

Reimagining English Teacher Education: The Transformative Potential of Flipped Learning Design

Mirza Shahzan Asagar¹

Abstract

The 21st-century educational landscape requires a shift from traditional, transmissive teaching models to student-centred, active-learning paradigms. This change is especially important in teacher education, where pre-service teachers need not only to master content but also to internalise pedagogical strategies they can adopt. The implementation of Flipped Learning Design (FLD) as a transformative framework prepares pre-service teachers for English Language Teaching (ELT) pedagogy. Moving beyond the exploratory focus of much existing research, this paper synthesises theoretical foundations and empirical literature to examine the relationship between FLD and three key outcomes: Academic Achievement in pedagogy, Self-Directed Learning Readiness (SDLR), and long-term knowledge Retention. By restructuring the learning process around the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), FLD enables in-class time to be devoted to collaborative, higher-order cognitive activities that are essential for mastering complex pedagogical concepts. The study concludes that incorporating FLD into ELT teacher training programmes can foster a generation of teachers who are not only knowledgeable and reflective but also autonomous and adaptable, ultimately improving the quality of English education. This model provides practical guidance for teacher educators aiming to incorporate technology-enhanced, student-centred pedagogies.

Keywords: Flipped Learning Design; Pre-service Teacher Education; Academic Achievement; Self-Directed Learning Readiness; ADDIE Model

INTRODUCTION

The phrase 21st-century education is widespread, yet its implementation often trails behind its rhetoric. In many teacher education classrooms, the legacy of the ‘sage on the stage’ endures, with rows of pre-service teachers passively absorbing information from their instructors (Gilboy et al., 2015). This model fundamentally conflicts with the aims of modern education, which seek to cultivate critical thinkers, collaborative problem-solvers, and lifelong learners. The National Education Policy (NEP) 2020 of India explicitly advocates for incorporating technology to transform educational practices, improve teacher professional development, and foster more engaging learning environments (MHRD, 2020). This directive highlights an urgent need for innovative pedagogical models in teacher training institutions.

Flipped Learning (FL) has become a powerful pedagogical strategy to meet this need. It is described as “a pedagogical approach in which direct instruction shifts from the group learning space to the individual learning space, and the resulting group space becomes a dynamic, interactive environment where the educator guides students as they apply concepts and engage creatively with the subject matter” (Flipped Learning Network, 2014, p. 1). For pre-service teachers, this model is not just a teaching method but a lived experience of the very student-centred practices they are being trained to implement.

Although extensive research has examined FL’s effects in STEM fields and general education (Bhagat et al., 2016; Karagöl & Esen, 2019), its application in the specific area of English Language Teaching (ELT) pedagogy calls for more in-depth, non-experimental investigation. The distinctive nature of ELT pedagogy, which combines

¹ Research Scholar, Department of Educational Studies, Jamia Millia Islamia, Ghaziabad, Uttar Pradesh, India.  0009-0005-5127-3222,  shahzanasghar@gmail.com

theoretical knowledge (such as theories of second language acquisition) with practical skills (including lesson planning, error correction, and facilitating discussions), makes it a suitable candidate for the FL approach.

While research on FL is extensive, particularly in STEM and higher education (Bishop & Verleger, 2013; Karagöl & Esen, 2019), its application to ELT pedagogy warrants focused synthesis because ELT teacher learning uniquely requires integration of theory (e.g., language acquisition perspectives) with practice (e.g., lesson planning, error treatment, interactional scaffolding). We will delve into how a systematically planned FLD, rooted in the ADDIE instructional model, can influence:

- Their Academic Achievement in mastering pedagogical content knowledge.
- Their Self-Directed Learning Readiness (SDLR) is a crucial disposition for lifelong professional development.
- Their Retention of core pedagogical principles and techniques.

By synthesising existing literature and theoretical frameworks, a robust conceptual foundation can be established to enable teacher educators to reimagine their curriculum delivery and empower the next generation of English teachers.

Theoretical Foundations of Flipped Learning Design

The efficacy of Flipped Learning is not serendipitous; it is underpinned by sound pedagogical theories that align perfectly with the goals of modern teacher education.

