



## THE EFFECTIVENESS OF THE FLIPPED CLASSROOM MODEL IN UNDERGRADUATE ESL EDUCATION: TEACHER PERSPECTIVES

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### **Abstract**

*This study investigates the effectiveness of the flipped classroom approach in teaching English as a Second Language (ESL) to undergraduate students. The researcher utilizes qualitative data collected from teacher interviews to examine the teachers' experiences and perspectives on the flipped classroom model within an English as a Second Language (ESL) context. Our results indicated that students faced challenges in the flipped classroom; however, the benefits outweighed these challenges, with implications for improved engagement, language development, teacher-student interaction, and increased peer interaction. This paper highlights insights from teachers on the benefits, challenges, and recommendations for using the flipped classroom model with ESL learners.*

**Keywords:** *Flipped classroom, ESL Education, Student engagement, Language acquisition*

### **INTRODUCTION**

One of the innovative instructional methods that challenges the traditional teaching and learning is the flipped classroom model. This approach reverses the traditional classroom paradigm, where students engage with course readings, watch lecture videos, or consume other pre-recorded content outside of the classroom, and use class time for collaborative and interactive activities aimed at enhancing the students' understanding and application of knowledge. This pedagogical trend has garnered considerable attention in higher education across disciplines, particularly in the context of ESL (English as a Second Language) education. By creating opportunities for more dynamic, student-centered environments in ESL settings, flipped language instruction has fostered improvements in language acquisition.

The flipped classroom model requires technology to ensure that traditional teaching instruction can become interactive for the students, creating a student-centered learning experience. In a flipped classroom, educators present pedagogical content outside of the school at a time when it is most accessible, typically in the form of a video or an interactive presentation, which the students can view in their own time, and allows them to clear the premises upon theoretical material (Abeysekera & Dawson, 2015).

The digital resources will provide students with opportunities to reexamine complex material, save lectures for later viewing, and refresh their understanding when necessary, enabling them to grasp the information more effectively. With the flipped classroom, not only are students able to learn at their own pace, but they also have more time in class to engage in activity-based learning. Outsourcing content delivery in an online context can mean that classroom time is utilized for



discussion, problem-solving, and project-based collaborations, making critical thinking and practical work easier. Digital technologies, such as collaborative tools (Google Workspace), polling applications, and chat rooms, help enhance the reach of real-time feedback and peer learning, making classroom learning more appealing and interactive.

When using the flipped model, faculty have the opportunity to review data on online learning platforms before the learning session, allowing them to identify students who might be underperforming. This data-driven approach enables educators (and students) to become more responsive and adaptive, allowing them to address the knowledge gap through in-class activities tailored to their students and create a more responsive learning environment (O'Flaherty & Phillips, 2015). In this respect, technology plays a crucial role in facilitating the primary objectives of the flipped classroom, including active learning, expanding and promoting student agency, and enhancing the effective utilization of interactions in the school.

The flipped classroom model serves as the perfect bridge between traditional teaching and the evolving needs of today's ESL students. We live in a world where ESL programs are in high demand at universities and colleges worldwide. Academic institutions are increasingly integrating digital technology into education, making the flipped classroom model a timely approach to cater to diverse learning needs. Allowing students to interact with content in a way that suits their dominant language or level of experience can significantly contribute to the learning experience. This is particularly helpful for students whose primary language is not English.

The purpose of this study is to assess the effectiveness of the flipped classroom model within an undergraduate ESL context by examining the views of teachers who have adopted this approach. Qualitative research methods have been employed in this study, specifically in-depth interviews with ESL teachers. The study will also examine the experiences, understanding, and challenges that teachers encounter when using the flipped classroom approach. This study examines the knowledge of teachers through qualitative research, focusing on a select group of teachers. Will be able to provide me with some information about the effects of the flipped classroom model on ESL students' attention, language acquisition, and classroom interactions.

