

## EFL TEACHERS' REFLECTION IN THE IMPLEMENTATION OF ONLINE FLIPPED CLASSROOM: CHALLENGES AND STRATEGIES

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**Abstract:** The implementation of online flipped classroom was one of the impacts occurred due to Covid-19 pandemic in educational sector. For EFL teachers, this abrupt change presented difficulties. Only a small number of studies, however, have examined the problems teachers faced when deploying fully online flipped classrooms and how they overcame them. This study intends to examine the difficulties faced by teachers while implementing fully online flipped classrooms as well as their solutions. The data for this study were obtained through a semi-structured interview with three EFL teachers from a private institution in Yogyakarta using a narrative inquiry methodology. The results showed that the teachers faced challenges including students' motivation and engagement, students' mixed ability, assessment, resistance to change and teachers' workload. Teachers' strategies were: maximizing synchronous meeting, providing meaningful and personalized feedback, assigning groupwork, utilizing formative assessment and collaborating with colleagues. This study may benefit teachers in identifying and resolving issues that arise while using the flipped classroom in an online setting.

**Keywords:** *challenge; flipped-classroom; online; strategy; teacher.*

### INTRODUCTION

All face-to-face classes were cancelled during the pandemic, forcing many institutions, including our own university, to switch from face-to-face instruction to fully online instruction. Teachers had the difficult task of switching from well-known face-to-face pedagogical practices to those that depended on technical competence and innovative assessment techniques. Since prior research indicated that flipped classroom offered several advantages such as improving students' responsibility, sense of community, communications, and learning enthusiasm (Haftador *et al.*, 2021), the flexibility of timing for students' learning, the ability to blend asynchronous and synchronous teaching and learning, and the development of 21<sup>st</sup>-century skills (Divjak *et al.*, 2022), some instructors decided to use it during the pandemic in place of traditional lecture-based education remotely online. The (STEM) teaching of science, technology, engineering, and math has benefited from the use

of flipped classrooms, which have been shown to increase student engagement, information retention, and understanding of the subject matter (Tang *et al.*, 2020).

In English for Foreign Language (EFL) teaching, flipped classroom provides several benefits as well. The study by Siswanto (2021) revealed that by employing flipped classrooms, the student's writing abilities increased by 26.222 mean scores, from 52.44 on the pre-test to 78.67 on the post-test. The flipped classroom approach has also been seen to encourage student participation in online self-learning. Moreover, the flipped classroom approach to learning has been successfully used in grammar instruction. With the use of this learning method, students and lecturers were no longer physically restricted. The flipped classroom learning method was well received by the students. Flipped classrooms were found to be simple to implement, encourage self-directed learning, and enhance knowledge of grammar (Mandasari & Wahyudin, 2021), and even for low-

proficiency students, flipped classroom can more effectively help them develop lower and higher-order thinking skills (Chang, 2023). The key benefit of flipped learning is increased flexibility in the classroom and a change in the roles of the students and teachers. When students engage in classroom activities, they become more involved and independent (Haghi, 2020).

According to a study on the FLIPPED pedagogy model, students who completed more learning activities had better understanding of the concepts being taught, while those who continued their synchronous learning activities (face-to-face discussions) had higher levels of active engagement. They also tended to receive higher grades when they watched more prerecorded video lectures (Lin *et al.*, 2019). Furthermore, it has been argued that flipping a fully online class is an efficient approach to enhance traditional face-to-face instruction by fostering students' capacity for thinking critically, solving problems, and collaborative learning abilities (Aljaraideh, 2019). Online flipped classrooms differ from traditional flipped classrooms in that teachers and students interact virtually instead of in person. This is appropriate for maintaining social distancing protocols in the new normal as opposed to the traditional flipped classroom, which requires students to prepare class assignments by studying materials through recordings, videos, or texts before attending class meetings.

Unlike conventional flipped classroom, students in the online flipped classroom do not need to physically attend class because they can complete all learning tasks online (Stöhr *et al.*, 2020). Thus, both synchronous and asynchronous online systems can be used to implement this instructional approach. On the one hand, asynchronous learning activities demand that students finish educational material, like concept knowledge. On the other hand, in synchronous online learning activities, students must participate in face-to-face discussions during class time to discuss the material and use what they have learned to solve problems. Teachers should create and implement learning activities in the online learning environment because class time does not require physical surroundings (Lin *et al.*, 2019). The structure of the class in the course used in this study can be seen in Figure 1.

