

# Flipped Classroom: Teaching and Learning of English Language in the Context of EFL

By

Nabila Israt Bohota  
ID: 18177003

A thesis submitted to the Department of BRAC Institute of Languages (BIL) in partial  
fulfillment of the requirements for the degree of  
Master of Arts in TESOL

BRAC Institute of Languages (BIL)  
Brac University  
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It is hereby declared that

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2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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**Student's Full Name & Signature:**

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**Nabila Israt Bohota**  
ID: 18177003

## Approval

The thesis titled “Flipped Classroom: Teaching and Learning of English Language in the Context of EFL” submitted by

Nabila Israt Bohota - 18177003

of Spring, 2018 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in TESOL on 12-09-2019.

### Examining Committee:

Supervisor:  
(Member)

---

Md. Aftab Uddin Chowdhury  
Lecturer, Brac Institute of Languages (BIL)  
Brac University

Program Coordinator:  
(Member)

---

Dr. Faheem Hasan Shahed  
Associate Professor, Brac Institute of Languages  
Brac University

External Expert Examiner:  
(Member)

---

Dr. Faheem Hasan Shahed  
Associate Professor, Brac Institute of Languages  
Brac University

Departmental Head:  
(Chair)

---

Lady Syeda Sarwat Abed  
Senior Director, Brac Institute of Languages  
Brac University

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## **Abstract**

This study aims at establishing how blending traditional classroom method and Flipped Classroom Approach can enhance the efficiency of teaching and learning of the tertiary level students as well as teachers at EFL classroom in Bangladeshi context. This study is not about adapting every approach of Flipped classroom but to take the appropriate and suitable ones depending on the students' proficiency level and the context. It is also discussed here that how blending Flipped classroom approach with the traditional classroom method can increase students' employability for tertiary level students as in Bangladeshi context employability is a topic of concerned. Also, this paper focuses on the development of effectiveness of the teachers of tertiary level students by applying Flipped classroom approach combined with traditional classroom method. Keeping these in focus, I will discuss the appropriate fragments of flipped classroom approaches that will help to intensify the efficiency of teaching and learning for the betterment of education system. From the data collection and interviews taken for the study purpose, was analyzed by qualitative data analysis. At last, the study discussed about the possible ways of applying this approach in Bangladeshi context.

**Keywords:** Flipped Classroom; English as a Foreign Language; Teaching and Learning Effectiveness; Efficiency; Employability; Bangladeshi Context

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## **List of Acronyms**

ELT            English Language Teaching

EFL            English as a Foreign Language

# Chapter 1

## Introduction

### 1.1 Definition of Flipped Classroom

According to Taylor & Francis (2015), a flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It changes activities including those that may have traditionally been considered homework, into the classroom. In other words, according to Szparagowski (2014), the practice problems normally completed at home are worked on in the classroom, and the direct instruction normally given during class time is given as homework through video lectures, reading assignments, or some other direct instruction delivery method. At first, students gain necessary knowledge before coming to the class, then instructors guide students to both actively and interactively clarify as well as apply that knowledge during class on that particular topic. The flipped learning approach enables students to study the topic at home at their own pace which helps them to understand the concept clearly and then review and apply the concepts in the classroom collaborating with peers and guided by teachers. The emphasis is on understanding concepts and applying knowledge rather than passively receiving information in class and later recalling it on an exam. In a flipped classroom setting, students prepare the lesson before coming to class with proper instruction so that class time is devoted to applying and analyzing information and ideas through discussions, exercises and projects individually or with peers and teachers get more time to interact with the students individually. On the other hand, though video-based learning is popular because it engages the student and facilitates higher retention, videos are not the only format for content delivery of the lesson to the students. Other commonly used formats include text, audio, and multimedia. Instructors curate and capture material for students to consume at their convenience which can be used by the teachers as per convenience.

Researches on classroom flipping, however, have mostly focused on general subject areas, but not much on language learning. Also, research on flipped classroom in the ESL context can be found but in the EFL context, it is not very much seen to use the flipped classroom approach for tertiary level. According to Han (2015), in a flipped classroom, outside of the classroom tasks aim to help students explore multiple methods and tools that can expose them

to meaning-focused input. He also mentioned that the progress of technology and the internet has minimized the difference between ESL and EFL learners, as EFL learners now have access to authentic materials from the target culture. Therefore, the ultimate goal of this approach was to empower students of the tertiary level to continue their English learning by helping them use resources that were available on the Internet or in the media mostly.

## **1.2 Background and Development of flipped classroom approach**

According to Ghosh (2018), “The germ of this method likely emerged in the 1990s, when Eric Mazur, a Harvard physicist, introduced a method called “peer instruction.” Students were asked to prepare before coming to class by reading and answering questions about the topic at home. In class, the instructor would give students a question to ponder and answer individually. Responses were then reviewed, and students grouped together to discuss how each one of them arrived at their answer. Following that discussion, they would be given the option of modifying their answer. These answers would be reviewed again, and the instructor would decide whether the question needed further explaining, or to proceed to the next question. Flipped classrooms generally follow this approach. In 2000, the University of Miami-Ohio published a paper “Inverting the classroom.” The concept failed to catch on, however, probably because the Age of YouTube and video-sharing hadn’t yet arrived. Launched in 2005, YouTube made it possible for anyone to record and post videos for others to share. It was easy and inexpensive.

Two years later, Jonathan Bergman and Aaron Sams, science teachers in Colorado, began recording and creating video presentations of their lectures to enable students who missed classes to listen to the lectures at home. A year later, they applied this method for all their students. Pupils were asked to study the presentations at home and come to class prepared to discuss with other students and apply what they had learned. This made the students active participants in their own learning, and enabled Bergman and Sams to gauge a pupil’s conceptual understanding and guide each accordingly.” (p.1).

So, at first, the concept of peer instruction came in which students were supposed to prepare on the topic before coming to class and in-classroom they were engaged in individual discussions with the teacher. After that, the approach called inverting the classroom came but was not as successful as YouTube and video sharing were not very common. After making videos for the students who missed the lectures, the method became quite popular and this is how the concept of a flipped-classroom approach came to light. In this paper, it is focused to

use the flipped classroom approach to increase the affectivity of teaching and learning of the students at the tertiary level in the EFL classroom.

### **1.3 Problem Statement**

In teaching and learning of the English language in the context of EFL classrooms at the tertiary level, traditional methodology is being followed for a while and for being the class time is very limited, Students generally do not get many opportunities to practice English Language outside of the classroom. In the consequences, students are facing problems regarding the adaptation of English Language. Also, the teachers sometimes are not able to deliver the full instruction due to some aspects like the limitation of time, having less time for classroom activities due to the lectures and having problems with delivering feedbacks individually and so on. As the flipped classroom approach includes all the instruction at the outside of the classroom and the teachers as well as the students get time in the classroom for further discussion, face to face feedback and so on, as a result, by flipping the learning procedure and incorporating the usage of technology in teaching and learning can make some positive differences.

### **1.4 Research Objective**

#### **General Objective**

The general objective of this research was to find out the effectiveness of flipped classroom approach, in light of the deficiencies of traditional approach, at the tertiary level in EFL context.

#### **Specific Objective**

The specific objective of this research was:

- To find out how applying flipped classroom approach is effective in supporting the learning of the students of tertiary level in the context of EFL.
- To find out how adopting this approach can make the teachers' teaching more effective in teaching and learning of English language at tertiary level in the context of EFL.
- To find out how this approach ensures the employability of the students of tertiary level in the context of EFL.

## **1.5 Research Questions**

This study was guided by the following questions:

- To what extent we can apply flipped classroom approach in supporting the learning of the students of tertiary level in EFL classroom, more efficiently?
- How can flipped classroom approach develop English Language teachers' teaching effectiveness in tertiary level in the EFL classrooms?
- How can we ensure and increase tertiary level students' employability by applying flipped classroom approach in EFL classroom?

