A Study on an Innovative Method "Flipped Classroom" in Bangladesh

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ABSTRACT: This paper examines previous research papers on the use of the flipped learning method to teach English as a second or foreign language and to keep the education system dynamic in a more effective way. It also investigates the successful implementation of this approach in the education system of Bangladesh. The Bangladeshi education system has started to follow this method to help students learn English as their second language. Since the epidemic, it has taken a larger space in all levels of education, In the primary, secondary, and tertiary levels, the use of flipped classrooms has brought a significant change in learning the English language This paper also tries to focus on the results on the use of flipped classroom in the context of Bangladesh with the references of research papers published worldwide. The cutting-edge method is important to learn and master a new language like a second language and vocabulary learning.

Keywords: Flipped Learning, Learning Vocabulary, Second Language, Skill Development, and Active Recall.

1. INTRODUCTION

In the history of EFL, the acquisition of vocabulary has always been a challenging task for learners In order to communicate effectively, language learners need to acquire a vast number of words, which require a range of cognitive processes such as recall and retention. The traditional approach to teaching vocabulary in the classroom, such as memorizing word lists or rote learning, has shown limited effectiveness in helping students to acquire and retain new terminology. Flipped classroom could be seen as an alternative way to help students remember and use the words they are learning. Furthermore, according to the context of a country that does not speak English, English is the only language exposed to English learners in the classroom. Many pupils remember word lists in this setting and participate in rote learning. So, if students want to learn words well, remember words they've learned, and keep the words they've learned, they need to be taught vocabulary in new and exciting ways. In Bangladesh, during the pandemic, all the educational institutes remained closed. Definitely, it was not good for education. Still, it

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has brought some positive changes. Online classes are introduced to continue the education process. The use of a ''flipped classroom' is one of the strategies to strengthen the learning process during lockdown. This reverse strategy to the conventional approach creates a space of comfort for learning a new language. Several categories, including abilities, sub-skills, emotional elements, and language acquisition, have increased flipped classroom research. The current study examines how previous studies calculated flipped classes' impact on vocabulary learning. It also looks into how this strategy is getting adopted in Bangladesh.

One significant gap in the literature is the lack of studies that have examined the effectiveness of the flipped classroom approach in the Bangladeshi education system. In this context, the use of technology in the classroom is still relatively new, and educators and students are facing various challenges in adopting innovative teaching models. Therefore, this study aims to investigate how the flipped classroom approach can be implemented in the Bangladeshi education system to support students' vocabulary learning analyzing previous research to identify the benefits and challenges of using the flipped classroom approach, and it will explore the perspectives of Bangladeshi teachers and students on this approach. The findings of this study will provide valuable insights into the use of the flipped classroom approach for vocabulary learning in the Bangladeshi context.

2. LITERATURE REVIEW

The tough part of second language acquisition is learning new vocabulary. In the history of EFL (English as a foreign language), many investigations have taken place to sort out the best way to teach lexical resources and improve students' recall and retention. Vocabulary is one of the most important aspects of second language acquisition. Without vocabulary, you can't communicate (Namaziandost, Rezvani, & Polemikou, 2020 [31]). A novel form of education for vocabulary acquisition, recall, and retention is required. Language acquisition is slow and laborious. In this environment, word learning is crucial for students (Meuwese, 2002 [21]). Vocabulary is vital to foreign language acquisition and cultural understanding (Bush, 2007 [7]) Lexis is the study of a language's words and it is one of the trickiest aspects of learning a language. Because they believe that knowing a word is essential to learning a language, whether it be the first, second, or foreign language, researchers who study foreign language learning have grown more accustomed to comprehending the term (Cheng, Hwang, & Lai, 2020 [9]). The transmission of content in a flipped classroom has several forms, such as text readings, online collaborative discussions, video courses created by the teacher or outside parties, and video courses. Regarding video lectures, an eight-to-twelve-minute time frame is often accepted as the ideal length (Abeysekera and Dawson, 2015 [1]). Flipped

