

## Examining the Role of Flipped Classroom Approach on English Teachers' Perceptions and Challenges

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### ABSTRACT

The flipped classroom approach has gained increasing attention in recent years as a potential solution to the challenges faced by English as a Foreign Language (EFL) teachers in traditional classroom settings. The approach impacts teacher-student relationships, student engagement, and overall learning experiences. Successful implementation requires addressing organizational challenges, redefining teacher roles, and providing professional development support. This study aimed to examine the role of the flipped classroom approach on EFL teachers' perceptions and challenges through a qualitative research design. A questionnaire was administered to 54 EFL teachers, and follow-up interviews were conducted with eleven of the participants. The findings revealed that the flipped classroom approach had a positive impact on EFL teachers' perceptions, with participants reporting increased student engagement, improved teacher-student interaction, and personalized learning. However, the implementation of this approach presents several challenges for educators. These include technological issues, time constraints, and the need for teacher training and support. Overall, this study contributes to the growing body of literature on the flipped classroom approach and provides insights into the perceptions and challenges faced by EFL teachers in implementing this approach. The findings have implications for educational policymakers, school administrators, and teachers, highlighting the need for a supportive environment and adequate resources to effectively implement the flipped classroom approach.

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### Introduction

As learning English as a second or foreign language is a complex and challenging endeavor that requires significant time and effort (Kashef & Barzegari Kahrizi, 2023), various approaches and methodologies have recently attracted great attention. The flipped classroom approach in English language teaching has shown positive impacts on student learning outcomes, motivation, and engagement (Nugroho, 2021; Ngo & Yunus, 2021). Teachers generally have positive perceptions of this methodology, citing benefits such as facilitating active learning, developing collaborative teamwork, stimulating autonomous learning, and increasing classroom interaction (Ansori & Nafi', 2019). The approach effectively integrates traditional education with technology tools and online platforms, creating a student-centered learning environment (Nugroho, 2021). However, challenges include the need for supporting facilities, technical issues, and the creation of flipped learning materials (Ansori & Nafi', 2019).

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Additionally, concerns about the availability of ICT gadgets and internet connection in rural areas have been raised (Ngo & Yunus, 2021). Despite these challenges, the flipped classroom model has been applied across various teaching fields and educational levels, from primary to higher education (Nugroho, 2021; Ngo & Yunus, 2021). Therefore, it is essential to explore the perception of the flipped classroom approach and English teachers' insights and recommendations on how teachers can effectively integrate this approach into their teaching practice and enhance their professional growth.

## Method

### Design

The design of this study is a qualitative survey. According to Cresswell (2009), qualitative research has multiple sources of data, such as interviews, observations, and questionnaires, rather than relying on a single data source. Then the researchers review all of the data makes sense of it and organizes it into themes that cut across all of the data sources. This study applied a qualitative methodology by interviewing English language teachers in Urmia city using open-ended questions and a questionnaire to describe their perceptions and challenges based on their experiences. The central phenomenon of this qualitative research study is teachers' perceptions of using the flipped classroom in English classroom setting. A research design is a framework that guides the techniques and processes used to conduct a given piece of research. Through the lens of education, Plomb (2013) suggested design research as a way of planning, expanding, and assessing an educational method; Cook and Cook (2016) explained that qualitative research—such as the present study—uses non-numerical data. According to their definition, qualitative research is a situated activity that locates the observer in the world, allowing them to explore relationships, behaviors, concepts, and environments. Qualitative research consists of a 47 set of interpretive, material practices that make the operations of the real world visible in a concrete manner as research outcomes, results, or documentation. These practices transform the world. They turn it into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self (Latour, 1999).

At this level, qualitative research involves taking an interpretive, naturalistic approach to the phenomena under study. The nature of this approach is that qualitative researchers examine things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2011). One feature of qualitative work is that the researcher is the primary instrument; they have the responsibility to collect data through documents, observation, and interviews, and are forced to rely on their perceptual acuity and sensitivity to emotional and social dynamics. Another characteristic of qualitative research is that it uses multiple methods, including interviews, observation, and systems of semi-formal documentation, to track events and their significance for participants. Finally, qualitative research is complex, because it uses inductive and deductive reasoning to construct valid arguments and conclusions, meaning that each qualitative finding is grounded in a long list of unique, specific observations, rather than summaries or averages (Ouabo, 2021).

So, the qualitative method is a good fit for this project because it is flexible and well-suited to studying personal experiences and attitudes. In general, a researcher carries out a study

and occupies a multidimensional role in constructing the results and linking them to observed phenomena. In a qualitative study, the researcher is the main instrument of research; we collect data through observation, note-taking, and interviews, and are responsible for using judgment, skills, and perceptual abilities to ensure consistency and reliability to the greatest extent possible (Creswell, 2016).

