

Feasibility of Flipped Classroom to Teach English Language at Tertiary Level in Bangladesh

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Abstract

The advent of the 4th industrial revolution has changed teaching-learning scenario in classrooms. Over the past couple of decades teaching and learning transitioned from traditional to digital platform. Today technology is an integral part of education. As a result, new approaches to its use in classrooms have become essential. The "flipped" approach is an approach that combines education and technology. This study attempts to determine the feasibility of flipped classrooms in English language teaching and learning in Bangladesh and explain students' perspectives on this approach. The data is collected using mixed method approach. Primary findings reveal that flipped classroom enhances students' learning and critical thinking skills.

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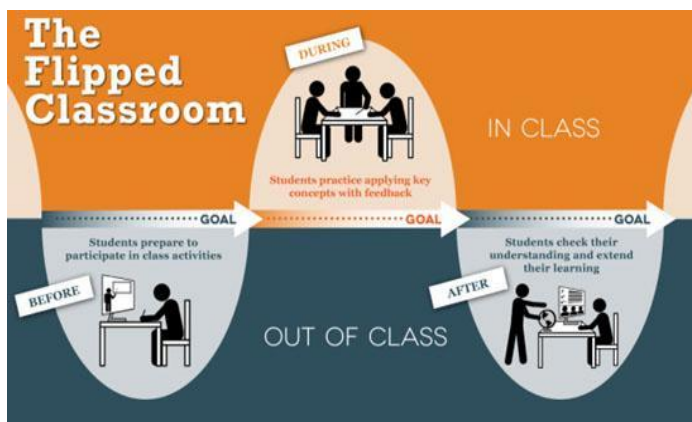
Students believe that flipped classroom may be beneficial if used efficiently beside traditional classrooms. However, network issues and lack of skills in using technology may create barriers in its implementation. This study will help educational institutions, teachers, students, and other stakeholders by shedding light on the practicality of implementation and students' perception on flipped approach.

Keywords: 4th industrial revolution, technology, feasibility, perception, flipped classroom

Introduction

The Fourth Industrial Revolution (4IR) has seen advancement in “cyber-physical systems” creating new opportunities for people and machines. Even though it relies on the technological infrastructure of the Third Industrial Revolution, 4IR has profoundly integrated technology within society and people (World Economic Forum, 2016). As advancement of technology has changed people's lives in every sphere of society, undoubtedly it has brought changes in teaching learning scenario as well. As a result, new approaches to teaching and learning are replacing the traditional methods. One such approach is Flipped Classroom (FC) Model which encourages students to learn on their own the simple and theoretical sections of a course outside the classroom hours with the help of technological tools and perform higher in classroom (Baker, 2000; Bergmann & Sams, 2012, in Ağırman & Ercoşkun, 2022).

The FC Model is a teaching strategy that reverses the traditional method of teaching in classroom (Abeysekera & Dawson, 2015 in Ağırman & Ercoşkun, 2022). It has also been referred to as “*blended learning*”, “*hybrid learning*,” or the “*inverted model*.” The flipped model was initiated to make comprehensive use of existing e-technologies, which are then combined with face-to-face learning activities (Wilson, N.D). In flipped approach students are expected to complete certain pre-learning activities online to be ready for classroom activities on campus (Reidsema et al., 2017). Unlike the traditional classroom approach where students passively attend lectures, flipped classroom allows students to learn about a subject for the first time online through short videos



or movie clips (Top Hat, 2019).

Fig. 1 Flipped design, Wilson (n.d.)

The flipped model was introduced with the purpose to help students explore more difficult or complex concepts while in class, with direct help from the teacher individually or in small group. The teachers’ task is not

only to check for students' understanding but also encourage them to practice new information by clarifying difficult ideas. In class, students can be engaged in instructional activities that will advance them towards higher levels of thinking, learning, and problem solving (Wilson, n.d.). Additionally, in FC model teachers may utilize more class time to attend individual student questions, creating a more personalized learning environment (Chernova, 2022).

