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## **A REVIEW OF FLIPPED CLASSROOM MODEL**

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The desire for learning ESL/EFL has been dramatically increasing throughout the world due to the advancement of technology and blended learning. This constant demand compels the teachers to come up with some novel and useful approaches and methods for improving ESL/EFL teaching and learning processes, and one of these methods is blended learning. According to King (2016) the term 'blended learning' has been defined in a variety of ways, but all definitions entail two things in common: asynchronous (online) and synchronous (face-to-face) which means blended learning merges the elements of both face to face and online instructions to help teachers and learners in the process of teaching and learning. There are different types of blended learning, and the universal types amongst EFL/ESL teachers are Lab Rotation, Station Rotation, Individual Rotation, Flex, and Flipped Classroom (Bailey *et al.*, 2013). Though they are popular methods of teaching and learning, limited studies carried out to confirm their implications in educational practice. Generally, multiple pieces of research conducted on blended learning (Arkorful & Abaidoo, 2015; Buran & Evseeva, 2015; King, 2016; Saltan, 2017). To this end, this paper presents a review of the research related to one of the typical types of blended learning or flipped classroom in teaching different language skills and components to justify its practice in classroom teaching.

### **Flipped Classroom Definition**

The term 'flipped classroom' assumed to have a broad definition connecting itself to different leaning activities and platforms, including both inside and outside classroom learning modes (Chavangklang and Suppasetserree, 2018). Flipped classroom teaching is a pedagogical technique and learning type, which is different from the traditional classroom and learning. In this type of classroom situation, instruction is given to students to complete a task. In a flipped classroom teaching setting, teaching content, as well as activities, are provided online in advance so that students get access and read through them before attending the real classrooms. When they attend the actual classroom, they are entirely familiar with the content of the lesson and activities (Iyer, 2019). As a result of this type of collaborative instruction mode, students can have the chance to engage in the process of learning thoroughly.

In the recent years, a few studies have been conducted to examine whether flipped classroom can facilitate ESL/EFL language learning and development (Asaka, Shinozaki, & Yoshida, 2018; Banditvilai, 2016; Challob, Bakar & Latif, 2016; Evseeva & Solozhenko, 2015; Huang & Hong, 2016). For example, Iyer (2019) researched to examine if ESL flipped classroom approach can help learners develop their English proficiency level in the Faculty of Arts, Jaffna University. The researcher used a flipped-classroom approach as a scaffolding technique, and 27 first year Tamil students participated in the study. The results of the collected data through observation, verbal report, and a questionnaire showed dramatic progress in the participants' English proficiency level. Every ESL/EFL teacher who teaches at the university level is aware that the allocated hours for teaching ESL/EFL classes are not adequate since language learning requires lots of practice inside and outside the classroom, so an effective technique such as flipped classroom must be employed to facilitate language learning. In the same line, other researchers have conducted studies to evaluate its practice in the teaching of four language skills and its components.

### **Flipped Classroom in Teaching Reading Skill**

Karimi & Hamzavi (2017) conducted a study to examine the impact of flipped classroom model on reading comprehension ability of EFL students and their attitudes towards the method in a private language institution in Isfahan, Iran. Fifty EFL students were selected and equally divided into two groups of experimental and control. The instruments of this study were a researcher-made pre and post-tests and a questionnaire on the flipped classroom model. The results of the study revealed that the model had a positive impact on learners' reading comprehension ability and their attitudes towards the flipped classroom. Learners from the treatment group agreed that the model was useful to them in several ways.

In the same way, Abaeian & Samadi (2016) carried out a study to explore the effectiveness of the flipping method on the reading comprehension performance of EFL students with two different levels (intermediate and upper-intermediate) of proficiency in two private language centers in Shiraz, Iran. The used instruments were pre and post-reading comprehension tests, and a total of 100 female students participated in the study. The findings of the study indicated a significant difference between experimental and control groups; that is, treatment group performance was considerably better than the control group. The results also indicated that intermediate students gained more benefits of flipped technique than upper-intermediate students. The results of this study can inform EFL teachers on the effect of the flipping method to preserve their learning outcomes.

In another study by Chavangklang and Suppasetserree (2018) in Nakhon Ratchasima Rajabhat University, a flipped classroom model was employed to investigate its effectiveness on a group of Thai English

majored students' reading comprehension. The findings indicated that the reading comprehension of the experimental group has significantly improved in comparison to the control group in which the traditional form of instructions provided to the participants. Also, results showed positive opinions of participants about their learning experiences with the flipped classroom model. Hence, the studies justify that only reading strategies are not enough to help students improve their reading skills. A suitable learning environment and practicing are also needed to motivate and aid students to improve their proficiency level in the process of learning a language. In addition to that, the model has been proven to be an effective strategy in enhancing EFL students' reading comprehension. According to Cockrum (2013), the model turns a teacher-centered classroom into a student-centered to facilitate learners in the learning process. Indeed, the flipped model is crucially vital in ESL/EFL teaching because it makes the learning classes go beyond the classroom walls.

