

Flipped Learning Approach to Enhance Vocabulary Acquisition - A Literature Review

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Abstract

The English language has captivated the world because it is capable of helping students meet the expectations of the 21st century. The development of all linguistic abilities and being a skilled language user is greatly aided by vocabulary mastering. In the rapidly changing domains of education today, technology is widely embraced and expected as one of the characteristics of 21st-century desires in the English language teaching and learning process. Over the past few years, the Flipped Learning approach has become one of the most well-liked examples of blended learning that incorporates technology. In accordance with the present educational demands of the globalized world, the Flipped Learning approach is an innovation in teaching that focuses on creating a student-centered and self-directed learning environment as well as enhancing language skills especially vocabulary acquisition among students within and outside of the classroom. This review discusses the Flipped Learning approach and outlines both its significant advantages and disadvantages for teaching and learning the English language and enhancing vocabulary acquisition. In order to stay up with worldwide demands, it is intended that this paper would provide some insights to educators on how to broadly adopt the Flipped Learning Approach in educational institutions as an efficient approach for teaching and learning vocabulary.

Keywords: English Language, Flipped Learning Approach, Technology, Vocabulary, 21st-Century Learning

Introduction

Global education is constantly evolving to meet the goals of the 21st century and produce holistic and competent individuals. P21 (Partnership for 21st Century Learning) develops a framework for 21st-century learning that mandates that pupils possess expertise in media, technology, information, learning, and innovation, as well as life and career (Listianingsih et al., 2021, p. 106). In a similar vein, English is strongly promoted in today's globalized society since it is thought to have the ability to meet 21st-century demands. According to Dawi and Hashim (2022) English language proficiency has become essential for 21st-century citizens worldwide to thrive, and withstand while maintaining up with the challenges of the rapidly advancing globalization era, since it serves as the primary channel for the propagation of knowledge. In the Malaysian context, the educational system is also periodically altered to meet the needs of the time and to promote an effective and efficient environment for

teaching and learning English. Biliteracy, which emphasizes students' proficiency in both Malay and English, is one of the six goals listed in the Malaysian Education Blueprint 2013–2025 as a prior focus (MOE, 2012). As a result, the ministry has made English a required subject in Malaysian schools as well as for elementary students. Sani and Ismail (2022) claimed that English is taught as a second language in Malaysia's primary schools for students aged 7 to 12, and as such, students are required to grasp it.

A diverse vocabulary is essential for someone to learn how to utilize a language well and fluently. According to Abdalrahman (2022) when it comes to language ability and fluency, words are a crucial and vital component. Acquiring vocabulary is considered to be of the utmost importance because it has the capacity to help improve all language abilities successfully. The vocabulary a person knows determines their level of competence in learning the English language, and vocabulary plays an essential part in the development of the four main abilities of speaking, listening, reading, and writing (Bhatti et al., 2020). Students start to communicate clearly and successfully when their vocabulary expands during the language-learning process. Once children have had adequate exposure to a language, they start to form associations and speak successfully and they must have a substantial vocabulary in order to communicate effectively and to be comprehended by others (Shabaneh & Farrah, 2019; Nazara, 2019). Students' opinions towards the language have shifted over time to become more negative due to their deficiency of a basic vocabulary, which is the primary method of communication in English (Al Qasmi et al., 2022). The learning of vocabulary is also greatly impacted by ineffective instructional practices used to teach vocabulary in language classrooms. Kirmizi and Komec (2019) stated that the majority of conventional language courses teach vocabulary primarily through traditional and inactive approaches, which almost eliminates the usage of the intended vocabulary. Students' English language acquisition can be facilitated by paying attention to the process of vocabulary development.

