



Alternative Flipped Learning Approach Scaffolding Student Engagement and Collaboration: A Case Study with ELT Master Students in “Corpora in Applied Linguistics” Subject

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Purpose: The present study focuses on the importance of subject learning in a faster and easier approach (hereby referring to flipped alternative learning) without time and space limits in Higher Education.

Provided the nature of the teaching academic subject “Corpora in Applied Linguistics” that means bringing natural language into the classroom in a way that involves learners through web-applicative tools to generate hands-on activities interacting with ‘real’ language, the main approach that prevails in this field of language inquiry is the corpus-based approach.

Study design/methodology/approach: The study’s design was built on the Compleat Lextutor website of Tom Cobb, 2000, to generate activities in a flipped classroom. Being virtually free, easy to access and offering space for students to assemble, share and moderate thoughts and generate products gave the researcher the ownership of implementing an alternative flipped learning approach at first to fulfil the subject’s objectives, second to test this model of learning in the Albanian academic setting and in relevance further address it to other subject implications.

Deliberately, we have implemented an alternative flipped learning approach in the daily teaching practice to disseminate knowledge, technology, and its tools in a more flexible learning environment. The research statement this study addresses is that flipped classroom and flipped classroom technology models increase the students’ level of engagement and cultivate collaborative values among the latter in the long run of the educational process.

Findings: Even though this model of learning is not well recognised in our country, the innovative intentions of the researcher to suit the latter to the daily teaching practice reported to simultaneously facilitate and turn into interactive the overall subject learning process.

Moreover, the acronym’s significance ‘FLIP’ with its four pillars came up as successive chunks of practice in this model of teaching: *F*lexible learning environment, *l*earning throughout ‘real’ language about culture across time and space in which *I*ntentional knowledge content assisted the *P*rofessional educator to foster engagement *vs.* collaboration so that students work independently and exert a greater control on the learning process.

Originality/value: The value of the present study relies on the novelty of implementing Flipped learning as an unknown approach in the Albanian foreign language acquisition context in alignment with the subject’s corpus-based approach. It reported effectiveness from the ELT Master students’ positive feedback of their collaboratively designed manuals and corpus-based approach tasks and activities at the end of each flipped learning interval (25 classes out of 75). In addition, it assisted them in disseminating language using online learning, intertwining the digital skills and the collaborative students’ scaffold that the targeted subject and the flipped model indeed require.

Introduction

Twenty-first-century rapid technological development has exerted control in almost all the fields of human endeavour. Synchronously to the speed of technological development, education should embrace such transformations and mirror them in a more qualified education

system that does not limit the overall learning process within the walls of traditional structure. Provided the wide range of knowledge, information, resources, and research on innovative learning approaches, today's education keeps evolving by resisting changes and gaining advantage of the novelties that promote the acquired 21st-century skills in today's global market. According to the National Education Association (1857), "The Four Cs" refer to the most demanding global skills:

- Critical thinking
- Communication
- Collaboration
- Creativity

These primary skills, among others, result in the present study's development flow and worldwide research to evidence the learners' success. Moreover, today's human commitment will be a necessity even in the future. The advantages that learners would gain are strongly reflected in their personal and social responsibility; cultivation of critical thinking (increase in planning, reasoning, and creative likelihood situations); crafting of solid communication skills; fostering cross-cultural understanding; visualisation, decision-making and problem-solving competencies so to perceive the world outside the educational settings and suit the future workforce without time and space constraints. The research topic and development are supported by (Altmann et al., 2021) statement that "communication, information exchange, and collaborative work using modern information and communication tools are considered as 21st-century skills (...)" (p.1). They further explain that they focus and offer solutions to various complex problems, especially in higher education, in which new perspectives in teaching are being introduced in the long run with the innovative output revealing and demanding change compared to the 'standard learning routines and factual knowledge'.

These changes are necessarily required in today's revolutionary endeavours in contemporary education, pointing out the existence of a new strategy (among others) in education training, that is, a flipped classroom system in education (Toto & Nguyen, 2009). It is an approach that, as Bristol (2014) explains, facilitates student preparation before, during and after the course by applying activities that increase the quality of face-to-face education (Formica et al., 2010).