The term "flipped classroom" has not only grown interest among educators but also among students (Muzyka & Luker, 2018). Learning is improved when visuals are paired with narration (Bello-Bravo et al., 2017). Technology allows students to learn at their own pace and at their convenience. Students can stop, play again, speed up, or slow down recorded lectures according to their convenience. Implementation of any new pedagogical approach in English language teaching provides teachers with insight into the best classroom practices. Educationists continuously try to identify which teaching-learning method produces the best results to ease academic advancement despite numerous obstacles (Karmakar, 2020). This study is an attempt to determine whether FC Model is able to provide better learning opportunities in English language classrooms in tertiary education in Bangladesh.

Problem Statement

The advancement of technology and its inclusion in education has transformed teaching and learning situation. However, in Bangladesh utilization of technology in classrooms is very limited. Most of the teaching takes place

through teacher centered lecture mode. Students find traditional teaching monotonous and demotivating (Freeman et al., 2014) as lectures seem to have no flexibility. A good number of students are deprived from teachers' attention. They seldom get scope to participate in class and interact with others, which hampers their critical thinking ability.

The scenario in education sector has significantly changed since the COVID-19 pandemic. Students and teachers alike have been using many online tools to teach and learn. At tertiary level, most of the learners are habituated to operating various digital tools. The adoption of flipped approach will help students make use of these tools in a more structured way. Students will learn at their own pace and develop autonomy which is supported by Mastery Learning popularized by Benjamin Bloom in the 1960's (Eppard & Rochdi, 2017).

Mastery Learning requires students to learn common, well-structured objectives. When a student fails to master an objective, remediation is required. According to Bergman and Sams (2012) cited in Eppard & Rochdi (2017) Mastery Learning supports flipped learning because it provides instruction that is differentiated, asynchronous and student-centered providing an opportunity for remediation and efficient feedback. Eppard & Rochdi (2017) argue that benefits of using flipped learning techniques include greater student autonomy and active learning.

Tertiary students in Bangladesh may also benefit from the implication of FC Model. Specifically English teaching can benefit from various resources available

online. This kind of approach will bring changes in the formal education system. Teaching will be student centered leading to autonomy lessening their sole dependency on teachers. This study therefore aims to identify the feasibility and students' perceptions of flipped classrooms.

Research Objectives:

1. To determine the feasibility of flipped classroom in learning English.
2. To explain the perceptions of students about flipped approach.

Literature Review

Hwang, Lai, & Wang (2015) posit some of the reasons why flipped learning has been adopted by several instructors. They identify that flipped classroom method alters how time is spent in and out of the classroom. It generates peer interactions and interactions between students and teachers. The effectiveness of flipped classroom was also observed at primary level in India which suggests that there has been a shift in how students think after experiencing flipped classroom (Mohanty & Parida, 2016). Chua and Lateef (2014) studied nine different Asian countries and a wide range of university fields, including engineering, computing, and medicine to measure the perception of flipped approach. Even though the idea of flipped classroom is still in its primary stage and applying the concept in schools may be difficult, nevertheless flipped classroom appears to be positively accepted all over Asia.