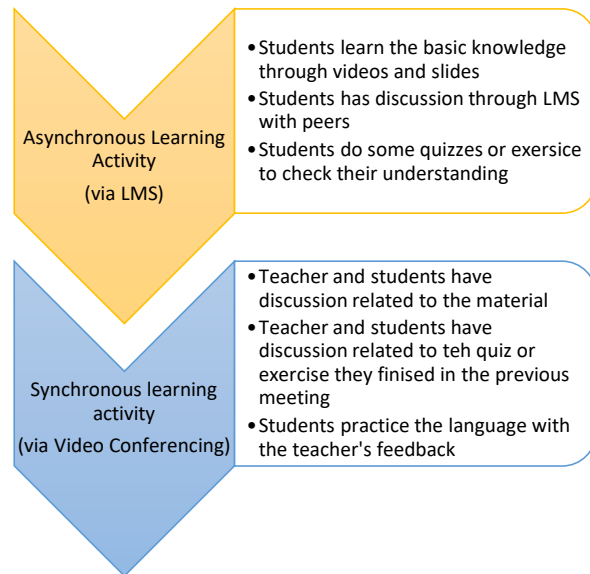


Figure 1. *Online flipped classroom framework*

Despite the fact that online classroom flipping has been more popular and has proven to be an extremely effective teaching strategy during the Covid-19 pandemic, there has not been much research done on this type of instruction for English as a foreign language (EFL), especially in Yogyakarta, Indonesia. A study examining teachers' reflections of the fully-online flipped classroom is important, as the findings could be helpful for both students and teachers in achieving the maximum benefits from online flipped classroom. Therefore, this study aims to explore the EFL teachers' challenges in implementing fully-online flipped classroom and their strategies to deal with these challenges. The research questions stated in this study are "what were the EFL teachers' challenges in implementing fully-online flipped classroom?" and "how did the EFL teachers cope with their challenges in implementing fully-online flipped classroom?"

## METHOD

This study employed the qualitative method to gather detailed information about the challenges teachers have when implementing a fully online flipped classroom in English classes and how they address those challenges (Creswell & Guetterman, 2020). Three English teachers who had been teaching for more than three years at Yogyakarta's higher education institutions and who implemented online flipped classrooms were chosen as participants using purposive sampling (Creswell & Guetterman, 2020). The teachers, two male and one female, ranged in age from 25 to 35. This study used narrative inquiry to let the teachers share their thought on their teaching experiences because the experiences of the teachers themselves were its

primary emphasis (Merriam & Tisdell, 2016). The summary of the participants is presented below:

Table 1. *Summary of participants*

Participant	Name of participants (pseudonyms)	Gender	Years of teaching
1	TJM	Male	6
2	FRM	Male	5
3	SR	Female	7

The data were collected in August 2022 using a semi-structured interview because this kind of interview is more adaptable and flexible yet still powerful in the sense that it allows the researchers to gain in-depth information from the informants (Ruslin *et al.*, 2022). The challenges faced and methods employed by EFL lecturers in their experiences teaching in higher education were explored by the researchers by employing this type of interview to gain insight from participants about their ideas, feelings, and beliefs. The reflective questions focused on the teachers' challenges teaching literature online, including the teacher, student, subject, and technological components, as well as how they overcame those difficulties. The conversation lasted for about an hour. The interview results were then typed, classified, and tallied before being discussed according to their themes.

Following data collection, Miles and Huberman analysis was performed on the data. Data reduction, data visualization, and conclusion/verification are the three processes employed in this instance of data analysis (Miles *et al.*, 2019). The researchers also employed member checking as a method of building credibility in order to guarantee the veracity and accuracy of the conclusions drawn from the data collecting. According to Creswell & Guetterman (2020), validating findings include the researcher ascertaining the veracity or accuracy of the findings using methods including member checking. Member checks are crucial, according to Stahl & King (2020), as "the degree of trust one has in the person telling the tale has much to do with the degree of trust attributed to the telling." In other words, it is a good means for other people to confirm and judge the reliability of the storyteller. This can help to confirm the conclusions and evidence as well as generate additional evidence that the participant might not have provided during the first data collection. In this study, member checking was utilized to ask participants for confirmation that the results were accurate and in line with their responses. They regarded the

conclusions as accurate and reliable when they agreed with them.

