



Enhancing EFL Learners' Listening and Speaking Skills by Incorporating Flipped Learning into Conventional Classes

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Abstract

This study explores the integration of flipped learning into conventional classroom instruction to enhance English as a Foreign Language (EFL) learners' listening and speaking skills. Grounded in constructivist learning theory and learner-centered pedagogy, the research adopted a qualitative case study design involving 45 second-semester learners from the English Education Program at Pattimura University, Indonesia. The flipped model utilized Edpuzzle for asynchronous, interactive video-based listening tasks, followed by in-class oral presentations, discussions, and structured feedback over a six-week intervention. Data were collected through Edpuzzle performance records, classroom observations, semi-structured interviews with 15 learners, and oral performance evidence from five selected participants. Thematic analysis revealed that flipped learning fostered greater learner engagement, improved listening comprehension, and increased confidence and fluency in speaking; learners demonstrated stronger vocabulary use, clearer pronunciation, and more organized speech when given the opportunity to process input before class. Edpuzzle analytics further indicated that repeated, self-paced viewing was associated with higher comprehension performance and a growing willingness to communicate. However, inconsistent pre-class preparation, reliance on written notes, speaking anxiety, and unequal access to stable internet persisted as challenges. The findings suggest that flipped learning supports productive language development when pre-class preparation is scaffolded and in-class time is reserved for performance, while also highlighting the conditions — self-regulation, equitable technology access, and sustained teacher scaffolding — under which its benefits are realized. The study recommends technology-enhanced input, performance-based assessment, and deliberate instructional design to bridge receptive and productive skills in EFL learning.

Keywords: *Constructivist Pedagogy, Edpuzzle, EFL learners, Flipped Learning, Listening Skills, Speaking Skills*

DOI: 10.30598/matai.v6i2.27604

INTRODUCTION

Traditional teacher-centered learning environments often limit learners' active participation in language learning. The flipped classroom model (Bergmann & Sams, 2012) offers an alternative that enhances engagement by allowing learners to access instructional materials outside the classroom and dedicate in-class sessions to interactive, communicative tasks. This shift aligns with constructivist principles, emphasizing learner autonomy and experiential learning (Piaget, 1972; Vygotsky, 1978).

This study focuses on how flipped learning can enhance EFL learners' listening and speaking skills—two critical but often underdeveloped competencies in Indonesian classrooms. Specifically, it explores the implementation of *Edpuzzle* as an interactive video-based learning tool that enables learners to process input before class and engage more confidently during in-class speaking activities.

In the Indonesian higher education context, this challenge is particularly visible. EFL learners often complete years of English instruction yet remain hesitant listeners and reluctant speakers, a gap between receptive knowledge and productive performance that conventional classrooms have struggled to close (Amiryousefi, 2019). Limited contact hours, large classes, and a strong examination orientation leave little room for the sustained oral practice that listening and speaking development requires. At the same time, Indonesian universities are increasingly connected, and students routinely use smartphones and video streaming platforms outside class, creating an untapped opportunity for technology-enhanced language learning. Flipped learning offers a pedagogical structure through which this informal digital habit can be redirected toward deliberate language study, shifting low-level content delivery to pre-class video viewing and reserving face-to-face sessions for meaningful communication. It is within this context that the present study investigates how flipped learning, delivered through the interactive video platform *Edpuzzle*, can strengthen EFL learners' listening comprehension and speaking performance at Pattimura University. Few published studies have examined flipped learning with Indonesian university EFL learners in the Maluku region, making the present study a timely contribution from Eastern Indonesia.

BACKGROUND

During the study periods in high school or in college, learners often found themselves seated in classrooms, occasionally displaying less engagement, and only seldom actively listening to the teacher or lecturer delivering learning materials at the front. Learners in conventional, teacher-centered environments typically assumed a more passive role, focusing on knowledge acquisition rather than actively participating in their own learning experiences (Alam, 2023).