Accordingly, technology has dominated the world successfully in order to revamp our educational scarcity into betterment. Due to the continuing development of digital technologies and devices, which have made it simpler for people to establish relationships with one another and share knowledge, technology has become an essential element of life in the twenty-first century (Arslan, 2020). Educators realized the demands of the 21st century and moved promptly to use technology in a number of ways to provide students with ongoing education, especially after covid epidemic. Yunus et al (2020) asserted that technology is crucial to the evolution of education, enabling innovations to occur and the exchange of novel ideas that have a significant impact on the educational environment, particularly in the instruction and acquisition of English as a second language. Technology in English language acquisition is equally important in educational demands to enable effective and efficient teaching and learning atmosphere. Technology is the essential factor in deciding the efficacy of the educational system, and it is important to promote ICT integration in the classroom since it may provide students with a wealth of learning options, including the opportunity to acquire a second language (Mohamad et al., 2017). The natural promotion of 21st-century abilities among students is another benefit of technology integration in the educational context. Leong et al (2019) in his study claimed that utilizing technology encourages independent and self-directed learning, in which students manage their own learning without assistance from anyone, even their teachers.

Flipped Learning Approach is the technology-enhanced innovation that has attracted the most attention in the educational community. Flipped Learning has become one of the most recent iterations of technology-based education, and it is a component of blended

learning (Rahman et al., 2019). He further stated that Flipped Learning does not represent a one-size-fits-all method and can be applied in a wide range of circumstances, based on the situation's demands and the session's specific goals. The flexibility of the Flipped Learning technique in reaching desired results in language learning gives it a unique edge. Flipped Learning allows students to learn the resources prior to the class while taking into account their requirements and understanding of the topic, making it look like a viable teaching strategy (Zarinfard et al., 2021). The Flipped Learning approach encourages students to develop 21st-century abilities while offering a variety of benefits. The flipped classroom approach uses a range of ICT and focuses on developing knowledge in accordance with skills, knowledge, and capacities, autonomous learning from learning opportunities offered by educators, and experiential learning that occur outside the educational setting (Kawinkoonlasate, 2019) and to put their knowledge into practical use as well as communicate effectively in the language (Safiyeh & Farrah, 2020). Therefore, it is crucial to conduct a concentrated inquiry on the Flipped Learning Approach in order to increase vocabulary among English language students. Based on previous research, this article will investigate how well students' vocabulary acquisition performed after using the Flipped Learning approach.

Literature Review

This chapter will review vocabulary acquisition and the significance on teaching and learning English. Next, the focus will be on the Flipped Learning Approach for learning vocabulary. The advantages of using this approach in ESL classes will be discussed, as well as any potential difficulties.

Vocabulary Learning

Vocabulary is a key, fundamental component for language students to successfully acquire a language. Learning new vocabulary is essential for improving one's command of the target language and advancing to proficiency levels (Ting & Tan, 2021). Vocabulary occupies a major position among all the factors involved in language acquisition. Nur Aziz and Rohmah (2022) posited that building a robust vocabulary is crucial to learning a new language since it is the cornerstone of all linguistic systems and occupies a significant position in the hierarchical structure of linguistic ideas. The term "vocabulary" refers to a collection of words and phrases that speakers in a certain language are familiar with and use to convey their ideas and intentions (Anwar, 2017). Vocabulary has many aspects in language acquisition, beyond just being prominent and enhancing language skills. According to Al Qasmi et al (2022) vocabulary is the building block of every language and serves as the foundation for thinking, expressing oneself, interpersonal interaction, and comprehension. Albishi and Alqiawi (2022) also claimed in particular that learning vocabulary is an essential component of learning a language, and it can be a helpful tool for both motivating language students and facilitating effective communication. Students' prospects for developing successful communication are greatly influenced by their vocabulary too. Learning vocabulary is essential for communication, and it is evident that vocabulary plays an important part in a language (Soltanabadi et al., 2021).

