

## THE EFFECTS OF FLIPPED LEARNING MODEL IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOMS: A CONCEPTUAL REVIEW

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ARTICLE INFO	ABSTRACT
<b>Received:</b> 23/6/2025	The article investigates classroom results from the flipped learning model within English as a foreign language instruction. The study evaluates recent findings to understand the foundational principles of flipped learning and its implementation results while discussing its difficulties in English as a foreign language instruction. Research shows that flipped learning reaches positive outcomes since it uses constructivist theory and Bloom's taxonomy to improve all four basic language skills: listening, speaking, reading, and writing. Alert learning practices emerge from this model because it requests students to complete pre-session assignments and conduct interactive classroom exercises. Successful adoption of this learning model encounters three main barriers: technology infrastructure constraints, time restrictions, and comprehensive instructor readiness requirements. According to research findings, success with flipped learning as a language acquisition method depends on properly considering implementation factors and sufficient support systems. The study supports the expanding research about powerful teaching techniques in English as a foreign language classrooms while offering usable recommendations to teachers and researchers active in this academic field.
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## MÔ HÌNH HỌC TẬP ĐẢO NGƯỢC TRONG LỚP HỌC TIẾNG ANH: TỔNG QUAN LÝ THUYẾT

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THÔNG TIN BÀI BÁO	TÓM TẮT
<b>Ngày nhận bài:</b> 23/6/2025	Bài tổng quan lý thuyết này nghiên cứu về tác động của mô hình học tập đảo ngược trong các lớp học tiếng Anh như một ngoại ngữ. Thông qua phân tích toàn diện các tài liệu gần đây, bài báo khám phá nền tảng lý thuyết, tác động triển khai và thách thức của học tập đảo ngược trong giáo dục ngôn ngữ. Kết quả cho thấy học tập đảo ngược, được hỗ trợ bởi lý thuyết kiến tạo và phân loại Bloom, cải thiện đáng kể việc phát triển kỹ năng ngôn ngữ trong các lĩnh vực nghe, nói, đọc và viết. Mô hình này thúc đẩy học tập chủ động và sự tham gia của học viên thông qua việc chuẩn bị trước giờ học và các hoạt động tương tác trong lớp. Tuy nhiên, việc triển khai thành công phải đối mặt với nhiều thách thức, bao gồm hạn chế về cơ sở hạ tầng công nghệ, vấn đề quản lý thời gian và nhu cầu chuẩn bị đáng kể của giáo viên. Kết quả nghiên cứu cho thấy mặc dù học tập đảo ngược mang lại cơ hội đầy hứa hẹn cho việc học ngôn ngữ, hiệu quả của nó phụ thuộc vào việc xem xét cẩn thận các yếu tố triển khai và hệ thống hỗ trợ đầy đủ. Bài tổng quan này đóng góp vào kiến thức ngày càng tăng về các phương pháp sư phạm đổi mới trong giáo dục tiếng Anh như một ngoại ngữ và cung cấp các ý nghĩa thực tiễn cho các nhà giáo dục và nhà nghiên cứu trong lĩnh vực này.
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## 1. Introduction

The flipped learning model is an approach to education in which the traditional classroom is flipped. This means that instructional content is delivered outside the class, often through online media, while in-class time is devoted to interactive, student-centered activities [1]. This shifts attention from passive learning strategies to active engagement and skill development. It has significantly progressed by incorporating English as a foreign language (EFL) teaching. Initially, EFL learning was report-based, where learners were taught core concepts using lectures in a classroom combined with extensive reminiscence activity. Later, Arslan [2] claimed that technology-enabled teachers should provide videos and interactive pre-class activities to enhance students' language cognition before the discourse. Recently, class time has become more communicative and allows for greater collaboration between peers and instructions, leading to an increased rate of language learning [3]. These days, students are referred to as digital details, meaning that they are used to accessing information from the web and interacting with it, making EFL significantly sought in the modern world. It is reasonable because learners are flexible and unique, making flipped learning vitally needed [4]. Flipped learning further prepares EFL pupils to function in contemporary society by employing digital tools to present content and support collaboration. Likewise, it fosters the autonomy, critical thinking, and problem-solving skills essential for the 21st century.

