Assessment as a Learning Tool in a Flipped English Language Classroom in Higher Education

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Abstract
Flipped teaching is a pedagogical model in which the roles of the instructor and the students in a flipped context are redefined. Within this unique pedagogical context, researchers suggest that, in order to maximize the learning process for students, assessment should follow a student-centered approach (Talbert, 2015; Honeycutt & Garrett, 2014). Utilising assessment as a learning tool through layering and scaffolding in the flipped context engages students in the learning process, encourages continuous assessment of student learning, creates opportunities for implementing critical thinking, helps students gain a deeper understanding of concepts, allows formative feedback and eventually yields improved outcomes. This formative assessment approach of layering and scaffolding has been considered to "motivate students" (Spangler, 2015). Layered assessment in the flipped context also becomes a student-centered learning strategy, a means to informally gather feedback about students' learning and a tool to help instructors refine their teaching. This paper aims to fill the gap in the literature with regards to utilizing assessment for learning and evaluative purposes. It aims to share formative assessment strategies for flipped English language learning, share assessment types which worked in a flipped English language learning classroom, classroom assessment techniques to refine teaching, assessment tools, resources, share recommendations to challenges and propose solutions for effective assessment in a flipped English language learning setting.
Key words: Assessment for learning, Classroom assessment techniques (CATs), Performance assessment, Scaffolding and layering of assessment, Student centered learning.

Introduction
English language learning over the past decades has become increasingly important in the Arab region. English has also become the language of instruction in most of the Arab universities (Mahmoud, 2015). Many graduate students travel to English speaking countries either for work or to pursue further studies, and accordingly require mastery of the English language. Consequently, pedagogical reform in the Arab region today is advocating for the development of higher order thinking skills for English language learners and learning that transfers skills (Mahmoud, 2015). This in turn, has led to initiatives on the part of educators in the Arab region to reform assessment.

Reform in assessment for English language learners in higher education in the Arab region meant shifting from traditional assessment which largely depend on recalling information to assessment which require students to perform a task. Such educational reforms are in line with the rapid change taking place globally. Learning experiences which challenge students are taking higher education institutions in many countries to a new level of pedagogical practices. The worldwide call for radical transformation in teaching in higher education, aims to prepare undergraduate students for their professional future by developing their language skills, cognitive skills and ability to function globally (O'Flaherty & Phillips, 2015).

The Shift from Traditional Teaching to Flipped Teaching in Higher Education
Educators in higher education institutions in a number of countries have gradually made the shift from the traditional classroom to a more flexible blended learning approach. Reflecting this is the rise of flipped classrooms (Lage, Platt, & Treglia, 2000). The instructional foundation of flipped teaching is supported by research which focuses on student centered learning and the effectiveness of the approach in increasing student achievement (Chaplin, 2009; Freeman, 2007; Michael, 2006; Akinoglu and Tandogan, 2006; Prince, 2004; Mazur, 1996). Flipped teaching is part of a blended learning model where students are actively involved in constructing their learning process (Hamdan, Mcknight, McKnight, & Arfstrom, 2013) and where the roles of the instructor and the student are reconstructed. The new roles of the instructor and the students in a flipped teaching mode as indicated in U.T. Wollongong's *Hybrid Learning and Assessment Learning, Teaching & Curriculum,* are indicative of a more communicative student centered learning and teaching approach:

Table 1
Role of students and instructors in a flipped teaching mode

Student's Role	Instructor's Role
Watching videos or screencasts of mini online lectures and completing readings with either quizzes or tasks.	Assigning students screencast videos with readings & research tasks.
Engaging in self-paced activities (e-learning hot-potato quizzes or activities)	Uploading short and engaging academic videos, PowerPoint presentations or screencasts.
Preparing for tasks on e-learning for the face to face activities which will take place in class, identifying questions to ask the	Creating online activities related to the screencast videos or readings such as hot-potato quizzes, socrative.com, web-uest tasks, short answer questions, forum discussions, scaffolded tasks ,

teacher during the face to face session.	worksheets (for in-class feedback).
Producing work for feedback in class	Designing worksheets which prepare students for class debates or presentations in order to enable students to receive formative feedback during class, or that students can continue working on at a deeper level during class with peers or individually.

