

<https://doi.org/10.22126/tale.2023.2844>

Document Type: Research Paper

## Investigating Developments in EFL Speaking through Online Flipped Learning: A Systematic Review

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### Abstract

Speaking skills in a foreign language, mainly English, pose challenges for learners. The online flipped classroom is a popular method for improving speaking skills in a foreign language like English. It combines online learning materials with face-to-face interactions to create an interactive learning experience. This approach involves students accessing online materials before class and using class time for interactive activities. A systematic literature review explored the effectiveness of this method in enhancing speaking proficiency. After screening, the researchers searched databases such as Eric, Taylor & Francis, Full Text Education, and Web of Science. They focused on articles published between 2021 and 2023 in English, investigating the benefits of the online flipped classroom approach in English Language Teaching. The review analyzed research methods, education levels, countries of publication, language skills studied, advantages, challenges, and results of the flipped classroom approach. The comprehensive review highlights valuable insights on the trends and effectiveness of the online flipped classroom approach in enhancing speaking abilities in ELT. The screening process involved removing duplicates, evaluating titles and abstracts, and conducting thorough article reviews. Data analysis utilized content analysis techniques for the relevant information. Future research should investigate its use in K12 classrooms and its impact on other language skills, conduct qualitative studies, and assess the long-term influence on proficiency and academic achievement. Policymakers and stakeholders in ELT should consider the global perspective provided by the review, emphasizing contextual factors and diverse language learning environments when implementing the online flipped classroom approach.

### Keywords:

Online flipped classroom approach, Speaking proficiency, English language teaching, foreign language, Systematic literature review

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## Introduction

Bailey and Savage (1994) assert that learning a foreign language necessitates specific skills, with speaking being the most demanding skill among the four. According to Zhang's research (2009), it is officially acknowledged that for most English learners, the ability to communicate verbally in English effectively still poses the most challenging aspect, and speaking is a complex skill linked to social interactions, not just transmitting information. Understanding underlying intentions and meanings is crucial for effective communication in our social environment (Derakhshan et al., 2016). English language learners may face challenges when speaking in English, particularly if they lack proficiency in the language (Tom et al., 2013). Drawing from Douglas (2018), speaking is a demanding skill that calls for fluency, cohesion, vocabulary utilization, grammatical flexibility, precision, and pronunciation competence. Building on this, Frazier and Brown (2001) outline five essential components of being an effective speaker: pronunciation, grammar, vocabulary, fluency, and comprehension. Hadijah (2014) asserts that students encounter several obstacles when speaking English. These challenges can be attributed to various factors, such as a shortage of vocabulary, fluency, pronunciation, grammar knowledge, comprehension, insufficient self-confidence, shyness, limited opportunities for speaking practice, time limitations, inadequate materials, and exposure-related issues. So, speaking is considered a crucial skill for language learners at all levels of education, including schools, language institutes, and universities. Experts and linguists stress the significance of speaking in English as it serves the purpose of effective communication and is particularly vital for students studying applied linguistics (Hayati, 2008; Ahmed et al., 2017).

The major challenge associated with speaking skills stemmed from the limited chances to acquire English through authentic interactions in the target language, as highlighted by Raba'ah (2005). So, various methods have been utilized to enhance students' participation and ability to speak independently. One successful tactic is online flipped learning, where students use problem-solving and inquiry-based approaches to acquire knowledge (Butt, 2012). Several research studies, like those by Li and Suwanthep in 2017 and Lin and Hwang in 2018, have indicated the advantageous effects of employing online flipped classroom models to improve learners' speaking proficiency, English critical thinking skills, and self-confidence in their abilities. The inverted classroom strategy involves reversing the traditional roles of homework and instruction, making use of online videos and other resources for learning outside of class (Adnan, 2017; Bergmann & Sams, 2012; Chen Hsieh et al., 2017; Karabulut-Ilgu et al., 2018). Inverted learning is gaining recognition in "English Language Education" because it allows students to pre-access new study materials, effectively mitigating issues. This facilitates interactive activities during class time, which the teacher conducts. As a result, this method has been acknowledged for its effectiveness in creating a favorable learning atmosphere and addressing evolving educational requirements (Chen Hsieh, et al., 2017).

Moreover, effective oral communication has become crucial in today's interconnected world with its booming international business and tourism and the persistent struggles English language learners face in speaking fluently. This can be mainly attributed to the language barriers, cognitive difficulties, and social obstacles ESL learners encounter (Vellayan, 2021). According to Sari (2023), proficiency in the English language is now crucial in various aspects of life, such as

personal, academic, and professional environments. This is supported by Nazara (2011), who states that there is a growing need for individuals who possess exceptional spoken English skills, mainly due to English becoming a widely used language for effective cross-cultural communication on a global scale. To put it differently, language learners face difficulties when speaking, as they need to express their thoughts and ideas verbally effectively (Leong & Ahmadi, 2017). Moreover, engaging in speaking activities often triggers feelings of anxiety (Sahoo & Sinha, 2020).

Hashemifardnia et al. (2021) researched to investigate the impact of online flipped instruction on the oral communication proficiency of Iranian English as a foreign language (EFL) students, explicitly focusing on complexity, precision, and fluency. The study revealed notable contrasts in post-test outcomes among participants in the experimental and control groups, with the experimental group displaying notably better performance. Despite the widespread awareness of the online flipped classroom approach, a research gap exists concerning its dedicated application for enhancing students' speaking abilities. Most research assesses students' overall achievements (Davies et al., 2013). Several studies have proposed that implementing the inverted class can enhance students' motivation for learning activities, and this approach is expected to continue fostering their motivation in future learning (McLaughlin et al., 2014). Previous research has focused on broader topics, such as students' English competence, rather than examining specific language skills (Lee & Wallace, 2018).

In a systematic review conducted by Santhanasamy and Yunus (2022), a thorough examination of 39 articles from respected databases (Scopus, Google Scholar, ERIC) spanning 2017 to 2020 was analyzed, and they investigated self-directed learning, engagement, motivation, and academic performance. Unlike the previous study, this systematic review centers on ELT and delves into how the online flipped learning approach improves spoken language proficiency. The researcher's analysis is firmly based on up-to-date information, thoroughly examining eight articles published between 2021 and 2023. The present study makes an invaluable contribution to an undetermined domain in education by enlightening the advantages of the online flipped learning approach for augmenting speaking proficiency in ELT. The researcher examined literature from databases, including Tylor & Francis, Web of Science, Full Text Education, and Eric, published between 2021 and 2023, analyzing eight articles on ELT. The primary objective is to emphasize the advantages of employing online flipped learning as a means to enhance oral communication skills. This study will address the lacuna in empirical studies on online flipped learning and afford guidelines for policymakers, educators, and students to achieve this objective; the following research questions were utilized as a basis for conducting this literature review:

- What are the current methodological developments in employing the online flipped classroom approach to enhance speaking proficiency?
- What are the key outcomes identified in existing literature regarding implementing the online flipped classroom technique for improving speaking ability?