## **LITERATURE REVIEW**

The flipped classroom is a paradigm that represents a radical change from past teaching methods, by inverting the traditional sequence of content delivery and student involvement. In conventional classrooms, instructors typically teach materials during lecture classes, while students complete their work outside the classrooms. Much of the work depends on going home, reviewing what was learned during the school day, and practicing it. On the other hand, when exposed to the flipped classroom model, they are provided. Pre-class research activities - Before the lesson, students will have access to pre-class research activities, which can be completed by reading a book, watching videos, or listening to podcasts. Then, the lesson time is devoted to interactive tasks that apply skills, such as discussions. Practice problems or collaborative work that allow students to extend and apply their knowledge, e.g., in problem-solving exercises. Students build more knowledge about the content based on their prior understanding of it (Bergmann & Sams, 2012).



### **Flipped Classrooms in ESL Education**

The balance between active and participatory learning is encouraged with the help of the flipped classroom approach. It places responsibilities for studying outside the classroom on the students themselves. This yields more substantial results. Thus, flipped classrooms can be used to find answers to the question of how to increase interactions between teachers and students in the school. It is considered to cause students to learn more profoundly, as they spend more time engaging in activities that promote higher-level thinking. The flipped classroom model offers unique benefits for teaching English as a Second Language (ESL). It provides opportunities to increase student engagement, interaction, and practice in a group setting, ultimately facilitating language learning and development. Research has consistently shown that flipping the classroom leads to significant improvements in student motivation, engagement, and participation (Sams & Bergman, 2013), all of which are essential elements in successful language learning. Although the flipped classroom model has shown positive results in many educational environments, its effectiveness in ESL education will largely depend on students' language level, teacher access, and the quality of pre-class content, which will significantly determine its effectiveness. Additionally, the success of the flipped classroom model also relies on the intensity with which teachers plan activities within classrooms to promote the expansion of active learning (Bishop & Verleger, 2013).

### **The Role of Teachers in the Flipped Classroom**

The change in learning structure is one of the most prominent aspects of the flipped classroom concept, particularly in terms of the teacher's role. The lecture is delivered in a traditional educational setting, where teachers present content during class time and serve as the primary source of knowledge. On the contrary, the role of the teacher shifts to that of a facilitator in the flipped classroom. This shift involves moving from content delivery to guiding students as they apply their knowledge during class time through activities such as discussions, problem-solving, and group work (Bergmann & Sams, 2012). For ESL instructors, this transition presents both challenges and possibilities. Teachers are not required to introduce new content, but rather to design classroom tasks that encourage active language use, work together with classmates, and, most importantly, the application of learned concepts. This is particularly useful in an ESL context, as it is the semantic context that provides students with more opportunities to practice speaking, listening, reading, and writing in a realistic communicative framework. Such transitions require, however, teachers to adapt, mould and respond to students, particularly in a context with varying levels of proficiency, such as ESL (McLaughlin et al., 2014). In a flipped classroom, teachers are also responsible for managing and addressing a wide range of challenges. Some of these challenges include the significant time and effort required to prepare pre-class materials, the potential technological barriers that can limit student access to content, and the difficulty in ensuring that all students interact correctly with the materials outside the classroom. This is particularly true in ESL settings, where pre-class materials may not be equally accessible to students with different levels of technology access and language proficiency.

### **Teacher Perspectives on the Flipped Classroom Model (FCM) in ESL Education**

Such implications are crucial in evaluating the actual effectiveness of the flipped classroom paradigm in ESL education, particularly from the teachers' perspective. The experiences and



attitudes of teachers' challenges provide viable data concerning how the model will be applied practically. According to research, factors aid or prevent its success. In particular, it is possible to provide feedback about teachers. Assist in determining the strategies of successful implementation and practices that should be corrected. A study conducted by Chen and Kraklow (2015) revealed that the flipped classroom has changed the way students work according to ESL teachers and researchers. The classroom approach resulted in more opportunities and engagement from students in the school, leading to so-called Interactive Foreign Practice (IFP) and additional language learning practice.

