Effects of the Flipped Classroom Instruction on Language Accuracy and Learning Environment: A Case Study of Thai EFL Upper-Secondary School Students

Thanachok Thaichay[1]
Demonstration School of Thepsatri Rajabhat University, Thailand.
pongthep133@gmail.com

Pragasit Sitthitikul[2]
Language Institute, Thammasat University, Thailand.
pragasit@gmail.com

Abstract
The study investigated the effects of flipped classroom instruction on language accuracy and active learning environment. Twenty-six Thai students in an upper-secondary demonstration school in the central area, participated in the study on a voluntary basis. Three research questions were: (1) Can the flipped classroom help to improve students' English language accuracy in the EFL classroom?; (2) Does the flipped classroom promote an active learning environment in teaching English grammar?; and (3) What are students' opinions of the Flipped Classroom? There were six research instruments: (1) a set of flipped classroom lesson plans, (2) a pre-test, (3) a post-test, (4) a questionnaire, (5) reflective journals, and (6) focus group discussion. Data collection was done in the second semester of Academic Year 2014. Data analysis was by SPSS for analyzing quantitative data; coding and content analysis were for analyzing qualitative data. The major findings revealed a statistically significant difference in the participants' improved language accuracy, and their positive attitude toward flipped classroom instruction, particularly in the part of active learning.

Keywords: flipped classroom instruction, active learning environment, language accuracy, grammar teaching

1. Background of the study

Thai students' English limitations have been recognized by researchers and language practitioners in Thailand, as seen in their performance on the National Test or O-Net averaged scores consistently lower than 50% (Council of Education, 2016). There have been numerous suggestions from language specialists on how to overcome language limitation by encouraging students to move from being passive to active learners to meet the goal of the national curriculum.

The National Curriculum emphasizes development of students' knowledge, social responsibility, personal capability, critical thinking, technology, communication skills and ethics. The Curriculum highlights a learner-centered culture, the learning process and performance-based assessment. Curriculum developers put it clear that learners are to communicate well in their first language Thai and English as a current language of wide communication. In this regard, language teachers and practitioners are to pay attention to

culture, communication, connection and communities in language teaching; they are also to observe learning standards for language skills to be mastered at specific levels. The learner-centered mode of teaching requires teachers to shift from their traditional teaching method to communicative language teaching to develop and support students' language performance.

As for language learning and instruction, Wongsothorn, Hiranburana & Chinnawongs (2002) suggested that the educational system should allow students to learn collaboratively and develop critical thinking skills, and the use of English should be adopted for business and technology in Thailand. Thai students need to be taught not only the content of language but also its culture for students to be able to make a comparison between Thai culture and that of the target language, which is English. Thai students need to be able to use English in a receptive and productive context.

Chitsawang (2006) reported factors that influence lack of success in English language teaching and learning in Thailand caused by students' low motivation in learning English in the context of traditional teaching methods. Students, especially those in the rural area, rarely have opportunities to use English outside the classroom in real life situations. Worse still, quite a few teachers were reported as not competent in teaching for communication, thus resulting in grammar teaching and vocabulary for reading.

Based on the reported limitations in teaching and learning English in Thailand, the researcher-authors would like to try the use of flipped classroom instruction as currently used in the United States. In particular, the researcher-authors would like to try this type of instruction to improve grammar teaching for accuracy in learners' language use. It is important to understand flipped classroom instruction regarding its function to facilitate learners' understanding of target contents or teaching points.

Bermann and Sams (2012) gave their explanation of *flipped learning* that it occurs when the teacher's lecture is delivered to students via video and any sources of information outside the classroom to facilitate learning. Class time is for active problem solving and one-to-one or small group tutoring with the teacher. Effectiveness of the teaching method appears to lie in its support for active learning by which students are able to express their opinions and communicate their intended meaning with confidence.

2. Literature Review
The literature review section deals with grammar teaching in the context of English as a Foreign Language (EFL) and the use of flipped classroom for grammar instruction.

2.1 Grammar teaching in EFL context
The situation of grammar teaching in EFL and ESL has shifted from acquisition of grammatical rules to language for communication. This change was agreed upon and supported by many linguists from 1972-1978, like Hymes, Halliday, Wilkins, and Widdowson, to name but the major ones. They argued that learning a language is not to master the structural rules but to develop the ability to use the language to communicate in

real life situations. Since then, several approaches, under the theme of teaching grammar communicatively, have been developed in the field of language teaching.

Communicative language teaching (CLT) was first introduced in the 1980s. Over the last thirty years, CLT has been developed by numerous language educators. They suggested CLT as a teaching method to help foster linguistic and sociolinguistic competence in students. The objectives of CLT are to avoid the disadvantages caused by the traditional teaching approach and to help improve students' communication skills. Thompson (1996) stated that there are some misunderstandings about CLT, even though CLT is accepted by many educators and teachers as one of the most effective approaches among those currently used. The most continual and most harmful misconception is that CLT refers to teaching, listening and speaking more than teaching grammar. Thompson also asserted that whenever the students are first introduced to a foreign language in an understandable way, students will be able to comprehend the linguistic features and meanings.

Azar (2007) investigated the role of grammar in second language teaching and learning. The researcher also claimed Grammar-Based Teaching (GBT) as an effective and widespread pedagogical practice. Effective language use by native and non-native English speakers was included in this study to illustrate basic perceptions of English grammar. The researcher suggested that an integration of communicative language teaching and grammar-based teaching should be used among lecturers and college students to support students to communicate with accuracy in language use.

Li and Song (2007) conducted research to reconsider the function of traditional English grammar teaching and communicative language teaching. They suggested that these two teaching approaches should be used together, not in isolation. Language teachers should integrate them into English classrooms.

2.2. The definitions of flipped classroom

The term *flipped classroom* or *inverted classroom* has become popular over a decade (Strayer, 2007). The flipped classroom emerged in the year 2000 and Nicolosi (2012) further elaborated that the flipped classroom model requires much more than a simple change of directions for instruction. The basic components of this method are a blend of direct instruction by the teacher with constructivist learning. Students are responsible for constructing their own knowledge and their own learning; the teacher functions as a facilitator of learning. Students engage themselves in their learning, and with supplied information via video or resource material, they will be able to catch up with given lessons.

2.3 Advantages and disadvantages of the flipped classroom

A number of researchers conducted research on effectiveness of the flipped classroom. Their findings point to advantages of the method in that the teacher can spend more time with students with special needs. It creates opportunities for the teacher to contact learners' family and community. Learners are facilitated by the teacher to access class contents more easily in a collaborative environment. Families are involved from the beginning of the learning process. Parents also learn about class contents. Children are

encouraged to develop their autonomy and creativity and to learn by doing things in a real context. There is an increase in dialogues and shared ideas among students, teachers and experts. Access to videos and other online contents can be on any location. It emphasizes higher level thinking skills, resulting in a more challenging curriculum and individualized control over the lesson space. Varied instructional grouping makes it easier for students to learn from one another, do problem solving together and complement each other according to their skill level. (Strayer, 2007; Basal, 2012; Strayer, 2012; Tucker, 2012; Bishop & Verleger, 1013; Johnson, 2013; Long, Logan, & Waugh, 2014).