## Method

This paper proposed a systematic literature review under the Preferred Reporting Items for Systematic Review (PRISMA) guidelines. It aimed to evaluate the advantages associated with

employing an online flipped learning approach to augment speaking abilities. The PRISMA checklist was a widely used tool for conducting and reporting SLRs transparently (Page et al., 2021). By following this framework, the review could ensure the results' rigor, validity, and reliability. The review involved four stages: identification, screening, eligibility, and inclusion. During identification, articles meeting specific criteria were selected from Taylor and Francis, Web of Science, Full Text Education, and Eric databases. The search in each database utilized keywords related to online flipped learning. The selected articles had to be published between 2021 and 2023. A careful screening process was conducted to certify that only relevant and high-quality articles were included in the study. The first step included screening the articles obtained from the four databases for duplicates, and any duplicates found were removed. Next, the titles of the remaining articles were assessed against the pre-defined keywords utilized in the study. This evaluation assisted in narrowing down the selection by recognizing articles that were likely to be relevant to the research questions. In the third step, the abstracts of the articles that passed the title screening stage were carefully scanned and skimmed to determine their relevance to the research questions. This detailed assessment helped refine the selection by identifying articles that provided valuable insights or information about the study's objectives. Finally, following this precise screening process, only articles that met the predetermined inclusion criteria were reviewed.

The rigorous eligibility phase is crucial as it certifies that the final selection of articles is both relevant and high-quality, aligning with the study's objectives. It helped maintain the review's integrity and validity by involving only articles that meet the specified criteria, as outlined in Figure 1. Moving on to the exclusion phase of this study, the researchers examined the articles that had passed the eligibility phase to identify if any additional exclusion criteria were applicable. Articles falling outside these criteria were excluded from further consideration in this review—the exclusion criteria comprised book chapters, proceedings, and meta-analysis papers not published in English.

Additionally, only articles published between 2021 and 2023 were considered. By excluding articles that did not meet these strict criteria, the study ensured that the remaining articles were focused and directly relevant to the research questions. By implementing a systematic process of eligibility and exclusion, the study maintained the highest standards in selecting articles for review, resulting in a robust and relevant collection of literature for analysis. The systematic literature review implemented specific standards to determine which articles should be included or excluded. These standards included the publication period, language, emphasis of study, and research design. The review considered articles published between 2021 and 2023 to ascertain that the included research was up-to-date and reflected recent advancements in the field. This timeframe provided the most current and relevant information for analysis.

Additionally, the researcher selected articles written in the English language. This choice facilitated comprehension and examination of the subject matter, as English is widely understood and used in academic contexts. By choosing English-language articles, the review minimized potential language obstacles that could hinder understanding the findings. The review focused primarily on articles that analyzed the implementation of the online flipped instructional approach and its effect on improving speaking abilities. By restricting the scope of the review to this specific aspect, the research questions could be effectively addressed, and a deeper understanding of the benefits associated with this instructional approach could be gained. The review aimed to select

relevant articles that would provide meaningful insights into the topic of study. By adhering to the specified criteria, the review aimed to ensure that the final selection of articles would contribute invaluable information and enhance the comprehension of the subject matter.

### Data collection

The justification for selecting the Eric, Taylor & Francis, Full Text Education, and Web of Science databases for the systematic literature review is based on their comprehensive coverage of scholarly literature, advanced search tools and features, and extensive citation tracking. This combination of databases ensures a thorough search for relevant literature in the identified field of study. Moreover, given the absence of previous systematic reviews conducted between 2021 and 2023, this approach is crucial as it guarantees the inclusion of the most recent and pertinent research findings in the review. Such an approach can offer valuable insights into current practices, trends, and emerging issues about the effectiveness of the inverted classroom method in improving oral communication skills. Search terms used to find relevant articles on inverted learning's impact on speaking skills included combinations such as "online flipped learning AND the English language" and "online flipped learning AND speaking abilities" for Eric, Taylor and Francis.

Additionally, the terms "online flipped learning" OR "online flipped classroom" AND "speaking skills" were used for Web of Science and Full Text Education. The following steps were taken to manage each database's information and eliminate duplications. Initially, specific search terms were utilized to conduct preliminary searches in each database. Subsequently, the search results from all databases were consolidated into a single library using reference management software. The software's de-duplication feature was employed to discard any duplicate articles, and the remaining articles were manually reviewed to ensure no duplicates were overlooked. Then, relevant articles were screened and selected based on predefined inclusion/exclusion criteria.

### Data analysis

For the analysis, the researchers employed the content analysis technique, a frequently utilized textual examination method that facilitated the comparison, contrast, and categorization of the data (Fraenkel et al., 2012). A table for documenting the analysis results was generated utilizing Microsoft Word (Table 2). The categories of the research questions encompass authors, study year, data gathering method, context (online or offline), research method (qualitative, quantitative, mixed approach, literature review), participants, sample size, sampling method, education level of samples, country, data analysis method, skills (speaking, reading, listening, writing), research questions, and outcomes (advantages, challenges, results) of the online flipped classroom method.

After carefully reading each article, relevant information was recorded in a form for analysis using Microsoft Excel. Codes and categories were organized to facilitate the analysis, as shown in Table 2. As explicitly outlined in the examined articles, the initial research question (RQ1) and its subtopics primarily concentrated on descriptive data. In contrast, the second research question (RQ2) and its subcategories sought more comprehensive insights about the studies. All the studies were read, and codes and categories were established to identify advantages and results. This process enabled the analysis of data. The search across four distinct

databases yielded a total of 32 articles (Figure 1). After eliminating duplicates, we were left with 25 articles for initial evaluation. Following scrutiny of titles and abstracts, seven of these 25 articles were excluded as they were deemed unrelated to English Language Teaching and the inverted classroom approach.

Furthermore, three articles were excluded due to being in languages other than English. Subsequently, the remaining 15 articles underwent a thorough review for eligibility. Among these, two studies were found to be unrelated to ELT. In addition, two articles exclusively offered descriptive information regarding the online flipped classroom approach without being classified as scientific research studies. Lastly, three articles did not primarily focus on the online flipped classroom, prompting their exclusion from the present study. Following the aforementioned selection process, 8 studies remained for in-depth analysis. To facilitate the analysis, the researcher arranged codes and categories. These codes and categories were employed to classify the pertinent information found in each article. For instance, one category is called the "research method," encompassing codes such as qualitative, quantitative, mixed approach, or literature review. Another category was "education level of samples," which included codes like K-12 students, university students, educators, and individuals learning English as a Foreign Language or English as a Second Language.

The data was later documented and examined utilizing Microsoft Excel. The researcher carefully perused each article and documented the details in the designated format. Then, the researcher identified the codes and categories relevant to each article and entered them correctly into the corresponding cells of the Excel spreadsheet. Regarding the initial research question (RQ1) and its associated subcategories, the researcher focused on the explicit descriptive information presented in the reviewed articles. The research involved evaluating the distribution of studies over various years, assessing the research methodologies utilized within the articles, discerning the educational backgrounds of the sampled groups, and determining the geographical locations of the articles. The researcher carefully examined all the articles related to the second research question (RQ2) and its subcategories to gather comprehensive data. The content of the articles was thoroughly analyzed, and codes and categories were created to identify the benefits, difficulties, and outcomes associated with the studies. Additionally, the researcher evaluated the articles to ascertain the emphasis on fundamental language skills and assess the efficiency of implementing the online flipped learning approach in English Language Teaching. Overall, the researcher employed a systematic methodology in coding, categorizing, and analyzing the data, which enabled them to arrange the information and address the research inquiries effectively.