When class time is allocated to practice, discussion, and higher-order thinking exercises, the classes become more effective (Vitta & Al-Hoorie, 2020). Zengie (2017) finds majority of the students claimed that the flipped classroom strategy improved their understanding of the subject in a math course. Students who study before coming to class perform in class more actively as visualizations are more understandable. Also, learners could repeat to watch if they could not understand, which provides more clarification of the subject. In the same line, Elazab and Alazab (2015) state that prior understanding helps students learn better. There are many advantages, like flexibility in knowledge, efficiency in problem-solving, self-motivation in learning, efficiency in collaborating, and internal inspiration. A study by Goedhart & Westrhenen's (2019) on a 8-weeks long master's course in the Faculty of Social Sciences Policy, Communication, and Organization reveal that the students who struggle to plan and organize their workload evenly throughout the semester may be benefited by such an approach and achieve better results. Similarly, the effectiveness of flipped classroom was witnessed in Jordan by Aljaraideh (2019). Based on gender and length of study, her main goal was to find out what students thought about the flipped classroom at private institutions in Jordan, and whether there were any distinct differences in their opinions. The opinions confirmed students' (male & female) interest in flipped classroom and its benefits. Effectiveness of this approach has also been asserted in West Indies (Griffith, 2016) and Malaysia (Zainuddin & Attaran, 2015). Students expressed that they could understand lessons better. Blair, Maharaj, & Primus (2015) investigated whether the flipped classroom model enhances learning in terms of exam performance. Data

were acquired through the examination of student assessment forms and course grades and remarks made by the teachers were examined before and after the investigation. Analysis reveals that students' perceptions of the course improved slightly as a result of the flipped format and the teachers' comments reveal that they are eager to continue using the flipped format because it gave them more opportunities to deal with students individually.

The feasibility of this approach was determined in medical classrooms as well. Gillispie (2015) implemented the flipped classroom in the obstetrics and gynecology clerkship for the Ochsner Clinical School in New Orleans, LA and found the flipped classroom can be a feasible and useful substitute to the traditional classroom as this method supports millennial generation's need for active learning in a group setting. The study asserts that active learning may foster student engagement and lead to improved memory as evidenced during standard examinations. In order to bring reform in medical education, Hurtubise et. al (2015) observed that implementation of FC model provides opportunities to acquire and assess medical educator teaching competencies, implement multifaceted continuous learner assessment, and collaborate across the continuum with multi-institutional colleagues. It was observed that regardless of time, place, or pace of learning students progressed by mastering academic content. The adaptation of flipped classroom pedagogy in undergraduate nursing education evaluation reveals that the web-based educational intervention resulted in noticeable learning gains which included knowledge gains, increased motivation, and

transfer of learning into the teaching-learning practice (Youhasan, 2022).

Turan & Akdag-Cimen's (2020) systematic analysis of the trends of flipped classroom method in the field of English language teaching (ELT) revealed the rise in the popularity of flipped classrooms among researchers after 2014. The number of the studies in the field rapidly increased since 2016. These studies revealed that the most commonly studied language skills are speaking and writing skills using flipped classroom method. The method has both challenges and benefits to teach English as a foreign language (EFL). However, the findings mostly point to the benefits of the flipped classroom method, such as students' motivation and more engaged classroom discussion. More engagement in the learning process was also demonstrated in a flipped classroom at a South Korean university in college English course. This study by Lee & Wallace (2018) indicates that most students seemed to enjoy learning English in a flipped learning environment resulting in achievement of higher average scores in their final tasks than those in the non-flipped classroom.

The potential of flipped classroom application in foreign language teaching outlined its advantages over other traditional approaches (Chilingaryan & Zvereva, 2017). The advantages are: the time extension between the teacher and the student; increase of responsibility and self-reliance of the latter; personified approach to each learner; teacher's capability to create authorized mini lectures, possibility for each student to work according to his/her personal pace, using time more effectively; increasing creativity and critical thinking; potential for permanent data

archiving; positive transformation of teacher/students' role relations when a student becomes a protagonist and creator of his/her own knowledge, at the same time the teacher becomes the guide and councilor; advancement of the learner's motivation; improvement of the atmosphere in the classroom that becomes more friendly and comfortable; chance for better concentration in the classroom. Likewise, Evseeva & Solozhenko (2015) explored the flipped classroom technology and its potential for both teachers and students in language classroom and found that the experience of the flipped classroom implementation in language learning process enhances students' motivation and improves their academic performance. Implementation of this learning approach in a reading course at a university in Saudi Arabia reveal that both face-to-face and flipped classroom approaches can be equally effective in enhancing the reading skills of basic level students. Though, the students have more positive attitudes toward the flipped learning approach than society in general has toward it (Alhamami & Khan, 2019).

