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ADOPTING A FLIPPED EFL LEARNING CLASSROOM IN HIGHER EDUCATION: KNOWLEDGE AND PRACTICES

Abstract

Higher education environments have witnessed the introduction of new pedagogies due to the wide spread of information computer technologies. The "Flipped Learning" teaching approach represents another facet of Blended Learning where the traditional and the virtual instructions are harmoniously combined in an inverted classroom. Yet, the events that generally occur during class time occurs at home such as introducing materials, lecturing, note taking…etc, and what is intended to be completed at home as assignments and home works occurs during class session. This offers a teaching/learning environment that enhances students' learning outcomes, and makes an efficient use of class time. Because this innovative approach has proved efficient in multiple EFL settings, developing teachers' knowledge and practices about how to flip their EFL courses is deemed necessary. This descriptive exploratory study digs deep in Flipped learning methodology to uncover what literature has to say about the what(s), the why(s), and the how(s) of this teaching/learning approach to enable EFL teachers overcome the major challenges that hinder the appropriate implementation of a Flipped classroom.

Keywords: Blended Learning, EFL Flipped Classroom, EFL Learners, Flipped Learning Model, Higher Education, Information Computer Technology (ICT)

1. Introduction

With the emergence of Information and Computer Technology (ICT) practices in universities, the higher education system is under a continuous change. "Advancing digital technologies within the higher education sector are challenging both the pedagogical stance of traditional didactic teaching seen for decades within universities and equally offering dynamic and innovative opportunities for student learning" (O'Flaherty & Phillips, 2015, p. 86). As the traditional face-to-face (F2F) instruction proves its failure in satisfying individual learner's interests and preferences, it becomes, then, "inevitable that methods of teaching and learning should include e-learning components that are based on the computer environment and include proper preparation for the 21st century skills" argue Martin and Madigan (2006, p. 201).

By merging the best features of F2F interaction with the online delivery of educational context where the latter becomes a natural extension of classroom instruction, a new mode of instruction delivery is created which is referred to as Blended Learning (BL). This new teaching/learning paradigm that varies for students and teachers ways of interacting, sharing, collaborating and asking questions either in real-time via Synchronous modality; or allowing more time for student reflection via asynchronous technologies support (Bonk & Zhang, 2006) fits by then the wants and needs of both teachers and learners. The BL starts to gain prominence in higher education. As noted by Garrison and Vaughan (2008, p. 85), it is the

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synchronous and asynchronous connectivity and collaboration made possible through BL designs that portend a transformation of teaching and learning in higher education.

The wide spread of BL approach in university education (O'Flaherty & Craig, 2015); sets the ground for a new model of classroom design labeled as the "Inverted" (or Flipped) classroom (Strayer, 2012). In Flipped Learning model (FL model), the notion of classroom-based learning is inverted in that students are introduced to materials and lectures before coming to class, at home, via distant online learning. Class time is, then, devoted to expand students' understanding through problem solving activities, and classroom discussions with their peers and their teacher as well. On that account, the traditional trans-missive lecture is removed and replaced with active in- class tasks and pre-/post-class work (Abeysekera & Dawson, 2015).

To make use of technology so that EFL instructors at tertiary level do less 'teaching' in the class and focus more on group work and task based learning in the lesson, a flipped classroom seems the key solution. For the sake of facilitating the implementation of an EFL flipped classroom, this paper that is more descriptive and exploratory in purpose digs deep in the literature of the use of FL model in education. Henceforth, the focus will be on revisiting concepts, focusing on the main features, prerequisite, limitations and teaching/learning challenges, and the appropriate design of a Flipped classroom.

2. Review of Literature

2.1The Growth of Flipped Learning Model

The concept of flipped learning has a lot to do with the contributions of Eric Mazur' "*Peer instruction*" model of teaching/learning (Farmer, 2018). This Professor of Applied Physics at Harvard University brought a modification on classroom teaching/learning instructional design in 1991. He asked his students to prepare and understand the materials to be covered before getting to the classroom. Once in class, they started directly analyzing and evaluating the material via peer interaction. At first, this new model was not referred to as the flipped classroom; rather, it was named as "Peer Instruction" (Mazur, 2013). This approach basically provides an interactive-based teaching for instructors and a collaborative learning strategy for students in and out of the classroom. Mazur did not rely on recorded videos as it is the case of nowadays Flipped classroom; yet, he utilized the text book.

