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Teachers' Self-Fulfilling Prophecies and Its Impact on the Effectiveness of the Flipped Classroom Strategy for EFL Students: Examples from Algeria and Mexico.

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Abstract:

This study investigates the impact of teachers' self-fulfilling prophecies on the effectiveness of the flipped classroom strategy for English as a Foreign Language (EFL) learners, using comparative data from Algeria and Mexico. Grounded in social constructivist and expectancy theories, the research explores how teachers' attitudes—positive or negative—shape student achievement within flipped learning environments. A total of 30 seventh-grade teachers and 870 students participated in the study. Teachers were categorized into positive- and negative-attitude groups, and all students received the same flipped classroom instruction to ensure uniformity in teaching conditions. Quantitative analysis, including independent samples t-tests and Pearson correlation, revealed that students taught by teachers with positive attitudes achieved significantly higher midterm scores ($M = 16.8$) than those taught by negative-attitude teachers ($M = 14.5$), with a moderate to large effect size ($d = 0.68$). A significant positive correlation ($r = 0.54$) further confirmed that teacher attitudes strongly predict student achievement. Findings indicate that teachers' expectations particularly enhance the progress of low-achieving students, driven by both self-fulfilling prophecy mechanisms and regression to the mean. Overall, results demonstrate that the flipped classroom is most effective when implemented by teachers who hold positive beliefs about student capability and the pedagogical value of digital, student-centered instruction. The study contributes to understanding how teacher cognition influences modern EFL pedagogies and highlights the need for professional development to foster supportive attitudes toward flipped learning.

Keywords: Flipped Classroom; Self-Fulfilling Prophecy; EFL.

المُلخَص:

تبحث هذه الدراسة في أثر النبوءة ذاتية التحقق لدى المعلمين على فاعلية إستراتيجية الصف المقلوب في تعليم اللغة الإنجليزية كلغة أجنبية (EFL)، اعتماداً على بيانات مقارنة من الجزائر والمكسيك. تستند الدراسة على النظرية البنائية الاجتماعية ونظرية التوقعات، حيث تستكشف كيف تسهم مواقف المعلمين—سواء الإيجابية أو السلبية—في تشكيل تحصيل المتعلمين ضمن بيئة الصف المقلوب. شارك في الدراسة 30 معلماً للصف السابع و870 تلميذاً. وتم تصنيف المعلمين إلى مجموعتين وفق مواقفهم (إيجابية وسلبية)، مع تقديم نفس محتوى الصف المقلوب لجميع التلاميذ لضمان توحيد ظروف التدريس. وأظهرت التحليلات الكمية، بما في ذلك اختبار (ت) لعينتين مستقلتين ومعامل ارتباط بيرسون، أن التلاميذ الذين درسوا لدى معلمين ذوي مواقف إيجابية حققوا درجات أعلى بشكل دال إحصائياً في الاختبار النصفى ($M = 16.8$) مقارنة بأقرانهم الذين درسوا لدى معلمين ذوي مواقف سلبية ($M = 14.5$)، مع حجم أثر متوسط إلى كبير ($d = 0.68$). كما أكد وجود ارتباط إيجابي دال ($r = 0.54$) أن مواقف المعلمين تُعد متنبئاً قوياً بتحصيل التلاميذ. وتشير النتائج إلى أن توقعات المعلمين تسهم بشكل خاص في تعزيز تقدّم التلاميذ منخفضي التحصيل، وذلك بفعل آليات النبوءة ذاتية التحقق إضافة إلى الارتداد نحو المتوسط. وبشكل عام، تُظهر النتائج أن الصف المقلوب يكون أكثر فاعلية عندما يُطبق من قبل معلمين يحملون معتقدات إيجابية حول قدرات المتعلمين والقيمة التربوية للتعليم الرقمي المتمركز حول المتعلم.

كلمات مفتاحية: صف مقلوب؛ نبوءة ذاتية التحقق؛ لغة إنجليزية كلغة ثانية.

INTRODUCTION:

Before knowledge is transferred, an invisible current flows between teacher and student—charged with belief, doubt, or hope. In this intricate harmony between conviction and behavior, the teacher holds a subtle power that shapes outcomes long before instruction begins. Quietly, hidden expectations guide students' success or failure. This is because our expectations create reality.

