Language Related Research
E-ISSN: 2383-0816
https://lrr.modares.ac.ir
https://doi.org/10.29252/LRR.14.3.10
http://dorl.net/dor/20.1001.1.23223081.1401.0.0.297.9

Vol. 14, No. 3
pp. 239-264
July & August 2023

Received: 30 January 2023
Received in revised form: 24 March 2023
Accepted: 8 April 2023

A Conceptual Review on EFL Teachers' Motivation and Engagement in Flipped Classrooms: A Social Networking Platform

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Abstract

Nowadays, the Flipped Classroom (FC) as a new model has become a trend in education especially due to the popularity of online education. Besides, today, social networking has found its way into education so that teachers and learners can use social media as a platform to streamline the educational process. Indeed, social networking has also become a well-known way of teaching that is shifting education while teachers and students work together in class. Furthermore, learners are often provided with new opportunities through social network platforms, and access to new models of communication to interact. Building on self-determination theories, the literature review considers the teachers' motivation as one of the pivotal concerns about FC and it also puts more emphasis on the role of teachers' engagement in higher education. Consequently, this review makes an effort to consider both issues, namely teachers' motivation, and engagement within the process of FC through social networking. Overall, some implications are suggested for language stakeholders in an educational environment to consider the important issues in the process of implementing FC such as various kinds of educational platforms to increase their motivation and engagement.

Keywords: flipped classroom, teachers' engagement, teachers' motivation, the social networking platform

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Funding: This work was supported by Higher Education Scientific Research Project in Inner Mongolia Autonomous Region (No.: NJSY23063).

1. Introduction

Recently, the emergence of technology and its extensive use had an important role in educational procedures in different fields of study (Gao et al., 2022; Wang, 2023) Enriched learning settings were made to present chances for offering learning programs with higher compatibility and the technology is widely employed in pedagogical activities (Khazaie et al., 2022; Webb & Doman, 2019). Blended learning models are also concerned with making use of new technologies, particularly, mobile devices in English classes to push the boundaries of instruction beyond the classroom. This has materialized by using new tools in technology (e.g., social media, chat rooms, cellphones, and videoconferencing, among others) (Berns et al., 2017; Gao et al, 2022; Wang, 2023). The step-by-step conversion from conventional practice to mixed learning laid the groundwork for educating and learning models with high flexibility, namely, the FC. The FC is described as another model of teaching where virtual technologies are employed to get rid of lectures from class time as screen-cast clips to present new notions (Akçayır & Akçayır, 2018). Flipped classroom attracts numerous teachers who make attempts to change their culture of learning to a more learner-oriented learning model which has gained significant attention recently (Blair et al., 2016; Teo et al., 2022). Such types of classrooms involve watching videos at home and finding the solutions to the problems in the class (Bergmann & Sams, 2012). As a new development, the FC has made considerable progress to the extent that educational professionals claim that it would transform learning environments. Therefore, an increasing number of teachers use it (Bergman & Sams, 2012).

The implementation of technology is not the instrument in the progression of learning, but it cares about education, particularly language learning. Social networking sites (SNSs) have the potential to affect language teaching (Godwin-jones, 2010). Social networking websites have quickly developed and become well-known in the last ten years. The extensive use of social networking websites can become optimal as novel education media to also engage EFL learners in social communication (Mansor & Rahim, 2017). It can be used both for individual contact as well as for teaching goals (Lane & Coleman, 2011). To the extent which social networking services have turned into an indispensable section of the school setting (Doleck et al., 2018; Ifinedo, 2016), it shows that social networking services may affect learner engagement. Literature shows that the application of social networking platforms has been commonly used in classes, aimed at achieving various learning purposes (Mao,

[DOR: 20.1001.1.23223081.1401.0.0.297.9]
[DOI: 10.29252/LRR.14.3.10]

2014). Some investigations (e.g. Andujar & Salaberri-Ramiro, 2019; Seaman & Tinti-Kane, 2013; Susilawati & Supriyatno, 2020) have sought to shed light on the impact of various technologies on the facilitation of L2 learning (e.g. wikis and blogs, Facebook, Twitter, WhatsApp or Instagram).

