAP courses.

7.2 Originality and Significance of the Study

Chapter 1 addresses the lack of research exploring FL in OL settings. Similarly, Chapter 2 has highlighted the lack of research exploring FL in EAP courses. In this study, the use of FL in OL EAP preessional courses (RQ1–2) has been explored, specifically, teachers' and students' perceptions of FL and how they affect the sessions (RQs 1a and 2a), as well as the changes that adopting FL may cause in the tutors' role (RQ1b), which is an essential consideration in the field of EAP. As discussed in Chapter 1, the EAP tutor brings the language expertise, and the students bring the subject knowledge. However, in the case of an EGAP course, this boundary is perhaps less well defined than in an ESAP course.

This study has presented flipped learning as an inversion of Bloom's taxonomy, arguing that the essence of FL lies in students engaging with the low order thinking skills tasks outside of the session and with the high order thinking skills tasks in the sessions with the guidance of the tutor (Chapter 2). Similarly, the social constructivist nature of FL and the need for the sessions to provide the necessary space to engage in complex tasks through collaboration has been argued. To better understand engagement with this method (RQ1c) and with the tasks (RQ2c), SDT was used to identify the impact that those motivational elements had in embracing and perceiving FL.

At its core, this study was guided by the question 'Why would an OL/ERT EAP preessional course benefit from adopting FL?' Thus, teachers' and students' views were key. These RQs were addressed through a mixture of qualitative and quantitative methods depending on their suitability to explore different aspects of this research. This is in line with the pragmatic paradigm, as explored in Chapter 3. To ensure trustworthiness, the limitations of the research methods (Chapter 3) and of the data obtained and analysed (Chapters 4–6) have been rigorously addressed in this thesis. In a similar vein, direct references to positionality, along with extracts from my research diary, systematically appear in this thesis. This is in line with Payne and Payne's (2004, p. 191) understanding of reflexivity. By actively exploring my own beliefs, not only have I been able to challenge them but also invite the reader to critically explore the findings presented together with the research decisions that shape this thesis.

Thus, the significance of this study lies in the topical nature of FL and OL/ERT teaching contributing to the originality of this study. At the time of writing, HE institutions are preparing their return to campuses amid uncertainty.¹² Crucially, my home institution is committed to exploring a blended model moving forward and provides specific supports to teachers to do so effectively,¹³ thus, making this study a potential source for better understanding the challenges and benefits of FL in an OL environment. It is, however, essential to highlight the need to transfer these findings cautiously and with clear awareness not only of the unique environment in which this research took place but also the limitations of the research that have been rigorously addressed in this thesis.

7.3 Contributions to Practice

Due to the context-dependent nature of this study, these practical implications may benefit the institution and trigger thought-provoking discussion to maximise the implementation of FL. However, these implications may be valuable for other institutions adopting FL in EAP courses, particularly in an OL environment.

First, based on the interview responses from teachers, it seems essential to clearly explore the pedagogical principles underpinning FL for teachers, team leaders and students. This exploration needs to occur at a theoretical level and at a context level. Cedric's case shows particularly compelling evidence as he describes FL as *still* allowing him to adopt a student-centred and communicative approach (Cedric, Pos. 200, p. 151). As has been argued (Chapter 2), FL is a communicative method that aims to foster interaction. Thus, this quote evidences a slight dissonance between the pedagogical principles underpinning FL and practitioners' understanding. However, as Marcia (Pos. 70, p. 142) highlights, this exploration of underpinning principles cannot be based solely on the wider literature and the need to account for what Kirk (2018) refers as locally enacted pedagogies, as can be seen in Lester's interview (Appendix X). This interview highlights the unique understanding informing the implementation of FL in ISS20. This recommendation is reinforced by the enthusiastic account of student participants, who

¹² <https://www.universitiesuk.ac.uk/news/Pages/universities-demand-answers-government-student-returns.aspx>

¹³ <https://www.sheffield.ac.uk/staff/news/elevate-blended-support-1.915802>

are happy to use specific terms (i.e., andragogy, Omar, Pos. 80, p.105) based on the exploration of the principles facilitated by the first task. However, the importance of also including how FL is locally enacted is highlighted by Brianna, favouring her essay over the IC, and Marla's remarks (Pos. 83, p. 117) of the IC not helping 'as much' as the teacher had suggested to prepare for the sessions. However, on the opposite end of the spectrum, there is Omar (Pos. 48, p. 98), who understands the importance of the IC to be successful in completing the assessments and advocates completing the IC before the essay.

Second, based on the results and analysis addressing RQ2c, the IC needs to be monitored. This may seem contradictory to the strongly argued position that the rationale behind the use of FL along with its underlying pedagogical principles to ensure its success needs to be explained to all stakeholders. However, it is essential to consider the wider context of the course. As has been explored (Chapters 1 and 2), the nature of EGAP preessional courses is instrumental. Students perceive the course as the university gatekeeping system. Arguably, these courses are indeed instrumental but in the broad sense of the word. Successfully completing a preessional course is instrumental in nature as it is a requirement for students to enrol at their desired university, yet it is also instrumental, essential, to provide students with the necessary linguistic and academic tools to successfully engage with knowledge at a tertiary level. It is in this intersection of intrinsic and extrinsic motivation that SDT (Deci & Ryan, 2004) can provide the necessary theoretical framework to foster students' motivation to slide in the continuum towards integrated/identified regulation. Through the OIT lens (Ryan & Deci, 2002, p. 16), it can be seen how the quantitative and qualitative data uncover that students' reasons for engaging with the tasks oscillate at the two ends of the motivation continuum. By considering the three essential psychological needs as stated by CET (Ryan & Deci, 2002, p. 7), courses, syllabi and tasks can facilitate students' motivation to be integrated. Thus, by clearly stating the principles along with the requirements of the course, which include engaging with the pre-session tasks, the need of autonomy will be met as students will engage with the IC because it is meaningful in the context of the course. As completing the IC is essential to actively engage in the sessions, by carefully monitoring and identifying any issues, a sense of relatedness will be fostered. The challenge for a preessional course such as the one

explored is to ensure that the students can successfully engage with the tasks, despite their diverse backgrounds.

Finally, the workload needs to be taken into careful consideration when flipping a course. In these courses, in-depth research and team efforts were essential to create materials that align with the CET principles. The fact that FL's implementation followed a top-down approach ensured the consistency and quality of materials. However, teachers' lack of familiarity with the IC was highlighted as problematic, with some teachers completing all tasks, others selecting key materials and others ignoring the IC. Clarence (Pos. 177, p. 149) suggested allowing the teachers to skip the slides, which may be an option to allow teachers to have a better understanding of the tasks. The summaries provided could also be enriched with more detailed, even including screen-captures, of relevant points that would allow teachers to see how key points were introduced.

7.4 Recommendations

Based on the above-mentioned contributions to practice, the following recommendations are put forward. However, as has been reinforced in this Chapter, these recommendations are mostly relevant to the course researched. Nevertheless, it is hoped that they are valuable to other centres that have implemented FL in their courses or are planning to do so, particularly those implementing FL from the top-down, as was the case in the course object of study. Similarly, these recommendations may easily apply to face-to-face and hybrid courses. For ease, these suggestions are presented in bullet point form.

- Explicitly addressing pedagogical principles underpinning FL is a key contributing factor to successfully implementing a FL OL/ERT EAP preessional course.
- Explicitly addressing how FL is locally implemented in a FL OL/ERT preessional course results in students' engagement with the method. This is particularly important to help students understand the links between the pre-session tasks, the live lessons and the assessments.

- A knowledge gap was identified for some teachers when understanding FL at a conceptual level and how it was specifically implemented in the course. During the induction, explicitly addressing this area may help clarify concepts and improve understanding of how FL is implemented locally. This may result in lowering teachers' anxiety and ensuring everyone is aware of the course's structure.
- Clear awareness of FL and TEL are essential to successfully implement the course, as evidenced in the course object of study (Chapters 4–6).
- Pre-lesson tasks were monitored in this course, and high levels of engagement were reported; thus, it is suggested that the pre-lessons tasks be made compulsory. By doing so, teachers' concerns with students not engaging with the pre-lesson content may be eased from the start of the course.
- Students' motivations to engage with the method, and specifically the pre-session tasks, were complex and fluctuated between extrinsic and intrinsic. However, this fluctuation did not deter students' engagement. Similarly, a strong sense of autonomy, competence and relatedness were reported. This suggests that FL, as implemented in ISS20, can foster students' intrinsic motivation.
- Teachers' motivations to engage with the method were equally complex. However, a strong sense of autonomy, competence and relatedness were reported, suggesting that FL, as implemented in ISS20, can foster teachers' intrinsic motivation.
- The role of TEL was identified as instrumental in the implementation FL, particularly in terms of the pre-session content. Awareness of instructional design and OL materials development principles are essential to develop materials, particularly for the pre-lesson content, that reflect the principles of FL.
- Materials need to be of high standard as the high quality of materials was frequently mentioned as the reason why teachers and students engaged with the course.
- To cater for different students' levels and narrow the gap between the pre-lesson content and the course, it may be suitable to offer different activities. These may cater for higher level students (expansion activities) or be pitched to a lower level (foundation activities). They could be assigned at the discretion of

the tutor when identifying particularly high level or weak students. These activities could also be offered to all students as optional.

- Teachers need to be aware of the content of pre-session tasks; as suggested by a participant, allowing them to 'skip' through the tasks may be a suitable option.

To conclude this section, I would like to highlight that the course object of study seems robust and successful based on the data analysed. However, it would benefit from explicitly addressing FL principles with teachers, and not just students. Similarly, a clear explanation on how the pre-session content links to the sessions and to the assessments would be beneficial for both teachers and students.

7.5 What Are the Limitations of This Research?

In this section, I will highlight the limitations of this research. First, I would like to address the nature of the sample. As explored in Chapter 3, this is a self-selected sample, which may result in biased data as the respondents will not necessarily represent all the students, and practitioners involved in ISS20 (Lavrakas, 2008). Although in the case of the semi-structured interviews, all willing participants were interviewed, it still constitutes a self-selected sample thus failing to fundamentally address this issue. Similarly, this sample is relatively small and, more importantly, context dependant. It is essential to acknowledge the unique circumstances in which this research occurred; hence, Chapter 3 specifically included key points to ethically engage with the results. Specifically, this research took place during a global pandemic which force educational institutions to quickly embrace ERT (Chapters 1 and 2).

Chapter 3 has acknowledged the limitations of the research methods used as well as the issues with the theoretical framework (Chapter 2) and the theoretical lenses used to analyse the data (Chapter 3). It has also suggested specific measures to address these issues, thus allowing the reader to evaluate the data obtained as well as the interpretations provided.

To conclude this brief section on the limitations of the research, it is necessary to acknowledge my role as an insider researcher and the fact that I am an international

student myself researching other international students and other EAP practitioners in my place of work. Although great care has been taken in ensuring transparency by actively engaging in a reflective process and inviting the reader to follow this process, it is reasonable to argue that my own positionality has influenced the research process, as discussed in Chapter 3. However, it is hoped that this transparency in reflexivity will allow the reader to discern those conflicting elements and further assess the claims made in relation to the data obtained, as well as in relation to the choices that have been made in this research.

In a similar vein, it seems worth addressing the decision of presenting both findings and analysis together as dictated by each RQ. Conflicting purposes for this decision arose as a result of my eagerness to allow the reader to decide on how to interpret the data, while showing a robust and clear analysis of the data. However, this analysis could not be evaluated without the raw data, yet the analysis needs to clearly stand out from the raw data and move beyond the LOTS (description) to the HOTS (analysis) stages of Bloom's taxonomy. The constraints of the narrative nature of the thesis were behind this distribution decision, as can be seen, it does enhance the flow of the narrative, but it also imposes a tension between description and analysis. It is hoped that a balance has been achieved by presenting quantitative data in table and graph form, using visual representations of the qualitative data obtained as well as condensing the quotes to include the essential points to be discussed. This approach, combined with an extensive analysis grounded in the literature previously explored (Chapter 2), hopes to address this issue.

7.6 Researching FL

Considering the limitations above, it seems reasonable to suggest that quantitative and qualitative studies of a larger scale may be beneficial to further understand the advantages of implementing FL as well as the potential challenges and ways to address them. Specifically, focusing on motivation to engage with the pre-session tasks, as well as pedagogical principles informing implementation of FL in EAP courses. This is in line with Abeysekera and Dawson's (2014, p. 2) and Hamdam et al.'s (2013) calls for further

research. As explained in Chapter 2, despite FL gaining momentum, further research would offer a deeper understanding of FL, particularly in EAP preessional contexts.

A further rich area to explore could adopt a different theoretical approach to motivation. In a similar vein, adopting a research toolkit such as LCT (Maton, 2016) may prove to be a successful approach to understand the nuances of the data obtained, specifically, the autonomy dimension as the enacting of autonomy codes may shed light on how the different forms of knowledge (Autonomy – Legitimation Code Theory, n.d.) involved in an OL EAP preessional course are integrated. This is particularly relevant in an OL EAP course as the OL aspects could be further explored. Incidentally, as explored in Chapter 2, Bergamnn and Sams(Noonoo, 2012) attributed the lack of success of the IC to technology issues whereas this thesis has argued that the success of FL is based on the inversion of Bloom’s taxonomy and its Vygotskian approach. As discussed, the IC is underpinned by the widely contested theory of learning styles (see An & Carr, 2017; Kirschner, 2017; Moser & Zumbach, 2018).

Further research in ISS20 could explore the materials used in order to better understand the nuances of adopting FL in an OL EAP preessional course. First, it could use Bloom’s Taxonomy to show the distribution of tasks in HOTS and LOTS. Incidentally, this analysis would complement teachers’ perceptions reported in this thesis and would allow for an insightful comparison. Second, it could analyse the task using CET (Ryan & Deci, 2000). This analysis could be compared against the students’ perceptions of the course in terms of motivation. However, for the proposed comparisons to be relevant, the tasks analysed would need to be the ones used in 2000. This is because the findings in this thesis are part of a unique moment in time with a unique dataset. Nevertheless, this concept of contrasting the elements of ISS could be implemented in the upcoming 2022 course with simultaneous data collection and analysis. Incidentally, research contrasting participants’ perceptions of a FL course with a focus on motivation using SDT against an analysis of the materials used in terms of CET and Bloom’s Taxonomy could be an exciting yet resource-draining future study.

On a more personal note, I have addressed how the rich data obtained when completing this study forced a refocus of the RQs, thus emphasising the students’ experience.

However, enlightening data connected to tangential topics to the proposed RQs may be able to inform future studies. Specifically, I am referring to the data obtained exploring teachers' perceptions and experiences related to the prescribed nature of the course and the IC, which will serve as the basis of my first academic journal article.

7.7 Concluding Thoughts

To conclude this chapter, I would like to briefly reflect on my research journey since the beginning of the EdD up until this point. I originally started the EdD as a response to my firm belief that practice should be underpinned by theory. Thus, as an EAP tutor at a Russell Group university, I felt that a professional doctorate will offer me a welcome space to explore relevant theory and how to translate it into my practice. I did not know at the starting stage what I would be exploring during the research part of my EdD, which allowed me to investigate a wide range of areas of professional and personal interests during the first part. This gave me the opportunity to learn more about current perceptions and trends in academic writing, such as legitimation code theory, which is currently taking momentum and used in a wide range of disciplines (Maton, 2014) or educational policies related to assessment. However, it is the first assignment in which we had a more prescriptive task exploring values and positionality by analysing two academic articles of our choice that had a pivotal impact in my understanding of research. This has translated into a more inquisitive approach as an academic reader and a more reflective approach as a researcher, as I have attempted to explicitly address in this thesis.

Engaging in primary research has also been a journey for me, which has made me rethink how education is researched. Particularly, I found the quantitative data to paint an almost simplistic picture, whereas the qualitative data obtained were extremely rich and complex. Although the quantitative instruments used in this analysis may have contributed to this result, it seems that the restrictive nature of the questionnaires may only provide a limited understanding of the object of study. As a HE teacher, I am now even more wary of only questionnaires to collect feedback and to use only quantitative research instruments to inform educational policy or course design. I have addressed in

Chapter 3 the issues with MMR and the controversy surrounding this paradigm, yet the combination of quantitative and qualitative instruments have contributed to rich data sets that allow a deeper understanding of how FL was implemented in an EAP preessional course and the specific elements that were perceived as successful. This is an exciting starting point to further explore how FL can be adapted in different courses to maximise its benefits.

On a more personal note, I have enjoyed my research journey and I feel like it is now at this final stage that I am equipped with the necessary 'toolkit' to write a thesis. I wish I had had that toolkit from the beginning, but it is only through a conscious engagement with the research process and careful mentoring that I have been able to develop it. As I have discussed, there is a promising and stimulating future area for research regarding FL and my data were so rich that this is not the end of my researcher endeavours but rather the exciting beginning. This thesis is now ready to receive the feedback of experts in the field, and I am ready to move forward as a more independent researcher.

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APPENDICES

Appendix I

This appendix shows Flipped Learning: The Four Pillars of F-L-I-P™ (2014) as they appear in the Flipped Language Hub.

The Four Pillars of F-L-I-P™

F Flexible Environment

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

F.1	<input type="checkbox"/> I establish spaces and time frames that permit students to interact and reflect on their learning as needed.
F.2	<input type="checkbox"/> I continually observe and monitor students to make adjustments as appropriate.
F.3	<input type="checkbox"/> I provide students with different ways to learn content and demonstrate mastery.

L Learning Culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

L.1	<input type="checkbox"/> I give students opportunities to engage in meaningful activities without the teacher being central.
L.2	<input type="checkbox"/> I scaffold these activities and make them accessible to all students through differentiation and feedback.

I Intentional Content

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

I.1	<input type="checkbox"/> I prioritize concepts used in direct instruction for learners to access on their own.
I.2	<input type="checkbox"/> I create and/or curate relevant content (typically videos) for my students.
I.3	<input type="checkbox"/> I differentiate to make content accessible and relevant to all students.

P Professional Educator

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

P.1	<input type="checkbox"/> I make myself available to all students for individual, small group, and class feedback in real time as needed.
P.2	<input type="checkbox"/> I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.
P.3	<input type="checkbox"/> I collaborate and reflect with other educators and take responsibility for transforming my practice.

Appendix II

This appendix contains the relevant documentation to show how this research was carried out following strict ethical guidelines from both The School of Education and The English Language Teaching Centre (ELTC). Due to the COVID-19 outbreak,

amendments had to be made related to the data collection process. Specifically, participants were recruited online, and all focus groups were substituted by online semi-structured interviews. Below, the original approval letter can be seen, followed by the proposed changes due to COVID-19. The revised form is then followed by an email exchange with the ELTC. It includes confirmation of permission to carry out the proposed research.



Downloaded: 17/04/2020
Approved: 02/01/2019

Paula Villegas Verdu
Registration number: 160137189
School of Education
Programme: EdD Doctor of Education

Dear Paula

PROJECT TITLE: Does Flipped Learning Enhance Students Motivation?: Exploring the use of Flipped Learning with HE EAP students

APPLICATION: Reference Number 023759

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 02/01/2019 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 023759 (form submission date: 06/12/2018); (expected project end date: 01/10/2019).
- Participant consent form 1053788 version 1 (30/11/2018).
- Participant consent form 1053787 version 1 (30/11/2018).
- Participant consent form 1053786 version 1 (30/11/2018).

The following optional amendments were suggested:

All public-facing documents should be checked and proof read carefully. There are errors in both the letters and the consent forms; these should be amended.

If during the course of the project you need to [deviate significantly from the above-approved documentation](#) please inform me since written approval will be required.

Your responsibilities in delivering this research project are set out at the end of this letter.

Yours sincerely

David Hyatt
Ethics Administrator
School of Education

Please note the following responsibilities of the researcher in delivering the research project:

- The project must abide by the University's Research Ethics Policy: <https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure>
- The project must abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/polopoly_fs/1.671066!/file/GRIPPpolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Administrator (in the case of a member of staff) of any significant changes to the project or the approved documentation.
- The researcher must comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data.
- The researcher is responsible for effectively managing the data collected both during and after the end of the project in line with best practice, and any relevant legislative, regulatory or contractual requirements.

Proposed Amendments for Ethics Application Form 023759

Due to Covid-19 restrictions the following amendments are proposed to carry out research to fulfil the requirements of the EdD programme at TUOS.

Please note the following document only addresses the changes proposed.

Section B: Basic Information

Proposed Project Duration

Start date 1/05/2020 – Anticipated end date (of project) 1/10/2020.

Suitability

Takes place outside the UK?

Participants will be either students or EAP teachers from the International Summer School 2020 course delivered by the ELTC, TUOS. However, due to the online nature of the course, participants could be located worldwide. Based on previous years' profiles, students are likely to be located in mainland China and practitioners in Europe, with an overwhelming majority in the UK.

Section C: Summary of the Research

In order to explore engagement and motivation in flipped learning, I intend to use a mixed methods approach. It has been argued that using a mixed method approach could potentially 'substitute for sharp conceptual thinking and insightful analysis' (Morse, as cited in Dörnyei, 2007, p. 46). However, this project could benefit from collecting quantifiable data, such as hours spent on a task or completion rate, while exploring students' and teachers' perceptions of motivational elements of flipped learning. As Dörnyei (2007) highlights, a key strength of using mixed methods is the possibility to explore a complex issue with a multilevel analysis. Therefore, in order to explore engagement and motivation, hard data will be extracted from technological platforms used. The hosting platform that students access to complete the tasks offers the possibility of extracting the required information. These reports offer information on the number of activities completed per user, as well as the time it took. Therefore, after obtaining this data, the aim is to find which tasks are explored and for how long. This will be compared with the number of tasks completed. To enlighten these numerical data, students will be asked to fill in a questionnaire reflecting on the flipped tasks completed as well as the in-class tasks. As per Gardner and Tremblay's (1994) guidelines, this questionnaire will not simply rely on items without considering the context but rather aims to be a successful tool for the context of my research. To write this questionnaire, I aim to use a combination of Dörnyei's (2010) guidelines on writing

questionnaires for L2 learners and Martin's (2010) motivation and engagement wheel to inform the questionnaire content. These questionnaires are likely to include Likert-type items. In order to shed further light on the questionnaires, students will be invited to further contribute to this research by attending semi-structured interviews. These interviews will take place via Zoom, and recordings of these interviews will be safely stored as per the information in section E (About the data, points 3 and 4).

I aim to conduct semi-structured interviews with EAP practitioners and course designers to explore their perceptions of flipped learning and its impact. Dörnyei (2007) will be the preliminary reading to explore the key to successful semi-structured interviews. These interviews will take place via Zoom, and recordings of these interviews will be safely stored as per the information in section E (About the data, points 3 and 4).

The task themselves will be looked at in terms of motivation. At this early stage, I am aiming to establish an expectancy-value framework based on the works of Eccles (2007), Wigfield and Eccles (2000). Due to the very nature of an EAP course, I also aim to include the relevant works of McInerney (2004) and Miller and Brickman (2004) as they explore the students' perception of the instrumental value of the task so as to achieve long-term goals. This area may thus draw from goal-setting theories. It may also offer an opportunity to critically explore EAP within the wider context of learning in HE.

The main motivational traits that run behind this study are effort and motivational characteristics of the tasks. Therefore, taken together, these data may tentatively show a correlation between motivational and attitudinal variables. Although these results may potentially benefit the future development of this course, as well as enlightening what is particularly motivating for the students taking part on the research, it is necessary to highlight that correlation does not mean causation and it would, therefore, be used as a versatile technique (Dörnyei & Ushioda, 2010) to explore different variables and their relation to motivation. From the literature preliminarily explored, it clearly transpires that researching motivation and engagement is fairly challenging and context-dependent. However, this project may offer an insight into how FL may be fostering motivation. Motivation is widely perceived to be a defining factor in successfully acquiring a second language, or even knowledge, despite its fluid nature.

Before concluding the section on methodology, I would like to highlight that in order to pilot the students' questionnaire, I carried out a small-scale study with the 6-week preessional cohort in 2018 at the ELTC. This data will not be used in the final project but rather is an opportunity to start exploring the suitability of the data obtained and the potential areas to be improved in the final project. In this mini-pilot, I explored the data extracted from the online platforms use. This will help me write questions that students and teachers can answer. As this mini project was not strictly linked to my final thesis, ethical approval from the targeted institution was sought and granted.

Once the data have been collected, I plan to use SPSS to analyse the quantitative data extracted from the hosting platform. This is because it will not only allow bivariate and multivariate analysis but is also very user-friendly, thus making it a widely used resource in education (Muijs, 2004).

In order to analyse the qualitative data, I intend to follow a thematic analysis approach, along the lines of Braun and Clarke (2006). They define thematic analysis as ‘a method for identifying, analysing, and reporting patterns (themes) within data (Braun & Clarke, 2006 p. 79). In this study, thematic analysis is used to report the experiences and realities of the participants.

Section D: About the Participants

2. Recruiting Potential Participants

As the summer school 2020 will take place online, students will have access to a noticeboard within the VLE. This will be the medium used to inform students of this completely voluntary research. This complies with GDPR rules, as students will not be informed via email.

As the input of EAP practitioners is also necessary for this research, they will need to be approached too. To avoid contacting teachers via email, to comply with GDPR regulations, an announcement informing potential participants of this voluntary participation research opportunity will be posted in the virtual teacher portal.

25/04/2021

University of Sheffield Mail - revision to data collection methods due to cover-19 restrictions.



Paula Vv <pvillegasverdu1@sheffield.ac.uk>

revision to data collection methods due to cover-19 restrictions.

7 messages

Paula Vv <[REDACTED]@sheffield.ac.uk>
To: Edu Ethics <[REDACTED]@sheffield.ac.uk>
Cc: [REDACTED]@sheffield.ac.uk>

17 April 2020 at 15:41

Hello,

My name is Paula (Registration number [REDACTED]89) and I am an EdD year 4 student. My supervisor is Dr. [REDACTED], cc'ed in this email.

As per your request, please find document attached explaining amendments for data collection due to covid-19 restrictions. For ease of assessment, I have also attached the original Ethics Application Form and Approval Letter. Should there any document or information still be missing, please do not hesitate to get in touch.

Best,


Paula


--

Paula Villegas Verdú, SFHEA
EdD candidate, Langauge Learning & Teaching.

3 attachments

 **Ethics Application-6.pdf**
291K

 **Approval Letter.pdf**
34K

 **Proposed Amendments for Ethics Application Form 023759.docx**
133K

edu-ethics@sheffield.ac.uk <edu-ethics@sheffield.ac.uk>
To: Paula Vv <pvillegasverdu1@sheffield.ac.uk>
Cc: [REDACTED]@sheffield.ac.uk>

21 April 2020 at 10:54

Hi Paula,

25/04/2021

University of Sheffield Mail - revision to data collection methods due to cover-19 restrictions.

Thanks for your email, I hope you are keeping well.

I have contacted the Senior Ethics Lead for them to look over the amendments. Once we have confirmation that they've been approved, I will upload them for you.

██████████ If you could just drop us a small line to say that you are on board with the proposed amendments, that would be great. This is just a formality so we have an official record of your support.

Please let me know if you have any further questions.

Best wishes,

██████████

[Quoted text hidden]

--

Student Experience Assistant

School of Education
The University of Sheffield

Edgar Allen House
241 Glossop Road
Sheffield
S10 2GW

Telephone: +44 (0) 114 222 8177
Email: edu-ethics@sheffield.ac.uk
www.sheffield.ac.uk/education

Office Hours

Monday - Thursday: 08:45-16:45
Friday: 08:45-16:30

You can also follow us on Twitter [@EducationSheff](https://twitter.com/EducationSheff) and join us on Facebook at <http://www.facebook.com/tuosSOE>.

Research Excellence Framework 2014

* The School of Education: Number 1 in the UK for research impact

* Ranked 4th overall in Education in the UK, with world leading and internationally excellent research

██████████@sheffield.ac.uk>
To: "edu-ethics@sheffield.ac.uk" <██████████@sheffield.ac.uk>

21 April 2020 at 11:57

25/04/2021

University of Sheffield Mail - revision to data collection methods due to cover-19 restrictions.

Cc: Paula Vv <[REDACTED]1@sheffield.ac.uk>

Thank you [REDACTED]
I agree with the proposed changes
Many thanks

[Quoted text hidden]

--

[REDACTED]
[REDACTED]
[REDACTED]

School of Education
The University of Sheffield

[Quoted text hidden]

edu-ethics@sheffield.ac.uk <edu-ethics@sheffield.ac.uk>

21 April 2020 at 15:26

To: [REDACTED]e@sheffield.ac.uk

Cc: Paula Vv [REDACTED]>

Hi all,

I can confirm that the changes have been approved, and that I have now uploaded them to your application.

Good luck with your research and let me know if you have any further questions.

Best wishes,

[REDACTED]
[Quoted text hidden]



Downloaded: 25/04/2021
Approved: 02/01/2019

Paula Villegas Verdu
Registration number: 160137189
School of Education
Programme: EdD Doctor of Education

Dear Paula

PROJECT TITLE: Does Flipped Learning Enhance Students Motivation?: Exploring the use of Flipped Learning with HE EAP students

APPLICATION: Reference Number 023759

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- Participant consent form 1053786 version 1 (30/11/2018).

The following optional amendments were suggested:

All public-facing documents should be checked and proof read carefully. There are errors in both the letters and the consent forms; these should be amended.

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Your responsibilities in delivering this research project are set out at the end of this letter.

Yours sincerely

David Hyatt
Ethics Administrator
School of Education

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- The project must abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/polopoly_fs/1.6710661/file/GRIPPolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Administrator (in the case of a member of staff) of any significant changes to the project or the approved documentation.
- The researcher must comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data.
- The researcher is responsible for effectively managing the data collected both during and after the end of the project in line with best practice, and any relevant legislative, regulatory or contractual requirements.

25/04/2021

University of Sheffield Mail - Fwd: research - summer school



Paula Vv <pvillegasverdu1@sheffield.ac.uk>

Fwd: research - summer school

1 message

Paula [REDACTED] >
To: Paula V [REDACTED]

13 August 2020 at 14:30

----- Forwarded message -----

From: **Paula Villegas** <p.villegas@sheffield.ac.uk>
Date: Thu, 13 Aug 2020 at 14:25
Subject: Fwd: research - summer school
To: <p.villegasverdu1@sheffield.ac.uk>

----- Forwarded message -----

From: **Paula [REDACTED]** <[REDACTED]@sheffield.ac.uk>
Date: Tue, 21 Apr 2020 at 16:26
Subject: Re: research - summer school
To: [REDACTED] <[REDACTED]@sheffield.ac.uk>

Hi [REDACTED]

Thanks ever so much for getting in touch so quickly and your kind words.

I am attaching the newly approved application form with COVID-19 amendments, a document with the actual amendments (reflecting that the data will no longer be collected face to face) and I will forward the confirmation email. I am still going to get in touch with UREC, as you say, it is better to have it all sorted and avoid comebacks later on.

I think I am quite happy with this and I understand you are really busy but I am of course happy to set up a meeting to further discuss this.

Best,

Paula

On Thu, 16 Apr 2020 at 11:22 [REDACTED] <[REDACTED]@sheffield.ac.uk> wrote:
Thank you for holding email

Hi Paula,

Sorry for the delay in replying. Hope you are well too and getting used to the new COVID 19 lifestyle.

Thank you for double-checking what the situation is. I think this should be OK as the SoE have accepted your proposal from last year though worth double-checking directly with Anita or Lindsay from UREC to prevent any comebacks later on. For example, they may want to have a record of the new information sheet and see if you've anticipated issues such as privacy issues in a new context i.e. online. You just want to make it as watertight as possible. From the ELTC's point of view, you don't need to fill in the form again but any evidence of ethics approval would suffice e.g. email from SoE agreeing to amendments. As long as the Academic Directors are happy with the idea, and I understand that the ISS team are supportive of the research as it is also relevant to the work of the ELTC, then you'd be good to go. I'd normally write to the relevant ADs to check they are OK with the research to be conducted but if you can confirm it is OK, then there is no need for me to do that.

We still have the issue of how to contact students as we cannot use mailing lists for research purposes but I think the idea is to communicate any opportunities to participate in research via the relevant VLE. This is not yet in place but I'll be meeting [redacted] soon to finalise details of how this is going to work and update our Research at the ELTC webpage accordingly. As an internal candidate and because of the nature of the research, I'm sure we'll do what we can to facilitate your data collection.

Happy to chat about this in more detail so feel free to put something in my calendar when it is convenient for you.

[redacted]

[redacted]
English Language Teaching Centre (ELTC)

The University of Sheffield
78 Hoyle Street
Sheffield S3 7LG
United Kingdom

Office: +44 (0)114 222 4935
ELTC Reception: +44 (0) 114 222 1780

Working pattern: Please note I am not in the office on Mondays and Fridays after 2:45 pm.

www.sheffield.ac.uk/eltc
www.facebook.com/eltcsheffield
www.twitter.com/sheffieldeltc
www.weibo.com/eltc

ELTC is accredited by the British Council
A World Top 100 University
QS World University Rankings 2020

On Mon, 6 Apr 2020 at 15:30, Paula Villegas <[redacted]@sheffield.ac.uk> wrote:
Hello,

25/04/2021

University of Sheffield Mail - Fwd: research - summer school

I really hope you are both well and adjusting to working from home. I am getting in touch because I was due to collect my data for my EdD last summer but I postponed.

I am aiming to collect my data this summer, despite the situation, I have tweaked the research method a bit (so no face to face but rather questionnaires and blackboard collaborate for interviews). The Education department does not consider this a significant amendment therefore they accept my ethical approval obtained last year.

However, is this OK for the ELTC or would you like to complete the 'researching at the ELTC' form again? and more importantly due to the new GDPR will I be ok to research at the ELTC as the course will be online? I am also aware that the change in the summer school is a lot of work and I just wanted to make sure that it is ok for me to do this research before I go through the official form (if needed again).

My RQs are still on Flipped Learning, and I am very keen on sharing the anonymised results with the ELTC as soon as possible. I am hopeful that they will be useful. If you need any more information or would like to see the questionnaires or some of the already finished chapters, please do let me know.

Thanks ever so much for all your help.

Best,

Paula

--

Paula Villegas Verdu
SFHEA

English Language Tutor / Assistant Director of Studies
Departmental Language Programme (DLP)

English Language Teaching Centre
The University of Sheffield
78 Hoyle Street
Sheffield S3 7LG

Please notice I do not work on Fridays. My normal working pattern is Monday-Thursday 9-5 but please don't feel any pressure to respond outside your own working hours.

The University Of Sheffield



Appendix III

This appendix shows the questionnaire as it was presented to students. The platform used was Google Forms.

25/04/2021 Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Students)

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Students)

Dear potential participants,

My name is Paula and I am currently completing the EdD Language Learning and Teaching programme at TUOS. For my dissertation, I aim to explore how flipped learning relates to motivation in the context of EAP courses. In order to do so, I would like to collect both quantitative and qualitative data from students like you. This project has obtained ethical approval from The School of Education (Reference Number 023759)and The ELTC.

I am interested in learning about your experiences using flipped learning. Participation in this study is completely voluntary and it will not in any way affect the grades you will receive in your pre-sessional course. If you agree to participate in the study, I would collect your response to this short questionnaire on your perceptions of flipped learning and its relation to motivation. It should take you around 5 minutes to complete this questionnaire.

Any data collected during this research, as well as your identity, will remain anonymous. The anonymised data collected will only be used in this project and in potential academic activities related to it. As I have already mentioned, participation in this research project is completely voluntary and you retain the right to withhold any information. Please notice, as this questionnaire is anonymous, once you have completed it, it is not possible to withdraw your participation.

If you would like to participate simply complete the following questionnaire. After completing the questionnaire you will be asked if you would like to be contacted for a 20 minute one to one online interview to talk about your experience of using flipped learning. This is not part of your summer school pre-sessional course requirements and would be an extra commitment on your part. The interview may be recorded so that I can refer to it when I am writing up my project. As a token of appreciation for your participation, you will be entered on a draw of four 25 pounds amazon vouchers. You are welcome to fill in the questionnaire and decline the one to one online interview.

Please notice you are welcome to withdraw from the interview part of the study. Simply send me an email before the 30/09/2020 to let me know if you no longer wish to participate.

Participation is voluntary and all data will remain anonymous. Participation in this study may be a helpful way for you to reflect on your learning habits. It will also give you an idea on how to design your own research projects in the future.

If you are happy to participate in this study, please move to the next section of this questionnaire. If you wish to know a bit more about this project or have any questions you can contact me via email (p.villegasverdu1@sheffield.ac.uk) or my supervisor Dr Mark Pavne (mark.navne@sheffield.ac.uk)

https://docs.google.com/forms/d/1YsDJHlP3mq_7YsJJRmXhKJEutY5EpZLuufqv_qb8Hm8/edit

1/9

25/04/2021 Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Students)

Thanks ever so much for your time, support and contributions to this project.

Paula Villegas Verdú, SFHEA, Doctoral Candidate.

10/08/2020

***Required**

1. Participant Consent Forms *

Tick all that apply.

- I have read and understood the project information sheet dated 10/08/2020 or the project has been fully explained to me. (If you will answer No to this question please do not proceed with this consent form until you are fully aware of what your participation in the project will mean.)
- I have been given the opportunity to ask questions about the project.
- I agree to take part in the project. I understand that taking part in the project will include completing a questionnaire.
- I understand that my taking part is voluntary and that I can withdraw from the study before 30/09/2020. I do not have to give any reasons for why I no longer want to take part and there will be no adverse consequences if I choose to withdraw.
- I understand my personal details such as name, and email address etc. will not be revealed to people outside the project.
- I understand and agree that my words may be quoted in publications, reports, web pages, and other research outputs. I understand that I will not be named in these outputs unless I specifically request this.
- I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield.

2. I identify as ... *

Mark only one oval.

- Male
- Female
- Non-binary
- Prefer not to say

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Students)

3. The programme/degree I'd like to study belongs to... *

Tick all that apply.

- The Faculty of Social Sciences (for example, Education, Management, Law...).
- The Faculty of Science (for example, Biology, Physics, Chemistry...)
- The Faculty of Arts & Humanities (for example, English, History, Philosophy...)
- The Faculty of Medicine and Dentistry (for example, Nursing & midwifery, Medicine, Speech & Language Therapy...)

4. I am currently studying ... *

Mark only one oval.

- in the 10 weeks preessional course
- in the 6 weeks preessional course

5. When I finish this preessional I will... *

Tick all that apply.

- Start my undergraduate degree
- Start my postgraduate degree (masters')
- Start my postgraduate degree (PhD)
- Wait for a year before starting my university studies

Other: _____

FL -
Perceptions

In this part of the questionnaire, I'd like you to think about your preessional course. Remember that your answers are secret.

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Students)

6. Please read these sentences and decide if (1) you completely disagree, (2) disagree, (3) agree, or (4) completely agree. *

Tick all that apply.

	(1) completely disagree	(2) disagree	(3) agree	(4) completely agree
I would take another course that uses Flipped Learning like this preessional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The interactive tasks are easy to access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand why I need to do the interactive tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussing with classmates helps me learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compared to other courses I've taken this course is communicative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher has time to answer my questions in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't know whom to ask when I am doing the interactive tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The interactive tasks help me participate in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The interactive tasks help me understand the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher has time to communicate with us in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a lot of interactive tasks and I struggle to keep up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This course has helped me become more independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course as a whole was a valuable learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending the sessions has	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Students)

helped improving my Academic English

Completing interactive tasks has helped me improve my academic English

This course will help me be successful in my university programme

I feel lost in class and I would prefer a more traditional course

I can clearly see the link between the interactive tasks and the live sessions

I would recommend this course to my friends

Skip to question 7

Interactive Tasks

Let's think about the interactive tasks. Remember that your answers are secret.

7. I complete the interactive tasks... *

Mark only one oval.

- Always
- Almost Always
- Almost Never
- Never

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Students)

8. Which of these options represents you best? *

Mark only one oval.

- I have been completing the interactive tasks from the beginning of the course
- I have not been completing the interactive tasks
- At the beginning of the course, I tried to complete all of the interactive tasks but at the end of the course I am not completing the interactive tasks.
- At the beginning of the course, I did not try to complete all of the interactive tasks but at the end of the course I am completing the interactive tasks.

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Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Students)

9. Please read these sentences and decide if (1) you completely disagree, (2) disagree, (3) agree, or (4) completely agree. *

Tick all that apply.

	completely disagree	disagree	agree	completely agree
The content of the interactive tasks is relevant to my interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the interactive tasks have information which is worth knowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content of the interactive tasks will be useful to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When engaged with interactive tasks, I felt that it would be easy for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As I worked on interactive tasks, I was confident that I could learn the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After working on interactive tasks for a while, I was confident that I would be able to pass a test on it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The good organisation of the material in the interactive tasks makes me confident that I would learn this material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I really enjoyed studying the interactive tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The feedback provided and the exercises helped me feel rewarded for my effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It felt good to successfully complete the interactive tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed the interactive tasks so much that I would like to know more about this topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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7/9

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Students)

**FL &
Motivation**

OK almost done! Let's think about the reasons why you complete (or not!) the interactive tasks. Remember that your answers are secret so please be honest!

10. Please tick all the sentences that are true to you *

Tick all that apply.

- Because I have the impression that it is expected of me
- Because I choose to be the kind of person who completes the interactive tasks
- For the satisfied feeling I get in finding out new things
- For the "high" I feel when hearing academic English
- In order to do well in my university studies
- Because I would feel guilty if I didn't complete the interactive tasks
- For the enjoyment I experience when I grasp a difficult construct in academic English
- For the pleasure I experience when surpassing myself in my pre-sessional course.
- I cannot understand why I need to complete the interactive tasks, and honestly, I don't care.
- For the "high" feeling that I experience while using academic English
- I would feel ashamed if I couldn't participate in the live sessions because I didn't do the interactive tasks

**Thank
You!**

Thanks ever so much for completing this questionnaire. Please feel free to add your email if you'd like to participate in a one to one online interview or to be entered in the raffle of four 25 pound amazon vouchers. You are also welcome to finish the questionnaire here if you don't want to be contacted.

Remember, if you have any questions you can contact me (p.villegasverdu1@sheffield.ac.uk) or my supervisor (Dr Mark Payne). You are also welcome to withdraw from this study before the 30/09/2020.

Thanks again for taking the time to participate in this study.

11. If you'd like to be contacted to participate in a one to one online interview to talk about your experience using flipped learning, please write your email below

12. If you'd like to be contacted to be entered into a raffle of four 25 pound amazon vouchers, please write your email below

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Google Forms

Appendix IV

This appendix shows the follow-up interview form sent to students who agreed to take part in the semi-structured interviews.

25/04/2021

Students -Interview Form - Who wins when we flip?

Students -Interview Form - Who wins when we flip?

Thank you so much for agreeing to participate in an interview to explore your perceptions of FL. This form contains all the necessary ethical information and how to set up the interview. Thanks so much for your contribution to this project.

***Required**

Consent Form

Click below to indicate that you agree to participate in the interview stage of the project. At the beginning of the interview, you'll be given the opportunity to ask any questions that you may have related to this research.

1. I agree to participate in a 20 semi-structured interview to discuss my perceptions of FL and its relation to motivation *

Mark only one oval.

Yes

No

2. I understand that the data collected which relates to me will be anonymous and only used for the purposes of this research project and any resulting academic activities relating to this research project. *

Mark only one oval.

Yes

No

3. I understand that my participation is voluntary and I can withhold any information related to me. *

Mark only one oval.

Yes

No

25/04/2021

Students -Interview Form - Who wins when we flip?

4. I understand that I can withdraw from this part of the study by emailing the lead researcher before the 31/10/2020 *

Mark only one oval.

Yes

No

5. I understand that I can see a summary of the findings after the research has been completed. *

Mark only one oval.

Yes

No

6. I agree to have the interview recorded to facilitate transcription. Please notice I am happy to simply take notes if you are not comfortable with recording. *

Mark only one oval.

Yes, video recording is fine.

Yes, but only audio recording.

No.

7. Please add your full name and contact email below *

**Interview - Date &
Time**

This section will help me set up the online interview when it is convenient for you.

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Students -Interview Form - Who wins when we flip?

8. I am happy to do interviews the week starting on the 21/09. I can do any day from the 21/09 up until the 31/10. *

Example: 7 January 2019

9. What time would it be convenient for you? UK time, please. *

Example: 8.30 a.m.

10. Would you like to carry out the interview via...? *

Mark only one oval.

Google Hangouts

Zoom

Other: _____

**Dissemination
of research**

If you are interested in how the data will be disseminated or you'd like to pick your own nome de plume, please complete the section below. You are welcome to skip this section too. Thanks ever so much for your contribution to this research.

11. In Qualitative Research, it is customary to allow participants to pick their own nom de plume, if you'd like to pick yours please write it below

12. If you'd like to receive the transcript/ notes of your interview prior submission, please write it below

25/04/2021

Students -Interview Form - Who wins when we flip?

Google Forms

Appendix V

This appendix shows the questionnaire as it was presented to teachers. The platform used was Google Forms.

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Teachers)

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Teachers)

Dear potential participants,

My name is Paula and I am currently completing the EdD Language Learning and Teaching programme at TUOS. As some of you may know, I am also an ELTC tutor and ADoS for the DLP programme. For my dissertation, I aim to explore how flipped learning relates to motivation in the context of EAP courses. In order to do so, I would like to collect both quantitative and qualitative data from teachers like you. This project has obtained ethical approval from The School of Education (Reference Number 023759) and The ELTC.

I am interested in learning about your experiences using flipped learning. Participation in this study is completely voluntary and all data collected will be kept strictly anonymous. If you agree to participate in the study, I would collect your response to this short questionnaire on your perceptions of flipped learning and its relation to motivation. Completing this questionnaire should take around 10 minutes of your time.

Any data collected during this research, as well as your identity, will remain anonymous. The anonymised data collected will only be used in this project and in potential academic activities related to it. As I have already mentioned, participation in this research project is completely voluntary and you retain the right to withhold any information. Please notice, as this questionnaire is anonymous, once you have completed it, it is not possible to withdraw your participation.

If you would like to participate please complete the following questionnaire. After completing the questionnaire you will be asked if you would like to be contacted for a 20 minute one to one online interview to talk about your experience of using flipped learning. The interview may be recorded so that I can refer to it when I am writing up my project. You are welcome to fill in the questionnaire and decline the one to one online interview.

Please notice you are welcome to withdraw from the interview part of the study. Simply send me an email before the 30/09/2020 to inform me that you no longer wish to participate.

If you are happy to participate in this study, please move to the next section of this questionnaire. If you wish to know a bit more about this project or have any questions you can contact me via email (p.villegasverdu1@sheffield.ac.uk) or my supervisor Dr Mark Payne (mark.payne@sheffield.ac.uk)

Thanks ever so much for your time, support and contributions to this project.

Paula Villegas Verdú, SFHEA, Doctoral Candidate.
(10/08/2020)

https://docs.google.com/forms/d/1rc8UBu4Ti-vNKU3Fnkdgm_M9OcQgdA2VZo9uxLePyNg/edit

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25/04/2021 Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Teachers)

*Required

1. Participant Consent Forms *

Tick all that apply.

I have read and understood the project information sheet dated 10/08/2020 or the project has been fully explained to me. (If you will answer No to this question please do not proceed with this consent form until you are fully aware of what your participation in the project will mean.)

I have been given the opportunity to ask questions about the project.

I agree to take part in the project. I understand that taking part in the project will include completing a questionnaire.

I understand that my taking part is voluntary and that I can withdraw from the study before 30/09/2020. I do not have to give any reasons for why I no longer want to take part and there will be no adverse consequences if I choose to withdraw.

I understand my personal details such as name, and email address etc. will not be revealed to people outside the project.

I understand and agree that my words may be quoted in publications, reports, web pages, and other research outputs. I understand that I will not be named in these outputs unless I specifically request this.

I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield.

2. I identify as ... *

Mark only one oval.

Male

Female

Non-binary

Prefer not to say

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Teachers)

3. Agree range *

Mark only one oval.

- 20-30
- 30-40
- 40-50
- 50-60
- 60+

4. How long have you been teaching EAP *

Mark only one oval.

- 0- 3 years
- 3-6 years
- 7-10 years
- +10 years

5. Have you used Flipped Learning before ISS20? *

Mark only one oval.

- Yes, but only in ISS19 at the ELTC
- Yes, I have used it in my teaching
- No, this is my first time

6. In which pre-Sessional are you currently teaching? *

Mark only one oval.

- 10 weeks pre-Sessional course
- 6 weeks pre-Sessional course

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Teachers)

Flipped Learning in ISS20

Thank you, this part of the questionnaire looks at FL in the ISS20 course. Please remember all answers are strictly anonymous.

7. 'Flipped learning is a great pedagogical practice, but takes time to develop and implement. I still think it is worth it as the students are more engaged, seem to have a better concept knowledge on a deeper level and I can monitor their progress better' *

Mark only one oval.

	1	2	3	4	
Completely agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	completely disagree

8. 'I am simply appalled by the way this [nonsense] has taken over educational theorising. It runs counter to every solid experimental and theoretical result obtained by psychologists about learning, memory skill acquisition and deployment. It is a disgrace to the educational profession sold by technology entrepreneurs.' *

Mark only one oval.

	1	2	3	4	
completely agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	completely disagree

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Teachers)

9. 'Students are already encouraged to prepare before attending EAP classes. EAP sessions are already communicative and based around discussion, debate, and small-group activities. As a teacher, I also need time to explain the mechanics of paraphrasing or synthesising. They don't need to talk about it they just need to understand it! The flipped classroom appears to implement a model of learning that we already practice, but in a less efficient manner than a traditional EAP session would allow' *

Mark only one oval.

	1	2	3	4	
Completely disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Completely agree

10. 'Flipped Learning has benefitted my students enormously; the interactive tasks are well thought out and really prepare the students to make the most of the sessions' *

Mark only one oval.

	1	2	3	4	
Completely disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Completely agree

11. 'Flipped classroom learning is just another dirty trick from admin to avoid booking enough rooms. It is just another neoliberal attitude to try and make a profit' *

Mark only one oval.

	1	2	3	4	
Completely disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Completely agree

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Teachers)

12. Please read these sentences and decide if (1) you completely disagree, (2) disagree, (3) agree, or (4) completely agree. *

Tick all that apply.

	completely disagree	disagree	agree	completely agree
I understand the pedagogical principles underpinning FL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable answering students' questions about the methods I use in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FL reduces the amount of frustrating sessions as everyone is on the same page after completing the interactive tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FL supports students in becoming self- directed learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FL allows students have more time for family, friends, play, and extra-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FL gives students more opportunities to communicate with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am available for more one-on-one interaction with students in a flipped classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students would rather take a traditional course rather than a Flipped one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students would not recommend the flipped classroom to their friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The interactive tasks have not improved students' learning of Academic English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The live sessions have helped improved students' learning of Academic English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Teachers)

The students understand why they need to complete the interactive tasks.

The course as a whole is being a valuable learning experience for me

The course as a whole is being a valuable learning experience for my students

I can clearly see the link between the interactive tasks and the live sessions

The students can clearly see the link between the interactive tasks and the live sessions

I need to prepare different content for my sessions as I never know if my students have done the interactive tasks

I regularly check on the system who is engaging with the task

My sessions are more communicative as a result of FL

FL helps me guide students to build their own knowledge

I wish I could take the role of the facilitator, but I find that my students need more scaffolding than what the task provides

Students know what to do when they struggle to understand the interactive tasks

I feel that I need to do the interactive tasks myself

I often find myself reverting to a more traditional teaching role in the classroom to ensure that my students are learning

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Teachers)

FL has positively changed my role in the classroom

The interactive tasks are easy to access.

I don't think my role in the classroom has really changed as a result of using FL

FL & Motivation

Thank you, this last part of the questionnaire looks at the relationship between teacher's motivation and perceptions of FL. Self Determination Theory (SDT) has been used to inform this section. Please remember all answers are strictly anonymous.

13. How do you feel about your overall experience of FL use during ISS20? *

Mark only one oval.

- very positive
- positive
- negative
- very negative

14. Please read these sentences and decide if (1) you completely disagree, (2) disagree, (3) agree, or (4) completely agree. *

Tick all that apply.

	completely disagree	disagree	agree	completely agree
If I could, I would like to discontinue using FL in the ISS course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using FL allows me to be a more productive teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using FL allows me to be a more effective teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience with using FL was better than what I expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, most of my expectations from using e-learning were confirmed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use FL because it is fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use FL because I have to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not feel very competent when I use FL in my classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The other teachers tell me I am good at FL in my educational work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been able to learn interesting new skills in FL through my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most days I feel a sense of accomplishment from working with FL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am using FL, I often feel very capable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I really like the people I work with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along with people at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I pretty much keep to myself when	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Teachers)

I am at work

I consider the people I work with to be my friends

People at work care about me

The people I work with do not seem to like me much

People at work are pretty friendly towards me

I feel like I can make a lot of inputs to deciding how I use FL in my teaching

I feel pressured to use FL in my teaching

I am free to express my ideas and opinions on using FL in my educational work

When I am using FL, I have to do what I am told

My feelings toward FL are taken into consideration at work

I feel like I can pretty much use FL as I want to at work

There is not much opportunity for me to decide for myself how to use FL in my educational work.

Thank You!

Thanks ever so much for completing this questionnaire. Please feel free to add your email if you'd like to participate in a short (20minutes) one to one online interview. You are also welcome to finish the questionnaire here if you don't want to be contacted.

Remember, if you have any questions you can contact me (p.villegasverdu1@sheffield.ac.uk) or my supervisor (Dr Mark Payne). You are also welcome to withdraw from this study before the 30/09/2020.

Thanks again for taking the time to participate in this study.

25/04/2021

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course (Teachers)

15. If you'd like to be contacted to participate in a short one to one online interview to talk about your experience using flipped learning, please write your email below

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Appendix VI

This appendix shows the follow-up interview form sent to teachers who agreed to take part in the semi-structured interviews.

25/04/2021

T/M Interview Form - Who wins when we flip?

T/M Interview Form - Who wins when we flip?

Thank you so much for agreeing to participate in an interview to explore your perceptions of FL. This form contains all the necessary ethical information and how to set up the interview. Thanks so much for your contribution to this project.

***Required**

Consent Form

Click below to indicate that you agree to participate in the interview stage of the project. At the beginning of the interview, you'll be given the opportunity to ask any questions that you may have related to this research.

1. I agree to participate in a 20 semi-structured interview to discuss my perceptions of FL and its relation to motivation *

Mark only one oval.

- Yes
 No

2. I understand that the data collected which relates to me will be anonymous and only used for the purposes of this research project and any resulting academic activities relating to this research project. *

Mark only one oval.

- Yes
 No

3. I understand that my participation is voluntary and I can withhold any information related to me. *

Mark only one oval.

- Yes
 No

https://docs.google.com/forms/d/1aZZxA271_UKCKAXg_YyQavFocLLZ83eif7H8RFh4/edit

1/4

25/04/2021

T/M Interview Form - Who wins when we flip?

4. I understand that I can withdraw from this part of the study by emailing the lead researcher before the 1/10/2020 *

Mark only one oval.

Yes

No

5. I understand that I can see a summary of the findings after the research has been completed. *

Mark only one oval.

Yes

No

6. I agree to have the interview recorded to facilitate transcription. Please notice I am happy to simply take notes if you are not comfortable with recording. *

Mark only one oval.

Yes, video recording is fine.

Yes, but only audio recording.

No.

7. Please add your full name and contact email below *

Interview - Date &
Time

This section will help me set up the online interview when it is convenient for you.

25/04/2021

T/M Interview Form - Who wins when we flip?

8. I am aiming to conduct interviews from the 21/10 onwards *

Example: 7 January 2019

9. What time would it be convenient for you? UK time, please. *

Example: 8.30 a.m.

10. Would you like to carry out the interview via...? *

Mark only one oval.

Google Hangouts

Zoom

Other: _____

**Dissemination
of research**

If you are interested in how the data will be disseminated or you'd like to pick your own nome de plume, please complete the section below. You are welcome to skip this section too. Thanks ever so much for your contribution to this research.

11. In Qualitative Research, it is customary to allow participants to pick their own nom de plume, if you'd like to pick yours please write it below

12. If you'd like to receive the transcript/ notes of your interview and/ or a summary of the anonymised findings prior submission, please write it below

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Google Forms

25/04/2021

T/M Interview Form - Who wins when we flip?

Appendix VII

This appendix shows the code system I used for the two interview data sets. It was generated by the software system used in this project, MAXQDA.

