

# Challenges of Using a Flipped Learning Approach in Learning English Language Proficiency

Choirul Mu'minin <sup>1\*</sup>, Mochamad Nursalim <sup>2</sup> & Lamijan Hadi Susarno <sup>3</sup>

1,2,3. Teknologi Pendidikan, Universitas Negeri Surabaya, Indonesia.

## Abstract

The flipped learning technique is a tool that has become popular and useful for improving students' abilities, such as social and intellectual abilities, especially skills in mastering English language skills. The aim of this study is to investigate the contribution of the flipped learning technique to the learning process, as well as the effectiveness of this technique's role in the world of education. The research methodology uses a systematic literature review. The literature search was carried out until 2024, based on Scopus, Web of Science, Research gate and other credible sources. All research accessed by researchers is used as a source to contribute to this study. There are more than 40 articles as references in the study, where this number is a reduction from the original number of 250, then filtered by content, contents and year until the ideal number is obtained for a review. The results in the research show that the flipped learning technique is effective in improving English language proficiency learning outcomes. Another suggestion put forward in this study is that the use of flipped learning techniques can be combined with the blended learning method so that it becomes a coherent unit with the same goal, namely increasing students' English language proficiency.

**Keywords:** *Flipped Learning, English Proficiency, Education, Skills, Student.*

## INTRODUCTION

Education is an important foundation for individual and societal development,(1). By overcoming existing challenges and continuing to innovate, education can be the key to achieving social, economic and cultural progress,(2). Every individual has the right to receive quality education, and collective efforts from the government, educational institutions and society are needed to make this happen. Education is defined as a self-development process that aims to improve an individual's intellectual, moral and social abilities. Education is not only limited to learning at school, but also includes experience, training, and knowledge gained from various aspects of daily life. Formally, education often starts from elementary, middle, to tertiary levels, and can include formal and non-formal education,(3).

The main goal of education is to form individuals who are knowledgeable, have skills and a positive attitude, (4). Some of the specific goals of education include cognitive development, the application of which is improving critical, analytical and creative thinking skills. Character Development, its application to forming moral and ethical values, such as honesty, responsibility and empathy. Improved Social skills, this aspect develops the ability to communicate and interact with other people effectively. Career preparation, its application to equip individuals with the knowledge and skills necessary for the world of work,(5).

Education can be categorized into several types, including: Formal education, a structured and systematic learning process, usually taking place in educational institutions such as schools and universities,(6). Non-formal education, educational activities carried out outside the formal system, such as courses, training and workshops. Informal education, learning that

occurs in everyday life through experience, social interaction and the surrounding environment,(7). Education has very broad benefits, both for individuals and society. Some of the main benefits of education are improving the quality of life, reducing poverty, improving health, and strengthening democracy,(8). Education helps individuals obtain better jobs and higher incomes, which ultimately improves their quality of life. Education provides an opportunity for individuals to escape the cycle of poverty through improved skills and access to better jobs,(9). Educated people tend to have a better understanding of health and nutrition, and are better able to make decisions that support their health. Education increases citizen participation in democratic and political processes, because educated people tend to be more aware of their rights and obligations as citizens.

Even though education has many benefits, there are several challenges that must be faced, including unequal access, quality of education, technology and innovation, teacher development. Not all individuals have equal access to quality education, especially in remote and poor areas. There are still many educational institutions that face problems in terms of teaching quality and curriculum that is not relevant to the needs of the world of work,(10). Technology integration in education remains a challenge, especially in developing countries. Teachers are an important component in education, but they often lack adequate training and support.

In the future, education is expected to be more inclusive and adaptive to changing times. Technologies such as online learning and artificial intelligence will play an important role in creating a more flexible and personalized education system. In addition, character education and 21st century skills, such as creativity, collaboration and problem solving, will be increasingly emphasized to prepare the younger generation to face global challenges,(11).

