

A Case Study on Lecturer's Awareness towards of Flipped Classroom Method in EFL Classes from Different Cities of Kurdistan Region

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Abstract: Flipped Classroom Method is one method that replaces the learning from school to home and activity in the class. It is entirely different from the traditional method. The study aimed to investigate the lecturers' awareness of Flipped classrooms in higher education. This study also aimed to what extent lecturers in the Kurdistan region are aware of flipped classroom method and its effectiveness in the EFL classes. The quantitative approach was implemented in this study because it gives a precise number. 101 English Foreign Language lecturers have participated from different cities and universities in the Kurdistan region. The data was collected through a questionnaire to measure the number of teachers aware of Flipped Classroom Method. The data have been analysed through the GOOGLE FORM approach to see the result. The study's result was that most of them are aware of Flipped Classroom and some teachers are unaware of Flipped Classroom. It also supported that FCM is an effective method. According to the result, there were some essential points for implementation in all EFL classes in Higher Education of Kurdistan, such as facilities and training for teachers and students are recommended for further study.

Keywords: Effectiveness of New Method, Higher Education, Lecturer Awareness, Flipped Classroom Method, Quantitative Method.

1. Introduction

This part is dedicated to explaining the present study and bringing up the problem and the purpose of the study. There are many different methods in education and teaching. Each of them has its own positive and negative effects, which teachers can use in managing their classes. The present study will be about one of the very crucial but not common ones in our education system in Kurdistan. Flipped classroom approach is the method that this study is going to investigate. The present study shows the teachers' awareness in Kurdistan about the flipped classroom and shows the qualities of the flipped classroom.

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1.1 Background of the Study

There is no doubt that technology has essential impacts on education with positives and negatives. Technology makes it possible for teachers and lecturers to create new methods and approaches to teaching. It is flipped classroom where recorded videos and lessons have been taken from home. Technology has made it possible to do it. There is no flipped classroom. There is more interaction between the teachers and the students in flipped classroom approach of teaching because students want to show and participate in the lesson since they studied everything at home. English is the limited time of the classes for the teachers to explain everything in detail made the traditional approach so hard, also the time for the students to get back the feedback individually from the teachers is another difficulty for the students to overcome.

The lecturers can explain what they want to teach for a long time and give more resources to FCM. Then the students can prepare themselves better and cover all the topics. They can get individual feedback from the teacher. FCM is a method in which students get the whole lesson at home through recorded videos and electronic lessons. Then they do homework and assignments at school with the guidance of teachers. It increases the student's self-working, and problem-solving, etc.

In addition, the students are more engaged with the flipped classroom in class and will have more interaction with the teacher. The flipped classroom is entirely different from the traditional approach, in which the teacher explains everything in class and the homework should be done at home. There are many different definitions of the flipped classroom, and there are many misconceptions about flipped or blended classrooms. Bergmann and Sams (2012) stated flipped classroom is an approach that makes the students stand on their own to learn. It is student-centered learning rather than a teacher-centered one. The students are given more priority to be engaged with their learning. The teachers play a guidance role in the flipped classroom. Pinnelli and Fiorucci (2015) stated that flipped classrooms give students more autonomy to study and watch recorded videos. The lessons can happen anywhere and anytime, which increases students' democratization. Another essential point about the flipped classroom is that every teacher should know about the misconception about the flipped classroom.

Misconceptions about the flipped classroom. According to Sweet (2012), many teachers misunderstand flipped classroom activities. The researcher said that the activities could be done before entering class as necessary as the teacher's activities in class. Their outside activities may be online games and online quizzes. Bergmann, Overmyer, and Wilie (2013) mentioned that most educators misunderstood that flipped classroom is just recording videos and sharing with students, staring at the videos on the screen of the computer. So that means the teachers should give lots of resources and additional instructions to the students to go in-deep if the topic. When they use the additional instructions and more resources, it helps them to understand better.

The awareness of the lecturers about the flipped classroom plays a vital role in a successful education system. Since the pandemic of Covid19, there should be new methods and approaches to teaching in our country Kurdistan. The teachers are the ones who should suggest new approaches for new situations in our educational system for delivering education.

1.2 Problem Statement of the Study

Recent situations worldwide had an impact on teaching classes or online. It makes teachers think about how to deliver the lessons to their classes in Kurdistan Region. In our educational system, teachers do not use flipped classroom approach.

