

A Scoping Review of Flipped Classroom Approaches In Arabic Teaching

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Abstract

The review examines the use of the flipped classroom in Arabic instruction from 2010 to 2024, drawing on 56 studies that met the inclusion criteria. Flipping the classroom is not new in other disciplines, but in Arabic instruction, it has not been widely adopted. The four areas identified by the study were the structures and methods of Arabic lessons, the effects on language proficiency, the development of cross-cultural awareness and independence, and the challenges of integrating technology into learning environments. Flipped strategies can be effective for intermediate and advanced Arabic learners, but their success depends on several factors. The review identified significant disparities, including the lack of studies on beginner learners and the absence of a standardized evaluation method. Future research in this area should focus on designing specific flipped-learning models for Arabic instruction, analyzing various Arabic teaching contexts, and developing standardized testing instruments to evaluate improvements in language performance. The research results offer practical recommendations for educators, curriculum developers, and educational technologists who want to implement or enhance flipped classroom methods in Arabic instruction.

Keywords: Flipped Classroom; Language Acquisition; Educational Technology; Blended Learning

INTRODUCTION

In recent years, language education has changed a lot due to new technologies and updated approaches to teaching. Many educational fields have started paying attention to the flipped classroom method, where learning is done outside the classroom and classroom exercises involve homework (Bergmann & Sams, 2012). The use of this method has proven to be useful in math and medicine, but its application and success in teaching languages beyond European ones such as Arabic, are not well understood (Al-Harbi & Alshumaimeri, 2016). The process of teaching Arabic language is not the same as those used for teaching European languages. Its diglossia, unusual form of writing, alignment from right to left and complex morphology are also included (Ryding, 2013). Since there are special needs in Arabic, it is questionable if the flipped classroom approach will work for teaching the Arabic language. The flipped classroom approach is being adopted in Arabic language teaching because more people globally are interested in learning Arabic. People are increasingly curious about the Arab world due to various reasons such as international politics, investment opportunities, cultural exchange projects and a growing number of communities speaking Arabic all over the globe

(Wahba et al., 2018). Consequently, schools in many parts of the world are seeking methods that work best for teaching Arabic language.

The main articles about flipped classrooms in language teaching are on English or several languages without focusing on Arabic (Akçayır & Akçayır, 2018; Lo & Hew, 2017). Because Arabic is linguistically unique and this affects instruction, it is necessary to consider flipped learning from an Arabic viewpoint. The main reason for choosing a scoping review was that it is fit to cover key ideas, study the total and type of research, summarize findings and highlight any gaps identified in previous works (Arksey & O'Malley, 2005; Levac et al., 2010). This technique allows for understanding how a flipped classroom is used across many educational systems, student groups, Arabic skills and supports the variety of designs and assessments already in the study.

The purpose of this review is to organize research on the flipped classroom in Arabic language teaching, gather main results, notice patterns of using the approach and identify topics that need further study. The review looks into the following research questions how have teachers conceived, developed and applied flipped classroom models in Arabic language teaching? What proof is there that adopting a flipped classroom approach positively impacts the learning of listening, speaking, reading and writing skills in Arabic? Which technological resources have been applied when using a flipped classroom approach in teaching Arabic? Which problems and features have been spotted when adopting flipped classroom methods in teaching Arabic? How has research been conducted to evaluate how flipped classrooms are used in Arabic language?

The scoping review contributes a number of significant points to Arabic language teaching and educational technology. First, it summarizes all the current studies on flipped classroom usage in Arabic language teaching, making it helpful for teachers, those who design lessons and those who do research. Next, the review helps Arabic language instructors find proven practices and learn how to apply them in the flipped classroom. Third, pointing out the limits in research and study methods helps set the stage for future researchers to answer open questions and strengthen research evidence. In addition, the review adds to theoretical ideas related to introducing new teaching methods in various languages and cultures.

