



A Systematic Literature Review of Flipped Learning in English as Second Language (ESL) Context

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The goal of this research is to conduct a comprehensive assessment and analysis of the possibilities and understanding of how Flipped Learning (FL) instruction influences the ability to transfer information and skill-based learning. The instructional practices in the ESL context have been striving to shift from being teacher-centered to student-centered. The emerging technologies have paved the way for ESL educators to consider flipped learning to attain their learning objectives. Therefore, this study aims to review the existing literature about FL approach in the ESL context and provides instruction guidance for ESL educators. This paper synthesises quantitative and qualitative research works done globally related to flipped learning in the ESL context. Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) is used for selection, screening, and reporting purposes. For this study, selected articles published within seven years and three months of time frame (2014-2021) were analysed, and 29 articles were included for a thorough analytic evaluation. It is found that there is an increased prevalence of flipped learning in the ESL context after the year 2014. The analysis revealed that 75% of the research on Flipped Learning in the ESL context focused on students' language skills, engagement, and achievement. Researchers noticed a lack of empirical data as only 25% of the 43 studies provided data on the effects of the FL, which indicates that there is still a shortage of thorough research on FL in the field of ESL.

Keywords: flipped learning, ESL, language instruction, systematic literature review, PRISMA

INTRODUCTION

Flipped Learning (FL) has been one of the most widely debated educational phenomena by practitioners and researchers over the last several decades (Vitta & Al-Hoorie, 2020). Despite of FL's popularity, educationists are still debating about how to describe FL and

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the contention is about "Flipping a classroom" (Mehring & Leis, 2018). According to Bergmann and Sams (2012) and Mehring (2018), FL is about a new type of instruction introducing new materials before class, enabling both teachers and students to use them in practical ways during face-to-face interaction. However, in the early 1980s, this approach is considered active learning by giving students materials outside of the classroom (Ryback & Sanders, 1980).

Conversely, FL theorists (Evseeva & Solozhenko, 2015) argued that FL relies on technology to ensure students interact with the new pedagogical settings. In this review, researchers have considered the recent FL meta-analyses completed by Lag and Saele (2019).

The formation of the FL Network™ (Hamdan, McKnight, McKnight, & Arfstrom, 2013) affirmed the value of FL in assisting teachers in flipping their classrooms more efficiently. Conferences are held regularly in many countries for educators to exchange strategies and tips on this approach. In this approach, the traditional approach is inverted, with students learning the content before attending a face-to-face class to engage in classroom activities. To consolidate learning, the class hour is then dedicated to instruction, interaction and promote higher order thinking skills (HOTS) through various activities. It has been noted that the implementation of FL in second language pedagogy is increasing (Han, 2015). Further, educators are believed to have the tendency to develop students 'holistically' through their teaching methods (Sugano & Mamolo, 2021). Hence, English as second language classes educators should consider ways to use FL to better understand the learning content. FL could be an option for teachers as they tend to miss crucial aspects of successful second language teaching and learning due to insufficient classroom time, which leads to limited opportunities for practising inside and outside of the classroom.

In the ESL context, several studies have looked into the efficacy of FL. The researchers who investigated flipped English grammar courses (Al-Harbi & Alshumaimeri, 2016; Webb & Doman, 2016) concluded that FL plays an essential role in producing confident students with better performance in grammar through a relaxed setting. Likewise, FL in writing course proved to improve performance in academic writing and promote better students' involvement throughout the process of writing (Afrilyasanti, Cahyono & Astuti, 2017; Gasmi & Thomas, 2017; Gasmi, 2016; Yu & Wang, 2016). By executing FL in a speaking course (Choe & Seong, 2016; Li, 2016; Xin-Yue, 2016), FL tends to develop students' English language oral skills while allowing them to be self-directed learners in comprehending the course content. Some studies elaborated that FL encourages students to better grasp English vocabulary and idioms for communication purposes. The findings showed that FL allows studying at its own speed for every individual (Chen, Lui & Martinelli, 2017) and to be responsible for their own learning (Hung, 2015; Yang, 2017). In addition, in second language learning, the FL is thought to be successful because i) FL gives weightage to student-centred learning and ii) student autonomy (Han, 2015, Amiryousefi, 2017).

