

Benefits of Flipped Learning Approach in Improving Writing Skills

Nur Syarafina Che Mohd Sabri, Syamimi Nursyafikah Zainal,
Nurul Husna Jusoh, Siti Fatimah Abd. Rahman

Kulliyyah of Education, International Islamic University Malaysia (IIUM)

Email: afinasabri@gmail.com, mimierfykah91@gmail.com, nurul1041@gmail.com

Corresponding Author Email: sfarahman@iium.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i8/17345> DOI:10.6007/IJARBSS/v13-i8/17345

Published Date: 05 August 2023

Abstract

The flipped learning approach (FLA) has gained significant popularity since the onset of the COVID-19 pandemic in 2019. Even though flipped learning has become more popular, there is limited research on how well it improves writing skills. This review aims to recognise the benefits of FLA in improving writing skills from learners' perspectives of different ages and academic levels by reviewing 18 articles and journals from 2019 to 2023. The findings suggest that learners considered FLA as beneficial for enhancing their writing skills, fostering autonomous learning, increasing motivation in writing, and promoting active classroom engagement. This literature review aims to provide a better overview of the benefits of FLA in improving learners' writing skills and recommendations to future researchers to explore more benefits of FLA in improving writing skills from both learners' and instructors' perspectives.

Keywords: Flipped Learning, ESL, Language Learning, Writing Skills, Pedagogy, Teaching Approach, 21st Century Skills

Introduction

The effectiveness of the flipped learning approach (FLA) in improving writing skills has become a question of interest due to its growing popularity in the education field. FLA falls under the category of blended learning (Rahman et al., 2019). The FLA is also described by Khan and Zulfiqar (2022) as a new teaching method where traditional classroom activities like lectures and homework are switched around. Instead of learning new topics in class, students are given resources such as videos or readings to study at home before class. Thus, FLA promotes active learning engagement during class lessons. However, it also requires the instructors to delegate the task for the learners to view outside the classroom and discuss the same material in the class. The task allows them to learn at their own pace and in the classroom, students engage in practical exercises and deeper exploration of the material they have already learned, with guidance from the instructor. Thus, recognising the importance of FLA, it became a question to see its effectiveness in improving writing skills.

While FLA has the potential to cater to different types of learners, it comes with challenges. Arslan (2020) highlighted numerous challenges in implementing FLA, such as internet connectivity, the workload for teachers and students, time-consuming material preparation, and the transition to flipped learning. Despite these challenges, FLA shows potential as a powerful tool for the future, especially with many institutions looking for methods to accommodate diverse learners. By prioritising student-centred learning, FLA can also positively impact writing skills, as it allows students to engage in meaningful writing tasks. With FLA, students understand the topic clearly by exploring it before the in-class writing session, promoting familiarity and understanding.

Proficiency in writing is essential for academic success and career advancement, particularly in the context of global communication and English language proficiency. However, English as a Second Language (ESL) and English as a Foreign Language (EFL) learners encounter significant challenges in their writing tasks due to a lack of English proficiency. A study by Ceylan (2019) notably showed that students do not possess basic writing strategies such as pre-writing, drafting, editing and setting goals at the beginning stage of writing courses. On top of that, according to a review of 28 studies by Graham (2019), most instructors do not provide sufficient writing instructions in the classroom. They often do not allocate enough time for teaching writing, students do not engage in frequent writing practices, and assignments that require analysis and interpretation are uncommon. Additionally, there is a lack of utilisation of teaching methods and digital tools for writing.

This review aims to examine the benefits FLA in enhancing writing skills from learners' perspectives, intending to motivate educators to incorporate and innovate this approach into their teaching practices. By reviewing a selection of relevant previous studies on the benefits of FLA, this paper seeks to provide valuable insights into the effectiveness of FLA in improving students' English writing proficiency. In addition, this paper aims to contribute to the current body of knowledge, especially the pedagogical field. The outcomes of this paper will not only provide insights to instructors, novice instructors and policy makers who are looking forward to implementing FLA in English writing lessons, but also enhance their understanding and guide their decision-making processes. Ultimately, it aims to encourage educators to adopt this approach in their classrooms as part of their pedagogy, hence enhancing writing skills among students.