Grounded on these preconceptions, the present study aims to elicit the researcher's continuous efforts to adopt English language teaching to facilitate and improve outcomes and increase understanding by allowing students to interact with the new model of language learning. Provided the nature that this prolific subject 'Corpora in Applied Linguistics' displays, the present study emphasises the flipped classroom approach implemented to evidence the method of instruction and the classroom activities that distinguished this new nature-like subject from other academic ones that the Master ELT students at 'Fan S. Noli' University, Foreign Language Department have been studying so far. Being a novel subject in English learning and teaching allowed them to introduce various topics, gather specific contextualised meanings and usages outside the classroom, and further explore their findings and implications during in-class critical thinking, sharp eye observation, and group inquiry-based activities. All these step-by-step activities on-site, on the web and outside the traditional learning environment had a strong positive impact and affect-like result on the final students' performance at an academic level. The 2014 NMC Horizon Report of Johnson et al. (2014) connects technology integration intertwined with the proper teaching approach. It potentially relates to the flipped classroom model by stating that "the learning environment transforms into a dynamic and more social space where students can participate in critiques of work through problems in teams (...)" (p. 37).

Methodology

The present research highlights the implementation of Flipped Learning as a new pedagogical approach in 'Corpora in applied linguistics' subject to reverse the order of a typical lecture. A total of 32 Master EFL students, estimated in a proportion of 25 classes out of 75 subjects total, were guided to watch online video tutorials from the web developers and maintainers' websites, and lesson plans and EFL teachers' compensating virtual lessons to be engaged to explore the materials before class further autonomously. Then, they continued learning, exploring, and designing models of language practice in the EFL laboratory through peer discussion and under the researcher's continuous guidance and observation. As Easpen et al. (2012) explain, this kind of blended learning combines online learning and offline education to lead to Flipped Learning (FL) development.

Flipped learning, which is also known as a flipped classroom, is more clear-cut. As Bergman & Sam (2012) were the first to use the term in chemistry class in high school, they point out that FL is a new-centred approach that reverses the order of a typical lecture. They were handling and delivering knowledge through a 'peer-in-structure education model' that allowed students to learn with pre-learning materials and tackle issues through cooperation, understanding the problem and confirming through authentic findings in the classroom.

Grounded on previous research and the rapid development of technology, with the latter occupying almost all domains of human existence, students at various majors were instructed and assisted even by the Second Language Acquisition teachers to solve problems in a faster way through discussions and findings on the web instead of giving long lectures. This new pedagogical approach originated in the United States Code in the early 2000s and was eventually implemented in various educational fields (Deslauriers et al., 2011).

There is a divide between the technology and face-to-face elements of the learning experience. The student learners are asked to watch the 'intended' eLearning video or participate in another online learning exercise before class. In the classroom, the new materials are explored at length. In most cases, the knowledge learned online is applied in the classroom.

Provided the nature of our research subject, i.e., consisting of electronic authentic language in online websites; furnishing learners and/or researchers with a range of video lecture manuals; operating SLA classes and lesson plans; gave us the potential to create a student-centred learning environment. The consecutive flipped method was easily incorporated by practical instruction from the researcher alongside the collaborative techniques originating from the student learners' efforts to make a habit of using technology and English language learning through this new alternative approach to teaching. Besides using all of these resources, what made this approach an alternative from its significance is the output that the present EFL Master students produced after each interval of 5-hour off-site flipped studying, such as video tutorials created by the team of students to facilitate the virtual learning through the sites' tools they consisted of; built corpus-based activities and lesson plans that authenticated from actual tasks and were generated from web-applicative tools from online corpora. By coming up with such practical language learning exercises and computational methods, they compiled each of the websites 'manuals of use' for their peers and not only.

Alternative flipped learning approach

The present study utilises the Alternative flipped teaching and learning approach in English language learning for the particular subject goals of addressing a teaching style that deviates from the traditional style, using technology and collaborative learning to assist student learners in making meaningful connections to genuine language and worldwide web-

applicative tools, pointing out explicit examples how worldwide English learners may virtually connect with the subjects and their respective field-specific issues being taught at the university level. Attached to it, they are elaborating critical thinking skills as the subject and method itself simulate to yield a higher level of questioning, learning, and understanding of the authentic context-like output of any given subject. What both sides of the shaft would deliberately gain is the students' improvement, either individually or collectively, in course achievements, standardised test scores (promoted by the web itself), web-based tasks and activities generated from virtual and/or online learning and overall team-based projects promoting student engagement and collaboration that extent beyond one-answer questions at a high-level thinking rate dimension.

It supports Hirsch's (2014, p. 2) view that in a flipped classroom model, the role of the teacher "becomes more important - just less visible (...)" by reporting that in the present case teaching model, the teacher researcher-led critical thinking discussions on-site, provided support through models, websites and their respective tools, and online materials. Depending on the learners' needs, proficiency level, course analysis and learner styles, they were assigned team group activities. When they returned to class the next week, guided questions were addressed by the teacher over the given conceptions of linguistic issues and reversed in cases where students raised questions from the web information, video tutorials, designed tasks for in-class implications, etc. To further proceed to the phase of "feedback and guides through flipped learning", students were familiarised prior to these concepts, were instructed how to operate individually in doing expertise research, to later engage in collaborative discussions by sharing information, knowledge, examples in group work and introduce all these linguistic virtual and web-based endeavours in the classroom environment.