As the leader in implementing internet-based learning, teachers need to shape the entire educational elements where their knowledge in employing academic technology has turned into another problem. The educational elements encompass educational approaches, media that could be employed in learning, using educational time for the app implementation, as well as mental and social elements that considerably influence teachers' incentives during education (Aliyyah et al., 2020; Guan, 2020). Studies done during the Coronavirus pandemic indicated that still there are teachers lacking proficiencies and motivation in employing technology as well as using the new apps or platforms (Santamaría et al., 2021). Motivation is the driving force, which drives individuals toward productive engagement Marzo et al. (2016) in their study proved the effect of social media databases on intrinsic motivations. Due to the creativity teachers should have in flipping their courses, scrutinizing their motivations in this process is significant (Gorozidis & Papaioannou, 2014; Wang & Guan, 2020). They are not only engaged in performing FC, but they are the preliminary promoter of innovation (Bergmann & Sams, 2012; Enfield, 2013). English teachers spend more time and effort to make the online class ready compared to in-person classes because they need to spend time making themselves familiarized with different apps before the course and choosing proper and applicable content for specific topics and learning goals. Indeed, teachers should be professionals in employing technology and assisting learners to solve their technical issues in online courses (Almaiah et al., 2020).

In the same vein, motivation contributes to the development of teachers' capability to use digital technologies (Nalipay et al., 2019; Vermote et al., 2020). Indeed, motivation plays a pivotal role in the teaching-learning process as it can impact their participation in classes, enhance their perspective on it, and reinforce their efforts in performing physical activities (Wang & Guan, 2020; Ryan & Deci, 2020). Considering psychology, motivation alludes to people's mental state of possessing willingness, power, passion, and perseverance to follow and conduct specific targets or complete activities that are chosen freely and self-decided (Yi, 2007; Zarei & Elekaei, 2013). Motivation has to do with the quality and persistence of human behavior and it underlies the efforts taken by people in accomplishing

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something, how enthusiastic they are to keep on, as well as how seriously they pursue it (Wen & Piao, 2020; Wang & Guan, 2020). Also, a review of the literature shows that motivation has been considered a key factor in shedding light on L2 learning processes and the behaviors driving them. As pointed out by Sanmartin (2014), motivating individuals to have a sense of competence can drive them to be more serious and energetic in doing activities. As a macro theory, self-determination theory is drawn to work out the contribution of motivation in the context of education (Ryan & Deci, 2020).

Moreover, based on studies conducted in academic environments, teachers involved in their job may potentially show better educational performance (Bakker & Bal, 2010; Bakker & Sanz-Vergel, 2013; Fan & Wang, 2022; Fu & Wang, 2022; Han & Wang, 2021; Wang, Derakhshan, & Azari Noughabi, 2022; Wang, Derakhshan, & Rahimpour, 2022) and have learners with higher engagement in learning (Roth et al., 2007; Wang & Derakhshan, 2023). The definition of engagement includes a constructive, satisfied, job-related state of mind with the characteristics of power, commitment, and attraction. Studies have paid remarkable attention to engagement in general work environments within the last 10 years (Choochom, 2016; Fan & Wang, 2022; Han & Wang, 2021; Schaufeli et al., 2006). The previous studies on FC (Fraga & Harmon, 2014; Hao & Lee, 2016) have only dealt with learners' experiences and performance, turning a blind eye to the teacher as one of the essential contributors to flipped instruction.