The educators stated that student-centered learning activities in the classroom provided opportunities for interaction and cooperation. To collaborate and apply language in practical and functional ways, which helped build their listening and speaking skills. In addition, most educators emphasized the benefits of allowing students to study at their own pace, which is particularly advantageous in an ESL classroom. The proficiency in the language may vary among students. The instructors also cited a few obstacles that need to be resolved so that the flipped classroom model can be fully benefited in an ESL context. This was one of the primary matters that had to be addressed to ensure every student was actively engaged in pre-class. Activities. The fact that some teachers observed that students would not always perform the coursework helps to explain why someone might be offended in one way or another. Gave assignments (videos or readings) outside the course, and this adversely impacted class activities. To address this, teachers suggested incorporating aspects of formative evaluations or quizzes to tackle this issue. Get learners sufficiently prepared in class (McLaughlin et al., 2014).

The other difficulty reported by ESL teachers was a lack of language proficiency. Teachers reported that students at a lower level of proficiency often struggle with the class material in advance, particularly when the content is above their language level. In this regard, teachers would be required to modify the materials provided or offer access to additional support, either through the use of language scaffolding or supplementary resources. In-class activities also needed more teachers to accommodate additional activities, as the teachers indicated. Mentorship and helping lower-performing students were challenging to guarantee. The teachers were providing the targeted students with the kind of attention they required (Bergmann & Sams, 2012).

Nevertheless, despite the difficulties, it can be considered that teachers in general find certain potential in the concept of the flipped classroom (McLaughlin et al., 2014). ESL instruction. Numerous of them observed that this model offered such advantages of a more personalized practice. Personalized learning engagements enabled students to learn at their own pace, outside of the school setting. Then they took advantage of the class time to practice and apply language by using it in class, of course. This can be attested by the fact that, in the case of flipped classroom effectiveness, Zainuddin and Perera (2019) found that this teaching style aligns with the framework of deeper learning. Degree of knowledge and assist ESL students in active participation in classes. Furthermore, according to the responses of teachers, the flipped classroom can be particularly effective in the following areas: increasing learning to speak and listen, as this can be challenging to cultivate during traditional lecture-based instruction.



## **METHODOLOGY**

### **Research Design**

This is a primarily qualitative study, conducted using the flipped classroom model of ESL education as a research methodology and employing a grounded theory approach. This can be accomplished effectively using a qualitative approach. As a research topic, it allows approaching the problem of the attitude and obstacles of teachers since face-to-face contact is possible.” Semi-structured interviews were chosen as the primary method for data collection, allowing teachers to elaborate on their thoughts and provide rich details.

In their paper, Ngo and Yunus, 2021, explored the ideal characteristics of software for flipping the classroom in the context of language instruction.” Questions from this study were adapted to the context of undergraduate ESL education, specifically to determine whether the flipped class was effective in enhancing language skills. The study only interviewed faculty members who had accepted qualitative insights into their experiences and perceptions of the flipped classroom model (Merriam & Tisdell, 2016). It provided a broader context for the quantitative data generated by the questionnaires.

### **Interview Design**

The study was conducted through semi-structured interviews, which facilitated the exploration of participants' experiences while addressing the main topics (Patton, 2015). The interview subjects were asked open-ended questions and were directed to elaborate on their responses. The questions asked during the interview drew on some themes:

- The teacher's perspective on how the flipped classroom differs from traditional ESL teaching methods.
- The impact of the flipped classroom model on ESL students' responsibility and autonomy.
- ESL Student Engagement and Collaborative Learning through the Flipped Classroom
- Tech integration is using the tools of technology in a classroom setting to improve learning, working, and day-to-day activities.

### **Participant Selection for Interviews**

The interviews were conducted using a purposive sampling technique with 10 to 12 faculty members. Participants were selected as faculty who have taught ESL courses using the flipped classroom method. The interviews were conducted in a safe and relaxed atmosphere, allowing participants to feel at ease and provide candid feedback.

## **DATA ANALYSIS**

### **Qualitative Data Analysis**

The qualitative data analysis involves interpreting the ESL instructors' responses regarding their experiences with the flipped classroom model at the undergraduate level, which were collected through an interview approach. Thematic analysis refers to a popular method of finding, which is a process that translates, studies, tabulates, and reports trends (themes) in qualitative data.