## **Chapter 2**

### **Literature review**

#### **2.1 Traditional Classroom**

Learning English as a Foreign Language (EFL) takes place step by step in which several factors play a direct role. Whereas in traditional EFL classrooms, students are passive and in this classroom, the teacher stands between the students and the learning. Students have no or little knowledge about the subject when they come to class. This idea corresponds according to Jim Scrivener (2014) as he claims that “traditional teaching is imagined to work as ‘jug and mug’ – the knowledge being poured from one receptacle into an empty one.” In class, they get taught all the knowledge and it’s often the basic knowledge about a subject. In tertiary level education in Bangladesh, the teaching and learning of the English Language follows the traditional method and recently some problems are being noticed regarding following the method as the practitioners claim that traditional methodology is the “teacher-dominated interaction” (Broughton, p 22). In traditional teaching and learning methods of EFL, according to some practitioners, there is not enough attention paid to teaching the basic skills of reading and writing, speaking and listening appropriately. Sometimes, for a classroom set up and environment, it becomes difficult for the students to catch up with everything. On the other hand, according to the education policy (2010), to attach substantial importance to information and communication technology (ICT) along with math, science, and English to build up a digital Bangladesh based on knowledge-orientation and cultivation of ICT. Following, in the education policy (2010) for higher education strategies; it is mentioned that English will be taught as a compulsory subject at the degree level of all colleges and universities as it carries 100 marks/3 credits.

In a traditional classroom environment, it’s not very uncommon for the tertiary level students to become bored or frustrated. Some learn better by visual means, others will learn better with auditory means, and still, others are going to learn better with a hands-on approach. In a traditional classroom environment, there are usually anywhere from thirty to forty students and one teacher. This is where the disadvantage starts- it is simply impossible for one person to give each student the one-on-one attention or instruction that may be required. In a classroom of thirty to forty students, there are going to be several groups with differing learning styles and academic strengths and weaknesses. A teacher is going to be woefully

unequipped to handle any and all learning styles or weaknesses and that teacher who has a couple of students who present themselves as “problem students,” a student who is difficult to manage or who disrupts the classroom is also going to take away time that the teacher could be used to help with one-on-one time with his or her students. The traditional lecture is caricatured as a passive, transmissive experience, effectively eliminating any sense of autonomy or competence in students. Feelings of autonomy and competence are most likely to be experienced by the teacher within a learning environment created through this approach (Gauci, Dantas, Williams, & Kemm, 2009; Haak, Hille Ris Lambers, Pitre, & Freeman, 2011; Huba & Freed, 2000).

In Bangladesh, for tertiary level students mainly CLT method is used accompanied by some other methods. According to Littlewood, (2007), to compensate for the limitations of the traditional language teaching methods, CLT has been introduced in EFL settings to improve students’ abilities to use English in real contexts. Thought it is noticeable in recent time that the CLT method has some limitations which are minimizing the effectiveness of EFL context. Ellis (1994) examined the suitability of the communicative approach in the Vietnamese context. He found that one of the main problems in using a communicative approach in Vietnam was that teachers were dependent on the inherent traditional teaching practices. In a similar study, Karavas-Doukas (1996) investigated teachers’ attitudes toward the use of the communicative approach in Greece. It was reported that although the English curriculum in Greece was based on the premises of communicative language teaching, teachers showed a tendency to carry on the traditional teacher-oriented instruction style. The findings of this study suggested that teachers either did not understand or were unable to see the practical implications of the CLT principles. In another significant study, Li (1998) looked into Korean teachers’ perceptions of the implementation of CLT. The results of Li’s study confirmed that the teachers encountered difficulties in using CLT practices in their classes. The difficulties reported by the Korean teachers were divided into the following four categories: Difficulties caused by teachers: Deficiency in spoken English, Deficiency in strategic and sociolinguistic competence, Lack of training in CLT, few opportunities for retraining in CLT, Misconceptions about CLT, Little time for expertise in material development.

## **2.2 Flipped Classroom and Flipped Learning**

The flipped classroom is an approach that has become popular since the advent of the internet though it can be conducted without the internet as well. It is a total opposite of the traditional

classroom and there have been noticed several benefits of the flipped classroom both for the students and the teachers. According to Lakmal Abeysekera and Phillip Dawson (2014), Flipped classroom approaches remove the traditional teacher-oriented lectures and replace them with active in-class tasks and pre-/post-classwork. They also claimed that, though the popularity of these approaches in the media, Google search, and casual hallway chats, there is very little evidence of effectiveness or consistency in understanding what a flipped classroom is, very different from only replacing activities. Flipped classes allow students to consume lecture materials at their own pace. Unlike traditional lectures in which students are beholden to the instructor's pace, students in flipped classrooms can rewind and replay the video as many times as needed to improve their understanding of difficult concepts. Moreover, in traditional classroom environments, students usually apply new knowledge on their own through homework. There are two problems with this traditional approach. First, students at home typically do not have access to resources for help or questions if any problems arise. Second, when students turn in incomplete or incorrect homework, instructors have little insight into what went wrong. By bringing homework into the classroom, students can get help quickly, and teachers can identify common problem areas in order to adjust material accordingly.

For educators planning to make the flip, one question to resolve is the technology needed to deliver course content to their students. Video plays a major role in the majority of flipped classrooms, and as such, universities must consider the platform used to record and stream video content to their students. Without a plan to manage the technical aspects of managing a flipped classroom, educators risk limiting the benefits to this new pedagogical style.

The final major consideration in developing this study is that while conventional EFL instruction focuses on giving students homework, students speaking English only in the classroom, tasks that may not drastically advancing an individual's English ability and to successful interaction in international society. Studies have shown that flipped classroom approach mostly focuses on learning style, peer-assisted, collaborative, and cooperative learning, problem-based learning, active learning (Bishop & Verleger, 2013) which helps students to learn more efficiently and effectively.

On the other hand, flipped learning is very different from the flipped classroom approach. Flipped learning is an approach which helps teachers to implement one or multiple methodologies in their classroom with direct instruction moves from the group learning space



to the individual learning space. By applying this method group learning turns into more effective learning and the students get to interact more with the teacher. To relate flipped classroom and flipped learning it is claimed that, flipped learning has not been rigorously evaluated as a pedagogy in higher education (HE), but case studies are emerging, in ever greater numbers, which document measurable improvements in student and teacher motivation, increased attendance in class, and better grades, as a result of using the flipped approach (Hamdan et al. 2013). The essence of flipped learning resembles the instructional design proposed by Morrison, Ross, Kalman, and Kemp (2011) because the instructor plays multiple roles, including content expert, instructional designer, and media developer. Studies have shown that flipped learning significantly enhances student learning performance (Day & Foley, 2006; Deslauriers & Wieman, 2011; Hung, 2015; McLaughlin et al., 2014; Zappe et al., 2009) and student engagement (Dill, 2012), produces enhanced learning outcomes (Baepler, Walker & Driessen, 2014; Moravec, Williams, Aguilar-Roca, & O'Dowd, 2010), and improved motivation (Strayer, 2012; Traxler & Riordan, 2003). Other studies have indicated that flipped classrooms can foster active learning and higher-order thinking (Baepler, Walker, & Driessen, 2014; Hung, 2015; Zappe et al., 2009). Bishop and Verleger (2013) contended that a flipped classroom is an educational technique that consists of two important components: (1) the use of computer technologies, such as video lectures, and (2) the involvement of interactive learning activities. Although flipped learning holds promise as an innovative approach that facilitates teaching and learning, closer scrutiny of English instruction in Taiwan, the site of this study, reveals teacher-centered and unidirectional instruction are common, island-wide, which is neither effective nor efficient in enhancing the English abilities of students of different proficiency levels (Wu, Hsieh & Yang, 2016).

