

# Flipped Classroom Model and Understanding Student's Mind-set in English Language Classroom

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## ABSTRACT

The goal of this research is to see how a flipped classroom model impacts students' mind-sets when teaching English. This research also examines the pros and cons of the flipped classroom method. Higher education is confronted with numerous issues, like rising student diversity including the use of technology. Some of these challenges have been addressed through the use of a flipped classroom. This study was undertaken during the summer semester of 2019 in an English class for six weeks. The traditional lecture model was used for half of the course, while flipped classrooms were used for the second half. The questionnaire and a discussion with the tutor to understand in-depth the influence of the flipped classroom on teaching the foreign language (English). Students were quizzed to understand their experiences in the flipped classroom. The research's verdicts demonstrated that in ELT, the flipped classroom method has a major impact on students' learning processes as well as their mind-set. According to the findings of the study, there is a strong link between student performance and the use of digital educational resources. Furthermore, the results of studies on the efficiency of flipped classroom method largely indicated the pros of the flipped classroom method.

**Keywords:** *Flipped classroom model; ELT; Student's mind-set; psychological factor*

## INTRODUCTION

Educators in education are constantly on the search for innovative teaching strategies to use in classes. Traditional teaching methods have proven unsuccessful in satisfying a diverse learning demand. The reason for this is because scholars do not feel at ease in typical classroom settings, and the teaching situation is not acceptable for many. In this regard, teachers are experimenting with innovative teaching strategies to improve student learning. "Flipped Learning" is a new tactic that has lately been offered. This model emphasises teamwork instead of independent learning. Teachers in flipped classrooms effectively guide ideas by establishing a dynamic and engaging classroom atmosphere. The major

goal of the flipped classroom method, according to Nouri, (2016), is to make better use of face-to-face interactions in language learning. Johnson, (2013) state that there are numerous benefits for students from flipped classrooms including improved learning enthusiasm, graduation rates, and overall engagement.

According to certain studies Ranjan, (2022), Ho, (2019) states that this type of teaching technique can help students learn more effectively and significantly impact their state of mind. Furthermore, students will have more opportunities and possibilities in class to interact on a deeper level with the subject and, more importantly, to put what they have learned beforehand into practice via some group, task-based, critical analysis activities.

## LITERATURE REVIEW

### Flipped classrooms

Flipped Learning is a method of educating in which the standard method of obtaining information is flipped (Santikarn & Wichadee, 2018). In flipped learning, the first step of information acquisition occurs before learners enter the classroom when they read the teacher-assigned literature and perform their assignments.

Another researcher like Ayçiçek & Yelken, (2018) states flipped classroom is a practice that assists instructors in prioritising knowledge acquisition throughout class time by giving them tasks and lecture-related information. A flipped classroom is a kind of mixed erudition in which scholars are introduced to a subject outside of the classroom, such as at home, and then put their knowledge into practise at classroom. The flipped classroom paradigm is founded on the premise that old-style education is swapped. It implies the old-style teaching gets reversed with new curriculum of the modern teaching.

As a result, students study progression literature and lecture knowledge via videos at home while contributing in teacher dilemmas, observation, and debates in class, rather than listening to a lecture in class and then going home to work on a set of

tasks. In a word, the flipped classroom is a methodological strategy that transfers the erudition content delivered by educators through direct teaching to the period before lecture, allowing teachers and students to communicate more effectively. As a result, teachers had more time to direct instructional activities and respond to students' concerns, resulting in improved learning results.

According to supporters of the flipped classroom, there are numerous aids to reversing training and learning edification: it permits scholars to study at their comfort zone, inspires them to engage with course materials, innovative, and dynamic erudition activities, gives tutors more occasions to connect with and evaluate scholars' knowledge, and encourages scholars to take accountability for their own erudition. Cloete, (2008) determine that Self-paced learning allows students to learn at their speed and in their own time. This is especially beneficial for weaker students.

It also supports student-centred learning and cooperation, which encourages and improves students' abilities to adapt and learn new things under the direction of their peers and their instructor.

**(Table 1: Traditional classroom structure)**

Timeline	Traditional Classroom
Before Class	Students have no idea what's coming in the classroom out of the lecturer.
During Class	In the classroom, learners attempted to follow the professor. The teacher only taught for the time allotted. During the class, several issues on the subject were raised, but the learners' participation was restricted because they had little or no preparation for the class.
After class	Students were given assignments to complete outside of the After Class session. In the following class, the professor graded the homework and feedback given to every Student.

