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THROUGH THE FLIPPED LEARNING
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SECOND LANGUAGE ACQUISITION THROUGH THE
FLIPPED LEARNING PARADIGM: A SYSTEMATIC
LITERATURE REVIEW

نموذج التعلم المقلوب في اكتساب اللغة الثانية:

مراجعة للدراسات السابقة

د. سلطان بن عبدالعزيز الملحس

الأستاذ المساعد بالجامعة الإسلامية

ABSTRACT

The objective of this study is to examine the findings of the literature review in relation to the flipped learning paradigm (FLP) in the field of Second language acquisition (SLA). In order to conduct the study, a total of 31 articles were analyzed. The study conducted a systematic review of the influences of the FLP on the teaching practices of (SLA). Numerous online databases were searched to identify relevant articles published between 2014 and 2020. The study illustrated that FLP can empower students to participate more actively in their learning activities by giving students more freedom to construct their knowledge. Moreover, active learning activities in the class within the model was positively affect the classroom engagement levels of the students. This may be due to the students performing the activities in class with the guidance of the teacher and the teacher giving immediate feedback. The study also showed the challenges associated with FLP that may guide teachers and students in utilizing FLP in language acquisition. Although academic studies into the effectiveness of FLP for language learning have been largely confined to English as a second language (ESL), however, the findings of the study are likely transferable to other languages, in particular, the learning of Arabic as a second language (ASL).

Keywords: flipped learning paradigm, second language acquisition, technology

المخلص

هدفت هذه الدراسة إلى معرفة نتائج الدراسات السابقة المتعلقة بالتعليم المقلوب فيما يتعلق باكتساب اللغة الثانية. ومن أجل إجراء الدراسة فقد تم جمع ومراجعة ما مجموعه ٣١ دراسة علمية. تم استخدام المراجعة المنهجية كطريقة لتحليل الدراسات لمعرفة التأثيرات المنهجية للتعليم المقلوب على اكتساب اللغة الثانية. تم إجراء البحث في العديد من قواعد البيانات عبر الإنترنت لتحديد المقالات ذات الصلة المنشورة بين عامي ٢٠١٤ و ٢٠٢٠. كشفنا الدراسة أن التعليم المقلوب يمكن أن يُمكن الطلاب من المشاركة بشكل نشط من خلال إعطاء ومنح الطالب مزيداً من الحرية في بناء معارفهم الخاصة. علاوة على ذلك، أثرت أنشطة التعلم النشط في الفصل داخل النموذج بشكل إيجابي على مستويات المشاركة الصفية للطلاب وقد يكون هذا بسبب قيام الطلاب بالأنشطة في الفصول الدراسية وبمراقبة وتوجيه من المعلم. كما أظهرت الدراسة بعض التحديات التي قد تواجه اكتساب اللغة الثانية من خلال تبني التعليم المقلوب. على الرغم من أن الدراسات الأكاديمية وتطبيقات التعليم المقلوب في اكتساب اللغة قد اقتصرت إلى حد كبير على اللغة الإنجليزية كلغة ثانية ومع ذلك فإن من المحتمل أن تكون نتائج وتطبيقات التعليم المقلوب قابلة لتطبيقها في كثير من اللغات الأخرى مثل اللغة العربية كلغة ثانية.

الكلمات الرئيسية: نموذج التعلم المقلوب، اكتساب اللغة الثانية، التكنولوجيا.

1. Introduction

Second language acquisition (SLA) can be a complicated procedure (Deng and Zou, 2016) because it can involve a variety of elements, such as sentence structure and phonology. As a result of the necessity for developing language acquisition, over the past decade numerous pedagogical approaches have studied and analyzed the language acquisition process (Almelhes, 2016), however, many teachers have remained unaware of these approaches (Cavalier & Klein, 1998; Ritchie and Bhatia, 2009), and the reasons may be due to a lack of knowledge about theories and their value and benefit for educational settings (Almelhes, 2016). These include providing a framework for teachers to affective learning (Artino & Konopasky, 2018), providing a better understanding of the value of each theory (Geduld, 2014) and drawing a roadmap to the role of teachers and students in classrooms (Ahmed, 2016).

