

Evaluating the Effectiveness of the Flipped Classroom Model in English Language Teaching: Evidence From Secondary Education in Sri Lanka

Yasangi Epitawala, Informatics Institute of Technology, Sri Lanka
Dinithi Pallewatta, International University of Japan, Japan

The Asian Conference on Education & International Development 2026
Official Conference Proceedings

Abstract

This abstract examines the efficacy of the Flipped Classroom Model in teaching English as a second language (ESL) in Sri Lankan secondary schools. Since English is taught as a second language in many nations, including Sri Lanka, many students have a pessimistic attitude toward learning the language. Foreign countries are utilizing the flipped classroom model to lessen this pessimistic attitude. Despite the benefits, there has not been in-depth study done on the efficacy of the flipped classroom model for teaching English in Sri Lanka. Hence, this study aims to assess the effectiveness of the flipped classroom model in improving English language skills which includes all the four competencies of the language which are reading, writing, speaking, and listening. The study employs a qualitative method using interviews as the main data collection approach. Data collection was done through questionnaires given to selected teachers from Government Secondary schools in Western Province, Sri Lanka. twenty English Language teachers from different government schools within Western province were interviewed virtually to get a thorough idea about their knowledge about this model. Moreover, teachers' perception of this classroom model, consequences of Traditional classroom vs. flipped classroom model were also discussed under the discussion of the study. The results revealed that the flipped classroom approach can play a pivotal role in enhancing English language education in Sri Lanka, while contributing to students' academic and career readiness in the time to come.

Keywords: flipped classroom model, second language, English language teaching, secondary education

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Introduction

Background of Study

The conventional educational model in Sri Lanka, which has been in existence for a long time, often relies on teacher-centered classroom, where students absorb knowledge by listening to their teachers. However, with the changing landscape of education, there is a rapidly growing interest in exploring new pedagogical strategies that can enhance learning outcomes and improve student engagement. One such strategy that gains popularity is the “flipped classroom” model. This model revolutionizes the traditional learning environment by providing instructional content outside of class and utilizing in-class time for more interactive learning activities. Evaluating the effectiveness of the flipped classroom model in English Language Teaching (ELT) at the secondary school level in Sri Lanka is of utmost importance, given the rising significance of fluency in the language for academic and professional success. The Ministry of Education has already implemented numerous number of initiatives to enhance language learning, with a significant focus on improving English language proficiency in the country. However, challenges such as large classroom sizes, limited resources, and diversified levels of student ability persist, underscoring the need for innovative instructional approaches.

The flipped classroom strategy offers a viable solution to address these concerns and cater to the diverse learning needs of Sri Lankan students. By providing pre-recorded video lectures, online learning materials, and interactive activities outside of class, teachers can optimize face-to-face sessions with students. These resources enable students to engage in language practice, collaborate on group projects, and participate in discussions. This shift from passive to active learning aligns with the goals of Sri Lanka's educational reforms, which prioritize effective communication, creativity, and critical thinking of students. Despite the proven effectiveness of the flipped classroom model in various educational contexts worldwide, its implementation and impact in Sri Lankan secondary schools remain largely unexplored. In order to ensure the successful implementation of this model, it is imperative to grasp its adaptability to the specific local environment, while also considering nuanced variances in culture and educational practices. Specifically, this research investigates the efficacy of the flipped classroom model within the realm of English Language Teaching (ELT) in secondary schools in Sri Lanka, and its impact on learning outcomes, including language proficiency and student involvement.

Secondary Education in Sri Lanka plays a pivotal role in preparing students for higher education, vocational training, and employment. By the Sri Lankan Government and Ministry of Education, the secondary education system is divided into two stages: Junior Secondary (Grades 6–9) and Senior Secondary (Grades 10–11), culminating in the General Certificate of Education (Ordinary Level) examination. The students who pass the Ordinary Examination are progressed to Advanced Level education (Grades 12–13), which determines the eligibility for university admission (Ministry of Education Sri Lanka, 2020).

