Flipped Classroom in ESL Context: A Systematic Review on Teachers Perception (2019−2023)

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Abstract
Education worldwide is experiencing a significant upheaval due to technological breakthroughs. It shifts societal needs, changing pedagogical philosophies and moving away from traditional classroom settings and standardised curricula. The flipped classroom method, or inverted classroom, has been the new education trend for several years. This study presents a comprehensive systematic review of the literature on the flipped classroom, particularly emphasising teachers' perceptions regarding the flipped classroom implementation in English as a Second Language (ESL) classrooms. This systematic literature review thoroughly examined 15 publications published between 2019 and 2023, including full-text articles from three databases: Scopus, WoS *(Web of Scienc*e)*,* and ERIC, to enhance the review's quality. The main findings of previous research, categorised by both positive and negative perspectives, were presented in tables for better understanding. The findings indicate that most teachers had positive perceptions of the flipped classroom methodology despite the challenges associated with its implementation. Finally, this systematic review offers teachers recommendations for enhancing the success of the flipped classroom method in the language classroom.
Keywords: English as a Second Language (ESL), Flipped Classroom, Teachers' Perceptions, Systematic Language Review, PRISMA

Introduction
        The rapid developments in the internet and technological advancement in communication have significantly impacted our education system globally (Abuhmaid, 2020). Abuhmaid (2020) also stated that the advancements in information and computer technology (ICT) have led to the development of diverse learning methods based on the internet, web, or e-learning, thus offering new options for implementing multiple learning strategies and methodologies. According to Yalçin (2023), the flipped classroom (FC) method is commonly employed worldwide since ICT has become more prevalent in our modern era. The philosophy of FC is opposed to traditional teaching and learning methods since it has flipped the conventional approach to teaching (Rosario, 2022). In FC, students receive materials to study

and review independently outside class. Subsequently, ideas will be exchanged in an inquiry session or a collaborative activity (Erbil & Kocabas, 2020). The FC concept aims to cultivate active learners as active learners take an active role in their learning (Ng & Yunus, 2021). Meanwhile, Vitta and Al-Hoorie (2020), asserted that FC has distinguished itself as one of the educational phenomena that has been the subject of the most extensive debate among practitioners and academics over the past few decades.

As a result of its innovative approach, which entails delivering instructional content outside of class and utilising class time for active learning activities (Erbil & Kocabas, 2020), FC has been the subject of considerable interest in recent years (Yalçin, 2023). It has generated significant discussion and research among practitioners. Practitioners and experts have investigated its potential benefits, which include encouraging deeper learning, enhancing student engagement, and offering a more personalised learning experience (Vitta & Al-Hoorie, 2020). Throughout the COVID-19 pandemic and subsequent countries' lockdowns, teachers who had already utilised the FC method in person or hybrid settings before the disease spread continued to use it online (Divjak et al., 2022). Following the shutdown during the pandemic, the Kingdom of Saudi Arabia implemented emergency online classes, prompting educators to seek more engaging methods to continue their education system (Alsmadi et al., 2021). Besides, the unforeseen COVID-19 pandemic has triggered rapid changes in Malaysia's education system. During the pandemic, Malaysian education systems also resorted to hybrid and online instruction to let students continue their studies from home (Zaidan et al., 2021). Azmin et al. (2021) research showed that over 50% of International Islamic University Malaysia, Kuala Lumpur students approve of the online FC method.

FC is also widely used globally in English as a Second Language (ESL) classrooms (Ng & Yunus, 2021). Yang and Chen (2020) explore implementing a flipped classroom in primary English as Foreign Language (EFL) classes in China, examining flipped and non-flipped classrooms teaching English letters with vowels to Primary 4 students. The research findings showed that students in FC demonstrated enhanced learning results by seeing lecture videos before in-person classes, as opposed to conventional teacher-led approaches in non-flipped classrooms. Ng and Yunus (2021) further asserted that implementing the flipped classroom model in the ESL classroom includes employing digital resources and technology to provide educational material outside the usual classroom, allowing students additional time in class for interactive and communicative learning. The success of FC in ESL environments has become the topic of much controversy and research, motivating researchers to investigate its effects from many stakeholders' perspectives (Mugadza et al., 2024). According to Abuhmaid (2020), teachers are among the most critical stakeholders in assessing FC's efficacy in ESL.

ESL Teachers have a crucial role in utilising this method of instruction and are essential to its success. ESL Teachers view FC as an excellent tool to modernise the education environment (Kiang & Yunus, 2021). By delegating material delivery to pre-class activities, teachers can use precious class time to engage in more dynamic activities like problem-solving tasks, collaborative work, and project-based learning. The effectiveness of teachers is a crucial factor influencing teachers' embrace and adoption of technology (Mugadza et al., 2024). Teacher efficacy is an essential factor influencing teachers' embrace and integration of technology towards using FC (Rosario, 2022). Teachers confident in their ability to use technology in the classroom are more likely to use it in more practical ways (Hall et al., 2019;

Kundu et al., 2020). Hall et al. (2019) asserted that teachers confident in their abilities to use digital tools appropriately in their teaching method are more willing to embrace and integrate technology into their classrooms. This confidence affects not just their propensity to utilise technology but also the quality of their teaching strategies and the extent to which they engage students in meaningful learning experiences (Hall et al., 2019).

Despite the growing research on the FC approach in ESL classrooms, research and systematic reviews primarily focus on analysing students' perceptions of FC to evaluate its efficacy in supporting teaching and learning. (Låg & Sæle, 2019; Noroozi, 2021; Bicen & Beheshti, 2022). Past research and systematic reviews also focus on analysing the effectiveness (Shahnama, 2021; Ponnaiah & Abdul Aziz, 2022; Anjomshoaa, 2022) and challenges of FC (Arslan, 2020; Jiang et al., 2022). While these research and systematic reviews provide valuable insights into ESL students' experiences, attitudes, and academic outcomes related to the FC model (Mugadza et al., 2024), a notable gap exists regarding an in-depth investigation of ESL teachers' perceptions and experiences with FC implementation. This oversight limits our understanding of the issues at play within the FC environment, such as teachers' motivations, challenges, teaching techniques, and professional development requirements for incorporating the FC approach into their teaching practice. Addressing this gap is critical for developing a thorough understanding of the FC phenomena and guiding evidence-based policies for teachers and policymakers.