Zafar and Meenakshi (2012) wonder why some second language learners were more successful than others in learning. Zmeyov (1998) assumed that the central objective of education is to provide people with multiple models of training, knowledge and skills for creative activities in adapting to the changes in the natural and social environment (as cited in MacKenzie, 2015).

The FLP application began in 1998 by Johnson and Walvoord when they encouraged the use of this advanced strategy to grant students (Bisharat, 2017). However, the FLP concept has become widespread only recently (Abeysekera & Dawson, 2014; Sakulprasertsri, 2017), including in higher education (Heinerichs, Pazzaglia, Gilboy, 2016). FLP is a pedagogical approach designed to use information and communication technology (ICT) and the Internet

in a way that allows the teacher to prepare the lesson through video clips, audio files or other media, to be viewed by students from their homes before the lesson (Qeshtah, 2016).

Jensen, Kummer, Godoy (2015) and Bisharat (2017) mentioned that FLP is learning by students before attending the classroom then discussing the material through activities facilitated by teachers. This implies that the learning process takes place through active social construction (Vygotsky, 1978). FLP is a form of blended learning focused on student and active learning. Students watch online lectures, and their research can be home-based while also engaging in concepts in class under the direction of a mentor. Content delivery by teachers in the classroom takes many forms, and it can include the use of video lessons, digital research, and online collaborative discussions (Honeycutt & Garrett, 2014).

This type of learning emphasizes the need for students to master and fully understand a topic before proceeding to the next topic. It also rewards competence and eliminates the planning of daily lessons and grading papers. Some of the benefits of FLP are that it includes all forms of learning, such as oral, visual, auditory, and problem-solving skills (Basal, 2015). This approach also encourages students to understand concepts being taught rather than cramming to pass exams resulting in them forgetting the information after taking the tests (Touchton, 2015).

FLP, therefore, enables students to interact more and engage what they have learned in the class. The methodology is appropriate in language acquisition since it provides the students with the ability to develop their communication skills such as grammar, vocabulary, and other linguistic characters on their own and at their own pace (Cowie & Sakui, 2015; Egbert, Herman, & Chang, 2014).

In this learning model, more time is spent on collaboration since teachers and students spend most of the time tackling challenging problems. There are four pillars in any classroom lesson which enable it to be fruitful in its implementation of the flipped style (Flip Learning, 2014).

2. RATIONALE FOR THE STUDY

This study assists in evaluating the incidences where FLP has assisted students in gaining a better understanding of the language students were learning. Through the analysis, the research also tried to highlight the advantages brought about by language acquisition through a FLP across various language acquisition lessons. The similarity of the procedure utilized in FLP, students are more likely to understand an Arabic class better than the traditional method because students are more effective (McCabe, Smith & Ferreri, 2017). In addition, there has been an increasing adoption of the FLP in higher educational institutions (Alamry, 2017), and a new concept in Arabic countries (Al Rababah and Rababah, 2017), which means the necessity for examining studies to see the trends of FLP in SLA. Furthermore, there has been a paucity of research that has focused on FLP in teaching ASL.

According to Haron, Ahmed, and Mamat (2016) some of the challenges faced by Arabic language students can occur as a result of lack of their self-knowledge and lack of a supportive environment. Through the FLP students can overcome challenges they face by allocating class time to practical activities. Thus, the study findings also have the potential to identify best practices for designing and using FLP to teach Arabic language to non-native speakers (ASL) in a way that promotes student self-direction and facilitates student learning. Therefore, the study offers potentially valuable insights into the impact

of FLP in teaching ASL, which may open new horizons for Arabic teachers. Accordingly, the study attempted to identify the impact of using FLP that may be applied to ASL. The research question was: what is the pedagogical framework of FLP. There were two sub-questions

1. What are the fundamental features and benefits of the FLP?
2. How does the FLP affect pedagogical changes during the classroom activities?