Code System

Code System	Memo	Frequency
Code System		493
Assessment	Formal assessments in the preessional course	4
Feedback	Formative feedback on activities and drafts of summative assessments	6
Communication	Communication refers to Teachers -> Students Students -> Teachers Management -> Teachers Teachers -> Management	2
Feedback to researcher	Interesting feedback from participants to consider in the development of the project. This code was also used to reflect participant's questions about the project.	4
Pouting: negative aspects	This emoji code was used to quickly visualize negative aspects that relate not only to FL but the whole teaching and learning experience. This code has been used in combination with other codes so as to effectively identify the area of concern for the participant.	19

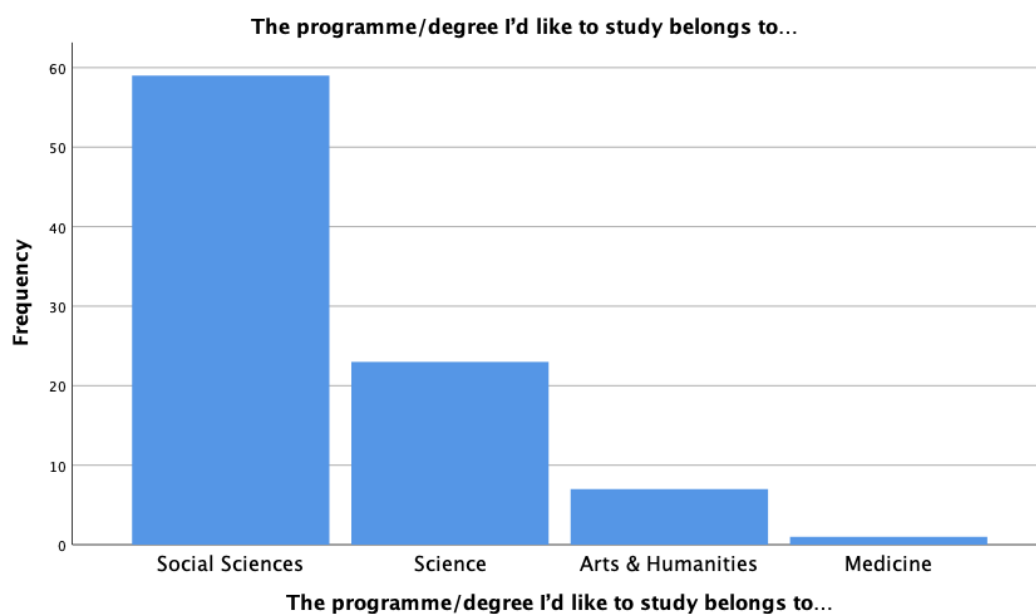
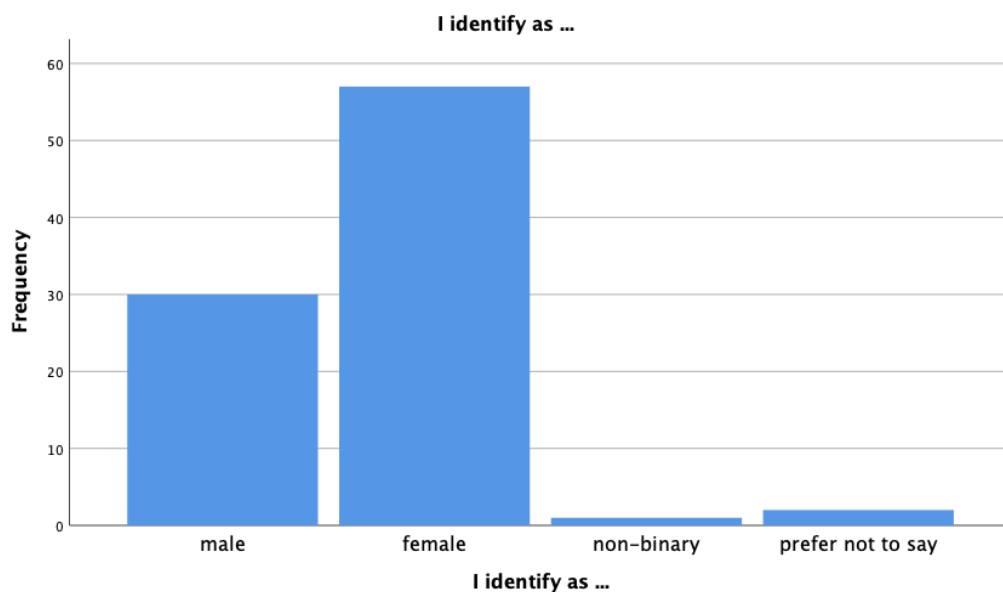
Smiling: positive aspects - what works well?	This emoji code was used to quickly visualise positive aspects that relate not only to FL but the whole teaching and learning experience. This code has been used in combination with other codes so as to effectively identify the area of satisfaction for the participant.	37
Time constraints	Time constraints related to the live sessions and course length.	9
Live sessions	This broad code has been used to highlight comments regarding the nature of the live sessions.	14
The online environment	This specific code looks at the nature of the live sessions in an online environment.	31
input balance	Teacher talking time (TTT) versus student talking time (STT) in the sessions.	7
FL	This broad label was used to group the more specific codes related to FL.	0
T's perceptions of S's engagement with FL	How teachers perceive Students' engagement with the method	3
FL in an online environment	Impact of FL in the online medium	2
FL in practice	Information on how FL occurs in practice	74
Suitability of the method based on the course nature	FL success in relation to the nature of preessional courses	11
Conceptualising FL	Information on how FL is conceptualised	25
BLUE - random things that are tangentially important	Areas to consider to either paint a more accurate picture or used to inform further analysis of the set for future publications/research.	23
Teacher's role	Impact of FL on the role of the teacher	13
Workload	General comments on workload	22
Ts workload in relation to IC	Specific considerations of teacher's workload in relation to the IC	8
Teachers' and the IC - WHY they do(n't) them	Reasons why teachers engage or not with the IC	14
IC	Information related to the 'Interactive Content' -> Flipped content	32

S's engagement with the IC tasks	Information related to students' level of engagement with the Interactive Content (Flipped Content)	12
Monitoring of IC	Information related to how students' engagement with the Flipped Content is carried out in the course	18
motivation	Broad category that hosts general reflections on motivation	6
T's autonomy & creativity in relation to course & materials	As materials are prescribed, this code collects information how this affects practitioners' sense of autonomy and creativity	27
Students' autonomy	Information related to students' sense of autonomy.	9
Instrumental motivation	Instances where instrumental motivation is clearly manifested	2
MAGENTA - Who are the students	This broad code was used to highlight when the nature of the students was referred to. As this is a polyphonous study, these perceptions of who the students are come not only from the students themselves but also teachers and managers.	31
YELLOW - Who are the teachers	This broad code was used to highlight when the nature of the teachers was referred to. As this is a poliphonous study, these perceptions of who the teachers are come not only from the students themselves but also teachers and managers.	28

Appendix VIII

This appendix shows the demographic information collected from the students' questionnaire. This appendix also includes quotes and the code matrix with numeric values, followed by the document portraits, obtained with MAXQDA, for this data set.

1. Demographic Information





2. Coded Segments

This section includes the coded segment for all the interviews with student participants.

1. Documents

No.	Document	Created by
1	Preston - Student 8_otter	paulavillegasverdu
2	Beatrice - Student 1_otter	paulavillegasverdu
3	Michael -Student 7_otter	paulavillegasverdu
4	Omar - Student 6_otter	paulavillegasverdu
5	Rebecca - Student 5_otter	paulavillegasverdu
6	Brianna- Student 4 _otter	paulavillegasverdu
7	Rhonda - Student 3_otter	paulavillegasverdu
8	Marla - Student 2_otter	paulavillegasverdu

2. Flipped Learning

2.1. FL

2.1.1. Teachers' Perceptions of Students' Engagement With FL

No coded segments for this data set.

2.1.2. FL in Practice

1.

"A personally, I think it's really helpful for me to use such way to learn. Particularly in summer school, I use flipping learning to learn English. And, and I, I spent a lot of time on my self study to learn some basic, some basic information, and some basic grammar, some basic vocabulary, which is really helpful for me to participate in our lesson online lessons. And we can talk about some more more things to in our online lessons and we can, we can share our ideas with our classmates, our teachers, which is also helpful for us to improve our thinking improve our English skills."

[Preston -Student 8_otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 20:01; Weight score: 0]

2.

"interactive content by ourselves, outside class, and we, we've, we have to finish the tasks in the interact content. And which will, which will connect to our lessons, tomorrow or yesterday, so we can build a really good connection, and we can have a review in four our for our learning English so yeah."

[Preston -Student 8_otter; Position: 8 - 8; Created by: paulavillegasverdu; 06/01/2021 20:02; Weight score: 0]

3.

"which is related related to interactive content we learned before and when we discuss them, we can share our ideas and be creative, some new, some new something new or and we can we can list, list something that we cannot understand easy."

[Preston -Student 8_otter; Position: 52 - 52; Created by: paulavillegasverdu; 06/01/2021 20:10; Weight score: 0]

4.

"m basically i'm most most of the time I XXX on I don't know, it's the class the problem's class and most of time I I just can, I just can strongly build some connection between the interactive content and class, and lessons. We, I learned last, last information from the lessons, but I can learn more. I can learn more on interactive content."

[Preston -Student 8_otter; Position: 56 - 56; Created by: paulavillegasverdu; 06/01/2021 20:11; Weight score: 0]

5.

"Well, my favorite thing is I can arrange my time freely. Um, I don't have to. I don't have to. You know, I don't have to start to start for the whole day, in a classroom and I can honestly, I prefer start I prefer to studying in independently. And sometimes I like Yeah. And sometimes I can. Um, I mean, when I am when I listen, when listen to my teachers. I will, I will think that they are not they speak not fast."

[Preston -Student 8_otter; Position: 96 - 96; Created by: paulavillegasverdu; 06/01/2021 20:19; Weight score: 0]

6.

"So I feel very fresh, and the teachers have I think they are different from China because other tasks they will give us more time to communicate with them regardless of only to learn the lessons, such as reading some sentences and says reading some article After, after the lessons, we will do that more. So I think I'll pay more effort after work, after class. And that's the most different different things between the traditional classes and this one."

[Beatrice - Student 1_otter; Position: 4 - 4; Created by: paulavillegasverdu; 04/01/2021 16:41; Weight score: 0]

7.

"And it's more relaxed on this class. And we can, yeah, we can use the edu devices to, to talk on the class in small groups on the break class and teacher there show any other strange questions for us, not only about giving the given messages on the PowerPoint, you know,"

[Beatrice - Student 1_otter; Position: 4 - 4; Created by: paulavillegasverdu; 04/01/2021 16:41; Weight score: 0]

8.

"And during the class, teacher, do not talk too much about many other information to just give some main points. So that they let us to discuss in group. I think these are all very good for us in the future."

[Michael -Student 7_otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 19:12; Weight score: 0]

9.

"I think we should done before class. Because because we could take all our problems or questions to the class to ask to ask teachers."

[Michael -Student 7_otter; Position: 20 - 20; Created by: paulavillegasverdu; 06/01/2021 19:17; Weight score: 0]

10.

"I think this would save much time."

[Michael -Student 7_otter; Position: 24 - 24; Created by: paulavillegasverdu; 06/01/2021 19:16; Weight score: 0]

11.

"Tutor gave us some time to ask questions, and actually, we don't have much questions because some students, some question was asked as a problem. We all we all were meet."

[Michael -Student 7_otter; Position: 53 - 53; Created by: paulavillegasverdu; 06/01/2021 19:17; Weight score: 0]

12.

"I think they linked tightly XXX all the information we got from the interactive content can all be used in the courses."

[Michael -Student 7_otter; Position: 89 - 89; Created by: paulavillegasverdu; 06/01/2021 19:25; Weight score: 0]

13.

"Like tutor provided some articles we should read before the classes classes. And after we read the articles, we can solve the solve the time on the classes the teacher just need to talk about this article and some questions. And we will not spend much time on reading the article."

[Michael -Student 7_otter; Position: 93 - 93; Created by: paulavillegasverdu; 06/01/2021 19:25; Weight score: 0]

14.

"Hmm as for my group, everyone was partici, participated in the classes."

[Michael -Student 7_otter; Position: 97 - 97; Created by: paulavillegasverdu; 06/01/2021 19:25; Weight score: 0]

15.

"The teacher will give the main point of the content, interactive content. And they'll give some key key words to help us to remind the messages of it."

[Michael -Student 7_otter; Position: 105 - 105; Created by: paulavillegasverdu; 06/01/2021 19:25; Weight score: 0]

16.

"I think it is useful for us to summarize the interactive content and will help us to easily absorb the knowledge."

[Michael -Student 7_otter; Position: 109 - 109; Created by: paulavillegasverdu; 06/01/2021 19:25; Weight score: 0]

17.

"in that we have different or there were different methodologies."

[Omar - Student 6_otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 18:29; Weight score: 0]

18.

"But apart from that, I think it was very important in all the topics well chosen, and I really think that they would, I will need it. For the, my studies"

[Omar - Student 6_otter; Position: 12 - 12; Created by: paulavillegasverdu; 06/01/2021 18:31; Weight score: 0]

19.

"I think that it was just right, everything was alright. In the interactive content, I could see some more topics for example, sometimes and more detail, or, yeah, in in the class. There were some times other things that were not in the interactive content, but they were kind of complimentary, and I think it was just fine. Very well."

[Omar - Student 6_otter; Position: 24 - 24; Created by: paulavillegasverdu; 06/01/2021 18:35; Weight score: 0]

20.

"Ehm in the interactive, there were a lot of topics in em, for example, they were very, very important to carry out the final task, for example, for writing the essay, so it was how to structure the essay and the connectors and everything. So for example, I didn't

want to work on the essay, until I had finished my task, because I knew they were so important information, they had to take it XXX that I maybe didn't know, I didn't remember. And about that, that preparing for talking. Um, well, I think it's more like a process individually, you know, because we have to talk, for example, about the lecture and we have to take notes, we were already taught how to take notes, the different methods. And when we were about to talk. Yeah, I think that that was that was not because we all have things to talk, unless we wouldn't have done the task, but generally, everybody did the task. I think it helped a lot to get ready for, for talking. And it wasn't XXX"

[Omar - Student 6_otter; Position: 48 - 48; Created by: paulavillegasverdu; 06/01/2021 18:39; Weight score: 0]

21.

"Because there was a lot, a lot of content, a lot of things to take into account. And also things are different in the UK in XXX structure to make things more precise, concrete organize well thought, yeah, I think it's going to be fine. But still, I'm feeling scared for the future because I'm thinking like, Okay, this was just one course this was this short. So how will be the master's degree? That must be so far, I guess. But still, I I will do it. No matter what!"

[Omar - Student 6_otter; Position: 76 - 76; Created by: paulavillegasverdu; 06/01/2021 18:53; Weight score: 0]

22.

"And that helped me a lot and I think this the whole experience changed me and I think it will help me in the future because it made me realize how much time I need to devote for for learning, especially for writing and reading a lot of time a lot of times I was at a constant having to do the reading, reading it was crazy. I really like it!"

[Omar - Student 6_otter; Position: 96 - 96; Created by: paulavillegasverdu; 06/01/2021 19:02; Weight score: 0]

23.

"I'm just thinking about it. Now just simply like comment that I think it's a really good method. It's hard ehm for example, as I told you, I'm a teacher and I have also my students. And it's kind of like that, you know, because some students don't have internet connection. It's hard to have them online every day. So for example, in our case, the school has designed a guide or we design a guide and there is the explanation everything there so I'm and I tried to devote a lot of time trying to explain step by step little by little at the end, some exercises and still I think ehm that students don't reads all the instructions, students dont read all the explanation then that same patient, like oh my gosh, why? {laugh}"

[Omar - Student 6_otter; Position: 100 - 100; Created by: paulavillegasverdu; 06/01/2021 19:03; Weight score: 0]

24.

"And it's kind of like that, you know, XXX a lot of autonomy, a lot of discipline in our culture it we don't have it that much but it is very good for this type of students. It also made me realize and think that the are learning process is on our own. I mean, the

teacher plays an important role, but it's merely on our own on what we want to learn what we want to know. And it's going to be hard that if it is what we really want, what we really like. It will be just fine. It will be just fine and we will learn a lot."

[Omar - Student 6_otter; Position: 104 - 104; Created by: paulavillegasverdu; 06/01/2021 19:03; Weight score: 0]

25.

"I found If I didn't do the interactive content. I can't follow my teacher during the course"

[Rebecca - Student 5_otter; Position: 124 - 124; Created by: paulavillegasverdu; 06/01/2021 18:02; Weight score: 0]

26.

"Rebecca 0

Yeah, I like it. It's interesting, but sometimes it's very time consuming and results us to do more task before the course."

[Rebecca - Student 5_otter; Position: 144 - 145; Created by: paulavillegasverdu; 06/01/2021 18:03; Weight score: 0]

27.

"Rebecca 0

yeah, I especially, I think is more difficult for me to do this. If I if I learn difficult knowledge like mathematical knowledge, yes, some mathematical models myself is more difficult. Mm hmm."

[Rebecca - Student 5_otter; Position: 148 - 149; Created by: paulavillegasverdu; 06/01/2021 18:03; Weight score: 0]

28.

"Paula Vv 0

What will make it easier you think?

Rebecca 0

I think maybe we can help each other in a group Yeah."

[Rebecca - Student 5_otter; Position: 150 - 153; Created by: paulavillegasverdu; 06/01/2021 18:03; Weight score: 0]

29.

"Rebecca 0

Yeah, actually, I think the course is easy to follow."

[Rebecca - Student 5_otter; Position: 164 - 165; Created by: paulavillegasverdu; 06/01/2021 18:03; Weight score: 0]

30.

"But to be honest, I think, as theoretically I complete, perfect."

[Rebecca - Student 5_otter; Position: 169 - 169; Created by: paulavillegasverdu; 06/01/2021 18:04; Weight score: 0]

31.

"But it's more practice. I need more practice."

[Rebecca - Student 5_otter; Position: 173 - 173; Created by: paulavillegasverdu; 06/01/2021 18:04; Weight score: 0]

32.

"I just feel like the teachers that and I this one so there is no have something like interactive. So I think that was terrible because sometimes you didn't agree with the text about a textbook. Not not all the people would have the same thought about the our books. So the textbook, so I think, yes, I think is very useful. And because we have interactive class before, so we have more time to discussion and to ask the question on the class, so that's very very good. Mm hmm. And, at least, these class like the master classes, you just didn't have a specific specific answer for each question the question you can see multi perspectives There is no the, the the right answer or the wrong answer. So, so every opinion is okay. And we should exchange those opinions. So I think it's very cool. And I think it's more efficient than I did before. So I totally agree with the interactive course."

[Brianna- Student 4 _otter; Position: 84 - 84; Created by: paulavillegasverdu; 06/01/2021 17:21; Weight score: 0]

33.

"aha, so when you went to the live lessons, were you okay to participate, or were you a bit more like, Oh, don't ask me things. How did you feel?"

Brianna 0

Yes, yes. I will yes, I will more hesitate with all the Question teacher ask. Sometimes they ask some question I will hesitate wether to answer should be this or not. Or that I think I have read. I know I know but I just didn't know sure about it. So so quiet...quiet. Others only happen in the week three, I guess week three over four and was so busy"

[Brianna- Student 4 _otter; Position: 118 - 120; Created by: paulavillegasverdu; 06/01/2021 17:27; Weight score: 0]

34.

"I enjoy this because I, I I know the structures of the material in the summer. Summer. Presesion school. Yeah, but I sometimes I find it a little easy for me."

[Rhonda - Student 3_otter; Position: 50 - 50; Created by: paulavillegasverdu; 05/01/2021 18:20; Weight score: 0]

35.

"sometimes the live classrooms, the teachers like they just send us some questions to make sure that we know the knowledge already. Yeah, but is not difficult questions is just to make sure that you know this information or you know, this knowledge, but not some Some more complicated questions just like your notes. One plus one is equal to two in the flipped classrooms, but you have to do it again. In the live classroom"

[Rhonda - Student 3_otter; Position: 81 - 81; Created by: paulavillegasverdu; 05/01/2021 18:22; Weight score: 0]

36.

"But the form about taking the class is very enjoyable. Yeah, and I think the handout with the XXX that we can review the class after, after the session, and it's very helpful, especially for the slow learner."

[Marla - Student 2_otter; Position: 4 - 4; Created by: paulavillegasverdu; 05/01/2021 16:27; Weight score: 0]

37.

"The atmosphere is it's very good it's very kind and the tutor my my tutor his name is David and he is so kind and ehm and he helps a lot and very I enjoyed this this way of study different language with we actually working really hard using English to talk to each other, exchange our ideas."

[Marla - Student 2_otter; Position: 20 - 20; Created by: paulavillegasverdu; 05/01/2021 17:54; Weight score: 0]

38.

"Yeah, and after class, we exchange our ideas in the WeChat group and we help each other about a seminar, presentation or extended writing. We don't copy each other, but we help each other."

[Marla - Student 2_otter; Position: 60 - 60; Created by: paulavillegasverdu; 05/01/2021 18:01; Weight score: 0]

39.

"And because because we know, we know we eventually have to learn independently. So we work. We help each other a lot. And I think it's very great to work with with other people in this session"

[Marla - Student 2_otter; Position: 64 - 64; Created by: paulavillegasverdu; 05/01/2021 18:01; Weight score: 0]

40.

"Do not ask question or they just throw out some some some tasks or some questions, we have to figure it out ourselves. We don't have teacher to told us you should look into this, this piece of essay and thinking which which group or which company this writer are working for? What are the benefits? What we don't think it before but after this session, I think is it's I think it's useful to think that information in the form and and the detail which is right or wrong to establish our our critical thing"

[Marla - Student 2_otter; Position: 120 - 120; Created by: paulavillegasverdu; 05/01/2021 18:09; Weight score: 0]

41.

"Oh, well, I think you can never have enough exercise or practice to another language. You have to learn through your life through your teacher, through the session that you can get and practice as much as you can. So yeah, I think if the extra help I am, I am very willing to to try it."

[Marla - Student 2_otter; Position: 132 - 132; Created by: paulavillegasverdu; 05/01/2021 18:10; Weight score: 0]

2.1.3. Suitability of the Method Based on the Nature of the Course

No coded segments for this data set.

2.1.4. Conceptualising FL

1.

"My answer is, yes, my tutor. And, uh, at the beginning of the class, we had, we had a handouts about flipped learning. And we, we know, some information from this handout. And we, before we have, for me, before, I had not know such amazing experience to use for flipped learning to run English or learn some, you know, some technology, academic course. And when I saw the flipped learning, and when I know the concept of it, I was amazed, because it's really, um, it's, it's really helpful for us to raise our time, and we can use our time efficiently, we can learn efficiently,"

[Preston -Student 8_otter; Position: 40 - 40; Created by: paulavillegasverdu; 06/01/2021 20:08; Weight score: 0]

2.

"Um, downside to using if you're someone who had a great learning skills, there there are there will no, there will be no problem for for them to learn to use flipped learning to learn and but for someone who have not such great learning, maybe they will, they will experience a lot of prob problem when they learn some basic basic theories or basic subject do cannot understand the something basic, easy. And they have to they have to spend more time on chatting on asking for help. And which is I think, which is not positive for them to use flipped learning."

[Preston -Student 8_otter; Position: 44 - 44; Created by: paulavillegasverdu; 06/01/2021 20:08; Weight score: 0]

3.

"I think it's very, this kind, this flipped class and it's very good for adults and college students because we what we need is to the way to solve problem and not results. So we should learn, learn how to solve the problems. This is very good for us through this flipped lesson and I think and to take the flip class, flip lesson, we should do much preparation for the class. So I think this is very good for us to in the future is very good for us. And during the class, teacher, do not talk too much about many other information to just give some main points. So that they let us to discuss in group. I think these are all very good for us in the future."

[Michael -Student 7_otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 19:12; Weight score: 0]

4.

"Yeah, so yeah, maybe it was less autonomous teaching, I think, I know the courses and we have this misconception maybe that everything has to be learned in the classroom or not. For example, I am also a teacher. And we think that if the student doesn't learn in the classroom, so the student will not learn it outside of the class. So this, this changed a lot of my perspective, and it was a total different experience, but I like it better much. Hard, although I think it was hard, but I like it very much."

[Omar - Student 6_otter; Position: 56 - 56; Created by: paulavillegasverdu; 06/01/2021 18:49; Weight score: 0]

5.

"Well, one of the first task we had, it was reading about flipped learning and andragogy. Also the method was it is for adults."

[Omar - Student 6_otter; Position: 80 - 80; Created by: paulavillegasverdu; 06/01/2021 18:54; Weight score: 0]

6.

"So that then they gave me on, like an overview and a sense of what was coming. And then when I saw the content, everything I just could realize on my own, that the time for the class was too short, even the weeks that we were about to study was short. So indeed, we would have to work on our own a lot more. Yeah. So I was aware of that"

[Omar - Student 6_otter; Position: 84 - 84; Created by: paulavillegasverdu; 06/01/2021 18:55; Weight score: 0]

7.

"I felt excited, you know, because it was different. I hadn't heard about flipped learning. And I just saw some quite a new experience that I really wanted to have. And know, and also because of the university the prestigious it has. So it was like, ah okay, this is one of the best universities, I want to know, I want to learn what what does that what does it have to offer me? How can I learned the most from that?"

[Omar - Student 6_otter; Position: 88 - 88; Created by: paulavillegasverdu; 06/01/2021 19:00; Weight score: 0]

8.

"I think many of them I old the topic for me some of them are new knowledge but I'm very happy to learn them again"

[Rebecca - Student 5_otter; Position: 132 - 132; Created by: paulavillegasverdu; 06/01/2021 18:02; Weight score: 0]

9.

"Yes, I think the first class is the article the hand-out. The article told us how, why we should do interactive learning"

[Brianna- Student 4 _otter; Position: 80 - 80; Created by: paulavillegasverdu; 06/01/2021 17:13; Weight score: 0]

10.

"Yes is quite different different from the previous experience of my education experience, because we didn't have such thing in our university when I do my bachelor degree so it's quite a new thing for me, but I think all the XXX theories is very scientific and I think that's that's true because you are adults now and you cannot you can't just learn as a kid, the kid I, I was asked as a kid"

[Brianna- Student 4 _otter; Position: 84 - 84; Created by: paulavillegasverdu; 06/01/2021 17:20; Weight score: 0]

11.

"yeah. So I know that the college students they have, they have the ability to do this, but I think the flipped techniques maybe less useful for the university students because

they have the ability to find the information that they need. They have the self learning ability."

[Rhonda - Student 3_otter; Position: 14 - 14; Created by: paulavillegasverdu; 05/01/2021 18:18; Weight score: 0]

12.

"Like the university students have more ability to find so they like they don't need so much direction."

[Rhonda - Student 3_otter; Position: 18 - 18; Created by: paulavillegasverdu; 05/01/2021 18:18; Weight score: 0]

13.

"So in my opinion like the flipped class flipped techniques maybe they are more useful for the young students but I don't know how to use this technique.Yeah."

[Rhonda - Student 3_otter; Position: 22 - 22; Created by: paulavillegasverdu; 05/01/2021 18:19; Weight score: 0]

14.

"like it is the formal ways for me to learn in the flipped classroom but when I when I was in the like undergraduate programmes like we have to prepare some information first before the class"

[Rhonda - Student 3_otter; Position: 93 - 93; Created by: paulavillegasverdu; 05/01/2021 18:35; Weight score: 0]

15.

"So I have to do some research is kind of the flipped classroom that is not by the instructions from the teachers is just self direction."

[Rhonda - Student 3_otter; Position: 97 - 97; Created by: paulavillegasverdu; 05/01/2021 18:35; Weight score: 0]

16.

"I have to do this to learn the background information and sometimes I do more compared with my classmates"

[Rhonda - Student 3_otter; Position: 105 - 105; Created by: paulavillegasverdu; 05/01/2021 18:36; Weight score: 0]

2.1.5. BLUE: Random Things That are Tangentially Important

1.

"I will email my tutor. And sometimes we maybe we, I, I will search some info more information by myself ehm but most of the time tutor will give me the more specific information for me, and which is the most helpful helpful thing for me? Yeah."

[Preston -Student 8_otter; Position: 24 - 24; Created by: paulavillegasverdu; 06/01/2021 20:06; Weight score: 0]

2.

"I think is that we can talk about the local people of England because actually, for Chinese students we don't have much time to practice our English."

[Michael -Student 7_otter; Position: 121 - 121; Created by: paulavillegasverdu; 06/01/2021 19:28; Weight score: 0]

3.

"I think is very useful because it will...it about the extended writing, we can learn how to write the essay. I think this is very important for us for the following learning and through writing a presentation actually during our school, we don't have much presentations so I think all very useful for us."

[Michael -Student 7_otter; Position: 137 - 137; Created by: paulavillegasverdu; 06/01/2021 19:30; Weight score: 0]

4.

"I think the course is maybe I think add some groups work maybe good, like a like a good like a group presentation."

[Michael -Student 7_otter; Position: 149 - 149; Created by: paulavillegasverdu; 06/01/2021 19:42; Weight score: 0]

5.

"Oh, yeah, definitely. Definitely. And, and I was thinking, sometimes that if I wouldn't have done this course, I think I maybe I would fail, I will fail in the master course."

[Omar - Student 6_otter; Position: 76 - 76; Created by: paulavillegasverdu; 06/01/2021 18:53; Weight score: 0]

6.

"Our teachers give us many, many sources.

Paula Vv 0

Yeah.

Rebecca 0

Many English learning websites. It's useful I I'm very happy and grateful but I feel confused too, because there's so many sources to XXX summarise and organise these sources and find what what is helpful for me and how to do first. What I should do first? {laugh}"

[Rebecca - Student 5_otter; Position: 104 - 108; Created by: paulavillegasverdu; 06/01/2021 18:00; Weight score: 0]

7.

"If I, if I learned mathematical knowledge by myself outside of the classroom, I feel a little stressed. Okay"

[Rebecca - Student 5_otter; Position: 157 - 157; Created by: paulavillegasverdu; 06/01/2021 18:03; Weight score: 0]

8.

"I think I need to read more materials is because I think English learning is the comprehensive process. So, read materials, practice paraphrasing and improve my listening can and can do at the same time."

[Rebecca - Student 5_otter; Position: 185 - 185; Created by: paulavillegasverdu; 06/01/2021 18:04; Weight score: 0]

9.

"Rebecca 0

because in my group when we do a seminar. If I listen, I hear my group mates and make the wrong pronunciation.

Paula Vv 0

Yeah,

Rebecca 0

I am a little. Maybe I will not tell him.

Paula Vv 0

Really? Why not?

Rebecca 0

oh yeah it is a little embarrassed I don't know how she feels. So I {laugh} didn't tell to do this."

[Rebecca - Student 5_otter; Position: 214 - 223; Created by: paulavillegasverdu; 06/01/2021 18:05; Weight score: 0]

10.

"And how would you feel if your classmate said, oh, by the way, there is a little mistake here. Do you think you will have been happy? Or a bit like? No.

Rebecca 0

Of course happy {laugh} Yeah, of course happy but yes, of course. A little embarrassed.

Paula Vv 0

Yeah, I understand. I understand. Yeah, um, but it sounds like you enjoying the course. Yeah?"

[Rebecca - Student 5_otter; Position: 225 - 229; Created by: paulavillegasverdu; 06/01/2021 18:06; Weight score: 0]

11.

"The first reading strategies"

[Rebecca - Student 5_otter; Position: 267 - 267; Created by: paulavillegasverdu; 06/01/2021 18:09; Weight score: 0]

12.

"I mean, the second thing I think I am familiar with the the the process of the course so I can adapt to this quickly."

[Rebecca - Student 5_otter; Position: 271 - 271; Created by: paulavillegasverdu; 06/01/2021 18:09; Weight score: 0]

13.

"Yeah. And the last I think I {laugh} I can communicate with foreigners know"

[Rebecca - Student 5_otter; Position: 275 - 275; Created by: paulavillegasverdu; 06/01/2021 18:09; Weight score: 0]

14.

"So some word like subject or object or the adjective."

[Brianna- Student 4 _otter; Position: 16 - 16; Created by: paulavillegasverdu; 06/01/2021 15:11; Weight score: 0]

15.

"You should know this, but you just didn't know it before"

[Brianna- Student 4 _otter; Position: 20 - 20; Created by: paulavillegasverdu; 06/01/2021 15:12; Weight score: 0]

16.

"because I'm not native speaker. So I need to remember a some like words song is hard, harder than the native speaker to prepare a presentation"

[Brianna- Student 4 _otter; Position: 44 - 44; Created by: paulavillegasverdu; 06/01/2021 15:16; Weight score: 0]

17.

"about my presentation. And I was so when I submitted my presentation, even I rewatch my presentation over and over again but I still so nervous about the wether I could pass to because I didn't have a personal reflect of the feedback. Yeah, feedback. So when we mentioned the extended writing, I didn't have such problem because we have extend extended writing draft and teacher, go through all the essay with us and point out all the wrong all the mistakes and I was when I submit my extended writing, I have some confidence ah! I'm I could pass this course. Definitely because I do what the teacher told me to do and I read and I correct all my mistake. So I think that's okay. So so maybe The presentation part didn't have enough feedback. But it's not a question you could ask because teacher ehm teacher don't have that, but that time to give everybody an email about their presentation because it's the whole thing like there's so many criteria when they marked like 1234 and the each party you get the different, like distinction on the XXX merit on the what what. So it's very difficult to let the teacher specifically simply to feed back to your presentation. I think that is the problem"

[Brianna- Student 4 _otter; Position: 72 - 72; Created by: paulavillegasverdu; 06/01/2021 17:00; Weight score: 0]

2.1.6. Teacher's Role

No coded segments for this data set.

3. Assessment

1.

"For example, on we had a, we had three tasks. On this summer school, and I want to talk more, I want to talk about more things about I want to know more about the presentation, because I only got to pass score, which is not really good for me. And, but I have no enough time to communicate with my tutor to ask some specific questions about presentation. What what, what I can do is only to email, my tutor, but it's not a really efficient."

[Preston -Student 8_otter; Position: 92 - 92; Created by: paulavillegasverdu; 06/01/2021 20:19; Weight score: 0]

2.

"So for example, I didn't want to work on the essay, until I had finished my task, because I knew they were so important information, they had to take it XXX that I maybe didn't know, I didn't remember. And about"

[Omar - Student 6_otter; Position: 48 - 48; Created by: paulavillegasverdu; 06/01/2021 18:40; Weight score: 0]

3.

"Marla 0

Yeah, and the most problem is about our assignment.

Paula Vv 0

Mm hmm.

Marla 0

Like seminar presentation final exetnded writing. How do we upload it? Or where's our handout? I bet"

[Marla - Student 2_otter; Position: 192 - 197; Created by: paulavillegasverdu; 05/01/2021 18:14; Weight score: 0]

4. Feedback

1.

"Yeah, definitely, I have a I got the enough feedback from whatever ways I can got some links and and I can use these links to start the independently again, and oh, I can get a I can got some PDF. All references, I can do some research by myself."

[Preston -Student 8_otter; Position: 28 - 28; Created by: paulavillegasverdu; 06/01/2021 20:06; Weight score: 0]

2.

"For example, on we had a, we had three tasks. On this summer school, and I want to talk more, I want to talk about more things about I want to know more about the presentation, because I only got to pass score, which is not really good for me. And, but I have no enough time to communicate with my tutor to ask some specific questions about presentation. What what, what I can do is only to email, my tutor, but it's not a really efficient."

[Preston -Student 8_otter; Position: 92 - 92; Created by: paulavillegasverdu; 06/01/2021 20:19; Weight score: 0]

3.

"they always encouraged me to speak no matter right or wrong and they'll give a feedback. some suggestions, such as some idots, ehm not idioms."

[Beatrice - Student 1_otter; Position: 45 - 45; Created by: paulavillegasverdu; 04/01/2021 17:05; Weight score: 0]

4.

"Uh huh. Okay. And the did you have enough feedback, like the tutor said oh this is good or you need to work on this or Not enough time?"

Michael 0

I think it is enough right now."

[Michael -Student 7_otter; Position: 55 - 57; Created by: paulavillegasverdu; 06/01/2021 19:18; Weight score: 0]

5.

"I think I really appreciate it, it that was very strict, I felt like a strict in the sense that then it This was wrong, and this and that, you have to consider these and you have to change these work more on that in a very kind, very kind. That is, that is something I really appreciated. The both teachers were very kind and also I hadn't had two teachers at the same time, which is really good. I would liked to, to have one class someday like that because it's like complimenting, it's, it feels different, like more support to and and the teachers have told you they were very kind I like pretty much that in yeah, all the comments and also, sometimes there is also another misconception that because of the teacher is so kind and so kind, maybe is going to say everything, you know what you're given a no issue, just like you have to choose this, read more"

[Omar - Student 6_otter; Position: 96 - 96; Created by: paulavillegasverdu; 06/01/2021 19:02; Weight score: 0]

6.

"Yeah, not so many but we do a group task. The my tutor gave us feedbacks."

[Rebecca - Student 5_otter; Position: 193 - 193; Created by: paulavillegasverdu; 06/01/2021 18:04; Weight score: 0]

7.

"just two times a twice or three times I think."

[Rebecca - Student 5_otter; Position: 197 - 197; Created by: paulavillegasverdu; 06/01/2021 18:04; Weight score: 0]

8.

"Did your classmates give you feedback? Or Not really?"

[Rebecca - Student 5_otter; Position: 205 - 205; Created by: paulavillegasverdu; 06/01/2021 18:07; Weight score: 0]

9.

"Brianna 0

Yes, I think ehm teacher ask us to ask him question after the class, like email him or something, it is okay. But sometimes is not about a question. It's all about the whole feedback like, Yes, we have mock presentation, but I don't know if, if that's because I'm joining the I am joning the six week preession work session class or something I didn't have time to have my general mock presentation feedback just get together."

[Brianna- Student 4 _otter; Position: 63 - 64; Created by: paulavillegasverdu; 06/01/2021 15:22; Weight score: 0]

10.

"I'm in the team 23and the teacher would have feedback for the 23 team, the group, but not my person, so so sometimes. Some people would have some problem I don't have, but not sure sure that maybe some teachers as some of you pronounce like Robert, Rob Roberts robots. So don't do the prononciation so robotic. And I didn't know whether I was the one or some somebody pronounced like a robot. I would say I have a lot of con con confused and maybe he said oh, some of you have so many words on the PowerPoint and you should have less than or somehow the list lists context on the PowerPoint and the you should have more content. I have no idea whether my problem one is have a lot of words, or I didn't have enough words to prep, present my explorer to express my, my opinion so so that's a little bit hard for me to so I feel very nervous about"

[Brianna- Student 4 _otter; Position: 68 - 68; Created by: paulavillegasverdu; 06/01/2021 16:59; Weight score: 0]

11.

"about my presentation. And I was so when I submitted my presentation, even I rewatch my presentation over and over again but I still so nervous about the wether I could pass to because I didn't have a personal reflect of the feedback. Yeah, feedback. So when we mentioned the extended writing, I didn't have such problem because we have extend extended writing draft and teacher, go through all the essay with us and point out all the wrong all the mistakes and I was when I submit my extended writing, I have some confidence ah! I'm I could pass this course. Definitely because I do what the teacher told me to do and I read and I correct all my mistake. So I think that's okay. So so maybe

The presentation part didn't have enough feedback. But it's not a question you could ask because teacher ehm teacher don't have that, but that time to give everybody an email about their presentation because it's the whole thing like there's so many criteria when they marked like 1234 and the each party you get the different, like distinction on the XXX merit on the what what. So it's very difficult to let the teacher specifically simply to feed back to your presentation. I think that is the problem"

[Brianna- Student 4 _otter; Position: 72 - 72; Created by: paulavillegasverdu; 06/01/2021 17:00; Weight score: 0]

12.

"Because it's accurate to the different part and at the first time you have draft the teacher said don't worry about your mistake. If, if you are not sure you just do it and then you did wrong, we will mention that so so don't worry about it. So I just do what the teacher says just do everything I think was correct. And I think I got a pretty good results. So I'm more confident about myself."

[Brianna- Student 4 _otter; Position: 144 - 144; Created by: paulavillegasverdu; 06/01/2021 17:35; Weight score: 0]

13.

"the teacher has the feedback, the immediate feedback about everyone's"

[Rhonda - Student 3_otter; Position: 145 - 145; Created by: paulavillegasverdu; 05/01/2021 18:39; Weight score: 0]

14.

"some immediate and some specific feedback."

[Rhonda - Student 3_otter; Position: 149 - 149; Created by: paulavillegasverdu; 05/01/2021 18:40; Weight score: 0]

15.

"We... we can, I have some I can get some feedback from my classmates but maybe we are too, like, less confident."

[Rhonda - Student 3_otter; Position: 153 - 153; Created by: paulavillegasverdu; 05/01/2021 18:40; Weight score: 0]

16.

"So it just most of the time we agree with each other not like have some XXX on some opinions."

[Rhonda - Student 3_otter; Position: 157 - 157; Created by: paulavillegasverdu; 05/01/2021 18:40; Weight score: 0]

17.

"I think um less favorite, my less favourite part like the feedbacks is too less."

[Rhonda - Student 3_otter; Position: 169 - 169; Created by: paulavillegasverdu; 05/01/2021 18:42; Weight score: 0]

4.1. Communication

No coded segments for this data set.



5. Proud

1.

"Yeah. And the last I think I {laugh} I can communicate with foreigners now"

[Rebecca - Student 5_otter; Position: 275 - 275; Created by: paulavillegasverdu; 06/01/2021 18:10; Weight score: 0]

2.

"Because last, I think during the past 18 years I have never trying to I can talk to foreign. I can talk, I can speak English, in class or outside of the classroom, so it's a good chance."

[Rebecca - Student 5_otter; Position: 279 - 279; Created by: paulavillegasverdu; 06/01/2021 18:10; Weight score: 0]

3.

"So I, I think at the first time and the beginning, I think I couldn't finish it. And the in that short time, I'm thinking 'aha it seemed possible', but I think the whole system is very, very good and from the plan and then go to draft and then we have the final final one and ah, just Yes. Is this more easy?"

[Brianna- Student 4 _otter; Position: 140 - 140; Created by: paulavillegasverdu; 06/01/2021 17:34; Weight score: 0]

4.

"And I think I got a pretty good results. So I'm more confident about myself"

[Brianna- Student 4 _otter; Position: 144 - 144; Created by: paulavillegasverdu; 06/01/2021 17:35; Weight score: 0]

5.

"and do you want to know my my final mark?"

Paula Vv 0

If you want to tell me of course!

Marla 0

So we have three parts of seminar, presentation and extended writing. And David told me we don't get distinction in the overall final grade because if you get distinction that means you don't need this preessional so the overall grades I get merit

Paula Vv 0

Mm hmm.

Marla 0

My presentation and seminar thoughts and distinction

Paula Vv 0

well done! that is so lovely.

Marla 0

Thank you. And my extended writing got merit and I think they helped a lot and our group not now we all like, like we know each other for years."

[Marla - Student 2_otter; Position: 213 - 225; Created by: paulavillegasverdu; 06/01/2021 17:33; Weight score: 0]



6. Sad/Guilty

"I don't get the courage to do this."

[Rebecca - Student 5_otter; Position: 283 - 283; Created by: paulavillegasverdu; 06/01/2021 18:10; Weight score: 0]

2.

"when you just do the quick scan the whole IC you should know you didn't get much information you should get so at that time usually I will feel I will feel bad I feel sometimes I was ashamed about the whole thing but I just don't have enough time so so maybe the choice wether I chose the external writing read the more articles or I do the IC, maybe sometimes the IC. No, that's important and I will just give you a bit so I feel nervous, I feel guilty about this but just I have no choice."

[Brianna- Student 4 _otter; Position: 132 - 132; Created by: paulavillegasverdu; 06/01/2021 17:32; Weight score: 0]



7. Pouting: Negative Aspects

1.

"the problem is we haven't is that we have not no enough time to finish them. So that's my, that's my view."

[Preston -Student 8_otter; Position: 16 - 16; Created by: paulavillegasverdu; 06/01/2021 20:05; Weight score: 0]

2.

"Maybe to some extent because compared to the lessons face to face as it is not good"

[Beatrice - Student 1_otter; Position: 41 - 41; Created by: paulavillegasverdu; 04/01/2021 17:07; Weight score: 0]

3.

"I don't like to do the things which I can also do it after class, because I think it's a waste of time."

[Beatrice - Student 1_otter; Position: 70 - 70; Created by: paulavillegasverdu; 04/01/2021 17:10; Weight score: 0]

4.

"I think the summer school is not enough for me to, to, to step on that level, to communicate with the natives"

[Beatrice - Student 1_otter; Position: 86 - 86; Created by: paulavillegasverdu; 04/01/2021 17:11; Weight score: 0]

5.

"Um, I think that as for the Coronavirus, we cannot take the courses offline. I think that it make these courses a little bit not very effectively because we have made some internet questions and everyone was separated by a screen. So, actually is very different from talking, talking offline."

[Michael -Student 7_otter; Position: 129 - 129; Created by: paulavillegasverdu; 06/01/2021 19:29; Weight score: 0]

6.

"I think, is a little bit negative influence to these classes. And, and I think that this course is it's very good for us to learn how to self learning for Chinese students actually, for XXX, for many of us are just absorbed the knowledge from the teacher Actually, we don't have many much self learning ability. So I think is very different thing for us"

[Michael -Student 7_otter; Position: 133 - 133; Created by: paulavillegasverdu; 06/01/2021 19:29; Weight score: 0]

7.

"I think it was just about right. The only thing is that this course was too was short, you know, just six weeks, though there were there was at the beginning, a lot of content to study on our own. And that seemed a little difficult. And I also heard some of my classmates saying the same there was so much homework"

[Omar - Student 6_otter; Position: 12 - 12; Created by: paulavillegasverdu; 06/01/2021 18:31; Weight score: 0]

8.

"Um, I think that ehm online learning has its difficulties, especially with internet connection. It was a little hard, generally, in my case, it was fine. But some students were having trouble. Not, not a lot, let's say two or three. But every class was like other others, other students saying, oh, teacher, excuse me, this student is not connecting already because of internet problems. Weak connection, and, and I had the problem, for example, in my case, when I was in the in the big room, let's say it was fine. But when I was about to get into the groups, it takes me it took me longer than than the other students, and sometimes they have to reload all the website. Yeah, that, for example, when it was about to be the seminars, I was afraid that maybe my, because of my internet connection, I couldn't connect. And then I was afraid of that but fortunately, everything was fine. Yeah, I would think that just that."

[Omar - Student 6_otter; Position: 92 - 92; Created by: paulavillegasverdu; 06/01/2021 19:00; Weight score: 0]

9.

"I'm very happy and grateful but I feel confused too, because there's so many sources to XXX summarise and organise these sources and find what what is helpful for me and how to do first. What I should do first? {laugh}"

[Rebecca - Student 5_otter; Position: 108 - 108; Created by: paulavillegasverdu; 06/01/2021 18:00; Weight score: 0]

10.

"Yeah, just uh we think the time is so short"

[Rebecca - Student 5_otter; Position: 247 - 247; Created by: paulavillegasverdu; 06/01/2021 18:08; Weight score: 0]

11.

"But if sometimes, maybe that some task didn't the mark or don't have need to correct some some some question you should answer but it didn't ask you to correct so sometimes I don't have enough time. I am hurry to, hurry to do another thing. I would just scan and choose random. And sometimes I think I was not so serious about the question and the that didn't have very good ehm didn't work very well for me."

[Brianna- Student 4 _otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 14:58; Weight score: 0]

12.

"ck. But it's not a question you could ask because teacher ehm teacher don't have that, but that time to give everybody an email about their presentation because it's the whole thing like there's so many criteria when they marked like 1234 and the each party you get the different, like distinction on the XXX merit on the what what. So it's very difficult to let the teacher specifically simply to feed back to your presentation. I think that is the problem"

[Brianna- Student 4 _otter; Position: 72 - 72; Created by: paulavillegasverdu; 06/01/2021 17:10; Weight score: 0]

13.

"But when you say the least satisfied part, I think is because all my classmates are Chinese people. And once once you have break out room and your teacher didn't in this

class in this group, they will automatically speak Chinese. And I know because we have a lie cause and there was about two hours in two hours each day we could know in the English environment and you didn't use this two hour to practice your English that means you won't get much XXX you do you won't have some like practice maybe that didn't didn't good for for them and if you go to the UK and the you will involve the English environment all the time like you should use English when you go supermarket, you buy some fruit you buy some snacks you should use the English and you should talk with the police for your XXX card or should out to the GP sometimes you're where you feel sick. So I think we only have to have some much time to speak English but they didn't do it this way very yes is not very good, but I know teacher because there is one teacher for four four breakout groups so so he might change it between each team, but he can't just stay in one team all the time that's the most unhappy part, but I would ask my classmate said you can't speak Chinese and what and at that time I was very mad and they was a little bit scared like oh yes I didn't speak Chinese that much, but yes, sometimes you just have no idea you should the control control it but you can't. That's the most part I am not happy."

[Brianna- Student 4 _otter; Position: 144 - 144; Created by: paulavillegasverdu; 06/01/2021 17:36; Weight score: 0]

14.

"I think maybe the six week pre session classes a little bit Tick Tock we don't have a lot of time, like we all so nervous when we need to finish a multi task at the same time. So, that's my opinon"

[Brianna- Student 4 _otter; Position: 148 - 148; Created by: paulavillegasverdu; 06/01/2021 17:36; Weight score: 0]

15.

"Yeah, but I sometimes I find it a little easy for me."

[Rhonda - Student 3_otter; Position: 50 - 50; Created by: paulavillegasverdu; 05/01/2021 18:20; Weight score: 0]

16.

"Sometimes is the fill in the blank space and maybe choose from four options, like is not very dificult. It is not difficult for me to learn this,"

[Rhonda - Student 3_otter; Position: 58 - 58; Created by: paulavillegasverdu; 05/01/2021 18:22; Weight score: 0]

17.

"But I want more some something more difficult."

[Rhonda - Student 3_otter; Position: 73 - 73; Created by: paulavillegasverdu; 05/01/2021 18:21; Weight score: 0]

18.

"sometimes the live classrooms, the teachers like they just send us some questions to make sure that we know the knowledge already. Yeah, but is not difficult questions is just to make sure that you know this information or you know, this knowledge, but not some Some more complicated questions just like your notes. One plus one is equal to two in the flipped classrooms, but you have to do it again. In the live classroom"

[Rhonda - Student 3_otter; Position: 81 - 81; Created by: paulavillegasverdu; 05/01/2021 18:22; Weight score: 0]

19.

"about some points but maybe because all of us like they are Chinese students, or they are just like ehm English learners, they have less confidence to talk about their opinions."

[Rhonda - Student 3_otter; Position: 133 - 133; Created by: paulavillegasverdu; 05/01/2021 18:39; Weight score: 0]

20.

"Rhonda 0

So maybe some in some important points like in the breakout room, maybe you will hold us to self-learning or groups talking or group working that didn't work well when some students around but I think maybe when the teachers join in or maybe they lead the breakout rooms, situations will get better."

[Rhonda - Student 3_otter; Position: 140 - 141; Created by: paulavillegasverdu; 05/01/2021 18:39; Weight score: 0]

21.

"I think um less favorite, my less favourite part like the feedbacks is too less."

[Rhonda - Student 3_otter; Position: 169 - 169; Created by: paulavillegasverdu; 05/01/2021 18:42; Weight score: 0]

22.

"to teach all of us but maybe there are too many students so they can't have more information about our study."

[Rhonda - Student 3_otter; Position: 177 - 177; Created by: paulavillegasverdu; 05/01/2021 18:46; Weight score: 0]

23.

"well, I think during the class during my pre-session English class, but the internet connection is not working very well. And it caused some trouble to attend the class"

[Marla - Student 2_otter; Position: 4 - 4; Created by: paulavillegasverdu; 05/01/2021 16:26; Weight score: 0]

24.

"I think sometime sometime that the handout or the slide is if not appear on the blackboard as soon as possible. We, we can not find them. So we have to write some email to our our supervisor to find them. They haven't put out the handout."

[Marla - Student 2_otter; Position: 28 - 28; Created by: paulavillegasverdu; 05/01/2021 17:54; Weight score: 0]

25.

"and, and, and the time is too short that the interview the the tutor time is short. For example, I have 10 question, but I only have five minutes, and I have to use a different language to talk to my tutor. So so I have to make it short. But it's it's really easy to get confused when you use a different language."

[Marla - Student 2_otter; Position: 32 - 32; Created by: paulavillegasverdu; 05/01/2021 17:55; Weight score: 0]

26.

"Um, yeah. Like, when people when our teacher is, is just read the things on the slide. I was like, Oh, it's wasting my time."

[Marla - Student 2_otter; Position: 140 - 140; Created by: paulavillegasverdu; 05/01/2021 18:11; Weight score: 0]



8. Smiling: Positive Aspects – What Works Well?

1.

"A personally, I think it's really helpful for me to use such way to learn. Particularly in summer school, I use flipping learning to learn English. And, and I, I spent a lot of time on my self study to learn some basic, some basic information, and some basic grammar, some basic vocabulary, which is really helpful for me to participate in our lesson online lessons. And we can talk about some more more things to in our online lessons and we can, we can share our ideas with our classmates, our teachers, which is also helpful for us to improve our thinking improve our English skills"

[Preston -Student 8_otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 20:06; Weight score: 0]

2.

"Yeah, definitely, I have a I got the enough feedback from whatever ways I can got some links and and I can use these links to start the independently again, and oh, I can get a I can got some PDF. All references, I can do some research by myself."

[Preston -Student 8_otter; Position: 28 - 28; Created by: paulavillegasverdu; 06/01/2021 20:07; Weight score: 0]

3.

"And when I saw the flipped learning, and when I know the concept of it, I was amazed, because it's really, um, it's, it's really helpful for us to raise our time, and we can use our time efficiently, we can learn efficiently,"

[Preston -Student 8_otter; Position: 40 - 40; Created by: paulavillegasverdu; 06/01/2021 20:08; Weight score: 0]

4.

"And because the reason why I would like to be a volunteer is because is that I think flipped learning is really it is really helpful for me and for each every learner, every learner to learn. So it's really my pleassure to be over volunteer"

[Preston -Student 8_otter; Position: 112 - 112; Created by: paulavillegasverdu; 06/01/2021 20:20; Weight score: 0]

5.

"So I feel very fresh"

[Beatrice - Student 1_otter; Position: 4 - 4; Created by: paulavillegasverdu; 04/01/2021 16:43; Weight score: 0]

6.

"The communicative the communicative part is really enjoyable for me."

[Beatrice - Student 1_otter; Position: 66 - 66; Created by: paulavillegasverdu; 04/01/2021 17:07; Weight score: 0]

7.

"I think it's very, this kind, this flipped class and it's very good for adults and college students because we what we need is to the way to solve problem and not results. So we should learn, learn how to solve the problems. This is very good for us through this flipped lesson and I think and to take the flip class, flip lesson, we should do much

preparation for the class. So I think this is very good for us to in the future is very good for us. And during the class, teacher, do not talk too much about many other information to just give some main points. So that they let us to discuss in group. I think these are all very good for us in the future."

[Michael -Student 7_otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 19:13; Weight score: 0]

8.

"Uh huh. Okay. And the did you have enough feedback, like the tutor said oh this is good or you need to work on this or Not enough time?"

Michael 0

I think it is enough right now."

[Michael -Student 7_otter; Position: 55 - 57; Created by: paulavillegasverdu; 06/01/2021 19:18; Weight score: 0]

9.

"I think is it is very nice and not need to change."

[Michael -Student 7_otter; Position: 61 - 61; Created by: paulavillegasverdu; 06/01/2021 19:21; Weight score: 0]

10.

"I think is that we can talk about the local people of England because actually, for Chinese students we don't have much time to practice our English."

[Michael -Student 7_otter; Position: 121 - 121; Created by: paulavillegasverdu; 06/01/2021 19:28; Weight score: 0]

11.

"Well, there are many things I really like the content itself, for example, in that we have different or there were different methodologies."

[Omar - Student 6_otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 18:32; Weight score: 0]

12.

"Yeah, approach, like, for example, interactive learning that it was very simple detail. Clear to understand that I like it very much that, that we also had the the classes, which were very organized, we didn't waste any time, everything was so precise. And we also have these tutorials, which can help us individually. So I really like it. I appreciate all those things."

[Omar - Student 6_otter; Position: 8 - 8; Created by: paulavillegasverdu; 06/01/2021 18:32; Weight score: 0]

13.

"But apart from that, I think it was very important in all the topics well chosen, and I really think that they would, I will need it. For the, my studies"

[Omar - Student 6_otter; Position: 12 - 12; Created by: paulavillegasverdu; 06/01/2021 18:32; Weight score: 0]

14.

"I liked the fact that we were working a lot in groups."

[Omar - Student 6_otter; Position: 32 - 32; Created by: paulavillegasverdu; 06/01/2021 18:35; Weight score: 0]

15.

"eah, so yeah, maybe it was less autonomous teaching, I think, I know the courses and we have this misconception maybe that everything has to be learned in the classroom or not. For example, I am also a teacher. And we think that if the student doesn't learn in the classroom, so the student will not learn it outside of the class. So this, this changed a lot of my perspective, and it was a total different experience, but I like it better much. Hard, although I think it was hard, but I like it very much."

[Omar - Student 6_otter; Position: 56 - 56; Created by: paulavillegasverdu; 06/01/2021 18:49; Weight score: 0]

16.

"I felt excited, you know, because it was different."

[Omar - Student 6_otter; Position: 88 - 88; Created by: paulavillegasverdu; 06/01/2021 19:00; Weight score: 0]

17.

"It was pretty much all the things from the interactive content, and the experience itself of writing academically, we've got so much different and feedback from the teacher, I think I really appreciate it, it that was very strict, I felt like a strict in the sense that then it This was wrong, and this and that, you have to consider these and you have to change these work more on that in a very kind, very kind. That is, that is something I really appreciated. The both teachers were very kind and also I hadn't had two teachers at the same time, which is really good. I would liked to, to have one class someday like that because it's like complimenting, it's, it feels different, like more support to and and the teachers have told you they were very kind I like pretty much that in yeah, all the comments and also, sometimes there is also another misconception that because of the teacher is so kind and so kind, maybe is going to say everything, you know what you're given a no issue, just like you have to choose this, read more. And that helped me a lot and I think this the whole experience changed me and I think it will help me in the future because it made me realize how much time I need to devote for for learning, especially for writing and reading a lot of time a lot of times I was at a constant having to do the reading, reading it was crazy. I really like it!"

[Omar - Student 6_otter; Position: 96 - 96; Created by: paulavillegasverdu; 06/01/2021 19:02; Weight score: 0]

18.

"Now just simply like comment that I think it's a really good method"

[Omar - Student 6_otter; Position: 100 - 100; Created by: paulavillegasverdu; 06/01/2021 19:03; Weight score: 0]

19.

"Yeah, I like it. Actually, I learned the new forms knowledge and many, many. Most of them, I think is about about ehm academic writing. I didn't know how to write ehm an essay before, now I know how to write the essay."

[Rebecca - Student 5_otter; Position: 28 - 28; Created by: paulavillegasverdu; 06/01/2021 17:51; Weight score: 0]

20.

"Rebecca 0

Ah My favourite thing, my tutor Alex is so cute {laugh}"

[Rebecca - Student 5_otter; Position: 238 - 239; Created by: paulavillegasverdu; 06/01/2021 18:08; Weight score: 0]

21.

"Rebecca 0

mm I think I liked it I don't have something I don't like."

[Rebecca - Student 5_otter; Position: 242 - 243; Created by: paulavillegasverdu; 06/01/2021 18:08; Weight score: 0]

22.

"Yes, I I think that is very good part. I can learn some knowledge before I have a online classes."

[Brianna- Student 4 _otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 14:58; Weight score: 0]

23.

"I think a lot a lot of thing I liked very much like the teacher was so kind and then they really friendly and a pronounces very smooth and very clear and for us is very helpful sometimes when I read some YouTube video or some news and like they speak very quickly and I just can't follow them, and our teachers really, really easy to understand and they would just use something XXX And then if they say some, some words we might not know, they will explain them or type in the chat box so we can check it whether is the mean, ehm i think that part was very, very, very good and that's why we like I said the extended the writing, which you have 1500 words essay, and I didn't did it. And as I just read the write up about XXX was the longessay I have read before, but this time I should do the 1500. So that's all being passed. So I, I think at the first time and the beginning, I think I couldn't finish it. And the in that short time, I'm thinking 'aha it seemed possible', but I think the whole system is very, very good and from the plan and then go to draft and then we have the final final one and ah, just Yes. Is this more easy?"

