

**USING FLIPPED CLASSROOM WITH COMMUNICATIVE LANGUAGE
TEACHING (CLT) APPROACH TO ENHANCE ENGLISH SKILLS OF
UNDERGRADUATE STUDENTS AT ROYAL UNIVERSITY OF
PHNOM PENH, CAMBODIA**



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in Partial Fulfillment of the Requirements
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Communications**

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Thesis entitled “Using Flipped Classroom with Communicative Language Teaching
(CLT) Approach to Enhance English Skills of Undergraduate Students at Royal
University of Phnom Penh, Cambodia”


By Miss Marady Phoeun

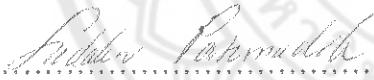
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ABSTRACT

This research investigates whether a flipped classroom with Communicative Language Teaching (CLT) approach can lead students to increased gains in English skills and to describe students' perceptions of this approach within an undergraduate English class at the Royal University of Phnom Penh, Cambodia. This was designed to utilize pre-class online videos to replace live "chalk and talk" lectures, with a variety of CLT activities implemented during class time, including discussion-based learning, pair and group work, presentation and role play. A pretest-posttest experimental method design ($n = 21$) was utilized to find out any differences in students' English skills achievements that might be associated with a flipped classroom and CLT. Additionally, interview, self-reports, and observation were used to explore students' perception on the approach. The effectiveness of the flipped classroom and CLT on students' English improvement was evaluated with an oral pre and post-test, along with a written one for grammar and vocabulary. The findings demonstrate that the speaking and grammar and vocabulary results of the post-test, are statically significant compared to that of the pre-test. Apart from the development of speaking, grammar, and vocabulary, students reported the enhancement of their reading and listening skills as well. Moreover, self-learning, technology, self-confidence, English improvement, and enjoyment were found to be the themes of the perception of the participants. The results of this study suggest

that participants benefit from the use of a flipped classroom with CLT, and also provides recommendations towards using these approaches in other language skills and courses throughout the country.



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CHAPTER I

INTRODUCTION

In globalization world, language is considered to be an essential means for information and communication which allow us to share opinions and point of views with others, and makes us different from animals and makes us human being (Naved, 2015). The English language is considered to be the “dominant international language of the 21st century” as it represents a global language of technology, science, diplomacy, and business. The recent British Council report revealed that 25 % of the world’s population speaks English, while the non-native speakers of English outstripped the native English speakers at a ratio of 4 to 1, which are approximately 625,000,000 native speakers compared to 1,125,000,000 non-native speakers worldwide (Council, 2013). Many countries have used English as a primary language for it is the language of Hollywood and the language of global commerce and investment. In educational filed, English is likewise crucial as most websites on the internet are written and created in English. Even some websites which are in other languages also provide the alternative to convert the sites to English (Naved, 2015). The British Council predicts that this tendency will increase and by 2020 English will be used or learned by two thousand million people. The importance of English as a language of global communication is discussed on the world and national scales. The Association of Southeast Asian Nations (ASEAN) is an influential association comprising of the ten member nations in Southeast Asia; and its official language is English (Igawa, 2008). Based on the policies of language in ASEAN, all people in ASEAN countries are expected to learn both their national language and English. Cambodia is one among the ASEAN countries, and is the last of the ten nations to become a member in 1999. Because there are predominant education changes throughout the country with fiscal and procedural support from international patrons, English has increased its significance with the conviction that it is necessary for societal advancement and transformation. Besides, English has gained a great importance in Cambodia as the first foreign language taught replacing French. For the last twenty years, the position of English has developed from that of a foreign

language that is not spoken by Cambodians within the country to a language gradually used inside the country. The ability to use English for communication can guarantee that a person will have a good career with better income. In today Cambodia, English is the most preferred foreign language. It is the language used in international business and education. Teaching English therefore is seen as 'teaching a life skill that will be crucial for the future prosperity of this country' (Igawa, 2008).

HE Dr. Hang Chuon Naron, Minister of Education, Youth and Sports, raised concerns in the interview about English language learning and the ASEAN Community about the effect of its widespread use could have on Cambodian culture. He mentioned the significance of learning foreign languages, especially English. He further added how the ability of English provide work opportunity for Cambodian people to work with other ASEAN members. He stated that "English will encourage ASEAN companies to establish in Cambodia or to increase trade value between Cambodia and the rest of ASEAN. It also means an opportunity because English is used as the medium of communication in ASEAN." Therefore, the interest in learning English has increased. Competence in English is also crucial for promotion, interaction and better job opportunities (Education Reform, English language learning and the ASEAN Community, 2014). That is why it is a necessary for all Cambodian students to acquire English. Likewise at Royal University of Phnom Penh (RUPP), Cambodia's oldest and largest public universities, puts a great importance on English skills. In order to graduate from the university, all students need to complete six semesters courses of English as prepared by The Foundation Studies program of the university. This is because a lot of books and learning materials in Cambodia are written in foreign language especially English; as a result, it is essential that students acquire at least basic academic research in their study fields by the end of their six semesters English language training. Apart from this reason, English language skills significantly help learners to search for jobs in all sectors after their graduation (www.rupp.edu.kh)

In English teaching, there are many teaching methods or approaches teachers may adopt in their teaching. For English as a Foreign Language (EFL) classroom, the teaching methods that have been used so far are grammar-translation approach, audio-linguicism approach, and lastly communicative language teaching (CLT) approach. Since its occurrence in the 1960s, the Communicative Language Teaching approach

(CLT) has become one of the main language teaching approaches (Richards, 2006). According to Lindsay, & Knight (2006), CLT approach is based on the reality that language is learnt in order to communicate effectively throughout life in a meaningful way, without the constraints of form and structure. In other words, CLT gives more focus on meaning rather than structure; and students practice to communicate in the language through numerous kinds of communicative activities, such as role-plays, dialogues, games and problem-solving activities. One of the most common principles of CLT is authentic use of the language in the whole task settings.

In the 21st century, technology is seen as an essential component for educational settings (Basal, 2015). The prospects offered by technologies in education are limitless, so lots of instructors are trying to find techniques to integrate technology into their classrooms in order to build a better learning environment for their students (Koehler, Mishra, Hershey, & Peruski, 2004). With all of the technologies available, educators aim to provide greater learning experiences and a more appealing and exciting classroom atmosphere (Basal, 2015). Adopted by many technological channels, a video is one of the most effective teaching tools when used correctly (Hartsell, & Yuen, 2006; Shephard, 2003). One technique for integrating technology such as videos for teaching is called a flipped or an inverted classroom. The conception of a “flipped classroom” initially originated from America in 2000, and is also known as an “Inverted Classroom”. It means the rearrangement of the practices inside and outside of the classroom by the instructor for actual teaching tasks, and place the emphasis on motivating students’ autonomous learning and their ability to acquire knowledge (Dong, 2016). Based on Bergmann, & Sams (2012), a flipped classroom could be defined as a setting where a study is traditionally done in class is now done at home, while what is traditionally done as homework is now completed in class. To simplify, it is when a long lecture in class is moved to online videos or digital materials, whereas a huge amount of time in class is spent on meaningful and deep learning. Therefore, students can apply what they have acquired in their autonomous online platform to practice in authentic scenarios. This popular approach is used not only in science subjects, but also in language class, specifically in English class.

Due to the heavy demand of English for RUPP students, and the advantages of flipped classroom and CLT approach, it is highly essential to conduct the research under the topic “Using Flipped Classroom with Communicative Language Teaching (CLT) Approach to Enhance English skills of Undergraduate Students at Royal University of Phnom Penh”.

Research Questions

1. What is the effect of using flipped classroom with CLT approach on the English skills of undergraduate students?
2. What is the perception of undergraduate students when using flipped classroom with CLT approach?

Research Objectives

This research is conducted for two main objectives:

1. To investigate the effect of flipped classroom with Communicative Language Teaching (CLT) approach on English speaking ability of undergraduate students
2. To explore perception of students when used flipped classroom with CLT method.

Research Significance

The result of this research can be significant to people of following groups.

1. Teachers

This research paper is expected to provide insight framework to teachers, educators curriculum or course developers who wish to help students enhance English ability and learning experience. The effectiveness of the flipped classroom and CLT can be applied to classroom setting to improve students' English language so that they can be adopted to the current society where English is needed.

2. Students

This study can be useful for students to experience and understand about learning English, through flipped classroom with Communicative Language Teaching (CLT) approach.

3. Other researchers

This research paper may help other researchers who have interest in a similar topic.

Research Scope

1. Population and sample:

The population of the study was all undergraduate students of Royal University of Phnom Penh.

The sample of the study was 21 freshmen of pre-intermediate level of academic year 2017-2018 of Royal University of Phnom Penh, Cambodian. The sample was chosen by purposive sampling.

2. Variable to study

Following are the variables to be studied in this research:

Independent variable: Using flipped classroom with Communicative Language Teaching (CLT) approach.

Dependent Variable:

1. English skills enhancement
2. Perception of freshmen in flipped classroom with Communicative Language Teaching (CLT) approach.

3. Content of the study

This study was conducted in General English subject for freshmen administered by Royal University of Phnom Penh. The chapters to be studied on the course book are “What’s up”, and “Impressions”. However, only the main points of the lessons were included in our teaching as the teacher created more related contents and activities to support the main points of each lesson from the text book.

4. Location of the study

Purposefully this research was carried out for year one students of Royal University of Phnom Penh in Phnom Penh, Cambodia.

Keywords

This study consists of following keywords:

1. Flipped Classroom

In this study, we define the flipped classroom as the technique in which the teacher moves the traditional in class lectures to the online platform by using lecture videos as a substitution; while the face-to-face class time is reserved fully for the practice of the target language and deep learning.

2. Communicative Language Teaching

CLT is an approach which proposes that language should be learnt in a meaningful way where the emphasis is on the use of the language for communication rather than on the form and structure.

3. English Skills

English skills here refers to the four macro skills which includes writing, reading, listening speaking, and basic skills of grammar and vocabulary.

4. Undergraduate students

It refers to year-one students of pre-intermediate level from academic year 2017-2018 of Royal University of Phnom Penh, Cambodia.

5. Perception

It is students' thoughts or opinions after having learned through flipped classroom with CLT approach.

Research Hypothesis

The hypothesis of current research study is as the followings:

1. English skills of undergraduate students after teaching through flipped classroom with CLT approach learning will be better in post-test compared to pre-test.
2. Students will have positive views toward the flipped classroom and CLT after being treated for 18 hours.

CHAPTER II

LITERATURE REVIEW

Flipped Classroom

1. Definition of flipped classroom

The concept of “flipped classroom” was originated from America in 2000. It is also recognized as “Inverted Classroom”. It refers to restructuring the inside and outside classroom practice in actual teaching task. It puts the teaching importance on motivating students’ autonomous learning interest and exploring ability (Dong, 2016). The word flipped classroom was initially coined by Baker (2000) and Lage, Platt, & Treglia (2000). By giving an reversed model of teaching, the flipped classroom became one in which learners could involve more with the classroom activities in a collaborative way rather than just listening to lectures during class time (Baker, 2000) (Lage, Platt, & Treglia, 2000). Based on Bergmann, & Sams (2012), a flipped classroom is defined as an environment which that “which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” (p. 13). It is an approach which learners take control of their learning and this leads to increased amount of time for interaction between students and teachers (Bergmann, & Sams, 2012; Subramaniam, 2016). The Flipped Classroom also offers priority to pupils where all learners are involved in their learning and the teacher becomes the “guide on the side” and not the “sage on the stage” as described by Baker (2000). This description is supported and stated by Pinnelli, & Fiorucci (2015), by agreeing that the Flipped Classroom approach is indeed an approach to support autonomic learning as learners can watch the videos anytime and anywhere before attending class (Subramaniam, 2016). By offering the lecture videos for learner to view at home, teachers have more time in class to have students combine what they have learned and to engage them in problem solving and task-based assignments, letting instructors to check with learners if they can understand and apply new information and concepts or not. Every time instructors find out that learners do not understand any point or concept, they can intrude straightaway and help learners on an individual basis (Doman, & Webb, 2017).

In conclusion, flipped classroom simply means the switch of how learning and teaching take place. It is when the long lecture in class is moved to online videos or digital materials, and take a lot amount of time in class for meaningful learning, deep learning, and to apply what students have acquired in their autonomous online learning to use and practice in authentic scenario.

2. Characteristics of flipped classroom

Based on University of Minnesota (2013), the most fruitful Flipped Classroom method consists of three characteristics. First, everything in the class is well-prepared, meaning teachers have to plan things to keep their students involved in the lesson. Second, activities in the class should allow students to solve problems, answer quizzes, apply what they have learnt in the lecture video. Last, learners are heartened through activities in class and a teacher prospects to finish out-of-class tasks and show up for in-person sessions (Subramaniam, 2016). Similarly, Lui (2017) divided characteristics of flipped classroom model into four main points. First one is the change of teaching model. In flipped classroom, students only revise the content of the lesson in class, and acquire new information after class. Teachers assist and encourage learners to practice the target language and help them deal with problems they are facing when working on exercises. Second is the change of students' status. Students in flipped class model learn individually prior to the class by choosing the learning contents, learning time, learning strength, and learning style based on their situation. Lastly, time in traditional class changes. In the flipped class, learners have more time to practice target language as teaching time in class has been reduced continuously. Not so different from Lui, Brame (2013) suggested four basic features that play a role as Flipped Classroom characteristics. Firstly, instructors need to provide exposure before class. The exposure ranges from reading a course book to watching lecture videos or screencast. Secondly, teachers are expected to provide learners short quizzes, or exercise practices so that students can be well-prepared for the class. In this way, it essentially ultimately pushes learners to be ready for the upcoming class by viewing videos and working on quiz or exercises prepared for them. Thirdly, teachers need to find ways to check learners' comprehension level of the topic by making an online quiz. Doing this will allow teachers to have some clue regarding the parts that the learners are struggling and then the teacher can pay attention and give focus on those points. Lastly, when students get

the basic knowledge from the online platform or outside class, teachers have to use the face-to-face class time for deeper learning. In short, the characteristics of flipped classroom can be summarized into four elements. First, there should be a well-preparation before class. This means that teachers need to prepare materials like video lectures, lessons or other related contents for students to learn before they come to class. Second, quizzes or exercises to test to students should be included as this will help teachers to see how much students have understood from their self-learning and to also push students to do self-learning. Third, using class time for meaningful learning. To simplify this, teachers are expected to prepare classroom activities which encourage students' participation, cooperation, the application of the target language, and most importantly, the authentic practices. Class time should be used in an effective way in the way that students cannot do it anywhere else. Last but not least, teachers should provide some out of class work for students, while teachers are supposed to note down any challenges occurs in the class and make the next class a better one.

3. Advantages of flipped classroom

The flipped classroom approach is recommended primarily in contradiction of the drawbacks of traditional teaching method. The method suggests that teachers provide students the power of initiative, and aid them to pay attention on the learning of basic items, determine and solve problems in the gentle interaction between teachers and students, and cooperatively deal with the challenges inside and outside the classroom teaching, so as to assist learners to transform what was acquired in the class effectively to apply into practice (Dong, 2016). According to Lui (2017), there are some benefits of using flipped classroom models. One of them is that flipped classroom help to arouse learners' interests in learning English. The position of learners and instructors in the flipped classroom has initially changed as teachers have to respect learners' differences and ability, and offer instruction to help them learn independently and solve the problems meritoriously. The flipped classroom is also effective in training and promoting students' learning autonomy as learners are encourage to use the online platform to acquire contents of the lesson by themselves. This way can save valuable class time and students can adjust the learning progress and timely they learning will be improved effectively. Moreover, a flipped classroom allows for more time for student engagement with materials, more time for instructors to answer students' questions and

to resolve problems as they arise in the classroom and at home, access to online classroom materials and videos 24/7, and more individualized instruction. Since most contents is provided by lecture videos in which learners can view at home before class, the face-to-face class time can be used more effectively by letting learners to synthesize the knowledge they acquired to ask questions and to work on problems collaboratively (Gemnod, Burge, & Helmick, 2007; Graney, 2013; Kellog, 2009). For instance, if teachers want to enhance their student's speaking skills, they can have students to communicate both online and offline as the practices. Students may record voice or comment each other work using voice recording when doing it online. While in class, there is more time for students to practice the language or produce the output. The gain in learners' involvement with the materials, particularly for the EFL classroom, means that learners have more opportunities to practice the target language and ultimately to attain new language patterns. By flipping a class, teachers will be able to see the progress students are making to complete the tasks assigned, and therefore determine the points of misconception and skills which need to be enhanced (Bishop, & Verleger, 2013). Instructors in a flipped classroom will act as facilitators or mentors to assist students in their learning. In traditional classroom, English is used in class only, but in the flipped class, group work can be done anywhere and anytime as long as there is an internet connection (Bergmann, & Sams, 2012). Where homework in the traditional classroom may have involved answering some comprehension questions or writing an essay, outside-the-classroom work in the flipped model is more engaging, having students, for example, record an oral respond to a video, or make a video with group members. This means that students in the EFL classroom have more chances to practice English outside the classroom. Finally, flipped classroom allows more individualized time in the class as the lectures are moved to online platform where students can watch or read anytime anywhere convenient to them to understand the target language (Papadopoulos, Santiago-Roman, & Portela, 2010). If instructors find out that learners are facing problems with any point, they can create different learning materials or tutor learners differently or even suggest some sources which students can use to find the information they want (Morris, G. et al., 2016). To sum up, the advantages of flipped classroom can be put into four different points. First, flipped classroom promote autonomous learning, as students are expected to learn the content of the lesson by themselves. It gives learners

opportunity to learn in their own pace and style. Second, students can make use of network platform for the sake of their learning. Instead of surfing internet pleaurably, students can watch the lecture videos anytime, anywhere, and as many times as they want to graph the meaning of the lesson. Third, class time is saved for deeper learning. While the used to be lecture is moved to online platform, teachers have all the class time for students to ask questions, to clear their doubts, to implement what they have learnt to the real practices. Class time is reserved mainly for the practices. Lastly, with the use of flipped classroom, teachers will be able to see students' weaknesses or struggles clearly. It is because the real practices in the class give teachers a clear image of how students are going on with their study; and this will allow teachers to provide further help for who in need.

4. Processes of flipped classroom

Before class: Students are supposed to watch short lecture videos, usually not exceed 10 minutes at home. The videos should include the detailed explanation of the target language, and some assignments or tasks related those language points. Generally, students are expected to watch one or two videos before face-to-face class time, and to prepare some questions related to the video clips will be discussed via online platform (Webb, Doman, & Pusey, 2014)

During class: Students will spend time doing independent learning activities, group discussions, projects, group work, and so on. Teacher-fronted instruction and quizzes that are normally done in class are done at home in the flipped model. Face-to-face class time is kept for discussion, problem-solving tasks and individualized instruction. Learners in the flipped classroom spend more time involving with new materials and acquire new language (Webb et al., 2014).

After class: The evaluation will be done to check if students face any difficulties or problems so that the teacher can better prepare for the next class. Instructors can identify problems or struggles students are facing during the learning process and help deal with those difficulties (Elmaadaway, 2018).

5. Research related

Baranovic (2013) made a research on his doctoral thesis on flipped classroom at one university in the United States. By making lecture videos, he had more time in class for creative writing-style works. Results of his research showed that the

course using flipped approach assisted learners of all levels of writing, mainly nonnative English speakers. Learners' writing surpassed the standards set by the university. A great integration of digital knowledge and the video essay lead to more current compositional concept and equipped freshmen for a more technologically integrated academic profession. In addition, Butt (2014) observed a flipped classroom in his study. Through a questionnaire, Butt found that learners prefer autonomous learning to lectures, tutorials and group work; and they stressed that they learn the most from this. By making comparison of learners' attitudes at the start of the course with those at the end, Butt discovered that learners who formerly considered the flipped classroom as unfavorable at the opening of the semester began to change their thought about this by the finales of the class. Research by Chen Hsieh, Wu, & Marek (2017) conducted on learning English idioms by flipped learning, using the LINE application, and by conventional instruction. The results showed that the participants' motivation has been developed as they were more active in using idioms in class, while at the same time they also improved their idiomatic knowledge. This showed that flipped learning was effective in achieving the instructional aims of the class. Another research conducted to compare two English composition courses with Japanese university students. One course was taught following a flipped classroom concept while the other was done traditionally. The findings demonstrated that the students who learnt under the flipped method spent more time preparing for their class and could produce a lot more words in the post compositions written test. Also, the flipped classroom resulted in significantly better enhancements in the students' writing proficiency (Leis, Cooke, & Tohei, 2015). Similarly, Day (2018) did an experimental study on students in Boston, USA, for two semesters in order to compare the flipped learning approach with that of traditional classroom. It was found that the flipped group did considerably better in their final exams than the traditional group for both semesters. Besides, another experimental research by Webb, Doman, & Pusey (2014) was done with students from intermediate level EFL classes at a university in Macau. Based on surveys and observation, it was found out that the participants were not satisfied with the flipped class at first. Nevertheless, at the final week of the course, learners seemed to be more comfortable with the model as they asked for extra flopped materials. Further findings from teaching journals discovered that three instructors among the four recommend the flipped

classroom to encourage creativity and more opportunities for higher order learning in class. To add, Sung (2015) studied flipped English content-based, in which he took 12 as the sample. The participants were asked to do some readings, view videos and to join in various online activities on an LMS platform before each class. The result of the investigation of both informal and formal course assessments and learners' tasks displayed that they showed positive view toward flipped classroom regardless of some difficulties of adapting themselves to it. They furthermore stated that flipped classroom could be a virtuous motivation for change in present English language education. Furthermore, Ahmed (2016) conducted a research to examine the outcome of a flipping classroom approach on English writing skills and students' attitude towards the approach. The findings of the study indicated that those who experienced flipped class performed better than those in traditional classroom in the post-test of EFL writing. In addition, there was statistically significant difference between the mean scores of the pre and post application of the questionnaire of the experimental group in favor of the post application; and using flipped class can be contributed to this difference. Moreover, Mireille (2014) studied the effect of using a Flipped Classroom Instructional Method on the writing performance of grade 12 students and explore their perception of the method used for writing class. The research employed two group experimental design for a 15-week program, and both groups completed a pretest and post-test to answer the inquiry of the study. The results showed that there was a statistically significant differences between the mean scores in favor of the students in the experimental group. This improvement in the writing performance is attributed to the Flipped Instruction method of teaching, while students' attitudes towards the Flipped Instruction proved to be equally favorable.

