

The Impact of the Flipped Classroom Strategy on Secondary School Students' Achievement in English Language Skills in Hajjah Province

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Received: 10/05/2025	Abstract
Accepted: 26/06/2025	<i>The present study aimed to investigate the impact of the flipped classroom strategy on secondary school students' achievement in English language skills in Hajjah province. This study employed a quasi-experimental approach to achieve the objectives of the study and have a deep insight regarding the study investigation. The sample of the study consisted of fifty tenth-level students who were studying English course for Yemen (textbook N.4) at Alzahra'a secondary school for girls in Hajjah province during the academic year 2023- 2024. They were divided purposefully into two groups experimental (n=25) and control (n=25). The researchers used a pre/post-achievement test which consisted of five questions to measure the level of students before and after achieving the experiment (teaching the experimental group through the flipped classroom strategy and teaching the control group through traditional methods). The results of the present study showed that the experimental group significantly outperformed the control group in all five English language skills. The over all effect size of the pre/post achievement test of the experimental group moderate to large ($\eta^2=0.41$), indicating that the flipped classroom strategy had a meaningful impact on improving students' English language skills. Domain-specific effect sizes of the two groups (experimental and control) in the post achievement test reached as high as $\eta^2=0.64$, suggesting the flipped classroom strategy as an effective alternative to traditional methode in English language learning. These findings suggest that integrating flipped classroom strategy in EFL classrooms can enhance students' academic outcomes. This study recommended the wider adoption of the flipped classroom strategy in Yemeni secondary schools to improve English language learning and call for further studies in other English language parts.</i>
Keywords: flipped classroom strategy, Achievement, English language skills .	

1. INTRODUCTION

Student achievement has been one of the most important evaluation criterion used by schools at every level for as long as schools have existed (Hattie & Anderman, 2013).

According to Guskey (2013), student achievement generally refers to articulated learning goals. The learning goals involve different kinds of learning, subject areas and domains of learning, which reflect that student achievement is a multifaceted construct that is dictated by the purposes of education. In recent years, educational systems around the world have been exploring innovative teaching strategies to enhance student engagement and academic performance. One such strategy is the flipped classroom strategy, which reverses the traditional learning environment by delivering instructional content outside the classroom, often through video lessons, while dedicating classroom time to interactive activities and deeper understanding of the material (Basal, 2015). The flipped classroom strategy encourages active learning, student-centered learning, and greater use of technology in education. It provides students with the flexibility to learn at their own pace and promotes higher-order thinking through in-class discussion, problem solving, and collaborative tasks.

In the context of Hajjah province, where educational development faces various challenges, the adoption of modern teaching strategies like the flipped classroom strategy may offer a promising solution to improve learning outcomes. However, there isn't any research on how such strategies impact secondary school students' achievement in this specific region.

2. LITERATURE REVIEW

The flipped classroom strategy has gained considerable attention in educational studies over the past decade as a student-centered instructional strategy that promotes active learning and engagement. In contrast to traditional classroom methods, the flipped classroom strategy involves delivering lesson content through videos or online resources outside of class, allowing classroom time to be used for discussions, collaborative activities, and practical application of concepts (Bergmann & Sams, 2012). Several studies have demonstrated the positive impact of the flipped classroom strategy on students' achievement. For instance, a study by Lage, Platt, and Treglia (2000) found that students in the flipped classrooms performed better on assessments compared to those in traditional classes. Similarly, Bishop and Verleger (2013) conducted a comprehensive review and concluded that the flipped classroom strategy leads to improved student performance when implemented effectively. Studies in secondary education also support these findings. Strayer (2012) found that high school students in flipped classrooms reported higher engagement and improved understanding of complex topics. In addition, Zainuddin and Halili (2016) highlighted that students in developing countries responded positively to the flipped classroom strategy, particularly when supported by teacher guidance and accessible technology. However, the success of the flipped classroom strategy depends on several factors, including students' access to technology, teachers' familiarity with digital tools, and the overall educational infrastructure. In contexts like Hajjah province, where educational resources are limited, the effectiveness of the flipped classroom strategy is yet to be fully explored. Limited studies that have been conducted in Yemen or similar

contexts make it necessary to investigate how this strategy functions in areas with unique social, economic, and technological challenges. Moreover, studies have shown that the flipped classroom strategy may not automatically lead to higher achievement without careful planning and support. According to Lo and Hew (2017), students may struggle with self-regulation in out-of-class learning, and teachers may face difficulties in designing effective in-class activities. These issues emphasize the importance of context-specific research to ensure that educational strategies are appropriately adapted and implemented. In conclusion, while the flipped classroom has shown promise in improving academic outcomes in various educational settings, its impact on secondary school students in Hajjah province remains under-researched. This study aimed to fill that gap by investigating whether the flipped classroom strategy can effectively enhance academic achievement in this specific context.

