

Flipped Learning in English Language Teaching: A Systemic Literature Review

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Abstract

The world of education has a new trend in terms of learning methods, namely flipped learning. This approach is famous for its new habits due to the Covid-19. The challenge of using flipped learning in the teaching learning process, especially English Language Teaching is a research topic which is interested by researcher around the world. Several literature reviews show the implementation and the benefit of flipped learning in the class, especially English class. This systemic literature review carefully analyzes 16 articles related to the use of flipped learning in general and specifically learning English from 2018 to 2023. This study aims to provide an overview of the implementation and benefits of using the Flipped Learning method in English language teaching. The research method used is systemic literature review which identifies, evaluates, and synthesizes research that is relevant to the flipped learning in English language teaching. Finding from previous studies are shown in the table for better knowledge understanding. The results of this study agree the subsequent research where flipped learning brings benefits to learning English in the class. Based on the results of this study, educators may use the Flipped Learning to increase students learning independence and better learning outcomes.

Keywords: Flipped Learning; English Language Teaching; Systemic Literature Review

INTRODUCTION

Language learning is applied to improve students' ability to communicate in good and correct language. English is the international language and foreign language to the Indonesian, need the right method to apply the English language teaching which is in accordance with the circumstances of the students and the current era.

Language learning in the current era is closely intertwined with the rapid advancements in technology, globalization, and the increasing interconnectedness of the world. One of the reason is the Covid-19 pandemic has had a significant impact on language learning. It leads to both challenges and opportunities for learners around the world.

New habits due to Covid-19 cause many changes in human life. This also happens in the education side. Traditional learning requires students to come and listen to what the

teacher explains in the class. In the recent era, learners may get the information anytime easily. One of the methods that has been increasingly familiar since the covid-19 was flipped learning. Teaching learning process must be carried out online. Students and teachers are required to carry out distance learning using technology where students are given the learning materials and asked to study and find the sources from the internet.

Flipped learning is not a new approach anymore. Several studies have been carried out for the last eight years examining the effectiveness of flipped learning and comparing it to traditional methods. It is an instructional approach that flips the traditional classroom model by reversing the order of content delivery and activities. In this approach, students are exposed to instructional content outside of the class, typically through online resources, before attending class. Class time is then utilized for more interactive and collaborative activities, such as discussion, problem-solving and hands-on application of knowledge. FL, in simple term, is a method in which students prepare to study the learning material before the class begins and then discuss it in the class (Pilu & Nur, 2023).

There are two questions of the research. The first, what are the implementations of flipped learning method in English language teaching? Second, what is the benefit which arises from the use of flipped learning method in English language teaching? From these research questions, it forms the basis of the research objectives of this study, namely to get an overview of the implementation of English language teaching in the class using flipped learning and to find out the potential benefits of this method in terms of enhancing teaching learning experiences in the English language teaching classroom.

The findings can inform educators, curriculum developers, and policy makers in making informed decisions regarding the integration of flipped learning into English language teaching practice.

RESEARCH METHOD

This study implemented the Systematic Literature Review (SLR) method. It is a rigorous and comprehensive method of reviewing and summarizing existing research studies on a specific topic. It is a systemic and transparent approach to synthesizing the available evidence in order to answer a specific research question or address a particular research objective. This Approach is well planned review to answer specific research questions using a systematic and explicit methodology to identify, select, and critically evaluate result of the studies included in the literature review (Rother, 2007). The stages of this research are the formulation of research questions, literature searching, and determination of inclusion and exclusion criteria, literature selection, data presentation, data processing and conclusion.

The study of literature was obtained from searching on Google scholar database with the keyword "Flipped Learning in ELT". This research limits the articles published in 2018 to 2023. The searching of the literature study based on the inclusion criteria which related to the concept of flipped learning in ELT articles. Those articles have been published in journals or national or international seminar proceedings. The researcher found 16 articles which obtained the data related to the keywords. Then, the articles were selected based on the inclusion criteria into 10 articles. The other 6 articles are the flipped learning in learning generally.

After getting the articles, the researcher records it into the table and reviews it intensively, especially the research result section and the analysis of table to answer the research question. On the final part of this study, the writer compared the findings those articles and make a conclusion.