Constructivism and Active Learning

At its core, FL is a constructivist approach. It posits that knowledge is not passively received but actively built by the learner (Danielson, 2022). In a traditional lecture on, for instance, “Communicative Language Teaching”, pre-service teachers listen and take notes. In a flipped design, they first engage with core concepts individually through videos, readings, or online modules. The classroom then becomes a workshop where they construct a deeper understanding through activities such as micro-teaching, designing communicative activities, or analysing classroom vignettes. This shift from passive reception to active construction is supported by evidence that active learning techniques significantly outperform traditional lectures in terms of student

engagement and learning gains (Knight & Wood, 2005).

Bloom’s Revised Taxonomy and Cognitive Load Theory

FLD effectively “flips” Bloom’s Revised Taxonomy (Anderson et al., 2001). The lower-order cognitive skills, Remembering (e.g., recalling key terms like “phonology” or “task-based learning”) and Understanding (e.g., summarising Krashen’s input hypothesis), are assigned as preparatory work outside of class. This manages cognitive load by allowing learners to process foundational information at their own pace, using pause and rewind functions on videos (Schultz et al., 2014).

The freed-up in-class time is then dedicated to higher-order thinking. Pre-service teachers engage in applying pedagogical theories to create lesson plans, analysing sample student errors or teaching videos, evaluating different teaching materials or peer lesson plans, and creating their own original teaching activities and resources. This alignment ensures that the most valuable and expert-guided time, the face-to-face session, is used for the most cognitively demanding tasks (Bergmann & Sams, 2012).

Self-Determination Theory (SDT)

SDT suggests that motivation is fuelled by the satisfaction of three innate psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2000). FLD directly addresses these needs in the context of ELT teacher training:

- **Autonomy:** Pre-service teachers have control over the time, place, and pace of their initial learning of pedagogical concepts.
- **Competence:** In-class workshops provide opportunities to successfully apply knowledge, receive immediate feedback from peers and instructors, and overcome challenges in a supportive environment, thereby building a sense of mastery.
- **Relatedness:** The collaborative, interactive nature of the in-class sessions fosters a community of practice where future teachers can share ideas, solve problems together, and build professional relationships.

Flipped Learning Design: A Framework for ELT Pedagogy

A successful flip requires careful design, not merely digitising lectures. The Flipped Learning Design, based on the ADDIE model, offers a

systematic framework highly applicable to an ELT pedagogy course.

Analysis Phase: Analysing the Future English Teacher

This initial phase involves a deep analysis of the learners and the learning context.

■ **Learner Analysis:** The instructor investigates the pre-service teachers' prior knowledge of linguistics and language teaching methods, their attitudes towards technology, their academic motivation, and their learning preferences (Guild & Garger, 1998). For

instance, a diagnostic survey could reveal anxieties about teaching grammar, which would then become a focal point for support.

■ **Learning Context Analysis:** This involves defining the instructional needs. What are the core topics in the ELT pedagogy curriculum where students typically struggle? Perhaps “designing authentic assessment” or “differentiating instruction for mixed-ability classes” are identified as key challenges. The environment, access to technology and a classroom layout conducive to group work, is also planned.

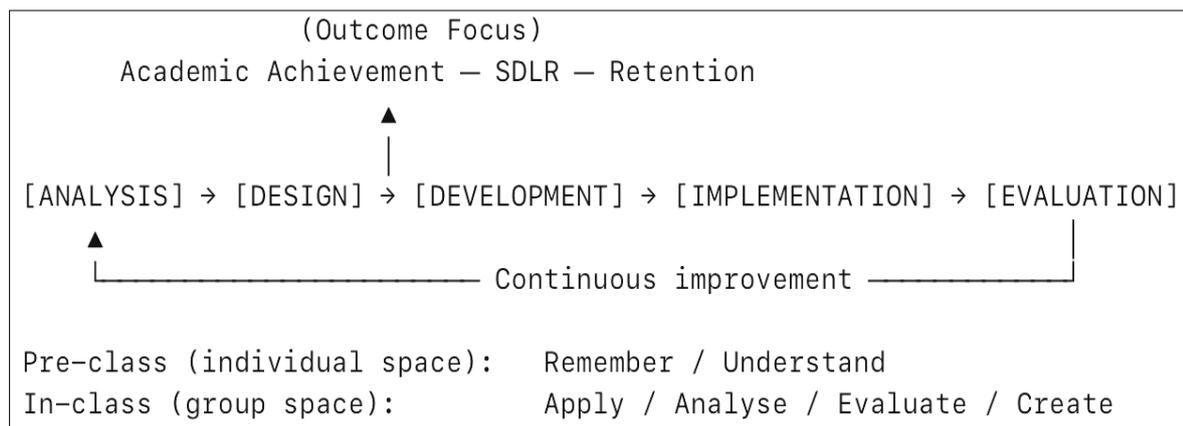


Figure 1. Conceptual model of FLD in ELT teacher education

Design Phase: Designing the Content and Activities

This is the content creation and curation stage.

