Flipped Learning in EFL Classrooms:

A Systematic Review of Implementation and Outcomes

Ahmed Ibrahim Alsalami

Associate Professor, Department of Foreign Languages, Faculty of Arts and Humanities
Al-Baha University, Al-Baha, Saudi Arabia

A.alslamei@bu.edu.sa

Abstract. This study aims to analyze existing literature on the flipped learning paradigm (FLP) in the context of foreign language acquisition (FLA) and explore English language teachers' and learners' views on the flipped classroom model. Additionally, the study offers a comprehensive review of the implementation of flipped learning and its impact on English as a Foreign Language (EFL) learning. A total of 43 articles were reviewed for this research. A systematic analysis was conducted to evaluate the influence of FLP on teaching practices in language acquisition. Relevant studies published between 2014 and 2024 were identified through multiple online databases. The findings suggest that FLP can empower students to take a more active role in their learning by allowing them more independence in constructing their knowledge. Moreover, the model's active learning activities positively affected student engagement levels in the classroom. This increase in engagement can be attributed to the interactive nature of classroom activities, where students receive immediate feedback from their instructors. The results indicate that the majority of English teachers and learners in the studies reviewed agreed that the flipped classroom approach is beneficial for teaching and learning English. The study also highlights challenges associated with FLP, offering insights to help both teachers and students optimize its use in language acquisition. While the research primarily focuses on EFL, the findings are likely applicable to other languages as well.

Keywords: Flipped learning paradigm, Foreign language acquisition, Student engagement, Systematic review, technology.

1. Introduction

Language acquisition has long been a subject of fascination among linguists and educators interested in teaching languages. Researchers continue to explore the various factors that influence how individuals acquire new languages, and they seek solutions to overcome the challenges language learners face. Learning a new language is widely recognized as a complex process (Deng & Zou, 2016), due to its involvement of components such as syntax and phonology. Over the past decade, numerous teaching practices have aimed to investigate the language acquisition process (Shafi & Masood, 2023). However, many educators remain unaware of these approaches and their value in educational contexts (Cavalier & Klein, 1998; Ritchie & Bhatia, 2009). Some of the positive aspects of these theories include providing guidelines for teachers to facilitate learning (Artino & Konopasky, 2018), enhancing the

appreciation and value of the utility of each theory (Geduld, 2014), and outlining the roles of both teachers and students in the classroom (Ahmed, 2016).

In this context, the study by Zafar and Meenakshi (2012) raised the question of why some second or foreign language learners have achieved greater success than others in learning. Zmeyov (1998) argued that the primary purpose and goal of education is to equip individuals with various forms of training, knowledge, and skills that foster creativity in response to transformations in both the natural and social environments (MacKenzie, 2015).

The concept of the FLP strategy was introduced in 1998 by Johnson and Walvoord, who advocated for the use of this progressive method to benefit students (Bisharat, 2017). However, the idea of FLP has only gained widespread popularity in recent years (Abeysekera & Dawson, 2014; Sakulprasertsri, 2017), particularly in the context of higher education institutions (Heinerichs, Pazzaglia, & Gilboy, 2016). FLP is an instructional model designed to leverage information and communication technology (ICT) and the Internet in a way that allows teachers to prepare lessons using audio files, video clips, or other media, which students can access online from home before attending the actual lesson (Qeshtah, 2016).

Jensen, Kummer, and Godoy (2015) and Bisharat (2017) explained that learning prior to class and discussing the content through teacher-led activities is known as FLP. This suggests that learning is facilitated through active social interaction and construction (Vygotsky, 1978). FLP is a form of blended learning specifically designed for learners and activities. Students watch video lessons and conduct research at home, but they can also apply the concepts in class under the supervision of a tutor. The teacher's dissemination of content in class may involve providing recorded lessons, facilitating online research, and using collaborative online discussions (Honeycutt & Garrett, 2014). This type of learning requires students to fully comprehend a topic before moving on to the next one. It also rewards competence, eliminating the need for daily lesson planning and paper grading. The advantages of FLP include the following: it supports all types of learning, including oral, visual, audio, and problem-solving learning (Basal, 2015). Additionally, this approach helps students retain the knowledge taught, rather than cramming just to pass an exam and forgetting the content afterward (Touchton, 2015).

Through FLP, students are able to communicate more effectively by interacting with what was taught in class. The methodology is particularly suitable for language acquisition, as it equips students with the tools to practice and sharpen their speaking skills independently, at their own convenience, in terms of grammar, lexis, and other language features (Cowie & Sakui, 2015; Egbert, Herman, & Chang, 2014). In this learning model, more time is dedicated to cooperative learning, as both teachers and students spend much of their time solving complex problems. According to Flip Learning (2014), there are four key principles in any classroom lesson to make the implementation of the flipped style successful.

2. Purpose of the Study

This study helps assess instances where FLP has supported students in developing a deeper understanding of the language they are learning. The research also aims to highlight the benefits of language acquisition through FLP in various learning contexts. Due to the similarity of the method used in FLP, students tend to grasp lessons and concepts taught in class more effectively than through traditional methods, as they are more actively engaged (Sams & Bergmann, 2014;

McCabe, Smith & Ferreri, 2017). Furthermore, FLP has seen growing adoption in higher education institutions (Alamry, 2017) and is emerging as a new concept in Arabic-speaking countries (Al Rababah & Rababah, 2017), highlighting the need for further studies to explore FLP trends in Second Language Acquisition (SLA) and Foreign Language Acquisition (FLA). Additionally, research focusing on FLP in language teaching remains scarce in different educational settings.

Among the challenges identified by researchers such as Haron, Ahmed, and Mamat (2016), several difficulties that language learners face are related to a lack of self-awareness and inadequate support. Through FLP, students can address these challenges by allocating time in class to engage in practical tasks. As a result, the findings of this study may help inform the most effective ways to design and implement FLP for teaching English as a Foreign Language (EFL) in a manner that fosters student self-direction while enhancing learning. Consequently, the study aims to provide valuable insights into the effectiveness of FLP in the teaching process, potentially broadening opportunities for English teachers. The study also seeks to examine the impact of FLP on EFL teaching. The main research question is: What is the instructional framework underlying FLP? This question is further divided into two sub-questions:

(i) What are the key characteristics and advantages of FLP?
(ii) In what ways does FLP impact teaching methods during classroom activities?

3. Study Framework and Methodology

This study employs a systematic review approach as its research methodology, selecting and assessing relevant articles to provide comprehensive insights into the subject matter. A systematic review is a structured research strategy that involves identifying, evaluating, and synthesizing existing studies to develop a thorough understanding of a specific topic (Snyder, 2019). The methodology consists of two main parts. The first part explores the concept of the Flipped Learning Paradigm (FLP), with particular emphasis on its technological infrastructure and pedagogical dimensions. The second part highlights the anticipated outcomes of FLP and its impact on English as a Foreign Language (EFL) learning. Together, these components provide a foundation for analyzing how FLP contributes to language learning, while also identifying factors that influence its successful implementation. By addressing various interrelated dimensions, this review examines the mechanisms through which FLP facilitates EFL instruction, acknowledging both its benefits and challenges. Consequently, the study considers FLP from both national and international perspectives, drawing on English-language sources to ensure a comprehensive analysis.

3.1 Database Search Strategy

A systematic search is conducted across Scopus, Web of Science, ERIC, and Google Scholar, using keywords central to the study, such as flipped learning, flipped classroom, EFL classroom, foreign language acquisition (FLA), and English language learning (ELL). Boolean operators are applied to refine the search, and filters are used to limit the results to peer-reviewed journal articles (Gusenbauer & Haddaway, 2020; Bramer et al., 2018).

3.2 Study Selection Process

Cronin, Ryan, and Coughlan (2008) state that the fundamental goal of a systematic review is "to provide as complete a list as possible of all the published and unpublished studies relating to a

particular subject" (p. 39). To ensure methodological rigor, this study adheres to established guidelines for systematic review design (Pati, 2018). The inclusion and exclusion criteria are summarized in Table 2, while Table 1 outlines the study selection and analysis steps.

Table 1: Study Selection Criteria and Analytical Steps in the Systematic Review

Criteria for Study Selection	Description
1. Students' Attitudes	Studies addressing students' attitudes towards the FLP model.
2. Engagement in the Learning Process	Research examining engagement within the flipped learning environment.
3. Outcomes in Language Skills	Outcomes related to the development of speaking, writing, and reading skills.
Analytical Steps	**Description**
1. Literature Selection	Identification of relevant journal articles on flipped classrooms from 2014-2024.
2. Impact and Challenges Analysis	Examination of FLP's impact on student outcomes and challenges faced by teachers.
3. Descriptive Analysis	Application of descriptive techniques to analyze findings and recommend further FLP research (Özyurt & Özyurt, 2015).

Table 2: Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication Type	Peer-reviewed journal articles	Conference papers, book chapters, non-academic sources
Language	English	Non-English
Time Frame	Studies published between 2014 and 2024	Studies published before 2014
Study Focus	FLP implementation and outcomes in EFL contexts	Studies unrelated to FLP or EFL
Methodology	Empirical studies, systematic reviews, meta-analyses	Opinion pieces, theoretical discussions

To strengthen methodological rigor and promote transparency and replicability, the study follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework (Moher et al., 2009), as illustrated in Figure 1. A four-stage study selection process is employed based on the PRISMA guidelines.

1. **Identification:** Database searches are conducted across Scopus, Web of Science, ERIC, and Google Scholar for peer-reviewed articles published between 2014 and 2024.

2. **Screening:** Duplicate and irrelevant records are removed based on title and abstract review.

3. **Eligibility:** Full-text screening is conducted to ensure relevance based on the inclusion and exclusion criteria.