3. FRAMEWORK OF THE STUDY AND ITS METHODOLOGY

A systematic review analysis was the methodology employed in the study and through the analysis of articles. A systematic review can be explained as a research method and process for identifying and critically appraising relevant research (Snyder, 2019). This paper's methodology was divided into two parts. The first part reviewed the concept of the FLP. It is based on two fundamentals: technological environment and pedagogical insights. The second part reviews the projected impact of the FLP concept and its implications on the ASL. The review aimed to provide a comprehensive understanding of the benefits and the challenges of the FLP of teaching and learning Arabic as a second language because there is a dire need to discover the mechanism of the FLP in the ASL classes. Thus, the review included articles on national and global applications of FLP from English language publications.

The main aim of systematic review is "to provide as complete a list as possible of all the published and unpublished studies relating to a particular subject are" (Cronin, Ryan, & Coughlan, 2006, P, 3). A systematic review needs to use standards as a roadmap for collecting studies (Pati, 2018). This systematic

review design has been covered the following criteria: (i) studies related to students' attitudes (ii) the engagement of the learning process (iii) the outcomes of studies in regards to speaking, writing and reading skills. The review involved three steps in analyzing the selected studies:

1. the most related journal articles on different flipped classrooms published between 2014 and 2020
2. analysis of analysis of the impact on students and the challenges for teachers in flipping the class.
3. the results were analyzed using descriptive techniques in order to further research suggestions on the FLP (Özyurt & Özyurt, 2015).

4. LANGUAGE LEARNING WITHIN THE TECHNOLOGICAL ENVIRONMENT

Nowadays, technology is essential in educational settings as it is changing the style of teaching, while also affecting the way students learn (Noor-UI-Amin, 2013). It can also make learning easier, particularly in the way it can assist students in learning a new language by shifting them from being passive to active students (Young, 2003). When students are actively involved, they can become more reflective and can find the process of linguistic engagement enriching (Bahar, 2016). Applying ICT tools in learning new languages has resulted in the creation of meaningful interactions among students from all over the world (Pareja-Lora, Rodríguez-Arancón, Calle-Martínez, 2016). Technology has brought in new means that assist in better management of class activities, in the monitoring of how students are progressing.

The usage of technology in language learning can make language classes exciting by turning them into a sharing and creative activity (Almelhes, 2016). It also can benefit students by preparing them to have a better comprehension of the new language outside the classroom (Raja & Nagasubramani, 2018). These changes can help students regardless of their challenges, since teachers can differentiate instruction and adapt classroom activities to student needs. Furthermore, there are tools to deal with language barriers, and they can assist in teaching students in remote geographical areas (Ghavifekr & Rosdy, 2015). These can also aid teachers who teach foreign languages learning in mediating language education to their students. In addition, technology can make it possible to reach students in isolated locations, resulting in many of them learning through long-distance programs.

5. MORE FREEDOM AND AUTONOMY OF STUDENTS IN HOW TO LEARN

The teacher-centered approaches (TCA) have continued to play a central role in transforming knowledge to students in higher education in many developing countries (Elrayies, 2016). These approaches focus more on the teacher than on the student, mostly in the designing of courses and their content (Yang & Lin, 2016). Thus, teachers have the final word on what to teach, the teaching style to use, and how to assess the content. The main challenge with TCA is that the teacher's goal is to provide answers to students (Ameliana, 2017). Consequently, it cannot accommodate individual differences in students' abilities (Almelhes, 2016).

In contrast, the student-centered approach (SCA) of instruction focuses on a students' ability to acquire the knowledge taught in the

classrooms. The student-focused way of learning places more emphasis on the teacher becoming a guide (Liu & Matthews, 2005). In this approach the teacher facilitates learning activities and tries to comprehend how the students interpret what they have been taught (Zohrabi, Torabi, Baybourdiani, 2012). This practiced mirrored Pagán's (2006) belief that because the teacher's function is to help students develop effective goals, students work together to accomplish those goals. According to Vygotsky (1978), TCA essentially assist in directing students in their learning but make a significant contribution by promoting the development of cultural and language skills in their students. For this, Bernstein (1971,1975) argued that successful language learning depends, to a great extent, on weak framing, which provides students with a greater degree of control over their learning.