To better serve the community, it's essential to recognise and address the growing corpus of research regarding ESL teachers' perceptions of FC. Given this, this systematic review examines teachers' perceptions towards the use of FC, which includes the research question as follows:
(1) R1: *What are ESL teachers' perceptions towards the implementation of flipped classrooms?*

Flipped Classroom and English as a Second Language (ESL) Classroom
The concept of FC is a modern approach to teaching that utilises technology to improve student learning experiences, diverging from conventional teaching methods (Rosario, 2022). Students participate in pre-class activities before attending lectures or lessons in FC (Unal et al., 2021). It usually includes watching instructional videos, reading materials, or completing interactive modules given by the teachers. These tools are designed to introduce new concepts or information, enabling students to acquire a fundamental understanding of the subject matter quickly and conveniently (Derakhshan et al., 2020). Additionally, it caters to auditory, kinesthetic, and visual learning styles as the three components of video learning (Rahim & Wahi, 2023). The flexibility of the FC concept enables students to interact with pre-class materials according to their unique learning preferences (Su Ping et al., 2020). According to Rahim and Wahi (2023), auditory learners prefer audio explanations, visual learners favour visual examples, and kinesthetic learners opt for interactive simulations or hands-on exercises. They further stated that the FC concept may efficiently accommodate students with varied learning styles by using various teaching methods and opportunities, creating a more inclusive and supportive learning environment (Rahim & Wahi, 2023).

FC methodology has revolutionised language instruction by challenging standard pedagogical norms (Anjomshoaa et al., 2022). Initially designed for science education, FC has

expanded to include English as a Second Language (ESL) instruction (Zain, 2022). ESL classroom utilises technology-based materials, including the web and communication applications, to enhance efficiency in the teaching and learning process (Irianti, 2022). This flipping of the traditional way of delivering classroom lessons has gotten a lot of attention in the ESL community, and teachers and experts are now looking into how it affects language learning (Retnaningsih et al., 2022; Santhanasamy & Yunus, 2022) and the whole efficacy of teaching and learning. Flipping the classroom in ESL teaching promotes active involvement and participation among language learners. According to Rahim and Wahi (2023), students become more engaged in language acquisition by moving the emphasis from passive instruction to interactive activities such as language practice, discussion groups, and problem-solving exercises. This greater engagement can enhance ESL students' motivation, confidence, and language competency (Han, 2022).

Academics and experts have conducted several studies regarding using FC in ESL classrooms. Research conducted by Ho (2020) employing FC on Chinese ESL learners at a Hong Kong University shows that collaboration through games was highly successful at engaging and inspiring the learners. The finding suggested that gamified FC methods positively influence learning and engagement in Chinese ESL students at Hong Kong University. As stated by Ho (2020), FC emphasises a student-centred approach and has been widely embraced in recent years to improve the effectiveness of student learning and encourage students to learn more efficiently. The FC also showed a positive impact on the Malaysian class environment. One of them is research conducted by Zakaria and Yunus (2020). According to their study, the flipped classroom provides numerous benefits. It can potentially improve ESL primary students' perceptions of grammar learning. At the same time, Rahim and Wahi (2023) supported this finding, as implementing this approach favours ESL primary students' writing skills.

In summary, the FC concept improves lower-secondary students' English language skills, especially their grammar acquisition, reading, and writing skills. Hence, these contribute to increasing their performance in school and their learning abilities in ESL classrooms.

Effectiveness of Flipped Classroom Method in ESL Classroom
Several studies in the ESL field have studied the possible benefits of the flipped classroom method, with the goal of better understanding its effects on language learning outcomes, student engagement, and instructional efficacy. The implementation of the FC has the potential to enhance the language proficiency of ESL students (Zakaria & Yunus, 2020). The FC method enables students to interact with language content more dynamically by giving opportunities for active engagement and language practice inside and outside class (Rosario, 2020). This greater exposure to actual language use and individualised training and coaching helps students improve language abilities like speaking, listening, reading, and writing experience (Vitta & Al-Hoorie, 2020). Sharom (2022) assessed the impact of an FC method on Malaysian students' English writing performance and motivation and discovered that the experimental group that experienced a flipped classroom performed better than the control group. This research demonstrates that the FC had a beneficial impact on students' writing performance and motivation. It fits with research conducted by Al Maharma (2023) in a Jordanian school for eighth-grade students who investigated the efficacy of FC on students' English language performance and tested language skills such as reading comprehension,

writing, speaking, and listening. The FC method increased students' overall English language skills.

Furthermore, students demonstrated cooperation and passion for using FC in their classes (Shararuddin, 2021). According to research conducted by Shararuddin (2021), 90% of students desire technology to be consistently integrated into their lessons since they find the presence of technology enjoyable during their lessons. The result shows that FC increased student involvement and participation in the learning process. Besides, the FC method engages and motivates students with interactive activities, multimedia resources, and collaborative projects (Al-Zoubi & Suleiman, 2021; Ying & Ayub, 2022). Students who engage in flipped learning experiences rather than standard talk and chalk instruction report higher levels of pleasure, enjoyment, and perceived learning efficacy. (Ying & Ayub, 2022). Various other research has been undertaken in FC to investigate its effectiveness in ESL classrooms. FC also favours Omani EFL students' grammar competency and perspectives, implying that the FC method is worth applying to improve grammar learning. Al-Naabi (2020) employed a quasi-experimental one-group research design to investigate the influence of FC on Omani learners' grammar and students' views of the flipped classroom, with the findings indicating that FC improved students' knowledge and usage of English grammar. Students could independently learn core grammar concepts and abilities using pre-class educational materials such as videos, texts, and online task assignments (Al-Naabi, 2020).