Another factor that contributes to the wide spread of this new model is *Khan Academy*, a generously funded project that provides open educational video resources on a variety of subjects" (Davies et al., 2013, p. 565). For these scholars, Khan Academy is one of the most prominent examples of online resources for flipping the classroom[1]. Salman Khan, Brazilian educator and the founder of the Khan Academy in 2006, leads a movement of classroom redesign, or better say "Turning the Classroom Upside Down". In his article that was published in "Wall Street Journal" on the 9th of April 2011 entitled "Turning the Classroom Upside Down", Khan considers that his online videos contributed a lot in changing classroom practices. For him "the online videos have given students and teachers the power to 'flip' the traditional classroom: Students can hear lectures at home and spend their time at school doing 'homework' – that is, working on problems", Khan argues (ibid).

Despite the fact that "the inverted classroom design has been around for decades as teachers have required students to read course material before coming to class and engage the concepts

[1] http://www. khanacademy. org/

at a deeper level during class" (Strayer, 2012, p. 172), it gained interest among scholars and educators starting from basic levels of education to higher ones.

2.2Defining a Flipped Learning Model

Effective instruction and accurate assessments require a thorough understanding of what constitutes Flipped Learning (FL model) because how we define a construct determines and influences to a large degree the way to measure it. The Concise Oxford English Dictionary (2001, p. 546) recognizes flip/ flipping/flipped as to turn over or cause to turn over with a quick, smooth movement.

When the principle of turning over something has been applied in education, the result is a Flipped or Inverted classroom. Thereupon, when the events that have traditionally taken place inside the classroom take place outside the classroom and vice versa, we are referring to inverting the classroom, postulate Lage, Platt and Treglia (2000, p. 32). Others regard the flipped classroom as a model of BL where the best of both Face-to-Face (F2F) and online strategies are combined to create an innovative and effective learning experience for students (Strayer, 2012). This scholar considers FL model as "a specific type of blended learning design that uses technology to move lectures outside the classroom and uses learning activities to move practice with concepts inside the classroom" (ibid, p. 171).

Besides bearing the same characteristics of BL approach, FL classroom course differs from a BL classroom in that the asynchronous instruction precedes the synchronous instruction. According to Bishop and Verleger **(**2013), this course use activities made up of asynchronous web-based video lectures that are perceived by learners before class. During F2F contact, students are involved in discussion, analysis via synchronous communication. What is implied is that FL model does not necessarily refer to a mere re-arrangement of activities, it represents expansion of the curriculum and all the instruction students ever get (ibid). To support this stand, Abeysekera and Dawson (2015, p. 5) consider that it is via the manipulation of computer technology and the Internet such as video recorded lecture available online or on a CD/DVD, that the information-transmission component of a traditional lecture is moved out of class time and replaced by a range of interactive activities designed to entice active learning.

In this study, FL model classroom design implies the flipping of the traditional lecture. At first, students are directed to online video lectures where they will receive online instruction about the topic to be worked on in class as part of their homework. Once in class, students engage in applying, analyzing, and evaluating the newly acquired concepts in group work where student-to-student interaction is supervised by the instructor.

2.3Flipped Classroom Distinctive Features

In the traditional classroom, the instruction design followed is to teach new knowledge to develop students' initial understanding in class; once at home, students task is to read more related material to the topic of the lecture and then engage on problem solving tasks as part of their home works. Different from this design, the FL model as an innovative pedagogical approach calls for having students acquire basic information through lectures, reading, and other sources outside of class, and put them to work on challenging, high-level cognitive tasks during class (Talbert, 2012).

As a matter of fact, Flipped classroom teaching methodology is marked by a set number of characteristics. According to Abeysekera and Dawson (2015, pp. 5-6), a Flipped Classroom is marked by:

a. "*A change in use of both classroom time and of out-of-class time*" in that the "home works" that traditionally used to be done out-side the classroom are done in class; conversely, the activities that traditionally used to be fulfilled in-class are executed out-of-class.
b. "*In-class activities have a different focus*" in that they emphasize active learning, peer learning, and problem solving;
c. To facilitate in-class activities in an inverted approach, "*pre-class activities*" are prepared;
d. As an expansion to the in-class activities, "*post-class activities*" are provided;
e. "*the use of technology, especially video*" is an important feature in a Flipped classroom.