Observations show that flipped instruction involves the initiation of change on the part of the teacher as they should conduct their classes through FC as an advanced learning teaching that emerging an innovative teaching instrument can build a new academic practice. Given that teachers take it upon themselves to start flipping classes, it is worth investigating teachers' motivations in this regard (Gorozidis & Papaioannou, 2014; Gao et al., 2022; Wang, 2023). Besides, holding the flipped classes leads to several challenges as it entails taking on sensitive responsibilities on the part of teachers regarding the preparation of materials and pre-class assignments (Enfield, 2013). Likewise, in the view of Milman (2012), teachers sometimes fail to create high-quality videos as they run into some technical or instructional issues. Furthermore, it sometimes takes teachers a long time to work with video (e.g., playing back or forward, downloading, copying, etc.) so it requires a high level of engagement. Very few investigations (Arsanti et al., 2020; Su & Lai, 2021) have examined the contribution of FC through social networking sites to learning

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outcomes.

Besides, based on the research findings (Alsancak Sirakaya & Ozdemir, 2018; Pasaribu & Wulandari, 2021), motivation and engagement both play essential roles in the learning context; however, such characteristics are usually disregarded in schools and classrooms. In particular, the contemporary educational contexts need to focus on these features as they can have a positive impact on educational outcomes. Even though many studies (Abeysekera & Dawson, 2015; Alsancak Sirakaya & Ozdemir, 2018) have focused on various aspects of learning motivation, few if any, studies have examined the contribution of teachers' motivation and engagement to FC. Moreover, teachers' engagement in the context of online education has been the subject of some investigations (Borup et al., 2014), but as far as the contribution of FC is concerned, more studies in the language area should be carried out in this domain that can also consider the social platform. To this end, the present review makes an effort to fill the gap by examining EFL teachers' motivation and engagement in FC through social networking sites in education.

2. Review of the Literature

2.1. Motivation

As a personal characteristic, motivation drives people to act, pushing them to perform activities. Motivation is accompanied by eagerness and resolution, inducing some kind of thrill that leads to perseverance to conquer higher peaks of success, even in the face of some challenges and barriers. Motivation is mainly concerned with the eager pursuit of objectives (Derakhshan et al., 2021; Pishghadam et al., 2021; Wang & Guan, 2020). As a driving force, motivation provides people with energy and an internal drive to do and carry out specific tasks and actions (Pinder, 2014). Being motivated, a person will obtain excellent results as compared to those who are unmotivated. Teachers' motivation plays an essential role in enhancing the quality of teaching (Carson & Chase, 2009). According to the categorization in Self-Determination Theory by Ryan and Deci (2020), there are two kinds of motivation based on its reasoning, resources, and followed objectives; internal and external motivation. Internal motivation begins from oneself and takes place when an internal motive exists for involvement in the intended task with no external reward for conducting it (Yi, 2007). Seemingly, individuals with internal motivation pursue tactics that are time and effort-consuming to exploit and make attempts in

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sophisticated learning activities and have trial and error in their efforts to attain in-depth comprehension and intuitive information (Abdullah et al., 2020).

On the contrary, external motivation comes from outside and takes place when the individuals are willing to involve in the intended task for several extrinsic reasons irrelevant to the task itself. Such reasons are manifested by extrinsic rewards, for instance; presents, scores, or teachers' confirmation. Individuals with extrinsic motivation are willing to spend minimum time and attempt in following their objectives (Yi, 2007). The two kinds of motivation are vital for learning successfully, however, internal motivation leads to better learning outcomes compared to the external one, because it permits incorporation between the individuals' available and intrinsic present knowledge they already possess and the new intended information, and therefore, it sustains long-run learning. A review of the literature shows that extrinsic and intrinsic motivations have been viewed as two main driving forces that encourage people's creativity and desire to take part in activities. Both types of motivation result in different patterns of behaviors and outcomes (Ryan & Deci, 2020).