An Overview of Flipped Learning Approach

FLA utilises technology to deliver instruction outside the classroom, allowing students to engage in hands-on activities during class time. The main goal of FLA is to give instructors and students as much face-to-face time as possible in the classroom (Rahman et al., 2020). By utilising technology to deliver content and materials outside of class, students can access and review instructional materials at their own pace, allowing more time during class for collaborative activities, discussions, and deeper exploration of the subject matter. According to Zainuddin et al (2019), FLA has positively impacted learners through their learning achievements, motivation and engagement, self-efficacy and social interaction. With these positive impacts, there is a need to look at the effectiveness of flipped learning approaches in the ESL context, specifically in writing skills.

One of the purposes of FLA is to maximise the face-to-face interactions between the instructors and the learners in the classroom. According to Howitt and Pegrum (2015), two advantages of FLA are pre-class preparation and in-class application. The first advantage is

pre-class preparation or out-of-class tasks that students can do at their own pace to build a foundational understanding of the content before class. This allows for self-paced learning and the acquisition of essential knowledge. The second advantage is in-class application where students come to class ready to learn because there is more time for discussion, interaction, collaborative study, and hands-on activities. Consequently, classroom becomes a dynamic space where students apply their pre-class knowledge, collaborate with peers, and receive personalised feedback from the instructor. Based on these advantages, we can conclude that FLA promotes meaningful interactions, better comprehension, and engagement with the subject matter.

Moreover, if writing practices in schools are to improve, it is critical to identify the barriers to effective writing instruction (Graham, 2019). Time is an important factor in providing great writing education. Therefore, in terms of fostering students' writing skills in the classroom, FLA could be helpful for ESL students as it supports self-regulated learning strategies, high order thinking skills, and collaborative learning and increases learners' engagement and motivation by shifting the focus to the writing practice in the classroom instead of the traditional way of lecturing. FLA will allow plenty of time for facilitating in the classroom, allowing the students to get more attention from the instructors. Besides, through collaborative activities, discussions, and problem-solving tasks during class sessions, instructors can help to promote their students' high order thinking skills (Abedi et al., 2021). Overall, FLA offers a promising approach to improving writing skills for ESL and EFL learners.

Methodology

This review used inductive content analysis to analyse 18 selected articles on flipped learning published from 2019 to 2023. According to Vears and Gillam (2022), inductive content analysis is used to analyse text-based data like written transcripts or documents. These documents can be pre-existing or specifically created for research purposes. Unlike predetermined content lists, this analysis approach involves close reading and deriving text insights. For this review, the journals were selected to answer this research question, what are the benefits of FLA in improving writing skills from learners' perspectives?

The recurrent themes from the journals were highlighted, and the research which discussed similar benefits of FLA are grouped. The rationale of these steps is to ease the readers to choose articles based on their specific interests and needs. Additionally, the identified themes can serve as a reference point for future research, providing a foundation for further exploration and investigation in the field. Table 1 below shows the list of research that were selected for this review.

Table 1

Research on flipped learning from 2019 - 2023

No.	Author / Year	Title	Research Design
1.	Abedi et al (2019)	The Comparative Effect of Flipped Classroom Instruction versus Traditional Instruction on Iranian Intermediate EFL Learners' English Composition Writing	Qualitative

2. Özkurkudis and Bümen (2019) Flipping the Writing Classroom: Using Grammar Videos to Enhance Writing. Qualitative
3. Qader and Arslan (2019) The Effect of Flipped Classroom Instruction in Writing: A Case Study with Iraqi EFL Learners. Mixed method
4. Abu Safiyeh and Farrah (2020) Investigating the effectiveness of flipped learning on enhancing students' English language skills. Qualitative
5. Alghasab (2020) Flipping the Writing Classroom: Focusing on the Pedagogical Benefits and EFL Learners' Perceptions. Mixed method
6. Altas and Enisa (2020) The impact of flipped classroom approach on the writing achievement and self-regulated learning of pre-service english teachers. Qualitative
7. Su Ping (2020) Tracing EFL students' flipped classroom journey in a writing class: Lessons from Malaysia Qualitative
8. Sukerti et al. (2020) The effectiveness of flipped learning in teaching writing Quantitative
9. Challob (2021) The effect of flipped learning on EFL students' writing performance, autonomy, and motivation. Qualitative
10. Ebron and Mabuan (2021) Flipped Learning Approach in Teaching Writing in a University Setting: Students' Experiences, Preferences, and Perspectives. Mixed metho
11. Ghufron and Nurdianingsih (2021) Flipped classroom method with Computer-Assisted Language Learning (CALL) in EFL writing class. Mixed method
12. Hidayat & Praseno (2021) Improving Students' Writing Participation and Achievement in an Edpuzzle-Assisted Flipped Classroom Mixed method
13. Putra (2021) The Use of Flipped Classroom in Teaching Writing: An Experimental Study. Qualitative
14. Zahra & Siros (2021) The effect of the flipped classroom model on Iranian English foreign language learners: Engagement and motivation in English language grammar Mixed method

