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FLIPPED CLASSROOM PEDAGOGY: THE TRANSFORMATION AND INNOVATION IN FOREIGN LANGUAGE TEACHING

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Abstract: The integration of Flipped Classroom into Foreign Language Teaching particularly in English Language Teaching (ELT) arouses a great interest among language teachers nowadays. They have reached a consensus that integrating the flipped classrooms in their language classes to enhance learning cannot be denied. Flipped classroom creates a meaningful difference on the way students learn, thus, improves learning outcomes. This innovation has been made possible since the concept of flipped classroom combines not only inside and outside classroom activities which are reversed, but also integrates technology to promote efficiency and usability, making it a more engaging learning environment. Moreover, as a well-known pedagogy, it is believed that the flipped classroom has a vast pedagogical potential for both teachers and students. This explanatory paper gives the overview of the studies devoted to the description of the flipped classroom and explores its potential. It also provides a detailed rationale for its use in the EFL classrooms in Indonesia. This paper would also provide some practical experiences that can be undertaken by teachers who plan to integrate the flipped classroom in their EFL classrooms.

Keywords: *Flipped classroom; foreign language teaching; ELT; technology.*

Introduction

Learning English as a foreign language (EFL) is quite different from learning English as a second language (ESL). In the EFL context, it requires the use of new

innovations in the process of teaching and learning since students have limited opportunities to use language both inside and outside the classroom. Since language is complex and varied, students need more learning time to be exposed to language and also to compensate the limits of classroom time. Thus, it may result in several consequences that lead ultimately to poor achievement in English. Hence, in order to support students in mastering English skills and gain real progress, teachers need to provide adequate exposures and opportunities to use English. As a newly emerged teaching methodology, a flipped classroom has the potential to address the limitations of EFL context. As mentioned by Bregmann and Sams (2012), flipped classroom enables students to have more time to use English inside and outside the classroom because of the inverted learning process.

A number of scholars have mentioned the effectiveness of flipped classrooms compared to traditional classrooms. Basal (2015) stated that a flipped classroom has a vast pedagogical potential for both teachers and students. One of the potentials is providing a free classroom time where students can study class materials anytime and anywhere for better learning opportunities. Besides, it will be more student-centered where a teacher only plays a role as a facilitator. Thus, it differs from traditional classrooms where a teacher becomes the only source students can learn from and the single information provider through direct instructions to the students. In addition, a flipped classroom provides a variety in lecture contents pertaining to different learning styles and gives students the opportunities for personalized learning to occur. In line with this, Bregmann and Sams (2012) also highlights that the flipped classroom is offering students an individualized education.

In response to the huge pedagogical potential of flipped classroom for both teachers and students, this paper aims to give a brief description of the studies devoted to the implementation of the flipped classroom. It describes the results studies on investigating the use of flipped classroom in language learning. It also provides a detailed rationale for its use in the EFL classrooms in Indonesia. This paper would

also provide some practical activities or steps that can be undertaken by teachers who plan to implement the flipped classroom in their EFL classrooms.

The Concept of Flipped Classroom

The concept of flipped classroom is a unique educational environment that teachers are removed, and the removed content is delivered to students through pre-class input materials by using appropriate technology such as educational videos, PowerPoint presentations, audios, articles related to the course being taught, and worksheets chosen and prepared by teachers. Giving the teaching materials before class is to facilitate students to be familiar with various types of materials on their own, and more importantly, to expose students to use English apart from the class time and to develop self study and autonomous learning skills. Inside the classroom, teachers take advantage of the class time by discussing the ideas appeared based on students' understanding, raising questions to enhance thinking and consolidate their content knowledge, providing different students-centered activities, and engaging class activities through collaborative learning facilitated by the teacher.