**Table 1.**

Subtopics of research questions.

Research question	Subtopics
<b>RQ1. What are the trends in ELT research</b>	Allocation of studies over different periods: The studies included in the review were assessed based on their respective publication years to ascertain the allocation of studies across each year.



**in online flipped classrooms?**

The methodologies employed in the articles for research purposes: The analysis of the reviewed articles aimed to identify the research methodologies employed. The methodology parts within the articles underwent examination, and their approaches were classified into four categories: qualitative, quantitative, mixed methods, and literature review.

The educational attainment of the study's participants: The articles were categorized into distinct groups, including K-12 students, university students, and teachers, as well as English as a Foreign Language and English as a Second Language learners with varied educational experiences.

Publication country of each article: The country of publication for each article was identified using a thorough evaluation of both the abstract and method parts. Additionally, the authors' work environment and the location of the study intervention were considered in this determination.

**RQ2. What were the main findings from the available literature?**

Studied fundamental language competencies.: The analysis of the reviewed articles centered on their emphasis on fundamental language skills, encompassing speaking, reading, listening, and writing, among others. Every article underwent a comprehensive reading from beginning to end, with a detailed examination of the abstracts, research questions, and results sections.

Advantages, challenges, and results of online flipped classrooms in ELT:

The results, discussions, and conclusions sections were scrutinized to identify the benefits, obstacles, and outcomes. Employing an open coding approach, the codes identified in the analyzed papers were subjected to textual analysis.

Online Flipped Classroom Efficiency in English Language Teaching: Initially, the process involved identifying articles that made comparisons between the online flipped classroom method and other instructional approaches. Subsequently, a comprehensive examination of the abstracts, results, and discussion sections was carried out. The assessment of the online flipped learning method's efficacy relied on whether the reported outcomes demonstrated statistical significance

**Table 2**

Criteria related to the research questions.

Authors	Year	Data Gathering	Context		Research Methods	Participants	Sample Size	Sampling Method	Education Level of Samples
			Online	Offline					
Pratiwi et al.	2023	Test Score	●		Mixed-method research design - qualitative	1st- year students of the Railway Mechanic	24	Purposive sampling	First-year students

				and quantitative (pre-test and post-test)	Technolo gy study program			
Li & Li	2022	Survey (participants' self-report questionnaires )	●	Mixed- method research design- quantitative and qualitative (before Measureme nt and After Measureme nt	First- and second- year non- English major students of a public universit y in North China	69	Random sampling	Students who are in their first and second years and are not majoring in English.
Fischer & Yang	2022	Test Score	●	Mixed- method research design- quantitative and qualitative (pre-test and post-test)	Students from a private universit y in northern Taiwan	54	Random sampling	3rd and 4-year undergra duate business universit y students
Chen & Tian	2022	Interview & Questionnaire	●	Mixed- method research design- (Quasi- Experiment al Study) (pre-test and post-test)	Students and teachers of the Spoken English Corpus of Learners of Chinese and Non- Chinese backgrou nds in Hong Kong	8 teacher s & 13 student s	Voluntary sampling	Teacher Trainees and Young Learners in Hong Kong's Primary Educatio n



Hashemifar dnia et al.	2021	Test Score & Survey	●	Mixed- method research design- (Quasi- Experiment al Study) (pre-test and post-test)	Iranian EFL learners	60	Convenience non- random sampling	Intermediate level students
Sheerah & Yadav	2022	Survey	●	Mixed Methods (Quasi- Experiment al Study) (pre-test and post-test)	EFL Female Students at King Khalid University's Applied College"	56	Purposive sampling	College first- semester students (level-2)
Santhanasamy & Yunus	2022	Test Score, Survey & interviews	●	Mixed- method research (pre-test and post-test)	Year 3 pupils in a primary school located in Klang	40	Purposive sampling	Primary school pupils (Year 3)
Öztürk & Çakıroğlu	2021	Test Score, Survey	●	Mixed Methods (Quasi- Experimental Study) (pre- test and post- test)	A state university accounting department student in Turkey	49	Purposive sampling	University students in beginner -level English

**Table 3**

Criteria related to the research questions.

Authors	Country	Data Analysis Method	Skills				Research Questions
			S	R	L	W	
Pratiwi et al. (2023)	Indonesia	Comparison utilizing dependent Samples t- Test Examination of Pearson's Correlation Coefficient Calculation of Cohen's d coefficient. Analysis with one-factor ANOVA:	●				1.How the instructor applies the online flipped instruction in an E-Learning Speaking Session. 2.The influence of employing online flipped teaching on students' speaking proficiency.
Li & Li (2022)	China	Validity: content validity	●	●			1.Does the implementation of the inverted classroom model

		Reliability: Cronbach’s alpha Independent sample t-tests; Matched sample t-tests			result in a noteworthy enhancement of learners’ engagement in terms of behavior, emotions, cognition, and social interaction in Comparison to standard classroom 2.What elements influence learner engagement in the online flipped EFL classroom?
Fischer & Yang (2022)	Taiwan	Validity: content validity Reliability: Cronbach’s alpha Paired sample t-tests Examination through single-factor ANOVA with subsequent Fisher’s LSD Post-Test Comparison utilizing independent sample t-tests. Evaluation via Pearson correlation analysis.	●	●	1. Among the teaching methods— (1) the PFG, (2) the RFG, and (3) the TC—which one demonstrates the most substantial outcomes concerning students’ oral English learning performance? 2. Is there a noticeable disparity between online learning behaviors, such as total log-on times, and students’ objective performance, including online quizzes and final grade scores of PFG and RFG students?  3."Do significant connections exist between the online learning behaviors, such as the duration dedicated to watching prescribed weekly video lessons, the time devoted to video viewing within the PFG group, the total online log-in durations, as well as the academic outcomes, which encompass online quizzes, post-tests, and final grade scores, for both PFG and RFG students?
Chen & Tian (2022)	China	Descriptive statistics	●		1. How extensively do English instructors integrate spoken corpora into their language teaching methodologies, and what are their attitudes and viewpoints regarding the utilization of spoken corpora in language education? 2. Does the implementation of a corpus-supported approach to pronunciation teaching prove advantageous for enhancing the

