

FLIPPED CLASSROOMS AND ONLINE PLATFORMS: INNOVATIVE PEDAGOGICAL APPROACHES TO ENGLISH LANGUAGE TEACHING

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Abstract

This research examines the effect of flipped classrooms and online platforms as new pedagogical strategies in English Language Teaching (ELT). The study was designed to assess how combining digital technologies and pre-class activities affects students' motivation, engagement, and language ability. A mixed-method design was used with quantitative data from online questionnaires filled out by 150 English language learners and 20 teachers, and qualitative data from virtual semi-structured interviews. Statistical inference (t-tests, ANOVA, and correlation) indicated improved performance and motivation among students who participated actively with web-based materials and joined synchronous classes regularly. Qualitative outcomes supported these findings with increased learner autonomy, interaction, and flexibility, in addition to issues of internet accessibility and computer literacy. The research argues that flipped classrooms with online support promote active, learner-focused pedagogy and provide a viable model for contemporary English language teaching. Recommendations are provided for enhancing technological infrastructure and teacher education to optimise the potential of the flipped and online teaching models across varied education settings.

Keywords: Flipped classrooms, online platforms, English language teaching, learner engagement, digital pedagogy

Introduction

Over the last few decades, the English Language Teaching (ELT) discipline has witnessed a paradigm shift as there is more incorporation of technology and learner-focused pedagogies. Conventional teacher-centred lectures and rote practice are being replaced by more dynamic, dynamic, and learner-independent models. Among these, flipped classrooms and online platforms stand out as leading and promising methods. In a flipped class, students learn instructional material (e.g., video lectures, readings, multimedia modules) out of class and leave face-to-face class time for active learning, discussion, teamwork, and formatively guided practice (Bishop & Verleger, as cited in Akçayır et al., 2023; Jiang et al., 2023). This "inversion" of the old instructional order provides more class time for significant interaction and enhanced cognitive engagement (Serles, 2013; Akçayır et al., 2023).

In the context of ELT, these flipped designs intersect with online platforms—such as learning management systems, mobile apps, video-based tools, and interactive web resources—that enable scaffolding, adaptive feedback, and anywhere-anytime access to language input and practice (Hashim, 2025; Chen, 2025). Technology-enhanced language learning (TELL) ensures that learners can access authentic materials, multimedia input, and peer interaction beyond the physical classroom (Hashim, 2025). When effectively integrated, flipped classroom pedagogy and online platforms can foster student autonomy, self-regulation, and differentiated pathways for language learning (Öztürk & Çakıroğlu, 2021).

Empirical evidence increasingly supports the potential of these approaches in ELT settings. A meta-analysis of 24 tertiary-level English learning studies yielded a moderate positive effect ($ES \approx 0.68$) for flipped classroom interventions relative to conventional methods (Akçayır et al., 2023). Similarly, broader reviews suggest that flipped classrooms in language instruction often outperform traditional classrooms, though effect sizes may vary and heterogeneity is high (e.g., $g = 0.99$ before bias correction; $g = 0.58$ after; Tong et al., as cited in the meta-analysis of second language learning) (The Flipped Classroom in Second Language Learning, 2020)⁽²⁾. However, research also cautions that robust experimental designs and domain-specific investigations (e.g., in reading, listening, or vocabulary) are still relatively limited (Teaching English as a Foreign Language using flipped learning, 2024).

Thus, exploring the synergy between flipped classrooms and online platforms promises to open new avenues in ELT pedagogy, offering opportunities to reconfigure teacher and learner roles, maximise synchronous time for communicative practice, and embed responsive scaffolding. In what follows, this paper will (a) review theoretical foundations behind flipped and online methodologies, (b) examine empirical findings in ELT contexts, (c) analyse benefits, challenges, and pedagogical implications, and (d) propose design principles for integrating these approaches in diverse learning environments.

Significance of the Research

1. Enhancing Language Learning Outcomes

Studies show that flipped classroom models often lead to improved performance in language proficiency (reading, speaking, grammar, etc.) compared to traditional lecture-based methods. For instance, a mixed-methods study with undergraduate ESL students found greater gains in proficiency, motivation, and engagement for students in a flipped classroom vs. a traditional format. In Pakistan, research revealed that flipped instruction significantly improved grammar skills among undergraduate English students.

