Arab World English Journal
INTERNATIONAL PEER REVIEWED JOURNAL ISSN: 2229-9327
مجلة اللغة الانكليزية في العالم العربي

Arab World English Journal (AWEJ) Proceedings of 2ndMEC TESOL Conference 2020 Pp.120-132
DOI: https://dx.doi.org/10.24093/awej/MEC2.9

The Effective Integration of Flipped Classroom in ELT Contexts: A Review of Recent Literature

Maryam Haghi
Center for Foundation Studies
Middle East College, Muscat, Oman
Email: mhaghi@mec.edu.om

Abstract

The emergence of new technological tools has affected and changed the realm of education to a great extent which has led many language practitioners to adopt gradual innovative steps in their teaching methods. Accordingly, flipped learning has been adopted and implemented in different contexts such as ELT. The purpose of this paper is to provide information regarding the definition of flipped learning, its recent literature, its advantages and disadvantages, and to focus on how to apply this approach in English language teaching and learning contexts. The review shows that this approach meets the principles of personalized learning, constructivism, and student-centered instruction which has brought many benefits for both teachers and students and clearly shows teachers' and students' roles have been significantly changed comparing with traditional methods of teaching and learning. The significance of this study lies in the fact that it has brought numerous insights and implications for ELT practitioners. The paper concludes with the recommendations in the literature on promoting flipped classroom environments in ELT teaching and learning contexts, which will help ELT teachers and practitioners who are thinking of implementing new technological tools in their teaching practices.

Keywords: flipped learning and teaching; flipped classroom, advantages and disadvantages of flipped approach, implications for ELT practitioners

Cite as: Haghi, M. (2020). The Effective Integration of Flipped Classroom in ELT Contexts: A Review of Recent Literature. *Arab World English Journal (AWEJ)* Proceedings of 2nd MEC TESOL Conference2020. 120-132 DOI: https://dx.doi.org/10.24093/awej/MEC2.9

Introduction

There is no doubt that in recent years, teaching/learning a foreign language and the methods applied have undergone numerous changes worldwide to provide more enjoyable, motivating, and interactive learning contexts for students. Teachers no longer transfer information; rather they share the responsibility of the learning process with the learners i.e., instead of being information givers, the teaching/learning procedure requires learners to adapt teacher's plans, course syllabus, and techniques according to their own needs (Uguten & Balci, 2017). Koch, Schachenreiter, Vogt, Koch, & Wolfgang (2018) considered that the emergence of technological tools, online education, and networked information services had changed teaching tremendously. Digital technologies have greatly influenced the way we learn and obtain information. Great emphasis has been put on active (online) learner's participation. Teachers and practitioners need to emphasize networked communities and collaborative content development and filter out the appropriate content based on students' needs from among the mass of information provided globally. "In modern learning environments, the learners move to the center, and the choice of learning resources is closely related to the professional context (p. 31).

According to Musallam

Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply the concepts and engage creatively in the subject matter (as cited in Bergmann & Sams, 2014, p.6).

This study intends to analyze and investigate the contents and trends of flipped classrooms based on related studies and literature conducted in education.

Literature Review

Flipped Learning and Teaching

Bergman and Sams (2014) discussed that flipped learning is a method in which the teacher delivers the lecture to students via video outside the class. Consequently, class time is for active problem-solving and more interactions with peers and teachers. They emphasized that in a flipped learning context, the teacher can adapt the style, methods, and circumstances based on the students. Every teacher can personalize their version of flipped learning for their students. They emphasize components of a thriving flipped learning environment such as:

- Collaboration
- Student-centered learning
- Optimized learning spaces
- Adequate time for implementation
- Support from administrators
- Support from department
- Thoughtful reflection

According to Uguten and Balci (2017), students need to attend the class after they watch the videos at home or wherever they prefer, and spend the class time discussing the unclear points with their teacher and peers. They do more activities, which will lead to a better understanding of the topic. As Strayer (2007) stated in Basal (2015), in a flipped classroom, students have the opportunities to watch or re-watch lessons as needed, and contribute to personalization with video lectures.

Furthermore, the flip can contribute further to the individual needs of students by providing a variety of materials in addition to lecture videos. Balaji (2018) expressed that "The classroom should be an entrance into the world, not an escape from it," famously quipped John Ciardi, a famous American poet, and etymologist (p. 75). Raphael, Karoline, Erika, Claudio, Gilberto, & Joquebede (2019) pointed out that "the active methodologies seek to value the student, who is as a responsible part of the teaching-learning process; becomes the protagonist and may be able to make decisions" (P. 2).

