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교육학박사학위논문

**Dynamics of the Flipped EFL Classroom
at a Middle School in Korea:
A Complexity Theory Perspective**

한국 중학교 거꾸로영어교실의 역동성:
복잡계 이론 관점

2018 년 6 월

서울대학교 대학원
외국어교육과 영어전공
임 성 희

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by
Sung Hee Lim

A Dissertation Submitted to
the Department of Foreign Language Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy
in English Language Education

At the
Graduate School of Seoul National University

June 2018

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복잡계 이론 관점**

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ABSTRACT

Dynamics of the Flipped EFL Classroom at a Middle School in Korea: A Complexity Theory Perspective

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The Flipped Classroom (hereafter, FC) (Bergmann & Sams, 2012, 2014) has been widely implemented and has received increasing attention within the educational community. Correspondingly, the FC is proposed as a means of educational reformation. This study adopts ethnography as a fundamental research approach with an attempt to obtain a holistic understanding of the EFL classroom and its process of implementing the FC as it is. Moreover, complexity theory (Larsen-Freeman, 1997) is adopted as a theoretical framework to disclose the complex nature of an EFL classroom. By understanding the classroom as a complex adaptive system (hereafter, CAS), the study searches to capture some of the dynamic features of the classroom at a given point in time and its process of change holistically across time during the entire period of the FC implementation. The posed research questions are (1) *What happens in the Korean EFL Classroom (hereafter, KEC) after implementing the FC for a semester?*, (2) *Are there any changes observed in the Korean flipped EFL classroom (hereafter, KFEC) across time?*, and (3) *If any changes occur, what triggers such changes in the KFEC and why?*

This study was conducted in four English classes of grade 7 taught by the same teacher for one semester. The English teacher and her students were the participants of this study. During the 17 weeks of research, 39 classroom participant observation sessions and 56 occasions of interviews, and 137 files of video footage and audio recordings were gathered at research site. The data was analyzed inductively followed by the disciplines of constant comparative method (Glaser & Strauss, 1967), and NVivo (2012) was used during the data analysis.

The findings from this study are displayed in threefold: (1) changes of the KFEC at a given time (2) factors of either sustaining or triggering changes and (3) the changing process of the KFEC over time. First, the changes of the KFEC are indicated in four stages: Initial Conditions, Phase Shift One, Phase Shift Two, and Phase Shift Three.

The initial conditions illustrated a typical English class at a Korean middle school. This original state of the KEC displayed: *a teacher-centered classroom, a vicious circle of having habitual stimuli and rewards from in-class game activities, and a dual track system of perceiving completely distinctive strategies on studying English in class and on preparing for an exam.* Phase Shift One illustrated the expansion of interactional space and scope, both synchronously and asynchronously, brought into the classroom after exporting lectures out of the classroom and providing them as short video files on SNS. Phase Shift Two delineated a phenomenon where the teacher reached out to every student in every classroom. In all instances, the teacher had each student perform learning activities, which were independently tailored to the specific needs of each respective student in the classroom setting. By personalizing the student learning experience with a diverse range of multilevel classroom activities, another dynamic change disclosed in the Flipped EFL Classroom system manifested: the mentality is changed from a 'one-size-fits-all' to an 'all-sizes-fits-one.' Then, this whole process of phase shifting asserts itself as a process of retaining equilibrium

between stability and variety in the Flipped EFL Classroom system, which is related to the interconnectedness of the complex adaptive system. A surprising case was also noted in which there was an increase of student willingness to communicate in English after uncovering the meaning of ‘self’ within society and having opportunities to express that in English. Finally, yet perhaps most importantly, Phase Shift Three exhibited the most complex and dynamic features of the Flipped EFL Classroom system both in terms of participation patterns and English language use. By converging two different subjects—math and EFL—students link various content knowledge and enrich their English language resources. Furthermore, this causes a virtuous cycle that widened the scope of the students’ linguistic resources and stimulated the students to participate in more frequent and lengthened interaction. Then, again, this enabled them to retain more linguistic resources through interaction, whereby a continuous language development cycle was established. This phenomenon was interpreted with the openness and dynamism of the KFEC system wherein the system broke barriers within the subjects, and led to new patterns of interaction through co-adaptation, self-organization, and emergence.

Based on the findings, this study explains a working principle of the FC (i.e. from a closed Korean EFL Classroom system to an open Korean Flipped EFL Classroom system) and the detailed process of the FC implementation in the KFEC. Furthermore, some pedagogical implications and recommendations for future research are suggested.

Key words: Flipped Classroom, Flipped Learning, Korean EFL Classroom, Complexity Theory, Complex Adaptive System, Co-Adaptation, Self-Organization, Classroom Research in SLA, Foreign Language Classroom Research

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TABLE OF CONTENTS

ABSTRACT	i
TABLE OF CONTENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF EXCERPTS	xiv
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	2
1.1.1 Context of the Study	2
1.1.2 Researcher’s Motive and Position	8
1.2 The Purpose of the Study.....	13
1.3 Research Questions.....	14
1.4 The Organization of the Dissertation.....	15
CHAPTER 2 LITERATURE REVIEW	17
2.1 Flipped Classroom.....	17
2.1.1 A Synopsis of the Flipped Classroom	17
2.1.2 The Flipped Classroom in Research.....	20
2.1.3 The Flipped Classroom in EFL Classroom Research.....	23
2.2 Classroom Research in SLA	27
2.2.1 A Cognitively-Oriented Approach	28
2.2.2 A Socially-Oriented Approach	30
2.3 Complexity Theory: Theory and Research in SLA	33
2.3.1 Complexity Theory in SLA	33
2.3.2 Complexity Theory in Research of a Second/Foreign Language Classroom.....	36

CHAPTER 3 METHODOLOGY	41
3.1 Research Approach	42
3.1.1 Methodical Approach: Ethnographically-Oriented Approach	42
3.1.2 Theoretical Framework: A Complex Adaptive System Approach.....	45
3.1.2.1 Complexity Thought Modeling: The Flipped EFL Classroom as a Complex Adaptive System.....	46
3.2 Research Setting	52
3.2.1 Site.....	52
3.2.2 Participants	56
3.2.3 The Role of the Researcher	57
3.3 Data Collection	58
3.3.1 Classroom Observation	59
3.3.2 Interviews	63
3.3.3 Other Documents and Artifacts	64
3.4 Data Analysis.....	66
3.5 Limitations and Delimitations	67
3.5.1 Limitations.....	67
3.5.2 Delimitations	68
3.6 Trustworthiness.....	69
3.7 Ethical Considerations	70
CHAPTER 4 INITIAL CONDITIONS: PRE-FLIPPED CLASSROOM.....	72
4.1 Organization of Findings: Chapter 4 to 7	72
4.2 Initial Conditions: Pre-Flipped Classroom	74
4.3 Snapshot One: A Typical Classroom Day	75
4.4 The Korean EFL Classroom	80
4.4.1 Timespan and Classroom Materials	80

4.4.2 The Elements of the Korean EFL Classroom.....	81
4.4.3 Between Ideology and Practice: English Learning in the Korean Secondary Classroom.....	85
4.4.3.1 The Teacher-Centered Classroom.....	86
4.4.3.2 A Vicious Circle: Habitual Stimuli and Rewards	93
4.4.3.3 Dual Track System.....	98
4.5 Summary of Initial Conditions	103
CHAPTER 5 PHASE SHIFT 1: FLIPPED CLASSROOM 101, ELIMINATING CLASSROOM LECTURES	105
5.1 Snapshot Two and Three: Emerging into a New World, NAVER BAND	105
5.1.1 Asynchronous Space: NAVER BAND Classroom	106
5.1.2 Synchronous Space: In Classroom	109
5.2 The First Emergence of the KFEC: Expansion and Chaos.....	112
5.2.1 Timespan and Classroom Materials	112
5.2.2 The Elements of the KFEC : Physical Environment, Contextual Factors, and Language Resources	114
5.2.3 Expanding Interactional Space and Scope	125
5.2.3.1 Expansion in the Classroom: Whenever, Wherever, As Many As I Want To	125
5.2.3.2 Expansion in Interaction: The Rebirth of Chatter	129
5.3 Summary of Phase Shift One:.....	134
CHAPTER 6 PHASE SHIFT 2: ONE-SIZE-FITS-ALL? NO, ALL-SIZES-FIT-ONE! ...	135
6.1 Snapshot Four: Multilevel Classroom	135
6.2 The Second Transformation of the KFEC: The Equilibrium of Stability and Variety..	140
6.2.1 Timespan and Classroom Materials	140
6.2.2 The Elements of the KFEC: Teacher, Language Resources, Students, Physical Environment, and Contextual Factors	143

6.2.3 Bridging Meaningfulness of ‘Self’ to Meaningfulness of ‘Learning English’	149
6.2.3.1 Meaningfulness of ‘Self’	149
6.2.3.1.1 Knowing Me, Knowing You.....	149
6.2.3.2 Meaningfulness of ‘Learning English’	154
6.2.3.2.1 Group Work for Learning	154
6.2.3.2.2 All-Sizes-Fit-One	155
6.3 Summary of Phase Shift Two	156
CHAPTER 7 PHASE SHIFT 3: OPEN PLATFORM, EXTENDING BEYOND A TYPICAL KOREAN EFL CLASSROOM	157
7.1 Snapshot Five: Converging with Other Subjects.....	157
7.2 The Third Transformation of the KFEC: Emergence of a New Classroom.....	163
7.2.1 Timespan and Classroom Materials	165
7.2.2 The Elements of the KFEC: Language Resources, Teacher, Students, and Physical Environment.....	167
7.2.3 Learning by Doing is Being	173
7.2.3.1 Breaking Walls.....	173
7.2.3.2 Learning by Playing	176
7.3 Summary of Phase Shift Three	180
CHAPTER 8 THE TRIGGERS OF TRANSFORMATIONS: THE KOREAN FLIPPED EFL CLASSROOM.....	182
8.1 The Transformations of the KFEC	183
8.1.1 The Elements of Initial Conditions.....	185
8.1.2 The Elements of Phase Shift One	189
8.1.3 The Elements of Phase Shift Two	192
8.1.4 The Elements of Phase Shift Three	195
8.2 The Triggers of the Transformations	198
8.2.1 Initial Conditions to Phase Shift One: Toward Chaos.....	199

8.2.2 Phase Shift One to Two: Finding Stability and Scaling up with Variability.....	204
8.2.3 Phase Shift Two to Three: Emerging into a New System	206
8.3 The Trajectory of the KFEC System	210
8.3.1 The Transforming Path of the KFEC System.....	210
8.3.2 Openness: From a Closed- KFEC System to an Open-KFEC System.....	213
CHAPTER 9 CONCLUSION.....	219
9.1 Contribution of the Present Study.....	219
9.2 Suggestions for Reconceptualization of EFL Learning and Teaching	226
9.3 Pedagogical Implications.....	229
9.4 Recommendations for Future Research.....	230
9.5 Epilogue: What is Next?.....	232
REFERENCES.....	236
APPENDICES.....	255

국문 초록

LIST OF TABLES

Table 3.1 Describing the Dynamics of the Korean Flipped EFL Classroom as a Complex Adaptive System.....	50
Table 3.2 The Summary of Classroom Observation.....	62
Table 3.3 The Summary of Interviews.....	64
Table 3.4 Data Collection from the Research Site	65
Table 4.1 Organization of Findings at a Glance: Chapter 4 to 7.....	74
Table 4.2 Data Collection of the Initial Conditions	81
Table 4.3 Classroom Materials from the Initial Conditions	81
Table 5.1 Data Collection of Phase Shift One.....	113
Table 5.2 Classroom Materials from Phase Shift One	113
Table 6.1 Data Collection of Phase Shift Two.....	141
Table 6.2 Classroom Materials from Phase Shift Two.....	142
Table 7.1 Data Collection of Phase Shift Three	165
Table 7.2 Classroom Materials from Phase Shift Three	166
Table 8.1 Four Transformation Stages of the KFEC at a Glance	184
Table 8.2 The Subelements of the Five Elements at Initial Conditions	189
Table 8.3 The Subelements of the Five Elements of the KFEC at Phase Shift One	192
Table 8.4 The Subelements of the Five Elements of the KFEC at Phase Shift Two.....	195
Table 8.5 The Subelements of the Five Elements of the KFEC at Phase Shift Three ...	197
Table 8.6 The Korean Flipped EFL Classroom System at a Glance	213

LIST OF FIGURES

Figure 2.1 Bloom’s Revised Taxonomy to Bloom’s Flipped Taxonomy	18
Figure 2.2 The Four Pillars of Flipped Learning	19
Figure 2.3 A Relational Model of a Classroom as a Complex Adaptive System	39
Figure 3.1 Three Methodical Stages of This Study:	44
Figure 3.2 Visualization of Complexity Thought Modeling: The Dynamics of the KFEC	49
Figure 3.3 Two Aspects of the Dynamics of the KFEC System	49
Figure 3.4 Visual Model of the KFEC	52
Figure 3.5 Samples of the Field Notes	60
Figure 3.6 Video Recording Methods	60
Figure 3.7 The Data Analysis Spiral of This Study	66
Figure 4.1 A PPT-Based Game Activity(Find the Candy)	77
Figure 4.2 Teacher-Made PPT(Expressions of Getting Directions)	77
Figure 4.3 The Korean EFL Classroom Setting	88
Figure 5.1 The First Uploaded Lecture Video & Comments	107
Figure 5.2 The First Comments from the Students on the First Lecture Video	107
Figure 5.3 Changes #1~2 in the Lecture Videos	108
Figure 5.4 Changes # 3~4 in the Lecture Videos	108
Figure 5.5 Changes #5 in the Lecture Videos	108
Figure 5.6 The Yellow Binder of a Participant Teacher & Check-Up List of Watching Lecture Videos	110
Figure 5.7 Asynchronous Classroom in BAND and YouTube	116
Figure 5.8 Headphone Splitter	116

Figure 5.9 FTP Router (악동퇴치기)	116
Figure 5.10 Advertisement Looking for Assistant Teachers in BAND	118
Figure 5.11 A Series of Screen Captures of a Lecture Video	121
Figure 5.12 Screen Capture of the Lecture Video	121
Figure 5.13 A Series of Screen Captures of a Student-Made Lecture Video	122
Figure 5.14 Samples of Posted Student Notes	123
Figure 5.15 A Sample of Student Pictionary	123
Figure 5.16 A Check-Up List of the Student Lecture Video Watching Rate	131
Figure 6.1 A Sample of Multilevel Worksheet from Level 1 to 6	138
Figure 6.2 Cartoon Drawings by Student S	147
Figure 6.3 A Scene of the FC on Week 11	149
Figure 6.4 A Series of Screen Captures on BAND Chatting	150
Figure 6.5 Student-Made Resume	152
Figure 7.1 Fractal Poster and Fractal Christmas Cards	160
Figure 7.2 A Series of Screen Captures of a Student-Made Fractal Lecture Video	163
Figure 7.3 Students-Made Fractal Christmas Cards	164
Figure 7.4 A Contest of Students-Made Fractal Cards and Posters	164
Figure 7.5 The Teacher's Posting in English	168
Figure 7.6 A Student's Posting in English	168
Figure 7.7 A Photograph of the Classroom at Initional Conditions (Pre-Flipped Classroom)	172
Figure 7.8 A Photograph of the Classroom at Phase Shift Three	172
Figure 7.9 A Check-Up List of Watching Lecture Videos for Class A	177
Figure 7.10 A Series of Screen Captures of BAND Chatting	178

Figure 7.11 Classroom Materials All in English	179
Figure 8.1 The KFEC as a Complex Adaptive System.....	184
Figure 8.2 The Teacher System at Initial Conditions.....	187
Figure 8.3 The Student System at Initial Conditions.....	187
Figure 8.4 The Language Resources System at Initial Conditions.....	188
Figure 8.5 The Contextual Factors System at Initial Conditions	188
Figure 8.6 The Physical Environment System at Initial Conditions	188
Figure 8.7 The Teacher System at Phase Shift One.....	190
Figure 8.8 The Students System at Phase Shift One.....	190
Figure 8.9 The Language Resources System at Phase Shift One	191
Figure 8.10 The Contextual Factors System at Phase Shift One.....	191
Figure 8.11 The Physical Environment System at Phase Shift One.....	191
Figure 8.12 The Teacher System at Phase Shift Two	193
Figure 8.13 The Students System at Phase Shift Two	193
Figure 8.14 The Language Resources System at Phase Shift Two	194
Figure 8.15 The Contextual Factors System at Phase Shift Two	194
Figure 8.16 The Physical Environment System at Phase Shift Two	194
Figure 8.17 The Teacher System at Phase Shift Three.....	196
Figure 8.18 The Language Resources System at Phase Shift Three	196
Figure 8.19 The Students System at Phase Shift Three.....	196
Figure 8.20 The Contextual Factors at Phase Shift Three.....	197
Figure 8.21 The Physical Environment System at Phase Shift Three.....	197
Figure 8.22 English Use in BAND	208
Figure 8.23 The Trajectory of the Korean Flipped EFL Classroom	212

LIST OF EXCERPTS

[Excerpt 4.1] Interview with the Teacher (August 28, 2014)	87
[Excerpt 4.2] Interview with the Teacher (August 28, 2014)	91
[Excerpt 4.3] Interview with Student A (August 28, 2014)	93
[Excerpt 4.4] Interview with the Teacher (August 28, 2014)	94
[Excerpt 4.5] Interview with Student B (August 28, 2014)	96
[Excerpt 4.6] Interview with Student C (September 1, 2014)	99
[Excerpt 5.1] Interviews with the Students (September 24, 2014)	126
[Excerpt 5.2] Interview with the Teacher (September 18, 2014)	128
[Excerpt 5.3] Interview with the Teacher (September 17, 2014)	129
[Excerpt 5.4] In-Class Interview with the Students (September 17, 2014)	130
[Excerpt 5.5] Interview with the Teacher (October 6, 2014)	132
[Excerpt 5.6] In-Class Interview with the Students (October 6, 2014)	133
[Excerpt 6.1] Interview with the Teacher (November 11, 2014)	144
[Excerpt 6.2] Interview with the Teacher (November 11, 2014)	145
[Excerpt 6.3] Interview with the Teacher (November 11, 2014)	147
[Excerpt 6.4] Interview with the Teacher (December 5, 2014)	151
[Excerpt 6.5] Interview with a Student (December 4, 2014)	153
[Excerpt 6.6] Interview with the Students (December 4, 2014)	154
[Excerpt 7.1] In-Class Interview with the Students (December 9, 2014)	168
[Excerpt 7.2] Interview with the Teacher (December 19, 2014)	175

CHAPTER 1

INTRODUCTION

I use “black box” as a metaphor for what happens daily in classrooms that remains unknown to outsiders—except for occasional films, television, and media reports—yet seems so familiar since policymakers, researchers, parents, and taxpayers have attended school. The fact is that what occurs in classrooms is largely unknown or tinged with nostalgia because memories fade and children reports of school activities are, at best, laconic, hiding more than revealing what occurs. Like that popular ad for Las Vegas tourists: What happens in the classroom, stays in the classroom. (Cuban, L., 2011, October 16)

This study primarily aims to describe an entire process of implementing a Flipped Classroom model (FC hereafter) in a Korean EFL classroom (KEC hereafter) at a middle school diachronically. Thereby, it enables one to ascertain how a FC works in a KEC and to what extent. When investigating the effectiveness of a pedagogical approach before implementing it, a thorough observation in a practical setting is an essential component, which as a result opens up the floor for a comprehensive discussion encompassing all possible variables of the implementation.

This introductory chapter mainly outlines the context that led to this study. Specifically, this chapter begins with the background of the study (Section 1.1) explaining the context of the study and personal motive of the researcher. Then, it states the purpose of the study (Section 1.2) and outlines the research questions (Section 1.3). Finally, the chapter concludes with the organization of the dissertation (Section 1.4).

1.1 Background of the Study

1.1.1 Context of the Study

Does a FC really work? That was the question that drove this study. If rephrasing it more cynically, my questions are as follows: What is novel and special about the FC? Can the FC be a real breakthrough to transform the KECs? Is FC merely a trend like other methods that go in and out of the EFL classroom with momentary popularity? And finally, is FC worth trying?

Due to anxiety regarding the unpredictable future, people often realize the necessity of changing their ways of living. Among the many consequential changes, education reformation, particularly in a classroom, is one area where the foremost and urgent changes are expected. The advent of the 4th industrial revolution (Gafni, 2016, January 27; Schwab, 2016, 2017) provoked immediate action to bring innovative changes, and thus the educational sector cannot be disregarded when considering this transformational trend.

In a similar vein, OECD (2005) launched a research in 1997 with an aim of defining and selecting competences (i.e. DeSeCo) to foster in the future. Since then, similar research has been actively conducted worldwide (Joo, et al., 2017; Kim et al., 2017; Kye, 2011; Lee et al., 2012, 2013a, & 2013b; Lim et al., 2013; P21, 2007; Trilling & Fadel, 2009). P21 (2007) named such competences as ‘21st century skills or competences,’ and this term recently appears to be commonly shared when referring to core competences of the future. This discovery of the core competences ignites a transformation in education even more than it had before. The release of 2015 Revised National Curriculum is a good example that reflects such a phenomenon (MEST, 2015).

The 2015 Revised National Curriculum suggests a ‘core competence-based curricula’ in all subjects, and indicates that a goal of these curricula is to cultivate students’ key competences on collaboratively solving problems. This new curriculum aims to raise students’ awareness of perceiving the English language as a linguistic tool to communicate with people from other countries to build collective intelligence and so as to solve problems together, despite the fact that the curriculum of the English language subject is to foster a communicative competence as a primary subject goal (MEST, 2015). Therefore, the goal of developing communicative competence becomes more significant when learning English, and thus the English classroom accordingly needs to have more time and opportunities to practice using the proper expressions in the right contexts (Chang, 2012; Jeong, 2016; Lee, B., 2014; Lim et al., 2013). By and large, since the 7th curricula (i.e. implementing a Communicative Language Teaching method, CLT hereafter), this was another strong force asking for reformation of English classrooms in Korea to be more applicable by focusing on using language rather than gaining linguistic knowledge (Kang & Ahn, 2015; Jeong, 2016; Kim, E., 2009; Kim & Ahn, 2011; Kim, S., 2002; Ko, 2013; Kwon, 2000; Lee, H., 2012; Lee, Y., 2014; Sung, 2015). Still, many studies on KEC report a reality of an unclosing gap between the goal of national curricula and the practice of English in the classroom (Kang & Ahn, 2015; Jeong, 2016; Kim, E., 2009; Kim & Ahn, 2011; Kim, S., 2002; Ko, 2013; Lee, H., 2012; Lee, Y., 2014; Sung & Kim, 2013, July 24).

Nevertheless, such difficulties of educational reformation are not merely confined in Korea, but also globally issued (Hutchings & Quinney, 2015; Jung, 2014; Lage, Platt, & Treglia, 2000; Mazur, 2009; P21, 2007; Robinson, 2006, 2010; Robinson & Aronica, 2016; Strayer, 2012). That is, in spite of the necessity and urgency, the challenges of education reformation are concurrently recognized as commonplace of global issues in education. Upon this common phenomenon, Robinson (2006, 2010) denounces clear contradictions between a

fast-changing world and a constantly unchanged classroom of today from the Industrial Revolution. No matter how rapidly the world has changed, and how remarkably technologies are developed, the classroom remains a scene from the Industrial Revolution era: a teacher standing and talking in front of the classroom, and students quietly sitting linearly in a row, facing the teacher.

Still, such classroom scenes are commonly observed in other countries. Robinson (2006, 2010) claims that modern public-school curricula across the globe resemble a product-line in a factory. This reflects the understanding of the current education system, and it shows the high valuation on knowledge acquisition (i.e. what to know) rather than habits of mind (i.e. how to think). Therefore, he pinpoints that a new paradigm of understanding education and learning in the classroom should be shared and practiced (Robinson, 2006, 2010).

Yet, a new demand for the future is educating students to develop collaborative problem-solving competence. This calls for an innovation in classroom instruction and learning to maximize students' opportunities to cultivate problem-generating and problem-solving abilities by training them how to think rather than what to know. To address the need of alternative pedagogical approaches that eliminate observed mismatches between research and practice, there have been various suggested pedagogical practices that have been researched and evaluated so that there could be one workable alternative to create an ultimate learning environment that cultivates the 21st century competences (Joo, et al., 2017; Jung, 2014 & 2015; Jung & Lee, 2015; Kim et al., 2017; Kye, 2011; Lee et al., 2012, 2013a, & 2013b; Lim et al., 2013; OECD, 2005; P21, 2007; MEST, 2015; Trilling & Fadel, 2009; Robinson & Aronica, 2016).

As one of these alternatives, the FC has been widely implemented and has received increasing attention within the educational community (Bae & Kwon, 2013; Bergmann, Overmyer, & Willie, 2012; Bergmann & Sams, 2012, 2014; Bishop & Verleger, 2013; Berrett,

2011; Bretzmann, 2013; Clark, 2015; Davies, Dean, & Ball, 2013; Dill, 2012; Durley, 2014; Enfield, 2013; Fitzpatrick, 2012, June 24; Fulton, 2012; Hamdan, Mcknight, Mcknight, & Arfstrom, 2013; Hutchings & Quinney, 2015; Hung, 2015; Jeong, 2016; Jung, 2014 & 2015; Jung & Lee, 2015; Kang & Ahn, 2015; Kim, Park, & Nam, 2017; Kim, et al, 2017; Lage et al., 2000; Lee & Lim, In Press; Lee, M. 2014 a & 2014b; Little, 2015; Lim, S., 2017; Mazur, 2009; Moran & Young, 2014; November & Mull, 2012, March 29; Papadopoulos & Roman, 2010; Strayer, 2012; Sung, 2015; Talbert, 2012; University of Texas at Austin Center for Teaching and Learning, n.d.; Warter-Perez & Dong, 2012; Webb, Doman, & Pusey, 2014; Yabro, et al, 2014). The FC is a classroom teaching approach that exports in-class lectures into videos, and the class time is then filled with student-centered activities. In the classroom, therein lies increased time and opportunities to fulfill student-learning needs (Bergmann & Sams, 2012 & 2014). Mazur (2009) notes that the FC powerfully inverts a lecture-centered classroom culture to be a learner-centered one; in short, it literally turns “the traditional knowledge-information model of education upside down” (p. 51).

As the birth of the FC in 2007 was derived from ‘One Question’: “*What is the best use of face-to-face time with students?*” (Bergmann & Sams, 2014, p.3), the FC encompasses materials, tools, technologies and pedagogical methods and approaches to centralize ‘students’ learning’ in class. From this flexibility and versatility of the FC, it is argued that the FC should not be defined as a fixed method but as an overarching pedagogical approach. In the same vein, Bergmann and Sams (2012; 2014), pioneers of the FC, emphasize that the FC is about flipping the minds of teachers so as to enhance the quality of student learning in class, and not about a set of rules on how to flip classroom.

Another unique feature of the FC is the grassroots movement that powered its inception to expand by the voluntary participation of teachers (Bergmann & Sams, 2012, 2014; Bretzmann, 2013; Future Class Network, 2015; Jung, 2015; Lee, M., 2014b; Lim, S.

2017; Little, 2015; Mi-lae-gyo-sil-ne-teu-wo-keu, 2015; Yabro et al., 2014). Hence, many of the initial publications on FC are practitioner-gear, share the FC experience, and promote the FC approach. Later, the Flipped Learning Network¹ was established online in 2012 and was revised in 2016 as a hub of all FC and Flipped Learning (FL hereafter) related resources serving as a network for practitioners and educators from all over the world who were interested in and utilized the FC. With the lapse of the time, academic research reports its findings on the effectiveness of the FC (Bae & Kwon, 2013; Bishop & Verleger, 2013; Berrett, 2011; Clark, 2015; Davies et al., 2013; Dill, 2012; Durley, 2014; Enfield, 2013; Fulton, 2012; Hamdan, et al., 2013; Hung, 2015; Hutchings & Quinney, 2015; Jeong, 2016; Kang & Ahn, 2015; Kim, Park, & Nam, 2017; Kim et al., 2017; Lage et al., 2000; Lee & Lim, In Press; Lee, M. 2014a & 2014b; Little, 2015; Lim, S., 2017; Mazur, 2009; Moran & Young, 2014; Papadopoulos & Roman, 2010; Strayer, 2012; Sung, 2015; Talbert, 2012; University of Texas at Austin Center for Teaching and Learning, n.d; Warter-Perez & Dong, 2012; Webb et al., 2014; Yabro et al., 2014). Consequently, the FC is suggested as one workable model of educational reformation by practitioners and academia (Bergmann & Sams, 2014; Lee, M., 2014a; 2014b; Little, 2015; Mayer, Moreno, Boire, & Vagge, 1999).

The FC method was also disseminated in South Korea. According to the findings from Google Trends², the FC and the FL have gained a public awareness worldwide in searches since 2010, and the growth of interest has exponentially and continually increased since. On the other hand, these concepts have only sporadically gained attention in Korea since 2010, and the two peaks of time recorded by Google Trends³ were in May of 2014, and

¹ The webpage of the Flipped Learning Network: <https://flippedlearning.org/>

² Google Trend Searching on Flipped Classroom and Flipped Learning worldwide
[<https://trends.google.com/trends/explore?date=all&q=flipped%20classroom,flipped%20learning,%EA%B1%B0%EA%BE%B8%EB%A1%9C%EA%B5%90%EC%8B%A4,%EA%B1%B0%EA%BE%B8%EB%A1%9C%20EA%B5%90%EC%8B%A4,%ED%94%8C%EB%A6%BD%EB%93%9C%20EB%9F%AC%EB%8B%9D>]

³ Google Trends Searching for Flipped Classroom or Flipped Learning in Korea
[<https://trends.google.com/trends/explore?date=all&geo=KR&q=%EA%B1%B0%EA%BE%B8%EB%A1%9C%EA%B5%90%EC%8B%A4,%EA%B1%B0%EA%BE%B8%EB%A1%9C%20EA%B5%90%EC%8B%A4,%ED%94%8C%EB%A6%BD%EB%93%9C%20EB%9F%AC%EB%8B%9D>]

May of 2015. Interestingly, these peak points match with the two periods of time when the Korean Broadcasting System (KBS) documentary films on the FC⁴ were broadcasted on national television (Jung 2014; 2015). Moreover, there is a Korean teacher network of teachers practicing the FC in their classrooms, Future Class Network (‘미래교실네트워크’ in Korean)⁵(FCN hereafter), founded in 2014. This teacher network consists of a channel of participation in both online and offline communities.

When I researched academically-gearred publications regarding the FC and FL in Korea on the Web of Science and on the Research Information Sharing Service (hereafter, RISS) by using the Korean Education and Research Information Service (KERIS) on April 22nd, 2015, there were only 23 and six academic publications from Korea found on RISS and the Web of Science respectively. When I ran the same research on January 2nd, 2016 again, there were 56 academic publications on the FC and FL in Korea found through RISS. Within the timespan of less than a year, the amount of research had doubled. In April of 2018, the number is almost 20 times more than it was in 2015, as 498 academic publications on the FC and FL were found on the RISS⁶. Based on the trends noticed in both the general public and in academia, it can be concluded that there has been accelerating interests in the FC and FL subjects in Korea, and this phenomenon appears to be similar across the globe.

With this popularity of the FC, there has been a wide range of research on the FL conducted. Most research seeks to ascertain whether FL can really elicit positive changes in learning (Bae & Kwon, 2013; Berrett, 2011; Clark, 2015; Davies et al., 2013; Dill, 2012; Enfield, 2013; Hung, 2015; Hutchings & Quinney, 2015; Jeong, 2016; Kang & Ahn, 2015;

⁴ KBS Documentary Videos Searched from <http://edufor21.kbs.co.kr/>

⁵ Future Class Network (미래교실네트워크): <https://www.futureclassnet.org/index.do>

⁶ RISS Searching Results
[http://www.riss.kr/search/Search.do?detailSearch=true&searchGubun=true&strQuery=%EA%B1%B0%EA%BE%B8%EB%A1%9C%EA%B5%90%EC%8B%A4&queryText=&exQuery=&colName=all&query=&field1=znAll&keyword1=%EA%B1%B0%EA%BE%B8%EB%A1%9C%EA%B5%90%EC%8B%A4&op1=OR&field2=znTitle&keyword2=%ED%94%8C%EB%A6%BD%EB%93%9C+%EB%9F%AC%EB%8B%9D&op2=AND&field3=znCreator&keyword3=&p_year1=&p_year2=&cate=bib_t&cate=re_a_kor&cate=re_a_over&cate=bib_m&cate=kem&cate=re_t&keywordOption=0&x=58&y=30]

Kim, J. et al., 2017; Kim, S. et al., 2017; Lage et al., 2000; Lee & Lim, In Press; Lee, M., 2014b; Mondada & Doehler, 2004; Moran & Young, 2014; Strayer, 2012; Papadopoulos & Roman, 2010). In a similar vein, the most frequently studied topic is on the effectiveness of the FC in practice.

However, most studies tend to concentrate on adults from science, medical and engineering majors of tertiary education (Bae & Kwon, 2013; Berrett, 2011; Davies et al., 2013; Dill, 2012; Enfield, 2013; Hung, 2015; Kang & Ahn, 2015; Kim, J. et al., 2017; Lage et al., 2000; Little, 2015; Papadopoulos & Roman, 2010; Yarbrow et al., 2014), and relied on a quantitative approach. Furthermore, these researches revealed the effectiveness of the FC in term of cause and effect under the assumption of a linear process of classroom teaching and learning. For a change to be made, it is necessary to understand the real classroom situation profoundly and holistically from a diachronic perspective. For that perspective, it is essential to understand what the process of implementing the FC entails, and seeing the fundamental compositions and operating principles of the FC situated in KEC. The best way to learn about a pedagogical approach is actually testing it in the real world.

In a nutshell, the main research findings indicate positive influences and outcomes of FC, but little research offers explanations on the process that lead to such outcomes. To fulfill this existing gap in research, this study qualitatively and exclusively examines the FC model applied into the KEC.

1.1.2 Researcher's Motive and Position

As an English language teacher and an in-service teacher trainer in a faculty of teacher training program at Busan University of Foreign Studies from 2007 to 2011, one of my roles was to help Korean teachers not only to improve their communicative competence

in English, but also to train them as confident EFL teachers who can design CLT-oriented classes at the primary and secondary school level. The courses I taught were twofold, conversation and teaching methods: English Conversation, Classroom English, Teaching Methods and Approaches, Teaching English Grammar, Classroom Activities for Teaching Reading and Writing, Classroom Activity and Material Development, TESOL Practicum, and Teaching Demonstration and Discussion. In addition to teaching courses, I offered microteaching workshops and gave feedback to Korean English language teachers to help them improve their teaching to be more authentic and communicative.

When I first started teaching in Korea, intensive in-service English teacher training programs were implemented across the nation with the 7th national curriculum revision in 2007, which emphasized communicative competence in English, and teaching English in English (TEE, hereafter) in 2010 (Kwon, 2000; Lee, Y., 2014). The advent of Lee Myung-bak administration strongly influenced the national English curriculum, and as a result, native English-speaking teachers were employed in almost all public schools, particularly in Busan, and reformation of English classroom was strongly enforced.

A semester after beginning to teach in Korea, however, I began to realize that many teachers were extremely pessimistic about the implementation of the TEE and CLT approach. There are various reasons why these approaches were not applicable in practice; the vast amount of content teachers needed to cover within a school year, referred to as ‘*진도 (jindo)*’ in Korean, and the sensitivity of their students and parents regarding the results of both school-based exams and the National Korean College Scholastic Ability Examination.

Another important thing I learned was that it is important to provide a psychologically and culturally comfortable zone for Korean teachers to share with other teachers their practices and materials used in a classroom setting. Bailey, Curtis, and Nunan (2001) highlight that it is important to be ‘open-minded, responsible and wholehearted’ in order to

be 'reflective' when sharing teachers' own classroom practices (p.41). That is, opening teachers' minds come first. Thereupon, I endeavored to create comfortable ground for the teachers in my class, so they could perceive shared feedback, opinions and comments in the classroom as constructive and beneficial for their own and collective growth.

As the teachers opened their minds, and as their classrooms followed, I discovered that many teachers did not practice what they had learned in the teacher-training program (e.g. CLT-based approach, project-based approach, joint activities, and so forth) in their classrooms. During the four years of my work, I encountered over 300 English teachers in Busan. Unfortunately, however, except officially scheduled open classes, there was not a single opportunity to participate and observe their classroom teaching in reality. Thus, looking into a real Korean English classroom practice as an internal member and as a researcher seemed to be almost impossible. Nonetheless, to change or improve a certain thing, one first needs to discover what it is he/she aims to change, what its status is now, and what should be done for improvement. In the same regard, to change a classroom pedagogy or practice, it is essential to understand current pedagogy and practice, and observe the process of implementing a new pedagogy thoroughly to evaluate its effectiveness. On that account, I, as a researcher, always desire to have full-time experience observing EFL classroom practice and studying the dynamics of classroom leading to language learning from an internal participant perspective. In this way, a full picture of the classroom can be acquired, so as to explain how a classroom operates.

While inquiring about the FC in 2014, I faced the difficulties of understanding how exactly the FC would be realized in a secondary school, particularly in a KEC. However, there was very little research available because it was just when the FC had begun to be known. Likewise, by the nature of the FC, which is an approach developed and spread by a grassroots movement of practitioners, there were various shared teaching resources and

anecdotal classes from the teachers, but again little research about the FC. The few research that did exist were mainly about adult learners majoring in natural sciences, engineering and medical science in the realm of higher education (Bae & Kwon, 2013; Berrett, 2011; Davies et al., 2013; Dill, 2012; Enfield, 2013; Hung, 2015; Kang & Ahn, 2015; Kim, J. et al., 2017; Lage et al., 2000; Little, 2015; Papadopoulos & Roman, 2010; Yarbrow et al., 2014). More seriously, there was no research found on KEC. On the one hand, I thought it would be better to conduct a research implementing the FC into a classroom and observing what happens there holistically without any prejudice of a teacher, researcher and students. On the other hand, in reality, it was still not easy to meet a teacher who had the FC experience, and invite a participating teacher who would willingly open his/her classroom for a semester to this research. Although I had contacted numerous teachers who were close to me, they politely declined.

Finally, the awaited opportunity to observe a full semester length of classroom teaching was given to me in 2014. One day in May of 2014, I had incidentally watched a documentary film about FC implemented in Korean schools on television. In addition, a case of the Flipped English Classroom at the middle school was also introduced in that documentary. At the end of the documentary, there was an advertisement looking for supporters in academic research. That night, I immediately applied for it, and my journey to the FC world began.

It was in 2013 when the FC was first applied into a Korean K-12 classroom. Notably, it was done by a documentary director, not by educators. The director working at the Korean Broadcasting System (KBS) was conducting a small size experiment of adapting the FC in three public schools located in Busan (Jung, 2014). The first Korean FCs (called ‘거꾸로교실’ [*Keo-ku-ro-gyo-shil*] in Korean) were filmed in two elementary classrooms and ten middle school classrooms taught by six teachers during the fall semester of 2013. Later, the director

elucidated that the purpose of his experiment was to test a possibility of educational reformation in a Korean context through the FC implementation. That was the documentary I had incidentally watched, and it was broadcasted from March to May of 2014 in three consecutive episodes: Episode 1-The Magic of Flipped Classrooms, Episode 2- The End of the Teaching Era, and Episode 3-Classroom Lessons for the Real World (Jung, 2014).

When I first met a group of the FC advocating teachers, the director, and a KBS documentary production team in July of 2014, they explained their next plan to have another documentary film to investigate whether the FC could be applicable to all K-12 classrooms during a fall semester of 2014. In other words, they wanted to check the generalizability of the FC as a means of education reformation in a Korean K-12 context. At the beginning of the second experiment project, there were only less than 20 teachers from elementary to high schools involved, but they planned to establish their own teacher network to learn and share about the FC related issues. To do so, they held a teacher camp of two-days-and-one-night length at Ansan for the first time (i.e. July, 2014), where a hundred of teachers gathered from all cities of Korea and collectively learned about the FC. Another camp in the same format was held a month after (i.e. August, 2014). Therefore, a teacher network that advocated the FC was established with an enrollment of the teachers who participated in those two camps. Some of the teachers in the network voluntarily joined the second experimental project, and they all implemented the FC into their classes. Then, they opened their classrooms to all other teachers in the network synchronously and asynchronously. In addition, they shared teaching resources and experiences they learned from practice through online and offline meetings, setting collective intelligence of understanding and practicing the FC in a Korean context.

Among the many volunteer teachers, one English teacher generously opened her classroom for this research, the KBS team and the teacher network. She taught first graders in the middle school located in Ansan, Gyeonggi province. Therefore, this study selected a KEC

conducted in the first grade classroom at the middle school. It was held for one semester (2nd semester of 2014), and sought to understand how implementing FC in a KEC can be an ideal breakthrough that leads current KEC practice to be ‘flipped’ as learner-centered.

1.2 The Purpose of the Study

There are unfortunately few FC studies done in the ESL and EFL classroom contexts (Jeong, 2016; Kang & Ahn, 2015; Kim, J. et al., 2017; Kim, S. et al., 2017; Lee & Lim, In Press; Lee, M., 2014a). Therefore, there is an immediate need to conduct a study exploring multiple features of FC in a foreign language classroom. Since there is little previous research to reference, I enter the site and observe the classroom with bare eyes without having any pre-decided framework to best describe what has been really going on in the classroom for the last six months. Moreover, by adapting a qualitative research approach, this study aims to provide thick descriptions of the process of English language learning held in the flipped EFL classroom. Exploring a proper analytical framework for better explanation and interpretation on the meanings of words, behaviors, and cultures of KECs is performed to explore the operating principles that create any –either positive or negative- language learning context in the classroom. Thus, a theoretical framework of understanding a second language classroom as a complex adaptive system is adapted from complexity theory (Larsen-Freeman, 1997). Consequently, this study aims to trace the complex, adaptive, and dynamic process of language learning process in the classroom. In doing so, it hopes to provide a more in-depth description of what actual changes are brought into the Korean Flipped EFL classroom (hereafter KFEC).

In a nutshell, the purpose of this ethnographic study is to describe the transformative process of the KEC after implementing the FC across time and levels. With a theoretical

framework adapted from complexity theory, this study aims to fully describe, analyze, and interpret not merely the process but also its composing elements that drive any positive or negative changes and, if any, their reciprocal causality. Thereby, this study helps broaden the understanding on the Flipped EFL classroom in Korean secondary classrooms, and its educational effects and values.

1.3 Research Questions

This study aims to discover genuine phenomena emerged inside of the KEC after implementing the FC. If any changes are observed in the KFEC, this present study also seeks to disclose what the changes are, what causes such changes, and why. Understanding complexity as a hallmark of a classroom, this study does not attempt to identify a simple causality, but rather attempts to capture a collective behavior and culture of the KFEC as a product derived from complex and dynamic interactions among multiple variables in the KFEC.

In order to meet the purpose of the study, the following three questions are posed:

1. What happens in the KEC after implementing the FC for a semester?
2. Are there any changes observed in the KFEC across time?
3. If any changes occur, what triggers such changes in the KFEC and why?

It is expected that the findings of the present study will add to our understanding about how to implement a FC in an EFL setting considering appropriateness, challenges and adaptability. Moreover, it exhibits complexity and dynamisms existing in natural settings of

the classroom, so it obtains a comprehensive understanding on the KEC and KFEC. Hopefully, the findings will contribute to the existing literature of FC in EFL settings, especially for adolescent learners under formal instruction. Finally, there is little research on the EFL classroom from the perspective of complexity research. In that respect, the findings of this study not only provide a holistic description of the FC implementation in an EFL classroom, but also shed a light on the importance of an ecological approach toward understanding and interpreting on second/foreign language classrooms.

1.4 The Organization of the Dissertation

This study consists of nine chapters. Chapter 1 introduces the background of the study, the researcher's motive and position, the purpose of the study, and the research questions. Chapter 2 presents the literature relevant to this study in threefold: (1) The FC⁷, (2) Classroom research in SLA, and (3) Complexity theory. Then, Chapter 3 outlines the methodology of the study including research approach, research setting, data collection and analysis procedures, and the ethical considerations taken into account. From Chapter 4 to Chapter 7, the descriptions of the KEC after the FC implementation in terms of its dynamic changes as a whole system are illustrated in chronological order. Each chapter presents a set of findings for each stage of the change. Based on the changes of the KFEC, Chapter 8 explicates possible factors either sustaining or triggering such changes of the KFEC across time and its changing process over time. Chapter 9 proposes additional considerations as conclusion of this dissertation. It touches upon on the contribution of this study, and shares recommendations for future research and pedagogical implications. Finally, this dissertation

⁷ FC: Flipped Classroom

ends with an epilogue introducing stories of the participant students on their continuous path of growth and change even after the study had been completed.

CHAPTER 2

LITERATURE REVIEW

*The educational context, with **the classroom at its center**, is viewed as a complex system in which events do not occur in linear causal fashion, but in which a multitude of forces interact in complex, self-organizing ways, and create changes and patterns that are part predictable, part unpredictable. Such changes must be analyzed from the bottom up.*

(Van Lier, 1996, p. 148)

In Chapter 1, the background and rationales for the study were discussed. In Chapter 2, a literature review of relevant areas will be presented. First, Section 2.1 illustrates a synopsis on the FC and its related research findings in the field of education. Then, it specifies the findings of the FC in Second Language Acquisition (SLA hereafter) with a particular interest in an EFL setting. Section 2.2 introduces a brief review of classroom research in SLA. Lastly, Section 2.3 presents fundamental concepts of complexity theory and reviews SLA classroom research conducted through a lens of complexity theory. Then, a rationale of exploring the nature of an EFL classroom and testing the effectiveness of implementing the FC is presented, and the significance of perceiving an EFL classroom as a complex adaptive system is stated.

2.1 Flipped Classroom

2.1.1 A Synopsis of the Flipped Classroom

The FC method is simply flipping a class to create a student-centered classroom. There is no set of rules on how to flip classroom, but the commonly understood basic idea is exporting in-class lectures into videos⁸ and the class time is filled with student-centered activities. That is, direct instruction given onto whole class is eliminated, but instruction is delivered on an individual level. However, learning practice is placed as joint activities in classroom (Bergmann & Sams, 2012, 2014). Namely, the FC paradigm allows dual methods in learning: one makes individual learning possible from outside of the classroom (e.g. watching lecture videos) and the other is learning with others as a joint activity (e.g. pair activity, group activity, problem-solving, tasks, and projects) in the classroom.

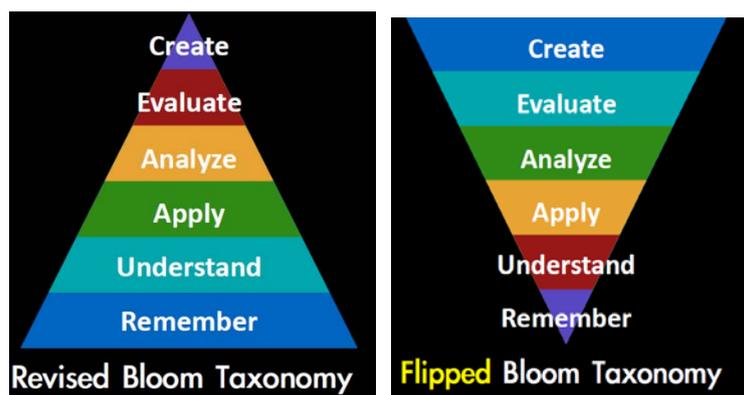


Figure 2.1 Bloom’s Revised Taxonomy to Bloom’s Flipped Taxonomy

Based on Bloom’s revised taxonomy (cited in Bergmann & Sams, 2014), Bergmann and Sams (2014) explain that the dual methods cover all cognitive actions involved in learning (Figure 2.1). In other words, this means that the lower levels of cognitive work (i.e. *remember* and *understand* levels) are done outside of class by watching lecture videos individually, and the higher forms of cognitive work (i.e. *apply*, *analyze*, *evaluate*, and *create*

⁸ In the FC, a lecture video is the most popularly used way of delivering a conventional in-class lecture outside of the classroom. However, there are a wide range of variety in the ways of delivering contents that teachers can choose from. In this study, 'lecture video' refers to such diverse formats rather than specifically limited to the lecture video itself.

levels) are done in class where the students perform joint activities together with their peers and can get some help from their teacher.

Since there is no specific set guideline in adopting classroom activities and pedagogies, in-class hours of the FC invite all kinds of pedagogies to promote student-centered learning (Bergmann & Sams, 2012, 2014; Bishop & Verleger, 2013). It is like an open platform: anything can be applied. This can lead one to think of the FC as an approach or paradigm rather than a method. Thereby, this lowers the barrier to entry and creates a high level of autonomy and flexibility for teachers who attempt to practice a new teaching approach (i.e. the FC). Likewise, classroom learning can be also deepened and personalized.

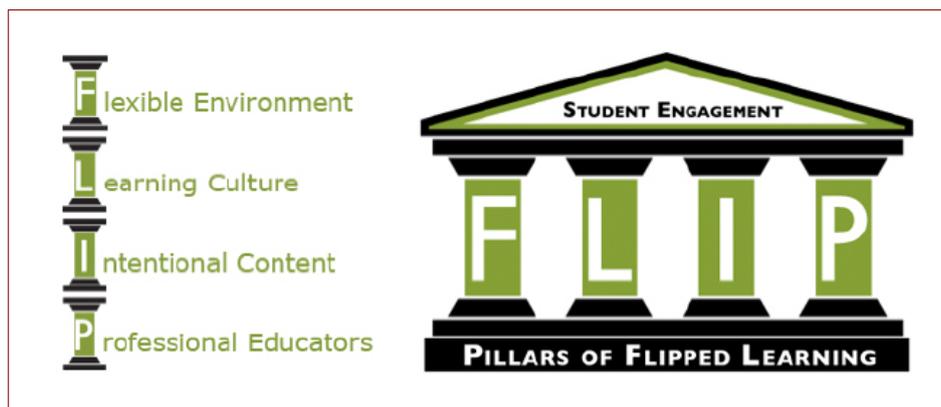


Figure 2.2 The Four Pillars of Flipped Learning

Accordingly, Bergmann and Sams (2014) differentiate between the FC and the Flipped Learning (hereafter FL). The FC is a basic form of flipping a class, so they refer to it as '*Flipped Classroom 101*' (p. 6). In contrast, the FL is when a class reaches a point that is personalized and indicates self-directed learning (i.e. '*individualized learning*', Bergmann & Sams, 2014, p.7) which is voluntary, consistent, and creatively occurs in the FC. That is, the FC is where we begin with; the FL is where we want to arrive at. Even though it is often found that there are some cases of using the FC and FL terms interchangeably without a clear

distinction, the two terms refer to different concepts. Educators from The Flipped Learning Network (2014) have defined the pillars of FL. The pillars exhibit the four themes of the FL experience (Figure 2.2).

Even though the first image of the FC often tends to be a teacher-created lecture video, in truth, the birth of FC was from ‘*One Question*’: “*What is the best use of face-to-face’ time with students?*” (Bergmann & Sams, 2014, p.3). That is, using technology is not an essential ingredient, but it is merely a useful means of leveraging the best use of in-class time with students (Bergmann & Sams, 2012 & 2014; Egbert et al., 2015; Hutchings & Quinney, 2015; Jung, 2015; Lee, 2014a & 2014b; Lim, 2017; Yabro, et al., 2014). Therefore, along with the four pillars suggested by the Flipped Learning Network (2014), Bergmann and Sams (2012) emphasize ‘relationship’ building and improvement as a key to successful implementation of the FL. After all, the FC is about turning a classroom into a space where personalized and deepened learning takes place by utilizing technology.

2.1.2 The Flipped Classroom in Research

Substantial literature states positive effects of implementing the FC in classrooms across all levels of students, subjects, and nationalities (Bergmann & Sams, 2012, 2014; Berrett, 2011; Bishop, & Verleger, 2013; Bretzmann, 2013; Clark, 2015; Davies, et al., 2013; Dill, 2012; Egbert et al., 2015; Lee, M., 2014a & 2014b; Little, 2015; Mason, Shuman, & Cook, 2013; Yabro, et al., 2014). Yet, at initial stages of research, the literature referenced came mostly from the practitioners of the FC rather than from academia, but the amount of academic research available gradually began to accumulate. According to the extensive review by Yabro et al. (2014), most of the research were confined to a university level, and they focused on mathematics, science, engineering, medical science, pharmacy and so forth.

Previous studies on the FC discovered that the FC provided “*meaningful activities; teacher as facilitator; increased interaction; a focus on learning; immediate feedback for students on process and progress, and, just-in-time instruction*” (Egbert et al., 2015, p.3).

Among various findings, the changes in in-class learning experience are most frequently and recursively stated in the literature of the FC. First, there are numerous anecdotes from the teachers in various subjects introduced in the book of Bergmann and Sams (2014). The changes the teachers note are the students’ motivation and attitude toward classroom learning; both qualitatively and quantitatively measured classroom interaction; the level of engagement; academic performance through homework completion and test results; and, improvement in learning (Bergmann & Sams, 2014). In a similar vein, Clark (2015) investigated the effectiveness of the FC in a secondary mathematics classroom and found the FC instruction helped students to be more involved with their learning in class, and their academic performance, as a consequence, also improved. Moreover, Little (2015) cites many studies demonstrating significant potential of the FC in improving the classroom learning experience. For an example, the study conducted by Moore, Gillet and Steele (2014) presented that the increased engagement of the students in class and their improved learning outcomes (i.e. completion rate of homework and lecture video watching). They interpreted that the FC created a supportive classroom environment and helped the students to gain more knowledge and engage with their learning process more actively by doing in-class tasks in high cognitive demand.

These positive effects of the FC on the in-class learning experience are not merely found in K-12 arena, but also in tertiary education. Davies, Dean, and Ball (2013) introduced a case of college courses (i.e. information systems) adapting the FC and depicted the changes in students’ perception and academic performance. Enfield (2013) also conducted a study on discovering the effectiveness of the FC on the learning of college students majoring in

multimedia at California State University, Northridge. He states that the FC helps the students to increase their self-efficacy in learning independently and to improve their engagement and learning. Likewise, the study of Mason, Shuman, and Cook (2013) presented a case of an engineering course and they emphasized the FC potential in liberating in-class teaching time to invite diverse types of collaborative learning activities while delivering content knowledge of a subject outside the classroom. In addition, Papadopoulos and Roman (2010) provided similar findings from college students taking a course on engineering statics. Furthermore, in a similar vein, Lage Platt, and Treglia (2000) presented a case of an economic course and Strayer (2012) demonstrated a case of a statistic course. These aforementioned studies note the effectiveness of the FC in changing classroom learning experience. They emphasize the positive influence of the FC on creating a classroom to be more cooperative and interactive through joint activities, therefore changing the classroom to be a more appropriate place for learning.

Likewise, the main findings from extensive research support positive influences and outcomes in FC instruction. Yet, there is extreme variance within the research in terms of the contexts and methods of testing the effectiveness of the FC; furthermore, none of the research attempts to illustrate the detailed process of implementing the FC. Therefore, although the positive influence of the FC in classroom learning can be comprehended, it would be challenging to understand thoroughly on how the FC model is implemented in practical classroom. Moreover, there is little research on presenting counter cases or suggesting considerations and causations on foreseeable challenges in the practice of implementing the FC. Overall, this provides a partial picture of the FC model and requires further studies to gain sufficient knowledge on the FC model.

2.1.3 The Flipped Classroom in EFL Classroom Research

The research on the FC has gradually increased, but it is still within a limited scope in many aspects. However, the FC research related to a classroom of an English as a Second Language (hereafter, ESL) and EFL classroom is even more limited. This also implies little research of the FC on a Korean EFL classroom (Jeong, D., 2016; Lee, B. & Lim, In Press; Lee, M., 2014a; Lim, S.H., 2017; Sung, K., 2015). When I started to conduct this present study in 2014, there were only two studies found on the FC implemented in an EFL classroom. They were Dill (2012) and Lee, M. (2014a). Dill (2012) conducted research to discover the effectiveness of the FC model in a French as a Foreign Language classroom in a secondary school of the U.S. Research participants were the students in grade seven, and they were divided into either a FC classroom or a conventional classroom. Then, their academic performance was measured by analyzing homework completion rates and grades from grammar and writing tests. Plus, classroom participation, engagement, and behavior were also compared. Overall, Dill (2012) concludes that the FC provides a positive impact on the students' classroom participation, engagement, behavior and academic performance. However, despite the fact that the entire period of the study was about six weeks long, the actual implementation of the FC was about two weeks. Thus, it appears to be too short to draw a conclusion on the impact of a newly adapted pedagogy.

The other study found was performed in the Korean educational context. Lee, M. (2014a) researched four different classes that had adapted the FC model for one semester: two classrooms of social studies in elementary schools, one EFL classroom, and one Korean classroom in a secondary school. The study was a qualitative study, so the researcher participated in the classroom, observed the teachers and the students in class, and interviewed them. Therefore, this study focused on describing the common phenomena observed within

four different classes and grasping the features of the FC. As a result, Lee, M. (2014a) finds that the FC contributes to creating a more open and interactive classroom learning environment, and changing the perceptions and roles of the teachers and students. Particularly, she reports on the change of the EFL classroom from being a teacher-centered one to a learner-centered classroom. While this study sheds a light on significant changes that occurred in the Korean classrooms across subject areas after implementing the FC and attempts to describe the FC implemented in detail, it appears to be somewhat limited in describing the details and the specific features of the subject area related to an EFL classroom.

In contrast, Hung (2015) specifically focused on an EFL classroom in Taiwan and investigated the FC effects on a college-level EFL class. She conducted an experimental research testing the impact of the FC on college EFL classroom. 75 English majors were participated in the study, and there were divided into three different groups as a fully-flipped, semi-flipped, and non-flipped group. The findings of the study demonstrated better academic performance of the students who learned in both fully- and semi-flipped classroom than the students who learned in a traditional classroom setting (i.e. non-flipped group). Thereby, Hung (2015) remarked the positive effects of the FC on the EFL classroom, and even asserted its applicability to various contexts and disciplines. Yet, such conclusion was drawn from a six-week-long experiment, and this still appeared to be insufficient to attain a holistic picture of the FC applied in an EFL classroom. Furthermore, the comparisons of the academic performances of the students in the three different groups do not fully describe the process of implementing the FC in the EFL classroom. In addition, they do not even sufficiently explain a clear causality of how the FC specifically promoted the improvement of academic performance. From that aspect, this calls for research that explores a nature of an EFL classroom after the FC implementation for a timespan longer than two to six weeks, so that it

comprehensively informs the details of the FC implementation and its relations to classroom teaching and learning.

Jeong (2016) attempted to illustrate the process of the FC implementation in a Korean EFL classroom at a middle school in terms of the changes in the amount of communicative interactions between a teacher and students across one semester of time by using a COLT rubric. She not only presented the details of course materials and the process of implementing the FC in the Korean EFL classrooms of grade nine, but she also demonstrated the exponentially increased amount of in-class talk from the students and inversely decreased teacher-directed talk in class (i.e. lectures or teacher's dictation to a whole class). This study provided ample descriptions on the changes in the amount of interaction between the teacher and the students, and the changes in the perceptions of them throughout the process of the FC implementation. This study is significant as it proves that the FC contributes in changing the amount of the interaction between a teacher and students in a Korean EFL classroom, so this has a significant potential to invert a teacher-centered EFL classroom to a student-centered EFL classroom. However, this study lacks an explanation on how this increased amount of the interaction affects students' in-class English language learning.

In this regard, the study of Lee, B., and Lim (In Press) provided evidence of the improvement on academic performance and English language proficiency through the FC implementation in the Korean EFL classroom. Their participants were 100 male students in grade nine, and their English proficiency level was intermediate. During the second semester of the school year, the FC was implemented, and their academic performance was measured by school-based examinations that took place twice per semester. The students taught in the flipped EFL classroom demonstrated statistically significant improvement in their school exams in comparison to the average score of the school exams taken in the previous semester. In addition, the academic performance of the students in the flipped classroom was compared

with the other groups of the students (i.e. advanced and lower level) who were taught in non-flipped EFL classrooms. On the one hand, the advanced level of the students had an increased average score in the second semester, but it was not statistically significant. On the other hand, the lower level of the student had a decreased average score in the second semester, and this was statistically significant. In sum, the only group that had shown improvement from the school-based exams in the second semester in this participant school was the intermediate level of the students, that were in an EFL classroom operated by the FC model. Moreover, the English language proficiency of the participant students was also measured before and after the FC implementation. From the results of the proficiency tests, the participant students demonstrated statistically significant improvement in their English language proficiency. In a nutshell, Lee, B., and Lim (In Press) asserts that the FC model does not only have influence on changing the interactional patterns of the Korean EFL classroom, but also improves academic performance and English language proficiency of Korean students. The studies of Jeong (2016) and Lee, B. and Lim (2017) verified the effectiveness of the FC particularly in Korean EFL classroom settings and enriched the understanding of the process of FC implementation in an EFL classroom. However, they did not specify the details of the interactional contents exchanged between the teacher and the students, and still did not provide clear explanations on how such changes and improvements are brought in the classroom in relations to the features of the FC.

Most recently, Lee and Wallace (2018) introduced a case of Korean college students taking an English conversation course. They compared the performance of their students by dividing them into one group taught in a CLT approach and the other group taught with a FC approach. The study found a better academic performance of the students who were taught with the FC approach than the other group of the students who were taught with the CLT

approach. Furthermore, the study discovered that the students who were taught in the FC approach enjoyed learning English more and engaged more than the other group.

In conclusion, there are many studies that highlight the changing roles in learning and teaching along with the enhancement of student(s)-student(s) and student(s)-teacher relationships. Moreover, many studies introduced in this section tend to give a similar story on FC's effects in classroom practice, but there is little research carried out explaining the detailed process of the FC or its operating mechanisms in natural settings like complex and dynamic classrooms. Nevertheless, uncovering 'how' (i.e. the process of implementing the FC) and 'to what extent' (i.e. attempting to reveal underlying principles or operational mechanisms) are essential to understand the FC thoroughly. Furthermore, it leads to a fundamental question of how learning happens in the classroom. Unfortunately, this is lacking in the literature of the FC.

2.2 Classroom Research in SLA

As previously reviewed in Section 2.1, little research is available in the field of the FC. Therefore, this section will attempt to review antecedent classroom research (hereafter CR) conducted in SLA during the last fifty years, and establish a rationale of choosing a proper CR methodology to study an EFL classroom and implementation of a new pedagogy. To do so, Section 2.2.1 introduces a cognitive approach of CR and its related cases in SLA. In Section 2.2.2, a socially-oriented approach of CR and its related studies are presented. Then, this section concludes with the statement addressing the need to have more ecological and transdisciplinary approaches encompassing a complex and dynamic nature of an EFL classroom.

2.2.1 A Cognitively-Oriented Approach

In the early CR in SLA, the comparison of teaching methods mainly occupied the literature available (Allwright, 1984; Barrot, 2014; Lightbown, 1985; Ortega, 2012; Spada, 2000). That is, searching for the best method to teach and learn a second or foreign language was a primary concern, and such comparisons of the methods were performed in the psychometric traditions. In other words, the main stream of research followed a cognitive approach, which focuses on the information processing view of the human mind and brain. Ortega (2012) mentioned that there was a growing population of researchers interested in an internal and individual cognitive process. Doughty and Long (2003) described the cognitive process as following:

One that takes place in a social setting to be sure, and can be influenced by variation in that setting to be sure, and can be influence by variation in that setting and by other interlocutors, but a psycholinguistic process, nonetheless, which ultimately resides in the mind-brain, where also lie its secrets. (p.4)

From a cognitive perspective, the researchers tended to assume the classroom as a machine in which the input (i.e. teaching) goes into the students, and output (i.e. students' performance as a result of 'learning') comes out. In this regard, the researchers designed a study that set two comparison groups as a control and a treatment group, and taught with two different teaching methods. Afterwards, they gathered test scores of students to measure the effectiveness of one teaching method compared to the other (Chaudron, 1988). Even though the cognitive approach of CR attempts to explain a precise causality between teaching and learning and attempts to verify the effectiveness of a certain teaching method over another, this does not reflect the reality of a classroom. Doughty and Long (2003) pinpoint that the internal and individual cognitive process itself happens in a social setting, which are intertwined with multiple variables. After all, ignoring or eliminating all these complex

variables of reality cannot assure the validity of the research, and can only be partial explanations of what happens in the classroom (Allwright, 1984; Barrot, 2014; Ortega, 2012; Wood, 1996). Wood (1996) depicts a downfall of the methods comparison and a paradigm shift that occurred in the CR: SLA shifts a gear to focus more on learners and their learning or acquisition process of a second or foreign language.

The paradigm shift occurred in 1970s, as their attention to the CR shifted from the method comparisons to learners and the process of the SLA led to the introduction of various theoretical suggestions in the second language learning. The following are some of the examples: a natural order hypothesis (Dulay & Burt, 1973), natural acquisition process and natural approach (Krashen & Terrell, 1983), and interaction hypothesis (Long, 1996). The finding and theoretical suggestions deepened the understanding of the mechanism of learning foreign and second language and its process, but they were also criticized because of the weak links between the research findings and the practicality of such findings in the classroom. However, Lightbown (1985) noted that the literature of the SLA in the early era was not directly related to second language classroom teaching, and furthermore, warned to address the findings of the SLA research in relation to pedagogical issues (2000). That is, many suggested hypotheses and theories were rooted in the boundaries of the research rather than in the classroom. Therefore, both teachers and researchers needed to be careful in making a connection between the researcher findings and the practical teaching in the classroom. As a result, this raised the need for practical research to answer pedagogical issues which triggered more studies to be conducted inside of the classroom (Nunan, 1991). This also brought a change in the approach of CR in SLA to be more concerned with the context that the language learning took place, and afterwards, the SLA experienced a ‘social turn’ (Block, 2003, cited in Ortega, 2012, p. 206).

2.2.2 A Socially-Oriented Approach

In contrast to the cognitively-oriented approach, a socially-oriented approach attempts to encompass social surroundings of language learning occurred. Thus, this does not only focus on language itself, but agents of using or learning the language, and its social and cultural context of using the language (Allwright, 1984; Barrot, 2014; Ortega, 2012; Wood, 1996). From this perspective, diverse studies were performed in the CR such as a discourse analysis (Chaudron, 1977; Pica & Doughty, 1985; Sinclair & Coulthard, 1975; Tusi, 1985), conversational analysis (Schegloff, & Sacks, 1973; Firth & Wagner, 1997), interaction analysis (Allwright, 1984; Chaudron, 1988; Frohlich, Spada, & Allen, 1985), and second language socialization (Duff, 1996).

Discourse analysis provided a new frame of understanding teachers and learners as socially active agents of conversation rather than incompetent language users. Moreover, the findings from the studies conducted by the discourse analysis approach enriched the understanding of classroom interaction in terms of its interactional structures and contents. However, Wood (1996) criticizes that the discourse analysis approach lacks interconnection of the discourses that occurred in the classroom with the upper level of the context, but rather it attempts to purely stay on discourse at the surface text level. Therefore, the findings do not fully explain how certain utterances occurred in the classroom relate to whom, when, what, and why. Accordingly, more studies concerning wider social and cultural context were introduced in the CR in SLA. Second language socialization is an example of demonstrating classroom discourse in not only its text level, but also its interpretations in a socially and culturally incorporated context. Duff (1996) presented a case of a Hungarian school, and she

examined two different pedagogical approaches in the aspect of foreign language socialization. From the study, Duff (1996) compared one classroom taught by a traditional language teaching approach (i.e a teacher-fronted and teacher-directed approach based on a whole classroom setting) with the other classroom taught by a non-traditional language teaching approach (i.e. a student-centered approach based on pairs or group work). In comparison between the discourse contents from two different groups of the students and teachers, Duff (1996) elicits that the students that were taught in the non-traditional approach tend to show higher engagement with the classroom work, and tended to generate more interaction with their peers and teacher. Therefore, they demonstrated more diverse patterns of second language socialization in the non-traditional language teaching classroom. However, studies of second language socialization often are evaluated that their findings are either indirect or less relevant to practical issues of the CR such as the process of language learning and development or applicability of pedagogies. Thus, this calls for other approaches to disclose how a language learner learns a second or foreign language in an instructional setting without scarifying complex variable embedded in the situation.

Sociocultural theory (Vygotsky, 1986) sheds a light on a new perspective on language learning, and illustrates that social interaction with a means of language is a process of language using and concurrently the process of language learning. With a concept of a zone of proximal development (ZPD), sociocultural theory attempts to explain a language classroom as the ZPD where teachers and students interact within a supportive social environment, but the interaction is more regulated by the teachers with constant language input until the students can produce output on their own. The whole process of language is a process of the students becoming a self-regulated language user and a socially competent language user (Lantolf, 2000). Accordingly, the Vygotskian sociocultural theory primarily adopts a qualitative perspective in CR, and seeks to encompass social constructs related to

social interactions to explain language learning through the language use, language user(s), and the surrounding contexts. One of the powerful theoretical frameworks introduced in the CR in SLA is called Activity Theory (Engeström, Miettinen, & Punamaki, 1999). This theory endeavors to describe human learning as a social activity dynamically intertwined with three perspectives as person (subject), tool (object), and activity (action) (Johnson, 2009). This sociocultural approach has provided ample findings on second language learning, learners, teachers and the classroom, and this constantly attracts researchers to view and interpret various classroom learnings in this respect.

In conclusion, the cognitively-oriented approach relies solely on behavioral and/or experimental orientation in the CR. This is criticized due to its risks of offering an incomplete picture of second or foreign language learning classrooms. Since a classroom is a hallmark of complexity, the participants of the classroom somehow interact and exchange influences with each other. In that regard, incorporating such complexity and dynamics existing in the classroom reality should not be excluded in the CR, but endeavor to be included in the CR literature. In contrast, the socially-oriented approach in the CR attempts to add such social and cultural contexts, and the studies from this approach tried to reveal and shed a light on multilayered contexts (i.e. micro context to macro context) intertwined with language learning in the classroom. However, language learning occurred in an instructional setting has both dimensions of ‘individual-subjective’ experience and ‘collective-intersubjective’ experience (Breen, 1986, p. 126). That is, a teacher can regulate more language production due to his/her higher linguistic knowledge and skills in comparison to students. However, the social interactions explained in the sociocultural theory are not only a process of constructing one individual. The social interactions are mutually and interchangeably exchanged between the teacher and the students. From that aspect, it is not merely about ‘individual-subjective’ experience (i.e. student-language input or student-teacher), but it is rather about ‘collective-

intersubjective' experience (i.e. classroom learning as a collective behavior – the mutually exchanged social interactions between the teacher and the students). Furthermore, such 'collective-intersubjective' experience is not static but in flux, so one should also reflect on the aspect of its instability and variability as a collective whole (i.e. language classroom or language learning instead of language learner separated from language learning). However, the socially-oriented approach and sociocultural theory do not seem to cover such an ecological perspectives on classroom and to pursuit to explain the process of changes on the 'collective-intersubjective' experience in the second and foreign language classroom.

2.3 Complexity Theory: Theory and Research in SLA

Accordingly, this study primarily aims to explore a Korean EFL classroom. With a particular interest in the process of change, it attempts to observe how the classroom would be changed as a whole collective unit during the FC implementation across time. Thus, in this Section 2.3, it reviews Complexity Theory (CT hereafter), which is adopted as a theoretical lens in this present study. First, the advent of CT in the field of SLA and its underpinning conceptual theories and approaches are illustrated in Section 2.3.1. Then, in the following section (Section 2.3.2), relevant research on the second and foreign language classrooms are introduced, and the methodical framework of CT is described.

2.3.1 Complexity Theory in SLA

Larsen-Freeman (1997) first proposes CT to the field of applied linguistics in 1997 and suggested to reconceptualize issues and conceptions of the applied linguistics in the

aspects of process, change and continuity. After two decades, CT was still not a mainstream research approach in SLA and applied linguistics. Nevertheless, CT engenders new frameworks of understanding language, language learning, language use, language users, language development, language classroom in SLA (Burns & Knox, 2011; de Bot, Lowie, & Verspoor, 2005; Hiver & Al-Hoorie, 2016; Larsen-Freeman, 2006b, 2008, 2010, 2012, 2015, & 2016; Larsen-Freeman & Cameron, 2008; Ortega, 2012).

Larsen-Freeman and Cameron (2008) explain that “CT aims to account for how the interaction parts of a complex system give rise to the system’s collective behavior and how such a system simultaneously interacts with its environment” (p. 1). Therefore, a complex system is a system showing emergent behaviors through complex, dynamic and reciprocal interactions within its components and with the outside of the system. In that sense, ‘neurons in the human brain,’ ‘cells and microbes in the human body,’ and ‘social activities such as the information flows over a social or computer network’ are referred to a complex system (Larsen-Freeman & Cameron, 2008, p.1). The term complex system is often interchangeably used with the terms a complex dynamic system, dynamic systems, complex adaptive system or sometimes even with CT (Hiver & Al-Hoorie, 2016, Larsen-Freeman, 2012; Larsen-Freeman & Cameron, 2008). Larsen-Freeman and Cameron (2008) explain that these terms can be selectively used to indicate certain dimension of its behavior. For example, dynamic systems are to emphasize their changing features across time, and complex adaptive systems are to pinpoint co-adapting and learning features of the systems. However, Hiver and Al-Hoorie (2016) state that CT is used as an umbrella term to encompass ‘general systems theory, cybernetics, and dynamic systems theory’ (p. 753). In addition, they explain that the term of a complex system connotes dynamism in its definition, but a dynamic system is not necessarily complex. In that regard, using a complex dynamic system is redundant, but a complex adaptive system to refer to the features of the system as constantly reciprocally adapting and

learning can be used (Hiver & Al-Hoorie, 2016, p. 753).

Larsen-Freeman (2013 & 2015) posits CT as a ‘meta-theory’ that includes diverse theories, approaches, and principles under the assumptions of understanding a phenomenon in relational principles. In other words, a certain phenomenon occurs not merely by a single factor or unidirectional fashion but rather by multiple factors with multidirectional interactions (Hiver & Al-Hoorie, 2016; Larsen-Freeman, 2013 & 2015). Hence, CT invites diverse principles to disclose and explicate such complex, adaptive, and dynamic phenomena in real-life. This understanding offers an ecological perspective on the phenomena, and embraces new ways of viewing the phenomena rather than adapting an existing perspective (Kramsch, 2002, p. 5). For that matter, Larsen-Freeman (2012) suggests that CT can offer a transdisciplinary theme to applied linguistics. Namely, CT is not a fixed set of theory, but a meta-theory putting various theories and principles together to explore a nature of phenomenon in terms of process and change. To select an appropriate approach, principle and/or theory flexibly, it is important to understand unique features of the CT, thereby, the twelve characteristics of CT compiled by Larsen-Freeman (2012) are listed below (p. 205):

1. Complex systems are open and dynamic.
2. They operate under conditions that are not in equilibrium.
3. Complex systems are systems because they comprise many elements or agents, which interact.
4. Change/dynamism is central as the systems adapt both through interaction with the environment and through internal reorganization/ self-organization.
5. The strength of the interactions changes over time. Therefore, multiple routes are often possible between components, mediated in different ways.
6. The complexity of complex systems is emergent. It is not built into any one element or agent, but rather arises from their interaction.
7. Because the systems are open, what arises may be in nonlinear relation to its cause. In other words, an unexpected occurrence may take place at any time.

8. The structure of a complex system is maintained even though its components may change.
9. The environment in which they operate is part of a complex system.
10. Complex systems display behavior over a range of timescales and at different levels of complexity- the latter are nested, one within another.
11. Complex systems sometimes display chaotic variation.
12. Complex systems iterate-they revisit the same territory again and again, which means that the present level of development is critically dependent on what preceded it.

Understanding these characteristics of CT helps to deepen the comprehension of the nature of the phenomenon and its interpretation on the phenomenon. On the basis of this conceptual understanding, many areas of SLA attempted to explain language learning and the process of language learning. Larsen-Freeman and Cameron (2008) note that language learning is not about knowing linguistic forms, but it is continuing the process of adapting and interacting with other elements in their learning context. For that matter, language learning is a real-life experience in which two or more conversation participants mutually attempt to adapt into a given interactional context, and as a result of co-adaptation, the language resources of the participants are also influenced and transformed reciprocally (Larsen-Freeman, 2012). Thus, language development is an emergence of various factors and their interactions with their innate instability and variability (de Bot, et al., 2005).

2.3.2 Complexity Theory in Research of a Second/Foreign Language Classroom

As language, language use, and language development are complex adaptive systems, ESL/EFL classrooms are also complex adaptive systems. Van Lier (1996) mentions that a classroom is a complex adaptive system, and it should not be described in causal relations.

Likewise, using an one-size-fits-all type of framework for the ESL/EFL classroom research would be voided in CT. However, while understanding the fundamental features of CT and complex adaptive systems related to classroom settings, it is practically difficult to design a classroom research that embraces all kinds of variables existing in a phenomenon. Thus, a problem of finding a proper classroom research method under the disciplines of CT arises.

To help researchers in this matter, Larsen-Freeman and Cameron (2008) propose a “complexity thought modeling” framework and its process of designing a research in various areas of SLA (p. 70-71). In addition, Hiver and Al-Hoorie (2016) suggest a “dynamic ensemble” (p. 744) as a template of CT and complex adaptive system research methodological framework. Since the details of the complexity thought modeling are introduced with a description of this present research methodology (Section 3.1.2.1), the dynamic ensemble framework is introduced in this section. The dynamic ensemble presents four areas of considerations (i.e. operational, contextual, macro-system, and micro-structure considerations), and these are subdivided into two or three areas of concerns (Hiver & Al-Hoorie, 2016, p. 744). The operational considerations have “systems” and “level of granularity” as subdivisions, and this guides to define a system and the timescale and level(s) of the system that a research wants to study. In the contextual consideration, they include “context” and “systematic networks” as subdivisions. The macro-system considerations consist of “dynamic process” and “emergent outcomes.” For the dynamic process, they suggest considering the process and change of the system at a given moment and over time and specific mechanisms of triggering such changes. On the other hand, for the emergent outcomes, they address to think of any collective behavioral patterns observed in the system and the characteristics of the patterns. Lastly, micro-structure considerations are composed of three subdivisions: components, interactions, and parameters. In the parameters, they guide a researcher to consider restraining or triggering factors of changing the behavior of the system.

There are several studies conducted under CT approach under the assumptions that the classrooms are complex adaptive systems (Burns & Knox 2005 & 2011; Finch, 2001). Burns and Knox (2005) performed a research in the two different teachers' classrooms at a university to discover how the teachers' systematic functional linguistics impact on the teachers' knowledge of the language and their practical implication on classroom teaching. The study took place for six months, and used classroom observation, interviews, and stimulate recall procedure for data collection. Burns and Knox (2005) discovered that the teachers' knowledge and teaching practices constantly changed and influenced by various factors embedded in classroom teaching contexts. Thus, they realized that teachers, students, context, language resources and even a physical environment were actively and mutually exchanging their influences on each other. Namely, their knowledge and teaching practice of the participant teachers were not static but "in a state of flux" (Burns & Knox, 2011, p. 4). Recognizing the dynamism and complexity of the classroom and classroom teaching, they selected the complex adaptive system perspective to describe and interpret their research classroom. Later in 2011, they proposed a relational model of understanding the classroom phenomena that they had found in the research of 2005 (Burns & Knox, 2011). Among the many features of the complex adaptive system, Burns and Knox (2011) focused on interaction, emergence, nonlinearity and nestedness. Moreover, they discovered "the confluences of elements and processes" from the studied classroom, and asserted that the classroom was not a machine but "an organism" which evolves through dynamic interactions and emergence of such interactions (Burns & Knox, 2011, p. 12). To illustrate such dynamic and relational features of the classroom as a complex adaptive system, they presented a figure of the relational model in their study (Burns & Knox, 2011, p. 17). This figure was adapted for this study to share with readers, and is presented in Figure 2. 3.

In conclusion, it is important to understand learning and teaching in a classroom

holistically as a collective behavior of the class (i.e. macrobehavior) transcending the localized patterns or tendencies of individual behaviors. That is, macrobehavior of learning is not a simple collection of microbehaviors, and it requires a new frame of comprehension, which transcends understanding of localized microbehavior. Consequently, to understand learning in a classroom, a holistic and ecological approach to comprehend collective behaviors that emerge from classroom learning is essential. Namely, it is necessary to understand how an individual student learns. However, more importantly, comprehending how the learning acquired on individual level leads to building collective intelligence, and how the macro level of learning (i.e. collective intelligence) again triggers to create emerging behaviors recursively on an individual level. Such perspective on learning is found in Complexity Theory.

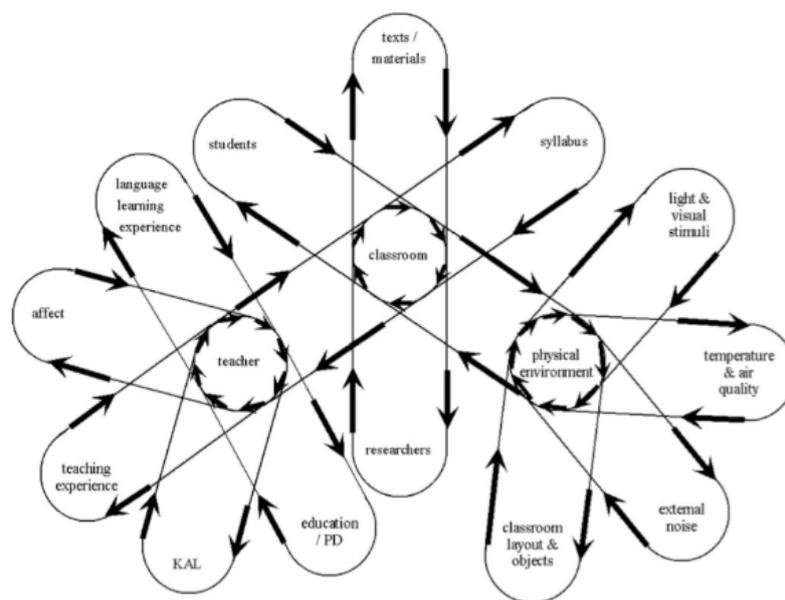


Figure 2.3 A Relational Model of a Classroom as a Complex Adaptive System

(adapted from “Figure 4: Expansion: Classroom as Complex Adaptive System,” Burns & Knox, 2011, p. 17)

Thus, conceptualization of the classroom as a complex, adaptive, and dynamic system evolving with its environment is significantly underpinned with CT. These concepts also reflect aspects of this present study. Consequently, the analysis of the Korean EFL classroom and its FC implementation give rise to the need for new conceptual frameworks to offer new ways of interpreting the data in a different light.

CHAPTER 3

METHODOLOGY

It will lead you to ways of learning and documenting that you had no idea existed when you first started the study. You will learn how to ask the right question of the right people in the right way using knowledge you didn't know existed. You will see that certain kinds of data belong together in ways that you would never have imagined until you'd worked on the study for a while . . . methods "evolve" as local information about how to do a study accumulates. Ethnography does this. Traditional research prohibits it. (Agar, 2004, p. 19)

A research methodology should be consonant with research aims, and based on proper methodical and theoretical framework, which guides a researcher to find answers to focal research questions precisely and efficiently. Davis (1995) explicates that each research methodology incorporates with particular '*philosophical, theoretical, and methodological parameters*' (p. 453) that assure the trustworthiness of study. Namely, research methodology sets a framework constructing logical contents and flows of studies, and it furthermore ensures the validity of them.

Based on the purpose of this study as exploring the KEC⁹ and its nature of the FC interaction and implementation, this chapter expounds the rationale of selecting an ethnographic approach grounded in a complexity theory as a theoretical framework (Section 3.1). It then addresses research setting (Section 3.2), data collection (Section 3.3) and data analysis (Section 3.4) and limitations and delimitations (Section 3.5). The chapter concludes with strategies to ensure trustworthiness (Section 3.6) and ethical considerations (Section 3.7).

⁹ KEC: Korean EFL Classroom

3.1 Research Approach

This qualitative study researches a case of the KFEC¹⁰, and follows disciplines of an ethnographic approach that seeks to understand how the KEC undergoes a series of changes through implementing the FC. In doing so, it closely examines the process of changing in the mode of the collective behaviors of the KFEC across time, and what constitutes as key forces causing those collective behaviors of the KFEC.

In this section, I expound on two research approaches employed for this study. One is an ethnographically-oriented approach as a methodical approach leading comprehensive understanding and experience of the field without setting any a priori. Another is a theoretical framework, which provides conceptual and theoretical foundations to describe, analyze, and interpret phenomena risen from a studied community.

3.1.1 Methodical Approach: Ethnographically-Oriented Approach

A fundamental methodical approach of this study is an ethnographically-oriented approach. In an attempt to attain a full picture of implementing the FC approach in the KEC, the ethnographic approach is selected due to its nature of honoring the ‘wholeness’ and ‘situatedness’ of research settings and its composing units (Atkinson, 2002, p.539). Accordingly, the ethnographic approach offers to be part of (e.g. ‘living’) the life of researching communities; therefore, from a moment stepping into the communities, the process of changing perspectives from the outsider (*etic*) to the insider (*emic*¹¹). The whole process is ethnography as Agar (1980) insists that ethnography is both a ‘*process*’ and

¹⁰ KFEC: Korean Flipped EFL Classroom

¹¹ Emic refers to culturally based perspectives, interpretations, and categories used by members of the group under study to conceptualize and encode knowledge and to guide their own behavior (Watson-Gegeo, 1988, p. 580)

'*outcome*' of research. This leads to an inductive approach of analyzing data, which begins to gather data without a priori, and then derives certain words, metaphors, behaviors or culture from gradually accumulated data. In this regard, Wolcott (1994) defines that ethnography aims to describe, analyze and interpret the phenomena and the meanings of the culture within a focal group.

Furthermore, Watson-Gegeo (1988) explicates a procedural guide of conducting ethnography in three stages by borrowing the terms from Hymes (1982): (1) Comprehensive Stage (2) Topic-Oriented Stage, and (3) Hypothesis-Oriented Stage (p. 584). The comprehensive stage aims to test all possible theories without any set criteria. Thus, a broad scope of observation on a focal research community is conducted along with the process of collecting massive data using multiple methods (e.g. participant observation, interviews, and surveys). After the first stage, it moves to the topic-oriented stage, and starts to focus on the topic. At this stage, a researcher narrows down his/her attention to more a specific phenomenon and draws research questions by reflecting a selected theoretical framework. At this point, the data collection is already completed as well as a brief data analysis. Then, finally in the hypothesis-oriented stage, it describes, analyzes and interprets what the researcher has observed with a chosen conceptual and theoretical framework. In other words, answering the proposed research questions is performed during this stage. Figure 3.1 displays a circuit of the three stages of ethnographic approach performed in this study.

In sum, an ethnographic study endeavors to describe a culture or behavior of a given setting in situ through a long-term experience. This aligns with the purpose of this study, which attempts to understand the breadth and depth of the FC implementation in a KEC setting. Thus, such features and process of conducting an ethnographic study (i.e. longitudinal, comprehensive, and in situ) is a best fit for this study.

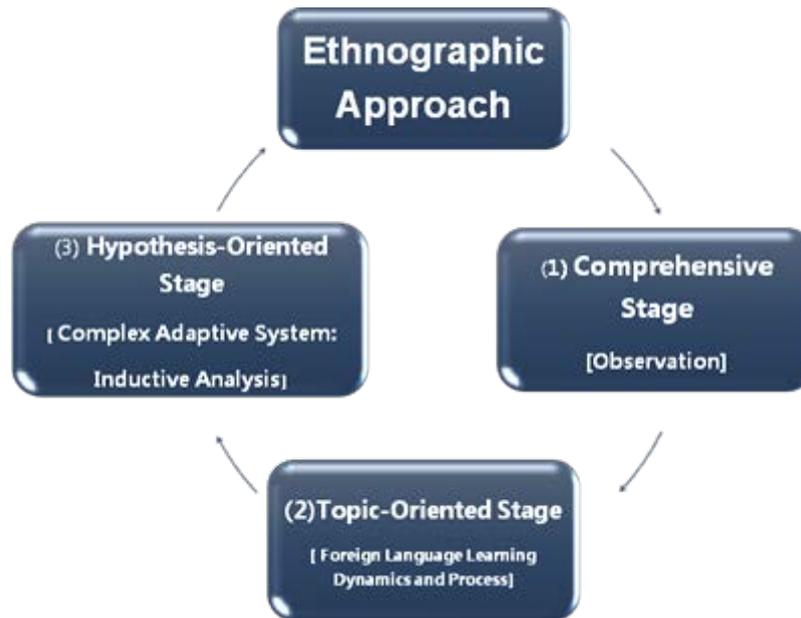


Figure 3.1 Three Methodical Stages of This Study:

Regarding the descriptions on the three stages of conducting an ethnographic study, having a proper theoretical framework is elucidated as a core segment of proceeding the ethnographic study. Nevertheless, there is a common misconception on the ethnographic approach that this approach neither does not nor cannot allow any conceptual or theoretical frameworks. Watson-Gegeo (1988) points out such misunderstanding, and stresses that this does not mean that an ethnographer steps into a researching site like a ‘blank slate.’ Rather, a theoretical framework can play a crucial role into guiding the ethnographer to observe the site and situation with deeper understanding on research focus.

In the same vein, despite the explanatory power of the ethnographic approach describing, analyzing, and interpreting a phenomenon holistically, a risk of interpreting the phenomenon arbitrarily or biasedly based on the variation of a researcher’s personal experiences, values, beliefs and research competence still exists (Watson-Gegeo, 1988). In that regard, setting a theoretical framework can ensure more focused and constructive descriptions of an observed phenomenon. Thereby, this study adopts complexity theory as a

theoretical framework to unfold the dynamism of a KEC on the process of FC implementation. The details of the framework are discussed in a following section (Section 3.1.2).

3.1.2 Theoretical Framework: A Complex Adaptive System Approach

While this present study is methodologically rooted in an ethnographic approach, conceptual understanding on the KFEC is based on complexity theory. At the initial stage of this study, intensive data were collected through classroom participation observation (i.e. 39 lessons), interviews (i.e. 56 interviews), and audio and video recordings of classroom lessons, the teacher, and focus group of students (i.e. 137 files) for a semester. During the timespan, the recursive process of following the circuit of the three stages of the ethnographic approach was continued. For instance, I first observed the FC classroom lessons as an insider of the classroom community, and paid attention to a certain word, person, behavior or situation to seek answers to initially posed research questions (i.e. the process of the FC implementation in the KEC, any notable changes in the KFEC at a particular moment or over time, and the driving force of leading such changes). In doing so, it was discovered that the process of the FC implementation in the KEC could be explained by the changes of collective variables as a recognizable whole over time, but not by the descriptions of changes in components of the KFEC as separate segments. Thereby, it was noted that the composing segments of the KFEC were all interconnected, and somehow organically interactive. Hence, the phenomena of the KFEC were demonstrated in its collective behavioral patterns, and they were hardly explained as the sum of changes in separate components (e.g. teacher, students and context) of the classroom, but rather emerged as a new mode of action. In a nutshell, the KFEC was like an organism as a complex system rather than a machine as processing input and output

linearly. During the process of discovering such features of the KFEC, various theories on ESL/EFL classroom were applied to seek the best way to interpret the observed phenomena. Eventually, complexity theory underpinning an ecological approach and honoring complex, adaptive and dynamic features of a classroom was selected as a theoretical framework of this study.

