

Designing a Flipped Curriculum for an EFL Class

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On a basis of a curriculum model that combines a theory with pedagogical procedures (Gonzales, 2004; Kiraly, 2000), the author designs a flipped EFL curriculum for university students who were enrolled in a 15-week elective course, Applications of English Proficiency Assessment. In order to meet the curriculum goal of enhancing English proficiency, it designs six task modules that combine the prior-class session with the in-class one. In the prior-class session, students preview the class material files available at the university e-class site before they attend the class. Based on their classwork at home, students engage in high order thinking skills like collaborative communication during the class. After class task activities, the paper presents some samples of student task output, and it also offers the students' feedback on each task. Besides, during the semester, the author readjusted the curriculum design in order to fit the students' diverse learning styles. At the conclusion of the semester, the student reviews show that although some goals were missing for some areas, most of curriculum goals were found to have been met by motivating their interactive communication and improving their balanced linguistic proficiency.

[flipped curriculum/integrated task/learning style/

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I. INTRODUCTION

Flipping classroom is a pedagogy-based strategy where students do classwork at home in order to spend more in-class time on interactive, student-centered instruction (Baker, 2000). Research outcomes have indicated that flipped classroom can be a dynamic and interactive learning environment, where students gain first exposure to new knowledge outside of class, and then time is spent in class to have students engage collaboratively in high order skills (Bergmann & Sams, 2012; J. Y. Han, 2015; K. Sung, 2015). This instructional strategy has been well adopted by social studies or natural sciences because of its key strength of the active interaction that facilitates the students' engagement in their learning process. But this strategy remains mostly rare for the EFL learners with few researches available on its use of this model at an English as Foreign Language (EFL) setting for university students.

Although this strategy remains mostly untapped as an EFL context at university, it is notable the key principles supporting the flipped classroom are grounded on some theoretical backgrounds of EFL pedagogy. For example, it was demonstrated that flipped classrooms can be informed by constructivist pedagogy, which has been embraced as an EFL model to facilitate students' engagement of language learning. Besides, the flipped strategy is also grounded on the communicative approach for EFL pedagogy. For example, Gonzalez (2004) stressed the importance of the communicative approach in learning foreign language, indicating that, since the late 1980s and 1990s, concepts such as learner autonomy, self-confidence, peer work, learning to learn, meaningful learning and student-centered classes have taken over.

With these trends in mind, the author designs a flipped curriculum for EFL learners at a university on realization that a flipped curriculum has a pedagogical value at an EFL setting. To prove the argument, the study focuses on three aspects in designing it. First, it takes a metacognitive approach to explain key strength of a flipped model. Second, it creates a chain of task modules that are responsive to the active learning principles of flipping classroom. Third, it uses the flipping strategy to enhance the dynamics of in-class engagement of diverse students. In doing this, the research questions that guide these points are as follows:

- 1) How is the flipped curriculum designed to fit the curriculum goals?
- 2) How is the flipped model designed to apply the integrated task modules?
- 3) How is the flipped one designed to meet the diverse students' learning styles?

II. LITERATURE REVIEW

1. Theoretical Background

A flipped classroom, first popularized by Aaron Sams and Jon Bergmann in 2007, is based on research that class time would be better spent for active learning that can effectively develop higher order cognitive skills such as problem solving and critical thinking. Bergmann and Sams (2012) describe the flipped classroom as a paradigm shift from the traditional educational model to a pedagogy-centered approach. Unlike the conventional instruction where students acquire new knowledge in the classroom and practice it at home via assignments, a flipped classroom describes a reversal of traditional teaching, where students acquire first exposure to new knowledge outside of class, and then time is spent in class to do the harder work of assimilating that knowledge through strategies such as discussion or debates (Baker, 2000).

Researchers have found the key benefits of flipping the classroom to be active learning environment, where students' understanding and retention of information can effectively develop higher order cognitive skills such as critical thinking (Butchart, Handfield, & Restall, 2009; Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt, & Wenderoth, 2014). Davis (2009) emphasizes the benefits of flipped classroom as enabling 'deep' and 'active' learning by promoting the construction of knowledge and enhancement of problem-based learning among students. Besides, the key purpose of flipping classroom is to support trends in EFL teaching towards moving away from traditional towards finally making language classrooms more communicative with Communicative Language Teaching (CLT) (Webb, Doman, & Pusey, 2014).