METHOD

The Arksey and O'Malley approach, updated by Levac et al. (2010) and the Joanna Briggs Institute (Peters et al., 2020), was used to conduct the scoping review. The steps involved in the review process were (1) figuring out the research questions, (2) identifying suitable studies, (3) selecting those studies, (4) reviewing and displaying the data and (5) assembling, summarizing and presenting the report. A review protocol was written before the study began to make the study's processes and operations clearer and more rigorous. As per the protocol, the review objectives, how studies should enter and leave the review, the search strategy, the data collection process and the approach to analyzing information were all described. Comprehensive presentation of this review's method and results was enabled by following the PRISMA-ScR checklist released by Tricco et al. (2018). Because the protocol was not registered upfront since scoping reviews are exploratory, every methodological choice was detailed during the review process.

An academic librarian specializing in research teaching and the Middle East was consulted to make a clear strategy of searching the literature. Relevant findings were step-by-step searched in the following electronic resources: specialized databases in the field of education, including Education Source, ERIC (Education Resources Information Center) and Education Research Complete; language-specific databases, i.e., Linguistics and Language Behavior Abstracts (LLBA) and MLA International Bibliography; the Index Islamicus database and Middle Eastern & Central Asian Studies in the case of Middle Eastern studies; multidisciplinary databases, i.e., Web of Science, Scopus and Academic Search Complete; and two Arabic language databases which is al-Manhal and Dar al-Mandumah.

The search strategy employed entailed three groups of concepts with suitable Boolean operators. The initial one was referred to as flipped learning which comprised flipped classroom, flipped learning, inverted classroom, inverted learning, reverse instruction, reverse teaching or blended learning. The second concept, Arabic language, had Arabic language, Arabic teaching, Arabic instruction, Arabic education, teaching Arabic, Arabic as a foreign language, Arabic as a second language, Arabic linguistics and عربية. The third idea, learning setting, had education OR teaching OR pedagogy OR instruction OR learning OR classroom OR curriculum OR higher education OR university OR school. Considering that each database has its own standards, it was necessary to optimize the search phrases, and by typing English and Arabic queries, the researcher retrieved studies published in any of the mentioned languages.

To conduct a complete search, additional strategies were supplemented to the database searches: hand searching Foreign Language Annals, Modern Language Journal, Journal of Arabic and Islamic Studies, Al-Arabiyya and Journal of Technology and Arabic Language Teaching; searching forward and backward the list of references of the included studies; gray literature search strategy with the help of the ProQuest Dissertations & Theses Global, OpenGrey and the websites of the Arabic language training organizations and their conferences; and Arabic language teaching experts of three different institutions were consulted to search other valuable sources.

The inclusion criteria were wide and ranged through different types of studies such as quantitative, qualitative, mixed-methods and primary studies published in academic research journals, conference proceedings or as a dissertation and those published in English or Arabic language during the period between January 2010 and March 2024. The population was any student studying Arabic at any level and in any stage as a first, second or foreign language and research was done on switching some of the lessons in an Arabic language classroom to read/view/listen to material outside of the classroom and to do some work together inside the classroom. All results of learning, teaching or implementation of Arabic language were taken into account and the context might be schools, university or community and online courses.

Exclusion criteria were the type of publications like literature reviews, theoretical articles without empirical evidence, opinion or judgment of an organization and editorial statements; interventions that studied blended learning but not necessarily applying the flipped classroom method; studies that looked at technology without considering the implementation of pedagogy in a flipped learning scenario; and finally studies that looked at different languages and did not specifically mention data pertaining to the Arabic language instruction.

The process of selecting studies to analyze had three steps. The titles and abstracts were read in the first phase by two persons who noted if they fulfilled the inclusion criteria, and the studies were retained if they seemed to fall within the inclusion criteria or where it could not be ascertain based on the information provided in the abstract and title. Two reviewers screened the full texts of all the studies that were accepted in the first process in the second phase of independent screening to ensure that they met the criteria and in case of conflict, all discussed the conflicts and the case was presented to a third party when a consensus could not be devised. In the last step, the scoping review included papers that fulfilled all the inclusion criteria in full-text check. Covidence review software (by Veritas Health Innovation, in Melbourne, Australia) was utilised to assist in the review work and exchange of ideas.