This research also examined students' perspectives and attitudes about the FC method. Overall, Omani learners had favourable opinions of the FC paradigm. Students indicated that the FC gave them more flexibility, autonomy, and control over their learning experiences. They were fond of having access to teaching resources outside of class, which allowed students to review subjects at their own pace and leisure. Furthermore, students like the interactive and collaborative character of in-class activities, which encourage active participation and peer interaction. Overall, evidence from past studies indicates that the FC method can be an effective pedagogical strategy in ESL education by encouraging active learning, student involvement, and language competency growth. Using technology helps promote personalised instruction and provides flexible learning opportunities. The FC approach enables ESL teachers to build dynamic and inclusive learning environments that match the different requirements of language learners.

Teachers' Perceptions towards the Use of Flipped Classroom
FC has become increasingly popular in recent years as an innovative method of instruction and learning (Kiang & Yunus, 2021). Although FC has attracted interest due to its apparent advantages, it is crucial to comprehend how teachers view this style of instruction (Hashim & Shaari, 2021). Teachers' perspectives of the FC vary remarkably. Some teachers believe it is a revolutionary pedagogical approach that can improve student engagement and learning outcomes (Abuhmaid, 2020). FC empowers students by shifting the emphasis from passive to active learning (Kiang & Yunus, 2021). Teachers value the potential to provide interactive and collaborative learning environments in class, encouraging their students' more profound comprehension and critical thinking abilities (Rosario, 2022; Abuhmaid, 2020; Kiang & Yunus, 2021). Furthermore, FC allows teachers to personalise instruction to the various requirements of their students. With direct instruction outside of class, teachers can utilise precious time with students to provide individualised help, explain misconceptions, and

facilitate meaningful conversations (Rosario, 2022). This personalised approach to teaching can boost student enthusiasm and academic accomplishment (Ibrahim, 2019; Mahalli et al., 2019).

Throughout the years, numerous studies have been carried out by academics and industry professionals to investigate educators' perspectives on using FC in their teaching and learning process (Ng & Yunus, 2021). They asserted that past research has offered valuable insights into teachers' perspectives on this novel teaching method's advantages, difficulties, and overall impact. Academics and experts have conducted a few studies to explore teachers' perceptions of using FC in ESL classrooms. (Ansori & Nafi, 2019; Khaled, 2019). Scholars and experts have investigated teachers' perspectives on using FC in ESL classrooms (Kiang & Yunus, 2021). Exploring teachers' viewpoints on utilising FC in ESL courses could offer significant insights into its efficacy and possible obstacles. Exploring this region may provide methods for maximising FC use and improving language learning experiences for students. A study conducted by Park (2022) on thirty EFL pre-service teachers looked at their perspectives and experiences with FC and discovered that the teachers thought using FC was incredibly valuable and successful for self-regulation and autonomy.

The findings emphasised the significance of immediate feedback based on the task given, interactions, and alignment between online and classroom sessions to meet students' needs and facilitate practical learning sessions. Wijaya (2023) was allowed to interview two proficient Indonesian English teachers to provide insights on using the FC method by responding to five open-ended written narrative inquiry questions. Considering their comments, they consider FC an effective method of instruction if the students are enthusiastic about learning. They also mentioned that the FC method helps them deliver effective learning results (Wijaya, 2023). Based on Indonesian teachers' perception of the use of FC in teaching ESL, the efficiency of the FC method is highly related to student enthusiasm for learning. The FC method can be extremely effective when students are passionate and engaged in the learning process. It emphasises the necessity of creating a good learning environment in which students are motivated to participate in pre-class activities and collaborate during class time (Ibrahim, 2019). The FC method's emphasis on student-centred learning and active participation can help instil passion in pupils, resulting in higher learning outcomes.

The teachers stated that the FC approach enables them to achieve successful learning outcomes (Ng & Yunus, 2021). It means that they have seen positive results in student success, understanding, and skills growth after applying the FC method. In the Malaysian context, Ng and Yunus (2021) investigated the views of Malaysian primary ESL teachers on implementing the FC method. The primary ESL teachers generally had positive impressions and opinions about FC. They showed a high level of perception toward FC, indicating the advantages of this method, which include the preparation of students for the lessons, the promotion of active learning, independent learning, and student-centred learning, as well as the maximisation of learning in comparison to the conventional ways of instruction (Ng & Yunus, 2021). On the other hand, the Malaysian teachers putting this strategy into practice face a few challenges, including the fact that FC does not apply in remote locations due to a lack of access to ICT equipment and internet connectivity (Kiang & Yunus, 2021). Despite these advantages, teachers acknowledge the difficulties connected with establishing flipped

classes. As FC offers benefits to both the students and the teachers, FC is still something that should be considered for implementation in the classroom in remote areas.

To summarise, teachers' perceptions of the concept of FC are formed by a combination of optimism and realism. Teachers understand the obstacles of implementing FC despite recognising its potential to improve student engagement and active involvement. However, the good results witnessed by numerous teachers confirm the significance of the FC as a contemporary educational method with the capacity to transform education. With continual support and adaption, FC can become a fundamental component of modern teaching practices, catering to students' needs and establishing a lifelong learning culture.

Method

This section explains finding articles about FC strategies for ESL learners in academic institutions. This systematic review follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology, which comprises four procedures: identification, screening, eligibility, and included, as depicted in Figure 1. PRISMA has been utilised extensively by researchers due to its comprehensive nature and its capacity to be adapted to numerous types of studies. This systematic research was carried out by identifying and uncovering articles and papers from 2019 -2023 linked to ESL teachers' perception of the FC method. Several databases, including Scopus, Web of Science (WoS), Education Resources Information Centre (ERIC), and Mendeley, were utilised to conduct this research.