Basal (2015) clarified that in the flipped teaching/learning model, the teacher's role is as a facilitator, guide, and organizer. Possessing all these roles as a teacher, a more student-centered classroom context is created, facilitating the process of being an active learner as a student. Arnold-Garza (2014) described flipped classroom as "a teaching method that delivers lecture content to students at home through electronic means and uses class time for practical application activities, may be useful for literacy instruction" (p.1).

A flipped classroom is pedagogically critical since it meets the main principles of personalized learning, constructivism, and student-centered instruction. It is personalized since every student learns at his/her own pace. It focuses on a constructivist approach in which students take responsibility for their learning; class time is more than just didactic lecturing; allowing students to experience a variety of activities, interactive discussions, and peer and group work. It is student-centered since the class is mainly participating in engaging activities, and the teacher's role changes to observer and facilitator, allowing the learners to be more active. As a result, students promote more meaningful learning (Rajesh, 2015). Besides, Sharma (2018) conducted and developed a theoretical study, following a constructivist view of knowledge. In the article, the researcher suggests that: "The flipped classroom approach is rooted in socio-constructivist theories of education and active learning. Popularized by Piaget and Vygotsky "(p.165). Sharma (2018) added that social constructivist theory is formed based on Vygotsky's "Zone of Proximal Development (ZPD)." ZPD illustrates the gap which exists between the learner's actual development and the potential development, which is obtained with the aid of educational support. In the higher educational contexts, the teacher is responsible for identifying the position of the student within the zone. It is crucial to investigate what skills and knowledge the student already possesses to advance to the next level. The next level of skills and knowledge is obtained with the support and guidance of the teacher. The online videos embedded in the flipped education empower the assumption and principles of constructivism by devoting the class time to inquiry-based learning. The Flipped learning, supported by the tenets of constructivist theory, will empower the learner to get involved with imaginative, collaborative, and communicative activities in the construction of knowledge.

Flipped Classroom

Zainuddin and Halili (2016) confirmed that flipped classrooms are mainly based on the theory of Bloom's revised taxonomy of the cognitive domain. This taxonomy offers six levels of learning. The below explanation is from the lowest level to the highest level:

1. Remembering: at this level, the students try to recognize and recall the information they get, they try to comprehend the necessary fundamental concepts and principles of the content they have acquired.

2. Understanding: the students try to show what they have understood, interpret the information, and summarize what they learned.
3. Applying: the students practice whatever they learned or try to apply knowledge to the real situation.
4. Analyzing: at this level, the students apply their critical learning in solving the problem, discuss and debate with their peers, compare the answer with their friends, and create a summary. The students gain new knowledge and ideas after implementing critical thinking or a debate in the group activities. At this stage of learning, students produce creative thinking as well.
5. Evaluating: at this stage, students assess and analyze the whole learning concept, and they can determine or make judgments on how far they have successfully learned.
6. Creating: the students can design, develop, and produce something new from what they learned before (Bloom, 1969).

In conducting flipped learning, remembering and understanding are considered as the lowest levels of the cognitive domain, which are practiced outside the class hour (Krathwohl & Anderson, 2010). In the classroom, the learners mainly focus on higher forms of cognitive work, consisting of applying, analyzing, evaluating, and creating. The following Figure 1 illustrates the level of students' learning in the flipped learning according to Bloom's revised taxonomy.

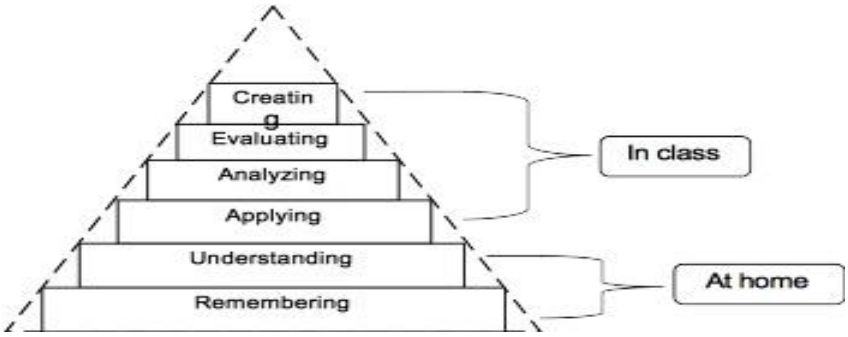

Figure 1. Bloom's revised taxonomy in the flipped classroom (Zainuddin & Halili, 2016)