A standardized data-collection form was prepared and tested on five research-projects prior to its application to the larger group. The studies were assessed by two people who discussed the results and compared findings and in case of discrepancy, the matter was discussed and final verdict was given. The following information was found in this dataset: citation to the authors, the year of publication, the type of study, the country and the language it was written in; details about the sample, background of the participants (number of school attended, native language) and their knowledge of the Arabic language; the definition of what is flipped classroom, how it functions and what needs to be done before and during classes, the time of the implementation of the technique and the technology involved; the composition of the context such as the setting as an institution, whether it is an Arabic as a Second Language course or First Language course.

In order to process the data, it was subjected to the sequence of processes such as numerical characterizations of the features of the study, the method of the research, and the principal findings; applying the codes, which are founded on the findings, to characterize implementation approaches, results, issues encountered and factors that support them; and demonstrating the interrelationship between the elements of a flip classroom, the surrounding circumstances and the outcomes reported by others. The study also aimed at identifying any similarities and differences between studies, simultaneously being aware of the context specific to implementation. As the studies incorporated in the review measured their results in different methods, a narrative synthesis was selected instead of a statistical meta-analysis.

Various weaknesses in the research methods should be considered. It is possible that some important research was missed during our searches, mainly because it was unpublished or was written in a language besides English or Arabic. When researchers apply various methods, it becomes complicated and somewhat unreliable to compare results found by others. It is not necessary to assess the quality of studies for a scoping review (Tricco et al., 2018). Because of these differences, the conclusions from the studies should be examined with an eye toward the differences in their research methods.

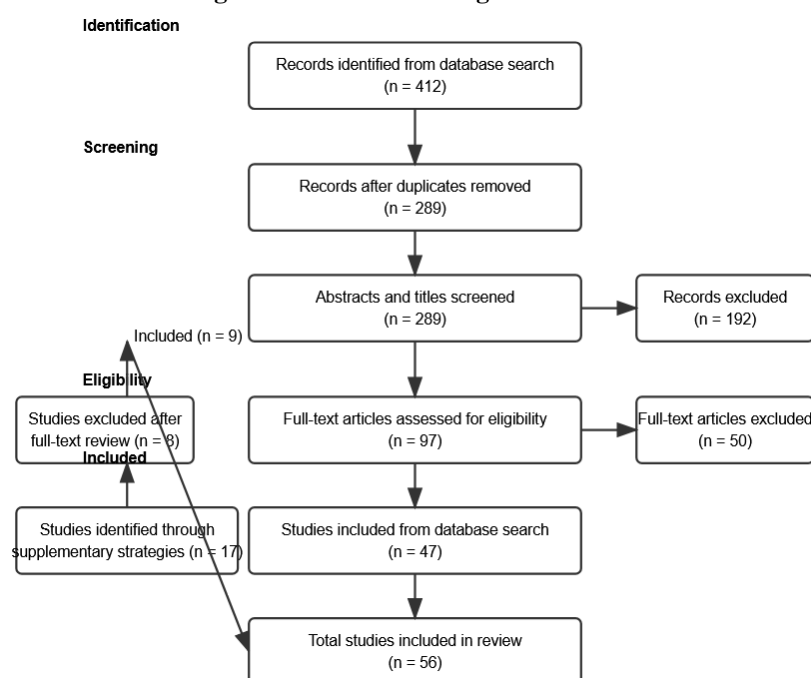
RESULTS AND DISCUSSION

Search Results And Study Selection

The searches found a total of 412 relevant entries in the database. When the duplicates were removed, 289 abstracts and titles were screened, leading to 97 articles being sent for careful review. After reading each study in full, 47 studies were found to

satisfy all the selection criteria and were incorporated in our scoping review. Figure 1 shows the flow of steps that were taken to select the needed studies following PRISMA.

Fig 1. PRISMA Flow Diagram



Another 17 studies were found related to the topic using supplementary strategies and from these, 9 were included after reviewing their full text. Because of this, the final set of studies was 56 in total.

Characteristics Of Included Studies

Geographical Distribution

Studies were included from different locations, as research took place on five continents. Nearly half (41%) of all studies reported from this field were from the Middle East and North Africa, with Saudi Arabia, Qatar and Egypt publishing the most. Sixteen studies (29%) were based in North America and almost all of these were in the United States. Out of a total of 63, Europe offered 9 studies (16%), Asia outside the Middle East gave 5 studies (9%) and Australia/Oceania provided 3 studies (5%), making up a total of 3 /16. This shows that Arabic language instruction takes place both in countries where it is taught to non-native speakers and in Arabic-speaking regions to people learning it for the first or second time.