The flipped classroom approach is an innovative educational strategy that challenges the traditional teaching model. Instead of using class time for lectures and assigning practice exercises as homework, students engage with instructional materials—such as video lessons, readings, or interactive modules—before coming to class. This pre-class preparation allows learners to absorb new information at their own pace, ensuring a deeper understanding of fundamental concepts. The flipped classroom approach reverses homework and classroom activities to make learning more individual and the classroom more dynamic and interactive (Dordan, 2019). In this environment, class time becomes a space for active participation, where students collaborate on projects, solve problems, and engage in discussions. This method promotes critical thinking and allows teachers to offer personalized guidance, creating a more flexible, student-centered learning experience.

At the core of the flipped classroom model lies a shift from teacher-led instruction to a student-centered learning experience. Technology plays a crucial role by providing students with access to educational content before class—through videos, podcasts, digital readings, or interactive simulations. This method empowers students to take responsibility for their learning and allows them to revisit challenging material as needed. The flipped classroom is a student-centered pedagogical approach mediated by technology (Reyna, n.d.). By leveraging digital tools, teachers can transform classroom time into an interactive and collaborative environment, focusing on practical applications, discussions, and personalized feedback. This approach not only encourages active engagement but also fosters digital literacy skills essential for the modern world.

The goal of the flipped classroom is to shift the focus from passive lecture to active, engaged learning in the classroom (Subramaniam & Muniandy, 2016). Instead of simply receiving information, students are encouraged to participate actively, apply their knowledge, and engage in meaningful discussions. This interactive setting helps deepen their understanding and strengthens problem-solving skills. The flipped classroom model is rooted in social constructivist theories, which highlight the importance of learners actively building their understanding through collaborative social interactions. In this setting, knowledge is constructed through dialogue, teamwork, and shared experiences, enhancing both comprehension and retention of information.

Ability-based expectations can create self-fulfilling prophecies, where people's behaviors confirm the expectations placed on them (Weaver et al., 2016). When students believe they are expected to perform well, they often rise to meet those expectations through increased motivation and effort. Teachers' positive expectations of students can lead to improved intellectual development through the Pygmalion effect (Rosenthal & Jacobson, 1968). This psychological phenomenon suggests that when educators believe in their students' potential, they unconsciously communicate those beliefs, encouraging higher performance and fostering greater academic growth.

Self-fulfilling prophecies can improve the students' group self-efficacy (Chang & Hwang, 2018), as they influence how individuals perceive their abilities and potential for success. This concept refers to the enhancement of a group's shared belief in its ability to successfully complete tasks and achieve goals. When individuals within a group develop confidence in their collective skills, they tend to collaborate more effectively, share responsibilities, and support one another. As a result, group members become more engaged and motivated, fostering a positive cycle of success. This leads to better problem-solving, increased motivation, and a stronger sense of commitment to the group's objectives. In educational settings, fostering group self-efficacy through positive expectations can result in more productive teamwork, higher engagement, and improved academic outcomes, as students begin to believe in their ability to achieve success together.

Flipped classroom methodology improves the writing skills of EFL students (Mohammad & Khan, 2023). By allowing them to engage with learning materials at their own pace before class. This approach provides opportunities for students to familiarize themselves with new vocabulary, grammar structures, and writing techniques outside of class time. During in-class sessions, students can then apply what they've learned through interactive exercises, peer reviews, and personalized feedback from the teacher. This method not only enhances writing fluency but also builds students' confidence in their ability to express ideas clearly and effectively in a foreign language.

The flipped classroom approach supports a more student-centered and communicative learning environment in EFL reading classrooms (Keskin, 2023) by encouraging active participation and interaction. Instead of passively reading texts in class, students engage with reading materials beforehand, allowing classroom time to focus on discussion, analysis, and comprehension activities. This interactive setting fosters critical thinking, improves language proficiency, and encourages learners to share interpretations and insights. By making students active participants in their learning, the flipped classroom model enhances both reading comprehension and overall language development.

In educational settings, teachers' expectations can play a pivotal role in influencing student performance. A study has found that a teacher who expects a student to display a higher level of mastery causes the student to score 0.07 standard deviations higher on standardized tests (Hill & Jones, 2021). This

measurable effect illustrates how subtle shifts in belief and behavior can significantly impact academic achievement. Teachers who hold positive expectations tend to provide more support, encouragement, and opportunities for growth, which in turn fosters greater confidence and motivation in students.

