

## **The Role of Flipped Classroom Technology in the Education System and its Retrospective Analysis**

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**Abstract:** *The concept of the flipped classroom has received significant attention, yet there's been limited exploration of research into its implementation in English teaching, which is where this study steps in. The aim is to (1) explore the general responses of English teachers towards the flipped classroom methodology and (2) investigate the perceived benefits and challenges of its implementation in English teaching. A total of 10 English teachers from diverse institutions that have adopted the flipped classroom model participated in this research study. We used a combination of questionnaires and interviews to collect the data, and then subjected it to analysis using a range of techniques. The results were amazing! English teachers had a really positive response to the flipped classroom methodology. The benefits identified include facilitating active learning, developing collaborative teamwork, stimulating autonomous learning, and increasing classroom interaction. The challenges faced during its implementation pertained to the provision of support, technical and technological issues, and the development of flipped learning materials.*

**Keywords:** *general responses, perceived benefits, perceived challenges, flipped classroom methodology*

### **INTRODUCTION**

The concept of the flipped classroom has emerged as a novel and exciting instructional methodology in language education in the digital era, falling under the umbrella of blended learning. This exciting approach integrates in-class learning activities with online learning technologies (Baker, 2000)[4]. Bergman and Sams (2012)[7] have provided a comprehensive overview of the flipped classroom. They explain how it's a setting where students take charge of their learning, with the teacher as a "guide on the side" rather than a "sage on the stage". There are lots of different viewpoints on the characteristics of the flipped classroom method. The University of Minnesota (Suwarna et al., 2016) asserts that the most effective flipped classroom method exhibits three distinguishing characteristics. Firstly, in-class learning environments are characterised by a high degree of structure, which is great for educators as it means they can meticulously plan every minute to maintain student engagement with the lesson. Secondly, in-class activities are designed to facilitate student problem-solving, quiz answering and the application of content learned in the flipped video. And finally, students are strongly encouraged through grading, in-class activities, and educator expectations to complete out-of-class work and attend in-person sessions.

There are a number of viewpoints on the characteristics of the flipped classroom method, and it's great to see such a variety of approaches! According to the University of Minnesota in Suwarna et al. (2016), the most successful flipped classroom method has three characteristics.

## Materials.

Firstly, in-class learning environments are highly structured. Educators must plan for every single minute to keep students engaged with the lesson. Activities are designed to facilitate problem-solving, quiz answering and the application of content learned in the flipped video. Students are strongly encouraged through grading, in-class activities and educator expectations to complete out-of-class work and attend in-person sessions. The implementation of the flipped classroom in the learning process has seen a significant increase in interest (Bergman & Sams, 2012)[7]. Numerous studies have proven the efficacy of this pedagogical approach (see Wagner et al. as cited in Long, 2016)[13]. It has been proposed as a means of enhancing the quality of teaching and learning (Halili & Zainuddin, 2015[13]). Research shows that the flipped classroom gets more students involved and offers more opportunities to develop academic language proficiency and confidence (Marshall & DeCapua in Abdelshaheed, 2017)[1]. While the flipped classroom has been popular in the field of science, its use in English language teaching has not been widely explored, and this is an area that requires further research. The present study aims to explore English teachers' responses to the flipped classroom method, as well as the benefits and challenges they have experienced when implementing it in their classroom practice.

## Research and methods.

The concept of the flipped classroom was pioneered by Bergmann and Sams at Woodland Park High School in Colorado in 2007[7], and was subsequently popularised by their 2012 publication, 'Flip Your Classroom: Reach Every Student in Every Class Every Day'. In essence, the concept of a flipped classroom involves the transition of traditional in-class instruction to an at-home setting, and vice versa. The objective of this approach is to establish a framework that ensures students receive a personalised education, tailored to their individual needs. The flipped classroom falls within the umbrella of the blended learning model, a term used to describe a variety of instructional strategies that integrate digital technologies with traditional teaching methods (Staker & Horn, 2012)[19]. It is noteworthy that the flipped classroom has recently gained recognition as an alternative instructional strategy (Ekmekci, 2017)[11]. The theoretical underpinnings of the flipped classroom paradigm encompass active learning, student participation, blended course design, and course podcasting (Educause, 2012)[10]. The instructional role of the faculty in this context is to provide guidance and advice to students during the classroom session. The flipped classroom model comprises four core components, or 'elements', that can be employed by educators (flippedlearning.org, 2018). Collectively, these components are designated as the 'Flip'. The first component is Flexible Environment (F), which indicates the provision of flexibility with regard to both time and place in the learning process. The second aspect pertains to Learning Culture (LC), wherein, in a conventional teacher-centred paradigm, the knowledge is imparted by the teacher. In the flipped classroom approach, there is a transition from a teacher-centred approach to a student-centred approach, promoting student autonomy in the classroom where they are expected to demonstrate learning independence. The third component is Intentional Content (IC). Flipped classroom educators contemplated the manner in which education is employed to facilitate fluency and the means by which they can cultivate cognitive understanding among students. Additionally, P signifies Professional Educator. The responsibility of flipped classroom educators exceeds that of their counterparts utilising the conventional approach. Flipped classroom educators perpetually observe students during the course, evaluate their studies and provide feedback (flippedlearning.org, 2018).

