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RESEARCH ARTICLE

TEACHERS' AND STUDENTS' STORIES OF FLIPPED LEARNING IN EFL EDUCATION

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Abstract: This study looks into how teachers and students perceive flipped learning when teaching English as a foreign language (EFL), with an emphasis on engagement, attitudes, and instructional strategies at two State Vocational High Schools in Tasikmalaya. Data were gathered using a narrative inquiry design, using semi-structured interviews and narrative frame of five English teachers and five vocational students. Thematic study found that flipped learning improved engagement in the behavioral, emotional, cognitive, reflective, and social aspects. Overall, attitudes toward flipped learning were positive, with emphasis on usefulness, autonomy, motivation, and satisfaction. Instructional strategy combined pre-class with active in-class activities, demonstrating flipped learning's transformative potential in vocational EFL contexts.

Keywords: Flipped Learning, Narrative Inquiry, Engagement, Attitudes, Instructional Strategies, EFL Education.

Kisah Guru dan Siswa tentang Flipped Learning dalam Pendidikan Bahasa Inggris sebagai Bahasa Asing (EFL)

Abstrak: Studi ini meneliti bagaimana instruktur dan siswa memandang pembelajaran terbalik (flipped learning) saat mengajar bahasa Inggris sebagai bahasa asing (EFL), dengan penekanan pada keterlibatan, sikap, dan strategi pembelajaran di dua Sekolah Menengah Kejuruan Negeri di Tasikmalaya. Data dikumpulkan menggunakan desain penelitian naratif, dengan menggunakan wawancara semi-terstruktur dan bingkai narasi terhadap lima guru bahasa Inggris dan lima siswa kejuruan. Studi tematik menemukan bahwa pembelajaran terbalik meningkatkan keterlibatan dalam aspek perilaku, emosional, kognitif, reflektif dan aspek sosial. Secara keseluruhan, sikap terhadap pembelajaran terbalik positif, dengan penekanan pada kegunaan, otonomi, keterlibatan, motivasi, dan kepuasan. Strategi pembelajaran menggabungkan kegiatan sebelum kelas dengan aktivitas aktif di kelas, menunjukkan potensi transformatif pembelajaran terbalik dalam konteks EFL kejuruan.

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Kata kunci: Pembelajaran Terbalik, Inkuiri Naratif, Keterlibatan, Sikap, Strategi Pembelajaran, Pendidikan Bahasa Inggris sebagai Bahasa Asing.

INTRODUCTION

Flipped learning has gained widespread popularity as an innovative pedagogical approach, particularly in English as a Foreign Language (EFL) education. At the height of the COVID-19 pandemic, its adoption expanded globally as educators sought alternatives to traditional lecture-based instruction. This approach shifts direct instruction outside the classroom and uses class time for interactive, student-centered activities, enabling learners to study foundational content independently and engage in collaborative exercises during face-to-face sessions (Abeysekera & Dawson, 2015). In EFL contexts, flipped learning has demonstrated significant potential for improving students' grammar and vocabulary acquisition, engagement, and overall language performance (Aldaghri, 2023; Bezzazi, 2019). Moreover, flipped learning integrates blended learning principles by incorporating both online and offline activities, supported by technology-enhanced language learning (TELL) tools, such as video lectures, interactive quizzes, and collaborative platforms (Aydin & Demirer, 2017). This model not only promotes autonomy and self-paced learning but also cultivates communication and problem-solving skills essential for 21st-century education (Yeboah et al., 2020).

Existing literature indicates that flipped classrooms improve learner engagement, satisfaction, and motivation, while fostering a dynamic and student-centered environment (Li & Li, 2022; Webb & Doman, 2019). However, challenges persist, including unequal access to technology and students' struggles with self-directed learning, which may hinder readiness and participation (Wyk, 2021). Most studies on flipped learning focus on higher education and quantitative outcomes, leaving a gap in research that explores the lived experiences of teachers and students, particularly at the vocational high school level. Given that vocational students require practical language skills and collaborative learning environments, investigating their perspectives on flipped learning offers valuable insights into its effectiveness in this unique context.