3. THE PRESENT STUDY

The purpose of the present study is to investigate the impact of the flipped classroom strategy on secondary school students' achievement in English language Skills in Hajjah province.

3.1. Study Objectives

1. To identify whether the flipped classroom strategy has an effect on secondary school students or not.
2. To identify to the flipped classroom strategy impacts the secondary school students' achievement.
3. To examine the statistically significant differences at the significance level of ($\alpha \leq 0.05$) between the means of the post-achievement test among tenth-grade students in the English language skills are attributed to teaching strategy.

3.2. Study Questions

The present study attempts to address the following research questions:

1. Does the flipped classroom strategy have an impact on secondary school students' achievement in English language subject skills?
2. To What extent does the flipped classroom strategy impact on the secondary school students' achievement in English language skills?
3. Are there any statistically significant differences at the significance level of ($\alpha \leq 0.05$) between means of achievement among tenth-grade students in English language skills attributed to teaching strategy variable?

3.3. Importance of the Study

This study is important for the following reasons:

1. It contributes to the body of knowledge on the flipped classroom strategy, particularly in under-researched educational contexts such as Yemen.
2. It offers practical insights for Yemeni teachers and school administration regarding the implementation of modern strategies as the flipped classroom strategy.

3. It can guide teachers and educational decision makers to design more engaging and effective learning environments that improve secondary school students' achievement in English language skills.

3.4. Research Limitations

1. This study was limited to investigating the impact of the flipped classroom strategy on the secondary school students' achievement.
2. The sample of the study consisted of 50 tenth-grade female students from Alzahr'a secondary school in Hajjah province.
3. The study was carried out in the second term of the academic year 2023/2024.

3.5. Methodology

3.5.1. Study Design

The current study employed the quasi-experimental approach to examine the impact of the flipped classroom strategy on the secondary school students' achievement in Alzahra'a secondary school in Hajjah province.

3.5.2. Study Sample

The sample of the study comprised (50) female students. They were assigned purposefully into an experimental group (n=25) and a control group (n=25). The participants in both groups are tenth-grade students. They are studying the English Course for Yemen(Textbook No. 4). Their native language is Arabic, they are almost of the same age (15-16), their level in English language is the same as measured by the pretest, and they are taught by the same teacher.

3.5.3. Instruments

For collecting data, the following instruments were used:

3.5.3.1. Pre-achievement Test

A Pre-achievement test was prepared by the researcher, which consisted of five questions, and submitted to the supervisor for correction. Then, the researcher implemented the observations of the supervisors in the target test.

3.5.3.1.1. Validity of the Pre-achievement Test

To ensure the validity of the test, it was submitted in its initial form, to ten jury experts in the English language teaching field and education to provide their feedback and suggestions concerning the suitability of the test to achieve the study purposes and ensuring that the time of the test is sufficient or not. The observations of the experts were included in the target test for the betterment the test.

3.5.3.1.2. Reliability of the Pre-achievement Test

The researchers administered a target test on the 1st of November, 2023 to a sample of (25) students who were not included in the sample of the study; the students were retested after (15) days to the same pilot study participants to investigate its stability over

time and the suitability of the test questions for the sample participants. By using Cronbach's Alpha coefficient of the five domains (listening, speaking, reading, writing and Grammar skill), the reliability coefficient stability was computed. It was (0.72) for the five domains which indicated that the test is reliable.

3.5.3.1.3. The Administration of the Pretest

The pretest was administered on the 25th of November, 2023 to both groups before beginning the teaching/learning the target materials as a mean for measuring how much they already know about the topics and the flipped classroom strategy that should be taught to the sample of the study and make sure that the two groups are equivalent.

3.5.3.1.4. Post-achievement Test

The post-achievement test was the same test of the pre-achievement test. It was administered on the 26th of December, after ending the treatment, to both groups (the experimental and control group) to measure the achievement of the sample students and their performance in specific tasks acquired during the treatment and teaching period. In other words, to identify the impact of the flipped classroom strategy and the traditional classroom strategy on the sample students' achievement.

3.5.4. The Instructional Materials

The current study chose the following instructional materials from the pupil's book 4 and workbook 4 (units 5 & 6) to be taught for the experimental group students using the flipped classroom strategy and the control group using the traditional strategy.