## RESULTS AND DISCUSSION

The research questions for this study are "What were the EFL teachers' challenges in implementing online flipped classroom?" and "How did the EFL teachers cope with their challenges in implementing online flipped classroom?" This section discusses the results of the participants' reflections on the challenges and strategies they used to implement the online flipped classroom. The study's findings showed that while implementing the online flipped classroom in English lessons, the study participants faced a variety of difficulties and had to come up with different ways to handle them. The challenges identified in the study were related to five issues namely lack of student motivation and engagement, students' mixed ability, assessment, resistance to change and teacher workload; while the coping strategies involved maximizing synchronous meeting, providing meaningful and personalized feedback, assigning groupwork, utilizing formative assessment and collaborating with colleagues. These findings are be discussed in details below:

### *Challenges*

#### *Lack of student's motivation and engagement*

Firstly, it is not surprising that students' motivation and engagement was the main challenges among the participants. According to Morris (2019), self-directed learning is a fundamental component for effective learning in the modern world. Thus, online instruction, especially using flipped classroom strategy, involves self-directed learning. Self-directed learning is challenging to achieve when students do not feel motivated or engaged in the material. The result of the interview showed that:

"The students pay attention when learning offline, but not everyone does so when learning online because of the signal issues or because they don't want to participate. Some of them even think that online learning is boring." (P1)

"Just a small number of students are actively participate in synchronous learning - maybe only about 10 to 20 percent - ask questions due to shame and fear of teachers or friends. Only very smart and diligent students are active in zoom discussions and ask questions. During offline learning before the pandemic, students were eager to participate in classroom activities,

probably because the classroom environment and interactions with peers have been established in class. The teacher only guides and corrects the students' responses." (P2)

"I feel like the student's engagement became my biggest challenge. It is stressful for me to see that most of my students turned off their camera during synchronous class and kept silent when I ask to participate in a discussion even in asynchronous class." (P3)

The findings from the interview is in accordance with the previous study conducted by Antonio (2022) which find that adopting the flipped classroom have several issues, one of them is due to the lack of student interaction and engagement in the activities especially in the asynchronous sessions. Consequently, the lesson is unable to create an environment that promoted active learning. Accordingly, it is also noted by Che *et al.* (2021) that students might not be as engaged in an online flipped classroom as they would be in a conventional classroom. The students may not be immediately interacting with the teacher and other students. The findings of the present study indicated that method made it harder for students who lacked motivation to achieve as much as others. Because the flipped classroom required strong collaboration involving the teachers and students to conduct autonomous learning, this circumstance would prevent the learning process from being as effective as it may be. The teacher would instruct the class to watch videos that had been created by the teachers, but if the students did not like the online flipped classroom, they disregarded the teacher's instructions. The problems the students encountered resulted in unfavorable feelings and low desire and involvement. Due of the students' distance, teachers in this situation found it difficult to maintain their emotional stability, which limited their ability to communicate with the students (Chun *et al.*, 2016).

#### *Resistance to change*

The next challenge came from the teacher side namely their resistance to change that caused by several factors. Teachers found it challenging to determine their students' comprehension. When online learning differed from face-to-face instruction, students might struggle with understanding but teachers might find it challenging to identify it. Thus, a participant said that it made her resist to use the new paradigm of teaching.

"Before the pandemic, in class, I am quite confident with the teaching process because if my students did not really understand the material I could directly give the explanation to the students in class. But, in online flipped classroom, I find my self difficult to give them further explanation and they sometimes said it was more difficult for them as well since they have to adapt a lot." (P3)

They had to completely adapt and even change from traditional face-to-face learning which is comfortable for them to online flipped classroom. In traditional face-to-face learning, they were used to give assistance and supervision directly to the students in class but in online flipped classroom, they could not conduct the same way. Thus, most of the teachers tended to be resistant to the flipped classroom model. Moreover, the resistance was related to their concern about student learning. The teachers could be skeptical about the significance of online flipped classes and worried that students are unlikely to gain as much as they would in a conventional setting.

