

Students' attitudes toward flipped classroom model: Focusing on Iranian advanced EFL learners

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Abstract

Flipped classroom is an engaging, student-centered approach that has been built to enhance the quality of the classroom time. Generally speaking, this approach, whose implementations are performed mostly in physical sciences, has also recently attracted the attention of educators and scholars in various disciplines. Flipped classroom technology is an advancement that helps learners to enhance engagement, increase motivation, and develop their communicative abilities. The current study aimed to examine Iranian advanced EFL learners' attitudes toward using the flipped classroom model. To fulfill this objective, 80 advanced EFL learners answered an attitude questionnaire after 10 sessions instructed in a flipped classroom. After collecting the data and analyzing them, the results indicated that the learners' attitude toward using flipped classrooms was significantly positive. Eventually, the researchers concluded with some suggestions for educators to adopt the flipped classroom technology to create better learning environments for their students and to reach better learning consequences.

Keywords: Technology, flipped classroom model, attitude, advanced EFL learner

Introduction

Nowadays, fast-developed innovations impact all fields of education. In tandem with the pace of technological development, educational requirements also evolve various demands for learning emerge (Celen, Celik, & Seferoglu, 2011). To account for these expectations arising from this transition, the former obligations of education systems are among those. That is why a professional education system should not limit learning and turn conventional systems of technical resources into new structures (Bas, 2010). As information and technology transition is so rapid, education always keeps up with it and continues its growth with creative approaches to learning (Akdemir, Bicer & Parmaksız, 2015; Ugras & Cil, 2014; Namaziandost, Hosseini, & Utomo, 2020). This transition and improvement in the field of education stem from the implementation of a new strategy in the school classroom system. A special type of blended learning (Strayer, 2012; Namaziandost, Rezvani, & Polemikou, 2020) is a flipped classroom approach that is known as the most common and successful approach (Tucker, 2012). This method first drew educators' interest in 2007 with chemistry teachers Jonathan Bergmann and Aaron Sams from Woodland Park High School filming live lessons and streaming them online for those lessons which are absent. The main objective of this new learning strategy is to provide student readiness for the subject prior to the course (Bristol, 2014) and to carry out exercises during the course that improve face-to-face education quality.

There are many concepts in the literature surrounding flipped classrooms. According to Bishop and Verleger (2013), flipped classroom is a student-centered learning system composed of two sections of interactive learning experiences during classes, as well as separate teaching bases that are specifically dependent on computers. It was characterized by Mull (2012) as a model that permits learners to set themselves up for the exercise by watching recordings, listening to digital recordings and understanding articles. As per Milman (2012), it is a methodology points to the viability of exercises by moving information to learners through recordings and vodcasts, just as through conversations, bunch works, and course applications. Toto and Nguyen (2009) said that flipped classroom is a methodology that builds dynamic learning exercises and gives learners instructor direction to utilize their insight in class. Hamdan et. al (2013) clarified flipped classroom is not a fixed model; however, a model that educators use by utilizing distinctive gear to represent learners' requests. Since instructors in various nations utilized classroom flipping with various strategies, this finished in changing flipped classroom to flipped classroom approach. The emphasis is on utilizing this new methodology for various learning approaches. The focus is on using this new approach for different learning approaches (Flipped Learning Network-FLN, 2014).

Flipped learning worldview is a moderately new instructing strategy that plans to push the exercise outside the classroom, commonly conveyed by some electronic methods, and to breeze through the assessment assignments, in the past schoolwork, to the classroom (Educause, 2012; Namaziandost, Shatalebi, & Nasri, 2019). This procedure centers principally around extending understudy commitment, reinforcing bunch-based abilities, customized understudy direction, classroom conversation, and imaginative workforce opportunity while keeping up institutionalized modules (Ziafar & Namaziandost, 2019a; Millard 2012; Etemadfar, Namaziandost, & Banari, 2019). Exhaust (2012) expressed that

utilizing this inductive methodology, the class turns into the spot to "work through issues, advance ideas, and take part in community-oriented learning" (p. 82). Such utilization of class time might offer learners the chance to figure out how to think for themselves by being effectively engaged with the substance of learning. As indicated by Baker (2000), Toto, and Nguyen (2009), the initial phase in the flipped classroom worldview is the introduction of the "address" before setting off for college. All through preparing, learners are set up to take part in the intelligent situation arranged by the educator, in light of the fact that the setting data was produced before the exercise. Cherry proposed in 2010, that mixed learning requires a move in a system in three regions: from educator focused to understudy focused guidance, from insignificant to high understudy asset encounters.