The studies show that flipped learning is particularly popular in EFL sectors because of its capacity to bolster student motivation and assist them better in acquiring a new language [5]. This approach's concern with pre-class preparation, followed by engaging students in the classroom with applied practice, group work, and discussions, contributes to overcoming the drawbacks of classroom instruction. Evidence by Roth and Suppasetserree [6], Zhou [7], and Zou [8] supports that active flipped learning can enhance learners' speaking and writing performances with adequate exposure. Even if more and more studies about flipped learning are being done in EFL environments, an appropriate contextual literature review is missing. Most research is narrow in scope or focuses on specific details. As such, they cannot develop an integrated view of this method's central concepts, benefits, and drawbacks. We seek to fill the above research gap using a systematic literature review by bringing together contradictory views, spotting the absent areas of research, and understanding the impact of flipped learning on EFL learning in better and more holistic ways.

This conceptual review aims to: (1) examine the theoretical foundations underpinning the flipped learning model in EFL contexts; (2) assess the impact of flipped learning on EFL learners' language skills development and engagement; and (3) identify implementation challenges and limitations of flipped learning across diverse EFL settings.

Although flipped learning in EFL is an aspect that has been increasingly researched, several gaps in the literature remain that need to be addressed in the future. To begin with, many studies have analyzed a particular aspect of flipped learning implementation; however, no broadly based reviews have synthesized the findings from various EFL environments to determine general principles and best practices. Second, due to the limited sample size used in the study, the current research's findings emphasize the impact of flipped learning on language acquisition and retention, with little to no emphasis on its long-term effects. This time constraint mitigates the realization of how long-term implementation can impact longer-lasting proficiency development of language. Based on the identified gaps and the review findings, the present study aims to address the following research questions:

1. How does the flipped learning model impact EFL learners' language skills development in varied educational contexts?
2. What are the impacts of flipped EFL classrooms on student engagement and motivation?
3. What are the challenges faced by students and limitations in EFL flipped classrooms?

### ***1.1. Definitions and key principles of flipped learning***

Flipped learning regionalizes primary education using technology by allowing students to access the content outside the classroom using digital means [9]. Teachers can then focus on conducting discussions and interactive projects instead of plain teaching. This method promotes active learning and looking to students for solving problems. Furthermore, flipped learning's core principle emphasizes learner-centered learning, which engages students and allows them to take charge of their learning [10]. Flipped learning allows students to go through any reading material before class and learn at their own pace. Such preparation allows for excellent knowledge retention as they can be active learners instead of passive listeners in the classroom. In addition, the essence of authentic flipped learning is how technology is utilized to make pre-class content more engaging [11]. Teachers can share content with modern digital tools and online platforms without railing a student's learning ability. The fusion of technology in the class allows a teacher to cater to each student's unique style and give them the engagement they often lack in core subject learning.

### ***1.2. Theoretical frameworks***

Flipped learning is supported by various theories that explain how it improves educational performance. Firstly, Piaget's [12] and Vygotsky's [13] constructivism assert that learners create knowledge through engagement and social interaction. With the flipped classroom approach, students learn a topic independently, typically using available technology, and then participate in group work during class. This practice supports Vygotsky's social learning frame, which advocates scaffolding as students benefit from peer and teacher interactions during the lesson. Secondly, Bloom's [14] categorization of educational objectives divides cognitive skills into simple and complex processes. In a way, the flipped learning model employs Bloom's framework, whereby tasks like remembering and understanding concepts are done as pre-class activities. This preparation enables higher-order work in class as applying, analyzing, evaluating, and creating concepts are emphasized, thus ensuring proficiency in critical thinking and problem-solving. Thirdly, Sweller's Cognitive Load Theory [15] discusses working memory limitations and managing cognitive load for effective learning. With the flipped learning method, students engage with new information outside of class. With the instructors' aid, they aim to address and correct misconceptions, and absorb the knowledge to reduce irrelevant cognitive load. Lastly, Deci and Ryan's self-determination theory [16] underlines the critical role autonomous self-regulation, competence, and inherent motivation play in learning. Flipped learning supports these needs by allowing students to govern their initial learning stage (take more initiative), active learning (competence) aimed at mastering content, and collaborative in-class activities that foster a sense of community (relatedness). Studies show that self-esteem and the students' psychological needs can be attained better in a flipped setting than traditional techniques.