Temporal Distribution

Examining the records of publications showed that research on flipped classroom approaches in teaching the Arabic language grew progressively over the years. In 2012, the first published study on this topic appeared, followed by not many publications each year until 2016. The number of publications doubled from 2017 to 2020 compared to the number from the previous era. Between 2021 and early 2024, 28 studies (50% of the total) were published, illustrating that there was rapid interest in using this approach for teaching Arabic in schools.

Research Designs And Methodological Approaches

Several of the studies used different approaches to study the issue. Quantitative research designs made up the widest category (48%) and of those, most were experimental and quasi-experimental types of designs. Out of all included research, there were 16 qualitative studies that relied on interviews, observed participants and carried out content analyses. Researchers included surveys with interviews or focus groups in 13 of the studies (23%). Researchers used different ways to collect data and even studies using one method commonly used others too. More than half of the studies used surveys/questionnaires (n=39), tests on language skills taken prior to and after instruction (n=31), interviewed participants (n=21), observed lessons in class (n=17), reviewed learning data analytics (n=14) and used nine focus groups.

Educational Contexts And Learner Populations

University settings were the most common in the research studies, as 42 studies (75%) occurred there. More studies looked at secondary education (9 or 16%) than at primary education (3 or 5%) and non-formal settings (2 or 4%). A variety of groups were included in the studies. There were 31 studies (55%) focused on non-native learners of Arabic and 16 focused on native speakers learning the written and formal Modern Standard Arabic version (29%). Nine of the studies included groups of people that contained both native and non-native speakers (16% in total). The majority of research looked at learners at intermediate level (n=25, 45%), then at beginner level (n=18, 32%) and least often at advanced level (n=7, 13%). Only a small number (11%) of the studies made implementations across a range of skills.

Conceptualization And Implementation Of Flipped Classroom Approaches

It emerged that the perception of the flipped classroom as a means of teaching the Arabic language was not homogenous among the researchers. The majority of the research reviewed the original articles by Bergmann and Sams (2012) or Bishop and Verleger (2013), yet the modifications applicable to the Arabic language could be observed in various strategies. It was found that the studies were primarily describing three theoretical models: in 19 cases (34%), the concept of flipped classrooms was based on the approach to delivering the learning material and the opportunities provided by technology; among pedagogy-centered theories (n=24 or 43%), the approaches to organizing the instruction and transferring the learning activities into another area were dominant; and in 13 publications (23%) the authors described the impact of technology on teaching, also referring to the theories associated with language development. A lot of researchers added some aspects concerning the Arabic language to the manner in which they defined the flipped classroom as such as believing that Arabic is a diglossic language or that it can be challenging to learn its script.

Pre-Class Components

The first phase of a flipped classroom implementation introduced a number of techniques and activities to cover classroom resources. Videos as the main form of knowledge sharing were applied in most cases (49 or 88% of total), but those videos were different in features, the duration times ranged between 5-8 minutes and 20-30 minutes, and the average time claimed was approximately 12 minutes. Videos created by the instructors were utilized more as compared to external videos, but few courses deployed

both types of videos. Usually, the preparation to the classes included other things besides videos, namely, interactive books with questions in the material (n=31, 55%), audio files where students were to practice listening (n=28, 50%), pre-learning activity on new vocabulary that the students were to do as the first task (n=26, 46%), online quizzes to see whether all students had been attending to the study materials (n=24, 43%), lessons that allowed the students to practice the language (n=21, 38%). Texts, recordings and news items were employed as integration activities that were performed by the researchers prior to the arrival of the students to the classroom in 23 studies (41%).

In-Class Activities

In flipped Arabic language classes, learners predominately operated in groups, had conversations and applied their knowledge to practice. Exercises related to two-person and group conversations (n=43), finding the answers to grammar questions by discovering new information (n=34, 61%), work in pairs and peer editing (n=29, 52%), talking about culture and its concepts (n=27, 48%), emphasis on the speech pronunciation as the feedback body (n=24, 43%), role-plays and simulations (n=21, 38%), project based activities (n=16, 29%), and of the total studies (n=18) 32% of them mentioned using differentiated activities during the classroom time when students with varying skills could get proper assistance of the instructor doing the activities in groups or individually.

