



Perceptions of the flipped classroom model in EFL listening instruction: Tutor experiences and implications for teacher education

Ritueli Daeli

Eötvös Loránd University, Budapest, Hungary

rituel7@student.elte.hu

Abstract

This study investigates the perceptions of an EFL tutor at an Indonesian university regarding the flipped classroom model's effectiveness in enhancing listening skills and its implications for teacher education programs. The flipped classroom, which moves lecture-based instruction outside the classroom and prioritizes interactive in-class activities, was implemented in two listening classes over ten weeks. Using a qualitative approach, data were collected through a semi-structured interview and analyzed thematically to address two key research questions. The findings reveal that the flipped classroom model fosters student preparedness, engagement, and listening comprehension by integrating pre-class multimedia sources and interactive in-class activities. Teacher trainees as students exhibited improved critical listening skills, such as recognizing nuances in tone and context, alongside greater confidence during discussions. Challenges such as uneven accountability, time management, and technological limitations were mitigated through adaptive strategies like structured pre-class tasks and targeted feedback. Furthermore, the tutor's experiences highlight the model's potential for shaping EFL teacher education. By engaging with the flipped approach, teacher trainees can develop essential skills for fostering active learning and differentiated instruction in their future classrooms. The study underscores the need for teacher education programs to integrate flipped classroom methodologies, equipping instructors with practical strategies to support learner autonomy and engagement. While the findings underscore the flipped classroom's transformative potential, the study is limited by its focus on a single participant. Future research should involve a broader range of educators and longitudinal analyses to assess the model's long-term impact. These insights contribute to EFL education by advocating for innovative, student-centered pedagogies.

Keywords

Flipped classroom, listening skills, EFL education

Introduction

The advent of innovative pedagogical approaches has significantly transformed the field of English as a Foreign Language (EFL) education, especially in developing countries like Indonesia. Among these approaches, the flipped classroom model has garnered considerable attention for its potential to foster active learning and enhance language acquisition. In this model, traditional lecture-based instruction is shifted outside the classroom, often through multimedia sources, while in-class time is devoted to interactive, student-centered activities (Bergmann & Sams, 2012). This pedagogical shift is particularly relevant to the development of listening skills, a fundamental yet challenging aspect of language learning for EFL students.

Listening skills are critical for effective communication and comprehension in a foreign language. However, Indonesian EFL learners often face significant challenges in this domain due to limited exposure to authentic listening materials and a lack of opportunities for active engagement in listening tasks (Boy Jon et al., 2021). Traditional classroom settings, dominated by teacher-led instruction, may not adequately address these challenges, as they often emphasize rote memorization over practical application and critical thinking. In contrast, the flipped classroom model provides a platform for students to engage with listening materials independently, allowing them to pace their learning according to their needs while fostering greater cognitive engagement during in-class activities (Abeysekera & Dawson, 2015).

Existing research highlights the benefits of the flipped classroom model in EFL contexts. For instance, Etemadfar et al., (2020) demonstrated that flipping the classroom significantly improved students' listening comprehension and critical thinking skills by encouraging active participation and peer collaboration. Similarly, Aksoy and Tulgar (2024) found that EFL students in flipped classrooms reported higher levels of motivation and autonomous learning compared to those in traditional settings. These findings suggest that the flipped classroom model has the potential to address some of the persistent challenges faced by Indonesian EFL learners in developing listening skills.

Despite its potential, the effectiveness of the flipped classroom model is significantly influenced by the instructor's ability to design and implement it effectively (Bergmann & Sams, 2012). This highlights the importance of examining the perceptions and experiences of EFL tutors who have employed this model. Tutors are essential in adapting flipped classroom strategies to meet the diverse needs of their students, as well as to align with the broader cultural and educational context (O'Flaherty & Phillips, 2015). In Indonesia, where traditional, teacher-centered approaches still dominate, understanding how EFL tutors perceive and navigate the flipped classroom model is crucial for evaluating its applicability and identifying any potential challenges or limitations (Halim et al., 2023).

Furthermore, these insights can inform teacher education programs, which are instrumental in preparing future EFL instructors. By integrating the flipped classroom model into teacher training curricula, prospective teachers can be equipped with innovative strategies to enhance listening skills and foster active learning. For example,

Pablo-Lerchundi et al., (2023) emphasize the importance of exposing teacher-trainees to flipped classroom methodologies during their training, as this not only builds their pedagogical competence but also increases their willingness to adopt such approaches in their future classrooms.