3.1.2.1 Complexity Thought Modeling: The Flipped EFL Classroom as a Complex Adaptive System

Larsen-Freeman and Cameron (2008) propose that complexity as a hallmark of language, language use, language development, and language classroom should be comprehended in ‘real-time processing and all its variability to change over time’ (p.112). Yet, they also suggest researchers to select focal aspects of complex systems and to design a research model to expound on the focal aspects. Such research design grounded on complexity theory is referred as ‘complexity thought modeling’, and it is a similar process of ‘thought experiment’ in which a positivist designs an experiment (Larsen-Freeman & Cameron, 2008, p. 70).

To shed new light on the classroom lesson through the lens of complexity theory, the first step of doing so is to define the single flipped EFL classroom lesson as a complex adaptive system nested in an upper complex adaptive system (i.e. the KFEC).

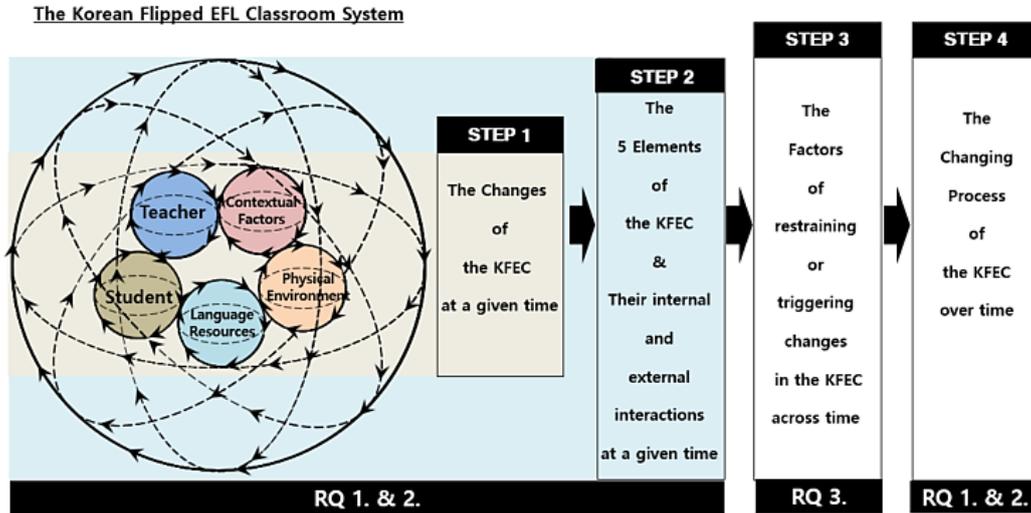
The next step is to provide explanations for how the complexity of the KFEC is delineated. This present study initially posed three research questions regarding: (1) the process of the FC implementation in the KEC, (2) any notable changes in the KFEC at a particular moment or over time, and (3) the driving force of leading such changes. From the

lens of complexity theory, the changing process of a complex adaptive system over time is defined as ‘dynamism’ (Burns & Knox, 2011; de Bot, 2008; de Bot, Lowie, & Verspoor, 2005, 2007; Larsen-Freeman, 1997,Larsen-Freeman & Cameron, 2008, Smithe & Thelen, 1993). Dynamism is defined as that “everything changes, all the time” (Larsen-Freeman & Cameron, 2008, p. 29), and the change at a given time and over time is inherent of dynamism. Moreover, complexity thought modeling focused on describing the dynamics of a complex adaptive system suggests to seek answers for two questions: (1) “how do the components change over time?” and (2) “how do the relations among components change over time?” (Larsen-Freeman & Cameron, 2008, p. 70). Likewise, the initial research questions of this study are reinterpreted to describe the dynamics of the KFEC as a complex adaptive system, and to seek for the components of the KFEC system, their changes over time, and the relations among the components within the KFEC system.

Accordingly, I propose the complexity thought modeling of this study as describing the dynamics of the KFEC system, and Figure 3.2 exhibits a visualization of complexity thought modeling of this study: the dynamics of the KFEC system. Furthermore, the dynamics of the KFEC is explored into four broken steps: (1) describing the change(s) of the KFEC at a given time (i.e. initial conditions, phase shift 1, 2, and 3) (2) identifying the focal five elements of the KFEC (i.e. students, teacher, language resources, contextual factors, and physical environment) and their internal and external interactions at a given time, (3) analyzing the factors of either restraining or triggering changes in the KFEC across time, (4) describing the changing process of the KFEC over time (i.e. the trajectory of the KFEC system). These four steps are summarized in Table 3.1 (p. 49) and visualized in Figure 3.2 (p. 48).

Following the four steps of the complexity thought modeling can lead to answer the research questions of this study. The first two research questions of this study search to uncover the process of the FC implementation in the KEC (i.e. research question 1) and the changes of the KFEC across time (i.e. research question 2). These can be explained based on the findings from Step 1 (i.e. the changes of the KFEC at a given time), Step 2 (i.e. the five elements of the KFEC and their internal and external interactions within the KFEC at a given time), and Step 4 (i.e. the changing process of the KFEC over time). The final research question asks to find the factors of either restraining or triggering changes of the KFEC, and this can be identified and described from the findings from Step 3 (i.e. analyzing the restraining and triggering factors). Describing the dynamics of the KFEC is designed to be accomplished by demonstrating the changes of the KFEC in two aspects: at a given time and over time. In other words, the behavioral patterns of the KFEC at a given time is aimed to deliver a static status of the KFEC system. Therefore, it can capture symbolic or representing macrobehaviors of the KFEC at a moment or a particular period. On the other hand, the changes in the behavioral pattern of the KFEC present a dynamic shift of collective behavioral patterns of the KFEC from one stage to another. This conceptual framework of this research also presented in Figure 3.3 (p. 48).

Describing the Dynamics of the Korean Flipped EFL Classroom System.



*RQ: Research Question

Figure 3.2 Visualization of Complexity Thought Modeling: The Dynamics of the KFEC

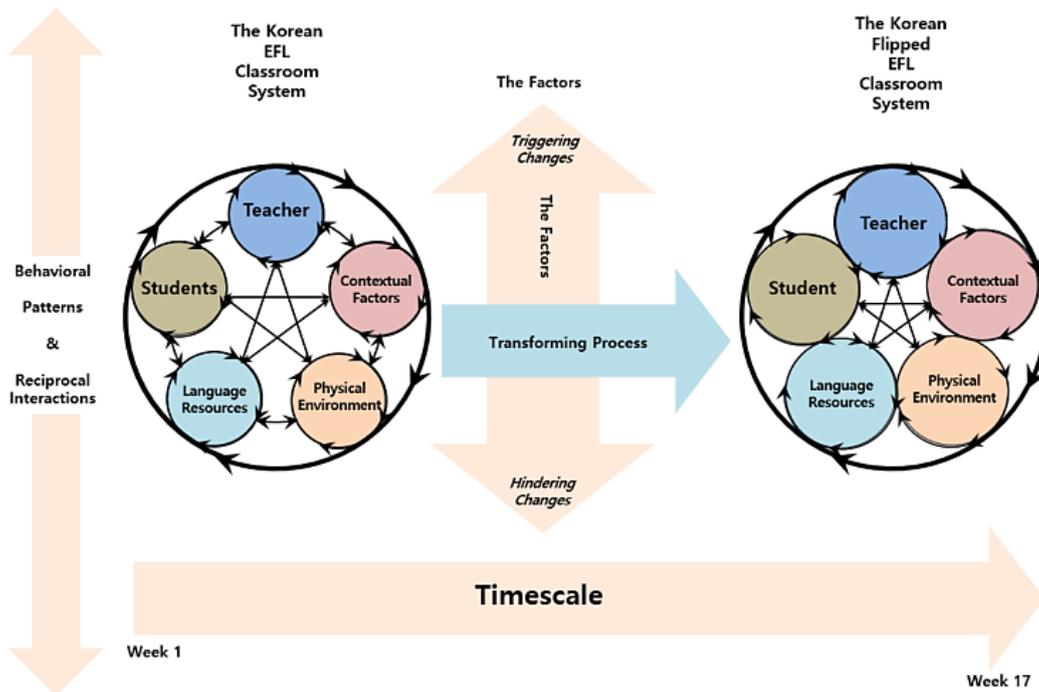


Figure 3.3 Two Aspects of the Dynamics of the KFEC System

Table 3.1
Describing the Dynamics of the Korean Flipped EFL Classroom as a Complex Adaptive System

Steps	Research in Action	Research Findings	Details and Descriptions	
Step 1	Describing the change(s) of the KFEC at a given time	Changes at a given time	The Phase Shifts of the KFEC	Changes of behavioral patterns of the KFEC at given time period (e.g. Phase Shift 1, Phase Shift 2,..etc)
Step 2	Identifying the Elements of the KFEC and their internal and external interactions within the KFEC at a given time	The Elements of the KFEC	Teacher	Teaching experience, Teaching practices, Beliefs in L2 learning and teaching, L2 learning experience, L2 proficiency, and personal lives
			Students	L2 learning abilities and strategies, L2 proficiency, L2 learning motivation, perceptions in L2 learning and teaching, and personal lives
			Language Resources	L1 use, L2 Use, linguistic knowledge, teaching and learning materials.
			Contextual Factors	Relationship, Participation patterns or organization, social economical status, culture, and atmosphere
		The subelements of the five Elements	Composing subelements of each element at each stage	Subelements of Language resources at initial conditions: Textbook, Native English speakers' Dialogues from audio files, Teacher-made PPTs, Teacher-made Worksheets, Teacher's discourse, Students' discourse Students' Notes
Step 3	Analyzing the triggers of the KFEC' changes across time	Factors of Transformation	Restraining Factor	Particular variables stabilizing the system (i.e. hindering transformation of the system)
			Triggering Factor	Particular variables promoting transformation of the system
Step 4	Describing the changing process of KFEC over time	Changing process across time	The Trajectory of the KFEC Transformations	Transformation direction and scope from a period to a next. (e.g from Phase Shift 1 to 3)

Identifying focal elements of the KFEC is one of the most crucial tasks of designing the complexity thought modeling. The focal elements should be able to represent the KFEC system without minimizing the complex and dynamic nature of the classroom. In contrast, however, it is also important to consider doability in terms of collecting and analyzing the selected data on the focal elements of the KFEC within the scope of reality. With the reflections of both aspects, this study proposes the five essential elements forming the KFEC as the teacher, students, language resources, contextual factors, and physical environment. These are simplified categories elected to clearly illustrate the KFEC and its dynamics. Each element, however, is not exclusively homogeneous. For example, a student as an individual and students as a collective group are contextually different in terms of their roles and effects on how they interact and interconnect with the KFEC. Each student has a unique personality, relationship with the teacher, connection with peers, learning demands, learning motivation, L2 learning experience, L2 learning beliefs and strategies, and so forth. Thus, although this study establishes the five elements of the KFEC, the heterogeneity of each element is another important innate characteristic of the elements, and what defines each element (i.e. teaching experience) as another complex adaptive system (i.e. teacher) within the macro system (i.e. the KFEC). Therefore, it is crucial to acknowledge the transformability of the KFEC from one moment to another moment, and, in doing so, take into account the importance of the setting and how the KFEC behaves as a whole from an ecological perspective. Hereby, taking into account the importance of observing precise timeframes of the KFEC, and interpreting how the KFEC behaves as a whole in an ecological manner. The five focal elements of the KFEC system and their heterogeneity of each element delimited in this study are visualized in Figure 3.4.

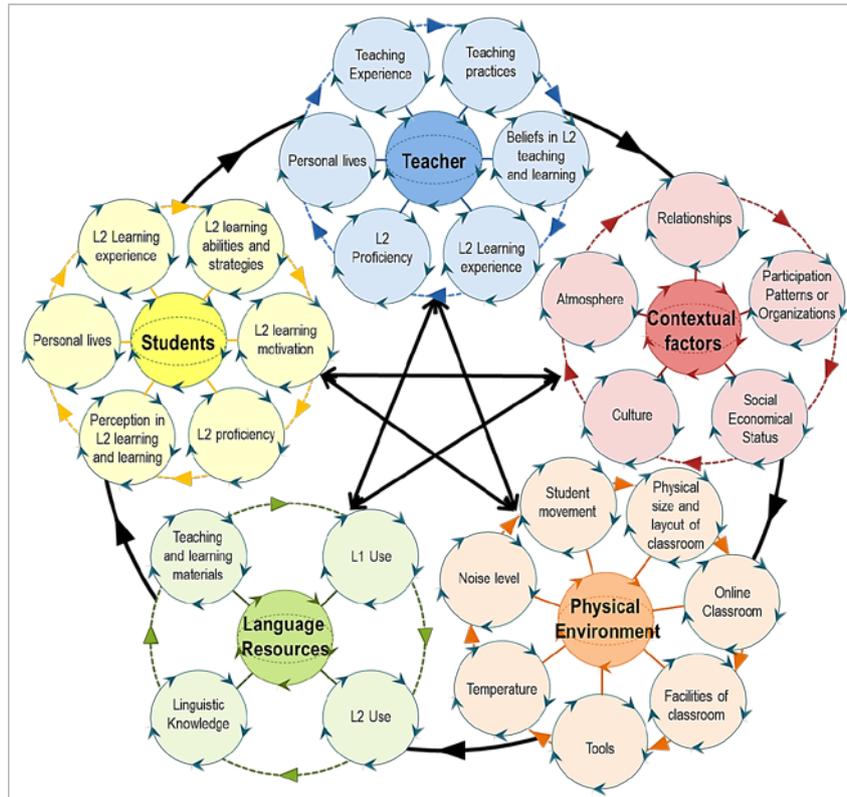


Figure 3.4 Visual Model of the KFEC

3.2 Research Setting

This section provides details of the natural setting in which the study was conducted.

The site (Section 3.2.1), two main participants, the teacher and students of the study (Section 3.2.2), and the role of the researcher (Section 3.2.3) are presented respectively.

3.2.1 Site

The School

The research site of this study was a middle school located in Ansan, Gyeonggi province, South Korea. I chose this school because the school was one of numerous schools selected by a KBS documentary team for filming. Among the many schools selected for the filming with multiple criteria (i.e. locations, school types, grade levels, subjects, teachers (e.g.

age, teaching experience, personality, beliefs, etc.), students' academic performance, socio economic status and so forth). A pool of schools was created by the teachers who participated in one of the three FC Teacher Camp held by FCN¹² during July and August of 2014.

The primary reason that I chose this school in Ansan among the many was because of the teacher circle, a voluntarily formed network inside of the school for the teachers themselves to learn and share practical tips of conducting the FC. The teachers circle, as a team, participated in the camp, and this was a unique case. In many cases, there were one or two teachers from a school, and in some cases, only one teacher from a whole city participated in the camp. Considering the fact that the FC was not popular or well known in Korean schools in 2014, the teacher circle's participation in the camp was notable and significant. Graders and the teachers teaching diverse subjects were in the circle, and they planned to implement the FC collectively at the same time. For instance, there were initially nine teachers in that circle: three science and two English as a Foreign Language teachers, and one teacher each for math, social studies, home economics and art. This implied that the school could offer multifarious possibilities of observing and experiencing diverse behavioral patterns emerged from multiple classrooms in variations of graders, subjects, teachers and students under the same macro-social and physical environment (i.e. same location and same school). Furthermore, the principal of the school appreciated the teacher circle's new attempt to implement the FC model, and both administratively and financially supported the teachers' activities. For these reasons, I considered this school would be the best research site to conduct my own research, and furthermore, the best place to learn how the FC works in various subjects in a secondary school.

According to a school information report ¹³of 2014 (Lee, 2014, May), this researched school consisted of 40 classes and 1,508 students: 446 students in 12 classes of grade 7, 551

¹³ This school information is found in the website of school information (*학교알리미* in Korean). This offers a wide range of

students in 15 classes of grade 8, and 511 students of 13 classes of grade 9. The average number of students per class was 37.2, 36.7, and 39.3 respectively from grade 7 to 9. With 66 teachers, the ratio of students per teacher was 23 in this school. This was much higher than the average of Gyeonggi province at 20.1 and a national average of 18.1. This disclosed the fact that the teachers of this school should take care of 3 to 5 more students than teachers in other schools. Likewise, this enables one to infer the practical challenges that the teachers in this school face everyday within their comparatively higher level of a teacher-student ratio setting.

Another circumstantial clue to infer the inadequate learning environment of this school is the facility affordance. The school facility was mainly occupied for classroom use, and only three classrooms were available for physical education (i.e. gym), music and art subjects. The school could not afford a cafeteria, so lunch was delivered into classrooms, and the students and teachers have lunch in the same space where they teach and learn. Thus, it is no wonder that an English-language-only classroom was unavailable in that school. This was below the average number of the English-language-only-classroom per school in Gyeonggi province and the national average, which were 1.04 and 1.07 respectively. This again unveiled its substandard circumstantial condition compared to other schools in the same area and across the nation. Even worse there was no English-speaking native teacher available in this school. Briefly, all these aforementioned numbers (i.e. classes, students, ratio of students per teacher, and facility affordance) exposed an inferior English language learning environment for both teachers and students in this school.

The English Class

information (e.g. budget, school facilities, students academic achievements and etc.) on all Korean K-12 schools. (<http://www.schoolinfo.go.kr/Main.do#>). The information of the research participant school is found this website.

The teachers asserted that this substandard learning environment was one of the factors lowering the quality of their classroom teaching and learning. For instance, despite the fact that an EFL class encompasses various types of classroom activities, a large portion of the classroom activities included in the grade 7 curriculum is rooted in developing communicative competence (Ministry of Education, 2011). That is, communicative language teaching-oriented activities should be designed and performed in a workable format fit for 38 students in one classroom where no specialized language teaching facilities and equipment are placed. Even if a teacher overcomes the difficulty of the physical environment, it still requests the teacher to add more labor and time to manage a bigger size of the class. Similarly, the teachers also mentioned that this naturally led them to think more about the ways of administratively managing the students in class than offering adequate pedagogies that enhance the students' learning. Consequently, giving lectures became the most effective and efficient way of managing students and fulfilling their responsibilities. Furthermore, a teacher states that it was the best way to make the 38 students in one classroom quiet and manageable. Such reactions of the teachers attempt to overcome difficulties they faced in the classroom also affected the students' participation and learning. The students had their choices of either dozing off or doing other things without being caught by their teacher. Thus, the teachers formed the teacher circle to think and act differently, to change their reality by implementing the FC, and hoped to regain the teachers' and the students' passion and joy for learning.

Particularly for this study, only four grade 7 classes among the twelve were selected because the participant teacher of the study taught only four classes and the other two English teachers in the school taught four classes each. However, they did not flip their classes, so their classes were not observed. The average number of students per class in the participating classes was 38. Compared to the average class size of 20 to 25 in Seoul, the class size was larger. The school did not operate level-based classes based on the students' English

proficiency, so students in varied levels studied English together in the same classroom. English language proficiency was not measured, so there was no standard criterion to compare with other schools in the same area or with the national average. However, the teacher who participated in the study suggested a lower proficiency level of the students based on their previous academic performance on provincial tests on English listening proficiency.

Each class had an English language class twice per week instead of three times due to a Free-Semester Program¹⁴, which was newly implemented to all grade 7 classes from the fall semester of 2014. The main textbook adopted in the classroom was *Middle School English 1* published in 2013 by under the revised National Curriculum (2011). The teacher mainly created the classroom materials before flipping her class, and they were mostly teacher-made Power Point Presentation slides, teacher-made animated games, and worksheets from the teacher's guidance book or teacher made worksheets. All of the classroom materials provided in class, both pre-flipped period and after the FC, are all accumulated and presented in APPENDIX B.

3.2.2 Participants

One female English teacher and her four 7th grade classes were the participants of the study. The teacher was in her early thirties and had five years of teaching experience at the time of the study. The participating school was her second one, and she had multiple roles in school: English language subject teacher, homeroom teacher, and English reading club teacher. Totaling 24 hours per week, her teachings hours were the longest in the school.

¹⁴ "For one semester, or around half of the academic year, students study normal lessons in the morning, but every afternoon take part in what's called a selective curriculum. Students can nominate their own course of study, approved by their school principal, or take part in various options offered by the school, which might include work-based learning, arts or sporting activities or a leadership development program. During the free semester, no assessment takes place, to encourage teachers to make sure the 'free' time is protected and doesn't become used for additional academic study." (FREE SEMESTER PROGRAM - SOUTH KOREA. (n.d.))

Various social factors embedded in the Korean teaching system—for instance, her position as a temporary teacher and the youngest English teacher—had a direct effect on the additional number of hours and duties she had.

The four classes of 7th graders had 153 students, and they were co-ed with an even ratio of gender. The classes were observed at least once a week. For each class, there were an average of 38 students, so it was challenging to capture everything in the classroom only by classroom participant observation. Hence, for each class, there were two focused groups and eight students from two were selected by the teacher's recommendations based on the variation of English proficiency and classroom participant attitude. Even though the four different classes were observed separately, all classes were treated as a whole unit of the KEC without distinguishing the classes themselves with the aims of understanding how the KFEC as one whole system changes when it was taught by the same teacher with same materials in the same process. Therefore, all classes taught by the participating teacher were assumed as one big class, and defined as the KFEC.

3.2.3 The Role of the Researcher

I was an invited volunteer researcher of the FCN (미래교실네트워크, 2017), and a designated researcher to provide academic supports in collaborating the documentary filming with the KBS documentary team on their second documentary series of the FC (Jung, 2015). I participated in meetings held in both teacher communities to understand how the participant teacher of this study perceives, learns, and practices the FC, and how the two teacher communities influence in shaping her perceptions, knowledge and practices of the FC in her classroom.

I was also physically present for a total of 39 classes during the 17 weeks. Even if classrooms observed in a same week were not always identical, I planned to attend one of the four classrooms in order to follow the teacher's lesson sequence to be able to observe all lessons planned and delivered in practical classrooms. As a result, I could have a full picture of classroom lessons and their sequence, and could share the same experience with the teacher and students by participating in all lessons for the entire semester. In short, this demonstrates the fact that I participated in all classroom lessons for a semester, and such full participation enriches my understanding on the life of the KFEC and provide an 'emic' perspective on the culture of the KFEC. Thus, 17 weeks of the study period do not appear to be long enough to categorize this study as a longitudinal study, yet it still exhibits fulfilling qualifications of a longitudinal and ethnographic study in the aspect of the density of the time and the full participation of the researcher who literally became a member of the focal research community. Concisely put, I did not merely participate in the classroom, but I also lived together in the classroom with the teacher and the students.

3.3 Data Collection

The data of the study was collected in three categories: observation, interview, and documents and artifacts. First, observations (Section 3.3.1) were the key data gathered for the study, and it includes classroom participant observation (i.e. 39 classroom lessons, voice and video recordings of the classroom (i.e. 137 files), and online participant observation on NAVER BAND (i.e. in an instant and simultaneous manner). Second, I conducted interviews (Section 3.3.2) with the teacher (i.e. 12 occasions) and the students (i.e. 44 occasions) throughout the period of the study, and all of them were recorded. Third, all classroom materials, documents, and artifacts were gathered either as they were or as a photo, then listed

in series of photos or screen captures. They are all presented in chronological order in APPENDIX B.

3.3.1 Classroom Observation

There were three ways of gathering data in the classroom: classroom participant observation, voice and video recordings of the classroom, and online participant observation on NAVER BAND.

First, I participated in classroom observations of four different KFECs for 17 weeks from August to December of 2014. For the first two weeks, typical classroom teaching was performed, and the remaining 15 weeks were managed according to the FC approach. There were two English classes per week, and at least one class per week was observed. While observing classes, I premade a seating chart for each class in advance, and recorded noticeable words, behaviors, and interactions on the notes. Field notes were taken whenever classes were observed (Figure 3.5). A sample of the field notes taken during the classroom participant observation are presented in APPENDIX C.

Second, voice and video recordings of the classroom were performed in two different approaches. One is video recording: (1) an entire classroom and (2) focus groups in the classroom (Figure 3.6). The other is voice recordings of individuals. The teacher was always voice recorded during the entire period of the study, and eight students (i.e. four students per group and a total of two groups) per each class were voice recorded regularly by means of rotation. For example, if the four students of focus group A were voice recorded in week X, the other four students in focus group B were voice recorded in the following week of X. There were 37 videos recorded as an entire classroom, 39 videos for focus groups, and 61 voice recordings for groups selected for this study.

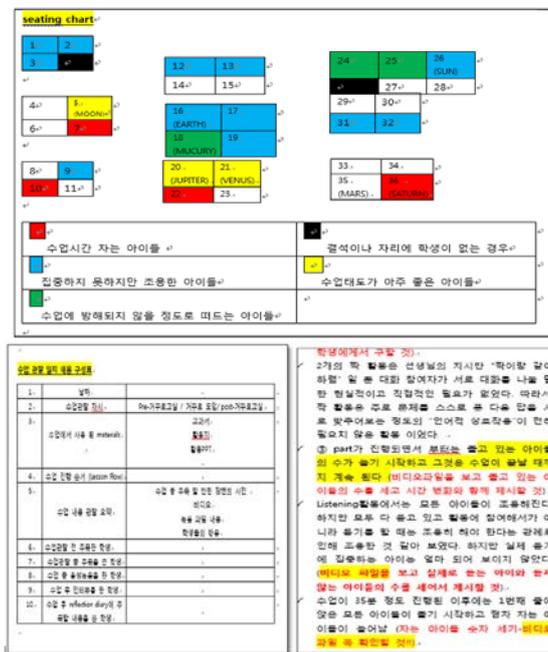


Figure 3.5 Samples of the Field Notes



Figure 3.6 Video Recording Methods

Third, there was also an online classroom held on NAVER BAND for the purpose of distributing lecture videos (i.e. 디딤영상), and interaction with class members. Despite the fact that this is an asynchronous classroom, this played a pivotal role in changing participant communication patterns. Therefore, the activities on BAND were also gathered through online participant observation. I was also enrolled as a member of four class BANDs, and the

postings and comments were screen captured as data. The summary of the classroom observation along with the voice and video recorded data are presented in Table3.2.

Table 3.2
The Summary of Classroom Observation

# of Observation	FC WK #	DATE	CLASSROOM OBSERVATION			
			Classroom Participant Observation	VIDEO		VOICE (# OF GROUPS)
				WHO LE	GROUP (#)	
1	PRE-FC	2014-08-28	O	O	X	X
2	PRE-FC	2014-08-29	O	O	O	O (3)
3	PRE-FC	2014-09-01	O	O	X	O (2)
4	PRE-FC	2014-09-02	O	O	X	O (2)
5	PRE-FC	2014-09-04	O	O	X	O (1)
6	PRE-FC	2014-09-05	O	O	X	X
7	FC1	2014-09-11	O	O	X	O (1)
8	FC1	2014-09-15	O	O	X	X
9	FC1	2014-09-17	O	O	O (1)	X
10	FC1	2014-09-18	O	O	O (1)	O (2)
11	FC2	2014-09-18	O	O	O (1)	O (2)
12	FC2	2014-09-22	O	O	X	O (2)
13	FC2	2014-09-23	O	O	O (1)	O (2)
14	FC2	2014-09-24	O	O	O (2)	O (2)
15	FC2	2014-09-24	O	O	X	O (2)
16	FC3	2014-10-06	O	O	O (2)	X
17	FC5	2014-10-10	O	X	O (1)	O (1)
18	FC7	2014-10-27	O	O	O (3)	O (3)
19	FC8	2014-10-28	O	O	O (1)	O (1)
20	FC8	2014-11-03	O	O	O (2)	O (2)
21	FC8	2014-11-04	O	O	X	X
22	FC9	2014-11-07	O	O	O (2)	O (2)
23	FC9	2014-11-11	O	O	O (2)	O (2)
24	FC10	2014-11-14	O	O	O (2)	O (2)
25	FC10	2014-11-20	O	O	O (2)	O (2)
26	FC11	2014-11-20	O	O	O (2)	O (2)
27	FC11	2014-11-21	O	O	O (1)	O (2)
28	FC11	2014-11-26	O	O	X	O (2)
29	FC12	2014-11-28	O	O	O (1)	O (2)
30	FC12	2014-12-01	O	O	O (1)	O (2)
31	FC12	2014-12-04	O	O	O (2)	O (2)
32	FC12	2014-12-04	O	O	O (2)	O (2)
33	FC12	2014-12-05	O	O	O (1)	O (2)
34	FC13	2014-12-01	O	O	O (1)	O (2)
35	FC13	2014-12-09	O	O	O (1)	O (1)
36	FC14	2014-12-12	O	O	O (1)	O (2)
37	FC14	2014-12-17	O	O	X	X
38	FC14	2014-12-18	O	X	X	O (2)
39	FC15	2014-12-19	O	O	O (2)	O (2)
TOTAL			39	37	39	61

3.3.2 Interviews

To examine how the participant teacher's instructional practices were experienced and perceived, I chose focal students. Based on the teacher's recommendation, eight students in each class were chosen in terms of their English proficiency levels and class participation attitude. In other words, the teacher recommended those eight students solely based on her past experience with them, and the criteria selecting them were driven by her perception despite her attempts to set an evenly distributed sample groups of the students across the proficiency levels and participation rate. Finally, I obtained 24 students from four different classes as a pool of sample students, and the underlying variations in that pool were assumed to represent the variations of the participating students in the study. The selected students were both one-on-one and a group interviewed at the beginning, middle and the end of the semester. The interview was about their learning experience, their expectations of the English class and teachers, and their perceptions of the teachers' instructional practices in these classes. In addition, the English teacher was interviewed on 44 occasions throughout the semester, and it occurred more frequently than the students (i.e. 12 occasions). The summary of interviews performed is outlined in Table 3.3. The other forms of raw materials could be presented in the main body of the dissertation. Instead, one sample of the entire transcribed interview the participant teacher is presented in APPENDIX D. Another sample is presented in APPENDIX E with aims to illustrate how these multimedia data, such as interview audio and video files and focus group video footages, were transformed into written forms and how I kept the gathered data recorded in terms of file naming, note format and summary of note-taking. Lastly, a table of summarizing all interviews with the participant teacher is presented in APPENDIX F as one sample of the materials to exhibit the multiple steps of data collection and analysis performed for this present study.

Table 3.3
The Summary of Interviews

# of Interview	FC WK #	DATE	INTERVIEW	
			STUDENTS (#)	TEACHER
1	PRE-FC	2014-08-28	O (2)	O
2	PRE-FC	2014-08-29	O (4)	X
3	PRE-FC	2014-09-01	O (6)	X
4	PRE-FC	2014-09-02	O (4)	X
5	PRE-FC	2014-09-04	O (6)	X
6	FC1	2014-09-11	X	O
7	FC1	2014-09-17	O (2)	O
8	FC1	2014-09-18	X	O
9	FC2	2014-09-22	X	O
10	FC2	2014-09-24	X	X
11	FC2	2014-09-24	O (2)	X
12	FC3	2014-10-06	X	O
13	FC8	2014-10-28	O (2)	O
14	FC8	2014-11-03	X	X
15	FC8	2014-11-04	O (1)	X
16	FC9	2014-11-11	X	O
17	FC10	2014-11-20	O (1)	X
18	FC11	2014-11-26	X	O
19	FC12	2014-12-04	O (4)	X
20	FC12	2014-12-05	X	O
21	FC13	2014-12-09	O (6)	X
22	FC14	2014-12-12	X	O
23	FC15	2014-12-19	O (4)	O
TOTAL			44	12

3.3.3 Other Documents and Artifacts

To introduce what actually happens in the KFEC as both process and product of classroom participation, the following data were collected: classroom materials (textbook, worksheets, teacher- or students-made PPTs, drawings, lecture videos, and any artifacts produced from the classroom activities) and extracurricular materials related to the English subject (all materials brought into the KFEC: from other subjects, after school activities, YouTube, Naver, and so forth). Aside from the middle school textbooks and teachers' guidebooks, all materials used in class before and after the FC were collected in order to understand the teachers' instructional practices. In addition, the worksheets and artifacts produced from the classroom activities were collected to provide rich and thick descriptions

of the classroom contents, language resources, contextual factors, and situations. All of the aforementioned materials are presented in APPENDIX B.

Lastly, as a summary of data gathered from the research site, Table 3.4 is presented.

Table 3.4
Data Collection from the Research Site

# of Observation	FC WK #	DATE	CLASSROOM OBSERVATION				INTERVIEW	
			Classroom Participant Observation	VIDEO		VOICE (# OF GROUPS)	STUDENTS (#)	TEACHER
				WHO LE	GROUP (#)			
1	PRE-FC	2014-08-28	O	O	X	X	O (2)	O
2	PRE-FC	2014-08-29	O	O	O	O (3)	O (4)	X
3	PRE-FC	2014-09-01	O	O	X	O (2)	O (6)	X
4	PRE-FC	2014-09-02	O	O	X	O (2)	O (4)	X
5	PRE-FC	2014-09-04	O	O	X	O (1)	O (6)	X
6	PRE-FC	2014-09-05	O	O	X	X	X	X
7	FC1	2014-09-11	O	O	X	O (1)	X	O
8	FC1	2014-09-15	O	O	X	X	X	X
9	FC1	2014-09-17	O	O	O (1)	X	O (2)	O
10	FC1	2014-09-18	O	O	O (1)	O (2)	X	O
11	FC2	2014-09-18	O	O	O (1)	O (2)	X	X
12	FC2	2014-09-22	O	O	X	O (2)	X	O
13	FC2	2014-09-23	O	O	O (1)	O (2)	X	X
14	FC2	2014-09-24	O	O	O (2)	O (2)	X	X
15	FC2	2014-09-24	O	O	X	O (2)	O (2)	X
16	FC3	2014-10-06	O	O	O (2)	X	X	O
17	FC5	2014-10-10	X	X	O (1)	O (1)	X	X
18	FC7	2014-10-27	O	O	O (3)	O (3)	X	X
19	FC8	2014-10-28	O	O	O (1)	O (1)	O (2)	O
20	FC8	2014-11-03	O	O	O (2)	O (2)	X	X
21	FC8	2014-11-04	O	O	X	X	O (1)	X
22	FC9	2014-11-07	O	O	O (2)	O (2)	X	X
23	FC9	2014-11-11	O	O	O (2)	O (2)	X	O
24	FC10	2014-11-14	O	O	O (2)	O (2)	X	X
25	FC10	2014-11-20	O	O	O (2)	O (2)	O (1)	X
26	FC11	2014-11-20	O	O	O (2)	O (2)	X	X
27	FC11	2014-11-21	O	O	O (1)	O (2)	X	X
28	FC11	2014-11-26	O	O	X	O (2)	X	O
29	FC12	2014-11-28	O	O	O (1)	O (2)	X	X
30	FC12	2014-12-01	O	O	O (1)	O (2)	X	X
31	FC12	2014-12-04	O	O	O (2)	O (2)	O (4)	X
32	FC12	2014-12-04	O	O	O (2)	O (2)	X	X
33	FC12	2014-12-05	O	O	O (1)	O (2)	X	O
34	FC13	2014-12-01	O	O	O (1)	O (2)	X	X
35	FC13	2014-12-09	O	O	O (1)	O (1)	O (6)	X
36	FC14	2014-12-12	O	O	O (1)	O (2)	X	O
37	FC14	2014-12-17	O	O	X	X	X	X
38	FC14	2014-12-18	O	X	X	O (2)	X	X
39	FC15	2014-12-19	O	O	O (2)	O (2)	O (4)	O
TOTAL			39	37	39	61	44	12

3.4 Data Analysis

Overall, the collected data were inductively analyzed by the constant comparative method (Glaser & Strauss, 1967). Thus, based on the collected data, I went through several recursive processes of data analysis. They are first, categorizing the data into time (i.e. date of classroom lesson, interview, and focus group activities), participants (i.e. the teacher and students by IDs), situations, contexts, interactions, themes, and behaviors. At this stage, coding was performed in a broad scope without set criteria. Second, another coding was conducted according to the concepts that underpinned the theoretical framework of complex adaptive system, and finally, theming unique behavioral patterns discovered by constantly comparing the contents of the collected data. In doing so, this analysis creates a spiral process of inductive analysis until reaching the final stage of attaining full understanding of the KFEC and its changing process. The data analysis spiral is summarized in Figure 3.7 which is followed by the procedures suggested and visualized in Creswell (1998).

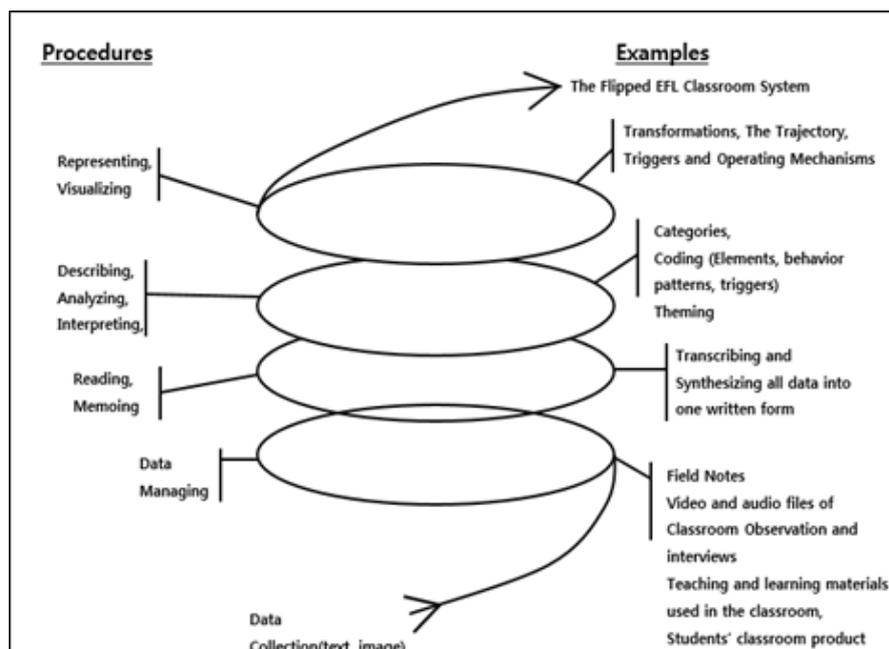


Figure 3.7 The Data Analysis Spiral of This Study

First, all of the voice- and video- recordings were primarily transcribed into written form. Second, all of data were gathered using MS Office Word and is ordered by date first, and gathered in one form followed by chronological order, and then by person. After unifying various types of data in one written form, the documents were uploaded on the NVivo software program ¹⁵(i.e. NVivo 10 version) (2012), and formed as one project. The initial coding was completed in four steps. First, the documents were uploaded, and primary coding was performed on an elaborated running record by using NVivo. The third step was sub-coding and analyzing reports produced by NVivo. The fourth step was a group summary of the primary codes across all observation and finally all data were compared and ranked for each primary code. The primary code contained three main themes with ten subdivided themes. The codes were (1) Elements (teacher, students, language resources, contextual factors, and physical environment), (2) Behavioral Patterns (changes at a moment or over time) (3) Factors (restraining factors and triggering factors).

In addition, the interviews with the teacher were transcribed verbatim and analyzed using constant comparative method. The emerging theme found in the analysis indicated the conceptions that the students have in relation to a dynamic process and change shown during English language learning.

3.5 Limitations and Delimitations

3.5.1 Limitations

The quantity and scope of research data gathering is limited. With the primary purpose of this study on capturing the dynamics and complex nature of the Flipped EFL

¹⁵ NVivo is a software program developed to assist mainly qualitative research, but also both qualitative and mixed-method research. The further information on NVivo can searched from <http://www.qsrinternational.com/nvivo/what-is-nvivo>

classroom at a middle school in Korea, it was inevitable to limit the quantity and scope of data included in the study. For instance, a single classroom is composed with multiple components, and each of those components contain diverse constructs within itself by nature. Even if 38 students are defined under one category as a group of ‘students’, the truth is each student is different from his/her look, personality, past experience, and so forth. Even though such diversity is fully acknowledged, conducting a research incorporating all diversity and complexity existing in reality is not feasible. Therefore, this study limits the number of elements compounding the focal classroom as five (i.e. teacher, students, language resources, contextual factors, and physical environment) to deliver rich and thick descriptions of the KFEC dynamics within a realistic boundary. Moreover, the scope of data also needs to be limited. While implementing FC in the KEC, the amount of interaction exponentially increased along with the expansion of the classroom in an asynchronous space. Although I participated in the asynchronous classroom, and tried to gather as much data as possible, it was technically challenging to include all of them. In this regard, I displayed only significant data to explain noticeable changes in the KFEC from the asynchronous space.

3.5.2 Delimitations

First and foremost, this study does not aim to make any generalizations on the effects of implementing FC in Korean secondary EFL classrooms. Instead, it devotes itself to exhibit rich and thick descriptions of the entire process of FC implementation in an EFL classroom ‘*holistically*’ and ‘*as it is.*’ In line with that, the selected students in this study for video- and audio-recordings during classes and interviews could not evenly represent the population of participating students in the study. Consequently, they were not randomly selected but purposefully by the teacher and researcher to attain rich information on a given situation with

the expectations of gathering “useful manifestations of the phenomenon of interest.” (Patton, 2002, p. 40). Since this qualitative study follows an ethnographic approach, it does not aim to generalize findings from the data, but rather seeks to understand words, behaviors, and cultures embedded deeply in a focal classroom. Hence, the changes of the KFEC is delimited as a complex adaptive system, at given times and across time.

Moreover, the dynamics of the KFEC system are described, analyzed, and interpreted only in three aspects: (1) the changes of the KFEC at a given time and over time (2) the composing elements of the KFEC and their internal and external interactions at a given time, and (3) the factors of sustaining or triggers changes in the KFEC.

3.6 Trustworthiness

In qualitative research, trustworthiness is related to enhancing credibility, transferability, dependability, and confirmability (Creswell, 2013; Lincoln & Guba, 1985; Patton, 2002). To assure trustworthiness of this study, I utilized several strategies. First, prolonged engagement and persistent classroom observation were performed over a half-year period (i.e. a semester and winter vacation). This prolonged period of participation observation both in the synchronous and asynchronous classrooms enabled me to gather a broader and deeper collection of data based on the sufficient time spent with participants on site (i.e. classroom lessons). Second, triangulation is another good strategy ensuring the trustworthiness of the study. Triangulation was performed by collecting multiple sources. For instance, I gathered data derived from classroom participant observation, field notes, classroom materials used by the teacher and the students, and voice and video recordings of not only for the entire class, but also of the teacher, students, and at least one group of four from the classroom. The off-site data such as SNS-based chat conversations, postings,

comments on BAND, interviews with the students and teacher were also taken. Third, I provided detailed and enriched descriptions to ensure that vivid dynamism can be conveyed to the audience of this dissertation. That was an attempt to be incorporated with the concept of '*thick description*' (Geertz, 1994). Thus, ample data introduced in this dissertation can be explored as it is, and to be applicable in one's own context. In doing so, the findings from this study hopefully can be transferred into any relevant setting. Finally, a member check was performed. All coding, excerpts, figures along with my descriptions, analysis, and interpretation were shared and verified with the participants of the study. If the participant returned some comments on parts that showed discrepancy in representation, then those parts were modified by incorporating the participants' feedback.

3.7 Ethical Considerations

I followed and completed all official procedures suggested by Institutional Review Board of Seoul National University (SNUIRB) to ensure ethical considerations with regard to conduct this study. First of all, I participated in and completed online courses on research ethics (i.e. social and behavioral research ethics) offered by the Collaborative Institutional Training Initiative (CITI). Second, before conducting this study, the research proposal was officially reviewed and approved by SNUIRB. The completion report of this study was also submitted and approved by SNUIRB. Third, all participants of this study including the parents of the student participants were told about the study in detail by both written documents and verbal presentations at the school site. Moreover, SNUIRB approved consent forms were distributed to the teacher, students and the parents of the students, and collected only from the participants that agreed to participate in the study. Even though the participants agreed to join the research and allowed the collecting of data when submitting the signed

consent forms, they were also informed that they could withdraw their consent at any phase of the study. Furthermore, my contact information was shared with all participants, so they could contact me with any concerns or questions regarding the study. Fourth, to protect the privacy and identity of all the participants, all recordings were saved under number IDs instead of names, and when the data is presented in the findings, the names and faces are either erased on visual figures or changed to pseudonyms.

CHAPTER 4

INITIAL CONDITIONS: PRE-FLIPPED CLASSROOM

4.1 Organization of Findings: Chapter 4 to 7

This chapter and the following three chapters (i.e. Chapter 4 to 7) offer potential answers to the research questions derived from inductive data analysis through a lens of complexity theory. The research questions trace the phenomena and the undergone changes in phases that emerged in the KEC (Chapter 4-7) as results of implementing the FC. In doing so, answers are proposed based on two different aspects: timescale (i.e. across time) and level (i.e. multiple elements composing the KFEC and their interactions).

First, the aspect of time refers to the timeframe of the study, which spans an entire semester (i.e. 17 weeks) from beginning (two weeks of pre-Flipped Classroom) to end (i.e. 15 weeks of the FC implementation). An additional consideration of timescale is racing various changes at a given point in time and their respective connections to the developing process of the KFEC.

Second is the aspect of level; namely, multiple elements composing this study of the EFL classroom and their reciprocally exchanging influences among them and within themselves. For instance, the typology on the major elements of the KFEC are conducted from data analysis, and then five of them are consequently delimited as the focal elements of the KFEC for this study. The five elements are *a teacher*, *students*, *language resources*, *contextual factors*, and *physical environment*. Although they are sub-elements of the KFEC, and therefore the sub-systems of the KFEC system, they are also independent elements. In the

same vein, they are also complex systems on their own, and contain heterogeneity within themselves. For example, although the students are one of the five elements composing the KFEC, individuals composing ‘the students’ are multiple. Needless to say, the individuals of the KFEC are independent human beings with distinct personalities, experiences, and perception. That is, by its nature, a complex adaptive system (i.e. *the KFEC*) is constructed in multiple levels with several sub-complex adaptive systems (i.e. *a teacher, students, language resources, contextual factors, and physical environment*) as ‘systems within systems within systems’ (Larsen-Freeman & Cameron, 2008). With regard to that, this study attempts to uncover these layered levels of the KFEC and their reciprocal causality across levels as one significant aspect of understanding the phenomena and emerged changes in the KFEC.

Accordingly, the breakdown of these levels and their findings are portrayed respectively. First, the changes across time are introduced in four chapters in phases, from Chapter 4 to 7, respectively: Chapter 4. Initial Conditions: *Pre-Flipped Classroom*; Chapter 5. Phase Shift One: *Flipped Classroom 101, Eliminating Classroom Lectures*; Chapter 6. Phase Shift Two: *One-Size-Fits-All? No, ALL-SIZES-FIT-ONE!*; and, Chapter 7. Phase Shift Three: *Open Platform, Extending Beyond the Foreign Language Classroom*. Second, the levels of the KFEC are delineated as subdivided sections of each chapter: (1) a snapshot of one particular class at a given point in phase and (2) description of the KEC (Chapter 4) or the KFEC (Chapter 5 to 7) at a given point in phase in terms of time span, classroom materials, elements, behavioral patterns. This is to illustrate multiple and dynamic interactions of the focal elements, and to capture the sensitivity and vitality of the KFEC at a given point in time, which is driven from its momentary and constantly responding nature of being context-specific and relational.

To enhance the understanding of readers on how the findings from this present study are laid out, and more importantly to explain why I have chosen to organize it in such a way, I present a chapter organization in terms of chapter title and subsections, along with brief explanations and examples. The organization of each chapter from Chapter 4 to 7 is summarized in Table 4.1.

Table 4.1
Organization of Findings at a Glance: Chapter 4 to 7

Category	Subcategory	Descriptions	Features and Examples
Title of Chapter	Phase Shift	Each phase represents a new or radically changed behavioral patterns of the KFEC for a period of time [Exception: Initial Conditions- An original status of the KEC before the FC implementation.]	Chapter 5. Phase Shift One: Newly emerged features of the classroom are advent for a certain duration. (e.g. Chaos status when the FC was first introduced into the KEC)
Sections	Snapshot	Reporting one representative class of each phase as it is. From this, readers can experience a real class of the KFEC at a given point in time. That helps the readers to step into the classroom without having any prejudice and have holistically experience of classroom observation.	Section 4.2 Snapshot: A typical classroom day
	Time Span	The length of time that the distinguishing behavioral patterns of a given phase is constantly observed.	2 weeks of pre-flipped class 5 weeks of time on the Flipped classroom 101
	Classroom Materials	Classroom materials provided or produced in the KEC & KFEC Presenting lesson topics, contents and various language resources exchanged in and out of the classroom at a given time span.	Textbook (unit, exercises, # of pages), PPT, lecture video, homework, worksheets, Student's note, classroom artifacts.
	The Elements	The noticeable sub-elements of the five focal elements of the KFEC affecting the collective behavioral patterns of the KFEC and their interactional processes and products are introduced and delineated.	Microphone use in the Initial conditions, and its meaning and its influences on diverse behaviors of the other elements and the classroom
	Behavioral Patterns	The emerged collective behaviors and culture of the KFEC, which are derived from reciprocal interactions among the five elements.	The teacher-centered classroom, a vicious cycle: Habitual stimuli & rewards, Dual track system (i.e. Initial Conditions)

4.2 Initial Conditions: Pre-Flipped Classroom

This chapter begins with a snapshot of a typical classroom that provides an unfiltered look at a classroom lesson to display the original state of the researched EFL classroom before the FC is implemented (Section 4.2). Then, more details are introduced to the original state: a time span and classroom materials (Section 4.3.1), the notable features of the five elements of the KEC (Section 4.3.2), and finally the three distinctive behavioral patterns of the KEC (Section 4.3.3). Therefore, introducing a typical classroom not only sets a starting point, but also lays a ground foundation to discuss any subsequent changes in comparison with the initial conditions of the researched KEC.

4.3 Snapshot One: A Typical Classroom Day

[Snapshot One] A Typical Classroom Day (August 29, 2014)

2014년 8월 29일 금요일 4교시 중학교 1학년 영어 수업 장면¹⁶

2014년 8월 25일에 여름방학을 마치고 시작된 2학기. 오늘은 개학 후 3번째 맞이하는 영어 수업이다. **(1) 30도를 웃도는 습하고 더운 날씨에 천장에 달린 4대의 선풍기만이 더위를 식혀줄 유일한 수단이다.** 한낮의 뜨거운 햇살을 막기 위해 모든 창에 커튼이 드리워져 교실은 어둡고 공기는 탁하다. **(2) 39명의 남녀 학생들은 4인 1조의 모둠을 만들어 수업 시작을 기다리며 시끄럽게 수다를 떨고 있다.**

이 시끌벅적한 교실을 들어서서 (3) 30대 초반의 여자 교사. 교실에 들어서자마자 교실 안이 너무 덥다며 인상을 쓰고 선 양손 한가득 있던 물건을 교탁에 내려놓는다. 내려놓은 물건들은, (4) 노트북, 노트북과 교실 전면에 있는 TV 모니터와 연결할 케이블, 휴대용 마이크가 든 핸드백 그리고 교과서와 학습지이다. (5) 교사의 등장에도 학생들의 수다는 그칠 줄을 몰랐고 자리는 등성등성 비어있다.

교사는 급하게 노트북을 켜고 TV와 연결하며 수업준비로 분주하다. **(6) TV에 PPT 슬라이드가 나타나자 (7) 마이크를 켜고** 교실을 둘러보며 자리에 보이지 않는 학생들을 호명한다. “A는 어디 갔어?” “B는?” 라고 묻자 “제가 잡아 올게요!”라고 답하며 급히 뛰어나가려는 학생을 교사는 저지한다. 교사는 **(8) “자~ 조용히 해. 조용히 좀 해봐! 야, 애들아, 좀 조용히 하라고!”라고 음성을 높여보지만, 학생들의 수다 소리에 마이크의 큰 볼륨도 무색하다.** “앞으로 수업 시작종이 치고 나서는 물 마시러 다녀오지 마세요”라고 말하며 교실을 둘러본다. 그리고 질문한다. **(9) “책 안 가지고 온 사람? 빨리 손들어! 책 안 가지고 온 사람?”** 안 가지고 온 아이들은 손을 들진 않았지만, 주변의 아이들이 손가락으로 가리키며 교사에게 알려준다. 교사는 **(10) “역시 또 넘버 3 니네들 이구만? 그래도 다른 반보다는 낫군. 그 반은 10명이 안 가지고 왔는데... 설마 방학 중에 버린 거 아니죠? 다음 시간에는 꼭 가져와 제발.”** 이라고 말하자 해당 학생들은 배시시 웃으며 “책 없어졌는데...”라고 나지막하게 말한다. 교사는 교실 벽에 붙은 시계를 보며 “10분이나 지났군!” 하며 서둘러 칠판으로 향한다.

교사: 우리 저번 시간에 뭐 배웠죠?

학생들: (11) 게임! 캔디찾기 게임!(Figure 4.1)(APPENDIX C)

¹⁶ All excerpts in this study are first presented in the native language (i.e. Korean) originally used in the observed classroom. This aims to value the authenticity and originality of the linguistic context offered by the speech community, and to preserve and convey a sense of realism and vitality of the phenomena.

교사: 우리가 저번 시간에 배운게. 우리...(12)어...캔디 찾기 게임. OK!
거기까지 기억했군. 그런데 뭘 배우려고 했던 거예요?

학생 1: 영어 How?

학생들: Candy

학생들: 과거. 과거

교사: 어. 과거형에 대해서 배운 거였고 오늘은 뭐 할 거냐 하면...
(13) 시간이 좀 없으니까 선생님이 빨리 빨리 해줄게.
과거형인데 오늘은 뭘 할 거냐 하면...어! 길 찾기! 길 찾기 할 거야 애들아.
선생님이 저번에 6 과에서 두 가지 배운다고 했죠.
과거형이랑 길 찾기 하는 표현. 자! 그러면 한번 보겠습니다.
같이 읽어보자 시작!

TV 화면에 보이는 PPT 슬라이드 (Figure 4.2)에 적힌 처음 보는 길 찾기 표현들을 (15) 학생들은 소리 내어 읽기 시작한다. 어려움 없이 술술 큰소리로 잘 읽는 학생들, 자신이 없는 듯한 눈빛으로 작게 머뭇거리며 대답하는 학생들, 연필을 돌리거나 다리를 떨며 화면만 응시하는 학생들. 모둠으로 앉아 칠판을 등지고 읽지 않은 학생들은 연신 허리를 틀어 불편한 자세로 TV 화면을 보며 읽는다. 어떤 학생은 화면과 책을 바쁘게 번갈아 보며 소리 내 읽어보려 애쓴다. 길 찾기 영어표현들이 담긴 PPT 슬라이드 (Figure 4.2) 를 모두 읽고 난 후 교사는 각 모둠의 대표 한 명에게 새로운 PPT 슬라이드에 나오는 지도를 보며 맞는 길 찾기 영어표현을 말하게 한다. (16) 각 조에서 자신 있는 아이들이 대표가 되어 차례대로 발표한다. 마지막으로 교사는 길 찾기 표현에 중요한 전치사(구)를 (17) 반 전체를 대상으로 반복하여 설명한다.

[3 번을 반복해서 들은 후]

교사: 자 뜻 모르는 사람 있을 거로 생각하고 (18) 선생님이 해석 보여줄 테니까 **빨리 적으세요 모르면.** 자. 'next to the hotel' 호텔은 옆에 있다.... 그 다음에 'across from the hotel' 건너편. 반대편 맞은편. 이런 뜻입니다.
(19) 자, 모르겠음 적으세요. 다 알아서 안 적는구나.
(20) 넘어 갈게요.
(21) 다시. 다 못 쓴 사람은 알려주세요. 모둠원끼리.
(22) 그 다음 넘어가겠습니다. 자. 다음은 길 찾기에 관한 듣기야. 애들아. 자, 듣기 들어보겠습니다.

교사: (23)자 어떻게 답이 나왔습니까?

학생들: 2,3,1

학생들: Bookstore

학생들: Bakery

학생들: Bank

교사: 그 다음

학생들: Post Office

교사: 잘 안 보이면(24) 쓴 사람 거 보고 모둠 꺼 보고 적어 넣으세요.
(25) 답 확인하시고요. 자 넘어갈까요?

학생들: 네

교사: (26) 못 쓴 사람은 애들아 확인하라고 모둠으로 앉은거 알지?
옆에 사람 것 확인하세요. 정답. 그 다음에.....
이것도 듣기예요. 우리가 맞출 거.
'Where is the speaker? Where is the speaker?(27) 요거 맞출 거예요.
어디에 있는지 들어보겠습니다.

[다음 대화도 3 번 반복해서 듣고 다 같이 답을 맞춰 본다.]

교사: 잘했네! 그죠?(28) 맞죠... 자 1 번 잘했어. 애들아.
잘했고.(29) 자 조금 지루해 질만 하니까 이제 뭔가를 봐야겠죠.

학생들: (30) 게임

교사: (31) 게임? 미안해. 게임은 선생님이 어제 사탕 다 나눠주고 그래 가지고 아무것도 남은게 없어. 그래서 오늘 게임은 안하고요... 일단 영화를 보여줄게.

교사는 (32) 'The Wizard of Oz'를 5 분가량 보여 준다. (33) 영화를 틀어 두어 옆 친구와 큰 소리로 떠드는 학생들은 없다. 하지만 낙서를 한다거나, 쪽지를 주고받거나, 옆드려 자는 학생들이 갑자기 늘어난다. 영화 시청 후 교사는 다음 여주인공 도로시가 집으로 가는 길 찾기라는 theme 을 이용해 학생들과 함께 길 찾기 영어표현을 (34) 말해보는 연습을 반 전체를 대상으로 진행한다. 각 PPT 슬라이드 (APPEDIX C)에 지도와 도로시가 움직이는 방향을 보여주면 학생들은 그것을 영어로 소리 내어 다같이 말하는 활동이다. (35) 다들 TV 모니터를 바라보지만 모두 대답하는 것은 아니다. 몇 명의 잘하는 아이들만 적극적으로 대답을 하고 나머지는 조용히 앉아있다.

교사: (36) 너무 하는 사람만 잘 대답하고, 모르는 사람 뭐야, 어? 계속 이것만 하고 있으니깐 애들아. 이번 시간 연습을 많이 해야 해. 길 찾기 연습. 그러니까 입 좀 열어줘 알았지? 자 보자! 'Go straight and turn right at the bookstore, The bookstore is on your right'이예요. 여기 있네! 꽃집, 자, 가보겠습니다.

반복되는 질문과 답을 하며 마지막 활동을 하던 중 수업 종이 찼다. 아이들을 (37)"밥 먹자!"를 외치며 신나게 자리에서 벌떡 일어나서 교실 밖으로 뛰어나가 버린다. (38) 교사는 당황한 표정이지만 이내 수업을 마친다고 말하고, 노트북 마이크를 끄고 정리하여 교실을 떠난다.



Figure 4.1 A PPT-Based Game Activity(Find the Candy)

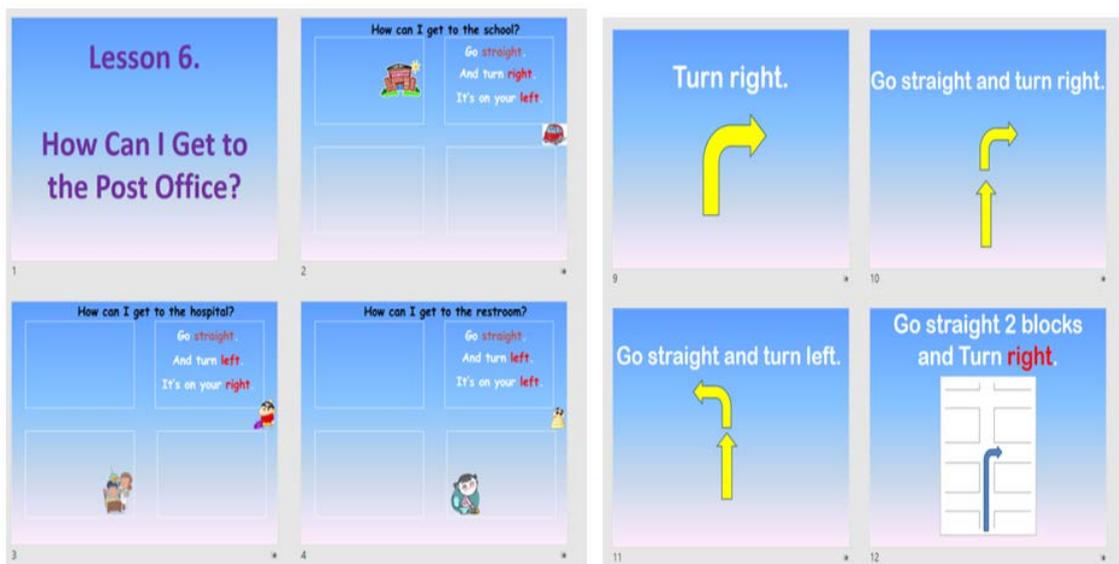


Figure 4.2 Teacher-Made PPT(Expressions of Getting Directions)

[English Translation]17

[Snapshot One] A Typical Classroom Day (August 29, 2014)

The fourth class of Friday, August 29, 2014. The scene of a seventh grade English language classroom.

The second semester, which started on August 25, 2014, after summer vacation. Today's class is the third English class after summer vacation. **(1) Only four fans running on the ceiling in wet and hot weather above 30 degrees Celsius are the only means of cooling the heat.** Curtains are drawn over every window to shade the daytime sunlight, so the classroom is dark, and the air is murky. **(2) 39 male and female students sit in groups of four, and chirp loudly waiting for the class to begin.**

(3) A female teacher in her early thirties enters the loud classroom. As soon as she steps into the classroom, she frowns, saying the classroom is too hot, and puts all the things in her hands down on the lecture desk. The things she brought into the classroom are **(4) a laptop, a cable to connect to the laptop to the TV monitor in front of the classroom, a handbag with a portable microphone, and textbooks and worksheets.** **(5) Even after the teacher has been in the classroom, the students continue talking and a few seats are empty here and there.**

The teacher rushes to turn on the laptop and connects it with the TV, and is busy preparing for class. **(6) When the PPT slides appear on the TV,** she **(7) turns on the microphone and looks around the classroom. Then she starts calling out the names of the students who are not in the classroom.** Right after the teacher asks, "Where's A?" "B?", some of the students shout out saying "I'll get him!" However, the teacher immediately stops them hastily from jumping out the classroom. The teacher then raises her voice **(8) saying "Now, please be quiet. Be quiet! Hey, there! Hey, guys! Be quiet! QUIET!"** But, the volume of the microphone is not loud enough to mute the students. Again, looking around the classroom, the teacher asks her students. "Please do not go out to drink water after class begins." Then the teacher asks her students. **(9) "Who didn't bring the textbook? Raise your hand immediately! Who did not bring the textbook?"** The students who do not have the textbook do not raise their hands, but the other students around them point a finger to them to let the teacher know. **(10) The teacher says, "Again? The three of you guys? Well, this class is better than the others. In another class, 10 students did not bring the textbook. You didn't throw it away during your vacation, did you? Please, I beg you to bring your textbook to the next time."** Then, the students giggle and whisper, "The book is gone." After checking a clock on the wall, the teacher quickly heads to the board, saying "It's been ten minutes already!"

Teacher: What did we learn last time?

Students: **(11) Games! Candy finding game!**

Teacher: What we learned last time...is...we.. **(12) uh ... Candy finding game.** OK! You guys could remember it. Well, what did you learn from the game?

Student1: English word, how?

Students: Candy

Students: Past. Past

Teacher: Yes. We learned about past tense, and what we are going to do today is... **(13) Since we do not have much time left, I will go over it quickly.** About past tense, so what we are going to do is...Uh! Getting directions! Yes, we are going to do a getting-directions activity. I told you last time that we learned two things in Chapter 6. These are past tense, and expressions related to getting directions. Well, let's learn about them. **(14) Let's read together. Off you go!**

(15) The students start reading aloud new English expressions related to getting directions shown on the PPT slides on the TV screen. Some students read fluently without difficulty, other students read out hesitantly little by little, and other students turn their pencils or shake their legs and blankly gaze the screen. There are students in groups sitting back against the TV screen who read aloud the expressions on the screen in an uncomfortable posture, by twisting their backs. Some students try to read out loud by busily looking at the screen and books alternatively. After finishing reading all the expressions from the PPT slides, the teacher instructs a representative from each team to look

¹⁷ Any English word(s), phrase(s) and/or sentence(s) used in an original Excerpt are marked with single quotation marks (i.e. ' '), and all CAPITALIZED and *italicized* in the English translations. (e.g. 'GO STRAIGHT AND TURN RIGHT ON THE BUS STATION').

at the map on the new PPT slide and speaks the correct directions in English. **(16) A student who is confident in each group becomes a representative and makes a presentation in turn. (17) At last, the teacher repeatedly explains key prepositional phrases in getting directions to the whole class.**

Teacher: Well, I think there would be someone who does not know the meanings of the expressions, **(18) so let me show them on the board. If you don't know them, quickly write them down.** Good. 'NEXT TO THE HOTEL'¹⁸ means it is next to the hotel...umm... Next, 'ACROSS FROM THE HOTEL' means across, opposite to, or on the other side. This is what they mean. **(19) Well, if you do not understand, write them down.** You understand everything, so you don't write them down...hmm.. **(20) Now, let me move on. (21) Again. If you could not write them down all yet, please help each other in your group. (22) Let me move onto the next.** Now, next activity is listening to a dialogue of getting directions. Hey guys! Now, listen to the dialogue.

[After listening and repeating 3 times]

Teacher: **(23) Well, what are the answers?**

Students: 2, 3, 1

Students: 'Bookstore'

Students: 'Bakery'

Students: 'Bank'

Teacher: Next

Students: 'Post office'

Teacher: If it is difficult to see the answers on the board, (24), copy the notes from group members who have already wrote them down. (25) Please check your answers. Shall we move on?

Students: Yes.

Teacher: **(26) Guys, you know that you are sitting in groups to check your notes with group members if you couldn't completely take notes. Make sure the person next to you got correct answers.** Next...This is a listening activity, too. That we are going to have get the correct answers. 'WHERE IS THE SPEAKER? WHERE IS THE SPEAKER?' **(27) We are going to get a correct answer for this one.** Let's listen to where the speaker is now.

[Listen to the next conversation three times and check the answers together]

Teacher: Good Job, right? (28) That's right. Good job for the question number 1, guys. Good, (29) now it is getting a bit boring, so it's time to do something else.

Students: (30) Games

Teacher: (31) Game? Too bad. Nothing's left because I gave out all the candies for games yesterday. That's why, no game for today. First, I'll show you a movie today.

The teacher (32) shows 'THE WIZARD OF OZ' for about 5 minutes. (33) None of the students talk loudly while watching the movie. However, all of a sudden, students who usually doodle, exchange notes, or doze off are increasingly noticeable. After watching the movie, with the theme of finding the way home for Dorothy, a female character, **(34) the teacher conducts a speaking activity with the whole class to practice English expressions of getting directions. Each PPT slide shows the directions in which the map and Dorothy moves, and it is an activity in which students read the directions out loud in English altogether. (35) Everyone stares at the TV monitor, but not all of them answer. Only a few fluent kids answer actively, but the rest sit quietly.**

Teacher: **(36) Only the students who have been actively participating, answered well. Who still doesn't understand?** Uh? Hey all, we will keep doing only this. We will practice this a lot in class. Getting direction practice. So then, try to speak out a bit, okay? Good, let's see! 'GO STRAIGHT AND TURN RIGHT AT THE BOOKSTORE, THE BOOKSTORE IS ON YOUR RIGHT'. Here it is, flower shop! Well, let's follow the direction.

During the last activity with the series of questions and answers, the school bell signals the end of the class. **(37) Shouting "Let's eat!" the students cheerfully run out of the classroom.**

¹⁸ An English phrase used in the original Korean excerpt. Thus, capitalization, italicizing and single quotation marks are applied for differentiation.

(38) The teacher is embarrassed, but immediately tells the students that the class is over. Then, the teacher leaves the classroom with a laptop and microphone after turning them off.

4.4 The Korean EFL Classroom

4.4.1 Timespan and Classroom Materials

The classroom lesson introduced in the snapshot section was one of the four classrooms observed during the first two weeks since the fall semester began on August 25, 2014. I was concerned with observing how the adoption of the FC would change a classroom over one semester. To capture any changes made during the study, it was essential to grasp the original state of the classroom prior to implementing the new learning model. Therefore, during the first two weeks of the fall semester, the teacher taught as usual so that I was able to infer what her ordinary classroom lessons looked like during the spring semester. During the two-week timespan, there were six classroom observations from the four different English language classes of grade 7. In the present study, the classes are considered collectively as one unit of class, so there is no class variation assumed. The video recordings were taped in various forms: one as a whole class (Figure 4.3), and the others for each group of eight. In addition, eight groups of the students were audio recorded, and twenty students were interviewed. The teacher was interviewed once for an hour on the first day of the classroom observation. A summary of the schedule, classes, dates and types of data collected are presented in Table 4-2. In addition, all the classroom materials covered during the initial two weeks of the study are also presented in Table 4-3, and the actual materials and samples collected are presented in APPENDIX C.

Table 4.2
Data Collection of the Initial Conditions

STAGE	FC WK #	DATE	CLASSROOM OBSERVATION			INTERVIEW	
			VIDEO		AUDIO	STUDENTS (#)	TEACHER
			WHOLE	GROUP (#)	(# OF GROUPS)		
Initial Conditions	PRE-FC	2014-08-28	O	X	X	O (2)	O
	PRE-FC	2014-08-29	O	O (1)	O (3)	O (4)	X
	PRE-FC	2014-09-01	O	X	O (2)	O (6)	X
	PRE-FC	2014-09-02	O	X	O (2)	O (4)	X
	PRE-FC	2014-09-04	O	X	O (1)	O (6)	X
	PRE-FC	2014-09-05	O	X	X	X	X
				6	1	8	22

Pre-FC: Pre-Flipped Classroom *

Table 4.3
Classroom Materials from the Initial Conditions

Textbook	Communicative function	Language Forms	Lessons	Lesson Goals	Classroom Materials	
					Before class	In class
Unit. 6: How do I get to the palace?	Asking events in the past Getting directions	There is/are Sense Verbs + Adjectives	L1	Vocabulary & Grammar (past tense)	N/A	Teacher-made PPT 1
						Textbook [p. 100-101]
						WORKSHEET 1. Word Activities
						WORKSHEET 2. Word Master
						PPT-based Game 1 [Finding the candy]
			L2	Listening & Speaking I. [New expressions of getting directions]	N/A	Teacher-made PPT 2
						Textbook [p. 102-103]
						PPT-based Game 2 [Getting to the EXO concert]
			L3	Listening & Speaking II. [Practicing learned expressions]	N/A	Teacher-made PPT 3
Short Video of 'the Wizard of Oz'						
Textbook [p. 104-105] PPT-based Game 3 [The Wizard of Oz]						

4.4.2 The Elements of the Korean EFL Classroom

This study sets up a timeframe to uncover the initial conditions of the EFL classroom as one classroom lesson on the first week of the fall semester. In doing so, it underpins the transdisciplinary patterns across the six classroom lessons observed.

First, the students. Students are the main body of any classroom, and they are often the most influential factor in determining the quality of teaching and learning in the classroom. In the first classroom observation, the students as an element of this particular KEC are sketched as a group of 39 adolescents. The gender ratio of boys to girls 21 to 18, and they are in mixed levels of English language proficiency and motivation. Thus, their participation rate in the classroom is also varied. However, most students in the KEC are unmotivated to learn English and have a lower level of willingness to communicate in English. Although they enjoy chatting with their peers, they exhibit lower tolerance on the teacher-dominated talk or silence. In this regard, the students appear to be satisfied with a group seating arrangement (hereafter, GSA), but do not actively participate in given pair or group activities.

The teacher is a young female in her early thirties. She is competent in using various technologies in her class, so her classroom materials are massively digitalized. For instance, the main content delivering equipment in the classroom are PowerPoint Presentation (hereafter, PPT) slides using a laptop and a television monitor in front of the classroom. Moreover, she often adopts PPT-based game activities stimulating both visual (i.e. pictures, animation effects and videos) and auditory (i.e. music and sound) senses of the students. The teacher states that she emphasizes speaking skill as the most important skill in learning a foreign language and tends to have more time dedicated to practicing communicative skills in her class. Furthermore, she is willing to spend extra time and effort to research more interesting and motivational classroom materials for her students, to lead her students to engage in learning English more actively. Unfortunately, however, her long teaching hours per week and her multiple roles in school hinder her from doing the most important tasks, such as preparing a lesson and reflecting on the classroom lessons for further improvement.

Interviews with 20 students indicate that students perceive their English teacher positively as a *'nice English teacher,' 'kind and warm-hearted teacher,' 'young teacher,'* and *'pretty teacher.'* (Additionally, it is worth noting that male students tend to evaluate her generosity and consideration more highly than female students.) Moreover, the students point out that her class is an enjoyable course in school in spite of their poor academic performance and lack of interest in the English language subject. They reason that her class is less boring than other classes due to her frequent use of multimedia resources (e.g. pop songs, animations, and movies), various types of visual aids from authentic materials (e.g. K-pop idols' pictures and their interviews in English), games, rewards (e.g. candy, cookies, and reward stickers). This is consistent with findings from various classroom observations and interviews with the teacher, in that she tends to have a high dependency on technology (e.g. laptop, film editing program, PPT, and YouTube) and other instructional materials and rewards.

The third element of the EFL classroom is language resources. Language resources encompass any type of sources that provide opportunities for language exposure, interaction, and/or learning. Hence, all participants, both teacher and students, in the classroom lesson consciously and unconsciously provide their language resources in various ways. With reference to the Snapshot One of the pre-flipped classroom lesson, PowerPoint Presentation slides, textbook, audio files for listening activities, and a movie clip (e.g. 'The Wizard of Oz') offer students a chance to encounter English expressions related to finding directions with maps. The teacher uses both L1 (i.e. Korean) and L2 (i.e. English), and so do the students. In terms of the amount of interaction, the teacher speaks the most in the classroom, and depending on the students' proficiency levels, motivation, and attitude towards participation, the amount of interaction among the students are extremely dissimilar. Moreover, the patterns of interaction often revealed in the classroom appear to be teacher-led and/or a few elite students-led types. For instance, the teacher typically reads expressions aloud and the class

collectively follows by means of verbal repetition. Another noticeable activity was listening to the dialogues of native English speakers getting directions and finding correct answers from multiple-choice questions. The teacher asks the question and checks on the answers, and the students are dependent on the number of answers they receive correct. Oftentimes, these answers are single words that leave little learning for sentences or phrases.

Next, comes contextual factors, which would be the most complex element among the five factors of the EFL classroom system. Contextual factors cover multiple, multilayered elements building up so-called 'context' which generally attempt to explain existing relationships, social organizations, participation patterns, expectations, cultural backgrounds, and social economic status of the school in a given social setting. This classroom lesson especially displays diverse and deeply rooted behavioral patterns and acceptance among the participants, and these are good signs of indicating the length of time spent together previously and the negotiating and/or adapting processes acquired or exhibited during that period. Thus, the flow of the classroom lesson from one activity to another seems to be natural for both the teacher and the students. For instance, the teacher does not spend much time on giving directions on activities, and the students neither raise questions on the activities nor express difficulties or confusion during the activities. Another behavioral pattern that draws attention is the GSA as the most frequently used classroom participant organization. Tables are assembled in groups of four and the seating is consistent regardless of the type of activity. Even when performing a teacher-directed activity (#15 from Snapshot One) where no special interaction are required in a group setting, the students remain in the same setup. There appears to be no special benefits of sitting in a table of four, and this raised some questions on how the participants, the teacher and students, perceived sitting in a group and group work, and how this influences English learning in a classroom.

Finally, the fifth element is the physical environment. As found in the first line of Snapshot One (#1 -7), the sticky and hot summer weather, time of the day, four electronic fans on the ceiling, classroom layouts, teaching tools such as microphone, laptop, and television monitor are the elements that depict the physical environment of the classroom. The physical environment of the classroom is filled with merely static objects. This simple layout of the classroom environment, however, offers more information than what is visible. The teacher's use of a microphone in the classroom implies the challenges of managing a class packed with thirty-nine students. It also elucidates the structure of classroom interactions, which is mainly led by the teacher. Likewise, frequent use of laptop and television monitor screens shows the teacher's technology friendly attitude and her skillfulness in organizing and presenting classroom materials. This dependency on electronic resources can serve as a more accessible communication and learning channel to the students who have been accustomed to various digital devices, and often referred to as digital citizens (Bergmann & Sams, 2012).

Thus far, the five elements of the EFL classroom system—students, teacher, language resources, contextual factors and physical environment—have been described with specific examples from Snapshot One. This unveils the composing elements and their respective roles and effects on the KEC. Furthermore, the descriptions and analysis of these five elements also disclose the initial conditions of this examined EFL classroom before flipping the classroom. Collectively, these initial conditions of the KEC serve as an important basis of comparison when examining the changes across time after implementing the FC.

4.4.3 Between Ideology and Practice: English Learning in the Korean Secondary Classroom

This section attempts to explain the dynamic features of the EFL classroom of this school and its operations before encountering the Flipped Classroom Model. The overall findings reveal that the KEC (Korean EFL Classroom) sustains distinctive dynamics which are derived from constant conflicts between ideal and practical models of English learning in an instructional setting. Thereby, the discrepancies between ideology and practice in the English learning in a Korean secondary classroom are addressed with three patterns found: *a teacher-centered classroom, a vicious circle of habitual stimuli and rewards, and a dual track system that equates high scores with advanced proficiency.*

4.4.3.1 The Teacher-Centered Classroom

An outdated, teacher-fronted form of instruction is the most commonly discovered classroom teaching style in Korean public schools. The participating Korean EFL classroom, which serves as the backbone of this study, is no exception. Moreover, the school is located in a region with a comparatively lower socio-economic status and its facilities are mostly filled with overcrowded students instead of special-purpose-classrooms. More seriously, the school even lacks sufficient space to serve school lunch to the students, so lunch is served in the classroom. Needless to say, there is no English-exclusive-classroom.

The absence of an English library book collection and English-exclusive classroom, for instance, not only dissuades students from active study, but also diminishes their exposure to a haptic English language learning space. The teacher is mutually hampered by the classroom setup. In a private interview, the teacher of a Korean EFL classroom confessed her concerns with the environmental barriers.

[Excerpt 4.1] Interview with the Teacher (August 28, 2014)

저는 수업시간에 영어로 말하는 게 아주 중요하다고 생각해요. 저도 사실 제 수업에서 더 많이 말하게 하려고 시도하고 있고요. 그런데 오늘 저희 수업 보셔서 아시겠지만, 한 반에 사실 명 학생이 있잖아요. 40 명! 그죠? 그 사십 명이 한꺼번에 입을 연다고 생각하면 얼마나 시끄럽겠어요? 사실 지금도 너무 시끄러워서 감당을 못하겠어요. 진짜 몸이 두 세 개 있었으면 좋겠어요. 어쨌든... 대부분 영어로 말하질 않아요. 한마디도 안 해요. 한 번이라도 아니 영어단어 하나라도 하게 하려고 해도 입을 떼지 않아요. 제가 아무리 노력해도...어휴..여전히 계속 시도는 하지만요...

저도 수업에서 의사소통능력을 키우는 것이 중요하다는데 완전 동의해요. 중요성도 잘 알구요. 그러나 실제로는 이게 정말 어렵고 부담도 많이 되는게 사실이에요. 그리고 우리 학교에는 영어교실도 없어서 제가 수업 갈 때마다 뭐든지 다 들고 다녀야 하거든요. 지금 실제로 그렇게 특별한 거 하는 거 없이도 꽤 많이 들고 가거든요. 제 노트북, 케이블, 마이크, 학습지 프린트, 파일 같은 거 또 뭐 있지? 아! 사인펜, 색연필이나 색종이 같은 거.. 어휴...다른 학교 다 있는 영어교실이 왜 우리 학교엔 하나도 없는지 모르겠어요. 그건 그렇고, 전 사실 너무 시끄러워서 옆 반한테 한소리 들을까 걱정되거든요. 사실 지금도 말하기 이런 거 안 하는데도 가끔 컴플레인 듣고 있어서요. 그것도 그렇고 제가 이미 저녁 시간이나 주말의 대부분을 재밌거나 애들 흥미를 끌 만한 수업자료를 찾느라 다 쓰고 있거든요. 근데 여기서 더 한다고 생각하니깐.....글쎄요.....음....음...스트레스받네요.

[English Translation]

[Excerpt 4.1] Interview with the Teacher (August 28, 2014)

I really think making students speak in English in the classroom is important. I have tried to encourage more speaking opportunities in my class. But, as you already saw in my classes today, **I have forty students in one classroom. Forty!** You know? When those forty students speak at the same time, can you imagine how loud it is? Even now, the amount of noise they make is quite unmanageable for me. I wish I had two or three more bodies in the classroom. Anyways, **for the most part, they don't speak in English.** Not even one word. No matter how hard I try, it is extremely difficult to make them say a single word in English. Phew... I am still trying though (takes a deep sigh).

I do think developing communicative language competence in an English language classroom is important. I am fully aware of the importance. **However, in reality, it is so challenging and too burdensome on my end. Since there is no specialized English classroom in this school, I must carry all the learning materials independently. I already bring many things to the classroom without any special plans.** Like, my laptop, some cables, a microphone, worksheets files, and what else? Ah...Sometimes colored pens and papers. Phew... I don't know why we don't have an English Classroom even though all other schools at least have one. Anyways, **I am afraid of getting complaints from the neighboring classes because of the substantive amount of noise,** and actually, I get them quite often without doing many speaking activities. Besides, **I already spend most of my evenings and weekends finding more interesting and eye-catching classroom materials for the students.** Just thinking of doing more....well...it is...hmm....**stressful.**

Despite recognizing the importance of building communicative competence in the English language classroom, the teacher stated several challenges that hinder her from having more communication-oriented activities in the classroom. That is, the elements of physical environment (i.e. *the absence of a specially designed language learning space*), contextual factors (i.e. *receiving disputes from other teachers*), the students' demotivation (i.e. *lower level of willingness to communicate in English*), and the teacher's overburden workload (i.e.

intensive workload preparing teaching materials and the logistics of carrying them over to classrooms) are interconnected within this KEC. Even though it is unclear how these elements interconnected and which elements overpowered what, it is known that complex elements reciprocally affect and interact with each other and behavioral patterns are outcomes as a whole derived from the dynamic process of reciprocally influencing, interacting, and changing among the elements. Consequently, the discrepancy between what the teacher believes is essential in classroom instruction (i.e. communicative competence and speaking skill) and what the teacher actually conducts in practice (i.e. a teacher-centered or dominated lesson) ironically coexist in this researched KEC.



Figure 4.3 The Korean EFL Classroom Setting

Figure 4.4 is a photograph of the actual classroom. A television monitor, laptop, and teacher's desk are located in front of the classroom along with the teacher who is positioned in the front and center. The students observe the television monitor from a group seating position. Even from a glance, the classroom is not spacious enough for the teacher to move around freely. In addition, the television monitor, which dominates the right corner of the classroom, is also a medium that displays language resources and teaching contents. This

limited space affects the choice of positioning in the classroom, and the choice appeared to be in the front center for the teacher and facing that direction for the students. In other words, the teacher is the most visible to the student when she stands in that position; likewise, the teacher can also monitor the students most efficiently compared to other possible positions. This limited space, which restricts movement between the teacher and students, indicates the process of mutually adapting into the given circumstance, and consequently merging into the most optimized behavioral patterns of the KEC. To summarize, the position of the teacher in the classroom is not merely an abrupt and random choice of her own, but an outcome derived from the combinations of collective variables and their interactional effects. As a result, the teacher-centered classroom is an expression of the utmost choice of this KEC, which is composed of recursive co-adaptations and self-organizations of elements aiming for the best fit.

In addition to the physical environment, there are also contextual factors that exemplify teacher-centered classroom patterns. The teacher's voice which is heard from a microphone was the loudest and most dominant of all voices in the classroom. With the exception of a few occasions, individual, group, or collective interactions were consistently initiated and managed by the teacher. Moreover, the types of the interaction were limited to questions and answers, repeating after the teacher, or reading aloud exercises.

On the other side, consistent emphasis on note taking is an interesting feature that can be inferred from the teacher-centered classroom: The teacher continuously emphasized note taking at the end of each activity before moving to the next activity (#18, 19, 21, 24 and 26 from Snapshot One). The teacher suggested the students to jot down what they had just learned or practiced, assuring comprehension (#18, and 19 from Snapshot One). Albeit, when we take a closer look, the actual purpose of this is analogized as a ritual of recording the completion of the activity rather than to confirm or intensify the students' comprehension

through the action of writing. For instance, on #18 from Snapshot One in section 4.2.1, the teacher introduced expressions related to getting directions on the map to the whole class. After completing the activity, the teacher told the students *‘to write those expressions down if you did not understand’* (‘모르면’ and ‘모르겠으면’ from #18 and 19 from Snapshot One). However, not as many students wrote down the expressions. The teacher reiterated the importance of taking notes in #21(‘*Again. If you could not write them down all yet, please help each other in your group.*’) and urged students to receive help from group members if there were any uncertainties. Then, she quickly moved to the next activity. Similarly, after completing the next activity, she announced *‘if you cannot see the sentences [written on the PPT], please copy them from your team member whoever has already written them down’* (#24 from Snapshot One), and then quickly moved on to the next point. As these three examples reveal, there are no signs that note taking provides opportunities to have repetitive practice on newly emerged language resources or to confirm the comprehension on what was just learned. If the genuine purpose of note taking at the end of each activity is to reinforce the comprehension and acquisition of target words, structures, or expressions, there must be other incorporated activities along with note taking accompanied by it. In contrast, the action of writing notes in this classroom is emphasized as a means of participation rather than a pedagogical action to check on comprehension.

Lastly, the teacher assumes that her pedagogical conduct is for the students’ benefit, but adversely it works for accomplishing the teacher’s timeline and plans. From the example of # 13 in Snapshot One (‘*선생님이 빨리 빨리 해줄께*’), the teacher stated that she was going to move fast for the students due to lack of time. The acting agent found in the teacher’s statement is ‘the *teacher* (선생님),’ but the actual action ‘*do it for you* (해줄께)’ is for the students. Overall, ‘*the teacher is doing it for her students*’ is the underlying thought, but for what? Furthermore, in fast mode. The answer could be either or both for teaching and

learning, yet it still needs to think about the ultimate goal of both actions. I frequently observe a very unique concept from the Korean teachers' instruction: so-called '*진도* (*the progress of classwork*)'. For the sake of the students—saving time to effectively learn certain things—Korean teachers often emphasize their lack of time to cover vast amounts of teaching material in a given class hour. Therefore, their choice is based on teacher-fronted and knowledge-transfer methods (Lee, 2014). A similarity that is found is that the participating teacher in this study and teachers from other studies all believe that their actions are for the wellbeing of the students. Unfortunately, however, this results in casting the learning responsibility on the students' shoulders by literally dumping all classroom material during class hours regardless of the students' comprehension.

For instance, the previous conversation before #13 was on recalling what they had learned in the previous class, but most students remembered the name of the game, '*candy search game*,' instead of the original content learned, '*past tense*.' However, a few students recalled what they had learned last time, and as soon as they mentioned '*past tense!*' the teacher made a move to today's topic without reviewing the contents from the previous lesson. From this example, the assumption of '*doing it faster and faster [for you]* (*빨리 빨리 해준다는 행위*)' on behalf of the students is counterintuitive. Rather than interacting with the students and confirming their understanding of the previous lesson's subject matter, the teacher continues with the day's set curriculum. As a result, the classroom dynamics are centered on the teacher rather than the students. The following interview (Excerpt 4.2) helps reveal this counterintuitive practice from the teacher's perspective.

[Excerpt 4.2] Interview with the Teacher (August 28, 2014)

제가 수업을 들어갈 때마다 아이들 보고 '애네들이 진짜 배웠나?' 이런 느낌을 받을 때가 많았어요. (1) 저는 학생 중심(수업)이니까... 애들이 재밌게 하고 영어를 접할 때 아주 행복했으면 좋겠다는 생각으로 활동을 많이 해요. 모둠 활동이나 게임 같은 걸 많이 하는데, 할 때는 엄청 좋아요. 아이들이 너무 즐겁게

하고, 가위바위보 하는 거... 일단 영어 시간에 조금이라도 의자에서 엉덩이를 뺄 수 있다는 것만으로도 굉장히 행복해 하더라구요.

[English Translation]

[Excerpt 4.2] Interview with the Teacher (August 28, 2014)

Every time I go to class and observe the students, I often wondered 'have they really learned in this class?' (1) Since I run a student-centered class... I implement many fun activities in my class with a wishful thought that students feel very happy to be exposed to the English language. There are many group activities and games in class and the students really like doing them. When the students are into the activities, such as doing rock-scissor-paper, I feel very happy to make an opportunity for the students to move around occasionally during English class.

Ironically, the teacher consistently insisted that her class is a student-centered class filled with numerous interesting and fun activities (#1 from Excerpt 4.2). Similar statements are found consistently throughout all interviews, not just in one. On the other hand, she questioned whether these fun and interesting activities had an effect on language learning. Here, a contradiction emerges between the teacher's perception of her teaching as being student-centered and the actuality of the classroom as being teacher-centered. Furthermore, this is a paradox because when we speak of a 'student-centered' classroom, student learning is the essence of the classroom (Lee, M., 2014b). Although this teacher genuinely believes that the class is student-centered and that game-based activities are for the greater wellbeing of her students, she should question whether these activities that encourage students' participation are actually leading to positive learning outcomes. However, she questioned whether the activities implemented in the classroom were worthwhile for the students' English learning acquisition.

The teacher's teaching practices reveal several common teaching styles in the pre-flipped classes: (1) The teacher's limited movement in classroom, (2) Delivery of the teaching materials, (3) The classroom interaction patterns, (4) no single opportunity existed where the teacher was able to check on the learning status of a single student, and (5) Even when the whole classroom was engaged in interaction, only a few students participated. As

such, the comprehension check-up would be highly limited to a selected group of students who participated in a given activity.