### Analysis of Interview Data

A thematic analysis was conducted, examining the teacher interviews in a rigorous, transparent, and objective manner, using qualitative data. This approach facilitated the retention of relevant data and its associated context, aligning with the research's objectives. The data were pooled instead of analyzing the specific responses of teachers into more general topics, mirroring shared views and main concerns by participants. By summarizing and subsequently condensing the answers provided, the study revealed trends that were evident in the teachers' responses.

**Thematic Analysis Process** The development of the thematic analysis of the data used in the interviews was organized and framed through a structured process, which led to insight and understanding of the data. The process had several steps.

**Familiarization with the Data:** Reading the interview transcripts several times provided a sense of familiarity with the data. During this process, key comments, phrases, and insights were captured and identified. This comprehensive review ensured that no critical information was overlooked.

- **Generating Initial Codes:** The subsequent stage was the generation of initial codes. Codes were assigned to meaningful segments of the data. For instance, a teacher's statement about the flipped classroom model improving engagement was coded as 'engagement improvement.' Alternatively, barriers to implementing the model were coded as 'implementation barriers.' This step prepared the data for further analysis.
- **Searching for Themes:** After initial codes were generated, the codes were sorted into different potential themes. Themes are the patterns that emerge from the data. For instance, codes related to increased student responsibility, engagement, and preparation were classified under the theme of "Student Autonomy and Responsibility. This phase helped in identifying broad themes and patterns in the data.
- **Reviewing and Refining Themes:** After identifying some initial themes, the review and refinement process unfolded. Some themes were combined where it made sense, while others were split to maintain uniqueness. Repetitive themes were addressed, and each theme was accurately defined and named. The final themes were checked to ensure they accurately represented the data and provided a true reflection of the teacher's experiences.
- **Finalizing Themes and Supporting Examples:** The third process was naming each theme and explaining what it represented. Each theme was named and explained, and supporting quotes from teachers were added to provide depth and authenticity. This process resulted in a more nuanced understanding of the data, with fidelity to the teachers' and students' experiences (Marshall, 2006).

The coding framework used in this analysis consisted of three levels:

- **Codes:** Specific keywords or phrases that sum up the essence of teachers' answers (e.g., "student engagement," "technical issues").
- **Categories:** Wider classifications that bundle similar codes together (e.g., "student outcomes," "classroom challenges").
- **Themes:** Overarching ideas that include multiple categories and codes (i.e., "Student Engagement," "Implementation Barriers").



### **Identification of Key Themes**

The thematic analysis revealed several major themes that provide valuable insights into the teachers' perspectives on the flipped classroom model in ESL education. The following themes were identified:

#### **Theme 1: Perceiving Teaching Methods**

This theme illustrates the transition from traditional lecture-based instruction to a more interactive and engaging approach. By providing students with pre-class resources, teachers found that students were more engaged and better prepared for in-class discussions. This, in turn, enhanced the learning experience and promoted active participation. This theme is reflected in the generally positive experience of students with the flipped classroom model, which aims to improve the learning process by shifting from a passive approach to content consumption to active engagement.

#### **Theme 2: Student Autonomy and Responsibility**

The flipped classroom approach enables us, as students, to take more responsibility for our own learning. Teachers contended that when students prepare for class in advance, they take responsibility for their own academic learning. This is a self-paced methodology that encourages students to be more independent learners, and ultimately, motivated students take responsibility for their own academic progress.

#### **Theme 3: Technology Integration**

Technology had an essential role in a flipped classroom model. While some teachers expressed concern that technology is a distraction, many more saw the potential of technology to deliver rapid access to information and to offer students new tools for greater understanding. However, the effective integration of educational experiences in the classroom was emphasized as crucial for introducing 17 educational experiences. Teachers noted that they should be provided with sufficient training and support to effectively utilize technology in the classroom.

