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Toward Learner Empowerment: A Flipped Classroom Approach to Enhancing Autonomy, Attitude, and Language Proficiency in Iranian General English Courses

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Abstract

This study investigates the impact of flipped instruction compared to traditional teaching methods on Iranian university students' language achievement, learner autonomy, and attitudes in General English courses. Grounded in constructivist and self-regulated learning theories, this quasi-experimental research involved 200 EFL learners at Islamic Azad University. Participants were assigned to either an experimental group (flipped classroom) or a control group (traditional lecture-based instruction). Pre- and post-tests were administered using standardized measures: a General English achievement test, a learner autonomy scale, and an attitude questionnaire. Data were analyzed using independent-sample t-tests and paired-sample t-tests. The findings revealed statistically significant improvements in the flipped classroom group across all three domains: language achievement, learner autonomy, and learner attitudes. These results confirm the effectiveness of the flipped classroom model in fostering learner-centered practices and enhancing educational results in EFL settings. The study's implications are significant for instructors, curriculum designers, educational administrators, and policymakers. Language teachers can adopt flipped strategies to cultivate learner independence and engagement. Curriculum designers should consider integrating video-based content and collaborative activities. Institutions need to invest in technological infrastructure and faculty training, while policymakers should support instructional models prioritizing learner agency and 21st-century competencies. Overall, the flipped classroom emerges as a holistic pedagogical innovation with substantial academic and developmental benefits, offering a pathway toward greater learner empowerment in Iranian higher education.

Keywords: Constructivism; Flipped learning; EFL learners; Instructional innovation; Learner autonomy; Learner attitude; Language achievement

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1. Introduction

The landscape of modern language education has undergone a profound transformation in the 21st century, increasingly prioritizing learner-centered pedagogies that emphasize student agency, active participation, and individualized learning trajectories (Benson, 2011; Little, 2007; Oxford, 2017). In response to growing concerns about learner disengagement and limited

cognitive development under traditional paradigms, educational theorists and practitioners have advocated for instructional approaches that empower students to take greater ownership of their learning (Holec, 1981; Lamb, 2017).

This pedagogical shift is particularly relevant in English as a Foreign Language (EFL) context, where the need to develop communicative competence, critical thinking, and learner autonomy is acute (Richards, 2015; Griffiths, 2020). In Iranian university EFL settings, the predominance of teacher-fronted instruction continues to restrict opportunities for interaction, reflection, and metacognitive development (Riazi, 2005; Pishghadam et al., 2013; Zarei & Ghoorchaei, 2016). Traditional methods often rely on rote memorization, grammar-translation practices, and centralized textbook-driven curricula (Birjandi & Hadidi Tamjid, 2012; Razmjoo & Kazempourfard, 2012). These practices hinder students' engagement with the language and limit their ability to develop critical 21st-century competencies such as digital literacy, problem-solving, and self-directed learning (Amini & Birjandi, 2012; Alibakhshi, 2020).

Flipped instruction has emerged as a disruptive alternative to conventional teaching, fundamentally reconfiguring the instructional process (Bergmann & Sams, 2012; Lage et al., 2000). In the flipped model, content delivery occurs outside of class—typically through video lectures, podcasts, or online modules—while class time is reserved for higher-order tasks such as discussion, problem-solving, peer collaboration, and feedback (Bishop & Verleger, 2013; Lo & Hew, 2017; Abeysekera & Dawson, 2015). This shift allows students to engage with foundational content at their own pace and utilize classroom sessions to consolidate understanding through active learning (Talbert, 2017; Stöhr et al., 2020). Scholars have argued that the flipped approach aligns closely with the pedagogical goals of fostering learner autonomy and developing positive learner attitudes (Zainuddin & Halili, 2016; Al-Harbi, 2018). In particular, EFL researchers have found that flipped instruction enhances students' control over their learning, encourages self-regulation, and promotes intrinsic motivation (Yang, 2020; Webb & Doman, 2019).

Furthermore, it provides a more interactive and socially engaging classroom environment, which has been shown to contribute to more favorable attitudes toward English learning (Hung, 2015; Enfield, 2013; Sun & Wu, 2016). Consequently, this study seeks to investigate the efficacy of flipped instruction in an Iranian EFL context, with a specific focus on its impact on language achievement, learner autonomy, and student attitudes. These three dimensions represent key indicators of effective language learning and long-term academic success (Cotterall, 2000; Ushioda, 2011; Ryan & Deci, 2020).