Past studies have provided an in-depth view of the advantages and limitations of FL in the ESL context. Despite ample research about FL available from different field and

perspectives (Zeynep Turan & Birgul Akdag-Cimen, 2020; Seery, 2015; Betihavas, Bridgman, Kornhaber, & Cross, 2016; Chen, Lui, & Martinelli, 2017; Karabulut-Ilgu, Jaramillo Cherez, & Jahren, 2018; Lo, Hew, & Chen, 2017; O'Flaherty & Philips, 2015; Presti, 2016) only a few studies focused on ESL learners (Arslan, 2020). According to a group of analysis studies (Chen et al., 2017; Lo & Hew, 2017; Presti, 2016), FL can encourage productive learning and students' motivation and involvement at various levels. FL covers cross-disciplinary (Strelan, Osborn & Palmer, 2020; Cheng, Ritzhaupt & Antonenko, 2019; Shi, Ma, Macleod & Yang, 2020; Van Alten, Phielix, Janssen & Kester, 2019), mathematics education (Lo et al., 2017), engineering education (Lo and Hew, 2019), and nursing (Xu, Chen, Nie, Wang, Song, Li, Li, Yi & Zhao, 2019). Therefore, the present study aims to contribute to the research synthesis work on FL through a systematic literature review (SLR) in the ESL context. As previously mentioned, researchers followed the concept of FL that involves: i) learners researching the materials before class and ii) learners' class time is used for interaction with materials and activities (Lag & Saele, 2019). In short, Table 1 shows a bigger view of SLR on FL in the ESL context at the global level.

Table 1
Systematic literature review on flipped learning (2017-2020)

Researchers	Research area	Number of reviews	Search period
Lo and Hew (2017)	K-12 education	15	2000-2017
Lo et al. (2017)	Mathematics Education	61	2012-2017
Hew and Lo (2018)	Medical professions	28	2012- 2018
Lo and Hew (2019)	Engineering education	31	2008-2019
Arslan (2020)	ESL/EFL (combined)	78	2014-2020
Zeynep Turan & Birgul Akdag-Cimen (2020)	English Language Teaching (ELT)	43	2010-2020
Han and Rokenes (2020)	Teacher education	33	2014-2020

Note: English as the second language (ESL) /English as Foreign Language (EFL)

There is a multitude of research, with some review studies on FL practice in K-12 education, mathematics education, health professions, engineering education, teacher education, and ELT. However, there is a lack of studies on the practice of FL in an ESL setting. Hence, the purpose of this study is to do a thorough evaluation and analysis of the possibilities and comprehension of how this model of instruction affects the ability to transfer knowledge and skill-based learning.

Based on the above limitations, we attempted to answer the three research questions listed:

Research Question 1 (RQ1): What are the patterns in FL study in the ESL context?

Research Question 2 (RQ2): What are the core conclusions of the available literature?

Research Question 3 (RQ3): What are the research gaps in the existing literature?

METHOD

The present study adopted Moher, Liberati, Tetzlaff, Altman & the PRISMA Group (2010) idea of Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) a guide to complete this study. A group of 29 review authors,

methodologists, doctors, medical editors, and consumers collaborated to create the PRISMA declaration. They attended a three-day summit in 2005 and exchanged substantial internet correspondence subsequently. 27-item checklists and a four-phase flow diagram were developed using a consensus process that was informed by evidence whenever possible. PRISMA focuses on how authors may ensure that systematic reviews and meta-analyses are transparent and thorough. It does not discuss the conduct of systematic reviews directly or in detail, although there are alternative resources accessible. To assist writers in reporting a wide range of systematic reviews to assess the benefits and harms of a healthcare intervention, the PRISMA statement and its explanation paper were created.

Identification

In this study, the researchers identified documents from different databases strictly based on three criteria: i) FL and ESL (mandatory); ii) articles, proceedings; and iii) theses and dissertations. Reports from sources other than the English language were excluded from this research. Web of Science (WOS), ERIC, ScienceDirect, and SCOPUS databases were initially searched to find potentially important studies because these are considered central databases for research in social sciences (Taylor, Dempster & Donnelly, 2003). Then, to find more articles that are not commonly indexed inside conventional databases, ProQuest and Google Scholar were used as grey literature sources (Gough, Oliver & Thomas, 2017; Xiao & Watson, 2017). Furthermore, after searching the databases, the researchers started searching manually or known as "hand-searching" (Chapman, Morgan & Gartlehner, 2010, p. 23), using a reference list. It was performed to "locate specific studies not found in the database searches" (Rokenes & Krumsvik, 2014). Table 2 shows details on the inclusion and exclusion requirements. Based on past studies, FL has been recorded in the research literature since the early 2000s (Lage, Platt & Treglia, 2000), so the analysis period was set at the last 20 years. Most of the studies reported using the English language as the primary language in their articles.