In the flipped classroom, the lower levels are dealt with before the class time through recorded videos and lectures. Readings, worksheets, and other materials also provide learning support. Consequently, in-class time can be devoted to working on higher levels of learning from application to evaluation. In such classes, students move from the lowest level (remembering) to obtain the highest level (creating). Moreover, Nederveld and Berge (2015) believe that in flipped learning, classroom time is mainly spent on application and higher-level learning rather than listening to lectures and other lower-level thinking tasks. Through applying the flipped learning, the teacher provides the opportunity for students to spend more time supporting higher-level learning tasks such as a group discussion. In contrast, lower-level tasks such as comprehension and knowledge are completed autonomously outside the class.

Basal (2015) pinpointed that a flipped classroom can be categorized into two learning contexts: inside and outside the classroom. Both sides are remarkably interrelated and must be carefully

integrated to obtain the best results. The first step which needs to be addressed by the teacher is detailed planning of what will occur in each context. The second step is to select a variety of appropriate activities that address the needs of all the learners with different learning styles. The next step is to specify how to integrate activities and tasks which occur in both contexts. This step is crucial because a flipped classroom is intended to be a blended approach. The last step is to implement and apply a learning management system (LMS), which presents all the activities in an organized way. An LMS is a core and integral part of a flipped classroom because it intricately relates both the inside and outside like a bridge. Consequently, it can be concluded that all these steps are intricately interwoven and no effort can be done and implemented separately.

In a flipped classroom, pre-recorded videos are sent before the class time to students over the internet; besides simply captured lectures recorded by the teacher, the videos need to include quizzes, animations, or other features that engage students to a great extent. Monotonous videos will make students passive learners. Videos need to be supported by Web 2.0 tools like Voxopop, Jogtheweb, and Padlet. Moreover, to conduct a flipped classroom successfully, the use of a learning management system (LMS) is crucial since it helps keep all the essential tools for a flipped class under control in a single place. All LMSs have easy-to-use, free sites on the Internet; (e.g., www.schoology.com, or www.edmodo.com, www.engrade.com), which are perfect for conducting flipped classes. Having an LMS, teachers can do numerous activities such as sending videos, assignments, and activities; contacting students; checking and grading assignments; giving feedback; and linking to other sources. Every LMS is accessible and opens 24 hours/7 days a week, providing the connection between students, teachers, and materials. All these mentioned features can only be achieved through LMS (Basal, 2015).

He emphasized that a successful flipped classroom does not merely involve didactic recording content and sending it to students before the class time. The classroom time is for discussing the concepts, engaging in activities, clarifying intricate pieces of information, and investigating questions that are related to the content. In such classes, the videos provide enough time for in-class problem-solving activities, converting the course into a place where active learning happens.

Accordingly, in a flipped classroom, the videos are recorded, and interactive elements are added and shared. Students are required to watch the videos before attending the class to have enough opportunity and freedom to participate in the process of learning inside the class actively. Having internet access almost everywhere worldwide, teachers can easily have access to unlimited videos for use in their language teaching classes. As a result, videos "bring the world to the class" and are more attractive, engaging, and motivating to students. Millard (2012) pointed out that flipped classrooms can lead to personalized student guidance, more student engagement, team-based skills, classroom discussion, and more creative freedom of faculty. Moreover, Hu (2018) clarified that unlike the previous teaching models, which focus on the content of the lecture given to students, the flipped classroom model emphasized the quality of learned content, how much the students have learned, and the strategies students apply to solve the problems themselves. Also, Backlund & Hugo (2018) added that the transition from traditional modes of teaching/learning toward applying the flipped classroom methodology had created numerous changes. The micro-lectures and teaching instructions had to be transformed into activities that occur outside of the class, which results in students' attendance in class time better prepared. Flipping the classroom

requires a new perspective on teaching/learning methods and educational approaches adopted by practitioners.