An effective teaching method is collaborative learning by encouraging cooperation between students through group activities and collaborative projects. This helps students learn from each other and improve communication skills,(12). Project-based learning by giving students long-term projects that require research, planning, and presentations in English. This project provides a real and challenging context for language use. Constructive feedback applies to providing specific and constructive feedback to help students understand strengths and areas that need improvement in their use of English. Authentic use of materials by using original materials such as articles, videos and audio from English language sources. This helps students get used to the language used in real contexts,(13).

English language proficiency includes the ability to listen, speak, read, and write in English. Improving English language proficiency learning outcomes aims to develop these skills effectively, so that students can use English confidently and competently in a variety of contexts,(14).

Improving English language proficiency learning outcomes requires a combination of effective teaching strategies, use of technology, and appropriate assessment,(15). With a communicative and integrative approach, as well as a focus on practical and authentic activities, students can develop their English skills better. Existing challenges can be overcome with creativity and dedication from teachers, as well as support from schools and parents. In this way, students can achieve the English language proficiency necessary to succeed in a global world,(16). English is an international language used in various fields such as education, business, technology and global communications,(17). Proficiency in English opens up many opportunities, including access to global information, career advancement, and the ability to

communicate with people from various cultural backgrounds,(18). To improve English language proficiency learning outcomes, some strategies that can be implemented include, Communicative Approach. Focus on using language to communicate in real situations. Students are encouraged to participate in conversations, discussions, and other interactive activities.

Content-based learning uses material from various scientific disciplines to teach English,(19). Students study English while studying other content such as science, history, or art. Task-based learning, using practical tasks that require the use of English. Examples include projects, presentations, and role plays,(20). An integrative approach (integrated skills approach) combines the teaching of listening, speaking, reading and writing skills in one learning activity. This helps students see how these skills are related and used together. Use of technology, utilizing digital tools and resources such as language learning applications, online learning platforms, videos, and social media to make learning more interesting and interactive.

Flipped learning is an innovative learning model that utilizes technology to increase learning effectiveness,(21). By changing the traditional way of teaching, flipped learning allows for a more productive and immersive use of class time,(22). Although it faces several challenges, with good preparation and appropriate use of technology, flipped learning can provide significant benefits in increasing student engagement and understanding. Flipped learning is an innovative learning model that can improve student learning outcomes by maximizing class time for interactive and collaborative activities. Although it faces some challenges, with the right strategies and adequate support, flipped learning can be an effective tool in improving conceptual understanding, student engagement, and the development of 21st century skills,(23). Flipped learning or inverted learning is a learning model that changes the traditional way of teaching and learning.

In this model, learning material that is usually given in class (such as lectures or presentations) is studied first by students at home via videos, podcasts, or reading materials,(24). Class time is then used for more interactive activities such as discussions, group work, problem solving, and practical projects,(25). The basic concept of flipped learning consists of two main stages, namely independent learning at home, Students access learning material before class meetings,(26). This can be done through videos recorded by the teacher, online resources, or reading materials. The second concept of interactive activities in class, class time is used to deepen understanding through more practical and collaborative activities. The teacher acts as a facilitator who helps students apply the concepts they have learned at home,(27).

Flipped learning offers a variety of benefits for both students and teachers. Some of these benefits include deeper learning, better interaction, efficient use of time, individual support, 21st century skills,(28). Students can learn at their own pace and repeat material as much as they need at home, so that class time can be focused on deeper understanding,(29). Classroom activities become more interactive and collaborative, allowing students to become more involved in discussions and group work.

Class time is used more effectively for activities that support active learning and application of concepts. Teachers can provide more personal attention to students who need additional help during class activities. Flipped learning encourages the development of important skills such as critical thinking, communication, collaboration, and problem solving.

Challenges in implementing flipped learning, although it has many benefits, flipped learning also faces several challenges, namely access to technology, teacher readiness, student discipline, and quality of material. Not all students have adequate access to devices and the internet at home, which can be an obstacle in accessing learning materials. Teachers need to prepare learning materials well and adapt to their new role as facilitators. This model requires discipline from students to independently access and study the material before class,(30). It is important to ensure that the learning materials provided at home are of good quality and support good understanding,(31).