Self-fulfilling prophecy, also known as interpersonal expectancy effect, refers to the phenomenon whereby a person's or a group's expectation for the behavior of another person or group serves actually to bring about the prophesied or expected behavior (Rosenthal, 2012). This concept highlights how our beliefs and expectations can unconsciously influence others' actions, ultimately causing those expectations to come true. It was proposed by American sociologist Robert Merton in 1948, who emphasized how social perceptions could shape reality, particularly in educational and social contexts.

In classrooms, teachers' self-fulfilling prophecies have a significant impact on various aspects of students' school life (Chandrasegaran & Padmakumari, 2018). When educators expect certain behaviors or levels of achievement from their students, they may unintentionally influence students to behave in ways that confirm those expectations. This dynamic can either enhance or hinder student performance, depending on whether the expectations are positive or negative. As Kate Bush hauntingly sings in her song Cloudbusting, “But just saying it could even make it happen” (Bush, 1985), underscoring how the power of belief alone can shape outcomes.

Self-fulfilling prophecy operates subtly, often without conscious intent, driven by pre-existing mental frameworks known as schemas. These schemas, shaped by a person's perceptions of others, significantly influence how they interact with those individuals (Takmak & Demirkasımoğlu, 2024). For instance, a teacher who perceives a student as highly capable may offer more encouragement and opportunities, thus boosting the student's confidence and performance. Conversely, low expectations can limit opportunities for growth, unintentionally stifling a student's potential. This highlights the importance of awareness in educational settings, as fostering positive expectations can lead to improved academic outcomes and stronger group self-efficacy.

Given the central role of teachers' expectations in shaping student engagement, motivation, and achievement, it becomes crucial to examine how teachers' self-fulfilling prophecies influence the effectiveness of the flipped classroom strategy in EFL contexts. Accordingly, this study seeks to answer the following research question: How do teachers' self-fulfilling prophecies impact the effectiveness of the flipped classroom strategy for EFL students?

Hypothesis:

Students whose teachers hold high academic expectations will achieve significantly higher scores on standardized assessments compared to students whose teachers hold low or neutral expectations, indicating the measurable effect of self-fulfilling prophecies in the classroom.

METHODS:

This study adopts a comparative research design to examine the impact of teachers' attitudes on the effectiveness of the flipped classroom strategy for EFL students. The primary objective is to assess how teachers' attitudes toward the flipped classroom affect its effectiveness, measured by students' academic achievement.

To achieve this, the study includes two groups of 30 seventh-grade teachers, with 15 from each country (Algeria and Mexico), teaching 30 classrooms. These teachers were selected after excluding six teachers to ensure balance between those with positive and negative attitudes toward the flipped classroom. The study took place over a period from October 14, 2024, to February 10, 2025.

Following this classification, students taught by these teachers are exposed to the same flipped classroom instructional approach, ensuring uniform teaching conditions across both groups. The study compares the academic achievement of 462 students taught by teachers with positive attitudes toward the flipped classroom, to that of 408 students taught by teachers with negative attitudes toward that strategy.

For data analysis, the study employs a t-test to compare the mean performance scores of students in both groups. Additionally, correlation analysis is used to examine the relationship between teachers' attitudes and student achievement levels.

This methodological approach provides an objective assessment of how teachers' attitudes toward the flipped classroom can indirectly influence student performance. By ensuring consistency in instructional methods across both groups, the study isolates teachers' attitudes as the key variable under investigation.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

1. I believe that the flipped classroom model will enhance my students' learning outcomes.
2. I expect my students to actively engage with pre-class materials before attending lessons.
3. The flipped classroom approach is more effective than traditional teaching methods.
4. My students have the ability to succeed in a flipped learning environment.

5. I anticipate that students will struggle to adapt to self-directed learning. (Reverse-coded)
6. I feel confident that my students will take responsibility for their own learning in a flipped classroom.
7. I expect that the flipped classroom will increase student motivation compared to traditional methods.
8. I believe that students will find flipped learning more engaging than traditional in-class lectures.
9. I expect that the flipped classroom will improve students' ability to conduct independent research.
10. I anticipate that the flipped classroom will help students develop problem-solving skills more independently.
11. I believe that the flipped classroom strategy will reduce my role as the main knowledge provider and shift it towards facilitation.
12. I expect that students will develop stronger critical thinking skills through the flipped learning approach.
13. I anticipate that students will struggle with time management in a flipped classroom model. (Reverse-coded)
14. I expect that students will need additional guidance and scaffolding to succeed in a flipped learning environment.
15. I believe that the flipped classroom strategy will encourage students to become more independent learners.
16. I anticipate that students will rely heavily on teacher explanations even when provided with pre-class materials. (Reverse-coded)
17. I believe that students' prior learning habits will influence their ability to adapt to flipped learning.
18. I expect that students will collaborate more effectively in the flipped classroom compared to traditional settings.
19. I anticipate that some students will resist the flipped classroom approach because they are accustomed to passive learning. (Reverse-coded)
20. I believe that incorporating digital tools in flipped learning will enhance student engagement and comprehension.