				pronunciation teaching skills of pre-service English educators? 3. To what degree does the adoption of online flipped instruction assist pre-service teachers in the development of their lesson planning abilities?"
Hashemifardnia et al. (2021)	Iran	Validity: content validity Reliability: Pearson correlation analysis & Cronbach's alpha OQPT Kolmogorov-Smirnov test Between-Group t-Tests; Within-Group t-Tests Single-Sample t-Tes	●	1. Does the implementation of online flipped instruction yield any significant effects on the Complex Adaptive System (CAF) in the speaking skills of Iranian EFL learners? 2. What is the perspective of Iranian EFL learners when it comes to the utilization of online flipped instruction in their language learning?
Sheerah & Yadav (2022)	Saudi Arabia	Validity: content validity Reliability: Cronbach's alpha Data Description	●	1. What are the attitudes of EFL students concerning their proficiency in spoken English? To what degree does the incorporation of (FCM) impact the speaking skills of EFL students?"
Santhanasamy & Yunus (2022)	Malaysia	Validity: content validity Reliability: Cronbach's alpha Paired sample t-tests descriptive statistics thematic analysis	●	Is there a notable disparity in speaking achievement when comparing the performance before and after instruction using Blend space?  How do students perceive the utilization of the inverted learning method in improving their oral communication abilities?
Öztürk & Çakıroğlu (2021)	Turkey	Descriptive statistics Independent sample t-test	● ● ● ●	Can the introduction of self-regulated learning strategies significantly influence the educational achievements of students enrolled in the online flipped EFL course? And if so, what is the nature of this effect?

**Table 4.** Continue of Criteria.

Authors	Outcome	
	Advantages	Results
Pratiwi et al. (2023)	<p>The online flipped model significantly improved students' speaking performance in the online speaking class.</p> <p>Online classes conducted through Zoom meetings offer students increased practice opportunities, aligning with the student-centered learning approach inherent in the online flipped model for online speaking classes.</p> <p>The students have the flexibility to study the inverted Approach for online oral communication courses."</p>	<p>There is a substantial enhancement in the average total scores as well as in each of the speaking band descriptors.</p> <p>The online flipped classroom approach exerts a significant influence on the online speaking class. A strong effect on total scores and the three speaking band descriptors (fluency and coherence, lexical, grammatical resources and accuracy, and pronunciation). On the other hand, concerning lexical resources, there is a moderate impact.</p> <p>It significantly improves students' learning outcomes across all speaking band descriptors and their overall scores.</p> <p>No noticeable differences were detected in the post-test improvement results among the various groups, via the groups, or among all participants, whether in terms of total scores or individual speaking band descriptors.</p>
Li & Li (2022)	<p>Cultivated a profound feeling of inclusion and learning in a community;</p> <p>Improved engagement in behavioral, emotional, and social dimensions;</p> <p>Stimulated and facilitated the growth of learners' self-reliance, troubleshooting, decision-making, and critical-thinking abilities, thereby enhancing cognitive involvement.</p>	<p>1. Learners who engaged in the online flipped classroom approach attained higher average scores on the follow-up assessment regarding participation surveys, encompassing behavioral, emotional, cognitive, and social engagement aspects.</p> <p>Notably, the difference in emotional engagement between the online flipped and non-online flipped classes did not reach statistical significance.</p> <p>Factors that positively impacted the educational setting, teacher involvement, instructional material, and student participation. Conversely, the drawbacks were associated with learners' burdensome workload, unpreparedness, the duration of instructional videos, and technical challenges.</p>
Fischer & Yang (2022)	<p>Support creating a more synchronous/collaborative online learning environment has the potential to enrich the off-campus aspect of an online flipped classroom approach.</p> <p>Help improve students' overall oral/aural EFL learning.</p>	<p>The proposed online flipped group (PFG) significantly improved overall on average, outperforming the regular online flipped group (RFG);</p> <p>Compared to the RFG, the traditional class (TC) exhibited significantly superior performance. Notable variations and associations emerged when examining the online learning patterns and objective academic outcomes of both PFG and RFG</p>

		students. This included aspects like their online video lesson viewing durations and their impact on quiz and final grade scores.
Chen & Tian (2022)	Pronunciation with Corpus Support" instruction offers English teachers a novel and practical approach to heighten the awareness of target language features among English learners. Even when there are many learners, each participant can join in.	The training successfully imparted comprehensive knowledge about corpus-assisted pronunciation teaching and task design to participants.  Teacher candidates strongly desired to utilize corpus data as illustrative material to enhance students' recognition of frequently mispronounced sounds. They concurred on the effectiveness of the online flipped instruction component.
Hashemifardnia et al. (2021)	Online flipped instruction can potentially transform the English learning and teaching process positively. An online flipped classroom can encourage cooperative learning among the students. . An online flipped classroom environment engages students in interactive activities that can foster the development of critical thinking abilities and stimulate social engagement.	The pre-test scores for both groups did not exhibit a significant distinction. The experimental group attained a substantial performance advantage in the follow-up assessment over the control group. Iranian English as a Foreign Language (EFL) learners displayed favorable attitudes concerning incorporating online flipped instruction within their speaking classes.
Sheerah & Yadav (2022)	. The great significance of mixing FCM in enhancing students' speaking skills. . FCM gave students the self-assurance to communicate boldly, openly, and impeccably. FCM increased the adaptability and viability of learning via cooperative support exercises among students	Most non-native English speakers in the college's Intensive English Program (IEP) lack fluency in English. The instruction of speaking skills should be conducted as a standalone component, distinct from integrating other skills like reading and writing. The results indicated that students valued and considered the inverted classroom method effective in enhancing their fluency, confidence, and competence in production classes.
Santhanasamy & Yunus (2022)	1. Despite the school closure, students engaged more actively with their classmates. 2. The online flipped learning method supports educators and students in conveniently storing, reviewing materials, and learning at their speed. This ensures pupils maximize their self-regulating skills and peer interaction in classroom and non-classroom settings.	Students demonstrated enhanced speaking skills when utilizing Blend space. Student perceptions were assessed regarding participation, interaction, and enjoyment, with participation receiving the highest mean score, followed by interaction and enjoyment. The active learning approach and increased interaction both inside and outside the classroom promoted student engagement in this study. Students exhibited favorable reactions to the online flipped learning approach.

