

FLIPPED CLASSROOM IN ARABIC LANGUAGE TEACHING: A SYSTEMATIC REVIEW

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ABSTRACT

The objective of this study is to explore the research trends on the use of the flipped classroom method in the field of Arabic language teaching. 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 research articles were selected and reviewed with the use of the content analysis technique. The findings indicates that the use of the flipped classroom method has a number of benefits for both educators 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 the learners.

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 educators 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 Hsieh et al. (2016) 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 (2019) 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, there is 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 approach 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, a 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 articles 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. 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.

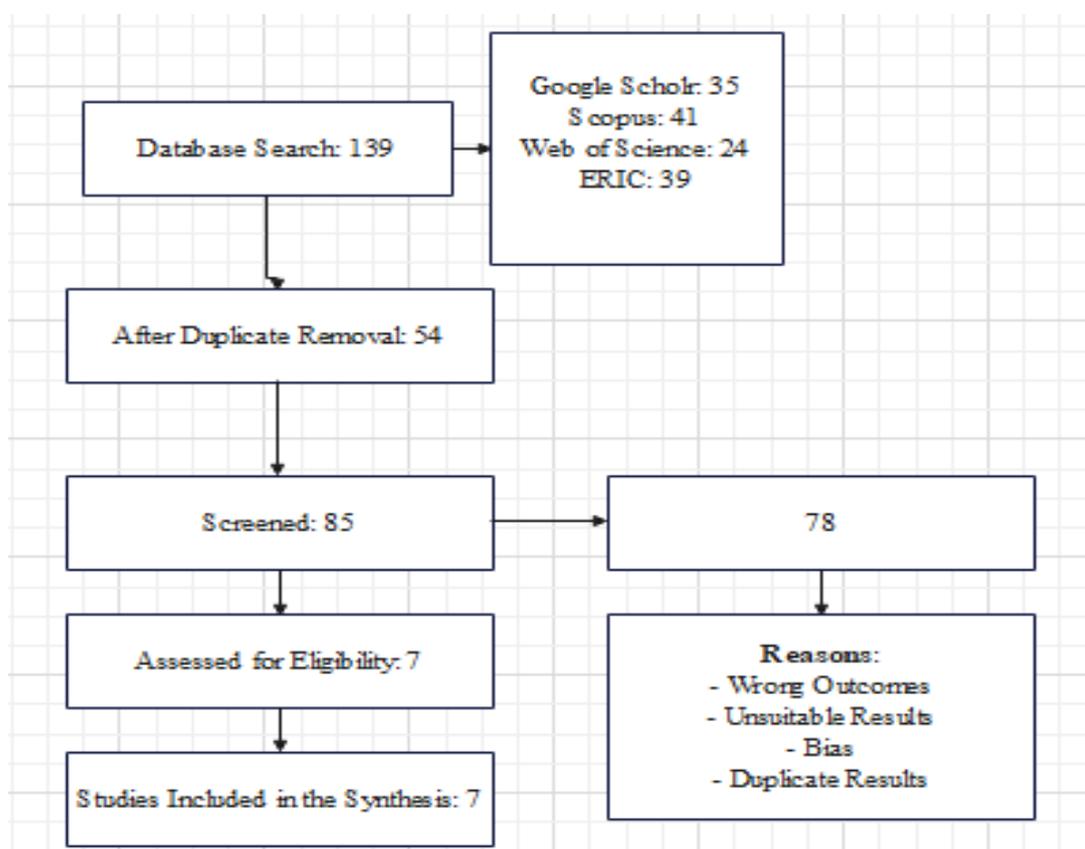


Figure 1: Systematic Review Process

Based Figure 1, 35 research articles were chosen from Google Scholar, 41 articles from Scopus, 24 articles from Web of Science and 39 articles from ERIC. Once the articles were checked for duplication, 54 articles were excluded because they showed and exhibited duplication. It led to 85 remaining articles and once they were screened, 78 articles 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 articles were excluded after which, and 7 articles were potentially included in this systematic review. The studies included are displayed in table below.

