

A Systematic Review of The Impact on Flipped Classroom towards Students' Motivation in Language Teaching

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i6/21671>

DOI:10.6007/IJARBSS/v14-i6/21671

Published Date: 12 June 2024

Abstract

This paper discusses the impact on flipped classroom towards students' motivation in language teaching. Flipped classroom is one of blending methods and it widely used in different classroom. The objective of the review is to highlight the effectiveness on flipped classroom of different model to motivate students over last five years. For this purpose, a search was carried out using two international databases, Web of Science (WOS) and Scopus, with search dates from 2019 to 2023, the search was conducted using the keyword descriptors: "flipped classroom", "students' motivation" and "language learning" and by developing inclusion and exclusion criteria, finally 26 articles were selected. In this paper, it also mentions the barrier in applying flipped classroom. Finally, the paper analyse the findings to conclude flipped classroom can make the class to be effective and stimulate learning enthusiasm, aiming to encourage the application of flipped classroom in language teaching.

Keywords: Flipped Classroom, Students' Motivation, Traditional Classroom, Language Teaching

Introduction

In language teaching, teachers must adapt their teaching methods to the changing needs of students. English courses play an important role in all stages of education, and are a compulsory subject in university courses, which is crucial to improving students' skills and comprehensive quality. With the development of English education, how to effectively improve students' English level has become the focus of academic and educational circles. Flipped classroom is a new educational model, which will completely change college English teaching. Through the introduction of flipped classroom, English classroom can be active, stimulate students' enthusiasm for learning, and promote the substantial reform of English education (Jiao, 2021). Chen Hsieh et al (2017); Turan et al (2019) study the transformative potential of flipped learning, emphasizing its ability to increase student engagement,

encourage differentiated teaching, and improve teaching methods. Furthermore, Qianqian Xie and Sang-Bing Tsai(2021) demonstrate how flipped classrooms can boost students' overall English ability, motivation, and autonomy while also assisting teachers in improving their teaching approaches.

Furthermore, scholars such as Aidoo et al (2022) have demonstrated the efficacy of flipped classrooms in providing comprehensive support for teaching. In today's world, where mastering skills is very important and the education model has shifted toward skill acquisition, the flipped classroom has become a beacon of innovation that blends knowledge and technology to facilitate a well-rounded learning experience. By teaching students practical skills, cross-cultural awareness, and autonomy, flipped classrooms meet the requirements of social and personal development (Wang, 2021).

Investigating the flipped classroom approach is important because it can address students' various learning requirements, encourage engagement, and enhance academic achievement. For educators, curriculum developers, and legislators looking to innovate and enhance language teaching techniques, this study is essential. By concentrating on the benefits and efficiency of flipped classrooms, we may offer insightful information about how they can boost students' drive to study, which will ultimately lead to more efficient and interesting language instruction.

Purpose of the Review

The overall goal focused on determining the extent to which flipped classrooms have impacted student motivation from a historical and contextual viewpoint over the past five years (2019-2022).The goal of a Systematic Literature Review is to address research inquiries by following a methodical and transparent procedure. The research questions were formulated through the following process Systematic Literature Review (SLR):

1. What are previous researches about the influence of flipped classroom on students' motivation in la teaching?
2. What is the difference of students' motivation in flipped classroom compared with the traditional teaching?
3. What are the main findings of the research about the impact on flipped classroom towards students' motivation in language teaching?

According to the research questions, the objectives of the study are shown as the following:

1. To examine the relevant literature of the extent, scope and nature of research activities and the value of undertaking a comprehensive systematic review.
2. To compare the difference of students' motivation between flipped classroom and traditional teaching.
3. To summary the findings on the effect of flipped classroom on students' motivation in language teaching.

The above research objectives of the study were systematically evaluated and summarized after all the issues raised in the study were analyzed through the literature. In this way, we have analyzed the current status of student motivation in the flipped learning. And the gaps and areas of research are used to inform further pedagogical applications or new systematic research. Therefore, the next section of the article will discuss the review methodology,result and findings.