FINDINGS

This systemic literature review carefully analyzes 16 articles related to the use of flipped learning in general and specifically learning English from 2018 to 2023. In this SLR, the researcher examined various relevant sources including scientific journals, conferences and other publications related to the application of flipped learning in the context of ELT. The researcher has analyzed the main findings from these sources and presented them in the table form.

The findings table includes important information such as research conducted, author names and years, journal name, and discussion of the main finding of the articles studied. Hopefully, this table can provide useful insight for practitioners and researchers in understanding the success, challenges, and potential of implementing flipped learning in ELT.

The article data studied in this research can be seen and learned from the following table.

Table. 1. The Previous Research Result of the Flipped Learning in ELT

No.	Research Author(s)	Journal	Result of the research
1.	Acarol, K. (2019)	Kara Harp Okulu Bilim Dergisi	Flipped Learning enables students to be energetic in the classroom through various assignments and activities, students may have positive behavior in such classrooms. (Acarol, 2019)
2.	Haidov, R., & Bensen, H. (2021).	Sustainable Multilingualism	The flipped learning will supply students with a extra attractive studying atmosphere, ensuing in higher getting to know achievement and higher training for the 21st-century, gaining knowledge of and work environments. (Haidov & Bensen, 2021)
3.	Julinar, J., & Yusuf, F. N. (2019).	Jurnal Penelitian Pendidikan	Flipped studying expanded students' speaking competencies and students' motivation. (Julinar & Yusuf, 2019)
4.	Kawinkoonlasate, P. (2019).	English Language Teaching	Applying a flipped classroom technology strategy is possibly to present additional treasured results in the technique of learning and learning environments. (Kawinkoonlasate, 2019)
5.	Lee, Y. J., & Davis, R. (2018).	Culture and Convergence	The flipped classroom provides avenues for English instructors to habits project-based mastering where

6. Lee, Y. J., Davis, R., & Li, Y. (2022). European Journal of Education Research
college students are prompted to work collectively to enlarge critical thinking skills. (Y. J. Lee & Davis, 2018)
The find out about findings showed that PSTs preferred a synchronous on-line FL because it prompted them to interact in a number of collaborative things to do via Zoom breakout sessions. Also, pre-class materials from on line FL can positively decorate the PSTs' self-directed mastering method. (Y.-J. Lee et al., 2022)
7. Marshall, H. W., & Kostka, I. (2020). Tesl-Ej: The Electronic Journal for English as a Second Language
Flipped learning remains a popular area of scholarship in a wide range of educational contexts and it has gained interest in the field of TESOL as well. (Marshall & Kostka, 2020)
8. Mirza, E., & Nasir, M. H. (2019). Global Social Sciences Review (GSSR).
The enthusiasm and freedom of students learning to search for all the material presented by the teacher freely can be searched from all available sources. Students get freedom in learning. (Mirza & Nasir, 2019)
9. Ngo, H. K., & Md Yunus, M. (2021). International Journal of Academic Research in Business and Social Sciences
Flipped Classroom approach brings benefits to the English language teaching and learning practice. (Ngo & Yunus, 2021)
10. Pilu, R., & Nur, S. (2023). LLT Journal: A Journal on Language and Language Teaching
Flipped Learning has positive outcomes in influencing students' performance, especially if combined with other methods. For future research, several different research scopes can be considered, such as creating models or designs to apply flipped learning to students' reading performance and comprehension.(Pilu & Nur, 2023)
11. Putri, J. S., & Nurkhamidah, N. (2023). Acitya: Journal of Teaching and Education
The learning participation of the students shows the positive impact with the aplication of flipped learning. (Putri & Nurkhamidah, 2023)
12. Shamuratova, D. J., & Ikromoa, J. N. (2023). Mental Enlightenment Scientific-Methodological Journal (MESMJ)
Flipped learning is the best way in learning English medium instruction. The students world view developed. This method improve the students' critical thinking and problem solving skills.(Shamuratova & Ikromova, 2023)
13. Siregar, M., Dewi, N. R., & Lubis, S. (2020). Budapest International Research and Critics
flipped learning can improve students' knowledge and ability in conducting on scientific work(Siregar et al., 2020)

