A Systematic Review of Flipped Classroom Approach in Improving Writing Skills of Primary Mainstream Students

Aghelya Chitambram, Nurhasmiza Abu Hasan Sazalli

School of Education, Faculty of Social Sciences and Humanities, University Teknologi Malaysia (UTM)
Email: aghelya@graduate.utm.my, nurhasmiza.kl@utm.my

Abstract

This systematic review investigates the impact of the flipped classroom approach in strengthening writing skills of primary mainstream students. By analysing existing research, we assess how this approach impact various writing components such as fluency, grammar, vocabulary, and overall writing quality. The review identified common trends, methodological gaps, and areas for future investigation from both quantitative and qualitative studies. The analysis intends to propose evidence-based recommendations for ESL teachers deliberating the utilization of flipped classroom strategies to boost primary students' writing capabilities. The findings highlight the potential strengths and barriers of this approach, providing valuable insights for researchers and educators striving to enhance writing skills in primary schools.
Keywords: Writing Process, Primary Mainstream Students, Flipped Classroom Model

Introduction

This systematic review investigates the impact of flipped classroom approaches on the development of writing skills of primary-level English as a Second Language (ESL) students. Current research suggests that traditional writing instruction often struggles to provide sufficient opportunities for focused, individualized feedback and practice in writing, particularly for ESL students who may require more targeted support. Many studies have explored the effectiveness of flipped classrooms in various educational contexts, but a comprehensive synthesis focusing specifically on primary ESL writing is lacking. Furthermore, existing research presents conflicting findings on the optimal strategies for integrating writing instruction within flipped classroom models. Some studies highlight the benefits of pre-recorded writing lessons and online exercises, while others emphasize the importance of in-class collaborative activities and teacher-student interactions. This review aims to address this gap by systematically analyzing existing literature to determine the effectiveness of different flipped classroom strategies for improving writing of primary ESL students. This

analysis will inform evidence-based recommendations for ESL teachers and guide future research in this crucial area.

Methodology
Search Strategy

A systematic literature search was conducted to identify relevant studies on using flipped classrooms to teach writing skills to primary mainstream students. The search encompassed several databases, including Google Scholar, PubMed, and ProQuest Education Journals, to ensure a broad range of relevant articles were considered. Keywords such as "flipped classroom," "writing skills," "primary school," "elementary school," and "mainstream students" were used, along with Boolean operators (AND, OR, NOT) to refine search results and identify both empirical studies and relevant discussions. Databases such as Google Scholar, PubMed, and ProQuest Education Journals were chosen because of their broad coverage of education research and inclusion of peer-reviewed articles. This meticulous approach aimed to provide a thorough understanding of the current research landscape and to identify any gaps in the existing literature on this topic.
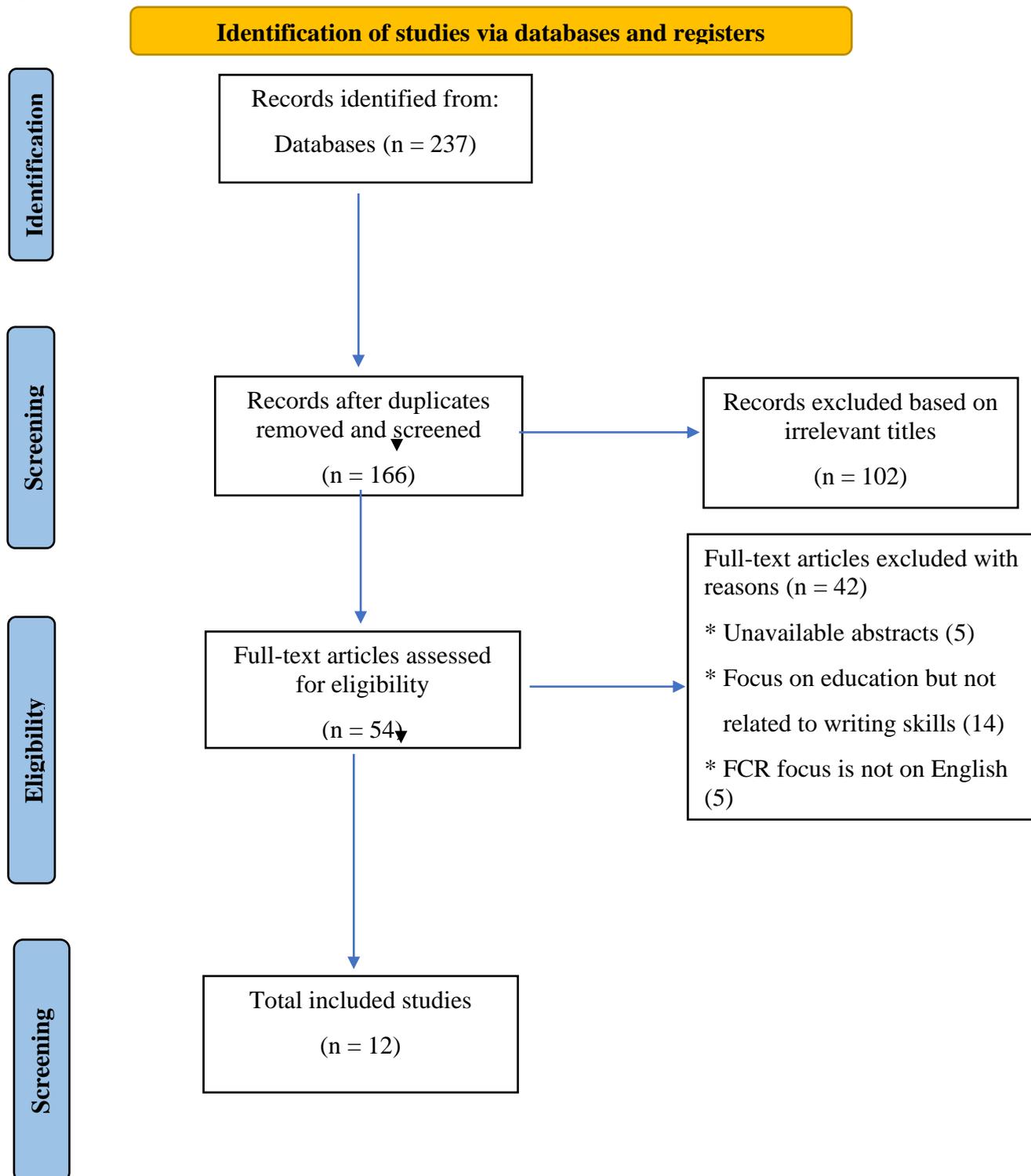
Search Criteria