2.2. Engagement

The extent learners and teachers are participated or devoted to their learning or teaching is called engagement which may result in high-quality learning (Al-Obaydi et al., 2023; Shakki, 2022; Wang, Derakhshan, & Zhang, 2021; Wang, Derakhshan, & Pan, 2022; Dai & Wang, 2023). It is an umbrella term that brings together students' and teachers' degrees of attention, interest, and willingness to deploy a repertoire of skills, strategies, or activities to make progress (Jiang et al., 2021). Furthermore, thanks to their engagement, teachers are motivated to increase their work accomplishment, and focus on learning and efficiency; moreover, they are more hopeful, flexible, and adjustable (Greenier et al., 2021). Engagement is concerned with a mental state that is concerned with vigor (being energetic and vital, being resilient, being highly motivated, and perseverance during work), dedication (perceived significance of oneself, respecting oneself or self-esteem, motivation, enthusiasm, and courage), and absorption (complete focus on work so that the individual is motivated to continuously work and is pressed for time) (Schaufeli et al., 2002; Wang, Derakhshan, & Rahimpour, 2022). Vigor is concerned with devoting a high level of energy in the face of challenges in the workplace. Dedication has to do with complete dedication to one's work, experiencing an exciting feeling, getting

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inspired, and at the same time dealing with challenges. Absorption involves engaging in one's work happily and fully focusing on it (Bakker & Demerouti, 2008).

There has been a growing interest in engagement due to three main reasons (Klassen et al., 2012). First, engagement plays an important role in the achievement of positive academic results, bringing about more efficiency in learning and education. The research results show that engaged teachers are highly motivated and are more likely to participate in class activities (Roth et al., 2007). Second, engagement plays an essential role in alleviating anxiety (Han et al., 2016) as some individuals give up their job due to anxiety. Therefore, teachers can take on the role of intermediaries and their engagement can be perceived by some physical and oral expressions such as an open mind, smiles, eye contact, and an encouraging viewpoint, which convey their dedication to their career activities as well as their eagerness (Van Mierlo & Bakker, 2018). Teachers are required to invest a lot of resources, including time, energy, emotions, and cognitive abilities to teach effectively (Derakhshan, Dewaele, & Azari Noughabi, 2022; Derakhshan, Greenier, & Fathi, 2022; Fan & Wang, 2022).

2.3. Flipped Classroom

The FC model refers to an educational tactic supporting an inverse version of the conventional learning setting in which, educational material is presented online outside of the class (Sojayapan & Khlaisang, 2018). It is a tactic for learning that leads to learning by using technology, specifically through internet-based clips that help to listen during lectures and maximize learners' task time, employed in collaborative and practical learning (De-Lozier & Rhodes, 2017). Regarding FC, learners begin by being exposed to knowledge before coming into the class. Learners are encouraged to review the materials assigned by the teacher and to do their assignments (Mehring, 2016). Social constructivist theories of learning support FC, asserting that effective learning needs students to build their comprehension of the topic. As an educational model, it refers to 'dynamic learning', with general characteristics of learner orientation, experiential learning, exploration, or problem-centeredness. The theories of social constructivism propose that when learning is built by social communication with other learners and teachers, it becomes most efficient (Lindeiner-Stráský et al., 2020). The FC model provides a learning environment where teachers offer customized instruction, learning is based

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on problem-solving, and inquiry-based study is emphasized that is essentially learner-oriented (Bergmann & Sams, 2014).

Moreover, the model of FC is a mixture of the conventional and internet-based academic system, in which time within and out-of-classroom is employed to ease the efficient learning chances and visions (Munir et al., 2018). Furthermore, it is stated that such a model leads to self-regulation, involvement, the feeling of liability for the job, group work, and taking part in class tasks among learners (Yilmaz, 2017). As a type of blended learning, FC creates a connection between in-person learning and online learning; however, in the context of FC, the tasks to be conducted outside of the class should not be necessarily online; they can use paper and hard copies of materials. It follows that FC can proceed without using videos. Also, the display of instructional videos does not imply flipping a classroom. FC provides a unique educational setting which is considered one of the educational breakthroughs in recent years so it is swiftly growing in popularity among EFL teachers across the world (Obari & Lambacher, 2015). The FC is not synonymous with the presentation of online videos; it involves the engagement of learners in interaction and meaningful learning activities in an in-person mode. In such an environment, learners also assume responsibility for their own learning and receive a customized education tailored to their learning style (Cross & Board, 2014). This pedagogical model involves a reversal of traditional lecture and homework elements, that is, it is concerned with inverting classic teaching models, delivering instruction outside of class, and moving homework into the classroom (Du et al., 2014). FC makes it possible for instructors to devote more time to tutoring learners rather than lecturing them (Wallace, 2014). This model attaches great importance to the facilitating, and organizing role of EFL teachers rather than viewing them as providers of knowledge (Basal, 2015).