[Brianna- Student 4 _otter; Position: 140 - 140; Created by: paulavillegasverdu; 06/01/2021 17:35; Weight score: 0]

24.

"Because it's accurate to the different part and at the first time you have draft the teacher said don't worry about your mistake. If, if you are not sure you just do it and then you did wrong, we will mention that so so don't worry about it. So I just do what the teacher says just do everything I think was correct. And I think I got a pretty good results. So I'm more confident about myself."

[Brianna- Student 4 _otter; Position: 144 - 144; Created by: paulavillegasverdu; 06/01/2021 17:35; Weight score: 0]

25.

"think is very, very helpful. And the pre session English classes really help for for all the student from China because because we have some we have different education system I would like to say so maybe if you subject to the master classes might be because master classes difficult and system different is difficult to conquer so once you strictly a to do something you more familiar with and do some difficult knowledge with a different system would it be a big problem. So have a pre session, English classes, very, very useful"

[Brianna- Student 4 _otter; Position: 148 - 148; Created by: paulavillegasverdu; 06/01/2021 17:36; Weight score: 0]

26.

"Yeah, I know that something like the introduction and how to write it and was the important part of the introduction and you can know what the very important elements when you write an articles and was the important elements and what you can consider most or you can consider last and I really enjoyed this part."

[Rhonda - Student 3_otter; Position: 169 - 169; Created by: paulavillegasverdu; 05/01/2021 18:41; Weight score: 0]

27.

"Though, although I know that the teachers have they have to that they have make the effort to, to take care of all of us to"

[Rhonda - Student 3_otter; Position: 173 - 173; Created by: paulavillegasverdu; 05/01/2021 18:42; Weight score: 0]

28.

"But the form about taking the class is very enjoyable. Yeah, and I think the handout with the XXX that we can review the class after, after the session, and it's very helpful, especially for the slow learner."

[Marla - Student 2_otter; Position: 4 - 4; Created by: paulavillegasverdu; 05/01/2021 16:26; Weight score: 0]

29.

"Yeah, and I often get respond very quick within within three hours, I will get response And it's perfectly solved my problem."

[Marla - Student 2_otter; Position: 189 - 189; Created by: paulavillegasverdu; 05/01/2021 18:14; Weight score: 0]

30.

"yeah, so I can summarize that my experience in this preession summer school is totally brilliant."

[Marla - Student 2_otter; Position: 241 - 241; Created by: paulavillegasverdu; 05/01/2021 18:16; Weight score: 0]

9. Time Constraints

1.

"Um, I think it's, it's, uh, for me, they are not too much, but because I think they are really basic for us and very important. We have to learn the learn all of them. But the thing, the problem is we haven't is that we have not no enough time to finish them. So that's my, that's my view."

[Preston -Student 8_otter; Position: 16 - 16; Created by: paulavillegasverdu; 06/01/2021 20:02; Weight score: 0]

2.

"Well, it I mean, we, maybe we can we can finish the assessment assignment, but we cannot have more time to review them. So, yeah, I think it's very important, but we have no enough time to do so."

[Preston -Student 8_otter; Position: 20 - 20; Created by: paulavillegasverdu; 06/01/2021 20:05; Weight score: 0]

3.

"I think it was just about right. The only thing is that this course was too was short, you know, just six weeks, though there were there was at the beginning, a lot of content to study on our own. And that seemed a little difficult. And I also heard some of my classmates saying the same there was so much homework"

[Omar - Student 6_otter; Position: 12 - 12; Created by: paulavillegasverdu; 06/01/2021 18:31; Weight score: 0]

4.

"But there's still many times we run out of time, we were kind of rushing a little bit."

[Omar - Student 6_otter; Position: 36 - 36; Created by: paulavillegasverdu; 06/01/2021 18:36; Weight score: 0]

5.

"A time, I think for me was time because it took a lot of time. And as I told you, I was working also and dealing with these and that at the same time was was hard for me, and also getting a course in again because it was like, five years ago that I already I had already graduated from my undergraduate studies. So I was like, That's it! No, I wasn't XXX {laugh} again, it was a little hard."

[Omar - Student 6_otter; Position: 60 - 60; Created by: paulavillegasverdu; 06/01/2021 18:50; Weight score: 0]

6.

"Oh, I consider that. That the fact that the course was short. So I was putting in a lot of effort but I thought, well, this will end soon. Anyways. And by that time, I will have learned a lot. And besides I like very much what I'm studying. So that was kind of my biggest motivation, I guess. Yeah, just Yeah."

[Omar - Student 6_otter; Position: 64 - 64; Created by: paulavillegasverdu; 06/01/2021 18:51; Weight score: 0]

7.

"Yeah, it's so good but I think is it's a short time {laugh}"

[Rebecca - Student 5_otter; Position: 16 - 16; Created by: paulavillegasverdu; 06/01/2021 17:50; Weight score: 0]

8.

"Actually, in tutorials in the week one to week three, I think we have have enough time but but actually, isn't it because maybe we don't know what we should ask {laugh}"

[Rebecca - Student 5_otter; Position: 92 - 92; Created by: paulavillegasverdu; 06/01/2021 17:58; Weight score: 0]

9.

"But at the last tutorial. I have so many question to ask but the time is not enough. So we communicate through the email."

[Rebecca - Student 5_otter; Position: 96 - 96; Created by: paulavillegasverdu; 06/01/2021 17:59; Weight score: 0]

10.

"Yeah, just uh we think the time is so short"

[Rebecca - Student 5_otter; Position: 247 - 247; Created by: paulavillegasverdu; 06/01/2021 18:09; Weight score: 0]

11.

"So I guess we really have slow uhm short time to prepare all the things like I basically have five days to finish my draft. And I need to read aboutI think I have 50 or 60 article in my, my preference list. So I basically read 50 or 60, but a mine... I'm not a native speaker of English. So that quite difficult for me. And at the time, or the IC was like, Oh, I, I just want to finish it as quick as possible before the live class at that time, but when I submitted my draft and submit my presentation, oh, yes presentation, because I'm not native speaker. So I need to remember a some like words song is hard, harder than the native speaker to prepare a presentation and I will re record it again and again and again, because sometimes I just didn't feel it was perfect or it was enough."

[Brianna- Student 4 _otter; Position: 44 - 44; Created by: paulavillegasverdu; 06/01/2021 15:17; Weight score: 0]

12.

"am joning the six week preession work session class or something I didn't have time to have my general mock presentation feedback just get togethe"

[Brianna- Student 4 _otter; Position: 64 - 64; Created by: paulavillegasverdu; 06/01/2021 15:23; Weight score: 0]

13.

"ck. But it's not a question you could ask because teacher ehm teacher don't have that, but that time to give everybody an email about their presentation because it's the whole thing like there's so many criteria when they marked like 1234 and the each party you get the different, like distinction on the XXX merit on the what what. So it's very difficult to let the teacher specifically simply to feed back to your presentation. I think that is the problem"

[Brianna- Student 4 _otter; Position: 72 - 72; Created by: paulavillegasverdu; 06/01/2021 17:10; Weight score: 0]

14.

"I think maybe the six week pre session classes a little bit Tick Tock we don't have a lot of time, like we all so nervous when we need to finish a multi task at the same time. So, that's my opinon"

[Brianna- Student 4 _otter; Position: 148 - 148; Created by: paulavillegasverdu; 06/01/2021 17:36; Weight score: 0]

15.

"and, and, and the time is too short that the interview the the tutor time is short. For example, I have 10 question, but I only have five minutes, and I have to use a different language to talk to my tutor. So so I have to make it short. But it's it's really easy to get confused when you use a different language."

[Marla - Student 2_otter; Position: 32 - 32; Created by: paulavillegasverdu; 05/01/2021 17:55; Weight score: 0]

16.

"Oh, the thing is that if I i feel like i have lots of questions, but I cannot ask them during my tutor time that I will write an email for him"

[Marla - Student 2_otter; Position: 185 - 185; Created by: paulavillegasverdu; 05/01/2021 18:14; Weight score: 0]

10. Live Sessions

1.

"Yeah, generally, during our lessons, we we have some break rooms. And we we we will be separated to different groups with our classmates and we will discuss some specific questions, which is related related to interactive content we learned before and when we discuss them, we can share our ideas and be creative, some new, some new something new or and we can we can list, list something that we cannot understand easy. Mm hmm."

[Preston -Student 8_otter; Position: 52 - 52; Created by: paulavillegasverdu; 06/01/2021 20:09; Weight score: 0]

2.

"Some of them will be shy, and some of them have no enough time to finish their interactive content. Maybe they they had the party or the they didn't like the way to learn. Maybe some day, some of them haven't had no self control, and they can cannot arrange their time very well, so they can it's ehm, it's a serious problem, if we cannot if you cannot finish the assessment assignments before the class, we will we will not understand what what the class will be."

[Preston -Student 8_otter; Position: 60 - 60; Created by: paulavillegasverdu; 06/01/2021 20:16; Weight score: 0]

3.

"At the beginning of class, we when we had a discussion, we speak we speak nothing. We have have no have no such more things to say. And I think one of the one of the reasons why we speak we are shy to speak because of because we is that we can not we have no enough information to ehm... we have no information for us to discuss in lesson."

[Preston -Student 8_otter; Position: 64 - 64; Created by: paulavillegasverdu; 06/01/2021 20:17; Weight score: 0]

4.

"Change the time of the online lessons. Okay. Yeah, I knew I wanted more time for us to communicate with our teachers."

[Preston -Student 8_otter; Position: 76 - 76; Created by: paulavillegasverdu; 06/01/2021 20:18; Weight score: 0]

5.

"For for this question, I think it's too much. We have too much time to chat with my classmates."

[Preston -Student 8_otter; Position: 88 - 88; Created by: paulavillegasverdu; 06/01/2021 20:19; Weight score: 0]

6.

"We can talk more out of the group, yeah."

[Beatrice - Student 1_otter; Position: 8 - 8; Created by: paulavillegasverdu; 04/01/2021 16:42; Weight score: 0]

7.

"Maybe to some extent because compared to the lessons face to face as it is not good enough but I can still see the I can still hear the the voice of the other people and it can make me more confidence to speak because before the lessons, I can't speak loudly because I, I will always think that my spoke English is so bad and other people will laugh at me"

[Beatrice - Student 1_otter; Position: 41 - 41; Created by: paulavillegasverdu; 04/01/2021 17:05; Weight score: 0]

8.

"I really need some encouragement, and this time the teachers are so well because they always encouraged me to speak no matter right or wrong and they'll give a feedback. some suggestions, such as some idiots, ehm not idioms."

[Beatrice - Student 1_otter; Position: 45 - 45; Created by: paulavillegasverdu; 04/01/2021 17:05; Weight score: 0]

9.

"Ehm I think is the part that the teachers can say something not, not only on the PowerPoints but also about their own experience. And they share some interesting things in in Sheffield in the local place, and some culture different cultures of their lives. The communicative the communicative part is really enjoyable for me."

[Beatrice - Student 1_otter; Position: 66 - 66; Created by: paulavillegasverdu; 04/01/2021 17:07; Weight score: 0]

10.

"Sometimes the teachers want to correct our pronunciation of some specific word. And I think they can, they can take it more easy. They can tell us which words we need. We need to practice more and we can do it after after class. Instead of that they can leave what it was they said is that they read and read again and like us to follow that and I think it's a little waste of time."

[Beatrice - Student 1_otter; Position: 74 - 74; Created by: paulavillegasverdu; 04/01/2021 17:10; Weight score: 0]

11.

"And during the class, teacher, do not talk too much about many other information to just give some main points. So that they let us to discuss in group. I think these are all very good for us in the future."

[Michael -Student 7_otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 19:12; Weight score: 0]

12.

"that we also had the the classes, which were very organized, we didn't waste any time, everything was so precise. And we also have these tutorials, which can help us individually. So I really like it. I appreciate all those things."

[Omar - Student 6_otter; Position: 8 - 8; Created by: paulavillegasverdu; 06/01/2021 18:30; Weight score: 0]

13.

"I liked the fact that we were working a lot in groups."

[Omar - Student 6_otter; Position: 32 - 32; Created by: paulavillegasverdu; 06/01/2021 18:36; Weight score: 0]

14.

"And also because we were not XXX, or the task we were asked during the live sessions, were a little complex, or we didn't have kind of the level. So we, we had to think a lot. and sometimes we were just XXX time. Yeah, it was a little difficult."

[Omar - Student 6_otter; Position: 36 - 36; Created by: paulavillegasverdu; 06/01/2021 18:36; Weight score: 0]

15.

"Well, I think that there is another thing they're influencing. And it's the coach role. So they were in Asia. In the beginning, I know. It seemed to me kind of shy, or quiet. Or we were kind of calling by their names, trying them to participate on every question, but then it gets kind of better. We, they were kind of more confident. And yeah, we were discussing, and also for practicing for the seminar. There were, I had a different group. And with that group, I think I got along better. They, they like to talk a lot. And we were just like talking and talking and talking. And it was very fun. It was very fun."

[Omar - Student 6_otter; Position: 40 - 40; Created by: paulavillegasverdu; 06/01/2021 18:37; Weight score: 0]

16.

"Sometimes we will communicate better sometimes we...I feel a little embarrassed when especially when we do group tasks."

[Rebecca - Student 5_otter; Position: 48 - 48; Created by: paulavillegasverdu; 06/01/2021 17:53; Weight score: 0]

17.

"Many people don't like to talk. So also just, I and one two students.

Paula Vv 0

Yeah.

Rebecca 0

That communicate with each other is a little embarrassed"

[Rebecca - Student 5_otter; Position: 52 - 56; Created by: paulavillegasverdu; 06/01/2021 17:54; Weight score: 0]

18.

"Maybe they think theis pronunciation is not good. Maybe they...? I think they have ideas but they just won't want to talk to me or others."

[Rebecca - Student 5_otter; Position: 60 - 60; Created by: paulavillegasverdu; 06/01/2021 17:54; Weight score: 0]

19.

"Because we don't open the camera, so just listen and talk. I don't know, others response. But, but sometimes I have the ideas and I can't explain clearly and make others understood. So myXXX. So people get confused. And there's a XXX reason why they don't like to talk."

[Rebecca - Student 5_otter; Position: 64 - 64; Created by: paulavillegasverdu; 06/01/2021 17:55; Weight score: 0]

20.

"Mm hmm. And did you feel more confident to talk in the sessions after doing the interactive content or no difference?

Rebecca 0

I don't understand this question.

Paula Vv 0

Oh, that's alright. So because the interactive content prepares you for the session. When you did they interactive content, did you feel more confident? Like, yes, I know what I'm doing. Or not really. It didn't make any difference.

Rebecca 0

Of course {laugh}"

[Rebecca - Student 5_otter; Position: 66 - 72; Created by: paulavillegasverdu; 06/01/2021 17:56; Weight score: 0]

21.

"because in my group when we do a seminar. If I listen, I hear my group mates and make the wrong pronunciation"

[Rebecca - Student 5_otter; Position: 215 - 215; Created by: paulavillegasverdu; 06/01/2021 18:05; Weight score: 0]

22.

"I am a little. Maybe I will not tell him."

[Rebecca - Student 5_otter; Position: 219 - 219; Created by: paulavillegasverdu; 06/01/2021 18:05; Weight score: 0]

23.

"Yes, yes, I think it is very, very important. The extended writings more actually the life class is more helpful to the extended writing and the presentation. Yes, it is... the presentation, the live class help me know which is kind of the academic PowerPoint should should be like the teacher will tell us use some tab how to use them. And the most helpful part is tell us how to do the proof preference."

[Brianna- Student 4 _otter; Position: 52 - 52; Created by: paulavillegasverdu; 06/01/2021 15:21; Weight score: 0]

24.

"I think it's very helpful but in, because it is a little different."

[Brianna- Student 4 _otter; Position: 56 - 56; Created by: paulavillegasverdu; 06/01/2021 15:22; Weight score: 0]

25.

"They just have so many students and they didn't have enough time to go through every citation. You mark. So sometimes, we didn't 100% understand why we should mark our

citation. But I think is very important for that academic choose... how to say? and because is about the academic issue that the library....."

[Brianna- Student 4 _otter; Position: 56 - 56; Created by: paulavillegasverdu; 06/01/2021 15:22; Weight score: 0]

26.

"Each group has their teacher, the break out room and the teacher would have a feedback for the whole team. I'm in the team 23and the teacher would have feedback for the 23 team, the group, but not my person, so so sometimes. Some people would have some problem I don't have, but not sure sure that maybe some teachers as some of you pronounce like Robert, Rob Roberts robots. So don't do the prononciation so robotic. And I didn't know whether I was the one or some somebody pronounced like a robot. I would say I have a lot of con con confused and maybe he said oh, some of you have so many words on the PowerPoint and you should have less than or somehow the list lists context on the PowerPoint and the you should have more content. I have no idea whether my problem one is have a lot of words, or I didn't have enough words to prep, present my explorer to express my, my opinion so so that's a little bit hard for me to so I feel very nervous about"

[Brianna- Student 4 _otter; Position: 68 - 68; Created by: paulavillegasverdu; 06/01/2021 16:59; Weight score: 0]

27.

"Like, there are many breakout rooms in live lessons.

Paula Vv 0

Yes.

Rhonda 0

Yeah. And it's a good way for the students to communicate with each others to have some arguments."

[Rhonda - Student 3_otter; Position: 125 - 129; Created by: paulavillegasverdu; 05/01/2021 18:38; Weight score: 0]

28.

"about some points but maybe because all of us like they are Chinese students, or they are just like ehm English learners, they have less confidence to talk about their opinions."

[Rhonda - Student 3_otter; Position: 133 - 133; Created by: paulavillegasverdu; 05/01/2021 18:39; Weight score: 0]

29.

"Rhonda 0

So maybe some in some important points like in the breakout room, maybe you will hold us to self-learning or groups talking or group working that didn't work well when some students around but I think maybe when the teachers join in or maybe they lead the breakout rooms, situations will get better."

[Rhonda - Student 3_otter; Position: 140 - 141; Created by: paulavillegasverdu; 05/01/2021 18:39; Weight score: 0]

30.

"Maybe they put up some questions and they ask some questions and then maybe some students asked or answer the questions and the teacher has the feedback, the immediate feedback about everyone's"

[Rhonda - Student 3_otter; Position: 145 - 145; Created by: paulavillegasverdu; 05/01/2021 18:39; Weight score: 0]

31.

"speech. Yeah. And like maybe you have the good points. Or maybe you just have to do more research on some specific areas or maybe it will make perfect sense if we need some immediate and some specific feedback."

[Rhonda - Student 3_otter; Position: 149 - 149; Created by: paulavillegasverdu; 05/01/2021 18:40; Weight score: 0]

32.

"Oh, well, I think ahm ahm, do you mean seminar group talking? Oh, that's, that's very great. I think it's so different from the class I took in my own country in China, because in China we, we only ehm decided to do some work on our own because work with other people all always things a little bit complex and and we don't during this session this this pre preessional about English summer summer school yeah I think we we actually working together"

[Marla - Student 2_otter; Position: 16 - 16; Created by: paulavillegasverdu; 05/01/2021 17:54; Weight score: 0]

33.

"The atmosphere is it's very good it's very kind and the tutor my my tutor his name is David and he is so kind and ehm and he helps a lot and very I enjoyed this this way of study different language with we actually working really hard using English to talk to each other, exchange our ideas."

[Marla - Student 2_otter; Position: 20 - 20; Created by: paulavillegasverdu; 05/01/2021 17:54; Weight score: 0]

34.

"Yeah, yeah. Every every end of this end of class. We have about five minutes or two minutes, the whole classroom classmates gather together and we can ask to directly to our tutor"

[Marla - Student 2_otter; Position: 44 - 44; Created by: paulavillegasverdu; 05/01/2021 17:59; Weight score: 0]

35.

"Um, yeah. Like, when people when our teacher is, is just read the things on the slide. I was like, Oh, it's wasting my time."

[Marla - Student 2_otter; Position: 140 - 140; Created by: paulavillegasverdu; 05/01/2021 18:11; Weight score: 0]

36.

"And so when you were in the live session, you review the interactive task, or you just start the lesson and start discussing your ideas and talking about a new thing?"

Marla 0

Oh, well, I'm in my computer. I divided my screen.

Paula Vv 0

Okay

Marla 0

I'm on on the left. I put the handout that will use in class or, or slides. Yeah, and on the right side that the teacher and slides we use on the day

Paula Vv 0

Wow, so you have them double?

Marla 0

Yeah, yeah.

Paula Vv 0

that is really good

Marla 0

If the teacher is reading things in the slide, and I will look back to to the to the left side and my own thinking"

[Marla - Student 2_otter; Position: 146 - 160; Created by: paulavillegasverdu; 05/01/2021 18:11; Weight score: 0]

10.1. The online environment

1.

"Maybe to some extent because compared to the lessons face to face as it is not good"

[Beatrice - Student 1_otter; Position: 41 - 41; Created by: paulavillegasverdu; 04/01/2021 17:05; Weight score: 0]

2.

"Beatrice 0

Yes. I think the summer school is not enough for me to, to, to, to step on that level, to communicate with the natives, and I don't know what to do, I think to get in the environment of English speaking countries, it is more it can be more benefit for me, you know? Because if you if I stay in my country and only speak English on the class, a one hours every day, two hours every day, it's very limited. And it will stay in the environment. If you buy things and you do everything you need to use English, develop, improving more. I think that's the most different Although you are not in the class, but you are in an English speaking country. It's a very good opportunity to practice and practice."

[Beatrice - Student 1_otter; Position: 85 - 86; Created by: paulavillegasverdu; 04/01/2021 17:11; Weight score: 0]

3.

"Um, I think that as for the Coronavirus, we cannot take the courses offline. I think that it make these courses a little bit not very effectively because we have made some internet questions and everyone was separated by a screen. So, actually is very different from talking, talking offline."

[Michael -Student 7_otter; Position: 129 - 129; Created by: paulavillegasverdu; 06/01/2021 19:29; Weight score: 0]

4.

"I think, is a little bit negative influence to these classes. And, and I think that this course is it's very good for us to learn how to self learning for Chinese students actually, for XXX, for many of us are just absorbed the knowledge from the teacher Actually, we don't have many much self learning ability. So I think is very different thing for us"

[Michael -Student 7_otter; Position: 133 - 133; Created by: paulavillegasverdu; 06/01/2021 19:29; Weight score: 0]

5.

"Um, I think that ehm online learning has its difficulties, especially with internet connection. It was a little hard, generally, in my case, it was fine. But some students were having trouble. Not, not a lot, let's say two or three. But every class was like other others, other students saying, oh, teacher, excuse me, this student is not connecting already because of internet problems. Weak connection, and, and I had the problem, for example, in my case, when I was in the in the big room, let's say it was fine. But when I was about to get into the groups, it takes me it took me longer than than the other students, and sometimes they have to reload all the website. Yeah, that, for example, when it was about to be the seminars, I was afraid that maybe my, because of my internet connection, I couldn't connect. And then I was afraid of that but fortunately, everything was fine. Yeah, I would think that just that."

[Omar - Student 6_otter; Position: 92 - 92; Created by: paulavillegasverdu; 06/01/2021 19:00; Weight score: 0]

6.

"If I had got to the United Kingdom to join in the summer school. I feel better."

[Rebecca - Student 5_otter; Position: 20 - 20; Created by: paulavillegasverdu; 06/01/2021 17:50; Weight score: 0]

7.

"because online learning is...have a have some problems such as the the the online internet connection problem with XXX"

[Rebecca - Student 5_otter; Position: 24 - 24; Created by: paulavillegasverdu; 06/01/2021 17:50; Weight score: 0]

8.

"But when you say the least satisfied part, I think is because all my classmates are Chinese people. And once once you have break out room and your teacher didn't in this class in this group, they will automatically speak Chinese. And I know because we have a

lie cause and there was about two hours in two hours each day we could know in the English environment and you didn't use this two hour to practice your English that means you won't get much XXX you do you won't have some like practice maybe that didn't didn't good for for them and if you go to the UK and the you will involve the English environment all the time like you should use English when you go supermarket, you buy some fruit you buy some snacks you should use the English and you should talk with the police for your XXX card or should out to the GP sometimes you're where you feel sick. So I think we only have to have some much time to speak English but they didn't do it this way very yes is not very good, but I know teacher because there is one teacher for four four breakout groups so so he might change it between each team, but he can't just stay in one team all the time that's the most unhappy part, but I would ask my classmate said you can't speak Chinese and what and at that time I was very mad and they was a little bit scared like oh yes I didn't speak Chinese that much, but yes, sometimes you just have no idea you should the control control it but you can't. That's the most part I am not happy."

[Brianna- Student 4 _otter; Position: 144 - 144; Created by: paulavillegasverdu; 06/01/2021 17:36; Weight score: 0]

9.

"well, I think during the class during my pre-session English class, but the internet connection is not working very well. And it caused some trouble to attend the class"

[Marla - Student 2_otter; Position: 4 - 4; Created by: paulavillegasverdu; 05/01/2021 16:26; Weight score: 0]

10.

"Um, we actually divided our class into six groups to have 5 members and we work as friends. We actually get closer in the first day."

[Marla - Student 2_otter; Position: 48 - 48; Created by: paulavillegasverdu; 05/01/2021 17:59; Weight score: 0]

11.

"Thank you. And my extended writing got merit and I think they helped a lot and our group not now we all like, like we know each other for years."

Paula Vv 0

Aw that is so lovely

Marla 0

Yeah, our group two and we all will study in management school"

[Marla - Student 2_otter; Position: 225 - 229; Created by: paulavillegasverdu; 05/01/2021 18:15; Weight score: 0]

10.2. input balance

11. Workload

1.

"Well, I think a little bit of both. But the first one is that there was so much homework, a lot of tasks, I think, because interactive content, there were so many exercises, and things to do and to read. And besides that, or, in addition, we have to prepare all other things, because we have this handout. And in the handouts, for example, they say, you have to read this article, or this summary, or watch this lecture before the class and prepare it. So it was like, two, two different tasks. Also, we have to do it. And at the beginning, I was just like, doing I mean, with interactive content, I like to take notes. And then I realized that I wouldn't have had enough time to do all that. It was so much. So I was just clicking and checking and trying to get ready for the class. Because in the class, we will need it that too, and on the weekend that I have more time, so I take my notes and do the quizzes."

[Omar - Student 6_otter; Position: 16 - 16; Created by: paulavillegasverdu; 06/01/2021 18:34; Weight score: 0]

2.

"Yeah, definitely. Definitely. And, and I Oh, I am also working. I was also working at that time I am. So I was like dealing with that. And also with the work from my job. And it was crazy a little bit."

[Omar - Student 6_otter; Position: 20 - 20; Created by: paulavillegasverdu; 06/01/2021 18:35; Weight score: 0]

3.

"A time, I think for me was time because it took a lot of time. And as I told you, I was working also and dealing with these and that at the same time was was hard for me, and also getting a course in again because it was like, five years ago that I already I had already graduated from my undergraduate studies. So I was like, That's it! No, I wasn't XXX {laugh} again, it was a little hard."

[Omar - Student 6_otter; Position: 60 - 60; Created by: paulavillegasverdu; 06/01/2021 18:50; Weight score: 0]

4.

"when I saw the content, everything I just could realize on my own, that the time for the class was too short, even the weeks that we were about to study was short. So indeed, we would have to work on our own a lot more. Yeah. So I was aware of that"

[Omar - Student 6_otter; Position: 84 - 84; Created by: paulavillegasverdu; 06/01/2021 18:55; Weight score: 0]

5.

"And I think there's a lot of work to do"

[Brianna- Student 4 _otter; Position: 44 - 44; Created by: paulavillegasverdu; 06/01/2021 15:16; Weight score: 0]

11.1. Ts workload in relation to IC

11.2. Teachers' and the IC - WHY they do(n't) them

12. IC

1.

"I spent a lot of time on my self study to learn some basic, some basic information, and some basic grammar, some basic vocabulary, which is really helpful for me to participate in our lesson online lessons."

[Preston -Student 8_otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 20:01; Weight score: 0]

2.

"interactive content by ourselves, outside class, and we, we've, we have to finish the tasks in the interact content. And which will, which will connect to our lessons, tomorrow or yesterday, so we can build a really good connection, and we can have a review in four our for our learning English so yeah."

[Preston -Student 8_otter; Position: 8 - 8; Created by: paulavillegasverdu; 06/01/2021 20:02; Weight score: 0]

3.

"Um, I think it's, it's, uh, for me, they are not too much, but because I think they are really basic for us and very important. We have to learn the learn all of them. But the thing, the problem is we haven't is that we have not no enough time to finish them. So that's my, that's my view."

[Preston -Student 8_otter; Position: 16 - 16; Created by: paulavillegasverdu; 06/01/2021 20:02; Weight score: 0]

4.

"I think I'm comparatively confident in this class ehm compared with other students, because I think my personal personality is upside is active. So I want to say more. And I think in our class there are only 15 minutes in one class. If I if I can speak more, I can. Um I can earn more, it is great opportunity to speak on class."

[Beatrice - Student 1_otter; Position: 58 - 58; Created by: paulavillegasverdu; 04/01/2021 17:10; Weight score: 0]

5.

"I think he should be a little bit more."

[Michael -Student 7_otter; Position: 8 - 8; Created by: paulavillegasverdu; 06/01/2021 19:14; Weight score: 0]

6.

"I think we do have more practice. Because for Chinese students about talking and listening and writing, we all a little bit not very good. So I think we should do more practice,

Paula Vv 0

More practice? And do you think that practice should be done before the class? in the class after the class? When?

Michael 0

I think we should done before class. Because because we could take all our problems or questions to the class to ask to ask teachers."

[Michael -Student 7_otter; Position: 16 - 20; Created by: paulavillegasverdu; 06/01/2021 19:14; Weight score: 0]

7.

"I think is it is very nice and not need to change."

[Michael -Student 7_otter; Position: 61 - 61; Created by: paulavillegasverdu; 06/01/2021 19:21; Weight score: 0]

8.

"Aha, that's that's really, really good. And if you were a little bit confused about the interactive content, who did you ask?

Michael 0

Actually, I don't have much problems."

[Michael -Student 7_otter; Position: 67 - 69; Created by: paulavillegasverdu; 06/01/2021 19:24; Weight score: 0]

9.

"because I am a person who enjoy solving the problems. So I am actually I don't ask other others very much.

Paula Vv 0

Mm hmm. And how do you solve the problems like when you encounter them? What did you do?

Michael 0

A search, search on the internet. Actually."

[Michael -Student 7_otter; Position: 73 - 77; Created by: paulavillegasverdu; 06/01/2021 19:24; Weight score: 0]

10.

"We have some web some websited to search, search informations, I think, understand this, this knowledge by ourselves can help us to, how to day that, build a structure of learning. Okay?"

[Michael -Student 7_otter; Position: 85 - 85; Created by: paulavillegasverdu; 06/01/2021 19:24; Weight score: 0]

11.

"I think I have enough time to do them. I think it's actually just some students may have other courses or they have to finish their essays. So, maybe they don't have enough time and I as for me, actually, I'm working so I don't have much, much things to do. So maybe I have more time for these lessons."

[Michael -Student 7_otter; Position: 113 - 113; Created by: paulavillegasverdu; 06/01/2021 19:27; Weight score: 0]

12.

"Mm hmm. So you've mentioned that you like speaking in class and did you feel more confident to speak in class cuz you did the interactive task? or not really any difference?"

Michael 0

I think not have, don't have much difference. Maybe, hmmm I think for Chinese students, maybe we should be more confidence to talk. Because, if you don't talk, your speaking will not improve. Yeah."

[Michael -Student 7_otter; Position: 139 - 141; Created by: paulavillegasverdu; 06/01/2021 19:42; Weight score: 0]

13.

"Yeah, approach, like, for example, interactive learning that it was very simple detail. Clear to understand that I like it very much that"

[Omar - Student 6_otter; Position: 8 - 8; Created by: paulavillegasverdu; 06/01/2021 18:30; Weight score: 0]

14.

"Well, I think a little bit of both. But the first one is that there was so much homework, a lot of tasks, I think, because interactive content, there were so many exercises, and things to do and to read. And besides that, or, in addition, we have to prepare all other things, because we have this handout. And in the handouts, for example, they say, you have to read this article, or this summary, or watch this lecture before the class and prepare it. So it was like, two, two different tasks. Also, we have to do it. And at the beginning, I was just like, doing I mean, with interactive content, I like to take notes. And then I realized that I wouldn't have had enough time to do all that. It was so much. So I was just clicking and checking and trying to to get ready for the class. Because in the class, we will need it that too, and on the weekend that I have more time, so I take my notes and do the quizzes."

[Omar - Student 6_otter; Position: 16 - 16; Created by: paulavillegasverdu; 06/01/2021 18:34; Weight score: 0]

15.

"Um, well, I just tried to search on my own. And for example, it was just to read again and read again until I find the answer. Even though we have the opportunity, you know, to send emails to the teacher I don't know, it wasn't kind of quicker, just try to solve on our own. And in that way, a lot of autonomy, I think it was encouraged. And that's a very good thing. I guess."

[Omar - Student 6_otter; Position: 28 - 28; Created by: paulavillegasverdu; 06/01/2021 18:35; Weight score: 0]

16.

"that we get to know the others opinions. But there's still many times we run out of time, we were kind of rushing a little bit. And also because we were not XXX, or the task we were asked during the live sessions, were a little complex, or we didn't have kind of the level. So we, we had to think a lot. and sometimes we were just XXX time. Yeah, it was a little difficult."

[Omar - Student 6_otter; Position: 36 - 36; Created by: paulavillegasverdu; 06/01/2021 18:36; Weight score: 0]

17.

"that preparing for talking. Um, well, I think it's more like a process individually, you know, because we have to talk, for example, about the lecture and we have to take notes, we were already taught how to take notes, the different methods. And when we were about to talk. Yeah, I think that that was that was not because we all have things to talk, unless we wouldn't have done the task, but generally, everybody did the task. I think it helped a lot to get ready for, for talking. And it wasn't XXX"

[Omar - Student 6_otter; Position: 48 - 48; Created by: paulavillegasverdu; 06/01/2021 18:41; Weight score: 0]

18.

"It was pretty much all the things from the interactive content, and the experience itself of writing academically, we've got so much different and feedback from the teacher"

[Omar - Student 6_otter; Position: 96 - 96; Created by: paulavillegasverdu; 06/01/2021 19:01; Weight score: 0]

19.

"Yeah, I like it. Actually, I learned the new forms knowledge and many, many. Most of them, I think is about about ehm academic writing. I didn't know how to write ehm an essay before, now I know how to write the essay."

[Rebecca - Student 5_otter; Position: 28 - 28; Created by: paulavillegasverdu; 06/01/2021 17:51; Weight score: 0]

20.

"Oh, well, I feel it's not difficult to do this. But But I XXX a little time consuming when we do the task of word lists"

[Rebecca - Student 5_otter; Position: 36 - 36; Created by: paulavillegasverdu; 06/01/2021 17:52; Weight score: 0]

21.

",word lists that is time consuming. Others I think it's not difficult to do this."

[Rebecca - Student 5_otter; Position: 40 - 40; Created by: paulavillegasverdu; 06/01/2021 17:53; Weight score: 0]

22.

"{laugh} I think all of them are useful but sometimes I feel a little tired and bored. Yes. Like the word list. I don't like it"

[Rebecca - Student 5_otter; Position: 44 - 44; Created by: paulavillegasverdu; 06/01/2021 17:53; Weight score: 0]

23.

"Mm hmm. And did you feel more confident to talk in the sessions after doing the interactive content or no difference?"

Rebecca 0

I don't understand this question.

Paula Vv 0

Oh, that's alright. So because the interactive content prepares you for the session. When you did they interactive content, did you feel more confident? Like, yes, I know what I'm doing. Or not really. It didn't make any difference.

Rebecca 0

Of course {laugh}"

[Rebecca - Student 5_otter; Position: 66 - 72; Created by: paulavillegasverdu; 06/01/2021 17:56; Weight score: 0]

24.

"Yeah. Some simple things like words I don't know, the meaning. Oh, I don't understand the sentence. Meaning I found the arrow, yes, in the Interactive content I, I'm confused and I talked to my teacher. And she said is the arrow and I'm right,"

[Rebecca - Student 5_otter; Position: 84 - 84; Created by: paulavillegasverdu; 06/01/2021 17:58; Weight score: 0]

25.

"Yes, I I think that is very good part. I can learn some knowledge before I have a online classes. But if sometimes, maybe that some task didn't the mark or don't have need to correct some some question you should answer but it didn't ask you to correct so sometimes I don't have enough time. I am hurry to, hurry to do another thing. I would just scan and choose random. And sometimes I think I was not so serious about the question and the that didn't have very good ehm didn't work very well for me"

[Brianna- Student 4 _otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 14:58; Weight score: 0]

26.

"But I think if somebody, if somebody do all the question, will receive a raise and they just the reader or the thing, they could learn a lot than me. So I think that problem to problem XXX my needs."

[Brianna- Student 4 _otter; Position: 8 - 8; Created by: paulavillegasverdu; 06/01/2021 15:06; Weight score: 0]

27.

"yeah so sometimes if you do the didn't understand what you are going to study you will harsh to understand your teacher sometimes because some was so, so unfamiliar with me. I didn't know them. And if I have IC class before, I would have known I would have known oh was the word means like if, if it shows on IC some words like plagiarism and the teacher said, You can't plagiarism. I wouldn't know. Yeah, plagiarism means cheating, but if I didn't have IC I would never know. What does the teacher mean? Sometimes teacher would know you didn't understand the words but not all the words he would like type on the chat chat box. Only some word like plagiarism is very important to understand him, he would type but the all the time some some words would not be that explained. So some word like subject or object or the adjective."

[Brianna- Student 4 _otter; Position: 16 - 16; Created by: paulavillegasverdu; 06/01/2021 15:10; Weight score: 0]

28.

"ou should know this, but you just didn't know it before. So So so maybe that was helpful if you have IC animation. Oh subject, object, verb. Exactly."

[Brianna- Student 4 _otter; Position: 20 - 20; Created by: paulavillegasverdu; 06/01/2021 15:12; Weight score: 0]

29.

"And I really learned a lot from from it. But just I, I know I will read loads. Read all the knowledge. But sometimes I will roughly made a decision about the same questions without so"

[Brianna- Student 4 _otter; Position: 36 - 36; Created by: paulavillegasverdu; 06/01/2021 15:12; Weight score: 0]

30.

"yes, because we didn't, it didnt... how to say? when the result didn't very important. So I I will just didn't pay so much attention."

[Brianna- Student 4 _otter; Position: 40 - 40; Created by: paulavillegasverdu; 06/01/2021 15:12; Weight score: 0]

31.

"Oh, yes, I need to read a lot of article find some point and support by support my opinion. And I think there's a lot of work to do. And I'm enjoying and participate in the six week preession course. So I guess we really have slow uhm short time to prepare all the things like I basically have five days to finish my draft. And I need to read aboutI think I have 50 or 60 article in my, my preference list. So I basically read 50 or 60, but a mine... I'm not a native speaker of English. So that quite difficult for me. And at the time, or the IC was like, Oh, I, I just want to finish it as quick as possible before the live class at that time, but when I submitted my draft and submit my presentation, oh, yes presentation, because I'm not native speaker. So I need to remember a some like words song is hard, harder than the native speaker to prepare a presentation and I will re record it again and again and again, because sometimes I just didn't feel it was perfect or it was enough. So I will redo it again again. So that's, that's spending A lot of my time and yes so during the weeks three to the week five I really didn't pay much attention on my IC but in the first two week and the week five, the late of week five and week six I...I really do a lot of I really have a lot of time to do my IC and I think they're really helpful but I was so like ehm regret I did th"

[Brianna- Student 4 _otter; Position: 44 - 44; Created by: paulavillegasverdu; 06/01/2021 15:17; Weight score: 0]

32.

"Yes. In all time, we didn't have some sound or some, some cute thing or some pictures, just Yes, the picture is quite a lot, but only the cute cartoon person, but I prefer a lot of video something. And I can XXX it as it's just my personal personal ideas. I like to I like to watch some video rather than read some words. But I could not, because some interactive course is about the academic thing, so maybe have more with you. But yes, just my opinion I like it is maybe it could be cute cartoon I don't know."

[Brianna- Student 4 _otter; Position: 88 - 88; Created by: paulavillegasverdu; 06/01/2021 17:22; Weight score: 0]

33.

"Yes, I think that will be helpful but I but I don't know if if that's possible because the live class the live class is speaking. It beginning through the all the week, so maybe sometimes you reduce the the interactive class costs sometimes you would no that efficiency for the live class, so that might be the problem, but I think some home part could be like XXX in the first two week or the last two week, like the first week, we didnt have so much tasks to do and we didn't have so much homework to do. So I think the first the first week should have a lot have more interactive content."

[Brianna- Student 4 _otter; Position: 92 - 92; Created by: paulavillegasverdu; 06/01/2021 17:24; Weight score: 0]

34.

"aha, so when you went to the live lessons, were you okay to participate, or were you a bit more like, Oh, don't ask me things. How did you feel?"

Brianna 0

Yes, yes. I will yes, I will more hesitate with all the Question teacher ask. Sometimes they ask some question I will hesitate wether to answer should be this or not. Or that I think I have read. I know I know but I just didn't know sure about it. So so quiet...quiet. Others only happen in the week three, I guess week three over four and was so busy"

[Brianna- Student 4 _otter; Position: 118 - 120; Created by: paulavillegasverdu; 06/01/2021 17:27; Weight score: 0]

35.

"week and just the one and another time. I think it's okay. Because I'm a not not that busy and I have time to go through it and not just click next next next XXX. It's worth thinking five or 10 minutes. Maybe is a good idea is it to have a time timer when you complete not shorter than five minutes or 10 minutes because, you know, for those content that you can't finish in that short time, like five minutes because the IC always says maybe spent you 20 or 30 minutes, but you just do it in five minutes or 10 minutes. So that means you didn't really do all the text right. So so maybe that's, that's, that's a good idea."

[Brianna- Student 4 _otter; Position: 124 - 124; Created by: paulavillegasverdu; 06/01/2021 17:28; Weight score: 0]

36.

"Oh, I don't know. I don't think so, but I think everybody knows theit their time because I think I want to know because I didn't see there was a timer in IC but I think everybody have their feelings"

[Brianna- Student 4 _otter; Position: 128 - 128; Created by: paulavillegasverdu; 06/01/2021 17:30; Weight score: 0]

37.

"when you just do the quick scan the whole IC you should know you didn't get much information you should get so at that time usually I will feel I will feel bad I feel

sometimes I was ashamed about the whole thing but I just don't have enough time so so maybe the choice wether I chose the external writing read the more articles or I do the IC, maybe sometimes the IC. No, that's important and I will just give you a bit so I feel nervous, I feel guilty about this but just I have no choice."

[Brianna- Student 4 _otter; Position: 132 - 132; Created by: paulavillegasverdu; 06/01/2021 17:31; Weight score: 0]

38.

"and yeah, and I think I can follow the structure the structure of the classroom and I can prepare for the for the online classroom but sometimes there is some some overlaps. informations.

Paula Vv 0

Yeah

Rhonda 0

between the yeah between the flipped classroom and the online."

[Rhonda - Student 3_otter; Position: 62 - 66; Created by: paulavillegasverdu; 05/01/2021 18:21; Weight score: 0]

39.

"Rhonda

I can revise this, the knowledge.

Yes.

Rhonda 0

But I want more some something more difficult."

[Rhonda - Student 3_otter; Position: 69 - 73; Created by: paulavillegasverdu; 05/01/2021 18:21; Weight score: 0]

40.

"And I know them. Yeah, I really love the structure of your of the of the lessons. Yeah, I really enjoyed this. And, and some things I didn't learn before so I am very interested in the information and I I find myself very happy to follow the introductions."

[Rhonda - Student 3_otter; Position: 117 - 117; Created by: paulavillegasverdu; 05/01/2021 18:36; Weight score: 0]

41.

"Oh, well, I think some of them are too easy for people who decided to study aboard and oh, but most of them it's very useful."

[Marla - Student 2_otter; Position: 8 - 8; Created by: paulavillegasverdu; 05/01/2021 16:28; Weight score: 0]

42.

"I think it's very useful to know what we're going to learn or what we already learned and the just eh strong our memory."

[Marla - Student 2_otter; Position: 12 - 12; Created by: paulavillegasverdu; 05/01/2021 16:31; Weight score: 0]

43.

"All right, and do you think the interact interactive task help you do well in class or no difference?"

Marla 0

I think it helped ehm not as much as as the teacher say, they say that the task will help a lot but not {laugh}

Paula Vv 0

{laugh}

Marla 0

Yeah, I'm totally honest

Paula Vv 0

I love it that you're totally honest. Yeah, I totally agree with you. Yeah.

Marla 0

But, but but it helped, especially with the weekly quizz I think the quizz is a good idea because a lots of students don't look back about what they learned. But the quiz can bring up our memory and, and make us to understand the same that teacher taught us more, more, I mean, it's better {laugh}"

[Marla - Student 2_otter; Position: 82 - 92; Created by: paulavillegasverdu; 05/01/2021 18:02; Weight score: 0]

12.1. S's Engagement With the IC Tasks

1.

"There's one thing I want to mention about it that I can saw I can saw that some students in my class they didn't do well in their after class lessons, such as reading the given articles and such as to to make the preparations for this class. Yeah. And they did not do, did not do well in that. They can also stand the class and they took took an offer, agreed, you know, so I think for people they don't they come to XXX, they can't have the great motivation to have the pass. It's not a very good way for them to learning language an other lessons because, you know, you know, you can't have maybe censorship to their efforts on the lessons is not so good for those students for the little, for the little ones, yes."

[Beatrice - Student 1_otter; Position: 25 - 25; Created by: paulavillegasverdu; 04/01/2021 16:47; Weight score: 0]

2.

"But if sometimes, maybe that some task didn't the mark or don't have need to correct some some some question you should answer but it didn't ask you to correct so

sometimes I don't have enough time. I am hurry to, hurry to do another thing. I would just scan and choose random. And sometimes I think I was not so serious about the question and the that didn't have very good ehm didn't work very well for me."

[Brianna- Student 4 _otter; Position: 4 - 4; Created by: paulavillegasverdu; 06/01/2021 14:58; Weight score: 0]

3.

"Yes, because in the week three, four or five, we have a lot of work like the extended writing work and the presentation work. So I need to do those work. I think that will mark the final result of my precession course. So I put more my attention on those tasks. So maybe I understand. I see what's important, but not that important compared with those tasks. So sometimes I feel I can't finish my extending writing plan is extending writing draft. I will I would hurry to finish all the IC and to do some work on the those tasks so so that may be the problem"

[Brianna- Student 4 _otter; Position: 12 - 12; Created by: paulavillegasverdu; 06/01/2021 15:07; Weight score: 0]

4.

"Brianna 0

Yes, I was curious about the content because this always have some new thing. Come in. Come out the interactive class I didn't know before but I read the interactive class I know it. So, I think it's very... and another thing is I should it is there there is a checklist and I would like to see all the class was marked the like yes complete. If there is no you didn't complete and this have a sign sign and I was I will feel no no i i should com, completed and have complete the mark. So, so that's the part, part of Yes. Firstly, because I'm interesting in the context. The second is I can't see the yeah, you did it! You didn't completed it and I will feel so awful I would like to see all is a completed, but that's my motivation."

[Brianna- Student 4 _otter; Position: 95 - 96; Created by: paulavillegasverdu; 06/01/2021 17:25; Weight score: 0]

5.

"because I have noticed that some of my classmates my teammates would do the IC pre..very very early. Like if the IC was like for the two first day he would done it in Monday on Monday or Tuesday, and when it come to Thursday, he would sometimes he didn't remember what day it is and maybe He thought I already completed it and I didn't to re re watch it. So that was the problem. But I was the guy who will do the Thursday task on Wednesday night, something just a very short time for me. Between the live class and IC but sometimes I met, I mentioned that my classmates sometimes just forgot about the content. And I think that was not efficient for them because they always ask, oh, what is it what is that? At? It is have been mentioned in the ICs. So, you watch it or didn't you? He said, Oh, I did it on Monday or Tuesday. There is so long time I didn't really remember I think that was a bad idea."

[Brianna- Student 4 _otter; Position: 104 - 104; Created by: paulavillegasverdu; 06/01/2021 17:27; Weight score: 0]

6.

"Brianna 0

Yeah, I will. I will do it but I was very quick.

Paula Vv 0

So so...

Brianna 0

click the button"

[Brianna- Student 4 _otter; Position: 111 - 116; Created by: paulavillegasverdu; 06/01/2021 17:27; Weight score: 0]

7.

"Sometimes is the fill in the blank space and maybe choose from four options, like is not very dificult. It is not difficult for me to learn this,"

[Rhonda - Student 3_otter; Position: 58 - 58; Created by: paulavillegasverdu; 05/01/2021 18:21; Weight score: 0]

8.

"But I have to know this. I have to, I think I have to know this. So I can behave well in the classroom"

[Rhonda - Student 3_otter; Position: 109 - 109; Created by: paulavillegasverdu; 05/01/2021 18:36; Weight score: 0]

9.

"Yeah, first I enjoy doing them because although I have learned English for many years But I don't I have been learning how to write the academic writings before."

[Rhonda - Student 3_otter; Position: 113 - 113; Created by: paulavillegasverdu; 05/01/2021 18:36; Weight score: 0]

12.2. Monitoring of the IC

1.

"I should it is there there is a checklist and I would like to see all the class was marked the like yes complete"

[Brianna- Student 4 _otter; Position: 96 - 96; Created by: paulavillegasverdu; 06/01/2021 17:24; Weight score: 0]

13. Motivation

1.

"they can't have the great motivation to have the pass"

[Beatrice - Student 1_otter; Position: 25 - 25; Created by: paulavillegasverdu; 04/01/2021 16:48; Weight score: 0]

2.

"I think doing class doing this content will help us to understand to follow the teacher more easily. And I think during doing these tasks, it will help us to, how to say that, to learn English and it is very good for self improvement, improvement, improvement, self improvement."

[Michael - Student 7_otter; Position: 65 - 65; Created by: paulavillegasverdu; 06/01/2021 19:22; Weight score: 0]

3.

"And besides I like very much what I'm studying. So that was kind of my biggest motivation, I guess. Yeah, just Yeah."

[Omar - Student 6_otter; Position: 64 - 64; Created by: paulavillegasverdu; 06/01/2021 18:50; Weight score: 0]

4.

"Ah I felt that so much {laugh} so many times, I think that the XXX that I really want to get into the university, because it was the requirement that I need to XXX it, and that I have to do it. And at the beginning, I didn't thought, I didn't think it would be that hard. You know, I was like, it's an English course. I'm also teach English, and I like English. So I didn't think that it would be so much oriented, for example, for preparing for the Master's Course, you know, how to write essays how to read articles, and it was harder than expected. And and yes, sometimes I was, so I had so much homework, that I thought I wouldn't have enough time to do all the things and, and many times I question myself, like, why am I doing this? I mean, I'm actually working, and I'm fine here. And then it was like, there's no coming back. I chose this and I have to finish it no matter what. And but at the end, it will be just fine or great."

[Omar - Student 6_otter; Position: 68 - 68; Created by: paulavillegasverdu; 06/01/2021 18:51; Weight score: 0]

5.

"But it was just my motivation to study the get accepted."

[Omar - Student 6_otter; Position: 72 - 72; Created by: paulavillegasverdu; 06/01/2021 18:52; Weight score: 0]

6.

"really want to get the first class degree and I want to learn mostly in England. So I think I have to prepare my my skills My English vocal or academic writing this kind of still to, to to get get get through in my master's degree."

[Marla - Student 2_otter; Position: 80 - 80; Created by: paulavillegasverdu; 05/01/2021 18:02; Weight score: 0]

13.1. Students' Motivation to Do the IC

1.

"journalists in the future, especially our journalists, journalists to go around the world to report something out of our country. So I need to get a very, very good feel of the English, especially the Spoken English I want to speak very well but you know, during our during my during my growing XXX I can pass exams but I can't speak with the other foreigners so so I'm really bad in my spoken English"

[Beatrice - Student 1_otter; Position: 33 - 33; Created by: paulavillegasverdu; 04/01/2021 16:57; Weight score: 0]

2.

"Okay, firstly, Huh, maybe good habits {laughs}"

[Rebecca - Student 5_otter; Position: 112 - 112; Created by: paulavillegasverdu; 06/01/2021 18:01; Weight score: 0]

3.

"Rebecca 0

Yeah, I must ensure I have made enough preparation before I joined the online course. And secondly, I like English so I am interesting in the interactive task. Mm hmm. I think it's helpful and helpful for improving my English ability and self study ability."

[Rebecca - Student 5_otter; Position: 115 - 116; Created by: paulavillegasverdu; 06/01/2021 18:01; Weight score: 0]

4.

"will I complete it? I completed all of it. And every task I completed before the class because I want to prepare, I think, and Chinese students have this habit, some habit about preparing everything. I think it's very useful to know what we're going to learn or what we already learned and the just eh strong our memory."

[Marla - Student 2_otter; Position: 12 - 12; Created by: paulavillegasverdu; 05/01/2021 16:28; Weight score: 0]

5.

"Um, first of all, I think it is a big move for our family to support me to learn aboard. And to be honest, it is a huge move. A lot of effort, and I don't want to disappoint my parents, but most of all, I think I did it for myself"

[Marla - Student 2_otter; Position: 72 - 72; Created by: paulavillegasverdu; 05/01/2021 18:01; Weight score: 0]

6.

"yeah, I am really looking forward to studying in Sheffield and the major I applicate is my, it's my favorite subject."

[Marla - Student 2_otter; Position: 76 - 76; Created by: paulavillegasverdu; 05/01/2021 18:01; Weight score: 0]

13.2. T's Autonomy and Creativity in Relation to Course and Materials

No coded segments for this data set.

13.3. Students' Autonomy

1.

"Maybe some day, some of them haven't had no self-control, and they can cannot arrange their time very well, so they can it's ehm, it's a serious problem, if we cannot if you cannot finish the assessment assignments before the class, we will we will not understand what what the class will be."

[Preston -Student 8_otter; Position: 60 - 60; Created by: paulavillegasverdu; 06/01/2021 20:17; Weight score: 0]

2.

"because I am a person who enjoy solving the problems. So I am actually I don't ask other others very much."

[Michael -Student 7_otter; Position: 73 - 73; Created by: paulavillegasverdu; 06/01/2021 19:24; Weight score: 0]

3.

"We have some web some websited to search, search informations, I think, understand this, this knowledge by ourselves can help us to, how to day that, build a structure of learning. Okay?"

[Michael -Student 7_otter; Position: 85 - 85; Created by: paulavillegasverdu; 06/01/2021 19:24; Weight score: 0]

4.

"we have this misconception maybe that everything has to be learned in the classroom or not. For example, I am also a teacher. And we think that if the student doesn't learn in the classroom, so the student will not learn it outside of the class. So this, this changed a lot of my perspective, and it was a total different experience"

[Omar - Student 6_otter; Position: 56 - 56; Created by: paulavillegasverdu; 06/01/2021 18:49; Weight score: 0]

5.

"when I saw the content, everything I just could realize on my own, that the time for the class was too short, even the weeks that we were about to study was short. So indeed, we would have to work on our own a lot more. Yeah. So I was aware of that"

[Omar - Student 6_otter; Position: 84 - 84; Created by: paulavillegasverdu; 06/01/2021 18:55; Weight score: 0]

6.

"I have do some research, but is not directed by the teachers is just"

[Rhonda - Student 3_otter; Position: 101 - 101; Created by: paulavillegasverdu; 05/01/2021 18:36; Weight score: 0]

13.4. Instrumental Motivation

1.

"I have to prepare my my skills My English vocal or academic writing this kind of still to, to to get get get through in my master's degree."

[Marla - Student 2_otter; Position: 80 - 80; Created by: paulavillegasverdu; 05/01/2021 18:02; Weight score: 0]

14. MAGENTA: Who are the Students

1.

"I'm, I'm, I cannot say I'm very inde, I'm very impat, I am very independence learner because I just I just want I just like saving my time and forbid some unnecessary things."

[Preston -Student 8_otter; Position: 48 - 48; Created by: paulavillegasverdu; 06/01/2021 20:09; Weight score: 0]

2.

"You know, Chinese student like homework."

[Michael -Student 7_otter; Position: 12 - 12; Created by: paulavillegasverdu; 06/01/2021 19:14; Weight score: 0]

3.

"Because for Chinese students about talking and listening and writing, we all a little bit not very good. So I think we should do more practice,"

[Michael -Student 7_otter; Position: 16 - 16; Created by: paulavillegasverdu; 06/01/2021 19:20; Weight score: 0]

4.

"because I am a person who enjoy solving the problems. So I am actually I don't ask other others very much."

[Michael -Student 7_otter; Position: 73 - 73; Created by: paulavillegasverdu; 06/01/2021 19:24; Weight score: 0]

5.

"so our talking is not very good for our Chinese students."

[Michael -Student 7_otter; Position: 125 - 125; Created by: paulavillegasverdu; 06/01/2021 19:28; Weight score: 0]

6.

"And, and I think that this course is it's very good for us to learn how to self learning for Chinese students actually, for XXX, for many of us are just absorbed the knowledge from the teacher Actually, we don't have many much self learning ability. So I think is very different thing for us."

[Michael -Student 7_otter; Position: 133 - 133; Created by: paulavillegasverdu; 06/01/2021 19:29; Weight score: 0]

7.

"Maybe, hmmm I think for Chinese students, maybe we should be more confidence to tal"

[Michael -Student 7_otter; Position: 141 - 141; Created by: paulavillegasverdu; 06/01/2021 19:42; Weight score: 0]

8.

"Yeah, I think group work is like for Chinese students we talk about talk with the Chinese students. We will we will not be nervous just a little bit relax."

[Michael -Student 7_otter; Position: 161 - 161; Created by: paulavillegasverdu; 06/01/2021 19:43; Weight score: 0]

9.

"but it is very good for this type of students"

[Omar - Student 6_otter; Position: 104 - 104; Created by: paulavillegasverdu; 06/01/2021 19:03; Weight score: 0]

10.

"Okay. Did you usually do the interactive contents before the class or not always?"