Communicative Language Teaching (CLT)

1. Definition of Communicative Language Teaching

CLT is an approach which proposes that language learning should be done in a meaningful setting with authentic language as the input. It is an umbrella term which consists of an array of methods and techniques (Parrish, 2004). This communicative approach to second language teaching began in the late 1960s and was proposed by Hymes (1972), based on the communicative functions of language (Brown, 2000;

Lindsay, & Knight, 2006). The CLT was established in the 1970s from a theory that consider language as a way for communication, and its purpose was to enhance learners' communicative competence (Hymes, 1971; Richards, & Rodgers 2001). Harmer (2001) identified two features of CLT: what to teach and how to teach. The "what to teach" of this approach is more significant on language roles than on structures. The second feature, "how to teach", proposes that interaction in the class should engage meaningful activities that offer opportunities for real practice to improve learners' knowledge and skills (Abahussain, 2016). According to Lindsay, & Knight (2006), CLT approach is based on the reality that language is learnt in order to communicate effectively throughout life in a meaningful way, without the constraints of form and structure. CLT can be defined as a list of ideas about the goals of language teaching how students learn a language, the types of classroom activities that best ease learning, and the roles of teachers and learners in the classroom. As previously mentioned, the idea of communicative competence, as in Ozsevik's study, is considered to be the major concept of CLT, which includes knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions (Abahussain, 2016).

To conclude, communicative language teaching (CLT) is an approach where the importance is put on the communicative competence rather than forms or structures. Just as its name suggests, it promotes the communicative activities and meaning use of the language by applying structures and forms learnt to the authentic practices in communication.

2. Characteristics of Communicative Language Teaching

Brown (2001) described six interrelated characteristics of CLT. First, aims of classroom should emphasize on all elements of communicative competence—grammatical, discourse, functional, sociolinguistic, and strategic. Second, the practices of the language should involve students in the realistic, authentic, efficient use of language for meaningful purposes. Third, fluency and accuracy should go together for communicative activities. Forth, language should be used productively and receptively. Fifth, the activities are learner-centered as students are supposed to focus on their own learning process. Last, a teacher should play a role as a facilitator to assist students in the interaction that happen in the classroom. Larsen-Freeman (1999) suggested that

there are three characteristics of CLT: communicative activities; the use of authentic materials; and small group activities by the learners.

Richards (2005) provided ten main assumption of the recent CLT as the followings:

1. Language learning is assisted when students are involved in interaction and meaningful communication.
2. Effective classroom activities allow students to negotiate meaning, develop their language resources, notice how language is used, and engage in meaningful intrapersonal exchange.
3. When learners process materials that is applicable, persistent, interesting, and appealing, it makes meaningful communication.
4. Communication is a holistic process which needs numerous language skills use.
5. Language learning is expedited both by activities that related to inductive language use and by those involving language analysis and reflection.
6. Language learning is an ongoing process that comprises of innovative use of language and trial and error. Even if errors are common things in learning process, the aim of learning is to be able to use the new language both accurately and fluently.
7. Students advance their own route to language learning, evolve at different rates, and have different desires and motivations for language learning.
8. Successful language learning consists the use of effective learning and communication techniques.
9. The teacher plays a role as a facilitator who make classroom environment conducive to language learning and offers opportunities for learners to utilize and practice the language and to reflect on language use and language learning.
10. The classroom is a place where students learn through collaboration and sharing. (Richards, 2005)

Richards (2005) then continued to state that classroom activities typically have some of the following characteristics:

The activities should explore to enhance learners' communicative competence by associating grammatical development to the ability to communicate. Therefore, grammar is not taught differently, yet often involve in communicative tasks.

Activities in class also enables interaction, communication and collaboration via some activities such as role play, problem-solving, or information sharing.

Classroom activities should offer opportunities for both inductive as well as deductive learning of grammar.

Classroom materials and content need to be ensured the connection to learners' lives and interests so that they can make use of what they have learnt and apply it to their own lives.

To recap, characteristics of Communicative Language Teaching approach can be summarized to five. First, classroom goals focus on communicative competence, yet it does not mean we ignore grammar, or discourse. Teachers are supposed to link structure or form learnt to ability of communication. Second, the classroom environment should encourage students for interaction, collaboration, sharing, and meaningful communication by having lots of communicative activities such as group work. Third, classroom materials or content of the lesson should relate to students' lives and interests so that they can personalize their learning by applying what they have learnt to their own lives. Forth, it is a student-centered approach; so teachers usually act as facilitators to guide and help learners when needed. Lastly, errors are the common products of learning. However, the vital goal of learning is to be able to use the new language both accurately and fluently.

3. Classroom activities in Communicative Language Teaching Approach

According to Abahussain (2016), activities used in CLT are categorized into two essential groups— Pre-communicative activities, and Communicative activities. Pre-communicative activities emphasize practicing elements of a language in an isolation so that learners can be fluent in linguistic system and the capacity to produce acceptable language rather than simply communication of meaning. Nevertheless, communicative activities need students to use and implement their pre-communicative information and skills for actual communicating meanings. Littlewood (1981), in addition, allocated these activities into two subgroups: functional communication activities, such as problem-solving and information-gap activities; and social interaction activities, such as simulation and role-playing, requiring learners 'imagination in a

situation or adopting a specific role to act out accordingly. Similarly, Richards (2005) suggested some activities to use in CLT. Those are as followings:

Information-gap activities: describes the setting where people communicate to get and receive the information which they do not own. This is known as an information-gap. More authentic communication is likely to occur in the classroom if learners extend their linguistic and communicative language practice to acquire the information.

Jig-saw activities: Usually the class is separated into groups and each group has some pieces of information required to complete an activity. The class has to put the pieces together to complete the whole. To make this activity possible, students need to use their language resources to interact meaningfully and hence grasp meaningful and communicative practice.

Task-completion activities: The aim of this activity is to use one's language resources to complete a task. Some of examples of the activity are puzzles, games, map-reading and so on and so forth.

Information gathering activities: This activity require learners to conduct surveys, interview and search in which they need to use their linguistic resources to gather information.

Opinion-sharing activities: This activity, learners share and compare their point of view, beliefs and values.

Information-transfer activities: Students are expected to take information that is given in one form, and tell it in a different form.

Reasoning gap-activities: these activities include descending some new information from given information through the process of interpretation, practical reasoning, etc.

Role play: In this activity, learner are given roles and make up a scene based on information or clues provided.

Emphasis on pair work and group work: Activities mentioned above reveal an essential feature of classroom tasks in CLT, specifically that they are intended to be done in pairs or small groups (Richards, 2005). He further distinguished the practice into three parts which are Mechanical, meaningful, and communicative practice. Mechanical practice is a controlled practice activity which learners are able to

do it without necessary comprehension of the language they are using; while meaningful practice describes an activity which where language control is still delivered but learners are supposed to make meaningful choices when carrying out practice. Communicative practice can be defined as activities which give the focus on the practice of the language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.

4. Research related

One research paper tried to explore instructors' reasons or reluctance in using CLT in the classroom. From the data collected, all teachers revealed oral competency improvement among students is the reason they use CLT. They specified that the approach boosted learners' participation, stimulated confidence, prepares learners for real-life communication, and improves communication strategies. Those instructors also believed that CLT approach was effective for the language classroom as CLT enhanced teachers' role, and promoted participation from low proficiency students (Radzi, Hanadi, Azmin, Zolhani, & Abdul Latif, 2007). Ahmad, & Rao (2013) conducted a study to make an evaluation on an employment of a CLT approach in teaching English in schools of Pakistan and colleges at a higher secondary level which have long used the Grammar Translation Method (GTM). The results from the study showed that there was significant statistical difference between the two means which indicated that the experimental group outperformed the control group after the treatment of three months. The study showed that, with the provision of suitable conditions, a better classroom environment, a well-trained and active teacher with a good understanding of English, using CLT to facilitate teaching can lead to greater results than teaching through traditional methods. In addition, Sarfraz, Mansoor, & Tariq (2015) studied the perceptions of teachers' and students' of CLT in the Computer Assisted Language Learning environment. Feedback of communicative language activities and questionnaire were used to get the data, with the results showing positive perceptions of all students and teachers towards the CLT approach. What is more, Kasumi (2015) conducted a study on CLT to see impacts on students' performance in rural and urban areas. The findings from the study indicated that CLT got greatly satisfied result and both urban and rural in the experimental groups performed significantly better compared to controlled urban and rural groups. Ahmad, & Rao

(2013) also conducted a study to evaluate implementation of a CLT approach in teaching English in Pakistani schools and colleges at a higher secondary level where the Grammar Translation Method (GTM) has been used for long. This situation is producing incompetent users of the English language in Pakistan. The significant statistical difference was found between the two means which indicates that EG outscored CG in achievement after the treatment of three months. The study showed that, if provided with suitable conditions, a better classroom environment with audio/visual aids like computer or multimedia, a well-trained and active teacher with a good command of English using communicative approach to facilitate his/her purpose of teaching can produce better results than teaching through traditional methods.

It proves the fact that the CLT approach is more suitable for teaching English as a foreign language than the traditional method (GTM). Another study investigated how elementary and secondary school teachers in Korea perceive the seventh national curriculum focusing on communicative language teaching. The survey was done with 37 participants with a questionnaire designed grounded in Li (1998) and followed by interview of individual participants. The findings revealed that instructors' perception toward CLT was very limited to speaking skills. The main issue concerning the teachers coming from different school levels was varied. Elementary school teachers were more concerned about enhancing students' involvement, whereas secondary school teachers pointed out the difficulty of implementing CLT due to the heavy focus on the paper-and-pencil format of college entrance exam. In addition, novice teachers were more skeptical than experienced ones in terms of the feasibility of CLT in the actual classroom context, even though they were thought to be more familiar to the concept of CLT (Lee, 2014). What is more, Ketthongkurm (2005) studied the impact of using role play and information gap activity on increasing listening and speaking competence of the third year certificate vocational level students in the Tourism and Hotel major at Premrueitai Administration Technology School. The result showed that the participants' ability in listening and speaking before and after the experiment was enhance at a significant different at the level .01. learners' attitudes toward English supplementary material on improving listening and speaking were good at the level of 3.82. Besides, Klanri (2010) studied whether learners in the English major program under the faculty of Humanities and Social Sciences at Udonthani Rajaphat Institute

enhanced their English speaking proficiency after learning through communicative activities: information gap and role play. The participants were nine students from high, medium and low levels of proficiency in English. The findings from speaking test, student diaries, teacher's journal and ethnographic interview indicated that the development in speaking proficiency for the students was significantly difference at the .05 level. Similarly, Wan Yu (2010) investigated learners' perceptions of the English Village Program at the Fong Shan Elementary School in Kaohsiung Country, Taiwan. The research combined quantitative and qualitative research approaches. The findings indicated that the themed classrooms with communicative activities, the native English speaking teacher's authentic style and the communicative language teaching approach encouraged students to learn English. The participants' attitude toward CLT was positive and they also had highly positive motivation and attitudes towards the English Village Program.

English Skills

1. Definition

English skills simply means the four main skills such as writing, reading, listening and speaking skills. Besides, grammar and vocabulary also is another skills called basic skills. All of these skills play a role in effective English communication. The amount of attention you give to each skill area will depend both the level of your learners as well as their situational needs. In this research, we focus mostly on speaking, yet listening, reading and basic skills of grammar and vocabulary are also included.

1.1 Speaking skill, is defined by Lado as the ability to express oneself in life situations, or the ability to report acts of situations or phrase words, or the ability to express a sequence of ideas fluently. It is through speaking that we can utter our ideas and feelings to others (Lumettu, & Runtuwene, 2018). Brown (1983) also mentioned that "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information." The forms and meaning of speaking are based on the situation such as the participants themselves, their experiences, physical environment and the aim of speaking. Usually it is unstructured, open ended and sprouting.

1.2 Listening skills: is the ability to recall or understand speech or information in a first or second language. It describes a person's ability to listen and understand what one is hearing. Listening is vital for various reasons such as being a way of obtaining information, learning about world affairs or new skills, or even helping people to develop ideas or make decisions (Anandapong, 2011).

1.3 Reading skills: Reading is one part of our everyday lives and is done for pleasure, information or research. It is an intricate, persistent, collaborative, understanding, elastic activity that needs great time and resources to advance. A reading skill is the ability which one is able to interact with the written text. It is essential for students as they foster comprehension in reading (Bojovic, 2010).

1.4 Basic skills: this refers to the skills of grammar and vocabulary. **Grammar** describes as the study of words and how words work together; an invisible force that leads us as we put words together into sentences. Individuals who communicate using a particular language, consciously or unconsciously become aware of the grammar of that language. Therefore, to speak in a clearer and more effective manner we have to study grammar. Awareness of grammar helps learners in the correction of mistakes and enhancement of written work. One cannot learn a foreign language accurately only through a process of unconscious assimilation, so grammar is indispensable for all students (Debata, 2013). **Vocabulary** can be defined as the words of a language which comprises of single items and phrases or chunks of numerous words which carry a specific meaning. Vocabulary is crucial to English language teaching and learning because without adequate vocabulary learners are not able to understand others or express their own ideas (Vocabulary and Its Importance in Language Learning, n.d.)

2. Research related

A research by Khan, & Ali (2010) specified that most of the students complained they were given enough time in the class to better their speaking skills. It could be that English is being taught as a subject and not as a language; and class time is limited while rote memory style is encouraged. Some students were not able to speak English in the class due to the fears of their teachers. The study also found out that most students were shy to talk because of the fear that their classmates would laugh at them. As reported by students, activities such as seminars, group discussions and

debates competitions were not frequently arranged. Azadi, & Aliakbari and Azizifar (2015) conducted a research to investigate the impact of teaching speaking strategies and learners' gender on developing speaking skill. Thirty intermediate language learners are their participants. Pre-test and posttest design were used to analyze the research questions. The findings from pre-test and post-test showed that the classroom interaction is the way of enhancing speaking skills of the participants; nevertheless, no gender effect on their speaking performance was found. Khosravani, & Khosravani (2014), in addition, studied on the effect of classroom structure on the speaking skills of Iranian EFL learners. Students' performance in aggressive, cooperative individualistic environment was studied by choosing 160 male pre-university students in Mathematics and allocated them into four groups. The experimental groups were taught English in General Purpose (EGP), while control group practiced in the classroom environment. The results revealed that experimental groups were better than the control group, meaning classroom structure had exceptional influence on speaking skill, and there was not any distinct difference among aggressive, cooperative or individualistic. Furthermore, Mohammadi, Gorjian, & Pzhakh (2014) conducted a study on the possible impact of classroom structure on the speaking skills of Iranian EFL learners. They studied learners' performance in aggressive, cooperative or individualistic environment. Besides speaking skills, Smith, Li, Drobisz, Park, Kim, & Smith (2013) conducted a study to examine how Chinese undergraduate students learned new vocabulary with inference-based computer games inserted in eBooks. The objectives were to explore the effectiveness of computer games in eBooks compared with hard copy booklets for vocabulary, and to investigate the relationship between students' performance on computer games and performance on a vocabulary test. From data collected, it was found out that students learned more vocabulary in computer condition compared usual method of hardcopy text. Moreover, participants' scores in the games associated significantly with their vocabulary post-test scores. Apart from those, another research conducted by Tengku, & Yussof (2012) on using games to enhance English grammar among students at UiTm Pahang, Kuantan Campus. The data from frequency table, bar charts and Independent T-Test indicated that using board game in teaching grammar is beneficial and effective. There was another research which was done to find out the challenges of students in their English listening activities, their perspectives toward

listening subject and positive factors on success in listening. Data from listening tests and questionnaire showed revealed that the participants could not complete the basic listening skills in the tests, and lack of practice, limited vocabulary mastery, native speakers' accent, pronunciation, and uninteresting learning materials are the challenges the participants were facing. Furthermore, it was found out that they apprehended the significance of the listening activities, but they still need the instructors' help during the learning process (Hadijah, & Shalawati, 2017). Also, the study by Thitthongkam, & Wongprom (2018) was conducted to explore the achievement of students in reading when attending the World Peace Ethics Contest, and to investigate the benefits of reading the book named "Family Day by Day". The participants of this research were 160 students, 20 winners, and 3 coordinators of the organizer. The data obtained from pretest and posttest, evaluation form, and interview, showed that by joining the World Peace Ethics Contest, students enhanced their English reading achievement with statistically significant level of .05. The contestants won 20 prizes, and also benefited from reading the book named "Family Day by Day" on several matters.

Undergraduate Students

1. Definition

Undergraduate students refers to any students who finished from high school, and have been accepted to university; however, they haven't graduated yet. (<https://www.vocabulary.com/dictionary/undergraduate>)

2. Characteristics of Undergraduate Students (Adult learner)

Based on UNESO, the age of Cambodian undergraduate students usually ranges from 18 to 24 years old. This age is considered as young adults (National Academy of Science, 2015).

Developmentally, young adulthood is a life course period of both prospect and hazard. The development of maturing is not precipitously finished when a young person reaches the age of 18. The brain is still growing, and strong suit and susceptibilities remain on developing. Consequently, young adults continue to be sturdily responsive to education and training and to enticements to produce and subsidize (National Academy of Science, 2015).

The followings are the generalized characteristics of young adult learners.

Autonomy: young adults normally are favor in a sense of control and self-direction. They prefer possibilities and choices in their learning environment.

Self-directed: Young adults usually take action without the assistant of others in identifying their learning desires, articulating aims, categorizing human and material resources, and estimating learning results.

Goal-oriented: Lots of adults hold particular goals they are trying to accomplish. They like to contribute in learning activities that aid them achieve their goals.

Intrinsic motivation: Young adults have desire to learn. They have interest and enjoyment of learning in action.

Competency-based learners: This focuses on learners and works naturally with self- study and with a teacher playing a role as facilitator. Students frequently find diverse individual skills more difficult than others. This learning technique offers an opportunity for students to acquire those individual skills they find challenging at their own pace, practicing and refining as much as they want. Then, they will be able to move quickly through other skills to which they are more proficient.

Learning by experience: A lot of young adults students have a preference of learning by doing than listening to lectures.

Able to analyze critically: Different from young adolescents, young adults are able to think and analyze things critically.

Make decision about personal occupational and social roles: Young adult learners today are different from traditional college students. Many of them have responsibilities (Susan, Jones, & Bartlett, 1997).

Education in Cambodian context

Cambodia educational system is allocated into four stages such as pre-school education, primary education, secondary education (lower and upper), and higher education. Pre-school education and early childhood programs are offered to children from the age of three to five years old. To add, students are supposed to spend six year for primary education and three years for lower secondary education, which make up the country's basic education provision. After the accomplishment of lower secondary education, students have the choice of perusing to upper secondary education or of

attending secondary-level vocational training programs provided by the Ministry of Labor and Vocational Training (MOLV). After the completion of upper secondary education, students can either get into vocational training (which lasts for one to three years depending on the programs) or universities (which offers two-year associated degree programs, four-year bachelor's degree programs, and seven-year medical programs), based on UNESO.

