



An Exploration into EFL Learners' Vocabulary Learning in Flipped Classrooms

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ARTICLE HISTORY

Received: 27 August 2022
Revised: 27 October 2022
Accepted: 24 January 2023
Published: 01 March 2023

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ABSTRACT

Utilizing a sequential exploratory mixed-methods design, this study investigated the effects of flipped classrooms on Iranian EFL learners' vocabulary learning. Thirty Iranian EFL learners, who were enrolled in an upper-intermediate class at a private language school in Iran, were randomly divided into two groups: the experimental group (the flipped learning group) and the control group (the traditional learning group). Pre-tests and immediate post-tests were administered via the DIALANG online diagnostic test which was also utilized to assess the learners' current vocabulary level to explore the effects of flipped classrooms on the learners' vocabulary learning. Semi-structured interviews along with students' weekly journals were used to collect the qualitative data. The results of paired- and independent-sample t-tests showed that the experimental group performed better in the post-test both compared to their pre-test and the control group's post-test. Thematic analysis of the qualitative data indicated that the flipped classroom enhanced the experimental groups' knowledge of vocabulary, class participation, interaction, and engagement, although some of the participants were not accustomed to such an instructional method and preferred being instructed by the teacher and do the activities individually in the classroom. The study implications will be discussed.

KEYWORDS: flipped learning; EFL vocabulary learning; EFL learners

1. Introduction

One of the most important aims of language teaching is to help learners to improve different skills and language components. The field is being penetrated by the different technologies which are increasing and advancing rapidly (Chakowa, 2018). In line with the technological advancements, in both mainstream and language education, stakeholders have been propelled to take advantage of either e-learning or flipped classrooms. Flipped classrooms combine face-to-face and distance education to render what is called blended learning (Santikarn & Wichadee, 2018) and shift the learning atmosphere into a dynamic interactive environment (Bergmann & Sams, 2012) by requiring the learners to do pre-and post-class tasks in order to take advantage of in-class time (Tawfik & Lilly, 2015). An important point regarding flipped classrooms is that both learning types, i.e. face-to-face in-class and online, are integrated and none of them is prioritized over or marginalized for the sake of others (Garrison & Kanuka, 2004). Information technologies intervene in the flipped classrooms to complete knowledge teaching after the face-to-face class time (Wei, 2019), but knowledge internalization takes place with the aid of the teacher and the classmates during the class (Jinlei et al., 2012). Positive results of flipped learning in both L2 and mainstream education are

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The Exploration of Multilingualism Larissa Aronin, Britta Hufeisen, 2009-10-22 This volume offers an ontogenetic perspective on research on L3 multilingualism and multiple languages acquisition and a conceptually updated picture of multilingualism studies and third multiple language acquisition studies The contributions by prominent scholars of multilingualism present state of the art accounts of the significant aspects in this field This unique collection of articles adopts a broad spectrum and synthesized view on the topic The volume largely theoretical and classificatory features main theories prominent researchers and important research trends The articles also contain factual and historical material from previous and current decades of research and offer practical information on research resources For lecturers students educators researchers and social workers operating in multilingual contexts The Exploration of Multilingualism is manifestly relevant

Drama Dra. Diani Syahputri, M.Hum, Ratna Sari Dewi, SS, MA, 2022-07-20 The book Drama that is in front of readers today can be said to be a book produced from the results of research provided and prepared as teaching materials So overall this book consists of 14 main sections Overall talking about an integral part of the elements of the drama itself For example about the concept of drama the development of drama drama terms prominent figures characters plot setting dialogue monologue soliloquy side action and actor audience and theatre performing drama and ends with a discussion on review journals

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Research in Education, 1974

Dynamic roles of anxiety and motivation in second/foreign language acquisition Meihua Liu, Chin-Hsi Lin, Yining Zhang, 2023-06-07