Table 2
Inclusion and exclusion criteria of this study

Criteria	Inclusion	Exclusion
Language	English	Studies other than English
Time frame	2000- Feb 2021	Documents before 2000
Sample	Primary, secondary, tertiary	Other than the ESL sample
Publication	Peer-reviewed documents	Books, book chapters, editorials, short papers
Database	Web of Science (WOS), ERIC, ScienceDirect, and SCOPUS, ProQuest, and Google Scholar	Other databases
Discipline	ESL	Studies other than ESL

Search string

In our findings, researchers used an ambiguous word that reflected FL. Talbert (2014), for example, titled his paper "Inverting the Linear Algebra Classroom". Considering FL literature, the researchers used an asterisk as a wildcard symbol that expands a search by

looking for words that begin with the same letters. It can be used with specific phrase stems from finding variations of a term quickly. Therefore, the researchers used verb types 'flip*' and 'invert' to capture documents with keywords or titles such as flip, flipping, flipped, invert, inverting, and inverted. The asterisk is also used with 'learn*' to capture learning learned. Shortly, our search string consists of three sections. The first section is, "(flip* OR invert*) AND (learn* OR class* OR instruction) AND (ESL OR English as a second language)."

Table 3
Search strings used in this study

Search string				
(flip* OR invert*)	AND	(learn* OR class* OR instruction*)	AND	(ESL* OR "English as a second language")
(flip* OR invert*)	AND	(approach OR method)	AND	(ESL* OR "English as a second language")
(flip* OR invert*)	AND	(model* OR teach*)	AND	(ESL* OR "English as a second language")

Data Collection

The researchers began to search for FL, focusing on the ESL context by using Web of Science and Scopus, which has the most indexed journals. To find enough research about FL in ESL, Boolean "AND" and "OR" (Gough et al., 2017) were used between the keywords in each search string. Seventy-eight studies were found in the databases as a result of the search (Figure 1).

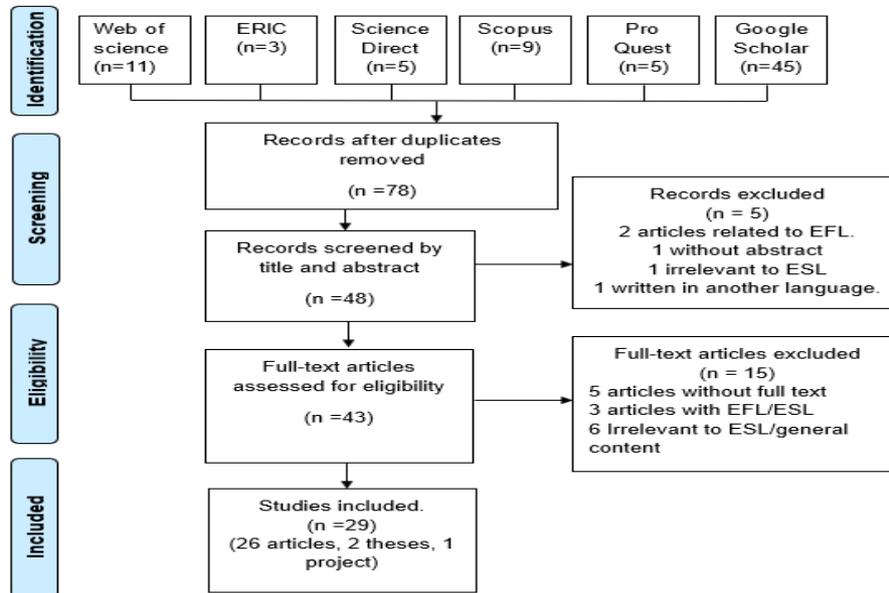


Figure 1
Flowchart of the screening and selection procedure (Moher et al., 2009, p. 267)

Following the removal of duplicates, a total of 48 studies were listed for review purposes. After reviewing the titles and abstracts, five of the studies had to be eliminated due to low relevancy with the ESL context. They were also excluded from this study because one of them was written in another language, two of them were on EFL, one was written without abstract, and the last one was ultimately out of focus. The remaining documents were evaluated for eligibility, and the findings revealed that 15 of them did not directly focus on ESL instruction. Of the 15 articles, five articles were without full text, three studies combined ESL/EFL and six articles with general content explaining FL in ESL context.

After evaluating all the studies for eligibility, a total of 29 studies remained to be assessed. To maintain inter-rater reliability, the two researchers coded randomly selected papers separately and analysed the two code sets using the Statistical Package for the Social Sciences (SPSS) to calculate Cohen's Kappa coefficient value. The value found was 0.73, and based on Viera and Garrett (2005), values between 0.61 and 0.80 suggest optimum consensus between researchers.