4. **Inclusion:** Studies that meet quality assessment standards, align with the research objectives, demonstrate acceptable methodological quality, and fall within the specified timeframe are included in the final synthesis.
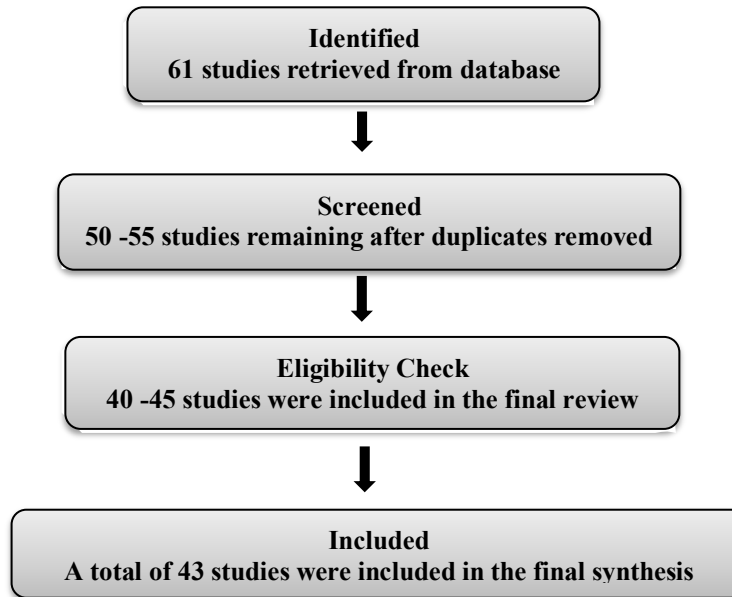
```
┌─────────────────────────────────────────┐
│              Identified                   │
│   61 studies retrieved from database      │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│              Screened                     │
│  50 -55 studies remaining after duplicates removed │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│           Eligibility Check               │
│  40 -45 studies were included in the final review │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│               Included                    │
│  A total of 43 studies were included in the final synthesis │
└─────────────────────────────────────────┘
```

Figure 1: PRISMA Flowchart – Study Selection Process

3.3 Quality Assessment of Studies

To ensure the reliability and validity of the selected studies, a risk-of-bias assessment is conducted using the GRADE system (Grading of Recommendations, Assessment, Development, and Evaluations) (Guyatt et al., 2008). The studies are evaluated based on the following criteria:

- Study design and methodological rigor (e.g., randomized control trials, longitudinal studies)
- Sample size and participant characteristics
- Data collection and analysis techniques
- Consistency of findings across multiple studies

Each study receives a quality rating, and only those that meet moderate to high-quality thresholds are included in the final analysis.

3.4 Data Synthesis

The selected studies are synthesized in two stages to systematically examine findings related to the Flipped Learning Paradigm (FLP) in EFL classrooms. This structured approach is designed to address the study's main research questions by analyzing the instructional framework of FLP, while also responding to sub-questions concerning its core characteristics, benefits, challenges, and impact on teaching practices during classroom activities.

Descriptive Synthesis: This phase entails a comprehensive examination of each selected study, summarizing its context, research methods, and key findings. The objective is to assess how each study contributes to answering the research questions by providing insights into the role of FLP in foreign language acquisition. In alignment with systematic literature review protocols, this synthesis follows a structured and replicable methodology to critically evaluate and integrate findings across studies, thereby ensuring a transparent and rigorous analysis of existing research (Gough, Oliver, & Thomas, 2017; Petticrew & Roberts, 2006). This phase also supports a deeper understanding of how individual studies contribute to the broader discourse on FLP in EFL settings.

Thematic Synthesis: This phase adopts a thematic synthesis approach to structure and systematically analyze qualitative data (Thomas & Harden, 2008; Braun & Clarke, 2006). Four overarching themes are identified based on the reviewed studies and aligned with the study's research questions and objectives:

- **Teacher-Student Interaction:** This theme explores how FLP enhances communication, promotes student autonomy, and fosters engagement, resulting in a more interactive and student-centered learning environment.
- **Educational and Cognitive Functions:** This theme examines how FLP supports comprehension, scaffolds learning, and facilitates cognitive development in foreign language acquisition.
- **Language Skills Development:** This theme investigates how FLP contributes to the development of speaking, listening, reading, and writing skills. It also explores how active learning practices and personalized instruction support language growth and integrate multiple language skills in meaningful, communicative contexts.
- **Constraints in Implementing FLP:** This theme identifies challenges that hinder the effective implementation of FLP, including institutional policies, pedagogical limitations, teachers' preferred instructional styles, students' engagement preferences, and issues of digital accessibility.

This structured synthesis organizes the reviewed findings in a coherent manner, offering a comprehensive perspective on FLP as a pedagogical paradigm in EFL classrooms. By adhering to established protocols for systematic literature reviews and thematic synthesis, this approach ensures a rigorous, transparent, and replicable analysis of the selected studies (Tranfield, Denyer, & Smart, 2003; Thomas & Harden, 2008).

4. Contextual, Cultural, and Technological Variations in FLP Adoption

4.1 The Role of Technology and Accessibility in Language Learning

Technology has significantly transformed language learning, enhancing both teaching methodologies and student engagement. By integrating digital tools into the classroom, educators can shift students from passive recipients of information to active learners (Noor-Amin, 2013; Young, 2003). Active engagement fosters deeper reflection and improves linguistic interactions, making the learning process more effective (Bahar, 2016). Furthermore, Information and Communication Technology (ICT) has facilitated global connections, allowing students to interact meaningfully across diverse linguistic and cultural backgrounds (Pareja-Lora, Rodríguez-Arancón, & Calle-Martínez, 2016).

The incorporation of technology makes language learning more engaging by fostering collaboration and creativity in classroom activities (Ratheeswari, 2018). Digital tools not only enhance students' comprehension in structured classroom settings but also extend learning opportunities beyond the classroom environment (Raja & Nagasubramani, 2018). Teachers can tailor instruction to individual student needs, while assistive technologies help overcome language barriers—particularly for students in remote areas (Ghavifekr & Rosdy, 2015). Technology thus plays a crucial role in making language education more inclusive and accessible.

However, despite its advantages, technological accessibility remains a challenge, particularly in developing regions. Limited access to digital resources, unreliable internet connectivity, and a

lack of familiarity with educational technology can hinder the implementation of technology-driven learning approaches (Bansal, 2014). These disparities can widen educational gaps, particularly where digital infrastructure is inadequate (Elrayies, 2016). To address these issues, educators can implement alternative strategies, such as providing offline resources, leveraging community learning spaces, or utilizing low-tech tools like printed materials and broadcast media (Barouda et al., 2024).

Blended learning provides a practical solution in low-tech contexts. Combining face-to-face instruction with digital tools like LMS and Web 2.0 enhances engagement while addressing accessibility issues (Muianga et al., 2018; Redoblo, 2015). Structured in-person sessions, institutional digital access, and collaborative environments create equitable opportunities for students with limited technology. This hybrid approach promotes a gradual transition to tech-integrated learning and digital inclusion. Research highlights blended learning's role in enhancing accessibility and engagement (Graham, 2006; Sharma & Barrett, 2007) while supporting inclusivity through flexible learning (Hampel & Stickler, 2015). Hybrid models also foster structured digital integration, improving student engagement (Picciano, 2017).

4.2 Student-Centered Learning and Technology Integration

Teacher-centered approaches (TCA) have long been dominant in higher education, particularly in developing countries, where instructors control curriculum design, content delivery, and assessment (Elrayies, 2016; Yang & Lin, 2016). While TCA ensures structured knowledge dissemination, it often restricts student autonomy and critical engagement (Ameliana, 2017). In contrast, the student-centered approach (SCA) shifts the focus from passive learning to active engagement, positioning the teacher as a facilitator rather than an authoritative figure (Liu & Matthews, 2005). This approach fosters collaboration, self-regulation, and deeper learning, aligning with theories of social constructivism and linguistic development (Vygotsky, 1978; Bernstein, 1971, 1975).

The integration of technology within SCA has further transformed language learning by enabling interactive, flexible, and customized learning experiences (Yang & Wilson, 2006; Hussain, 2012). Digital tools, such as Learning Management Systems (LMS) and Web 2.0 technologies, support differentiated instruction, benefiting diverse learners, including high-achieving students who require more advanced material (Bansal, 2014; Alammary et al., 2014). This paradigm shift necessitates a redefinition of the teacher's role, encouraging educators to design learner-driven environments that promote creativity, collaboration, and problem-solving (Schreurs & Dumbraveanu, 2014; Muianga et al., 2018).

A notable example of this transformation is the flipped learning paradigm (FLP), which has gained popularity in higher education as a replacement for traditional face-to-face instruction (Ahmed, 2016; Alamry, 2017; Chun & Heo, 2018; Han, 2015). FLP supports active learning by reversing conventional teaching models: students engage with pre-recorded lectures or materials before class, allowing in-class time for discussion, practice, and problem-solving. This approach enhances knowledge retention, critical thinking, and student engagement (Shafi & Masood, 2023). Moreover, in alignment with Saudi Vision 2030's educational objectives, integrating modern pedagogies like FLP can contribute to bridging educational gaps and fostering a more dynamic and technologically advanced learning environment (Vision 2030, 2016).

4.3 Adapting Flipped Learning to Diverse Educational Contexts

Implementing FLP across diverse educational settings requires careful adaptation to cultural, technological, and institutional factors. In teacher-centered cultures, a gradual shift towards FLP—introducing pre-recorded content alongside guided classroom discussions—can ease resistance and facilitate a smoother transition (Ford & Lott, 2011; Perkins, 1991). Institutional support, professional development programs, and the incorporation of culturally relevant digital content further enhance the acceptance and effectiveness of FLP (Shafi & Masood, 2023).

In regions with limited technological infrastructure, hybrid learning models serve as a viable alternative, blending face-to-face instruction with digital tools to maximize engagement while mitigating technological constraints (Muianga et al., 2018). Studies suggest that structured in-person sessions, institutional access to digital platforms, and collaborative learning strategies help bridge the gap in access to technology, ensuring equitable access to educational resources (Graham, 2006; Horn & Staker, 2014). By gradually integrating digital literacy training, students develop confidence in engaging with online learning materials, making the transition to technology-driven instruction more effective.