In the context of Indonesian higher education, exploring the experiences of an EFL tutor who has implemented the flipped classroom model in listening courses can offer practical recommendations for teacher education programs. Such an exploration aligns with the broader goals of improving the quality of English language instruction in Indonesia and equipping learners with the skills needed to thrive in a globalized world. Given the above, this study seeks to address two key questions: How does an EFL tutor at an Indonesian university perceive the effectiveness of the flipped classroom model in developing listening skills among their students? Additionally, how can the experiences of this tutor inform teacher education programs for future EFL instructors? By addressing these questions, the research aims to contribute to the growing body of literature on innovative EFL teaching practices especially listening skills and provide actionable insights for enhancing teacher training in Indonesia.

Methods

This study aims to explore the perceptions of an EFL tutor at an Indonesian university regarding the effectiveness of the flipped classroom model in developing students' listening skills and to examine how these experiences can inform teacher education programs for future EFL instructors. The study focuses on understanding the challenges and benefits of implementing this innovative pedagogical approach, particularly in a listening class. A qualitative research design was employed to investigate the research questions, as this approach allows for an in-depth exploration of personal perceptions and experiences (Creswell, 2014). The design is suitable for addressing the study's aims, as it emphasizes understanding the complexities of implementing the flipped classroom model in an EFL listening context. This design also facilitates the examination of subjective insights, aligning with the exploratory nature of the research.

The study focused on one EFL tutor from the English Education Department at a university in Indonesia. This tutor was purposefully selected due to their unique position as the first to implement the flipped classroom model in the university's listening class. The tutor implemented this flipped classroom model with his two listening classes, which consisted of sixty 2nd-year teacher trainees who will become future English teachers in Indonesia. However, this study focuses on the tutor's perception, not from the point of view of the teacher trainees as his students. The intervention spanned ten weeks, from September to December 2023, offering a sufficient period to observe the model's effectiveness and challenges. Purposeful sampling ensured that the participant's experiences would provide rich, context-specific insights relevant to the research questions (Patton, 2015).

The data collection relied on a semi-structured interview, a method chosen for its flexibility and depth. The interview guide was designed with open-ended questions to

explore the tutor's perceptions of the flipped classroom model, its impact on students' listening skills, and the challenges and benefits encountered. The guide included prompts to ensure comprehensive coverage of the research questions while allowing room for follow-up inquiries (Lim, 2024). The interview was conducted in a single session lasting approximately sixty minutes, and it was recorded and transcribed verbatim to ensure accuracy. The interview guide served as the primary research instrument, developed based on relevant literature on the flipped classroom model and its application in EFL contexts. The questions were piloted with a colleague to ensure clarity and appropriateness before the main data collection. Equipment used included an audio recorder for capturing the interview and transcription software to facilitate accurate data processing.

Thematic analysis was used to analyze the qualitative data, following the framework proposed by Braun and Clarke (2006). This method involves six key steps: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the final report. Thematic analysis is a robust approach for identifying patterns and meanings within qualitative data, providing a structured process for uncovering themes related to the tutor's experiences and perceptions.

By employing these methods, the study aims to offer valuable insights into the practicalities of implementing the flipped classroom model in EFL education and its implications for teacher training programs.

Finally, this study adhered rigorously to the ethical standards outlined by the Research Ethics Committee of the Language Pedagogy and English Applied Linguistics PhD Programme at Eötvös Loránd University. Prior to data collection, the participant received detailed information about the study's objectives, procedures, and potential implications to ensure transparency. Written informed consent was obtained, demonstrating their voluntary participation and understanding of their rights within the research process. Measures were implemented to maintain strict confidentiality, including the anonymization of all data to safeguard the participant's identity and personal information. Throughout the study, every effort was made to minimize any potential risks or discomfort to the participant. This included ensuring a respectful and supportive environment during data collection and avoiding any practices that could compromise his well-being. The design and execution of the study emphasized ethical integrity, aligning with best practices in qualitative research (Creswell & Creswell, 2018). These measures ensured that the research upheld the principles of respect, beneficence, and justice, creating a framework that prioritized the dignity and autonomy of the participant.