Figure 1: PRISMA framework Study selection chart (Moher, Liberati, Tetzlaff, & Altman, 2009)

To ensure transparency and accountability, this review followed the PRISMA framework for systematic reviews. After removing duplicates, 166 records were screened based on title and abstract, resulting in 54 articles being assessed for eligibility based on pre-defined inclusion and exclusion criteria. Following a full-text review of these 54 articles, 12 studies were included, with 42 excluded due to various reasons, as illustrated in the PRISMA flow

diagram. The search was limited to articles published in English between 2010 and 2024. A rigorous selection process was implemented to ensure the inclusion of only high-quality, relevant literature directly addressing the research questions. Specific inclusion and exclusion criteria were established to guide the selection of studies. To be included, studies had to explicitly focus on the flipped classroom pedagogical model as it relates to the development of writing skills. The studies also had to involve students in primary or elementary school settings.

Furthermore, only peer-reviewed journal articles published within the last five years and written in English were considered eligible for inclusion. This timeframe was chosen to ensure the inclusion of the most current and relevant research on the topic. Several criteria led to the exclusion of studies. Studies were excluded if they did not utilize a flipped classroom model or did not focus on writing skill development. Studies involving students beyond the primary or elementary school level (i.e., secondary school or higher education) were also excluded. Additionally, any non-peer-reviewed articles, such as editorials, opinion pieces, book chapters, or dissertations, were excluded from the review. Finally, only English-language publications were included to ensure ease of access and analysis. These stringent inclusion and exclusion criteria ensured that the selected literature was both relevant and methodologically rigorous, ultimately contributing to a robust and reliable review of the existing body of knowledge. A summary of these criteria is presented in Table 1.

