

# What Does Flipped Learning Approach Look Like? Inspecting the Effects of the Flipped Learning Approach on Kurdish EFL learners' Motivation level and English Language 4 Skills

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كيف يبدونهج التعلم المقلوب؟ فحص آثار نهج التعلم المعكوس على مستوى تحفيز  
متعلمي اللغة الإنجليزية كلغة أجنبية باللغة الكردية و٤ مهارات اللغة الإنجليزية  
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أخذ نشاط التعلم لتعلم اللغة الإنجليزية كلغة أجنبية مع تقدم تكنولوجيا التعليم مناهج وأساليب مختلفة. من بين هذه الأساليب المختلفة ، يمكن لهذه الدراسة مناقشة التعلم العملي من خلال استخدام أنظمة إدارة التعلم ونهج الفصل الدراسي المقلوب. على سبيل المثال ، في طريقة التعلم المعكوسة ، يشاهد المتعلمون مقاطع فيديو تعليمية خارج الفصل الدراسي وينفذون المهام أو يشاركون في الأنشطة داخل الفصل الدراسي. في حين أن العديد من المدربين تحدثوا عن تأثيرات نهج التعلم المعكوس ، إلا أن هناك بعض المستندات التجريبية حول ما إذا كانت هذه الطريقة يمكن أن تعزز معرفة المتعلمين باللغة الإنجليزية. شارك ٣٠ متعلمًا كرديًا في اللغة الإنجليزية كلغة أجنبية في دورة اللغة الإنجليزية كلغة أجنبية في الدراسة في المعاهد الخاصة. تم جمع الإحصائيات حول هذه الدراسة من إنجازات المتعلمين في أربع مهام رئيسية ، وإجاباتهم على أربعة اختبارات ، وتقارير المدرب حول دوافع المتعلمين في تعلم اللغة. تكشف الاكتشافات أن المتعلمين في طريقة التعلم المعكوسة تقدموا في متوسط درجات في آخر أربع مهام مقارنة بنهج التعلم غير المعكوس. على الرغم من ذلك ، حددت التحقيقات أن الحد الأقصى من المتعلمين في هذه الدراسة بدوا للاستمتاع بجو أسلوب التعلم المقلوب. ومع ذلك ، كشف الباحث أن المتعلمين في نهج التعلم المعكوس يمكن أن يشاركوا أكثر في عملية التعلم مقارنة بمن يتبعون نهج التعلم غير المقلوب **الكلمات المفتاحية:** نهج التعلم المعكوس ، تعليم اللغة الإنجليزية الفعال ، تعزيز متعلمي اللغة الإنجليزية كلغة أجنبية باللغة الكردية

## Abstract:

Learning activity of EFL learning with the educational technology progress take various approaches and methods. Among these different methods, this study can discuss practical learning through the use of learning administration systems and the flipped classroom approach. For instance, in flipped learning method, learners watch educational videos outside the classroom and implement tasks or participate in activities inside the classroom. While numerous instructors have discoursed the influences of flipped learning approach, but there are a few experiential documents approximately whether this method can really enhance learners' English language knowledge. 30 Kurdish EFL learners participated the EFL course in the study in the private institutes. Statistics about this study were collected from the learners' accomplishments in four main assignments, their answers to four examinations, and the trainer's reports on the learners' motivation in progression of their language learning. Discoveries reveal that learners in the flipped learning method progressed more average grades in their last four assignments compare to the non-flipped learning approach. Though, investigations specified that maximum learners in this study looked to take pleasure from flipped learning method atmosphere. However, the researcher revealed that learners in the flipped learning approach can involve more in the process of learning compare to those in the non-flipped learning approach. **Keywords:** Flipped learning approach, effective English teaching, Enhancing Kurdish EFL learners

## Introduction:

The conception of the flipped learning approach is a new method in learning area and particularly adaptive learning. The flipped learning approach has been progressed by instructors Bergmann and Sams (Bergmann, and Sams, 2012). They adapted it to control the requirement to deliver after school to assist learners to be able to obtain what they lost while they were absent in campus attendance.