Findings and Discussion

The study investigates an EFL tutor's perceptions at an Indonesian university about the effectiveness of the flipped classroom model in enhancing students' listening skills and examines how the tutor's experiences with this model can provide insights for EFL teacher education programs. This exploration focuses on preparing future instructors to

foster students' listening comprehension through innovative teaching methodologies. Through an in-depth analysis, key themes emerged that illuminate the model's impact on listening skill development and its implications for shaping effective teacher training. The findings are presented through the following themes.

Table 1. The findings organized in themes

No.	Themes	Remarks
1	Enhanced Engagement and Preparedness	The tutor noted that students engage more meaningfully during in-class discussions after preparing with pre-class materials, which supports a student-centered learning environment. Students come prepared, leading to productive discussions and boosting their confidence
2	Challenges in Student Accountability and Time Management	A recurring challenge is ensuring all students complete the pre-class tasks. Time management and access to reliable technology were noted as barriers, occasionally leading to uneven participation.
3	Active and Collaborative Learning Environment	The flipped model enables the tutor to utilize class time for interactive activities like debates and role-play. This approach reinforces active learning, which is essential for listening skill development, as students engage more dynamically with the content.
4	Adaptations and Instructional Strategies	The tutor adapted their methods by using mini-quizzes, reflection prompts, and structured pre-class activities to motivate students. They incorporated varied multimedia resources and provided additional support for complex topics, facilitating differentiated instruction.
5	Positive Outcomes on Listening Skills Development	The flipped classroom model appears to improve students' listening comprehension, evidenced by their increased ability to discuss, interpret, and analyze audio content in-depth. Specific examples included students identifying nuances in tone and context, indicating progress in critical listening skills.

The findings presented through these themes underscore the potential of the flipped classroom model to reshape EFL instruction by fostering a more engaged, self-directed, and interactive learning environment. By requiring students to engage with listening materials prior to class, the model not only prepares them for deeper, collaborative discussions but also builds their confidence and comprehension skills. This shift from traditional teacher-led methods to a learner-centered approach allows students to actively apply their knowledge through activities such as debates, role-plays, and group discussions. These activities reinforce listening skills in a real-world context, helping

students to grasp nuances in tone, context, and meaning. The following section presents an in-depth analysis of these findings and addresses the central research question that guides this exploration.

1. How does an EFL tutor at an Indonesian university perceive the effectiveness of the flipped classroom model in developing listening skills among their students?

The EFL tutor expressed a highly positive perception of the flipped classroom model's impact on listening skills development. The flipped classroom model involves providing students with listening materials, such as audio files or videos, before class. This allows students to engage with the materials at their own pace, fostering familiarity with the content. The tutor remarked,

"Students were asked to engage with these materials independently before coming to class, allowing them to familiarize themselves with the content at their own pace."

This method enables students to absorb the material in a low-pressure environment, preparing them for more meaningful discussions and activities during class time. Research by Förster et al., (2022) supports this, indicating that pre-class engagement enhances comprehension and retention. Additionally, a study by Tran and Tran (2024) suggests that such an approach not only aids in listening comprehension but also fosters greater learner autonomy and confidence, both of which are crucial for language development.

Furthermore, by engaging with the materials beforehand, students can process the content at their own pace, allowing them to identify areas of difficulty and come to class better prepared to address those challenges. The tutor shared,

"Many students expressed that the model helped them feel more prepared for in-class discussions since they could engage with the materials at their own pace beforehand."

This readiness translates to more active and confident participation in class, as students are equipped with the foundational understanding needed for higher-order tasks. Supporting this, Etemi et al., (2024) found that pre-class preparation in flipped learning contexts improves students' ability to critically engage with course materials and fosters self-directed learning. By focusing on readiness through structured pre-class activities, the flipped classroom model prepares students not only for immediate classroom engagement but also for sustained skill development in listening and comprehension.

During class, the tutor leverages the extra time for interactive and collaborative activities, such as group discussions, role plays, and follow-up exercises. The tutor shared,

"We conducted follow-up activities like group discussions and collaborative listening exercises to reinforce their understanding."