2.4. Social Networking

Social networking like WhatsApp has been extensively used for cooperation and interaction since Web 2.0 emerged and Boyd and Ellison (2008) defined it as a web-based service allowing participants to build a virtual profile in a system with certain boundaries, to share in a certain team, and allowing other subjects to observe things that are shared (Bakker & Demerouti, 2008). Social networking is described as settings that allow people to build individual profiles by tasks according to socializing, to form such profiles based on their desires, to share, to offer themselves, and to find

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individual social networks through interaction with others (McCarthy, 2013). Apps for social networking (apps) like WhatsApp are employed to dare the educational culture and to enhance Indian learners' engagement. Both teachers and learners can easily reach the apps of social networking (e.g. WhatsApp) on their cell phones, thus, the material is accessible to learners using cell phones through WhatsApp instead of the need to have a PC (Sandhu et al., 2019). Social networking functions in different important ways, like offering multi-dimensional interaction and communication among teams of learners and teachers, getting/ providing quick feedback, making sure of dynamic participation, supporting sharing of class resources, and offering a chance for enhancing different contemplation competencies.

It can be concluded that teachers find the combination of social media and teaching a positive development in their classroom; particularly, they make use of the same social media both inside and outside of the classrooms. This integration based on new technological innovations contributes to their motivation. In such classes, EFL teachers are eager to use social networking in teaching and learning. Throughout the class, EFL teachers have opportunities to argue about theories on technology integration such as social networking in their teaching process. Research done on the problem highlights that social networking sites are continuously employed in the education procedure, enhance educational achievement, support learning, enhance communication, improve learners' motivation and constructive viewpoints to the course, and enhance taking part in the course (Akçayır & Akçayır, 2016; Aydin, 2014). Indeed, from Vygotsky's (1978) socio-cultural viewpoint, social media makes a virtual venue for psychological development that offers robust sources and a stress-free atmosphere for learning that affects interaction.

Furthermore, they are provided with an opportunity to enhance their cognitive engagement given that they can understand, apply, and evaluate social networking for L2 learning and instruction. Implementing flipped model, they managed to engage behaviorally by taking part actively in the class; however, the results show that teachers need to search for more ways to drive learners to be more well-prepared by reviewing the materials before the class. They indicated that both learners engage reflectively by monitoring their learning through the feedback provided personally by the teacher. In the context of flipped learning, technology is used extensively for learning outside the classroom (Herrald & Schiller, 2013). In the digital age, teachers have managed to integrate technology within their classes. The application of technology is not the end in itself, but it reinforces education, especially L2 learning.

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2.5 The Associations between Teacher Motivation and Engagement in FC

Pedagogically, the learning environment of FC changes into a dynamic, cooperative, flexible, and interactional context in which learners and teachers take part in interesting activities and content. This helps them to hone their cognitive skills and competencies given the meaningful, dynamic interactions between students and their teachers. Literature shows that the high volume of work before and after flipped classrooms is the main challenge faced by teachers. Indeed, changing a traditional course into a flipped one entails having a high level of motivation as teachers should respond to the learners' call for help (Lee & Martin, 2020). Even though the operation of FC has augmented a hard load of work for its planning, it lets teachers engage with learners in the classroom material and tasks (Webb et al., 2015).

