The integration of flipped learning classroom methods on ELT

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Abstract - This study aims to explore the effectiveness of the Flipped Classroom method in improving English writing skills among students. The Flipped Classroom approach enables students to study theories and key concepts independently through videos and online materials before class. Classroom time is then used for active discussions, writing exercises, and direct feedback. This model is designed to address the limitations of traditional teaching, which often fails to allocate sufficient time for intensive writing practice. The approach also promotes learner autonomy and aligns with 21st-century educational goals that prioritize student-centred learning, critical thinking, and active participation. This research adopts a qualitative descriptive method through a systematic review of relevant literature on flipped learning in English Language Teaching (ELT). The review covers studies selected from five online databases, focusing on those that specifically examine writing skill improvement through the flipped classroom model. The materials include journal articles, case studies, and experimental research conducted primarily in higher education contexts. The analysis of the selected studies indicates that the flipped classroom model contributes positively to the development of students' writing skills. Students benefit from extended exposure to writing tasks and immediate feedback during class. The use of technology, multimedia resources, and interactive tasks fosters learner engagement and supports diverse learning styles. Additionally, the model encourages higher-order thinking and the development of critical analysis skills. The Flipped Classroom method is an effective pedagogical innovation for improving writing skills in ELT. It enhances student engagement, promotes active learning, and provides meaningful opportunities for practice and feedback. Despite some challenges such as technological access and teacher preparedness, flipped learning offers a promising framework that supports the goals of modern education and long-term language proficiency.

Keywords: flipped classroom, writing skills, English learning, information and communication technology, learning motivation.

1. Introduction

The integration of flipped learning methodologies into English Language Teaching (ELT) represents a significant shift in the way educators approach the teaching and learning of English. This pedagogical innovation aligns closely with the evolving demands of 21st-century education, where the focus is on developing students' critical thinking, collaboration, and independent

learning skills. In this context, flipped learning is not merely a trend, but a reflection of a broader shift towards student-centred learning and the personalization of education. It has emerged as a transformative tool for enhancing language acquisition, offering learners more opportunities to practice and apply their English skills in meaningful, real-world contexts.

Flipped learning, at its core, inverts the traditional model of education. In a conventional classroom setting, the teacher delivers the majority of the content during class, while students are expected to complete assignments and review materials outside of class. In contrast, flipped learning changes this structure by delivering instructional content outside of the classroom — typically through pre-recorded lectures, video podcasts, or reading materials. Classroom time, which traditionally focused on lectures, is instead devoted to interactive activities, such as discussions, problem-solving tasks, group projects, and peer collaboration. This approach allows students to engage with content at their own pace and come to class prepared for deeper, more meaningful interactions with their peers and teachers.

The benefits of flipped learning for ELT are numerous. One of the key advantages is that it allows for more personalized learning experiences. In a traditional classroom, teachers often struggle to address the diverse needs of their students, as they are bound by time constraints and the need to cover a prescribed syllabus. However, flipped learning empowers students to engage with instructional materials on their own terms. They can watch video lectures multiple times, pause to reflect on difficult concepts, or seek additional resources when needed. This self-paced learning process is particularly beneficial in language acquisition, where repetition, review, and gradual exposure to new concepts are crucial for mastering new vocabulary, grammar, pronunciation, and listening skills.

Additionally, the flipped classroom model encourages greater student autonomy and responsibility. By giving students the opportunity to learn content outside of the classroom, flipped learning nurtures a sense of ownership over their learning process. Students are encouraged to take responsibility for managing their time, setting learning goals, and reflecting on their progress. This shift from a passive receiver of knowledge to an active participant in the learning process is empowering, as it fosters a deeper level of engagement and a more lasting understanding of the material. This autonomy is particularly useful in English language teaching, where students must practice regularly to reinforce new skills and improve their proficiency.

The increased in-class time for interactive activities is another compelling feature of flipped learning. Rather than spending class time lecturing, teachers can design activities that promote collaborative learning, such as group discussions, debates, role-playing exercises, and peer feedback sessions. These activities encourage students to use English in authentic, real-world contexts, providing opportunities for students to practice speaking, listening, and critical thinking skills. In contrast to the traditional classroom model, where students often have limited opportunities to speak or engage in conversations, flipped learning creates a dynamic environment where communication and interaction are central to the learning experience. This emphasis on active language use helps students build confidence in their speaking and listening abilities, while also developing their critical thinking and problem-solving skills in English.

Moreover, flipped learning also supports differentiated instruction, which is particularly important in language classrooms where students often have varying levels of proficiency. In traditional classrooms, teachers may find it challenging to cater to the needs of both advanced and beginner learners simultaneously. However, by using flipped learning techniques, teachers can offer tailored resources that meet students where they are. For example, advanced learners may be given more complex materials to engage with outside of class, while beginner learners may be provided with simpler, foundational resources. In the classroom, teachers can then focus on providing targeted support for students, whether that means offering additional guidance for struggling students or providing advanced learners with more challenging tasks to further develop their language skills. This personalized approach ensures that all students can progress at their own pace, without feeling left behind or unchallenged.