Flipped Learning in English Language Teaching/Learning Contexts

In English Language teaching/learning contexts, flipped learning may offer numerous benefits for teachers, practitioners, and students since the classroom time can be applied to do more interactive tasks, leading to a better understanding of the concepts (Basal, 2015). Uguten and Balci (2017) clarified that in recent years, the main focus is on the learners by creating a motivating, relaxed, and enjoyable learning context. As Sanal (2016a) adds:

> There is a redoubled importance given to the learners in language teaching and learning contexts due to of the changing views in the field of second/foreign language learning (ESL/EFL). That is they are no more passive in their learning process. Their needs, interests, learning styles, and other individual differences are being taken into account by their teachers in the learning-teaching environment (as cited in Uguten & Balci, 2017, p.3).

Basal (2015) highlighted that in a flipped classroom, students watch the instructional videos and do the assignments outside the class and engage in activities inside the class. In foreign language teaching/learning contexts, such an approach has brought about numerous benefits for both students and teachers due to having the opportunity to do more interactive tasks. As Cetin (2015) suggested, motivation to learn new concepts and gain knowledge is significant for the success of teaching in higher educational contexts. In foreign language teaching/learning contexts, sticking to the flipped learning/teaching approach has brought about many benefits for both teachers and students because of having the opportunity to apply and do numerous interactive tasks.

Balaji (2018) stresses out that

> Teaching should spur not only some activity but also creativity. In today's world, perspectives of English teaching is changing fast along with emerging acronyms such as TESR (Teaching Englis for Social Responsibilities and CLT2 (Communicative Language Teaching, Contextualized Language Teaching). In the 21st century; English teachers desire to combine various approaches and methodologies and to apply them to reap the goals of the course. Though this Eclectic approach largely depends on the nature of the lesson and students' ability, this charms the students and simplifies the work of the teachers. Flipping the classroom is one such approach that inspires the students, encourages them to self-learn, and thus shortens the work of the teacher" (P.75).

Advantages and Disadvantages of Flipped Learning

Basal (2015) clarified that the flipped classroom could provide many benefits such as opportunities for more student-centered learning/free classroom time/chances for personalized learning/a continuous relation between teacher and student/increased motivation/a learning environment full of familiar tools/ variety in lecture content attuned to different learning styles. The participants in Basal's study (2015) indicated some benefits like advanced students' preparation, learning at one's own pace, increasing participation, and overcoming the limitations of class time.

The teacher's role is learning facilitator rather than being a class dominator. The teachers need to design and organize the class activities, guide and monitor the learners, evaluate the learners' performance besides preparing the pre-class instructional content. To accomplish these tasks, the top crucial priority is to stimulate motivation in students because students' motivation specifies the effects of autonomous learning, as the essence of the flipped classrooms. Some teachers fail to motivate their students. If they cannot stimulate, sustain, and enhance students' motivation effectively in the flipped classroom, it can be a total failure. Therefore, students are not able to complete the learning tasks and show no desire to take part in learning activities. As a result, he emphasized that teachers need to apply motivational strategies to reach the entire flipped learning context (Basal, 2015). He pinpointed that one of the significant drawbacks of the flipped learning model is facing technical issues. The success of a flipped classroom depends on the teacher who applies it. Teachers need to know about the underlying theories of flipped learning. They should be aware that flipped learning is not just adding lecture videos outside the classroom. Rather, selecting appropriate, engaging activities for the class-time, and having a constant connection with the students through using an LMS and other Web 2.0 tools are significant.

Sue and Hou (2017) expressed that the flipped learning environment can be a great teaching model, but it is more likely to function insufficiently well or even fail due to these two reasons.

- First, few students possess the considerable cognitive drive to devote their total energy into their study throughout the whole learning process. The flipped classroom offers significant autonomy to learners, enabling them to control their space, time, and progress, which can improve and enhance their motivation and benefit their study. In contrast, autonomy is a double-edged sword. For students who do not possess motivation and self-discipline, freedom will be abused. For instance, some students listen to music or watch films at the same time that they are watching the learning videos before class. Without previewing the knowledge that the teacher assigns before the class, they cannot fully get involved in the classroom activities. They cannot accomplish the tasks assigned by the teacher successfully to internalize the knowledge. Therefore, full learning cannot be achieved.
- Second, teachers are not entirely aware of the significant role they have in the flipped classroom. Even some teachers fail to bring into play every element of the process of learning. A flipped classroom is not merely information transfer. Rather, it involves knowledge internalization, which requires spending more time on higher-order thinking skills like collaboration, problem-finding, design, and problem-solving as students tackle difficult problems, research, work in pairs or groups, and construct knowledge with the help of their peers and teachers.