Technological tools and platforms

Much technology app and systems were involved in the studies that involved flipped classrooms. The majority of the cases (84%) relied on using learning management systems of which the Blackboard, Moodle and Canvas had the highest number of implementations. Certain video creation and hosting tools and platforms were utilized, including YouTube (n=21), Camtasia (n=14), Screencast-O-Matic (n=9), Panopto (n=7) and institutional video platforms (n=6). In 27 of the studies (48%), the problems, which were examined, related to the appearance of the Arabic letters, right to left writing direction, Arabic typing and compatibility with the Arabic specific tools.

Effectiveness Of Flipped Classroom Approaches In Arabic Language Teaching Impact on Overall Language Proficiency

Six out of ten studies (60%) demonstrated that using a flipped classroom approach improved Arabic proficiency, using a mix of tests and students' feedback. Thirteen percent of the studies (seven studies) found improved areas of language proficiency, but in other areas, there were no major differences compared to traditional schooling. Four studies (4%) did not find a significant difference in overall proficiency and another ten studies (18%) did not evaluate it as an outcome. Out of 24 studies that collected data with experimental or quasi-experimental methods, the effect on language proficiency was small (d=0.21) to large (d=1.47), with the median effect size being d=0.68.

Impact on Specific Language Skills

The scientific analysis of language skills provided the information that in certain aspects flipped classroom methodology had a different mode of action. Most of the studies that concentrated on comprehension have reported improvements in reading abilities, 22 studies have reported that it was assisted, 5 studies indicated mixed outcomes,

and 2 cases have not shown any significant improvement, and the greatest improvements have been observed in reading routes to understanding difficult texts and in post-reading vocabulary growth. In writing, there were 26 studies exploring the same with 19 (73%) reporting positive developments, 5 (19%) reporting mixed results, and 2 (8%) reporting no difference, with the results more dependable in narrative and descriptive writing than in argumentative writing. The data of listening comprehension across 23 studies indicated that the listening skill developed in 18 (78%) studies, was mixed in 3 (13%) and remained unchanged in 2 (9%) studies with a decided advantage in recognizing authentic materials and in distinguishing between various dialects. Speaking skills produced a positive outcome in 20 of 25 studies (80%), 3 (12%) showed mixed result and 2 (8%) showed no effect, with considerable improvement observed in the way students spoke, their pronunciation and confidence during speaking. The acquisition of new words was the focus of 28 studies, of which 24 (86%) were positive, 3 (11%) mixed, and none (0%) were negative (that is, showing that vocabulary learning made no difference). Grammar was investigated in 22 studies of which 16 have improvement, 4 have mixed outcomes, and 2 have no significant changes, and some studies state that the employment of various grammatical and morphological patterns has a significant value.

Impact on Cultural And Intercultural Competence

Of the total number of studies, 18 (32%) examined cultural or intercultural learning outcomes and 15 (83%) reported that using flipped classroom approaches led to more culturally aware students who picked up cultural information included in the language they learned. As a result of these studies, it was found that using pre-class materials to introduce cultures made it possible for in-class lessons to focus more on analyzing and comparing them.

Learner Experience And Affective Outcomes

A total of 73 percent of the research capered on the experiences and emotions of the learners and indicated in general that they have positive views on flipped classrooms. The primary findings were that motivation increased, with 26 studies (80% of those that studied motivation) showing that social media positively affected it; most studies showed an increase in engagement with materials and activities amongst 85% of the participants; 66% of the 27 studies reported an increase in the capacity of learners to be self-reliant; and a reduction of language anxiety was reported in 54% of the studies that dealt with participation in class. Out of the studies, the vast majority (71%) believed that flipped teaching functioned effectively, a small number (24%) provided ambivalent feedback, and solely 2 studies (5%) had an unfavorable opinion. Interviewed students showed, through analysis, that a good portion of them liked to use the materials prior to the class, were more confident in discussions during the classes, and were more prepared to classroom activities.