Beyond infrastructure, pedagogical traditions and student readiness in terms of well-preparation and engagement with new learning approaches significantly impact FLP adoption. In student-centered environments, where learners are accustomed to autonomy, FLP aligns well with existing educational practices (Liu & Matthews, 2005). However, in teacher-dominated systems, students often struggle with self-directed learning, time management, and critical thinking—skills essential for FLP success (Abeysekera & Dawson, 2014; Zainuddin & Halili, 2016). To address these challenges, educators can implement structured scaffolding, formative assessments, and continuous feedback mechanisms, gradually cultivating students' independent learning abilities (Schreurs & Dumbraveanu, 2014; Pagán, 2006).

By carefully adapting FLP to different learning contexts, educators can create inclusive and effective learning experiences that cater to diverse student needs. While challenges such as resistance to change and technological disparities persist, strategic implementation—through institutional support, pedagogical training, and hybrid instructional models—can ensure the successful integration of flipped learning methodologies in educational settings.

5. Overview of Flipped Learning Approaches

The purpose of this section is to highlight the potential role of the flipped learning paradigm (FLP) in achieving the concept of "effective learning" for foreign language acquisition (FLA) as a teaching approach. The studies discussed in this section focus on FLP in teaching English as a Foreign Language (EFL). A literature review is a critical part of the research process, helping in planning and providing insight into how theoretical frameworks can be developed and conceptual models constructed. The systematic literature review conducted in this study aims to summarize previous research on the flipped classroom in the context of EFL classes to facilitate further research in this area and help bridge any gaps identified.

5.1 Empirical Insights into the Benefits of Flipped Learning

Languages serve as tools for communication and are deeply interconnected with the societies that use them (Ateneo, 2017). Similar to acquiring a native language, learning a second or foreign

language requires interaction with others (Vygotsky, 1978). In the context of Traditional Classroom Approach (TCA), students tend to focus their attention on the teacher, primarily listening to them. Numerous studies have examined how the use of FLP helps facilitate "effective learning" in English language classrooms.

At a university in Thailand, Santikarn and Wichadee (2018) investigated the influence of the FLP on students' academic performance and attitudes. Their findings indicated that students achieved satisfactory scores due to the implementation of FLP in English learning. This approach not only enhanced their learning outcomes but also reflected positively on their perceptions of the technique, demonstrating its effectiveness.

Wang and Zhang (2014) provided strong evidence for the influence of flipped learning on improving reading skills. Their findings indicated that the flipped learning paradigm significantly enhanced students' ability to express personal opinions using accurate and versatile vocabulary. Students following this model demonstrated proper grammar usage and improved reading skills. Additionally, Zhu (2017) found that this approach enhanced students' beliefs and learning strategies. The effectiveness of the FLP was further evaluated through a study involving 48 university students. According to Hsieh, Wu, and Marek (2017), the results showed that the FLP increased students' motivation and deepened their understanding of various topics.

In a study by Farah (2014), 12 high school students in the United Arab Emirates were examined to assess the effects of the flipped learning paradigm (FLP) on their writing performance. The experimental group, which received flipped instruction, outperformed the control group, which was taught using traditional methods. Similarly, Leis, Cooke, and Tohei (2015) conducted a study that explored the impact of the flipped teaching method on English composition writing, with English as a foreign language. The study compared a conventional English composition course with one incorporating the FLP approach, involving 22 Japanese university students. The findings revealed that students in the flipped classroom produced significantly more words in their essays and showed notable improvement in their writing skills.

Mehring's study (2015) in Japan explored the effects of FLP on undergraduate EFL students in a flipped classroom environment. The research focused on analyzing students' perspectives, impressions, and self-reported alterations in their learning practices. Interviews revealed that students experienced increased engagement in active learning, greater confidence in asking questions during class, and reduced reluctance to initiate conversations. The findings suggested that implementing FLP enhanced collaboration between teachers and students, improved peer interactions in a traditional classroom setting, and fostered peer evaluations. Additionally, the study highlighted the development of students' metacognitive skills, which boosted their confidence in how they approached learning a new language.

A study conducted by Ahmed (2016) explored the effects of the FLP on writing skills, involving 60 students at Qassim University in Saudi Arabia. The students were divided into two groups: an experimental group and a control group, each consisting of 30 students. The study employed a questionnaire and a writing test to assess their English proficiency. The experimental group was taught using the flipped classroom approach, while the control group received traditional instruction. At the conclusion of the study, all students took an English writing test. The findings indicated that the experimental group outperformed the control group in the writing test, with the improved performance attributed to the FLP. The results also suggested that students in the

experimental group were able to better understand the essay content and complete their writing assignments during their personal study time.

Choe and Seong (2016) investigated students' perspectives on flipped classrooms in Korean universities, particularly for English as a general course. Their study revealed that students held a positive view of the Flipped Learning paradigm (FLP), as it significantly supported their English language learning. Furthermore, the approach provided students with increased opportunities to practice English and gain a deeper understanding of the course material, enhancing both their skills and comprehension.

Al-Harbi and Alshumaimeri (2016) investigated the impact of flipped classroom-based learning on teaching English grammar in a Saudi secondary school. Their research involved dividing students into experimental and control groups: the experimental group was taught using the FLP, while the control group followed a traditional in-class teaching approach without the use of technology. The findings highlighted that the FLP significantly enhanced students' academic performance. Furthermore, the improved results led students to express positive attitudes toward this teaching method. By adopting the FLP, students became more engaged and took greater responsibility for their own learning.

Afriyasanti, Cahyono, and Astuti (2016) conducted a study to investigate the impact of the flipped learning model on the writing skills of 62 Indonesian secondary school students learning English as a foreign language (EFL). The research focused on how individual differences in learning influenced the acquisition of a foreign language. The findings revealed that students in the experimental group outperformed those in the control group in terms of writing ability, as well as speaking and listening skills.

Ekmekci (2017) examined educational institutions in Turkey to investigate the impact of applying the FLP in writing classes conducted in Turkish, within the context of English as a first language. The study compared the effectiveness of the FLP with traditional lecture-based methods in writing instruction. The research focused on students' writing performance in the newly learned language. Participants were divided into two equal groups, and the study spanned 15 weeks. The classes utilizing the FLP demonstrated significantly better performance compared to those following the traditional teaching method. Additionally, many students in the FLP group expressed a positive attitude toward the teaching approach.

In a study by Chih Sun (2017), thirty students participated in research aimed at assessing the impact of flipping a content-based English language classroom for Taiwanese students. The results indicated that the use of FLP in the classroom led to improvements in students' communication abilities, trust, and their capacity to generate content knowledge.

A study by Wu, Chen, and Yang (2017) explored the effects of the flipped classroom model on the oral proficiency of students learning English as a foreign language within an online learning community. The study used a mixed-methods approach, incorporating pre- and post-tests for oral reading and semi-structured interviews to analyze the data. The findings indicated that the online learning platform fostered meaningful collaboration between students and instructors. Additionally, it showed significant improvements in the students' oral proficiency and listening skills. As a result, students became more engaged in interactive learning activities, such as collaborative dialogues.

A study conducted on college students in South Korea employed the FLP as the primary teaching approach. The research focused on key areas, including the students' attitudes towards FLP, their participation, and their overall involvement during the study. The findings revealed that students taught using the FLP method outperformed those in the traditional system, achieving higher grades in writing assignments, presentations, and exams (Lee & Wallace, 2018). Similarly, Wu, Chen, and Yang (2017) reported that the FLP enhanced writing proficiency and sparked greater interest among ESL learners. Additionally, it improved classroom engagement and resulted in better exam performance in the newly acquired language.

Gasmi (2018) examined the impact of flipped instruction on the engagement of 57 GFP EFL students in academic writing in Oman. The study focused on behavioral, cognitive, emotional, and agentic engagement. Using mixed methods, the findings showed that flipped instruction improved students' effort, concentration, collaboration, and cognitive growth. Emotional engagement shifted from frustration to increased interest, but it did not enhance contributions to learning resources. Positive correlations were found between engagement and students' technology skills and language proficiency, with no links to gender or age. The study stressed the importance of considering language proficiency and technology skills in implementing flipped instruction.

According to Almasseri and Alhojailan (2019), students' engagement can be measured through various activities, including completing assignments, demonstrating listening skills, and adhering to teachers' instructions. Moreover, students can effectively prepare for class activities by reviewing and exploring learning materials prior to attending lessons. This preparation enables them to actively engage in classroom discussions, which enhances their confidence and focus. Similarly, Aycicek and Yelken (2018) assessed student engagement in their study involving 40 Turkish EFL learners. Participants were split evenly into experimental and control groups. The findings indicated that the experimental group exhibited higher engagement levels compared to the control group.

A study conducted by Abdullah, Hussain, and Ismail (2019) examined the effectiveness of FLP in improving English speaking skills among undergraduate students in Malaysia. The findings revealed that students showed significant improvement in oral skills after being taught using the FLP method. Additionally, the study demonstrated that students' willingness to practice spoken language had increased. Similarly, Yang, Yin, and Wang (2018) found that students who used the flipped classroom approach also achieved superior results in speaking skills.

Afzali and Izadpanah (2021) also conducted a quasi-experimental study to examine the effect of the flipped classroom model on intermediate and upper-intermediate learners' motivation and engagement in English grammar. The study involved 360 learners, randomly divided into control and experimental groups, selected through multi-stage cluster sampling across four institutes. Using pre- and post-tests, the study assessed the impact of eight grammar videos with established content validity. Motivation and engagement were measured using reliable questionnaires. The results revealed that the flipped classroom significantly improved learners' performance compared to the traditional classroom, with noticeable gains in the experimental group's post-test scores, while the control group showed no significant change.

Öztürk and Çakıroğlu (2021) examined the effect of the flipped learning paradigm (FLP) on the enhancement of language skills in an English as a Foreign Language (EFL) course. Adopting a quasi-experimental design, the study focused on an experimental group that participated in the

flipped classroom model combined with self-regulated learning strategies. The findings revealed that this experimental group made considerable progress in their speaking, reading, writing, and grammar assessments.

Li and Li (2022) conducted a mixed-methods study to assess the effects of a flipped College English Listening and Speaking course on four aspects of learner engagement in mainland China. After eight weeks, they compared an experimental group (flipped classroom, N = 34) with a control group (traditional classroom, N = 35). The results showed that the flipped classroom students had significantly higher post-test scores in behavioral, emotional, cognitive, and social engagement. However, there was no statistically significant difference in emotional engagement between the two groups. Semi-structured interviews identified factors influencing engagement, including positive aspects such as the learning environment, instructor presence, course content, and student involvement.