2. Improving Learner Engagement, Autonomy, and Higher-Order Thinking

Flipped classrooms and online platforms tend to foster more active learning, greater student participation, and more room for collaborative or peer interaction. They also promote self-regulated learning strategies (planning, monitoring, summarising) and encourage higher-order thinking (analysis, synthesis). For example, during the COVID-19 pandemic, flipped classrooms were found to significantly impact students' self-regulated learning and metacognitive strategies in EFL settings.

3. Flexibility, Access, and Adaptability Especially in Disparate Contexts

Online platforms enable learning “anytime, anywhere,” which helps overcome constraints such as limited class hours, geographic barriers, or inflexible schedules. This is particularly relevant in developing contexts or remote areas. This flexibility becomes crucial when face-to-face instruction is disrupted (e.g. due to pandemics, political issues, or infrastructure problems). Also, online platforms can offer diversified resources (multimedia input, interactive tools, etc.), allowing differentiation so that students can work at their own pace, review materials, or re-use online content.

4. Teacher-Student Relationship, Motivation and Confidence

Evidence suggests that flipped and online pedagogies can positively influence learners' motivation, confidence, and attitudes toward English. For example, a study in Hong Kong primary EFL classrooms showed that flipped classrooms improved teacher-student relationships, increased student confidence and motivation.

5. Policy and Curriculum Innovation

Investigating these innovative approaches can inform policymakers, curriculum designers, and teacher training programs. Understanding what works (and what doesn't) helps in scaling up effective models, integrating technology in meaningful ways, and preparing teachers to use

these pedagogies well. Especially in countries where ELT is essential for access to higher education, international opportunities, or employment, improving ELT via flipped and online methods has broad socioeconomic implications.

6. Addressing Challenges & Informing Best Practices

While promising, flipped classrooms and online platforms also bring challenges: students' digital literacy, access to devices/internet, quality of pre-class materials, students' readiness, and teacher workload. Research into this topic can help identify what factors mediate success, how to mitigate problems, and what support systems (training, infrastructure, feedback) are needed. For example, in Pakistan, one study comparing flipped vs. traditional learning found that, despite the benefits, barriers such as a lack of technology and digital literacy are significant.

7. Relevance in a Post-Pandemic Educational Landscape

The COVID-19 pandemic accelerated the adoption of online learning, remote instruction, and blended models. As institutions continue to adjust, it is important to understand what hybrid or flipped/online combinations work best for ELT. Research now carries more urgency as education systems seek resilient and sustainable pedagogies for potential future disruptions.

Research Objectives

1. To examine the effectiveness of flipped classroom pedagogy in enhancing English language learning outcomes, particularly in terms of students' speaking, listening, reading, and writing proficiency.
2. To investigate the role of online platforms (such as Learning Management Systems, video tools, and interactive applications) in promoting learner engagement, autonomy, and collaboration in English language classrooms.
3. To identify the challenges and limitations teachers and students encounter when integrating flipped classroom models and online learning platforms in English Language Teaching contexts.
4. To propose recommendations and best practices for implementing innovative, technology-enhanced pedagogies in ELT settings, particularly within the context of developing countries or resource-limited institutions.

Research Questions

1. How effective is the flipped classroom approach in improving students' English language proficiency in areas such as speaking, listening, reading, and writing?
2. In what ways do online platforms contribute to enhancing learner engagement, autonomy, and collaboration in English language classrooms?
3. What challenges and barriers do teachers and students face in implementing flipped classroom models and online learning platforms in ELT contexts?
4. What strategies and best practices can be proposed to optimise the use of flipped classroom models and online platforms for effective English language teaching, particularly in developing or resource-constrained educational settings?

Literature Review

Innovations in pedagogy and educational technology have reshaped English Language Teaching (ELT) during the last two decades, producing a shift from teacher-centred lectures toward student-centred, technology-mediated models (Bishop & Verleger, 2013). The *flipped classroom* (FC), where learners consume instructional content (videos, readings, interactive modules) before class and use face-to-face (or synchronous online) time for interactive tasks, is one such innovation that has attracted extensive attention in ELT research and practice (Bergmann & Sams, 2012). Parallel to FCs, a wide variety of online platforms (LMSs, mobile apps, MOOCs, video channels, and other web resources) have been used to scaffold language input, practice, feedback, and assessment (Hasumi, 2024). Research on the intersection of

flipped learning and online platforms in ELT centres on outcomes (proficiency gains), learner engagement and autonomy, teacher/student perceptions, and equity/access issues, themes that shape the current review.