Flipped teaching was successfully implemented in the contexts of science (Bergmann & Sams, 2012), maths (Fulton, 2013), language learning (Fulton, 2013; Ullman, 2013) and in higher education settings with pharmacy students (Ryan, 2013). It was further explored by two Colorado Chemistry teachers Jonathan Bergmann and Aaron Sams in 2007. In their book *Flip Your Classroom: Reach Every Student in Every Class Every Day* (2012), they highlight the effectiveness of the flipped approach.

Flipped teaching is an alternative model of instruction in which digital technologies are used to shift lectures out of the class hours in the form of screen-cast videos to introduce new concepts. Face to face teaching time is used for students to engage in critical thinking, apply language skills and participate collaboratively with peers to construct knowledge (Pluta, Richards, & Mutnick, 2013). During flipped teaching face to face class time, educators monitor their students' progress through ongoing formative assessment and provide them with feedback relevant in the moment (Gojack, 2012). Flipped teaching is a student-centered learning approach which focuses on active learning.

Multiple studies have been cited by leading researchers such as J. Michael and E. Mazur highlighting that flipped teaching capitalizes on the time available with the instructor and makes it possible to increase the focus on language development and the application of higher order thinking skills (1996). In a traditional classroom setting, students "use such time for note taking" (Missildine, Fountain, Summers, & Gosselin, 2013). The effectiveness of the flipped teaching model is well supported by research regardless of the discipline in the belief that "good teaching should always limit the passive transfer of knowledge in class while also promoting learning environments built on the tenants of student inquiry, collaboration and critical thinking" (Musallam, 2014).

Assessment as a Learning Tool in a Flipped English Language Classroom
The challenge facing English language educators in higher education in the Arab region is how to leverage the students' learning experience (Mahmoud, 2015). In a second language learning context, this means adjusting the teaching and assessment strategies in order to develop the learners' language skills in terms of linguistic accuracy, fluency and lexical appropriacy through a student centered approach. Assessment in a flipped English language classroom can be a mix of traditional assessment and performance assessment. The reason behind this combination is that traditional assessments, do not always help instructors to accurately measure the language proficiency of English language learners (Jenelle, 2004). According to the

Guidelines for the Assessment of English-Language Learners (Pitoniak, Young, Martiniello, King, Buteux, & Ginsburgh, 2009):

> ELLs should have not only multiple opportunities, but also multiple *ways* to show what they know, and that assessment specifications should include a variety of item and response types that may lead to assessments on which ELLs are more likely to be able to show their strengths. For example, items with visuals, performance tasks, or oral responses are sometimes suggested as ways to allow ELLs to better demonstrate proficiency (p.11)

Graded and Non-graded Assessment

The main purpose of assessment as a learning tool or formative assessment, is to help instructors support students' learning in an engaging and motivating approach. Assessment during the middle of the semester or summative assessment at the end of the academic year, are tests which aim to measure to what extent a student has achieved the learning outcomes. Assessment for learning on the other hand, is not for grading. In simple terms, summative assessment is to evaluate achievement, while formative assessment used as learning tool, is practice.

A flipped teaching context supports the administering of ongoing formative assessment. Assessments designed for a flipped context, serve to create meaningful opportunities for interaction about learning between instructors and students. Recent research has shown that assessments well designed for a flipped English language classroom, provide opportunities for diverse students to demonstrate their knowledge and at the same time, accurately measure the proficiency level of English language learners (Lee, 2005). Research literature on assessment, suggests that the primary purpose of assessment is to serve learning. In a flipped teaching mode, assessment for learning has proved to be the most effective for English language learning and student achievement. This paper aims to share best practice with EFL/ESL/EAP educators who are considering implementing assessment as a learning tool in a flipped English language classroom and information on its effectiveness and clear examples of how to implement it with students with Arabic as L1 in higher education. The same strategies can be adapted to learners in different contexts.

Assessment for Learning: Benefits

Assessment for learning in a flipped English language classroom, integrates the processes of teaching, learning and assessing. A range of formats are used in order to assess the performance of students allowing them to demonstrate that they are able to construct meaning and use language skills appropriately (Stiggins, 1987). Research has shown (Brame, 2013; Fulton, 2012) a number of positive outcomes for implementing assessment as a learning tool in a flipped English language classroom:

- Increased student engagement and motivation
- Supports metacognition
- Enables frequent and individualized formative feedback,
- Enables immediate clarification of misconceptions
- Facilitates peer interaction and peer evaluation,
- Opportunity for use of higher cognitive functions in class,

- Student led in-class discussions
- Teachers gain insight into challenges faced by students and individual learning styles in class.

