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Flipped Learning in English Classrooms: A Systematic Literature Review

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Abstract

This study explores the effects of flipped learning on grammar and vocabulary acquisition in students' critical thinking in an English classrooms. The researcher gathered articles from Scispace, Google Scholar, ProQuest and ERIC databases over a period from 2019 to 2024. Guided keywords in search led to a yield of 75 studies and 20 articles were selected by researcher that fit within the selection criteria. The researcher applied the five-phase method to rank and appraise the data gathered for this review. The findings continuously reflect that flipped learning is beneficial to the student regarding grammar, vocabulary, and general knowledge of the language. The studies showed improvements in grammatical correctness, interest, and reasoning skills across all educational backgrounds compared to traditional approaches. When comparing the flipped model to traditional methods, the learners significantly outperformed the latter due to differences in scores at the pretest and posttest, which demonstrated the model's potential. The qualitative findings indicate that flipped learning fosters self-directed learning, leading students to participate more actively. In conclusion, flipped classrooms promote language acquisition and critical

thinking and are a powerful pedagogical model for the 21st century. ESL curricula should incorporate flipped learning, and to maximize its effectiveness.

Keywords: *Flipped Learning, English Classrooms, Systematic Literature Review*

Introduction

In recent years, educators have used the technological developments in education to create a more effective learning environment in which learning does not seem to be limited to the classroom environment and teachers may not be obliged to spend most of the class time delivering lectures and instead, they can have tutorial roles while students can also take different roles and be more actively involved in the learning process (Tan et al., 2017). One of the instructional approaches that follows this technology-related learning approach is flipped learning because it utilizes technological tools, including recorded lessons and videos, to create more engaging experiences for learners. The concept of flipped learning is that the teacher-student roles are changed in a way that the amount of direct instruction presented by the teacher during class time is minimized while the cooperative and collaborative contribution of students to the teaching process is maximized in class (Bergmann and Sams, 2012).

The flipped learning is an educational approach that inverts the operation of the conventional classroom by presenting the educational substances typically online, involving the students in cooperative group learning or potentially basic critical thinking exercises completed under the educator's direction amid class. The Flipped Classroom model represents a transformative shift in educational practices, particularly in the Brazilian context. This innovative pedagogy transforms the way teachers and students are expected to understand their roles, making learning more active. This model, where both instructional contents are dealt with outside the classroom by students, in digital forms mostly, and a classroom period is for interactive activities

that apply or reinforce them, makes teaching more modern and prepares the student for the needs of a dynamic world. The Flipped Classroom also aligns with several other theories of education. For instance, Gardner's theory of multiple intelligences and Vygotsky's socio-interactionist approach support the belief that individualized learning experiences may be created for students that better accommodate a wide range of learning styles while at the same time providing for increased opportunities to collaborate. As illustrated by digital content, it can allow for viewing and engagement of complex ideas outside of the classroom in an autonomous manner to alleviate cognitive overload and improve understanding (Sousa et al, 2024).

Literature Review

The concept of Flipped Learning Classrooms

Technology has become an integral part of educational environments today. As Lindeiner-Stráský et al. (2020) have suggested, the development of technology has significantly changed the ways instructors teach, and students learn. They mentioned that the teachers are willing to integrate technology into their approaches. This willingness causes a re-evaluation of teachers' instructional styles. Indeed, they incorporate technology into their teaching in order to achieve their pedagogical goals better. Amongst the numerous ways of technological-based pedagogy practices in English language learning is the flipped learning approach (Yulian, 2021). According to Guo (2019), the flipped learning approach is a pedagogical approach that encourages students' active participation, promotes support from teachers, and peers to handle homework, and allows more free time in class.

