A SYSTEMATIC REVIEW OF FLIPPED CLASSROOM IN ARABIC LANGUAGE TEACHING

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Abstract

In general, the objective of this study was to evaluate and identify the main findings and trends of the studies and researches on the use of the flipped classroom method in the field of Arabic language teaching. Therefore, a number of databases including Google Scholar, Web of Science, Scopus, and ERIC were used for acquiring a number of relevant studies. After screening the obtained studies, 7 journal articles were selected and reviewed with the use of the content analysis technique. It was revealed by the findings and trends of the studies that the use of the flipped classroom method has a number of benefits for both instructors and learners in teaching the Arabic language. In the last few years, the interest in the use of the flipped classroom method has increased to a significant extent. Still, it has been identified that there are a number of challenges associated with the technique. When these challenges are overcome, it would be possible to deliver optimal benefits to students and learners. All the studies involved in the systematic review indicated and affirmed the effectiveness of the technique.

Keywords: Systematic review; Arabic language; flipped classroom, Arabic language teaching.

INTRODUCTION

In recent times, technology has advanced to a significant extent. In fact, it has penetrated almost every sector and part of life and education is not an exception. With the evolution of technology in education, there is no doubt that different learning approaches have emerged and flipped classroom is one of them. As a unique learning approach, it is revealed by literature that the flipped classroom method has been utilized in a number of fields including teacher education, statistics, mathematics, and even engineering. In addition to it, the flipped classroom technique has become quite an interesting topic in the field of language teaching (Sivarajah, et al., 2019).

In general, the flipped classroom is an education technique in which instructions and homework are swapped and learning occurs beyond the class itself. In fact, in a flipped classroom, the new and relevant information is transferred and conveyed to students when they are out of the classroom, mostly through the use of videos. Students, in the classrooms, engage in different hands-on practices and activities under the guidance of an instructor. It is worth noting that a flipped
classroom offers an opportunity for active student participation and even encourages the establishment of an interactive and engaging learning environment (Hooks, 2014).

Students are provided with videos prior to the courses, which enable them to learn and acquire information at their own pace as they are capable of replaying, rewinding, and pausing the videos. There is no doubt that a flipped classroom generally delivers flexible instructional time, enables a deep study of concepts, and develops an interactive and dynamic environment. In addition to it, to date, different studies have indicated that the flipped classroom method contributes to learning and academic achievement, reduces the cognitive load of a student, and raises student engagement (Brown & Lee, 2015).

It is widely recognized that the acquisition of a language requires significant practice, patience, and time. In fact, for effective results in acquiring a language, students should be capable of engaging in a number of activities and acquiring a better understanding of a language. Due to limited classroom time, however, there is a limited opportunity for practicing and teachers might be required to skip some important parts of effective language teaching. On the other hand, the flipped classroom method is capable of contributing to learning outcomes through the limitation of instructions outside the environment of the classroom and offering space for additional activities and practices in the classroom (Dörnyei & Ushioda, 2013).

The flipped classroom technique is considered beneficial in teaching a language as it encourages two important aspects of success including autonomy and student-centered learning. It has been argued by Chen, Wu, and Marek (2017) that the flipped classroom technique generally offers an effective learning environment to students that are necessary for students. In addition to it, it generally offers a number of benefits to students. In another study by Boyraz and Ocak (2017), it was identified that the flipped classroom model is quite effective in enabling students to learn and understand a language. In addition to it, it was identified that the technique is superior to other traditional techniques. Amiryousefi (2017) performed research for the determination of the effect of the flipped classroom technique on the listening and speaking skills of learners. It was revealed by out-of-class engagement and participation that the method affects the learning process of students in a positive manner.

In spite of the increasing interest and attention to the flipped classroom method, it is worth noting that there exists a lack of detailed investigation about the efficiency of this technique in language learning and acquisition, particularly for the Arabic language. Even though there are several research studies on the flipped classroom method, there are insufficient studies that actually focus on the use of the flipped classroom technique for Arabic language learning. Therefore, this research is of great
significance as it performs a systematic review of the studies that have been performed or associated with the use of a flipped classroom method in the context of the Arabic language. Based on the review of studies, the following are the research questions that are sought:

**RQ1:** What are the general trends in flipped classrooms in the context of Arabic language teaching?

**RQ2:** What are the key findings acquired from the available literature?

**METHODOLOGY**

In this research, a systematic review technique is utilized. A literature review is developed on explicit research questions that determine and identifies, through systematic methods, the studies that need to be considered. It is worth noting that from systematic literature reviews, the findings and results of previous studies can be assessed and checked for generalizability and consistency to other fields. The key difference that exists between a literature review and a systematic review is generally the method considered. For instance, the systematic review begins with a well-detailed and organized manner with a search for different journal articles. On the other hand, a literature review is carried out in a less systematic manner and the research articles are acquired from limited databases (Clough & Nutbrown, 2012).

