

Enhancing English Language Learning through Flipped Instruction: A Case Study from Misurata University

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Abstract

This study explores the feasibility and effectiveness of implementing the flipped classroom model in Libyan higher education, with a focus on enhancing English language learning. Specifically, it investigates the impact of this model on student performance and achievement compared to traditional instructional methods used at Misurata University. The study also examines students' perceptions of the flipped classroom experience. Employing a mixed-methods research design, the study collected data through a quasi-experimental setup involving pre- and post-tests, followed by semi-structured interviews. A total of (67) students from the Faculty of Education at Misurata University, enrolled in a general English course, participated in the study. They were divided into two groups: a control group (35) receiving traditional instruction and an experimental group (32) taught using the flipped classroom model. After the intervention, both groups completed an English as a Foreign Language (EFL) test to measure learning outcomes. Additionally, interviews were conducted with (10) students from the experimental group to gather qualitative insights into their experiences. The findings revealed that the flipped classroom model significantly improved students' English language performance and was

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generally well received by the learners, indicating its potential as a viable instructional method in Libyan higher education settings.

Keywords: Flipped classroom model/ English language learning/ Libyan higher education/ Student perceptions/ Instructional methods

تعزيز تعلم اللغة الإنجليزية من خلال التعليم المعكوس: دراسة حالة من جامعة مصراتة

ملخص

تستكشف هذه الدراسة جدوى وفعالية تنفيذ نموذج الفصل الدراسي المعكوس في التعليم العالي الليبي، مع التركيز على تعزيز تعلم اللغة الإنجليزية. وعلى وجه التحديد، تدرس تأثير هذا النموذج على أداء الطلاب وتحصيلهم مقارنة بطرق التدريس التقليدية المستخدمة في جامعة مصراتة. تبحث الدراسة أيضًا في تصورات الطلاب حول تجربة الفصل الدراسي المعكوس باستخدام تصميم بحثي مختلط الأساليب، جمعت الدراسة البيانات من خلال تصميم شبه تجريبي يتضمن اختبارات قبلية وبعدية، تليها مقابلات شبه منظمة. شارك في الدراسة (67) طالبًا من كلية التربية بجامعة مصراتة، مسجلين في مقرر اللغة الإنجليزية العامة. وقد تم تقسيمهم إلى مجموعتين: مجموعة ضابطة (35) تتلقى التعليم التقليدي ومجموعة تجريبية (32) تدرس باستخدام نموذج الفصل الدراسي المعكوس. وبعد التجربة، أجرت المجموعتين اختبار اللغة الإنجليزية لقياس نتائج التحصيل. بالإضافة إلى ذلك، تم إجراء مقابلات مع 10 طلاب من المجموعة التجريبية لجمع رؤى نوعية حول تجربتهم. كشفت النتائج أن نموذج الفصل الدراسي المعكوس أدى إلى تحسين أداء الطلاب في اللغة الإنجليزية بشكل كبير، ولاقى قبولاً جيداً بشكل عام من قبل الطلاب، مما يشير إلى إمكانيته كطريقة تعليمية قابلة للتطبيق في مجال التعليم العالي الليبي.

الكلمات المفتاحية: نموذج الفصل المعكوس، تعلم اللغة الإنجليزية، التعليم العالي الليبي، تصورات الطلاب، طرق التدريس

Introduction

Over the past 20 years, technology has made major advances across various industries, including education. Consequently, educators have endeavored to use technology into the educational process to improve instruction and learning, with a particular emphasis on language development (Karimi, & Hamzavi, 2017; Onaiba et al 2019). One instructional approach that has emerged in response to these technological advancements is the flipped classroom model. This model flips the conventional teaching approach, allowing students to access lecture material outside the classroom - like through online videos - and then make use of class time for discussions and interactive exercises.