Assessment for Learning: Strategies

Strategies that aid assessment for learning are scaffolding of tasks and layering of assessments. Teachers might be familiar with the concepts of layering and scaffolding , but may not necessarily understand the rationale behind why these techniques are effective or what is it about a particular scaffold that helps English language learners perform better on assessments for learning (Hobsbaum, Peters, & Sylva, 1996). Scaffolding tasks and layering assessments in a flipped English language classroom, encourage students' independent learning, give them greater autonomy and develop their higher order thinking skills simultaneously with language development.

Scaffolding Tasks

Using simplified tasks according to the language level of the test takers and scaffolding the input in a test situation, is considered an appropriate strategy and, hence, totally justified as a mechanism for authentic/performance assessment (Lewkowicz, 2000) in a flipped English language classroom. Research introduces scaffolding as a means to provide opportunities for English language learners to learn and demonstrate understanding as well as to further develop their English language skills (Wood, Bruner, & Ross, 1976). Scaffolding includes content scaffolding, task scaffolding and material scaffolding (Allen & Dickson, 2016). There are two essentials to keep in mind when scaffolding: modeling and practice. Throughout the learning process, students should be able to watch their teacher demonstrate each step in the task. Modeling allows students to understand both how to perform each step and why each step is important. Knowing how and why leads to students' successful performance of the task. Modeling error detection and correction is important. At the same time, students, either individually or as a group, must have the opportunity to work collaboratively to practice the task or the strategies that were modeled.

Layering of Assessment

In a flipped English language learning classroom, assessments are administered before-class, in-class and after-class. Before class assessments are primarily meant for concept checking and guiding students' learning to understanding new topics, vocabulary and constructing knowledge. Students are exposed to language as input through online screencast, academic videos, readings, and activities prior to class. Research shows that before class material presented through screen-cast videos has a big impact. Students and teachers have also expressed a preference for videos over reading material for class preparation in a flipped context (Herreis & Schiller, 2013). Activating learning prior to the face to face class sessions ensures that class time is an opportunity for students to actively exercise their language skills and critical thinking. Moreover, the formative feedback provided during the online flipped class time, helps instructors clarify knowledge and misconceptions so as to ensure students are able to "organise their new knowledge in a way that is more accessible for future use" (Brame, 2013, p. 3).

To ensure the success of the face to face teaching session and active engagement of students with the assessment material in class, the before-class video content should be matched

with a small task or assessment in-class. Student-led discussions are exceptionally effective in engaging students immediately with the online material administered before-class. Misconceptions as a result are cleared at an early stage of the teaching session and the teacher can easily identify areas that require recapping or whether to re-teach a particular point in grammar or reinforce a certain language skill. In-class tasks are scaffolded to guide and support the learning process while the assessments are designed to activate higher order thinking skills and create the opportunity for students to practice their language skills within a conceptual framework. The flipped classroom promotes what Bonwell and Sutherland (1996) call "an active learning continuum that moves from simple tasks on one end to complex tasks on the other" (p. 5) This is achieved by partially moving away from traditional tests in the classroom such as multiple choice and gap filling questions towards performance assessments which require students to perform a task as opposed to selecting an answer. Performance assessments often require students to demonstrate through a task their ability to evaluate, analyze, synthesize and apply what they have learned. Students are also encouraged to create new meaning in the process as well. After-class assessments in the flipped mode reinforce the development of language skills through additional independent practice and instructor feedback.

Performance assessments in general allow more student choices in determining what is presented as evidence of language proficiency. English language learners are accordingly able to demonstrate their language proficiency in multiple ways. In-class assessments include student-led discussions, presentations, debates, writing argumentative essays with multiple drafts, peer evaluation, peer feedback on writing drafts or oral presentations, self-evaluation using checklists and rubrics.