classrooms also rethink what happens in class. When teaching in a flipped classroom, teachers may use action learning or more standard homework assignments to engage students in the subject matter. In a flipped classroom, a teacher may interact with students more personally and less dogmatic because students actively learn, develop, and think about what they've learned. The process of gaining the building blocks necessary for a second language is known as vocabulary acquisition. (Ramos, Restrepo 2015 [29]). Vocabulary has regained its place in the classroom after being disregarded as an essential part of language learning for an extended period (Meara, 1980, as cited in Xu & Hsu, 2017 [39]). Teachers changed their focus from accuracy to fluency in their students' language by abandoning the Grammar Translation Method and favoring educational, communicative approaches. As a direct result, the intentional method is now considered one of the two most important ways to teach and learn vocabulary, along with the accidental method. The goals of Vocabulary learning help figure out language preferences that should be studied and taught.

Nation (2000 [24]) says you should keep three kinds of information in mind when setting goals. 1) Count the number of words in the language you want to learn. 2) The total number of terms known to native speakers. 3) How many lines you need to speak a foreign language? A review article is a literature review that gathers all the available information on a topic to minimize prejudice. In the social sciences, grey literature may also be essential since it contains abundant evidence. Article reviews must include as much outside academic material as possible. This assessment comprises grey literature to reduce publication bias. To locate potentially related works, the Web of Science (WOS), ERIC, Science Direct, SCOPUS, IGI Global, and Wiley Online Library databases were searched. Then, grey literature was looked up on ProQuest and Google Scholar to find unique articles.

3. RESEARCH METHOD

The qualitative research method is followed in this study. Several research papers are studied to critically justify the use of flipped language as one of the cutting-edge and pragmatic approaches in second language acquisition worldwide especially in Bangladesh.

5. DISCUSSION

The concept of the flipped classroom is now greatly extolled as it helps students learn in an effective way. How the implementation of the flipped classroom can bring a remarkable change in the education system in Bangladesh is focused on in this paper. To promote student learning, flipped classrooms are instructional strategies and blended learning that allow students to finish their reading assignments at home and work on real-world problems

in class (Europass Teacher Academy, 2020). Items that used to be assigned as homework are now part of the curriculum. An online lecture, an online discussion, or home investigations are ways that flipped classrooms allow students to learn outside of the traditional classroom setting. Students ask the lecturer questions, which he then answers with guidance and criticism. Several conventional teaching techniques emphasize the lecture-style explanation of each subject, limiting student involvement to tasks where they work single-handedly or in groups on application projects created by the teacher. The process of gaining the building blocks necessary for a second language is known as vocabulary acquisition. Teachers tend to change their focus from accuracy to fluency in their students' language by abandoning the Grammar Translation Method and favoring educational, communicative approaches. As a direct result, the intentional method is now considered one of the two most important ways to teach and learn vocabulary, along with the accidental method. The goals of Vocabulary learning help figure out language preferences that should be studied and taught.

6. OVERVIEW OF PREVIOUS RESEARCH METHODOLOGY ON TEACHING VOCABULARY BY FLIPPED CLASSROOM

This article studies various research papers on ' Flipped Classroom" that helps understand this method properly. It also portrays the utility of this strategy in the education system worldwide. The methodology used in the following research papers is discussed to emphasize the importance of use of this pragmatic method. In the paper "Flipping the Classroom to Enhance Academic Vocabulary Learning in an English for Academic Purposes (EAP) Course", we notice that in the beginning, they examine the similarities and differences between the FC method and the standard approach to teaching and learning academic vocabulary (AWL items) in an EAP class.