The flipped learning model also encourages the development of critical thinking skills, which are vital in today's information-rich world. By engaging with content before class, students are able to come to class prepared with questions, ideas, or challenges to discuss with their peers. Classroom activities can then focus on analysing, synthesizing, and evaluating the content, rather than just passively absorbing information. This aligns with the goals of ELT, which are not only to teach language skills but also to foster students' ability to think critically and communicate effectively in English. In this way, flipped learning helps students become more independent thinkers who are capable of using English to analyse, critique, and solve problems in a variety of contexts.

The concept of flipped classrooms is not entirely new, and it has been popularized through the efforts of educators like Jonathan Bergmann and Aaron Sams (Bergmann & Sams, 2012). These pioneers of the flipped classroom model utilized screen-casting and video podcasting to deliver content for their high school science classes. Their innovative approach, which they dubbed "Reverse Instruction," demonstrated how technology could be used to enhance student engagement and improve learning outcomes. By freeing up classroom time for collaborative exercises, their students were able to develop a deeper understanding of the material, moving beyond rote memorization to truly comprehend and apply scientific concepts. As a result, flipped learning has since gained significant attention in various educational fields, including ELT, where its potential to improve language acquisition has been widely recognized.

Bergmann and Sams' (2012) work also highlights the power of technology in modern education. In today's digital age, students have access to a wide range of online resources, including video lectures, podcasts, and interactive websites, that can supplement classroom learning. These resources not only provide students with diverse perspectives and learning materials, but they also allow them to engage with content at their own pace, further enhancing their understanding of the material. The integration of technology into flipped classrooms also allows for greater flexibility, as students can access content anytime and anywhere, making learning more convenient and accessible.

The integration of flipped learning methodologies into English Language Teaching offers numerous benefits, including increased student engagement, personalized learning experiences, and opportunities for deeper language practice and critical thinking. As educational practices continue to evolve, flipped learning stands out as a powerful tool for promoting active, student-centred learning that prepares students for success in the 21st century. The continued exploration and implementation of flipped learning in ELT classrooms promise to reshape how English is taught and learned, offering exciting possibilities for both educators and students alike. The significance of this study lies in its potential to address the challenges faced in traditional ELT settings, where teacher-led instruction and rote memorization often dominate, hindering students' ability to develop communicative competence. By exploring the integration of flipped learning in ELT, this research aims to provide valuable insights for educators and policymakers seeking to innovate teaching practices and better prepare students for global communication in an increasingly interconnected world.

Moreover, the study seeks to understand the role of technology in supporting the effectiveness of flipped classrooms in English language learning, as well as identify the most effective learning media used in such settings to improve English speaking skills. Given the rapid advancements in educational technology and the increasing accessibility of digital tools, it is imperative to examine how these resources can be leveraged to enhance language learning outcomes. Research on the integration of flipped learning in ELT has demonstrated its potential to improve language learning outcomes significantly. Studies have shown that flipped learning enhances student engagement, fosters a deeper understanding of language concepts, and promotes the development of autonomous learning skills. For instance, learners exposed to flipped classrooms often exhibit improved performance in speaking, listening, and critical thinking, as they have more opportunities to practice and receive personalized feedback during class time. Moreover, the method encourages collaboration and peer interaction, which are essential for language acquisition (Ngo & Yunus, 2021).

In a study conducted by Adnan (2017), the integration of the flipped classroom model into a senior-level course at the higher education level was examined. The findings indicated that students in the flipped classroom received significantly higher essay scores compared to those in the non-flipped group, suggesting that the flipped approach can enhance certain aspects of academic performance. Additionally, qualitative data revealed largely positive perceptions and satisfying learning experiences among students in the flipped classroom (Adnan, 2017).

The book under review offers a well-structured approach to exploring classroom interaction, with a particular focus on how language operates within the teaching and learning process (Wajdi, 2018). It presents a detailed framework for analysing verbal exchanges between teachers and students, emphasizing the significance of questioning strategies, turn-taking, and discourse roles in facilitating language acquisition. The strength of the work lies in its integration of theory with practical classroom observation, making it highly relevant for both researchers and practitioners in applied linguistics. Although the scope is limited to language classrooms, the model it proposes is adaptable and encourages reflective teaching practices. The clarity of explanation and emphasis on discourse as a pedagogical tool make the book a valuable resource in teacher education and classroom-based research (Wajdi, 2018).

Kawinkoonlasate (2019) discussed the integration of the flipped classroom technology approach to develop English language skills of Thai EFL learners. The study highlighted the significance of applying the flipped classroom approach for instructors and language skill development in learners, emphasizing the need for careful planning and sufficient time to prepare video materials, pre-class assignments, and classroom activities. The research also underscored the importance of support from administrators and academic departments to ensure smooth implementation.

Based on the context described above, this systematic literature review aims to synthesize the existing literature on flipped classroom systems in different countries and the factors behind them. The research seeks to address the following questions: (1) How effective is the flipped classroom method in improving students' speaking skills in English language learning? (2) What is the role of technology in supporting the effectiveness of flipped classrooms in English language learning? (3) What is the most effective learning media used in flipped classrooms to improve English speaking skills?