As for identified disadvantages, teachers have to work harder and have to be well prepared. There could be limitations in knowledge and resources for students' learning or content processing. It requires effort and time from the teacher for lecture recording. The teacher needs differentiated planning for the integration of in-class and out-of–class elements. The teacher is to increase the use of technology or compatible equipment to create video lessons and students need to spend more time in front of a computer screen.

2.4 The implementation of the flipped classroom
        The flipped classroom literature reports various models for this type of instruction; there is no single model for it. The flipped classroom has an underlying idea that instruction should not be limited to class-time but should take place outside the classroom by using different media that are not just the pre-recorded lecture videos. Such varied approaches were reported in the work of Strayer (2007), Basal (2012), Strayer (2012), Tucker (2012), Bishop& Verleger (2013), Johnson (2013), and Long, Logan, & Waugh (2014), to name but the major ones. To them, the term *flipped classroom* is commonly used for any class in which videos are used as preparation resources combined with free class time.   Pre-recorded videos can be used with class-time activities, and other elements of technology can be integrated into the learning process. The structure and parameters of the flipped classroom were reported in the work of Nicolosi (2012) and Bishop & Verleger (2013); they showed a breakdown of what students were expected to do, and how and where they would be doing it.

        Basal (2012) put the flipped classroom in two learning environments which are *homework* and *class-time*

        1. Homework
        The flipped model for EFL instruction requires a range of possible tools available. These tools include video recording, commercial videos, screencasts or even reading materials (Nicolosi, 2012). To Bergman and Sams (2012), videos are not the only tool in the flipped classroom, and teachers should carefully consider appropriateness of selected videos for the desired learning outcome. They also suggested that teachers should record grammar lessons and conversation starters in order to use class-time effectively.

        2. Classwork
        Teachers should use additional time to support students' learning process (Nicolosi, 2012). Each class can start with a review for students' understanding of a specific issue or

teaching point. Then they are to work in group on the reviewed point to proceed with assigned learning material in given lessons. Teachers will check students' understanding of the video lesson   and students can ask questions for clarification on specific contents or discuss problems concerned. Their practice will get immediate feedback from their peers as well as teachers.

It should be noted that assigned videos or materials should challenge discussion and communication, not simply understanding of the content. An evidence for discussion can be seen in the number of questions from students to the teacher and their peers, including their interactions in class. Eventually, class time can be used for experiential exercises, quizzes or a test, as seen appropriate by the teacher. (Nicolosi, 2012) emphasized that the teacher is to move around to different groups to listen to students' personal and specific questions, and the teacher's explanation can help students conceptualize the teaching-learning point in class interactions.

From the literature on flipped classroom instruction, the researcher-authors of this paper highlighted the gist of this type of instruction for EFL grammar teaching in comparison with the traditional teaching approach, as shown in Table 1.

Table 1: The Flipped Classroom for EFL grammar teaching

	Traditional classroom	**The flipped classroom**
At home	• Students are assigned something to read	• Students watch video clips or read some materials to get familiar with terms, phrases and grammatical points. • Students summarize the *grammatical point* explanations and prepare questions about the video clips.
	• Teacher prepares lecture.	• Teacher provides condensed video clips or reading materials to the students. • Teacher prepares learning activities.
At school (beginning of the class)	• Students have limited information about what to expect.	• Students have specific questions in mind to guide their learning. • Students ask questions about the contents on the previous night's video.
	• Teacher makes general assumptions about what is helpful.	• Teacher can anticipate where students need help. • Teacher answers students' questions and explains the lesson in more detail for students who do not understand

At school (during the class)	• Students try to follow along.	• Students *practice performing the skills* they are expected to learn (writing, peer review, independent learning activities, group discussion, project, and group work). • Students do exercises or activities using technology: blogs, Google or language learning sites.
	• Teacher tries to get through all the material. • Teacher lectures on new content • Teacher assigns homework.	• Teacher guides the process with feedback and mini-lectures. • Teacher acts as a facilitator. • Teacher assigns new videos to watch for the next class.

3. Research Questions

Based on the researcher-authors' interest in putting on trial flipped classroom for EFL grammar teaching, three research objectives were identified as research questions:

1. Can the flipped classroom help to improve students' English language accuracy in the EFL classroom?

2. Does the flipped classroom promote an active learning environment in teaching English grammar?

3. What are students' opinions of the flipped classroom?

4. Methodology

4.1 Participants

The participants in the study were 26 Thai EFL students in grade 11 from an upper-secondary demonstration school in the central area. They were in the school's gifted program in mathematics and science. Their participation was voluntary. Their English proficiency was at a rather low level or less than 50% of the expected performance in the previous semester. Their learning style was rather structured and was considered on the homogeneous side, as informally observed by the researchers in the semester prior to the trial of flipped classroom instruction. The researchers noted after Creswell & Cresswell, 2007 and Cresswell, 2008) that homogeneous subjects are used when the addressed research questions are specific, to enable a researcher to secure needed data without limitations in interpreting differences in subjects' variables.

4.2 Research instruments and data collection

The researcher-authors used six research instruments to collect data as follows:

1. Pre-test

The pre-test contains 30 items on five grammatical points: (1) passive voice (2) subject-verb agreement (3) relative pronouns (4) participle used as adjective and (5) reported

speech (see Appendix D). The students were informed of the objectives of the research. Then, the researchers administered the pre-test for 30 minutes in one normal English class. The results of the pre-test were kept as records for the study and were not revealed to the students after the testing time.

2. Lesson plans

Ten flipped-classroom-instruction lesson plans were created for the students to cover ten weeks. The students were to finish each lesson by watching videos or reading the provided materials at home. They were required to summarize the concepts or contents from the videos or reading materials in their own notebook and generate questions about the videos or reading materials to discuss in the classroom. In class, the teacher activated students' *schemata* or *acquired concepts* and provided time to answer their questions on *grammatical points* concerning previously given videos or reading materials. When students acknowledged their understanding of the grammatical points in question, the teacher guided them to do class activities.

3. Questionnaire

In week nine, the students fully experienced the flipped environment and the lecture-homework environment. This was the time the researchers distributed a questionnaire for the students to complete in class. The questionnaire was to secure their opinions of flipped classroom instruction. The researcher kept all questionnaires completed by the students.

4. Reflective journal

There were five grammatical points for the students to learn in the study: (1) passive voice (2) subject-verb agreement (3) relative pronouns (4) participle used as adjective and (5) reported speech. The students were asked to write a reflective journal after they finished learning each grammatical point and the researcher collected all reflective journals for data analysis.