Rebecca 0

Yes, always. I am a good student!"

[Rebecca - Student 5_otter; Position: 30 - 32; Created by: paulavillegasverdu; 06/01/2021 17:52; Weight score: 0]

11.

"I was so like ehm regret I did this"

[Brianna- Student 4 _otter; Position: 44 - 44; Created by: paulavillegasverdu; 06/01/2021 15:18; Weight score: 0]

12.

"Firstly, because I'm interesting in the context. The second is I can't see the yeah, you did it! You didn't completed it and I will feel so awful I would like to see all is a completed, but that's my motivation."

[Brianna- Student 4 _otter; Position: 96 - 96; Created by: paulavillegasverdu; 06/01/2021 17:24; Weight score: 0]

13.

"No, that's important and I will just give you a bit so I feel nervous, I feel guilty about this but just I have no choice."

[Brianna- Student 4 _otter; Position: 132 - 132; Created by: paulavillegasverdu; 06/01/2021 17:31; Weight score: 0]

14.

"I think, and Chinese students have this habit, some habit about preparing everything"

[Marla - Student 2_otter; Position: 12 - 12; Created by: paulavillegasverdu; 05/01/2021 16:29; Weight score: 0]

15.

"and do you want to know my my final mark?"

[Marla - Student 2_otter; Position: 213 - 213; Created by: paulavillegasverdu; 05/01/2021 18:15; Weight score: 0]

16.

"I think they helped a lot and our group not now we all like, like we know each other for years."

[Marla - Student 2_otter; Position: 225 - 225; Created by: paulavillegasverdu; 06/01/2021 17:34; Weight score: 0]

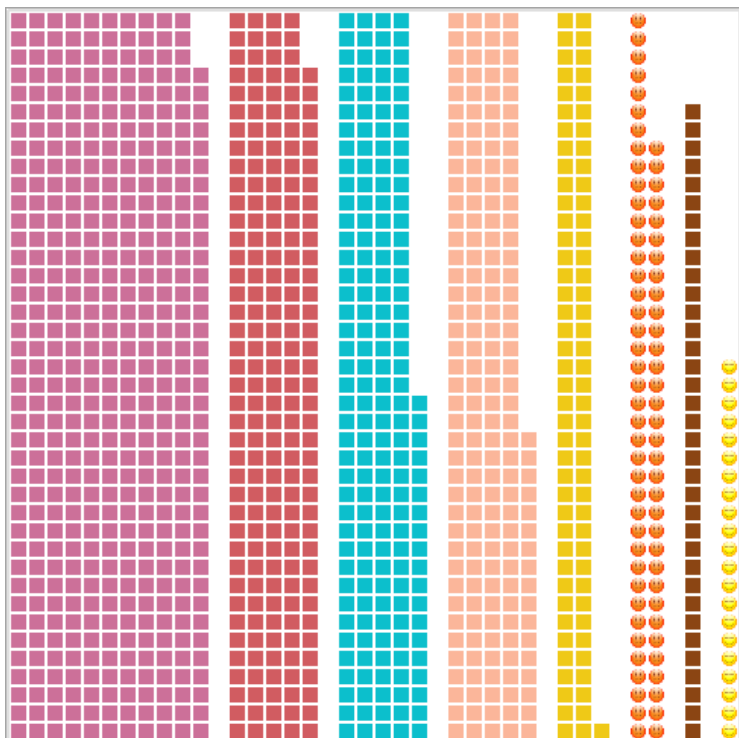
3. Students - Code Matrix

Coded segments for each theme in each interview can be seen above. MAXQDA was used to code and obtain the matrix below.

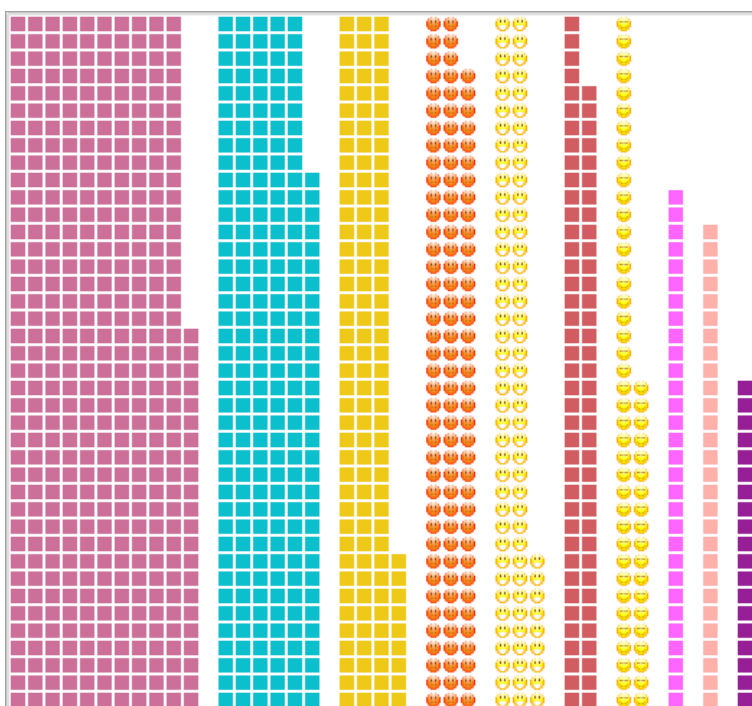
Code System	Preston ...	Beatrice ...	Michael ...	Omar -...	Rebecca ...	Brianna- ...	Rhonda ...	Marla ...	SUM
Flipped Learning									0
FL									0
T's perceptions of S's engagem									0
FL in practice	5	2	9	8	7	2	2	6	41
Suitability of the method based									0
Conceptualising FL	2		1	4	1	2	6		16
BLUE - random things that are t	1		3	1	8	4			17
Teacher's role									0
Assessment	1			1				1	3
Feedback	2	1	1	1	3	4	5		17
Communication									0
Feedback to researcher									0
Proud					2	2		1	5
sad/ guilty					1	1			2
pouting - negative aspects	1	3	2	2	2	4	8	4	26
smiling positive aspects - what works v	4	2	4	8	3	4	2	3	30
Time constrains	2			4	4	4		2	16
Live sessions	5	5	1	4	7	4	5	5	36
The online environment		2	2	1	2	1		3	11
input balance									0
Workload				4		1			5
Ts workload in relation to IC									0
Teachers' and the IC - WHY they d									0
IC	3	1	8	6	6	13	3	3	43
S's engagement with the IC tasks		1				5	3		9
Monitoring of IC						1			1
motivation		1	1	3				1	6
Students motivation to do the IC		1			2			3	6
T's Autonomy & Creativity in relatio									0
Students Autonomy	1		2	2			1		6
Instrumental Motivation								1	1
MAGENTA - Who are the students	1		7	1	1	3		3	16
YELLOW - Who are the teachers									0
SUM	28	19	41	50	49	55	35	36	313

4. Students – Document Portraits

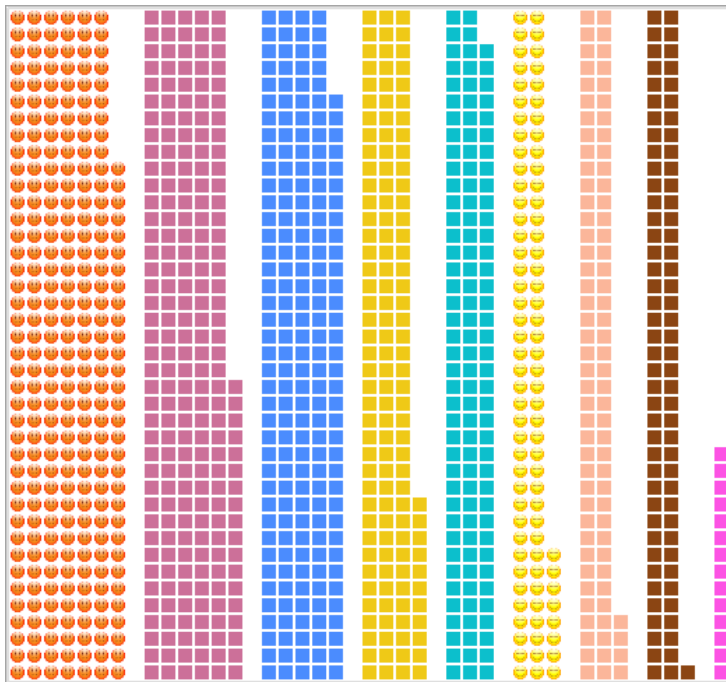
MAXQDA document portrait feature allows users to visually see the frequency of coded segments. By looking at the code matrix, it can be seen what each colour and icon represents.



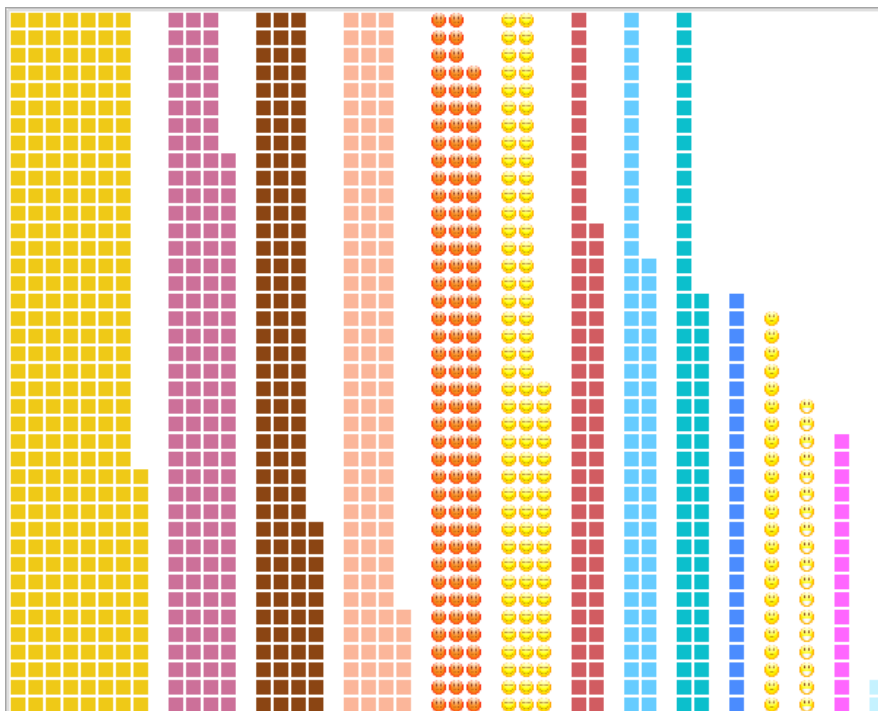
Document Portrait (MAXQDA) – Beatrice



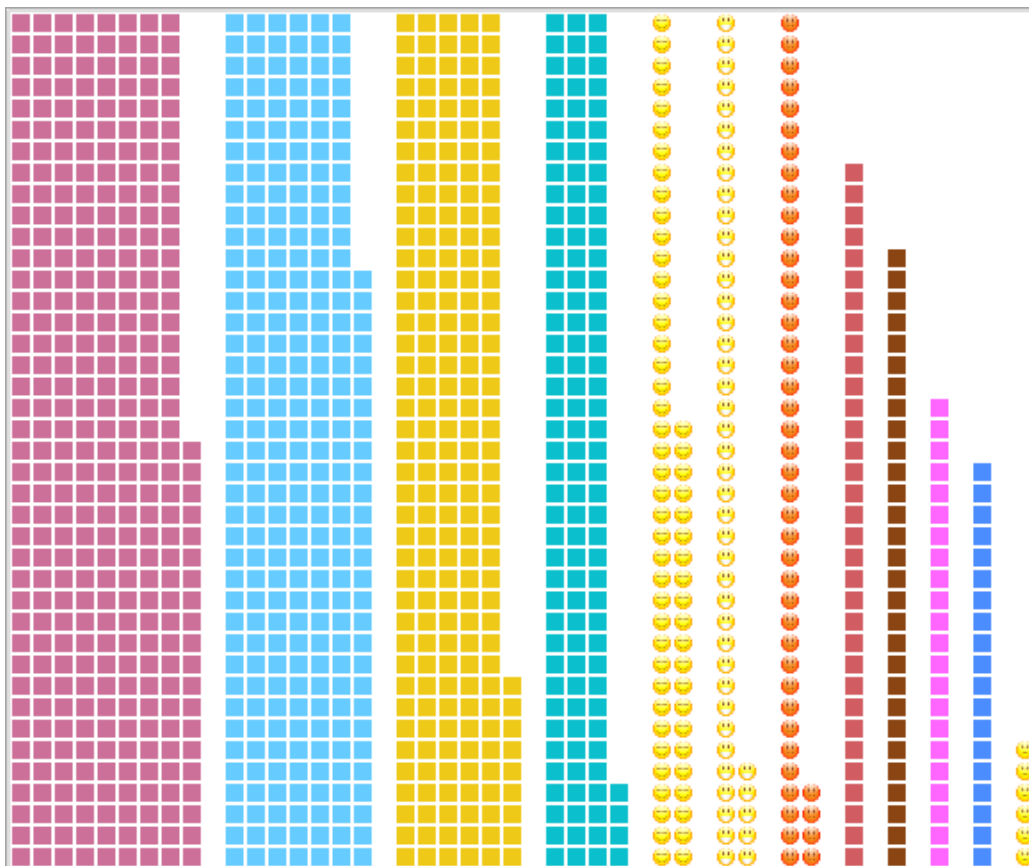
Document Portrait (MAXQDA) – Marla



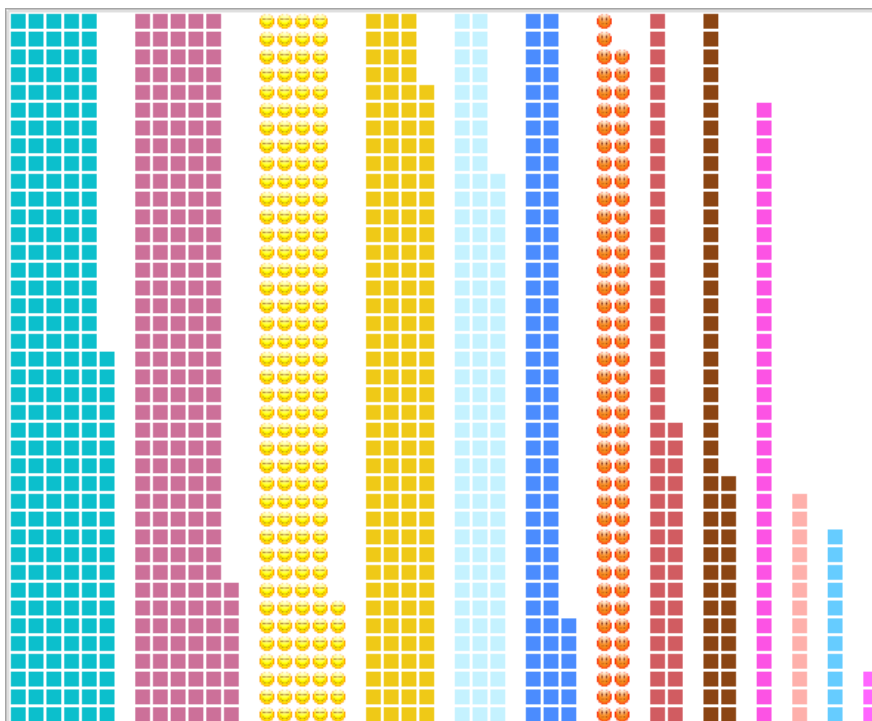
Document Portrait (MAXQDA) – Rhonda



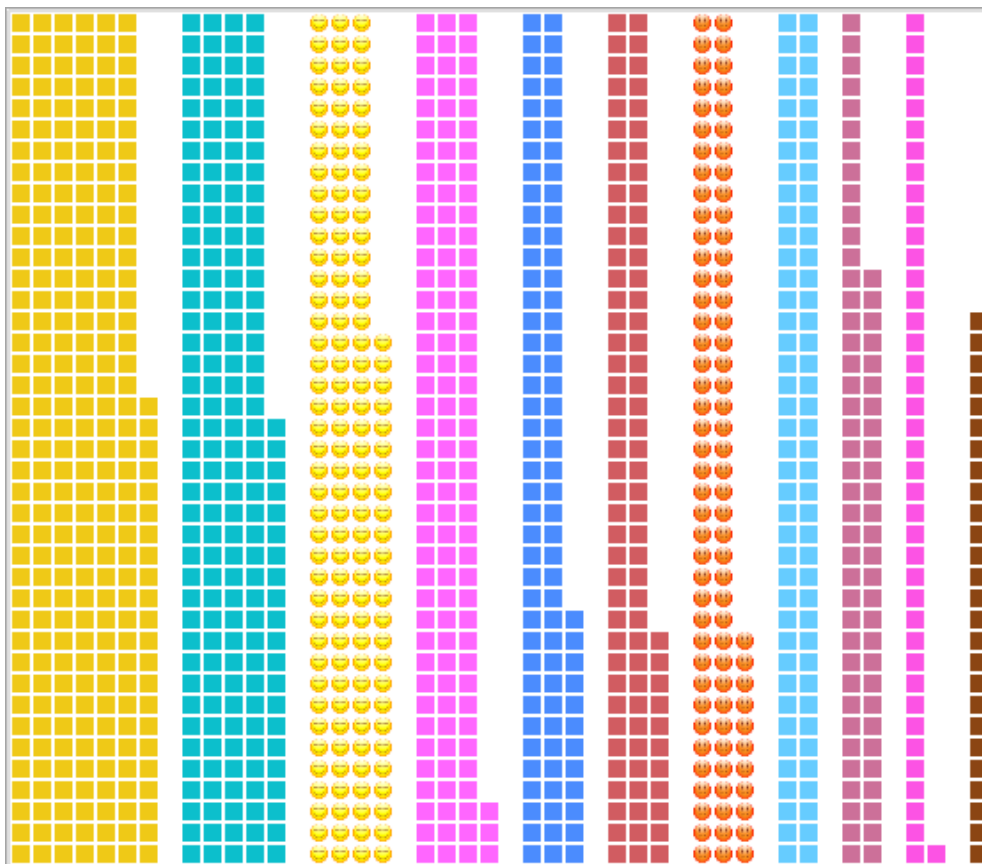
Document Portrait (MAXQDA) – Brianna



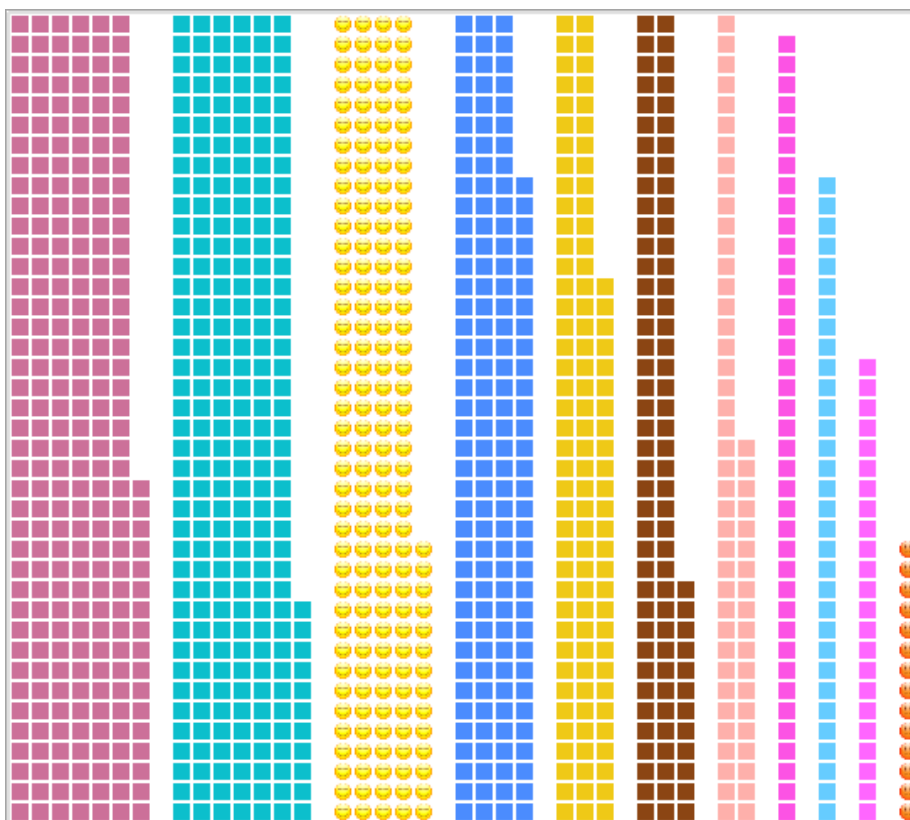
Document Portrait (MAXQDA) – Rebecca



Document Portrait (MAXQDA) – Omar



Document Portrait (MAXQDA) – Michael



Document Portrait (MAXQDA) – Preston

5. Students – Quantitative data in table form

Section 1 - Perceptions of Flipped Learning as a Method

Item	Completely Disagree		Disagree		Agree		Completely Agree		Total		Item
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent	Measure
I would take another course that uses Flipped Learning like this preessional (1)	3	3.3%	12	3.3%	49	54.4%	26	28.9%	90	100%	Continuance intention (SDT)
Compared to other courses I've taken; this course is communicative.	1	1.1%	3	3.3%	49	54.4%	37	41.1%	90	100%	perception
This course has helped me become more independent	1	1.1%	1	1.1%	53	58.9%	35	38.9%	90	100%	perception
The course as a whole was a valuable learning experience	1	1.1%	1	1.1%	45	50%	43	47.8%	90	100%	Satisfaction (SDT)
This course will help me be successful in my university programme	1	1.1%	2	2.2%	54	60%	33	36.7%	90	100%	Autonomy (SDT)
I feel lost in class and I would prefer a more traditional course	15	16.7%	51	56.7%	19	21.1%	5	5.6%	90	100%	perception
I can clearly see the link between the interactive tasks and the live sessions	1	1.1%	4	4.4%	56	62.2%	29	32.2%	90	100%	perception
I would recommend this course to my friends	1	1.1%	2	2.2%	58	64.4%	29	32.2%	90	100%	Satisfaction (SDT)

Table 105. Perceptions of FL as a Method. Adapted from (1) Sergis et al. (2018); (2) Sørrebø et al (2009); (3) Noels et al. (2000); (4) Wanner and Palmer (2015)

Section 2 - Perceptions of live sessions

Item	Completely Disagree		Disagree		Agree		Completely Agree		Total		Item
	frequency	percent	frequency	percent	frequency	Measure	frequency	percent	frequency	percent	Measure
Discussing with classmates helps me learn	-	-	9	10%	39	Continuance intention (SDT)	42	46.7	90	100%	Perception
The teacher has time to answer my questions in class	1	1.1	3	3.3	44	48.9	42	46.7	90	100%	Perception
The teacher has time to communicate with us in class	1	1.1	2	2.2	43	47.8	44	48.9	90	100%	Perception
Attending the sessions has helped improving my Academic English	1	1.1	1	1.1	46	51.1	42	46.7	90	100%	Perception

Table 106. Students' Perceptions of the Live Sessions in ISS20. Adapted from (1) Sergis et al. (2018); Sørensen et al (2009); (3) Noels et al. (2000); (4) Wanner and Palmer (2015)

Section 2 & 3 - Perceptions of IC (Pre - Session Tasks)

Item	Completely Disagree		Disagree		Agree		Completely Agree		Total		Item
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent	Measure
The interactive tasks are easy to access	1	1.1%	5	5.6%	54	60%	30	33.3%	90	100%	Perception
I understand why I need to do the interactive tasks	1	1.1%	1	1.1%	43	47.8%	45	50%	90	100%	Perception
I don't know whom to ask when I am doing the interactive tasks	24	26.7%	46	51.1 %	17	18.9%	3	3.3%	90	100%	Perception
The interactive tasks help me participate in class	1	1.1%	2	2.2%	52	57.8%	35	38.9%	90	100%	Perception
The interactive tasks help me understand the class	1	1.1%	3	3.3%	50	55.6%	36	40.0%	90	100%	Perception
There is a lot of interactive tasks and I struggle to keep up	8	8.9%	47	52.2%	25	27.8%	10	11.1%	90	100%	Perception
Completing interactive tasks has helped me improve my Academic English	1	1.1%	1	1.1%	46	51.1 %	42	46.7%	90	100%	Perception

Item	Always		Almost Always		Almost Never		Never		Total	
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent
I complete the interactive tasks...	74	82.2	15	16.7	1	1.1	-	-	90	100%

|

Which of these options represents you best?	Completely Disagree	
	frequency	percent
I have been completing the interactive tasks from the beginning of the course	81	90%
At the beginning of the course, I tried to complete <u>all of</u> the interactive tasks but at the end of the course I am not completing the interactive tasks.	4	4.4%
At the beginning of the course, I did not try to complete <u>all of</u> the interactive tasks but at the end of the course I am completing the interactive tasks.	5	5.6%
I have not been completing the interactive tasks	-	-

Item	Completely Disagree		Disagree		Agree		Completely Agree		Total		Item
	frequency	percent	frequency	percent	frequency	Measure	frequency	percent	frequency	percent	Measure
The content of the interactive tasks is relevant to my interests	1	1.1%	11	12.2%	61	67.8%	17	18.9%	90	100%	Autonomy (1)
I think the interactive tasks have information which is worth knowing	1	1.1%	1	1.1%	47	52.2%	41	45.6%	90	100%	Autonomy (1)
The content of the interactive tasks will be useful to me	1	1.1%	-	-	53	58.9%	36	40.0 %	90	100%	Autonomy (1)
When engaged with interactive tasks, I felt that they would be easy for me	2	2.2%	22	24.4%	53	58.9%	13	14.4%	90	100%	Competence (1)
As I worked on interactive tasks, I was confident that I could learn the content	1	1.1%	1	1.1%	64	71.1%	24	26.7%	90	100%	Competence (1)
After working on interactive tasks for a while, I was confident that I would be able to pass a test on it	1	1.1%	13	14.4%	46	51.1%	30	33.3%	90	100%	Competence (1)
The good organisation of the material in the interactive tasks makes me confident that I would learn this material	1	1.1%	1	1.1%	59	65.6%	29	32.2%	90	100%	Competence (1)

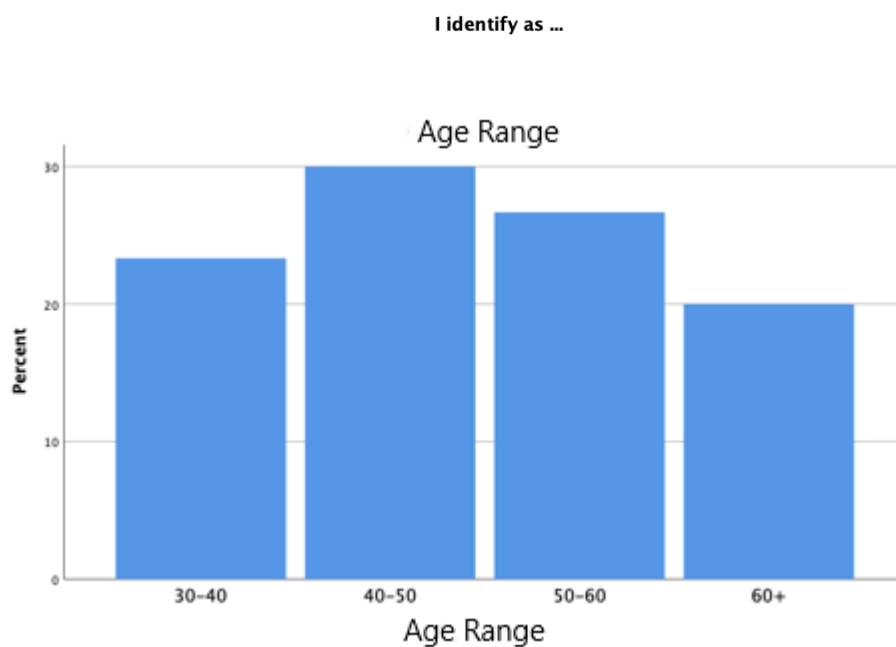
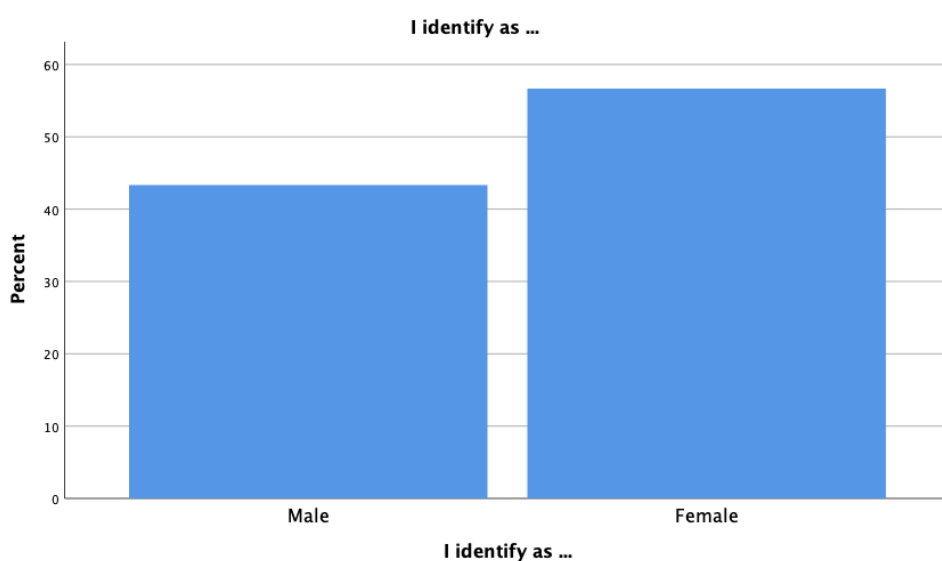
Table 107. Students' Perceptions of the IC in 20, Adapted from (1) Sergis et al. (2018); Sørenbø et al (2009); (3) Noels et al. (2000); (4) Wanner and Palmer (2015)

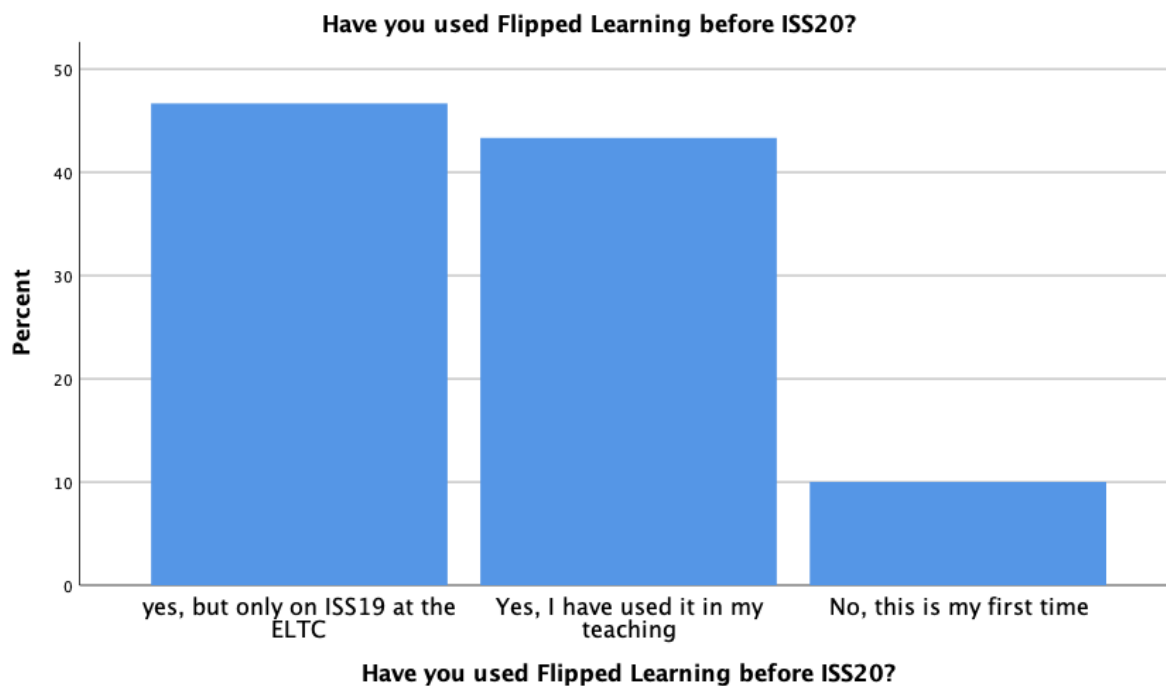
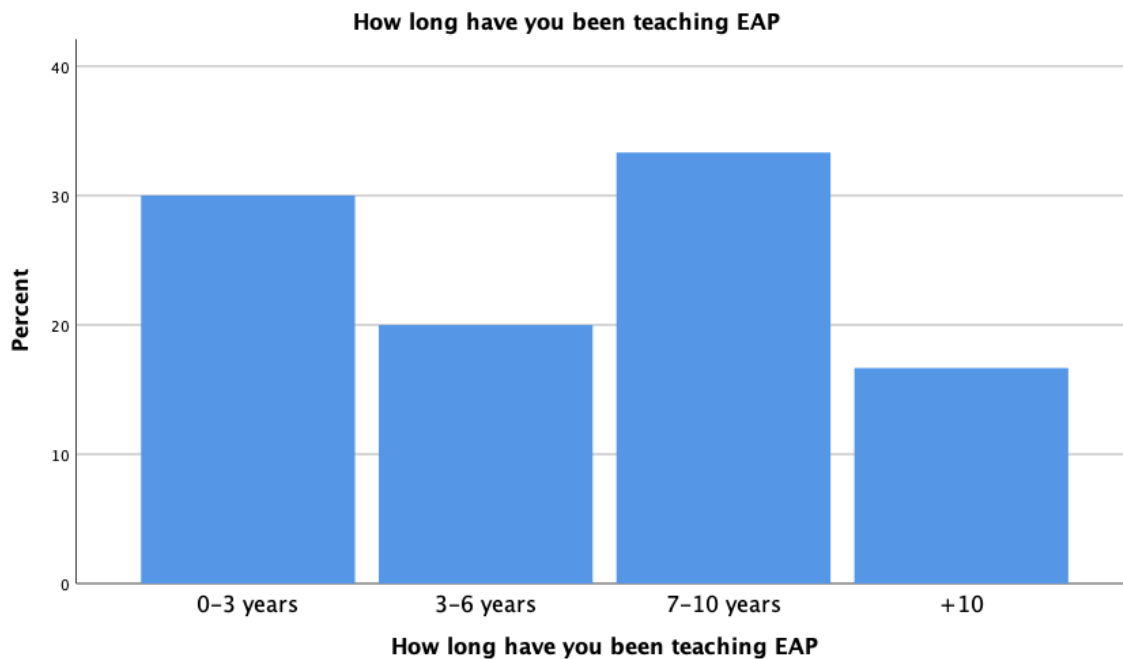
Appendix IX

This appendix shows the demographic information collected from the teachers' questionnaire. This appendix also includes quotes and the code matrix with numeric values followed by the document portraits, obtained with MAXQDA, for this data set.

1. Demographic information

The following graphs present the demographic information from the questionnaires.







2. Coded Segments

This section includes the coded segments for all the interviews with teacher participants.

1. Documents

No.	Document	Created by
1	Relle	paulavillegasverdu
2	Naomi	paulavillegasverdu
3	Cedric	paulavillegasverdu
4	Roland	paulavillegasverdu
5	Clarence	paulavillegasverdu
6	Russell	paulavillegasverdu
7	Nerese	paulavillegasverdu
8	Marcia	paulavillegasverdu

2. Assessment

1.

"assessment is nuanced".

[Clarence; Position: 56 - 56; Created by: paulavillegasverdu; 07/11/2020 12:19; Weight score: 0]

2.

"Yeah, but you can't do that a lot because, you know, week, it's always an I think it's always week three, and the six weeks is just about the way the bit they're very busy weeks. So you know, you couldn't do much. But yeah, so just because no students have just found this too much. asking students to be critical, but never really given them much about criticality. You know, and I know it takes a long time. But, you know, but you know, all the assessments was you know, about being critical and that but yeah, I mean to get passed but you don't have to be critical but yeah,"

[Nerese; Position: 184 - 184; Created by: paulavillegasverdu; 12/11/2020 18:53; Weight score: 0]

3.

"Yeah, I just had ehm two for seminar resit and someone for... I think that's was going on. Yeah, that's it. But I think normally, it's just the extended writing that students have to resit, but this time, there were a lot more presentations they had to so that's a good point, a lot more presentations I had, for resits and also seminars. So that's something so that obviously, there was something that didn't work that or I mean, was the same kind of tasks."

[Nerese; Position: 200 - 200; Created by: paulavillegasverdu; 12/11/2020 19:00; Weight score: 0]

4.

"But, yeah, that's interesting, isn't it? Maybe the presentation is a little bit more difficult than normal, because the focus on that criticality again, but an understanding a journal article, they had to, you know, understand that much to to do the contents of presentation. So yeah, you know, what is it? How is it addressing the goal for United Nations? And obviously, they didn't understand that. Yeah, that's where we come into it again."

[Nerese; Position: 200 - 200; Created by: paulavillegasverdu; 12/11/2020 19:01; Weight score: 0]

3. Feedback

1.

"Yeas with the feedback it felt a little bit better because normally we had three breakout rooms, and then sometimes with the seminars then they'd be for so I thought it was easy to manage when you have three breakout rooms. It's been a little bit more challenging when you have four. So I was able to monitor and then as I said, with the three breakout rooms, it was relatively easy to get feedback because we always had sufficient time my partner teacher ans I so we we could give the feedback to students to to give any feedback. It was just more tricky when you have four groups then the time didn't seem sufficiency enough."

[Naomi; Position: 53 - 53; Created by: paulavillegasverdu; 09/11/2020 19:19; Weight score: 0]

2.

"Then they go into breakout rooms and they have questions for instance, about the paragraph. And and then of course, we provide feedback."

[Naomi; Position: 93 - 93; Created by: paulavillegasverdu; 09/11/2020 19:40; Weight score: 0]

3.

"And I felt I had to give them a lot. I felt that I needed to give them more input in the form of feedback, especially on how well they had done the task, or how well the had been how, what they had done, related to their future academic studies. And sometimes I must admit that I think that there should have been more time for that. It was kind of complicated by the by the working with another teacher thing because you've kind of got to I got on very well with my partner teacher, she was great ehm but you kind of you kind of juggling that as well. So you don't have as much control over the feedback either and how much feedback you want to give."

[Cedric; Position: 143 - 143; Created by: paulavillegasverdu; 11/11/2020 16:37; Weight score: 0]

4.

"So this also influences how much feedback you can give. So going back to my original point, that 7030 thing, you know, felt sometimes, there needed to be a little bit more teacher input in the input and especially in terms of feedback and how, what they were

doing related to their academic needs or future academic needs or future academic goals. I think,"

[Cedric; Position: 143 - 143; Created by: paulavillegasverdu; 11/11/2020 16:38; Weight score: 0]

5.

"I needed more time for feedback to grow. I needed to make more time for feedback, really. Especially to make clearer the links between the seminars Discussions, for example, and the assessment on the preessional. And what they need to do ins what they will need to do in seminars in their, on their academic programme."

[Cedric; Position: 232 - 232; Created by: paulavillegasverdu; 11/11/2020 17:35; Weight score: 0]

6.

"have a longer less than an hour and a half lesson that would end with with with less materials and more revision, more quizzes, more questions about the interactive at the beginning of the of the of the session, so that I totally agree with what students are saying but then, and then and then and then also giving responsibility to them to, to, to represent a to two class representatives, for example, to say, Look, I'm doing this interactive content right now, and I don't understand it. Could you please ask the teacher or something like that? I'm too embarrassed to do it myself. I think I think these measures, I think, you know, it's just a few, a few little, a few little adjustments and it would be it would be brilliant. But yeah, yeah. This is just that pressure of all those slides to get through in the in the in the synchronous thing and then not being a session not being Like that 20 minutes, 15 minutes, you know, to, to to review what what has been done the previous morning for them on the on the flipped. So I think a better a better system is an hour and a half lesson an hour break, and another hour and a half. So starting at eight o'clock UK time it's a bit early, but it would it would it would allow time for all of for all of for all of that. I think. I think that's, I think I would I would have to agree with I have to agree with them. Yeah."

[Marcia; Position: 195 - 195; Created by: paulavillegasverdu; 12/11/2020 20:21; Weight score: 0]

3.1. Communication

1.

"you can just go through on your own and if you have any questions, you can email me"

[Roland; Position: 56 - 56; Created by: paulavillegasverdu; 06/11/2020 20:15; Weight score: 0]

2.

"No. I don't I don't. I think I think for that, as I mentioned there are those who picked up very quickly that that they could perhaps see the interrelationships. So when it was overtly mentioned in the synchronous slides that this is a you've looked at this before. Your flipped your flipped work. But I don't, I don't I don't think they I think for many for many they they found it more or less interesting and went and went through it but I don't think there was there was an obvious mechanism for them to, to ask questions where I think, you know, the first 10 minutes of every synchronous lesson is the place where students should be asking asking questions about the evening or for them the morning before it's flipped content."

[Marcia; Position: 50 - 50; Created by: paulavillegasverdu; 12/11/2020 19:51; Weight score: 0]

4. Feedback to Researcher

1.

"detected that question coming from your thing?"

[Clarence; Position: 190 - 190; Created by: paulavillegasverdu; 07/11/2020 15:00; Weight score: 0]

2.

"was about like I can't remember the exact questions but things like how do you get on with your colleagues and how did you feel emotion in the at work and how that was related to the learnin"

[Russell; Position: 158 - 158; Created by: paulavillegasverdu; 08/11/2020 11:26; Weight score: 0]



5. Pouting: Negative Aspects

1.

"You can't really, you can't really cater to such a very big group without some of the material not suiting others."

[Relle; Position: 146 - 146; Created by: paulavillegasverdu; 08/11/2020 13:14; Weight score: 0]

2.

"thirty students this is a lot in the class numbers would of course need to be reduced."

[Naomi; Position: 122 - 122; Created by: paulavillegasverdu; 09/11/2020 19:43; Weight score: 0]

3.

"he only thing that was that that was an obstacle was the internet connection that the students had. That was the only limitation I can really think of"

[Roland; Position: 16 - 16; Created by: paulavillegasverdu; 06/11/2020 18:30; Weight score: 0]

4.

"Yeah, sometimes. I mean, some things may not be done so efficiently online"

[Roland; Position: 16 - 16; Created by: paulavillegasverdu; 06/11/2020 18:31; Weight score: 0]

5.

"the only the only cases where somebody was a bit slow with that was where people had difficulties accessing it, because all of my students were Chinese and there are some problems with accessing online contents from China"

[Roland; Position: 48 - 48; Created by: paulavillegasverdu; 06/11/2020 19:50; Weight score: 0]

6.

"apart from the connectivity issue, and the fact that it was squeezed into an hour, for everybody's sake with screen time."

[Clarence; Position: 198 - 198; Created by: paulavillegasverdu; 07/11/2020 15:16; Weight score: 0]

7.

"it's, you know, the chat box wasn't always useful data"

[Clarence; Position: 206 - 206; Created by: paulavillegasverdu; 07/11/2020 15:18;

Weight score: 0]

8.

"Ehh, So it's difficult to say if there's any particular kind of content that doesn't work, I suppose, like, one type of content that I would feel a bit less confident about putting as flip content is something that introduces like a new concept for the students. So it may be maybe some concepts in academic writing, like, paraphrasing, where if it's a whole new idea, then I might be more comfortable about introducing it in class, rather than through reflective activit"

[Russell; Position: 70 - 70; Created by: paulavillegasverdu; 08/11/2020 10:57; Weight score: 0]

9.

"one disadvantage about flipped learning related to that point is that in a longer course, like the year long courses at USIC it's more difficult for students to maintain their motivation. And I noticed that the uptake of flipped learning was was not quite as good at USIC as on the summer preessional"

[Russell; Position: 94 - 94; Created by: paulavillegasverdu; 08/11/2020 11:16; Weight score: 0]

10.

"And it's just sort of waiting, you know, for the I mean, the another thing was the tech issues, you know, the students had tech issues all the time"

[Nerese; Position: 24 - 24; Created by: paulavillegasverdu; 12/11/2020 17:58; Weight score: 0]

11.

"so it was it gonna be similar, it was samey after a while, you know, it was like,"

[Nerese; Position: 28 - 28; Created by: paulavillegasverdu; 12/11/2020 18:00; Weight score: 0]

12.

"we didn't have reading circles, I mean I really like reading circles, but we didn't have time to do that"

[Nerese; Position: 126 - 126; Created by: paulavillegasverdu; 12/11/2020 18:25; Weight score: 0]

13.

"I just missed the face to face and not being able to go around the classroom and see who's coming, you know, see who was paying attention? And who was not? You could you can monitor it a little bit, but you will, you are never sure. So I just missed that kind of thing."

[Nerese; Position: 130 - 130; Created by: paulavillegasverdu; 12/11/2020 18:26; Weight score: 0]

14.

"Okay, so what I wrote on the feedback, where I thought somewhat poorly thought out, some were designed it to a higher level or not designed with a student's needs in mind. I did give a lot of feedback about this. So, um, you know, it's,"

[Nerese; Position: 138 - 138; Created by: paulavillegasverdu; 12/11/2020 18:40; Weight score: 0]

15.

"There was a diagnostic writing it did not work right at the beginning. It was not an essay it was answers to question. You know, you've got this criteria, but this shouldn't have to learn anything about voice and criticality. So it should have been on the criteria"

[Nerese; Position: 152 - 152; Created by: paulavillegasverdu; 12/11/2020 18:41; Weight score: 0]

16.

". So I felt I felt that I lost. I lost the connection between the flipped, and what was happening in the class unless the slot unless the class that we had, and that's the slides that we had in our clas"

[Marcia; Position: 10 - 10; Created by: paulavillegasverdu; 12/11/2020 19:44; Weight score: 0]

17.

"so so that's my concern."

[Marcia; Position: 22 - 22; Created by: paulavillegasverdu; 12/11/2020 19:43; Weight score: 0]

18.

"So I felt perhaps very keenly, maybe because they were particularly inexperienced in academic skills. I felt bit disappointed that I couldn't, couldn't bring those pieces of pieces of that jigsaw together. I don't know, just a little disappointed with myself, I think"

[Marcia; Position: 34 - 34; Created by: paulavillegasverdu; 12/11/2020 19:49; Weight score: 0]

19.

"very, very tiring, very tiring. And and there's something about being online. You know, you're held in position, you're looking at that screen. I mean, we're making little jokes, we're having little quizzes, we're doing what we can, there's a tension, you know, you ask a question, and {long pause} nothing. And you think, how long do I wait?

Paula Vv 31:34

Yeah

Marcia 31:34

You say, you don't have to put on your microphone, put something in the chat box.

Paula Vv 31:44

aha

Marcia 31:44

It's, it's, it's a more you're working on your nerves much more. And then you're looking at what's happening and your people are going into the breakdown? Why is Aaron, still in the main room listening to me talking to my pather teacher? Okay, let's put him into his room. And then you look into the breakout rooms? Why don't they have their microphones on this supposed to be discussing in their breakout rooms. So it's a continual? High I think a high level of tension,"

[Marcia; Position: 171 - 179; Created by: paulavillegasverdu; 12/11/2020 20:19; Weight score: 0]



6. Smiling: Positive Aspects – What Works Well?

1.

"And, and it was, the seminar was on English, English as a lingua franca. And that that worked brilliantly in the seminars, they all do, well, I think very well, considering they've been incredibly quiet. So again, it was a matter of what the topic was in the flipped learning, I think, You know"

[Relle; Position: 84 - 84; Created by: paulavillegasverdu; 08/11/2020 13:04; Weight score: 0]

2.

"it took again, it took a little while, but that was because, again, you know, I've been I've taught Chinese students since I first started teaching. So I understand that, you know, they're quite very, very shy, and, you know, it takes a little while for them to sort of, to feel competent to talk. But they all today when I asked them in their tutorials, what they thought of that they all were very positive about it because it gave them the confidence, they realise they weren't going to be able to read these these texts that were given to them and, and sharing meant that they communicated with each other and they set up little WeChat groups

Paula Vv 18:29

That is sog good!

Relle 18:29

outside of Yeah, outside of the class. So they I mean, there's an example of how the flipped learning was motivating them to communicate and collaborate. And, and so they got into doing that sort of thing and also it gave me a little bit more confidence. I think at first they were worried about showing what they didn't know. So the person had to summarise always had the worst job.

The person that was the highlight they had the best job

you know, finding any word you don't know well, it could be anyone on this page. They were doing, they did really well. And as as, as the {XXX} as the time went on, but again,

you know, this course could have been three months long, and they would have been just brilliant. But you know, by the end of it, it just, it just took some time. But they could see by the end of it, they understood how much that played into their skills, their linguistic skills and communicative skills for the seminar."

[Relle; Position: 116 - 122; Created by: paulavillegasverdu; 08/11/2020 13:13; Weight score: 0]

3.

"Yeah. So yeah. So that in that respect, that worked really well. Yeah, really very well. And I can see how it works for them. When they going forward that and I'm sure they're going to do it actually, that they're going to, you know, congregate in these little locked circles and with all the different readings they have to do for the lectures and things there will be so sharing them out and there's nothing wrong with that."

[Relle; Position: 130 - 130; Created by: paulavillegasverdu; 08/11/2020 13:13; Weight score: 0]

4.

"Oh, I think the best thing is definitely the students preparation the you know it in a lot of their questions are already answered. So especially not like I was saying before, once in a while, you might get a tricky grammar question. And then they need to be clarified that learning tends to sort of deal with most of those problems. So, in those type of questions crop up, then less frequently, which is helpful when you teach an online course when all the students and I think that's the best thing they've definitely prepared for the lesson"

[Naomi; Position: 85 - 85; Created by: paulavillegasverdu; 09/11/2020 19:33; Weight score: 0]

5.

"It was lovely speaking about it, because I do really like Flip learning, and I definitely see its benefits."

[Naomi; Position: 114 - 114; Created by: paulavillegasverdu; 09/11/2020 19:43; Weight score: 0]

6.

"Oh, I understand this is a really nice course You know I've really enjoyed the past 10 weeks"

[Naomi; Position: 130 - 130; Created by: paulavillegasverdu; 09/11/2020 19:44; Weight score: 0]

7.

"Yeah, it is a lovely course to work on. And of course you feel very supported as well,"

[Naomi; Position: 134 - 134; Created by: paulavillegasverdu; 09/11/2020 19:44; Weight score: 0]

8.

"Yes, I think it did work although it is maybe, maybe it should be a question more for the students to answer, but I think it did work. Because the students were very, in this particular context, the students were very highly motivated. And also, the stakes were very high for them. So I don't think it would have worked in my own normal teaching context, to be honest."

[Cedric; Position: 94 - 94; Created by: paulavillegasverdu; 11/11/2020 15:27; Weight score: 0]

9.

"I said that I felt it works"

[Cedric; Position: 119 - 119; Created by: paulavillegasverdu; 11/11/2020 16:22; Weight score: 0]

10.

"I think it worked. I think it worked well."

[Cedric; Position: 171 - 171; Created by: paulavillegasverdu; 11/11/2020 16:46; Weight score: 0]

11.

"found the value of of flipped learning not just in this course, because I have used flipped learning in other preessionals in other universities but but differently because they they had to read it get through a lot of texts. And the text will as I mentioned, very, very, very long and dense. But I found that it was very valuable to get the students to to process the text for meaning. So that then they could so then if they could, or in class, I could work with them with the tetxs, And really analysing the texts analysing a deeper level, a higher level perhaps, and relating it to what they actually do, you know, for example, as the text as a piece of genre, applying it to something that they might have to write so that they're becoming more aware of generic features of the text. I think that's really really important when when students have to make the transition from

reading something, so then reproducing something similar and they have to be able to analyse features of the text generic features of the text"

[Cedric; Position: 276 - 276; Created by: paulavillegasverdu; 11/11/2020 17:37; Weight score: 0]

12.

"So I found that that was really valuable. In my last on this on this preessional, but in my last presesional, I found that really valuable to to work with and get a chance to work with the texts in the classroom in that way. So that was a, I think that was a big advantage of flipped learning"

[Cedric; Position: 280 - 280; Created by: paulavillegasverdu; 11/11/2020 17:37; Weight score: 0]

13.

"work well?"

[Roland; Position: 10 - 10; Created by: paulavillegasverdu; 06/11/2020 17:47; Weight score: 0]

14.

"So when they come to class prepared, having, for example, watched a lecture, having watched it maybe multiple times, having taken some notes, then we already can talk about, I mean, we can take the whole class to a higher level"

[Roland; Position: 12 - 12; Created by: paulavillegasverdu; 06/11/2020 17:50; Weight score: 0]

15.

"would say that this it still is useful and worth doing because the students already come with specific questions and with specific difficulties so it's not we're not starting by explaining what paraphrasing is, but they already know what it is they know the techniques. The only thing is that now they need some more practice doing it. And they need some guidance. Somebody to tell them whether maybe they would they've written is that sounds natural or is acceptable. It works as a as a good paraphrase. So so so it's Yeah, so it basically makes things more efficient"

[Roland; Position: 16 - 16; Created by: paulavillegasverdu; 06/11/2020 18:39; Weight score: 0]

16.

"But then the way I mean, again, that the way this course is structured is actually very well designed, because I quite like to have a look at the interactive contents that the students were doing"

[Roland; Position: 24 - 24; Created by: paulavillegasverdu; 06/11/2020 18:43; Weight score: 0]

17.

"Although I can't be sure I mean, I'm not from what I hear from from the from the interaction with them. I think they see this it makes the course much more serious, much more robust. This they are kept on their toes. There is always stuff to do."

[Roland; Position: 44 - 44; Created by: paulavillegasverdu; 06/11/2020 19:43; Weight score: 0]

18.

"I think it makes this goes much more serious, much more kind of, there is a lot of substance there. There is a lot of stuff to do and I think they appreciate it. All in all."

[Roland; Position: 44 - 44; Created by: paulavillegasverdu; 06/11/2020 19:49; Weight score: 0]

19.

"it's a positive effect."

[Roland; Position: 52 - 52; Created by: paulavillegasverdu; 06/11/2020 20:00; Weight score: 0]

20.

"Yeah, I mean, I don't suffer that. If I want, I can still do the lessons my own way I can, I can still sort of, maybe take some more time for for some things and, and possibly even skip some other things"

[Roland; Position: 56 - 56; Created by: paulavillegasverdu; 06/11/2020 20:11; Weight score: 0]

21.

"So I would I wouldn't say I suffered. Also there were those blank lessons which I actually quite enjoyed. So and it was only like once a week, so so that was perfect. So if I had to plan every day, that would be quite quite a lot of work. But yeah, the the classes were there, the materials were there, they were quite quite self explanatory. And it was just a just a way of maybe trying to make it a little more interesting. So I didn't suffer

from not being able, I mean, I have to do this material and and it's like, yeah, limiting me in any way. I didn't feel that at all"

[Roland; Position: 56 - 56; Created by: paulavillegasverdu; 06/11/2020 20:15; Weight score: 0]

22.

"ven the, the thing that there were there was co-teaching the team teaching element. And that also means that you can't really adapt so easily. So because if you split the lesson in roughly into two halves, and there is your co teacher, teaching one one part, then if you for example, want to make a suggestion, maybe let's skip this activity and all maybe let's let's do it this way, then it's actually quite difficult to do that. Because you can either send a text message hoping that the teacher will notice it and and react quickly enough. If you say it out loud, then it will be a little unprofessional because the all the students will hear it. So so that would be one thing that may be. Yeah, rather than not the course materials and the course design, but maybe the, this this aspect of being with a co teacher, but it had more though it's all had had advantages. And they would say that probably the advantages outweigh the disadvantages. So overall, yeah, the idea of teamteaching was also quite good,"

[Roland; Position: 56 - 56; Created by: paulavillegasverdu; 06/11/2020 20:15; Weight score: 0]

23.

"it was just it was very well designed. I must say, yeah, I mean, I've done pressessionals in two other places before and yeah, this is Probably the best one"

[Roland; Position: 61 - 61; Created by: paulavillegasverdu; 06/11/2020 20:19; Weight score: 0]

24.

"And I was, I am I was and am very positive about it. It's a very good thing. Yeah."

[Clarence; Position: 28 - 28; Created by: paulavillegasverdu; 07/11/2020 12:06; Weight score: 0]

25.

"e I said to this flip learning is fantasti"

[Clarence; Position: 166 - 166; Created by: paulavillegasverdu; 07/11/2020 14:54; Weight score: 0]

26.

"the biggest factor is the asynchronicity. And it seems, if you're designing a course, that's the driving factor, have a synchronous course that keeps them busy, doesn't keep them up and keeps the And do a lot of pre work. So they you know, so it's, I'm really positive about it, I have to say doesn't but there's far more options that can be explored."

[Clarence; Position: 186 - 186; Created by: paulavillegasverdu; 07/11/2020 14:59; Weight score: 0]

27.

"You couldn't fault it, it was perfect. It was the way to do it. So, and I was happy with that very"

[Clarence; Position: 202 - 202; Created by: paulavillegasverdu; 07/11/2020 15:16; Weight score: 0]

28.

"But yeah, so good stuff."

[Clarence; Position: 206 - 206; Created by: paulavillegasverdu; 07/11/2020 15:18; Weight score: 0]

29.

"Well, I think it's, um, I think it's successful in the case of materials that are not really suitable for doing in class like, like reading an academic article, listening to a lecture, maybe doing some exercises that you don't need to do in class. So, if you flip that kind of thing, and that the students talk about it in class, it's so it's usually quite a successful activity."

[Russell; Position: 62 - 62; Created by: paulavillegasverdu; 08/11/2020 10:54; Weight score: 0]

30.

"So most of them actually do the flip learning and come quite well prepared to the classes"

[Russell; Position: 78 - 78; Created by: paulavillegasverdu; 08/11/2020 11:03; Weight score: 0]

31.

"Oh, no, I don't know what it's going to be like. But it wasn't that bad. It was better than better than all experience was better than expected. Yeah. But you're not"

[Nerese; Position: 8 - 8; Created by: paulavillegasverdu; 12/11/2020 17:46; Weight score: 0]

32.

"But the discussion forum, which I think I mentioned somewhere was really useful, because you could post, you know, extra materials there, for example, to get reminders, because what you don't know if students are really listening, you know, the microphones are sometimes off. So you didn't know if the connections were bad. So having that discussion forum there was really good. Just you know, so if you needed to tell them things, you could, you know, post post it on there as well. So I think without that it would be more difficult. Yeah."