The flipped classroom method helps cognitive development as observed in a content-based instructional context by Kim, Park, Jang, & Nam (2017). They compared second language learners' discourse in flipped vs. traditional classrooms. The results indicate that flipped classrooms can effectively promote higher-order thinking processes and comprehensive, relevant discussions in content-based second language learning. It was witnessed that students in the flipped classroom produced more cognitive comments involving in-depth information processing and higher-order reasoning.

Vitta & Al-Hoorie (2020) found that students who prepare for the lesson before class find it easier to understand the lesson during class. As they listen to lectures at home and then practice in class, they improve their vocabulary, speaking skills, and more. Wang (2016) observed students' improved interest and enthusiasm using this approach at a college English teaching program in China. Students watched videos and teachers facilitated in class like mentors trying to make learning more efficient. Safiyeh & Farrah (2020) investigated the effectiveness of utilizing flipped classrooms on seventh graders' English language skills (reading comprehension, writing, listening, and speaking) and areas (grammar and vocabulary) at Farahat Secondary Girls' School in Bethlehem. The major findings of the study revealed that there were significant differences in English language skills. Students achieved higher scores and the most prominent improved skills are listening, speaking, and communication.

In developing countries like Bangladesh and across the globe advances in technology have a significant impact on education resulting in enhancement of teaching learning systems (Nahar, 2024). With the shift to online teaching brought about by Covid 19, it is clear that language instruction must meet the needs and expectations of students. The review of the literature that explored Bangladeshi teachers' and students' experiences of online education during Covid 19 tried to find if online education offers any solutions to the challenges that negatively affect the country's secondary-level English education. The findings reveal that this dual-mode education of blended learning can address the issues of space and time and impact the country's English language education. The blended approach can significantly reduce inequities that

characterize the English language classrooms in the country and consequently increase inclusion (Hossen, 2023).

The application and capability of flipped classroom method in English as a Second Language (ESL) learning at the tertiary level in Bangladesh is an opportunity which can enrich the language learning environment. Chowdhury (2020) finds at present E-learning is a popular concept in the education sector in Bangladesh and the implementation of blended learning program at Higher Education Institutions (HEIs) can achieve radical improvements in quality education as well as in the accessibility and cost-effectiveness of learning programs. A survey conducted by Hasan, Ibna Seraj, Fakih, & Klimova (2022) to determine the perception and attitude of undergraduate Bangladeshi students towards the flipped instructed studying method showed that the application of flipped approach improved students' grammatical proficiency indicating favorable feedback at the end of the semester. The study also reveals collaboration, improvement of relationship, use of more technology, and favorable learning environment as the positive outcome of the flipped approach. A comparative study between the traditional and the flipped classrooms conducted on EFL learners from Jagannath University and Cumilla University reveals that flipped classroom is highly positive in terms of students' satisfaction, comfort, safety and better utilization of time etc. though its widespread implementation appears below average, and it demonstrates some limitations which needs appropriate attention (Karmaker ,2021). Observing the pros and cons of the flipped classroom in an affiliated college of the national university of Bangladesh, Husain & Uddin (2024) advocate

that traditional classroom practice can be replaced with the flipped classroom approach of instruction, which is considered more effective as it is technology-friendly, student-centered, interactive, self-paced, and contains flexible instructional approach that can improve students' learning outcomes.

In order to foster digital education system in Bangladesh, Chowdhury (2020) states virtual classroom is positively viewed as an effective teaching aid because students like the file sharing option of virtual classroom. Accessibility features are also desirable as students can enter the virtual classroom any time from any place. Many studies have been done on flipped classrooms in various countries. However, as Bangladesh has embraced digital transformation, a widespread study is required to determine the feasibility of flipped approach at universities in Bangladesh.