		Linguistics and Education (BirLE) Journal	
14.	Vu, N. T., & Nguyen, T. L. H. (2023).	Journal of Intercultural Communication Research	This research found that English-major student teachers by using flipped learning successfully engage themselves in a cognitively, affectively and behaviourally connected manner. Discussions and implications also emerged (Vu & Nguyen, 2023).
15.	Yoshania, R. N., Yusuf, F. N., & Sundari, H. (2023)	Indonesian EFL Journal	Gamification-Assisted Flipped Learning has a relatively high acceptance scale in terms of perceived usefulness, ease of use, behavioral intention and actual usage (Yoshania et al., 2023).
16.	Yusuf, B., & Taiye, M. A. (2021).	International Journal of Education, Psychology and Counseling	Flipped classroom method has a positive impact on the learning environment in the classroom, skills of problem solving, critical thinking collaboration, culture sensitivity and the students' creativity 2023/9/22.

Source: (a data from the literature review)

This study systematically identifies various aspects of flipped learning implementation in English language teaching (ELT) through a literature review of 16 relevant articles. To deepen the understanding, the study highlights several key elements, including the diversity of implementation contexts, the consistency of positive impacts, the variety of methodological approaches, opportunities for further development, the relevance of the method to 21st-century educational needs, the presentation of data in informative tables, and practical recommendations for educators and researchers. This discussion not only reinforces the validity of the findings but also demonstrates how the flipped learning method can be tailored and enhanced to support effective teaching and learning processes. Detailed explanations of these elements are as follows:

Variation in Contexts of Implementation

The analysis reveals that flipped learning has been applied in diverse educational contexts, ranging from elementary schools to higher education institutions, as well as across various geographical regions. These findings highlight the flexibility of the flipped learning method in adapting to heterogeneous learning needs, indicating its potential for widespread adoption in global education systems.

Consistency of Positive Impacts

Most studies analyzed report positive outcomes from the implementation of flipped learning. These include improvements in critical thinking skills, problem-solving abilities, learning motivation, and active student participation. These consistent findings strengthen the

argument that flipped learning is an effective approach to enhancing the quality of education, particularly in English language teaching.

Diversity of Research Methodologies

The reviewed studies employed various research approaches, including quantitative, qualitative, and mixed methods. This methodological diversity enhances the validity and credibility of the findings, as it reflects results supported by a broad range of credible research methodologies.

Opportunities for Further Development

Several articles suggest avenues for future research, such as integrating flipped learning with other teaching methods or developing specific models for enhancing particular skills, such as reading and speaking. This opens opportunities for innovation in flipped learning implementation, which can be further optimized to meet specific educational needs.

Relevance to 21st-Century Needs

Studies such as those by Haidov & Bensen (2021) and Lee & Davis (2018) emphasize the relevance of flipped learning in fostering 21st-century skills, including collaboration, creativity, and project-based learning. These findings illustrate that the flipped learning method is not only pedagogically relevant but also essential for preparing learners to face the challenges of globalization.

Practical Recommendations for Educators and Researchers

The study also offers recommendations for implementing flipped learning, including its integration into curricula, teacher training, and technology-based learning. These practical implications provide concrete solutions for bridging the gap between theory and practice, ensuring the effective application of this method in real-world educational settings.

By emphasizing the points above, this study makes a significant contribution to supporting the development and implementation of flipped learning in English language teaching, while also paving the way for further exploration in the field of education.

DISCUSSION

To provide a comprehensive understanding of the research questions, this section delves into the implementation and benefits of the flipped learning method in English Language Teaching (ELT). The flipped learning approach, which shifts traditional classroom dynamics by delivering instructional content outside of class and emphasizing interactive activities during class time, has gained considerable attention for its potential to enhance teaching and learning experiences.

The discussion begins by exploring the various implementations of flipped learning in ELT based on an analysis of 16 studies, narrowing down to 10 specifically focused on this instructional model. Key insights into how flipped learning has been employed across different educational contexts are presented, highlighting the common practices and variations observed in the selected studies.

Subsequently, the section examines the benefits arising from the application of flipped learning in ELT. Drawing from empirical evidence, it identifies how this approach supports students' engagement, critical thinking, and language development, while also fostering motivation and autonomy.