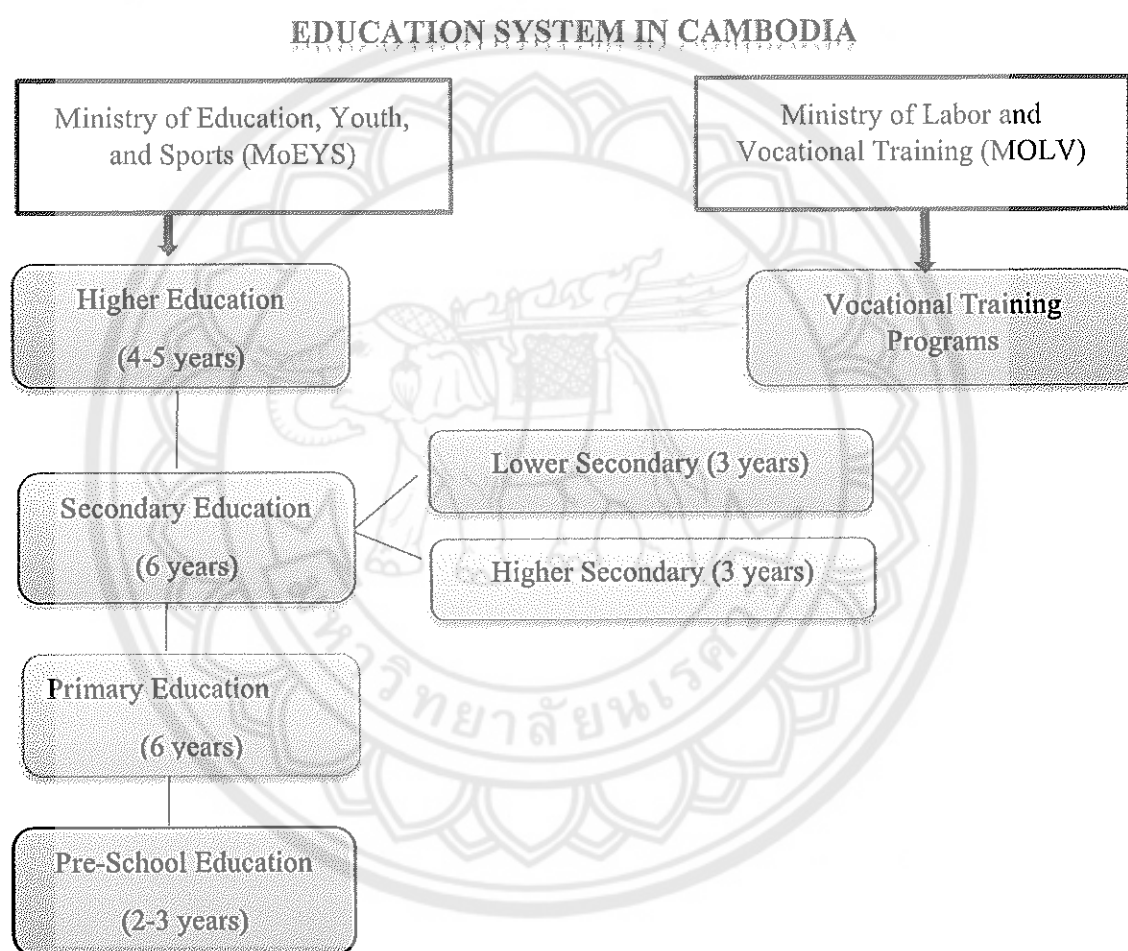


Figure 1 Education system in Cambodia

Royal University of Phnom Penh

The Royal University of Phnom Penh (RUPP) is the leading and first-born public university in Cambodia, which hosts more than 12,000 students, across a various range of undergraduate and postgraduate programs. It is distinctive in Cambodia as it provides degrees in many fields such as the sciences, humanities and social sciences,

along with professional degrees in fields including information technology, electronics, psychology, social work, and tourism. RUPP, likewise, offers Cambodia's foremost degree-level language programs through the Institute of Foreign Languages. As a result of its numerous achievements, RUPP has full membership of the ASEAN University Network (AUN).

Among many programs at RUPP, there is one program called "The Foundation Studies program", which is responsible for a general education program for all students at the university, building their ability for university study. Individual learners who successfully accomplish all course necessities and pass all subjects are granted a Certificate of Foundation Year and promoted to second year. If they fail in any subject, they will have a chance for a supplementary examination. Students who fail one or more subjects at the supplementary examination have to attend the Foundation Studies program again.

English program is one of the subjects in the Foundation Studies program. The English Language Support Unit (ELSU) is responsible for training all students of RUPP to enhance their English language, except foreign language majors at the Institute of Foreign Languages. To get a degree or diploma from RUPP, it is compulsory for all learner to complete six semesters of English language instruction (www.rupp.edu.kh).

CHAPTER III

RESEARCH METHODOLOGY

This research adopted the one group pre-test/post-test experimental design. The achievement of the pre- and post-tests were measured and compared with each other. Besides this, the perception of students was sought after the treatment of flipped classroom with CLT approach.

Research Design: One group pre-test and post-test design

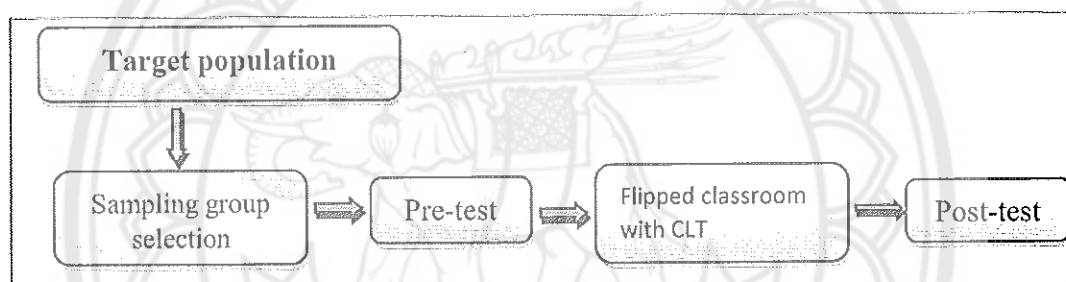


Figure 2 Experimental research design

The study was undertaken at Royal University of Phnom Penh in Phnom Penh, Cambodia. Students were all registered in English language instruction as an English language course at the university, a required course for general education (GE) program. The participants of this research were first year students of the pre-intermediate level of English based on their scores on the university English-language placement exam, an exam that produces a raw score for students based on their knowledge of language use (grammar), vocabulary, and paragraph writing.

1. Population and Samples

According to Schreiber (2011), population refers to all of the potential participants which a researcher is interested. As mentioned in the title of this study, the population was considered all students of Royal University of Phnom Penh, Cambodia, in academic year 2017-2018. During this study, the sample was selected purposively

considering students' level of English proficiency administered by Royal University of Phnom Penh in Cambodia. Forty-one freshmen of academic year 2017-2018 of pre-intermediate level in Royal University of Phnom Penh in Cambodia were the sample for the study. The reason the researcher selects freshmen as samples because first year of university is the starting point of English competency. They haven't experienced with the English course prepared by the university; therefore, it is easier to see students' progress when they move up to another year. Moreover, pre-intermediate is the level the researcher chooses to be the sample group. The reason behind this is that this study uses CLT approach to implement in teaching. Based on Chang (2011), CLT can be used for all levels of English; however, it is most appropriate for higher level as it involves more of communicative activities. Among the forty-one students, only thirty students attended the class regularly. Moreover, within those thirty students sample, only twenty one students were used for data analysis because only those twenty one students attended all the sessions and involved in all the activities prepared by the researcher. For other nine students, some were absent during the pre-tests, while some did not come for post- tests. Others missed some of the sessions for different personal reasons.

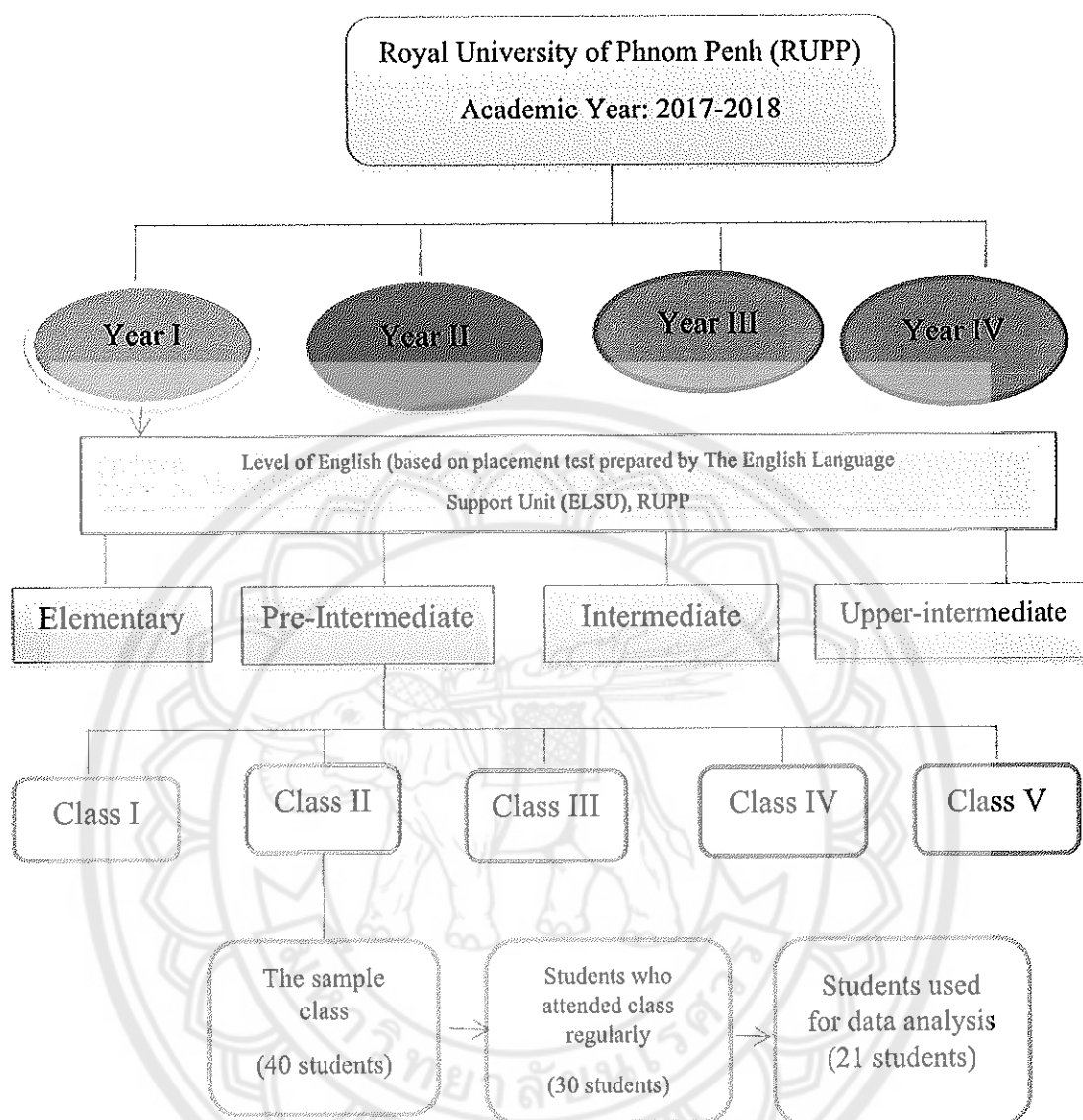


Figure 3 Population and sample

2. Research Variable

Independent variable: Using flipped classroom with Communicative Language Teaching (CLT) approach.

Dependent Variable

1. English skills enhancement
2. Perception of undergraduate students in flipped classroom with Communicative Language Teaching (CLT) approach.

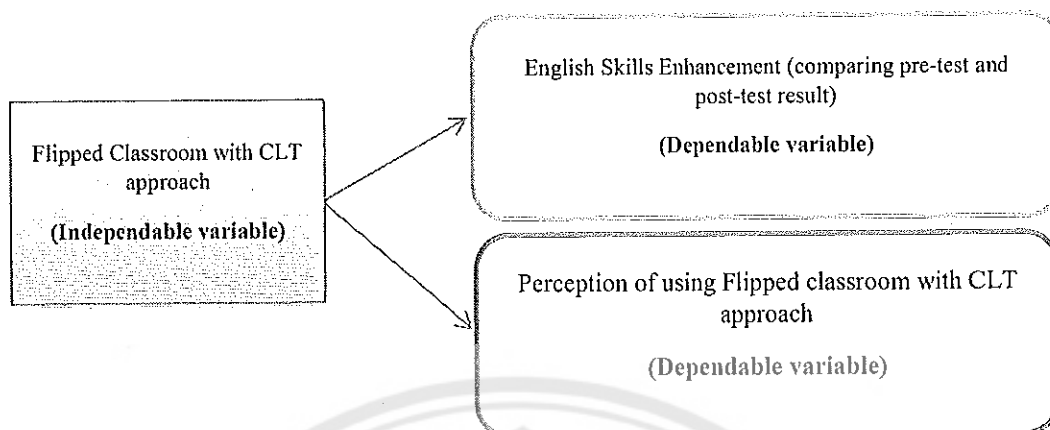


Figure 4 Research variables

3. Research Instruments

The instruments for this research are as following:

3.1 Lesson Plan: In this research, the lesson plan is the key instrument to be developed. To fulfill its objectives, nine lesson plans covering two hours by each lesson were developed under the topics of “What’s up”, and “Impressions” for year-one students of Royal University of Phnom Penh. “. “What’s up” topic is then divided into four lessons namely Catching up, Movies, I was wondering..., and Review. “Impressions” topic contains another four lessons such as Speculating, Ups and Downs, That must be fun, and Reactions and Opinions. Lesson plans were developed based on flipped classroom model and CLT approach.

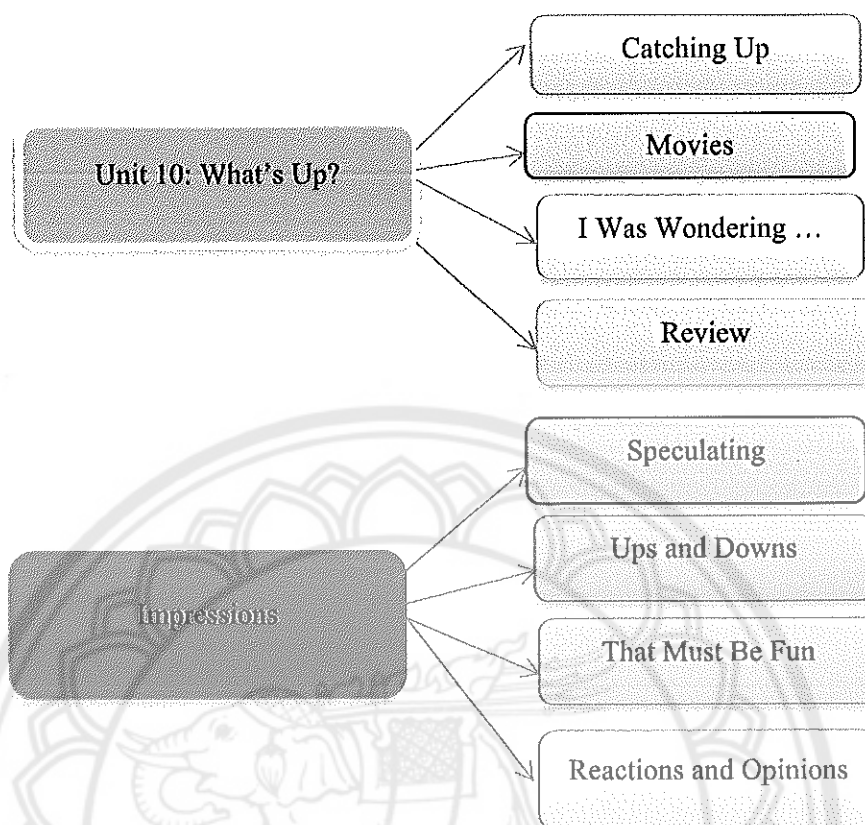


Figure 5 Lesson division

In order to make sure that lesson plans were done correctly based on flipped classroom and CLT approach, the researcher also had the lesson plans developed verified. This verification was done by five experts who have in-depth knowledge of flipped classroom and CLT approach (Appendix H). Here are the characteristics of experts who will verify the lesson plans.

1. Those who graduated Master Degree of curriculum or related fields.
2. Those that have in-depth knowledge of flipped classroom and CTL approach.
3. Those that have experiences using flipped classroom and CLT approach.
4. Those who have experienced teaching English in higher education for at least five years (www.teach-nology.com) suggested some factors to consider before planning a lesson

Analyze learners: Know who your students are. Know ability levels; backgrounds; interest levels; attention spans; ability to work together in groups; prior knowledge and learning experiences; special needs or accommodations; and learning preferences.

Analyze the content: It refers to the research on the subject matter and the school curriculum analysis. It is also a good idea to know the national standards and school standards that drive curriculum in each subject area that we are responsible for.

Analyze the materials: Know the materials that are available to help us teach for success. Take and keep an inventory of the materials and resources that are available for teachers. For example: technology, software, audio/visuals, teacher mentors, community resources, equipment, library resources, local guest speakers, volunteers, or any materials that can assist you in teaching.

Analyze the content of the lesson: List the important facts, key concepts, skills, or key vocabulary terms that you intend to cover. You can also prepare an outline with key learning outcomes.

Analyze goals: Identify the aims or outcomes that you want your students to achieve as a result of the lesson you plan to teach. Goals are end products and are sometimes broad in nature.

Analyze objectives: Identify the objectives that you hope your students will achieve in the tasks that will engage them in the learning process. Objectives are behavioral in nature and are specific to performance. Objectives tell what you will be observing in student performance and describe criteria by which you can measure performance against. In many ways, objectives represent indicators of performance that tell you, the teacher, to what extent a student is progressing in any given task. Instructional objectives can start with a "given" that describes a condition that enables your students to perform any given task. A "given" could be an activity, a specific set of directions, materials needed to perform a task, an assignment, or anything that sets up a condition for students to engage in the task being observed and measured for performance. The heart of the objective is the task that the student is expected to perform. It is probably one of the most important parts of the lesson plan because it is student centered and outcomes based. Objectives can range from easy to hard tasks depending on student abilities.

Analyze materials needed for the lesson: List the materials and resources that will be needed for the lesson to be successful. In this case, you should also list technology resources needed to achieve objectives.

Analyze the approach: The teachers need to think of approach or teaching method which most appropriate for their students.

Analyze the activity: Teachers then plan what kind of activities should be implemented to fulfill the set objectives.

Analyze the assessment strategy: Lastly, teachers need to find ways that they will assess or measure student success in achieving the outcomes that you planned to reach. This can include a variety of ways to evaluate student performance.

3.2 Videos: videos were selected and downloaded from any free online sources. In a few lessons, the researcher had to produce new videos to support the lessons.

To select videos researcher used ASSURE model as shown below:

1. The first step in the ASSURE model, the researcher analyzed the learner's general characteristics, competencies and learning styles with the content of the video.
2. The second step, the researcher stated objective by looking at the content of the lessons.
3. During the third step, the researcher selected the suitable video for measurement unit/topic by looking at an objective.
4. Fourth step, a researcher utilized the video by integrating into online platform as per lesson plan.
5. The fifth step, research selected the video which "Require learner participation".
6. Finally, evaluated the video clips whether it fulfills the objectives or not (Kurt, 2015)

As suggested by Smaldino (2014), in order to produce videos, the researcher followed the following steps:

1. First the researcher planed what information to be distributed in particular chapters to the students.
2. Secondly, division of the plan for each chapter was followed

3. Third, the researcher needed to start editing the video
4. Lastly, checked whether the video clips match the objectives or not.

After having selected and produced new video clips, the researcher also had this instrument verified by three experts who are lecturers in Educational technology and communications for more than five years or lecturers who have in-depth knowledge about flipped classroom and CLT approach.

3.3 Online platform:

Among many online platform, the research decided to use social media, specifically, Facebook to deliver the content of the lessons to students; and it is also a place where students and teacher communicate, share and discuss the lesson online. The researcher chose Facebook as an online platform for flipped classroom in this research because it is the number one popular social media site in Cambodia, which has 4.8 million people registered and 2.9 million use it daily; and noticeably, among those numbers, 690000 people are university students (The Development of Cambodia's Social Media and Digital Sciene, 2017). This is why the researcher took advantage of this to implement this popular social site as an online platform for this experiment. This network has positive effects on students since it makes English language teaching and learning more practical, interactive, and holistic (Espinosa, 2015).

The teacher created one private group in Facebook and added all the participants in the group. The group is set as a closed group because the teacher only wanted the sample groups to post, share and see things in the group. Next, the teacher posted videos and other related content of the lessons in the group. Students watched or read what have been posted and did some communicative work such as asking questions or discussing with friends about the topics raised and other assigned tasks. To ensure that students use Facebook in the right way, the researcher also created some guidelines for students during the experiment. Guideline for Students to use Facebook is as the following:

1. Students should remember they are using Facebook for educational purpose.
2. Students are supposed to watch the videos or contents posted before they come to the class.

3. They need to reply to the post of a teacher or friends at least one time per post.

4. They can post and discuss things related to the lessons only.

5. They need to use appropriate words of English when commenting in the post. No Khmer words are allowed in discussion.

Steps of implementing the flipped classroom with CLT in lesson plans

Before class: in the online platform, the teacher posted lecture videos, and asked students to complete some tasks. Sentence completion, voice and video recordings are the main tasks which were always done online.

During class: The teacher devoted most of in-class time for CLT activities. Some of the most done activities were discussion-based, pair and group work, role play, presentation, and games. Those activities were engaging, collaborating and communitive.

After class: this step mostly focused on the teacher. The teacher reflected what she have done and took note of what was going wrong in the class to better for the next class. If necessary, some homework were provide to students to follow up what they have learnt.

3.4 Worksheet:

In order create worksheet, one needs to:

3.4.1 know the information that you want to include on your worksheet(worksheetlibrary.com)

3.4.2 Write Direct, Clear Instructions

3.4.3 Provide Visuals

3.4.4 Use Process Questions

3.4.5 Adjust Length to Allow for Class Review

3.4.6 Create Varied Worksheets (Jackiestrawbridge, 2016)

3.5 Achievement Test:

The tests were divided into two parts. The first part was writing test which included MCQ and gap completion, and second part is speaking skills.

The first part was the thirty items Multiple Choice Questions (MCQ) followed by four possible options were developed, followed by another thirty items of

gap completion; this test I mainly checked students' knowledge about grammar and vocabulary before and after learning through flipped classroom with CLT approach.

The second part is to test the ability of speaking skills. In order to check students' English speaking ability, the researcher used rubric score as it is a popular tool used by many teachers to communicate expectations for an assignment, providing focused feedback on works in progress, clarify the standard of quality performance and grading final products (Appendix H). This rubric was verified by three experts who have more than 5 years experiences in teaching English in higher education.

Pilot teaching was conducted before the commencement of present study to check difficulty, discrimination, and reliability of the lesson plan and the whole instrument used. The researcher conducted the pilot teaching to year-one students from another class of pre-intermediate level in the same university, Royal University of Phnom Penh.

3.6 Interview:

In-depth interview was conducted every week to check the process of teaching using flipped classroom with CLT approach. The researcher developed a set of questions to ask random students in the sample group about the content of the lessons, teaching methods, their improvement of speaking skills after every week and their overall perception of the approaches. The interview was done in both English and Khmer language for those students who can't express themselves well enough in English. After developing the interview questions, the researcher also have the questions verified by three experts who are lecturers in Educational technology and communications for more than five years or lecturers who have in-depth knowledge about flipped classroom and CLT approach (see Appendix G).