2. Method
2.1 Method of Data Collection

This study employed a systematic literature review following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines as outlined by Moher et al. (2009). The aim was to collect and examine empirical studies related to the application of the Flipped Classroom (FC) method in English Language Teaching (ELT), particularly in writing instruction. A comprehensive search strategy was developed using carefully selected keywords relevant to the research topic to ensure the inclusion of high-quality, relevant sources.

The sample for this study consisted of systematically selected empirical studies and scholarly articles. Inclusion criteria were based on the studies' relevance to the research objectives and their direct application to English writing instruction using the Flipped Classroom approach. Articles had to be published between 2015 and 2024, written in English, fully accessible, and found on platforms such as *ScienceDirect*, *Mendeley*, and *PubMed*. Studies were excluded if they did not address flipped classrooms in the context of learning, if they focused solely on student populations without analysing instructional methods, or if they were survey-based or meta-analyses.

The selection process began with an initial search using a predefined keyword list (Ayu et al., 2023). Titles were first screened for relevance, and relevant citations were saved using *Mendeley Desktop* (version 1.19.8). Duplicate entries were removed using Mendeley's built-in tools. Next, abstracts were read and evaluated based on the inclusion criteria. Articles lacking sufficient relevance or information were excluded. Finally, full texts of the remaining articles

were reviewed to determine the final selection for inclusion in this study.

This method ensured a structured and transparent selection of literature to provide an evidence-based evaluation of the effectiveness of the Flipped Classroom model. As described by Milyardi et al. (2023), the FC model is a form of blended learning in which students are required to engage with learning materials (typically videos) through a Learning Management System (LMS) before attending face-to-face sessions. The flexibility of this model is especially useful for learners with busy schedules, as content can be accessed online anytime.

2.2 Technique of Analysis

The selected articles were analysed thematically using qualitative data analysis. Each study was reviewed in terms of its context, methodology, population, instructional design, and outcomes. The focus of the analysis was on identifying patterns, trends, and impacts of the Flipped Classroom method on students' performance in English writing instruction.

Articles were coded according to recurring themes such as learner engagement, instructional efficiency, digital tool integration, and academic improvement. Studies were also evaluated for their methodological quality and practical relevance to classroom instruction. Thematic synthesis allowed for an in-depth understanding of how and why the Flipped Classroom model contributes to learning outcomes.

In addition, insights from studies that employed platforms such as *Moodle* (Ceideiño et al., 2021) and highlighted the positive effects of FC on student achievement (Heidiani, 2024) were integrated. Consideration was also given to the role of educational media and technology in enhancing the learning process (Habib & K, 2024). This structured analysis enabled the researcher to draw meaningful conclusions about the effectiveness of FC in ELT contexts.

3. Results and Discussion

3.1 Results

This systematic review aimed to explore and analyse the integration of flipped learning classroom methodologies in the context of English Language Teaching (ELT). The review was conducted through a meticulous analysis of literature sourced from five reputable online research databases. These databases were selected due to their extensive coverage of educational research and their reliability in providing peer-reviewed and scholarly works. The comprehensive search yielded a total of **1,025** articles, which initially appeared to be relevant to the study's objectives.

Following the initial search, a rigorous process of removing duplicate entries was carried out. Subsequently, a screening of titles and abstracts was performed to further refine the selection. As a result of this screening process, **1,018** studies remained. These studies were considered potentially relevant and warranted a more detailed review. In the next stage, full-text articles were retrieved and assessed based on predetermined eligibility criteria, including relevance to flipped learning in ELT, methodological rigor, language of publication, and empirical data. After a thorough evaluation, **31 full-text articles** were shortlisted for eligibility. Out of these, **9 studies** met all inclusion criteria and were selected for in-depth analysis and synthesis.

The primary goal of this review was to examine how flipped learning methodologies are being integrated into English Language Teaching and how these methods influence the teaching-learning process. Particular attention was given to the roles played by teachers, the methodological activities or strategies implemented, the technological tools used, and the overall outcomes of these practices. As noted by **Altas & Meidei (2021)**, the shift toward flipped classrooms in ELT necessitates a re-evaluation of traditional pedagogical roles and calls for innovative strategies that place learners at the centre of the educational process.

The selected studies shared several common features. Most notably, the majority of the research was conducted in **higher education settings**, such as universities and teacher-training institutes. These settings were chosen likely due to their increased capacity for technological integration, more mature learner populations, and institutional flexibility to adopt innovative pedagogical approaches.

Methodologically, a significant number of the studies employed **quasi-experimental designs**, which allowed for comparative analyses between traditional and flipped classrooms.

These designs typically included pre- and post-tests, control and experimental groups, and both quantitative and qualitative data analysis. The focus on quasi-experimental designs demonstrates an intention to not only implement flipped learning but also to evaluate its impact on learner outcomes in a structured and scientific manner.

