Applicability of the flipped classroom approach to teach English during post-pandemic Sri Lanka
(Case Study based on Sabaragamuwa University of Sri Lanka)

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Abstract

Flipped classroom model, a blended learning method, puts an end to the conventional lecturing method and creates an active learner-centered pedagogy. The main objective of this study was to investigate the applicability of the flipped classroom model by examining the perspectives of the undergraduates and discovering the advantages of flipping the post pandemic tertiary level English as a Second Language (ESL) classrooms in Sri Lanka. The sample of the study consists of sixty freshman undergraduates of the Sabaragamuwa University of Sri Lanka. A questionnaire survey served as the primary tool in collecting data. Follow-up interviews were conducted to attain further clarifications. The data were analyzed both quantitatively and qualitatively. The findings of the study revealed that, the students do have a positive perception regarding the application of the method into English language instruction. As for the advantages of the method, the data manifested the factors such as making the students well- prepared prior to the class, familiarizing them with technology based education and traditional classroom method, making them engaged in the group activities, a remedy for absenteeism, a way to enhance learner autonomy and making a more interesting and convenient learning environment. The findings suggested that familiarizing both teacher and students with technology, conducting training progarammes and changing the mindset of the teacher towards a learner-centered pedagogy will enhance the quality of the flipped classrooms.

Introduction

Formal education system in Sri Lanka is dominantly based on the traditional teacher centered face-to-face classroom mode until the pandemic forced the system to a halt. With COVID 19 outbreak in 2019, the regular classroom setting, where the lecturing is primarily practiced by the teacher in order to explain concepts, was no longer used. Thus, from 2020, accessible online platforms such as Zoom, Learning Management System (LMS), Virtual Learning Environment (VLE), Google Classroom and Microsoft Teams were used to teach students in all primary, secondary and tertiary levels of education. Having engaged on virtual learning environments for more than two years, the students are becoming competent to behave in both traditional face-to-face classrooms as well as in virtual classrooms. As a novel step, introducing the students in tertiary level of education to the flipped classroom model that is a branch of the blended learning approach will have a positive effect on language education in the Sri Lankan university system.

As Shimamato (2012) mentions, traditional teacher centered classroom system is a cause of producing passive learners who are not competent in working independently. In contrast, Egbert, Herman and Lee (2015) state that by implementing flipped classroom which enhances working collaboratively with the peers under the assistance of the teacher by using the course materials, which they have already gone through, a resource rich student-centered learning environment can be created.

According to Berrette (2012), implementing flipped model is advantageous as it makes the classroom learning more inquiry-based and experiential. The students attend the class pre-prepared as they have received adequate exposure to the learning materials prior to the in- class session via the inputs shared in a flipped classroom milieu. They are allowed to explore more knowledge regarding the content and interact with other students while doing in-class collaborative activities. Such activities enhance the opportunities to meet learning needs instead of producing passive learners.

Although this novel approach has been immensely studied in the global context, still there are some gaps to be filled. Moreover, as far as the local context is concerned, this concept is not adequately studied and such gaps will be further discussed. On the other hand, with a discussion on how to incorporate flipped model into the Sri Lankan classroom context followed

by a review of the existing literature the study is extended to explore the perspectives of the students on the applicability of the flipped model.

Bergmann and Sams (2012) express in their book, *Flip Your Classroom, Reach Every Student in Every Class Every Day,* that the concept of a flipped class can be defined as what is traditionally done in- class is done at home, and that what is traditionally done as homework, completed in- class. As this statement suggests, the very term "flipping" depicts that this method is controversial since it has changed the fundamental concepts of language teaching methods and approaches.

Research Problem and Research Objectives

In this research, an attempt is made to unearth the advantages of flipping the ESL classrooms as it is of great significance in understanding the validity and reliability of implementing the flipped model. It serves as the first specific objective of this study. Thus, in order to further the objective of the study, the researcher has devised the following research questions based on the research problem:

- What are the ESL teachers' perspectives towards the flipped model?
- What are the advantages of flipping the ESL classrooms?

This study is primarily based on investigating the applicability of flipped method to teach English language to the ESL learners at tertiary level. Thus, a sample of students who are learning in the Faculty of Social Sciences and Languages of the Sabaragamuwa University of Sri Lanka was selected.