A number of previous studies have been conducted on this topic, with the first being a 2015 investigation by Khodr and Waller (2015)[14] who surveyed engineering students at Saudi University. Their research indicated that the flipped learning methodology could be beneficial in enhancing learning and engaging learners during the learning process.

Building on this, Danker's (2015) [8] research indicates that the flipped classroom has the capacity to transform large classes into active learning environments. Furthermore, Danker's research suggests that purposefully designed in-class learning activities, incorporating exploratory learning through guided inquiry-based activities in the flipped classroom, are a successful strategy to engage students

on a deeper level. These activities have been shown to increase student curiosity and encourage the development of higher-order thinking skills.

## **Results.**

The present study was conducted with the aim of identifying the responses, benefits and challenges of English teachers in implementing the flipped classroom methodology. To this end, a questionnaire and a semi-structured interview were used as methods of data collection. The subsequent analysis of the data was carried out using both quantitative descriptive and qualitative techniques. The questionnaire was adapted from Khodr and Waller (2016)[14] and Gough et al. (2017)[12], and then adapted to ensure its suitability to the research questions and relevant theories. The questionnaire consisted of 20 items, with responses scored on a 5-point Likert scale ranging from 'strongly agree' (5) to 'strongly disagree' (1). The study involved the administration of the questionnaire to 10 English teachers (5 male and 5 female) via an online platform. To complement the quantitative data, three participants were randomly selected for semi-structured interviews using questions adapted from Long et al. (2016)[15]. The participants were asked to share their responses to the flipped classroom methodology, as well as the benefits and challenges they had encountered. The outcome of the interview was collected, transcribed, presented and summarised as the findings of the research. Ten participants were selected for this research from 25 English teachers who had received training in flipped classroom methodology and an online course run by a university. The participants came from a variety of institutions, including formal institutions such as junior and senior high schools and private course institutions. All participants had previously incorporated the flipped classroom methodology into their teaching practice.

## **Discussion.**

Despite the existence of adequate facilities and the presence of well-prepared teachers, there are instances where students do not show a strong sense of motivation in the context of a flipped classroom. As asserted by Nawi et al. (2015)[17], a major challenge encountered during the implementation of the flipped classroom was the lack of student participation and interaction in classroom activities. This obstacle hindered the achievement of an active learning environment. This assertion is further supported by Du et al. (2014)[9], who emphasise that the flipped classroom model is dependent on student self-motivation. It is acknowledged that motivation levels may vary between students, with less motivated individuals potentially benefiting less from this pedagogical approach. As a result, the effectiveness of the learning process is diminished, as the flipped classroom relies on effective teacher-student collaboration to facilitate autonomous learning. If students are reluctant to use the flipped classroom, they may disregard the teacher's instructions to watch videos prepared by the teacher.

## **CONCLUSIONS:**

The present study was conducted with the aim of identifying English teachers' responses, benefits and challenges in implementing the flipped classroom. The findings indicated that English teachers had a positive response to the flipped classroom methodology. The benefits of its implementation were facilitating active learning, developing collaborative teamwork, stimulating autonomous learning, and increasing classroom interaction. Bergmann and Sams (2012)[7] argued that one of the most significant benefits of the flipped classroom approach is the enhancement of overall interaction, both between teachers and students and among students themselves. The challenges associated with the implementation of the flipped classroom approach were identified as arising from both external and internal factors. The external factors relate to the challenges associated with the availability of support facilities and technological issues, while the internal factors relate to the time-consuming nature of preparing flipped learning materials. In addition, some students may lack motivation to watch the video, which may lead to a lack of knowledge about the activities planned for the following day. This research offers several recommendations for English teachers and school stakeholders. English teachers are advised to adopt the flipped classroom approach in their teaching methods to effectively engage students and promote autonomous learning. Meanwhile, school stakeholders

should provide relevant training and ensure the availability of appropriate facilities to support the implementation of the flipped classroom.

The present study is limited by its reliance on the responses of a small number of English teachers, and as such the findings may not be representative of the wider population. To gain a fuller understanding of the impact of the flipped classroom on student achievement, further research involving a larger sample size and more diverse participants is needed.

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