The theoretical framework underpinning most of the studies was **constructivist learning theory**, which emphasizes learner autonomy, active participation, and the construction of knowledge through experience and interaction. This framework aligns well with the flipped learning model, which repositions the teacher as a facilitator rather than a knowledge transmitter, and redefines the classroom as a space for collaboration and higher-order thinking (Hava, 2024).

A notable feature across the studies was the **extensive use of technology** to support flipped learning environments. Various **Learning Management Systems (LMS)** such as Moodle, Google Classroom, and Edmodo were utilized to distribute instructional content and manage student engagement. Instructional materials commonly included **pre-recorded video lectures**, **online quizzes**, **digital readings**, and **interactive discussion forums**. These platforms allowed for asynchronous learning, enabling students to review content at their own pace and return to materials as needed for reinforcement.

The integration of multimedia was highlighted as a major strength of flipped learning in ELT. Videos, animations, infographics, and audio recordings were employed to deliver content in diverse and engaging ways, catering to different learning styles. These materials were designed to be clear, concise, and pedagogically sound, often incorporating subtitles, visual aids, and real-life language use scenarios. Such tools played a critical role in developing listening and reading comprehension, vocabulary acquisition, and pronunciation skills.

The review of the selected studies revealed multiple **positive outcomes** associated with the implementation of flipped learning in ELT classrooms. According to **Arslan (2020)**, learners showed marked improvements in language proficiency, particularly in the areas of **writing, speaking, and overall academic performance**. The flipped model's ability to free up classroom time for interactive and communicative activities was instrumental in this regard. With less time devoted to passive content delivery, learners could actively engage in **peer discussions**, **group work**, **simulations**, and **role-playing exercises**—all of which provided rich opportunities to practice language in authentic contexts.

Hava (2024) emphasized that the flipped classroom facilitated more dynamic and communicative in-class sessions, which contributed to better language retention and fluency. Students became more comfortable speaking in English, engaging in debates, and providing peer feedback. The structured yet flexible environment allowed learners to revisit pre-class materials as often as needed, while classroom time was optimized for interaction and personalized teacher support.

Another key finding was the **positive impact on student motivation and participation**. According to Kernagaran and Abdullah (2022), the inclusion of **interactive tasks and multimedia content** contributed to higher levels of student interest. Learners felt more involved in their learning processes and appreciated the autonomy and flexibility the model provided. The ability to learn at their own pace, review materials on demand, and participate in classroom activities more confidently fostered a more inclusive and supportive learning environment.

Flipped learning was also found to promote **critical thinking and higher-order cognitive skills**. As noted by Rahmatika et al. (2024), students were often required to reflect on content before class, respond to analytical questions, and engage in discussions that demanded evaluation, synthesis, and problem-solving. These tasks encouraged deeper learning and the application of language skills beyond rote memorization, enhancing the overall quality of language education.

Additionally, **student autonomy** was significantly improved in flipped classrooms. Students learned to take more responsibility for their own learning journeys. They engaged with materials proactively, came to class better prepared, and participated more actively in

collaborative tasks. This independence is essential in language learning, where consistent practice and exposure are vital to mastery.

Despite the numerous advantages, several **challenges** associated with the implementation of flipped learning in ELT were also identified. One of the most commonly reported issues was **technological barriers**, particularly in contexts where access to reliable internet, digital devices, and technological infrastructure was limited. In such cases, students struggled to access instructional videos or participate in online activities, undermining the model's effectiveness (Kernagaran & Abdullah, 2022). These technological limitations disproportionately affected learners from rural or economically disadvantaged backgrounds, raising concerns about **equity and accessibility**.

Another prominent challenge was **teacher preparedness**. While the flipped learning model requires significant planning, creativity, and technical expertise, many educators lacked the necessary training and support. Arslan (2020) pointed out that some teachers felt overwhelmed by the demand to create high-quality digital content and redesign their classroom activities. Inadequate professional development opportunities and limited institutional support further compounded these challenges, resulting in inconsistent implementation and suboptimal outcomes.

Student readiness was also highlighted as a potential barrier. Some students, especially those accustomed to traditional teacher-centred approaches, found it difficult to adapt to the **self-directed nature** of flipped learning. As reported by Rahmatika et al. (2024), students expressed feelings of confusion, procrastination, and anxiety when expected to independently engage with pre-class materials. Without clear guidance and scaffolding, some learners failed to complete pre-class tasks, thereby limiting the effectiveness of in-class activities. This underscores the need for gradual implementation and adequate orientation to prepare students for this new learning paradigm.

Additionally, issues related to **assessment and feedback** emerged in several studies. Teachers often found it challenging to monitor student engagement with pre-class materials and to assess learning outcomes effectively. While some LMS platforms provided analytics and tracking tools, they were not always reliable or easy to interpret. This made it difficult for instructors to provide timely and constructive feedback, which is crucial for language development.