3.7 Students' Self-Report:

After students have learnt through flipped classroom with CLT approach, they were asked to write self-report about their opinions and how they felt toward learning through flipped classroom with CLT approach.

3.8 Teacher's field note

For the last data collecting procedure, the researcher used observations as prompts to compare the students' in-class and online experiences the information gathered from self-report and interviews. The researcher did this to crosscheck and

determine whether the participants were acting the similar way to what they answered in interview and self-report.

The teacher observed each session and took note of what went wrong or well went well in the class, and improved for the next class. Since the researcher is the one who taught the class herself, she could only make little note. However, she has recorded videos of each session, so after each class, she watched the videos and took note of challenges, difficulties, and students' behaviors so that she could make next class a better one.

4. Data collection

After having developed all the instruments, the data was collected as the following:

First, the researcher introduced a flipped classroom and CLT concept to the sample group. Doing that, the participants could expect what might happen in their upcoming classes when learning in the flipped classroom and CLT, and could be ready for it. Moreover, the researcher also introduced the online platform which is Facebook and told me how the learning worked in online platform.

Second, after the introduction of the flipped class and CLT, the researcher administered the pre-test both writing and speaking ones to the selected sample group.

Third, the researcher started to implement the flipped classroom and CLT into teaching by following the developed lesson plans.

Forth, in between the 18 hours of treatment, the researcher also interviewed random students every 6 sessions to learn about their opinions on the application of the flipped classroom with CLT. To add, the researcher observed each session, took note of what went wrong or well and improved for the next class.

Last but not least, the researcher administered the post-tests, along with the students' self-reports to individual sample.

5. Data Analysis

5.1 Pretest and posttest scores from achievement test were analyzed by using SPS 21.00. It was used to conduct a basic analysis of the means, standard deviations, and a dependent *t*-test of the data.

5.2 Self-report, interview, and teacher's field note: The data from these were analyzed based on inductive coding approach. The data from students' self-reports,

interview and teacher's field-note were used. To preserve participants' anonymity, a code was developed for each participant: for example S1, with S meaning student, followed by a number 1 or 2, 3 ...etc. All participants' quotes are transcribed verbatim and may contain errors in grammar, word choice and punctuation.



CHAPTER IV

RESULTS

Regarding data collection and collation, an application software to conduct a basic analysis of the means and standard deviations of the data was used, including a dependent t-test. The overall analysis of the comparison between the pre- and post-tests, indicated that the use of a flipped classroom with CLT improved the speaking ability and basic skills of grammar and vocabulary of the students. This also created a collaborative learning environment, in which meaningful tasks prior to the class including the interactive learning activities during the lesson enhanced the participants' oral fluency and accuracy, and made them more engaged in learning (both at home and in class). The results of the current study are presented in accordance with the research questions.

RQ1: What is the effect of using flipped classroom with CLT approach on the English skills of undergraduate students?

The descriptive statistics comparing the pre- and post-tests speaking in a flipped classroom indicated that the mean score of the post-test ($M=15.66$) was higher than that of the pre-test ($M= 12.66$).

A pre- and post- writing test for grammar and vocabulary indicated that the mean score of the post-test ($M=51.95$) was also higher than that of the pre-test ($M= 42.71$) (see Table 1).

Table 1 Descriptive statistics of pair samples

Pair Sample statistics	Mean (Pair)	n	Std. Deviation	Std. Error
Pair 1: Speaking Post-Test	15.6667	21	3.19896	0.69807
Speaking Pre-Test	12.6667	21	3.65148	0.79682
Pair 2: Writing Post-Test	51.9524	21	4.08015	0.89036
Writing Pre-Test	42.7143	21	6.30986	1.37692

This data was subjected to the t-test for paired samples, with the results showing a statistically significant gain ($t = 6.55$, $n=21$, $p= 0.00$) for speaking test, and ($t = 7.82$, $n=21$, $p= 0.00$) for writing test (See Table 2).

The dependent *t*-Test shown in Table 2 indicated that with the use of a flipped classroom with CLT, the participants performed significantly better on the post-test ($p < .005$) compared to the pre-test. These results indicated that the flipped instruction with the CLT activities were effective in enhancing the participants' speaking ability and basic skills of English which significantly contributed to better learning outcomes.

Table 2 The dependent t-test

Paired Sample Test	Mean (Pair)	Std. Deviation	n	t	P-Value
Pair 1: Speaking Post-Test	3.00000	2.09762	21	6.554	0.000
Speaking Pre-Test					
Pair 2: Writing Post-Test	9.23810	5.41207	21	7.822	0.000
Writing Pre-Test					

From the post-test of writing, it shows that students' ability of grammar and vocabulary was improved. For example, in section II of the pre-test, most students made mistakes of using adjective ending in -ed and -ing; students used them confusingly. However, after learning through the flipped and CLT, 95 % of them used those adjectives correctly. Besides vocabulary, students also improved in term of grammar

knowledge. As in pre-test of writing, many of the participants got confused with the use of present perfect simple and present perfect continuous. They wrote the wrong form and the incorrect use; yet in the post-test, we noticed lots of enhancement in results. Many wrote the right form and used the two tenses correctly in the sentences. This clearly showed that the flipped classroom with CLT really brought about positive result in students' learning outcomes.

Not so different from writing, the participants of this study also showed their improvement in the speaking test. They seemed to speak more accurately and fluently. From all questions asked in the speaking test, all students could produce more sentences, expressed themselves better, and reduced hesitation when answering questions in the post- test. What is more, they showed more confidence by answering the questions with bravery, little pauses, and most importantly with smile and laugh from their facial expressions. They seemed to speak more naturally and fluently compared to the first time we asked them questions in pre-test. This could happen because of many factors, and one of which is the flipped learning concept that we adopted in this study. Because of the flipped classroom, the participants had more time in the class to practice the target language and did the communicative tasks as the traditional lectures were moved to the online platform.

The flipped classroom also allowed the students to do self-learning by watching the lecture videos at home and did some communicative exercises online. This showed positive signs that the flipped classroom approach could enhance the students' learning experience and contributed to significantly better learning outcomes.

The results from interview and students' self-reports also supported the results from achievement tests. All participants reported that they have improved their speaking as they were confident and brave to talk to their group members and the whole class. Confidence is the key point found because opportunities were given both online and in-class to practice the target language in a communicative way as S3 told the researcher in English *"it can cut down about my shy and I can speak a lot than before. Before I'm so shy and I afraid what I say and I say wrong grammar or wrong words so when I study with you I don't care anything I just try to say"* This is because of opportunities given both online and in-class to practice the target language in communicative way. S20 mentioned the things she could get in online platform like this *"... that I am dare to talk*

more when recording compared to when I face to face with others. I think if we do, we will improve. First, when you do those activities like recording, you get used to speaking more as in outside environment, you get less chance to talk." (was translated from Khmer language the student used); while S13 told how in-class activities help her to improve her English *"it's interesting I never do presentation like in pair or something like that and it's fun and useful for my study. I like in class activity because I can make communication with them and we can exchange our experiences."* Activities offered in the flipped classroom and CLT did work to improve English skills of the participants. S15 raised the point like this *"I really appreciate and like your teaching because it helps me to improve my English speaking. I like it because when we studied with you, you offered so many activities which help in our listening and speaking skills. Most importantly, you explained each lesson clearly with a variety of practices. Those activities help students to remember lesson better and make us happy to learn this language. All the activities and tasks assigned by you such as posting videos in group, voice and video recordings, all benefits to our learning and I also like them."* (was translated from Khmer language the student used)

RQ2: What is perception of undergraduate students when using flipped classroom with CLT approach?

To answer the second research question, the data from students' self-reports, interview and teacher's field-note were used. To preserve participants' anonymity, a code was developed for each participant: for example S1, with S meaning student, followed by a number 1 or 2, 3 ...etc. All participants' quotes are transcribed verbatim and may contain errors in grammar, word choice and punctuation.

1. Students' self-reports and interview

According to the students' self-reports and interview of flipped classroom with CLT, six common themes were found: Self-learning, Technology, Interaction and collaboration, Self-Confidence, English improvement, and Enjoyment.

During the period of the experiment, the participants began to realize that learning in the flipped classroom and CLT created a more active, student-centered environment when compared with their previous learning environment. They were informed about the use of English and that in this class they would not simply study

English in order to do well on the assessments, but also that they would use English for communication. They would work with classmates in English to prepare, present, and work on various tasks that the teacher had assigned during the experiment. The students also came to realize that this technique involved lots of communicative and self-expressing activities and that they needed to be brave and confident to talk and to take videos of themselves practicing the tasks assigned. Even though they were shy and unsatisfied with some of recording activities, the participants felt that flipped learning with CLT was a more beneficial and authentic way to learn English than how they had done in their traditional classroom.

Self-learning

This refers to how students take control of learning and their views on self-learning. All the students reported the advantages and their appreciation toward the flipped classroom approach as it encouraged self-learning. S9 mentioned *"I like your teaching style. I like self-study. Self-study is good for university student I think. Lecturer doesn't have much time to care all student, they are very busy and some lecturer just teaches maybe 1h30mn per day. It's good for us to read a book or watch the video that related to our lesson before class."* Others (S16) commented this *"Videos are like movies. If we compare reading the book, and watching the videos, for sure, we can remember more from videos. And when I watch the videos, I can do some parts of the exercises in the book."* Some other participants also cited their behavior changing from a passive and dependent learner to a more independent and self-learner as S13 stated, *"I like it because it starts from myself to study like what I don't understand I try to study it by myself";* while S11 explained his point this way, *"It's beneficial for us as students. Before learning with you, I never read the book or review anything before class. I only wait to get told by the teaching what to learn and his explanation. And going back home, I would review the learnt lesson. But when there are videos, we can watch and know and be ready for what is going to learn."* Other participants such as S1, S3, S6, S7, S15 and S17 also supported that self-learning did help them to better prepare for class and could get deep understanding of the lessons as they were able to learn by themselves once and they had chances to ask deeper questions to clear any doubts they had in the class with the teacher. They (S6 and S13) commented that *"when we watch it (videos) we know what we need to study and when we don't understand we try to understand it*

if we still don't understand it we will ask teacher." Some students stated that they even watched other related videos to understand more if the videos provided by the teacher could not make them understand fully and clearly. For example, S9 stated that *"... the video have a lot so if we don't understand one video we can watch other video. If we don't understand, we can more research by ourselves as we have more time at home compared to class."*

Technology

Technology here describes the technological facilities the participants own and how they used them to expand the learning process during this experiment. During the study, the participants realized they needed to rely on different ways to prepare for the flipped class. Though most students own smart phones, there were two students who mentioned that they did not have smart phones and that made it difficult for them to involve in this experiment. S7 stated, *"I think it's so hard for me teacher because I don't have smartphone like everyone. So, I need to borrow from my friends."* Another student (S11) raised up this problem *"My phone is error with voice recording, so I never do it for you. But I always complete your homework in term of writing."* Besides, one student also reported the difficulty to access internet. She told the researcher *"... sometimes I don't have money to pay online internet connection."* The Participants was aware of technology yet some of them never used it for educational purpose. S3 said that posting videos on Facebook attracted her attention. She is kind of shy person and knows very little about technology. She first thought she could not do what the teacher asked her to do by recording voice or videos, but after all she did it. She stated, *"If I did not do it, I still did not know how to use it. I could cancel my fear and become a person who live in a technology society."* The students also appeared to use technology to extend the learning environment outside the classroom and come to class better prepared. S16 commented that, *"I always use phone. So why not watch the videos and learn?"*

The instructor used Facebook application as the online platform where the lecture videos were shared and students were able to communicate with one another. As participants became aware of the efficaciousness of the online platform, they described how they used the platform more beneficially. S1 said, *"I like to do homework and post in Facebook group. I like it because it modern and popular for many students who like study on network."* S9 explained how he used technology in learning with the

flipped classroom, *"I like watching video before class start. It easy to understand. Maybe I'm interested in this point. On the internet there has a lot of video and I can learn more instead the lesson."*

Since videos are one technological tool used in this study, many students mentioned its benefits as S1 raised, *"I like it because it help me to learn and know about new lesson and make me remember about it quickly."* by watching videos before class, they are able to be well prepared for the lessons which are going to teach. Most students mentioned that they could learn and prepare themselves for the lesson before coming to the class. By watching the lecture videos in advance, they could understand the lesson at least 50 %, so for the rest of the 50%, they could bring it to the class to ask the teacher directly. Lecture videos help save lots of class time for deeper learning in class.

In the flipped classroom, if students did not come prepared it could be challenging to participate fully during the class, so the researcher administered a quiz in every session to make them watch and learn before class. One common point the participants talked about quiz is that it changed the bad habit of late-comers. Since quiz was done at the beginning of the class, specifically at 7 am in the morning and took just about 5 minutes, so students needed to rush to school so that they would not miss it. Since quiz and classroom participation accounts for 15% of the overall assessment, students needed to force themselves to watch and do the tasks assigned. S21 explained why she watched the videos before coming to the class, *"... Though we don't want to watch, but we have to watch because there is homework and quiz."*

Overall, the participants used technology to complete many different tasks, for example, to ask questions and prepare for class, to extend the learning environment outside the face-to-face classroom, and to accomplish more and focus on target languages at times convenient for them.

Interaction and collaboration

It describes how participants communicated and worked together to discuss, to share, or express ideas, and to also complete the tasks assigned by the teacher. In their traditional class, both class work and homework are usually completed alone after the lesson as a way of practice of what was learned in class. Since the flipped classroom requires homework to be completed in class and for students to come to class prepared, students most of the time learnt and practiced the target languages in pairs or in small

groups, and this led them to have good interpersonal relationships among their classmates as seen in S7's report, *"when you give us more group work, it enables us to get to know more and communicate with our group members."* and S10 gave more explanation like this, *"For in-class activities, you ask us to work in group. So we can get to know everyone in the class as we discuss and work on the assigned tasks together. Before your class, we never work in group, and we only know those who sit near us. For the rest, we never talk or discuss anything with."* S8 demonstrated the benefit of having group or pair work as the practice of the lessons, stating *"when we work in group or in pair we get many ideas from our group members and share my idea to compare with others to find good points for our group."*

Additionally, increased opportunities to interact resulted in improved learning outcomes as participants evaluated classmates' work. Interactions between classmates allowed the participants to realize the value of learning from one another or peer learning, as S6 explained, *"If I do exercise alone I won't know about my mistakes but when we work in group or work in pair we can discuss with each other to solve the problem"*. S15 added *"When we learn like this (working in group or pair), our friends can also help us when we make mistakes."* In the flipped classroom with CLT, interaction becomes an important learning tool as students view each other's work, evaluate it, and gain valuable information. Furthermore, in the flipped classroom students have more opportunities to interact with the teacher since teacher talk time is significantly condensed.

Interacting with the instructor gave the participants valuable, instantaneous comment that would usually come at the end of an assignment in the traditional classroom. S16 explained, *"When we make mistakes, you help correct us."* Learning English in the flipped classroom with the use of CLT activities increased the opportunities the participants had to communicate using English in authentic situations. More opportunities to use English were a result of higher levels of interaction between students and students, and students and the instructor.

Confidence

This refers to the ability to speak and express oneself in English with no or less hesitation and pauses and shake. From the interview and reports of the students, at the beginning of the experiment, all of them reported being shy when it came to speaking

English or doing voice or video recording activities. They have learnt with one another from almost one year, but they did not communicate much with one another as S20 mentioned, *"I don't like to record voice or videos. It is difficult and I feel shy."* S17 also added like this *"Recording videos, it's the first time for me so it makes me feel bad because I feel shy to everybody around me."*

However, after some time of treatment, all participants cited the confidence they built when learning with the flipped class and CLT. Since the activities involved group works and pair works most of the time, this gave them chances to talk, share, and express themselves, which for some time made them get used it and therefore built up their confidence. To summarize some of the participants' comments that were mentioned regarding this theme, S2 mentioned that in the flipped class with CLT, *"students got more opportunities for speaking practices which make them get used to speaking; this has given them confidence to talk and to express themselves and share ideas to other people without any hesitation."* Others said that activities offered in class encouraged them to be brave and talk naturally without so much concern of making mistakes. S20 stated like this *"After learning with you for three weeks, I can see I can improve some English. At first, I feel shy when teacher ask me but now I don't feel like before. Now I'm kind of getting to used it. I don't get nervous or scared of making mistakes. I will just speak it out."*

Because of the CLT activities in class, the participants began to use English to gather ideas and express their opinions, and thus, started to build their confidence to talk. S15 expressed her idea *"Before, I rarely talk. We only focus on grammar and written tasks. But now it's a bit better. I can talk more though I feel nervous. I feel more confident and can talk more because we practice more so we get used to it."* Besides the in-class activities, tasks or activities proposed online also contributed to the confidence building of the participants. S21 mentioned *"... I am dare to talk more when recording compared to when I face to face with others."*, while S 15 said like this *"For video recording, it helps boost up my confidence, but it just takes more time to record. It's good for speaking, it's just that at the beginning we made many mistakes and feel shy."*

English improvement

With the carefully-planned lesson plans of the flipped classroom with CLT, the students have acknowledged their enhancement in English skills. As the participants

involved in many interactive and collaborative activities offered both in class and online, they were able to use English to communicate as well as to create knowledge, they became aware of their improvement, as S10 explained, *“Actually, I really like your teaching style because I think that this style it can improve me all reading, speaking and listening skills. For audio, it make me try to listen about audio, improve listening skill and teach me about pronunciation through listening audio, while video recording push me to be brave. For quizzing it’s really good for me because it make me spend a lot of time to review the lesson that we studied already and improve my grammar to be better.”* Participants also became aware of specific skills they developed or strengthened as a result of learning English in the flipped classroom with CLT. From the interview and students’ reports, some of them mentioned clearly that with the flipped classroom, they were able to improve their pronunciation, grammar, listening, and speaking skills. S12 explained how she benefits from each step of the flipped classroom with CLT, *“when we watch videos, it helps us to pronoun the words clearly as the native speakers. Moreover, we can be fluent if we practice often. Doing exercise: It can help us know how to use grammar and learn many new vocabulary. Quiz: can measure our ability of how much we have improved.”* To add, S16 explained like this *“It’s beneficial because when we watch the videos, we learn not only the content but also how to talk, pronunciation, stuff like this. When we watch the videos, we don’t know how much we know until we get to practice it in exercises. Exercises help us know how much we understand from the videos.”* Because we had to give presentations, and answering the teacher’s questions in English, speaking English with group members and in front of the whole class has gotten less scary or embarrassed, said S17.

For some participants, learning English with the flipped classroom and CLT approach brought a new interest in learning the language, as S15 explained *“I like it because when we studied with you, you offered so many activities which help in our listening and speaking skills. Most importantly, you explained each lesson clearly with a variety of practices. Those activities help students to remember lesson better and make us happy to learn this language.”* Another student stressed how activities in class encouraged him to talk in English. He stated, *“... I’m also a type of person that don’t like talk a lot. I never use English to make conversion with another people, but when I studied with you, I did it. Now I can improve a little bit of my speaking skill.”*

Enjoyment

Enjoyment here is defined as the state of feeling satisfied and happy when learning in the flipped class with CLT. Though there were many activities done both in class and online, and students benefited from those, some students also mention the joy and fun they got from the activities. They said those activities were interesting and fun. They were not feeling sleepy anymore when learning for four hours straight. One student said that she always preferred this learning environment where students were always active and energetic. She doesn't like to sit passively listening to the lecture. The participants cited enjoyment from those activities especially from CLT activities in class. S12 commented *"When learning for many hours, it makes students feel bored and sleepy, but if there are activities or games to play for a short period of time, it may make students feel better."* Some students explained that the activities offered in class were educational, yet fun. S7 said *"you created some game for us, yes it is not just a simple game but all the game we have been playing is connected to our lesson today. So everyone in class might not feel boring and tiring with class because we got more fun from games."* One study mentioned that this way of teaching is like learning with fun, which is good for students. She told the researcher *"I also like your activities in class. I like it because when we practice it we will remember more than usual. When we learn with fun, it's easy to remember."*

2. Observation (field note)

The researcher observed her class in two perspectives as the followings:

2.1 Students' behaviors:

At the beginning, most students felt surprised and unhappy to involve in activities proposed by the teacher. They show they are not happy with the sudden changes made by the researcher. It was very disappointing to realize that about 25% of the students did what was required by the teacher. The rest of the class did not do and didn't dare to tell the teacher their problem or reason they did not do it. This happened for online activities. However, for in-class activities, most students followed what the teacher asked them to do. Surprisingly, when it came to pair work or group work, many of them did not know how to work with one another. They said they never did like this before. Most importantly, it was hard for them when they worked with whom they rarely or never talk to. In this classroom context, students were from different departments and

faculties. They only came for English class twice a week. As a result, students did not know and were not close to one another. Moreover, some students were naturally shy to talk to new people. Though they have been learning with one another for almost one whole year, interaction among each other was still absent. They only talked to those they knew or sat nearby, and their previous learning environment was not encouraging in term of cooperation and interaction. At the first two sessions, some students were hesitated to talk to their group members and were shy to express themselves while some tried to avoid the speaking activities. The researcher noticed that some were shaking while coming to the front of the class for presentation. Many other students felt pressured. For quiz, some students were surprised by how short it took to do the quiz, and some of them missed the quiz because of their lateness.

After three sessions, there were some changes in term of behaviors and reaction to the new teaching method. Some students started to get used to activities both on-line and in-class. They involved more in activities designed by the teacher. Most importantly, they started to enjoy the learning.