The Review Procedures through PRISMA

This systematic review paper followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. PRISMA consists of four stages in order (identification, screening, eligibility, and inclusion) (Hu et al., 2023). PRISMA is an instrument that is frequently utilised in the realm of education. PRISMA offers several advantages, including (1) explicit research questions for systematic study, (2) establishing both inclusion and exclusion criteria, and (3) allowing researchers to browse an extensive database of scientific literature (Ramalingam et al., 2022). The researcher can do thorough systematic research on the terms associated with the FC approach through PRISMA. This methodology is suitable for helping researchers to examine ESL teachers' perspectives on the FC method. As a result, the reason for conducting this study and the procedure for conducting the systematic review are depicted in Figure 1.
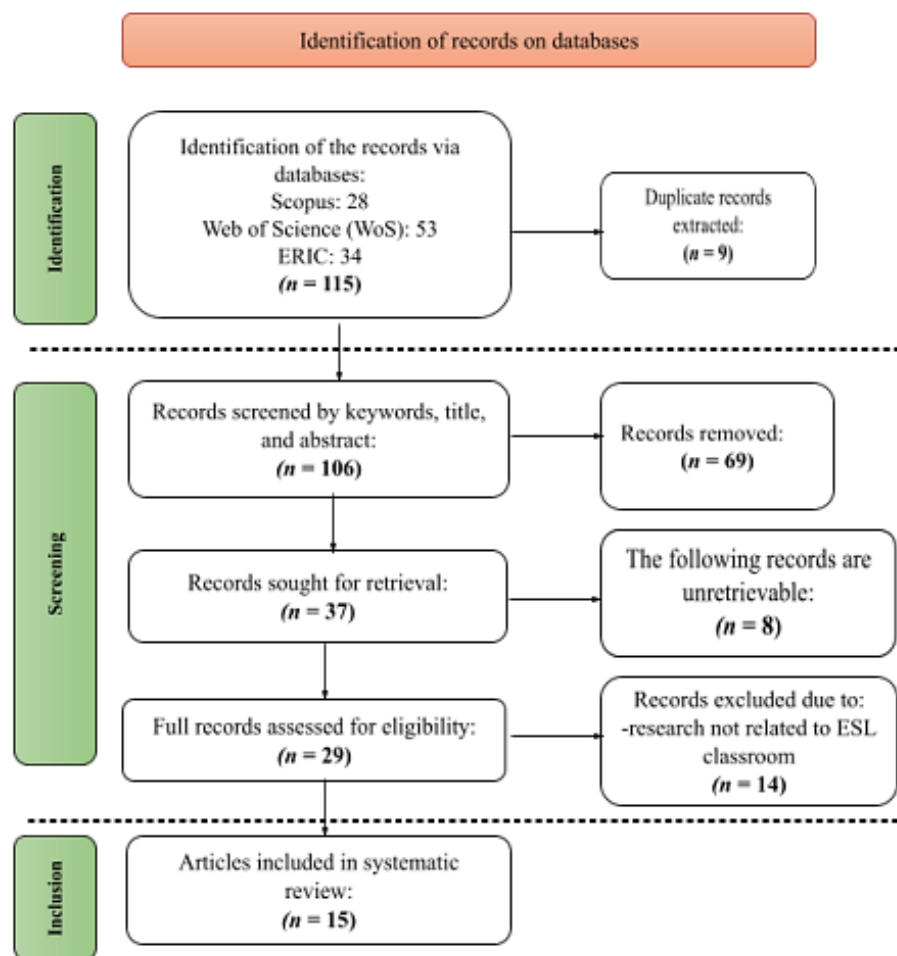
Figure 1. Systematic Review's Flow Diagram Employing the PRISMA method, adapted from Hu et al. (2023)

Articles Resources

Two primary databases (Scopus and WoS) and supplementary databases (ERIC were utilised for this systematic review. Scopus was the first database utilised in this systematic literature review. Scopus is another well-known transdisciplinary citation database. Elsevier created it in 2004, becoming one of the largest abstract and citation databases for peer-reviewed literature (Kamaruzzam et al., 2022). Scopus compiles content from numerous publications globally, providing comprehensive coverage of scientific literature in diverse fields. The platform compiles scholarly journals, conference proceedings, books, and patents, granting researchers access to extensive academic literature (Kamaruzzam et al., 2022). The second database used was WoS. WoS stands for the "Web of Science". WoS is an interdisciplinary citation database similar to Scopus. It has been developed by the Institute for Scientific Information (ISI), established by Eugene Garfield in Philadelphia, Pennsylvania, in the United States of America (Birkle et al., 2020) to navigate the constantly expanding environment of scientific literature. The third supplementary database used in this systematic review was ERIC. ERIC stands for the "Education Resources Information Center". It is a digital library accessible online and contains information and educational research. ERIC includes many academic themes and publications, including journal articles, research reports, conference papers, dissertations, and other forms of educational grey literature.

Systematic Review Searching Strategies

Based on Figure 1, the systematic searching strategies consist of three primary stages: identification, screening, and inclusion.

Identification

As specified in the PRISMA guidelines, four databases have been reviewed during the identification phase to determine their suitability for this research. The following three databases were chosen for this systematic review: Scopus, Web of Science (WoS), and Education Resources Information Centre (ERIC). Scopus and Web of Science are the preeminent databases for systematic reviews due to their exhaustive nature and sophisticated search capabilities (Ramalingam et al., 2022). Furthermore, both databases have a multidisciplinary scope and may regulate the quality of the articles (Gusenbauer et al., 2019). Meanwhile, ERIC acted as a supplementary database to provide more journal articles for this study. Advanced search was used for Scopus and WoS. ERIC works by entering the keywords in the search box. The researcher fabricated the crucial phrases to evaluate the constructions that were intended to be assessed. Across all the databases in the advanced search box, the researcher entered keywords directly associated with the Flipped Classroom (FC) and teachers' perceptions.

This process consisted of finding related terms, synonyms, and variations for the study's keywords, which include flipped teaching, flipped learning, inverted classroom, and English as a Second Language (ESL). This stage aims to expand the database search to find additional relevant papers for the systematic review. The search strings for each database are presented in Table 1. The research strings in the three databases were refined into timelines from 2019 to 2023 to locate relevant papers, highlighting the global rise of FC in five recent years. A comprehensive compilation of 115 articles was methodically compiled using intensive search processes across numerous scholarly databases such as Scopus, Web of Science, and the supplementary ERIC database, assuring a thorough coverage of the relevant material in the subject area.