Implementation Challenges And Enabling Factors

Technological Challenges

The largest barrier cited was the technology-related one (cited by 38 or 68% of respondents). Some of the challenges were difficulties in using Arabic interface and working with Arabic programs (n=19), problems with the internet connection where students live (n=17), students not knowing how to work with the needed online software

(n=15), problems making and editing videos (n=14), avoidable technology and IT systems issues (n=12), and not all platforms being supportive of the Arabic writing script (n=10).

Pedagogical Challenges

Pedagogical issues were mentioned in 35 studies (63%) and concerned not all students being receptive to changes in learning procedures (n=22), numerous difficulties in determining the complexity of pre-class material (n=19), the design of effective in-class activities presenting a challenge (n=16), research and implementation taking up a lot of time of the teachers (n=15), supporting students with varying speeds and styles of learning (n=13), students being asked to finish lessons by the time they come to class (n=12), and the need to develop alternative forms.

Arabic-Specific Challenges

The review determined that 27 studies (48%) identified concerns specific to teaching the Arabic language in flipped classrooms. These involved emphasizing the diglossic nature of Arabic in pre-class and in-class times (n=14), making sure that the students will be able to learn material that is written in non-Latin scripts (n=12), focusing on both practical communication and the development of complex grammar (n=11), employing various dialects in their due manner (n=9), and paying attention to cultural issues in language learning (n=8).

A number of factors related to success of flipped classrooms were found in teaching the Arabic language. These consisted of organization support and assistance (n=24), such as; a slow and gradual implementation and introduction of flipped learning to students (n=21), training all pupils on what to expect and the key benefits (n=20), fun and nicely designed materials to be used before classes (n=19), evident connections between the activities that take place before and during the class (n=18), ensuring that the teachers are flexible and highly responsive to what the students say (n=14), aspects or software that cater to the Arabic language (n=11), and work. Of the 17 studies which were concentrated on this factor, it was noted that being focused on the needs of every institution and culture was the key to success, rather than trying to implement standard approaches.

This review indicates that a large number of new research papers have been published on flipped classroom methods for teaching Arabic in the last five years. The findings prove that flipped classroom principles can be applied in different ways depending on how and where the Arabic language is being taught. Overall, four major themes appeared when all the findings were analyzed together. There is evidence that the flipped classroom helps improve learning in key Arabic language domains. The biggest gains in language learning are seen in acquiring vocabulary, becoming proficient speakers and improving listening comprehension. The effects on reading, writing and language grammar are less steady and not as strong as the others. This supports the idea that regular use of a flipped approach increases opportunities for active practice of communication in class. Secondly, the review points out that teachers should consider the context when using flipped methods in Arabic language teaching. Best practices appeared when educators adapted to special features of each school, the backgrounds of students and particularities of teaching in Arabic. Using the context, I adapted the technology, prepared

pre-class tasks, chose engaging in-class activities and chose types of assessment. Next, the findings suggest that Arabic language education requires special attention when using a flipped classroom methodology. Addressing Arabic's diglossia, helping students understand the script and morphology, making sure students see both standardized and dialectal forms and adding cultural elements to language teaching are some such considerations. Because these features differ from other languages, it requires new approaches to adapting flipped classroom concepts in Arabic, rather than using models made for other languages. Fourth, it finds that there are important gaps in the research designs and settings used. Most studies involved university-level learning, a moderate understanding of the language and the application of appropriate technology. Studies related to the flipped classroom were scarce in primary-level Arabic classes and in schools with limited resources, so its overall usefulness in language teaching remains unknown.

Integration With Existing Literature

The review adds to and builds upon research on the flipped approach in language education. Just like in general meta-analyses in teaching languages, the current study points to mostly positive effects of flipped approaches on language results, especially when the lessons are interactive. However, the degree of influence may be less predictable in Arabic situations which might be a sign that learning Arabic presents more complications for many learners. As reported in this review, the main technological and pedagogical challenges are found in other educational technology studies about access, comfort with new ideas and reluctance to use new approaches (Bond et al., 2020; Rasheed et al., 2020). But when it comes to Arabic language teaching, challenges such as script compatibility, reversed direction of scripts and multi-platform display of Arabic letters are not found in most research on European language instruction. In education, research is now confirming that effective innovations should be contextualized instead of enforced the same way in every situation (Mishra & Koehler, 2006; Zhao et al., 2002). The results also clarify that unique aspects of Arabic require specific changes to the way the flipped classroom is applied. Researchers studying other areas have also observed that although most learners face difficulties initially, they enjoy their education more in the long run (Bond et al., 2020; Lo & Hew, 2017). Still, this review suggests that Arabic learners may particularly benefit from feeling less anxious about language, because they find Arabic challenging and the pre-class work reassures them.

