

**DOĞU AKDENİZ ÜNİVERSİTESİ İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ ÖĞRENCİLERİNİN BİR HARMANLANMIŞ MOOC MODELİ OLARAK SINIF YÖNTEMİNE İLİŞKİN BAKIŞ AÇILARININ İNCELENMESİ****Bengi SONYEL\*****Mohammad Hossein Mehrzad SADAGHIANI\*\*****ÖZET**

MOOC, Kitlesele Açık Çevrimiçi Kurs anlamına gelir ve eğitim içeriğinin internet üzerinden çok sayıda öğrenciye yaygın olarak dağıtılmasına olanak tanıyan bir çevrimiçi eğitim modelini ifade eder. MOOC modeli erişilebilirliği, esnekliği ve küresel bir izleyici kitlesine ulaşma yeteneği nedeniyle popülerlik kazanmıştır. Kurum ve kuruluşlar tarafından kurumsal eğitim ve mesleki gelişim amacıyla da kullanılmaktadır. Bununla birlikte, MOOC'un pek çok avantaj sunmasına rağmen, aynı zamanda tamamlama oranları ve kendi kendine ilerleyen kurslarda öz disiplin ihtiyacı ile ilgili sorunlar gibi zorlukları da beraberinde getirdiğini belirtmekte fayda var. Bu çalışmada araştırmacılar, harmanlanmış MOOC modelinin en önemli parçası olarak ters çevrilmiş sınıfı araştırdılar. Bu araştırmanın amacı ters yüz sınıf öğretiminin öğrencilerin öğrenmesi üzerindeki potansiyel etkilerini incelemektir. Araştırma, DAÜ Yabancı Diller Eğitimi Bölümü tüm (35 kişi) 3. sınıf öğrencilerinin tamamını kapsamaktadır. Metodoloji olarak hem nicel hem de nitel (karma) yaklaşımlar kullanılmıştır. Bulgulara göre öğrenciler, ters çevrilmiş sınıf deneyimini yaşadıkten sonra evde hazırlık yaptıkları için kendilerini derslere daha hazır hissettiklerini ifade etmişlerdir. Ayrıca öğrenciler genel olarak konu hakkında kendilerini daha güvende hissettiklerini ve sınıflarında sokratik tipte sorular sormaya entelektüel açıdan daha hazırlıklı olduklarını bildirmişlerdir.

**Anahtar Kelimeler:** Çevrilmiş sınıf, MOOC model, e-öğrenme, öğrenci algısı.

**AN INVESTIGATION OF STUDENTS' PERSPECTIVES ON FLIPPED CLASSROOM METHOD AS A TYPE OF BLENDED MOOC MODEL AT THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING AT EASTERN MEDITERRANEAN UNIVERSITY****ABSTRACT**

MOOC stands for Massive Open Online Course, and it refers to a model of online education that allows for the widespread distribution of educational content to a large number of learners over the internet. The MOOC model has gained popularity for its accessibility, flexibility, and ability to reach a global audience. It has also been used by institutions and organizations for corporate training and professional development. However, it is worth noting that while MOOCs offer many advantages, they also come with challenges, such as issues related to completion rates and the need for self-discipline in self-paced courses.

In this research, the researchers explored the flipped classroom as the most important part of blended MOOC model. The aim of this research is to examine the potential effects of flipped classroom instruction on students' learning. The research included all (35) third-year students of the EMU Department of Foreign Language Education. Both quantitative and qualitative (mixed) approaches were used as a methodology. According to the findings, after experiencing the flipped classroom experience, the students explained that they felt more ready for their lessons because they already had some preparation at home. Additionally, students reported that they felt more confident about the subject in general and that they were more intellectually prepared to ask sokratic-type questions in their classes.