"I did not feel secure and confident about the effectiveness of this model because this is my first time implementing it in this fully online setting. Maybe I rethink to use it again in the next semester if it did not work" (P3)

"I have no experience using this model before, I need more preparation or even training to apply this model." (P1)

Teacher resistance to change could be significant obstacles in online flipped classroom. Teachers may be resistant to utilizing new teaching strategies and technologies, which may limit their ability to adopt an online flipped classroom style. Additionally, the burden connected with online education may overwhelm teachers, which may increase their resistance to change. Resistance to change can appear in a number of forms, such as a hesitation to embrace new technologies, an opposition to new instructional techniques, or doubts regarding the efficacy of the online flipped classroom model. This findings is in line with a research of Wang (2017) that indicated due to their limited exposure to ICT-supported educational innovations as a result of the restricted government findings, teachers have become quite conservative and even averse to change. Similarly, Flores-Alarcia (2022) reported that due to the increased issues they had to tackle, less experienced teachers were more insecure and required regular course adjustments.

### *Students' mixed ability*

One of the most difficult issues faced by teachers of English as a Foreign Language (EFL) classes at educational institutions is having students with different levels of English proficiency in one class. This type of EFL class is also known as a mixed-ability or heterogeneous class since the students in it are all English learners with varying levels of proficiency, interest, and learning style. The participants in this study likewise even more struggled with the mixed ability of the students in the online flipped classroom.

"Considering their varied English proficiency—some of them are proficient, while others are totally new, it's challenging. They are not ready to participate in the class, and some of them even have no knowledge of the English language, so I must find new ways to involve the beginners while also keeping in mind the more advanced students." (P2)

"I have mostly large classes. It's even more challenging when they are different in terms of English proficiency. Because so few of the students can speak English and so many others cannot, teaching them is extremely difficult. Indeed, I face a few difficulties, but teaching a class of mixed-ability students using online flipped classroom is the hardest since I have to consider the resources that are both suitable both students with greater abilities and those with low abilities." (P3)

The excerpt indicated that classes with mixed-ability students made it harder to pinpoint who the target learner was. As declared by Gustiani (2019), teaching English to diverse classes presents challenges in terms of approach, teaching and learning materials, and students' varied learning styles and interests. On one hand, concentrating on the slow learners might cause the quick learners to lose interest in their studies because they could finish the assignments sooner and did not have to wait for the subsequent activities. The slower student would become confused and demotivated if they were left behind in class in terms of grasping the content, on the other hand, if the emphasis was placed on the quick learners.

Most classrooms had a large number of students, and it was the teacher's responsibility to keep them under control while still delivering the lesson as intended while implementing online flipped classroom. The task of attending to each student's unique demands falls on the shoulders of a single teacher, making it a time-consuming process. It has become difficult for teachers to put

their lesson ideas into practice since every student in a mixed-ability class has a different level of comprehension. In addition, teachers' challenge related to mixed-ability students dealt with the planning to provide a balanced lesson and materials that suited all students with different abilities (Kolaj, 2022).

"The classes in my university was heterogeny, mixed-ability, so when planning for the materials and activities, I found it very challenging. The material and books we prepared before mostly don't suit with low level of students" (P1)

### *Assessment*

The assessment was the third challenge found in this study. Due to a number of issues, assessment becomes difficult in online flipped courses. First, unlike traditional classrooms, online learning settings lacked the capacity for face-to-face interaction, which could make it challenging for teachers to assess students' progress and provide them useful feedback.

"As I said before, I find difficulty especially when dealing with measuring student understanding through assessment. What kind of assessment that is most suitable to use.. and I can't meet them as easy as I can when on offline. It became worsen when the class if flipped online. I haven't had clear formula when and how to assess the students." (P3)

Second, it could be difficult to construct assessments that were fair and accessible for all students because online learning frequently draws a varied variety of students, including those with various learning preferences. Online learning could also open doors for academic dishonesty, making it difficult for teachers to check that students were answering questions truthfully and successfully. The teachers agreed that dealing with plagiarism and cheating on exams and quizzes might be difficult. Students were more likely to copy and cheat when working on assignments online, according to Nordin *et al.* (2022), and they were also more likely to take notes when giving oral presentations for speaking evaluations. This finding is shown by P2 and P1 comment:

"I'm not sure of student answer. Do they really do the assignment based on their own ability or just google the answers". It makes me think harder about the format of assessment to use that can assess their ability and possible to conduct in online flipped classroom" (P2)

"Sometimes I found my students didn't work on their quiz or assignment in their own. In some of my writing classes, I even found my student used artificial intelligence and copy paste the what the AI said exactly the same."