Consequently, flipping classroom has emerged as a still rare but a potentially popular instruction strategy for EFL learners. Recent research on applying the flipped model into EFL context is supporting the change. In a case study on a flipped classroom in an EFL content course, K. Sung (2015) reported a positive feedback from participant students on the collaborative class activities, describing it as a good momentum for changes in current EFL despite limitations such as learner differences in prior learning experiences. Y. Bang (2017) examined the impact of flipping the classroom on EFL students' academic performance, and found flipped learning to have positively affected the students' academic achievement. Y. Bang also indicated the flipped classroom was well received with students learning in an active process and dynamically engaged in their own learning process. On the other hand, it also indicated that flipped curriculum may invite resistance from students who might feel burdened with extra time and efforts because they should take a pre-class homework for class work. Webb, Doman and Pusey (2014) reported the research result of applying the "flipped" model in an EFL context at a Chinese university in Macau, indicating the initial resistance from students against the flipped class was giving way to students' feeling comfortable with flipped classroom as the time passes to the end of the 15-week course. Y. J. Han (2015) said that although there are still drawbacks like the heavy workloads for the instructors to prepare, the

flipped model shows significant potential for use in language classes.

In addition, the principles of flipped curriculum are supported by theoretical background of task-based curriculum. Gonzales (2004) defines a task as a chain of activities with the same global aim and a final product, and the full completion of a task usually taking up several sessions. In each of these, the activities lead along the same path towards the same end. On the way, both procedural (know how) and declarative (know what) knowledge are practiced and explored. Ellis (2003) indicates that task activities increase students' motivation through active thought process and pragmatic use of language. Nunan (2004) defines the task as a communicative act of producing output that comes in early, middle and final stages of learning process. Nunan indicates that a task-based curriculum should combine its design and methodology into one curriculum, because the key objective of task-based curriculum is to help learners to explore the content for self-learning, making the methodology of how to teach should be an essential element of designing a task-based curriculum. Kiraly (2000) indicates the traditional instructions at EFL settings usually have benefits of accuracy in language form while task-based class has benefit of pragmatic relevance and communicative efficiency. So an ideal task-based curriculum must be designed in a way that blends this benefit from the traditional one with the task-based one.

2. Pedagogical Model

Meanwhile, there is recent research on pedagogical methodology that can be applied to the flipped model. H. Kim and H. S. Chung (2016) compare an integrated Form-Focused Instruction (FFI) with an isolated FFI to assess which one is more effective in developing explicit and implicit knowledge. They argue that instructors can design both an integrated content-based instruction and an isolated content-based one: In an integrated instruction, instructors explain background information, language form and error feedback during the class tasks, whereas instructors provide an isolated one before tasks are introduced. M. J. Yang and E. J. Lee (2012) indicate that their classes were positively received by undergraduate EFL students when reading instruction was accompanied to integrated reading-to-write tasks. In other words, instructors can design strategies for students to engage in a chain of integrated tasks.

Finally, a flipped curriculum is based on recognition of a pedagogical model that stresses a diversity of students' learning intelligence and learning styles. Gardner (1985) said there are other intelligences like emotional intelligence or bodily-kinesthetic intelligence, as well as linguistic intelligence. Also, educational studies have found that different people learn in a variety of different ways or styles (Robinson, 2003). Likewise, students can be always in the process of finding better learning ways if they are aware of this variety of learning styles. This process is

also equated with a process of metacognitive monitoring process, which is defined to assess the current state of a cognitive activity. If this is applied to students in an EFL classroom, their monitoring can lead to an awareness of their own learning styles. Then, students can assess whether they are taking the correct approach in solving a problem, and also judge how well they understand what they are studying (Dunlosky & Metcalfe, 2009). The monitoring process can pave the way for students to discover their own learning style. Discovering one's own learning style can lead to the next stage of metacognitive control, which means students will decide to use a new way of solving a problem. For example, if student cannot solve a problem, he may decide to spend more time trying to solve the problem.

Eric Jensen (1995) outlines four general areas in which individual learning styles differ: context, input, processing and response. In terms of context, it makes a lot of difference to learners where they learn—what sort of physical and social environment they inhabit while learning. Field-dependent language-learners, for instance, learn best in the foreign country, by mingling with native speakers; they will learn worst in a traditional foreign-language classroom. Flexible-environment learners like a variety in their learning environments, and move easily and comfortably from one to another whether it is noisy or silent. Independent learners learn best alone while dependent learners learn best in pairs, teams and other groups. Relationship-driven learners learn best when they like and trust the presenter.

