

# The Effect of Online Flipped Lessons on Language Learning Outcomes

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- Small-scale VR project
- Flipped classroom
- Control group study on Zoom
- Next Step: Frame VR

# 1. Introduction



Background Project



# Initial Project (2021-22)

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Small group of students (N=5)

Three stages

1. Headset - Engage
2. Mozilla Hubs
3. Virtual tours

(Cowie & Alizadeh, 2022)









# Flipped Classroom in Language Learning

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- Preparation before class
- In-class interactive learning
- In-class language skill practice



# Flipped Classroom: Benefits

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- Improve student engagement
- Improved learning outcomes
- Increased retention

# Flipped Classroom: Challenges

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- Inadequate preparation
- Students fall behind
- Making videos can be difficult
- Needs online expertise

## 2. Current Study



Objectives, Motivation, Method, Preliminary Results



# Why do an experiment?

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## Motivation:

Scoping review on VR & language learning  
(Alizadeh & Cowie, 2022)

## Research gap:

- Lack of longitudinal studies
- Methodological inadequacies
- Overemphasis on vocabulary acquisition

# Objectives

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## Research questions:

- Impact of online flipped class on student engagement
- Impact of online flipped class on language learning outcomes

## Longitudinal quasi-experimental study:

- Control group (Zoom)
- Experimental group (WebVR)

# Zoom Study

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## Participants:

- N = 31 (19 females and 12 males)
- Intermediate to higher intermediate level
- Purposive sampling
- Informed consent
- Compensated for participation

# Learning Context

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- Online flipped classroom via Zoom
- Video lessons on Small Talk
- Group discussions
- Small talk practice in pairs





# Technical Setup

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- 10 PCs for Zoom recordings
- iPad for teacher-teacher communication
- Google website to share videos



# Data Collection

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- Online lesson recordings (breakout rooms included)
- Rater scoring
- Surveys
- Focus group interviews

# Results: Learning Outcomes

	<b>Pre-test</b>	<b>Mid-test</b>	<b>Post-test</b>
<b>Mean</b>	17.88	18.46	20.02
<b>STD</b>	2.54	2.72	1.80

# Learning Outcomes Continued

Pairwise Comparisons		Sig.
Pre-test	Mid-test	.337
	Post-test	<.001**
Mid-test	Pre-test	.337
	Post-test	<.001**
Post-test	Pre-test	<.001**
	Mid-test	<.001**

# Focus Group Interviews

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## Two main themes

Students claimed that:

- 1) their small talk skills had improved
- 2) their confidence had increased

# Skills Improvement

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“I was able to learn how to converse with people I had never met before”

“I am now able to carry on a conversation in an elevator or in passing and I think my skills have improved”

# Increased Confidence

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“The most rewarding thing for me was that I was no longer afraid to speak.”

“I found out that I can speak English when I try. It has given me some confidence and made it easier to speak.”



# Summary – Flipped Online Lessons

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1. Evidence of increased proficiency
2. Increased skills and confidence
3. Useful videos – students watched them before lessons
4. Breakout rooms – peer checking and practice
5. Fun and enjoyable

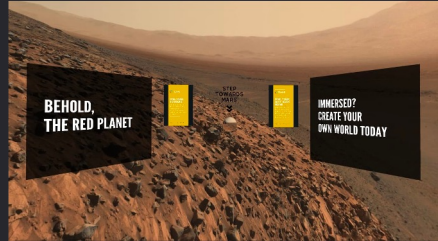
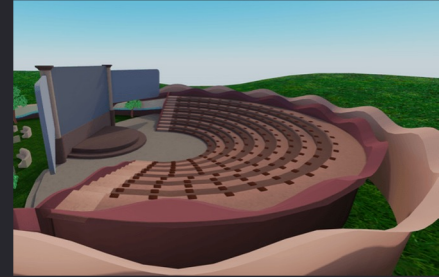
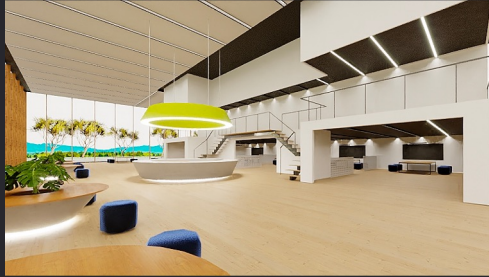
# 3. Next Step



Experimental Group Study



# Frame Environments



# References

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# THANKS!

ANY QUESTIONS?

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