### ***1.3. Traditional vs. flipped learning in EFL classrooms***

Traditional and flipped education models have been developed to accommodate students' and teachers' different characteristics and functions in EFL classrooms [11]. They commonly differ in the classroom environment and the roles of teachers and students through pedagogical approaches such as traditional and flipped learning. Regarding the learning environments, Ying and Mohd Ayub [17] found that most EFL learners consider their classes as teachers and focus on the instructor's language lectures and new concepts, while class participants serve as passive information receptors. Class time mainly focuses on direct lessons with little or no interactive or communicative activities, and the language skill acquisition homework usually comes in the form of rote exercises to the lessons given during the day [6]. In the flipped learning model, learners are given video lectures or readings to do before class to better prepare them for the active learning that is repurposed classroom time. Group discussions, discussions, role plays, and other

activities where students practice the language are common. Evidence shows that flipped learning approaches enhance learner engagement and experience compared to traditional approaches.

Regarding the roles of teachers and students, the evolution of teachers' and students' responsibilities entails the moves between traditional and flipped learning models [18]. Teachers are the instigators and commanders of the instructional process and self-contained lectures in traditional settings, whilst students predominantly act as passive participants. In flipped learning, students adopt a new role in which they become active participants in the process [6]. Students are expected to learn the basic concepts independently outside class to prepare themselves better, thereby promoting self-directed learning. Teachers then focus class time on activating that knowledge through various activities, while instructors provide the skeleton of the discussion and feedback, and students fill in the gaps. This method encourages learners to assume new responsibilities to shape their educational pursuits and develop higher-order thinking skills. Furthermore, the flipped model enables teachers to interact with learners more personally in class, effectively dealing with differing needs and misconceptions. This interaction differs from the traditional classroom lecture approach, which rarely considers the individual needs of learners and often proves ineffective because of the inadequate progress the sized approach entails. This could lead to better achievement outcomes.

## 2. Methodology

The methodology employed in this conceptual review was systematic, aiming to comprehensively cover the relevant literature on the topic while maintaining rigor throughout the review. The researcher began by developing strict inclusion criteria for source selection, specifically that the sources must be peer-reviewed journal articles, book chapters, and conference proceedings that examine the concept of flipped learning in the EFL environment and were published between 2015 and 2024. The period has been chosen to encompass the latest innovations in the industry while also providing sufficient information to put flipped learning practices into perspective [10].

The researcher utilized several academic databases (i.e., ERIC, Scopus, Web of Science, and Google Scholar) and various keyword combinations, including flipped learning, flipped classroom, inverted learning, EFL, English as a Second Language (ESL), and language acquisition. This multi-database system helped reduce the potential biases that could have occurred by using only one search database. Furthermore, the researcher conducted a backward search of review articles to identify classic pieces that may not have been listed in our original database queries.

The initial search yielded 43 potential sources, which were then subjected to a two-phase process of relevancy and quality screening. The inclusion criteria were used to narrow the pool by conducting a title and abstract review, which resulted in 33 articles remaining. Second, forward citation tracking was conducted to obtain full-text articles and assess the quality of the methodology, as well as its relevance to the research questions and plan, resulting in a final corpus of 26 studies. Such a selection of screenings ensured the exclusion of low-quality, irrelevant studies in our review.