These methods align with higher-order learning principles, fostering critical thinking, analysis, and synthesis. Students' improved confidence in discussing the material was

noted as a significant outcome, with the tutor observing that students came to class better prepared and more confident in their listening abilities. This resonates with Dieu's (2024) findings that flipped classrooms promote learner autonomy and engagement, resulting in enhanced language skills.

The flipped classroom model, as implemented by the tutor, transforms the traditional classroom into an active and collaborative learning environment where students engage deeply with the material. The tutor explained,

"In class, we would discuss their insights, address any challenges they encountered, and then apply what they learned through activities like group discussions or role plays."

This shift from passive listening to active participation encourages students to take ownership of their learning while building their analytical and critical thinking skills. The collaborative nature of these activities not only reinforces individual understanding but also fosters peer learning, as students share perspectives and help each other navigate complex listening tasks. This aligns with Vygotsky's theory of social constructivism, which underscores the importance of interaction and collaboration in achieving higher-order cognitive development.

Another notable feature of the tutor's approach is the emphasis on creating real-world contexts for practicing listening skills. Through role plays and group discussions, students are encouraged to apply their knowledge in simulated scenarios, making the learning experience more authentic and relevant. The tutor shared,

"We watched video clips together, and many students were able to pick up the details in and context that they might have missed before."

This hands-on practice helps students bridge the gap between theory and application, enhancing their ability to interpret and respond to auditory inputs effectively. Howell (2021) similarly highlights that active learning in flipped classrooms provides learners with opportunities to engage in authentic language use, leading to greater retention and practical skill development.

Moreover, the tutor observed that these interactive sessions helped build a supportive classroom community where students felt comfortable sharing their thoughts and asking questions. The tutor remarked,

"I noticed that students collaborated more effectively during class, sharing insights and helping each other out."

This supportive environment reduces the anxiety often associated with language learning and promotes a culture of mutual respect and encouragement. Research by Wu et al. (2017) supports this observation, showing that collaborative activities in flipped classrooms foster a sense of belonging and increase student motivation, ultimately contributing to better learning outcomes.

Additionally, the interactive framework of the flipped classroom allows the tutor to provide immediate and targeted feedback, addressing individual and group challenges as they arise. The tutor explained,

"It gave me the opportunity to provide targeted feedback on specific challenges they faced during their independent practice."

This immediacy of feedback is crucial for reinforcing correct understanding and guiding students toward improvement. Jong et al., (2022) emphasizes the importance of feedback in flipped classrooms, noting that it supports the iterative learning process and helps students refine their skills through guided practice. By creating an active and collaborative environment, the tutor ensures that students are not only engaged but also effectively supported in their journey toward mastering listening skills.

However, despite its advantages, challenges in student accountability and time management emerged as significant obstacles in implementing the flipped classroom model. The tutor highlighted,

"Not all students would consistently engage with the materials beforehand, which led to uneven participation during class discussions. When I asked them why they didn't prepare, most of them said they had trouble finding the time because they were studying for other subjects."

This lack of preparation created disparities in classroom dynamics, as some students were ready to actively engage while others struggled to contribute meaningfully. Time management issues, often linked to students' competing academic and personal responsibilities, were a recurring barrier. Research by Lai and Hwang (2016) supports this observation, noting that students often face difficulties in allocating sufficient time to pre-class tasks, leading to inconsistencies in engagement and preparedness.

To address these challenges, the tutor could have sent the pre-class lessons at least one week before the in-class activities. Research suggests that giving students more time to engage with preparatory materials can help mitigate time management issues and improve overall participation. According to Fischer et al., (2023), providing ample time for pre-class preparation allows students to better manage their workload and approach tasks more thoughtfully. By offering materials earlier, the tutor could also allow students to pace their learning more effectively, increasing both preparedness and active involvement in the collaborative, flipped classroom setting.

Managing diverse levels of student engagement during in-class discussions posed a further challenge. Uneven participation sometimes disrupted the collaborative dynamic, requiring the tutor to adapt activities and interventions on the spot. The tutor remarked,

"I started playing the material briefly in class to refresh everyone's memory and encourage discussion among students."

This adaptive strategy created opportunities for all students to contribute, fostering inclusivity and maintaining the momentum of interactive learning. Agyeman and Aphane (2024) highlights that the success of flipped classroom models depends heavily on the instructor's ability to dynamically address participation gaps and actively involve

students who may struggle with initial content. These findings underscore the significance of real-time adjustments in fostering a more inclusive and engaging classroom environment, where all students are encouraged to participate regardless of their level of preparedness.