Stages of successfully implementing flipped learning, several steps that can be followed include material preparation, a teacher must prepare learning materials that are interesting and easy to access, such as videos, presentations and readings. Instructions must be clear, give students clear instructions on how to access and study the material at home,(32). Design class activities, design class activities that are interactive and focus on applying concepts, discussions and group work. Evaluation and feedback, teachers provide regular evaluation and feedback to ensure students understand the material well. Use of technology, utilizing online learning platforms and collaboration tools to support the flipped learning process,(33).

A simple example of how flipped learning can be applied in a classroom. In pre-class activities, the teacher uploads videos explaining mathematical concepts to the online learning platform. Students are asked to watch the video and take notes. In class activities: students are divided into small groups to solve more complex practice problems. Teachers walk around to provide guidance and answer questions. In post-class activities: students are given individual assignments to work on small projects that apply the concepts they have learned, and the results are discussed at the next meeting,(34).

A teacher's strategy for implementing flipped learning must create videos and learning materials that are interesting, clear and appropriate to the learning objectives,(35). This material must be able to explain concepts in a way that is easy to understand and attracts students' attention. Teachers can take advantage of online learning platforms and digital tools that facilitate easy access to learning materials as well as interaction between students and teachers.

Teachers design class activities that focus on applying concepts, such as group discussions, collaborative projects, case studies, and role plays. These activities should encourage students to think critically and apply their knowledge. Teachers provide regular and constructive feedback to students about their progress.

Use a variety of evaluation tools to monitor student understanding and engagement,(36). Then the teacher gives students flexibility in accessing learning materials according to their needs, and provides additional help for students who need more support. Apart from that, teachers also involve parents in the learning process by giving them an understanding of the flipped learning model and how to support their children at home.

## METHODOLOGY

The method applied in this study is a systematic literature review. The data resources used to search for international journal papers are Scopus, Web of Science, Science Direct, and PNRI Journal. The data collection process includes searching for journal articles using a journal search engine. The article search and narrowing started from 250 international articles then narrowed down to 500, then narrowed down again to 100, after that a review and selection was carried out to 40 articles. These 40 articles were reviewed and then the results of the review

were presented in the form of a systematic literature review. To get a specific and ideal number of journals,(37). Each article in the journal undergoes an in-depth filter review which is used for article selection, starting from the most general to the most specific in the first stage regarding similarity of topic, type of article, year of publication, journal publisher, quartile in Scopus, then number of pages. Systematic and complete to obtain important and comprehensive meaning in each article so that later it can be compared and studied with other articles. This search and filtering process is carried out comprehensively and in detail so as to obtain articles that are really good for use as sources for systematic literature reviews.

## RESULT AND DISCUSSION

### Result

Of the many articles regarding flipped learning, all have the same pattern of thinking regarding the content of the research, that flipped learning is the right technique to use in increasing proficiency in the process and learning outcomes further in the world of education. Flipped learning plays an important role in English education by improving students' communication, listening, reading and writing skills. This model allows for more effective and interactive use of class time, and increases student motivation and engagement. Despite some challenges, with the right preparation and adequate support, flipped learning can be a very effective strategy in teaching English.

Flipped learning has become a popular learning model in various fields, including English education,(38). This method utilizes technology to move direct instruction outside the classroom and transform class time into interactive sessions that focus on mastering material through practice and application.

### Discussion

In this day and age, various learning methods and techniques have been discovered starting from ancient times. A teacher can easily choose various techniques to use as tools to achieve learning goals. Learning using flipped learning techniques can improve deep learning communication skills. With theoretical material studied at home, class time can be used for intensive speaking and listening practice,(39). Students can practice conversations, group discussions, and simulated real-life situations that improve their communication skills.

Apart from that, there is also an increase in participation, flipped learning encourages students to actively participate in class activities, so that they use English more often in communicative contexts. The next role is on Listening Skills Development,(40). Firstly access to authentic materials, students can listen to English audio or video materials at home, which gives them more exposure to diverse accents, intonations and vocabulary. Apart from that, repetition can be done more flexibly. Students can replay the listening material as many times as they need to understand the content, which is difficult to do in a traditional classroom setting,(41).