Theoretical Framework

Eppard & Rochdi (2017) designed a framework for Flipped Learning based on Anderson and Krathwohl's (2001) revised Bloom's Taxonomy which has been synthesized with the theoretical underpinnings of constructivism and behaviorism.

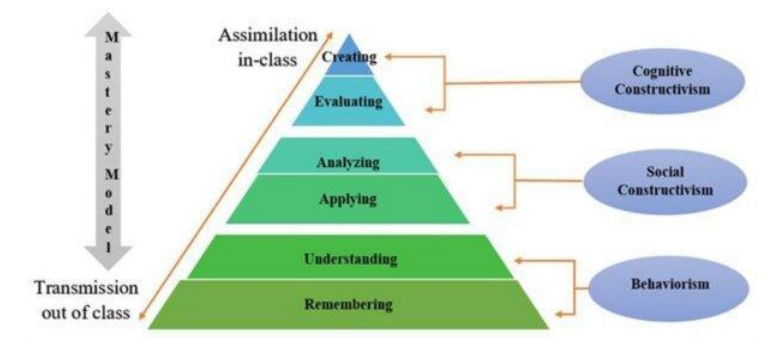


Figure 2: Synthesis of the models and theories associated with Flipped Learning

Adopted from: Eppard & Rochdi (2017)

The Bloom's Taxonomy of educational objectives leads a learner to move from lower order to higher order thinking. If flipped learning is viewed through Bloom's taxonomy, the skills highlighted at the base of the triangle – 'remembering' and 'understanding'- take place outside of class without teacher supervision. Students may watch videos several times as needed to remember information and to understand concepts. The 'information' that is needed to interact in class is the 'stimuli'. Skinner's (1974) behaviorism theory states that teaching needs to arrange properly reinforced exigencies. Instruction is more effective when (1) teachers present the material in small steps, (2) learners actively respond rather than passively listen, (3) teachers give feedback immediately following learners' responses, and (4) learners move through the material at their own pace (in Schunk,2012). These steps are important especially at the beginning of adopting a flipped learning environment.

‘Analyzing’ and ‘applying’ that are in the middle levels of the pyramid take place in class with the help of a teacher or peers and are more collaborative than the bottom levels. The proponent of social constructivism Vygotsky (1978) suggested that one’s interaction with the environment promotes learning. One’s own experiences can significantly influence the outcome of a learning situation. Peer collaboration, an important part of learning, reflects the idea of collective activity (Bruner, 1984; Ratner et al., 2002, in Schunk, 2012). Cooperative groups work most effectively when each student is given responsibilities and they must accomplish competence before they are allowed to progress (Slavin, 1995). Mathematics, science, and language arts are the common fields where peer groups are usually employed for learning which asserts the significance of social interaction in learning (Cobb, 1994; Cohen, 1994; DiPardo & Freedman, 1988; Geary, 1995; O’Donnell, 2006 in Schunk, 2012).

At the peak of the pyramid are – ‘evaluating’ and ‘creating’ – which promote cognitive constructivism as proposed by Jean Piaget (1936). According to Piaget learning is a dynamic process containing several stages of adaption to reality during which learners actively construct knowledge by creating and testing their own theories of the world (in Schunk, 2012). As students master a concept, they should ideally be able to complete tasks independently and accurately leading to autonomy. Autonomy refers to the extent to which students have choices about what to do and when and how to do it. Autonomy is related to metacognitive activities which is the strategic application of declarative (Task Knowledge), procedural (How to do task), and conditional (When & Why) knowledge to tasks.

Metacognitive skills were the keys to the development of critical thinking (Schraw & Moshman, 1995; Kuhn, 1999 in Schunk 2012). Knowledge transmitted out of classroom can be assimilated in class helping mastery of the knowledge.

Bloom's Taxonomy may therefore be a strong guideline for teachers while adopting FC model.

