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**FLIPPED CLASSROOM TO DEVELOP AUTONOMOUS
LEARNING SKILLS IN GRADE 7 ENGLISH LANGUAGE
LESSONS**

DIPLOMA PAPER

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**APGRIEZTĀS METODES MĀCĪBU NODARBĪBA AUTONOMU
MĀCĪŠANĀS IEMAŅU ATTĪSTĪBAI ANĢĻU VALODAS
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I declare that this study is my own and does not contain any unacknowledged material from any source.

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ABSTRACT

Nowadays having problem-solving and analytical skills is essential for adapting to the rapidly changing demands of the modern society. Consequently, besides gaining knowledge, students must be taught a set of autonomous learning skills, which are often neglected due to the lack of lesson time. The aim of the Diploma Paper was to examine how the application of flipped classroom method can facilitate the development of autonomous learning skills. A case study, which was chosen as the method of research, revealed that flipped classroom method positively influences learners' ability to identify resources, preserving determination and motivation to complete the task, self-monitoring and self-reflecting and ability to evaluate the learning results.

Keywords: blended learning, flipped classroom, autonomous learning skills, independent learner.

ANOTĀCIJA

Mūsdienās ir svarīgi iegūt problēmrisināšanas un analītiskās iemaņas lai pielāgotos strauji mainīgajām prasībām mūsdienu sabiedrībā. Līdz ar to, bez zināšanu iegūšanas, skolēniem ir jāapgūst autonomo mācīšanās prasmju kopumu, kas bieži vien paliek novārtā nodarbību laika trūkuma dēļ. Diplomdarba mērķis bija izpētīt, kā apgrieztās metodes mācību nodarbība var sekmēt autonomās mācīšanās prasmju attīstību. Gadījuma izpētē, kas tika izvēlēta par pētniecības metodi, atklājās, ka apgrieztās metodes mācību nodarbība pozitīvi ietekmē izglītojamo spēju noteikt resursus, saglabāt apņēmību un motivāciju, lai pabeigtu uzdevumu, pašuzraudzību un sevis atspoguļošanu un spēju novērtēt mācīšanās rezultātus.

Atslēgvārdi: jauktā mācīšanās, apgrieztās metodes mācību nodarbība, autonomas mācīšanas iemaņas, neatkarīgs skolēns.

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INTRODUCTION

According to the World Economic Forum report (2016), there is a major gap between the skills that students are receiving at school today and the skills which are required in real life. Besides the foundational literacies and competencies, there are several character qualities that are essential for being successful in future. Such a quality as initiative, which requires ability to work autonomously and ability to make decisions, is among them.

Unfortunately, education sometimes falls short of equipping learners with skills and knowledge they must thrive due to the fact it is aimed on fulfilling goals of the standards for each subject. Students, might have less opportunities to develop the skills which are necessary in the 21st century than one would find sufficient. Eventually, it can lead to the situation when postgraduates will be incapable to face the challenges of the real world.

Moreover, the modern-day life requires having problem-solving skills, being able to access and analyse information and being curious about the surrounding world (Wagner, 2012; Education and Culture DG, 2007). These skills are crucial where one as an adult, for instance, must manage one's budget, or to figure out why the Internet is not working. Therefore, students have to possess a certain set of learning skills rather than knowledge alone. No longer is a teacher in the centre of the learning process as the only source of information. Students ought to have the ability to adapt to the demands of the future, which might require knowledge and skills which are non-existent today, therefore learning processes should be aimed at the needs of the students.

Hence, it is important for students to be able to take responsibility for their learning, or, in other words, to become autonomous learners. They would improve their English language level and also enhance their motivation and have a long-lasting effect on their further development (Jiao, 2014), because besides acquiring the language and being able to express themselves in English, they will also become target-oriented and self-directed individuals, who are capable of reaching any set goal. As a result, students will become more aware of their learning points and take initiative for the processes of their own learning.

During her teacher's practice, the author of the Paper has noticed that it can be frustrating for the teacher to find the time in the lessons not only for teaching theory, rules and having guided practice, but also to develop essential 21st-century skills. Therefore, she decided to study how the in-class and out-of-class time could be used effectively, providing opportunities for students to gain the necessary knowledge and skills.

The author of the Diploma Paper examines the effect of the flipped classroom method on the development of autonomous learning skills. It might allow students to better differentiate instructions of the task and provide them with an opportunity to decide on what to learn and how to do it, which is an essential trace of an autonomous learner (Holec, 1979; University of Waterloo (s.d.); Candy, 2004; Benson and Voller, 1997).

The **aim** of the Diploma Paper is to examine how the application of Flipped classroom method can facilitate the development of autonomous learning skills in Grade 7 English language lessons at Riga State Gymnasium No.3.

To achieve the aim the following **objectives** are set:

1) to gather and analyse literature on autonomous learning skills, flipped classroom and its application in English language lessons;

2) to carry out a questionnaire before the flipped lesson in order to detect a prior students' autonomous skills and attitude towards taking control over their own learning;

3) to design a flipped lesson with differentiated instructions to cater for varied ways of learning;

4) to observe the flipped lesson, and to make observation field notes and explore how flipped classroom method facilitates development of students' autonomous learning skills;

5) to analyse students' worksheets to trace evidence of their autonomous learning skills and compare the results of the work with learners' opinion, which was exposed through the questionnaire before the lesson;

6) to pilot exit slips in order to check students' knowledge and understanding of the topic, and to gather feedback on the method.

To reach the aim of the Diploma Paper, the author concentrates on the following **research questions**:

1) what autonomous learning skills should be developed in basic school;

2) how the flipped classroom method can be successfully implemented in English language lessons in grade 7;

3) how flipped classroom can facilitate development of students' autonomous learning skills.

In order to provide the answers for the research questions, the author of the Diploma Paper chose case study as the most appropriate **research method**. The research was carried out at Riga State Gymnasium No. 3 in the period from February till April 2017. 15 students of Grade 7 participated in the case study.

To find out how the flipped classroom method affects autonomous learning skills, several **data collection methods** were chosen. Firstly, students completed a self-evaluation questionnaire to indicate their autonomous learning skills' level. Afterwards, observation field notes were analysed to indicate students' ability to use independent learning skills in practice. Then, an analysis of students' handouts was made in order to compare the results of the self-evaluation questionnaire to the practical implementation of the autonomous learning skills. Finally, students were asked to write exit slips and anticipation questionnaire in order to trace their progress throughout the time.

Outline of the chapters:

Chapter 1 explains what autonomous learning is and what characterises autonomous learning skills required to be able to learn autonomously;

Chapter 2 describes flipped classroom method and possibilities to apply it in English language lessons.

Chapter 3 is concerned with the case study, which examines the effect of the flipped classroom on the autonomous learning skills of 7th Grade students in Riga State Gymnasium No.3.

1. AUTONOMOUS LEARNING

It is widely acknowledged that the ultimate goal for every teacher is to help their students gain such skills and knowledge so that they would be able to act independently. Thus, learner's ability to learn autonomously is strived for, although due to various misconceptions it is often mistaken to be an obstacle for language learning. In order to avoid such mistakes, first of all the concept of autonomous learning has to be defined.

Holec (1979), who is considered to be the pioneer of the concept of autonomy in education, defines it as one's ability to take charge of own learning. Similarly, Benson explains autonomy with a capacity of controlling one's own learning, only noting that "autonomy is not a method of learning, but an attribute of the learner's approach to the learning process" (2001:2). In other words, student's motivation, willingness to learn and desire to acquire new concepts and skills is crucial for a learner to become autonomous.

Dickinson (1987: 11), on the other hand, gives a circumstantial explanation of the autonomy, stating that it is a "situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions. In full autonomy, there is no involvement of a teacher or an institution or of any specially prepared material". Importantly, from Dickinson's definition it is evident that autonomy can be full, thus achieving autonomous learning is a gradual process, which is targeted at students' independence in making decisions on their own learning.

There is a great variety of terms with similar definitions can be found in literature, for instance "self-access learning", "self-directed learning", "independent learning" and "autonomous learning". As Chiu (2012) explains, these concepts were used throughout the time and each of them was popular at the time. Thus, popularity of the term may function as an indicator to the different stages of development of the concept.

"Self-access learning" and "self-directed learning" were the first terms that become widespread at the end of 20th century. Although these concepts are closely related, they are not interchangeable. As Benson (1992) clarifies, self-access learning refers to the design and organization of learning resources, whereas self-directed learning includes a certain range of skills one has to manage in the context of learning. Further on, he defines self-access as "the design and organisation of resources for self-directed learning" (Benson, 1992: 31). In other words, self-access is means to reach self-direction, but it is not possible the other way around.

Nevertheless, Chiu (2012) states that these terms historically were replaced in the educational literature with the terms "independent learning" and "autonomous learning",

which, again, are seemingly the same, but in fact they differ. Benson and Voller (1997) explain independent learning as not reliant from anyone but the learner, whereas autonomy indicates the ability to decide on what to do without any instructions or influence from the educator. Autonomy “implies freedom from external control, which is often hard to achieve, particularly in current educational contexts where institutional authority often precedes individual learning preferences” (Chiu, 2012: 267). Therefore, the author of the Diploma Paper chose to use the term “autonomous learning” as the most appropriate, because it encompasses deeper understanding of the learning concept, where students are overseeing their own learning and having opportunities to make decisions upon what, when and how should be learnt. Thus, the author of the Paper in her work by the term “autonomous learning” understands an ability of a student to be in charge of their own learning.

Nevertheless, such vast number of similar terms to describe autonomous learning indicates the complexity of it. The concept of autonomy includes situations, skills and capacity in guiding one’s own learning (Benson, 2001). In order to suit specific contexts, this concept has been used in different ways, depending on the factor that was emphasized in the context of learning. These factors could be conceivably divided in two groups, as it is shown in Table 1.1.

Table 1.1. Factors that Influence One’s Autonomy (Chiu, 2012)

Regarding the learner	Regarding the learning environment
Knowledge	Curriculum requirements
Ability	Teaching and learning approaches
Attitude	Institutional control
Motivation	

As it is evident, to achieve one’s full autonomy, a combination of various complex factors must occur. Needless to say, it is rather challenging to change even one factor (e.g. increase student’s motivation to learn), therefore becoming an autonomous learner is rather a time-consuming process. Subsequently, one may ask if it is necessary to be able to learn autonomously. In order to persuade the critics, the author of the Diploma Paper chose to study the effects of autonomous learning.

Having an autonomous learner in classroom has various benefits. Autonomy has a positive correlation with students’ engagement, positive emotionality and higher academic achievement (Reeve, Nix, and Hamm, 2003). Moreover, autonomy leads to

effective conceptual learning. “There is convincing evidence that people who take the initiative in learning learn more things and learn better, than do people who sit at the feet of teachers passively waiting to be taught” (Knowles 1975:14). In other words, students, who are setting their own goals and objectives regarding own learning are more likely to succeed and learn more than students, who are heavily relying on educators.

Taking all the positive effects into consideration, the author of the Diploma Paper believes that autonomy has to be introduced to every student regardless of their age, language level and background in order to make their learning experiences meaningful and effective. To reach this goal, one must have a clear understanding of what skills should one have in order to become autonomous indeed. Therefore, in the following subchapter these skills are described.

1.1 AUTONOMOUS LEARNING SKILLS AND THEIR DEVELOPMENT

Taking charge of one’s own learning is a complex process. Gaining autonomy includes various skills and attitudes, which are not fostered automatically, and therefore, need to be developed. Undeniably, numerous authors have distinguished different skills that one must have in order to be autonomous.

Candy (2004) states that an independent learning occurs when a learner is willing to lead his or her own learning, and when he or she is receiving support and guidance from a teacher. Autonomous students, mentored by their teacher, have the following skills:

1. identifying own learning needs;
2. formulating own learning aims;
3. managing time to attain objectives;
4. identifying appropriate resources: both human (e.g. advisors) and learning resources (e.g. books, material);
5. selecting and implementing effective learning strategies;
6. preserving determination and motivation to complete tasks;
7. self-monitoring and self-reflecting on the learning process;
8. ability to evaluate the learning results (Candy, 2004).

Evidently, autonomy implicates a set of complex learning skills, which are practiced independently throughout the learning process. However, different authors have described autonomous learning skills contrarily.

Benson and Voller (1997) distinguish abilities and dispositions of an independent learner, because one might be disposed to learn autonomously, but simultaneously unable due to the lack of technical ability to act according to his or her intentions. Nonetheless, they have defined several activities that can determine if one is predisposed and has the ability to be an independent learner, which are shown in Table 1.1.1.

Table 1.1.1. Activities Involved in Independent Learning (Benson and Voller, 1997)

DEPENDENCE	DISPOSITION TO		INDEPENDENCE
	1	← Analyse one's own strengths/weaknesses, language needs →	
	2	← Set achievable targets and overall objectives →	
	3	← Plan a programme of work to achieve the objectives set →	
	4	← Exercise choice, select materials and activities →	
	5	← Work without supervision →	
	6	← Evaluate one's own progress →	
	ABILITY TO		
	1	← Analyse one's own strengths/weaknesses, language needs →	
	2	← Set achievable targets and overall objectives →	
	3	← Plan a programme of work to achieve the objectives set →	
	4	← Exercise choice, select materials and activities →	
	5	← Work without supervision →	
	6	← Evaluate one's own progress →	

The author of the Diploma Paper believes Benson's and Voller's theoretical approach to one's autonomy to be practical, because it implies the ongoing process of development of a certain skill. Moreover, it views these dispositions and abilities as a graded and polarized to a certain extent, rather than categorically stating if one has them or not. Thus, no student is completely lacking any skill, but he or she can be inclined towards one polarity more than the other.

1.2 STRATEGIES FOR FACILITATING LEARNERS' AUTONOMY IN ENGLISH LANGUAGE LESSONS

Importantly, autonomous learning is different from the traditional learning methods. "The autonomous language classroom or learning scheme will seek to create the conditions in which learning proceeds by negotiation, interaction, and problem-solving, rather than by telling and showing. These processes will focus the teacher's and learners' attention sooner rather than later on the content of learning and the organization of classroom activities" (Little, 1991: 48). Therefore, in order to facilitate learners' autonomy in English language lessons, the role of the teacher must change.

Candy (2004) distinguishes 4 stages of reaching an ultimate learning independence. During the first stage, students are highly dependent on teacher's instructions and explicit directions, learners are passive and learning is teacher-centred. During the second stage, students are more responsive to different motivational techniques and are willing to participate in projects or assignments they find meaningful, although this motivation is highly influenced by the likability of a particular teacher. Stage three is characterized by seeing themselves as participants in their own learning, being aware of their learning strategies and techniques, but they may still lack confidence and their self-concept still has to be developed. Finally, during the fourth stage, students are both able and willing to take responsibility for their own learning, guidance and productivity. Candy (2004) states that these students are highly interested in the subject are, and they are frequently practicing goal-setting, gathering information, time and project management, as well as self- and peer evaluation. As it is shown in Table 1.2.1, at every stage a particular role of a student and a teacher is stressed.

Table 1.2.1. Stages of Developing Autonomy and Roles of a Teacher and a Student (Candy, 2004)

	<i>Stage 1</i>	<i>Stage 2</i>	<i>Stage 3</i>	<i>Stage 4</i>
Learner	Novice	Searcher	Participator	Self-improver
Teacher	Supervisor	Coach	Mentor/Guide	Partner

The author believes that Candy's stageable approach to the development is effective due to several factors. Firstly, it demonstrates that no skill can be developed precipitously. When a child is learning to walk, firstly it learns to hold its neck, then it turns over, then

it crawls, then it stands and only then it makes first attempts to walk. Similarly, one is learning to be an autonomous student, gradually developing autonomous learning skills. Secondly, Candy (2004) shows the role not only of a student, but also of a teacher, which might help one to understand what kind of instructions or assistance is expected from a teacher as such.

Moreover, Candy's theoretical approach to development of students' autonomy has practical implementation in schools. The author of the Diploma Paper believes that clarity of the stages that both students and teachers are undertaking allows planning gradual shift of their roles in the classroom. Thus, teachers could plan the activities and procedures throughout the year, that would help their pupils to become in charge of their own learning.

Nevertheless, other authors have understood the development of autonomous learning skills in a different way. Nunan developed a nine-step program, which is based on the assumption that "dependence and autonomy are not categorically distinct; rather, they exist on a continuum" (2003: 195), therefore there are degrees of autonomy. Similarly to Candy (2004), Nunan's program is based on the understanding of *gradual* transformation of students from dependence on the teacher to full autonomy. Steps 1 – 3 are focused on the content, whereas Steps 4 – 9 are more oriented on the learning processes.

1. Clarifying instruction goals to students

Nunan states that when students realize the goal of the lesson, the first step to autonomy is being taken. Thus, setting the agenda of the lesson at the beginning of it, making it explicit would make students aware of what they are expected to aim for. Importantly, students have to be involved in the goal-identifying processes rather than just being informed to have a gradual transition to the Step 2.

2. Encouraging students to set their own goals

When students are given a voice, they are able to set own aims for the course. Moreover, when a student is able to set his or her own aims, it will influence a content of a course as well. Nunan suggests having "action meetings as a way of involving learners in modifying the course content" (2003: 197). There, students are able to influence the content and goals of the course, negotiate, ask questions and feel more involved in their own learning.

3. Inspiring learners to speak English outside the classroom

Logically, in order to improve one's language skills, he or she has to practice not only during the lessons, but also in real-life situations. Even if a learner does not have an opportunity to speak English to foreigners, it is still possible to develop his or her English

by reading articles online, watching films, repeating phrases, etc. It is important to make students aware of numerous possibilities to improve their language skills and encourage them to do so even if it is not a part of their assignment.

4. Raising awareness of learning methods

“This is something that all teachers can do, regardless of whether they are working with a mandated curriculum and materials, or whether are relatively free to decide what to teach and how to teach it” (Nunan, 2003: 199). In order to make students aware of learning strategies, a teacher should gradually introduce them during the lessons, intentionally stressing not only the items, which are being learnt, but also the methods how something is being learnt.

5. Assisting students to identify their learning style and strategies

During the previous stage, students were acquainted with various learning strategies, therefore, after trying several, they can deliberately choose the one that appeared to be the most effective for them in particular. Moreover, they can develop their own learning strategies, being inspired by the ones which were introduced to them before. Nunan (2003) suggests starting by providing students choices how to complete a certain task. This would help students to become aware of their learning style and preferences.

6. Encouraging students to make choices

This stage implies that students ought to decide either what to do (e.g. reading the text or listening to the recording of the same text), or a sequence of tasks. Nunan (2003) recommends providing choices for the whole group by voting, if for some reasons individual choices are impossible. The author of the Diploma Paper choice-making skills are essential to make students more self-directed and autonomous.

7. Providing opportunities for student-generated tasks

Allowing students to create their own tasks helps them to influence the lesson and modify the tasks of a classroom. According to Nunan (2003), these tasks should not necessarily be complicated or requiring high material design skills. For instance, students may write several questions about the text for another group to answer. Thus, not only they would study the text carefully, but also students as a group would work more autonomously, without a rigid intervention of a teacher.

8. Encouraging learners to teach

Peer-teaching is considered to be effective not only by Nunan. Jenkins and Jenkins have found out that “peer tutoring produced more than twice as much achievement as did computer-assisted instruction, three times more than reducing class size [...] and close to four times greater achievement that would result from lengthening the school day by one

hour” (1987: 65). When students know that they are expected to teach a certain topic to their peers, they are more likely to take the task responsibly, as well as increase their self-confidence and would give them a sense of being an expert in the field.