Those teachers that are highly motivated allow for improving educating-learning procedures, which results in the achievement of the final stated objectives and accomplishments (Fan & Wang, 2022; Salifu & Agbenyega, 2016; Wang & Guan, 2020). As for extrinsic motivation, the positive outcomes and results obtained from the implementation of flipped teaching can contribute directly to the continuation of flipped teaching; moreover, the policymakers in the domain of education are also likely to gain a better grasp of the variables and factors that help teachers to operationalize flipped teaching more effectively. This can enhance teachers' planning and motivation to implement flipped teaching. Particularly, when flipped learning is rewarded or incentivized, there is a good chance that these teachers would repeat flipped teaching (particularly the teacher with low perceived self-efficacy). Highly motivated teachers enjoy a high level of self-efficacy. They are more successful by using online resources. Indeed, their flipped teaching yields multiple positive outcomes. As long as teachers are motivated, their performance and readiness for making use of information technology increase (Copriady, 2015).

It should be noted that the FC model reinforces teacher engagement given the palpable outcomes emanating from the inclusion of technology in teaching to meet learners' needs. Yet, the majority of EFL learners are demotivated by being exposed to boring and traditional teaching methods. Therefore, there should be a notable look into the EFL context to enhance learners' motivation through innovative ways of teaching. A teacher planning to teach in an FC should go beyond his/her traditional roles (Farrah & Qawasmeh, 2018). More specifically, in an FC, the teachers are more engaged in the learning process as they need to prepare the required contents, map

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out homework, and create a pleasant learning space where learners can explore everything.

3. Conclusion

Teachers in the process of implementing FC possibly need various kinds of educational content and platforms, like instruments for recording clips for the course and clip post-producing, uploading, and editing. Briefly, the schools can make sure FC through implementing social networking is successfully implemented if they are equipped with sufficient tools. For this purpose, the literature review indicates that enough incentive and capability are required to completely provide an opportunity for teachers' engagement in such a procedure. The previous works proposed that motivated teachers have a great perceived self-efficacy. They are advocated with the required internet-based resources and have higher engagement in the classroom enhancing the intention to employ FC (Lai et al., 2018); however, some criticisms have been raised against this model. For example, some believe that this model is likely to supersede the teachers and finally marginalize them. They take issue with this model, claiming that it is a student-based model, which obviates the need for the teacher. It should be emphasized that in FC, the teacher remains one of the essential factors as they are in charge of deciding the content, developing the materials, selecting the strategies, choosing the suitable social networking apps, and paving the way for maximal classroom interaction (Demirel, 2016).

By presenting a new platform for education and learning, the FC alters teachers' roles from a lecturer to more cooperating and collaborating contributors to the educational procedure (Du et al., 2014). Indeed, given that lectures are not used to transfer knowledge to the learners during classroom time, the teacher can engage with learners through other learning activities (e.g., discussion, learners' solutions for problems, hands-on activities, and guidance. Flipped teaching through social networking has proved to be very promising as a useful educational model that improves both learners' engagement and their motivation. Drawing on this model, teachers can adjust the instruction, improve and monitor learning, strengthen motivation, and provide immediate and helpful feedback to the learners. Flipping the course content imposed heavy work for teachers, though they were pleased by avoiding speeches and getting on an innovative experience (Chen, 2016). In addition, they gained more information about the class material during preparing the clips, and

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they had higher excitement and motivation about their education (Lai & Hwang, 2016). It follows that FC gives ample time and leeway to the teacher so that he/she can stay in contact with the learners in class. This results in more engagement and transfers the lecture time to homes by using the videos which have already been recorded.

Putting FC into operation entails serious efforts on the part of teachers, who have a pivotal role in the FC environment (Wanner & Palmer, 2015), and since FC is centered on the student, it requires teachers to apply multiple teaching strategies, including problem-solving tasks, experiential learning, collective learning, and team discussions in a social networking context. Establishing this type of environment poses a serious challenge since many teachers lack the necessary preparation to implement novel pedagogies to back up student-centered learning strategies. Literature shows that teachers' motivation plays an important role in the use of technology in teaching activities in FC through social networking which should be taken into consideration by educator trainers (Kim et al., 2014).

