

ENGLISH TEACHERS' BELIEFS AND PRACTICES OF FLIPPED CLASSROOMS IN ELT

Indawati Nur Mahir¹ & Leonardus Par^{2*}

¹⁻²Universitas Katolik Indonesia Santu Paulus Ruteng

Indahnm12@gmail.com,
parma101011@yahoo.com,

*Corresponding author

Abstract: This study aims to address research questions concerning English teachers' beliefs and practices regarding flipped classrooms in English Language Teaching (ELT). Teachers' beliefs are intertwined with their comprehension of theory, and their proficiency in applying the flipped classroom methodology enhances students' learning outcomes. Teachers' practices, on the other hand, pertain to the actual implementation of the flipped classroom approach. To this end, the study, employing a qualitative approach with interviews and observations, included 12 English teachers from two highly accredited Public High Schools (SMAN 1 and SMAN 2 Negeri Langke Rembong). The research instruments were adapted from various sources. Data analysis followed Miles and Huberman's framework, involving data reduction, display, and conclusion. The results are presented thematically, with interview findings in descriptive text and observational data in tabulated form. The study's findings showed discrepancies between the beliefs and practices of teachers. Teachers may be perceived as lacking pedagogical knowledge about the flipped classroom. However, they still demonstrate an implicit understanding of the flipped classroom through their implementation of expected practices.

Keywords: *Flipped Classroom, Teacher beliefs, Teacher Practices, English Teacher, ELT*

INTRODUCTION

In the digital era, technology has a significant impact on education. With the use of technology, the teaching and learning process is brought into the classroom. Due to the rapid development of technology, its use in teaching and its emergence and development are now completely interwoven into education (Hashim, 2018). Using technology in educational activities is appropriate and in line with current circumstances, but it must continue under the teacher's control.

The Flipped Classroom is one approach to teaching and learning that uses technology while keeping the teacher's role intact. Beatty and Albert (Cho et al., 2021) said that the flipped classroom is a pedagogical approach in which students receive individual online instructions before face-to-face class sessions and during which class time is dedicated to active learning and interactive group projects. According to Elmaleh & Shankararaman (2017), a different description of a flipped classroom is a sort of integrated learning in which students receive pre-class instruction outside of the classroom, primarily through online videos and practice exercises. A typical face-to-face lesson involves re-explaining content, problem-solving, receiving feedback, and having discussions.

Frequently, technology is used to deliver and access instructional materials in flipped classrooms. Mason et al., (2013) said that teachers can create or curate digital resources that students can access via learning management systems or other digital platforms, including videos, online modules, and interactive activities. This technological integration improves access to content and facilitates collaborative work, online discussions, and digital tools for assignments and evaluations.

Moreover, in traditional classrooms, the teacher imparts content during class time, and students receive instruction

passively. In a flipped classroom, students are exposed to instructional content outside of class, typically through pre-recorded videos or readings. In-class time can be dedicated to discussions, problem-solving exercises, group work, and hands-on projects. Students can actively participate, ask questions, and engage in meaningful interactions with their peers and the teacher, fostering a dynamic and engaging learning environment (Sams A, 2011).

Several scholars have conducted studies on the flipped classroom. One of the studies conducted by Pudín (2017) investigated a Flipped Learning Approach in the Instruction of Grammar to ESL Students. The results of this study give ESL teachers a better understanding of how students prefer to learn grammar and how to improve instruction. Nafi (2022) conducted yet another study on the perceived advantages and difficulties of implementing flipped classrooms among English teachers. According to the study's findings, English teachers respond favourably to the flipped classroom approach. Its implementation has the advantages of promoting active learning, encouraging collaborative teaming, encouraging independent learning, and enhancing classroom engagement. In their study, "Flipped Classroom in English Language Teaching and Learning: A Systematic Literature Review", Ngo & Md Yunus (2021) sought to understand how students and teachers saw flipped classrooms. The researchers' findings demonstrated that there was a favourable response from both teachers and students. Due to the increased conversation opportunities and improved time management, the teachers and students felt that the method aided the teaching and learning process.