Zainuddin (2017) mentioned that in a flipped classroom, learners acquire the knowledge before the class, and the class time is dedicated to practicing the knowledge through active learning and problem-based learning without spending time on presenting the content. Hung (2018) defined

pre-class self-learning as the bringing of linguistic knowledge to learners' private space and time with the help of videos and related exercises. He also described the in-class activities as pair or group activities during class time. Therefore, the shift of material consignment to the outside of the class and using the class time for higher-level activities like applying and examining the earlier learned materials are the primary components of flipped learning approach (Yilmaz and Baydas, 2017). A flipped classroom enhanced by Bloom's revised Taxonomy and Cognitive Apprenticeship, gives EFL students more exposure, time, and opportunity to learn both in and outside the L2 classroom. It shifts teacher-driven instruction to student-centered learning through active learning strategies.

The theoretical foundations including constructivism (Aljohani, 2017) and cognitive load theory (Li, 2022) can justify the role of flipped learning approach by the instructors. The constructivist philosophical view of constructivism is knowledge created through communications with one another involving the society and setting (Rob and Rob, 2018). Based on constructivism theory, learning occurs when a student works either with a more skilled adult or peer to solve problems that are just beyond her/his actual abilities (Jantakoon and Piriyasurawong, 2018). Core principles of constructivism include the following: (1) learning is self-centered and self-directed; (2) learning is an active rather than passive endeavor; and (3) the instructor's role is to foster critical reflection and facilitate the application and deeper understanding of new concepts (Aljohani, 2017). Student-centered instructional approaches, like flipped learning approach, are grounded in the constructivist theory of learning in which the learner is an active constructor of knowledge based on previous experience, perceptions and knowledge (Lewis et al., 2018).

The constructivist approach in flipped learning should be an active practice, where learners must build their knowledge and make use of cooperative and collaborative learning, be given

power in the learning procedure, be given chances to reflect and, lastly, gain meaningful learning experiences in order to enhance their learning based on this particular approach (Erbil, 2020). Flipped learning can contribute to the decrease of the cognitive load levels of learners. (e.g., de Leng and Pawelka, 2021; Li, 2022). Cognitive load means the resources used by an individual's working memory at a certain time (Kirschner et al., 2018). Based on the cognitive load theory, efficient instruction should have a small extraneous load and an optimized germane load (Wang et al., 2020). Kirschner et al. (2018) stated that efficient instruction increases learning outcomes and decreases cognitive load. The flipped classroom approaches provide additional opportunities to manage cognitive load by allowing the learners to have knowledge about the subject before the lesson which improves learning. Some of these are implicit in the flipped classroom approach; however, others will require educators to make certain choices when designing learning activities.

Flipped learning has become a revolutionary teaching strategy that recasts conventional teaching practices. This model enables students to consume instructional material outside the classroom, most commonly through online materials, which creates a more participatory learning environment within the classroom. A systematic review of the literature included in the study underscores the substantial positive effect of flipped learning on developing critical thinking among students. The review employed the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) standards to guarantee the integrity and credibility of the article surveying process, which shortlisted 23 articles from reputable databases like Eric, Scopus, and ProQuest. The findings show that flipped learning practices are, most commonly, practiced in natural science courses like physics, mathematics, and chemistry, indicating a high relationship

between this pedagogical strategy and the development of students' critical thinking ability (Rahmatika et al., 2024).

Mathematical critical thinking skills of students were improved significantly through the Flipped Classroom model, considering the prism of self-regulated learning. Quantitative findings indicated significant differences in scores on the post-test among students belonging to the Flipped Classroom group with higher average scores compared to their peers under traditional learning environments. Qualitatively, students indicated positive experiences in their learning and understanding of mathematical concepts, which indicates the Flipped Classroom practice effectively facilitated their independent learning and critical thinking abilities. In conclusion, the study concluded that the Flipped Classroom STEM practice is a worthwhile pedagogical strategy to develop critical thinking and self-regulated learning skills among high school students in math education (Setiyawan et al., 2024).