In terms of the current teaching methods employed in Sri Lankan secondary education are mainly teacher-centered and examination-oriented. These approaches are heavily utilized on content delivery and memorization, making the students ready to prepare students for national exams. However, there have been some efforts to integrate more student-centered approaches, particularly in urban schools, while enhancing critical thinking and active engagement of students.

This study expects to make a significant contribution to the ongoing discourse surrounding innovative strategies for teaching in Sri Lanka. It does so by delving into the experiences of educators and learners, critically evaluating the advantages and disadvantages of this pedagogical approach, and providing valuable insights into the most effective and productive methods for implementation. Ultimately, the conclusions drawn from this research can serve to improve the comprehension of educators, school administrators, and educational policymakers regarding the potential of the flipped classroom model to enhance English language instruction in secondary school settings. Furthermore, it can also help to cultivate a more captivating and dynamic learning environment for students across the entire nation.

Research Problem, Research Aims and Research Objectives

Research Problem

Traditional language teaching methods often struggle to make students engaged in work and it makes it more difficult for teachers to provide individualized attention. The flipped classroom model, that helps students involved in learning new content at home and applying it through interactive activities in class, has been introduced as a potentially more effective approach for effective teaching. However, there is limited empirical evidence on its efficacy compared to traditional methods, particularly in language teaching contexts such as one's identity-building process heavily relies on their command of the English language. Students' English language proficiency has a direct bearing on the current higher education system as no one expected it to be. They can guarantee their future career opportunities and make ends meet in the job market if they can just get excellent English language skills. As everyone is aware, schools can only provide children with the fundamental knowledge that forms their basis. Along the way, educators have a significant and accountable influence on how a child develops and improves gradually throughout the process of learning. Reducing the distance between teacher and student is the best way for teachers to mentor their students in their academic endeavors. Teachers can create a more interactive learning environment in their classrooms by introducing contemporary technological devices and interactive teaching and learning devices. Thus, one of the most effective approaches to raising students' motivation for learning English as a second language in the classroom was to adopt the flipped classroom model.

It is apparent that the flipped classroom approach is widely applied in English language Teaching around the globe to strengthen students' language proficiency. English teachers are encouraged to follow the current methods and employ a variety of authentic yet interactive teaching strategies in Sri Lanka in order to inspire their students to grab the language. Although Sri Lanka has been promoting the flipped classroom model for the past few years, it is highly uncertain how much of this approach is actually used by teachers in Sri Lanka. The Ordinary Examination general statistics for 2017 shows that 51.12% of candidates failed the General English paper, the lowest pass percentage among the subjects examined (O/L English Language Pass Rate Records Low, 2018). Instead of using the ineffective and conventional traditional classroom structure, teachers should be able to outperform it especially in the classrooms of secondary education. Given this context, assessing the efficacy of the flipped classroom model for English language Teaching in Sri Lanka is a crucial undertaking in terms of minimizing the gap of the low percentage rate in the number of students who pass Ordinary and Advanced Level General English Paper. Educators or teachers who play a crucial part in implementing a flipped classroom model ought to possess the aptitude, comprehension, and ability to provide appropriate direction in this context. Thus, this work-based project examines deeply into the way teachers perceive the application of the flipped classroom model through a proper training.

Research Aims

The primary aim of this work-based project is to explore and evaluate the efficacy of the flipped classroom model in enhancing English language teaching (ELT) in secondary schools in reference to Sri Lanka. As English language proficiency is increasingly recognized as one of the key skills in the globalized world, the need for effective teaching methods is crucial. Traditional, teacher-centered methods of instruction are often criticized for not fostering active student engagement which students find to be very boring and outdated, particularly in the context of English language acquisition, where interaction and communication with the students are vital. The flipped classroom model, with its emphasis on learner-centered approaches, has gained attention globally as a potential solution. By converting the conventional teaching paradigm where content delivery is moved outside of the classroom (typically via video lectures) and in-class time is devoted and used to interactive, problem-solving activities, the flipped classroom offers a novel and quite interesting approach to improving student learning outcomes and student engagement to the fullest.