■ **Out-of-Class Content:** Instead of a 90-minute lecture on “The History of Language Teaching Methods,” the instructor creates or curates a series of short (5-15-minute) videos, each focusing on a key method (Grammar-Translation, Audio-Lingual, Communicative Approach). These are supplemented with curated articles from journals such as *ELT Journal* and *TESOL Quarterly*. Platforms like Edpuzzle can be used to embed formative questions to check understanding.

■ **In-Class Activities:** The classroom time is redesigned around active learning. For the teaching methods topic, an in-class activity could be a “Method Museum”. Pre-service teachers, in groups, create a station for one method, demonstrate a mini-lesson, and critique its strengths and weaknesses. Another activity could involve analysing video clips of real classrooms to identify the methods being used.

Implementation Phase: Facilitating In-Class Application

The instructor’s role shifts from knowledge-dispenser to facilitator and coach (Danielson, 2022). During the “Method Museum” activity, the instructor moves around, probing with questions like, “How would you adapt the Audio-Lingual method for a communicative goal?” or “What modern textbook shows remnants of the Grammar-Translation method?” This phase clarifies complex concepts and fosters pedagogical reasoning through guided practice and collaboration.

Evaluation Phase: Assessing Process and Outcomes

Evaluation in FLD is multifaceted. It goes beyond a final exam to include:

■ **Formative Assessment:** Quizzes on the pre-class videos, observation of in-class discussions, and feedback on draft lesson plans.

■ **Summative Assessment:** A traditional achievement test on pedagogical knowledge.

- **Assessment of Higher-Order Skills:** Evaluation of a final, comprehensive lesson plan portfolio or a recorded teaching demonstration.
- **Retention Test:** A delayed post-test weeks or months later to measure the long-term retention of core principles.

DISCUSSION

FLD and Academic Achievement in ELT Pedagogy

Academic achievement in this context refers to the extent to which pre-service teachers master the intended learning outcomes of the ELT pedagogy course (Gajda et al., 2017). A substantial body of literature, including meta-analyses, suggests that FL has a positive, moderate effect on academic achievement compared to traditional lectures (Karagöl & Esen, 2019; Sablan & Prudente, 2022). In the context of ELT, this can be attributed to several factors:

- **Deeper Processing of Theory:** When pre-service teachers encounter theories of second language acquisition (e.g., Swain's Output Hypothesis) outside of class, they can pause, reflect, and re-watch. This leads to a more solid initial understanding than a one-time lecture.
- **Application-Focused Practice:** In-class time is dedicated not to listening about how to teach writing, but to designing a writing workshop, evaluating student writing samples, and peer-reviewing each other's writing activities. This direct application cements theoretical knowledge into practical skill, which is more likely to be reflected in high achievement scores on assessments that measure application and analysis (Almasseri & AlHojailan, 2019).
- **Immediate Feedback:** The coach-like role of the instructor during in-class activities allows for just-in-time feedback. A misconception about "error correction vs. error feedback" can be identified and corrected on the spot, preventing the reinforcement of incorrect practices.

Research across diverse fields, from mathematics to medical education, consistently shows that students in flipped classrooms perform as well as, or better than, their peers in traditional settings on standardised achievement tests (Aristotle et al., 2021; Jung et al., 2018). It is reasonable to infer that this benefit would also apply to the complex, skill-based area of ELT pedagogy. Asagar (2024b)

examined students' perceptions of flipped learning in senior secondary education and found a strong consensus regarding its positive impact on understanding, engagement, and student ownership of learning. Participants emphasised that flipped learning improved classroom interaction and conceptual clarity, key indicators of academic achievement in learner-centred environments. However, challenges such as limited technological infrastructure and time management issues were also noted. These insights underscore the importance of designing technology-integrated teacher education programmes that prepare pre-service teachers to anticipate and address similar challenges when implementing FLD in their own classrooms.