Data Analysis

In the analysis section of this study, the content analysis method (Fraenkel & Wallen, 2000) was used. This method is popularly used to analyse text, compare, contrast, and categorise data collected. As the first step, researchers used MS Word to create a form used to record the results of the analysis completed. The structure consists of categories linked to research questions. For example, the year the study was conducted, the study's study, advantages, and challenges associated with the FL approach. Each article was read carefully, and related information was collected to fill the form created. The step after completing the form was using MS Excel to assign codes and categories as a form of analysis.

FINDINGS

RQ1: What are the patterns in FL study in the ESL context?

The first research question is attempted by answering the distribution of the studies by years, distribution by countries, research methodology adopted in the selected articles and samples used in the reviewed studies.

Distribution of the studies by years

As seen in Table 1, the RQ1 and related subcategories included were descriptive information directly stated in the reviewed articles. Researchers do not limit the search of the articles by year. As seen in Figure 2, we can conclude that approximately 4 or 5 articles per year were published since 2015 with FL and ESL themes or keywords. At the time of conducting this study, there was only one SLR done on FL focusing on EFL/ESL context (Arslan, 2020) available in the databases selected by researchers. It is expected more articles will be published after March 2021 based on the exponential trend of publications on FL and ESL.

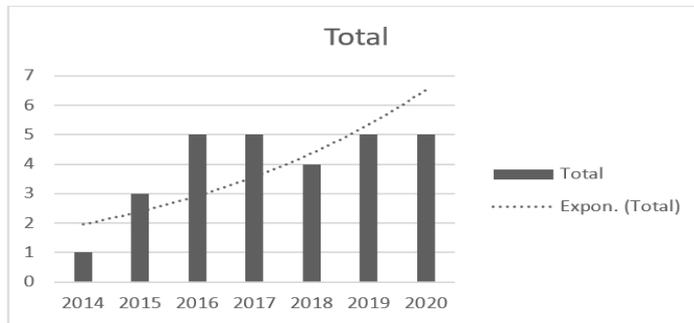


Figure 2
Total number of articles on ESL and FL

Distribution by countries

Figure 3 revealed that authors from the top three countries, namely Malaysia, United States, and Vietnam, contributed to FL and ESL. However, there are five articles not tied with any nation; therefore, the researchers named them 'Not Applicable'. Malaysian authors contributed most articles due to extensive research carried out by them beyond FL and ESL. As English is a second language for Malaysia, high importance has been given by the Malaysian Education Ministry (MOE) to this language as it wants the students of all levels to master the language. The second country that mostly contributed to FL and ESL is the United States. However, most of the authors are from Asian countries (based on Asian names) but living in the USA or migrated to continue their postgraduate study. The themes of their research were surrounding ESL and the effects of different teaching approaches on school students. Vietnam is another uprising country that produced two articles on FL and ESL. Other countries such as Cyprus, Czech Republic, Hong Kong, Kazakhstan, Pakistan, the Philippines, Qatar, Russia, Sweden, UAE contributed one article each throughout 2014-2020.

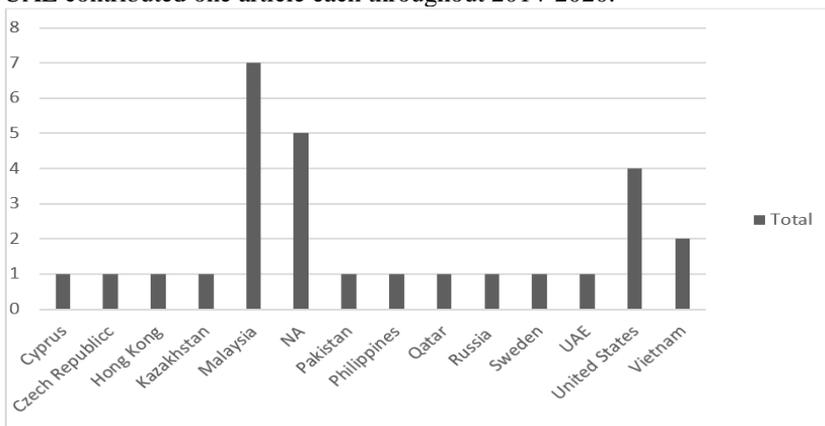


Figure 3
Studies by country

The research methodology used in selected articles

Based on Figure 4, three types of research methods are popularly practiced among researchers in conducting research on FL in ESL context. First, the quantitative method, followed by the conceptual method of observation and analysing available information, usually called as conceptual research (i.e., Anyadiegwu & Nnagbo, 2020), and the mixed method. Each method contributed 25% of the total articles on FL and ESL. It is quite surprising that only 11% of the articles employed the qualitative method in their study. Case-study research surrounding students' experiences, pragmatic analysis, and perception contributed 7% of the total studies. The researchers found that 7% of the articles did not mention what type of method they employed in their study. However, researchers concluded 'uncertain methodology' articles similar to qualitative research based on their final discussions.