**Data Collection**

On 13 March 2022, systematic research was performed in several databases including Google Scholar, Web of Science, Scopus, and even ERIC. These databases were selected and explored as they are recognized for containing the highest number of studies associated with education and language. A number of terms were considered for searching and identifying articles. These terms included “Arabic language and flipped classroom,” “Flipped learning and Arabic,” “flipped Arabic learning classroom,” “Arabic learning and flipped classroom,” and “inverted classroom and Arabic language.” From the results of these searches, different credible research articles and studies were considered and acquired.

**Data Analysis**

In this research, all the research studies were assessed and examined by the researcher. Content analysis was used by the researcher for a comprehensive analysis. It is a method that is utilized commonly for textural analyses and enables the categorizing, contrasting, and comparison of data. First of all, a form was created for recording the results and outcomes of the analysis with the use of MS Word. It involved different categories associated with the research questions. The form was filled out after deeply
studying the articles. From the different databases, 139 studies were acquired. Once these studies were analyzed and refined, 12 research studies were involved in the review after exclusion. These studies were further checked for eligibility, relevance, and bias. Once it was confirmed that the studies were suitable, they were involved in the systematic review.

In this research, 35 research studies were acquired from Google Scholar. 41 studies were acquired from Scopus, 24 studies were obtained from Web of Science, and 39 research articles were obtained from ERIC. These studies combined to make 139 studies that were obtained from databases. Once the studies were checked for duplication, 54 studies were excluded because they showed and exhibited duplication. It led to 85 remaining studies and once they were screened, 78 studies were excluded or not involved in the assessment. The key reasons why these studies were excluded are the duplication of results, bias, unsuitable results, and wrong outcomes. Due to these reasons, 78 more studies were excluded after which, 7 studies remained.

**FINDINGS**

**Trends in Flipped Classrooms and Arabic Language**

For the identification of trends prevalent in the research articles, a deep analysis was performed and the research studies were not only explored but analyzed in a
comprehensive manner. Through the study of these articles, the following benefits are identified:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement in Engagement of Learners</td>
<td>Ruzman (2020); Jwaifell, Abu-Omar, &amp; Al-Tarawneh (2018)</td>
</tr>
<tr>
<td>Improvement in Speaking Skills</td>
<td>Zainuddin (2016)</td>
</tr>
<tr>
<td>Improvement in peer engagement</td>
<td>Islieh, Jailani, Zakaria, Zainuddin, &amp; Theis (2022); Ruzman (2020)</td>
</tr>
<tr>
<td>Encouraging Participation</td>
<td>Albahuooth (2020)</td>
</tr>
<tr>
<td>Improvement in Writing Skills</td>
<td>Tang, et al. (2020)</td>
</tr>
<tr>
<td>Improvement in Grammatical Skills</td>
<td>Aburezeq (2020)</td>
</tr>
</tbody>
</table>

Table 1: Benefits of Flipped Classrooms in Arabic Language Teaching

Key Findings

In order to answer the second research question, a number of subcategories were not only defined but also explored. For instance, the key findings were determined and the same applies to challenges. Both the challenges and the key findings are summarized in the tables below.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfamiliarity with the concept</td>
<td>Ruzman (2020)</td>
</tr>
<tr>
<td>Technological issues</td>
<td>Islieh, Jailani, Zakaria, Zainuddin, &amp; Theis (2022)</td>
</tr>
<tr>
<td>Writing anxiety</td>
<td>Islieh, Jailani, Zakaria, Zainuddin, &amp; Theis (2022)</td>
</tr>
<tr>
<td>Lack of readiness to accept the method</td>
<td>Ruzman (2020)</td>
</tr>
</tbody>
</table>

Table 2: Challenges with the Use of Flipped Classroom Method

<table>
<thead>
<tr>
<th>Findings</th>
<th>Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipped classroom is more effective</td>
<td>Ruzman (2020); Jwaifell, Abu-Omar, &amp; Al-Tarawneh (2018); Zainuddin (2016); Islieh, Jailani, Zakaria, Zainuddin, &amp; Theis (2022); Albahuooth (2020); Tang, et al. (2020); Aburezeq (2020)</td>
</tr>
<tr>
<td>Flipped classroom makes no difference</td>
<td>None</td>
</tr>
<tr>
<td>Flipped classroom adversely influences learning</td>
<td>None</td>
</tr>
</tbody>
</table>

Table 3: Findings of Studies
Challenges with Flipped Classroom Method

Upon the analysis and evaluation of the research studies selected in this project, there are challenges that have been studied and the same applies to different findings. There are different challenges that have been determined by the authors. There are approximately four challenges that have been identified by the authors.

Findings of Studies

In a similar manner to challenges, there are different findings that have been acquired and obtained. It has been determined through the comparison of these studies that, flipped classroom technique is quite an effective technique. In fact, it is capable of improving the ability of students to learn and acquire an understanding of the Arabic language.