#### **Theme 4: Teacher's Role**

Under the paradigm of the flipped classroom, teachers were transformed by their learners, who relinquished their status as knowledge givers and assumed the role of knowledge seekers in the learning process. These changes freed up educators to work more directly with students and encouraged them to exercise their minds, utilize concepts, and brainstorm in the classroom. Their description also extended to the role of the teacher.

#### **Theme 5: A Place for Active Learning and Collaboration**

Among the active learning and collaborating, you will find the flipped classroom model. According to this, the teachers discovered that students were more interactive and responsive, engaging in discussions, sharing ideas, and educating one another. The teachers and students reacted positively towards the model, engaging in active discussions and joint problem-solving activities with lively conversations. It is central to the experience in flipped classrooms.



### **Theme 6: Peer Collaboration and Group Activities**

It was a magnificent example of active learning and collaboration, the flipped classroom model. Teachers found out that it was easier to enroll more likely students under the model. Discussions, Seminars and educating each other. Educators and learners were excited to learn about this model, which encouraged active discussions, collaborative problem-solving, and further engagement with the content.

### **Theme 7: Challenges in Implementation**

Although the flipped classroom model is found to be advantageous, several issues were reported by teachers during its implementation. A significant one was the considerable amount of time required to plan, such as preparing quality ante-class materials, e.g., videos and reading materials. In addition, educators ensured that students outside of class used these materials, and a significant number of those who were not attending class also failed to complete the pre-class work.

### **Theme 8: Teaching Language Skills**

Classroom flipping was also found to be an extremely successful language teaching method. The most remarkable one is speaking skills. Teachers observed the more fluent tendencies of the students, their communication skills, and the possibility to express themselves in the foreign language. This was because the flipped classroom model enabled interaction, allowing students to test what they had learned in real-life situations, which ultimately helped them learn at a higher level and become more fluent.

### **Theme 9: Support and Collaboration**

The teachers who successfully applied the flipped classroom model state that it is possible to maintain the adopted course of action. The innovation relied on the assistance of external parties, including parents, colleagues, and institutions. Nevertheless, they are also vulnerable to potential deficits, which threaten such groups; therefore, we must engage in a collaborative effort to ensure the success of the flipped classroom.

### **Theme 10: Suggestions for Improvement**

Finally, teachers offered suggestions for improving the implementation of the flipped classroom model. Many teachers demanded better classrooms and facilities equipped with technology. They also emphasized that the flipped classroom model could only succeed if students and teachers were provided with adequate resources and training to fully leverage its benefits.

### **Analysis, Coding, and Categorizing**

Through coding and categorization, these recurring ideas and perspectives were identified under the specified themes. This facilitated a deeper understanding of the patterns and insights derived from the teachers' experiences with the flipped classroom model. This allowed us to create a clear guide of the advantages, drawbacks, and proposals for other students and educators to improve the flipped classroom method for second language use. This is a thematic analysis methodology



established as a methodological study that aligns with the research objectives and is also a rich, genuine investigation of the perspectives of teachers.

## **FINDINGS**

Themes related to the effectiveness of the health system were identified as the primary ones in the analysis of the interview data. The flipped classroom concept of ESL. These results served as the basis for a detailed study of how the mode of learning affects the engagement of particular students and their acquisition of languages, as well as the classroom dynamics. To know the difficulties teachers are going through and what they propose. In the next section, we present our detailed results, organized under the main themes identified during this study.

### **Increased Student Engagement**

An increased opportunity to learn and study was listed as one of the most significant advantages of the flipped classroom model—enhanced degree of interaction among students. According to teachers, students who attended class more often would have been better prepared and more willing to participate in activities and discussions. The flipped classroom, by design, causes students to interact with instructional material at home, thus appearing to arrive with prior knowledge and preparation in class. This is because, as one teacher observed, students are sometimes exposed to temperatures ranging from boiling to freezing twice or three times within a month. They are also more active in groups. They also appear to be happy about the conversations and would be prepared to do so much more. “In ESL contexts, where interacting with the language is an integral part of learning, this move was seen as particularly beneficial. Teachers also observed that the model encourages students to take greater responsibility and accountability for their learning. By preparing for class independently, students contribute more equally to the learning process. This has boosted their motivation towards the subject, as evidenced by increased class activity and a greater sense of ownership over their language learning.