Cultivating Self-Directed Learning Readiness (SDLR) in Future English Teachers

Perhaps even more critical than immediate academic achievement is the cultivation of SDLR. Knowles (1975) defines self-directed learning as a process in which individuals take the initiative, with or without help, to diagnose their learning needs, formulate goals, identify resources, and evaluate outcomes. In the rapidly evolving field of ELT, where new methodologies and technologies constantly emerge, SDLR is not a luxury but a necessity for lifelong professional growth.

Asagar's (2025a) findings further strengthen the potential of technology-mediated environments to foster self-directed learning dispositions. In his examination of female undergraduates' perceptions of blended learning, participants appreciated the flexibility and autonomy provided by digital integration, as well as meaningful interaction with instructors and peers. These themes closely align with the autonomy and competence elements of Self-Determination Theory that underpin FLD. When applied to pre-service English teacher education, such design principles can empower future educators, especially women, to become proactive, reflective, and self-managing professionals capable of navigating digital pedagogies with confidence.

FLD is inherently designed to foster SDLR (Grow, 1991). The model requires pre-service teachers to:

- **Take Initiative:** They are responsible for engaging with the pre-class material before coming to the collaborative session.

- **Diagnose Learning Needs:** When they struggle with a pre-class video on “Sociolinguistic Competence,” they become aware of a knowledge gap they need to address.
- **Identify Resources:** They learn to go beyond the provided materials, seeking out additional videos, articles, or online forums to clarify their understanding.
- **Implement Strategies:** They develop personal learning strategies, such as note-taking from videos or forming online study groups with peers.
- **Evaluate Outcomes:** The in-class activities serve as a reality check, allowing them to evaluate whether their independent learning was sufficient and accurate.

Research by Günay Ceylaner and Karakus (2018) found that a flipped classroom significantly improved students’ SDLR and attitudes towards an English course. Similarly, Liu et al. (2018), in a meta-analysis on nursing education, concluded that flipped classrooms could significantly improve self-directed learning. For pre-service ELT teachers, this cultivated readiness ensures they leave the program not as finished products, but as empowered, autonomous professionals capable of driving their own ongoing development long after their formal training ends.

Enhancing Long-Term Retention of Pedagogical Knowledge

Retention, defined as the ability to recall, recognise, and apply what has been learned after a delay, is a perennial challenge in education. The “forgetting curve” is steep, and much of the information crammed for exams is quickly lost. For teachers, this is disastrous; they need core pedagogical principles to be readily accessible throughout their careers.

FLD offers a powerful antidote to this problem through several mechanisms:

- **Spaced and Retrieval Practice:** The FLD cycle naturally incorporates spacing (learning over time) and retrieval practice (recalling information). Pre-service teachers encounter a concept outside of class (first exposure), retrieve and apply it during in-class activities (second exposure), and then likely retrieve it again for assignments or exams. This repeated retrieval strengthens neural pathways and enhances long-term memory (Brown, Roediger, & McDaniel, 2014).

- **Deeper Encoding through Application:** Information that is deeply processed and applied in meaningful contexts is far more resistant to forgetting than information that is passively received. Designing a lesson plan using a specific pedagogical framework is a deeper cognitive process than listening to a lecture about that framework. Studies have shown that flipped learning leads to higher retention scores than traditional methods (Förster et al., 2021; Kasat et al., 2023; Kim et al., 2014).
- **Context-Rich Learning:** The in-class activities in an FLD often simulate real teaching challenges. When pre-service teachers collaborate to solve a classroom management scenario or adapt a textbook activity for a specific learner group, they learn in a context similar to the one in which they will need to retrieve the knowledge. This context-rich encoding increases the likelihood of later retrieval (Tutal & Yazar, 2021).

For an ELT teacher, this means they are more likely to remember how to implement a task-based learning sequence or when to use deductive vs. inductive grammar teaching when they are in their own classrooms, facing real students.