This study, conducted in two state vocational high schools in Tasikmalaya, Indonesia, aims to address this gap by exploring teachers' and students' narratives of flipped learning in EFL education. It focuses on three formulation problems, as follows:

1. How do teachers and students describe their experiences with engagement in flipped classrooms?
2. What are students' and teachers' attitudes towards Flipped Learning in EFL Education?
3. What instructional strategies do teachers employ to facilitate effective flipped learning?

By employing a narrative inquiry design, this research contributes to the theoretical understanding of flipped classrooms, offering nuanced insights into their challenges and benefits. Practically, the findings provide educators with strategies to optimize flipped

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learning, create student-centered environments, and inform policymakers in integrating innovative methods into vocational education.

RESEARCH METHOD

This study used a narrative inquiry approach to investigate the lived experiences of teachers and students with flipped learning in English as a Foreign Language (EFL) courses. Narrative inquiry was chosen because it enables for a thorough examination of participants' personal stories, yielding valuable insights on their engagement, attitudes, and instructional methods (Clandinin & Connelly, 2000). The study was conducted at two State Vocational High Schools in Tasikmalaya, Indonesia, which were specifically chosen for their active It is especially appropriate for this study because it allows the researcher to investigate the complex and dynamic interactions between flipped learning, student engagement, instructional tactics, and attitudes in a genuine and meaningful manner. The research procedure for researching instructors' and students' stories about flipped learning in EFL education consisted of many important elements that ensure methodological rigor and compatibility with the study's aims. This narrative inquiry project necessitated careful design and execution in order to yield relevant insights into engagement, teaching tactics, and attitudes in the vocational high school setting. The research design presented as follows:

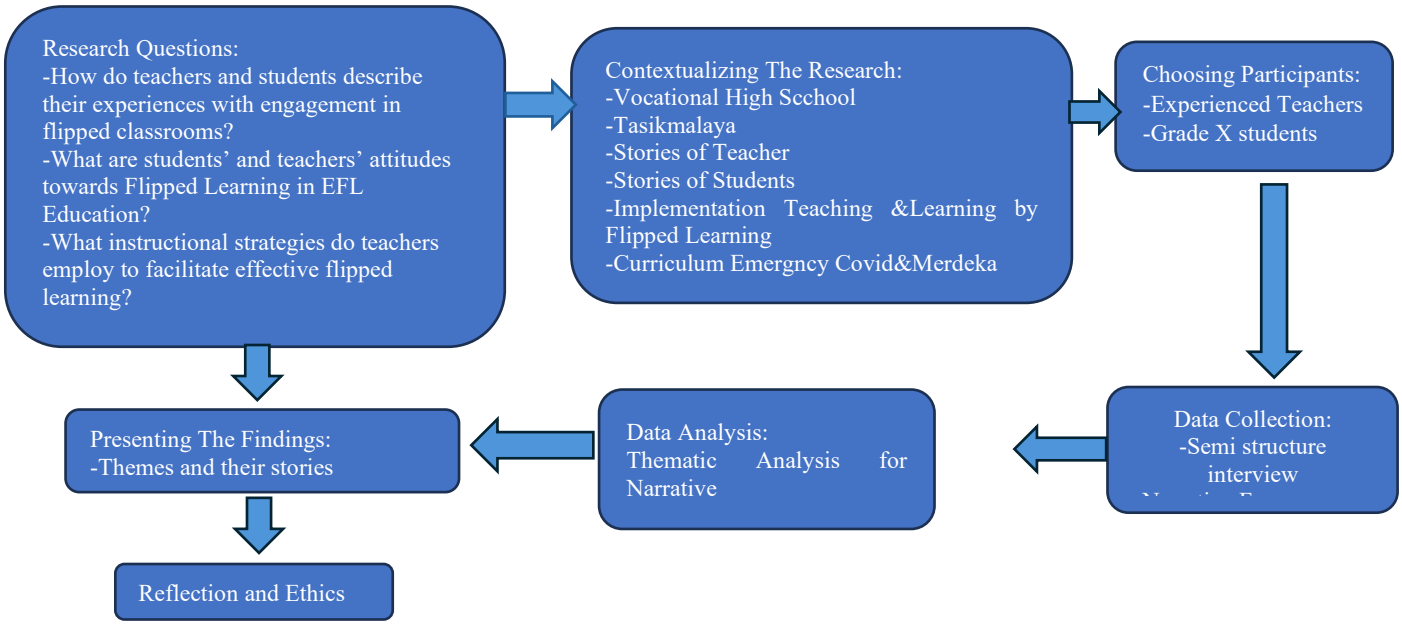

Figure 1
Research Design

Participants were five English teachers and five vocational students chosen using purposive sampling to ensure diversity in teaching experience, learning achievement, and exposure to flipped learning. Teachers had three to fifteen years of teaching experience, while student participants came from a variety of study programs to collect diverse viewpoints. All subjects provided informed consent, and ethical guidelines such as confidentiality, anonymity, and voluntary participation were followed throughout the study.

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Data was collected using two main methods: semi-structured interviews and classroom observations. The interviews allowed participants to share their own experiences with flipped learning, with an emphasis on their engagement, attitudes, and instructional practices. Interviews lasted 30-45 minutes, were audio-recorded, and conducted in a mix of English and Bahasa Indonesia to ensure clarity.

Data was analysed using thematic analysis for narrative inquiry (Riessman, 2008), which involved three stages: (1) transcribing and coding narratives to identify significant events and recurring patterns, (2) grouping codes into broader themes, and (3) interpreting themes in relation to engagement dimensions (social, emotional, behavioural, cognitive, and reflective), attitudes, and instructional strategies. The triangulation of data sources (interviews, observations, and field notes) and member checking increased the reliability of the findings. This analytical approach allowed the researcher to develop a comprehensive knowledge of flipped learning practices, emphasising both the potential and challenges faced by teachers and students in vocational EFL settings

RESULTS AND DISCUSSION

1. Engagement

The data indicate that flipped learning promotes multi-faceted engagement—emotional, behavioural, cognitive, reflective, and social. Emotional engagement, characterised by diminished worry and increased enjoyment, corresponds with the conclusions of Lee and Wallace (2020), who contend that affective comfort enhances language performance and learner perseverance. This emotional stability was cultivated by pre-class access to resources, enabling students to feel prepared and self-assured.

a) Emotional Engagement

The findings of this study show that flipped learning greatly increased emotional involvement, particularly in increasing students' confidence and reducing fear in EFL classrooms. Student 1 reported feeling more confident during conversations since they had been exposed to the instructional subject before joining the classroom. This is consistent with Bandura's (1997) theory of self-efficacy, which emphasizes that mastery experiences, such as pre-class preparation, are an important source of confidence in learners. In rural and coastal vocational environments where English exposure is limited outside of the classroom, pre-class familiarity is critical for decreasing performance anxiety and allowing for more active engagement. Previous research by Lo and Hew (2022) demonstrates that flipped learning promotes a more supportive learning environment by providing students with a sense of preparation, reducing their anxiety of making mistakes in front of their peers.

Furthermore, the positive emotional reactions seen in this study are consistent with current research in vocational EFL contexts linking engagement to task relevance.