This review can be considered the first step individual can take to conduct more studies on the contribution of teachers to FC. It also shows the extent to which teachers' motivation can directly influence how they are prepared to use technology in teaching activities (Copriady, 2015). Given that in an FC environment, the relationship between the learner and the instructor is reciprocal, what the instructor does, his/her eagerness for course content, as well as the extent to which he/she is engaged directly influences learner motivation, engagement, and learning outcomes (Cardwell, 2011). Therefore, a highly engaged teacher in an FC environment makes it easier for the learners to actively engage in that course (Copriady, 2015). Indeed, highly motivated teachers have more confidence in dealing with challenges during the development of materials in FC. They devote more time and energy to their work, are more enthusiastic to take risks, and are more eager to do an experiment using innovative approaches to design the courses. They are also more content with their roles in class (Granziera & Perera, 2019).

4. Implications and Suggestions for Further Research

There are some reasons for ignoring or rarely using FC such as teachers' lack of comprehension and consciousness regarding the FC model, their negative viewpoint

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towards internet-based learning, lack of sufficient training in employing FC approaches, weak foundation, and often the teachers' age. Thus, it can be advantageous to raise teachers' awareness regarding their ability to employ the model of flipped class and provide them with sufficient training to attract and engage them in using the FC model. Indeed, those instructors who have more engagement in their job have been found to spend more time and energy when it comes to developing dynamic learning modules for learners (Tschannen-Moran & Woolfolk Hoy, 2001). Moreover, as a new development in teaching, FC helps instructors to be more engaged in the classroom and motivates them to encourage learners to be more independent as the tasks are learner-centered. Indeed, it may be due to the nature of the FC which offers a series of lessons that put both learners and teachers at the focus of their previous knowledge and highlights cooperative learning that helps their involvement.

Flipped classroom differs from the traditional one in some respects that can be taken into account by the teachers. For example, in traditional teaching, learners are exposed to the knowledge provided by the teacher, and their homework is done individually. In contrast, the FC approach provides learners with ample opportunities for interactive learning in a social networking setting. Implementing FC through social networking raised teachers' involvement along with their motivation to develop materials as they took the role of the material developer which consecutively inspires their satisfaction and interest in using it in teaching a language. In such a context, they are provided with teachers' assistance and they engage in efficient discussions with their peers. Both teachers and learners can engage in communication and discussions on the topic outside of the classroom through FC through the application of an online platform. Furthermore, teachers are also provided with ample opportunities to be engaged in discussions about the tasks conducted in the classroom. They also provide instant feedback. Shedding light on teacher engagement in FC education can potentially contribute to the useful preparation of teacher preparation programs. Workshops and preparation platforms on FC should be conducted to familiarize teachers with FC and social networking services to use in teaching all English language skills that nurture diverse magnitudes of engagement. Consequently, teacher teachers need to allow for the provision of adequate facilities and educational materials to make sure that FC is implemented successfully in the classroom, and training them through proper professional development programs can also make it easier for teachers to shift from traditional

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teaching models to FC models.

Finally, this study is a type of review; however, more empirical investigations are required to shed light on whether teachers are behaviorally, emotionally, and mentally ready to accept FC through social networking in various learning domains, drawing on innovative approaches (Derakhshan et al., 2023). Moreover, more inquiries should be conducted on the contribution of psychological and sociological variables to FC. It seems that long-term studies may affect instructors' motivation and performance in FC through different social networking apps such as Telegram or WhatsApp, so a longitudinal study other than other types of research designs is recommended for further research. More empirical studies can be carried out by gathering data through observations and questionnaires to show the role of FC through social networking on different aspects of engagement such as emotional, behavioral, cognitive, and social. More studies whether quantitative or qualitative analysis approaches should be done later to complement the conclusions presented in this review.

[DOR: 20.1001.1.23223081.1401.0.0.297.9]

[DOI: 10.29252/LRR.14.3.10]

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[DOI: 10.29252/LRR.14.3.10]

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[DOR: 20.1001.1.23223081.1401.0.0.297.9]

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