[Nerese; Position: 32 - 32; Created by: paulavillegasverdu; 12/11/2020 18:04; Weight score: 0]

33.

"ehm tutorials are great, because that was one to one. And there were really, they were really good. I enjoyed them"

[Nerese; Position: 89 - 89; Created by: paulavillegasverdu; 12/11/2020 18:15; Weight score: 0]

34.

"within the class, so. But, I mean, when we did the half hour tutorials, they were great, you know, could answer questions."

[Nerese; Position: 110 - 110; Created by: paulavillegasverdu; 12/11/2020 18:22; Weight score: 0]

35.

"There's lesson on introductions, which was nice. I liked the introductions, one, that went well"

[Nerese; Position: 164 - 164; Created by: paulavillegasverdu; 12/11/2020 18:49; Weight score: 0]

36.

"So it wasn't like being normally were the sort of, um, you know, you know, a bit they've got culture shock and, you know, new country, you know, things like that. So, I think they probably were more relaxed."

[Nerese; Position: 206 - 206; Created by: paulavillegasverdu; 12/11/2020 19:02; Weight score: 0]

37.

"So I always felt like on top, really, of, of what they were, what their difficulties were with the flip what questions they had."

[Marcia; Position: 10 - 10; Created by: paulavillegasverdu; 12/11/2020 19:43; Weight score: 0]

7. Time Constraints

1.

"only have the hour a break and then the second hour and with"

[Naomi; Position: 122 - 122; Created by: paulavillegasverdu; 09/11/2020 19:44; Weight score: 0]

2.

"Yeah. On the other hand, I did. I do remember a student in the tutorials telling me that she didn't felt she didn't have enough time to finish all the tasks in a discussion activities. So"

[Cedric; Position: 151 - 151; Created by: paulavillegasverdu; 17/11/2020 17:26; Weight score: 0]

3.

"because there is only the input is only two hours per day. So that's, that's not a lot."

[Roland; Position: 12 - 12; Created by: paulavillegasverdu; 06/11/2020 17:50; Weight score: 0]

4.

"Roland 8:35

I think so. Although I can't be sure I mean, I'm not from what I hear from from the from the interaction with them. I think they see this it makes the course much more serious, much more robust. This they are kept on their toes. There is always stuff to do. It's not that okay, they just tune in for two hours to do some classes. But know that you the two to two hours of classes is just one drop in a very packed day where they have to do the interactive contents. Ideally, you watch for example a lecture more more than once, and work on the extended writings and so on so forth and then keep keep reading and preparing for the, for the final assessment. So, so, so yeah, I, from my experience, I've been teaching for 18 years, and I could say I can say quite confidently that students like being pushed, they may not say it while they are doing the course but once once the cause comes to an end, they do appreciate it. So So and it's I think it's in the human nature unless we have to unless we are forced to do some work. We will be looking for shortcuts and and so on. So I think it makes this goes much more serious, much more kind of, there is a lot of substance there. There is a lot of stuff to do and I think they appreciate it. All in all."

[Roland; Position: 43 - 44; Created by: paulavillegasverdu; 09/01/2021 19:29; Weight score: 0]

5.

"Yeah. You know, I wanted to post extra things, posted loads about the presentation, you know, just to, because one hour isn't long, it goes very fast. You know, you can only put them into breakoutrooms about, I would say twice."

[Nerese; Position: 81 - 81; Created by: paulavillegasverdu; 12/11/2020 18:14; Weight score: 0]

6.

"you've really got to keep up and try to come there was so there was so many there was so many synchronous materials to do and it was so slow sometimes that there just wasn't really time"

[Marcia; Position: 14 - 14; Created by: paulavillegasverdu; 12/11/2020 19:42; Weight score: 0]

7.

"You know, what we've got is that the materials are in a world class, stunning, stunning, stunning, stunning, but I think what can you do? What can in six in six weeks?"

[Marcia; Position: 71 - 71; Created by: paulavillegasverdu; 12/11/2020 19:57; Weight score: 0]

8.

"Actually, it's like four weeks because once you get into it, and you get into that they're doing several assignments simultaneously. And having hours and hours of flipped, two hours synchronous and the tutorial you know, decent length tutorial every week. And, you know, I just think I think some people got a bit lost"

[Marcia; Position: 75 - 75; Created by: paulavillegasverdu; 12/11/2020 19:59; Weight score: 0]

9.

"Pick up on what's on, on on what's important. And when the teacher says something, we only have one time to say it. And if we say you've got to, you've got to go and have a look and learn how to do that referencing we really mean it. We would try. I would love to sit down with them. And you know, and but there is no time. It's just so rushed on the sixth week."

[Marcia; Position: 131 - 131; Created by: paulavillegasverdu; 12/11/2020 20:11; Weight score: 0]

8. Live Sessions

1.

"And one thing that came up today was the amount of talking that really they had to do because of this medium of online, and therefore, they you know, they've got the activities in that way. They got got them talking not it's not in the first two or three weeks, but it just really built up and built up. And towards the end. It was great. You know how much engagement there was, You know, because they're just getting more confident. And I think one of the biggest things was about the topic, sometimes the topics were a bit dry, but then academic work is at time."

[Relle; Position: 80 - 80; Created by: paulavillegasverdu; 08/11/2020 13:03; Weight score: 0]

2.

"that that was one of the things that I actually put in my feedback Yeah for the course that we just finished and then yeah, sometimes that that's the difference of course with online and face to face learning. And, of course, with a face to face learning, it's easier to obviously monitor and check when students are stuck and you know, you've all you always have A few minutes at the end of the lesson to chat, where... yeah, but with with online learning is a little bit trickier. And there was one time we had quite a tough grammar point. And I said to the students, or you know that you got any questions and of course, that sort of opened the floodgatesand they had of a lot of questions and the time, yeah, goes marching on so that that can be hard with with online teaching.

Definitely. It's, I know, you obviously have to make sure that you set the tasks correctly and elicit as much as possible, but sometimes they do have questions in it and it's hard when you've got say about 30 odd students all together in their class to have to manage"

[Naomi; Position: 36 - 36; Created by: paulavillegasverdu; 09/11/2020 19:18; Weight score: 0]

3.

"And I tend to think that a good lesson should should I think both in terms of 7030 70% 30%, so it should be 30% teacher input or teacher focus, and 70% the students doing things or practising. Whereas sometimes I think that maybe the flip learning was maybe more 7030 the other way. Or, I mean, for example, in the presentation stage, there was a lot of teacher input in some of the lessons maybe less than 30% of students, student participation when we had the breakout groups. But sometimes, perhaps the perhaps it

falls with too much teacher focused and types. And also in the seminar discussions I found, yes, it was very much the focus was on the students all doing. And I felt I had to give them a lot"

[Cedric; Position: 143 - 143; Created by: paulavillegasverdu; 11/11/2020 16:36; Weight score: 0]

4.

"And you've also got, you've got actually also got a lot of materials to get through."

[Cedric; Position: 143 - 143; Created by: paulavillegasverdu; 11/11/2020 16:38; Weight score: 0]

5.

"Yeah. On the other hand, I did. I do remember a student in the tutorials telling me that she didn't feel she didn't have enough time to finish all the tasks in a discussion activities. So"

[Cedric; Position: 151 - 151; Created by: paulavillegasverdu; 17/11/2020 17:26; Weight score: 0]

6.

"You're still using the breakout groups you still encouraging the students to communicate You can still do all tha"

[Cedric; Position: 199 - 199; Created by: paulavillegasverdu; 11/11/2020 17:17; Weight score: 0]

7.

"To a large extent that perhaps the only thing that's different I think, is the the is how long it takes to root to establish a rapport with students."

[Cedric; Position: 212 - 212; Created by: paulavillegasverdu; 11/11/2020 17:29; Weight score: 0]

8.

"Basically Yeah. So, when you went to, you know, you had your slides, that you've got loaded up any extra things as well made sure that they were loaded. And it's just sort of waiting, you know, for the I mean, the another thing was the tech issues, you know, the students had tech issues all the time"

[Nerese; Position: 24 - 24; Created by: paulavillegasverdu; 12/11/2020 17:59; Weight score: 0]

9.

"So, and then, we didn't use, so we, you know, went through the slides, and we did the breakout groups did maybe extra things, we didn't use the chat box a lot, you know, the students did, because they didn't speak physically, hardly ever spoke when we had the whole class together. So that was 24 students and two teachers. We didn't really use a blackboard because I don't find a you know, it doesn't. It's not right, you know, and so, but I think I'd like to explore that a little bit further, if there's a better way of doing it. So, you know, it was like, let's go through the slides. Let's just go into breakout groups. chat a bit well as much as they did, come back, you know, general feedback, go back, you know, so it was it gonna be similar, it was samey after a while, you know, it was like,"

[Nerese; Position: 28 - 28; Created by: paulavillegasverdu; 12/11/2020 17:59; Weight score: 0]

10.

"yeah, that's yeah. And then obviously had to tell them XXX. But the discussion forum, which I think I mentioned somewhere was really useful, because you could post, you know, extra materials there, for example, to get reminders, because what you don't know if students are really listening, you know, the microphones are sometimes off. So you didn't know if the connections were bad. So having that discussion forum there was really good. Just you know, so if you needed to tell them things, you could, you know, post post it on there as well. So I think without that it would be more difficult. Yeah."

[Nerese; Position: 32 - 32; Created by: paulavillegasverdu; 12/11/2020 18:03; Weight score: 0]

11.

"But I saw, you know, you don't really know as much because only certain students were participating the same students all the time, although we try to involve others, as I said, not much speak well they weren't speaking really, in the main class, so they're just typing on the chatbox. But it was always the same students, about six of them out of 24 students, you know,"

[Nerese; Position: 53 - 53; Created by: paulavillegasverdu; 12/11/2020 18:11; Weight score: 0]

12.

"used to type in the chat box, not to just suddenly jump in speaking, because it will."

[Nerese; Position: 77 - 77; Created by: paulavillegasverdu; 12/11/2020 18:13; Weight score: 0]

13.

"the never saw each other until the final seminar. So final seminar there was, you know, obviously, groups of four, and you saw the students there. And they were all wow they were a bit giggly, because they han't met, I mean, I don't know what they were doing, you know, they've got their social chat that might have been"

[Nerese; Position: 85 - 85; Created by: paulavillegasverdu; 12/11/2020 18:14; Weight score: 0]

14.

"But even the best prepared students because it just kept layering up layering up layering up layering up layering up. Sometimes we would talk about voice, sometimes we would talk about stance, sometimes we would talk about position, and I felt there was a lot of slipping and sliding"

[Marcia; Position: 38 - 38; Created by: paulavillegasverdu; 12/11/2020 19:50; Weight score: 0]

8.1. The Online Environment

1.

"if they're in class, and you're doing that, they'll say, they'll take you aside at the end of class and say, I didn't quite understand that. They might not necessarily say in class, but they might take you aside, but they didn't have that facility to do that. With this online aspect. You know, whether they would or not, I'm just guessing, but some of them, like the tutorials where we talked through things and maybe more of that might have might have been more so, you know, supportive in some way"

[Relle; Position: 60 - 60; Created by: paulavillegasverdu; 08/11/2020 12:59; Weight score: 0]

2.

"think you're right and on campus in a normal situation. And I know we're not talking online, we're talking flip learning here, but on a campus they can and they will get you at the end of the class and ask you when you don't mind, you know, sort of going through that. Oh, you can you can basically gauge, Can't you? as a teacher you when you're standing and you think yes"

[Relle; Position: 64 - 64; Created by: paulavillegasverdu; 08/11/2020 13:00; Weight score: 0]

3.

"thing that came up today was the amount of talking that really they had to do because of this medium of online, and therefore, they you know, they've got the activities in that way. They got got them talking not it's not in the first two or three weeks, but it just really built up and built up. And towards the end. It was grea"

[Relle; Position: 80 - 80; Created by: paulavillegasverdu; 08/11/2020 13:03; Weight score: 0]

4.

"It does. No matter what, what topic area it is, you could effectively work and also they want to see their friends. I mean, a really very keen on actually seeing the friends."

[Relle; Position: 134 - 134; Created by: paulavillegasverdu; 08/11/2020 13:14; Weight score: 0]

5.

"that that was one of the things that I actually put in my feedback Yeah for the course that we just finished and then yeah, sometimes that that's the difference of course with online and face to face learning. And, of course, with a face to face learning, it's easier to obviously monitor and check when students are stuck and you know, you've all you always have A few minutes at the end of the lesson to chat, where... yeah, but with with online learning is a little bit trickier. And there was one time we had quite a tough grammar point. And I said to the students, or you know that you got any questions and of course, that sort of opened the floodgatesand they had of a lot of questions and the time, yeah, goes marching on so that that can be hard with with online teaching.

Definitely. It's, I know, you obviously have to make sure that you set the tasks correctly and elicit as much as possible, but sometimes they do have questions in it and it's hard when you've got say about 30 odd students all together in their class to have to manage"

[Naomi; Position: 36 - 36; Created by: paulavillegasverdu; 09/11/2020 19:18; Weight score: 0]

6.

"Yeas with the feedback it felt a little bit better because normally we had three breakout rooms, and then sometimes with the seminars then they'd be for so I thought it was easy to manage when you have three breakout rooms. It's been a little bit more

challenging when you have four. So I was able to monitor and then as I said, with the three breakout rooms, it was relatively easy to get feedback because we always had sufficient time my partner teacher and I so we we could give the feedback to students to give any feedback. It was just more tricky when you have four groups then the time didn't seem sufficient enough."

[Naomi; Position: 53 - 53; Created by: paulavillegasverdu; 09/11/2020 19:19; Weight score: 0]

7.

"So, in those type of questions crop up, then less frequently, which is helpful when you teach an online course when all the students and I think that's the best thing they've definitely prepared for the lesson"

[Naomi; Position: 85 - 85; Created by: paulavillegasverdu; 09/11/2020 19:32; Weight score: 0]

8.

"so I don't know if you remember how the how the the the blackboard system works is that you try to make it interactive. So the students raised their hands or they write in a chat box. And you can see from the things that the students type in the chat box there. They might need a minute a little bit of time just to think about the answer, but they generally know the answers. They know the material. So from that point of view, you can see the students have done the work."

[Cedric; Position: 131 - 131; Created by: paulavillegasverdu; 11/11/2020 16:24; Weight score: 0]

9.

"To a large extent that perhaps the only thing that's different I think, is the the is how long it takes to root to establish a rapport with students."

[Cedric; Position: 212 - 212; Created by: paulavillegasverdu; 11/11/2020 17:29; Weight score: 0]

10.

"in a in a real classroom. If I can put a real live classroom, I think I think it's much easier to establish a rapport more quickly. So you get to see all the students there, you get to recognise the faces more quickly. They get to know each other better, more quickly in a group. I think it took longer. I did establish a rapport with my students. I think it took longer than I am not sure... I'm certainly after two weeks, I felt that the rapport was

there. But I'm not sure exactly how long it took to To establish, but in a real life classroom, I think it would have been much, much quicker."

[Cedric; Position: 216 - 216; Created by: paulavillegasverdu; 11/11/2020 17:29; Weight score: 0]

11.

"It's I think it's generally I always say that technology is our ally it's not our competitor. It's some people say that maybe the technology will replace a teacher well not in my lifetime so not not anytime soon. I think that it makes it's like with with generally the technological revolution so people used to I mean, okay machines take away jobs Yeah, but they take away the the rudimentary jobs, not the, like, jobs that don't don't don't require any any particular skills. That means that somebody has to operate those machines and, and, and fix them and, and, and make them better and so on so forth. So that kind of brings the the human element to a, to another higher level. And in a way, it's the same with teaching. So, okay, we could be I mean, like in I don't know, maybe 20/30 years ago photocopy some activities from Murphy and get the students to do some grammar activities in class. But that's something that they could do on their own. So let's maybe once you know the structure of maybe the third conditional, let's now make sure that you understand when to use it and and and if if at all right to how that you can actually and and so I think it takes the teacher's job to a higher more advanced level. So overall, it's a positive effect."

[Roland; Position: 52 - 52; Created by: paulavillegasverdu; 06/11/2020 20:00; Weight score: 0]

12.

"you can just go through on your own and if you have any questions, you can email me"

[Roland; Position: 56 - 56; Created by: paulavillegasverdu; 06/11/2020 20:15; Weight score: 0]

13.

"these keystroke apps that record everything. And then we would know if it genuinely came from legitimate sources."

[Clarence; Position: 48 - 48; Created by: paulavillegasverdu; 07/11/2020 12:13; Weight score: 0]

14.

"ow because of time differences on online teaching and COVID. We've got this synchronous, asynchronous split, but they're all it's all the same. It's all about being able to do it in your own time, in your own space and independently, so it's independence."

[Clarence; Position: 106 - 106; Created by: paulavillegasverdu; 07/11/2020 12:45; Weight score: 0]

15.

"And the classic lament though is, you know, you're not in the classroom with them. I remember a phrase from years ago, the warm body in the classroom, that's what the teacher is who looks the student in the eye. And I think sometimes it's for [XXX] The only time I get the penny to drop with the students the only time they realize they can't take shortcuts they can't plagiarize is either I get angry, and they suddenly realize, Oh, this is serious. He means this, the personal touch. You know, hopefully they respect me enough to respect my anger, you know, my controlled anger. You know, I just go Oh, come on this is Terrible work"

[Clarence; Position: 106 - 106; Created by: paulavillegasverdu; 07/11/2020 12:49; Weight score: 0]

16.

"but without the warm body you can't do that. I mean, Sheffield's flip learning quite rightly, they're the two little cartoon teachers who eventually I recognized but they are [XXX] now because one of them's left"

[Clarence; Position: 110 - 110; Created by: paulavillegasverdu; 07/11/2020 12:50; Weight score: 0]

17.

"So it's a nice idea, but it does not replace the warm body in the classroom, or the authentic witness whatever the phrase is, there's a psychological phrase there isn't there?"

[Clarence; Position: 114 - 114; Created by: paulavillegasverdu; 07/11/2020 14:33; Weight score: 0]

18.

"I'm sure how long they take. I mean, they might go to the bathroom. They might leave it open or not. Yeah, it's not valid"

[Clarence; Position: 134 - 134; Created by: paulavillegasverdu; 07/11/2020 14:40; Weight score: 0]

19.

"So it was basically First of all, it was just getting used to the tech, you know, and how, with breakout rooms and how to do this, and you know, and that does take a while, but then it becomes second nature. You know, the tech that side, not what the students had to do, because that was the same more or less, but it was what we needed to do XXX. So you know, to make, and also you have to load material, you know, the slides the night before the morning before, you know, and if you're going to get you know, so it's having to remember that everything's there. Yeah."

[Nerese; Position: 4 - 4; Created by: paulavillegasverdu; 12/11/2020 17:33; Weight score: 0]

20.

"You are Not teaching all day as well, you know, you just one hour, a little break, and then another hour. So I think that helped. I think if it had been on, and then obviously could work on things for the next day. I think you'd have if you'd have been with the students all day. I think that would have been, you know, It'd been Yeah, a bit more difficult."

[Nerese; Position: 12 - 12; Created by: paulavillegasverdu; 12/11/2020 17:48; Weight score: 0]

21.

"Yeah you know, I suppose, you know, when, you know, when when we did it live, you could go around and check that the students have brought, you know, yeah, but I'm like, you just don't know. Yeah."

[Nerese; Position: 57 - 57; Created by: paulavillegasverdu; 12/11/2020 18:12; Weight score: 0]

22.

"So, but I think with having that discussion forum that, you know, for something that was left out or that I needed to explain a bit more, I went to a discussion forum."

[Nerese; Position: 77 - 77; Created by: paulavillegasverdu; 12/11/2020 18:14; Weight score: 0]

23.

"And, of course, students, you know, they could always email and things like that, but but I suppose, you know, you don't know the students who a bit, you know, left behind,

or the students are not really getting it. You know, I suppose with the standard writing, it's easy to pick up the students, you know, haven't yeah really understood."

[Nerese; Position: 89 - 89; Created by: paulavillegasverdu; 12/11/2020 18:19; Weight score: 0]

24.

"I just missed the face to face and not being able to go around the classroom and see who's coming, you know, see who was paying attention? And who was not? You could you can monitor it a little bit, but you will, you are never sure. So I just missed that kind of thing."

[Nerese; Position: 130 - 130; Created by: paulavillegasverdu; 12/11/2020 18:26; Weight score: 0]

25.

"Just feeling so much more busy with the online version of the course."

[Marcia; Position: 22 - 22; Created by: paulavillegasverdu; 12/11/2020 19:45; Weight score: 0]

26.

"There was some very lovely, lovely aspects of the of the course. And personalities arose and people asked questions, people even told little jokes in the in the chat box."

[Marcia; Position: 135 - 135; Created by: paulavillegasverdu; 12/11/2020 20:12; Weight score: 0]

27.

"I think it just needs a few a few tweaks, but you can't you can't really you haven't got that lovely moments, you know, the class ends and ehm the little shy person comes up to you and 'teacher, I don't know, what is a reference?' You know, these come and have a coffee and then you you know, you actually, you know, you can actually sit there with them and you know, and and show them. So you haven't, you've lost a lot of the learning, I think is they learn a lot from each other. And they learn and they learn a lot in in informally. And I think that with the online formats, it's more difficult to build relationships amongst them."

[Marcia; Position: 139 - 139; Created by: paulavillegasverdu; 12/11/2020 20:13; Weight score: 0]

28.

"you've got all your materials in the morning, and you have to have the meeting with your partner to decide perhaps how you're gonna, how you're gonna, how you're going to, to operate, you've got to, you've got to take all the stuff from the teacher portal, you've got to put it all into the classroom, and everything takes so long. And sometimes there was like 5, 6, 7. So you, you look at the stuff in the portal, you make it into a PDF, because it's only PDFs that go into it go into collaborate. So that was my job. First thing in the morning was to get the materials off, because you can't get you can't do too much in advance because there's so much material. So you get the material off the portal, you put it all in the classroom, then the second teacher comes in, this is about half an hour, 45 minutes before class. And then you're just talking about Okay, we need two break out rooms and oh, have you put that Oh, no, I haven't put that in the breakout room. And then Okay, let's get let's go through and see what we've got. And how does that link with anything with with the with the flipped? Or Isn't there anything else we really want to say about it? Oh, we've got to remind them about the deadline for that. And {laugh} and so from the very beginning, it's just like you're tense."

[Marcia; Position: 159 - 159; Created by: paulavillegasverdu; 12/11/2020 20:17; Weight score: 0]

29.

"Right. So four hours, basically. So you know, I'm starting at nine o'clock, starting around eight, eight o'clock in the morning. until until until midday when you finish your tutorials. You're really really tense. And it's like, yeah, you're you're It's hard to explain and maybe it's just me"

[Marcia; Position: 163 - 163; Created by: paulavillegasverdu; 12/11/2020 20:18; Weight score: 0]

30.

"I don't know if anyone else. I got this feeling of like incredible tension, because the worry the worry always, always the worry is I'm like...Am I gonna have technological issues, that's always a background kind of worry, even though I don't think many people did, after the first week, it was fine. But you know, you always you always think about that. And so that's like this, you're going through and there was there was only half an hour, there wasn't even time to get coffee between the two sessions. So it's a very, very, very, very, very, very, very intense, and then you know, you'd have to do your tutorials every day, and you have to do your tutorial paperwork, and so forth. And then think

about the next day try to have a look at what was on the, the, the interactive, and then you know, the marking the marking and everything starts, as well. So it's just, it's very, very, very, very, very tiring"

[Marcia; Position: 167 - 167; Created by: paulavillegasverdu; 12/11/2020 20:18; Weight score: 0]

31.

"very, very tiring, very tiring. And and there's something about being online. You know, you're held in position, you're looking at that screen. I mean, we're making little jokes, we're having little quizzes, we're doing what we can, there's a tension, you know, you ask a question, and {long pause} nothing. And you think, how long do I wait?

Paula Vv 31:34

Yeah

Marcia 31:34

You say, you don't have to put on your microphone, put something in the chat box.

Paula Vv 31:44

aha

Marcia 31:44

It's, it's, it's a more you're working on your nerves much more. And then you're looking at what's happening and your people are going into the breakdown? Why is Aaron, still in the main room listening to me talking to my pather teacher? Okay, let's put him into his room. And then you look into the breakout rooms? Why don't they have their microphones on this supposed to be discussing in their breakout rooms. So it's a continual? High I think a high level of tension,"

[Marcia; Position: 171 - 179; Created by: paulavillegasverdu; 12/11/2020 20:19; Weight score: 0]

8.2. Input Balance

1.

"So the, some of the lessons were, were maybe more teacher focused, teacher input, teacher presentation, things like plagiarism citations, that kind of thing."

[Cedric; Position: 127 - 127; Created by: paulavillegasverdu; 11/11/2020 16:24; Weight score: 0]

2.

"Whereas sometimes I think that maybe the flip learning was maybe more 7030 the other way. Or, I mean, for example, in the presentation stage, there was a lot of teacher input in some of the lessons maybe less than 30% of students, student participation when we had the breakout groups. But sometimes, perhaps the perhaps it falls with to too much teacher focused and types. And also in the seminar discussions I found, yes, it was very much the focus was on the students all doing. And I felt I had to give them a lot. I felt that I needed to give them more input in the form of feedback, especially on how well they had done the task, or how well the had been how, what they had done, related to their future academic studies."

[Cedric; Position: 143 - 143; Created by: paulavillegasverdu; 11/11/2020 16:37; Weight score: 0]

3.

"So this also influences how much feedback you can give. So going back to my original point, that 7030 thing, you know, felt sometimes, there needed to be a little bit more teacher input in the input and especially in terms of feedback and how, what they were doing related to their academic needs or future academic needs or future academic goals. I think,"

[Cedric; Position: 143 - 143; Created by: paulavillegasverdu; 11/11/2020 16:38; Weight score: 0]

4.

"You're still trying to get that balance between teacher focus and student focused activities"

[Cedric; Position: 199 - 199; Created by: paulavillegasverdu; 11/11/2020 17:17; Weight score: 0]

5.

"think it's probably there is probably more interactive content than input from the teachers, which is a good thing. Or maybe the balance is more or less, there is quite a lot of interactive content to do for the students"

[Roland; Position: 8 - 8; Created by: paulavillegasverdu; 06/11/2020 17:37; Weight score: 0]

6.

"But even the best prepared students because it just kept layering up layering up layering up layering up layering up. Sometimes we would talk about voice, sometimes we would talk about stance, sometimes we would talk about position, and I felt there was a lot of slipping and sliding"

[Marcia; Position: 38 - 38; Created by: paulavillegasverdu; 12/11/2020 19:50; Weight score: 0]

7.

"but just the sheer tsunami of, of stuff {laugh} XXX Everyday!"

[Marcia; Position: 83 - 83; Created by: paulavillegasverdu; 12/11/2020 20:07; Weight score: 0]

9. FL

9.1. T's Perceptions of S's Engagement With FL

1.

"Some of them know it very well. Some of them not so well, there can be different reasons for that. But I think in terms of student responses in, in, in in the chat box, and the monitoring students participation in the seminar discussions again, I'm going back to the maybe to the point that I made before but I feel that I can I can rely on the students I can trust them that they will have done the work. It's just the perhaps the level of which they understand the material. I maybe maybe that's for me to monitor in the seminar discussions,"

[Cedric; Position: 139 - 139; Created by: paulavillegasverdu; 11/11/2020 16:33; Weight score: 0]

2.

"This they are kept on their toes. There is always stuff to do. It's not that okay, they just tune in for two hours to do some classes. But know that you the two to two hours of classes is just one drop in a very packed day where they have to do the interactive contents. Ideally, you watch for example a lecture more more than once, and work on the extended writings and so on so forth and then keep keep reading and preparing for the, for the final assessment. So, so, so yeah, I, from my experience, I've been teaching for 18 years, and I could say I can say quite confidently that students like being pushed, they may not say it while they are doing the course but once once the cause comes to an end, they do appreciate it. So So and it's I think it's in the human nature unless we have to unless we are forced to do some work. We will be looking for shortcuts and and so on. So I think it makes this goes much more serious, much more kind of, there is a lot of substance there. There is a lot of stuff to do and I think they appreciate it. All in all."

[Roland; Position: 44 - 44; Created by: paulavillegasverdu; 06/11/2020 19:43; Weight score: 0]

3.

"So the only the only problem was that technology but not really the I think they appreciate the structure. It makes it serious and it's not just the online time with the teacher but there is so much more than that."

[Roland; Position: 48 - 48; Created by: paulavillegasverdu; 06/11/2020 19:56; Weight score: 0]

9.2. FL in an Online Environment

1.

"so I don't know if you remember how the how the the the blackboard system works is that you try to make it interactive. So the students raised their hands or they write in a chat box. And you can see from the things that the students type in the chat box there. They might need a minute a little bit of time just to think about the answer, but they generally know the answers. They know the material. So from that point of view, you can see the students have done the work."

[Cedric; Position: 131 - 131; Created by: paulavillegasverdu; 11/11/2020 16:23; Weight score: 0]

2.

"e it was something I'd seen before. And I thought, you know, as I said earlier in the interview about time, that was my first reaction, well, so study, but with this, you know, COVID and asynchronous teaching, you know, time wise it this is this is It's time. It's time is asynchronous."

[Clarence; Position: 234 - 234; Created by: paulavillegasverdu; 07/11/2020 15:19; Weight score: 0]

9.3. FL in Practice

1.

"o this flip learning was was interesting because I thought there would be something like that. And, as a took me a little while to get into understanding that obviously, all the material is there for the students to use. It's really high quality."

[Relle; Position: 28 - 28; Created by: paulavillegasverdu; 08/11/2020 12:49; Weight score: 0]

2.

"I think I think that some of the hardest concepts. I think the little videos I felt were very, very well put together. But sometimes the material in on the blackboard in the actual sessions was really testing was really, really challenging"

[Relle; Position: 44 - 44; Created by: paulavillegasverdu; 08/11/2020 12:56; Weight score: 0]

3.

"Some of the content in the lessons I thought, at times, I thought the jump was quite the gap between the way it was explained in the interactive and some of the exercises where you say, you know, you go through, say, identifying a main idea or identifying what's wrong with this passage. asking them for feedback."

[Relle; Position: 44 - 44; Created by: paulavillegasverdu; 08/11/2020 12:57; Weight score: 0]

4.

"out of fear of being wrong. I don't blame because quite often, I wasn't always right. You know? So, um, yeah, in that respect, there was a little bit of a sometimes sometimes a bit of a gap and that's what I thought, Oh, I wish I could bring in"

[Relle; Position: 48 - 48; Created by: paulavillegasverdu; 08/11/2020 12:57; Weight score: 0]

5.

"Well, um, they, I mean, they engage with the content because when you checked on their interactive, you know, the timeline of all the activities, they've done the activities mostly, which was really good, but I think they just need that little bit extra because if they are home and they're doing that. Um, you know, if they're in class, and you're doing that, they'll say, they'll take you aside at the end of class and say, I didn't quite understand that. They might not necessarily say in class, but they might take you aside, but they didn't have that facility to do that. With this online aspect. You know, whether they would or not, I'm just guessing, but some of them, like the tutorials where we talked through things and maybe more of that might have might have been more so, you know, supportive in some way."

[Relle; Position: 60 - 60; Created by: paulavillegasverdu; 08/11/2020 12:59; Weight score: 0]

6.

"They were good, but maybe there could have been some other sort of, yeah. It could have been exposed to beforehand, like, the UN sustainability goals they had to have for their presentation. There was a really good TED talk, and there's so much you can watch it would have been good for them to like just sit down and watch something that had the subtitles, it doesn't matter, but it just sort of engages them a little bit more?"

[Relle; Position: 92 - 92; Created by: paulavillegasverdu; 08/11/2020 13:04; Weight score: 0]

7.

"And they could have done that in their own time. So I think in some ways, that sort of visual input in the flipped learning, maybe, you know, for some of the topics, but then I'm trying to twist it around to the subject that I know"

[Relle; Position: 96 - 96; Created by: paulavillegasverdu; 08/11/2020 13:05; Weight score: 0]

8.

"you know, sort of giving them a part of an essay. That is basically asking them to identify the main idea and thinking that's going to generate some really good conversation isn't I mean in theory it sounds right. But in practicality, it doesn't quite work"

[Relle; Position: 104 - 104; Created by: paulavillegasverdu; 08/11/2020 13:06; Weight score: 0]

9.

"Yeah. I mean that the aspect of topic occasionally came up when things were been talked about, and they'd say, maybe if it was a different a different topic, like even the ARC readings and things like that, that they really enjoyed. And that really worked. That again, was my first exposure to that. And, yeah, but I mean, you can't always present materials that are entertaining, you know, can you?"

[Relle; Position: 108 - 108; Created by: paulavillegasverdu; 08/11/2020 13:07; Weight score: 0]

10.

"it took again, it took a little while, but that was because, again, you know, I've been I've taught Chinese students since I first started teaching. So I understand that, you know, they're quite very, very shy, and, you know, it takes a little while for them to sort of, to feel competent to talk. But they all today when I asked them in their tutorials, what they thought of that they all were very positive about it because it gave them the confidence, they realise they weren't going to be able to read these these texts that were given to them and, and sharing meant that they communicated with each other and they set up little WeChat groups"

[Relle; Position: 116 - 116; Created by: paulavillegasverdu; 08/11/2020 13:10; Weight score: 0]

11.

"outside of Yeah, outside of the class. So they I mean, there's an example of how the flipped learning was motivating them to communicate and collaborate. And, and so they got into doing that sort of thing and also it gave me a little bit more confidence."

[Relle; Position: 120 - 120; Created by: paulavillegasverdu; 08/11/2020 13:12; Weight score: 0]

12.

"And as as, as the {XXX} as the time went on, but again, you know, this course could have been three months long, and they would have been just brilliant. But you know, by the end of it, it just, it just took some time. But they could see by the end of it, they understood how much that played into their skills, their linguistic skills and communicative skills for the seminar."

[Relle; Position: 122 - 122; Created by: paulavillegasverdu; 08/11/2020 13:12; Weight score: 0]

13.

"Yeah. So yeah. So that in that respect, that worked really well. Yeah, really very well. And I can see how it works for them. When they going forward that and I'm sure they're going to do it actually, that they're going to, you know, congregate in these little locked circles and with all the different readings they have to do for the lectures and things there will be so sharing them out and there's nothing wrong with that."

[Relle; Position: 130 - 130; Created by: paulavillegasverdu; 08/11/2020 13:13; Weight score: 0]

14.

"I think they realise, I mean, I was having this conversation, as I said, was just saying, you know, what do you think of them, you know, can you see how useful they be in their way? Yeah, you know, when I go to Sheffield, I can see that that's going to work. So, yeah, they could they could apply that and you're right."

[Relle; Position: 134 - 134; Created by: paulavillegasverdu; 08/11/2020 13:13; Weight score: 0]

15.

"I think with me, specifically me, it's about trusting the students to do something, that if you have got the right structure when they come to class, to back up what they've what you said to them, why don'y you watch? Why don't you do this? I'm having is having the confidence that they will do it. But again, I think I think it really is a matter of it being

this cultural group and specifically, because you will tell them to do something, they will do that and I've known that ever since I started teaching. If you show them a structure, they will stick with that structure. If you tell them to do something, they will do it.

That's not always the case of other groups. So generalising too much on that basis is a little bit is a little bit dodgy for me. If you've got that structure in class and it becomes clear to them that what they're learning at home in the flipped learning they're bringing to class and they're putting into practice then then I should I should really relinquish control of trying to keep teaching that same point in class. Does that make any sense?"

[Relle; Position: 150 - 150; Created by: paulavillegasverdu; 08/11/2020 15:32; Weight score: 0]

16.

"I didn't because to me, it was such a learning curve for me on three different levels. One being the flip learning two being the online and three being the Sheffield content. Yeah, that I didn't really I sort of kept um, what's the word Referring to"

[Relle; Position: 154 - 154; Created by: paulavillegasverdu; 08/11/2020 15:33; Weight score: 0]

17.

"that I'm talking to you, I'm thinking I'm thinking about my own course that I used to do that I sort of wrote and all that sort of thing, and I used to use I think you've heard of intelligence square.

Paula Vv 24:57

Yeah,

Relle 24:58

right. Yeah. And of course, Ted Talks, which of course, are everywhere now, but I mean, I have to say, I've been teaching, I was teaching this for a long time. And I used to tell students to go away and watch those. So in that way, I realised now that I was doing a bit of flipped learning,"

[Relle; Position: 162 - 166; Created by: paulavillegasverdu; 08/11/2020 15:35; Weight score: 0]

18.

"And then they come to class. And then we talk about and then we discuss the various what people had said, and, you know, from opposing sides in the intelligence squared or for opposing side, you know, from different TED talks or have different views on things. And I haven't really until talking to you now hadn't really thought that actually, that is an aspect of flip learning, isn't it?"

[Relle; Position: 170 - 170; Created by: paulavillegasverdu; 08/11/2020 16:03; Weight score: 0]

19.

"I know when I think about it, but sort of engaging with the content that's out there. It's not about creating the content like they're done here with the little videos and but using some ehm realia that's out there, you know, the the intelligence, the debates, the news items, people to watch that and then that's that's, that's just that's just as useful, isn't it and sometimes motivates discussion more, I suppose."

[Relle; Position: 190 - 190; Created by: paulavillegasverdu; 08/11/2020 16:40; Weight score: 0]

20.

"But sometimes we do get fixated on, you are right, the technology whereas sometimes I think it would have been nice to have models and would have been nice to have some sort of activity that they can {xxx} collaboratively in a collaborative way, analyse some writing not nothing too difficult, you know, to to actually look at something that's a good piece of writing. And that doesn't entail any technology really, other than here's a good model essay, identify this, this, this and this, but yes, sometimes it seem to over sometimes, occasionally a little bit too complicated."

[Relle; Position: 210 - 210; Created by: paulavillegasverdu; 08/11/2020 16:41; Weight score: 0]

21.

"So we had to ehm before the lessons ehm we'd have the online videos that the students had to work through. And we have access to the videos to as teachers. We have a summary provided, but you could choose to watch the videos if you wanted. So, they prepare the students of course for the lesson. And then ehm because the slides are already devised for us, the videos will then match with what was on the slides in the lesson plans. So The two would naturally incorporate it. And so yeah, we followed up everything that had been done in the videos and then went into more depth and

analysis with the students. And and then the students would do a task at home and then post it, for instance on the discussion forum in Blackboard."

[Naomi; Position: 8 - 8; Created by: paulavillegasverdu; 09/11/2020 19:06; Weight score: 0]

22.

"hey did seem to be a lot more engaged and they knew what was coming in and they were able to get involve in the tasks far more or rather than if you just gave it to them cold without any preparation."

[Naomi; Position: 32 - 32; Created by: paulavillegasverdu; 09/11/2020 19:15; Weight score: 0]

23.

"And initially, they were a little bit overwhelmed. And they told us and my partner teacher and I during in the tutorials that they were happy that we provided it when we told them every day, okay, this is what you need to do for tomorrow. You know, these are the things yeah, we'd so they'd like those that little reminders And then as the course progressed, I think they just naturally got into it. I think they could see okay, now I'm prepared for the lesson now we can get involved. So, and yeah, I think I think after probably about the first couple of weeks, I think I think they really got into it."

[Naomi; Position: 65 - 65; Created by: paulavillegasverdu; 09/11/2020 19:24; Weight score: 0]

24.

"Yeah, I'd say was, it was more a case of getting into the routine. We did always say why it was important in, you know, to do the tasks so that they're prepared for the lessons. But but that was it really, we didn't go into into any more detail than that but yeah I'd be interested to know what we could say that great"

[Naomi; Position: 69 - 69; Created by: paulavillegasverdu; 09/11/2020 19:25; Weight score: 0]

25.

"Oh no sorry the students are explained now that I come to remeber. It is one of the tasks I think one of the first lessons is given as a reading tasks"

[Naomi; Position: 73 - 73; Created by: paulavillegasverdu; 09/11/2020 19:26; Weight score: 0]

26.

"Yeah, and that that that then leads on to their ehm first writing, which is it's not the extended writing it is the diagnostic writing in it. So and to be able to do the diagnostic writing and they have to have read and of course, some of the XXX in the flipped learning literature and its comparison with traditional learning. And then what they do is they compare it with their own experiences of learning. So yes, it is know that I jog, my memory it is...that they are instructed and is important."

[Naomi; Position: 77 - 77; Created by: paulavillegasverdu; 09/11/2020 19:26; Weight score: 0]

27.

"{laugh} Maybe because it comes in at the start of the course. You know, once the students get into it, then probably they forget about the... Yeah, to be honest, I have to remember this as well and I think what what what what I started to notice during the tutorials, so when the students, not all of them, but say three or four out of the class of 15, they would say, Oh, you know, I know why I need to do the learning. And I do like it they say, you know, they say the videos do take time, but I understand why I need to do them. So with Yes, it seems to be like something that progressed almost naturally over time then. And apart from that first instruction at the beginning, I didn't go into any more detail throughout the course."

[Naomi; Position: 81 - 81; Created by: paulavillegasverdu; 09/11/2020 19:28; Weight score: 0]

28.

"Oh, I think the best thing is definitely the students preparation the you know it in a lot of their questions are already answered. So especially not like I was saying before, once in a while, you might get a tricky grammar question. And then they need to be clarified that learning tends to sort of deal with most of those problems. So, in those type of questions crop up, then less frequently, which is helpful when you teach an online course when all the students and I think that's the best thing they've definitely prepared for the lesson"

[Naomi; Position: 85 - 85; Created by: paulavillegasverdu; 09/11/2020 19:32; Weight score: 0]

29.

"Yes. I'm just trying to think of an example. Ehm so they would have seen for example, they would have seen ehm a video on paragraphing. So it would have shown them the

outline of things that needed to need to be included in a paragraph. And, and what we do then see at the start of the lesson, is we XXX get a quick sort of review of what they've done for the flipped learning. Just to clarify understanding. And when and we have them looking at example paragraphs and and going into more depth about the different parts of a paragraph. Then they go into breakout rooms and they have questions for instance, about the paragraph. And and then of course, we provide feedback. So just seemed then you'd have sort of the flipped learning, will deal with it sort of as a general overview. And then during the lesson, you could quickly refresh that and then just dissect which parts of whatever task it was involved there. And then can then go into the breakout rooms and they could start to discuss, for instance, the different types and then the parts of the paragraph and and then they would actually with their group start devising their own paragraph to answer a specific question and then so they could do that as a group or If they prefer they could do it individually."

[Naomi; Position: 93 - 93; Created by: paulavillegasverdu; 09/11/2020 19:37; Weight score: 0]

30.

"Yeah, the end of the lesson, then they could submit it to the discussion in forum. So then I'd be able to look at it, you know, once it had been uploaded to it, and I could give feedback on that paragraph."

[Naomi; Position: 97 - 97; Created by: paulavillegasverdu; 09/11/2020 19:41; Weight score: 0]

31.

"I think it's better because you know, the paragraphs that I read they were really clear, I think it's once you show them the structure, I think, you know, it was very easy to read. I think with learning it....I know it comes before, but it's something almost reinforces what you're about to say, if that makes sense."

[Naomi; Position: 101 - 101; Created by: paulavillegasverdu; 09/11/2020 19:41; Weight score: 0]

32.

"Naomi 20:06

No, sorry. I mean, actually actually in the lessons. Yeah, we have a warm up right at the start of the lesson so, that would be included in the slides.

Exactly, because the slides have already been devised. So it would just be like, for example, and you might have a paragraph, and then you tap in down the side of the page, you'd have then the different parts for the students to match up,

Paula Vv 20:35

right

Naomi 20:35

You get Yeah, you give them a few seconds and then revealed each slide, you know, just elicited from the students."

[Naomi; Position: 104 - 110; Created by: paulavillegasverdu; 09/11/2020 19:41; Weight score: 0]

33.

"they can understand the text in terms of for example, a text understand it at the level of comprehension."

[Cedric; Position: 115 - 115; Created by: paulavillegasverdu; 11/11/2020 16:18; Weight score: 0]

34.

"No, no. Students did ask questions. But I think that I think that the flipped learning or the interactive content worked in different ways. So the, some of the lessons were, were maybe more teacher focused, teacher input, teacher presentation, things like plagiarism citations, that kind of thing. And you You can see the students have done the work because they know the answers"

[Cedric; Position: 127 - 127; Created by: paulavillegasverdu; 11/11/2020 16:23; Weight score: 0]

35.

"Also, in the seminars, you've got the discussion and you can monitor and you can hear the extent to which they know the material, they're familiar with the material. So students students know the material on different levels"

[Cedric; Position: 135 - 135; Created by: paulavillegasverdu; 11/11/2020 16:30; Weight score: 0]

36.

"And I tend to think that a good lesson should should I think both in terms of 70/30 70% 30%, so it should be 30% teacher input or teacher focus, and 70% the students doing things or practising. Whereas sometimes I think that maybe the flip learning was maybe more 70/30 the other way. Or, I mean, for example, in the presentation stage, there was a lot of teacher input in some of the lessons maybe less than 30% of students, student participation when we had the breakout groups. But sometimes, perhaps the perhaps it falls with to too much teacher focused and types. And also in the seminar discussions I found, yes, it was very much the focus was on the students all doing. And I felt I had to give them a lot"

[Cedric; Position: 143 - 143; Created by: paulavillegasverdu; 11/11/2020 16:36; Weight score: 0]

37.

"I think it was interesting the extended writing was related to the students programme. The other topics, for example, the lecturers the what we call the the texts ARC. They were much more general."

[Cedric; Position: 179 - 179; Created by: paulavillegasverdu; 11/11/2020 17:10; Weight score: 0]

38.

"And I wonder if it might have been more useful for the students for all of the materials to relate to their academic programme, that maybe this might have been more authentic?"

[Cedric; Position: 183 - 183; Created by: paulavillegasverdu; 11/11/2020 17:10; Weight score: 0]

39.

"Perhaps, I don't know. But the fact that some of the some of the topics like psychology are quite General Maybe maybe makes it easier. It makes it easier to discuss in a seminar. But on the other hand, I think perhaps the disadvantage of that even a general topic like psychology, or I can't remember any of the other topics, actually. It's psychology, economics, that kind of thing. I think it, I think it makes it difficult to, because we encourage students to be critical and to have a stance."

[Cedric; Position: 187 - 187; Created by: paulavillegasverdu; 11/11/2020 17:11; Weight score: 0]

40.

"but I don't..., I think it makes it difficult to expect the students to have a stance on something that they really have only dipped into. So if you don't, if you're not really, if you haven't read widely on psychology, or you haven't read very widely on economics, you just maybe have a laypersons interest. I think it's very difficult to have a critical stance and to Expect the students to have a critical stance in the seminars on something that they're not...ehm... Maybe experts in? So actually I can't remeber what your question was now. I don't know if I've answered your question."

[Cedric; Position: 191 - 191; Created by: paulavillegasverdu; 11/11/2020 17:14; Weight score: 0]

41.

"I think in some cases, yes. I mean, things like, you know, citation is very clear what the connection is, and they're almost they're almost coming into the live sessions. Is that what you call them live session?

Paula Vv 26:56

Yeah.

Cedric 26:57

They're almost coming into the live sessions and they're almost Recycling, what they've done at home, but it's certainly at the beginning at the initial stages. So yes, I think that the link is is very clear to them, then. I think the other aspects is the link between what they're doing and the goals on this course on a preessional. For example, the assessments, or their future academic studies are not so clear. And I did try to make those links clear in my feedback. But sometimes, as I said that I think, perhaps I needed maybe I needed more time for feedback to grow. I needed to make more time for feedback, really. Especially to make clearer the links between the seminars Discussions, for example, and the assessment on the preessional. And what they need to do ins what they will need to do in seminars in their, on their academic programme."

[Cedric; Position: 228 - 232; Created by: paulavillegasverdu; 11/11/2020 17:34; Weight score: 0]

42.

"I guess the answer to questions yes and no, sometimes it was pretty obvious what the links were and often it wasn't. It needed. It needed to be made explicitly clear, I think, by the teacher."

[Cedric; Position: 236 - 236; Created by: paulavillegasverdu; 11/11/2020 17:34; Weight score: 0]

43.

"found the value of of flipped learning not just in this course, because I have used flipped learning in other preessionals in other universities but but differently because they they had to read it get through a lot of texts. And the text will as I mentioned, very, very, very long and dense. But I found that it was very valuable to get the students to to process the text for meaning. So that then they could so then if they could, or in class, I could work with them with the tetxs, And really analysing the texts analysing a deeper level, a higher level perhaps, and relating it to what they actually do, you know, for example, as the text as a piece of genre, applying it to something that they might have to write so that they're becoming more aware of generic features of the text. I think that's really really important when when students have to make the transition from reading something, so then reproducing something similar and they have to be able to analyse features of the text generic features of the text"

[Cedric; Position: 276 - 276; Created by: paulavillegasverdu; 11/11/2020 17:37; Weight score: 0]

44.

"So I found that that was really valuable. In my last on this on this preessional, but in my last presesional, I found that really valuable to to work with and get a chance to work with the texts in the classroom in that way. So that was a, I think that was a big advantage of flipped learning"

[Cedric; Position: 280 - 280; Created by: paulavillegasverdu; 11/11/2020 17:37; Weight score: 0]

45.

"Yeah So basically the the contents of the course ehm. There is a lot of interactive content that the students need to complete before coming to class, I think it's probably there is probably more interactive content than input from the teachers, which is a good thing. Or maybe the balance is more or less, there is quite a lot of interactive content to do for the students. So that means some activities, for example, how to

paraphrase, or things like to watch a lecture and make some notes and and be ready to discuss things. So there is there is there are tasks for every single day and every single week there are some tasks assigned. And also as teachers, we have a way of monitoring whether they've been doing the tasks or not. And then we are also asked to give them grades basically for that every week. And to kind of kind of give them a push if some of them are a little bit slow with this. So that's how it Yeah,"

[Roland; Position: 8 - 8; Created by: paulavillegasverdu; 09/11/2020 19:07; Weight score: 0]

46.

"So when they come to class prepared, having, for example, watched a lecture, having watched it maybe multiple times, having taken some notes, then we already can talk about, I mean, we can take the whole class to a higher leve"

corresponds to principles of FL

[Roland; Position: 12 - 12; Created by: paulavillegasverdu; 06/11/2020 17:56; Weight score: 0]

47.

"Yeah, sometimes. I mean, some things may not be done so efficiently online. Like I can design a very, very good interactive activity. For example how to paraphrase, but then still, the the time with the teacher is his word things can be explained. But I would say that this it still is useful and worth doing because the students already come with specific questions and with specific difficulties so it's not we're not starting by explaining what paraphrasing is, but they already know what it is they know the techniques. The only thing is that now they need some more practice doing it. And they need some guidance. Somebody to tell them whether maybe they would they've written is that sounds natural or is acceptable. It works as a as a good paraphrase. So so so it's Yeah, so it basically makes things more efficient."

[Roland; Position: 16 - 16; Created by: paulavillegasverdu; 06/11/2020 18:31; Weight score: 0]

48.

"it's already actually quite quite tightly planned by the course, by the course, managers. But for example, I mean, but I know what what areas we could maybe give some more attention to. So let's say that there was a series of active of interactive contents about paraphrasing. And then there is an input lesson with some more paraphrasing. So, so

yeah, I can maybe just spend more time asking each student to produce a paraphrase of this of this passage. And then we can take a look at them together."

[Roland; Position: 40 - 40; Created by: paulavillegasverdu; 06/11/2020 19:37; Weight score: 0]

49.

"it's not a waste of time then because because everyone gets gets some feedback on what they've produced. And we can we can see some examples of good paraphrase and some examples of like what types of problems they have once they actually try to do the paraphrasing. Because I mean, they can do it on their own, but they don't know how I mean they don't have the intuition to to see if this is what they wrote is actually English, really, I mean the English words but the whole text might not be in English."

[Roland; Position: 40 - 40; Created by: paulavillegasverdu; 06/11/2020 19:38; Weight score: 0]

50.

"t makes it serious and it's not just the online time with the teacher but there is so much more than that."

[Roland; Position: 48 - 48; Created by: paulavillegasverdu; 06/11/2020 20:08; Weight score: 0]

51.

"So, okay, we could be I mean, like in I don't know, maybe 20/ 30 years ago photocopy some activities from Murphy and get the students to do some grammar activities in class. But that's something that they could do on their own. So let's maybe once you know the structure of maybe the third conditional, let's now make sure that you understand when to use it and and and if if at all right to how that you can actually and and so I think it takes the teacher's job to a higher more advanced level. So overall, it's a positive effect."

[Roland; Position: 52 - 52; Created by: paulavillegasverdu; 06/11/2020 20:00; Weight score: 0]

52.

"how can I make it even simpler for a slower weaker students?"

[Clarence; Position: 36 - 36; Created by: paulavillegasverdu; 07/11/2020 12:07; Weight score: 0]

53.

"you hope that you can deliver the material quite quickly to save everybody time, you don't want to go too slow, that would annoy a fast learner. So really, the only data you've got, the only information you've got is if they pass the post tes"

[Clarence; Position: 36 - 36; Created by: paulavillegasverdu; 07/11/2020 12:08; Weight score: 0]

54.

"but without the warm body you can't do that. I mean, Sheffield's flip learning quite rightly, they're the two little cartoon teachers who eventually I recognized but they are [XXX] now because one of them's left"

[Clarence; Position: 110 - 110; Created by: paulavillegasverdu; 07/11/2020 12:50; Weight score: 0]

55.

"but interestingly, we both my group, I worked with the Ella, her group had some good students and my group did, and they were the ones with the hands up, they were the ones answering correctly every time"

[Clarence; Position: 202 - 202; Created by: paulavillegasverdu; 07/11/2020 15:17; Weight score: 0]

56.

"Well getting it wrong in a good way, you know, risking getting it wrong, because they were thinking differently, which is fantastic. You know, they were. And then when you suggested what the right answer might be, you could see that they, you know, they replied something and you thought, Yeah, I know, I know what's happened in your mind, I think and oh well done. You've got it now. And then the other, we're just, you know, answering the simple yes, no questions. I mean, it's farcical you know. So, you know, is this the right answer? So the clever person puts Yes. And, and the weak person can. Okay, I'll go there. 10 yeses, or, well, I'm gonna try my luck today. I'm going to say no, just in case. The clever ones have got it wrong."

[Clarence; Position: 206 - 206; Created by: paulavillegasverdu; 07/11/2020 15:17; Weight score: 0]

57.

"pre sessional the flipped learning is basically it's all pre prepared so I didn't make any of it myself"

[Russell; Position: 22 - 22; Created by: paulavillegasverdu; 08/11/2020 10:47; Weight score: 0]

58.

"So for the preessional, it's, um, it's all kinds of different content, actually. Some of it is like, academic articles"

[Russell; Position: 46 - 46; Created by: paulavillegasverdu; 08/11/2020 10:49; Weight score: 0]

59.

"reading for the academic reading circles, some of it is lectures, and some of it's like grammar input or input about academic writing, so all kinds of things."

[Russell; Position: 50 - 50; Created by: paulavillegasverdu; 08/11/2020 10:52; Weight score: 0]

60.

"Well, I think it's, um, I think it's successful in the case of materials that are not really suitable for doing in class like, like reading an academic article, listening to a lecture, maybe doing some exercises that you don't need to do in class. So, if you flip that kind of thing, and that the students talk about it in class, it's so it's usually quite a successful activity."

[Russell; Position: 62 - 62; Created by: paulavillegasverdu; 08/11/2020 10:54; Weight score: 0]

61.

"Not really, No, because I think as a teacher, you expect them to take responsibility for doing the work and if they haven't done it and they can't participate in the class I think that that's their problem. You know,"

[Russell; Position: 82 - 82; Created by: paulavillegasverdu; 08/11/2020 11:04; Weight score: 0]

62.

"it's I don't mind. If they want to ask me a question. I don't mind answering their questions, but I don't think you can't really get sidetracked from the main tasks that you'd be doing in the lesson because a few students have not done the learning."

[Russell; Position: 86 - 86; Created by: paulavillegasverdu; 08/11/2020 11:05; Weight score: 0]

63.

"Well, I suppose I mean, it's it's easier to think of things that I will be doing less than, like, less less reading of long articles or listening to too long listening materials. I suppose it might lead to doing more discussions because as the students don't need to do the reading in the class, you would have more time to do speaking activities and discussions."

[Russell; Position: 126 - 126; Created by: paulavillegasverdu; 08/11/2020 11:23; Weight score: 0]

64.

"I mean, not that different. No, I don't think so. I mean, I suppose I would, you know, I try to show them that I'm pleased that they they've actually done the flip content but apart from that, I think. I don't think it would be that different."

[Russell; Position: 138 - 138; Created by: paulavillegasverdu; 08/11/2020 11:25; Weight score: 0]

65.

"I hadn't, I mean, hadn't really done much flipped learning before I know, I know, I've done it in previous school, summer schools, you know, so all that the students did was just the same"

[Nerese; Position: 4 - 4; Created by: paulavillegasverdu; 12/11/2020 17:32; Weight score: 0]

66.

"I think it's interesting because the, my first experience were was, I think, in 2018, and 2019, when it was the face to face and then the, and then the flipped. So what I used to do in 2019, I just explained how, explain where I think it fell down. For me, I think perhaps this year, is the beginning of, I think every session for every face to face session, I would have a quick quiz about the about the previous evening, as it was flipped, flipped learning. So I always felt like on top, really, of, of what they were, what their difficulties were with the flip what questions they had. So I would tend to start every face to face session with what I would call a buzz and then the buzz would be any questions that would come up. And then leading into some sort of quiz or, you know, even set by them about the flip. So continually Connecting, Connecting, and I feel I didn't, I felt the two parts work sort of in parallel. And I because we had such a heavy a heavy, a heavy load of material, sometimes 6070, even more slides for an hour and also working with even the most incredible partner who may not have the same kind of ideas

about about I'm, I'm into revision, revision, revision, repeat, repeat, repeat overlearning because I came from a background, my teaching background has a lot on Adult Learning for Business, what used to be called corporate training, and one of the principles is really like over learning and going throughout going, you know, revising everything, testing, revising, refreshing, over and over. So I felt I felt that I lost. I lost the connection between the flipped, and what was happening in the class unless the slot unless the class that we had, and that's the slides that we had in our class"

[Marcia; Position: 10 - 10; Created by: paulavillegasverdu; 12/11/2020 19:32; Weight score: 0]

67.