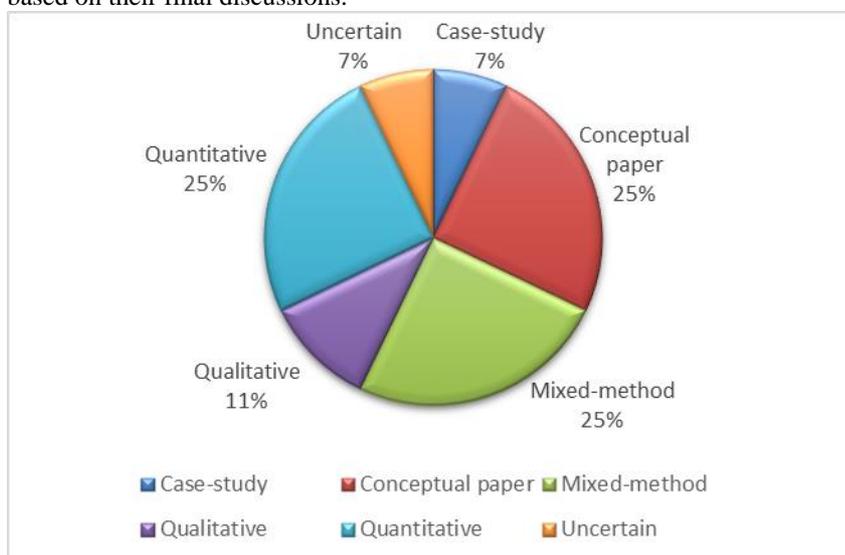


Figure 4
The methodology used in past studies

Samples used in the reviewed studies

Figure 5 reveals that most articles (14) have chosen tertiary level students as their sample, followed by primary school pupils (3), high school and secondary school students each (2), adult learners (1), and the remaining groups were not mentioned (6) in their study.

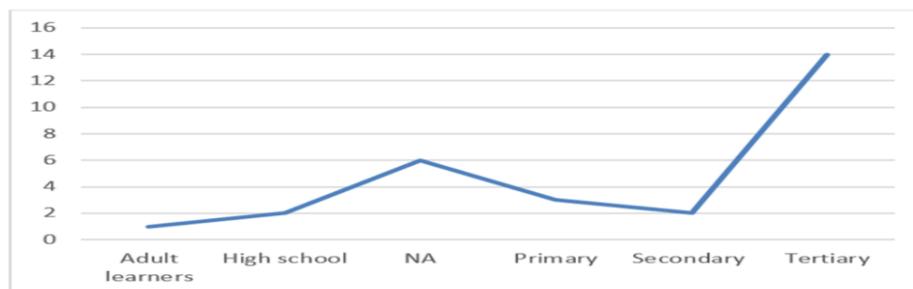


Figure 5
Types of the study sample

Overall, the findings of research question 1 demonstrated that from 2014 to 2020, there was an increase in the volume of literature on Flipped Learning in ESL contexts such as South Korea, Taiwan, and Malaysia. Most of the articles came from nations in the far east where English was used as a second language in everyday life. As previously mentioned, several Malaysian authors have written FL and ESL articles demonstrating the importance of English as a second language in Malaysia. Malaysian students are required to be fluent in English to be hired in the business sector. In its National Educational Plan 2025, the Malaysian government emphasized the necessity of strengthening L2 among pupils. In terms of methodology, the writers' articles were mostly conceptual (25 percent), quantitative (25 percent), and mixed method (25 percent), accounting for 75 percent of the total output. As a result, we may deduce that the writers used traditional research methods to address the challenges that underlying the FL and ESL. However, 11% of the authors used a qualitative approach, which necessitates lengthy interviewing and analysis. This could be due to a lack of funds from government bodies. Finally, most of the samples were taken from tertiary level probably because the authors were affiliated to higher education institutions.

RQ2: What are the core conclusions of the available literature?

To find the answer for the research question 2, the researchers deliberately conduct thematic analysis on each article and divided the findings into two parts namely i) aspects reviewed in the articles and ii) the effectiveness of FL in the ESL classroom.