Fortunately, as technology has been gradually integrated into education, a transformational method of learning called blended learning has emerged. This concept integrates traditional instructional techniques with online tasks and activities to provide a collaborative and learner-centered educational environment (Bonk & Graham, 2006). Flipped learning, an important component of blended learning, redefines the learning process by enabling learners to engage with course materials before, during, and after class, optimizing their learning time (Bergmann & Sams, 2012). With the enhancement of technologies in language learning and teaching, new models and approaches are being proposed to enhance the learners' performance. Flipped Learning is one of the practical methods. This new learning style uses technology in the classroom to improve the learning experience of learners (Roy, 2019). A Flipped Classroom Method (FCM) is a mixed-

learning framework that represents a structure for learning both within and outside of the classroom by utilizing modern technologies (Goedhart et al., 2019). There are several online platforms available for use in the learning process. Google Classroom, Google Meet, Zoom, EdPuzzle, Canvas, and other similar services.

Integrating the unique concept of flipped learning into regular classroom settings, it will create the road for significant improvement in learners' skill sets. It is critical to remember that English competence comprises a wide range of talents, including listening, speaking, reading, and writing. Flipped learning not only acts as a stimulus for improving these fundamental skills but there are also benefits and challenges inherent in the learning process.

Several studies have been conducted in this area. Andreani (2022) conducted a literature review on the effect of the Flipped Classroom Model on improving students' basic English proficiency. The findings of her study highlighted the adaptability of the flipped classroom model to be implemented into blended learning techniques, demonstrating its potential to dramatically improve students' competency in basic English language skills. Simultaneously, Khanahmadi and Nasiri (2022) explored the effect of the flipped classroom approach on Iranian secondary school EFL learners' performance. Their study offers insights into the influence of technological transformation on the language acquisition process. These insights highlight the importance and beneficial effects associated with the incorporation of flipped learning approaches, providing a viable route for the improvement of language teaching. From the explanation of the two previous studies, there are similarities and differences in this study that the researcher will conduct.

Therefore, this present study is conducted at Pattimura University in the English Education study program. The study aims to enhance the listening and speaking skills of English as a Foreign Language (EFL) learners through flipped learning in the classroom. It is intended to uncover and apply learning techniques that relate to the specific needs of EFL learners, with special emphasis on improving listening and speaking skills, and to determine learners' challenges to flipped learning. Because it uses flipped learning, this research also uses an online platform, Edpuzzle, to fulfill this research. Learners enrolled in Pattimura University's English Language Education study program will be used in this research, as the learners have been introduced to the flipped learning method.

Despite the growing body of research on flipped learning, most published studies have been conducted in Western or East Asian contexts, and evidence from Eastern Indonesian universities remains scarce. Moreover, many existing implementations rely on passive video watching, in which learners view recorded lectures without embedded tasks, checkpoints, or accountability mechanisms. Interactive video platforms such as Edpuzzle address this weakness by embedding comprehension questions, audio notes, and viewing analytics directly into the video timeline, allowing teachers to monitor whether learners have actually watched the material and how well they understood it. This makes the pre-class stage observable rather than assumed, a feature that conventional flipped designs often lack. The present study therefore adopts Edpuzzle as the delivery mechanism for pre-class listening input and examines its integration with conventional face-to-face instruction, an approach that reflects the reality of many EFL programs in which fully online delivery is neither feasible nor desirable.

Based on this context, the study is guided by the following research questions: (1) How does the flipped learning model enhance EFL learners' listening and speaking skills? (2) What challenges do learners face when using the flipped learning model to enhance their listening and speaking skills?

Learners in traditional EFL settings often experience passive instruction with limited opportunity for speaking or processing spoken input. Integrating flipped learning addresses this imbalance by promoting pre-class preparation and maximizing in-class communicative use of language. This study investigates how flipped learning, supported by the Edpuzzle platform, enhances oral proficiency at Pattimura University. It aims to measure the impact on learners' listening comprehension, speaking fluency, and confidence, while identifying barriers to implementation.