RESULT:

Table 1: Socio-Geographic Characteristics of Teachers and Students

Variable		Frequency	Percentage (%)
Teachers			
Gender	Male	18	60
	Female	12	40
Country	Algeria	15	50
	Mexico	15	50
Teaching Experience	1-5 years	16	53.33
	6-10 years	9	30
	10+ years	5	16.66
Total		30	100
Students			
Gender	Male	391	44.94
	Female	479	55.05
Country	Algeria	413	47.47
	Mexico	457	52.52
Total		870	100

The table presents descriptive statistics on the socio-geographic characteristics of the 30 teachers participating in the study. In terms of gender, males comprised the majority with 18 teachers (60%), while females accounted for 12 teachers (40%). This indicates a moderate gender imbalance favoring male participants.

Regarding nationality, the sample was evenly split, with 15 teachers (50%) from Algeria and 15 (50%) from Mexico, ensuring balanced representation from both countries.

As for teaching experience, the largest proportion of participants (53.33%) had between 1 and 5 years of experience, suggesting that over half of the sample consisted of relatively early-career teachers. Those with 6 to 10 years of experience represented 30% of the sample, while only 16.66% had more than 10 years of experience. This distribution highlights a participant pool skewed toward less experienced educators, which could influence their adaptability and openness to educational innovations such as the flipped classroom strategy.

The data also describes the socio-demographic distribution of the 870 students who participated in the study. In terms of gender, female students make up the majority, with 479 participants representing 55.05% of the total sample, while male students account for 391 students (44.94%). This suggests a slight gender imbalance, favoring females.

Regarding nationality, the sample is nearly balanced between the two countries involved. Students from Mexico represent a slightly higher proportion (52.52%), totaling 457 students, while Algerian students make up 47.47%, or 413 participants. This near-equal distribution between Algerian and Mexican students enhances the cross-cultural reliability of the study, allowing for meaningful comparative analysis between the two educational contexts.

Table 2: Descriptive Statistics of Teachers' Attitude Scores.

Item No.		Mean (Positive)	SD (Positive)	Mean (Negative)	SD (Negative)
1	Flipped classroom enhances learning outcomes	4.5	0.6	3.2	1.1
2	Students will engage with pre-class materials	4.4	0.7	3.0	1.2
3	Flipped learning is more effective than traditional	4.2	0.8	2.8	1.3
4	Students can succeed in flipped learning	4.3	0.7	3.1	1.1
5 (R)	Students will struggle with self-directed learning	2.7	1.0	4.1	1.2
6	Students will take responsibility for learning	4.3	0.8	2.9	1.3
7	Flipped learning increases student motivation	4.6	0.6	3.3	1.2
8	Flipped learning is more engaging than lectures	4.5	0.7	3.4	1.1
9	Improves students' research skills	4.2	0.9	2.7	1.3
10	Enhances problem-solving skills	4.0	1.0	2.9	1.2
11	Shifts teacher role from knowledge provider to facilitator	4.3	0.7	3.2	1.1
12	Develops students' critical thinking skills	4.4	0.8	3.0	1.2
13 (R)	Students will struggle with time management	2.9	1.1	4.0	1.3
14	Students need additional guidance	4.0	0.9	3.5	1.2
15	Encourages independent learning	4.5	0.7	3.1	1.1
16 (R)	Students will still rely on teacher explanations	3.0	1.0	4.2	1.2
17	Prior learning habits influence adaptation	4.1	0.8	3.2	1.1
18	Flipped classroom improves collaboration	4.2	0.7	3.0	1.2
19 (R)	Students will resist flipped learning	2.8	1.0	4.0	1.2
20	Digital tools enhance engagement	4.7	0.6	3.5	1.1

(R) = Reverse-coded item

This table presents the mean scores and standard deviations (SD) for teachers' attitudes toward the flipped classroom, categorized into positive-attitude teachers and negative-attitude teachers. Each item is summarized for clarity.