These diverse learning styles can be reflected into the flipped curriculum design by creating a variety of task module options. As students practice each of different modules, they can discover which module is easier or more difficult depending on their learning style. The prior-class session can be a chance for a field-independent student, who learn best alone, to maximize their learning strength while it can also help for field-dependent students endure the self-paced study. Also, in-class session of the flipped classroom can serve as a forum where it is a one-way lecture, which is comfortable input for flexible students, as well as team tasks, where the field-dependent students can adapt easily to maximize their learning effects.

III. METHOD

The author designed the flipped curriculum on the basis of the curriculum design model that integrated a theoretical approach into the pedagogical procedures (Ellis, 2003; Gonzales, 2004; Kiraly, 2000; Nunan, 2004). As Gonzales (2004) suggested, the curriculum was designed to include the key curriculum elements like the interactive process of communication; class activities that contained both task process and task output; task options that vary depending on diverse students' learning styles; and the teacher's roles as a counselor and feedback giver. The author also con-

sidered main factors of curriculum, including methods of choosing and organizing content and the roles of students and teachers (Kiraly, 2000). It was also based on Ellis' (2003) definition of curriculum that should include choice of content and all elements of planning, execution and evaluation of class activities. In addition, it followed the process-based curriculum model (Nunan, 2004) that combined the curriculum design with its methodology.

1. Course Objectives

On the basis of these curriculum models, the objective of this curriculum is to help students improve English proficiency through interactive process of student-centered task activities. In doing this, the curriculum is designed to provoke critical thinking with class questions and answers, while it is also intended to engage students into communicative interactions. The choice of material is designed to be interesting for student as a future professional. Furthermore, it is designed to present stories or examples during the task to be pertinent and thought-provoking.

2. Participants

There were 12 students who enrolled in the elective course titled Applications of English Proficiency Assessment. The course was taught in the one three-hour period a week at a university. The class was designed to fit the 12 participant students aged from 22 to 25 in class, which was rather small in terms of the number of students but are on the top in terms of their commitment to learn English. There were nine seniors and three juniors, while there are six males and six female students. Among them, six majored in English language and literature, and the other six students have different majors: two students majoring in business management, one student Korean literature, one student German literature, one student architecture design, and one student economy and finance. There were ten Korean students while two foreign students from China and Myanmar were also enrolled. The author taught the course in this study and the students were surveyed to have diverse career visions, including a flight attendant, a certified customs broker, a real estate appraiser, a NGO interpreter, a classical concert manager, a civil servant for the city regeneration projects, and an international marketer. Among them, one student was recently hired as a CPA at an international consultant firm. Their career visions were presented during the introductory session and an informal get-to-know interview during the second week of the semester.

Furthermore, the students were found to have diverse learning styles as the survey was conducted during the third week of the semester. The survey results find that these participants shared similar learning styles in terms of context, while most of students belonged to the visual and sequential-detailed types (see Table 1).

TABLE 1
Students' Learning Styles Survey

Learning style by context:	I learn best in a traditional classroom (4)	I learn best when I mingle with native speakers (4)	I learn best in a variety of environment (4)
Learning style by input:	Visual: (7)	Auditory: (2)	Kinesthetic (3)
Learning style by information process style:	Contextual-global: (3)	Sequential-detailed: (9)	

Note. The numbers that appear in the parenthesis represent the number of students.

3. Designing Flipped Class Content

First, online lectures are supplemented with TED talks, YouTube videos or coursera videos. For this course, there are Internet links like www.coursera.org or www.youtube.com for students to receive information in auditory input. Second, there are academic reading or media articles for students to receive information in visual input, including the reference textbooks such as *the Essentials of Business Communication* (Guffey, 2010), *Bridging the Culture Gap* (Carte & Chris, 2010), and *the Story of English* (Gooden, 2009). Only several chapters were used from these references books along with extra handouts or other online or offline materials. Third, the author designs a weekly hand-out to be posted at the e-class, which contains the class topic agenda. In this agenda, it describes three sections of the class: First session describes the outside-class materials for students to download from the e-class, the second session is about the in-class lecture or student interaction, and the third session is optional student activities to present their written or speaking output in the class.