Table 1
Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
"Research examining the practical application of the flipped classroom model."	***"Studies not related to the flipped classroom model"***
To maintain relevance to the research objective, only studies directly addressing the implementation and effects of the flipped classroom model in educational settings were included.	To ensure focus on the flipped classroom model, studies not employing this specific instructional strategy were excluded.
"Research addressing writing skills development"	***"Research not focusing on writing skills"***
To assess the flipped classroom's impact on writing skills, only studies that specifically investigated writing skill development as an outcome were included.	To maintain focus on writing skills, studies that did not assess or measure writing skill development were excluded.
"The studies included involved students in primary or elementary school."	***"Research involving secondary or higher education students was excluded."***
To focus on a specific age group, only studies involving primary or elementary school students were included.	To minimize variability and ensure focus, studies involving secondary or higher education students were excluded.
"Studies published within the last five years"	***"Studies published prior to the last five years"***

To reflect current trends, only studies published within the last five years were included.	To maintain relevance, studies published more than five years ago were excluded.
"Only peer-reviewed journal articles were included."	*"Non-peer-reviewed articles, editorials, and opinion pieces were excluded."*
To ensure academic rigor, only peer-reviewed journal articles were included.	Articles that have not undergone peer review, such as editorials or opinion pieces, will be excluded due to their lack of academic validation.
Publications in English	*Publications in languages other than English*
To ensure accessibility, only English-language publications were included.	To maintain clarity and avoid translation issues, only English-language publications were included.

A PRISMA flow diagram documents the study selection process, detailing the number of records identified, screened, and assessed for eligibility.

Data Extraction / Analysis
Data analysis employed the EPPI-Centre (Evidence for Policy and Practice Information and Co-ordinating Centre) tools.

Table 2
Methods of Data Extraction

Category	Description
Data Extraction	Key study characteristics included: author(s), year of publication, study location, research design, participant population, intervention details, and outcomes related to the flipped classroom model's effectiveness in teaching writing skills.
Data Mapping	Studies were thematically organized by intervention type, outcomes, and target population.
Data Synthesis	Qualitative and quantitative findings were combined to provide a comprehensive understanding of the flipped classroom's impact on writing skills among primary mainstream students. Identifying common themes, patterns, and gaps in the literature.
Reporting	Synthesized findings were presented in a structured manner, highlighting the effectiveness, challenges, and best practices of implementing the flipped classroom model for mainstream primary students.

A systematic and structured approach was employed to analyze the existing literature on the effectiveness of the flipped classroom model in teaching writing skills to primary mainstream students. This approach involved several key stages. First, a detailed data extraction process was undertaken, focusing on capturing essential characteristics of each included study. This involved meticulously recording information such as the authors, year of publication, geographical location of the study, the specific research design employed, the characteristics of the student population involved, and a comprehensive description of the interventions utilized within the flipped classroom model. This foundational step was crucial for ensuring a

thorough understanding of the context, scope, and methodology of each individual study. Next, a process of data mapping was implemented to organize the extracted data into meaningful thematic categories. Studies were grouped based on commonalities in their intervention types, reported outcomes, and the characteristics of their target populations. This organizational structure facilitated the identification of both patterns and discrepancies across the different studies, contributing to a more nuanced and comprehensive understanding of the overall findings. The subsequent stage of data synthesis involved a careful comparison and integration of the findings from the individual studies. This involved identifying common themes, trends, and inconsistencies across the research. Triangulation of findings from different studies was employed to enhance the validity and reliability of the synthesized results.

A significant aspect of this synthesis involved determining the optimal method for structuring, contrasting, and representing the combined findings in a manner that was both meaningful and readily interpretable for the purposes of evaluating the flipped classroom model's effectiveness. Finally, a comprehensive report was generated, presenting the synthesized findings in a clear and organized narrative. This report highlights the overall effectiveness of the flipped classroom model in enhancing writing skills for primary mainstream students, discusses the challenges encountered during implementation, and outlines best solutions based on the evidence synthesized from the reviewed studies. This structured approach ensured a rigorous and thorough analysis of the existing literature, ultimately contributing to a more robust and nuanced understanding of the flipped classroom model's impact on the writing abilities of primary mainstream students.

Results

Author	Title	Publication	Main Findings	Methodological Strengths/Weaknesses	Critical Analysis
1.Amini *et al,* 2022	**Role of Flipped Classroom Approach in Improving Writing**	*Teaching English Language*, *16*(2), 169-201.	The role of the flipped classroom approach helps to enhance the quality of writing skills which are the key source to get better results at learning process. This is also followed by numerous related	The study used a quasi-experimental design with a pre-test/post-test and a control group, which is an appropriate approach given the limitations of conducting a true experiment in this context. Still, the study has limited details on assessment methods.	The positive findings should be viewed cautiously due to limited detail on the type and quality of writing tasks used.