#### *Teachers' workload and time management*

Before it was proposed that they use the flipped classroom concept, all of the responders admitted that they had struggled with having little time and energy. In other words, the time and energy required of teachers in their current teaching methods even without the use of technologies was high. When they must provide more interesting materials and activities for flipped learning, the workload increases.

According to P1's comment, one of the difficulties was getting the materials ready for the online flipped classroom. The online flipped classroom approach mandates that time in the classroom be set out for practice or discussion and that resources are offered outside of class, in this case through asynchronous activities. It made a few teachers concerned. Teachers occasionally thought twice about employing this strategy due to the time-consuming nature of preparation. One of the primary problems with using the flipped classroom approach, according to Al-Naabi *et al.* (2022), is preparing the pre-class materials because the teachers need to create videos and some slides of materials, and they need to learn and create the videos by themselves.

"I feel that at times I struggled with having thorough preparation for running a flipped classroom. I wasn't prepared for the time-consuming online flipped classroom preparation. I used my time at home to prepare the videos and slides for pre-class meeting. I think it is the biggest challenge for me as a teacher to manage my time to prepare a lot of things before running online flipped classroom." (P1)

The participant expressed concern that the amount of time needed to set up and keep their flipped classrooms running might not be manageable. The teacher talked about how producing education multimedia is a time-consuming process that adds a lot of work to their already full schedules. For teachers to produce high-quality videos, a lot of work is necessary. They both appeared to believe that this might discourage teachers from experimenting out flipped courses. As a whole, both participants voiced worry about the workload requirements of their flipped classrooms and agreed that this was a

significant drawback of the teaching strategy. The literature has already discussed the participants' concerns about the workload of teachers as Aidoo *et al.* (2022) claimed that for students to be engaged and learn well, teachers may need to spend more time planning and executing active learning activities during class time.

"Talking about that slide and this slide sounds simple. Yet after reviewing it again, you ask yourself, "What have I missed?" Which should I add, this or that? So, you must review them after making them. Maybe take three, four, or five recordings of them. Once you've used them, you'll say, "Well, that worked or didn't work," and you'll need to switch things around the next semester. As a result, it may take a long time." (P2)

#### *Strategies*

The participants uncovered how to handle their issues in the implementation of online flipped classroom. The participants explained how they overcome obstacles. All three teachers used some of the same tactics while also sharing some of their own. These findings are discussed in details below:

#### *Providing feedback*

Feedback is an important element of online learning especially online flipped learning. A program should include feedback and carefully explain it because it is more vital in online flipped classroom courses than in face-to-face instruction. In the online learning environment, feedback became way more important due to transactional distance between the students and the teachers (Steele & Holbeck, 2018). Thus the students were easier to 'lose their path' without any adequate feedback.

"I think, feedback becomes more crucial for online flipped learning because I can't always be with them in every meeting physically." (P2)

Moreover, the participant also revealed how she provide feedback. This finding is similar with Hazriani *et al.* (2022) who mentioned they ways of providing feedback in online learning. In online learning, teacher may provide feedback through immediate feedback in synchronous learning and delayed and indirect feedback in asynchronous learning.

"When I teach with a zoom meeting, I provide feedback by directly delivering some comments or suggestions. For instance, when they practice

a speaking task, I directly provide comments to each student." (P1)

Students in synchronous learning received feedback after completing tasks. When a student made an error in the pronunciation of an English word, for instance, during speaking class, the lecturer provided immediate feedback during the observations. The feedback was provided after the students finished the activities, so the teachers were aware right away if any students were having trouble understanding the subject matter. It was anticipated that by providing prompt responses for every student, the mistakes would be learned from and the likelihood of mistakes being repeated will be reduced. Conversely, teachers who valued asynchronous learning provided their students with indirect feedback. The teachers evaluated the tasks once the students submitted in their work and provided written feedback.