Learner engagement is described as learners' "psychological effort and investment toward learning, understanding, or mastering the skills, crafts, or knowledge that the coursework is intended to promote". Christenson et al. (2012) defined learner engagement "as effortful learning through interaction with the teacher and the classroom learning opportunities". Jung and Lee (2018) also defined learner engagement as learners' use of mental energy and effort to achieve the desired performance. Learner engagement has a positive and significant relationship with academic achievement (Lei et al., 2018; Miller et al., 2021). Learner engagement is regarded as a construct of positive psychology (Derakhshan, 2021; Greenier et al., 2021; Wang et al., 2021; Derakhshan et al., 2022). Philp and Duchesne (2016).

Gavrysh and Dotsenko (2021) declared that critical thinking is described as an individual's ability to self assess the surrounding, reality, information, knowledge, opinions and statements of others, and the ability to find effective solutions considering existing stereotypes and criteria. Yulian (2021) also regarded critical thinking skills as the main cognitive process dimension in Bloom's taxonomy. According to this taxonomy, critical thinking includes remembering, understanding, applying, analyzing, evaluating, and creating Shubina and Kulakli (2020)

Also, a systematic literature review conducted by Rahmatika et al. (2024) emphasized that flipped learning allows students to learn the subject at their own convenience and promotes active learning in the classroom. The study established that flipped learning has a significant positive impact on the improvement of students' critical thinking skills, implying that this pedagogical strategy can greatly improve student learning outcomes.

In addition, Rahmatika et al. (2024) found that flipped learning practices are mostly implemented within natural sciences and, more specifically, in the area of physics, mathematics, and chemistry. Moreover, most studies employed quantitative approaches, and the majority relied on quasi-experimental designs. Additionally, studies mostly focused on students at higher education institutions in Asia. Most importantly, findings show a positive impact of online-based flipped learning on the development of students' critical thinking skills, suggesting that this pedagogy can really improve the outcome of student learning.

Objectives of the Study

- The aim is to investigate how a flipped learning approach affects the grammar skills and vocabulary of students in English classrooms.

- To explore the effect of the flipped learning approach on active engagement and enhancing critical thinking among students in English classrooms.

Questions of the Study

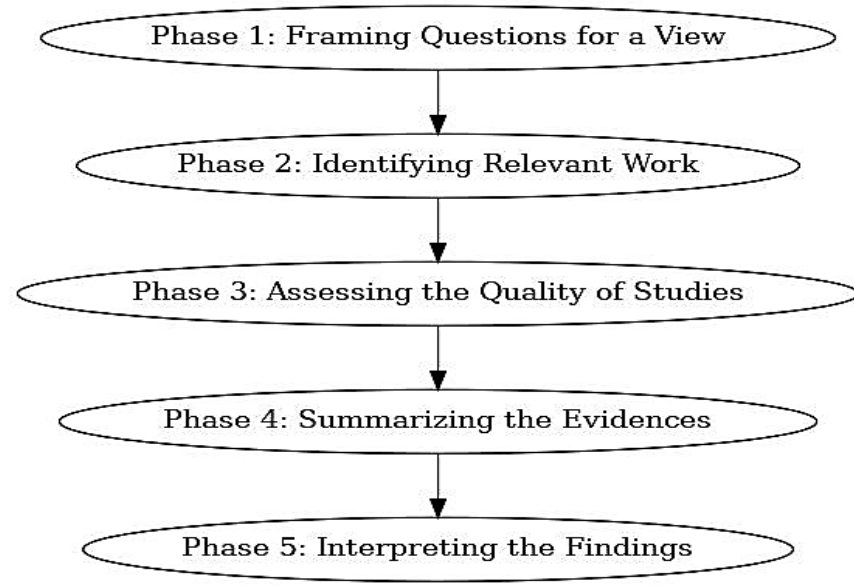
- What is the influence of a flipped learning approach on Grammar's skills and vocabulary among the students in English classrooms?
- What is the effect of a flipped learning approach on active engagement and enhancing critical thinking among students in English classrooms?