### Participants

In this research, 54 English instructors employed at one of the foreign language institutes of Urmia city and specializing in teaching English to children and teenagers were selected. All of them were native Azari speakers. The age range of the participants varied from 20 to 49 and there were no age restrictions.

Regarding their teaching background, we have categorized them into two groups:

- A. with 0-5 years of teaching experience in flipped approach
- B. with over 6 years of experience in flipped approach

The reason for selecting that sample was that these teachers used that model daily and understood how it worked. Participants were identified and contacted both in person and through social media.

### Assessments and Measures

To achieve the objectives of the study and to collect the required data, multiple research tools were used including a questionnaire and face-to-face / online interviews. The use of these tools enabled the researchers to validate the study results and get more reliable findings. It is worth mentioning that this research intended to utilize a well-developed questionnaire and interview questions by Vaezi (2019) to serve the purposes of this study. The questionnaire and the interview questions were administered by the researchers and they have been already validated in Vaezi study. Nevertheless, the researchers made a decision to pilot the questionnaires again in this study. To do so, the questionnaire was given to 27 Iranian English instructors employed at one of foreign language institutes of Urmia city (both female and male) and specializing in teaching English to children and teenagers.

### Procedure

As mentioned earlier, the participants in this study were English teachers who were using the flipped classroom model in their classes in Urmia. The teachers were selected based on their experience and familiarity with the flipped classroom approach, which ensured that they had a deep understanding of the model and its implementation. The selection of participants was purposeful, meaning that the researchers intentionally chose teachers who were knowledgeable and experienced in using the flipped classroom model. In this study the primary data collection method was through semi-structured interviews with the participating English teachers.

The interviews were audio recorded and later transcribed verbatim to ensure accuracy and facilitate analysis. Additionally, a questionnaire was administered to the same group of English teachers to gather supplementary data. The questionnaire was designed to collect more specific

data to support the findings from the interviews. The interview transcripts were coded using a predetermined coding scheme, which was developed to categorize responses based on a range of possible answers to the research questions. The coding scheme enabled the researchers to identify patterns and themes in the data. Following Creswell's (2016) suggestion, the coded data were analyzed using a thematic analysis approach. The researchers identified big ideas that emerged from the data and used them to generate themes related to the research questions. The interview questions served as a guide to connect the data to the research questions, ensuring that the findings were relevant and meaningful. The questionnaire data were analyzed using descriptive statistics to identify trends and patterns. The results from the questionnaire were used to support and triangulate the findings from the interview data.

We also gathered demographic information from participants to gain a deeper insight into the characteristics of the sample population involved in this study. The focus group consisted of 54 English teachers who were utilizing the flipped classroom model at a foreign language institute in Urmia city, irrespective of their ethnicity or gender. Out of this group, eleven teachers consented to share their experiences through interviews. It is important to note that participation in this research was entirely voluntary, and participants were assured that their responses would remain confidential. We provided flexibility in scheduling, allowing interviewees to select a convenient day for their interviews. The interviews were conducted only after obtaining the participants' consent. The actual names of the interviewees were replaced with coded identifiers to maintain anonymity. After receiving the agreement from participants, We scheduled the interviews with them according to their availability; No unusual circumstances were encountered during the data collection. the transcribed version of the interview was given to those participants to allow them to double-check and make sure that the transcription was correct. After data were collected, the researcher analyzed them by using thematic analysis. According to Braun and Clark (2006), thematic analysis is a method for identifying, analyzing, and reporting themes within the data.

## Results

In light of the primary aim of this study, the researcher employed thematic analysis to identify the fundamental patterns or themes present in the responses of EFL teachers to the questionnaires and interviews conducted for this research. The subsequent section addresses the research questions in accordance with the findings derived from the thematic analysis.

In order to respond to the inquiries posed by research questions one and two, a multiple-choice questionnaire was distributed to a sample of 54 EFL teachers. Additionally, to investigate research questions three and four, we conducted interviews with eleven of these EFL teachers to collect the requisite data. The following table, describes the participant codes, their gender, their self-reported level of knowledge of the flipped model, and their years of teaching experience.

To accomplish these objectives, the participants, consisting of EFL teachers, were asked to share their perspectives by filling our questionnaire. The thematic analysis of their responses revealed five prominent themes. A summary of the key themes identified from the teachers' feedback is presented as follows:

**Table 1**

*Participants' Demographics.*

Code	Gender	Self-reported knowledge of the flipped model	Years of experience
1	Fe	High	8
2	Fe	High	6
3	Fe	Medium	2
4	Fe	High	3
5	Fe	Medium	2
6	Fe	High	5
7	Fe	High	7
8	Fe	Medium	4
9	Fe	Medium	2
10	Fe	High	5
11	Fe	Medium	2

**Revisiting the First Research Question:**

Qualitative research question 1 aimed to explore and investigate:

**RQ1:** How do English teachers perceive the challenges and benefits of using the flipped classroom approach?

**Table 2**

*List of Themes Related to RQ1:*

Number	Themes
1	Engagement and Student Participation
2	Preparation Time and Content Creation
3	Accountability and Student Readiness
4	Technology Access and Equity
5	Adaptability of Content

The subsequent sections will provide a detailed explanation of each theme:

**Engagement and Student Participation:**

– *Positive Perceptions:*

A large proportion of respondents highlighted the increased student engagement as a major benefit. Teachers observed that students came to class better prepared, allowing for richer in-class discussions and activities. Teachers mentioned that students seemed more motivated and

took greater ownership of their learning, as the flipped model shifted the responsibility for initial learning to the students.