In conclusion, a contradiction exists in this KEC whereby a discrepancy exists between what the teacher believes she is doing (i.e. student-centered) and what she actually does in classroom (i.e. teacher-centered).

4.4.3.2 A Vicious Circle: Habitual Stimuli and Rewards

‘Game’ was one of the most frequently recurring words in the classroom observations and interviews. As mentioned earlier in Excerpt 4.2, the teacher prepared a wide range of classroom activities that aimed to stimulate student learning in more fun and interesting ways. The data also showed that various types of games using multimedia activities and resources were adapted in the classroom. The teacher stated that the students like these types of activities in her class, and many students also expressed their satisfaction on such activities during the interviews. The games and group activities play crucial roles in earning positive remarks—fun and interesting class—from the students (Excerpt 4.3).

[Excerpt 3.3] Interview with Student A (August 28, 2014)

- Researcher: 지금 영어 선생님은 어떤 분이신가요?
Student A: 지금 영어 선생님은 아이들을 더욱 많이 이해하려고 노력하는 편이시고요. 수업도 진짜 정말 재미있는 거 같아요.
Researcher: 재미있어요? 구체적으로 어떨 때 제일 재미가 있었다고 생각해요?
Student A: 영어로 관련된 **게임을 하면서** 저희 학생들이 그 **모둠을 나누어서 경쟁하는** 건데 거기서 **이기면 뭔가 쾌감이라는 것도 있고 그런 게 재미있습니다.**
Researcher: 그러면 A는 보통 모둠활동할 때가 재미있어? 아니면 선생님께서 가르쳐주고 하실 때가 재미있어?
Student A: **모둠활동 할 때가 더 재미있는 거 같아요.**
Researcher: 왜?
Student A: **선생님이 칠판에 적으면서 할 때는 그냥 뭔가 즐리고** 그런데 애들이랑 이야기하면서 할 때는 생각도 나눌 수 있고 그래서 친구들이랑 하는 게 더, 더 좋은 거 같아요.

[English Translation]

[Excerpt 4.3] Interview with Student A (August 28, 2014)

- Researcher: What is your English teacher like?
- Student A: My English teacher **puts in extra effort to understand us**. Also, her class is **really fun**.
- Researcher: Is it fun? Can you describe more specifically when the class was the most fun?
- Student A: While **playing English learning games**, we, students, **compete with each other in groups**. When I win from such games, I feel **a sense of accomplishment. So, that's fun**.
- Researcher: Then, in Student A's case, is doing activities with groups fun? Or, is it fun when the teacher teaches the class?
- Student A: I think it's more fun to work together as a group.
- Researcher: Why?
- Student A: When the teacher writes on the blackboard, I am a bit sleepy but when I talk to classmates, we can share our ideas, so it's better, much better, to do activities with classmates.

Student A also expresses that it is a 'really fun' class. When Student A is asked to describe the most enjoyable part of the class, he answered that he enjoyed the group-based game activities. On the other hand, the teacher also told the researcher that whenever she receives compliments from the students, she becomes more motivated to do better. However, she also expresses numerous challenges with the most diverse responsibilities and teaching hours in the school.

[Excerpt 4.4] Interview with the Teacher (August 28, 2014)

(만화) 캐릭터나 애들이 좋아하는 아이돌 EXO 같은 그룹. 그거 하나 학습지나 PPT 같은데 하나만 넣어도 애들이 너무 집중을 하고 눈이 초롱초롱 해지니까 저는 그것만으로도 좋거든요. 그래서 제가 준비를 너무 많이 해요. 리서치 시간이...정말 퇴근을 해도 집에서 계속 봐야 돼요. 주말까지 그렇게 몽땅 준비를 해요. 게임을 하려고 뭐 파워포인트를 만들거나 하는걸 다 제가 일일이 해야 되기 때문에 어우 그게 진짜 만만치가 않아요. 사진 찾는 거 하나하나도 그렇고, 뭐 거기에 음악 삽입하는 것도 그렇고, 찾을 게 너무 많은 거예요. 수업 준비를 하는 게 시간이 너무 많이 들고 그걸 제가 근무시간에 할 수 있는 게 아니라서...그래도 아이들 생각하면서 계속하고 있지만... 그게 자꾸 반복이 되다 보니까 저도 힘에 부치는거예요.

거기다 또 아이들도 (게임하는 거에) 익숙해지고 길들여지다 보니까... 제가 그냥 정말 분필 하나 잡고 들어가면 (학생들이) 너무 지루해 해요. 너무너무! 제가 말을 조금이라도 많이 하면 애들이 못 견디는 거예요. 그건 또 제가 싫고 그러다 보니까...(한숨)... 재미있는 게임이나 이런 거 하면, 아이들이 목숨 걸고 해요. 하지만 진짜 게임을 제가 하는 이유는 그냥 솔직히 그 게임 안에서 배우라는 건데 애들은 정말 게임에서 사탕을 얻으려는 목적으로 하려는 그런 것도 보이는 거 같고 그게 좀...네... 음...슬퍼요.

또 다른 문제점은 제가 이제 게임같은 걸 준비했는데 갑자기 교실에서 컴퓨터가 나가거나 제 노트북이 나가거나 티비가 안 나오거나 소리가 안 들리거나 하면 제가 이제 어떻게 해야 될지 모르겠는 거예요. 제가 어찌할 바를 모르겠는거예요 컴퓨터 하나가 나가도 이제 (게임을) 안 되니까 그러면 제가 교과서 펴. 하자 그러면 아이들이 하.. 그때부터...휴우... 그 눈빛을 보면 제가 너무 힘든 거예요. 나름대로 이제

아이들이 항상 제 수업을 재미있게 느낀다고 생각했는데 제가 이제 말만 조금 많아지면 너무 힘들어하니까

[English Translation]

[Excerpt 4.4] Interview with the Teacher (August 28, 2014)

(Cartoon) characters or K-pop idol groups like EXO that teenagers love. Adding such things on the worksheets or PPT slides, **I find out that the students get excited by just looking at them, so they pay more attention. I love to see that. That is why, I put too much time and effort on prep.** The time I spend for research is... oh, well,...even after school, I literally need to keep on searching for the materials at home. I spend my entire weekend like that for lesson preparations.

It's really hard to do it because I have to do all that from scratch by myself, creating PPT slides for a game. Oh, boy,...there is so much to do. Things like finding proper pictures, inserting music on the background, there are **too many things to search for and to do. Although it takes lots of time for preparation, it cannot be done during the school hours. Despite the fact that I have been doing it for the students, this preparation cycle keeps on going, and I feel like I am being stretched thin.**

Plus, now, the students are getting used to it (game activities), so they get extremely bored, if I just bring a chalk into the class. Very, very bored! If I talk more, the students can't stand it. That's I do not like it either. (sigh)... If it's a fun game or something like that, the students participate in the activities as if their lives depended on it. But, **the real reason why I designed games in the lesson is to help the students learn something from them. On the contrary, the students appeared to participate in the games simply to get candy. That is...that is.. hmmm... Yeah.. hmmm, that is so sad.**

Another problem is that I do not know what to do at all **when suddenly the laptop goes out, the TV monitor does not work, or the sound is inaudible when we are ready to play games in class. I have no idea what to do, and I totally blank out.** Even if just one thing, like the laptop, does not work, the game cannot be played anymore, I ask the students to open their books. From that moment, the students....oh, boy... Whew... hmm... it is so unbearable to look at their eyes. In my own way, **I was thinking that the students started to have fun in my class, but they were getting more impatient if I talk little bit more than usual.**

Excerpt 4.4 describes that game activities have the most positive role in the teacher's class. The games are implemented in the classroom due to the teacher's pure affection for her students, her passion to support students' development, and her professionalism. In other words, the games are a product of the teacher's willingness to spend extra time to make her students enjoy learning English. Unfortunately, her efforts are counterproductive. In reality, when drawing comparison to a limited time span, the teacher is required to spend gradually more time on classroom preparation due to a growth in the students' expectations. More stimulus (games and rewards) drive the students to become more insensitive to the stimuli, and this creates a heavier workload on the teacher and more dependency on technology use in the classroom. Rather than creating a positive learning effect, the game activities create a

vicious circle. The teacher stated in the interview that she was very disappointed and felt despondency when she found the students remembered the games and the rewards from the games, but not any of the English words or expressions she had originally included in the games for teaching purposes. Then, she stated that she felt that her enormous time, effort and devotion were all worthless. The disconnection between the games and the actual learning was repeatedly found in numerous student interviews. The students exactly remember the names of the games, the winners and losers, and the rewards, but not the linguistic features and contents. The following interview with Student B (Excerpt 4.5) is a good example that describes this situation.

[Excerpt 4.5] Interview with Student B (August 28, 2014)

- Researcher: 가장 최근에 했던 활동이 뭐예요?
 Student B: 영어시간이에요?
 Researcher: 예.
 Student B: 학교에서 그저개인가? 모둠에서 게임했는데
 Researcher: 뭘 어떻게 하는 게임인데 얘기해줄 수 있어요?
 Student B: 인터넷 프로그램으로 낱말 같은 거 말해가지고 계속해서 없어지다가
 마지막에 모양같은 거 나올 때 사탕 같은 거 받고
 Researcher: 그렇구나. 그럼 혹시 그 게임에 나왔던 단어 생각나는 거 있어요? 3 개
 정도만 얘기해볼까?
 Student B: 3 개요?
 Researcher: 응, 하나라도 좋구요.
 Student B: 까먹었어요. 그때 저 말고 다른 친구들도 말하고 해서.

[English Translation]

[Excerpt 4.5] Interview with Student B (August 28, 2014)

- Researcher: What was the most recent activity you have done?
 Student B: In English class?
 Researcher: Yes.
 Student B: **At school, was it the day before yesterday? I played a game in a group.**
 Researcher: Could you tell me a little more what the game is about?
 Student B: **An internet program shows words on a screen and disappear when you say the words aloud. In the end, if it shows a something like a shape, you get something like candy.**
 Researcher: Right. If so, do you remember any of the words that came out

Student B: **of the game? Can you tell me just three words from that?**
3 words?
Researcher: **Yeah, even one is good.**
Student B: **I forgot. Because, at that time, other friends were also talking.**

Similar cases were recounted by other students, and this reiterates how a vicious circle is strengthened by misaligned expectations from two different participants (i.e. the teacher and the students) of the classroom. The teacher wanted her students to learn more from active participation. Yet, on the other hand, the students wanted to have more fun in class. They enjoyed the activities as games and expected more excitement at each class. Thereby, this cycle is more intensified, and thus reaches a peak where the teacher cannot meet the students' expectations.

Although the games that are used in the classroom were viewed positively by both the teacher and students, complexity theory suggests otherwise. The common thoughts of these two elements (i.e. the teacher and students) on the game activities reinforce a greater desire and need for the game in the classroom. Positive reinforcement creates chances and circumstances to implement more game activities in the classroom so that both the teacher and the students co-adaptively organize their classroom to satisfy their needs. For instance, the teacher creates interesting game activities and brings them into the classroom. Then, the students appeal for continuous opportunities to have more games by actively participating in the game activities. That is, these two elements are well co-adapted into creating and at the same time maintaining the KEC. However, the KEC continuously requests more stimulating games, whereby the teacher (as a subsystem of the KEC system) faces growing challenges of gradually increasing hours, pressure to prepare more interesting game activities, and reaches a threshold. On the other hand, the students' preference towards games and their active participation develops a stronger attraction to games, and this ultimately leads the KEC into a

perpetual pattern of implementing more interesting and diverse game activities during class—activities that do not necessarily reinforce English learning outcomes.

4.4.3.3 Dual Track System

In the previous sections, the teacher-centered classroom and vicious circle pattern in the classroom are discussed in relation to their formation and relationship among the constituting elements of the classroom. These patterns are fundamentally based on two parallel models of English language learning, which coexists in the Korean EFL classroom system. One aspect of the Dual Track System (DTS) is achieving a higher score on examinations, and the other is achieving high proficiency in English. Both the teacher and students obtain this DTS mentality in their perception.

DTS is most explicitly manifested in the perceptions of the teacher and the students in a GSA¹⁹. As shown in the snapshot of the classroom (Snapshot One) and the ‘element’ section (Section 4.2.1.2), this classroom sets a GSA as the typical classroom setting regardless of class contents. The teacher mentions on this note that ‘아이들이 좋아해서 그냥 굳이 모둠으로 만들기도 해요 (since the students love it, implement a GSA without specific purposes).’ Student A (Excerpt 4.3) also expresses preference for the GSA over direct teaching from the teacher: ‘애들이랑 이야기하면서 할 때는 생각도 나눌 수 있고 그래서 친구들이랑 하는데 더, 더 좋은 거 같습니다. (When I talk to classmates, we can share our ideas, so it’s better)’ Likewise, similar preference for the GSA was commonly found among the other students. The ability to communicate with peers is the most common explanation among students for why they prefer GSAs. In contrast, however, there is no comment on how seating arrangements help independent or group-based learning. Rather, the students tend to ask questions to the teacher more often than asking their

¹⁹ GSA: Group Setting Arrangement

peers, and even if they get the answers from their peers, they attempt to check the correctness of the answers from the teacher. The following interview with student C shows a student's perspective on studying English in a group activity.

[Excerpt 4.6] Interview with Student C (September 1, 2014)

- Researcher: 수업이 모둠활동 위주가 된다면 영어수업이 어떨 거 같아요?
 Student C: 자주 하는데 영어시간에 모둠수업을
 Researcher: 그러면 모둠활동 수업 어때요?
 Student C: 재미있어요. 애들이랑 이야기도 하고. 선생님이 칠판에 쓰고 말씀하시면
 즐리는데 그렇지도 않고.
 Researcher: 그럼 이런 모둠활동들이 영어공부에도 도움이 되는 것 같아요?
 Student C: 그건 선생님 수업 듣고 그냥 하는 게 더 편하고 좋죠.
 Researcher: 어떤 점에서 더 편하다는 거죠?
 Student C: 만약에 시험기간에는 시험을 일단 잘 봐야 되는 그런 게 있잖아요.
 학생이다 보니까. 그래서 시험기간에는 선생님이 그래도 모둠활동 하면
 애들이 많이 떠들고 그런데 시험기간에는 그래도 시험기간에는
 공부했으면 좋겠어요.
 Researcher: 그러면 Student C 는 모둠활동은 공부가 아니냐?
 이렇게 생각하는 건가요?
 Student C: 아니요. 그 시험 공부를 할 때는 그래도 부적절한 거 같아요.
 Researcher: 시험공부를 위한 공부는 아니다 모둠활동이?
 Student C: 네, 그냥 평소에 친구들과 의사소통할 때 더 좋은 거 같아요.
 Researcher: 그러면 공부를 하는 측면에서는 선생님 수업이 더 좋다는 거예요?
 Student C: 그렇죠.
 Researcher: 모둠활동으로 공부할 순 없나요?
 Student C: 공부할 수 있겠지만 선생님 설명 듣고 하는 게 더 낫지 않나요?
 Researcher: 왜 더 낫다고 생각해요?
 Student C: 어.. 친구들끼리 하는 거보다 선생님한테 계속 물어가면서 하는 게
 더 효율적이라고 생각해요.
 Researcher: 친구한테 물어보면은?
 Student C: 못 믿겠어요.

[English Translation]

[Excerpt 4.6] Interview with Student C (September 1, 2014)

- Researcher: If your class becomes a group-activity-centered class, how would you think of your English classes?
 Student C: **Often, we do group activities in English class.**
 Researcher: Then, what do think about group-activity-based class?
 Student C: **It's fun. I can talk to others. When the teacher writes on the chalkboard and speaks, it makes me sleepy, but I do not feel this way [when doing group activities].**
 Researcher: Then, do you think that these activities help you learn English as

- well?
- Student C: **In that case, it's more convenient and better to just listen to the teacher's lecture.**
- Researcher: In what way is it more convenient?
- Student C: When it is an exam period, since I am a student, getting a good score on the exam becomes priority. **So, if the teacher makes us do the group activities even during the exam period, my classmates would make lots of noise, so, accordingly, during exam periods, I would prefer to study at least during the test period.**
- Researcher: Then, does Student C think that group activities are not for learning? Is this what you think?
- Student C: **No. I just think it is a little inappropriate for when I prepare for exams.**
- Researcher: **So group activities are not the way of learning to prepare for exams?**
- Student C: **Yes, I think it's better for regular classes when I communicate with friends.**
- Researcher: **So, in terms of learning, is it better to listen to the teacher's lectures?**
- Student C: **Right.**
- Researcher: Is it not possible to learn by doing group activities?
- Student C: I can learn, but isn't it more effective to listen to the teacher's explanation?
- Researcher: Why do you think that is more effective?
- Student C: **Uh ... I think it's more efficient to study while continuously checking with the teacher than doing things with classmates.**
- Researcher: **What about asking a classmate?**
- Student C: **I cannot trust them.**

Student C confesses that he thinks a group activity is fun and good for communicating with peers, but it is not adequate during the examination preparation period. Rather, he believes that teacher-driven lectures would be a more efficient and convenient way of studying English and preparing for examinations. After all, he appears to believe a group activity is not for studying, but a means of having fun in class. On the contrary, he perceives that the teacher's one-way lectures have direct advantages when it comes to studying the English language subject. Based on his statements, it can be inferred that he perceives two distinct functions of the KEC, one of which offers chances to practice communicative skills of English and the other, which prepares him to reach a higher score on the examination. The former is performed with a GSA, and the latter is with the teacher's lecture. A similar line of thought was also found from other interviews. After having an interview with Student C, I asked other students how they study English during examinations. The common comments

from the students regard (1) memorizing new vocabularies, (2) memorizing paragraphs of the textbook, (3) reviewing worksheets given in the classroom, and (4) memorizing grammatical structures and rules. I asked the same students again how they normally study English when there was no examination. Only one student states that she practices dialogues in the textbook with her dad or reads reading comprehension paragraphs aloud at home. The rest of the students assumed studying English was equivalent to preparing for English examinations and repeatedly stated that their studying strategies, which heavily relied on rote-memorization, were similar to preparing for examinations. Thus, these students believe that memorization is the way to study English. However, when the researcher asked what their studying goal was, students stated the importance of English as a *lingua franca* in the globalized world.

Another interesting contrast found from the interviews is the students' perceptions of English classrooms in a public school as opposed to a private cram school setting. In public schools, English class is fun, enjoyable, and somehow less intensive, but in a private cram academy, English is a serious, strict, and somehow more intensive class. Briefly, there are two perceptive models of an English classroom. One is an enjoyable classroom open for peer interactions—not necessarily English related—and the other is an examination preparation based model. The former model creates a desire for a more interesting and fun class, but fewer expectations are presented for learning English or developing communicative language skills. However, the latter model creates a circumstance where the teacher provides teachings directly to the students. From the students' interview, the phrase '선생님 설명 (teacher's explanation)' was found as the most frequent descriptors of studying English and the teacher's instruction. This implies the students' reliance and dependency on the teacher's explanations and furthermore its pivotal role in studying English.

The teacher explanation for adopting a GSA for all classes are that it is the students' favorite setting, and that it also promotes more communication among the students. In

addition to these two reasons, this study finds another function of the GSA favored by the teacher. The additional function is classroom management and instruction assistance. The explanatory examples regarding this function are found on the Snapshot Classroom (#16, 21, 24, and 26 from Snapshot One). First, the teacher takes the floor, rotating to each group. Therefore, this is a very convenient system for the teacher since he/she is able to equally distribute classroom participation opportunities. However, a shortcoming of such an approach is that only one student per group has an opportunity to participate and this student is designated by either fellow group members or the teacher him/herself. In addition, when the teacher needs to hand out some worksheets or classroom materials, she calls up the student representatives from each group. This group-based arrangement allows the teacher to maintain control of the lesson and establish convenient and efficient communication.

Second, the teacher instructs the students to take notes, and emphasizes students to ask fellow group members if they were unable to copy down the correct words or answers. In statement #26 from Snapshot One, the teacher proclaims that the purpose of GSAs is to assist students who could not write down correct answers or who may need a chance to cross check with teammates. Finally, the GSA when compared to a teacher-fronted setting offers some degree of freedom and increased chances for students to interact with neighboring peers. This would help to reduce the number of students slacking off during the lesson.

To sum up, the study reveals that the GSA in this KEC functions differently than its perceived outcomes. In the students' perspectives, group work is not necessarily for learning but more for having fun with peers. However, although enjoyable, the students perceive their preferred group work as counterproductive when preparing for school examinations. Rather than group work, the teacher's lectures are perceived to be the most efficient instruction method for exam preparation. From the teacher's perspective, on the other hand, the group seating arrangement is beneficial as it increases the students' participation rate and sustains a

more enjoyable classroom setting. In addition, upon further examination, the group seating arrangement provides an efficient assistance for the teacher in managing classroom communication and instruction. Hence, both the teacher and the students consider that the GSA is a more enjoyable means of increasing participation rates in the classroom, but both parties do not seem to connect this with learning outcomes. The GSA seems to play a role in managing the classroom rather than achieving its educational purposes.

A tendency among the teacher and students to distinguish a fun class from studying English reveals a sentiment that both cannot be achieved simultaneously. Furthermore, the task of studying English is associated with independent student activity rather than group work. Moreover, the choice for students to study English extends outside of the Korean EFL classroom in cram school, private tutor, and internet lecture settings. In the case of this study, all students in the seventh grade of this school are under a ‘Free Semester’ system²⁰ by the Ministry of Education where no examinations are held during the second semester of the year. Thus, the competition and sensitivity towards school exams are not high as other grades in secondary school. Yet, once high school and university entrance examinations draw nearer to their interests, these outsider variables—cram schools, private tutors, and internet lectures—would massively affect classroom instruction. As such, this Korean EFL classroom system maintains a GSA due to a stronger desire of having fun rather than achieving high examination scores

4.5 Summary of Initial Conditions

²⁰ “For one semester, or around half of the academic year, students study normal lessons in the morning, but every afternoon take part in what’s called a selective curriculum. Students can nominate their own course of study, approved by their school principal, or take part in various options offered by the school, which might include work-based learning, arts or sporting activities or a leadership development program. During the free semester, no assessment takes place, to encourage teachers to make sure the ‘free’ time is protected and doesn’t become used for additional academic study.” (FREE SEMESTER PROGRAM - SOUTH KOREA. (n.d.).)

In this section, the initial conditions of the KEC are described with a snapshot of a typical classroom day before the FC implementation. Along with the literal description of the classroom, in-depth illustrations of the initial conditions are also specifically discussed. On the basis of the literal and figurative descriptions of the initial conditions, this study reveals three distinguishing patterns of a Korean EFL classroom: a teacher-centered classroom, vicious circle of game-dependency, and dual track system of parallel English classroom models.

CHAPTER 5

PHASE SHIFT 1: FLIPPED CLASSROOM 101, ELIMINATING CLASSROOM LECTURES

This chapter presents an introductory phase of the FC implementation in the KEC. This first phase of the KFEC ²¹ displays a notable change in scope of the classroom with an advent of an asynchronous classroom, which brings mixed reactions among the elements of the KFEC. Thus, the resulting confusions and instabilities are intensified in proportion to the expanded size and scope of the KFEC. This consequently produces a chaotic status in the KFEC. Such phenomenon observed in Phase Shift One is first portrayed in a snapshot of the asynchronous and synchronous classroom (Section 5.1) along with the descriptions of the timespan and classroom materials and noteworthy modifications within three elements of the KFEC: *physical environment*, *contextual factors*, and *language resources* (Section 5.2). Finally, the chapter attempts to expound two areas of the expansion in the KFEC (i.e. classroom and interaction) with distinct conflicting collective behavioral patterns of the KFEC generated by a multifarious and vast reciprocal interactions among its elements (Section 5.3).

5.1 Snapshot Two and Three: Emerging into a New World, NAVER BAND

²¹ The KFEC: Korean Flipped EFL Classroom

5.1.1 Asynchronous Space: NAVER BAND Classroom

[Snapshot Two] The Inception of NAVER BAND Classroom (September 14 – October 6, 2014)

[Part 1]

교사는 첫 거꾸로교실 (The Flipped Classroom)을 대비해서 (1) 반 별로 NAVER BAND 를 만들었다. 그리고 반별로 학생들의 휴대폰 문자 또는 이메일로 초대장을 보냈다.

9 월 15 일에 있을 수업을 대비하여 (2) 8 분짜리 첫 디딤영상 (Lecture Video)을 BAND 에 올렸다 (Figure 5-1). BAND 가입을 못 한 학생을 위해 휴대폰과 이메일로 (3) 똑같은 디딤영상이 업로드 된 YouTube 의 URL link 를 보냈다. 반나절이 지난 후에 “봤어요” (Figure 5.2)라고 첫 댓글이 달렸다. 그중 한 학생은 (4) ‘봤어요 동영상 (i.e. 디딤영상) 계속 돌려보게되는 ...ㅋㅋ’ (Figure 5.2) 는 댓글도 남겼다. 그렇지만 (5) 대부분 학생들은 댓글도 남기지 않았고 디딤영상도 시청하지 않았다.

[Part 2]

교사는 디딤 영상 시청에 좀 더 많은 학생의 흥미와 동기를 유발할 다른 방법을 찾았다. 첫 번째로 (6) 보조교사제도를 만들어 각 반별로 5명을 선발했다. 이들은 성적이나 다른 특별한 조건 없이 열심히 디딤영상을 보고 필기한 것을 BAND에 올리거나 수업시간에 선생님을 잘 도와서 동료 친구를 잘 가르쳐주는 역할을 하면 되었다. 보조교사제에 자발적으로 참가하는 학생들에게는 생활기록부(student record)에 그 활동을 적어주는 특혜를 준다 약속하였다.

두 번째로 디딤영상을 시청하고 확인을 하는 방법에 다양한 변화를 주었다. 첫 변화 (Figure 5.3)는 디딤영상을 그 전보다 (7) 짧게 4분으로 줄이고 팝송도 넣어 그 제목을 알아맞히는 퀴즈도 만들었다. 두 번째 변화는 (8) 모든 학생이 디딤영상을 보고 필기한 노트를 사진으로 찍어 BAND 에 업로드하는 것이다. 세 번째 변화 (Figure 5.4)는 (9) 디딤영상 시청 여부를 수행평가 (performance-based assessment)에 반영하였다. 네 번째 변화는 디딤영상 내용을 노트가 아니라 (10) 교과서에 필기하는 것으로 바꾸었다. 다섯 번째 변화 (Figure 5.5)는 (11) 단어를 설명하는 디딤영상의 마지막에 학생이 직접 그린 그림으로 그림 사전 (Pictionary)을 담아 시청하는 학생들에게 그림 사전을 그린 학생을 맞추는 퀴즈를 풀게 하였다. 이렇게 지속적으로 디딤영상 시청과 확인의 방식은 다양해졌다.

[English Translation]

[Snapshot Two] The Inception of NAVER BAND Classroom (September 14 – October 6, 2014)

[Part 1]

In order to prepare for the first Flipped Classroom (1) the teacher made a NAVER BAND for each class. Then, an invitation was sent to the students in each class through text message or email.

(2) The first eight-minute lecture video ('LECTURE VIDEO') was uploaded to the 'BAND' in preparation for the class on September 15 (Figure 5.1). For the students who could not join the 'BAND' yet, the teacher (3) sent a 'URL LINK' of 'YOUTUBE', which was the same lecture video was sent to their mobile phones and email. After a half-day, the first comment, "I saw it," was posted. (4) One of them left a comment saying 'I keep on watching the video.' However, (5) most of the students did not leave any comments nor watch videos.

[Part 2]

The teacher looked for other ways to attract more students get interested and motivated to watch the video. Firstly, (6) the Assistant Teacher Program was created, and five students were selected for each class. The student assistant teachers are designated without any particular criteria such as their academic performance or extra, and their

responsibilities for the role are uploading their handwritten notes to the 'BAND' after watching the lecture videos and teaching their classmates well by helping the teachers in class. The teacher promised the students who voluntarily participate in this Assistant Teacher System would have the privilege of having their activities recorded on the students' records.

Secondly, the teacher made various changes in the way of watching the video and confirming of that. (7) The first change (Figure 5.3) was shortening the video footage to four minutes shorter than before and made quizzes on matching a title with a pop song. (8) The second change is that all the students watch the footage and upload the written notes to the 'BAND'. (9) The third change is (Figure 5.4) reflecting the rate of watching lecture videos to 'PERFORMANCE-BASED ASSESSMENT'. The fourth change was (10) to write notes in textbooks after watching the lecture video, not on notes. (11) The fifth change (Figure 5.5) is that the ending part of a lecture video created to explain vocabulary shows 'PICTIONARY' that was drawn by one of the students, and the students show watch the footage to answer who is the student who drew the 'PICTIONARY.' In this way, the method of confirming on watching lecture videos has continuously been diversified.

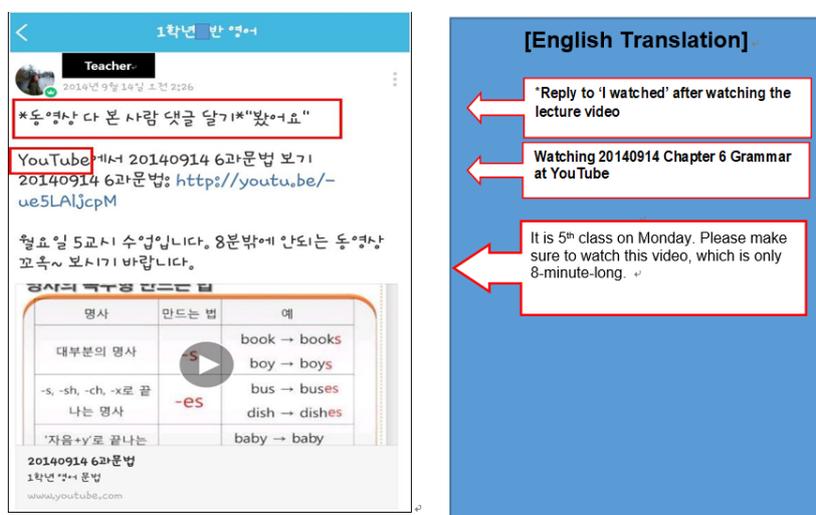


Figure 5.1 The First Uploaded Lecture Video & Comments

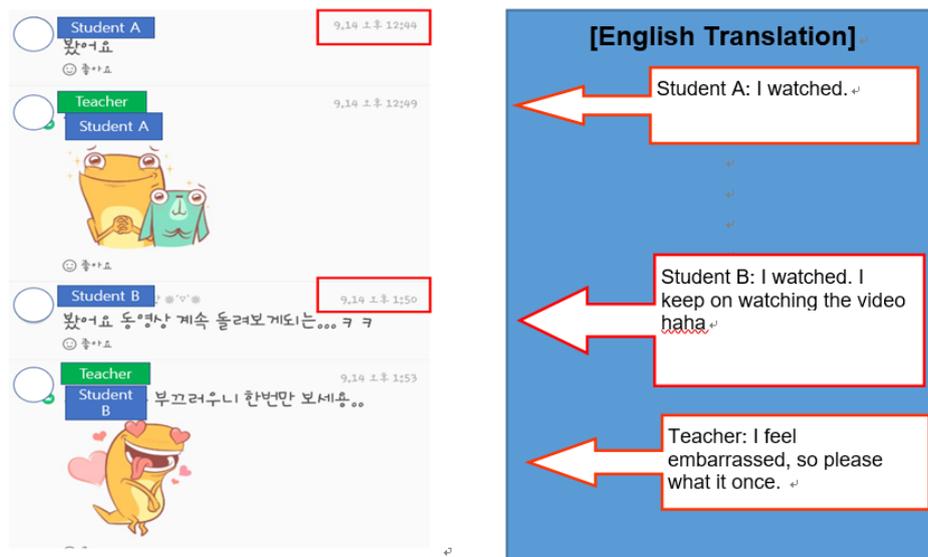


Figure 5.2 The First Comments from the Students on the First Lecture Video

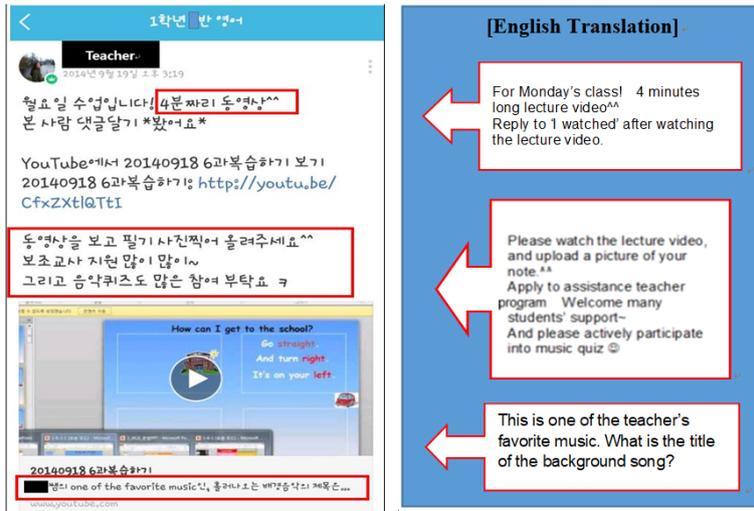


Figure 5.3 Changes #1~2 in the Lecture Videos

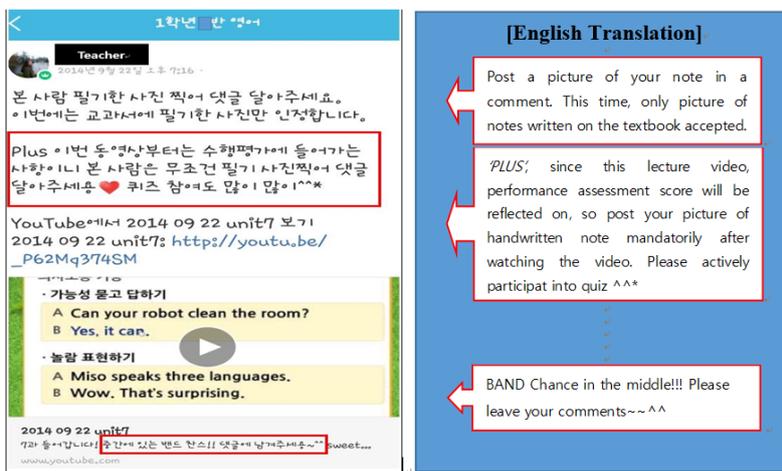


Figure 5.4 Changes # 3~4 in the Lecture Videos

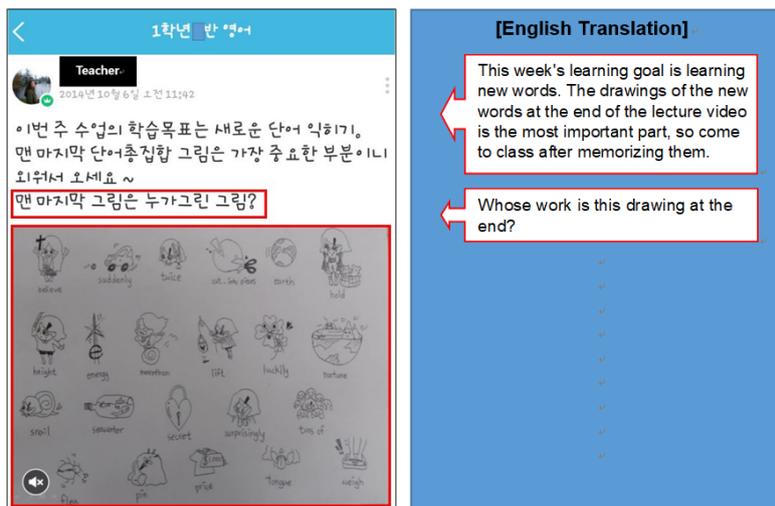


Figure 5.5 Changes #5 in the Lecture Videos

5.1.2 Synchronous Space: In Classroom

[Snapshot Three] The Inception of the Korean Flipped EFL Classroom (September 18, 2014)

거꾸로교실 영어수업 1주차 (the second week of the Korean Flipped EFL Classroom)

2014년 9월 18일 수업

학생들은 4인 1조 모둠 자리를 만들고 앉아 장난치고 수다를 떨고 있다. 교사가 들어오자마자 들고 있던 물건을 교탁에 내려놓더니 마이크를 켜다. 학생들을 조용히 시키고 선 (1) 노란색 바인더 (Figure 5.6)를 펼치며 말한다.

교사: (2) 자, 오늘 어떤 인간이 안 했나 볼까? 디딤영상 안 본 사람들 다 표시해왔어! (Figure 5.6)

(3) 굉장히 많이 안 했네요? 자... 일단...

남학생 1, 남학생 2, 남학생 3, 남학생 4, 남학생 5, 남학생 6, 그리고...

여학생 1, 여학생 2, 여학생 3, 여학생 4. 예효...

여학생 1: 저 어제 올렸어요!

여학생 2: 선생님 저 했는데요 컴퓨터로 해서 못 찍었어요.

남학생 7: 컴퓨터로 화면 찍으면 되지. 컴퓨터로 캡처. 스크린 샷. F3 누르잖아

남학생 1: 선생님. YouTube. YouTube 로 봤는데. 댓글 달려고 했더니...

그... 뭐지... 그... 채널 탐색인가 그딴 거 하래요.

교사: (4) 증거를 남겨야 해. 안 그러면 동그라미 안 치고 세모 쳐줄 거야.

남학생 1: 아이디어가 필요한데 나이가 안 맞대요.

교사: 아이디어가 필요한데 나이가 안 맞는다?

(남학생 2의 이름)야, (5) YouTube 에는 그런 거 필요 없어.

검색에 선생님 이름만 치면 나오는데 어떻게 그래

학생들: 맞아! 맞아!! (웃음소리)

남학생 1: 아니 댓글 다는 거를.

교사: 아.....댓글....알았어, 알았어, 알았고, (6) 애들아, 여전히. 여전히 너무 부족해. 너무 많이 안 봤어. 그래서 본 사람들 체크한 사람들만 동그라미 해주고, 조용해! 수업 끝나고 본 사람은 세모라도 해줄게요. 근데 끝까지 안 본다 그냥 엑스야. 알았지? (7) 우리. 자유학기제라서 수행평가도. 수행평가 선생님 마음대로고요. 지금 중간 기말도 없어서 너희 평가 측정할 수 있는 게 없어. 그런데 이렇게 좋은 자료 선생님이 만들어주고 딱 해놓으면. 그치? 안 본 사람 선생님이 딱 평가에 넣으면 되겠조?

남학생 7: (8) 아휴 진짜 노답. 아휴.

교사: 자 (9) 동그라미 하면 매우 성실한 참여를 보였기 때문에 그렇게 평가에 들어갈 거고요. 세모는 성실하지 않으나 열심히 노력. 엑스는 그냥 어떻게 써줄 수가 없어.

자 그니까 애들아 제발. 일주일에 2번 들었어! 영어 디딤영상 꼭 보세요.

여학생 4: (10) 맞아! 5분도 안되는데 그거를

남학생 7: (11) 어제 것 4분 37초였는데!

교사: 이걸로 인해서 니네가 있잖아. (12) 모둠 활동할 때 보지않고 와서 지금 다른 아이들은 다 봤는데 나 혼자 안 봤어. 괜찮겠지 생각하면 안 돼. 그러면 나머지 모둠원들이 안 본 아이들 때문에 피해를 받는거야. 그럼 니네 모둠은 그 과제를 수행할 수 없잖아. 그치? 그럼 그 모둠은 1시간 내내 그 아이 한 명 때문에 못 보는 거야. 그렇게 남들한테 피해 주는 사람 되고 싶어 너희들? 아니잖아요. 그치? 그니까 피해 주지 않으려면 어떻게 해야 해?

학생들: 디딤영상 열심히 봐야 해요.

교사: 알았어. 자 애들아 이제 영어책 좀 펴보세요. 교과서 116~117 쪽입니다.
1 번만 빼고 (13) 모둠원들과 같이 풀어보세요.

학생들은 교과서에 나오는 문제를 서로 같이 풀어보기 시작한다. 교사는 보조교사를 지원한 학생들에게 교실 앞으로 모두 나오라고 했다. (14) “보조교사들에겐 쉬을 테니까 너네가 먼저 하고 나중에 학생들에게 가르쳐 줘”라고 말하고 그들을 자리로 돌려보냈다.

(15) 교실은 옆의 짝이나 모둠원들과 함께 문제를 푸는 학생들, 옆 모듬에 가서 답을 확인하는 학생들, ‘선생님!’ 하며 외치는 학생들, 교과서 문제는 보지 않고 잡담하는 학생들로 뒤섞여 교실은 매우 소란스럽다. 수업은 학생들의 목소리로 가득 차고 (16) 교사는 학생들과 일대일이나 모듬의 형태로 소통한다.

중간중간 (17) 교사는 ‘조용히 하세요!’ ‘ 놀지 말고 집중!’ ‘집중의 박수!’라는 말로 학생들이 다시 조용해지도록 만든다. (18) 교사는 자신을 부르는 학생이 있는 모듬에서 모듬으로 질문에 답을 해주느라 교실 여기저기를 바빠 움직인다. 15 분 정도 시간이 흐른 뒤 교사는 한번 보조교사 학생들을 교실 앞으로 호출한다.

교사: 자, 보조교사들아, (19) *너희는 보조교사로서 선생님을 대신해서 가르쳐 주는 거야.* 너희가 친구들을 위해서 가르쳐 주는 거야. (20) *친구들이 눈치 보지 않게 기분 나쁘지 않게 하는 거 잊지 말고, 알았지? 마음 편하게 물어볼 수 있게 해줘.* 자, 그럼 가봐!

이렇게 (21) 보조교사 학생들은 각자의 모듬으로 돌아가 아이들에게 답을 맞혀보고 모르는 단어나 문장의 뜻이나 문법 등을 가르쳐 준다. (22) 교사는 교실을 돌면서 보조교사들의 설명을 같이 듣기도 하고 수정해주기도 한다. 모든 모듬이 문제를 다 마쳤을 즈음 되자 교사는 전체 학생들을 호출하며 교실 앞을 향해 보라고 한다. 다들 조용히 시킨 후 교사는 학생들과 함께 정답을 맞혀 본다.

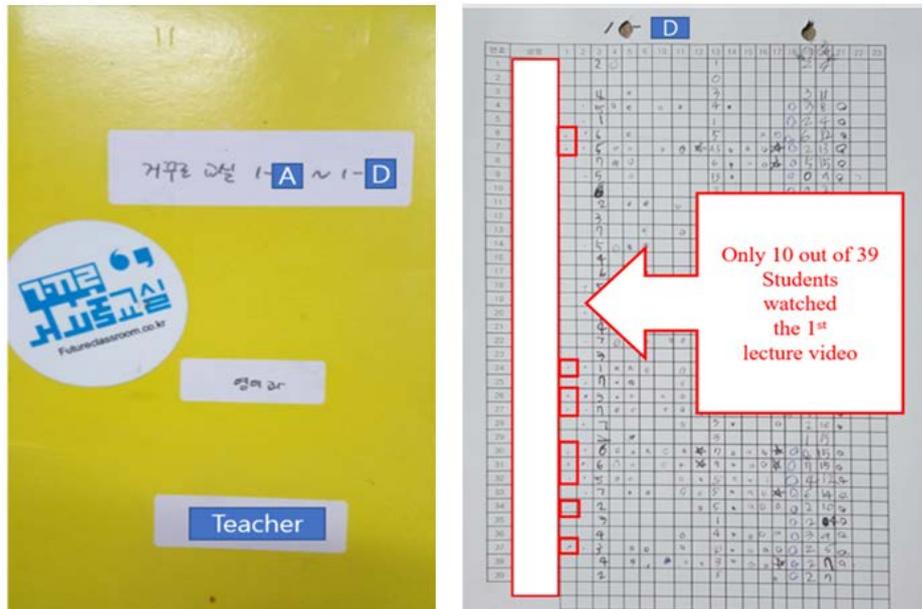


Figure 5.6 The Yellow Binder of a Participant Teacher & Check-Up List of Watching Lecture Videos

[English Translation]

**[Snapshot Three] The Inception of the Korean Flipped EFL Classroom
(September 18, 2014)**

Flipped Classroom Week 1 (The second week of the Flipped EFL Classroom)
Lesson on September 18, 2014

The students are sitting together in a group of four, chatting and joking with each other. As soon

as the teacher comes in the classroom, she puts all the things that she holds down onto the lecture desk, and turns on the microphone. Then, she keeps the students quiet and **(1) speaks with opening a yellow binder.**

Teacher: **(2) Now, what kind of human did not do it today? I already checked everyone's name on the list who did not watch the lecture video! (3) There are so many people didn't do it.** Oh well... First...

Boy 1, Boy 2, Boy 3, Boy 4, Boy 5, Boy 6, and ...

Girls 1, Girls 2, Girls 3, Girls 4 ... Hmm...Hmmm

Girl 1: I posted it yesterday!

Girl 2: Teacher, I did it with my computer, so I couldn't take a picture of my note.

Boys 7: Take a screen capture of your computer. Screen capture using a computer. Screenshot. Press F3.

Boy 1: Teacher. YouTube. I watched it on YouTube. I tried to leave a comment ...

That... What was it?... That... a channel search or something...it says it should be done.

Teacher: **(4) You have to leave the evidence.** Otherwise, I will not put circle but triangle instead.

Boy 1: I need an ID, but I'm not old enough.

Teacher: You need an ID, but you are not old enough?

Hey, (Boy 2's name), **(5) you do not need that on YouTube.**

You just need to search my name, but how did that happen?

Students: Right! right!! (Laughter)

Boy 1: No....I meant posting a comment.

Teacher: Ahcomment...Okay, okay, okay, **(6) kids, still. It's still not enough. Not many students watched the lecture video.** So, I circled only the people who watched the lecture video, and the ones that I checked, quiet! I'll give a triangle to people who watch the lecture video after the class. But, if you do not watch it to the end, you get just an x mark. Understood? **(7) We, since free semester system is implemented, performance assessment is heavily under control of the teacher. There is no midterm and final now, so there is nothing to evaluate your improvement. However, if I make such a good resource, checking who watch a lecture video or not on what date, you know, it would be a very good to evaluate students who do not watch the videos.**

Boys 7: **(8) Whew...really never going to get it, Whew.**

Teacher: **(9) Now, circle represents very diligent participation, so I'm going to evaluate accordingly. Triangle represents not as diligent as circle but still working hard. But, X has just no way to write a good evaluation.**

Come on, guys, please. There are two English classes per week. Please try to watch a lecture video.

Girl 4: **(10) That's right! The video is no longer than five minutes.**

Boys 7: **(11) Yesterday's video was 4 minutes 37 seconds!**

Teacher: Let's think about it. **(12) If you are the only one in the group who did not watch a lecture video before class, you should not think that is OK. If you do so, the student whom did not watch the video will affect the rest of the group. So, your team cannot do that task because of you, right? Then the group cannot do the activity because of one student during the entire of one class Do you want to be a person who gets away from others?** You guys, so if you do not want to be like that, what are you supposed to do?

STUDENTS: Watching the lecture videos.

Teacher: Okay. Now, guys, please take a look at the English textbook. Textbook pages 116 ~ 117. Except question number 1, **(13) please solve problems there together with your group members.**

Students begin to solve problems in textbook with other students. The teacher asks the students who voluntarily joined the assistant system to come out to the classroom in front. **(14) "This will be easy for you, the assistant teachers, you solve the problems first, and then**

you teach to the students." They sent them back.

(15) The classroom is filled with various types of students who solve problems with their partners or group members, students who check their answers with another group, students who call out 'teacher', and students who are not interested to solve the problems but chat with classmates. The class is filled with students' voices (16) and the teacher communicates with students either one-on-one or group.

In the middle of class and activity, (17) the teacher disciplines the students to settle down saying, "Be quiet!" "Do not play, focus!" Also, "clap of concentration!" (18) The teacher busily moves around the classroom to answer questions of the students from one group to the other. After 15 minutes, the teacher calls the assistant teachers to the front of the classroom.

Teacher: Now, assistant teachers, (19) you guys are teaching your friends on behalf of me, the teacher. You do this for your friends. (20) Make sure your friends feel comfortable and do not make them offended, okay? Let them feel free to ask questions to you. OK, now, off you go!

(21) Following the teacher's instruction, the student assistant teachers return to their own groups, check the answers with their classmates, and teach them the meanings and grammar of words and sentences they do not know. (22) The teacher goes to the classroom, and hears and corrects the explanation of the assistant teachers. When all the teams have finished their problems, the teacher invites all students to look in front of the classroom. After everyone is quiet, the teacher will try to get the right answer with the students.

5.2 The First Emergence of the KFEC²²: Expansion and Chaos

5.2.1 Timespan and Classroom Materials

The classroom scene introduced in the snapshot section illustrates the very beginning stage of implementing FC²³. The entire period of Phase Shift One covers five weeks of the KFEC spanning from September 8, 2014 to October 10, 2014 (i.e. week 3 to 7). During this period, 11 classroom participant observations are performed, and the ten of them are video recorded as a whole class. In addition, nine groups are video recorded and the interactions of 14 students are also audio recorded. The participant teacher is interviewed five times, and four participant students are interviewed during this time span. The summary of the data is outlined in Table 5.1.

²² The KFEC: The Korean Flipped EFL Classroom

²³ FC: Flipped Classroom

Table 5.1
Data Collection of Phase Shift One

STAGE	FC WK #	DATE	CLASSROOM OBSERVATION				INTERVIEW	
			Classroom Participant Observation	VIDEO		AUDIO	STUDENTS (#)	TEACHER
				WHOLE	GROUP (#)	(# OF GROUPS)		
Phase Shift 1	FC1	2014-09-11	O	O	X	O (1)	X	O
	FC1	2014-09-15	O	O	X	X	X	X
	FC1	2014-09-17	O	O	O (1)	X	O (2)	O
	FC1	2014-09-18	O	O	O (1)	O (2)	X	O
	FC2	2014-09-18	O	O	O (1)	O (2)	X	X
	FC2	2014-09-22	O	O	X	O (2)	X	O
	FC2	2014-09-23	O	O	O (1)	O (2)	X	X
	FC2	2014-09-24	O	O	O (2)	O (2)	X	X
	FC2	2014-09-24	O	O	X	O (2)	O (2)	X
	FC5	2014-10-06	O	O	O (2)	X	X	O
FC5	2014-10-10	O	O	O (1)	O (1)	X	X	
TOTAL			11	10	9	14	4	5

During this period, the reading, speaking and writing sections of Unit 6. ‘How Do I Get to the Palace?’ and the entire Unit 7. ‘Wonders of Nature’ from the textbook are covered. Within this time span, the classroom materials are provided in twofold: before the class and during class. Lecture videos for upcoming lessons are uploaded onto NAVER BAND two or three days prior to a lesson day. There are a total of ten lecture videos offered; seven of them are produced by the teacher, and the rest of the three are produced by the students. In comparison to the KEC, more in-class activities are added and also diversified during Phase Shift One. The summary of the classroom materials used during Phase Shift One is presented in Table 5-2.

Table 5.2
Classroom Materials from Phase Shift One

Textbook	Communi- cative function	Language Forms	Lessons	Lesson Goals	Classroom Materials	
					Before class	In class
Unit. 6: How do I get to the palace?	Asking events in the past Getting directio- ns	There is/are Sense Verbs + Adjectives	L4	Reading I. [Understanding reading passages]	Teacher-made lecture video 1	Textbook [p. 108-109]
					Textbook [p. 108-109]	WORKSHEET 3. Reading Passage Comprehension
					Answering the pop quizzes	
			L5	Reading II. & Grammar [Reading comprehension and grammatical features]	Teacher-made lecture video 2	Textbook [p. 110-111]
					Student's Note	WORKSHEET 4. Grammar Practice
			L6	Speaking & Writing	N/A	Textbook Exercise 'Writing UCC scripts' on p. 112-113 Drawing a 8-cut-cartoon
			L7	Wrap-Up Review	Teacher-made lecture video 3	Textbook [p. 114] [116-117]

						PPT-based Game 4 [Toy's Story]			
						WORKSHEET 5: Formative Assessment			
Unit. 7: Wonders of Nature	Asking capabilities and answer & Expressi ng astonish ment	The superlative & Compariso ns of Equality	L8	Warm-up & Listening Activities	Teacher-made lecture video 4	PPT-based Game 5: can do			
					Student's Note on the textbook	Group Activity: Describing a superhero by using 'Can'			
					Textbook [p. 118-121]				
						L9	Listening and Speaking [Expressing Astonishment]	Introducing in-class activities	
			Teacher-made lecture video 5	Textbook Exercise B on p. 124					
			Textbook [p. 122-123]	Playing a role: Reading a given script, memorizing that and acting					
						L10	Vocabulary	Student's Note on the textbook	
			Teacher-made lecture video 6	Drawing a pictiography					
			Textbook [p. 126-127]						
						L11	Reading [Understanding reading passages]	Student's Note on the textbook	
			Student-made lecture video 1	Textbook Exercise A & B on p. 128					
			Textbook [p. 126-127]	WORKSHEET 6: I am a teacher, too! [Group activity]					
						L12	Grammar	WORKSHEET 7: Translating the English reading passage to Korean [individual activity]	
			Teacher-made lecture video 7	Textbook Exercise A on p. 132					
			Student-made lecture video 2	Textbook Exercise on p. 134- 135					
Student's note on the textbook									
			L13	Writing	Textbook [p. 129]				
Student-made lecture video 3	Textbook [p. 130-131]								
					Drawing my dream pet	Presenting my dream pet in writing and speaking			

5.2.2 The Elements of the KFEC : Physical Environment, Contextual Factors, and Language Resources

When compared to the initial conditions, there are noticeable differences found among three elements in Phase Shift One: *physical environment*, *contextual factors*, and *language resources*. The most visible change brought to the physical environment element of the KFEC is the elimination of classroom lectures. The basic structure of FC is sharing short videos of in-class lectures in advance and then spending the entire class hour for student learning activities. With the advent of lecture videos, the classroom needs another new digital space for these lecture videos. The teacher from this present study selected four

different channels of sharing the lecture videos. The four channels are NAVER BAND (hereafter BAND), YouTube, text message, and a physical space for watching lecture videos. First, BAND is assigned as the main designated communal space for sharing lecture videos and promoting more active communication among classroom members. BAND is one of the most popular social media applications in Korea. It is known for gathering communities with common interests and purposes as an optimal, convenient application for both PC and mobile users (BAND, 2017). In spite of the many advantages that BAND offers its users, the application is a closed system, which means that only invited members of a particular BAND community can access it (Naver, 2017). Therefore, if a student cannot access the designated BAND class space due to technical difficulties, it would be challenging to view the lecture videos. Comparatively, YouTube allows access to the lecture videos directly from the web link as long as the students are aware of the title of a video, the ID, or the name of the video uploader.

Unlike BAND, YouTube is more accessible because students do not have to register for an account. In this regard, the teacher creates a YouTube account under her name and any students who know her account can have access to her lecture videos. The teacher also uses text messages as a push alarm to inform students about a newly uploaded lecture video and to provide direct access to YouTube and BAND links with a simple click. Lastly, the teacher places laptops and cell phones in the classroom for students who do not have a PC and/or a cell phone. This enables students who cannot afford to participate in online and SNS asynchronous classrooms to be exposed to the videos. In sum, the physical environment of the Korean Flipped EFL classroom is expanded from emerging from its synchronous classroom through the use of asynchronous classrooms like BAND and YouTube (Figure 5.7).



Figure 5.7 Asynchronous Classroom in BAND and YouTube



Figure 5.8 Headphone Splitter



Figure 5.9 FTP Router (악동퇴치기)

Due to the differences in the lecture space between the synchronous classroom and asynchronous classroom, new objects to support the changes must be adopted into the synchronous setting. Laptops and cell phones are placed in classrooms, but they serve no other functions except allowing students to watch lecture videos and search dictionaries. Whether individual or collective, the teacher prepares several headphones and headphone splitters for video watching (Figure 5.8). The headphone splitter is a useful tool that enables

several students to watch a video with one laptop or cell phone. An additional tool adopted in the classroom is a File Transfer Protocol (FTP)²⁴ router that does not function to expand Wi-Fi connections but, rather, shares electronic files between equipment that is within the classroom range without an internet connection. Nicknamed ‘악동퇴치기 (*Devil Exterminator*)’ (Figure 5.9), this router lowers the chance of having students who are not prepared for the class to watch lecture videos, and creates an affordable circumstance to watch lecture videos in the classroom at any given time. The extended space of the classroom is another aspect that requires further consideration. During the initial stage of the KEC²⁵, the classroom is the only place where lectures are given. With the asynchronous classroom space implemented, the classroom is diversified. That is, rather than being limited to the classroom, lectures can be viewed on the bus, in a student’s room, in the school playground, and so forth. In conclusion, the physical environment of the Korean Flipped EFL Classroom is not only expanded but also diversified.

Contextual factors are another element that experiences dramatic changes particularly in relation to participation organization and roles in the classroom. Primarily, group work becomes the center of a classroom lesson. Although the GSA²⁶ has been a typical classroom practice for the pre-flipped classrooms in the school, the context and its function is distinctively changed through the implementation of FC. In the pre-flipped KEC, the GSA was adapted into the KEC on the basis of the students’ preference (i.e. sitting with peers to have more chance to chat with them) and the feasibility of the teacher to place an easy delivery or monitoring system of information, either lesson contents or classroom management. In contrast, after flipping the KEC, the teacher purposely reduces and

²⁴ The File Transfer Protocol (FTP) router enables the connection and sharing of electronic files between devices in a set range.

²⁵ The KEC: The Korean EFL Classroom

²⁶ GSA: Group Seating/Setting Arrangement

gradually excludes the teacher-fronted position in the classroom. Except for classroom management matters or addressing logistics, the teacher persistently attempts to deliver class contents in individual and group-based methods. In addition, for almost all cases, the activities are designed for groups. Hence, this is qualitatively distinguished from the previous, pre-flipped classroom group setting, which used to be teacher driven. As a result, group work is the backbone of this KFEC, and all communication in the classroom is fundamentally based on this group setting.

Figure 5.10 Advertisement Looking for Assistant Teachers in BAND

The second change in the contextual factors is an Assistant Teacher Program (hereafter ATP). A week after implementing the FC, the teacher officially established a new program to provide teaching assistance that did not require any criteria regarding a student's English proficiency or academic performance. She adopted this program from the teacher community of the Future Class Network (hereafter, FCN) (2015)²⁷ after recognizing the realistic challenges of covering all of students' questions and reviewing teaching materials

²⁷ The Future Class Network (FCN) is a nonprofit foundation established by, of and for Korean teachers of practicing the FC and other innovative pedagogies to reform their classroom. The webpage is <https://www.futureclassnet.org>

in a limited class hour. Therefore, she asked for volunteers among the students, and offered a reward of ATP comments and participation notes in their student records (Figure 5.10). Thereby, the multilayered structures of the participation organization are established in the KFEC. On the surface level, the simplistic structure is that the students and teacher exist, and then the students' participation divides into individual, pair, and group settings. The teacher obtains a similar structure with individual, pair, and group student(s). These structures are again more complexly divided with the new ATP program; for instance, the individual student as an information-receiver or as an assistant student teacher who plays the role of information-giver is one organization. Then, the dynamics of the organization exponentially expand with complex variations of individual-to-individual, pair and/or group organization(s), information-getter(s) to information-getter(s) and/or information-giver(s), and the mix of these two variables. If the teacher is added in this variation, the structures become more complex and dynamic. Thus, the contextual factors with regard to participation organization are dramatically changed with ATP adoption in the KFEC.

The last contextual factor to consider is the teacher's network both inside and outside of the school. Aforementioned briefly in section 1.1, the school site of this present study has a culture of welcoming and encouraging the FC implementation via administrative support from the principal and voluntary grassroots-movement from teachers. Accordingly, a group of teachers in the school participated in a teacher workshop offered by the FCN and gained membership to the network. Moreover, they formed a circle of teachers flipping their classes inside of the school and implemented the FC collectively at the beginning of the second semester of the year. They held bi-weekly to monthly meetings to share any issues or tips of flipping their classrooms, and to reduce the workload of preparing classroom materials if there were teachers who taught the same grade or subject. Another network for the teachers were the teachers of the FCN who were outside of the school. The network is

layered by location (e.g. city or province), school level (e.g. elementary, middle, or high school), and subjects (e.g. Korean, math, English, or etc.). As mentioned, the teachers of the school who attended the FCN workshop were enrolled as members of the organization. Thus, they were able to access three different networks—regional, school level, and subject. Among various communication channels, the teachers generally made frequent use of SNS-based communication channels (Lim, 2017). The main SNS used was NAVER BAND at the time of the research, but now it has changed to a customized application developed by FCN for their members only called ‘팀버스 (TEAM BUS)’²⁸. In the case of the participating teacher, she had both inside and outside access to school networks and was able to receive professional supports from them. This expanded teacher network is a notable change in contextual factors on delivering classroom lessons, and furthermore, it crucially affects language resources, students, and the teacher. By sharing multiple teaching resources among the teachers in the FCN and within the school, regardless of distinctions in subjects and grades, the teachers could have an easy access to various teaching materials to apply to their classroom immediately. This again creates a chance for teachers to share diverse reflections on the same or similar teaching activities and materials with variations of different classroom settings. This process enables teachers to build collective intelligence on how to flip their classes. These internal and external networks appear to launch a virtual classroom laboratory of teachers who collectively and simultaneously conduct an experiment, testing their shared knowledge and skills in their own classrooms. Nonetheless, the teacher network does not, as of yet, have a dramatic influence on other elements of the KFEC at this stage of Phase Shift One, except on the teacher and language resources.

²⁸ TEAMBUS application site (<https://itunes.apple.com/kr/app/%ED%8C%80%EB%B2%84%EC%8A%A4-team-bus/id1088716377?mt=8>)

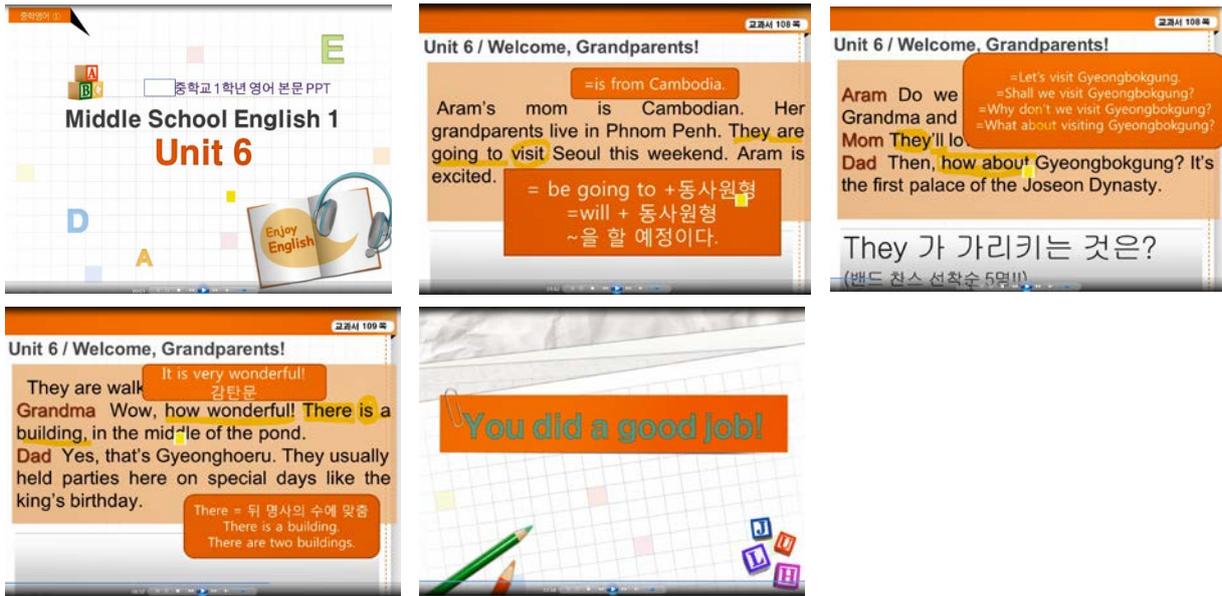


Figure 5.11 A Series of Screen Captures of a Lecture Video

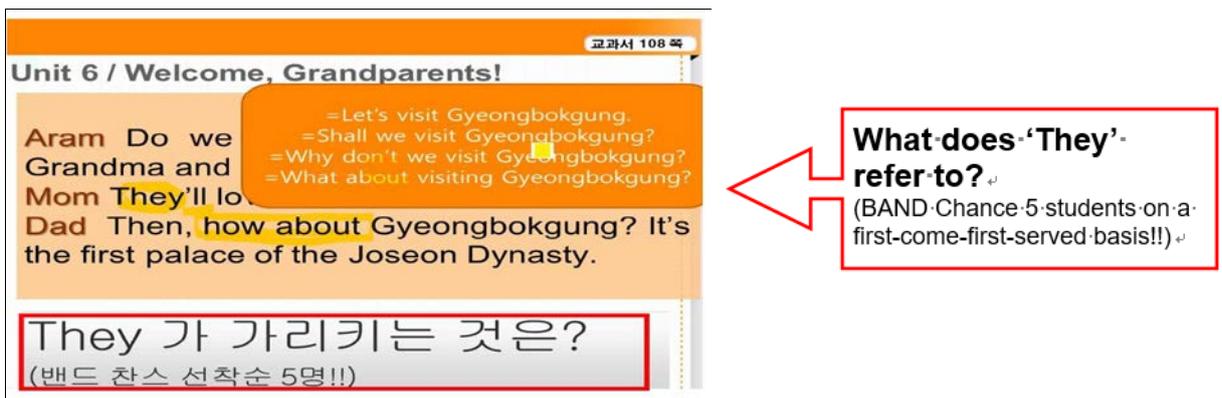


Figure 5.12 Screen Capture of the Lecture Video

The last element demonstrating changes in the KFEC is language resources. Lecture videos are the most representative example to describe changes in language resources. The teacher continues to use PPT slides in the lecture video. Figure 5.11 is a series of screen captures of one such lecture video. The lecture video only shows the PPT slides with a yellow- highlighter, and the teacher's voice is heard for explanations on each slide in the audio. That is, the lecture video is a brand-new form of language resource applied in the classroom system, and it evolves with additional features such as background music, pop quizzes (Figure 5.12), pictures, videos, and student-created materials (Figure 5.13).

Consequently, this lecture video becomes the main ground for containing new resources in diverse forms, and attempts to draw the students' curiosity, interest, and active participation. At first, the teacher mainly displayed the teaching contents for eight-minutes. Later, the teacher shortened the lecture videos in half, and added a pop song in the background and a pop quiz in the middle of the lecture to attract more attention from the students. From this process, the teacher delivers textbook contents, which are originally planned in the curriculum, and widens language resources by adding more authentic materials from outside the curriculum.

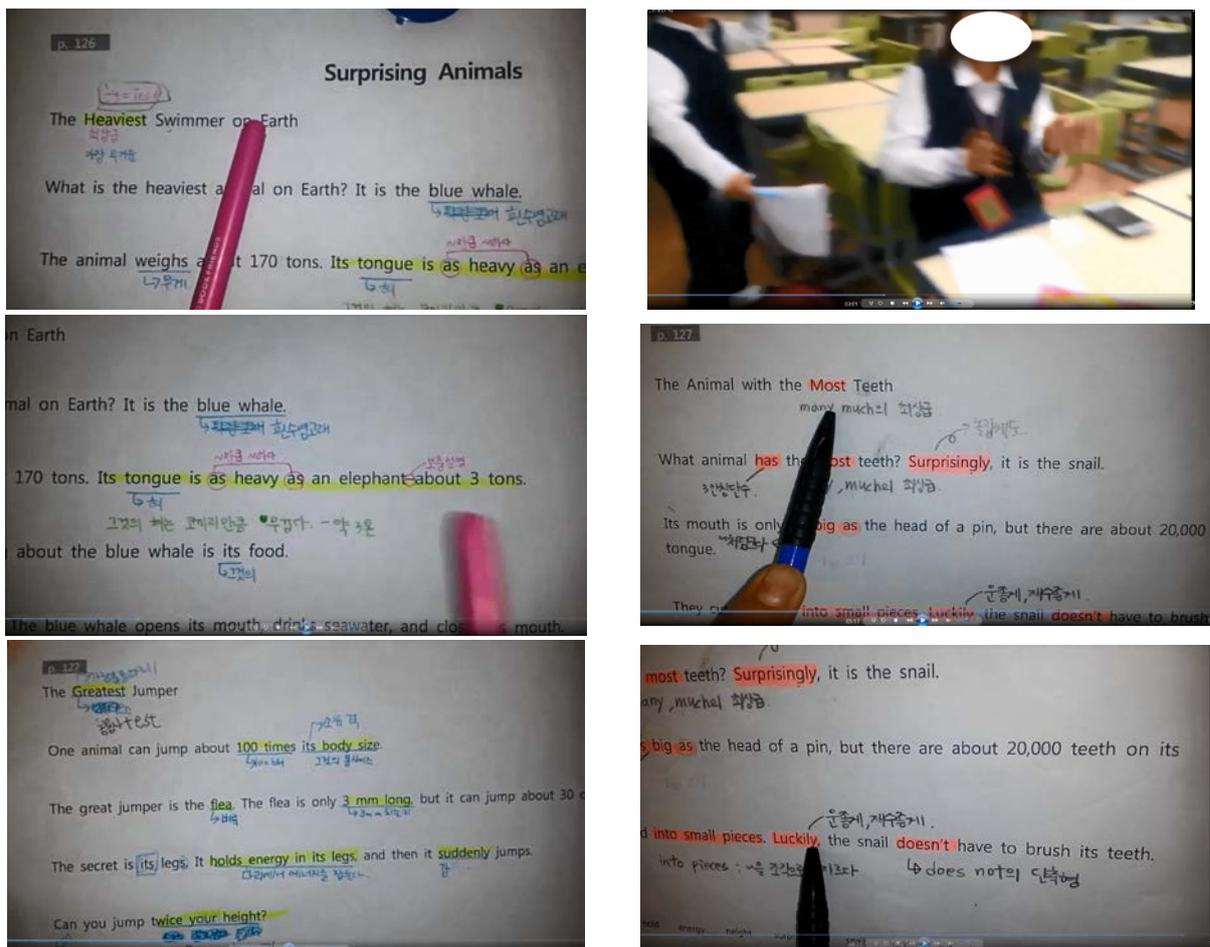
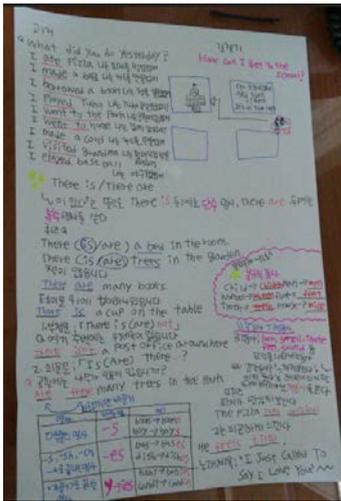
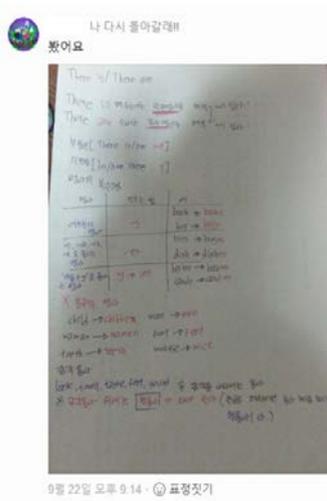


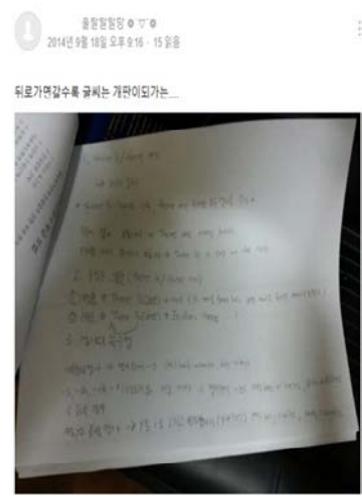
Figure 5.13 A Series of Screen Captures of a Student-Made Lecture Video



Sample 1



Sample 2



Sample 3

Figure 5.14 Samples of Posted Student Notes

Another interesting change in language resources can be derived from the students' notes. In an attempt to check on the students' viewing experience, the teacher asked students to leave a picture of their note taking as a proof of watching the lecture videos on the comments section under the lecture video posting. The pictures of the students' notes exhibit interesting variation in colors, formats, and styles (Figure 5.14). Once unique styles were posted on BAND, a few students were motivated to make their own notes more distinctive. Gradually, more and more students started to share their own note taking styles in the form of pictures. Thus, shared student notes is another new form of language resource that emerged in the KFEC.



Figure 5.15 A Sample of Student Pictionary

Four weeks after the FC implementation, the teacher found alternative ways to evolve her lecture video to attract more student participation by adopting language resources that were created by students. While proceeding with the Flipped EFL Classroom, the teacher noticed a diverse range of student reactions towards what fellow peers did in the same activities, projects, and homework. She consequently had an idea to include a Pictionary²⁹ that was drawn by a student during her vocabulary lesson (Figure 5.15). The teacher had noticed that one of her students was talented at drawing but not interested in participating during classroom activities. Hence, the teacher suggested the student to contribute by making a Pictionary for her lecture video with two purposes of getting the student more involved in the classroom and allowing her to draw out other students' curiosity and interest. The teacher successfully achieved these purposes as other students then had opportunities to illustrate their own Pictionaries. The Pictionary activity involves a series of actions including drawing a proper image, matching it with a vocabulary word, and comparing it with the images of others. This activity not only stimulates an almost unused learning sense (i.e. a kinesthetic sense) of a typical English classroom in a Korean middle school, but it also increases the chances of deeply learning the meanings of vocabulary through the action of repeatedly comparing one's work with the work of others. This further enhances vocabulary learning through personalized and memorable experiences. Thus, this Pictionary becomes an enriched language resource for learning vocabulary in the classroom. Therefore, student-created materials, such as Pictionaries, are another abundant language resource that emerged in this KFEC.

In so far, analyzing the three elements (physical environment, contextual factors, and language resources) discloses major changes that took place in the KFEC as a result of

²⁹ A Pictionary is a picture or drawing that explains the meaning of a word or expression.

implementing FC. In the following section, the effects on sustaining the KFEC will be discussed.

5.2.3 Expanding Interactional Space and Scope

5.2.3.1 Expansion in the Classroom: Whenever, Wherever, As Many As I Want To

Through the reformation of classroom lectures comes the expansion of the classroom space. Therefore, in this section, classroom expansion will be discussed in relation to lecture videos and asynchronous classroom in BAND.

The first aspect of classroom expansion is lecture videos. Aforementioned, the lecture video is the most compelling factor affecting dramatic change in the KFEC. There are conflicting patterns regarding the lecture videos that appear in the KFEC that align with the passive and amotivational attitude which hinder the changes of the classroom. One pattern shows negativity of the change in delivering lectures as video files outside of the class. The other pattern, opposite to the former, expresses great excitement over having the change. From the interviews with the students, both conflicting stances are explicitly demonstrated. The students said why they did not prefer to or why they wanted to watch the lecture videos. As the students recount, ‘그냥 똑같은거 같아요. 집에서 찾아보고 필기하는게 귀찮아서 (*It's the same as before. It is tiresome to search for (lecture videos) at home and take notes on it*),’ ‘시간이 없어서 (*lack of time*),’ and ‘솔직히 말해서 귀찮기도 하죠. 보기도 꼭 들어가서 봐야 되고 그래서 (*Frankly, It is tiresome too. Also, it must be watched after logging into (BAND), so*).’ Thus, ‘귀찮아서 (tiresome)’ is a recursively stated word in describing the process of watching lecture videos outside of class. This indicates clear evidence of the hindrance (i.e. passive and amotivational attitude

towards classroom activities) pulling the KFEC back into the stage prior to the implementation of the FC. As a result, there were no tendencies of adjusting or negotiating one's behavioral patterns to fit into the changed circumstance, but a strong resistance for things to stay the way they were.

In contrast, the latter pattern of favoring the newly changed form of lectures serves as a contrast to the former pattern discussed above. Convenient, easily understandable, reviewable, and enjoyable are commonly affirmed descriptions that express favor of watching the lecture videos. The students especially emphasized their improved performance in classroom activities or in studying English after watching the lecture videos. The following are interviews from students who insist on the academic benefits of watching the lecture videos (#1-4 from Excerpt 5.1).

[Excerpt 5.1] Interviews with the Students (September 24, 2014)

- (1) “1학기 때는 수업하는데 좀 어려웠어요 제가 모르는 게 많아 가지고 쌤한테 물어보려 했는데 다른 애들이 질문해가지고 그렇게 많이 질문 못했어요. 근데 2학기 때는 디딤영상(lecture videos) 보고 오니까 이게 쉬워졌어요. 그냥 수업이 간편해요. 그리고 모르는 거 있으면 계속 봐요 돌려서. 계속 여러 번 들으면 이해가 돼요.”
- (2) “디딤영상 그거 집에서 보면 중요한 요인만 선생님께서 녹화하시잖아요. 그러니까 오히려 수업내용이 짧아지고, 짧으니까 머릿속에 잘 들어오잖아요. 그래서 공부하기 좋은 거 같아요.”
- (3) “새롭고, 내가 싫어한 부분이 있었는데 디딤영상을 보면서 더 재밌게 할 수 있는 거 같아요. 확실히 저번보다는 점수 잘 오를 거 같아요.”
- (4) “예전 (수업)할 때는 게임을 많이 해서 재미있었는데, 공부할 땐 재미없어요. 근데 지금은 디딤영상 보고 하니까 (학습지) 풀 수 있는 게 많아지니까 좀 더 할 맛이 나고, 좋아졌어요. 다른 애들도 YouTube에 선생님이 올린 디딤영상 보면서 좀 더 알고 하니까 더 쉬운 거 같아요”

[English Translation]

[Excerpt 5.1] Interviews with the Students (September 24, 2014)

- (1) **"There was not much that I knew, so it was a bit difficult to understand** during the first semester. I wanted to ask questions, but other student peers would ask the same questions I had; therefore, I **could not ask many times**, as I wanted to. However, in the second semester, it is easier after watching the lecture videos before the classes. **The classes were simple, and if I don't understand**

- something, I would watch the lecture video over repeatedly until I understood it better."
- (2) "When I watch [the lecture videos] at home, the teacher records the important lessons. So, class period becomes shorter, and easier to understand and take in the lessons. So, it is nice to study "
- (3) "When they were new, I did not enjoy learning in class. After watching the lecture videos, I could learn in a more fun way. My test marks would definitely be higher because of it. "
- (4) "Before, the class was fun because we played many games, but when we studied, it was not fun. But now, there are more questions to solve while watching the lecture videos, it is now more encouraging and better to study. For other students, it is also easier because they are watching the lecture videos on YouTube."

Although some students emphasized the academic benefits more than others, the convenience and fun features of the lecture videos were also pinpointed. An interviewed student described the lecture videos as being ‘내 손 안에 교실 (*the classroom in my hands*)’ He said that he could bring his cell phone anywhere, so he could watch the lecture videos anywhere, anytime, and even as many times as he wanted. Hence, his classroom is portable, and it fits into his palms.

Overall, in the stage of Phase Shift One, the former tendency (i.e. tiresome to watch the lecture videos) plays a stronger influence in the KFEC, so there are more students who are not accustomed to watching the lecture videos by their own will. Yet, a pattern of favor towards watching the lecture videos creates a mild turbulence in the KFEC. Again, however, the latter pattern cannot yet be a leading force to change the KFEC as a whole towards favoring lecture videos.

Asynchronous classrooms in BAND is the next aspect to be discussed about classroom expansion. In the stage of Phase Shift One, BAND is a newly emerged space for both the teacher and the students. This is more like discovery learning as there are various features of the BAND classroom. Nevertheless, the expanded asynchronous space allows new rhetorical expressions with pictures, videos, audio files, emoticons, stickers, and so forth, which they had not used in the conventional off-line classrooms. Thus, this change

stimulates the participants to explore new features. This shows a clear process of co-adapting patterns between both the teacher and the students. For example, the teacher had originally selected BAND to just upload and share the lecture videos, but she later decided to widen the functions of BAND in the KFEC. Here is the teacher's statement on this regard (Excerpt 5.2)

[Excerpt 5.2] Interview with the Teacher (September 18, 2014)

“오늘부터 밴드 활용을 동영상만 올리는 공간 말고 이제 더 활용을 할 예정이에요. 예를 들면, 그 보조교사 아이들이 이제 자기주도 학습이 되는 애들이라 동영상을 보고 스스로 필기를 어떤 아이가 하나 필기를 막 해서 선생님 저 해왔어요. 한번 봤는데 너무 잘한 거예요 필기를 너무 열심히 잘해온 거예요. 그래서 그런 걸 찍어서 올리거나 이런 식으로 해서 애들이 밴드를 잊지 않고 계속 볼 수 있게 그런 식으로 한번 해서 조금 더 밴드에 관심을 끌어서 보게 해야 될 거 같다는 생각을 했어요.”

[English Translation]

[Excerpt 5.2] Interview with the Teacher (September 18, 2014)

“Starting today, I plan to use BAND more than just uploading on the videos page. For example, the students of assistant teachers are now self-directed learners. They make their own notes while watching the lecture videos. One student once showed it to me and it was really good. I can use well-written student notes as examples, this way they do not forget about BAND and continue to use it. I thought more attention toward BAND was needed.”

At first, the teacher did not realize it but with the advent of a student posting a picture of his notes, the teacher thought of a new way to utilize BAND as a learning space. This shows the sequential actions of co-adaption between the teacher and BAND, between the student(s) and BAND, and also between the teacher and the student(s). Moreover, noticing a new way of using BAND for educational purposes from one student triggered the teacher to re-organize the situation to be more beneficial and productive for the rest of the class. Although there is not yet a significant change noted in the FC at this stage, this is a crucial example of how noticing such a trivial action and reacting to it could bring unexpected, tremendous spin-offs in the classroom in later stages. Albeit, slowly but

gradually, the exchange rate of stimuli will increase as the classroom system composes a finer network.

In conclusion, classroom expansion does not yet necessarily bring a dramatic transformation of the KFEC on a surface level. However, the variances from adapting or resisting new circumstances were demonstrated, and this shows the potential of turbulence and an emerging conflict that may result from both maintaining and transforming the system.

5.2.3.2 Expansion in Interaction: The Rebirth of Chatter

The expansion in interaction shows two stages of changes during the five weeks of Phase Shift One: from chaotic to stable. The chaotic status of the KFEC is best described in the teacher's interview conducted in the first week of flipping her class (Excerpt 5.3).

[Excerpt 5.3] Interview with the Teacher (September 17, 2014)

망하고 있어요. 지금 계속 망하면서 첫 시간이 완전 멘붕이었고요. 일단 (디딤영상) 안 봐오는 거에 화가 났고, 그다음에 이제 어떤 상황이 벌어졌냐면, 모둠끼리 앉혀 놔는데, 그 모둠에 안 봐온 애들이 한 두 명? 세 명? 두 명이라도 안 보았다면 그럼 그 둘은 제쳐놓고 둘이 노는 거예요. 1학년이니까 공부할 마음도 없고 제쳐놓고 놀아요. 그런데 제가 이제 모둠마다 돌아다녀야 되니까 그쪽만 봐줄 수가 없잖아요. 냅두면 거기는 이제 완전히 망한 거예요

그런데 일단 학습을 할 때 참여를 안 하는 아이들은 꼭 있잖아요. 정말. 아무리 달래도 안 하는 아이들이 있기 때문에 그 아이들은 놀 안 했던 거 같아요. 그런 아이들 몇 명이 수업 분위기를 망치는 게 보이더라고요. 제가 거꾸로교실에 효과를 좀 기대했던 부분이 그런 아이들이 변하지 않을까 이런 부분이었는데 전혀 그런 게 없더라고요. 그래서 역시 똑같구나. 그런데 그런 아이들도 게임을 하면 참여는 하거든요, 그런 건 또 좋아하니까 그래서 아 차라리 이거보다 그런 쪽이 다시 예전 수업방식으로 돌아가는 게 더 효과가 있지 않을까 아이들한테 그런 생각도 듭니다. 정말 호통치고 혼내면서 수업 가르치는 게 더 효과적인 건가 그런 생각

[English Translation]

[Excerpt 5.3] Interview with the Teacher (September 17, 2014)

I am failing. Right now I keep failing and, the first class was overwhelming. First, I was disappointed that they did not watch the lecture videos, next, what happened was, I divided them into groups, in that each group, the students who did not watch were two or three, **then those two who did not watch the videos, didn't care to participate.** They are grade one,

they do not want to study. So, they literally just play. But I need to check each group, I cannot stay there for a long time. But if I leave them, then the group will go under. There always are some students who do not participate. Some who don't listen no matter what I try, **those students always don't do it. I could see the students like that influencing the class badly.** What I expected from this Flipped Classroom was, **maybe those students who did not participate before might change, but no. So, there was no change.** At least, those students participate in the game, they like that. **I am thinking maybe going back to the old class style. Maybe it is more effective to teach with scolding and punishment.**

Reflecting from her comments, the teacher was extremely disappointed with an uncontrollable, noisy, and completely ruined, '망한' classroom. Many students did not watch the lecture video before the class, and they negatively influenced the other students in their group by chatting rather than completing the assigned group works. This was completely against the teacher's expectation, and she even considered returning to the previous teaching style. This is not merely the teacher's view on the newly adopted KFEC. Some students also expressed their dissatisfaction and discomfort doing group works during the first week of the FC (Excerpt 5.4).

[Excerpt 5.4] In-Class Interview with the Students (September 17, 2014)

- (1) “모둠 하기가 싫어요. 시끄러운 애들 좀 있어요. 각자 하는 게 나아요. 안본 애들은 옆에서 그냥 학습지 안 풀고 떠들어요. 다른 애들이랑 그럼 선생님한테 지적받고 그래요.”
- (2) “같은 조원인데 따로 해요. 같이 하려고 해도 물어봤는데 안 한다고 했어요. 내는 건 다 같이 이름으로 냈는데 하는 사람은 (총 4명 중) 둘이니까”

[English Translation]

[Excerpt 5.4] In-class Interview with the Students (September 17, 2014)

- (1) "I don't like group work. There are a few students who don't work and are noisy. Doing it individually would be better. The students who did not watch the lecture videos, don't do the activities, but just talk with other students. Then, they are pointed out by teacher."
- (2) "Same group, but we do it separate. I tried to do it together, so I asked to do it together, but they said they do not want to do it together. When we handed in we put everybody's name, but only 2 (out of 4) worked on it."

The students also reiterated the negatively influencing behavioral patterns of the students who did not watch the lecture videos beforehand. There were two sides to their

dissatisfaction: one was with the noise level the other students made, and the other was the lack of collaborative group work. It was worse than the initial conditions (i.e. the pre-flipped classes) because at that stage, most students at least loved their GSA regardless of the contents of the lesson. In contrast, now, with real group-oriented activities assigned, the students were pressured to complete them; however, it was challenging and burdensome to work in a group with some classmates who did not watch the lecture videos, and were not prepared for the class lessons. In summary, the confusion and conflict that exist in the patterns of watching lecture videos subsequently amplify confusion and conflict in participating in group-based classroom activities. This is real chaos.

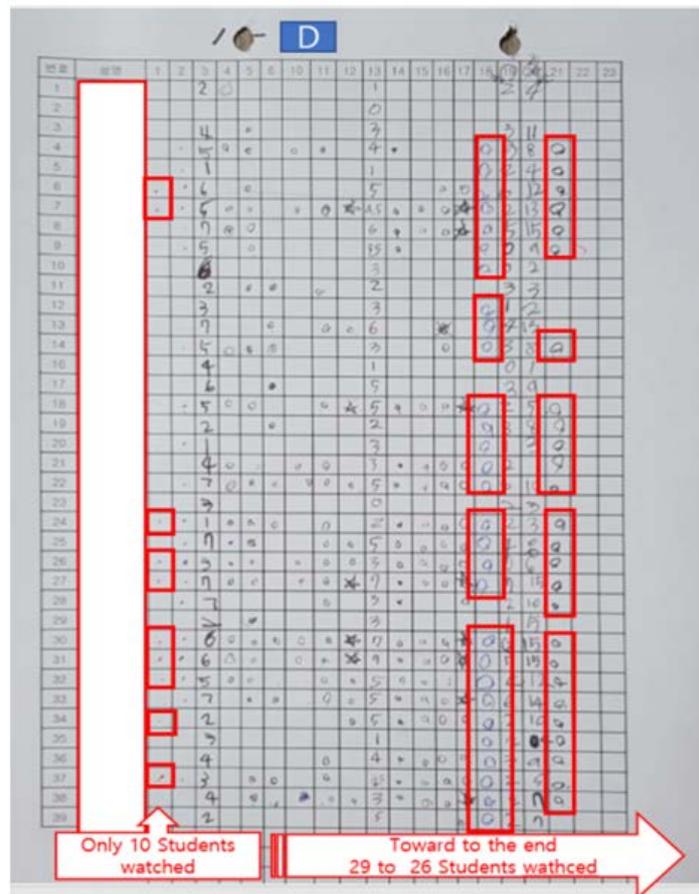


Figure 5.16 A Check-Up List of the Student Lecture Video Watching Rate

Despite the teacher's frustration and disappointment, she continued to implement the FC. She consistently attempted to attract the students' attentions to newly introduced settings (e.g. lecture videos, BAND, student-centered classroom, and group oriented classroom activities). The students also slowly but gradually adjusted to the new setting and searched for new ways to survive in the newly formatted class. First, the teacher's efforts to make digital devices (e.g. laptops, cell phones, headphones, headphone splitters and FTP router) available for the students before and after school, and during class, led to increased watching rates of the lecture videos from less than 40% to 70% according to the teacher's observation (Figure 5.16). In addition, she continuously changed the contents of the video lectures, assignment, worksheet and activities to be more attractive for the students. Moreover, the students became familiar with the classroom setting and protocols, and eventually came to do group work not only for purposes of enjoyment, but also for learning English together with their peers.

The changes in attitudes and beliefs are noticeable from the interviews with the teacher and the students conducted during the fifth week of the FC implementation. (Excerpt 5.5 & 5.6).

[Excerpt 5.5] Interview with the Teacher (October 6, 2014)

너무 좋아요! (활짝 웃으며) 잘 된 거 같아요. 제가 항상 1차시 때는 다 들고 올라갔다가 아무것도 못하는 거예요. 애들이 디딤 영상(을) 안 보니까. 그냥 나눠준 프린트만 하고 내려와서 활동을 아무것도 못했었는데, 오늘은 다 했어요. 그게 진짜 기쁘고, 그리고 모둠을 하면서 애들이 참여한다는 게 기뻐요. (울컥하며 눈물을 흘리며) 어떡하지.....그 Student D라는 애가 (눈물을 흘리며) 어떡해.....영어를 한마디도 못 했던 앤 데 갑자기 하니까. 아니 한마디를 못했던 게 아니라 안 했던 거죠. 할 줄 아는데 저렇게 발표도 하는 앤 데, 제 수업 때는 한마디도 안 했던 거죠. 근데 오늘 참여를 하니까 되게 기쁘네요.