Methodology of Research

The researcher collected the data for this study through a systematic literature review from databases such as Scispace , Google Scholar , ProQuest and ERIC. Over the last six years (2019-2024), researchers have focused on English-language literature. The researcher entered many terms into the keyword sections of the previously listed databases to find relevant research publications from the past. The researcher next reviewed the corresponding phrases in each database, narrowed searches, and selected only relevant papers based on publication year, document type, study domain, and language used. The researcher also reviewed the titles and abstracts of these articles. The researcher selected 20 articles for inclusion after reviewing past research publications using the indicated criteria. After evaluating the papers, the researcher conducted a systematic review using Khan's five phases (2003). Figure 1 illustrates these five phases.

Figure 1

Five Phases Proposed by Khan in 2003



Phase 1: Framing Questions for a View

Most instructors observe that conventional teaching approaches or teacher-centric methods frequently lead to a passive approach to studying in the classroom. A learner ceases to assume responsibility for their education and ceases to question the authenticity of the information they are given. In these methods, we can implement the flipped classroom approach to improve student engagement and facilitate more effective learning. This literature review aims to aggregate and appraise studies published between 2019 and 2024 on the influence of flipped classrooms on students' critical thinking, active participation, and vocabulary and grammatical proficiency in English classes. The following enumeration includes research inquiries: a) How do flipped classrooms impact the grammar and vocabulary learning of English language learners? b) In what ways does the divided classroom model encourage students' active engagement and critical thinking during English lessons?

Phase 2: Identifying Relevant Work

Following a rigorous literature review, the next phase is identifying relevant studies. The researcher divided this phase into two segments. First, collect any pertinent documents outlining previous research. The subsequent phase involves selecting pertinent articles according to the established inclusion and exclusion criteria. In database search, the researcher only included journal articles and full-text publications. For this inquiry, the researcher thoroughly searched the following databases Scispace ,Google Scholar , ProQuest and ERIC The researcher selected articles published between 2019 and 2024.

Phase 3: Assessing the Quality of Studies

Evaluation of the research quality is the third stage of conducting a systematic literature review. The researcher developed the inclusion criteria to decide which publications to include in this evaluation and which to exclude. Participation in the study was reliant on carefully chosen papers. This is critical to avoiding unnecessary inquiries. As a result, 20 of the 75 publications met the set inclusion criteria.

- Students engage in critical thinking and critical thinking in flipped classrooms.
- What effect does a flipped classroom model have on grammar and vocabulary
- Education-related publications and journals hold significant value.
- The flipped classroom methodology
- The English language articles about flipped learning were published between 2019 and 2024.

Five criteria were used for inclusion. The study excluded articles that did not meet all inclusion criteria and removed those that met all exclusion criteria. This ensures that the systematic review considers only relevant journal articles.

Phase 4: Summarizing the Evidences

Google Scholar , Scispace , ProQuest and ERIC are among the instruments that researchers employ to locate prior research articles. A total of 75 articles published between 2019 and 2024 were identified by conducting a search of the Google Scholar and Scispace databases for the terms "Impact of a flipped approach on students' engagement and critical skills" and "Influence of a flipped approach on students' vocabulary and grammatical skills." The articles that did not satisfy the inclusion criteria were eliminated following the review, resulting in a total of 20 articles for this evaluation.

Phase 5: Interpreting the Findings

The fifth and final stage uses content analysis to interpret the findings. The 20 studies chosen for the review predominantly examined the impact of the flipped learning method on students' critical thinking, vocabulary, grammar skills, and engagement with the subject matter. Table 1 presents the methodology of the 20 selected articles, published between 2019 and 2024.