Table 1
Search Strings in this Study

Database	Search String
Scopus	TITLE-ABS-KEY (("teacher" AND "perception*" AND "flipped classroom" OR "flipped teaching" OR "flipped learning" OR "inverted classroom"))
WoS	TS = (("teacher" AND "perception*" AND "flipped classroom" OR "flipped teaching" OR "flipped learning" OR "inverted classroom"))
ERIC	Teacher Perception Flipped Classroom

Screening

Once articles have been identified, the screening procedure commences. During this phase, duplicate articles that appeared in multiple databases (Scopus, WoS, and ERIC) were eliminated. After the initial screening, 9 articles were removed, leaving 106 articles for further review. After removing duplicate articles, 106 were screened based on titles, abstracts, and keywords using the inclusion and exclusion criteria shown in Table 2.

Table 2
Criteria for Inclusion and Exclusion in the Study

Criterion	Inclusion Criteria	Exclusion Criteria
Scope	Related to teachers' perceptions towards the use of the Flipped Classroom method	Not related to teachers' perceptions towards the use of the Flipped Classroom method
Field of Study	Applied in ESL classrooms	Not applied in ESL classrooms
Language	Articles written in the English language	Articles not written in the English language
Literature type	Journal articles	Conference proceedings, book chapters, and systematic reviews

After a thorough selection process based on inclusion and exclusion criteria, 69 articles were excluded for not aligning with the inclusion criteria, which did not pertain to teachers' perceptions of the FC method. Some of the articles were removed because they were not written in English but in Spanish. After this process, a total number of 37 articles remain and are sought to be retrieved. 8 articles were not accessible from the databases due to 'pay per view' conditions, leaving only the remaining 29 articles full-text records papers assessed for eligibility. Of the remaining articles, 14 were excluded after a more thorough screening procedure because they were irrelevant to ESL classrooms, leaving only 15 remaining for potential inclusion in the systematic review. The exclusion of articles' emphasis is on other fields of education rather than the English language.

Inclusion

The research articles selected for this systematic review addressed ESL teachers' perceptions of using the FC method. This systematic review included 15 articles that provided robust empirical information on ESL teachers' perceptions of using the FC method. The research studies are presented in Table 3. The table shows that 4 articles were chosen from Scopus, 2 from WoS, and 9 from ERIC. Various publications that met the eligibility criteria were included to comprehensively assess ESL teachers' perceptions of using the FC method, including 9 journal articles and 6 reports.

Table 3

Overview of the Selected Articles

Study	Database	Aim	Samples	Findings
Ghufron & Nurdianingsih (2020)	Scopus	This study explored EFL writing teachers' perceptions following the implementation of the FC method with CALL in teaching EFL writing courses and how flipped teaching serves as a motivator for EFL teachers.	15 ESL writing teachers from 5 private universities in East Java, Indonesia. 3 teachers from each university participated in the case study.	All teachers expressed positive opinions on using the FC method with CALL in the EFL writing class. Teachers' perspectives changed from being optimistic to being cautious. Teachers were aware of problems dealing with the FC method. Thus, they could plan for and fix all of the bad outcomes.
Lee & Martin (2020)	Scopus	This study explored the FC through the views of pre-service language teachers to discover what encourages or discourages them from using the FC method.	15 undergraduate/ graduate students registered in the CALL course at a public university in the United States volunteered to participate in the study, comprising 8 men and 7 women aged 21-38.	The survey data indicated a positive outcome regarding language teachers' perceptions towards using FC in the CALL course. The FC method is more interesting than traditional instructional approaches and enhances classroom participation. Teachers also consider the FC method as an approach to increase learners' autonomy.
Luo et al. (2020)	Scopus	The study provides an in-depth analysis of how second	8 PhD candidates in the education field participated in the survey	The findings revealed that teachers believe immediate

		language (L2) teachers perceive a design thinking method known as the Flipped Learning Wheel (FLW) to help aid writing skills among L2 learners. This study also highlights the importance of peer feedback for L2 learners.	with at least 3 years of L2 teaching experience.	feedback from the FC method using the FLW framework helps improve the learners' writing skills. Teachers also agreed that students should engage in peer evaluation to become more aware of their needs and shortcomings.
Kiang & Yunus (2021)	WoS	This research investigates the perceptions of Malaysian primary ESL (English as a Second Language) teachers regarding flipped classrooms.	78 primary English language teachers participate in the research in a district in Malaysia.	Primary English teachers in Malaysia showed positive perceptions regarding the FC method in ESL classrooms. This approach helps teachers broaden and maximise learning among primary students, thus creating safe, quality time at the school for discussion activities.
Yasar & Polat (2021)	ERIC	The study investigates Turkey's pre-service teachers' perceptions of a MOOC-based FC model and its effects on their educational achievements.	27 pre-service English language teachers in a university in Turkey from 2019-2020.	The finding indicated that most pre-service teachers in Turkey have positive perceptions regarding MOOC-based FC model. They agreed that FC expands opportunities for a well-rounded education.

				Meanwhile, some teachers seem to prefer the traditional way of teaching due to fear of extra workload when implementing the FC method.
Pasaribu & Wulandari (2021)	ERIC	The purpose of this study was to investigate how the use of a mobile-assisted FC engaged future EFL teachers. It involves their experiences with various degrees of emotional, behavioural, cognitive, social, and reflective engagements while utilising the mobile-assisted FC method.	34 EFL teacher candidates comprised 19 female and 15 male at Sanata Dharma University, Yogyakarta, Indonesia.	The teachers showed positive experiences using mobile-assisted FC to engage their teaching instructions. Participants considered using technology in teaching and learning beneficial to their emotional, behavioural, cognitive, social, and reflective engagement. FC's method overall was relatable to their teaching approaches.
Fernandez-Carballo (2021)	ERIC	To explore future teachers' beliefs and evaluation of implementing the FC method in teaching ICT for EFL classrooms.	40 future primary school EFL teachers are taking ICT for EFL teaching and learning at a Spanish university without FC experience.	The study revealed that the prospective EFL teacher believed that using FC to teach ICT in EFL classrooms would create an active learning environment and demand computer literacy to create successful interaction in the school.