9. Turning students into researchers

As a last stage of autonomous skill development, Nunan (2003) suggests making students research the language. Although it can arguably sound utopian and unlikely to be implemented in a modern educational system, he highlights that it is possible. Nunan asked his students to explore language of their group, thus, becoming ethnographers. “Despite the struggle involved, students learned through the process of becoming ethnographic researchers that communication is negotiation, and they got to reflect on the important relationships between socialization, language and thought” (Nunan, 2003: 203).

Nunan’s nine-step program allows teachers to set not only a long-term goal of reaching full autonomy, but also helps to put forward smaller short-term goals with clear and reachable objectives. Thus, the author of the paper believes that teachers would be able to make the concept of autonomy clearer for students and lead them there gradually. Consequently, students will not be confused with unexpected and unclear task and would eventually feel more empowered and more in control of their own learning.

To conclude, autonomy in the field of education and language learning is an essential precondition to foster students’ motivation, engagement and academic achievement. Besides, when students take ownership of their learning, they become more autonomous, self-reliant and, consequently, more likely to succeed in the field of their interests. However, gradual transition from the dependence on the teacher to complete autonomy is of high importance. Moreover, a shift in the role of a teacher from being a supervisor to being a partner must occur, otherwise it is unlikely for students to develop full autonomy.

Unfortunately, due to the process being time-consuming, teachers may neglect the enhancement of students’ independence, because there is a great deal of items that have to be prioritized, and it is faster and more convenient to stay in the old habits of teacher-centred instruction. In order to use the allocated time efficiently during the lessons for a great variety of activities, which promote learners’ autonomy, a method of a flipped classroom may be implemented.

2. FLIPPED CLASSROOM

In order to enhance students' ability to work individually and aptitude to set their own learning goals and strategies of reaching them, subsequently, becoming autonomous learners, a teacher should become a facilitator of learning process rather than a lecturer or a test executor. Students would be able to learn actively in the circumstances where they feel responsibility for their own learning and when they are expected to learn eagerly. Thus, the author of the Diploma Paper believes that a teacher should adapt his or her teaching methods and shift them to the student-centred way of schooling.

Hoffman-Miller (2013) suggests that one of the teaching approaches that have emerged during the last decade – flipped classroom – provides all the conditions required for promoting learner autonomy. Moreover, it offers surplus lesson time for hands-on practice, group work or clarification. It redistributes the learning process, shifting time of in-class and out-class activities (Hoffman-Miller, 2013; Keengwe et al., 2014).

Moreover, Cockrum (2013) in his book “Flipping Your English Class to Reach All Learners” indicates that flipping has made his students more responsible for their own learning. He noticed that students improved their time management skills, became more organized and helped them realize that there is no one right learning method. On the contrary, in flipped classroom it is possible to make lessons more student centred, so teacher is able to access all students individually. Therefore, the author of the Paper decided to study the concept of the flipped classroom, how it should be applied in order to benefit students' autonomous learning skills and how it can be applied in English language lessons.

During the research of the literature, one may come across different terms under which the same concept is described, because the term “flipped classroom” itself has numerous synonyms. Various authors refer to it differently: *the reverse classroom*, *the inverted classroom* or *the backwards classroom* (Bull, 2013). Evidently, these particular names highlight the change or the shift in the way that lessons are performed, when comparing to how it was done “traditionally”. Although the terms may vary, the author of the Paper chose to use the term “flipped classroom” because, compared to the others, it gained more widespread among modern literature and it is widely used amongst western educators.

Besides the differences in the name, there are some variances in understanding what flipped classroom consists of. Some definitions explain flipped classroom as a learning method, where new material is first introduced to the students outside the class, either by

reading, by watching lecture videos, or otherwise, and then hands-on practice is provided during class time (Brame, 2013; Bull, 2013). On the contrary, other authors insist that flipped classroom goes under the umbrella term of blended learning, meaning that face-to-face interactions inside the classroom are mixed with autonomous learning via technology (Bergmann and Sams, 2012; Educause, 2012). In other words, they argue that reading a paragraph from the book on the new topic is not what flipped classroom consists of, because in order to use this method not only the sequence of in-class and out-of-class activities have to change, but also modern technologies have to be involved.

To decide whose arguments are more reliable and to understand whether or not flipped classroom has to be achieved by the help of modern technologies, the author of the Paper has studied the history of this particular learning method. With the rapid development of modern technologies, Bergmann and Sams (2012), who are considered to be the founders of the flipped classroom, realised that there are more effective ways of using in-class times than spending it on lecturing and passing on knowledge of the new material. They discovered that students would rather watch a video lecture on the new topic online rather than hearing a lecture during the lesson. It has reduced teacher talking time, increased students' motivation to learn, helped to make the learning content more flexible, as well as enabled those students, who were not present for some reason, to stay caught up with the rest of the group (Bergmann and Sams, 2012).

Taking the arguments of several authors into consideration, the author of the Paper agrees more with the educators who emphasise the necessity of technologies in order to flip one's classroom, because flipped classroom is a reversal of historically traditional teaching model, thus, there has to be differences not only in the sequence of receiving and practicing new material, but also in the methods with the help of which this information is being introduced. Ordinarily, students acquire new topic from teacher's lectures or presentations during the lesson, whereas at home they are asked to apply the learned principles in practice by completing various exercises. In contrast, as illustrated in Figure 2.1, in the flipped classroom method model students have to acquire new information through online videos or instructional DVDs, whereas in lessons, learners are concentrating on understanding and applying the new content in practice (Keengwe et al., 2014).

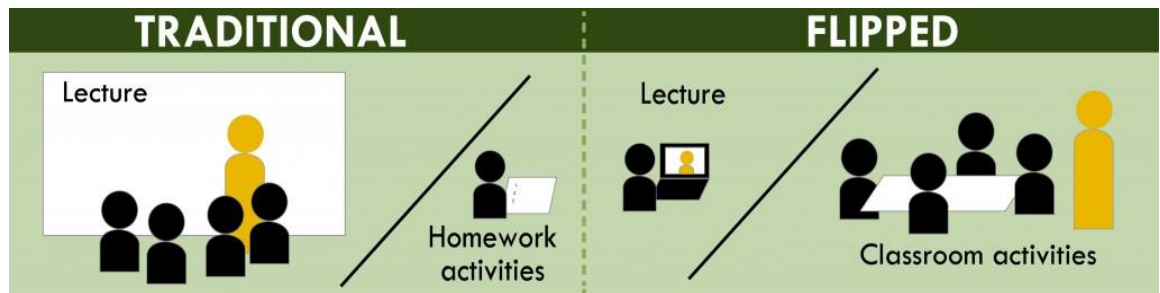


Figure 2.1. Illustration of the Differences between Traditional and Flipped Classroom (University of Washington, s.d.)

Due to the reason that flipped classroom is a relatively new concept in education and it is not widely used in Latvia yet, this method is often misinterpreted. Flipped classroom is not a synonym for online videos and teachers are not replaced by video material (Bergmann, Overmyer and Wilie, 2013). Moreover, students are not working in isolation or without any structure, neither they are spending the entire time working on the computer. It is important to remember, that this learning method goes under the concept of blended learning, therefore it still requires face-to-face interactions with both teachers and other students, but the sequence of in-class and out-of-class activities is changed.

Theoretical basis for flipped classroom can be found in Bloom's revised taxonomy of cognitive domain, which states that there are six levels of learning (Anderson et. al, 2001). They are the following:

1. Remembering: memorization of the information students receive; recalling of basic concepts and principles;
2. Understanding: demonstrating comprehension of information, interpretation and summarization of what has been learned;
3. Applying: implementation of the knowledge in particular situations;
4. Analysing: application of critical thinking and problem-solving skills, making comparison or connection to other ideas;
5. Evaluating: checking and assessing other students rationally and objectively, critiquing and concepts and making judgements;
6. Creating: generating and producing something new.

According to Krathwohl and Anderson (2010) in the flipped classroom method, remembering and understanding are practiced outside the classroom before the lesson takes place, because these two stages are the lowest levels of cognitive domain. Whereas in the classroom, learners are focusing on complex forms of cognitive work, which are

applying, analyzing, evaluating, and creating. Figure 2.2 demonstrates where every stage of Bloom's revised taxonomy occurs in flipped method.

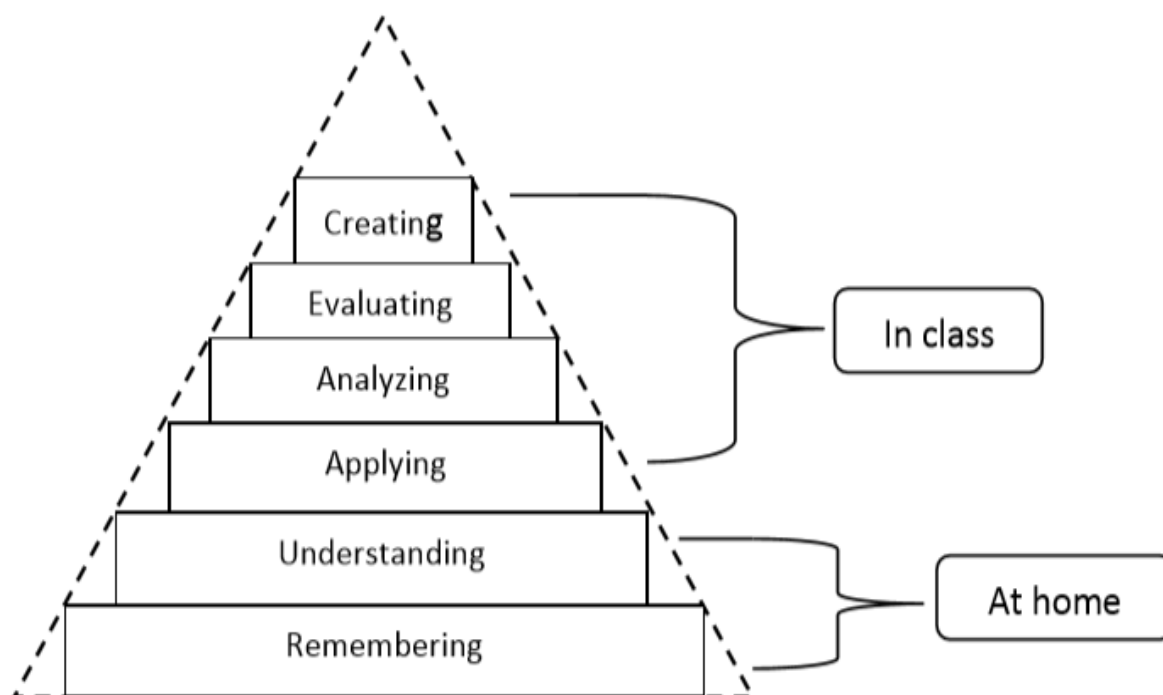


Figure 2.2. Bloom's Taxonomy in Flipped Classroom (Halili, and Zainuddin, 2016)

Thus, Krathwohl and Anderson (2010) present flipped classroom as a two-stage process, where learning occurs. However, the author of the Diploma Paper has noticed that usually acquisition of a specific topic takes more than one 40-minutes-long lesson, therefore the two-stage approach is not applicable to the school reality, whereas it is suitable for colleges and universities, where one lecture is 1,5 hours long. Therefore, she finds the following three-stage approach more appealing.

As stated by Bull (2013), flipped classroom as a method can be divided in three stages: before class, during class and after class. Besides, every stage is covering certain objectives of Bloom's taxonomy. Since the stages are on-going, every objective of the taxonomy is also introduced progressively, this way insuring gradual transition to every level in the process of learning.

The first stage, which happens before the class, is the time when students get introduced to the new concept that is being learned. Bull (2013) suggests that while students are watching the video, they get familiar with terms and main theories of the topic. Thus, according to the Bloom's taxonomy, first to stages are being reached – remembering and understanding.

During-class stage adds other skills to the base that was built through the pre-class assignment. Hence, by the help of discussions, group work, projects, problem-solving tasks and other activities, students are applying, analysing and evaluating the new concept in the safe environment (Bull, 2013). Often an opportunity to create something new on the base of the concept falls into the during-class stage too.

Nevertheless, the learning does not end in the class. Bull (2013) highlights that with the help of some after-class assignments there are various possibilities to put into practise all the objectives once again, thus strengthening the newly-acquired information. For instance, students might be asked to write a paper on the topic or design a project.

It is evident that the flipped classroom covers every objective of the Bloom's taxonomy. Therefore, the author of this Paper believes that it proves that this method is applicable to the modern education system in Latvia and elsewhere. It can help teachers to provide opportunities for students not only to memorize and understand new concepts, but also to apply, analyse, evaluate them and to be able to produce their own concept-related products.

Besides the Bloom taxonomy, theoretical foundation for the flipped classroom may also be found in the constructivism. According to Keengwe, Onchwari and Oigara, (2014), in flipped classroom students are required to be responsible for their own learning, which is also a part of constructivist learning theory. While watching an educational video at home, students are expected to consciously access their understanding of concepts. Whereas in the classroom, learners are further developing their knowledge by engaging and interacting with others in the learning process.

Evidently, even though flipped classroom as a learning method is relatively new, it has solid theoretical basis both in constructivism and Blooms' taxonomy of cognitive domain. However, as any concept, flipped classroom has its benefits and drawbacks. In order to make the most of this method, the rationale of its application should be studied.

2.1 THE RATIONALE OF APPLYING FLIPPED CLASSROOM

Although the method of flipped classroom is relatively new, it has already gained popularity all around the world. It has been piloted and then successfully applied in all curriculum areas, teaching various subjects to elementary, middle, high school and adult students (Bergmann and Sams, 2012). Therefore, the author of the Diploma Paper chose to study advantages and disadvantages of the method to successfully implement it in her

study, thus reaching the aim of the research and ultimately developing autonomous learning skills in Grade 7 in English language lessons.

First of all, a flipped classroom leads to higher academic achievements. Stone applied (2012) flipped a class on genetic diseases and a class of a general biology course. As a result, the flipped class students, scored higher in exams and their attendance was higher compared to students in previous non-flipped semesters. Marcey and Brint (2012) made a comparative study between a traditional lecture model and the flipped classroom approach. At the end of the semester those students, who participated in the flipped classroom, had higher scores in tests and quizzes than the students, who had been attending traditional lecture classes. Al-Harib and Alshumaimeri (2016) during their research found out that flipping English language lessons proved to be an effective solution for decreasing the number of failing students, improved their performance on the Test of English for International Communication (TOEIC).

Nevertheless, not only do the test results matter, but also how different vital language skills are developed with a help of this method. Han (2015) has acknowledged flipped classroom to be an effective tool for reinforcing students listening comprehension. Moreover, during an ESL 5-week intensive course for adults, students' grammar knowledge has improved, vocabulary has expanded, as well as evidently their confidence and oral fluency also were enhanced.

Above all, students are becoming more attentive independent and responsible for their own learning in the flipped classroom. According to Hung (2015) 80% of the learners admitted spending more time and effort on learning English autonomously, comparing to the students, who were participating in traditional English classes, thus showing motivation and interest in studying the language autonomously. Evidently, besides improving their language knowledge, students are getting more skilled and exposed to the learning possibilities outside the classroom in their everyday life.

Moreover, it promotes student-centred learning and collaboration (Acedo, 2013). Students become aware of what the concept that they should acquire is, so the class time can be used for discussions and collaborative projects. A teacher, therefore is no longer in the centre of the learning processes, but is rather a facilitator and a consultant, thus helping students to reach the learning goals, thus creating a student-centred environment and providing more opportunities for learners to interact with each other in multiple tasks and projects.

Besides the positive impact on relationships between students, flipped classroom benefits teacher-student relationships. Bergmann, Overmyer and Wilie (2013) emphasise

that this method allows to increase interaction and personalized contact time with a teacher, because the shift in the role of a teacher has occurred. While students are completing a certain task, teacher has become more available and he or she has more time to answer all the questions on the topic.

Another group of people, who find flipped classroom beneficial, are busy or absent students (Bergmann and Sams, 2012; Cockrum, 2013). Nowadays the amount of students who are frequently missing classes due to participation in various contests, competitions, championships, due to the lifestyle of their family members or health issues is impressive. Therefore, if the learner misses a class for whatever reason, he or she will still be able to keep up the learning processes, because all the information is available online.

Moreover, this method decreases dependence on a teacher as the only source of information, thus, making learning more student-centred (Cockrum, 2013). It enables students and gives them a sense of individual responsibility for their own achievement. This is particularly important for both students and teachers for several reasons. Firstly, decreased dependence on the instructor means that the autonomy of students' increases and they gain essential skills for their future life. Secondly, it reduces amount of stress for the educators, they no longer have to explain the theory repeatedly, thus they have more spare time and strength to dedicate to other issues.

Analysing the benefits of flipped classroom, it is equally important to mention differentiation and personalization that occurs using this learning method (Basal, 2015; Bergmann and Sams, 2012). During the pre-class instructional stage students are able to pause the lecture or return to a fragment that caused misunderstanding, or on the contrary, it allows bright student to learn at their own pace, skipping material they know and understand. Whereas in-the-class stage can be now personalized since a teacher can provide various activities for different students' levels and interests. Moreover, learners can receive an individual feedback more than he or she would receive in the traditional classroom.

Besides, students are recognizing flipped classes as useful and pleasurable. Studies have shown that the majority of learners were favourably impressed by the flipped classroom course (Lage, Platt and Treglia, 2000). Thus, learning process is positively influenced by the learners' attitude towards learning and their motivation increases.

Additionally, with the ability to pace themselves, students are gradually receiving more control and sense of personal responsibility for their own learning. Bergman, Overmyer and Wilie (2013) have emphasized the effect of a flipped classroom on the environment, thus making students take responsibility for their own learning. Cockrum

(2013) also stated that his students developed time management skills. Moreover, they were able to schedule their daily and weekly activities more effectively and were also encouraged to personalize their personal learning goals.

The author of the Diploma Paper considered the benefits, found in the literature analysis, convincing enough to examine how the application of flipped classroom method can facilitate the development of autonomous learning skills in Grade 7 English language lessons.

However, various authors are criticizing flipped classroom due to various challenges that educators face while applying this method. Thus, in order to stay objective, the drawbacks of the method should be taken into consideration as well.

Flipped classroom as a method is mostly criticized for being time-consuming. Reyna (2015) emphasizes that an application of this method requires careful planning and preparation, therefore it takes more time than a traditional approach. As an pre-service teacher, the author of the Diploma Paper considers it to be a major drawback, because planning and grading are already taking a great deal of her spare time and this part of a teacher's work, unfortunately, is mostly underpaid.

However, pre-class instructional videos or other materials can be reused many times, especially if they cover grammatical topics. Although the time may pass and the requirements of a particular subject may change, grammar rules will stay the same, which means that next year there would be no need to prepare another instructional video, if it proved to be successfully made and does not require any improvement. Moreover, there are plenty of well-made videos available online, which allows busy teachers or the ones who do not have enough technical equipment or are lacking skills in video-production to simply select any material, which is available online.

Often educators are cautious regarding implementing flipped classroom in their practices due to inaccessibility of online material to every student (Krueger, 2012; Pathak, 2015). Clearly, the Internet accessibility is crucial in order to apply this learning method effectively, otherwise due to unavailability of lectures a part of students will fail to succeed. This can possibly happen because a student comes from underprivileged family or lives in a remote area, where the Internet connection is weak or absent. However, this situation is rather unlikely to happen in Latvia nowadays, because it has the fastest Internet connection in East Europe (Curry, 2015).