5. Focus group discussion

The researchers collected qualitative data after (Creswell & Cresswell (2007) and Cresswell, 2008) to get a better understanding of the students' problems with the grammatical points in the lessons or their reaction to flipped classroom instruction. The researchers had nine volunteering students for focus group discussion; the size of group discussion was after Litchman (2013) who recommended a group of 6-12 people for content sufficiency as well as a reasonable length of time for discussion--not to be too short or too long. The focus group discussion was conducted in the classroom while other students were asked to attend school activities in the school hall.

6. Post-test

The post-test contains 30 items on five grammatical points: (1) passive voice (2) subject-verb agreement (3) relative pronouns (4) participle used as adjective and (5) reported speech (see Appendix D). The post-test was administered for 30 minutes in one normal English class in week 10 of the study.

The obtained scores from the pre- and post-tests were compared to see whether the students were able to perform on five grammatical points with the use of flipped classroom instruction. The researchers then informed all participating students of their scores.

5. Data analysis
5.1 Pre-test and Post-test

Twenty-six students' scores on the pre- and post-tests on English grammar were calculated for comparison by mean scores and independent-sample t-test. The purpose was to find out whether the students' scores changed for the better after their learning experience with flipped classroom instruction.

5.2 Questionnaire

SPSS was used to analyze the quantitative data obtained from the questionnaire items on the rating scale by calculating their mean and standard deviation.

5.3 Open-ended questionnaire and the reflective journal

Data obtained from the students' responses to the open-ended questions and their reflective journals were coded and content-analyzed. Words carrying similar meanings were grouped together and represented by a code. Such coding was the same as coding answers in a survey; that is, summarizing responses into groups and reducing the number of different responses to make comparisons easier.

5.4 Focus group discussion

Focus group discussion was conducted in a relaxing atmosphere in the students' classroom. Data from focus group discussion were recorded and transcribed, followed by content analysis of word-coded answers.

To give a clear picture of what was done in data collection and data analysis, the researcher-authors gave a summary in Table 2.

Table 2: Summary of data collection and data analysis in the study

Research Questions	Data sources	Data analysis
1) Can the flipped classroom help to improve students' English accuracy in the EFL classroom?	Pre and post-test	t-Test, Mean, S.D.
2) Does the flipped classroom promote an active learning environment in English language teaching?	Questionnaire (item1-10) Reflective journal	Mean, S.D. content analysis
3) What are students' opinions after learning by the flipped classroom?	Questionnaire (item1-10) Opened-ended question Reflective journal Focus Group Discussion	Mean, S.D. Transcribe Content analysis

6. Results and discussion

6.1 Flipped classroom instruction and students' improvement in English language accuracy

To answer research question 1 on whether flipped classroom instruction can help to improve students' English language accuracy in the EFL classroom, the researchers looked at the pre- and post-test scores on English grammar performed by 26 students. A comparison of mean scores was done by independent-sample t-test for statistically significant difference, if any. The result was shown in Table 3.

Table 3: Results on the improvement of students' English accuracy before and after the use of flipped classroom instruction

Test	Mean	S.D.
Pre-test	16.03	3.71
Post-test	21.65	2.96
p	.00	

Table 3 shows a statistical significant difference between the pre-test mean score and the post-test mean score at the 0.00 level. ($p < .05$) The results revealed that flipped classroom instruction helped the students to improve their English language accuracy of five grammatical points.

6.2 Flipped classroom instruction in support of English grammar teaching

1. Responses to the questionnaire

To answer research question 2 on whether flipped classroom instruction can promote an active learning environment in teaching English grammar, the researchers used response data from ten questionnaire items and the students' reflective journals. The questionnaire results are shown in Table 4

Table.4: The students' opinion on active learning by flipped classroom instruction

Questions Items	Mean	S.D.	Level
1. The flipped instruction allows me to prepare for my class in advance.	4.50	0.58	High
2. Through the screencasts/videos, I have enough time to understand the sentence structures.	4.62	0.57	Higher
3. I feel more confident to ask for clarifications after watching the screen casts.	4.50	0.65	High
4. I feel I am more in charge of my learning through the flipped instruction.	4.46	0.76	High
5. Learning English with the flipped classroom gives me greater opportunities to communicate with other students.	4.54	0.65	Higher
6. I regularly watch the video assignments.	4.38	0.75	High
7. I am more motivated to learn English by teaching and learning with flipped classroom.	4.38	0.75	High
8. I am involved in more than listening in the flipped classroom.	4.31	0.88	High
9. I am engaged in activities (e.g., reading discussing, writing)	4.35	0.85	High
10. I am involved in higher-order thinking (analysis, synthesis, evaluation)	4.42	0.70	High
Total	4.45	0.65	High

Table 4 shows the students' positive responses to ten questionnaire items in support of flipped classroom instruction as promoting an active learning environment in the classroom at a high level. It should be noted that four items carried relatively high ratings: items 1 and 3 as high, and items 2 and 5 as higher. Items 1 and 3 reflected students' satisfaction with flipped classroom instruction in terms of preparation and opportunities to ask questions. Items 2 and 5 supported their active learning with the use of videos and opportunities to communicate with other students.

2. Responses in reflective journals
After analyzing the reflective journal data, the researchers found that most students enjoyed learning by themselves through watching screencasts and videos before class and were able to repeat playing the videos as many times as needed for their full understanding.

6.3 Students' opinions of flipped classroom instruction
To answer research question 3 on the students' opinions of flipped classroom instruction, the researchers used response data from questionnaire items 11-20 which rated the participants' level of agreement upon the given statements. The results are shown in Table 5.

Table 5: Mean ($\overline{X}$) and Standard Deviation (S.D.) of the students' opinions toward Flipped Classroom.

Questions Items	Mean	S.D.	Level
11. The flipped instruction made it easier for me to learn English.	4.50	0.58	High
12. My English accuracies are better as I have more time to apply the learning in class.	4.42	0.81	High
13. I feel more confident about my learning due to the flipped instruction.	4.35	0.75	High
14. I feel that the flipped instruction has helped me to improve my English.	4.35	0.75	High
15. I understand more when the teacher explains in class.	4.35	0.94	High
16. I like to do homework in class to get instant feedback from my teacher.	4.46	0.71	High
17. I would recommend the flipped classroom to a friend.	4.50	0.71	High
18. I like watching the lessons on video.	4.50	0.58	High
19. The flipped classroom gives me less class time to learn English structures.	4.19	0.75	High
20. I feel that the use of technology is helping me learn in this class.	4.31	0.68	High
Total	4.39	0.60	High

As shown in Table 5, the students were positive toward the use of flipped classroom instruction in various aspects. In particular, they found learning English easier with the use of videos as indicated by items 11 and 18, and they would recommend the flipped classroom to other students in item 17. It should be noted that items 12 and 19 clearly pointed to the

students being pleased with flipped classroom instruction as beneficial to their grammar learning as well as improving their language accuracy.

7. Discussion

      This section discusses answers to three research questions on flipped classroom instruction whether it can help improve language accuracy in EFL learners, create an active language learning environment, and gain support from learners in their positive attitude toward this type of instruction.