The analysis of the nine selected studies provides a comprehensive overview of the current landscape of flipped learning in ELT. The following key findings were identified:

- Flipped learning supports **constructivist and student-centred learning**, promoting deeper engagement and active participation.
- Integration of **LMS and multimedia resources** enhances accessibility, flexibility, and learner motivation.
- Significant improvements were observed in **language skills**, particularly speaking and writing.
- Flipped classrooms fostered **critical thinking**, **autonomy**, and **responsibility** in students.
- Challenges included **technological constraints**, **insufficient teacher training**, and **student unfamiliarity** with self-regulated learning.

Overall, the systematic review reveals that flipped learning holds substantial potential for improving English Language Teaching, especially in higher education contexts where technological and institutional support is available. The method aligns well with contemporary educational goals by promoting autonomy, collaboration, and critical thinking. However, for successful implementation, it is imperative to address the challenges identified—particularly in terms of ensuring technological access, training teachers, and preparing students for self-directed learning. Future research should focus on longitudinal studies, the impact of flipped learning in primary and secondary education, and the development of best practice models to support both instructors and learners in diverse contexts.

3.2 Discussion

The findings of this systematic review underscore the potential of flipped learning to transform ELT by promoting active learning, enhancing language skills, and fostering learner autonomy. The alignment of flipped learning with constructivist principles supports its effectiveness in creating student-centred learning environments (Pongpanich, 2025).

However, successful implementation requires addressing the identified challenges. Providing adequate technological infrastructure, offering professional development for teachers, and preparing students for self-directed learning are crucial steps. Moreover, further research is needed to explore the long-term impacts of flipped learning in diverse educational contexts and to develop strategies for overcoming implementation barriers.

The study conducted a systematic literature review of 18 articles sourced from Google Scholar and the ERIC database to explore the use of the flipped classroom model in English language education. The findings indicated that the flipped classroom method has positive impacts on student engagement, motivation, and academic performance. However, a notable limitation of the review is the lack of depth in assessing the **contextual differences** across educational settings, such as variations in infrastructure, teacher readiness, and students' digital literacy. Additionally, while the review effectively categorizes data collection methods—such as surveys, questionnaires, focus groups, and learning analytics—it does not critically evaluate the **reliability or validity** of these tools across the different studies. The review also lacks a meta-analytic component, which could have strengthened its generalizability. Furthermore, the study does not adequately address potential biases in article selection or limitations in the databases used. Despite these shortcomings, the paper offers valuable insights into how flipped learning can reshape English language classrooms, particularly by encouraging active and learner-centred approaches (Ngo & Yunus, 2021).

The study examined the implementation of the flipped classroom model among first- and second-year university students in Spain, employing both descriptive and inferential quantitative methods to analyse its effectiveness. While the research effectively utilized tools such as surveys, questionnaires, and learning analytics to capture academic performance and student perceptions, it lacked qualitative depth in exploring the **students' lived experiences and classroom dynamics**. The inclusion of interviews was a strength; however, the study could have enhanced its methodological robustness by integrating longitudinal data to assess the long-term impact of flipped learning. Additionally, the research primarily focused on the benefits of active methodologies without adequately discussing the **challenges** faced by both instructors and students, such as technological accessibility, digital fatigue, or resistance to new learning formats. Despite these limitations, the study presents strong statistical insights that contribute to the growing body of literature advocating for innovative pedagogical approaches in higher education (Colomo-Magaña et al, 2020).

This study offers a comprehensive literature review on flipped learning, particularly within the context of English Language Teaching (ELT), with a focus on student-centred learning, constructivist theory, and digital integration. It effectively outlines both the **advantages and limitations** of the flipped classroom approach, highlighting improved learner flexibility and engagement. However, the review lacks empirical evidence and primary data, relying solely on existing literature without conducting any field-based validation. This limits the generalizability and applicability of its conclusions to real-world classroom settings. Additionally, while the study presents pedagogical frameworks and theoretical implications, it **underemphasizes challenges** such as digital divide issues, teacher readiness, and learner autonomy. The analysis would have been more impactful if it critically evaluated how cultural and institutional contexts influence the success of flipped classrooms. Despite these gaps, the review provides a strong theoretical foundation and reinforces the importance of well-designed activities, assessment strategies, and appropriate digital tools in implementing flipped learning effectively (Haghi, 2020).

This study introduces an innovative integration of the flipped classroom model with the "Working Process Systematization" (WPS) and BOPPPS teaching frameworks in the context of

bioengineering education in China. The experimental design provides a valuable comparison of traditional and blended instructional methods, demonstrating improvements in academic performance, critical thinking, and student satisfaction. However, while the findings are promising, the study could benefit from a more detailed account of the experimental controls and long-term retention outcomes. Moreover, the implementation context is highly specific, limiting its generalizability across different educational disciplines or cultural settings. The analysis also lacks qualitative insights from learners, which would have enriched understanding of how students perceive and adapt to such hybrid pedagogical models. Nonetheless, this study significantly contributes to the discourse on blended learning innovation by showing how structured instructional models can enhance the efficacy of flipped classrooms (Siqiang et al., 2024).