Through this structured discussion, the study aims to provide meaningful insights for educators and researchers interested in adopting and further developing flipped learning methodologies in English language instruction.

What are the implementations of flipped learning method in English Language Teaching?

In this study, there are as many as 16 articles about flipped learning in general, then it distilled again into 10 articles regarding to the flipped learning in English Language teaching (ELT). Based on the ten articles about what are the implementations of flipped learning in ELT, showed that generally teacher give the material before the class, then the students are asked to learn in their home.

After that they have to discuss and perform the material that they have studied in the class. In the table below, the researcher presents the results of an analysis of various journals related to the application of flipped learning in English language teaching.

Table. 2. The Implementation of Flipped Learning in ELT

No.	Author	Discussion
1.	Kawinkoonlasate, P. (2019).	• Students read or watch the lecturer video • Learners must review their study before the class meets Learners • When the class begin, the students discussing, problem solving and doing such active learning(Kawinkoonlasate, 2019).
2.	Lee, Y. J., & Davis, R. (2018).	• Instructor gives the student google voice as the online course • Instructor asks the student to search and watch the video of grammatical tutorial as a homework • Students do the collaborative learning activities such as perform the game • Students are given twenty minutes to present their knowledge • Teacher walk around the class to observe, diagnose and give the feedback(Y. J. Lee & Davis, 2018).
3.	Mirza, E., & Nasir, M., H. (2019).	• Students learn the material at home by listening the screencast of the instructor • Students practice discussion, debates and problem solving in the classroom(Mirza & Nasir, 2019).
4.	Ngo, H. K., & Md Yunus, M. (2021).	• Students are given the material outside the classroom • Students discuss the material and do the questioning session and collaborative works(Ngo & Yunus, 2021).
5.	Pilu, R., & Nur, S.	• The teacher guides students with questions as a reference for

- (2023).
- students in reading
 - Teacher asks students to come to the class with a topic that is already read by them in their home
 - Teacher gives time to the student discussing the material and problem solving (Pilu & Nur, 2023).
- Putri, J. S., & Nurkhamidah, N. (2023).
 - The researcher share the reading material via WhatsApp that consist of learning material and exercise
 - Teacher wrote some exercises in the blackboard
 - Teacher asks the students to do the group discussion
 - Instructor observed the classroom and gave the students chance to ask questions(Putri & Nurkhamidah, 2023).
 - Shamuratova, D.J., & Ikromoa, J. N. (2023).
 - Teacher gives the videos materials and course books
 - Students learn the matrial provided by the teacher
 - Teacher gives test to the students(Shamuratova & Ikromova, 2023).
 - Siregar, M., Dewi, N. R., & Lubis, S. (2020).
 - Students are given the video and watch them before the class
 - Class is used to discuss the material given and do the assignments(Siregar et al., 2020).
 - Vu, N. T., & Nguyen, T. L. H. (2023).
 - Learners are given the material before the class
 - They learn
 - Discuss in the class(Vu & Nguyen, 2023).
 - Yoshania, R. N., Yusuf, F. N., & Sundari, H. (2023)
 - Researcher gave the video and pdf material about report text in at online class
 - In offline class, the class discussion
 - Second online class, doing the test through google form
 - Second offline class, check the tests(Yoshania et al., 2023).

Source: (Ngo & Yunus, 2021)

Furthermore, the flipped learning model promotes active learning in the classroom. With the foundational knowledge already acquired outside of class, teachers can focus on facilitating discussions, engaging in problem-solving activities, and providing personalized support to students. This leads to increased student participation, collaboration, and critical thinking skills development.

Flipped learning also enables teachers to differentiate instruction and cater to the diverse needs of learners. By identifying students' strengths and weaknesses through pre-class assessments, teachers can tailor their in-class activities and interventions accordingly, addressing individual learning gaps and challenging advanced learners.

What are the benefits which arise from the use of flipped learning method in English Language Teaching?

In the digital era and technological developments, innovative learning methods are an important concern in the context of teaching English as a Foreign Language. One approach that is receiving increasing attention is flipped learning, which is changing the traditional roles of teachers and students in learning.

Flipped learning involves delivering learning materials, or other digital resources. Students can access and study the material independently outside the classroom. During class

time, direct interaction with teachers and classmates is used for discussion, collaboration, and practical application of previously learned concept.