From the www.coursera.org site, the author uses some video clips and text with its sources known to the students. The coursera topics include academic reading and writing lessons, or business communication, or health and demography. These topic texts were edited by the author, for example, video clips were chunked into a two or three-minute length so that it can be appropriate for listening practice. From the www.ted.com site, the author chooses some topics, which are short enough (with less than three or five minutes) and can facilitate critical mind — such as “what makes a hero” by Matthew Winkler, “The benefits of a bilingual brain” by Mia Nacamullia or “The science of attraction” by Dawn Maslar. It also uses TOEIC or OPIC textbooks, as the author extracts some topic tasks like problem solving or proposing idea, as well as the topical talk task, which is edited from the English Vocabulary in Use file. Besides, it uses some media articles from Science or Fortune magazines about energy policy or “We must save dying languages” to design a reading for debating task module.

4. Designing Flipped Curriculum Format

Flipped learning is carried out in a period of 15 weeks and divided into two major phases comprising self-study prior to class session, and in-class instruction for the implement of flipped instruction. First, the study designs six task modules that are used for both prior-class and in-class session. These modules contain reading text materials and video Internet links or academic articles or media pieces, which are made available at the university's e-class site before the class. In the pre-class session, students are assigned to obtain the declarative knowledge about these given class materials at home. Second, considering the diverse major background of the participant students, the author designs the curriculum to contain a diversity of interdisciplinary topics across science, energy, environment, economy, culture, communication, universe and the language. Third, the classroom was flipped for students to find their favorite way of learning style. By flipping the in-class and out-of-class setting, the author gives students an opportunity to do things and think about what they are doing best.

1) Phase 1: Self-Study Before Class

Before class, students are assigned to read, listen or speak the class topic passages that they can download from the university's e-class site. In doing this, students are advised to monitor and control their learning process. For example, students can divide their home studying time into a 15-minute chunk for reading or listening to one topic text. If they find the topic to be already well-known, they can shorten the time unit, while if they find it to be new and challenging, they can prolong the time unit to have enough time to concentrate. In the self-study, they obtain the declarative knowledge, e. g., from the new words or topic sentence or context information. Students are also advised to control their learning process depending on their learning style. If they can learn best from visual reading text, for example, they can use the reading text for listening task.

2) Phase 2: In-Class Activities

In-class meetings usually consist of three parts, although class procedures vary depending on the task modules. First, it usually starts with a traditional lecture style to why it is useful to study the related topic, what is the content and language form, and how they practice. Second, students are given a brief time to reflect on what they had studied at home. After that, classes are divided into pair so that each student can talk about what they learn at home with the other student. So that each pair has a conversation in a comfortable rehearsal mood. After the pair talk, volunteer students can choose to present their pair work output in the class. Finally, teacher's feedback or peer review can follow the presentation. This way, class meetings should be a process of moving from lecture to

self-interactive and collaborative group-based activities in which the students are able to demonstrate that they could understand the reading passage based on what they had learned.

IV. CURRICULUM DESIGN

1. TOEFL/OPIC/TOEIC Speaking Module

This speaking session consists of prior-class reading of sample passages on any OPIC or TOEIC topics like travel, food, movie, fad, sports, and book as previously posted at e-class before the class. Before the class, students read topical talking samples by downloading the files from the university class sites. When they come to the class, the students are invited to share their version of topical talk with other classmates. After practicing their speaking with their team members, students may record their talking into Kakao talk so that they can share their friend's talking for peer review (see Table 2).

TABLE 2
TOEFL/OPIC/TOEIC Speaking Module

Step 1	Step 2	Step 3	Step 4
Prior-class reading Of passages at e-class	In-class lecture of OPIC & TOEIC Speakingclassroom(4)	In-class speaking rehearsal in pair	In-class final speaking

2. Academic Listening With Note-taking Module

The session is composed of two parts: One is the prior-class reading of listening text, and the other is the in-class listening with note-taking. In the prior-class, students are assigned to read the listening text, creating a list of key words and study questions from this text. The topics available for the listening task are "the journey of the universe," "the beginning of the universe," "demography & health" from www.coursera.org; "what a planet needs to sustain life" and "how not to be ignorant about the world" from www.ted.com. These listening texts are chunked into 2 or 3-minute long so that it can be short enough for students to retain information. While reading the text, students may write down a list of key words and study questions in the cue column before the lecture. This way, students create cues to help them preview the highlights of the lecture before the class. The in-class part starts with a lecture on why it is useful to use note-taking format for listening, and how it can use the format. Then, the instructor, which refers to the author hereinafter, demonstrates how to take a note while listening to the text, reciting from the notes and reducing it into cue questions. After seeing instructor's demonstration, students are invited to take a note on their own, while reading the text or while listening to the text. After that, students are writing a summary by

using the cue and notes, reflecting on and reviewing the main idea (see Table 3).