Indeed, the mindset of this methodology is to establish the four pillars of flipped learning as an effective model to be noticed in the classroom, explored by language educators and on deliberate outcomes, gaining the same insights that the acronym 'FLIP' insinuates in its respective elements (Hamdan et al., 2013):

- F- Flexible environment
- L- Learning Culture Shift
- I – Intentional Content
- P- Professional Educators

In relevance to the already tested Flipped learning approach in various types mentioned above of research, the present Master ELT students were indeed given a *flexible learning environment* which adapted to their learning styles when initially dealing with the subject introduction at the researcher's first years of implementing this new academic subject and latter virtually introducing it due to the pandemic covid-19 circumstances. Being necessarily adopted for virtual language learning, it was best manipulated to suit learning on the web through activities designed from the online models that the subject enabled. On such grounds, students were given the flexibility of actions to apply the subject requirements and assessments on the web-applicative tools the corpora provide. Students have accredited the freedom to explore, elicit for classroom use, and generate tasks and activities in the face-to-face classroom setting, showing their mastery of a given language issue, concept, or genuine acquisition of native-like occurrences of English.

The *Learning Culture Shift* is viewed in the teacher's role reporting as guidance, not a judge, as typical of the traditional teaching role. In the present study, the teacher researcher

introduced meaningful online sites, research materials, and language model exercises that might be manipulated from online tools to supervise students' understanding and autonomous undertakings when delving with such corpus linguistic queries in language classes.

This kind of language learning no doubt promotes *Intentional Content* provided the targeted language output it addresses to the students as considered appropriate via the virtual recordings for web-based instructions and web-based lectures to support in and/or out-class activities.

All these steps were deliberately undertaken feeling the need as a *Professional Educator* (herby referring to more than 20 years of teaching experience) to adopt this new academic subject, to facilitate the challenging virtual learning circumstances considered alien to the Albanian academic settings (provided the lack of internet, technological gadgets, skills to disseminate knowledge and collaborate on air). The good intentions to suit professionalism are targeting a student-centred model of delivering and disseminating knowledge by fostering teacher-student interaction, student-student interaction, and student-web-based interaction.

Corpus and web-applicative tools

A significant challenge in developing language materials and resources has always been providing learners with input that catches their attention and grasp their interest to explore the significance of this input and make connections to the real world. The emergence of Corpus Linguistics and the establishment of large-scale corpora across different genres of authentic language consisting of a range of field subjects: fiction, newspaper, science, etc., has made it possible to retain learners all over the world posing for an instant to satisfy their curiosity on the value of corpora in Second/Foreign Language Acquisition. Reppen (2010) defines corpus (pl. corpora) as a sizeable principled collection of naturally occurring texts (written or spoken) stored electronically. On such a basis, corpus-based investigations can be utilised so that learners can identify linguistic and situational language occurrences and reach reliable, generalisable results for many linguistic questions or corpus linguistics queries, no matter how large a corpus may be (Reppen & Simpson, 2002).

Specifically, Reppen (2010) has offered a masterly survey on how language educators can use corpora as corpus-informed teaching materials appropriate to students at different levels in many different contexts. Provided the online display consisting of essential knowledge, authentic materials (herby corpus data) and tools, research on corpora report them to be skills developer in assisting learners in using the rich resources they possess. There are different types of corpora that teachers and learners may use for language exploitation, research inquiry and classroom implications, such as Brown Corpus, British National Corpus (BNC), British Academic Written English (BAWE), Corpus of Contemporary American English (COCA), Academic Abstracts, Academic General, International Corpus of English (ICE), Michigan Corpus of Academic Spoken English (MICASE), Time Magazine Corpus, etc. (Figure. 1)

As noted from their functional language significance, they all represent English on an internationalised authentic scale in oral and/or written discourse. They are freely displayed online with its web companion tool/s for further computational processing. Several online tasks and activities may be undertaken to input texts for vocabulary analysis or find models representing several aspects of English grammar to simulate natural language processing research on the web in physical or virtual classrooms. According to this fact, some instance links to corpus tools are AntConc, KWICs (Key Words in Contexts), Collocate, WordSmith, Sketch Engine, Compleat Lexical Tutor (suitable for Researchers, Teachers, and Learners with its up-to-date web-applicative tools: concordance, hypertext, corpus grammar, vocab profile, frequency, text compare...) etc.

