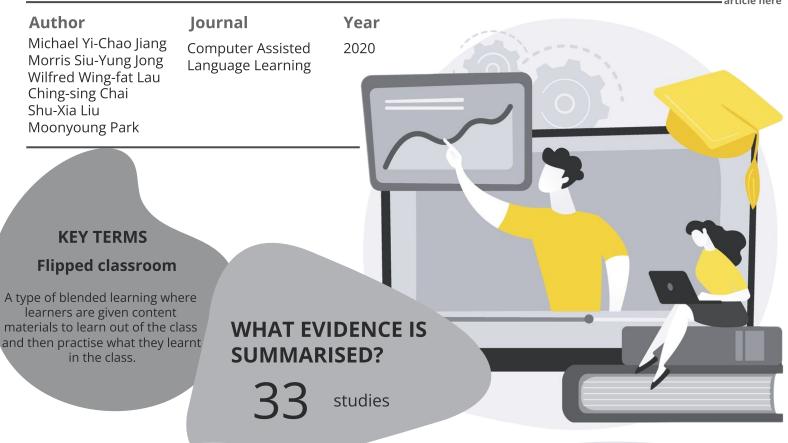
A SCOPING REVIEW ON FLIPPED CLASSROOM APPROACH IN LANGUAGE EDUCATION: CHALLENGES, IMPLICATIONS, AND AN INTERACTION MODEL





WHAT DOES IT FIND?

- Some of the challenges of running a flipped classroom are:
- a. Learners must be prepared before the class;
- b. Teachers should manage the gap between the prepared learners and those who are not prepared;
- c. Self-study materials should be prepared properly before the class;
- d. Extra time should be allocated to implementing flipped courses.
- Some technologies can be used for delivering teaching content (e.g. YouTube) and also for encouraging learners to prepare before the class (e.g. WebQuest). However, educational technologies cannot ensure learners' preparedness.
- Teachers' expertise and professional awareness are important in determining the content that should be delivered out of class and the activities to be implemented in the classroom.

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

Challenges of flipped language classrooms

HOW CAN I USE THE FINDINGS IN MY TEACHING?

Teachers need to develop skills to design inperson and virtual lessons that complement each other.

- Teachers should pay more attention to inclass facilitation to ensure learners are progressing in a flipped language classroom.
- Teachers need to be prepared for situations when some learners fail to finish the pretasks.