1.1. Theoretical Background

The theoretical foundation of this study draws primarily on Constructivist Learning Theory and Self-Regulated Learning Theory, both of which underscore theimportance of learner agency and interaction in educational settings.

Constructivist Learning Theory, originating from the works of Piaget (1968) and Vygotsky (1978), posits that learners actively construct knowledge through experiences, rather than passively receiving information. In this view, learning occurs when students engage in meaningful tasks, reflect on their experiences, and integrate new information into existing cognitive schemas (Jonassen, 1999; Fosnot, 2013). Flipped instruction resonates with constructivist principles by shifting the locus of learning to the student and positioning the teacher as a facilitator who supports cognitive engagement and scaffolding during in-class activities (Strayer, 2012).

Self-Regulated Learning (SRL) Theory, advanced by Zimmerman (2002), emphasizes learners' ability to plan, monitor, and evaluate their learning behaviors and strategies. SRL involves metacognitive awareness, motivational control, and behavioral management—all of which are central to developing learner autonomy (Pintrich, 2004; Schunk & Greene, 2018). In flipped classrooms, students are required to engage with pre-class materials independently, manage their time effectively, and come prepared to participate in active learning—conditions that naturally foster SRL (Panadero et al., 2017; Teng, 2020).

Other relevant perspectives include Vygotsky's sociocultural theory, which underscores the role of social interaction and mediation in learning (Vygotsky, 1978; Lantolf, 2000), and Deci and Ryan's Self-Determination Theory, which identifies autonomy, competence, and relatedness as foundational elements of intrinsic motivation (Deci & Ryan, 1985; Reeve, 2006). These theories collectively suggest that flipped learning environments can empower students cognitively and affectively by creating space for meaningful interaction, independent learning, and intrinsic motivation (Ryan & Deci, 2020; Saito et al., 2018).

1.2. Empirical Background

Empirical research over the past 15 years has demonstrated the effectiveness of flipped instruction across multiple learning results in EFL contexts. Numerous studies have reported significant improvements in academic performance and engagement (Thai et al., 2017; Wang, 2021). For instance, Al-Zahrani (2015) found that flipped classrooms improved EFL learners' reading comprehension and language proficiency. Likewise, Webb & Doman (2016) observed higher levels of language achievement and classroom participation in flipped English classes in Hong Kong.

In terms of learner autonomy, researchers have highlighted the flipped model's capacity to foster independent learning behaviors. Zainuddin & Perera (2018) demonstrated increased self-regulation and learner autonomy among Malaysian EFL students. Similarly, Sari & Wahyuni (2022) showed that Indonesian university students in flipped classrooms

exhibited greater initiative, responsibility, and reflective practices. Ahmadi (2020) confirmed similar findings in the Iranian context, where students exposed to flipped instruction showed enhanced autonomy and metacognitive awareness. Learner attitudes also appear to be positively influenced by flipped instruction. Jensen et al. (2015) found that students perceived flipped classrooms as more engaging and effective. Enfield (2013), Hung (2015), and Lo & Hew (2017) reported favorable affective responses to flipped classrooms, including increased motivation, reduced anxiety, and more positive attitudes toward English learning. More recently, Alshammari & Almusawi (2024) found that Saudi EFL learners in flipped classrooms developed more favorable perceptions of English learning and demonstrated increased willingness to communicate. Large-scale reviews and meta-analyses further support these findings. O'Flaherty & Phillips (2015) and Stöhr et al. (2020) concluded that flipped classrooms generally outperform traditional methods in terms of engagement, satisfaction, and academic results. Van Alten et al. (2019) confirmed its positive effects on cognitive and affective learning results in higher education. In short, existing research consistently points to the pedagogical benefits of flipped instruction. However, few studies have explored its combined impact on achievement, autonomy, and attitude in a single research design, particularly within Iranian EFL contexts. This study addresses this gap by investigating how flipped instruction influences these three interconnected domains in General English courses at an Iranian university.