"That I don't know and I spoke, spoke to my partner, teacher, and we agreed that it would be great, but we had such a pressure. It's like, you know, you, you've really got to keep up and try to come there was so there was so many there was so many synchronous materials to do and it was so slow sometimes that there just wasn't really time. So I thought, Okay, can I try to shoehorn it in shoehorn a discussion about the flipped"

[Marcia; Position: 14 - 14; Created by: paulavillegasverdu; 12/11/2020 19:42; Weight score: 0]

68.

"into into tutorials perhaps. But then I think there were only about four tutorials Is this the six week is you know, the best of times it's, it's an express train."

[Marcia; Position: 18 - 18; Created by: paulavillegasverdu; 12/11/2020 19:42; Weight score: 0]

69.

"No. I don't I don't. I think I think for that, as I mentioned there are those who picked up very quickly that that they could perhaps see the interrelationships. So when it was overtly mentioned in the synchronous slides that this is a you've looked at this before. Your flipped your flipped work. But I don't, I don't I don't think they I think for many for many they they found it more or less interesting and went and went through it but I don't think there was there was an obvious mechanism for them to, to ask questions where I think, you know, the first 10 minutes of every synchronous lesson is the place where students should be asking asking questions about the evening or for them the morning before it's flipped content."

[Marcia; Position: 50 - 50; Created by: paulavillegasverdu; 12/11/2020 19:51; Weight score: 0]

70.

"It's all very nice and interesting. But there's so much. To my my idea was how can how can students capture it? reflect on it? How can it be revised? So rather than something new every day, every you know, every two have two hours teaching per day... something new, something new, something new, something new, something new? Oh, ay ay ay Oh,"

[Marcia; Position: 59 - 59; Created by: paulavillegasverdu; 12/11/2020 19:55; Weight score: 0]

71.

"Yeah, yeah. The actual, okay, they're going through it and they're doing, they're doing the exercises, and they're doing the the end of week, quizzes on the on the flip part. But as you say, how much of it is transferred over into what happens in the class?"

[Marcia; Position: 67 - 67; Created by: paulavillegasverdu; 12/11/2020 19:57; Weight score: 0]

72.

"Actually, it's like four weeks because once you get into it, and you get into that they're doing several assignments simultaneously. And having hours and hours of flipped, two hours synchronous and the tutorial you know, decent length tutorial every week. And, you know, I just think I think some people got a bit lost"

[Marcia; Position: 75 - 75; Created by: paulavillegasverdu; 12/11/2020 19:59; Weight score: 0]

73.

"ut if they if they got flipped, and they've got a lesson, which just seems like a lesson, rather than, rather than an examination of what's been flipped,"

[Marcia; Position: 75 - 75; Created by: paulavillegasverdu; 12/11/2020 19:59; Weight score: 0]

74.

"And attendance was was was incredible and better than in the face to to face to face. Summer schools that I've done before, though, um, obviously they I think they kind of enjoyed enjoy enjoyed the course"

[Marcia; Position: 83 - 83; Created by: paulavillegasverdu; 12/11/2020 20:06; Weight score: 0]

9.4. Suitability of the Method Based on The Nature of the Course

1.

"But then that's what academic work is about once they're into their own sphere and their own discipline, you will be so much more interested, wouldn't you? and I don't think you know,

Paula Vv 21:44

yeah,

Relle 21:45

You can't really, you can't really cater to such a very big group without some of the material not suiting others."

[Relle; Position: 142 - 146; Created by: paulavillegasverdu; 08/11/2020 13:15; Weight score: 0]

2.

"yeah, I think it would, yeah, definitely it was such a short time and you've got so much information you need to share with them and so much they've got to work through. I think it could definitely work on a longer course too. We're thinking it would allow the teacher you know, to explore things in far more depth, so The tricky type of questions, they'll only come up once in a while and you won't need to spend so much time you'll be able to get into other areas. So yeah, I definitely you know, I'm can see the benefits of flip learning and it could be extended to all types of courses. I think"

[Naomi; Position: 89 - 89; Created by: paulavillegasverdu; 09/11/2020 19:36; Weight score: 0]

3.

"Okay, did it work? I think that I think Yes, I think it did work although it is maybe, maybe it should be a question more for the students to answer, but I think it did work. Because the students were very, in this particular context, the students were very highly motivated. And also, the stakes were very high for them. So I don't think it would have worked in my own normal teaching context, to be honest"

[Cedric; Position: 94 - 94; Created by: paulavillegasverdu; 11/11/2020 15:27; Weight score: 0]

4.

"nd also, I think, because the students aren't as highly motivated, and the stakes maybe aren't as high, it would it just wouldn't work in that context. So I think in the in the context of a preessional it works well because the students are so so motivated. And also, how can I put this the students who are I think the students were very clever,"

[Cedric; Position: 107 - 107; Created by: paulavillegasverdu; 11/11/2020 16:17; Weight score: 0]

5.

"Yes, yes. But I do think it works particularly well, in this context, high stakes and high motivation. Yeah."

[Cedric; Position: 288 - 288; Created by: paulavillegasverdu; 11/11/2020 17:38; Weight score: 0]

6.

"So yeah, that would be and I generally think it's on this kind of course, it's very appropriate. I know that if it was a general English class may be a language school summer course, then probably half of the students would simply turn up and the without having done the interactive contents. But here doing the interactive content is one of the criteria for passing the course. And they want to pass their course because they wants to do their the courses, the Masters courses after the after the preessional ends. So for this type, of course, it's it's it's ideal. It's very good. Yeah."

[Roland; Position: 12 - 12; Created by: paulavillegasverdu; 06/11/2020 17:59; Weight score: 0]

7.

"especially on the on the summer preessional"

[Russell; Position: 78 - 78; Created by: paulavillegasverdu; 08/11/2020 10:59; Weight score: 0]

8.

"It's quite a short course. So the students are usually very motivated. And because it's short, they can sort of sustain the motivation over the whole time of the cours"

[Russell; Position: 78 - 78; Created by: paulavillegasverdu; 08/11/2020 11:03; Weight score: 0]

9.

"it's I don't mind. If they want to ask me a question. I don't mind answering their questions, but I don't think you can't really get sidetracked from the main tasks that you'd be doing in the lesson because a few students have not done the learning."

[Russell; Position: 86 - 86; Created by: paulavillegasverdu; 08/11/2020 11:05; Weight score: 0]

10.

"one disadvantage about flipped learning related to that point is that in a longer course, like the year long courses at USIC it's more difficult for students to maintain their motivation. And I noticed that the uptake of flipped learning was was not quite as good at USIC as on the summer preessional"

[Russell; Position: 94 - 94; Created by: paulavillegasverdu; 08/11/2020 11:16; Weight score: 0]

11.

"yeah, I mean, it's uh, probably partly because the course is longer, and it's difficult to sustain that the motivation and also because and that they are doing other subjects besides academic English. So there are other things competing for their attention in their time so that they are not quite as good about the flipped learning on that course."

[Russell; Position: 98 - 98; Created by: paulavillegasverdu; 08/11/2020 11:17; Weight score: 0]

9.5. Conceptualising FL

1.

"And as I say to you, Paula, it was new to me, so, I have touched on flipped learning before and colleagues have done flipped learning. I mean, I used to teach on campus here in Cambridge, at Anglia Ruskin, which is the other Cambridge University But for college for a language college that did the foundation programmes, etc. And, and I remember a colleague telling me about it and thinking and I was thinking, placing myself in that position of handing over. It, it had a different sort of connotation to be honest because her her idea of flipped learning was where the student comes to the front, you give the students a task, and they come to the front, and they teach the rest of the class."

[Relle; Position: 24 - 24; Created by: paulavillegasverdu; 08/11/2020 12:46; Weight score: 0]

2.

"That was my own interpretation of my only exposure to flip learning. So that's obviously some sort of variation on"

[Relle; Position: 28 - 28; Created by: paulavillegasverdu; 08/11/2020 12:47; Weight score: 0]

3.

"And then they come to class. And then we talk about and then we discuss the various what people had said, and, you know, from opposing sides in the intelligence squared or for opposing side, you know, from different TED talks or have different views on things. And I haven't really until talking to you now hadn't really thought that actually, that is an aspect of flip learning, isn't it?"

[Relle; Position: 170 - 170; Created by: paulavillegasverdu; 08/11/2020 16:03; Weight score: 0]

4.

"My colleagues saying Well, okay, what I've done is I've told them, they've got to learn this point. And each of them is going to come at the front of the classroom, and they're going to become teacher.

Paula Vv 26:07

Yeah.

Relle 26:08

And they're going to be, so the flip role is happening in that way. So it's slightly different, but in the same"

[Relle; Position: 178 - 182; Created by: paulavillegasverdu; 08/11/2020 16:27; Weight score: 0]

5.

"Yeah. Yeah. No, it's very interesting, actually, as I say it, but personal personal point of view in a nutshell, it's really about me relinquishing control of being, you know, the, the teacher at the front rather than the facilitator of learning you know, that that all {xxx}"

[Relle; Position: 194 - 194; Created by: paulavillegasverdu; 08/11/2020 16:40; Weight score: 0]

6.

"you need, don't bring them something that's complex, bringing them something simpl"

[Relle; Position: 288 - 288; Created by: paulavillegasverdu; 08/11/2020 16:49; Weight score: 0]

7.

"yeah, I think it would, yeah, definitely it was such a short time and you've got so much information you need to share with them and so much they've got to work through. I think it could definitely work on a longer course too. We're thinking it would allow the teacher you know, to explore things in far more depth, so The tricky type of questions, they'll only come up once in a while and you won't need to spend so much time you'll be able to get into other areas. So yeah, I definitely you know, I'm can see the benefits of flip learning and it could be extended to all types of courses. I think"

[Naomi; Position: 89 - 89; Created by: paulavillegasverdu; 09/11/2020 19:36; Weight score: 0]

8.

"I think it's better because you know, the paragraphs that I read they were really clear, I think it's once you show them the structure, I think, you know, it was very easy to read. I think with learning it...I know it comes before, but it's something almost reinforces what you're about to say, if that makes sense."

[Naomi; Position: 101 - 101; Created by: paulavillegasverdu; 09/11/2020 19:41; Weight score: 0]

9.

"so So again, like new, you can focus on the nuances rather than on the basics"

[Roland; Position: 32 - 32; Created by: paulavillegasverdu; 06/11/2020 18:46; Weight score: 0]

10.

"well flip now flipped learning was what we did last year. So flip learning to me is entirely separate to this online experience"

[Clarence; Position: 16 - 16; Created by: paulavillegasverdu; 07/11/2020 12:00; Weight score: 0]

11.

"o when I saw flipped learning, I thought about time you know what took you so long here it is simple programming burning program learning delivered using HTML language, I think with some nice screen effects, you know, matching things drag and drop all the nice tricks that weren't there."

[Clarence; Position: 28 - 28; Created by: paulavillegasverdu; 07/11/2020 12:02; Weight score: 0]

12.

"Well, if it's pre learning, it's it's the kind of thing that if it's well enough written, if they're if they're starting level is good enough to understand it"

[Clarence; Position: 32 - 32; Created by: paulavillegasverdu; 07/11/2020 12:06; Weight score: 0]

13.

"So he teacher was basically going through an algorithm which good teachers do subconsciously so that they live online lesson was, was really a repeat of what should have been good programming good algorithm, in the you know, I call it it was it and I struggled to find a work so I called it self study. standalone still self study is how I prefer to think of it. technology based training is far too broad a term that covers everything nowadays. In fact, you know, there isn't technology in the training, there's no profit for a product. There's no software license. So we can't have that, you know, we can't have pen and paper. There's no money in that. But you know, it's true."

[Clarence; Position: 102 - 102; Created by: paulavillegasverdu; 07/11/2020 12:43; Weight score: 0]

14.

"h, so so self study standalone. But if so, if the examples are clear, this students have this opportunity, especially with now distance learnin"

[Clarence; Position: 106 - 106; Created by: paulavillegasverdu; 07/11/2020 12:44; Weight score: 0]

15.

"t's all a bit silly, because it's, well, it's perfect in a way because they've had their daytime to do the interactive content. And maybe it could have been meshed more it could have been, you know, you know, they had a sort of a window to do it in. But maybe it should have been right, you do this for an hour. And then you have your online session. And that's it. You know, that's all you got to do today, an hour of self study, independent, and

then maybe they would come to the online lesson with more questions. And it would only take one, it would take one student to put their hand up and say, Look, I didn't I didn't know question five, but we teachers We were told last year I was only the first time was lucky was my first time I said to this flip learning is fantastic"

[Clarence; Position: 166 - 166; Created by: paulavillegasverdu; 07/11/2020 14:53; Weight score: 0]

16.

"the biggest factor is the asynchronicity. And it seems, if you're designing a course, that's the driving factor, have a synchronous course that keeps them busy, doesn't keep them up and keeps the And do a lot of pre work. So they you know, so it's, I'm really positive about it, I have to say doesn't but there's far more options that can be explored."

[Clarence; Position: 186 - 186; Created by: paulavillegasverdu; 07/11/2020 14:59; Weight score: 0]

17.

"So I suppose it is quite important to explain to them the rationale behind flipped learning and make sure they understand what the theory is and why they're doing it. And yeah, so it's probably something they have to adapt to, I think."

[Russell; Position: 122 - 122; Created by: paulavillegasverdu; 08/11/2020 11:24; Weight score: 0]

18.

"And I kept saying like this, like a jigsaw puzzle, and you eh you can't miss ...You know, if... the first the very first week the very first flipped is about you know, understanding your tittle your essay title and things like this."

[Marcia; Position: 34 - 34; Created by: paulavillegasverdu; 12/11/2020 19:48; Weight score: 0]

19.

"I would have liked them to have done to have done more reflective work, a journal, a blog, a reflective blog, perhaps every week. So instead of having five days of input with with sometimes many hours of flip, I mean, Please, could we have space for reflection, that the teacher could also have a look at it for the for the tutorial,"

[Marcia; Position: 42 - 42; Created by: paulavillegasverdu; 12/11/2020 19:50; Weight score: 0]

20.

"I think, you know, the first 10 minutes of every synchronous lesson is the place where students should be asking asking questions about the evening or for them the morning before it's flipped content."

[Marcia; Position: 50 - 50; Created by: paulavillegasverdu; 12/11/2020 19:52; Weight score: 0]

21.

"I think true flipped means that we don't give input in the class. Actually,

Paula Vv 13:31

Yeah

Marcia 13:48

I think True, true. flipped is is is where the class is, is discussion. And it does work with the breakout groups, and it's for quizzes. And it's to and it's to go through what's that and it's and it's to and it's to keep making those connections. And the other the other the other the other thing I think could have been much better is models of essays, models of seminars, models of presentations. You know, what we've got is that the materials are in a world class, stunning, stunning, stunning, stunning, but I think what can you do? What can in six in six weeks?"

[Marcia; Position: 67 - 71; Created by: paulavillegasverdu; 12/11/2020 19:57; Weight score: 0]

22.

"Perhaps the, I don't know, I think Yeah, just just make if it's going to be flipped, then all all your content has got to be it's got to be there and then they would understand. But if they if they got flipped, and they've got a lesson, which just seems like a lesson, rather than, rather than an examination of what's been flipped,"

[Marcia; Position: 75 - 75; Created by: paulavillegasverdu; 12/11/2020 19:59; Weight score: 0]

23.

"I think the advantage of the flip because you could you could you could you could do less sexy, less sexy, no little avatars but just loads of reading loads of completely unsexy annotated bibliographies when they have to read three articles, and you know, I think

there's something I learned from the education department. And this really good and you have like 150 words, to summarize the key elements of it. You know, just less sexy, more. I don't know, basic, grueling activities like that to help to help with reading because everything, everything everything, everything comes from reading because what I found is my students English was super excellent."

[Marcia; Position: 95 - 95; Created by: paulavillegasverdu; 12/11/2020 20:08; Weight score: 0]

24.

"so that they could also filter their worries and concerns through a couple of representatives, that those representatives could, you know, also, you know, yep, by creating a space by creating by giving them some of the tools that we have got more like collaborative learning rather than this, this, me and Steve, and we're going to teach, and it's like teach, teach, teach, teach, teach, teach, teach. Let's get that let's give more responsibility out for them. Somehow, I don't know. I'm just brainstorming."

[Marcia; Position: 147 - 147; Created by: paulavillegasverdu; 12/11/2020 20:14; Weight score: 0]

25.

"have a longer less than an hour and a half lesson that would end with with with less materials and more revision, more quizzes, more questions about the interactive at the beginning of the of the of the session, so that I totally agree with what students are saying but then, and then and then and then also giving responsibility to them to, to, to represent a to two class representatives, for example, to say, Look, I'm doing this interactive content right now, and I don't understand it. Could you please ask the teacher or something like that? I'm too embarrassed to do it myself. I think I think these measures, I think, you know, it's just a few, a few little, a few little adjustments and it would be it would be brilliant. But yeah, yeah. This is just that pressure of all those slides to get through in the in the in the synchronous thing and then not being a session not being Like that 20 minutes, 15 minutes, you know, to, to to review what what has been done the previous morning for them on the on the flipped. So I think a better a better system is an hour and a half lesson an hour break, and another hour and a half. So starting at eight o'clock UK time it's a bit early, but it would it would it would allow time for all of for all of for all of that. I think. I think that's, I think I would I would have to agree with I have to agree with them. Yeah."

[Marcia; Position: 195 - 195; Created by: paulavillegasverdu; 12/11/2020 20:21; Weight score: 0]

9.6. BLUE: Random Things That are Tangentially Important

1.

"we have a very English centric sort of view to what is good and what's not,"

[Relle; Position: 226 - 226; Created by: paulavillegasverdu; 08/11/2020 16:43; Weight score: 0]

2.

"we have very, very high expectations and particularly you hear teachers talking about their marking, yeah, anything Hang on a minute, how many people do we actually know? English people who have gone abroad to study in another language and are doing a degree in it. I don't know anyone."

[Relle; Position: 230 - 230; Created by: paulavillegasverdu; 08/11/2020 16:43; Weight score: 0]

3.

"I really didn't get to see what the questions were until sort of part of the way through and I'm thinking, you know, no, this is this is actually asking them to have a position or something, but they don't realise that they're just looking possibly, you know, advantages, disadvantages, or just comparing or just, and we know that the biggest criticism is, as I have just described Well, of course, that's the most that's the safest option to take. If you've not been taught,"

[Relle; Position: 268 - 268; Created by: paulavillegasverdu; 08/11/2020 16:47; Weight score: 0]

4.

"I think I can kind of rely on them in that sense that they'll be able to to process the text for meaning"

[Cedric; Position: 119 - 119; Created by: paulavillegasverdu; 11/11/2020 16:21; Weight score: 0]

5.

"That I think that's what I mean by students are very clever and you can kind of rely on them to do the basic work that they can then come to class and be ready to do maybe more complex tasks with a with a with a text, for example"

[Cedric; Position: 119 - 119; Created by: paulavillegasverdu; 11/11/2020 16:22; Weight score: 0]

6.

"And then because there are so many different teachers on preessional, so, so much different experience, different kinds of experience and backgrounds. Each different teachers are going to have a different idea of what the purpose of this, you know, material is what this activity is. So yeah, so yeah, I think it's difficult from that point of view"

[Cedric; Position: 252 - 252; Created by: paulavillegasverdu; 11/11/2020 17:36; Weight score: 0]

7.

"Because it gives me I don't know more of a perspective on what I've actually done, you know, having taught the preessional"

[Cedric; Position: 268 - 268; Created by: paulavillegasverdu; 11/11/2020 17:36; Weight score: 0]

8.

"Don't be flippant. So I saw these academics who've come up with this word and I thought this is outrageous they have not thought this through this is very very dismissive term it's it's wonderfully sexy for the students but also it reminds me of flipping burgers they you know, they talk about job flipping burgers if you you know if you look at the McDonald's if you do a corpus, you know a collocation of flip you'll find 'he's got a job flipping burgers' you know, it's it's

down markets

now market whatever the word is. So, flip learning I hate the term but I agree entirely because this program learning that I described earlier, it was delivered on paper. You could get programmed I mean, these were ohh these were before my time"

[Clarence; Position: 76 - 78; Created by: paulavillegasverdu; 07/11/2020 12:32; Weight score: 0]

9.

"So and we've realized looking at the history of it, I came across a program learning book now go to page 34. And of course, the big difference is, you know, how well you're doing because you skip through the boo"

[Clarence; Position: 82 - 82; Created by: paulavillegasverdu; 07/11/2020 12:40; Weight score: 0]

10.

"it's synchronous. For me, the big thing that I've taken from this particular time is that we were teaching them in their afternoon, evening"

[Clarence; Position: 162 - 162; Created by: paulavillegasverdu; 07/11/2020 14:47; Weight score: 0]

11.

"we didn't.., you know, have problems with, you know, as a pair, I should say, So, no, and He was more technical minded than me. So that helped."

[Nerese; Position: 8 - 8; Created by: paulavillegasverdu; 12/11/2020 17:45; Weight score: 0]

12.

"well I mean, I'm always banging on about reading. So I think they never read enough. I mean, this term there will be so much reading going on in my classes. And also criticality, you know, the criticality for the presentations, obviously, for the writing and seminar, but we didn't do enough of that"

[Nerese; Position: 122 - 122; Created by: paulavillegasverdu; 12/11/2020 18:23; Weight score: 0]

13.

"it takes forever to try and explain it and, you know, even so, you know, when they starts to write thesiss they are still not very good at it. So, to me, those two are definitely missing. And I'm massive on reading. So maybe that's just my thing. But"

[Nerese; Position: 122 - 122; Created by: paulavillegasverdu; 12/11/2020 18:23; Weight score: 0]

14.

"So you know, they still get through it, they still get through it apart from the you know what I mean? So it was it was successful. And that, yeah, it was successful."

[Nerese; Position: 126 - 126; Created by: paulavillegasverdu; 12/11/2020 18:25; Weight score: 0]

15.

"Lesson on paragraph. It was a reading one that was created, which focused on topic sentences, the students know what topic sentences are the students need. Sometimes it just needed a basic lesson on paragraph, which I gave them, I had to do that myself. You know, not the reading, they've got to have basic reading skills. You know, you know, even the journal article, you know, where do you know, you know, XXX and things like that. So I did"

[Nerese; Position: 156 - 156; Created by: paulavillegasverdu; 12/11/2020 18:47; Weight score: 0]

16.

"because of those students will need extra extra help I think"

[Nerese; Position: 160 - 160; Created by: paulavillegasverdu; 12/11/2020 18:48; Weight score: 0]

17.

"The students need a basic lesson how to read a journal article before being asked to read critically, you know, you've got the basics before... yeah the seminars as well. Yeah, they had a too difficult mock seminar, it should have been easier for them, to give them much confidence to the for the final one"

[Nerese; Position: 164 - 164; Created by: paulavillegasverdu; 12/11/2020 18:49; Weight score: 0]

18.

"explain where I think it fell down"

[Marcia; Position: 10 - 10; Created by: paulavillegasverdu; 12/11/2020 19:41; Weight score: 0]

19.

"it's an express train"

[Marcia; Position: 18 - 18; Created by: paulavillegasverdu; 12/11/2020 19:43; Weight score: 0]

20.

"Even though it's just like, what, what do I have to take out of this to help me to help me write a better essay or do a seminar. And one thing is missing, really missing really, really, really. And I've just realized that as well, from from looking at MA thesiss is reading, reading, students don't understand how to, to read. And I felt that in the live

summer schools that I had in 2018 and 2019, we had this academic reading circles, and for some reason, those were not part of the six week course."

[Marcia; Position: 87 - 87; Created by: paulavillegasverdu; 12/11/2020 20:07; Weight score: 0]

21.

"ut I felt that academic reading circles could have been a very, very, very, very good way for them to really work hard on an article because they just don't understand how to to break down an article how to dissect it, how to take out the bits that are useful. And I can see that I can see that some have gone all some of our students have go on to do the masters and I see them at the end of that, that one year. And they have they still haven't got reading, the... how critical reading is. So I think,"

[Marcia; Position: 91 - 91; Created by: paulavillegasverdu; 12/11/2020 20:08; Weight score: 0]

22.

"the actual English was not an issue and it's lots of academic skills and bit... English expression! was not so difficult for most of them writing and speaking but the the huge, huge, huge, huge thing is is rea"

[Marcia; Position: 107 - 107; Created by: paulavillegasverdu; 12/11/2020 20:09; Weight score: 0]

23.

"So it's like garbage in garbage out. You know, if you're not if you know, if you don't know how to read and I know we had something on we had everything on Star Plus. But even in the resit week, I was having ehm panicked emails from students saying, I don't know, I don't. I've got this article for my for my presentation, I've got to redo my presentation. And I don't know how to how to reference it."

[Marcia; Position: 111 - 111; Created by: paulavillegasverdu; 12/11/2020 20:09; Weight score: 0]

9.7. Teacher's role

1.

"And, and I remember a colleague telling me about it and thinking and I was thinking, placing myself in that position of handing over. It, it had a different sort of connotation to be honest because her her idea of flipped learning was where the student comes to

the front, you give the students a task, and they come to the front, and they teach the rest of the class"

[Relle; Position: 24 - 24; Created by: paulavillegasverdu; 08/11/2020 12:48; Weight score: 0]

2.

"And I thought it was very, very effective. I thought it was for somebody like me who likes to have control."

[Relle; Position: 28 - 28; Created by: paulavillegasverdu; 08/11/2020 12:50; Weight score: 0]

3.

"there were challenges. But and there still were, again, because I like control, there was still aspects that I would like to have perhaps spent more time on, and even speaking to the students today, saying, you know, what do you think you learn from this course? What do you think you would like to have had more time on etc? Um, you know, I think, you know, nothing's perfect, but this was, this is a pretty good attempt at it, I think, you know? Yeah. So, if they're open to feedback, I've given some feedback. In that respect."

[Relle; Position: 32 - 32; Created by: paulavillegasverdu; 08/11/2020 12:50; Weight score: 0]

4.

"Well, yeah, that's an interesting when I was thinking about that yesterday, actually was making my notes I can't remember what the question was, but but I think it was something to do the similarity of differences between this and this approach, and maybe what you might call the normal classroom approach. And I tend to think that a good lesson should should I think both in terms of 70/30 70% 30%, so it should be 30% teacher input or teacher focus, and 70% the students doing things or practising. Whereas sometimes I think that maybe the flip learning was maybe more 70/30 the other way. Or, I mean, for example, in the presentation stage, there was a lot of teacher input in some of the lessons maybe less than 30% of students, student participation when we had the breakout groups. But sometimes, perhaps the perhaps it falls with to too much teacher focused and types. And also in the seminar discussions I found, yes, it was very much the focus was on the students all doing. And I felt I had to give them a lot. I felt that I needed to give them more input in the form of feedback, especially on how well they had done the task, or how well they had been how, what they had done, related to

their future academic studies. And sometimes I must admit that I think that there should have been more time for that. It was kind of complicated by the by the working with another teacher thing because you've kind of got to I got on very well with my partner teacher, she was great ehm but you kind of you kind of juggling that as well. So you don't have as much control over the feedback either and how much feedback you want to give. And you've also got, you've got actually also got a lot of materials to get through. So this also influences how much feedback you can give. So going back to my original point, that 7030 thing, you know, felt sometimes, there needed to be a little bit more teacher input in the input and especially in terms of feedback and how, what they were doing related to their academic needs or future academic needs or future academic goals. I think,"

[Cedric; Position: 143 - 143; Created by: paulavillegasverdu; 11/11/2020 16:38; Weight score: 0]

5.

"Yes, and no, I think I mean, on the one hand, you know, because because you're still, you still teaching you have you still have to prepare, you have to be prepared you, you still have to know what the the lesson aims are, how they relate to the course aims or as I said before the students academic needs or future academic learning needs on the programme. So in that sense, no, I don't think so. I don't think my role as a teacher really changed and you're still Ehm you are XXX. You're still trying to get that balance between teacher focus and student focused activities. You're still using the the breakout groups you still encouraging the students to communicate You can still do all that. I think I might have made some notes on this yesterday when I just look at my notes I actually got them on my my desktop."

[Cedric; Position: 199 - 199; Created by: paulavillegasverdu; 11/11/2020 17:16; Weight score: 0]

6.

"How does your role change? yeah Okay. So yeah, I've still got lesson aims where learning objective relates to the course. The... you still performing the same teacher roles that you would in a normal classroom. So your instructor facilitator, you're still doing using the same kind of dimensions of learning, you know cognitive dimensions, behavioural dimensions, these things are all the same. You need to know your subject you need to be prepared creates a positive learning environment and encourage

students to communicate, etc. Learning is still very interactive. And yeah, I think the only thing I didn't mention is are you still trying to encourage the students to be quite independent learners to think critically to, to be self directed to be independent learners, because that's what they're doing on their flipped learning they're, they're going away and doing it on their own. Which kind of mirrors their mirrors their their future academic study on a Master's programme. I think when I did my masters, I would say that i i did 70% of it on my own. I don't mean that to kind of denigrate my tutors in anyway."

[Cedric; Position: 200 - 200; Created by: paulavillegasverdu; 11/11/2020 17:18; Weight score: 0]

7.

"But I think that's the key to is to understanding how much you have to do on your own. So yes, from from that point of view. I yes, I was I think we were encouraging the students to be self directed and kind of preparing them a lot for their own future future study. So in that sense, nope. I think that the role of teachers perhaps not very different. Except maybe that kind of, as I mentioned before, that 7030 bounds that are later having in my lessons was perhaps the only difference."

[Cedric; Position: 204 - 204; Created by: paulavillegasverdu; 11/11/2020 17:23; Weight score: 0]

8.

"I'm teaching on the preessional course 10 week course, which started in June, and this is the last week. So it ends at the beginning of September. Basically, I had I had a group of pre master's students, 12 students, all Chinese, very motivated, very, very keen, very pleasure to work with"

[Roland; Position: 4 - 4; Created by: paulavillegasverdu; 06/11/2020 17:20; Weight score: 0]

9.

"role as a teacher changes in the classroom when you're using flipped learning or not really"

[Roland; Position: 50 - 50; Created by: paulavillegasverdu; 06/11/2020 19:57; Weight score: 0]

10.

"Ok Uh huh. All right, well, what I've been doing is teaching as a pre sessional teacher tutor. And whith a group you know, to get them through one week's induction for the teachers six weeks of work, which is assessed for them by the for the students by an extended writing, essay, seminar, performance, which is recorded and checked, and a presentation, which was delivered with the constraints of COVID."

[Clarence; Position: 8 - 8; Created by: paulavillegasverdu; 08/11/2020 11:19; Weight score: 0]

11.

"Yeah, I supposed it is a bit different because you're, you're relying on the students to be a bit more autonomous. And you know that they're, instead of you introducing certain concepts to them, but they're are finding out about them independently when you're not there. So it does. To a certain extent, it does change the dynamic between students and teachers, but not not that much. Because if we're in a normal lesson, they'd be doing homework and doing stuff. And so I don't think it's a huge difference"

[Russell; Position: 114 - 114; Created by: paulavillegasverdu; 08/11/2020 11:20; Weight score: 0]

12.

"but you are still teaching, still teaching, you know, still asking students questions, or they you know, they posted in chat a lot, because they didnt want to speak so XXX, you know, so we were just answering their questions, you know, in the chat box there. But yeah, you're still teaching and, you know, still doing the extended writing and yeah, whatever."

[Nerese; Position: 130 - 130; Created by: paulavillegasverdu; 12/11/2020 18:26; Weight score: 0]

13.

"Ehm...I don't know. I think they were I think there were a lot of high points that despite despite the huge amount of material, and the construct, perhaps the constraints, perhaps the advantages, the different way of working. There was some very lovely, lovely aspects of the of the course. And personalities arose and people asked questions, people even told little jokes in the in the chat box."

[Marcia; Position: 135 - 135; Created by: paulavillegasverdu; 12/11/2020 20:12; Weight score: 0]

10. Workload

1.

"To check it out before so they knew the content but so the new yet so this flip learning was sort of like a slightly a new ish sort of concept online clearly for them. For me it was a it was both the flip learning and the online so and I actually it was interesting because I was saying to the students this afternoon that I had to I had to read the content as well so I had to I was doing the exercises and things I don't know how they managed to fix it you know, it was my it was it's it's a great course I mean it's It was wonderful to have the materials organised for us I'm so used to always having to write my own materials. So that was really good part but the amount of time you know that these students doing it in L2,"

[Relle; Position: 2 - 2; Created by: paulavillegasverdu; 08/11/2020 12:44; Weight score: 0]

2.

"you know it's Yeah, my hat off to them really. I think they all should have passed just for getting through it"

[Relle; Position: 6 - 6; Created by: paulavillegasverdu; 08/11/2020 12:44; Weight score: 0]

3.

"And I do like it they say, you know, they say the videos do take time, but I understand why I need to do them"

[Naomi; Position: 81 - 81; Created by: paulavillegasverdu; 09/11/2020 19:27; Weight score: 0]

4.

"I just think, you know, the intense nature of the of the preessional there's, there's a lot to get through. So sometimes, you know, some days they might have four videos to work through when, you know, yeah, for me, that thing, you know, if I need to go through them, that will take me more than half an hour to an hour but obviously for them, because they're, you know, they're going through the making notes, making sure they understand that we did, it's a lot more time consuming, but they do have to do five, I think it's something like five hours a day of extra study, I can't remember exactly. Yeah. I think, yeah, I need to clarify that actually, all of it, they, you know, they have to put in extra work at home. So, yeah, I think it is at least 20 hours a week, something like

that. So, you know, they, they know that it's not just attended the classroom, they've got to go home and do their study. And part of that is the flip learning"

[Naomi; Position: 85 - 85; Created by: paulavillegasverdu; 09/11/2020 19:33; Weight score: 0]

5.

"ell, it actually means that I don't have that much preparation. I mean, okay. In some ways, it makes the preparation less stressful."

[Roland; Position: 20 - 20; Created by: paulavillegasverdu; 06/11/2020 18:41; Weight score: 0]

6.

"So but it's not the preparation that where I have to sort of come up with things from from scratch. It's basically working with with some material which is quite, somebody has put a lot of thinking into designing it, and is just maybe polishing it rather than rather than trying to build something"

[Roland; Position: 28 - 28; Created by: paulavillegasverdu; 06/11/2020 18:46; Weight score: 0]

7.

"it was just it was very well designed. I must say, yeah, I mean, I've done pressessionals in two other places before and yeah, this is Probably the best one"

[Roland; Position: 61 - 61; Created by: paulavillegasverdu; 06/11/2020 20:20; Weight score: 0]

8.

"Well, it depends on the course it depends how much learning they have to do. I think my impression on the preessional is that there's quite a lot for them to do so it's quite a heavy workload for them. But it's ahm only like it's only really four weeks of the six week course, there's only four weeks where they actually have to do homework and flip learning. Because after that it's assessments and exams. So it is a heavy workload that it's it doesn't last that long"

[Russell; Position: 102 - 102; Created by: paulavillegasverdu; 08/11/2020 11:17; Weight score: 0]

9.

"Ehm....not really I mean, I suppose if if a teacher feels that they have to go through all of the flipped learning themselves, then that that would increase their workload. But

like on the preessional, we were given summaries of the flipped learning so we didn't have to go through the whole lot by ourselves. And so it doesn't really increase teachers workload that much."

[Russell; Position: 106 - 106; Created by: paulavillegasverdu; 08/11/2020 11:18; Weight score: 0]

10.

"No, well, it depends. I mean, not not necessarily because I'm a, I mean, okay, you might search for an article that you want the students to read for flip, flip learning. But you, you might do that. Anyway, if you were preparing for a class and you were going to use the article in the class, so I don't think it necessarily leads to a heavier workload for teachers."

[Russell; Position: 110 - 110; Created by: paulavillegasverdu; 08/11/2020 11:18; Weight score: 0]

11.

"You know, the tech that side, not what the students had to do, because that was the same more or less, but it was what we needed to do XXX. So you know, to make, and also you have to load material, you know, the slides the night before the morning before, you know, and if you're going to get you know, so it's having to remember that everything's there. Yeah."

[Nerese; Position: 4 - 4; Created by: paulavillegasverdu; 12/11/2020 17:33; Weight score: 0]

12.

"So in that respect, we only had two and that was good. But there's so much. So many other things to do, you know?"

[Nerese; Position: 16 - 16; Created by: paulavillegasverdu; 12/11/2020 17:49; Weight score: 0]

13.

"well, I mean, the materials were there. But, you know, some of the materials I didn't particularly like, I did think, you know, I mean, I think I did give feedback on this, so I had to sort of create some of my own, not whole lessons, but sort of to supplement, and then XXX. So that's sort of added to, because the slides were not checked, you weren't allowed to change them, although teachers got around it. So, you know, and you know, when you have been teaching for a long time, you know, you do have your own ideas.

You know, and you think, Oh, well, that's not really what the students need, you know, so. So that added to it. I mean, I didn't do a maybe do about four or five times. Yeah, so that goes to that workload because of that. But obviously, some teachers won't do that. Some teachers they will, that's just fine as it is. So it depends on the teacher as well, doesn't it?"

[Nerese; Position: 41 - 41; Created by: paulavillegasverdu; 12/11/2020 18:06; Weight score: 0]

14.

"To be honest, I mean, I, you know, I saw, you know, we kept saying, you know, remember to do the interactive tasks, I suppose, you know, when you looked at the, the week's lessons, you know, there's a massive list of interactive content. I suppose I didn't really pursue it that much to see how much you know, they know how many of them were they doing. I think they had because obviously, there's more this time because it was, you know, it's online. It's not usually that many, I suppose. So. Yeah, but I mean, that's sort of probably Yeah, it's an interesting thing that the students said, yeah. Yeah, but you know if they got to do the extended writing, or they've got to, you know, prepare for the presentation, which takes a long time. You know, six weeks course is very short. It's only one month, you know, so I can understand where they're coming from. Yeah."

[Nerese; Position: 73 - 73; Created by: paulavillegasverdu; 12/11/2020 18:12; Weight score: 0]

15.

"So that's so so that's my concern. So I just sort of losing losing losing the connection between the different parts and myself. Just feeling so much more busy with the online version of the course. Myself, not just not having energy afterwards to go and check the flip myself and maybe, and maybe just refresh myself on how it was all linking together. It's a bit disappointed that I didn't really do enough to emphasize at least some of the key the key elements of the of the flipped, I think what we should have, what we should have done is a Friday off or er a Friday second lesson or something... Done, a big revision of the week is but the six week, it's just like Forward, forward, forward, and there's no reflection, no revision. And that really goes against what I believe that, you know, you have to do."

[Marcia; Position: 22 - 22; Created by: paulavillegasverdu; 12/11/2020 19:45; Weight score: 0]

16.

"It's all very nice and interesting. But there's so much. To my my idea was how can how can students capture it? reflect on it? How can it be revised? So rather than something new every day, every you know, every two have two hours teaching per day... something new, something new, something new, something new, something new? Oh, ay ay ay Oh,"

[Marcia; Position: 59 - 59; Created by: paulavillegasverdu; 12/11/2020 19:55; Weight score: 0]

17.

"But on this summer school, um, I was just exhausted"

[Marcia; Position: 151 - 151; Created by: paulavillegasverdu; 12/11/2020 20:16; Weight score: 0]

18.

"I felt there was no time there was honestly, there was no time for anything else. But it is huge. It is huge, huge, huge. And relentless, the motion? The motion,"

[Marcia; Position: 155 - 155; Created by: paulavillegasverdu; 12/11/2020 20:16; Weight score: 0]

19.

"you've got all your materials in the morning, and you have to have the meeting with your partner to decide perhaps how you're gonna, how you're gonna, how you're going to, to operate, you've got to, you've got to take all the stuff from the teacher portal, you've got to put it all into the classroom, and everything takes so long. And sometimes there was like 5, 6, 7. So you, you look at the stuff in the portal, you make it into a PDF, because it's only PDFs that go into it go into collaborate. So that was my job. First thing in the morning was to get the materials off, because you can't get you can't do too much in advance because there's so much material. So you get the material off the portal, you put it all in the classroom, then the second teacher comes in, this is about half an hour, 45 minutes before class. And then you're just talking about Okay, we need two break out rooms and oh, have you put that Oh, no, I haven't put that in the breakout room. And then Okay, let's get let's go through and see what we've got. And how does that link with anything with with the with the flipped? Or Isn't there anything else we really want to

say about it? Oh, we've got to remind them about the deadline for that. And {laugh} and so from the very beginning, it's just like you're tense."

[Marcia; Position: 159 - 159; Created by: paulavillegasverdu; 12/11/2020 20:17; Weight score: 0]

20.

"Right. So four hours, basically. So you know, I'm starting at nine o'clock, starting around eight, eight o'clock in the morning. until until until midday when you finish your tutorials. You're really really tense. And it's like, yeah, you're you're It's hard to explain and maybe it's just me"

[Marcia; Position: 163 - 163; Created by: paulavillegasverdu; 12/11/2020 20:18; Weight score: 0]

21.

"I don't know if anyone else. I got this feeling of like incredible tension, because the worry the worry always, always the worry is I'm like...Am I gonna have technological issues, that's always a background kind of worry, even though I don't think many people did, after the first week, it was fine. But you know, you always you always think about that. And so that's like this, you're going through and there was there was only half an hour, there wasn't even time to get coffee between the two sessions. So it's a very, very, very, very, very, very, very intense, and then you know, you'd have to do your tutorials every day, and you have to do your tutorial paperwork, and so forth. And then think about the next day try to have a look at what was on the, the, the interactive, and then you know, the marking the marking and everything starts, as well. So it's just, it's very, very, very, very, very tiring"

[Marcia; Position: 167 - 167; Created by: paulavillegasverdu; 12/11/2020 20:18; Weight score: 0]

22.

"which is completely different from a live, a live, a live class. I think and it's just, it's just I really, I really, I really felt that, you know, like five days, and all those slides all those slides, all those slides. And, you know, I'd like to, I'd like to make a nice mind map. So I can sort of get an overview of what of what of the lessons.

Paula Vv 32:52

aha

Marcia 32:53

But it's just just very, very hard work. Very hard work. {laugh}"

[Marcia; Position: 183 - 187; Created by: paulavillegasverdu; 12/11/2020 20:20; Weight score: 0]

10.1. Ts Workload in Relation to the Interactive Content

1.

"I think yeah that the summary it was always useful in some of them. And for instance, when the students have to do their presentation, they have to do it about one of the United Nations sustainability goals. Because that was for their assessment. I watched that video myself because I just wanted to double check everything that was being told because it wasn't something important, but I was selective with the video. Sometimes, if they were they were relatively straightforward. I didn't watch them. But then other videos say Say for example, and with the essay and the extended writing and it broke down the table for the students. So they got things like the topic, the focus, the instructions and the limitations of those type of videos I watched"

[Naomi; Position: 20 - 20; Created by: paulavillegasverdu; 09/11/2020 19:08; Weight score: 0]

2.

"Yeah, it was more work, but I felt in the end in, it helped me to help the students, because one of the students actually came online when when we've my partner, teacher, and I were teaching it. And she said, Oh, this is my essay title. She brought it up in the chat. What are my limitation? So luckily, because I knew what she was referring to. But, yes, so so for some things, it is a good idea to watch them"

[Naomi; Position: 24 - 24; Created by: paulavillegasverdu; 09/11/2020 19:10; Weight score: 0]

3.

"Yes, yes, it could. Yes, it could increase a bit. I felt that I had to know. For example, the lectures I had to listen to the lecture I had to read the texts because I felt it was important to know What the students we were talking about, you know what they were discussing. And in my previous experience in another preessional in another university, I also we also use the flipped learning approach. But it wasn't online. Because

the text was so long and dense. I felt I had to read them just to know what the students were talking about, basically. So yes, that can increase preparation time. Yeah."

[Cedric; Position: 159 - 159; Created by: paulavillegasverdu; 11/11/2020 16:45; Weight score: 0]

4.

"But then the way I mean, again, that the way this course is structured is actually very well designed, because I quite like to have a look at the interactive contents that the students were doing."

[Roland; Position: 24 - 24; Created by: paulavillegasverdu; 06/11/2020 18:42; Weight score: 0]

5.

"So so in that way, it actually is that does take a bit of time if I want to go through this activity myself, and see exactly what they've, what they've done, and maybe what what types of questions they might have and what may maybe was lacking from this interactive contents"

[Roland; Position: 28 - 28; Created by: paulavillegasverdu; 06/11/2020 18:45; Weight score: 0]

6.

"I suppose if if a teacher feels that they have to go through all of the flipped learning themselves, then that that would increase their workload. But like on the preessional, we were given summaries of the flipped learning so we didn't have to go through the whole lot by ourselves. And so it doesn't really increase teachers workload that much."

[Russell; Position: 106 - 106; Created by: paulavillegasverdu; 08/11/2020 11:18; Weight score: 0]

7.

"we won't have time to check on everything, but please, please do"

[Marcia; Position: 34 - 34; Created by: paulavillegasverdu; 12/11/2020 19:47; Weight score: 0]

8.

"Do you have to go through, like the flip content yourself? Or

Marcia 27:46

Yes, yes, yes. And I think this is a really important, obviously, it's a really important part

of the course to keep linking linking linking. But honestly, you could be you could be working until 10 o'clock at night quite easily"

[Marcia; Position: 157 - 159; Created by: paulavillegasverdu; 12/11/2020 20:17; Weight score: 0]

10.2. Teachers' and the IC - WHY they do(n't) them

1.

"That's why as I say, I was going through the material myself, learning the interactive content, and, you know, watching the lectures and all that sort of thing."

[Relle; Position: 28 - 28; Created by: paulavillegasverdu; 08/11/2020 12:49; Weight score: 0]

2.

"That's only my own. That's only my own desire. Because, you know, the lesson plans were written out and they were so well organised. But I, you know, there's no good reading a lesson plan until unless you know exactly how they're doing that introducing stance and you know, sort of position in writing. Unless you actually go through interactive content, you don't really know what it is. I did without dropping anybody in my colleague didn't really look at that he rested on the fact that he taught the course, three or four years before and in fact, he sent me the materials that he had, but I didn't even look at them because I didn't have time to look at the notes too busy looking at this new content. Yeah. And reading the lesson plans and looking at the PowerPoint slides so that I knew what was coming and where the breakout rooms were at etc because of collaborate and everything, so I didn't have time to look at the old content whereas he rested on I had more of a grip of what was coming does that sound...?"

[Relle; Position: 36 - 36; Created by: paulavillegasverdu; 08/11/2020 12:51; Weight score: 0]

3.

"I think yeah that the summary it was always useful in some of them. And for instance, when the students have to do their presentation, they have to do it about one of the United Nations sustainability goals. Because that was for their assessment. I watched that video myself because I just wanted to double check everything that was being told because it wasn't something important, but I was selective with the video. Sometimes, if they were they were relatively straightforward. I didn't watch them. But then other

videos say Say for example, and with the essay and the extended writing and it broke down the table for the students. So they got things like the topic, the focus, the instructions and the limitations of those type of videos I watched"

[Naomi; Position: 20 - 20; Created by: paulavillegasverdu; 09/11/2020 19:08; Weight score: 0]

4.

"Yeah, it was more work, but I felt in the end in, it helped me to help the students, because one of the students actually came online when when we've my partner, teacher, and I were teaching it. And she said, Oh, this is my essay title. She brought it up in the chat. What are my limitation? So luckily, because I knew what she was referring to. But, yes, so so for some things, it is a good idea to watch them"

[Naomi; Position: 24 - 24; Created by: paulavillegasverdu; 09/11/2020 19:10; Weight score: 0]

5.

"Yes, yes, it could. Yes, it could increase a bit. I felt that I had to know. For example, the lectures I had to listen to the lecture I had to read the texts because I felt it was important to know What the students we were talking about, you know what they were discussing. And in my previous experience in another preessional in another university, I also we also use the flipped learning approach. But it wasn't online. Because the text was so long and dense. I felt I had to read them just to know what the students were talking about, basically. So yes, that can increase preparation time. Yeah."

[Cedric; Position: 159 - 159; Created by: paulavillegasverdu; 11/11/2020 16:45; Weight score: 0]

6.

"Also, I found, I actually found some of the lectures are very interesting. So, you know, I didn't feel it didn't feel like a chore to do to listen to the lectures or to read the texts"

[Cedric; Position: 175 - 175; Created by: paulavillegasverdu; 11/11/2020 16:56; Weight score: 0]

7.

"because I kind of think that it seems a bit unprofessional if the students have done some activities, and I don't really know what it was. So so in that way"

[Roland; Position: 28 - 28; Created by: paulavillegasverdu; 06/11/2020 18:45; Weight score: 0]

8.

"ut anyway, so the flip learning so I said, Well, we need to do the course too. We teachers need to do it. And then I started doing it. And then I got a bit annoyed because I couldn't skip through it. Because I knew the answers. Sometimes I got it wrong, of course. And that was an education. For me. It was a good refresher. Because I don't work for 10 months in teaching I examine the rest of the time. Yeah, not very much work, you know, I'm semi retired. So it was great. And I thought well, I'll do all this and another no won't. It'll take too long to do it all."

[Clarence; Position: 178 - 178; Created by: paulavillegasverdu; 07/11/2020 14:55; Weight score: 0]

9.

"I would suggest that in the future the teacher needs to know exactly what it is they should have done by doing it themselves, or being able to skip through it, you know, if we have the control of the screens and don't have to type in all the answers through it in 10 minutes, takes them an hour. And then they even put open ended answers, you know, there can be open ended questions with in paragraphs, which we could check, and that would be a part of our homework for them individually. But and so that you know, this blended the latest that's the phrase I've learned this year is blended learning."

[Clarence; Position: 182 - 182; Created by: paulavillegasverdu; 07/11/2020 14:59; Weight score: 0]

10.

"I, you know, and if, you know, all I would have added was, you know, my lament that I felt bad because I didn't know exactly what interactive I prefer to call it interactive content. I didn't know which bit they should have done, or whether they've done it enough. And I didn't know how to combine, you know, to make the link between what with what they should have done one day or the same day earlier with what was happening in the online lesson"

[Clarence; Position: 202 - 202; Created by: paulavillegasverdu; 07/11/2020 15:17; Weight score: 0]

11.

"Ehm I think some of it. To be honest, I didn't read through a lot of what they were doing the interactive, but I did have knowledge from not much last year, because I was

on cover, but the year before, so I did have knowledge of what the students you know, have to look at."

[Nerese; Position: 49 - 49; Created by: paulavillegasverdu; 12/11/2020 18:09; Weight score: 0]

12.

"So, and so in that respect, it wasn't, I didn't have to check much just because of my knowledge, of, you know, previous years. I think because I think it was more or less the same, obviously, when it came to these assessments. And yeah, I had to look at things much more in depth and, you know, understand this the presentation, that was a little bit tricky, really, you know, what they had to do? And, and you know, how to, you know, help the students just a bit more with that. So, although I think it was interesting, but yes, a bit more tricky that."

[Nerese; Position: 49 - 49; Created by: paulavillegasverdu; 12/11/2020 18:10; Weight score: 0]

13.

"Myself, not just not having energy afterwards to go and check the flip myself and maybe, and maybe just refresh myself on how it was all linking together. It's a bit disappointed that I didn't really do enough to emphasize at least some of the key the key elements of the of the flipped, I think what we should have, what we should have done is a Friday off or er a Friday second lesson or something.. Done, a big revision of the week is but the six week, it's just like Forward, forward, forward, and there's no reflection, no revision. And that really goes against what I believe that, you know, you have to do."

[Marcia; Position: 22 - 22; Created by: paulavillegasverdu; 12/11/2020 19:45; Weight score: 0]

14.

"Yes, yes, yes. And I think this is a really important, obviously, it's a really important part of the course to keep linking linking linking"

[Marcia; Position: 159 - 159; Created by: paulavillegasverdu; 12/11/2020 20:18; Weight score: 0]

11. IC

1.

"I think with me, specifically me, it's about trusting the students to do something, that if you have got the right structure when they come to class, to back up what they've what you said to them, why don'y you watch? Why don't you do this? I'm having is having the confidence that they will do it. But again, I think I think it really is a matter of it being this cultural group and specifically, because you will tell them to do something, they will do that and I've known that ever since I started teaching. If you show them a structure, they will stick with that structure. If you tell them to do something, they will do it.

That's not always the case of other groups. So generalising too much on that basis is a little bit is a little bit dodgy for me. If you've got that structure in class and it becomes clear to them that what they're learning at home in the flipped learning they're bringing to class and they're putting into practice then then I should I should really relinquish control of trying to keep teaching that same point in class. Does that make any sense?"

[Relle; Position: 150 - 150; Created by: paulavillegasverdu; 08/11/2020 15:32; Weight score: 0]

2.

"Yeah, that I didn't really I sort of kept um, what's the word Referring"

[Relle; Position: 154 - 154; Created by: paulavillegasverdu; 08/11/2020 15:33; Weight score: 0]

3.

"I just think, you know, the intense nature of the of the preessional there's, there's a lot to get through. So sometimes, you know, some days they might have four videos to work through when, you know, yeah, for me, that thing, you know, if I need to go through them, that will take me more than half an hour to an hour but obviously for them, because they're, you know, they're going through the making notes, making sure they understand that we did, it's a lot more time consuming, but they do have to do five, I think it's something like five hours a day of extra study, I can't remember exactly.

Yeah. I think, yeah, I need to clarify that actually, all of it, they, you know, they have to put in extra work at home. So, yeah, I think it is at least 20 hours a week, something like that. So, you know, they, they know that it's not just attended the classroom, they've got to go home and do their study. And part of that is the flip learning"

[Naomi; Position: 85 - 85; Created by: paulavillegasverdu; 09/11/2020 19:33; Weight score: 0]

4.

"It's just the perhaps the level of which they understand the material. I maybe maybe that's for me to monitor in the seminar discussions,"

[Cedric; Position: 139 - 139; Created by: paulavillegasverdu; 11/11/2020 16:33; Weight score: 0]

5.

"I didn't perhaps know exactly what form the interactive content would take. So yeah, some things were a surprise {laugh}."

[Cedric; Position: 167 - 167; Created by: paulavillegasverdu; 11/11/2020 16:45; Weight score: 0]

6.

"I think in some cases, yes. I mean, things like, you know, citation is very clear what the connection is, and they're almost they're almost coming into the live sessions. Is that what you call them live session?"

Paula Vv 26:56

Yeah.

Cedric 26:57

They're almost coming into the live sessions and they're almost Recycling, what they've done at home, but it's certainly at the beginning at the initial stages. So yes, I think that the link is is very clear to them, then. I think the other aspects is the link between what they're doing and the goals on this course on a preessional. For example, the assessments, or their future academic studies are not so clear. And I did try to make those links clear in my feedback. But sometimes, as I said that I think, perhaps I needed maybe I needed more time for feedback to grow. I needed to make more time for feedback, really. Especially to make clearer the links between the seminars Discussions, for example, and the assessment on the preessional. And what they need to do ins what they will need to do in seminars in their, on their academic programme."

[Cedric; Position: 228 - 232; Created by: paulavillegasverdu; 11/11/2020 17:34; Weight score: 0]

7.

"I guess the answer to questions yes and no, sometimes it was pretty obvious what the links were and often it wasn't. It needed. It needed to be made explicitly clear, I think, by the teacher."

[Cedric; Position: 236 - 236; Created by: paulavillegasverdu; 11/11/2020 17:34; Weight score: 0]

8.

"There is a lot of interactive content that the students need to complete before coming to class,"

[Roland; Position: 8 - 8; Created by: paulavillegasverdu; 06/11/2020 17:36; Weight score: 0]

9.

"So there is there is there are tasks for every single day and every single week there are some tasks assigned"

[Roland; Position: 8 - 8; Created by: paulavillegasverdu; 06/11/2020 17:40; Weight score: 0]

10.

"So when they come to class prepared, having, for example, watched a lecture, having watched it maybe multiple times, having taken some notes, then we already can talk about, I mean, we can take the whole class to a higher level"

[Roland; Position: 12 - 12; Created by: paulavillegasverdu; 06/11/2020 17:56; Weight score: 0]

11.

"well enough written. And if I mean, I don't know what the alternatives are, if they get it wrong. It's always the dilemma for the writer of this program. learning stuff how you know, how can I make it even simpler for a slower weaker students? The limit, you can only go down so far, you know, you can't make any simple. And you hope that you can deliver the material quite quickly to save everybody time, you don't want to go too slow, that would annoy a fast learner. So really, the only data you've got, the only information you've got is if they pass the post test. We had things called pre tests, we would we would assess the student before they started the courses we used to write, and then there would be a post test. And it'd be virtually the same in some ways, you know, anyway, you've got your post test, but my experience is that some of the students, it

hasn't stuck, they come to the online work, and it hasn't, but that's not the fault of the flipped learning. I think it could be the fault of that. But we had a little chat this morning, me and the teachers in my group of four. And I said, I mean, I come up with these bright ideas. You know, really we're deprogramming them. In particular Chinese students have been programmed to study a certain way. And other cultures have other ways of studying. And the first thing I learned in EAP teaching was look, is to say to the students the truth. Look, we're not saying the western method of writing an essay is the best. No, we're not saying that we are saying though, it's the one you have to do here. So if you don't like, it's your choice, you can go. And we're not saying it's brilliant. We're not saying it's fantastic. We're saying it clearly works. To an extent, though, please use it so that this subconscious, conscious, subconscious resistance of students, and when you look at a six week course, I mean, I've taught on four week courses, and I've seen two week preessional advertised."

[Clarence; Position: 36 - 36; Created by: paulavillegasverdu; 07/11/2020 12:07; Weight score: 0]

12.

"it means that I mean, for example, the online the online work we did was to give them some slides to look at and some examples and then we broke it down and said so in this example, what you know, let's just break it down, we're looking at reporting verbs. So first of all, identify the reporting verb in this sentence"

[Clarence; Position: 98 - 98; Created by: paulavillegasverdu; 07/11/2020 12:42; Weight score: 0]

13.

"I call it it was it and I struggled to find a work so I called it self study. standalone still self study is how I prefer to think of it. technology based training is far too broad a term that covers everything nowadays."

[Clarence; Position: 102 - 102; Created by: paulavillegasverdu; 07/11/2020 12:43; Weight score: 0]

14.

"so so self study standalone. But if so, if the examples are clear, this students have this opportunity, especially with now distance learning"

[Clarence; Position: 106 - 106; Created by: paulavillegasverdu; 07/11/2020 12:44; Weight score: 0]

15.

"I sometimes prepared flipped learning myself usic classes, but some of it's already prepared for the course."

[Russell; Position: 30 - 30; Created by: paulavillegasverdu; 08/11/2020 10:48; Weight score: 0]

16.