The flipped classroom draws on constructivist and socio-constructivist theories (active learning, collaborative learning, and social interaction for language development) and self-regulated learning (SRL) frameworks that emphasise learner planning, monitoring, and reflection (Bishop & Verleger, 2013; Bergmann & Sams, 2012). FCs reallocate lower-level cognitive tasks (passive input, knowledge acquisition) to asynchronous channels, reserving synchronous time for higher-order, communicative, and feedback-driven activities, in alignment with Bloomian taxonomies and cognitive load considerations (Bishop & Verleger, 2013). When combined with robust online platforms, Flipped Design also integrates models of technology-enhanced language training (tell) and mobile-assisted language learning (Mall), such as the foreground multimodal input, immediate feedback and ubiquitous practice opportunities (Hasumi, 2024; Guo, 2024).

Several meta-analyses and systematic reviews indicate that turned classrooms, in general, have positive effects on student learning across all subjects, and ELT research shows comparable gains in language outcomes when FC is used intentionally. Ni, Cheung, and Shi's meta-analysis (2023) reported a moderate to large effect size for FCs in college English learning contexts. Chen (2023) and related meta-analytic work have found substantial positive effects for flipped language classrooms on overall language achievement. Systematic reviews focusing on ELT reported that FCs often outperform traditional instruction on measures of proficiency, engagement, and some affective outcomes, though effect sizes vary by context, skill domain, and study quality (Heredia Ponce, 2022; systematic review of 43 articles).

Skill-level studies suggest heterogeneity: reading and listening often show positive effects under FC designs that combine pre-class multimedia with in-class collaborative tasks (Setyosari et al., 2021). Some studies found improvements in writing and grammar when FCs were augmented with SRL prompts and scaffolded in-class practice (Pamuk & Alagözlü, 2022). Pronunciation and speaking outcomes have benefited from MALL and in-class communicative tasks supported by asynchronous speech models and peer feedback (Metruk, 2024). However, the literature cautions that variability in instructional design (quality of pre-class materials, nature of in-class tasks, assessment alignment) mediates outcomes — FCs are not inherently superior without careful pedagogical design (Bishop & Verleger, 2013; Heredia Ponce, 2022).

LMSs (Moodle, Canvas, Blackboard) are commonly used to host pre-class videos, quizzes, and resources; they provide tracking, formative assessment, and integration with synchronous tools, enabling the flipped model at scale (eLearning industry reviews; Hasumi, 2024). Research suggests that LMS analytics can support adaptive scaffolding and identify students who skip pre-work, allowing targeted interventions (TIRF selected references, 2024).

YouTube, podcasts, and teacher-made micro-videos are frequently reported as preferred pre-class resources in ELT studies; learners cite ease of access and replay ability as benefits (Jiang et al., 2024; 2024 online platforms survey). Video-based pre-instruction is often more effective than text alone for vocabulary and listening comprehension when paired with in-class communicative tasks (Farah, 2025).

Mobile apps and gamified platforms (Duolingo, Memrise, Busuu) are used for supplemental practice; large-scale efficacy studies on Duolingo indicate positive gains for basic reading/listening at A1–A2 levels, though app-only use may be insufficient for advanced productive skills without classroom integration (Jiang et al., 2024; Duolingo research). Reviews of MALL indicate particular strength for vocabulary and pronunciation practice and

for promoting spaced retrieval and frequent micro-practice (Okumuş Dağdeler, 2023; Metruk, 2024).

Many studies report generally positive attitudes toward flipped learning among students and teachers when implementation is well supported (Han et al., 2023; Fawzi & Popa, 2023). Student teachers and preservice teachers often value the FC for modelling active pedagogy but express concerns about workload and required digital competence (Han et al., 2023; Yalçın, 2023). Teacher perceptions vary by training, time investment, and institutional support; systematic reviews of teacher perceptions emphasise the need for professional development and workload management (systematic review on teachers 2019–2023).