Kerr (2020) pinpointed the 'Potential Advantages of Flipped Learning':

1- Personalization
   - Helping with specific learning difficulties
   - Self-pacing
   - Offering a personal choice of study material
   - Providing individual support

2- Active Learning

ISSN: 2229-9327

- Focusing on 'higher-order skills'
- Facilitating increased interaction between students
- Creating more opportunities for useful feedback

3- Engagement and Attitudes
- Addressing classroom management issues
- Encouraging learner 'ownership' of learning
- Promoting contact between school and parents /carers

He also stressed out 'The Challenges of Flipped Learning' as:
- Non-completion of assigned work
- Technological issues
- Effective self-regulation
- Learner and teacher expectations

Most studies revealed that flipping a classroom, which has gained a lot of popularity, is a valuable and useful technique to have independent-autonomous learners and learner-centered classrooms due to having students who are actively involved in constructing knowledge and evaluation of their learning. On the other hand, it has some drawbacks when compared to other methods. For example, technology is crucial and more required both in and outside of the classroom. The teacher experiences more workload as deciding on the duration and place of recordings, the content, choice of the activities required for in-class, etc. (Uguten and Balci, 2017).

Previous Studies

To emphasize this topic, this study mainly focused on the literature review model. Many studies bring about detailed information about the advantages and disadvantages of teaching flipped classes. For example, Basal (2015) conducted a study to investigate the perceptions of 47 prospective English language teachers at a state university in Istanbul, Turkey, on flipped classrooms, and to discuss the application and implementation of flipped classrooms into an English language class. He concluded that English language teachers had positive perceptions about flipping the classes, which is an integral part of face-to-face courses.

In a study conducted by Akaslan and Law (2016), data was collected from teachers and students studying in higher education institutions in Turkey. The attitudes of representative students and teachers towards e-learning were identified by using questionnaires and interviews. Consequently, the students' and teachers' responses were compared. A case-control study was used to specify the effectiveness of the flipped learning model. As a result, all the collected data illustrated that flipped learning and e-learning were more useful and practical than traditional education.

In a study done by Kurt (2017) in a higher education institution in Turkey pretest-posttest quasi-experimental model was used. They focused on the implementation of the flipped model. A flipped classroom management course in a pre-service English teacher education program was measured against a class taught using the traditional teaching method. Sixty two participants among pre-service teachers were selected in two intact classes, the control, and experimental groups. The results indicated that participants in the experimental group showed better learning outcomes and

a higher level of self-efficacy beliefs than the control group. Also, the perceptions of preservice teachers in the flipped classroom were positive.

In another study conducted by Aydin and Demirer (2016), information about the tools used in every stage of the flipped class model was given and they presented the tools which can be used to eliminate the limitations of the flipped learning model. Content analysis was also applied to analyze the data in this study. The results revealed that flipped learning could be applied successfully to conduct classes, especially at higher educational levels.

Koc (2016) conducted a study to identify the impact of flipped learning on the perceptions and attitudes of students towards technology. Two math lesson classes in 8th grade were chosen as the control and experimental group in this study. Both quantitative and qualitative data tools were selected to collect the data. As a result of this study, the students in the experimental group were enthusiastic about having a job which is related to technology.

In another study conducted by Perez, Collado, Salmones, Herrero & Martin (2019), a causal model was applied using Structural Equation Modeling (SEM) to explore the effectiveness of flipped classroom and to understand students' satisfaction with this model (flipped learning), which could be influenced by the students' engagement in the flipped classroom activities as well as the task orientation of such activities and their complexity.

They explored the 'effectiveness' of flipped classroom perceived by university students studying business communication. To reach this purpose, the authors applied three marketing and educational theories that have been traditionally used to understand the adoption of teaching innovations in higher educational contexts. The findings of this paper showed that "engagement theory," as one of the theoretical approaches, is the key indicator to understand the perceived effectiveness of flipped classes and students' satisfaction with the 'flipped classroom.' In this paper, the authors defended the essential role of 'students' engagement' in the flipped classes' success. Engagement theory, which was expressed in this study, reveals that students learn more by doing activities which they are highly engaged with since in this way they can absorb more information and internalize what they learn more powerfully and efficiently.

Moreover, the empirical exploration of students' perceptions shed light on the fact that a 'flipped classroom' is hugely appreciated among university students, who score above five (out of seven) in terms of knowledge generation, skill development, and the improvement of learning motivation.