**(Table 2: Flipped classroom structure)**

Timeline	Flipped Classroom
Before Class	Before the class, teachers were provided with the learning material. The instructor taught the students that they should come to class prepared on the topic being discussed. They were also given questionnaires on some key questions about the subject. Although it was considered necessary, students were required to come to class prepared and with the questions.
During Class	The teacher responded to the questions being asked by the learners. With fast input, the teacher organised a group interaction between students. The teacher attempted to dispel the learners' scepticism. In the involvement of the teacher, shared learning and hands-on activities took place.

### Flipped classrooms in teaching the English language

Flipped learning is being used in the field of English as a foreign language (EFL) to enhance students' command of English idioms and to allow students to apply' active learning in context of being more able to discuss, improving their language ability. Students will be more likely to personalise their speech and get the courage they need to express themselves if more class time is dedicated to collaborative learning tasks, according to Lee and Davis (2018).

The influences of flipped learning have also examined other EFL-related domains such as speaking, writing, reading ability, English accent, and translations. The learners' and instructors' roles are reversed in flipped learning. Son, (2008) determine that a merger environment in which students can gain fluency in English. This suggests that teachers need to create courses that cover both connotation interpretation and linguistic training.

The influence of the flipped classroom on a student perspective is that students have much more control over their English language learning. They might have numerous alternatives and only need to enhance influence and control over their learning. By delivering lectures online, students may learn at their own speed, wherever and whenever they choose. However, flipped classrooms aggravate a digital gap in which many pupils do have not internet access. As a result, they are unable to attend online lectures and learn the language they desire.

Many studies have been carried out to see how effective flipped learning is in the teaching of English as a second language. In an English language course, Jin and Park Taeho (2018) employed the flipped classroom method to convey potential English language students' views. The method, according to researchers ztürk & akrolu, (2021), helped students improve their writing skills. "Implementing flipped classroom education in EFL university courses increases students' paragraph writing skills," the researchers found (Ji Hyun Choi. 2017). Flipping a speaking course, on the other hand, enhances scholars' academic achievement in spoken activity while simultaneously boosting their degree of rendezvous in the procedure of communication.

**(Table 3: Difference between classroom and online activities in ETL classes)**

Activities in the classroom	Internet-based activities
Speaking and writing skills are developed through communicative assignments.	Study materials for lecture notes
Activities for brainstorming	Vocabulary online lessons and activities
Debates	Online Grammar practise
Work on a project as a group (Teamwork)	Debates in the Moodle system's forum
Peer review of deliverables	Listening lessons
Discussions/ Consultations	Discussions about peer review
Problems/Issues will be	Written feedback/Mock test/

discussed	
Interpretations of grammar	Quiz questions

### Difficulties of flipped classrooms and flipped learning

Teachers must put in more work to achieve the flipped classroom's desired outcomes, according to CHIN et al. (2017). In addition, the collection includes in-class discussions, projects, and problem-solving activities to help students put what they've learned into practise while also honing their analytical and judging skills. In flipped classrooms, this is impossible since students must understand the material primarily on their own experience and understanding.

Im, (2014) argues that flipping classroom models increase screen time. Computers or tablets are used more extensively in the flipped teaching method. This could add to students' excessive screen time. A study indicated that students' learning can be hampered by a lack of internet access or an own CPU due to a lack of access to the learning tools available. This could worsen the digital gap and academic problems that low-income kids currently experience.

*Understanding The Flipped Classroom Model: Advantages & Potential Drawbacks.* Prodigygame.com. (2022) determine that in a flipped classroom, the instructor is not there to lead and pay attention to the students; as a result, the student's attitude is not focused enough on the subject matter to understand or adapt. Despite this, there is no certainty that students will learn and value the time spent learning English in the situations in which they are confronted. Low morale, self-motivation, and willingness to work independently are all issues that students face.

### Student's mind-set

A student's mind-set is a notion that has gradually become much more relevant in classrooms. As per the research Nwcommons.nwciowa.edu. (2022) Everyone goes through two different types of mind-sets. The first is a growth mind-set, which indicates that people believe that abilities and intelligence may improve and evolve through time. In addition, the second attitude is a fixed mind-set, which occurs when individuals believe there is no room for improvement and that their abilities and intelligence are static. Teachers should be aware of the mind-set of different students and how they can affect learning in the classroom.