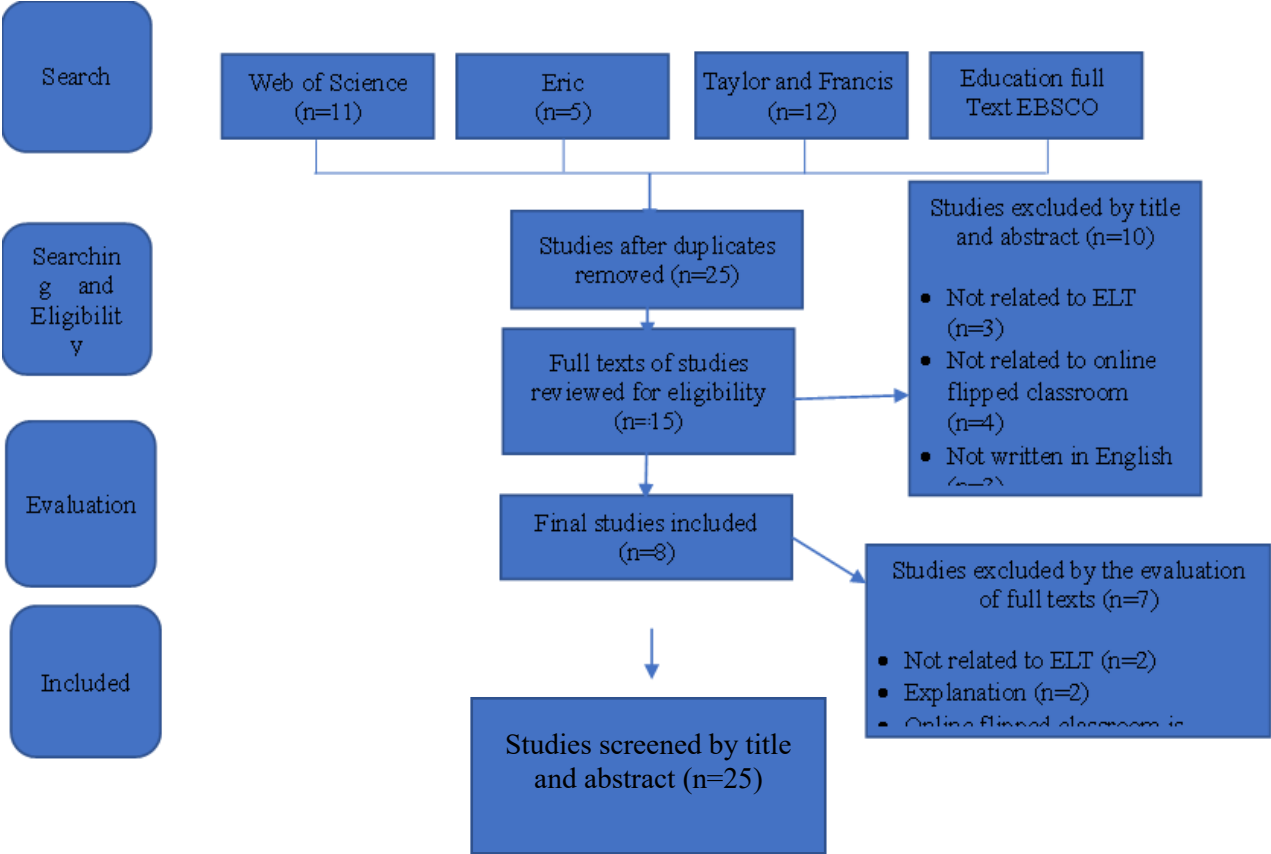
Öztürk &  
Çakıroğlu  
(2021)

FCM provides interactive learning environments for undergraduates to help them fulfill their learning responsibilities. FCM improves students' speaking skills significantly by creating online learning communities within their households and through real-world tasks during face-to-face sessions, along with collaborative discussions and group presentations, provides opportunities for students to engage with digital resources during extracurricular sessions

Listening test scores for students in the experimental group (EG) slightly exceeded those of the control group (CG). In the Reading test, students in the EG achieved higher average scores than their CG counterparts. EG students obtained higher average scores on the writing test than CG students. Speaking test scores were notably higher for EG students compared to CG students. Grammar test results indicated that EG students achieved higher average scores than CG students. Overall, the average score for EG students exceeded that of CG students. Pre-test scores of EG and CG students displayed no significant differences. Self-directed learning techniques had a beneficial effect on enhancing foreign language proficiency within the online flipped classroom framework.

Regarding speaking, reading, writing, and grammar assessment results, the cohort that utilized the platform while implementing self-directed learning strategies demonstrated a noteworthy advantage.

**Figure 1.** A visual depiction of the systematic review process, adapted from the framework introduced by Liberati et al. in 2009.



## Findings and discussion

### Trends in the literature regarding the online flipped classroom

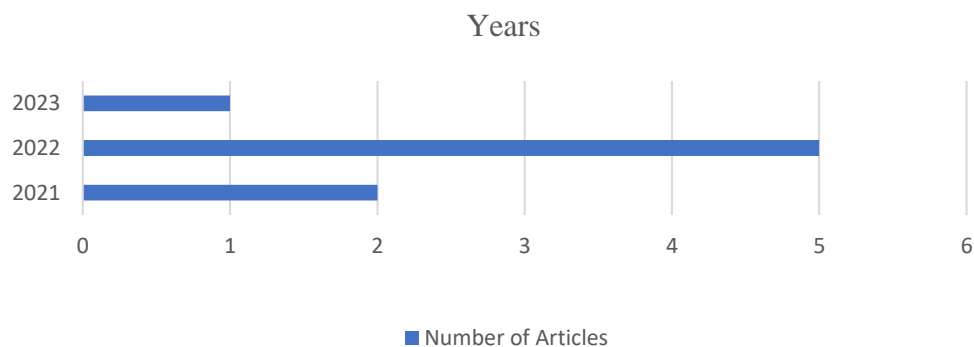
To tackle RQ1, the authors delved into an examination of multiple subcategories. These subcategories covered the distribution of studies over the years, the publication venues, research methodologies, participants' educational backgrounds, and the global spread of study locations. The forthcoming section provides a comprehensive breakdown of each category.

### The chronological distribution of studies

Figure 2 illustrates the year-by-year dispersion of studies about the inverted classroom method in the field of ELT. The highest frequency was related to 2022 (n=5).

**Figure 2**

The number of articles by year



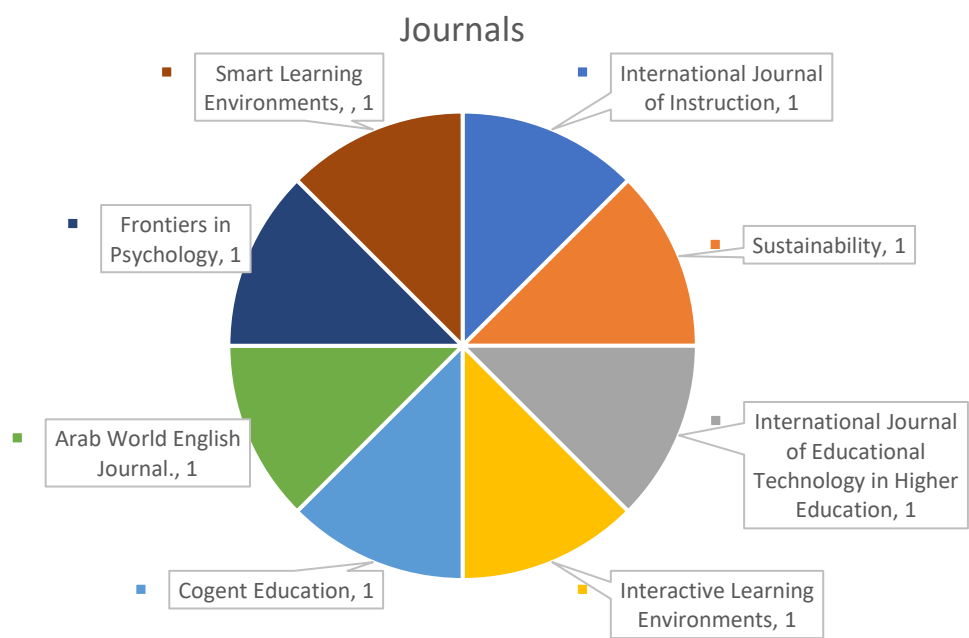
### Distribution of the studies by journals

Figure 3 illustrates the breakdown of studies concerning the inverted classroom approach in English Language Teaching across various academic journals.