**Keywords:** Flipped classroom, MOOC model, e-learning, students' perceptions.

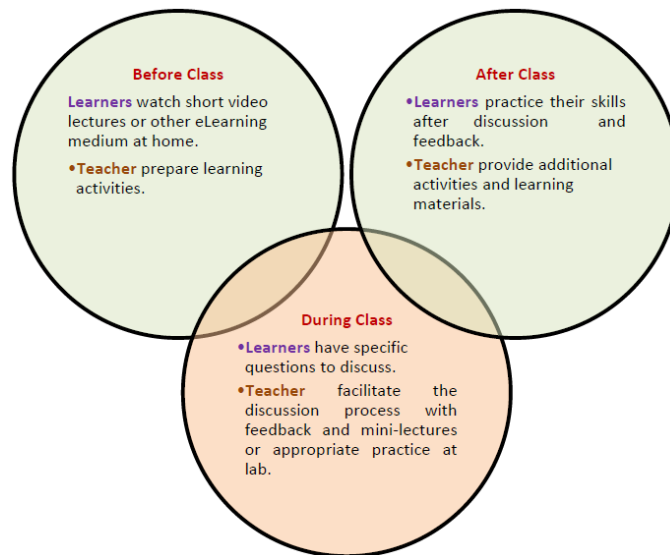
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## 1. INTRODUCTION

Nowadays, learning methods are changing rapidly with growing technology. Over the recent years, MOOC plays an important role in e-learning and higher-education because it can create opportunities for thousands of students to participate in free higher-education online. One of the most important elements of the MOOC is ensuring an education to those who are not able to go to any educational settings in person due to the several barriers. Especially for those who do not have flexible time, who have disability and some other difficulties. There is also another feature that makes MOOC more usable and workable approach for the students such as some learning environments do not have the necessary tools for those who need special programs, customized software and more. Furthermore, another advantage of MOOC as mentioned above is that it is a flexible method in which participants can access their learning material wherever and whenever and at their own learning pace. Students who are slow learners, they can take their time to understand the topic of the class; and grasp the objective much more effective than the classroom environment (Schroeder, U. D.-I. U., 2014). Providing such a flexibility, students will not only improve their success at school, but they will also improve their social interaction with others using the discussion boards. On the other hand, MOOC has some limitations. For example, although students can get together towards using the discussion boards, however, it will not let them socialize in person. It means that it is a kind dehumanized method which cause some dissocialized environment. This can be justified when MOOC is combined with Blended learning. One of the other problems of the MOOC is evaluating the students' success based on the submitted product via online. Here is the question: How do we know that it is the product that the student brought to the life (Schroeder, U. D.-I. U., 2014). Evaluating someone with the product that was submitted via an online tool will cause an unfair assessment for the others who work hard to take care of their work on their own. It also creates another issue for the instructors who are responsible of the course since there will be too many students who are enrolled and submitting their work (Schroeder, U. D.-I. U., 2014). This may be also another drawback for a fair evaluation since it may require teacher to hurry for the immediate assessment (Schroeder, U. D.-I. U., 2014). Lastly, feedback is also another issue with MOOC because teachers will not be able to give timely feedback when it is needed by the student. As a matter of fact, most students are suffering when they are trying to control their learning, and they are eagerly waiting for the response from an expert to resolve the issue they face. To overcome MOOC problems and disadvantages, researchers designed a new model to combine MOOC strategies with face-to-face strategies. Blended learning is a model to combine face-to-face strategies and online-learning activities (Friesen, N., 2012). As an example of Blended learning, Blended MOOC (BMOOC) refers to mix the classroom (e.g., face-to-face) interaction and online learning elements together as a mixed environment, considering the important factor openness courses MOOC. One of the ways to solve MOOC problem in higher education context, is the new design paradigm of BMOOC. It can resolve some of the hurdles facing standalone MOOC (Bruff, D. O., Fisher, D. H., McEwen, K. E., & Smith, B. E., 2013). In fact, the BMOOC model has the potential to bring human interactions into the MOOC environment, foster student-centered learning, provide effective assessment and feedback, support the interactive design of the video lectures, as well as consider the different patterns of participants in MOOC (Yousef, A. M. F., Chatti, M. A., & Schroeder, U., 2014). MOOC providers have already piloted the BMOOC concept within a higher education context. The overall feedback showed positive results. These include offering students with a wide range of learning materials from highly respected universities (Loviscach, J., 2013). Enhancing university reputations and achieving a sustainable competitive advantage in terms of attracting more students (Sandeem, C., 2013). According to (Kloos, C. D., Muñoz-Merino, P. J., Alario-Hoyos, C., Ayres, I. E., & Fernández-Panadero, C., 2015), there are six ways that combine traditional classroom with MOOC technologies; these are: "local digital prelude, Flipping the classroom, live teaching with remote tutoring, Canned digital teaching with face-to-face tutoring, Face-to-face and canned teaching, Face-to-face teaching with remote tutoring" (Kloos, C. D., Muñoz-Merino, P. J., Alario-Hoyos, C., Ayres, I. E., & Fernández-Panadero, C., 2015).