TABLE 3
Academic Listening with Note-Taking Module

Step 1	Step 2	Step 3	Step 4
Prior-class reading of listening text	In-class lecture of note-taking methods	In-class students listening with note-taking	In-class student's writing a summary from their note-taking

3. Academic Reading for Speaking Module

The module consists of outside-class reading of the topic text, and in-class lecture & speaking. Before the class, students are given several internet links about the given class topic, and are encouraged to read at least three articles from the list given. As they read, they ask themselves questions and try to think of some interesting aspects of the issue. In the class, lectures are given to explain what the academic reading is and how to use it for speaking, as well as how to mindfully read the text by trying to find clues to the questions students may have before the reading. In the class, students share one main point that each student picked up from their reading at home. In the class, the instructor explains how students present their points of argument, what the context beyond the text is and what cue questions they can draw from the reading text (see Table 4).

TABLE 4
Academic Reading for Speaking Module

Step 1	Step 2	Step 3	Step 4
Prior-class reading of topic text	In-class lecture on how to do academic reading	In-class pair speaking on the assigned topic	Volunteer presents its speaking output

4. Visual Image Reading Module

This module consists of prior-class reading of context materials and in-class task of seeing and describing a picture. Internet links are available at e-class site before the class so that student obtain knowledge about the background of the chosen visual image like diamond or 'the most expensive house in the U.S.' In the class, lectures are given on how to put the visual images on the frame of people, object and context. After hearing the method of describing visual images, students are shown a picture briefly and do fast random writings for five minutes. After writing the random version, students are invited to rewrite from the random draft by putting it on the frame. In this process, the in-class activities are moving from individual to pair and group activities so that students don't feel stressful about talking in a large group (see Table 5).

TABLE 5
Read Visual Images Module

Step 1	Step 2	Step 3	Step 4
Prior-class reading of context material for visual image	In-class lecture on how to put it on people, object and context	In-class fast random writing after looking at each Picture	Team presents its written output of their chosen visual image

5. Media Article Reading for Debating Module

The session is to debate the issue on the nuclear energy police whether students are in favor of or against the country's policy to phase out the current nuclear-centric energy policy for electricity generation. For debating, students should obtain declarative knowledge about the facts, cases and data by reading related media reports before the class. Before the class, therefore, the students are supposed to click to at least three internet links among several links available at the university e-class. The in-class part will take place in the following process. First, the class opens with lecture on how to refute or overwhelm the counterpart's points. Second, the class is divided into pro versus con teams so that each team will prepare their points to present at the debating part. After team discussion on debating points, debating part will be open with each team member taking the podium and presenting his/her point as prepared by the team work. After one team presents their point, the other team will take over the floor and present their counterpoint to overshadow or challenge the preceding point delivered by the other team. This way, the class will have two or three rounds of debating session. After wrapping the debating up, the class will vote to see which team prevails on the topic (see Table 6).

TABLE 6
Media Article Reading for Debating Module

Step 1	Step 2	Step 3	Step 4
Prior-class reading of media articles about the class topic	In-class lecture on how to debate	In-class team discussion before debating session	Students debating rounds with peer review and judgement of a winner

6. TED Listening for Shadow Reading Module

The session is designed to improve students' speaking speed and pronunciation by shadow reading English subtitle text of TED talks at www.ted.com. It consists of outside-class student reading of the English subtitle text, followed by in-class student shadow reading of the talking text. In the in-class activity, it starts with key word, phrase and sentence reading instruction while also drawing students' reaction on their knowledge or question about the key words or topic sentences. Depending on student's linguistic intelligence, it can also include students' free

talking on the main idea of the TED talk. The choice of the TED talk topics is based on the students' interests so that it can motivate them to practice speaking speed and pronunciation. TED talk is chunked into two-minute-long text. The TED talks chosen for the shadowing practices are: The benefits of a bilingual brain, five techniques to speak any languages, three tips to boost your confidence, five tips to improve critical thinking, why do we dream? and the science of attraction (see Table 7).