Judging from several previous studies which only focused on the influence on students' learning abilities, student and teacher understanding, as well as the advantages and difficulties of implementing flipped classrooms, there has been no research

regarding the beliefs and practices of English teachers regarding implementing flipped classrooms in the ELT classroom. Therefore, in this study, the researchers focused on discussing this subject to find out whether teachers have a strong understanding and belief about the flipped classroom approach in English language teaching and to see whether teachers have implemented all aspects of the flipped classroom in the learning process well.

Based on the reasons above, this research aims to answer these questions: 1) What are the English teachers' beliefs about flipped classrooms in English Language Teaching? 2) How are the English teachers' practices of flipped classrooms in English Language Teaching?

METHOD

The type of this study was qualitative research. In this study, all research subjects were SMAN 1 and 2 Langke Rembong English teachers; twelve teachers from the two schools have been teaching for over two years. There were five teachers from SMAN 1 Langke Rembong, those are BJ, EF, FDS, SB, and MIM, and seven teachers from SMAN 2 Langke Rembong, FF, BD, CBS, MRAI, AR, YVRH, and MEL participated. There were two techniques for collecting data in this study: interview and classroom observation.

The interview was used to know the English teacher's beliefs and understanding about flipped classrooms, while observation was used to see the teacher's implementation of the flipped classroom in their teaching-learning activity. To interview and observe the English teacher, the researcher used the instrument adopted by Nurun Nafi' (2022), McLaughlin et al., (2016), Dunn (in Navaneethari, 2021), Persky & McLaughlin (2017) and Dewi et al., (2021). In the process of analyzing the data, researchers used the theory of Miles and Huberman involving data reduction, data display, and conclusions. In this study, the researcher displayed the

results of the data obtained on a theme and described in descriptive text and table according to aspects of the flipped classroom.

RESULT

This part presents the results of the study obtained from interview and observation.

English Teachers' Beliefs in Flipped Classroom

This study's first question relates to English teachers' beliefs about flipped classrooms. To get answers to these questions, the researcher interviewed all English teachers at two public high schools, namely SMAN 1 and SMAN 2 Langke Rembong, regarding their beliefs regarding flipped classrooms. The data related to the aspects of flipped classrooms, the statement, the sample of the teachers' beliefs, and the identification of the teachers' beliefs are presented in the following tables.

Table 1 Teachers' Knowledge about Flipped Classroom (FC)

Aspects	Statement	Sample of Teachers' Responses	Identification of teachers' beliefs	
			Having Knowledge	Lack of Knowledge
Teachers' knowledge	Teachers' knowledge of FC	1. Yes, I've heard of it. As I know, in a flipped classroom, the teacher gives material before it's discussed in class in the form of assignments	✓	

	and guiding questions.	
2.	I've never heard of it before but after explaining earlier that giving material to students before entering class I have almost implemented all aspects of it.	✓

Table 2 Teacher's Beliefs on the Benefits of Flipped Classroom

Aspects	Statement	Sample of Teachers' Responses	Identification of teachers' beliefs	
			Having Knowledge	Lack of Knowledge
Benefits of the flipped classroom	Implementing flipped classroom help students get better in learning	1. So far, I have tried the flipped classroom from last semester, and I used it in several classes. Incidentally, when I	✓	

entered the
class, it was
very helpful,
yes, it was
very helpful,
because
considering
that the
hours of
English
were
minimal
while there
was a lot of
material. I
think this
method is
very helpful
because the
children
have been
prepared
before
entering
class.

Impleme nting flipped classroo m is fun	2. It should be fun because they will be active in class because they	✓
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already
know what
is being
discussed
but in
reality, it
depends on
the
students
because we
cannot
arrange
students
according
to what we
want.