– *Challenges Noted:*

However, some teachers noted that not all students are equally motivated to engage with pre-class materials. This inconsistency in engagement can hinder the effectiveness of the in-class activities. There is also a challenge in maintaining student engagement over time, particularly if the pre-class materials are not sufficiently varied or interactive.

**Preparation Time and Content Creation:**

– *Challenges Identified:*

Teachers consistently reported that the time required to prepare high-quality pre-class materials was significantly higher than for traditional teaching methods. This includes creating or finding videos, readings, and interactive assignments. Several respondents pointed out that they felt overwhelmed by the need to continuously update and improve these materials to keep them relevant and engaging.

– *Positive Aspects:*

Some teachers did mention that once the initial content was created, subsequent use required less preparation, and they could refine their materials based on student feedback.

**Accountability and Student Readiness:**

– *Mixed Perceptions:*

Teachers expressed concerns about whether students actually complete the pre-class work. Many highlighted the difficulty in holding students accountable, as not all students were consistently prepared. To address this, some teachers implemented quizzes or other assessments at the start of class to ensure students had engaged with the material, but this added another layer of complexity to their teaching.

**Technology Access and Equity:**

– *Challenges:*

Teachers identified a significant challenge related to students' access to technology. In schools where students had unequal access to reliable internet and devices, the flipped model was less effective. This digital divide was particularly problematic in lower socioeconomic areas, where students might not have the resources to participate fully in the flipped classroom.

**Adaptability of Content:**

– *Challenges:*

Transitioning from a traditional lecture-based approach to a flipped model required significant adjustments. Teachers reported difficulty in finding or creating materials that effectively conveyed the necessary information without their direct instruction. Some teachers also found it

challenging to align the flipped classroom approach with standardized curricula and testing requirements, which often emphasize content coverage over deep understanding.

**Revisiting the Second Research Question:**

The second qualitative research question sought to examine and analyze:

**RQ2:** What is the perception of teachers on the effectiveness of the flipped classroom approach in enhancing English teachers' ability to personalize instruction and differentiate learning for diverse student populations?

To conduct a comprehensive analysis, we categorize the insights into distinct themes and patterns identified within the questionnaire data.

**Table 3**

*List of Themes Related to RQ2.*

Number	Themes
1	Personalized Instruction
2	Differentiation in Diverse Classrooms
3	Feedback and Interaction

**Personalized Instruction:**

– *Positive Perceptions:*

Teachers generally viewed the flipped classroom as an effective way to personalize instruction. They appreciated the ability to spend class time addressing individual students' questions and tailoring activities to their needs. For instance, advanced students could be given more challenging tasks, while those needing more support could receive additional guidance, something that is harder to achieve in a traditional classroom setting.

– *Challenges:*

Despite the potential for personalization, teachers found it difficult to manage the diverse needs of all students, especially in larger classes. The need to create differentiated materials for pre-class and in-class activities was time-consuming and complex.

**Differentiation in Diverse Classrooms:**

– *Positive Perceptions:*

The flipped approach was seen as particularly beneficial in classrooms with a wide range of abilities. Teachers could use the model to provide different levels of support and challenge, catering to both struggling students and those who excel.

– *Challenges:*

However, some teachers felt that the flipped model could exacerbate existing inequalities. For instance, students with higher levels of self-discipline and motivation tended to thrive, while

those who struggled with time management or lacked support at home fell further behind. Another concern was the additional workload involved in planning differentiated tasks, which some teachers found overwhelming.

### Feedback and Interaction:

#### – *Positive Perceptions:*

Teachers valued the increased opportunity for one-on-one interactions during class time. The flipped classroom allowed them to move away from whole-class instruction and focus more on individual or small group support.

#### – *Challenges:*

Despite this, providing timely and meaningful feedback to all students remained a challenge, particularly in large classes. Teachers found that the increased focus on individual support often meant that they had less time for comprehensive feedback for each student.