Methodology

Research Design	This study used mixed method design as data were collected and analyzed using both qualitative and quantitative methods. The collection and analysis of numerical data is a component of quantitative research, whereas narrative or experiential data is taken into account in qualitative research (Hayes et al., 2013). Quantitative data were collected and analyzed for both the objectives of this study while qualitative data were collected for in-depth understanding of students' perceptions of flipped classroom.
Research Area	Notre Dame University, Ahsanullah University of Science & Technology, and East-West University in Dhaka, Bangladesh.
Sampling Technique	A non-probability sampling technique called convenience sampling was implemented to select samples. This sampling technique is based on which ones are the most practical for the researcher to access (Nikolopoulou, 2022). All participants must have similar lived

	experiences of the topic being examined (Alase, 2017). Samples were selected from those universities where the researchers had access to and where flipped model has been used as those who have not experienced it cannot determine its viability.
Sample Size	The target sample size was 100, however a total of 68 respondents participated in the survey.
Research Tool	The questions for this tool were adopted from different relevant studies (Aljaraidh, 2019), (Blair et al, 2015) & (Zainuddin & Attaran, 2015) that have examined FL model. As the research is done using mixed method, the first 10 close ended questions were designed to collect numerical data and only 1 open-ended question was asked to delve into the opinions of the respondents. The quantitative questions were transferred to Google Form to create a survey questionnaire. The poll included 10 questions graded on a four-point Likert scale. The options were strongly agree/ agree/ strongly disagree/ disagree. Likert scales gather more specific data than yes/no binary responses. The one open-ended question was also included for students to write their genuine views/opinions in detail.
Pilot Testing &	Before finalizing the questionnaire, it was sent to a few students who did not belong to the

Validation	sample group but part were of the target population. Based on their suggestions, the questionnaire was revised, finalized, and transferred on a four-point Likert scale and sent to two experts for validation
Data Collection Method	The questionnaire was emailed and sent on Facebook of all respondents as part of the data collection procedure employed in this study.
Data Analysis	Numerical calculations were done to analyze close-ended questions and are presented on table charts and the open-ended question was analyzed to bring out themes which is a technique involving looking through collected data to develop, analyze, and interpret them for determining qualitative information (Braun & Clarke, 2021, p.4).

Results

4.1 FEASIBILITY OF FLIPPED APPROACH

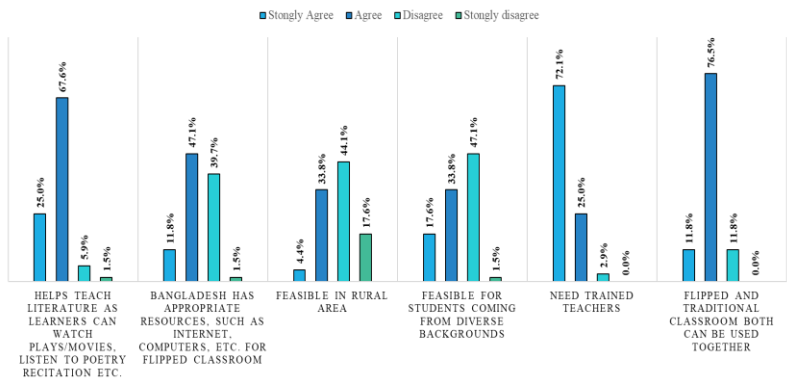


Table-1: Feasibility of flipped approach

Responses to the first question shows 67.6% of respondents agree that a flipped approach will be more effective in literature teaching. 25% of students strongly agree to this question. Whereas, 5.9% of students disagree and 1.5% strongly disagree that literature teaching will be more effective in a flipped classroom. Likewise, 47.1% of the respondents agree and 11.8% strongly agree that in Bangladesh there are appropriate resources like computer, and access to internet. In contrast, 39.7% of learners disagree and 1.5% strongly disagree that in Bangladesh there are appropriate resources to use flipped classrooms. A good number of respondents i.e. 44.1% disagree and 17.6% strongly disagree that flipping the classroom is feasible in rural areas. Though 33.8% of students still agree that flipped classrooms can be a possibility in rural areas, whereas only 4.4% strongly agree with this statement.