15.	Khan & Zulfiquar (2022)	Effect of Flipped Learning Method on the Writing Skill of EFL Saudi Students during the Covid-19	Qualitative
16.	Muluk et al. (2022)	Flipping an IELTS Writing Course: Investigating its impacts on students' performance and their attitudes.	Mixed method
17.	Sheerah (2022)	The Use of Flipped Learning as Technology Enhanced Pedagogic Tool to Support EFL Students' Writing Skills in Saudi Context	Mixed method
18.	Chai and A. Hamid (2023)	The Impact of Flipped Learning on Students' Narrative Writing	Mixed method

Findings and Discussion

This section discusses the findings of the study based on the research question mentioned in the methodology section.

Benefits of flipped learning approach in improving writing skills

The analysis of the recurrent themes found in the 18 selected articles on flipped learning is tabulated as follows:

Table 2

Recurrent themes for FLA benefits in the discussion section

No	Theme	Research
1.	Enhance Writing Skills	Abedi et al (2019); Özkurkudis & Bümen (2019); Qader & Arslan (2019); Abu Safiyeh & Farrah (2020); Alghasab (2020); Altas & Enisa (2020); Challob (2021); Hidayat & Praseno (2021); Putra (2021); Khan, & Zulfiquar (2022); Muluk et al (2022); Sheerah (2022); Chai & Hamid (2023)
2.	Independent/Autonomous Learning	Abedi et al (2019); Qader & Arslan (2019); Altas & Enisa (2020); Ping et al (2020); Challob (2021); Ebron & Mabuan (2021); Ghuftron & Nurdianingsih (2021); Hidayat & Praseno (2021); Khan & Zulfiquar (2022); Muluk et al (2022); Sheerah (2022)
3.	Motivation	Abedi et al (2019); Özkurkudis & Bümen (2019); Qader & Arslan (2019); Alghasab (2020); Su Ping et al (2020); Challob (2021); Ghuftron & Nurdianingsih (2021); Hidayat & Praseno (2021); Zahra & Siros (2021); Khan & Zulfiquar (2022); Chai & Hamid (2023)
4.	Participation/Engagement	Özkurkudis & Bümen (2019); Qader & Arslan (2019); Alghasab (2020); Ghuftron & Nurdianingsih (2021); Hidayat & Praseno (2021); Zahra & Siros (2021); Khan & Zulfiquar (2022); Muluk et al (2022); Chai & Hamid (2023)

- | | | |
|-----|--------------------------------------|---|
| 5. | Cooperation/
Collaboration | Qader & Arslan (2019); Alghasab (2020); Su Ping et al (2020); Challob (2021); Ghuftron & Nurdianingsih (2021); Zahra & Siros (2021); Muluk et al (2022); Sheerah (2022) |
| 6. | Confidence | Abedi et al (2019); Qader & Arslan (2019); Abu Safiyeh & Farrah (2020); Su Ping et al (2020); Challob (2021); Khan & Zulfiqar (2022); Muluk et al (2022); Chai & Hamid (2023) |
| 7. | Interaction with
Teachers | Muluk et al (2022); Qader & Arslan (2019); Altas & Enisa (2020); Su Ping et al (2020); Ebron & Mabuan (2021); Putra (2021) |
| 8. | Quality Time in
the Classroom | Ebron & Mabuan (2021); Ghuftron & Nurdianingsih (2021); Khan & Zulfiqar (2022) |
| 9. | Improving
Technological
Skills | Özkurkudis & Bümen (2019); Ebron & Mabuan (2021); Ghuftron & Nurdianingsih (2021); Sheerah (2022) |
| 10. | High Order
Thinking Skills | Abedi et al (2019); Putra (2021); Zahra & Siros (2021) |
-