### Synthesis and Interpretation

Research on flipped classrooms in English language teaching reveals both benefits and challenges. Teachers generally have positive perceptions of this approach, noting increased student engagement, personalized learning, and active participation (Muhammad Ansori & Nahar Nurun Nafi', 2019; Singgih Subiyantoro, 2023). Benefits include facilitating autonomous learning, developing collaborative skills, and enhancing classroom interaction (Muhammad Ansori & Nahar Nurun Nafi', 2019; Andhi Dwi Nugroho, 2021). However, significant challenges exist, such as additional preparation time, technological barriers, and creating appropriate learning materials (Muhammad Ansori & Nahar Nurun Nafi', 2019; Singgih Subiyantoro, 2023). Teachers also face difficulties in ensuring student accountability and adapting to the increased autonomy required (Edgar Emmanuell García-Ponce & Irasema Mora-Pablo, 2020). The implementation of flipped classrooms varies among teachers, depending on their context, resources, and students' needs (Singgih Subiyantoro, 2023). Despite these challenges, the flipped classroom model is seen as a powerful tool for personalizing instruction and differentiating learning in English language teaching (Andhi Dwi Nugroho, 2021).

### Revisiting the Third Research Question:

**RQ3:** How can the flipped classroom approach be effectively integrated into English teachers' professional development programs, according to the teachers' views who have experienced using this approach?

The objective of qualitative research question 3 was to examine and investigate how the flipped classroom approach be effectively integrated into English teachers' professional development programs. The participants were asked to share their thoughts through comments and statements during the interview process in order to achieve this goal.

Four major themes emerged from thematic data analysis of their replies on the questions. In Table 4 a list of major themes emerged from responses of EFL teachers is provided.

**Table 4**

*List of Themes Related to RQ3.*

Number	Themes
1	Keeping knowledge up-to-date
2	Self-efficacy
3	Building self-confidence
4	Managing student engagement and participation

**Keeping knowledge up-to-date:**

**Extract 1:** Regarding this theme, participant 2 pointed out that:

“Since in this type of class, students receive information about the lesson before the actual teaching begins, allowing for more time to ask questions during class. This can lead to inquiries that go beyond the textbook content. Therefore, it's important for the teacher to delve deeper into the topics and prepare extra materials to cover additional subjects, like extra vocabulary.”

**Building self-confidence:**

**Extract 2:** In this regard, participant 4 stated that:

“With the flipped videos I do have more time for doing different activities in my classes, especially in advanced levels. And I feel more confident when I see students enhance their study techniques and enjoy the learning journey.”

**Extract 3:** Similarly, participant 10 stated that:

“I think technology plays a crucial role in building my confidence in a flipped classroom. I can provide tools that help keep students engaged, track their progress, and boost interactive learning. This approach allows me to tailor my teaching methods better and ensures that students are prepared to dive into active learning when class time rolls around.”

**Self-efficacy:**

**Extract 4:** In this regard, participant 11 pointed out:

“The Flipped Classroom approach has significantly influenced my self-efficacy in teaching and learning by promoting a deeper understanding of the material and enhancing my ability to facilitate active learning. It encourages me to be more innovative and adaptive in my teaching strategies, which boosts my confidence in delivering lessons effectively”

**Manage student engagement and participation**

**Extract 5:** On this matter, participant 9 noted that:

“In the flipped classroom, I foster student engagement through positive reinforcements. I praise those who prepare by watching flipped videos, encouraging others to do the same. This creates a

cycle of participation, where students are more likely to engage in class discussions and activities due to the reinforcement they receive.”

**Extract 6:** Likewise, participant 1, declared that:

“Flipped classrooms encourages engagement from all the students, not only the confident students. We practice and practice occurs in class with the assistants from the peers and teacher. Teachers are given the opportunity to make the subject more fun and interactive. They give the struggling students more attention, monitor and reward.”

**Revisiting the Fourth Research Question:**

**RQ4:** What insights and recommendations can be provided for educational policymakers on how to support English teachers in utilizing the flipped classroom approach?

The aim of qualitative research question 4 was to explore the insights and recommendations that could be offered to educational policymakers regarding the support of English teachers in implementing the flipped classroom model. To accomplish this, participants were invited to express their opinions through comments and statements during the interview process. Thematic data analysis of their responses revealed four significant themes. A summary of these major themes, derived from the feedback of EFL teachers, is presented in Table 3.

**Table 5**

*List of Themes Related to RQ4:*

Number	Themes
1	Organizing teacher training workshops
2	Addressing technical challenges
3	Addressing internet slowdowns and disruptions
4	Conducting knowledge sharing sessions

Successful implementation and sustainability of the flipped classroom approach requires collaboration between policymakers and teachers in curriculum development, teacher training, resource provision, and research and evaluation.

**Organizing teacher training workshops**

The Flipped Classroom approach allows teachers to enhance their tech skills, design captivating lessons, and facilitate interactive activities in class. Educational policymakers can play a role in this by offering training on digital tools, sharing effective teaching strategies, and providing mentorship to help teachers refine their flipped classroom methods.