1.3. The Problem

The educational landscape is witnessing a growing global interest in innovative pedagogies, particularly the flipped classroom model, which has shown promise in transforming traditional teaching methods. However, within the specific context of Iranian General English courses at the university level, the adoption and implementation of flipped instruction remain strikingly limited. This underutilization represents a significant gap, especially considering the evolving demands of 21st-century language education that prioritize learner engagement, critical thinking, and self-directed learning. Furthermore, while the potential benefits of flipped instruction are increasingly recognized, there is a notable paucity of research that comprehensively examines its multifaceted impact within the Iranian EFL context. Specifically, existing studies often focus on isolated results, neglecting the interconnected nature of key educational dimensions. There is a critical need for research that simultaneously investigates the influence of flipped instruction on the triad of language achievement, learner autonomy, and learner attitudes. These three elements are not merely individual results but are deeply interwoven constructs that collectively contribute to learner empowerment and are fundamental predictors of long-term academic success and sustained language learning. The lack of integrated research addressing these crucial areas concurrently represents a significant gap in the understanding of how flipped instruction can holistically benefit Iranian EFL learners.

1.4. Objectives of the Study

This study is driven by the following comprehensive objectives, designed to address the identified research gap and contribute meaningfully to the field of EFL instruction:

To assess the impact of flipped instruction on EFL learners' language achievement**:** This primary objective seeks to quantify and qualify the effectiveness of the flipped classroom model in enhancing the measurable linguistic competencies of Iranian university students, encompassing areas such as grammar, vocabulary, reading comprehension, and listening skills, in comparison to traditional instructional methods.

To evaluate changes in learner autonomy: Recognizing autonomy as a cornerstone of effective language learning, this objective aims to investigate how the flipped classroom environment influences students' capacity for self-direction, independence in learning processes, metacognitive awareness, and their overall sense of control and responsibility for their own educational journey in the English language.

To measure shifts in learner attitudes toward English learning: Understanding the affective domain is crucial for sustainable learning. This objective focuses on exploring the extent to which flipped instruction fosters more positive dispositions, increased motivation, reduced anxiety, and enhanced overall enthusiasm and engagement among students towards learning English as a foreign language.

1.5. Research Questions and Hypotheses

RQ1*: Does flipped instruction significantly affect EFL students' language achievement compared to traditional methods?*

RQ4*: Does it affect learner autonomy?*

RQ5*: Does it influence learners' attitudes toward English learning?*

Null Hypotheses

H01: *There is no significant difference in language achievement between flipped and traditional instruction.*

H04: *There is no significant difference in learner autonomy between flipped and traditional instruction.*

H05: *There is no significant difference in learner attitude between flipped and traditional instruction.*

1.6. Significance of the Study

This study holds considerable significance for multiple stakeholders in the field of language education, particularly in the context of tertiary-level English as a Foreign Language (EFL) instruction. It contributes to the expanding scholarly discourse on learner-centered pedagogy by offering empirical evidence of the multifaceted benefits of flipped instruction**,** particularly its influence on learner autonomy, learner attitudes, and overall language achievement—three critical pillars of

successful second language acquisition (Richards, 2015; Benson, 2011; Ushioda, 2011).

By integrating these three dimensions into a single, cohesive framework, this research fills a notable gap in existing literature. While numerous studies have examined flipped learning's impact on achievement or engagement individually (e.g., Wang, 2021; Lo & Hew, 2017; Thai et al., 2017), few have adopted a comprehensive approach that simultaneously investigates cognitive (achievement), affective (attitude), and metacognitive (autonomy) results in EFL learners—particularly within under-researched contexts such as Iranian universities (Ahmadi, 2020; Pishghadam et al., 2013). From a pedagogical perspective, the findings offer actionable insights for curriculum developers, instructional designers, and language educators aiming to shift from traditional lecture-based delivery toward more interactive and student-centered models (Enfield, 2013). Understanding how flipped instruction can cultivate independent learning skills and foster positive emotional engagement will enable educators to design more responsive and effective language programs.

The study also contributes to teacher education and professional development, emphasizing the need to prepare instructors not only in technological tools, but also in facilitation strategies, assessment practices, and reflective teaching methods that support learner autonomy and engagement (Borg, 2015; Dudeney et al., 2013; Webb & Doman, 2019). By highlighting the flipped model's potential to realign classroom dynamics in favor of active and collaborative learning, this study supports institutional goals related to quality assurance, student retention, and learning innovation in higher education. At a policy level, the research provides evidence-based recommendations that can guide educational administrators and policymakers in integrating blended and flipped learning frameworks within national and institutional language curricula (UNESCO, 2023; Alibakhshi, 2020). The alignment of flipped instruction with 21st-century learning competencies—such as critical thinking, autonomy, and lifelong learning—further underscores its relevance in contemporary educational reform agendas. In brief, this study makes a novel and timely contribution by demonstrating that flipped instruction is not merely a technological trend, but a pedagogical innovation with the capacity to transform language learning environments—academically, psychologically, and socially. Its implications extend beyond the immediate context to inform broader discourses on learner empowerment, instructional design, and educational equity in global EFL settings.