Ekmekci (2017) in his article stated: “Flipped learning is one of the most popular and conspicuous instructional models of recent time and can be considered as a pedagogical approach in which the typical lecture and homework elements of a course are reversed. Flipped learning transforms classrooms into interactive and dynamic places where the teacher guides the students and facilitates their learning”. Furthermore, the flipped or inverted classroom is a reconstruction of student-centered instructional models which have been already in existence for many years (Felder, R. M., 2012). A flipped classroom or inverted classroom is a learning environment that is currently practiced by the educators all around the world. Definition of the flipped classroom differs from author to author. But following definition gives a general meaning of it better than comparing to others: “Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (Bishop, J. L., & Verleger, M. A., 2013:537). The flipped classroom model is one of the instructional models that have included problem-based learning (PBL) (Crouch & Mazur, 2001). The flipped classroom is an instructional model (see figure 1) which consists of two parts, first part is out-of-class activities involve low-order knowledge acquisition often in the form of a video materials and second part in class time is spent doing collaborative (Bergmann, J., Overmyer, J., & Wilie, B., 2012; Herreid, C. F., & Schiller, N. A., 2013). (Snowden, K. E., 2012) shows there is no any difference between students achievements in traditional classroom compared with flipped classrooms.



**Fig. 1: The Flipped Classroom activities (adapted from Yousef et al., 2014d)**

However, results from another researchers show that , students who have been educated through web-based learning environments have more ethical judgment in comparison with students who have been educated through the traditional classrooms with textbooks (McManus, L., Subramaniam, N., & James, W., 2012). Findings of Long shows that pre-class learning is useful for students, and they can learn better and dipper by watching video materials out of the classroom. Also, other findings of this study show that flipped classrooms increases motivation of students to learn by themselves (Long, T., Logan, J., & Waugh, M., 2014). Therefore, flipped classrooms give chance to reduce the time of lecturing and opening up classroom time for discussion about lecture and any other interactive activities such as problem solving (Jamaludin, R., & Osman, S. Z. M., 2012). According to (Bishop, J. L., & Verleger, M. A., 2013) flipped classroom is the implementation of classroom environment and exercises at home. Also (Yousef, A. M. F., Chatti, M. A., & Schroeder, U., 2014) suggest the methods for

implementing flipped classrooms as below. This figure illustrates the activities in the flipped classroom with details (Yousef, A. M. F., Chatti, M. A., & Schroeder, U., 2014).

### 1.1 The Purpose and Significance of the Research

From the above literature review, it can be said that by implementing flipped classroom we can reduce time to lecture and leave more time to interactive activities and discuss with other students to learn deeper. Also, video-based materials are better than text-based materials and they can increase motivation in students. In addition, if this method is implemented correctly with creative assessments, students can spend their time on study at home. In the recent years, the flipped classroom plays an important role in blended learning. In details, flipped classroom is a type of blended MOOC models which passive learning activities and noninteractive lectures appear in outside the classroom and in the classroom, students spent their time on discussion and interactive activities. Research studies show that flipped classrooms can increase student motivation and achievement (Shooli,E., Esfahani,F.R. & Sepehri,M., 2022).