> "To improve student engagement, I usually prepare introductory materials that are light and relevant—such as short videos explaining vocabulary or communication scenarios close to their daily life, like conversations in a workshop or marketplace. I include guiding questions to give purpose to their viewing. In class, I follow up with interactive activities such as roleplays, customer service simulations, or creating simple vlogs. I set up flexible seating, encourage freedom of expression, and integrate elements of gamification so they feel both challenged and excited to learn."(Excerpt from Narrative, Teacher 1)

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Teachers, including Teacher 1, purposefully created pre-class materials with relatable scenarios workshops, marketplaces, customer service dialogues that spoke to students' real-life experiences. These contextually relevant examples appear to build emotional links to the learning topic, a factor noted by Zainuddin et al. (2020) as critical to maintaining student engagement. Thus, emotional involvement in this study was based on a trinity of readiness, autonomy, and contextual relevance, resulting in a classroom environment in which students were not only more confident but also more invested in their learning journey.

b) Behavioral Engagement

Behavioral involvement in this study was demonstrated by continuous pre-class preparation and active participation during courses. Student 2 displayed a disciplined approach by watching videos and taking notes before class to ensure they were prepared for in-class activities. This data is consistent with Rahman et al. (2021), who discovered that flipped learning greatly boosts students' proactive learning practices, particularly in circumstances where traditional instruction frequently results in passive reception. Teachers' smart use of accessible technologies such as WhatsApp and Google Classroom sustained behavioral engagement at rural and coastal vocational schools with unpredictable internet connectivity. This supports Turan and Akdag-Cimen's (2020) conclusion that platform familiarity and low-technology needs are critical for sustaining student participation in resource-constrained contexts.

Furthermore, task design that linked pre-class and in-class activities increased behavioral involvement significantly.

> "To enhance student engagement, I usually send learning videos or brief, engaging materials before class begins, along with questions or small reflection tasks to ensure they pay attention to the content. I also frequently use easily accessible platforms like WhatsApp or Google Classroom to avoid unnecessary difficulties. In class, I engage students in group activities such as roleplays, games, or discussions on topics relevant to their lives. These strategies have proven effective because students are more motivated to be active when they feel familiar with and prepared for the material being discussed." (Excerpt from Narrative Frame, Teacher 2)

Teacher 2's technique of assigning brief reflection questions with pre-class movies encouraged students to pay attention and come to class ready to react. Such task continuity supports the flipped model's emphasis on combining pre- and in-class learning cycles (Bergmann & Sams, 2012). The current findings indicate that this integrated strategy transforms pre-class preparation from a passive viewing activity to an active learning experience, deepening behavioral commitment and holding students more responsibility for their own participation.

c) Cognitive Engagement

In this study, students' readiness to problem solve, ask questions, and apply new knowledge to real-world scenarios demonstrated cognitive engagement. Some students, including Student 3, struggled at first to adjust to solo pre-class work. However, students gradually acquired comprehension skills such as rewatching videos, consulting peers, and looking for more materials. This developmental trajectory aligns with the constructivist learning theory, which holds that learners acquire information through active meaning-making and problem-solving (Hmelo-Silver et al., 2021). In flipped classrooms, the shift from passive listening to active engagement provides additional opportunity for such

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meaning-making, particularly when interactive and analytical tasks are assigned. One of the student said:

> "At first, I felt flipped learning was difficult and confusing because I wasn't used to studying material in advance without the teacher explaining it first. I was worried I wouldn't understand the videos, especially if the explanation was fast or used many English words I didn't know. I also felt a bit lazy since no one was reminding me. But after trying it a few times and seeing the benefits, I got used to it and didn't feel overwhelmed anymore." (Excerpt from Narrative Frame, Student 3)

Contextualized content also helped to boost cognitive engagement. Teachers, for example, used scenarios familiar to vocational students, such as workplace discussions or customer service problems, in both pre-class and in-class materials. This relevance encouraged students to use theoretical information in real-world settings, which increases learning transfer (Bransford et al., 2000). Hwang et al. (2021) describe similar findings, arguing that task authenticity in flipped EFL classes increases cognitive investment by making learning more personal. In the current study, such authenticity appeared to not only raise students' intellectual engagement but also boost their confidence in using English skills outside of the classroom.

d) *Reflective engagement*

In this study, reflective involvement was identified as a crucial result of the flipped learning strategy, with both students and teachers reporting enhanced self-monitoring and self-evaluation. Student 4 and other students displayed self-awareness by actively recognizing areas they did not understand and seeking solutions. This is consistent with Chen et al. (2020), who argue that reflection increases learners' self-awareness and adaptability, especially when integrated into structured learning cycles. In flipped classrooms, the relocation of information delivery outside the classroom allows for in-class reflection and peer conversation, which promotes metacognitive development. In this study's rural and coastal vocational school context, reflective practices were critical for students to gain autonomy in regulating their learning progress in the face of infrastructural constraints.