2.2 Students' English development

For the last three sessions, it was found out that most students have built their confidence in speaking and doing things. Many students were braver to discuss and share ideas with their classmates, and with the whole class. Their nervousness seemed to reduce, though, to some students, not much. Most students now were used to the new way of learning. They were satisfied with what were provided. However, there were few students who seem to improve very little in term of confidence or speaking ability. They still had lots of pauses and stuck to produce words or sentences; and they were not very active in group or pair discussion. It can be because of their natural shyness or unwillingness to open their mind to new things. Besides their speaking enhancement, they also showed their improvement in term of grammar, vocabulary, and listening skills. This was shown from their results from quizzes they did and when they did activities in the class.

Quantitative findings indicated that the flipped classroom with CLT had significant effects on students' English skills specifically in speaking and basic skills of grammar and vocabulary; while the qualitative data suggest that the students indicated the points of view toward the approach was positive and that their English ability has

been improved. This finding suggested that quantitative and qualitative data support each other.



CHAPTER V

DISCUSSION AND CONCLUSION

The purpose of this research study was to identify effectiveness of flipped classroom with CLT approach on first year students of pre-intermediate level and their perception on learning with this approach. A one group pre-test and post- test experimental research was used to investigate the effectiveness of flipped learning with CLT approach. Tests, interviews, and observation were utilized as tools to gather data. All undergraduate students of RUPP of academic year 2017-2018 were the population of this study, while the sample was a group of pre-intermediate students of first year undergraduate students from the university. The inquiry was conducted in June, 2018, during the second semester of academic year 2017-2018. This chapter includes a discussion of major findings as related to the literature on flipped learning and Communicative Learning Teaching approach for English class, limitations of the study, and future research possibilities to help answer the research questions:

RQ1: What is the effect of using flipped classroom with CLT approach on the English skills of undergraduate students?

RQ2: What is the perception of undergraduate students when learning English with flipped classroom and CLT approach?

With the use of flipped classroom combined with CLT approach, undergraduate students significantly improved their English skills. In this study, we conducted two different kinds of tests which are speaking and writing tests. The Pre- and post-tests of writing indicated that the mean score of the post-test was higher than that of the pre-test. The mean differences of the speaking and writing test showed that there is a wide range of scores between the pre- and post-tests of writing in the flipped instruction than that in the speaking tests. This suggested that the participants improved more in terms of grammar and vocabulary, rather than their speaking skills from the flipped design and CLT. This could be because students never got to speak before, so the experimental period was the first time for them to practice. Therefore, it is hard for

them to improve a lot within a short period of time; however, all of the students are exposed to grammar and vocabulary continuously throughout their schooling.

Though, compared to grammar and vocabulary, participants improved just a bit of their speaking skills, what have been found out is that they have improved their confidence in speaking. From all questions asked in the speaking test, all students could produce more sentences, expressed themselves better, and reduced hesitation when answering questions in the post- test. What is more, they showed more confidence by answering the questions with bravery, little pauses, and most importantly with smile and laugh from their facial expressions. They seemed to speak more naturally and better compared to the first time we asked them questions in pre-test. This could happen because of many factors, and one of which is the flipped learning concept that we adopted in this study. Because of the flipped classroom, the participants had more time in the class to practice the target language and did the communicative tasks as the traditional lectures were moved to the online platform.

The flipped classroom also allowed the students to do self-learning by watching the lecture videos at home and did some exercises online. This showed positive signs that the flipped classroom approach could enhance the students' learning experience and contributed to significantly better learning outcomes. This finding was similar to that of Farah (2014), who found that the flipped classroom contributed to students' scores on an English writing test. As in Farah, the findings showed that students in the flipped classes had ample time to learn the grammar points given to them and to ensure that they were ready for the larger grammar test at the end of the semester. These findings are also consistent with those of Ahmed (2016; Chen Hsieh, Wu, & Marek, 2016; Mireille, 2014; Fulton, 2012; Sahin, Cavlazoglu, & Zeytuncu, 2015; Strayer, 2012), who found that the flipped classroom advanced student outcomes. However, the flipped classroom alone would not help the participants to enhance their speaking skills if we did not apply an appropriate teaching approach. CLT in this study played an important role in making the students' speaking skills enhanced. This could be because of authentic, supportive, engaging, and collaborative activities offered in classroom such as discussion based activities, pair and group work, role play, presentation, and educational games, which promote confidence and develop the participants' speaking skills. This finding is aligned to the research of Radzi, Hanadi, Azmin, Zolhani, &

Abdul Latif (2007) which discover teachers' reasons or unwillingness to implement CLT in the classroom. Based on the findings from that study, all participants revealed positive attitudes that the application of CLT approach enriched oral competency among students.

Apart from these, the participants also reduced making grammar and vocabulary mistakes at the post test. For example, in question 1 in the speaking test, all of the students made mistakes by using past tense form when answering the question of present perfect continuous form; however, in post-test, most students used the correct form to answer the questions. Also, in question 4 and 5, most students in the post-test were able to use the correct words to describe pictures. This result indicated that the participants not only improved their grammatical and vocabulary knowledge in writing test, but also could apply them in speaking. Therefore, it can be concluded that the combination using the flipped classroom and CLT had positive effect on the participants' learning outcomes, especially speaking skills.

Data from self-reports, interview and observation were used to answer research question 2, and six themes were found: a) Self-learning, b) Technology, c) Interaction and collaboration, d) Confidence, e) English Enhancement, and f) Enjoyment. This provides a wealth of information and ideas about the students' perceptions when studying English as a foreign language with the employment of the flipped classroom and CLT. The data described a learning environment in which Cambodian students were unfamiliar, yet that they realized to be a positive learning experience nevertheless.

Self-learning

Effective use of the flipped classroom involves the development of students' several skills. One of these skills is self-directed learning. Self-directed learning is defined as a personal feature that focuses on learner's autonomy in the learning process and as a process that focuses on the learner's ability in regulating the learning process (Song, & Hill, 2007). From the data collected, the participants in the flipped classroom tried to adjust themselves from being dependent learners to more independent and responsible learners as they had to watch the lecture videos and came to class prepared. This can be supported by the comments of S13 who compared the learning process of her previous teacher and that of the researcher; while S11 explained how he adjusted himself to the new way of learning by trying to self-learning and watching lecture

videos, and doing some tasks assigned before class. This is because the flipped classroom offered the opportunities for the students to learn and discover the knowledge by themselves. This result is aligned to Ceylaner¹, & Karakuş (2018) who found the flipped classroom method to have positive contributions to students' self-directed learning readiness and attitudes towards the English course.

Students learned on their own learning pace and found the opportunity to study the content materials wherever and whenever they wanted as S9 stated, *"I like it (watching lecture videos) because when we study with video it make us easy we can watch it wherever we want and it doesn't waste the time."*. His comment is similar to Talbert (2012; Yavuz, 2016) who found that a flipped classroom supported individual learning by enabling students to access the information or videos whenever and wherever they want.

The flipped classroom also appears to be useful in helping students gain a sense of responsibility. Harmer (2001) highlighted that students should take responsibility in learning and teachers should enhance this. Responsibility is an important part in self-study; learners need to fulfill responsibilities at various levels so that they can manage their own learning processes. The flipped classroom seems to be effective on the basis of developing students' sense of responsibility.

It could be claimed that the flipped classroom method increased students' skills about self-directed learning, which is in line with the findings of Rutkowski, & Moscinska (2013) who discovered that the flipped classroom environments could have positive effects on self-directed learning.

In short, self-learning was found where the flipped classroom was implemented, so the flipped classroom could be considered to be one of the factors that caused students to be in a favor of self-learning.

Technology

A key point of the flipped classroom is to shift learning from direct instruction of teacher talk time to a dynamic, interactive, individual learning environment. One way to develop this kind of environment is for the instructor to incorporate technology into the curriculum in order to provide students access to course materials in the online environment.

In the flipped class, technology offered participants a variety of ways to prepare, communicate, and practice for each class which brought about active online learning experience that transferred over to the face-to-face class. The integration of technology into the flipped classroom helped participants prepare more effectively and discuss their learning outside of class, responding to the diverse needs of each learner. However, in this classroom context, some students faced the problem of technology shortage. Technology in Cambodia is still limited as schools and university cannot provide free access to Wi-Fi for internet connection. Thus, students needed to find places where Wi-Fi is available and free or use their own data package from their smart devices. In this experiment where smart devices were needed in order to involve in all activities online, two students were found to not own any. This problem caused them difficult time as they needed to borrow others' phones when they needed to complete the tasks. Sometimes they missed some of the activities because they could not always borrow the smart devices from others. This clearly showed that technology like smart phones plays an important role in students' learning if used effectively.

As mentioned in result part, lecture videos are considered as technology used in this study, so we will briefly discussion this point.

Lecture videos were posted twice a week every week for students to watch before they come to the class. From the data collected, all students liked to watch the videos before coming to the class. The videos are short and easy to understand; they speak slowly and clear enough that most students could catch up the meaning, was evident by S9. However, for the first class, many students did not watch the videos at all; this could be because of unfamiliarity. They used to be dependent on the teacher, and were not type of self-learners, meaning they were not used to learn the content by themselves before they came to the class. They were familiar to the traditional classroom where they sat in the class and listened to the lecture only. As a result, they simply could not adjust themselves out of a sudden. Nevertheless, from the second class on, more and more students started watching the videos before coming to the class. This is aligned to the findings of Webb, Doman, & Pusey (2014; Sung, 2015). Students showed difficulties and seemed not to like the approach at the first place; however, after some time, they showed their positive view toward the flipped classroom approach. In addition, quiz is one effective way to encourage students to watch the lecture videos

before class and come to class on time. Even though the main purpose of the quiz was to make students watch the videos, some students stated that they liked the quiz. It allowed them to revise what they have learnt in the video, and most importantly, they can test their ability and practice right away of what have been learned. Quizzes put them to work hard, to review or watch the video, and to also test them how much they can understand from the video, S17 mentioned. One student even said it's a short quiz, generally not more than 5 minute quiz, so it is like to train her brain to think and work faster. However, there were few students who don't like the quiz at all because they said it is too much as they need to do it every session, and most importantly the quiz is always at the beginning of the class which they need to force themselves to come to class early. Many students had the habit of coming to class late as the class starts exactly at 7 in the morning. As a result from quizzes, it has changed the habit of some, though not all, students to come to class faster. This is because quizzes are a part of classroom assessment which counts for 15 % of the total classroom assessment. Thus, to save themselves from failing, or getting low grade, they needed to attend all the quiz activities.

Interaction and collaboration

From data obtained, interaction is what was cited by all of the participants. This could be because of two main factors— the application of the flipped classroom, and the use of CLT approach. A powerful result of participating in the flipped classroom with CLT activities was the increased amount of time spent working on the target language and learning from classmates and communicating in English in authentic situations. The opportunities to interact with peers and the instructor are one of the benefits offered by CLT, and therefore enriched learning environment, was evident from S6's report. With flipped classroom, the participants had the valuable time in class to complete and work on the target language; while face-to-face class time adopted CLT approach which promoted the communicative competence. In CLT classroom, the environment was established for more opportunities for participants to interact, collaborate and communicate in English. In students' previous learning environment, the teacher talked and students listened and had very little practice, as S21 mentioned. However, in the classroom followed by CLT approach, students worked in pair, in group, to communicate with their group members and discuss on various topics.

Jeyasala (2014) asserted that teachers should encourage students' communicative competence all the time, and besides their limitations to use language fluently and accurately, they should provide them with spaces to interact with others or to immerse them in speaking activities that enhance their ability to use the target language.

Furthermore, the participants of this study raised up three benefits of interaction and collaboration as: first, their relationship among their friends got closer and better because they started to communicate more with one another in almost every activity in the class (as stated by S15), second, their language abilities could improve because they were able to develop their English abilities (as stated by S9), and lastly, it offered opportunities for more clarity since students sought clarification from each other's responses and from the instructor. Together with student-student interaction, instructor student interaction provided an environment where students had access to immediate instructor feedback, enabling participants to correct misunderstandings, organize new learning, and formulate their own ideas and perceptions, thus enabling easier future access to new learning (Bransford, Brown, & Cocking, 2000). Increasing the amount of teachable moments enabled participants to learn from the instructor's feedback and make changes when they were most needed. Timely, immediate feedback helped participants learn and do more during the valuable instructor-student face-to-face class time, which is different from the traditional classroom, was evident by S16. Instructor student interactions also enabled the instructor to gauge student learning randomly during the course of an activity.

Results from this study showed that participants not only experienced greater opportunities to interact with classmates and the instructor, but also increased learning outcomes as a result of these interactions.

English enhancement

As participants experienced the learning autonomy, active learning environment, integration of technology, and greater levels of interaction during the flipped class with CLT, they became better equipped to construct knowledge in English and grew more aware of their language improvement.

Being able to construct knowledge in English to exchange ideas and discuss different topics was only one component of the participants' accomplishments. Over time, participants also began to witness a change in their language abilities. This

happened because of the CLT activities employed in the class. The core strategy of CLT encourages the “Students-Centered Classroom”. In this classroom the teacher had to create a learner friendly learning environment and the teacher played a role as a facilitator. Therefore it is known as a contrary approach to the teacher – centered learning approach.

The CLT approach afforded participants the opportunities necessary to practice and use English in authentic situations. Participants were no longer passive learners; they had been transformed into active, collaborative learners who used the materials available to interact with their classmates and the instructor in English. As active learners they were able to construct knowledge in English from readings and discussions they had with others. Ultimately, they grew to be aware of their language abilities, essentially becoming empowered language learners. In CLT classroom, participants were able to develop their practical language abilities and were able to use English to hold conversations and exchange information. Students learnt grammar, vocabulary and reading as their traditional classroom; however, in CLT, those skills were transformed into speaking by communicative activities. Students no longer learn the skills differently. They had to use the basic skills as grammar and vocabulary to apply it in authentic situations which the teacher had prepared for them.

From the results obtained, the CLT activities were found to have enhanced English speaking ability of the participants; this result is in line to Promshoit (2010; Phuphanpet, 2004; Kethongkom, 2005; Domesrifa, 2008; Radzi, Hanadi, Azmin, Zolhani, & Abdal, 2007) who found CLT to be effective in the development of students’ speaking skills.

Generally, there is an improvement in speaking of the participants. However, some seem to improve a lot, while others show very less betterment. This can be because of many reasons. Their background of English learning, their characteristics, their perspectives in learning English, their way of learning are all factors involving making students develop their speaking skills differently though they were trained by the same method, with the same teacher and at the same time.

Besides speaking skills, the participants also reported the enhancement of their grammar, vocabulary, reading and listening skills. This improvement could be from both the flipped classroom and CLT. Watching lecture videos and doing on-line tasks

were reported by most students to have helped them better their listening, grammar and vocabulary. This is exactly from the concept of the flipped classroom which allowed students to view videos and learn the basic skills as grammar and vocabulary by themselves in the online environment. Nevertheless, the face-to-face class time which CLT was used provided the participants rich practices of what they have watched to confirm that they fully understand the target languages and able to use it in real life. Therefore, both the flipped classroom and CLT contributed to the learning outcomes of the participants, making their English skills better.

Confidence

All the participants reported that they have gained confidence to communicate in English and to express themselves after being treated by the flipped classroom with CLT. The confidence they have gained could be from the flipped classroom and the CLT activities. In the flipped classroom, the students were required to do some online tasks such as voice and video recording, and this made them brave to face the camera and did the tasks assigned. S21 supported this point by telling how shy she felt when facing camera at first, yet after doing it for some time, she realized how useful it was to help improve her confidence and English. The online activities encouraged students to push away their shyness and be brave to complete the tasks. The flipped classroom also reserved the face-to-face class time for the practices of communicative activities which helped students to build their confidence.

Besides the flipped classroom method, CLT approach proved to have develop the participants' confidence to do things and speak in English. At the first two sessions, it was hard for some students to adapt themselves from a traditional classroom which used grammar translation method to a new environment of CLT approach. Many students were hesitated to talk to their group members and were shy to express themselves. Some tried to avoid the speaking activities. The researcher noticed that some were shaking while coming to the front of the class for presentation. Many other students felt pressured. However, with activities such as presentation, role play, information gap activities, discussion-based all contributed to encourage students to try to practice what they have learnt and over time with lots of practices, the participants started to feel accustomed to expressing themselves and to communicate and discuss in English. They started to talk to their group members, sharing their ideas, discussing

tasks assigned. Some have reduced the hesitation when speaking; they started to see learning in different perspectives. These findings are consistent with earlier studies by the researchers on student attitudes (Doman & Webb, 2015). Furthermore, students seemed to like those activities and their performance and behavior also started to change. Though most students viewed lecture videos posted in the group, a few did not involve in any online tasks at all, specifically activities involving voice and video recording. Among many who involved still tried to avoid video recording. Only three students showed their willingness and appreciation for video recording task. The reason behind this matter is the shyness, and the main reason they felt shy was that they need to record their videos and post in a Facebook group including all their classmates, which they don't communicate much with. They told that they completed all assigned work related to writing or completing exercises in the book; but for video recording, they would ignore it as they felt shy and never did this before, was evident from S11. This is consistent with the research by Khan and Ali (2010). They found out from their study that most students were shy to talk because of the fear that their classmates would laugh at them.

Enjoyment

It was found that enjoyment was the cited by most of the participants. Students' views showed that they found the flipped classroom with CLT, the tools used in the process, and the process itself fun and interesting. Being enjoyable is considered to be an important factor that affects interest, attitudes and motivation about learning the language. In this study, the students found the flipped classroom with CLT fun, which affected their attitudes towards the language learning in a positive way. Enjoyable classroom environments and technological contexts keep students interested. Yavuz (2016) discovered that students found the flipped classroom model enjoyable due to such factors as they did not get bored; they found the lesson like a game; they did not understand how the time passed; and thus their learning became permanent, which is the similar to comment of S16 who showed how interesting and fun it was to learn with flipped class and CLT.

Yılmaz (2011) claimed that sense of humor brought along constant awareness and attentiveness. As for the theme of enjoyment, the participants found this approach more fun and enjoyable in comparison to the way they were learnt in the traditional classroom.

From the participants' point of view, the flipped classroom appeared to be an enjoyable learning experience. There was a learning curve, but as the participants became accustomed to the class format and witnessed the increased opportunities to communicate in English, they found the flipped classroom beneficial to their learning outcomes.

Even though participants commented that they enjoyed learning in this way, they did mention the increased workload as a negative aspect of the class, as S20 mentioned the pressure she had when having lots of work to do. This is one point that needs to be taken into consideration because it could cause students to lose interest in learning.

Limitations on the study

Although the present study was carefully designed, several limitations should be taken into account. The first limitation refers to the sampling of students. Selecting a larger number of students from different classes might give a better and clear insight into the differences in students' achievement and its implication to the academic success. Although we could make use of the effect sizes to develop a more in-depth picture of differences between research conditions, future research should use larger sample sizes to check whether the current findings can be confirmed. Second, the technological facilities, though most students have smart phones, two reported that they did not own smart phones. For those who have smart phones sometimes have problems with internet connection. They need to find some places where there is Wi-Fi or some students need to use their money to buy the data package for the internet. Since they could not be online at the same time, the teacher could not initiate a few of activities which encourage speaking skills. Therefore, the improvement of speaking from online tasks is less. Third, the research design should be two groups experimental research so that we can clearly compare and confirm the effectiveness of flipped classroom with the traditional classroom. Lastly, this research was carried out in a particular course setting

within a particular university program. Replication of this study with students from other courses and other universities is needed to confirm the current findings and to evaluate other flipped classes in the higher education setting.

Recommendations

1. It is important that Cambodia consider the flipped classroom as a teaching model. This study has shown that the students' experience in the flipped classroom is positive and that benefits students' language growth. Policymakers in Cambodia should consider the results of this study and what the participants said about learning English in the flipped classroom with CLT and may apply it prospectively.

2. Technology plays a big role in learning, so institutions or universities should consider providing enough technological facilities to their students.

3. Communicative Language Teaching (CLT) was found to be effective in teaching language, so instructors of a language should consider adopting this approach for their language classes.

Future research

1. Future research may focus on other skills or courses instead of the English skills alone to determine whether the flipped classroom can be applied to different types of skills or courses.

2. Future researchers should also consider conducting researches on a flipped classroom which describe students' motivation or behaviors.

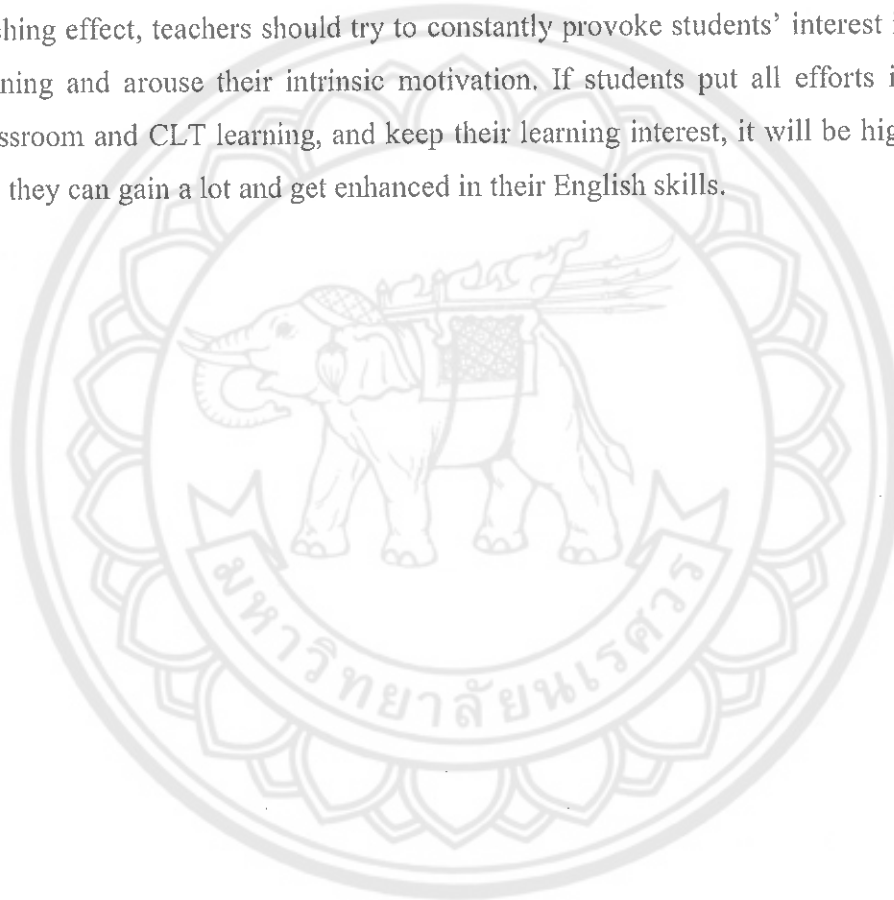
3. The researchers can also consider doing the same research with a larger group over a longer period of time.