7.1 Improved language accuracy

      The obtained data indicated that flipped classroom instruction enabled the students to improve their English language accuracy in the EFL classroom. The results from the pre- and post-tests of the students in the flipped classroom demonstrated clearly that they were able to improve their grammatical accuracy at the statistically significant level 0.00, $p < 0.05$. The students found a good learning opportunity with the use of pre-class videos and preparation reading material prior to questioning time and group discussion in class. Such a learning sequence supported their understanding of five target grammatical points. These findings appeared to be consistent with the work by Nicolosi (2012); Bermann and Sams (2012); and Bishop and Verleger (2013) . These preceding researchers asserted that students' English skills taught by the flipped classroom were to be improved when compared with the teaching approach of the traditional classroom.

7.2 Active Language Learning Environment

      As for expected active language learning to be created by flipped classroom instruction, the students positively responded to the given questionnaire. They rated their level of agreement at a high level (Mean=4. 45, S.D.=0.65) . The result indicated their agreement that the flipped classroom enabled them to experience an active learning environment in which they had enough time to acquire the target sentence structures through screencasts and videos (Mean= 4. 62, S.D.=0.47) . They also agreed that flipped classroom instruction provided for them with opportunities to communicate with other students (Mean = 4.54 S.D.=0.65). They particularly liked the learning stages in preparing themselves for their class with videos and pre-assigned reading material, as well as gaining confidence in questioning for clarifications after watching the screen-casts.

      The students' preference for flipped classroom instruction was confirmed by their texts in reflective journals after each class. Most students in this study stated that they enjoyed learning by themselves through watching videos and screencasts before class and could repeat viewing the videos as often as wished to have a full understanding.

      The obtained findings clearly supported flipped classroom instruction experienced by the students in the study. The point on students having more time for preparation before class was pointed out in the work by Felder & Brent (2009) and Johnson (2013) who emphasized self-learning at home that students can have more time to question and interact with the teacher and their peers in class.

7.3 Positive attitude toward flipped classroom instruction

The majority of the students enjoyed flipped classroom instruction as seen in their responses at a high level (Mean = 4.39, S.D. = 0.60). Their ratings of items 11, 17, 18 were high: Mean = 4.50, S.D. = 0.58; Mean = 4.50, S.D. = 0.71; and Mean = 4.50, S.D. = 0.58, respectively. These results pointed to their satisfaction with the use of videos and more time for learning. Their rating on immediate feedback from the teacher was high (Mean = 4.46, S.D.= 0.71) , and such a high rating was also for their improved English accuracy and application of learned grammatical points in class interaction and communication (Mean = 4.42, S.D. = 0.81).

In support of such findings, the students wrote in their reflective journals in favor of flipped classroom instruction in that they felt comfortable when managing their time at their own pace. Watching videos and screencasts helped them understand learning points before class and enabled them to focus on their language practice with peers in class as well as receive immediate feedback from their teacher. Such findings appeared to be consistent with the points on learning pace handled by students in flipped classroom instruction, and the importance of immediate feedback given by the teacher, as highlighted in the study by Johnson (2013).

8. Conclusion

This research explored the use of the flipped classroom to improve students' English language accuracy and promote an active learning environment in the Thai EFL classroom. It was conducted with 26 students at a demonstration school in the central area of Thailand; the students were homogeneous in their English performance at a level lower than 50%. The teaching-learning procedure of the flipped classroom was used, particularly videos, screencasts, lessons, interaction and communication in class with immediate feedback from the teacher regarding their use of five grammatical points. The researchers used six instruments to collect data, namely the pre- and post-tests, flipped classroom lesson plans, questionnaire, reflective journal and focus group discussion.

The findings as reported earlier point to relevancy of flipped classroom instruction to grammar teaching and learning, as experienced by the participating students in the study. The students put it clearly from their performance and responses that they were positive to flipped classroom instruction, especially learning support before class time. To elaborate their pre-class learning, the researchers suggested inclusion of shared learning via social media for contact among learners—be it Facebook, Twitter, or LINE—to strengthen language learning and communication.

The researchers, though pleased with a good potential of flipped classroom instruction, have their own cautions for those teachers who may want to try flipped classroom instruction in three major aspects: material preparation, class time management for questioning-interacting-providing feedback, followed by classroom observation. Teachers need to be systematic in preparing their material—be it videos, screencasts, flipped-class lesson plans, or assessment tools—in a complete sequence for the number of classes in the whole semester. Securing opinions from students toward flipped instruction may not be

sufficient to ensure teachers that they are on the right part in handling the flipped classroom while sustaining interest in language learners. Classroom observation should be a topic for further research; it can be carried out by volunteering colleagues or school administrators as seen fit in particular teaching-learning contexts. As such, language teachers or practitioners will have a complete picture of the flipped classroom in its practicality, and thus be able to claim with confidence, validity and sustainability of flipped classroom instruction for EFL teaching, as explored and reported in this study.

9. The Authors

Thanachok Thaichay is an MA graduate in TEFL from Language Institute, Thammasat University. He has taught at the Demonstration School of Thepsatri Rajabhat University, Thailand for a number of years, and his current research interest is in flipped classroom instruction and its application to language learning.

Pragasit Sitthitikul, Ph.D. is an Assistant Professor at Language Institute, Thammasat University, Thailand. His doctoral research at the University of Illinois at Urbana-Champaign, USA was on Language and Literacy Studies from. His current research interests include L2 Literacy, and Cognitive and Sociocultural Factors in Second Language Learning.

10. References

Azar, B. (2007). Grammar-based teaching: A practitioner's perspective. *Tesl-ej, 11*(2), 1-12.

Başal, A. (2012). The Use of Flipped Classroom In Foreign Language Teaching. *In The 3rd Black Sea ELT Conference (Red.).* (pp. 8-12). Technology: A Bridge to Language Learning.

Bergmann, J. & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Washington, DC: International Society for Technology in Education.

Bishop, J. L., & Verleger, M. A. (2013, June). *The flipped classroom: A survey of the research. In ASEE National Conference Proceedings*. Atlanta, GA.

Chitsawang, R. (2007). The Effect of Integrative English Grammar Teaching on Speaking Skill and Social Skills of Matthayom Suksa Three Students in Maesariang Boripat Suksa School.

Council of Education. (2016). The 15-Year National Education Plan 2560-2574. Bangkok, Thailand: Council of Education Thailand.

Creswell, J., & Creswell, J. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks: Sage Publications.

Creswell, J. (2008). *Educational Research*. New Jersey: Pearson Prentice Hall.

Felder, R.M. & Brent, R. (2009). Active learning: An introduction. *ASQ Higher Education Brief*, 2(4).

Johnson, G. B. (2013). Student perceptions of the Flipped Classroom. Doctoral dissertation. University of British Columbia.