Table 1

The methodology and research design in the previous studies

Methodology	Number of articles
Quantitative (Experimental research design)	13
Mixed Method	3
Qualitative	4
Total	20

RESULTS

1. How does flipped learning influence the students' grammatical and vocabulary skills in English Classrooms?

Numerous studies have examined the influence of reversed classes on the instruction of English grammar and vocabulary. The results of the preponderance of the publications were favorable. Educators have observed that the reversed classroom concept is a highly effective tool

for improving the vocabulary and grammar skills of students in English. Each contributor's discourse is summarized in Table 2.

Table 2

Flipped learning influence the teaching of grammar and vocabulary in English Classrooms

Sr.	Title of Research	Authors	Discussion of Results
1	"An Investigation into Flipped Learning Classroom (FLC) of EFL Sixth Grade Students' Grammar Literacy Development: Implications for Student-Centered Approach"	Vahid, ISSN 2050-6588(Print); ISSN 2050-6596(Online) Larsari, H. N., & Hassan, A. (2024)	grammar literacy is considerably enhanced in online environments as a result of flipped learning. More confident and capable of managing their own learning, the students were better able to apply self-regulated learning skills.
2	"Enhancing EFL Grammar Proficiency Through Flipped Classroom Techniques: A Study At ARRASS College Of Technology"	Abdullah, M. A., & Alhomaidan. (2024)	This study corroborates previous studies that establish the flipped classroom approach strengthens students' mastery of grammar effectively. The increased mastery of grammar skills gives testimony to how the flipped method may indeed transform language learning, enhancing the interactive nature of learning along with personalization.
3	"Designing the Flipped Classroom Strategy in Teaching Grammar"	Johari, J., Ahmad, A., & Salsabila, I. S. (2024)	It hence resulted that the experimental group students achieved very significant improvement in using request speech acts. It would then mean that an accommodative and accessible e-learning environment had contributed to the enhancement of the pragmatic skills of students by improving this intervention.
4	Examining the influence of a flipped classroom approach on the grammar performances of EFL learners :An empirical investigation	(Alolaywi & Alkhalaf, 2024)	The flipped classroom approach is effective in improving grammar performance among EFL learners ,as evidence by the significant difference in post –test scores between the experimental and control groups.
5	"Effect of Flipped Teaching on High School Students' L2 Grammatical Achievement: Exploring Their Foreign Language Anxiety"	Amini, M., Roohani, A., & Jafarpour, A. (2022).	The findings indicate that flipped teaching was more effective than traditional methods, as students exposed to flipped instruction showed superior grammar achievement. Moreover, the approach helped reduce foreign language anxiety, facilitating better learning outcomes.
6	"Incorporating Flipped Learning in Teaching English Grammar for EFL Students Across Proficiency Levels"	Arif Husein Lubis & Eri Rahmawati (2021).	The study further suggests that flipped learning can be a suitable approach in enhancing the grammar proficiency of students by encouraging learning motivation, learner autonomy, and raising awareness among students of their learning process.
7	"Implementation of Flipped Classroom in Increasing Students' Grammar Ability of Islamic Economic Department Student in UIN Datokarama Palu"	Mansur, N. (2021)	All the assessment criteria were found to be highly effective in proving that the experimental group was significantly more accurate, consistent, understanding of tenses, and contextually appropriate than the control group, thus confirming the effectiveness of the flipped classroom method.
8	"Is it Worth Flipping? The Impact of Flipped Classroom on EFL Students' Grammar"	Ishaq Salim Al-Naabi (2020).	The study demonstrated that flipped learning had a beneficial effect on students' understanding and application of grammar, thereby enhancing the method's potential to improve language use and grammatical knowledge.