By tackling these challenges with targeted strategies and adaptive practices, the tutor demonstrated how potential barriers in the flipped classroom model can be mitigated. These experiences underline the importance of equipping EFL educators with tools and techniques to manage accountability, source access, and student expectations, ensuring the success of this innovative teaching approach.

2. How can the experiences of this tutor inform teacher education programs for future EFL instructors?

Practical Insights from the Tutor's Experience

The tutor's experience with the flipped classroom model offers valuable insights into effective strategies that can be integrated into teacher education programs to support EFL teacher-trainees. A key component of the tutor's methodology is the use of engaging pre-class materials, such as videos, audio files, and guided activities, which were specifically designed to encourage independent learning among these future educators. By interacting with the content prior to class, EFL teacher-trainees gained firsthand experience in how to take responsibility for their learning. For example, the tutor provided audio and video resources that the trainees were tasked with analyzing independently. This approach not only helped the trainees better understand the material but also prepared them to participate in meaningful classroom discussions. Such practices mirror the responsibilities they would later take on as EFL instructors, making this experience a model for their professional development.

The classroom sessions themselves were structured to maximize interactivity and focus on higher-order thinking tasks, such as analysis and synthesis, which are crucial skills for effective teaching. EFL teacher-trainees as students were encouraged to engage deeply with the material by sharing their interpretations, participating in collaborative activities, and practicing teaching methods through role-plays and group discussions. The tutor observed that these activities not only enhanced the trainees' understanding of the material but also provided them with practical examples of how to manage interactive and dynamic classrooms. By experiencing these strategies as learners, the trainees could reflect on how to apply similar approaches in their future teaching practices. Research supports this method, highlighting how flipped classrooms encourage active learning and critical thinking, which are essential for educators (Bishop & Verleger, 2013).

In addition, the tutor incorporated mini-quizzes and reflection prompts into the pre-class assignments, which played a dual role in engaging EFL teacher-trainees and modeling effective assessment techniques. These formative assessments helped trainees stay accountable for their preparation while offering insights into how to evaluate and provide feedback to their own students in the future. For instance, the tutor used checkpoints to ensure that trainees engaged with the materials and reflected on their

learning, fostering a habit of self-discipline that is vital for both learners and educators. Research by Haj et al., (2024) reinforces the significance of such formative tools, noting their value in enhancing accountability and comprehension in flipped learning environments.

These strategies, providing engaging pre-class materials, fostering active participation during class, and using formative assessments, serve as practical models for EFL teacher-trainees. By experiencing these methods firsthand, the trainees not only develop their language skills but also gain a deeper understanding of how to create interactive and learner-centered classrooms. These insights are critical in preparing them to meet the challenges of teaching in diverse EFL contexts, making this approach a cornerstone for effective teacher education programs.

Implications for EFL Instruction

The tutor's experience highlights the potential of the flipped classroom model to align with contemporary pedagogical goals for EFL instruction, particularly in promoting active learning and student engagement. This approach shifts the emphasis from traditional, teacher-centered lectures to a model that prioritizes student-driven discussions, activities, and problem-solving tasks. The tutor noted that providing pre-class materials, such as videos and audio recordings, allowed students, who in this case were EFL teacher-trainees, to familiarize themselves with content independently. This preparation not only made them more confident in class but also enabled deeper engagement with the material during collaborative activities and discussions. By experiencing these benefits firsthand, the teacher-trainees as students could envision how to replicate such practices in their future classrooms, fostering similar active learning environments for their own students.

A notable strength of the flipped classroom model, as observed by the tutor, is its ability to cater to diverse student needs. EFL teacher-trainees come with varying levels of language proficiency, learning styles, and technological literacy. The tutor's approach of allowing students to engage with materials at their own pace addressed these differences effectively. For example, trainees were encouraged to review audio materials multiple times and take notes on areas they found challenging before class. This flexibility not only supported those who needed additional time to process the content but also encouraged more advanced trainees to delve deeper into the material. As a result, the classroom discussions became richer and more inclusive, reflecting the importance of differentiated instruction in EFL teaching. These findings align with research that underscores the adaptability of the flipped classroom model in accommodating diverse learner needs and promoting inclusivity (Goedhart et al., 2019).