Teachers played an important role in encouraging reflective participation by intentionally adding reflection exercises into their class plans. It can bee seen in excerpt:

> " To enhance student engagement, I usually send learning videos or brief, engaging materials before class begins, along with questions or small reflection tasks to ensure they pay attention to the content. I also frequently use easily accessible platforms like WhatsApp or Google Classroom to avoid unnecessary difficulties. In class, I engage students in group activities such as roleplays, games, or discussions on topics relevant to their lives. These strategies have proven effective because students are more motivated to be active when they feel familiar with and prepared for the material being discussed." (Excerpt from Narrative Frame, Teacher 2)

For example, Teacher 2's practice of setting aside time at the end of each lecture for questions and reflective discussion provided structured chances for students to consolidate their information. This method is congruent with Zimmerman's (2021) theory of self-regulated learning, which recognizes reflection as a critical step in academic self-management. By including reflection into the classroom routine, teachers in this study ensured that students were not only receiving knowledge but also critically evaluating their comprehension, creating personal learning objectives, and altering tactics as needed.

e) *Social Engagement*

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Social interaction was a significant characteristic of flipped learning in this study, with students and teachers frequently mentioning improved peer collaboration and mutual support. For example, Student 4 stated that exchanging ideas with friends and assisting peers with problems makes learning more fun. This is consistent with Vygotsky's (1978) sociocultural theory, which emphasizes the importance of social contact in learning. In the flipped classroom model, where students arrive prepared, class time can be dedicated to collaborative problem-solving, peer feedback, and knowledge co-construction—conditions that are especially useful in vocational EFL settings where communication skills are critical to professional readiness.

Teachers aggressively promoted social engagement by creating participatory, student-centered activities. It can be seen in excerpt from narrative frame:

> "In class, I follow up with interactive activities such as roleplays, customer service simulations, or creating simple vlogs. I set up flexible seating, encourage freedom of expression, and integrate elements of gamification so they feel both challenged and excited to learn." (Excerpt from Narrative Frame, Teacher 1)

Furthermore, social interaction in this study went beyond the classroom boundaries. Several students stated that they continued discussions in online groups and messaging applications, sharing resources and clarifying questions outside of formal school hours. This is consistent with the findings of Lo and Hew (2022), who discovered that flipped learning promotes the formation of learning communities that transcend physical classroom boundaries. These social learning networks provided academic support to vocational students while also reflecting the collaborative communication arrangements they would experience in the workplace. In this approach, social participation in flipped classrooms served as both a pedagogical and professional skill-building mechanism, preparing students for the challenges of real-world communication.

2. Attitudes

a) Usefulness

The data show that both students and teachers believe flipped learning is extremely beneficial for improving lesson preparation, comprehension, and class involvement. Student 1 believed that early exposure to learning materials prepared him to approach class with greater clarity and preparation, allowing for more meaningful participation throughout lectures. This is consistent with Zainuddin et al.'s (2020) argument that pre-class preparation in flipped learning decreases cognitive overload during in-class activities, freeing up mental resources for higher-order thinking tasks like analysis and application. One of the participants said:

> "This method has a significant impact on student readiness for classroom learning. They become more engaged because they already understand the material, making the learning process more productive." (Excerpt from Interview, Teacher 2)

The practical benefits highlighted by participants indicate a shift in learning ownership. Students who had previously difficulty with comprehension discovered that pre-class exposure to content enhanced their ability to follow classes, ask questions, and participate in discussions. Teachers noticed that this approach enabled differentiated instruction because students came at varied levels of mastery and could receive focused feedback. This outcome is consistent with Lo and Hew's (2022) report that flipped classrooms provide more individualized help due to improved diagnostic