9	"The Effect of Applying Flipped Classroom on Students' Vocabulary Achievement at SMA Negeri 1 Lawa"	Sri Sepriana Alberth & Sitti Agustina (2020)	The divided classroom model is demonstrated in this study to significantly enhance students' vocabulary achievement. The results of the pre- and post-tests indicated that this approach resulted in significant improvements in the vocabulary skills of the students.
10	"The Affordances of The Flipped Classroom Approach in English Grammar Instruction"	Nguyen, H. A. V., Tan, C. K., & Lee, K. W. (2019)	Flipped classroom methodology has proven to be a highly promising instructional strategy, particularly for teaching English grammar in the Vietnamese educational context, showing great potential for enhancing grammar instruction outcomes.

2. How does the flipped learning model promote students' active engagement and critical thinking in English classrooms?

Previous studies on the flipped classroom paradigm have shown positive results in terms of increased student involvement and critical thinking skills. Table 3 summarizes each author's observations.

Table 3

Flipped learning model promote students' active engagement and critical thinking in English classrooms

Sr.	Title of Research	Authors	Discussion of Results
1	"Student Engagement in Flipped English Classrooms: A Case Study of General English for Adults in an English Course in Jakarta"	Fira, C. N., Permana, S., & Mayuni, I. (2024).	The research demonstrates the numerous benefits of the flipped learning methodology, particularly in terms of the promotion of critical thinking, the enhancement of student engagement, and the demonstration of the beneficial effects that pre-class materials can have on learning outcomes.
2	Flipped Learning :Enhancing Education	Flipped Learning: Enhancing Education,(2024)	Flipped learning promotes active learning and student autonomy, which are crucial for increasing engagement. By engaging with content before class, students come prepared to participate in discussions and collaborative activities, enhancing their involvement in the learning process
3	Hybrid Pedagogies :Assessing the Effectiveness of Blended and Flipped Learning in Digital Learning Environments	(Mushtaq & Iqbal, 2024)	The model supports the development of 21st-century skills such as problem-solving and critical thinking, which are essential for academic success.
4	"Flipped Classroom Approach for the Development of Thinking Skills and the	J.Sitthiworachart. (2023).	The flipped classroom approach has been shown to considerably enhance students' reasoning skills and increase their engagement in the learning process,

	Fostering of Student Engagement"		resulting in a more interactive and participatory educational experience, according to the research.
5	"The Efficacy of Flipped Classroom Models in English Language Teaching: Investigating the Impact of Flipped Classroom Strategies on Student Motivation, Engagement, and Learning Outcomes"	O'Malley, R. M., William Blakeley-Jones, Isadora Grace Vasquez, & Samuelson Osei. (2023).	This research suggests that the flipped classroom model's collaborative framework and active learning create a more engaging and motivating environment for learners, thereby increasing their enthusiasm and participation.
6	"Inverted Classroom To Enhance Engagement And Critical Thinking"	Mithra, Zahedi, Virginie Tessier, Sarah Tannir, & Marie-Pier Aubry-Boyer. (2022)	The research indicates that the implementation of an inverted classroom approach is a valuable instrument for educational enhancement, as it enhances student engagement and participation and cultivates critical thinking skills.
7	"Enhancing Students' Engagement and Active Learning through Flipped Classroom in Literature Class"	Viska, Violita & Markus Budiraharjo. (2022).	The findings suggest that the flipped classroom model, when implemented in an educational English literature course, substantially improved students' engagement on a range of levels, including cognitive, affective, agentic, and behavioral. Furthermore, it allowed students to participate in proactive learning.
8	The Roll of Web-Based Learning in EFL learners 'Critical Thinking and Learners' Engagement	(Pang, 2022)	Effective design of flipped learning activities enables students to develop higher-order thinking skills like problem-solving and critical thinking through social interaction.
9	"The Flipped Classroom: Improving Critical Thinking for Critical Reading of EFL Learners in Higher Education"	Yulian, R. (2021).	These findings suggest that the flipped classroom paradigm enhanced students' critical thinking for critical reading, with a particular emphasis on logical reasoning, relevance, depth, clarity, and accuracy. Evidence of this is the substantial increase in post-test scores in comparison to pre-test scores.
10	"Engaging Students in a Flipped English Classroom by Conducting an Interactive Response System and Its Effects on Students' Learning Achievement and Learning Motivation"	Wei, Li., Judy C. R., & Tseng. (2019).	The quasi-experiment that was carried out in Taiwan suggests that the possible introduction of an IRS in flipped English classrooms has the potential to dramatically improve both the academic performance of students as well as their motivation to learn.