Through the improvement of flipped or rearranged classes, a developing number of instructors as of late started utilizing the diverse educating system. This instructional procedure includes moving the exercise material before class, and during class time concentrating on schoolwork and hands-on assignments. *The Flipped Learning Network* (2012) results, for instance, demonstrated that enrollment on its web-based social networking webpage developed from 2,500 instructors in 2011 to 9,000 educators in 2012. In the Flipped Teaching Strategy (FB), educators can utilize online nonconcurrent instructive video, catch exercises or addresses, and invest energy taking a shot at issues or activities by included, bunch-based comprehending exercises. The learning materials may consolidate visual portrayals of sight and sound, for example, intuitive diagrams, photographs, or activities. Learners have the chance to control the pace of sight and sound gushing to suit their own learning inclinations while viewing the video, addressing or perusing the content. Learners may likewise watch or tune in to class address recordings on their workstations, iPad, advanced mobile phones, or non-class individual media gadgets, permitting class time for learning errands in any case allotted as schoolwork (Shakibaei, Shahamat, & Namaziandost, 2019; Frydenberg, 2013; Namaziandost, Neisi, Mahdavi, & Nasri, 2019). In the course "Logical Research Methods," Sirakaya and Ozdemir (2018) led an examination on 66 learners to look at the impact of a flipped classroom model on scholastic accomplishment, self-coordinated learning preparation and inspiration of the learners. Members were part of two gatherings; testing, and the board. They found that the two classes contrasted altogether regarding scholarly execution, confidence, and maintenance for the trial gathering.

In another investigation, AlJaser (2017) attempted to check the adequacy of utilizing flipped classroom procedure in scholastic accomplishment and self-viability among female learners of College of Education, Princess Nourah Bint Abdulrahman University (PNU), Saudi Arabia. She applied two apparatuses in his examination: Achievement Test and Self-Efficacy Scale. The outcomes demonstrated that the utilization of flipped classrooms is a beneficial apparatus that makes getting the hang of, educating, and addressing all the more energizing and intriguing.

Zheng, Chu, Wu, and Gou (2018) investigated the utilization of an intuitive academic technique for learning data that consolidates disconnected and flipped assignments in the classroom. The outcomes uncovered that the students held prevalent learning results and fundamentally improved their specialized information-based learning results and fortified their as students' abilities.

Abedi, Namaziandost, and Akbari (2019) analyzed the effect of flipped classroom guidance on the composing abilities of Iranian EFL students. The discoveries of free t-test and single direction ANCOCA tests indicated that on the post-test, the trial bunch had beaten the benchmark group. Notwithstanding, the outcomes demonstrated that there was a noteworthy contrast between the exploratory gathering's prosperity on the post-test and the benchmark group.

Contingent upon the writing contemplated, the flipped classroom is found to empower class conversation, encourage more student adaptability and self-course. It likewise advances creative mind and basic reasoning and expands the energy and investment of the students. At long last, it raises the scholastic execution of the students, improves the collaboration and relational abilities of the learners, and diminishes the quantity of unpleasant sessions.

The specialists accepted the benefit of applying the flipped classroom system to make showing increasingly agreeable and to increase self-bearing and obligation regarding the learning procedure for the student. Henceforth, this investigation is a push to check the perspectives of Iranian propelled English learners towards the utilization of flipping classroom model. This examination intends to respond to the accompanying inquiry: RQ. Do Iranian advanced EFL learners have a positive or negative attitude toward using flipped classroom model?