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chances during class. Thus, the perceived utility of flipped learning in this study is multifaceted, including increased readiness, adaptability to learner situations, and increased teacher capacity to personalize instruction.

b) Autonomy

The narratives clearly show that flipped learning promotes learner autonomy by moving the burden for initial learning from the teacher to the student. Teacher 3 underlined that studying without direct supervision develops discipline and initiative, which is consistent with Zimmerman and Schunk's (2020) self-regulated learning model. Flipped learning, by allowing students to take care of their own preparation, supports Chiu's (2021) argument that autonomy is a fundamental component of student-centered education. This move promotes not just independence but also accountability, as students must manage their time, identify knowledge gaps, and seek answers proactively.

Student 4' account of transitioning from instructor dependence to self-directed learning exemplifies this change. She said:

> "Using this method, I've learned to rely less on the teacher and to prepare myself before class begins. I usually read the material given and then look for additional information online to better understand it."(Excerpt from Interview, Student 4)

The autonomy fostered in flipped classrooms also benefits teachers by allowing them to function as facilitators rather than sole suppliers of information. With students taking charge of pre-class preparation, in-class time can be dedicated to mentoring, feedback, and advanced practice. This transition is consistent with the findings of Chen et al. (2023), who found that autonomy-supportive flipped classrooms improved both student satisfaction and academic performance. In this study, the combination of teacher empowerment and student self-direction demonstrates a reciprocal relationship in which autonomy benefits all stakeholders, resulting in a more collaborative and sustainable learning environment.

c) Engagement

Both student and teacher testimonies show that flipped learning improves classroom engagement by lowering anxiety, enhancing confidence, and encouraging active participation. One of the teachers said:

> "My students' attitudes toward flipped learning are generally positive, especially after they experience how relaxed and interactive the lessons become. Although they were initially confused and awkward with the new learning pattern, they gradually began to see its benefits. Some students even said they no longer felt afraid to speak English because they were already familiar with the material. I also noticed that students were more eager to attend class when they knew there would be fun activities based on the material they had already studied." (Excerpt from Narrative Frame, Teacher 1)

Teacher 1's observed that students went from bewilderment to enthusiasm demonstrates learners' adaptability and the ability of flipped learning to reduce affective obstacles in language teaching. Song and Kapur (2021) define engagement as having behavioral, cognitive, and emotional dimensions, all of which are present here—students arrived to class better prepared, more willing to contribute, and more invested in collaborative activities. The familiarity with the material before to class lowered reluctance to speak English, transforming the classroom into a more engaged environment.

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In addition, one of the student said:

> "I am more active in class because I already understand the material, so I am not embarrassed to ask questions or give my opinion."(Excerpt from Interview, Student 4)

Student 4's statement that she was "not embarrassed to ask questions" demonstrates how preparation can directly build confidence, resulting in increased interaction. Importantly, participation in this study was not uniform, but rather flexible to individual learner needs. According to Deci and Ryan (2020), students can choose how deeply they interact with materials based on their personal goals and capacities, which provides flexibility that encourages intrinsic motivation. The statistics also imply that flipped learning can re-engage previously disengaged learners by giving them more control and preparation time, which supports Teng et al.'s (2021) findings that the approach helps rekindle interest among struggling students. Thus, engagement is both a result of and a catalyst for the active, collaborative learning environment produced by the flipped approach.

d) Satisfaction

This study found that both students and teachers are satisfied with flipped learning in terms of instructional quality, learner confidence, accessibility, and engagement. Student 4's positive assessment of the material as "engaging" illustrates the vital function of instructional design in encouraging satisfaction, which is reinforced by Lo and Hew (2022), who believe that engaging content is essential for maintaining student interest in technology-mediated learning. However, her admission of certain colleagues' time management issues implies that satisfaction coexists with opportunities for progress, notably in the development of self-regulation abilities.