## **2.3 Development of Teachers teaching Effectiveness of English Language**

### **2.3.1 Use of Technology**

A group of researchers (Bransford, Brown, & Cocking, 2000) reveal the success of the flipped classroom and describe the key elements of this technology. The authors mention that peer-to-peer assessment allows students to acquire new knowledge and experience and improve their understanding of the subject studied. Muldrow (2013) in the article "A New Approach to Language Instruction – Flipping the Classroom" sharing her experience of using the flipped classroom technology states that moving from the traditional to the flipped classroom involves great adaptations by the teacher and students.

To achieve the expected result from the students and also to make the classrooms more versatile as well as technology-based, it can be a possibility to blend the technology-based learning and face to face learning together through e-Learning activity. E-Learning activity is creating an environment where the opportunities for communication around an activity that needs to be deliberately designed in if we intend the activities to be more than simply individual student activity. Sometimes it can be a possibility that students do not want to do the pre-activities before coming to the classroom, for this reason, the learning activities online should be strictly supervised and carefully recorded in order to make sure students concentrating on learning by themselves even though they are not directly facing the teachers.

### **2.3.2 Flexibility**

The flipped classroom gives more freedom to teachers to decide upon how much time they need to spend with each student such as struggling students, great performers, introverted kids, and extroverted ones who can get the attention each of them needs. Also, as teachers need to be very flexible they have to understand the whole concept clearly. Language courses are seldom easy or effortless, students have to work at retaining the information, even in a flipped classroom and that enables teachers to help students. This approach enables instructors to provide feedback anytime from anywhere as provide feedback to their students via online at any time and from anywhere. Students are never out of the loop when it comes to their language progress. According to Thomas Wanner and Edward Palmer (2015), True flexibility may then mean that there needs to be a move away from the traditional model of assessment where the lecturer/teacher decides when and how students are to be assessed. Ryan & Tilbury (2013: 30) argue that embedding “flexible pedagogies” and achieving the outcomes of a 21st-century education depends on the “transformation in assessment practices.”

### **2.3.4 Load Reduction**

The teachers or instructors can be also benefited by applying the flipped classroom method. When students come prepared to class, there’s little to no need for teachers to address content-related questions. Instead, they can take care of individual students’ problems and give solutions. Also, once the content is made, it can be reused as many times as the teacher wants, until the content becomes outdated and if s/he sees any problem regarding the content, it can be revised easily.

The notion that we have a limited amount of ‘working memory’ to use when learning or problem-solving dates back to work undertaken in the 1950s by Miller (1956). Miller’s (1956) conception that working memory turned out to be reasonably accurate. Researchers have used a variety of techniques to manipulate cognitive load, tested them in randomized controlled trials and proposed various ‘effects’ that help or hurt learning (Ginns, 2005). Flipped classroom approaches might provide additional opportunities to manage cognitive load, thus improving learning. Some of these are implicit in the flipped classroom approach; however, others will require educators to make certain choices when designing learning activities. The intrinsic load of a task is the unchangeable core of a problem or concept; for example, the concept of a square being a shape with four equal sides and four equal angles carries with it an irreducible difficulty. Extraneous load is additional and can make a task more difficult in ways that do not lead to learning. In flipped classroom approach, major of the work loads are given for the outside of the classroom so students can do their activities when they have free time. The system do not force students to do anything in very limited time that lets students load to be reduced.

## **2.4 Development of learning Effectiveness of English Language**

Some of the benefits of flipped classrooms for students, that it offers the conveniences of online learning combined with the social and instructor interactions that may not be available in a traditional classroom. In a flipped classroom, when students watch or listen or read to lectures at home, and then solve problems and apply the new knowledge in the classroom, they get a lot of time in the classroom to clear any type of confusion. Also, when they are not able to understand a new concept, they can ask questions and get immediate targeted answers or search on the internet by pausing the video/audio at any time. Moreover, the time spent in the classroom may not be enough for all the conversations and lesson so exploring the subject at home can make the knowledge deeper. Some students’ do not want to participate in the classroom in fear of making any mistake in front of others and the flipped classroom method empowers every student to participate and be visible as the teacher can deal with the students individually. Lastly, students who are absent due to illness, too long a commute, or any other reason, can easily catch up with their peers faster and easier with the flipped classroom model than with the standard one as it can be recorded online as well as offline.

The classroom instructor and the teaching aid, including their observations of the online interaction and the classroom interaction of both the flipped and conventional instructions.

They observed greater accuracy and fluency among the students during the flipped instruction cycles. During classroom activities, the flipped learning students appeared highly motivated and engaged in the extensive active learning required of the flipped students, clearly more so than during the conventional instruction treatments.

## **2.5 EFL Context**

In the EFL context teachers have to use classroom activities as optimal as possible since in this context students mostly practiced the English Language in the classroom. Therefore, classroom activities should be optimized as EFL is quite challenging for either learner and teacher because students generally do not get many opportunities to practice English Language outside of the classroom; therefore, teacher can use flipped classroom method where the students will be provided with proper instructions outside of the classroom and practice inside the classroom to achieve the learning outcome.

It seems reasonable to assume that flipped classrooms work well in language teaching programs due to its overlap with well-known theoretical approaches to SLA. The use of instruction given outside of the classroom, prior to class can promote students understanding and improve depth of processing knowledge, incorporating with cognitive theories of language learning (Leow & Mercer, 2015). The flipped classroom approaches' main goal to use class time to meaningful interaction with peers and teachers are also compatible with the stance taken in socio-cultural theory that learning happens during mediation and is promoted with scaffolding instruction and enhancing learner's agency (Lantolf, 2011). Other than ESL environments, EFL contexts provide more opportunities to use English outside the class time. Also, much class time is spent ineffectively by instructors who explain concepts, usually through lecturing, as learners sit quietly and passively listen and there is not sufficient interaction (Littlewood, 1999). Therefore, creating input materials can facilitate language learners in producing output before coming into the class (Pica, Lincoln-Porter, Paninos & Linnell, 1996)

The strengths of the Freeman's work are manifold in describing phenomena of thematic teaching in ESL/EFL classrooms it presents the immense complexities of teaching and learning processes. The Freeman's make us aware of multiple consciousness, innumerable social roles and responsibilities, and attitudes as well as stereotyped projections. Let us hope that their well-informed comments, their well-balanced statements, and their fully convincing arguments will help teachers to "leave the beaten track" and to teach skills while their

students are engaged in real-life tasks. This book performs a service for the student and the university teacher, as well as for a larger public looking for information and evaluation judgments. The whole language philosophy can be applied to create educational reform at the tertiary level, but this process requires a sustained, long-term effort by all parties involved.

## **2.6 Learners employability**

Higher education has articulated the essential employability skills, it is required for graduates which include communication skills, critical thinking, problem-solving skills, and interpersonal skills (Ravenscroft, 2014). Where in traditional classrooms the concept of employability is not discussed. This study will show how the flipped classroom model is providing students with greater opportunities to develop employability skills in these aspects as flipped classroom models to enhance student engagement through active learning.

Though it is not directly said that flipped classroom approach can increase learners employability, it can be said that if the students are cleared about the concept which flipped classroom approaches allow them as it has the components to clear out any doubts. So students' can apply the knowledge in their work and that can increase their employability.

## **2.7 Performance of learners**

Some students' do not want to participate in the classroom in fear of making any mistake in front of others and the flipped classroom method empowers every student to participate and be visible as the teacher can deal with the students individually. Lastly, students who are absent due to illness, too long a commute, or any other reason, can easily catch up with their peers faster and easier with the flipped classroom model than with the standard one as it can be recorded online as well as offline.