The study presents a descriptive and literature-based exploration of flipped classrooms in EFL/ESL contexts, emphasizing the role of technology integration and learner autonomy (Kawinkoonlasate, 2020). While it effectively outlines the benefits of e-resources in language learning, the lack of empirical evidence weakens the generalizability of the claims (Kawinkoonlasate, 2020). The study would be more robust with data-driven outcomes or learner-based feedback (Kawinkoonlasate, 2020).

By integrating the flipped and blended learning approach with traditional Chinese pedagogical methods, this study offers a unique perspective within the TPACK framework (Hu et al, 2024). Although it provides a comprehensive literature overview, it falls short of presenting empirical evidence to substantiate claims on teaching effectiveness and engagement (Hu et al, 2024). Further experimental validation is needed to assess real-world classroom applicability (Hu et al, 2024).

This quasi-experimental research successfully contrasts the flipped and traditional classroom models in enhancing writing skills, offering meaningful insights into self-regulated learning within ELT (Altas & Mede, 2020). Despite the strong methodological design, a more detailed exploration of learner feedback and instructional adaptation strategies would enrich the findings (Altas & Mede, 2020). The study sets a strong precedent for future longitudinal investigations (Altas & Mede, 2020).

Targeting physical education, this experimental study highlights the positive impact of small group training with flipped methodology in tennis instruction (Seildas-García et al, 2023). While its contribution to talent development is commendable, the overlap in variables with ELT-focused research raises questions about the transdisciplinary adaptability of results (Seildas-García et al, 2023). The focus on physical skill assessment limits insights into cognitive or emotional development aspects (Seildas-García et al, 2023).

This class action study applies the flipped classroom model in a high school geography context, particularly focusing on GIS, mapping, and remote sensing (Khamid, 2022). By observing student activities and using post-tests, it presents a practical implementation of blended learning (Khamid, 2022). However, more rigorous control mechanisms and diverse student feedback would have strengthened the reliability of the findings (Khamid, 2022).

The study provides qualitative insights into the challenges of implementing flipped classrooms in early childhood English education (Sudrajat et al, 2022). It is grounded in real teacher experiences, making the findings contextually rich (Sudrajat et al, 2022). Yet, due to its small-scale sample and interview-based design, the conclusions may not be widely generalizable (Sudrajat et al, 2022). Broader studies across early childhood settings would enhance its impact (Sudrajat et al, 2022).

The Flipped Classroom (FC) method continues to gain global traction as a pedagogical strategy that redefines traditional teaching by shifting instructional content delivery outside of class and prioritizing active learning during face-to-face sessions. This transformation is evident in the study by **Sang Ayu Nyoman et al.**, which demonstrates how blog-assisted flipped learning fosters improved writing abilities and learning engagement through well-structured pre-, in-, and post-class activities (Pujayanti et al., 2023). Similarly, **Rey** highlights how integrating Project-Based Learning (PBL) with FC elevates student engagement, outcomes, and project quality,

though she notes the need for stronger institutional collaboration to maximize success (Rey, 2020).

In Ecuador, **Zambrano et al.** explore Moodle as a platform for FC in Natural Sciences, showing a clear performance gap favouring the experimental group over traditional learners, a finding mirrored in subsequent research (Zambrano et al., 2021). Likewise, **Villamagua and Quintanilla** expand on this by applying FC to geography topics, reinforcing its positive impact on learning outcomes through blended learning strategies (Villamagua & Quintanilla, 2024). These studies reflect an encouraging trend in Latin America, emphasizing the adaptability of FC in diverse educational subjects and levels.

From an Indonesian context, **Situmeiang et al.** focus on creative thinking and demonstrate that FC can shift students from underperforming categories to significantly improved creative abilities (Situmeiang et al., 2021). However, while the outcomes are promising, the study would benefit from a larger sample and more robust statistical controls to enhance generalizability.

Meanwhile, **Peiralta** applies FC in Physical Education, where the combination of ICT and mobile learning yields notable performance improvements and better student perception of learning benefits (Peiralta, 2022). This approach is echoed by **Caizatoa et al.**, who affirm that FC paired with smartphones supports differentiated pacing and fosters better engagement and performance (Caizatoa et al., 2023). These studies show that even non-traditional subjects like Physical Education can effectively adopt FC with technological integration.

A broader systematic review conducted by **Galindo-Dominguez** provides a critical foundation for these findings, synthesizing data from over 60 studies and confirming FC's superior outcomes in higher and secondary education, though its advantage is less pronounced in primary settings (Galindo-Dominguez, 2021). This raises the question of developmental readiness and learner autonomy as crucial factors in FC's effectiveness, particularly at younger educational stages.

Further supporting FC's growing acceptance, **Kara** reviews literature showing students' preference for FC due to its enhancement of critical thinking, engagement, and instructor interaction, particularly in disciplines such as medical education (Kara, n.d.). **Mehirin** adds to this by focusing on English as a Foreign Language (EFL) contexts, noting FC's support for communicative, student-centred environments, though the research is largely theoretical and would benefit from more classroom-based empirical evidence (Mehirin, n.d.).