Students' efficiency is based on exam outcomes, self-perceived mental effort, and AWL learning experiences. The research design for this study consisted of conducting an educational experiment with parallel groups. Using descriptive statistics, ANOVA, and a t-test, we compared pre- and post-test performance, self-perceived mental effort, and perceptions of the learning experiences. In addition, the computational technique described by Paas et al. (2003) was used to evaluate and contrast the two approaches regarding how well they teach. "Effect of Flipped Classroom on Iranian Adolescents: Elementary EFL Learners' Vocabulary Recall and Retention" shows both the control as well as experimental groups were comprised of volunteers who were randomly allocated to one of the two groups. The classroom flipping activity was the most important independent variable, while the word recall and retention rates were the dependent variables. This probe included several trials. Second, choose the words. 28 Lexical elements were required for the program. Each

lesson's vocabulary has 50 items. Twenty-eight items were accepted based on the Lawshe CVR and CVI formula. Content validity was used to determine target phrases using Lawshe CVR and CVI. The third paper named "The Effect of Gamified Flipped Classroom on the Improvement of Vocabulary Learning of Iranian Pre-Intermediate EFL learners", follows the methodology where In 2019, Roodan, in the province of Hormozgan, has 110 female EFL students. The youngest Iranian participant was 12 years old. It was not a random selection, and individuals had similar educational backgrounds. The initial phase of the study was randomly assigning individuals to the experimental or the control group. A person from Iran who did not speak English as their first language taught three of the lessons. A PET placement test was given to the students on the first day of the research project to ascertain their current levels of expertise before beginning treatment. Diverse devices were developed for data collection: A PET placement exam was applied to assess participants' competency level, designed by the Language Center of Oxford University. Then, a vocabulary pre-test was administered at the first class session to assess the students' vocabulary knowledge.

The teacher developed a vocabulary exam. The instructor analyzed the test's dependability and validity. The exam had thirty multiple-choice questions, and two university professors validated its authenticity. Cronbach's Alpha reliability coefficient (r=.781) demonstrated the test's dependability. A prototype exam was created for a small sample of non-targeted learners (N=20). On the last day of the project, participants were given a multiple-choice post-test to assess their understanding of the material. This exam is designed to determine how many words were learned in the gamified-flipped classroom vs the non-gamified flipped classes. Experts agreed on the EFL test's validity, and post-test reliability difficulties were resolved. In the paper "The Impact of Flipped Classroom on Learning Outcome in a General English Course: Grammar and Vocabulary Gains in Focus ", we follow During the 2018-2019 school year, fifty second-year engineering students from the Islamic Azad University South Branch participated in this project.

The administration of education randomly selected the General Education (GE) courses students took. Twenty-five unharmed GE students made up the control group, whereas 25 entire GE students made up the experimental group. The sample consisted of 33 male students (66 percent) and 17 female students (34 percent). The 2018-2019 research took 16 weeks where weekly 150-minute sessions were conducted in which pre- and post-test sessions were distinct. All participants completed a pre-test to assess their basic vocabulary and grammar abilities. The experimental group's pupils were then told what would be taught, how it would be delivered, and what equipment was needed. In "The implementation of flipped classroom media in teaching vocabulary at Martapura south Kalimantan" (Nafisah, Dayu, & Nurhasanah, 2020 [22]),

The authors' study strategy used is an interview methodology. Because interviews are beneficial for discovering the narrative underlying a participant's experiences, the interviewer might inquire about the issue in detail. In addition, certain questionnaire respondents may benefit from interviews as a follow-up, e.g., to further explore their replies. (McNamara, 1999). Finally, the interview study approach was used because the researcher sought in-depth knowledge about flipped classroom media in vocabulary instruction. In "The impact of the flipped classroom on receptive and productive vocabulary learning" (Kırmızı & Kömeç, 2019 [17]), 58 tenth-graders from a Turkish scientific high school participated. Students had three weekly English lessons. They organized a placement test to assess the English level and balance the experimental and control groups. Both flipped and traditional students took vocabulary tests after each session. Both receptive and productive word knowledge were tested. After four weeks, the experimental group completed a five-item open-ended questionnaire on the flipped classroom. The functional and control groups' quizzes were statistically (SPSS).