Flipped learning approach has appeared as an exclusive method which contraries in the role of home assignments and class actions. In traditional education, learners obtain novel knowledge in the classroom through lecture, and training it at their home via homework. In flipped learning method, the learners acquire knowledge at home, by seeing videos created via the instructor, then training skills in classroom, that the teacher can effortlessly observe learners' questions about the process of learning language. flipped learning method gives "a dynamic and interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (Abeysekera and Dawson, 2015). While learners make assignments earlier by seeing the trainer's videos and instructions after that they go to classroom, and they acquire their assignments and learn effortlessly since they can stop, backwards, and playing again of an important part of the videos according. Instructors have encouraged flipped learning approach learners, and demanding that they provide learners more chances to motivate in dynamic learning procedure, since this method inspires learners in cooperating and increase level of actions. At the same time, educators can have more period to observing learners' activities and giving them necessity feedback to learners (Fulton, 2012). Furthermore, in flipped learning approach, the component of time is adapted

animatedly, concentrating on in classroom conversation, group projects and solving of problems to assist learners' demands of what they have educated and promote their rational competences (Hwang, Lai, & Wang, 2015). Flipped learning method reveals knowledge of learning progressions that happen throughout classroom period, where learners dynamically contribute in collaborative assignments and the trainer gives direction when required (DeLozier & Rhodes, 2016). Some educators believe that the activities of group learning focus on a diversity of reasons, like assignments difficulty, past proficiency and learner participation to group activities (Kirschner, Paas & Kirschner, 2009). In term of flipped classroom atmosphere, this research required learners to participate in both online learning and attendance in classroom physically to learn knowledge. The flipped educational approach used in this research was a learner-centered method, where learners enthusiastically contributed outside the classroom in useful and collaborative work to practice listening, speaking, writing and speaking skills.

### **Flipped learning method as transforming from traditional learning approach to the new learning approach:**

Flipped learning method as a new method to the teaching context in this era, the flipped learning method criticizes the conventional methods of schooling in which educators were careful about the only source of information, and did not care about the roles were nominated to learners (Freeman et al., 2014). Guo (2019) reveals that a flipped classroom is a pedagogical approach that inspires learners' dynamic contribution, enhances assistance from instructors to learners in the process of learning, and increase more unrestricted time in class room. The conventional classes are educator-centered that is opposite with the student-centered approach point of view about schooling and learning (Brooks, 2002). The flipped learning approach is educational method which helps the values of individualized-distinguished learning, student-centered education. flipped learning approach is individualized method since learners want to learn through their experiences and steps in the process of learning. It is student-centered since classroom period are adapted to share in motivating actions, in this new approach role of the educator transforms to organizer and monitor, permitting learners to enhance their activities. In flipped learning approach, learners receive autonomy for their learning procedure; classroom period is unrestricted from educational learning and teaching, permitting for a diversity of actions, cooperating work, and interactive debate. additionally, learners have excessive motivation for actions, enhancing learning procedure (Rajesh, 2015). (Howitt and Pegrum, 2015) declare that the flipped learning approach create additional workload for both instructors and learners. Instructors might encounter many obstacles to change a traditional learning approach into a flipped learning approach. Flipped learning approach are diverse from old-style learning approach in the forms and sorts of actions, for instance: Cooperative and share of knowledge learning activities are essential in Flipped learning method, since the learners share what they know about the process of learning with each other. Cooperative learning approach (CLA) is mentioned as an influential method of dynamic learning process (Prince, 2004), that involves students in learning procedure by dynamic contribution in learning atmosphere (Lee, 2014). Knowledge and communication instruments, like social webs, and online learning are used as effective method to progress of the CLA in recent years (López-Yáñez, Camacho-Nieto, Aldape-Pérez, & Argüelles-Cruz, 2015). Web apps like google meet are used to create learners' motivation outside the class in the flipped learning approach that can improve cooperative learners' knowledge, particularly while working together in diverse positions, and adapting diverse online instruments (Liu, Tao, Chen, Chen, & Liu, 2013). Students use technology as chance to like extra cooperative activities learning by diverse online apps. Online cooperative learning is identified as a learning procedure that learners work with each other online to investigate knowledge by requiring what they learn in the flipped learning approach (Hwang, Lai, & Wang, 2015).