Nevertheless, it is possible to overcome this obstacle. Firstly, Krueger (2012) suggests recording educational videos to DVD, thus those students, who have difficulties with the Internet access, but have all the necessary equipment at home, will receive an

opportunity to watch pre-recorded videos before the class. The second option is to increase availability to computers at school (either at the library or computer classroom) so that students could retrieve all the necessary information from there.

Another possible difficulty that educators, who are willing to implement flipped classroom, may come across, is students' passiveness. Pathak (2015) emphasizes that besides changing in-class and out-of-class activities, flipping student is a time-consuming process. There is a chance of students being resistant to the new learning method at the beginning, because they might be accustomed to a traditional passive role they have had throughout the years of schooling.

Notwithstanding the confrontation from the students that a teacher can face, it still can be overcome through the time and deliberate learning processes. Students ought to begin to look at themselves in charge of their learning, whereas teachers can help them to take an active participation in the process of their own learning by purposeful lessons, clear objectives and explanations why being autonomous is important. Without this shift, as Pathak (2015) accentuates, learners will not be able to take advantage of the enhanced activities in the classroom.

Another challenge is incapability or unwillingness of teachers to make changes in their teaching methods, especially regarding implementation of modern technologies (Educase, 2012). Undoubtedly, experienced teachers might be hesitant to putting flipped classroom into practice in the beginning for various reasons. As this method is not widely known in Latvia, they could simply lack information about its benefits, or teachers could also resist new method due to having deficient computer skills.

However, if flipped learning is introduced gradually with the appropriate support, challenges can be solved (Hamdan, et al. 2013). Similarly as it is with learners, teachers would also need time and guidance in order to acquire the unknown method successfully. The author of the Diploma Paper believes that educational seminars, courses and workshops, where all the scepticism would be gradually resolved, would be of a significant help.

Flipped classroom is also being criticized for being relatively under-researched. Abeysekera and Dawson (2015) claim that the amount of evidence-based researches on the method is rather limited and restricted. Moreover, they state that there is a lack of theory underneath the concept of flipped learning and it also lacks evaluation.

The author of the Paper can partly agree with Abeysekera and Dawson (2015), because during the literature research she noticed various information sources, which mostly consisted of conference proceedings, accompanied by a few journal papers.

Nevertheless, there have been several rigorous pedagogical researches carried out during the last decade (Stone, 2012; Marcey and Brint, 2012) which prove that although the effects of flipped classroom are comparatively understudied, it would be a mistake to ignore the studies, which have already been carried out, even if there is not a substantial number of them. Besides, it is the matter of time when the method will be researched more.

2.2 INTEGRATING FLIPPED CLASSROOM IN ENGLISH LANGUAGE LESSONS

Although the idea of a flipped classroom was firstly introduced in the lessons of chemistry (Bergmann and Sams, 2012) and it is mostly implemented in sciences (e.g. mathematics, physics, etc.), teachers of languages are gradually becoming increasingly more interested in this method. Unquestionably, such interest is connected with the impressive results that latest studies have shown.

Clearly, flipped method has proved to be beneficial for learners of English language, but in order to implement it successfully, several points have to be taken into account. The author of the Diploma Paper chose to divide guidelines for applying flipped learning in three stages: preparation to flipped classroom; out-of-class activities; and in-class activities.

2.2.1 PREPARATION TO FLIPPED CLASSROOM

Before applying flipped method in a classroom, one should clarify several vital objectives. First of all, teacher has to have a clear understanding of why he or she wants to implement this particular learning method and how it will benefit students (Burns, 2016). Without careful analysis and goal setting there is a threat of reducing the effectiveness of flipped classroom, thus, falling to reach its utmost effectiveness. Besides, Bergmann and Sams (2012) emphasize that there is a threat of using technology for technology sake if no prior aims have been set or no analysis of how the method would help students was done beforehand.

Unquestionably, any teacher before reversing his or her lessons would have difficulties in deciding which topic or lesson should be flipped. Burns (2016) suggests beginning with a topic that students struggle with the most. Hence, she explains, students

would receive more time and opportunities to explore the topic, making the learning more engaging and, consequently, more effective. In order to detect the most troublesome topics, one can judge from the experiences with other groups he or she has had, or also by gathering information from more experienced teachers.

Another crucial moment to consider before overturning one's classroom is availability of online material for all students (Burns, 2016; Krueger, 2012; Pathak, 2015). Needless to say, without proper Internet access students would not be able to fully participate in activities during the lessons, thus failing to succeed. In order to reduce the risk of unapproachability to the minimum, the teacher should detect those students who do not have a powerful Internet access at home and provide them with other opportunities of fulfilling the task (e.g. giving the same material on DVD).

Besides, it is important to teach students how they should watch school-related videos before a flipped method is introduced. Burns (2016) suggests dedicating some lesson time to teach video viewing skills, otherwise, there is a threat that students will not come to the lesson prepared even though they have viewed an educational video before the class, due to watching carelessly (as they would watch any entertaining programme or video). To prevent this from happening, it is suggested to teach students some note-taking strategies. Burns (2016) encourages her students to watch a video three times: first time to have an overall understanding of what the video is about, second time to make a conspectus of the essential information, and third time to enhance notes with additional details.

Bergmann and Sams (2012) encouraged their students to use Cornell note-taking method, in which students record key concepts and information, any questions that have occurred, and summarize their learning, which, in fact, makes learners come to class with proper questions and it helps educators to address all of misconceptions. Learners could watch the video at home as many times as needed, with an opportunity to pause or rewind the material as required.

Teaching students to learn from educational videos before implementation of the flipped classroom will increase the chances for further success of the method. However, this is not the only issue that has to be taken into consideration. There are several crucial moments regarding the educational material and activities that happen before flipped classroom, which are described next.

2.2.2 OUT-OF-CLASS ACTIVITIES

As it was already mentioned in Chapter 2, new topic in the flipped classroom, is first encountered outside the class, and it can be done either with a help of reading, watching pre-recorded lecture videos, and, subsequently, practice is provided during the class time (Brame, 2013; Bull, 2013). Out-of-class activities are of high importance, because that is the time when students first encounter and learn new information, therefore there are certain suggestions that will help to make this stage more successful.

First of all, it is important to create or select material suitable for reaching the objectives of the lesson. Spencer, Wolf and Sams (2011) suggest beginning with the end in mind, thus, deciding on material to cover all the key points, ensuring that no information is missing. Although it seems like a teacher should produce his or her own videos, to cover the objectives of a lesson, it is not so. “The key is to find quality videos regardless of the subject matter” (Bergmann and Sams, 2012: 37). In other words, the material does not have to be custom made by a particular teacher of a subject, but it has to be suitable for particular students. Moreover, it is advised to begin with using material, which was made by other people in the beginning for the following reasons:

- 1) to concentrate on the in-class activities more, because there is a tendency of concentrating on the video and neglecting the in-class activities, whereas online lecture is only the half of the method and the activities during the lesson is what matters the most;
- 2) to avoid feeling uncomfortable in front of a camera, because even experienced teachers who are used to speaking in front of the large groups daily tend to be confused by the camera and be very critical towards their performance;
- 3) to save time for busy teachers, because video production is time-consuming.

Another important criterion for out-of-class material is constant approachability. Spencer, Wolf and Sams (2011) emphasize the importance of material being accessible outside the classroom at any time, because learners should have a sense of ownership of their own learning and the pace of it. Therefore, a video or any other material should be available for students to be reviewed as needed. Luckily, the majority of schools in Latvia are using online learning platforms (such as e-klase), where a teacher can upload the material or send a link to it, and it stays there for as long as it is required.

Besides accessibility, there are other principles that a good video lecture should contain. They are described in Table 2.2.2.1.

Table 2.2.2.1. Principles of a Good Video Lecture as an Out-of-class Activity in Flipped Classroom

<i>Principle</i>	Objective
<i>Length</i>	An instructional video should not exceed 10 minutes, otherwise there is a chance that students will stop watching. It is better to divide a lengthy video into 2 shorter ones if necessary (Burns, 2016).
<i>Accountability</i>	To ensure that students have watched a video, a teacher should give credit for an evidence of students' work. Possible solutions could be students' notes, "entrance ticket" or pre-class quizzes (Burns, 2016).
<i>Engagement</i>	It is suggested to use humour and entertaining examples in order to keep students' interest throughout the whole time of a video. Besides, a teacher can engage students by making short pauses for students to reflect (Bergmann and Sams, 2012).
<i>Precision</i>	Although educational videos should be engaging for students, they should not contain any irrelevant talks or pausing, that could be omitted by editing (Bergmann and Sams, 2012).

To sum up, out-of-class material ought to cover all the crucial objectives of the course and it should be accessible for students anytime, anywhere. Moreover, it should be clear, engaging, short and students should be accountable for their work at home. If these expectations are met, students are prepared to focus on more complex levels of cognitive work in class.

2.2.3 IN-CLASS ACTIVITIES

One of the benefits of the flipped classroom is that it frees more time during the lessons, and it is important to use this time productively to develop higher order thinking skills in various ways. Sometimes it might be challenging for a teacher to use the additional time, which is available due to the flip, productively and rationally. However, different activities are being advised by educators, who have applied the flipped method in practice.

The writers of a book "*Flip Your Classroom: Reach Every Student in Every Class Every Day*", who are also believed to be the authors of flipped classroom, Bergmann and

Sams (2012) share their experience in application of this method. Every lesson begins with a warm-up activity to set learners into a mood of learning, then they proceed with time for questions and answers about the video material which students had to watch at home, and only then they proceed with assigning students to some work. It is necessary to set a solid foundation to build upon during the lesson, therefore, answering students' questions can help to omit mistakes and possible misconceptions about the topic.

However, Burns (2016) highlights the importance of not repeating the lecture while answering the questions in-class. Answers should be precise and concise, otherwise there is a threat for those students who understood the concept to be bored. Moreover, repetition of the information from the material, which was designed to be studied at home, might lead to the decrease of the interest of students to study for the next flipped classroom, because they will be expecting the teacher to lecture again.

As it was mentioned in Chapter 2, flipped classroom is based on Bloom's revised taxonomy of cognitive domain and its lowest stages – remembering and understanding – are developed at home (Krathwohl and Anderson, 2010). Subsequently, in-class activities should target at developing higher skills - applying, analysing, evaluating and creating. In order to do so, the instructions for these activities should contain the following verbs, which are shown in Table 2.2.3.1.

Table 2.2.3.1 Action Words for Higher Order Skills According to Bloom's Revised Taxonomy (Anderson et. al, 2001)

Applying	Analysing	Evaluating		Creating	
• Apply	• Analyse	• Agree	• Importance	• Adapt	• Imagine
• Build	• Assume	• Appraise	• Influence	• Build	• Improve
• Choose	• Categorize	• Assess	• Interpret	• Change	• Invent
• Construct	• Classify	• Award	• Judge	• Choose	• Make up
• Develop	• Compare	• Choose	• Justify	• Combine	• Maximize
• Experiment with	• Conclusion	• Compare	• Mark	• Compile	• Minimize
• Identify	• Contrast	• Conclude	• Measure	• Compose	• Modify
• Interview	• Discover	• Criteria	• Opinion	• Construct	• Original
• Make use of	• Dissect	• Criticize	• Perceive	• Create	• Originate
• Model	• Distinguish	• Decide	• Prioritize	• Delete	• Plan
• Organize	• Divide	• Deduct	• Prove	• Design	• Predict
• Plan	• Examine	• Defend	• Rate	• Develop	• Propose
• Select	• Function	• Determine	• Recommend	• Discuss	• Solution
• Solve	• Inference	• Disprove	• Rule on	• Elaborate	• Solve
• Utilize	• Inspect	• Estimate	• Select	• Estimate	• Suppose
	• List	• Evaluate	• Support	• Formulate	• Test
	• Motive	• Explain	• Value	• Happen	• Theory

	<ul style="list-style-type: none"> • Relationships • Simplify • Survey • Take part in • Test for • Theme 		
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Evidently, there is a wide range of activities to choose from, and a teacher should select the most appropriate task to reach the learning objectives of a particular lesson or topic. However, this is not the only way how in-class activities can be looked at. Additional time is an opportunity for implementing cooperative learning strategies.

Cooperative learning has various techniques, which can be loosely categorized by the skill that each develops (Barkley, Cross and Major, 2005). During the in-class stage of a flipped classroom, students can participate in discussions (e.g. think-pair-share; three-step interview); reciprocal teaching (e.g. note-taking pairs, where students show each other notes they have taken at home, and give feedback on them); graphic organizers (e.g. group grid, where students must classify information in a table); writing (e.g. peer review or editing); and problem-solving. Thus, not only will they gain knowledge, but they will also practice their communication skills.

Similarly, flipped classroom is compatible with project-based learning. Bergmann and Sams (2012) state that they are frequently implementing discovery-based learning, thus enticing their classes and boosting students' interests. Moreover, they have discovered that student-created content (e.g. blogs, videos, podcasts) is a great tool to demonstrate students' understanding of diverse topics.

Most of the research in using flipped classroom has been done in colleges or high schools (Bergmann and Sams, 2012; Hoffman-Miller, 2013; Acedo, 2013), but the author of the Diploma Paper considers it possible to use the same method for younger learners, as most of them have similar computer skills and ability to learn online as older students. A research of the effects of applying flipped classroom for developing autonomous learning skills in secondary school English lessons was conducted place at Riga State Gymnasium No. 3 from March till April 2017. The findings of the case study are presented in the following chapter.

3. IMPLEMENTATION OF THE FLIPPED CLASSROOM METHOD IN FORM 7

As it has been previously discussed, fostering students' autonomy is vital for increasing their motivation, academic achievement and engagement. Therefore, autonomous learning skills should not be underestimated or neglected.

The **aim** of the case study was to examine how the application of flipped classroom method can facilitate the development of autonomous learning skills in Grade 7 English language lessons.

In order to reach the aim of the case study, the following steps were made:

1. Questionnaire to establishing students' prior autonomous skills and learning preferences;
2. Analysis of the entrance tickets to see if students have understood the topic and how they evaluate their own knowledge;
3. Implementation of the flipped classroom method and observation field notes to trace the work of students during the lesson;
4. Content analysis of the students' worksheets they were working with during the flipped classroom;
5. Exit slips after the flipped classroom to check their understanding of the topic and to find out their opinion about the method and if their autonomous learning skills have been developed.

The research took place at Riga State Gymnasium No. 3 from February till April 2017. Altogether 15 students participated in the case study, 8 girls and 7 boys.

Undeniably, developing autonomous learning skills is a rather time-consuming gradual process. Therefore, the author of the Diploma Paper chose the youngest students at school she was working at as a research sample for the case study – 15 seven graders. An early development of autonomous skills assumingly will positively impact students' further learning and development in general.

The students from the chosen research sample have diverse backgrounds. This is their first year in the Gymnasium, and they were studying in different schools before applying to learn in the school, where the author of the Diploma Paper had her teacher's practise. Therefore, they are open-minded, ready for experiments and showed great interest in non-traditional ways of learning, thus, being highly suitable as a research sample.

3.1 ANALYSIS OF THE QUESTIONNAIRE FOR THE LEARNERS

Firstly, students of the research sample were asked to fill in the questionnaire, which consisted of 11 questions (see Appendix 1). It was done to discover students attitudes towards learning English, their interests and opinions about various activities and prior autonomous skills and learning preferences.

According to the gathered answers on the **first question**, 73,3% of students considered themselves to be good at English, none of them thought they were bad at English and 26,6% of the students admitted knowing English partly. The author of the Diploma Paper emphasizes that ability to critically evaluate one's own knowledge and skills is already an evidence of students' autonomous learning skills. The author of the Diploma Paper believes students' self-evaluation regarding their knowledge to be rather accurate, because the average mark of the group in English throughout the year was 8,5. Importantly, 10 is the highest score one can get in Latvian educational system, and thus, learners do know English well.

As it was previously said in Chapter 2, implementing flipped classroom method is recommended in the areas where students struggle the most, because it frees more lesson time for practice and learners can revise the theory whenever it is necessary. Therefore, the **second question** was designed to discover the areas that students feel mostly unsure of. Figure 3.1.1 shows that students are mostly confident about their ability to learn new vocabulary, because only 16,7% of students admitted having difficulties in that. Likewise, learners confessed having almost no difficulties in completing reading and listening tasks. Regarding writing, although no one expressed their complete dissatisfaction of their skills, 28% of the students admitted being rather insecure about their writing. The author of the Diploma Paper thinks that this insecurity could have developed from learners' lack of grammar knowledge, which they identified as an issue later on.

According to the questionnaire results, students are mostly insecure about their speaking skills and knowledge of grammar. The author of the Diploma Paper believes that dissatisfaction with speaking skill could be caused by various psychological factors, such as speaking anxiety or fear of being laughed at, whereas uncertainty of one's grammar knowledge could also influence low satisfaction level of one's writing. Considering all that, the author decided to implement flipped classroom in the lesson,

where grammar was learnt, thus trying to improve the area where a reasonable amount of the learners (40% in total) admitted having difficulties.

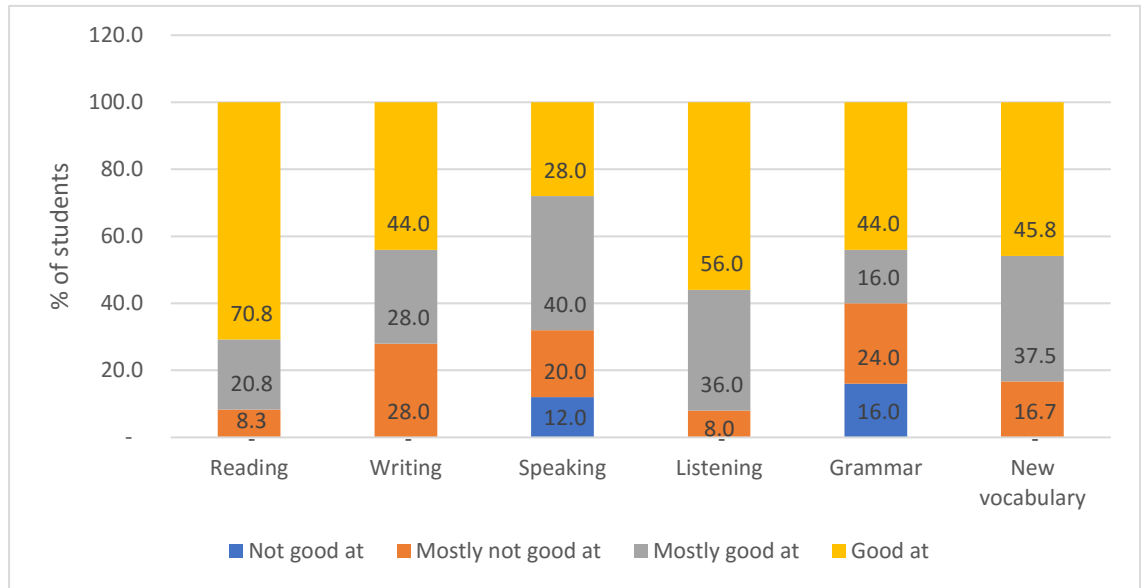


Figure 3.1.1. Students' Weaknesses and Strengths in the English Language

The third question was designed to find out what students enjoyed doing the most. The author of the Diploma Paper intentionally left it as an open-ended question in order to avoid restricting students' choice of the activities only with the ones that are done in the classroom. Consequently, the answers varied drastically.