- 1- Travellers, PP.35 (speaking & writing skills).
- 2- Around Yemen & Germs, PP. 42&50/51(reading skill).
- 3- A day in the life of a London doctor &The casualty unit, PP. 52/53 (listening skill).
- 4- Smoking, PP.48 (writing & speaking skills).
- 5 - Language review 4&5, PP. 44 &56 (grammar).

3.5.4.1. The Adapting of the Instructional Materials

The researchers have adapted the target instructional materials according to the videos and activities that will be used for teaching the experimental group.

3.5.5. The Treatment of the Study

The control group was taught the instructional materials that were chosen from the textbook4 and Workbook4, using the traditional strategies of teaching, while the experimental group was taught the same instructional materials and they were adapted, using the flipped classroom strategy with its requirements depending on different activities. Both groups were taught by the same teacher. The treatment lasted five weeks(from 20/11/2023 to 25 /12/2023) and two periods (90 minutes) a week . Before the treatment, the experimental group students were given the instructions that should be followed in the next five weeks. Ten ready used instructional short videos from YouTube were downloaded and modified to suit the level of the tenth-grade students, the school facilities, and the Yemeni culture. These videos were related to the lessons that are in

(units 5&6), which have been taken from the Pupil's Book 4 and Workbook 4 (English Course for Yemen). Two days before each period, the target video and lesson were sent to the experimental group through WhatsApp. Students have to watch the video and study the lesson content in detail according to the instructions that were given to the students by the teacher. After watching the video and studying the lesson, the sample students answer questions of the lesson that are related to the target video lesson in order to send their answers to the teacher for checking and discussing in the following period in the class. The class time was then divided into three parts: the first part (10 minutes) was devoted to revising students' answer of the questions about the video watching or audio lesson and give the correct feedback. The second part (20 minutes) was for teaching the lesson, using the flipped classroom strategy in the class; planned activities were given for each skill. Students worked in pairs or groups to discuss the ideas or problems given. The third part (15 minutes) was allocated to revise the whole learning outcomes and do the main points of the lesson. Students in the experimental group did their homework inside the classroom with their classmates and under the guidance of their teacher. While the control group students were taught the target lesson by the teacher in the class, as usual, they did their homework at home and submitted it in the following class, using traditional methods.

4. DATA ANALYSIS

The collected data through pre/post-achievement test were analyzed using the descriptive statistics such as means, standard deviations, mean difference and Effect size values that are part of Statistical Package of Social Sciences (SPSS) program.

5.RESULTS AND DISCUSSION

This section attempts to answer the study questions.

5.1. Answering the First Study Question

To answer the first question of the study which was formulated as follows: Does the flipped classroom strategy have an effect on secondary school students' achievement?, the researchers used the independent sample t-test to compare the performance of the two groups (experimental and control) before and after the treatment. i.e. applying the flipped classroom strategy as an evidence of its effect. The results of the comparison are in Table(1).

Table(1) Independent Sample T-test Results

Test	Group	Mean	Std. Deviation	T. value	Sig
Pretest	Exp.	27.92	2.61	.050	*.958
	Cont.	27.96	2.78		
Posttest	Exp.	41.68	2.79	9.280	.000
	Cont.	33.08	3.70		

The statistical results in Table (1) above, showed that the t value of the comparison between the two groups (experimental and control) in the pretest was **(.050)** and its significance level was **(.958)** which was more than (0.05). This proved that there was no statistical difference between the two groups in the term of the pre-achievement test of the English language skills. However, the t value of the comparison between the two groups in the post-achievement test was **(9.280)** and its significance level was **(.000)** less than (0.05). This ensures that there was a significant statistical difference between the two groups in term of the post-achievement test. The mean score of the experimental group in the posttest was **(41.68)** and that of the control group was **(33.08)**. This indicates that the difference between the two groups was in favor of the experimental group. The results proved that the experimental group students who were taught through the flipped classroom strategy showed improvement in their performance in the post-achievement test more than control group students. Meanwhile, the two groups were equivalent before using the flipped classroom strategy in teaching the experimental group.

5.2. Answering the Second Study Question

The second question says “To What extent does the flipped classroom strategy effect on the secondary school students' achievement?” For answering this question, the mean, standard deviations and mean difference of the experimental group were compared to find out the differences between the performance of the experimental group in the English language skills before and after the treatment. The comparison is represented in Table(2).