Here are the discussion of the benefits of flipped learning from previous researchs:

Table.3. the Benefit of Flipped Learning Method in ELT?

No.	Author	Discussion
1.	Kawinkoonlasate, P. (2019).	• Flipped learning may help the students actualize their knowledge • Students increase their motivation to do the self-directed learning • Gaining the Students learning motivation to read before the class • Knowledge increases during the discussion process in the class(Kawinkoonlasate, 2019).
2.	Lee, Y. J., & Davis, R. (2018).	• Flipped learning increase the learners' motivation and mastery • Goole voice demonstrate the students how to pronounce and present orally(Y. J. Lee & Davis, 2018).
3.	Mirza, E., & Nasir, M., H. (2019).	• The students feel free to study with own pace • The realization of the independent learning • Students are able to comunicate in a real-time • There is an improvement of the students' critical thinking(Mirza & Nasir, 2019).
4.	Ngo, H. K., & Md Yunus, M. (2021).	• Creating an active learning situation • There is an improvement of interaction between instructor and learners • Enrich the students' learning skill and motivation • It is an enjoyable and fun method • It is a convenient and flexible learning • Students do not depend on the teacher to increase their knowledge(Ngo & Yunus, 2021).
5.	Pilu, R., & Nur, S. (2023).	• Enrich the knowledge of literature • Implementing the flipped learning in reading skill is less attractive than the other skills • There is an imrovement in reading skill comprehension • Increasing the students' performance, critical reading and decreasing their anxiety(Pilu & Nur, 2023).
6.	Putri, J. S., & Nurkhamidah, N. (2023).	• Students become confidence and independet to learn in the classroom • Learners have chance to read various ways, read amount of matrials and improve their understanding • Students show their anthusiasn (Putri & Nurkhamidah, 2023).
7.	Shamuratova, D.J., & Ikromoa, J. N. (2023).	• Fliped learning supports English as Medium of Instruction • FL facilitate the improvement of interaction • FL improve the collaborative work

- Fl creates the task based communicative environment(Shamuratova & Ikromova, 2023)
- 8. Siregar, M., Dewi, N. R., & Lubis, S. (2020).
 - Students are easy to interact and learn each other
 - Create a flexible environment, thr formaton of a learning culture, intentional matrial content and good education(Siregar et al., 2020).
- 9. Vu, N. T., & Nguyen, T. L. H. (2023).
 - Aspect of cognitive and affective is success to be used in applying the FL
 - Learner improves their learners' outcome successfully
- 10. Yoshania, R. N., Yusuf, F. N., & Sundari, H. (2023)
 - Learners improved their reading comprehension
 - Learners have their own time to learn
 - Improving the student learning result(Yoshania et al., 2023).

Source: (Ngo & Yunus, 2021)

Based on the 16 selected studies, the researcher found 10 studies which stated that the use of flipped learning in English language teaching showed a positive attitude in classroom. This method improves students' critical thinking in terms of discussion, so the students' language skill has increased.

Flipped Learning in English Language Teaching (ELT) has emerged as a valuable instructional approach that flips the traditional classroom model. It involves shifting the delivery of content outside the classroom, typically through online resources, while utilizing class time for more interactive and collaborative activities.

Flipped learning in ELT offers several benefits. They allow students to engage with learning materials at their own pace and review them as needed, promoting individualized learning. It also provides an opportunity for students to take ownership of their learning process, as they are responsible for acquiring knowledge before attending class. This can enhance their motivation and autonomy.

CONCLUSION AND SUGGESTION

Conclusion

From the result of this study were able to answer the research questions which can be concluded that the implementation of flipe learning is by providing material to students' outsides of learning hours, then during class learning hours, teachers can focus on facilitating discussions, engaging in problem-solving activities, and providing personalized support to students. This leads to increased student participation, collaboration, and critical thinking skills development.

However, it is important to note that implementing flipped learning in ELT requires careful planning and consideration. Teachers need to create high-quality, engaging, and accessible pre-class materials to ensure students' comprehension. Additionally, access to technology and reliable internet connections may be a barrier for some students, so alternative options should be provided to ensure equitable learning opportunities.