Overall, the body of research overwhelmingly supports FC as a valuable and effective instructional model across various disciplines and educational levels. However, several gaps remain, particularly in the consistency of empirical methods, integration of institutional support, and long-term studies on retention and critical thinking development. Future research should focus on cross-cultural comparisons, longitudinal impacts, and hybrid strategies that blend FC with collaborative and inquiry-based learning to address evolving student needs and learning environments.

3.2 Discussion
3.2.1 Comparative Analysis of Teaching Methodologies in Thai EFL Classrooms

In the context of English as a Foreign Language (EFL) instruction in Thailand, educators have employed various teaching methodologies to enhance language acquisition. Traditional face-to-face instruction has long been the norm, emphasizing teacher-centred lectures and rote memorization. However, alternative approaches such as Task-Based Learning (TBL), Problem-Based Learning (PBL), and Communicative Language Teaching (CLT) have gained prominence for their emphasis on student engagement and interaction.

CLT, in particular, focuses on meaningful communication and the use of authentic language in real-life situations. It encourages learners to interact with peers and instructors, fostering the development of communicative competence (Savignon, 1997). Despite its advantages, CLT may not fully address the diverse learning needs of students, especially in large classrooms where individualized attention is limited (Wikipedia).

The flipped classroom approach emerges as a pedagogical innovation that addresses some limitations of traditional and communicative methods. By reversing the traditional learning environment, students engage with instructional content outside the classroom—typically through video lectures or reading materials—and utilize class time for interactive activities, discussions, and problem-solving exercises (Kurt, 2018). This model promotes active learning and allows for differentiated instruction, catering to diverse learner needs (Kawinkoonlasate, 2019).

3.2.2 Implementation and Outcomes of Flipped Learning in Thai EFL Contexts

Several studies have explored the implementation of flipped learning in Thai EFL classrooms, highlighting its impact on student engagement, language proficiency, and overall learning experience.

Kawinkoonlasate (2024) investigated the use of a digital-flipped classroom approach to enhance writing skills among Thai EFL learners. The study found that students demonstrated improved writing abilities and increased motivation, attributing these outcomes to the active learning environment fostered by the flipped model. Similarly, Thaichay and Sitthitikul (2016) examined the effects of flipped classroom instruction on language accuracy and learning environment among Thai upper-secondary students. Their findings indicated significant improvements in students' grammar proficiency and positive attitudes toward the flipped approach (Kawinkoonlasate, 2024).

Furthermore, Kantamas (2023) assessed the flipped classroom method's effectiveness for undergraduate EFL students in Thailand. The study reported enhanced student participation, motivation, and interest in English learning, suggesting that the flipped model contributes to a more engaging and effective educational experience.

3.2.3 Learner Autonomy and Higher-Order Thinking Skills

A key advantage of the flipped classroom approach is its promotion of learner autonomy and development of higher-order thinking skills. By requiring students to engage with instructional materials before class, the model encourages self-directed learning and time management. During class, students participate in collaborative activities that promote critical thinking, problem-solving, and application of knowledge (Amornpaisarnloet, 2020). Mahalli et al. (2019) emphasized that the flipped classroom model provides opportunities for deeper and more meaningful group discussions, as students come to class prepared with foundational knowledge. This preparation allows for more productive in-class interactions and facilitates the development of analytical skills.

3.2.4 Challenges and Considerations in Flipped Classroom Implementation

Despite its benefits, implementing the flipped classroom approach in Thai EFL settings presents several challenges. One significant concern is the increased workload for teachers, who must invest additional time in creating and curating instructional materials for pre-class learning (Dweikat & Raba, 2019; Yang, 2017). This preparation can be particularly burdensome for educators already managing heavy teaching loads.

Another challenge is ensuring student compliance with pre-class assignments. Some students may lack the motivation or discipline to engage with learning materials outside the classroom, undermining the effectiveness of in-class activities (Yang, 2017). Additionally, technical issues such as limited access to reliable internet or appropriate devices can hinder students' ability to participate fully in the flipped learning model (Ansori & Nafi, 2018; Xiaoying & Samah, 2024).

To address these challenges, institutions must provide adequate support for both teachers and students. This support includes professional development opportunities for educators to design effective flipped classroom materials and strategies to foster student accountability and engagement with pre-class content.

3.2.5 Integration with Communicative Language Teaching

Integrating the flipped classroom approach with CLT principles can further enhance language learning outcomes. By combining the emphasis on authentic communication inherent in CLT with the active, student-centred learning environment of the flipped model, educators can create

a comprehensive instructional strategy that addresses various aspects of language acquisition (Wikipedia+1CCSE+1).

Wangmuthitakul et al. (2022) explored the effects of combining CLT and flipped classroom methods on English learning achievement and student satisfaction among secondary students in Thailand. The study found that this integrated approach led to significant improvements in language proficiency and high levels of student satisfaction, indicating its potential effectiveness in EFL contexts (Wangmuthitakul et al, 2022).