Free-text questions were classified and graded. " Flipped classroom in teaching vocabulary to EFL young learners"(Anwar, 2017 [5]), focuses primarily on examining the broad principles or insights and tactics of adopting flipped classrooms that a teacher might use while teaching vocabulary to elementary school kids; the author feels this approach can also increase learner motivation and engagement. This work is based on many ideas, the author's analysis, and a reflection of the author's classroom teaching experience. The data were acquired via library research. Therefore he obtained the data as references from books and periodicals. "The Adjustment and Effects of Vocabulary Teaching Strategies in Flipped Classroom" (Zhang, Li, Jiao, Ma, & Guan, 2016 [41]) uses the method where the pupils in class A were instructed using the flipped classroom format, whereas those in class B were instructed using the conventional method. Tests and interviews were used as study tools. The assessments were intended to measure the direct impact of vocabulary instruction. And the purpose of the interview was to determine how the students felt about the two distinct terminology teaching techniques.

Two vocabulary tests were created for Unit 2. The first test was administered immediately following the classroom exercises for vocabulary development. Then, a week after completing the text activities, the second test was issued, and enough time had passed since acquiring the vocabulary to gauge retention. "Flipped Classroom in Bangladesh at Jagannath University: A Critical Reflection" mixes both qualitative and quantitative methods to conduct the research. This research was for eight weeks for first semester students taking English foundation Course at Jagannath University. The students got engaged in pre and posttests. Two pre preparation assignments were made by the

instructor. The grammatical rules are presented through power point slides and narrated by the teacher. This recorded form helped the students to learn rules prior to attending classes. The study also tries to gather reviews on flipped classroom from both the students and teachers.

7. KEY FINDINGS OF THE PAPERS.

In the first research paper , we notice that The flipped classroom method affects EAP students' academic vocabulary development (Kneevi et al., 2020[17]). Post-test performance, self-perceived mental effort, and learning event ratings evaluate efficiency. The poll included 60 flipped and traditional pupils. The flipped classroom strategy was more successful because the E group fared better than the C group and required less mental effort for post-test tasks. Group C was less enthusiastic about the learning experience than group E. Because of the study's favorable outcomes, the paper recommends using the flipped technique to improve academic vocabulary learning in EAP contexts. This highlights the effectiveness of the method. In the second one, Soltanabadi, Izadpanah, and Namaziandost (2021 [31]) used a quasi-experimental technique. After taking the Oxford Quick Placement Test, 70 Iranian female elementary school pupils were cut down to 48 teenage females.

13-17-year-olds participated. Randomly selected individuals were added to the experimental (24-person) and control (24-person) groups. The experimental treatment employed flipped classroom model. Meanwhile, the treatment group only ever used traditional methods of education. A vocabulary pre-test, immediate post-test, and delayed post-test are part of the research apparatus (the study lasted for 9 weeks). Each group studied 28 words. CVR and CVI assessed Lawshe's remarks. The ANCOVA demonstrated that flipped classrooms increased language memory and retention. Teachers, curriculum designers, and curriculum planners need this strategy. In the third paper, Fahandezh and Mohammadi used gamification to increase vocabulary. Two high schools in Roodan, Hormozgan, were selected for the study project.

Class A had 40 participants, class B had 40, and class C had 30. All were female students.The PET was provided to students to make the class as identical as feasible. Class A will engage in the experiment (gamified flipped classroom), while B and C are controls. Vocabulary and placement tests collected data. The data implies that gamification may boost vocabulary acquisition. The results of this research have repercussions for people who instruct English, those who formulate educational policies, and those who provide educational resources. In the context of innovative pedagogical paradigms, it presents a novel approach to the teaching of language. In 2021, Zarinfard, Rahimi, and Mohseni presented their research entitled "Classroom on Learning Outcome in a General English Course: A Study Examining the