Thus, the 'flipped classroom' is a practical teaching innovation in terms of higher education outcomes. The 'flipped classroom' is beneficial for boosting students' motivation to learn and participate in classroom activities. In addition to learning motivation, skill development, and knowledge generation are also key features to assure the perceived effectiveness of the 'flipped classroom.' The findings of the paper also confirm the role of students' engagement, task complexity, and task orientation as significant antecedents of perceived effectiveness and students' satisfaction.

In this regard, while the theory suggests that the complexity of teaching innovation is negatively correlated with students' engagement, perceived effectiveness, and learning satisfaction, this

research demonstrates the opposite effects, in the sense that complexity increases students' attention in the 'flipped classroom' activities and, consequently, it has indirect and positive impact on perceived effectiveness and students' satisfaction.

The results and findings of the study confirm that the effectiveness of the 'flipped classroom' can be calculated by its influence and contribution to the improvement of students' knowledge and learning motivation, as well as their improvement in general skills. As a result, complexity and task-orientation of the flipped classroom and students' engagement in the flipped learning activities are the key factors that affect students' satisfaction and perceived effectiveness of this model.

According to Perez et al. (2019), in higher educational contexts, 'flipped classroom' is a practical teaching innovation in terms of learning outcomes. It is considered especially beneficial for boosting students' participation in classroom activities and motivation to learn. Also, Cetin (2015) suggested that motivation to learn is an essential factor for teaching in higher educational contexts. Kerr (2020) added that one of the main objectives of flipped learning is to create opportunities for students to communicate during class time while working together to solve a problem. This is clearly in line with the primary role of language teachers as facilitators of meaningful communication between learners.

Discussion

A primary concern which was revealed in the review of literature is the crucial need of having a multi-agent technological tool or apparatus to make the flipped learning convenient and applicable based on the learners' needs to solve and overcome the inherent upcoming issues in the application of this approach (Raphael et al. 2019). Another considerable concern of teachers and practitioners is the quality, and more importantly, the possibilities of using these apparatus and tools in flipped teaching/learning contexts (Hu, 2018).

Besides all these, when providing this virtual support, practitioners and teachers must devote some inherent care with the application of the tools that empower this space-time coexistence in educational contexts. An online learning platform should support the creation and application of structured micro learning units, the implementation of various multimedia contents (audio, video, texts, images, etc.), the management and collection of external resources, the assignment of different tasks, having the crucial feature of easy-to-use functionalities for online communication, discussion, cooperation, and feedback (Koch et al. 2018). Besides facing operational difficulties in the application of these platforms of support in the flipped approach, another difficulty was demonstrated by Backlund and Hugo (2018); in their research in Sweden; they investigated the teachers' conceptions who develop and design pedagogical actions using the flipped approach. As a result, they revealed a diversity of concepts about who is being "inverted classroom." This, in turn, can create differences in the procedural and methodological approach of teaching in action. All respondents declared that they used this methodology in their classes. However, they did it and followed different purposes, and their approach was vastly different. Using the same term, it may reveal that these teachers applied and worked with the flipped classroom in similar ways, but the survey results showed they did not. The researchers demonstrated that "Herein lies the problem: Teachers say they flip their classrooms, which they do, but they do not share the same goals or approaches, just the term." (Bäcklund & Hugo, 2018, p. 462). Moreover, the researchers declared

that: "All of the informants express that they are flipping their classrooms because they are all using the method of the Flipped Classroom. However, to the nine informants in this research, they do not share the same goal with the method used" (Bäcklund & Hugo, 2018, p. 462). Despite the mentioned concerns, this literature review reveals that the pedagogical actions which were implemented were successful with the use of the flipped classroom method.

As a result, numerous aspects of flipped learning have been investigated. However, much information about the performance of the students should be given. Consequently, to analyze and comprehend the usefulness of flipping a classroom, future research and studies should be dealt objectively with students' performance throughout a semester. Furthermore, much research needs to be done of how the teachers can assess students' performance. Should the traditional assessment methods be applied? Many studies should be done to investigate the most appropriate and useful evaluation techniques. At present, current literature has provided some limited insights into these issues.