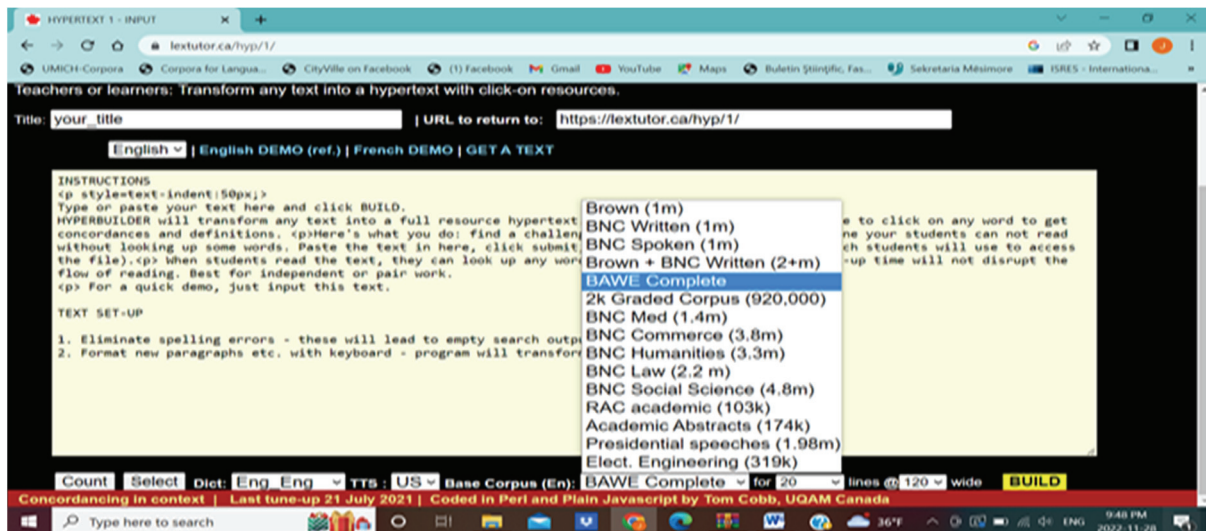


Figure 1: Display of various online corpora elaborated from Compleat Lexical Tutor (Cobb, 2000)

Implication of 'FLIP' in fostering internationalisation of English foreign learning

Notably, as seen in Figure 2, the process of the present English language learning research followed an Alternative Flipped Classroom Model so that ease of understanding of this new subject and the good intention of promoting new ways to disseminate knowledge and tasks would be gained from the students and the teacher instructor at the end.

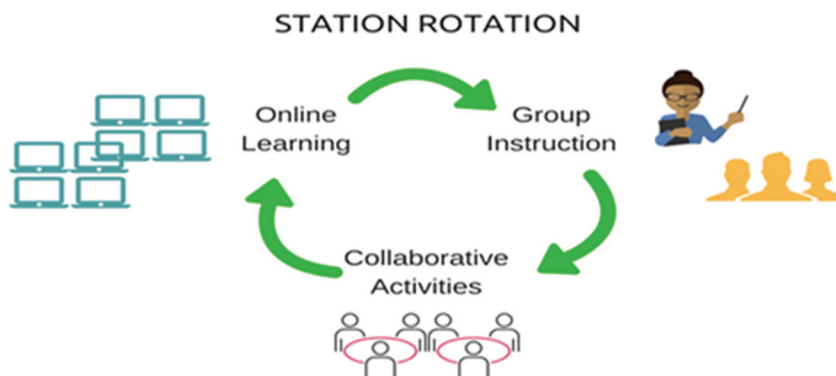


Figure 2: Flipped rotation model vs collaborative language learning

Specifically, the present study provides information about the above-mentioned corpus-based resources which can be used for English language teaching and learning. Since corpus linguistics can provide descriptions of actual language use, this information can be used to develop language teaching materials that differ from those structured into traditional learning sourcebooks. Moreover, most ESL/EFL professionals have adopted 'authentic' materials from natural texts rather than made-up examples (Byrd, 1995). Recent studies have shown that when learners engage in meaningful hands-on activities that involve manipulating language using some computational tools, they gain more subtle information and retain it longer. *'Learning by doing'* is the motto accompanying the present research and the development of the academic subject. It embraces the use of corpus activities to meaningfully engage learners, fostering in them the need for collaboration to notice the unusual, unmarked, or typical uses of language from the native speaker/s in various situational contexts. Different observations and perceptions are obtained from learners, and this is due to the range from focusing on individual linguistic features to focusing on characteristics of texts or varieties of language input.