From the above listed characteristics, it seems that not all aspects of flipping the classroom are particularly new (Davies et al., 2013). For instance, in some traditional classroom-based teaching approaches, teachers orient their students to prepare the assigned materials prior to class. This means that the idea of flipping the classroom is not totally new (Pardo et al., 2012); however, it gained prominence due to advances in ICT. These technological advances facilitate for educators the task to manipulate a variety of instructional tools that can be utilized by students outside the classroom (Davies et al., 2013)

2.4. Flipped Learning Model: Changing Concepts

For an appropriate understanding of a FL model, certain concepts need to be clarified mainly for teachers who would like to deal with this approach of course design at any level of instruction.

2.4.1 Flipped Learning Model: Four Pillars

"*Flipping a class can, but does not necessarily, lead to Flipped Learning*" (Flipped Learning Network, 2014). Instead of letting students prepare the input material by their own, the ICT tools facilitate students-teacher's interaction during the pre-task activities through their access to lecture videos whether recorded by their instructor or downloaded from the websites prior to the class; while the class time is devoted to collaborative activities, projects, and discussions (Bergmann & Sams, 2012). Departing from this assumption, in 2014, the Flipped Learning Network (FLN)[1] provided a new definition to FL model making through it a clear cut between Flipping the class and Flipped learning.

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. FLN (2014)

This means that flipped learning is a new pedagogical approach that does not necessarily refer to a mere classroom rearrangement often utilized by some teachers in traditional classrooms. To put this definition into practice, all the needed is designing a classroom that fits the characteristics of a FL model. This objective is achievable if teachers incorporate the four pillars F-L-I-P™ into their practice where **F** represents "***F****lexible Environment*", **L** symbolizes "***L****earning Culture*", **I** displays "***I****ntentional Content*", and **P** embodies "***P****rofessional Teacher*" (ibid).

The FL model establishes a "***F****lexible Environment*". Similar to a BL, in a FL model, the instructor creates flexible spaces permitting students to choose the time when to learn and the place where to learn. Besides, when flipping their classes, teachers are flexible in their

[1] FLN's board members: Aaron Sams, Jon Bergmann, Kristin Daniels, Brian Bennett, Helaine W. Marshall, Ph. D.,and Kari M. Arfstrom, Ph. D., executive director, with additional support from experienced Flipped Educators.

expectations of student timelines for learning and in their assessments of student learning (Ibid).

The FL model sets a strong basis for "***L****earning Culture*". The FL model guarantees the shift from a teacher-centered approach where the teacher is the source of knowledge to a learner-centered approach where learners are thoroughly involved in exploring topics and building knowledge during in-class time (Ibid).

In a FL model, instructors use ***"I****ntentional Content"*. To involve learners in an active learning environment that develops the students' cognitive level of understanding, teachers should take full advantage of classroom time. This can be achievable when departing from the intention of utilizing various tools that fit student-centered learning methods such as peer instruction, active learning strategies…etc according to the students' grade level and the requirements of the subject matter (Ibid).

To reach the objectives of a FL model, the need is for a "***P****rofessional Teacher*". As his role in this new teaching/learning environment is to supervise learners' learning at home and in class via multiple tasks such as providing online material input, observing and evaluating learners' learning cognitive progress and providing immediate feedback, FL classroom design success necessitates certain professionalism in the characteristics of the instructor (Ibid).

Hence, Flipped Learning does not necessarily mean flipping the classroom. It is an educational approach where four elements represent the essential ingredient in a successful Flipped Learning. Since then, teachers should seriously consider them when designing a Flipped classroom.

2.4.2. Flipped Learning: A Reversed Taxonomy

In education, a taxonomy is a framework for classifying objective statements of what we expect or intend students to learn as a result of instruction (Krathwohl, 2002, p. 212). In "the Revisited Bloom's Taxonomy" (Krathwohl, 2002, p. 212), Anderson and Krathwohl rearrange the levels of thinking by including action words that describe the cognitive processes by which students come across and work with knowledge. This revised version provides a complexity hierarchy were the cognitive processes are ordered from simple remembering to higher order critical and creative thinking (Noble, 2004: 194).