1.3 The purpose of the Study

The present study aims to find out about the awareness of the lecturers and to know more about if the flipped classroom is applicable in our education and teaching system in Kurdistan or not. This study will investigate why teachers do not use flipped classrooms in their lessons. Furthermore, the study will determine if teachers know about the flipped classroom approach's existence. The main reason teachers do not use this approach often may return to their awareness of it. Therefore, applying this effective method in our education system is essential. To find out the aims, these research questions were scanned.

1. To what extent lecturers in the Kurdistan region are aware of flipped classroom approach?
2. How does this model affect the EFL classes?
3. Is flipped classroom applicable in the Kurdistan region education system?

1.4 The Significance of the Study

The essential aim of this study is to investigate to what extent lecturers are aware of an educational model in teaching. It is Flipped Classroom. The significance of this study is that the lecturers and teachers will understand more about the flipped classroom. In addition, this research helps other teachers know how effective flipped classrooms are. The study is beneficial for our lecturers to have a better vision of the flipped classroom approach. Finally, it is a resource for policymakers and curriculum designers to design the EFL curriculum in the higher education system.

2. Literature Review

The recent chapter offers a general explanation of flipped classrooms. It illustrates the history and the differences in methods of teaching. We are going to give a brief explanation of the previous study in the same field of the flipped classroom. Luckily, we have found enough sufficient information. In this chapter, there will be some other methods to understand better. This part has more about the differences between some other approaches than the flipped classroom. This part is very beneficial to know everything in detail about the flipped classroom.

2.1 General Approaches of Teaching EFL.

There are many explanations for different approaches to teaching EFL classes, which the teachers use to teach languages. There are a lot of methods and approaches for it. Each of them has its characteristics. Some of them are classic, maybe they do not need to have a high-quality technology, and some others do not. These are the most common approaches to teaching languages.

- Teacher-Centered Methods of Instruction

- Direct Instruction (Low Tech)
- Flipped Classrooms (High Tech)
- Kinesthetics Learning (Low Tech)
- Differentiated Instruction (Low Tech)
- Inquiry-Based Learning (High Tech)
- Expeditionary Learning (High Tech)
- Personalized Learning (High Tech)
- Game-Based Learning (High Tech)

These are some of the most common approaches to teaching. Direct instruction is one of the teaching methods that needs technology while applied in the classroom. On the other hand, kinesthetics learning and differentiated instruction have low technology.

Inquire-based learning, expeditionary learning, personalized learning, and game-based learning are all approaches to teaching. Each of them has some unique characteristics for teaching. So that the teachers can make and prepare a better lesson for them. In short, it seems that different methods have different characteristics.

2.2 What is Flipped Classroom Method?

There are so many definitions of flipped classroom approach of teaching that teachers use in their teaching. A flipped classroom is a method in which the teachers prepare a video or record and then send it to the students or post it somewhere. The students are going to watch the video at home and work on their own to understand the topic. Then the students prepare and select everything that they do not understand well enough. After that, students come to class to find a solution to the problems, and the teacher will check if the students have watched the video or not, throughout some activities and different games and by having games. This way of teaching may be more challenging for the students because they have to understand the lesson within the videos and the recorded. Hamre and Pianta (2005) found that it is also an interactive method for the students. The teacher will have more interaction with the students in flipped classroom methods, which will help the learners to show a better performance in their academic life. In this way, teachers evaluate their students through activities and different games. This way of teaching may be more challenging for the students because they need understand the lesson within the videos and the recorded. Nevertheless, it helps the students put more effort into learning things and understanding themselves.

2.3 The History of Flipped Classroom

The beginning of 2007 was the year that flipped classroom method was born. Colorado was the central location. Two science teachers from high school in Colorado, Bergman, and Sam, always faced their students' not attending the class. So, they started to record their lessons for the students who could not come and attend the lessons or miss the classes. So that they can watch the videos later at home. Next lesson, they do the exercise in class. The flipped classroom method (FCM) replaces the traditional classroom approach for a new age. When they noticed that not only the students who missed the lessons watched the video, but the others watched it again. The students watched the video again to remember the

information. So, this approach to teaching became one of the efficient and standard methods that teachers like.