Li, Z. G., & Song, M. Y. (2007). The Relationship between Traditional English Grammar Teaching and Communicative Language Teaching. *Online Submission*, *4*(1), 62-65.

Lichtman, M. (2006). *Qualitative research in education: A user's guide*. Thousand Oaks: Sage Publications.

Long, T., Logan, J., & Waugh, M. (2014, March). Students' Perceptions of Pre-class Instructional Video in the Flipped Classroom Model: A Survey Study. *In Society for Information Technology & Teacher Education International Conference, 2014*(1), 920-927.

Nicolosi, A. (2012). Grammar Lessons with the Flipped Classroom Method. *HONORARY CHAIRPERSON*, 13.

Strayer, J. F. (2007). The effects of the classroom flip on the learning environment: A comparison of learning activity in a traditional classroom and a flip classroom that used an intelligent tutoring system. Doctoral dissertation. The Ohio State University.

Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environments Research, 15*(2), 171-193.

Thompson, G. (1996). Some misconceptions about communicative language teaching. *ELT journal, 50*(1), 9-15.

Tucker, B. (2012). The flipped classroom. *Education Next, 12*(1), 82-83.

Wongsothorn, A., Hiranburana, K., & Chinnawongs, S. (2002). English language teaching in Thailand today. *Asia pacific journal of education*, *22*(2), 107-116.

11. Appendices A, B, C, D
Appendix A: Flipped Classroom Lesson Plan
Appendix B: IOC Questionnaires
Appendix C: Questionnaires
Appendix D: Pre-Test and Post-Test

Appendix A
Flipped Classroom Lesson Plan

Lesson Title: Passive voice
Level: Grade 11
Prerequisite skills or knowledge: The use of present, past and future tenses.
Time Requirements for first exposure (at home): approximately 20 minutes
Time requirement for in-class activity: 100 minutes (2 periods)
Objectives: By the end of the lesson, students will be able to
1. Identify the voices of the verb in each sentence
2. Rewrite the sentence changing the voice from active to passive voice
Videos provided by the teacher for the students to watch at home:
      1. Introduction to voices in English video from YouTube
      2. Passive voice used in the present tense screen-cast video
      3. Passive voice used in the past tense screen-cast video
Materials needed by students at home:
1. A computer or i-Pad with Internet access for watching the screencasts and videos
2. Notebook for writing summary of each grammatical points and questions to be asked in class
Materials needed by students in class:
1. i-Pad or smart phone with internet access for searching for information
Materials needed by teacher in class:
1. Newspaper articles (see appendix 1)
2. Worksheet 1 (see appendix 2)
3. Worksheet 2 (see appendix 3)
4. Visualizer and projector for the students to present their answers
Instructional sequence:

At home

Stages/Time	Objectives	Activities	Teaching Aids
1. Introduction to voices used in English	1. To prepare students' mental set and give them a clearer purpose for what they are going to learn. 2. To introduce the voices used in English.	1. Students watch introduction video length approximately five minutes about the types of voices used in English (active and passive). 2. Students summarize the knowledge learned from the introduction to voices in English video into their notebook. 3. Students prepare questions to ask in the classroom.	1.Introduction to voices in English video from You tube 2. Notebook for writing the summary of the video and questions to be asked in class

2. Introduction to passive voice used in the present tense	1. Students learn another way to use the sentences in passive voice	1. Students will watch video length approximately five minutes which recorded by the teacher in the topic of the use of passive voice in present tense. 2. Students summarize the new knowledge learned from the second video into their notebook. 3. Students prepare questions to ask in the classroom.	1. Passive voice used in the present tense screen-cast video 2. Notebook for writing the summary of the video and questions to be asked in class
3. Introduction to passive voice used in the past tense	1. Let students learn passive voice in past tense. 2. To help students learn the form of passive voice in past tense.	1. Students will watch video which recorded by teacher in the topic of the use of passive voice in past tense. 2. Students summarize the new knowledge learned from the third video into their notebook. 3.Students prepare questions to ask in the classroom.	1. Passive voice used in the past tense screen-cast video 2. Notebook for writing the summary of the video and questions to be asked in class

In classroom

Stages/Time	Objectives	Activities	Teaching Aids
1. Warm-up activity (5 minutes)	1. To activate students' background knowledge.	1. Students read their summary to the class. 2. Students will be reminded how to form the simple past passive sentences. 3. Students will answer teacher the following question	1. Notebook that the students write the summaries of the pre-lesson videos and questions for asking in classroom Visualizer and projector
		Question 1: Do you remember Passive voice (sentences)/ active (sentences) voice that you learned from last night videos?	

		Question 2: Is "E-mails write us." passive form of "We write e-mails."? Question 3: Is "Her room cleans Jane every day." passive form of "Jane cleans her room everyday."? Question 4: Is "Photos takes her." passive form of " She takes photos" ?	
		4. Students, most probably, will correct the teacher's sentences. 5. Teacher elicits the passive voice rule and writes it next to the sentences.	
		Subject + Verb to be + Past Participle	
2. Question and answer about the pre-lesson videos (10 minutes)	1. To check students understanding about the previous night video.	1. Students answer the questions about the previous night video. Question 1: "How were the videos last night?" Question 2: "How many times did you watch them?" Question 3: "Did you enjoy the video?" Question 4: "What did the video say?" Question 5: "Do you have any questions about the lesson?"	1. Notebook that the students write the summaries of the pre-lesson videos and questions for asking in classroom 2. Visualizer and projector 3. Video

		2. Students may ask questions about the contents that they do not understand on previous night video. 3. Students listen to teacher answers.	
3. Activity 1 (15)	1. Students will be able to identify the passive voice form from the article in newspaper.	1. Students work in groups of four. 2. Each group will get one article from a newspaper. 3. Students need to help one another to find the passive forms in the article. For the example of the news article 4. Students will be asked to write down the sentences and present in front of the class. 5. Teacher and other classmates check the answers.	1. Newspaper article (see appendix 1) 2. Paper
4. Activity 2 (10)	1. Students will be able to create newspaper headlines using the passive voice structure.	1. Students receive worksheet 1 from the teacher. 2. Students work in groups of four. 3. Students will be assigned to create newspaper headlines using the passive voice in the handout. 4. They are allowed to consult any resources to complete their tasks.	1. Worksheet 1 (see appendix 2)
5. Activity 3 (30)	1. Students will be able to rewrite the active sentences into the passive sentences.	1. Students receive worksheet 2 from the teacher. 2. Students work in groups of four.	1. Worksheet 2 (see appendix 3)

		3. Students improve the sentences in the news article by using passive voices structure. 4. They are allowed to consult any resources to complete their tasks. 5. Students present their answer to the rest of the class.	
6. Wrap up activity (10)	1. To summarize the lesson.	1. Students will be asked to conclude the lesson. 2. Students will be given new videos to watch in advance.	Videos for the next lesson.

Assessment
1. The teacher is to check students' understanding of the video by asking the latter to summarize what they have learned from the video.
2. The teacher is to check students' success in changing given sentences from active voice to passive voice.