Remembering, Understanding and Applying as cognitive processes represent the Lower Order Thinking (LOT) levels. At this stage of cognitive processing, learners manifest their capacity to recall previously learned material, to grasp meaning, explain, restate ideas, and to use learned material in new situations. The Higher Order Thinking (HOT) that is defined as the expanded use of the mind to meet new challenges (Rajendran et al., 2008, Cited in Heng & Ziguang, 2015) starts when the learner is involved in solving learning problems that require "*Analyzing*", "*Evaluating*", and "*Creating*". At this elevated level of thinking, the learner manifests his/her ability to separate material into component parts and shows relationships between parts. When becoming able to analyze materials, s/he exhibits a more complex ability requiring him to judge the worth of material against stated criteria, being able to evaluate. Reaching the top cognitive level of thinking, creating, the learner's capacity to put together the separate ideas to form new whole, establish new relationships is manifested.

The necessity to develop HOT for university students is deemed crucial because at this level, students are required to utilize high skills of thinking to make decisions, solve problems, and know how to learn (Heng & Ziguang, 2015). "All students are capable to think, but most of them need to be encouraged and assist to think logically and analytically" argue Heng and Ziguang (2015, p. 68). To provide students with more opportunities that enhance

the progress of the HOT levels, the FL model follows a reversed taxonomy as it is displayed in Figure 1.

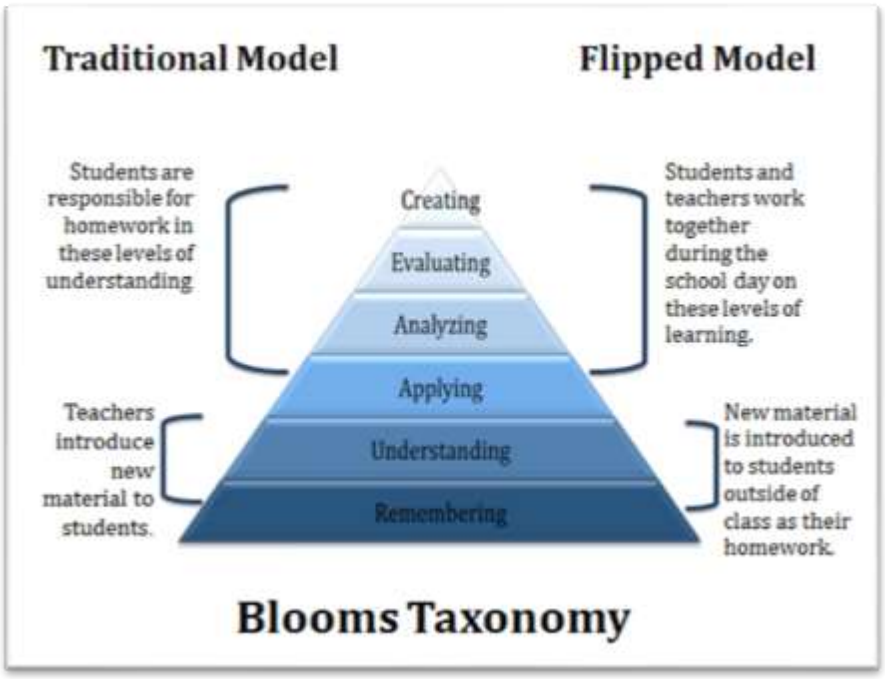

Figure 1

Flipped Learning Model[1]

We notice from the above figure that FL model follows a reversed taxonomy when compared with the traditional model. Different from the teaching/learning process pursued in the latter where the LOT cognitive levels of learning (remembering and understanding) are practiced in-class; in the FL model, they are targeted outside the class time. Via watching online recorded videos, or readings materials, learners are introduced to the related basic knowledge and key concepts before getting to the class. When LOT levels are developed at home, teacher could easily supervise the progress of the HOT levels of thinking, postulate Krathwohl and Anderson (2010) (Cited in Güvenç, 2018, p. 424). This means that the learner's ability to manifest higher cognitive processing such as applying, analyzing evaluating and creating are under the instructor's control and observation within a FL model course design.