In the flipped classroom, students are involved in practical activities in the classroom. In class, the activities will not be monotonous like taking notes of teacher's lectures and following the guided instruction given by the teacher, but it's more on interactive learning and working on higher-order thinking tasks such as solving practical tasks, making projects, and discussing various important issues on the topic (Evseeva & Solozhenko, 2015). These activities are generally regarded as indicators of constructing students' knowledge, and creating interaction and participation (Dallimore et. al, 2010). After classroom activities, students are given activities where they are assigned to undergo a collaborative project or group work that will help assess their understanding of the lesson and evaluating their peers' work. Assigning students to work collaboratively is intended to make students cooperate, learn from each other and help each other (Marsh, 2012).

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Another important issue that plays a crucial role in flipped classroom is the role of teachers. It shifts from teacher-centered to student-centered. In other words, the role of teacher is changing from delivering knowledge to facilitating students learning. Moreover, teacher can encourage students to be more responsible for their learning. On the other hand, the role of the students in the learning process is also changing from passive students to become active students. They should learn how to manage their time to learn independently and to develop self-discipline and self-directedness to make their learning process more efficient.

Studies on Flipped Classroom in the EFL Context

Through the literature review, generally, it is found that there is a limited study investigating the potential of flipped classroom in language learning. More specifically, there is a noticeable absence of study exploring flipped approach in EFL context. Some studies have investigated the use of flipped classroom in English language teaching and learning. One study was conducted by Lee and Walace (2018). They examined the students' achievement and perceptions toward the use of flipped classrooms in learning English. A total of seventy-five freshmen majoring in English participated in the study. Data were gathered from the students' achievements in three major tasks, students' responses to three surveys, and the instructor's notes on the students' engagement in the process of teaching and learning English. The findings show that the students in the flipped classroom achieved higher scores in their final three tasks. Moreover, survey indicated that most students in the flipped classroom environment got more engaged in the learning process and seemed to enjoy learning English than those sitting in the conventional classrooms.

Similarly, Evseeva and Solozhenko (2015) evaluated the efficiency of the flipped classroom technology in the process of teaching and learning English in Technical University. It also examined the advantages of flipped classroom in English classroom. To achieve the objectives of the study, they used several methods such

as the analysis of the scientific literature review, study of the flipped classroom technology used in teaching and learning process, the reflections of the researchers' own teaching experience, as well as the data analysis. The findings of their study demonstrated that using flipped classroom in teaching and learning process lead to an increase of students' motivation and interest for learning English. Furthermore, the study found that the flipped classroom has a positive effect on students' self-discipline and self-directedness, as students should be responsible for their own learning. They concluded that the flipped classroom also improves students' academic performance. The result of Evseeva and Solozhenko (2015) is congruent with the study conducted by Obari and Lamacher, 2015. They explored the impact of flipped classroom technology in English classroom and found that using mobile technologies in a flipped classroom could improve students' English language achievement.

There are also several studies that go deeper in investigating the use of flipped classroom in foreign language classrooms. Basal (2015) introduced the implementation of flipped classroom into an English class. He also investigated the perceptions of 47 prospective English teachers on flipped classroom at a State University in Turkey. The results of his study indicated that pre-service English teachers had positive perceptions towards the use of the flipped classroom. Moreover, the study also concluded the pre-service English teachers' responses towards the benefits of flipped classroom based on the four categories, they are: learning at one's own step, enhancing students preparation, solving the limitations of class time, and increasing the participation in the classroom. In line with this, Engin (2014), and Farah (2014) highlighted the implementation of flipped classroom in English classroom, which focuses on writing skill. They found that flipped instruction was effective and had positive impacts on improving students' writing skills.

The results of several studies above have showed that flipped classroom has significant effects on foreign language teaching and learning. Thus, it is important to note that integrating flipped classroom pedagogy gives a meaningful difference on the way students learn, and improves learning outcomes. This innovation has been made

possible since the concept of flipped classroom is combining inside and outside classroom activities by using technology to promote efficiency and usability that engage the learning environment. Moreover, it is believed that the flipped classroom has a vast pedagogical potential to solve the problems faced by both teachers and students such as limited teaching hours, inadequate exposure to use foreign language, lack of motivation, etc.