The Faculty of Social Sciences and Languages of the Sabaragamuwa University of Sri Lanka has enhanced the quality of the lecture halls by furbishing the classrooms installing interactive boards, free Wi-Fi facilities and smart classrooms. Further, there is a language lab with 25 computers exclusively for the ESL learners. As well, the students are given an activity room with other necessary equipment to be utilized at their free time. In addition, the upgraded classroom environment will effectively support the group activities as they play a huge role in the flipped classroom model. Thus, in terms of physical facilities, there will not be any issues to implement the flipped model since all the steps are already taken in advance to resolve the anticipated problems. Such amenities of physical nature enforce the faculty to embark on their optimal utilization to deliver maximum to the learners.

In the pilot study, it was observed that the learners have already studied under both traditional face-to-face classroom teaching method and virtual language teaching platforms such as VLE, LMS, Moodle, Zoom, Microsoft Teams, Google Classrooms and many more to learn ESL. Thus, all the students in the Department of English Language Teaching of the Faculty of Social Sciences and Languages in the Sabaragamuwa University of Sri Lanka are familiar with the technology integrated language learning. Therefore, in this study, the researcher hypothesizes that the flipped classroom model is applicable to learn ESL by the undergraduates as a post pandemic learning approach.

Literature Review
Flipped classroom model

The flipped model was first introduced by Bergmann and Sams in 2007. They are chemistry teachers in a high school in Colorado, USA. They recorded their lessons for the students who got absent since those students can watch the video later and review the things they have missed from the outside of the classroom. They were able to get effective results by implementing this method. Thus, they expanded it by making online videos.

In their book, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, Bergmann and Sams (2012) mention that, they have recorded their lessons out of selfishness. They were spending inordinate amounts of time re-teaching lessons to students who missed class, and the recorded lectures became their first line of defense. Most importantly, the absent students of the class loved the recorded lectures. The students who missed class were able to learn what they had missed. Some students who were in class and heard the live lecture began to re-watch the videos wherein some others watched them when reviewing for exams. The authors mentioned that, they loved it because they did not have to spend hours after school, at lunch, or during their planning time getting kids caught up.

As Egbert, Herman and Lee (2015) state, in the flipped model, there are no set guidelines. Thus, the teachers are emancipated to tailor the lessons and the modes of delivery as it is more convenient, effective and efficient. Baker (2000) mentions that in the flipped model, by using technology, the teacher can enhance the interaction between the teacher and the students as well as among the students by strategically changing the dynamics in presentation of information. He further elaborates that, by making the recordings of the direct instruction lectures accessible prior to

the class, the students are given an opportunity to learn the contents at their own phase and space. This strategy will make more time for in-class activities such as group work, lab experiments as well as discussions.

Post pandemic education system of Sri Lanka

Sri Lankan education system was primarily based on traditional face-to-face classroom method until COVID- 19 outbreak in 2020. With this pandemic situation, all the functions of each and every system changed and consequently the education system also abruptly changed. Thus, it can be identified as a turning point of the education system of Sri Lanka since online method was implemented in teaching.

In the tertiary level of education also, moving forward with online education by breaking down the traditional pedagogical practices can be identified as revolutionary. Thus, in the post pandemic Sri Lankan classroom setting, the students who are greatly updated as well as upgraded with the online systems will find it interesting to study in a more blended setting where they meet a proper amalgamation of both face-to-face and online systems. Thus, incorporating the flipped classroom model which is not only a current trend, but also an innovative teaching method, can be acknowledged as a possible solution to develop the education of the students in the tertiary level.

Teacher's role

Bergmann and Sams (2012) study their classrooms to find how the class time and teacher role change in the flipped classroom in comparison to the traditional classroom (Table 1).

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30-45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20-35 min.		

Table 1: Comparison between traditional classroom and flipped classroom (Adapted from Bergmann and Sams -2012 (pg. 15))

As table 1 indicates, there is a huge difference between traditional classrooms and flipped classrooms in terms of allocated time duration. In the traditional classroom settings, the teacher spends 5 minutes for the warm- up activity and about 20 minutes to discuss the homework done by the students. Most of the time will be spent on delivering the lecture in which the teacher will be presenting the contents.