Appendix B
IOC Questionnaires

INDEX OF ITEM-OBJECTIVE CONGURENCE RATING FORM
Survey Questionnaire
The Use of Flipped Classroom to Enhance Students' English Accuracy and Promote Active Learning Environment in Thai EFL Classroom.

Descriptions
  This questionnaire is part of a study exploring students' opinions toward Flipped Classroom Instruction. Please provide true information about yourself and experience about learning English with Flipped Classroom Instruction. Your responses are valuable and considered highly confidential. This questionnaire has 2 sections.

คำชี้แจง
  แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการศึกษาเกี่ยวกับความคิดเห็นของนักเรียนต่อการเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้าน ขอความกรุณาตอบแบบสอบถามด้วยความเป็นจริงเกี่ยวกับนักเรียนและประสบการณ์ในการเรียนภาษาอังกฤษด้วยวิธีการสอนแบบห้องเรียนกลับด้าน คำตอบของนักเรียนจะเป็นประโยชน์อย่างยิ่งต่อการศึกษาในครั้งนี้ และผู้วิจัยจะเก็บรักษาข้อมูลส่วนตัวของนักเรียนเป็นความลับ แบบสอบถามฉบับนี้มี ๒ ตอน

INDEX OF ITEM-OBJECTIVE CONGURENCE RATING FORM
Students' opinions towards the Flipped Classroom Instruction
ความคิดเห็นของนักเรียนที่มีต่อการเรียนการสอนแบบห้องเรียนกลับด้าน

Directions: Read carefully through the questionnaire items in this form. Please indicate the degree to which each item is congruent with the objectives of the study. If you have any comments on the congruence of each questionnaire item, please record them in the space provided. Please tick (√) to rate the congruence according to the scale below:

+ 1	=	certain that the item is congruent with themes of Flipped Classroom
0	=	uncertain that the item is congruent with themes of Flipped Classroom
- 1	=	certain that the item is not congruent with themes of Flipped Classroom

---

Questionnaires: Students' opinions towards the Flipped Classroom Instruction
แบบสอบถาม: ความคิดเห็นของนักเรียนที่มีต่อการเรียนการสอนแบบห้องเรียนกลับด้าน

Section 1: 5 points Likert-scale Questionnaire
Instructions: Please describe your opinions toward the Flipped Classroom Instruction. Please read the below statements carefully and answer them as truthfully as possible by ticking the right box. Try to answer all the questions given. Please note that all answers are anonymous.

คำแนะนำ : จงอธิบายความเห็นที่มีต่อการเรียนการสอนแบบห้องเรียนกลับด้าน อ่านคำถามด้านล่างอย่างละเอียด และตอบคำถามตามความเป็นจริงที่สุด โดยการทำเครื่องหมายในช่องให้คะแนนพยายามตอบคำถามที่ให้มาทุกข้อ คำตอบจากแบบสอบถามนี้จะถูกเก็บเป็นความลับทั้งหมด

5=Strongly Agree 4=Agree   3=Neutral   2=Disagree 1=Strongly Disagree
5=เห็นด้วยอย่างยิ่ง   4=เห็นด้วย   3=เห็นด้วยปานกลาง 2=ไม่เห็นด้วย   1=ไม่เห็นด้วยอย่างยิ่ง

No.	Questions Items	Rating			comment
		+1	0	-1	
1	การเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้านทำให้ข้าพเจ้าได้มีโอกาสเตรียมตัวก่อนเข้าห้องเรียน The flipped instruction allows me to prepare for my class in advance.				
2	จากการดูวิดีโอการสอนล่วงหน้า ข้าพเจ้ามีเวลาพอที่จะรับรู้เกี่ยวกับโครงสร้างประโยคภาษาอังกฤษ Through the screencasts/ videos, I have enough time to understand the sentence structures.				
3	ข้าพเจ้ามีความมั่นใจที่จะถามคำถามเพื่อความเข้าใจในบทเรียนภาษาอังกฤษหลังจากดูวิดีโอการสอน I feel more confident to ask for clarifications after watching the screencasts.				
4	ข้าพเจ้ามีความรู้สึกว่าตนเองมีส่วนร่วมในการเรียนการสอนภาษาอังกฤษโดยวิธีการเรียนการสอนแบบห้องเรียนกลับด้านมากกว่าวิธีการสอนแบบปรกติ I feel I am more in charge of my learning through the flipped instruction.				

5	การเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้าน ทำให้ข้าพเจ้ามีโอกาสในการพูดคุยกับเพื่อนร่วมห้องได้มากกว่า Learning English with the Flipped Classroom gives me greater opportunities to communicate with other students.				
6	ข้าพเจ้าดูวีดีทัศน์ บทเรียนการสอนภาษาอังกฤษ อย่างสม่ำเสมอ I regularly watch the video assignments.				
7	การเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้านทำให้ข้าพเจ้ามีแรงกระตุ้นในการเรียนภาษาอังกฤษ I am more motivated to learn English by teaching and learning with Flipped Classroom.				
8	ข้าพเจ้ามีส่วนร่วมในกิจกรรมการเรียนการสอนมากกว่าการนั่งฟังเพียงอย่างเดียว I am involved in more than listening in Flipped classroom				
9	ข้าพเจ้าได้มีส่วนร่วมในกิจกรรมต่างๆในห้องเรียน (เช่น การอ่าน, การอภิปราย, และการเขียน) I am engaged in activities (e.g., reading discussing, writing)				
10	ข้าพเจ้ามีส่วนร่วมในการคิดขั้นสูง (วิเคราะห์, สังเคราะห์, และ ประเมินผล) I am involved in higher-order thinking (analysis, synthesis, evaluation)				
11	การเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้านทำให้ข้าพเจ้าเรียนภาษาอังกฤษง่ายขึ้น The flipped instruction made it easier for me to learn English				
12	ความถูกต้องในการใช้โครงสร้างภาษาอังกฤษของข้าพเจ้าดีขึ้นเพราะข้าพเจ้ามีเวลาในการนำความรู้ที่ได้เรียนมาประยุกต์ใช้ในห้องเรียนมากยิ่งขึ้น My English accuracies are better as I have more time to apply the learning in class.				
13	ข้าพเจ้าเข้าใจเนื้อหาที่เรียนหลังจากเรียนด้วยการเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้าน I feel more confident about my learning due to the flipped instruction.				
14	ข้าพเจ้ารู้สึกว่าการเรียนการสอนแบบห้องเรียนกลับด้านทำให้ข้าพเจ้าพัฒนาความสามารถในการใช้ภาษาอังกฤษได้ถูกต้อง I feel that the flipped instruction has helped me to improve my English.				