Methodology

Systematic Literature Review (SLR) is a systematic approach to synthesizing, evaluating, and analyzing existing relevant research literature to answer a specific research question or address a specific research objective (Mengist et al., 2020). The process of SLR consists of the following major steps:

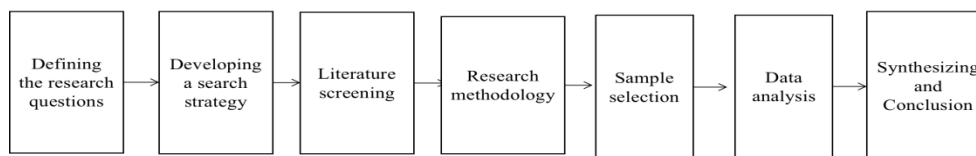


Figure 1: The process of SLR

According to the analysis process of SLR, the researcher first needs to define the objectives and questions of the research and identify the key questions that need to be answered. Through research questions, researchers should design appropriate search strategies to obtain relevant research literature. This typically includes the selection of the appropriate database, keywords and their combinations, and the setting of search qualifiers. After the literature search is completed, the researchers also need to screen the obtained literature and evaluate the relevance of the literature item by item according to the pre-determined inclusion and exclusion criteria. The purpose of this step is to select literature that is relevant to the research question. From the selected literature, researchers need to extract key information and data to compare and synthesize the literature. Finally, the key information and results in the literature are integrated and summarized.

Through the methodical collection, filtering, and analysis of a substantial volume of research literature, SLR is able to offer thorough and cohesive research evidence. This prevents the adoption of biased viewpoints derived from a single study and leads to more accurate and trustworthy results (Paul & Barari, 2022).

Inclusion and Exclusion Criteria

In order to conduct the review effectively, we have established clear inclusion and exclusion criteria. These criteria serve as guidelines to determine which studies will be included in our review and which ones will be excluded. This helps maintain consistency and transparency throughout the review process.

Table 1

Inclusion and exclusion criteria for article selection.

Items	Inclusion criteria	Exclusion criteria
Year	2019-2023	Prior to 2019
Key search terms	Titles , abstract and key words contain flipped classroom and language teaching	Those that are not listed
Type of publication	Peer-reviewed and open-access research articles	Do not pass peer review, No open access
Types of studies	Empirical studies	Non-empirical studies
Languages	English	Languages other than those listed in the listing
Participants	Students	Non-students

Source of Information

We have chosen three databases for our study, including SCOPUS and Web of Science (WOS), two generic databases. These databases were selected because they are widely used in the scientific community and have high impact factors, which ensure the caliber and dependability of the papers they index.

Using these two main databases, we ensure that our literature evaluation covers a wide range of relevant studies and publications. SCOPUS and WOS give extensive coverage, which increases the reliability and validity of the findings, allowing us to draw solid conclusions and make well-informed suggestions based on the available data.

Search Strategies

A systematic search was conducted in SCOPUS and Web of Science databases using the equation ((Language learning* and flipped classroom*) OR (Language teaching* and flipped classroom*)) as a filter. Additional filters for open access (All open access), years (2019, 2020, 2021, 2022and 2023), and document type (Article) were applied. The review encompasses studies published between 2019 and 2023, investigating the effectiveness of the flipped classroom method in improving language acquisition, student engagement, and pedagogical methods. Key findings from the literature are synthesized and implications for language education are discussed.

Data Selection Process

After initially identifying 1044 records across different databases (448 in SCOPUS and 596 in WOS), duplicate entries were removed, resulting in the following stages in figure 2:

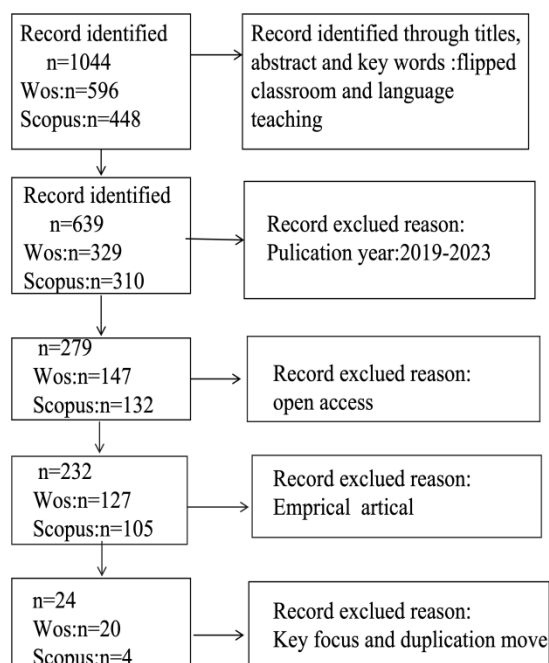


Figure 2: Systematic review of the related literature (Source: Authors' own elaboration)

This figure shows the stages as follows:

Stage 1: Following language screening, titles and abstracts were examined to exclude articles that did not align with the focus of the research. This step was reviewed by all authors, and decisions were made collectively.

Stage 2: All authors of the article analyzed the languages in which the articles were published in order to exclude those that were not in English or published between 2019-2023.

Stage 3: Eligibility criteria, including methodology, participants, scope, and key focus, were applied to the remaining articles. Each article was assessed to ensure it met the criteria established for inclusion in the review. Any discrepancies or uncertainties were discussed among the reviewers until a consensus was reached.

Extraction of Data

The findings are exclusively available in English and have been presented solely at conferences, in journal articles, and review papers between 2019 and 2023. During the review, a total of 232 papers were identified. These publications were analyzed to ascertain the study's objectives. Among other things, the following terms are associated with the flipped classroom in teaching/pedagogy, language teaching and learning, as utilized in the earlier findings:

1. Flipped classroom students perform better than traditional classroom students.
2. The implementation of effective pedagogical techniques enhanced the academic achievements of the participants. Additionally, the participants expressed satisfaction with the flipped classroom design implemented in this study.
3. Students gave positive feedback on their overall academic achievement, motivation, and self-efficacy. They also found flipped learning to be engaging and conducive to active participation.

The text are condensed into a table to facilitate the review process. Subsequently, then excluding papers that did not meet the criteria, resulting in 24 papers selected for an in-depth review. Below is a discussion of the findings and results. Table 1 provides a summary of the reviewed studies.

Discussion of the Results

From the 24 studies, 15 focused on university students, 1 on elementary or primary school children, and 5 on secondary or high school students. Additionally, 3 studies students based on their English proficiency, and only 1 focused on teachers. This indicates a significant research gap in vocational education, with most studies concentrating on university students. However, there is a notable gap in research focusing on primary and secondary education. By filtering articles with the keywords "flipped classroom" and "language teaching" in the Web of Science (WoS) and Scopus databases, a series of academic literature related to flipped classrooms and language teaching was obtained. These articles cover various aspects of the application, effectiveness evaluation, and teaching methods of flipped classrooms in the field of language teaching.

Utilizing visualization tools, these literature can be presented in a visual manner. In the visualization graph, each node represents an article, while the connections between nodes represent citation relationships or relevance among these articles. The size and color of nodes may reflect the importance, citation frequency, or other metrics of the literature.

Through such visualizations, we can intuitively understand the relationship between flipped classrooms and language teaching, as well as the academic research hotspots and trends. We can discover which research areas receive more attention, which articles are more frequently cited, and which academic viewpoints or methods are more widely recognized.

Figure 3 shows the visualizations of articles about the flipped classroom and language teaching:



Figure 3: Visualization of literature graph

Through the key focus of articles, a summary of studies are review, which concluding research objective, methods, instrument, and findings in the table 2.

Table 2

A summary of studies that were reviewed

NO	Title	Author	Research objective	Metho Instrument d	Key focus	Findings
1	Flipped Classroom and Psycholinguistic Factors: An Evaluation	Alfaifi and Saleem(2022)	investigate the effect of FCM implemented as an approach to teach English	MI Questionnaire Interview	Flipped classroom; Psycholinguistic Factors; English learning	Even the most learner-centered instructional strategies are unlikely to make a big difference in students' motivation, anxiety, or self-confidence when learning English as a second language. However, compared to traditional classroom settings, affective elements have a little smaller impact on their English learning process.
2	Effects of Combining Different Collaborative Learning Strategies with Problem-Based Learning in a Flipped Classroom on Language Learning	Chang et al (2022)	proposed a method to combine problem-based learning and different collaboration in flipped classroom	a Quan Test	Flipped classroom; Language learning; Problem-Based learning	The participants' academic performance was enhanced by the teaching strategies. Participants expressed satisfaction with the flipped classroom

design used
in this study.