2. Methodology

2.1. Research Design

This study adopted a quasi-experimental pre-test/post-test control group design, which is well-suited for examining the causal effects of instructional interventions in educational settings where random assignment to treatment conditions is not entirely feasible (Cook & Campbell, 1979; Creswell & Creswell, 2018). By utilizing both experimental and control groups and administering pre- and post-tests, the design ensured a robust comparison of the impact of flipped instruction on language achievement, learner autonomy, and attitudes toward English learning.

2.2. Participants

The sample consisted of 200 undergraduate students enrolled in General English courses at Islamic Azad University, Najafabad Branch. Participants were purposefully selected based on accessibility and then randomly assigned to either the experimental group (n = 100) or the control group (n = 100). All participants were at an intermediate proficiency level as determined by the university's placement procedures. The sample included a balanced mix of male and female students, aged between 18 and 24 years, representing various academic disciplines. Informed consent was obtained from all participants, and ethical protocols approved by the university's research ethics committee were followed throughout the study (Ary et al., 2019).

2.3. Instruments

To ensure the validity and reliability of the findings, the study utilized three well-established and contextually adapted measurement tools: --Language Achievement Test: Designed and validated by the university's English Language Department, the test assessed students' grammar, vocabulary, reading comprehension, and listening skills. It consisted of 50 multiple-choice items aligned with course objectives and CEFR B1–B2 proficiency descriptors. Reliability analysis yielded a Cronbach's alpha of 0.88. --Learner Autonomy Scale: Adapted from Macaskill and Taylor's (2010) instrument, this scale measured behavioral and cognitive autonomy using a 20-item Likert format. It was culturally adjusted to suit Iranian EFL learners (cf. Pishghadam et al., 2013) and piloted with 30 students ($\alpha = 0.85$). --Attitude Questionnaire: Based on Gardner's (1985) Attitude/Motivation Test Battery (AMTB), this 25-item questionnaire evaluated learners' attitudes toward English learning, classroom practices, and teacher-student interaction. The adapted version demonstrated high internal consistency ($\alpha = 0.89$) and construct validity through factor analysis.

2.4. Procedures

The study was conducted over one academic semester (16 weeks). Students in the experimental group received instruction via a flipped classroom model, using the university's Vadana. Pre-class materials included instructor-produced videos, online quizzes, and PDF readings. These resources were made available weekly. Class time was reserved for interactive tasks such as small-group discussions, peer instruction, collaborative projects, and case-based problem-solving (Abeysekera & Dawson, 2015; Talbert, 2017). In contrast, the control

group followed a traditional lecture-based model, wherein teachers delivered content through PowerPoint presentations, textbook reading, and grammar explanations during class sessions. The same syllabus, textbook, and instructional objectives were applied across both groups to maintain experimental control. All participants completed the pre-tests at the start of the semester and the post-tests during the final week. Trained raters and proctors ensured standardization in test administration.

2.5. Data Analysis

Quantitative data were analyzed using IBM SPSS Statistics (Version 26)**.** Descriptive statistics (means, standard deviations) were computed to summarize performance across groups. To evaluate within-group changes from pre- to post-test, paired-sample t-tests were conducted. Between-group differences on post-test scores were assessed using independent-sample t-tests**.** The threshold for statistical significance was set at $p < .05$, and effect sizes (Cohen's d) were calculated to determine the magnitude of observed effects (Cohen, 1988). All instruments met the assumptions of normality and homogeneity of variances as verified through Shapiro-Wilk and Levene's tests, respectively. This analytic approach enabled a rigorous assessment of the intervention's impact across the three dependent variables—achievement, autonomy, and attitude—while controlling for baseline equivalency and extraneous variance.

3. Results

The results are presented below in four tables and reflect the statistical results of the study's three dependent variables: language achievement, learner autonomy, and learner attitude. Analyses include paired-sample and independent-sample t-tests to assess within-group and between-group differences. Each table is accompanied by detailed interpretations.