To analyze and synthesize the extracted data, the researcher employed the tool of thematic analysis, as explained by Bond et al. [3], to identify emerging patterns and themes in the literature. All sources were coded based on the developed framework, which included the identification of critical elements such as theoretical groundings, methodologies for implementing the theoretical background, the impact on language skills, the impact on student engagement, and the difficulty of implementing the theory. This coding framework was developed in an iterative manner, with additional themes being identified throughout the analysis using a more flexible yet systematic method of data synthesis.

Lastly, instead of using an aggregative approach to conducting the research, the researcher employed a critical interpretive synthesis approach, which enabled the development of different theoretical ideas that were not presented in the separate studies. This interpretive aspect was especially significant due to the wide range of contexts and approaches to which the literature belonged, as it facilitated the establishment of trends and correlations that might not be obvious

when focusing on the studies separately. The synthetic process was not merely concerned with documenting what works in a flipped EFL classroom but also with understanding why some forms of practice are successful and in what circumstances they may be most effectively deployed.

### **3. Results and discussion**

#### ***3.1. Effects of flipped learning on EFL learners***

##### *3.1.1. Impact on language skills development*

The potential offered by the flipped learning model drives attention toward different language skills of learners in EFL education practices.

Through the flipped learning model, schools can create new learning opportunities that help students strengthen their language skills. Through flipped classrooms, students take part in authentic listening materials containing podcasts, videos, or recorded lectures before the start of class. The practice of listening to and repeating multiple accents allows students to develop better abilities in understanding speech at various speeds with informal expressions. The research of Qiu and Luo [5] demonstrated that Chinese EFL students experienced substandard results in their listening abilities after moving listening instruction to the front of flipped classes. Roth and Suppasetseree [6] documented how flipped classrooms developed students' listening performance. The use of flipped classrooms helps students encounter accurate language materials to improve their listening abilities. In addition, flipped learning redistributes class hour activities so students spend less time passively listening and more time actively engaging, therefore producing greater chances to practice their speaking skills. Students have better opportunities to practice target language speaking through classroom discussions and debates after receiving their foundational content before class. Strengthened classroom interaction enhances target language speaking abilities and develops students' certainty when using language in everyday situations. According to Namaziandost et al. [19], research showed that flipped learning enhanced the speaking performance of EFL students through extended meaningful classroom communication. Moreover, the pre-class reading materials assigned to flipped classroom students enable them to work independently on their reading abilities. Students who interact with texts before class get to recognize main themes, challenging vocabulary items, and complex structures while working individually. The preparatory work conducted in advance leads to better class discussions, stronger academic comprehension, and critical thinking development. Research conducted by Ameen and Muhammad [20] showed that EFL students achieved better reading comprehension abilities when using the flipped classroom structure since the method enabled them to read materials more effectively and actively.

Furthermore, flipped learning enhances writing abilities when dedicated instruction focuses on the writing stages, from brainstorming through peer reviews and final revisions. Instructors assist students as they follow an established writing plan by reviewing drafts initially provided during class. Students learn writing concepts more efficiently using this method than typical educational methods. Al-Harbi and Alshumaimeri's [21] meta-analysis demonstrated that flipped learning improved EFL writing abilities by creating deep student engagement with the writing process and enabling personalized instruction. The flipped learning model is an extensive educational structure promoting EFL students' learning of language abilities. Learners receive complete language support through authentic material exposure, interaction time, independent reading training, and absorption-based writing education. The approach supports present-day teaching practices and serves as an effective tool for enhancing EFL proficiency through personalized engagement.

##### *3.1.2. Effects on student engagement and motivation*

The flipped learning approach attracts high recognition from educators as it transforms traditional education by improving student interest and classroom participation [22]. The flipped learning model positively affects student engagement from the outset [23]. Student involvement

in academic content starts before class when they use pre-class materials such as video lectures or readings. Flipped learning designs produce better cognitive outcomes by promoting critical intellectual processing. The research conducted by Zhou [8] confirmed how flipped classrooms help students develop better online self-regulation skills while simultaneously improving their academic achievement scores, thus demonstrating improved cognitive engagement. Through the flipped model classroom structure, students have more time to participate in interactive tasks and discussion-based activities, promoting behavioral engagement. Munir et al. [24] conducted a research proving that flipped classroom learners engaged more strongly in-class interactions than students attending traditional classes. Students' emotional level of engagement depends on their feelings regarding learning because it includes their interest and enthusiasm. The flipped approach allows learners to determine their educational speed outside classroom hours while participating in group work during class, improving learning-related emotions. According to Lo et al. [25], students demonstrated elevated degrees of personal gratification and drive when enrollment was shifted to learning before class.