### **Enhanced Language Acquisition**

A significant topic that emerged was the effect of the flipped classroom on language learning. Teachers found that students who participated in class activities in a flipped classroom setting tended to master and use language more effectively. These activities enabled students to engage in speaking, listening, and critical thinking in practical contexts, unlike traditional lectures, where information is typically received passively. As one teacher noted, “When students practice in class, they internalize how the language works rather than just listening to a lecture. The flipped model facilitates this process. By emphasizing active participation during class time, students were able to use language effectively, building on what they learned outside the classroom. Nevertheless, teachers emphasize the effectiveness of this model in enhancing language acquisition as it should be. Extremely sensitive to the nature and relevance of pre-class materials. However, whatever material you post on the outside, which should not be either dull or intended to be graded, can render such a model ineffective for language learners. The statistics indicate that innovative pre-class materials can lead to improved positive language learning outcomes.



### **Challenges in Implementation**

Although the flipped classroom model presents many advantages, there are also other issues that teachers would like to point out. Challenges. The major problem was that the learners had always finished the pre-class assignments. Among the topics observed by many teachers, the inability to prepare properly in advance for each lesson was noted, which makes it more challenging to facilitate fruitful discussions and activities. As one of the teachers, it has been observed that it becomes difficult to stimulate students when they are unable to manipulate materials outside the classroom. Meaningful discussions. This difference in student engagement results in a lack of uniformity in learning, prompting teachers to develop practical and engaging classroom activities. The second challenge reported was the time and effort required to produce high-quality online materials. Students can access videos, readings, and other instructional materials from off-campus locations. It was time-consuming to be in class. The amount of preparation irritated teachers. They had to ensure that these materials were of high quality and relevant to the target audience's needs. Moreover, technological problems, such as poor internet connections or inadequate classroom technology, were perceived as inhibitors and compromised the effectiveness of the flipped classroom model, particularly in resource-constrained classrooms.

### **Recommendations for Improvement**

Recommendations given against the findings have revealed changes that can be made—the setting of ESL, in which the flipped classroom model was implemented. One of the ideas was to provide students with better guidance on how to engage with materials before class. Teachers presupposed that giving a sense of structure through models or specified tasks that students could complete would increase students' preparedness and result in superior learning before the class. It was also proposed that a variety of multimedia materials, catering to different learning styles, should be used. Styles. The teachers advised using video materials, reading, and interactive internet-based activities to engage students and help them retain information more effectively. Additional formative assessments, such as quizzes, were other helpful suggestions I had not considered. I did not consider reflection assignments, which would be used to guide student performance and provide formal feedback. That would help with it. Instructors monitor the process of students using the material and filling the gaps in their knowledge before undertaking the scheduled class activities. One of the teachers introduced more peer feedback. View everyday learning experiences as healthy interactions that stimulate language acquisition.

### **Effective Use of Technology**

Educators have come to realize that the flipped classroom approach relies heavily on the use of technology. Students access learning content with the help of learning materials outside the classroom. Nevertheless, educators also reported that online learning is digital. The tools can enhance students' ability to make meaning and their engagement. Teachers emphasized the importance of regulating technology use to minimize distractions. Ensure that the students are learning oriented. The digital tools must be used, as one of the teachers has said. Avoid distraction as much as possible, but the students should feel the lessons”.



### **Teacher Role Transformation**

A particular emerging theme was the transformation of the teacher's role within the flipped classroom framework. Teachers noted that the flipped classroom model requires a shift from traditional "knowledge champions" to "facilitators of learning". In this new role, teachers do not simply deliver information; instead, they help students apply their knowledge during class activities. Instead of imparting basic information, teachers model the use of ideas with their students and instruct them on how to work through problems. This transition moves the focus from the teacher to the students, empowering them to become less dependent on others for their learning while facilitating more profound thought and critical use of the language. The shift in this strategy was observed by teachers as follows. Particularly beneficial to ESL students who require time to engage in meaningful communication practice and become more proficient.