2.4 The Difference between Flipped Classroom and Traditional Classroom

According to Oxford's findings, there are many differences between traditional and flipped classroom methods. The traditional teaching method was transmitting the knowledge from the teachers to the students. In addition, the students cannot keep engaged with the lesson all the time because the traditional method is kind of boring that the teacher is going to explain everything in detail in the class, and the students should listen to it. It means the class from the traditional approach was teacher-centered rather than student-centered. The students should do their homework at home and listen to the teacher in class.

On the other hand, the flipped classroom approach is entirely different from the traditional method. The students study the topic at home and do the exercises at school and in the classes. Medina (2008) has stated that the students get engaged in the lessons more than in the traditional classroom. A survey done among the students and the teachers investigated that most of the teachers were planning to use flipped classroom approach in their lessons again next year. The survey was from Flipped Learning Network (2012).

2.5 Benefits of Using Flipped Classroom Approach

1. Although flipped classroom has disadvantages, it has many benefits for implementation into the courses on their own.
2. It is an engaging method for the students.
3. It is also an easy way for the students to review the lesson to understand it better.
4. The flipped approach is flexible and can make it more prosperous and more developed.
5. A better performance.
6. Student-centered classroom.
7. An interactive method
8. They are learning on their own.

2.6 The Lecturers' Awareness about Flipped Classroom

The lack of awareness among lecturers about this style of teaching method is one of the main problems that teachers face. They do not know how to use it. Some teachers do not even know about this kind of approach. In addition, if they know how a magically flipped classroom helps learners achieve higher performance than the traditional method, they will surely use it. For example, one of the schools has improved their students' performance only by changing their teaching method to a flipped classroom. Nwosisi et al. (2013) found the percentage of the failure students in English changed from %52- %19, from science % 44 % 13. The result of the study proved that using new methods can incredibly impact the progression of the students' learning process. Undoubtedly, the teachers and lecturers know more about this method and see how it helps students achieve better academic performance than the other one. Therefore, they will use it, which is very important for the students to learn about the flipped classroom. The teachers and the lecturers need to be trained to implement this teaching method. The students also should know how to work on this method.

3. Research Methodology

This part will be dedicated to explaining the design and the setting of our study. The analysis of the data was mentioned too. We will select the setting, where, when, who, and how we will do the questionnaire survey among lecturers. It is good to know about the method we use for analysing and data collection.

3.1 Research Design

The present study's design is quantitative research because we collect data and data numbers, and we will survey it. This method has chosen to find the data among the participants for research. Therefore, the research will be done among many experienced teachers that can give a better and more valid and reliable result to our study.

3.2 Participants and the Setting of the Research

This study has been done among the teachers who teach English to foreign language learners (EFL). One hundred (101) lecturers have participated all over the Kurdistan region from different universities and cities (see Figure 1 among 101 teachers, there were (53.5% (54) male, 45.5% (46) female, 1% (1) not to prefer). As illustrated in the pie chart. The majority of the participants experienced lower years' experience in teaching while this number has less, as has been explained in Table 1.

3.2.1 Participants' Age:

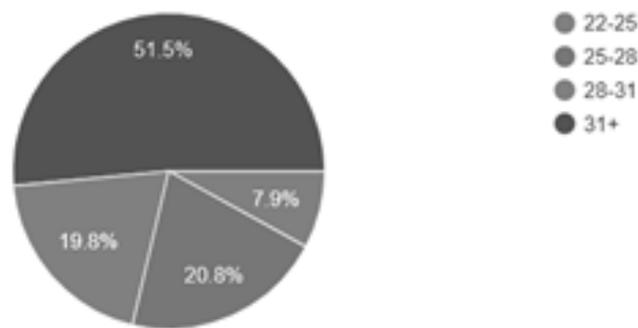


Figure 1: Participants' age

3.2.2 Participants Originality

5- Where are you from?

101 responses

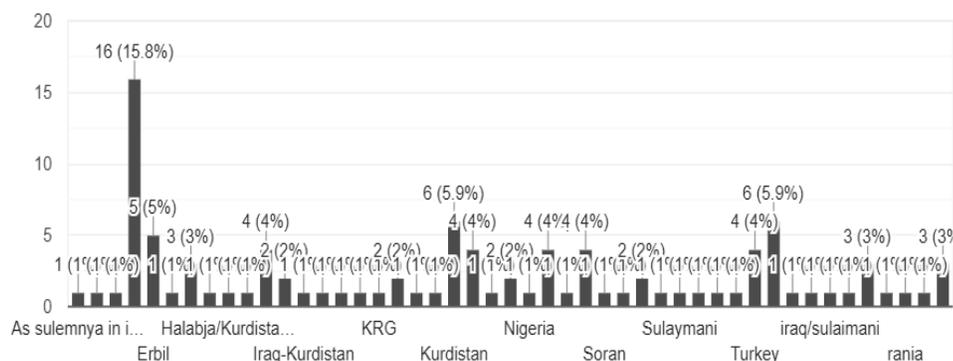


Figure 2: Where are the participants from?