"So for the preessional, it's, um, it's all kinds of different content, actually. Some of it is like, academic articles"

[Russell; Position: 46 - 46; Created by: paulavillegasverdu; 08/11/2020 10:49; Weight score: 0]

17.

"reading for the academic reading circles, some of it is lectures, and some of it's like grammar input or input about academic writing, so all kinds of things."

[Russell; Position: 50 - 50; Created by: paulavillegasverdu; 08/11/2020 10:53; Weight score: 0]

18.

"I think mostly The link is fairly clear and So something like the academic reading circles that the students read an academic article then in the class they have a discussion about it so and it's pretty obvious what the link is and with most of the other flip stuff, it's quite similar you know ehm they, they listen to something or they read something or that they studied some material. And then we talk about it in class the following day."

[Russell; Position: 54 - 54; Created by: paulavillegasverdu; 08/11/2020 10:54; Weight score: 0]

19.

"I'm not that much. I don't think occasionally but not not every lesson. No"

[Russell; Position: 58 - 58; Created by: paulavillegasverdu; 08/11/2020 10:54; Weight score: 0]

20.

"Well, I think it's, um, I think it's successful in the case of materials that are not really suitable for doing in class like, like reading an academic article, listening to a lecture, maybe doing some exercises that you don't need to do in class. So, if you flip that kind of thing, and that the students talk about it in class, it's so it's usually quite a successful activity."

[Russell; Position: 62 - 62; Created by: paulavillegasverdu; 08/11/2020 10:55; Weight score: 0]

21.

"Ehh, So it's difficult to say if there's any particular kind of content that doesn't work, I suppose, like, one type of content that I would feel a bit less confident about putting as flip content is something that introduces like a new concept for the students. So it may be maybe some concepts in academic writing, like, paraphrasing, where if it's a whole new idea, then I might be more comfortable about introducing it in class, rather than through reflective activit"

[Russell; Position: 70 - 70; Created by: paulavillegasverdu; 08/11/2020 10:57; Weight score: 0]

22.

"Not really, No, because I think as a teacher, you expect them to take responsibility for doing the work and if they haven't done it and they can't participate in the class I think that that's their problem. You know,"

[Russell; Position: 82 - 82; Created by: paulavillegasverdu; 08/11/2020 11:03; Weight score: 0]

23.

"Yeah, I think especially when I mean if it's a flip task that the students have to discuss in class, and they come to class and they haven't done it, and they can see everyone else has done it, but then that encourages them to do it, and it makes it more likely that they will do it in future activities"

[Russell; Position: 94 - 94; Created by: paulavillegasverdu; 08/11/2020 11:15; Weight score: 0]

24.

"To be honest, I mean, I, you know, I saw, you know, we kept saying, you know, remember to do the interactive tasks, I suppose, you know, when you looked at the, the week's lessons, you know, there's a massive list of interactive content. I suppose I didn't really pursue it that much to see how much you know, they know how many of them were they doing.I think they had because obviously, there's more this time because it was, you know, it's online. It's not usually that many, I suppose. So. Yeah, but I mean, that's sort of probably Yeah, it's an interesting thing that the students said, yeah. Yeah, but you know if they got to do the extended writing, or they've got to, you know,

prepare for the presentation, which takes a long time. You know, six weeks course is very short. It's only one month, you know, so I can understand where they're coming from. Yeah."

[Nerese; Position: 73 - 73; Created by: paulavillegasverdu; 12/11/2020 18:13; Weight score: 0]

25.

"That I don't know and I spoke, spoke to my partner, teacher, and we agreed that it would be great, but we had such a pressure. It's like, you know, you, you've really got to keep up and try to come there was so there was so many there was so many synchronous materials to do and it was so slow sometimes that there just wasn't really time. So I thought, Okay, can I try to shoehorn it in shoehorn a discussion about the flipped"

[Marcia; Position: 14 - 14; Created by: paulavillegasverdu; 12/11/2020 19:42; Weight score: 0]

26.

"So I just sort of losing losing losing the connection between the different parts and myse"

[Marcia; Position: 22 - 22; Created by: paulavillegasverdu; 12/11/2020 19:44; Weight score: 0]

27.

"because they, you know, you've got to do your flips, you've got to do your flips, it's part it's part of it, and we won't have time to check on everything, but please, please do. And I just think that we should have had a stop ehm built into every week to to connect the elements together. And I kept saying like this, like a jigsaw puzzle, and you eh you can't miss ...You know, if... the first the very first week the very first flipped is about you know, understanding your tittle your essay title and things like this. And you know what, and thesis statement which is so important, but it just got buried with with the with the with the the juggernaut of the whole of the whole thing."

[Marcia; Position: 34 - 34; Created by: paulavillegasverdu; 12/11/2020 19:47; Weight score: 0]

28.

"So that we can go through it something like that I think would have would have been able to link the elements together."

[Marcia; Position: 46 - 46; Created by: paulavillegasverdu; 12/11/2020 19:51; Weight score: 0]

29.

"No. I don't I don't. I think I think for that, as I mentioned there are those who picked up very quickly that that they could perhaps see the interrelationships. So when it was overtly mentioned in the synchronous slides that this is a you've looked at this before. Your flipped your flipped work. But I don't, I don't I don't think they I think for many for many they they found it more or less interesting and went and went through it but I don't think there was there was an obvious mechanism for them to, to ask questions where I think, you know, the first 10 minutes of every synchronous lesson is the place where students should be asking asking questions about the evening or for them the morning before it's flipped content."

[Marcia; Position: 50 - 50; Created by: paulavillegasverdu; 12/11/2020 19:51; Weight score: 0]

30.

"And to me like the flipped, okay, it's It's so high quality, it's so it's excellent, excellent, excellent, excellent materials. It's so good. And you just kind of go through it. But where do you actually capture it? I mean, these are not a generation this 18 year olds, they're not a generation to, they do the flip. But are Where is it? Where? Where is the? Where are their questions? Where is the knowledge actually being recorded? It's, I felt I felt it's like this thing that flows, you know, and where do you catch it and say, Okay, okay, thesis statement, that's what it is. And there's four parts to it. And, and, you know, I'm saying,

Paula Vv 11:30

aha

Marcia 11:30

so it flows through, and I don't think they realize that, you know, you and my partner was excellent. And he kept saying, this is a notebook. {Laugh}

Paula Vv 11:42

{laugh}

Marcia 11:42

This is a pen.

These are very useful, please, please, you've got to take notes on the synchronous, you've got to take notes on the flipped. You've got you've got to catch, you've got to catch it. Otherwise, it just flows through"

[Marcia; Position: 50 - 59; Created by: paulavillegasverdu; 12/11/2020 19:52; Weight score: 0]

31.

"It's that they got some of it, but they got some of it and obviously, but they were saying, like, where do we find our titles? And I said, but it's in the flipped content."

[Marcia; Position: 63 - 63; Created by: paulavillegasverdu; 12/11/2020 19:56; Weight score: 0]

32.

"So I think we need some very, very, very basic, basic, basic, basic, basic stuff, which doesn't have to be sexy and clicky. And for the flipped."

[Marcia; Position: 119 - 119; Created by: paulavillegasverdu; 12/11/2020 20:09; Weight score: 0]

11.1. Ss' Engagement With the IC Tasks

1.

"they engage with the content because when you checked on their interactive, you know, the timeline of all the activities, they've done the activities mostly, which was really good, but I think they just need that little bit extra because if they are home and they're doing tha"

[Relle; Position: 60 - 60; Created by: paulavillegasverdu; 08/11/2020 12:58; Weight score: 0]

2.

"Yeah, I mean, I would say not all of them necessarily. Because I didn't check every single day before lesson started if they've done the task, but generally speaking. They seem to have done the task. And when I had to check it for tutorials, yes, they had done

the time. So at what stage, they prepared it, but just because it doesn't just doesn't mean they've understood"

[Relle; Position: 72 - 72; Created by: paulavillegasverdu; 08/11/2020 13:01; Weight score: 0]

3.

"o they know they'd been monitors so they do tend to do it. And I've noticed, as I was saying, from previous preessional courses that I've done at other universities, they did seem to be a lot more engaged and they knew what was coming in and they were able to get involve in the tasks far more or rather than if you just gave it to them cold without any preparation. So, yes, I felt it definitely made the lessons a lot easier for them. And for me as a teacher,"

[Naomi; Position: 32 - 32; Created by: paulavillegasverdu; 09/11/2020 19:15; Weight score: 0]

4.

"And initially, they were a little bit overwhelmed. And they told us and my partner teacher and I during in the tutorials that they were happy that we provided it when we told them every day, okay, this is what you need to do for tomorrow. You know, these are the things yeah, we'd so they'd like those that little reminders And then as the course progressed, I think they just naturally got into it. I think they could see okay, now I'm prepared for the lesson now we can get involved. So, and yeah, I think I think after probably about the first couple of weeks, I think I think they really got into it."

[Naomi; Position: 65 - 65; Created by: paulavillegasverdu; 09/11/2020 19:22; Weight score: 0]

5.

"and also they can look up words that they don't know and things and so they so that they come to the seminar prepared they know the text and I think I can kind of rely on them in that sense that they'll be able to process the text for meaning. That I think that's what I mean by students are very clever and you can kind of rely on them to do the basic work that they can then come to class and be ready to do maybe more complex tasks with a with a with a text, for example. So yes, maybe that was I think was a two or three different ways. I said that I felt it works. Yea"

[Cedric; Position: 119 - 119; Created by: paulavillegasverdu; 11/11/2020 16:21; Weight score: 0]

6.

"so I don't know if you remember how the how the the the blackboard system works is that you try to make it interactive. So the students raised their hands or they write in a chat box. And you can see from the things that the students type in the chat box there. They might need a minute a little bit of time just to think about the answer, but they generally know the answers. They know the material. So from that point of view, you can see the students have done the work."

[Cedric; Position: 131 - 131; Created by: paulavillegasverdu; 11/11/2020 16:23; Weight score: 0]

7.

"I feel that I can I can rely on the students I can trust them that they will have done the work. It's just the perhaps the level of which they understand the material."

[Cedric; Position: 139 - 139; Created by: paulavillegasverdu; 11/11/2020 16:31; Weight score: 0]

8.

"I had the group of 12 there was one student who consistently had some problems, oh, eventually she did those activities, but it was always she was one of the last people to finish them. And almost every week, I had to send her an email saying that it's an important part of the cours"

[Roland; Position: 48 - 48; Created by: paulavillegasverdu; 06/11/2020 20:08; Weight score: 0]

9.

"but my experience is that some of the students, it hasn't stuck, they come to the online work, and it hasn't, but that's not the fault of the flipped learning. I think it could be the fault of that"

[Clarence; Position: 36 - 36; Created by: paulavillegasverdu; 07/11/2020 12:09; Weight score: 0]

10.

"And if they did need several attempts. Maybe you're taking you know, this course is not for you, you know, whether their motive, I think they're motivated by, you know, the students who've had jobs. I had some of the students last year in the sense that they'd worked in the field they were studying off, and I said to them, that's fantastic. you're motivated and then There were other kids, some Chinese lads, they all gathered on the

same table. And they're all having a good time. And, you know, you could tell and they were coming in at the last minute, you know, and, and they gathered together so it was good in a way because I was able to have a go at them and try and be cheeky with them and sarcastic and try and wake them up. Whereas the good students stuck together because they find each other, you know, who's who as the who sits with who. And when I say good, I mean, motivated and mature. So I don't know, I don't know where the interactive content perhaps but I'm sure the data is there. I'm sure how long they take. I mean, they might go to the bathroom. They might leave it open or not. Yeah, it's not valid. So as I say, Big Brother 1984. We need we need cameras on them at all time and keystroke recording, and then we will have valid psychologically illegal data There's ethics aren't they? that you have to sign."

[Clarence; Position: 134 - 134; Created by: paulavillegasverdu; 07/11/2020 14:39; Weight score: 0]

11.

"Nobody brought it up in the tutorials. I think they just saw it as work they had to do with tick boxes"

[Clarence; Position: 142 - 142; Created by: paulavillegasverdu; 07/11/2020 14:42; Weight score: 0]

12.

"Yes. So I think mostly, they do engage with it ehm especially on the on the summer preessional. It's quite a short course. So the students are usually very motivated. And because it's short, they can sort of sustain the motivation over the whole time of the course. So most of them actually do the flip learning and come quite well prepared to the classes"

[Russell; Position: 78 - 78; Created by: paulavillegasverdu; 08/11/2020 11:02; Weight score: 0]

11.2. Monitoring of the IC

1.

"I was doing the exercises and things I don't know how they managed to fix it you know, it was my it was it's it's a great course I mean it's It was wonderful to have the materials organised for us I'm so used to always having to write my own materials."

[Relle; Position: 2 - 2; Created by: paulavillegasverdu; 08/11/2020 12:44; Weight score: 0]

2.

"We are all XXX. It was a system for checking that the students had done the task. It was in Blackboard, but you can see week by week what they were doing and ehm at the end of the week, we'd give them a mark for engagement with the in the pre lesson tasks. So if they didn't do it was quickly flagged up and we just have a chat with the student that student during their tutorial Yeah, they were pretty good"

[Naomi; Position: 16 - 16; Created by: paulavillegasverdu; 09/11/2020 19:08; Weight score: 0]

3.

"Yes, definitely, I don't just get just from precessional courses that I've done in the past. And because because they are and for lack of a better expression, they do have to do it is what they know is part of their requirement"

[Naomi; Position: 32 - 32; Created by: paulavillegasverdu; 09/11/2020 19:11; Weight score: 0]

4.

"You can see the students have done the work because they know the answers."

[Cedric; Position: 127 - 127; Created by: paulavillegasverdu; 11/11/2020 16:23; Weight score: 0]

5.

"Also, in the seminars, you've got the discussion and you can monitor and you can hear the extent to which they know the material, they're familiar with the material. So students students know the material on different levels"

[Cedric; Position: 135 - 135; Created by: paulavillegasverdu; 11/11/2020 16:30; Weight score: 0]

6.

"we have a way of monitoring whether they've been doing the tasks or not. And then we are also asked to give them grades basically for that every week. And to kind of kind of give them a push if some of them are a little bit slow with this. So that's how it Yeah,"

[Roland; Position: 8 - 8; Created by: paulavillegasverdu; 06/11/2020 17:41; Weight score: 0]

7.

"here doing the interactive content is one of the criteria for passing the course"

[Roland; Position: 12 - 12; Created by: paulavillegasverdu; 06/11/2020 18:00; Weight score: 0]

8.

"But out of I had the group of 12 there was one student who consistently had some problems, oh, eventually she did those activities, but it was always she was one of the last people to finish them. And almost every week, I had to send her an email saying that it's an important part of the course."

[Roland; Position: 48 - 48; Created by: paulavillegasverdu; 06/11/2020 19:56; Weight score: 0]

9.

"Make sure that you do it because we'll have to grade you on this."

[Roland; Position: 48 - 48; Created by: paulavillegasverdu; 06/11/2020 19:56; Weight score: 0]

10.

"Well, if it's pre learning, it's it's the kind of thing that if it's well enough written, if they're if they're starting level is good enough to understand it"

[Clarence; Position: 32 - 32; Created by: paulavillegasverdu; 07/11/2020 12:06; Weight score: 0]

11.

"Nobody, nobody knows we we've got this, the students, the teachers, we can see what they've done. Although I remember last year, there was a flurry of posts and emails from the management saying, oh, by the way, don't worry. Some students have been saying their green tick has not appeared. They know they've done the work. We know they've done the work. We're working on it, don't"

[Clarence; Position: 122 - 122; Created by: paulavillegasverdu; 07/11/2020 14:34; Weight score: 0]

12.

"ou know that that's the least feedback they deserve. They want, you know, they're on enough pressure already. But these things happen, you know, but I think they fixed it. So we teachers all we can see is they've done it, but we don't know how well they have done it. We don't know how many attempts they took,"

[Clarence; Position: 126 - 126; Created by: paulavillegasverdu; 07/11/2020 14:34; Weight score: 0]

13.

"There's a quiz, there's a quiz. If they get the quiz, right. I mean, you know, it's all to do with the number of attempts, you know, you can go through all the options, eventually you'll get it right. It doesn't mean that you've fully understood it."

[Clarence; Position: 130 - 130; Created by: paulavillegasverdu; 07/11/2020 14:34; Weight score: 0]

14.

"And if they did need several attempts. Maybe you're taking you know, this course is not for you, you know, whether their motive, I think they're motivated by, you know, the students who've had jobs. I had some of the students last year in the sense that they'd worked in the field they were studying off, and I said to them, that's fantastic. you're motivated and then There were other kids, some Chinese lads, they all gathered on the same table. And they're all having a good time. And, you know, you could tell and they were coming in at the last minute, you know, and, and they gathered together so it was good in a way because I was able to have a go at them and try and be cheeky with them and sarcastic and try and wake them up. Whereas the good students stuck together because they find each other, you know, who's who as the who sits with who. And when I say good, I mean, motivated and mature. So I don't know, I don't know where the interactive content perhaps but I'm sure the data is there. I'm sure how long they take. I mean, they might go to the bathroom. They might leave it open or not. Yeah, it's not valid. So as I say, Big Brother 1984. We need we need cameras on them at all time and keystroke recording, and then we will have valid psychologically illegal data There's ethics aren't they? that you have to sign."

[Clarence; Position: 134 - 134; Created by: paulavillegasverdu; 07/11/2020 14:39; Weight score: 0]

15.

"And obviously, you know, when you when you you know, during the class, you know, that students have learned things have they? or have picked up things, well, you know, XXX speak and things like that"

[Nerese; Position: 49 - 49; Created by: paulavillegasverdu; 12/11/2020 18:10; Weight score: 0]

16.

"well, we have, we had to complete, we have to complete a form, you know, at the end of each week, so you had to look through and see if they've completed it. But, you know, as we know, in previous years, we don't know, they could have spent three hours on it and just looked at one thing. But I saw, you know, you don't really know as much because only certain students were participating the same students all the time, although we try to involve others, as I said, not much speak well they weren't speaking really, in the main class, so they're just typing on the chatbox. But it was always the same students, about six of them out of 24 students, you know,"

[Nerese; Position: 53 - 53; Created by: paulavillegasverdu; 12/11/2020 18:11; Weight score: 0]

17.

"we won't have time to check on everything, but please, please do"

[Marcia; Position: 34 - 34; Created by: paulavillegasverdu; 12/11/2020 19:47; Weight score: 0]

18.

"I think sometimes I think, and they also also not really knowing who has who is working on it, and we just checked at the end of the week"

[Marcia; Position: 38 - 38; Created by: paulavillegasverdu; 12/11/2020 19:49; Weight score: 0]

12. Motivation

1.

"hey did seem to be a lot more engaged and they knew what was coming in and they were able to get involve in the tasks far more or rather than if you just gave it to them cold without any preparation."

[Naomi; Position: 32 - 32; Created by: paulavillegasverdu; 09/11/2020 19:15; Weight score: 0]

2.

"Because the students were very, in this particular context, the students were very highly motivated"

[Cedric; Position: 94 - 94; Created by: paulavillegasverdu; 11/11/2020 15:27; Weight score: 0]

3.

"very motivated"

[Roland; Position: 4 - 4; Created by: paulavillegasverdu; 06/11/2020 17:20; Weight score: 0]

4.

"perhaps prejudice perhaps I'm jaded and jaundiced about this. But some students, they, they are looking to take a shortcut. It's not their course. It's their parents course it's, I have a strong feeling, maybe going to be never employed again, but I have strong feeling there's a two tier system. Some students will get through, they'll scrape through, they'll go back home, nobody will ever find how nobody will ever discover how bad they.. their British masters, British University master's degree is because they'll never use again, there'll never been an environment or workplace where it will be used. And then there's others who were amazing. You just think I had, you know, I know you've had English from when you were at primary school and secondary school that it is still Fantastic. Well done you"

[Clarence; Position: 40 - 40; Created by: paulavillegasverdu; 07/11/2020 12:10; Weight score: 0]

5.

"one disadvantage about flipped learning related to that point is that in a longer course, like the year long courses at USIC it's more difficult for students to maintain their

motivation. And I noticed that the uptake of flipped learning was was not quite as good at USIC as on the summer preessional"

[Russell; Position: 94 - 94; Created by: paulavillegasverdu; 08/11/2020 11:16; Weight score: 0]

6.

"yeah, I mean, it's uh, probably partly because the course is longer, and it's difficult to sustain that the motivation and also because and that they are doing other subjects besides academic English. So there are other things competing for their attention in their time so that they are not quite as good about the flipped learning on that course."

[Russell; Position: 98 - 98; Created by: paulavillegasverdu; 08/11/2020 11:17; Weight score: 0]

12.1. Teacher's Autonomy and Creativity in Relation to Course & Materials

1.

"there were challenges. But and there still were, again, because I like control, there was still aspects that I would like to have perhaps spent more time on, and even speaking to the students today, saying, you know, what do you think you learn from this course? What do you think you would like to have had more time on etc? Um, you know, I think, you know, nothing's perfect, but this was, this is a pretty good attempt at it, I think, you know? Yeah. So, if they're open to feedback, I've given some feedback. In that respect."

[Relle; Position: 32 - 32; Created by: paulavillegasverdu; 08/11/2020 12:50; Weight score: 0]

2.

"material and, and do it. So, you know, explain that a little bit in my way, if you like,

Paula Vv 7:50

yeah.

Relle 7:52

That's me in control."

[Relle; Position: 52 - 56; Created by: paulavillegasverdu; 08/11/2020 12:57; Weight score: 0]

3.

"it's it's doing [XXX}. And they don't they're not quite getting it so I need to bring in something else. Whereas you didnt really... I think for my co teacher myself, we're getting through the lessons.

Paula Vv 10:17

Yeah.

Relle 10:18

So you by having those pre-set lessons you think well oh,Oh gosh, I'm only up to slide 15 and there's 43 slides, presentation. I've got 10 minutes left crushing it quite often we didn't finish. Some activities were were slower going than others. So yay. Yes. swings around about, I guess is it."

[Relle; Position: 64 - 68; Created by: paulavillegasverdu; 08/11/2020 13:00; Weight score: 0]

4.

"Um, in some ways only because of the way that I am. And I, you know, that I've been the way I've been teaching. And the last long term course that I taught on was, was critical thinking. And I did that for five years or something four or five years in at this sort of level of not, not precessional masters, but preessional undergraduate, a foundation course, which meant that when things weren't working, I could always bring something in and you can always bring something in that was very topical. You know, which was good, you know, in the news, you can always you can always twist those not twist, but you can always use those sort of contemporary things with this group. No, there wasn't the flexibility to sort of say, hang on, let's stop this here a minute. And bring or I didn't feel there was, you know, because I am new and I didn't want to be rocking the boat and you know, I was on a learning curve myself."

[Relle; Position: 76 - 76; Created by: paulavillegasverdu; 08/11/2020 13:02; Weight score: 0]

5.

"So it sometimes feel feel sorry for them thinking, yeah, we could have spent more and of course, I like that subject, because I've taught it but yeah, there's some areas like that could may be explored a bit more, I think."

[Relle; Position: 218 - 218; Created by: paulavillegasverdu; 08/11/2020 16:42; Weight score: 0]

6.

"So I think from ehm you can do things like little things for instance, and when when a task is about to come up, you can elicit it from the students rather than just giving it to them so"

[Naomi; Position: 57 - 57; Created by: paulavillegasverdu; 09/11/2020 19:20; Weight score: 0]

7.

"yeah, there is flexibility in the leeway there and then you know, if you choose to get them to use the chat box, or if you get them to raise your hands and they did the course leaders did say we could use supplementary material if we liked, where I just found that preparing a lesson with them from scratch is a lot of work on that. And so I just prefer to use the materials to be honest because then you could sort of see, you know, that a lot of work had gone into them. So I was happy to use them."

[Naomi; Position: 61 - 61; Created by: paulavillegasverdu; 09/11/2020 19:21; Weight score: 0]

8.

"it's already actually quite quite tightly planned by the course, by the course, managers. But for example, I mean, but I know what what areas we could maybe give some more attention to. So let's say that there was a series of active of interactive contents about paraphrasing. And then there is an input lesson with some more paraphrasing. So, so yeah, I can maybe just spend more time asking each student to produce a paraphrase of this of this passage. And then we can take a look at them together."

[Roland; Position: 40 - 40; Created by: paulavillegasverdu; 06/11/2020 19:37; Weight score: 0]

9.

"I think there is about enough. Yeah, I mean, I don't suffer that. If I want, I can still do the lessons my own way I can, I can still sort of, maybe take some more time for for some things and, and possibly even skip some other things. The students can access the slides later, after the class and go through through them once again. So if there is something that is maybe I think, less useful, I can sometimes just skip it and tell the students that this is one little task that you can, you can just go through on your own

and if you have any questions, you can email me. So I would I wouldn't say I suffered. Also there were those blank lessons which I actually quite enjoyed. So and it was only like once a week, so so that was perfec"

[Roland; Position: 56 - 56; Created by: paulavillegasverdu; 06/11/2020 20:01; Weight score: 0]

10.

"I detected that question coming from your thing? I didn't really because I'm lazy i"

[Clarence; Position: 190 - 190; Created by: paulavillegasverdu; 07/11/2020 15:13; Weight score: 0]

11.

"what i like I mean, I can see if I, you know, if I was in my peak in my pump in my 30s, I might feel no, I've always welcomed material. I've always criticized material I've been given, but I've always welcomed it because it's on intensive precessional write Everybody individually writing their own material, when it's meant to be a consistent course See? And then my favorite comment is I've come to your university in the summer to help you get through this big hump."

[Clarence; Position: 194 - 194; Created by: paulavillegasverdu; 07/11/2020 15:14; Weight score: 0]

12.

"so I expect them this is the bottom line, I expect them to give me on a plate the material now this year it was there. I think it was Emma Emma done it all. That was the name that appeared most often. So there it was this very good model. Here is a model here is some key check questions to make sure you know what a reporting verb is. We build it up slowly. Right. Here's the example. Now here's one for you to have a go at in the group work"

[Clarence; Position: 198 - 198; Created by: paulavillegasverdu; 07/11/2020 15:16; Weight score: 0]

13.

"pre sessional the flipped learning is basically it's all pre prepared so I didn't make any of it myself"

[Russell; Position: 22 - 22; Created by: paulavillegasverdu; 08/11/2020 10:48; Weight score: 0]

14.

"I sometimes prepared flipped learning myself usic classes, but some of it's already prepared for the course."

[Russell; Position: 30 - 30; Created by: paulavillegasverdu; 08/11/2020 10:49; Weight score: 0]

15.

"ou're relying on the students to be a bit more autonomous. And you know that they're, instead of you introducing certain concepts to them, but they're are finding out about them independently when you're not there."

[Russell; Position: 114 - 114; Created by: paulavillegasverdu; 08/11/2020 11:20; Weight score: 0]

16.

"Well, I suppose it's restricted in sense that, like the flip material has already been prepared, and that there's not, there's not that much freedom to sort of substitute it with your own material. And because there's quite a lot of flipped material for the students to get through, you don't really feel that you can give them a lot of extra stuff that you prepared yourself. So I suppose in that sense, it could be a bit restrictive for teachers. Yeah."

[Russell; Position: 142 - 142; Created by: paulavillegasverdu; 08/11/2020 11:25; Weight score: 0]

17.

"Well, yeah, I mean, it's positive, even if you don't have to do it yourself"

[Russell; Position: 146 - 146; Created by: paulavillegasverdu; 08/11/2020 11:25; Weight score: 0]

18.

"So I mean, I think quite a lot of time was spent preparing the material and it all looks quite professional. So You know, the teachers that prepared it probably had more time to work on it than I would if I just been doing it myself. So I think that's a positive thing."

[Russell; Position: 150 - 150; Created by: paulavillegasverdu; 08/11/2020 11:26; Weight score: 0]

19.

"some of the materials I didn't particularly like, I did think, you know, I mean, I think I did give feedback on this, so I had to sort of create some of my own, not whole lessons, but sort of to supplement, and then XXX. So that's sort of added to, because the slides

were not checked, you weren't allowed to change them, although teachers got around it. So, you know, and you know, when you have been teaching for a long time, you know, you do have your own ideas. You know, and you think, Oh, well, that's not really what the students need, you know, so. So that added to it. I mean, I didn't do a maybe do about four or five times. Yeah, so that goes to that workload because of that. But obviously, some teachers won't do that. Some teachers they will, that's just fine as it is. So it depends on the teacher as well, doesn't it?"

[Nerese; Position: 41 - 41; Created by: paulavillegasverdu; 12/11/2020 18:07; Weight score: 0]

20.

"materials the materials. Okay, so what I wrote on the feedback, where I thought somewhat poorly thought out, some were designed it to a higher level or not designed with a student's needs in mind. I did give a lot of feedback about this. So, um, you know, it's,"

[Nerese; Position: 138 - 138; Created by: paulavillegasverdu; 12/11/2020 18:40; Weight score: 0]

21.

"it just needed a basic lesson on paragraph, which I gave them, I had to do that myself."

[Nerese; Position: 156 - 156; Created by: paulavillegasverdu; 12/11/2020 18:42; Weight score: 0]

22.

"And experienced teachers will always change things, you know, like supplement the materials. You know, that's, that's what they do. I know, that's not what that's not the point, you know, everyone should be being taught the same"

[Nerese; Position: 172 - 172; Created by: paulavillegasverdu; 12/11/2020 18:50; Weight score: 0]

23.

"where you have to have the flexibility, we weren't allowed to edit the slides really but some teachers did find a way around that. So you had to create these extra slides"

[Nerese; Position: 176 - 176; Created by: paulavillegasverdu; 12/11/2020 18:51; Weight score: 0]

24.

"And I because we had such a heavy a heavy, a heavy load of material, sometimes 6070, even more slides for an hour"

[Marcia; Position: 10 - 10; Created by: paulavillegasverdu; 12/11/2020 19:33; Weight score: 0]

25.

"you've really got to keep up and try to come there was so there was so many there was so many synchronous materials to do and it was so slow sometimes that there just wasn't really time"

[Marcia; Position: 14 - 14; Created by: paulavillegasverdu; 12/11/2020 19:42; Weight score: 0]

26.

"I think what we should have, what we should have done is a Friday off or er a Friday second lesson or something... Done, a big revision of the week is but the six week, it's just like Forward, forward, forward, and there's no reflection, no revision. And that really goes against what I believe that, you know, you have to do."

[Marcia; Position: 22 - 22; Created by: paulavillegasverdu; 12/11/2020 19:46; Weight score: 0]

27.

"No, I felt very is very much like, it's like the army, you've got a destination, you've got to equip your troops and to the best as you can you, you've got your you know, there's 1000 of us. And 100 teachers. Yeah, you know, if people are going off doing doing too much customizing, or whatever, we're really losing out on on the quality control, I think. And it's the first I mean, it's an amazing, amazing achievement to do something like this with a couple of months notice to say, okay, we're going to put this whole thing online. And you know, and I think it was, I think it was overall an enormous success. But you there is no space for too much individualizing and customizing. Ehms 'cause you've got to be very fast,"

[Marcia; Position: 127 - 127; Created by: paulavillegasverdu; 12/11/2020 20:10; Weight score: 0]

12.2. Students' Autonomy

1.

"they realise they weren't going to be able to read these these texts that were given to them and, and sharing meant that they communicated with each other and they set up little WeChat group"

[Relle; Position: 116 - 116; Created by: paulavillegasverdu; 08/11/2020 13:10; Weight score: 0]

2.

"outside of Yeah, outside of the class. So they I mean, there's an example of how the flipped learning was motivating them to communicate and collaborate. And, and so they got into doing that sort of thing and also it gave me a little bit more confidence."

[Relle; Position: 120 - 120; Created by: paulavillegasverdu; 08/11/2020 13:12; Weight score: 0]

3.

"And also, how can I put this the students who are I think the students were very clever,

Paula Vv 7:43

Aha

Cedric 7:42

Maybe that's obvious that they would be very clever, but I what I mean is that they, they can go and do the work on their own."

[Cedric; Position: 107 - 111; Created by: paulavillegasverdu; 11/11/2020 16:18; Weight score: 0]

4.

"Learning is still very interactive. And yeah, I think the only thing I didn't mention is are you still trying to encourage the students to be quite independent learners to think critically to, to be self directed to be independent learners, because that's what they're doing on their flipped learning they're, they're going away and doing it on their own."

[Cedric; Position: 200 - 200; Created by: paulavillegasverdu; 11/11/2020 17:18; Weight score: 0]

5.

"But I think that's the key to is to understanding how much you have to do on your own. So yes, from from that point of view. I yes, I was I think we were encouraging the students to be self directed and kind of preparing them a lot for their own future future study. So in that sense, nope. I think that the role of teachers perhaps not very different."

[Cedric; Position: 204 - 204; Created by: paulavillegasverdu; 11/11/2020 17:23; Weight score: 0]

6.

"that independence becomes blurred because there could be an online tutor who you could pay 50 p to to help you, you know, that's what will come in next. They'll be meted, they'll be meted courses, you'll be given your dollars. But if you want extra help you pay for that by the minute. That's an awful image. But that's probably happening already. So all the technology facilitates that. But to go, you know, it's great. It gives people, lots of options. And the classic lament though is, you know, you're not in the classroom with them"

[Clarence; Position: 106 - 106; Created by: paulavillegasverdu; 07/11/2020 12:47; Weight score: 0]

7.

"Yeah, I think especially when I mean if it's a flip task that the students have to discuss in class, and they come to class and they haven't done it, and they can see everyone else has done it, but then that encourages them to do it, and it makes it more likely that they will do it in future activities"

[Russell; Position: 94 - 94; Created by: paulavillegasverdu; 08/11/2020 11:15; Weight score: 0]

8.

"I mean, I suppose Like, a lot of them probably come from a background where they're not used to being very independent. So it might be a bit of a surprise for them at first or something, something they have to adapt to. So I suppose it is quite important to explain to them the rationale behind flipped learning and make sure they understand what the theory is and why they're doing it. And yeah, so it's probably something they have to adapt to, I think."

[Russell; Position: 122 - 122; Created by: paulavillegasverdu; 08/11/2020 11:21; Weight score: 0]

9.

"Yeah, class representative sort of system, which has worked in another university I've done I think something like that could also work, which is teacher, nobody in our group is understanding this and also making them take responsibility, perhaps for organizing, their having a time for them, like the class representatives, if they were to class representatives, giving them a blackboard space and a time when they could they could meet and talk to each other. I think that could also be could also be incorporated. Do you see what I'm saying?"

[Marcia; Position: 143 - 143; Created by: paulavillegasverdu; 12/11/2020 20:14; Weight score: 0]

12.3. Instrumental Motivation

1.

"Yes. I Think I think in any course in any course. I think in any preessional, the students to some extent are going to see the presesional as something that they need to get through in order to get onto their programme"

[Cedric; Position: 248 - 248; Created by: paulavillegasverdu; 11/11/2020 17:35; Weight score: 0]

2.

"And they want to pass their course because they wants to do their the courses, the Masters courses after the after the precessional end"

[Roland; Position: 12 - 12; Created by: paulavillegasverdu; 06/11/2020 18:00; Weight score: 0]

13. MAGENTA: Who Are the students?

1.

"They're all quite scared of actually giving their feedback"

[Relle; Position: 44 - 44; Created by: paulavillegasverdu; 17/11/2020 16:40; Weight score: 0]

2.

"in some ways only because of the way that I am."

[Relle; Position: 76 - 76; Created by: paulavillegasverdu; 17/11/2020 16:41; Weight score: 0]

3.

"it took a little while, but that was because, again, you know, I've been I've taught Chinese students since I first started teaching. So I understand that, you know, they're quite very, very shy, and, you know, it takes a little while for them to sort of, to feel competent to talk."

[Relle; Position: 116 - 116; Created by: paulavillegasverdu; 17/11/2020 16:42; Weight score: 0]

4.

"I thought it was challenging and, and I have nothing but admiration for them being able to deal with"

[Relle; Position: 142 - 142; Created by: paulavillegasverdu; 08/11/2020 13:14; Weight score: 0]

5.

"But again, I think I think it really is a matter of it being this cultural group and specifically, because you will tell them to do something, they will do that and I've known that ever since I started teaching. If you show them a structure, they will stick with that structure. If you tell them to do something, they will do it. That's not always the case of other groups. So generalising too much on that basis is a little bit is a little bit dodgy for me. If you've got that structure in class and it becomes clear to them that what they're learning at home in the flipped learning they're bringing to class and they're putting into practice then then"

[Relle; Position: 150 - 150; Created by: paulavillegasverdu; 17/11/2020 16:43; Weight score: 0]

6.

"So I'd go with what he was saying, because his experience of having worked on on campus for the last few years, so I didn't, I didn't take the lead in sort of explaining to them or doing that, because I wasn't sure what was expected to be honest."

[Relle; Position: 158 - 158; Created by: paulavillegasverdu; 08/11/2020 15:33; Weight score: 0]

7.

"But I think I was still on the learning curve myself, to be honest."

[Relle; Position: 158 - 158; Created by: paulavillegasverdu; 08/11/2020 15:35; Weight score: 0]

8.

"That was the first thing every one of them mentioned when I said what do you think you've learned, oh, to write an academic essay"

[Relle; Position: 206 - 206; Created by: paulavillegasverdu; 17/11/2020 16:44; Weight score: 0]

9.

"they were a little bit overwhelmed. And they told us and my partner teacher and I during in the tutorials that they were happy that we provided it when we told them every day, okay, this is what you need to do for tomorrow"

[Naomi; Position: 65 - 65; Created by: paulavillegasverdu; 17/11/2020 16:48; Weight score: 0]

10.

"I live in Bulgaria. And I've taught in different contexts in high schools and private language schools and universities. And usually, the students wouldn't do the homework for a start.

I don't mean that sounds too critical."

[Cedric; Position: 98 - 99; Created by: paulavillegasverdu; 11/11/2020 15:28; Weight score: 0]

11.

"And also, how can I put this the students who are I think the students were very clever,

Paula Vv 7:43

Aha

Cedric 7:42

Maybe that's obvious that they would be very clever, but I what I mean is that they, they can go and do the work on their own"

[Cedric; Position: 107 - 111; Created by: paulavillegasverdu; 11/11/2020 16:17; Weight score: 0]

12.

"they can understand the text in terms of for example, a text understand it at the level of comprehension."

[Cedric; Position: 115 - 115; Created by: paulavillegasverdu; 11/11/2020 16:18; Weight score: 0]

13.

"So students students know the material on different levels"

[Cedric; Position: 135 - 135; Created by: paulavillegasverdu; 17/11/2020 16:49; Weight score: 0]

14.

"Yeah. On the other hand, I did. I do remember a student in the tutorials telling me that she didn't felt she didn't have enough time to finish all the tasks in a discussion activities. So"

[Cedric; Position: 151 - 151; Created by: paulavillegasverdu; 17/11/2020 17:26; Weight score: 0]

15.

"I had I had a group of pre master's students, 12 students, all Chinese, very motivated, very, very keen, very pleasure to work with"

[Roland; Position: 4 - 4; Created by: paulavillegasverdu; 06/11/2020 17:11; Weight score: 0]

16.

"So when they come to class prepared, having, for example, watched a lecture, having watched it maybe multiple times, having taken some notes, then we already can talk about, I mean, we can take the whole class to a higher level."

[Roland; Position: 12 - 12; Created by: paulavillegasverdu; 06/11/2020 17:57; Weight score: 0]

17.

"And with a group you know, to get them through one week's induction for the teachers six weeks of work, which is assessed for them by the for the students by an extended writing, essay, seminar, performance, which is recorded and checked, and a presentation,"

[Clarence; Position: 8 - 8; Created by: paulavillegasverdu; 07/11/2020 11:59; Weight score: 0]

18.

"eally we're deprogramming them. In particular Chinese students have been programmed to study a certain way. And other cultures have other ways of studying. And the first thing I learned in EAP teaching was look, is to say to the students the truth. Look, we're not saying the western method of writing an essay is the best. No, we're not saying that we are saying though, it's the one you have to do here. So if you don't like, it's your choice, you can go. And we're not saying it's brilliant. We're not saying it's fantastic. We're saying it clearly works. To an extent, though, please use it so that this subconscious, conscious, subconscious resistance of student"

[Clarence; Position: 36 - 36; Created by: paulavillegasverdu; 07/11/2020 12:08; Weight score: 0]

19.

"perhaps prejudice perhaps I'm jaded and jaundiced about this. But some students, they, they are looking to take a shortcut. It's not their course. It's their parents course it's, I have a strong feeling, maybe going to be never employed again, but I have strong feeling there's a two tier system. Some students will get through, they'll scrape through, they'll go back home, nobody will ever find how nobody will ever discover how bad they.. their British masters, British University master's degree is because they'll never use again, there'll never been an environment or workplace where it will be used. And then there's others who were amazing. You just think I had, you know, I know you've had English from when you were at primary school and secondary school that it is still Fantastic. Well done you"

[Clarence; Position: 40 - 40; Created by: paulavillegasverdu; 07/11/2020 12:10; Weight score: 0]

20.

"Well, if they really are weak, and we've scraped them through, they're not going to be brain surgeons. They're not going to be doctors. They are going to go with their British

masters or American or New Zealand, there'll be slightly higher up the interview pile, their CV will go to the top, they'll get the interview, that'd be found out as well, you know, the only issue is, you know, the perception of you know, so the university has to balance it [XXX], the university and and yeah, and I could be talking rubbish. So,"

[Clarence; Position: 60 - 60; Created by: paulavillegasverdu; 07/11/2020 12:24; Weight score: 0]

21.

"I had some of the students last year in the sense that they'd worked in the field they were studying off, and I said to them, that's fantastic. you're motivated and then There were other kids, some Chinese lads, they all gathered on the same table. And they're all having a good time. And, you know, you could tell and they were coming in at the last minute, you know, and, and they gathered together so it was good in a way because I was able to have a go at them and try and be cheeky with them and sarcastic and try and wake them up. Whereas the good students stuck together because they find each other, you know, who's who as the who sits with who. And when I say good, I mean, motivated and matur"

[Clarence; Position: 134 - 134; Created by: paulavillegasverdu; 07/11/2020 14:39; Weight score: 0]

22.

"think all your answers I've always felt will be found, great questions, but all the answers are in Chinese chat rooms. And frankly, I'm amazed that British and Western universities do not infiltrate again, on ethic, Chinese chat rooms, you know, find a, you know, fluent Chinese speaker who gets it who wants to, you know, it's a tricky one to explain that, you know what I mean, to be so they go in the chatroom and they see what's being said, because I think, no evidence at all just a thought, that there are all the answers as to how they get through the course."

[Clarence; Position: 142 - 142; Created by: paulavillegasverdu; 07/11/2020 14:44; Weight score: 0]

23.

"eah But will they have enough courage to, and it is courage, to tell you the whole story that the keen ones will tell you the happy story of why they're keen, how good they are. And that's fine, but you already know that from there the quality of their work, the weak

ones will keep. Keep it simple, you know, and they may haven't volunteered to talk to you. So, you know, there might be discussion on social media as to what's going on"
[Clarence; Position: 146 - 146; Created by: paulavillegasverdu; 07/11/2020 14:45; Weight score: 0]

24.

"s well, you know, they are used to have the teacher there, all the time, I mean, I encourage my to email me. You know, but they don't really email me a lot"

[Nerese; Position: 102 - 102; Created by: paulavillegasverdu; 12/11/2020 18:21; Weight score: 0]

25.

"Yeah But yeah, we're always gonna have ones that are lost, you know, and even in the classroom, you know, the student, you know, the levels are still,"

[Nerese; Position: 106 - 106; Created by: paulavillegasverdu; 12/11/2020 18:22; Weight score: 0]

26.

"the majority of Chinese students you know, when they are coming in from is so much more so much more pressure. So, yeah, they really enjoy I know, they, you know, they enjoyed the tutorials as much as... I think they did anyway."

[Nerese; Position: 204 - 204; Created by: paulavillegasverdu; 12/11/2020 19:02; Weight score: 0]

27.

"But I think but it in a way there was sat at home they were been fed by the mother and father. So it wasn't like being normally were the sort of, um, you know, you know, a bit they've got culture shock and, you know, new country, you know, things like that. So, I think they probably were more relaxed."

[Nerese; Position: 206 - 206; Created by: paulavillegasverdu; 12/11/2020 19:02; Weight score: 0]

28.

"You know, mother's cooking for them, whatever. So. So, yeah, does it seem as though I mean, I don't know if welfare if welfare had any problems. Yeha I don't know but I was with engineers. You see, we had engineers and they are just so logical you know, the just so very... yeah."

[Nerese; Position: 214 - 214; Created by: paulavillegasverdu; 12/11/2020 19:05; Weight score: 0]

29.

"So we had a very, very, very young group with no, no, no, no, no experience of university."

[Marcia; Position: 34 - 34; Created by: paulavillegasverdu; 12/11/2020 19:46; Weight score: 0]

30.

"So those two, of course, those students who pick up very quick, you know, there are some students who pick up very quickly what is needed to succeed. And those students who, who who realized quite early on were and were coming in quite prepared, I think, but I don't think that was that was all of them"

[Marcia; Position: 38 - 38; Created by: paulavillegasverdu; 12/11/2020 19:49; Weight score: 0]

31.

"And it's six weeks. 6 weeks with students who're like 17 or 18 years old without the experience of the university. They did fantastic. I mean, they did they did brilliantly. Really, they were, they had, they were, they always were in a good mood"

[Marcia; Position: 79 - 79; Created by: paulavillegasverdu; 12/11/2020 20:06; Weight score: 0]

14. YELLOW: Who Are the Teachers?

1.

"And as I say to you, Paula, it was new to me, so, I have touched on flipped learning before and colleagues have done flipped learning."

[Relle; Position: 24 - 24; Created by: paulavillegasverdu; 17/11/2020 16:38; Weight score: 0]

2.

"And I thought it was very, very effective. I thought it was for somebody like me who likes to have control."

[Relle; Position: 28 - 28; Created by: paulavillegasverdu; 17/11/2020 16:39; Weight score: 0]

3.

"That's only my own desire."

[Relle; Position: 36 - 36; Created by: paulavillegasverdu; 17/11/2020 16:39; Weight score: 0]

4.

"That's me in control."

[Relle; Position: 56 - 56; Created by: paulavillegasverdu; 17/11/2020 16:40; Weight score: 0]

5.

"Because Chinese, you know, we had out of the what did we have?, I had 13 students, my colleague had 12. So out of the 25, we had three students from different parts of the Middle East, and the rest were Chinese. And they're very polite. They don't want to they don't ever want to say something's not, you know, at this stage, I mean, as as they gain confidence once on campus that I think things will be possibly different, but they all seem to say no, they quite liked it"

[Relle; Position: 80 - 80; Created by: paulavillegasverdu; 17/11/2020 16:41; Weight score: 0]

6.

"I think with me, specifically me, it's about trusting the students to do something, that if you have got the right structure when they come to class"

[Relle; Position: 150 - 150; Created by: paulavillegasverdu; 17/11/2020 16:42; Weight score: 0]

7.

"having the confidence that they will do it"

[Relle; Position: 150 - 150; Created by: paulavillegasverdu; 17/11/2020 16:42; Weight score: 0]

8.

"I should I should really relinquish control of trying to keep teaching that same point in class"

[Relle; Position: 150 - 150; Created by: paulavillegasverdu; 17/11/2020 16:43; Weight score: 0]

9.

"it's really about me relinquishing control of being, you know, the, the teacher at the front rather than the facilitator of learning you know, that that all"

[Relle; Position: 194 - 194; Created by: paulavillegasverdu; 17/11/2020 16:43; Weight score: 0]

10.

"watched that video myself because I just wanted to double check everything that was being told because it wasn't something important, but I was selective with the video. Sometimes, if they were they were relatively straightforward. I didn't watch them. But then other videos say Say for example, and with the essay and the extended writing and it broke down the table for the students. So they got things like the topic, the focus, the instructions and the limitations of those type of videos I watched"

[Naomi; Position: 20 - 20; Created by: paulavillegasverdu; 17/11/2020 16:47; Weight score: 0]

11.

"but I felt in the end in, it helped me to help the students, because one of the students actually came online when when we've my partner, teacher, and I were teaching it. And she said, Oh, this is my essay title. She brought it up in the chat. What are my limitation? So luckily, because I knew what she was referring to."

[Naomi; Position: 24 - 24; Created by: paulavillegasverdu; 17/11/2020 16:47; Weight score: 0]

12.

"Well, I worked on the 10 week preessional. And I guess I just I just taught and assessed. I was I was assessing my own students in the well in the extended writing presentations and seminars."

[Cedric; Position: 78 - 78; Created by: paulavillegasverdu; 11/11/2020 15:28; Weight score: 0]

13.

"It's just being being realistic. I wouldn't expect them all to do it. And also, I think, to some extent, in my normal teaching role I kind of would be expected to, to guide the students through the texts through the materials"

[Cedric; Position: 103 - 103; Created by: paulavillegasverdu; 11/11/2020 16:17; Weight score: 0]

14.

"because I felt it was important to know What the students we were talking about, you know what they were discussing"

[Cedric; Position: 159 - 159; Created by: paulavillegasverdu; 11/11/2020 16:44; Weight score: 0]

15.

"I felt I had to read them just to know what the students were talking about, basically. So yes, that can increase preparation time. Yeah."

[Cedric; Position: 159 - 159; Created by: paulavillegasverdu; 11/11/2020 16:44; Weight score: 0]

16.

"Also, I found, I actually found some of the lectures are very interesting. So, you know, I didn't feel it didn't feel like a chore to do to listen to the lectures or to read the texts"

[Cedric; Position: 175 - 175; Created by: paulavillegasverdu; 11/11/2020 16:55; Weight score: 0]

17.

"I'd like to kind of think about it and reflect on it. What, what did I actually do, what, in what way? Was it different or better or not as good as my traditional teaching context"

[Cedric; Position: 272 - 272; Created by: paulavillegasverdu; 11/11/2020 17:36; Weight score: 0]

18.

"I'm teaching on the preessional course 10 week course, which started in June, and this is the last week. So it ends at the beginning of September"

[Roland; Position: 4 - 4; Created by: paulavillegasverdu; 06/11/2020 17:10; Weight score: 0]

19.

"I've been doing is teaching as a pre sessional teacher tuto"

[Clarence; Position: 8 - 8; Created by: paulavillegasverdu; 07/11/2020 11:59; Weight score: 0]

20.

"You're just amazed. Yet you're still suspicious of their essay, you're still looking to see how they've beaten, turn it in, you know where I did it? Because you've never you haven't seen them type it. Yeah, you haven't seen them put it together."

[Clarence; Position: 44 - 44; Created by: paulavillegasverdu; 07/11/2020 12:11; Weight score: 0]

21.

"And are you a true international student?"

[Clarence; Position: 106 - 106; Created by: paulavillegasverdu; 07/11/2020 12:49; Weight score: 0]

22.

"I mean, I'm talking to the full time teachers who get a pension. And I'm jealous because they've got masters. They've done the work. And I haven't got a Master's. And I come in as this part time, temporary person, but I know that I'm helping them get over this hump, and then the income is there for the year. Took me a few years to realize that you know, when I say years, I mean preessional"

[Clarence; Position: 194 - 194; Created by: paulavillegasverdu; 07/11/2020 15:14; Weight score: 0]

23.

"But, yes, so, I don't know, maybe it just depends on the teacher theen."

[Nerese; Position: 102 - 102; Created by: paulavillegasverdu; 12/11/2020 18:21; Weight score: 0]

24.

"I mean I really like reading circles"

[Nerese; Position: 126 - 126; Created by: paulavillegasverdu; 12/11/2020 18:24; Weight score: 0]

25.

"So I felt I felt that I lost. I lost the connection between the flipped, and what was happening in the class unless the slot unless the class that we had, and that's the slides that we had in our class."

[Marcia; Position: 10 - 10; Created by: paulavillegasverdu; 12/11/2020 19:32; Weight score: 0]

26.

"So I felt that I felt I felt disappointed"

[Marcia; Position: 14 - 14; Created by: paulavillegasverdu; 12/11/2020 19:37; Weight score: 0]

27.

"I don't know, just a little disappointed with myself, I think"

[Marcia; Position: 34 - 34; Created by: paulavillegasverdu; 12/11/2020 19:49; Weight score: 0]

28.

"I would love to sit down with them"

[Marcia; Position: 131 - 131; Created by: paulavillegasverdu; 12/11/2020 20:11; Weight score: 0]

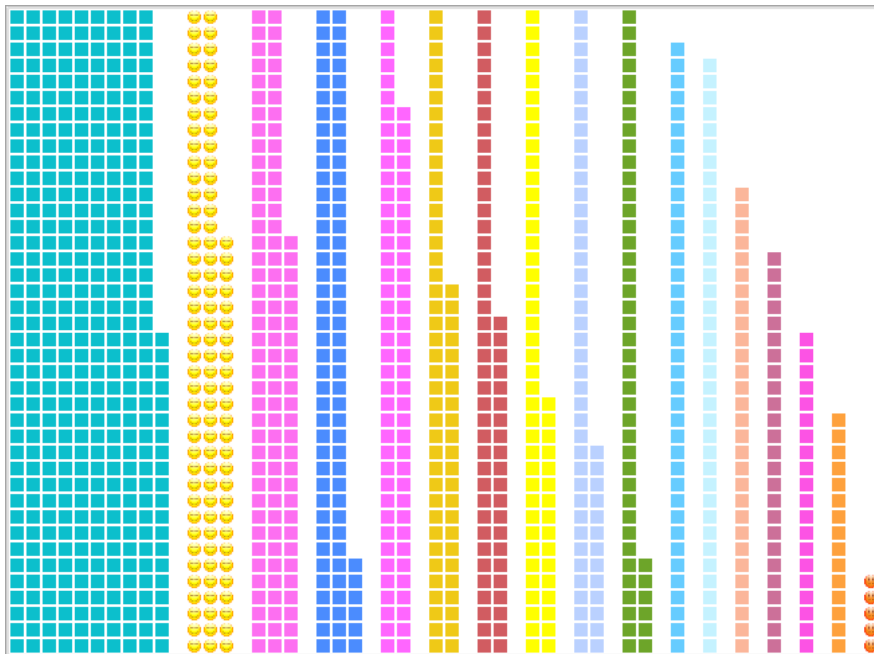
3. Teachers – Code Matrix

Coded segments for each theme in each interview can be seen above. MAXQDA was used to code and obtain the matrix above.

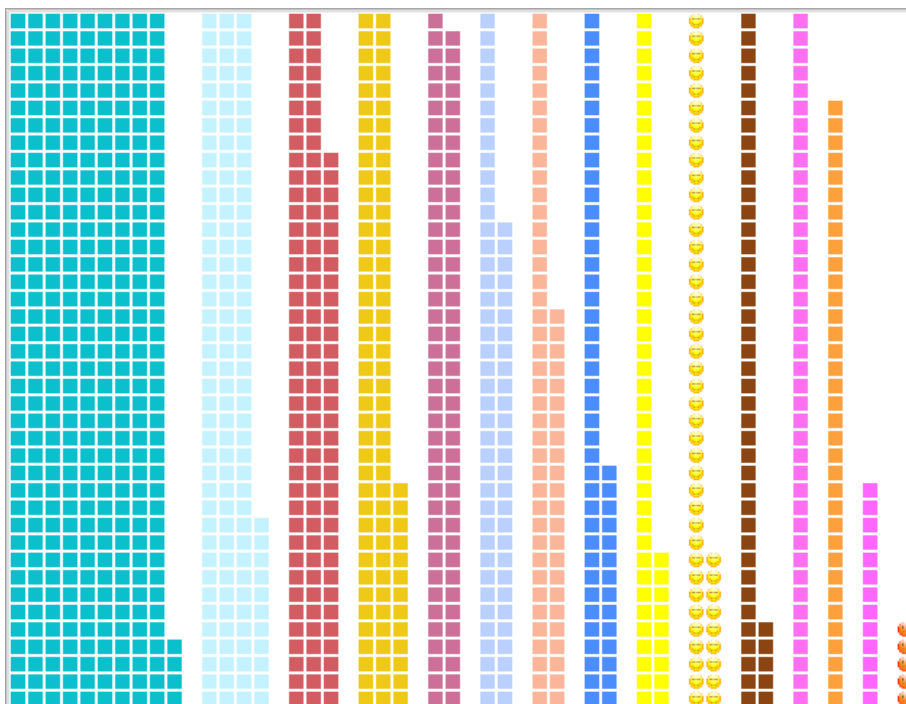
Code System	Relle	Naomi	Cedric	Roland	Clarence	Russell	Nerese	Marcia	SUM
Assessment					1		3		4
Feedback		2	3					1	6
Communication				1				1	2
Feedback to researcher				2	1	1			4
pouting - negative aspects	1	1		3	2	2	6	4	19
smiling positive aspects - what works w	3	4	5	11	5	2	6	1	37
Time constrains		1	1	1			1	4	8
Live sessions	1	1	5				6	1	14
The online environment	4	3	3	2	6		6	7	31
input balance			4	1				2	7
FL									0
T's perceptions of S's engagement			1	2					3
FL in an online environment			1		1				2
FL in practice	20	12	12	7	5	8	1	9	74
Suitability of the method based on t	1	1	3	1		5			11
Conceptualising FL	6	2		1	7	1		8	25
BLUE - random things that are tang	3		4		3		7	6	23
Teacher's role	3		4	2	1	1	1	1	13
Workload	2	2		3		3	4	8	22
Ts workload in relation to IC		2	1	2		1		2	8
Teachers' and the IC - WHY they dc	2	2	2	1	3		2	2	14
IC	2	1	4	3	4	9	1	8	32
S's engagement with the IC tasks	2	2	3	1	3	1			12
Monitoring of IC	1	2	2	4	5		2	2	18
motivation		1	1	1	1	2			6
T's Autonomy & Creativity in relatio	5	2		2	3	6	5	4	27
Students Autonomy	2		3		1	2		1	9
Instrumental Motivation			1	1					2
MAGENTA - Who are the students	8	1	5	2	7		5	3	31
YELLOW - Who are the teachers	9	2	6	1	4		2	4	28
SUM	75	44	74	55	63	44	58	79	492

4. Teachers - Document Portraits

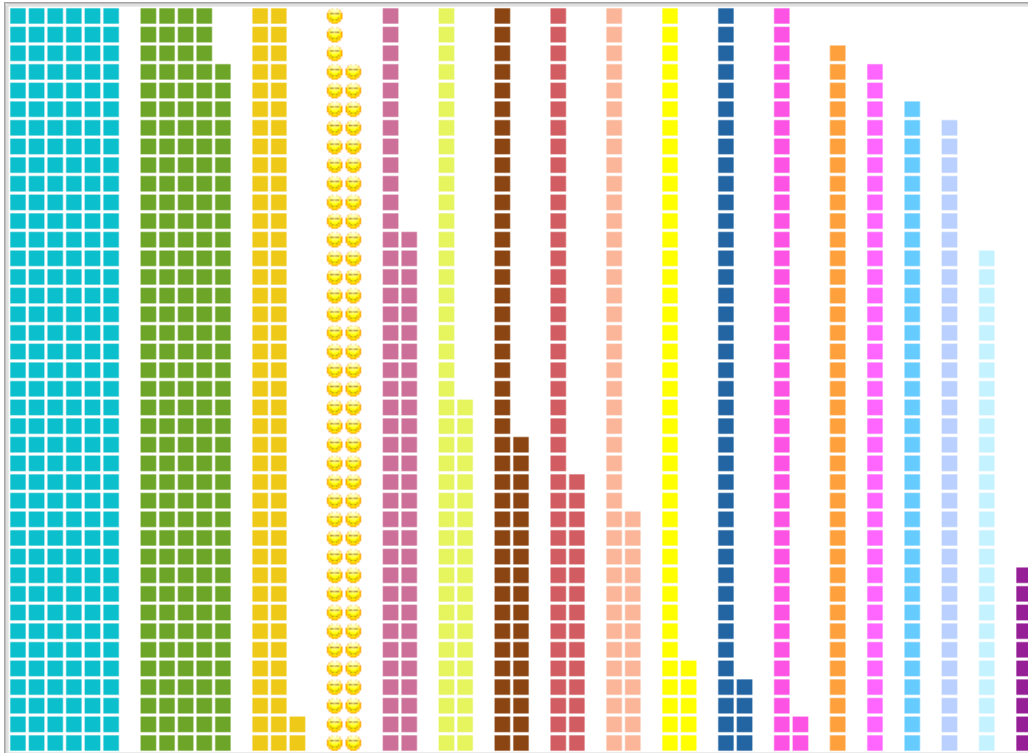
MAXQDA document portrait feature allows to visually see the frequency of coded segments. By looking at the code matrix, it can be seen what each colour and icon represents.