4. The researchers could apply a flipped classroom with other teaching approaches such as task-based learning or self-directed learning.

Conclusion

This research study aimed to examine the effect of a flipped classroom with Communicative Language Teaching (CLT) approach on aspects of the students' English ability at a Royal University of Phnom Penh (RUPP), Cambodia. In addition, it aimed to investigate students' perception after learning through flipped classroom with CLT

approach. According to this study, it could be concluded that students significantly improved their English speaking skills. Apart from speaking, they also improved listening and reading skills and basic skills of grammar and vocabulary after experiencing flipped classroom with CLT for 18 hours. Furthermore, their perception toward this new approach was quite positive. Self-learning, technology, self-confidence, English enhancement, and enjoyment were found to involve in the perception of the students and their learning experience. To further improve students' satisfaction and teaching effect, teachers should try to constantly provoke students' interest in English learning and arouse their intrinsic motivation. If students put all efforts in Flipped Classroom and CLT learning, and keep their learning interest, it will be highly likely that they can gain a lot and get enhanced in their English skills.



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APPENDIX A LESSON PLAN

Lesson Plan A

Book: Touch Stone 3, Unit:10, Page 99

Teacher: PHOEBUN Marady

Time allowed: 120 mns

Date: June 14th , 2018

Objectives: At the end of the lesson, students will be able to:

- Acquire forms and the use of present perfect simple and present perfect continuous.
- Differentiate between Present Perfect Simple and Present Perfect Continuous
- Use Present Perfect Simple and Present Perfect Continuous in speaking correctly
- Comprehend the use of For and Since in Perfect tenses
- Use For and Since in Perfect tenses correctly.

Steps	Techniques/Activities	Time	Resources	Comments
Before-class (Online)	<ul style="list-style-type: none">- SS watch a lecture video about Present Perfect Simple vs Present Perfect Continuous, and the use of For and Since.- After watching, ss are asked to complete an exercise (filling in the gaps) and voice themselves saying those sentences and send to the FB group	(30mns)	Video, worksheet A	

Steps	Techniques/Activities	Time	Resources	Comments
	<ul style="list-style-type: none"> - They prepare questions and answers to ask their mates when they're catching up. - T. goes around the class to check the progress and to see if they use the correct tense or not. - Ss who are listening need to give some comments or feedback regarding their peers' report. - T. then gives a final comment. 			
After class	III.. Technique III: Evaluation <ul style="list-style-type: none"> - Through her observation, T. will evaluate to check if students face any difficulties or problems so that the teacher can better prepare for the next class. 			
Closing	<ul style="list-style-type: none"> - T. asks SS what they have learnt today - T. summarizes the lesson and link to the next topic. - T. asks ss to record a short video about what they have done/been doing recently using Present Perfect, Present Perfect Continuous, Since and For; and upload in Facebook group. 	(10mns)		

Steps	Techniques/Activities	Time	Resources	Comments
	<ul style="list-style-type: none"> - T. thanks SS for their participation and cooperation. - T. says Good Bye to end the class. 			



Lesson Plan B

Book: Touch Stone 3, Unit:10, Page 101

Teacher: PHOEUN Marady

Time allowed: 120 mns

Date: June 16th, 2018

Objectives: At the end of the lesson, students will be able to:

- Acquire meaning and the use of Already, Still, and Yet in present perfect simple and present perfect continuous.
- Use Already, Still, and Yet in speaking correctly and effectively.

[illegible]

Steps	Techniques/Activities	Time	Resources	Comments
	<p>I. Technique</p> <p>1: Personalization game</p> <ul style="list-style-type: none"> - Ss work in pair - Ss will compete with each other by trying to find things that their partner has to do but hasn't done or hasn't finished yet, e.g. "Have you had a shower today?" "No, I always have one in the evening." and "Have you revised for the test?" "A little bit". If they are playing for points, they get one point for each "Not yet" answer (but no points for things their partner hasn't done and aren't going to do). - T. goes around the class to check the progress. - T. then asks some random students to practice in front of the class. <p>II. Technique II: Role Play</p> <ul style="list-style-type: none"> - T. set roles for ss such as teacher/student, parent/child, boss/employee, club chairman/club member, bride/wedding planner - T. tell ss that they should say "No, not yet." to half of the things they are asked about and 	(50mns)		

Steps	Techniques/Activities	Time	Resources	Comments
	then explain why and/or promise future action. - T. goes around the class to check the progress. - T. selects some pairs to play roles in front of the whole class. -T. then gives a final comment.			
After class	III.. Technique III: Evaluation - Through her observation, T. will evaluate to check if students face any difficulties or problems so that the teacher can better prepare for the next class.			
Closing	- T. asks SS what they have learnt today - T. summarizes the lesson and link to the next topic.	(5mns)		

Note: This lesson plan is prepared for only 120 minutes, and is subject to change.

Ss: Students, T: Teacher

Lesson Plan C

Book: Touch Stone 3, Unit:10, Page 100

Teacher: PHOEUN Marady

Time allowed: 120 mns

Date: June 16th, 2018

Objectives: At the end of the lesson, students will be able to:

- Acquire vocabulary used to describe different kinds of movie.
- Explain and describe the movie they have watched.

[illegible]

Steps	Techniques/Activities	Time	Resources	Comments
	<ul style="list-style-type: none"> - T. then asks ss to compare answer with their friends. - T. checks the answers with the whole class. <p>II. Technique II: Describing a movie</p> <ul style="list-style-type: none"> - Ss make a world web about a movie. - Then they describe the movie they have watched to their partner. - T. goes around the class to check the progress and to provide help if needed. - T. then asks random to describe the movie they have watched. - T. gives final comments for everyone. 	(60mns)		
After class	<p>III.. Technique III: Evaluation</p> <ul style="list-style-type: none"> - Through her observation, T. will evaluate to check if students face any difficulties or problems so that the teacher can better prepare for the next class. 			

Steps	Techniques/Activities	Time	Resources	Comments
Closing	<ul style="list-style-type: none"> - T. asks SS what they have learnt today - T. summarizes the lesson - T. thanks SS for their participation and cooperation. - T. says Good Bye to end the class. 	(10mns)		

Note: This lesson plan is prepared for only 120 minutes, and is subject to change.

Ss: Students, T: Teacher



Lesson Plan D

Book: Touch Stone 3, Unit:10, Page 98-99

Teacher: PHOEUN Marady

Time allowed: 120 mns

Date: June 21st, 2018

Objectives: At the end of the lesson, students will be able to:

- Acquire some expressions used to ask for a polite favor.
- Use those words and expressions correctly and effectively.
- Use the words "All right." and "okay.", "sure" and "So" to show agreement

and moving to the new topic.

Steps	Techniques/Activities	Time	Resources	Comments
Before-class (Online)	<ul style="list-style-type: none"> - SS watch a short video about people making a conversation (asking for a favor) using some certain expressions and words. - SS watch another clips about the use of "All right" and "okay", "Sure", and "So" - After watching, ss are asked to complete an exercise on page 102-103 (filling in the gaps) - SS may note down questions and ask their friends or teacher in the post 	(30mns)	Video, course book	
During Class (F2F)	<ul style="list-style-type: none"> - An oral quiz is implemented to check if ss have watched the video or not. (asking ss to create one or two sentences 	(20mns)	Oral Quiz	

Steps	Techniques/Activities	Time	Resources	Comments
	<p>using the words and expressions learnt in the videos)</p> <p>- T. then gives some time for ss to ask for anything they don't understand from the videos.</p> <p>I. Technique 1: Group work</p> <p>- ss work in a group of 4</p> <p>- T. writes a situation on the board "moving to a new house"</p> <p>- Groups write as many favors as they can within the five minutes.</p> <p>- Then groups call out their favors. They score one point for each favor that no other group has.</p> <p>II. Technique II: Role Play</p> <p>-ss work in pair</p> <p>-Pairs write a list of four big favors.</p> <p>- Then they exchange their lists with another pair.</p> <p>- Partner take turns asking each other the favors using the expressions learnt.</p> <p>-T. goes around the class to check the progress.</p>	<p>(40mns)</p> <p>(50mns)</p>		

Steps	Techniques/Activities	Time	Resources	Comments
	- T. calls out a few pairs to play the role.			
After class	III. Technique III: Evaluation - Through her observation, T. will evaluate to check if students face any difficulties or problems so that the teacher can better prepare for the next class.			
Closing	- T. asks SS what they have learnt today - T. summarizes the lesson and link to the next topic. - T. asks ss to record a short video about themselves making a conversation with friends or teachers, and upload in Facebook group. - T. thanks SS for their participation and cooperation. - T. says Good Bye to end the class.	(10mns)		

Note: This lesson plan is prepared for only 120 minutes, and is subject to change.

Ss: Students, T: Teacher

Teacher: PHOEUN Marady

Date: June 23rd, 2018

Objectives: At the end of the lesson, students will be able to:

- Acquire some expressions in the review of the movie.
- Read for specific information.
- Talk about personal view on a movie review.

Steps	Techniques/Activities	Time	Resources	Comments
Before-class (Online)	<ul style="list-style-type: none"> - T. asks ss to read the review on page 104, and then complete the exercise about the definition of the expressions on page 104. - Ss may note down questions and ask their friends or teacher in the post 	(30mns)	Video, coursebook (page 104)	
During Class (F2F)	<ul style="list-style-type: none"> - A small quiz is implemented to check if ss have done the work assigned online or not. - T. then gives some time for ss to ask for anything they don't understand from the reading. <p>Warm up:</p> <ul style="list-style-type: none"> - What is review? - people write review of many different things. How many 	<p>(20mns)</p> <p>(35mns)</p>	<p>Quiz (page 104)</p> <p>Course book</p>	

Steps	Techniques/Activities	Time	Resources	Comments
	<p>kind of things can you think of?</p> <ul style="list-style-type: none"> - Where can you read movie review? - What movie was that? - Is the review positive? The reviewer liked it? <p>I. Technique I: Describing a movie</p> <ul style="list-style-type: none"> - ss work in a group of 3 or 4. - In groups, ss take turn describing a movie, a show, book, or concert they enjoyed. - Each group selects one best description and would like to recommend this to other groups. - The other groups vote if they would like to see the movie or show recommended. - The group with most people want to see their recommended movie or show will get a point. <p>II. Technique II: Discussion</p> <ul style="list-style-type: none"> - Ss work in a group of 3. - T. asks each group to discuss on the topic of review. 	(60mns)		

Steps	Techniques/Activities	Time	Resources	Comments
	<ul style="list-style-type: none"> - T. goes around the class to check the progress and to provide help if needed. - T. then asks each group to present their point of view to the class. - The groups who are listening give comment and feedback regarding the program. - T. gives final comments for everyone. 			
After class	III.. Technique III: Evaluation <ul style="list-style-type: none"> - Through her observation, T. will evaluate to check if students face any difficulties or problems so that the teacher can better prepare for the next class. 			
Closing	<ul style="list-style-type: none"> - T. asks SS what they have learnt today - T. summarizes the lesson - T. thanks SS for their participation and cooperation. - T. says Good Bye to end the class. 	(10mns)		

Note: This lesson plan is prepared for only 120 minutes, and is subject to change.

Ss: Students, T: Teacher

Lesson Plan F

Book: Touch Stone 3, Unit:11, Page 111-112

Teacher: PHOEUN Marady

Time allowed: 120 mns

Date: June 28th, 2018

Objectives: At the end of the lesson, students will be able to:

- Acquire the meaning of adjectives used to describe feelings.
- Differentiate the use of adjectives end in –ed and -ing
- Use those adjectives to talk about impressions, feelings or reactions correctly and effectively.

Steps	Techniques/Activities	Time	Resources	Comments
Before-class (Online)	<ul style="list-style-type: none"> - SS watch a lecture video about adjectives end in –ed and -ing. - After watching, ss are may asked to complete an exercise page111 (filling in the gaps) and voice themselves and send to the FB group - SS note down questions to ask in the class or they may ask their friends or teacher in the post about things they don't understand. 	(30mns)	Video, coursebook	
During Class (F2F)	<p>A small quiz(MCQ) is implemented to check if ss have watched the video or not.</p> <ul style="list-style-type: none"> - T. then gives some time for ss to ask for anything they 	(30mns)	Quiz F cards,	

Steps	Techniques/Activities	Time	Resources	Comments
	<p>don't understand from the videos.</p> <p>I. Technique 1: The truth</p> <ul style="list-style-type: none"> - Ss will make sentences that are true to them by using the adjectives learnt and tell their partners. - T. goes around the class to check the progress. - T. then asks some random students to report in front of the class. <p>II. Technique 2: Creating sentences</p> <ul style="list-style-type: none"> - T. creates a stack of cards that have one -ED or -ING adjective per card. - Have each student choose two cards and make sentences in rounds. <p>III. Technique 3: making a story</p> <ul style="list-style-type: none"> - T. divides SS into a group of 4. - T. Make a list of varying items: people, places, things, events, activities. - Have students tell a story about the topic using at least five-ten ED or -ING adjectives in their groups. 	<p>(30ms)</p> <p>(20mns)</p> <p>(35mns)</p>		

Steps	Techniques/Activities	Time	Resources	Comments
	<p>Examples could be: Madonna, soccer, the beach, a birthday party, my boyfriend/girlfriend, or anything from pop culture, news, or local culture.</p> <ul style="list-style-type: none"> - T. goes around the class to check the progress. - T. selects some random ss from each group to talk about their topic. -T. then gives a final comment. 			
After class	<p>III.. Technique III: Evaluation</p> <ul style="list-style-type: none"> - Through her observation, T. will evaluate to check if students face any difficulties or problems so that the teacher can better prepare for the next class 			
Closing	<ul style="list-style-type: none"> - T. asks SS what they have learnt today - T. summarizes the lesson and link to the next topic. - T. asks each group to record the presentation of each member and upload in FB group as homework. 	(5mns)		

Note: This lesson plan is prepared for only 120 minutes, and is subject to change.

Ss: Students, T: Teacher

Lesson Plan G

Book: Touch Stone 3, Unit:11, Page 112-113

Teacher: PHOEUN Marady

Time allowed: 120 mns

Date: June 30th, 2018

Objectives: At the end of the lesson, students will be able to:

- Acquire some expressions and word (I see, you see, must) and their meanings.
- Use those expressions and word to show how you understand someone's situation or feelings, and to explain something someone might not know.

Steps	Techniques/Activities	Time	Resources	Comments
Before-class (Online)	<ul style="list-style-type: none"> - SS watch a short video about people making a conversation using some certain expressions (I see, you see, must). - After watching, ss are asked to complete an exercise (filling in the gaps) in the book, page113 - SS may note down questions and ask their friends or teacher in the post 	(20mns)	Video, worksheet	
During Class (F2F)	<ul style="list-style-type: none"> - A small quiz (listening) is implemented to check if ss have watched the video or not. - T. then gives some time for ss to ask for anything they don't understand from the video. <p>I. Technique 1:Pair work</p>	(20mns)	Quiz G (page112)	

Steps	Techniques/Activities	Time	Resources	Comments
	<ul style="list-style-type: none"> - ss work in pairs. - ss think of three or more Qs such as those in exercise 2 to ask a partner. The Qs can be about hobbies, interests, free time, etc. - Ss need to use <i>You see</i> and <i>I see</i> in their conversation. - T. goes around the class to check the progress. 	(40mns)		
	<ul style="list-style-type: none"> - T. then asks some pairs to make a conversation in front of the whole class. <p>II. Technique II: Discussing the questions</p> <ul style="list-style-type: none"> -ss work in a group of three. ss use the questions on page 113 to ask one another in the group. -They will need to make a conversation by using the expressions and word learnt at least once in their conversation. - T. goes around the class to check the progress and to offer help if they need. -T. asks each group to come to the front of the class and does their role play. 	(50mns)		

Steps	Techniques/Activities	Time	Resources	Comments
	-ss who are watching need to give some comments or feedback regarding their peers' work. -T. then gives each group a final comment.			
After class	III.. Technique III: Evaluation - Through her observation, T. will evaluate to check if students face any difficulties or problems so that the teacher can better prepare for the next class.			
Closing	- T. asks SS what they have learnt today - T. summarizes the lesson and link to the next topic.	(10mns)		

Note: This lesson plan is prepared for only 120 minutes, and is subject to change.

Ss: Students, T: Teacher

Teacher: PHOEUN Marady

Date: June 23rd , 2018

- Acquire forms and the use of Modal verbs (Must, May, Might, Could, Can't)
- Use Modal verbs (Must, May, Might, Could, Can't) in speaking correctly

Steps	Techniques/Activities	Time	Resources	Comments
Before-class (Online)	- SS watch a lecture video about Modal Verbs (Must, May, Might, Could, Can't) - After watching, ss are asked to complete an exercise A on page 109, and voice themselves and send to the FB group - SS may note down questions and ask their friends or teacher in the post about things they don't understand.	(30mns)	Video, worksheet H	
During Class (F2F)	- A small quiz is implemented to check if ss have watched the video or not. - T. then gives some time for ss to ask for anything they don't understand from the videos. I. Technique 1: Making speculation based on the pictures	(20mns) (50mns)	Quiz H	

Steps	Techniques/Activities	Time	Resources	Comments
	<ul style="list-style-type: none"> - SS work in a group of 3 or 4. - T. distributes a picture to each group. - Each group needs to make as many guesses as possible within the set time based on the picture given. - One guess accounts for one point. (If they use the modal verbs correctly) <p>II. Technique 2: Guessing Game</p> <ul style="list-style-type: none"> - In the activity, ss play a guessing game where they make deductions and guess places from descriptions. - The class is divided into groups of four (Student A, B, C and D) and each student is given a corresponding set of sentence cards. - Student A begins by reading their first sentence to the group, e.g. 'Some people are walking and some are sitting down'. The other students in the group then make deductions about the place being described, e.g. 'It could be an airport'. Student A then reads out a second sentence 	(50mns)		

Steps	Techniques/Activities	Time	Resources	Comments
	<p>and the other students continue to make deductions. This continues until they guess the place. Each clue gets progressively easier, so by clue 4 or 5 the students should know the place being described.</p> <ul style="list-style-type: none"> - Student B then reads their sentences to the group and so on. - Afterwards, each group is divided into two pairs. Each pair thinks of a place and writes five clues to describe it. Pairs then read out their clues to the other pair. The other pair listens and makes deductions, trying to guess the place.- - T. goes around the class to check the progress. <p>III. Technique III: "What is the truth" game</p> <ul style="list-style-type: none"> - ss play a game where they speculate the truth behind various situations using modal verbs of speculation. - The class is divided into groups of four. Each group is given a set of situation cards and speculate cards. 			

Steps	Techniques/Activities	Time	Resources	Comments
	<ul style="list-style-type: none"> - The students shuffle the situation cards and place them face down in a pile. - The speculate cards are spread out face down. Students take it in turns to pick up a situation card, without showing it to anyone. - The other students in the group then take a speculate card each. The student reads the situation on the card to the group, e.g. 'Your friend, Noah is always late to class'. The other students then begin a conversation where they speculate the truth behind the situation. - The student with the situation card listens to the conversation. When someone guesses the truth written on the card, the student stops the conversation and gives the person who guessed correctly the card. - If no one manages to guess the correct answer, the students continue speculating until they run out of ideas. If they give up without guessing the truth, the 			

Steps	Techniques/Activities	Time	Resources	Comments
	<p>student who picked up the card keeps it.</p> <ul style="list-style-type: none"> - Afterwards, the students put the speculate cards back on the desk face down and mix them up again. - The game then continues with the next student picking up a situation card and so on. - The student with the most situation cards at the end of the game wins. - T. goes around the class to facilitate the game and the whole class. 			
After class	<p>III.. Technique III: Evaluation</p> <ul style="list-style-type: none"> - Through her observation, T. will evaluate to check if students face any difficulties or problems so that the teacher can better prepare for the next class. 			
Closing	<ul style="list-style-type: none"> - T. asks SS what they have learnt today - T. summarizes the lesson and link to the next topic. - T. asks ss to record a short video of themselves presenting 	(10mns)		

Steps	Techniques/Activities	Time	Resources	Comments
	<p>about certain object by making speculation; and then upload in Facebook group.</p> <p>- T. thanks SS for their participation and cooperation.</p> <p>- T. says Good Bye to end the class.</p>			

Note: This lesson plan is prepared for only 120 minutes, and is subject to change.

Ss: Students, T: Teacher



Teacher: PHOEUN Marady

Date: June 30th, 2018

Objectives: At the end of the lesson, students will be able to:

- Acquire some words about people who make a difference.
- Listen to get the main idea and specific information.
- Present a volunteer project they would do if they had a chance.