Access to reliable internet, devices, and quiet study spaces remains a major barrier for flipped and online ELT, especially in developing or rural settings (Khan, 2021; policy studies in Pakistan and Bangladesh). During COVID-19, these access problems were starkly visible and often required creative mitigation (offline video distribution, asynchronous low-bandwidth materials) to maintain equity (Divjak et al., 2022; Linling, 2023). Poorly designed pre-class videos (long, lecturey, lacking interaction) reduce learner engagement and limit the effectiveness of in-class activities (Bishop & Verleger, 2013; Khan, 2012 commentary). Effective FC design requires chunked multimedia, embedded checks (quizzes), and alignment with in-class tasks; otherwise, the “flip” becomes a simple shift of lecture to video without pedagogical gain (Heredia Ponce, 2022). Assessing communicative competence in flipped/blended contexts calls for reliable formative frameworks and rubrics; many studies rely on quasi-experimental designs and teacher-made tests, compromising comparability and the generalizability of effect estimates (meta-analyses note heterogeneity and call for stronger RCTs).

Teachers frequently report increased preparatory time (video production, course design), and a lack of institutional incentives can hamper adoption (Fawzi, 2023; Al Mamun, 2025). Professional development programs that model flipped pedagogy and offer templates and shared resources reduce workload barriers (Bergmann & Sams, 2012; Bergmann & Sams, revised edition).

Although meta-analyses and systematic reviews support the promise of FCs and online platforms in ELT, reviewers and authors identify several persistent gaps. First, there is a need for more high-quality randomised controlled trials and longitudinal studies to test lasting proficiency gains across skill domains and contexts (Ni et al., 2023; Chen, 2023). Second, many studies are single-institution, small-sample, or use convenience designs; multi-site studies and better reporting of instructional designs would improve external validity (Heredia Ponce, 2022; Hasumi, 2024). Third, more research is needed on how to support low-resource contexts (offline materials, low-bandwidth flips), teacher training models, and scalable best practices for policy adoption (Khan, 2021; studies in Bangladesh/Pakistan). Finally, finer-grained studies on SRL mechanisms, motivational mediators, and differential impacts for diverse learner groups (age, proficiency, socio-economic status) are required to design equitable flipped models (Xu et al., 2023; Mazandarani, 2024).

Synthesizing the literature suggests several design principles for ELT practitioners: (1) align pre-class materials tightly with in-class communicative tasks and assessment; (2) keep pre-class videos short and interactive, with embedded comprehension checks; (3) build SRL scaffolds (schedules, checklists, low-stakes quizzes); (4) select online platforms that offer analytic feedback and low-bandwidth alternatives; and (5) invest in teacher PD and shared resource repositories to reduce individual workload (Bergmann & Sams, 2012; Bishop & Verleger, 2013; Hasumi, 2024; Okumuş Dağdeler, 2023).

So far, research sees the combination of flipped classroom and online platforms as a promising, flexible method for English Language Teaching that has the potential to maintain a high level

of user engagement, self-regulation, and even in some instances, measurable improvements in proficiency. However, the evidence base is quite mixed: the outcomes are critically determined by the quality of the design, the features of the platform, the teacher's skills and the students' access to resources. To be specific, future research should consider and tackle the challenges of the various educational contexts through steadily planned studies comprising equity and in-depth learner insights that trace language development over extended periods of time. When coupled with a focus on strong pedagogy and accessibility, flipped classrooms and online platforms have the potential to make a good weight dynamic, personal and resilient in the face of future disturbances.

Research Methodology

Research Design

In order to give a complete view of the interaction of the online platforms and the flipped classrooms in English language teaching (ELT), the mixing-method research design that involved the use of both quantitative and qualitative methods was adopted for the study. By the use of both approaches, it was possible to ensure the triangulation of results, thus ensuring the reliability and validity of the findings (Creswell & Plano Clark, 2018). While the qualitative phase explored the perceptions, experiences, and challenges of the participants with the online flipped learning environments, the quantitative phase explored the trends and relationships between the learners' motivation, engagement, and language proficiency. The use of a mixed-method design is suitable because of the complementary strengths of both methods: quantitative data provide measurable proof of effectiveness, while qualitative data reveal the subtle perspectives of teachers and students (Creswell & Creswell, 2018). The blending was necessitated by the need to know how flipped pedagogies and internet technologies intersect to affect English language learning outcomes.

Population and Sampling

The study's population comprised English Language Teaching (ELT) professionals and university-level English language learners in Pakistan who had either flipped or online training. Purposeful sampling was used to select the participants from the schools that had chosen online learning platforms for the communication of English lessons such as Microsoft Teams, Zoom, and Google Classroom. In total, the study involved 20 teachers and 150 students. It was demanded that students should have participated in online or flipped English language courses for at least one semester to qualify for participation. Those teachers were chosen who had already incorporated pre-class video materials or online platforms into their ELT instructional practices. For conducting statistical analysis and thematic examination, this sample was considered adequate (Fraenkel, Wallen, & Hyun, 2020).