Further, investigating the Impact of the Flipped Classroom on Student Engagement in English Language Learning has been another key aim of conducting this project. The first and the foremost aim of this study is to assess how the flipped classroom model influences and persuade student engagement in secondary school English language classes in Sri Lanka. Sri Lanka is a country where English Language is taught as the linking language not even as the second language. Thus, there is a high tendency for students not to attend the English lessons since they find the English Language classroom to be very inactive and uninteresting. Engagement in language learning is a critical and vital factor in developing communicative competence, and conventional methods may not always stimulate active participation. This work-based project will explore whether students in a flipped classroom setting are more motivated and inspired to participate in learning activities, whether they show some increased interest in using English outside of class, and how the approach affects their overall attitude towards the language.

Moreover, assessing the Effectiveness of the Flipped Classroom in Improving English Language Skills which covers all the four competencies of the Language Learning such as Listening, Speaking, Reading, and Writing is another significant aim that this work-based project focusses. While teaching a language, the teachers should focus on enhancing all the four competencies of the language not just writing and reading. Yet, in the Sri Lankan context most of the English teachers focus only on Reading and Writing since they have very limited resources in doing activities related to other two competencies which are Listening and Speaking. Hence, the central aim is to evaluate whether the flipped classroom model leads to improved English language skills, particularly in the areas of listening, speaking, reading, and writing. While paying the attention on these core skills, the project will determine whether the flipped classroom provides more opportunities for teachers to practice and feedback, thus enabling students to develop and improve a deeper understanding and better command of the language for their future endeavors.

Further, it aims to examine Teacher and Student Perceptions of the Flipped Classroom Model as an additional aim of the study is to explore the perceptions of both teachers and students regarding the flipped classroom model in the context of Sri Lankan secondary schools. Understanding the attitudes of both parties, challenges faced by both teachers and students, and benefits identified by both groups will provide a comprehensive view of the feasibility and applicability of the flipped classroom model in the local context. This aim is crucial because

successful implementation of innovative teaching methods frequently depends on the willingness and readiness of teachers and students to embrace new approaches. Additionally, it will examine the challenges related to limited access to technology, digital literacy of both teachers and students, and infrastructure that may need and impact the successful implementation of the flipped classroom in a very limited resource setting.

Literature Review

Due to the importance of language in higher education, career prospects, and international communication, English as a Second Language (ESL) education is vital to Sri Lanka's educational system which includes Primary Education, Secondary Education and Higher Education. This review of the literature examines the situation of ESL instruction in Sri Lanka now, emphasizing the main obstacles, approaches, and patterns. The British, who replaced the Dutch three centuries ago in 1796, were the ones who brought the English language to Sri Lanka, then known as "Ceylon." After the British invaded the Maritime Provinces of the country and signed the Treaty of Amiens, Sri Lanka became a recognized British colony. As a result of that, English surpassed Dutch and other vernacular languages such as Sinhala and Tamil to become the dominant languages and the official state language of the country (Fernando, 1977). Since then, trade, education, administration, and the law have all adopted English Language as their official language. With the introduction of export crops like tea, rubber, and coconut, the traditional economic sector underwent a transformation. Such a backdrop made it possible for the British Bureaucracy to be established and allowed Ceylonese people to work in the administrative field (Fernando, 1977). Then, it became mandatory for Sri Lanka to establish English-medium schools. Missionaries assisted the government in spreading the English-medium schools and implemented British teaching techniques.

In terms of the current state of ESL, Sri Lanka's ESL education has evolved significantly over the years, reflecting the country's socio-political changes and economic aspirations. English proficiency among Sri Lankan students has been a huge concern, with lots of differences observed between urban and rural areas. The national curriculum now includes ESL programs as a result of the efforts of Ministry of Education to support English language learning. But there are still gaps in access to high-quality ESL training, especially in rural areas with scarcity of resources. Further, several challenges hinder the effective implementation of ESL programs in Sri Lanka to identify teacher proficiency as a significant issue, noting that many ESL educators themselves lack advanced English skills. This shortcoming may affect the standard of instruction and impede students' language learning. Moreover, the conventional rote-learning strategy used in Sri Lankan schools might not be in line with the communicative language teaching approaches suggested for ESL instruction. Some studies also suggest that flipped learning environments support different learning styles and encourage collaborative learning through digital platforms and social interaction (Gunawardena & Liyanage, 2018).