Table 3 Teachers’ Beliefs Relating to Pre-Class Activities

Aspects	Statement	Sample of Teachers’ Responses	Identification of teachers’ beliefs	
			Having Knowledge	Lack of knowledge
Pre-class activity	Material selection is in the form of a soft file	1. I usually give the students material, which can be in the form of pdf or short videos.	✓	

Sources of teaching materials	2. I take it from a book or another source, then I print it out and the students will photocopy it	✓
	3. I took the video source from YouTube, so I sent the video in the form of a link to them, I sent it to the group.	✓
The video is no more than 30 minutes in length	4. The longest video is less than 10 minutes, around 5 to 6 minutes.	✓
Setting the time limit for students to read	5. No, I don't set a time but at least they read the material at home before going to class.	✓
The material sent by the teacher can	6. Sometimes I send the link	✓

be downloaded	and they see it, sometimes I download it and share it with them.	
The materials can be easily obtained	7. If they want to photocopy the books, that's fine, but we here have provided enough textbooks in the library.	✓
The teacher gives clear instruction	8. Yes, for example, the material that I gave together with the assignment, I told them to do the assignment and it will be collected next week.	✓
	9. I'm just giving them information to just look for learning materials at	✓

		home then later in class they will still study together then they will be asked to do exercises.	
	The assignment in pre-class and in-class activities are related	10. Yes, it is clear that the assignment will be discussed according to the material next week.	✓

Table 4 Teachers' Beliefs Relating to In-Class Activities

Aspects	Statement	Sample of Teachers' Responses	Identification of teachers' beliefs	
			Having knowledge	Lack of knowledge
In Class Activities	The teachers give brainstorming	1. Sometimes yes sometimes no because it depends on the hours of study. So, if we enter for only 1 hour then just go straight.	✓	

The teachers give feedback on pre-class assignment	2.	I give feedback for the assignments they have done, sometimes after the lesson is over	✓
	3.	I do it at the end, because when we enter, we study right away, later when the material is finished, I will ask them what the difficulties were while studying	✓
Teachers ask students to work in groups	4.	Yes of course because they have to present what they worked on last week	✓
	5.	I prefer to do the task individually because in a	✓

		group only a few are active.	
Teachers give problems to start the discussion	6.	We discuss the material first, after finishing the discussion I will give them practice but individually, I usually take the practice in textbooks	✓
Teachers allow students to share their ideas	7.	For the presentation assignment, we will allow them to present the results of their answers in class	✓
Teachers help students with difficult questions	8.	To help them in class, it's the teacher's obligation, so when students have difficulty or have difficulties during the answer-sharing session, yes,	✓

			the teacher helps them, sometimes I just allow them to answer later, and then I direct them to the correct answer, usually at the end I give feedback	
Teachers summarize the material	9.	If I give a conclusion, it invites students to be involved in giving conclusions so I can know whether the students have understood the material that day	✓	

Table 5 Teachers’ Beliefs Relating to Post-Class Activities

Aspects	Statement	Sample of Teachers’ Responses	Identification of teachers’ beliefs	
			Having knowledge	Lack of knowledge
Post class activities	Teachers give	1) Sometimes I give them class projects in	✓	

assignments to students	groups depending on the material, sometimes I ask them to make a summary of the material in the form of a scrapbook, but if the material is in the form of narrative text, after we study in class, we review and see the structure, they will be asked to write a narrative text.	
Teachers give formative assessment	2) Yes, I often assess students' activeness in class. Apart from giving grades, I also give them feedback., I always direct them to actively speak English in class because English is not to be memorized but communicated.	✓

		Mistakes are not a big problem.	
Teachers give a summative assessment	3)	I also grade quizzes or tests and of course, they will be returned because if they are not returned students will feel unmotivated. But when we return to their work, we show them the score, then that will give them even greater motivation so they can study more diligently.	✓

English Teachers' Practices of Flipped Classroom

Observations were carried out to know the English teachers' practices of flipped classroom in English language teaching. There are three aspects of the flipped classroom, namely pre-class, in-class, and post-class which are the focus of the observation. The data obtained from the observation are presented in the following tables.