### **Output and input in flipped learning approach:**

Scholars have tried to focus on output factors of learning process. (Wen, 2008) suggested the "Output-driven/Input-enabled" approach is a method that directs students to follow input, and input allows students to gain output. However, educators provide (1) scheming reliable output assignments that progress the student's aptitude (2) adapting proper assignment-based inputs to improve student's knowledge (3) giving proper output support to advance student aptitude (4) present specific information instead of general propositions (Wen, 2013). Wen's educational approach can used practiced in flipped learning method perfectly. Researchers reveal any experiential learning that involves students in interaction is thought to develop chances for second language learning, researchers have revealed that, while students adapt their interaction via conversation, these opportunities are improved significantly (Long, 1985; Pica, 1994; Pica,

Holliday, Lewis, Berducci, & Newman, 1991). Flipped learning approach uses technology tools for outside-the-class information and learning (Herraid & Schiller, 2013), and demanding learners to see videos and adapting other web apps. The most essential steps are carrying information outside the class. In flipped learning approach, educators require learners to see pre-recorded video objects before attendance in class (Abeysekera and Dawson 2015). Through the development of technology instruments, the flipped learning approach like a novel method to combined knowledge was familiarized to schooling context wherever educators can store some class time via eliminating the essential schooling core of lectures outside of the classroom.

## Advantages and effectiveness of the flipped learning approach for learners:

Some educators and scholars have debated the advantages of flipped learning approach. For example, Bergmann and Sams improve the flipped method, declared that the method exceeds restrictions (e.g., opportunities, and learners' responsibility, time, space,) and permits learners to explore classroom resources anytime and anywhere whether a web joining is existing. Bergmann and Sams also focused that "the flipped classroom is offering students an individualized education". (Brinks Lockwood, 2014, p.18) designated that the flipped learning approach could grow learner's rational competences (e.g., analysis, combination, assessment, researching. etc.) Researchers find that flipped learning approach can propose many benefits for educators and learners. For instance, adapting dynamic learning plans in classroom provide educators to comprehend better learners' education methods and problems. Flipped approach is used to adapt classroom period more efficiently and productively; and to get the learning requirements of various learners by collaboration (Fulton, 2012; Roehl et al., 2013). The benefits of a flipped learning are concerned with main advantages that (a) extensive effort is used to make and organize learning resources and actions, specifically improving quality of flipped videos, and (b) learners can be workable to do the duties of the requested assignments at home and derive to contribute in intentional doings (Herreid & Schiller, 2013; Milman, 2012). The next study questions direct the research and for examining the influences of flipped approach on Kurdish EFL learners' education of English language, I prepared three study questions:

1. How were the influences of the flipped learning method on Kurdish EFL learners' studying of English language?
2. How did Kurdish EFL learners' studying of English language comprehend learning English language in a flipped learning method?
3. What was the flipped method role on Kurdish EFL learners' stimulation in the learning of English language?

**Methods:** This research used multi-approach to attain qualitative and quantitative data, and intended at replying the study questions.

**Participants:** The contributors were 30 Kurdish EFL learners in this research in intermediate level at private institutes of English class. The contributors were between the ages of 17 and 18. The contributors studied English language for five years through private institutes and their English experience was measured to intermediate level. To certify the reliability of the procedure, I selected flipped learning approach and non-flipped learning approaches of sectors due for beginning of the course. Since the characteristics of course registering, selecting of random sample was not due for this study. The learners in the flipped units were attention at the start of their class that they would be contributing in the research program. Whole the learners offered their agreement and comfort to contribute new approach of learning English language. In first examination, utmost learners uttered that they were not confident in speaking and listening in English language but they thought that listening was very important because of its strong relationship with speaking skill