The flipped approach develops student independence and self-management capabilities in education through its implementation. Students who interact with instructional content before class become responsible for their learning while they develop their abilities to manage time and assess themselves. According to research by Hwang et al. [26], flipped classroom techniques enhanced students' capabilities to regulate themselves during online learning since they learned better techniques to address their learning difficulties. In-class instruction within flipped learning allows students to demonstrate their acquired pre-class knowledge to enhance learning comprehension through independent study. The transformation from passive viewer to active participant builds student ownership of their learning journey, essential for creating lasting learning skills. Technology integration within flipped learning environments significantly promotes student motivation because of its motivating capabilities. Multimedia resources, including interactive videos and online quizzes, help learners with different learning preferences because they improve overall engagement. According to Zou [8], implementing technology within flipped classrooms led to heightened student motivation and better satisfaction outcomes. Students benefit from immediate feedback established by technology, which helps them evaluate their comprehension and highlight the specific regions requiring additional study. The instant feedback system provides students immediate progress feedback that enhances their motivation through clear achievement markers.

### ***3.2. Challenges and limitations of implementing flipped learning***

Adopting flipped learning in EFL situations encounters four significant obstacles that combine technical requirements with the preparation level of teachers and students, cultural obstacles, and evaluation concerns [27]. The first significant impediment to implementing flipped learning is the proper technological infrastructure for successful execution. The main obstacles to the successful implementation of flipped learning include unreliable internet connections and inadequate technical support. According to Xiaoying and Samah [10], providing modern tools and stable web access presents problems for institutions operating across developing nations in their education system. Cao et al. [9] discovered that particular technical demands push students out of educational opportunities since they cannot obtain the necessary equipment for participation. According to Cao et al. [9], technological barriers impede the implementation of flipped classrooms, as analyzed through sixteen study reviews. Time management problems affect instructors and students in flipped learning programs to a significant degree.

Teachers encounter heavier workloads while developing pre-class content and video lessons and making interactive activities [28]. Following their findings, developing superior instructional videos and digital educational resources takes longer than standard teaching approaches. According to Cao et al. [9], students encounter time management difficulties because pre-class preparation strains their ability to maintain other academic tasks. A significant problem emerges

from sustaining student enthusiasm alongside steady pre-class material involvement. The systematic review by Xiaoying and Samah [10] of 36 empirical research studies showed that several students avoid assigned video lectures or leave pre-class work unfinished, breaking the intended educational process. Students' absence of proper preparation creates substantial problems during classroom group discussions and related instructional activities. Cao et al. [9] explain that the self-directed character of flipped learning needs exceptional student autonomy and self-discipline that students may not inherently have. Students and educators must face various adjustment obstacles during their shift toward flipped learning implementations. The evaluation by Othman et al. [28] revealed how educators experience issues transitioning from conventional methods to acquiring pedagogical abilities necessary for successfully flipping their classrooms. Research data shows that numerous instructors are overwhelmed because they must learn both new teaching approaches and technological skills at the same time. Students who depend on traditional learning methods tend to avoid active engagement approaches [10]. This causes them difficulty in transitioning from traditional listeners to active participants in the learning process. Upgrading pre-class materials consistently and achieving uniformity in multiple lesson sections or across various courses creates an independent difficulty. According to Cao et al. [9], building excellent educational videos and interactive resources demands technical abilities and educational knowledge to obtain proper student learning outcomes. The research documented issues regarding the stability and reliability of amateur-produced material whenever multiple professors contribute to a single educational unit. Implementing proper assessment techniques within flipped learning systems involves specific obstacles to overcome. A study by Othman et al. [28] reported that teachers must face difficulties when assessing students' pre-class work and delivering feedback appropriately. The evaluation procedure becomes more complex because teachers must assess students' work from the pre-class assignments and their classroom activity levels. Xiaoying and Samah [10] detected from their systematic review that academic integrity in virtual pre-class work presents difficulties, and obtaining suitable evaluation systems for flipped instruction is demanding. Implementing flipped learning requires teachers to plan carefully and provide enough support systems and continuous professional development due to the existing challenges. Successful implementation depends on technical and pedagogical considerations, yet gaining complete support for teachers and students during implementation [9], [28].