진짜 지금은 제가 첫 시도이고 이제 5 주째잖아요. 지금 힘들어도 진짜 포기하지 말고 하다 보면 이제 이게 익숙해지면 저도 좋고 애들한테도 진짜 의미 있게 정말 수업할 수 있다는 생각이 들어서 포기하지 말아야겠다는 생각이 들었어요.

[English Translation]

[Excerpt 5.5] Interview with the Teacher (October 6, 2014)

Very good! (with big smile) It works. First time, I brought everything with me, but could not do anything because the student did not watch the lecture videos. I just handed out the worksheets and could not do any activities. **Today, I was able to do everything. I am happy about that. And, I am happy that students are participating in group work.** (crying) Oh no.....

Student D (continues crying) **could not speak English at all, but then he speaks English so suddenly, no actually it was not like he/she couldn't, he/she just didn't. He/she could do it, can do the presentation too, but didn't do it in my class. But today, he/she did so I am really happy.**

Now, **this is the 5th week of my first try (of the FC). It is really hard right now, but if I don't give up and keep going, I will get used to this. Then it is good for me and for the students as well. I thought that I should not give up so my students can really have meaningful classes.**

[Excerpt 5.6] In-Class Interview with the Students (October 6, 2014)

- (1) “옛날에는 자는 친구들이 엄청 많았어요 맨 끝에.. 근데 지금은 자는 애들이 없는 거 같아요. 아! 한 명이 있긴 해요. 하하 그래도 저번에는 그냥 진짜 완전 수업 식으로 엄청 지루하게 해서 재미가 없었는데 이번에는 모둠활동도 하고 그러면서 되게 재미있는 거 같아요. 맨날 새로운 걸 하고”
- (2) 처음에는 애들이 막 놀기만 해서 안 좋았는데 문제를 저 혼자 푸는 게 아니고 그 애들이랑 같이 풀어서 모르는 거 있으면 배우고 그래서 참 좋은 거 같아요”

[English Translation]

[Excerpt 5.6] In-Class Interview with the Students (October 6, 2014)

- (1) "Before, there were many students who were sleeping in class, usually toward the back of the classroom...But now, most students are not sleeping. Ah. Except one student. Haha. But, still in the past, it was lecture style class, so it made me bored not so fun, **this time we did the group work too. Then, the class became fun. New things everyday.**"
- (2) **At first, the students were just playing so I was not happy.** But, the students do not work on the activities alone, **but they work together. So, we learn together if we did not know anything. So, it is so good.**

Now, the teacher who had wanted to return to the traditional KEC environment showed increasing favor towards developing her class in the FC setting. As for the students who had negatively perceived the group activities as inefficient, they too recognized the positive features of group based activities through the FC setting. Although strengths of new variables promoting changes in the classroom are acknowledged, these changes are not substantive enough to transform all elements of the KFEC and the KFEC macro system itself.

5.3 Summary of Phase Shift One:

To summarize, there are numerous changes from the Initial Conditions stage to Phase Shift One. The most noticeable transformation is that the classroom lectures are no longer teacher-fronted. All lectures are exchanged through video files that are less than eight minutes in length. Due to this change in lecture form, another transformation developed in the classroom: interconnecting a synchronous classroom with an asynchronous classroom. The newly established asynchronous classroom is located on BAND, and it is accessible from both PC and mobile devices. BAND is literally another space where the teacher and students can communicate with each other without temporal and spatial restrictions. The teacher-centered classroom was therefore also progressively changed to student-centered as the teacher and students' position in the classroom had flipped. The teacher no longer is positioned in the center-front of the classroom but instead circulates around student activity. Lastly, a new concept known as ATP³⁰ was introduced to the students. This program refers to a group of students who voluntarily join to assist the teacher's teaching role during class. All these are newly emerged features affecting the transformation of the KFEC. Nevertheless, the KFEC experiences instability rather than concrete transformation in this first phase shift stage. There are too many sudden changes brought into the FCS, and the reactions of adapting to the new circumstances are varied, complicated, and even contradictory. Therefore, this stage is characterized by randomness and unpredictability. Phase Shift One is overall a chaotic stage.

³⁰ Assistant Teacher Program

CHAPTER 6

PHASE SHIFT 2: ONE-SIZE-FITS-ALL? NO, ALL-SIZES-FIT-ONE!

6.1 Snapshot Four: Multilevel Classroom

[Snapshot Four] The Eleventh Week of the KFEC(November 21, 2014)

수업 종이 올리고 교사는 (1) 한 손에는 교과서와 노란색 바인더 그리고 다른 한 손에는 학습지가 가득 담긴 가방을 들고 교실에 들어온다.

교사: 자 조용히 해라! 얘기 들으세요! 자기가 필기한 거 꺼내 놓으세요. 디딤영상 보고 필기한 거 꺼내놓고, 그다음에 (2) 오늘 밴드 퀴즈 낸 사람 선물 줄게. 애들아! 보자, 자, Student A, B, C, D, E, F, G H, I J, K. 그래 지금 이름 부른 학생들은 앞으로 나오세요. 선생님이 선물 줄게.

호명된 아이들이 교실 앞으로 나가 선물 꾸러미(간식) 하나 씩 받아서 자리로 돌아온다.

교사 자, 애들아, 오늘도 너희들을 위해 (3) 선생님이 학습지를 준비했습니다. 오늘은 총 6 단계로 가져왔는데 3 단계까지가 필수고 6 단계는 천재(수준) 단계야 (Figure 6.1). 하하 그러니까 3 단계까지는 꼭 다들 하시고 나머지는 자신이 하고 싶은 만큼만 자신이 할 수 있는 것까지만 하면 됩니다. 아셨죠? 그럼 몇 단계까지 꼭 해야 된다고 그랬지?

학생들: 3 단계요!

이렇게 교사는 1 단계 학습지를 모든 학생들에게 나눠주고 나머지 단계의 학습지는 그 순서대로 교탁 위에 올려놓았다.

교사: 자, 그럼 이제 시작합니다. (4) 각 단계가 끝날 때마다 선생님이나 보조 교사들을 불러서 꼭 답 확인하도록! 자 그럼 시작하세요!

[수업 중 3 명의 학생으로 구성된 한 모둠 (모둠 A)은 대화는 다음과 같다.]

학생 1: 빨리 풀자. 학생 2 야 풀자.

학생 2: 왜 풀어? 지금 풀어? 하하하

학생 1: 풀어야지. 안 풀어? 하하 학생 2 야, 풀자.

(5) 교실 안은 모둠원들끼리 모르는 문제를 가르쳐 주며 문제를 푸느라 여기저기 학생들의 대화 소리가 나지만 잡담으로 떠드는 소리로 시끄럽지는 않다. (6) 교실의 칠판 앞에는 별도로 준비된 책상이 있는데 교사는 교실을 둘러보며 2 명의 학생을 불러 그곳으로 보낸다. 그리고 학습지를 푸는 대신 디딤영상을 보라고 한다.

(7) 모둠 A 학생들은 같이 의논을 하며 학습지를 함께 풀고 있다.

학생 3: Liking 이야? Like 야?

학생 1: Like, Like 야.

I like riding a bike. I practice speaking English every day.

I gave two concert tickets 에 my friend 를 넣어야 돼.

I gave to?

학생 3: I gave?

학생 1: I gave to. To!
 학생 3: I gave two concert tickets?
 학생 1: 아니 전치사 'to' 를 써야 돼. 우리는 여기에다가 주어 'I' 써야 하고. 여기여기 보여? 주어 동사를 아래에서 찾아야 돼.
 학생 2: I gave two concert tickets 이거 아니야?
 학생 1: I gave to...I gave two concert tickets... to my friends. I gave concert tickets to. 야, 'T' 와 "O 'To' Ticket to. 아니야 Two 말고 티(T), 오 (O). To my friend.
 학생 1: Grace taught English at community center, too.
 어... 이거는 taught 이니까 for 를 써.
 학생 3: Him!
 학생 1: Him 이 끝에 와야 되지 않을까? Give...
 학생 1: give some more milk to him, 아니야? Give some more milk to him 이 아닐까?
 학생 3: 그런가?
 학생 1: 선생님~
 교사: (8) 어, 갑니다~!
 학생 3: (9) 여기예요. 전치사를 써야 돼요? Give some more milk to him 에서 전치사 써야 돼요?
 교사: (10) 전치사 필요 없어. 없어도 돼. 물론 네가 하고 싶으면 해도 되는데, 지금 없어도 되는데, 굳이 넣을 필요 없지? 다시 만들어 봐. 전치사 없이 만드는 거로 해봐
 학생 2: 네, Give him some more milk.
 교사: (11) 자, 이거 다 그런데 전치사를 넣었네? 다 전치사 넣었네. 다 3 형식으로 만들려고 하는 거 같은데 우리는 4 형식도 한번 연습을 해보자. 주어 쓰고 동사 쓰고 "목적어만 2 개" 있으면 되거든. 나의 이모는 사주었다. 뭐를? 나에게 새 책을 이런 식으로 '~에게 ~을'만 쓰면 돼.
 이것도 봐봐. I give my friends two concert tickets. 재도 맞는 거야. 그치?
 '친구에게' 뭐? '콘서트 티켓 2 개를' 그치?
 Grace taught children English 애도 맞는 거야.
 여기도 그렇고 다음 문장도 그렇지? 누구에게?

학생 3: 그에게
 교사: 무엇을?
 학생 1: 우유
 교사: 어, 이거 같이 써봐 어떻게 할 거야?
 학생 3: Gave him some more milk
 교사: Give! Gave 아니고
 교사: (12) **다 했어? 채점해줄게.** 그동안 이거 하면 돼.
 아! 아니야, 그동안 이거 해야 해. 147 쪽 맨 뒤에.

(13) 교사는 지금까지 모둠 A 가 풀었던 학습지를 채점하고 틀린 것은 설명한 후 **새 학습지 (2 단계) 가져다주었다. 그리고 교사는 다른 모둠으로 향했다.**

학생 1: 똑같이 썼어
 학생 2: 이거 맨 밑에 거. I like dancing. I enjoy taking pictures. I love playing games
 학생 3: 다 했어요! 선생님, 저 다했어요!!
 교사: 어 같게

(14) 교사는 모둠 A 로 와서 **새 학습지 (3 단계)를 주고 그 전에 주었던 학습지를 검토하며 설명한다.**

교사: 다 했어? He 다음에 3 인칭 단수잖아. 어디야? He like 가 아니라, 뭐?
 학생 3: He likes
 교사: 그렇지! 's' 만 붙여줘. 잘했어.

(15) 교사는 다시 학습지를 **확인한 후 다른 모둠으로 이동했다.**

학생 1: Do you like reading and learning Spanish? It's not easy.

스페인어를 배우는 게 쉽지가 않다네. Sena practices.

- 학생 3: (16) 3 형식 문장을 쓰지, 4 형식 문장을 쓰지, 허허
- 학생 1: (17) 그런데 애는 헤어핀 직접목적어가 뒤에 왔으니까 4 형식 문장이고 애는 간접목적어가 뒤에 왔으니까 3 형식이야.
- 학생 2: 다 했는데 거의? 이야~아~~아~~
- 학생 3: 필수까지 전부 다? 뒤에 그림까지
- 학생 2: (18) 어 다 했는데. 봐봐, 뒤에 그림 봐봐.
다 했어요! 3 번까지! 짹! 음....하하하!
(19) 선생님, 저 필수 다 했어요. 선생님 4 번 어디에 있어요?

교사: 4 단계?
 학생 2: 저 없는데 4 단계. (교사가 웃으며 4 단계 학습지를 준다)
 네, 감사합니다!
 앗싸! 3 단계 다 했다 오예!

- 교사: (20) 어, 그래 학생 2 너는 이제 그러면 필수 안정권을 벗어났어. 하하 축하
- 학생 3: (21) 그런데 또 받아?
- 학생 2: (22) 4 단계 안 했어. 한번 해보는 거지 뭐. 죽겠냐? 너도 해 임마. 해봐!
- 학생 1: 여기 오른쪽만 여기만 써도 돼. 어디에다가 했어, 그림?
- 학생 3: (23) 어렵겠구만. 나도 그림 모르지. 난 안 할래. 4 단계 하면 뭐해? 치이.
- 학생 1: (24) 하하 그래그래! 난 룰도 못 하고, 공부도 못한다. 미안하다, 미안해.
- 학생 2: (25) 나보단 잘하잖아
- 학생 1: (26) 알아. 장난해 본거지. 하하
- 학생 2: (27) 나보다 공부 잘하면 안심할 필요가 있어.

(28) 갑자기 말을 멈추고 모둠 A 학생 1 과 2 는 학습지를 푸느라 집중한다. (29) 학생 3 은 혼자 옆드려 책에 그림을 그리다가 잠시 후 교탁 앞으로 나가 4 단계 학습지를 들고 와서 풀기 시작한다.

- 학생 1: 다 했어요.
- 학생 2: 샘 다 했어요
- 학생 3: (30) 나도, 나도! 할 만한데? 하하 샘! 샘! 샘!! 여기요!! 다 했어요~!

교사는 학생 3 에게 '너도 했어? 하하' 하며 4 단계 학습지의 학생들 답을 확인한다. 몇 가지 틀린 부분을 학생들에게 수정하게 한 후 설명을 해준다. 그리고 5 단계와 6 단계 학습지를 보여준다.

- 교사: 이거부터 해. 이게 5 단계야
- 학생 2: 선생님 이거 6 단계예요? 이거 5 단계고? 나 5 단계만 하자.
- 교사: (31) 그래. 할 수 있는데 까지만 하고 쉬어.
- 학생 1: (32) 나 오늘을 끝까지 가볼래. 내가 제일 먼저 할거다. 기다렸~!!
- 학생 3: 하하하 학생 2 가 먼저 할 거 같은데? 하하 나는 심판해줄까?
- 학생 2: (33) 빨리하는데 틀린다는 게 함정! 정확하게 하는 사람이 이기는 거지?
아니야? 빠른 사람이 이기는 거야?

교사: 애들아, 이제 5 분 남았어. 슬슬 마무리할 준비 하세요. 질문 있는 사람은 얼른 하고.

수업 마침 종이 친다. (34) 교사는 혹시 학습지가 필요한 사람은 얼른 가져가라고 한다. 그리고 혹시 집에 가져가서 풀다가 궁금한 거 있으면 밴드에 질문을 올리라고 말한다. 아이들이 학습지를 가져간 후 교사는 남은 학습지를 챙겨 들고 교실을 나간다.

학습목표: 새로운 어휘를 익히고, 본문 이해에 도움이 되는 간단한 활동을 할 수 있다.

	할 일	완료 시 체크
1(필수)	Word Master	
2(필수)	교과서 161쪽	
3(필수)	Word Master 01~20까지 그리기	
4(점프)	Word Activities	
5(더 점프) 앞에서 가져가기	프린트 51쪽	
6(완전점프)하는 사람 전제 인증^^*	프린트 49쪽	

수업시간 내에 필수를 다 하지 못하는 학생들은. 방과 후 남아서 할 예정임.

Figure 6.1 A Sample of Multilevel Worksheet from Level 1 to 6

[English Translation]

[Snapshot Four] The Eleventh Week of the KFEC (November 21, 2014)

The class bell rings and (1) the teacher **enters the classroom with a textbook and a yellow binder in one hand** and **a bag full of activity materials in the other**.

Teacher: Quiet! Listen up! Take out your notes. Take out the notes you made after you watched the lecture videos, then (2) **I will reward the student who submitted their quiz on BAND today**. Everyone! Let's see. Now, STUDENT A, B, C, D, E, F, G H, I J, K. The students whose names are called, come out I have rewards for you.

The students whose names were called come up to the front of the classroom, receive the goody bag (snacks), and return to their seats.

Teacher: Everyone, (3) **I have prepared activity sheets** for you today too. **Today, I brought six different levels. Completing up to Level 3 is mandatory; Level 6 is 'genius level' haha. So, everybody must complete up to Level 3 and as for the rest, do it as much as you guys want to do**, understand? So, up to what level do you need to do?

Students: Level 3!

Now, the teacher hands out the first level activity to all the students, and other activities are placed on the front desk, in order.

Teacher: Now, let's get started. (4) **When you complete each level, make sure to call me or the TA to check your answers**. Let's begin.

[A conversation among three students in Group A during the class time]

S1: Let's do it quickly. Student 2, let's do it.

S2: Why answer them? Now? Hahaha.

S1: Of course we need to answer them, don't we? Haha. Student 2, let's do it.

(5) **In the classroom, conversations between group members to teach each other for the questions they do not understand are audible but not loud nor chatty.** (6) **In front of the board, there is a reserved desk. The teacher walks around, calls two students, and sends them to that desk. Then, instead of solving the questions, asks them to watch the lecture videos.**

(7) **Group A students are discussing and are working together on the activities.**

Student 3: Is it 'LIKING' or 'LIKE'?

S1: 'LIKE', 'LIKE'. 'I LIKE RIDING A BIKE. I PRACTICE SPEAKING ENGLISH EVERY DAY.'
You need to put 'MY FRIEND' to 'I GAVE TWO CONCERT TICKETS'.
'I GAVE TO'?

Student 3: 'I GAVE'?

Student 1: 'I GAVE TO'. 'To!'

Student 3: 'I GAVE TWO CONCERT TICKETS?'

Student 1: No, we should use preposition 'TO'. We need to use subject 'I' here. Here, here, you see? We need to find the dative verb from the bottom.

Student 2: 'I GAVE TWO CONCERT TICKETS.' This is not right?

Student 1: 'I GAVE TO ... I GAVE TWO CONCERT TICKETS ... TO MY FRIENDS. I GAVE CONCERT TICKETS TO'. Hey, 'T' and 'O' 'TO'

Student 1: 'TICKET TO'. Not 'TWO'. 'T' and 'O'. 'TO MY FRIEND'.
 Student 1: 'GRACE TAUGHT ENGLISH AT COMMUNITY CENTER, TOO.'.
 hmm... this is 'TAUGHT' so use 'FOR'....

Student 3: 'HIM!'
 Student 1: 'HIM' should come at the end? 'GIVE'...
 Student 1: 'GIVE SOME MORE MILK TO HIM' isn't this right? Or 'GIVE SOME MORE MILK TO HIM'?

Student 3: Is that so?
 Student 1: Teacher ~
 Teacher: (8) **Yes, coming~!**
 Student 3: (9) **Here. Do we use prepositions in the sentence 'GIVE SOME MORE MILK TO HIM'? Do we use prepositions?**

Teacher: (10) **No need to use prepositions. Not necessary. Of course, you may want to do it, but you do not need it now, so don't need to put it here, right? Make it again. Try to make it without a preposition.**

Student 2: 'GAVE HIM SOME MORE MILK'
 Teacher: (11) **Now, what is this? You added prepositions to every sentence. It seems like you are trying to put everything in format 3, but let's try to make them in format 4 as well. Write the subject, then the verb, then you need "two objects" here. My aunt bought. What? To me the new book. Like this, you only need '~to~what'.**
 Now, look. 'I GAVE MY FRIENDS TWO CONCERT TICKETS.'
 This is right too, right?
 'To friend' What? 'two concert tickets' right?
 'GRACE TAUGHT CHILDREN ENGLISH' this is right as well.
 Here the next sentence as well, right? To who?

Student 3: To him
 Teacher: What?
 Student 1: Milk
 Teacher: Yes. Then put them together. How are you guys going to do?
 Student 3: 'GAVE HIM SOME MORE MILK'
 Teacher: 'GIVE'. Not 'GAVE'.
 (12) **All done? I will check the answers.** While waiting, you guys can do this. Ah, sorry, you should do this, the very last part on page 147.

(13) The teacher marks the questionnaire that Group A worked on and explains the ones that were not correct. Then, **the teacher brings new activities to the group. After, the teacher moves on to the next group.**

Student 1: I wrote them all.
 Student 2: Here, the very last one. 'I LIKE DANCING. I ENJOY TAKING PICTURES. I LOVE PLAYING GAMES.'
 Student 3: We are done! Teacher, we are done!!
 Teacher: Yes, coming.

(14) The teacher comes to Group A and **gives the Level 3 activity sheet. The teacher then checks the completed Level 2 activity sheet and explains to Group A.**

Teacher: All done? After 'HE' is third person singular. Where? It is not 'HE LIKE' but, what?
 Student 3: 'HE LIKES'
 Teacher: Right! Just put 'S'. Very good.

(15) The teacher **marks the activities again, then moves to another group.**

Student 1: 'DO YOU LIKE READING AND LEARNING SPANISH? IT'S NOT EASY.' It says I learning Spanish is not easy. 'SENA PRACTICES'.
 Student 3: (16) **Should we make a format 3 sentence or format 4 sentence? Haha.**
 Student 1: (17) **Well, this one, the hairpin, the direct object is at the end, so format 4. The other one, the indirect object is at the end, so format 3.**

Student 2: Looks like we're almost done!? Oh yeah~!
 Student 3: All the mandatory activities? Including the diagram on the back?
 Student 2: (18) **Yes, we are all done. Look at the diagram on the back. We are done! Up to Level 3. Wow. Hahaha. Teacher, we completed all the first three levels. Where is Level 4?**

Teacher: Level 4?
 Student 2: We do not have Level 4. (The teacher smiles then gives them

Level four activities.)

Student 2: Yes, thank you! Oh yea! We did all three levels.

Teacher: (20) **Yes, Student 2 you are now way beyond the safety zone. Haha. Congratulations!**

Student 3: (21) **But you want to do Level 4?**

Student 2: (22) **I did not do Level 4 yet. I'll try it. Well, I will not die. You should try too. Try!**

Student 1: Right here, I can just write the right side here. Where did you do it, the diagram?

Student 3: (23) **It will be difficult. I don't know either. I do not want to do it. What good is it to do Level 4? Hmm.**

Student 1: (24) Hahaha right, right! I cannot play games, I cannot study. I'm sorry, I'm sorry.

Student 2: (25) **You're better than me.**

Student 1: (26) I know. I was kidding. Haha.

Student 2: (27) You can feel relieved if you are better than me..

(28) All of a sudden, Student 1 and 2 in Group A stop talking and working on the activities. (29) Student 3 lays down on the desk and draws pictures in the book. Shortly after, he goes to the front reserved desk and grabs the Level 4 activity sheet and starts working on it.

Student 1: All done.

Student 2: Teacher, all done.

Student 3: (30) **I am done, too! It was doable.** Haha. Teacher. Teacher. Teacher! Here, all done~!

The teacher says to Student 3, 'Did you do it too? Haha' and checks the students' answers of the Level 4 activity sheet. The teacher lets the students fix their own mistakes and then explains to them, after showing them Level 5 and 6 activity sheets.

Teacher: Do this first. This is Level 5.

Student 2: Teacher, is this Level 6? This is Level 5? Let me do up to Level 5 only.

Teacher: (31) **Sure. Do as much as you can. Then you can take a break.**

Student 1: (32) **Today I want to do all the levels. I am going to complete it first. Wait!**

Student 3: Hahaha, looks like Student 2 is going to finish it first. Haha, want me to be the judge?

Student 2: (33) **If I do it fast, I'll make a mistake! The person who does it correctly wins, no? Or is it the person who finishes first that wins?**

Teacher: Everybody, 5 minutes left. Let's start to wrap it up. If anyone has a question, ask me.

The bell rings. **The teacher tells the students that if anybody wants the activity sheets, to just take them. The teacher also tells the students to upload any questions they have while working on them at home onto BAND.** After the students take the activity sheets, the teacher packs the rest up and leaves the classroom.

6.2 The Second Transformation of the KFEC: The Equilibrium of Stability and Variety

6.2.1 Timespan and Classroom Materials

The entire period of Phase Shift Two is a total of seven weeks from the sixth week to the thirteenth week of the KFEC. The class classified in this period spans from October 13 to December 8 (i.e. Week 8 – 15) in the 2014 academic year. During this period, I participated

in classroom observation seventeen times and the entire duration of the classes were video recorded. Moreover, 25 groups of students were video recorded and 32 of the students were audio recorded. Eight students were interviewed. The teacher was interviewed four times.

The data resources collected during this period is summarized in Table 6-1.

Table 6.1
Data Collection of Phase Shift Two

STAGE	FC WK #	DATE	CLASSROOM OBSERVATION				INTERVIEW	
			Classroom Participant Observation	VIDEO		AUDIO (# OF GROUPS)	STUDENT S (#6)	TEACHER
				WHOLE	GROUP (#)			
Phase Shift 2	FC7	2014-10-27	O	O	O (3)	O (3)	X	X
	FC8	2014-10-28	O	O	O (1)	O (1)	O (2)	O
	FC8	2014-11-03	O	O	O (2)	O (2)	X	X
	FC8	2014-11-04	O	O	X	X	O (1)	X
	FC9	2014-11-07	O	O	O (2)	O (2)	X	X
	FC9	2014-11-11	O	O	O (2)	O (2)	X	O
	FC10	2014-11-14	O	O	O (2)	O (2)	X	X
	FC10	2014-11-20	O	O	O (2)	O (2)	O (1)	X
	FC11	2014-11-20	O	O	O (2)	O (2)	X	X
	FC11	2014-11-21	O	O	O (1)	O (2)	X	X
	FC11	2014-11-26	O	O	X	O (2)	X	O
	FC12	2014-11-28	O	O	O (1)	O (2)	X	X
	FC12	2014-12-01	O	O	O (1)	O (2)	X	X
	FC12	2014-12-04	O	O	O (2)	O (2)	O (4)	X
	FC12	2014-12-04	O	O	O (2)	O (2)	X	X
FC12	2014-12-05	O	O	O (1)	O (2)	X	O	
FC13	2014-12-01	O	O	O (1)	O (2)	X	X	
Total			17	17	25	32	8	4

There is a notable change in classroom materials compared to the previous two stages, *The Initial Conditions* (Chapter 4) and *Phase Shift One* (Chapter 5): more use of textbook and paper-based worksheets, and less use of PPT slides in class. The teacher still uses PPT slides in her lecture, but they are only presented in lecture videos. Thus, the PPT slides, which is a distinctive feature of the teacher's lesson materials, are literally exported to outside of the classroom. Interestingly, the teacher increases the use of paper-based materials (e.g. *textbook-based exercises and paper-based worksheets*) in class rather than technology-based materials (e.g. *PPT-based games, short videos, animations, and audio files for listening activities*). In doing so, the technology-based materials are excluded from the synchronous classroom, and moved into the asynchronous classroom, BAND.

Table 6.2
Classroom Materials from Phase Shift Two

Text book	Communi- cative function	Lan- guage Forms	Les- son s	Lesson Goals	Classroom Materials	
					Before class	In class
Unit. 8: Let's give a helpi ng hand	Expressing plans & Recommendi ng food	Dative verb & Gerund	L14	Warm-up & Listening Activities [be going to]	Teacher-made lecture video 8	Textbook [p. 136-137]
					Textbook [p. 138-139]	Textbook Exercise C on p. 139 with Game (drop-the- handkerchief)
					Student's note on the textbook	Textbook Exercise D on p. 139 With a group
			L15	Listening & Speaking	Teacher-made lecture video 9	Textbook Exercise C on p.141
					Textbook [p. 140-141]	Textbook Exercise D on p.141
					Homework: Memorizing a dialogue of Exercise C on p. 141	Textbook Exercise A on p.142
					Announcement of potluck party	Multilevel WORKSHEETs 1-6 levels [WORKSHEET 8-13]
			L16	Vocabulary	Student-made lecture video 4	Textbook Exercise A & B on p. 143
					Student's note on the textbook	Multilevel WORKSHEETs 1- 6 levels [WORKSHEET 14-19]
			L17	Reading	Student-made lecture video 5	WORKSHEET 20: Translating the English reading passages to Korean
					Student's note on the textbook	
					Textbook [p. 144-145]	
			L18	Grammar	Teacher-made lecture video 10	Textbook [p. 146-147]
					Student-made lecture video 6	Textbook [p. 152-153]
					Homework: Posting answers for 2 Pop Quiz questions	Making a poster to introduce my talent (using 'can', 'be good at', or 'enjoy')
					Textbook [p. 146-147]	
Unit. 9: A Portrai ts of an Artist	Describing a person & Asking opinions and answer	Auxiliar y verb 'Must' & To- infinitiv e as noun	L19	Warm-up & Listening I.	Teacher-made lecture video 11	Textbook Warm-up exercises on p. 154-155
					Textbook p. 155-157	Guessing Game
					Student-made pop quiz video 1	
			L20	Listening II.	Teacher-made in class activity instruction video 1	
					Teacher-made lecture video 12	Textbook Exercises A, B, & C on p. 160
					Textbook p. 158-159	Textbook Exercises A & B on p. 161
			L21	Vocabulary	Student's note	Multilevel WORKSHEETs 1- 6 levels [WORKSHEET 21-26]
					Student-made lecture video 7	Multilevel WORKSHEETs 1- 6 levels [WORKSHEET 27-32]
					Student's note	

Furthermore, communicative activities become a main body of synchronous classroom lessons rather than teacher-dominant talk and a whole class-based activity. In other words, a clear divide of technology use in between synchronous and asynchronous classroom

is set. Whereas the synchronous classroom becomes more analogue than ever before, it is ironically filled with more abundant and diverse English language use through communicative activities. In the end, this implies that technology use in the classroom should be carefully interpreted. Namely, using technology in class can be one useful leverage, but not necessarily a mandatory one ensuring learners' English language learning. All of the classroom materials used during this Phase Shift Two are presented in Table 6-2.

6.2.2 The Elements of the KFEC: Teacher, Language Resources, Students, Physical Environment, and Contextual Factors

During Phase Shift Two, all elements produce changes in the KFEC, and each one of them affects the changes itself, and align with other interconnected elements in the KFEC. Although it is challenging to clearly distinguish the changes brought to each element separately, I attempt to focus on delineating key influences and changes that each element uniquely generates in the KFEC.

The teacher is the first element to discuss. At the initial stage of the Phase Shift One, the teacher was extremely frustrated and discouraged with the student's reaction to the newly implemented FC. She even mentioned that she thought of returning to her conventional teaching style. Nevertheless, she confessed that the reasons for continuing with the FC were the moments she found newly seen potential from the students and the teachers' network that traced the ups and downs of FC.

While the teacher attempted to reach out to her students, she realized that she had little communication with them in the previous semester. The teacher told me that in fact, the students only reached out to her—not vice versa. The students asked questions to the teacher through one-to-one BAND chatting and via postings and comments on BAND, and actively

participated in the activities held in an asynchronous space. Moreover, the teacher could monitor and interact with a higher number of students during class hours after eliminating the in-class lectures, and thus she could pay more attention to the students themselves and what the students were doing in the classroom. Her positive experience of learning from the students is shown below (Excerpt 6.1)

[Excerpt 6.1] Interview with the Teacher (November 11, 2014)

그전에는 한 반에 10 명만 보였던 거 같아요. 지금은 정말 몰랐던 아이들이 계속 보이기 시작해요. 계속! 2 학기 들어와서 처음 이름을 안 학생도 있을 정도로. 애들이 하나 할 때마다 뭔가 못하고 있으면 답답하고 힘들고, 잘 하면 '이빠 죽겠다' 막 그렇게 되고, 이러는 것이 계속 거꾸로교실을 하게 되는 큰 이유인 거 같아요. 제가.

[English Translation]

[Excerpt 6.1] Interview with the Teacher (November 11, 2014)

Before, I think I recognized about ten students. But now, I start to recognize more and more students whom I didn't know before, continuously! There are some students whom I got to know their names for the first time in the second semester. For everything they do, if the students are struggling then I also feel the pressure and it is hard for me as well, and if they do well, then I feel so good about them! I think this is the biggest reason why I continue to do flipped classroom.

This rewarding experience motivated the teacher to stay with the FC, and to learn more about the students and their learning progress. Meanwhile, the teacher had an opportunity to watch a video recording of her classroom. That was one of the workshops in the program held by the FCN. The participating teachers of the workshop were asked to watch a video footage of their classroom individually and share their reflections with the other teachers thereafter. From this experience, the participant teacher could see her classroom conducts more objectively and recognize what she was missing from the classroom. According to the interview and the participant observation of the workshop, the teacher realized that her assumptions of the students and their group activities were misleading. She assumed that the students were playing or chatting with others purposelessly. However, after

reviewing a classroom observation video, the teacher found that the students ceased their discussion of classroom activities whenever she approached or monitored them. When she left the group, the students returned to their classroom activities more comfortably using slang and teasing. This provided learning opportunities to the teacher and became a turning point in her Flipped EFL Classroom system. One lesson was that the students participated in the classroom activities more actively than the teacher expected unless the tasks were too challenging for the student. The other lesson was that the teacher was controlling too many variables in the classroom. For instance, she would decide who presents on what and when. After reflecting on these lessons, the teacher endeavored to implement multilevel classroom materials and create a distinct, separate group for the lowest levels of students. Additionally, the teacher undertook to broadening opportunities that entrusted the initiative and accountability of student learning. The teacher referred this process as ‘내려놓기 (hands down approach)’ (Excerpt 6.2).

[Excerpt 6.2] Interview with the Teacher (November 11, 2014)

사실 내려놓기가 진짜 힘들었어요. 아시다시피, 그때도(Teacher Workshop) 제 수업 보면서 아직 못 내렸다고. 그런데 그게 맞았던 거 같아요. 지금은 너네(학생들)가 주인이니까 알아서 하라는 식이니까 저는. 그런데 그렇게 하니깐 훨씬 더 애들이 공부하는 게 보이는 거예요. 배우는 게, 학습지 쓰는 거나, 뭐든, 하는게 다 보이고 하니깐, 이게 정말 잘 되어가고 있다고 생각해요.

[English Translation]

[Excerpt 6.2] Interview with the Teacher (November 11, 2014)

Frankly, it was really difficult to give it [old teaching style] up. As you know, even at the Teacher Workshop, when my class was monitored, they said that I still did not give it up. But I think they were right. Now, the students are the main characters in the class; they are the owners of the class. Then, I could see that the students were studying more and more. Whatever they did, I could see them doing some work so I think this is going really well.

The teacher’s changed mentality towards the perception and conduct of classroom management provoked the diversification and departmentalization of language resources as a

consequence. Mainly, PPT slide oriented classroom materials gradually changed to lecture videos where the teacher and friends (i.e. classmates) come on the scene, paper-based worksheets, and students' selected materials. Moreover, the diverse materials are also diversified and leveled according to student's English proficiency levels (e.g. lower, intermediate, and advanced), activity types (e.g. lecture-videos, activity-instruction-videos, reviewing-chapter –video, and in-class worksheets), and activity providers (e.g. teacher-made, and student-made). With diversification and departmentalization of language resources, the KFEC extends its original boundaries to be individual needs based. Thereby, the classroom affords more enriched and personalized linguistic resources.

Teacher and language resource changes are interconnected with student perceptions of the teacher, his/her peers, and learning English in the classroom. Some of the students were at first very tiresome with newly emerged features (e.g. watching lecture videos and doing in-class activities with peers) along with the implementation of the FC, which they presumed as extra-work, instead of interesting and exciting changes. Nevertheless, they slowly but gradually grew accustomed to the new circumstances and adapted into building more frequent and instant interactions not only on BAND, but also in the classroom. Subsequently, the students gained more information on their friends and teacher. Knowing each other better tends to help students empathize cognitively and emotionally. For example, the teacher first started to learn more about individual students from increased communication after the FC. This helped her to reach out to *Student S* who had a special talent in drawing and made her gain recognition from her peers on her drawing talent and herself as a member of the classroom (Figure 6.2). As a result, the student started to participate more actively in class, and a trustworthy relationship was built between the teacher and the student. This extended horizontally with other students in the classroom and vertically as both the teacher and students conceived the teacher as an individual who appreciates students' talents beyond

English proficiency. Hence, this frees other students to share their own personalities, preferences, interests, styles and so many other things in the classroom community. This provokes further awareness among classmates on a wider and deeper scale. In sum, as the teacher started to learn more about students' talents, interests, and diversity, the students also came to value differences and appreciate relationship building. This, of course, affects the contextual factors in the classroom, and furthermore, this lays groundwork for creating collaborative circumstances in academic learning at later stages.



Figure 6.2 Cartoon Drawings by Student S

The visible outcome derived from the changes in three elements—*teacher*, *students*, and *language resources*—is produced in the physical environment of the KFEC: that is, there are no microphones and laptops in the classroom (#1 from Excerpt 6.3). The teacher no longer brings a microphone and laptop into the classroom. Her explanation on this is presented in following Excerpt 6.3:

[Excerpt 6.3] Interview with the Teacher (November 11, 2014)

(1) 진짜 큰 변화는 일단 제가 수업 들어갈 때 마이크랑 노트북을 안 갖고 들어가요. 요즘에. 특히

마이크를 내려놓은 게 진짜.....예전에는 제가 강의를 해야 하니까 마이크를 꼭 썼거든요. 제 목을 보호하려고. 내가 열 받으면 소리 질러야 되는데 마이크 대고 소리 치자 이런 심산으로... 그런데 이제 안 갖고 들어가요. 지금은 아무것도 없이 들어가요. 내가 하는 게 아니라 애들이 하니까요. 안 가져 들어가도 그냥 제가 모둠에 가서 슬쩍 보고 옆에서 얘기만 해줘도 아이들이 알아서 하는 그런 분위기가 이제 되고 있어요.

[English Translation]

[Excerpt 6.3] Interview with the Teacher (November 11, 2014)

(1) The biggest change is that I do not bring my laptop and microphone with me to the class anymore. Now, especially putting down the mic is really...Before, I had to lecture the class, so I always used the mic. It was to protect my voice. If I get upset then I must raise my voice, so then using a mic would be better, I thought. But now, I don't even bring it with me to the class. **Now I don't even bring anything. Because the students do the work, not me. Even though I do not bring anything, it's becoming an environment where I just go around to each group and check on them while instructing them on the side, and the students take the initiative to do the work.**

In short, the teacher's '내려놓기 (hands down approach),' students-directed classroom activities and settings, multilevel paper-based worksheet use in the classroom are leading factors that cause the elimination of the microphone and laptop in the KFEC.

Lastly, contextual factors are the most challenging element influencing the KFEC due to its complex, relational, and context-specific causality among the other elements within the classroom. The four elements previously described cause and affect each other reciprocally. For example, the teacher's willingness to learn more about her students promoted more student initiative driven classroom materials. This change subsequently affected their perception of learning with peers, interactional patterns, and participation organization in the classroom context. However, none of these can be solely discussed for its causality because it is all interconnected in the system. With this thought in mind, the most noticeable change in the contextual factors found is a transformed perception of group work among the students. The students no longer considered group work exclusively as a means of having fun with peers, but rather, as a means of collaborative learning (#5, 7, 16, 17, 18, 22, 23, 28, 29, 32 and 33 from Snapshot Four)³¹. Figure 6-3 shows a scene of the classroom on week 11. This

³¹ [Snapshot Four]

displays a sharp contrast to Figure 4.1, which is the scene of the original classroom on Week 1. This is a dramatic inverse of the KFEC, and a powerful change maker of forcing the KFEC's transformation to a next stage from the previous one.



Figure 6.3 A Scene of the FC on Week 11

6.2.3 Bridging Meaningfulness of ‘Self’ to Meaningfulness of ‘Learning English’

6.2.3.1 Meaningfulness of ‘Self’

6.2.3.1.1 Knowing Me, Knowing You

The expanded classroom space in the flipped classroom immensely increases the amount of interaction. BAND plays a pivotal role in increasing the amount of interaction by

#5: In the classroom, conversations between group members to teach each other for the questions they do not understand are audible but not loud nor chatty.

#7: Group A students are discussing and are working together on the activities.

#16: "Should we make a format 3 sentence or format 4 sentence? Haha."

#22: "I did not do Level 4 yet. I'll try it. Well, I will not die. You should try too. Try!"

#23: "It will be difficult. I don't know either. I do not want to do it. What good is it to do Level 4? Hmm."

#28: "All of a sudden, Student 1 and 2 in Group A stop talking and working on the activities."

#29: Student 3 lays down on the desk and draws pictures in the book. Shortly after, he goes to the front reserved desk and grabs the Level 4 activity sheet and starts working on it.

#32: "Today I want to do all the levels. I am going to complete it first. Wait!"

#33: "If I do it fast, I'll make a mistake! The person who does it correctly wins, no? Or is it the person who finishes first that wins?"

eliminating temporal and spatial restriction from the participants. Figure 6.4 displays four screen captures of BAND chatting windows for one class observed within a four-hour-time frame on the same day. The numbers in the red boxes indicate the number of unchecked messages and the time one has not accessed the chatting window. As the series of screen captures of BAND chatting shows, the interaction speed is incredibly fast and instant. For instance, the first screen capture shows 131 messages delivered within four minutes, and the last screen capture shows 460 messages delivered within one minute. What has this fast and tremendous amount of interaction done to this KFEC?

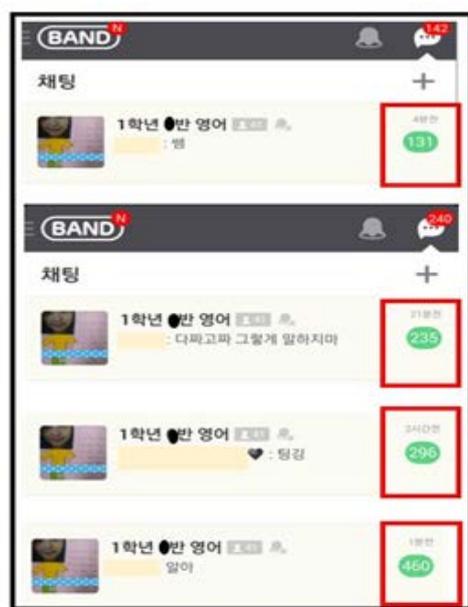


Figure 6.4 A Series of Screen Captures on BAND Chatting

The teacher stated that she knew more students individually through the increased amount of online interaction and her classroom observation. Her individual-, pair-, and group- based in-class interaction has also consistently increased (#4, 8, 10, 11, 12, 13, 14, 15, 20, 31 from Snapshot Four)³², thus leading her to understand each student more deeply

³² [Snapshot Four]

#4: "When you complete each level, make sure to call me or the TA to check your answers."

#8: "Yes, coming-!"

#11: Now, what is this? You added prepositions to every sentence. It seems like you are trying to put everything in format 3, but

personally and academically. Below, the teacher compares her perceptions of classroom teaching before and after implementing the Flipped Classroom during the interview (Excerpt 6.4).

[Excerpt 6.4] Interview with the Teacher (December 5, 2014)

저는 사실 애들은 영어공부를 할 때 제가 없으면 안 될 거라고 생각했어요. 무조건 나를 보고 내가 준비한 것을 애네들이 봐야지 수업을 할 거라고 생각했어요. 항상 마음속에는 그런 생각이 있었어요. 하지만 미래사회에 이렇게 정보가 이렇게 홍수인 시대에 뭐 이렇게 디지털 같은 이런 시대에 나중에 교사 같은 게 필요할까? 그런 생각은 되게 많이 하면서도 제가 항상 준비하는 방식은 당연히 너희는 나를 쳐다보아야지 하는 그런 화려한 ppt. 이 정도는 해야 애들이 보지. 이 정도는 준비해야지 맨날 음악 넣고 연예인 얼굴 넣고 애들이 좋아하는 애니메이션 넣고 이렇게 해서 나를 보게 하는 것. 앞을 보게 하는 게 저의 그런 수업 준비를 할 때 그게 중요하다고 생각했는데 지금은 정말 많이 저를 그냥 저를 빼버린 거 같은 느낌?

저는 그냥 정말 계속 돌아다녔어요. 계속 보고 돌아다니고 애네가 뭘 하는지 보고 그런 게 바뀌면서 또 제가 진짜 이게 미래의 교사가 해야 될 일이 정말 옆에서 이렇게 애네들을 보고 보조해주고 잘 나갈 수 있게 해주는 거지 내가 가르치는 것을 머리에 그냥 쑤셔 넣는 게 중요한 게 아닌 게 아닌가 그런 생각을 많이 했어요. 성찰할 시간이 아니었나 그거를 이번에 처음 잘 느끼고 제가 성찰한 대로 좋게 수업이 잘 바뀌었다고 생각해요.

[English Translation]

[Excerpt 6.4] Interview with the Teacher (December 5, 2014)

To be honest, I thought the students could not do anything without me when they studied English. I thought that students had no other option but to listen to me lecture. I always held that kind of thought inside of me. But I was thinking that we live in the future now with abundant information and everything is digitized. Then, would teachers be necessary later? Though I had many of these kinds of thoughts, I always prepared in the same way thinking, 'Naturally the students will look at me through these eye-catching PPTs. Yes, this is good enough to grab the students' attention.' I used music, celebrity pictures, and animation characters that the students like to make them pay attention to me. I thought making the students pay attention was really important, but now it is not an issue. This lessens the teacher's role in the classroom.

I just keep walking around the classroom. I just keep walking around and watch how the students do group work. These changes made me think that maybe this is what teachers need to do in the future, watch the students learn, and help them when they need it. So, help them move forward. Also, I was thinking that pushing the information that I taught into their heads was not the right way. I think it was a good self-examination time; I realized the problem with the old ways and implementing the new ways is a good change.

let's try to make them in format 4 as well. Write the subject, then the verb, then you need "two objects" here. My aunt bought. What? To me the new book. Like this, you only need '-to-what'."

#12: "All done? I will check the answers."

#13: The teacher marks the questionnaire that Group A worked on and explains the ones that were not correct. Then, the teacher brings new activities to the group. After, the teacher moves on to the next group.

#14: The teacher comes to group A and gives the level 3 activity sheet. The teacher then checks the completed level two activity sheet and explains to Group A.

#15: The teacher marks the activities again, then moves to another group.

#20: "Yes, Student 2 you are now way beyond the safety zone. Haha. Congratulations!"

#31: "Sure. Do as much as you can. Then you can take a break."

The teacher describes her previous teaching style as ‘무조건 나만 봐 (Just look at me)’ in comparison with her current teaching style as ‘내려놓기 (hands down approach).’ From this comparison, the teacher adumbrates her changed role in the classroom from a *dominant knowledge-transferor* in classroom to a *facilitator* or *supporter*. That is, the teacher finds meaning through proactively circulating the classroom and facilitating individual student needs.

The search for the meaning of self is also applicable to the students in the KFEC. The increased amount of the interaction creates a strong bond among the students. They stated during the interviews with the researcher that they were so excited to be able to share ‘their own stories with other students’ (Excerpt 6.5) officially in the classroom and in BAND. When the students had a chance to learn expressions of ‘I can~’ and ‘~be good at’ in class, the teacher allowed the students to introduce their hobbies, interests, or talents in free formats through the use of these two English expressions (Figure 6.5). One of the students who had an interview with me reminisced that the class was the best. (Excerpt 6.5).



Sample #1



Sample #2



Sample #3

Figure 6.5 Student-Made Resume

[Excerpt 6.5] Interview with a Student (December 4, 2014)

- Researcher:** 이번 학기 수업시간에 하는 활동 중에 가장 기억에 남거나 재미있었던 활동이 뭐예요?
- Student:** 저번에 ‘이력서’ 만들기 했던 거요. (Figure 6.5) 그거 제일 재미있었어요.
- Researcher:** 그게 왜 재미있었는데요?
- Student:** 모듈원들이랑 같이 웃으면서 그거 하나씩 만들어내니까 재미있는 거 같아요. 그리고 친구들이 뭐 좋아하는지 더 잘 알게 되어서 좋았어요. 자기가 잘하는 거 다 말했어요.
- Researcher:** 그게 왜 좋아?
- Student:** 자기 생각을 수업 중에 얘기할 수 있게 해주는 그런 거 같아요. 자기가 생각하고 있는 그런 말들을 말할 수 있으니까 너무 좋은 거 같아요. 영어도 해보고...

[English Translation]

[Excerpt 6.5] Interview with a Student (December 4, 2014)

- Researcher:** What was the most memorable and fun activity of the classes from this semester?
- Student:** Making the ‘resume’. That was the most fun activity.
- Researcher:** **Why was it the most fun?**
- Student:** **I think it was fun to work together with other group members while having a good time. Also, it was good to find out what other friends like. We talked about what we all are good at.**
- Researcher:** Why do you like that?
- Student:** **It was like allowing us to share what we think during the class time. I liked it because I could talk about what I was thinking about. Also, I could actually use English as well.**

The student from the interview shares what he/she thought was fun and favorable in the classroom. Getting to know other students and finding the meaning of ‘self’ in a belonged community appeared to be crucial to the students in the KFEC. The explanatory examples are found from the interviews and classroom observation with the students. For instance, the student said that he/she could get to know more about the other members in his/her group. In addition, he added the comment that he could gain some differentiated skills to deal with each student. Therefore, communication tactics with other students were gained, and furthermore the differences among the students were appreciated. In one case, the male student who used to doze off in every class said that he could not do that anymore because his peers sitting around him started to wake him up—even in other subject classes. Therefore, he is up for

every class now. Then, how would this, ‘finding meaning of ‘self’ and ‘friendship’ affect learning English?

6.2.3.2 Meaningfulness of ‘Learning English’

6.2.3.2.1 Group Work for Learning

When students get to know each other better through increased interaction and the recognition of differences across the students are drawn, a fundamental understanding of the value of diversity and differences in group work is acquired. That is, when students solve worksheet problems, they rely on students who are more knowledgeable about a particular section on the worksheet. Several students expressed their positive experiences after receiving help from group members while solving worksheet problems (Excerpt 6.6). These represent the noticeable changes in the students’ perceptions towards group work.

[Excerpt 6.6] Interview with the Students (December 4, 2014)

- Student A:** 수업 활동 중에 문제를 많이 풀어서 좋은 거 같아요. 문제를 좀 많이 해주셔서 그리고 문제를 저 혼자 푸는 게 아니고 그 애들이랑 같이 풀어서 모르는 거 있으면 배우고 그래서 참 좋은 거 같아요.
- Student B:** 1 학기 때는 그냥 혼자서 했는데 2 학기 때는 모둠이랑 같이 하니깐 좋죠. 모르는 것도 가르쳐주고 같이 얘기도 할 수 있고 하니깐 좋죠.
- Student C:** 예전에는 그냥 영어 시간이 지루해서 그냥 나도 그냥 모르겠다. 피곤하다. 그런데 지금은 뜻이나 뭐지 문장 만드는 것도 동영상으로 한 번씩 보고 오니까 이해가 더 잘 돼가지고 제가 아는 것을 알려주고 싶은 거 같아요. 제가 아는 것을 친구들에게 자랑할 수도 있고 너 영어 되게 잘한다. 그런 말도 들으니까 기분이 좋은 거 같아요.
- Student D:** 제가 열심히 하는 만큼 조원들이 열심히 해줘야 하는데 그렇게 열심히 해주지도 않고 웃고 장난치고 떠들어서 그게 힘들었어요. 요새는 조원들도 영상도 잘 보고 그만큼 열심히 하는 거 같아서 빨리빨리 문제 푸는 것도 빨리빨리 끝나고 그래서 재미있어요. 다 같이 영상을 보고 그다음에 협력 같은 걸 해줘서 그러니까 혼자 하는 활동이 아니다 보니까 다 같이 협력하는 협동에 중요성을 알게 된 거 같아요.

[English Translation]

[Excerpt 6.6] Interview with the Students (December 4, 2014)

- Student A: I like it because we solve many questions in the class. The teacher gave us many questions and **I don't solve the questions by myself. We do it together in a group setting, so if I don't know something I can learn from others, so I really enjoy it.**
- Student B: In the first semester, I did it by myself. But in the **second semester, we did it in a group, so I like it. Others teach me if I don't know something and we can talk to each other.**
- Student C: Before English class was just boring, so I was like 'I don't know.' But now, making the sentence and the meaning of the words are easier to understand because I watch the lecture video before the class, **so I want to share with other students what I know. I can tell my friends what I know, and it feels good when my friends tell me 'Your English is really good.'**
- Student D: It was difficult because the other group member did not try as much as I tried, they just played and talked. **But now, other group members watch the lecture videos before coming to the class. We can now solve the questions faster, and we try to do it better. Because we can finish it fast, it is more fun. We all watch the lecture videos and we cooperate; it is not like individual work, so I realized the importance of the cooperation.**

Based on a collection of student comments, group work comes to be viewed as a rewarding learning activity. Furthermore, *Student B*, *C*, and *D* all pointed out the changes of their students' attitudes towards group activity. Even *Student D* defines the behaviors of the students' active participation as collaborative, and the student highly valued that.

6.2.3.2.2 All-Sizes-Fit-One

A fundamental understanding of the values of student collaboration become a good foundation for the teacher to implement multilevel and personalized classroom activities. As shown in the Snapshot Classroom (#3 from Snapshot Four)³³, the teacher brought six levels of classroom activities for a single class. The six levels are composed of three parts: a basic must-do part, a challenging part, and a jump (advanced) part. The teacher nicknamed the last 'jump' part as a '*genius*' part (Figure 6.1). With these six levels of classroom activities, the

³³ [Snapshot Four]

#3: Teacher: Everyone, (3) **I have prepared activity sheets for you today too. Today, I brought six different levels. Completing up to Level 3 is mandatory; Level 6 is 'genius level' haha. So, everybody must complete up to Level 3 and as for the rest, do it as much as you guys want to do**, understand? So, up to what level do you need to do?

teacher does not force the students to go through all the levels by the end of the class but offers the students an opportunity to make an independent decision based on their own classroom performance. This is based on the teacher's intention to guide the students to regain their initiative and accountability on their learning. Another intention is for the teacher to offer a classroom where everybody learns at their own pace. To serve this intention, the teacher actually prepares more materials for lower proficiency levels such as phonics exercise worksheets and an easily modified version of the worksheet. These lower proficiency classroom materials are given to the lower-level students that the teacher separately groups, so they do not feel shamed by the easier contents but focus on the value of learning an appropriate level of materials regardless of the students' level. Therefore, the class is not a 'one-size-fits-all', but an 'all-sizes-fit-one' class.

6.3 Summary of Phase Shift Two

The main transformations from Phase Shift One to Phase Shift Two are the stabilizations, and concurrently personalization and departmentation of English learning in the KFEC. Phase Shift One tends to show an unpredictable pattern, but Phase Shift Two presents a stabilized behavioral pattern. Moreover, the stabilized behavioral patterns—the perception of the teacher and students, the relationship between the teacher and the students and between the student(s), and learning-centered mechanism—are virtuously circulated with the process of the KFEC's transformation. Thus, it is a movement from chaos to stability, and furthermore, toward variability concerning the aspects of attempting the context of the learning to be diversified and departmentalized.

CHAPTER 7

PHASE SHIFT 3: OPEN PLATFORM, EXTENDING BEYOND A TYPICAL KOREAN EFL CLASSROOM

“Knowing is doing is being.”

- Davis, Sumara & Luce-Kepler (2000)

7.1 Snapshot Five: Converging with Other Subjects

[Snapshot Five] The Fractal Christmas Card Competition (December 19, 2014)

(1)여기저기 프랙털 모형들이 바닥, 책상, 교실 창문, 천장에서 발견된다. 교실 뒤편 바닥에 일부 학생들은 쪼그리고 앉거나, 엎드리거나 아예 누워서 자신의 모뎀 포스터를 꾸미고 있다. 일부 학생들은 모뎀 책상에 앉아 영어로 쓸 표현을 썼다 지웠다 하며 옆 친구와 의견을 나눈다. 또 다른 일부 학생들은 본인의 크리스마스 카드를 만든다. 나머지 학생들은 크리스마스 카드 속을 채울 내용을 쓰는 학생들을 찾아 쓰느라 분주하다. (2) **교사도 아이들의 영어 질문에 답하느라 여기저기 바빠 움직인다**

[Group 1]

교사: Hey, what are you guys doing now?
What are you guys doing?
Hey! Hey! What are you guys doing?
학생들은 프랙털 모형을 만들거나 영어문장을 적으며 옆 친구들과 이야기를 나누고 있다.

학생들: How are you, teacher?

학생 1: Teacher! Miss Hwang! Miss Hwang! Hi!

학생 2: We are doing '학생 3' 바보 (하하하)

학생 3: He thinks so, huh?

학생 2: 학생 3 is not anything. Nothing!

교사: So, 학생 4, what's you guys going to do today? What is a topic for today?
Topic? TOPIC?

학생 4: 아, 오늘 뭐 하나고요?

교사: 응, 학생 4. What is a topic for today?

학생 4: Fractal!

교사: What is a fractal?

학생 4: ah..... 으하하...하하

교사: What is it?
 학생 4: **영어로요? 영어로 말해요?**
 교사: **Yes!**
 학생 4: **야, 너네 빨리 영어로 해봐!**
 교사: Good! **Why don't you explain what fractal is in English, together?**
 학생 4: 전체가 뭐냐? 영어로?
 학생 3: Fractal uh,,, ,Broccoli?
 학생 4: All shapes.....um.... 하하 broccoli 하하
 교사: Yes!!! All shapes?
 학생 4: Shapes! 야, 반복이 뭐야?
 학생 3: **Part!**
 학생 1: Same?
 학생 4: Part!
 교사: Good! So, all same parts. So, what is it? 모든 부분이 똑같다고?
 학생 4: 아니,아니, 아니요. 전체의 모양이! 전체의 모양이 부분하고 똑같다고요.
 학생 2: 야, all same same! You know, 샘샘이?
 교사: 허허. Yes, all small parts are the same as a whole? 전체가 부분이랑 같다고?
 학생들: Yes, yes.
 교사: So, all shapes are the same as a whole. And, all parts are the same, 그지?
 학생 2: Oh, yeah, oh yeah.
 교사: Oh, yeah? 하하. Then you all understood how to explain fractal?
 학생들: Yeah, yeah! /Sure!/ OK!
 교사: OK, Good! Then, today, what are you going to do with the fractals?
 학생 2: What do you think?
 교사: 하하하 너 나한테 묻는 거니? 하하
 That's what I just asked to you.
 학생 2: 하하하하하 Miss Hwang, joking! **(책상에 놓인 자신이 만든 프랙털 카드를 들고 보여주면) It's my card. I made this card!**
 교사: Oh, is it? Is it your card?
 학생 4: **Now, this card 딱! (손으로 카드를 큰 포스터에 붙이는 행동을 하며) Here? 딱!**
 학생 2: **The card attach! Attach! on the poster! Understand?**
 학생 4: **아~~아~~~ Glue! Glue! Glued!!**
 교사: **Oh, Great! Yes, the card is glued on the poster. Excellent!**
 학생 1: **Put? What about put?**
 교사: **Yes, that's good, too! Both of them are fine. Glued or put on the poster.**
 학생 4: 얼~~ Genius! 하하
 학생 1: (손 동작으로만 계속 카드를 포스터에 붙이는 시늉을 하며 교사를 뚫어저러 쳐다보며) Put! Put!
 교사: Great! I am going to come back later and see how your poster will look like. OK?
 학생 2: **(아무것도 적히지 않은 카드를 교사에게 보여주며) It's white! White!**
 교사: **You mean, blank?**
 학생 1: **White Christmas!**
 교사: 하하하 그래. 그래. Perfect!

학생들은 한국어와 영어가 섞어가며 대화를 계속하고 교사는 다른 모둠으로 자리를 옮긴다.

[Group 2]

학생 5: 맞아! 우리 이거 하자고! 하~자~고!
 학생 6: 뭐를?
 학생 5: 크리스마스 카드 만들기 대회야. 이거 1등 하면은 햄버거 준데. 진짜 우리가 1등 한번 해보자 알았지?
 학생 6: 그래! 하하
 학생 5: 설마가 사람 잡는다는 거 몰라? 1등을 해볼 수도 있지. 크리스마스 카드 만들기 대회를 해서 1등하면은 햄버거를 먹고, 2등하면 젤리를 먹고, 3등해도 젤리를 받아.
 학생 6: 열심히 하면 돼!
 학생 7: 뭐하는 거야?
 학생 5: 학생 7, 넌 영어를 잘하니까, you, write English! 학생 6. cut stars, and you, 학생 8 그림 잘 그리니까 draw!
 학생 7: Teacher, what is '입학한 지가 엇그제 같다' in English?
 교사: Well, what about saying '시간이 너무 빨리 갔다'? Time Flies?
 학생 8: 시간이 파리라고요? 하하하하하
 학생 5: 시간이 Time! 날아갔다 Fly!
 학생 7: This is very difficult! 한글로 쓸만한 말은 많은데... 영어로 뭐라고 해야 될지 모르겠어. To the teacher 부터 써야지.
 학생 7: To야? Dear아니야?
 학생 5: Dear? Dear 씨.
 학생 6: 쓴 사람이 From 이고.
 학생 7: 있잖아, '밥 잘 챙겨 드세요'가 영어로 뭐야?
 학생 8: 기다려봐 옆에 갔다 오게.(잠시 후 돌아와서)야!! 좋은 정보 알아왔어! 'Don't skip the meal' 밥 굶지 말란 말 이래. 스펠링은 S-K-I-P.
 학생 7: S-K-I-P. Ooh~Kay! 뭐를 하지 말라 이 말인 거지?
 학생 5: Happy to meet. 봐봐, Meet teacher, 언제? Grade 1, 맞지? Happy to meet teacher for grade 1. To? To grade 1?
 교사: Only 10 minutes left. 10 minutes! Put a sticker, only one sticker to the best group. Only one sticker! 애들아, 잘한 모둠에 찾아가서 스티커 붙여주면 돼, 알았지? Understood?

교사는 시간이 다 되었음을 알리고 각 모둠은 자신들의 포스터를 전시했다. 모둠에서 일부는 포스터에 머물며 영어로 설명하고 나머지 일부는 다른 팀으로 가서 설명을 듣고 스티커를 붙여주며 돌아다닌다.

학생 5: We are...
 학생 6: 아직 시작 안 했어! 아직! 아직!! 학생 5, 말하면 안 돼!
 조원들 (발표를 대비하며 중얼거리고 연습하며)
 학생 6: 감동이 뭐예요? what's 감동?
 교사: Touched! Touched!
 학생 6: Don't touch and cry. 말 되나? 잠깐만! Teacher, don't touch and cry, 감동받아서 울다 맞아요?
 교사: 하하하 Don't touch? 만지지 말라고? I am touched야. 감동을 받았다 하고 말할 때. 우는 건 기뻐서 우는 거잖아 그지? Burst tears with joy. 잘 들어봐. Burst, tears, with joy.
 학생 6: 으매...어렵다...흑흑
 교사: 학생 5 What is this?
 학생 5: (포스터를 가리키며) White and uh letter to you
 교사: Can you read out the letter for us?
 학생 5: Hello, teacher We are 5,6,7 and 8. Time fly very very fast. We don't want to say 'Good-bye.'Happy to meet you in middle school first grade. Never skip the meals, and don't eat fast food. Do not tear with joy anymore, just smile

I love you!

교사: Oh, that's great! Thank you!

학생 5: 학생 6, Let's take a picture together. Come here. Everyone! 학생 7 and 8, 이리와.

학생 8: 그래! This Christmas card. He is Santa Clause and Santa Clause bag.

학생 6: Christmas Tree!

학생 7: This is our memory! One-year-old memory here. 1년동안 추억!

학생 5: This is our memories and this one is letter to teacher. This is tree and Santa Clause. And, this is fractal cards

포스터와 편지를 본 교사와 학생들이 박수를 치며 잘했다고 칭찬한다.

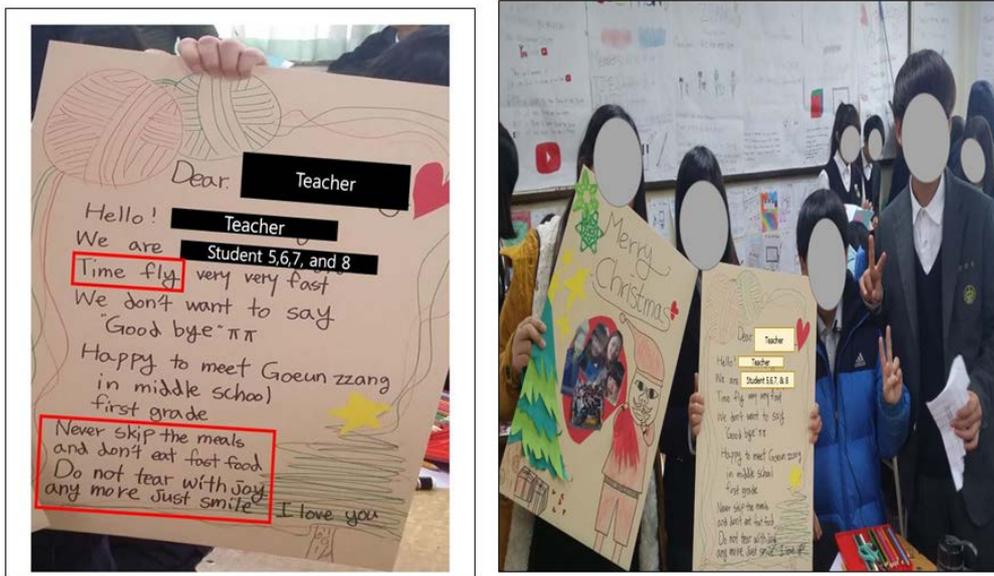


Figure 7.1 Fractal Poster and Fractal Christmas Cards

[English Translation]

[Snapshot Five] The Fractal Christmas Card Competition (December 19, 2014)

(1) Fractal models are on the floor, window, ceiling of the classroom. At the back of the classroom, some students sitting on the floor and some lying flat are making group posters. Other students are sitting at the group desk, writing English expressions, and erasing them repeatedly while in a discussion with other group members. Another group of students are making the Christmas cards. The rest of the students are too busy to come up with expressions to put inside of the Christmas cards. (2) The teacher as well moves quickly to answer the students' English questions.

[Group 1]

Teacher: 'HEY, WHAT ARE YOU GUYS DOING NOW?'
 'WHAT ARE YOU GUYS DOING?'
 'HEY! HEY! WHAT ARE YOU GUYS DOING?'
 The students are making fractal models or writing English sentences with friends beside them.

Students: 'HOW ARE YOU, TEACHER?'
 Student1: 'TEACHER! MISS HWANG. MISS HWANG. HI!'
 Student2: 'WE ARE DOING' 'Student 3' silly. (haha)
 Student3: 'HE THINKS SO, HUH?'
 Student2: Student 3 'IS NOT ANYTHING. NOTHING!'
 Teacher: 'SO', Student 4, 'WHAT'S YOU GUYS GOING TO DO TODAY?'
 'WHAT IS A TOPIC FOR TODAY? TOPIC? TOPIC?'
 Student4: Ah~what we are going to do today?
 Teacher: Yes, Student 4. 'WHAT IS A TOPIC FOR TODAY?'

Student4: 'FRACTAL'
Teacher: 'WHAT IS A FRACTAL?'
Student4: ah....hahaha...
Teacher: 'WHAT IS IT?'
Student4: **In English? Do I need to answer in English?**
Teacher: 'YES'
Student4: **Hey, you guys. Hurry answer it in English.**
Teacher: 'GOOD! WHY DON'T YOU EXPLAIN
WHAT FRACTAL IS IN ENGLISH, TOGETHER?'
Student4: What is the whole? In English?
Student3: 'FRACTAL' uh..'BROCCOLI?'
Student4: 'ALL SHAPES'...uhmmm...haha 'BROCCOLI' haha
Teacher: 'YES! ALL SHAPES?'
Student4: 'SHAPES.' Hey, what is repetition in English?
Student3: '**PART**'
Student1: 'SAME?'
Student4: 'PART!'
Teacher: 'GOOD! SO, ALL SAME PARTS. SO, WHAT IS IT?' So all the parts
are the same?
Student4: No, no, no. The shape of the whole is! The shape of the whole is the
same with the part of it.
Student2: Hey 'ALL SAME SAME! YOU KNOW', same same.
Teacher: Haha. 'YES, ALL SMALL PARTS ARE THE SAME AS A WHOLE?'
The whole is the same as the parts.
Students: 'YES, YES'
Teacher: : 'SO, ALL SHAPES ARE THE SAME AS A WHOLE. AND, ALL
PARTS
ARE THE SAME,' right?
Student2: 'OH, YEAH, OH, YEAH'
Teacher: 'OH, YEAH?' Haha. 'THEN YOU ALL UNDERSTOOD HOW TO
EXPLAIN FRACTAL?'
Students: 'YEAH, YEAH!/' 'SURE!/' 'OK'
Teacher: 'OK, GOOD! THEN, TODAY, WHAT ARE YOU GOING TO DO WITH
THE FRACTALS?'
Student2: 'WHAT DO YOU THINK?'
Teacher: Hahaha you are asking me? Haha. 'THAT'S WHAT I JUST ASKED
TO YOU'
Student2: Hahaha. 'MISS HWANG, JOKING' (Showing the fractal card,
he/she made to the teacher),
'**IT'S MY CARD. I MADE THIS CARD!**'
Teacher: 'OH, IS IT? IS IT YOUR CARD?'
Student4: '**NOW, THIS CARD**' (gesturing to put the card on the big poster)
'**HERE?**'
Student2: '**THE CARD ATTACH! ATTACH! ON THE POSTER!**
UNDERSTAND?'
Student4: **Wow~Wow~. 'GLUE! GLUE! GLUED!'**
Teacher: '**OH, GREAT! YES, THE CARD IS GLUED ON THE POSTER**
EXCELLENT!'
Student1: '**PUT? WHAT ABOUT PUT?**'
Teacher: '**YES, THAT'S GOOD, TOO. BOTH OF THEM ARE FINE.**
'GLUED OR PUT ON THE POSTER.''
Student4: Wow~ 'GENIUS!' Haha
Student1: (Keeps gesturing with hand putting the card to the poster and staring
at the teacher) 'PUT! PUT!'
Teacher: 'GREAT! I AM GOING TO COME BACK LATER, AND SEE HOW
YOUR POSTER WILL LOOK LIKE, OK?'
Student2: (Showing the blank card) '**IT'S WHITE! WHITE!**'
Teacher: '**YOU MEAN, BLANK?**'
Student1: '**WHITE CHRISTMAS**'
Teacher: Hahaha, that is right. 'PERFECT'

The students continue the conversation using Korean and English, and the teacher moves to the other group.

[Group 2]

Student5: Right! Let's do this. Please~!!
Student6: What?
Student5: **This is a competition for making Christmas cards. If we win, we
will get hamburgers today. Let's win first place this time, okay?**

Student6: Sure! Haha
 Student5: Don't you know the saying 'a little knowledge is a dangerous thing'? We can win first place. If win first place, then we eat hamburgers. If get second place, we eat jellies, and third place also gets jellies.
 Student6: We can do it if we try hard.
 Student7: What are you guys doing?
 Student5: **Student 7, you are good at English, 'YOU, WRITE ENGLISH!' Student 6, 'CUT, STARS, AND YOU', Student 8, you are good at drawings so 'DRAW'.**
 Student7: **'TEACHER, WHAT IS' feels like school has just started 'IN ENGLISH?'**
 Teacher: **'WELL, WHAT ABOUT SAYING' time flies. 'TIME FLIES?'**
 Student8: **Time is flies? Haha.**
 Student5: **Time is 'TIME'. Fly is 'FLY'**
 Student5: Student 7: **'THIS IS VERY DIFFICULT' There are so many things to write in Korean, but I don't know how to say it in English. I am going to start with 'TO THE TEACHER'.**
 Student7: **Is it 'TO'? Isn't it 'DEAR?'**
 Student5: **'DEAR?' Use 'DEAR'**
 Student6: The person who wrote is 'FROM'
 Student7: **Well, how do you say 'Please don't skip meals' in English?**
 Student8: **Wait, I will go to the next group.**
Hey! I got some good information. 'DON'T SKIP MEALS'. It means don't starve. The spelling is 'S-K-I-P'
 Student7: **'S-K-I-P. OKAY' It means do not do something, right?**
 Student5: **'HAPPY TO MEET' Look. 'MEET TEACHER,' When? 'GRADE ONE', right? 'HAPPY TO MEET TEACHER FOR GRADE ONE. TO? TO GRADE ONE?'**
 Teacher: **'ONLY TEN MINUTES LEFT. TEN MINUTES!' 'PUT A STICKER, ONLY ONE STICKER TO THE BEST GROUP. ONLY ONE STICKER!' Everyone, look around and put a sticker on the group that you like, okay? 'UNDERSTOOD?'**

The teacher announces that the time is up, and each group presents their posters to the class. Some of the group members stay with the poster and explain the posters in English, the rest go to the other groups, listen to the explanation, and then gave the stickers.

Student5: 'WE ARE...'
 Student6: Not started yet. Not yet! Not yet! Student 5, don't speak!
 Group members (practicing the presentation)
 Student6: **What is be touched? 'WHAT'S' touched?**
 Teacher: **'TOUCHED! TOUCHED!'**
 Student6: **'DON'T TOUCH AND CRY.' Does it make sense? Wait! 'TEACHER DON'T TOUCH AND CRY.' Is this don't be touched and cry?**
 Teacher: **Haha. 'DON'T TOUCH?' Don't touch? It is 'I AM TOUCHED.' This is how you say that you are touched. Crying is happy crying, right? 'BURST TEARS WITH JOY.' Listen. 'BURST, TEARS, WITH JOY.'**
 Student6: Oh my. So hard.
 Teacher: Student 5 'WHAT IS THIS?'
 Student5: (pointing to the poster) 'WHITE AND UH LETTER TO YOU.'
 Teacher: 'CAN YOU READ OUT THE LETTER FOR US?'
 Student5: **'HELLO, TEACHER WE ARE STUDENT 5,6,7, AND 8. TIME FLY VERY VERY FAST. WE DON'T WANT TO SAY GOOD-BYE. HAPPY TO MEET YOU IN MIDDLE SCHOOL FIRST GRADE. NEVER SKIP THE MEALS, AND DON'T EAT FAST FOOD. DO NOT TEAR WITH JOY ANYMORE, JUST SMIL I LOVE YOU!'**
 Teacher: 'OH, THAT'S GREAT! THANK YOU!'
 Student5: **Student 6, 'LET'S TAKE A PICTURE TOGETHER. COME HERE. EVERYONE.' Student 7 AND 8, come.**
 Student8: **Sure! 'THIS CHRISTMAS CARD. HE IS SANTA CLAUS AND SANTA CLAUS BAG.'**
 Student6: **'CHRISTMAS TREE!'**
 Student7: **'THIS IS OUR MEMORY! ONE-YEAR-OLD MEMORY HERE.' Memory for one year.**
 Student5: **'THIS IS OUR MEMORIES AND THIS ONE IS LETTER TO TEACHER. THIS IS TREE AND SANTA CLAUS. AND, THIS IS FRACTAL CARDS.'**

The teacher and the students who saw the poster and the letter applaud and compliment them.

7.2 The Third Transformation of the KFEC: Emergence of a New Classroom

The class introduced in the snapshot is a new attempt by the teacher to converge the subject of EFL with math. This class was collectively planned and performed with a math teacher who also flipped her math class. The contents (i.e. fractals) that the students learned from the math class were adapted into the English classroom to make a Christmas card written in English with fractals. The class was originally planned to have three consecutive hours as a single, one block-hour class³⁴. The first hour was allocated for students to present and explain what fractals are and how to make a fractal model in English (Figure 7.2). The second hour was assigned for the creation of posters and Christmas cards in English (Figure 7.3), and the last hour was designated for voting for the best project produced during the session (Figure 7.4).



Figure 7.2 A Series of Screen Captures of a Student-Made Fractal Lecture Video

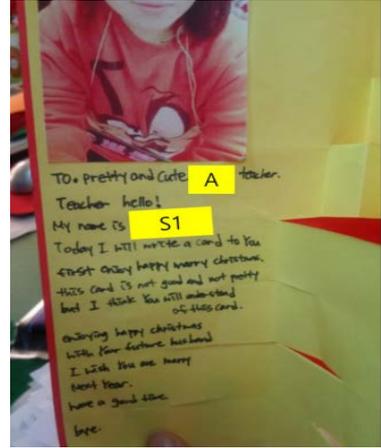
³⁴ All classroom materials for this class are presented in APPENDIX B.



Card 1



Card 2



Card 3

Figure 7.3 Students-Made Fractal Christmas Cards



Figure 7.4 A Contest of Students-Made Fractal Cards and Posters

Given the flexibility of the season, both English and math teachers asserted that holding the class a week before Christmas would be the best time to try something new. That is how the converging class of Flipped EFL and math class was born. During Phase Shift Three, there was a prior attempt to converge the English classroom with an ethics subject on volunteer work during the thirteenth week of the KFEC (i.e the fifteenth week of the fall semester); however, there was no collaborating subject teacher in the school site at the time. That is, the concepts of social work and proving a helping hand and the extended

contents beyond English subject curriculum were converged with writing and speaking-focused activities. In short, Phase Shift Three is a period of attempting to extend the boundary of the EFL subject by converging it with other subjects. Designing ‘interdisciplinary’ subjects has been recently emphasized with an advent of core competence-based curriculum, which is a backbone of the 2015 Revised National Curriculum (MEST 2015). Therefore, it is significant to comprehend how such a converging class of English and Math is delivered into a flipped EFL classroom, and what are the learning potentials driven from it.

7.2.1 Timespan and Classroom Materials

The period of Phase Shift Three covers three weeks from the thirteenth to the fifteenth week of implementing the FC. Classroom participant observations were held five times, and four of them as a whole class were video recorded. Three groups of the students were video recorded, and the seven groups of the students were audio recorded. Since it was the final weeks of the fall semester before winter vacation, post interviews were conducted with ten students. The participant teacher was also interviewed twice during this period. The summary of the synchronous classroom data collection is outlined below in Table 7-1.

Table 7.1
Data Collection of Phase Shift Three

STAGE	FC WK #	DATE	CLASSROOM OBSERVATION				INTERVIEW	
			Classroom Participant Observation	VIDEO		AUDIO (# OF GROUPS)	STUDENTS (#)	TEACHER
				WHOLE	GROUP (#)			
Phase Shift 3	FC13	2014-12-09	O	O	O (1)	O (1)	O (6)	X
	FC14	2014-12-12	O	O	O (1)	O (2)	X	X
	FC14	2014-12-17	O	O	X	X	X	O
	FC14	2014-12-18	O	X	X	O (2)	X	X
	FC15	2014-12-19	O	O	O (2)	O (2)	O (4)	O
	Total			5	4	4	7	10

The classroom materials covered during this period are mostly student-made and outsourced. Even though there is one lecture video produced by the teacher, most of the classroom materials are from YouTube and student-created materials illustrating types of volunteer work and hobbies, fractals, and Christmas greetings. As a result, textbook use was extremely limited, but instead, the use of authentic materials in both Korean and English were exponentially increased. In addition, I discovered an interesting cycle in which students' learning products are turned into classroom instructional materials. For instance, the classroom artifacts made by students as their classroom learning products are posted and displayed in the classroom. The displayed artifacts stimulate students' curiosity and motivate them to compare their artifacts with others. In doing so, the students are exposed to multiple expressions in English used by their peers. Eventually, those products become ample classroom learning materials for the students to be exposed to and for students to notice a wide variety of English expressions and grammatical features. All classroom materials used during Phase Shift Three are summarized in Table 7.2.

Table 7.2
Classroom Materials from Phase Shift Three

Textbook	Communicative function	Language Forms	Lessons	Lesson Goals	Classroom Materials	
					Before class	In class
Unit. 8: Let's give a helping hand [Volunteer work: Converging class with Ethic subject]	Expressing one's talents and abilities	be good at, can, enjoy	L22	Writing	Teacher-made lecture video 13	Volunteer posters
					Student-made in class activity instruction video 1	
FRACTAL [CONVERGING CLASS WITH MATH]	Explaining fractals	various	L23 [BLOC K-TIME]	Speaking and Writing	YouTube Video 1 [Understanding Fractal in English]	Explaining about fractal
					YouTube Video 2 [Understanding Fractal in Korean]	Making fractal shaped card
	Making fractal Christmas card	various	L24 [BLOC K-TIME]	Speaking and Writing	Student-made lecture video 8 [Speaking in English]	Making fractal-shaped Christmas
					List of English expressions	Filling the Christmas card in English
					Making a team poster with fractal cards	

7.2.2 The Elements of the KFEC: Language Resources, Teacher, Students, and Physical Environment

Quantitative and qualitative changes in language resources are the most eye-opening changes in the KFEC. Within a relatively short period, the amount of English used in the classroom was exponentially increased during Phase Shift Three. The teacher shifted the primary instructional language in both the synchronous and asynchronous classroom to English (Figure 7.5). As a result, on the teacher's end, there were noticeable changes in the amount of target language used. This change subsequently led to the increased use of English on the students' end as well (Figure 7.6). Moreover, the English language is enhanced from the use of a word or two in the previous stages to a short phrase or a simple but full sentence. Ample examples of supporting more English language use in the classroom are presented in the Snapshot above (Section 7.1). The teacher insistently promotes using English to the students, and switches to Korean whenever necessary to help the students' comprehension. Hence, both the teacher and the students in the classroom enrich the language resources in terms of actual use more so than any other classes prior to the implementation of the KFEC.

The quantity of English used in the classroom accompanies qualitative changes in English language use in the classroom. First, it lowers sensitivity and anxiety of making linguistic errors. That is, the students become less hesitant and resistant to make mistakes while using English, and actively ask peers and/or the teacher for corrections or expressions they want to use. With the available language resources and support from the teacher and classmates, the students receive an impression that using English is fun and that they can improve their proficiency by using the language more (Excerpt 7.1). Consequently, the students start to play with the language and create meaningful sentences by fully mobilizing

the language resources available to them. Moreover, when the students encounter materials that are more authentic and personalized, they participate more willingly and sustain longer memories on what they learned and used. For instance, a female student initially had shown a very passive attitude towards using English in the classroom.

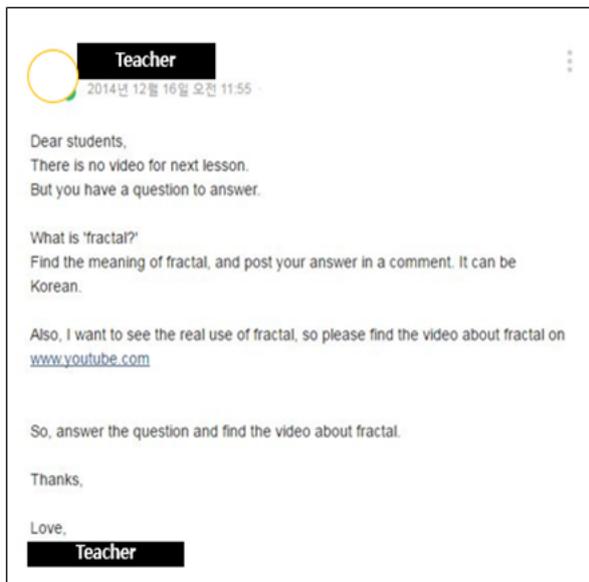


Figure 7.5 The Teacher's Posting in English

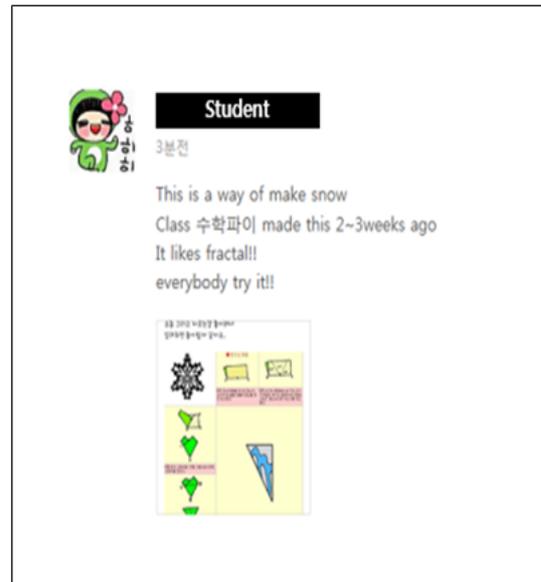


Figure 7.6 A Student's Posting in English

[Excerpt 7.1] In-Class Interview with the Students (December 9, 2014)

- Researcher: 현재 영어 수업과 1 학기 때 영어 수업과 차이점이 있다면?
- Student: 1 학기 때는 듣기만 하고 쓰고 그러기만 했어요.
그냥 영어 따라 읽으라고 할 때 따라 읽기도 하고 했는데 말로 영어를 잘 말하진 않았던 거 같아요. 요즘은 모둠활동을 하면서 이제 영어로 애들한테 하면서 퀴즈도 내고 그러니까 1학기 때보다 영어를 훨씬 많이 말하는 거 같아요.
- Researcher: 영어수업에서 영어로 이야기 하는 게 어때요?
- Student: 재미있어요.
- Researcher: 어렵지는 않고?
- Student: 네, 재미있는 것 같아요.
- Researcher: 어떤 점이 재미있는 거 같아요?
- Student: 그냥 돌아다니면서 애들이랑 의사소통 하는 게 흥미롭고 재미있는 거 같아요.
별로 친하지 않았던 애들이랑도 이렇게 의사소통하고 대화를 나누니까 더

친근감 있게 느껴지고 그런 거 같아요.

Researcher: 그럼 영어로 말하는 게 영어 공부하는 것과는 어떤 연관이 있는 것 같아요?

Student: 평소에 그냥 게임 얘기만 하고 그랬는데 **이제는 영어로 틀리거나 말이 좀 안 돼도 어차피 친한 친구들이니까 이것저것 막 얘기하고 막 그러거든요.** 그러니까 더 할 얘기가 많아지는 거 같고. 그래서 왠지 그냥 더 잘해지는 것 같고. 회화에 대해서도 더 잘해지는 것 같아요.

[English Translation]

[Excerpt 7.1] In-Class Interview with the Students (December 9, 2014)

Researcher: What do you think the differences are between the English classes, from the first semester and from the second semester?

Student: During the first semester, I just listened to the lecture and I wrote down the notes. It was like when the teacher told students to repeat after her I'd then repeat after the teacher, but I did not really speak English. But **now, I speak in English more, compared to the first semester, because we do group work. And now I make quiz questions to group members in English as well.**

Researcher: What do you think about speaking in English during English class?

Student: **It is fun.**

Researcher: **Not difficult?**

Student: **Yes, it is fun.**

Researcher: What part is fun?

Researcher: It is just fun and interesting to walk around the classroom, talk to other students, and communicate. I feel closer to the students who I really didn't know before because we talk to each other in class now.

Researcher: Then what do you think is the connection between speaking English and studying English?

Student: Usually, we just played games, but now we all speak in English and although we make mistakes, we are all friends, so we just say anything. Then we have more things to talk about and somehow it feels like I feel closer with other students and more confident to communicate with others in English.

Despite the obvious increase in the amount of English used in the classroom, this reason alone does not correspond with improved English acquisition. In fact, the potential of encountering incorrect expressions is also equally raised from more interaction in English. However, when considering the acquisition of linguistic knowledge and linguistic skills, increased use of English can be positively interpreted as a means of securing a favorable function of the language classroom.

After viewing the students who tremendously increased their use of English, the teacher realized that her role in the classroom as an innovator, illuminator, and catalyst can broaden and deepen the quality of student English learning. In the previous stage, the teacher

learned to be a facilitator and supporter who can incorporate tailored-learning opportunities that correlate with the diverse needs of her students. In this stage, she incorporated other subjects with the English curriculum. She first adapted the idea of integrating social volunteer work into her writing lessons after hearing from a teacher who shared her lesson plans and materials with other teachers in the FCN. Instead of collaborating with a subject teacher in the school, she worked together with the teacher outside of school who had originally shared the classroom practice and its reflection. In fact, within the teachers' network of the FCN, it was an acculturated and highly valued experience to collectively apply shared lessons or classroom activities into diverse contexts as an action of experimenting with particular pedagogical applications. The teacher was motivated to apply the lesson, and to see the result. She shared her thoughts before and after the implementation during the interview with me. She stated that she had low expectations and was concerned that there would be no learning effects. In contrast to her prediction, her students demonstrated great passion towards volunteering and were highly motivated to search for their talents that they could share with society.

Furthermore, the students prudently participated in designing a potential volunteer organization with serious consideration of their own talent and what would serve the best interests of the greater good. This was a turning point in that the teacher recognized the importance of opening up more opportunities for students to connect with the real world. More importantly, the teacher realized that small actions could be a great catalyst to amplify student potential. As the teacher states, *'what the students really need at the end is a light to turn on.'* The teacher regrets the days she underestimated her students' potential and the arbitrary decisions she made in regards to screening out speaking activities. Thereby, she emerges into an innovator, illuminator and catalyst to deliver and inspire new ideas of the world to the students.

These aforementioned changes in the language resources and teacher elements have a direct effect on the students in terms of their English language learning beliefs and strategies of using the physical space for language acquisition. First, the students become more talkative than ever, but the difference is that the talking is in English rather than Korean. Second, the students are transformed to become the producers of classroom activities and materials. For example, the teacher originally produced lecture videos for the students, so the teacher was a producer, and the students were consumers of the videos. In contrast, the students are producers of their own learning materials through voluntarily sharing on BAND their own Korean-English reading translations. Furthermore, the students have a clear distinction between studying English and participating in the English classroom: that is, the former is based on rote-memorization of mere words, grammar rules, and reading passages, and the latter is for doing activities to have fun with fellow student peers. However, many students interviewed during the period of Phase Shift Three explained their English learning with examples of their verbal or written interactions embedded in group activities. In addition, they are excited about searching for authentic materials and customizing them by using multimedia applications such as Vapshion (i.e subtitle production software), moviemakers, and film editing applications. Thus, the students' dominant belief and reliance on analytical language learning strategies were decreased, and instead moved towards experiential language learning belief and strategies (Izumi, Shiwaku, & Okuda, 2011).

Along with these changes in language learning beliefs and strategies, the students' patterns of using physical space also multiplied. For instance, the students' linear seating is no longer available in the classroom. There are a wide range of the students' positions as described in Snapshot: laying down on top of desks and the floor, sitting on the floor, and gathering with group members at the back of the classroom. Such diversity is not commonly found in Korean secondary schools, and this change is possible due to the changes in the

types of classroom activities. In the end, changes in the position of the students in the classroom are related to their perception of the subject and their attitude towards it. More diverse classroom settings imply a more flexible and liberal learning circumstance for the participants. The photograph of the classroom setting taken at the stage of the Initial Conditions (Figure 7.7) and the photograph of the classroom setting at the stage of Phase Shift Three present a sharp contrast (Figure 7.8).



Figure 7.7 A Photograph of the Classroom at Initial Conditions (Pre-Flipped Classroom)



Figure 7.8 A Photograph of the Classroom at Phase Shift Three

7.2.3 Learning by Doing is Being

The two biggest changes observed in Phase Shift Three are spontaneous English use in the classroom, and the self-directed learning initiatives and accountability of the students.