What is novel in using corpus materials is that it furnishes teachers and learners with available corpus-based ESL/EFL dictionaries: Longman's Dictionary of Contemporary English, Cambridge Dictionary of American English, or Cambridge Academic Content Dictionary. They all provide learners with important information about contexts of use and nuances of meaning of the targeted vocabulary that are not commonly found in first language dictionaries since most native speakers exert complete control of these unnoticed meaning differences (Reppen, 2010).

As evidenced throughout online web-applicative interfaces, the use of corpora and their computational tools provide space for language students to delve into authentic language in a faster, less time-consuming way in addition to the prompt, updated amount of knowledge that is obtained by following some simple routine-like steps when exploring corpora. These language resources engage learners to get impressed by the large, immense, use-specific, and detailed information they obtain by word processing on the web. The simple at-hand and easy-to-follow virtual vocabulary tasks rely on the fact that corpus data rejuvenate English language acquisition across different genres. Therefore, introducing and utilising this novice in EFL fostered the present Master ELT students efficient learning strategies for boosting academic vocabulary internationally (hereby referring to the recent website updates). It succeeded in scaffolding their collaborative ties among peers, motivating them to fully engage in unveiling how technology serves to disseminate English. That is the scope of applying corpus data as a genuine source of native-like production: they are compiled so that international corpus learners apply the critical and reasoning thinking skills they possess by looking up words on the web in addition to the fact that they have a core style of acquiring language learning and because of understanding cultural and contextual language. It is precisely the case to mention Krashen's (1998) Input Hypothesis, stating that we should give students messages they understand and that he defines them as 'comprehensible input'. Learners (adults), regardless of their proficiency level, acquire language similarly, as they focus more on what is said rather than how it is said. He further advocates that the focus of the language activities should be on furnishing students with as much comprehensible input as possible. Only in this way, the immense language input you display leads them all into meaningful and guided interactions. Corpus data are being compiled to assemble genuine language serving the scope of all kinds of foreign learners to deal with them and learn for future contextual use.

Indeed, 32 ELT Master students autonomously flipped the traditional English learning method through this site. They utilised the video tutorials easily found to support this kind of language learning. Having at their disposal one week of search before having the seminar and laboratory practice classes, they could share experiences and findings on applying it to the classroom setting in the coming subject class with their peers and language teacher.

Flipping the traditional lecture-seminar classes by using this kind of rotation model created space for students to rotate roles in acting as researchers, guidance to their peers when dealing with the site's findings on how to build tasks and activities, and authentic language teachers that were willing to get involved in such internationalised ways as the subject (Corpora in Applied Linguistics) itself displays to all kinds of foreign language learners.

The researcher selectively elaborates the following successive figures to reflect the web-based nature that allowed the students to explore the language from different flipped-space resources (lab, computer room, internet café, home), respecting their privacy in a self-paced study approach.

Precisely, they could easily observe phonetic, morphological, semantic, and etymological collocation/s of what was targeted by the researcher in the teaching academic subject. In

relevance, consider Figures 3, 4, 5, and 6 for an overview to obtain a more concrete web-based information instance of the word search ‘*observation*’ that specifies the vocabulary searches elaborated from Compleat Lexical Tutor (a multi-faceted website targeting for data-driven learning of Cobb, 2000) when compared to the immense time spend to explore several long-lined pages of specific book dictionary entries.