Alahmadi & Saleem (2022)	ERIC	The research investigates teachers' challenges and perspectives regarding using the FC method in their EFL/ESL classrooms.	50 English teachers at King Abdulaziz University in Saudi Arabia, aged 25 to 55 (30 male and 20 female).	The research findings reveal that most teachers negatively perceive implementing the FC method in teaching English. The FC method has yet to standardise the accurate and scientific evaluation procedures, thus making it challenging to implement in a formal classroom setting.
Setyosari et al. (2022)	ERIC	This study examined teachers' ability to create adequate question levels for reading comprehension, the strategies, and their perceptions and responses to online FC learning.	3 English teachers at Vocational School in Pariaman City, Indonesia, who work with third-graders.	The results showed teachers were open to using the FC method to teach comprehension questions. However, their ability to deal with virtual learning affects how they teach since the FC method relies on online materials before the lesson starts in the classroom.
Park (2022)	ERIC	This research explores pre-service teachers' perceptions of flipped learning methodologies in the EFL context of Korea.	15 pre-service teachers from a university in South Korea who teach English (4 males and 11 females).	Pre-service teachers believe that the FC method is the most efficient approach. Several pre-service teachers thoroughly understood this

				subject matter using the FC methodology.
Kusuma (2022)	ERIC	This study examined how a TPACK-related program helped EFL pre-service teachers perceive and implement FC and how it helped pre-service English teachers integrate technology into their classrooms.	3 pre-service English teachers in the final semester at Ganesha University, Indonesia.	The findings revealed that the pre-service teachers have mixed opinions regarding implementing FC using the TPACK-related programs. They fear sufficient knowledge about FC creates boundaries for effective learning in the classroom. Further experience with FC improved their understanding of FC and inspired new teaching approaches.
Ye (2023)	Scopus	This study investigates how multi-stakeholders, including teachers, perceive this strategy in Chinese junior secondary schools serving children aged 13-15.	12 teachers, 12 parents, and 12 students of K-12 education in China.	This research showed that teachers believed FC could enhance student autonomy and promote deep thinking. Teachers can use the FC to address minor in-class difficulties by putting them into online learning resources for students to study before class.
Pablo-Lerchundi et al. (2023)	WoS	This study aimed to examine teachers' perceptions of the FC method	338 future secondary education teachers in eight cohorts from 2015-2016 to the	The findings showed that future secondary teachers had good opinions regarding the FC method.

		in teachers' training institutes in Spain and the factors related to improving their teaching performances.	2022-2023 academic year.	Teachers with more experience dealing with FC had more knowledge and could deliver the lessons smoothly.
Yalcin (2023)	ERIC	This study examines whether the FC method improves trainee teacher course achievements. The research will consider the trainee perspectives of teachers on their FC experiences.	110 EFL foremost trainee teachers in Eskişehir Osmangazi University, Turkey	The findings revealed that trainee teachers had a positive perspective on FC, as it would be helpful if teachers did it right. Teachers must be careful when preparing interactive online content to keep the learners' attention and learning at their own pace.
Suparman et al. (2023)	ERIC	This study explored how a teacher and students perceived the positive and negative aspects of the FC method, as well as their experience adopting a flipped classroom.	87 students from Garut Education Institute, Indonesia, mostly girls aged 19 to 21, lived in rural areas.	The findings highlight teachers' positive opinions regarding implementing the FC method at Garut Education Institute, Indonesia. They think the FC method promotes active learning, better preparation for in-classroom activities, cost-effectiveness and improved classroom interaction. Meanwhile, challenges have also been

highlighting the implementation of the FC method, such as the absence of direct help when reading materials online and internet issues.

Data Analysis Procedure

The final stage involved utilising Mendeley to categorise the articles discovered in the three databases. All of the articles that were chosen were then imported into Mendeley, which is a reference program. PDF files, academic resources, webpages, or citations were imported into Mendeley Library. Mendeley automatically retrieves citation details such as authors, titles, publication information, and abstracts. Mendeley offers an extensive research management application that allows the researchers to organise, annotate, cite, and interact with academic literature, hence improving the efficiency and productivity of the systematic review regarding ESL teachers' perceptions towards using FC.

Following that, thematic analyses were carried out to determine the primary theme to provide an answer to the following research question:

1. *What are ESL teachers' perceptions towards the implementation of flipped classrooms?*

The researcher completed the analysis by evaluating the contents of the articles and by categorising the theme according to the research questions. The themes in the research question were classified based on the teacher's perspective on the articles' findings concerning the FC method.

Findings and Discussion

Findings

RQ1: What are ESL teachers' perceptions towards the implementation of flipped classrooms?

The FC method is being utilised more frequently worldwide as a practical approach to teaching and learning. The study demonstrates that the amount of research on FC is increasing daily over 5 years from 2019-2023. By employing the FC method, teachers can customise materials and exercises to cater to students' diverse wants and needs, shifting the roles of the teachers and the students in the classroom (Kiang & Yunus, 2021; Yalcin, 2023). In the systematic review, ESL teachers had positive perceptions of the use of the FC method in their teaching and learning (Ghufron & Nurdianingsih, 2020; Lee & Martin, 2020; Luo et al., 2020; Kiang & Yunus, 2021; Yasar & Polat, 2021; Pasaribu & Wulandari, 2021; Fernandez-Carballo, 2021; Alahmadi & Saleem, 2022; Setyosari et al., 2022; Park, 2022; Kusuma, 2022; Ye, 2023; Pablo-Lerchundi et al., 2023; Yalcin, 2023; Suparman et al., 2023). According to the reviewed articles, ESL teachers' positive perceptions of the FC method can be divided into 5 categories, as displayed in Table 4, namely: (1) the FC method tailors contents to the needs of individual learners, (2) the FC method is more straightforward to captivate than traditional methods and maximise the learning experience than traditional methods, (3) teachers' competencies and abilities are crucial, (4) flexible, promotes engagement and active learning

among the learners and (5) save the amount of class time with meaningful discussion among the learners.