Impact of Flipped Classrooms on Iranian Foreign Language Learning." A total of fifty students majoring in engineering from two separate classes participated in the research project and were separated into two different groups: a control group with a size of twenty-five and an experimental group with a size of twenty-five. Both groups focused on grammar and vocabulary. Meanwhile, the experimental group was taught through flipped learning, while the control group got instruction in the usual manner. An accomplishment exam divided into two parts was used to determine the participants' levels of learning both before and after the intervention (vocabulary and grammar). The data was analyzed using a technique known as multivariate analysis of variance (MANOVA). On each component that comprised the accomplishment post-two test, the findings revealed that the experimental group showed better performance regarding grammar and vocabulary than the control group.

The intervention significantly influenced the overall learning outcome (p2 =.19 >.14); however, for the components of the achievement test, the effect size was excellent for vocabulary and moderate for grammar. We explore the many possible readings of the data and the repercussions these interpretations might have for GE educators and content providers. In the article of Nafisah, Dayu, & Nurhasanah (2020 [22]), there is widespread skepticism among educators over the efficacy of media in enhancing learning, particularly vocabulary. Creating topic-related movies for flipped classrooms may teach vocabulary. The study showed how instructors prepare for flipped classroom media and identify the instructor's flipped classroom vocabulary materials and evaluations. To explore the challenges and benefits of utilizing flipped classroom media to teach vocabulary. Information is gathered via interviews and observations. Social media like Whatsapp, Instagram etc. are used to get the results of the flipped classroom. The technology plays the most vital role here. This study contacted eighth-grade English instructors. According to the research, instructors may utilize this medium to help students grasp and respond to vocabulary problems on multiple-choice or essay-based tests.

Longer questions increase difficulty and response time. Students and instructors may use Quipper, Zenius, and Edmodo to enhance their vocabulary. In the sixth study, the post research research was experimental. 58 teens participated. Four weeks were spent creating instructor-made videos.s classwork the control group learned the target language via classes and homework. Both groups completed vocabulary exams after learning each word. SPSS analysis the experimental group's flipped classroom impressions were assessed using an open-ended questionnaire. According to a study, flipped classrooms may boost vocabulary. Anwar, (2017 [5]) analyzes the reasons why this is the case. From their point of view, picking up a new language is one of the most important things they can do to improve their skills. So, we need a

new way to help younger students who are learning English as a Foreign Language (EFL) but don't speak English as their first language. Consequently, the author proposes using the flipped classroom as an alternative strategy for instructing young children in language. In this discussion, the word "flipped classroom" refers to a teaching strategy and specific blended learning that inverts the conventional educational paradigm by making instructional materials and information accessible online and outside of the typical classroom setting. This article examines the essential principles, insights, and techniques of flipped classrooms to teach vocabulary to elementary school pupils; the author believes this strategy may boost learner motivation and engagement. This work includes several topics, the author's analysis, and a perspective on teaching. He researched through libraries to find books and articles to use as study references. In the last paper mentioned in the chart highlights how the new strategy of the flipped classroom has been started in Bangladesh.

8. RESULTS

After the analysis of the mentioned papers, researchers worldwide has experimentally used flipped classroom technique to teach and enhance the learning vocabulary skill in the classroom. It results in the successful outcome of the second language acquisition. As it is a new method, it will take time to get accustomed to this FC method. In Bangladesh, a result is found that the introduction of flipped classroom has added new dimension to the education system in Bangladesh. It can be considered a pragmatic approach in second language learning. With the pandemic COVID-19, the whole education system of the world is affected. To ensure the continuation of the education, the strategy of the flipped classroom has added a new dimension. To learn the new language or enhance the realm of vocabulary, this technique is adopted by both the teachers and the students worldwide. From all the papers discussed above, the findings prove that how this technique has brought a revolutionary change in the learning system. The teachers tend to o follow pedagogical approach due to its increasing popularity. The academicians are incorporating this into teaching process where the learners can come to the class getting prepared. It makes the whole learning process more dynamic and engaging.