47.1% disagree that the flipped approach is appropriate for all student groups. Learners who have come from different backgrounds, like English- or Bangla-medium schools, have different perspectives. 1.5% strongly disagree with the question. In contrast, 33.8% agree and 17.6% strongly agree with the flipped classroom application in all sections of students coming from various backgrounds. As flipping the classroom is a new experience for all teachers in Bangladesh, they will need training to make it effective as it is visible through the opinions of 72.1% who strongly agree and 25% who agree with this question. Yet, 3.9% of learners disagree with the statement. Finally, respondents were asked if flipped classrooms could be used alongside traditional classrooms in Bangladesh. A higher number of respondents i.e. 76.5% agree that it can be used alongside traditional classrooms in Bangladesh and only 11.8% strongly agree with the statement, however only 11.8% disagree.

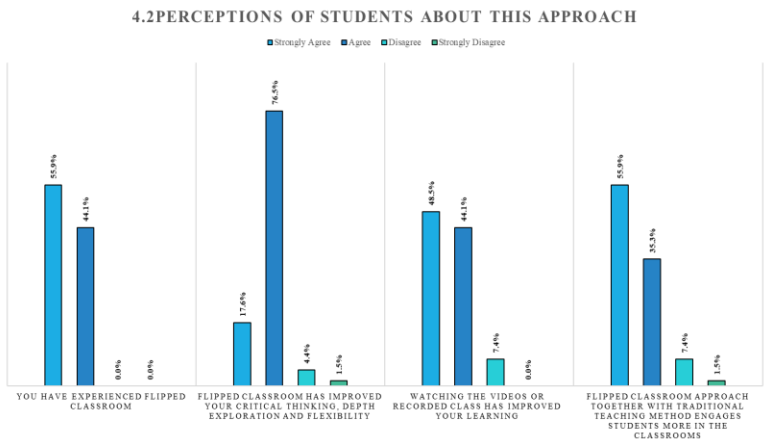


Table 2: Perceptions of students about this approach

The result of the first question reveals that 55.9% strongly agree and 44.1% agree that they have experienced flipped classrooms in their universities. 76.5% of respondents agree and 17.6% strongly agree that flipped classroom has improved their critical thinking, depth exploration, and flexibility. On the other hand, 4.4% disagree and 1.5% strongly disagree with this statement. Majority of the respondents expressed positive views about watching videos in a flipped classroom as 48.5% strongly agree and 44.1% agree that watching videos or recordings of classes helped them learn better. However, 7.4% of respondents disagree that it improved their learning. A large number of respondents i.e. 55.9% strongly agree that traditional classrooms combined with a flipped approach engage students more in classrooms. Likewise, 35.3% agree to that statement. On the other hand, 7.4% strongly disagree, and only 1.5% of respondents think that it does not engage students.

Students' opinions on flipped classroom

There are broadly two findings from the open-ended question.

Effectiveness

Students feel that the flipped classroom has enhanced their learning as it has a lot of advantages such as flexibility, ease of access, engagement, and effectiveness. Their dependency on teacher is reduced. Prior knowledge of the subject helps better comprehension in class. Online resources for improving language skills can be used easily,

such as students can listen to audios and watch videos to improve listening skills and vocabulary.

Student A shared that *"The topic becomes easy to understand in class if we learn about it before at home."*

Student B said, *"It helps to improve our performance as we can easily access the lecture given to us any time at our convenience as many times as we need and we don't have to wait for the teacher."*

Difficulties

Even though flipped classes have been found to be more effective than traditional classes, some difficulties have also been discussed, such as easy to divert attention, boredom, unsuitable/uninteresting videos, electricity/internet problems.