According to 18 articles published between 2019 and 2023, the FLA exhibits numerous benefits in developing writing skills. The most highlighted benefits of FLA found among the articles are to enhance writing skills, promote independence or autonomous learning, increase motivation, encourage participation and engagement, foster cooperation or collaboration, and increase students' confidence level.

13 out of 18 studies collectively highlighted that FLA effectively enhances students' writing skills. Studies by Abedi et al (2019); Abu Safiyeh and Farrah (2020); Alghasab (2020); Altas and Enisa (2020); Chai and Hamid (2023); Challob (2021); Hidayat and Praseno (2021); Khan and Zulfiqar (2022); Muluk et al (2022); Özkurkudis and Bümen (2019); Putra (2021); Qader and Arslan (2019); Sheerah (2022) collectively demonstrated the positive impact of these approaches on improving students' writing abilities and outcomes. The flexibility of FLA allows students to prepare themselves at their own pace. Thus, allow them to be ready during face-to-face instruction. By being ready, they learn better in class, especially when it comes to writing skills. When students know what they want to write, the class activities become more meaningful.

FLA also promotes students' independence and autonomy in the learning process. Studies by Abedi et al (2019); Altas and Enisa (2020); Challob (2021); Ebron and Mabuan (2021); Ghuftron and Nurdianingsih (2021); Hidayat and Praseno (2021); Khan and Zulfiqar (2022); Muluk et al (2022); Qader and Arslan (2019); Sheerah (2022); Su Ping et al (2020) indicated that FLA empowered students to become more self-directed learners, capable of taking ownership of their education and engaging in autonomous learning practices. Through FLA, students can learn independently, and review materials as needed, allowing individualised instruction, and accommodating different learning styles and abilities (Challob, 2021). Students will navigate their lessons better by giving them time to explore on their own before class. For instance, when students are given chances to choose their topics when assigned a writing task the freedom will allow them to write at their best capacity.

Interestingly, FLA consistently demonstrates a positive impact on student motivation. Studies by Abedi et al (2019); Alghasab (2020); Chai and Hamid (2023); Challob (2021); Ghuftron and Nurdianingsih (2021); Hidayat and Praseno (2021); Khan and Zulfiquar (2022); Özkurkudis and Bümen (2019); Qader and Arslan (2019); Su Ping et al (2020); Zahra and Siros (2021) mutually supports the notion that FLA increased students' motivation, interest and enthusiasm for learning. Students become more interested in writing skills as they are allowed to explore on their own. Alghasab (2020), for instance, reported that the FLA improved student motivation by creating a better learning environment, leading to better writing performance. Besides, instructors' feedback in the classroom also motivates students to do better in their writing.

Subsequently, the result also shows that FLA encourages active participation and engagement among students in the classroom. Studies by Alghasab (2020); Chai and Hamid (2023); Ghuftron and Nurdianingsih (2021); Hidayat & Praseno (2021); Khan & Zulfiquar (2022); Muluk et al (2022); Özkurkudis and Bümen (2019); Qader and Arslan (2019); Zahra and Siros (2021), highlighted the significance of nurturing a participatory learning environment, leading to enhanced student experiences, and learning outcomes. It is not easy to make every student in the classroom participate but due to the nature of the FLA that prepares the learners before face-to-face instruction, it will encourage learners to participate in the learning process.

Additionally, FLA encourages cooperation and collaboration among students, creating a favourable environment for group work. Studies by Alghasab (2020); Challob (2021); Ghuftron and Nurdianingsih (2021); Muluk et al (2022); Qader and Arslan (2019); Sheerah (2022); Su Ping et al (2020); Zahra and Siros (2021), highlighted the role of FLA in promoting cooperative and collaborative engagement, thus enhancing students' learning experience. Instructors can use many collaborative tools, such as Google Docs, Padlet and Canva. These collaborative tools will provide a platform that can stimulate teamwork and collaboration, creating a better learning environment.