LITERATURE REVIEW

Constructivist and Learner-Centered Framework

In the field of language education, constructivism supports the idea that learners acquire communicative competence more effectively when they are engaged in authentic, meaningful language use. Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) is particularly influential in EFL instruction, as it emphasizes the value of scaffolded learning through social interaction. Within this zone, learners perform tasks with support from more knowledgeable peers or instructors, gradually gaining independence as their skills develop. Learner-centered pedagogy is an instructional approach that shifts the focus of teaching from the teacher to the learner, emphasizing autonomy, active engagement, and personalized learning experiences. Unlike traditional teacher-centered models where learners are passive recipients of knowledge, learner-centered learning encourages learners to take responsibility for their learning process by participating in inquiry, collaboration, and reflection (Weimer, 2013). This pedagogical model is particularly aligned with constructivist learning theory, which views knowledge as actively constructed by learners rather than transmitted by instructors.

A growing body of empirical research supports the application of flipped learning to EFL skill development. Amiryousefi (2019) incorporated flipped learning into conventional EFL classes in Iran and reported significant improvements in learners' L2 speaking and L2 listening as well as higher engagement, demonstrating that flipping can complement rather than replace traditional instruction. Similarly, Lee and Wallace (2018), in a university EFL context, found that learners in flipped classrooms developed more positive perceptions of their learning and showed gains in language performance, although they also cautioned that outcomes depend heavily on learners completing the pre-class preparation. Safiyeh and Farrah (2020) compared flipped and traditional instruction and found that the largest improvements in the flipped group appeared in listening, speaking, and communication skills. More recently, Li and Li (2022) showed that a flipped college listening-and-speaking course enhanced the behavioral, emotional, cognitive, and social engagement of EFL learners, while Yuan and Lu (2026) linked flipped instruction to speaking gains through strengthened self-regulation and reduced foreign language anxiety. Taken together, these studies suggest that the benefits of flipped learning for oral skills are robust across contexts, but they also consistently point to learner preparation and self-regulation as the decisive conditions for success.

Flipped Learning Model

Flipped learning has evolved as a novel strategy that flips the roles of homework and classroom activities. In traditional education, learners learn new information in the classroom, such as through lectures, and then practice it at home through homework. In flipped learning, learners gain knowledge from home, such as by viewing videos created by the teacher, and then applying the skills in class, where the teacher can easily observe and correct the learner.

This provides "a dynamic and interactive learning environment where the educator guides learners as they apply concepts and engage creatively in the subject matter" (Flipped Learning Network, 2014, p. 1). Learners who prepare for class by watching the instructor's videos may study at their own pace because they can pause, rewind, and repeat the videos at their leisure. Learners' grasp of the content is strengthened and deepened by repeated exposure to the learning materials and tools. During in-class activities, the information may then be utilized in a broader context.

Because the pre-class stage of a flipped course places learners in charge of their own study time, self-regulated learning is commonly identified as the mechanism that makes flipping work. Çakıroğlu and Öztürk (2021) argue that flipped EFL courses should be deliberately designed around self-regulated learning principles, with explicit goals, guided practice, and reflection built into each phase, while Öztürk and Çakıroğlu (2021) provide empirical evidence that embedding self-regulated learning strategies in flipped classrooms supports the development of language skills. In the same vein, Huang et al. (2025) caution that learners who feel unprepared or pressured in flipped settings may become unwilling to communicate, which undermines the in-class interaction on which flipped designs depend. These findings underscore the importance of the reflective tasks and guided interaction built into the present study, as they help learners convert pre-class input into the willingness and readiness to speak during class.

The decision to target listening and speaking together is grounded in the interdependent nature of receptive and productive skills. Listening supplies the linguistic input from which spoken output is constructed, while sustained speaking practice sharpens the perceptual processing that listening requires (Krashen, 1982; Swain, 1985). In conventional EFL classrooms, however, the two skills are rarely developed in tandem: listening is practiced as a test-like exercise built around short, artificial recordings, while speaking is deferred until learners feel ready, which for many learners means never. Flipped learning offers a structural remedy for this separation by relocating rich input to the pre-class phase, where it can be processed at the learner's own pace, and relocating output to the in-class phase, where peer and teacher support is immediately available. This division of labor is what makes the model particularly suitable for oral skill development in input-poor EFL environments such as the one examined in this study.