Zhao and Yang (2023) conducted a study to evaluate the effects of a flipped classroom model on the writing skills and anxiety levels of Chinese EFL learners. The research employed a quasi-experimental design with pretest and posttest measures, involving 50 participants from two intact language school classes, selected via convenience sampling. The participants were divided into a control group (n = 24), which received traditional writing instruction, and an experimental group (n = 26), which was taught using a flipped instruction model supported by social media tools. Data were collected through two writing tasks and a writing anxiety inventory. The analysis revealed that the flipped instruction approach significantly improved the writing performance of the experimental group and substantially reduced their writing-related anxiety.

Aksoy (2023) explored the impact of the Flipped Classroom Model (FCM) on EFL students' autonomy, motivation, and views on flipped language instruction. The study, conducted with 50 students at a Turkish university during the spring term of 2022-2023, revealed that students in the experimental group, who experienced FCM, demonstrated greater autonomy and motivation compared to those in the control group using traditional methods. Additionally, FCM made the learning experience more enjoyable, increased students' self-confidence, and reduced their fear of making mistakes. The study suggests that FCM should be effectively implemented in L2 main course classes, as it promotes a more engaging, student-centered learning environment.

In a study conducted by Nguyen (2024), the researcher examined the attitudes of both EFL teachers and students towards the use of flipped teaching in higher education. The research involved 10 teachers and 10 students from an English language teaching and English language program at a university in Vietnam. Semi-structured interviews were used to collect data, offering rich insights into their experiences and perspectives. The findings revealed that teachers valued the preparation required by the flipped model, as it allowed for more interactive and engaging class sessions. Students also reported positive outcomes, particularly in terms of increased engagement, interaction, and opportunities to develop critical thinking skills. Additionally, the flipped approach aligned with students' preferred learning styles, fostering greater participation and enhancing the overall learning experience. This study highlights the potential of flipped teaching to improve both student engagement and instructional quality, aligning with broader research that advocates for innovative, student-centered teaching strategies in higher education.

5.2 An Analysis of the Outcomes Related to Flipped Learning

Ahmad (2016) examined the impact of the flipped classroom model on listening comprehension among Egyptian EFL students. The study used a one-group pre-posttest design with 34 third-year students at Suez University. It involved three phases: planning (content preparation and participant orientation), implementation (activities before, during, and after class), and evaluation (group projects). Results, analyzed with a paired-samples t-test, revealed a significant improvement in listening comprehension (t=11.341, p<0.05) from pretest to posttest. The study concluded that the flipped classroom model notably enhanced listening comprehension in Egyptian EFL students.

Iyitoğlu and Erişen (2017) evaluated the flipped classroom model's impact on EFL university prep students' academic performance, sub-skills, and retention, considering gender effects. The quasi-experimental study involved 41 students at Gebze Technical University, split into experimental and control groups. Results showed flipped learning significantly improved performance and retention. Gender had no effect on performance. The study supports flipped classrooms as an effective method for addressing EFL challenges in Turkey.

Multiple studies have analyzed the differences in language learning outcomes between flipped and traditional classrooms, with most concluding that FLP offers superior results. For example, Hung (2017) explored the impact of FLP on 43 English as a Foreign Language (EFL) students at intermediate to advanced proficiency levels. By gathering data from final course examinations, student surveys, and personal observations, the research demonstrated a minor yet notable improvement in the achievements of students employing the FLP compared to those taught through conventional methods. Hung's study specifically assessed learners' listening, speaking abilities, and vocabulary acquisition.

Lee and Wallace (2018) carried out a similar investigation comparing the effectiveness of the flipped learning program (FLP) with traditional teaching methods among 79 university students, ranging from intermediate to advanced skill levels. Their study revealed a significant improvement, particularly for students using the FLP, compared to those who followed the traditional approach. The analysis of final exam results showed enhanced learning outcomes for the FLP group. However, the research also noted only a minor difference in midterm results, suggesting that the amount of time spent in the flipped environment was crucial. Although differences were observed among students using the FLP, Lee and Wallace's (2018) study found no significant variations in their performance on written tasks and oral presentations.

Avendaño Saquisilí (2018) studied the impact of Flipped Learning on grammar acquisition in an EFL classroom with 25 students at a public university in Cuenca, Ecuador. The study used a mixed-methods design, showing a significant improvement of 11.24 points (p < 0.05) in grammar performance, with progress in 9 out of 12 structures. Students generally had positive perceptions of Flipped Learning, but no direct correlation was found between their perceptions and post-test scores. The study concluded that Flipped Learning can improve grammar acquisition if instructional limitations are addressed.

Haghighi et al. (2018) investigated the impact of a flipped classroom on the pragmatic competence of 60 EFL students from two Iranian universities. Students were divided into flipped and conventional groups. The flipped group used Telegram to access materials before class, focusing class time on communicative activities. Data were collected through various tools, including a Discourse Completion Test (DCT), study logs, and surveys. Results showed that the

flipped group significantly outperformed the conventional group in the post-test, demonstrating higher engagement and more positive perceptions of flipped learning and Telegram as a tool.

In a study by Kim, Park, Jang, and Nam (2017), 51 novice Korean university students with diverse language backgrounds—ranging from Arabic, Indonesian, Chinese, Malay, Tamil, Thai, to Turkish—were compared using the FLP versus traditional teaching methods. The study assessed students' engagement levels, cognitive abilities, interaction patterns, and the depth of their responses and contributions. Based on data from class discussions, the findings showed that FLP students demonstrated better information processing abilities, enhanced critical thinking skills, and more in-depth cognitive arguments, indicating that they grasped the material more effectively than those using the traditional approach (Kim et al., 2017). The findings of Mori, Omori, and Sato's (2016) study contradicted the conclusions of Kim et al. (2017), primarily due to the mixed results they observed. Their research focused on how students learning Japanese writing, specifically those using Chinese characters, acquired Kanji. The study included 46 novice and intermediate-level students whose foreign language was Japanese. Post-tests were administered after each lesson, followed by an extensive quantitative analysis of the data. The study indicated that novice-level students who used the FLP outperformed those in the traditional approach, whereas no significant differences were found between the two methods at the intermediate level. This lack of difference may be due to the short duration of the study. Lee and Wallace's (2018) research supports this, suggesting that FLP is more effective when implemented over an extended period rather than a brief one.

Sengül, Bostancı, and Kurt (2022) investigated the effectiveness of in-class versus out-of-class FLPs in improving English as a Foreign Language (EFL) learners' writing skills in an online environment. A mixed-methods approach was used with 28 participants from an English Language Teaching department at a private university. The study found that learners in the in-class flipped model (Group A) performed better than those in the out-of-class model (Group B). Additionally, most participants favored the in-class flipped classroom for writing. The results suggest that learners achieve better outcomes when they write during class time with the instructor's support in a flipped classroom setting.

Dinçer and Polat (2022) investigated the effect of Flipped Learning (FL) on the grammar proficiency and attitudes of EFL students. The study aimed to determine whether FL could improve learning by incorporating technology and active learning strategies. Utilizing a quasi-experimental mixed-methods design, 37 university students in Eastern Europe were divided into an experimental group (FL) and a control group (traditional methods). The results showed that FL significantly enhanced grammar proficiency, engagement, and participation, with the experimental group outperforming the control group. The study emphasizes the potential of FL in EFL instruction.

Rajeh (2023) explored the preparedness and willingness of Saudi EFL teachers to implement flipped learning (FL) in language classrooms. The research focused on understanding teachers' views on FL and aimed to inform the design of professional development (PD) programs in Saudi Arabia. Data were collected through Qualtrics surveys completed by 153 male and female EFL teachers. Findings revealed that while teachers felt confident in their current instructional practices and viewed FL positively, they also noted difficulties related to student engagement and assessment. There was a strong interest in PD opportunities, with a preference for formats like online videos and collaborative workshops.

Putri, Cahyono, and Zubaidi (2024) examined the impact of flipped learning on the ability of EFL tertiary students to write opinion essays and their perceptions. The quasi-experimental study included 58 third-semester university students from Indonesia. The results indicated significant improvements in writing skills for both groups ($p < .01$, $\eta2 = .52$), though no significant interaction between teaching method and overall improvement was found ($p = .12$, $\eta2 = .01$). Flipped learning, however, had a positive effect on sub-category scores, such as sentence structure and mechanics. Students in the flipped learning group generally held positive views, though no correlation was found between their perceptions and writing improvement.

The study conducted by Alpat and Görgülü (2024) aimed to examine whether a flipped classroom model could enhance students' EFL writing skills. Additionally, the study sought to explore how this instructional approach influenced students' perceptions of critical thinking and their attitudes toward the integration of flipped learning. The participants, upper-intermediate students from the School of Languages, participated in a six-week reading and writing course. The experimental design included two groups: an experimental group and a control group, each consisting of 15 students. Data were collected using both qualitative and quantitative tools. The analysis revealed that the experimental group significantly outperformed the control group in critical thinking abilities, along with a significant improvement in the students' writing skills. Moreover, the flipped classroom questionnaire indicated that students had a positive shift in their attitudes toward the adopted model.

5.3 Challenges in Implementing Flipped Learning Models

The flipped learning paradigm (FLP) is relatively new and has not been extensively tested over a long period. According to Sung (2015), some students and preservice teachers have expressed frustration with the trial-and-error process involved in implementing FLP. One of the challenges they face, particularly when introducing the FLP, is the lack of suitable materials that support a conducive learning environment. Essential resources, such as reliable internet access and necessary equipment, are often lacking (Seaboyer, 2014).

Another challenge in FLP is the frequent reliance on technological devices for learning. Morgan (2012) conducted a study showing that while many students with laptops used Web 2.0 tools for language learning, not all young people have the necessary technical skills for effective digital learning. In addition to computer skills, utilizing technology requires reflective, analytical, and metacognitive abilities. To ease the process for new transfer students and staff, schools could provide instructional videos on their library platform to assist with technological adaptation.