**Research design:** The project was planned to progress learners' aptitudes in English language, the research adapted (Cutting Edge), it establishes to learning of English language, it is used for English language learning in Kurdistan academic centers widely. With combined DVD substantial and modern mechanisms. (Sara Cunningham, January 17, 2013). The book which I selected for its reliable value of academic. The individual assignments and the group tasks varied in course. individual assignments, that was tasked at start of the course, each learner in both the flipped and non-flipped learning approach was asked to give a 3-minute personal narrative about his or her life. Table 1. Stage-detailed process about flipped learning approach for learners and educators

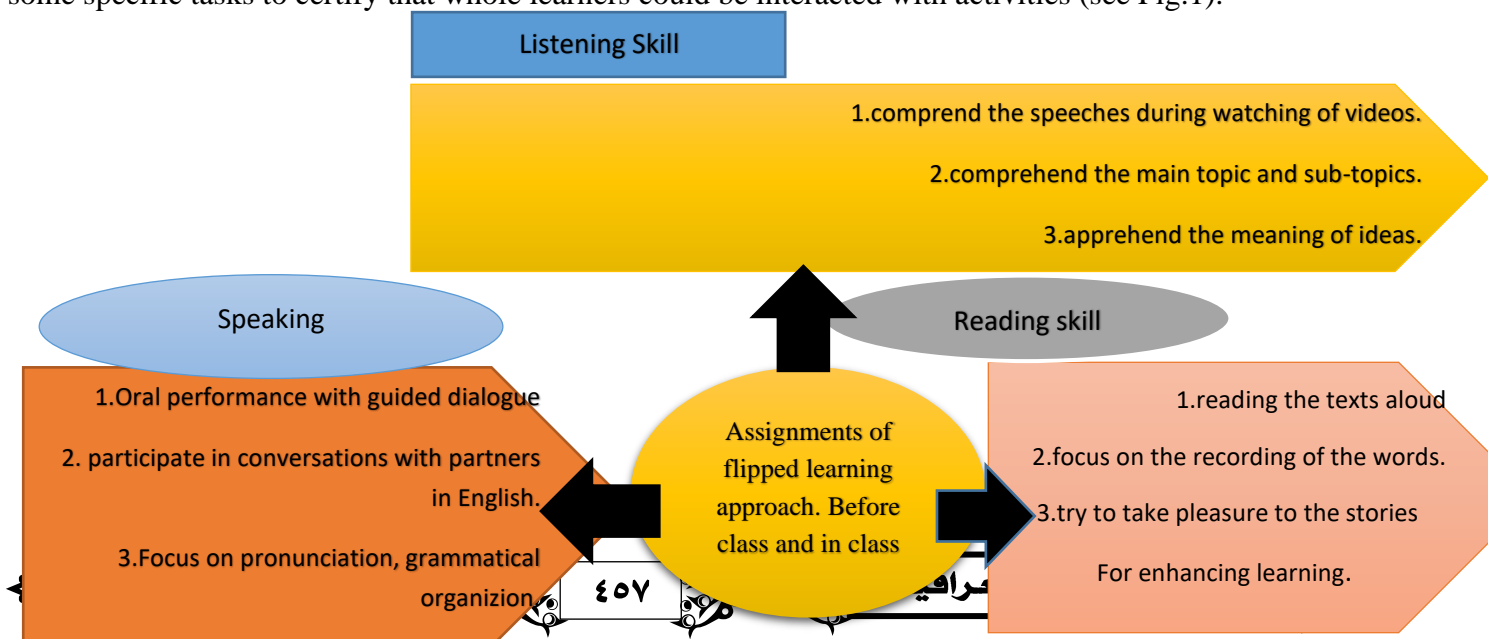
|        |           |                        |                      |
|--------|-----------|------------------------|----------------------|
| Skills | Educators | Individual assignments | Individuals in group |
|--------|-----------|------------------------|----------------------|