In contrast, in the flipped classrooms, the whole process is turned over. Out of the 90 minutes of the class time, 5 minutes will be allocated for the warm up activity. Since the students have attended the class, being prepared for the lesson by watching the videos at home, 10 minutes will be allocated for the question and answer session on the video. Finally, rest of the time i.e. 75 minutes, will be allocated for guided and independent practice and/or lab activity. This final step expresses the importance of implementing flipped method highlighting its value in practical sessions.

Thus, as table 1 depicts that the class is centered on the student, not the teacher. Most of the L2 classrooms have become more teacher-centered although the teachers attempt to make them learner-centered. This has become one of the greatest problems in the ESL pedagogical context. Thus, as the above table illustrates, this problem can be easily resolved by applying the flipped model to teach ESL

When reading the existing literature, it is understandable that there is an abundance of studies conducted in the global context in terms of implementation of flipped classroom method with its importance and challenges. Further, the literature confirms that in the Asian education context also many researches have been conducted on the flipped classroom method and it is evident that this model is a well applicable method in any pedagogical context. In contrast, there is a scarcity of studies and evidences to prove that the flipped model is applicable to the Sri Lankan education context, specifically, language pedagogy. Moreover, even though there is ample researches, which are executed to study on the implementation of flipped classroom model in the primary and secondary education, it is difficult to find the resources related to the tertiary education particularly in Sri Lanka.

In contrast, there are several researches which are conducted in relation to blended learning under which the flipped classroom model is discussed. Thus, as the literature depicts, there is a dearth of published researches in relation to testing the applicability and implementation of flipped classroom model in tertiary level L2 education in Sri Lanka.

Methodology

This research was executed using a mixed research design since the objectives of the research suggested both quantitative and qualitative data. A sample of sixty (60) undergraduates who are studying English as a Second Language was selected from the Faculty of Social Sciences and Languages of Sabaragamuwa University of Sri Lanka.

A questionnaire survey was mainly conducted as the method of primary data collection whereas semi structured telephonic interview method was used to cross-examine and confirm the answers given by the participants. The data were analyzed both quantitatively and qualitatively using Google forms and thematic analysis.

Results

Data analysis and discussion

a. Students' opinion on the best language learning platform

In this section of the questionnaire, the personal opinions of the participants were tested. The question addresses that, out of the three learning methods: face-to-face, online and mixed method, what the best method is as per the students' perspectives. The results of this question are presented both tabularly (Table 2) and graphically (Figure 1) depicted as follows.

Teaching-learning platforms	Count	Percentage
Face-to-face method	20	33.3%
Online method	04	6.7%
Mixed method	36	60%

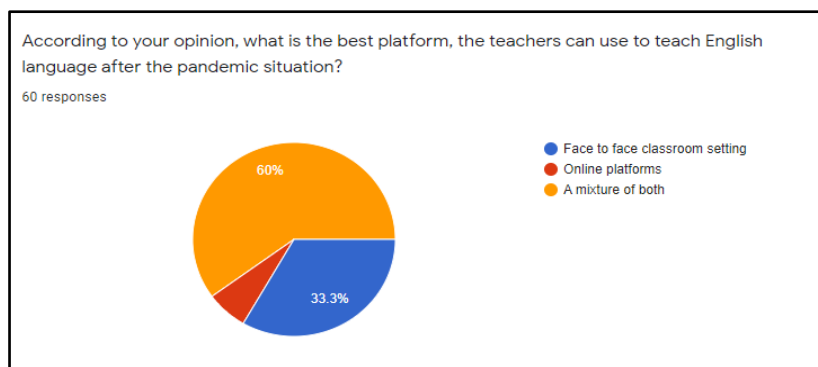**Table 2** Students' opinion on the best language learning platform

Figure 1 Students' opinion on the best language learning platform

The results show that a majority of 60% of the respondents have stated that they would like to participate in the lectures which are taught in the settings where the mixed method of language teaching is executed. A percentage of 33.3 of the students are willing to attend traditional face-to-face classrooms whereas a minority of 6.7% of the students is willing to attend online classes depending on various personal reasons.