Moreover, educators are frequently unaware of the impact that positive responses and praising can have on students' mind-sets. Students will take advantage of the praise and feedback as a learning opportunity and a willingness to develop their skills. How feedback is provided has a significant impact on both teaching and learning. Yang, et al., (2020) states flipped classrooms significantly impact students' mind-sets. It is because it gives opportunity to learn, adapt and grow. The flip-class format facilitated increased engagement in activities and autonomous learning skills.

### RATIONALE OF THE STUDY

The results of this research have significant impacts on foreign language programme creators, linguistic teachers, and

others. As a result of this research, it is better to apply flipped classroom teaching in advanced learning. The findings of this study are useful to a broad variety of stakeholders, including teachers, academic policymakers, and scholars, who are engaged in an evidence-informed application of using Flipped Classroom Technology.

### RESEARCH QUESTION

The primary goals and questions that explain why this research is being conducted are listed below-

Q1. How does Flipped Classroom help in teaching English language?

Q2. What are the students' overall views and attitudes towards learning in a flipped classroom?

### DESIGN OF RESEARCH METHODOLOGY

#### Research method

In this exploratory study, a mixed methods quantitative and qualitative approach with data triangulation is used to conduct this study. We used qualitative observation, questionnaires to gather data. It's important to look into how the flipped class affects their learning and perceptions of the students.

A survey-based online questionnaire is developed to gather data to evaluate the flipped learning issues and benefits during English learning. The survey-based survey had fifteen multiple-choice, yes/no that covered study objectives (*Refer appendices*).

#### Participants

In a non-randomized experiment, 40 students are registered in a English course during the summer session of the academic year 2019 were the target group. Participants between the ages of 19 and 30 are selected for this report. This semester, they were expected to participate in a flipped classroom, which was a novel teaching approach.

#### Instruments

The data was gathered using a quantitative research approach. A score report based on five tasks, as well as a questionnaire exploring thoughts on the flipped classroom, were used as study tools. A score report based on five tasks, as well as a questionnaire exploring thoughts on the flipped classroom, were used as study tools. After the session, students were given a three-part questionnaire to fill out about their thoughts on the flipped classroom. The initial portion of the survey asked for demographic information such as gender, faculty, and the device they preferred to use to access the learning platform. In the second section, they were asked to rate how useful the video clips were as well as how effective the learning platform was. These remarks were scaled on a four-point scale. The third section required them to rate fifteen elements to determine how much they benefited from the flipped classroom.

#### Data Analysis

Survey data were analysed using SPSS software to derive mean and standard deviation to summarize key responses to the outcome measures. The data from the selected groups were processed with Express Transcribe and analysed with

MAXQDA software. Students' opinions on flipping the classroom were examined using percentages, while vivid figures were utilised to compute impressions of the flipped classroom.

## RESULT

The study's findings are explained concerning the literature examined. We made every effort to present opinions for both affirmative and negative consequences of the flipped classroom to present a complete overview. It was determined that there was a substantial difference between traditional classes and flipped classrooms.

As per the demographics' information of the research: the participants in this study were 20 male and 20 female students, age between 19 to 30 years old. These students were enrolled in the school year 2019's summer semester. In addition, in terms of how students accessed online learning it is found that 30 students watched video clips on their phones, 7 studied on notebooks, and just 3 students studied the lecture videos on their computers.

The research' aim was to see whether the Flipped Classroom method was effective in teaching English. Consequently, it is found that flipped classrooms help students improve their English grammatical knowledge and increase their English proficiency. The findings show that scholars are benefited from the flipped learning and consider it to be a successful teaching setting for scholars. The verdicts of the research agree with the findings of Engin, (2014), in that it leads to greater improvements in learning outcomes and improves collaboration and task orientation between educators and scholars (Arslan, 2020).

The findings show that after the execution of the Flipped Classroom, the experimental group exhibited an apparent positive change in attitude toward English language learning. This indicated that employing an consolidative grammar teaching style like the Flipped Classroom, which puts students at the centre of the process, was highly effective. The scholars in the group liked learning together and were able to master the sentence structure more readily and quickly. It is identified that teachers' participation has grown, and they have a more favourable opinion about Flipped classrooms than traditional classes.