a. Pre-Class Activity

No.	Construct	Teachers' Practices
1.	Material selection	a. Teachers provide material in the form of videos and textbooks. b. The material given is taken from other sources. c. The average number of words in the reading material given is more than 3000 words
2.	Time required for video material	a. The Teachers give material in the form of video no more than 30 minutes
3.	Time required to read material	a. The teacher does not provide time provisions for students to read the material
4.	Material accessibility	a. Video material taken from YouTube can be downloaded, played many times, sped up, or paused. b. The video material provided by the teachers is more or less than 200 MB. c. Textbooks are readily accessible to students because the book is provided by the school. d. The material is given a week before the material is discussed.
5.	Giving clear instructions	a. Some teachers provide information related to student activities after searching for material and learning information about the material such as doing assignments in groups.

		b. The teacher provides information related to activities that will be carried out in class such as discussions related to the material. c. The teacher provides information regarding group division for class discussion the following week
6.	The Connection of Pre-class and in-class activities	a. The assignments and information given by the teacher are in accordance with the class activities in the following week

b. In-Class Activities

No.	Construct	Teachers' Practices
1.	Pre-activity	a. The teacher starts learning by greeting, praying and checking the attendance list. b. Not all teachers do brainstorming c. The teachers did not provide feedback on previously assigned assignments. d. Not all teachers ask questions related to students' difficulties while studying material at home
2.	Whilst-activity	a. Teachers start learning by explaining the material b. After explaining the material, some teachers immediately provide

		opportunities for students to present assignments given the week before. While others divide students into groups and provide problems or exercises for discussion c. Some teachers do not form students into groups and give exercises to students to work on individually. d. After giving problems, teachers provide opportunities for students to give or share their answers both in groups and individually. e. Teachers help and ask students regarding difficulties in understanding the material.
3.	Post-activity	a. Some teachers ask students what they have learned that day and then the teachers make the answers as a summary for students

c. Post-class Activity

No.	Construct	Teachers' Practices
1.	Assessing Outcomes	a. Some teachers give assignments individually, while others do not give assignments to students and go straight to the next sub-material
2.	Formative assessment	a. Teachers assess and give feedback to students when discussing in class

3.	Summative assessment	a. The teachers did not give summative assessments in class regarding the material being discussed at that time
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DISCUSSION

The purpose of this study is to know the English teachers' beliefs and knowledge of the flipped classroom approach, as well as their implementation of this approach in EFL classrooms. According to the study, it was found that English teachers lack explicit knowledge about the concept or theory of the flipped classroom. The English teachers are not familiar with the concept of a flipped classroom. After the concept is introduced and explained, the English teachers become aware of it and reflect on their teaching practices. English teachers often incorporate the principles of the flipped classroom into their teaching methods. This phenomenon highlights the discrepancy between English teachers' understanding or beliefs about the flipped classroom and how they actually implement it in their EFL classrooms.

The study's findings indicate that English teachers possess implicit knowledge pertaining to the flipped classroom approach. Specifically, these teachers may not possess explicit knowledge of the theoretical underpinnings of the flipped classroom, yet they effectively incorporate elements of this instructional model into their teaching practices. This discovery aligns with the findings of a study conducted by Lee & Choi (2019), which revealed that certain teachers may possess implicit understanding of the flipped classroom model, despite lacking explicit knowledge regarding its principles. The empirical investigation revealed that the teachers exhibited their comprehension of the flipped classroom model's tacit knowledge by implementing pedagogical strategies, including assigning pre-class videos and allocating class time for engaging in active learning pursuits. Teachers exhibited a comprehensive grasp

of the advantages associated with the flipped classroom pedagogical approach, including heightened levels of student engagement and active involvement.

Furthermore, based on careful observation of the study, the teacher effectively incorporates almost all elements of the flipped classroom approach in EFL classroom. To ensure effective communication and understanding of flipped classroom, it is important for the teacher to begin by providing clear and concise material and information about the activities planned for the upcoming week. This can be done by sharing detailed instructions, guidelines, and any necessary resources with the students. In the classroom setting, it is beneficial for the teacher to engage the students in active discussions. This can be achieved by presenting exercises or problems related to the topics being covered and encouraging students to participate by sharing their answers and insights. By following these steps, the teacher can create an environment that promotes learning and collaboration, allowing students to fully comprehend and engage with the material being taught. This finding contrasts with Dewi et al.'s (2021) research, which focused on discussions and assignments as activities during the whilst-activity, our study examined the learning difficulties that students encountered while studying the material at home. After that, students are given instructions to work together in groups.