Table (2) Means, Standard Deviations and Mean Difference of the Experimental Group in the Pre/Post-achievement Test

Domain	Test	N	Mean	Std. Deviation	Mean Difference
Listening	Posttest	25	8.20	1.04	3.24
	Pretest	25	4.96	.676	
Speaking	Posttest	25	7.88	.833	2.64
	Pretest	25	5.24	.779	
Reading	Posttest	25	9.16	.850	3.00
	Pretest	25	6.16	1.08	
Writing	Posttest	25	7.68	.802	2.28
	Pretest	25	5.40	.764	
Grammar	Posttest	25	8.76	1.05	2.60
	Pretest	25	6.16	1.03	
Overall	Posttest	25	41.68	2.79	13.24
	Pretest	25	27.92	2.61	

Table 2) showed that the mean score of every domain and total degree of the test in the post-achievement test was higher than the mean score in the pre-achievement test of the experimental group that was taught through the flipped classroom strategy. The mean score of the posttest for listening was (8.20) with SD (1.04) whereas in the pretest was (4.96) with SD (.676). The Posttest for Speaking was (7.88) with SD (.833), whereas pretest was (5.24) with SD (.779). The mean score of the posttest for reading skill was (9.16) with SD (.850), whereas in the pretest was (6.16) with SD (1.08). The mean score of the posttest for writing skill was (7.68) with SD (.802), whereas in pretest was (5.40) with SD (.764) and the mean score of the posttest for Grammar skill was (8.76) with SD(1.05), whereas in the pretest was (6.16) with SD (1.03). The overall mean score for the five skills in the posttest was (41.68) with SD (2.79), whereas the overall mean in pretest was (27.92) with SD (2.61). The means difference of the pre and posttest were in order (3.24, 2.64, 3.00, 2.28, 2.60, 13.24).

To show the extent of the flipped classroom strategy effect on the Post-achievement test of the experimental group, the study applied the "Effect Size" technique by using t value to find the Eta square value η^2 in the following formula (Affana, 2000, P. 42).

$$\eta^2(\text{Effect size(Eta square)}) = \frac{T^2}{T^2 + df}$$

Table(3)The Effect Size Value

Tool	Effect Size values		
	Small	Medium	Large
η^2	0.01	0.06	0.14

When the researcher implemented the effect size formula, the results of " η^2 " value of the experimental group in the post-achievement test for all domains and the total degree of the test was high as shows in the following Table (4). This large effect of applying the flipped classroom strategy could be attributed to the pre-watching of instructional videos outside the classroom and several activities inside the classroom which aimed at developing the English language skills. The paired sample test was used to make the comparison between the performance of the experimental group before and after the treatment to get the t value which was used to measure the effect size of the variable (flipped classroom strategy).

Table (4): Paired Sample T-test Results and the Effect Size of the Experimental Group in the Pr/Post-achievement Test

Domain	Test	N	Df	t-Test	Sig	η^2	Sig level
Listening	Posttest	25	48	13.13	.000	0.35	Large
	Pretest	25					
Speaking	Posttest	25	48	12.74	.000	0.34	Large
	Pretest	25					
Reading	Posttest	25	48	10.61	.000	0.30	Large
	Pretest	25					

Writing	Posttest	25	48	9.18	.000	0.27	Large
	Pretest	25					
Grammar	Posttest	25	48	9.01	.000	0.27	Large
	Pretest	25					
Overall	Posttest	25	48	17.19	.000	0.41	Large
	Pretest	25					

Table (4) showed that the t values for every test domain and the whole test were; listening ($t=13.13$, Sig.000), speaking ($t=12.74$, Sig.000), reading ($t=10.61$, Sig.000), writing ($t=9.18$, Sig.000), grammar ($t=9.01$, Sig.000) and the overall grade ($t=17.19$, Sig.000). This result means that there was a significance difference among the students' performance in the experimental group before and after the treatment and the difference was in favor of students' performance in the post-achievement test. Table (4) also showed that there was a large effect size for each domain and the overall degree of the pre/post achievement test. It was (0.35) for listening, (0.34) for speaking, (0.30) for reading, (0.27) for writing, (0.27) for grammar) and the effect size value of the pre/post achievement test of the experimental group was (0.41) which means that applying the flipped classroom strategy had a large effect and improved the performance of the experimental group students compared with their performance before applying the flipped classroom strategy.

5.3. Answering the Third Study Question

To answer the third question of the study which was formulated as follows: Are there any statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores of the post-achievement test among the experimental group taught by the flipped classroom strategy and those of the control group taught by the traditional strategies?, the researchers used the independent T. Test to find out the means, standard deviations and mean difference of the post-achievement scores of the two groups (experimental and control group) as shows in Table (5).