The in-class sessions built upon this independent preparation, focusing on interactive and communicative activities that are central to effective EFL instruction. The tutor explained that classroom time was dedicated to activities such as role-plays, group discussions, and collaborative problem-solving tasks. These activities not only encouraged the trainees to practice their communication skills but also allowed them to explore techniques for managing similar interactive lessons in their future teaching

contexts. For instance, when trainees participated in group listening exercises, they were not only honing their comprehension skills but also observing how peer collaboration can enhance learning. Research supports this approach, showing that active learning environments improve critical thinking and engagement, which are essential for developing language proficiency (Pang, 2022).

The tutor's experience underscores the importance of training future EFL instructors to design inclusive and flexible lesson plans that emphasize interaction and adaptability. Teacher education programs can draw on these insights by integrating flipped classroom techniques into their curricula. By doing so, they equip teacher-trainees with the tools to create dynamic and student-centered learning environments. Additionally, the flipped classroom model provides a framework for addressing the diverse challenges of EFL instruction, such as varying proficiency levels and the need for differentiated teaching methods. These elements make the model not only an effective teaching approach but also a vital component in the preparation of future EFL educators.

Development of Key Skills in Future Teachers

Teacher education programs can leverage the tutor's adaptive methods to help cultivate essential skills in future EFL instructors, particularly flexibility, responsiveness, and reflective practice. The tutor's experiences with managing challenges such as uneven participation and varying levels of engagement among EFL teacher-trainees emphasize the importance of adaptability in the classroom. For instance, the tutor noted that not all trainees consistently completed pre-class tasks, which occasionally led to uneven participation during in-class activities. To address this, the tutor incorporated strategies like briefly revisiting pre-class materials during the session to refresh students' understanding and ensure everyone was on the same page. This adjustment created a more inclusive environment where all trainees felt prepared to contribute, highlighting the necessity of flexibility when dealing with diverse learner needs.

The inclusion of structured pre-class activities and real-time collaborative exercises was another critical strategy employed by the tutor. These methods not only encouraged trainees to engage actively with the material but also provided them with practical examples of how to design their own supportive and inclusive classrooms. For example, the tutor introduced mini-quizzes and guided reflection prompts alongside pre-class assignments to help trainees stay accountable and engage more deeply with the content. During class, the tutor facilitated group discussions and role-plays, enabling trainees to practice communication skills while observing how collaborative exercises can enhance learning. By experiencing these techniques firsthand, EFL teacher-trainees gained valuable insights into how to foster active participation and inclusivity in their future teaching practices. Research supports this approach, with studies showing that collaborative learning activities improve classroom engagement and help students develop critical problem-solving and teamwork skills (Shin et al., 2022)

Reflective practice also emerged as a cornerstone of the tutor's approach, further underscoring its importance in teacher education. The tutor actively sought and incorporated feedback from trainees to refine both pre-class and in-class activities. For

example, based on trainee feedback about the challenges of managing pre-class assignments, the tutor introduced shorter, more structured tasks with clear checkpoints. These adjustments not only enhanced the effectiveness of the flipped classroom model but also demonstrated to the trainees the value of listening to and acting on student input. This reflective process serves as a model for future EFL instructors, encouraging them to continuously evaluate and adapt their teaching methods to better meet their students' needs. As Dewey (1933) famously argued, reflective thinking is essential for effective teaching, enabling educators to transform experiences into actionable insights.

Through these adaptive strategies, teacher education programs can equip EFL teacher-trainees with the tools to navigate the complexities of modern classrooms. By emphasizing flexibility, collaborative learning, and reflective practice, these programs prepare future instructors to create dynamic, student-centered environments that foster engagement and inclusivity. These skills are especially critical in EFL contexts, where instructors often encounter diverse linguistic abilities, cultural backgrounds, and learning preferences. As the tutor's experience illustrates, the integration of these methods into teacher training can empower future educators to rise to these challenges and succeed in their roles as effective and responsive language instructors.