3	Saudi University Students' perceived Linguistic Gains and Learning Experiences in Flipped Classrooms	EFL Al-Amri (2022)	Address significant research void in the Saudi context by adopting the flipped classroom approach.	aQual semistructured interviews	Oxford Placement Test (OPT), Engagemnt,questio naires and grammar movies	Flipped classroom; Language learning; technology utilization	Three key elements that significantly contribute to raising students' language proficiency and enhancing their language learning experience are collaborative activities, instructor assistance, and reliable technology utilization.
4	The effect of the flipped classroom model on Iranian English foreign language learners : Engage ment and motivati on in English	Afzali andIzadpanah (2021)	Calls additional flipped classrooms in other English disciplines, and ideas.	forQuan Oxford Placement Test (OPT), Engagemnt,questio naires and grammar movies	Flipped classroom; English learning ; Engagemnt and motivation	In compariso n to students in traditional classes, learners in flipped classrooms do better. Additionall y, it has significant ramificatio ns for those who create foreign language curricula,	

	language						as well as
	e						for
	grammar						teachers of
	r						other
							languages
5	The effectiveness of the student response system (SRS) in English grammar learning in a flipped English as a foreign language (EFL) class	Liu et al (2019)	To investigate the efficacy of the student response system (SRS) in English grammar acquisition within a flipped English language learning environment.	Quantitative Test		Flipped classroom; English learning; Motivation and Self-efficacy	Students can participate their class activities actively during the flipped learning process as well as increased student self-efficacy and motivation in grammar learning.
6	Psychological Factors Affecting Language-Learning Process in Saudi Arabia: The Effect of Technology-Based Education on High School Students' Motivation, Anxiety, and Attitude through Flipped Learning	Ibrahim et al (2022)	Examined the results of using flipped learning as a technology-based teaching method	Quantitative Questionnaire		Flipped learning; Language learning; Technology-Based Education; Motivation, Anxiety, Attitude	Students in flipped classrooms are enthusiastic about flipped instruction. Foreign language teachers might be encouraged to incorporate technology into their classroom instruction to improve student learning.

7	Flipping EFL low-proficiency students' learning: An empirical study	Chang (2023)	Examine pedagogical impacts of flipped learning on learning outcomes and attitudes among students with low proficiency levels.	theQuan	Test Questionnaire Interviews	Flipped classroom; Academic achievement; Motivation; Self-efficacy; Language learning	Overall academic achievement, motivation, and self-efficacy received favourable reviews from the students, who also found that flipped learning was engaging and encouraged active engagement.
8	Influence of flipped learning on attitudes towards a foreign language subject	Fernandez-Carballo(2022)	To analyse how this learning method influence the attitudes	MI	Questionnaire Interviews	Flipped learning; Language teaching; Attitudes	When planning the teaching and learning process, this strategy must be considered . To successfully implement flipped learning into their classrooms , teachers need to receive proper training.
9	Investigation of the effect of flipped listening instruction on the listening performance	Qiu,and Luo(2022)	Examined Chinese students learning English as a foreign language (EFL) fared in terms of anxiety and listening	howQuan	Test	Flipped classroom; English learning; Performance; Anxiety	Flipped listening teaching increases learners' listening abilities significantly.