As the online instruction, a major component in a FL model course design, aims at facilitating the progress of the LOT skills, supervising the HOT progress is quite doable. Studies dealing with the combination of technology and instruction reveal that implementing technology in the courses, especially making use of computer or Internet mediated platforms enhances the quality of instructions and enriches critical thinking skills of the learners" (Caner, 2012, p. 21). Due to the fact that the HOT is a major component of critical thinking and creative thinking pedagogy (Chinedu & Kamin, 2015), adopting a reversed taxonomy in a FL classroom would help in checking directly during classroom F2F interaction the growth of students' critical thinking.

[1] Adapted from: Beth (2013) How I Flipped My Classroom. Norfolk, NE: NNNC Conference, 2013.

2.4.3. Flipped Learning: Adopting New Roles

The classroom design in FL model creates new challenges for both teachers and learners. Due to the fact that what used to be done in class is done at-home, FL model reverses teacher-student roles both inside and outside the classroom. Since then, these new tasks necessitate the adoption of new roles.

2.4.3.1.Teacher's Role

The teacher's role in a flipped classroom has remarkably changed in this new educational setting. According to Bergmann and Sams (2012, p. 14), the teacher is no longer the presenters and the deliverer of information; instead, s/he takes on more of a tutorial role centered on helping students. In that, instead of standing in front his students and lecturing, he needs to be professional and skilled in order to observe how learners are learning (FLN, 2014). To fit his role in a FL classroom; the teacher fulfills a multiple tasks.

a.***Course-designer and Materials Provider.*** According to Davies and his associates (2013), "the teacher's role as course designer shifts somewhat from structuring in-classroom time to providing learning resources that can be consumed asynchronously as needed". In setting up the course content, he records a short version of the lecture and then makes it available online.

- ***Anticipate Students' Questions***
- ***Pre- assessing Students' Understanding to the Course Content***. It has been recommended by Zappe et al. (2009) that instructors should briefly review flipped course content with students at the beginning of class through some activities just to ensure that the majority of students have sufficient understanding of the materials (cited in, Tully, 2014, p. 10). Talbert, a leader in flipped classroom instruction, uses clickers to conduct a quick quiz on the pre-class material at the beginning of class time. This helps him to be more responsive to his students' specific needs, and enables him to determine what to be done in-class to meet learners 'needs (Demski, 2013).

a.***Prepare In-class Activities Promoting HOT Growth.*** Since the acquisition of the lower order thinking skills is completed before attending the class, during the class session his task is mainly centered on supervising and evaluating learners' learning cognitive progress. This objective is achieved via the design of activities that stimulate active learning. "Group work, authentic communicative tasks, peer instruction, interpretation of information to create new meaning, research and inquiry, problem based learning, meta-reflection and instructional scaffolding are intrinsic elements of flipped pedagogy in student-centered learning spaces" postulates Mohan (2018, p. 4).

b.***Providing Immediate Feedback when Necessary***. This implies supervising learners' learning at home and in class via multiple tasks such as providing them with online material input, giving immediate classroom feedback…etc necessitates certain professionalism in the characteristics of the instructor (FLN, 2014).

2.4.3.2. Learners' Role

In traditional learning, the students' role is limited to attending class and carefully listening to their teachers' direct instruction. Because the FL model is a learner-centered approach, student transforms from passive receiver of knowledge to active promoter of knowledge (Ozdamli and Asiksoy, 2016). To fulfill his role appropriately, a student participating in a FC should do the following:

- Be responsible for acquiring new content knowledge prior to coming to class by means of first exposure (Bergmann & Sams, 2012). When watching online videos, students are allowed to obtain the content in their own time and at their own pace (Velegol et al., 2015).

➢Despite the fact that there is no difference between the traditional approach and the FL approach as far as the syllabus and teaching materials are concerned, the main distinction lies in the way students follow in accessing the syllabus and the teaching materials (Butt, 2014, p. 34). In order to make students gain more benefit from the online recoded lectures, developing students' ability to pause and rewind lectures is primordial prior to any FL model program (Bergmann & Sams, 2012).
➢Students should be encouraged to re-watch portions that were unclear to them or prepare for later course assessments (Velegol et al., 2015).
➢Take full responsibility for their learning during class time. By means of active learning, students are by themselves managing their own learning via practicing those concepts that they have pre-learned outside of class. According to Talbert, students are required to be active agents of their own learning, rather than rely on the expertise of their professor (Demski, 2013).