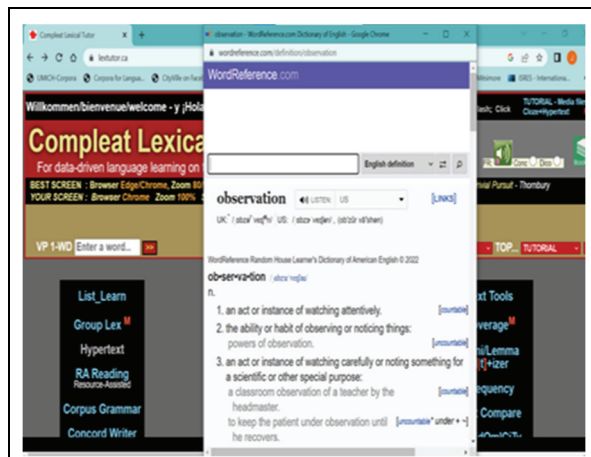


Figure. 3 English online definition entry

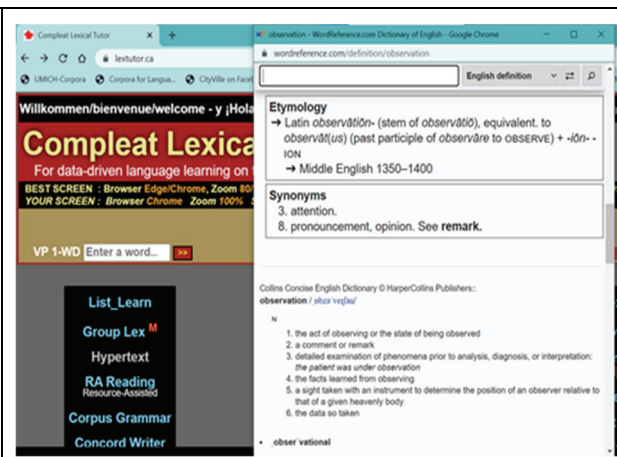


Figure. 4 English online etymological word search

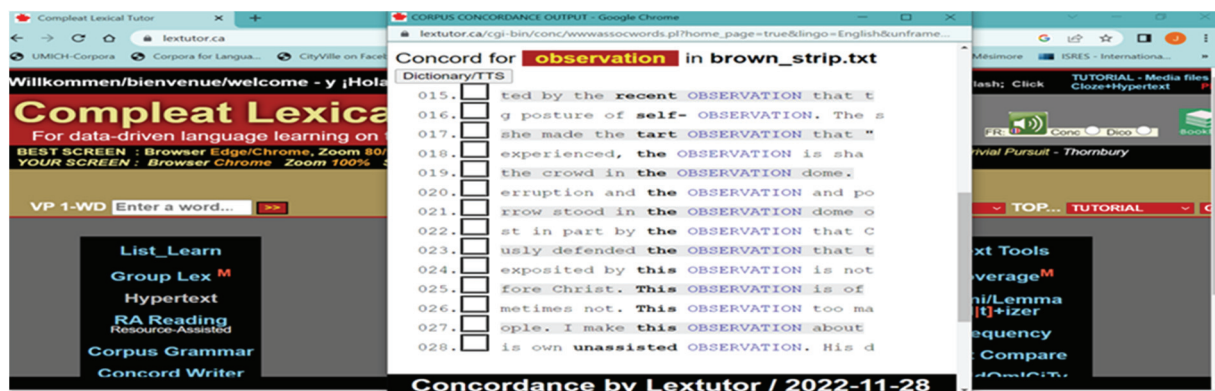


Figure. 5 Concordance word search example adopted from Compleat Lextutor (Cobb, 2000)

Using the targeted word displayed in concordance lines serves the scope of exploring the targeted vocabulary in such disconnected lines to unveil what is hidden beyond their significance. Once clicked for a larger context, each line furnishes the searcher with the genuine occurrence of the word in the exact context of usage and the contextual features and information it consists of date, place, issue, and person/s involved. This additional information serves the scope of indulging learners for a better and more profound comprehension of the word across the disciplinary variation.

Language educators should be student-centred when designing flipped classroom teaching. Interactive corpus-based activities help students understand and internationalise knowledge to improve classroom learning. Corpus interpretation of the targeted vocabulary can show the word/s’ characteristics and frequency of use across interdisciplinary use where students can apply common rules of various sentence patterns. However, to mobilise students’ participation, care should be taken to design flipped/classroom activities in various teaching styles according to students’ needs and syllabus requirements. Research shows that corpus-based interpreting and flipping classroom teaching approach meets the practical needs of students in the information age of interpreting learning (Webb, 2017, cited in Zhang, 2019). The following (Figure. 6) clearly shows that students can view words in more extensive and

field-specific usages. The figure is elaborated from the *'hypertext'* tool of Compleat Lextutor Cobb (2000) to comprehend further the instance word *'observation'* across different genres. Thus, students might examine the searched word in more specific subject-like contexts that are contemporary and informative due to the fact of being online (hereby referring to Google display) and effective for reinforcing the word's use across different fields of human inquiry and achievements that they might or desire to encounter the targeted word into. In such a way, they may be able to explain the interdisciplinary use of corpora by using English as an intermediary to understand conceptual and abstract notions of scientific and/or academic vocabulary. This reports to be a good strategy in enriching the vocabulary and assisting learners to reinforce usage in contextual contemporary occurrences. Corpus provides a wide range of high-quality learning resources for individualised and/or collaborative English language learning diversified inquiry, leading to open communication and reverse interaction in the flipped classroom (Moraros et al., 2015).