Kachka (2012) also noted that some students may come to class unprepared. To address this, teachers can design activities for students who are unprepared, but these activities should not become a regular feature. The core principle of FLP is that students should enter the class with prior knowledge. Additionally, teachers may encounter student disengagement or neglect as another obstacle Bautista (2018) argues that negligence on the part of students can lead to the failure of the FLP. To prevent this, teachers must ensure that students follow the instructions provided before attending class.

Based on the study by Lee, Tan, and Vuong (2018), several challenges were identified in the implementation of the flipped classroom in Vietnam, particularly in an English grammar course. The research highlights that students face difficulties with self-regulated learning, as they often struggle to manage their learning independently without the constant guidance of a teacher. Additionally, the students reported a heavy learning workload, which made it difficult for them

to keep up with the materials and assignments. Another significant challenge was the lack of immediate support during the learning process, which limited their ability to clarify doubts or seek help when needed. Moreover, the study noted a lack of ICT resources, which hindered the students' ability to fully engage with the online components of the flipped classroom model. These challenges underline the need for tailored pedagogical strategies to effectively implement flipped learning in the Vietnamese EFL context.

Another challenge is that some students may become confused when using the preparation materials, and could mistakenly engage with the wrong session, only realizing the error during class time. A suitable solution could be for teachers to provide clear and structured instructions, which could be organized by weeks or dates, allowing students to access the material at any time and from anywhere (Medina, 2018). Teachers may also consider concealing assignments or lecture notes that haven't been assigned yet. Similarly, Hamilton, Patel, Wilber, and Kurthakoti (2020) found that students had mixed feelings about the FLP and recommended balancing the use of both traditional classrooms and flipped learning to create a more effective learning experience.

Li and Li (2022) conducted a study using a mixed-methods approach to assess the impact of a flipped College English Listening and Speaking course on four key dimensions of learner engagement: behavioral, emotional, cognitive, and social. Their findings revealed both positive and negative aspects of this teaching model. On the negative side, the study identified several negative aspects that may hinder the effectiveness of the flipped classroom model. These included heavy workloads that may overwhelm students, lack of preparation for the course material, which affected learning outcomes, lengthy videos that students found difficult to follow, and technical issues such as difficulties with the online platform or access to materials.

In the study by Cao, Huang, Liu & Xu. (2024), some notable challenges to implementing the Flipped Classroom Model (FCM) in English as a Foreign Language (EFL) teaching and learning were identified. The paper highlights increased workload for both teachers and students as one of the primary barriers. Teachers face additional preparation time to create pre-learning materials, while students must manage the demands of independent learning before class. Technological barriers also present obstacles, as access to the necessary tools and the ability to effectively use them can vary significantly. Furthermore, adaptability challenges arise due to the need for both instructors and students to adjust to a non-traditional learning structure, which may not align with previous expectations or experiences.

6. Discussion

The systematic review conducted in this study affirms the growing recognition of flipped learning pedagogy (FLP) as an innovative and transformative approach in language education. While several researchers—including Seaboyer (2014), Sung (2015), Lee, Tan & Vuong (2018), Li & Li (2022), and Cao et al. (2024)—have raised concerns regarding tangible and intangible elements of the learning environment, such as technological access, student adaptability, and increased task load, advocates of FLP emphasize its substantial benefits. Across the reviewed literature, FLP has been shown to foster student autonomy, engagement, and academic achievement. By emphasizing pre-class preparation and active in-class participation, FLP creates a more interactive and student-centered learning environment that promotes deeper and more meaningful learning. This was evident in studies such as Farah (2014), Ahmed (2016), Chih Sun (2017), Abdullah, Hussain & Ismail (2019), Wang & Zhang (2014), and Ekmekci (2017), which

reported significant language gains and improved test performance due to increased focus, preparation, and learner involvement.

One of the most consistently reported benefits of FLP is its positive impact on writing performance. Learners in flipped classrooms were found to produce more coherent, detailed, and grammatically accurate written work (Leis, Cooke & Tohei, 2015; Afriyasanti, Cahyono & Astuti, 2016; Zhao & Yang, 2023; Alpat & Görgülü, 2024). In addition to general improvements, Putri, Cahyono & Zubaidi (2024) observed notable gains in specific sub-skills such as sentence mechanics and structure, with FLP students outperforming their peers even when both control and experimental groups showed progress.

Beyond writing, listening and speaking skills have also demonstrated measurable enhancement in flipped learning contexts. Studies by Ahmad (2016), Wu, Chen & Yang (2017), and Yang, Yin & Wang (2018) reported improvements in oral fluency and listening comprehension. Notably, Wu et al. (2017) highlighted the value of collaborative online environments in developing speaking confidence and interaction. These findings suggest that the increased student interaction and active learning in FLP settings contribute to stronger communicative competence.

Grammar and reading outcomes were likewise positively affected. Learners demonstrated improved grammatical accuracy and reading fluency, as evidenced in studies by Avendaño Saquisilí (2018), Afzali & Izadpanah (2021), Dinçer & Polat (2022), and Iyitoğlu & Erişen (2017). The integration of pre-class content exposure with in-class application appears to deepen language processing and enhance comprehension.

In addition to linguistic development, several studies highlighted the affective benefits of FLP, particularly in enhancing learner motivation and engagement. Research including Al-Harbi & Alshumaimeri (2016), Choe & Seong (2016), Santikarn & Wichadee (2018), Aksoy (2023), and Afzali & Izadpanah (2021) reported that the flipped model fostered both intrinsic and extrinsic motivation by providing more enjoyable and flexible learning environments. As a result, students were more likely to participate actively in both in-class and out-of-class activities, reinforcing FLP's value as a strategy that supports sustained academic engagement and performance.

Empowering students with greater responsibility and autonomy in FLP environments has also been linked to increased classroom engagement. This is largely due to the model's active learning design, which encourages learners to take initiative, collaborate, and engage in reflective thinking. Several studies, such as Mehring (2015), Hsieh, Wu & Marek (2017), and Kim et al. (2017), highlighted the development of metacognitive and collaborative skills within flipped learning contexts. Formative assessment practices, as used in Zhao & Yang (2023) and Sengül, Bostancı & Kurt (2022), enabled real-time performance tracking and personalized feedback, further supporting learner progress.

Many studies also reported positive perceptions of FLP from both students and teachers. Research by Chih Sun (2017), Haghighi et al. (2018), and Nguyen (2024) emphasized increased interaction and learner autonomy as key advantages. In addition, Rajeh (2023) reported in his study that EFL teachers viewed FLP positively and expressed willingness to implement it, provided that sufficient professional development support was available. Gasmi (2018) and

Aycicek & Yelken (2018) noted enhanced cognitive, behavioral, and emotional engagement, with many students transitioning from initial uncertainty to active participation as they adjusted to the flipped format.

Nevertheless, FLP implementation presents certain challenges. Studies by Morgan (2012), Sung (2015), Lee, Tan & Vuong (2018), Li & Li (2022), and Cao et al. (2024) pointed to persistent barriers, including limited technological access, student resistance to self-directed learning, and increased instructor workload. Additionally, short-term applications of FLP did not always yield clear improvements, as reported by Mori, Omori & Sato (2016) and Hamilton et al. (2020), suggesting that time and continuity may be essential for effective implementation.

To address these challenges, the literature recommends adaptive solutions such as structured scaffolding, blended learning models, and professional development opportunities. For instance, Lee & Wallace (2018) found that extended exposure to FLP improved exam performance, while Sengül et al. (2022) demonstrated that in-class flipped models, supported by teacher guidance, led to more effective writing outcomes than purely out-of-class approaches. These findings highlight the need for localized adaptations of FLP that consider teaching culture, student readiness, and technological capacity. Equally important is the provision of sustained, practice-oriented teacher training, as noted by Rajeh (2023), to build the confidence and competence required for effective implementation.

The literature reviewed in this study also reveals that FLP is highly adaptable across regions and educational systems. Its effectiveness has been demonstrated in both secondary and tertiary institutions—for instance, in the Middle East, Southeast Asia, East Asia, Latin America, and Western Asia. However, successful implementation is influenced by several contextual variables. Cultural and pedagogical traditions—particularly in teacher-centered systems—may hinder student autonomy and slow the transition toward learner-centered approaches (Elrayies, 2016; Abeysekera & Dawson, 2014). Likewise, limited technological infrastructure and internet accessibility continue to pose challenges, especially in resource-constrained regions (Bansal, 2014; Ghavifekr & Rosdy, 2015; Elrayies, 2016).

Economic conditions also affect the availability of learning resources at both institutional and student levels, often widening the gap between those with reliable access to digital tools and internet connectivity and those without (Barouda et al., 2024). In response, blended learning has emerged as a viable alternative, combining structured in-person instruction with flexible digital content to accommodate learners in low-tech environments (Muianga et al., 2018; Redoblo, 2015). Overall, the studies reviewed confirm that with appropriate planning, professional support, and hybrid flexibility, FLP can foster learner autonomy, improve engagement, and promote academic achievement—even in contexts facing significant constraints.

In sum, this systematic review highlights the versatility and pedagogical value of the flipped learning paradigm in English language education. Although its impact varies across contextual, cultural, and infrastructural settings, the overall evidence supports FLP as an effective approach for enhancing language proficiency, motivation, and learner autonomy. Addressing implementation challenges through blended strategies, institutional support, and localized adaptation will further strengthen its educational impact and sustainability. These insights

provide a valuable foundation for educators and policymakers seeking to advance innovative, learner-centered practices in language teaching.

7. Summary and Conclusion

This systematic literature review highlights the expanding role of flipped learning pedagogy (FLP) in English language teaching and learning. By synthesizing findings from 43 peer-reviewed studies, the review offers valuable insights for both researchers and practitioners. For researchers, it establishes a foundation for further inquiry into FLP across varied contexts. For educators, particularly those transitioning from traditional instruction to flipped classroom models, it serves as a practical guide to understanding the approach's benefits and challenges.