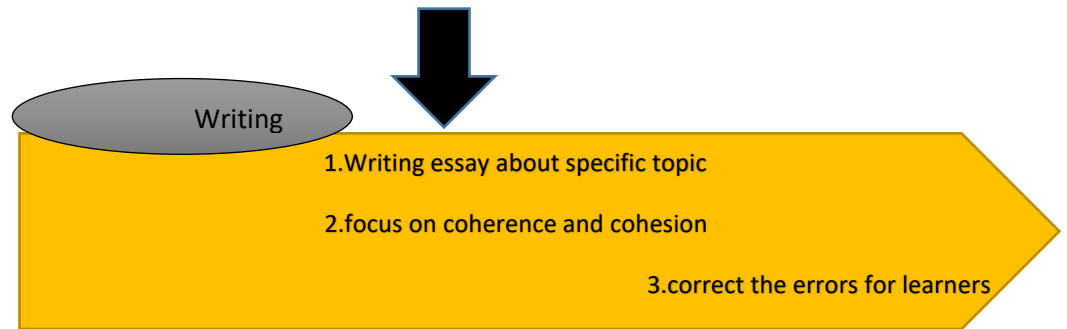


# What Does Flipped Learning Approach Look Like? Inspection

|           |   |  | assignments  |
|-----------|---|--|--|
| Listening | Teachers create assignment videos constructed on the listening.   | learner watches the informational videos through of classroom period, and at home  | learners associate and found an individual online cooperation group.   |
| Writing   | Educators provide learners' writing tasks, correct errors in their written task   | (1) Each individual student writes a short essay that learned from the book and videos.<br>(2) learner writes feedback about his/her experience of learning to associates. | (1) learners draft their lines of the guided writing techniques through discussion together in the group<br>(2) learners put written text in the LINE group.                           |
| Speaking  | Educators provide learners' speaking tasks, correct errors in their pronunciation in the verbal task while also providing feedback to them. | Each learner participates in the face-to-face actions, joins group or pair debate, express reflections, and creates uttered performances.                                  | learners present their directed negotiations and numerous group actions with the educator revising learners' utterance and pronunciation and other groups noticing during performance. |
| Reading   | Educators provide learners' reading topics, correct errors ,also providing feedback to them.  | Learner uses (Cutting Edge) Reading skills and reading aloud to improve their cognitive of learning language.  | Reading aloud the short stories in the textbook, English for Life: Intermediate: Student's Book: General English four-skills course for  |

The application of the flipped learning approach supported via performance a number of actions. Flipped learning setting, learners were guided to watch educational videos during outside of the class. The informational videos included tapes of whole lessons, and create a source of short videos for four skills course. This novel method helps learners to study during their own time with their own experience before the class period, after class period for preparation, for dialogue, actions, and interaction together for the sake of enhancing their knowledge (Bergmann and Sams 2012; Kvashnina and Martynko 2016; Kurt 2017). For sake of creating a cooperating, motivating flipped learning environment, the educator created some specific tasks to certify that whole learners could be interacted with activities (see Fig.1).





**Fig. 1** A summary of the assignments before, and in class in flipped learning approach.

**Data Collection and Procedures** The statistics data to this research derived from several sources. First, the statistics originated in the procedure of learners' successes in four main assignments. Second, the educator managed a test for each skill. At start of the semester, the first test was directed to assemble data about learners' level of language and their purpose for the course (What they want to obtain from the course). After four main assignments (for instance, learner performance for improving their speaking level, writing task, etc.), the second examination was assumed to survey the learners' believes about learning English language in a flipped learning method. At the end of the course, the third examination was directed to assemble the learners' believes about the flipped learning method. The second and third examinations include four questions on whether the learners enjoyed or didn't learning English language in a flipped approach and justify with enough evidence, the amount of period that they watched the recording videos, the total of period that they expended in studying the lectures, and their propositions about the flipped method.

### Data Analysis:

For data explanation, the study consumed both quantitative and qualitative data. To comparison the learners' learning conclusions of the flipped and non-flipped learning approaches, the study consumed SPSS statistics 25 with an assurance level of 95% ( $p < .05$ ). The comparison of the means between the two approaches, flipped and non-flipped learning approaches were proved consuming two independent t-test. The study transformed each learners' raw grades on the four assignments to rate (out of 100%). Moreover, the learners' tests were both quantitatively and qualitatively investigated. Furthermore, the researcher scored learners' successes on the four skill assignments.