Table 1. Paired Sample t-Test Results for Language Achievement

Group	Test	Mean	SD	T	P
Experimental	Pre-test	61.4	6.2		
	Post-test	74.9	5.8	13.65	<0.001
Control	Pre-test	62.0	6.5		
	Post-test	68.1	6.4	8.04	<0.001

The experimental group showed a substantial and statistically significant improvement in language achievement from pre-test (M = 61.4) to post-test (M = 74.9), with a t-value of 13.65 ($p < 0.001$), indicating a strong effect of the flipped instruction model (Table 1). The control group also improved significantly ($t = 8.04$, $p < 0.001$), but the smaller mean gain (from 62.0 to 68.1) suggests that traditional instruction was less effective in enhancing achievement over the semester. Post-test results revealed a statistically significant difference in language achievement between the experimental and control groups. The flipped group scored significantly higher (M = 74.9) than the control group (M = 68.1), with a t-value of 7.12 ($p < .001$). In Table 2, this between-group comparison supports the conclusion that flipped instruction has a more substantial impact on achievement than traditional lecture-based instruction.

Table 2. Independent Sample t-Test Results for Post-Test Achievement

Group	Mean	SD	t	P
Experimental	74.9	5.8	7.12	<0.001
Control	68.1	6.4		

Table 3. Independent Sample t-Test Results for Learner Autonomy

Group	Mean	SD	t	P
Experimental	82.3	5.2	6.74	<0.001
Control	76.4	5.9		

The experimental group also demonstrated significantly higher autonomy scores (M = 82.3) than the control group (M = 76.4), with a t-value of 6.74 and a p-value below .001. Table 3 suggests that flipped instruction fosters greater self-regulated learning behaviors and a higher degree of learner independence, confirming the model's alignment with autonomy-enhancing frameworks like SRL and constructivism.

Table 4. Independent Sample t-Test Results for Learner Attitude

Group	Mean	SD	t	P
Experimental	84.1	5.7	6.11	<.001
Control	78.3	6.0		

Attitudinal measures also revealed a statistically significant advantage for the flipped group, who reported more favorable attitudes toward English learning (M = 84.1) than those in the control group (M = 78.3). The difference was significant ($t = 6.11$, $p < 0.001$), suggesting that the flipped model contributes to creating a more engaging and positively perceived learning environment. In brief, the results in table 4, across all three domains—language achievement, learner autonomy, and learner attitude—indicate that flipped instruction was significantly more effective than traditional methods. The experimental group outperformed the control group in every category, and the differences were not only statistically significant but also educationally meaningful.

4. Discussion

The results of this study provide compelling evidence that flipped instruction significantly enhances learner results in the domains of language achievement, autonomy, and attitude. In this section, we interpret these findings in relation to the study's research questions and hypotheses, and situate them within the broader scholarly literature.

4.1. Discussion Related to Hypothesis 1: Language Achievement

The first hypothesis posited that flipped instruction would have no significant effect on students' language

achievement. The results, however, strongly rejected this null hypothesis. Students in the experimental group demonstrated significantly higher post-test scores compared to those in the control group, confirming the positive impact of flipped learning. These findings are in line with Wang (2021), who reported substantial gains in EFL learners' reading comprehension and vocabulary retention following flipped instruction. Similarly, Ahmadi (2020) found that flipped classrooms in Iranian universities led to improved grammar and listening comprehension performance. Other studies, such as Lo and Hew (2017) and Zainuddin (2018), also support the conclusion that flipped instruction increases academic performance in language-related skills by promoting learner engagement, time-on-task, and interaction.

4.2. Discussion Related to Hypothesis 2: Learner Autonomy

The second hypothesis proposed that flipped instruction would not significantly influence learner autonomy. Again, the results led to rejection of the null hypothesis, with the flipped group scoring significantly higher on the autonomy scale. These results support the findings of Zainuddin and Perera (2018), who demonstrated that flipped classrooms increased self-regulated learning behaviors and time management skills. Zainuddin and Perera (2018) also noted that students in flipped learning environments tend to engage more in planning, monitoring, and evaluating their learning processes—core indicators of learner autonomy. In the Iranian context, Pishghadam et al. (2013) emphasized the cultural relevance of fostering autonomy through indirect instructional means, such as peer collaboration and reflection, both of which are foundational in the flipped model. This supports Zimmerman's (2002) Self-Regulated Learning theory, as students in the flipped group demonstrated increased control over their learning pace and strategy use. The asynchronous nature of pre-class content encouraged metacognitive engagement, while synchronous in-class interaction facilitated scaffolding and feedback.