**Figure 3**

Distribution of studies on the inverted classroom approach in ELT across academic journals

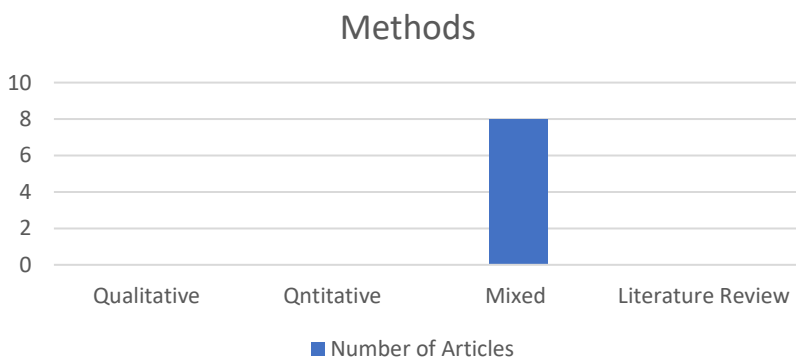




**Research methodologies employed in the examined articles**

Figure 4 highlights that the predominant research method utilized in these studies was the mixed method, employed in a total of eight instances.

**Figure 4**  
The research techniques used in the analyzed articles



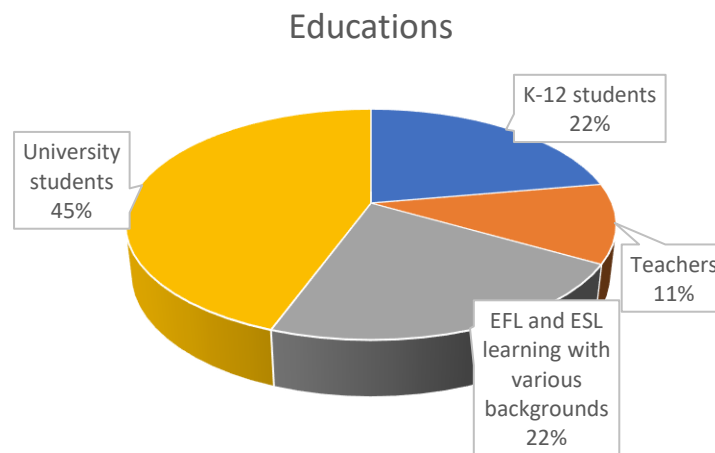
**The academic backgrounds of the subjects in the articles**

In Figure 5, the data uncovers that the largest portion of articles, representing 45%, focused on university students as their primary sample group. K-12 students constituted 22% of the articles. The remaining articles were divided among teacher samples at 11% English as a Foreign

Language (EFL) and English as a Second Language (ESL) learners from diverse backgrounds at 22%.

**Figure 5**

The educational backgrounds of the subjects in the reviewed article

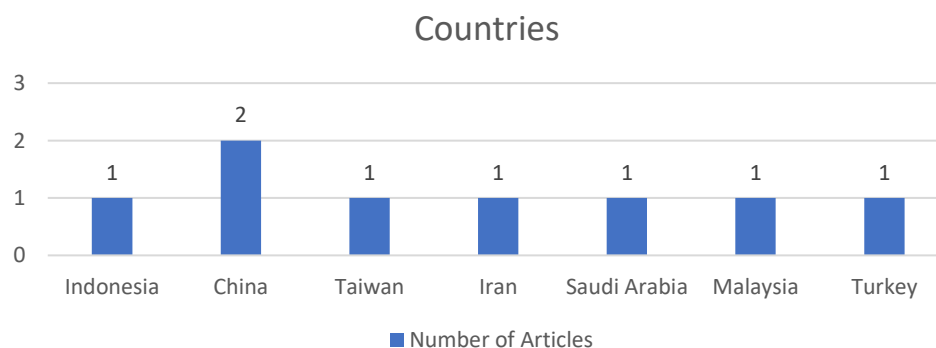


### Countries of the examined articles

Figure 6 indicates that most of the research investigating the classroom approach in ELT was conducted in China (2 studies). Additionally, research in this area was conducted in Indonesia (1 study), Taiwan (1 study), Iran (1 study), Saudi Arabia (1 study), Malaysia (1 study), and Turkey (1 study), demonstrating the international reach of studies on online flipped classroom methods in the ELT field.

**Figure 6**

The articles' publication countries



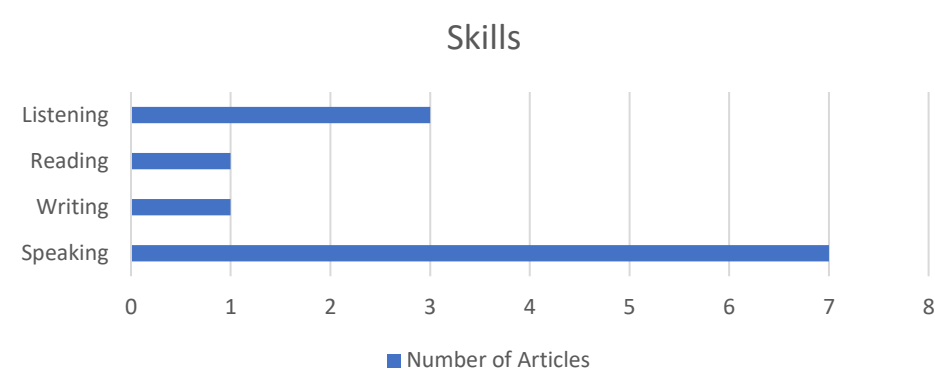
**The primary discoveries within the literature on the online flipped classroom**

To address RQ2, the researcher examined four key subcategories: fundamental skills, advantages, challenges, and outcomes of the inverted classroom method in ELT, which will be detailed in the following section.

**Basic language skills**

All eight articles focused on examining different language proficiency skills, including speaking (in 7 articles), writing (in 1 article), listening (in 3 articles), and reading (in 1 article). (Figure 7).

**Figure 7**  
Basic language skills



**Benefits of the inverted classroom in ELT**

Table 5 illustrates the advantages of employing the online flipped classroom methodology in English as a Foreign Language (EFL) courses. The primary advantages frequently referenced are enhancing students' oral communication abilities (n=3), increasing students' adaptability (n=2), enhancing engagement in various aspects such as behavior, cognition, emotions, and social interaction (n=2), fostering the cultivation of critical-thinking abilities among learners (n=2), improving the overall approach to learning and teaching English (n=2), and facilitating easy storage and evaluation of instructional materials (n=2).

**Table 5**

Benefits of utilizing the inverted classroom instruction in English Language Teaching settings.