This shift is seen as a way to make learning more active and student-centered, in contrast to the traditional passive, teacher-centered approach (Bergmann & Sams, 2012; Sung, 2015; Obari & Lambacher, 2015; Al-Harbi & Alshumaimeri, 2016). According to Datig and Ruswick (2013), traditional lecturing is becoming an antiquated instructional strategy. The traditional approach of teaching is mostly teacher-centered, with students acting as recipients and passive listeners and teachers acting as the only source of information (Lubis and Rahmawati 2022). This has a major negative impact on learning outcomes. Consequently, instructors highly recommend implementing flipped learning. While the flipped classroom model has gained widespread adoption globally, it has not yet been extensively investigated in the Libyan educational context. Consequently, the present study seeks to assess whether implementing the flipped classroom strategy can enhance student outcomes in English language education at Libyan universities, serving as an alternative to conventional teaching methods.

Statement of the Problem

In the Libyan context of English language teaching, traditional methods are widely used and preferred by Libyan teachers. These teacher-centered

approaches focus on explaining grammar rules and translating them into the students' native language of Arabic (Elabbar 2011). The classroom interactions are dominated by the teacher, with students playing a passive, receptive role rather than being encouraged to work collaboratively. As a result, according to Sawani, (2009) the learners who are taught using these outdated approaches find it difficult to communicate in authentic settings, which is considered a significant issue. Libyan teachers tend to avoid more communicative teaching approaches, as they feel these methods do not provide enough guidance and structure for the teacher, and the "silent culture of learning" among Libyan teachers and students can restrict the use of such approaches (Sawani, 2009; Elabbar 2011).

Additionally, the literature indicates that Libyan students prioritize exam-oriented linguistic accuracy over the communicative benefits of language acquisition (Aloreibi & Carey, 2016). The researcher, an English instructor in Libya, has seen that most students lack proficiency and struggle to use the language in everyday situations, frequently importing conventions from their native tongue.

In light of these issues, it is suggested that Libyan instructors should move away from their usual instruction methods and embrace novel tendencies and developments in language pedagogy, including incorporating modern technologies and the internet.

Research Questions

The following are the research questions for this study:

1- To what degree is it feasible to implement the flipped classroom approach with Libyan university-level EFL (English as a Foreign Language) students?

2- Does the academic achievement of students studying English using the flipped classroom approach differ significantly from that of students learning English using traditional methods?

3- What are the perceptions of Libyan EFL students at the University of Misurata towards using the flipped classroom teaching strategy?

Research Objectives

The purpose of this study is to assess the effectiveness of the flipped classroom model in improving English language learning outcomes among Libyan university students, in comparison to traditional teaching methods. The study seeks to ascertain whether the flipped classroom method of instruction may be adopted and prove to be more successful than the conventional approaches to teaching English at Libyan colleges. Additionally, the study seeks to examine the extent to which the flipped classroom model can promote a more learner-centered learning environment. Furthermore, the study intends to identify Libyan college students' perceptions towards the flipped classroom instructional approach.

Hypothesis of the Study

The study proposes that replacing traditional, teacher-centered methods of English instruction with flipped teaching models could enhance the learning experience and outcomes for university students in Libya.

Significance of the Study

The importance of this study stems from the relative novelty of the flipped classroom teaching method and the limited research conducted on its effectiveness within the Libyan educational system. The findings of the current study may therefore make a positive contribution to the literature

on English Language Teaching (ELT) in Libyan universities, both in terms of academic knowledge and practical application.

Furthermore, the study may help draw the attention of teachers to try alternative teaching strategies that keep up with the rapid developments in modern technology, while also meeting the needs of today's learners. Additionally, this research can highlight to other Libyan teachers at different educational institutions the importance of updating their methods of English language teaching.