7.2.3.1 Breaking Walls

The transformation from a closed KFEC to an open KFEC is the most distinguishable change found in the Phase Shift Three. ‘Open’ here refers a status in which information can freely flow in and out of a given setting. The setting thereby becomes flexible, versatile and adaptable. Openness is one unique characteristic of the complex adaptive system, and this makes a phase shift, transformation and evolution possible (Burns & Knox, 2011; Davis, Sumara, Luce-Kepler, 2000; Dörnyei, MacIntyre, & Henry, 2015; Larsen-Freeman, 1997, 2002b, 2010, & 2016; Larsen-Freeman & Cameron, 2008; Logan & Schumann, 2005; Thelen & Smith, 1994). The participating teacher of this study has never ceased to make changes in the classroom, and tried a variety of things to establish more meaningful and valuable learning circumstances for the students (Excerpt 7.2). Indeed, she forces herself to ‘내려놓기 (hands down approach)’ for students and their learning. 내려놓기 is another word for ‘emptying the self,’—so enabling the self to be open to everything. After emptying, that open space becomes a place with infinite potentialities. The teacher emptied her role as a central controller and knowledge-transferor in the classroom, and she is now fulfilled with more varied roles in her class as a facilitator, supporter, innovator, illuminator and catalyst. Particularly, her attempt to open the English classroom to other subjects triggered an exponential increase in the amount of language resources and interaction, and that again opened up the curricula to be more adapted with the resources brought into the

classroom by the students. The closed contents of the English classroom, which were based on a given textbook and teacher-made materials are now open to other subjects, materials delivered from outside of the classroom, and materials created by the students. This opening up of the contents of the classroom again triggers the entrusting of more authority and empowerment to the students by allowing their creation and involvement to be at the center of the classroom system. Opening in one system nested in multilayered systems within a macrosystem creates a ripple effect, and once occurred, the changes never return to the previous status (Burns & Knox, 2011; Davis, Sumara, Luce-Kepler, 2000; Dörnyei, MacIntyre, & Henry, 2015; Larsen-Freeman, 1997, 2002b, 2010, & 2016; Larsen-Freeman & Cameron, 2008; Logan & Schumann, 2005; Thelen & Smith, 1994). As demonstrated in the interview (Excerpt 7.2), the teacher keeps trying something new, and experiences high degrees of satisfaction on having a meaningful classroom. The teacher's willingness to implement new features in the classroom is based on her faith in the students, and that, vice versa, opens the students' minds as well. In other words, opening one single element (i.e. the teacher's mind and teaching practice of converging with other subjects) triggers a ripple effect on the interconnected elements (i.e. students, language resources, contextual factors, and physical environment) within the master system (i.e. the Korean Flipped EFL Classroom as a complex adaptive system). Based on this, this present study interprets that the openness of one small sub-element (i.e. teacher's teaching practices: convergence subject class) of the teacher system (i.e. a teacher as a whole system composed with multiple sub-elements such as teacher's personality, beliefs in teaching, experience, teaching knowledge and teaching practice) leads to an unpredicted and unprecedented transformation of the Korean secondary EFL classrooms (i.e. the Korean Flipped EFL Classroom system). That is, the openness brings such meaningful features as authentic

interchange of English language, student-centered classroom increasing more active involvement of the students in learning , and a changed teacher's role as a facilitator.

[Excerpt 7.2] Interview with the Teacher (December 19, 2014)

제가 단 한 번도 시도하지 못한 활동들 이잖아요. 예전에는 이런 거 하면 애네는 안 돼. 이렇게 생각했던 것들을 애들이 척척 해내는 게 너무 고마워요. 제가 너무. 과소평가를 해서 미안하다는 생각이죠. 아, 어떡해. 좋아요. 너무 고마워요. 너무 잘해주고 아이들이 스스로 할 수 있는 게 이렇게 많은데 제가 왜 이렇게 말을 많이 했나 영어로 말한 것도 아니고 한국어로 영어시간에 그게 조금 죄송해요. 아이들한테. 디딤영상을 이제 제가 안 만들어요. 거기다 저는 프랙털에 대해서 전혀 모르니까 아이들 보고 찾아보라고 했거든요. 그러니까 아이들이 YouTube 로 해서 막 찾아서 올리더라고요. 그래서 오! 이 정도면 만들 수 있겠다 해서 저는 정말 들어오자마자 설명을 하나도 안 했잖아요. 영어로 된 핸드아웃만 나눠줬잖아요. 그랬더니 이렇게 그냥 하는 거예요.

흥미로운 내용을 정말 활용만 하면 아이들이 즐거워할 수 있을 거라고 생각하고 그래서 융합수업 해보길 잘 한 거 같아요. 혹시 몰라서 지금 너무 영어 비중이 빠질까봐 제가 영어로 쓰기를 하려고 했고 또 요즘은 영어로 이제 아이들한테 다가가려고 하고 있거든요. 대화하려고 하고 음.. 일단 영어 수업이니깐 이렇게 결합을 하는데 정말 흥미로운 주제라면 아이들에게 충분히 결합할 수 있을 거라고 생각하고요.

하면서 저는 또 기쁨을 느낀 게 내가 영어로 말을 해도 아이들이 이해한다는 그런 걸 예전에는 깨닫지 못했는데, 지금은 보이잖아요. 한 명 한 명 얘기를 해보니까 얘기를 할 수 있으니까 개별적으로. 그래서 이런 식으로 나가려고요. 이렇게 제가 보다가 괜찮은 융합수업이 되겠다 싶은 거는 접목시켜보려고요. 제가 할 역할을 찾은 거죠.

[English Translation]

[Excerpt 7.2] Interview with the Teacher (December 19, 2014)

This is something I never tried before. Before, I was thinking that the students cannot do this, but it is amazing to watch the students actually doing well. I feel sorry to have underestimated them. Ah, I am so happy. I really appreciate it. The students are doing extremely well, and there are so many parts that the students can do by themselves. I feel sorry to the students to speak so much in Korean during the English class.

I don't make the lecture videos anymore. In addition, I know nothing about fractals, so I asked the students to research. Then, **the students just searched and uploaded through YouTube videos.** So I thought, 'Oh! This is something I can do.' **As soon as I entered the classroom, I did not even have to explain anything. I just handed out the activities sheet in English, and then they just worked on it.**

I think as long as I use the interesting material well, then the students will be happy, so I think trying out the fusion class was a good idea. Just in case, I worried that the importance of speaking in English might be not taken seriously, so I tried to speak in English. **Also, now, I am trying to approach the students in English. To talk to them in English. Umm for now, it is English class, so if I combine the class style well and the topic is interesting, then I think the students can follow for sure.**

Another joy I felt while doing this was that although I spoke in English in the past, I did not feel that the students could understand. Now, it's apparent that they understand. Since I was able speak with them individually, and I can now speak with students one by one, I am going to continue to follow this method. **If I see something worthwhile to combine as a fusion lesson, then I will converge it to my class as well. This has led me to find my role.**

7.2.3.2 Learning by Playing

The learning pattern dynamics of the students is another feature that led the transformation of the KFEC on the stage of Phase Shift Three. The dynamics of the learning patterns are shown in self-directed learning behaviors and self-initiating changes. The one noticeable difference in the students' learning behavior is self-directedness and self-motivation. For instance, after passing the midpoint of implementing the FC, most students were accustomed to watching lecture videos before classes. The teacher always checked the viewing rate of the lecture videos with note-taking pictures uploaded on BAND before the class. She found that the stabilization of the watching rate is 90 to 95 percent (Figure 7.9). She also recognized that at least four to five students per class were not interested in watching a lecture video before class. Despite signs of stubbornness among those students, the teacher did not officially give up on them. Therefore, she constantly informs them of her monitoring without expecting lasting results. Interestingly, the teacher learned that other students proactively reached out to the stubborn students, and encouraged them to watch the lecture videos. Here are the screen captures of the chatting window displaying persuasion and pressure from the classmates to the students who did not watch lecture videos (Figure 7.10).

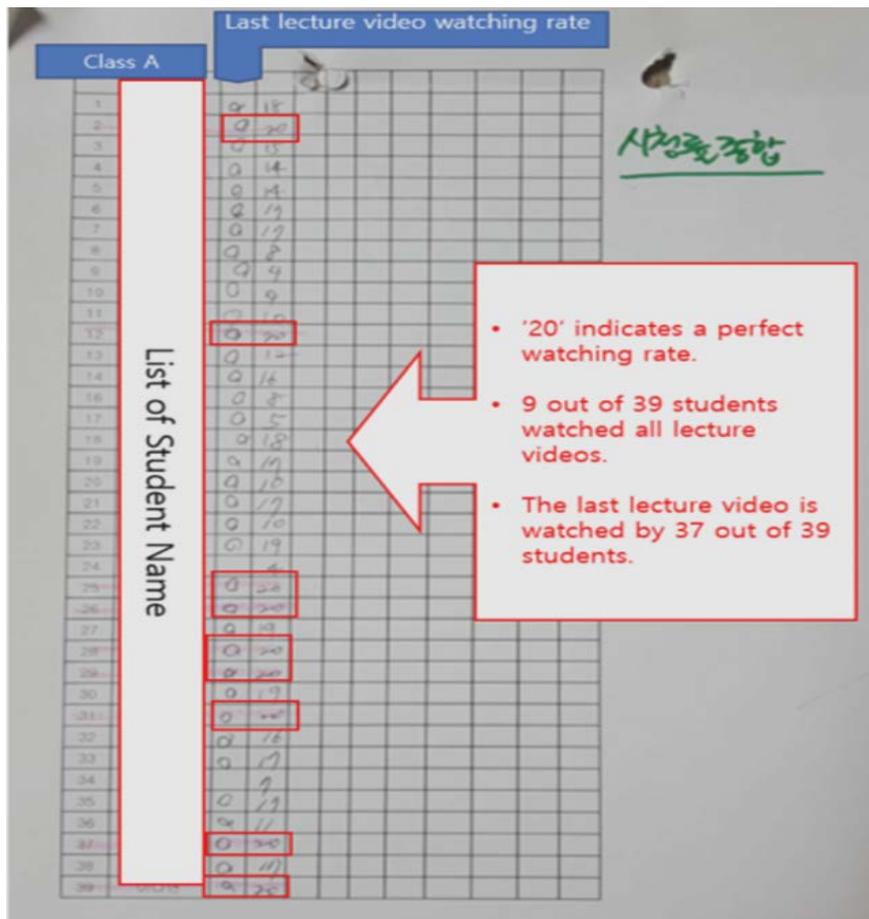


Figure 7.9 A Check-Up List of Watching Lecture Videos for Class A

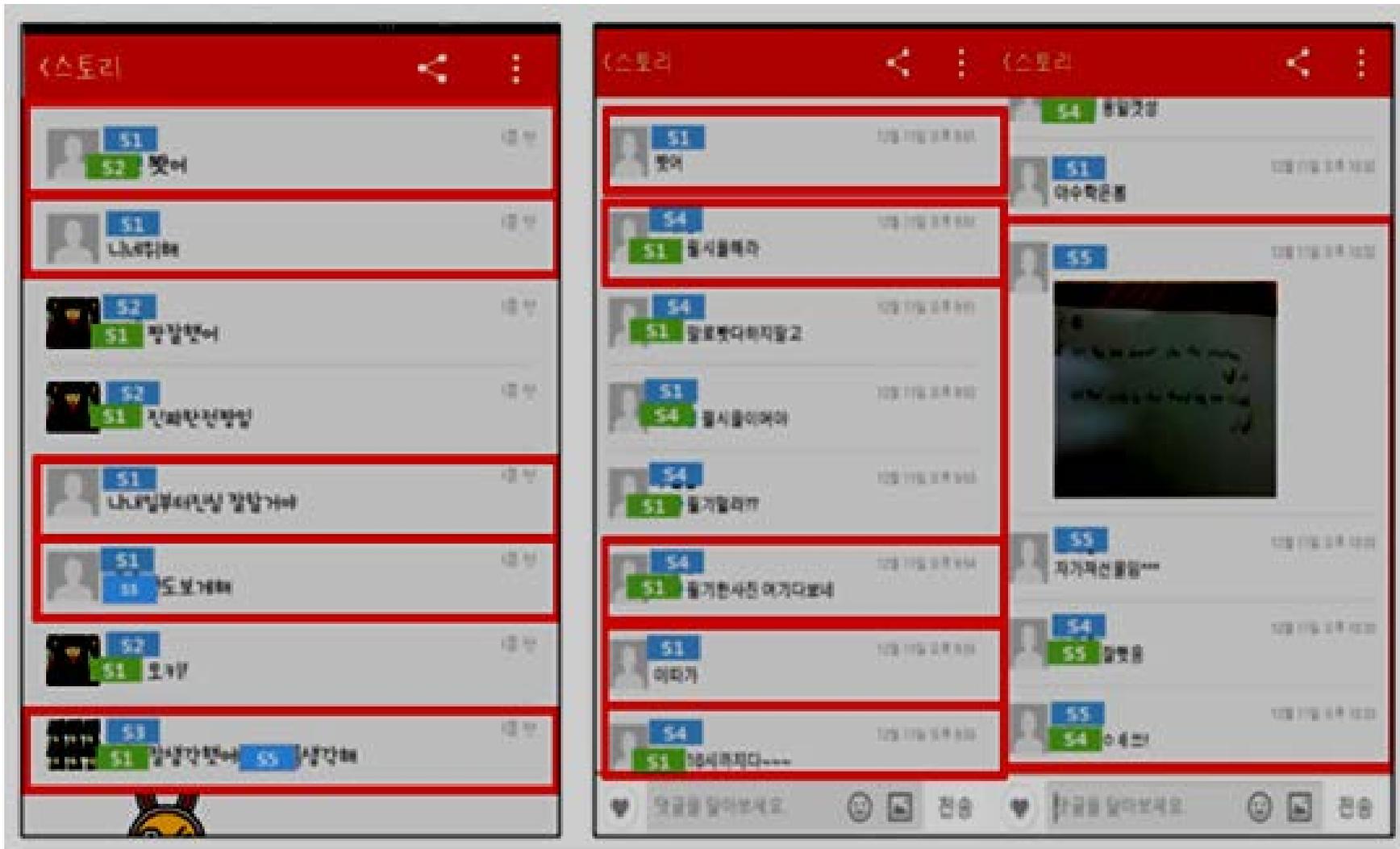


Figure 7.10 A Series of Screen Captures of BAND Chatting
 (Active Students Persuading Inactive Students to watch a lecture video)

Students named ‘S1’ and ‘S5’ are the ones not motivated to watch lecture videos, but with instant message exchanges in KakaoStory³⁵, they finally watched the lecture video and left a picture of their notes. Their persuasions are not as threatening as the teacher’s, since there are no official disadvantages for those students, but they seem to be more in the form of jokes and signs of encouragement. However, peer pressure seemed to work for the best of ‘S1’ and ‘S5’. This action was voluntarily performed and created a good peer-guiding culture. With this voluntary behavior, one class among the four reached a 100 percent watching rate at the last month of the semester, and the others were above 95%.

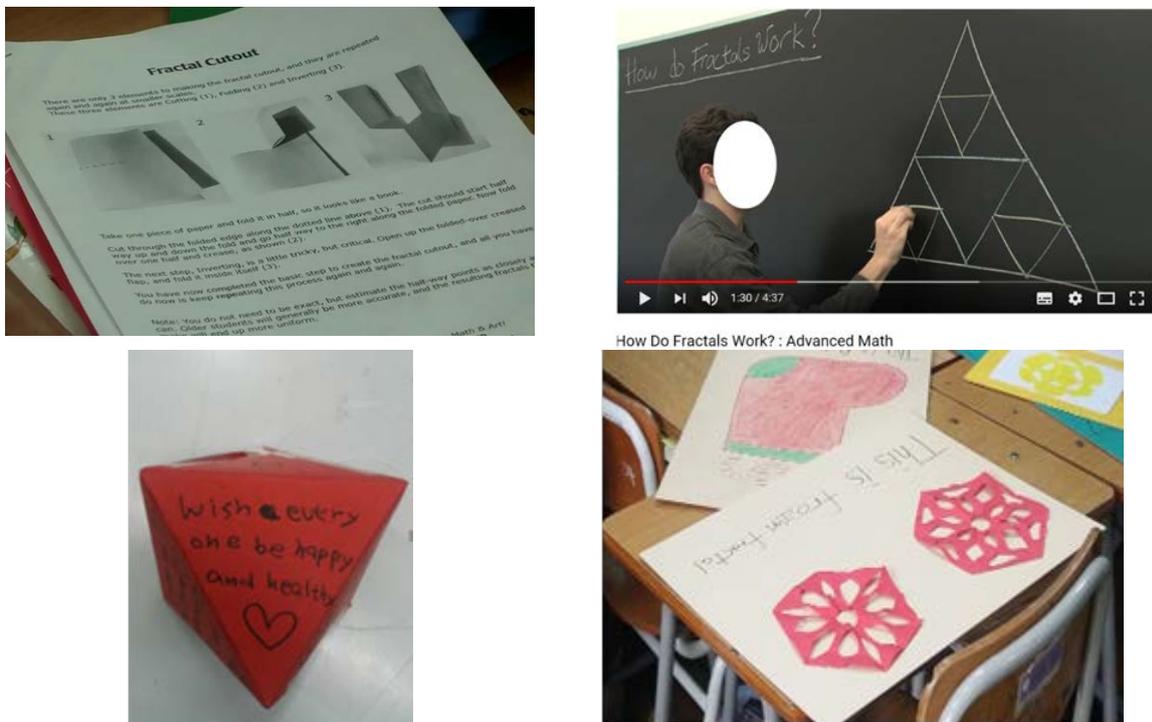


Figure 7.11 Classroom Materials All in English

Another learning behavior that emerged in the KFEC is initiating change. One explanatory example for this is creating student-produced lecture videos, activity instruction videos, supplementary materials for reading passage translation videos, and extracurricular

³⁵ KakaoStory is one of the most popularly used SNS-site for teenagers in Korea. (found in <https://story.kakao.com/ch/kakaostory>)

activities (i.e. Fractal Christmas cards and volunteer work). As the teacher also mentioned in her interview (Excerpt 7.2), she '*does not make lecture videos*' anymore. Instead, the student-created materials are adapted into the main classroom's materials. That is, the students take initiative of leading and creating the classroom contents, and they have switched to become the producer of classroom contents. These proactive actions are extended to developing materials in English (Figure 7.11). Regarding all these initiatives, the students tend to draw vague lines in learning and playing. It seems to be inseparable to learn by playing and to play by learning. The students organized a Christmas decorating activity and they, on their own, planned to decorate the classroom with fractals and wishing ornaments (Figure 7.11). Although they wrote well-wishing messages in English, and learned how to make snowflake fractal shapes and diamond-shaped ornaments through YouTube videos in English with no subtitles (Figure 7.11), they did not think of these tasks as studying or learning, but happily participated in these classroom decoration activities. Thus, their motivated behavior shows that participation is natural when learning is accompanied with meaningful and student-initiated activities.

7.3 Summary of Phase Shift Three

The transformation of the KFEC presents inseparable connections with its elements. This interconnectedness within the KFEC in multilayers accelerates affecting rates and effect sizes. The KFEC has gradually intensified its interconnectedness between the elements (i.e. teacher, students, language resources, contextual factors, and physical environment) by passing all stages of the Phase Shifts, and subsequently the speed of generating newly emerged patterns in the KFEC has been faster. For instance, the new pattern emerged from Phase Shift One to Two spans eight weeks, and from Phase Shift Two

to Phase Shift Three takes three weeks. In other words, the interconnectedness is more tightened in the KFEC, and its dynamics are exchanged relatively fast. Particularly in the case of learning patterns, both self-directed and self-initiated actions are notable in this Phase Shift Three. The changes in the learning pattern demonstrate what centers in the KFEC, and how it can affect further changes in the long run. In Phase Shift Three, the KFEC and learning earn a central position in the Korean Flipped EFL Classroom.

CHAPTER 8

THE TRIGGERS OF TRANSFORMATIONS: THE KOREAN FLIPPED EFL CLASSROOM

*Emergent behavior is behaviour in a system which comes as a result of the interaction between different elements of the system, and **which cannot be explained by looking at the element, but must take into account their relations and interaction in situ.** Thus, the interactions between elements in a complex adaptive system emerges as 'higher-order' patterns of behavior in a 'larger' system that operates on a different scale. **Emergent behaviour cannot be predicted by looking at what parts of a system do in isolation, nor by identifying cause and effect relationships between variables.***

(Burns & Knox, 2011, p.7)

This chapter attempts to delineate the dynamics of the KFEC in threefold: (1) transformations, (2) factors of, either restraining or triggering, transformation, and (3) the trajectory of those transformations under the assumption of the KFEC as a complex adaptive system. Accordingly, the chapter begins with a brief summary of four stages of transformations that emerged in the KFEC (Section 8.1), and then identifies and explains possible restraining and triggering factors affecting the transformations of the KFEC (Section 8.2). Lastly, it proposes a trajectory of the KFEC with an interpretation in regards to openness with multiple examples in terms of four main characteristics—*dynamisms*, *co-adaptation*, *self-organization*, and *emergence*—of a complex adaptive system (Section 8.3).

8.1 The Transformations of the KFEC

This study aims to offer a comprehensive understanding on the FC and its implementation process in a Korean EFL classroom. Through a lens of complexity theory, this study understands an English language classroom as a complex adaptive system of which collective macrobehaviors of the classroom are not a simple collection of microbehaviors of its composing elements; rather, they are a new mode of behaviors emerging from simultaneous, concurrent, and dynamic interactions based on reciprocity. The theoretical framework of this study is based on complexity theory (Larsen-Freeman, 1997, 2002b, 2006b, 2008, 2010, & 2016; Larsen-Freeman & Cameron, 2008), and an English language classroom is supposed as a complex adaptive system (Burns & Knox, 2011; Larsen-Freeman, 2008, 2010, & 2016; Larsen-Freeman & Cameron, 2008). Thus, this study suggests an ecological approach in understanding a foreign language classroom in Korea, and attempts to encapsulate such complex, dynamic, relational and context-specific features of the KFEC. The theoretical understanding of the phenomena of the KFEC underpinned in this study is visualized in Figure 8.1. In a nutshell, this study avoids providing simple causality as explanations on the phenomena of the FC implementation in the Korean EFL classroom. Instead, it endeavors to portray the classroom holistically as it is without sacrificing its complex, dynamic and relational nature.

In this regard, this study sought to answer the following three research questions;

1. *What happens in the Korean EFL classroom (i.e. KEC) after implementing the flipped classroom (i.e. FC) for a semester?*
2. *Are there any changes observed in the Korean flipped EFL classroom (i.e. KFEC) across time?*
3. *If any changes occur, what triggers such changes in the KFEC and why?*

The Korean Flipped EFL Classroom as a Complex Adaptive System [at a given point in time]

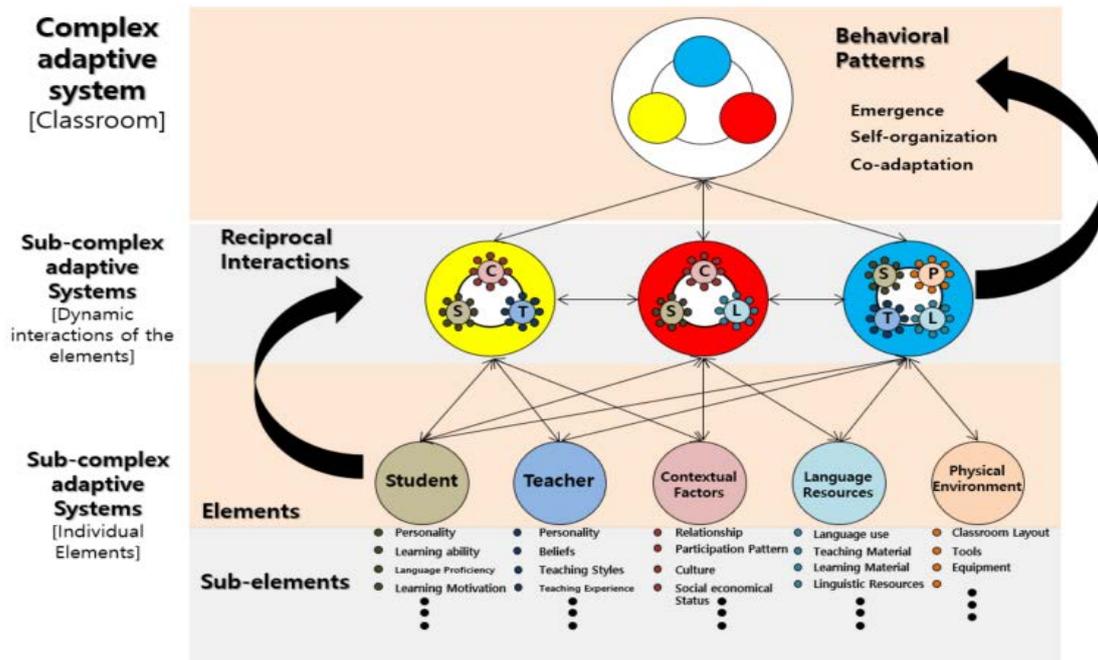


Figure 8.1 The KFEC as a Complex Adaptive System

To properly answer these research questions, the process of the FC implementation in the KEC was categorized into four stages of changes (Chapter 4 to 7) from the data analysis on newly emerged macrobehaviors of the KFEC over time. Then, each stage is illustrated with the five focal elements of the KFEC and their reciprocal interactions that lead to the organization of new or sudden changes in macrobehaviors of the KFEC.

Table 8.1
Four Transformation Stages of the KFEC at a Glance

Chapter	4	5	6	7
Stage	Initial conditions	Phase Shift 1	Phase Shift 2	Phase Shift 3
Timespan	2 weeks	5 weeks	8 weeks	3 weeks
Pedagogical Features	Pre-Flipped Classroom	Flipped Classroom 101	Multilevel Classroom	Conversing with other subjects
Behavioral Patterns	Between Ideology and Practice	Expanding interactional Space and Scope	Bridging Meaningfulness of 'Self' to Meaningfulness of 'Learning English'	Learning is doing is being
Complex Adaptive System Status	Initial conditions	Expansion and Chaos	Equilibrium of Stability and Variability	Emergence

Detailed descriptions on each stage of transformations in the KFEC are presented in previous chapters (Chapter 4 to 7) to address questions like: “How do these elements—directly, indirectly, or reciprocally—influence the behavioral patterns of the KFEC and to what extent?” Table 8-1 summarizes key features of each stage of transformations in terms of timespan, pedagogical feature, behavioral patterns and complex adaptive system status. The original state of the researched EFL classroom before the FC implemented is thoroughly portrayed in Chapter 4. Thereby, it not only sets a starting point, but also lays a ground foundation to discuss any subsequent changes in comparison with the initial conditions. Later, it chronologically traces three stages of changes discovered in the KEC after FC implementation. The three stages are named from Phase Shift One to Three (Chapter 5 to 7) successively with reflection of relational, context-specific, and dynamic features of the KFEC as a complex adaptive system. Each Phase Shift represents transformational changes from one stage to another.

Since each transformation has been thoroughly depicted, the following Sections (8.1.1-8.1.4) focus on providing noteworthy features of the five elements and their mutual effects on emerging collective behavioral patterns of the KFEC at each stage. In other words, the next sections address questions like: “Which elements of the classroom are referred to within the complex adaptive system?”

8.1.1 The Elements of Initial Conditions

This original state of the KEC displays *a teacher-centered classroom, a vicious circle of having habitual stimuli and rewards from in-class game activities, and a dual track system of perceiving completely distinctive strategies on studying English in class and on preparing for an exam.* Such macrobehaviors of the KEC before the FC implementation are emerged

from microbehaviors of the five focal elements (i.e. teacher, students, language resources, contextual factors, and physical environment) of the KEC; moreover, they are driven from the interconnections and reciprocal interactions among the elements. Furthermore, such variation within each element mutually influences their interconnected systems. Therefore, the individual feature of each element cannot be represented as a whole, but as a collective mode of behaviors transcending a sum of these individual features. Thus, it is important to understand how each element is composed, how the elements and their subelements exchange their mutual influence, and to what extent. In doing so, the complexity and dynamics of the reality in a classroom can be comprehended. To enhance our understanding on the phenomena and to capture a holistic picture of the observed EFL classroom, the following sections intend to disclose the complexity of each element in the KEC.

First, the teacher consists of the distinguishable twelve subelements at this stage. The subelements are: her preference for communicative language teaching and speaking-focused activities, beliefs in a student-centered classroom, understanding and reflecting students' interest and motivation, affection and passion for students, competent technology use, intensive use of game activities, constant emphasis on note-taking as a ritual of wrapping-up an in-class activity, leading the class on the progress of classwork that the teacher pre-planned, using a group seating arrangement not mainly for learning but also for the teacher's needs, an overburdening workload at the school (as a fixed-term teacher and as a young and single female teacher), and intensive time and labor spent on lesson preparation and making new games and attractive classroom materials. These listed subelemental features of the teacher system are visualized in Figure 8.2

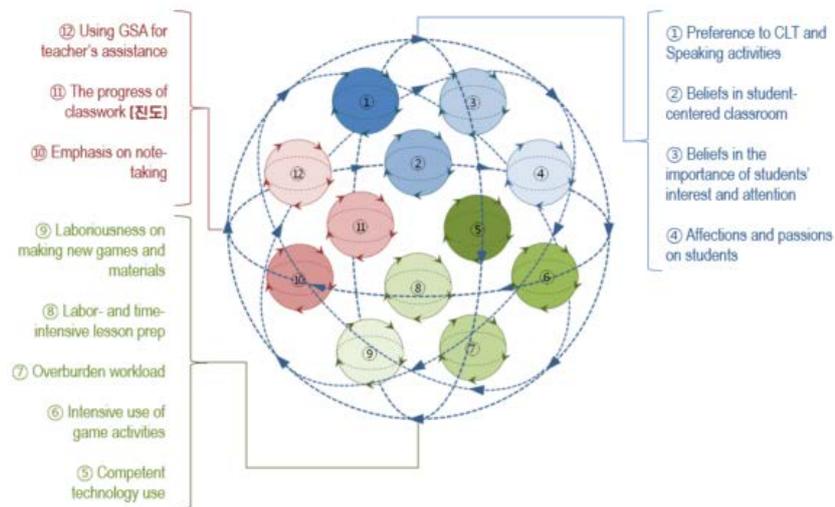


Figure 8.2 The Teacher System at Initial Conditions

The students, language resources, contextual factors, and physical environment are also visualized in the following figures respectively (Figure 8.3, 8.4, 8.5, and 8.6).

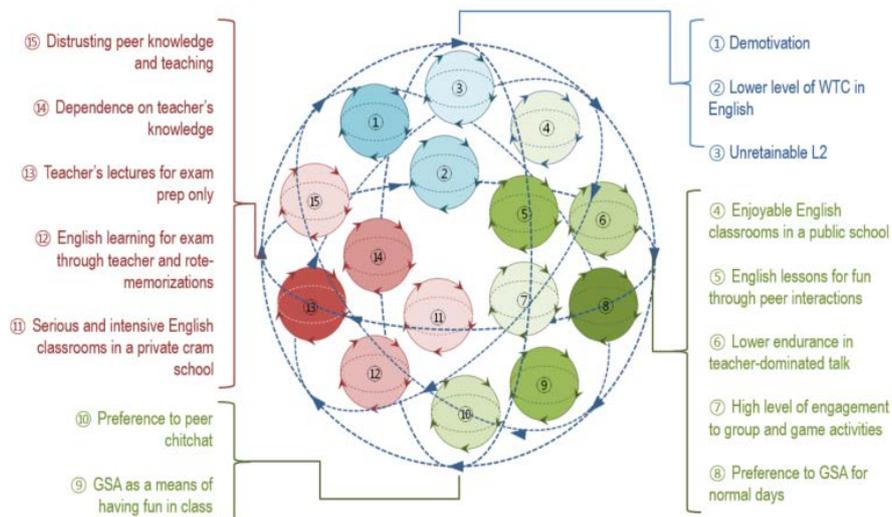


Figure 8.3 The Student System at Initial Conditions

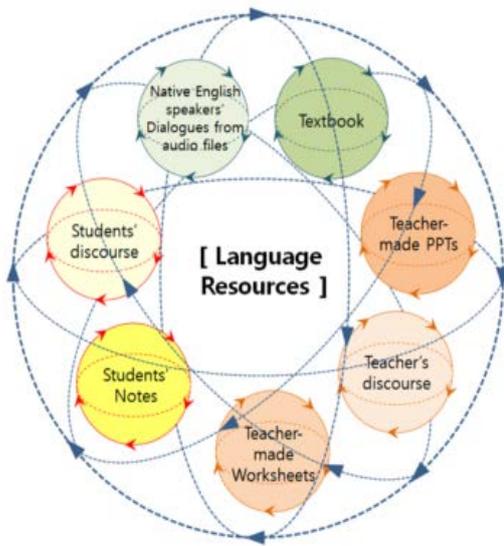


Figure 8.4 The Language Resources System at Initial Conditions

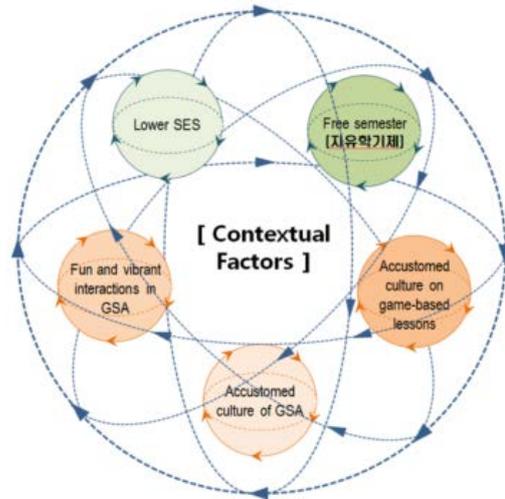


Figure 8.5 The Contextual Factors System at Initial Conditions

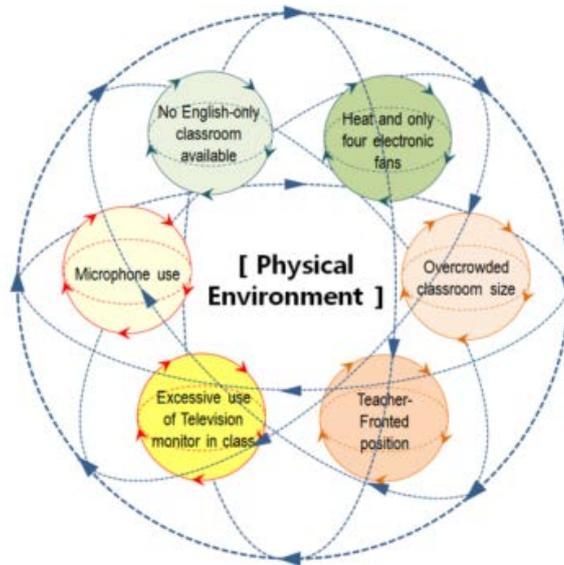


Figure 8.6 The Physical Environment System at Initial Conditions

As presented in Figures 8.2 to 8.6, each of the five focal elements composing the KEC is in itself a complex adaptive system composed of multiple subelements, which are also not only independent subsystems, but interconnected and nested in an upper system within a

macro system, which is an entire classroom. All the composing subelements of the five focal elements of the KEC are summarized in Table 8.2.

Table 8.2
The Subelements of the Five Elements at Initial Conditions

Elements	Subelements
Teacher	<ul style="list-style-type: none"> • Preference for CLT and Speaking activities • Beliefs in a student-centered classroom • Beliefs in the importance of students' interest and attention • Affection and passions for students • Competent technology use • Intensive use of game activities • Emphasis on note-taking • The progress of classwork (진도) • Using GSA for the teacher's assistance • Overburdening workload • Labor and time intensive lesson prep • Laboriousness of making new games and materials
Students	<ul style="list-style-type: none"> • Demotivation • Lower level of WTC in English • Unretainable L2 • Enjoyable English classrooms in a public school • English lessons for fun through peer interactions • Lower endurance in teacher-dominated talk • High level of engagement in group and game activities • Preference for GSA on normal days • GSA as a means of having fun in class • Preference for peer chitchat • Serious and intensive English classrooms in a private cram school • English learning for exams through teacher and rote-memorization • Teacher's lectures for exam prep only • Dependence on teacher's knowledge • Distrusting peer knowledge and teaching
Language Resources	<ul style="list-style-type: none"> • Textbook • Native English speakers' dialogues from audio files • Teacher-made PPTs • Teacher-made worksheets • Teacher's discourse • Students' discourse • Students' Notes
Contextual Factors	<ul style="list-style-type: none"> • Lower SES • Free semester Program (자유학기제) • Accustomed culture of game-based lessons • Accustomed culture of GSA • Fun and vibrant interactions in GSA
Physical Environment	<ul style="list-style-type: none"> • No English-only classroom available • Heat and only four electronic fans • Overcrowded classroom size • Teacher-fronted position • Excessive use of television monitor in class • Microphone use

8.1.2 The Elements of Phase Shift One

Phase Shift One illustrates the expansion of interactional space and scope, both synchronously and asynchronously, brought into the classroom after exporting lectures out of the classroom and providing them as short video files on SNS. Such expanding space and scope are particularly notable in two elements: language resources and physical environment. On the other hand, a complete conflict in adapting to a new pedagogical approach, the FC, is observed.

Each status of the five elements during the introductory phase of the FC implementation is visualized in Figure 8.7 (teacher), 8.8 (students), 8.9 (language resources), 8.10 (contextual factors), and 8.11 (physical environment). Plus, details of composing subelements and elements of the KFEC are summarized in Table 8.3.

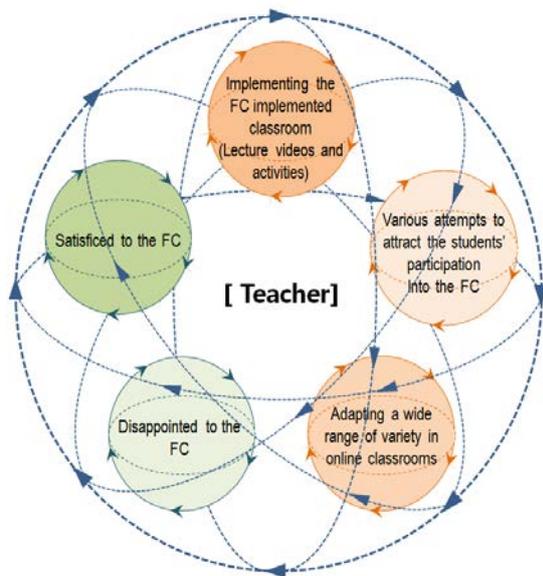


Figure 8.7 The Teacher System at Phase Shift One

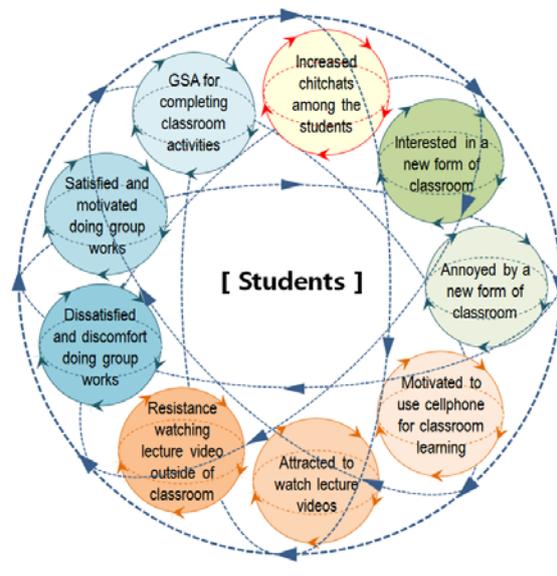


Figure 8.8 The Students System at Phase Shift One

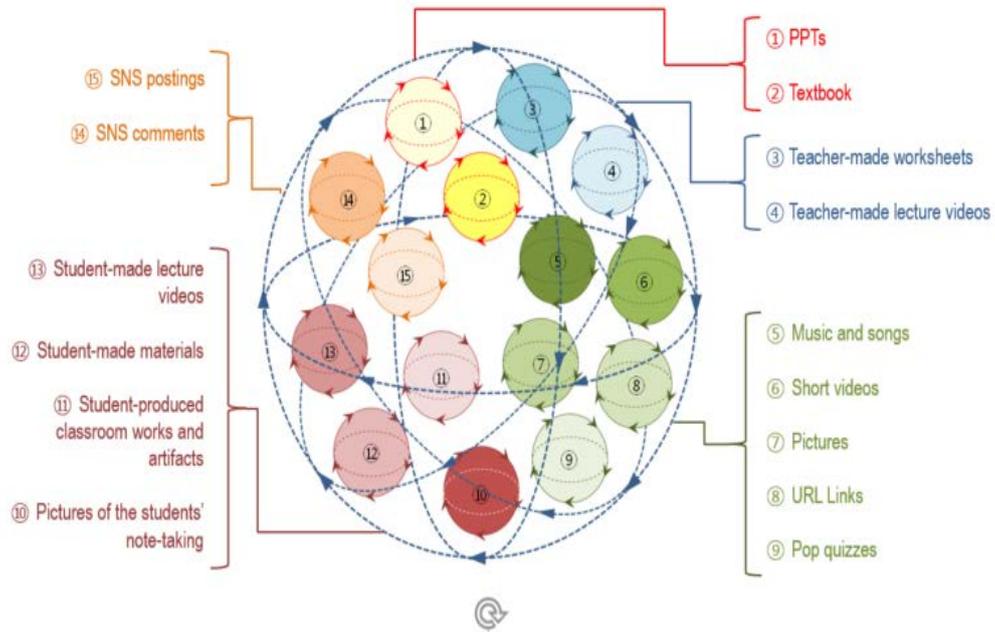


Figure 8.9 The Language Resources System at Phase Shift One

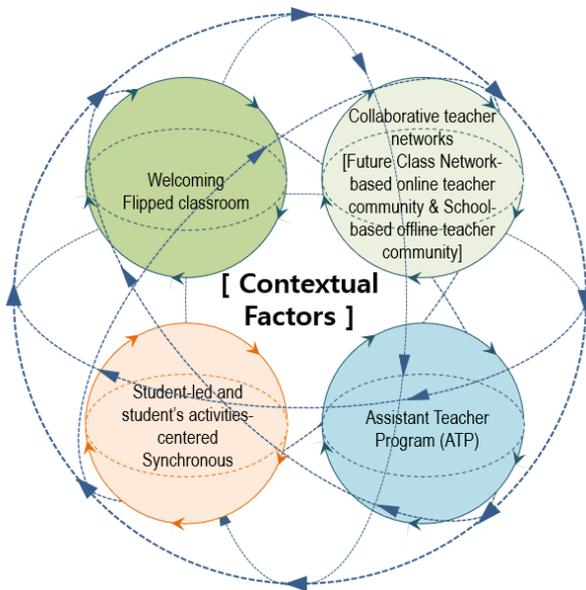


Figure 8.10 The Contextual Factors System at Phase Shift One

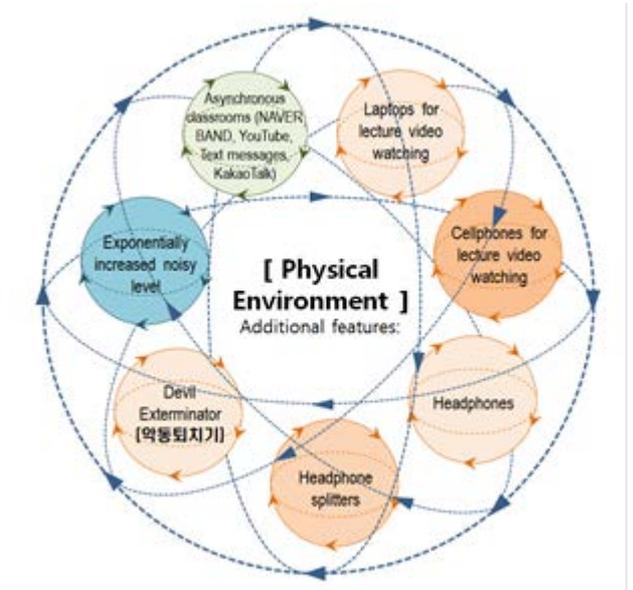


Figure 8.11 The Physical Environment System at Phase Shift One

Table 8.3
The Subelements of the Five Elements of the KFEC at Phase Shift One

Elements	Subelements
Teacher	<ul style="list-style-type: none"> • Implementing the FC implemented classroom (Lecture videos and activities) • Various attempts to attract the students' participation into the FC • Adapting a wide range of variety in online classrooms • Disappointed with the FC • Satisfied with the FC
Students	<ul style="list-style-type: none"> • Interested in a new form of classroom • Annoyed by a new form of classroom • Motivated to use cell phone for classroom learning • Attracted to watch lecture videos • Resistance watching lecture videos outside of classroom • Dissatisfied and discomfort doing group work • Satisfied and motivated doing group work • GSA for completing classroom activities • Increased chat among the students
Language Resources	<ul style="list-style-type: none"> • PPTs • Textbook • Teacher-made worksheets • Teacher-made lecture videos • Music and songs • Short videos • Pictures • URL Links • Pop quizzes • Pictures of the students' note-taking • Student-produced classroom work and artifacts • Student-made materials • Student-made lecture videos • SNS postings • SNS comments
Contextual Factors	<ul style="list-style-type: none"> • Welcoming and supporting atmosphere of the FC implementation • Collaborative teacher networks • [Future Class Network-based online teacher community & School-based offline teacher community] • Assistant Teacher Program (ATP) • Student-led and students' activities-centered synchronous classroom
Physical Environment	<ul style="list-style-type: none"> * Additional features: • Asynchronous classrooms (NAVER BAND, YouTube, Text messages, KakaoTalk) • Laptops for lecture video watching • Cellphones for lecture video watching • Headphones • Headphone splitters • Devil Exterminator (악동퇴치기) • Exponentially increased noise level

8.1.3 The Elements of Phase Shift Two

Phase Shift Two delineates a phenomenon where the teacher reaches out to every student in every classroom. In all instances, the teacher has each student perform learning activities, which are independently tailored to the specific needs of each respective student in the classroom setting. By personalizing the student learning experience with a diverse range

of multilevel classroom activities, another dynamic change disclosed in the KFEC System is manifested: the mentality is changed from a ‘one-size-fits-all’ to an ‘all-sizes-fit-one.’ Then, this whole process of phase shifting is asserted as a process of retaining equilibrium between stability and variety in the KFEC system. It is related to the interconnectedness of the complex adaptive system. It is explained with a surprising case where there is an increase of students’ willingness to communicate in English after uncovering the meaning of ‘self’ in society and having opportunities to express that in English.

Each status of the five elements during this Phase Shift Two is visualized in Figure 8.12 (teacher), 8.13 (students), 8.14 (language resources), 8.15 (contextual factors), and 8.16 (physical environment). Plus, details of composing subelements and elements of the KFEC are summarized in Table 8.4.

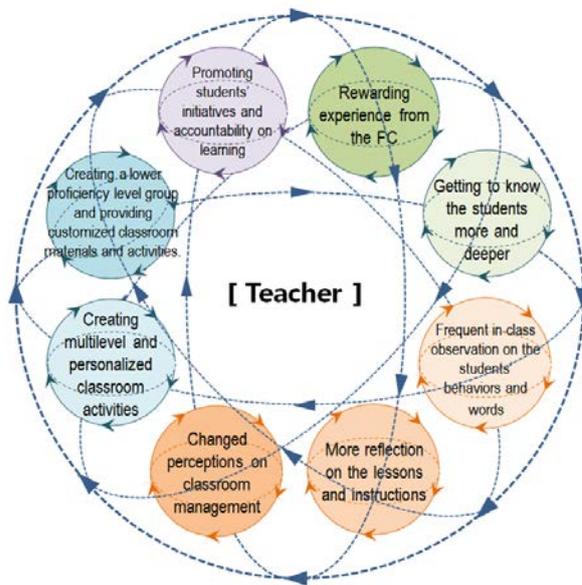


Figure 8.12 The Teacher System at Phase Shift Two

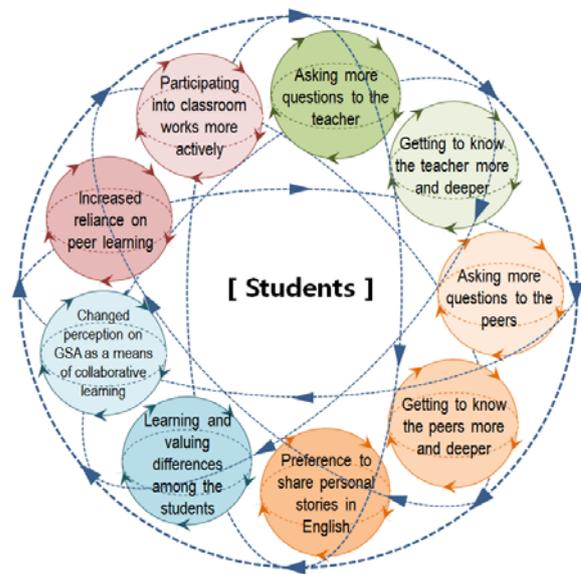


Figure 8.13 The Students System at Phase Shift Two

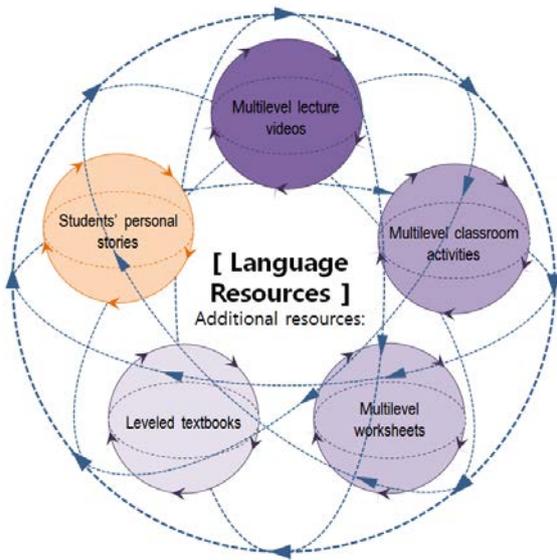


Figure 8.14 The Language Resources System at Phase Shift Two

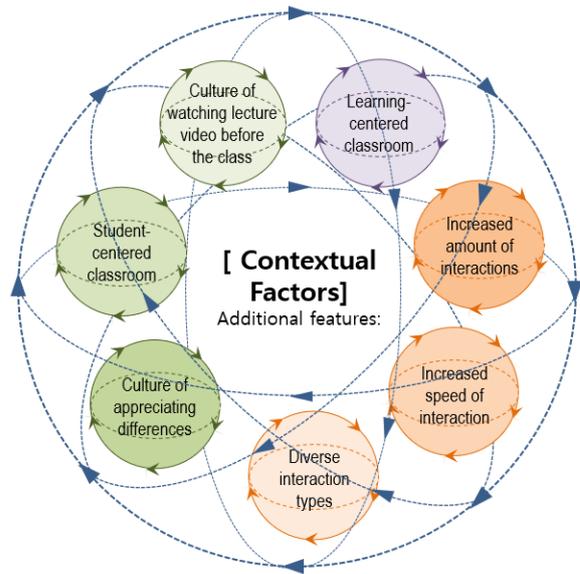


Figure 8.15 The Contextual Factors System at Phase Shift Two

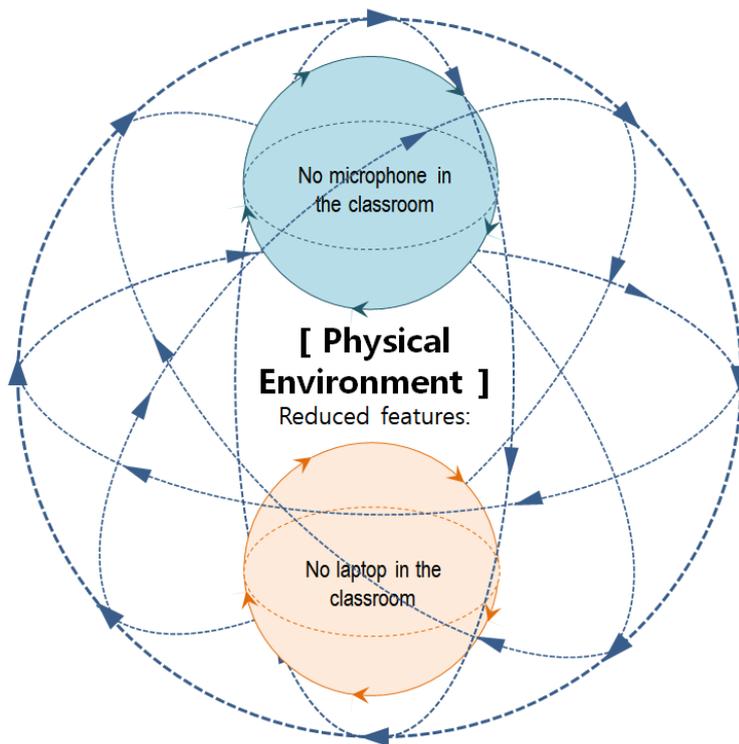


Figure 8.16 The Physical Environment System at Phase Shift Two

Table 8.4
The Subelements of the Five Elements of the KFEC at Phase Shift Two

Elements	Subelements
Teacher	<ul style="list-style-type: none"> • Rewarding experience from the FC • Getting to know the students better and deeper • Frequent in-class observation on the students' behaviors and words • More reflection on the lessons and instructions • Changed perceptions on classroom management • Creating multilevel and personalized classroom activities • Creating a lower proficiency level group and providing customized classroom materials and activities. • Promoting students' initiatives and accountability on learning
Students	<ul style="list-style-type: none"> • Asking more questions to the teacher • Getting to know the teacher more and deeper • Asking more questions to peers • Getting to know the peers better and deeper • Preference for sharing personal stories in English • Learning and valuing differences among the students • Changed perception on GSA as a means of collaborative learning • Increased reliance on peer learning • Participating in classroom works more actively
Language Resources	<p>*additional resources:</p> <ul style="list-style-type: none"> • Multilevel lecture videos • Multilevel classroom activities • Multilevel worksheets • Leveled textbooks • Students' personal stories
Contextual Factors	<ul style="list-style-type: none"> • Increased amount of interactions • Increased speed of interaction • Diverse interaction types • Culture of appreciating differences • Student-centered classroom • Culture of watching lecture video before the class • Learning-centered classroom
Physical Environment	<p>* Reduced features:</p> <ul style="list-style-type: none"> • No microphone in the classroom • No laptop in the classroom

8.1.4 The Elements of Phase Shift Three

Finally, yet perhaps most importantly, Phase Shift Three exhibits the most complex and dynamic features of the Flipped EFL Classroom system both in terms of participation patterns and English language use. By converging two different subjects—math and English as a Foreign Language—students link various content knowledge and enrich their English language resources. Furthermore, this causes a virtuous cycle that widens the scope of the students' linguistic resources and stimulates the students to participate into more frequent and

lengthened interaction. Then, again, this enables them to retain more linguistic resources through interaction, whereby a continuous language development cycle is established.

Each status of the five elements during this Phase Shift Three is visualized in Figure 8.17 (teacher), 8.18 (language resources), 8.19 (students), 8.20 (contextual factors), and 8.21 (physical environment with Math). Plus, details of composing subelements and elements of the KFEC are summarized in Table 8.5.

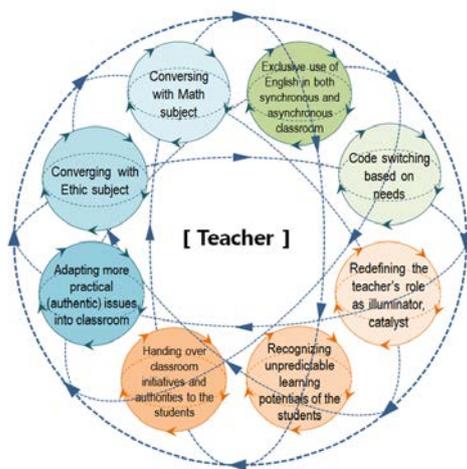


Figure 8.17 The Teacher System at Phase Shift Three

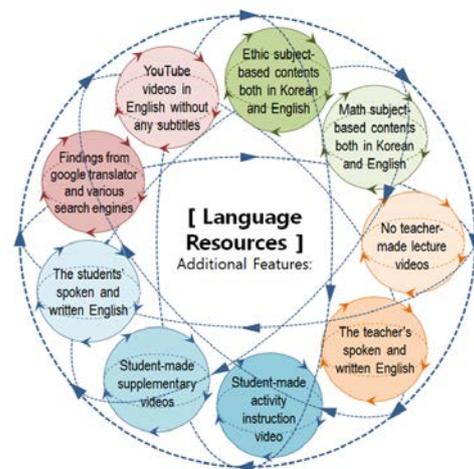


Figure 8.18 The Language Resources System at Phase Shift Three

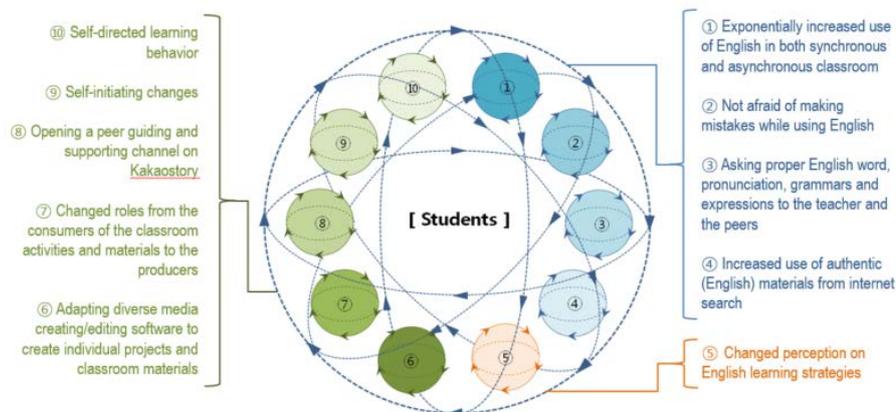


Figure 8.19 The Students System at Phase Shift Three

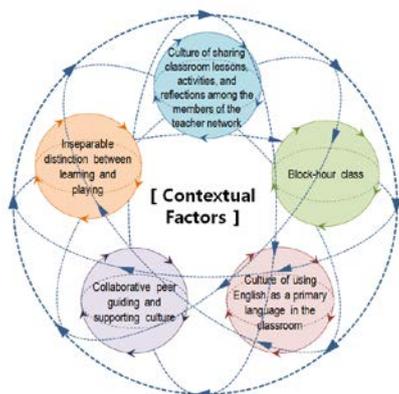


Figure 8.20 The Contextual Factors at Phase Shift Three

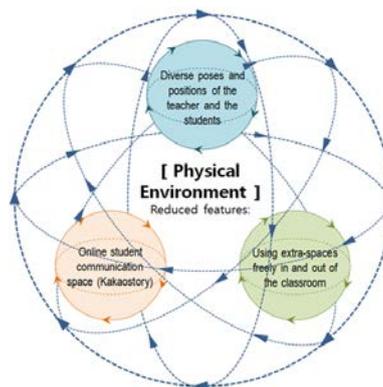


Figure 8.21 The Physical Environment System at Phase Shift Three

Table 8.5

The Subelements of the Five Elements of the KFEC at Phase Shift Three

Elements	Subelements
Teacher	<ul style="list-style-type: none"> • Exclusive use of English in both synchronous and asynchronous classrooms • Code switching based on needs • Redefining the teacher's role as an illuminator, catalyst • Recognizing unpredictable learning potentials of the students • Handing over classroom initiatives and authorities to the students • Adapting more practical (authentic) issues into the classroom • Converging with Ethics subject • Converging with Math subject
Students	<ul style="list-style-type: none"> • Exponentially increased use of English in both synchronous and asynchronous classrooms • Not afraid of making mistakes while using English • Asking for the proper English words, pronunciation, grammars and expressions from the teacher and peers • Increased use of authentic (English) materials from internet search • Changed perception on English learning strategies • Self-directed learning behavior • Self-initiating changes • Opening a peer guiding and supporting channel on KakaoStory • Changed roles from being consumers of the classroom activities and materials to being the producers • Adapting diverse media creating/editing software to create individual projects and classroom materials
Language Resources	<p>* Additional Features:</p> <ul style="list-style-type: none"> • Ethic subject-based contents both in Korean and English • Math subject-based contents both in Korean and English • No teacher-made lecture videos • The teacher's spoken and written English • Student-made activity instruction video • Student-made supplementary videos • The students' spoken and written English • Findings from Google translator and various search engines • YouTube videos in English without any subtitles
Contextual Factors	<ul style="list-style-type: none"> • Culture of sharing classroom lessons, activities, and reflections among the members of the teacher network • Block-hour class • Culture of using English as a primary language in the classroom • Collaborative peer guiding and supporting culture • Inseparable distinction between learning and playing
Physical Environment	<p>* Additional Features:</p> <ul style="list-style-type: none"> • Diverse poses and positions of the teacher and the students • Using extra-space freely in and out of the classroom • Online student communication space (KakaoStory)

8.2 The Triggers of the Transformations

This section discusses two factors affecting the transformation of the KFEC system. In doing so, it uncovers variables forcing to maintain status (i.e. restraining factor) or to stimulate changes (i.e. triggering factor)³⁶.

While the previous Chapters 4 to 7 focused on uncovering the elements of the EFL classroom system in the various stages of the Flipped EFL Classrooms, Section 8.2 elaborates on the organization of the elements' influence and confluence on the KFEC and its co-adaptive and self-organizing patterns. Thus, this section explores two opposite directional patterns triggering the shift of KFEC: one is stabilizing, and the other is triggering sudden changes in KFEC. The former is a 'restraining factor,' and the latter is a 'triggering factor.'

According to complexity theory, there is no such thing as a duplicate 'classroom lesson' on Earth. Although classroom lessons run in a similar fashion—with the same teacher and the same students in the same classroom for the same subject—each classroom lesson cannot be genuinely identical. A subtle change in the classroom lesson can cause a dramatic change in the behaviors and relationships of its participants. Nevertheless, there are commonly shared words, ideas, and behaviors found within the classroom community across time, and that is what is called 'patterns.' Such patterns are emerged as collective behaviors through simultaneous, concurrent, and dynamic interactions among the composing elements of the complex adaptive system.

In contrast, there are also sudden behavioral patterns triggering dramatic and often unpredictable changes to the complex adaptive system. Those changes can be extremely dramatic, affecting the complex adaptive system transformed in a brand new form. At this

³⁶ The concepts of 'restraining factor' and 'triggering factor' are originally from the concept of 'System Parameter' from Complexity Theory (Larsen-Freeman & Cameron, 2008). The restraining factor refers to an 'attractor,' which restrains a change of a complex adaptive system, so holds the system from the changes. In contrast, the triggering factor refers to a 'control parameter,' which stimulates a change of the complex adaptive system, so does the system changed.

point, a transformation can be in a positive or negative direction. Therefore, a teacher's job in the classroom system is to guide the transformational process of the classroom system towards the positive so that a good balance can be sustained between stability and variety.

8.2.1 Initial Conditions to Phase Shift One: Toward Chaos

The first is a restraining factor that makes the KFEC system unchangeable from the initial conditions. The findings delineate that an accustomed passive attitude towards classroom activities and a perception that group activities are solely fun-based are two restraining factors in the Phase Shift One that prevent the KFEC system from transformation.

The accustomed passive attitude on classroom activities calls to mind the saying 'old habits die hard.' This old habit of being passive and unmotivated about classroom activities exists, and it is frequently observed from the Initial Conditions stage to the Phase Shift One stage. When a new pedagogical approach is implanted into a classroom, any classroom can experience turbulence with the unfamiliarity of newly emerged instructions, rules and styles. The confusion and hiccups in proceeding with a new approach is natural. However, it is also natural to find gradual stability when adapting to new circumstances. Likewise, similar patterns were found in the KFEC, but the difference is that stability was not yet found at Phase Shift One.

As found from the explanatory examples from the snapshot classroom scenes (#5 from Snapshot Two³⁷, #2, 3, 6 and 12 from Snapshot Three³⁸), the teacher mentioned '*Still*.

³⁷ [Snapshot Two] #5: **Most of the students did not leave any comments nor watch the videos**

³⁸ [Snapshot Three]

#2: Now, what kind of human did not do today? I already checked everyone's name on the list who did not watch the lecture video!

#3: There are so many people didn't do it. Oh well... First...

#6: kids, still. It's still not enough. Not many students watched the lecture video.

#12: If you are the only one in the group who did not watch a lecture video before class, you should not think that is OK. If you do so, the student whom did not watch the video will affect the rest of the group. So, your team cannot do that task because of you, right? Then the group cannot do the activity because of one student during the entire of one class Do you want to be a person who gets away from others?

It's still not enough. Not many students watched the lecture video' (# 6 from Snapshot Three). Despite the fact that a few students thought that having lectures on a mobile phone was a new and trendy idea, the viewing of lectures through electronic devices did not initially trigger student activity. The majority of students, in fact, did not watch the lecture videos before the class, and the teacher recognized this as a serious shortcoming of the FC.

Over time, the teachers observed a gradual increase in students' participation rates. The several attempts to modify the formats and features in the lecture videos also played a crucial role in attracting students' attention. Participation rates were also helped though the teacher's extra effort to monitor BAND and follow-up on student comments. These measures taken by the teacher play their roles as triggering factors to shift the KFEC system to be out of its initial conditions. Therefore, although temporary, the teacher's actions were not effective in sustaining student interest in watching lecture videos.

Still, it is clear that it takes time for students to be accustomed to watching videos by going through self-regulated behaviors like logging on to BAND, finding the right video, completely watching the video before the class, and leaving comments or pictures of one's notes. These consecutive actions need some time to be built into their daily system. Thus, the five weeks of time starting from the Initial Conditions to Phase Shift One would not be long enough to pull all, or the majority of, students willingly and voluntarily to watch the lecture videos before the class. As a result, the strength of holding the KFEC system to remain in its traditional form is still sturdier than the strength of co-adapting, so as to have self-organized behavior patterns into the new system. Namely, the study finds that a passive and unmotivated attitude among students is more deeply rooted in the students' system than the teacher had originally thought, and this could not fade away and be rebuilt into a self-regulated behavioral pattern within the five weeks timespan. This implies that more patience

and time is required in order to make students be more actively involved in classroom activities in a newly adopted flipped classroom.

Another restraining factor is the perception of group activities as being fun-based learning. In line with the previous restraining factor, a passive and unmotivated attitude towards classroom activities, the perception of the students also affects classroom participation. If the students who do not watch the lecture videos before the class regard the group work as a means of having fun with friends rather than a learning opportunity, then these students in the group would hinder the performance of the other students participating in the group activity by creating a less motivational atmosphere. In practice, there was a wide variety of student behaviors among the group activity (#15 from Snapshot Three).³⁹ Some students obediently followed their teacher's directions while others took advantage of being outside of the teacher's monitoring, and chatted with neighboring peers. The teacher assigned students to watch lecture videos beforehand as a preventative measure to prevent troublemakers from interfering with the learning of other students (#12 from Snapshot Three). Nonetheless, the students still tended to value group work as an opportunity to chat with friends rather than study English. Thus, in the KFEC system, group activities that they were used to in the conventional EFL classroom are strong barriers that are not perceived as a means of learning but, rather, as a means of having fun with peers. This perception towards group activities would be stronger than any other variables, and thus needs to be carefully observed, particularly in regards to whether it is continuously carried out or changed, and if changed, with which variables.

³⁹ [Snapshot Three] #15: The classroom is filled with various types of students who solve problems with their partners or group members, students who check their answers with another group, students who call out 'teacher', and students who are not interested to solve the problems but chat with classmates.

Although two restraining factors shed light on the unchanged features of the KFEC system, there are also various triggering factors in this stage of Phase Shift One. There are three triggering factors that triggered the transformation of the KFEC system: *lecture videos*, *BAND classroom*, and *the teacher's position in the classroom*.

First, the lecture videos. A clear-cut difference between the lecture style in the KEC system and the KFEC classroom system exists. Due to the advent of lecture videos, the classroom never returns to the previous system of giving intensive lectures in the classroom. Occasionally, the teacher can offer a brief lecture with multiple reasons, but technically, the teachers who decide to implement the FC are already aware of that students were deprived of learning opportunities and practice time by giving lectures. On the other hand, this frees the teachers who perceive their responsibilities and obligations as transferring what they know and learn to the students. With the lecture videos, the teachers realize that they create sets of information, knowledge, and contents available for the students, so they do not necessarily have to focus on delivering the contents in the classroom.

This also changes the students' behavioral patterns for class preparation. After flipping the class, the students can have lectures solely in video format; therefore, it is a different and a definite change. Watching the lecture videos itself creates a new pattern of behaviors. They use a PC, tablet PC, or cell phone to access the videos. With any of these digital devices, they can access videos anytime and anywhere. Thus, the authority of choosing what, when, where and how is passed onto the students from the teacher. This therefore expands the classroom space in both literal and figurative ways and widens the scope of listening to a lecture based on the individual students' needs and wants.

The next triggering factor is a SNS-based classroom and communication space, BAND. BAND was primarily opened to share lecture videos. Later, with the teacher's attempts to try something new with the lecture videos such as adding pop quizzes in the

middle of the lecture video or requesting a BAND chatting message to a random student, she created more opportunities for student interaction with other members. The homework of watching a lecture video and replying to it with a photo of one's notes in the comments led the students for the first time to share their work with peers. A new form of communication was created through the exchange of messages with visual images such as a picture of the note taking with the student's room as the background, or a picture of a student's notes written with a stylish colored pen. These visuals present the product of fulfilling coursework, but also convey on a deeper level a personal style and story attached to the coursework. Therefore, these various forms of participation evoke more curiosity and interest from the students, and promotes more frequent and faster communication in BAND, which naturally leads to participation that is more active at the end. Namely, the communication in BAND opened up a floor for the students to check on how other students do on a given assignment, to share ideas with others, and to ask questions without much hesitation. All these asynchronous means of communication were first achieved with the adoption of BAND. This triggers the dramatic change of the system in the form of exchanging thoughts and questions.

The teacher's position is another triggering factor that caused dramatic changes in classroom management. After implementing the FC, the teacher eliminated her position in the front and center of the classroom. Instead of the teacher, the students became the center of the classroom. However, considering that the students' preconception of group work was for having fun rather than for learning English, making the students at the center of the classroom was not necessarily considered beneficial for learning. The attitude of doing group work to have fun with the peers can create a more chaotic and disrupting pattern of behavior in classroom. The actual classroom observation supports that the students' classroom participation at Phase Shift One is chaotic (#15 and 16 from Snapshot Three). From this, it can be inferred that the teacher's new position and movement in the classroom created a

change in the students' interactional patterns and classroom participation patterns. Thus, the changed position of the teacher triggers changes in the students' participation patterns. Therefore, it is a triggering factor that affects changes in this KFEC system. However, the changes of the students' participation are not patterned but randomly scattered. That is why, until it is patterned and stabilized in the KFEC system, further changes in the students' participation are expected at a later stage.

8.2.2 Phase Shift One to Two: Finding Stability and Scaling up with Variability

A clear distinction made between Phase Shift One and Two is the advent of collective behavioral patterns in the KFEC system. In the case of Phase Shift One, the expansion of the system in various areas is obvious, but the directions of the expansion in each area were not unified but in conflict. Antithetical to Phase Shift One, the stage of Phase Shift Two shows dynamic but unified behavioral patterns of the KFEC system such as stabilized patterns of BAND participation and interaction, increased rate of watching lecture videos, and the tendency of the teacher's returning initiative and accountability to the students. Those patterns are the outcomes of changes in agents and the co-adaptation among the changing and changed elements within the KFEC. The transformation of the KFEC system in Phase Shift Two is especially triggered by a virtuous circle of co-adaptation and self-organization processes with three triggering factors: (1) *The perception of the teacher and students*, (2) *The relationship between the teacher and the students and between the student(s)*, and (3) *A learning-centered mechanism*.

The teacher's realization of unseen students in her classroom triggers the first transformation in the subsystems (i.e. the teacher, the students, and contextual factors) of the KFEC system. The endeavor of the teacher to learn more about her students lays a foundation

on building a trustworthy relationship between the teacher and the students. The relationship again generates an increase in the amount of interaction, and this spontaneous interaction leads to value differences among the members. Later, these differences are organized to create the optimal collaborative circumstance to learn. Thus, this is not a change led by a single element or factor, but the combination of ‘complex adaptive systems within the system within the system’ (Larsen-freeman & Cameron, 2008).

Still, there are restraining factors holding the system preceded system. In case of Phase Shift Two, the restraining factors are the massive mother tongue use in the foreign language classroom, and students who have a comparatively lower proficiency. Compared to Phase Shift One, the use of the target language, English, has been increased particularly on the students’ end. They encounter steadily more enriched language resources and more language exposure in the classroom compared to both the initial conditions and Phase Shift One. Nonetheless, in most of the cases, the students work is focused on written language rather than verbal language. Although there are a few activities that focus on the verbal, the students’ use of English is limited to the range of a word or two, short phrases, or simple sentences. The short or simplified outputs are rarely either grammatically correct or accurate in delivering intended meanings.

Another restraining factor is the students who have a very low proficiency level compared to the average proficiency of the students in the classroom. What lower proficiency level means here is a case in which students who have not had proper training in phonics are unable to match an English word or, alternatively, due to lack of knowledge on spacing, cannot properly copy reading passages. For example, students literally copy the spacing and format of the textbook due to their unfamiliarity with word spacing. These are the cases of students found from this present study, and they were behind the level of grade 7th curricula at the time. This learning gap would be challenging to be filled by a single teacher within a

semester or two. These students require special care to learn English from the basics, and concurrently to prevent missing out from learning the present contents. In this regard, administrative assistance is required so that more teachers and lessons can be provided for these particular students. The intensive use of Korean and lower English proficient students in the EFL Classroom are two restraining factors postponing the development of the KFEC in Phase Shift Two.

8.2.3 Phase Shift Two to Three: Emerging into a New System

Spontaneous L2 English use in classroom and a self-directed learning pattern of the students are some of the unique features of Phase Shift Three. The major triggering factors discovered in the KFEC at Phase Shift Three are subject convergence, the teacher's 'English-only' policy in the classroom, and the changes in the students' perception towards learning.

Among various variables affecting the transformation of the KFEC system, converging the English language subject with other subjects (e.g. ethics and math subjects) plays the most pivotal role in the increased, spontaneous use of English in the classroom. The attempt of converging the English language class with math was not possibly realized without sharing a concrete understanding on the values of collaboration and student-centered learning between the English and math teacher. These two teachers are members of an in-school FC teacher network who started the FC collectively. Therefore, they already share a profound understanding of the school's culture, students' tendencies, and an experience of implementing FC. Nonetheless, completely opening up the classroom requires extra courage from both teachers. The paradox between the high demands of observing more classroom practice and the tendency of reluctance is a commonly recurring issue in teacher learning and teacher professional development. Thus, opening the classroom is not easy. It requires strong

courage and determination to change. In addition, planning a lesson itself is burdensome, but incorporating a lesson on one subject with other subjects that are not of one's professional field makes the idea of a converged subject classroom even more challenging. Regarding these two aspects, the devotion and openness of the two teachers who decided to converge classrooms triggered a new transformation of the KFEC.

Converging subjects opens up language resources and widens content learning. With reference to the lesson of making Christmas cards with fractals, the students were exposed to broad contents related to fractals that expanded their linguistic exposure from the field of arts and the English language subject, to a field of science, math, biology and physics. As a result, the students were able to encounter vocabulary that are rare in the English subject like *geometric* and *ontogeny*, but frequent in math or physics. Therefore, combining different subject materials open up learning opportunities that are beneficial for the broadening of language resources in the classroom. Furthermore, this openness found in the teacher element is also found in language resource element, and this leads the KFEC as a complex adaptive system to be open for generating more wide and enriched language resources. Namely, the openness of the teacher element as a complex adaptive subsystem of the KFEC system lays a groundwork for importing broader language resources, and the language resources as another subsystem of the KFEC system has a repercussion on the element of the students and their own boundaries. The expanded boundaries can be filled with more open, adaptive and dynamic interaction with the student(s) system(s), and these consequently create a greater capacity to adapt more language resources in connection with other elements (e.g. teacher, students, contextual factors and so forth), so at the end open platform in the main system, the KFEC system. In short, converging with other subjects has a direct influence on the expansion of the KFEC system, and it is a crucial triggering factor that transforms the system.

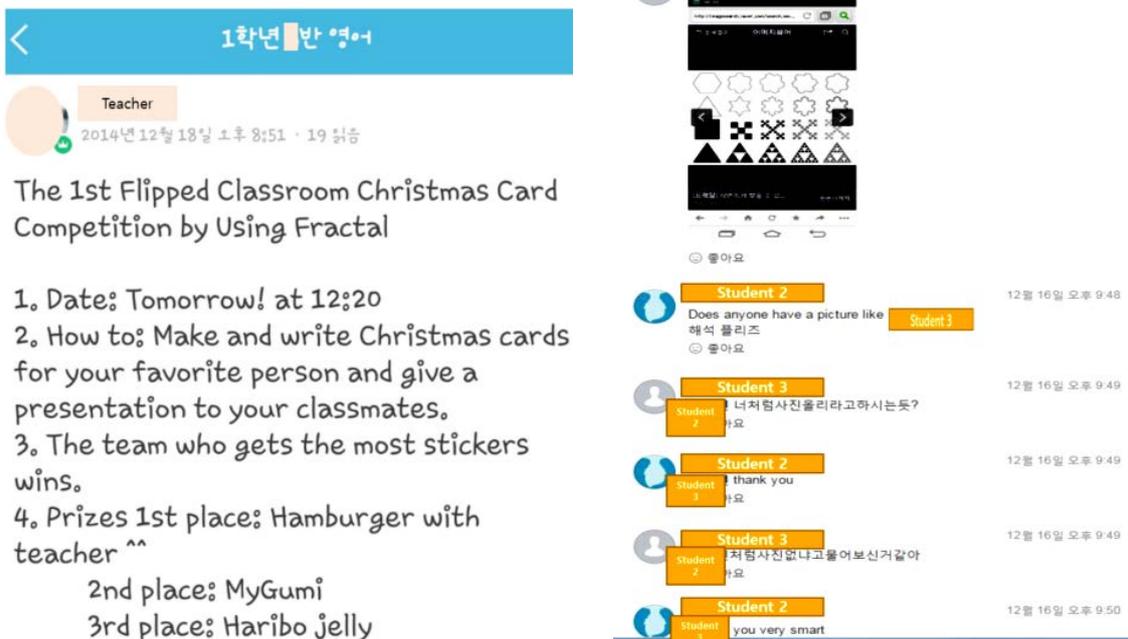


Figure 8.22 English Use in BAND

The teacher's use of English in the classroom and the changes in the students' perception towards learning are triggering factors that work closely together in inducing a dynamic growth of the KFEC system. During the entire period of implementing the FC (i.e. 15 weeks), the teacher adopted an English-only instruction for the last two weeks. She posts notifications written in English for newly uploaded lecture videos and homework on BAND and adds comments in English even for the student comments that are in Korean (Figure 8.23). These seem to give the students options to choose either Korean or English, but later the teacher more insistently asked the students to use English as much as possible. This enforced circumstance of English-only use in the classroom accelerates the spontaneity of the students' English use when it combines with the two other classes, one with ethics (i.e. volunteer work) and the other with math (i.e. Fractal Christmas cards). More broadened language resources that flow into the Korean Flipped EFL system and the students' increased willingness to communicate in English with personalized contexts are the main influencers. When the students negotiate meaning with other interlocutors, this experience can trigger

changes in their perception of using English as an enjoyable learning experience. Additionally, student initiative to use English in the classroom is triggered when the students are able to collaboratively make a meaningful sentence with peers by using the available language resources and their collective intelligence. Thereby, they change their perception of learning English from memorizing vocabulary, phrasal expressions, sentences, and grammar rules to playing with language. Hence, the three triggering factors of converging with other subjects, the teacher' intensive English use in classroom, and the students' change in perceiving learning as a collective experience all create patterns of using English more frequently in the KFEC system.

Despite this strong force of transforming the KFEC, there still remains a restraining factor in the system. The restraining factor found in Phase Shift Three is systematically insufficient corrective feedback on the outputs of the students. Although the increased amount of language resources and language can be a stepping-stone in improving fluency, the equal amount of increase in sufficient feedback and guidance on the students' output will not hurt. Unfortunately, the KFEC system is not equipped with a feasible circumstance to provide sufficient corrective feedback on the students' language use. A ratio of a single teacher to 38 to 40 students still seems to be a restraining factor of holding the KFEC system to proceed with generating simultaneous, spontaneous, and accurate English use. However, this restraining factor can be also differently interpreted as a triggering factor under the assumption that any outputs of the students are creative products of learning resourceful materials. Therefore, with the perspective of viewing any outputs of language use as a meaningful product of learning, the incorrect outputs are not a target to be corrected, but creative creatures generated from learning in a transition period.

So far, a review of factors of restraining and triggering changes in the KFEC system from one phase to another has been discussed. With an understanding of the triggers that lead

to phase shifts in the KFEC system, the following section proposes a transforming path of the KFEC system, which will be referred to as the trajectory of the KFEC system.

8.3 The Trajectory of the KFEC System

As the final section of this chapter, the main findings of this study, which were covered in Chapters 4 to 7, are concisely summarized in Table 8.6 to guide readers to be able to grasp the core contents of this study at a glance. Moreover, the transforming path of the KFEC system (i.e. *the trajectory of the KFEC system*) (Section 8.3.1) and the interpretation on its principle (i.e. openness) (Section 8.3.2) are proposed with multiple examples reexamined by complexity theory.

8.3.1 The Transforming Path of the KFEC System

To briefly summarize, the KFEC system has transformed three times: from initial conditions to Phase Shift One, Phase Shift One to Two, and from Phase Shift Two to Three. Each transformation timespan is varied as presented in both Table 8.6 and Figure 8.23. Although the first stage, ‘initial conditions,’ is an exception as it was pre-scheduled for two weeks to observe the original setting of the KEC, the rest of the stages from Phase Shift One to Three are different. The varied timespans are not pre-scheduled ones, but the findings derived from inductive analysis of the KFEC system. Thus, this indicates that the transformation does not take place in a regular and predictable manner. For instance, the total time taken to exit from the chaotic status (i.e. Phase Shift One) of implementing the FC was five weeks. However, it took eight weeks to the main stability and at the same time to earn

variability in Phase Shift Two, and three weeks for the most dramatic transformation of the KFEC system in Phase Shift Three.

As timespans are varied, the movement of direction and the breadth are also diverse. As presented in Figure 8.23, the entire transforming process of the KFEC system is non-linear. The KFEC system moves from a neutral position, but later moves downward during Phase Shift One. At that stage, both teacher and the students disputed the FC, and wanted to go back to how things were done in the old days (i.e. typical Korean EFL class). After getting more familiar with the FC, the KFEC system finds stabilization; that is, the KFEC system becomes more comfortable with the newly adopted FC, and even reaches a point for attempting new application for variation. As a result, diversification and departmentalization happen together. This is a stage surpassing the initial condition, and it demonstrate a better systematic condition for learning at Phase Shift Two compared with the initial conditions. The exponential growth in English use in the classroom happens in the last stage (i.e. Phase Shift Three), and it significantly has an effect in changing perceptions and behaviors of the teacher and students, and as a consequence, also changes the contexts, language resources, and physical environment of the classroom.

In sum, the movement of the KFEC system is not always upward (i.e. developmental), but bilateral. Moreover, the breadth of change on the trajectory of the KFEC system as shown in Figure 8.23 is also different. This again, like timespan variations, exhibit the nature of the classroom system as random, unpredictable and non-linear. Thus, the FC implementation does not immediately enable the classroom to be a better learning place. Rather, it goes through ups and downs during the implementing process, and it is a natural sequence of implementing FC in the KEC system.

The Trajectory of the Korean Flipped EFL Classroom System

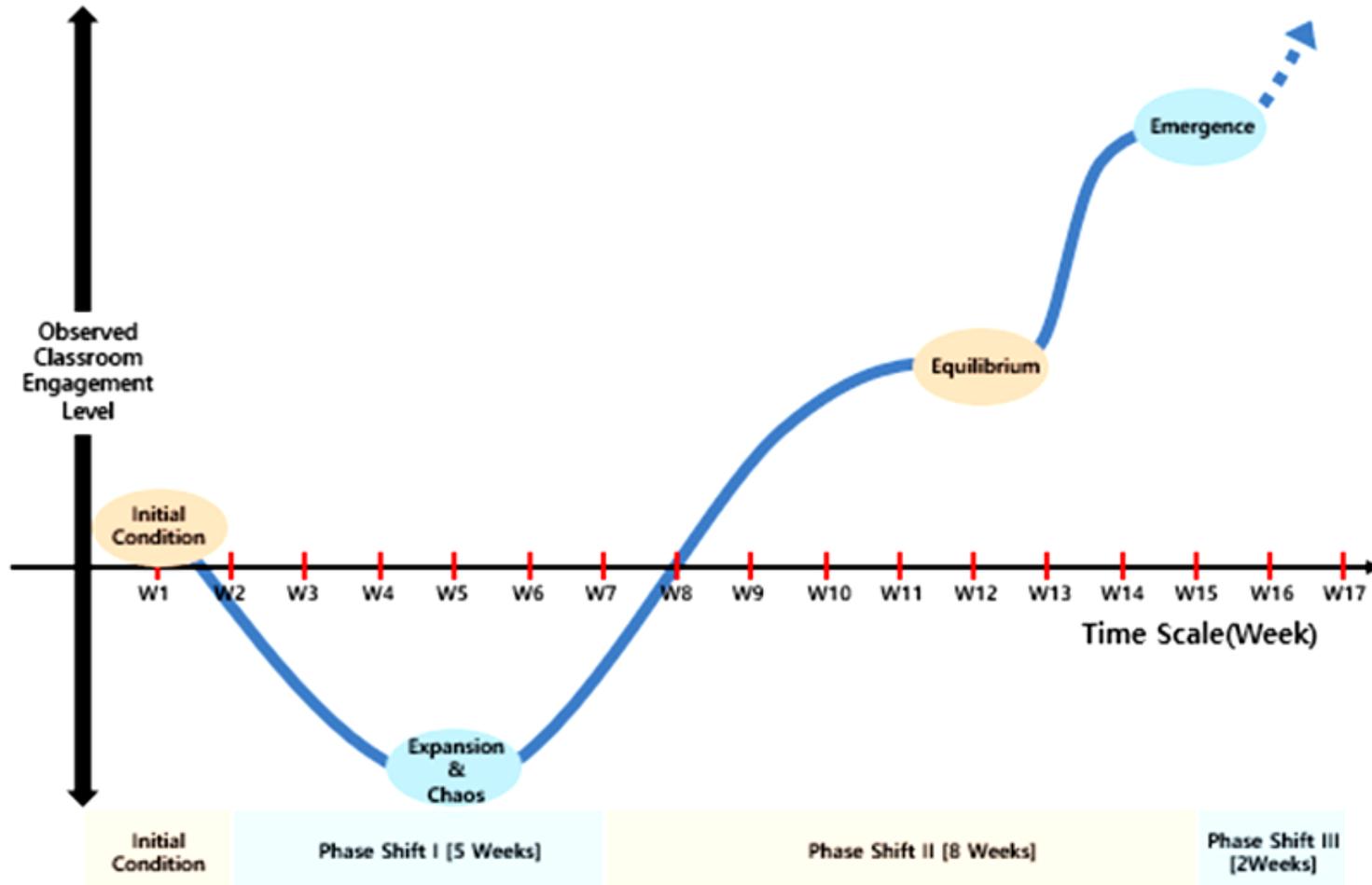


Figure 8.23 The Trajectory of the Korean Flipped EFL Classroom

Table 8.6
The Korean Flipped EFL Classroom System at a Glance

Chapter	Stage	State of the Classroom System	Timespan	Section	Features and Descriptions	
4	Initial Conditions	Pre-Flipped Classroom	2 weeks	Snapshot	A Typical Classroom Day	
				The Elements	Students, Teacher, Language Resources, Contextual Factors and Physical Environment	
		[A Typical EFL Classroom in a Korean Secondary School]	[*Pre-FC week 1-2]	The Behavioral Patterns	Between Ideology and Practice: English Learning in the Korean Secondary Classroom Setting	The Teacher-centered Classroom
						A Vicious Circle: Habitual Stimuli & Rewards
				Dual Track System		
5	Phase Shift 1	Expansion and Chaos	5 weeks	Snapshot	Emerging into a New World, NAVER BAND	
				The Elements	Physical Environment, Contextual Factors, and Language Resources	
		[Flipped Classroom 101, Eliminating Classroom Lecture]	[**FC week 1-5]	The Behavioral Patterns	Expanding Interactional Space and Scope	Expansion in the Classroom: Wherever, Whenever, As Many as I Want to
						Expansion in Interaction: The Rebirth of Chatter
6	Phase Shift 2	Equilibrium of Stability and Variety	8 weeks	Snapshot	Multilevel Classroom	
				The Elements	Teacher, Language Resources, Students, Physical Environment, and Contextual Factors	
		[One-size-fits-all? No, ALL-SIZES-FIT-ONE!]	[FC week 6 - 13]	The Behavioral Patterns	Bridging Meaningfulness of 'Self' to Meaningfulness of 'Learning English'	Meaningfulness of 'Self': Knowing me, Knowing you
						Meaningfulness of 'Learning English'
7	Phase Shift 3	Emergence	2 weeks	Snapshot	Conversing with other subjects	
				The Elements	Language Resources, Teacher, Students, and Physical Environment	
		[Open Platform, Extending Beyond the Foreign Language Classroom]	[FC week 13-15]	The Behavioral Patterns	Learning by Doing is Being	Breaking Walls
						Learning by Playing
					* Pre-FC: Before the Flipped Classroom Implementation	
					**FC: After the Flipped Classroom Implementation	

8.3.2 Openness: From a Closed- KFEC System to an Open-KFEC System

Openness is defined as “open system allows energy or matter to enter from outside the system. Being open can enable a ‘far-from-equilibrium’ system to keep adapting and

maintain stability” (Larsen-Freemant & Cameron, 2008). In other words, openness means that a status of the system is literally free from any influences. Therefore, energy can come and go freely, and any variable can be in and out of the system freely. Thereby, any systems in the open state are exposed to constant uncertainty, so they should be able to react to such stimuli flexibly and versatilely to maintain their own stability in the systems. Such openness feature in a complex adaptive system is resonating in the dynamics of a language. Larsen-Freem and and Cameron (2008) suggest English as an example: “English is open to all sorts of influences, and is continually changing, it somehow maintains an identity as the ‘same’ language, a dynamic equilibrium” (p. 33).