TABLE 7
TED Listening for Shadow Reading Module

Step 1	Step 2	Step 3	Step 4
Prior-class reading of TED English subtitle text	In-class lecture on topical background	In-class students' shadow reading of TED English subtitle	Students speaking main idea of the talk

V. TASK OUTPUT SAMPLES

The class procedures vary depending on task modules. In general, it underwent as follows. The class collected the task outputs from the participant students at the end of each performance. After collecting these outputs, the instructor made a collection of 12 copies and distributed these copies to all of 12 students. Then, each student was invited to present his or her output in the class so that other students can read the written copy of the presenting student. After the presentation, the author gave feedback in the same class or in the following class. The example task outputs from the students are as follows when they were assigned to the reading task for writing:

~~Donald Trump put the world on path to World War III.~~ Although some argues that mass media exaggerates his faults and spreads fake news against him, it is undisputed that the White House has suffered from global criticism as Trump's political motivation continues to create international conflicts... (Student A)

~~After being inaugurated,~~ Donald Trump has got negative evaluation from journals and media. Though there are worries and concerns about Donald Trump's recent actions, certain factors indicate that Trump may make the America great again. (Student B)

An Egocentric country would never be great. The decision withdrawing US commitment to Paris climate shows the selfishness of Trump's America. As a result, America has become an enemy to the world's clean environment. (Student C)

The instructor offers her feedback to each of these students during the class. For the Student A, it says: "The *World War III* is not a good fit here to be a topic sentence. If you talk about the 'political motivation,' you need to

place a transitional sentence explaining its example and thus trying to build a connection with the points that follows in the body...." For the student B, the instructor offers an edited version: "Since his inauguration in January, Donald Trump has got negative evaluation from the Washington and the media." For student C, the instructor advises to add a connecting sentence between the first and second sentence, which reads, for example, "Recently, Trump decided to withdraw US commitment to the Paris Climate."

The class had the reading for debating task on a topic of "we support or object to the Seoul's plan to exit from the nuclear-centric energy policy." Students were assigned to pre-class reading of the related Internet media links. During the class, students were divided into six-member pro-team (that supports Seoul's plan) and six-member con-team (that object to Seoul's plan) so that they engaged in team discussions and prepared their points to present in the debate. After the team discussion, class entered into debating session, during which the pro-team presented the above points, which were then countered by the con-team as above. At the end of the debating, the instructor judged the con-team won the debate, because the con-team's argument was more strongly based on international cases or data than the pro-team. Students presented the points as follows (see Table 8).

TABLE 8
Student Output of Reading for Debating Task

Points presented by pro-team
Student A: Safety concern of nuclear power plant
Student B: Economic advantage of renewable energy to create a bigger job market
Student C: Short-term cost benefits versus long-term one
Student D: Global shift of energy source mix in favor of renewable one
Student E: Environment risk of nuclear power plant from its waste disposal
Student F: It takes longer to build cost management v potential cost of accident
Points presented by con-team:
Student G: Korea is not a danger zone like in Japan
Student H: Cases in Taiwan, Germany and France, where their nuclear exit plan did not work
Student I: Three reasons why depending only on renewable energy is risky
Student J: Alternative energy like LNG is politically risky
Student K: Nuclear energy is a non-polluting clean energy source
Student L: The cost efficiency of nuclear power plants

The class was divided into three teams and each team was assigned to choose any visual image from Internet and describe it. Before the team work, the instructor gave a short lecture on how to put the picture on the frames of people, object and context. After giving a demonstration of describing the 'most expensive house in the U.S.,' the instructor assigned three teams to choose one picture and describe. After the team work, the three teams produced their output. After each team presented its written output, the instructor gave a feedback to each task output. After the teamwork, each student was assigned to choose a visual image from Internet and describe it. Figure 1 shows the written examples of their describing visual images that they chose.

Student 1Imagine how a pigeon can deal with today's lunch. These days, people don't like us to come closer, so we have worries about having meal every day. One day, a boy wearing white shirt and jeans came to us. I thought he's trying to kick us, so I felt little scary. However, he brought some food for us with bright smile....

Student 2... It is an ordinary day as always. A man meets his girlfriend at a coffee shop during a lunch break. The girlfriend is so tired and stressed because of too much work at her workplace. The man suggests her to talk a walk in the nearby park....