The next benefit of using the flipped learning technique concerns improving reading and writing skills. Learning can be done in a directed manner. Students can read articles, stories, or other materials at home, then use class time to discuss content, structure, and writing style,(42). This helps them develop critical reading and analytical skills. In addition to immediate feedback, Students can write essays or other assignments at home and then receive immediate feedback in class, which helps them correct mistakes and improve the quality of their writing,(43).

Basically, with flipped learning, the use of class time becomes more effective. Class time is used for practical activities such as role-playing, debates, group projects, and presentations,(44). This activity gives students the opportunity to apply their knowledge in more real-life situations. Students work together in groups to complete assignments, which develops their collaborative and social skills and enriches learning through interactions with their peers.

In addition to student motivation and engagement, a more engaging approach, video materials and interactive activities make learning more interesting compared to traditional lecture methods. This can increase students' motivation to learn. Flipped learning encourages students to take an active role in their own learning, which can increase their involvement and responsibility for the learning process. Students can study at their own pace at home, which helps those who need more time to understand the material. In class, activities can be adapted to suit different learning styles, be they visual, auditory, kinesthetic, or a combination of these.

Although flipped learning offers many benefits, such as deeper and more interactive learning, there are several drawbacks that must be overcome for successful implementation,(45). Unequal access to technology, teacher readiness and skills, and student motivation and discipline are some of the main challenges. With proper attention and support, these weaknesses can be minimized, so that flipped learning can become an effective and efficient learning model. Flipped learning is an educational model that changes the traditional structure of teaching by moving theoretical learning activities outside the classroom and practical activities into the classroom. Even though it has many benefits, there are several weaknesses that need to be considered in implementing this model. These weaknesses include unequal access to technology. The digital divide includes not all students having equal access to technology such as computers, tablets, or stable internet connections. This can hinder their ability to access learning materials at home. Inadequate equipment: Some students may only have access to inadequate devices, such as mobile phones with small screens, which can make it difficult for them to access more complex learning content.

Apart from that, there are aspects of teacher readiness and skills. Teacher training is needed, possibly requiring additional training to create and manage online learning materials as well as to adapt classroom teaching methods. Material development also needs to be done wisely. Making quality videos and learning materials requires time and special skills, which can be an additional burden for teachers. The next aspect is student discipline and motivation,(46). The flipped learning model requires students to study independently at home, which can be a challenge if they do not have good self-discipline,(47). Students who are less motivated may not access or learn the material at home, which can ultimately affect their performance in the classroom,(48).

The quality and consistency of the material is also an aspect that can be a weakness. The quality of videos and materials created by teachers can vary, which can affect the effectiveness of learning,(49). Maintaining consistency and high standards for all learning materials can be a challenge, especially in schools with many teachers,(50). Apart from that, class management is also a part that can become a weakness. Class time must be designed well to ensure deep and interactive activities. Without proper planning, classes can become unstructured and less effective,(51). Teachers must be able to effectively monitor and evaluate student progress, which can be difficult if students are not actively engaged in learning at home. In addition to the added workload being a challenge in itself, creating and managing digital content, as well as planning interactive classroom activities, can add to a teacher's workload. Students may feel

burdened with additional assignments at home, especially if they have already busy schedules. As support for infrastructure needs that must be adequate,(52). Students need a conducive learning environment at home, which may not always be available, especially in homes with many distractions or limited space. Schools need to provide adequate technical support to overcome technology problems that students and teachers may encounter.

## CONCLUSION

The spread of flipped learning has been going on for a decade so that every year it gets continuous improvements by writers and researchers. So this makes flipped learning a learning technique that is continuously undergoing a revolution regarding scientific information and the curriculum.

The current study carries out an assessment through a systematic review to decide whether or not it is necessary to use flipped learning from various points of view, both from the perspective of a teacher and the perspective of a student. Apart from that, it is also to examine the advantages and disadvantages of the flipped learning technique for learning.

Then this study aims to perfect the flipped learning technique so that it is hoped that the flipped learning technique will continue to develop, be easier to use, and be more interesting to apply to the learning process. This study also explains the challenges and limitations that often occur when educators apply flipped learning techniques in learning.