Online Questionnaire (Google Forms):

To collect numerical data from the learners, a structured survey was created. The survey contained Likert-scale questions that focused on five areas: language development perceived by the children, motivation, the frequency of online tools usage, learner interaction, and the satisfaction level with the flipped teaching method. For the purpose of content validity and precision, three experts in English Language Teaching evaluated the questionnaire (Dörnyei & Taguchi, 2010).

Semi-Structured Interviews (Zoom):

Qualitative data were collected through online semi-structured interviews with 10 instructors and 15 students. The interviews aimed to explore personal experiences, perceived benefits, and challenges associated with using online platforms for flipped instruction. Each interview lasted approximately 25–30 minutes and was conducted via Zoom. With consent, all sessions were recorded and transcribed for analysis.

Online Classroom Observation:

Virtual classroom observations were also conducted through Zoom and Microsoft Teams to understand real-time interaction patterns and engagement strategies in online flipped classes. Observation checklists focused on teacher facilitation, student participation, and the use of digital learning tools.

Data Collection Procedure

Data were collected entirely through online platforms over an eight-week period. The researcher first contacted institutional administrators and instructors to obtain permission to distribute the survey links to students via email and WhatsApp groups. The online questionnaire, developed using Google Forms, was shared with all participants and remained open for three weeks. Responses were automatically recorded and stored in a secure database. After the survey phase, Zoom interviews were conducted with selected participants who volunteered through the Google Form. The interviews were conducted in English, transcribed verbatim, and anonymised. The researcher also observed several live online sessions to supplement quantitative and interview data. This fully digital approach to data collection was chosen due to its efficiency, cost-effectiveness, and relevance to the study's focus on online learning (Bryman, 2016).

Data Analysis Procedure

Quantitative and qualitative data analysis were carried out in two separate phases before integration.

1. Quantitative Analysis:

Google Forms responses were transferred into SPSS version 26 for statistical analysis. Descriptive statistics like means, frequencies, and standard deviations were employed to summarise data. Inferential statistics like t-tests, ANOVA, and Pearson correlation were utilised to determine relationships between variables like the usage of online platforms and language ability (Tabachnick & Fidell, 2019).

2. Qualitative Analysis:

Interview and observation data were coded using Braun and Clarke's (2006) thematic analysis framework. Thematic coding elicited recurrent patterns associated with learner autonomy, engagement, motivation, digital literacy, and pedagogical transformation. Trustworthiness was ensured using data triangulation to cross-verify findings from multiple sources (Denzin, 2012).

3. Integration of Data

The mixed-methods convergent approach facilitated the combination of quantitative and qualitative results, with numerical patterns from the questionnaires compared to thematic results from interviews and observations (Creswell & Plano Clark, 2018). This combination facilitated a comprehensive picture of how online tools and flipped classrooms impact ELT results.

Ethical Considerations

To ensure participants' safety and confidentiality of data, all ethical principles were adhered to. The purpose of the research was clarified to the participants, and they were assured that their involvement was purely voluntary. Digital informed consent was obtained before the responses were given in the online survey or before participating in the interviews. Anonymised data was stored safely in password-protected files. The analysis and reporting did not include any personal identifiers. Before the collection of any data, the study was approved by the institutional research ethics committee (Israel & Hay, 2006).

Data Analysis and Results

The purpose of this section is to offer the quantitative and qualitative analysis of data collected from English teachers and students utilising online platforms (Zoom and Google Forms). The purpose of the analyses is to determine the impact of flipped classrooms and web-based

learning environments on learner motivation, engagement, and proficiency in the English language. SPSS Version 26 was utilised to carry out statistical analyses, and the findings were validated by thematically examining qualitative responses.

Quantitative Analysis

Descriptive Statistics

Table 1 presents descriptive statistics for the main variables: learner engagement, motivation, use of online platforms, and self-reported language proficiency. Mean scores were computed from 5-point Likert-scale responses (1 = Strongly Disagree to 5 = Strongly Agree).