Table (5) T-test Independent Sample Results of Differences between the Experimental and the Control Group in the Post-achievement Test

Domain	Group	N	Mean	Std. Deviation	Mean Difference
Listening	Experimental	25	8.20	1.04	1.92
	Control	25	6.28	0.94	
Speaking	Experimental	25	7.88	0.83	1.84
	Control	25	6.04	0.98	
Reading	Experimental	25	9.16	0.85	1.80
	Control	25	7.36	1.08	
Writing	Experimental	25	7.68	0.80	1.68
	Control	25	6.00	1.00	
Grammar	Experimental	25	8.76	1.05	1.36
	Control	25	7.40	1.15	
Overall	Experimental	25	41.68	2.79	8.60
	Control	25	33.08	3.70	

As seen in Table (5), there were statistically significant differences between the mean scores of the two groups in the post-achievement test. The mean score of the experimental group that was taught by the flipped classroom strategy is higher than the mean score of the control group that was taught by the traditional strategy. The means differences were (1.92,184,1.80,1.68, 1.36, 8.60) in order. To ensure the comparison between the two groups in the post-achievement test, the researcher used the *t* value and applied the formula of the effect size mentioned before in Table 3. Table 6 represents that comparison.

Table (6) T-test Results and the Effect Size of the Experimental Group and Control Group in the Post-achievement Test

Domain	Group	N	Df	t-Test	Sig	η^2	Sig. level
Listening	Experimental	25	48	6.86	.000	0.49	Large
	Control	25					
Speaking	Experimental	25	48	7.16	.000	0.51	Large
	Control	25					
Reading	Experimental	25	48	6.56	.000	0.47	Large
	Control	25					
Writing	Experimental	25	48	6.55	.000	0.47	Large
	Control	25					
Grammar	Experimental	25	48	4.35	.000	0.28	Large
	Control	25					
Overall	Experimental	25	48	9.28	.000	0.64	Large
	Control	25					

Table (6) showed that the significance level of the every test domains and the whole test was (0.000) which means that there was a statistically significant difference between the mean scores of the two groups in the post achievement test ; listening ($t=6.86$, Sig. .000), speaking ($t=7.16$, Sig. .000), reading ($t=6.56$, Sig. .000), writing ($t= 6.55$, Sig..000), grammar ($t= 4.35$,Sig. .000) and the total grade ($t=9.28$, Sig. .000) in favor of the experimental group; which means that the experimental group outperformed the control group. The effect size of the flipped classroom strategy was also high in the five domains and the overall test domains; it was (.49) for listening, (.51) for speaking, (.47) for reading and writing, and (.28) for grammar. The domain-specific effect sizes of the two groups (experimental and control) in the post-achievement test were (.64). This large effect may be due to the activities and techniques as quizzes, role play, group work, and pair work which encouraged collaboration among students, increased students' responsibility for their learning and improved the achievement of experimental group students in the English language subject skills more than their counterparts in the control group.

6. THE STUDY FINDINGS AND RECOMMENDATIONS

6.1. The study Findings

The study has come out the following findings:

1. The two groups were equivalent before using the flipped classroom strategy in teaching the experimental group students.

2. The study findings proved that the experimental group students who were taught through the flipped classroom strategy showed improvement in their performance in the post-achievement test more than control group students.

3. The findings also revealed that there were significant differences between the two groups (experimental & control group) in the post-achievement test in favor of the experimental group. This means that applying the flipped classroom strategy had a large effect and improved the performance of the experimental group compared with their performance before applying the flipped classroom strategy. These findings are similar to the findings of (Najmi, 2020 and Bin-Hady & Hazaea, 2020) who conducted studies on the effect of applying the flipped classroom strategy on secondary education and proved that the flipped classroom strategy improved students' academic performance and this new teaching strategy was perceived positively by students. The outcomes of this analysis also confirmed the findings of previous studies, such as; (Abusaaleek, 2020; Mubarak, Cahyono & Astuti, 2019; Ahmad, 2016; Al-Harbi & Alshumaimeri, 2016; Hsieh, Wu, & Marek, 2017 & AL-Rowais, 2014) who stated that using the flipped classroom strategy has a large effect on the students achievement in the English language subject skills and revealed significant differences between the two groups in favor of the experimental group. These studies recommended applying this strategy for better learning in secondary schools.

6.2. The Study Recommendations

This study has recommended:

1. Using modern strategies in TEFL field, including the flipped classroom strategy to move towards learner-centered classroom strategies.
2. Providing students with practical activities that help them to achieve progress in learning English languages skills.
3. Designing teacher's guide book for helping teachers to prepare flipped classroom lesson plans.
4. Holding training sessions for EFL teachers on new teaching strategies and applications of new technologies in the educational process.
5. Conducting further studies to examine the effect of using the flipped learning strategy for improving students' achievement in other language skills in institutes, faculties and universities.

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