Apart from that some systematic reviews indicate that flipped learning provides opportunities for self-paced learning and deeper classroom interaction, which are particularly beneficial for language learning contexts (Ngo & Yunus, 2021). Moreover, according to some literature, Flipped classroom instruction was implemented for teaching all skills of English as a foreign language (Filiz & Benzet, 2018). Further, studies in English language education suggest that the flipped classroom can improve language acquisition, communication skills, and learner autonomy (Afzali & Izadpanah, 2021). Research in English language education shows that flipped classrooms can enhance student engagement, motivation, and active participation in learning (Hamdani, 2019).

Flipped Classroom Model

Turning a traditional classroom into an inverted one is the concept behind “flipping the classroom.” This new educational approach actually reverses the conventional method of knowledge distribution (Afzali & Izadpanah, 2021). The first part of teaching a lesson in a flipped classroom starts even before the student shows up for class and get actively engaged in the lesson. In a flipped classroom, students must conduct their own independent in-depth lesson analysis (Ngo & Yunus, 2021). The students are provided with complete freedom to work in an unrestricted setting. Some of these pre-made resources are PowerPoint presentations, lecture recordings, quick films, engaging Moodle quizzes, and engaging discussions.

The flipped classroom model encourages students to work in groups, ask questions to elucidate their curiosity, and engage in project-based learning activities. These interactive learning techniques foster an active learning environment. Keengwe et al. (2013) state that the flipped classroom is an educational strategy employed by educators to transform the conventional classroom lecture format into a more dynamic, participatory and entertaining learning environment, especially in language teaching. With this approach of active and experimental learning, we can observe a student-centered learning environment where the students are provided with more freedom to freely explore the knowledge they have gained, in contrast to the traditional classroom where the teacher is the dominant figure.

Methodology

A qualitative study involving a group of twenty English teachers from various schools in Western Province who are engaged in secondary education was conducted to determine the efficacy of the flipped classroom model for teaching English language in Sri Lanka. English Language teachers who work in schools within the Western Province were involved in this study. The Colombo Educational Zone 125 educational institutions. The five stages of Sri Lankan education are primary, junior secondary, senior secondary, collegiate, and post-secondary. The group of educators taken for this research are from the grade 09 to 12, as they are Secondary and Senior secondary level teachers. These senior secondary school instructors prepare students for the General Certificate of Education (G.C.E.) Ordinary Level (O/L) and Advanced Level Examination.

The qualitative research approach was determined to be the most suitable for this study based on the data collected from intentional samples. In addition to the survey conducted, some data were also collected from semi-structured and informal conversations with English Language Teachers who have experience and who do not have experience at all implementing this model. The interviews were designed to gain and explore firsthand perspectives and insights on the practical application of the flipped classroom model, its challenges and perceived effectiveness in language teaching. Those interviews were conducted on digital communication platforms upon the availability of the participants. Further this research evaluates the efficacy of the flipped classroom model in educational settings, particularly in language teaching. Moreover, it should be mentioned that those discussions highlighted mostly the barriers and issues related to delivery and accessibility more than the advantages faced by the teachers in terms of adapting this model in Government Schools with limited sources.

Secondary data were collected through reviewing the existing research articles and studies and case studies on Flipped Classroom Model. Those sources truly gave valuable insights into the theoretical foundations, benefits, challenges that are associated with the implementation of this

Classroom Model across the various educational contexts and age groups. The articles that were sourced from are from online databases such as Google Scholar, ERIC, and JSTOR. This secondary data allowed for a broader understanding of the flipped classroom model's impact on student engagement, academic performance, and language acquisition, as well as its advantages in fostering a learner-centered approach.