In terms of performance of a learneris related with the environment as well, this study provides both an online learning community and physical classroom instruction for students to learn specific content knowledge and demonstrate mastery. Depending on learning culture, the flipped classroom approach is used in this study is a learner-centered approach, where students actively participates outside the classroom in meaningful and collaborative written, verbal and all other activities through online learning community. The teacher mainly makes videos/audios or handmade materials about the content which contains intentional content specifically designed for students to learn and to explore. Finally, the practitioners/teachers who interviewed in this study were professional educators who continually observed student

progress and assessed the students' performance. In flipped classroom approach, online interaction with the participants' in-between engaging in activities such as previewing the instructional videos, writing/recording short stories, and guided dialogs, and preparing/evaluating feedback make them more participating. Tertiary level students often analyze their experiences in this study in terms of their level of nervousness. They feel that language learners often experience anxiety about speaking in public, such as in front of their classmates, for fear of making mistakes. Rather, using the online communication environment for interaction with their classmates, they can consider their comments and responses without feeling the pressure of needing to make an immediate reply.

## **2.8 Theoretical Framework**

Flipped classroom approach is a method of instruction and form of blended learning. This model gets its name from the way it "flips" the traditional classroom model. Using this method, students watch videos or listen to lectures at home. When they come to class meetings, instructors facilitate group work and other activities that would typically be considered "homework."

According to Bishop and Verleger (2013), flipped classroom approach is the restructuring of the classroom environment and activities at home. Therefore, by flipping the classroom the lecturer is able to reduce the amount of time spent in class on lecturing, opening up class time for the use of active learning strategies such as problem solving and discussion between students in the presence of lecturer, (Jamaludin and Osman, 2014; Johnson and Renner, 2012). Several theoretical frameworks are available on flipped classroom.

The flipped classroom environment can be totally considered a constructivist learning environment as the constructivist learning theory advocates the student-centered learning under the guidance of teachers which ensures students effective learning. Besides, constructivist learning environment includes four elements: situation, cooperation, conversation and meaning construction. Bergmann and Sams (2012) have described that the flipped or inverted classroom is an instructional model in which the traditional lecture is a student's homework and in-class time is spent on collaborative, inquiry-based learning. Felder (2012) showed his view as this: student-centered instructional models, including the flipped classroom, are grounded in the constructivist theory of learning. The core idea of constructivism applied to learning is that the environment is learner-centered where knowledge and understanding is socially constructed. Cooperation and conversation are used

as learning environment elements to completely stimulate the initiative, enthusiasm and the pioneering spirit of students. Thus, it can finally achieve the purpose of effectively realizing the meaning construction of the current knowledge (He, 1997). In this mode, students are active constructors of knowledge rather than passive recipients of external stimuli; and the teacher is the facilitator of the instructional process, rather than the teacher of knowledge. According to Ultanir (2012), Constructivist learning takes place when students gain knowledge through direct personal experiences such as activities, projects, and discussions. Also constructivists are more likely to allow for experimentation and exploration in the classroom and place a greater emphasis on the experience of the learner. Also to instruct in this way outside of the classroom, teachers have to be very flexible while dealing with the students in classroom as well.

Humanistic learning theory includes learning that occurs when the whole person is engaged in an activity relating to their experience and see the relevance, (Boyer, Knowles, Rogers, 1984). Rogerian's humanist kind of 'humanising' is a word deserves a slightly closer look on career and it is a good thing for the most frequent associations which are those of impersonal. In flipped classroom, students are getting instruction outside of the classroom from which they are gathering the prior knowledge of the particular topic of the concept and apply that knowledge inside the classroom by involving themselves into activities and discussions. This essentially optimistic approach emphasizes the role of feelings and motives relating to self-esteem of the students. In its student-centered application to education it stresses the facilitation of learners' self-development through respect for their autonomy at all times, the emphasis is on consultation and negotiation and this approach in flipped classroom can enhance the employability of the students.

On the other hand, according to Gerlach, "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 1994). It is through the talk that learning occurs." From this the idea of peer-assisted learning takes place. As in flipped classroom, students are mainly involved in activities and they can be involved in peer discussion as they have enough time for engaging into classroom activities. According to Chowdhury and Akteruzzaman (2015) students could come up with effective and specific peer feedback for their class mates which eventually aided them in their critical thinking ability, self-motivation, ensuring maximum exposure and lowering the anxiety level and so on that leads the students learning effectiveness to a new level. Also, in flipped classroom, discussions take place in the classroom as well as the feedbacks are given

inside the classroom which can be explained with behaviorism learning theory. As this theory includes learning from interaction as well as learning is promoted by positive and negative reinforcement (Walker, 2017). Though behaviorism is often seen in contrast to constructivism, these two theories can be blended in flipped classroom to enhance the effectiveness of teaching and learning.

Moreover, flipped classroom makes students to include mental processing, memory and recall as their instructions are mostly given for their home or outside of the classroom and the activities are done in the classroom which increase the student's cognitive ability. According to Piaget's theory, cognitive theory proposes discrete stages of development, marked by qualitative differences, rather than a gradual increase in number and complexity of behaviors, concepts, ideas, etc. that enhance students learning effectiveness.

Also, David Kolb published his learning styles model in 1984 from which he developed his learning style inventory. Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles- Concrete Experience - (a new experience or situation is encountered, or a reinterpretation of existing experience), Reflective Observation of the New Experience - (of particular importance are any inconsistencies between experience and understanding), Abstract Conceptualization (reflection gives rise to a new idea, or a modification of an existing abstract concept that the person has learned from their experience), Active Experimentation (the learner applies their idea(s) to the world around them to see what happens). In flipped classroom, students encounter a new concept outside of the classroom with the teacher's instruction, clear any kind of confusion in classroom by asking questions to the teacher or peer discussion, connect the knowledge with previous knowledge then construct new things out of the gathered knowledge with their prior knowledge. That helps the students by increasing their learning effectiveness. Also, teachers are using technology more as outside instructions can be given online that can reduce teacher's workload inside the classroom.

In addition to the relationship between these theories due to historical development, these stem from a large body of literature on student-centered learning, which looks primarily to the theories of Piaget 1967 and Vygotsky 1978. Tudge and Winterhoff (1993) provide a detailed analysis of the similarities and differences between these two theories. Foot and Howe (1998) provide the background outlining connections leading to peer-assisted learning. In particular, they point out that constructivism and collaborative learning stem from Piaget's



theory of cognitive conflict, and that cooperative learning stems from Vygotsky's zone of proximal development where the learners can learn something with guidance. In flipped classroom, teacher guide students with the instruction outside of the classroom by audio, video or any type of written materials which students are supposed to study before coming to the classroom. Topping and Ehly (1998) indicate that peer-assisted learning is an umbrella large enough to accommodate both of these theories. Smith and MacGregor (1992) claim that Lewin and Deutsch were important influences in cooperative learning through their social interdependence theories. So, in flipped classroom approach students discuss the topic with other students or give peer feedback on the classroom activities, helps them to cooperate with each other and enhance their learning process. Constructivism is considered the source for the theories problem-based and active learning. Kolb's theory of experiential learning draws from Piaget, Dewey, and Lewin. This then forms the basis of Kolb's learning styles. Felder-Silverman (1988) said, learning styles draw both from Kolb's theory of learning styles and from Jung's theory of psychological types.

## **Chapter 3**

### **Methodology**

Both primary and secondary sources of data have been used. In getting primary information, face to face interviews were taken with different tertiary level teachers/practitioners and different levels of tertiary students. This chapter presents an overview of the research methodology. It contains an account of the procedures used in the study, including participants, sampling procedure, research design and description of procedure, instruments used for data collection, data analysis and trustworthiness of the study. This study followed a qualitative content analysis to collect the primary data for this study.