Using Rubrics to Promote Learning
For any assessment to yield accurate outcomes, a well-designed objective and validated scoring rubric or marking criteria is required. Rubrics play an important role in the success of assessment for learning. Rubrics support learning by making expectations and criteria explicit, as well as facilitate feedback, peer and self-assessment. Within a flipped teaching context, rubrics are used both to familiarize students with the performance standards expected of them and as a guiding checklist for their learning process. At the same time, rubrics used as a learning tool help shift the students' focus from simply completing an assessment to paying attention to the quality of the language skills they produce on the assessment. When rubrics are shared with students and descriptors are explained during the face to face teaching sessions, a common understanding of performance standards is set. Students are given ownership in deciding how far up the scale they want to advance their learning. Additionally, rubrics and checklists are used for peer editing and peer review hence encouraging learner autonomy and a greater sense of ownership towards language learning. Rubrics also work as checklist for self-evaluation and constructive feedback on either presentations or written assignments. The research literature on self- and peer assessment (Dochy, Segers, & Sluijsmans, 1999; Topping, 2003) affirms that it is strategic for students' learning to be involved in giving and receiving feedback.

Students' feedback on their performance is tied to the rubrics. The rubrics serve as a tool to help students identify their areas of strength and areas of development. According to the rubric both teachers and students can identify appropriate remedial strategies which can be adopted for developing and improving language skills. Using rubrics to guide and support students in a

flipped English language classroom follows the "pedagogy of contingency" (William, 2006) structure which ensures that the learning process is kept on track. Helping students during the learning process to link the rubric descriptors to the quality of their language proficiency demonstrated during an assessment has been noted to result in better student achievement. There is a strong conviction that the use of performance assessment in combination with rubrics has a positive impact on students' efforts and learning (Jonsson & Svingby, 2007). Research argues that the use of rubrics in supporting assessment as a learning tool "has shown to be beneficial for students' learning, motivation and study situation at large" (Jonssson & Svingby, 2007, p. 138).

English language learning requires application of the language skills in an appropriate learning environment in order for students to appropriately demonstrate their language proficiency. Performance assessments lower the affective filter and hence the learning environment is less stressful for English language learners. Flipped classrooms free up more face to face time for administering performance assessment and formative feedback. However, a successful flipped English language classroom, does not sacrifice one assessment type for another. English language learners need to demonstrate their language skills both through a balance of traditional assessment and performance assessment. The differences between traditional assessment and performance assessment are indicated as follows:

Table 2
Difference between traditional and performance assessment

Traditional Assessment	Performance Assessment (Authentic)
Selecting a Response	Indirect Evidence
Contrived	Real-life
Recall/Recognition	Construction/Application
Teacher-centered	Student-centered
Indirect Evidence	Direct Evidence

Effective Assessment Types in a Flipped English Language Classroom
        The principles supporting assessment in the flipped classroom are grounded in theoretical understandings of active learning (Bonnell & Eison, 1991; Meyers & Jones, 1993; Silberman, 1996). Theoretically, assessment as a learning tool, is a broad term that "involves students in doing things and thinking about the things they are doing" (Bonnell & Eison,1991, p. 2). Assessments administered as a learning tool are usually less stressful for students, supportive in nature and result in positive washback. Examples of assessment for learning which are well suited for a flipped English language classroom include the following:

        Web-Quest
        Web-Quest has been promoted by foreign language educators to support students' active learning in the English language classroom (Altstaedter & Jones, 2009). Web-Quest tasks prompt

higher-level thinking, and are designed to address topics or issues that exist in the real world encouraging students to use a variety of reliable sources to present multiple points of view, hence making the tasks authentic. Web-Quest helps scaffold tasks and often requires students to work as part of a group and present the information to an audience. The process is scaffolded and guided by modeling and practice. The requirement of presenting to an audience compels students to focus on the quality of their performance in demonstrating their language proficiency. The tasks on the Web-Quest are developmental in nature as they progress from knowledge and understanding to analysis, evaluation and application.

Portfolio Assessment

The constructivist approach to teaching and learning puts the student at the center of the learning process and accordingly, advocates evaluation through performance assessment such as portfolio (Baturaya & Daloglu, 2010). Constructivists advocate portfolios as a more "effective" way to assess English language learners taking into account their linguistic and cultural differences (Duckworth, 2006). Portfolios "facilitate the process of making linkages among assessment, curriculum, and student learning" (Asp, 2000, p. 221) helping instructors monitor how instructional goals are met in light of the progress individual students make (Shulman, 1987). In a flipped English language classroom, portfolio assessment "creates an atmosphere for student centered learning, which requires active student involvement" (Baturaya & Daloglu, 2010, p. 413). Portfolio assessment capitalizes on the strategy of guiding students to reflect on their performance and the need to plan a route for improvement in subsequent attempts. Feedback on portfolio assessment is individualized and tailored to each student's learning. Hamp-Lyons and Condon (2000), highlight that a successful portfolio should exhibit a collection of the students' work, a selection by the student of the highest quality writing to show case, and a reflection on their performance.