Aspects in the reviewed articles

Table 4 exposed the trend of research on FL in ESL setting. More than 60% of the researchers centred around teaching grammar (Chun & Sathappan, 2018; Zakaria & Yunus, 2020; Yuditseva, 2016; Altano, 2017; Singh & Harun, 2016; Chun & Sathappan, 2018; Fassihi, 2016), writing (Abdelrahman, DeWitt, Alias & Rahman, 2017; Ali & Saberg, 2015; Ping, 2020; Arlina & Yunus, 2015; Farah, 2014; Ho, 2020; Yi, 2018; Fassihi, 2016) and performance (Abdelrahman et al., 2017; Quyen & Loi, 2018; Graziano & Hall, 2017; Lie & Yunus, 2019; Ali et al., 2016; Ping, 2020; Altano, 2017; Farah, 2014; Ho, 2020; and in Asian secondary and primary schools (Kvashnina & Martynko, 2016; Zakaria & Yunus, 2018; Nguyen, 2018; Yuditseva, 2016; Lie & Yunus, 2019; Ali & Saberg, 2016).

Table 4
List of the themes used in the reviewed articles

Aspect(s)	f	Articles (Authors)
Grammar	6	Chun & Sathappan (2018) Zakaria & Yunus (2020) Yudintseva (2016) Altano (2017) Singh & Harun (2016) Fassih (2016)
Teaching in primary and secondary schools	6	Kvashnina & Martynko (2016) Zakaria & Yunus (2018) Nguyen (2018) Yudintseva (2016) Lie & Yunus (2019) Ali & Saberg (2015)
Writing	8	Abdelrahman et al. (2017) Ali & Saberg (2015) Ping (2020) Arlina and Yunus (2015) Farah (2014) Ho (2020) Yi (2018) Fassih (2016)
Speaking	1	Quyen & Loi (2018)
Traditional vs FL in ESL	3	Chun & Sathappan (2018) Singh & Harun (2016) Yudintseva (2016)
Learner autonomy	1	Han (2015)
Critical Thinking	1	Fulgueras & Bautista (2020).
FL & ESL vs Native speakers	1	Jacinto (2021)
Gamification, game-based	2	Singh & Harun (2016) Ho (2020)
Teacher education	2	Lee & Martin (2019) Ho (2020)
Student perception and Teacher Reflection	1	Quyen & Loi (2018)
Student engagement, Motivational engagement	5	Abdelrahman et al. (2017) Ali et al. (2015) Ping (2015) Farah (2016) Ho (2020)
Achievement/Performance	9	Abdelrahman et al. (2017) Quyen & Loi (2018) Graziano & Hall (2017) Lie & Yunus (2019) Ali & Saberg (2015) Ping (2020) Altano (2017) Farah (2014) Ho (2020) Kvashnina & Martynko (2016)
Interaction	2	Abdelrahman et al. (2017) Yudintseva (2016)

Note: Some of the articles contained more than one theme.

There were only a few studies on learner's autonomy (Han, 2019), interaction (Abdelrahman et al., 2017; Yuditseva, 2016), gamification, game-based Learning (Singh & Harun, 2016; Ho, 2020), and critical thinking (Fulgueras & Bautista, 2020) found. Three studies (Chun & Sathappan, 2018; Singh & Harun, 2016; Yuditseva, 2016) were carried out to compare traditional classrooms with FL in an ESL environment. Researchers found that only two studies were conducted on teacher education (Lee & Martin, 2019; Ho, 2020), and one article each on the theme of speaking (Quyen & Loi, 2018), learner autonomy (Han, 2015), and comparison with native speakers (Jacinto, 2021).

The Effectiveness of FL in ESL Classroom

The studies on FL in the ESL context primarily focused on writing (Abdelrahman et al., 2017; teaching grammar (Altano, 2017), teacher education (Lee & Martin, 2019; Ho, 2020, and pedagogical approach (Kumar, 2018). All the studies reported that FL in the ESL classroom improved students' performance and achievement. Abdelrahman et al. (2017) recommended using a large sample size to get new insights on the effectiveness of FL in ESL classrooms. Han (2015) claimed that Strayer's (2007) class-flipping model was shown to effectively facilitate Nation's (2007) four strands in the ESL setting. Zakaria & Yunus (2020) argued that FL, also known as Flipped Classroom (FC), brings positive changes and able to improve students' perceptions towards grammar learning, and effective for teachers with busy schedules. Arlina and Yunus (2020) emphasised that technology plays an important role in practising FL. They assured that Mobile Learning also could be integrated into writing with several writing approaches to improve students' writing skills.