Supporting facilities and infrastructure used in the flipped learning technique such as computers, laptops and cell phones have a main supporting role in the flipped learning technique. Overall, based on the review of this study, it shows that flipped learning can bring better learning skills and learning outcomes.

## Reference

- 1) Triarisanti R, Lubis AH, Ansas VN. Can Technology-Enhanced Flipped Learning Instill Character Education? Indonesian Undergraduate Efl Students' Perceptions. *English Review: Journal of English Education*. 2022 Oct 30; 10(3):771–82.
- 2) Oraif I. An Investigation into the Impact of the Flipped Classroom on Intrinsic Motivation (IM) and Learning Outcomes on an EFL Writing Course at a University in Saudi Arabia Based on Self [Internet]. Available from: <https://www.researchgate.net/publication/366249538>
- 3) Khodabandeh F. Exploring the viability of augmented reality game- enhanced education in WhatsApp flipped and blended classes versus the face-to-face classes. *Educ Inf Technol (Dordr)*. 2023 Jan 1; 28(1):617–46.
- 4) Rahamat R, Aini K, Jiri M. Malaysian Teachers' Beliefs and Readiness: Implications for the Development of Contextual Flipped Classroom Framework [Internet]. Available from: <https://www.researchgate.net/publication/356746077>
- 5) Monjurul Islam M, Hoque S, Tunku Abdul Rahman U, Farahdina T, Shamsul Hoque M, Islam M, et al. Saraswathy Thurairaj Flipped classroom pedagogy in higher education in EFL con-texts: Findings and implications for further research. 2023; Available from: <https://www.researchgate.net/publication/375558337>

- 6) Ismail Chaqmaqchee ZA. Flipped Teaching A Trend for Students Learning in Higher Education. *Koya University Journal of Humanities and Social Sciences* [Internet]. 2021; 4(1):144–50. Available from: <https://jhss.koyauniversity.org/index.php/jhss/article/view/388197-15997414836216-6220>.
- 7) Li Z, Li J. Using the Flipped Classroom to Promote Learner Engagement for the Sustainable Development of Language Skills: A Mixed-Methods Study. *Sustainability (Switzerland)*. 2022 May 1; 14(10).
- 8) Ghahramani A, Salimi G, Mohammadi M, Heidari E. Team-based and Collaborative Learning Studies in Flipped Classrooms: A Scoping Review in Higher Education 7 Publications 2 Citations See Profile. Article in *Interdisciplinary Journal of Virtual Learning in Medical Sciences* [Internet]. 2023; Available from: <https://www.researchgate.net/publication/368245942>
- 9) Diahyleva O, Yurzhenko A, Kononova O. Design of flipped classroom lesson in educational electronic environment of maritime higher education institutions. *Scientific Bulletin of Mukachevo State University Series “Pedagogy and Psychology.”* 2023 Jul 28; 9(3):45–53.
- 10) Al Afi A, Rao Naidu V. Students’ Perception of the Use of Learning Management System to Facilitate Flipped Learning Experience for English Language Teaching in Private Higher Education Institution in Oman: A Developmental Evaluation. *Arab World English Journal*. 2021 Jan 15; (2):360–77.
- 11) Babintseva E, Kartseva E, Spynu L, Tavberidze D. Flipped classroom as an innovative technology for blended learning of professional english in higher education institutions. *Revista on line de Política e Gestão Educacional*. 2023 Sep 28; e023056.
- 12) Johana M, Chango C. Modelo de Aula Invertida para el aprendizaje del vocabulario en Inglés Flipped Classroom model for English vocabulary learning Modelo de sala de aula invertida para aprender vocabulário em inglês. Vol. 21. 2997.
- 13) Zhang S. The Influence of Teachers’ Classroom Transformational Leadership on Chinese College Students’ English Learning—Taking the Flipped Classroom as an Example. *English Language Teaching and Linguistics Studies*. 2023 Aug 29; 5(3):p371.
- 14) Abdelghafar SMA, Fernández-Costales A, Domínguez JLB. Web quests To Promote Oral Comprehension and Reduce Anxiety in Flipped Learning and in Traditional English Classes: A Mixed Method Study. *RLA*. 2023; 61(1):93–116.
- 15) Garcia-Ponce EE, Mora-Pablo I. Challenges of using a blended learning approach: A flipped classroom in an English teacher education program in Mexico. *Higher Learning Research Communications*. 2020; 10(2):116–33.
- 16) Dong R. Exploring Teaching Evaluation of English Flipped Classrooms in Chinese Higher Education. Vol. 2023, *BCP Business & Management FMESS*. 2023.
- 17) Arapah E, Noor Arini D. Flipped Materials of Wetland Texts for English Teaching at Faculty of Teacher Training and Education, Lambung Mangkurat University [Internet]. Vol. 14. 2021. Available from: <https://bfl-definisi.blogspot.co.id/2016/12/arti-dari-kata-daring->