#### 4. Conclusions

The extensive review reveals flipped learning as a substantial new approach for EFL education that radically changes the development pathway of language abilities. The systematic examination of theoretical bases, language skill effects, and design challenges during implementation yielded essential results. A solid theoretical foundation for language learning emerges from how the model structures itself according to the principles of constructivism, Bloom's taxonomy, and self-determination theory. The model positively affects language skills development through listening, speaking, reading, and writing abilities because it provides students with active opportunities for practice and individualized learning experiences. Flipped learning achieves better student motivation and engagement only when educators execute it well through appropriate support programs.

EFL education through flipped learning experiences has accelerated, but artificial intelligence systems with adaptive learning technologies have become especially important in its development. The latest technology advances demonstrate potential solutions for traditional flipped challenges through their ability to deliver custom-made pre-class materials with automatic feedback tools and artificial teaching assistance. Technology systems monitor student progress through advanced tracking methods, which automatically adapt content complexity to create engaging learning environments corresponding to student learning requirements. Innovative technology is important in language education since it addresses the wide variability

of learners through personalized instruction. Academic research shows that flipped learning pedagogy has evolved through blended learning techniques, combining traditional face-to-face instruction's most beneficial features with online content delivery and flipped classroom strategies. These combined teaching approaches combine flexibility with direct interaction benefits to create an enlightened strategy for language education that better satisfies students with different ways of learning. Such technological and pedagogical methods create a substantial advancement that enables EFL instruction to become highly efficient and significantly effective.

A complete approach that handles pedagogical aspects and practical requirements produces successful flipped learning implementation in EFL settings. The instructional focus must build open channels for conveying learning targets and design premium-quality appealing materials for study before class time. Interactive classroom activities need to continue the pre-class learning by developing sequential content that connects the two parts to create an uninterrupted learning flow that promotes maximum student involvement. Monitoring student progress requires constant assessment and feedback systems that keep students motivated. Educational staff must implement a step-by-step flipped learning adoption process, which gives teachers and students time to adapt to new roles while handling new responsibilities. The system requires strong technical equipment together with protocols that confirm academic behavior. Professional growth must incorporate training related to teaching method development alongside specific technical knowledge to enable teachers to control newly established educational environments effectively. Support networks must be developed to aid students with self-regulated learning challenges because this transition should not abandon any learner. The success of flipped learning depends heavily upon teachers' capacity to foresee and solve obstacles as they keep their primary goal of language learning outcome improvement.

Flipped learning in EFL contexts requires specific research to advance its developmental path. The impact of this teaching method on language proficiency should be studied through lengthy follow-up investigations because they enable researchers to understand the long-term results of this strategy. Research on flipped learning implementation among different education cultures would explain how cultural characteristics impact implementation achievement and student performance results. Researchers must identify the correct relationship between real-time and non-real-time educational activities for effective implementation because this ratio determines student involvement and educational success. Research needs to address the increasing influence of artificial intelligence on flipped learning delivery because it shows promise in developing personalized adaptive learning paths. Research about appropriate assessment approaches that target flipped EFL classrooms is essential because traditional testing methods might fail to reveal the distinctive aspects of this educational format. Research along these lines will improve our comprehension of flipped learning theory and offer educators specific advice about classroom implementation. The findings from such research could help refine existing practices and inform the development of more effective flipped learning models tailored to EFL education.

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