The descriptive statistics in Table 1 reveal distinct differences between teachers with positive and negative attitudes toward the flipped classroom. The mean scores indicate a clear divide in perceptions, with positive-attitude teachers consistently scoring between 4.0 and 4.7, showing strong agreement with statements supporting the effectiveness of flipped learning. In contrast, negative-attitude teachers had significantly lower mean scores, ranging from 2.7 to 3.5, reflecting skepticism or disagreement with most positive aspects of the

approach. This pattern is particularly evident in statements related to student engagement, independent learning, and research skills, where the mean differences between the two groups exceeded 1.5 points. Additionally, on reverse-coded items, which express concerns about students' struggles with self-directed learning, negative-attitude teachers scored significantly higher (4.1 to 4.2) than their positive-attitude counterparts (2.7 to 3.0), reinforcing their doubts about the effectiveness of flipped learning in fostering student autonomy.

The standard deviation (SD) values further highlight differences in response consistency between the two groups. Teachers with positive attitudes exhibited lower SDs (0.6 to 1.0), indicating strong agreement and consistency in their views on the benefits of flipped learning. On the other hand, negative-attitude teachers had higher SDs (1.1 to 1.3), suggesting greater variability and internal disagreement within their group. This discrepancy implies that while some teachers in the negative group strongly opposed flipped learning, others may have been more neutral or open to the approach. The variation in SD values indicates that resistance to flipped learning is not uniform among negative-attitude teachers, as their perceptions are more divided compared to the more unified stance observed among positive-attitude teachers.

A deeper look at the items with the largest mean differences provides further insights into the factors influencing teacher perceptions. The most significant gaps appeared in statements about student independence, problem-solving, and research skills, with positive-attitude teachers strongly believing that flipped learning enhances these abilities, while negative-attitude teachers were more skeptical. Conversely, the strongest agreement among positive-attitude teachers was found in statements emphasizing student engagement, motivation, and the effectiveness of digital tools in flipped learning, indicating their belief that the approach fosters a modern, interactive learning environment.

Overall, the statistical patterns in Table 4 confirm that teacher attitudes toward flipped learning are not randomly distributed but rather follow a clear positive-negative divide. Teachers with positive attitudes not only strongly support the approach but also exhibit greater consensus and lower response variability, while those with negative attitudes demonstrate more divided opinions and higher variability in skepticism. This suggests that while some teachers in the negative group are firmly resistant to flipped learning, others may be more receptive, indicating the need for further investigation into factors that influence teacher perceptions and possible interventions to support attitude shifts.

Table 3: Descriptive Statistics of Students' Scores on the Midterm English Exam.

Group	Minimum Score	Maximum Score	Standard Deviation (SD)	Mean Score	N
Positive Attitude Teachers	7	20	3.2	16.8	462
Negative Attitude Teachers	5	20	4.1	14.5	408
Total	5	20	3.8	15.7	870

Teachers who supported the flipped classroom strategy (positive attitude group) taught a total of 462 students, whose mean academic achievement score was 16.8 out of 20, with a standard deviation of 3.2. These teachers exhibited strong agreement with statements related to the effectiveness, motivational impact, engagement potential, and autonomy promoted by the flipped classroom approach, with mean item scores ranging from 4.0 to 4.7. As a result, students taught by this group not only performed significantly better but also demonstrated greater consistency in academic outcomes. In contrast, teachers who opposed the strategy (negative attitude group) were responsible for 408 students, whose mean score was lower at 14.5 out of 20, accompanied by a higher standard deviation of 4.1—indicating greater variability in student performance. These teachers displayed moderate to low agreement with most positive statements and tended to agree more with reverse-coded items that reflect skepticism or concerns, with mean item scores ranging from 2.7 to 3.5. Consequently, their students were more likely to disagree or remain neutral about the benefits of the flipped classroom, and their academic performance was comparatively weaker.

Table 4: Independent Samples t-Test Results

Variable	t-value	df	p-value	Effect Size (Cohen's d)
Academic Achievement	7.82	868	0.001	0.68

This table presents the results of the independent samples t-test, comparing the mean academic achievement scores of students taught by teachers with positive attitudes versus those taught by teachers with negative attitudes toward the flipped classroom strategy.

Since $p < 0.05$, the difference in students' academic achievement between the two groups is statistically significant.

The t-value (7.82) indicates a strong difference in academic achievement between students taught by teachers with positive attitudes and those taught by teachers with negative attitudes toward the flipped classroom, and the effect size (Cohen's $d = 0.68$) suggests a moderate to large effect, meaning that teachers'

attitudes toward the flipped classroom have a meaningful impact on student performance.