Table 1

Descriptive Statistics of Key Variables (N = 150)

Variable	M	SD	Minimum	Maximum
Learner Engagement	4.12	0.58	2.80	5.00
Motivation Level	4.05	0.63	2.50	5.00
Use of Online Platforms Frequency	4.33	0.49	3.00	5.00
Perceived Language Proficiency	3.98	0.66	2.20	5.00

Note. Scores reflect 5-point Likert scale ratings.

The results indicate that students demonstrated high engagement ($M = 4.12$) and consistent platform use ($M = 4.33$), suggesting strong acceptance of online learning modes. Motivation and self-reported proficiency were also above the midpoint, indicating generally positive learning experiences.

Independent Samples t-Test

A t-test was conducted to compare students who frequently used online pre-class materials ($n = 80$) with those who used them less frequently ($n = 70$) in terms of language proficiency gains.

Table 2

t-Test Comparing High and Low Online Usage Groups on Language Proficiency

Group	n	M	SD	t(148)	p	95% CI (LL, UL)	Cohen's d
High Online Use	80	4.21	0.54				
Low Online Use	70	3.72	0.67	5.08	< .001	(0.30, 0.69)	0.78

Note. CI = confidence interval; LL = lower limit; UL = upper limit.

Students who actively engaged with pre-class videos and exercises performed significantly better in English language proficiency than those who rarely used online materials, $t(148) = 5.08$, $p < .001$, $d = 0.78$. This finding supports the hypothesis that increased interaction with digital resources enhances language learning outcomes.

One-Way ANOVA

To determine whether students' motivation levels differed by their frequency of attending online synchronous classes, a one-way ANOVA was performed.

Table 3

ANOVA: Motivation by Frequency of Online Class Attendance

Source	SS	df	MS	F	p
Between Groups	6.782	2	3.391	8.427	< .001
Within Groups	58.268	147	0.396		
Total	65.050	149			

Post-hoc Tukey tests revealed that students attending more than three sessions per week reported significantly higher motivation ($M = 4.32$) than those attending only one or two sessions ($M = 3.81$, $p < .01$). Thus, greater exposure to live online classes appears to improve motivation.

Correlation Analysis

A Pearson correlation test examined the relationship between the frequency of online platform use and learner engagement.

Table 4

Correlation between Online Platform Use and Learner Engagement

Variables	1	2
1. Online Platform Use	—	
2. Learner Engagement	.64	—

$p < .01$.

A strong positive correlation ($r = .64, p < .01$) indicates that students who actively used online platforms reported higher engagement in flipped classroom activities. This suggests that technological integration directly contributes to participatory and autonomous learning behaviours.

Qualitative Analysis

Thematic Findings

Qualitative data from Zoom interviews ($n = 10$ teachers; 15 students) and open-ended survey responses were analysed thematically (Braun & Clarke, 2006). Five overarching themes emerged:

1. Enhanced Autonomy and Flexibility – Students appreciated having control over their learning pace and the ability to revisit recorded lectures (Hung, 2017).
2. Increased Interaction and Feedback – Teachers noted that class time was used more effectively for practice and discussion (Lo & Hew, 2017).
3. Motivational Impact of Technology – Digital quizzes, video assignments, and breakout-room activities made classes engaging and dynamic (Bergmann & Sams, 2014).
4. Challenges of Connectivity and Digital Skills – Poor internet connections and limited technological literacy were recurring barriers (Zainuddin, 2018).
5. Shift in Teacher Role – Instructors described transitioning from information deliverers to facilitators guiding collaborative learning (Abeysekera & Dawson, 2015).

Integration of Quantitative and Qualitative Results

The convergent mixed-method approach allowed for the integration of both data types. Quantitative findings showed statistically significant improvements in proficiency and engagement among high-usage groups, while qualitative insights explained *why*—students valued flexibility, accessibility, and interactive class time.

Table 5

Integration of Quantitative and Qualitative Findings
(Conceptual diagram linking online platform use → learner engagement → motivation → proficiency gains, moderated by connectivity and digital skills.)

Aspect	Major Result	Supporting Evidence
Language Proficiency	Higher for the high-usage group	$t(148) = 5.08, p < .001$
Motivation	Varied significantly with attendance	$F(2, 147) = 8.43, p < .001$
Engagement	Strong correlation with platform use	$r = .64, p < .01$
Qualitative Insights	Flexibility, motivation, and digital barriers	Interview & open-ended data

Interpretation

The overall findings reveal that flipped classrooms supported by online platforms substantially enhance English language learning by fostering active participation, learner autonomy, and

motivation. Students' frequent engagement with pre-class digital materials resulted in measurable performance gains. Teachers' reflections confirmed that online tools made lessons more interactive, though digital inequities remain a challenge.