15	ฉันมีความเข้าใจในบทเรียนมากยิ่งขึ้นเมื่อครูผู้สอนอธิบายใน ห้องเรียน I understand more when the teacher explains in class.				
16	ข้าพเจ้าชอบทำการบ้านในห้องเรียนเพราะว่าจะได้รับ คำแนะนำทันทีจากครูผู้สอน I like to do homework in class to get instant feedback from my teacher.				
17	ข้าพเจ้าจะแนะนำการเรียนการสอนภาษาอังกฤษแบบ ห้องเรียนกลับด้านกับเพื่อน I recommend the Flipped Classroom to a friend.				
18	ฉันชอบดูวีดีทัศน์ บทเรียนภาษาอังกฤษ I like watching the lesson on video.				
19	การเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้าน ทำให้ ข้าพเจ้าใช้เวลาในการเรียนโครงสร้างภาษาอังกฤษน้อยลง The Flipped Classroom gives me less class time to learn English structures.				
20	ข้าพเจ้ามีความรู้สึกว่า การใช้เทคโนโลยีมีส่วนช่วยในการ เรียนภาษาอังกฤษ I feel that the use of technology is helping me learn in this class.				

Appendix C
Questionnaires

แบบสอบถาม: ความคิดเห็นของนักเรียนที่มีต่อการเรียนการสอนแบบห้องเรียนกลับด้าน

Questionnaires: Students' opinions towards the Flipped Classroom Instruction

<u>ส่วนที่ 1/ Part 1</u>

<u>คำชี้แจง :</u> จงอธิบายความเห็นที่มีต่อการเรียนการสอนแบบห้องเรียนกลับด้าน

จงอ่านคำถามด้านล่างอย่างละเอียด และตอบคำถามตามความเป็นจริงที่สุดโดยการทำเครื่องหมาย (√) ในช่องให้คะแนน

<u>Direction:</u> Please describe your opinions toward the Flipped Classroom Instruction.
Please read the below statements carefully and answer them as truthfully as possible by ticking (√) in the right box.

ให้ระดับความคิดเห็นของท่านต่อการเรียนการสอนภาษาอังกฤษด้วยวิธีการสอนแบบห้องเรียนกลับด้านในรายวิชาภาษาอังกฤษพื้นฐานจากระดับ คะแนน 5-1

Rate your opinions to English teaching and learning with the flipped classroom instruction in an Fundamental English Class from 5-1

5=Strongly Agree,   4=Agree,   3=Neutral,   2=Disagree,   1=Strongly Disagree
5=เห็นด้วยอย่างยิ่ง,   4=เห็นด้วย,   3=เห็นด้วยปานกลาง,   2=ไม่เห็นด้วย,   1=ไม่เห็นด้วยอย่างยิ่ง

No.	Questions Items	Rating/ระดับคะแนน				
		5	4	3	2	1
1.	การเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้านทำให้ข้าพเจ้าได้มีโอกาสเตรียมตัวก่อนเข้าห้องเรียน The flipped instruction allows me to prepare for my class in advance.					
2.	จากการดูวีดีโอการสอนล่วงหน้า ข้าพเจ้ามีเวลาพอที่จะรับรู้เกี่ยวกับโครงสร้างประโยคภาษาอังกฤษ Through the screencasts/ videos, I have enough time to understand the sentence structures.					
3.	ข้าพเจ้ามีความมั่นใจที่จะถามคำถามเพื่อความเข้าใจในบทเรียนภาษาอังกฤษหลังจากดูวีดีโอการสอน I feel more confident to ask for clarifications after watching the screencasts.					
4.	ข้าพเจ้ามีความรู้สึกว่าตนเองมีส่วนร่วมในการเรียนการสอนภาษาอังกฤษโดยวิธีการเรียนการสอนแบบห้องเรียนกลับด้านมากกว่าวิธีการสอนแบบปรกติ I feel I am more in charge of my learning through the flipped instruction.					
5.	การเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้าน ทำให้ข้าพเจ้ามีโอกาสในการพูดคุยกับเพื่อนร่วมห้องได้มากกว่า Learning English with the Flipped Classroom gives me greater opportunities to communicate with other students.					
6.	ข้าพเจ้าดูวีดีทัศน์ บทเรียนการสอนภาษาอังกฤษ อย่างสม่ำเสมอ I regularly watch the video assignments.					
7.	การเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้านทำให้ข้าพเจ้ามีแรงกระตุ้นในการเรียนภาษาอังกฤษ I am more motivated to learn English by teaching and learning with Flipped Classroom.					
8.	ข้าพเจ้ามีส่วนร่วมในกิจกรรมการเรียนการสอนมากกว่าการนั่งฟังเพียงอย่างเดียว I am involved in more than listening in Flipped classroom					
9.	ข้าพเจ้าได้มีส่วนร่วมในกิจกรรมต่างๆในห้องเรียน (เช่น การอ่าน, การอภิปราย, และการเขียน) I am engaged in activities (e.g., reading discussing, writing)					
10.	ข้าพเจ้ามีส่วนร่วมในการคิดขั้นสูง (วิเคราะห์, สังเคราะห์, และ ประเมินผล) I am involved in higher-order thinking (analysis, synthesis, evaluation)					
11.	การเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้านทำให้ข้าพเจ้าเรียนภาษาอังกฤษง่ายขึ้น The flipped instruction made it easier for me to learn English					

12.	ความถูกต้องในการใช้โครงสร้างภาษาอังกฤษของข้าพเจ้าดีขึ้นเพราะข้าพเจ้ามีเวลาใน การนำความรู้ที่ได้เรียนมาประยุกต์ใช้ในห้องเรียนมากยิ่งขึ้น My English accuracies are better as I have more time to apply the learning in class.					
13.	ข้าพเจ้าเข้าใจเนื้อหาที่เรียนหลังจากเรียนด้วยการเรียนการสอนภาษาอังกฤษแบบ ห้องเรียนกลับด้าน I feel more confident about my learning due to the flipped instruction.					
14.	ข้าพเจ้ารู้สึกว่าการเรียนการสอนแบบห้องเรียนกลับด้านทำให้ข้าพเจ้าพัฒนา ความสามารถในการใช้ภาษาอังกฤษได้ถูกต้อง I feel that the flipped instruction has helped me to improve my English.					
15.	ฉันมีความเข้าใจในบทเรียนมากยิ่งขึ้นเมื่อครูผู้สอนอธิบายในห้องเรียน I understand more when the teacher explains in class.					
16.	ข้าพเจ้าชอบทำการบ้านในห้องเรียนเพราะว่าจะได้รับคำแนะนำทันทีจากครูผู้สอน I like to do homework in class to get instant feedback from my teacher.					
17.	ข้าพเจ้าจะแนะนำการเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้านกับเพื่อน I recommend the Flipped Classroom to a friend.					
18.	ฉันชอบดูวีดีทัศน์ บทเรียนภาษาอังกฤษ I like watching the lesson on video.					
19.	การเรียนการสอนภาษาอังกฤษแบบห้องเรียนกลับด้าน ทำให้ข้าพเจ้าใช้เวลาในการ เรียนโครงสร้างภาษาอังกฤษน้อยลง The Flipped Classroom gives me less class time to learn English structures.					
20.	ข้าพเจ้ามีความรู้สึกว่า การใช้เทคโนโลยีมีส่วนช่วยในการเรียนภาษาอังกฤษ I feel that the use of technology is helping me learn in this class.					