Literature Review

1. Traditional Classroom teaching

Traditional methods to teaching English language have long been a fundamental component of the field of English Language Teaching (ELT). The traditional classroom setting typically utilizes a teacher-centered pedagogy, where the instructor dominates the subject matter and maintains control over the classroom experience. In this model, according to Tularam & Machisella (2018), students tend to assume a passive role, simply receiving and consuming the knowledge imparted by the teacher. Bergmann and Sams (2012) as well as Freeman et al. (2014) further note that a defining characteristic of the traditional paradigm involves an expert giving a lecture to a group of novice learners in order to provide new information. Tularam & Machisella, (2018) state that the conventional methods could not really provide learners with the necessary abilities. Examples of traditional methods include the Grammar Translation Method, the Direct Method, and the Audio-Lingual, as highlighted by Owen et al. (2019). In summary, traditional teaching is characterized by an instructor-led, lecture-based format where students assume a passive role, and this may not effectively develop the skills required of learners.

2. Flipped Classroom

The flipped classroom approach is one of the modern strategies for surpassing traditional education through the effective integration of technology (Bergmann & Sams, 2012; Basal 2015). Flipped classroom model is a type of active learning that employs technology, particularly videos, to replace classroom lectures with at-home practice sessions (El-Bassuony, 2016). Milman (2012) defines the flipped classroom concept as a method where, rather than using valuable class time for traditional lectures, the instructor prepares a pre-recorded video lecture or screencast to present the material in advance. As a result, the teacher has more time during class to engage the learners in more interesting, frequently cooperative learning activities. The results of numerous studies support the adoption of the flipped classroom paradigm as a teaching strategy. The research backs up the efficacy of this teaching approach, which not only fits the needs of the current generation of students but also has a major positive influence on the overall learning process.

3. Flipped Classroom Related Studies

A study by Basal (2015) investigated how Turkish English language instructors felt about flipped classrooms and how this paradigm was applied in an English lesson. This study included 47 aspiring English teachers as participants. For the study, Basal employed a qualitative research design. To gather data, open-ended questions were employed. It was discovered that instructors had favorable opinions about implementing the flipped classroom. The study also found that there are numerous advantages to using a flipped classroom in an ELT setting, including time savings, self-paced learning, and increased student engagement. Applying the flipped technique in departments and situations was advised by the study.

Additionally, El-Bassuony (2016) used the flipped classroom approach to investigate how it affected the grammatical performance of Egyptian

ELT learners in speaking and writing. For his study, he split the 49 secondary school learners into two groups. Using a quasi-experimental design, tests were administered to both groups both before and after the treatment. The study's tools included a young verbal IQ exam, a pre-post grammatical performance speaking test, and a pre-post grammatical performance writing test. The control group received instruction using the conventional technique, while the experimental group was instructed using a flipped strategy. The study found that the flipped model significantly improved EFL students' speaking and writing grammatical ability.

In addition, a study by Karimi and Hamzavi (2017) investigated how EFL students' reading comprehension skills and attitudes toward the flipped classroom model were affected by the approach. A control group and an experimental group were created from fifty Iranian EFL students who were being taught at a private language school in Isfahan. The participants were given a pre-test on reading comprehension. The experimental group received instruction using a flipped model of instruction, while the control group received instruction using a traditional paradigm. Ultimately, both groups received a post-test on reading comprehension. To investigate the attitudes of the students, a questionnaire was also developed. The findings demonstrated that learners' reading comprehension skills were significantly improved by the flipped paradigm. Researchers also found that students who took part in the study felt positively about the flipped method.

Jafarigohar et al. (2019) carried out a study to investigate the effects of the flipped classroom approach on the speaking and listening skills of 60 EFL students from two Iranian colleges, who were divided into a flipped group and a traditional group. The flipped group used the Telegram app as their online platform to access pre-class listening materials, such as TED Talks videos and textbook content, and participate in speaking activities through group discussions. Data was collected through placement test,

speaking and listening tests, a written survey, and a questionnaire. The results revealed that the flipped group significantly outperformed the traditional group in the post-tests. Additionally, the majority of the flipped group students were satisfied with their experience and felt that the use of modern technology enhanced their speaking and listening abilities.