These results align with prior studies emphasising the efficacy of technology-enhanced flipped models in ELT (Zainuddin & Halili, 2016; Al-Harbi & Alshumaimeri, 2016) and highlight the potential of online environments to promote sustainable, learner-centred pedagogies in higher education.

Findings

The data-derived results of the present study offer a good deal of illuminating knowledge concerning the transformation of English language instruction and learning processes by means of flipped learning and online teaching environments. The statistics obtained from 150 learners and 20 teachers through internet-based surveys and online interviews reveal that the application of flipped learning strategies has a tremendous positive effect on students' motivation, participation in class activities, and, consequently, language proficiency. Students who frequently accessed pre-class materials through online platforms such as Google Classroom, Zoom, and Edmodo were found to be more proficient than their counterparts, $t(148) = 5.08$, $p < .001$, $d = 0.78$. Regularly whole class activity involving the use of instructional videos, digital exercises, and online discussions improved students' speaking and listening skills as well as grammar comprehension. These findings are in line with earlier studies that indicate flipped learning as a powerful tool for active student engagement, critical thinking, and higher order cognitive processing (Bergmann & Sams, 2014; Hung, 2017). Students expressed that the access to materials prior to the class made them more capable of coming in class discussions, which in turn helped to build their confidence and communicative skill in English.

The research also established a high correlation between use of online platforms and student engagement, with a high positive correlation ($r = .64$, $p < .01$). Students who used digital platforms extensively, like online quizzes, polls, and interactive activities, exhibited higher enthusiasm and active participation in class sessions. The ease of reviewing materials and receiving feedback at once boosted students' motivation and autonomy (Lo & Hew, 2017; Zainuddin & Halili, 2016). Motivation also rose with the number of synchronous online class attendances, with students attending three or more online synchronous sessions per week reporting greater motivation ($F(2,147) = 8.43$, $p < .001$). These findings indicate that regular contact with instructors and classmates in online environments facilitates extended interest and motivation for learning. Teachers also noted that online teaching fostered student cooperation and independent learning, even if uneven participation and labor-intensive lesson development remained issues.

Qualitatively, both students and teachers noted that flipped classrooms and online environments fostered flexibility, independence, and engaging interaction. Thematic analysis showed that technology enhanced pleasure and engagement and also transformed teacher roles from conventional lecturers to facilitators who led collaborative learning (Abeysekera & Dawson, 2015). Nonetheless, participants mentioned that they faced challenges of unstable internet connectivity, limited digital literacy, and increased lesson preparation workload. These challenges highlight the necessity for greater institutional and technological support to ensure innovative teaching practices are maintained (Zainuddin, 2018; Al-Harbi & Alshumaimeri, 2016). In general, the combination of quantitative and qualitative results shows that combining flipped classrooms and online sites not only enhances language achievement but also makes learning a more student-oriented, engaging, and interactive process—assuming that proper infrastructure and teacher training exist to bridge implementation challenges.

Table 6

Summary of Findings

Focus Area	Key Finding	Statistical Support	Interpretation
Language Proficiency	Higher among frequent users of pre-class materials	$t(148) = 5.08, p < .001$	Flipped learning enhances performance
Motivation	Increased with more online attendance	$F(2,147) = 8.43, p < .001$	Interaction sustains motivation
Engagement	Strongly correlated with online platform use	$r = .64, p < .01$	Technology promotes participation
Teacher Role	Shift from lecturer to facilitator	Thematic analysis	Promotes student autonomy
Challenges	Connectivity, digital literacy, and time demands	Interview responses	Require policy and training solutions

Conclusion

To summarize, the results of the research indicate that the use of the flipped classroom method along with the online platforms is a revolutionary technique for teaching English language. It contributes not only to the development of linguistic skills but also to the growth of learner autonomy, motivation, and engagement. There are still issues to be addressed, mainly related to the availability of necessary technologies and the digital skills of the teachers, but the advantages are so great that they show flipped and online pedagogies, even though they are somewhat challenging, to be efficient, creative, and lasting methods of teaching English in the 21st century.

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