3.2.3 Places of Work

Table 1: Participants' places of work

	Erbil	Sulaymaniyah	Halabja	Chamchamal	Raparin
Where do lecturers work?	45	23	12	11	10

3.2.4 Lecturers' Experiences

Table 2: Lecturers' experiences

	10 -	10 +	15 +
How many years do lecturers have experience in teaching?	76	13	12

3.3 Data Collection Tool

The data were collected by choosing some aims that we have to find out in the result of the survey questionnaire. First, some questions were chosen then we discussed if the items were suitable. Then we designed the questions by Google form. A survey questionnaire is a way of collecting data on some items and questions that determine what the participants will answer, and the answers will be the findings of the research. It helps us find the result of the study in many ways and different perspectives of the participants. The survey questionnaire positively affects the findings and makes the results more reliable and valid. According to the research questions, we have been preparing some questions to find out about the questions. It contains 26 items. It includes three parts, each of which will find something new about our

research. The first six questions of the survey are related to the participants' background information, such as the participant's age, Years of experience, Place of work, Gender, and Place of living. This information makes the result more valid and truthful. The present study has been investigated via a survey questionnaire.

The questionnaire will answer questions (1, 2, 3, and 5) to answer the first research question to show if the lecturers know what flipped classroom is or if they lack information about it. The question numbers (4, 6, 7, and 21) show that if the participants think that flipped classroom is a good method for EFL classes or not. The last questions are 8,9,10,11,12,13,14,15,16,17,18,19,20 revealing that flipped classroom is a helpful method of teaching for EFL classes. The items have been given five scale Likert (SA, strongly agree, A, agree, SD, strongly disagree, and D, disagree, neutral). The participants chose strongly agree with the point that they think is completely right and fully agree. They choose to agree if they just agree with it. Disagree means just it is not good to be used. Strongly Disagree with the points that they strongly disagree with it. Neutral means they are not sure about the point if it is effective or not.

4. Finding and Discussions

In this part, more details will be given about whether the lecturers are aware of flipped classrooms. Firstly, we learned what flipped classrooms are, and we have to know if it is applicable in Kurdistan or not. The questions will be divided into three groups; each group of research questions provides valid answers with the collected data that has been founded.

4.1 To What Extent EFL Lecturers Are Aware of Flipped Classroom Model in Kurdistan Cities

We will explain the data in different sections, and all the questions will be explained to answer the third research question. The main point of the research aims to investigate the teachers' awareness of flipped classroom method. According to what we have found in our survey questionnaire, most of the participants are aware of flipped classroom method and know how to use it. It is a piece of excellent news to find out about the lecturer's awareness of flipped classrooms.

Table 1: Participants in FCM

	Yes	No	Maybe
I know how to use flipped classrooms?	61	23	17

However, 68 participants had not taken any course about the flipped classroom, but luckily they knew about it. Nowadays, there are many ways to get more knowledge about things. That is why most lecturers have known about the flipped classroom. The study asked the participants if they had any idea about what flipped classroom was. The findings were remarkable.

Table 2: Participants' taking a course about the flipped classroom

	Yes	No
I have taken a course about the flipped classroom	33	68

Table 3: Responses' awareness of flipped classroom

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I have no idea what flipped classroom is	15	21	8	21	36

How does this model affect the EFL classes and their applicability in Kurdistan Region?

In this part, we are going to show. How does a flipped classroom affect EFL classes? Most lecturers face the problem of preparing and designing a lesson for flipped classroom approach. It is challenging to record a video containing everything about the topic and give more instructions with it to help them understand better. However, the flipped classroom is more challenging to design, but lecturers said it is more effective than traditional and lecture-based approaches. Most of the lecturers strongly support that their students can learn better with flipped classroom approach. We have found that the students can achieve better performance in a flipped classroom than in traditional classes.