(Table 4: Survey questions and answers)

S/no.	Questions	Yes	No
1.	I have a positive perspective regarding flipped classrooms.	80	20
2.	I enjoy learning through video.	75	25
3.	It boosted my desire to learn English.	82	18
4.	The learning experience with flipped classrooms was excellent.	80	20
5.	I was able to readily comprehend the topics because of the video.	60	40
6.	I am comfortable learning at my	50	50

	own pace.		
7.	My learning methods are better supported.	70	30
8.	The non-traditional classroom activities had a significant impact.	83	17
9.	Learning is simpler and more efficient with flipped classrooms	72	28
10.	In my spare time, I spend more time researching and learning.	50	50
11.	It improved my language proficiency	73	27
12.	I'm experiencing an increase in workload, which is unpleasant.	29	71
13.	I've noticed a boost in peer collaboration.	43	57
14.	It appears to be a distance course	67	33
15.	Video helps in you in learning grammars	81	19

(Table 5: Statistics of the test)

Test	Group (40 respondents)	Mean	Std. deviation
	Positive	64.3	7.19
	Neutral	35.7	2.81
	Negative	0.1	0

As per the findings, it can be said that around 80% of the students has positive experience and attitude towards flipped classroom. This rating reveals that this helps the students in gaining a better perspective towards study. On the other hand, majority (82%) of the students feels that this has improved their desire to learn English language. On the contrary, 18% of the learners are not supporting this statement.

Moreover, considering the impact of non-traditional classroom activities, 83% of the respondents have a positive view and remaining ones do not agree. Further, from the findings, it has been evaluated that 72% respondents agrees and are satisfied with the learning process of classroom. They feel that somewhere the learning has become simples and efficient. Apart from this, 27% of students states that it has not improvised their language proficiency and at the same time 57% do not felt a boost in peer connection and collaboration.

According to the findings in this study, the number of students agrees that online components aided in the learning process. Studies also found that flipped classrooms increased interest in the subject.

According to 85 percent of students believe that feedback on assignments and in-class assessments is beneficial and that this method aids in the development of personal freedom and control.



The scholars in the study sample showed that the flipped classroom was shown to be popular among them. The most frequently quoted causes for this were that scholars valued learning by video material, the ability to study at their own pace, the flexibility and mobility provided by available online secession and the fact that erudition is simpler and more fruitful in the flipped classroom.

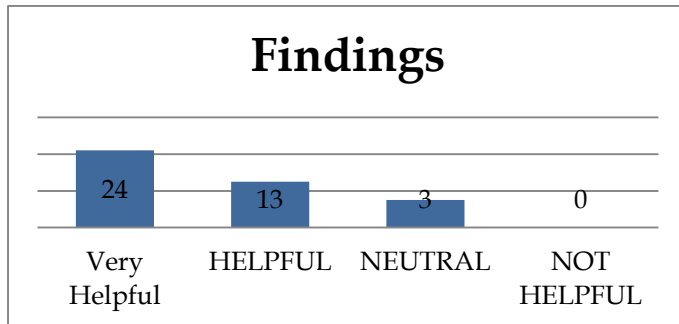


Figure 1: Findings

## CONCLUSION

The results of the research show that the flipped learning approach can be successfully utilised as a type of collaborative learning in the creative teaching of foreign languages to students. Due to the present needs of modern schooling, a new role for the educator makes this method very operative in virtual learning environments. Along with its flexibility, individualisation of the teaching curriculum and complete emphasis on the student-oriented strategy, this model thrives. This teaching technique enables students to actively enhance their communication skills and personal qualities while also improving their school achievement. According to the findings, flipped learning boosted students' autonomy, making them more driven and accountable for their learning goals, and helped them develop critical soft and hard skills. The suggested internet resources were well-adjusted and useful and flipped classes provided more contact between students and educators, delivering positive feedback on tasks and in-course assessments.

Apart from that, picking the right learning platform is crucial. Considering successful technology can help teachers and students engage outside of the classroom, it is critical to test it before implementing it. Consequently, Students' favourable feedback indicates that they are willing to try new things. This type of learning enables students to have greater control over their education. Additional time in the classroom can be used to deliver rich, relevant active learning using the Flipped classroom.

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