METHODOLOGY

This study adopted a qualitative case study approach (Yin, 2018) with 45 second-semester students in the English Education Program at Pattimura University. Data were collected through semi-structured interviews with 15 participants, classroom observations of listening and speaking activities, and learner performance artifacts, including oral presentations and Edpuzzle analytics.

Thematic analysis (Braun & Clarke, 2006) identified recurring patterns related to learner engagement, comprehension, and affective challenges. Data triangulation ensured credibility, and member-checking validated participant interpretations. The intervention was implemented over six weeks within the learners' regular English listening and speaking course. Each week, the instructor assigned an Edpuzzle video package containing authentic English listening materials of three to five minutes, embedded with comprehension checks that learners completed before class. Learners could pause, replay, and revisit the videos at their own pace. In-class sessions then focused on applying the pre-class input through oral presentations, pair discussions, question-and-answer activities, and structured feedback. This cycle of pre-class input and in-class performance was repeated weekly, allowing learners to progressively internalize vocabulary, pronunciation patterns, and discourse structures before being asked to produce them orally.

Trustworthiness was addressed through triangulation across interviews, observations, and artifacts; member checking, in which interviewees reviewed the researchers' summaries of their accounts; and an audit trail of field notes and analytic memos. The analysis proceeded through familiarization, initial coding, and theme development, with themes refined against the research questions and discussed among the researchers until agreement was reached.

FINDINGS

The thematic analysis of interview transcripts, observation field notes, and learner artifacts produced three interrelated themes that answer the first research question and illuminate the second: improved listening comprehension, increased speaking confidence and fluency, and learner challenges. The themes are presented below in the order in which they emerged from the data, and each is illustrated with evidence from the interviews, the classroom observations, and the Edpuzzle analytics.

1. Improved Listening Comprehension

Learners reported enhanced ability to identify main ideas and infer meanings from authentic English videos. Repetition and self-paced review via *Edpuzzle* allowed learners to internalize vocabulary and pronunciation patterns.

The Edpuzzle analytics reinforced these self-reported gains. Learners who repeatedly viewed the assigned videos scored noticeably higher on the embedded comprehension checks than on their first attempt, and the most active viewers were also the ones observers identified as the most responsive during listening-based discussions. Interviewees explained that being able to replay difficult segments reduced the panic they usually felt when listening to fast, authentic speech, and that the embedded questions gave them an immediate indication of whether they had understood the main ideas. Several learners noted that they began watching English videos outside class for the first time, suggesting a transfer of the self-paced viewing strategy to independent learning.

2. Increased Speaking Confidence and Fluency

During in-class sessions, learners demonstrated clearer pronunciation, smoother speech, and more confident delivery. Presentations and Q&A fostered spontaneous speaking and real-time interaction, which strengthened communicative competence. Observation records showed a visible shift in classroom participation across the six weeks. Learners who rarely spoke during the first sessions gradually volunteered for presentations, and question-and-answer segments became longer and more interactive as the study progressed. Interviewees attributed this change to the security of having processed the content beforehand: knowing what they wanted to say allowed them to allocate more attention to pronunciation and fluency while speaking. The five selected participants, whose oral performance was documented in detail, demonstrated clearer articulation, more accurate vocabulary use, and more organized turns of speech in their final presentations compared with their first, while peer feedback became increasingly specific and supportive over the same period.

3. Learner Challenges

Some learners experienced anxiety during speaking tasks and inconsistencies in pre-class preparation. Technical issues such as unstable internet access also hindered full participation. The interviews also revealed the conditions behind these challenges. Learners who arrived unprepared reported heavy workloads in other courses and unstable internet connections at home, while those

who experienced anxiety during speaking tasks described a persistent fear of making grammatical mistakes in front of peers. A number of learners admitted relying heavily on written notes during presentations, which helped them complete the task but limited the spontaneity that the flipped design was intended to promote. These accounts indicate that the challenges were not uniformly technical or psychological but intertwined, and that addressing one without the others is unlikely to be sufficient.