Furthermore, they can progress with less period. According to our survey findings, what makes the students rely on themselves and is more challenging for them is flipped classroom approach. They work at home and should understand the lesson thoroughly before attending class. The overwhelming number of participants agreed that flipped classrooms promote students' engagement with the lesson more than other approaches. All the participants agreed that flipped classroom helps the EFL students to learn better.

The lecturers stated that they agree that flipped classroom is a suitable method for EFL classes. The lecturers can use it as a practical approach to teaching English to foreign learners. It is excellent because most of the participants did not lack techniques for using flipped classrooms. The lecturers also mentioned that they have enough knowledge about how to use flipped classrooms in Kurdistan for EFL students. Among 101 participants, 57 strongly support that flipped classrooms can be a practical approach to teaching EFL students. That shows flipped classroom is applicable for EFL students in Kurdistan too. Proof of the previous point that flipped classrooms are applicable for EFL students is question number 7 from the survey questionnaire. 73 out of 101 strongly agree that lecturers can implement flipped classroom approach in the Kurdistan education system for EFL students. Among 101 participants, 57 stated that every teacher can use the flipped classroom in their classes of EFL students.

Table 4: Effectiveness and applicability of FCM in the EFL classes

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Flipped classroom needs more effort to design lectures than a lecture-based one.	16	58	18		1
. Facing many problems when designing a flipped class lesson for the students.	12	42	35	12	0
The flipped classroom is an effective method of teaching.	11	46	30	14	0
The flipped classroom can implement in classes.	12	61	24	3	1
Students learn better in flipped classrooms.	28	37	31	2	3
Flipped classrooms enable students to self_learning.	20	47	26	5	3
Students can achieve high performance with less time and effort with flipped classroom method.	11	50	25	14	1
The flipped classroom is more challenging for students than the traditional method.	15	50	21	13	2
Students rely on themselves with flipped classrooms rather than a traditional classroom.	21	45	22	13	0
The flipped classroom can promote students' engagement.	16	54	24	4	3
The flipped classroom is more effective in EFL classes than other methods.	10	53	26	9	3
The flipped classroom has an impact on the students' learning.	12	64	18	6	1
Every teacher can use flipped classrooms in their lessons.	8	49	23	14	7
Others suggest using flipped classrooms in their courses.	25	55	17	2	2

5. Discussion

The present study aimed to know lecturer awareness of flipped classrooms at the university level. The data showed that most lecturers had a positive idea about the flipped classroom. ALRababah and Rababah (2019) investigated a study about lecturer awareness toward the FCM. The study's result has revealed that lecturers had a favourable view about implementing FCM in their EFL classes. Therefore, it is connected

to the present study. On the other hand, there was a negative view of FCM. In this study, 24 participants believed that implementing FCM does not affect teaching EFL because traditional methods are unique to the learning process. (Johnson & Renner, 2012; Ramlogan et al., 2014; & Snowden et al., 2012). On the other hand, Shimamoto (2012) stated that implementing FCM in class effectively affects the self-learning that they learn from the FCM.

6. Conclusion

Each new teaching method has its quality and characteristics for delivering knowledge from the teacher to the students. Many methods and approaches were discovered, but the weak points required a better method. The newest and most recent approach that has been founded is flipped classroom. It is a method that helps the students be more engaged and stand on their own and work themselves, rather than relying on the teacher. The present study has been researching how much the lecturers from Kurdistan know about the flipped classroom. Suppose it is applicable or can be used here or not. The results from the data were fascinating because, however, flipped classrooms had not been taught to the lecturers. However, most of them knew about it, and they had read about what flipped classroom is. The study has found that flipped classrooms can apply to the education system in Kurdistan, and the method can incredibly help the learners achieve higher performance in learning and education. It is realized that flipped classrooms could be as effective as we found in previous studies about flipped classrooms. That is why the flipped classroom is preferred for the Kurdistan education system to be used as a practical approach. Finally, most lecturers recommend implementing the method in EFL classes, which can easily involve the students in the class.

7. Recommendations for Further Study

Some tips can be used for any system of education and teaching to make the method more successful:

- The teacher should take a course about flipped classrooms in detail.
- Enriching the method by giving more instructions.
- Students should know how to study with flipped classroom approach.
- Accessible internet.
- More sources for any topic that is taught by flipped classroom.
- The students should be trained too.

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