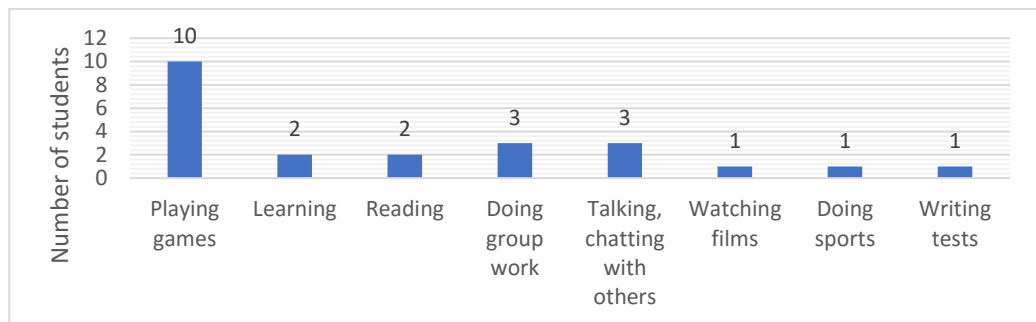


Figure 3.1.2. Students' Interests

As it is evident from figure 3.1.2, majority of students (10 people) admitted being interested in playing games (board games, computer games, educational games, etc.). Other answers, that were mentioned were doing group projects (3 students), speaking/communicating with others (3 students), learning (2 students) and reading (2 students). Watching films, doing sports activities and writing tests were also mentioned. This information allowed the author of the Diploma Paper to plan various activities, that the students would find pleasurable and exciting, thus maintaining their interest throughout the lesson.

Answering **the fourth question**, 93,3% of the students, expressed willingness to improve their current English language knowledge, which indicates students' motivation to learn and interest in the subject as such. Importantly, learners should be provided with an opportunity to reflect on their strengths and weaknesses regarding language acquisition, so they could focus on the improvement of their weaker skills later in the process of learning.

After that, in order to find out students' motivation of learning English, in the **fifth question** they were asked to identify the reasons why they were learning English. It was possible to choose more than one option. As it is seen in Figure 3.1.3, factors, that are determined by extrinsic motivation (such as satisfying the teacher, parents or the mandatory subject) are less popular than the factors that are determined by intrinsic motivation.

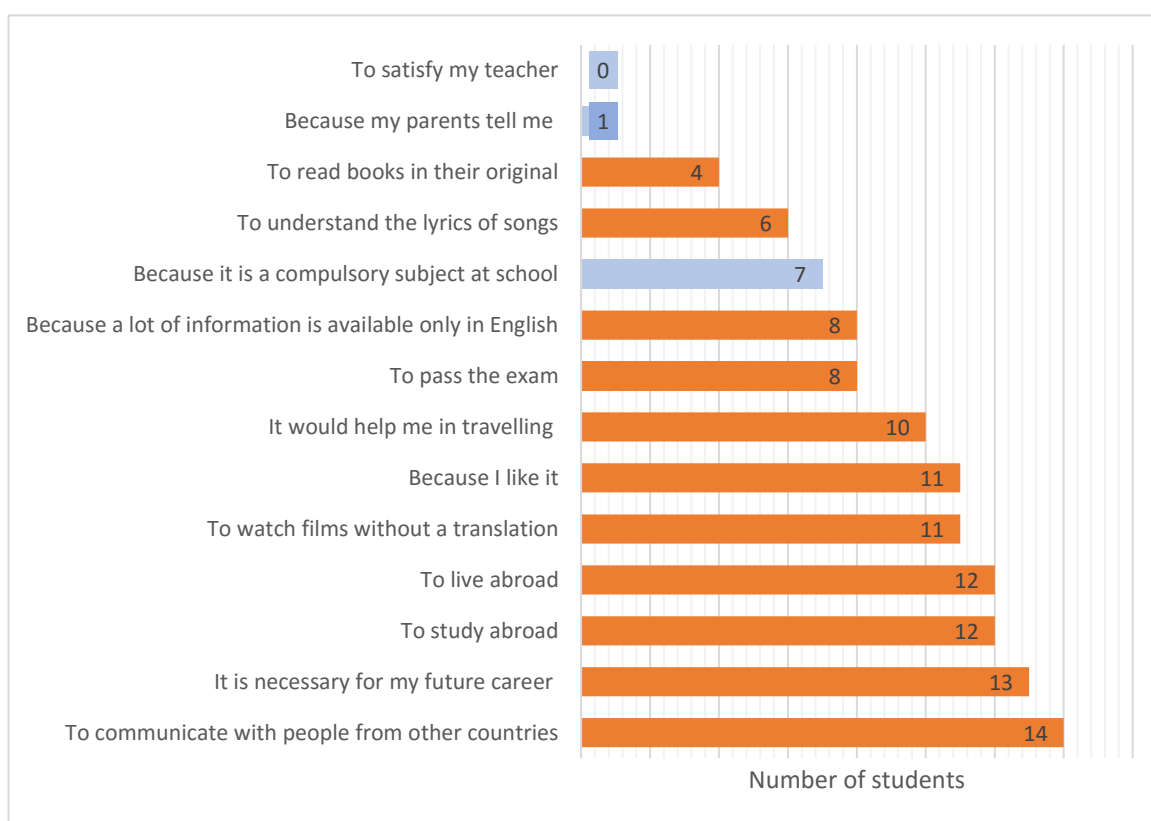


Figure 3.1.3. Students' Motivation to Study English Language

Students' ability to reflect on their learning aims and needs is important for several reasons. Firstly, it gives an insight for the teacher of what the motivation of students is, thus, it would help him or her to choose meaningful topics and tasks. Secondly, it demonstrates the level of students' autonomous learning skills, such as setting achievable goals and overall objectives (Benson and Voller, 1997).

The sixth question was designed to discover how students were learning English. Similarly to the third question, it was also left open-ended in order to receive honest reflection of students' learning habits, without unintentionally guiding them towards particular answers. As it is evident from Figure 3.1.4, vast majority of the learners (14) considered watching films or videos highly useful. Reading books or articles online was mentioned by almost half of the respondents (7). 5 students mentioned learning English at school to be useful to develop their language skills. Additional classes, listening to songs, memorizing, playing games, doing home assignments and chatting with foreigners were also mentioned as a successful means of learning English.

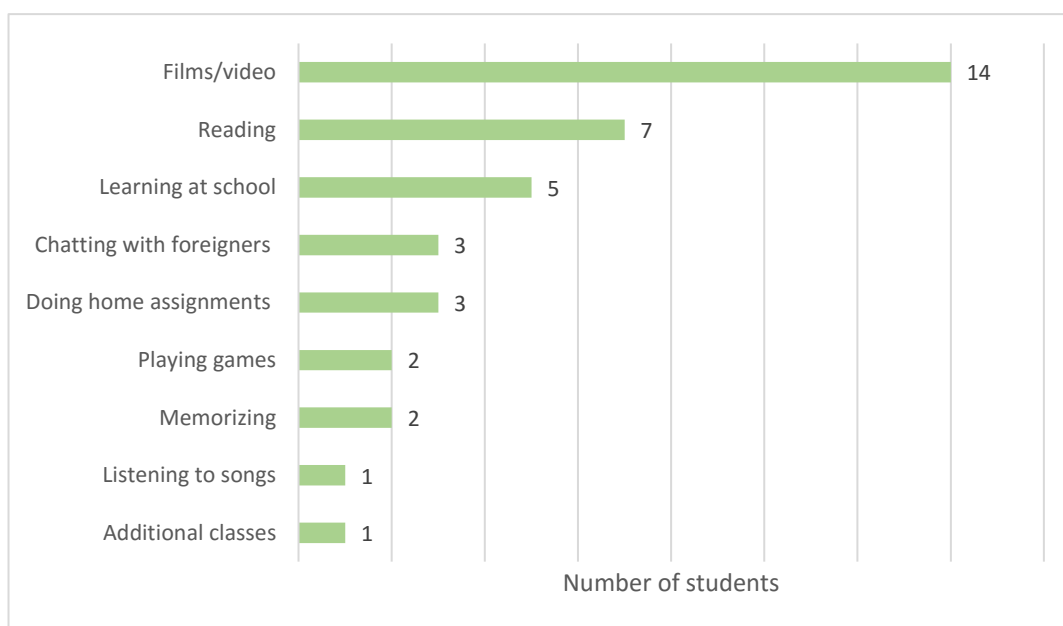


Figure 3.1.4. Students' Preferable Methods of Learning English

The author of the Paper found it interesting that there was a major difference between what students admitted being pleasurable and useful. For instance, answering the third question 10 students, , said that they enjoyed playing games, but only 2 students said that they actually learned through playing. Likewise, 7 students stated that reading helped them to develop their knowledge of English, but only 2 students found it pleasurable. Such a difference could appear due to the awareness that a learning method could be useful even though it is pleasurable. This identifies that students of the research sample are able to critically evaluate and distinguish between the different aims of the activities – entertainment or positive learning outcome. Moreover, it signals that pupils are able to identify appropriate learning resources, which is one of the autonomous learning skills (Candy, 2004).

According to Candy (2004), besides learning resources, autonomous learners should be able to identify suitable human resources. Therefore, **the seventh question** was aimed to find out what kind of assistance and where students would seek when they faced difficulties.

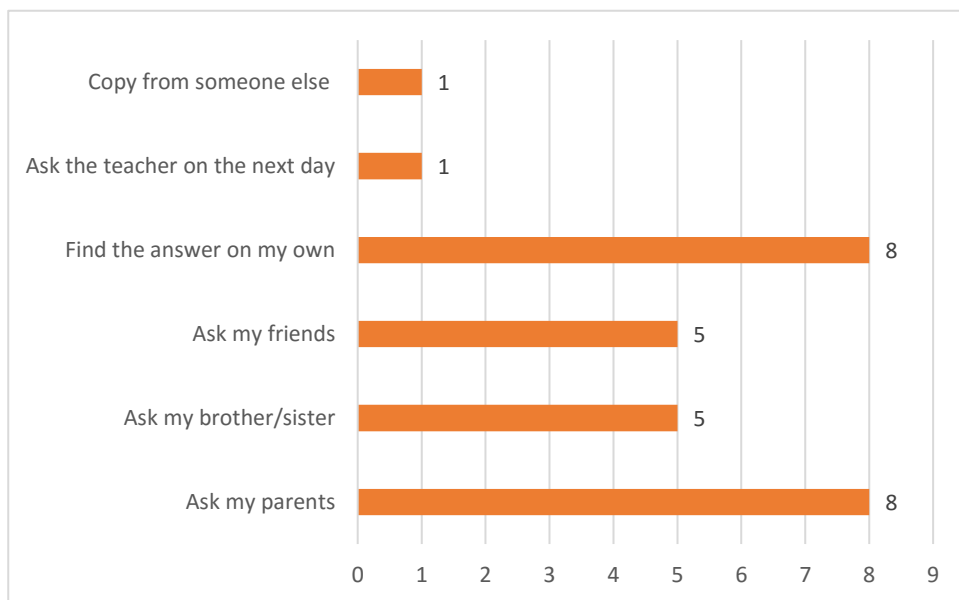


Figure 3.1.5. Strategies of Resolving Difficulties in Learning English Language

As it is evident from Figure 3.1.5, students showed relatively high level of autonomy, choosing to find the answers on their own. However, at this age they are still highly dependent on their parents and 8 students out of 15 admitted seeking help from mother or father. Among other options, 5 learners said they would ask their friends for assistance, and the same number of students said they would ask their siblings for help. Only one learner said he or she would ask teacher to help the next day they were at school and one students admitted to cheating rather than finding out the real answer.

The results have shown that learners area already on their way to full autonomy. As millennials, they are no longer fully reliable on the teacher alone, but can solve their problems without the teacher, for example, by searching for information on the Internet. However, they are not completely independent yet, because they still heavily rely on older and more experienced people, such as their parents or siblings.

As only small minority of the students admitted asking teacher questions if he or she faced difficulties while doing the task, it was important to find out by the **eighth question** if students think that teacher was necessary. According to results, 11 students said that they needed teacher, whereas 4 students stated that they personally did not have any need in the teacher.

Consequently, students were asked to express their opinion about the role of a teacher, and why there would be one. Figure 3.1.6 shows that the answers varied considerably.

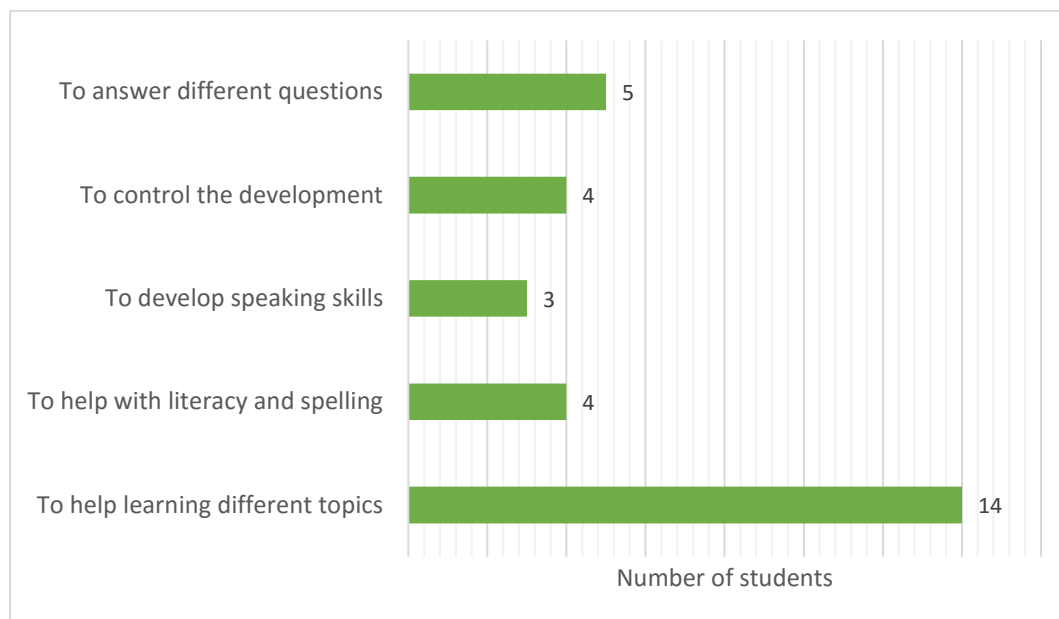


Figure 3.1.6. Necessity of a Teacher

Nevertheless, the author of the Diploma Paper considers majority of the answers to be rather unclear. For instance, the most popular opinion was that the teacher is necessary “to help learning different topics”, which is a rather vague response. Likewise, it is not clear what exactly is meant by helping with spelling and literacy. It shows that most of the students were not able to define the role of the teacher in their learning.

However, the author of the Diploma Paper thinks that even though the answers appeared to be vague, they still describe the role of a teacher more as a mentor or helper. Only 4 students said that the teacher ought to control the development of students, whereas all the other answers were focused on the assistance of the teacher rather than the demanding regulator of their learning. It means that despite the young age, the learners are already on stage 2 or 3 of developing autonomous learning skills (Candy, 2004).

Finally, the last question was aimed to discover how students evaluated their ability to deal with various activities, which required certain autonomous learning skills. As it is seen in Figure 3.1.7, students are mostly optimistic about their own abilities.

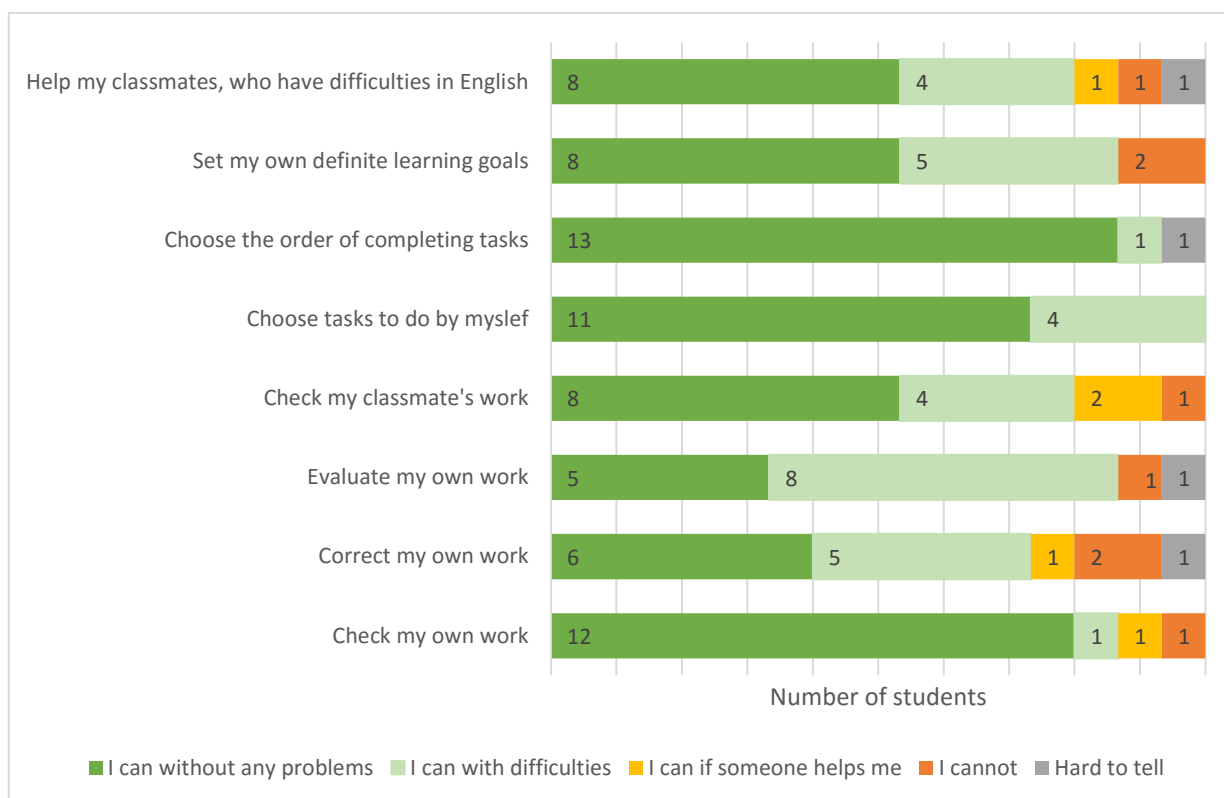


Figure 3.1.7. Learners' Opinion Before Flipped Classroom Regarding Their Autonomous Learning Skills in Different Educational Processes

Evidently, self-correction and self-evaluation caused more difficulties. Setting their own goals was also challenging for some students. Nevertheless, the results appeared to be quite positive.

In order to find out if students possessed these skills in practice, the author of the Paper designed a lesson plan, where students would have a chance to implement all of the autonomous learning skills, mentioned before.

3.2 THE FLIPPED LESSON

According to Burns (2016) it is recommended to implement the method of the flipped classroom studying topics, which students find challenging. The questionnaire results have shown that the learners are mostly insecure about grammar acquisition. Therefore, it was decided to implement the method in the next grammatical section that students had to learn, which, according to the syllabus, was difference between “will” and “going to”.

In addition, Burns (2016) stated that changes in educational processes should be gradually introduced to the learners to avoid any unnecessary misconceptions. Therefore, the author of the Diploma Paper dedicated one lesson to discuss how to watch educational video material before the flipped classroom took place. Learners were asked to take notes while watching a video in classroom, and then they could use them while completing the task. At the end of the lesson there was a discussion, where students could ask questions and express their opinions about learning from video material. When all the questions were answered, students were asked to watch a video at home and take notes of the information they found relevant for the next lesson.