2.5. Importance of Integrating EFL Flipped Classroom in Higher Education

The need for innovative teaching methods that offer EFL students more opportunities to be exposed to English so that to enhance their English skills makes from FL model the target. Mainly flipped classroom is proved to work best in subjects such as science, math, and foreign language (Bergmann & Sams, 2012).

Kang (2015) flipped his general English course where twenty four EFL university students were involved. Findings proved that the classroom displayed statistically significant changes both grammar and vocabulary knowledge which was not the case for the participants under the control condition. In their investigation into the effectiveness of the flipped teaching mode in the English pronunciation course, Zhang and his associates (2016) mixed research design certified that FL mode is more effective in teaching pronunciation than the traditional mode. In another study where researchers (Hsieh et al., 2016) explored the benefits of the FL model for learners of English as a Foreign Language at university level, it has been found that this teaching/learning approach is an appropriate instructional design for teaching English as a Foreign Language. This innovative model motivated the participants to learn English idioms and to improve their oral ability. Additionally, Alsowat' s (2016) research findings proved that FL model is effective in increasing students' foreign language higher order thinking skills, engagement and satisfaction. The distinctive features of FL model instruction overload it with numerous benefits that are not achievable with traditional instruction.

➢"*FL model advances learners' self-regulated and increases their learning motivation*". In a study conducted by Huiying (2017) investigating for an efficient teaching mode for the Basic English course in flipped classroom; it has been found that students under FC condition display a positive attitude towards this new mode. The latter is proved to act as an effecient method in students' language learning process in both their self-study ability and motivation.

➢"*FL model promotes HOT skills*". Since, higher forms of cognitive work as analyzing role-play scenarios and creating role-plays are accomplished in the classroom with the support of peers and the instructor, students' cognitive growth is enhanced (Li & Suwanthep, 2017). The importance of developing students' HOT skills at tertiary level is mainly related to the fact that research literature proved that students who are trained to think critically demonstrate a positive impact in the advancement of their educational pursuit (Chinedu & Kamin, 2015). A good example of activities that boost EFL students' critical thinking is to separate them into groups where they are given a task to perform as writing a poem, a role-play, or make a video (Dunn,2014).
➢"*FL model develops in students to be self-responsible about their own learning*". Flipping the classroom establishes a framework that ensures students receive a personalized education

tailored to their individual' needs (Bergmann & Sams, 2012, p. 6). Since a FL model is one type of BL, the learning environment in this kind of classrooms can accommodate students who have different expertise levels, prefer different learning strategies and who are self-directed learners (Dennis, et al. 2006). Mazur (2013) confirms that students' excitement towards the collaborative projects they would apply to the real world motivates them to learn the content of the subject before class time. "This driving motivation for learning then becomes an intrinsic one rather than an extrinsic one. It's amazing how well it works" (Cited in Demski, 2013)

- "*FL model creates a learning environment that satisfies students' needs for autonomy*". With asynchronous access to lecture material, Arnold-Garza argues (2014), this autonomy also means that student learning diversity can be supported. By allowing more time for student reflection via Asynchronous technologies support (Bonk & Zhang, 2006), students become more autonomous because they are allowed to review information or to pause and re-process it again. For those whose assimilation of the online input is generated, they are ready to move on to the next concept (Arnold-Garza, 2014). This new classroom approach utilizes in-class time to encourage students to be active participants, so that, student needs for autonomy and competence are advanced (Abeysekera & Dawson, 2015).

In a nutshell, these few listed benefits make FL model a promising approach that EFL teachers could rely on. The different classroom challenges faced in EFL setting such as passive learning, lack of motivation, lack of interest during lecture time and other problems could solved if EFL teachers are ready to adopt a FL approach.