Table 4
ESL Teachers' Positive Perceptions of the FC Method

ESL Teachers' Positive Perceptions	Article
The FC method tailors contents to the needs of individual learners.	Yasar & Polat (2021)
	Pasaribu & Wulandari (2021)
	Park (2022)
	Kusuma (2022)
	Pablo-Lerchundi et al. (2023)
	Suparman et al. (2023)
The FC method is more straightforward and captivating than traditional methods and maximises the learning experience.	Ghufron & Nurdianingsih (2020)
	Lee & Martin (2020)
	Kiang & Yunus (2021)
	Yasar & Polat (2021)
	Pasaribu & Wulandari (2021)
	Yasar & Polat (2021)
	Fernandez-Carballo (2021)
	Yalcin (2023)
	Suparman et al. (2023)
Teachers' competencies and abilities are crucial.	Luo et al., (2020)
	Fernandez-Carballo (2021)
	Setyosari et al. (2022)
	Park (2022)
	Kusuma (2022)
	Pablo-Lerchundi et al. (2023)
Flexible, promotes engagement and active learning among the learners.	Lee & Martin (2020)
	Kiang & Yunus (2021)
	Yasar & Polat (2021)
	Pasaribu & Wulandari (2021)
	Setyosari et al. (2022)
	Park (2022)
	Pablo-Lerchundi et al. (2023)
	Suparman et al. (2023)
Save the amount of class time with meaningful discussion among the learners.	Ghufron & Nurdianingsih (2020)
	Fernandez-Carballo (2021)
	Setyosari et al. (2022)
	Park (2022)
	Pablo-Lerchundi et al. (2023)
	Yalcin (2023)
	Suparman et al. (2023)

As seen in Table 4, 6 articles reported comparable findings, indicating that ESL teachers believed that the FC method assisted teachers in tailoring to the needs of the learners. 6 research revealed similar results as they recognised that the learners have different degrees of prior knowledge and understanding of specific discussion topics. ESL teachers selected and

adapted materials online, such as supplementary reading materials, videos, simulations, or interactive activities to assist the learners, utilising the FC platform as a medium for learning (Mugadza et al., 2024). Next, ESL teachers perceive the FC method as easier to captivate than traditional methods and maximise the learning experience than conventional methods. Nine articles from the review supported this statement, as the researcher stated that multimedia tools, for example, movies, interactive simulations, and online discussions, have the potential to be more engaging for language learners than standard lectures may be (Yang & Chen, 2020). The learners' interest can be captured more effectively by teachers if they can digest knowledge at their own pace and in a format that they find fascinating (Yang & Chen, 2020).

The competencies and abilities of ESL teachers are critical to supporting a successful FC experience in the language classroom. Teachers should possess pedagogical knowledge regarding the FC method and ESL content (Rosario, 2022). Teaching a second language is complex, and excellent teaching practices can significantly improve learners' learning outcomes (Ali et al., 2021). Based on the results of 6 kinds of research done about this element, teachers must have a thorough understanding of instructional design principles to create relevant learning experiences in a flipped classroom, including deciding on suitable learning objectives, creating interesting pre-class materials, and arranging interactive in-class activities that encourage active learning and critical thinking (Yang & Chen, 2020; Kiang & Yunus, 2021) In addition, 6 articles reviewed showed that ESL teachers believed the FC method was flexible and promoted engagement and active learning among the learners. The FC method enables ESL teachers to tailor instruction to language learners' various requirements and schedules (Ansori & Nafi, 2019). Learners can access educational materials at their own pace and convenience, allowing them to study information as needed and interact with it to best suit their learning styles and preferences (Ibrahim, 2019).

The researchers agreed that ESL teachers can better engage and motivate learners by combining multimedia resources, interactive activities, and real-world applications into pre-class preparations (Hashim & Shaari, 2020). The FC approach encourages learners to investigate, question, and apply their knowledge within and outside the classroom (Maharsi et al., 2021). The FC method also encourages language learners to take ownership of their learning by giving them more control over their learning experiences (Yang & Chen, 2020). Learners can explore resources, ask questions, seek clarification, and connect meaningfully with their peers and teachers, creating a student-centered learning environment. Meanwhile, 7 articles reported comparable findings that the FC method saves teachers the amount of class time with meaningful discussion among the learners. Based on the research results from 7 studies that supported this statement, teachers believed that ESL learners who have consumed pre-class content are better prepared to engage in higher-order thinking activities (Kiang & Yunus, 2021). Instead of passively consuming material, ESL learners can engage in debates, analyse case studies, solve issues, or collaborate on group projects that require them to apply their knowledge and abilities meaningfully (Mahalli et al., 2019). This active learning technique promotes greater comprehension, critical thinking, and ESL learners' participation.

Apart from giving positive perceptions regarding the FC method, some ESL teachers have negative perceptions regarding the implementation of the FC method in ESL classrooms. According to the reviewed articles, ESL teachers' negative perceptions of the FC method can be divided into 5 categories, as displayed in Table 5, namely: (1) lack of immediate support

and feedback outside of the classroom, (2) worrying and cautious regarding FC's insufficient material implementation in class, (3) internet access problems and not applicable in rural areas and (4) extra responsibilities for teachers to prepare materials.

Table 5

ESL Teachers' Negative Perceptions of the FC Method

ESL Negative Teachers' Perceptions	Article
Lack of immediate support and feedback outside of the classroom.	Pasaribu & Wulandari (2021)
	Luo et al., (2020)
	Park (2022)
	Yalcin (2023)
	Suparman et al. (2023)
Worrying and cautious regarding FC's insufficient material implementation in class.	Ghufron & Nurdianingsih (2020)
	Fernandez-Carballo (2021)
	Alahmadi & Saleem (2022)
	Suparman et al. (2023)
Internet access problems and not applicable in rural areas.	Lee & Martin (2020)
	Kiang & Yunus (2021)
	Fernandez-Carballo, 2021
	Park (2022)
	Suparman et al. (2023)
Extra responsibilities for teachers to prepare materials.	Yasar & Polat (2021)
	Alahmadi & Saleem (2022)
	Suparman et al. (2023)

As depicted in Table 5, 5 reviewed articles shared similar findings. The studies showed that ESL teachers believed the FC method lacked immediate support and feedback outside the classroom. The FC method promotes independent learning. ESL learners in FC were expected to engage with teaching materials on their own time outside of class (Maharsi et al., 2021). While this encourages self-directed learning and independence, some learners may struggle due to the teacher's lack of timely guidance and feedback (Pasaribu & Wulandari, 2021; Park, 2022). Next, the 4 articles reviewed shared their worries and concerns about not providing sufficient FC materials for the learners. Based on the research findings in 4 articles, ESL teachers believed that if learners did not have access to extensive and well-developed FC materials, they would struggle to grasp essential concepts and build a thorough comprehension of the subject. It can result in knowledge gaps and limit their capacity to apply what they've learned meaningfully.