Conclusion and Recommendations for Further Studies

Despite the existing limitations and drawbacks, it can be concluded that flipped classrooms may bring about numerous benefits both for ELT teachers and practitioners and students. Since videos can be both of the teacher himself/herself and real-life situations, students can have a chance to listen to both their teachers and native speakers. Balaji (2018) expressed that "The goal of higher education is not only widening the horizons of the knowledge of a person but also inspiring one to invent and discover (p. 77). Basal (2015) recommended that teachers can apply ready-to-use, rich content to share with the students. Also, he added that the flipped learning model is flexible because it allows the teachers to modify and change it considering the needs, conditions, and students' learning styles.

Another considerable limitation is the activities that are used to implement the flipped learning model. Aydin and Demirer (2016) highlighted that sources of activities are limitless. In this regard, the careful selection of activities and tools are of great importance. Further research could be done related to the exercises used in this model to meet better understanding, which will consequently lead to better results.

It can be confidently concluded that implementing an innovative teaching method such as the 'flipped classroom' may not be enough to guarantee its success. On the contrary, teachers emphasize ensuring the significant development of these class activities. For this purpose, teachers should create and implement continuous assessment methods of the acquisition of skills, knowledge, and students' motivation, which are the three pillars of the perceived effectiveness of the 'flipped classroom' in higher education. By doing this, teachers should not only focus on knowledge acquisition, which used to be one of the main goals of higher education.

Consequently, this study proposes some critical implications for higher education teachers. First, teachers can improve the classroom environment by implementing the 'flipped classroom' activities because such activities are highly effective in terms of skill development, knowledge generation, and the improvement of learning motivation. Second, along this line, it suggests that one key factor in improving attention is task complexity. Accordingly, teachers should create activities with a certain degree of complexity because they improve the students' concentration in the 'flipped classroom' activities. Too simple activities become routine and do not require the

students to make an extra effort, reducing their engagement and jeopardy the perceived effectiveness of the technique and students' satisfaction. Third, methodologies, processes, and tools that teachers apply every day must be renewed to update the instructional contents, which are in line with the qualities of the current situation and the learners' reality. Next, teachers need to implement methodologies that imply the use of digital means. And finally, we need to raise awareness of educational practitioners and professionals to continue upgrading the contents and encourage them to meet the quality standards at a period characterized by continuous changes and meet the requirement of the fast evolution and development of the current society where we live, a clear fact which affects the learning results of the students.

About the Author:

Maryam Haghi is a senior lecturer in Middle East College in Muscat, Oman. She's studied ELT (English Language Teaching)/BA & MA. She's been teaching in colleges and universities for more than 17 years. She's interested in Teacherpreunership/Professional Development in Language Teacher Education/Self- efficacy/Learner Autonomy concepts to do research on. She's a CELTA-certified English lecturer from Cambridge University Press, ESOL.
The ORCID ID https://orcid.org/0000-0002-1926-9275

References

Akaslan, D. & Law, E. L. (2016). A Model for Flipping Electrical Engineering with E-learning Using a Multidimensional Approach. *Turkish Journal of Electrical Engineering and Computer Sciences 24* (5), 3419-3431. DOI: 10.3906/elk-1411144

Arnold-Garza, S. (2014). The Flipped Classroom Teaching Model and its Use for Information Literacy Instruction. *Communication in Information Literacy, 8* (1), 7-22. DOI:10.15760/comminfolk.2014.8.1.161

Aydın, B., & Demirer, V. (2016). Flipping the Drawbacks of Flipped Classroom: Effective Tools and Recommendations. *Journal of Educational and Instructional Studies in the World, 6 (1),* 33-40. Available at https://arastirmax.com/tr/system/files/dergiler/116392/makaleler/6/1/arastirmax-flipping-drawbacks-flipped-classroom-effective-tools-and-reccomendations.pdf

Balaji, A. (2018). Flipping the Classroom in ELT Context. *International Journal of Scientific Research Review 7 (1),* 75-77. Available at

https://www.researchgate.net/publication/322477517_Flipping_the_Classroom_in_ELT_ContextBaşal, A. (2015). The Implementatıon of a Flıpped Classroom in Foreıgn Language Teachıng. *Turkish Online Journal of Distance Education, 16*(4), 28-37. Available at http://tojde. anadolu.edu.tr/yonetim/icerik/makaleler/1215published.pdf

Bergmann, J., & Sams, A. (2014). Flipped Learning: Gateway to Student Engagement. *British Journal of Educational Technology, 46* (6), 28-43. Available at https://bera-journals.onlinelibrary.wiley.com/doi/10.1111/bjet.1236

Bloom, B. S. (1969). Taxonomy of Educational Objectives: The Classification of Educational Goals: By a Committee of College and University Examiners: Handbook 1. *David McKay*. Boston: Addison-Wesley Longman.