Table 5: Correlation Between Teachers' Attitudes and Student Achievement

Variable	Pearson Correlation (r)	p-value
Teachers' Attitudes vs. Student Achievement	0.54	0.001

This table presents the results of the Pearson correlation analysis, examining the relationship between teachers' attitudes and students' academic achievement.

The correlation coefficient ($r = 0.54$) indicates a moderate positive correlation between teachers' attitudes toward the flipped classroom and student achievement.

Since $p < 0.05$, this relationship is statistically significant, meaning that as teachers' attitudes become more positive, student achievement tends to improve.

The t-test confirms that students taught by teachers with positive attitudes perform significantly better than those taught by teachers with negative attitudes. The correlation analysis further supports this, showing a strong positive relationship between teacher attitudes and student achievement. The combination of both tests suggests that teacher attitudes are not only correlated with student success but may also play a causative role in flipped classroom effectiveness.

DISCUSSION:

The finding that teachers' expectations or perceptions of students have a greater impact on the improvement of low-achieving students compared to high-achieving students can be explained by the fact that teacher perceptions predict achievement more strongly for low-achieving students than high-achieving students (Madon, Jussim & Eccles, 1997), and low-achieving students may be more sensitive to their teachers' expectations. In other words, teachers' perceptions have a differential effect, with a greater impact on students who struggle academically, which may contribute to their greater improvement. So, low-performing students are often more likely to experience significant improvement, which can be explained by the statistical concept of Regression to the Mean. This principle suggests that extreme values tend to move closer to the average upon repeated measurement. For instance, if a student scores exceptionally low on a particular test, this might be due to temporary factors such as stress or misunderstanding. As a result, their score on the next test is likely to be higher, even without a fundamental change in their ability, simply because their initial performance was unusually low. Additionally, the Self-Fulfilling Prophecy plays a crucial role in fostering improvement. When teachers have positive expectations about the effectiveness of the Flipped Classroom approach, they are more likely to invest in its implementation and support, creating a more interactive and engaging learning environment.

Consequently, students at the lowest performance levels are more likely to experience rapid improvement, especially when they receive appropriate educational support or when their circumstances improve. This makes low-performing students a key target for educational intervention programs, particularly in modern learning models that emphasize active participation and engagement.

The finding that the flipped classroom approach had a positive impact and contributed to improving EFL students' academic achievement, this outcome may be attributed to the fact that EFL students had mostly positive experiences with a flipped classroom approach in a writing class, including increased preparation, engagement, and self-efficacy (Lee & Wallace, 2017). Additionally, students may have done less homework in a Flipped Classroom compared to a traditional lecture-based classroom (Johnson, 2013). This reduction in homework load could have alleviated stress and allowed students to focus more on understanding and applying writing concepts during in-class activities.

This shift in focus may have also encouraged students to take more responsibility for their learning, fostering independent study habits and deeper comprehension of writing techniques. Furthermore, the integration of multimedia resources and pre-class materials might have enhanced students' exposure to authentic language use, reinforcing their writing skills in meaningful ways. Flipped learning can promote higher student achievement and engagement in EFL classrooms compared to non-flipped approaches (Lee & Wallace, 2017). However, the results of flipped classroom approach in EFL classes in Taiwan results show that students' English proficiency in flipped classroom was not significantly different with students in traditional classroom, although students had positive perceptions of the approach (Havwini & Wu, 2019). Despite this, the benefits of increased motivation, active participation, and self-directed learning suggest that the flipped classroom remains a promising instructional method for enhancing EFL students' overall learning experience and preparing them for real-world language use.

The implementation of FC also faces challenges, such as the time-consuming nature of preparing learning materials, lack of teacher technical skills, and lack of student motivation to watch pre-class videos (Desa & Halim, 2022). A number of challenges have been found in this model, the majority of which are related to out-of-class activities (Akçayır & Akçayır, 2018). The key challenges in effectively implementing the flipped classroom model include the need for prerequisites, maintaining teacher influence, sustaining the model, and selectively flipping content (Sandhu, Singh & Sharma, 2021). Additionally, it is not clear whether students in foreign language classrooms are ready to embrace flipped learning (Hao, 2016). The main concern of higher education teachers is the time commitment and lack of institutional support for flipping classrooms and providing flexible assessment (Wanner & Palmer, 2015). Implementing flipped classrooms requires significant upfront time investment from faculty, but this time commitment is expected to decrease over time (Rotellar & Cain, 2016).

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