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			activities, especially during the lesson. Along with that, the content was also effectively designed by the researcher, who was systematically teaching students on the course.		
2. Arifani et al. (2020)	**Individual or Collaborative WhatsApp Learning? A flipped Classroom Model of EFL Writing Instruction**	*Teaching English with Technology, 20(1), 122-139*	The study investigated the impact of flipped classroom instruction using WhatsApp on EFL learners' cohesive writing ability. The main finding is that the collaborative WhatsApp group approach was significantly more effective than the individual approach in	The study used a quasi-experimental design with a non-equivalent control group and a pre-post-test design. This is a suitable approach given the limitations of conducting a true experiment. Appropriate statistical analyses (Kolmogorov-Smirnov, Shapiro-Wilk, Levene's, independent samples t-test) were conducted to analyze the data, increasing the rigor. At the same time, the sample size was relatively small (50 students total, 25 in each group), which	The study's main finding supports the benefits of collaborative learning for improving cohesive writing. The use of WhatsApp facilitated this collaboration effectively. However, the findings might not be generalizable to all types of collaborative learning activities. The results show the flipped approach as effective regardless of collaborative

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			improving cohesion scores. The flipped classroom approach, regardless of individual or collaborative methods, yielded positive results in improving students' cohesive writing abilities.	limits the generalizability of the findings. The groups weren't randomly assigned, which is a limitation. The study focused solely on cohesion, neglecting other aspects of writing quality (e.g., grammar, vocabulary, organization, style). This limits the scope of the findings.	vs. individual learning. This points to the value of the flipped model, but more research is needed to determine the optimal balance between structured activities (pre-class) and opportunities for interaction (in-class).
3.Bredow *et al*, 2021	**Challenges and Considerations**	*Review of Educational Research*, *91*(6), 878-918.	There are a number of students within the class who have different needs and desires. That is why it is very essential for the teacher to know what are the particular needs and requirements of each candidate in the class that will help to gain the attention of	The meta-analysis included a substantial number of studies (317), significantly larger than previous meta-analyses on this topic. Despite identifying several moderators influencing, the effects of flipped learning, a substantial portion of the heterogeneity in effect sizes remained unexplained.	The emphasis on higher education and a possible bias towards STEM subjects and Western nations limits the generalizability of the findings to primary education and other contexts (e.g., developing countries, different disciplines). The substantial differences in effects across regions raise concerns

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			the students in the class.		about direct application of the results in diverse settings.
4. Chen et al, 2023	**Impact of Writing skills on a flipped classroom model**	*Heliyon, 9*(4).	The effectiveness of the flip classroom approach has been investigated by many studies which have shown that the flip classroom approach is very significant in improving the writing skills which is among the primary mainstream students.	The study clearly defined research questions focusing on the distinct contributions of pre-class and in-class activities in flipped classrooms but the sample size (44 students) was relatively small and possibly not representative of all undergraduate students. This limits the generalizability of the findings. The convenience sampling method may have introduced bias.	The study found that pre-class discussion positively predicted assignment scores but negatively correlated with test scores. In-class collaboration had a limited impact on both outcomes, and the interaction of these behaviours was not thoroughly investigated. This inconsistency requires further exploration and possible explanations based on theoretical models.
5. Eysink and Schildkamp (2021)	**A conceptual framework for Assessment-Informed Differentiation**	*Routledge, part of the Taylor & Francis Group*	The paper argues for a closer integration of	The paper provides a comprehensive review of the literature on	The paper is strong theoretically, providing a well-reasoned

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	(AID) in the classroom		formative assessment and differentiation in education. Its main finding is a proposed conceptual framework (AID) which unifies key activities from both formative assessment and differentiation into a continuous cycle.	formative assessment and differentiation, identifying commonalities and differences. A clearly defined and well-structured conceptual framework (AID) is presented, which integrates elements from both formative assessment and differentiation. This makes the proposed approach explicit. Yet, the paper presents a conceptual framework but lacks empirical evidence to validate the framework's effectiveness or usability in real-world classroom settings. It's essentially theoretical.	argument for integrating formative assessment and differentiation. However, its main limitation is the lack of empirical evidence to support its claims. Without empirical validation, the framework remains a valuable proposal but hasn't been proven to be effective or practical. Although the framework is well-structured, the practical application of AID might be challenging for teachers. More detailed guidelines and support are needed for successful implementation in diverse classroom contexts.