The reviewed studies consistently demonstrate that FLP has a positive impact on language education. Learners benefit from increased opportunities for active engagement, collaboration, and meaningful interaction—both with peers and instructors. Significant improvements were reported in writing performance, speaking fluency, listening comprehension, grammatical accuracy, and reading proficiency. Additionally, FLP fosters student motivation, autonomy, and classroom participation, thereby supporting a more learner-centered environment.

However, the success of FLP is not without limitations. Effective implementation requires reliable technological infrastructure, teacher preparedness, and learner readiness for self-directed study. In some contexts, educators face obstacles such as limited digital access, increased planning demands, and resistance to pedagogical change. These factors may hinder the full realization of FLP's potential, especially in under-resourced or highly traditional educational environments.

To address these challenges, a gradual and context-sensitive approach is recommended. Blended learning models, structured professional development, and strong institutional support can ease the transition. Equally important is the investment in digital literacy for both teachers and students, ensuring the skills necessary to maximize the benefits of FLP.

Despite these challenges, the pedagogical value of FLP is well-supported across diverse educational settings. When thoughtfully applied, the flipped classroom model presents a promising strategy for enhancing language learning outcomes, increasing student engagement, and modernizing instructional practices in line with 21st-century educational goals.

Future research should explore the long-term effects of FLP on language proficiency, particularly in regions facing educational challenges—such as limited infrastructure, scarce resources, low awareness of educational technologies, and culturally dominant teacher-centered practices—in order to identify strategies and effective solutions for overcoming these barriers and enhancing language learning outcomes.

8. Pedagogical Implications

Based on the findings of this systematic review, several pedagogical implications emerge to guide the effective implementation of the flipped learning paradigm (FLP) in English language teaching. These implications are particularly relevant for educators, curriculum designers, and institutions aiming to adopt FLP in diverse and often challenging educational contexts:

1.Train educators effectively through structured professional development focused on flipped learning design, integration of digital tools, and learner-centered instructional strategies.

2.Adopt a gradual implementation approach by initially introducing blended learning models before transitioning to fully flipped classrooms, allowing both teachers and students to adapt progressively.

3.Adapt FLP to local educational contexts, taking into account learners' cognitive styles, cultural expectations, and institutional norms to ensure contextual relevance and acceptance.

4.Ensure equitable digital accessibility by assessing students' access to technological resources and providing alternative offline materials when needed.

5.Design concise and engaging pre-class materials that are mobile-friendly, clearly structured, and easy for students to follow independently.

6.Promote active in-class engagement through interactive discussions, peer collaboration, and task-based language activities that reinforce pre-class learning.

7.Support the development of learner autonomy by incorporating training in time management, self-directed learning strategies, and reflective practices.

8.Collect ongoing feedback and monitor learning progress regularly to inform instructional adjustments and ensure that diverse learner needs are addressed effectively.

These pedagogical implications offer a practical foundation for applying FLP in ways that are responsive, inclusive, and sustainable—especially in regions where educational transformation is both necessary and urgent.

Reference

Abdullah, Y., Hussin, S., Ismail, K. (2019). Implementation of flipped classroom model and its effectiveness on English speaking performance. International journal of emerging technologies in learning, 14(9), 130- 147.

Abeysekera, L., & Dawson, P. (2014). Motivation and cognitive load in the flipped classroom: Definition, rationale and a call for research. Higher Education Research & Development, 34(1), 1–14.

Afriyasanti, R., Cahyono, B., Astuti, U. (2016). Effect of flipped classroom model on Indonesian EFL students' writing ability across and individual differences in learning. International Journal of English Language and Linguistics Research, 4(5), 65-81.

Afzali, Z., & Izadpanah, S. (2021). The effect of the flipped classroom model on Iranian English foreign language learners: Engagement and motivation in English language grammar. Cogent Education, 8(1). Retrieved from https://doi.org/10.1080/2331186X.2020.1870801

Ahmad, S. Z. (2016). The flipped classroom model to develop Egyptian EFL students' listening comprehension. English Language Teaching, 9(9), 166–178. https://doi.org/10.5539/elt.v9n9p166

Ahmed, M. A. (2016). The effect of a flipping classroom on writing skills in English as a foreign language and students' attitude toward flipping. US China Foreign Language, 14(2), 98-114.

Alpat, M. F., & Görgülü, E. (2024). Transformative Learning: Flipped Classroom and Its Impact on Writing Skill and Critical Thinking Level. Open Praxis, 16(3), pp. 396– 409. https://doi.org/10.55982/ openpraxis.16.3.704

Al Rababah, I & Rababah, L. (2017) Investigating Arabic to speakers of other languages (ASOL) lecturers' attitudes towards utilizing flipped classroom instruction (FCI): A qualitative study at Jordanian public universities. International Education Studies, 10 (7), 94-102.

Alammary, A., Sheard, J., Carbone, A. (2014). Blended learning in higher education: Three different design approaches. Australasian Journal of Educational Technology, 30 (4), 441-444.

Alamry, A. (2017). Flipped learning and self-regulated learning experiences in higher education: a qualitative case study. (Doctoral dissertation). Western Sydney University.

Al-Harbi, S., & Alshumaimeri, Y. (2016). The flipped classroom impact in grammar class on EFL Saudi secondary school students' performances and attitudes. Canadian Center of Science and Education, 9(10), 60-80.

Almasseri, M., & Alhojailan, M. (2019). How flipped learning based on the cognitive theory of multimedia learning affects students' academic achievements. Journal of Computer Assisted Learning, 35(3), 325–334. *https://doi.org/10.1111/jcal.12386*

Ameliana, I. (2017). Teacher-centered or student-centered learning approach to promote learning? Jurnal Sosial Humaniora, 10(2), 59-70.

Ateneo, S. (2017). Learning in the 21st Century: The Flipped Foreign Language Classroom. *http://dspace.unive.it/bitstream/handle/10579/10332/839672-1186903.pdf?sequence=2*

Artino, A. & Konopasky, A. (2018) The practical value of educational theory for learning and teaching in graduate medical education. Journal of Graduate Medical Education, 10(6), 609-613.

Avendaño Saquisilí, D. L. (2018). The effect of flipped learning on grammar acquisition in an EFL classroom (Master's thesis, University of Cuenca). University of Cuenca Repository.

Ayçiçek, B. & Yanpar Yelken, T. (2018). The effect of flipped classroom model on students' classroom engagement in teaching English. International Journal of Instruction, 11(2), 385-398.

Bahar, M. (2016). Using ICT to improve language teaching and learning. Retrieved from https://www.academia.edu/29220514/

Bansal, P. (2014). Blended learning in Indian higher education: challenges and strategies. International Journal of Applied Research and Studies (iJARS), 3(2), 1-13.

Baroud, S., Mustafa, E. A., Janati Idrissi, R., & Amiri, E. M. (2024). The flipped classroom, an alternative strategy for teaching genetics in high school. Multidisciplinary Science Journal, 7(4), 2025159. *https://doi.org/10.31893/multiscience.2025159*

Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. Turkish Online Journal of Distance Education, 16(4), 28-34.

Bautista, D. (2018). Flipping Foreign Language Courses – The Class Preparation Session Strategy. Retrieved from *https://flt.flippedlearning.org/fliptech/reflections/foreign-language-courses-class-preparation-session-strategy/*

Bernstein, B. (1971). Class, codes and control. London: Routledge & Kegan Paul.

Bernstein, B. (1975). Class and pedagogies: Visible and invisible. Educational Studies, 1(1), 23-41.

Bisharat, L. (2017). The impact of the flipped learning strategy on achievement and the self-concept of sports among 10th grade students in Jericho province. (Master thesis).

Bozkurt, A., Akgun-Ozbek, E., Yilmazel, S., Erdogdu, E., Ucar, H., Guler, E., Goksel-Canbek, N. (2015). Trends in distance education research: A content analysis of journals 2009-2013. The International Review of Research in Open and Distributed Learning, 16(1), 330-363.

Bramer, W. M., Giustini, D., de Jonge, G. B., Holland, L., & Bekhuis, T. (2018). De-duplication of database search results for systematic reviews in EndNote. Journal of the Medical Library Association, 106(4), 531–534. *https://doi.org/10.5195/jmla.2018.468*

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. *https://doi.org/10.1191/1478088706qp063oa*

Cao, Y., HuaCao, Y., Huang, J., Liu, M., & Xu, Z. (2024). A review of studies on the flipped classroom model in EFL context: Benefits, challenges, and strategies. In *Addressing Global Challenges: Exploring Socio-Cultural Dynamics and Sustainable Solutions in a Changing World* (pp. 410–415). Taylor & Francis. Retrieved from *https://doi.org/10.1201/9781032676043-56*

Cavalier, J., & Klein, J. (1998). Effects of cooperative versus individual learning and orienting activities during computer-based instruction. Educational Technology Research and Development, 46(1), 5-17.

Chih Sun, Y. (2017). Flipping every student? A case study of content-based flipped language classrooms. E-Learning and Digital Media, 14(1-2), 20-37.

Choe, E. & Seong, M.-H. (2016). A case study of the flipped classroom in a Korean university general English course. Journal of Pan-Pacific Association of Applied Linguistics, 20(2), 71-93.

Chun, B. & Heo, H. (2018). The effect of flipped learning on academic performance as an innovative method for overcoming ebbinghaus' forgetting curve. Retrieved from
    https://dl.acm.org/citation.cfm?id=3178206

Çiftci Aksoy, B. N., & Takkac Tulgar, A. (2023). The effects of flipped classroom on EFL students' autonomy and motivation. GIST Education and Learning Research Journal, 27, 7–36. https://doi.org/10.26817/16925777.1352

Cowie, N. & Sakui, K. (2015). Assessment and e-learning: Current issues and effects on second language learners' cognitive processing. Foreign Language Annals, 50(2), 260-284

Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. British Journal of Nursing, 17(1), 38–43.

Delanoy, N., El-Hacha, J., Miller, M. & Brown, B. (2024). Implementing a Flipped Learning Approach with TPACK in Grades 6 to 9. Canadian Journal of Learning and Technology / Revue canadienne de l'apprentissage et de la technologie, 50(1), 1–20. https://doi.org/10.21432/cjlt28506

Deng, F and Zou, Q. (2016). A Study on Whether the Adults' Second Language Acquisition Is Easy or Not—From the Perspective of Children's Native Language Acquisition. Theory and Practice in Language Studies, 6(4), 776-780.