Reflecting on complexity theory, the process of KFEC is a trajectory from a closed system to an open system. The classroom from the initial conditions was in fixed and routinized. Based on the typical English classroom scene at a Korean middle school (Snapshot One in Chapter 4 , every element of the classroom was played by its fixed identity or role; for instances, the role of the teacher, the role of the students, the way the class was taught, how the teacher and the students participated in the class, the classroom materials and language resources provided and used, and the location and use of the classroom objects.

In the case of the teacher, she stood in front of the classroom and dominantly spoke in the classroom lesson. It was also the teacher who determined the contents and sequence of lesson, and all materials brought into the classroom. The students, on the contrary, listened to and did things passively upon by the decision made by their teacher. Their only chance to feel freedom in the classroom was to send a note or chat to a friend who was sitting in a group. The students perceived that studying English was mainly to gain high score on the exam by rote-memorization or completing workbooks. Plus, the English class at private cram schools was perceived as an optimized class for preparing for such a test. On the other hand, the English class in the school was usually pleasant, but when preparing for the exam, they

wished to have a similar class in the school. Furthermore, when they studied English, the students were heavily dependent on the teacher, but did not trust their peers for learning.

Yet, such behavioral patterns of subsystems (i.e. the teacher, the students, language resources, contextual factors, and physical environment) and the master system (i.e. the KFEC) gradually evolved into a different system. In the last transformation of the KFEC, Phase Shift Three, there was nothing fixed and preset. Phase Shift Three was the stage of uncertainty. Among the five focal elements of the KFEC, there was nothing that could be prescribed with a single identity or definition at Phase Shift Three. Each element was composed of diversified subelements; whereby, the focal elements reacted to any stimuli instantly and simultaneously, and mutually interacted within the multilayered systems (i.e. the subelements (complex systems) within the elements (complex systems) within the KFEC (complex system)) internally and externally. Thus, the uncertainty in Phase Shift Three implies the actions of creative language use, self-directed learning and active engagement in classroom activities, and interdisciplinary subjects by breaking the walls between the subjects. As results, such dynamic nature of the KFEC builds a ground of infinite learning opportunities based on the uncertainty. That is what it calls an open system. It is uncertain, but all stimuli can move in and out of the system. Thus, the KFEC becomes an open platform of English language learning.

There are multiple examples supporting the openness of the KFEC. In the case of the teacher, she played roles in class as a knowledge-transferor, material developer, and lesson planner at the initial stage. However, she became a facilitator, innovator, and catalyst as the class evolved into the various stages. As a facilitator, the teacher endeavored to fulfill various learning needs of the students in multiple English proficiency levels by offering multifarious learning materials and to deliver the contents of the lesson in diverse ways. In addition, she motivated the students to use more English, and created comfortable and interesting settings

with classroom lessons by converging different subjects' contents and activities. Furthermore, the teacher triggered the students to transform their role as being consumers of classroom materials to being producers and creators of them. Likewise, the roles of the teacher in the KFEC are changed instantly and dynamically depending on the other systems (e.g. the students, contextual factors, language resources, and physical environment).

Such dynamic transformations of the teacher occurred to the students, in a similar vein, and it is like a fractal⁴⁰. As the teacher's roles were diversified, so were the students'. They were no longer passive participants in the classroom. They became active and motivated. They became assistant teachers for their peers (Chapter 5: Phase Shift One), creators of classroom materials (Chapter 5,6, & 7: Phase Shift One to Three), and initiators of changes in the classroom (Chapter 6 & 7: Phase Shift Two to Three).

The changes in classroom participating organization were no longer routinized as a teacher-fronted and group seating arrangement (GSA). As the roles of the teacher and the students changed, the participating structures in the classroom were also varied. The number of interactions in both synchronous and asynchronous classroom was exponentially increased, and the ways of communicating and interacting with the classroom participants were also diversified and departmentalized. This again brought the changes in the amount and types of language resources used in the classroom. The language resources were continuously amplified from limited and set materials (e.g. textbook and teacher-made materials) to unbounded materials from everywhere and from every participant in the classroom.

In sum, all these changes were not brought by a linear causality but by the confluence of mutual and multilateral interactions. Namely, the changes in one element trigger the changes in another element, and the combination of these changes encores the prior changing process to other elements. Such a ripple effect occurred everywhere within the KFEC.

⁴⁰ "Fractal refers to structures that are self-similar on very level of scale." (Larsen-Freeman, 2012, p. 202)

This is to maintain the balance of complex systems through interdependence, sensitivity to context, and mutual adaptation; that is, the main characteristics of a complex adaptive system. All of this happens through dynamic interaction within and between composing elements of the KFEC. The confluence of all these reciprocal interactions emerged into macrobehaviors as transcended behavioral patterns beyond the sum of microbehaviors. For instance, at Phase Shift Three, the teacher conducted a convergence subject lesson in English classroom. It was converged with math subject, and the students needed to explain what fractal is and how to make fractal-shaped Christmas cards in English. Later part of the lesson, they were asked to write in English on their Christmas cards for their loved one. During that classroom lesson, all of the participants, the teacher and the students, used English as a main language in class, and code switching to Korean was mainly to ask proper words and expressions in English. The unstopping and spontaneous English use in the KFEC was observed for the first time. This was an unforeseen occurrence. It could not be predicted. What happened (i.e. spontaneous English use in classroom) in that particular classroom could not be explained with a linear causality simply saying that adopting a convergence subject affects increased use of English in Korean EFL classroom or the FC raises students' willingness to communicate in English.

Although English and math convergence class increase the amount of the language resources and expanded its scope, this cannot fully explain the phenomena of using English in classroom while playing with the Korean and English languages. This indicates that the convergence subject lesson not only affects a quantitative change in language resources, but also triggers multiple interactions within systems across time. Thus, as a consequence of the complex and dynamic interactions aiming to find a stability of the system through the recursive process of co-adaptation and self-organization, the KFEC system seeks for its optimized state by mutually adapting into given stimuli, and a myriad of reciprocal

interactions creates unexpected moments showing newly emerged pattern of behavior. This process is a path of constant transformation, and in other words, evolution.

In conclusion, this study explores a process of implementing flipped classroom (FC) in the Korean EFL classroom (KEC) at a middle school. The process of the FC implementation is delineated in four transforming stages, and it is non-linear and unpredictable. The transforming path of the Korean flipped EFL classroom (KFEC) is interpreted as a path of transforming a KEC from a closed system to an open system. The process of the FC implementation in the KEC is a dynamic evolutionary process in which the composing elements of the KFEC simultaneously interact and adapt to each other, and that in turn restructures the KFEC and creates a newly emerged system.

CHAPTER 9

CONCLUSION

“No problem can be solved from the same level of consciousness that created it.”

-Albert Einstein-

9.1 Contribution of the Present Study

Observation of 39 lessons in 17 weeks, 137 hours of video footage and audio recordings of students and teachers in classrooms, 44 interviews with students, and 12 interviews with the teacher were conducted for this research. This vast amount of data will be something I might hardly come across again as a researcher. The main purpose of this study was to show as much of the classroom as I had observed, experienced, and lived. With detailed descriptions shared about this researched classroom, I would like to ask about English classes of which so many people assume that they already are fully aware: “Do you really know about how English classes are these days?” In addition, I also wondered if the FC could be a breakthrough in the current Korean English classroom, which is currently assumed to be not much different from an English classroom from a long time ago.

To answer that, more questions were raised: How was this new pedagogical approach, called the FC, applied to the English classroom? How did the English classroom change after the FC implementation? Was the change significantly meaningful in promoting English learning? Furthermore, did it bring positive changes into the classroom? In the end, I looked

for an answer to whether the English classroom in Korea, oftentimes referred to as notoriously hopeless and unchangeable with any attempts, could be transformed this time with the FC.

In conclusion, yes, it worked! The FC, at least in this particular case, offered numerous opportunities for the students: using English in class, reaching out to lecture videos in multilevel and multiple contents whenever, wherever, and as many times as they wanted to, and learning individually and collaboratively with students of diverse levels of English proficiency within one classroom while also learning English through English. Moreover, it extended the scope of classroom contents and language resources—which were originally limited in fixed or pre-planned sets of textbooks, teacher-made materials, and worksheets—to be flexibly but deliberately and intensively adapted into the classroom from the outside, not solely by the teacher but through all possible participants including student themselves and means (e.g. Internet, books, videos and so forth).

This qualitative study avoids generalizing an example of what one finds as a whole. Notwithstanding, the participating school is located in a less affluent area, and the participant teacher of this study teaches 38 male and female students in a classroom for students whose academic achievement is lower than the national average under the substandard condition of lacking an ‘English-language-only’ classroom and the availability of special equipment in promoting language study. Moreover, there was no native English-speaking teacher available. If the FC could change such a school, why not other schools that are in better conditions? A meaningful change in a school can be reasonably inferred. Furthermore, based on a previous research experience of mine involving the implementation of the FC in Korean English classrooms (Jeong, 2016; Lee & Lim, In Press; Kim et al., 2017), the FC is a viable solution for reforming English language classes in schools so as to be a place of a fun EFL learning experience.

This study may be deemed as meaningless or ineffective for those who have a deeply inherent mind of positivism that seeks for clear causation and maximized efficiency in attempting to share what is happening in the Korean EFL classroom—from the beginning to the end—after conducting the FC. Nevertheless, whereas the 17 weeks of classroom participant observation was only a semester in an absolute time notion, it was an incalculably copious and worthwhile time which led me to be renewed and rebirthed as a student, as a teacher trainer, and as a researcher. To extend this further, I reveal three contributions of this study to the Korean English education system.

First, this is a study that demonstrates the whole process, from the beginning to the end, of the introduction of the flipped classroom. Is it really that so much meaningful to look at the whole process? People might ask. Nonetheless, there would be so much information that we might miss. For instance, studies state that eliminating lectures from the classroom relatively increases in-class practice time of the students, and this improves the students' academic achievement and transforms classes to become student-centered. In sum, these studies produce results in a linear causality such as increased in-class practice time, increased quantity of acquired learning, and improved academic performance.

Antithetically, complex adaptive system theory induces multilateral causalities resided by a phenomenon of removing lectures from the classroom and any changes driven into the classroom as consequences. Complex adaptive system captures all possible derivative actions and phenomena in the classroom. For instance, exporting lectures itself would generate an instant change in class hour; yet, the change does not literally cause students' motivation, belief on learning, attitude in class, study habits, and academic performance. Thus, there needs to be attention paid to details leading to milestones of radical incidents, and these details can provide ample explanations on what happens and why. For example, the aforementioned linear causality can be reshaped with the following details. A teacher ponders

over classroom activities, which replace exported lectures in class, in various aspects based on their types, levels, suitability, and efficiency. Lecture videos supporting linguistic knowledge development are diversified by levels of English language proficiency of the students. Increased amount of time of student observation by the teacher leads the teacher to know more about the students, and this again becomes foundational information for effectively designing customized classes both for learning and assessment. As a result, the teacher acquires more knowledge on the students, teaching contents, and classroom management while experiencing a repeatable trial and error process. These detailed behavioral patterns enable a richer understanding of the situation and allow us to think about the multi directions of the various influences in relation to reciprocal causality. This is what actually happens in reality: complex, dynamic, co-adapting, self-organizing, and emerging.

A linear causality can simplify complex phenomena, so it can be enhanced to explain a brief and clear relationship of change. For that matter, it grants explanatory power to make a phenomenon easily understood and explained; nevertheless, it is a simplified and discrete part. Therefore, this can only suggest a partial explanation regardless of a given context. So far, this study deliberately attempted to disclosed enriched description, analysis and interpretation on various classroom phenomena, and the complex adaptive system approach made it possible.

Second, this study presents the potential of Korean EFL education reform as a practically feasible approach by introducing a case of convergent EFL lessons that teach English in English (TEE). The Lee Myung-bak administration in 2008 conducted a large-scale in-service teacher training program and the recruitment of native English teachers at the national level with an attempt to teach English through English (TETE) possible (Kim & Ahn, 2011; Kim, 2002; Ko, 2013; Lee, 2012). On the one hand, although the improvement of communicative competence was the main goal of English education, the Communicative

Language Teaching (CLT) was not conducted in practice, and even the teachers who completed the teacher training programs expressed practical barriers of implementing the CLT and TETE. (Ahn, 2011; Ahn, 2009; Chang, 2012; Chen, 2012; Chen & Chang, 2009; Guilloteaux, 2004; Lee, 2012). On the other hand, Lee (2009) reports the students' use of English in English classes was offered in English villages. He reveals that there was limited use of English among the students in the English classrooms taught in English by native English-speaking teachers. Then he asks to verify the effectiveness of teaching English in English and raises questions on the sustainability of enforcing communicative competence improvement as the purpose of Korean English language education. Lee, B. (2014) further investigates on the reality of Korean English education and delves into the significant difference between the English proficiency expected by Koreans and the actual amount of linguistic exposure in English classrooms under the national curricula. He insists that we need a minimum of 11,680 hours of learning a foreign language. Sadly, current the national curricula of English education offers much less than 11,680 hours. An even more serious problem is that within the limited class hours, learning grammar rules and translating reading passages are the main portions of the class rather than communicative-oriented activities and language use. From these findings, one can see that exposure to a target language is an important factor on foreign language learning, and this can be addressed as a crucial criterion to evaluate the validity of good English teaching/learning practice.

Previous studies on the FC implementation in Korean EFL classrooms display that the amount of students' speech gradually increases throughout the course of FC (Jeong, 2016 ; Lee & Lim, In Press). Lee and Lim (In Press) presents another case of the Korean EFL classroom in a middle school in which the amount spoken by a teacher and the amount spoken by students become gradually inversed towards the end of semester. Thus, it confirms that the FC contributes to promoting students interaction in class. According to these findings,

the Flipped Classroom suggests its positive effect on increasing the amount of English language exposure in Korean classrooms, where notoriously known of absolute poverty of English language exposure and use.

More significantly, this study presents a case of Korean EFL classroom teaching and learning English in English. This can be a useful reference for the teachers in the field, and it proposes the possibility of teaching and learning English in English in regular English classes without any broad scale of administrative and/or institutionally changes.

Finally, this study advocates the complex adaptive system approach as a new research framework for studying ESL/EFL classroom research. For past decades, a positivist framework of research dominated SLA research. (Burns & Knox, 2011; Long, 1985; Larsen-Freeman, 1997, 2002b, 2008, 2010 & 2016; Larsen-Freeman & Cameron, 2008). However, a postmodernist approach appears in the field of SLA, and that sheds light on an ecological understanding of the world, and respect of its nature of diversity, complexity, and reciprocity. Larsen-Freeman (2016) insists this ecological approach will prosper to extend its scope and scale on understanding second and/or foreign language learning. In the same vein, when incorrect linguistic features from students' utterance are defined as an error, they could only be interpreted as a means of improvement (i.e. more input or practice). In reverse, if such linguistic features are treated as meaningful resources of language learning, every feature and stage of learning a foreign language becomes meaningful interaction and progress of learning. In doing so, the corresponding pedagogical methods will be changed in relation to each other, and the whole classroom can be developed into a 'learning'-centered, not 'teacher' centered and/or 'student' centered environment. Burns and Knox (2011) advise that a classroom should be considered as a relational model where it contains reciprocal dynamics and a co-adaptive nature. The relational model of a classroom as a complex adaptive system portrays the dynamics of multiple components entangled within the system that collectively adapts and

organizes its emerged patterns of behavior, and evolves the system. This newly derived classroom culture is a whole new system, not a simple sum of individuals. This complex adaptive system provides an ultimate framework to explain classroom as a system, its components as nested systems, and their interactions and their interactional process.

This effectiveness of the complex adaptive system as a theoretical framework for classroom research is highlighted in this study. For instance, a game was created to induce the interest of the students, and to make them participate more actively in the class. The students loved games, but as time went by, they demanded even greater stimulation, creating a vicious circle of learning motivations that fell faster, and the teacher was living in the burden of creating more exciting games. However, this vicious cycle was not necessarily bad. The students were aware that the teacher was actively responding to their needs and was trying to make interesting lessons for them.

While the students were confused with a new teaching method in the early stages, it did not lead them to reject the new method because of the positive and trusting relationship between the teacher and the students. In other words, the positive relationship of the teacher and the students in the classroom system led to less resistance from the students to accept the FC because they trusted their teacher do things for their benefit. This trusting relationship makes the system more open and flexible when it faces any changes. Moreover, the tighter network of the relationship can also lead to more dynamic and faster transformation of the system.

The complex adaptive system approach can help not to miss any trivial details and behaviors in the system. As the ripple effect (Larsen-Freeman, 1997; Dörnyei et al., 2015) explains, a small change in the system can trigger tremendous changes due to its interconnected relationships within a system.

In this KFEC system, the students get to know each other more and better, and a culture of appreciating diversity emerged. The meaningfulness of ‘self’ was also found as the students realized the meaningfulness of their actions (i.e. learning). In doing so, they appreciated collaborative work and their collective intelligence on learning and teaching English to each other. Interestingly, incorrect linguistic features uttered from peers were recognized by each other as a fun part, like a joke, of English learning, and also treated as language learning resources. Therefore, the students at lower English language proficiencies assumed making incorrect linguistic features as a learning opportunity by playing rather than being ashamed of their incorrect expressions. Such open and flexible interconnectedness of the classroom system created a new culture of learning by playing. Without understanding such principles of the complex adaptive system, it would be challenging to explain fully on how the changes in peer relationships in class affect students’ patterns of behavior and thought on learning.

In summary, this study provides a rich description of the KFEC through the complex adaptive system framework. I hope that the classroom will no longer be a black box that can be examined after an accident, but that many practitioners and scholars can know and share what is going on in there. In this respect, this study contributed to opening up the floor to have diverse discussions on classroom studies by presenting a new research methodology and interpretation.

9.2 Suggestions for Reconceptualization of EFL Learning and Teaching

There is nothing new under the sky. Nothing is entirely new. However, when we twist the angle of the frame of which we look at the world through, what we perceive could be quite different from before. In the same vein, through this dissertation, I propose to set up a

new framing of understanding English learning in the Korean educational context, and to shape the curriculum accordingly.

Foremost, a new frame of understanding English learning in the Korean education context is suggested. The English craze symbolizes diverse social, political, and educational problems provoked around the issue of individuals being successful in the Korean social context. Lee, B. (2014) covers the English craze and its related issues (e.g. goose fathers, the English Divide, English Kindergarten, studying abroad, etc.) in detail, and discloses various causes and contexts underlying the phenomenon. However, the world is constantly changing. The Google translation application was not a reliable tool for use just a few years ago, whereas it is now a popular tool for its convenience, immediacy, and accuracy of language translation for general communication. Pyeong Chang 2018 (2016, October 9) announced the official use of ‘GenieTalk’, an Artificial Intelligence (AI) based simultaneous interpretation (translation) application, at the 2018 Pyeong Chang Winter Olympics. In the near future, technology advances will allow us to use an earpiece to communicate freely with speakers of other languages. In such a time, what would be the purpose of learning foreign languages like English? Even nowadays, rote memorization of grammar rules and vocabulary is criticized but still perceived as an important way of learning foreign languages regardless of the importance of developing communicative competence. Jung (2017, May 23) points out the necessity of rethinking the purpose of learning English in the era of AI-based applications, which enables people to translate and interpret vast amount of other languages simultaneously at ease. What would be left as the unique skills that only human can have in regards to foreign language use?

In Davos forum of 2016, a term ‘the Fourth Industrial Revolution’ was first introduced (Gafni, 2016, January 27 & Schwab, 2016, 2017). Many futurists advise that the Fourth Industrial Revolution would bring diverse changes at an unprecedented pace, and this

would turn the forthcoming future into an era of unpredictability. To survive in such a time, creative and collaborative problem-solving skills would be the most essential competency. Likewise, education sectors have also searched for new directions to educate future generations. OECD (2005) initiated a research project to define and to select key competences (i.e. *DeSeCo*: Definition and Selection of Competencies) in 1997, and constant research has been conducted in various areas of education in a similar vein. Partnership for 21st Century Learning (P21, 2007; Trilling & Fadel, 2009) named the key competencies for the future as ‘*21 century skills*,’ and these skills are specified as the 4Cs: critical thinking, communication, collaboration and creativity.

There have been several domestic studies performed to reveal new directions for future curriculum, instruction, and evaluation in South Korea (Joo, et al., 2017; Kye, 2011; Lee et al., 2012, 2013a, & 2013b; Lim et al., 2013). One current research, Joo et al. (2017), studies redesigning the education vision for future Korean primary and secondary education by 2030, and it is their first phase among the three phases planned.

Particularly for the English language subject, Lim et al. (2013) ask to search new directions to reshape Korean English language education. They assert that English language ability is not limitedly defined in a scope of learning a foreign language, but it is an essential competency that a global citizen must be equipped with. Therefore, English ability is a nationally important competency for Korean citizens. Furthermore, they add that ‘*global citizenship*,’ ‘*openness*,’ and ‘*flexibility*’ are also imperative educational competences on top of communicative competence and intercultural competence for a 21st century English language education (p.ii).

In sum, English language education should be transformed into a subject that cultivates creative, critical, and interdisciplinary competence in a global citizen living in the 21st century, rather than remaining as a subject of learning the language itself. To do this, I

propose to establish a basis for understanding languages (i.e. both Korean and English) and how it is learned, particularly in a foreign language learning situation, through the ecological perspective presented in the flipped classroom. As demonstrated from the case study of this research, we can reinterpret English education as a means of learning not merely linguistic features, but also convergent contents from other subjects, with aims of building key competencies beyond school subjects.

9.3 Pedagogical Implications

Drawing upon the conclusions from the study, three salient pedagogical implications can be suggested to create a more conducive setting for the Flipped EFL classroom.

First, the FC should be a selective option, not a forced policy. The FC is widely known as a grassroots movement. On one hand, the teachers' willingness and voluntary participation are two key driving forces to its fast-growing popularity (Bergmann & Sams 2012, 2014; Future Class Network, 2015; Jung, 2014, 2015; Lim, 2017). On the other hand, extensive time and effort from both the teachers and students can be perceived as high entry barriers. Considering the open space made after exporting in-class lectures, teachers become busier to fill the classroom with more diverse activities. Realistically, without having a strong commitment and devotion, implementing the FC would not be an easy task. Furthermore, it would not be legitimate to criticize teachers who do not endorse the FC due to its labor-intensive lesson preparation. More importantly, it is a choice and right of teachers to implement FC. No matter how good the method is, it works differently in each case. Therefore, forcing all teachers to implement the FC is improper as it ignores the complex and dynamic nature of the classroom.

Second, teacher networks, not off-context training is crucial to consider. The participant teacher of the study consistently emphasized the support that she received from teacher networks inside and outside of the school while implementing the FC. She particularly highly valued an SNS-based network due to its convenient accessibility and instant response. Oftentimes, teachers dispute their dissatisfaction towards in-service teacher training due to its fragmented one-shot and off-context nature. Therefore, instead of offering teacher training programs, assisting in forming teacher networks with shared interest groups would be a more beneficial means learning and professional development for teachers.

Third, the use of technology in classrooms should be reflected on regarding practicality, ease of use and affordance. These days, so many free applications are available for use, and they can be easily adapted into the classroom for educational purposes. Familiar and popular use of an application like NAVER BAND is simple and easy to use. As depicted in this study, NAVER BAND can be an effective application to fulfill educational purposes in the classroom without cost. Interestingly, however, many schools and teachers tend to think of purchasing school-based Learning-Management-System (LMS) or related software programs and/or applications even before clearly identifying their specific needs. In fact, having a perfectly customized set of equipment rarely happens, and even if it happens, such tools do not last long due to the constantly changing technology. More importantly, today's students are digital natives: Thus, they are accustomed to adapting to such rapidly changing trends of technology, and even enjoying such rapid changes. Therefore, it is important to ponder and prioritize the essence and essentials of learning, rather than the mandatory use of technology tools without any specific goods.

9.4 Recommendations for Future Research

Complex adaptive system theory can be a useful framework for describing the various components and their interactions entangled in a network of phenomena in a classroom. Although I attempted to well substantiate the observations of the English classes in this study, further research is suggested to illustrate English classroom phenomena multilaterally.

First, although this study did not perform any Social Network Analysis (SNA), this is another area that must be addressed in relation to the SNS-based community, NAVER BAND. A SNS will help to reveal the frequency levels, patterns of interaction, and relationships among the participants. However, the challenges to perform such research should also be considered as well. In the case of Twitter and Facebook, there are various web scrapping or web crawling softwares (e.g. Outwit hub and Mozenda) available that are publicly connected with Gephi software, which produces network visualization. Unfortunately, however, there is no such software available for NAVER BAND, so collecting data from NAVER BAND will require an extensive amount of time and labor. Despite facing difficulties, SNS analysis will be beneficial to enhance the explanatory power that underpins observed relationships within the network, and even further portray the process of disseminating and structuring information exchanged through the network over time. This, in turn, helps to gain in-depth understanding on the complexity and dynamics of a given network, and its direction and process of exchanging influence.

Second, conversational analysis is another great way to uncover in-depth meanings, patterns, and experiences of the participants. With a focus on the classroom as an analyzing unit, this present study aims to provide a rich description on how the Korean EFL classroom as a complex adaptive system changes over time after implementing the Flipped Classroom. While such approach can explain the classroom phenomena on a macro level, analyzing actual conversations of students (which are subcomponents, and also sub complex adaptive systems nested within a macro system of a classroom) can produce ample examples of

meaningful interaction. This can help to reveal the dynamics of their dialogues in accordance to micro-level timescales of seconds and minutes. Therefore, this can offer a rich description of ‘the most basic site of organized activity where learning can take place’ (Mondada & Doehler, 2004, p. 502).

9.5 Epilogue: What is Next?

All conclusions and suggestions have been discussed. So what's next? This study was conducted from August to December 2014, and the students who were in the 7th grade at that time are now students in the 11th grade in 2018.

I have been in contact with the teacher who participated in this research through the FCN. Therefore, I was able to receive news on the teacher and her students until the students graduated middle school. Moreover, in the following year of this research, the KBS documentary team consistently filmed the students for one more year in 2015, and the research team of the FCN conducted a year long study to observe the process of their core competence development from the Flipped EFL classroom (Kim et al, 2017).

Then, what? How have the students changed since 2014?

The first notable change was observed at the beginning of winter vacation, which took place at about the end of this study. The teacher discovered during class that one introverted male student (pseudonym ‘Andy’) wanted to be a game developer and had developed a game program. Thus, the teacher suggested that Andy post the game he had made onto NAVER BAND and he did. The student’s peers who checked out the game were explosively excited about it, and some students did not hesitate to give feedback on the game's errors and coding or to share new game ideas. After receiving positive responses from his peers, Andy recruited a game development group. Their mission was to create a game program to study history

properly in commemoration of the 70th anniversary of the Korean liberation in 2015. What was even more inspiring was that they aimed to distribute the game to other students for free, and also planned to develop English and Chinese sites with fellow students to inform others on Korean history. The game development group consisted of game developers, designers, native Chinese-speaking students, and non-native, but fluent English-speaking students. The students themselves studied the contents of history first, and then, before incorporating it into the game, had the social teacher check the contents. The students translated the content into English with the assistance of their English teacher and Google translator. These activities were conducted in a comprehensive scope beyond subject divisions between English and Korean history; yet, at the same time, they are also connected to building communicative competence and multicultural comprehension, which were emphasized in the national English curriculum. Surprisingly, all these activities were voluntary, but created a much advanced quality of education. In this aspect, this was another advance for the students in that they transformed from Phase Shift Three to another stage in terms of voluntarily finding a project to work on, organizing a team, and using necessary resources to complete the self-directed project. Despite the fact that it was a case of only a few students from the study, it is still inspiring to confirm the possibilities and capabilities of the students within the boundary of public education.

Another change discovered was a transformation of the ‘Assistant Teacher Program’ that was founded and managed by the teacher at the early stage of this study. The Assistant Teacher Program was reorganized as a student circle, and then renamed as ‘Sunny⁴¹ Zzang and Turners,’ which referred to the teacher and the students turning (i.e. change) the world. The students who joined this circle were not necessarily fluent in English, but were highly motivated to learn English. Thus, with the belief that they needed to speak English better than

⁴¹ ‘Sunny’ is a pseudonym to protect the teacher’s personal identity

other peer students in their classes, these students only used English. This was their own decision, and their communication was therefore all in English in both the synchronous and asynchronous classrooms. For their own regulation, they set up related rules to maintain the English-only policy. Officially, they launched the circle and also received school funding for their activities for the Flipped EFL classroom. The students in this circle were actively involved with designing and creating classroom materials and activities, and diligently posted comments on the postings or questions of the other students on NAVER BAND. The activities were initially made mostly by the teacher, but towards the end of grade 8, the turners and other students in class produced over 90% of the materials. More impressively, the students collaboratively published their own workbook filled with students-made questions for midterm and final exam preparation. As the study revealed, the students had gradually transformed from passive consumers of classroom material and activities into active creators and producers. This pattern was carried on into the following year, and even evolved into more diverse and advanced forms.

Finally, yet importantly, the most impressive activity discovered was the building of a student rest zone and library in an abandoned space of the school. The turners, as mentioned earlier, were a group of students helping the teachers in designing lessons. While having their regular after school meetings, they discussed the lack of space for them and other students to rest. The school was not financially equipped to build an extra space for the students either. Thus, they created a project to turn an abandoned space found in a school hall into a student's rest zone and library. This voluntary project entailed various tasks such as getting permission from the principal with the project proposal, submitting a financial aids petition, organizing fundraising events, learning interior design, designing the space, painting, cutting, drilling and so forth. The entire project was student-led, and the teachers offered help only when needed. To highlight their identity as 'Sunny Zzannng and the turners,' they decorated the

newly built space with English posters and brochures that they had created by themselves. There were posters introducing their circle and the process of this project with photos. Thank you letters with a list of people who had helped with the project were posted too. All of them were written in English. Even their opening address was written in English. Everything was in English. For these students, English was both a learning goal and a means of creating connection to other worlds. Their entire process of conducting the project was documented by the KBS Education Innovation Project team, and broadcasted on national TV on December 17 and 18 of 2015 (Jung & Lee, 2015). The title of the documentary was ‘the evolution of the school’ [‘학교의 진화’ in Korean] and it was a documentary with two episodes: (1) A Classroom without Exams [‘시험 없는 학교’ in Korean] (2) A Classroom Changing the World [‘세상을 바꾸는 학교’ in Korean].

Through the classroom observations from the past few years, I have witnessed the behavior of students in the classroom taking initiative to make changes in themselves, their friends, parents, teachers, and the whole school. Although I endeavored to observe such things as objectively as possible, unexpected and unpredictable changes that occurred day by day during the observation astonished and amused me, and these impressions still have not gone away. For myself, this whole process of conducting the study was a learning experience, and this dissertation is a record of that. The students are now tenth graders, and soon to be 11th graders. Unfortunately, I have not been in contact with them for a year, and I do not know how they are doing in the high school. Nevertheless, I imagine that they are making changes in the world around them, wherever they are.

What’s next, change makers?

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APPENDICES

APPENDIX A RESEARCH PARTICIPATING SCHOOL SELF-EVALUATION

REPORT OF 2014256

APPENDIX B CLASSROOM MATERIALS257

APPENDIX C SAMPLE FIELD NOTES FROM CLASSROOM PARTICIPANT

OBSERVATION.....322

APPENDIX D SAMPLE TRANSCRIPTIONS.....325

APPENDIX E SAMPLE DATA RECORDING FORMS AND NOTES OF

RESEARCHER.....331

APPENDIX F A SUMMMARY OF PARTICIPANT INTERVIEWS [TEACHER]....335

APPENDIX A

RESEARCH PARTICIPATING SCHOOL SELF-EVALUATION REPORT OF 2014

http://www.schoolinfo.go.kr/ei/ss/Pneiss_b01_s2.do#frame



2014학년도								
구분	학생 및 학급수					교원수	수업교원수	수업교원 1인당 학생수
	1학년	2학년	3학년	특수학급	순회학급			
학급수	12	15	13	2	0	42(2)		
학생수	446	551	511	9	0	1,517(9)	81(2)	66
학급당 학생수	37.2	36.7	39.3	4.5	0	36.1		23.0

구분	학급당 학생수(명)			수업교원 1인당 학생수(명)
	1학년	2학년	3학년	
안산시 상록구				0
경기도	33.1	33.5	33.5	20.4
전국	30.5	32.1	32.1	18.1

작성자: 이홍실 | 확인자: 최도영

· 학교급식 운영현황

직영 급식	운영방식		학생수(명)		급식 담당인력(명)			배식장소		
	전부위탁(업체명)	일부위탁(업체명)	전체	급식	영양(교사)	조리사	조리원	식당	교실	식당+교실
○	X	X	1,517	1,517 (100%)	1	1	10	X	○	X

5-2-1. 학생교육활동에 필요한 지원시설 현황

공시년월 2014년 05월 인쇄하기 | 엑셀 다운로드

(단위: 실, 명, 개)

체육관	강당	기숙사 수용인원	도서관(실) 총좌석수	수영장	영어체험(전용)교실	진로상담실	기타	공동사용 여부	설립유형
1	0	0	113	무	0	유	0	○	단설

구분	기숙사 수용 비율(%)	영어체험(전용) 교실수 합계(개)
안산시 상록구	0.0	0
경기도	0.29	1.04
전국	0.37	1.07

작성자: 김도연 | 확인자: 이효영

APPENDIX B
CLASSROOM MATERIALS

Textbook	Communi- cative function	Langua- ge Forms	Lessons	Lesson Goals	Classroom Materials	
					Before class	In class
Unit. 6: How do I get to the palace?	Asking events in the past Getting directions	There is/are Sense Verbs + Adjectiv es	L1	Vocabulary & Grammar (past tense)	N/A	Teacher-made PPT 1 Textbook [p. 100-101] WORKSHEET 1. Word Activities WORKSHEET 2. Word Master PPT-based Game 1 [Finding the candy]
			L2	Listening & Speaking I. [New expressions of getting directions]	N/A	Teacher-made PPT 2 Textbook [p. 102-103] PPT-based Game 2 [Getting to the EXO concert]
			L3	Listening & Speaking II. [Practicing learned expressions]	N/A	Teacher-made PPT 3 Short Video of 'the Wizard of Oz' Textbook [p. 104-105] PPT-based Game 3 [The Wizard of Oz]
			L4	Reading I. [Understandi ng reading passages]	Teacher-made lecture video 1 Textbook [p. 108-109] Answering the pop quizzes	Textbook [p. 108-109] WORKSHEET 3. Reading Passage Comprehension
			L5	Reading II. & Grammar [Reading comprehensi on and grammatical features]	Teacher-made lecture video 2 Student's Note	Textbook [p. 110-111] WORKSHEET 4. Grammar Practice
			L6	Speaking & Writing	N/A	Textbook Exercise 'Writing UCC scripts' on p. 112-113 Drawing a 8-cut-cartoon
			L7	Wrap-Up Review	Teacher-made lecture video 3	Textbook [p. 114] PPT-based Game 4 [Toy's Story] WORKSHEET 5 : Formative Assessment
Unit. 7: Wonders of Nature	Asking capabilitie s and answer & Expressin g astonishm ent	The superlat ive & Compar isons of Equality	L8	Warm-up & Listening Activities	Teacher-made lecture video 4 Student's Note on the textbook Textbook [p. 118-121] Introducing in-class activities	PPT-based Game 5: can do Group Activity: Describing a superhero by using 'Can'
			L9	Listening and Speaking [Expressing Astonishmen t]	Teacher-made lecture video 5 Textbook [p. 122-123] Student's Note on the	Textbook Exercise B on p. 124 Playing a role: Reading a given script, memorizing that and acting

				textbook		
			L10	Vocabulary	Teacher-made lecture video 6 Textbook [p. 126-127] Student's Note on the textbook	Drawing a pictiory
			L11	Reading [Understanding reading passages]	Student-made lecture video 1 Student's note on the textbook Textbook [p. 126-127]	Textbook Exercise A & B on p. 128 WORKSHEET 6: I am a teacher, too! [Group activity] WORKSHEET 7: Translating the English reading passage to Korean [individual activity]
			L12	Grammar	Teacher-made lecture video 7 Student-made lecture video 2 Student's note on the textbook Textbook [p. 129]	Textbook Exercise A on p. 132 Textbook Exercise on p. 134-135
			L13	Writing	Student-made lecture video 3 Drawing my dream pet	Textbook [p. 130-131] Presenting my dream pet in writing and speaking
			L14	Warm-up & Listening Activities [be going to]	Teacher-made lecture video 8 Textbook [p. 138-139] Student's note on the textbook	Textbook [p. 136-137] Textbook Exercise C on p. 139 with Game (drop-the-handkerchief) Textbook Exercise D on p. 139 With a group
			L15	Listening & Speaking	Teacher-made lecture video 9 Textbook [p. 140-141] Homework: Memorizing a dialogue of Exercise C on p. 141 Announcement of potluck party	Textbook Exercise C on p.141 Textbook Exercise D on p.141 Textbook Exercise A on p.142 Multilevel WORKSHEETs 1-6 levels [WORKSHEET 8-13]
			L16	Vocabulary	Student-made lecture video 4 Student's note on the textbook	Textbook Exercise A & B on p. 143 Multilevel WORKSHEETs 1- 6 levels [WORKSHEET 14-19]
			L17	Reading	Student-made lecture video 5 Student's note on the textbook Textbook [p. 144-145]	WORKSHEET 20: Translating the English reading passages to Korean
			L18	Grammar	Teacher-made lecture video 10 Student-made lecture video 6 Homework: Posting answers for 2 Pop Quiz questions Textbook [p. 146-147]	Textbook [p. 146-147] Textbook [p. 152-153] Making a poster to introduce my talent (using 'can', 'be good at', or 'enjoy')
Unit. 8: Let's give a helping hand	Expressing plans & Recommending food	Dative verb & Gerund				
Unit. 9: A Portraits of an	Describing a person & Asking	Auxiliary verb 'Must'	L19	Warm-up & Listening I.	Teacher-made lecture video 11 Textbook p. 154-157	Textbook Warm-up exercises on p. 154-155 Guessing Game

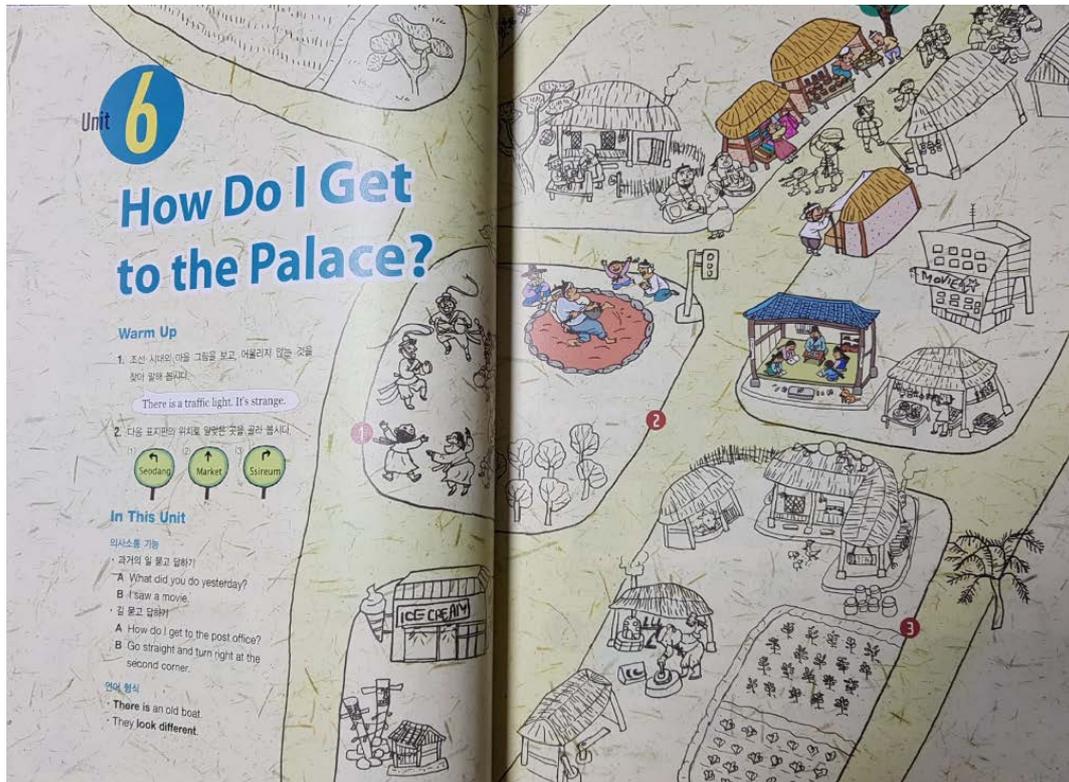
Artist	opinions and answer	& To-infinity as noun			Student-made pop quiz video 1 Teacher-made in class activity instruction video 1	
			L20	Listening II.	Teacher-made lecture video 12 Textbook p. 158-159 Student's note	Textbook Exercises A, B, & C on p. 160 Textbook Exercises A & B on p. 161 Multilevel WORKSHEETs 1- 6 levels [WORKSHEET 21-26]
			L21	Vocabulary	Student-made lecture video 7 Student's note	Multilevel WORKSHEETs 1- 6 levels [WORKSHEET 27-32]
Unit. 8: Let's give a helping hand [Volunteer work: Converging class with Ethics subject]	Expressing one's talents and abilities	be good at, can, enjoy	L22	Writing	Teacher-made lecture video 13 Student-made in class activity instruction video 1	Volunteer posters
FRACTAL [CONVERGING CLASS WITH MATH]	Explaining fractals	various	L23 [BLOCK-TIME]	Speaking and Writing	YouTube Video 1 [Understanding Fractal in English] YouTube Video 2 [Understanding Fractal in Korean]	Explaining about fractal Making fractal shaped card
	Making fractal Christmas card	various	L24 [BLOCK-TIME]	Speaking and Writing	Student-made lecture video 8 [Speaking in English] List of English expressions	Making fractal-shaped Christmas Filling the Christmas card in English Making a team poster with fractal cards

PRE-FLIPPED CLASSROOM WEEK 1

LESSON 1: Unit 6. How do I get to the palace? [Vocabulary & Grammar (past tense)]

[IN-CLASS MATERIALS]

Textbook [P.100-101]



TEACER-MADE PPT #1

<p>How Do I Get to the Palace?</p> <p>Lesson 6</p>	<p>p. 100</p> <p>조선 시대에 어울리지 않는 것을 찾아 영어로 써 봅시다.</p> <p>표지판의 위치를 골라 봅시다.</p>
<p>1</p>	<p>2</p>

WORKSHEET 1. Word Activities

Unit 6 Word Activities

01 상자에 주어진 단어를 찾아봅시다.

l	a	e	u	n	a	y	i
e	i	p	o	d	i	o	
c	o	r	i	a	u	s	e
w	o	r	t	a	r	d	
i	n	d	i	a	t	a	
r	a	v	e	n	o	n	i
u	e	v	e	n	t	n	a
r	a	e	a	i	a	c	
e	v	i	l	l	a	g	e

culture
palace
point
national
boat
village
event

02 Unscramble the words and find the hidden message.

(1) NOTRE □ □ □ □ □ □ (2) ATNYSOY □ □ □ □ □ □ □ □

(3) DINEHB □ □ □ □ □ □ (4) GIDENWD □ □ □ □ □ □ □ □

(5) SCAORS □ □ □ □ □ □ (6) DONP □ □ □ □ □ □

(7) OKLBC □ □ □ □ □ □ (8) SETEA □ □ □ □ □ □

⇒ □ □ □ □ □ □

03 다음 영어 설명에 해당하는 단어를 01과 02에서 찾아 써 봅시다.

(1) _____ a small ship for traveling on water

(2) _____ a large house where a king or queen lives

(3) _____ to laugh at someone or say unkind things to them

(4) _____ at or to the back of someone or something

WORKSHEET 2. Word Master

Unit 6 Word Master

새로 알게 된 표현 중 반드시 기억해야 할 것을 표시해 봅시다.

A 다음 영어를 우리말로 써 봅시다.

01 across from _____

02 behind _____

03 bridge _____

04 culture _____

05 get off _____

06 go on a trip _____

07 in front of _____

08 in the middle of _____

09 borrow _____

10 national _____

11 on one's way back to _____

12 palace _____

13 block _____

14 pond _____

15 straight _____

16 grandparents _____

17 tease _____

18 traditional _____

19 wedding _____

20 wooden _____

B 다음 우리말을 영어로 써 봅시다.

01 모퉁이 _____

02 고향 신묘동 _____

03 미성판 _____

04 마을 _____

05 빌리다 _____

06 구역, 블록 _____

07 지하철 _____

08 국장 _____

09 조부모 _____

10 ... 뒤에 _____

11 공천 _____

12 문화 _____

13 ... 앞에 _____

14 의로운 _____

15 국가의 _____

16 소고기 _____

17 영곳 _____

18 전통적인 _____

19 놀리다 _____

20 베풀시장 _____

PPT-Based Game 1: Find the Candy

Find the candy!

What did you do yesterday?	I went to the park.
I ate pizza	I went to home.
I made a bag	I made a card.
I borrowed a book.	I visited my grandma.
I played Tuho.	I played baseball.

What did you do yesterday?	I went to home.
	I made a card.
I visited my friend.	I visited my grandma.
I played Tuho.	I played baseball.

PRE-FLIPPED CLASSROOM WEEK 2

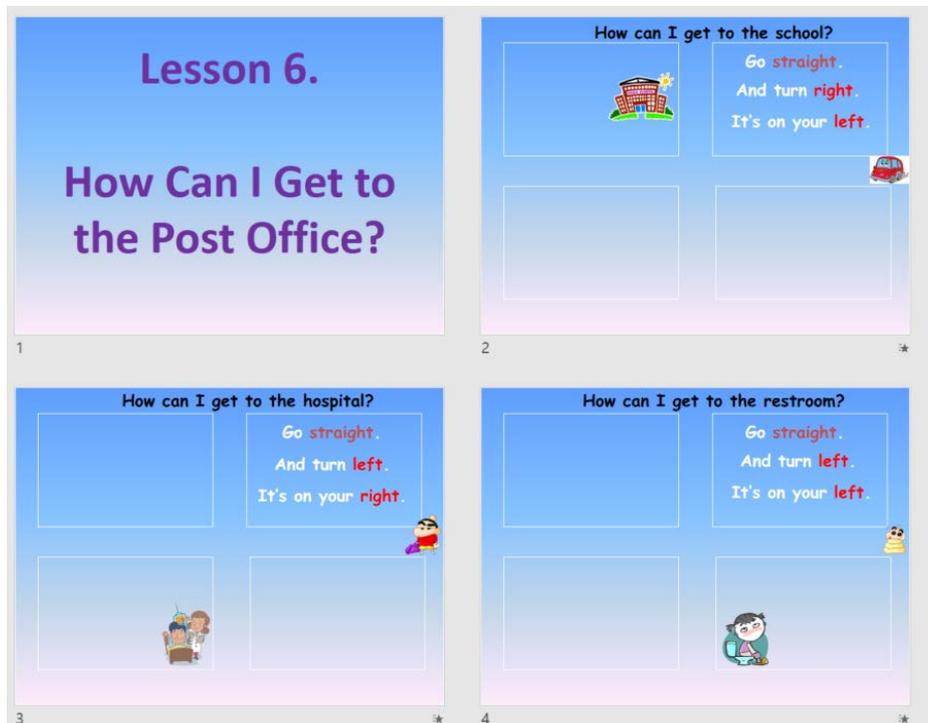
Lesson 2: Unit. 6 - Listening & Speaking I. [New expressions of getting directions]

[IN-CLASS MATERIALS]

Textbook [P. 102-103]



Teacher-made PPT #2



Turn right.



9

Go straight and turn right.



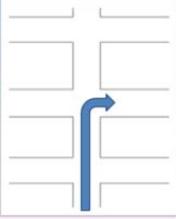
10

Go straight and turn left.



11

Go straight 2 blocks
and Turn **right**.



12

PPT-Based Game 2: Getting to the EXO Concert

How Can I Get To The EXO Concert?

- ◆ 찬열 needs to get to the EXO concert!
- ◆ But Mordekeiser hates EXO!


VS


15

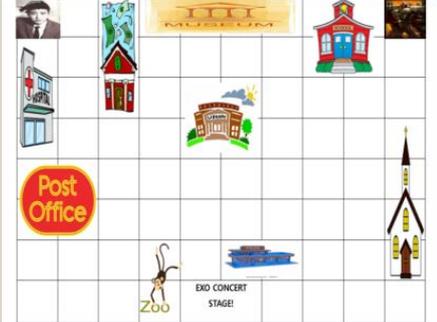
RULES

<p>Student 1</p> <ol style="list-style-type: none"> 1. Take a card 3. Answer the question 4. If it's right, roll the dice 5. Move your character the dice number 	<p>Student 2</p> <ol style="list-style-type: none"> 2. Read the question
---	--

GOALS

- a. 찬열 must get to the concert to win.
- b. EXO Hater must catch 찬열 to win.
- c. If you use Korean, move your character back to start!

16



17

[Key Expression]

Q. How can I get to ~?

A. Go straight two blocks.

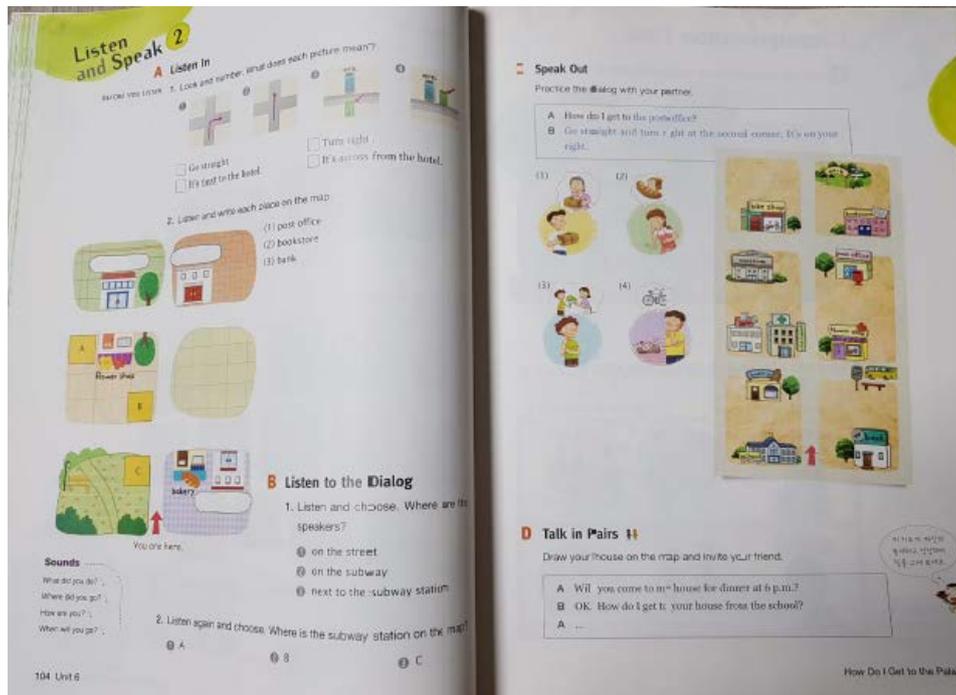
A. Turn right at the corner.

A. It's behind the bank.

18

Lesson 3: Unit. 6 Listening & Speaking II. [Practicing learned expressions]

Textbook [P. 104-105]



PPT-Based Game 3: The Wizard of Oz



34  Go **straight** and **turn right** at the bank. He is **on your right**.

35  *

36  Hello Wizi! Where is my home?

37 

38  Go **straight** and **turn left** at the zoo. It is **on your left**.

39  *

40  Good job! Dorothy is back home in Kansas!
There's no place like home...

41 

Flipped Classroom WEEK 1 [WEEK 3]

Lesson 4: Unit. 6- Reading I. [Understanding reading passages]

[BEFORE THE CLASS]

Textbook [p. 108-109]

Welcome, Grandparents!

Aram's mom is Cambodian. Her grandparents live in Phnom Penh. They are going to visit Seoul this weekend. Aram is excited.

Do we have any special plans for Grandma and Grandpa?

- Yes, they'll love traditional Korean culture.
- Then, how about Gyeongbokgung? It's the first palace of the Joseon Dynasty.

Three days later, Aram's family are standing in front of a wooden building.

- This is Gyeongjeongjeon, Gyeongbokgung's main building.
- It's so beautiful.
- Yes, it looks great with the mountains behind it.
- They had important events here, like the king's wedding and national exams.

They are walking around the pond.

- Wow, how wonderful! There is a building in the middle of the pond.
- Yes, that's Gyeonghoera. They usually held parties here on special days like the king's birthday.
- I see. Look! There's an old boat.
- Here's the sign. They rode boats on the pond.

On their way back to the main gate, they cross a small bridge.

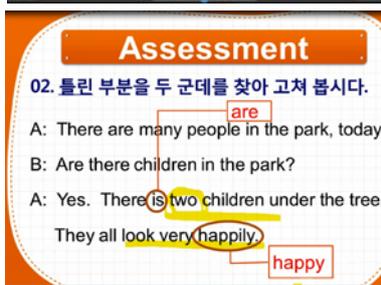
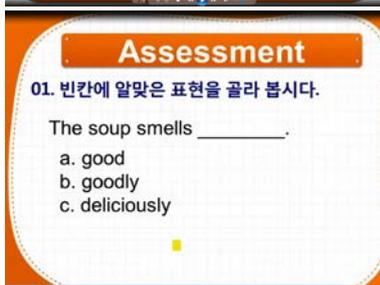
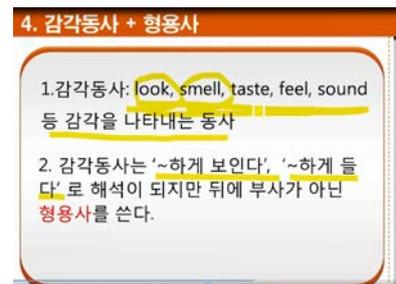
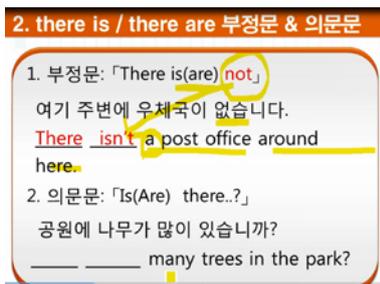
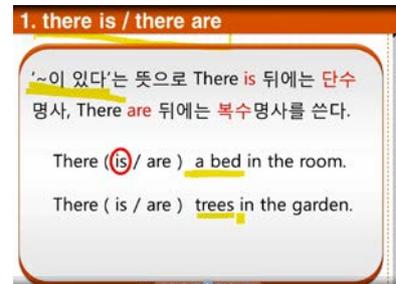
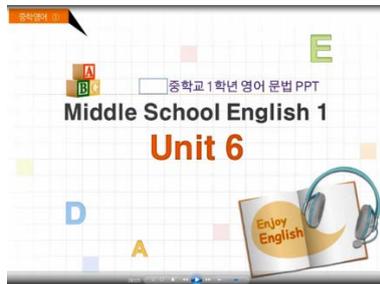
- Look at the stone animals. They all look different.
- This one is teasing us.
- Ha ha. It has a really funny face.
- We can see many different stone animals in Angkor Wat, too.
- What kind of animals, Grandma?
- There are elephants and monkeys.
- Really?
- Yeah. Visit us this winter. We can see them together.

Check Up
Where do Aram's grandparents come from?
What did Aram's family see on the pond?

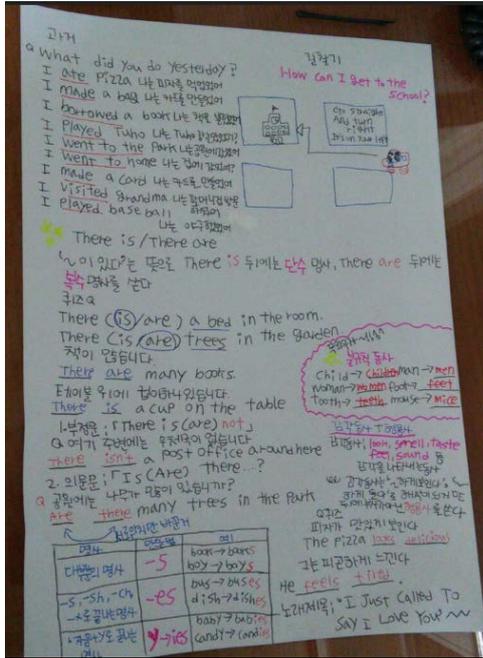
Lesson 5: Unit.6 - Reading II & Grammar [Reading comprehension and grammatical features]

[BEFORE THE CLASS]

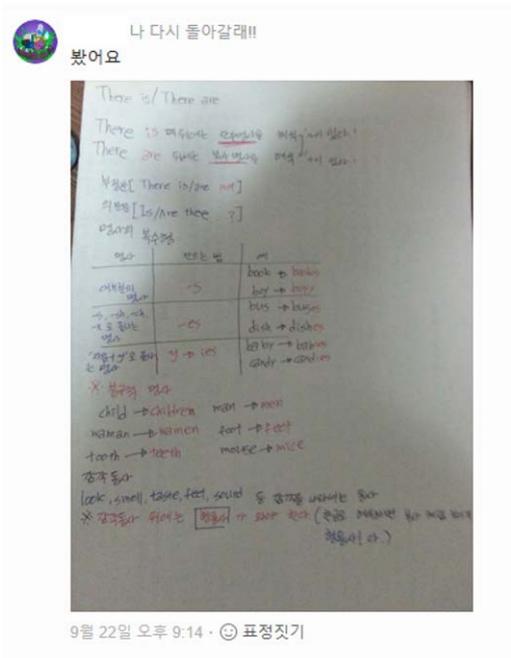
Teacher-made lecture video 2 [screen captures]



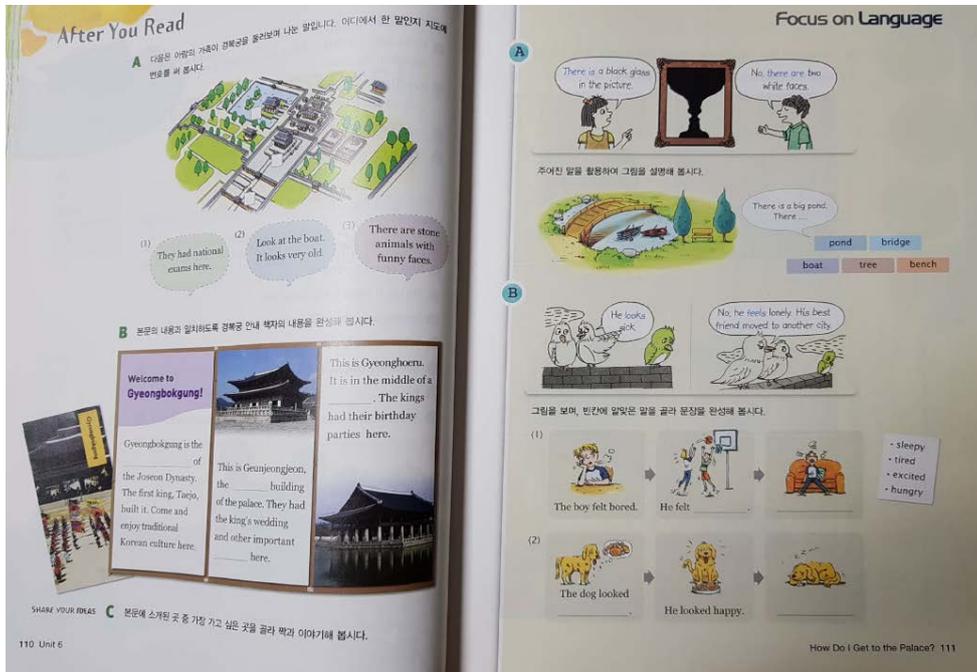
Sample #2



Sample #3



[IN-CLASS MATERIALS]
Textbook Exercises [p. 110-111]



Worksheet 4: Grammar practice

Unit 6 Grammar Practice Student No. _____ Name _____

There is / are

- 의미: --이 있다
- 형식: There is + 단수명사
There are + 복수명사
- e.g. **There is** a tree in front of my house.
There are many trees in the park.

01 괄호 안에서 알맞은 말을 골라 봅시다.

- (1) There (is / are) many cars in the city.
- (2) There (is / are) an apple on the table.
- (3) There (is / are) a movie theater over there.

02 어법상 어색한 부분을 찾아 바르게 고쳐 써 봅시다.

- (1) There is pens on the table.
- (2) There was some flowers in the vase.
- (3) There are a picture on the wall.

03 Write the sentences with "There is/are." Use one word or phrase from each box.

one	tree	in the park
two	ball	on the bed
six	letters	on a team
many	players	in the box

- (1) _____
- (2) _____
- (3) _____
- (4) _____

Lesson 6: Unit 6- Speaking & Writing

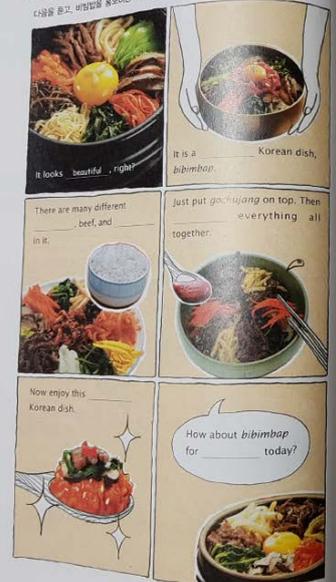
[BEFORE THE CLASS] Not available

[IN-CLASS MATERIALS]

Textbook Exercise 'Writing UCC scripts' on [p. 112-113]

Writing Workshop

A Complete the UCC Script about Bibimbap
다음을 읽고, 비빔밥을 홍보하는 UCC 대본을 완성해 봅시다.



It looks beautiful, right.

It is a bibimbap Korean dish.

There are many different beef and vegetables in it.

Just put fried egg on top. Then eat everything all together.

Now enjoy this Korean dish.

How about bibimbap for today?

B Make UCC about Korean Culture

1. 오른쪽으로 우리의 전통문화를 잘 보여 줄 수 있는 장소를 정한 뒤, 인터뷰를 통해 조사해 봅시다.

Why Don't We Visit _____ ?

- It is a traditional Korean palace / village.
- It looks neat / beautiful.
- There are traditional Korean houses / beautiful buildings.
- You will learn about Korean history / enjoy a tasty Korean dish / see a traditional wedding.

2. 위에서 정리한 내용을 이용하여 UCC 대본을 만들어 봅시다.

3. 오른쪽의 대표가 UCC 대본을 발표합니다. 발표가 끝난 뒤, 직접 UCC를 제작해 봅시다.

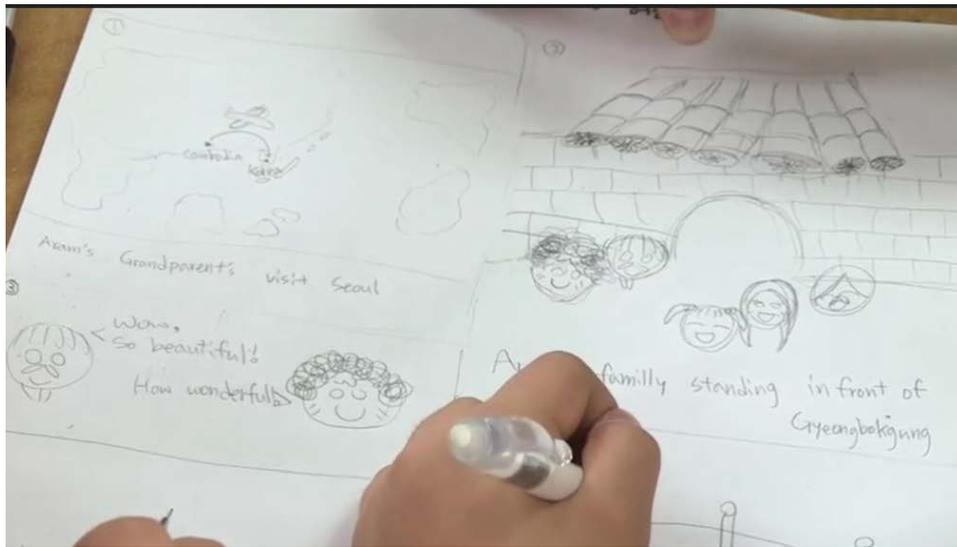
1. 자네가 언제 언제?
2. 내용을 쉽게 이해할 수 있니?
3. 발표가 어떻게 하면 좋을까?

112 Unit 6

How Do I Get to the Palace? 113

Drawing a 8-cut-Cartoons

Student Sample #1



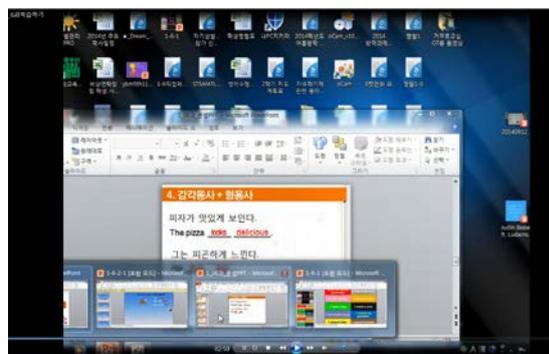
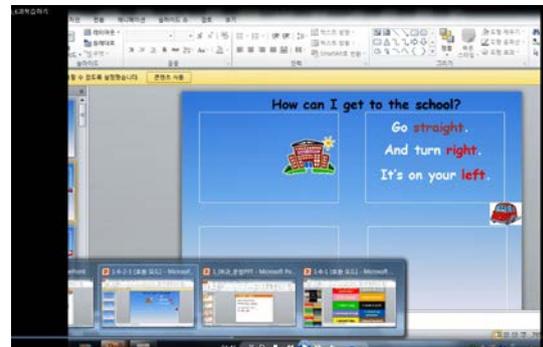
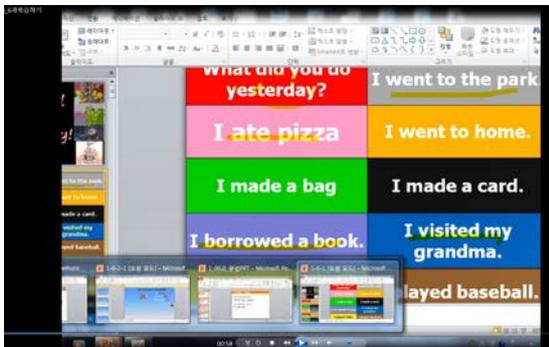
Student Sample #2



Lesson 7: Unit 6- Wrap-up review

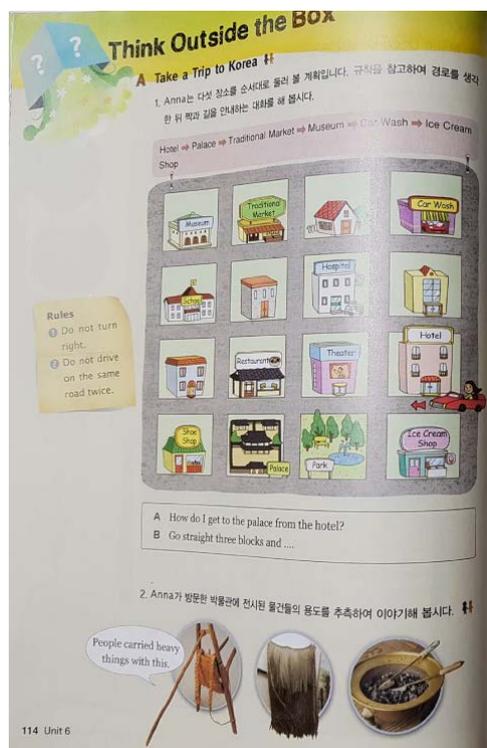
[Before Class Materials]

Teacher-made lecture video 3 [reviewing all the ppts presented previously]



[In-Class Materials]

Textbook [P. 114]



PPT-based Game 4[Toy's Story]



Worksheet 5. Formative Assessment

Unit 6 **형성 평가** Student No.: _____
Name: _____

01 영어 뜻풀이에 해당하는 단어를 골라 봅시다.
a small area of fresh water that is smaller than a lake
① plan ② pond
③ boat ④ wedding

02 대화의 빈칸에 알맞지 않은 것을 골라 봅시다.
A How do I get to the bookstore?
B _____
① Walk straight two blocks.
② Go straight and turn right.
③ You should take the subway.
④ I got it at the bookstore.

03 짝지어진 대화가 어색한 것을 골라 봅시다.
① A How do I get to Insa-dong?
B Take the subway.
② A What did you do last night?
B It was interesting.
③ A Where did you go last Sunday?
B I went to the library.

[04-05] 우리말과 일치하도록 빈칸에 알맞은 말을 써 봅시다.
04 _____ a black glass in the picture.
(그림에는 검은 유리잔이 있다.)
05 They are standing _____ the _____ bus stop.
(그들은 버스 정류장 앞에 서 있다.)

[06-07] 다음을 읽고, 지시에 답해 봅시다.
④ their way back ⑤ the main gate.
they cross a small bridge.
Mom Look ② the stone animals. They all look different.
Aram This one is teasing us.
Grandpa Ha ha. It has a really funny face.
Grandma We can see many different stone animals ③ Angkor Wat, too.
Aram What kind of animals, Grandma?
Grandma ④
Aram Really?
Grandma Yeah. Visit us this winter. We can see them together.

06 위 글의 빈칸 ㉠-㉢에 들어가지 않는 것을 골라 봅시다.
① at ② in
③ to ④ for

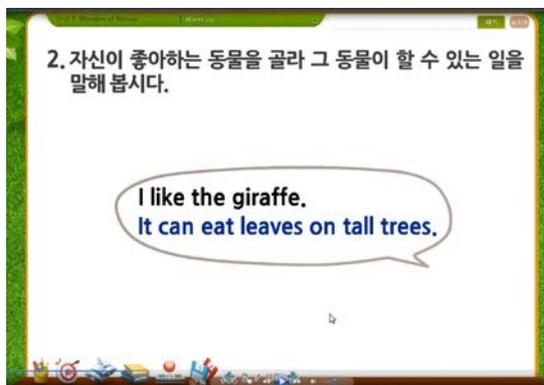
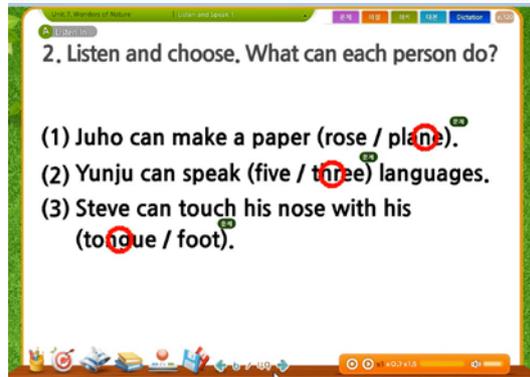
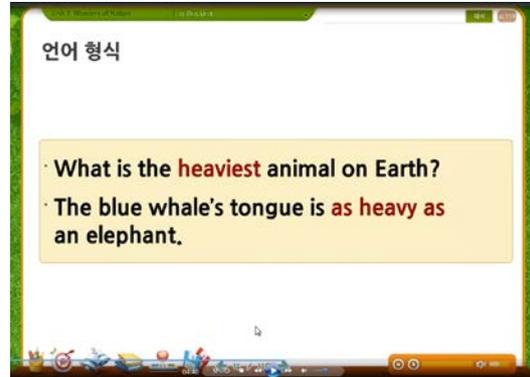
07 위 글의 빈칸 ㉣에 알맞은 말을 완성해 봅시다.

FLIPPED CLASSROOM WEEK 3

Lesson 8: Unit. 7 -Warm-up & Listening Activities

[Before Class Materials]

Teacher-made lecture video 4



Unit 7

Wonders of Nature

Warm Up

1. 잘 듣고, 해당하는 동물에 번호를 써 보세요. ➡
2. 자신의 좋아하는 동물을 골라 그 동물이 할 수 있는 일을 말해 보세요.

I like the giraffe. It can eat leaves on tall trees.

In This Unit

듣기

- 가전제품 청소 할까?
- A Can your robot clean the room?
- B Yes, it can.
- 과일 요리할까?
- A Misso speaks three languages.
- B Wow. That's surprising.

말하기

- 무엇이 가장 무거운 동물인가요?
- The blue whale's tongue is as heavy as an elephant.

Listen and Speak 1

A Listen In

BEFORE YOU LISTEN 1. What can you do?

2. Listen and choose. What can each person do?

- (1) Juho can make a paper (rose / plane).
- (2) Yunju can speak (five / three) languages.
- (3) Steve can touch his nose with his (tongue / foot).

B Listen to the Dialog

1. Listen and choose TWO. What can the boy do?

2. Listen again and complete the sentences about the boy.

- (1) He can do many things with his _____.
- (2) He can _____ his ears.

C Speak Out

1. What can your robot do? Check and talk with your partner.

A Can your robot clean the room?

B Yes, it can.

A Can it wash the dishes?

B No, it can't.

- clean the room
- wash the dishes
- take out the trash
- walk the dog
- play the violin
- read books to children
- make sandwiches

D Talk in Groups

1. Who can do these things? Talk with your classmates and write their names.

Can you ...?	Name
Speak Chinese	
Play the guitar	
Make a paper bird	
Cook ramyeon	
Sing a song in English	

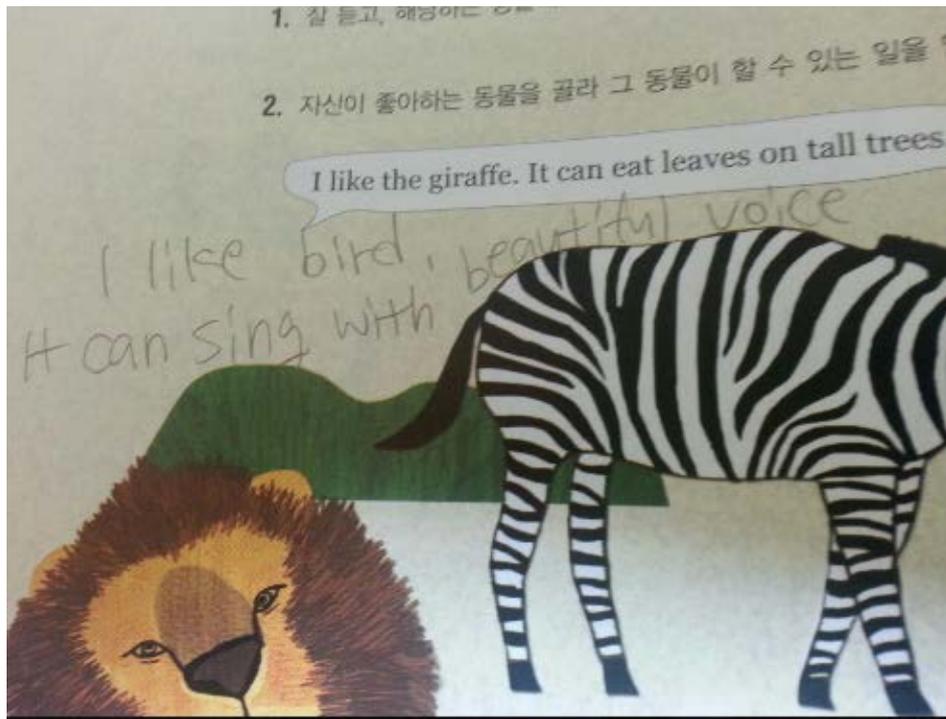
YOUR OWN

A Can you speak Chinese?

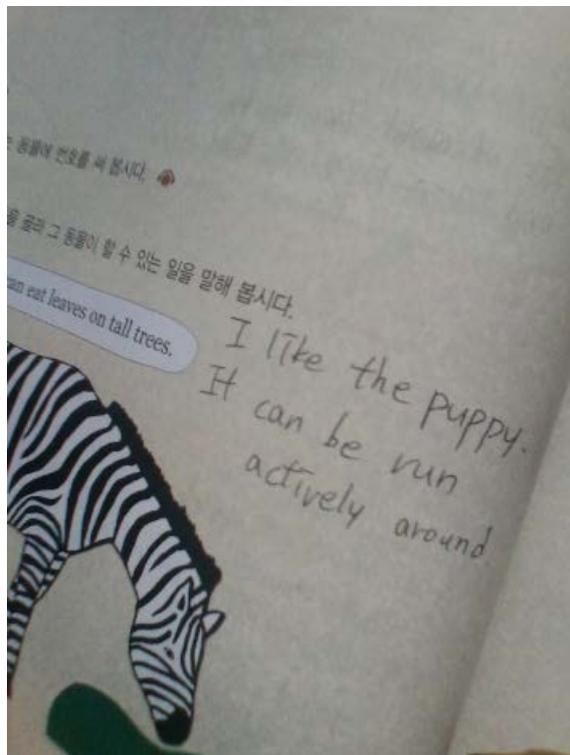
B Yes, I can. / No, I can't.

Student's notes in the textbook

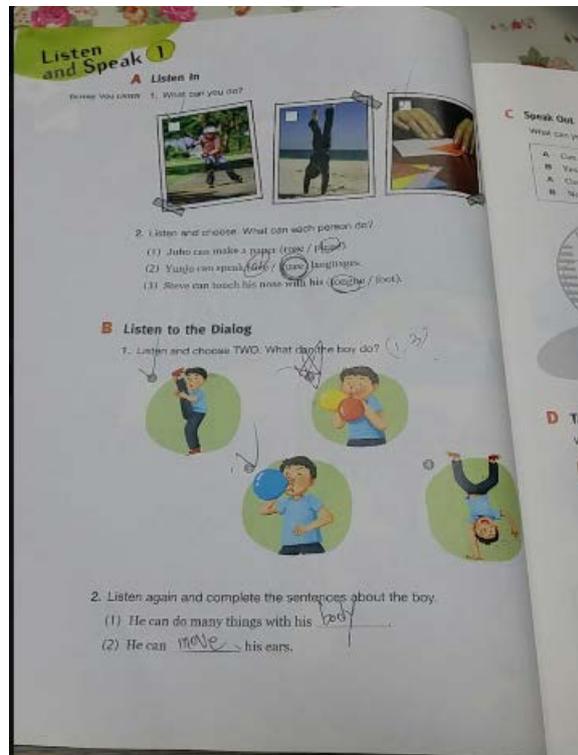
Sample #1



Sample #2



Sample #3

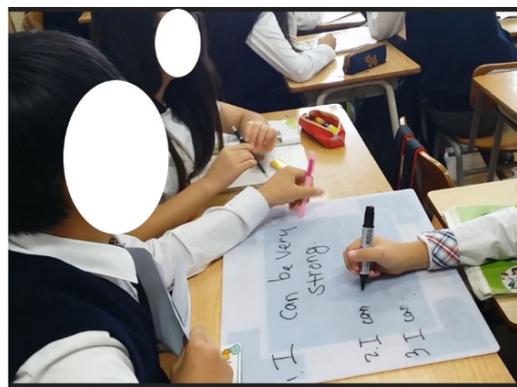


[In Class Materials]

PPT-based Game 5: Can Do



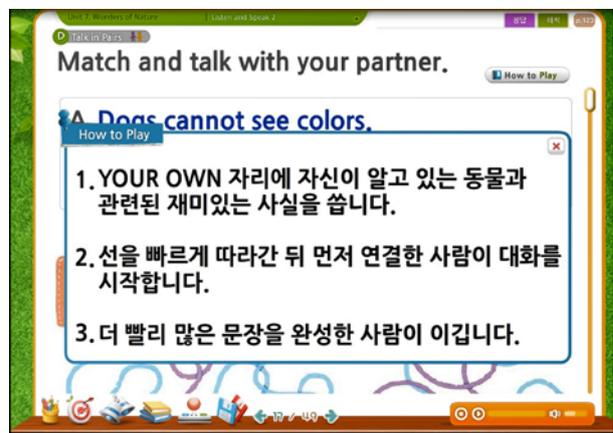
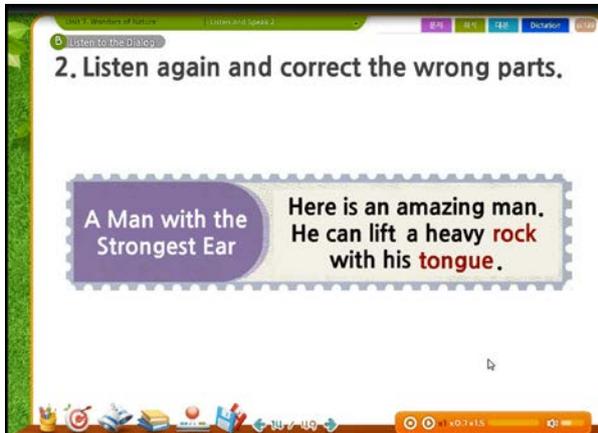
Group-activity: Describing a superhero with using 'Can'



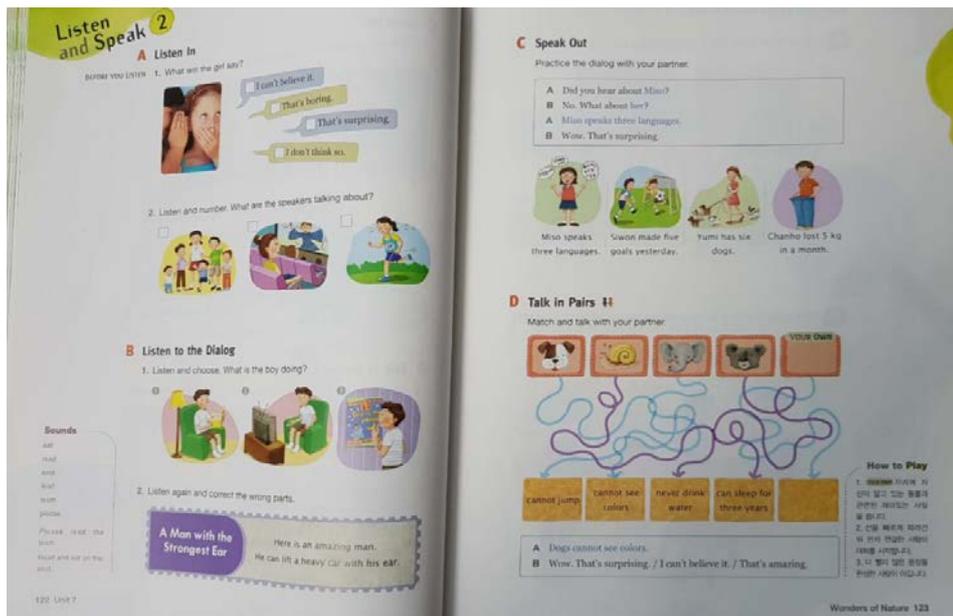
Lesson 9: Unit 7. -Listening and Speaking [Expressing Astonishment]

[Before Class Materials]

Teacher-made lecture video 5



Textbook[p.122-123]



Student's notes in the textbook on p. 122-123

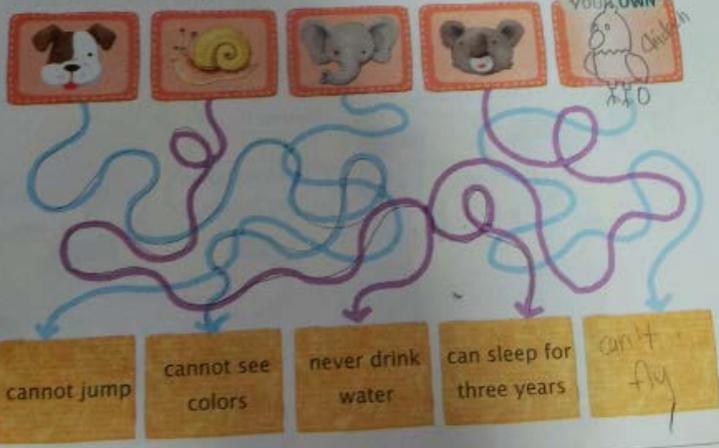
Sample #1

A Miso speaks three languages.
B Wow. That's surprising.



Miso speaks three languages. Siwon made five goals yesterday. Yumi has six dogs. Chanho lost 5 kg in a month.

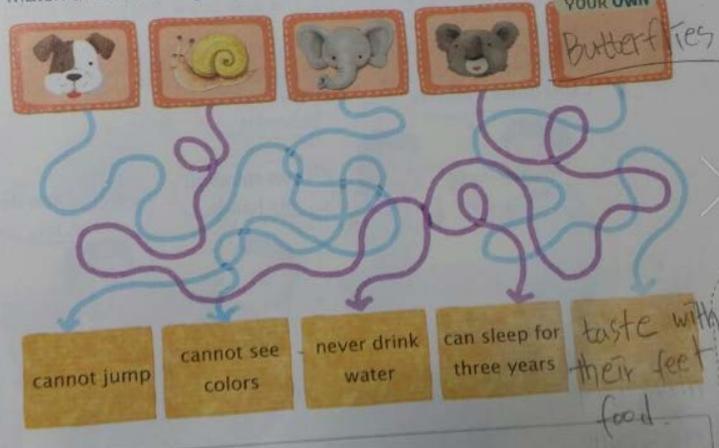
D Talk in Pairs 🗨️
Match and talk with your partner.



cannot jump cannot see colors never drink water can sleep for three years can't fly

Sample #2

D Talk in Pairs 🗨️
Match and talk with your partner.

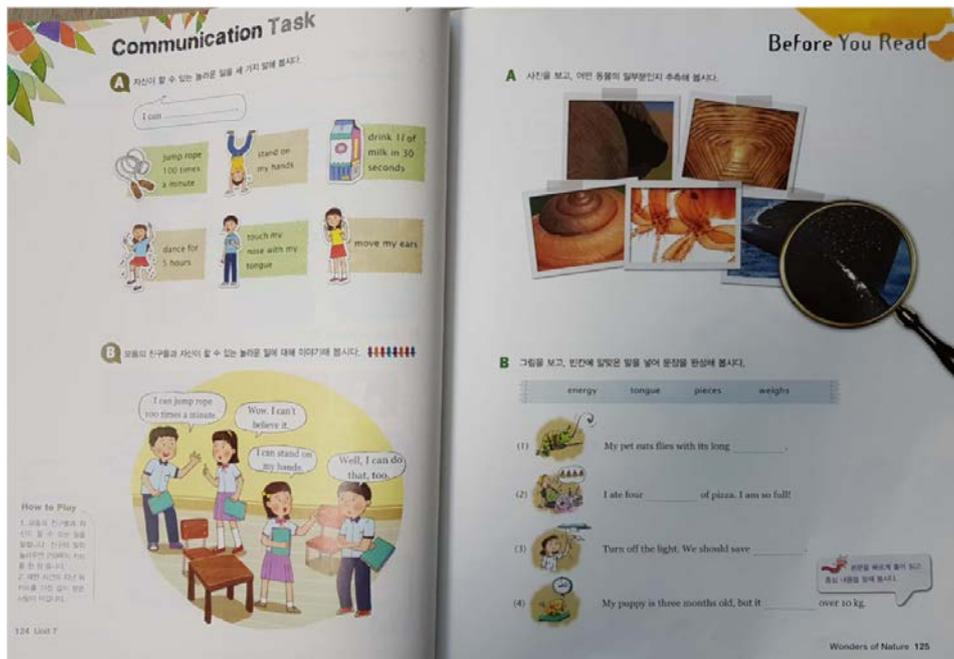


cannot jump cannot see colors never drink water can sleep for three years taste with their feet
food.

A Dogs cannot see colors.
B Wow. That's surprising. / I can't believe it. / That's amazing.