At the tertiary level, Nguyen (2018) lays a foundation for more research on learner autonomy, technological tools, teachers' training programs, and assessment for FL. FL manifests radical issues of the EFL/ESL curriculum while advocating flexible, effective teaching and language learning. There are many studies (Zhang, 2015, Xie & Fang, 2016; Roth & Suppasetsee, 2016; Suranakkharin, 2017; Wagner-Loera, 2018) claimed that FL enhances the satisfaction of students in language learning, improves self-confidence, trigger motivation and positive attitude, but none was conducted on ESL learners except (Oki, 2016) who explored FL and content-based course, and the study of (Roth & Suppasetsee, 2016) on listening skill using pre-university students in Cambodia.

Past studies claimed FL contributes towards innovative teaching and learning which authorize students to take responsibility for their learning and creates active and engage learning-centred classrooms. Studies from Malaysia are mostly focusing on linguistics, engagement, and students' achievement. On the other hand, a very few studies researched aspects such as learners' autonomy, critical thinking, and reflections. ESL students who are taught in a flipped based environment are found to be more confident and equipped for productive activities, according to academics. When the FL was used, students attained much better scores. Moreover, the flipped learning, encourage students to develop a more independent learning culture. According to the studies, students agreed that the flipped classroom had good effects, such as students becoming more

connected in the course and outpacing their peers in the standard approach classroom. Furthermore, the studies revealed that the flipped based classroom is more entertaining and fun than traditional teaching methods, that students are more motivated to learn. In general, more favourable feedback was received than negative feedback. As a result, implementing a flipped learning could provide encouraging results.

RQ3: What are the research gaps in the existing literature

The utmost aim to conduct Systematic Literature Review (SLR) is to identify the gap in the existing literature. In this section the authors compare the existing literature from limited timeframe and analyse the aspects that not covered by previous authors.

Based on the analysis, the number of articles focusing on FL in the ESL context has been rapidly increasing since 2014. As can be seen in (Figure 2), there has been a surge of interest in the subject in recent years, which implies more research on FL will be focused on in upcoming years. As for the research method, a majority of current studies preferred quantitative and mixed methods. The reason for this can be their interest to study the FL effects thoroughly. Although mixed methods and quantitative studies account for a sizable proportion of the literature, they are not similar. For instance, there were 29 reviewed studies found to meet the criteria set for the review in the current study after completion of the search process. However, researchers noticed a lack of empirical data as only 25% of the 43 studies provided data on the effects of the FL, which indicates that there is still a shortage of thorough research on FL in the field of ESL.

As per the analysis of existing studies, tertiary level students were mostly used as selected study groups compared to primary or secondary level students. Of the 29 studies, six studies used neither tertiary nor primary or secondary students in their research context. Acknowledging this finding (Lo & Hew, 2019) pointed out the dearth of research on FL using secondary school students as a sample not only in the ESL context but also in other fields of study. Additionally, findings in the literature suggest that participants in FL and educational technology researches are typically selected from tertiary students (Kucuk, Aydemir, Yildirim, Arpacik & Goktas, 2013; Wu, Jim, Chen, Kao, Lin & Huang, 2012). The reasons for selecting tertiary level students could be due to the easier accessibility of participants and also maturity of having good self-regulation skills.

This systematic review demonstrates that, in contrast to traditional language teaching environments, FL in ESL has placed a strong focus on the development of students' language skills, especially in the areas of grammar, writing, and speaking. Based on Nouri (2016), FL has the potential to promote active learning and make students take charge of their learning and be responsible for comprehending the content instead of being dependent on teachers. This supports the findings of (Fryer Jr, 2014; Stockwell, 2010). Students' motivation is believed to increase if language learning is integrated with technology, as motivation is seen as vital for students in achieving success (Fryer Jr, 2014). Other than motivating students, FL has been seen to produce responsible and confident individuals who control their learning outside of their classroom.

A group of researchers has expressed concern about the low level of engagement among students in traditional language classrooms (Sheard et al., 2010). On the other hand, the FL brings transformation to the learning environment by contributing to students' active engagement with learning content and activities. FL may enhance students' cognitive levels and make them competent by providing space for more meaningful engagement with tasks, other students and the teacher. This notion is in line with the findings of (Brame, 2013; McCarthy, 2016), which asserted that when new content is introduced outside of the classroom and that knowledge gained is blended through classroom tasks, students are provided with a chance for better learning experiences. Deep Learning, academic development, and cognitive capacities with reasoning skills are all benefits gained through engagement during the teaching and learning processes (McCarthy, 2016). Furthermore, FL provides more time in the classroom for implementation and interaction. As a result, there will be more space and chances for students to improve their learning, especially with the help of additional feedback (Hall & DuFrene, 2016).