Challenges and Considerations for Implementation

Transitioning to an FLD is not without its challenges. Both instructors and pre-service teachers may face initial hurdles:

- **Student Resistance:** Some learners, accustomed to passive learning, may resist the increased responsibility and initial cognitive effort required (Herreid & Schiller, 2013). Clear communication about the rationale and benefits of FLD is essential.
- **Faculty Buy-in and Time Investment:** Designing high-quality pre-class materials and dynamic in-class activities requires significant upfront time and a shift in instructor identity (Akçayır & Akçayır, 2018).
- **Digital Equity:** Ensuring all students have reliable access to technology and the internet to complete the out-of-class work is a critical equity concern that must be addressed institutionally.
- **Quality of Design:** A poor implementation of FLD, such as simply replacing lectures with long, boring videos, can be worse than

traditional teaching. The success hinges on the quality of the design, particularly the creation of engaging pre-class materials and truly interactive, well-facilitated in-class sessions.

FUTURE DIRECTIONS AND PEDAGOGICAL RECOMMENDATIONS

While the Flipped Learning Design (FLD) framework demonstrates strong potential for reimagining English teacher education, several directions for further enhancement and research emerge from this conceptual analysis. First, future studies could empirically test the proposed FLD model within Indian teacher education institutions to measure its effectiveness on pre-service teachers' pedagogical performance, self-directed learning readiness, and long-term knowledge retention. Empirical validation through mixed-method research, combining classroom observations, surveys, and performance analytics, would substantiate the conceptual claims made in this paper.

Second, a more critical engagement with diverse perspectives on flipped learning would deepen understanding of its contextual adaptability. For instance, while Akçayır and Akçayır (2018) highlight the technological and infrastructural challenges of implementation, Karagöl and Esen (2019) emphasise that instructional design quality is the most decisive factor. Future work should therefore explore how technological readiness and design quality interact in ELT teacher education contexts.

Third, the integration of India's *National Education Policy (NEP, 2020)* offers a valuable framework for contextualising innovation in teacher training. However, this connection can be strengthened by aligning FLD implementation with policy-driven goals such as digital literacy, competency-based assessment, and inclusive education. This would make the framework not only theoretically grounded but also nationally responsive.

Fourth, teacher educators adopting FLD should receive systematic capacity-building support in instructional design, digital pedagogy, and assessment literacy. Without adequate professional development, even a well-designed model may not yield its intended transformative effects.

Finally, the inclusion of a visual representation, such as a black-and-white conceptual diagram illustrating the FLD-ADDIE cycle, could enhance

clarity and practical utility for teacher educators seeking to replicate the model. Such a figure can succinctly capture the cyclical process of *Analysis* → *Design* → *Implementation* → *Evaluation* within English language pedagogy courses.

Together, these recommendations highlight the need for future empirical studies, deeper theoretical synthesis, and practical institutional support to realise the full potential of the Flipped Learning Design in shaping reflective, autonomous, and technology-competent English teachers.

CONCLUSION AND IMPLICATIONS

The Flipped Learning Design presents a robust, theoretically grounded framework for revolutionising pre-service English teacher education. By systematically inverting the traditional classroom model through the phases of Analysis, Design, Development, Implementation, and Evaluation, FLD creates a learning environment that is inherently more active, student-centred, and responsive to the demands of 21st-century teaching.

The potential benefits are multifaceted. FLD can enhance Academic Achievement by aligning the learning process with cognitive principles that favour application and analysis. It can systematically cultivate Self-Directed Learning Readiness, instilling in future teachers the autonomy and skills necessary for a lifetime of professional growth. Furthermore, it can significantly improve the Retention of crucial pedagogical knowledge, ensuring that what is learned in the teacher training classroom is not forgotten but becomes a durable part of the teacher's professional toolkit. Empirical evidence from Indian educational contexts (Asagar, 2024a; 2024b) suggests that while learners appreciate the autonomy and engagement that flipped and blended models provide, infrastructural inequities, such as inconsistent internet access and uneven digital literacy, remain significant obstacles. Teacher education programs adopting FLD must therefore incorporate digital-readiness training and equitable access strategies to ensure inclusivity, in alignment with the mandates of the National Education Policy (NEP, 2020).

For teacher educators in ELT, the implications are clear. It is time to move beyond merely telling pre-service teachers about communicative methodologies and student-centred learning. We

must immerse them in these experiences through our own instructional practices. Adopting a Flipped Learning Design is a profound way to practice what we preach, modelling the very pedagogies we hope our students will one day carry into their own classrooms. By doing so, we can better prepare a generation of English teachers who are not only knowledgeable and skilled but also reflective, adaptive, and self-directed, ready to inspire a love for the English language in all their future students.

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