Rationale for Implementing Flipped Classroom in EFL Instruction in Indonesia

Teaching English as a foreign language in Indonesia, not only in higher educational settings, but also in any and all educational settings was reviewed critically by many scholars and practitioners. It was observed that many pedagogical approaches for teaching EFL have been developed to increase students' success in EFL. However, the teaching and learning English seems an uphill struggle for both Indonesian teachers and students. Teachers are also faced with a number of problems in teaching EFL especially with large classes and inadequate time for English lesson. As identified by Mappiasse & Sihes (2014) that the source of problems can be identified ranging from limited school hour, the lack of resources and instructional materials, overcrowded classrooms, less exposure to use English, and the approach used in the teaching of English. In addition to this, psychological factors such as lack of motivation to learn English, being shy and afraid to take part in the conversation, interest, attitude, anxiety, and nervousness have caused the students to find it difficult to learn English (Padmadewi, 1998; Tutyandari, 2005).

Along the lines of the scholars and practitioners above, it can be argued that the teaching and learning English in Indonesia is challenging for both teacher and students. Overcoming the challenges, Harmer (2008) suggests that EFL teacher should apply a method, strategy, as well as teaching medium that encourage students to be more active and motivated in the teaching and learning English. In

addition, inadequate or limited time for teaching and learning English can be solved by implementing an approach that involving students in meaningful and practical activities both inside and outside the classroom. Also, teacher should create learning environment that students can actively engage in the learning process by exposing them to be an information seeker and problem solver, rather than a passive listener.

Implementation of Flipped Classroom in EFL Classrooms: Practical Activities or Steps

Before discussing the implementation of the flipped classroom pedagogy in EFL classroom, it is worth to compare between flipped classroom and traditional classroom as depicted in the chart below.

Flipped Classroom VS Traditional Classroom

Flipped	Traditional
Student-Centered	Teacher-Centered
Content (Outside the Class)	Content (During the Class)
Video/Podcast/Webpage/ Handout/Book	Listen to Lectures, Take Notes
Interactive Learning	Explicit Instruction
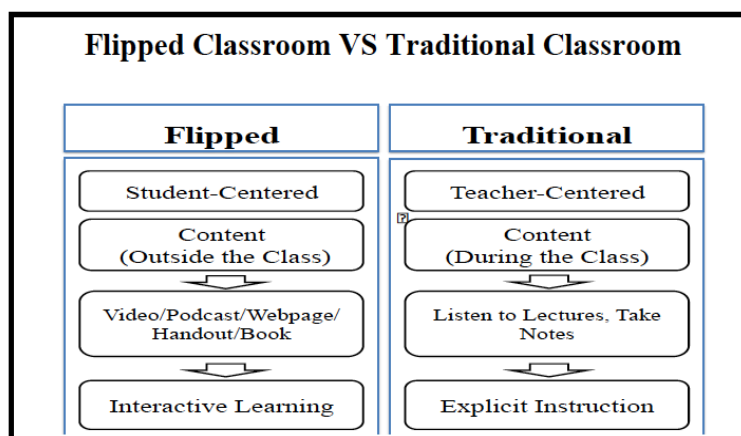
Fig. 1. Flipped Classroom Activities

Based on the information from the chart above, it shows that flipped classroom activities shift the focus from the teacher 'teaching' to the student 'learning'. In other words, the activities are more student-centered where students learn through video, podcast, webpages, handout, and many more, allowing them to master the materials at their own pace. They can play, pause, and review over and over before they come

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to class and learn from any location and time, something that is apparently impossible in a real class setting. This strategy can foster students to learn independently.