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6. Han, Røkenes and Krumsvik (2024)	**Student Teachers' Perceptions of Flipped Classroom in EFL Teacher Education**	*Education and Information Technologies (2024) 29:1539–1558*	The study explored student teachers' (STs') perceptions of the flipped classroom (FC) approach in EFL teacher education, particularly in a post-COVID-19 context. Ts largely viewed FC positively, highlighting its efficiency in using class time, improved learning effectiveness, opportunities for deeper learning and collaborative activities, and the increased engagement of teacher educators.	The study employed a sequential explanatory mixed methods design, combining quantitative (survey, exit tickets) and qualitative (focus groups) data to provide a more comprehensive understanding of STs' perceptions. Data were collected using diverse methods (survey, exit tickets, focus groups), which enhances the richness and reliability of the findings. Still, the sample size was relatively small and might not be fully representative of all EFL STs in Norway or other contexts. This could limit the generalizability of the findings.	The study reveals some inconsistency in STs' willingness to implement FC in their future teaching. While many expressed a preference for FC in their own learning experiences, there was less enthusiasm for implementing the method in their future classrooms, particularly for younger learners. A stronger theoretical framework and further research are needed to address the identified challenges and enhance the practical value of the results. The contradictory findings on future implementation warrant further study, focusing on the impact of age and contextual

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					factors influencing STs' decisions.
7.Hung and Yeh, 2023	**Best Practices and Recommendations**	*Journal of Computer Assisted Learning*, *39*(6), 1786-1800.	Integrating formative assessment strategies is also very significant which will allow monitoring of the progress of the student and at the same time, it is also very significant and providing timely feedback. Furthermore, the professional development opportunities which are for the Teachers	The study clearly defined its research questions focusing on the comparative effects of AR-enhanced game-based learning versus traditional game-based learning on vocabulary acquisition and creative thinking in flipped EFL classrooms. While the study mentions several relevant theories (sociocultural theory, cognitive load theory, AR benefits), it does not explicitly build a strong theoretical framework that could guide and enhance interpretation of the findings.	Further studies with larger, more diverse samples using rigorous experimental designs and well-developed theoretical frameworks are needed to confirm and extend the findings. The study would have benefitted from a deeper exploration of the mechanisms underlying the effects and a more thorough analysis of qualitative data.
8. Jiang et al. (2022)	**A Scoping Review on Flipped Classroom Approach in Language Education: Challenges, Implications**	*Computer Assisted Language Learning (Taylor&Francis)*	The review synthesized 33 studies on flipped language classrooms (mostly undergraduate EFL	The review used a systematic approach to literature searching, selection, and analysis, although it's a scoping rather than a	The review points out a significant gap in the integration of language learning theories into flipped

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	and An Interaction Model		contexts) published up to 2018. The majority of studies were quantitative and outcome-focused, emphasizing learning outcomes like academic achievement rather than the learning processes. Most studies examined flipped classrooms from the learners' perspective, neglecting the teacher's role and experiences.	systematic review. Network analysis was used to visualize and analyze relationships between variables, providing a unique perspective on the research. However, the time frame (up to 2018) may not reflect the most recent trends and developments in flipped language learning.	classroom design and implementation. This limits the ability to understand the mechanisms underlying the effectiveness or ineffectiveness of flipped approaches. The dominance of quantitative, outcome-oriented research is a major limitation. More qualitative studies exploring the learning processes and experiences in flipped classrooms are needed.
9. Linling and Abdullah, 2023	**Flipped Classroom Approach**	*A systematic literature review. SAGE open, 13(1),*	The Flipped classroom approach is also a means to effectively promote student-centred learning	Systematic literature review – broad scope, potentially lacking depth in specific methods	Findings support flipped model, but lack of detail on specific writing interventions limits conclusions

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			and it is helpful in enhancing overall engagement then it is very effective for diverse learning styles which is very helpful for the learners. It is helpful in developing professional as well as personal skills and getting a better position.		regarding writing skills. Further research needed on tailored applications.
10. Mirzaei *et al,* 2022	**Writing Skills Development in Primary Education**	*Computer Assisted Language Learning, 130.*	Writing can also be developed in primary school with the help of different areas which is the main lead in providing the children with the required resources taking help from games suggesting notes and also by reading	May lack specific focus on flipped classroom techniques	While relevant to writing skills development, this study doesn't directly address the effectiveness of flipped classroom methods in improving writing.