It is also important to note from the result that FLA played a crucial role in boosting students' confidence in writing. Studies by Abedi et al (2019); Abu Safiyeh and Farrah (2020); Chai and Hamid (2023); Challob (2021); Khan and Zulfiquar (2022); Muluk et al (2022); Qader and Arslan (2019); Su Ping et al (2020), demonstrated that FLA enhanced students' self-confidence, particularly in writing. Allowing students to be responsible for their learning can enhance their motivation levels. By giving time for students to prepare and understand the topic, it encourages students to participate in class actively.

Apart from the benefits commonly discussed in the journals above, other benefits must be highlighted. These include more interaction with instructors, more quality time in the classroom, improving technological skills and promoting high order thinking skills.

Studies by Altas and Enisa (2020); Ebron and Mabuan (2021); Muluk et al (2022); Putra (2021); Qader and Arslan (2019); Su Ping et al (2020) have shown that FLA promotes more interaction between the instructors and students in the classroom. Instead of using the traditional method in which the lesson comprises mainly of lectures by the instructor, the in-class session can be dedicated for peer review session where students can exchange comments for their written work or teacher providing constructive feedback during writing practices in the classroom or even by creating opportunities for the students to discuss more on how to improve their writing. By facilitating these interactions, the FLA nurtures a supportive and interactive environment that fosters the growth of students' writing skills. This

is in line with the findings of Danya and Alamelu (2019), who assert that students can write well if they have a conducive classroom environment, a positive teacher-student relationship, constructive feedback, and continuous motivation from the instructor.

FLA changes the instructor's role, promoting student-centred learning and increasing classroom quality time. Studies by Ebron and Mabuan (2021); Ghuftron and Nurdianingsih (2021); Khan and Zulfiquar (2022) highlighted the significance of the interaction, providing students with valuable opportunities for clarification, personalised guidance, and meaningful discussions, ultimately enhancing their learning outcomes. Students' engagement before face-to-face classes prepares them with inquiries, enabling instructors to reinforce acquired knowledge. Similar to the aforementioned benefit, the FLA helps to maximise the classroom time in helping the students to enhance their writing skills through activities like writing workshops, peer review sessions or even reflective and revising processes during the class time. These findings align with statement from Zainuddin et al (2019) that FLA positively influences students' engagement and social interaction.

Besides that, FLA also enhanced students' technological skills and engagement in learning. Studies by Özkurkudis and Bümen (2019); Sheerah (2022) demonstrated the positive impact of FLA in developing students' technological proficiency and utilisation of various digital resources. There are a lot of technological applications and websites for instructors and students to explore, such as YouTube, Padlet, EdPuzzle and even social media such as TikTok. Instructors and students will become readily adaptable to technology by utilising multiple resources.

Finally, FLA also facilitated the development of students' higher-order thinking skills (HOTS). Studies by Abedi et al (2019); Zahra and Siros (2021) underscored the role of FLA in encouraging critical thinking, analysis, problem-solving, and the ability to apply knowledge effectively. As FLA promotes active learning, students are inclined to use HOTS during the learning process.

Contributions

In a nutshell, these research together improve understanding of the benefits of FLA in English language instruction by providing additional insight into its effectiveness and favourable influences on improving writing skills. These findings add to the existing knowledge base and inform instructors about the potential benefits of using FLA in English language teaching, particularly for writing skill. It also provides evidence to policymakers that FLA has the potential to improve writing abilities.

Conclusion

Based on the findings of this review, although FLA is still a considerably new approach, it is a good alternative to the traditional classroom setting as it encourages life-long and autonomous learners and encourages student-centeredness. This can be seen in the selected articles, which overwhelmingly support the positive impact of FLA on education. FLA demonstrates its adaptability and versatility across different educational levels and fields, making it a flexible approach with the potential to enhance our education system. When dealing with 21st-century teaching and learning practice while fostering ongoing progress in our education system, it is essential to transition from conventional teaching methods to adopt FLA.

However, more research needs to be conducted on the long-term effects of implementing the FLA. Conducting longitudinal studies in the future is crucial for assessing its impact over an extended duration. Additionally, future research should explore how flipped learning can be combined with other innovative instructional methods and technologies to maximise educational outcomes.