4.3. Discussion Related to Hypothesis 3: Learner Attitude

The third hypothesis posited that there would be no significant difference in learner attitude between flipped and traditionally taught groups. This hypothesis was also rejected, as the flipped group reported significantly more favorable attitudes toward learning English. This result corroborates the findings of Jensen et al. (2015), who observed increased student satisfaction and classroom engagement in flipped science courses. In EFL contexts, Talbert (2017) noted that flipped classrooms lead to more positive emotional responses due to the variety of media, peer interaction, and increased learner control. Moreover, Enfield (2013) argued that flipped classrooms reduce boredom and foster student motivation by allowing for active participation rather than passive reception. The positive shift in learner attitude also aligns with constructivist learning principles (Piaget, 1968), where learners are more engaged when they are actively involved in constructing knowledge through social negotiation and problem-solving. The results also reflect Deci and Ryan's (1985) Self-Determination Theory, which emphasizes the role of autonomy and competence in cultivating intrinsic motivation and positive affect.

5. Conclusion

This study provided robust empirical evidence supporting the pedagogical value of flipped instruction in the context of Iranian tertiary English language education. Specifically, the research confirmed that the flipped classroom model significantly improved students' language achievement, learner autonomy, and attitudes toward English learning compared to traditional instruction. These findings underscore the transformative potential of learner-centered pedagogies that prioritize active engagement, self-regulation, and collaborative learning in EFL classrooms. The integration of digital pre-class materials with in-class interactive activities proved effective not only in enhancing academic results but also in fostering greater learner ownership, self-motivation, and enthusiasm for language learning. The consistency of these results with previous studies conducted in similar educational contexts (e.g., Ahmadi, 2020; Zainuddin & Perera, 2018; Wang, 2021) reinforces the generalizability of flipped instruction's benefits. Theoretically, the findings align with Constructivist Learning Theory and Self-Regulated Learning Theory, providing practical illustrations of how these frameworks can be operationalized in language education. The flipped classroom emerged as a dynamic pedagogical space that bridges cognitive development with affective and metacognitive growth. By reimagining the classroom as a site of active inquiry and peer-supported learning, this study reaffirms the relevance of flipped instruction in meeting the evolving needs of 21st-century learners.

5.1. Implications of the Study

The findings yield several pedagogical, institutional, and policy-level implications for enhancing EFL instruction in higher education: *For Instructors*: Language teachers should consider adopting flipped learning strategies to cultivate learner independence, critical thinking, and engagement. Training should be provided to help teachers design effective video lectures, manage in-class collaboration, and assess process-based learning. *For Curriculum Designers:* The study advocates for integrating video-based content, pre-class self-study modules, and collaborative in-class activities into General English syllabi. Emphasizing active learning over passive reception can align curricula with contemporary educational standards. *For Educational Administrators:* Institutions should invest in technological infrastructure (e.g., LMS platforms, bandwidth, multimedia tools) and provide ongoing professional development to prepare faculty for blended and flipped teaching models. Support structures should

be implemented to ensure accessibility, student accountability, and instructional quality. *For Policymakers:* At the national level, educational policies should recognize and support alternative instructional models that prioritize learner agency, digital literacy, and 21st-century competencies. Strategic frameworks must encourage innovation while maintaining academic rigor.

5.2. Suggestions for Future Research

To build on the current findings, future research should explore the following directions:

Qualitative Expansion: Incorporate qualitative methods such as interviews, focus groups, and classroom observations to gain deeper insights into learner experiences, perceptions, and challenges in flipped environments.

Longitudinal Studies: Examine the long-term impact of flipped instruction on autonomy and attitudes over multiple semesters or academic years to assess sustainability.

Diverse Proficiency Levels: Investigate the effects of flipped instruction across various language proficiency levels, from beginners to advanced learners, to determine if results vary by learner capability.

Disciplinary Variation: Extend the flipped model to ESP (English for Specific Purposes) or content-integrated language learning contexts to examine its applicability across disciplines (e.g., medicine, engineering, humanities).

Teacher Development Research: Explore how training in flipped pedagogy influences teacher beliefs, classroom practices, and instructional decision-making.

Comparative Technology Studies: Analyze the role of different digital platforms and tools (e.g., mobile apps, AI tutors, gamification) within flipped frameworks to assess their effectiveness in EFL learning.

Authors Contributions

All the authors have participated sufficiently in the intellectual content, conception, and design of this work or the analysis and interpretation of the data (when applicable), as well as the writing of the manuscript.

Availability of data and materials

The data that support the findings of this study are available from the corresponding author, upon reasonable request.

Conflict of interest

The author states that there is no conflict of interest.

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