Results and Discussion

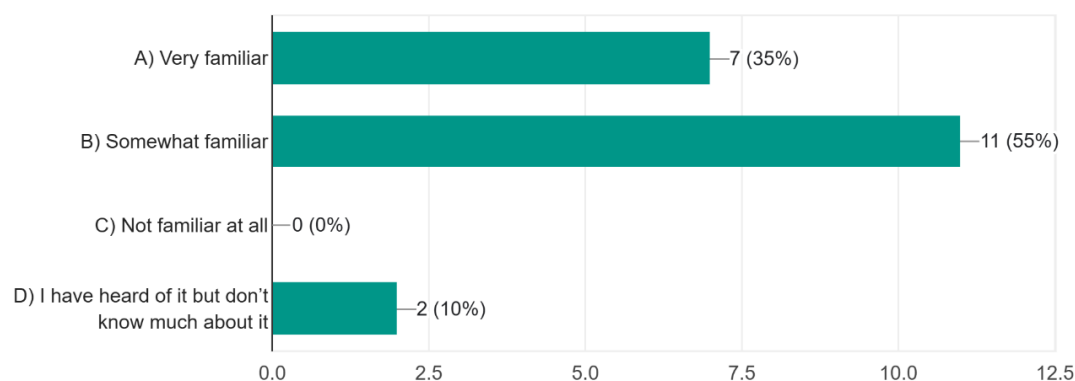
Flipped classroom method is one of the unorthodox inventions that teachers adopted to deliver knowledge in the other parts of the world even though it is something novel to Sri Lankan School System. This method which heavily relies on technology triggered the English Language Teaching strategies since it can be effective in enhancing the second language learner's interactions and responsibilities.

Figure 1

How Familiar Are You With the Flipped Classroom

1. How familiar are you with the flipped classroom model?

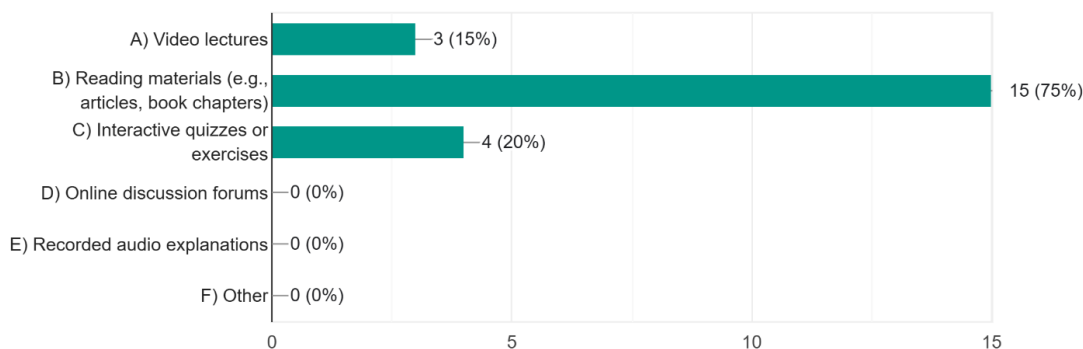
20 responses



The reactions to the implementation of flipped classroom model depend on individual assessments of teachers, students and parents. Although some teachers and students could increasingly absorb and grab the culture of the flipped model some may experience unfavourable feelings that tend them to withdraw or drop out from the whole process. The dataset collected from a set of educators giving them a questionnaire that is based on the topic "The Efficacy of Flipped Classroom Model in English Language Teaching" covers areas such as assessing the familiarity, implementation frequency, perceived effectiveness, benefits, challenges faced by both students and teachers. In terms of the familiarity with the Flipped Classroom Model, the majority of the participants seem aware of the flipped classroom model, with choices like "very familiar" and "somewhat familiar." That familiarity suggests to the readers that the concept of the Flipped Classroom Model is not completely new to educators yet the trend aligns with the growing adoption of innovative teaching and learning methods globally whereas the familiarity of the participants indicates the readiness to adapt into the model.