Writing Assignments

Initial input for the English language learner in the flipped mode using screencast videos helps activate the writing process prior to the student's participation in the face to face session. Screencast videos can cover a range of essential areas in the development of language learning for L2 students, such as, how to structure a paragraph, how to use correct sentence structure, how to paraphrase or how to maintain academic honesty and avoid plagiarism. With such input taken care of out of the class face to face session, the face to face time in the classroom is used to assess students' writing through essay writing and drafting.

The writing process in the flipped English language classroom can be assessed at different stages using different formats. Initial assessment is based on the students' ability to research a topic and brainstorm ideas on an online forum with peers. The second stage of assessment is the drafting of an outline and peer editing, planning and organizing an essay independently and using a checklist to edit either their essays (self-evaluation) or peer editing. The instructor feedback on drafts during face to face time involves a robust discussion with students about their individual performance and remedial activities to boost language development. This stands in contrast to traditional assessment. Writing assignments which require multiple drafts, improve the chances of L2 learners in engaging with language production offering them unique opportunities to express their language competence than through a traditional multiple choice exam, a timed in-class test or final exam test on essay writing

The final stage of assessing the writing process in a flipped English language classroom, is through submission of a soft copy on Turnitin.com. Students can use the service as a learning tool to help them detect plagiarism. Students can re-write their essays and re-submit them multiple times. The originality report produced by Turnitin.com helps students identify areas of weakness in their writing and accordingly are prompted to improve the quality of their writing while adhering to the requirements of academic honesty.

The assessment of students' progress in the flipped English language classroom in the form of a writing portfolio, actively involves students in their own evaluation, yielding higher levels of student engagement. Portfolio assessment also creates an interactive learning environment between the instructor and the students where discussions of progress are frequent and feedback is ongoing. Darling-Hammond (2006) explains that "assessments that require students to evaluate …, conduct research, write extensively, and demonstrate their learning, … have proven key to motivating students and attaining high levels of learning" (p. 655).

Oral Presentations

Effective presentation and debating skills are valuable transferable employability skills which many learners will need as graduates. By integrating them as an assessment tool for learning in the flipped English language classroom, students will appreciate the chance to practice using these skills at this stage of their higher education. Giving presentations, requires learners to invest time and effort researching a topic, selecting reliable sources, drafting, organizing slides, editing, memorising, and reviewing content.

For many students of L1 Arabic, giving presentations in English can be a challenge particularly if they have had few to no opportunities to present orally in a classroom setting prior to higher education. Hence providing scaffolding to ensure students understand the requirements of giving a presentation is vital. It is also recommended by research that instructors provide students with sample presentations (Hovane, 2009). The scaffolding of tasks allows students to internalize the language at their own pace and engage in the learning process. When students see that the skills they are learning will be useful in other situations, they are more likely to spend time preparing and practicing (Brooks & Wilson, 2014). Additionally, by giving the opportunity for learners to listen to their peers' presentations, not only are they exposed to a variety of topics and a range of vocabulary but they are also receiving extensive listening practice. Using oral presentations in the flipped English language classroom, is an opportunity for learners to apply their language skills and practice spoken language in an authentic manner (Brooks & Wilson, 2014). The flipped classroom set up gives room for the instructor to teach/review grammar, introduce new vocabulary and administer exercises which focus on pronunciation and conversation strategies such as word stressing, repetition, chunking and paraphrasing (Gershon, 2008; Grussendorf, 2007) prior to the actual final presentation assessment. Feedback on students' performance is based on both the linguistic and physical aspects of delivering an oral presentation in L2. A rubric with clear descriptors shared with students prior to the assessment ensures a common understanding of requirements for students' performance and helps students focus on the quality of their language production during presentations.