> "I was satisfied because the material was presented in an engaging and engaging way. My friends also responded positively, although some still struggled to manage their time for independent study." (Excerpt from Interview, Student 4)

Teacher 2 was satisfied in increasing classroom effectiveness and student activity levels, which correspond with professional goals for dynamic and productive learning environments. He stated:

> "I am very satisfied with the implementation of the flipped classroom because this method makes the learning process more effective and students become more active in learning." (Excerpt from Interview, Teacher 2)

This is consistent with Zainuddin and Perera's (2019) findings, which show that teacher satisfaction in flipped classrooms is frequently associated with increased instructional efficiency and student responsiveness. The professional setting of the interview room provided a platform for thoughtful contemplation, mimicking the systematic manner in which teachers evaluate teaching approaches.

e) Motivation

The statistics show that flipped learning improves both internal and extrinsic motivation in pupils. Student 2 said:

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> "Students who were previously less motivated became more active in studying the material before class." (Excerpt from Interview, Student 2)

Student 2's observation that formerly passive pupils become more active demonstrates the motivational impact of anticipating engaging classroom activities. This finding is consistent with Yilmaz and Baydas (2023), who found that flipped classrooms increase motivation by providing a clear purpose for pre-class preparation. By focusing lessons on collaborative, student-centered projects, the approach gives tangible rewards for prior effort, reinforcing a cycle of preparation and engagement.

Student 4's story provides insight into the long-term motivational shifts made possible via flipped learning.

> "After a few sessions, I feel that flipped learning has made me more independent and not just reliant on the teacher. I've gotten used to managing my time to watch the videos and take notes before class. I'm also more active in class because I already know what's being discussed and can grasp the teacher's explanation more quickly. Over time, I've found this method enjoyable because I can learn in my own way not just from textbooks and notes." (Excerpt from Narrative Frame, Student 4)

Her ability to manage time, prepare for class, and enjoy learning in her own unique way demonstrates that motivation progresses beyond compliance to genuine engagement and self-fulfilment. This trend is consistent with the findings of Teng et al. (2022), who propose that flipped learning can foster long-term learning habits that extend beyond the classroom. In this study, motivation is identified as both a short-term driver of involvement and a long-term foundation for autonomous, self-sustaining learning practices.

3. Instructional Strategies

This section delineates the findings of the teaching practices employed in flipped learning, derived on interview data gathered from EFL teachers and students at vocational high schools. The analysis is organised into two primary sections: Pre-Class Strategy and In-Class Strategy, aligned with the flipped learning framework that categorises learning activities into pre-lesson and in-class components.

a) Pre-Class Strategies

Teachers purposefully used accessible tools to ensure that pre-class preparation in flipped learning was rigorous and inclusive. Teacher 2's utilization of popular platforms like YouTube, WhatsApp, Google Classroom, and Loom efficiently tackles infrastructure concerns, particularly unpredictable internet, while also promoting fair access for rural learners.

> "The usual steps are: I give them videos or materials on Google Classroom before class, and they study at home. I use YouTube for videos, then share them via Google Classroom or WhatsApp. Sometimes I also record my own explanations using Loom." (Excerpt from Interview, Teacher 2)

According to Öztürk and Çakıroğlu (2021), flipped learning models prioritize early subject exposure to allow for more active learning in class. Teachers create a preparation environment that encourages deeper participation.

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Furthermore, Teacher 3's use of short video or reading assignments accompanied by reflective questions prepares students cognitively and encourages active processing before class. This approach is based on Vygotsky's Zone of Proximal Development, which suggests that scaffolding through pre-class materials prepares students for peer-supported learning (Keskın, 2023). Reflective questions turn material exposure into meaningful cognitive engagement, preparing students for the interactive tasks ahead.