Figure 2
Which of the Following Methods Do You Use to Deliver Pre-Class Content in the Flipped Classroom Model

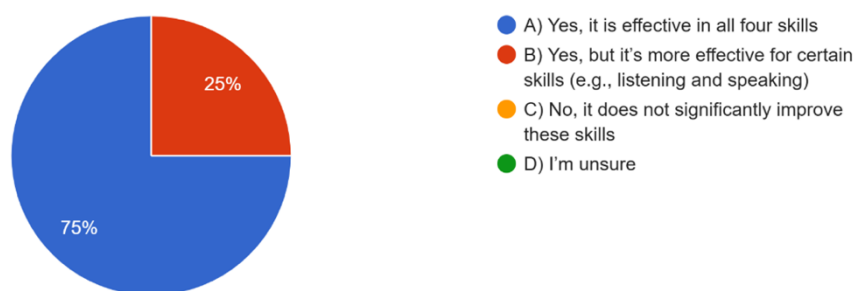
3. Which of the following methods do you use to deliver pre-class content in the flipped classroom model?
 20 responses



Flipped Classroom Model covers Pre-Class content, In-class content and Post-Class Content too. Most of the participants have suggested popular methods as reading materials and interactive quizzes for pre-class content. However, other tools like video lectures are less emphasized bringing the consideration into the potential gap in using multimedia resources as students at their homes. Yet, it was encouraged to have a broader mix of pre-class delivery formats that could cater to diverse learning preferences, and it is believed that it would make the content more engaging. As per the responses received regarding the students’ benefits, ability to learn at their own pace was the major. It highlighted the model’s alignment with personalized learning. Increased engagement and participation was another benefit that was highlighted and it reflects its success in enhancing the active learning environments. Common challenges that need to be addressed are lack of resources, time constraints and student motivation. Those given barriers indicate the systemic issues such as unequal access to technology and need for time. The suggestion is to introduce scalable solutions like teacher training on time management and subsidized technology for schools that could alleviate those hurdles.

Figure 3
Do You Think Flipped Classroom Model Is Effective in Developing the Four Language Skills (Listening, Speaking, Reading and Writing)

9. Do you think the flipped classroom model is effective in developing the four language skills (listening, speaking, reading, and writing) in English?
 20 responses



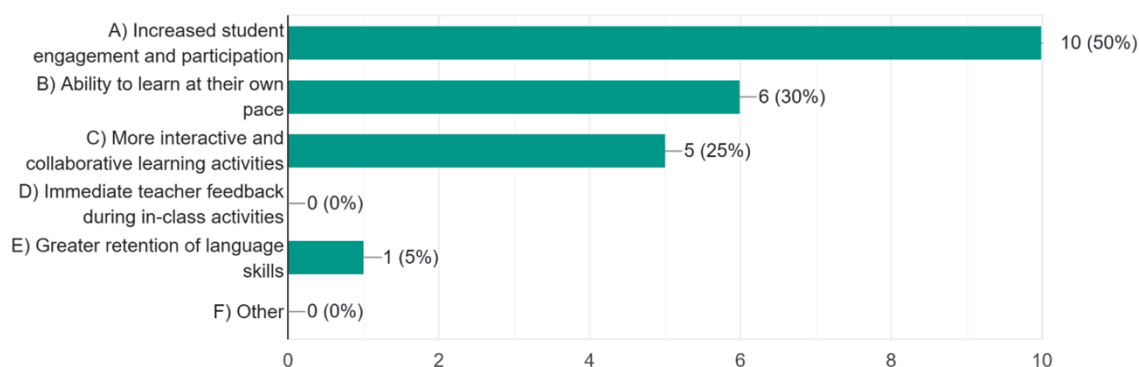
The above Pie Chart shows how the participants reacted to the efficacy of the model to ensure all four competencies of students. The Majority of the participants have stated that this model is quite effective in enhancing all the four skills of English Language whereas 20% of the participants have mentioned that it addresses certain skills more than writing and reading. Moreover, majority of the participants agree that this model allows students to access to personalized learning but at the same time qualify it as resource dependent. Thus, this caveat underscores the significance of equitable access to tools and technologies in Sri Lankan Government schools.