9. THE IMPLICATION OF THE STRATEGY IN BANGLADESH

After the pandemic and during lockdown, the both teachers and the students from the primary to tertiary level, get used to online classes. The use of the 'Flipped Classroom" has been observed. Sayeed Al Noman, the Founding Vice Chairman of East Delta University, said We are offering a variety of avenues for our students to choose from to continue their education and set the pace for their autonomous learning. Moreover, a few students are coming to the campus while the rest of the same section attend classes from home, simultaneously.

We are calling it a blended learning experience, both on-campus and online. Our faculty members and students are actively practicing the flipped classroom strategy that we have implemented from the beginning of the Spring 2021 semester. The ideas of both blended learning and flipped classrooms are very new in our country, and we are pioneering the adoption while testing its feasibility. (Desk, 2021 [11]) Learning new vocabulary for second language acquisition is very essential. The flipped classroom method is beneficial to second language acquisition. In the exams like TOEFL, IELTS, GRE, etc. this method has brought a revolutionary change in this pandemic. This method is widely used to teach the new vocabulary to the students. In Bangladesh, generally, the students feel, nervous to speak in English in real classroom. This method helps the learners learn English at home properly use them in authentic situation as they are provided with learning materials beforehand. Getting materials and analyzing them are beneficial. The implication of this method seems to open a new window in the realm of English language learning.

CONCLUSIONS

In this paper, I evaluate, analyze, and synthesize the research on the usefulness of a flipped classroom approach for teaching vocabulary and learning second language in bangladesh with the references of other countries. The practical approach was altered courtesy of the flipped classroom, and positive results from assessments and interviews suggest that the strategy is effective for teaching vocabulary. By flipping the classroom, students can study vocabulary on their own and spend more time speaking and writing.The flipped classroom concept, secondly, can pique students' enthusiasm for expanding their vocabulary. Through the flipped classroom paradigm, teachers can carefully provide rich online materials to expand vocabulary learning techniques and channels. This will give students more freedom over how they learn and how much time they spend on vocabulary study.

In addition, students can engage in a wide variety of engaging and effective activities in class to practice and acquire the language. Last but not least, it can boost pupils' confidence in their own abilities as learners. In a nutshell, the flipped classroom concept allows students to spend less time in class while potentially achieving the same or even greater results than their regular classroom counterparts. Our study's overall goal is to identify existing studies that have investigated the practical consequences of a flipped classroom in teaching vocabulary. Overall, a flipped classroom is a student-centered learning approach that places a premium on independent study. However, some students report feeling overwhelmed by the workload involved in fully reaping the benefits of a flipped classroom for vocabulary instruction. If students can't finish the assignment, they won't be as interested in class, which will hurt their ability to learn. Further, in a flipped classroom, group work is the standard

rather than the exception. Only via active participation in class activities can students truly absorb the material being taught. The learning effect will be considerably diminished if the group's division of labor is unclear and students are not actively participating in the group. Therefore, the flipped classroom model must be modified and improved for the future. When compared to the standard method of teaching vocabulary, we found that this trimming methodology could prove invaluable.. Teaching vcobaulary through the use of flipped classroom is encouraged. In the context of Bangladesh, all types of instruction in education can bring fruitful results by using this method.

In this study, we evaluated the usefulness of the flipped classroom approach for teaching vocabulary and learning a second language in Bangladesh analyzing different research papers that have discussed the use of this approach worldwide. Our findings suggest that the flipped classroom approach has positive impacts on teaching vocabulary and can pique students' enthusiasm for expanding their vocabulary. The approach can also provide students with more freedom over how they learn and how much time they spend on vocabulary study, while potentially achieving the same or even greater results than traditional classroom counterparts. However, the approach may not be suitable for all types of instruction and may require modifications and improvements to better fit the specific needs of students in Bangladesh, such as addressing the issue of internet access.

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