Discussion

The bulk of the research that were examined provide evidence that the flipped learning method has an impact on students in terms of their engagement, critical thinking, vocabulary, and

grammar. The outcomes of all of this research that has been reviewed on the vocabulary and grammatical competencies in relation to the flip paradigm have suggested that they are encouraging. Studies such as Larsari and Abouabdelkader (2024), Abdullah and Alhomaidan (2024), Arif et al. (2022), Al-Naabi (2020), Mansur (2021), Sepriana and Agustina (2024), Amini et al. (2022), Johari et al. (2024), and Nguyen et al. (2019) have all reported findings that are comparable to one another. V. Vahid and others (2024). The findings indicate that following the posttest, students who were a part of the FLC group did better than those who were in the control group.

Furthermore, the data revealed that the FLC not only improved the grammatical skills of the students but also had a favorable influence on the attitudes that the students had about the teaching approach. For the purpose of teaching English grammar, the results that were collected revealed that the FLC methodology worked better than the well-established instruction method on the subject. According to Alhomaidan and Abdullah (2024), the implementation of flipped classroom strategies resulted in a significant improvement in the grammatical competency of English as a Foreign Language (EFL) students attending Arrass College of Technology. The performance of the students showed a statistically significant improvement between the pre-test and the post-test, which indicates that the flipped classroom paradigm is an effective way to improve the outcomes of language acquisition. A quantitative study using paired-samples t-test demonstrated that the students exhibited a noteworthy improvement in their grammatical competency, with a p-value less than 0.05, when comparing the findings of the pre-test to those of the post-test. There was a statistically significant improvement in student comprehension and

application of grammatical principles, as reported by the average post-test scores, which significantly beat the average pre-test results.

Through a comparison of the pre-test and post-test averages for each competence level, Arif's cohort (2022) was able to produce a statistically significant improvement in the students' grammatical skills. This beneficial effect was reinforced by qualitative data, which demonstrated that flipped learning has the potential to enhance students' drive to learn, their sense of agency in the learning process, and their self-awareness regarding the learning process itself. This was the case regardless of the students' prior understanding of English grammar. The findings lend credence to the comments that Al-Harbi and Alshumaimeri made on the utilization of introspection in flipped learning, which is a method of instruction in which students do not take part in pre-class activities because they are uncertain about their readiness to take part in group discussions. Tsai students who participated in this study asserted that they were able to increase their control over time management and their ability to complete work in a self-directed manner as a result of using flipped learning.

Flipped learning, according to the findings of a study conducted by Al Naabi in 2020, helps pupils enhance their knowledge and application of English grammar. It was asserted by the pupils that their experience with the flipped method was successful. According to Al-Harbi and Alshumaimeri (2016), the application of the flipped classroom technique results in an increase in the level of development among students attending secondary schools in Saudi Arabia. According to Lee and Wallace (2018), students' results were higher on average when they were taught in a flipped classroom. This study provides support for the findings of Köroğlu and Çakır (2017), who observed that the flipped classroom method significantly raised the level of grammatical

competency among students when it came to speaking. According to the findings of this study, Obari and Lambacher (2015), who discovered that flipped learning increased the students' proficiency in the English language, this study provides support for those findings. The outcomes of this study provide credence to the findings of Engin (2014), who found that flipped classrooms led to an increase in students' proficiency in the language that was being taught (Mansur, 2018).