According to the theory of the flipped classroom method, which is described in Chapter 2, at home learners ought to achieve lowest stages of the Bloom's taxonomy – remembering and understanding. Thus, as a home assignment they had to watch a video, which was posted on the online learning platform *e-klase*. The video was 2 minutes long and contained main theoretical points with examples, where “will” and “going to” structures are used. Students had to make conspectus in their notebooks.

In-class, consequently, the higher order thinking skills should be built upon the newly acquired theoretical basis. Therefore, the following stages were planned:

- 1) Short section of questions and answers in case some issues, which were discussed in the video, remained unclear;
- 2) Entrance tickets to check learners' understanding of the topic and gather their self-evaluation;
- 3) Four bases to develop students' ability to apply new grammar knowledge in practice by doing exercises and playing board game, analyse song lyrics from the theoretical point of view, create a comic, where the new concepts are applied and evaluate their own work;
- 4) Producing a skit (TV program) to practice creating and evaluation skills;
- 5) Exit slips to check their understanding of the topic and to find out their opinion about the method and if their autonomous learning skills have been developed.

At the beginning of the flipped lesson, students were asked to sit on the one side of the room (see Figure 3.2.1, green area) and were given a chance to ask any questions they had. It turned out that learners did not have anything to be clarified, thus, they were given an entrance ticket to fill in (see Appendix 2). Importantly, students could use their notes, which were made at home while watching the video.

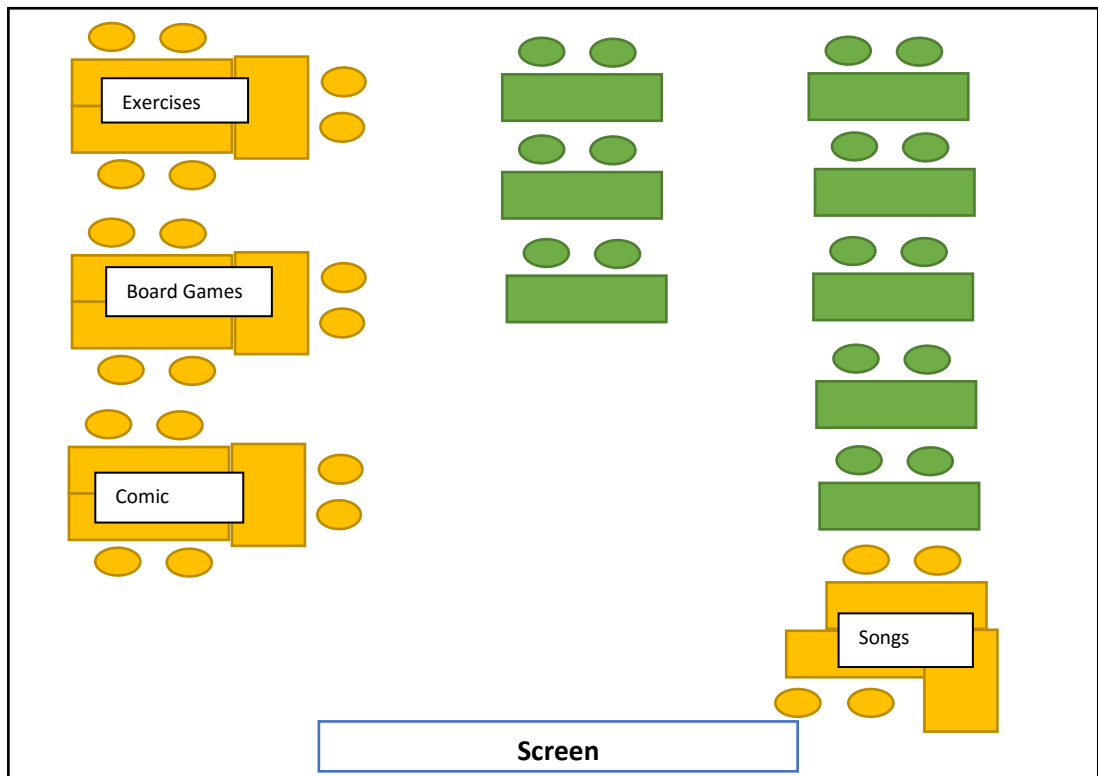


Figure 3.2.1. Desk Arrangement in the Classroom

Firstly, they were asked to choose the most suitable answer, using the theoretical material they had learnt at home. Learners were encouraged to use their notes. Importantly, the author of the Diploma Paper included the same sentences, which were used in the video as an example, to avoid misunderstandings and confusion. As a result, 10 students answered correctly, 3 students made one mistake and 2 students gave wrong answers twice.

After that, learners were asked to fill in a short self-evaluation questionnaire, where they had to assess their own knowledge. More than half of the students said they had understood everything well enough, but they still needed more practice. Nevertheless, there were 6 students, who admitted to have understood everything very well and said that no more practice was required. One student did not fill the self-evaluation section, probably finding it irrelevant or unnecessary and no one said they had insufficient understanding of the topic.

However, comparative analysis of the self-evaluation and correctness of answers showed that not all students were able to assess their own knowledge objectively. Figure 3.2.2 illustrates that 2 students out of 6 who said that they had understood the topic very well and stated that they did not need any additional practice, gave wrong answers. Thus, it indicates the inadequacy of their judgements of their own skills. 3 students out of 8 who evaluated their knowledge as good, but admitted needing more practice, made one or two mistakes. The author considers that students, who have made more than one mistake,

should have chosen the third option, honestly confessing to be guessing the correct answer, but no one did that.

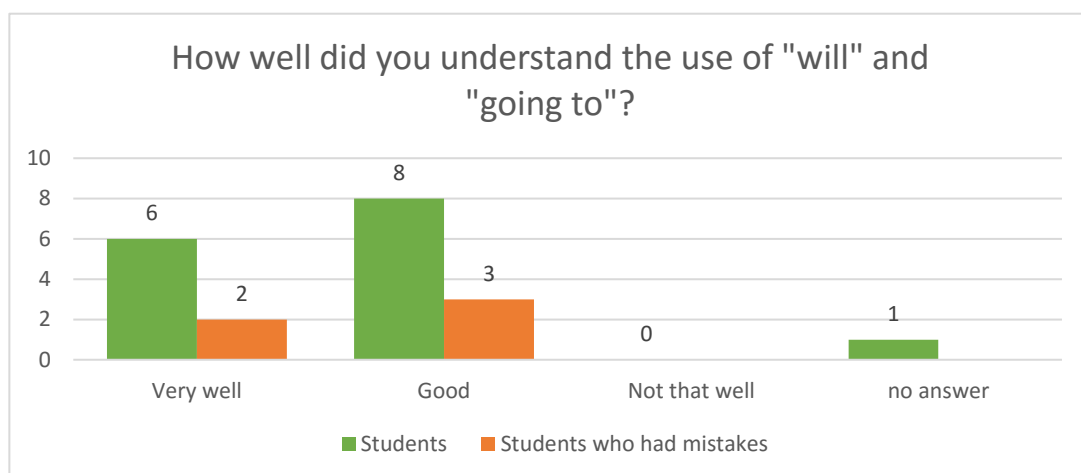


Figure 3.2.2. Analysis of the Students' Entrance Tickets

After students had filled in the exit slips, they received a handout (see Appendix 3), which they were working on during the next three lessons. With the help of the Power Point presentation (see Appendix 5), the teacher explained what students were expected to do during the lesson. As it is evident from Figure 3.2.1, there were four bases in the classroom.

1. **Exercises** (see Appendix 6) to practice Bloom's taxonomy 3rd stage – application skills. Learners had to do the tasks on the grammatical topic from the students' books, and then they had to check their own answers with the answer sheets, which were available there on the base.
2. **Board game** (see Appendix 8) to practice Bloom's taxonomy 3rd stage – application skills. In pairs or groups, students had to throw the dice, answer the question or do the task, which was given on the appropriate square, and move forward.
3. Analysis of the **songs** with “will” and “going to” (see Appendix 9) in order to reach Bloom's taxonomy 4th stage. There were two computers where 4 songs were uploaded (with the lyrics). Students had to write out phrases that contained either “will” or “going to” and identify why this form was used (e.g. it is a prediction or a threat, or a promise, etc.).
4. **Comic** as a way of implementing Bloom's taxonomy's final stages – evaluation and creation. Students had to produce their own comic, where they would use “will” and “going to” to reveal their meaning in a suitable situation. After that,

learners had to assess their own work, comparing their results with the “Check yourself!” box (see Appendix 3).

When the instructions were given, students had a chance to clarify whatever they were unsure of. After that, they had to choose the order in which they were willing to complete the task. The author of the Diploma Paper considered that the optimal sequence to be the following: exercises, board game, songs and then comic, because this order would provide an optimal transition from one Bloom’s taxonomy stage to another. Nevertheless, as it is seen in Figure 3.2.3, students’ chosen order was diverse.

One student did not display how he was willing to fulfil the tasks. That serves as an evidence that not all the learners find it important to plan their work. This particular learner’s strategy was to do whatever his friends were doing, fully relying on their choices, thus, he is lacking essential skills to be an autonomous learner. The author of the Diploma Paper considers it to be normal for the particular age group, because they are highly social and communicative.

As it is evident from Figure 3.2.3, students were mostly working in pairs, even though it was not mentioned in the instructions. Such dependence on the classmates highlights the importance of social connections in the group. The author of the Diploma Paper believes it is a significant characteristic of the group, which might be benefited by the flipped lesson greatly, because the time, which is usually taken by the teacher’s lecture, can be used for the various cooperative activities.

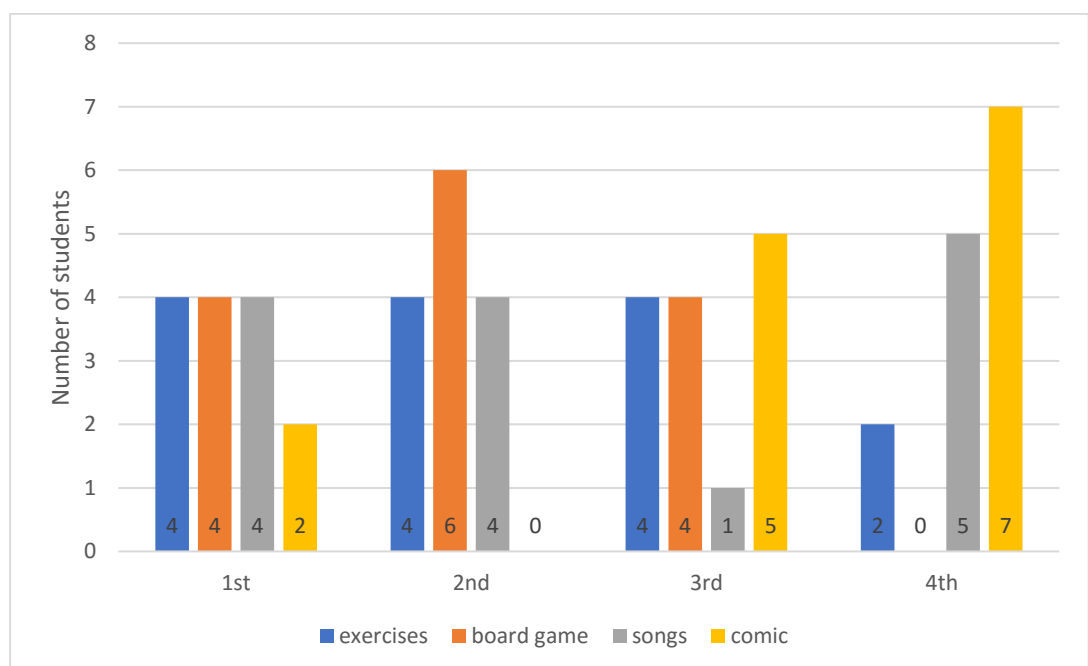


Figure 3.2.3. Students’ Chosen Sequence of Completing the Tasks

However, students' choices regarding the sequence of tasks demonstrate lack of ability to decide on the suitable order for completing the work. It is difficult to interpret the motivation behind every students' decision. Nevertheless, comparing the result of students' choices during the lesson to the answers, which are described in Figure 3.1.6, where 13 students admitted to be able to choose the order of the tasks, it is seen that the results differ drastically.

The reasons why students are showing such an inadequate self-evaluation could be different. Firstly, learners could misunderstand what choosing the sequence of tasks mean, mistakenly perceiving it as a task where every answer will do, or as if there is no correct sequence. Secondly, while filling in the anticipation questionnaire, students could have given unintentionally dishonest answers in order to show themselves from the best side due to the high level of competitiveness among learners in gymnasium.

When learners had decided upon the order, in which they would like to complete the tasks, they were asked to go to the table, where the task is ought to be done (see Figure 3.2.1). Students were reminded that if all the chairs are taken at the desk, they may take additional chairs from the green zone, so that their chosen order remained the same as planned.

OBSERVATION

Throughout the first two lessons, students were observed by the university student who kindly agreed to participate in the research by taking observation field notes. To trace the ability of students to work autonomously, the following points were observed:

- 1) how many students are seeking help or interacting with the teacher to eliminate students who are dependent on the teacher as the only source of information;
- 2) how many students are helping their classmates or clarifying the task;
- 3) how many students are not task, which demonstrates their unwillingness or incapacity to work without supervision.

As it seen in Table 3.2.1, learners were focused on the task the most at the very beginning of the lesson, when the instructions were given for the whole group and when they were asked to fill in the entrance tickets. After the activity of the students increased within approximately every 5-8 minutes, when they changed the activity to another one.

Table 3.2.1. Observation Fieldnotes to Detect Students' Activity during the First Lesson

1 st Lesson	Greeting, asking questions about the video	Entrance tickets	Instructions (Power Point)	Bases: students' individual work										
	Minutes	3	6	9	12	15	18	21	24	27	30	33	36	
Asking the teacher	1	2	4	2		3	1		3	2	3	3	1	Number of students
Consulting each other			1	5	4	3	3	5	7	7	6	3	3	
Not on task		2	2	6	5	7	3	3	2	1		2		
On task without hesitation	14	11	7	2	6	2	8	7	3	5	6	8	4	
Activities	3	6	9	12	15	18	21	24	27	30	33	36	40	

Importantly, the number of students who were not on task gradually decreased. The author of the Diploma Paper suggests that at the beginning of the individual work students were overexcited. Possibly, after filling in the entrance tickets and listening to the instructions, they felt liberated and needed some time to enjoy themselves in the free atmosphere. Learners seemed to be especially distracted on the song station at first, turning it into the karaoke base instead, because the songs were familiar.

Nevertheless, with every new group of students, who approached the base, the amount of disruption lessened and students stayed on task more. preserving determination and motivation to complete tasks

During the activities, the teacher intentionally made no verbal remarks about students' behaviour or choices to see if they were able to regulate it themselves to stay on task. However, she approached them physically and occasionally made an eye contact, which appeared to be enough to remind students about what they ought to do.

At the beginning of the second lesson students continued their work according to their individual plan. When the learners finished, they had to do additional tasks, while other students were still on bases. Thus, at every moment every student had something to focus on. However, as it is seen in Table 3.2.2, some pupils were not on task, especially at the time period 6-9 minutes from the beginning of the second lesson, which was when many students had finished their worksheets and had to do the additional task. This might

have been perceived as non-compulsory and some students used this time to be off the task.

Table 3.2.2. Observation Fieldnotes to Detect Students' Activity during the Second Lesson

2 nd Lesson	Bases: students' individual work					Instructions for the group work	Students' group work - generating evaluation criteria and a skit							
	3	6	9	12	15		18	21	24	27	30	33	36	40
Minutes Activities	3	6	9	12	15	18	21	24	27	30	33	36	40	Number of students
Asking the teacher	4	2	4	1	2	3	5	1		1	2	1		
Consulting each other	6	3	4	4	3	4	-	-	-	-	-	-	-	
Not on task	3	1	5	1	2	1	1	3	3	2	3	1	3	
On task without hesitation	2	9	2	9	8	7	7	11	12	12	10	13	12	

In the middle of the second lesson, when students finished all the task, they were instructed by the teacher to divide in groups of three. After that learners were asked to prepare a TV programme, using grammar structures “will” and “going to”, and to show it as a skit in front of the class. Students could choose the type of the programme freely (e.g. weather forecast, advertisement, sports highlights, etc.). This task was aimed at practicing creating and evaluation skills.

The rest of the lesson was dedicated for the creation of the programme, script writing and generating evaluation criteria for other groups. Thus, students were practicing the highest levels of Bloom’s taxonomy – evaluation and creation. Learners were encouraged to choose 5 evaluation criteria that their group found relevant for the task.

As it is evident from Table 3.2.2, the observer stopped identifying those pupils, who consulted each other. It was done because at that point it was next to impossible to identify whether students were involved in the brainstorming process or they assisted each other to reach the aim of the task. Therefore, this gap in the observation form remained empty.

Remarkably, the number of learners who were off task during the individual work decreased during the group project. When students were participating in bases, 3.15 learners on average were doing something unrelated to the task, whereas when they were generating the TV programme, the average number of the students off-task was 2.29. It signals about the productivity of students when they are responsible not only for themselves, but for the success of the whole group. It is possible that such concentration

on the task was connected to the desire to be successful in the eyes of other classmates and sense of competition.

Another important conclusion, that can be drawn from the observation is that even though students occasionally asked the teacher for explanation, they were more likely to seek the answers from each other. The calculations have shown that from the beginning of the first lesson till the beginning of the group work, 2.16 learners on average asked teacher for assistance every three minutes, whereas averagely 3.74 learners consulted each other. The author of the Diploma Paper suggests that such connection could be due to the students' age peculiarity. As teenagers, communication with others is of high importance. Besides, the authority of the teacher lessens, therefore as the practice shows, peer consulting is effective means of learning. Regarding autonomous learning skills, by asking their classmates for assistance, students demonstrate ability to identify suitable learning resources, such as human resources.

BASES

As it was previously said, there were four bases where students had to do different activities and tasks in order to practice the grammatical topic of the lesson - "will" and "going to". The author of the Paper believes the best possible order to fulfil all the tasks would mean to begin with the **exercises** (see Appendix 6), because they are aimed to practice application in a controlled manner. Thus, by starting with exercises students would check their own answers with the answer sheets and objectively see if they can apply theory, which they have learnt at home, in practice.

As a result, students had the least questions about the task on this base probably because they were used to working with that format of studying. It is evident that students were honestly doing the task without cheating, even though the answers were in front of them all the time, because in their worksheets the author of the Diploma Paper was able to see evidences of students' corrections (see Appendix 7). Thus, pupils were patiently working throughout the task without hesitation.

After the exercises, the author intended for students to practice application of the grammatical structures in the **board game** (see Appendix 8). While playing, students had to either answer a question or make a sentence, using either "will" or "going to". Other students had to correct the mistakes in the other students' speech. It appeared that students had no difficulties with understanding the task, because similar games were played infrequently during the English lessons.

During this base, it appeared that students felt free and rather relaxed, that is why they were occasionally distracted. Therefore, the stage of board game lasted longer than

it was intended. However, all of the students were actively participating and practicing not only the grammar structures, but also speaking skills.

As the next logical task the author of the Paper considers to be **songs**, because learners would gradually transit to the succeeding higher order thinking skill – analysing. Pupils were asked to listen to the songs, write out at least two phrases from each song, that would contain “will” or “going to”. Students were informed at the instruction stage that “gonna” is the informal option of “going to”, therefore no difficulties with identifying the phrases were present.

However, it appeared that students had struggled with analysing why the structure was used and identifying the reason from the theory they have learnt at home. Only 6 students out of 15 were able to complete the task and analyse the application. Other students had only recognized the phrases and written them out.