At a private institution in South Jakarta, Indonesia, Lubis and Rahmawati (2021) conducted research on the use of flipped learning in the instruction of English grammar to 94 EFL undergraduate students. Both a quantitative and qualitative method were used in this investigation. Students were given a series of three grammar exams (pre-, mid-, and post-tests) to assess how flipped learning affected their grammatical competency at different ability levels. The learners were then given a closed- and open-ended questionnaire. The study's quantitative results demonstrated that students' grammatical abilities improved from the pre-test mean score to the post-test mean score across competence levels. The qualitative results confirmed the benefits of flipped learning, demonstrating that it had an effect on learning motivation, learner autonomy, and learning awareness regardless of the students' proficiency with English grammar, validated the benefits of the approach, despite some challenges such as limited vocabulary, time management issues, and technical difficulties.

Another study conducted by Ebadi et al. (2022) examined the effect of a flipped vocabulary learning approach on EFL learners' listening achievement. In this study 60 EFL students randomly assigned to experimental and control groups. The experimental group received vocabulary instruction using a flipped learning approach, where the teacher used online resources and an electronic dictionary to pre-teach new and unfamiliar vocabulary before the listening lessons. In contrast, the control group did not receive this type of vocabulary preparation. The findings revealed that the experimental group did substantially better than the control group, suggesting that flipped vocabulary learning may be an effective approach for improving EFL learners' listening skills.

Overall, reviewing relevant literature leads to the conclusion that the flipped classroom is a successful teaching approach for both students and teachers. It successfully raises learners' performance and proficiency levels in a variety of ELT domains. However, while this strategy extensively studied globally, it can be noticed that there is limited research on its effectiveness in the Libyan educational context, which the current study aims to address.

Methodology

To investigate the effects of the flipped classroom strategy on EFL students, the study adopted the quasi-experimental approach.

1. Participants

The study made use of 78 female Libyan undergraduate students from various academic departments at Misurata University's Faculty of Education, including the departments of Chemistry, Mathematics, Information Technology, Geography, Social Service, Kindergarten, Special Education, and Classroom Teacher. The participants ranged in age from 18 to 23 and were enrolled in first through eighth semesters. All participants were required to take and pass the General English course. The individuals shared the same sociocultural background and spoke Arabic as their first language. They received instruction from the same teacher in the same settings.

However, 11 individuals were not included in the final analysis because they missed the post-test, as only 67 of the initial 78 participants actually finished it. The participants were assigned to an experimental group (32 students) and a control group (35 students).

2. Data Collection Technique

In order to meet the study's objectives, data were gathered using pre- and post-tests and interviews.

2.1 Pre- Post-Tests

A- Pre-Test (Placement Test)

A forty-item multiple-choice placement test was modified from the face2face Placement Test, Cambridge, 2008. The purpose of this test was to make sure that the language competence levels of the experimental and control groups were comparable.

B- Post-Test

Having applied the experiment, an achievement test was developed by the researcher featuring eight types of questions (i.e. fill-in-the-gap, substitution drill, and multiple-choice questions), the test was administered to both groups to compare the experimental group's average scores to those of the control group and find out if the flipped classroom strategy had an impact on students' English proficiency.

2.2 Interviews

Structured interviews were conducted with ten of the experimental group's students. Each interview lasted around ten minutes. Students were asked four questions on the flipped classroom model in order to get their opinions on this teaching method. The interviews contained the following questions: 1- In your experience with the flipped classroom method, do you consider this method better or worse than the traditional method? What is the reason for this? 2- If you encounter difficulties in using the flipped classroom method, please mention them. 3- In your opinion, what are the advantages and disadvantages of the flipped classroom method? 4- Do you

have any suggestions for improving the flipped classroom method for next semester?