Meanwhile, 5 articles mentioned the internet access problems and the FC method not applicable in rural areas. As noted by the 5 studies, many rural areas have limited or no access to high-speed internet or stable connectivity. This situation creates a hurdle to applying the FC model since students may lack access to internet resources, films, or interactive materials needed for pre-class learning activities (Kiang & Yunus, 2021). Due to the difficulties of getting online in rural places, teachers may need to look into other ways to use the FC model. The solution could mean giving printed materials, textbooks, or instructional DVDs that learners can use even when they aren't connected to the internet. Apart from that, some ESL teachers in the reviewed articles believed that the FC method means extra responsibilities for teachers

to prepare materials, as 3 articles supported this statement. ESL teachers must ensure their materials are consistent with curricular objectives, learning outcomes, and language competence standards. This entails carefully arranging and organising content to help learners develop their language skills and satisfy their educational goals successfully (Irianti, 2022; Mugadza et al., 2024). Preparing these materials can be time-consuming and requires additional effort from teachers.

Despite these possible problems and unfavourable views, it is critical to recognise that the FC method provides chances for increasing engagement among learners, encouraging active learning, and personalising education. By addressing concerns, providing professional development, and creating a supportive learning environment, teachers can aim to overcome adoption barriers and maximise the FC model's benefits to their learners.

Discussion

The findings highlighted 5 teachers' positive perceptions regarding the FC method. ESL teachers believed that the FC method assisted teachers in tailoring to the needs of the learners. Teachers can provide additional resources, supplementary materials, alternate assignments to help struggling learners, enrichment activities, or advanced curricula for more proficient language learners (Hashim & Shaari, 2020). ESL teachers can modify FC materials to meet English language learners' cultural and linguistic requirements. Teachers can use pre-class assignments, quizzes, or other evaluations to identify areas of strength and weakness and tailor instruction to match the needs of the learners better (Irianti, 2022; Rosario, 2022; Mugadza et al., 2024). Besides, ESL teachers perceive the FC method as easier to captivate than traditional methods and maximise the learning experience than conventional methods (Han, 2022). The FC method frequently includes multimedia resources, interactive exercises, and real-world applications in pre-class materials. This dynamic technique better captures learners' interest and motivation than standard lectures, resulting in greater engagement with the topic (Su Ping et al., 2020).

Next, the competencies and abilities of ESL teachers are critical to supporting a successful FC experience in the language classroom. ESL teachers must generate or curate high-quality instructional materials that are aligned with language learning objectives and meet the different requirements of learners (Yousufi, 2020). This includes finding appropriate resources, devising exciting activities, and ensuring that the content is accessible and understandable to learners of ESL. The FC model often relies on technology (Wang, 2020). ESL teachers must be skilled at exploiting digital technologies, online platforms, and multimedia resources to improve students' language acquisition and engagement in the FC classroom (Rosario, 2022). In FC, learners actively participate in the learning process inside and outside the classroom. This active learning method encourages greater comprehension, critical thinking, and memory of language topics (Kiang & Yunus, 2021). Teachers can provide extra help or enrichment activities based on learners' language proficiency levels, learning styles, and interests, ensuring all language learners can flourish in the FC environment (Yousufi, 2020).

In addition, the FC method saves teachers class time with meaningful discussion among the learners. With more significant time for face-to-face engagement, teachers can provide individualised help and feedback for learners based on their personal needs and learning

objectives (Hinojoso et al., 2020; Cabero Almenara et al., 2021). However, ESL teachers who had negative perceptions regarding the FC method, such as lack of immediate support and feedback outside of the classroom, worrying about insufficient FC material implementation in class, internet access problems, and extra workload, might hinder the effectiveness of the FC method in the ESL classroom. Suppose professional development, support resources, and collaborative problem-solving address these issues. In that case, it may be possible to reduce the number of problems that ESL teachers face and increase the number of benefits that they receive from the FC method.

Most articles found while conducting this systematic review concern teachers' perceptions of the FC method's application. Little to no research has been conducted on teacher readiness before deploying the FC method in ESL classrooms. The selected articles focus on teachers' experiences with the FC method, thus creating an essential gap in the study, as assessing teacher readiness before implementing the FC method in ESL classes is critical to reducing all unfavourable opinions of the FC method. Future research might focus on determining ESL teachers' readiness and preparedness to adopt the FC method to fill this gap in the literature. Understanding teachers' concerns, obstacles, and perceived barriers to implementing the FC method might help to inform targeted interventions and support methods for proactively addressing these issues. Ensuring teachers are sufficiently educated and supported before applying the FC method contributes to maintaining language education quality requirements (Rosario, 2022). Teachers confident in following the FC model are likelier to provide high-quality education and enjoyable learning experiences to ESL students (Hall et al., 2019).

Conclusion

In summary, ESL teachers' perceptions of the FC method are influenced by various factors, including their teaching experiences, beliefs, and attitudes. While some ESL teachers may have positive views regarding the FC model because of its potential to improve student engagement and learning results, others may be sceptical or concerned about its implementation and impact. It is critical for teachers to understand both the benefits and drawbacks of the FC model and to work together to address issues and maximise its benefits for all students. Therefore, assessing teacher readiness might assist in identifying specific training and professional development needs for adopting the FC method. To use the FC model properly, ESL teachers may need assistance with technology integration, instructional design, assessment strategies, and classroom management approaches. It enables educational stakeholders to assess the teaching workforce's ability to execute the FC method successfully. This data can help drive resource allocation, policy creation, and strategic planning initiatives focused on increasing teacher capacity and encouraging long-term adoption of the FC method.

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