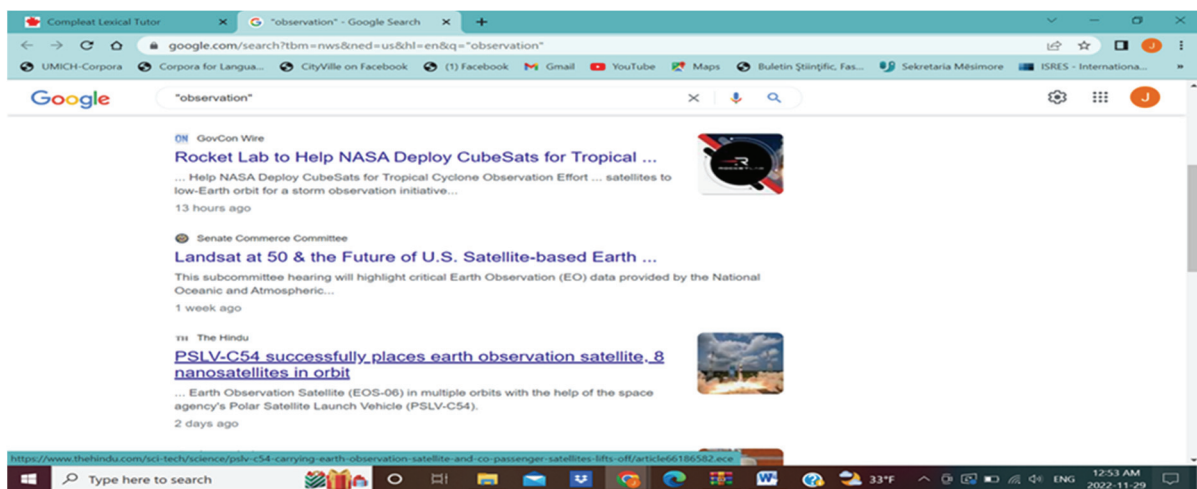


Figure 6. A view of the targeted word “Observation” in actual online contexts

Due to the growing number of language jobs, cultural characteristics, people's mobility around the world, and new careers for language learners, people need to set goals for achieving successful language learning based on S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time-bound) principals (Gupta, 2022). Indeed, these acronyms fit the unique methodology that corpora offer to international learners. Once they search for information in any corpus query, they find themselves involved in an intertwining process of language study disciplines rich in language structure output. What the present study students reached by utilising an alternative flipped language learning intertwined with web-based learning was finding themselves all 'wrapped up' in responsible engagements, willing to negotiate knowledge to specific critical issues, more than often in the long run to get control over the assistance online materials. They engaged in such different and unknown commitments from studying English in the long run. Following smoothly the four defining steps that constitute the significance of the flipped classroom approach within the academic subject, they were explicitly instructed on what course of action to follow as language guidance. The introduction to corpus tools enabled their flexibility in a computational and gamified manner to measure their progress in language acquisition in line with the intentional guidance by the subject researcher. On such grounds, they could consciously view the attainable goals at the end of their generated subject-based tasks about the relevant *vs* internationalised online-based models and/or tutorials for correct web use. Most importantly, they acted on switching roles from a guide to their peers to the teacher, addressing the skill of professionalism and not being time-bound to traditional in-class boundaries of specific field-

specific lectures. All in all, they were challenged and required to create meaningful, critical thinking activities to deepen their understanding by accessing the lectured knowledge and evolving themselves as constituents of a flipped classroom design.

Conclusive remarks on generating student-teacher engagement vs. collaborative endeavours in both in-class as well as virtual class environments

The main scope of introducing the present research topic in this outstanding Virtual Collaborative Learning Conference in Higher Education is to professionally, personally, and intentionally allocate the researcher's daily work in the field of English language acquisition in which digital and communicative competencies accompany both sides: students and teacher. This new approach scaffolds engagement and collaboration and elicits the digital and social skills that the present EFL Master students possess and utilise effortlessly in understanding conceptual knowledge. The alternative approaches implemented to meet the academic subject demands resulted in impact from both the teacher researcher and the student research participants. *Flipped Learning* intertwined with the subject's corpus-based approach asserted the validity of the use of the flipped classroom technology models in increasing the students' level of engagement. It cultivated collaborative values among the latter in the long run of the educational process. The researcher's observations, students' estimation of the course design, and course analysis outcomes based on their eventual and final products (creating genuine tasks, exercises by independent and group work assembling, finalising the academic subject with teamwork project presentations) reflect the advantages that all of them would gain in their personal and social responsibility cultivation in:

- critical thinking (increase in planning, reasoning, and creative likelihood situations)
- crafting strong communication skills
- fostering cross-cultural understanding
- using visualisation to conceptualise how languages are learned internationally
- applying decision-making strategies & problem-solving solutions
- and utilising competencies to perceive the world outside the educational settings and suit the future workforce without time and space constraints.