Based on the existing studies, language skills such as grammar, writing, and speaking are the most frequently investigated skills. However, focused elements, systematic analysis, and rigorous data are still scarce in those areas. Therefore, future research should be focusing on language skills and FL to provide valuable insights on its effectiveness and success in the ESL context. The FL method adaptability helps teachers meet various needs in the classroom, especially in assisting teachers in identifying areas where their students need additional encouragement (Marks, 2015). As a result, the positive effects of FL are unsurprising. The articles reviewed in this study also showed that flipping in the ESL classroom benefits students in various ways. The key results show that this approach helps students develop their language skills, engagement, and overall learning achievement. Therefore, infusing FL with any other approach to measure the effect on various skills can be considered as (Phoeun & Sengsri, 2021) findings on similar study focusing on English Speaking Ability shows positive results.

Researchers also found that articles comparing the FL method to conventional teaching showed that the FL method is superior. Empirical evidence based on pre and post-test has found that the method improves ESL learning. The influence of the FL approach was only explored qualitatively in this report. A meta-analysis would have produced more definitive and well-informed results. But, most of the empirical studies in ESL were conducted in a variety of language skills, limiting the possibility of carrying out a meta-analysis. Hence, more studies are expected in using FL, especially in the ESL context, so that the meta-analysis can be carried out in upcoming years.

The results of this study will assist educators in developing ideas for FL activities in the ESL context. According to the findings, a flipped ESL teaching and learning may improve student's language skills, engagement, motivation, and achievement. When students take responsibility for learning the course material before entering the classroom, they have a better chance of gaining autonomy, leading to self-directed learning. Since all students can be introduced to content before classes, flipping the classroom allows for differentiated teaching and learning. As a result, instructors may choose to flip their classes, particularly if their classrooms have a diverse range of

student needs (Siegle, 2014). However, Homma (2015) advised not to make drastic changes in the way students are taught, which could lead to resistance from stakeholders. It is suggested that a seamless change from the traditional teaching approach should be incorporated into the current curriculum. Furthermore, teachers who are considering introducing flipped ESL teaching and learning should be aware of how the system works, the pros and cons and plan carefully before teaching FL to their students.

CONCLUSION AND RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the systematic literature review findings, more empirical research on the effect or effectiveness of FL in the ESL context should be carried out through in-depth qualitative, quantitative, or mixed methods research approaches. We suggest for future researcher to engage in more mixed-method research approaches to provide insight into FL in ESL with different levels of students as samples. This will enlighten educators at any level such as primary, secondary, and tertiary to deploy FL for better ESL learning experiences. Future research on FL in the ESL context must consider factors and focus on language skills, time, educator and learner perception, student's autonomy, critical thinking, anxiety, performance and interaction. These elements are significant because the Self-Determination theory states that three innate and universal psychological needs propel humans to grow and change. People can become self-determined, according to this theory, when their demands for competence, connection, and autonomy are met. Self-determination instruction is being used in schools all over the world to better motivate students and meet the growing need to teach children and youth how to accept more responsibilities for their lives by assisting them in identifying their needs and developing strategies to meet those needs.

The recommendations are provided based on the gaps identified in past studies. More research should be carried to out by introducing new variables such as technological constraint, psychological factors (anxiety, autonomy), and social norms to endorse that FL improving students' performance. Researchers also found a scarcity in topics related to FL reflection in ESL. Therefore, we suggest that future researchers consider current Flipped Learning models or framework and sound theoretical structures to get new insights into FL in the ESL context. One of the primary goals of using the FL model to teach students is to give them more control over their learning. It is critical that students take their time understanding the content of the classroom; this will improve not just their overall accomplishment but also their classroom behaviour. However, not all students have access to technology and older teachers do not know how to create a technology-based environment, activity in the classroom will be hampered. Regardless of the digital divide, the FL will provide students control over their learning speed, as well as the capacity to reflect and establish objectives for themselves, paving the door for student-centred learning and collaboration.

Finally, the success of FL in the ESL classroom depends on educators, material designing, students' capability and technological facilities to ensure seamless interaction and achievement of teaching and learning objectives. Thus, this study recommends several numbers of measures to potential researchers and instructors. Firstly, the SLR

approach revealed that the future researchers must adopt mixed-method approach to explore the fundamental benefits of using FL in ESL setting by designing stringent approach or technique despite randomization which is difficult in school settings. Further, researchers should reduce biasness by appointing external examiners to assess and provide scores for test papers. In addition, future researchers are expected to use larger sample size to reduce sampling error and report better results.

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