The SCA in conjunction with technology as a teaching method has shifted from direct instruction to cooperative learning (Almelhes, 2016; Yang & Wilson, 2006; Hussain, 2012) because integrating technology in the classroom can cater to the individual needs of students (Bansal, 2014), including the skills development of students with unique talents (Alammary, Sheard, & Carbone, 2014). Thereby, to shift to SCA, teachers need to change the way they teach. This can be achieved by teachers giving up absolute control of the teaching process, participating as mentors, and encouraging students to own the learning mechanism (Yang & Wilson, 2006). It also involves changing the seating arrangement as the teacher no longer stays in front of neat rows of desks (Schreurs & Dumbraveanu, 2014). Shifting to a SCA involves assessments being in the form of hands-on rather than multiple-choice questions, where students may influence a lot of what is happening in the classroom (Muianga, Klomsri, Tedre & Mutimucuo, 2018).

Recently, the FLP has attracted the attention of teachers in higher education as an alternative method compared to traditional teaching methods face-to-face (Ahmed, 2016; Alamry, 2017; Chun & Heo, 2018 and Han, 2015) as a practical stage for the replacement of TCA with SCA in conjunction with applications of technology use (Alamry, 2017; Qeshtah, 2016 and Sharir, 2017). In higher education, the role of the university is to develop society to produce knowledge through creating a suitable environment for teachers (Elrayies, 2016). Thus, universities could change roles between teachers and students to provide students more freedom to build their knowledge, unlike traditional learning, where outcomes typically depend on the teachers' ability (Almelhes, 2016). As a result, it could be argued that the SCA provides the conditions and an appropriate setting for students because the knowledge is constructed by them (Ford & Lott, 2015; Perkins, 1991).

A failure to exploit technology to its fullest in education has helped obsolete traditional pedagogies survive. In education, it is possible to build a better tomorrow by bringing pedagogical approaches into the 21st century. In recognition of this reality, part of the Saudi Vision 2030 (Vision 2030, 2016) is dedicated to "improve the ranking of educational institutions" (p. 28). Therefore, it is necessary to rethink educational practices in terms of three components: pedagogy, distance, and technology in the educational setting, to achieve better results.

6. REVIEW OF FLIPPED LEARNING

The aim of this section is to highlight potential role of FLP in facilitating “effective learning” for SLA as a pedagogical method. All studies in this section was based on English language learning as ESL or EFL because studies which focused on FLP in teaching ASL are either very limited or non-existent. A literature review is a critical component that can help to provide a comprehensive vision for creating theoretical frameworks and building conceptual models.

6.1 Empirical research on the advantages of FLP

Languages are a means of communication and cannot be considered separate from the societies that speak them (Ateneo, 2017). As with the acquisition of the native language, learning a second, foreign language needs interaction with people (Vygotsky, 1978). With the adoption of TCA, students' attention is focused on the teachers, and the students exclusively listen to them. Several studies have addressed the role of FLP in facilitating “effective learning” for English language classrooms.

At a university level in Thailand, Santikarn and Wichadee (2018) examined the impact of the FLP on students' learning performance and perceptions, and found that the students' scores were acceptable as a result of adopting a FLP in learning English. The approach, therefore, contributed to achieving better outcomes which mirrored their positive perceptions of this technique.

To explore students' opinions about flipped classrooms in Korean universities for English as a general course, Choe and Seong (2016) found a positive perception in adopting FLP because the method helped students in learning English.

Moreover, it gave them more opportunities to practice English and a greater understanding of course content.

Al-Harbi and Alshumaimeri (2016) explored the influence of flipped classrooms-based learning in English grammar teaching within a Saudi secondary school. The study contained experimental and control groups where the experimental group was taught using a FLP and the control group was taught using a traditional approach (in-class) without the aid of technology. The study revealed that adopting the FLP played a significant role in enhancing the students' performances. As a result of improvement in the students' performances, they recorded positive opinions towards the FLP. Thus, in this approach, the students took responsibility for their learning and they became more active.

A study was done on South Korea College students where the FLP to learning was the mode employed. It investigated the students in the main areas of attitudes towards FLP and their participation as well as involvement during the research. The results demonstrated that students taught using the FLP had better grades in writing assignments, presentations, and exams than those in the traditional system (Lee & Wallace, 2018). According to Wu, Chen, & Yang (2017), the FLP improved the writing levels and interest for those learning ESL. It also showed that student engagement in the classroom improved and their exam performance in the newly learned language was much better.