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			stories to them.		
11.Murphy and Arciuli, 2024	**Digital Reading Comprehension Instruction in English for Children with English as An Additional Language: A Systematic Review**	A systematic review. *Journal of Research in Reading*.	The teachers can also of a different alternative which may include providing physical resources as well as setting up dedicated classroom time for the learners in the classroom who will be allowed to access different digital materials.	Reading comprehension was assessed using both standardized and researcher-designed measures, offering a broader perspective. However, the review focuses primarily on reading comprehension and doesn't fully address other related skills (vocabulary, listening, fluency) which could influence the results.	The review found mixed results regarding the effectiveness of digital reading comprehension instruction for EAL learners. While many studies reported statistically significant gains, the magnitude of effects varied greatly, and some studies reported no effect or even negative effects.
12.Taylor *et al,* 2021	**Roles of Technologies and Tools**	*Literature review.*	Online assessment tools are helpful for the Teachers which allow the teachers to quickly access the understanding of the student and	A systematic search was conducted using the ERIC database, a reputable source for education research. This increases the likelihood of capturing relevant studies. Yet, reliance on a single database (ERIC) may have limited	The literature review provides a useful overview of studies on digital technology in education. However, its descriptive nature, lack of in-depth analysis, and

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			make the schedule as per their understanding and also help them to provide immediate feedback. all these areas help to bring a positive change in the learning areas of the students and make the educators helpful to the learners as well.	the scope of the review, potentially excluding relevant studies from other databases or sources.	limited theoretical framing weaken its contribution. A more critical and analytical approach, including a stronger theoretical framework, a deeper exploration of challenges and solutions, and more specific recommendations for policy and practice, would improve the value and impact of the review.

This systematic review reveals a mixed picture regarding the effectiveness of flipped classroom approaches. While several studies suggest positive impacts on overall engagement and learning, there is limited evidence to definitively confirm its impact on grammatical accuracy. The reviewed studies frequently lacked detailed analyses of focused interventions within the flipped classroom model.

Flipped Classroom Approach

According to Linling and Abdullah, 2023, the classroom approach mainly consists of a set of different practices as well as strategies that build academic as well as social-emotional competencies. The approach works well with different programs and can also be introduced gradually into the practice of a teacher. The flipped classroom approach is one of the significant approaches and methodologies that assist teachers in order to effectively prioritising active learning which is during the time of class which is through assigning the students lecture materials and also assigning them presentations in order to view at home even outside the class. One of the advancements that is very exciting within the modern classroom is including flipped learning. It is mainly involved in effectively reversing the traditional classroom model which is mainly through the delivery t instructional content which is totally outside the class and at the same time it is also by the different videos as well as reading. Apart from that it is also using the class time which is for active learning activities

which are very essential for the classroom. At the same time, this approach is also a means to effectively promote student-centred learning and it is helpful in enhancing overall engagement then it is very effective for diverse learning styles which is very helpful for the learners.

Writing Skills Development in Primary Education

As per the view of Mirzaei *et al*, 2022, There are major skills that are very essential for the development of students within primary education apart from these skills one of the significant skills that are required is writing skills. However, writing skills are very essential in primary education as writing skills are the key source in serving as a foundation which is for academics and it is also effective in future professional endeavours. The different methods among which traditional methods of teaching writing are mainly focused on road learning and there is a lack of opportunities which is for meaningful practice as well as feedback which is directly related to stagnant skill development. The writing skills which is in primary school mainly include encouraging journalling encouraging popping creating stories from writing encouraging the parents to help at home and at the same time also including ensuring proper spelling and punctuation.

One of the significant strategies for improving writing skills in primary school is teaching the different styles of writing and at the same time, one significant strategy mainly includes in curries regular reading within the classroom area. Writing can also be developed in primary school with the help of different areas which is the main lead in providing the children with the required resources taking help from games suggesting notes and also by reading stories to them. A few other significant areas that are very helpful include creating a working state incorporating writing into day-to-day activities. Apart from these areas, other major effective areas are including provide them with the material which is required in order to improve their writing in primary school.

Role of Flipped Classroom Approach in Improving Writing

According to Amini *et al*, 2022, The classroom approach has been very significant and also found it be very effective in effectively improving writing skills. However, there a few findings which are from different studies that highlight the role of flipped classrooms in improving the writing skills of the students.