### Finding:

**Key finding 1:** The research findings reveal the learners' enhancements in the flipped and non-flipped learning approaches and their believes of the flipped learning method after completing the course. The learners in the flipped learning method presented better results in four skills in their last scores compare to those in the non-flipped learning approach. By way of Tables 2,3,4,5 show, the rate last score of the learners in the flipped learning method enhanced compared to those in the non-flipped learning approach.

**TABLE 2**

Flipped and Non-Flipped Classroom Average Speaking Assignment Grades

|                               | N  | Mean    | St. Deviation | t-test  | Sig. |
|-------------------------------|----|---------|---------------|---------|------|
| Non-flipped learning approach | 30 | 63.4333 | 10.63723      | -12.139 | .000 |
| Flipped learning approach     | 30 | 69.3667 | 10.59760      |         |      |

**TABLE 3**

Flipped and Non-Flipped Classroom Average Writing Assignment Grades

|                               | N  | Mean    | St. Deviation | t-test  | Sig. |
|-------------------------------|----|---------|---------------|---------|------|
| Non-Flipped learning approach | 30 | 61.2333 | 10.09842      | -13.373 | .000 |
| Flipped learning approach     | 30 | 70.2667 | 12.94444      |         |      |

**TABLE 4**

Flipped and Non-Flipped Classroom Average Listening Assignment Grades

|                               | N  | Mean    | St. Deviation | t-test  | Sig. |
|-------------------------------|----|---------|---------------|---------|------|
| Non-Flipped learning approach | 30 | 63.5333 | 10.52004      | -10.381 | .000 |
| Flipped learning approach     | 30 | 67.7000 | 10.00741      |         |      |

**TABLE 5**

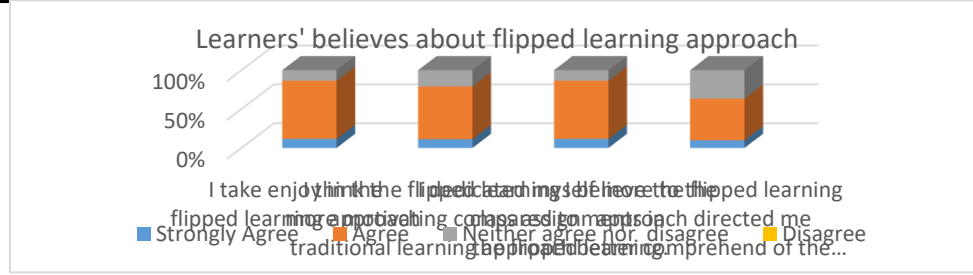
|                   | N  | Mean    | St. Deviation | t-test  | Sig_ |
|-------------------|----|---------|---------------|---------|------|
| Non-Flipped Class | 30 | 64.6000 | 9.85271       | -13.380 | .000 |
| Flipped Class     | 30 | 67.7245 | 10.23841      |         |      |

Tables 2, 3, 4, and 5 reveal the learning consequences of four main assignments (Speaking, Writing, Listening, Reading Skills) that learners finalized through the course. The learners of flipped approach and non-flipped method show considerable variance in average of their grade in the final examination. In table 2, the mean score of non-flipped learning approach for speaking skill was 63.43 compared to mean score 69.36 for flipped learning approach, the flipped learners improved better mean scores compared to non-flipped approach. This result was statistically significant (t-test= -12.13.sig=.000). The learners of flipped approach and non-flipped method show considerable variance in average of their grade in the final examination. In table 3, the mean score of non-flipped learning approach for writing skill was 61.23 compared to mean score 70.26 for flipped learning approach, the flipped learners improved better mean scores compared to non-flipped approach. This result was statistically significant (t-test= -13.37 sig=.000). The learners flipped and non-flipped learning approach show considerable variance in average of their grade in the final examination. In table 4, the mean score of non-flipped learning approach for listening skill was 63.53 compared to mean score 67.70 for flipped learning approach, the flipped students improved better mean scores compared to non-flipped approach. This result was statistically significant (t-test= -10.381 sig=.000). The learners of flipped approach and non-flipped method show considerable variance in average of their grade in the final examination. In table 5, the mean score of non-flipped learning approach for reading skill was 64.60 compared to mean score 67.72 for flipped learning approach, the flipped learners improved better mean scores compared to non-flipped approach. This result was statistically significant (t-test= -13.380 sig=.000).