Students' engagement according to Almasseri and Alhojailan (2019) can be assessed through activities, such as assignment

submission, listening skills, and following teachers' instructions. Additionally, students can adequately prepare various activities by watching and exploring learning materials before attending classes. As a result, students can participate actively during the lesson, hence, boosting their confidence and concentration. Similarly, to evaluate students' engagement, Aycicek and Yelken (2018) conducted a study with 40 Turkish students who learnt ESL. They divided their study equally into experimental and control groups. The results revealed the engagement levels of the experimental group was higher than those of the control group.

A study by Abdullah, Hussain and Ismail (2019) investigated the actual value of FLP settings for English speaking skill acquisition for undergraduate students in Malaysia. The results showed that there was a better achievement in oral skill after using FLP. Furthermore, the results indicated that the students' readiness to practice oral language had improved. Another scholars Yang, Yin, C, Wang (2018) shared similar finding as their study revealed that students who applied the flipped classroom strategy achieved better outcomes in speaking skill.

Thirty students participated in the research of Chih Sun (2017) to examine the value of flipping a content-based language classroom in English for Taiwanese students. The findings showed that applying FLP in classroom, students showed improvements in communication skills, trust and the creation of content knowledge.

Moreover, a study conducted by Wu, Chen, & Yang (2017) investigated the impact of the flipped style on the oral proficiency of students learning English as a new language in online learning community. It used a mixed-method design in analyzing the data and applied pre- and post-tests on oral reading plus semi-structured interviews. The results showed that the online learning network assisted in gaining meaningful collaboration among the students and teachers. It also demonstrated that the student's oral proficiency and listening skills were improved. All this resulted in students being more actively involved in interactive learning tasks, such as dialogue collaboration.

A study by Ahmed (2016) investigated the impact of the flipped model of learning mostly in terms of writing skills involving 60 students at Qassim University, in the Kingdom of Saudi Arabia (KSA). It categorized the students into experimental and control groups, consisting of 30 students in each group. The research instruments were a questionnaire and a writing test that examined their English skills. The students in the experimental group were later taught using the flipped approach, and the other group was instructed using the traditional method. At the end of the study, there was an English writing test for all students. The research results revealed that students in the experimental group performed better in the writing exam. This difference was attributable to using the flipped learning approach. The results also showed that the students could digest the essay content and writing essays that were assigned to them outside class time.

Also, Farah (2014) conducted a study involving 12 high school students studying applied technology in the United Arab Emirates examined the effects of applying the FLP of teaching in their writing performance. The experimental group that was taught using flipped instruction performed better than the control group taught using the traditional way of teaching. Another study was done by Leis, Cooke, & Tohei (2015) which investigated the impact of the flipped style of teaching on English composition writing, with English being the new language learned. It compared the normal English composition class course outline with the one applying the FLP involving 22 Japanese university students. The results showed that the students studying under the FLP of learning produced considerably more words in their essays, and had considerably improved performances in their writing ability

Afriyasanti, Cahyono & Astuti. (2016) conducted research on the effects of applying the FLP way of teaching on the writing skills of 62 Indonesian secondary school students learning English as a foreign language. They focused on the individual differences in learning that resulted from the acquisition of a foreign language. The results showed that students in the experimental group performed better in the new language than those in the control group in writing ability, speaking and listening skills.

Ekmekci (2017) studied learning institutions in Turkey regarding the effects of the application of the FLP of teaching in a writing class in Turkish with English as a first language context. The study compared the FLP of teaching with the usual way of lecturing in writing classes. The basis of the research was the

writing performances in regards to the new language learned. The students were classified into two equal groups, and the period of the study was 15 weeks. The classes that employed the FLP of teaching performed significantly better compared to the classes which used the traditional approach after the study process. Also, many students in the FLP training category had a positive outlook concerning the teaching process.

