Flipped Classroom Methodology in ELT during and Post-Covid Times

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ABSTRACT

The sudden changes brought about by the Covid-19 pandemic have resulted in paradigmatic shifts in teaching methodologies across disciplines all over the world. In this context, this paper aims to investigate the role and popularity of the flipped-classroom methodology in English Language Teaching (ELT) during and post-covid times. This essay makes use of systematic literature review (SLR) of 20 journal articles about the use of online flipped classroom in ELT. By doing so, it attempts to demonstrate the efficacy of flipped classroom approach in creating highly collaborative and interactive learning environments. The research questions relate to the extent to which the flipped classroom methodology is successfully implemented in online settings; the relation between the use of flipped classroom technique and learner achievements; and the specific techniques of flipped classroom affecting learner attitudes and involvement. The study showed positive relationship between the use of flipped classroom method in ELT especially during the pandemic making the learning process more student-centric and resulting in higher level thinking skills in the students. Based upon these findings, the essay makes further recommendations about overcoming the challenges involved in adapting the flipped classroom for ELT purposes and its seamless adoption as a foolproof technique in post-pandemic physical classroom settings.

Keywords: Flipped classroom, ELT, Learner-centric, Collaborative, Pandemic

Introduction

The sudden onslaught of the Covid-19 pandemic has resulted in a profound global impact on education, whether it be primary, secondary or higher education levels. As the process of teaching and learning was severely disrupted, teachers and students all across the world tried to adjust the "new normal" of education that became fully online in its initial stages while gradually moving towards hybrid and blended learning models. A fallout of this transition was the manner in which the existing problems of higher

education became glaringly visible, notably the reliance upon teacher-centric learning methods, the lack of innovation in teaching concepts, and the flow of information being largely one-sided.

One must consider these problems of higher education in the context of the ever-growing potential of technology to influence and become an integral part of human lives. With a wealth of information on any subject virtually at one's palm's distance, the traditional classroom with its focus on information dissemination is increasingly becoming irrelevant and clichéd. As the internet, mobile phones, tablets, and computers become increasingly accessible to students, their goals, expectations, and the learning styles have also undergone considerable change. The research by Milman (2012) has shown that growth in the Information and Communication Technologies (ICT) with ample resources for knowledge sharing online coupled with the advanced in cognitive science have posed a significant challenge to traditional teaching.

Thus, when the pandemic posed an unprecedented challenge to teaching-learning process, a shift towards highly innovative pedagogies was imperative. It was found that through blended mode of teaching that included sharing links to relevant online articles and reading materials and pre-recorded lectures, more classroom time could be utilized to discuss topics and concepts that students would otherwise find difficult to understand on their own (Council Conclusions, 2020). One such innovative pedagogical technique is the flipped classroom model that reverses the traditional roles of the teacher and the student in a classroom setup. Flipped classroom is a "pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (The Flipped Learning Network, 2014). "Flipping" or inverting the traditional learning experience, in this technique, the lectures and instructional materials are shared beforehand with the students as a homework exercise while the classroom duration comprises discussions, activities, solving problems and interactive projects. In the reverse teaching method, the two main elements are educational technology and activity-based learning and both affect the students' learning environment in a fundamental way (Bishop and Verleger, 2013).

Philip Kerr (2020) has highlighted the positive role of flipping in teaching English language that ensures maximum time to communicative activities that students need to develop their language proficiency. Kerr considers elements of grammar explained through video lectures and study of new vocabulary through self-paced lessons and digital flashcards as highly amenable to flipping.