**Key finding 2:** For most of learners, the flipped method improved their inspiration to learn English language, and learners' believes were classified to reveal the differences between novel flipped learning approach with traditional learning approach. The finding showed that majority answers agreed (44%) which flipped method improved their inspiration for studying the themes of the lectures; however, neither agreed nor disagreed were (30%), or (14%) disagree that the flipped learning inspired them to study (Table 6). Also, learners' opinions on the flipped method comparison to old-style learning were also adjustable. The finding showed that majority answers agreed (71%) which flipped learning method made their dedication to class assignments; however, neither agreed nor disagreed were (13%), or (3%) disagree that the flipped learning method made their dedication to class assignments (Table 6). Also, learners' opinions on the flipped learning approach compared to traditional learning were too modifiable.

Table 6: Learners' believes on the novel flipped learning method (n = 30)

| Items   | Strongly agree | Agree  | Neither agree<br>nor disagree | Disagree | Strongly |
|---|----------------|--------|-------------------------------|----------|----------|
|   | 1              | 2      | 3                             | 4        | 5        |
| I take enjoy in the flipped learning approach.  | 13%            | 62%21% | 4%                            | 0%       |          |
| I think the flipped learning 6% more motivating compared to traditional learning approach   | 09%            | 55%    | 17%                           | 14%      |          |
| I dedicated myself more to the class assignments in the flipped learning. I believe the flipped learning approach directed me 4% better comprehend of the course themes conventional learning approach. | 13%3%          | 2%08%  | 44%30%                        | 11%      | 14%      |



## Discussion and conclusion:

The research investigates the influences of the flipped learning approach on Kurdish EFL learners' enhancements. The consequences show that the flipped learning method uses technology instruments for interaction EFL learners. The consequences specify that the learners' flipped approach enhances more advanced average scores in their four skill assignments than learners' non-flipped approach, for instance, 1. inspired the contributors to study English skills and to enhance their ability to more practice, (2) efficiently and meaningfully improved the contributors' learning information and creating them more experienced in adapting four language skills, and (3) involved the contributors in the learning assignments, motivating them more dynamic in adapting English language for interaction, communication, academic goals like IELTS, TOEFL, class conversation, and group performances. The consequences reveal how flipped learning method dynamically, largely, and intensely encouraged the learners in the flipped approach to involve the learning courses.

EFL learners' extensive work and dynamic contribution with individualized experience of educators increase more average scores in four skill assignments. The study also reveals while the learners get the high scores, they involve positively in activities and assignments.

Moreover, implementing the flipped approach makes the instructors' works more effective in the process of language learning. This study also reveals that the components of flipped approach like collaborative, and problem-solving based learning participate effectively in the process of learning, as the theories of researchers like collaborative learning (Kirschner et al. 2009), cooperative learning (Johnson et al. 1998), and problem-based learning (Dochy et al. 2003), (Prince, 2004) emphasize the significance of cooperative dynamic in language learning and teaching. visual and auditory resources (e.g., video-recorded lessons, schooling classroom and detecting learners' motivation in classroom, writing feedback of learners after each class can enhance the level of learners' skills.

## Limitations:

The limitations to estimating the effectiveness of flipped learning approach are the variances between educators in application of the flipped learning approach. For instance, some educators might employ some (Part) of flipped approach and ignore some part. Moreover, the flipped learning approach may comprise a huge of out-class doings, like reading skills, assignment, and supplementary videos.

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