Conclusion

The findings of this study shed light on the effectiveness of the flipped classroom model in enhancing listening skills in the EFL context, particularly as perceived by a tutor at an Indonesian university. The results highlight that the flipped classroom approach encourages active engagement, facilitates deeper comprehension, and fosters autonomous learning among students. By integrating pre-class materials and dedicating class time to interactive and collaborative activities, this model creates an environment that promotes both cognitive and affective learning outcomes. These insights contribute to the growing body of literature advocating for innovative pedagogical strategies in EFL education.

However, the study's scope is limited by its reliance on the experiences of a single participant, which restricts the generalizability of the findings. The perceptions and outcomes observed may not fully capture the diverse experiences and challenges encountered by other educators in similar contexts. Additionally, while the study provides valuable insights into the benefits of the flipped classroom, the challenges, such as issues of student accountability and technological access, warrant further exploration.

To build upon the findings of this research, future studies should consider involving a larger and more diverse sample of participants, including both tutors and students, to gain a more comprehensive understanding of the flipped classroom's impact. Longitudinal studies could also examine the sustained effects of this approach on language acquisition and teaching practices. Moreover, investigating the role of teacher education programs in equipping future instructors with the skills to implement and adapt the flipped classroom model effectively is critical.

This research underscores the importance of aligning instructional strategies with the needs of learners while fostering an environment that prioritizes engagement and autonomy. By addressing the identified challenges and expanding the scope of inquiry, the flipped classroom model can serve as a robust framework for enhancing EFL education in diverse educational contexts.

Acknowledgments

I would like to extend my sincere thanks to Dr. Éva Szabó, my supervisor at Eötvös Loránd University, for her invaluable support in enhancing this article. Her expert guidance and insightful feedback have played a crucial role in its development.

I also wish to acknowledge Randall Martin, a native English speaker and former lecturer at the American University in Cairo, for his proofreading assistance in ensuring the linguistic quality of the manuscript.

References

- Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: Definition, rationale and a call for research. *Higher Education Research & Development*, 34(1), 1–14. <https://doi.org/10.1080/07294360.2014.934336>
- Agyeman, N. Y. B., & Aphane, V. (2024). Implementing flipped classroom to enhance student engagement: An action research. *E-Journal of Humanities, Arts and Social Sciences*, 5, 1860–1878. <https://doi.org/10.38159/ehass.202451119>
- Aksoy, B. N. Ç., & Tulgar, A. T. (2024). The effects of flipped classroom on EFL students' autonomy and motivation. *GIST – Education and Learning Research Journal*, 27, 9–37. <https://doi.org/10.26817/16925777.1727>
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.
- Bishop, J., & Verleger, M. (2013). The flipped classroom: A survey of the research. 2013 *ASEE Annual Conference & Exposition Proceedings*, 23.1200.1-23.1200.18. <https://doi.org/10.18260/1-2--22585>
- Boy Jon, R., Embong, R., Purnama, B., & Safar Wadi, A. (2021). The challenges of English language teaching in Indonesia. *International Journal of English and Applied Linguistics (IJEAL)*, 1(3), 158–168. <https://doi.org/10.47709/ijeal.v1i3.1157>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches (4th ed.)*. Sage.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. D.C. Heath & Co. Publisher.
- Dieu, N. B. (2024). Enhancing student engagement and autonomy in flipped classrooms: From a self-determination theory perspective. *The University of Danang*