Backlund, J., & Hugo, M. (2018). The Paradox of the Flipped Classroom: One Method, Many Intentions. *Problems of Education in the 21st Century, 76 (4),* 1-4. DOI:10.33225/PEC/18.76.451

Çetin, B. (2015). Academic Motivation and Approaches to Learning in Predicting College Students' Academic Achievement: Findings from Turkish and US Samples. *College Teaching & Learning, 12* (2), 141-150. DOI: https://doi.org/10.19030/tlc.v12i2.9200

Hu, L. (2018). A Review of the Flipped Classroom Model. International Journal of Research, 5 (1), 3164-3172. Available at https://edupediapublications.org/journals/index.php/IJR/

Kerr, P. (2020). *Flipped learning. Part of the Cambridge Papers in ELT series*. [pdf] Cambridge: Cambridge University Press. Available at cambridge.org/pedagogy

Koç, S. (2016). The Influence of Flipped Learning on Attitudes of Students towards Technology in the 8th Grade Math Lesson. Available at http://www.ijhssi.org/papers/v5(11)/version2/J05011026168.pdf

Koch, W, Schachenreiter, J., Vogt, K., Koch, G., & Goderle, W. (2018). Teaching Technology Usage in the ENT Medical Subdomain via a Flipped Classroom Approach. AJAC, 11 (1), 31-35. Available at https://doi.org/10.3991/ijac.v11i1.9105

Krathwohl, D. R., & Anderson, L. W. (2010). Merlin C. Wittrock and the Revision of Bloom's Taxonomy. *Educational Psychologist, 45*(1), 64-65. DOI: 10.1080/00461520903433562

Kurt, G. (2017). Implementing the Flipped Classroom in Teacher Education: Evidence from Turkey. *Journal of Educational Technology & Society, 20*(1), 211–221. Available at http://www.ifets.info/journals/20_1/19.pdf

Millard, E. (2012). 5 Reasons Flipped Classrooms Work: Turning Lectures into Homework to Boost Student Engagement and Increase Technology-Fueled Creativity. *University Business, December*, 26–29. Available at http://www.universitybusiness.com/article/5reasons-flipped-classrooms-work

Nederveld, A., & Berge, Z. L. (2015). Flipped Learning in the Workplace. *Workplace Learning*, *27*(2), 162–172. Available at http://dx.doi.org/10.1108/JWL-06-2014-0044

Pérez, A., Collado, J., Salmones, M., Herrero, A., & Martín, H. (2019). An Empirical Exploration of the Perceived Effectiveness of a 'Flipped Classroom' in a Business Communication Course. *The Scholarship of Teaching and Learning*, *19*(2), 47-65. DOI: 10.14434/josotl.v19i1.22842

Rajesh, M. (2015). Revolution in Communication Technologies: Impact on Distance Education. *Turkish Online Journal of Distance Education - TOJDE, 16*, (1), 62-88. Available at https://www.learntechlib.org/p/193857/

Sharma, P. (2018). Flipped Classroom: A Constructivist Approach. *International Journal of Research in Engineering, IT and Social Sciences, 8 (8), pp. 164-169*. Available at http://www.indusedu.org/pdfs/IJREISS/IJREISS_2139_41011.pdf

Raphael, A., Karoline, A., Erika, F., Claudio, S., Gilberto, S., & Joquebede, B. (2019). Flipped Classroom: A Systematic Review of Literature. *Revista ESPACIOS, 40 (23), 12-22.* Available at http://www.revistaespacios.com/a19v40n23/a19v40n23p12.pdf

Sue, J., & Huo, X. (2017). A Study on the Motivational Strategies in College English Flipped Classroom. *English Language Teaching, 10,* (5), 62-67. DOI: 10.5539/elt.v10n5p62

Uguten, S. D., & Balci, O. (2017). Flipped Learning. *Suleyman Demirel University Institute of Social Sciences, 1* (26), 253-265. Available at https://sbedergi.sdu.edu.tr/assets/uploads/sites/343/files/26-yazi12-25042017.pdf

Zainuddin, Z., & Halili, S. H. (2016). Flipped Classroom Research and Trends from Different Fields of Study. *The International Review of Research in Open and Distributed Learning*, *17*(3) 313-340. Available at https://doi.org/10.19173/irrodl.v17i3.2274