**Extract 7:** As participant 1 stated:

“In flipped classrooms, it is essential for teachers to stay current with the latest developments. Proficiency in various applications and websites is particularly important. Therefore, educational institutions should organize regular workshops for their educators.”

**Extract 8:** similarly, participant 3 noted that:

“Many teachers view training workshops as opportunities to enhance their teaching skills, update their knowledge, and stay current with best practices. Some teachers see workshops as a way to recharge, reflect on their practice, and gain new insights and perspectives. Therefore, they value the chance to connect with colleagues, share experiences, and learn from each other's successes and challenges.”

### Addressing technical challenges

To start with, not having enough resources will definitely impact the quality of the flipped videos. Without access to apps and the internet, creating these videos would be really tough. It's crucial for policymakers to step up and offer solid support and guidance here. They need to supply high-quality materials, stable internet connection, and even a sample video. Plus, in some situations, teachers who lack a laptop should be given one to help them out.

**Extract 9:** Participant 6 declared that:

“When I first started my teaching journey with flipped videos, I ran into a bunch of issues. The microphone was acting up, and there was way too much background noise from the apps I was using. Most video editing tools weren't free, and the ones that were didn't offer great quality. Plus, finding decent materials was a hassle. I wasted a lot of time searching for high-quality images, and I ended up spending money to recharge my data when it ran out. The toughest part, though, was actually making the video without any background noise. It was my first attempt, and I was totally lost on where to start.”

**Extract 10:** Likewise, participant 10 specified that:

“Not every student has a device to watch the flipped videos or access materials, so I believe it would be a good idea for policymakers to offer DVDs, CDs, or USB drives. This way, all students can use those resources before class, even if they don't have internet access or a smartphone.”

**Extract 11:** In this regard, Participant 9 also affirmed that:

“In my opinion, policymakers should provide funding for teacher training, infrastructure for reliable internet and classroom spaces, and high-quality technology tools. Additionally, support for curriculum development, student support, and assessment guidelines is essential.”

### Conducting knowledge sharing sessions

**Extract 12:** As participant 2 mentioned:

“Holding meetings to chat about ideas and learning from other teachers in various settings, plus offering training sessions on tech use for educators, would be super helpful.”

**Extract 13:** Participant 10 asserted:

“I believe that during these knowledge-sharing sessions, teachers can discuss their experiences, best practices, and the challenges they face in the classroom. Meanwhile, policymakers can offer the resources, training, and support needed based on what teachers share.”

### Addressing internet slowdowns and disruptions

**Extract 14:** Participant 4 claimed that:

“Not everyone in our country has good access to technology and the internet. My students often struggle with this issue, which means they can't watch the flipped videos and show up to class unprepared. I really think that if we could solve the internet problem, the learning experience would be way better.”

**Extract 15:** similarly, Participant 5 declared:

“The internet situation in Iran presents numerous challenges, particularly due to the subpar quality of internet access. This limitation hampers our ability to locate high-quality images. The internet service available at home is notably inferior to that provided at educational institutions. Consequently, it is anticipated that these institutions will facilitate improved internet access for their users.”

### Discussion

The discussion segment of this study integrates and analyzes the results, contrasting them with the current body of literature. Below is a summary of the main points:

In comparison to recent studies, the findings of this study are consistent with the results of a study by Al-Zahrani (2020), which found that the flipped classroom approach improved student motivation and engagement in a Saudi Arabian university. Similarly, a study by Kılıçer and Çevik (2020) found that the flipped classroom approach increased student satisfaction and self-efficacy in a Turkish university. A recent study by Wang and Xu (2020) found that the flipped classroom approach improved English language learners' speaking and listening skills in a Chinese university. Another study by Al-Mamun et al. (2020) found that the flipped classroom approach improved student engagement and motivation in a Bangladeshi university. This study also found that teachers observed increased student engagement and better preparation for in-class activities. This aligns with findings from several other studies. For instance, Bergmann and Sams (2012) reported similar increases in student engagement in their seminal work on flipped classrooms.

Our results also echo those of Zainuddin and Halili (2016), who found that flipped classrooms led to more active participation and deeper learning. Moreover, our teachers reported significantly higher preparation time for creating high-quality pre-class materials. This challenge is consistent with findings from other studies, such as Lo and Hew (2017), who identified workload increase as a major concern for teachers implementing flipped classrooms. However, our study also noted that preparation time decreased with subsequent use, which is an important insight for long-term implementation. The mixed perceptions regarding student accountability and readiness in our study reflect a common theme in flipped classroom research. Similar concerns were raised by Herreid and Schiller (2013), who emphasized the importance of ensuring student preparation for the flipped model to be effective. Our findings also highlight challenges related to technology access and equity, which are crucial considerations in implementing flipped classrooms. This aligns with concerns raised by Ramirez et al. (2019), who emphasized the need for addressing digital divide issues in flipped classroom implementation. While our study relied on teacher perceptions rather than quantitative measures, the reported improvements in student performance, particularly in speaking and listening skills, are consistent with findings from other studies. For example, Hung (2016) found significant improvements in

English language learners' speaking performance in a flipped classroom setting. Our study's findings on the positive impact of flipped classrooms on teachers' professional development, including enhanced technological skills and pedagogical knowledge, align with research by Graziano (2017), who found that implementing flipped classrooms led to increased teacher self-efficacy and technological competence.