In addition, when implementing the flipped classroom approach, it is important for teachers to support students by assisting them during teaching learning activities and summarizing the material for the students to learn better. Furthermore, during classroom sessions, teachers should provide assessments and feedback to facilitate the learning process. At the conclusion of the course, the teacher assigns a final task to the students that is directly related to the material covered. This task is designed to assess the students' comprehension and proficiency in the subject matter. This finding aligns with the study conducted by Dewi et al., (2021),

which stated that teachers consistently provide a summary of the material covered during their lessons. This is done to aid students in retaining the learning material even after the learning process has been completed.

One additional noteworthy discovery from this study is that teachers hold the belief that incorporating elements of the flipped classroom model can enhance student learning. Clark (2015) conducted research that yielded similar results. The study found that implementing the flipped classroom model led to improved student preparation for class meetings, as well as increased levels of student engagement and participation in class discussions and activities. The researcher suggests that implementing the flipped classroom model can lead to increased student engagement, higher levels of student engagement, and greater satisfaction among students and teachers.

Additionally, the study also indicates that English teachers believe that flipped classrooms have the potential to create a more enjoyable learning environment in the classroom. Another research study on the topic of using the flipped classroom approach to enhance classroom engagement was conducted by Bishop & Verleger (2013). According to this study, flipped learning has been found to offer various advantages, one of which is the enhanced engagement of students in the classroom.

The study's findings offer valuable insights into the implications of employing the flipped classroom model for English language instruction within an English as a Foreign Language (EFL) context. The findings of the study provide the multi-faceted practical implications for teaching English using a flipped classroom approach. Firstly, the identified lack of explicit knowledge among English teachers emphasizes the necessity for targeted professional development programs focused on introducing and explaining the theoretical foundations of the flipped classroom approach. Workshops and training sessions could be designed to empower

teachers with the necessary knowledge and skills to successfully implement this model in their EFL classrooms.

Additionally, recognizing and capitalizing on teachers' implicit knowledge suggests the importance of fostering a collaborative learning environment where educators can share successful strategies and experiences. Practical implementation strategies, such as providing clear materials, communicating weekly plans, and engaging students in active discussions, serve as actionable steps for teachers looking to enhance the effectiveness of the flipped classroom model in their English language instruction. Incorporating support mechanisms, like teacher assistance, summarization of materials, and timely assessments, ensures a balanced and supportive learning environment, addressing the unique challenges of teaching English in the flipped classroom setting.

Ultimately, these practical implications aim to guide educators in creating a more enjoyable and engaging learning experience for EFL students, fostering improved language learning outcomes.

CONCLUSION

This study is conducted to know the English teachers' beliefs and practices regarding the flipped classroom model in the EFL context. Theoretically, English teachers have an implicit understanding or knowledge of the flipped classroom. However, they implement the elements of the flipped classroom in their classroom teaching. These findings indicate the discrepancy between the English teachers' beliefs or knowledge of flipped classroom theory with their actual practices in EFL classrooms.

Based on the findings, it is clear that there is a lack of explicit knowledge regarding the theoretical underpinnings of the flipped classroom. This emphasizes the urgent need for professional development initiatives that specifically address this gap and provide teachers with a comprehensive understanding of the

subject. In addition, it is beneficial to utilize the implicit knowledge of teachers as a practical approach. This highlights the significance of creating a collaborative learning environment where educators can exchange successful strategies. The practical implications of implementing the flipped classroom approach effectively include the importance of clear communication, active engagement, and teacher support. The findings discussed in this study are valuable for English language instruction. They provide practical insights that can help English teachers improve their use of the flipped classroom model. The purpose of this study is to provide information and strategies to help English teachers in EFL contexts improve their professional development programs. The goal is to empower teachers and create more engaging and effective English language learning experiences for students.

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