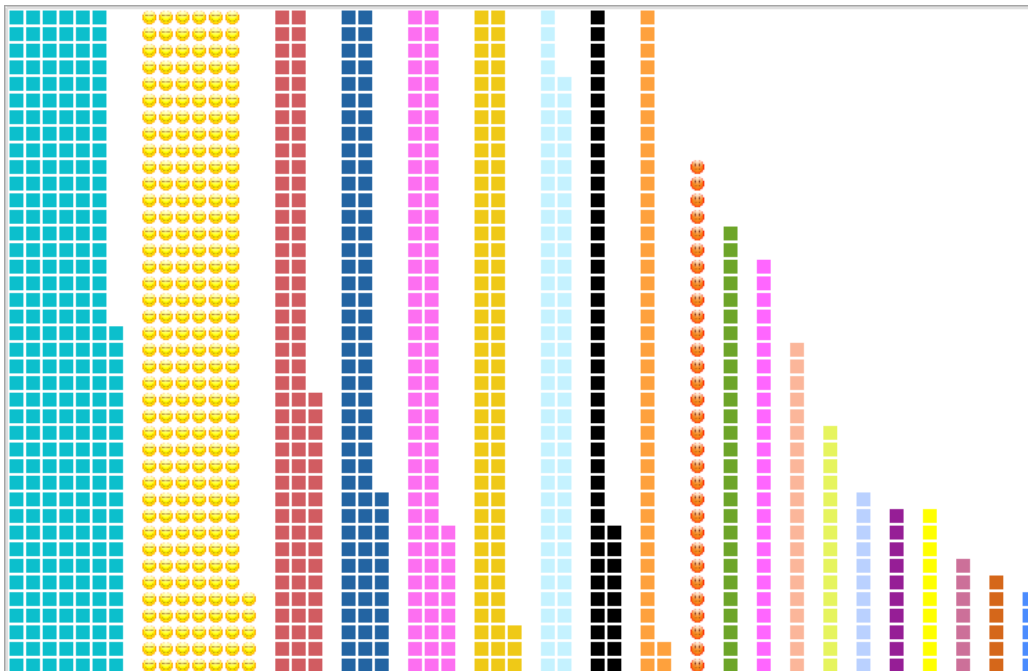
Teacher 1, Relle.



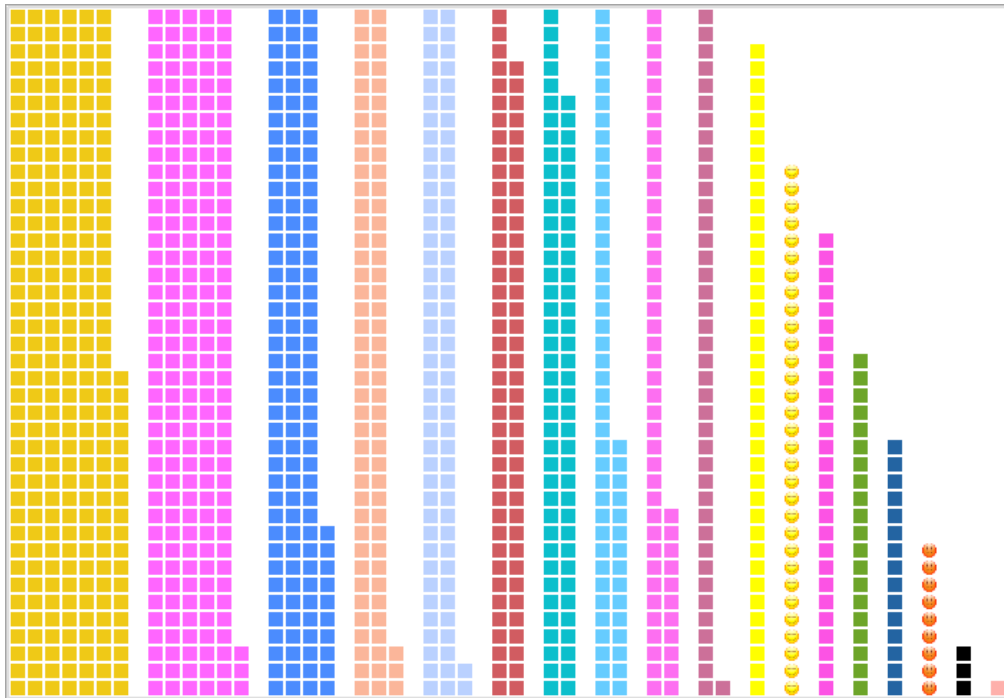
Teacher 2, Naomi.



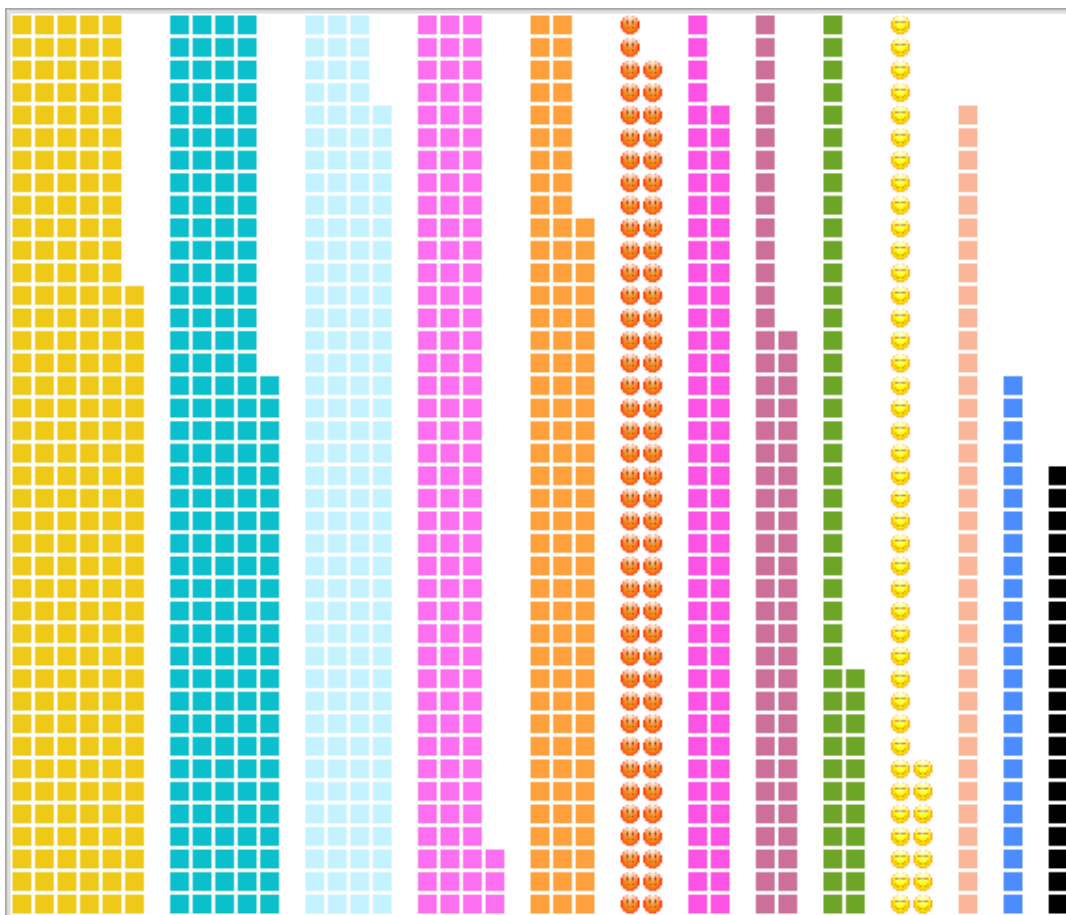
Teacher 3, Cedric.



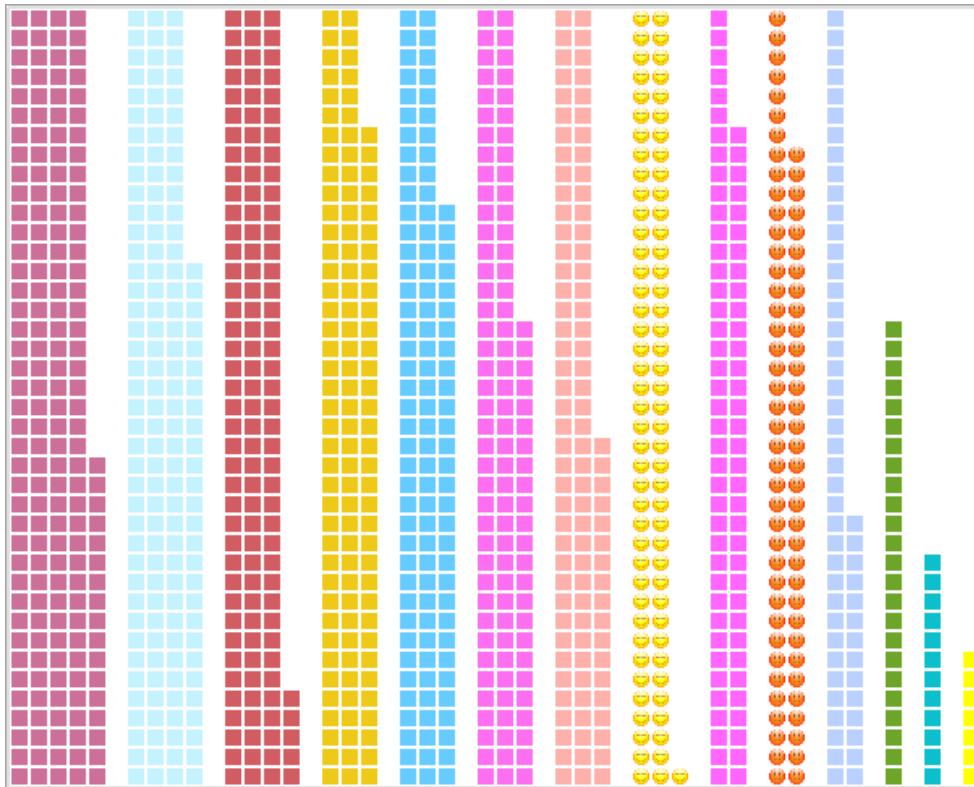
Teacher 4, Roland.



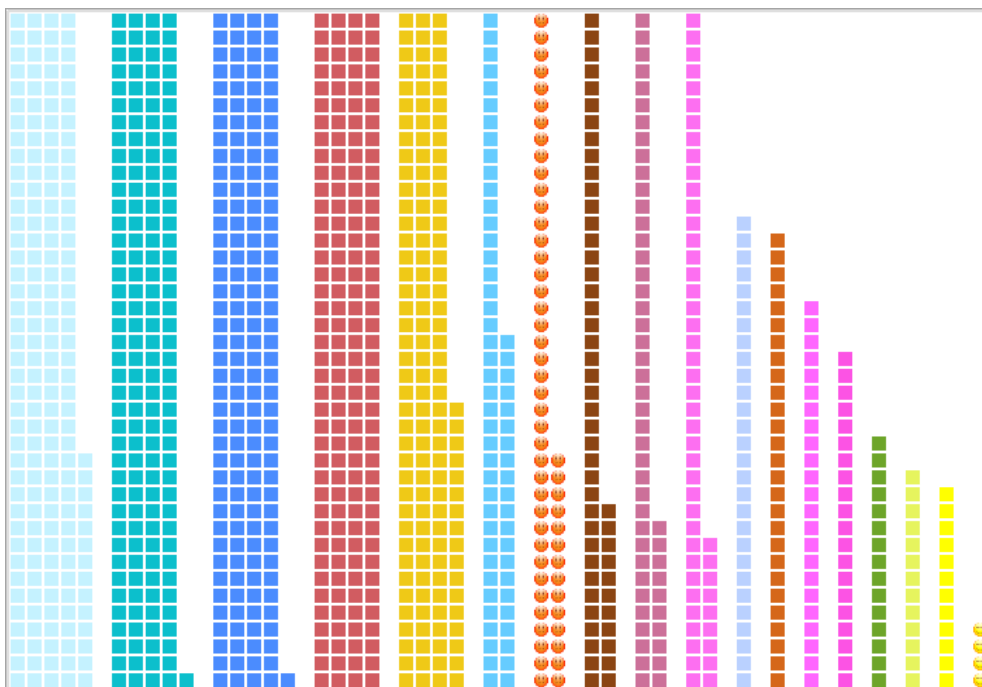
Teacher 5, Clarence.



Teacher 6, Russell.



Teacher 7, Nerese.



Teacher 8, Marcia.

5. Teachers – Quantitative data in table form

Quote	Completely Disagree		Disagree		Agree		Completely Agree		Total	
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent
'Flipped learning is a great pedagogical practice but takes time to develop and implement. I still think it is worth it as the students are more engaged, seem to have a better concept knowledge on a deeper level and I can monitor their progress better' (4)			4	13.3	15	50.0	11	36.7	30	100.0
'I am simply appalled by the way this [nonsense] has taken over educational theorising. It runs counter to every solid experimental and theoretical result obtained by psychologists about learning, memory skill acquisition and deployment. It is a disgrace to the educational profession sold by technology entrepreneurs.' (4)	22	73.3	6	20.0	2	6.7			30	100.0
'Students are already encouraged to prepare before attending EAP classes. EAP sessions are already communicative and based around discussion, debate, and small-group activities. As a teacher, I also need time to explain the mechanics of paraphrasing or synthesising. They <u>don't</u> need to talk about it they just need to understand it! The flipped classroom appears to implement a model of learning that we already practice, but in a less efficient manner than a traditional EAP session would allow' (4)	7	23.3	15	50.0	8	26.7			30	100.0

Quote	Completely Disagree		Disagree		Agree		Completely Agree		Total	
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent
'Flipped Learning has benefitted my students enormously; the interactive tasks are well thought out and really prepare the students to make the most of the sessions'	2	6.7	2	6.7	16	53.3	10	33.3	30	100.0
'Flipped classroom learning is just another dirty trick from admin to avoid booking enough rooms. It is just another neoliberal attitude to try and make a profit' (4)	20	66.7	8	26.7	2	6.7			30	100.0

Table 108. Responses to Quotes Exploring FL Perceptions. Adapted From (1) Sergis et al. (2018); (2) Sørensen et al. (2009); (3) Noels et al. (2000); (4) Wanner and Palmer (2015).

Item	Completely Disagree		Disagree		Agree		Completely Agree		Total		Item
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent	Measure
I understand the pedagogical principles underpinning FL.	-	-	-	-	14	46.7	16	53.3	30	100.0	Perception
I am comfortable answering students' questions about the methods I use in my class.	-	-	-	-	9	30.0	21	70.0	30	100.0	Perception
FL reduces the amount of frustrating sessions as everyone is on the same page after completing the interactive tasks.	2	6.7	3	10.00	18	60.0	7	23.3	30	100.0	Perception
FL supports students in becoming self-directed learners.	-	-	1	3.3	14	46.7	15	50.00	30	100.0	Perception
FL allows students have more time for family, friends, play, and extra-curricular activities.	2	6.7	17	56.7	9	30	2	6.7	30	100.0	Perception
FL gives students more opportunities to communicate with each other.	1	3.3	13	43.3	12	40.0	4	13.3	30	100.0	Perception
I am available for more one-on-one interaction with students in a flipped classroom.	1	3.3	11	36.7	16	53.3	2	6.7	30	100.0	Perception
Students would take a traditional course rather than a Flipped one.	2	6.7	12	40.0	16	53.3	-	-	30	100.0	Perception
Students would not recommend the flipped classroom to their friends.	2	20.00	17	56.7	7	23.3	-	-	30	100.0	Perception
The interactive tasks have not improved students' learning of Academic English.	10	33.3	15	50.0	5	16.7	--		30	100.0	Perception

Item	Completely Disagree		Disagree		Agree		Completely Agree		Total		Item
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent	Measure
The live sessions have helped improved students' learning of Academic English.	-	-	3	10.0	17	56.7	10	33.3	30	100.0	Perception
The students understand why they need to complete the interactive tasks.	-	-	3	10.0	18	60.0	9	30.0	30	100.0	Perception
The course as a whole is being a valuable learning experience for me.	-	-	1	3.3	6	20.0	23	76.7	30	100.0	Perception
The course as a whole is being a valuable learning experience for my students.	-	-	-	-	12	40.0	18	60.0	30	100.0	Perception
I can clearly see the link between the interactive tasks and the live sessions.	-	-	-	-	12	40.0	18	60.0	30	100.0	Perception
The students can clearly see the link between the interactive tasks and the live sessions.	-	-	2	6.7	19	63.3	9	30.0	30	100.0	Perception
I need to prepare different content for my sessions as I never know if my students have done the interactive tasks.	9	30.0	17	56.7	4	13.3	-	-	30	100.0	Perception
I regularly check on the system who is engaging with the task.	-	-	4	13.3	17	56.7	9	30.0	30	100.0	Perception
My sessions are more communicative as a result of FL.	2	6.7	10	33.3	14	46.7	4	13.3	30	100.0	Perception
FL helps me guide students to build their own knowledge.	1	3.3	4	13.3	18	60.0	7	23.3	30	100.0	Perception
I wish I could take the role of the facilitator, but I find that my students need more scaffolding than what the task provides.	3	10.0	14	46.7	11	36.7	2	6.7	30	100.0	Perception

	Completely Disagree		Disagree		Agree		Completely Agree		Total		Item
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent	
Students know what to do when they struggle to understand the interactive tasks.	1	3.3	13	43.3	16	53.3	-	-	30	100.0	Perception
I feel that I need to do the interactive tasks myself.	4	13.3	9	30.0	11	36.7	6	20.0	30	100.0	Perception
I often find myself reverting to a more traditional teaching role in the classroom to ensure that my students are learning.	4	13.3	15	50.0	9	30.0	2	6.7	30	100.0	Perception
FL has positively changed my role in the classroom.			9	30.0	16	53.3	5	16.7	30	100.0	Perception
The interactive tasks are easy to access.			2	6.7	10	33.3	18	60.0	30	100.0	Perception
I don't think my role in the classroom has really changed as a result of using FL.	6	20.0	16	53.3	7	23.3	1	3.3	30	100.0	Perception

Table 109. Responses to Prompts Exploring How FL is Being Applied in ISS20 in Relation to Changes in the Sessions and the Teachers' Role.

Item	Very Negative		Negative		Positive		Very Positive		Total	
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent
How do you feel about your overall experience of FL use during ISS20?	-	-	2	6.7	11	36.7	17	56.7	30	100.0

Item	Completely Disagree		Disagree		Agree		Completely Agree		Total		Item
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent	Measure
If I could, I would like to discontinue using FL in the ISS course (2)	17	56.7	8	26.7	4	13.3	1	3.3	30	100.0	Continuance Intention
Using FL allows me to be a more productive teacher (2)	-	-	6	20	15	50	9	30	30	100.0	Perceived Usefulness
Using FL allows me to be a more effective teacher (2)	1	3.3	7	23.3	11	36.7	11	36.7	30	100.0	Perceived Usefulness
My experience with using FL was better than what I expected (2)	-	-	6	20.0	12	40.0	12	40.0	30	100.0	Confirmation
I use FL because it is fun (2)	2	6.7	14	46.7	12	40	2	6.7	30	100.0	Intrinsic Motivation
I use FL because I <u>have to</u>	6	20.0	3	10.0	17	56.7	4	13.3	30	100.0	Perceived Autonomy
I do not feel very competent when I use FL in my classes (2)	14	46.7	15	50.0	1	3.3	-	-	30	100.0	Perceived Competence
The other teachers tell me I am good at FL in my educational work (2)	5	16.7	10	33.3	14	46.7	1	3.3	30	100.0	Perceived Competence
I have been able to learn interesting new skills in FL through my job (2)	-	-	1	3.3	18	60.0	11	36.7	30	100.0	Perceived Competence
Most days I feel a sense of accomplishment from working with FL (2)	-	-	7	23.3	17	56.7	6	20.0	30	100.0	Perceived Competence

	Completely Disagree		Disagree		Agree		Completely Agree		Total		Item
	frequency	percent	frequency	percent	frequency	Item	frequency	percent	frequency	percent	Measure
When I am using FL, I often feel very capable (2)	-	-	5	16.7	19	63.3	6	20.0	30	100.0	Perceived Autonomy
I really like the people I work with (2)	-	-	3	10.0	14	46.7	13	43.3	30	100.0	Perceived Relatedness
I get along with people at work (2)	-	-	1	3.3	15	50.0	14	46.7	30	100.0	Perceived Relatedness
I pretty much keep to myself when I am at work (2)	5	16.7	16	53.3	5	16.7	4	13.3	30	100.0	Perceived Relatedness
I consider the people I work with to be my friends (2)	1	3.3	12	40.0	13	43.3	4	13.3	30	100.0	Perceived Relatedness
People at work care about me (2)	-	-	6	20.0	22	73.3	2	6.7	30	100.0	Perceived Relatedness
The people I work with do not seem to like me much (2)	9	30.0	21	70.0					30	100.0	Perceived Relatedness
People at work are pretty friendly towards me (2)			1	3.3	22	73.3	7	23.3	30	100.0	Perceived Relatedness
I feel like I can make a lot of inputs to deciding how I use FL in my teaching (2)	4	13.3	10	33.3	16	53.3			30	100.0	Perceived Relatedness
I feel pressured to use FL in my teaching	9	30.0	16	53.3	3	10.0	2	6.7	30	100.0	Perceived Autonomy
I am free to express my ideas and opinions on using FL in my educational work (2)	1	3.3	5	16.7	20	66.7	4	13.3	30	100.0	Perceived Autonomy
When I am using FL, I have to do what I am told (2)	1	3.3	16	53.3	11	36.7	2	6.7	30	100.0	Perceived Autonomy
My feelings toward FL are taken into consideration at work (2)	1	3.3	12	40.0	16	53.3	1	3.3	30	100.0	Perceived Autonomy
I feel like I can pretty much use FL as I want to at work (2)	3	10.0	12	40.0	14	46.7	1	3.3	30	100.0	Perceived Autonomy

There is not much opportunity for me to decide for myself how to use FL in my educational work (2)	3	10.0	10	33.3	16	53.3	1	3.3	30	100.0	Perceived Autonomy
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Table 110. Perceptions of FL as a Method. Adapted From (1) Sergis et al. (2018); (2) Sørensen et al. (2009); (3) Noels et al. (2000); (4) Wanner and Palmer (2015).

Appendix X

To facilitate understanding of the intrinsic characteristics of this course, data from the removed RQ1 has been repurposed. Initially, the two permanent academic directors for the summer school were approached for an interview. This is because they both completed the questionnaire and agreed to be approached. One of the two academic directors, Lester, agreed to be interviewed. Below, the coded segments from the interview and document portrait are included. This data has been used as evidence to provide the necessary context to better understand the results obtained, as per the viva recommendations.

1. Coded Segments

This section includes the coded segments for the interview with Lester



2. Proud

1.

"Well, to be honest, I kind of pride myself on the work that I have done. So back in 2018, when we first started adopting, flipped learning, I remember saying to my colleague, we don't know what we're doing. And so I went and found out and I went and read books about flip learning, task based learning, andragogy. And I took what I discovered, and I applied it to the development work we were doing on the course."

[Management 4 Lester_otter; Position: 156 - 156; Created by: paulavillegasverdu; 31/01/2021 12:38; Weight score: 0]

3. BLUE (not strictly linked to RQs)

1.

"So it's not just a case of having information online is a very engaging interactive lessons"

[Management 4 Lester_otter; Position: 31 - 31; Created by: paulavillegasverdu; 31/01/2021 12:17; Weight score: 0]

2.

"That however, took a lot of time and an investment of time and resources to create, which not every course might have the the luxury of being able to do."

[Management 4 Lester_otter; Position: 31 - 31; Created by: paulavillegasverdu; 31/01/2021 12:17; Weight score: 0]

4. Assessment

1.

"Do you, because we've talked about the link between you know, when they do things on the follow up, do you think teachers and students can see how the pre-session tasks and the course, prepares them for the assessment. The final assessment, is that clear?"

Lester 0

Yes, I think so. Much of the course, is geared to the assessments. And indeed, the assessments are designed to prepare students for a university study. This is another big change the course which we started in 2016. Because before then, we used a final exam, in the style of an IELTS exam, to test students' language level, and we changed that approach and introduced principles of learning oriented assessment in with the idea that the doing of the assessments and the preparation for them is learning in itself. So that that's a really important part of the course."

[Management 4 Lester_otter; Position: 104 - 106; Created by: paulavillegasverdu; 31/01/2021 12:32; Weight score: 0]

5. Feedback

1.

"Now with with, for example, the extended writing, which is done more individually, students are given a question and a couple of readings, and they're expected to get on with that. Is that is designed to be very much focused about or focused around, generating useful feedback and a useful feedback dialogue between the teacher and the student. So there are actually there are at least three points. Well, there are there are two at least two Key points at which the student gets feedback on both, and maybe more on the longer course, the student creates a plan, once they've had time to do some reading, and orient themselves to the question and do lots of online lessons related to that kind of stage of reading and writing, they produce a plan, and the teacher looks at it gives some feedback. And then in a one to one tutorial, they have a discussion of this. And the principle that underpins that is the principle of dialogic feedback rather than monologic here's some corrections, and we tell teachers in orientation, that is that the purpose of that and like, and also at the draft stage, it's not a case of providing some corrections or proofreading, but of have creating a dialogue about how students can develop their writing. So, they have, they hand in a plan, and they discuss that and then they hand in a first draft, and we devote extra time for the tutorials for the first draft. So, in that sense, that that part of the course that bit of the teaching is individualized. So in a sense, there is scope there for differentiation, because every every student gets one to one engagement with the with the with the output with what they are producing with that with their writing. So yeah, that by that is how we we get individualization personalization, and I guess, some aspect of differentiation. And I suppose similarly, the... with other parts of the course, the differentiation is not about choosing different levels, or difficulties of text or task. But the differentiation is created by having personalized and individualized feedback. And we really emphasize this as being a really important part of the course. And we, at least, it might be I think it was some of that. No, no, no, no, we included it this year in teacher orientation about the importance of, of feedback and how to do this. So what what's key is monitoring performance, whether that's the writing, or whether that's the speaking in class, and then producing useful feedback, which then is personalized. And I guess, therefore, you've got some aspect of differentiation in the sense of personalization. And ..."

[Management 4 Lester_otter; Position: 134 - 134; Created by: paulavillegasverdu; 31/01/2021 12:34; Weight score: 0]



6. Pouting: Negative Aspects

1.

"Now it's quite smooth and I think 2020 was the third year that we used the flipped learning course, when we first introduced it in 2018. I think some teachers, a few, most teachers were the majority of teachers that first year were on board with it, and they were engaged. But we did get some, some frustration or negativity. And I think one of the key things was particularly for experienced teachers who might be familiar with how to teach certain things, if then, if you take that, that almost you're taking that away from them and putting it into flipped content. So you can have some teachers felt a little bit denied of the thing that they were good at. So for example, explaining how to paraphrase."

[Management 4 Lester_otter; Position: 29 - 29; Created by: paulavillegasverdu; 31/01/2021 12:16; Weight score: 0]

2.

"Now, sometimes that might not be what we would hope they would do, for example, if they're using translation tools to help them with understanding the reading text, or so on."

[Management 4 Lester_otter; Position: 64 - 64; Created by: paulavillegasverdu; 31/01/2021 12:26; Weight score: 0]



8. Smiling Positive Aspects: What Works Well?

1.

"Well, as a selling point, at that stage, then one thing is very practical career development, the chance to teach in a in a different way. So then in future jobs, you can say, 'Well, yes, I've taught on a flipped learning course, before'. So those that which is practical interest as well. The more experienced teachers, and some of them have done the course many times or people that have moved around and done different presessional they might be quite bored. If, if what they end up doing is just this the same again and again. So, if it's new and different than us, that's an advantage. It will keep people motivated. But I suppose thinking about that, I suppose both of those maybe? Well, certainly the first point about career development is more extrinsic. And perhaps what you might be interested in is, is what is intrinsically positive or beneficial." [Management 4 Lester_otter; Position: 21 - 21; Created by: paulavillegasverdu; 31/01/2021 12:15; Weight score: 0]

2.

"And now they can actually use their their tablet or their phone or their computer as part of their studies, which is great, because they, they love their computers and their phones and their tablets. So they really, they like this interactive online element. And it's an advantage for engaging with texts. Because students can go at their own pace, they can read again, they can watch again. Certainly with it's certainly, it's a bit more accessible in terms of allowing students the freedom to decide how they engage with something."

[Management 4 Lester_otter; Position: 64 - 64; Created by: paulavillegasverdu; 31/01/2021 12:26; Weight score: 0]

3.

"But if they are there, if they have the option to decide how they're going to engage with something that's going to make them more engaged, I think."

[Management 4 Lester_otter; Position: 64 - 64; Created by: paulavillegasverdu; 31/01/2021 12:26; Weight score: 0]

4.

"One of the aspects of the way that our flipped learning works as well, we use Grade Center within Blackboard. The online lessons are created using storyline, but then embedded into Blackboard. And when a student completes a lesson they get, they can see their progress, and they get a green tick, to show that they have completed the lesson. So this is a game element as well, the student can see and probably wants to make sure that they've completed all of their work for the week. So they've got they've done like they've done 100% of the course."

[Management 4 Lester_otter; Position: 67 - 67; Created by: paulavillegasverdu; 31/01/2021 12:26; Weight score: 0]

9. Time Constraints

1.

"But we ended up with too much content."

[Management 4 Lester_otter; Position: 94 - 94; Created by: paulavillegasverdu;
31/01/2021 12:32; Weight score: 0]

11. FL

1.

"So, in 2017, we were full. We used every room that we had available in the university. And around the turn of the year between 2017 and 2018. Our numbers were massively up. And this is the well, this is the the recent spike that we've had, which may be a post Trump spike. And also post Brexit, weaker pound makes it cheaper to study here. So we had a spike and we were forced into the situation of we we don't have enough rooms, and we have to explore a way of maximizing the use of rooms which in 2017, and before had been that one group have had a room and there would many have, well, they would have two or three lessons a day in that room from about 915. Until quarter past three. And we had to explore a way of having... Well, we had to explore different ways, we came up with some different. There are various suggestions, we had one rather complicated thing of a time table pattern with I think, four groups sharing three rooms and, and so on, is rather complicated. We had a suggestion from someone that students would have some of their lessons would be in their class, but then they would go to these massive EAP lectures, which is a model used elsewhere ehm in other preessionals. And we when discussing that, we, we, we just came to the conclusion that what, what's the if students are going to attend a lecture on, for example, paraphrasing? What, and it's just kind of like, sit and listen, what's the advantage of actually doing that in a lecture theater, compared to just doing it online, for example, a recorded lecture or read something, and, and so on. And then we started exploring this Well, okay. And then, then we came to explore this idea of flipped learning. And one of the things that I did was I went and, and I read. So I went and read the Robin Bring-Lockwood, Flip it! I also read a long book by Michael long on task based learning. And this is really key as well, because flipped learning kind of necessitates with it, the adoption of task based learning in order to enact the principles properly. So I went and really read up and about how the approach would work. And my colleagues from the TEL team presented an idea of how we could create lessons using a particular software using using storyline, which I think had been done in a different way. On another course at the at the ELTC." [Management 4 Lester_otter; Position: 78 - 78; Created by: paulavillegasverdu; 31/01/2021 12:30; Weight score: 0]

2.

"Firstly, I forgot to mention earlier, but when we were talking about how we were kind of forced into adopting, flipped learning back in 2018. To deal with the increasing number of students, what we found after the course, and I have used this method that I've used this metaphor elsewhere, is us adopting flipped learning has been a positive thing. And imagine that you drive to work, and then your car breaks down. So you start walking to work instead. And you find that actually walking to work is good exercise. It's, it's cheaper, it's better for the environment, and you enjoy it more. So then when your car in when your car gets fixed, you decide that walking to work is better in any case, and that's what we kind of found with flipped learning. Initially, it was it was a necessity but then we realized this is a better approach, I think, particularly for helping develop autonomy, and not having so much teacher led lessons with a teacher at the

front explaining how to do this and explaining how to do that. So yeah, it It wasn't just a necessity it's beneficial. And where we're exploring, applying flipped learning elsewhere. In the center, at the moment,"

[Management 4 Lester_otter; Position: 144 - 144; Created by: paulavillegasverdu; 31/01/2021 12:35; Weight score: 0]

3.

"Yeah. And yeah, and then the second thing, not that this was in any way planned. But obviously, with 2020. We went into lockdown because of COVID-19. And had to shift what we were doing to an online context. And the fact that we had adopted flipped learning put us in such a good position, because we'd already taken one third of the course and put it online which meant that we had less to try and create. And while we hadn't particularly noticed it as being a problem, in the traditional classroom, where we have 20 hours of face to face classes, very, very much teacher led, I think, would have become very apparent in an online context, it's just too much live time, too much time sitting there, in the same way as like, maybe, maybe talk to your partner here and there, but a lot of listening to the teacher and, and things which would have been tiring, too fatiguing to spend that much time, like 20 hours a week, looking at a screen and listening to the teacher. So that kind of moving to an online context, really. Even if it's not flipped learning, there needs to be variety. And the way the university is talking about it, the moment they talk about, they talk about asynchronous work as a way of, of having, managing, online learning, like some things are going to be live and some things are going to be asynchronous. So you got that flexibility. And I think that's essential. For trying to make online learning work having having variety and some flexibility. And yeah, if well, certainly for for, like some kind of full time or intensive course such as precessional teaching online requires flipped learning really requires some way of having asynchronous content and flipped learning is, is a viable and, and proven and good way of making that work. So I think that if we hadn't adopted flipped learning back in 2018, we would have, we would have had to have done this year, if we'd have the time to get our heads around it."

[Management 4 Lester_otter; Position: 148 - 148; Created by: paulavillegasverdu; 31/01/2021 12:35; Weight score: 0]

4.

11.1. Management: Roles

1.

"I am Academic Director for the summer preessional. And I'm also one of the course designers. So, I have designed the or I have been involved in the design of the course, the assessments, the marking criteria, the approach to learning and teaching. And then when the course happens, I, I manage the course, which is very large course. And I don't really interact with teachers so much, but I manage the team of team leaders, who then each have a team of teachers themselves."

[Management 4 Lester_otter; Position: 4 - 4; Created by: paulavillegasverdu; 31/01/2021 12:13; Weight score: 0]

2.

"Um, team leaders are team leaders are trained teachers who have demonstrated that they are very, they are good teachers, and that they're very reliable, and organized and good at supporting other teachers, particularly new teachers who are new to the context and new to the center."

[Management 4 Lester_otter; Position: 37 - 37; Created by: paulavillegasverdu; 31/01/2021 12:19; Weight score: 0]

11.2. Ts' Perceptions of Ss' Engagement With FL

No segments coded for this data set.

11.3. FL in an Online Environment

1.

"They really like the interactive lessons. This sounds like a cliché, but the...these are young people they love using like computers or, or phones or devices. And so to actually, in a traditional classroom, we're always having to tell your students put your phone away. And now they can actually use their their tablet or their phone or their computer as part of their studies, which is great, because they, they love their computers and their phones and their tablets. So they really, they like this interactive online element. And it's an advantage for engaging with texts. Because students can go at their own pace, they can read again, they can watch again. Certainly with it's certainly, it's a bit more accessible in terms of allowing students the freedom to decide how they engage with something. Now, sometimes that might not be what we would hope they would do, for example, if they're using translation tools to help them with understanding the reading text, or so on. But if they are there, if they have the option to decide how they're going to engage with something that's going to make them more engaged, I think."

[Management 4 Lester_otter; Position: 64 - 64; Created by: paulavillegasverdu; 31/01/2021 12:25; Weight score: 0]

2.

"Yes, this is something that we introduced in 2020 for the first time, partly or mainly as a response to the shift to online teaching. I think that it's something that we're probably wants to keep anyway."

[Management 4 Lester_otter; Position: 69 - 69; Created by: paulavillegasverdu; 31/01/2021 12:28; Weight score: 0]

3.

"That's really, really interesting. It sounds like technology has played a big role on your flipped learning course, is that... Do you think that's a fair assessment?"

Lester 0

Yes."

[Management 4 Lester_otter; Position: 80 - 82; Created by: paulavillegasverdu; 31/01/2021 12:31; Weight score: 0]

4.

"We went into lockdown because of COVID-19. And had to shift what we were doing to an online context. And the fact that we had adopted flipped learning put us in such a good position, because we'd already taken one third of the course and put it online which meant that we had less to try and create. And while we hadn't particularly noticed it as being a problem, in the traditional classroom, where we have 20 hours of face to face classes, very, very much teacher led, I think, would have become very apparent in an online context, it's just too much live time, too much time sitting there, in the same way as like, maybe, maybe talk to your partner here and there, but a lot of listening to the teacher and, and things which would have been tiring, too fatiguing to spend that much time, like 20 hours a week, looking at a screen and listening to the teacher. So that kind of moving to an online context, really. Even if it's not flipped learning, there needs to be variety. And the way the university is talking about it, the moment they talk about, they talk about asynchronous work as a way of, of having, managing, online learning, like some things are going to be live and some things are going to be asynchronous. So you got that flexibility. And I think that's essential. For trying to make online learning work having having variety and some flexibility. And yeah, if well, certainly for for, like some kind of full time or intensive course such as precessional teaching online requires flipped learning really requires some way of having asynchronous content and flipped learning is, is a viable and, and proven and good way of making that work. So I think that if we hadn't adopted flipped learning back in 2018, we would have, we would have had to have done this year, if we'd have the time to get our heads around it."

[Management 4 Lester_otter; Position: 148 - 148; Created by: paulavillegasverdu; 31/01/2021 12:36; Weight score: 0]

11.4. FL In Practice

1.

"In general, is it positively received. One thing that I should mention is that we advertise, it's when we when we're recruiting temporary teachers, we actually use it as a selling point as a kind of reason to come to Sheffield is this chance to teach on a course that uses flipped learning, which is still a relatively innovative approach. That does mean as well, the, I suppose people are going to be on board with it before they start because they know what they're signing up for. And if there is a teacher who hates flipped learning, then they're probably going to not apply and apply to teach somewhere else that uses a different model. So that that all works. So before we begin to make sure that people are, are on board with the idea"

[Management 4 Lester_otter; Position: 18 - 18; Created by: paulavillegasverdu; 31/01/2021 12:14; Weight score: 0]

2.

"Well, as a selling point, at that stage, then one thing is very practical career development, the chance to teach in a in a different way. So then in future jobs, you can say, 'Well, yes, I've taught on a flipped learning course, before'. So those that which is practical interest as well. The more experienced teachers, and some of them have done

the course many times or people that have moved around and done different preessional they might be quite bored. If, if what they end up doing is just this the same again and again. So if it's new and different than us, that's an advantage. It will keep people motivated. But I suppose thinking about that, I suppose both of those maybe? Well, certainly the first point about career development is more extrinsic. And perhaps what you might be interested in is, is what is intrinsically positive or beneficial." [Management 4 Lester_otter; Position: 21 - 21; Created by: paulavillegasverdu; 31/01/2021 12:15; Weight score: 0]

3.

"One of the most important things that we tried to develop with a preessional course, is students autonomy. And typically, a lot of students come from contexts where they are not required to be autonomous. Teaching is more monologic. And learning is more passive. So it's always been a challenge. How do we get students to be independent and autonomous and flipped learning really helps, because instead of having a preessional, where you explain to students about being autonomous, you actually get them to do autonomy. You get them to be autonomous by having them engaged in flipped learning, and it's their responsibility to do the independent work and to prepare for class" [Management 4 Lester_otter; Position: 27 - 27; Created by: paulavillegasverdu; 31/01/2021 12:16; Weight score: 0]

4.

"Now it's quite smooth and I think 2020 was the third year that we used the flipped learning course, when we first introduced it in 2018. I think some teachers, a few, most teachers were the majority of teachers that first year were on board with it, and they were engaged. But we did get some, some frustration or negativity. And I think one of the key things was particularly for experienced teachers who might be familiar with how to teach certain things, if then, if you take that, that almost you're taking that away from them and putting it into flipped content. So you can have some teachers felt a little bit denied of the thing that they were good at. So for example, explaining how to paraphrase." [Management 4 Lester_otter; Position: 29 - 29; Created by: paulavillegasverdu; 31/01/2021 12:16; Weight score: 0]

5.

"I can't remember the specifics that is in the lesson. But the the general approach that we took is the things that if you imagine a typical PPP lesson, so that's presentation, practice production, the way that we would approach that in flipping it is that the presentation and the controlled practice that could be done, or that could be flipped. And so the kind of lesson that we would create, would begin with a general orientation, and then would introduce some specific techniques for paraphrasing. And then there would be some very controlled practice exercises within the materials where it would be, for example, it may be is this, which is the best paraphrase, or is this paraphrase grammatically correct, or something along those lines, the software that we used for this allows us to create interactive materials. So it's not just a case of having information online is a very engaging interactive lessons. That however, took a lot of time and an

investment of time and resources to create, which not every course might have the the luxury of being able to do."

[Management 4 Lester_otter; Position: 31 - 31; Created by: paulavillegasverdu; 31/01/2021 12:17; Weight score: 0]

6.

"We have in general tried to discourage the the idea of reviewing flipped contents too much for the principle that if... Okay, if it's a very quick review, fine, like say a couple of concepts of checking questions. But if the beginning of the lesson repeats, the flipped content, it kind of tells students that you can that you don't need to have done the flipped content. So what we what we what I tell teachers when we do the training before the course begins, that to not spend a lot of time reviewing to set expectations high that you expect the students to arrive prepared. And if a couple of students haven't done the preparation, just plow on ahead and leave them behind and what that what xxx what we have found, and this has been demonstrated in course feedback. That approach works Any students do do the work. And so setting expectations high is effective. I think that's maybe not quite answered your question."

[Management 4 Lester_otter; Position: 33 - 33; Created by: paulavillegasverdu; 31/01/2021 12:18; Weight score: 0]

7.

"I can't remember off the top of my head, whether it mentions flipped learning on the website, but I would expect that it certainly it is on there. It might I don't know if we use the term flipped learning, but but the course description is there."

[Management 4 Lester_otter; Position: 52 - 52; Created by: paulavillegasverdu; 31/01/2021 12:23; Weight score: 0]

8.

"They do. And we've taken quite a deliberate approach with this. And we've used looped input. So we have a topic for each week. So for example, with the topic of week two is climate change, other weeks we have things like media inclusivity, sustainability, and the topic for week one is our approach to learning. So embedded with within lessons are, so the the the introduction to reading is a comparison of a text about flipped learning. And I think another one about adult learners and being independent. The introduction to speaking is a video of me actually explaining what flipped learning is which students need to. So that's in the introduction to listening, as students listen to that. The introduction to speaking is some of my colleagues having a discussion about flipped learning, and then we analyze the discussion skills in there. And as the first writing task, we get students to write about the approach to learning on the course, which includes flipped learning, like being autonomous and self directed, and using a less teacher focused approach and more kind of like more task based."

[Management 4 Lester_otter; Position: 56 - 56; Created by: paulavillegasverdu; 31/01/2021 12:23; Weight score: 0]

9.

11.5. Suitability of the Method Based on the Nature of the Course

No segments coded for this data set.

11.6. Conceptualising FL

1.

"We have in general tried to discourage the the idea of reviewing flipped contents too much for the principle that if... Okay, if it's a very quick review, fine, like say a couple of concepts of checking questions. But if the beginning of the lesson repeats, the flipped content, it kind of tells students that you can that you don't need to have done the flipped content. So what we what we what I tell teachers when we do the training before the course begins, that to not spend a lot of time reviewing to set expectations high that you expect the students to arrive prepared. And if a couple of students haven't done the preparation, just plow on ahead and leave them behind and what that what xxx what we have found, and this has been demonstrated in course feedback. That approach works Any students do do the work. And so setting expectations high is effective. I think that's maybe not quite answered your question."

[Management 4 Lester_otter; Position: 33 - 33; Created by: paulavillegasverdu; 31/01/2021 12:18; Weight score: 0]

2.

"We did in 2018, and 2019, we provided sessions about flipped learning for teachers, and we even we even flipped it we we gave a reading, on flipped learning to teachers to read in advance, and then we had a live session. Now, in 2020, I think that was something that was sacrificed. Because the nature of 2020 was that we had to shift to online teaching. And so we decided that we needed to spend orientation week making sure that teachers were comfortable using the the software, which was Blackboard Collaborate so that they would be able to teach online. And we had several sessions devoted to that, including a couple of sessions of just literally try it out. Having each teacher to spend a bit of time practicing being a teacher, before they went and did this live in front of students. And because of that shift in focus, there were some things that we usually do in that week that we sacrificed and we didn't have time to do. And I think that a more general theoretical approach to flipped learning was something that was lost."

[Management 4 Lester_otter; Position: 35 - 35; Created by: paulavillegasverdu; 31/01/2021 12:18; Weight score: 0]

3.

"Well, a prerequisite for being a team leader on the summer preessional is having taught on the summer preessional in recent years, so we had, well, in the end, we had nine team leaders while 10 team leaders for the preessional this year, and all 10 of those either were teachers or team leaders on the course in in in the last year or two, so they all they all know the how the course works and how the flipped learning works"

[Management 4 Lester_otter; Position: 40 - 40; Created by: paulavillegasverdu; 31/01/2021 12:19; Weight score: 0]

4.

"for team leaders? I don't think it would affect their role so much. I'm not really sure. But they're they're not really there as pedagogical advisors It's more about person

management. Maybe Yes, a bit of mentoring and help and directing people to, to Course Information"

[Management 4 Lester_otter; Position: 43 - 43; Created by: paulavillegasverdu; 31/01/2021 12:20; Weight score: 0]

5.

"In 2019, we introduced peer observations. I can't remember off the top of my head, what the, how positive the feedback was about that, but I think it was, it was fine. So we introduced peer observations. That was something that was sacrificed in 2020. However, the way that we approached observations in 2020, was less of a quality assurance observation, and more of a support developments. Now, I was not involved in in the observations, so I'm not really the best person to comment. But I can certainly describe how we did them, which was that a team leader was paired with one of our trained teacher trainers, and they would observe the class and then give, like supportive and developmental feedback to the teachers,"

[Management 4 Lester_otter; Position: 45 - 45; Created by: paulavillegasverdu; 31/01/2021 12:20; Weight score: 0]

6.

"They do. And we've taken quite a deliberate approach with this. And we've used looped input. So we have a topic for each week. So for example, with the topic of week two is climate change, other weeks we have things like media inclusivity, sustainability, and the topic for week one is our approach to learning. So embedded with within lessons are, so the the the introduction to reading is a comparison of a text about flipped learning. And I think another one about adult learners and being independent. The introduction to speaking is a video of me actually explaining what flipped learning is which students need to. So that's in the introduction to listening, as students listen to that. The introduction to speaking is some of my colleagues having a discussion about flipped learning, and then we analyze the discussion skills in there. And as the first writing task, we get students to write about the approach to learning on the course, which includes flipped learning, like being autonomous and self directed, and using a less teacher focused approach and more kind of like more task based."

[Management 4 Lester_otter; Position: 56 - 56; Created by: paulavillegasverdu; 31/01/2021 12:23; Weight score: 0]

7.

"one thing to explain a little bit more that I didn't talk about is the importance of task based learning to flip, flipped learning. And how I said flipped learning kind of necessitates task based What I mean by that is the principle of flipped learning is that lower level skills can be done outside the classroom, and in class should be devoted to higher order skills. So things like things where you're really engaging with the students. And so what that is not it is teacher explaining things, and what it should be is students doing things. And if students are doing things, they're what becomes absolutely key and critical is feedback on performance, which, and then for that, the kind of principles Well, I found a book by Mike Lone really valuable. And if you want I can, I can, I can't remember the precise title off the top of my head, but I can send you a link. And I found

that a really valuable text to segue with applying flipped learning because it provides 10 methodological principles for task based learning, which are genuinely based on, on research about what's important and yes, giving valuable feedback is, is part of that. So that particular text on task based learning was really valuable to complement the principles of flipped learning and developing an approach to the course"

[Management 4 Lester_otter; Position: 152 - 152; Created by: paulavillegasverdu; 31/01/2021 12:37; Weight score: 0]

8.

"Well, to be honest, I kind of pride myself on the work that I have done. So back in 2018, when we first started adopting, flipped learning, I remember saying to my colleague, we don't know what we're doing. And so I went and found out and I went and read books about flip learning, task based learning, andragogy. And I took what I discovered, and I applied it to the development work we were doing on the course."

[Management 4 Lester_otter; Position: 156 - 156; Created by: paulavillegasverdu; 31/01/2021 12:37; Weight score: 0]

11.7. BLUE: Random Things That Are Tangentially Important

No coded segments

11.8. Teacher's Role

No coded segments

12. Workload

1.

"for team leaders? I don't think it would affect their role so much. I'm not really sure. But they're they're not really there as pedagogical advisors It's more about person management. Maybe Yes, a bit of mentoring and help and directing people to, to Course Information"

[Management 4 Lester_otter; Position: 43 - 43; Created by: paulavillegasverdu; 31/01/2021 12:20; Weight score: 0]

12.1. Ts Workload in Relation to the IC

1.

"And sorry, I was just looking at my notes, because you mentioned that maybe the content, exploring the interactive task does not necessarily link to the actual live lesson. That's then make it easier for the teachers not to look at the interactive content, or Do you feel that is necessary for them to look at IC? How do you handle that?"

that some that's an interesting one. We actually from and this is, this is a more mundane thing to do with workloads. But we tell teachers not to do all of the interactive content. And the first year that we introduced flipped learning. Some teachers said it's too much work because they felt they had to go through every lesson, and do all of the learning that the students were doing. And we actually had to say, No, you just do your own, you can look at the summary. And you don't need to you can just trust that the students

have done it. So we tell them not to, because we want them to focus on things like giving good feedback on the written work not going through the interactive lessons."

[Management 4 Lester_otter; Position: 136 - 137; Created by: paulavillegasverdu; 31/01/2021 12:34; Weight score: 0]

12.2. Teachers' and the IC - WHY They Do(n't) Them

No coded segments

13. IC

1.

"Can I ask you to clarify? What does completion mean for you guys, when you are assigning the task? You said like 50%; 60% or the whole thing?"

For that teachers would need to go into Blackboard Grade Center. See, has the student completed 80% of the online lessons for that week? And then say yes, that's enough to get the yes for that week's completion.

If I understand this correctly, it's about having done a 80% so it is like a number kind of thing rather than you need to have explore x, y and z content.

Lester 0

Correct."

[Management 4 Lester_otter; Position: 70 - 74; Created by: paulavillegasverdu; 31/01/2021 12:28; Weight score: 0]

2.

"Do you feel that connection was always clear for teachers and students?"

Lester 0

This has been something that we have struggled with a little bit making this connection clear. We had in the first year in 2018. We did try to follow things up we had like a principle... Well, we tried and we have like some principles of like, okay, we've created this lesson on on x. So we're going to provide something in our printed book that follows it up. But we ended up with too much content."

[Management 4 Lester_otter; Position: 92 - 94; Created by: paulavillegasverdu; 31/01/2021 12:31; Weight score: 0]

3.

"Paula Vv 0

Ah ok

Lester 0

and we haven't found an approach that everyone completely agrees with. Because on the one hand there the essence of flipped learning as it is in in many ways, for example, in the Brinks-Lockwood book is that things are followed up. So, lower order skills in advance higher order skills in class, and well, in some things, the link is very clear. So, we have reading circles and seminars, where the, the preparation is reading a text and preparing for your role. And the seminar is watching a lecture and preparing discussion questions. Other lessons though, there might be there might be, for example, these lessons on paraphrasing, they are timed to be at an appropriate point of the course. But really, when a student puts that into practice, it's not necessarily in class, but it's actually independently because they're working on an extended writing task, which is part of their assessment, which they do independently, really. So it is followed up, but

not in this kind of clear before class and in class. So in a way, that is not flipped learning as as prescribed in certain books, but it still is this principle of, of having thing and what about is still a case of like, here's some his presentation of some lower order skills, and now you're going to apply it in a in a higher level context."

[Management 4 Lester_otter; Position: 95 - 98; Created by: paulavillegasverdu; 31/01/2021 12:31; Weight score: 0]

4.

"Yeah, I think so. I mean, for example, with a seminar. everyone watches the same lecture. They may need more more time to prepare. But yes, the expectation is that everyone comes prepared. they've watched and they've understood the lecture, they've prepared discussion questions. While we don't state it, they probably will have prepared some thought about and prepared some things that they want to say. And likewise, with the reading circle, they will, that they're expected to read the text, understand it and prepare their role and be ready to spea"

[Management 4 Lester_otter; Position: 134 - 134; Created by: paulavillegasverdu; 31/01/2021 12:33; Weight score: 0]

13.1. S's Engagement With the IC Tasks

1.

"But if they are there, if they have the option to decide how they're going to engage with something that's going to make them more engaged, I think."

[Management 4 Lester_otter; Position: 64 - 64; Created by: paulavillegasverdu; 31/01/2021 12:26; Weight score: 0]

13.2. Monitoring the of IC

1.

"One of the aspects of the way that our flipped learning works as well, we use Grade Center within Blackboard. The online lessons are created using storyline, but then embedded into Blackboard. And when a student completes a lesson they get, they can see their progress, and they get a green tick, to show that they have completed the lesson. So this is a game element as well, the student can see and probably wants to make sure that they've completed all of their work for the week. So they've got they've done like they've done 100% of the course."

[Management 4 Lester_otter; Position: 67 - 67; Created by: paulavillegasverdu; 31/01/2021 12:26; Weight score: 0]

2.

"Yes, this is something that we introduced in 2020 for the first time, partly or mainly as a response to the shift to online teaching. I think that it's something that we're probably wants to keep anyway. But when we were planning the course, we well, I, but we were worried about how we would develop a connection between the teachers, students. And one of the key things was like, we have to know who these students are. And we have to be able to make statements about their preparedness and their readiness for university study, which is easier to do if they are literally in Sheffield and in a physical classroom."

But more difficult to do if this is online. So we added two elements that the teacher needs to complete each week, which they say, yes, the student has completed all of the or most of the flipped content. And yes, the student has engaged with the course this week. The reason to it sounds like it's doubling up a little bit, except that the Grade Center in Blackboard is within Blackboard. And these two scores, the teacher completes for engagement and completion of the interactive content. They're part of the attendance database, which is a separate system, but it means then that all the information about that student is in one place. In addition to attendance data, which we were we were worried, could be as simple as they log on. So you saw that they are there, but without really following the course. And so we added engagement and completion. To add to that, so that we had a we had a record of both of both. Well, yeah, both attendance and engagement with the course."

[Management 4 Lester_otter; Position: 69 - 69; Created by: paulavillegasverdu; 31/01/2021 12:27; Weight score: 0]

14. Motivation

1.

"And what we find is the pre master's students are generally very motivated. It's something that they choose to do. They are adults, they know what their, what their goals are, which is spend a year get get working towards a Master's qualification from the University of Sheffield, we do get a small number of pre undergraduates who are young, and not always as, as focused and engaged with their studies"

[Management 4 Lester_otter; Position: 49 - 49; Created by: paulavillegasverdu; 31/01/2021 12:21; Weight score: 0]

14.1. Teachers' Autonomy & Creativity in Relation to Course & Materials

No segments coded for this data set.

14.2. Students' Autonomy

1.

"One of the most important things that we tried to develop with a pre-sessional course, is students autonomy. And typically, a lot of students come from contexts where they are not required to be autonomous. Teaching is more monologic. And learning is more passive. So it's always been a challenge. How do we get students to be independent and autonomous and flipped learning really helps, because instead of having a pre-sessional, where you explain to students about being autonomous, you actually get them to do autonomy. You get them to be autonomous by having them engaged in flipped learning, and it's their responsibility to do the independent work and to prepare for class"

[Management 4 Lester_otter; Position: 27 - 27; Created by: paulavillegasverdu; 31/01/2021 12:16; Weight score: 0]

14.3. Instrumental Motivation

1.

"they know what their, what their goals are, which is spend a year get get working towards a Master's qualification from the University of Sheffield, we do get"

Who wins when we flip? Exploring perceptions of Flipped Learning in an online EAP Pre-Sessional course

[Management 4 Lester_otter; Position: 49 - 49; Created by: paulavillegasverdu;
31/01/2021 12:21; Weight score: 0Jm