Theoretical Implications

This review offers various implications for theorizing in language education and educational technology. They first suggest that researchers should look into models that focus on how the concept of flipped pedagogy affect learning Arabic. While it is useful to rely on prior theoretical frameworks for flipped teaching, these need to be improved for Arabic classes. Secondly, the research shows that considering sociocultural views on learning is important when setting up flipped classrooms for Arabic. Since cultural and intercultural aspects seem crucial to success, emphasizing language only alone may not capture all important aspects of learning Arabic. As a result, this finding backs up theorists who view language learning within the context of society and culture (Lantolf, 2000; van Lier, 2004). Moreover, the implications that learning with flipped classrooms affect language skills differently highlight the need for new theories that examine how certain parts of language are influenced by this type of learning. Theory should describe

the way particular flipped classroom activities might affect various aspects and skills of language learning. The review also underscores the fact that theorists need to focus explicitly on linking different features of technology with ways of teaching language. Since there are specific features in Arabic, the way technology, lessons and language interact demands theories that consider these particulars.

Practical Implications

The review results suggest several strategies that Arabic language educators, program administrators and instructional designers may apply when setting up flipped classroom structures. It is indicated by the evidence that making the flip to a flipped model over time is more successful than changing everything at once. Teachers could start by slightly altering some elements of their courses, to let everyone involved get used to the changes before moving forward. In addition, issues related to technology indicate that it is best to double-check the school's Internet access, ensure that the chosen tools are compatible with Arabic and confirm that students are ready to use them before starting. Trying to find tools created for Arabic language or that were thoroughly checked with Arabic content can resolve many easy-to-find problems. Furthermore, there is a clear link between successful outcomes and when learning activities in class have direct connections to what was covered prior. Experienced teachers should relate what the students have learned at home to the tasks they manage in class to help them regard flipped learning as logical. Fourth, the evidence on students' challenges during the flipped learning process makes it clear that orienting them properly is very important. People integrating flipped learning should clarify to learners why it is being used, what outcomes it hopes to achieve and what improvements learners can expect. The review further suggests that teaching in a flipped classroom would mean assessing students before class, during activities and based on how they use their knowledge, instead of always using traditional tests.

CONCLUSION

Our research has highlighted that flipped classrooms in teaching the Arabic language are becoming more frequent but are still at a beginner stage. 56 studies on this topic were identified in the review, with research activity increasing dramatically during the last five years. According to the research, providing students with flipped classroom training appears to enhance learning outcomes in Arabic across many skills, leading to consistent improvements in vocabulary, speaking and encouraging students. The report noted that flipped learning should be adapted and made sensitive to the language, script, grammar and cultural aspects common in Arabic. Relevant technologies were well adapted and blended with custom educational designs in teaching Arabic. Limited studies were found regarding teaching with a flipped approach in primary schools, for those just beginning to learn, in settings with few resources and for people learning dialectal Arabic. Moreover, using various techniques and no set way to assess makes it more difficult to make comparisons among studies and fields. Regardless of these problems, currently available research forms a base for current actions and for further study. Based on the research, using flipped classrooms in Arabic language education can be useful in many educational settings if they are designed and applied appropriately. For those who study Arabic education, the gaps suggest how research in the future could improve existing knowledge and offer better directions to teachers. As education and technology change,

the flipped classroom can help in teaching Arabic. With flipped learning, students can learn new topics on their own, while the time they spend practicing with a teacher allows them to address challenges and be more engaged in their studies. To ensure this potential is achieved in various Arabic language teaching situations, research should keep advancing with a focus on the areas that need improvement.

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