Dinçer, N., & Polat, M. (2022). The use of flipped learning in EFL grammar instruction. Asian Journal of Distance Education, 17(1), 88–98.

Egbert, J., Herman, D., Chang, A. (2014). To flip or not to flip? that's not the question: Exploring flipped instruction in technology supported language Learning Environments. International Journal of Computer-Assisted Language Learning and Teaching, 4(2), 1-10

Ekmekci, E. (2017). The flipped writing classroom in Turkish context: A comparative flipped writing classroom in Turkish EFL context: A comparative study on a new model. Turkish Online Journal of Distance Education, 18(2), 151-164.

Elrayies, G. (2016). Flipped learning as a paradigm shift in architectural education. International Education Studies, 10 (1), 93-108.

Farah, M. (2014). The impact of using flipped classroom instruction on the writing performance of twelfth grade female Emirati students in the applied technology high school (ATHS). (Master's thesis). The British University in Dubai (BUiD). Retrieved from
    https://bspace.buid.ac.ae/bitstream/1234/676/1/120088.pdf

Flip Learning. (2014). What Is Flipped Learning? Retrieved from
    https://www.flippedpl.ca/uploads/2/3/9/6/23960677/flip_handout_fnl_web__1_.pdf

Ford, K. & Lott, L. (2011). The impact of technology on constructivist pedagogies. Retrieved from
    https://sites.google.com/a/boisestate.edu/edtechtheories/the-impact-of-technology-on-constructivist-pedagogies-1

Gasmi, A. (2018). An investigation of the impact of flipped instruction on EFL students' engagement in academic writing classes: A case study of foundation students in Oman (Doctoral dissertation, University of Liverpool). University of Liverpool Repository.

Geduld, B. (2014). Re-thinking the value of learning theories to develop self-directedness in open-distance students. Journal of Educational and Social Research, 4(6), 11-18.

Ghavifekr, S., & Rosdy, W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. International Journal of Research in Education and Science, 1(2), 175-191.

Gough, D., Oliver, S., & Thomas, J. (2017). An introduction to systematic reviews (2nd ed.). Psychology Teaching Review, 23(2), 95-96. https://doi.org/10.53841/bpsptr.2017.23.2.95

Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), The handbook of blended learning: Global perspectives, local designs (pp. 3–21). Pfeiffer.

Gusenbauer, M., & Haddaway, N. R. (2020). Which academic search systems are suitable for systematic reviews or meta-analyses? Evaluating retrieval qualities of Google Scholar, PubMed, and 26 other resources. Research Synthesis Methods, 11(2), 181–217. *https://doi.org/10.1002/jrsm.1378*

Guyatt, G. H., Oxman, A. D., Vist, G. E., Kunz, R., Falck-Ytter, Y., Woodward, M., ... & GRADE Working Group. (2008). GRADE: An emerging consensus on rating quality of evidence and strength of recommendations. BMJ, 343, d4986. *https://doi.org/10.1136/bmj.d4986*

Haghighi, H., Jafarigohar, M., Khoshsima, H., & Vahdany, F. (2019). Impact of flipped classroom on EFL learners' appropriate use of refusal: Achievement, participation, perception. Computer Assisted Language Learning, 32(3), 261–293. *https://doi.org/10.1080/09588221.2018.1504083*

Hall, G., & Cook, G. (2012). Own-language use in language teaching and the Common European Framework. Language Teaching, 45(3), 271-284.

Hampel, R., & Stickler, U. (2015). Developing online language teaching: Research-based pedagogies and reflective practices. Palgrave Macmillan.

Han, J. Y. (2015). Successfully flipping the ESL classroom for learner autonomy. New York State TESOL Journal, 2(1): 98-109.

Haron, S., Ahmed, I., Mamat, I., Ahmad, W., Rawash, F. (2016). Challenges in Learning to Speak Arabic. Journal of Education and Practice, 7(24), 80-85.

Hamilton, S., Patel, V., Wilber, W., Kurthakoti, R. (2020). From the horse's mouth: effectiveness of flipped classroom as seen by students. Developments in Business Simulation and Experiential Learning, (47), 173-180.

Heinerichs, S., Pazzaglia, G., Gilboy, M. (2016). Using flipped classroom components in blended courses to maximize student learning. Athletic Training Education Journal, 11(1):54–57.

Honeycutt, B. & Garrett, J. (2014). Expanding the definition of a flipped learning environment. Retrieved from,*http://ecommons.med.harvard.edu/ec_res/nt/35B9D411-8F7C-48D4-A321 B996C46FD908/expanding_the_definition_of_the_Flipped_classroom.pdf.*

Hsieh, J., Wu, W., & Marek, M. (2017). Using the flipped classroom to enhance EFL learning. Computer Assisted Language Learning, 30(1-2), 1-21.

Hung, H. T. (2017). Design-based research: Redesign of an English language course using a flipped-classroom approach. TESOL Quarterly, 50(1), 180-192.

Hussain, I. (2012). Use of constructivist approach in higher education: an instructors' observation. Scientific Research, 3(2), 179-184.

Iyitoğlu, O., & Erişen, Y. (2017). Delving into flipping EFL classroom: A mixed method study. European Journal of English Language Teaching, 3(1). https://doi.org/10.5281/zenodo.1045310

Jensen, J., Kummer, T., Godoy, P. (2015). Improvements from a flipped classroom may simply be the fruits of active learning. CBE—Life Sciences Education 14(1), 1-12.

Kachka, P. (2012). Understanding the Flipped Classroom: Part 2. Retrieved from *https://www.facultyfocus.com/articles/blended-flippedlearning/understanding-the-flippedclassroom-part-2/*

Kim, J., Park, H., Jang, M., & Nam, H. (2017). Exploring flipped classroom effects on second language learners' cognitive processing. Foreign Language Annual, 50(2), 260-284

Lee, G. & Wallace, A. (2018). Flipped learning in the English as a foreign language classroom: Outcomes and perceptions. TESOL Quarterly, 52(1), 62-84.

Leis, A., Cooke, S., Tohei, A. (2015). The effects of flipped classrooms on English composition writing in an EFL environment. International Journal of Computer Assisted Language Learning and Teaching, 5(4). 37-51.

Lo, C. & Hew, K. (2018). A comparison of flipped learning with gamification, traditional learning, and online independent study: The effects on students' mathematics achievement and cognitive engagement. Interactive Learning Environments, 1–18.

Liu, C. H., & Matthews, R. (2005). Vygotsky's philosophy: Constructivism and its criticisms examined. International Education Journal, 6(3), 386-399.

Li, Z., & Li, J. (2022). Using the Flipped Classroom to Promote Learner Engagement for the Sustainable Development of Language Skills: A Mixed-Methods Study. Sustainability, 14(10), 5983. Retrieved from *https://doi.org/10.3390/su14105983*

MacKenzie, A. (2015). Adults Learning Finnish as a Foreign Language: Role of Support, Emotions and Reasons Connected with Learning. (Master Thesis). Retrieved from *https://jyx.jyu.fi/bitstream/handle/123456789/45279/1/URN%3ANBN%3Afi%3Ajyu-201502101274.pdf*

McCabe, C., Smith, M., Ferreri, S. (2017). Comparison of flipped model to traditional classroom learning in a professional pharmacy course. Education Sciences, 7(3), 1-7.

Medina, L. (2018). Blended learning: Deficits and prospects in higher education. Australasian Journal of Educational Technology, 34(1), 42-56. Retrieved from *https://doi.org/10.14742/ajet.3100*

Mehring, J. (2015). An exploratory study of the lived experiences of Japanese undergraduate EFL students in the flipped classroom. (Doctoral dissertation). Pepperdine University.

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & The PRISMA Group. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. PLoS Med, 6(7), e1000097. *https://doi.org/10.1371/journal.pmed.1000097*

Mitchell, R., Myles, F., Marsden, E. (2013). Second language learning theories (3rd ed.). New York: Routledge.

Morgan, L. (2012). Generation Y, learner autonomy and the potential of Web 2.0 tools for language learning and teaching. Campus-wide information systems, 29(3), 166-176.

Mori, Y., Omori, M., Sato, K. (2016). The impact of flipped online Kanji instruction on written vocabulary learning for introductory and intermediate Japanese language students. Foreign Language Annals, 49(4), 729-749.

Muianga, X., Klomsri, T., Tedre, M., Mutimucuio, I. (2018). From teacher-oriented to student-centred learning: Developing an ICT-supported learning approach at the Eduardo Mondlane university, Mozambique. The Turkish Online Journal of Educational Technology, 17(2), 46-54.

Nguyen, H. A. V., Tan, C. K., & Lee, K. W. (2018). Students' perceived challenges of attending a flipped EFL classroom in Viet Nam. Theory and Practice in Language Studies, 8(11), 1504-1510. Retrieved from *https://dx.doi.org/10.17507/tpls.0811.16*

Nguyen, T. D. H. (2024). Teachers' and students' attitude towards flipped teaching in EFL classrooms in higher education. Theory and Practice in Language Studies, 14(10), 3117-3124. Retrieved from *https://dx.doi.org/10.17507/tpls.1410.13*

Noor-Ul-Amin, S. (2013). An effective use of ICT for education and learning by drawing on worldwide knowledge, research and experience: ICT as a change agent for education. Scholarly Journal of Education, 2(4), 38-54.

Pagán, B. (2006). Positive contributions of constructivism to educational design. Europe's Journal of Psychology, 2(1). Retrieved from, *http://ejop.psychopen.eu/article/view/318/html*

Pareja-Lora, A., Rodríguez-Arancón, P., & Calle-Martínez, C. (2016). Applying information and communication technologies to language teaching and research: an overview. In A. Pareja-Lora, C. Calle-Martínez, & P. Rodríguez-Arancón (Eds), New perspectives on teaching and working with languages in the digital era (pp. 1-22). Dublin: Research publishing.net.