### **Enhanced Collaboration**

The flipped classroom model was recognized as a method that can enhance collaboration among students. Teachers observed increased student engagement in group discussions and problem-solving, resulting in significant advancements in their interaction with language. As one teacher has noted, students who have real-life experiences are more likely to succeed, and this is true of the majority who complete their studies. began to pay more attention to group conversations and problems, training and developing their Learning outcomes and language interactions.” It is known that cooperation is a significant factor in language growth when students exercise during the speaking process and teach themselves.

### **Professional Development**

One crucial issue, as emphasized by teachers, was the need for professional development to effectively implement the flipped classroom model. Many teachers noted that they still needed training in digital tools and online teaching techniques. They were learning new instructional strategies and needed support in building and managing online content well. These workshops may cover topics such as classroom production processes for online learning and engaging students in remote learning approaches. Schools were also encouraged to invest in educational technology and create an environment that promotes online collaboration and learning.

### **DISCUSSION**

This study provides a basis for further research and highlights the flipped classroom as a potential option for ESL education. Pre-learning encourages engagement with the subject matter before the lecture, allowing students to apply what they learn through interactive activities and expand their understanding of the language more thoroughly and richly. Teachers noted that this hands-on, application-based approach enabled students to practice speaking, listening, and critical thinking skills in real-world contexts, thereby reinforcing and developing their newly acquired language skills.

However, the study also highlighted that the effectiveness of the flipped classroom model is not guaranteed and depends on several factors. High-quality pre-class materials are essential, and teachers emphasized that these materials must be engaging, relevant, and suitable for students'



varying proficiency levels. If the pre-class resources are not well-designed, students may not be adequately prepared for class, which can compromise their learning. Another factor is students' ability and willingness to engage with pre-class materials. Teachers reported that when students do not do so, then. Participating in active learning (i.e., participating in frustration with the entire class during the pre-mobile class assignment) might negatively affect the whole-class experience. Another key component to the success of the flipped classroom model is the effective use of technology. According to the teachers, the implementation of digital tools to provide their students with pre-class material and to facilitate in-class work is also an issue. Activities can facilitate learning. Such technical issues as an unreliable internet connection. The lack of technological resources can limit the model's utilization in both low-income classrooms. In this respect, the technology should be evaluated based on its availability, affordability, and quality as a tool for facilitating the adaptation of the Flipped Classroom model to the curriculum. To address these challenges, teachers suggested a more suitable instructional design and a more effective way to provide instruction to students. And improve their support at a technological level. On the same note, institutions should also provide instructional design and technology that teachers use, as these are the individuals responsible for creating and facilitating flipped learning spaces.

## **CONCLUSION**

Hence, it can be assumed that the flipped classroom model has the potential to enhance ESL education in undergraduate education. The flipped classroom concept addresses the design question of engagement, student choice, and active learning, allowing students to take ownership of their learning. This approach can help students learn and perfect their language skills (Lalon, 2019). The model was highlighted by the teachers as follows: It facilitates more purposeful involvement and cooperation, resulting in improved education in ESL classes.

However, the success of the flipped classroom model is mainly dependent on the commitment of both educators and schools. To provide high-standard pre-class materials, it will be necessary to have quality materials for students to use; teachers must spend time and effort. In addition to this, educators will need adequate preparation to fulfil their emergent role of a facilitator and guide. Schools should support this change by investing in necessary technology, professional development for teachers, and making it a norm to collaborate, including sharing resources and content from lessons. Students also require ongoing support to succeed in this increasingly independent and self-directed learning environment. However, to encourage the best possible outcomes from the flipped classroom model, institutions need to provide their students with more guidance and resources from the outset to facilitate their adaptation. Frequent formative assessments are an excellent way to track students' progress and identify areas where they require additional support. The flipped classroom paradigm model holds strong potential for language learning and helps teachers and institutions overcome obstacles during the implementation phase.

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