3.2.6 Implications for Future Practice

The integration of the flipped classroom approach in Thai English as a Foreign Language (EFL) contexts holds significant promise for improving language instruction and overall learning outcomes. However, to harness the full potential of this pedagogical model, it is essential to recognize and address various practical considerations that impact its implementation. As this study and others have shown, the flipped classroom encourages student-centred learning, active engagement, and the development of higher-order thinking skills. Yet, for these benefits to materialize consistently, educators and institutions must collaborate in creating a supportive learning environment.

One critical implication for future practice is the need for **comprehensive teacher training**. Teachers must be well-equipped not only with technological skills to produce or curate high-quality video lectures and online content, but also with pedagogical knowledge to design meaningful in-class activities that reinforce and build upon pre-class learning. This may include collaborative writing workshops, peer review sessions, debates, or task-based learning activities that require the application of previously learned concepts. Furthermore, professional development programs should emphasize instructional design principles specific to flipped learning, enabling teachers to transition smoothly from traditional methods.

Institutional support plays a pivotal role in ensuring the success of flipped classrooms. Schools and universities should invest in reliable technological infrastructure, such as Learning Management Systems (LMS), accessible internet connectivity, and multimedia tools to support both teachers and students. Additionally, academic leadership must foster an organizational culture that values innovation, encourages experimentation with new teaching methods, and provides ongoing feedback mechanisms for refinement and improvement.

Equally important is **student readiness**. Many students, particularly those accustomed to teacher-led instruction, may struggle initially with the increased responsibility that flipped learning demands. Educators must thus focus on building students' capacity for self-directed learning through orientation sessions, guidance on time management, and scaffolding strategies that gradually develop learner autonomy. Encouraging reflective practices and offering continuous support can help students adapt to the flipped model more effectively.

From a research perspective, further exploration is needed to examine the **long-term impact** of flipped learning on language proficiency, particularly in specific skill areas such as writing, speaking, and listening. While short-term gains have been observed in many studies, there is limited research on sustained outcomes over multiple semesters or academic years. Longitudinal studies could provide deeper insights into the developmental trajectory of students exposed to this method.

Additionally, future studies should investigate **how flipped learning can be integrated with other pedagogical strategies**, such as blended learning, task-based language teaching, or project-based learning. Combining methodologies could enhance flexibility and cater to a wider range of learner needs and preferences. It is also important to examine how flipped learning affects various learner populations, including those with different proficiency levels, learning styles, and cultural backgrounds.

While the flipped classroom model offers a transformative approach to EFL instruction in Thailand, its successful application hinges on thoughtful implementation, continuous professional development, technological investment, and student empowerment. By addressing

these practical and pedagogical considerations, educators can optimize the flipped learning experience and drive sustainable improvements in English language education.

4. Conclusion

Based on the findings of this study, it can be concluded that the **flipped classroom method is an effective pedagogical approach** for enhancing students' English-speaking skills in the Thai EFL context. This instructional model allows students to engage with learning materials independently before classroom sessions, enabling them to prepare and internalize content at their own pace. As a result, the time allocated during in-person class sessions can be used more productively for active speaking practice, interactive communication, and collaborative learning activities. This shift in the learning process promotes student autonomy and increases classroom engagement, which are essential in fostering language fluency (Bergmann & Sams , 2012).

The role of **technology** is central to the effectiveness of the flipped classroom. With the support of various digital platforms, such as video-based instruction, learning management systems (LMS), and communication-driven applications, students gain access to a wide array of flexible, interactive, and easily accessible content. This accessibility helps accommodate different learning styles and paces, which ultimately supports more personalized and inclusive learning environments (Hung, 2015). Tools such as **instructional videos**, **online discussion forums**, **mobile learning apps**, and **real-time feedback systems** have proven to be particularly beneficial in improving students' pronunciation, vocabulary use, and fluency (Kawinkoonlasate, 2024).

Moreover, the flipped model allows instructors to transition from being information providers to learning facilitators. Teachers can use in-class time to conduct speaking-based tasks such as role plays, simulations, debates, and peer feedback sessions. These activities foster communicative competence and real-life language use, which are often limited in traditional classroom setups (Zainuddin & Perera, 2018). When students arrive in class having already engaged with the core material, they are better prepared to apply their knowledge in meaningful, contextualized speaking activities.

The study also identified that **interactive media** are among the most effective tools in the flipped classroom model. Platforms like **Edmodo**, **Kahoot!**, **Padlet**, **Zoom**, and **YouTube** support communication-based practices and allow students to rehearse and record speaking tasks independently or collaboratively. These platforms provide immediate feedback and repeated exposure to English, reinforcing both accuracy and fluency in speaking (Kantamas, 2023; Mahalli et al., 2019).

Despite its many advantages, successful implementation of the flipped classroom requires careful planning, technological readiness, and training for educators. Teachers must be equipped with skills in digital content creation and be willing to shift toward student-centred teaching approaches. Equally, students need to develop time-management and self-regulation skills to maximize the benefits of pre-class preparation.

In summary, the flipped classroom model, supported by appropriate technology and interactive media, offers a promising and innovative framework for improving English-speaking proficiency. It encourages learner independence, enhances classroom interaction, and provides a flexible environment conducive to language development.

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