Exploration of the Intersection of Corpus Linguistics and Language Science Cangir, Hakan, Uzun, Kutay, Can, Taner, Oğuz, Enis, 2025-02-20 Corpus linguistics plays a crucial role in advancing our understanding of language by providing empirical data driven insights across various linguistic disciplines By analyzing large collections of real world texts corpus methodologies enhance language teaching improve comprehension of language processing in the brain and offer new perspectives on literary analysis In natural language processing NLP corpora serve as the foundation for training AI models enabling more accurate machine translation speech recognition and text analysis These applications not only deepen our theoretical understanding of language but also drive innovations in education technology and communication As linguistic research continues to evolve corpus linguistics remains a powerful tool for bridging the gap between theory and real world language use Exploration of the Intersection of Corpus Linguistics and Language Science explores the intersection of corpus linguistics with key areas of language sciences including language teaching psycholinguistics literary analysis and natural language processing Through innovative research and empirical studies it highlights how corpus methodologies enhance linguistic theory inform practical applications and drive advancements in language related fields Covering topics such as

phonemic awareness cognitive patterns and writing performance this book is an excellent resource for linguists psycholinguists language scientists educators literacy professionals researchers professionals scholars academicians and more **Resources in Education** ,1998 **Explorations into Chinese as a Second Language** Istvan

Kecskes,2017-06-23 This volume explores how linguistic research can support the teaching and learning of Chinese as a second language It responds to a rapidly growing interest in the Chinese language all over the world and answers the need for a strong research background for the discipline Without that Chinese language learning remains only a unique experience and or a useful education challenge The first section explores crucial issues about the structure and use of Chinese as a Second Language such as word order noun noun compounds meaning making in writing pronunciation and stress and tone The second section explores the learning of Chinese by seeking answer to questions about difficulties expectations beliefs use of corpus and learning how to express necessity The authors coming from eight different countries demonstrate how existing knowledge has been generated bring together different lines of research point out tendencies in the field demonstrate and explain what tools and methods researchers can use to address major issues in the field and give direction to what future research should focus on *Linguistic Approaches to Portuguese as an Additional Language* Karina Veronica

Molsing,Cristina Becker Lopes Perna,Ana Maria Tramunt Ibaños,2020-03-26 This book includes a selection of theoretical and practical accounts of the acquisition of Portuguese from a broad range of linguistic perspectives This collection is particularly appealing in the broad academic sphere of language acquisition due to the fact that there has yet to be one entirely dedicated to Portuguese as an Additional Language PAL This volume showcases the breadth of research being carried out on topics ranging from the acquisition of aspects from the main language modules syntax morphology semantics phonology and pragmatics to applied perspectives involving corpus based approaches and experimental methodologies Moreover we present studies addressing a variety of learning contexts and learner types The target audience includes researching scholars with a background in second language acquisition studies interested in learning more about the acquisition of Portuguese as an Additional Language from linguistic perspectives English as a Second and Foreign Language Brian Harrison,1973

The Routledge Handbook of Applied Linguistics James Simpson,2011-03-15 The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics The five sections of the volume encompass a wide range of topics from a variety of perspectives applied linguistics in action language learning language education language culture and identity perspectives on language in use descriptions of language for applied linguistics The forty seven chapters connect knowledge about language to decision making in the real world The volume as a whole highlights the role of applied linguistics which is to make insights drawn from language study relevant to such decision making The chapters are written by specialists from around the world Each one provides an overview of the history of the topic the main current issues and possible future trajectory Where appropriate authors discuss the impact and use of new