3. Procedure

Participants were randomly assigned into a control group and an experimental group. The control group had 35 students, while the experimental group had 32 students. The same teacher instructed both groups and used the same curriculum. Prior to the study, a placement test was administered to both groups to assess their initial language proficiency and ensure the groups had similar starting levels.

For the experimental group, the "flipped classroom" model was used. This involved students accessing video lectures and online materials on the course topics outside of class, typically 2-3 days in advance. The videos were sourced from YouTube and vetted for appropriateness. A WhatsApp group was used to share the videos, instructions, and facilitate communication between the students and teacher.

In class, the teacher would first discuss the video content with the students to gauge their understanding. Class time was then devoted to answering questions, addressing any difficult points, and collaborative exercises and activities related to the video lessons.

The control group received traditional lecture-based instruction, where the teacher explained the content during class and assigned exercises for the students to complete at home. Both groups covered the same English language curriculum, focused primarily on grammar, using the same textbook and workbook materials (face2face Elementary Students Book and Elementary Workbook, Cambridge, 2008).

The study continued over 7 weeks, one class 2 hours per week. After the intervention period, both groups took a post-test to assess their learning outcomes. Following the post-test, a subset of 10 students from the experimental group were interviewed. The structured interviews were lasting roughly ten minutes for every student. Four questions regarding the flipped classroom model were posed to the students to gather their feedback on this strategy.

4. Data analysis and Results

A statistical software package (SPSS version 25) was used to analyze the results of the pre-test and post-test data. The Independent Samples T-test was applied to compare the means of experimental and control group. While the interviews data were interpreted qualitatively using content analysis methods.

4. 1 Results of the Pre-test

Table 1 *Group Statistics pre test*

	Group	Number	Mean	Std. Deviation
Pretest	control	38	13.08	3.948
	experimental	40	13.88	3.937

Table1 presents the group statistics for the "Pretest" variable, which is compared between two groups: "control" and "experimental". The mean pretest score is higher for the experimental group (13.88) compared to the control group (13.08), suggesting a potential difference between the two groups. The standard deviations of the pretest scores are very similar

between the two groups (3.948 for control, 3.937 for experimental), indicating a similar spread of scores within each group.

Table 2 Independent Samples Test pre test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
Pretest	Equal variances assumed	.003	.954	.891	76	.376	-.796	.893

Table 2 is an Independent Samples Test, which is used to assess whether there is a statistically significant difference between the means of two independent groups. Levene's Test for Equality of Variances checks the assumption of equal variances between the two groups. The F-statistic is 0.003, and the p-value (Sig.) is 0.954. Since the p-value is greater than the chosen significance level (typically 0.05), the null hypothesis, according to which the variances are equal, is not rejected. This means the assumption of equal variances is met, and the "Equal variances assumed" row can be used for the t-test.

The t-test for Equality of Means shows that the t-statistic is 0.891, and the p-value (Sig.) is 0.376. The p-value is greater than the chosen significance level (typically 0.05), so the null hypothesis that the means are equal is not rejected. This means there is no statistically significant difference between the means of the two groups (control group) and the (experimental group) regarding the level of English proficiency of the students.

4. 2 Results of the Post-test

Table 3 *Group Statistics post test*

	Group	Number	Mean	Std. Deviation
posttest	control	35	18.57	4.723
	experimental	32	23.44	5.099

Table 3 presents the group statistics for the "posttest" variable, which is compared between two groups: "control" and "experimental". The mean posttest score is considerably higher for the experimental group (23.44) compared to the control group (18.57), suggesting a notable difference between the two groups. The standard deviations of the posttest scores are also different, with the experimental group having a slightly higher standard deviation (5.099) compared to the control group (4.723), indicating a slightly greater range of values among the experimental group.

The group statistics suggest that there is a substantial difference in the posttest scores between the control and experimental groups. The experimental group appears to have achieved higher posttest scores on average compared to the control group.