Significance of Vocabulary Teaching and Learning in English

It is indisputable that expanding one's vocabulary will help one's overall language abilities, which will ultimately benefit the English language. Earlier studies by Kirmizi and Komec (2019)

highlighted that the ability to use vocabulary effectively is the key to mastering all other language abilities, and it can help the entire process of learning a language. Ma'mun (2021) also claimed that vocabulary instruction is crucial for language learning because it helps children develop their speaking, listening, writing, and reading abilities. Consequently, learning vocabulary is a requirement for becoming a proficient English speaker. Understanding vocabulary is essential for learning English because, to put it merely, English has one of the most varied and extensive vocabularies of any language (Mundir et al., 2022). Students' ability to speak more fluently in a language will be ensured by vocabulary mastery. Leong et al (2019) examined that students must master the use of vocabulary in order to speak fluently because, without a solid vocabulary base, it is impossible to deduce meaning from texts, which makes it impossible to become proficient in a language. Thus, it is crucial to pay close attention to vocabulary instruction when learning English. Vocabulary learning has gained importance as the focus of English education has shifted from form to context and to acquire a word, one must not only understand its definition but also how to use it correctly in various contexts (Kim, 2018).

Issues in Vocabulary Learning

Lack of exposure to vocabulary

English as second language students struggle with a variety of challenges while trying to efficiently learn vocabulary. Studies conducted by Ali et al (2020) highlighted that it has always been difficult to learn new words; this is especially true in the context of learning English as a second language. First of all, when students lack exposure to vocabulary, learning English becomes critically difficult. Al Qasmi et al (2022) argued that relatively not many kids have the chance to practice English at home and very few are formally introduced to it. This is also supported by Soltanabadi et al (2021) as the only place where English language students are exposed is in the classroom, where rote learning is the norm and many students attempt to memorize word lists. The repercussions of students' limited vocabulary have a significant impact on their language proficiency. According to Bhatti et al (2020) the students' inadequate vocabulary has a significant impact on their four fundamental language abilities. A deficiency in vocabulary will make it extremely difficult for children to communicate their thoughts and feelings to others (Ismail, 2019). Lack of vocabulary led to students losing interest in their studies and ultimately giving up. Nazara (2019) examined that students who don't have a wide enough vocabulary struggle to express themselves and become frustrated when they can't find the right words to describe what they're thinking or when they don't understand the meaning of important words used in a passage. As a result, they find the language skills to be extremely exhausting, difficult, and boring and give up on the task before it's even begun.

Traditional Teaching Approach

The vocabulary development of students is significantly impacted by the teaching methods employed in ESL classrooms. According to Sahin and Tavit (2023) the restricted time for teaching English prevents students from actively learning new vocabulary and using it in class while teachers are watching. Studies have shown that teachers still use passive and traditional methods of instruction in the classroom. Earlier studies by Sumardi et al (2020) highlighted that there remain a lot of educators who don't educate in accordance with the requirements of 21st-century education. This is also supported by Nguyen (2018) in the classroom, there isn't much interaction between the teacher and students, and certain teachers consider it less

challenging to adhere to content-driven teaching and spend the majority of the time going through mandatory curriculum components. Students are discouraged from learning when language is taught using conventional and outdated instructional methodologies. The teacher-centered learning environment may restrict the opportunity for the students to engage in in-class practice because it requires time for the teacher to execute the instruction session, which results in difficulties for the students and a decrease in their interest in acquiring knowledge (Fahmi et al., 2020). Therefore, it is critical for educators to develop and apply an adequate instructional approach for vocabulary learning that is effective and creates an engaging learning environment. It is essential to determine their learning style and instructional resources to assist students in successfully learning vocabulary (Leong et al., 2019) and create engaging classes (Saydakmetova, 2020).

Flipped Learning Approach

The goals of 21st-century learning are seen to be aligned with blended learning methods like the Flipped Learning approach. Erdemi and Eksi (2019) posited that in the twenty-first century, novice educators are obligated to rethink the conventional classroom-based educational approach and incorporate technological advances while presenting and disseminating information about the subject, leading us to the flipped classroom model, which is a form of blended learning. Flipped Learning is getting enormous interest everywhere, notably in education and the English language. Along with cultural and educational trends toward greater frequency and widespread use of technology, Flipped Learning has also started to thrive in the realm of teaching EFL/ESL (Arslan, 2020). The teaching style of Flipped Learning, which promotes 21st-century learning skills in the classroom, is completely different from traditional teaching methods. Hasanah and Arifani (2020) claimed that in a flipped classroom, students watch video clips online and read content from books, modules, blogs, website pages, and other resources at home instead of doing their assignments in the traditional way, which involves learning taking place inside the school environment. Flipped Learning provides students with a number of insightful learning opportunities when used in ESL classrooms. According to Yavuz and Ozdemir (2019) the emphasis of the flipped classroom approach is on learner-centered learning; in these settings, the teacher serves as a facilitator who leads the students, who are always actively involved in the process and accountable for their own learning. They further explained that In this way, learning time is used for interactions, tasks, and reviews while they develop their expertise at home using instructional videos and supplementary materials.