	ce and listening anxiety of Chinese EFL students		comprehension after receiving flipped listening training.				Furthermore, significantly reducing the listening anxiety
10	The Effect of an Extended Flipped Classroom Model for Fully Online Learning and its interaction with Working Memory Capacity on Students' Reading Comprehension	Diningrat (2023)	To investigate how an extended flipped classroom model affect fully online learning in the context	Quan	Questionnaire	Flipped classroom; language learning; language skills	Implementing an extended flipped classroom model in an English reading course and further investigating the efficiency of this model in various contexts and language ability.
11	Massive Open Online Course Versus Flipped Instruction: Impacts on Foreign Language Speaking Anxiety, Foreign Language Learning Motivation, and Learning Attitude	Pan (2022)	Examine the impact of MOOCs learners' speaking anxiety, motivation, and attitudes towards language acquisition in flipped instruction.	theQuan	Test Questionnaire	Flipped classroom; Language speaking; Motivation; Anxiety	Students in the flipped classroom had improved nervousness about speaking, as well as motivation to learn, and participants showed positive attitudes about the technology-based instructional environment.
12	Effectiveness of Flipped Classroom in Teaching Basic	Arif and Omar (2019)	Investigate the effectiveness of the designs of innovative	Quan	Test Questionnaire	Flipped classroom; English teaching; Motivation;	Students' enthusiasm and drive to learn grew, as did their

	English Courses		learning and flipped classrooms in English teaching			Technology integration	academic achievement. In undergraduate basic English courses, needs-based learning design and technology integration function best.
13	Validation of a Measure of Flipped English Learning Readiness and Examination of Its Relationships With Instructional Practices, Learning Self-Efficacy, and Learning Beliefs	Luo and Gan (2022)	Investigate its link to teachers practice ,self-efficiency and beliefs in language learning	Quan	Questionnaire	Flipped learning; English learning; Self-efficacy; Learning Beliefs	ELL self-efficacy was a strong indicator of students' readiness to learn English in a flipped format across grade levels.
14	Impact of social media-supported flipped classroom on English as a foreign language learners' writing performance and anxiety	Zhao and Yang(2023)	Investigate the writing abilities and anxiety levels of Chinese EFL students in flipped learning environment	Quan	Test	Flipped classroom; English learning; Writing performance; Anxiety.	Students' writing scores improved significantly in flipped writing instruction . In addition, the flipped program significantly reduced participants' writing anxiety.
15	Unpacking the interaction	Qin et al (2022)	Explored the experience of learners'	Quan	Narrative	Flipped classroom; Language	Students experienced more

	between foreign language learners' emotion, cognition, and activity in the flipped classroom in higher education: A perezhivani e perspective		emotion and the interplay among emotion, cognition, and activity in flipped learning			learning ; positive Learners' emotion which proves the effectiveness of the pedagogy	
16	Teaching CALL to Pre-service Teachers of English in a Flipped Classroom	Akayoglu (2021)	Examine the viewpoint of prospective English teachers in Turkey regarding FCM and a learning management system, specifically Google Classroom	Mixed	Questionnaire Interviews	Flipped classroom; English teaching; Motivation	Pre-service teachers' perceptions of flipped classroom instruction were positive in terms of motivation, outcomes, engagement, and overall student satisfaction
17	Using the Flipped Classroom Model in the Development of Basic Language Skills and Enriching Activities: Digital Stories and Games	Girmen and Kaya (2019)	Enhance students' language skills development through digital storytelling activities and games utilizing the Flipped Classroom Model (FCM)	Qualitative	Observation Diary Interview	Flipped classroom; language skills;cognitive, affective, social, and psychomotor skills.	The use of the flipped classroom promotes student development in many areas, beginning with basic language skills, followed by cognitive, affective, social, and psychomotor skills.
18	The Comparison of the	Liu et al (2023)	Compare the efficacy of the FCI and	Qualitative	Questionnaire	Flipped classroom; Language	Compared to the lecture