DISCUSSION

The findings affirm that flipped learning enhances both receptive (listening) and productive (speaking) skills by promoting learner autonomy and interaction. Consistent with Vygotsky's ZPD framework, peer and teacher scaffolding during in-class sessions supported progressive skill development. However, success depends on learner motivation, technological readiness, and careful instructional design to avoid cognitive overload (Sweller, 1988).

Flipped classrooms also reshape the teacher's role—from lecturer to facilitator—allowing differentiated feedback and dynamic engagement aligned with Bloom's revised taxonomy (Anderson & Krathwohl, 2001). The first research question asked how the flipped learning model enhanced EFL learners' listening and speaking skills, and the findings offer a coherent explanation rooted in the interplay of input and output. From an input perspective, the pre-class Edpuzzle videos functioned as rich, comprehensible input that learners could control (Krashen, 1982); the ability to pause, replay, and check comprehension lowered the affective barriers that typically interfere with listening performance in conventional classrooms, where a text is played once and then lost. This interpretation aligns with Safiyeh and Farrah (2020), who identified listening as among the skills most improved by flipped instruction, and with Amiryousefi (2019), who reported significant listening gains when flipped learning was incorporated into otherwise conventional classes. From an output perspective, in-class presentations and discussions created the pushed-output conditions that Swain (1985) argued are necessary for learners to notice gaps in their interlanguage; having processed the input beforehand, learners could devote working memory to formulating accurate and fluent speech rather than to basic comprehension. The convergence of self-paced input and accountable output in the present study therefore mirrors the mechanism described by Binnendyk et al. (2026), whose video-based tasks in a flipped speaking course similarly strengthened EFL oral proficiency among Indonesian university students.

The confidence and fluency gains observed during in-class sessions are best understood through the lens of willingness to communicate and foreign language anxiety. Because learners arrived already familiar with the content, the in-class speaking tasks posed less cognitive and emotional risk, which lowered the anxiety that often suppresses EFL oral participation. This pattern is consistent with Yuan and Lu (2026), who found that flipped instruction reduced foreign language classroom anxiety while strengthening self-regulation and motivation, and it resonates with the ecological account of Huang et al. (2025), who showed that learners' unwillingness to communicate in flipped settings is shaped by the learning environment rather than by stable learner traits. In the present study, the predictable weekly rhythm of pre-class preparation appears to have created the psychological safety that learners need before they voluntarily speak, allowing repeated successful speaking experiences to accumulate into lasting confidence.

It is also worth noting what the findings imply about learner engagement more broadly. Beyond the specific skill gains, both the observation records and the interviews pointed to a change in how learners occupied the classroom: from silent recipients to active participants who asked questions, responded to peers, and took visible pride in their presentations. Li and Li (2022)

describe this as the engagement dividend of flipped learning, in which reclaimed class time converts into behavioral, emotional, and social participation rather than merely additional practice. In this study, the dividend was evident in the steady growth of volunteered participation across the six weeks, suggesting that the flipped model's value for EFL oral skills lies not only in what learners' study but in how the classroom positions them as users of the language.

However, the findings also qualify the optimism of the flipped learning literature by showing that these benefits are conditional rather than automatic. The inconsistent pre-class preparation reported by some learners confirms the central caveat identified by Lee and Wallace (2018), who found that flipped learning outcomes depend on whether learners actually complete the pre-class work. Self-regulated learning theory explains why: the pre-class phase transfers responsibility for pacing, monitoring, and persistence from the teacher to the learner, and learners who lack regulatory strategies are easily left behind (Çakıroğlu & Öztürk, 2021; Öztürk & Çakıroğlu, 2021). Li and Li (2022) similarly observed that engagement gains in flipped EFL courses are strongest when course design actively scaffolds the pre-class phase. In the present study, the embedded Edpuzzle questions and viewing analytics served precisely this scaffolding function, making preparation visible and accountable, but the residual group of underprepared learners shows that technology-mediated accountability is a support rather than a guarantee.