Advantages	Frequency	Studies
Improving students' speaking performance	3	Pratiwi et al. (2023), Sheerah & Yadav (2022), Öztürk & Çakıroğlu (2021)
More time for the students to practice	1	Pratiwi et al. (2023)
Improving students' Flexibility	2	Pratiwi et al. (2023), Sheerah & Yadav (2022)
A profound feeling of inclusion and educational engagement within a communal setting.	1	Li & Li (2022)
Improving engagement in behavioral/ cognitive/emotional/ social dimensions	2	Li & Li (2022), Hashemifardnia et al. (2021)
Developing the learners' problem-solving	1	Li & Li (2022)
Developing the learners' decision-making	1	Li & Li (2022)
Developing the learners' critical-thinking skills	2	Li & Li (2022), Hashemifardnia et al. (2021)
Developing the learners' autonomy	1	Li & Li (2022)
Enhancing students' comprehensive spoken and auditory English as a Foreign Language (EFL) acquisition.	1	Fischer & Yang (2022)
Enhancing the extracurricular aspect of the inverted class	1	Fischer & Yang (2022)
Raising English learners' awareness of the target features.	1	Chen & Tian (2022)
Joining at any time.	1	Chen & Tian (2022)
Transforming the English learning and teaching process for improvement.	2	Hashemifardnia et al. (2021), Santhanasamy & Yunus (2022)
Improving interactions with others	1	Santhanasamy & Yunus (2022)
Storing and assessing materials easily	2	Santhanasamy & Yunus (2022), Öztürk & Çakıroğlu (2021)
Improving self-regulating skills both inside and outside the classroom	1	Santhanasamy & Yunus (2022)
Developing the learners' responsibilities	1	Öztürk & Çakıroğlu (2021)

Obstacles in applying the online flipped classroom approach in English Language Teaching

Table 6 proposes that although the inverted classroom method in ELT has numerous benefits, some obstacles should be acknowledged. The table highlights that the most frequently mentioned challenges are the increased workload for students (n=4) and teachers (n=3).

**Table 6**  
Difficulties encountered when implementing the online flipped classroom method in English Language Teaching

Challenges	Frequency	Studies
The additional burden for students.	4	Hashemifardnia et al. (2021), Sheerah & Yadav (2022), Chen & Tian (2022), Öztürk & Çakıroğlu (2021)
Technical/Online-related issues.	1	Sheerah & Yadav (2022),
The extra workload for teachers	3	Fischer & Yang (2022), Li & Li (2022), Santhanasamy & Yunus (2022),
Anxiety	1	Pratiwi et al. (2023),

Online Flipped Classroom Effectiveness in ELT

Table 7 presents the outcomes from 8 articles assessing the effectiveness of the online flipped classroom approach in ELT through comparisons with traditional teaching methods or pre-and post-tests. Among these studies, six reported positive findings, affirming the efficiency of the inverted classroom in ELT. One study yielded mixed results, with positive and negative aspects, while another indicated that the online flipped classroom approach had negligible impact on ELT.

**Table 7**  
Results from the studies regarding the efficacy of the online flipped classroom technique in ELT

Findings	Frequency	Studies
The available data and research findings indicate that the online flipped classroom approach is more effective.	6	Pratiwi et al. (2023), Chen & Tian (2022), Hashemifardnia et al. (2021), Sheerah & Yadav (2022), Santhanasamy & Yunus (2022), Öztürk & Çakıroğlu (2021)
Online flipped is more effective and/or makes no difference	1	Fischer & Yang (2022)
No difference	1	Li & Li (2022)

In this study, the researchers analyzed eight articles from various sources, including Web of Science, Eric, Full Text Education, and Taylor & Francis. The analysis aimed to examine trends and key findings related to using the reversed instructional approach in ELT. The analysis results

showed a significant increase in articles on this topic since 2021, indicating a growing interest and popularity in the online flipped classroom approach. The researchers also noted that most of the analyzed articles employed mixed methods as their research methodology, indicating a strong inclination toward the comprehensive investigation of the impacts of employing the online flipped classroom approach. However, regardless of the rising number of studies conducted, the researchers noted a deficiency in empirical evidence regarding the impact of the online flipped classroom method in ELT. Nevertheless, the notable surge in interest and research efforts in recent years indicates that the inverted classroom approach is probably to maintain its momentum and garner increased attention in the future.

The most common sample group in the examined studies consisted of university students, with fewer studies conducted with K-12 students and other individuals participating. This observation corresponds to the statement made by Lo and Hew (2017) regarding the limited amount of research on online flipped classroom approaches in K-12 students within the English Language instruction domain and other related disciplines. While university students are often the focus of online flipped classroom research due to their accessibility and self-regulation skills, further investigation is needed in K12 EFL classrooms. This systematic review covers numerous studies from various countries, primarily led by China. Expanding research to diverse cultural and educational contexts can provide valuable insights. By eliminating traditional lectures, the online flipped classroom permits additional time for real-world application and interaction, potentially enhancing learning, especially with additional feedback mechanisms (Hall & DuFrene, 2016). Speaking and listening are the language skills that receive the most extensive research attention. However, there is a lack of such studies in the current body of literature, and future research has the potential to offer valuable insights into the effectiveness of the online flipped learning method in enhancing basic language skills. Finally, based on the review, it was found that most of the articles analyzed placed a greater emphasis on studying speaking and listening skills. In contrast, fewer studies focused on other language skills. This underscores a research gap in examining the impact of the online flipped classroom approach on improving core language competencies. In future research, examining and reporting on the progress made in all language skills within online flipped classrooms would be beneficial. Doing so would offer valuable knowledge regarding the optimal utilization of this method in language education. Thus, there is a need to address this research gap.

This review has unveiled several advantages of utilizing the inverted classroom approach in pedagogy. The most frequently cited benefits include enhanced student speaking proficiency and heightened student engagement. These positive outcomes can be attributed to the active learning approach inherent in the online flipped classroom method. Our findings are consistent with previous research conducted by Roehl et al. (2013) and Jensen et al. (2015), who also noted beneficial results in student involvement and speaking ability. Furthermore, we have reviewed the work of Marks (2015), who concluded that the adaptable structure of the flipped classroom approach supports personalized learning and provides additional support for students. These findings align with our research, further establishing the advantages of implementing online flipped classroom learning in English as a Foreign Language (EFL) educational settings. Our primary findings indicate that this approach enhances speaking proficiency, promotes peer interaction, and improves learning outcomes.

However, it is important to note that flipping EFL classrooms may introduce challenges, which have been reported in the reviewed studies. These challenges include increased workloads for students and teachers, as KarabulutIlgu et al. (2018) identified. Additionally, technology-related issues and heightened student writing anxiety have been noted as potential difficulties. Despite these challenges, studies comparing the online flipped classroom method to traditional teaching consistently demonstrate the superiority of the online flipped classroom approach. Furthermore, studies evaluating the influence of the online flipped classroom technique through pre- and post-assessments consistently conclude that this approach enhances the EFL learning process (KarabulutIlgu et al., 2018).