#### **3.1 Participants**

The research observation was done in different well-known private universities in Dhaka. 20 students of tertiary level from different competency level were given the questionnaire and also a very short interview regarding their classroom approach was taken. From there the result was taken to collect necessary data. Among the teachers, 7 experienced teachers (ELT Practitioners) of different age groups from different private universities were given the questionnaire and interviewed as well to get a different view from a different perspective.

#### **3.2 Sampling Procedure**

This procedure was based on random structured sampling where individuals seek to select a sample size that is an unbiased representation of the population.

#### **3.3 Research Design**

To conduct this research, I implemented a qualitative research methodology. Teachers interview, Student questionnaire, Student interviews were there.

This data collection was based on classroom observation, interviews of the practitioners and comparison between a traditional classroom and a flipped-classroom approach. According to the observation, qualitative data were gathered and face to face interview was taken with the students and the practitioners.

There was a questionnaire for students including 8 close-ended questions and 2 open-ended questions that were given to the students. Also, there were 8 close-ended and 2 open-ended

questions for the practitioners of the study to collect. To gather large samples that may be difficult to employ in purely qualitative studies.

### **3.4 Procedure**

It is anticipated that ongoing data analysis will take place throughout the study. All of the taped interviews and field notes will be analyzed. The data will be used to understand the result of the conducted class, interviews, and questionnaire and differentiate the results and the data will be sorted as well as explained by graphs or charts for better understanding.

The questionnaire data analysis for both teachers and students included the analysis of both closed-ended and open-ended questions. The closed-ended questions were analyzed with the help of the statistical analysis software program SPSS (Statistical Package for the Social Sciences). Frequency calculations (i.e. how many teachers and students selected each answer) were used to produce descriptive central tendency statistics that were used to present an overall picture of the teachers' perceptions of the traditional method, and the difficulties and problems that they faced in their attempts to implement online or offline materials in English classrooms. In analyzing the qualitative interview data, I used a content analysis technique, which can be described as drawing up a list of coded categories and each segment of transcribed data into one of these categories. Content analysis enables researchers to shift through large volumes of data with relative ease in a systematic fashion. It also allows inferences to be made which then can be corroborated using other methods of data collection (Merriam, 2001).

### **3.5 Instrumentation**

The written survey questionnaire used in this study was designed for teachers who are teaching in public and/or private schools in the city area of Bangladesh. Questionnaires were given to the thirty participants to explore the difficulties and challenges that tertiary English teachers in Bangladesh have and might encounter in their attempts to implement the traditional method, as well as to investigate their understanding of the possibilities of overcoming these difficulties. The survey was composed of three main parts. The first part of the questionnaire consisted of questions that dealt with the participants' present condition. The second part involved the questionnaire included questions about English language teaching methodologies, particularly the Flipped classroom approach. The third and final part

of the survey explored the participants' opinions concerning the perceived difficulties and challenges in adopting the flipped classroom approach in their classes.

In addition to the questionnaire, interviews with the seven teachers and twenty students were conducted as another important mode of data collection for this study. Each interview lasted about fifteen minutes and they involved two open-ended questions addressing the various issues related to the flipped classroom approach, and the use of it in EFL contexts, particularly in Bangladesh.

### **3.6 Limitations of the Study**

There are several limitations to this study. The first limitation is related to the sample size; the second limitation pertains to the data collection procedure. The analysis of the data was limited since the students were neither questioned nor interviewed; actual classroom practices may be dissimilar to the principles they reported in the questionnaire and the interviews. Also for convenience, very few prominent universities were selected to collect data.

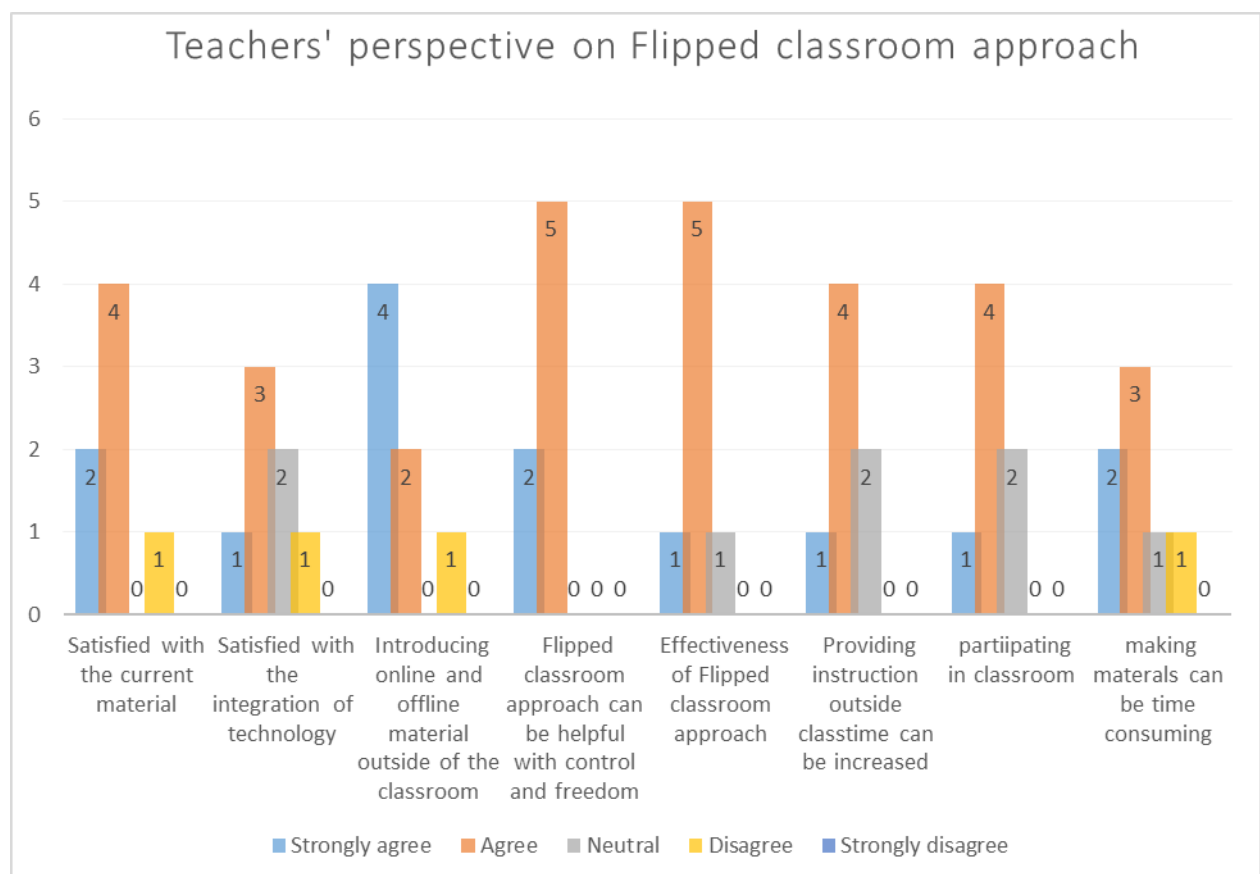
## Chapter 4

### Findings

#### 4.1 Findings of the Study

The ideas generated from both the questionnaire and the interviews are discussed under five major categories; namely, attitudes towards English Language Teaching and Learning, concerns over the problems inherent in English teaching in Bangladesh, desire for changes in English teaching in Bangladesh, understanding of blending traditional method and flipped classroom approach and its potential for English teaching in Bangladesh, and finally difficulties and challenges in implementing flipped classroom approach in Bangladesh.