The persistence of speaking anxiety and note-reliance among some learners further refines this interpretation. Flipped learning redistributes rather than eliminates anxiety: learners who fear spontaneous production may still retreat to scripted notes even after thorough preparation, and technical barriers such as unstable internet access can exclude learners from the pre-class stage altogether. These findings echo the mixed perceptions documented by Lee and Wallace (2018) and the ecological risks highlighted by Huang et al. (2025), and they caution against treating flipped learning as a universally effective prescription. At the same time, the classroom data confirm the facilitative teacher role that the model anticipates. By circulating during presentations, prompting peers to respond, and providing feedback at the point of performance, the instructor operated within the learners' zone of proximal development (Vygotsky, 1978), supplying the scaffolding that enabled progressively independent performance, consistent with the constructivist and learner-centered framework underpinning this study (Weimer, 2013).

Pedagogically, these findings carry several implications for EFL programs in contexts similar to Pattimura University. First, the pre-class stage should be treated as a designed learning environment rather than a content repository: short videos, embedded checkpoints, and analytics convert passive viewing into accountable preparation. Second, in-class time should be protected for performance-based activities, since the speaking gains documented in this study emerged from presentations, discussions, and question-and-answer sessions rather than from additional teacher explanation. Third, instructors should anticipate uneven preparation and build flexible responses, such as brief in-class review opportunities and peer-supported viewing sessions, so that the learners most in need of support are not further disadvantaged. Finally, programs investing in flipped learning should ensure equitable access to devices and connectivity, because technical barriers function as a hidden gatekeeper that can silently nullify the model's benefits (Li & Li, 2022).

Several limitations qualify these conclusions. The study involved a single intact class at one university, so the findings are indicative rather than generalizable, and the six-week intervention, while sufficient to reveal process changes, is too short to establish long-term retention of listening and speaking gains. The qualitative design also relied on self-reported perceptions triangulated with observations and artifacts; future studies should combine such evidence with measured

proficiency data using pre- and post-tests. Longitudinal designs would clarify whether the confidence gains observed here persist once the novelty of the approach fades, and comparative designs could weigh flipped against purely conventional instruction more directly. Finally, given the intertwined technical, motivational, and affective challenges identified in this study, future research should examine integrated support models, such as embedding metacognitive training or affective strategy instruction into the pre-class phase, an approach with promising precedents in recent flipped learning research (Yuan & Lu, 2026).

Finally, the findings speak to the sustainability of flipped learning beyond the intervention period. Because the model trains learners to seek, process, and reuse input independently, its deeper promise is the cultivation of autonomous learning habits that persist after the course ends (Çakıroğlu & Öztürk, 2021). The spontaneous out-of-class video viewing reported by several interviewees offers early evidence that such habits were beginning to form, although confirming their durability requires the longitudinal follow-up proposed above.

CONCLUSION AND SUGGESTION

This study found that the flipped learning model effectively enhances EFL learners' listening and speaking skills. Pre-class video activities through *Edpuzzle* improved comprehension and exposure to authentic English, while in-class discussions and presentations increased fluency, vocabulary, and confidence. Despite these benefits, learners faced challenges such as fast speech, speaking anxiety, inconsistent motivation, and technical limitations. The study concludes that flipped learning is highly beneficial when supported by well-designed instruction, learner preparedness, and adequate technological resources.

At the same time, the study showed that these benefits are conditional: they depend on consistent pre-class preparation, learners' capacity to self-regulate their study, and reliable access to technology. Flipped learning redistributes responsibility from the teacher to the learner, and where learners lack the strategies or resources to carry that responsibility, the model's advantages can be diluted. Successful implementation therefore requires deliberate instructional design, sustained scaffolding, and attention to equity, not merely the adoption of a video platform.

Teachers should provide scaffolded support, adapt listening materials to varying proficiency levels, and use feedback and gamification to enhance motivation. Class interactions should be diversified through group discussions and role plays, while ensuring all learners have fair access to technology and proper guidance in using digital tools. Future research is recommended to examine the long-term effects of flipped learning on speaking and listening skills, compare flipped and traditional models, and explore emotional, motivational, and teacher-related factors influencing flipped classroom success.

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