Figure 4

What Aspects of the Flipped Classroom Model Do You Think Benefit Students the Most in Learning English

5. Which aspects of the flipped classroom model do you think benefit students the most in learning English?

20 responses

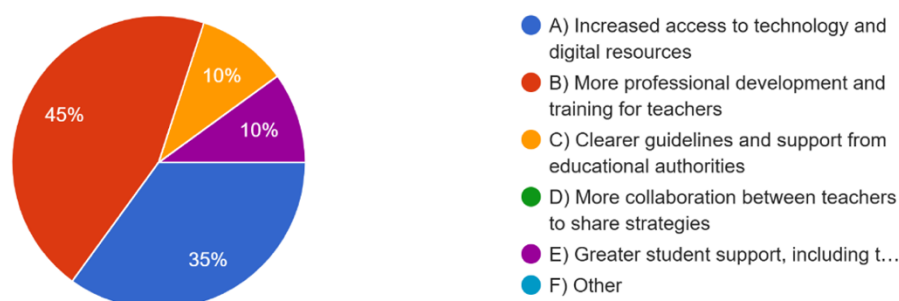


The above chart shows what aspects can be benefited by the students adopting themselves into Flipped Classroom Model. Majority of the participants which is 50% has mentioned that increased students' engagement and participation could be witnessed implementing this model in Secondary Schools. Most significantly, the majority of the participant teachers have mentioned that this Flipped Classroom Model is perceived as effective in developing listening, speaking, reading and writing (all the four language competencies) though some participants feel it benefits in certain competencies more than others. So, a majority of the participants agree that this model gradually improves the critical thinking and problem-solving skills of students as students have to actively participate and it is an application-based learning. So forth, while most of the participants recommend this model for teaching, some suggest modifications for local secondary school context. Hence, this cautious endorsement reflects a need for adaptable implications.

Figure 5*What Improvements, if any, Would You Suggest to Enhance the Implementation of the Flipped Classroom Model in Sri Lankan Secondary Schools*

14. What improvements, if any, would you suggest to enhance the implementation of the flipped classroom model in Sri Lankan secondary schools?

20 responses



The 21st century is experiencing a whirlwind technological evolution that has been impacted the current educational system in most of countries including Sri Lanka. There, the educational process solely relies on technology or digitalized environments in flipping the learning and flipping the classroom. In such an environment, the students learn the essentials at home and proceed with their newly found knowledge in the classroom which gives them their own space to build up their empirical knowledge through peer learning.

English as a second language teachers also need to adapt into a flip in their roles and have a shift in the role that we normally envision. Although the flipped classroom method is considered as a hot topic in today's world, based on the respondents of the questionnaire and the interviews, it is something that they have been practicing for years "without knowing the terminology of flipped" (interviewee 3). Problem-solving tasks with peer learning along with their pre-determined knowledge that they gain at home is something that they have been practicing for years even in the unflipped classroom.

Teachers find the flipped classroom method as a very good opportunity to practice in the classroom since it is "inquiry-based learning" (participant 1). The students become inquisitive and they come up with a lot of questions. "The learner like a sponge is acquiring everything that is possible" (participant 3). This is a method that comprises the active learning background and minimizes the lecture method of teaching. Students in the modern world like to use all these devices because "what we hear we forget very soon but what we do help us to internalize the thing" (participant 4). Thus, it is very easy for the teachers to accomplish their aim effortlessly as the students "contribute their newly found ideas in the classroom without any hesitation" (participant 2). The teachers believe that using this pedagogy helps the students in interactive learning as a face-to-face method that motivates the students to meet their learning objectives by focusing more on the out-of-classroom additional reading materials.