Student C gave a mixed review that *"Learning at home while watching videos was fun, but if teachers only rely on the videos and do not add any extra information, pretty soon students will lose interest."*

Student D said, *'Sometimes internet issues make it difficult to watch videos.'*

Discussion

The objectives of this study were to determine the feasibility of flipped classroom and students' perceptions about it. Even though Bangladesh embraces digital economy, it is still very young in the technology sector. Therefore, it is important to explore the practicality of the approaches that takes the help of technology before it can be implemented successfully.

The findings of this study reveal that even though there are challenges, students find flipped classes feasible if appropriate support with technology and proper teacher training is provided to implement this approach and can be used together with traditional classrooms as supported by Chowdhury (2020) and Karmakar (2021). Research has found that it improves language skills (Hasan et al, 2022), however the unique finding of this study is that teaching literature using flipped method could be more effective if prior to class students watch movies, dramas, poetry recitation, etc. based on the texts prescribed in their courses, they will be able to communicate better during class time which will enhance their critical thinking ability as mentioned by Chilingaryan & Zvereva (2017). Listening skills can also be improved using online resources. In Bangladesh this approach may be feasible as it has feasibility in Asian countries found by Chua & Lateef (2014).

In regards to its efficacy, it is important to understand the perceptions of students who have participated in flipped classrooms. They believe that prior learning opportunity helps active interaction in classroom resulting in enhanced critical thinking, engagement, and better performance in examinations. This is supported by the previous studies of Hwang et al., (2015), (Mohanty & Parida, 2016), Goedhart & Westrhenen (2019).Griffith (2016), Zainuddin & Attaran (2015), Blare et al. (2015), Vitta & Al-Hoorie (2020), Elazab & Alazab (2015), Aliaraideh (2019).

The flipped classroom method helps cognitive development as observed by Kim et. al (2017). Enhanced critical thinking and engagement are advocated in Bloom's

Taxonomy higher thinking skills. Since flipped method can be used to explore the study topics before attending classes, students get the opportunity to ‘remember’ and ‘understand’ the content by themselves. Once students ‘remember’ and ‘understand’ which are lower order thinking skills, they can move to higher order thinking skills, such as ‘evaluating’ and ‘creating’ through discussion and engaged participation in classroom. Cooperative learning improves students’ communication skills and enables them to build their teamwork and problem-solving skills which also lowers their anxiety (Munir et al., 2018; Anjomshoaa et al, 2022). Knowledge that is transmitted out of class can be assimilated in class leading to mastery of the skills.

If teachers use the updated version of Bloom's Taxonomy as the guideline for flipped method, teaching will effectively promote transmission and assimilation of information. Every learning and teaching environment should direct students to develop autonomy which is possible if students are able to generate, design, or produce the target language independently.

Limitation of the study

This study focused on a few private universities in Dhaka where flipped classroom approach has been implemented. Due to the limitation of time, it could not include more universities. A comparative study before and after the implementation of this approach may have provided more insightful information.

Conclusion

Students have a positive review of the feasibility of flipped classroom in English language teaching as it helps them improve learning. They feel that the flipped classroom approach has numerous advantages, such as more engagement in classrooms, development of independent learning skills, enhancement of critical thinking ability, access to resources for English language learning. Learners also mention difficulties of this approach stating that learning through watching videos and performing in class may not be appropriate for all topics.

The 4RI takes technology beyond computers and internet and tailors it to suit particular requirements of students. It provides the platform to embrace technology enhanced teaching in order to keep pace with the advanced global markets. COVID-19 has unmasked the huge possibilities of technology supported teaching. Khan & Abdou (2020) suggest flipped classroom as a straightforward but reliable emergency means which higher educational institutions in underdeveloped nations like Bangladesh may adopt during similar emergency scenarios like COVID-19 pandemic and during extreme weather alerts. The findings of this study are believed to have practical implications for a flipped approach in English language teaching classrooms in higher educational institutions.

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