Method

Participants

The participants of this study were about 80 advanced language learners who were selected from two private English language institutes. The members' age run was from 19 to 21. They were chosen dependent on a non-irregular sapling. Additionally, they have been concentrating English as an unknown language for in any event 8 years. Their degree of English language capability was resolved based on their scores on the Oxford Quick Placement Test (OQPT). Just males partook in the present investigation.

Instruments

A questionnaire was utilized for information assortment to achieve the examination's targets. The survey was utilized to show the learners' general mentalities towards utilizing flipped classrooms. The analysts developed the survey utilizing the writing audit that was directed to evaluate the upsides of utilizing flipped classrooms. Subsequent to checking on the writing, the scientists created a 15-thing questionnaire helpful for the utilization of flipped classrooms. The questionnaire remembered things for mentalities towards the utilization of flipped classrooms. In the questionnaire, the Likert scale was utilized to signify the level of 1-5 contest and accord that were: effectively restrict, dissent, moderate, consistent and firmly concurred. The legitimacy of the survey was affirmed by 5 English specialists. Besides, the unwavering quality record of this instrument was registered through Cronbach alpha equation ($r=0.898$).

Procedure

To direct the present examination, the specialist went to two establishments and gave the OQPT to learners to decide their degree of English capability. The analyst chose 80

propelled learners. From that point onward, the specialist put the members' flipped classrooms. The flipped classroom was outfitted with the Internet, PC and projector and members right now permitted to carry their Smartphones to the classroom and use them during learning. Every material was sent to the learners by means of Email, What's App, or Telegram to the learners. Members had the schoolwork before going to the class. The educator in the flipped classroom was a facilitator and organizer in the learning process. The learners were required to peruse every material before coming to the class and examine it with the schoolmates. In the class, the instructor could evoke some data from the learners, pose them a few inquiries or give them a test. He additionally could request that they read content and state its principle thought. This method proceeded until the last session. The treatment kept going 10 sessions of 50 minutes each under the direction of the manager. In the last session, the members took the mentality questionnaire.

Data Analysis

The collected data through the aforesaid procedure were analyzed and interpreted according to the objectives of the study. Quantitative data were statistically analyzed using version 22 of the SPSS (Statistical Package for Social Science) program, and descriptive analyses (frequency, percentage, mean, and standard deviation) were run.

Results

Addressing the Research Question

The principle examines question of the examination intended to uncover the perspectives of the progressed EFL students towards the treatment (i.e., using flipped classroom) they received. The results obtained from the questionnaire are shown in Table 1:

Table 1. Results of the Attitude Questionnaire

No.	Statements	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Mean
1	The flipped classroom underpins learners in turning out to be self-coordinated students.	62	17	1	0	0	4.76
2	The flipped classroom permits learners to approach the talks whenever no problem at all.	55	23	2	0	0	4.66
3	The flipped classroom gives learners more chances to speak with one another.	71	7	2	0	0	4.86
4	The flipped classroom encourages learners to pose inquiries and find quick focused on solutions to troublesome ideas.	59	18	3	0	0	4.47
5	The flipped classroom decreases the measure of disappointing sessions.	46	33	1	0	0	4.56

6	The flipped classroom permits learners possess more energy for family, companions, play, and extra-curricular exercises.	71	9	0	0	0	4.88
7	Learners would prescribe the flipped classroom to their companions.	69	11	1	0	0	4.90
8	The flipped classroom has improved learners' learning of English.	77	3	0	0	0	4.96
9	Learners would prefer to watch an exercise video than a conventional instructor lead exercise.	78	2	0	0	0	4.97
10	Instructors are accessible for progressively one-on-one communication with learners in a flipped classroom.	64	13	3	0	0	4.76

In the survey outlined in Table 1, all the mean scores of the poll things were well above 3.00 (which is the normal estimation of the decisions where emphatically concur gets 5.00 and firmly differ gets 1.00). This demonstrates the students concurred with all the poll things, which were all positive remarks about flipped classroom and utilizing it for language learning. The most elevated mean scores out there had a place with things # 9 and 8 ($M = 4.97$ and 4.96) through which the students communicated that (a) Students would prefer to watch an exercise video than a customary instructor lead exercise, and (b) The flipped homeroom has improved learners' learning of English. The overall mean score of the ten items of the questionnaire equaled 4.77, as is also shown in the table below:

Table 2. Descriptive Statistics for the Learners' Attitude Scores

	N	Mean	Std. Deviation	Std. Error Mean
Attitude	10	4.7780	.16963	.05364

The overall mean score of the questionnaire was well above 3.00 indicated that the learners held positive attitudes towards the treatment they received. To see if the positive attitudes reached statistical significance, the one-sample t -test table had to be consulted:

Table 3. One-Sample t-Test Results for the Learners' Attitude Scores

Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attitude	9.07	9	.000	4.77	4.65	4.89

It is obviously seen in Table 3 that the learners' attitude was significantly positive since the p -value was less than the significance level ($p < .05$).

Discussion

This examination tried to investigate progressed EFL students' perspectives toward the flipped model of instruction. The discoveries of the investigation demonstrated the flipped model of instruction had a critical constructive outcome on EFL learners' perspectives. This significant revelation could have been because of different variables. One of the potential clarifications for the revealed discoveries is that flipped classrooms permit learners to profit more from classroom time and have more vitality for commitment, learning, assessment, and disclosure (Fulton, 2012 and to Boucher, Robertson, Wainner & Sanders, 2013). This outcome likewise acclimates with a portion of the recently referenced experimental examinations (e.g., Abaeian & Samadi, 2016; Samah & Saka, 2016).

There is no sign right now flipped classroom negatively affects learning by learners. Best case scenario this instructive methodology can help learners in conventional classrooms perform substantially preferred by and large over learners. The flipped classroom is, in this way gainful to the learners, and ought to be empowered. Right now, the flipped learning is occurring, it was conjectured that the learners need to pick an innovation-related profession, innovation is a critical factor in the improvement of the nation, and it lessens the joblessness in the public arena. As it were, the learners' potential dread in the flipped learning classes is getting less (Marlowe, 2012). Simultaneously, the learners create multidirectional availability in these classrooms, and they upgrade their learning and addition experience by fusing innovation to the learning procedure (Thoms, 2013; Bergmann & Sams, 2012). A person with his experience imagines that innovation will be valuable and it will coordinate his likely arrangements/objectives (Filiz & Kurt, 2015; Namaziandost & Nasri, 2019b). The end was arrived at that later on the flipped learning classroom are viable on the mentalities of the learners towards innovation, and they have improved inspirational perspectives toward innovation. As per Prensky (2001), innovation contributes fundamentally to the showing learning procedure of the people. In light of these mechanical developments, instructors take innovation to their classes and plan for that innovation to help their students. To accomplish these objectives, satisfactory classroom ought to obviously be manufactured. The flipped classroom furnishes the learners with time and spot to utilize innovations while simultaneously promising the educators to work monetarily. The educator isn't in the situation of passing on data in the flipped classes, and the student is no longer in the job of remembering the substance. At the end of the day, the learners' investigation in collaboration in the flipped classroom, they show open interest in the exercise and the learners and educators are in steady correspondence (Turan & Gökteş, 2015; Namaziandost, Saberi Dehkordi, & Shafiee, 2019).

Conclusion

This study portrayed that learners figure out how to share inside the network in the flipped learning condition, they get unhindered advances, they build up their multi-faceted discussion, and they generally search for the things that they do not get a handle on. As indicated by Kalanda (2005), innovation makes inspirational perspectives about the learning of learners in the classroom, and it furnishes learners with a functioning support in the learning procedure. While learners today do not utilize innovative gadgets at schools, it has been discovered that there are critical changes in understudy accomplishment in the classes

where innovation is utilized. Additionally, the educator is not investing the more significant part of his energy in the flipped classroom by offering exercises about the subject. Learners who watch and tune in to the recordings the educator's exercises are in when they come to class plan for homeroom assignments, get their work done and have tests. [Turan and Göktaş \(2015\)](#) accepted that the learners in the flipped classroom do these sorts of studies give them the chance to take part adequately in the examination, they don't retain the exercises, it makes concentrating fast, it offers them the chance to get familiar with the subjects over and over, and it is seen that they come to class arranged.

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