#### *Putting students in groups*

In order to address students of mixed ability, participants' initial strategy was to divide the class into discussion groups with both high- and low-ability students. Students could assist one another in this manner and collaborate while also learning from one another. In line with this, Hove (2022) claimed that mixed ability grouping gives varied learners the chance to study alongside others who are more or less capable than they are, allowing them to develop their communication skills and academic performance in general despite their differences.

"I place them in pairs or even teams, and I always blend the students, low and high skill, so that they frequently help and work with each other." (P1)

"I always make sure that the content I assign permits the students to work in groups. I mix students with high and low ability levels in each group so they can support one another." (P2)

In an online flipped classroom, group work might be a useful tactic for teaching students of different abilities. Students with diverse skill levels collaborated in groups, building on one other's strengths, and bolstering each other's shortcomings. This collaboration allowed students to learn from one another, enhancing their comprehension of the course material and sharpening their analytical and problem-solving abilities. By allowing students to connect with people who could have various backgrounds,

experiences, and viewpoints, group work also fostered social and communication skills. Additionally, group projects could help students feel a feeling of belonging and support, which was crucial for those who might struggle with the isolation and disconnect of online learning.

In addition, students who work in groups in online class have the chance to engage and collaborate with their peers, which improves learning results and overall growth. This finding supported the study by ... that reported by experiencing group work in synchronous class, students can gain encouragement and motivation from their peers which lead to the improvement of their self-efficacy to participate in active learning (Hartono *et al.*, 2023).

"I put together groups of strong and weak students so they can support one another, give motivation, cognitively and emotionally. They can still communicate each other." (P3)

#### *Benefiting the synchronous meeting*

Synchronous online lecturing is an e-learning method in which the students and the teacher can participate and engage in a synchronous virtual class (Kutnick & Joyner, 2019). With video conferencing, video chat, or voice chat offering real-time feedback to assist students boost their language skills, synchronous language learning is more in line with the communicative approach to language teaching and learning. An environment that fosters synchronous language acquisition is characterized by the ease of use of the instructional approach, prompt feedback and response from the teacher and fellow students, and the creation of content quickly in the classroom. Even, Reinholz (2020) found that when compared to what they would have encountered in a typical classroom, this strategy provides students with the highest level of interactive experience. The result of the interview revealed the teachers' experience about maximizing the synchronous meeting:

"I tend to have more discussion in synchronous meeting, checking what material need to be explained more, checking student's understanding in real time face-to-face conversation and giving direct feedback to the students, not giving them additional exercise." (P1)

"Asynchronous meeting is for the students to prepare their basic knowledge and students having discussion with their friends, so I usually use synchronous meeting via zoom as maximum

as possible to clarify their understanding so they will feel motivated to learn because I do not leave them all alone by giving them face-to-face feedback.” (P3)

#### *Utilizing formative assessments*

The assessment difficulty must be overcome with a deliberate and considered strategy that includes continuing feedback and assistance for students, clear communication about expectations and grading criteria, and the use of many modes of assessment to give an in-depth assessment of student learning. The assessment difficulty teachers in online flipped classes could be managed by using formative assessment. The result of the present study was consistent with the earlier research that considered formative assessment was the most suitable practice in today's curriculum (Prastikawati *et al.*, 2020). Formative assessment enables teachers to give continuous feedback on students' learning, which can improve student outcomes and inform instruction. Similarly, Wong & Mak (2019) also argued that formative assessment can identify students' need and adjust the learning activity.

Formative assessment can take many different forms in an online flipped classroom, such as online tests, forums, and peer review exercises. Teachers can track student progress and modify their lesson to match individual needs by including formative evaluation into their online classroom. Additionally, formative assessment offers continuous feedback to students on their progress in learning, assisting them in identifying areas for development and maintaining motivation. By deploying the potential of formative assessment, teachers could not only handle the assessment difficulty but also enhance the effectiveness and quality of their online class.