technology in the area Suggestions for further reading are provided with every chapter The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics Editorial board Ronald Carter Guy Cook Diane Larsen Freeman and Amy Tsui *The Socio-Cognitive Approach to Communication and Pragmatics* Istvan Kecskes, 2023-12-07 The book aims to serve as a theoretical framework for the socio cognitive approach SCA that is an alternative to the two main lines of pragmatics research linguistic philosophical pragmatics and sociocultural interactional pragmatics SCA broadens the scope of the field with an intent to incorporate not only L1 communication but also intercultural communication and communication in a second language The author integrates the pragmatic view of cooperation and the cognitive view of egocentrism and emphasizes that both cooperation and egocentrism are manifested in all phases of communication albeit to varying extents SCA places equal importance on the social and cognitive individual factors in pragmatics The author claims that while social cooperation is an intention directed practice that is governed by relevance individual egocentrism is an attention oriented trait dominated by salience The book serves as a theoretical guide for researchers and students who would like to understand how we need to change first language based theories to make sense of what happens not only in L1 but also in intercultural and multi lingual interactions **Language Exploration and Awareness** Larry Andrews, 2013-09-13 This book shows English teachers how they can expand their curriculum beyond the traditional emphases on grammar and syntax to help their students learn about the many aspects of the English language including general semantics regional and social dialects syntax spelling history of the English language social language conventions lexicography and word origins The text reviews basic aspects of English language study in classrooms then illustrates how teachers can create student centered inquiry oriented activities for the learners in their classrooms Written from a language in cultural and social context perspective this text stresses the uses of authentic language as it is used by real people for real purposes in diverse social contexts Clear practical and reader accessible the fully revised and updated second edition of this text emphasizes how language is a distinctly human activity and how successful language use is dependent on appropriate choices driven by social context Demonstrates through numerous sample classroom activities many of which have been prepared by classroom teachers how language study can be more meaningful and enjoyable for students Features two unique chapters one on the languages of intolerance and discrimination and one on how teachers can help English as a Second Language learners in mainstream classrooms Includes For Your Information and Practice activities in each chapter to help readers deepen and clarify their understandings of the content *APAIS 1994: Australian public affairs information service* , *Future-proof CALL: language learning as exploration and encounters - short papers from EUROCALL 2018* Peppi Taalas, Juha Jalkanen, Linda Bradley, Sylvie Thouësny, 2018-12-08 The 26th EUROCALL conference was organised by the University of Jyväskylä JYU Language Campus and specifically the Language Centre The theme of this year's conference was Future proof CALL language learning as exploration and encounters which reflects an attempt to

envision language teaching and learning futures in a changing world What brought researchers together this year are shared concerns in relation to the sustainability of language learning and teaching in technology rich contexts that are marked by ever increasing complexity The collection of short papers in this volume is a very thorough view into the conference proper exhibiting the complexity and novelty of the field of CALL There are exciting new openings and a more profound exploration of theoretical underpinnings of the contemporary issues in teaching and learning cross cultural communication mobile learning and the like

Explorations in World Literature Carole M. Shaffer-Koros, Jessie M. Reppy, 1998-07-13 From Homer to Kafka to Marquez this anthology introduces students to world literature and differing cultures while improving their academic skills in listening speaking reading and writing Explorations in World Literature offers 32 classic and contemporary selections from around the world and presents a broad spectrum of literary styles and balanced racial ethnic and gender perspectives With a variety of postreading activities this text provides students with a solid introduction to some of the best of world literature

Foreign Language Writing Instruction Tony Cimasko, Melinda Reichelt, 2011-06-23 Fourteen chapters researched and authored by scholars working in nine different countries and regions explore the contexts of foreign language writing pedagogy the diversity of national and regional approaches the role of universities departments and programs in pedagogy and the cognitive and classroom dimensions of teaching and learning

The Action-oriented Approach Enrica Piccardo, Brian North, 2019-07-24 This book presents the background to the current shift in language education towards action oriented action based teaching and provides a theorization of the Action oriented Approach AoA It discusses the concepts and theories that paved the way for the AoA and explores their relevance for the way language education is conceived and implemented in the classroom In the process it revisits the concept of competence and discusses the dynamic notions of mediation and plurilingualism The authors explain the way in which the Common European Framework of Reference for Languages CEFR and its recent update the CEFR Companion Volume broaden the scope of language education in particular in relation to the actional turn The book provides scholars and practitioners with a research informed description of the AoA explains its implications for curriculum planning teaching and assessment and elaborates on its pedagogical implications

International Handbook of English Language Teaching Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the

following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where English is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF

Aspects of Education ,1977

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