Acknowledgement

This paper is fully funded by the Kulliyah of Education, International Islamic University Malaysia (IIUM) by the grant number: HRG23-017-0017

References

- Abedi, P., Keshmirshakan, M. H., & Namaziandost, E. (2019). The Comparative Effect of Flipped Classroom Instruction versus Traditional Instruction on Iranian Intermediate EFL Learners' English Composition Writing. *Journal of Applied Linguistics and Language Research*, 6(4), 43–56. www.jallr.com
- Abu Safiyeh, H., & Farrah, M. (2020). Investigating the effectiveness of flipped learning on enhancing students' English language skills. *English Review: Journal of English Education*, 9(1), 193-204. <https://doi.org/10.25134/erjee.v9i1.3799>
- Afzali, Z., & Izadpanah, S. (2021). The effect of the flipped classroom model on Iranian English foreign language learners: Engagement and motivation in English language grammar. *Cogent Education*, 8(1), 1 <https://doi.org/10.1080/2331186X.2020.1870801>
- Alghasab, M. B. (2020). Flipping the Writing Classroom: Focusing on the Pedagogical Benefits and EFL Learners' Perceptions. *English Language Teaching*, 13(4), 28. <https://doi.org/10.5539/elt.v13n4p28>
- Altas, E. A., & Mede, E. (2021). The Impact Of Flipped Classroom Approach On The Writing Achievement And Self-Regulated Learning Of Pre-Service English Teachers. *Turkish Online Journal of Distance Education*, 22(1), 66–88. <https://doi.org/10.17718/TOJDE.849885>
- Arifani, Y., Asari, S., Anwar, K., & Budianto, L. (2020). Individual or Collaborative Whatsapp Learning? A Flipped Classroom Model of EFL Writing Instruction. *Teaching English with Technology*, 20(1), 122–139. <http://www.tewtjournal.org>
- Arslan, A. (2020). A systematic review on flipped learning in teaching English as a foreign or second language. *Journal of Language and Linguistic Studies*, 16(2), 775-797.
- Ceylan, N. O. (2019). Student perceptions of difficulties in second language writing. *Journal of Language and Linguistic Studies*, 15(1), 151–157. <https://doi.org/10.17263/jlls.547683>
- Chai, A. S., & Hamid, A. H. (2023). The Impact of Flipped Learning on Students' Narrative Writing. *International Journal of Advanced Research in Education and Society*, 4(4), 159–175. <https://doi.org/10.55057/ijares.2022.4.4.15>
- Challob, A. I. (2021). The effect of flipped learning on EFL students' writing performance, autonomy, and motivation. *Education and Information Technologies*, 26(4), 3743–3769. <https://doi.org/10.1007/s10639-021-10434-1>
- Danya, M., & Alamelu, C. (2019) Factors Influencing the Acquisition of Writing Skills. *International Journal of Recent Technology and Engineering (IJRTE)*, 7(6), 1399-1404.