##### 4.1.1 Findings from Teachers' questionnaire (responses of closed ended questions)



**Figure 2: Bar chart of Teachers' feedback from questionnaire**

Following are the interpretation of the domains separately from the questionnaire, it can be seen that out of seven teachers, 2 teachers are strongly agreed with the fact that they are

satisfied with the materials that they are using for different activities in their English Language classroom. Where four teachers are agreed with the statement and only one teacher is not satisfied with the materials that is used for different activities in his/her English Language Class. Also, on the satisfaction of the integration of technological resources to introduce lessons in their English Language class one teacher claimed on agreeing strongly with the statement, three of them agreed, two of them stayed neutral and one teacher disagreed with the statement. Another statement was if they think to support the learning of students' more effectively, it can be useful to use online and offline materials outside of the classroom to introduce lessons of the class so that students get enough time in class to interact where four teachers strongly agreed, two teachers agreed and only one teacher disagreed with the statement. The forth statement was a blended learning that revers the traditional learning environment by delivering instructional content, often online or offline, outside of the classroom and that moves activities into the classroom (Flipped Learning approach) can help students with the control and freedom of choosing what and how to learn. With this statement, two teachers strongly agreed and five teachers agreed. The next statement of flipped learning approach can be effective in the context of teaching and learning of English as a foreign language in our country in which five teachers were agreed with one teacher strongly agreed and one teacher had a neutral thought. The sixth statement was on the instructions that was provided for outside of the classroom, class time can be used for activities and interaction to ensure the learning of the students. With that statement, one teacher strongly agreed, four teachers agreed and two of them were neutral. With the statement of keeping the instruction outside of the classroom can help the students to be more participating in the classroom, one teacher strongly agreed, four teachers agreed and two teachers gave neutral opinion about that. For the last statement, making materials for flipped classroom can be difficult or time consuming for the teachers, two teachers strongly agreed with that, three of them were agreed, one of them had a neutral opinion and one disagreed.

#### **4.1.2 Findings from Teachers' Interview (responses of open ended questions)**

Adaptation of flipped learning approach is kind of paradigm shift in our context. So, definitely thorough training in this regard will make the teachers more skilled and empowered to achieve learning outcome. He also added, if teachers are not trained they will not understand the proper way of application of this method. He also mentioned that there

will be both positive and negative sides of this method but the teachers should compare if the positive sides are more or less and deduct the negative portion from the by choosing only the appropriate part of it.

The blend of flipped and traditional learning approach would be very interesting to meet specific learning outcomes. Importantly, all learning outcomes might not reflect flipped approach. We have to decide which one is more appropriate for which learning outcome. So, if we have the option then we can choose the one we prefer.

According to one of the teachers/practitioners, definitely it is needed the special training to understand the ideal context. To provide the instruction and to connect the activities with the instruction as well as the lessons it is very important to have a special training for the application of flipped classroom approach effectively. She also mentioned a problem that students tend to come into the classroom unprepared which they were given for outside of the classroom. So, to avoid this discrepancy, teachers need to have appropriate training so that they can give students instructions such a way that they are bound to follow. According to her, learning and teaching a language do not need a lot of theories and it can be done mainly by practicing more and more. So., by a controlled environment the teachers can blend the traditional classroom approach with flipped classroom approach to enhance the effect of language teaching and learning at the tertiary level. Also, by blending it is possible to make the materials more interesting and challenging at the same time to draw their interest.

According to another teacher/practitioner teacher's need special training and instruction for the adaptation of flipped classroom approach. He mentioned from his previous and present experiences, that he did not have any first hand training on flipped classroom. So, teachers need some follow up trainings for the development for their skills and understanding to be up to date with the current learning needs of students. The mood of teaching and learning should have been changed according to the demand of the time and the needs of the student also for the global perspective. He added that we are still very behind the current trend of education that is going around the world. The system of education is changing very rapidly because of the usage of technology but in our country the universities are falling much behind from the rest of the world on how technology could facilitate the learning at the tertiary level. According to him we are not even close using technologies in our classroom and by having training on flipped classroom can very much helpful for the language teachers. He added that also teachers need to have some academic freedom on using technology along with training

where it is very much needed. It can create an opportunity for the students to talk in English outside of the classroom. That will enhance the opportunity to acquisition of the language.

Another teacher's opinion is that definitely teachers need special training on instructions as it is a different approach. So the teachers need to be clear about the implication. They also need to know how the instructions should be changed. They need to know about the material design. At the same time teachers need to prepare the materials following the approach and also, they need to know how the materials are working. They need to be concerned about trial and updating so that they can adopt the important part of the approach. Also training can help the teachers to equip themselves in a better way and at the same time it provides a good way of professional interaction. It is good opportunity to create a platform for teachers as the teaching approaches/techniques are not limited to teaching options. It can make the teachers well equipped by the approaches and it makes the teachers keep thinking devising their own. Like beyond method, teachers can connect their approaches. He claimed that flipped classroom approach can be applicable for the university students but it cannot be applied properly on the primary, secondary and higher secondary level as they do not have certain freedom and flexibility.

One of the teachers claimed that absolutely teachers need to have proper training as every teacher might not know about this approach and in our country it might be difficult to adapt this approach. According to him in our context the students are not independent learners so, the teachers might have problem to apply this approach. This approach can be taken as an experiment but by training to instruct and by following the instructions of the teachers are better equipped. Also to enhance teachers' motivation training can be very effective. He also believes that this approach mainly focuses more on students than the teachers. Though he was not very sure about this concept as he thinks language learning can be implemented with this approach as it does not need much of reading which students do not really intend to do so it could be a bit difficult for content oriented classes. But in language learning they can focus more on daily activities, movies, video clips or reading materials so that can be effective if traditional classroom approach and flipped classroom approach can be blended in language learning and teaching.

Another practitioner thinks that the practice is already partially in place but without teachers' awareness and clear idea as well as training. So, some extent of training is of course necessary to introduce this approach. He thinks definitely blending is the best approach.



Because of the flipped learning approach, such as assignment, research project works etc. will provide students with opportunities for exploratory, inquisitive and independent creative works, but the extent should be limited as there are.

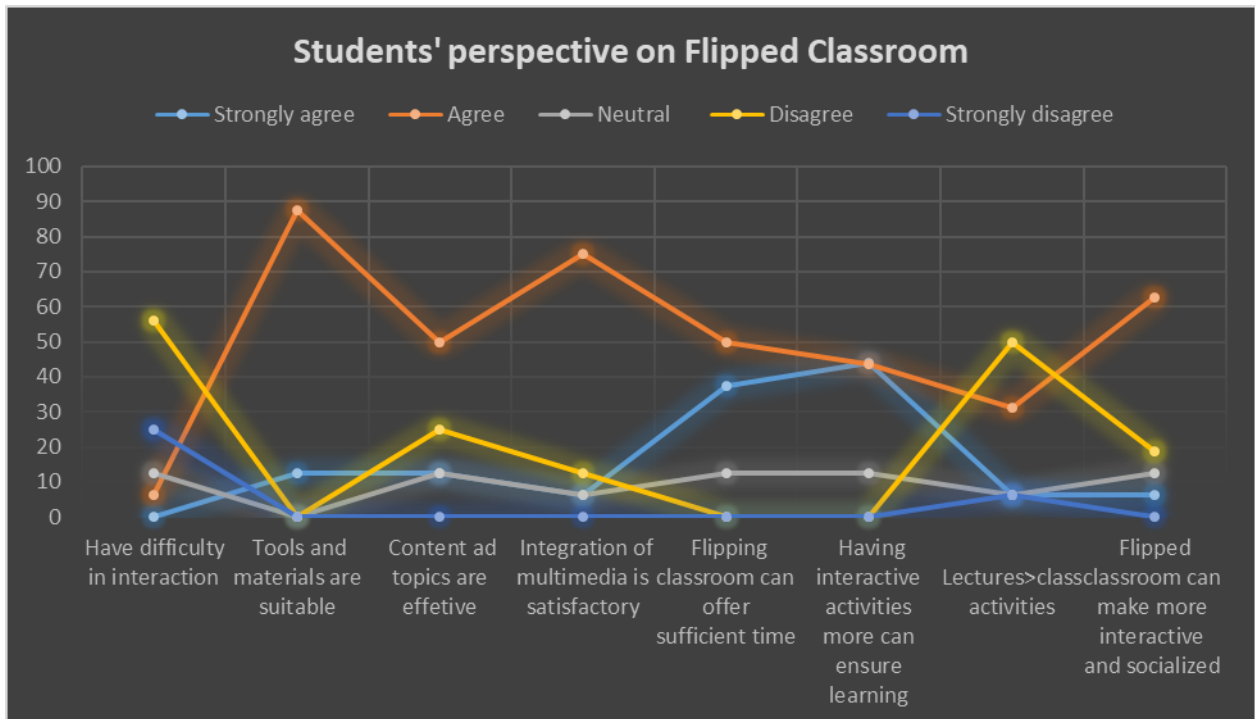
One of the teachers really gave some critical suggestions that flipped classroom can be used with the help of training in a language classroom and the objective should be how to choose the materials which will be suitable for the students. It also should be cleared to the teachers through training, the difference between flipped classroom and homework as well as the do's and don'ts of flipped classroom approach. Moreover, should the materials of concept only be used for instruction or it can be used for assessment as well? Finally, if flipped classroom approach can be used for assessment purpose, what type of questions should teachers ask students to respond on?