- 18) Hasumi T, Chiu MS. Technology-enhanced language learning in English language education: Performance analysis, core publications, and emerging trends. *Cogent Education*. 2024; 11(1).
- 19) Yang J, Valcke M. The Impact of a Flipped Classroom Design of an English as a Foreign Language Listening Course on Student's Self-Efficacy. In: *Edulearn23 Proceedings*. IATED; 2023. p. 4676–80.
- 20) Sharma P. Flipped Classroom: A Constructivist Approach [Internet]. Vol. 08, *International Journal of Research in Engineering, IT and Social Sciences*. 2018. Available from: <http://indusedu.org>
- 21) Wang Y, Zhou T. A Review of Application on Flipped Classroom in Chinese College English Teaching. 2022.
- 22) Radza R. Challenges faced by educators in the implementation of Flipped Classroom. *LingTera*. 2023 Nov 19; 10(2):35–43.
- 23) Du SC, Fu ZT, Wang Y. The Flipped Classroom-Advantages and Challenges. 2014.
- 24) Rapi NK, Suastra IW, Widiarini P, Widiana IW. The Influence of Flipped Classroom-Based Project Assessment on Concept Understanding and Critical Thinking Skills in Physics Learning. *Jurnal Pendidikan IPA Indonesia*. 2022 Sep 1; 11(3):351–62.
- 25) Sönmez N. Using flipped classroom model for developing speaking skills: An integrative review research. *Innovational Research in ELT* [Internet]. 2020 Dec 17; 1(1):10–20. Available from: <http://irelt.org/makale/1764>
- 26) Ahmed HOK. Flipped Learning As A New Educational Paradigm: An Analytical Critical Study. *European Scientific Journal, ESJ*. 2016 Apr 29; 12(10):417.
- 27) 1810-Article Text-4913-2-10-20220803.
- 28) Jeong KO. The use of Moodle to enrich flipped learning for English as a foreign language education. *J The or Appl Inf Technol* [Internet]. 2017; 95(18). Available from: [www.jatit.org](http://www.jatit.org)
- 29) ÜSTÜNBAŞ Z, İPEK ÖF. Investigation of contemporary instruction modes in EFL teaching: blended learning & flipped classroom. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*. 2021 Dec 21; (25):987–98.
- 30) Othman K binti, Abd. Rahman SF. Virtual Flipped Classroom: English as a Second Language (ESL) Learners' Decision-Making Styles in Academic Reading. *International Journal of Academic Research in Business and Social Sciences*. 2023 Mar 15; 13(3).
- 31) Shen Y. What's in, and what's out? A study of student choice of learning activities in a flipped EFL classroom. *Journal of China Computer-Assisted Language Learning*. 2023 Oct 13; 3(2):310–34.
- 32) Fisher R, Tran Q, Verezub E. Teaching English as a Foreign Language in Higher Education using flipped learning/flipped classrooms: a literature review. *Innovation in Language Learning and Teaching*. 2024;
- 33) Sharom K, Kew SN. A Conceptual Framework on Technology Integration in English Writing Flipped Classroom. *IOP Conf Ser Mater Sci Eng*. 2021 Feb 1; 1051(1):012010.