	Efficiency of the Lecture Method and Flipped Classroom Instruction Method on EFL Students' Academic Passion and Responsibility		traditional lecture approach academic performance and accountability			learning; Academic passion and responsibility	style, students in flipped classroom instruction (FCI) are noticeably more passionate, driven, and accountable to learn.
19	Assessment of Flipped Learning as an Innovative Method of Teaching English: A Case Study	Ivanytska et al (2021)	Evaluate the effectiveness of flipped learning as a contemporary approach in English learning to EFL students	Questionnaire		Flipped learning; English teaching; Learning performance; Motivation	Implementing flipped learning boosted student language performance development, improved their motivation and participation, and increased their interest in learning English, enabling the teaching process more effective and innovative.
20	Flipping an on-campus general English course: a focus on technology complexity of instruction and learners'	Zarrinfard et al (2021)	Examine the two different class circumstances and two different kinds of flipped instruction (FI) (low and mid-tech) on language learners'	Questionnaires Preliminary		and Flipped classroom; English course; Student' motivation	The majority of students were enthusiastic about the flipped classroom, while they voiced a desire for some

	levels of impulsivity		learning outcomes				changes to the teacher's position, their own role, and the way educational materials were created and presented.	
21	Flipped Classroom as a Supporting Plan for Iranian EFL Learners' English Improvement in Super Intensive Courses	Hajebi. (2020)	Examine the efficacy of flipped classrooms as a supplementary method for enhancing English proficiency	the	Qua	Test	Flipped classroom; English learning; English improvement	The flipped teaching methodology enhances not only students' English skills, but also their overall views about English and their drive to learn.
22	Students' perception of the flipped classroom approach in education: a case study from BANJA LUKA.	Elezović, S. J. (2022)	Build upon current data, accumulating annually from global sources, to offer additional evidence of the effectiveness of flipped classrooms	MI	Questionnaires	interviews	Flipped classroom; EFL education; Students' perception	These students have an open and positive attitude towards the flipped classroom.
23	Programming Language Training With the Flipped Classroom Model	Taşpolat et al (2021)	Assess the impact of the "flipped classroom" on students' academic achievement and views on higher education programming and methods	MI	Test and interview	group	Flipped classroom; Motivation; Programming language training	Participants showed more positive attitudes and better academic performance. There is increased interaction between teachers and

							students, which enhances motivation to learn. However, the disadvantages are the need for technology requirements, less watching videos, low course attendance, less interaction among teachers and student after class.
24	The effect of integrating Kahoot! and peer instruction in the Spanish flipped classroom: the student perspective	Ruiz, C. G. (2021)	Examine students' views on using Kahoot!, a game-based Student Response System (GSRS), in two flipped classrooms	MI	Questionnaires	Flipped classroom; Kahoot; Engagement and motivation; Spanish learning	Students felt that using Kahoot in the flipped classroom increased engagement and motivation, deepened their conceptual comprehension and contributed to the development of a supportive learning environment.

Based on the meta-analysis presented, the primary research focus on the impact of flipped classrooms centers around students' motivation, learning performance, and language acquisition within this teaching model. All included studies are empirical in nature. Numerous studies indicate that students tend to be more motivated and willing to engage in flipped classroom settings (Ivanytska et al., 2021; Zarrinfard et al., 2021; Akayoglu, 2021; Arif & Omar, 2019; Pan, 2022). However, Alfaifi and Saleem (2022) discovered that the flipped classroom had minimal effect on students' English learning outcomes. This suggests that students' perceptions of flipped classrooms may differ significantly, with some students adapting

quickly and benefiting, while others may require more time and support to fully adjust and achieve their potential.

Furthermore, when implementing the flipped classroom, teachers must analyze students' feedback and requirements, and adjust their teaching strategies accordingly to provide a positive learning experience and growth (Akayoglu, 2021). Fernandez-Carballo (2022) emphasizes that proper training is required for teachers to effectively include flipped learning into their instructional design. Despite this, there is little study on the role of teachers and support strategies in flipped classes. This demonstrates a deficit in the in-depth investigation of instructors' professional development and instructional strategies in the context of flipped learning.

While there is abundant quantitative research on the correlation between flipped classrooms and language teaching, there is a dearth of qualitative studies investigating this topic (Girmen & Kaya, 2019). Explore the factors of flipped classroom on students' motivation in language teaching. The association between motivation and flipped classrooms in online settings has been consistently noted and validated by numerous studies, suggesting a robust positive relationship (Arif & Omar, 2019).