Flipped learning in English Language Teaching (ELT) offers a transformative shift from traditional classroom dynamics by creating a more active and personalized learning environment for students. This approach empowers students to take control of their learning

process, fostering greater autonomy as they engage with instructional materials outside of class. As students learn at their own pace, they are able to revisit and reinforce concepts as needed, which enhances their understanding and retention of the material.

Flipped learning also encourages the development of critical thinking skills. By providing students with the opportunity to explore new content on their own before class, they come to the classroom prepared to discuss, question, and analyze the material in depth. This process encourages them to think critically, connect ideas, and solve problems collaboratively.

Collaboration is another key element of flipped learning. During class time, students engage in interactive activities, group discussions, and hands-on exercises that allow them to apply what they have learned. This not only strengthens their language skills but also builds their ability to work effectively with peers, share insights, and engage in meaningful communication.

One of the notable benefits of flipped learning is its capacity for differentiated instruction. Teachers can tailor in-class activities to meet the diverse needs of students by identifying individual learning gaps through pre-class assessments. This approach allows for targeted support, ensuring that each student receives the attention and resources they need to succeed, regardless of their proficiency level.

By incorporating technology into the learning process, flipped learning enhances both the efficiency and effectiveness of English language instruction. Teachers can provide students with a wide range of digital resources, such as videos, readings, and interactive tools, that support various learning styles. This shift also redefines the teacher's role, as instructors transition from the traditional "lecturer" to facilitators who guide students through discussions, problem-solving tasks, and personalized learning activities. In doing so, flipped learning creates a dynamic, student-centered classroom that maximizes engagement and fosters deeper learning outcomes.

Suggestions

Based on the discussion and findings from previous studies, here are some suggestions for educators who wish to implement the flipped learning method in English Language Teaching (ELT) and assess its impact on students:

1. Prepare Materials Thoroughly Before Class

As an initial step, it is important for instructors to design clear and accessible learning materials for students to study before class. Materials can include videos, articles, or other resources that students can engage with independently at home. Ensure the materials are interactive and encourage students to think critically.

2. Facilitate Interactive Activities in Class

After students have studied the materials independently, shift the focus of class time to discussions, problem-solving, and other collaborative activities. This encourages student engagement and allows them to apply the knowledge they have learned, enhancing their critical thinking skills and language development.

3. Leverage Technology to Support Learning

Utilize digital technology such as video platforms, online discussion forums, or collaboration apps to make materials easily accessible to students outside of class. Using digital media can increase student engagement and provide flexibility in the learning process.

4. Adapt to Students' Needs

Assess students' abilities before and after the lesson to tailor the materials and in-class activities accordingly. By using pre-class assessments, educators can identify students' strengths and weaknesses, adjusting classroom activities to better support their learning needs.

5. Encourage Independent Learning and Responsibility

Flipped learning provides students with the opportunity to learn at their own pace. Educators should give students the chance to become more independent in their learning. This can enhance their motivation and sense of responsibility towards the learning process.

6. Focus on Enhancing Collaborative and Communication Skills

During class activities, focus on developing collaborative and communication skills through group discussions, presentations, and educational games. This will improve student interaction and support them in sharing the knowledge and experiences they have learned.

7. Review and Reflect on Learning Outcomes

Regularly review students' learning outcomes to evaluate the effectiveness of the flipped learning method. Assess how students respond to classroom activities and how their understanding of the material is impacted by pre-class learning. This review can be conducted through quizzes, surveys, or direct reflections.

8. Consider Students' Diverse Abilities

One of the advantages of flipped learning is its ability to meet the needs of students at various levels. Ensure that challenges are appropriate for each student's ability. For more advanced learners, provide activities that encourage deeper exploration of the material, while for those needing more support, offer additional opportunities for discussion and clarification.

9. Provide Constructive Feedback

Throughout and after classroom activities, it is essential to give constructive feedback to students. Proper feedback can enhance their understanding of the material and give them clear guidance for improvement in the future. Monitoring classroom discussions and student participation will provide valuable insights into their development.

By implementing these suggestions, educators can maximize the benefits of flipped learning in English language instruction. This approach will not only enhance student engagement and motivation but also support the comprehensive development of their language skills.

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