In the case of Eastern Mediterranean University, Department of Foreign Language Education after an in-depth observation with the instructors, there is no flipped classroom instructional model applied by them. Instructors try to use some part of the flipped classroom such as asking students to write reflections about themselves after the oral presentations however the instructional model, is not being used. Considering this issue, the specific purpose of this research is to examine the potential impacts of flipped classroom teaching on student learning. Moreover, it aims to investigate the effects of flipped classroom as a type of blended learning on the achievement and motivation of a population of third-year students from the Department of Foreign Language Education at Eastern Mediterranean University (EMU).

Several studies have been conducted on the flipped classroom in education (Curriculum Review, 2012). Till date, there are not any research carried out regarding the flipped classroom instructional model at Eastern Mediterranean University (EMU). Therefore, it will shed a light on the way instructors teach in class more effectively. While learners may benefit from the flipped classroom instructional model, it can increase learners, motivation, and achievement with the flipped classroom model. The data collected from this research also revealed to further investigate flipped classroom differences and advantages compared with the traditional classrooms. Combining the MOOC with the face-to-face settings will enable teachers to manage their classroom as if they are still in a regular educational setting. But in this method, students are still having opportunity to participate their class materials online to study at their own pace. However, they need to collaborate with their instructors and classmates at certain times. Blended learning can be applied in different versions such as “local digital prelude”. In this method, course is divided into two parts which may be called as the first semester and second semester of the year. In the first semester, the course is taken online while the second semester is covered in the classroom environment. Another version of applying blended learning is flipped classroom. In this method students can use course materials both at home and in the class with their classmates. The main material of flipped classroom is video recordings. There are various versions of blended learning. A workshop held at the University of Barcelona at annual conference about blended MOOC models. The flipping classroom model is more preferred than other models by participants of this workshop. There is no universal definition of the term ‘Flipped Classroom’. However, the flipped classroom instructional model is a type of blended learning (Garrison, D. R., & Vaughan, N. D., 2008). We may define the flipped classroom as group learning inside the classroom, and individual learning outside the classroom with use of video files (Bishop, J. L., & Verleger, M. A., 2013). In recent years the terms of flipped classrooms have become important (Strayer, J. F., 2007). In traditional classrooms learners spend their time to listen to the course and take notes while instructor teaches them (rote memorization) on the contrary, in flipped classroom instructional model, passive learning activities and noninteractive lectures are appeared outside of the classroom and in the classroom, students spent their time on reflective type discussions and interactive activities. The essential segments of flipped classroom method are that,

it is a mix of traditional instruction with constructivist learning. In this method learners are responsible for constructing their own learning; the instructor functions as a facilitator of learning process (Thaichay, T., & Sitthitikul, P., 2016).

## 2. METHOD

### 2.1 Research Methodology

This research is a case study and both quantitative and qualitative methods were used to collect data from participants. Pre and post questionnaire were applied to the participants. Moreover, Moodle as a web-based instrument used to access videos prior to each lesson for students. Students were expected to participate the class being prepared in advance from the link Moodle given by their instructor. By this way they would actively participate in class and their motivation would be encouraged. This case study aims to explore the effect of flipped classroom as a type of blended MOOC instructional models on the third-grade students of Department of Foreign Language Learning at Eastern Mediterranean University (EMU) University.

### 2.2 Population

The population of this research study is all the third-year students which is 35 in total. The aim is to investigate the perceptions of the students' regarding flipped classroom by using pre and post questionnaires and Moodle as a web-based environment.

### 2.3 Data Collection Instrument

As an initial step in the research prequestionnaire were given to students to understand their overall perceptions of the use of Moodle and after the application of Moodle as a web-based environment post questionnaire were given to them. The questionnaire was adapted from (Karimi, M., 2017) 'The Effect of Flipped Model of Instruction on EFL Learners'. Permission had been taken from the author via email in order to use the scale for the purpose of this research. The students' perceptions before and after the application were analyzed and discussed. Students were already accustomed with the use of Moodle as a web-based learning in their other courses.