The teacher also thinks that in EFL context blending can be very helpful as it can be more of technology based, the students will be happy to use Facebook, audio/video materials incorporate with studying. So, it can help to enhance the students' motivation on learning and learning can be much more effective.

#### **4.1.2 Findings from Students' questionnaire (Student' response on closed ended questions)**

Twenty students of tertiary level were the participants of the questionnaire where students of different competency level including five student-teachers. In the questionnaire, the first statement was, In English Language classroom, it is difficult to interact with teachers while learning where 56.3% disagreed, 25% strongly disagreed, 12.5% were neutral and 6.3% agreed with the statement. In the statement of- the tools and materials (projector, audio or written materials) used in English language classroom are suitable in supporting learning where 87.5% agreed and 12.5% strongly agreed. The next statement was- The content and topics in English Language classroom are effective for language learning and 12.5% strongly agreed, 50% agreed, 12.5% were neutral about it and 25% disagreed with the statement. In the statement of- Integration of technology and multimedia resources in language classes are satisfactory 6.3% strongly agreed, 75% agreed, 6.3% were neutral and 12.5% disagreed. The next statement was- if the instructions of the lesson for the next class are given outside of the class in the form of an audio/videos, I will get sufficient time to interact with my teacher and peers in classroom to clarify my confusions about the topic of the lessons in which 37.5%

strongly agreed, 50% agreed and 12.5% were neutral about it. Having some meaning and interactive activities on the lesson in the class rather than listening to the lectures of the



**Figure 3: Line chart of Students’ feedback from questionnaire**

teachers might help me feel more connected with the teachers and lesson and ensure my learning in this statement 48.3% strongly agreed with the statement, 48.3% agreed and 12.5% were neutral. The next statement was- English Language classrooms with lectures of the teachers and some less activities can make my learning more effective in which, 6.3% strongly agreed, 31.3% agreed, 6.3% were neutral, 50% disagreed and 6.3% strongly disagreed. For the final statement- Using online or offline materials prepared on the topic that gives a task outside of the class for the next class, can replace the traditional system of attending lectures of the lessons in classroom, and also make more interactive and socialized, 6.3% strongly agreed, 62.5% agreed, 12.5% were neutral, 18.8% disagreed.

#### **4.1.4 Findings from students’ interview**

As there were twenty students and face to face interview could not be taken for some restrictive issues, the open ended questions were given to them and they answered it by writing it down. The first question was how do they think their current English Language classes are effective in developing their language skills? So, many of them are happy with the

way their current English classes are being conducted and some of them were not really satisfied with their current English language Classes. Some of the thoughtful and convenient answers are given below:

- The program is not developing my language skill but developing my knowledge about strategies of teaching.
- My current English language classes are effective in developing my language skills. What I have learned before current courses are helping me to overcome my previous lacking as well as improving my knowledge.
- My current language classes have helped me develop my English skills mainly in the creative as well as social sectors, which as a result has improved my confidence. Having performed various presentation developed my interactive skills with my peers along with teach they are not effective at all. In university those who are already are good only do well in the classes
- It's good but it will be more effective if the lectures/classes are more interactive.
- Some courses do actually provide good learning experience.
- Its positive site is I can talk English in the classroom and that improves my speaking skill.
- The four skills are emphasized while designing a lesson and the teacher is encouraged to follow it as much as possible with the provided time.
- I think it is effective but more training is needed for the better performance of the teachers and that can be also helpful for the best outcome for the teachers.
- Always using English for interaction with the teachers. Since the lectures are also given in English, our listening is also getting developed
- Yes, they are effective because I get to practice the skills, especially when the teachers use role play
- Yes, Affective. Here we are learning how to communicate with others and basics (as teacher's needed)

- In my current language classes most of the language skills are focused. It helps in improving all the skills and the language classes I attend give importance to the language skills.

The second question was how they think their English classes encourage them to think critically. Some of the prominent answers are given below:

- Sometimes it does. Some topics/lessons are encouraging me think critically but not all lectures.
- Interactive classes where students are given tasks to complete within class time helps to think more effectively than in most cases.
- Sometimes I have to solve current problem that increase my thinking capability
- Writing various kinds of essays help student and myself to think more critically.
- For my critical thinking the classes are not really enough. I think the teaching style can be better with the better quality of the teachers.
- Making us use our schema and make us to do brainstorming. The brain-storming part of the English language classes encourages me to think critically.
- I am in a program; critical thinking is must. All the courses, its activities, and tasks encourage critical thinking.
- Yes, my English language classes encourage me think critically. It talks about cognitive learning or psychological issues of language.
- The different activities like calm observation, case studies, presentation on a specific topic helps a lot to know about different process or ideas. It encourages me to think critically and come up with new ideas.
- Help me to think critically through the theory, assignments and activities. The selection of topic usually be through provoking.
- The activities including presentation performed based on current environmental global situations enable me to think critically.



## Chapter 5

### Discussions

From the findings of the collected data and by analyzing it the answers of research questions were tried to be found. In this paper, the questions are analyzed from both teachers' and students' perspectives. The first research question was to what extent we can apply the flipped classroom approach in supporting the learning of the students of the tertiary level in the EFL context more effectively. There were various answers from the teachers/practitioners. Most of them were hopeful about the making some changes in a traditional classroom for tertiary level students in EFL classroom as in our country we do have thirty to forty students in a class with different proficiency level and also the students are not independent learner. On the other hand, some of the teachers' wanted to have some changes in the traditional method as this method sometimes is not very efficient in teaching the English language an EFL context. Some of the reasons can be highlighted that the teachers are not always well trained. Also through the use of technology throughout the world is very much prominent, in our country the use of technology is very limited. Moreover, the institution's teachers do not have enough freedom to explore more as the system is very restrictive. So, the change is much needed in the traditional teaching method in teaching the English language in the EFL classroom. It may not be possible to take a total shift from one method to another method, but certain changes can be made. By using the flipped classroom approach in EFL classroom teacher can have more time in the classroom to interact with each student. Though some teachers suspected it can make more time for teachers to make materials for the students but it can also be used several times. Another concern is in the flipped classroom approach the instructions are given outside of the classroom. So, students may not follow the instructions properly but it is also claimed that it will take a little time to make the students get habituated with the system. Also, if the teachers have enough control over the materials and the follow-up classes it would be easier to use some flipped classroom approach. Also, most of the teachers agreed that by blending some of the approaches of a flipped classroom with the traditional method it is possible to make the English Language learning more effective in the EFL context. Though they mentioned that not every approach or strategy of a flipped classroom can be helpful in enhancing learning effectiveness, it needs to be tested which strategies are convenient and appropriate for the tertiary level students of EFL context in Bangladesh. Some of the students also thought that in the traditional

classroom, their skills are not increasing as well as they want to interact more in the classroom. After doing so many classes one after another, sometimes students cannot attentively do their class but if instructions are given for outside of the classroom it will be easy for them to access whenever they want. I observed a class where the teacher did a video on a whole lecture and it was unloaded. Students attended the lecture outside of the classroom and they could see the video whenever they want, pause the video if they needed and work.