2.6.Putting a Flipped Classroom into Practice: Overcoming Challenges

In the light of what has been said so far, it seems easy to implement a FL model classroom design. First, an online recorded lecture is to be viewed by learners at home where a basic knowledge is to be developed prior to the class session. The class time is, then, devoted to engaging learners in a deep analysis and evaluation of this newly acquired information. Expanding their learning by transferring it to new situation out of the classroom walls would mark the post-classroom activities. However, when putting this theory into practice, many limitations may stand as real obstacles for the ongoing of a FL model classroom design especially during the first two phases.

2.6.2.Pre-class Challenges

As a pre-class learning, students watch online lectures either recorded by their teacher, or from other online sources. The success of this phase is mainly based on how much students could benefit from the content of these videos; so that to get ready for the in-class activities. The task of recording online videos seems requiring certain additional skills from the teacher. For Milman, (2012) among the limitation in a FL model implementation is related to the quality of the videos that may be very poor. The latter may stand as a hindering factor in the progress of the LOT skills because without a sufficient understanding of the basic concepts developed before class, students could not engage in HOT tasks while in-class. Yet to certify teachers, Ozdamli and Asiksoy (2016) say that it is not necessary to be a professional video producer to implement a FL model. Teachers could overcome this problem by using any source that explains the subject (PDFs, recorded sounds, websites) Ozdamli and Asiksoy (2016, p. 100).

Another hindering factor during this phase is that students sometimes are not sufficiently prepared for the in-class activities. "Students may not watch or comprehend the video and therefore be unprepared or insufficiently prepared for the more engaging activities during Face-to-face" postulates Milman (2012, p. 86). To get rid of this problem, Dorussen, et al. (2015), advised teachers to record short videos of fifteen to twenty-five minutes and their

online lectures should be concise to facilitate for their students the task of understanding (Cited in Farmer, 2018, p. 16).

To develop the notion of doing at-home preparations is a "pre-requisite" for a deep in-class learning experience, providing students with incentives is proved efficient (Tully, 2014). For this scholar, incentives such as earning points for completion of a quiz or other assessment is another key component in the success of FL model classroom design.

2.6.3.In-class Challenges

Clarifying concepts and solving problems represent the main target of this phase. During this phase of instruction, "the teacher will discuss with the students by analyzing and solving the problems to realize an efficient comprehension of the teaching content" explains Huiying (2017, p. 1734). Hence, the class time is devoted to engage students in activities and tasks that help them to deeply assimilate the material which was covered in the online lecture. The major problem faced at this stage is when the teacher takes for granted that all students are able to view the video lecture on their own computers; however, sometimes the conditions under which the videos were viewed are not the best for learning any concepts Milman (2012, p. 86). As a result, furthering the students' understanding of the material by engaging in HOT tasks is slowed down during F2F interaction.

To overcome this frustrating situation, students should be asked to complete a pre-class test or survey in order to find out where the gaps in their understanding are before engaging in the in-class instruction (Framer, 2018). Or, the teacher may employ a checkup quiz with a mini-lecture to verify students' understanding of the videos before engaging in classroom activities (Kang, 2015) because when students' level of understanding is determined before in-class instruction, the teacher can prepare, review or adjust the planned class session as needed (Farmer, 2018, p. 16).

Despite the increasing importance of the flipped classroom approach in educational setting, in some cases not having access to internet at home stands as a major barrier for the ongoing of flipped learning pedagogy. Besides seriously regarding those shortcomings before flipping any EFL course, when the teacher adequately links the three phases of the course by making sure that the in-class activities and assessments are related to the content covered in the short videos, the stated learning outcomes could be easily achieved.

3.Conclusion

The need for a teaching pedagogy that could address the wants and the exigencies of the 21st century students makes from FL model the mostly wanted. This model of blended learning that marks a shift from the one-size-fits-all lecture model where all students are exposed to the same learning experience to a new one that is accommodated to students who have different expertise levels, who prefer different learning strategies, or who are self-directed learners. When lecturing is moved outside the classroom via asynchronous technologies support and the learning activities are used to move practice with concepts inside the classroom, EFL students become more responsible about their own learning, enlarge their language acquisition beyond the bounds of the classroom, and develop their critical thinking by making good use from in-class time. To help their students gain these benefits, EFL teachers are requested, not only, to develop their knowledge about FL pedagogy but also to carefully consider researchers' recommendations on how to overcome the main challenges when flipping their courses.

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