- 34) Birova L, Ruiz-Cecilia R, Guijarro-Ojeda JR. Flipped classroom in EFL: a teaching experience with pre-service teachers. *Front Psychol.* 2023; 14.
- 35) İbili E, Ölmez M, İbili AB, Bilal F, Cihan A, Okumuş N. Assessing the effectiveness and student perceptions of synchronous online flipped learning supported by a metaverse-based platform in medical English education: A mixed-methods study. *Educ Inf Technol (Dordr).* 2024;
- 36) Kravets O, Samborska N. The Use of Flipped Classroom Technology in the Process Of Professional Training of Future Teachers of English in Primary Schools. *Zhytomyr Ivan Franko state university journal Pedagogical sciences.* 2023 Dec 27; (3(114)):198–211.
- 37) Wu S, Wang F. Artificial Intelligence-Based Simulation Research on the Flipped Classroom Mode of Listening and Speaking Teaching for English Majors. *Mobile Information Systems.* 2021; 2021.
- 38) Lin YC, Wu CI. Investigation of Flipped-classroom in Engineering EMI Course: University EFL Students' Learning Experience. 2024; Available from: [www.preprints.org](http://www.preprints.org)
- 39) Ivanytska N, Dovhan L, Tymoshchuk N, Osaulchyk O, World English A, Hasen Allehaiby W, et al. Assessment of Flipped Learning as an Innovative Method of Teaching English: A Case Study Arab World English Journal *ية يف ال عامل العرب Arab World English Journal ال لغة الان لكزي ال عرب ال لغة ال عامل ال عامل* Journal (AWEJ) [Internet]. 2021; 12:1–2. Available from: [www.awej.org](http://www.awej.org)
- 40) Sharom K, Na KS. The Effects of the Flipped Classroom on Primary School Students' Writing Performance in English. *International Journal of Computer-Assisted Language Learning and Teaching.* 2022 May 26; 12(1):1–22.
- 41) Yalçın I. Flipped Learning in English Language Teacher Training Classes [Internet]. Available from: <https://www.researchgate.net/publication/369912987>
- 42) Ivanytska N, Dovhan L, Tymoshchuk N, Osaulchyk O, Havryliuk N. Assessment of Flipped Learning as an Innovative Method of Teaching English: A Case Study. *Arab World English Journal.* 2021 Dec 15; 12(4):476–86.
- 43) Ammade S, Rahman AW, Nurhasanah N. Students' Cognitive Engagement and Academic Performance in A Flipped Classroom Model in Outstanding Class Program. *JINoP (Jurnal Inovasi Pembelajaran).* 2023 May 31; 9(1). 36268-ArticleText-120070-1-10-20230717.
- 44) Sa W, Dan L, Juan D, Fei Y, Wei W. An English Flipped Classroom Teaching Model Based on Big Data Analysis. *Comput Intell Neurosci.* 2022; 2022.
- 45) Alamuri SN. Outlining the Emerging Paradigms in ELT: Blended Learning & Flipped Classroom in wake of the Pandemic [Internet]. Available from: <https://www.researchgate.net/publication/375584519>
- 46) Wang H, Chen M. Application of the Flipped Classroom Mode under Few-Shot Learning in the Teaching of Health Physical Education in Colleges and Universities. *Comput Intell Neurosci.* 2022; 2022.

- 47) Fazlyna A, English O, Rahamat R, Aini K, Jiri M. Developing flipped classroom learning framework for ESL learners in Malaysia: A feasible idea [Internet]. Available from: <https://www.researchgate.net/publication/357766748>
- 48) Hung HT, Yeh HC. Augmented-reality-enhanced game-based learning in flipped English classrooms: Effects on students' creative thinking and vocabulary acquisition. *J Comput Assist Learn.* 2023 Dec 1; 39(6):1786–800.
- 49) Parati T, Said MNHM, Hanid MFA. Assessing the Effects of Flipped Classroom to the Primary Pupils' English Learning Performance. *International Journal of Learning, Teaching and Educational Research.* 2023 Oct 1; 22(10):1–17.
- 50) Cao Z. *International Journal of Education and Humanities Exploration on the Application Status of Flipped Classroom in High School English Teaching in the Era of "Internet +."*