We observed improvements in the grammar test scores in the treatment group. Relative to their corresponding pre-test scores, post-treatment scores improved on tense use accuracy to an extent of 45% and on consistency at a rate of 40.6%. Knowledge and understanding of tense form in application improved at a level of 31%, whereas its usage, in relation to specific situations, became appropriate with the improvement level of 32.8%. This is how the concept of a flipped classroom transforms the teaching of English grammar, aiding in the improvement of language proficiency and overall academic achievement. The idea also emphasizes the importance of independent and collaborative learning experiences, providing practical tools for implementation (Agustina & Alberth, 2020). The pre- and post-test scores showed significant differences, ranging from 51.75 to 65.95 on average, with the highest score at 94 and the lowest at 29 to 51. The t-test statistic is larger than the critical t-value at 12.1. Amini et al. (2022) The results indicated that the flipped method had improved the grammatical skills of EFL students in comparison to the traditional lecture-based, teacher-centered method (Johri et al., 2024). Policymakers in Indonesia should examine the outcome of this study and consider flipping the classrooms as a pedagogical approach for teaching grammar and other subjects in higher education institutions. Students' grammatical and lexical abilities were better in flipped classrooms than traditional classrooms (Kang, 2015).

Nguyen & Associates In 2019, The flipped classroom paradigm has tremendous promise for teaching English grammar. This study's findings have major implications for this method of teaching English to non-native speakers, especially in Vietnam. The flipped classroom model has elicited positive sentiments from instructors, who generally evaluated its potential in influencing students' thinking and the level of student engagement. Overall, researchers acknowledged that flipped classes enhanced student engagement and increased critical thinking among students. The works featured are some of Fira et al. (2024), O'Malley et al. (2023), and Jirarat and Sitthiworachart (2023). The flipped classroom teaching technique was shown to improve students' critical thinking in terms of clarity, precision, depth, relevance, and logic, as demonstrated by Yulian (2021). This is due to the fact that the mean score on the pre-tests was significantly lower than the mean score on the post-tests, which was 18.3243.

Mithra et al. (2022) also showed that this new method encouraged student interest and participation while improving critical thinking. Wei et al. (2019) used a quasi-experimental method to examine the impact of this method on the motivation and performance of pupils in primary schools in Taiwan. The results show that an IRS-based implementation in flipped English classes increases student performance to a very significant degree. The adoption of flipped classrooms increased the vocabulary and language skills of students while promoting the establishment of critical thinking skills and active learning.

Conclusion

Twenty studies have demonstrated the effectiveness of flipped learning as a method for encouraging students to be more proficient in the use of grammar and vocabulary, all indicating favorable benefits. During the study, the flipped classroom concept significantly increased both

critical thinking and student participation. Within the context of education in the 21st century, the flipped classroom model has emerged as a paradigmatic approach. Flipped learning has gained significant popularity worldwide, especially in English-dominated educational environments. This strategy's major focus is removing implementation barriers. It is important that both the teachers and the students have a solid understanding of information and communication technology concepts. Flipped classrooms can enhance students' critical thinking skills and increase their involvement in the classroom. Given the effectiveness of flipped classrooms, the majority of educational institutions are likely to adopt them. Future academics that are interested in flipped pedagogy in English as a second language will find this systematic review to be helpful in providing recommendations.

Recommendations

- Promote the use of flipped classes as a teaching model for languages to attain richer grammatical and vocabulary development in students in other subjects.
- Train teachers in the use of ICT to help them utilize flipped-class techniques effectively and maximize student engagement.
- Future studies should be directed toward exploring effective strategies for implementing the flipped learning approach in ESL classrooms. Researchers can investigate various instructional techniques, digital tools, and content delivery methods that enhance student engagement and learning outcomes. Additionally, future research should focus on how learning support can be administered to accommodate different learning styles and abilities in ESL classes. This includes personalized scaffolding, adaptive learning technologies, and differentiated instruction to ensure that students with diverse linguistic and cognitive needs benefit fully from the flipped learning model..

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