The students state that there are both advantages and disadvantages in all these methods, as per their perception. For example, they state that, even though the online learning method is economically beneficial, there are many disadvantages of the method when the Sri Lankan context is considered. For instance, they elaborate that, having poor internet connection in the most of the areas of the country and not having sophisticated devices to attend lectures which are totally online is a problem for many of the students. On the other hand, they perceive that the face-to-face classrooms are more convenient as far as the technological aspect is considered. Still, they perceive it less economically advantageous since travelling requires a lot of financial support and time. Further, the majority of the respondents highlight that having a mixture of these methods is more beneficial since the students can negotiate and schedule classes at the convenience of both teacher and the learners. At the same time, they elicit that even though there are numerous drawbacks of the method, they are able to manage and solve those issues with the consent of the teacher and the students. Thus, the data present that according to the perspectives of the students, out of all these methods, the most beneficial method is the mixed method. In other words, the students perceive that flipping the college classroom is rather beneficial than totally limiting the classroom to one particular method of teaching.

b. Students' preference for the flipped model

This question of the questionnaire is designed to ascertain the preference of the students for the implementation of the flipped model to teach English as a second language. The responses of the students are tabulary (Table 3) and graphically (Figure 2) depicted below.

Flipped Model	Count	Percentage
Students prefer the model	60	100%
Students do not prefer the model	00	0%

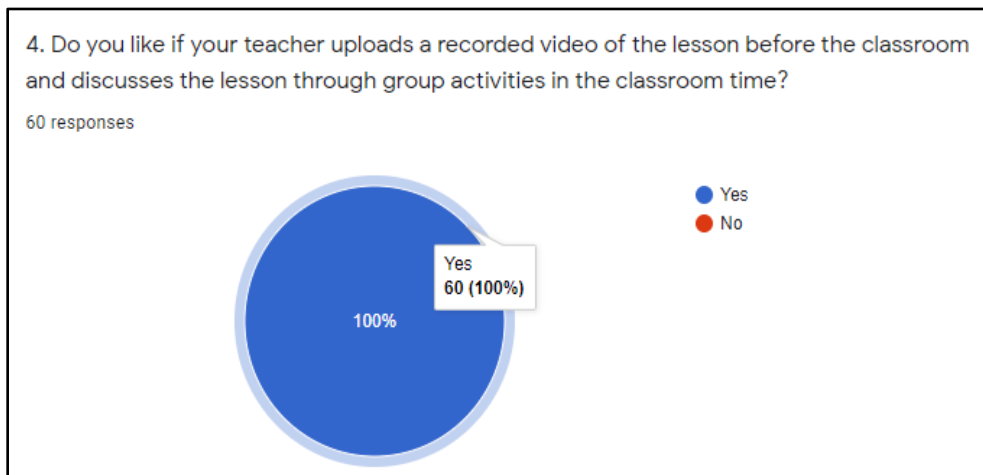**Table 3** Students' preference for the flipped model

Figure 2 Students' preference for the flipped model

All the participants of the survey positively responded when their preference for the flipped classroom model was inquired. As it is depicted through the question, the concept of the flipped model was explained using carefully selected simple and basic vocabulary; thus, the students can easily comprehend it. In accordance with the research data, all the respondents prefer if their classrooms were flipped. The data represent a percentage of 100 which represents the opinion of the whole sample. Moreover, the interviews have further confirmed that, the undergraduates were interested in the implementation of a mixed method to teach language in the tertiary level education setting. They elaborated that having a mixed method contains the advantages of both methods even though there are a few more disadvantages.

c. Students' perspective on the flipped method

The first research question of this study is to examine the perspective of the undergraduates on the flipped learning method to teach English as a second language. Thus, to attain the results, the question was designed qualitatively with the intention of acquiring a more elaborated answer. The ideas shared by the students during the interviews and in the questionnaires are extracted without editing for any grammatical mistakes committed.

As per the responses given by the students, majority of the respondents depict a positive attitude towards flipped learning method. The

answers of the participants of the interviews and the questionnaire survey contain different adjectives to describe how good this method is. Those adjectives can be summarized and listed as follows. To summarize their answers, they perceive this method as a good, effective, useful, practical, successful, interesting and efficient method. These answers can be elaborated from their own words as follows.

Student 06:

"It can be seen as a practical alternative method. Because it helps to engage in activities during lecture hours. Because we can watch videos before come to class"

Student 07:

"I think that it will be efficient because rather than studying in the same method it would be a new experience to all of us to try out new teaching methods."