### **Flipped Classroom in Teaching Writing Skill**

Abdelrahman *et al.* (2017) carried out exploratory research to investigate the influence of writing module on writing proficiency of students and their satisfaction with the module in an ESL writing classroom in a Sudanese Secondary Year 1 School. Twenty-eight participants volunteered to attend the study into two groups. In this particular study, a flipped learning approach was employed to teach learners English paragraph writing. Data was collected through online interactions, tests, and focus group interviews. The group under treatment watched online video lectures before coming to the class, followed by classroom activities to address their writing concerns to do online assignments and homework later on. The results indicated that participants' writing proficiency developed, and they were delighted with the use of the method proven by their interactions and engagements with the writing module. The findings can contribute to collaborative writing activities, flexible opportunities for learning, and social interaction circumstances provided by the approach, which results in enhancing students' stimulation towards writing and increasing their level of confidence.

Similarly, Ekmekci (2017) explored the effect of flipped classroom instruction on EFL students' writing skills, which is observed to be difficult, complicated, and tedious for the students. The researcher compared flipped and conventional writing classes, and forty-two correspondents participated in this mixed-method study for fifteen weeks. The researcher used a pre and post-test true experimental design in the research and analyzed the data through paired and independent samples t-tests. The findings of the study based on the use of a rubric revealed that experimental and control groups have been significantly different in their writing performance. In other words, the experimental group performed much better in their writing performance than the control group. The results also indicated that the treatment group had

positive attitudes towards the use of the model. Writing is a productive skill that requires learners to have much practice and have a positive attitude towards their work to succeed and reach an adequate proficiency level. Sharples (1993) stated that the complexity and nature of writing in the EFL context might demotivate learners leading them towards discouragement and negative attitude. Therefore, the improvement of positive attitude is an integral part of writing improvement, and flipped classroom can contribute significantly to this issue.

Analogous to the other studies, Afrilyasanti *et al.* (2016) investigated the effect of the flipped classroom model on Indonesian EFL students' writing ability in a secondary school. Sixty-two students in two groups of experimental and control attended in the study. Data was collected quantitatively through pretest and post-test and students' writing observations. The results demonstrated a considerable difference in learners' post-test scores. The results also revealed that there is a relationship between the flipped classroom model and learners' learning styles. Therefore, instructors should be very cautious when providing the learning material because not all methods respond to all learning styles.

For this reason, knowing students' needs and learning styles are the prerequisites of the flipped classroom. In the same year, Ahmed (2016) conducted research to investigate the effectiveness of a flipped classroom on EFL students' writing skills and their perceptions towards flipping at Qassim University. Sixty samples participated in the study in two groups, and a questionnaire and an EFL pre and post writing test were used to evaluate students' perceptions towards the model. The findings of the study indicated that the experimental group performed better than the control group in the post-test. The findings also showed that the participants had positive attitudes towards the use of flipping. From the obtained results, we can understand that flipped classroom is beneficial enough for improving students' writing skills and their beliefs towards the use of flipping. Indeed, we all, as teachers, know that mastering EFL writing skills is not easy. Students must go through some writing process and have lots of different practices such as pair work, group work, and independent learning and practice to become competent and obtain the skill; therefore, a flipped classroom would be an effective method to overcome the barriers.

### **Flipped Classroom in Teaching Listening Skill**

El Sakka (2016) researched to investigate the impact of flipped classroom instruction on listening comprehension of EFL Freshman University students at the Faculty of Education at Sussex University. A pre-post quasi-experimental research design was employed, and twenty-five English majored students participated in this particular study for three months. The results of the study indicated that students listening comprehension improved a great deal as the result of using the flipped model of instruction. In the same way, Ahmad (2016) carried out a study to explore the effectiveness of the flipped classroom

model on the listening comprehension of Egyptian EFL students at the Education Faculty of Suez University. The researcher selected 34 EFL students as samples and analyzed the data through SPSS. Before carrying out the research, participants got familiar with a comprehensive definition of the flipped classroom experience. The investigator collected videos as the content of the lessons from many different websites. The findings from paired-samples t-test indicated that the flipped classroom model had a significant effect on improving learners' listening comprehension. Based on the implemented method and obtained results of this research, flipped classrooms encourage students to utilize different online materials via the internet for enhancing their listening comprehension since online videos allow them to listen to authentic materials and be more self-directed towards their learning.

Aligned with other studies, Roth and Suppasetsee (2016) carried out research to explore the impact of the flipped classroom on Cambodian pre-university EFL learners' listening comprehension and their attitudes towards the use of the flipped classroom. A total of 30 participants attended this mixed-method study, which can confirm the reliability of the research. The findings revealed that flipped classrooms improved the learners' listening skills. The findings also demonstrated that students showed positive attitudes towards using it in the classroom and wished other subjects were taught in the same way. Indeed, the results of this study could be a tremendous help in leading ESL/EFL teachers with teaching English listening skills and enhancing learners' listening comprehension. In short, the same as the other language skills, listening skills improvement requires a great deal of effort and practice. Learners' engagement is critical in the process of skill development because they need to be actively involved in the process to understand and interpret the speakers' intended message. Therefore, traditional classroom instruction can never assist learners in this regard, and the alternative is the flipped classroom instruction.