In conclusion, within the framework of such alternative intertwined approaches, both sides of teaching and learning actors created flexible learning environments. They promoted the above-mentioned student-centred approach to disseminating language effectively and contemporarily. Having the opportunity to investigate prior to the class endeavours, FL fostered them all regardless of their language proficiencies, both critical thinking and imagination in solving linguistic queries. According to the online resources and web-based learning that international students use as novel contemporary sources of recent developments, the present students utilised the academic subject: 'Corpora in Applied Linguistics' in alignment with the alternative flipped classroom approach. The latter demanded the scaffold of team/group work, aspiring students' collaboration, and reverse engagement to share ideas and web-based findings that aimed to ease English language learning. Notably, the mixed methods brought research evidence on site, used anticipated flipped knowledge of instruction on what and where to explore, how to search for the unknown or ambiguous, and where to build, test and generate new learning models. In such terms, the students gauged to define scopes and targets to reach to facilitate and retain future language learning implications through the latest technological developments; embraced fast, challenging, and motivating learning using internationalised websites and their respective tools in real-time and accurate distance location; and operationalised the learning process through genuine self-paced testing and authentic tasks and activities. Throughout team/group work, they learned how to share work and knowledge and finalise their genuine output by

compiling ‘mini manuals’ to collect the most practical tasks and models to deliberately describe easy-to-follow steps when dealing with the assigned onsite and offsite searches. Most of these manuals were implemented as personalised guidance applications for incoming academic-year students. The genuine productive examples they generated as language material designers fostered their peers’ attention to get involved in such a collaborative study model regardless of their degree of knowledge proficiency or keenness on educational technology. Besides, they contemplated the overall learning process by estimating ‘flipped learning’ as an approach that suits students’ time about studying conceptual and academic materials at their convenience with a mere focus on the expected results to find out their deficiencies and make up their gaps of knowledge rather than striving to understand lecturing confined to solid and strict classroom settings.

To sum up, flipped classroom teaching entails flipped roles among students, guides them to learn independently and collaboratively, creates space to improve communication in class, and demands attention to integrating and improving classroom teaching mode in all kinds of subjects at the tertiary and pre-university levels. FL intended to strengthen the guidance of ELT Master students towards developing the habit of independent learning according to their own learning knowledge rhythm. The present research aims to serve as a genuine subject-case study in foreign language classrooms but not only. Its accomplishment and analysis were developed by utilising flipped teaching as a convenient mode to improve the efficiency of classroom teaching. It can be seen as a foundation for various academic and non-academic subjects, helping to bring together all aspects of education. This can enhance active learning, fostering students’ enthusiasm for hands-on experience, especially when dealing with internationalised educational approaches and methods.

Recommendations and limitations for future international vs. virtual collaborations in Higher Education

As corpora are created to internationalise and revolutionise traditional to contemporary teaching and are easily found and used for online linguistic purposes, there might be future possibilities to raise virtual language classrooms so that students connect internationally about language learning. English language learners, but not only, might use authentic materials and contextualised examples targeting their interest of inquiry rather than using ready-made language examples from linguists or grammarians. The research motto, ‘*learning by doing*,’ deepened the students’ engagement and desire to find the unusual and reinforce the unknown to yield practicality and ease of understanding.

Had we had the opportunity to be involved in virtual-inquiry international projects like that of VALEUX, we would have examined the intercultural competencies that students with different nationalities and different behaviours towards learning and dissolving language issues but not only apply when working together regardless of space restrictions. However, what can serve as a pre-requisite for upcoming research/es is the adaptation of the flipped learning approach to other fields of study in the:

- Examining the ‘cross-cultural’ virtual collaborative learning in the context of applying (an international project involvement where students of different majors assemble virtually under the teacher’s tutored classes).
- Using corpus-based discourse analysis for curriculum development: creating and evaluating a Communication Skills Course for international ESP/EFL students.
- Design of a Virtual Learning Environment Based on a Learner Language Corpus.
- Develop an online course on Communication Skills with an international focus to explore how learners from different cultures communicate, understand cultural and

social issues, and investigate the perception, analysis, and resolution of cultural and social issues through intercultural and cross-cultural communication.

The limitation of this research is that the reported subject case study was conducted onsite, as no virtual teaching classes were allowed after the pandemic. The flipped alternative approach served as a continuum for virtual learning web-based searches. It was guided from the perspective of changing the traditional teaching standard and increasing students' educational and professional assessments towards inevitable *flips* of educational occurrences.

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