Such failure of learners to analyse and identify why the songwriters chose to use the grammatical structure could be connected to the students’ chosen sequence of completing the tasks. As it is evident form Table 3.2.3, the majority of learners, who were able to recognize the structure, had put the task as third or fourth.

Table 3.2.3. Chosen Sequence of Completing the Tasks of the Students’ Who Could Analyse the Songs Correctly

	Exercises	Board Game	Songs	Comic
Student 1	4	3	2	1
Student 2	1	2	4	3
Student 3	2	1	4	3
Student 4	2	1	3	4
Student 5	2	1	3	4
Student 6	1	2	3	4

Judging from the results and the chosen order of completing the tasks, the author of the Diploma Paper believes that those learners who analysed the songs after exercises and the board game were more prepared and could identify the application without any hesitation. Nevertheless, there was one student, who had done the task even though her order was incorrect, according to Bloom’s taxonomy.

The author of the Paper also believes that some students might have simply forgotten the theoretical basis at this point. She supposes that if the instructions to the task

had all the possible options for application of “will” and “going to” (plans, intentions, threats, promises, on-the-spot decisions, predictions with no evidence, predictions with an evidence), more learners would have completed the task correctly.

Such low results could also be connected with students’ previous experience. It was the first time when students were asked to work with audio material, which consequently caused a lot of emotions and questions regarding the task. The author of the Diploma Paper suggests that the number of the correct answers could be better if learners were used to working with songs before the flipped classroom. However, such failure to understand the task without previous encounter signals about the lack of autonomous learning skills.

The last task that learners were asked to do was creating a **comic**. Students could choose any theme or characters. After that, students had to check their own work by ticking the self-evaluation checklist, which contained the following points:

- 1) inclusion of “will” structures;
- 2) inclusion of “going to” structures;
- 3) there are pictures of characters, who are using the grammatical structures in their speech;
- 4) the grammatical structures are used accordingly to the rules.

Therefore, during this base, students were practicing several higher order thinking skills – creating and evaluating. However, not everyone was able to complete the task successfully.

As it is seen in Table 3.2.4, only 9 students out of 15 were able to create comic without any mistakes, 5 students had made some mistakes in their work and 1 student had failed the task. There were two types of mistakes – either students used wrong structures for the situation that was illustrated (e.g. the fortune-teller predicts the future and student uses “going to” structure instead of “will”) or the situation or its illustration were unclear (see Figure 3.2.4).

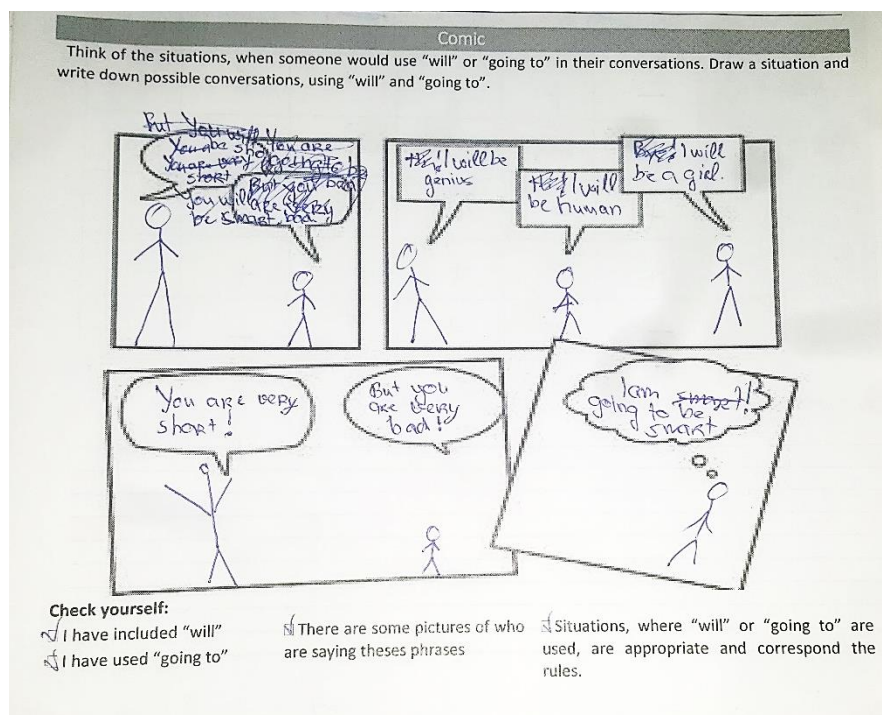


Figure 3.2.4. Example of Student's Mistakes in Creating a Comic by Unclearness of an Illustrated Situation

Significantly, this task has shown lack of skills to check their own work. Firstly, only 7 learners out of 15 have completed the self-evaluation checklist. It indicates that they either were not examining the task at all, or considered it to be unimportant, leaving it for the teacher to do. Secondly, Table 3.2.4 shows that those students who seemingly checked their own work would still allow some mistakes. Only 4 students out of 7, who filled in the evaluation checklist, had made no mistakes, whereas other 3 learners' comics were faulty. This signals about the essential autonomous learning skill - ability to evaluate the learning results (Candy, 2004).

Table 3.2.4. The Correctness and Self-assessment of Students' Comics

	Nr. of students	Self-check (Nr. of students)
Correct	9	4
Partially correct	5	2
Incorrect	1	1

The author of the Diploma Paper decided to compare the results of the lesson with the opinions that the learners expressed before the flipped lesson took place. As it is shown in Figure 3.1.6, 12 students stated to have no difficulties in checking their own work, 1 student admitted being able to check himself or herself even though he or she

might have some difficulties and 1 students said he or she could do it, but some help might be required. Only 1 learner honestly admitted being unable to check his or her work. In the reality, only 4 students succeeded in completing the task and checking themselves. It shows that the learners are not aware of their weaknesses and cannot evaluate themselves adequately.

GROUP WORK

When the students had finished their work on the bases, they were instructed by the teacher to divide in groups of three. Later, learners were asked to create a TV programme - a skit, using “will” and “going to”, and to show it in front of the class. No restrictions were given regarding the type of a TV programme.

The rest of the lesson was dedicated to designing the skit and generating evaluation criteria for the performance. Learners were encouraged to choose 5 evaluation criteria that their group find relevant for the task. Importantly, the whole group ought to agree on them.

As it is evident from Figure 3.2.5, learners designed evaluation criterions, which could be combined in 7 groups. All student chose usage of “will” and “going to”, with a difference in putting both structure as two separate criteria or one. Besides the grammar constructions, all learners selected the ability to cause interest to be important to fulfilling the task. 12 students mentioned good timing to be essential for a good skit (e.g. not too long, not too short), 8 learners evaluated their classmates’ acting skills, 7 students aid that a good skit should be entertaining and funny and only 5 students in various definitions chose to evaluate mastery of the language (e.g. “good English”, “grammar” or “pronunciation”).

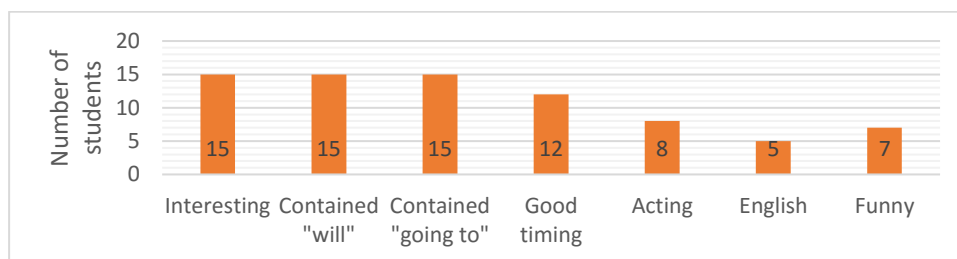


Figure 3.2.5. Students’ Chosen Evaluation Criteria for a Self-designed TV Programme

The author of the Diploma Paper believes that some criteria were subjective. For instance, it is rather problematic to evaluate if someone’s skit was interesting or not.

Therefore, it could be said that learners partially lack the ability to evaluate the learning results.

However, regarding learners' evaluation skills, it appeared that students were able to assess each other's skits fairly. None of the students had marked all the criteria present in every groups' work. That indicates that pupils were actually analysing the product that their classmates had made, and not praising their peers regardless of their results.

As it is shown in Figure 3.2.6 and Figure 3.2.7, there were two types of how students chose to assess each other. Figure 3.2.6 illustrates a checklist approach, where a learner observed and indicated a presence of the desirable criteria (+) or absence of it (-). 11 pupils out of 15 chose this polar checklist method to evaluate the skits they have prepared.

Criteria					
Interesting	-	+	+	+	-
Funny	+	-	+	+	-
Will	+	-	+	+	-
Not too long	+	-	+	+	-
Not too short, going to	+	+	+	+	+
Acting	-	+	+	+	-

Figure 3.2.6. An Example of Student's Polar Checklist Assessment Approach to Evaluate Performance of Other Groups

Nevertheless, the analysis of the students' worksheets has shown that not all the learners found the polar checklist evaluation design sufficient. 4 learners out of 15 have made an attempt to reflect on more than an appearance or non-appearance of the chosen features.

As it is illustrated in Figure 3.2.7, students made an effort to grade to what extent a particular group included certain structures or how well they corresponded to the set criteria.

not too long	✓	✓ 1/3	✓	✓	✓ 1/3	
interesting	✓	✓ 1/2	✓	✓	✓ 1/3	
acting skill gripping	✓	✓ 1/3	✓	✓	✓ 2/3	
will	✓		✓	✓	not sure	
going to	✓ 1/2	used it a lot ✓ and wrongly	✓	✓	not sure	

Figure 3.2.7. Example of Student’s Attempt of an In-depth Assessment Approach to Evaluate Performance of Other Groups

Moreover, such learners demonstrated their ability to distinguish between the presence of an item (e.g. usage of “going to” structure) and critical evaluation of the suitability and correctness of it. However, it is not clear what some symbols are meant to illustrate. For instance, in Figure 3.2.7 a student marked “going to” with a tick and a symbol of a half ($\frac{1}{2}$). The author of the Paper found it challenging to interpret whether it indicated the inappropriate usage of the grammar construction, or shortage of number of times it was used throughout the performance (e.g. it was used only once, whereas the evaluator believed it should be used at least twice). Either way it indicates on students’ ability to analyse the quality of the product rather than just observe the presence or absence of various criteria. Therefore, it can be stated that learners in the research sample although challenged by creating evaluation criteria, but they maintained the skill to assess the learning results, which is one of the autonomous learning skills.

EXIT SLIPS

After the groups had shown their skits and evaluated each other, they were asked to fill in the exit slip (see Appendix 10). It consisted of five parts, and was designed to find out the following information:

1. how well students remembered the theory they had learnt;
2. learners’ ability to put theory in practice by choosing the most suitable answer to the question;
3. pupils’ self-evaluation to see if they feel certain about the topic;
4. students’ opinions about the flipped classroom method;

5. pupils' self-assessment regarding their autonomous learning skills in different educational processes;

In the first task, which was created to check students' knowledge of the grammar that they had studied at home, students were asked to classify the given situations (e.g. prediction with no evidence, promise, threat, etc.) according to the usage of "will" and "going to". As a result, 13 learners were able to do it flawlessly and 2 learners made one mistake. It shows that a vast majority of the students acquired the theory.

In the second task, which was aimed at checking students' ability to put theory into practice, pupils had to decide which grammar construction fit the given sentence. Altogether, 6 sentences were given, where each included a different situation from the theory. As a result, 12 learners had succeeded to do the task without any mistakes, whereas 3 learners had chosen one incorrect answer. It indicates that mostly students have learned to apply their knowledge into practice.

In order to trace the effect of the flipped classroom method on learners' knowledge about the topic, the author of the Diploma Paper compared the percentage of correct and incorrect answers students had given before the flipped classroom, when they were asked to fill in the entrance tickets, and after the lesson in exit slips. As it is shown in Figure 3.2.8, 10.67% of the given answers before the lesson were faulty, whereas after the class only 2.56% of answers were given mistakenly. Thus, the number of accurate answers had increased, which means that even though students worked independently from the teacher, they succeeded in planning a programme of work to achieve the objectives set. It indicates on the development of learners' autonomous learning skills.

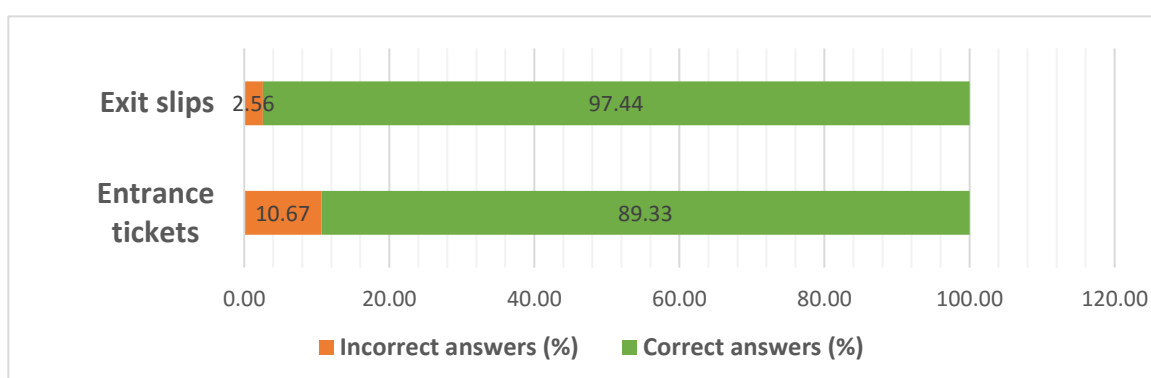


Figure 3.2.8. Amount of Correct and Incorrect Answers Given by Students in Entrance Tickets and Exit Slips

After discovering students factual theoretical and practical knowledge, the author of the Diploma Paper was willing to find out learners' opinion about their own understanding and abilities, see if they corresponded to the objective reality and compare

with the results, which were exposed through the entrance tickets to see if any results have changed. In order to do so, students were asked to evaluate how well they understood the topic. The following options were given:

- 1) Very well. I understood everything and have no problem in using “will” and “going to” correctly;
- 2) Good. I understood everything, but I still have the to practise more.
- 3) Not that well. I am guessing the correct answer, to be honest.

As a result, 3 pupils stated they knew the topic very well, 12 learners said they are good at choosing “will” or “going to”, but they feel like more practice would help, and no one said they were guessing the answer. Nevertheless, the correctness of some students’ answers differed from their self-assessment.

As it is shown in Figure 3.2.9, all 3 pupils who stated to know the material very well made a mistake in first two tasks. It signals about an inadequacy of these students in ability to assess themselves. In fact, it shows the lack of autonomous learning skill – ability to evaluate the learning results.

Nevertheless, the number of pupils who admitted knowing the topic very well had decreased from 6 to 3. It indicates on the realisation of the students of their actual abilities through the process of independent learning. It indicates that these learners had mastered ability to evaluate the learning outcomes.

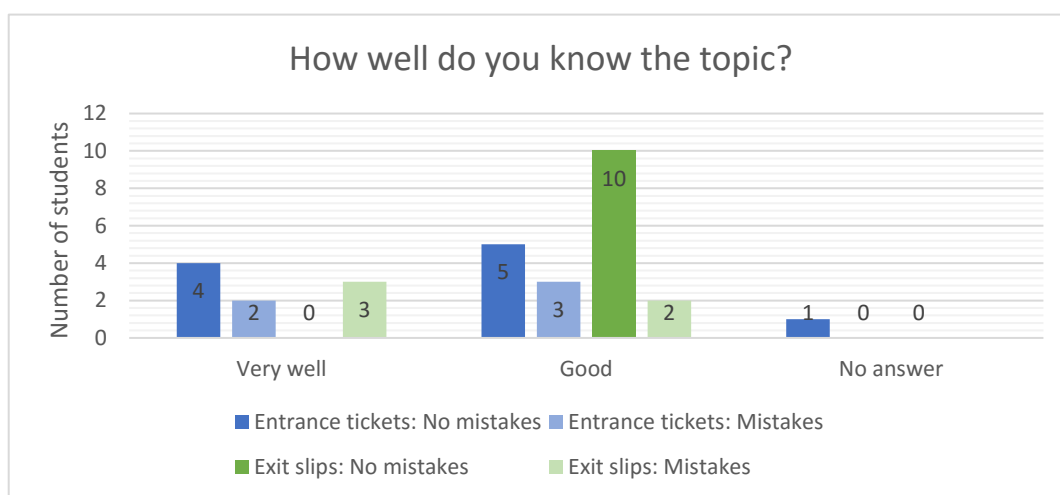


Figure 3.2.9. Comparison of Students’ Self-evaluation in Entrance Tickets and Exit Slips

As illustrated in Figure 3.2.9, the number of students who acknowledged their weaknesses in acquisition of the topic comparing to the results of entrance tickets has increased. Before the flipped lesson was implemented, 8 learners admitted knowing the theme well, and 3 out of 8 made some mistakes in the theoretical task. However, after the lesson, 12 pupils’ answer was “good”, and only two of them allowed some errors. Again,

students have demonstrated they can assess their learning results, which is one of the autonomous learning skills.

Next question was aimed to discover pupils' opinion about the flipped classroom method and independent work. As a result, 7 learners said that they enjoyed studying like this, 7 more learners admitted it was fine, although there are various nuances that could be improved, and 1 learner said she did not like the lesson. Those students, who admitted liking the flipped lesson, mentioned the following positive components:

- “we didn't have to work just from books”;
- “it was fun”;
- “this lesson was more interesting than usual”
- “there was more freedom”;
- “I could work on my own”;
- “when I didn't understand something, my friend would help out”.

Thus, it could be said that learners enjoyed changes in the learning routines, catering for diverse learning styles, freedom of choice and chance to socialize. Pupils, who said that the method was fine, mentioned the following reasons:

- “it was interesting, but we still had to do exercises”;
- “I had to check myself”;
- “I could play, but I still had to learn”.

These and similar answers that were given demonstrates that some learners would prefer having no written exercises or checking themselves, which is routine work and, consequently, not as exciting as playing games or listening to the music. The author of the Diploma Paper thinks that if the same tasks were presented differently and the feedback about the correctness of the answers was checked automatically, learners would enjoy the lesson more. Online tests would be a better alternative, if the equipment of the school allowed it to be possible.

Nonetheless, there was one learner, who did not like the introduced method. As an answer, she wrote “the way students work on their own is very messy. It is easier when teacher helps everyone at once”. It can be concluded that one person from the research sample feels uncomfortable to work without the guidance of a teacher, which means she lacks autonomous learning skill of working without supervision.

However, regardless of the stated opinions, students have demonstrated their ability to state how they feel about the method and the lesson. It shows a presence of self-

monitoring and self-reflecting on the learning process, which is another skill that an autonomous learner possesses.

Finally, pupils were asked to evaluate their several skills, which are strongly connected with autonomous learning skills. 7 statements were given, and students had to express their opinions about whether they were capable of completing the task and how independently. As it is shown in Figure 3.2.10, later on these results were compared to the answers that pupils had given before the flipped lesson.