Student 09:

"I think this method is practical and it is useful because it helps us to understand our lessons very well. We can refer the lessons before joining to the class and it will help to improve our knowledge of the relevant subject"

In contrast, 10% of the respondents have stated that they have a neutral idea on this method since they see both advantages and disadvantages in this process. The extract below shows how they further justified their answer,

Student 05:

"I actually accept that I don't fully support or oppose this kind of educational system because sometimes I agree this system and sometimes I disagree this process."

Similarly, a minority of 10% of the students believe that they do not perceive this method as a successful method to teach English though they prefer it as a learning method.

Student 03:

"In my opinion, I think this method is more disadvantage than advantage. This is a time saving method but the success of this method is limited.

Further interviews with this particular student confirmed that she can understand the procedure of flipped method. Still, she is of the belief that the flipped method will not be as successful as the other methods that were used to teach English as a second Language until today.

Advantages of implementing the flipped method

This question was designed based on the second research question of this study, "the advantages of flipping the ESL classrooms" according to the perception of the students. The answers given by the participants in the questionnaires were confirmed through the responses of the interviews since those responses were more detailed. Thematic analysis was applied to analyze the qualitative data gathered for this question. The themes emerged are analyzed as follows.

Flipping makes students well- prepared prior to the class

As per the responses of the undergraduates, the most common advantage of implementing this method is the opportunity given for the students to be well prepared before attending the class. Since the students attend the lecture after watching the video recording uploaded by the lecturer, they are well prepared to engage in the activities. The following excerpts manifest the opinions of the students in this regard.

Student 06:

"*There will be many advantages by implementing this method because when the students get an idea about the lesson before coming to the lecture physically they know what they are going to learn. So they will do researches and furthers findings about the lesson. They will attend the class happily and comfortably without any burden.*

Student 07:

"*Students can be pre-prepared for the next lessons with the notes they have to collect*"

Student 01:

"*We will be well prepared in the classroom and will be able to engage in the activities confidently after referring the online lessons.*"

Student 05:

"*I can search and find information related to the topic before lecture or class hours.*"

Thus, as these excerpts manifest implementing flipped classroom method will be supportive in enhancing the students' prior knowledge on

the subject and the lesson. Moreover, it makes a learner-friendly atmosphere inside the classroom since the students are well prepared for the lesson. Most of the time, learners find the lessons boring since they are not familiar with the lesson. As per their ideas, if they were given a chance to get ready for the lesson beforehand, they will be able to work confidently in the class. Further, they elaborate that having done some research on the topic prior to the class make them outstanding learners in front of the teacher and the peers. In their responses, they highlight that such a context makes the learning process more interesting and less burdensome.

Flipping makes the students familiar with technology based education and traditional classroom method.

Due to the prevailing pandemic situation in the country, all the students, despite their level of education, are forced to move to the online learning platforms. Thus, the tertiary level students are familiar with both traditional face-to-face classroom method and virtual learning platforms. Therefore, the students have identified that having this experience will create a more successful atmosphere inside the flipped ESL classroom. Hence, they elaborate that implementing this method as a remedy at the post pandemic situation would be more effective. The responses of the students can be extracted as follows.

Student 16:

"As well, I consider, it will be way more convenient for us as we are getting familiar with the online platform as well."

Moreover, they believe that updating the education system as a positive factor. Thus, combining the education with technology will empower students for the future with the updated knowledge. As students further elaborated, familiarizing them with a new learning environment is an advantage.

Student 23:

"I personally believe that this method is really good because it offers new learning environment and new way of looking at things for us."

Thus, the students perceive this method as more advantageous since they can meet their expectations of improving their knowledge and skills regarding technology in this new learning environment. Their explanations portray that they view this as an opportunity to get prepared for the future which is completely technology driven.

Flipping makes students engaged in the group activities

The participants of the study perceived that engaging in group activities is advantageous as the students are able to improve different skills in a flipped language classroom. It is evident in the literature that in regular ESL classrooms where the traditional teacher centered methods are applied to teach language, most of the class time is spent to present and explain the lesson. On the contrary, in the flipped classrooms, the teacher is able to spare most of the class time to make the students engaged in group activities. The following excerpts manifest the perceptions of the undergraduates on the group activities.