The trinity of accessibility, scaffolding, and peer interaction highlights the strategic importance of pre-class design in flipped classrooms. Teachers in rural EFL contexts not only deliver content, but they also create conditions that foster learner autonomy, preparedness, and collaborative readiness. This strategy turns structural restrictions, such as limited internet access or exposure, into intentional pedagogical strengths by ensuring that pre-class duties are active and empowering for students.

b) In-class Engagement

The flipped model's in-class techniques emphasize collaborative, communicative practice over passive reception. Teacher 2 said:

> "In class, I engage them in discussions, group assignments, or presentations."(Excerpt from Interview, Teacher 2)

Teacher 2 organized class time around debates, group projects, and student presentations, following the flipped learning idea of using in-class time for active learning (Öztürk & Çakıroğlu, 2021). These formats enable peer interaction and more in-depth content analysis. In addition Teacher 3 said:

> "As a class, I ask them to discuss their answers in small groups. Only then do we have a group discussion."(Excerpt from Interview, Teacher 3)

Teacher 3's strategy of starting with small-group talks before moving on to full-class debate exhibits confidence-building scaffolding, which is especially useful in EFL rural environments. Research suggests that the flipped approach promotes inclusive participation by reducing affective barriers through peer contact (Keskın, 2023).

The use of communicative, gamified tasks such as role-playing, peer feedback, and think-pair-share supports Communicative Language Teaching (CLT) concepts that promote fluency and meaningful language use (Wikipedia, 2025). Such oral-centered assignments are critical in vocational language situations because practical communication skills are essential to student success.

The classroom setup movable desks and low-anxiety environments encourages these interactions by matching physical space with instructional objectives. Studies on active learning regularly show that such environments improve engagement and recall.

Flipped model classrooms in rural settings transform into dynamic spaces of language application and learner empowerment by incorporating cognitive tasks, communication-focused interactions, and supportive environments.

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CONCLUSIONS

The study's findings also highlight that flipped learning has a substantial positive impact on English language education in vocational settings, particularly by fostering engagement, improving learner attitudes, and reshaping instructional strategies. This study underscores the pedagogical potential of flipped learning to enhance engagement, encourage positive attitudes, and transform instructional strategies. It can be concluded as follows:

1. Flipped learning enhances student engagement across five dimensions: emotional, behavioural, cognitive, reflective, and social. Emotional engagement increased as reduced anxiety and home preparation boosted confidence, creating a calmer, more enjoyable classroom. Behaviourally, students showed consistent preparation, active participation, and collaboration, shifting from passive to active learning. Cognitive engagement appeared in critical thinking, problem-solving, and applying knowledge in new contexts. Reflective engagement was evident through journaling and self-assessment, while social engagement grew through peer collaboration and discussions. Overall, flipped learning creates a dynamic, student-centered, and supportive environment fostering sustained engagement.
2. Teachers and students held positive attitudes toward flipped learning, reflected in five themes: usefulness, autonomy, engagement, satisfaction, and motivation. Accessible pre-class resources improved understanding, reduced misconceptions, and supported self-paced learning. Autonomy empowered students to manage their own learning, increasing responsibility. Engagement rose as confidence grew and anxiety lessened. Satisfaction stemmed from flexibility and clear instruction, while motivation drove preparation and participation. These findings confirm flipped learning's role in transforming classroom dynamics and learner attitudes.
3. This study demonstrates that flipped learning in vocational EFL classrooms employs a two-phase strategy: pre-class preparation via videos, worksheets, quizzes, and prompts on platforms such as Google Classroom, YouTube, and WhatsApp, followed by in-class active learning through discussions, role-plays, presentations, and group work to apply knowledge and foster collaboration. This method maximises class time for higher-order thinking, promotes fluency, and successfully combines technology and participatory learning. The findings demonstrate flipped learning's ability to increase engagement, develop positive attitudes, and revolutionise teaching processes, allowing teachers and students to co-construct knowledge. When used in context, it provides a compelling model for balancing language acquisition with practical skills, contributing to flipped pedagogy research and stimulating more educational innovation and reflection.

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