The British University in Egypt's (BUE) Experience with Flipped Classrooms

The English Department language programme at the BUE is EAP. The programme in 2015-16 catered to approximately 3000 students of L1 Arabic. In an effort to stimulate active

learning flipped teaching was introduced to the English language classroom in two of the modules Advanced and Advanced Writing. The new pedagogy entailed modifying the assessment strategy to focus more on learning than on testing.The duration was 13 weeks. The orientation to the modules required students watch a screen-cast created by Department explaining flipped teaching, the assessment strategy and the students' new role and responsibilities as leaners.

Best Practice

The modification of the teaching and assessment strategy of the two English modules, consequently entailed modifying teaching material, creating interactive tasks, reviewing the learning outcomes, redesigning assessments, reviewing portfolio content, designing e-learning online tasks and creating quizzes. The tasks and materials of both modules were designed as scaffolds. Weekly layered assessments were divided into before-class tasks, in-class tasks and after-class tasks enabling instructors to include formative feedback as an integral part of the students' learning process. Flipped tasks completed prior to class, provided instructors with important information about students' learning and allowed instructors to be proactively prepared to address the learning needs of their students in the face to face sessions. Students at the lower end of the language level received appropriate learning support while students at the higher end were being challenged to reach their full potential. Students' individual academic progress was closely monitored through the flipped online tasks. There was clear evidence that students who completed the flipped online tasks, mastered the learning objectives of each week. According to N. Ellis, "language processing is based on input frequency" (2002). The presentations and debates during class time were an indicator that students were able to manipulate language to express ideas, employ a range of appropriately selected vocabulary and focus on form and language mechanics. Additionally, exposing students to tasks that required evaluating, analysing and synthesising, were found to stimulate learners' higher cognitive skills as well as develop learners' autonomy (Rodriguez, Frey, Dawson, Liu, & Rotzhaupt, 2012). There was an overall improvement in students' achievement levels and language development as evidenced by their grades on assignments and face to face class performance.

The Advanced and Advanced Writing modules used e-portfolios where students' work was collected online. The e-portfolios included quizzes, essay outlines and drafts. The non-graded assessments were online hot-potato quizzes and interactive activities that reinforced language learning such as grammar, punctuation, run-on sentences, subject-verb agreement and vocabulary. In class assessments such as the diagnostic assessment administered during the first week of the semester to verify that all students had been allocated by the placement test to their appropriate language level were also included in the e-portfolios. Writing and presentation rubrics were shared with students prior to the assessments as a means to establish a common understanding of the expectation of performance at each of the language levels. Students used the rubrics as a checklist to review their essays and presentation requirements. The use of rubrics for self-evaluation reinforced the notion of learner autonomy and boosted the motivation of students to participate in peer-evaluation / peer editing.

Students who were interviewed about their experience with flipped classrooms and the new assessment strategy, acknowledged, that the ability to play screen-casts and videos as many times as needed prior to the face to face session was a feature of the flipped classroom which

they greatly appreciated. Students liked the embedded self-check quizzes and pre-knowledge tasks because they "alerted them of knowledge gaps and prompted them to review the corresponding videos again with clear objectives" (Mok, 2014).

Assessment as an Evaluative Tool of Teaching

Johnson, Johnson, and Holubec (1993) explain that the purposes of assessment can be diagnostic, formative, or summative. At the same time, the focus of assessment can be the evaluation of the process of learning, evaluating the process of instruction, or the evaluation of both the outcomes of learning and instruction. Ongoing formative assessment in the flipped classroom provides feedback for instructors to guide their teaching and to help students improve their learning. In L2 contexts in higher education, two features are often missing from English language classrooms; pedagogies of engagement (Shulman L. S., 1999) which means creating challenging learning environments where all students engage in the learning process because the level of intellectual demand is high. Secondly, the pedagogy of contingency, (William, 2006) which ensures that students' learning is kept on track through monitoring, follow up and feedback. Both these features of effective teaching can be implemented through classroom assessment techniques.

Classroom Assessment Techniques (CATs) are simple, non-graded activities designed to give feedback on the teaching-learning process as it is happening. This strategy advocated by Angelo and Cross (1993) in their book *Classroom Assessment Techniques: A Handbook for College Teachers* is ideal in a flipped English language classroom to assess students' achievement and to collect meaningful data. CATs help address the following questions:

- Are my students learning what I think I am teaching?
- Who is learning and who is not learning?
- What am I doing that is useful for these students?
- What am I doing that is not useful for these students?