Flipped Classroom and Writing Skills: It has been found that the flip classroom approach is directly improving the writing abilities of EFL students. However, the studies also involve the students undertaking the presentation for different lessons which is especially through the use of different online materials which are provided by their teachers.

Improving Writing Performance: The study found that implementing different writing metacognitive strategies which are with the help of flipped classrooms had a specific impact on the Iranian EFL learners' surfaces in writing. There are a few significant features of the classroom and one of the main features of the flipped classroom mainly consists of the instruction which generally takes place outside the classroom, At the same time it is also followed by numerous related activities which is especially during the lesson. Along with that, the content was also effectively designed by the researcher, who was systematically teaching students on the course.

Impact of Writing Skills on a Flipped Classroom Model

According to Chen *et al,* 2023, the flipped classroom model aims to promote active learning and also increase student engagement which is by providing the students with different free recorded lectures and also by providing them with instructional materials in order to review outside of class. In class time there is dedicated to collaborative activities, many discussions about the significant topic as well as different hands-on applications of different essential concepts. The model allows the teachers to effectively personalise the different instructions that are provided to the learners and also makes them able to provide more targeted support to learners which is based on the needs of each student.

The effectiveness of the flip classroom approach has been investigated by many studies which have shown that the flip classroom approach is very significant in improving the writing skills which is among the primary mainstream students. For example, it has been identified that flipping the writing instruction is the key source in assisting the student in developing better writing habits and the habits mainly include brainstorming drafting and all those features will allow them to engage more in the writing process even outside the class. Additionally, the flexibility of the flipped classroom also allows the learners to revisit instructional materials as required, it can also support their ways of understanding different writing concepts and many techniques.

Challenges and Considerations

As per the view of Kasmini and Prayudi, 2024, Despite its major potential benefits or advantages, effectively implementing the flipped classroom approach for writing effective instructions may present numerous issues. It is mainly in terms of access to technology as well as the major resources. Due to all these issues, the teachers are required to ensure that all the learners within the class have stable access to the required technology and also should have knowledge about internet connectivity to engage them with the flip materials even outside the class. Apart from these areas, it is very essential to design effective instruction videos as well as online modules all these areas require careful planning and consideration of the learning of students and it is also required to consider the preferences and needs of each learner within the class (Bredow *et al,* 2021). There are a number of students within the class who have different needs and desires. That is why it is very essential for the teacher to know what are the particular needs and requirements of each candidate in the class that will help to gain the attention of the students in the class. Along with that, it is also helpful to get the right outcomes and make the process more effective and useful.

Within the realm of education, innovation has been constantly posing the different boundaries of different traditional teaching methods. However, the approach that has been gaining major attention as well as phrases within the flip classroom model is discussed below. Flipping the traditional classroom structure with the students giving initial exposure to different new concepts which is outside the class with the help of video lectures and other materials is also getting issues. However, there are a few major common flip classroom challenges. The challenges include the Reliance on technology the significant change extra work for the teacher lack of parental support student time management and last one is including effective activity execution (ElGamal, 2022).

The Solution to the Challenges

According to Murphy and Arciuli, 2024, One of the significant solutions for the Reliance on technology is mainly the access to technology resources. One other significant solution for dealing with the reliance on technology is including the students and effectively providing access to technology resources. A few major resources are many including laptops tablets and at the same time, it also includes training results that will allow insurance and parents which be comfortable using the technology. Apart from them the teachers can also of a different alternative which may include providing physical resources as well as setting up dedicated classroom time for the learners in the classroom who will be allowed to access different digital materials (Cevikbas and Kaiser, 2022).

Another issue is the significant change and the solution mainly includes the teachers cannot come this by starting small. However, flipping a single lesson or unit which is mainly before gradually spending the specific approach to the overall curriculum. another challenge that has been identified is the extra work for the teacher and to overcome the issue there are a number of resources and digital tools that are available and it can be a stream like this process. There are several resources and different digital tools which are available and these two digital resources will help streamline the process (Eutsler *et al,* 2020). The resources live videos broadcast as well and interactive games will allow the teachers to create engaging content. At the same time, the teachers can also leverage the different existing resources which will help in decreasing the load of overwork and collaborate with many other educators to share the required resources and ideas which are required to get the right outcomes.