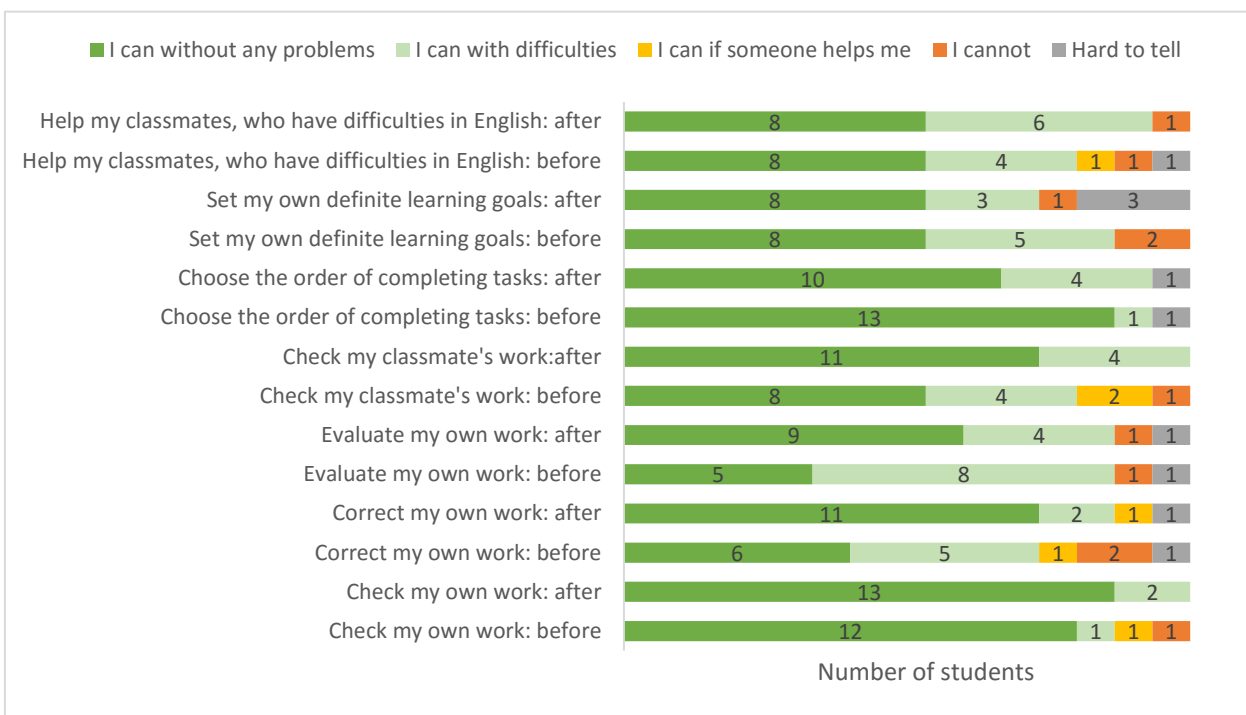


Figure 3.2.10. Learners' Opinion Regarding Their Autonomous Learning Skills in Different Educational Processes Before and After the Flipped Classroom

As it is evident from Figure 3.2.10, the number of learners, who stated not having any problems in **helping the weaker students**, did not change, similarly to the learner, who admitted being not able to do it, who's opinion remained the same. 6 pupils instead of 4 said they can do it even though they might experience some difficulties. It means that after the flipped lesson 2 students gained more confidence about their ability to help others, thus, their skill had improved. The reason for such an improvement could be the practice of helping others during the lesson, where learners could assist each other, giving a certainty about their abilities.

Similarly, it appeared that 8 learners before and after the flipped classroom said they could **set their own definite learning goals** without any difficulties, but the number of students, who admitted being able to do it with some difficulties decreased for 5 to 3. Likewise, 1 pupil instead of 2 said he or she cannot set their aim in learning English.

However, 3 learners experienced difficulties in answering this question, although before the method was introduced, they could do it. The author of the Diploma Paper believes that the activities, which students had been doing, required specific goals, which the learners might be unaware before learning the topic. Thus, by raising awareness of setting goals, students' self-evaluation regarding this aspect improved.

Another change that is evident from Figure 3.2.10 happened in learners' ability to **choose sequence of tasks**. After the flipped lesson the number of students, who stated they can decide about the order of tasks without any difficulties, has decreased from 13 to 10, whereas 4 learners instead of 1 admitted being capable of choosing the sequence of tasks with certain difficulties. It indicates on the shift in pupils' perception of this task. It is possible that after the flipped classroom learners realised that it was significant not to randomly decide in which order the given tasks ought to be done, but also to do it logically to ensure gradual raise of a difficulty level. Therefore, the author of the Diploma Paper believes that the method, which was introduced to the pupils, increased their skill to self-monitor and self-reflect on the learning process, which is one of the autonomous learning skills.

The results of the questionnaire also show that learners ability to help **check their peers** work had improved. 11 instead of 8 pupils said they could check others without any difficulties, and 4 learners can do it, even though they might experience some complications. Thus, by practice, which students had gained during the lessons, enhanced their certainty of their own knowledge of the subject, and their confidence about their ability to assess their classmates consequently have grown as well.

Most importantly, according to the comparison of the students' answers before and after the flipped lessons, pupils' ability to **check, correct and evaluate their own work** has increased (see Figure 3.2.10). All three tasks were ranked higher than before, which indicates the positive effect of the method on such autonomous skills like ability to evaluate one's learning results and self-monitoring.

To sum up, the case study that was conducted among the students of the 7th Grade showed that pupils rated their autonomous learning skills higher than they showed them in practice. Nevertheless, judging from the flipped classroom observation form and exit slips, not only had the group improved their knowledge of the subject, but also increased their ability to identify appropriate resources, self-monitoring, self-reflecting, evaluate learning results, analyse own strengths and weaknesses, working without supervision and planning a programme of work to achieve the objectives set.

CONCLUSIONS

Nowadays having problem-solving skills and being able to access and analyse various information is an essential skill for every person in order to adapt to the rapidly changing demands of the modern society. Consequently, students have to be provided with opportunities to train certain set of learning skills at the besides gaining knowledge. It is important for students to be able to take on responsibility for their learning, or, in other words, to become autonomous learners, which would positively influence their motivation and develop several positive personality traits, such as being target-oriented and self-directed.

Nevertheless, teachers are facing difficulties for providing students both information on a subject and opportunities to develop autonomous learning skills. It appears that the time during the lesson is insufficient to do both. However, with the development of technologies, new learning methods had been developed, such as flipped classroom, which allows students to acquire the theory in their own pace at home, leaving time in-class for training significant higher order thinking skills. The Diploma Paper has been written with the aim to examine how the application of a flipped classroom method can facilitate the development of autonomous learning skills in Grade 7 English language lessons.

Findings about the concept of autonomous learning skills in theoretical literature revealed that it could be characterized as students' ability to take responsibility for their learning, and such student possesses a specific set of skills, such as identifying own learning needs, formulating own learning aims, managing time to attain objectives, identifying appropriate learning and human resources, selecting and implementing effective learning strategies, preserving determination and motivation to complete tasks, self-monitoring and self-reflecting on the learning process and ability to evaluate the learning results.

During the case study, which was held among 15 students of Grade 7, it was discovered that all but one student admitted being willing to improve their language skills, thus they were motivated to study. Regarding their reasons to learn, pupils were mostly mentioning inner motivation factors, such as communicating with others, concerns about future (career, living or studying abroad, traveling), watching films, reading books and personal preferences, whereas outer motivation, such as having no choice, pleasing parents and the teacher or compulsory exam were mentioned in fewer cases. Therefore,

the research sample appeared to be suitable for developing autonomous learning skills through the method, chosen by the author of the Diploma Paper.

Through the comparison of pupils' learning results and self-evaluation it was discovered that before the flipped classroom students were subjectively more certain of knowing everything about the topic. Even though after the lesson the amount of faulty answers decreased (from 10,67% to 2,56%), their assessment of their own knowledge was less confident comparing to the results, which were exposed at the beginning of the lesson. Thus, even though students were not provided with a feedback from their teacher, their skill of evaluation own learning results has improved. Moreover, through the evaluation sheets that were designed by the learners to evaluate each other, it was revealed that not only learners can assess their own learning results, but also the work of their peers.

Regarding other autonomous learning skills, as it was evident from the observation form, at the beginning of the flipped classroom, when pupils were given freedom to plan their programme of work, they were distracted. As the time went, learners showed more concentration skills and ability to stay on task without supervision, which is another essential characteristic of an autonomous learner. In addition, during the observation, it was discovered that learners were more likely to identify their classmates as a more suitable human resource for studying, comparing to the teacher. For this reason, flipped classroom method was highly beneficial, because it provided enough time and opportunities for learners to interact with one another.

Nevertheless, the author of the Diploma Paper admits that there are several limitations of this case study. Firstly, the research sample is comparatively restricted (15 learners) and specific, because learners in Gymnasiums are typically more motivated and capable of accepting new knowledge and learning techniques. Without a doubt, an implication of the same method in a different environment might not have the same results. Secondly, it is problematic to conclude what effect would the method have on learners' autonomy in long term. Thirdly, the study did not cover all the autonomous learning skills. It is difficult to estimate what effect would the flipped classroom have on pupils' ability to formulate own learning aims and manage time to attain objectives.

However, in order to find how flipped method could impact all autonomous learning skills in a long term, a case study during one school year ought to be held. Moreover, by widening a research sample and changing the age group, the results might differ as well.

THESIS

1. Autonomy is students' ability to take control over their own learning and it includes situations, skills and capacity of students to be in charge of the learning.
2. The autonomous learning skills are identifying own learning needs, formulating own learning aims, managing time to attain objectives, identifying appropriate learning and human resources, selecting and implementing effective learning strategies, preserving determination and motivation to complete tasks, self-monitoring and self-reflecting on the learning process and ability to evaluate the learning results.
3. Autonomous learning skills are developed gradually.
4. Flipped classroom is a learning method where new materials are introduced to the students outside the class and then hands-on practice is provided during class time.
5. Flipped classroom is rooted in the theory of constructivism and Bloom's taxonomy, thus not only learners become responsible for own learning, but also develop higher order thinking skills.
6. Flipped classroom method positively influences learners' ability to identify resources, preserving determination and motivation to complete the task, self-monitoring and self-reflecting on the learning process and ability to evaluate the learning results.
7. Flipped classroom method leads to higher academic achievements, students' independence and increased sense of responsibility, student-centred and differentiated learning.
8. Before implementing the flipped classroom method, one must consider learners' interests, language level and significant prior learning skills.
9. One should not be afraid to implement flipped method in their classroom due to loss of control over students and chaos at the beginning, because later on learners are able to overcome distraction and stay on task.
10. Students self-evaluation skills improved and become more objective even without getting feedback from the teacher.

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APPENDICES

Anketa skolēniem

Es, Latvijas Universitātes 4. kursa studente, šobrīd rakstu diplomdarbu par skolēnu autonomo mācīšanas iemaņām, tādēļ es gribētu uzzināt vairāk par Tavam mācību iemaņām un Tavu viedokli par vairākiem tematiem.

Lūdzu, atbildi uz šiem jautājumiem, apvelkot vienu atbilžu variantu, kas visprecīzāk atspoguļo Tavu viedokli.

1. Vai, Tavuprāt, Tev padodas angļu valoda?

- a) Jā, padodas
- b) Nē, nepadodas
- c) Daļēji

2. Kas Tev visvairāk nepadodas angļu valodas stundās? Saliec ciparus pēc prioritātes (1- visvairāk nepadodas, bet 4- visvairāk padodas).

- ___ Lasīšana
- ___ Rakstīšana
- ___ Runāšana
- ___ Klausīšanās
- ___ Gramatika
- ___ Jauno vārdu apguve
- ___ Cits (norādi) _____

3. Ko tev visvairāk patīk darīt?

4. Vai Tu vēlies uzlabot savas angļu valodas zināšanas?

a) jā, jo _____

b) nē, jo _____

5. Kāpēc tu mācies angļu valodu? (Var atzīmēt vairāk nekā vienu atbilžu variantu)

- | | |
|---|---|
| <input type="checkbox"/> Tas ir obligāts mācību priekšmets | <input type="checkbox"/> Jo man liek to darīt vecāki |
| <input type="checkbox"/> Lai nokārtotu eksāmenus | <input type="checkbox"/> Jo man tas patīk šī valoda |
| <input type="checkbox"/> Lai varētu komunicēt ar cilvēkiem no citām valstīm | <input type="checkbox"/> Lai daudz informācijas ir pieejamas tieši ar |
| <input type="checkbox"/> Lai skatīties dažādas filmas bez tulkojuma | <input type="checkbox"/> Tas man palīdzēs ceļot |
| <input type="checkbox"/> Lai lasīt grāmatas oriģinālā | <input type="checkbox"/> Lai saprastu dziesmu tekstus |
| <input type="checkbox"/> Tas ir nepieciešams manai nākotnes karjerai | <input type="checkbox"/> Lai mācītos ārzemēs |
| <input type="checkbox"/> Lai skolotāja būtu apmierināta | <input type="checkbox"/> Lai pēc tam dzīvot ārzemēs |

6. Kā Tu mācies angļu valodu? (Piemēram, skatoties video, mācoties vārdu no galvas utml.)

7. Kā Tu rīkotos situācijā, kad, pildot mājas darbu angļu valodā, kaut kas nav saprotams?

- a) jautāsi pēc palīdzības pie vecākiem;
- b) jautāsi pēc palīdzības māšai/brālim;
- c) jautāsi pēc palīdzības draugiem;
- d) meklēsi atbildes pats grāmatās, internetā, u.c.
- e) nākamajā dienā pajautāsi skolotājam;
- f) norakstīsi;
- g) Cits variants (norādi kāds)_____

8. Vai Tev nepieciešams skolotājs, lai apgūtu angļu valodu?

a) jā, jo _____

b) nē, jo _____

9. Kāpēc vispār ir vajadzīgs angļu valodas skolotājs?

10. Atzīmē ar ķeskiņu to atbildi, kas visvairāk atbilst Tev.

	Varu pats/i bez grūtībām	Varu pats/i ar grūtībām	Varu, ja kāds man palīdz	Nevaru	Grūti pateikt
Pārbaudīt savu darbu					
Labot savu darbu					
Novērtēt savu darbu					
Pārbaudīt klasesbiedru darbu					
Pašam/pašai izvēlēties uzdevumus, ko pildīt					
Pašam/pašai izvēlēties secību, kādā pildīt uzdevumus					
Izvirzīt sev konkrētus mācību mērķus					
Palīdzēt klasesbiedriem, kam ar angļu valodu iet grūtāk					

Paldies par atbildēm un veltīto laiku!

Anketa skolēniem

Es, Latvijas Universitātes 4. kursa studente, šobrīd rakstu diplomdarbu par skolēnu autonomo mācīšanas iemaņām, tādēļ es gribētu uzzināt vairāk par Tavam mācību iemaņām un Tavu viedokli par vairākiem tematiem.

Lūdzu, atbildi uz šiem jautājumiem, apvelkot vienu atbilžu variantu, kas visprecīzāk atspoguļo Tavu viedokli.

1. Vai, Tavuprāt, Tev padodas angļu valoda?

- a) Jā, padodas
- b) Nē, nepadodas
- c) Daļēji

2. Kas Tev visvairāk nepadodas angļu valodas stundās? Saliec ciparus pēc prioritātes (1- visvairāk nepadodas, bet 4- visvairāk padodas).

- 3 Lasīšana
- 2 Rakstīšana
- 1 Runāšana
- 4 Klausīšanās
- 2 Gramatika
- 3 Jauno vārdu apguve
- 1 Cits (norādi) prezentācijas

3. Ko tev visvairāk patīk darīt?

Man patīk pildīt kontroldarbus, kurus es saprotu spēlēt spēles, grupu darbi.

4. Vai Tu vēlies uzlabot savas angļu valodas zināšanas?

a) jā, jo es vērstu, ka angļu valoda man nākotnē būs noderīga.

b) nē, jo _____

5. Kāpēc tu mācies angļu valodu? (Var atzīmēt vairāk nekā vienu atbilžu variantu)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Tas ir obligāts mācību priekšmets | <input type="checkbox"/> Jo man liek to darīt vecāki |
| <input checked="" type="checkbox"/> Lai nokārtotu eksāmenus | <input checked="" type="checkbox"/> Jo man tas patīk šī valoda |
| <input checked="" type="checkbox"/> Lai varētu komunicēt ar cilvēkiem no citām valstīm | <input type="checkbox"/> Lai daudz informācijas ir pieejamas tieši angļu valodā |
| <input checked="" type="checkbox"/> Lai skatīties dažādas filmas bez tulkojuma | <input checked="" type="checkbox"/> Tas man palīdzēs ceļot |
| <input checked="" type="checkbox"/> Lai lasīt grāmatas oriģinālā | <input checked="" type="checkbox"/> Lai saprastu dziesmu tekstus |
| <input checked="" type="checkbox"/> Tas ir nepieciešams manai nākotnes karjerai | <input checked="" type="checkbox"/> Lai mācītos ārzemēs |
| <input type="checkbox"/> Lai skolotāja būtu apmierināta | <input checked="" type="checkbox"/> Lai pēc tam dzīvot ārzemēs |

6. Kā Tu mācies angļu valodu? (Piemēram, skatoties video, mācoties vārdu no galvas utml.)

Es pēdējā laikā ļoti daudz un jau tā pašmā ~~tikai~~ skatos seriālus un filmas angļu valodā, kā arī skolā un kuršos.

7. Kā Tu rīkotos situācijā, kad, pildot mājas darbu angļu valodā, kaut kas nav saprotams?

- a) jautāsi pēc palīdzības pie vecākiem;
- b) jautāsi pēc palīdzības māšai/brālim;
- c) jautāsi pēc palīdzības draugiem;
- d) meklēsi atbildes pats grāmatās, internetā, u.c.
- e) nākamajā dienā pajautāsi skolotājam;
- f) norakstīsi;
- g) Cits variants (norādi kāds) _____

8. Vai Tev nepieciešams skolotājs, lai apgūtu angļu valodu?

a) jā, jo man vajag, lai kāds paskaidro _____

b) nē, jo ja es skatos filmas, tad es saprotu kontekstā un ie mācos.

9. Kāpēc vispār ir vajadzīgs angļu valodas skolotājs?

jo ir lietas ko es nesaprotu gramatiski, lai arī es nesaprotu kāpēc tā raksta, piemēram pierakstos.

10. Atzīmē ar x atbildi, kas visvairāk atbilst Tev.

	Varu pats/i bez grūtībām	Varu pats/i ar grūtībām	Varu, ja kāds man palīdz	Nevaru	Grūti pateikt
Pārbaudīt savu darbu		X			
Labot savu darbu			X		
Novērtēt savu darbu					X
Pārbaudīt klasesbiedru darbu		X			
Pašam/pašai izvēlēties uzdevumus, ko pildīt		X			
Pašam/pašai izvēlēties secību, kādā pildīt uzdevumus	X				
Izvirzīt sev konkrētus mācību mērķus		X			
Palīdzēt klasesbiedriem, kam ar angļu valodu iet grūtāk		X			

Paldies par atbildēm un veltīto laiku!

Entrance Ticket

FORM: 7 _____

NAME: _____

SURNAME: _____

1) Tomorrow, I **will/ am going to** visit my friend.
 2) My family **is going to/will** spend some time in France next month.
 3) I saw the future! You **are going to/will** be very rich!
 4) He promised that he **will/is going to** marry me!
 5) It's raining outside. I **am going to/ will** give you a ride!

How well did you understand when we use "will" and "going to"?
(choose one)

Very well! I understood everything and have no problem in using them correctly!

Good. I understood everything, but I still have the to practise more.

Not that well. I am guessing the correct answer, to be honest.

Entrance Ticket

FORM: 7 _____

NAME: _____

SURNAME: _____

1) Tomorrow, I will/ am going to visit my friend.
 2) My family is going to/will spend some time in France next month.
 3) I saw the future! You are going to/will be very rich!
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How well did you understand when we use "will" and "going to"?
(choose one)

Very well! I understood everything and have no problem in using them correctly!