Benefits of Flipped Learning in Vocabulary Learning

Numerous studies have been carried out on utilizing the "Flipped Learning" methodology, and researchers discovered that it helps students learn vocabulary. Studies conducted by Al Qasmi et al (2022) discovered that the incorporation of Flipped Learning in the instruction of English vocabulary was very successful and made vocabulary learning, acquisition, and retention simple for pupils. Another research conducted by Nur Aziz and Rohmah (2022) assessed a significant influence on vocabulary achievement using Flipped Learning on sixty elementary students at Pesantren Mambaush Sholihin Gresik. The findings showed that the employment of Flipped Learning strategies in the teaching-learning process of vocabulary has greatly increased student grades, which indicates that students who are taught using this method of instruction have extremely good vocabulary skills. Therefore, it is suggested that the usage of Flipped Learning in vocabulary instruction can be used to address students' language issues

and enhance students' vocabulary knowledge. Knezevic et al (2020) in particular claimed that the Flipped Learning approach is more effective for teaching and acquiring academic vocabulary because it is less focused on instructors, allows for more practice time, and creates more opportunities for contextualized application of vocabulary words. Furthermore, the findings of studies by Shih- Ching et al (2019) on the feasibility and effectiveness of the flipped classroom in high school education revealed that to varying degrees, both high and low achievers benefited from the flipped classroom environment's increased efficiency in utilizing students' L2 vocabulary improvements over time. He further added that the low achievers exhibited the most progress in gaining diachronic vocabulary. Kim (2018) also highlighted in his studies that when students learned the vocabulary through Flipped Learning, they were more successful in both the receptive and productive vocabulary knowledge tests even though their comprehension of the words was the same as that of the pretest. He further added that it is possible for students to learn vocabulary well when they participate in reinforcement activities in class if they self-direct their vocabulary study prior to the class through peer interaction as in Flipped Learning approach.

Flipped Learning and Active Learning

It has been demonstrated in several studies that the Flipped Learning approach promotes an environment where students actively participate in the learning process. Ozturk and Cakiroglu (2021) posited in their studies that diverse chances for student interaction with classroom materials and peers are provided through Flipped Learning, allowing students to gain knowledge dynamically rather than passively as in an approach that emphasizes teachers. Moreover, Sahin and Tavit (2023) also examined that the preparations students made for Flipped Learning raised their self-assurance and encouraged class participation as their learning progressed concurrently with their active engagement. The results of their studies showed that even the most reserved and reticent students showed greater interest in the activities. Due to its unique features, Flipped Learning encourages active participation among students, which is lacking in traditional teaching methods. All students participate in interactive learning experiences such as resolving issues, discussing, or engaging in other active tasks that can help them apply and synthesize their newly acquired knowledge as soon as the class in Flipped Learning starts (Kawinkoonlasate, 2019). Earlier studies by Hasanah and Arifani (2020) on the effect of flipped classrooms using video linked in a telegram on ESP students' reading comprehension discovered that due to the flipped teaching method, students were encouraged to participate more actively in their educational experience and were more drawn to activities that involved both teaching and learning, such as group discussions, presentations in groups, joining quizzes with questions and answers, or working on exercises from the instructor. Birgili (2021) also supported that the Flipped Learning method converts the classroom into a collaborative environment where knowledge and experience are created from information while students engage in active learning sessions after watching online pre-learning course videos or completing assignments during their own personal work time.