Student 3... This picture looks like buildings in a European country. Built on a hill, they were made of wooden and the roof were covered with snow. The house was sided with a river, which looks very clean and quiet.

FIGURE 1 Student Output of Describing Visual Image

VI. STUDENT EVALUATION BY TASK OF FLIPPED CLASS

The author conducted a survey of student evaluation at the end of each task performance. Based on the student evaluation form of the class task activities (Kiraly, 2000), the survey is designed to find out how well the curriculum goals have been fulfilled for each task performance. The students were asked to write the scores on the 1-to-5 scale, writing five if they thought the task goal was the most successful and writing one if it was the least successful. The survey results find the average point to be shown in Table 10.

TABLE 10
Survey Result of Students' Feedback to Task

Learning motivation	T	R	D
I acquired new insights during this class task	4.0	4.1	4.4
The teacher was well-prepared to run the class task effectively	4.7	4.6	4.4
The example dealt with during the task was pertinent and thought-provoking	4.0	4.0	4.5
The material covered was interesting and valuable for me	4.0	4.2	4.6

Note. T is short for talk task; R is short for reading task; D is short for debating task

The survey results indicate that the students' feedback is positive in general, although it shows some shortfalls in certain areas. By question items, most students answered positively to the question of whether the class teacher was well prepared to run the class task effectively, as the survey results show the score ranges is usually above 4.5, except the reading for speaking and writing task (R). However, their feedback on whether the class materials were interesting or valuable was found to be relatively low, as the survey scores range below the average at 4.2 or less, except the reading for debating task (D) which scores at 4.5. A task that was surveyed as the most preferred one

is the reading for debating task (D), where students were debating whether they support or object to the Seoul's exit plan from the nuclear-centric energy mix. Meanwhile, another task that was surveyed as the least popular one was the TOEFL, OPIC, TOEIC & topical talk task (T), as scored below the average. Students cited their lack of interest in the speaking topics as their reason for relatively low scores.

VII. RESULTS

The author identifies whether there is a link a between the class objectives and the actual student performances of these class activities. To begin with, the class tasks such as the listening with note-taking for writing and speaking were designed to combine the pre-class session of reading and listening with the in-class session of speaking and writing. Among 12 participant students, five students showed the above-standard linguistic ability to reduce the note-taking messages into the cue questions, and reflect on the main points for speaking and writing, while four students showed the average ability to do these. Three students were found to struggle with this task goal of recording the cue questions into writing output. After that, in terms of the class task for speaking like OPIC, TOEFL or topical talk, most of students showed relatively active engagement in the topical conversations since they already had a pre-class access to the speaking materials at the e-class site.

In addition, the class goal of engaging students into critical thinking process was set for the reading for speaking and writing task. Among 12 students, three students produced an above-standard level of written output in terms of organizing ideas into the paragraph basic frames, and linguistic forms while three students showed frequent grammatical errors or inconsistencies in formatting. And six students produced an average written output from their pre-class reading of media article links. Although most of students showed linguistic competences in linking the reading output with written ones, they sometimes showed shortfalls, which are redundancies of word uses, grammatical errors, lack of sentence cohesion, or lack of a variety of sentence types.

Likewise, students showed different levels of preferences for the class task options. Students usually gave higher-than-average feedback to the pre-class assignments like TED shadow reading, and pre-class reading activities for in-class speaking or debating. Reason for the positive review was cited as their learning of how to study alone at home and how to use it in the later in-class interaction. In contrast, students gave relatively low feedback to the in-class task of paraphrasing or OPIC or TOEIC speaking. Reasons for the negative feedback were cited as the speaking topics unrelated to their areas of interest, and their lack of time to prepare the prior-class study. Meanwhile, the reading visual image task drew positive reactions from most students as they engaged in active interactions for

thinking aloud, speaking and writing.

After finding out that the class goal was related to the class students output, the author ensured whether the input choice of class content was designed to meet the diversity of students' learning styles. For seven visual types of students who said they received information best when the input was in visual reading, the curriculum was designed to integrate reading activity into most of task options. For two auditory types of students who received information best when the input was in auditory listening, listening activity was combined with the writing or speaking task. For three kinesthetic types of students, speaking and writing were combined with listening, writing and debating activities. In terms of information process, the class had nine sequential-detailed types of students, who prefer doing one thing at a time, focusing on a single task until it is finished while it had three contextual-global types who learn to see a big picture but care little about the minute details. Considering these styles, therefore, the author tried to fragment each task activities into a certain time unit so that students can focus on each activity of reading or writing before they move to the next class activities.