[In-Class Materials]

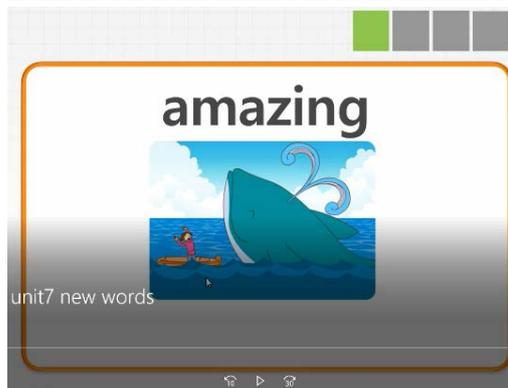
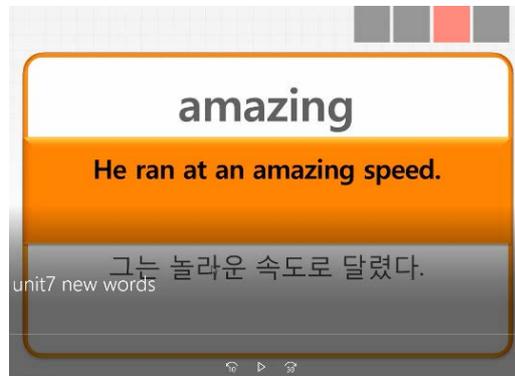
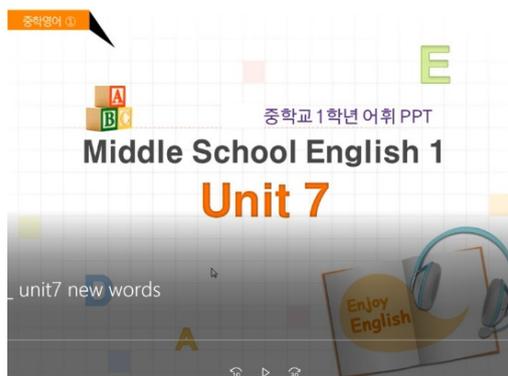
Textbook exercise B on P. 124

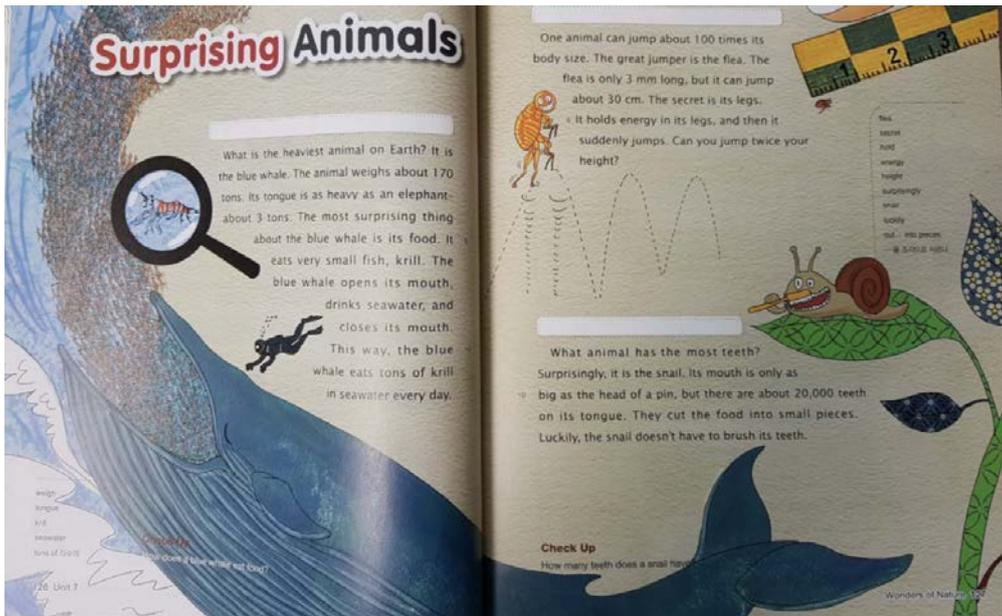


Playing a role: Reading a given script, memorizing that and acting

Lesson 10: Unit. 7 – Vocabulary

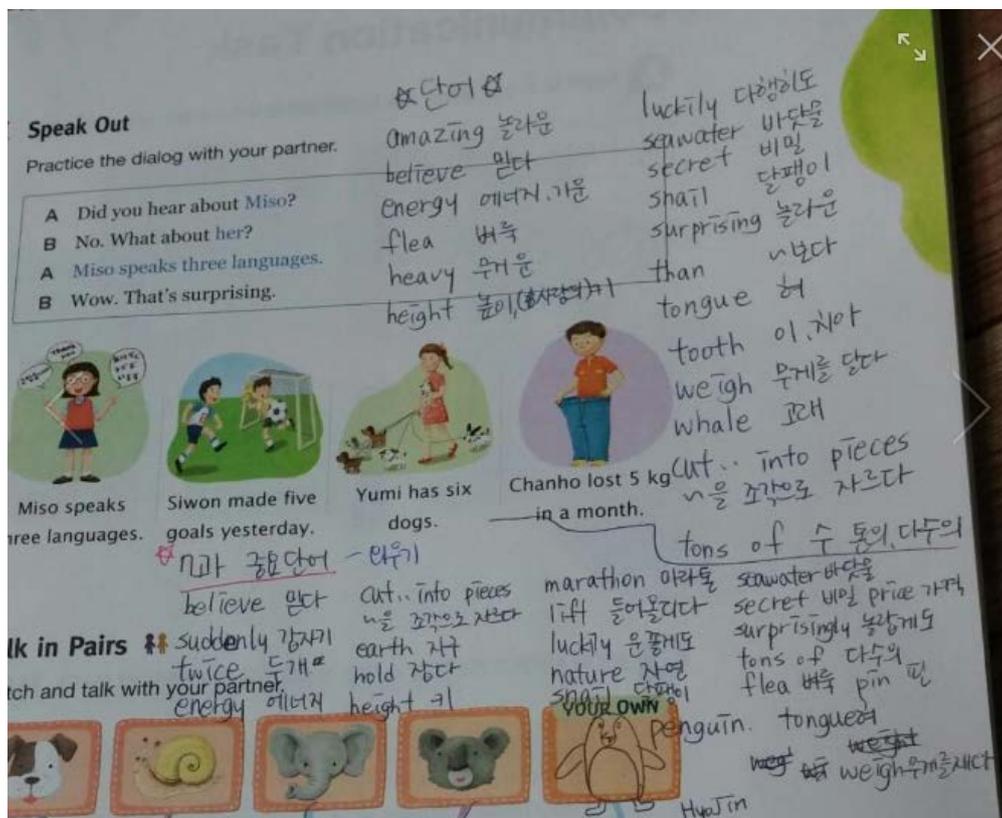
Teacher-made lecture video 6



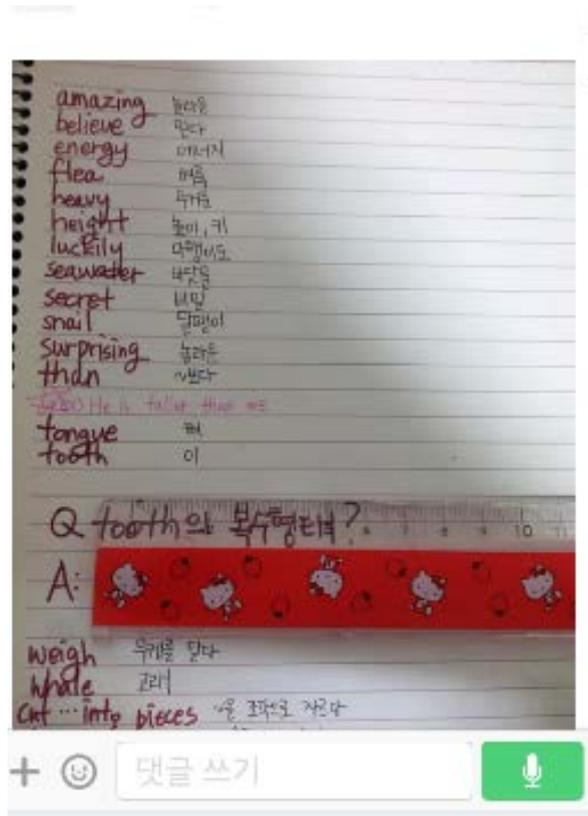


Student's notes in the textbook

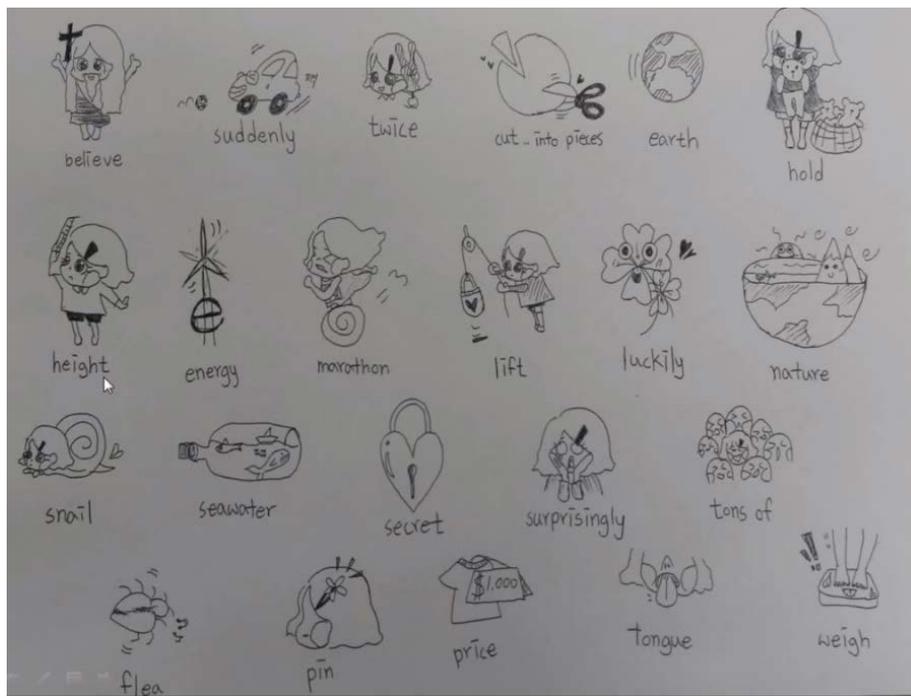
Sample #1



Student Sample #2



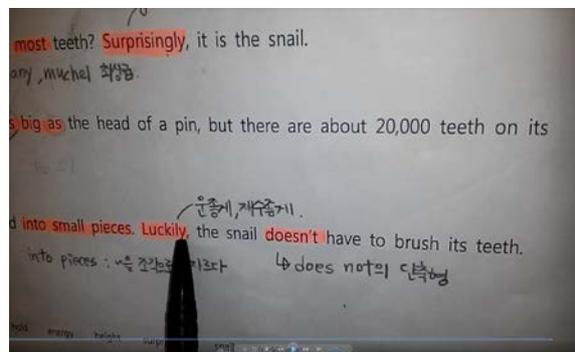
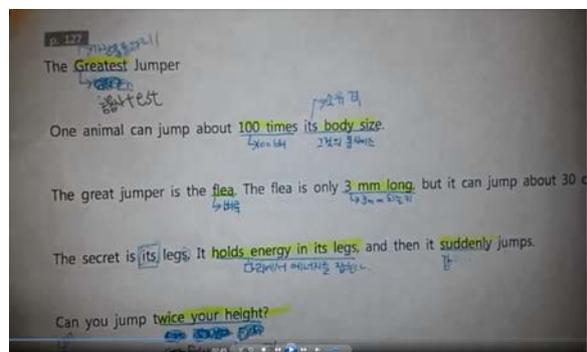
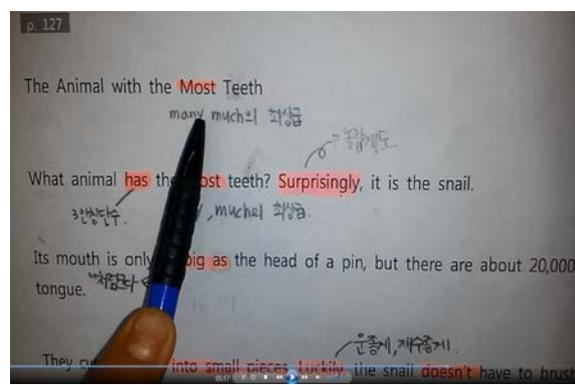
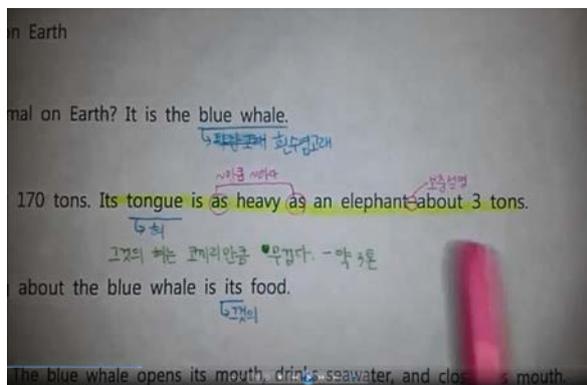
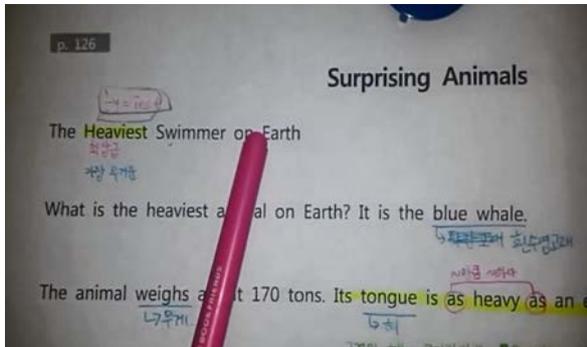
[In Class Materials]
Drawing a Pictionary
Student Sample #1



Lesson 11: Unit 7 – Reading [Understanding reading passages]

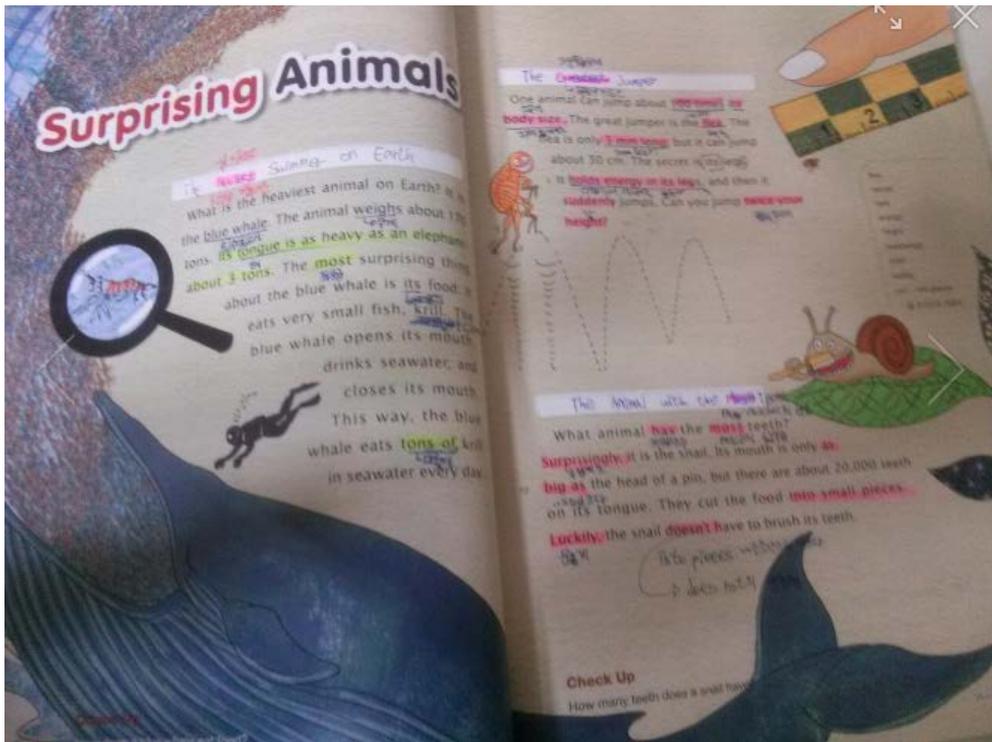
[Before Class Materials]

Student-made Lecture Video 1

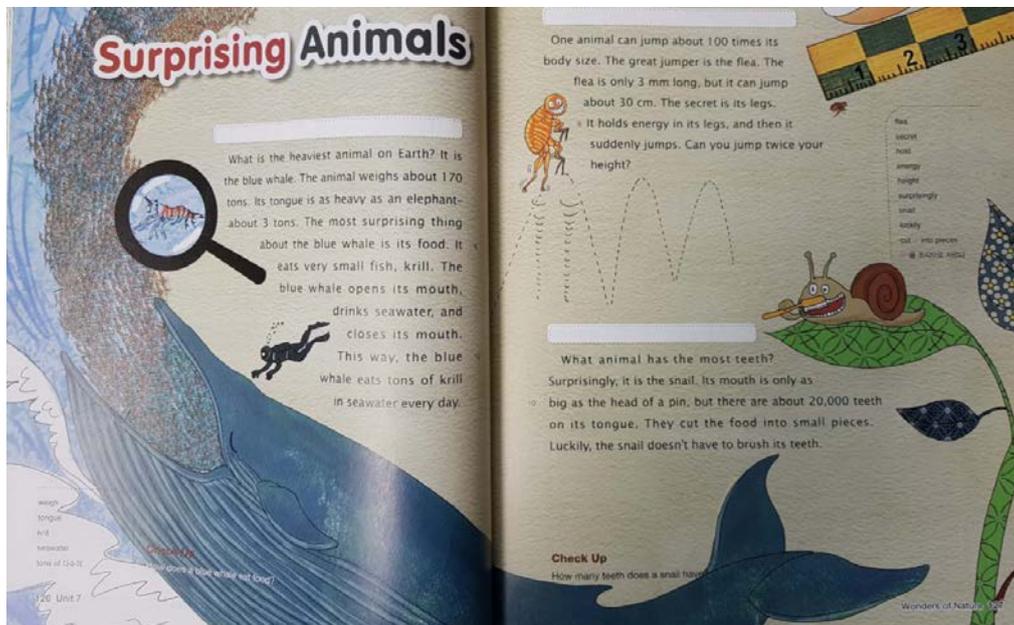


[A scene of the student-made lecture video 1 @ 03:01: During the lecture, one student made a mistake and all students started laughing]

Sample #3

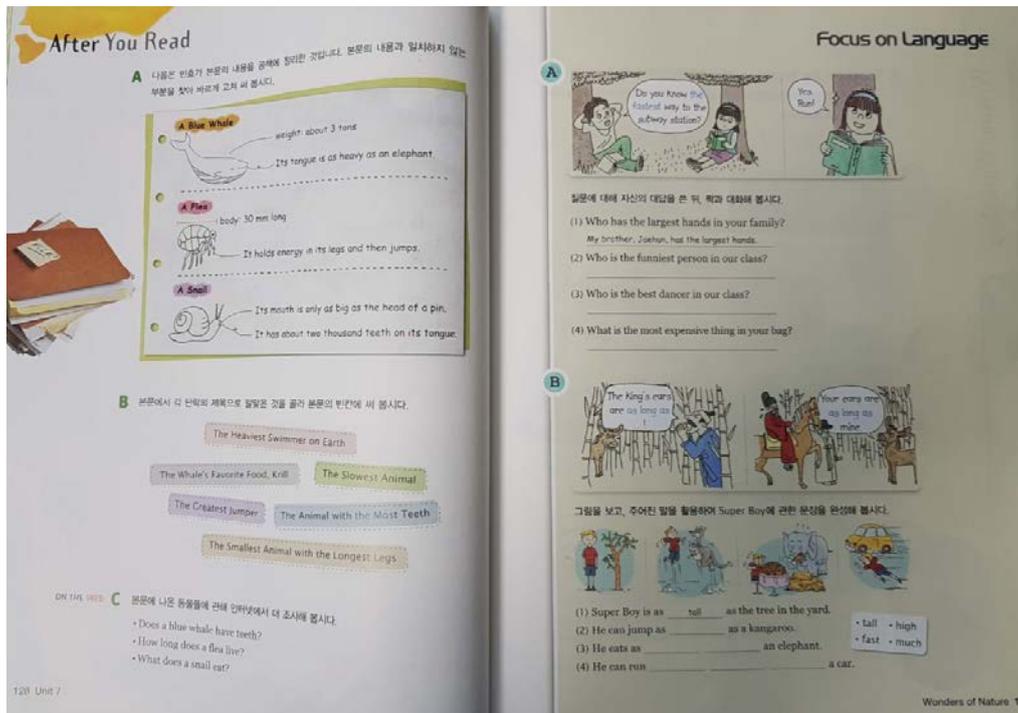


Textbook [p.126-127]



[In Class Materials]

Textbook Exercise A & B on p. 128



Worksheet 6: "I am a teacher, too!" activity [Group activity]

☆오늘의 미션☆나도 선생님이다.★

- 교과서 126쪽, 127쪽 빈 칸 및 check up 문제를 다 채워주세요!
모르는 친구들은 가르쳐 주어야 합니다!
- 프린트에 해석을 씁니다.
- 보조교사들이 만든 동영상을 보았죠?
중요한 부분을 형광펜, 색깔펜 등등을 사용하여 가르칠 부분을 써 보세요.
여기서 '가르칠 부분'은 한 문장 당 하나 이상씩 들어가야 합니다.
모르는 부분이 있다고 바로 선생님을 부르지 말고 모둠원에게 먼저 물어보세요.
- 네 명 모두 다 같이 다한 모둠은 손을 들어 "선생님!"을 부르세요.

Worksheet 7: Translating the
English reading passages to Korean [Individual activity]

p. 126

Surprising Animals

The Heaviest Swimmer on Earth

What is the heaviest animal on Earth? It is the blue whale.

The animal weighs about 170 tons. Its tongue is as heavy as an elephant—about 3 tons.

The most surprising thing about the blue whale is its food. |

It eats very small fish, krill. The blue whale opens its mouth, drinks seawater, and closes its mouth.

This way, the blue whale eats tons of krill in seawater every day.

weigh tongue krill seawater tons of 다수의

p. 127

The Animal with the Most Teeth

What animal has the most teeth? Surprisingly, it is the snail.

Its mouth is only as big as the head of a pin, but there are about 20,000 teeth on its tongue.

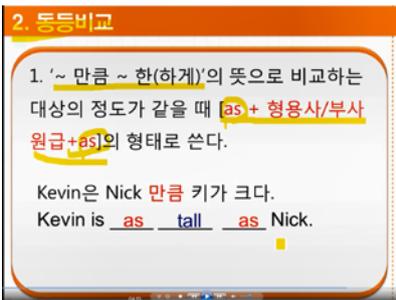
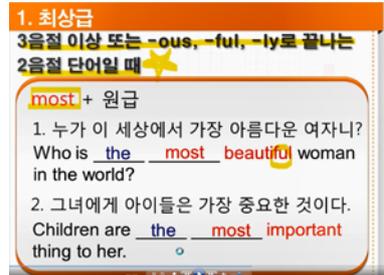
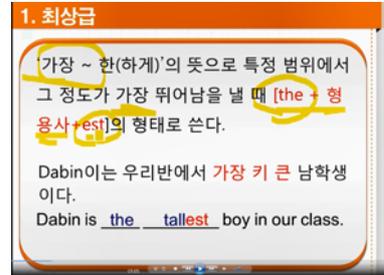
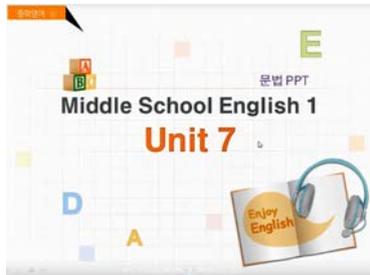
They cut the food into small pieces. Luckily, the snail doesn't have to brush its teeth.

flea secret hold energy height surprisingly snail luckily cut ... into pieces ... 을 조각으로 자르다

Lesson 12: Unit. 7 – Grammar

[Before Class Materials]

Teacher-made lecture video 7



[Inserting the student-made lecture video at the end of the teacher-made one @ 4:58]



[In Class Materials]

Textbook Exercise A on P.132

THINK OUT

A Funny Contests
각 대륙의 유머시를 재미있게 읽어 봅시다.

The Worst Singer
A Nervous Tim is the worst singer. His voice isn't loud enough. People can't hear his voice well.
B The worst singer is Hiccup Lada. She can't stop her hiccups.

The Ugliest Animal
Mung, Jumbo, Jumbo, Jumbo

The Slowest Runner on Ice
PENG, BEAR, SHEEP

YOUR OWN Contest

B Animal Quiz
다음 질문에 적당한 답을 골라 봅시다.

(1) Why is the giraffe's neck as long as its legs? - Their feet small so tall

(2) What can the bee say to the flower?

(3) What can the black cat say to the white cat?

Understand Cultures

Animal Sounds

In the U.S.
cow moo, pig oink, sheep baa, dog bark, chicken cluck

In Japan.
cat meow, sheep meo, pig oink, chicken koku koku, cow moo

In Spain.
sheep mee, pig oink, cow moo, chicken cluck, dog bark

각 나라의 동물과 동물 소리를 나타내는 말이 조금씩 다릅니다.
어느 나라의 동물의 울음 소리를 나타내는 말이 조금씩 다릅니다.

ON THE SPOT 빈칸에 들어갈 동물 울음 소리를 칸에서 찾아봅시다.

Wonders of Nature 133

Textbook Exercise on P.134-135

문제를 풀이 이 단원에서 배운 내용을 확인해 봅시다.

Sora's backpack is as big as mine.

4 그림을 보고 세 사람을 비교하는 문장을 만들어 봅시다.
(1) Sojin has the _____ hair.
(2) Mina is the _____ girl.
(3) Aram has _____ feet.

3 지렁이가 얼마나 오래 살아있는지 물어본 친구의 대답을 봅시다.
How many?
Wow, That's surprising.
He can eat ten hot dogs in ten minutes.
They can eat a lot of hot dogs.

2 대화를 보고, Moby가 할 수 있는 일을 골라 봅시다.
A B C

1 대화를 듣고 두 사람이 대화하는 내용을 골라 봅시다.
(1) a man with 12 birds
(2) a woman with 12 cats
(3) a woman with 12 dogs

7 그림을 보고 무엇이 가장 맛있는지 생각해 봅시다.
This is in our mouth. We can taste food with this.

10 YOUR OWN
다음 질문에 대한 자신의 답을 써 봅시다.
Q What is the biggest thing in your backpack?
A _____

8 이 공에서 설명하는 새를 사진에서 찾아 봅시다.
A B C

9 이 공에서 설명하는 새를 사진에서 찾아 봅시다.
A B C

134 Unit 7

Wonders of Nature 135

Lesson 13: Unit. 7 – writing

[Before Class Materials]

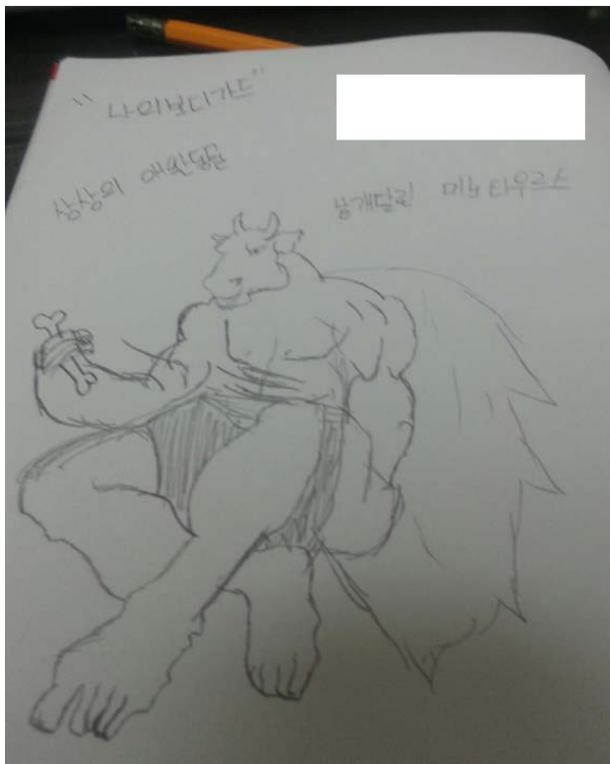
Student-made lecture video 3

[Introducing in-class activity: my dream pet]



Drawing my dream pet

Sample #1

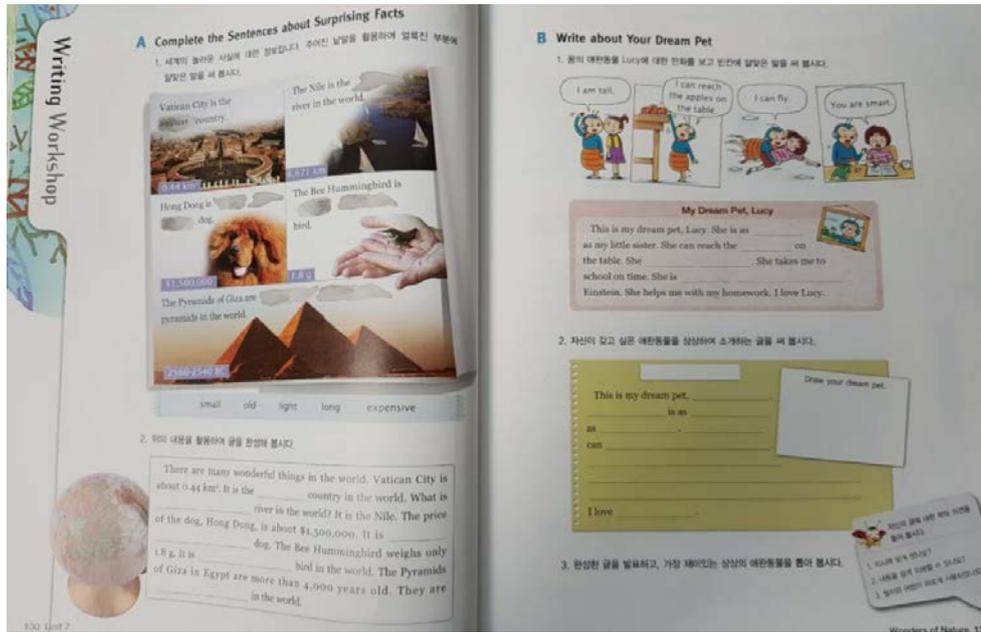


Sample #2



[In Class Materials]

Textbook[p.130-131]



Lesson 14: Unit. 8- Warm-up & Listening Activities [be going to]

[Before Class Materials]

Teacher-made lecture video 8



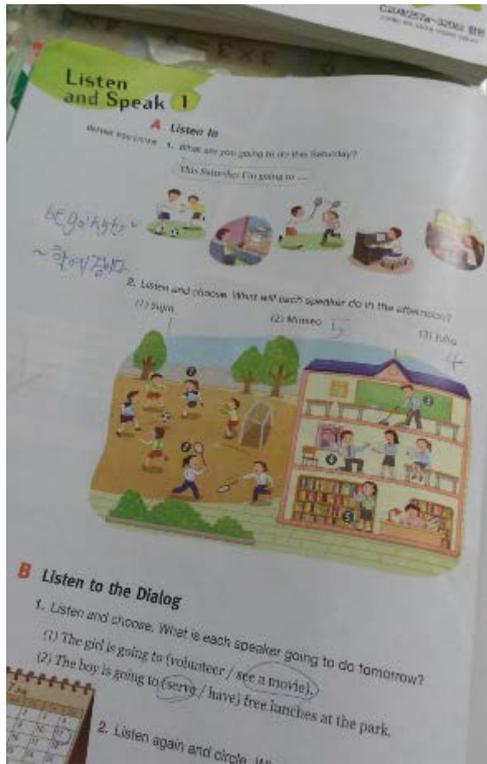
2. Listen and choose. What will each speaker do in the afternoon?

- (1) Sujin (2) Minseo (3) Juho

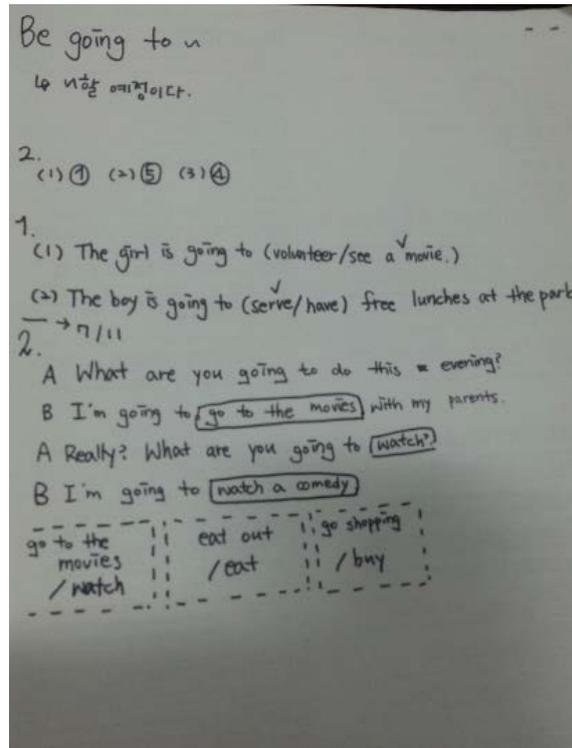


Student's notes in the textbook

Sample #1

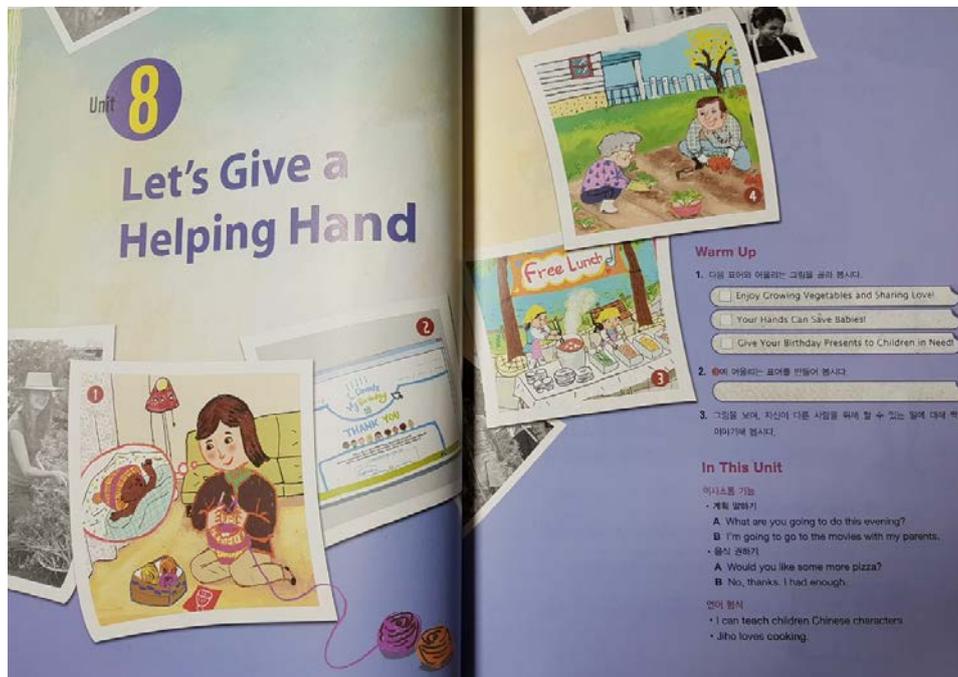


Sample #2



[In Class Materials]

Textbook [p. 136-137]



Textbook Exercise C on P. 139 with Game (drop-the handkerchief)

C Speak Out
Practice the dialog with your partner.

A What are you going to do this evening?
B I'm going to go to the movies with my parents.
A Really? What are you going to watch?
B I'm going to watch a comedy.

<p>go to the movies / watch</p> <p>a comedy an action movie a fantasy movie a family movie</p> 	<p>eat out / eat</p> <p>galbi spaghetti jajangmyeon rice noodles</p> 	<p>go shopping / buy</p> <p>a bag a T-shirt blue jeans running shoes</p> 
--	--	---

Textbook Exercise D on P. 139 With a group

D Talk in Pairs 🧑🧑

Make your weekend plans and share them with your partner.

My weekend plans

Where

What

My partner's weekend plans

Where

What

A Where are you going to go this weekend?
B I'm going to go to my grandmother's.
A Really? What are you going to do there?
B I'm going to make cookies with her.

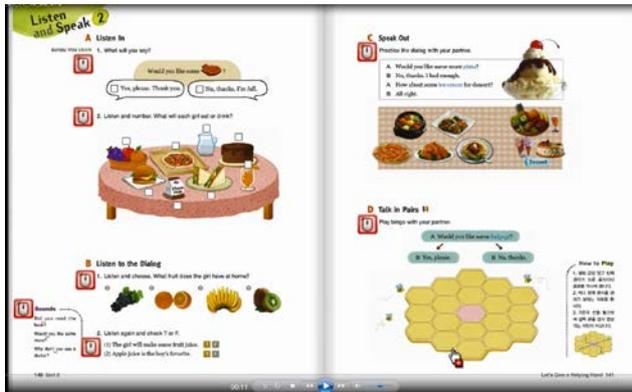
What is the most popular weekend activity in your class?



Let's Give a Helping Hand 15

Lesson 15: Unit. 8- Listening and Speaking

Teacher-made lecture video 9



Practice the dialog with your partner.

▶ 매니메이션 보기

A Would you like some more **pizza**?

B No, thanks. I had enough.

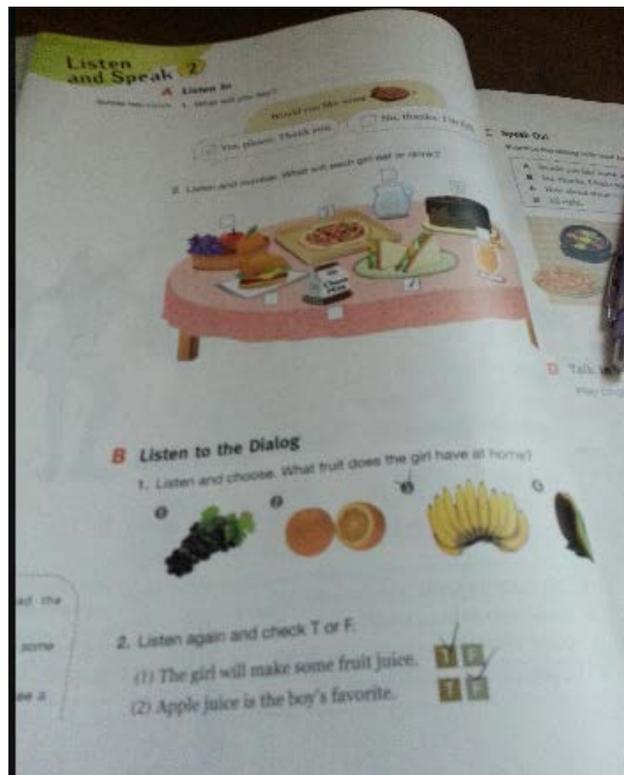
A How about some **ice cream** for dessert?

B All right.




Student's note on the textbook

Sample #1



[In Class Materials]

Textbook Exercise C on [P. 140 -141]

Listen and Speak 2

A Listen In
Before you listen 1. What will you say?
 Yes, please. Thank you. No, thanks. I'm full.

2. Listen and number. What will each girl eat or drink?

C Speak Out
Practice the dialog with your partner.

A Would you like some more pizza?
 B No, thanks. I had enough.
 A How about some ice cream for dessert?
 B All right.

B Listen to the Dialog

1. Listen and choose. What fruit does the girl have at home?

① ② ③ ④

2. Listen again and check T or F.
 (1) The girl will make some fruit juice. T F
 (2) Apple juice is the boy's favorite. T F

Sounds
Did you read the book?
Would you like some more?
Why don't you see a doctor?

D Talk in Pairs ††
Play bingo with your partner.

A Would you like some bulgog?
 B Yes, please. B No, thanks.

How to Play
 1. 발입 모양 빌고 칸에 권하고 싶은 음식이나 활동을 써서 써라.
 2. 카드 위에 동전을 걸리고 닫히는 대화를 합니다.
 3. 가운데 칸을 통과하여 정복 완료 카드 연결하는 사람이 이긴다.

Textbook Exercise A on P. 142

Communication Task

A 산을 넘어 집에 가는 놀이를 해 봅시다.

How to Play

- 네 명이 한 모듬을 이룬 다음 두 명씩 팀을 이뤄 한 팀은 Moony 팀, 다른 팀은 Sunny 팀이 됩니다.
- 가위바위보를 하여 이긴 팀이 산을 하나씩 넘습니다.
- 이긴 팀은 Case 1, Case 2와 같이 대화합니다. 한 명은 Moony나 Sunny가 되어 질문하고 다른 한 명은 호랑이가 되어 답을 합니다. 바르게 대화하지 못하면 팀을 자리로 떨어뜨립니다.
- 집에 먼저 도착한 팀

Case 1

배고픈 호랑이나 배부른 호랑이를 만났을 때

Would you like some cake?

Yes, please. Thank you. No, thanks. I'm full.

Case 2

동작을 하고 있는 호랑이를 만났을 때

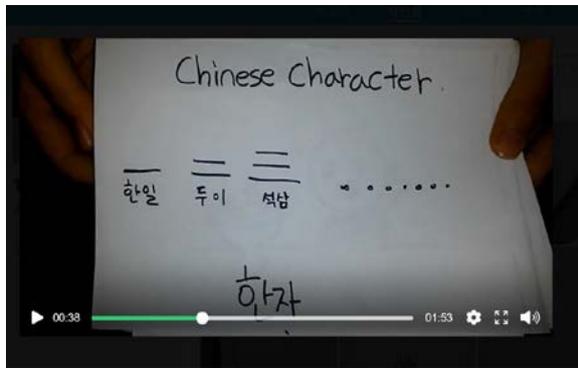
What are you going to do?

I'm going to dance.

Lesson 16: Unit. 8- Vocabulary

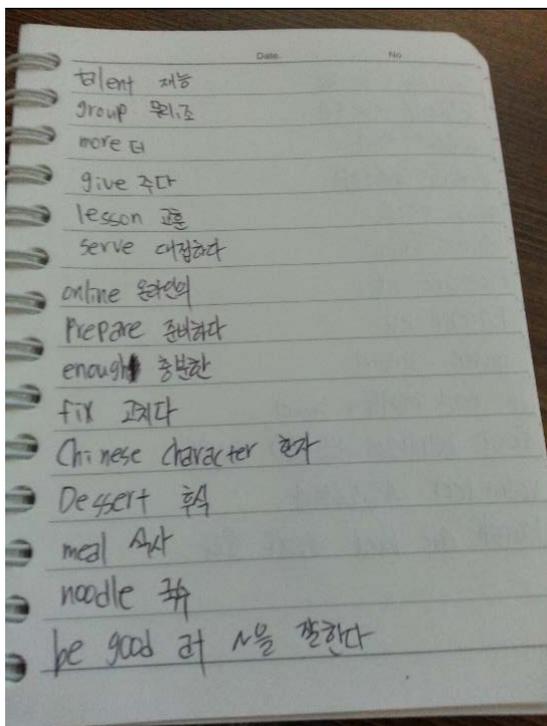
[Before Class Materials]

Student-made lecture video 4

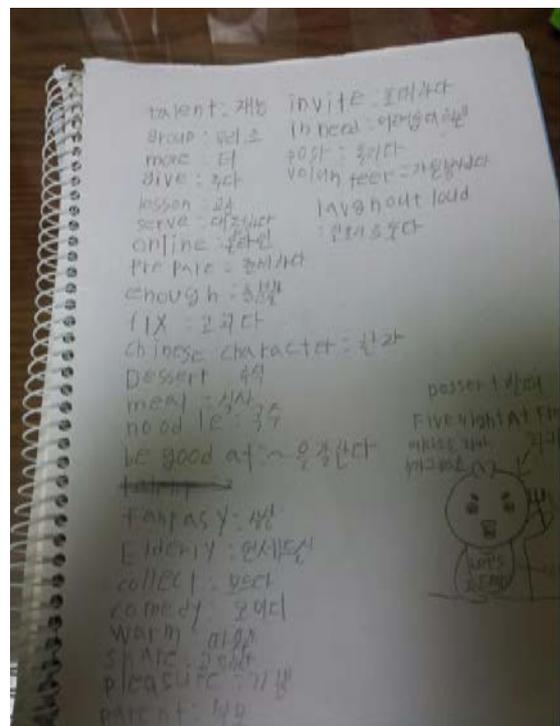


Student's notes in the textbook

Sample #1



Sample #2



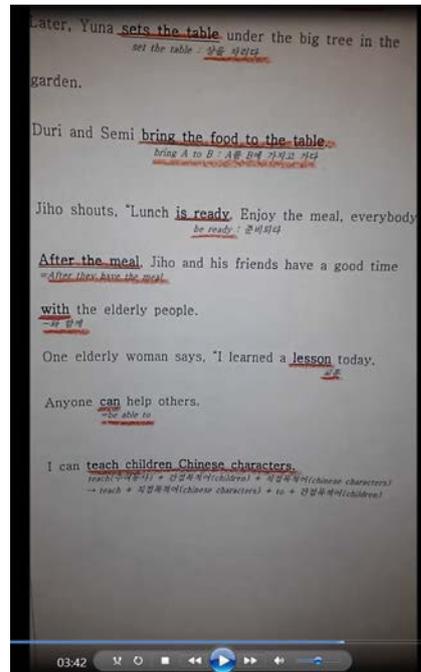
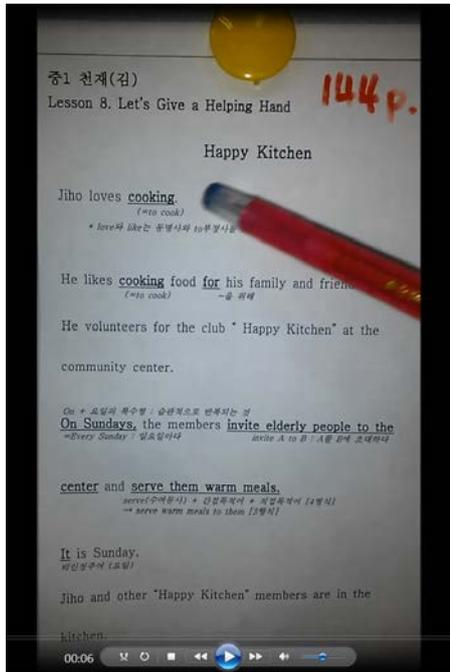
[In-Class Materials]

Multilevel Worksheets 1-6 leveled Worksheet 14-19]

Lesson 17: Unit. 8 – Reading

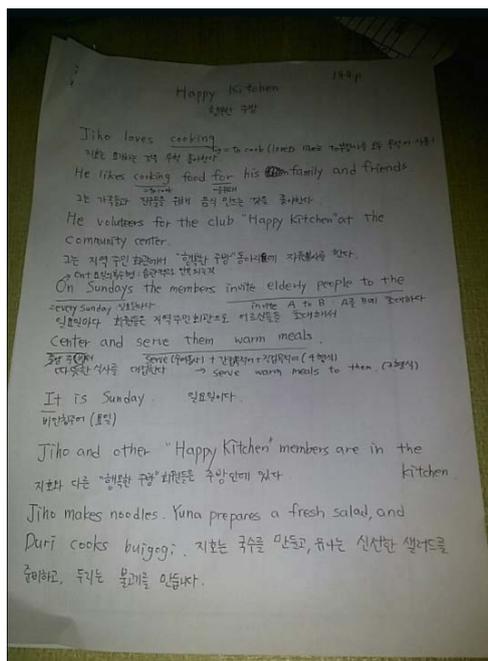
[Before Class Materials]

Student-made lecture video 5

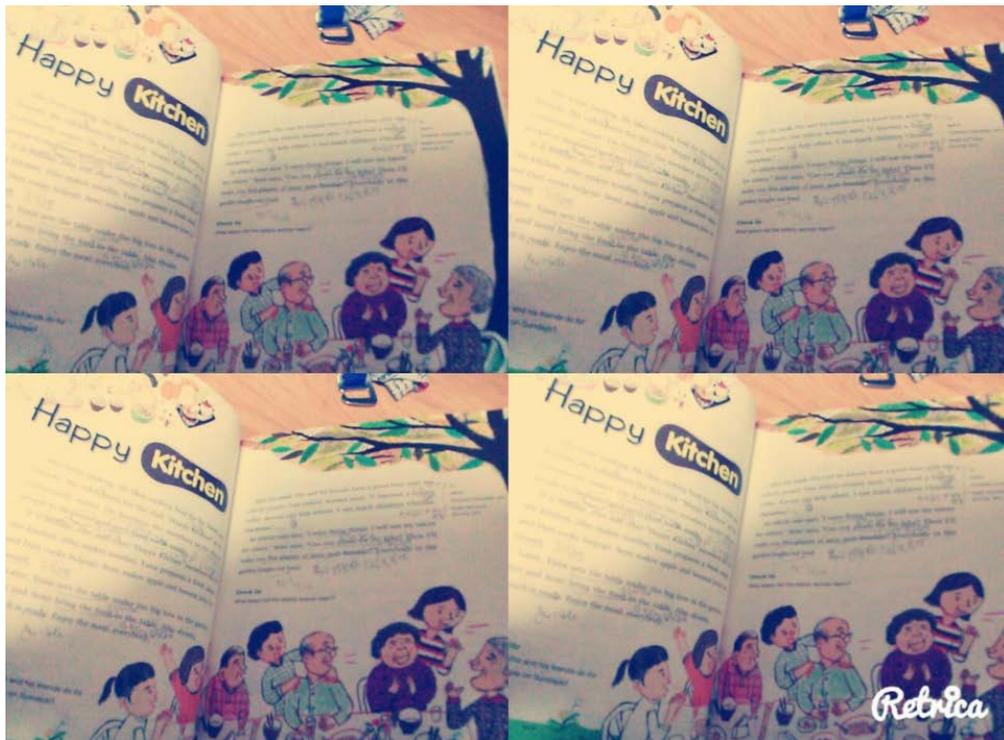


Student's notes

Sample #1

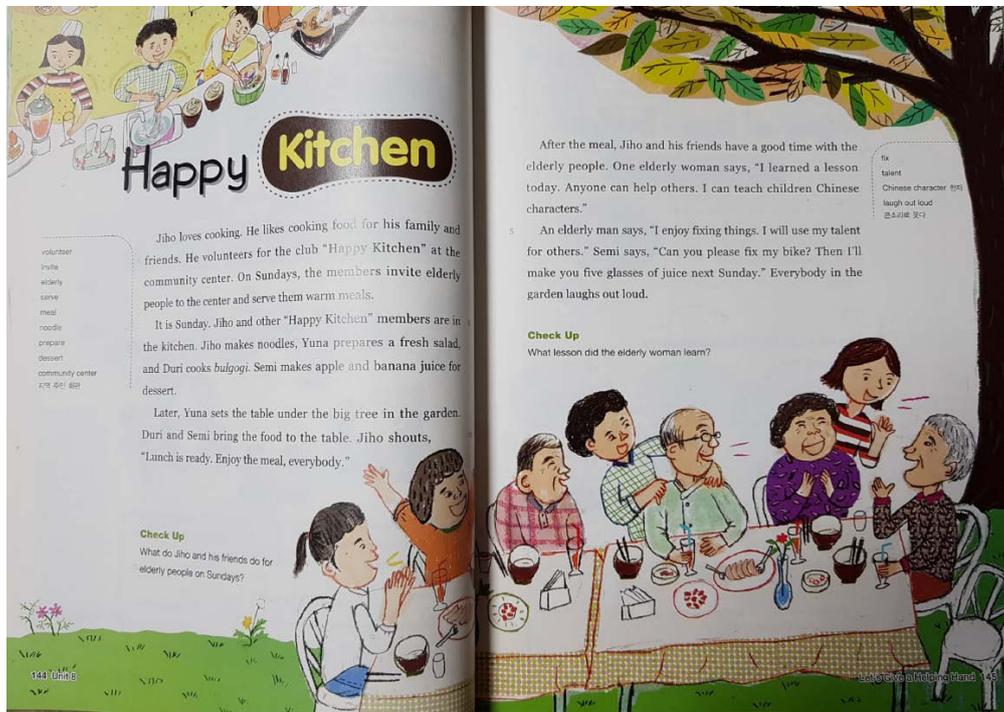


Sample #2



[In Class Materials]

Textbook p.144-145



Worksheet 20: Translating the English reading passages to Korean

1. 해석 쓰기
2. 밑줄 친 문장 중심으로 가르칠 부분 색색의 펜을 사용하여 쓰기

Lesson 8. Let's Give a Helping Hand

Happy Kitchen

1학년 반 번 이름:

Jiho loves cooking.

He likes cooking food for his family and friends.

He volunteers for the club "Happy Kitchen" at the community center.

On Sundays, the members invite elderly people to the center and serve them warm meals.

It is Sunday.

Jiho and other "Happy Kitchen" members are in the kitchen.

Jiho makes noodles, Yuna prepares a fresh salad, and Duri cooks bulgogi.

Lesson 18: Unit. 8 – Grammar

[Before Class Materials]

Teacher-made lecture video 10

Contents

1. 수여동사
2. 동명사

1. 수여동사

[주어+수여동사+간.목적(사람)+직.목적(사물)]의 4형식에서 간.목적과 직.목적의 순서를 바꾸고 간.목적 앞에 전치사를 넣으면 3형식 문장이 된다.

I gave my sister a book.

I gave a book to my sister.

2. 동명사

• [동사원형+ing] 형태로 명사처럼 '~하기', '~하는 것'라는 의미로 주어, 목적어, 보어역할을 한다.

• enjoy, stop, finish, give up 등은 목적으로 동명사를 쓴다.

2. 동명사

1. 영어를 공부하는 것은 재미있다.
Studying English is interesting. (주어)
2. 나는 수영 하는 것을 좋아한다.
I like swimming. (목적어)
3. 내 꿈은 아픈 동물들을 돌보는 것이다.
My dream is taking care of sick animals. (보어)

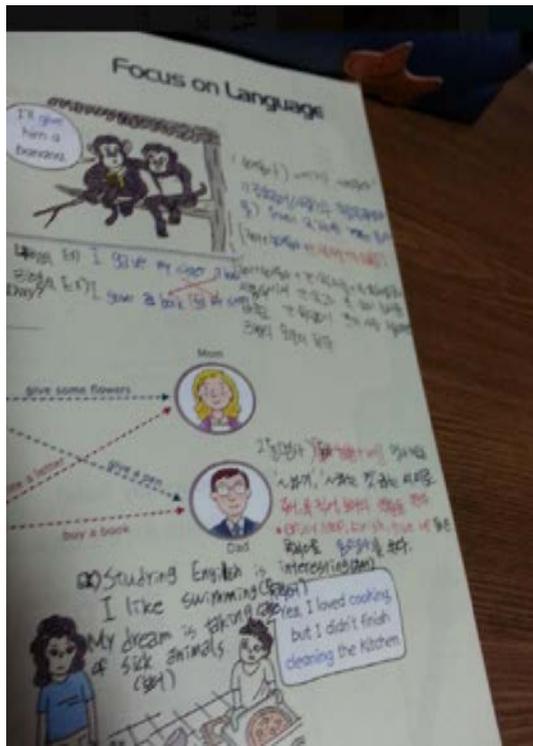
겁나 어려운 밴드 퀴즈 !!

괄호 안의 단어들을 활용하여 써 봅시다.

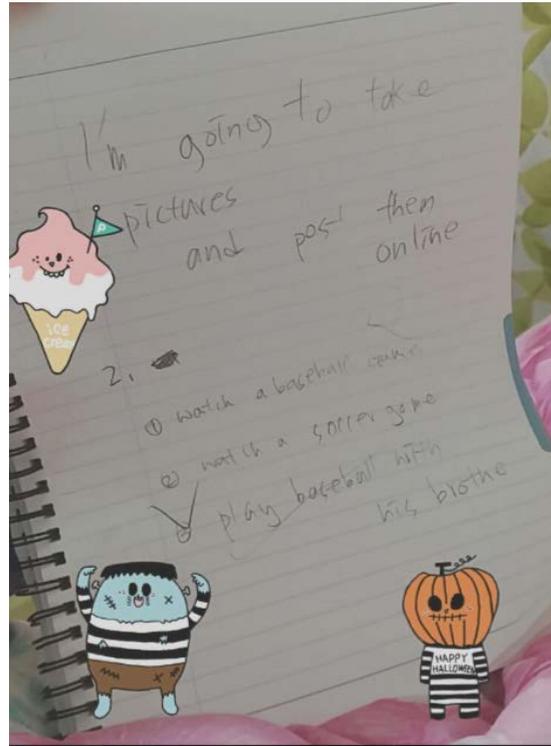
1. Ted는 나에게 카드를 써 주었다.
(me, a card, Ted, write)
2. Susie는 매일 기타연주를 하는 것을 연습한다.
(the, practice, guitar, everyday Susie, play)

Student's notes in the textbook

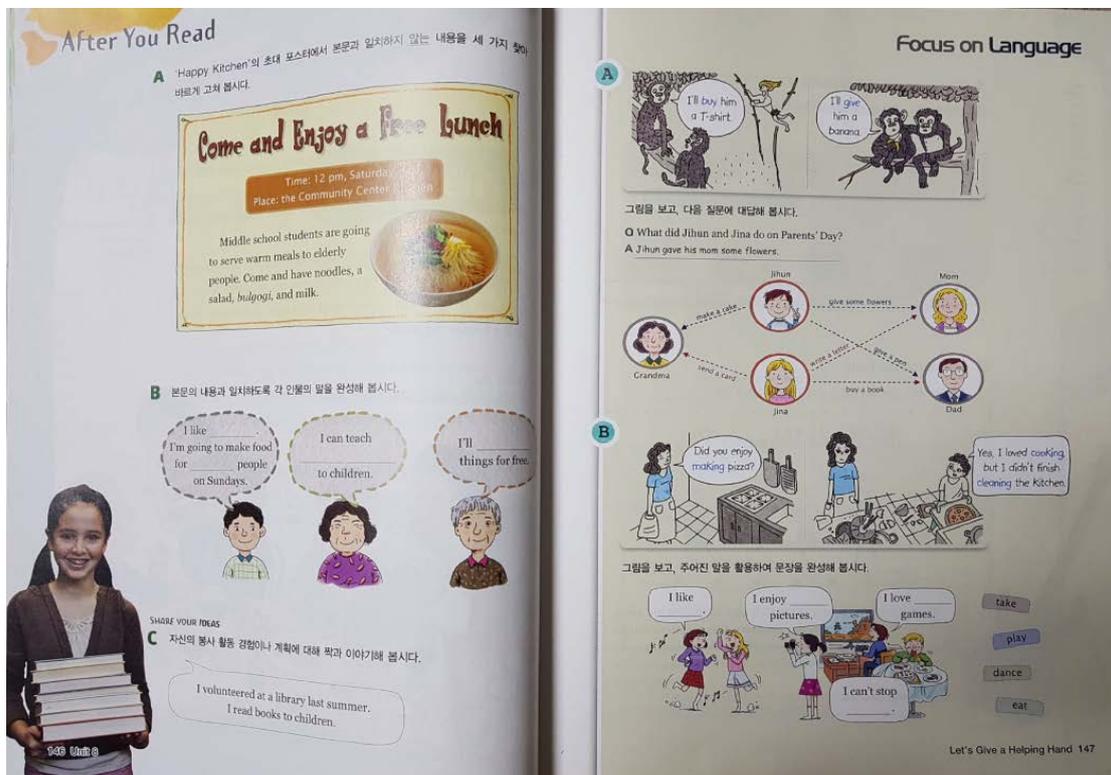
Sample #1



Sample #2



Textbook [p. 146-147]

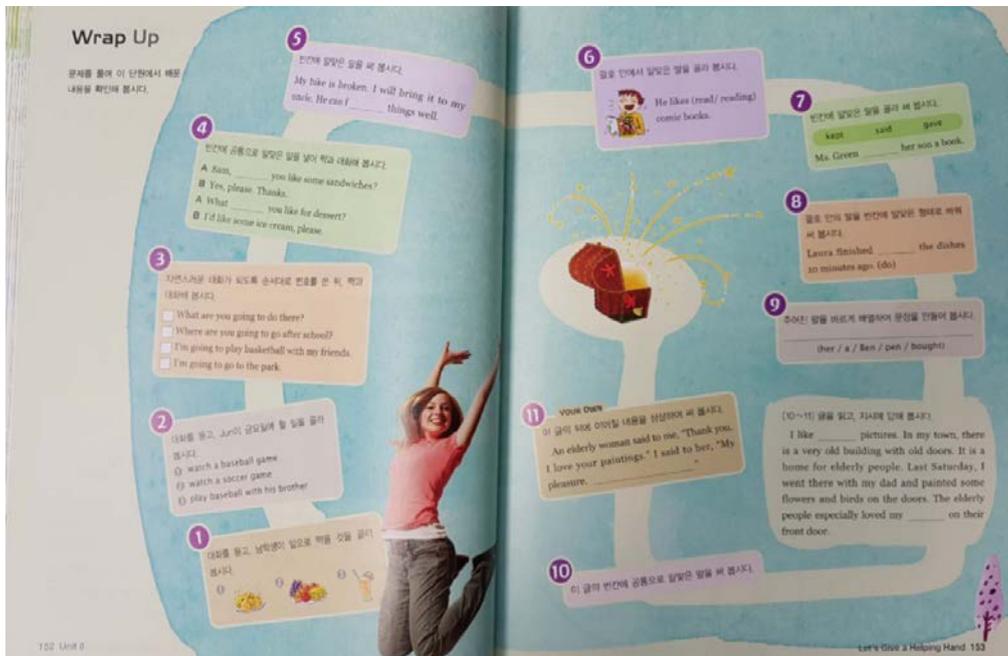


Student-made lecture video 6 [Introducing poster making activity]



[In Class Materials]

Textbook[p.152-153]



Student's posters

Sample #1



Sample #2



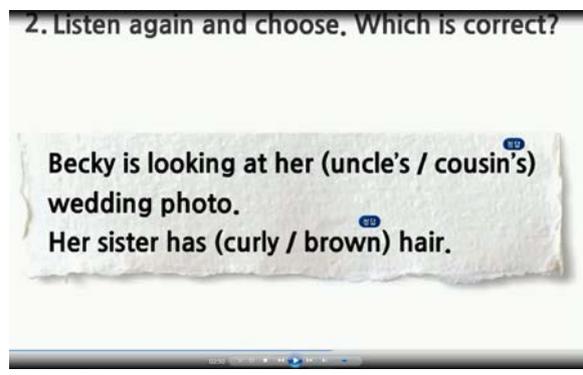
Sample #3



Lesson 19: Unit. 9- Warm-up & Listening I.

[Before Class Materials]

Teacher-made lecture video 11



[Pop Quizzes (student-made) at the end of the lecture video from @4:42: Guessing game-who is it?]



Teacher-made in class activity instruction video 1

D Talk in Pairs
 Play "Guessing Game" with your partner.

Jojo Yubi Dongtak Jangbi Gwanwoo Jegal

How to Play

1. 그림의 인물 중 영을 마음속으로 정합니다.
2. 짝에게 세 가지 질문을 해서 짝이 마음속으로 정한 인물이 누구지 알아맞춥니다.
3. 대답하는 사람은 yes나 no로만 대답합니다.
4. 더 많은 인물을 맞히는 사람이 이깁니다.

A I'm looking at a boy. Guess who?
 B Is he tall?
 A Yes, he is.
 B Does he have straight hair?
 A No, he doesn't.

He has short hair.
 He is short.
 He wears blue jeans.
 He wears green shoes.



Unit 9 A Portrait of an Artist

Warm Up

1. 다음 그림에 해당하는 사람을 그려서 완성하시.
She has long brown hair. She is wearing a hat.

2. 표지판의 의미를 설명하여 친구와 나누어 이야기 할 수 있다.
You must not take pictures in the museum.

In This Unit

화가를 소개
- 인물 소개하기
A Where is your sister?
B Over there. She has short straight hair.
- 화가 소개하기
A What do you think of this T-shirt?
B I like it. The color is nice.

꿈이 밝다
- Painters must work hard like him.
- I want to be a painter like him.

Listen and Speak 1

A Listen In

Before You Listen 1. Look and match each expression to the man or the woman.

tall

short

curly hair

big eyes

straight hair

glasses

2. Listen and match. Who are June, Amy, and Ted?

(1) June
(2) Amy
(3) Ted

C Speak Out

Practice the dialog with your partner.

A Where is your sister?
B Over there. She's playing basketball.
A Well, two girls are playing basketball.
B My sister has short straight hair.

A has curly brown hair
B is wearing blue jeans
A is wearing a helmet
B has short straight hair

D Talk in Pairs II

Play "Guessing Game" with your partner.

Juni

Yubi

Dongsak

Jangbi

Omswoo

Jegil

A I'm looking at a boy. Guess who?
B Is he tall?
A Yes, he is.
B Does he have straight hair?
A No, he doesn't.

How to Play

1. 그림에 나와 있는 인물 중 한 사람을 선택하고 친구에게 물어 보라.

2. 대답이 네/아니/몰라/예/아니오라고 대답할 때까지 물어 보라.

3. 모든 질문에 대답을 했을 때, 그 사람의 이름을 맞히라.

4. 이 게임은 두 사람 한 팀씩 해서 하면 된다.

[In Class Materials]

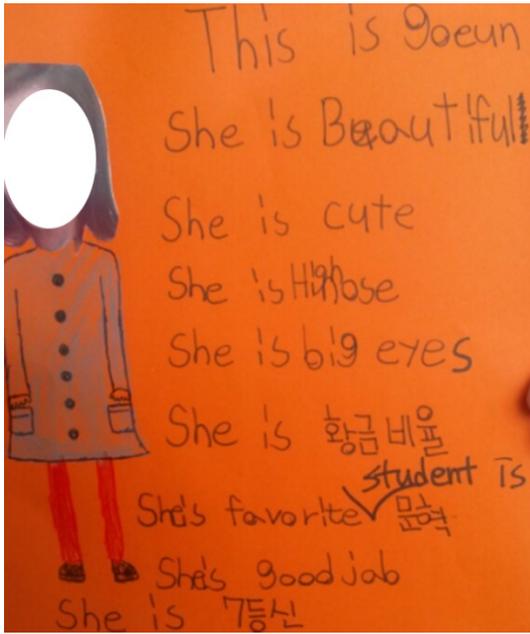
Guessing Game

- (1) Describe a person and make a poster
- (2) Ask other students to discover who the person is.
- (3) Try to get as many stamps (i.e. correct answers) as possible from other groups

Worksheet for this guessing game

학번:		이름:	
*모듬을 돌아다니면서 누구를 말하는 것인지 정답을 채워봅시다.			
모듬	정답		확인
1			
2			
3			
4			
5			

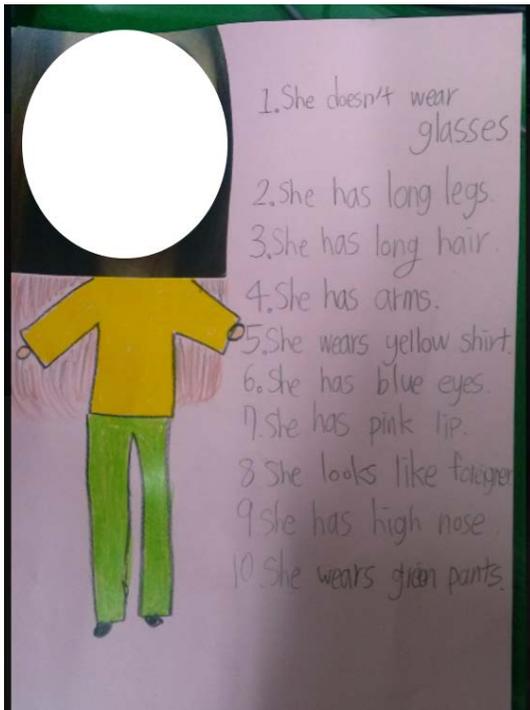
Sample #1



Sample #2



Sample #3



Lesson 20: Unit. 9 – Listening II.

[Before Class Materials]

Teacher-made lecture video 12

Listen and Speak 2

A. Listen to
 1. What do you think of this picture?
 1. I like it. 2. I don't like it.
 3. I think it's boring. 4. I think it's funny.

B. Listen to the audio
 1. Listen to the audio. What does each girl say?
 1. I like it. 2. I don't like it.
 3. I think it's boring. 4. I think it's funny.

C. Listen to the audio
 1. Listen to the audio. What does each girl say?
 1. I like it. 2. I don't like it.
 3. I think it's boring. 4. I think it's funny.

D. Listen to the audio
 1. Listen to the audio. What does each girl say?
 1. I like it. 2. I don't like it.
 3. I think it's boring. 4. I think it's funny.

1. Listen and choose. Which painting are the speakers looking at?

1. 2. 3.

1. 이 그림에 대해서 어떻게 생각하나요?

Great!
 It looks funny.
 It looks boring.
 I don't like it.



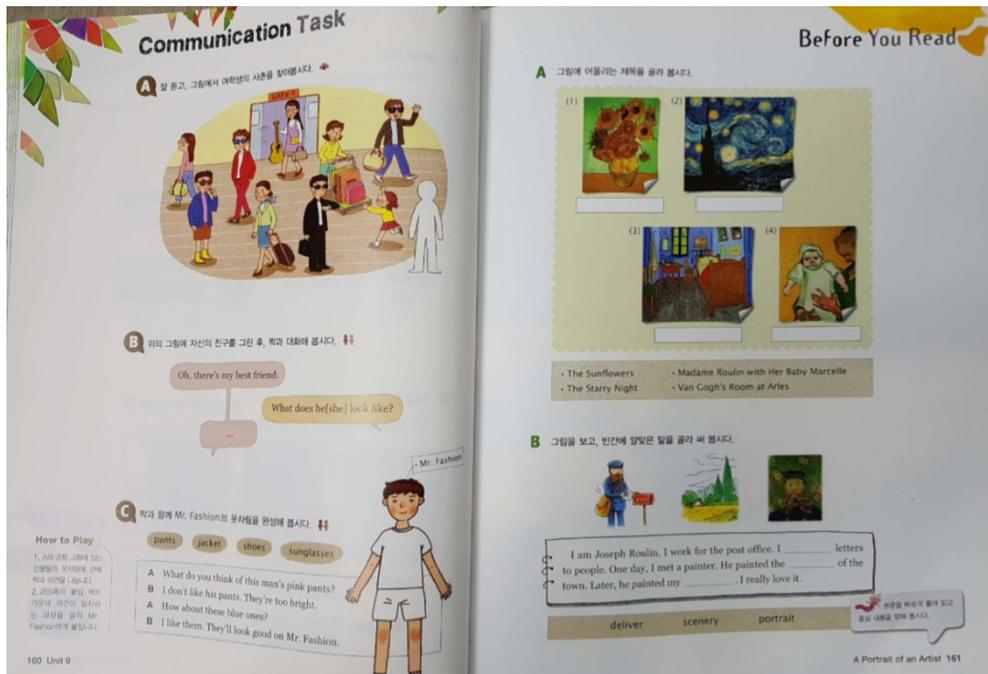
의견 묻고 답하기

What do you think of ~?는 상대방에게 의견을 묻는 표현이다.

대답은 It looks ~, Great!, I like it, I don't like it, 등으로 답할 수 있다.

[In Class Materials]

Textbook [P. 160-161]



Lesson 21: Unit. 9 – Vocabulary

[Before Class Materials]

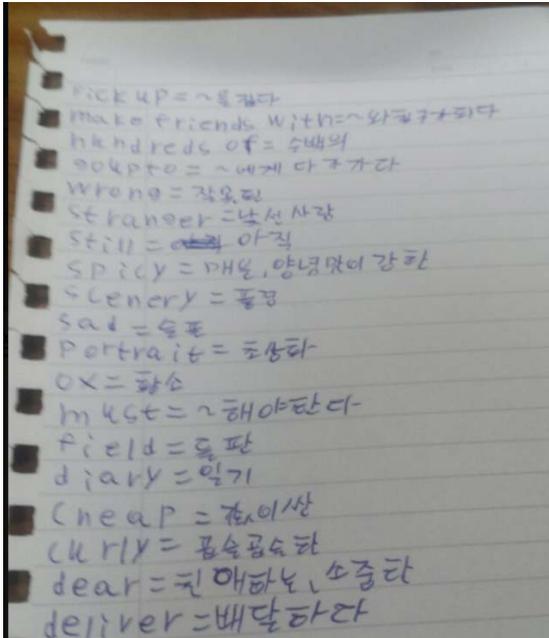
Student-made lecture video 7



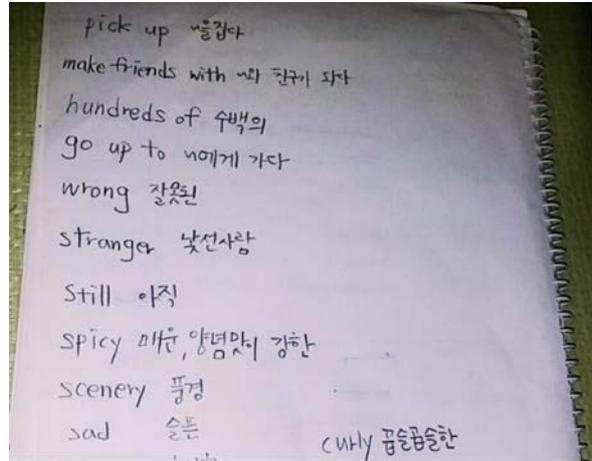
Student's notes

Sample #1

Sample #1



Sample #2



[In Class Materials]

Multilevel Worksheets Level 1- 6[Worksheet 27-32]

학습목표: 새로운 어휘를 익히고, 본문 이해에 도움이 되는 간단한 활동을 할 수 있다.

	할 일	완료 시 체크
1(필수)	Word Master	
2(필수)	교과서 161쪽	
3(필수)	Word Master 01~20까지 그리기	
4(점프)	Word Activities	
5(더 점프) 앞에서 가져가기	프린트 51쪽	
6(완전점프)하는 사람 천재 인증^^*	프린트 49쪽	

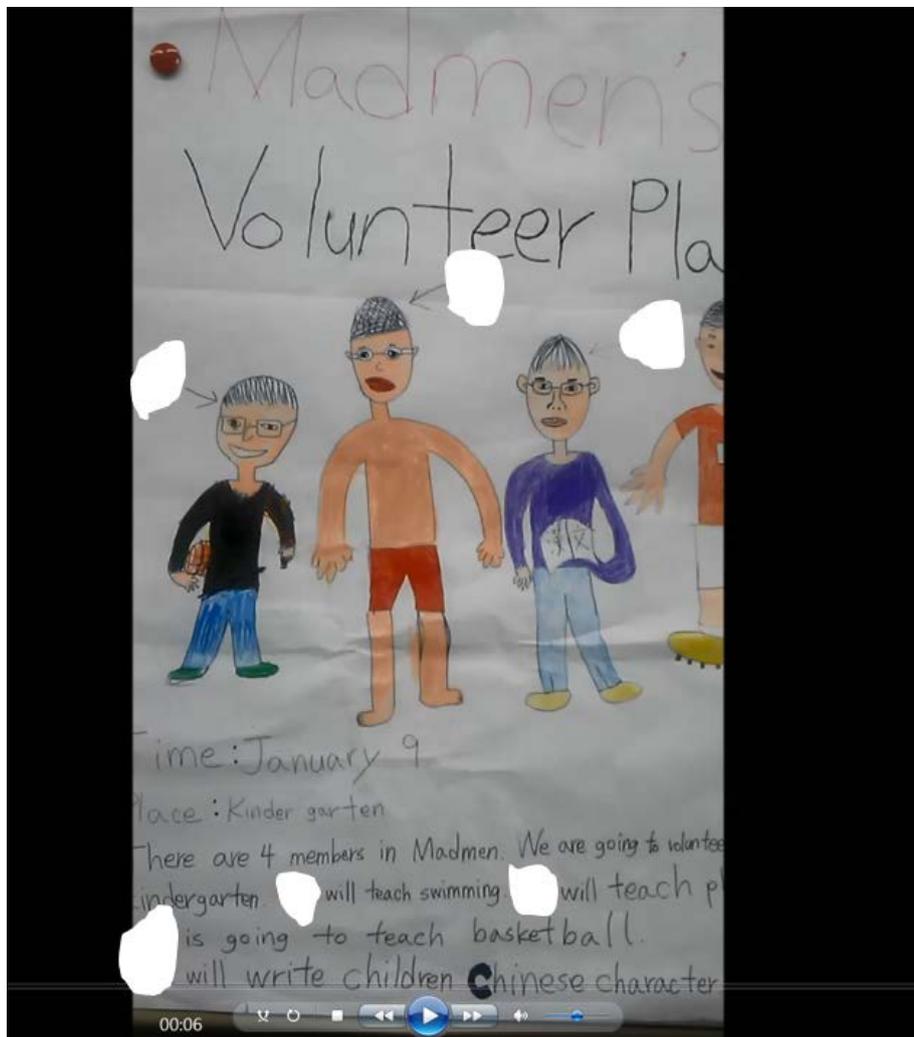
수업시간 내에 필수를 다 하지 못하는 학생들은, 방과 후 남아서 할 예정입니다.

Lesson 22: Unit. 8- Writing

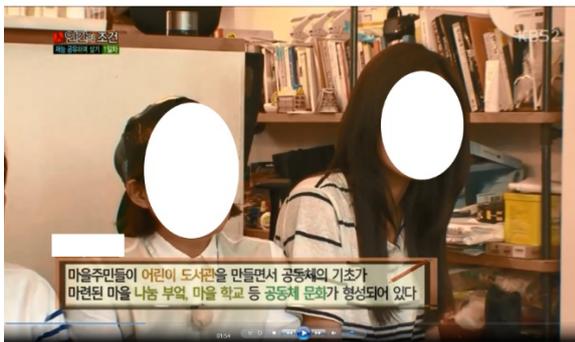
[Before Class Materials]

Teacher-made lecture video 13

1 8과 쓰기 교안함!!!	2 1.교과서 148쪽의 A, B를 하시오. 시간은 10분 ^^	3 재능을 소개하는 "나만의 포스터" 만들기 최대한 예쁘게 색칠해 봅시다. 이것은 나의 이력서!!	4 모듬명 정하기.
5 149쪽 C를 모듬원들이 그린 포스터를 보고 습 니다. ^^	6 148쪽 B를 보면서 149쪽 써보기. ^^	7 봉사활동 계획 겁나 크게 써보기	



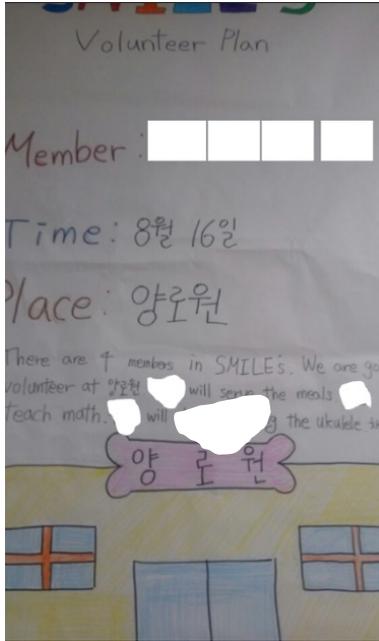
Student-made in class activity instruction video 1



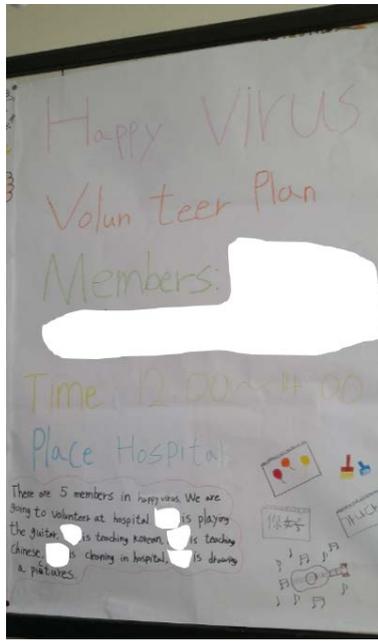
[In Class Materials]

Student's posters

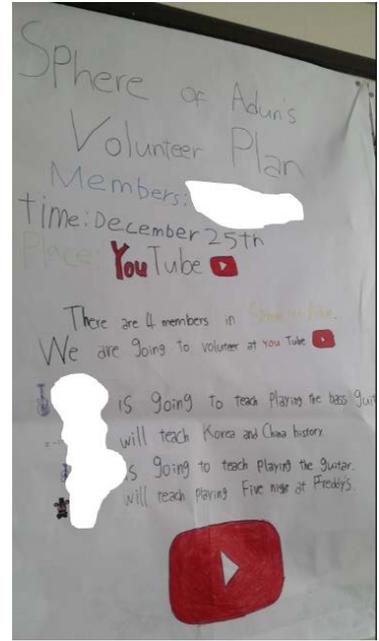
Sample #1



Sample #2



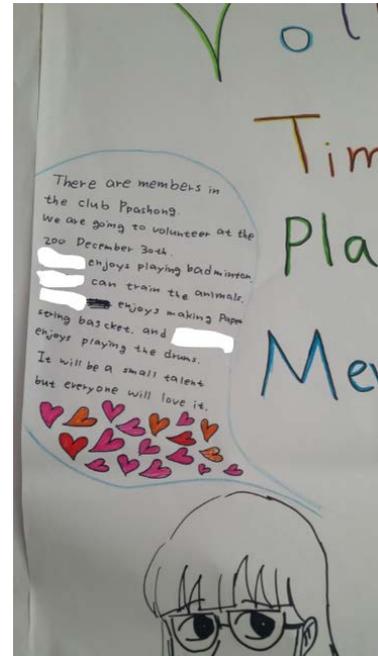
Sample #3



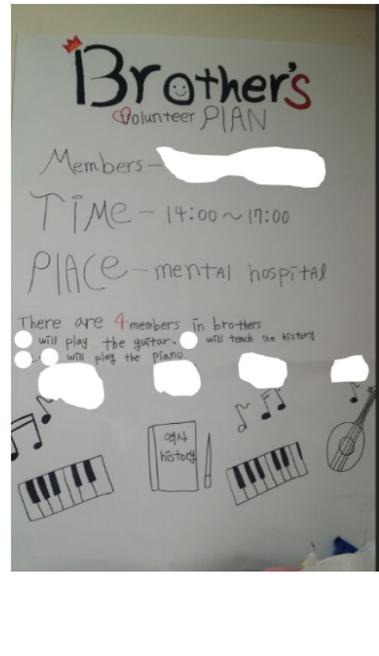
Sample #4



Sample #5



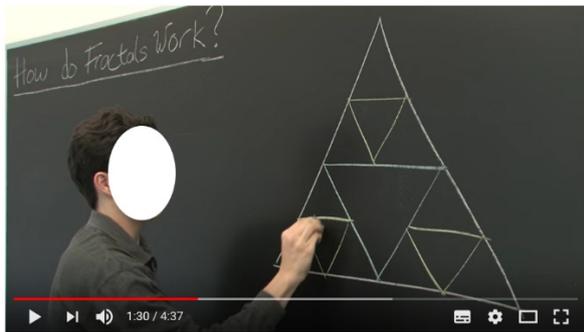
Sample #6



Lesson 23: FRACTAL [CONVERGING CLASS WITH MATH] Speaking & Writing

[Before Class Material]

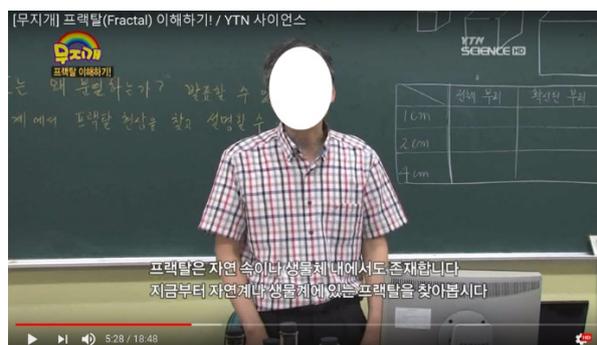
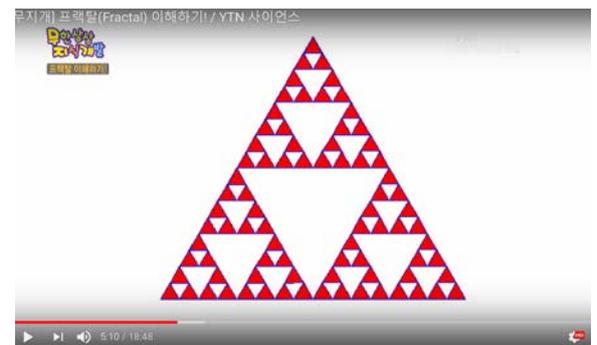
YouTube Video [Understanding Fractals in English]: <https://youtu.be/YiGBNDDgH0>



How Do Fractals Work? : Advanced Math



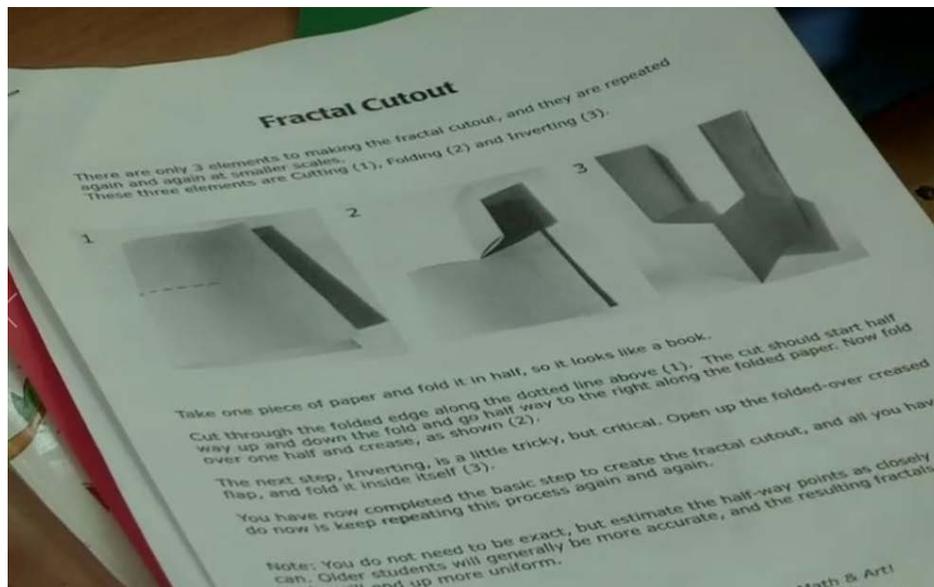
YouTube Video [Understanding Fractals in Korean]: <https://youtu.be/ziJrrbI2tis>



[In Class Materials]

Explaining about fractal

Sample #1



Sample #2

Teacher 2014년 12월 16일 오전 11:55

Dear students,
There is no video for next lesson.
But you have a question to answer.

What is 'fractal'?
Find the meaning of fractal, and post your answer in a comment. It can be Korean.

Also, I want to see the real use of fractal, so please find the video about fractal on www.youtube.com

So, answer the question and find the video about fractal.

Thanks.

Love,
Teacher

Teacher 12월 16일 오후 9:42
Does anyone have a picture like **Student 2**
👉 좋아요

Student 1 12월 16일 오후 9:42
Just picture?
👉 좋아요

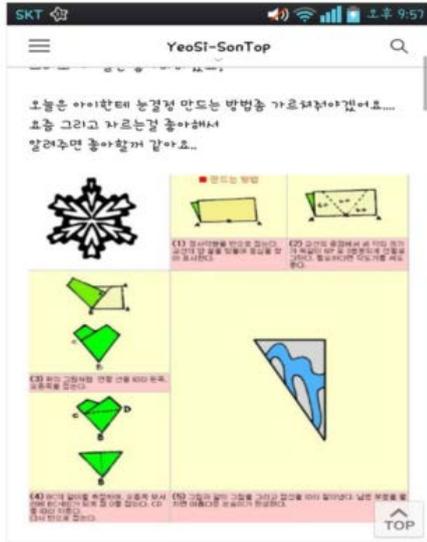
Student 2 12월 16일 오후 9:43
What? Korean please
👉 좋아요

Teacher 12월 16일 오후 9:44
Student 1 yes. I want to see your picture too.
👉 좋아요

Student 3 12월 16일 오후 9:47

Student A 12월 10일

This is a way of making snow
 Class 수리파이 made this 2~3weeks ago
 It likes fractal!
 everybody try it!