DISCUSSION

In this research study, 139 articles were obtained and acquired by performing comprehensive research and search. For instance, Google Scholar, Web of Science, Scopus, and ERIC were utilized for the acquisition of research articles. After the analysis and screening of 139 studies, it should be noted that 7 studies were selected and included in the process of review and analysis. Due to duplication, wrong outcomes, and even unsuitable results, it should be noted that 132 studies and articles were excluded. In addition to it, 8 studies were included in the analysis. These studies were comprehensively analyzed and it was identified that the flipped classroom technique is capable of delivering the required outcomes.

First of all, it is important to note that all of the studies included in this research are relatively new. It indicates that the interest of researchers and even educational scholars has increased in the use of the flipped classroom method only in recent times. It even suggests that in the coming years, the method might be considered and implemented in even more studies. It is generally due to the potential of the technique of not only benefitting the learners but also ensuring that the desired learning outcomes are delivered quickly.

In accordance with the literature, the use of the flipped classroom method is specifically associated with a number of benefits. Through the analysis of the selected studies, it has been determined that the technique does indeed offer a number of benefits to learners. The very first advantage as per the analysis is concerned with the improvement in engagement of learners. For instance, when the flipped classroom method is considered and used, it plays a critical role in the establishment or development of an environment in which learners can engage with each other. In fact,
in the classrooms, students are offered an environment in which they can not only perform different activities but also engage with each other.

Through this engagement, students are able to practice their language speaking skills and even language learning better. In this environment, students are enabled to not only converse with each other but also practice the language that they are learning with each other. They can engage with each other and they can even consider role-play. In this manner, it becomes possible for students to make sure that they are able to practice their skills and their language according to the situation to which they are assigned. Another important benefit associated with the technique has been improvement in speaking skills. It has been identified in the analysis that with the use of the flipped classroom method, it becomes possible to improve the speaking skills of learners.

As it has been determined above, this method enables teachers to provide students with an environment in which it is possible for learners to interact with each other. When they are enabled to interact with each other, they are able to practice their speaking skills better. For instance, they are enabled to speak new words, phrases, and whatever they learn and acquire through the videos.

The review has indicated that the use of flipped classrooms in teaching the Arabic language encourages participation. For instance, Alabahuoth (2020) determined that the method is capable of encouraging and even promoting the participation of students and learners in the classroom. When a flipped classroom method is used, it helps in offering different exercises and activities. It is possible for students and learners to participate in these activities and improve their learning to a significant extent. In addition to it, when this method is used, the teacher encourages students to take a part in the exercises and make sure that they achieve the desired results.

When the flipped classroom method is used and implemented, it involves the use of different activities and even exercises in the classroom. It plays a critical role in providing students and learners with hands-on experience. They are able to not only practice writing the language but they are also able to learn new words and grammar. When they frequently engage in such activities, it serves to improve not only the writing and grammatical skills of learners and students, it also encourages students to improve their vocabulary as they learn from the activities and exercises.

It is, however, important to note that some challenges with the use of the flipped classroom method have also been revealed by the review. Ruzman (2020) indicates that a major challenge with the use of the flipped classroom method is the unfamiliarity of both teachers and learners in the context of the Arabic language. Not many instructors and students are aware of the technique and how it works. Similarly,
another major issue associated with the technique is different technological issues as identified by Islieh, Jailani, Zakaria, Zainuddin, & Theis (2022).

For instance, the flipped classroom method involves the use of different technologies. These technologies have different complexities and issues that need to be addressed every now and then. Ruzman (2020) even determines that a challenge is the lack of readiness of instructors to accept the method. Since not many instructors are aware of the technique and how it can benefit the learning of students, they often exhibit and show resistance to the adoption of the method. There is undoubtedly a critical need to address these challenges or else, it would not be possible to implement it in teaching the Arabic language to students and learners.

CONCLUSION

Overall, it can be said that the flipped classroom method is effective in facilitating the learning of students and teaching the Arabic language. This study is one of the few to have been carried out in the context of the Arabic language with a focus on the use of the flipped classroom technique. Through a systematic review, it has been identified that the flipped classroom method has significant potential in benefitting both instructors and learners. However, at the same time, there are some challenges associated with the adoption of this method. Therefore, these challenges must be addressed to further facilitate the use of the flipped classroom method. On the basis of the findings of this study, the following recommendations are offered:

Recommendations for Research

- There is a need to carry out further experimental studies on the impacts of the flipped classroom technique on Arabic language teaching. In addition, qualitative studies must be performed for offering insights into the use of the technique in classrooms.
- Further experimental research needs to be carried out under different class standards.
- In the future, studies should specifically identify the effect of the flipped classroom technique on the vocabulary, reading, listening, and grammar knowledge of students and learners.

Recommendations for Practitioners

- Teachers need to comprehend how the flipped classroom method can be applied and used before they actually consider its application. Information should be gathered about it to facilitate their understanding and ensure that the desired results are achieved without experiencing major difficulties and issues.
Instructors must focus on the maximization of benefits that are offered by the flipped classroom technique by considering the needs of learners before they engage in the development of their courses.

There is no doubt that the use of the flipped classroom technique involves the utilization of different technological tools and methods. Thus, it must be ensured that both the students and instructors have access to the desired technologies, and they are also aware of how to use them effectively.

REFERENCES