Flipped Learning and Autonomous Learning

Flipped Learning could fulfill the aspirations of the 21st century by giving students the chance to take ownership of their learning. A study by Santhanasamy and Yunus (2022) claimed that the flipped classroom method is appropriate for language classes because it fosters students' autonomy and provides a flexible setting for discern learning as students were inspired to

learn and practice communication at their own convenience, it also encourages strong self-regulation in the students. Some studies even claimed that the Flipped Learning approach is appropriate for students of all skill levels since it allows them to take charge of their own education as it is being delivered. Yavuz and Ozdemir (2019) in particular stated that being able to accommodate both types of students at their own pace makes a flipped class the best option because when watching instructional videos, struggling students can pause or rewind to clarify what they don't understand or to fix their errors, while fast students can speed at their own pace. Du (2018) also supported that the original classroom lesson is flipped to include pre-class independent study, extracurricular activities, and information reinforcement in class. In this mode, students have the most freedom to learn, as well as greater availability of time for independent study, allowing them to customize their learning schedules to match their individual intellectual abilities as they have extra energy and can also extend their learning as they take control of the learning process.

Flipped Learning and Students' Motivation

The enormous advantages of Flipped Learning consistently boost students' enthusiasm for taking an active role in the learning process. Lie and Yunus (2019) in their earlier study on the acceptance level of Flipped Learning approach among primary school students highlighted that participants were encouraged to adopt Flipped Learning because it might increase study productivity, encourage intrinsic drive, and foster curiosity in learning English because of the practicality of educational resources available online. Retnaningsih et al (2022) also examined the impact of Flipped Learning instruction on vocabulary acquisition of English students in particular revealing that since students found Flipped Learning to be fascinating and that it provided an entirely distinct educational opportunity from what they would have received in a traditional class, it boosted active participation and motivated students to keep engaging in classroom activities both before and during class. One of the factors influencing students' enthusiasm to perceive Flipped Learning favorably in their language classes can be attributed to the use of digital gadgets. Andujar et al (2020) argued that if Flipped Learning practice is applied properly, it may also help students participate more enthusiastically and actively, which will improve their perspective of Flipped Learning models using mobile devices.

Table 1

Benefits of flipped learning in learning vocabulary

Author & Year	Country	Methodology	Findings
Al Qasmi et al (2022)	Oman	Quasi experimental research design –	<ul style="list-style-type: none"> The flipped classroom increased students' vocabulary learning and constructed vocabulary knowledge, which raised their overall performance.
Nur Aziz and Rohmah (2022)	Indonesia	Pre- experimental design	<ul style="list-style-type: none"> pupils that are taught through flipped learning have extremely effective vocabulary mastering,

			and the majority of pupils are rated as being fairly competent.
Knezevic et al (2020)	Serbia	Quantitative	<ul style="list-style-type: none"> The flipped classroom model outperformed the traditional one with greater educational effectiveness.
Shih-Ching et al (2019)	Taiwan	Experimental design	<ul style="list-style-type: none"> The low achievers improved the most in a multi-level class with a flipped classroom because it was better equipped to minimise student variation.
Kim (2018)	Korea	Experimental design	<ul style="list-style-type: none"> The experiment's findings revealed that the flipped learning group's vocabulary scores increased, but not those of the control group, who got the standard vocabulary instruction.
Öztürk & Çakiroğlu (2021)	Turkey	Quasi experimental research design	<ul style="list-style-type: none"> The findings showed that self-regulated learning techniques in the flipped classroom model had a favourable impact on the acquisition of foreign language abilities.
Şahin & Tavit (2023)	Turkey	Mixed method research	<ul style="list-style-type: none"> The results of the analysis showed that the Flipped classroom had a favourable impact on the young students' attitudes towards learning languages as well as their

			vocabulary learning and language proficiency.
Kawinkoonlasate (2019)	Thailand	Literature review	<ul style="list-style-type: none"> The use of technology in flipped classrooms will help English language learners reach their academic goals while also improving students' engagement, enthusiasm, analytical thinking, and communication abilities.
Hasanah & Arifani (2020)	Indonesia	Quasi experimental –	<ul style="list-style-type: none"> The use of a flipped classroom greatly improved the reading comprehension of ESP students and benefited the students' ability to function as independent learners.
Birgili (2021)		Descriptive content analysis	<ul style="list-style-type: none"> Students that participate in flipped learning take greater ownership of their learning experience, which benefits their performance, behaviour, intellectual capacities, and interpersonal abilities.
Santhanasamy and Yunus (2022)		Systematic literature review	<ul style="list-style-type: none"> Flipped learning encourages students to take responsibility for their own learning, engage with each other, and contribute ideas, which expands possibilities for speaking and encourages language