Like all ongoing formative assessment, CATs give teachers instant feedback about their students which can help them a) make short-term modifications to the delivery of instruction, b) identify at risk students or c) prepare for long-term modifications.

Useful Resources for Assessment in a Flipped English Language Classroom

- Educanon www.educanon.com allows you to embed interactive questions in videos related to your topic. You can either select a pre-existing video or create one of your own.

Technological Tools for Assessment in a Flipped English Language Classroom
Hot potato quizzes

The nature of flipped teaching allows greater flexibility in utilising a variety of technological tools. The most successful of these were the screen-cast videos embedded with hot-potato quizzes. Creating the screen-casts and the embedded mini-quizzes is time consuming but it is a long term investment for subsequent semesters (Fahim & Khalil, 2016)

Socrative.com

Socrative.com, allows you to create mini-assessments or pose a question (CATs) to which students can respond to immediately in real-time. Teachers can collect instant feedback and students can use their portable media purposefully.

Turnitin.com

Flipped teaching is not just limited to viewing tutorials online, but includes using every opportunity of students' errors as a learning process. Turnitin.com. the plagiarism detection tool, enables students to view their errors, correct them and resubmit their work. The benefit is a developmental learning process of writing. Moreover, instructors can use Turnitin.com to give feedback to students online either through voice recording or written feedback.

Challenges and Solutions- Recommendations

Shifting the assessment paradigm from traditional to performance assessment in a flipped teaching and learning context requires instructors to ensure a safe learning environment for the learners where the affective filter is lowered. With the affective filter lowered, the face to face sessions will become a stress free learning environment. Asking students to watch a video explaining the setup of flipped teaching and assessment before starting the semester is helpful in setting the stage for them to accept their new roles and responsibilities as learners.

It is also necessary to ensure that there are appropriate student learning support strategies in place. Learner support strategies need to be in place in order to debilitate students' anxiety of the flipped approach and the modified assessment strategy. Creating the opportunity for students to be prepared for class, ensures that students are not stressed or mentally overshadowed by apprehension (Bledsoe & Baskin, 2015) in the face to face teaching time. Research shows that such support strategies are effective in promoting calmness during high-stress activities such as quizzes and group discussions (Bledsoe & Baskin, 2015).

Conclusion

Implementing assessment as a learning tool in a flipped English language classroom for L2 students, is a major change in the teaching pedagogy and the assessment strategy of the English Language Programme modules at the BUE. Much of the success of implementing assessment for learning at the BUE, depended on investing effort in highlighting the educational benefits to academic staff, students and obliterating the psychological obstacles to implementing the change. The five key strategies of effective assessment for learning in a flipped classroom can be summed up as follows: a) clarifying and understanding the criteria for success, b) effective discussions and tasks which elicit evidence of learning, c) providing feedback that moves students' learning forward, d) activating students through peer evaluation as instructional resources for each other, and e) activating learners sense of ownership towards their learning. These strategies can be adapted by instructors to work in their local context.

As a twenty-first century pedagogical approach which effectively utilises technology and active learning to transform students' learning experiences, assessment for learning within a flipped English language classroom context, successfully met the dynamic pace of generation Y (Fulton, 2012; Millard, 2012). Additionally, the flipped classroom framework freed up time for assessment practices which focused on developing the underpinning language skills of students necessary for effective communication. Despite the strong evidence found by research on the positive impact of assessment as a learning tool on students' engagement in the learning process and motivation, it is important to note, that in the field of English language education, little research to date, has scrupulously studied whether assessment as a learning tool in a flipped

language classroom has a direct effect on enhancing the proficiency level of English language learners (Hung, 2015).

In an effort to add to the research literature on assessment in a flipped context in English language learning, this paper has presented a structured approach to implementing assessment as a learning tool using active learning strategies, shared successful and effective assessment types, best practice, useful resources and recommendations to overcome challenges. The English Department at the BUE in its commitment to delivering quality UK higher education to students in the Arab region will, despite the positive outcomes of implementing assessment as a learning tool in flipped English language classrooms, continue to refine the teaching and assessment strategies of the English language programme. Further implications for research will consider the lack of sufficient professional development for building instructors' assessment capacity to support English language learning needs of L2 students in higher education.

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