Student 02:

"We will be well prepared in the classrooms and we will be able to engage in activities confidently after referring to online lessons. And I believe we will have more time to engage and learn from the activities and I find it will be a more better method to memorizing the daily lessons with practice exercises. Currently I see that there is no enough time for engaging in activities due to the allotted time being short. But in this new method, students can engage in individual and group activities and even have time to discuss their doubts regarding the lessons with their lecturers."

Student 17:

"It will be easier to do the group activities as we can use the knowledge we got from videos."

Student 55:

"Teachers can engage with the students during the group activities easily."

In their responses the students illustrated that the prior knowledge they acquired from the recorded lessons before attending the class can be used effectively when engaging in the group activities. Since they are well prepared for the lesson, they can work confidently and independently during the in-class activities.

They further elaborated their experiences regarding the current education system. As per their ideas, they have never experienced a learning situation where they got the whole class time to do activities. Instead, they have always teacher-centered classrooms where content delivery is prioritized. When these two situations are compared, they explain that flipping the classroom create a great opportunity for them to work in a

learner centered classroom where they are given the freedom to utilize the whole class time to engage in activities.

Moreover, in the above excerpts, it can be clearly seen that the students perceive this method as advantageous since they get an opportunity to get their doubts clarified. As they state, even though they are unable to get teacher's support when watching the videos, they can get further clarifications while engaging in the activities.

Finally, they perceive that engaging in group activities is beneficial since the teacher facilitates the class without directly involving in the activities. They perceive that creating such an atmosphere inside the classroom is more convenient and advantageous.

Flipping is a remedy for absenteeism

Sparing time for doing revisions of the previous lessons on behalf of the absentees is one of the major issues teachers face in the class as it makes managing the allocated time more difficult. In the interviews, the students expressed their ideas regarding this issue stating that, if a student gets absent for a class, it will not be a huge issue since they have access to the lessons at any time.

Student 53:

"If we face an occasion to miss lecture of class hours because of illness or family problem, this method will not be a problem as we already know about the lesson."

Student 15:

"Even I get absent I can still watch the recordings and get knowledge for the activities"

The ubiquitous nature of the flipped method makes the classroom activities more convenient for both teacher and the learners. The students perceive this method as the best option for absenteeism. Further, the students can download the videos the teacher has uploaded in advance. So, they do not need to watch the videos at a stretch. They are able to pause it and watch when they get some free time. Therefore, the flipped classroom method is a great remedy for the absenteeism and other practical issues.

Flipping enhances learner autonomy

In contrast to the traditional teacher-centered methods, in the learner-centered methods, enhancing learner autonomy is a major focus. Thus, as the students implied in their answers, they will be able to learn

English independently and confidently if this kind of a method is applied to the teaching of English as a second language.

Student 60:

"As we will be able to get an idea about the lesson in advance we can easily prepare for the lecture confidently"

Student 38:

"As for the language like English, I believe this method is really practical because it requires certain categories to be improved like speaking skills. Currently, most of my friends aren't active in classroom which held via online platform though. Through this new method, each and everyone have to participate in and improve their skills. So I believe this method will be more convenient and good for the students."

The students state that implementing this method is beneficial as they have acquired knowledge in advance. As per their perceptions, it results in enhancing learner autonomy since they are able to actively engage in the in-class activities. Further, they explain that flipping is a practically great method as it promotes engaging in group activities. On their point of view, it results in improving speaking skills and interpersonal communication skills of the learners.

The students compared their current experiences on online learning platforms with the opportunities created in the flipped method. They explain that in the online lectures, the students are mostly silent as they are not confident enough to articulate their thoughts in front of the classroom. Thus, they perceive that, the flipped model provides a good platform for those passive learners to speak up their ideas.

Flipping creates an interesting and convenient learning environment

As the participants of this study perceive, flipped learning environments are convenient in many ways since students can refer to the recording anytime when they are free. As well, they can rewind the recordings and watch several times until they understand the most complicated parts. As well, they can make notes on their own since the teaching can be adjusted to their pace of learning.

Student 12:

"We can solve our doubts with the lecturer. And the lecturer can conduct the class without making it boring. So I think it is a good method to move from traditional teaching method."