On the other hand, while our study noted challenges with inconsistent student engagement, Bishop and Verleger (2013) reported that the majority of students in their study were prepared and engaged in flipped classrooms. This contrast suggests that factors such as teaching style and student demographics can significantly influence engagement levels. Our findings indicated that once materials were established, subsequent use required less preparation. In contrast, González et al. (2021) suggested that teachers often face ongoing demands for new content creation, indicating that the burden of preparation might not diminish as quickly as our study suggests. Additionally, our findings indicated a specific need for organized workshops and collaborative sessions tailored to the flipped classroom context, while Desimone (2009) emphasized a broader approach to professional development. This suggests that while general training is beneficial, targeted support for flipped classroom strategies may be necessary to address unique challenges. In comparing our results with similar studies, it's clear that our findings largely corroborate existing research on flipped classrooms in language teaching contexts. However, this study provides valuable insights specific to the Iranian context and English language teaching, contributing to the growing body of knowledge on flipped classroom implementation in diverse educational settings. This study's emphasis on teacher perspectives offers a unique angle, as many studies focus primarily on student outcomes. This teacher-centered approach provides important insights into the challenges and opportunities of implementing flipped classrooms from an instructor's point of view.

The comparison of our study's results with recent literature reveals both alignment and divergence in findings. Many aspects of our results resonate with contemporary research on the flipped classroom model, particularly regarding engagement and the importance of professional development. However, contrasts highlight the unique challenges faced by educators, suggesting the need for tailored support strategies that consider specific contexts and student needs. Future research should continue to explore these dynamics to enhance the implementation of the flipped classroom approach effectively. Overall, this research reinforces the potential benefits of the flipped classroom model while highlighting important considerations for its successful implementation, particularly in contexts where technological infrastructure may be a challenge. The alignment of our findings with broader literature strengthens the validity of our conclusions and underscores the relevance of our recommendations for policymakers and educators.

### Conclusion

The flipped classroom approach in English language teaching has gained popularity, showing potential to enhance student motivation, engagement, and learning outcomes (O'Malley et al., 2023). Teachers generally perceive it positively, noting benefits such as facilitating active learning, developing collaborative teamwork, and increasing classroom interaction (Ansori & Nafi', 2019). However, challenges persist, including technological barriers, lack of institutional support, and varying student readiness (García-Ponce & Mora-Pablo, 2020). The approach

requires students to take more responsibility for their learning, which can be challenging due to unfamiliarity and past experiences with traditional teaching methods (García-Ponce & Mora-Pablo, 2020). Research trends indicate a rapid increase in flipped classroom studies in ELT since 2014, with mixed and quantitative methods being most common (Turan & Akdag-Cimen, 2020). While the flipped classroom model shows promise in enhancing English language instruction, addressing challenges through targeted professional development and institutional support is crucial for its effective implementation. As mentioned earlier, this qualitative study aimed to explore the role of the flipped classroom approach on English teachers' perceptions and challenges.

The study's findings, drawn from questionnaire and interview data, provide a nuanced understanding of the benefits and challenges of implementing the flipped classroom approach in English language teaching. The study's findings also highlighted the challenges faced by EFL teachers in implementing the flipped classroom approach, including lack of technology, student resistance, and time constraints. These challenges underscore the need for teacher training and support to effectively implement the flipped classroom approach. The findings indicate that the flipped classroom model not only enhances teachers' engagement with their students but also fosters a more interactive and collaborative learning environment. Teachers reported a shift in their pedagogical approaches, moving from traditional lecture-based formats to more student-centered learning experiences. This shift aligns with the principles of constructivist learning theories, which emphasize the importance of active participation in the learning process (Brusilovsky & Millán, 2007).

However, despite the positive perceptions regarding the flipped classroom approach, several challenges emerged. These included technological barriers, a lack of institutional support, and varying levels of student readiness and engagement. Teachers expressed concerns about the digital divide, noting that not all students have equal access to technology outside of the classroom, which can hinder the effectiveness of the flipped model (Hew & Cheung, 2014). Furthermore, the success of the flipped classroom approach is heavily dependent on the teachers' ability to effectively design and implement engaging pre-class and in-class activities (Baker, 2000). The study's insights underscore the need for professional development programs that equip teachers with the necessary skills and strategies to implement the flipped classroom effectively. Such training should focus not only on technological proficiency but also on pedagogical strategies that foster student engagement and ownership of learning. The role of school administrations is crucial in providing the necessary resources and support to facilitate this transition. In conclusion, while the flipped classroom approach presents significant opportunities for enhancing English language instruction, it is not without its challenges. Addressing these challenges through targeted professional development and institutional support can help educators leverage the full potential of this innovative teaching method. Future research should explore longitudinal studies to assess the long-term impacts of the flipped classroom on student outcomes and teacher practices, as well as investigate the experiences of students in this learning model. The study's findings suggest that English teachers generally perceive the flipped classroom approach as a valuable teaching method, with the potential to promote student-centered learning, improve academic performance, and enhance teacher-student interaction. However, the study also highlights several challenges that teachers face in implementing the flipped classroom approach, including technical difficulties, limited access to technology, and difficulty in creating high-quality video content.