Prior to each lesson a video would be posted on the Moodle and students each time were asked to watch the video and come to the class prepared. Then, having gone through the video-recorded lesson students would be able post their reflections on the Moodle account supplied to them in advance. According to (An, Y.-J., & Williams, K, 2010) benefits of using Web based (2.0) technologies in teaching include (1) interaction, communication and collaboration, (2) knowledge creation, (3) ease of use and flexibility, and (4) writing and technology skills. There are different methods of data collection, and every researcher has his/her own way of data collection. Based on their topic or case, the researchers choose different methods of data collection such as questionnaire, interviews, focus groups, observations, tests etc. In this research pre and post questionnaires and Moodle as a web-based environment were chosen to gather "The students' perceptions on their experiences in flipped classroom as a type of blended MOOC instructional model". The researchers prior to each lesson posted a video on the Moodle and students were asked to watch the video and come to the class prepared. Then, having gone through the lesson students were able to reflect their perceptions on the Moodle account which was supplied to them in advance. Additionally, students' performance (success in the uploaded Moodle activities) and satisfaction before and after using flipped classroom instructional model were analysed. The purpose was to find out whether the students' performance and satisfaction have changed for betterment after their learning experience with the flipped classroom instruction. Besides questionnaire semi-structured questions (5) were used in the research. Researchers formulated the semi-structured questions based on the purpose of this research. However, the semi-structured questions were piloted by the expertise in this field before actually applied to students.

## 2.4 Data Analysis

The quantitative findings were analysed by using IBM SPSS 24 software with the support of an expertise and the qualitative findings (students' comments) were analysed by the researchers using content analysis. Qualitative content analysis involves a process designed to condense raw data into categories or themes based on valid interpretation. This process can be done by using inductive reasoning, by which themes and categories emerge from the data through the researcher's careful examination.

## 2.5 Data Collection Period

The data collection period lasted approximately 5 months (from February till June).

## 3. FINDINGS

The questionnaire, contains 25 Five-point Likert scale questions ranging from 1 to 5 in a way that 1 representing "Strongly Disagree", 2 representing "Disagree", 3 representing "Neutral", 4 representing "Agree", and 5 representing "Strongly Agree" measuring "students' attitudes towards the Flipped Classroom Instruction". List of questions were asked to students at the pre-questionnaire stage. Students filled the questionnaires while experiencing traditional teaching methods i.e., main issues were taught in the classroom by the instructor and homework was done by the students themselves at home. Then for the post-questionnaire the same questionnaires were distributed to the students after experiencing "Flipped Classroom" (FC) method where main issues were gained and learnt by students themselves at home individually, and then the classroom was used as a place to discuss about assignments.

### a. Quantitative Results

Researchers had taken all 35 students in the Department of Foreign Language Learning. But 5 of the students were not volunteered to participate into the research. Therefore, 30 pre-questionnaires were given to the students. Out of 30 only 24 pre-questionnaires were valid to be analysed. The other 6 were not filled out properly by some of the students. Therefore, the researchers had to eliminate the 6 questionnaires. In the post-questionnaires, 16 out of 30 were returned completely by the students. In order to grasp the general gist, researchers used parametric test in order to compare the results between pre and post questionnaires by applying the standard deviations of questions (see table 1). Parametric tests are used in cases where parameters are assumed and the population distribution is always known like the case of English Language Students' at Eastern Mediterranean University. Students were tested regarding their performance in the course, motivation, delivery of the lessons, feedback, communicate, learning effectively in flipped classroom, improve academic skills and preparing/submitted H.W. In the pre-FC (flipped classroom) and post FC, there are no considerable differences in the means of points given by students before and after of FC. More than 0.5 difference is only seen in Q18 and Q19 both with decrease after FC (highlighted). However, the standard deviation of Q19 has increased after FC, showing more dispersion in answers. In general, standard deviations have increased after FC.