### **Flipped Classroom in Teaching Speaking Skill**

The result of research in which 72 ESL students attended by Tazijan *et al.* (2016) on analyzing the impact of flipped classroom approach in improving learners' speaking skills indicated that there is a positive correlation between flipped teaching and active learning. In other words, the use of flipped learning enhanced ESL participants' oral communication skills in particular ways. This study shows that flipped learning facilitates verbal communication abilities improvement if a vigilant lesson plan is adapted. To enhance learners speaking skills, they need to practice the language, so this method can suitably contribute to the situation. In the same manner, Quyên & Lợi (2018) conducted research to explore the effect of a flipped classroom model on EFL learners' oral communication performance and their perceptions towards the model at Can Tho University, Vietnam. Sixty undergraduate intermediate level students took part in the study. The researcher used a semi-structured interview, a questionnaire, and a

quasi-experimental research design entailing pre and post speaking tests. The findings indicated that students' speaking skills improved, and they showed a positive attitude towards the use of the flipped model in the classroom. The same as the other studies on the flipped classroom model, this study affirms that the integration of technology with conventional classroom can improve students' academic achievement and language learning. Also, students highly appreciate blended learning since it increases their motivation and student-centeredness.

Li & Suwanthep (2017) evaluated the impact of integrating the flipping model on EFL learners' speaking skills in a Thai university in Thailand. The research took 12 weeks and involved a total of 46 participants who were provided flipped instruction on lexical and grammatical knowledge through online video lectures followed by role-plays based on the online videos to practice speaking. The control group consisting of 48 students, received traditional or face-to-face instruction doing speaking drills activities in the textbook without watching video lectures. A quasi-experiment design was employed to collect data. The results of the collected data showed that the treatment group members received higher scores in the post-test in comparison to the control group. The findings also indicated that students demonstrated positive attitudes towards the flipped model and constructive role play. This study clearly shows how effective the direct instruction of lexical and grammatical knowledge can be because students can work on their own pace and watch the videos as many times as they want to master them. Besides, learners have more chances to attain comprehensible input, which is the basis for second or foreign language speaking without spending time in the classroom. As a result, more time will be allocated for inside the classroom to practice speaking activities under the guidance of the teacher and peer collaboration.

### **Flipped Classroom in Teaching Grammar**

Al-Harbi & Alshumaimeri (2016) carried out research on the application of flipped classroom method in teaching grammar and to investigate its effect on EFL students' performance and their attitudes towards the use of the strategy in secondary school Saudi in Riyadh. Forty three participants were involved in the study. To carry out the research, the researcher selected videos based on learners' textbook uploading them on EDMODO site. Students from the experimental group were required to watch the videos before coming to the class to learn the grammar lessons by themselves and note their concerns regarding the lessons to be discussed in the classroom. However, the control group only traditionally received in-class instruction without watching videos. The results indicated that the flipped classroom strategy played an essential role in learning English grammar and students' performance. The results of the data collected through semi-structured interviews and a questionnaire demonstrated that students have positive attitudes towards the use of the flipped classroom model. EFL learning requires lots of practice inside and outside

the classroom, therefore, such types of studies not only offer a practical solution to the problem but also highlights the problem. This study implies that flipped classrooms can solve the problem of teaching English grammar since it allows students to learn and practice the language collaboratively as well as independently.

Similarly, Alzaytuniya (2016) researched to examine the effect of utilizing flipped technique on grammar learning and motivation of tenth-grade students at Ata Ashawwa Girls' Secondary School in East-Gaza Directorate. Two groups of experimental and control, including 60 EFL female students, participated in the study. An achievement test as pre and post-test was used to determine learners' homogeneity and differences between the two groups. The researcher also used a motivation pre and post scale to measure the students' motivation towards the English language. The results indicated that the treatment group was in favor of using the flipped method, and there was a significant difference between the two groups in English grammar learning. Thus, this study also supports the use of flipping in teaching and learning of grammar to enhance learners' learning outcomes and achievement because only effective methods and techniques such as the flipped model can activate students' participation in the process of learning a language. Also, it helps both teachers and learners to experience different activities and prior knowledge for constructing meaning and understanding concrete grammar concepts. Considering the effectiveness of flipped classrooms on ESL/EFL grammar teaching, we can conclude that it is a useful technique in the teaching of grammar too.

All in all flipped classrooms, a type of blended learning approach, can be an effective method in teaching and learning of EFL/ESL as it allows students to improve their language proficiency more quickly by working both in-class and independently. The review of the literature in this paper clearly shows the effectiveness of employing flipped teaching in the learning process and can be a great guide to language teachers. Indeed, this form of collaborative teaching and learning is expected to function as an efficient scaffolding technique in the process of learning, increase students' participation in the actual classrooms, bring a new trend in educational practice, and contribute to the development of four language skills and components among language students.

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