Student 08:

"It will be convenient to keep the track on completing our notes. It is a very challenging task for us these days in online lectures. When doing activities we can ask and clear our doubts. So I believe this method will be way more convenient and practical to teach English."

Student 37:

"In this method we can refer to the lessons anytime when we are free."
"We can watch videos later if we have any problem"

Student 55:

"We can learn on available time if we are busy during class hours."

Student 28:

"We will be able to rewind and get the clarification how many ever times needed, because we won't be feeling shy to ask repeat the explanation."

Student 34:

"Time saving since it implies only the required lessons and no extra chatting"

The students express their ideas on the learning environment flipping creates by stating that the innovative nature of the method makes the classroom more convenient and enjoyable. It breaks the monotony of the class which they experience to a greater extent in the online lectures. During both online and traditional lectures, the teachers sometimes have some chitchat with the students as a strategy to get rid of boredom. Some students find this inconvenient as per the differences of their personalities and they state that they find this method more comfortable since the maximum time is used for the content delivery without having extra chatting.

Repeating the videos several times has been also perceived as an advantage of the method since it gives shy students a chance to get further clarifications without getting the attention of the colleagues. They mention that watching videos at their own pace makes learning more convenient since the students can identify their speed and adjust their learning accordingly.

Recommendations and suggestions

In terms of achieving the expected outcomes by successfully implementing the flipped classroom model, some changes should be made in the existing education system. The research findings suggest that it is a requirement to provide adequate knowledge for both educators and educatees in terms of enhancing the effectiveness of the flipped classroom

method. So that, the teachers will be able to record the high quality videos which are free of technical errors. On the contrary, the students will be able to access, download and make use of those videos without having any kind of technical issue.

At the same time, the findings imply that, administering proper training programmes for the teachers with reference to recording proper videos is also a necessity when implementing the flipped classroom model because, if the voice and visuals of the teacher are not clear, it will be difficult to ensure that the students are watching the videos regularly.

Most importantly, it can be suggested that the mindset of the teachers regarding the teaching- learning process should also be changed. Even though all the other aspects are changed, if the attitudinal change is not occurred, the expected consequences will not be achieved. In the traditional teacher-centered classrooms, where the jug-mug process is applied, the teachers tend to take control over the class. In contrast, in the flipped classes, the teachers need to give control of the learning to the students. This can be a difficult move for most of the teachers. Still, it can create an environment where real learning occurs since the students take the responsibility of their learning.

Limitations of the study

This study was conducted during the COVID- 19 pandemic period as a small- scale study involving a single institution, Sabaragamuwa University of Sri Lanka. Thus, there were several constraints encountered in the process of progression of the study.

The most evident constraint of this research was that of the size of the sample which is considerably small. Due to geographical limitations, the researcher was unable to choose a sample from all 15 state universities in Sri Lanka. Thus, the selection of a small sample was an unavoidable limitation of the study that prevented a clear generalized statement about the applicability of the flipped model to the entire university system.

Further, the findings of the research were limited by the inherent limitations of the instruments. Due to the prevailing situation of the country, it was difficult to conduct face-to-face interviews with the participants.

Even though the area of flipped method can be identified as a thoroughly studied area in the global context of education, however, in Sri Lankan pedagogical context, it appears as there are a little resources to find

published researches. Hence, it creates a huge difficulty in citing and referencing the prior studies in the local context.

Conclusion

The primary focus of the present study was to examine the applicability of the flipped instruction model in the tertiary level education in post pandemic Sri Lanka. It also aimed at investigating the perspectives of the students towards the method and the advantages of flipping the classroom. Multiple instruments such as questionnaires and telephonic interviews were used to collect data.

The most useful finding from the study was that the undergraduates perceive this method as an effective and advantageous method which can be successfully implemented in the tertiary level education system.

Results of this investigation of introducing a completely new approach for second language teaching, pointed to pedagogical implications for the field of English language teaching. It was suggested that the attitudinal change of the teachers and students should be occurred while empowering them with technical knowledge needed.

It was suggested that further research should be executed to look at the suitability, effectiveness, challenges and the impact of learner differences on implementing flipped instructions in the post-pandemic tertiary level education.

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