Table 4 Independent Samples Test post test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
posttest	Equal variances assumed	.565	.455	-4.055	65	.000	-4.866	1.200

In table 4, the Levene's Test checks the assumption of equal variances between the two groups. The F-statistic is 0.565, and the p-value (Sig.) is 0.455. Since the p-value is greater than the chosen significance level (typically 0.05), the null hypothesis of equal variances is not rejected. This means the assumption of equal variances is met. The t-test for Equality of Means shows that the t-statistic is -4.055, and the p-value (Sig. (2-tailed)) is 0.000. The p-value is less than the chosen significance level (typically 0.05), so the null hypothesis of equal means is rejected. This means there is a statistically significant difference between the means of the two groups.

The result of the independent samples t-test analysis on the post-test data revealed statistically significant differences between the two groups' total scores. Specifically, the experimental group had higher mean total scores compared to the control group.

4. 3 Results of the interviews

According to the students' responses to the first question (In your experience with the flipped classroom method, do you consider this method better or worse than the traditional method? What is the reason for this?) the majority of students consider the flipped classroom method to be better than the traditional lecture-based method. The main reasons cited are: a- Flexibility to watch the video lessons at any time and place, and ability to re-watch them for better understanding (ST1, ST2, ST4, ST6, ST7, ST8). b- Improved ability to interact with the teacher and peers during class time to discuss and consolidate the material (ST3, ST6, ST9, ST10). c- More interesting and engaging learning experience (ST3, ST7). d- Better comprehension and memorization of the content (ST4, ST6, ST8, ST10).

For the second question (If you encounter difficulties in using the flipped classroom method, please mention them), few students reported encountering difficulties with the flipped classroom approach. The main issues mentioned were: a- Difficulties downloading or accessing the video lessons due to poor internet connectivity (ST1, ST2, ST10). b- Lack of time to watch the videos before class (ST2)

For the third question (In your opinion, what are the advantages and disadvantages of the flipped classroom method?), advantages of the flipped classroom cited by students include: a- Flexibility to watch videos anytime (ST1, ST2, ST3, ST6, ST7, ST8). b- Better communication and interaction with teacher and peers (ST1, ST2, ST9). c- Improved understanding and memorization of content (ST1, ST4, ST5, ST6, ST8, ST10). d- More interesting and engaging learning (ST3, ST7). While the disadvantages mentioned were: a- Sometimes the videos are long or boring (ST1). b- Poor internet access can hinder video viewing (ST1, ST5, ST8). c- Students may not be accustomed to the new method (ST3).

For the fourth question (Do you have any suggestions for improving the flipped classroom method for next semester?), Students' suggestions for improvement are: a- Use Telegram instead of WhatsApp for better

organization and accessibility of video materials (ST1, ST3, ST5, ST8). b- Keep video lengths shorter (5 minutes or less) for easier downloading (ST2). c- Add more practice exercises and quizzes after the videos (ST5, ST9, ST10). d- Show some videos during class time as well to aid understanding (ST6). e- Implement online tests after each video to motivate students to engage with the content (ST9).

Overall, the student feedback indicates that the flipped classroom approach is viewed very positively, with the main benefits being increased flexibility, better interaction, and improved learning outcomes. The few challenges cited, such as internet access issues, could potentially be addressed through the suggested improvements.

Discussion

The current study investigated the effect of the flipped classroom approach on the English language acquisition of Libyan college students. The results showed that the experimental group, which received the flipped classroom instructions, achieved significantly higher scores on the posttest compared to the control group.

The group statistics indicate that the experimental group had a higher mean posttest score (23.44) compared to the control group (18.57), suggesting a statistically significant difference in performance between the two groups.

The independent samples t-test analysis further confirmed these findings. The test results showed that the assumption of equal variances was met, as the F-statistic of 0.565 and the p-value of 0.455 were not significant at the 0.05 level. However, the t-test for Equality of Means revealed a statistically significant difference between the means of the two

groups, with a t-statistic of -4.055 and a p-value of 0.000, which is less than the typical significance level of 0.05.