Based on the articles reviewed, implementing the inverted classroom method within ELT settings offers several advantages. Firstly, it has been found to improve students' speaking skills, as supported by three studies (Pratiwi et al., 2023; Sheerah & Yadav, 2022). Secondly, it allows for more practice time for students (Pratiwi et al., 2023). Additionally, it enhances students' flexibility in their learning approach (Pratiwi et al., 2023; Sheerah & Yadav, 2022). This approach's other benefits include enhancing oral/aural English as a Foreign Language (EFL) learning (Fischer & Yang, 2022). However, implementing the online flipped classroom method in ELT environments is challenging. The most commonly mentioned challenge in the reviewed articles is the additional workload for students (Hashemifardnia et al., 2021; Sheerah & Yadav, 2022; Chen & Tian, 2022; Öztürk & Çakıroğlu, 2021). Technological and internet-related issues are also challenging (Sheerah & Yadav, 2022). Concerning the effectiveness of the online flipped classroom method in ELT, the majority of the reviewed articles (Pratiwi et al., 2023; Chen & Tian, 2022; Hashemifardnia et al., 2021; Sheerah & Yadav, 2022; Santhanasamy & Yunus, 2022) suggest that the online flipped classroom is more effective compared to traditional teaching methods. However, one study (Li & Li, 2022) argues that there is no significant difference in effectiveness, but further research is needed to conduct a meta-analysis and draw more conclusive findings. Overall, the reviewed articles offer mixed evidence supporting the advantages and effectiveness of the online flipped classroom method in ELT environments. While it can potentially improve student learning outcomes, it is important to consider the specific context in which it is implemented. The online flipped classroom method can effectively enhance student engagement and achievement by acknowledging and addressing the unique challenges and customizing the approach to suit the requirements of different educational settings, student demographics, and language proficiency levels.

It is important to consider certain limitations of our study. Firstly, our sample size was relatively small, which may limit the generalizability of the results. Additionally, some relevant studies might have been missed despite conducting a comprehensive literature search. Moreover, our inclusion and exclusion criteria may have unintentionally excluded certain studies that could have contributed valuable insights to our review. These limitations emphasize the need for future research to address these constraints and provide a more comprehensive understanding of the topic. Based on this study's implications, teachers must clearly understand the objectives of online flipped EFL classrooms before implementing such courses. To optimize student learning outcomes, the recorded videos for online flipped courses must be informative, engaging, and interactive, preventing learner disengagement (Schmidt & Ralph, 2016). Most reviewed articles suggest that the online flipped classroom approach is more effective than traditional teaching methods. However, further research, including meta-analyses, is needed to draw more findings



and compare the effectiveness of different instructional approaches. To improve student learning outcomes, teachers implementing online flipped EFL classrooms should clearly understand the method's mechanics. They should also concentrate on creating interactive videos to prevent learner disengagement and tailor the approach to suit the specific requirements of different educational settings and language proficiency levels. The reviewed studies demonstrated that the online flipped classroom approach can develop students' speaking proficiency (Pratiwi et al., 2023; Sheerah & Yadav, 2022) and this has significant implications for Iranian EFL learners, as speaking skills are often a priority in language education. By employing the online flipped classroom method, Iranian educators can facilitate more communicative language practice, providing them with opportunities to develop greater fluency and accuracy in spoken English. Furthermore, the online flipped classroom method gives students greater flexibility in their learning approach. This flexibility can be beneficial for Iranian learners who may have time constraints.

## Conclusion

In conclusion, this review found that the online flipped teaching technique within the context of ELT has grown in interest and recognition, particularly in higher education settings. It has shown effectiveness in improving speaking skills and offers advantages such as flexibility and engagement. Challenges include increased workload. Future research should explore its application in K-12 classrooms and investigate its effects on other language skills. In recent years, there has been a significant upsurge in research on applying the online flipped classroom method in ELT. This heightened interest and acknowledgment of the effectiveness of the online flipped classroom as a pedagogical method are particularly evident, with the peak number of studies conducted in 2022. Notably, these studies in the ELT context predominantly adopted mixed methods as their research approach, showcasing a well-rounded and thorough strategy for collecting and analyzing data.

Furthermore, most of these articles focused on university students as the sample, followed by K-12 students, suggesting that the online flipped classroom method has been predominantly explored in higher education settings but also has potential in primary and secondary education. A diverse range of countries were represented in these studies, including China, Indonesia, Taiwan, Iran, Saudi Arabia, Malaysia, and Turkey. This diversity indicates that the online flipped classroom approach has gained attention and implementation across various educational contexts and cultural settings. The main focus of the literature was the development of speaking skills, with numerous articles highlighting the effectiveness of the online flipped classroom in improving students' oral proficiency. The advantages mentioned included increased flexibility, engagement, and critical-thinking skills. However, challenges such as extra workload for learners and teachers were also identified. The majority of studies reviewed in this analysis reached the consensus that the online flipped classroom method is indeed a practical approach in the context of ELT. Specifically, six out of the eight articles reported positive outcomes. One study yielded inconclusive results, while another found no significant distinction between the online flipped classroom and traditional teaching methods. In summary, this review offers valuable insights into the prevailing trends and findings related to the online flipped classroom method's application in ELT. These identified patterns can guide future researchers in their investigations on the topic.

The overall positive results further advocate for the continued implementation and exploration of the online flipped classroom method in language teaching.

This study holds particular significance as it marks the inaugural examination of implementing the online flipped classroom approach in ELT. It is poised to act as a leading reference for researchers intrigued by applying the online flipped classroom method within the domain of English as a Foreign Language (EFL). Lastly, the study's findings offer valuable perspectives for elevating teaching practices in this educational domain. Future research within ELT should align with the research findings and address identified gaps and limitations. Recommendations for future studies include: Firstly, further experimental research should be conducted to examine the impact of the online flipped classroom method on EFL education. Secondly, qualitative studies should be undertaken to gain deeper insights into implementing the online flipped classroom method in EFL classrooms. Thirdly, the applicability of the online flipped classroom approach with K-12 students will be explored. Fourthly, investigate the effects of the online flipped EFL classroom on specific language skills. Fifthly, Evaluate the enduring impacts of the online flipped classroom approach on language proficiency and academic performance. Sixthly, gain insights from experienced EFL teachers who have successfully integrated the online flipped classroom method. Seventhly, comparative studies will be conducted to investigate the efficiency of the inverted EFL classroom in various educational settings. Lastly, promote collaborative learning, incorporate formative assessment strategies, and foster the growth of reflective thinking within the online flipped EFL classroom. To effectively shift from a conventional classroom to an online flipped learning, instructors should first seek facts on the methodology to understand its workings. Implementing online flipped EFL courses can place an extra workload on instructors. Thus, collaborating with other educators who are experienced in the online flipped classroom approach can assist in minimizing the time and effort expended. It is recommended that instructors prioritize addressing the specific needs of learners before meticulously planning out their courses to maximize the advantages of reversed EFL classrooms.

**Funding:** This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sector.

**Declaration of Competing Interest:** The authors declare no competing interests.

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