Steps	Techniques/Activities	Time	Resources	Comments
Before-class (Online)	- T. will post a list of difficult words (which will appear in the listening), with an exercise in the FB group. - Ss are supposed to search the meaning of the words and complete the exercise. - Ss may note down questions and ask their friends or teacher in the post	(30mns)	Video, worksheet I	
During Class (F2F)	- A small quiz is implemented check if ss have done the work assigned online or not. - T. then gives some time for ss to ask for anything they don't understand from the video. I. Technique 1: Listen for main idea - T. plays an audio	(20mns) (15mns)	Quiz I (page 115) Course book	

Steps	Techniques/Activities	Time	Resources	Comments
	- Ss listen and tell about the general thing the 3 organizations do. - T. then asks some random SS to tell the whole class.	(25mns)	Course book	
	II. Technique II: Listen for specific information -ss work in pair - T. plays the audio - Ss listen to the audio again and note down the specific things each person in the audio plan to get involved with the organization. - Ss share their answers with the pairs -T. then checks answers with the whole class.	(60mns)		
	III. Technique III: Presentation - Ss share their answers with the pairs - Ss work in a group of 4 - T. asks each group to think of a volunteer project they could start. - T. goes around the class to check the progress and to provide help if needed.			

Steps	Techniques/Activities	Time	Resources	Comments
	<ul style="list-style-type: none"> - T. then asks each group to present their program to the class. - The groups who are listening give comment and feedback regarding the program. - T. gives final comments for everyone. 			
After class	III.. Technique III: Evaluation <ul style="list-style-type: none"> - Through her observation, T. will evaluate to check if students face any difficulties or problems so that the teacher can better prepare for the next class. 			
Closing	<ul style="list-style-type: none"> - T. asks SS what they have learnt today - T. summarizes the lesson - T. thanks SS for their participation and cooperation. - T. says Good Bye to end the class. 	(5mns)		

Note: This lesson plan is prepared for only 120 minutes, and is subject to change.

Ss: Students, T: Teacher

Worksheet A

❖ Online worksheet (Touchstone 3, unit 10, page 99)

I. Complete the following sentences with Present Perfect Simple or Present Perfect Continuous.

1. Here is the pen. I _____ (buy) it.
2. She is tired because _____ (run).
3. The wall looks beautiful now. I _____
(paint).
4. I can tell you the story because I _____ (read)
it.
5. My hands are dirty. I _____ (repair) the car.
6. The car is OK again now. I _____ (repair) it.
7. She _____ (smoke) too much recently. She
should smoke less.
8. Somebody _____ (smoke) all the cigarettes.
The packet is empty.
9. It's nice to see you again. What _____
(you/do) since we last met?
10. Where have you been? _____ (you/play)
tennis?

Quiz A**Name:** _____**Date:** _____**I. Present Perfect Simple or Present Perfect Continuous?****Q1.** Which of the two sentences below is correct?

A: Bob has worked late every night recently.

B: Bob has been working late every night recently.

Q2. Which of the two sentences below is correct?

A: She has borrowed our car. Now we don't have the car to use.

B: She has been borrowing our car. Now we don't have the car to use.

Q3. Which of the two sentences below is correct?

A: I've finished my homework. Now I'm going to watch TV.

B: I've been finishing my homework. Now I'm going to watch TV.

Q4. Which of the two sentences below is correct?

A: They have eaten the pizza. There's still a slice left.

B: They have been eaten the pizza. There's still a slice left.

Q5. Which of the two sentences below is correct?

A: She's worked in the garden all morning and she's still not finished.

B: She's been working in the garden all morning and she's still not finished.

Q6. Which of the two sentences below is correct?

A: Why are you sweating? - I've cut the grass.

B: Why are you sweating? - I've been cutting the grass.

Q7. Which of the two sentences below is correct?

A: How many biscuits have you eaten?

B: How many biscuits have you been eating?

- Q8. Which of the two sentences below is correct?
A: How long have you known her?
B: How long have you been knowing her?
- Q9. Which of the two sentences below is correct?
A: I've had this computer for over 10 years.
B: I've been having this computer for over 10 years.
- Q10. Which of the two sentences below is correct?
A: I've had piano lessons for over 10 years and I'm still not very good.
B: I've been having piano lessons for over 10 years and I'm still not very good.

II. For or Since?

1. They have been skiing _____ lunch.
2. He has been a party member _____ ten years.
3. It hasn't rained in this region _____ at least five months.
4. We have not been to the seaside _____ last June.
5. She has not appeared here _____ Christmas.
6. She has been doing her homework _____ seven.
7. He has been a tennis player _____ 1989.
8. They have been quarrelling _____ midnight.
9. I have known him _____ childhood.
10. She has been singing _____ two hours.

Quiz B

Name: _____

Date: _____

I. Choose the correct answer

1. You don't have to do it. I've (already, still, yet) done it.
2. I've had no time. I haven't done it (already, still, yet) .
3. I (already, still, yet) haven't seen that movie.
4. I've (already, still, yet) told you what to do. Listen carefully this time.
5. The plane has (already, still, yet) arrived. It was really early.
6. We haven't finished (already, still, yet) .
7. We (already, still, yet) haven't got any information from them.
8. Have you watched the newly released movie (already, still, yet)?
9. OMG! It's already midnight. I haven't finished my homework (already, still, yet).
10. She (already, still, yet) hasn't found her true love.

Worksheet C

Match the words with their definitions

Kinds of movie	Definitions	Answers
1. Romantic comedy movie	A. a film with a fast-moving plot, usually containing scenes of violence	1 →
2. Thriller movie	B. a movie of genre with light-hearted, humorous plotlines, centered on romantic ideals such as that true love is able to surmount most obstacles.	2 →
3. Horror movie	C. a film in which individual drawings, paintings, or illustrations are photographed frame by frame (stop-frame cinematography).	3 →
4. Science fiction movie	D. a film that has an exciting story, often about solving a crime	4 →
5. War movie	E. is a genre of speculative fiction, typically dealing with imaginative concepts such as advanced science and technology, spaceflight, time travel, and extraterrestrial life.	5 →
6. Musical movie	F. a film genre concerned with warfare, typically about naval, air, or land battles, with combat scenes central to the drama	6 →
7. Animated film	G. a film in which very frightening or unnatural things happen, for example dead people coming to life and people being murdered	7 →
8. Action movie	H. a movie that includes singing and/or dancing as an important element and also involves the performance of song and/or dance by the main characters.	8 →

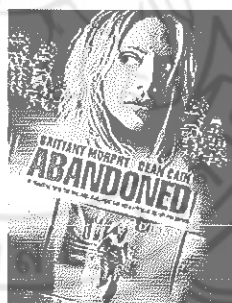
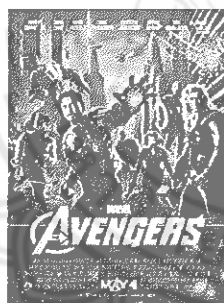
Quiz C

Name: _____

Date: _____

Label the pictures with the words in the box. (8pts)

- | | | |
|---------------------------|---------------------------|-------------------|
| (1) war movie | (2) thriller movie | (3) action movie |
| (4) animated film | (5) horror movie | (6) musical movie |
| (7) romantic comedy movie | (8) science-fiction movie | |



Worksheet G

These are common adjectives ending in -ed and -ing.

-ED	-ING
1. Interested	Interesting
2. Exhausted	Exhausting
3. Embarrassed	Embarrassing
4. Pleased	Pleasing
5. Surprised	Surprising
6. Thrilled	Thrilling
7. Annoyed	Annoying
8. Confused	Confusing
9. Depressed	Depressing
10. Fascinated	Fascinating
11. Frightened	Frightening
12. Scared	Scary
13. Shocked	Shocking
14. Relaxed	Relaxing
15. Bored	Boring
16. Worried	Worrying
17. Tired	Tiring
18. Satisfied	Satisfying
19. Excited	Exciting
20. Disappointed	Disappointing

Quiz G

Name: _____

Date: _____

Circle the correct words to complete the conversations.

1. *A* That lecture was really **interested** / **interesting**.
B Yeah. The speaker was **amazed** / **amazing**!
2. *A* I get really **frustrated** / **frustrating** when I forget my keys at home.
B I know. Things like that are so **annoyed** / **annoying**.
3. *A* These directions are really **confused** / **confusing**. I can't understand them.
B I'm not **surprised** / **surprising**. I don't understand them either.
4. *A* I was **fascinated** / **fascinating** by the movie.
B Me too. Some parts were really **shocked** / **shocking**, though.
5. *A* I'm not very **pleased** / **pleasing** with how this report turned out.
B I know. It's a bit **embarrassed** / **embarrassing**. Some of the numbers in that chart are wrong.

Quiz G

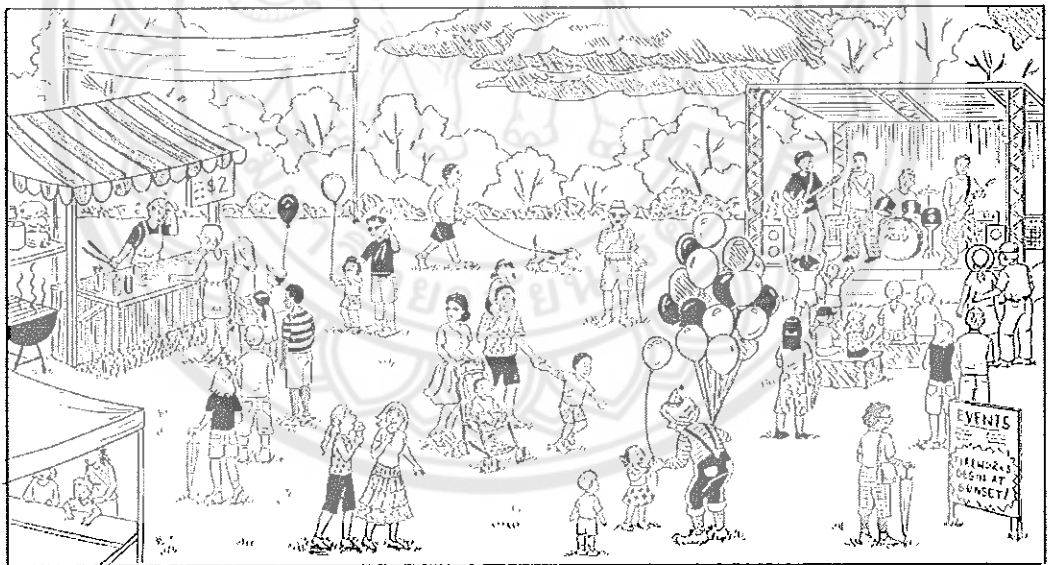
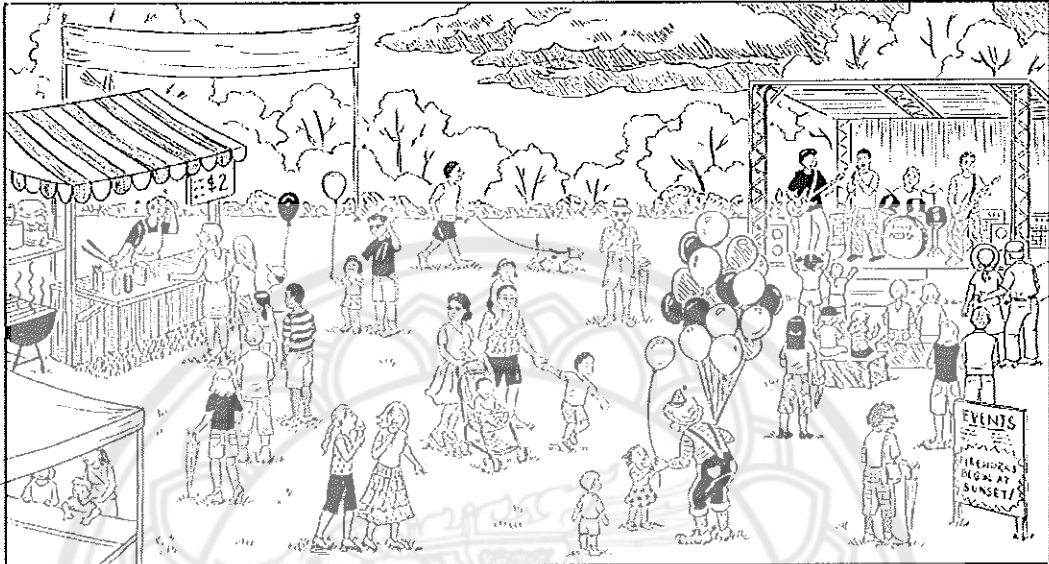
Name: _____

Date: _____

Circle the correct words to complete the conversations.

1. *A* That lecture was really **interested** / **interesting**.
B Yeah. The speaker was **amazed** / **amazing**!
2. *A* I get really **frustrated** / **frustrating** when I forget my keys at home.
B I know. Things like that are so **annoyed** / **annoying**.
3. *A* These directions are really **confused** / **confusing**. I can't understand them.
B I'm not **surprised** / **surprising**. I don't understand them either.
4. *A* I was **fascinated** / **fascinating** by the movie.
B Me too. Some parts were really **shocked** / **shocking**, though.
5. *A* I'm not very **pleased** / **pleasing** with how this report turned out.
B I know. It's a bit **embarrassed** / **embarrassing**. Some of the numbers in that chart are wrong.

Worksheet F



Quiz F

Name: _____

Date _____

Circle the correct words to complete the conversations.

Conversation 1

A Do you know where Jim is?

B He's running late. He just texted me and said his daughter is sick. She **must / may** / **can't** be home from school today. ⁽¹⁾

A Oh, that's too bad. She **can't / must not / might** have the flu. It's going around I heard. ⁽²⁾

B Oh, really? And I wonder where Sally is. She **could / may / might not** remember we have a meeting this morning. She always forgets ⁽³⁾ to put them on her calendar.

A True. Or she **could / can't / may not** just be late, too. Why don't you call her? Just in case. ⁽⁴⁾

Conversation 2

A Did you know it's Tonya's birthday today?

B No. Really? How old is she?

A She **could / must / can't** be 22. We celebrated her 21st last year.

B Are you sure? I think she **might not / can't / might** be 23. Her sister is a year older, and I think she's 24. ⁽⁵⁾ ⁽⁶⁾

A Well, anyway, we should take her to lunch. She said she's free, so she **can't / might / must** have plans. ⁽⁷⁾

B Well, that new French place **can't / must not / might** be good. I've heard great things about it. Let's go there. ⁽⁸⁾

Appendix B Tests**Writing Pre-Post Test**

Name: _____

Date: _____

Part A: Grammar (40pts)**I. Choose present perfect simple or present perfect continuous. (5pts)**

1. I've (written/ been writing) to the bank twice, but I haven't had a reply.
2. We've (painted/been painting) the bedroom. We've nearly finished.
3. They've (known/ been knowing) each other for ten years.
4. Have you (seen/ been seeing) the new James Bond film yet?
5. I've (tried/been trying) to call you all morning!

II. Complete the gaps with Present Perfect Simple or Present Perfect Continuous. (5pts)

- 1) The kitchen is a complete mess! What _____ (the children/do)?
- 2) Julie _____ (learn) to drive for one year. She's still learning.
- 3) Simon _____ (write) three books. Those are very interesting.
- 4) Recently, I _____ (study) a lot. My exams are in a few weeks.
- 5) I _____ (do) everything I needed to do today! Horray!

III. Complete the sentences with For or Since. (5pts)

1. I have lived in London three years.
2. Leila has been a nurse 1999.
3. We haven't met our last year at high school.
4. I have been teaching a long time.
5. What have you been doing you left your last job?

IV. Complete the following conversation with correct word (Already, Still, Yet)
(5pts)

1. A: There's a new Thai movie out. Have you seen it?
 B: Oh, is that The Brother of The Year? Yeah, I'veseen it.
 It was hilarious. Have you seen it?

2. A: So, do you want to go on a trip to Siem Reap this weekend?
 B: I am not sure. I'vevisited most of the places in Siem Reap.
 A: Really? I haven't been there.

V. Complete the sentences with the correct modal verb. (10pts)

1. The phone is ringing. It (can't, can, must) be Charlotte; she said she would call this morning.
 2. She (might not, must, can't) be in love with him She told me she hates him.
 3. He (can't, might, must) be at the gym right now. Sometimes he goes there at this time.
 4. This is not possible. You (might not, can't, must) be serious!
 5. You should pick up the phone. It (can, might, can't) be an important call.
 6. He (might not, must, can't) know the answer. He's the best in the class.
 7. You (might, can, can't) be right, but it's better if we check.
 8. He (might not, must, can't) be in the class. I saw him at the library a minute ago
 9. A: "Who's at the door?" B: "I don't know. It (can't, must, may) be John."
 10. He has five modern cars at his house. He (must, can't, may) be rich.

VI. Choose the correct adjective. (10pts)

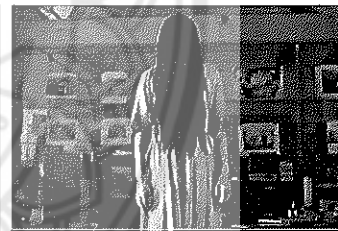
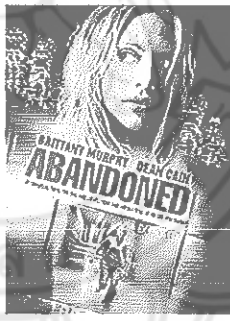
1. This wet weather is so (depressed/depressing).
 2. I will be very (surprised/surprising) if she does well in her test.
 3. My new job is extremely (tired/tiring).
 4. He's such a (bored/boring) person. He never wants to go out.
 5. I'm (confused/confusing). I have no idea what to do.
 6. Did you hear the (shocked/shocking) news about the accident?
 7. I'm not very (interested/interesting) in sport.
 8. The film is very (excited/exciting).

9. I am (frightened/frightening) of spiders.
10. I am really (disappointed/disappointing) with my grade in the grammar test.

Part B: Vocabulary (20pts)

I. Label the pictures with the words in the box. (8pts)

war movie, thriller movie, action movie, animated film, horror movie,
musical movie, a romantic comedy movie, science-fiction movie



II. Complete the conversation with the words/phrases in the box. (8pts)

Ok I wanted to sure would it be ok so
all right would it be all right with you if I was wondering if I could

Tena: Excuse me, (1)..... talk to you for a second?

Paul: (2)..... Let me just send this e-mail.

All right. So, what can I do for you?

Tena: Well, (3).....ask for a favor, actually.

Paul: (4).....

Tena: (5).....I took Friday off?

Paul: This Friday?

Tena: Yes, I'm going away for the weekend; and um, the traffic is always bad on Friday afternoons. So I was thinking, if I took the day off, I could get an early start. (6).....with you?

Paul: Well, (7)..... As long as you finish everything before you go.

Tena: Oh, thanks. I definitely will.

Paul: Ok (8)., was that all? All right, well, have a good weekend.

III. Complete the conversation with "I see." And "you see." (4pts)

1. **A:** Would you like to have more free time?

B: I actually have a lot of free time at the moment. I've finished my exams,
.....

A: You must be happy about that.

2. **A:** Is there a country you'd really like to go to?

B: yeah, Thailand., my closest friend goes there a lot with his work; and it sounds fascinating.

A: She must have a really interesting job.

Speaking Test (Interview Questions)

1. What have you been doing since you left high school?
2. Have you done anything special for someone? What is that? Tell me about that.
3. Have you seen any good movies lately? Can you tell me about it?

4. Give student one picture, and ask them the following questions
 - What do you see in the picture?
 - Describe the picture.
 - How do you feel about the picture?
5. The teacher asks students to select one picture among the three. Then the teacher asks them to make at least three guesses about the picture.



APPENDIX C INTERVIEW QUESTIONS

1. Do you like to watch the lecture videos before coming to class? Why? Or Why not?
2. Do you like the online activities? Why? or Why not?
3. Do you find in class activities useful and interesting?
4. Do you see any improvement in your speaking ability after some time of learning through this style?
5. Do you like this kind of teaching? (Flipped classroom with CLT)
6. Is there anything you want the teacher to change? If yes, what is that?
7. Can online activities improve your English skills?
8. Which step of flipped classroom with CLT do you like the most, why?



APPENDIX D STUDENTS' TEST RESULTS

Name	Writing Tests		Speaking Tests	
	Pre-test	Post-test	Post-test	Post-test
1. Student 1	45	52	7	11
2. Student 2	37	45	10	14
3. Student 3	53	58	17	19
4. Student 4	44	53	15	17
5. Student 5	41	55	11	16
6. Student 6	39	47	17	17
7. Student 7	41	53	14	17
8. Student 8	37	54	15	18
9. Student 9	51	57	15	16
10. Student 10	47	53	15	15
11. Student 11	38	50	14	16
12. Student 12	38	51	6	8
13. Student 13	48	53	16	20
14. Student 14	40	52	16	19
15. Student 15	36	54	8	15
16. Student 16	38	46	8	16
17. Student 17	45	58	16	17
18. Student 18	40	47	12	14
19. Student 19	34	45	8	9
20. Student 20	50	51	10	15
21. Student 21	46	57	16	20
Mean	9.23810		3.00000	
Std. Deviation	5.41207		2.09762	

APPENDIX E STUDENTS' SELF-REPORTS

S19

Hello teacher! There are my mind when I studied with you. For a short time when I studied with you my English language is better than before. I learned about using grammar better, going to school faster and having more friends. I like your teaching because teacher's teaching is so good, but there are some disadvantages for students to learn. For points in each teaching. Punish students one absence when who go to school late three times. This point I think is good. So that students don't go too late, but also have some side effects for home's students away from school. The first step for students to do quiz is good for students to review the lessons that studied already and to know the student's ability to understand the lessons. For learning by watching videos at home before going to school this allows the students to better understand the lessons and, if not convincing, can look again and again. I like do homework by post in Facebook because teacher can have enough time to screen time, there are some risks for students without smart phone. And one more thing for group work in the classroom is very good activity for students which allows students to exchange ideas as well as get new ideas from teammates.