VIII. CONCLUSION

With its curriculum goals of enhancing the students' English proficiency through the student-centered interaction, the study designs a flipped curriculum on realization that a flipped strategy can be applied as a new pedagogy model for EFL courses in the university. To achieve the class goal, the author divides the curriculum design into two sessions: One is a pre-class session for the students' passive acquisition of declarative knowledge, and the other is an in-class session for their active acquisition of procedural knowledge. During the semester, five students were often found to produce the higher-than-average performance to meet the class goal of engaging themselves to the class task activities, while four students tend to show an average output in doing class activities like active interaction of speaking, writing and debating collaboratively among students. Three students were usually found to fall behind the class goal.

First, in designing the flipped curriculum, the study applies several key principles that support the potential values of the flipped model to fit the EFL context. First, the strength of flipping the classroom can be traced to the theory of metacognition. A flipped curriculum is designed to enable students to monitor their own learning process while they do classwork at home, and engage in active learning in class. Based on their monitoring outcomes, students can control their learning process if they recognize some problem in their learning way. Considering this, the author conducted a survey of students' learning style during the middle of the semester, making sure that each student was aware of his or her own learning style. The survey found that a majority of 12 students belonged to the visual style by input and sequential-detailed type by

information process. In order to meet their learning style, the class was readjusted to increase the reading share of the class activities, while it was also readjusted to fit the majority of sequential-detailed style of students by introducing the time-unit system for each task step.

Second, it takes a task-based approach in designing the flipped curriculum. It designs six task modules, each of which consists of pre-class task and in-class task. The pre-class task is designed to obtain knowledge about vocabulary or sentence meanings by reading class materials or listening to video clips, while the in-class task is to engage in high order skill of collaborative communications. During the class activities, five or six students were usually found to show higher-than-average feedback to these integrated tasks, while two or three students tend to show average feedback to these tasks, and with the remainder of the students falling short of the expected class goal.

Third, the flipped curriculum is designed to adapt itself to diverse learning styles among EFL students. Given the diverse learning styles, each module is a process of tasks that require different levels of student engagement. For example, prior-class work is usually individual self-study, which may help independent students who learn best alone. During the semester, seven students among 12 were surveyed to be visual type, feeling comfortable with the pre-class assignment of reading media Internet links. Also, the in-class started with a traditional lecture style, where instructor explains the content, context and language forms of the class materials that students had already studied at home. Therefore, during the semester, in order to meet the student need for learning best in a traditional foreign language classroom, the author started each English-speaking lecture with the background information about the class topics like global shift of energy mix policy or the English as a global language or the upcoming augmented society, etc.

The flipped model for EFL learners still faces some challenges. The resistance often comes from their belief that it would cause an extra burden for both students and teachers to prepare the two class sessions. But, as a result of the on-going class, the students showed relatively positive feedback to the division of class activities into two sessions, since they became aware of their learning style and control their studying methods depending on their own style. Although some students showed some reservation against the task integration and topical choices, most of students were surveyed to show positive reaction to the flipped integration of task options.

Meanwhile, the author admits some drawbacks of this paper in that it fails to produce a tangible evidence showing that the curriculum is academically valuable in meeting the paper's goals of improving the students' proficiency and responding to the students' diverse learning style. The failure comes from an absence of an objective experimental tool, for example, through which it can compare students' proficiency before taking this course with that after taking it. In order to compensate for its shortfall, therefore, the author presents alternatives, including her

assessment of student's achievement by task type that appeared differently depending on their own perceived learning styles. Besides, the major aim of this paper is to present a process of how to get closer to its stated goals of flipped class. It is thus the author's hope that this paper will be followed up with another paper that will be more solidly grounded on an authentically experimental methodology. The other limitation in this paper is that the use of this curriculum may be limited to advanced level of students whose English proficiency is above the standard. However, the basic methodology of this study can still be applied to EFL classes, if it can modify the level of content or by reducing the task options. Despite these constraints, however, this paper is still meaningful in that it adopts some methodology that may help reverse negative perception about flipping class for use in English class. It is hoped that this paper can motivate active researches on introducing the flipped models for EFL learners.

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