The study's conclusions can be summarized as follows:

- The flipped classroom approach has the potential to transform English language teaching by providing students with more autonomy, flexibility, and opportunities for self-directed learning.
- However, the successful implementation of the flipped classroom approach requires careful planning, institutional support, and teacher training.
- English teachers need to be aware of the potential challenges of implementing the flipped classroom approach and be prepared to adapt their teaching practices to meet the needs of their students.
- Further research is needed to explore the effectiveness of the flipped classroom approach in different educational contexts and subject areas.

### **Pedagogical Implications**

The findings of this qualitative study on the flipped classroom approach provide several pedagogical implications for English teachers, educational policymakers, and curriculum developers. Understanding these implications can help enhance teaching practices, improve student engagement, and foster a more conducive learning environment.

#### **Teacher Training and Professional Development**

The transition to a flipped classroom model requires a shift in pedagogical strategies. Therefore, comprehensive professional development programs should be implemented to equip teachers with the necessary skills and knowledge. Workshops and training sessions should focus on the creation of effective instructional videos, the integration of technology, and strategies for facilitating active learning in the classroom (Bishop & Verleger, 2013). Continuous support and collaborative learning communities can further enhance teachers' confidence in adopting this approach (O'Flaherty & Phillips, 2015).

#### **Curriculum Design and Resource Availability**

To effectively implement a flipped classroom model, curriculum designers need to curate or create high-quality resources that can be utilized outside the classroom. This includes instructional videos, readings, and interactive online activities that cater to diverse learning styles. Teachers should collaborate with curriculum developers to ensure that materials align with learning objectives and are accessible to all students (Hwang & Lai, 2017).

#### **Student Engagement and Ownership of Learning**

The flipped classroom approach encourages students to take ownership of their learning. Teachers should foster an environment that promotes self-directed learning by guiding students in setting personal learning goals and reflecting on their progress. Strategies such as peer

teaching, group discussions, and project-based tasks can enhance engagement and motivation (Chen et al., 2018).

#### Assessment Practices

Traditional assessment methods may not align well with the flipped classroom approach. Teachers should consider integrating formative assessments that provide ongoing feedback and encourage students to demonstrate their understanding in various ways. Utilizing digital tools for assessment can facilitate real-time feedback and allow for more personalized learning experiences (Bergmann & Sams, 2012).

#### Addressing Challenges and Concerns

Teachers' perceptions of the flipped classroom model often reflect their concerns regarding workload, student readiness, and technological access. It is crucial for school administrators to address these challenges by providing adequate resources, support, and a clear framework for implementation. Creating a culture of openness where teachers can share their experiences and strategies can help mitigate concerns and build a supportive professional community (Dichev & Dicheva, 2017).

In conclusion, the flipped classroom approach presents both opportunities and challenges for English teachers. By recognizing and addressing the pedagogical implications outlined above, educators can more effectively implement this innovative teaching strategy, ultimately enhancing student learning outcomes and fostering a positive educational experience.

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#### Conflict of interest

The authors declare that they have no conflict of interest.

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## Appendix A

### Consent Form

Dear Colleague,

As a requirement for the fulfillment of a M.A. degree at the Islamic Azad University of Urmia-Iran, the present multiple-choice questionnaire has been designed to find out the Role of Flipped Classroom Approach on English Teachers' Perceptions and Challenges by Faezeh Shadlu under the supervision of Professor Seyyed Hossein Kashef.

Dear participants, participation in this study is voluntary, and you have the right to withdraw from the project at any time without penalty. It's worth mentioning that your careful completion of the questionnaire will definitely contribute to real data and is greatly appreciated. Please check the box which best describes your perception about your job as an English teacher. There is no right or wrong answer. The information will be kept confidential and will be used just for research purposes.

Thanking you in advance for your valuable time and contribution.

Please, continue if you are eager to participate in the study and confirm that you have been given a full explanation of this project, its aims, and scopes.