Another question was, how flipped classroom approach can develop English Language teachers teaching effectiveness at the tertiary level in the EFL context. Though some of the teachers mentioned that this concept is depending more on the students than the teachers. Also, preparing materials can be time-consuming and according to some of the practitioners, in the given time it is difficult to follow these many processes but it can also be pointed that, if teachers prepare any material, it can be used for several lectures and according to students' need if it needs some changes it can be done very easily. In that way, teachers would get more time to interact in the classroom and individuals. Also, the training program can help them to understand this concept more and in the implication of the Flipped classroom approach. Even some of the students were thinking in the tertiary level they are not learning very much, who was already good. So, blending some strategies can increase teachers teaching affectivity in EFL class.

## Chapter 6

### Conclusion

A flipped classroom was implemented for one single lecture in an EFL class, for observation purpose. The theoretical framework to determine the perceptions of new environments as a platform for using technology in teaching and learning environments that helps students with up to date learning material in EFL context in tertiary level. Reasons that the flipped classroom approach can have a better impact than the traditional classroom relate to student class time and structure, student engagement, communication and achievement as well as teachers convenience. Tertiary level students in traditional classroom are just using textbooks or modules in solving problems outside classroom and lot of time in EFL classroom with the lecturer. However, in flipped classroom students seem to have lots of time spend on the one to one interaction with teacher and peers on problem solving and discussion. The flipped classroom allows students to be acknowledged themselves through the subject material before attending the class and spend more time on solving the misunderstanding that they were given before class and complete the assignment and exercise with lecturer and peers without worries about the due date. Therefore, the use of online or offline lectures before classroom can help those with good background knowledge, which they can move more quickly through the materials than those with lack of problems solving skills. Thus, this approach will help to create a cooperative learning among students themselves with the presence of the lecturer to facilitate them, and had an effective communication because of prior knowledge that they had from online and offline lecturer before class. Moreover, the ability of good lecturers to communicate will lead to student engagement and active learning environment that could effectively motivate students about the subject matter as the lecturer play their role in class efficiently. Teachers also get to cooperate with students individually as they get relatively more time in classroom than traditional classroom. Also, that reduce the work load of teachers and students.

In summary, the findings of this study show that by blending traditional classroom with flipped classroom can give many positive impact on student perception and achievement as well as teachers. It might be an impossible task to have a total shift from traditional classroom to flipped classroom approach in EFL classroom in Bangladeshi context for tertiary level students, however, would require greater effort and time in the development of the online resources, planning and implementation in class activities to even blend flipped



classroom approach. Therefore, this study can be used as an opportunity to make the best use of blending the traditional classroom and the flipped classroom approach. This new helped lecturers to blended approach achieve their learning outcomes and make teaching and learning more engaging, active and student-centered at the same time.

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## Appendix A

### Research Questionnaire for students

(The information provided by you in this questionnaire will be used for research purposes. It will not be used in a manner which would allow identification of your individual responses.)

**Instruction:** Read each statement and decide how strongly the statement applies to you. Select an alternative based on the following guide:

- 1. In my English Language classroom, I find it difficult to interact with teachers while learning.**  
a. Strongly agree   b. agree   c. neutral   d. disagree   e. strongly disagree.
- 2. The tools and materials (projector, audio or written materials) used in English language classroom are suitable in supporting my learning.**  
a. Strongly agree   b. agree   c. neutral   d. disagree   e. strongly disagree.
- 3. The content and topics in English Language classroom are effective for my language learning**  
a. Strongly agree   b. agree   c. neutral   d. disagree   e. strongly disagree.
- 4. Integration of technology and multimedia resources in my language classes are satisfactory.**  
a. Strongly agree   b. agree   c. neutral   d. disagree   e. strongly disagree.
- 5. If the instructions of the lesson for the next class are given outside of the class in the form of an audio/videos, I will get sufficient time to interact with my teacher and peers in classroom to clarify my confusions about the topic of the lessons.**  
a. Strongly agree   b. agree   c. neutral   d. disagree   e. strongly disagree.
- 6. Having some meaning and interactive activities on the lesson in the class rather than listening to the lectures of the teachers might help me feel more connected with the teachers and lesson and ensure my learning.**  
a. Strongly agree   b. agree   c. neutral   d. disagree   e. strongly disagree.

- 7. English Language classrooms with lectures of the teachers and some less activities can make my learning more effective.**
- a. Strongly agree   b. agree   c. neutral   d. disagree   e. strongly disagree.
- 8. Using online or offline materials I prepared on the topic that gives me a task outside of the class for the next class, can replace the traditional system of attending lectures of the lessons in classroom, and also make me more interactive and socialized.**
- a. Strongly agree   b. agree   c. neutral   d. disagree   e. strongly disagree.
- 9. How do you think your current English language classes are effective in developing your language skills?**
- 10. How do you think your English language classes encourage you think critically?**

## Research Questionnaire for Teachers

Dear participant, thank you very much for agreeing to participate in this survey. The information provided by you in this questionnaire will be used for research purposes. It will not be used in a manner which would allow identification of your individual responses.

**Instruction:** Read each statement and decide how strongly the statement applies to you. Select an alternative based on the following guide:

- 1. I am satisfied with the materials that I am using for the different activities in my English language class.**  
a. Strongly agree   b. Agree   c. Neutral   d. Disagree   e. Strongly disagree.
- 2. I am satisfied with the integration of technological resources to introduce lessons in my English language class.**  
a. Strongly agree   b. Agree   c. Neutral   d. Disagree   e. Strongly disagree.
- 3. I think to support the learning of my students more effectively, I can use online or offline materials outside of the classroom to introduce lessons of the class so that students get enough time in class to be interactive.**  
a. Strongly agree   b. Agree   c. Neutral   d. Disagree   e. Strongly disagree.
- 4. A blended learning that reverses the traditional learning environment by delivering instructional content, often online or offline, outside of the classroom and that moves activities into the classroom (Flipped learning approach) can help students with the control and freedom of choosing what and how to learn.**  
a. Strongly agree   b. Agree   c. Neutral   d. Disagree   e. Strongly disagree.
- 5. The flipped learning approach can be effective in the context of teaching of and learning of English as a Foreign Language in our country.**  
a. Strongly agree   b. Agree   c. Neutral   d. Disagree   e. Strongly disagree.
- 6. As the instructions are provided for outside of the classroom, class time can be used for activities and interaction to ensure the learning of the students.**  
a. Strongly agree   b. Agree   c. Neutral   d. Disagree   e. Strongly disagree.



- 7. Keeping the instructions outside of the classroom can help the students to be more participating in the classroom.**
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree.
- 8. Making materials for flipped classroom can be difficult or time consuming for the teachers.**
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. strongly disagree.
- 9. Do you think teachers need special training on instruction for the adaptation of flipped learning approach?**
- 10. How do you think blending of flipped learning approach with traditional classroom system can create a better teaching and learning of English language?**