The impact of flipped learning on reading skills was best demonstrated by Wang and Zhang (2013). They concluded that the FLP played a significant role in nurturing a students' capability in describing their personal opinions with correct and flexible words. Also, students using this model had the right usage of grammar and reading ability. Furthermore, Zhu (2017) concluded that this mode of learning improved students' beliefs and learning strategies. Also, the usage of the FLP was investigated involving a sample of 48 university students. The results indicated that the FLP form of teaching resulted in better motivation among the students in addition to an enhanced knowledge of topics (Hsieh, Wu & Marek, 2017).

In Japan, Mehring's study (2015) researched the impact of the FLP of teaching on students studying ESL in a flipped class. The researcher observed students' opinions, and impressions, as well as the self-perceived changes in their study habits. Interviews conducted with the students suggested increased active learning, improved confidence in asking class questions, and diminished hesitation when starting conversations. The study concluded that the use of the FLP increased opportunities for collaboration

between teachers and students led to improved interaction among students on a traditional classroom setting, which led to increased peer-evaluation. The results suggested the application of students' metacognitive skills, resulting in improved confidence in how they perceived they learned their new language.

6.2 A content analysis of the effects associated with flipped learning

Several studies have compared the effectiveness of language learning outcomes in a flipped versus a traditional environment with the majority showing that the FLP created better learning outcomes. For instance, Hung (2017) conducted a study on 43 intermediate to advanced level students who were learning English as a foreign language (EFL) and from the data collected in the end course exams, student questionnaires, and researcher's observation, the research showed a slight improvement in the students who utilized a FLP compared to the students who utilized a traditional approach. Hung's methodology accessed a student's listening and speaking skills and learned vocabulary.

Lee and Wallace (2018) conducted a similar study in comparing FLP and the traditional approach among 79 university students whose skills ranged from intermediate to advanced levels. The study showed that a significant improvement especially to those who utilized the FLP approach compared to those who utilized the traditional approach. Using final exam scores, the results confirmed an improved learning score for the FLP students. The research also found a minimum significant difference in their midterm results, hence, suggesting that time played a major role in the FLP. Despite the difference found between students who took a FLP, Lee and Wallace's (2018) study did

not show any significant difference between written assignments and oral presentations.

A study by Kim, Park, Jang, & Nam (2017) utilized 51 novice Korean university students who had an extensive background that ranged from Arabic, Indonesian, Chinese, Malay, Tamil, Thai and Turkish language backgrounds to compare FLP to the traditional approach. Kim's approach. It evaluated the students' participation rate, reasoning skills, interactional patterns and the quality of their comments. Using data collected from class discussion records, the study found that students who engaged in FLP had a higher information processing capability, better thinking skills, and produced more cognitive arguments, which suggested that they comprehended what they had learned compared to the traditional approach method (Kim et al., 2017). The results of Mori, Omori and Sato's (2016) study contradicted Kim et al.'s (2017) conclusion due to the mixed findings found by them. They utilized a learning approach that investigated how Japanese writing students who used Chinese characters learned Kanji. The study was conducted on 46 novice and intermediate level students for whom Japanese was their foreign language. They conducted post-tests after every lesson and after an intensive quantity analysis. The study revealed that the novice-level students out-performed the traditional approach students but at the intermediate level. It also did not find a significant difference between the two approaches. However, this might have been because their study was not for an extended period the study, which is supported by Lee and Wallace's (2018) research that suggested that FLP was ineffective in a short time period but rather effective if conducted for a longer period.

6.3 Challenges Facing Flipped Learning

Since the FLP is a new that has not been tested for a very long time. Sung (2015) affirmed that some students and preservice teachers complained about the various ‘trial and errors’ involved in the creation of the FLP. One of the challenges faced by students and teachers, especially in a situation where the FLP is being introduced through the lack of appropriate materials that will enhance a conducive learning environment. Some of the required materials include Internet services and equipment required (Seaboyer, 2014).

Another challenge that teachers can face involves negligence by students. According to Bautista (2018), negligence can lead to the collapse of the project and, hence, the need for teachers to ensure that students follow the home instructions before the class. According to Kachka (2012), some students might show up in class preparation. To address this challenge, teachers can create activities which the unprepared students can utilize when they arrive at school but they should not make it a habitat core of a FLP is to ensure that students enter the class with some knowledge.