			acquisition that is dynamic.
Du (2018)	China	Literature review	<ul style="list-style-type: none"> The flipped classroom teaching method does offer an approach of student-centered instruction and foster a tranquil learning environment, which enhances students' capacity for independent thought and self-directed learning.
Lie & Yunus (2019)	Malaysia	Mixed-method design	<ul style="list-style-type: none"> Flipped learning may increase academic productivity, encourage intrinsic drive, and stimulate enthusiasm in learning English.
Andujar et al (2020)	Spain	Quantitative analysis	<ul style="list-style-type: none"> The research revealed that students had a favourable opinion of the flipped learning experience, especially in terms of overall fulfilment.
Retnaningsih et al (2022)	Indonesia	Experimental research design	<ul style="list-style-type: none"> The findings showed that EFL students in the flipped group performed better on the post-test and had a favourable opinion of the flipped learning setting for acquiring English vocabulary.

Challenges in Implementing Flipped Learning

Researchers in previous studies have noted a number of difficulties in adopting the "Flipped Learning" model in language teaching and learning, including inadequate facilities, teachers' readiness, and students' preparation. These issues have an impact on the model's effectiveness.

Inadequate Facilities

In order to properly perform the teaching and learning process, the Flipped Learning strategy, which is a technology-based and modernized paradigm, needs adequate technical facilities. Ngo and Yunus (2021) identified in their studies that the constraints of facilities, particularly those related to technology resources, have an impact on the flipped classroom method because it typically involves videos and primarily depends on digital resources. Adequate ICT infrastructures are therefore crucial to the success of the strategy. The students may find things challenging and difficult due to the limited availability of internet facilities. One of the biggest problems with using flipped classrooms is that not all students and educational institutions are granted access to the technologies that are necessary for this method, particularly students from economically deprived neighborhoods and families who may lack access to the computers and internet that are needed (Anwar, 2017). Students' attention waned as a result of poor connectivity and technological difficulties during the deployment of the Flipped Learning technique. According to Al Qasmi et al (2022) in his research, due to the fact that Flipped Learning essentially involves homework-based instruction, connectivity, and technical glitches emerged as a significant disadvantage that prevented students from fully utilizing Flipped Learning at home. Some participants in the study lamented that this strategy stressed them out and took up some of their regular homework time at home due to the lack of available devices.

Teachers' Readiness

The successful implementation of the Flipped Learning technique in the classrooms presents complications for educators as well. One of the drawbacks is Flipped Learning's heavy reliance on technology, which necessitates that pupils have the proper equipment, and an accessible internet connection, along with other things, and places further demands on the teacher in terms of having advanced knowledge of modern technological advances (Knezevic et al., 2020). The educators are greatly burdened by the time required for material preparation and content selection. According to Al Qasmi (2022) the teachers' time commitment to produce videos is another issue with Flipped Learning. It puts strain on the instructors because there are many considerations that must be made in order to convey the input correctly. Some YouTube videos are inappropriate for students because they are unfamiliar with the speakers' accents (Santhanasamy & Yunus, 2022) and if the videos are excessively long, the pupils might not be enthusiastic about accessing the link or watching the whole thing (Bindumadhavan & Anjani Srikanth, 2022) literally puts further pressure on teachers to modify the content.