"Formative assessment is often done at the ending of the lesson, whether I post the quiz link or assign tasks on our LMS. We ask them questions as we go along to make sure they comprehend the topic. I gave them the formative assessment both in synchronous and asynchronous meeting.” (P2)

“Mostly I use online games as the part of the formative assessment. I think the teacher will be more interested to do the games and I can still assess their understanding. I usually use Kahoot, Mentimeter and Quizizz. I found it very user friendly and easy to get the result of the evaluation” I prefer to give them games-based quiz in asynchronous meeting to make them more engaged while I'm not meeting

synchronously.” (P3)

#### *Collaborating with colleagues*

To decrease the teacher's workload, the participants implemented the same strategy namely collaborating with colleagues. It was done by sharing best practice, resources, and support.

“My colleagues and I in the university often shares material or even quizzes that can be imported from a class to another. It helps me a lot”(P1)

“My workload in preparing engaging materials was reduced because in team, the other teacher shares the materials and exercises” (P2)

The difficulty of teacher workload in online flipped classes can be effectively handled through collaboration with coworkers. Similarly to this, Khalisa *et al.* (2022) also revealed in their study that in coping issue related to workload, teachers may make an effort to cooperate with the coordinator and the other lecturers. Together, teachers might conserve time and effort by sharing materials, lesson plans, and best practices. This allows them to create and implement beneficial online instruction promptly. Collaboration can ease the stress and feeling isolated that come with online teaching by offering emotional support. Teachers can collaborate through regular meetings, online forums, and shared documents and resources. By utilizing the knowledge and experience of others, teachers can increase the effectiveness and quality of their instruction, which will ultimately benefit their students while also reducing their workload.

Overall, this study has delineated the teachers' experiences regarding their implementation of flipped classroom in online learning. In response to the first research question, the result indicates that there are several challenges the teachers faced when implementing flipped classroom in fully online learning. The challenges, then, can be divided into two categories, namely student-related challenges, and teacher-related challenges, based on the challenges listed in the result. Student-related challenges refer to any difficulty or obstacle faced by the teachers coming from the students consisting of students' motivation and engagement, student mixed ability, and assessment. While, what is meant by teacher-related challenges here are the challenge encountered by the teachers that were mainly come from the teacher sides namely resistance to change and workload. Every challenge, however, can be



managed by the teacher with several teaching strategies. The summary of the challenges and strategies is shown in Table 2.

Table 2. *Identified teachers' challenges and strategies in online flipped classroom*

Challenges	Strategies	
Student-related challenges	Students' motivation and engagement	Benefiting synchronous meeting
	Students' mixed ability	Feedback Putting student in groups
	Assessment	Utilizing formative assessment
Teacher-related challenges	Resistance to change Teachers' workload	Collaborating with colleagues

From the table, it is clear that the teachers maximized synchronous meeting to engage and motivate their students despite their lack of enthusiasm. Along with providing individualized feedback, the teacher put students in groups to deal with students' mixed ability challenge. Additionally, the teachers performed formative assessment in an online, flipped classroom to increase the effectiveness of the assessment. In the meantime, they work together with colleagues to share resources and best teaching practices in order to solve problems connected to the teacher workload, resistance to change issues.

## CONCLUSION

The difficulties teachers encounter when establishing an online flipped classroom have been covered in this article, along with the strategies they can use. According to the research, some of the biggest obstacles are students' motivation and engagement, students' mixed ability, assessment, resistance to change and teachers' workload. Teachers can use a variety of strategies, such as maximizing synchronous meeting, providing meaningful and personalized feedback, assigning groupwork, utilizing formative assessment and collaborating with colleagues solve these problems.

It is evident from the foregoing that teachers may find it difficult to establish an online flipped classroom. Teachers may, however, overcome these difficulties and provide their students with a dynamic and successful learning environment by carefully preparing, employing the right tactics, and engaging in constant review and reflection. Teachers may aid students in becoming successful

citizens of the 21<sup>st</sup> century and beyond by doing this.

We advise to conduct workshops or trainings for the teachers to acquire the necessary skills for the proper application of this method. Future studies could investigate the efficacy of various methods for deploying online flipped classrooms as well as how these techniques affect the results of student learning. The researchers also recommend conducting additional research in order to determine if this strategy can improve students' acquisition of foreign language skills in the areas of writing, speaking, reading, and listening.

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