Roles of Technologies and Tools

Two instruments were used to explore learners' perceptions of the implementation of a flipped classroom for their advanced writing lessons. There are many technologies as well as crucial that are playing crucial roles in the implementation of the different flip classroom approaches which is especially in improving the writing skills which is among the primary mainstream students. However, there are a few major technologies and tools Which are associated with the flip classroom approach and helpful which may include video creation tools learning management system content, podcasts as well as online assessment tools. Video creation tools will allow the teachers to build instructional videos that will help the students to watch at home and get active learning activities (Taylor *et al,* 2021). Apart from the video creation tool, another significant area includes learning management systems which provide a platform for the teachers who can post different videos leading and many other instruction materials. It also assists the learners to get effective interaction with the help of different collaborative projects (Mutiawati *et al,* 2021).

Collaborative platforms are also a significant area that is helpful in the implementation of the flipped classroom approach especially in the primary students. However, the collaborative floor platforms are very essential in facilitating student collaboration on different assignments and projects which helps promote active learning. At the same time, it is also developing their both personal and professional skills which will help them to get higher positions at the desired place. The podcast is also included which indicates that the audio recordings of different lessons with the student can effectively lesson in anytime as but their situation which also helps them in improving their writing skills. Digital technology can also integral role in the lift classroom success which is from the capacity to effectively support and

also engage the learners to identify and understand how those learners can effectively learn with the help of different learning and assessment analytics. Online assessment tools are helpful for the teachers which allow the teachers to quickly access the understanding of the student and make the schedule as per their understanding and also help them to provide immediate feedback. All these areas help to bring a positive change in the learning areas of the students and make the educators helpful to the learners as well (Ping, 2020).

Best Practices and Recommendations

It has been said by Hung and Yeh, 2023, that there are a few major practices that are very beneficial to maximise the flipped classroom approaches in effectively improving writing skills. The following practices can also assist educators as they can systematically implement the right approaches to get accurate outcomes. The following practices are mainly included in providing a set of clear guidelines and many expectations which are for at home numerous learning activities. All the practices as well as clear guidelines will be the key source in effectively fostering a supportive classroom environment (Rajendran and Yunus, 2021). The Flipped classroom approach can be maximised and its effectiveness will be helpful and education is playing a significant role in improving the beneficial areas. All of these areas are main including providing clear guidelines and activities which will help in fostering a supportive classroom. When educators are able to foster a supportive classroom then the students will feel comfortable and also feel a sense of belonging which will help and collaborate with peers.

According to Xueshan, 2022, it has been seen that along with these areas integrating formative assessment strategies is also very significant which will allow monitoring of the progress of the student and at the same time, it is also very significant and providing timely feedback. Furthermore, the professional development opportunities which are for the teachers can also become the key source in enhancing their proficiency in effectively designing and then implementing the flipped classroom instruction for writing and getting beneficial results.

Lastly, it can be said that integrating the formative assessment strategies into the flipped classroom activities is the key source in informing instructional decisions and can provide the right guidance for ongoing student support. Along with these areas, the education can also use different pre-assessment tasks and many types of quizzes and they can also use the exit tickets to give the understanding of the student. At the same time, the educational system can also use different quizzes in order to identify the major areas for interventions for any type of engagement for the students which is very beneficial for the learners. Teachers can incorporate short, focused writing lessons within pre-class materials, providing explicit instruction and practice exercises. Supplement these with in-class activities that offer opportunities for immediate feedback and peer interaction, focusing specifically on writing skills. However, providing timely as well as specific feedback which is on the writing assignments will also enable the learners to effectively track their process and set goals for improvement. It is not only effective in setting the voice but it is also very essential in making revisions which will help get constructive input (Tsai *et al,* 2020). Future research should focus on controlled studies comparing specific flipped classroom strategies (e.g., different types of pre-class activities, in-class collaborative tasks, feedback methods) with traditional

approaches, using rigorous measures of writing tasks in primary ESL student writing by including larger and more diverse samples.

Conclusion

The above systematic literature review has effectively analysed the flipped classroom approach in improving the writing skills of primary mainstream students. The literature review has also analysed the overview of the flipped classroom approach. Additionally, writing skills development within primary education has also been discussed above. Further, the review has also provided an overview of writing skills development which is mainly in primary education. Furthermore, the discussion has also analysed the major role of the flipped classroom approach in improving writing. At the same time, it has identified that what are the major challenges which are associated with the flipped classroom approach. After discussing the challenges the solution to the challenges has been identified in this discussion.

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