**Table 1: Means' and Standard Deviations' of Variables (Questions)**

Question	Pre	Post	Pre	Post
	Mean		Std. Dev.	
Q1: The flipped instruction allows me to prepare for my class in advance.	3.46	3.81	1.141	1.047
Q2: Through the screencasts/videos, I have enough time to acquire the sentence structures.	3.71	3.75	1.042	1.000
Q3: I feel more confident to ask for clarifications after watching the screencasts.	3.21	3.38	1.179	1.258
Q4: I feel more confident about my learning due to the flipped instruction.	3.46	3.56	1.021	1.209

Q5: My academic skills are better as I have more time to apply the learning in class.	3.58	3.56	1.018	1.263
Q6: I feel I am more in charge of my learning through the flipped instruction.	3.79	3.56	.884	1.031
Q7: I feel that the flipped instruction has not helped me at all.	2.58	2.81	1.018	1.276
Q8: I understand more when the teacher explains in class.	3.75	3.81	1.359	1.328
Q9: I like to write in class to get instant feedback from my teacher.	3.67	3.44	1.090	1.315
Q10: The quality of my communication skills in English has improved.	3.83	3.50	1.090	1.549
Q11: I felt more engaged in this class than in other classes I have taken.	3.04	3.19	1.233	1.167
Q12: Classroom time was used effectively.	3.75	3.50	1.032	1.366
Q13: If given the choice, I would continue learning English with the flipped classroom model.	3.25	3.38	1.113	.957
Q14: The flipped classroom model helped me feel more comfortable speaking English during class.	3.25	3.38	1.032	1.147
Q15: I feel confident participating in basic conversations in English.	3.83	3.44	.963	1.315
Q16: Online resources are helpful in learning English.	4.00	3.81	1.128	1.377
Q17: Online English activities that allow me to receive immediate feedback are helpful in learning English.	3.46	3.69	1.250	1.138
Q18: Knowledge of English grammar is important to my overall learning of English.	3.96	3.31	1.122	1.250
Q19: Knowledge of vocabulary is important to my overall learning of English.	4.29	3.75	1.042	1.571
Q20: The best way to learn grammar is to have my teacher lecture on it in class.	3.71	3.56	1.042	1.031
Q21: I prefer watching video lessons at home: rather than live teacher	3.04	3.00	1.268	1.211
Q22: I feel that the use of technology is helping me learn in this class.	3.75	3.56	1.113	1.459
Q23: I think the online videos/materials used in my English class so far are effective in helping me learn.	3.71	3.63	1.197	1.408
Q24: My English classroom provides me more opportunity than my other classes to communicate with other students.	3.63	3.50	.970	.894
Q25: I like submitting assignments and receiving teacher feedback online through Moodle.	3.29	3.56	1.301	.964

### Qualitative Results

According to the qualitative data results (Educ 116 Educational Psychology Course, Department of Education) from students' perceptions regarding the three flipped classroom videos fifteen positive, three neutrals and four negative feedbacks were received from totally eleven participants. Researchers randomly chose 11 participants out of 30. So it was a 'simple random sampling' to make generalizations about students' perceptions

regarding the flipped classroom who were enrolled in Educ 116 course. The semi-structured interviews with the participants were in English. For instance, S1 said that:

“The video helped me so much about Vygotsky’s ZPD. There were three kinds of teachers in the video....”

Similarly, S2 and S3 said that:

“This video helped me so much about this topic. There are three different types of teachers which shows the differences between teaching strategies.... It has advantages for me to understand the topic briefly by including visual aids”.

Moreover, S8 said:

“The video demonstrates topic clearly and step by step. It is really beneficial for us to dividing into groups so you can understand easily”.

S11 emphasized that:

“In this video the beneficial thing is pictures, I think. As we have seen pictures step by step in a sequence, it helps much. It is also a very clear summary of Piaget’s theory...”

On the contrary, four of the students stressed the disadvantage use of the flipped classroom as follows; S5 said:

“This video gives the key words about the topic, so this clarifies things about topic in our minds. However, we can’t understand clearly what she says in the video because she speaks fast”.