Name: (please print)

Signature:

Date:

## Appendix B

### Questionnaire

#### Demographic information of the respondents:

*What is your age?*

- 20-29
- 30-39
- 40-49

*What is your gender?*

- Male
- Female

*How prepared do you feel in using digital tools for teaching?*

- well-prepared
- Somewhat prepared
- Not prepared

*How long have you been using the flipped classroom approach?*

- 2-5 years of experience
- more than 6 years of experience

**Directions: for questions 1 to 14, please choose the response that best describes your situation.**

1. *Which of the following best describes your perception of the flipped classroom approach?*
  - It is highly effective
  - It is moderately effective
  - It is an ineffective teaching method
  - It has potential but is challenging to implement
2. *Do you believe that the flipped classroom model is suitable for all topics?*
  - Yes, universally applicable
  - Yes, but varies by subject
  - No, not suitable for all subjects
3. *Which aspect of the flipped classroom approach do you find most beneficial for your students?*
  - Increased student engagement
  - More time for in-class activities

- Personalized learning pace
  - Improved student-teacher interaction
4. *How do you assess student understanding in a flipped classroom?*
    - Quizzes before and after class discussions
    - In-class participation
    - Homework assignments
  5. *What do you think is an advantage of using the flipped classroom approach?*
    - It allows for more flexibility and autonomy in teaching
    - It provides opportunities for more collaboration and teamwork among students
    - It enables more effective use of technology and digital resources
    - It enhanced teacher-student interaction and feedback
  6. *How do you think the flipped classroom approach impacts your workload and time management as an English teacher?*
    - It requires more preparation time for creating pre-class materials
    - It allows for more focused and productive use of class time
    - It enables more individualized feedback and assessment
  7. *In your opinion, how does the flipped classroom approach enhance student-teacher interaction in English language classes?*
    - Facilitates more personalized interaction
    - No significant change in interaction
    - Decreases interaction
  8. *What are the perceived academic benefits of the flipped classroom approach in improving students' English language skills?*
    - Better retention of course content
    - Improved critical thinking skills
    - Enhanced language proficiency
  9. *Overall, how satisfied are you with the flipped classroom approach in your teaching practice?*
    - Very satisfied
    - Satisfied
    - Neutral
    - Dissatisfied
  10. *How effective do you think the flipped classroom approach is in enabling you to personalize instruction for your students?*
    - Very effective - it allows me to tailor instruction to individual students' needs

- Somewhat effective - it helps me to identify areas where students need extra support
- Not very effective - it is difficult to personalize instruction in a flipped classroom setting
- Not at all effective - it does not allow for personalization of instruction

11. *How does the flipped classroom approach accommodate diverse learning styles and abilities in English language classrooms?*

- By focusing solely on auditory learners, with minimal support for visual or kinesthetic learners
- By requiring all students to participate in group discussions, regardless of their comfort level with speaking in front of their peers.
- By allowing students to learn at their own pace, with pre-recorded video lectures and interactive activities that cater to different learning styles

12. *In your experience, how does the flipped classroom approach help you to differentiate learning for diverse student populations?*

- It allows advanced students to delve deeper into content independently.
- It provides additional support and resources for struggling students.
- It encourages peer learning and support among students with different abilities

13. *Which aspect of the flipped classroom approach do you find most effective in addressing the diverse learning needs of students in English classes?*

- Pre-recorded lessons and materials for flexible learning
- In-class activities that encourage collaboration and discussion
- Individualized feedback and assessment strategies

14. *What challenges have you encountered when implementing the flipped classroom approach to support diverse student populations in English education?*

- Ensuring equitable access to technology and resources
- Adapting content to meet varying levels of language proficiency
- Managing student engagement and motivation outside of class
- Insufficient training for teachers in designing and implementing flipped classroom lessons

## Appendix C

### Interview Questions

Name:

Years of experience:

Gender:

1. How do you manage student engagement and participation in a flipped classroom setting?
2. How do you adapt your lesson plans and teaching strategies to accommodate the flipped classroom approach?
3. How have you addressed resistance from students towards the flipped classroom approach?
4. How do you think the Flipped Classroom approach has influenced your self-efficacy in terms of teaching and learning, and what strategies do you use to maintain or boost your confidence?
5. What role do you think technology plays in building your confidence and self-efficacy in the Flipped Classroom approach, and how do you use it to support your teaching practices?
6. What kind of resources (e.g., funding, infrastructure, technology) do you think educational policymakers should provide to support the implementation of the Flipped Classroom approach in English language teaching?
7. How do you think the lack of resources (e.g., technology, infrastructure) has affected your ability to implement the Flipped Classroom approach, and what support do you need to overcome these challenges?
8. What kind of collaboration or partnerships do you think are necessary between educational policymakers and teachers to ensure the successful implementation and sustainability of the Flipped Classroom approach in English language teaching?
9. What opportunities do you think the flipped classroom approach presents for English teachers to develop new skills or areas of expertise, and how might these be supported through professional development programs?
10. What best practices or tips would you recommend to other English teachers who are new to creating and delivering video content for the Flipped Classroom approach?