Appendix D: Pre-test and Post-Test

Pre-test

Directions: The test contains 30 items on five grammatical points (1) passive voice (2) subject-verb agreement (3) relative pronouns (4) participle used as adjective and (5) reported speech. The testing time is one hour. Please choose a, b, c or d as your answer for each test item.

1.Three times two _____ six.
A. be   B. is
C. are   D. make

2. My best friend and best student _____ Cathy.
A. is   B. are
C. were   D. have been

3. Harry Potter _____ an interesting movie.
A. be   B. is
C. are   D. were

4. Each of the dancers _____ beautiful.
A. be   B. is
C. are   D. were

5. Here _____ our new English teacher.
A. come   B. comes
C. are coming   D. have come

6. Peanut butter and jelly _____ quite popular among American people.
A. is   B. are
C. were   D. have been

7. This is the same story _____ I have heard recently.
A. who   B. whom
C. that   D. of which

8. I found the tiger _____ had been shot lying dead.
A. who   B. which
C. where   D. when

9. He is an excellent teacher _____ doesn't speak too fast.
A. who   B. whom
C. whose   D. why

10. Paris, _____ is in France, is well-known.
A. where   B. which
C. that   D. in which

11. The boy _____ I borrowed a pen has gone home.
A. to who   B. to whom
C. from who   D. from whom

12. My father is the man _____ is very kind.
A. who   B. whom
C. whose   D. why

13. His father said that he _____ speak three languages.
A. could   B. can
C. has to   D. will

14. Mike said he _____ to visit his friends that weekend.
A. want   B. wants
C. wanted   D. will want

15. Ronald asked Betty where _____ her car.
A. she parked   B. does she park
C. she parks   D. did she park

16. Max told me that Peter often _____ a book.
A. read   B. is reading
C. reads   D. was reading

17. Jerry said he _____ English a lot at that moment.
A. studies   B. is studying
C. studied   D. was studying

18. My son said he _____ his best in the exams the next day.
A. will go   B. does
C. would do   D. did

19. You _____ to the party. Why didn't you go?
A. are invited   B. are inviting
C. were invited   D. were inviting

20. These machines _____ to mix the ingredients.
A. use   B. are used
C. have used   D. are using

21. They _____ to stay in their houses during the storm.
A. tell   B. told
C. were told   D. were telling

22. A lot of water _____ during the race.
A. drinks   B. is drinking
C. has drunk   D. is drunk

23. Many accidents _____ by dangerous driving.
A. cause   B. causing
C. are caused   D. are causing

24. The events _____ by the university because no one showed any interest.
A. canceled   B. canceling
C. were canceled   D. were canceling

25. My sister works in a bakery _____ cakes.
A. makes   B. make
C. made   D. making

26. A million dollars worth of jewellery _____ to the President's wife has been stolen.
A. belonging   B. belong
C. belongs   D. is belonging

27. Pictures _____ by Picasso usually sell for millions of pounds.
A. paint   B. paints
C. painted   D. painting

28. A lorry _____ fruit crashed on the motorway.
A. carry   B. carries
C. carried   D. carrying

29. This is a vegetarian restaurant. None of the dishes _____ here contain meat or fish.
A. served   B. serves
C. serving   D. are serving

30. The Harry Potter books, _____ by JK Rowling, have all been made into films.
A. writes   B. written
C. wrote   D. write

Post-test
Directions: The test contains 30 items on five grammatical points (1) Passive voice (2) subject-verb agreement (3) Relative pronouns (4) Participle used as adjective and (5) Reported speech. The testing time is one hour. Please choose a, b, c or d for as your option for each test item.

1. The Harry Potter books, _____ by JK Rowling, have all been made into films.
A. writes   B. written
C. wrote   D. write

2. Three times two _____ six.
A. be   B. is
C. are   D. make

3. This is a vegetarian restaurant. None of the dishes _____ here contain meat or fish.
A. served   B. serves
C. serving   D. are serving

4. My best friend and best student _____ Cathy.
A. is   B. are
C. were   D. have been

5. A lorry _____ fruit crashed on the motorway.
A. carry   B. carries
C. carried   D. carrying

6. Harry Potter _____ an interesting movie.
A. be   B. is
C. are   D. were

7. Pictures _____ by Picasso usually sell for millions of pounds.
A. paint   B. paints
C. painted   D. painting

8. Each of the dancers _____ beautiful.
A. be   B. is
C. are   D. were

9. A million dollars worth of jewelry _____to the President's wife has been stolen.
A. belonging   B. belong
C. belongs   D. is belonging

10. Here _____ our new English teacher.
A. come   B. comes
C. are coming   D. have come

11. My sister works in a bakery _____ cakes.
A. makes   B. make
C. made   D. making

12. Peanut butter and jelly _____ quite popular among American people.
A. is   B. are
C. were   D. have been

13. The events _____ by the university because no one showed any interest.
A. canceled   B. canceling
C. were canceled   D. were canceling

14. This is the same story _____ I have heard recently.
A. who   B. whom
C. that   D. of which

15. Many accidents _____ by dangerous driving.
A. cause   B. causing
C. are caused   D. are causing

16. I found the tiger _____ had been shot lying dead.
A. who   B. which
C. where   D. when

17. He is an excellent teacher _____ doesn't speak too fast.
A. who   B. whom
C. whose   D. why

18. A lot of water _____ during the race.
A. drinks   B. is drinking
C. has drunk   D. is drunk

19. Paris, _____ is in France, is well-known.
A. where   B. which
C. that   D. in which

20. The boy _____ I borrowed a pen has gone home.
A. to who   B. to whom
C. from who   D. from whom

21. They _____ to stay in their houses during the storm.
A. tell   B. told
C. were told   D. were telling

22. My father is the man _____ is very kind.
A. who   B. whom
C. whose   D. why

23. His father said that he _____ speak three languages.
A. could   B. can
C. has to   D. will

24. Mike said he _____ to visit his friends that weekend.
A. want   B. wants
C. wanted   D. will want

25. These machines _____ to mix the ingredients.
A. use   B. are used
C. have used   D. are using

26. Ronald asked Betty where _____ her car.
A. she parked   B. does she park
C. she parks   D. did she park

27. You _____ to the party. Why didn't you go?
A. are invited   B. are inviting
C. were invited   D. were inviting

28. Max told me that Peter often _____ a book.
A. read   B. is reading
C. reads   D. was reading

29. Jerry said he _____ English a lot at that moment.
A. studies   B. is studying
C. studied   D. was studying

30. My son said he _____ his best in the exams the next day.
A. will go   B. does
C. would do   D. did