- *Journal of Science and Technology*, 22(5B), 32–37. <https://jst-ud.vn/jst-ud/article/view/9126>
- Etemadfar, P., Soozandehfar, S. M. A., & Namaziandost, E. (2020). An account of EFL learners' listening comprehension and critical thinking in the flipped classroom model. *Cogent Education*, 7(1), 1–22. <https://doi.org/10.1080/2331186X.2020.1835150>
- Etemi, B. P., Uzunboyulu, H., Latifi, S., & Abdigapbarova, U. (2024). The effect of the flipped learning approach on engineering students' technology acceptance and self-directed learning perception. *Sustainability*, 16(2), 774. <https://doi.org/10.3390/su16020774>
- Fischer, K., Sullivan, A. M., Cohen, A. P., King, R. W., Cockrill, B. A., & Besche, H. C. (2023). Using cognitive load theory to evaluate and improve preparatory materials and study time for the flipped classroom. *BMC Medical Education*, 23(1), 345. <https://doi.org/10.1186/s12909-023-04325-x>
- Förster, M., Maur, A., Weiser, C., & Winkel, K. (2022). Pre-class video watching fosters achievement and knowledge retention in a flipped classroom. *Computers & Education*, 179, 104399. <https://doi.org/10.1016/j.compedu.2021.104399>
- Goedhart, N. S., Blignaut-van Westrhenen, N., Moser, C., & Zweekhorst, M. B. M. (2019). The flipped classroom: Supporting a diverse group of students in their learning. *Learning Environments Research*, 22(2), 297–310. <https://doi.org/10.1007/s10984-019-09281-2>
- Haj, O. N., Sol Gaithe, S., & Asimwe, S. (2024). The relationship between formative assessment ability on uses of the flipped classroom model in teaching lower Secondary Schools in Northern Region Zanzibar Tanzania. *World Journal of Advanced Research and Reviews*, 22(3), 1407–1414. <https://doi.org/10.30574/wjarr.2024.22.3.1830>
- Halim, Abd., Nur, S., Vega, N. De, Nasta, M., & Nurfadhilah, A. S. (2023). Exploring heutagogy in Indonesian higher education: Cultural challenges and advantages in mobile-based English as a Foreign Language (EFL) teaching. *VELES (Voices of English Language Education Society)*, 7(3), 557–571. <https://doi.org/10.29408/veles.v7i3.22026>
- Howell, R. A. (2021). Engaging students in education for sustainable development: The benefits of active learning, reflective practices and flipped classroom pedagogies. *Journal of Cleaner Production*, 325, 129318. <https://doi.org/10.1016/j.jclepro.2021.129318>
- Jong, M. S.-Y., Chen, G., Tam, V., Hue, M.-T., & Chen, M. (2022). Design-based research on teacher facilitation in a pedagogic integration of flipped learning and social enquiry learning. *Sustainability*, 14(2), 996. <https://doi.org/10.3390/su14020996>
- Lai, C.-L., & Hwang, G.-J. (2016). A self-regulated flipped classroom approach to improving students' learning performance in a mathematics course. *Computers & Education*, 100, 126–140. <https://doi.org/10.1016/j.compedu.2016.05.006>
- Lim, W. M. (2024). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*. <https://doi.org/10.1177/14413582241264619>
- O'Flaherty, J., & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. *The Internet and Higher Education*, 25, 85–95. <https://doi.org/10.1016/j.iheduc.2015.02.002>

- Pablo-Lerchundi, I., Núñez-del-Río, C., Jiménez-Rivero, A., Sastre-Merino, S., Míguez-Souto, A., & Martín-Núñez, J. L. (2023). Factors affecting students' perception of flipped learning over time in a teacher training program. *Heliyon*, 9(11), e21318. <https://doi.org/10.1016/j.heliyon.2023.e21318>
- Pang, Y. (2022). The role of web-based flipped learning in EFL learners' critical thinking and learner engagement. *Frontiers in Psychology*, 13, 1–12. <https://doi.org/10.3389/fpsyg.2022.1008257>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice (4th ed.)*. Sage Publications.
- Shin, S., Kwon, K., & Jung, J. (2022). Collaborative learning in the flipped university classroom: Identifying team process factors. *Sustainability*, 14(12), 7173. <https://doi.org/10.3390/su14127173>
- Tran, Q. V. N., & Tran, Q. T. K. (2024). The effect of flipped classroom model on learner autonomy from non-English majored students' perspectives. *Ho Chi Minh City Open University Journal of Science*, 14(2), 86–99. <https://doi.org/10.46223/HCMCOUJS.soci.en.14.2.2735.2024>
- Wu, W., Chen Hsieh, J., & Yang, J. C. (2017). Creating an online learning community in a flipped classroom to enhance EFL learners' oral proficiency. *Educational Technology & Society*, 20, 142–157.

Author's Biography

Ritueli Daeli is a PhD candidate in the PhD Program in Language Pedagogy and English Applied Linguistics at Eötvös Loránd University, Budapest. His dissertation focuses on the flipped classroom model. In addition to his dissertation, he has authored an article on the same topic, which has been accepted for publication and is scheduled to appear in 2025 in a Q2 Scopus-indexed journal. His research interests also include learning autonomy, particularly in relation to YouTube as an educational tool. He can be contacted at rituel7@student.elte.hu.