However, the findings also highlight different aspects of the relationship between flipped classrooms and student motivation. Key contributors to improving students' language proficiency and enriching their learning experience include collaborative activities, instructor support, and effective use of technology (Al-Amri, 2022). The relationship can be affected by these factors: starting with fundamental language abilities and extending to cognitive, affective, social, and psychomotor skills (Girmen & Kaya, 2019). Some argue that the flipped classroom may not directly influence the motivation, for example, students may feel nervous in flipped classroom especially speaking class, which can decrease their motivation (Pan, 2022). The influence of flipped learning demonstrates a complex relationship that differs depending on various contexts and factors.

Most studies show the strong correlation between flipped classroom and motivation. Participants show more positive attitudes and improved academic performance in the flipped classroom. The increased interaction between instructors and students enhanced their motivation to learn (Taşpolat et al., 2021). According to Elezović (2022), students demonstrate an open and positive attitude towards the flipped classroom model, showing a willingness to engage with and adapt to this innovative learning approach. They appreciate the benefits of active learning and the flexibility it offers, which contributes to their overall positive perception. Compared with traditional classroom, The difference in students' motivation between the flipped teaching and traditional classroom mainly stems from the levels of engagement and autonomy each method offers. In a flipped classroom setting, students typically display greater motivation because of the active and participatory learning environment. They are prompted to take charge of their learning after class, fostering a stronger sense of ownership and intrinsic motivation. Furthermore, the interactive in-class activities and heightened teacher-student interactions significantly boost their engagement and enthusiasm (Liu et al., 2023).

Only few articles show negative attitude towards flipped classroom on students' motivation. On the contrary, utilizing flipped learning enhanced students' language learning performance,

elevated their motivation and engagement, and heightened their enthusiasm for learning English, thereby rendering the educational process more efficacious and inventive (Ivanytska et al., 2021). They also emphasize the significance of constructing flipped classroom to improve academic performance (Taşpolat et al., 2021).

In conclusion, most researchers believe that flipped classroom can affect motivation and academic performance. However, it is essential that to explore deeply about these relationships in various contexts with the emergence of new technologies.

Limitation

Studies may only cover specific schools, grades, or subject areas, making the results not universally applicable. Additionally, students' reactions to flipped classrooms may vary across different regions, cultural backgrounds, and teaching environments. Some studies may suffer from biases in sample selection, inappropriate research methods, or inaccuracies in measurement tools, which can affect the objective assessment of the result of flipped classrooms on student motivation. Students vary greatly in learning styles, interests, hobbies, and learning abilities, so their responses to flipped classrooms may differ. Successful implementation of flipped classrooms requires teachers to have certain skills and resource support. If teachers lack understanding or fail to implement flipped classrooms effectively, it may affect student motivation.

Recommendation

Future studies on the impact of flipped classrooms on student motivation could consider the following recommendations:

Utilize innovative digital technologies, such as augmented reality and artificial intelligence, to explore their role in enhancing student motivation in flipped classroom settings.

Encourage researchers, particularly from underrepresented countries, to focus on fostering student motivation in flipped classrooms.

Conduct in-depth qualitative studies to explore innovative methods for enhancing student motivation in flipped classroom environments.

Conduct large-scale quantitative studies to investigate the effectiveness of personalized instructional strategies on student motivation in flipped classrooms.

Focus on primary education to better understand how flipped classrooms impact student motivation from young age.

Conduct research on flipped classrooms in the life sciences field to address the existing gap in literature.

Investigate barriers to personalized instruction in flipped classrooms to develop robust designs for enhancing student motivation.

Conclusion

This review examines the influence of flipped classrooms on student motivation in language education, using the framework of PRISMA to gain a comprehensive analysis. It involved meticulous data extraction, quality assessment, selection criteria delineation, and search method delineation in the process. Among the collected documents, a total of 24 met the standards. During data extraction, we only considered English-language articles, reviews, and conference papers. Although a minority of studies suggested that the impact of flipped classrooms on student motivation was minor, the majority of research results indicated a

positive effect. Through a comprehensive analysis of the collective viewpoints of selected articles, we were able to confirm the conclusions of the methodological assessment. Therefore, the review not only discussed the objectives and specific limitations of the study but also proposed potential directions for future research.

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