Study	Data-base	Aim	Methodology	Samples	Findings
Islieh et al. (2022)	ERIC, Scopus	To examine how MOOC and flipped classroom affected the learning process of Arabic language.	Quantitative	Permata Insan College students.	The integration between MOOC based learning, selfbased learning and flipped classroom are excellent approaches to engage students and promote interaction among them in a high-quality learning environment and process.
Rumzan (2020)	Google Scholar	To investigate the lessons learnt in the application of the Arabic as a second language flipped classroom method to several learning environments.	Quantitative	English native speakers.	The challenge arose out of Arabic teachers at lower levels (beginner or intermediate) having difficulty teaching concepts related to Arabic grammar.
Tang et al. (2020)	Google Scholar	To investigate the efficacy of various online teaching modes as well as comparing a proposed combined model of online and flipped learning to other online and traditional models.	Quantitative	Undergraduate students from the Engineering majors at Chengdu University of Information Technology.	Students were dissatisfied with online learning in general, and they were especially dissatisfied with the communication and Q&A modes.
Albahuoth (2020)	Google Scholar	To explore the effectiveness of the flipped classroom strategy in developing female 11th graders' Arabic	Quantitative	Female 11th graders in Burraydah, Saudi Arabia.	The study recommended using the flipped classroom strategy in developing the grammatical competence of native Arabic

		grammatical competences in Arabic.			speakers, with all necessary technologies and infrastructure provided for schools.
Aburezeq (2020)	Google Scholar	To examine the impact of the flipped classroom on the development of the Arabic speaking skills of the seventh grade students.	Quantitative	Seventh-grade students from two schools in Zarqa, Jordan.	There was a statistically significant difference in the Arabic speaking skills performance between the two groups, in favor of the experimental group.
Jwaifell et al. (2018)	ERIC, Scopus	To investigate the readiness degree among Arabic language teachers in Ma'an Directorate of Education for integrating flipped classroom in teaching according to Technological, Pedagogical and Content Knowledge TPACK framework and its domains.	Quantitative	Arabic language teachers in Ma'an Directorate.	Female teachers' readiness higher than male teachers at the domains: CK, PK, PCK, TPK and TPCK.
Zainuddin (2016)	Google Scholar	To examine the design of a blended flipped classroom approach through a hybrid elearning framework for undergraduate Arabic language studies.	Qualitative	Non-native Arabic learners.	This interactive and reflective Arabic language learning framework embedded with the pre and post e-learning model is crucial to facilitate the shift in holistically achieving an optimal learning process.

Table 1: Summary of the selected studies.

FINDINGS

Trends in Flipped Classrooms and Arabic Language

For the identification of trends prevalent in the research articles, the following benefits are identified:

Benefits	Articles
Improvement in Engagement of Learners	Rumzan (2020); Jwaifell et al. (2018)
Improvement in Speaking Skills	Zainuddin (2016)
Improvement in peer engagement	Islih et al. (2022); Rumzan (2020)
Encouraging Participation	Albahuoth (2020)

Improvement in Writing Skills	Tang et al. (2020)
Improvement in Grammatical Skills	Aburezeq (2020)
Improvement in Vocabulary Skills	Jwaifell et al. (2018)

Table 2: Benefits of Flipped Classrooms in Arabic Language Teaching

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.

Challenges	Articles
Unfamiliarity with the concept	Rumzan (2020)
Technological issues	Islieh et al. (2022)
Writing anxiety	Islieh et al. (2022)
Lack of readiness to accept the method	Rumzan (2020)

Table 3: Challenges with the Use of Flipped Classroom Method

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.

Key Findings	Articles
Flipped classroom is more effective	Rumzan (2020); Jwaifell et al.(2018); Zainuddin (2016); Islieh et al. (2022); Albahuoth (2020); Tang, et al. (2020); Aburezeq (2020)
Flipped classroom makes no difference	None
Flipped classroom adversely influences learning	None

Table 4: Key Findings

Key Findings

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

It is important to note that all 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 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 educators 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.

The review has indicated that the use of flipped classrooms in teaching the Arabic language encourages participation. 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. When this method is used, the educators 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. Rumzan (2020) indicates that a major challenge with the use of the flipped classroom method is the unfamiliarity of both educators 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 et al. (2022).

The flipped classroom method involves the use of different technologies. These technologies have different complexities and issues that need to be addressed. Rumzan (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 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

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. 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

- Educators 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.
- Educators 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.
- 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.

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