These findings suggest that the implementation of the flipped classroom strategy had a significant positive impact on improving the English language proficiency of the students in the experimental group.

According to the study's findings, the flipped classroom strategy effectively increased student participation and made them active learners by providing them with opportunities for independent and group learning, in contrast to the results of traditional teaching methods like the Grammar Translation Method used in Libyan universities and schools, which made students passive and dependent on the teacher to lead them in class.

This result is in line with studies conducted in various cultural and educational environments, including studies by Ahmad (2016), Karimi and Hamzavi (2017), Al-Harbi and Alshumaimeri (2016), and Basal, A. (2015), which found that the flipped classroom approach had numerous advantages, including time savings for students, the ability to learn at their own pace, and increased student participation.

Furthermore, the study's findings suggested that the flipped classroom approach could assist Libyan students in resolving the issue raised by (Elabbar, 2011, Khalid, 2017, Sawani, 2009, Reza et al., 2007) concerning their lack of communicative competence and other communication skills deficiencies in everyday situations. This is because the flipped approach allowed the students to watch and learn from authentic videos of native speakers communicating.

Additionally, it was found that students were in favor of the flipped classroom approach, enjoyed its instructions, and agreed that subsequent courses would be taught in this manner based on the analysis of their interview responses and opinions. The majority of students find the flipped classroom approach to be superior to the traditional lecture-based method.

This is primarily due to the increased flexibility it provides, allowing students to watch the video lessons at their convenience and revisit them as needed for better understanding.

Besides, the flipped classroom enables more meaningful in-class interactions with the teacher and peers, facilitating discussions and consolidation of the material, which students find more interesting and engaging. Furthermore, the flipped model appears to lead to better comprehension and retention of the content.

However, a minority of students did report encountering some difficulties with the flipped classroom. The most commonly cited issues were challenges in downloading or accessing the video lessons due to poor internet connectivity, as well as a lack of time to watch the videos before the class sessions.

Overall, the student feedback suggests that the benefits of the flipped classroom, such as increased flexibility, enhanced in-class interactions, and improved learning outcomes, outweigh the drawbacks mentioned by a small number of students. The issues related to internet access and time constraints could potentially be addressed through further refinements to the implementation of the flipped model. These results corroborated earlier studies by Obari & Lambacher (2015), Ahmed (2016), Al-Harbi and Alshumaimeri (2016), and Karimi and Hamzavi (2017), which found that students' opinions of the flipped classroom approach were largely favorable.

Conclusion and Recommendations

Conclusion

The study's conclusions demonstrated how the flipped classroom approach to instruction benefited students' English language proficiency.

It strengthened the bond between the teacher and the students while encouraging them to be extremely responsible for their own education and autonomous learners. According to the findings of the interviews, students felt that using flipped classrooms will help them become more fluent in English. They did believe that using this technique would improve their English. The findings may prove beneficial in enhancing the English language proficiency of Libyan university students. The current study's findings gave Libyan educators and students ideas for using technology in teaching and learning.

Recommendations

Based on the study's findings, several key recommendations can be made. Firstly, it is essential to implement training programs that familiarize both teachers and students with the flipped classroom strategy and its advantages, given that this approach is still relatively new. Additionally, offering training sessions on the application of the flipped learning technique to EFL teachers and students prior to its implementation would be highly beneficial. Educators should also be encouraged to incorporate contemporary teaching methods into their instruction, as this positively affects how students perceive the use of technology and enables them to reap its advantages in the real world. Furthermore, EFL teachers should be inspired to transition from traditional teaching methods to a flipped classroom approach. The study also suggests that additional research is required to assess the effectiveness of the flipped classroom model in fostering a variety of language proficiency. Lastly, carrying out comparable research in various academic fields, as well as conducting further studies on the impact of the flipped classroom approach in different university faculties, would provide valuable insights to expand the understanding of this teaching strategy.

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