Conclusion

The Flipped Classroom Model has emerged and has been implemented too in certain areas in Sri Lanka as a transformative approach in English Language Teaching context, particularly within the framework of secondary education in Sri Lanka. By reimagining conventional and outdated pedagogical strategies, this model has sought to address the persistent challenges and

limitations faced by educators, teachers and learners, such as less engagement, limited teacher-student interaction, and the suboptimal use of classroom time which includes constraints of time. This work-based project has provided valuable insights into the efficacy of this innovative model, underscoring its potential to revolutionize the educational landscape. As for key findings the analysis of the flipped classroom model revealed several key advantages which contribute to its success in English Language teaching. Foremost among these is its capability to shift the locus of control from the teacher to the learner, while fostering a student-centered and active learning environment in schools which is quite different from the current context of Sri Lanka. By engaging and encouraging students to do pre-class activities such as video lectures, worksheets and reading assignments, this Flipped Classroom model enables and allows learners to absorb the foundational knowledge at their own pace easily. This preparation and implementation allow classroom time to be dedicated into highly interactive and higher-order learning activities, such as discussions, role-plays, and collaborative group projects as such activities are extremely needed to be done in the classroom irrespective of the time limitations in terms of Language Learning. Consequently, students are encouraged and motivated to develop their critical thinking, communication skills, teamwork skills and etc, which are essential for mastering a second language.

Furthermore, the model has demonstrated a very optimistic impact on student motivation, engagement and performance. By integrating technological platforms into the learning process, it caters to the digital literacy of 21st-century learners as this Gen-z are born with technology. This alignment with their technological proclivities not only enhances their engagement but also makes the learning experience more enjoyable and interesting. The findings corroborate existing literature that emphasizes the importance of active learning and technology integration in modern education (Hamdani, 2019; Ngo & Yunus, 2021).

Despite the advantages of Flipped Classroom Model, the implementation of this model in Sri Lanka has not been without challenges. Teachers' readiness to adapt the model and technological proficiency of the teachers remains a critical issue. Many educators lack the professional Development training and resources required to effectively transfer from conventional to flipped methodologies even though it provides a lot of benefits to the students. This gap underscores the crucial need for comprehensive and often professional development programs that will equip teachers with the necessary and required skills and confidence to navigate this paradigm shift in Sri Lankan teachers.

Furthermore, infrastructural limitations make significant hurdles in implementing this model too. While urbanized schools may have access to reliable internet network and digital devices, schools in rural or undeveloped areas of the country often struggle a lot with inadequate resources or sometimes it is hard to find an English teacher in certain schools in those rural areas. This disparity exacerbates the divide digital devices, limiting the reach and efficacy of the flipped classroom model in underprivileged areas. Addressing and resolving these inequalities is imperative to ensure and enhance equitable access to quality education across the country.

Recommendations for Policy and Practice

To maximize the efficacy of the flipped classroom model, policymakers and educators must address the systemic challenges identified in this research. Key recommendations include:

1. Professional Development: Comprehensive and regular training programs should be developed and designed to enhance teachers' technological proficiency and familiarity

with flipped classroom methodologies. These programs should include not only theoretical sessions but also practical sessions to build confidence and competence in implementing the model effectively.

2. **Infrastructure Investments:** Equitable access to technology is crucial for the success of the flipped classroom model. Providing subsidized devices, improving internet connectivity, and equipping schools with digital resources and smart classrooms can help bridge the digital divide.
3. **Student Support Mechanisms:** Motivational strategies and onboarding programmes should be introduced and implemented to familiarize students with the flipped model and address their apprehensions. This can include regular workshops done by specialists, peer mentoring, and interactive orientation sessions.
4. **Curriculum Integration:** The flipped classroom model should be incorporated into the national curriculum as a standard teaching strategy. Clear guidelines and frameworks for its implementation can ensure consistency and effectiveness across schools in Sri Lanka.
5. **Continuous Evaluation:** Regular assessments of the model's impact on student performance and teacher satisfaction can provide valuable feedback for ongoing and future improvements of this model. Longitudinal studies can also offer insights into its long-term benefits.

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Contact emails: yasangi45@gmail.com
 yasangi.e@iit.ac.lk
 siharapallewatta@gmail.com