S7 and S10 said:

*“I had watched the video before I came class but actually it didn’t help a lot because topic wasn’t difficult to understand but maybe it can be useful with other subjects.... Video is very long I think most of the students didn’t spend their times on long videos before they come class. We don’t have to learn everything in here...”*

Some students like S4 and S6 were neutral regarding the effectiveness of flipped classroom. For example:

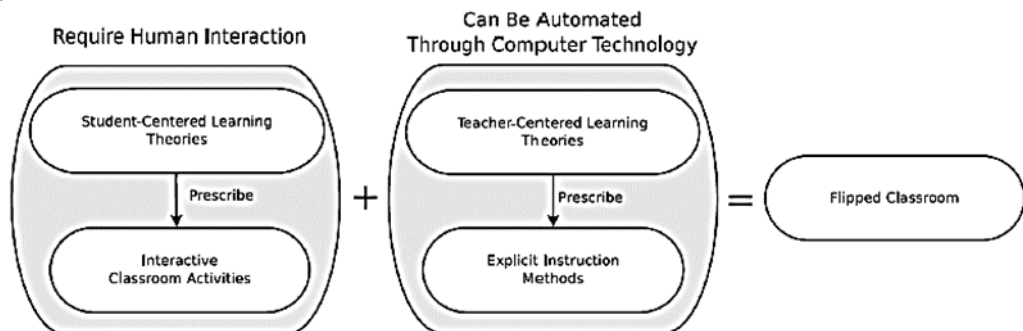
S4 said that:

*“The video is very good. It explains easy but she was talking very fast”.*

Likewise, S6 said:

*“The video gives the key words to the topic and images are very nice but the speaker is talking very quickly so it is hard to understand very well”.*

As discussed in the literature review the flipped classrooms supports students to learn better and reflect upon the activities outside of the classroom (Schroeder, U. D.-I. U., 2012). What is more, they provide learners to be autonomous in their learning (Shooli,E., Esfahani,F.R. & Sepehri,M., 2022). Learning by doing. Students have the chance to construct their own knowledge. *“Constructivism implies that knowledge is always knowledge that a person constructs, it has prompted the development of didactic situations which stress the need to encourage greater participation by students in their appropriation of scholarly knowledge”*. In short, flipped classroom environment gives students the chance to construct their own knowledge and at the same time become independent learners” (Larochelle, M., & Bednarz, N., 1998).



**Fig. 2: The Flipped Classroom (Bishop, J. L., & Verleger, M. A., , 2013)**



#### 4. DISCUSSION CONCLUSION AND SUGGESTIONS

The quantitative and qualitative findings (which were collected from the perceptions of third year English Language Teaching students), revealed that; having gone through the experience of flipped classroom, students felt more confident in their courses as they already had some preparation in advance at home. Additionally, they felt more confident in about the subject matter and are intellectually more prepared to ask Socratic type (critical thinking/higher order thinking type) of questions in their lessons. On the other hand, the findings also revealed that there are students who still believe in the effectiveness of traditional method of instruction and need the physical proximity to comprehend better. They believe that it is the teachers' job to explain everything and to make things easier for them. It seems that if the educators want to use the new methods of teaching, which have proved to be more useful compared to traditional, than they need to inform their students of the new trends in instructional approaches (McManus, L., Subramaniam, N., & James, W., 2012). They need to inform the students explicitly the benefits of self/professional development of using the latest technology in teaching/learning in order not to become fossilized.

Furthermore, most of the students indicated that flipped classroom motivated them in a way that; after watching the videos at home they felt more curious and involved to follow up on the subject matter they were studying. Students reflected that they understood the effectiveness of the flipped classroom and believed that if they had a choice, they would select the flipped classroom because of the amount of exposure to instructional materials and degree of engagement it provides.

After conducting this research, as reflective researchers it can be said that just introducing new trends in instructional approaches to students might not be useful. Learners need to be taught the reasons, theories and advantages behind using that new approaches. Otherwise, they might have negative attitude towards the use of new approaches and prefer to use the old traditional methods. In under developed countries (countries with centralised education system), flipped approach is still a new concept in the field of education and it needs a lot of work both on how to use it and how to familiarize students with it. According to the findings, more research needs to be conducted on how we can approach more reluctant students who might be technophobes and also further research needs to be conducted on the psychological readiness of learners as well.

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