In the flipped classroom, the role of a teacher has changed from a provider of knowledge to a guide, facilitator and organizer (Basal, 2015). Teachers can offer one-on-one help to students whenever needed. Thus, class time is devoted for reviewing materials in greater depth and for evaluating students understanding toward the lecture content whereas educational technologies such as videos or podcast are used to deliver lecture content outside the classroom. On the other hand, in the traditional classroom as illustrated above, the activities are teacher-centered where content is delivered during the class and students are expected to obtain knowledge in the classroom from their teacher. The class time, usually left for only explaining the content, which means that students can be assigned to some practice activities and application of new knowledge without the help of their teacher and peers.

For classroom practices, a number of approaches have been presented in the literature for flipped classroom that can be implemented in EFL classroom. The suggested activities that can be elaborated explicitly in a pedagogical implementation consist of three phases. It commences from outside classroom activities and ending with assessment as presented below.

Phase One (Pre-Class Activities)

Outside the classroom, teacher prepares the content lecture and creates videos or podcasts (5-10 minutes long), handouts, webpages, tutorials, graphics with questions, etc and shares it to the students before the class meeting. At home, students independently view the instructional videos, listen to podcasts, read the handouts and other materials given by the teacher. After watching the video, students can take notes and write the questions in regard to the content they do not understand. In addition, they are also requested to complete the assignments provided (watching, summarizing, doing exercises) then bring them to the class. These activities enable students to reinforce their understanding easily and achieve their potential, thus foster them to be independent and encourage higher students' engagement. However, it is

important to note that teachers should determine the learning outcomes of the lesson. In other words, the contents given should cover both lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). The learning activities of LOTS involve remembering, understanding, and applying which should be done outside the classroom, whereas HOTS involve analyzing, evaluating, and creating that take place inside the classrooms.

Phase Two (In-Class Activities)

All the activities in phase two are done inside the classroom. The activities include discussions, collaborative learning, and individual tasks. These will engage students to be active in learning activities. Phase to starts with the question and answer discussion to check students understanding toward the content given as well as to confirm whether they have watched the videos or listened to the podcasts and read the required materials. Next, students are assigned to sit in groups and participate in the discussion by raising questions they have and sharing ideas. In other words, the activity is where students ask questions to the teacher or peers to help them in overcoming their problem while watching the videos or listening to the podcasts. Group work is designed to engage students to practice and apply the content that they have acquired before class collaboratively. Moreover, it promotes students to play active role since the activities enable them to have interaction and collaboration with their friends.

Another activity that can be implemented is group presentations. This activity allows students to give a short presentation in regard to the content. The roles of the teacher in this phase are supporting and facilitating the learning, monitoring the discussion, providing feedback, and helping them to have deeper understanding of the concepts, content, and its application.

Phase Three (After-Class Activities)

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In the last phase, after the class activities, each student is assigned to work on projects, presentations, and assignments related to the content. The sample project is asking students to records a video of her/himself explaining the lesson content, practice it, and submit it to the teacher. Another assignment that can be given to students is asking them to summarize and write down the main points of the lesson. Lastly, the teacher evaluates the video or students' presentation and gives feedback on parts that needs to be revised, omitted or added. The evaluation is very important to make sure that the intended learning objectives of the lesson are achieved.

All the activities above indicate that the process of learning a topic needs several meetings. However, it may need more time depending on the pace of the students in learning. Hence, it is important to have well-designed lesson plans that support the learning objectives.

Conclusion

The integration of the flipped classroom pedagogy has been widely implemented in foreign language teaching. The flipped classroom has a positive impact to improve students' language skills, enhance their engagement, and increase their motivation and interest for studying foreign language. Moreover, the activities done in the flipped classroom provide several benefits for both teacher and students. First, it allows teachers to spend class time on more engaging activities that improve the content of the lecture. Next, it helps develop students' collaborative skills and promotes peer interaction. Besides, it gives opportunities for a more student-centered learning atmosphere, provides opportunities for personalized learning, and offers opportunities for being an independent student. This paper has attempted to give the overview of the studies devoted to the description of the flipped classroom and its potential. Further research needs to be conducted to assess the effectiveness of this strategy on foreign language teaching particularly in EFL context.

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