Lesson 24: FRACTAL [CONVERGING CLASS WITH MATH]

[Before Class Material]

Student-made lecture video 8



Making fractal shaped cards

Sample #1



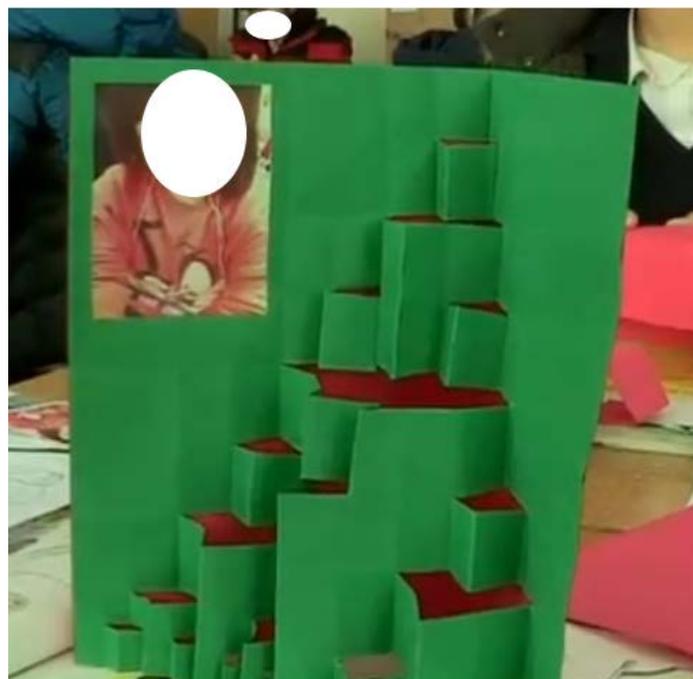
Sample #2



[In class materials]

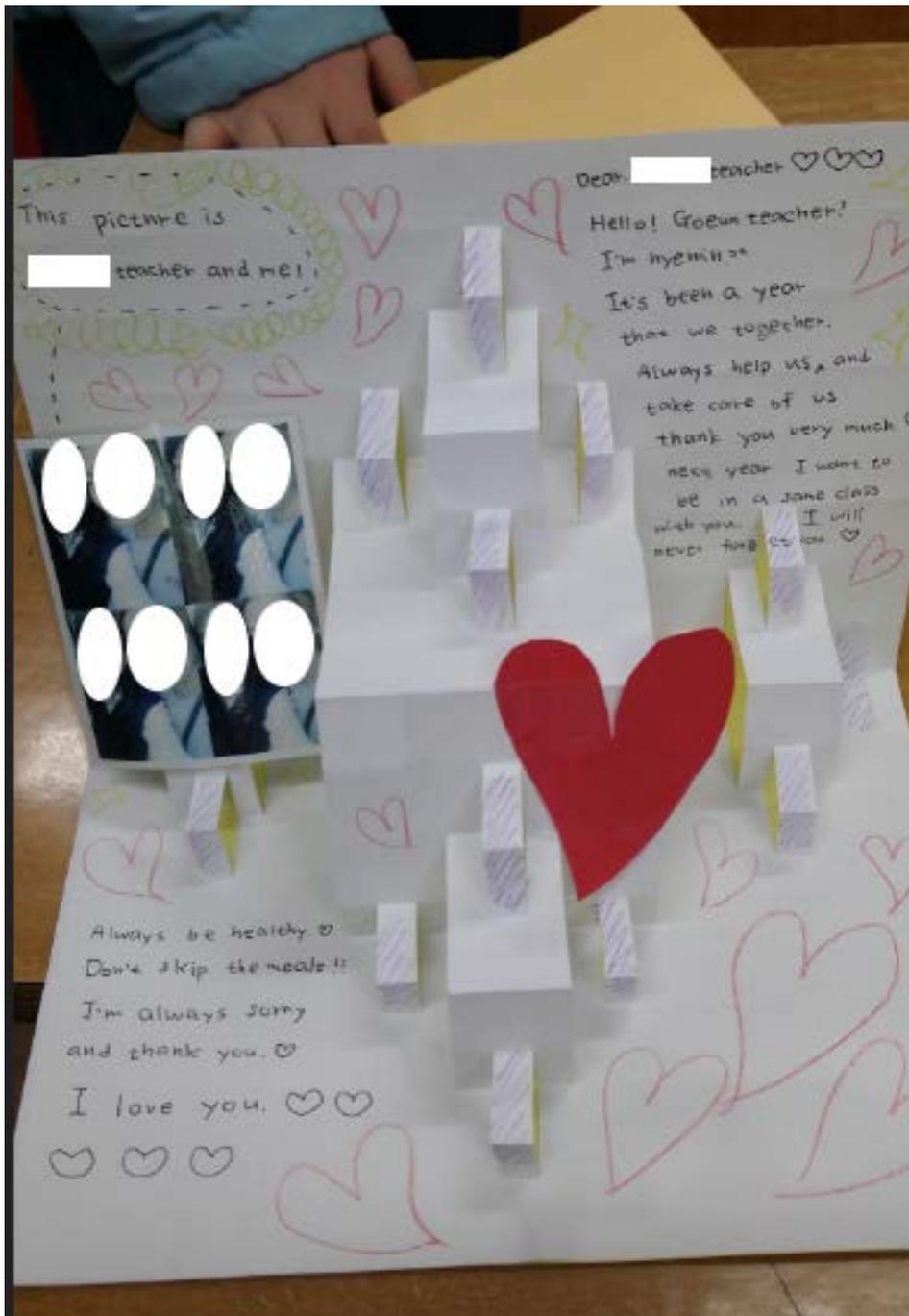
Making fractal-shaped Christmas cards

Sample #1



Filling the Christmas card in English

Sample #1



Making a team poster with fractal cards

Sample #1



Sample #2



Sample #3



APPENDIX C

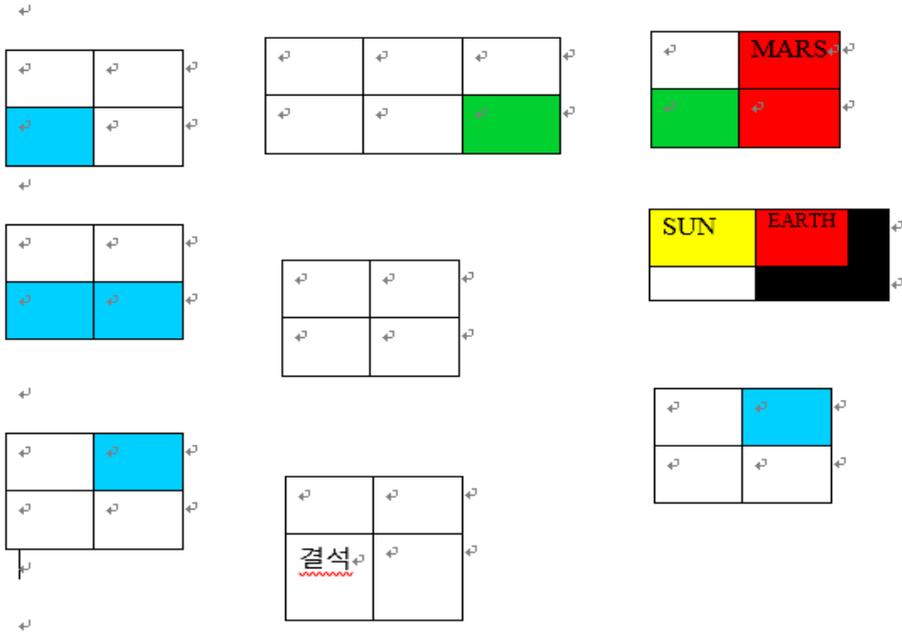
SAMPLE FIELD NOTES FROM CLASSROOM PARTICIPANT OBSERVATION

SAMPLE # 1

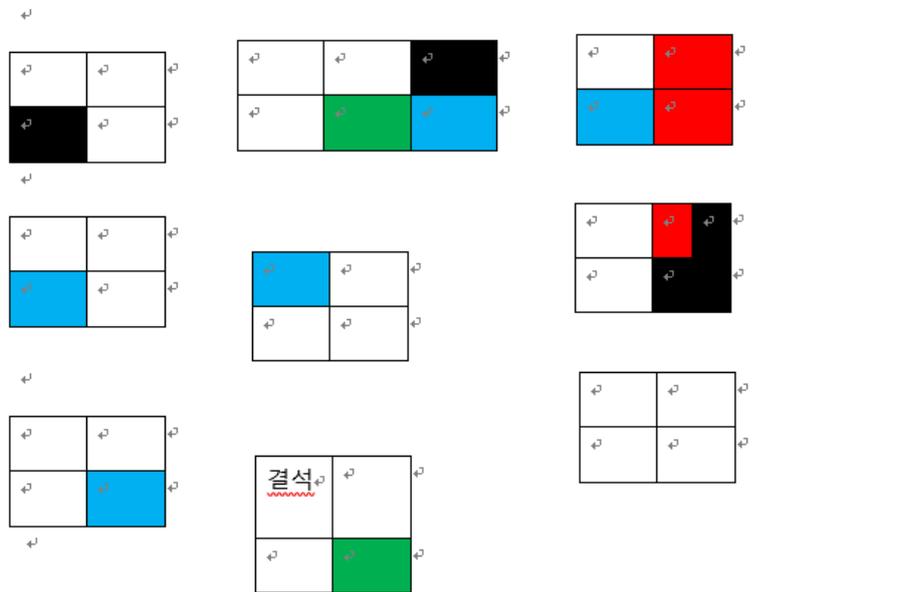
1	날짜	2014년 8월 29일 금
2	수업관찰 차시	Pre-거꾸로교실 -첫관찰
3	수업에서 사용 된 materials	<ul style="list-style-type: none"> ● 교과서-6단원 ● 활동지- 단어활동지 (6-2 → 6-1) [PPT를 보고 단어의 영어-한국말 뜻 찾아쓰기 활동 6-2 (영어↔ 한국어) → 6-1 (word search, unscramble words, Find a word)] ● 활동PPT
4	수업 진행 순서 (Lesson Flow)	① REVIEW: 듣기활동-길 찾기 ② 단어 찾기 활동 [6-2 핸드아웃] w/ PPT
5	수업 내용 관찰 요약	<p style="text-align: center;">수업 중 주목 할 만한 장면</p> <ul style="list-style-type: none"> · 아무래도 1학년의 학습태도는 좋다. 하지만 오늘이 9시 등교일 첫날이고 이른 아침이 아님에도 불구하고 졸려하는 아이들이 몇 있다. · 모둠 활동: 담당 선생님의 모둠 활동은 실제로 아이들끼리 "상호작용"을 하지 않고 혼자서도 잘 풀 수 있는 단어 뜻 찾기 활동이다. 유인물을 따로 만들고 퍼즐에 word search를 한다든지 스펠링을 훑어서 바르게 적게 한다든지, 단어의 의미를 영어로 적은 것을 읽고 단어를 찾는 다든지와 같이 다양한 "질문들(questions)"이 있는 큰 장점이나 이것은 굳이 "모둠 활동"을 하지 않고도 가능하지 않을까? '모둠 활동'의 자리배치나 활발한 상호작용을 이끌 수 있는 형태의 활동이 도입되어야 하지 않나? 교사는 이 자리 배치만으로도 학생들이 모둠 활동을 하고 있다고 생각하는 걸까?(수업이 끝나고 교사 인터뷰에서 질문할 것) · 학술적 "모둠 활동"의 정의와 개념에 대해 선생님과 함께 다시 말씀을 나눠보는 것이 좋을 것 같다. → RQ: Look for the references defining and exemplifying "tasks" vs. "activities." Also, summarizing diverse types of tasks in vocabulary learning. <p style="text-align: center;">비디오 review 내용</p> <p style="text-align: center;">N/A</p> <p style="text-align: center;">녹음 파일 내용</p> <p style="text-align: center;">N/A</p> <p style="text-align: center;">학생들의 반응</p> <ul style="list-style-type: none"> ➢ SUN: 학습태도가 너무 좋음. ➢ MARS: 책도 안보고 자꾸 잡담만 함 ➢ EARTH: 100점 받은 사람. 잠깐 잠을 자다 일어남 ➢ VENUS: 조용한 여자아이
6	수업관찰 전 주목한 학생	N/A
7	수업관찰 중 주목을 끈 학생	N/A
8	수업 중 음성녹음을 한 학생	N/A
9	수업 후 인터뷰를 한 학생	N/A
10.	수업 후 reflection diary 에 주목할 내용을 쓴 학생	N/A

모듬 활동 자리를 구성: 수업 시작부터 10 분동안 & 수업시작 20 분 후 상태표시

9:10am 상태



9:32am 상태



 수업에 방해할 하며 떠드는 아이들.	 <u>자는 아이들.</u>
 집중하지 못하지만 조용한 아이들.	 수업태도가 아주 좋은 아이들.
 수업에 방해되지 않을 정도로 떠드는 아이들.	

SAMPLE #2

Seating chart & ss' activities: 표는 시간의 변화를 반영하고 있지 않음

(T in front of the class)

○	○
○	○
○	○
○	○

○	○
○	○
○	○
○	○

○	○
○	○
○	○
○	○

○	○
○	○
○	○
○	○

○	○
○	○
○	○
○	○



선생님 말씀과 상관없이 계속 떠드는 아이들



계속 자는 아이들



계속 떠드는 아이들 (선생님 눈치를 보면서)



잠을 자지는 않고 수업을 방해하지는 않지만 집중도 하지 않는 아이들



수업태도가 좋은 아이들

SAMPLE #2

#	stage	date	INT File	INT Length	F_Type	INT_Type
4	Pre -FC	9/2/2014	INT_TA 002	1:15:00	비디오	일대일

교사 A 선생님 / AA 중

0014 #교사 A 선생님 b.s

교사 A 안녕하세요. 저는 AA 중학교 1학년 A반 담임이고 영어과 담당하고 있는 교사 A입니다.
 인터뷰어 네 반갑습니다.
 교사 A 네
 인터뷰어 선생님 그럼 저희가 지금 여러 가지 교사 자체 교사 경력에 대해서 그리고 영어교사로서 관련된 질문 드릴건데요. 선생님께서는 지금 영어교사가 된 경력이 어느 정도 되시는지요?
 교사 A 저는 5년차입니다.
 인터뷰어 그러면은 이 AA 중학교가
 교사 A 두 번째
 인터뷰어 두 번째인가요? 5년간에 경험을 뭐 간단히 말하자면 어떠셨어요?
 교사 A 사실 제가 대학교 때 꿈 꿔던 이상하고는 좀 많이 다른 게 사실이었어요. 사실 수업에 신경쓰기 보다는 제가 중학교에만 있다보니까 너무 아이들에 인성문제나 생활태도에 신경을 너무 많이 쓰다보니까

0110

교사 A 수업은 솔직히 그거에 반해서는 그거에 비해서는 상대적으로 준비를 덜한 게 사실이에요. 그래서 아이들 인성문제나 그러니까 뭐 그러니까 그런 태도. 그러니까 되게 자잘자잘한 것들인데 그거까지 다 신경쓰다보니까 솔직히 수업에는 그러니까 많은 신경을 쓰기는 조금 어렵더라고요. 담임으로서 하루를 다 생활하다 보면 정말 네. 수업준비할 시간은 솔직히 주말밖에 없었어요. 네 그래서 학교 이렇게 퇴근하거나 주말이나 그럴 때밖에 시간이 없었기 때문에 그럴 때 수업준비를 하긴 하는데 그래도 이제 학교에서는 주로 생활지도에 신경을 썼던 건 사실이에요.

0156

인터뷰어 그렇게 생활지도에 신경 쓸 수밖에 없었던 이유는 뭐라고 생각하세요?
 교사 A 사실 제가 너무 무서워서 아이들이 제가 무서워서 막 이렇게 막 선생님 앞에서는 무서우니까 옷을 제대로 입자. 머리 염색을 하지말자. 이런 스타일이 아이들 제가 카리스마가 있는 사람이 아니기 때문에 일단은 제가 이렇게 나서서 뭔가 규칙이나 시스템을 확실하게 하려면 계속 잔소리를 해야 되는 거예요. 그렇지 않으면 안 되더라고요. 그게 뭐 만약에 1학년 선생님들끼리 그렇게 하시기로 하셨는데 저만 또 신경을 안쓰면 보기에 또 그렇고 다른 반 아이들이 뭐 왜 저 선생님은 저렇게 신경 안 쓰시는데 우리 반만 이러냐 이런 말이 나올 수 있기 때문에 제가 그냥 한마디해서 안 들어요. 그래서 계속 잔소리하고 그냥 계속해서 아이들 내려오라고 그래서 상담하고 쉬는시간에 이러다보면 네. 그냥 학교가 정말 그냥 그랬어요. 굉장히 우당탕탕 지나가버리는구나. 하루가. 이렇게 항상 생각하고 그렇게 지냈던 거 같아요.

0301

인터뷰어 그럼 교사로서 또는 이제 영어교과목에 교사로서 나의 전문성보다는 그 외에 업무가 많았다 이렇게 해석해도 되나요?
 교사 A 네 제가 아니 그렇게도 아니지만 당연히 수업이 교사는 저도 아직까지 수업이 제일이다. 라고 생각은 하지만 그래도 학교에 있다보면 수업보다 아이들 가르치는 그런 예외 범절이나 인성부분에 더 저도 담임이라서 그런지 그런데도 신경이 쓰이더라고요. 그런데 아직까지 제 생각은 여전히 교사라면 수업. 이렇게는 생각을 하고 있거든요. 그리고 뭐 교원평가 실시를 할 때 이게 뭐 혹시나 아이들이 그러니까 제 수업이 지루하다. 재미없다. 이런 소리를 들으면 굉장히 가슴이 아프더라고요. 그래서 또 네 인성은 인성이고 수업은 수업이다. 생각하고 나름 열심히 하려고 하고는 있지만 조금 학교에서 그러니까

0400

교사 A 다른 고등학교나 이런 데는 모르겠어요. 중학교다 보니까 제가 좀 신경을 그쪽에 많이 쓰게 되더라고요. 담임하고 이러다보니까요.

인터뷰어 그러면 선생님 일단은 선생님이 되시기 전. 영어 자체에 대한 선생님이 학습에 대해서 먼저 질문을 드릴게요. 선생님 경험에 대해서. 선생님은 영어과목을 좋아하셨던가요?

3605

교사 A 아 네. 저는 여러과목중에 그러니까 언어쪽을 좋아했던 거 같아요. 영어나 일어나 이렇게 그래서 그쪽을 되게 당연히 그때는 저희는 성적순 이런 게 많아서 제가 그 성적이 잘 나오니까 그게 더 좋은 거예요. 그러니까 어렸을 때부터 제가 우리 땀 초등학교 때는 영어교과서가 없었지만 그래도 사교육 같은 걸로 이제 저도 공교육에서 일하고 있지만 네. 저희 집에서 어머니께서 사교육을 초등학교 때부터 시켜주셔서 영어를 조금 잘했어요.
 교사 A 그래서 영어를 잘한다고 하니깐 좋아하게 됐고 그렇게 됐던 거 같아요.

3623

인터뷰어 그럼 잘한다고 말씀
 교사 A 그러면 영어를 잘한다고 말씀하실 때 그 잘한다는 거는 어떤 부분으로 잘하셨다는 그냥 성적이 잘 나왔어요. 영어성적. 다른 거는 솔직히 뭐 저희 때 뭐 말하기가 중요했던 것도 아니고 그래서 성적이 잘 나왔고 뭐 네. 수능시험도 잘 받고 그렇게 그래서 저는 제가 영어를 잘했구나. 이렇게 생각을 하고 네.

인터뷰어 그러면 선생님께서는 이제 그때 학습하실 때 공부하실 때 영어공부하실 때 주로 어떤 방식으로 공부를 하셨나요?

3658	교사 A	그러니까 제가 저도 사교육을 영어를 공부를 했었기 때문에 (안들림) 저희 때 유행 했던건 성문기초문법 멘토멘 그런 걸로 거의 문법을 달달 외우고 단어를 항상 외우고 그랬던 게 제일 기억에 나요. 다른 거보다 문법이랑 독해만. 네 했었어요.
	인터뷰어	그러면 지금 영어교육학과를 다니시면서 그죠? 선생님 되시기 전에. 혹시 해외연수라든지 교사되신 후 전 아니면 뭐 다 통틀어서 경험이 있으신가요?
	교사 A	네 저는 영어교육과 다니면서 그런 대학끼리 그거 뭐지 그러니까 교환 그런 것도 했었고요. 그래서 미국에서 한 1년 공부했고 그리고
3751	교사 A	네 그리고 인턴쉽 같은 걸 초등학교에서 인턴교사를 인턴티처를 뽑더라고요. 그러니까 한국 캘리포니아였는데 한국에서 갖 이민 온 아이들이 영어를 조금 못하니까 거기 좀 도와달라고 해서 다행히 운 좋게 거기 가서 조금 일해주면서 용돈벌이 하면서 그런 좋은 경험이 있어서 네 그렇게 했었어요.
	인터뷰어	그러면 그때 그 1년 또는 인턴에 경험이 선생님 전체 영어하는데 있어서 어떤 영향을 줬다고 생각하세요?
	교사 A	영향을 많이 줬어요. 그러니까 제가 그 교육현장 미국에 교육현장이잖아요. 미국에 공교육현장에서 정말 많은 걸 느꼈고 사실 저는 그게 대학교 때 느꼈던 거라서 정말 우리나라 교육이 많이 다를지는 몰랐어요. 그런데 제가 그런 경험을 하고 와서 보니까
3844	교사 A	우리나라 교육이 교실은 좁고 아이들은 많고 선생님이 다 봐주기 정말 힘들구나. 이런 생각을 많이 했어요. 일단 미국은 한 반에 25명 정도에 모둠활동을 하면 아이들이 알아서 하더라고요. 협동학습도 알아서 하고 그래서 그때 당사가 거의 2008년? 9년이었는데 그때 당시부터 그렇게 하는 모습을 보면서 아 내가 이제 교사가 되면 이렇게 되겠지. 했는데 제가 막상 이제 여기 우리나라에서 교육을 하다 보니까 그거는 아직도 먼 나라 얘기인 거 같고 그런 점이 좀 있었습시다.
	인터뷰어	지금 배웠던 그 정책에 대해서 어떻게 생각하십니까?
4116	교사 A	사실 제가 저도 사실 어떻게 생각하냐면 내가 가서 말하기 수업을 이런이런 제가 대학교 때 배웠던 거를 다 적용이 될 줄 알았어요. 저는. 학교에 오면 아이들이랑 이런 거 하면 아이들이 진짜 좋아하겠다. 게임 같은 거 진짜 이런 거 준비하면 좋아하겠다. 했는데 사실 40명에 아이들이 말하기 수업을 이렇게 저 혼자 꾸려간다는 게 정말 힘들다는 걸 많이 느꼈고요. 의사소통을 저도 정말 중요하다고 생각하거든요. 영어수업에 있어서. 가르치는데 있어서 중요하게 생각은 하지만 일단은 어려워요. 제가 오죽했으면 애들이 입을 안 때니까 오늘 한번이라도 한마디라도 애들이 영어로 말을 해줬으면 좋겠다. 단어 하나라도 배어줬으면 좋겠다. 이런 생각으로 수업에 들어가는데도 그래도 입을 꼭 다물고 있는 아이들이 있고요.
4207	교사 A	그러니까 제가 만약에 아이들이 정말 딱 모듬수업을 할 때 제가 정말 몸이 한 2개, 3개라도 된다면 가까이 다가가서 같이 얘기하고 애들이 말하는 걸 끌어낼 수라도 있을 거 같은데 그게 일단 안 되니까 네. 그래서 저는 의사 소통 저도 아주 중요하게 생각해요. 수업을 할 때 그런데 사실 어렵습니다.
	인터뷰어	그러면 아 좀 지금 현재 수업에서 의사소통은 얼마나 의사소통 중심적인 활동은 얼마나 하고 계신다고 생각하십니까?
4242	교사 A	그러니까 지금 하고 그러니까 꼭 넣기는 해요. 한 과목당 말하기라는 교과서에 저 교과서 따라서 하는데 있어요. 듣기, 말하기 하는 차시가 있어서 듣기할 때 하고 그 다음에 그 다음 차시가 말하기인데 말하기 대해서 준비를 해요. 그런데 당연히 뭐 교과서에 나온 데로 말해보자. 이렇게 하면 아이들은 한명도 입을 열지 않거든요. 그래서 모듬활동을 하면서 게임을 좀 넣어서 뭐 예를 들어 주사위를 돌려서 자기가 이렇게 말을 가지고 움직일 때 그때 딱 움직인 곳에 영어로 말하는 문장을 써봐요. 그 말을 꼭 해야지 통과할 수 있도록 하는 게임이라든지
4327	교사 A	그렇게 해서 빨리 통과를 하면 제가 이제 캔디 조그만 거 하나 주면 그거 하나 받으려고 라도 애들이 말을 하더라고요. 그런 식으로 조금씩 가고 있습니다.
	인터뷰어	그러면 그 아이들이 참여하는 아이들도 있지만 그래도 안하는 아이들이 있잖아요. 그런 자체를. 그 수업에서 선생님도 그런 장을 만들라고 노력하시지만 그 아이들에 태도도 많은 영향을 끼치고 선생님 이제 앞으로도 데스크 짜고 하실 때 많이 영향을 미칠텐데 왜 그 아이들은 입을 열지 않나? 라고 생각하세요?
4409	교사 A	성격적인 문제도 있을 거 같기도해요. 왜냐하면 아이들 특성에 따라서 어떤 아이는 협동학습이 맞을 수도 있고 어떤 아이는 개별학습이 맞을 수도 있고 또 어떤 아이는 정말 묵묵히 그냥 정말 제가 그러니까 일제식 학습이 맞을 수도 있고 제가 그러니까 그 학습법이 다른 건가? 이렇게도 생각이 돼요. 그런데 제가 그거를 맨날 적용을 할 수가 없잖아요. 저는 그나마 제일 저도 좋고 아이들도 대다수 아이들이 좋아하는 걸 선택해서 수업을 하는 편이지만 그래도 그 개별 한명 한명의 욕구를 충족시킬 수는 없는 문제인 거 같아요. 그래서 제가 보기에는 이 아이는 학습 방법이 다르지 않나. 라는 생각도 들기도 합니다.
4453	인터뷰어	그러면 선생님이 생각하시는 모듬활동은 뭐니까?
	교사 A	모듬활동은 일단 모듬으로 만들고 그래서 저는 4명 정도로 해요. 항상 거의 4명 아니면 다섯명인데 네다섯명이 모이면 그나마 작은 인원이라서 한턴씩은 돌아가더라고요. 그래서 보통 게임을 하는데 게임을 하면 애들이 즐거워하는 모습이 보여요. 그래서 그거를 하기 시작했어요. 그래서 그렇게 게임을 해서 뭐 아까 말씀드린대로 주사위게임을 하든지 아니면 제가 ppt를 만들어서 체퍼디게임 같은 거 이렇게 뭐 몇 번 선택해서 나오는 문제 말해서 맞추면 거기에 대해서 뭐 상을 받고 이런 식으로 게임을 하거든요..
4533	교사 A	그런 게임활동이나 뭐 아니면 학습지 푸는 것도 개별 혼자서 하는 게 힘든 아이들이 있을까봐 또는 그냥 그게 아이들이 심심하고 지루할까봐 그냥 모듬으로 만들어요. 솔직히 학습지 할 때 그렇게 필요는 없지만 항상 모듬으로 만들거든요. 그래서 학습지 할 때도 같이해라. 같이

		풀어봐라. 이렇게 얘기를 하거든요. 그때 네 제가 하는 거는 그러니까 별 거 아닌데 그냥 개별학습 해도 될 거를 그냥 굳이 모둠으로 항상 만들기도 해요. 그렇게
	인터뷰어	그러면 지금 저희가 아직 시작하진 않았지만 거꾸로교실을 하게 될 텐데요. 지금 선생님이 하고 계신 활동이라든지 여러 가지 액티비티를 자체가 이미 아이들이 서로 소통할 수 있고 상호작용할 수 있게끔 하는 활동인데 선생님이 거꾸로교실을 선택하게 된 이유는
4629	교사 A	그냥 수업준비가 조금 수월해지지 않을까? 이런 생각이 들었어요. 정말 이 게임이나 이런 걸 준비하다 보면 너무 시간이 없는 거예요. 어떡해.
4646	!!!! #눈물 닦는 교사 A w.s	
4706	교사 A	아 제가.. 네 한번 애들이 이렇게 재미있는 거에 길들어지기 시작하면 제가 준비를 안해가면 너무 지루해하고 너무 힘들어하더라고요. 그래서 준비를 하려고 하는데 그게 게임을 하는 거를 그렇게 뭐 파워포인트를 만들거나 다 제가 해야 되기 때문에 어우 그게 진짜 만만치가 않아요. 사진 찾는 거 하나하나도 그렇고 뭐 거기에 음악 삽입하는 것도 그렇고 xx 찾을 게 너무 많은 거예요. 수업 준비를 하는 게 시간이 너무 많이 들고 그것을 제가 근무시간에 할 수 있는 게 아니라 그래서 그게
4753	교사 A	그래서 그게 조금 힘들어서 이제 그리고 또 이제 하나까 어차피 집에서 하는 데 이거를 또 (안들림) 그러니까 게임활동을 하다 보면 이렇게 어떨 때는 제가 꼭 수업을 들어야 돼요. 문법수업을 가르쳐야 될 때도 있잖아요. 그때 아 너무 힘들어하는 거예요. 애들이. 제가 너무 게임이랑 활동이랑 이런 거에 익숙해져 있다 보니까 너무 힘들어하고 하기 싫어하고 그런 게 보여서 그러니까 하더라도 그런 걸 하더라도 활동을 해야 되는데 제가 말을 조금이라도 많이 하면 애들이 못 견디는 거예요. 이제. 그래서 이제 그 모습을 보니까 아 걱정도 됐고 또 하나에 문제점은 제가 이제 게임같은 걸 하고 음악도 필요하고 재미있는 캐릭터들도 필요하고 했는데 갑자기 교실에서 컴퓨터가 나가거나 제 노트북이 나가거나 티비가 안 나오거나 소리가 안 들리거나 하면
4852	교사 A	제가 이제 어떻게 해야 될지 모르겠는 거예요. 그래서 경력이 많으신 선생님들은 그래도 잘 이끌어가시는데 저는 그게 하나가 나가버리면 그 수업 하나를 게임도 준비하고 다 준비했는데 아무것도 못하게 되더라고요. 그래서 그것도 문제가 생기고 그러니까 제가 컴퓨터쪽으로 활용을 많이하니까 그런 쪽도 문제가 생기고 네. 네 그래서, 그래서 이제 거꾸로수업을 하게 되면 아이들이 집에서 하고 보고 오니까 제가 준비할 거는 학습지 한 장 그리고 또 이제 애들이 그걸 보고, 보고 와서 게임을 제가 굳이 컴퓨터로 계속 보여주지 않고 집중을 굳이 안 시켜도 하지 않을까 하는 생각에
4934	인터뷰어	선생님 같은 경우에는 정말 그렇게 해야 되는 것들 그리고 노력하다 보니까 그런 것들이 너무 익숙해져서 이제 더 이상은 더 큰 자극이 없으니까 거기서 선생님 스스로가 지쳐가는 상황이신 거예요?
	교사 A	네 그러니까 제가 어떻게 해야 될지 모르겠어요. 컴퓨터 하나가 나가도 이제 안 되니까 그러면 제가 교과서 퍼. 하자 그러면 아이들이 하.. 그때부터 그 눈빛을 보면 제가 너무 힘든 거예요. 나름대로 이제 아이들이 항상 제 수업을 재미있게 느낀다고 생각했는데 제가 이제 말만 조금 많아지면 너무 힘들어하니까 그래서 그런데 솔직히 저는 그런 거 같아요. 이렇게 정말
5021	교사 A	일제식 수업을 또 되게 많이 필요하기는 한데 그게 정말 뭐 화려한 언변이나 제가 연예인들처럼 끼가 있는 것도 아닌데 애들에 집중을 확 끌기가 너무 힘들더라고요. 그런데 수업은 제가 불만족스러운 수업은 또 하기는 싫고 그러다보니까 이제 컴퓨터에 의지를 이렇게 하게 되는데 이제 이렇게 되니까 컴퓨터가 없으면 이제 저는 그 수업은 망치게 되는 거 같아요.
	인터뷰어	그럼
5052	교사 A	!!!! 여러 가지로 좀 적용을 해봐야 되는 거 같아서 또 거꾸로수업을 한번 해봐야겠다. 하는 생각도 들었고 네. 그런 걸수도 있어요. 그러니까 꼭 아 이거 진짜 좋다. 이렇게 제가 아직 모르니까 해보지 않아서 모르겠지만 일단 한번 적용은 해보고 싶어요. 정말 그래서 진짜 1시간이 헛되이 보내지 않게 된다면 네.
	인터뷰어	그럼 앞서 선생님이 말씀하셨듯이 선생님이 생각하시는 영어수업 영어과목은
	교사 A	원래 안올어요. 저. 그런데
5147	인터뷰어	그러면 선생님. 선생님이 지금 생각하시는 수업은 영어 좋은수업은 어떤 거세요?
	교사 A	그냥 정말 배우는 수업이요. 정말 아이들이 지겹다. 빨리 아 몇 분에 끝나요? 이런 말 안하고 그냥 그 시간에 온전히 진짜 배울 수 있고 제가 그 날 딱 어떤 표현 하나를 준비를 한다면 이런 오늘에 이런 표현 배울 거야. 하면 그 표현을 정말 아이들이 끝나고 나서 정말 내뱉을 수 있는 네 그러니까 정말 학습목표를 제대로 애들이 공부하는 그런 수업이죠.
	인터뷰어	그럼 선생님 온전히 선생님이 생각하시는 교육 철학과 이 모든 것을 다 포함해서 이게 가능하다면 어떤 영어교사가 되고 싶으세요?
5910	교사 A	생각을 해본 적이 없는데 어.. 그냥 자신에 생각과 저는 그런 생각을 많이해요. 아이들한테 외국인을 지나가다 만나기로 하면 선생님 외국인하고 아이들이 저한테 이렇게 얘기해요. 선생님 저 외국인하고 말 한번 해봤으면 좋겠어요. 이렇게 얘기를 하거든요. 저는 그때 학교에서 배웠잖아. 이렇게 말을 했는데도 아이들이 못하더라고요. 그러니까 저는 그냥 영어로 정말 영어를 배우니까 영어로 정말 말을 할 수 있는 영어로 자기가 한문장 그냥 만들어서 그러니까 뭐 외국인과 얘기를 해도 전혀 힘들지 않게 그러니까 나는 학교에서 배웠으니까 이렇게 할 수 있는 영어수업을 만들어보고 싶어요.
10001	인터뷰어	지금 현재 나. 영어교사로서의 나. 몇 점 줄 수 있으신지?
	교사 A	전 많이 부족하죠. 글썄요. 제가 그래도 뭐 많이 도와주진 못하지만 애들에게 제가 준비는 조금 하니까 60 점? 주고 싶습니다.

	인터뷰어	뭐가 그렇게 멧히셨어요?
	교사 A	아 그냥 아까도 얘기했듯이 그렇게 하려면 준비가 제가 준비를 너무 많이해요. 리서치 시간이 정말 퇴근을 해도 집에서 계속 봐야 돼요. 이런 캐릭터 또 애들이 좋아하는 exo. 그거 하나 따서 프린터에 ppt 하나만 넣어도 애들이 너무 집중을 하고 눈이 초롱초롱해지니까 저는 그것만으로도 좋거든요.
0141	교사 A	사실 제가 영어수업을 하면서 영어로 아이들을 집중시키면 좋겠지만 안하니까 또 이제 또 뭐 그러니까 제가 할 수 있는 게 그거밖에 없어서 준비가 아이에 준비시간이 너무 길고 그거 또 학교에서 제가 근무시간에 할 수 있으면 좋겠는데 담임을 하다보면 매 시간 쉬는시간에도 아이들은 제 손길이 필요해요. 담임이면. 그걸 신경쓰다 보면 학교에서는 수업준비를 전혀 할 수가 없어요. 그래서 집에서 하다보니까 네 그리고 또 컴퓨터로 제가 컴퓨터를 안 들고 가면 애들이 왜 없냐고 오늘 뭐해요? 왜 게임 안해요?
0223	교사 A	이런 소리가 또 듣기 싫더라고요. 그래서 또 준비를 매번 하다보면 또 네.
	인터뷰어	그러니까 지금 저희가 지금 관찰한 수업이 일상적으로 있는 수업이긴 한 거예요?
	교사 A	네 항상 그렇게 하고 사실 게임을 준비를 더 해야 되는데 제가 이제 학기초라 너무 바빠요. 지금 자율학기제 준비랑 프로그램 준비할 게 너무 많아서 지금 사실 게임 준비를 딱 한번 했어요. 저번주에 딱 한번 했거든요. 그리고 요번에는 학습지roman 했는데 그래서 오늘도 수업을 들어가는데 얘기했어요. 애들이. 왜 오늘 게임 안해요? 선생님 저번에도 안 하셨잖아요. 또 이러더라고요.
0302	교사 A	그래서 아 다음에 꼭 해줄게. 이렇게 얘기했는데 제가 준비할 시간이 없어서 못했는데 이래요. 이렇게 애들이 길들어지다보니까 또 이렇게 길들이다보면 제가 그냥 정말 분필 하나 잡고 들어가면 너무 지루해해요. 너무너무. 그건 또 제가 싫고 그러다보니까
	인터뷰어	지금 이제 물리적으로 일종에 한계가 한계에 부딪힐 수 있다고 생각하시는 건가요?
	교사 A	그렇죠. 만약에 컴퓨터 하나가 그냥 나가버리면 그럴 때가 있었어요. 많지는 않았는데 소리가 안 났거나 소리가 안나면 또 애들이 재미가 없어하잖아요. 게임을 하는데 ppt 에서 소리가 안난다. 그러면 또 애들이 심심해하고 제가 만약에 티비가 갑자기 그 날 티비가 안나와요. 그럴 때가 또 있거든요.
0351	교사 A	그러면 제가 어찌할 바를 모르겠는 거예요. 제가. 아이들을 이제 바로 교과서 피고 수업해야 되는데 게임을 준비했는데 이게 안되니까 저도 힘이 빠지고 애들도 하기 싫고 그래서 컴퓨터가 안나오는 그 순간부터 애들이 안나온다. 큰일났다 이러면서 아 어떡해요. 하기 싫어요. 이런 소리를 계속 하거든요.
	인터뷰어	그러니까 지금 준비된 거에 도움이 없이는 사실은 이렇게 교사가 리드하는 데로 가지 않는다는 얘기죠? 아이들이
	교사 A	그럴 수도 있겠죠. 그런데 제가 워낙에 화려한 언변이 있는 것도 아니고 애들을 딱 집중시킬 만한 유머러스한 사람도 아니고 카리스마도 없고 그러다보니까 저는 그거에 힘을 빌리는 거죠. 그런데 네 맞아요. 물리적인 게 충족이 안 되면 저는 거기서 우왕좌왕 그리고 그 수업은 그냥 망하게 돼요. 1 시간을 그냥 네.
0449	인터뷰어	그러니까 사실은 제 느낌은 뭐냐하면 지금 말씀하신 것만 갖고는 왜 아까 갑자기 울컥하셨는지 설명이 잘 안 되거든요.
	교사 A	아 그래요? 그거 같아요. 그냥 정말. 준비를 너무 많이 하니까 그러니까 사실 안해도 되는데 이렇게 준비를 하고 그러니까 저는 사실 선배 교사님들이 정말 아무것도 안들고 정말
0520	#울떡거리심	
	교사 A	분필에 칠관 하나만 있으셔도 아이들 이렇게 이끄는 모습을 되게 아 어떡해. 그러니까 그런 모습이 부럽고 저도 학창시절에 그런 선생님이 되게 부러워 좋았고 그랬는데 저는 그렇게 못하니까
0537	#i 교사 A 선생님	
	교사 A	그런 거 같아요.
	인터뷰어	지금 다른 선생님들은 그렇게 하신다고 생각을 하시는 거예요? 분필 하나로?
	교사 A	아니 그러니까 그런 분도 계시는 거 같은데 일단 저는 못하니까
	인터뷰어	혹시 그런 분들 최근에 보신 적 있어요? 분필 하나로 그렇게 아이들 장악하는?
	교사 A	아니요. 보지를 못했어요. 보통 다 ppt 를 사용하시던지 아니면 네. 다 아이시터를 활용하시더라고요.
	인터뷰어	그러니까 ppt 든 아이시터든 아시고 있는 선생님 중에서 아이들을 수업에 정말 몰입시키고 학습 효과를 불러일으키고 이렇게 하신 분을 보신 적 있으세요?
0618	교사 A	어.. 듣기만 들었지 사실 제가 직접가서 본 적은 없어요.
	인터뷰어	저도 본 적이 없거든요.
	교사 A	아 그래요?
	인터뷰어	그래서 뭐가 또 억울하신지 모르겠어요. 억울하다기보다 지금 이제 우시는 게 그러니까 도대체 비교대상이 누구시길래 그러는 건지
	교사 A	아 그냥 들은 거지 저도 솔직히 없는데 그러니까 저는 그게 걱정이 되는 거예요. 그냥 혹시나 어느 순간에 정말 내가 이런 거 하나도 안 들고 들어가는 순간도 있을 텐데 못하게 될까봐
	인터뷰어	그러니까 지금 사실은 누구하고 비교에 문제가 아니라 선생님 스스로 일종에 한계를 느끼는 건가요?
0659	교사 A	그런 것도 있을 수 있어요. 제가 사실은 조금 일도 많고 그래서 그런 걸 수도 있고 네.
	인터뷰어	<u>그럼 일종의 어찌면 지금 하고 있는 거 자체가 오버페이스 된 거고 실제 이거 자체가 실제 생각하는 거만큼 효과를 나타내는 거 같지도 않고</u>
	교사 A	<u>네 맞아요.</u>

	인터뷰어	그래서 더 이상 어떻게 해야 될지 모르겠다. 이게요?
	교사 A	네 그런 걸 수 있는 게 게임이 사실 한계가 있잖아요. 그리고 진짜 애들이 게임을 제가 하는 이유는 그냥 솔직히 그 게임 안에서 배워라는 건데 애들은 정말 게임에서 사탕을 얻으려는 목적으로 하려는 그런 것도 보이는 거 같고 그게 좀 네. 그것도 슬퍼요.
0746	인터뷰어	왜냐면 쉽게 가볼게요. 선생님 스스로는 지금 직업하고 요 소명 사이에 어디쯤에 계신 거 같으세요?
	교사 A	저는 솔직히 어.. 솔직히 말해서 많이 시간을 투자하는 거 같아요. 제 일에. 그러니까 뭐 제가 좋아했던 좋아하는 거고 아이들이 변하면 기쁘고 이런 거보면 네. 그러니까 시간도 많이 투자하는 거 같고 제가 하는 일에 그래서 저는 네 지금 그냥
0831	인터뷰어	소명 쪽에 더 가깝다. 교사로서 어떤 책임감 이런 쪽이 훨씬 더 강하시다. 이런 거죠? 현실은요?
	교사 A	현실은 사실 어느 때는 어떨 때는 제가 정말 그럴 때도 있어요. 그러면 안 되지만 준비가 안 됐을 때? 제가 정말 프린트 하나 들고 수업하러 들어갈 때 그럴 때는 정말 아 이 시간 이렇게 때워야지 이렇게 생각될 때도 솔직히 있습니다. 이런 말 하면 안 되지만. 그래서 제 직업 그러니까 저는 사실 그러니까 책임지고 이렇게 막 제가 하는 거에 노력을 하는 편인 거 같아요. 그러니까 이렇게 말하면 너무 경솔해보이지만 이렇게 하는 거 같은데 그러니까 어떨 때는 너무 이게 치이다보니까 정말 그냥 네.
0916	인터뷰어	그러니까 이제 어쩔 수 없이 시간을 때워야 되고
	교사 A	그럴 때가 있어요. 네.
	인터뷰어	예를 들어서 지금 상황에서 거꾸로교실 이런 거 생각하지 말고 기존에 있던 상황에서 시간이 만일에 6개월, 1년, 2년 이렇게 흘렀으면 흘러가면 그 선생님 제가 아까 드렸던 질문 직업과 소명 사이에서 위치가 어떠실 거 같으세요? 계속 이렇게 지금 갖고 있는 신경들이 유지가 될 거 같으세요? 아니면
	교사 A	어.. 사실 제가 처음했을 때보다도 더 소명이 더 커진 거 같다고 저는 생각하거든요. 제가 처음에 봤던 아이들보다 지금 제가 더 배운만큼 하고 있는 거 같고
0956	교사 A	처음에는 정말 몰랐던 거 같아요. 이렇게 하면 애들이 바뀌겠지. 라고 생각하고 그렇게 했는데 그런 방법을 그러니까 제 고집대로 행동했던 거 같은데 이제는 조금 그래도 해봤으니까 많이는 아니지만 조금 해봤으니까 더 책임감도 늘어났다고 생각하고 그런데 이젠 제가 마음가짐인 거 같은데 사실 제가 조금 나이가 들거나 이렇게 돼서 가족이 생기거나 이렇게 돼서 우리 아이들보다 내가 더 xx 지거나 이러면 조금은 지금 하는 지금 제가 케어하면서 시간을 쏟는 거에 비해서 더 적을 거 같다고 생각도 들어요. 그런데 그게 사실 제 두려움이기도 하고요.
1039	인터뷰어	선생님이 계속 반복해서 말씀하신 거긴 하지만 그렇게 열심히 해서 나오는 아이들에 어떤 배움에서의 효과를 생각하시면 인풋에 비해서 몇 %나 나오는 거 같으세요?
	교사 A	영역성적을 보면 솔직히 말해서 사교육 받고 초등학교때부터 영어잘했던 애들이 더 잘나와요. 그런데 그게 진짜 슬픈 일인데 그렇게 되더라고요. 그래서 제가 보기에 저는 제가 하는 수업이 저도 정말 온전히 제 수업을 받고 제가 내는 시험으로 아이들이 정말 그걸로 성적이 나왔으면 좋겠지만 그게 안 되기 때문에 사실 공교육만 온전히 내 수업만 받고 시험을 받는 아이들은
1121	교사 A	네 그렇게 잘 나오는 거 같지 않아요. 인풋에 제가 뭐 100% 쏟는다면 50, 60 나오는 거 같아요.
	인터뷰어	굉장히 소명도 강하시고 그러면서 다른 선생님들보다 훨씬 더 많이 하신다고 생각하시는 거예요?
	교사 A	저요? 아니 그거는 전혀 아니죠. 저는 그건 아닌데 그냥 제가 경험한 게
	인터뷰어	쏟아부은 에너지는 그렇다고 생각하지 않아요?
	교사 A	좀 많이 한 거 같아요. 시간 좀 많이 투자하는 거 같긴해요.
	인터뷰어	그러니까 평균보다 좀 많이 하신다고 생각하시는 거 같고
	교사 A	네
	인터뷰어	그래서 더 멋진 게 있는 게 아닌가?
	교사 A	그런가요? 네 그런 거 같아요. 너무 바쁘고 그러니까 쉬는시간에도 이렇게 정말 쉬는시간인데 쉬지를 못하는 게 조금 네 그런 것도 있고 하죠.
1213	인터뷰어	아 실제로 수업준비 때문에 그러시는 거예요?
	교사 A	아니아니 수업준비는 학교에선 별로 안하고요. 답임을 하다보니까 잔소리하는 시간이 그때밖에 없더라고요. 그래서 쉬는시간마다 찾아가보면 또 애들 조금 난장판 되어 있을 때가 있어서
	인터뷰어	거꾸로교실을 하게 되면 사실은 저희쪽에서는 조금 뭐랄까 거칠게 요구를 할 거거든요. 뭐냐하면 전체로 강의하시를 거의 제로상태로 만드시라고 요구를 할 거예요. 적응하실 수 있겠어요?
	교사 A	그런데 그것도 제가 솔직히 xx 이죠. 말 많이하면 목도 아프고 사실 그리고 제가 소리지른다고 애들이 듣거나 이런 것도 아니었는데 저도 그 수업이 참 힘들어요.
1303	교사 A	아이들도 지루해해요. 그래서 저도 그 수업은 만약에 써야 한다면 쓰겠지만 필요할 때가 있지 않나 아직도 저는 그렇게 생각하거든요. 그런데 만약에 문법수업 같은 거 정말 애들이 지루해하는 그런 수업을 거꾸로수업을 해서 10분 반짝 집중하고 나머지 다 활동으로 한다면 좀 저도 편하고 그렇지 않을까 네.
	인터뷰어	기대는 좀 있었어요?
	교사 A	네네.

01:15:07 끝

APPENDIX E

SAMPLE DATA RECORDING FORMS AND NOTES OF RESEARCHER

SAMPLE #1: INTERVIEW REVIEW

# of Observation	Stage	FC WK #	DATE	Type (Observation/ Interview)	VIDEO		AUDIO
					WHOLE	GROUP (# OF GROUPS)	(# OF Students/Files)
1	Pre-Flipped Classroom	PRE-FC	2014-08-28	INT	X	X	O (2)

1INT02_AUD1_CF036

Type & #	INT 01	ID	F01	File #	1INT02_AUD1_CF036
전체성적	상위권 (점수: N/A)	영어성적	중.상위 (1 학기기말고사 점수: 91.4 점)		
학습동기	높음/ 긍정적	흥미	없음	사교육 여부	받음
사교육 경험	학원을 오랫동안 다닌 것 같음 (엄마의 말을 잘 듣는 듯함)				
수업태도	N/A				
좋아하는 과목	수학을 제일 좋아함: 왜? 어려운 문제를 풀 때 안 풀리다가 나중에 풀리면 기분이 아주 좋아진다.				
영어선생님	선생님은 정말 잘 가르친다고 생각. [왜? 아이들을 잘 이끌어가고 재미있게 해석을 해 주신다. 아이들의 공감대 맞추고 그들의 눈으로 수업을 이끌어 간다고 말함]				
싫어하는 과목	역사. 왜? 아무리 해도 안 된다. 노력을 해보았는데 성적의 결과가 노력만큼 크지 않다.				
꿈	꿈이 없다 (예전에는 “선생님”이 되고 싶었지만, 포기→ 왜? 성격이 “더러워서” 자기가 성격이 급하고 욱해서 아무래도 학생들을 인내력 있게 잘 가르치기는 힘들 것 같다.				
학교	“학교는 친구를 만나러 오는 곳이다” 방학이 끝나갈 마지막 주에는 학교에 빨리 오고 싶었다. “친구”를 만나러 온다. 학교는 친구와 수다 떨고 이야기를 나누기에 좋은 장소 학교 안 나오면? → 사회적 인식이 나쁘게 보일 수 있으므로 나와야 한다.				
공부	공부는 재미가 없지만 학원을 다니고 있고 엄마가 시키고 나중에 시험 결과가 안 좋으면 기분 나쁘니까 남들 하는 만큼 한다. 공부는 재미가 없지만 하면 성적이 어느 정도 나오니까 한다. 하지만 “공부를 한다는 것은 즐겁지 않다” 미래에 공부가 재밌어 질 수 있나? 내가 흥미를 가진다면 될 것이다!				
주목할 점	<ul style="list-style-type: none"> ✓ “꿈”에 대해 말할 때: 지금 현재 꿈이 없다 라고 말할: 선생님이었는데 포기→ 자신의 성격 때문에. → 언제부터 성격이 이렇게 되었나? → 초등학교를 지나 중학교를 오면서 “점점 나의 성격이 난폭해지고 급해지고 있다” ✓ 내가 흥미를 가진다면 공부가 미래에 재밌어 질 수도 있다 → 얼마나? 라는 질문에 30%라고 대답함 (부정적으로 예상하고 있다) ✓ 학교에 왜 오나? 라는 질문에 친구를 만나러 온다고 함. 배움은 아님. “왜?” 라고 다시 묻는 질문에 “친구를 만나면 즐겁다 → 함께 있으면 좋다.” “사람이랑 있어야죠! 그래야 행복하죠!” 라고 답함. 게임보다 아이들과 소통하는 것이 행복하다. (사람은 소통해야 한다는 생각) 				

1INT01_AUD2_BF036

Type & #	INT 01	ID	F02	File #	1INT01_AUD2_BF036
전체성적	하위권 (점수 N/A)	영어성적	하 (1 학기 기말 35.80 점)		
학습동기	낮음	흥미	하위	사교육 경험	없음.
수업태도	좋지 않다고 말함 (인터뷰 중 수업태도 언급: “영어수업에 집중하지 않고 5 명의 친구들과 교실 맨 끝 구석에서 지속적으로 빙고게임 및 잡담. 수업 중 이쁘게 화장을 곱게 하느라 바쁨”)				
영어수업	영어는 어렵다. 전혀 못 알아들으니 싫어졌다.				

	초등학교 때는 좋아했는데 중학교에 와서 싫어졌다. 다시 배워보야지 다시 시작해 보야지 하는 마음은 있다. 영어선생님 재미가 없음 → 수업이 재미없음 → 가르치는 방식이 마음에 안들
좋아하는 과목	미술: 세상에서 미술시간이 제일 좋다
싫어하는 과목	영어 → 하나도 알아들을 수 없고 외우기만 해야 해서 지루하고 고통스럽다.
꿈	아직 없다. 좋아하는 것이 무엇인지 잘 모르겠다.
학교	학교는 좋다 하지만 공부는 싫다. 그리고 성적으로 차별하는 선생님들 몇 분도 싫다. 하지만 친구들은 좋다. 학교는 친구들과 놀고 싶어서 온다. 어떨 땐 점심을 먹기 위해 오기도 한다.
공부	재미없다. 다 재미가 없다. 선생님이 바뀌면 잘 할 수 있을 것 같다. 좀 더 쉽게 과목에 대해 알아보고 싶다.
주목할 점	<ul style="list-style-type: none"> ✓ "꿈"에 대해 말할 때: 지금 현재 꿈이 없다 라고 말할 (자신의 장.단점을 알지 못하며 자신의 성적이 하위권이라는 것을 말할 때 부끄럽거나 자신감이 없는 태도보다 공격적이고 반항적으로 "저 공부 못해요"라고 말한다) ✓ 학교 & 공부: 학교를 놀이의 공간으로 인식하고 배움의 장소라고 인식하지 않음. 또래집단과의 관계에 큰 의미를 두고 교사와의 관계는 원할하지 못한 것으로 파악. 차후 수업비디오에서 그 관계를 좀 더 면밀하게 보고 기록할 필요가 있음. 학업결손의 원인과 수업태도 그리고 교사와의 관계를 더 알아볼 것. 그리고 차후 거꾸로교실 도입 이후에 그룹활동 중 긍정적 교우관계가 또래간 상호작용에서 학습에 어떤 영향을 미치는지도 알아볼 것. 교사는 또한 이 학생에 대해 어떤 태도를 가지고 있으며 서로의 관계에 변화는 있을까?

2INT02_AUD01_AF027

Type & #	INT 02	ID	F03	File #	2INT02_AUD01_AF027
전체성적	80 점대	영어성적	중상위 (1 학기 중간고사 81.9 점)		
사교육유무	초등 2-6 학년까지 영어학원 다니고 중학교 와서 안 다님.				
학습동기	높다	흥미	낮음		
수업태도	인터뷰 중 AF027 에의 수업태도에 대해 "선생님께 예의가 바르지만 수업 중 집중을 잘 하지 못하는 것 같던데 본인은 어떻게 생각하느냐" 라고 물음.				
좋아하는 과목	영어 → 좋아해야 하는 과목이고 아주 중요한 과목이라고 생각함 영어 공부는 단연 문법과 단어 외우기 위주로 하는 것이 맞다고 생각함. 중학교영어는 어렵지만 꼭 해야 하는 과목이며 타 교과에 비해서 가장 중요한 과목이라고 생각함				
꿈	딱히 없다. 생각 안 해본 것 같다.				
학교	친구들을 만나고 수다 떨기 위해서 온다. 학교는 재미있다				
공부	재미없는데 한다/ 해야 하는 것 → 친구로부터 공부하는 방법을 듣는다.				
모둠 활동	재미있다. 하지만 모둠 활동은 흥미로운 방법이기도 하지만 학교 공부나 학습에 도움이 되는 것은 아니라고 생각함.				
주목할 부분	<ul style="list-style-type: none"> ✓ 친구들과 대화를 하는 것이 좋아서 학교 옴 → 수업시간 중 재밌었던 순간은 "모둠 활동"을 할 때이다 → ✓ Q1: 그럼 수업에서 모둠 활동을 많이 하면 좋을까? 란 질문에 학생은 이것은 한 두번 지루할 때 하고 시험을 위해서는 공부를 해야 한다고 말한다. (여기서 "공부"란 무엇을 의미하는 것인가? 이 학생이 생각하는 공부는 "외우기" 그리고 "교사의 말 수동적으로 듣고 받아적는 것"을 의미하는 것인가?) ✓ Q2: 모둠 활동은 공부가 아닌가? AF0027는 모둠활동을 하는 것은 공부가 아니라고 한다. (공부는 재미가 없는데 해야 하는 것이라 말함) → 상호작용은 공부가 아니다. 라고 인식하고 있음. 추후 거꾸로교실 도입 후 매 수업 모둠 활동을 기반으로 프로젝트형 또는 탐구형 활동이 도입될 것이고 CLT를 활성화하기위한 또래간 그리고 교사-학생간의 활발한 상호작용에 참여하도록 유도될텐데 이 때 F03의 반응과 수업태도는 어떻게 변할까? 거꾸로교실 수업 도입 전 수업태도에 대해 자세히 관찰하고 정리할 것! 				

2INT02_AUD02_AM018

Type & #	INT 02	ID	M01	File #	2INT02_AUD02_AM018
전체성적	NA	영어성적	중위권 (1 학기 중간고사 72 점)		
사교육유무	초등학교 3 학년부터 방과 후 늘 공부방에 감.				
학습동기	NA (활발하고 적극적으로 보임)	흥미	흥미는 아직 식지 않았음 이라고 대답.		
수업태도	적극적 참여 하지만 산만하고 정면을 바라보고 있지 않고 옆으로 앉아 앞뒤 친구들과 계속 떠들면서 수업에 참가.				
좋아하는 과목	없음.				
영어	<ul style="list-style-type: none"> ✓ 영어 힘들고 어렵다/ 지루해서 애들이 다 잔다. 아이들이 참여를 안했다. 				

	<ul style="list-style-type: none"> ✓ 이걸 선생님이 잘 가르치고 안 가르치고의 문제가 아니다→ 영어 자체 교과목이 너무 어렵다. ✓ 영어수업이 재밌어 진다면 훨씬 더 공부하기 좋을 것 같다 ✓ 놀이처럼 친구들이랑 같이 활동을 많이 해봤으면 좋겠다. ✓ 아이들이 너무 많이 잔다
모둠활동	선생님 수업이 대부분이고 모둠 활동은 아주 가끔하는데 이것이 반대가 되었으면 좋겠다 모둠 수업으로 바뀌면 학습효과는? 70% 정도 좋아질 것이다.
주목할 부분	<ul style="list-style-type: none"> ✓ 모둠활동을 하고 싶어하고 친구들과 상호작용을 하고 싶어한다 ✓ 아이들이 너무 많이 잔다고 말함 <p>*수업 및 모둠활동 비디오 파일 관찰 후 M01의 학습태도에 대해 좀 더 자세히 기술. 특히, 모둠 활동에서의 참여도 (자기주도성, 문제발견 및 해결력, 상호작용 의지 및 참여도?) 관점에서 Pre-FC 와 FC stage 별로 기술.</p>

2INT03_AUD03_AF024

Type & #	INT 02	ID	F04	File #	2INT03_AUD03_BF024
전체성적	평균 90 점대	영어성적	중하위 (1 학기 중간고사 68 점)		
사교육유무	받음				
학습동기	하위	흥미	학교공부는 의미이지 흥미로 하는 것이 아님		
수업태도	한번도 눈을 놓치지 않고 잡담도 안한 채 선생님 말씀에 집중하는 모습. 아주 훌륭한 수업태도를 가지고 있음				
좋아하는 과목	국어 -재밌다.				
영어	영어수업 너무 즐기고 지루하다. 영어선생님은 좋다. 과목자체가 영어는 지겹고 지루하다.				
싫어하는 과목	영어				
꿈	꿈이라기 보다 소원. 얼름 공부마치고 대학가서 어른이 되고 싶다.				
학교	싫다. 선생님들이 잘해주고 아이들과도 좋음 하지만 학교 자체는 싫다.				
공부	공부가 원래 싫다.				
모둠활동	더 재밌다. 선생님께서 하시는 수업이 더 직접적으로 잘 요약되었지만 모둠 활동은 친구들이랑 함께 할 때 오히려 더 기억에 오래 남는 것 같다. 모둠중심 수업이 된다면? 50% 정도 (반반정도) 비율로 진행한다면 좋을 것 같다.				
주목할 부분	<ul style="list-style-type: none"> ✓ 아주 좋은 수업태도와 달리 영어수업을 지루해 하고 학교 자체를 싫어했다. 그리고 학습된 무기력함이 보인다. 공부자체를 의무와 자신의 책임으로 받아드려 최선을 다하려는 태도이지만 학습 자체에 대한 흥미가 없어 보임 -> 좋은 수업태도도 표면적으로 교사의 지침에 잘 따르는 수동적 자세를 말할 수 있다. ✓ 성적: 전과목 평균이 90점대인데 비해 영어 성적은 68점으로 타교과에 비해 많이 부진한 편이다. 영어공부에 대한 인식과 방법 등에 대한 F04의 인식과 학습태도와 방법에 대해 자세히 알아볼 필요가 있다. 분석적 학습에 대한 인식과 전략에 치우쳐 많은 양의 단어나 문법을 무조건적으로 외우고 있는 것은 아닌지? 검토해 볼 필요있음!! ✓ 모둠 활동에서 한 것이 더 오래 기억이 남는다고 말함. 그렇다면 모둠활동에서 나타난 F04의 학습방법은? (Visual? Audio? Kinesthetic?) 				

2INT04_AUD04_BM001

Type & #	INT 02	ID	M02	File #	INT02_M02
전체성적	하위권	영어성적	하위 (1 학기 중간고사 29 점)		
사교육유무	없음 (집안형편이 이혼 후 매우 어렵고 엄마랑 형이랑 같이 산다)				
학습 동기	초등학교때까지 없었으나 돈을 벌어야겠다는 생각에 공부가 하고 싶어졌으나. 하는 방법을 몰라서 어디 TJ 부터 어떻게 해야할 지 모르겠음				
수업태도	매우 좋음. 단 한번도 선생님에게서 눈을 한시도 떼지 않고 칠판을 보며 집중함				
좋아하는 과목	없음				
영어를 해야하는 이유	취직하는데 꼭 필요한 것 같아서.				
싫어하는 과목	없음.				
꿈	돈 많이 벌어서 집안에 도움이 되기				

학교	즐겁다.
공부	막막함. 하고는 싶은데 한번도 잘해본 적도 없고 어떻게 해야할 지도 모르는 것
모둠 활동	친구들이랑 이야기할 수 있어서 덜 지루하다.
주목할 부분	하고는 싶은데 어디서부터 시작해야 할지가 막막하다는 말. 축적된 학습결손이 많은 M02의 경우, 거꾸로교실 도입 후에 다른 논문에서 언급된 “개별화”수업을 통해 하위권학생들이 수업이해도가 높아지는 것인지 확인해 볼 수 있음. 또한 또래집단은 M02의 질문에 충분한 답을 제공해 줄 수 있고 또한 제공해주려 하는가? 교사는 이 학생의 학습결손의 정도를 정확히 파악하고 있는가? 또한 파악하고 있었다면 지난 1학기동안 이 학습결손에 대해 무엇을 했는가? 그리고 앞으로 파악하게 될 경우 교사는 어떻게 이 학생을 위한 활동 및 학습내용을 준비할 것인가? 를 알아볼 것

SAMPLE # 2: CLASSROOM OBSERVATION & INTERVIEW VIDEO REVIEW

# of Observation	Stage	FC WK #	DATE	Type (Observation/ Interview)	VIDEO		AUDIO
					WHOLE	GROUP (# OF GROUPS)	(# OF Students/Files)
2	Pre-Flipped Classroom	PRE-FC	2014-08-29	OBS & INT	O	O (1)	O (5)

2OBS_W1

A 반 수업비디오 관찰 일지									
관찰 횟수	날짜	거꾸로 차시	수업내용			수업순서 & 내용	수업관찰 내용 주요 포인트	학생	
			주제	교과서	활동지			특징	녹음한 학생
1	08월 29일	pre-1	길찾기	6단원	N/A	길찾기	✓ 전반적으로 선생님과 아이들의 상호작용이 활발하고 안정되고 편안하게 보임 (물론, 외부관찰자들이 많아서 아이들이 Hawthorne effect 를 보이고 있는지도 모르겠음) → 다음 수업비디오에서 다시 관찰을 해야 할 것 같음.	AM017-수업태도가 항상 좋지 않고 타과목 선생님들도 가장 힘들어하는 학생	AF027-활발하고 수업태도가 적극적
						듣기활동	✓ 수업 10분 경과 후 듣기활동을 할 때, 1분단과 2분단의 아이들만 대답할 뿐 나머지 아이들은 떠들지는 않아도 지루해하고 집중을 하지 않음	AM005-수학과 영어교과의 편차가 큼.	AM001- 친구들에게 욕을 자주 사용하고 폭력적 성향이 관찰됨.
						오즈의 마법사에 관한 짧은 동영상 시청 후 길찾기 응용활동을 함	✓ 특히 3분단에서 2번째에 앉았던 "HG" 학생은 수업내내 엮드려 있거나 낙서를 하거나 함.	HG- 수업을 방해하는 행동은 보이지 않음. 학교성적도 비교적 좋음. 하지만 무기력하고 수업내내 엮드려서 낙서를 하거나 지겨워하는 태도를 보임	
						원래 자리에서 모둠 자리로 바뀌서 수업진행	✓ "authentic Video" (오즈의 마법사)의 사용이 괄목할 만한 사안→ 그렇게 지루해 하던 아이들이 영어로 나오는 비디오를 틀어주니까 모두 일어나서 본다. 이것 자체 만으로도 "비디오" 사용에 대한 아이들의 흥미와 관심에 대한 연구를 찾아봐야 할 것 같다.	AF024-수업시간에 집중을 하지만 선생님의 말에 한마디도 대답하지 않음 AM005	

APPENDIX F

A SUMMARY OF PARTICIPANT INTERVIEWS [TEACHER]

#	stage	date	INT File	INT Length	F_Type	INT_Type	Topic/Summary
1	Pre - FC	8/22/2014	INT_TTs 001	1:49:00	비디오	교사간담회	2 학기 개학 전 AA 중학교 거꾸로교실 시도를 할 연구동아리 선생님들과 거꾸로교실 시작 전 첫 만남 거꾸로교실을 시작하게 된 동기, 경험, 2 학기 시작 전 수업계획진행상황 논의
2		8/27/2014	INT_TTs 002	50 분	비디오	교사간담회	2 학기 개학 후 거꾸로교실 교사 연구동아리 간담회 및 워크숍 (인터뷰어 & 자문교수들 & 연구진 & 타학교 거꾸로교실 경력 2 년차 교사들) 교사들이 거꾸로교실 하기전에 가지는 질문들에 관한 논의 - 주로 "조 편성" 에 관한 내용이 화두가 됨
3		9/2/2014	INT_T_A 001	50 분	비디오	일대일	사전 인터뷰. 전체적으로 교사 A 가 담당하는 각 반의 수업분위기 및 학생들에 대해 묻는 인터뷰 담임반 A & B, C 반 / 각 반의 인원 수가 대략 40 명 가까이 되고 힘든 가정환경을 가진 학생들이 많음을 강조
4		9/2/2014	INT_T_A 002	1:15:00	비디오	일대일	교사 A 첫 단독 인터뷰 교사 경력 + 교사로서의 지난 5 년간의 회상
5		9/5/2014	INT_T_A 003	32 분 35 초	비디오	일대일	교사 A 의 당일 수업 내용 브리핑- 거꾸로교실 하기 전 본인의 원래 교실 수업 (Pre-FC) A 반- 독해수업 (vs. 2 교사- G 수업에서 무기력하던데 3 교사 D 수업에서는 활발해지고 즐기는 모습)
6	FC Stage 1	9/15/2014	INT_T_A 004	7 분 10 초	비디오	일대일	거꾸로수업 OT 소감 및 거꾸로교실 1 차시 계획 OT- 각 반별로 반응 + 밴드가입를 FC 1 차시 계획- 만화그리기(확산적 사고를 위한 활동)- 내용이해도도 측정하려함/ 조 구성/

7	9/16/2014	INT_T_A 005	8 분 5 초	비디오	일대일	거꾸로교실 1 차시 실행 직후 인터뷰	절망적임. 안되는 아이는 안되는 구나. 기대보다 반응이 별로임. 실망감이 큼.
8	9/17/2014	INT_TTs 003	1:58:15	비디오	교사간담회	연구동아리 - 거꾸로교실 실시 1 주 후 소감공유	교사 A - 보조교사제도에 대해서 언급 (옆에서 얼핏 듣는데 너무 잘 가르쳐 줌) 밴드 활용도 동영상 보고 노트를 필기하고 사진을 찍어서 밴드에 올림으로써 아이들에게 자극을 주기위해 시작하려고 생각해봄. / 계속 망해서 이것저것 해보고함. / 실제로 너무 안될 때는 화가나고 어제까지만 해도 (9/16) 진짜 하지말까생각을 하심. 첫시간 수업망했을 때 어땠어요? 너무 화가 나는 거예요. 애들이 봤다고 거짓말을 하는 거예요. 그래도 했어요, 근데 3분의 2가 망했어요. 본문수업 (그림그리기) 만화그리기. 하는애들은 하는데 안하는애들은 안하더라. 학습동기가 없다는 것에도 화가났음. 첫시간-화 부글부글 좌절감.
							교사 A- 아이들에 대한 신뢰감. 아이들이 생각했던 것 보다는 못하더라. 지금 다른 방법을 하면 더 나아지지 않을까? 밴드사용할 수 있게 써보자고 신뢰도 8. 믿고 있어요. 교육봉사를 하시는 분이 오셔서 동영상 보게 하는데 활용하고 있음.
							교사 A-동영상 20분으로 만들었음. 아이들이 5분만 지나가도 너무 길게 느끼고 힘들어함. 이제는 줄이려고 함. 정말 핵심만 하려고 함. 17분에서 9분으로 줄여감. 이제 계속 줄여감. 제가 연구를 한게 있는데 리딩 파트니까 본문도 잘라야 겠다. 리딩파트도 다 빼고 간결하게 해야겠다. 리딩이 안되는 아이들에게는 따로 해서 올리기. "저는 다 가르쳐 줘야한다고 생각했어요" 내가 왜 다 읽어 주고 있나? 학습지 만드는데 시간 투자하는게 더 나을 것 같아요. 영상에 투자하는 시간을 줄여서 함.
9	9/18/2014	INT_T_A 006	2 분 32 초	비디오	일대일	거꾸로교실 2 주차 경험 인터뷰	너무 좋다. 정말 너무 좋다(울면서) 기쁨을 토로. 모둠을 하면서 애들이 참여를 한다는게 너무 좋음. mh 이라는 아이가 영어를 한마디로 못했던 아이. 아니 한마디도 안하던 아이가 저렇게 처음으로 영어로 말을 함
10	9/19/2014	INT_TTs 004	1:12:50	비디오	교사간담회 + 존버그만	거꾸로교실 창시자/개혁자 존버그만 AA 중학교 방문--> 함께 간담회를 가짐	교사 A 는 수업으로 불참
11	9/20/2014	INT_T_A 007	8 분 15 초	비디오	일대일	거꾸로교실 2 주 지난 후 소감과 3 주차 준비 질의	보조교사제도의 효율성에 대해 긍정적으로 말함. 특히 AM006, BF032 학생의 반응이 적극적이며 1 학기 때 한번도 말해보지 않았던 학생인데 새롭게 알게 되는 기분이다. 또래 집단간의 상호작용이 학습에 더 효율적으로 작용하는 듯하다. 영어교과 학습 수준에 따라 서로 서로 도움이 될 수 있는 보조교사제도를 생각하여 재밌게 도입하려 계획한다.

12	10/1/2014	INT_T_A 008	24 분 50 초	비디오	일대일	거꾸로교실 4 주차 인터뷰	거꾸로교실-행복선언. 거꾸로교실 그림 (AF033 가 그린 그림) 한 아이의 талан트가 부각되는 결정적인 사건 (그 전에는 문제아로만 찍혀있던 아이 하지만 아이들의 관심을 받게 함으로서 참여도가 높아짐) 교사 A 께서 아이들의 참여를 점진적으로 이끌어가는 과정
							본문 수업 + 거꾸로교실에 대한 만족도 (다시는 예전 수업으로 다시는 되돌아 가고 싶지 않다고 선언)
13	10/9/2014	INT_T_A 009	36 분 10 초	비디오	일대일	교사A 의 거꾸로교실 수업비디오를 시청하게 한 후 실시한 인터뷰	11 분 후 - 교사 A: 시청소감- 그게 제일 많이 와닿은 것은 제가 돌아다니다가 딱 서면 그 모듬에 아이들이 말을 안해요. 그래서 그동안 무기력하다고 생각하고 모듬활동도 안하는 아이들이라고만 생각했음. 하지만 사실상 내가 안가르칠 때 아이들이 훨씬 더 활발하게 활동에 임하고 있고 학습을 하고 있는 모습을 볼 수 있었음.
							본인의 수업을 시청한 느낌- 조금 더 잘 할 수 있었는데. 아이들이 많이 원하는데 잘 못하고. (아이가 손을 들었는데 잠깐만 하고서는 그 아이에게 대답을 못했던 부분이 가장 미안한 부분) 내가 ppt 를 보는데 글씨 안보여 라고 이렇게 말을 하더라고요. 모듬중에 카메라가 4 명을 찍었는데 2 명만 말을 하고 나머지 2 명은 말은 안함. 근데 그 아이가 말을 안하고 듣기만 하는데 배움을 얻고 있는건가? 근데 제가 실 수업에서는 목소리 큰아이들만 집중하는데 보니까 그렇지 않은 아이들에게 더 많은 관심을 가지고 수업에 임해야 겠다는 생각이 든다.
14	10/9/2014	INT_TTs 005	1:25:18	비디오	교사간담회 (타지역 교사 4 인과 워크숍)	거꾸로교실 경력이 많은 타학교 교사들과 AA 중학교 영어교사들과의 워크숍	교사 A (4- 5:50)분사구문이나 고급 문법 사항들을 가르칠 때 기초가 없는 아이들을 함께 하려면 좀 고민이다) 그리고 수준별 수업이 없어서 개별화 수업을 진행한다는 것은 힘들 것 같다.
							교사 A(13:50- 17:00) 왜이렇게 답답하지? 편하게하고 싶은데 4 명 모듬인데 단 한명이 나몰라라 자빠져 있는게 너무 힘들어. 한명이라도 참여를 하지 않는 이 모습을 용납하기가 너무 힘들—> 근데 사실 주입식 수업에서는 교사가 그것을 인지를 못했을 텐데 거꾸로교실을 진행하면서 학생들에 대해서 더 잘 볼 수 있어서 알게 된 부분일 것이다
							타학교 교사 Z 의 조언 -(33:12- 교사 A 의 인트로가 너무 길다 + 활동에 대한 정해진 레파토리를 정해서 학습이 루틴화 되고 학생들도 교사들이 편해진다. 영상을 보지 않고 온 아이들을 혼재서는 안되지만 아이들이 보는 것이 자신의 학습을 위해 유익한 행위임을 알게 이끄는 것이 중요함. 교사 A,B,C 는 현재 전체를 상대로 선생님들이 모두 활동을 진행하신다. 개별화 수업에 대한 진지한 고민과 연구가 필요해 보임 (갤러리 활동 소개함)

								교사 A (37:32~) 이해도 확인은 어떻게 하세요? 선생님이 돌아가면서 하나요? 1 학기 때 협동학습을 하면서 너무 바빠지더라구요. 그런 차원에서 발표를 했죠. 경청의 박수 쳐도 애들이 잘 안들어요. 그게 대개 힘들고 하니까. 교사 Z & Y → 갤러리 수업을 추천하심.
15	FC Stage 2	10/14/2014	INT_T_A 010	23 분 40 초	비디오	일대일	거꾸로수업에서 예전수업으로 돌아가는 모습에 대해 어떻게 생각하는가?	10 월 9 일 교사워크숍 도움되었는가? 교사 A- 아주 도움이 되었다. 앞에 아무말도 안하고 바로 학습지 나눠주고 아이들이 알아주게 해주었다.이런 기회가 더 많이 주어졌으면 좋겠다 아이들과의 교류가 더 좋고 훨씬 더 많은 학생들에 대해 알게 되었다.
16		10/28/2014	INT_T_A 011	26 분 5 초	비디오	일대일	거꾸로교실 진행상황- 학생들 수업 중 활동과 능력에대해 심층파악- 개별화수업 진행시작결심	새롭게 보게 된 학생들- 그동안 자신이 알지 못했던 학생들의 수준을 정확히 더 알 수 있게 됨. (영어 문장에 대한 이해가 부족해서 교과서 본문을 그림으로 그려내듯이 바로 배끼는 사실을 알게됨) -> 수업에서 개별화 수업을 진행하려고 결심 C 반- writing 이라는 영역이 읽기도 잘 안되는 아이들에게 힘든 것이 아닌가- 하위 수준의 아이들에게 배껴쓰는 활동을 하게 하는데..이런 걸 다른 조원들한테 창피하게 느낄까봐 “이건 선생님 도와주는 일이야”라고 말하면서 그 아이의 입장을 배려한 지시어로 과업을 부과 C 반-CF011- 원래 게임수업을 할 때는 적극적으로 임하는 아이였는데 모임으로 수업을 하면 늘 “울상”이 되고 협동학습을 하는걸 힘들어 하는 아이들도 발견 교사 A 는 변화를 즉각적으로 로 적용하는 모습 - 단순히 동영상으로 시작해서 정말 다양한 소스들을 적용해서 수업을 변화를 주는 모습을 보면서 놀란다. [교사 A: 수업이 안되면 제가 화가 나요] 라고 말함.
17		10/28/2014	INT_T_A 012	9:34	비디오	일대일	아이들과 함께 본인의 능력에 맞는 활동을 할 수 있는 “융합” 수업	다음 단원이 “helping hands”라는 단원이라고 함. 그래서 봉사활동을 융합으로 진행. 교사 A 굉장히 어정정한 표정 교사 A 의 반성적 성찰- 거꾸로수업에서 가장 큰 장점은 선생님의 도움이 가장 필요한 아이들에게 더 많은 시간을 할애할 수 있게 되어서 너무 만족스럽다. 동료교사의 시선
18		11/11/2014	INT_TTs 006	1:05:22	비디오	교사간담회	거꾸로교실 속 보여지는 문제점들	교사 A (27:31-) 업엔다운이 심하긴 해요. 근데 제가 수업들어가길 때 마이크를 내려놓았어요. 제 목을 보호하려고 샀던 마이크인데 이제 슬쩍 모임옆으로만 들어가서 해도 아이들이 집중하고 있음. 하지만 1 주일 전에 수업에 들어갔는데 “뭐야? 또 해야해?” 그래서 들어보니까 “내가 하는 양이 너무 많아졌어요” 근데 1 학기에 비해서 활동량이 훨씬 더 많이 늘었던 것이 사실. 아이들이 수업에 능동적으로 참여를 해야하다보니 힘든 것 같다.

							(30:34-) 요즘은 내가 조금 바뀐것 같다는 생각이 좀 든다. (42:44-) 생각을 못했던 부분. 다같이 협업을 해서 다같이 끝내는 것. 안하는 놈에 대해서 정말 화를 내고 그랬는데..수석님 수업에서 점프단계를 보면서 "개별화"에 대한 생각을 다시 하게 되었다. 진짜 활동지를 다양하게 만들면서 개별 수준만큼 다양하게 선택해서 할 수 있게 됨. 그래서 뭔가 스스로 끊임없이 참여하고 학습을 해야한다는 점이 아이들에게는 많이 힘들었던 것 같다. "점프" 어떻게 할 수 있는가?
19		11/26/2014	INT_T_A 013	7분 53초	비디오	일대일 <i>교사A- can + enjoy + be goog at with 봉사활동 융합수업 후 반응을 묻는 인터뷰</i>	융합수업안에서 학생들의 반응- 보조교사들이 동영상을 만들었음. (AF039. AM019, AF028 이 모여서 쓰기 동영상을 만들었음)/ 수업 시간에 아이들은 일단 포스터 만들기로 1차시로 했고 그 것 다음에 2차시에 봉사활동 계획을 세워서 할 것이다. 앞 반 아이들과 함께 한 활동 내용 리뷰- 엄청 생각보다 잘했음. 아이들이 정성껏 만들어서 포스터를 만들. 개인의 재능을 그림으로 나타내고 영어로 표현을 써놓음. 아이들의 몰입도는 높음. 하지만 영어로 문장이 다채롭지 못한 것들이 교사 A 에게는 좀 아쉬움이 남았음
20	FC Stage 3	12/09/2014	INT_TTs 007	6분 30초	비디오	교사 간담회 (동학년 수학 & 영어 교사)	주제: 수학의 프랙탈과 영어의 소원과 희망을 표현하는 방법→ 크리스마스 카드 <i>수학교사와 영어 교사가 함께 융합수업을 하는 모습을 처음으로 시도하기위한 준비 수업</i>
21		12/10/2014	INT_T_A 014	33분 30초	비디오	일대일	성찰의 결과/ 성찰하면서 가졌던 생각? 나는 내가 없으면 안될 것이라고 생각. 근데 항상 마음에 미래사회에 정보가 넘쳐나는 세상에 교사라는 직업이 중요할까? 하면서도 너네들은 항상 나를 바라봐야지. 나를 보게 하는 것. 앞을 보게 하는것 그것이 가장 중요하다고 생각하는 수업. 근데 저를 빼버렸어요. 그냥 계속 돌아다녔어요. 애가 가르치는 것이 애네들 머리에 지식을 쑤셔 넣는것이 중요한 것이 아니지 라고 생각했어요. 잘 바꿨다고 생각하게 만든 시그널? 애들을 많이 알게 되었어요. 사실 정말 애들을 잘 몰랐어요. 이제는 애들이 보여요. 애들이 학습하는 것을 보면서 아이들이 어디서 틀리고 어려워 하는지 정말 알게 되었어요

							<p>아이들을 많이 알게 된게 선생님들한테 어떤 의미가 있는지?—> 애들을 당연히 알아야 조 교사가. 그게 맞죠. 하나하나 알고 애들의 성적 그리고 배움이 어느정도 이루어진 것을 아는게 정상인데 사실 그걸 알게된게 교사가 되어서 이번에 5 년만에 처음으로 알게 되었어요. 그동안은?—> 많이 미안하죠 목소리가 크고 제 질문에 대답을 잘하는 아이들만 보였어요. 이제는 sns 를 통해서 한 소통으로 인해서 더 깊이 알고 더 잘 알게 되어서 교류를 하게 됨. 지금은 애들을 너무 많이 알게 되고 소통하게 되어서 너무 좋아요. D 반. 시끄럽고 학습의욕이 없는 아이들. 그래서 이런걸 해도 망할 것이라고 생각함. 하지만 지금은 너무 고마워요. 항상 뭔가를 그냥...제가 단번에도 시도하지 못했던 활동들을 척척해내는 것이 너무 고맙고 과소평가해서 미안해요.</p> <p>아이들 보면서 너무 놀랐어요. 스피킹 시험에서 아이들이 영어로 묻고 듣고 점수를 매기는 수업이에요. 교실이 이렇게 시끄럽게 하는 수업이라서 절대 안했을 수업 12월 9일 수업 (듣기평가)- 단 한명도 잡담하고 노는 아이가 없었어요. 친구가 영어로 하는 말을 귀담아 듣고 그것을 영어로 대답해서 점수를 얻으라고 하는 아이들의 모습이 너무 이뻐 보였어요. 항상 마음이 무거웠었. 항상 보조교사가 있기는 했지만 강의를 할 때 마이크랑 컴퓨터 연결하는 것으로 하지만 지금은 그냥 들어감 “내가 하는게 아니라 아이들이 하니까” “강의를 안해요. 알아서 하니까” “강의 내용을 컴퓨터에 띄운다던지 칠판에 적는 일도 아예 없었어요” “제가 없어야지 아이들이 더 신나는 것 같아요. 제가 옆으로 가면 오히려 입을 다무는 것 같아요” “슬슬 비켜주고 멀리서 지켜보고 있어요”</p> <p>“저 너무 좋아요” “좋아요. 제가 안 힘드니까” 아무리 가르쳐 줘도 모르냐 하고 혼냈는데 수업 준비는 힘들지만 아이들이 잘해주니까 너무 기쁘다. 예전에 내가 안된다고 생각했던 모든 것들을 도전해보고 수업에서 실행해보니 된다. 애네들이 어떻게 이걸 하지? 했던걸 아이들이 계속 계속 해보니까 정말 아이들에게 고맙다는 생각이 들. 이제야 아이들이 나를 진짜 선생님이로 만들어 줬구나 하는 생각을 함. 이게 아니었다면 수업준비에 마음에 한을 품고 ppt 를 두드리고 있었을텐데..이제는 아이들 먼저 생각해요. 수업의 중심을 진심으로 아이들을 두고 함.</p>
22	12/18/2014	INT_T_A 015	42 분	오디오	일대일	디딤수업 시청률 + 융합수업 (프렉탈 수업)	<p>프렉탈수업: 정말 그 아이들이 실제 뭔가에 몰입하고 있을 때 실생활에 관련된 영어표현들을 사용하고 물어보니까 아이들이 실제로 바로 영어로 대답해주는 것을 보고 교실환경이 바뀌니까 CLT + TEE 가 다 된다고 함. 그 환경이 만들어 지는 과정을 보면서 “제가 없어져야 할 거 같아요. 제가 가르치려 들수록 아이들이 더 움추려 드는 것 같아요”라고 말함</p>

							<p>교사의 역할에 대한 논의 → 니들이 한번 해봐? 아주 중요한 인터뷰 → 가르침을 뺀 교실→ facilitator→ 왜 거꾸로교실이 가능했던 것인가? 내가 진정 교육학에서 배웠던 그 이론을 교실에서 적용해 볼 수 있었던 것일까?</p> <p>융합수업이 가져다 준 선물은 무엇인가요? 융합수업을 2번 했는데 솔직히 정말 안될 줄 알았어요. 근데 갑자기 애들이 봉사활동에 이것을 실제로 사용한다고 하는 순간 아이들이 실제로 열심히 할 수 있다고 하는거예요. 수학융합도 마찬가지예요. 진짜 수업에서 진정한 동기가 생기고 정말 하고 싶은 말을 해야하는 환경이 만들어 지니까 진짜 말을 하기시작함</p> <p>앞으로 거꾸로교실을 시작할 영어과 교사들에게 해주고 싶은 말- 처음에 포기하지 말고 끝까지 밀어붙여라. 그리고 아이들을 사랑해라. 아이들한테 시간투자 많이 하고. 그리고 성찰의 시간이 필요하다.</p>
23	12/18/2014	INT_T_A 016	10 분	비디오	일대일	<p>타 교사들의 반에 비해 교사A 담당 반의 높은 디딤수업 사칭률에 대한 이유를 질의</p>	<p>어떻게 AA 중학교에서 시청률이 높을 수 있었을까? AA: 사실 저도 잘 모르겠어요. 그렇지만 교실안에서 전체를 대상으로 튜치는 없다. 단지 공기계로 정말 안 보고 오는 아이들에게 수업시간에 보게 함. 하지만 실시간 모니터링 (아이들이 채팅하는 여러 경로를 통해서 접근. 그리고 내일 우리 목표는 동영상 100%로 만들자~! 했더니 아이들이 제가 누구 말을 께요 라고 자진하면서 연락을 취함) 저 혼자만의 노력이 아니라 담임이 같이 해주신다면 감사. 그리고 아이들의 도움을 받아야함. 아이들에게 개인적으로 접근하면 효과가 있었음. 카카오토티. 아이들이 요즘 핫하게 활동하는 SNS 에서 함께 활동을 하면서 동영상 링크를 보냈더니 봄. 즉, 늘 핸드폰을 들고 있는 아이들에게 가장 쉽게 접근할 수 있는 모든 방법을 접근함.</p>
24	12/18/2014	INT_T_A 017	1:31:07	비디오	일대일	<p>마지막 인터뷰. 앞으로의 계획</p>	<p>개별화 학습으로 학습부진이 지속적으로 축적 되는 경우를 사전에 방지할 계획 (파닉스부터 개인학습 시작할 수 있는 별도의 교육자료 마련</p> <p>학급운영계획 (각 반별 on-& off-line 형성을 통해 즉각적인 소통채널 마련) & (학년별 단체 구성하여 수업자료 및 학생활동에 조금 더 진정성 있는 내용을 구성하고 아이들의 참여도도 높일 계획)</p> <p>학부모 커뮤니티 조성 계획- 학부모님들께도 SNS 를 통해 자신의 아이들의 학습태도와 수업활동 모습을 볼 수 있고 적극적으로 소통할 수 있는 채널을 마련하려 함. 하지만 과열된 경쟁이나 잘못된 언행이나 표현으로 의도치 않게 문제가 생길까 염려.</p>

국문초록

Dynamics of the Flipped EFL Classroom

at a Middle School in Korea:

A Complexity Theory Perspective

한국 거꾸로영어교실의 역동성: 복잡계 이론 관점

거꾸로교실(Bergmann & Sams, 2012, 2014)은 최근 교육계에서 새로운 교육 혁신의 수단으로 제시되며 많은 관심과 주목을 받고 있다. 따라서, 본 연구는 거꾸로교실을 한국의 영어교실에 도입하는 전 과정을 알아보기 위하여 민족학적 접근법(Agar, 1980; Hymes, 1982; Watson-Gegeo 1988)을 채택하여 교실을 있는 그대로 관찰하고 기술하고자 하였다. 특히, 한국 거꾸로영어교실에서 관찰되는 다양한 현상을 복잡계 이론의 관점에서 해석하고자 하였다. 이는 교실을 하나의 유기체와 같은 복잡적응계(Larsen-Freeman, 1997)로 이해하여 교실에 내재된 복잡성, 상호적응성 그리고 역동성을 상세히 기술함으로써 한국 거꾸로영어교실에서 나타나는 현상과 이를 초래하는 작동 원리를 분석하고자 하였다. 이런 연구 초점에 따라 본 연구는 다음의 3 가지 연구 질문에 답하고자 했다. (1) 한국 영어교실에 거꾸로교실을 한 학기 동안 도입하면 무슨 일이 일어날까? (2) 거꾸로교실을 도입한 후 한국 영어교실에서 시간의 흐름에 따른 집단적 행동 변화가 있을까? (3) 만약 한국 거꾸로영어교실의 집단적 행동 변화가 관찰된다면, 그 변화를 일으키는 요소와 이유는 무엇인가? 이 질문들에 답하기 위하여 한 명의 영어 교사와 그녀가 가르치는 중학교 1학년 4 개 반 학생들의 영어교실을 한 학기 동안 연구하였다. 전체 17 주 동안, 39 번의 교실 참여관찰, 56 회의 인터뷰, 그리고 137 개의 비디오와 오디오 파일을 연구 자료로 수집하였다. 수집된 연구자료는 질적 연구 방법의 하나인 지속적 비교

방법 (constant comparative method) (Glaser & Strauss, 1967)에 따라 귀납적으로 분석되었다.

본 연구에서 도출한 주요 결과는 3 가지 측면으로 요약된다. (1) 한국 거꾸로영어교실의 변화와 그 변화의 시점 (2) 이런 변화를 자극 또는 저지시키는 요소들 (3) 시간의 흐름에 따라 나타나는 한국 거꾸로영어교실 변화의 전 과정이다. 첫째로 한국 거꾸로영어교실의 변화는 총 4 단계로 초기 단계(Initial Conditions), 1 단계 탈바꿈(Phase Shift One), 2 단계 탈바꿈(Phase Shift Two), 그리고 3 단계 탈바꿈(Phase Shift Three)으로 정리된다.

초기 단계는 거꾸로교실을 도입하기 전으로 영어교실 본래의 모습을 알아보기 위한 목적으로 첫 2 주 동안 관찰하였다. 연구 참여 교실에서 나타난 영어교실 수업의 특징은 3 가지로 *교사 중심적 교실*, *습관적 자극과 보상으로 인한 악순환*, 교실에서 하는 영어 공부와 시험을 준비하는 영어 공부로 구분되는 *이중학습체계가* 있었다. 1 단계 탈바꿈은 거꾸로교실을 실시하며 나타난 첫 단계로 교실과 상호작용 공간과 범위의 확장으로 인한 혼란의 시기였고 이는 5 주간 관찰되었다. 교실 안 강의가 디딤영상(강의비디오)으로 바뀌어 온라인 교실 공간으로 옮겨가며 영어교실은 온라인과 오프라인으로 확장되었다. 이런 교실 공간의 확장은 학생들뿐만 아니라 교사에게도 혼돈을 일으키었고 새로운 수업방법에 대해 생소함과 어려움을 호소하며 잘 적응하지 못하는 모습을 보였다. 따라서 이 단계의 영어교실은 초기 단계보다 더 시끄럽고 더 혼란스러운 상태였다. 반면 이런 확장된 공간과 야기된 혼란의 크기만큼 상호작용의 방법도 다양해지고 그 양과 빈도도 늘어나는 모습을 보였다. 2 단계 탈바꿈은 총 8 주간 관찰된 변화로 교사가 모든 수업에서 모든 학생을 만나고 모든 학생이 각자의 수준에 맞게 배우는 수업의 모습이 관찰되었다. 교사는 매 수업을 모든 학생이 자신의 수준에 맞는 학습활동에 참여할 수 있게 설계하여 학생들이 개별화된 학습을 경험할 수 있게 하였다. 이것은 모두 똑같은 활동을 순서대로 하던 예전 영어교실 수업에서('one-size-fits-all') 모든 학생이 각자에게 맞는 다양한 활동을

한 수업 안에서 참여하며 배우는 새로운 형태의 수업('all-sizes-fit-one')으로 전환되었다. 이런 변화와 더불어 융합 교과 수업 도입과 증가한 영어 사용으로 3 단계 탈바꿈에서는 영어를 영어로 말하며 배우는 수업이 관찰되었다. 이것은 총 3 주 동안 관찰된 변화로써 거꾸로영어교실에 다른 교과 내용을 접목하여 더욱 풍부해진 언어적 자원과 함께 교사와 학생들의 교실 내 영어 사용이 급격하게 증가하는 모습이 관찰되었다. 이런 변화는 교과목 간의 벽이 허물어지고 영어를 언어적 도구로 인식하고 사용하며 배우는 의미 있는 경험을 통해 학생들은 교실에서 영어 사용을 공부보다 오히려 놀이로 인식하는 모습을 보였다. 즉, 영어를 영어로 배우는 새로운 상호작용의 패턴이 거꾸로영어교실 안에서 자연스럽게 형성되고 그 전과 전혀 다른 모습의 교실로 탈바꿈하는 모습이 관찰되었다. 정리하자면, 총 4 단계의 한국 영어교실 변화는 한국의 중학교 영어교실이 거꾸로교실의 도입을 통해 모든 것이 정해지고 규정되어있던 닫힌 교실 시스템에서 다양성과 모든 가능성이 받아들여지는 열린 교실 시스템으로 전복되는 것을 보여주었다.

이런 연구 결과를 바탕으로, 본 연구는 한국 영어 교실에서 거꾸로교실을 도입하는 과정에서 고려해야 할 교수적 관점, 교육적 함의 그리고 향후 연구할 수 있는 분야에 대해 언급하였다.

주요어: 거꾸로교실, 거꾸로학습, 한국 영어 교실, 복잡계 이론, 복잡 적응계, 상호적응, 자기 구조화, 제 2 언어 습득에서의 교실 연구, 외국어 수업 연구

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