Petticrew, M., & Roberts, H. (2006). Systematic reviews in the social sciences: A practical guide. Blackwell Publishing. https://doi.org/10.1002/9780470754887

Pati, D. (2018). How to write a systematic review of the literature? Health Environments Research & Design Journal, 11(1), 15-30.

Perkins, D. (1991). What constructivism demands of the learner. Educational Technology, 39(9), 9-21.

Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. Online Learning, 21(3), 166–190. *https://doi.org/10.24059/olj.v21i3.1225*

Putri, E. D., Cahyono, B. Y., & Zubaidi, N. (2024). Flipped learning in EFL classrooms: Effects on tertiary students' writing skills and perceptions. TESL-EJ, 28(2). *https://doi.org/10.55593/ej.28110a7*

Öztürk, M., & Çakıroğlu, Ü. (2021). Flipped learning design in EFL classrooms: Implementing self-regulated learning strategies to develop language skills. *Smart Learning Environments, 8*(2). Retrieved from *https://doi.org/10.1186/s40561-021-00146-x*

Özyurt, Ö. & Özyurt, H. (2015). Learning style based individualized adaptive e-learning environments: Content analysis of the articles published from 2005 to 2014. Computers in Human Behavior, 52, (c) 349-358.

Qeshtah, A. (2016). The impact of using the flipped learning strategy on concept development and reflective thinking in biology among female tenth graders. (Master dissertation). Retrieved from *http://library.iugaza.edu.ps/thesis/118969.pdf.*

Rababah, Ibraheem Hassan Al and Lugman M Rababah. (2017). Investigating Arabic to speakers of other languages lecturers' attitude towards utilizing flipped classroom instruction (FCI): A Qualitative Study at Jordanian Public University. International Educational Studies 10(7), 94-102

Raja, R., & Nagasubramani, P. (2018). Impact of modern technology in education. Journal of Applied and Advanced Research, 3(suppl1),33-35.

Rajeh, H. S. (2023). Saudi teachers' perspectives on flipped learning: Are they ready and willing? Saudi Journal of Language Studies, 3(4), 185–199. *https://doi.org/10.1108/SJLS-02-2023-0005*

Ratheeswari, K. (2018). Information Communication Technology in Education. Journal of Applied and Advanced Research. 3. 45. 10.21839/jaar. 2018.v3iS1.169.

Redoblo, C. (2015). Blended learning approach: A case study. JPAIR Multidisciplinary Research, 22(1), *https://doi.org/10.7719/jpair.v22i1.341*

Ritchie, W and Bhatia, T. (2009). The New Handbook of Second Language Acquisition. 2nd (ed). Biller: Binglay

Sams, A., & Bergmann, J. (2014). Flipping your classroom: Reach every student in every class every day (2nd ed.). International Society for Technology in Education (ISTE).

Santikarn, B & Wichadee, S. (2018). flipping the classroom for English language learners: A study of learning performance and perceptions. International journal of emerging technologies in learning, 13(9), 123-135.

Sengül, F., Bostanci, H. B., & Kurt, M. (2022). Online in-class vs. out-of-class flipped learning models in English as a foreign language writing classes. Frontiers in Psychology, 13, 1009800. Retrieved from *https://doi.org/10.3389/fpsyg.2022.1009800*

Sakulprasertsri, K. (2017). Flipped learning approach: Engaging 21st century learners in English classrooms. Journal: Language Education and Acquisition Research Network Journal, 10(2), 132-143.

Schreurs, J., & Dumbraveanu, R. (2014). A shift from teacher-centered to learner centered approach. International Journal of Engineering Pedagogy (iJEP). *http://dx.doi.org/10.3991/ijep.v4i3.3395*

Seaboyer, J. (2014). Using the flipped classroom model to encourage the effective reading of literary texts. Retrieved from *http://www.uq.edu.au/teach/flipped-classroom/docs/cs-seaboyer.pdf*

Shafi, Shahzeb & Masood, Muhammad. (2023). Pedagogical Approaches in English Language Learning (ELL): Comparative Analysis of Teacher-centred Approach and Student-centred Approach. Retrieved from *https://doi.org/10.9734/bpi/rhlle/v7/5341B*

Sharir, M. (2017). The effectiveness of an educational environment based on the flipped classroom in the development of grammar and attitude to grammar of the ninth primary grade students in Gaza. (Master Thesis). Retrieved from *http://library.iugaza.edu.ps/thesis/122499.pdf*

Sharma, P., & Barrett, B. (2007). Blended learning: Using technology in and beyond the language classroom. Macmillan.

Snyder, H. (2019). Literature review as a research methodology: an overview and guidelines. Journal of Business Research, 104, 333-339.

Sung, K. (2015). A case study on a flipped classroom in an EFL content course. Multimedia-Assisted Language Learning, 18(2), 159-187.

Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. BMC Medical Research Methodology, 8, 45. https://doi.org/10.1186/1471-2288-8-45

Touchton, M. (2015). Flipping the classroom and student performance in advanced statistics: Evidence from a quasi-experiment. Journal of Political Science Education, 11(1), 28-44.

Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. British Journal of Management, 14, 207-222. *https://doi.org/10.1111/1467-8551.00375*

Vision 2030. (2016). Saudi Vision 2030. https://www.vision2030.gov.sa/download/file/fid/13

Vygotsky, L. (1978). Interaction between learning and development. In L. S. Vygotsky, Mind in Society (pp. 79-91). Cambridge, MA: Harvard University Press, reprinted in M. Gauvain & M. Cole (Eds.). (1997). Readings on the development of children (2nd ed.) (pp. 34-40). New York, NY: W.H. Freeman and Company.

Wang, X. & Zhang, C. (2014) Research on the application of "flipped classroom" in University Teaching. Modern Educational Technology, 23(8), 11-16.

Wu, W., Hsieh, J., Yang, J. (2017). Creating an online learning community in a flipped classroom to enhance EFL learners' oral proficiency. Educational Technology & Society, 20(2), 142-157.

Yang, J., Yin, C. X., Wang, W. (2018). Flipping the classroom in teaching Chinese as a foreign language. Language Learning & Technology,22(1), 16–26

Yang, L., & Wilson, K. (2006). Second language classroom reading: A social constructivist approach. The Reading Matrix, 6(3), 364-372.

Yang, F., Lin, J. (2016). A Chinese Tai Chi model: An integrative model beyond the dichotomy of student-centered learning and teacher-centered learning. Asian Education Studies, 1(2), 44-55.

Young, S. (2003). Integrating ICT into second language education in a vocational high school. Journal of Computer Assisted Learning, 19(4), 447-461.

Zafar, s & Meenakshi, k. (2012). Individual learner differences and second language acquisition: A review. Journal of Language Teaching and Research, 3(4), 639-646.

Zainuddin, Z., & Halili, S. H. (2016). Flipped classroom research and trends from different fields of study. The International Review of Research in Open and Distributed Learning, 17(3), 313–340.

Zhao, X., & Yang, Y. (2023). Impact of social media-supported flipped classroom on English as a foreign language learners' writing performance and anxiety. Frontiers in Psychology, 13, 1052737. Retrieved from *https://doi.org/10.3389/fpsyg.2022.1052737*

Zhu, H. (2017). Learner beliefs and learning strategies in flipped classroom of college English. Journal of Mudanjiang University, 26(1), 151-153.

Zohrabi, M. Torabi, M. Baybourdiani, P. (2012). Teacher-centered and/or student-centered learning: English language in Iran. English Language and Literature Studies, 2(3), 18-30

التعلُّم المعكوس في فصول اللغة الإنجليزية كلغة أجنبية:
مراجعة منهجية للتنفيذ والنتائج

أحمد بن إبراهيم السلامي

أستاذ مشارك بقسم اللغات الأجنبية، كلية الآداب والعلوم الإنسانية، جامعة الباحة، الباحة
المملكة العربية السعودية
A.alslamei@bu.edu.sa

المستخلص: تهدف هذه الدراسة إلى تحليل الأدبيات الموجودة حول نموذج التعلم المعكوس (FLP) في سياق اكتساب اللغة الأجنبية (FLA) واستكشاف آراء معلمي اللغة الإنجليزية والمتعلمين حول نموذج الفصول الدراسية المعكوسة. بالإضافة إلى ذلك، تقدم الدراسة مراجعة شاملة لتطبيق التعلم المعكوس وتأثيره على تعلم اللغة الإنجليزية كلغة أجنبية (EFL). تمت مراجعة ما مجموعه 43 مقالة لهذا البحث. تم إجراء تحليل منهجي لتقييم تأثير (FLP) على ممارسات التدريس في اكتساب اللغة. وتم تحديد الدراسات ذات الصلة المنشورة بين عامي 2014 و2024 من خلال قواعد بيانات متعددة على الإنترنت. تشير النتائج إلى أن (FLP) يمكنه تمكين الطلاب من القيام بدور أكثر نشاطًا في تعلمهم من خلال السماح لهم بمزيد من الاستقلالية في بناء معارفهم. علاوة على ذلك، أثرت أنشطة التعلم النشط للنموذج بشكل إيجابي على مستويات مشاركة الطلاب في الفصل الدراسي. يمكن أن تعزى هذه الزيادة في المشاركة إلى الطبيعة التفاعلية لأنشطة الفصل الدراسي، حيث يتلقى الطلاب تعليقات فورية من معلميهم. تشير النتائج إلى أن غالبية معلمي اللغة الإنجليزية والمتعلمين في الدراسات التي تمت مراجعتها اتفقوا على أن نهج الفصول الدراسية المعكوسة مفيد لتدريس وتعلم اللغة الإنجليزية. تسلط الدراسة الضوء أيضًا على التحديات المرتبطة بـ(FLP)، وتقدم رؤى لمساعدة كل من المعلمين والطلاب على تحسين استخدامه في اكتساب اللغة. في حين أن البحث يركز بشكل أساسي على اللغة الإنجليزية كلغة أجنبية، فمن المحتمل أن تكون النتائج قابلة للتطبيق على اللغات الأخرى أيضًا.

الكلمات المفتاحية: نموذج التعلم المعكوس، اكتساب اللغة الأجنبية، تفاعل الطلاب، مراجعة منهجية، التكنولوجيا.