Good. I understood everything, but I still have to practise more.

Not that well. I am guessing the correct answer, to be honest.

Will vs Going to

Decide in what order you would like to do the following tasks and put the number next to it:

___ St.B. p114, Ex 1-6	___ Board game
___ Listening to the songs	___ Comic

Listening to the songs

Listen and write out at least 2 examples of “going to/gonna” or “will/won’t” from every song. Why this exact form is used there? Identify!

e.g. We will, we will rock you! - it is a **promise** or a **threat**

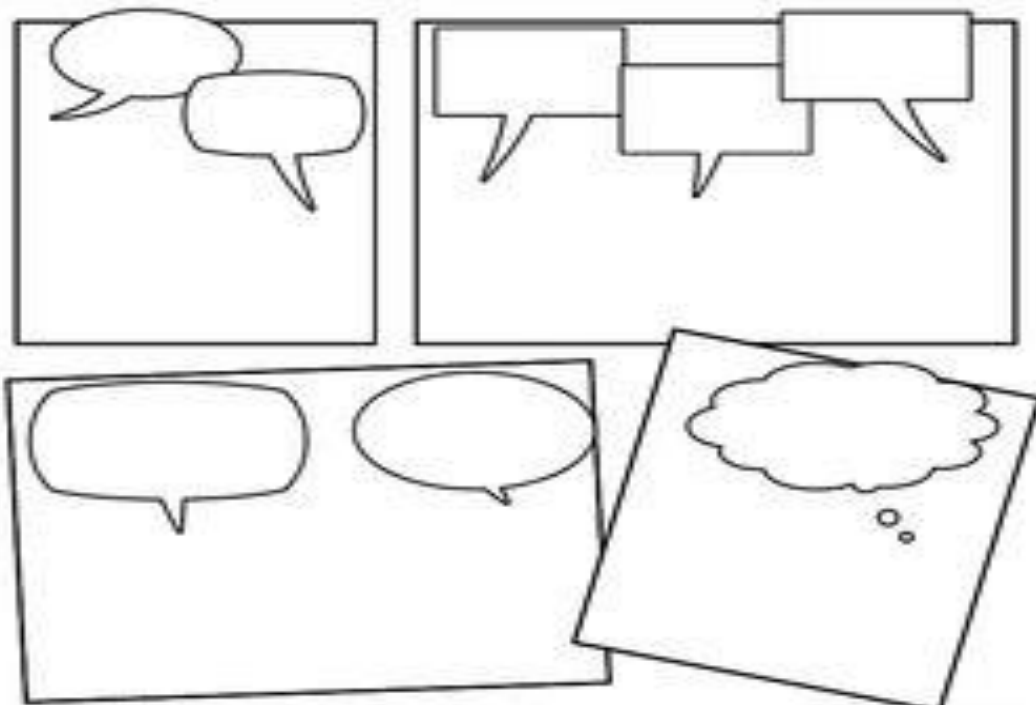
1. _____

2. _____

3. _____

Comic

Think of the situations, when someone would use “will” or “going to” in their conversations. Draw a situation and write down possible conversations, using “will” and “going to”.



Check yourself:

- | | | |
|---|--|---|
| <input type="checkbox"/> I have included “will” | <input type="checkbox"/> There are some pictures of who are saying these phrases | <input type="checkbox"/> Situations, where “will” or “going to” are used, are appropriate and correspond the rules. |
| <input type="checkbox"/> I have used “going to” | | |

Students' Work during the Flipped Lesson

Will vs Going to

Decide in what order you would like to do the following tasks and put the number next to it:

3 St.B. p114, Ex 1-6	2 Board game
1 Listening to the songs	4 Comic

Listening to the songs

Listen and write out at least 2 examples of "going to/gonna" or "will/won't" from every song. Why this exact form is used there? Identify!

e.g. We will, we will rock you! - it is a **promise** or a **threat**

1. She's gonna stress, so far away grow and have a good life
 I'm gonna give you all my love Your gonna do what
2. I'm gonna make it to heaven
 I'm gonna leave for ever.
3. We will ~~we~~ we will rock you

Comic

Think of the situations, when someone would use "will" or "going to" in their conversations. Draw a situation and write down possible conversations, using "will" and "going to".



Check yourself:

- I have included "will"
- I have used "going to"

There are some pictures of who are saying these phrases

Situations, where "will" or "going to" are used, are appropriate and correspond the rules.

Students' books activities

Check your answers after you have finished!

- ex1
2. I don't think television will be ~~very~~ ^{very} small.
 3. I don't think that ebook readers will be expensive.
 4. I think ~~that~~ all the computers will be wireless.
 5. I think that people will use paper.
 6. I think that watches will include multimedia players.
- ex2
1. I will fix your MP3 player.
 2. I will give you my phone.
 3. I'll fix your ebook reader.
 4. I'll tell all about it.
- ex3
- 1a 4-d 1. She ~~will~~ ^{is going to} throw a ball. 2. He ~~will~~ ^{is going to} fall ~~of~~ ^{into} the water.
- 2-c 5-b 3. He's going to turn on the TV. 4. He's going to fly.
- 3-e

TV Programme production

In groups, think of what a good TV programme would be, and write down evaluation criteria.

Names	Kristers Roberts H. Muiņans	Elvis Naldins Einārs	Angelica Sanjia Sajija	Agate Kote Jeva	Marta Mirela Riekuss		
Funny	✓	✓	✓				
Going to	✓	✓	✓	✓			
Will	✓	✓	✓	✓			
Interesting	✓		✓	✓			
Not too long	✓	✓	✓	✓			

You can jot some notes for your skit here:

Weather forecast

1. In Riga it will rain and it will be cloudy.
2. ~~In Riga~~ It will be very hot +23°C
3. At afternoon it will be ~~be~~ windy and it will snow.
going to be

Power Point Instructions for the Flipped Lesson

1. ENTERING TICKETS

Entrance ticket

FORM: 7 _____

NAME: _____

SURNAME: _____

- 1) Tomorrow, I **will/ am going to** visit my friend.
- 2) My family **is going to/will** spend some time in France next month.
- 3) I saw the future! You **are going to/will** be very rich!
- 4) He promised that he **will/is going to** marry me!
- 5) It's raining outside. I **am going to/ will** give you a ride!

How well did you understand when we use "will" and "going to"?
(choose one)

Very well! I understood everything and have no problem in using them correctly!

Good! I understood everything, but I still have the to practise more.

Not that well. I am guessing the correct answer, to be honest.

★

2. BASES

Will vs Going to

Decide in what order you would like to do the following tasks and put the number next to it:

1 St.B. p114, Ex 1-6	3 Board game
4 Listening to the songs	2 Comic

FINISHED EARLIER? WB P. 51 ☺

★

STUDENTS' BOOK, P. 114

- Do the tasks (there is some space on the handout. If you need more space – take a sheet of paper on the teachers' desk.
- Answer sheet to check if you are right!

★

LISTENING

- There are 4 songs
- Listen and find examples of "will" and "going to"
- Write them out
- Analyse – why are they used there?
 - E.g. Plans for future? Promise? Offer?

★

BOARD GAME

- Take a coin or a small object to play with.
- Find someone to play with (groups of 2-4 people)
- Read the rules of the game. They are written on top of it.

★

COMIC

- Think of the situations, when someone would use "will" or "going to" in their conversations.
- Draw a situation and write down possible conversations, using "will" and "going to"
- Check yourself – the criterions are at the bottom of the page. Tick the things you have done!




★

3. TV PROGRAMME

- Divide in groups of 3
- You have to prepare a short skit (ainiņa) in front of the class.
- What would you call a good skit? Think of the criteria and write it down

TV Programme production	Peteris, Maris, Elva						
Interesting	<input checked="" type="checkbox"/>						
Not too long	<input checked="" type="checkbox"/>						
"Will"	<input checked="" type="checkbox"/>						
"Going to"	<input checked="" type="checkbox"/>						

★

- Prepare a short skit to show in front of the class (2-3 minutes)
- Choose a type of a programme, where you could use "will" or "going to"
 - e.g. Sports news – New York Knicks will win LA Lakers – prediction;
 - advertisement – this shampoo will make your hair smooth and beautiful – promise, etc.



- When others are performing – evaluate them according to your criteria. Don't forget to evaluate your own group too!

★

6 Grammar Builder

68 will and going to

1 Write predictions about technology in ten years' time. Use *I think ...* or *I don't think ...*. → 6.1, 6.2

- all classrooms / have ebook readers
I think all classrooms will have ebook readers.
- televisions / be very small
- ebook readers / be very expensive
- all computers / be wireless
- people / use paper
- watches / include multimedia players

2 Think of offers or promises for the problems below.

Use *I'll ...*. → 6.1, 6.2

- My MP3 player is broken.
- I need to text my friend, but I left my mobile at home.
- I want to read, but my ebook reader is broken.
- I'm going to miss my favourite TV programme tonight.

3 Match sentences 1–5 with decisions a–e. → 6.1, 6.2

- "Look! Tom's winning the race!"
- "What would you like to drink, madam?"
- "My satnav is on the back seat of the car."
- "The camera isn't working."
- "I'm getting bored with these video games."

- "Oh, yes! I'll take a photo of him."
- "I'll buy you some new ones."
- "I'll have a coffee, please."
- "I'll use my mobile instead."
- "I'll pass it to you."

4 Write predictions about the pictures using *going to*. Use the verbs below to help you. → 6.3, 6.4

eat fly throw chase fall off jump turn on watch



5 Write three things you intend to do this weekend and three things you do not intend to do. Use *going to ...*. → 6.3, 6.4

I'm not going to get up early on Sunday.

6 Complete the dialogues with the correct form of *will* or *going to*. Explain your choice. → 6.2, 6.3, 6.4, 6.5

- A: The red top is £8 and the blue top is £9.
B: I will have the red top, please.
B makes this decision while speaking, so it's 'will'.
- A: Have you got plans for the weekend?
B: Yes, I am going to visit my friends in Brighton.
- A: It's really hot in this room.
B: Don't worry. I will open the window.
- A: Is the match nearly over?
B: Yes, this is the 90th minute. Liverpool are going to win.
- A: Do you love me?
B: Yes, I will always love you.
- A: See you later.
B: OK, I will give you a call tomorrow.
- A: Are you on holiday next week?
B: Yes, I am going to stay in bed all morning on Monday!

69 Zero conditional

7 Match the two halves of the sentences. → 6.6

- | | |
|------------------------------|-------------------------------|
| 1 If I eat too much, | a if I don't tidy my room. |
| 2 If it rains, | b you get good marks. |
| 3 My mum gets cross | c I feel ill. |
| 4 If you exercise regularly, | d if you turn off the lights. |
| 5 You save electricity | e I take the tram to school. |
| 6 If you study hard, | f you stay fit and healthy. |

8 Complete the sentences. Use the correct form of the verbs in brackets. → 6.6

- If you buy two books, you get one free. (buy, get)
- The menu appears on the screen if you press this button twice. (appear, press)
- If dogs eat chocolate, it makes them ill. (eat, make)
- If water freezes, it expands. (freeze, expand)
- If you heat water to 100° C, it boils. (heat, boil)

60 may, might and could

9 Complete the text with *may*, *might* or *could* and the verbs below. There is one negative form. → 6.7

become do happen prefer share want

Sales of CDs are going down because of illegal file sharing, and film companies are worried that the same thing ¹ could happen with DVDs. More and more people ² prefer films over the Internet rather than buying them. Buying DVDs ³ is becoming a thing of the past. The music industry now allows legal downloads from websites like the iTunes Music Store, and the film industry ⁴ is doing something similar. However, if they try to charge too much, people ⁵ may stop to pay. They ⁶ might choose to download films illegally using one of the many file-sharing programs.

ex1

2. I think televisions will be ~~very~~ very small.
3. I think ebook readers will be very expensive
4. I think all computers ~~will~~ will be wireless
5. I ~~thi~~ don't think people will use paper.
6. I don't think watches will include multimedia players

ex2

1. I'll repair ^{your} my MP3 player.
2. I'll borrow a phone from my friend.
3. I'll read a normal book.
4. I'll watch ^{the} the programme in the internet.

ex3

1 → a 2 → c 3 → e 4 → d 5 → b

ex4

1. She's going to throw the ball. It's ~~will~~ ^{going to} fly. The dog's going to ~~chase~~ chase it.
2. The boy's going to fall off the ... (laipa)
3. They are going to turn on and watch the TV.
4. Boy's going to jump ~~off~~ off the wall.

ex5

I'm going to relax. I'm going to watch TV. I'm going to call somebody.
I'm not going to get up early. I'm not going to go to school. I'm not ~~going~~ ^{going} to cook dinner.

ex6

2. am going to ... because it's a future plan.
3. will ... because it's a decision B made right now.
4. will ... it's a prediction.
5. will ... a promise.
6. ~~m going to~~ ^{will} ... a ~~future plan~~ ^{promise}.
7. I'm going to ... a future plan.

Future Board Game

going to, will, won't, ...

Finish

TELL A SENTENCE EXPRESSING AN OFFER!

your plans for the weekend

TELL A SENTENCE EXPRESSING A PROMISE!





Oh No! Go back to Start

something you're planning to buy

your plans for next week

what you think your children will look like

Move Ahead 2 Spaces

WHAT IS THE LAST THING YOU'VE PROMISED SOMEONE?

Miss a Turn

how your town/city will change in the next ten years

your plans for this evening

WHAT ARE YOU GOING TO DO AFTER THIS LESSON?

Move Back 3 Spaces

five things that definitely won't happen to you this year

MAKE A PROMISE TO SOMEONE!

Super Skip Move Ahead

what you'll buy next time you go shopping

how you'll celebrate your next birthday

Move Ahead 3 Spaces

something a friend is going to do soon

what the world will be like in a hundred years' time

How ARE YOU GOING TO GET BETTER AT SPEAKING ENGLISH?

PREDICT ONE OF YOUR CLASSMATE'S FUTURE

Oh No! Go Back

When are YOU GOING TO STOP LEARNING?

something a member of your family is going to do soon

your plans for next month

Start

How to Play

Get into small groups. Take it in turns to throw the dice.

When you land on a future square, you have to talk about the topic for 30 seconds without stopping.

If you can't think of anything to say, make a grammar mistake or stop talking before the 30 seconds are up, you have to move back to your previous square.

The student who reaches the finish square first is the winner.

Clean Bandit Lyrics - Rockabye Lyrics

Call it love and devotion
Call it the mom's adoration (foundation)
A special bond of creation, hah
For all the single mums out there
Going through frustration
Clean Bandit, Sean-Da-Paul, Anne-marie, sing, make them hear

She works the night, by the water
She's gonna stress, so far away from her father's daughter
She just wants a life for her baby
All on her own, no one will come
She's got to save him (daily struggle)

She tells him "ooh love"
No one's ever gonna hurt you, love
I'm gonna give you all of my love
Nobody matters like you (stay up there, stay up there)
She tells him "your life ain't gonna be nothing like my life (straight)
You're gonna grow and have a good life
I'm gonna do what I've got to do" (stay up there, stay up there)

So, rockabye baby, rockabye
I'm gonna rock you
Rockabye baby, don't you cry
Somebody's got you
Rockabye baby, rockabye
I'm gonna rock you
Rockabye baby, don't you cry
Rockabye, no (Rockabye-rocka-rocka-rocka-bye) (oh)
Rockabye, yeah, yeah (Rockabye-rocka-rocka-rocka-bye)

The Queen - We Will Rock You, lyrics

Buddy you're a boy make a big noise
Playin' in the street gonna be a big man some day
You got mud on yo' face
You big disgrace
Kickin' your can all over the place
Singin'
We will we will rock you
We will we will rock you
Buddy you're a young man hard man
Shoutin' in the street gonna take on the world some day
You got blood on yo' face
You big disgrace
Wavin' your banner all over the place
Singin'
We will we will rock you
We will we will rock you

Irene Cara "Fame"

Baby, look at me and tell me what do you see?
You ain't seen the best of me yet
Give me time, I'll make you forget the rest
I've got more in me, and you can set it free
I can catch the moon in my hand
Don't you know who I am?
Remember my name

(Fame) I'm gonna live forever
I'm gonna learn how to fly (High)
I feel it coming together

People will see me and cry
(Fame) I'm gonna make it to heaven
Light up the sky like a flame
(Fame) I'm gonna live forever
Baby, remember my name
(Remember, remember, remember, remember)
(Remember, remember, remember, remember)

Whitney Huston "I Will Always Love You"

If I should stay
I would only be in your way
So I'll go but I know
I'll think of you every step of the way

And I... will always love you, ooh
Will always love you
You
My darling, you...
Mmm-mm

Bittersweet memories –
That is all I'm taking with me.
So good-bye.
Please don't cry:
We both know I'm not what you, you need

And I... will always love you
I... will always love you
You, ooh



Will vs Going to		Atzīmē ar ķeskiņu to atbildi, kas visvairāk atbilst Tev.				
FORM: 7 _____		Varu pats/i bez grūtībām	Varu pats/i ar grūtībām	Varu, ja kāds man palīdz	Nevaru	Grūti pateikt
NAME: _____						
SURNAME: _____						
Put the situation in the correct column!						
Plans and arrangements		Spontaneous decisions				
Predictions (no <u>evidence</u>)		Prediction (with evidence)				
Promise Threat		Offer				
Will	Going to					
Circle the correct option:						
1) Tomorrow, I will/ am going to visit my friend.						
2) My family is going to/will spend some time in France next month.						
3) The fortune teller told me that I am going to/will be very rich!						
4) He promised that he will/is going to marry me!						
5) The sky is blue and the sun is shining. It is not going to/ won't rain today.						
6) It's raining outside. I am going to/ will give you a ride!						
How well did you understand when we use "will" and "going to"?						
(choose one)						
<input type="checkbox"/> Very well! I understood everything and have no problem in using them correctly!						
<input type="checkbox"/> Good. I understood everything, but I still have the to practise more.						
<input type="checkbox"/> Not that well. I am guessing the correct answer, to be honest.						
How did you feel about the lesson, where you had to work mostly on your own?						
<input type="checkbox"/> Great! Because _____						
<input type="checkbox"/> It was OK, because _____						
<input type="checkbox"/> Not very well, because _____						
<input type="checkbox"/> Terrible, because _____						

Pārbaudīt savu darbu						
Labot savu darbu						
Novērtēt savu darbu						
Pārbaudīt klasesbiedru darbu						
Pašam/pašai izvēlēties uzdevumus, ko pildīt						
Pašam/pašai izvēlēties secību, kādā pildīt uzdevumus						
Izvirzīt sev konkrētus mācību mērķus						
Palīdzēt klasesbiedriem, kam ar angļu valodu iet grūtāk						

Diplomdarbs „Apgrieztās metodes mācību nodarbība autonomu mācīšanas iemaņu attīstībai angļu valodas stundās 7. klasē” izstrādāts LU Pedagoģijas, psiholoģijas un mākslas fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: _____ Ilona Kuklišina

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Rekomendēju/nerekomendēju darbu aizstāvēšanai

Vadītāja: Mag. paed. Rita Skara-Mincāne _____ . ____ .2017.

(paraksts)

Recenzents: M. Env. Sc. Inta Augustāne

Darbs iesniegts LU PPMF Skolotāju izglītības nodaļā _____ . ____ .2017.

Dekāna pilnvarotā persona: studiju metodiķe Inese Ranka, _____

(paraksts)

Darbs aizstāvēts Valsts pārbaudījuma komisijas sēdē

____ . ____ .201 ____ . protokola nr. _____, vērtējums: _____

Komisijas sekretārs: Anna Stavicka _____

(paraksts)