Students' Readiness

Studies have shown that when the Flipped Learning strategy is used in the teaching and learning process, certain students experience difficulties. Kirmizi and Komec (2019) in their studies revealed that a number of the students mentioned that they sometimes found it challenging to view the videos prior to the lesson, and that they were frustrated by the fact that they were unable to ask questions about any component of the videos that they were

having trouble comprehending. The level of language proficiency of the students can occasionally have an impact on the efficacy of the Flipped Learning strategy. The personal variances among students present an important obstacle in Flipped Learning approach because several students can accomplish their primary goal fast, immediately, and simply while other students are unable to do so because they take a greater amount of time to fulfill the prerequisites (Safiyeh & Farrah, 2020). The efficacy of Flipped Learning for language learning may also depend on the preferences and attitudes of the students. Yavuz and Ozdemir (2019) stated that some students find it difficult to understand the information presented in instructional videos or other resources available online and they prefer the more conventional learning environment because it allows them to engage with their teachers in person. Thongkoo et al (2019) in his studies also stated that students' incomplete Pre-class learning activities can have an impact on in-class discussions and overall learning results. Due to several concerning aspects of the Flipped Learning approach, students' motivation has also declined. Some students who were having trouble understanding the extensive videos complained that Flipped Learning might be laborious and challenging, which made them lose focus, become disinterested fast, and lose enthusiasm (Yavuz & Ozdemir, 2019; Al- Naabi, 2020).

Limitations and Suggestion for Future Research

Flipped Learning is the most effective approach to use in a contemporary classroom, but there are several limitations that must be avoided. First of all, the implementation of Flipped Learning has been hampered by inadequate resources, such as a lack of technology tools and poor internet accessibility. Next, teachers' overburdened administrative tasks with this additional workload from selecting and preparing online resources to be used in the Flipped Learning approach have put them in a difficult position as well. Lastly, students from different backgrounds and proficiency levels have different perceptions of Flipped Learning Approach where some of them perceive it positively and some tend to get bored and lose interest when they couldn't understand the materials provided and proceed with the in-class activities. Finally, students from different backgrounds and proficiency levels have different perceptions of the Flipped Learning approach. While some of them find it to be beneficial, others tend to become bored and lose interest when they are unable to comprehend the materials and continue with the in-class activities. In order to effectively employ the advantages of the Flipped Learning technique, it is suggested to give these constraints more attention in future research. Since there haven't been many studies on Flipped Learning in other language abilities, implementation of Flipped Learning in vocabulary acquisition can be broadened to include other language skills as well in future research.

Conclusion

The Flipped Learning strategy is demonstrated to have a significant impact on vocabulary learning due to its ability to increase language competency and foster the development of 21st-century skills. The primary component of learning a language that effectively reinforces the other language abilities is thought to be vocabulary. It is recommended that the way English is taught and learned be in complete contrast to the conventional method and in line with the learning aspirations of the twenty-first century. So, during the past few years, educators have been increasingly employing the Flipped Learning technique, particularly in ESL classrooms. It has been established that the Flipped Learning technique has a stronger impact on students' vocabulary development.

Numerous educators have recently used the Flipped Learning approach due to its fresh, cutting-edge, and student-focused methodology. Previous research has shown that the flip learning strategy transforms the standard classroom into a livelier atmosphere by incorporating communicative and collaborative activities. The Flipped Learning classroom encourages active involvement by giving students the chance to converse with one another about the information they learned from the earlier class assignments. Flipped Learning also gives students the chance to become independent students by letting them take control of their own learning experiences. Since they have access to the given digital resources whenever and wherever they want, students learn at their own speed according to their level.

The Flipped Learning strategy might draw the conclusion from the earlier studies that educators play a critical role in developing an environment that is rich in English and meets the needs of the twenty-first century. The outcomes of this study are essential because the technology-integrated Flipped Learning technique can be adopted as one of the most exquisite alternatives to teach vocabulary and provide a positive and engaged learning environment. The aggregate results of previous studies show that there are a few elements that jeopardize the success of Flipped Learning in ESL courses. As a result, educators and other interested parties must work together to brainstorm solutions to the problems in order to guarantee effective language learning. Besides, this paper is beneficial to educators interested to implement and flip their traditional classroom to align with current educational demands and students' expectations. Finally, it is hoped that by reading this paper, educators can gain new perspectives on how to engage students to learn English through Flipped Learning and to elevate their vocabulary and language skills in creative ways.

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