Another challenge faced by the approach entails some students who can become confused while using the class preparation sessions. Some might find themselves working on the wrong session, only to realize it was the wrong one during class time. The most appropriate solution could be to ensure that teachers provide descriptive information that might be classified according to weeks or dates so that students can read anywhere and anytime (Medina, 2018). Teachers can also hide assignments

or lecture notes that are not yet assigned where possible. Similarly, Hamilton, Patel, Wilber, Kurthakoti (2020) revealed that students have a mixed feeling about the FLP, and they recommended to use classrooms and FL to strike a balance during learning.

Another challenge faced in FLP is the constant use of technological devices for learning. According to a study conducted by Morgan (2012), most students who owned a laptop did use Web 2.0 skills for learning a language. His research confirmed that not all young individuals may possess the technical skills required in technological learning. Utilization of technology for learning not only requires computer skills but also reflexive, analytic and metacognitive skills. Thereby, schools can post some explanatory videos on their library platform to make the work easier for new transfer students and staff

7. DISCUSSIONS

Even though most criticism of flipped learning made by Sung (2015) and Morgan (2012) has been concentrated on physical environments supporters of the FLP showed highly significant features of the model. In the current study, it was clear that FLP can make a positive contribution towards students' learning in classrooms. analyzed. Students' achievement is one of these components, which provided an indication of students' performance in various studies. FLP can equip students with an innovative learning environment, which is the crucial factor that enhances students' successes in learning activities. FLP can enhance the students' learning by aiming at hands-on undertakings and activities carried out in class. Several studies on FLP such as, Abdullah, Hussain and Ismail (2019), Ahmed (2016), Chih Sun

(2017), and Farah (2014), found that students attained high examination scores because the approach helped in preparation of coming classes, hence, improving their concentration. Additionally, FLP utilizes technology where students are able to master their subjects by watching videos and learning materials.

The studies showed that student motivation was greatly boosted when the students underwent FLP. FLP provides a scenario where students are pushed to attain their goal, which can contribute to superior performances. For example, according to Al-Harbi and Alshumaimeri (2016), Almasseri and Alhojailan (2019), Choe and Seong (2016), and Santikarn and Wichadee (2018), intrinsic and extrinsic motivation are mostly cultivated under FLP. As a result, students can view learning as an enjoyable enterprise, hence, contributing to their increased achievements. The motivation to carry out activities both in and outside the classroom portrays FLP as the best approach that teachers can utilize to influence students to perform more positively.

Providing responsibility and trust to students positively affected the students' engagement in classroom. This could be due to this FLP actively involving student participation in the learning process. In this model, students can get the chance of developing their performance. In FLP students can digest the knowledge and find opportunities to discuss it with their teachers. The point is that formative assessments in FLP can help teachers to evaluate the students' performances and determine their need, hence, improving the students' weaknesses by discussion in classroom. These findings have been supported by studies of Santikarn and Wichadee (2018), Hsieh, Wu & Marek (2017), and Lo and Hew (2018).

This literature review of the research related to a comparison of the FLP classroom model with the traditional learning method. The investigation of the FLP found that it positively affected scholastic accomplishment compared to traditional methods. Many studies, such as by Ekmekci (2017), Afriyasaki, Cahyono and Astuti (2016), and Mori et al. (2016), concluded that the effect of the FLP in learning English was a helpful tool in achieving the desired learning outcomes. In addition, FLP provided students with more effective learning environments due to the flexible classroom structure of flipped classes.

8. SUMMARY AND CONCLUSION

Literature reviews play a central role as a platform for all kinds of research. Literature reviews can serve as a foundation for knowledge development and produce guidelines for educational practices. The study attempted to discuss FLP and its applications in SLA. The findings provided an overview of FL principles for SLA which can be applied to other languages such as ASL. From the reviewed studies, there was positivity in students' accomplishments, inspirations, involvement in acquiring language skills, and their collaboration. The results indicated the importance of FLP in helping students obtain knowledge in their various fields of language learning. Through the evaluation of the results, students and teachers developed positive learning roles as a collaboration between teachers and students. Additionally, constraints between teachers and students seemed to be eliminated in FLP, which suggests that it makes the best learning approach for SLA.

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