S15

Hello Teacher,

My name is [REDACTED]. I'm very happy to study with you. Though it's short period of time, but it's meaningful for me. I really appreciate and like your teaching because it helps me to improve my English speaking. I like it because when we studied with you, you offered so many activities which help in our listening and speaking skills. Most importantly, you explained each lesson clearly with a variety of practices. Those activities help students to remember lesson better and make us happy to learn this language. All the activities and tasks assigned by you such as posting videos in group, voice and video recordings, all benefits to our learning and I also like them. For example, lecture videos which you posted in the group, I like them the most because I can prepare lessons which are to be taught. I watch again and again until I understand the lessons. If I cannot understand all, I can note some questions to ask teacher in the class. Moreover,

I also like the tasks you give us to do after watching the lecture videos because I could really test my ability of how much I could understand the lesson. Sometimes we think we understand the lessons, but when we do the exercises and cannot do it well, we know we do not understand them much. To add, I love your activities in class and early morning quiz as well. Quizzes make me review lesson which I have watched at home. Usually, when we learn, we care about our score, so we have to review the lessons for quiz to get high score. For activities, which are done in the class, help me to talk more though it's wrong. It helps classmates to get closed to on another, most importantly, it helps to enhance my listening and speaking skills. For voice recording, I also like it because it helps our speaking skills. For video recording, it helps boost up my confidence, but it just takes more time to record. It's good for speaking, it's just that at the beginning we made many mistakes and feel shy.

To conclude, when I learn with you, I can understand the lessons better and clearer, more confident in speaking English, better my listening skills. Generally, I love your teaching though I made mistakes sometimes, but I'm happy that I can speak more.

S12

I like watching lecture videos, doing exercises, quiz, and in-class activities.

Video: when we watch videos, it helps us to pronounce the words clearly as the native speakers. Moreover, we can be fluent if we practice often.

Doing exercise: It can help us know how to use grammar and learn many new vocabulary.

Quiz: can measure our ability of how much we have improved.

Activities in class: When learning for many hours, it makes students feel bored and sleepy, but if there are activities or games to play for a short period of time, it may make students feel better. Sometimes learning for many hours, some students may not remember everything which have been taught.

For voice record and asking questions, I don't like them.

Record voice: it wastes time on recording and I kind of don't like this kind of thing.

Questioning: It's also good when teacher asks students questions. Teacher can know student's ability and levels.

After studying with you for three weeks, I am more confident to face with other people. For speaking skills, I feel like it's still the same. I still cannot find right words to talk and still stuck when talking.

Generally, my study has improved a little bit. This new approach is quite good because it makes students get used to speaking and have confidence, and also can express themselves and share ideas to other people without any hesitation.

S1

I like to do homework and post in Facebook group : i like it because do it modern and population for many student who like study on network 2.watch video on Wednesday and Friday night : i like it because it help me to learn and know about new lesson and make me remember about it quickly 3. Quiz on 7 am every Saturday morning : i like it because you can make us have a good habit in studying such as come to school regularly 4.pratise : like it because you always divide us into group that make us in class have a good contact and have a good knowledge everybody 5.interview us 2time is the first and the end day of we study with you : i like it cause it make me to can speak English and finally after i study with you I can speak English more than before ,can writing, make me know about grammar clearly and make me have a good knowledge . Thank teacher for your good teaching 🙏🙏

S7

Dear T.Marady

Hello teacher, I just want take some time to express about my thinking that how much I enjoyed to being your English class for this three weeks. I am really pleased that you have made my English class was so exciting and I really never though that I can have a great teacher likes you.

Honestly, you are a truly teacher I mean you have been changed my class to be a new view everything in class such changed almost all the thing. We got a new system learning from you that before I wish I was have this class one day. Well, the first time I met you in class and you have been introduced yourself to everyone in class. Hmm, that is sure that the first time I thought that whyi have to get a new teacher? what happen to my studying?. Now I got result. You give us a flipped class. Actually, flipped class is

a great class which I never got before. Flipped class is a class that homework we do at school and schoolwork we do at home. Wow, We had to wake up early for hurry come in time for class, We had to watch some video about lesson which we are preparing for tomorrow class that you posted in our facebook group named "English class with T.Marady" some lesson you want us to take video for show our answer for that exercises, take some photos about our answer, record voice about answer and so on. For the special think that I love in this class is before starting class every students have been got some quiz about the lesson that you posted in facebook group. On more adorable thing that I been interested in that class is you made everyone in class got along with each other, I mean before also my friends and I don't talk too much with each other, we just knew some friends who seat next to us, but when you got here we changed because you give us some activities in group that we can know more friends, yeah that such nervous that my classmates and i just knew each other when we almost finished class for this year. Also you created some game for us, yes it is not just a simple game but all the game we have been playing is connected to our lesson today. So everyone in class might not feel boring and tiring with class because we got more fun from games. Look at to the past class, we just listen to what teacher teaching, just reading, do some homework...etc. By doing all this thing, I think that my studying is more betters than before and especially I don't sleeping when teacher is teaching.

Thank you for the class although just short time but my studying is more betters with you. I believe that you will be a great teacher forever. Hope one day I can see you again in somewhere.

Best love

S9

Hi Teacher! I'm [REDACTED]. I like your teaching style. I like self-study. Self-study is good for university student I think. Lecturer doesn't have much time to care all student, they are very busy and some lecturer just teaches maybe 1h30mn per day. It's good for us to read a book or watch the video that related to our lesson before class, I like this kind of teaching. One thing that I don't like is taking the video. I'm a type of person that don't like take a photo or video. I'm also a type of person that don't like talk a lot. I never use English to make conversion with another people, but when I studied

with you, I did it. Now I can improve a little bit of my speaking skill. Thank you that give this chance for me. One more thing is about the quiz, one week three quizzes, I never try this before. But it's not bad I think, it can help those people who are lazy or always come to school late. At last I want to say that thank you teacher and I support your teaching style and I hope that you can do it very well with another student. Keep moving. I like watching video before class start. It easy to understand. Maybe I'm interested in this point. On the internet there has a lot of video and I can learn more instead the lesson. 2. I don't like taking video. I'm not a talkative person and I really don't know how to say when the camera is in front of me. I also don't like taking photo too. 3. I don't really like the quiz every section. But I support this point, because it can help me go to school early and remember all the lesson that studied at last section. 4. I like class activities. I'm a person that don't like talking. But this activity can make me braver to talk with classmates and can improve my speaking too. Playing game related to lesson is interesting. It can reduce stress and I didn't get bored.

S10

This is my feed back of your teaching style

Actually, I really like your teaching style because I think that this style it can improve me all reading, speaking and listening skills. Especially, group work and all the steps of your teaching. The steps include:

Watching the videos

Watching the videos it's really important for me because it make me focus on video and try to listening to be know about videos.

Doing online tasks

Exercise: it can improve my knowledge to do exercise in book after watching videos.

Audio: make me try to listen about audio, improve listening skill and teach me about pronunciation through listening audio.

Video recording: this step it's really important for me because I never record video before so, it make me shy but after I studied with you I think I brave than before to record video myself.

Quiz

For quizzing it's really good for me because it make me spend a lot of time to review the lesson that we studied already and improve my grammar to be better. Moreover, I can get high score too.

Question and answer session

This session very important for me because before I go to study I was prepared answer already and reviewed to answer with you, when you ask me.

Activities the class

Pair work and group work it's the best for me because I think that we can work with each other and share our knowledge to group and what the most important foe me we can know each other that before because before you come to do research our class we have a little time to talk with each other and sometimes we don't know each other. So I really thank you teacher.

Finally, I want to say I really thank you so much teacher that you came to taught me and I want to suggest you if we have a chance I want to study with you again. And I want you improve listening skill and speaking to all the students.

S13

Dear teacher Marady

First, I want to thank you for your teaching however it's short but I think it's a great time that I can study with you. For your new learning that called, 'Flip learning', the first I think it's a new way for my study, I felt interested when you told us about this learning. I can say like this because when you posted the videos that contact with grammar in to our group, I think it's a time to improve my knowledge more about study English, I can learn by myself and I can watch other videos when I'm not sure about some points of grammar that you posted, I like this step, I like watching and do researching by myself. For another steps such as doing online tasks, quiz and Q&A session, it's a difficult one for me. Especially, for the first time of recording video, I felt worried about my speaking and I didn't brave enough when I did it. But long time after, I can do it better than the first time, it's not only recording video post in group, it includes some of quiz and Q&A too. However I did the quiz wrong but I'm happy because the more I got wrong, the more I get some experience too. On the other hand, for me, I'm

just afraid when I went to study with new people around me but when I studied with you, you gave me some activities to connecting with another, I can join with them, I can make a new friendship with new people and I can improve my knowledge when we started to speak English. I like all of this steps but I have some problem with your teaching, I felt like you taught us so fast that's why some of lesson I'm not clear. That's all for my feedback, thank you for teaching me and all of students. We love ♥ you

S2

I think this new teaching is good. I like watching videos before coming to the class. I can learn by myself. For exercises online, they are also good because we can test our ability after watching the lessons. But I don't like video recording. It takes so much time and I feel shy to do it. For activities in class, I like it so much because it's fun and interesting. There are many activities and games for us, so we don't feel sleepy at all. I can make our friendship stronger because we always work in pairs and groups.

S17

I like your new teaching, especially watching the videos and completing exercises online. I always use phone, so it's good to make use of it.

Because the video is with the explanation. I like to watch the gesture. Even when in class, I always make sure I sit where I can see the gesture of the teacher when explaining because when I do the exercise, I can imagine their gestures. One more thing is that when I read book, I will feel sleepy when I read for long time. But for video is okay. Videos are like movies. If we compare reading the book, and watching the videos, for sure, we can remember more from videos. And when I watch the videos, I can do some parts of the exercises in the book.

I also like voice and video recording, but, it's very difficult for me at the beginning. But later on, it gets easier and easier as I get used to it. When we first learn English, we never get to speak, so when we speak, we feel nervous and forget all the words. But now it's a bit better. We get used to speaking more.

For in-class activities, when we learn with the previous teacher, he never did like you. We sit individually and we don't know one another. We only those who sit near us. When he asked us to complete the exercises, sometimes he checked it but

sometimes not. So we don't know which one is wrong or right. Even when we ask him, it's still not clear. But for now, we always move around. We feel a little closeness among our classmates. Most importantly, you get us to talk more. I never get to speak before. At first, we started speaking, I feel very nervous and could hardly talk. I know what to talk, but I cannot talk. If you ask me to write, it's ok. But when it comes to speaking, it's very difficult because it's my first time and I don't get used to it. But for now, it's quite better.

S20

Dear teacher,

Generally, I like your teaching style. I like watching video before come to school the most because it easy to know that what teacher will teach us and if we don't understand we can note it and ask teacher it's a better way than I have studied before. I also like working in groups. It's fun and also get to know more about one another. when we watch video before come to class is a good because I can sometime when I watch I can practice everything in video with my friends or every year with my roommate and then I go to class I can do it well with your quiz and everything. I like watch because when i watch it I can learn it before you and then I come class you teach more I can seriously about this lesson

I'm not used to record videos and post, so I feel very shy. When you ask us to post, I feel like I want to do it too but I dare not to do it.

I also like your activities in class. I like it because when we practice it we will remember more than usual. When we learn with fun, it's easy to remember. But sometimes I feel like there're too many activities, so I feel bored sometimes.

After learning with you for three weeks, I can see I can improve some English. At first, I feel shy when teacher ask me but now I don't feel like before. Now I'm kind of getting to used it. I don't get nervous or scared of making mistakes. I will just talk it out.

S18

Dear teacher

I think your teaching is good. I like to watch the lecture videos but I don't like to record voice or videos. It is difficult and I feel shy. For activities in class, I think it's good because we can get closed to our friends. But sometime it's too much.

I think after learning with you for three weeks, I can improve a little bit of my speaking. I can speak a bit more and more confident.

Thank you.

S17

For activities in class, I think it's good but it's a bit too much.

All the exercises that you let me do by online, I think it is not bad because all the exercises all the exercises even though online or outside, it's always good. Recording videos, it's the first time for me so it makes me feel bad because I feel shy to everybody around me.

About speaking, as you know we just have little time to talk, so I think it's a problem. During I study with you, though I cannot get more, but I can reduce my shyness and be more confident.

Generally, I can say that the way you teach is good.

When you join the class for the first time, you spoke English. I thought that you were a strict teacher and I didn't know I could study with you or not. But I felt so happy because I thought that you could urge me to speak English. I was interested in your teaching. 2 points. First, you required students to work in pairs. Before in the class didn't do this activities. Students didn't know each other clearly. We just knew the faces but we didn't know the names and the relationship was so far. After you made this activities we started to know each other. We made conversations and share the ideas to each other in the group to discuss about something. The second point, Posting video on fb. This point attracted me because I am a person who is shy and I don't know about alot about technology. When you started posting video and told students to record and make video for you, I didn't want to do it.

Initially, I did not thought that at I didn't do it. I still didn't know how to use it and I could cancel my fear and I could become a person who can live in technological society. Finally, Speaking English in class. This point is very particular for me. I really wanted to speak English and in the class we speak English, we will improve our knowledges. When you made this point, I started to speak. I didn't care my speaking was right or wrong. I just wanted to motivate myself. In brief all the points that you had taught me, I thought they are good all. I want this teaching happens in every universities in Cambodia.

Hi teacher

I'm really happy that you have spent your time teaching me and all the students in the class during these weeks. On the activities, we have changed the manner of having English, are not the same as the previous manner of studying English. During studying with you, I found out that my habit of my speaking has been changed because you put homework, class work and also the video from youtube for all the students in the class for more practicing of home. In addition, it made myself improving myself in studying English, all the lessons were posted in the group page, so I can do the students learned without the teacher is able to prepare before having the English class. However, sometimes, I was tired with the activities, but I was understanding that it is very important to develop myself from the business, and become a good student.

To teacher MARADY

I'm really glad to meet you teacher. It was a short time that we have a chance to study with you. Classroom activity or homework is an appealing idea that I have never met before. The classroom activity is an ideal idea for us because you have a lot of activities. The activity that I like the most is working in group or in pair. The vital of this activity is communicating and sharing the idea. When we worked in pair, we are not only discuss but also practice our speaking skill. I'm a careless person when I work individually. I need to observe while I'm working in group or in pair, so I can enrich my education. Another activity is taking a video of our speech. At the first I thought that it is very disruptive but now I get used to this activity. I noticed that it has a lot of benefit. Especially for those who are painfully shy with the speaking will be a good way. They can display their speech by this way. If we practice everyday, it will become routine. When we have a speech, we can speak more confidently. Finally, I suggest that you not put a lot of activities or works in the classroom because it makes us boring.

after I studied with teacher I feel better than before. I have have an confident to speak English to people. I like to watch more lesson and activity in the class such as work in group. I like it because I have a relationship with friend in the class. especially I like to know more that teacher give and do give everyday lesson is give me other grammar. I don't like to take a lot of time to exercise because sometime I spend a lot of time to take it and so I feel shy for to take video.

Hi teacher. There are my friend about study with you. When I studied with you, I feel my English language is better than before. I like many of your steps and some steps I dislike. I really like watching the videos because I can understand most of the lesson. If I don't understand I can watch it again and again. But study with teacher they explain us for one or two times. For doing extra lesson like exercise, audio and video recording are so boring for me because I need to spend much time with it. So sometime I don't have enough time to review other subject about quiz. I really like it too much because we can test our ability how much we can understand of each lessons. And in activities the class I also hope to be more and speak a lot.

[illegible]

After I study with you for three weeks
I feel brave and confident to speak English
than before I am an embarrassing person.
And we don't know our classmate but now
we ^{know} each other clearly. Especially my teacher
told me don't be shy sometime students in
our class speak wrongly but we don't know
their mistake

APPENDIX F TEACHER'S FIELD NOTES

June 14th, 2018:

Physical environment: The general classroom is good. Chairs, teacher's table, whiteboard, fans are in good condition. It is clean and comfortable enough to learn. Students' chairs are moveable which is convenient for group work.

Online platform: At the beginning, most students feel surprised and unhappy to involve in activities proposed by the teacher. They show they are not happy with the sudden changes made by the researcher. It was very disappointing to realize that only one of third did what was required by the teacher. The rest of the class did not do and didn't dare to tell the teacher their problem or reason they did not do it.

In classroom: for in-class activities, most students followed what the teacher asked them to do. Surprisingly, when it came to pair work or group work, many of them did not know how to work with one another. They said they never did like this before. Most importantly, it was hard for them when they worked with whom they rarely or never talk to. This classroom context, students are from different departments and faculties. They only come for English class twice a week. As a result, students don't know and are not close to one another. Moreover, some students are shy to talk to new people. Though they have been learning with one another for almost one whole year, their closeness is still lacking. They only talk to those they know or sit nearby, and their previous learning environment is not encouraging in term of cooperation. Some students were hesitated to talk to their group members and were shy to express themselves. Some tried to avoid the speaking activities. The researcher noticed that some were shaking while coming to the front of the class for presentation. Many other students felt pressured. For quiz, some students were surprised by how short it took to do the quiz. Some missed the quiz because of their lateness

June 16th, 2018 (two sessions)

Online platform: More students, but not all students, followed what was assigned by the teacher. They watched the video posted and did writing assigned task, yet some worked on video recording task.

In classroom: There was still a challenge for students to adapt themselves to CLT activities. Those who are naturally shy was having a difficult time to communicate and work with their classmates, and some other students were trying to follow what was asked to do. Some students still feel pressured. However, some other students started to enjoy the activities.

June 21th, 2018

Online platform: All students watched the video and most of them did the task assigned.

In classroom: Now students are more familiar with the approach used and started to enjoy what was being offered. They were happy to talk and worked with their classmates. They learnt to share their ideas in the group, and most importantly, they seemed to be more confident when they talked to the whole class. I started to see their hesitation and nervousness being cut down.

June 23rd, 2018 (two sessions)

Online platform: All students watched the videos and most did the activities prepared for them. Still few ignore recording activities.

In classroom: Classroom environment seemed more exciting for them, though not all. Many students liked to follow the activities provided in the class. Though who tried to involve more seemed to better their confidence and speaking ability. Nevertheless, a few students did not enjoy the class much as they did not like to engage in speaking activities at all. Few students still felt pressured when asked to talk.

June 28th, 2018

Online platform: All watched the lecture videos and did the tasks online. A few missed the recording activity.

In classroom: more and more students engaged in classroom activities. Some showed lots of improvement in their speaking skills compared to the first time met. A few improved a little bit. Most of the students seemed to be more confident in expressing themselves.

June 30th, 2018 (two sessions)

Online platform: All students watch the videos and most did the work assigned for them. Again, few did not do it and some certain people ignore the recording activity.

In classroom: By the last week of experiment, we could see how much students have gained their confidence in speaking English and expressing themselves. Some smart students showed lots of improvement in their speaking skills, specifically on fluency. Some other student also paid more attention on accuracy when they talk and express themselves. Some tried to apply what have been learnt in their speaking. However, there are few students who got very little improvement. These students tried to avoid the speaking tasks and were not very open to others. But they seemed to be a little more confident when they expressed themselves and they seemed to change their perspective of learning English.

APPENDIX G EXPERT VERIFICATION OF RESEARCH TOOLS

	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Total
Lesson Plans	Need to put a clear instruction	Make it clear for materials used	Okay	Okay	Okay	Improved
Achievement Tests	A few points are not clear	Check on format	Okay		Okay	Improved
Worksheets	Okay	Should add the references	Okay	Okay	Okay	Improved

	Expert 1	Expert 2	Expert 3	Total
Videos	The sound quality is not good for new made ones	Should add subtitle for new videos	Okay	Changed and improved
Interview Questions	Add a few more questions	Okay	Okay	Changed and improved

APPENDIX H SCORING RUBRICS

	Fluency	Pronunciation	Grammar	Vocabulary	Content
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Accuracy & variety of grammatical structures	Excellent control of language features; a wide range of well-chosen vocabulary	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two	Pronunciation is good; good effort at accent	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good language control; good range of relatively well-chosen vocabulary	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate language control; vocabulary range is lacking	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted;	Pronunciation is okay; No effort towards a native accent	Frequent grammatical errors even in simple structures that at times obscure meaning.	Weak language control; basic vocabulary choice with some words clearly lacking	Description lacks some critical details that make it difficult for the listener to understand

	Fluency	Pronunciation	Grammar	Vocabulary	Content
	volume very soft.				
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Frequent grammatical errors even in simple structures; meaning is obscured.	Weak language control; vocabulary that is used does not match the task	Description is so lacking that the listener cannot understand



APPENDIX I APPROVAL LETTER TO CONDUCT RESEARCH



Announcement

The Graduate School, Naresuan University
Approval of Thesis Proposal to Conduct Research
No. 152/2018

The Graduate School approved Miss Phoeun Marady, student ID: 60060073;
Master of Education Program in Educational Technology and Communication, to conduct research.
The approved thesis proposal entitled: **"USING FLIPPED CLASSROOM WITH
COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH TO ENHANCE
ENGLISH SPEAKING ABILITY OF UNDERGRADUATE STUDENTS OF ROYAL
UNIVERSITY OF PHNOM PENH, CAMBODIA"** with Assistant Professor Dr. Supanee
Sengsri as a Chair Committee.

Announced date: April 27, 2018

(Assistant Professor Dr. Phongphan Kijsanayothin)

Deputy Dean for Policy and Planning

Acting Dean of the Graduate School, Naresuan University