- Ebron, G. P., & Mabuan, R. A. (2021). Flipped Learning Approach in Teaching Writing in a University Setting: Students' Experiences, Preferences, and Perspectives. *TESOL International Journal*, 16(4), 161–183.
- Ghufron, M. A., & Nurdianingsih, F. (2021). Flipped classroom method with Computer-Assisted Language Learning (CALL) in EFL writing class. *International Journal of Learning, Teaching and Educational Research*, 20(1), 120-141.
- Graham, S. (2019). Changing How Writing Is Taught. *Review of Research in Education*, 43(1), 277–303. <https://doi.org/10.3102/0091732X18821125>
- Hidayat, L. W., & Praseno, M. D. (2021). Improving Students' Writing Participation and Achievement in an Edpuzzle-Assisted Flipped Classroom. *Education of English as Foreign Language*, 4(1), 1–8. <https://doi.org/10.21776/ub.educafl.2021.004.01.01>
- Howitt, C., & Pegrum, M. (2015). Implementing a flipped classroom approach in postgraduate education: An unexpected journey into pedagogical redesign. *Australasian Journal of Educational Technology*, 31(4), 458–469.
- Khan, M. R. and Zulfiquar, F. (2022). Effect of Flipped Learning Method on the Writing Skill of EFL Saudi Students during the Covid-19. *International Journal of English Language Teaching*, 10(2), 1–11. <https://doi.org/10.37745/ijelt.13>
- Muluk, S., Zainuddin, Z., & Dahliana, S. (2022). Flipping an IELTS Writing Course: Investigating its Impacts on Students' Performance and Attitudes. *Studies in English Language and Education*, 9(2), 591–612. <https://doi.org/10.24815/siele.v9i2.23314>
- Othman, K., & Abd. Rahman, S. F. (2023). Virtual Flipped Classroom: English as a Second Language (ESL) Learners' Decision-Making Styles in Academic Reading. *International Journal of Academic Research in Business and Social Sciences*, 13(3), 1413–1421. <https://doi.org/10.6007/IJARBSS/v13-i3/16501>
- Ozkurkudis, M. J., & Bumén, N. T. (2019). Flipping the Writing Classroom: Using Grammar Videos to Enhance Writing. *Journal of Education and Future*, 15, 1–16. <https://doi.org/10.30786/jef.425632>
- Putra, M. (2021). The Use of Flipped Classroom in Teaching Writing: An Experimental Study. *Proceedings of the Eighth International Conference on English Language and Teaching (ICOELT-8 2020)*, 289–294.
- Qader, R. O., & Arslan, F. Y. (2019). The Effect of Flipped Classroom Instruction in Writing: A Case Study With Iraqi EFL Learners. *Teaching English with Technology*, 19(1), 36–55. <http://www.tewtjournal.org>
- Rahman, S. F., Yunus, M., & Hashim, H. (2019). A Technology Acceptance Model (TAM): Malaysian ESL Lecturers' Attitude in Adapting Flipped Learning. *Malaysian Journal of Education (0126-6020)*, 44, 43-54
- Rahman, S. F., Yunus, M., & Hashim, H. (2020). The uniqueness of flipped learning approach. *International Journal of Education and Practice*, 8(3), 394–404. <https://doi.org/10.18488/journal.61.2020.83.394.404>
- Selvaraj, M., & Aziz, A. A. (2019). Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms. *International Journal of Academic Research in Progressive Education and Development*, 8(4), 450–473. <https://doi.org/10.6007/ijarped/v8-i4/6564>

- Sheerah, H. (2022). The Use of Flipped Learning as Technology Enhanced Pedagogic Tool to Support EFL Students' Writing Skills in Saudi Context. *TOJET: The Turkish Online Journal of Educational Technology*, 21(1), 187–201.
- Su Ping, R. L., Verezub, E., Adi Badiozaman, I. F. B. & Chen, W. S. (2020) Tracing EFL students' flipped classroom journey in a writing class: Lessons from Malaysia, *Innovations in Education and Teaching International*, 57(3), 305-316, DOI:10.1080/14703297.2019.1574597
- Sukerti, G. N. A., Rudiastari, E., & Susana, K. Y. (2020). The Effectiveness of Flipped Learning in Teaching Writing. *SOSHUM: Jurnal Sosial Dan Humaniora*, 10(1), 78–92. <https://doi.org/10.31940/soshum.v10i1.1634>
- Vears, D. F., Gillam, L., & Vears, D. (2022). Inductive content analysis: A guide for beginning qualitative researchers. *Focus on Health Professional Education*, 23(1), 2022. <https://doi.org/10.3316/informit.455663644555599>
- Yacob, N. S., & Yunus, M. (2019). Students' Perspectives on Challenges and Solutions to Learning English in Malaysian ESL Context. *Journal of Language and Communication*, 6(2), 51–60.
- Zahra & Siros. (2021). The effect of the flipped classroom model on Iranian English foreign language learners: Engagement and motivation in English language grammar. *Cogent Education*, 8(1), 1870801.
- Zainuddin, Z., Haruna, H., Li, X., Zhang, Y., & Chu, S. K. W. (2019). A systematic review of flipped classroom empirical evidence from different fields: what are the gaps and future trends? *On the Horizon*, 27(2), 72-86. <https://doi.org/10.1108/OTH-09-2018-0027>