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REVIEW

Use of Flipped Classroom Method in English as a Foreign Language Learners' Reading Comprehension Skills: A Systematic Review Study

Zehra GÜVENÇALAN

English Language Teaching Division PhD Program, Department of Foreign Languages Teaching, Graduate School of Educational Sciences, Atatürk University, Erzurum, Türkiye

Abstract

The study aims to analyze the trends and key findings of research on the use of flipped classroom methods in teaching English reading comprehension skills. Web of Science, ERIC, SCOPUS, and Google Scholar databases were searched, and 55 articles were selected to analyze. Selected articles were analyzed through content analysis in this study. According to the findings, the employment of the flipped classroom method in teaching English as a Foreign Language reading skills became widespread among researchers after 2016, and the number of articles in this field increased between 2020 and 2022. Moreover, quantitative methods and mixed-method research designs were mostly preferred in the studies in which the flipped classroom method was employed in teaching reading skills. In the studies examined, it was observed that the participants were mostly university students. Further research explained the challenges as well as the advantages of using this method. Additionally, the findings indicated that the flipped classroom method had a positive impact on the teaching method in general, and that English as a Foreign Language learners had a positive attitude toward this method. As this study focuses on reading comprehension, future studies could examine all language skills. Furthermore, there are very few experimental studies conducted at the primary school level; hence, more studies could be implemented.

Keywords: English language teaching, English reading comprehension skills, Flipped classroom method, Flipped learning, Foreign language teaching

Introduction

English is an extremely important language for international communication (Namgay & Sakulwongs, 2024; Phuntsho, 2022). Learning and developing English has become a trend in non-native English-speaking communities. In a global society, the underlying reason for learning English better is often the idea of being able to compete better. In addition, with the rapid development of information technologies (Dikici & Altaş, 2024) and the increased use of wireless technologies, interactions between people have changed dramatically (Huang & Hong, 2016). Especially with the advent of COVID-19 in late 2019 and early 2020, lecturers and teachers all over the world had to reorganize their teaching methods and adapt themselves to the technology usage (Ardiansyah et al., 2022; Nursyahdiyah et al., 2022; Uran, 2022; Üstündağ-Kocakuşak, 2024). As a result, it was stated that the foreign language teaching process has become more challenging (Orhan & Tekin, 2025). In this way, computer technologies have come to be recognized as an integral part of educational systems (Khonamri et al., 2020) and the flipped classroom has become one of the encouraging methods for the integration of technology and education (Zen et al., 2023). The flipped classroom can also be referred to as "flipped learning, flipped instruction, flipped classroom model, flipping the classroom, inverted classroom, inverting the classroom, flip or flipping" (Bataineh & Al-Sakal, 2021).

The flipped learning model emerged in the 1990s. However, the flipped classroom method (FCM) was introduced in the mid-2000s (Atmanegara & Dianti, 2020). The flipped classroom concept was initially developed with the idea of transforming students' homework into classwork (Keskin, 2023; Phuntsho, 2022). The FCM has thoroughly changed the classroom-to-home assignment method compared to hybrid and blended learning. It can also help to overcome some limitations such as space, time, and material constraints, especially in online learning. The FCM is a proposed method to reduce the significance of learning constraints in the classroom (Du et al., 2024; Yulian, 2021). In FCM, the educational content is usually posted online to students a few days before the class. Class time is mostly devoted to activities and learner interaction under the guidance and supervision of the instructor (Alshati & Al-Khawaldeh, 2023; Hwang et al., 2019). The classroom atmosphere thus becomes a place where learners solve problems, share ideas, and engage in collaborative learning (Khodabakhshi & Jafarigohar, 2021). In other words, the teacher invites all students

Corresponding Author: Zehra Güvençalan
E-mail: zehraguvencalan@gmail.com

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to virtual learning in an online class session (Reflianto et al., 2021). In conclusion, the flipped classroom concept is a method where learning is practiced at home and activities take place in the class (Hariati et al., 2021; Neisi et al., 2019).

The significance of reading as a basic skill in language learning has been increasing recently (Abdolmaleki & Saeedi, 2024; Mufliharsi et al., 2022a; Mufliharsi et al., 2022b). The importance of this skill cannot be overstated in any English class (Oktiyani et al., 2021). Reading both provides access to a source of information and extends language knowledge in the English classroom. It also broadens students' perspectives on foreign cultures (Abbasian & Azeez, 2021). Additionally, reading skill is the ability to understand and summarize a reading text. It is the ability to correctly conclude and grasp the main ideas and content of the reading context (Siahaan et al., 2024; Yahya et al., 2024). It is also the premise of the learning process. In this context, teachers can ask learners different questions to guide comprehension in the learning process. This shows that the trainer is competent in teaching FL (Reflianto et al., 2021).

Reading comprehension can be a challenging skill for foreign language learners, especially when the text is complex and unfamiliar. Since students usually try to understand the texts with examples, they may face some problems in understanding the texts. They pay more attention to fluency and accuracy than to understanding the text. Therefore, they have difficulty in understanding the text and answering questions relevant to these texts. To overcome this challenge, students need to learn more effective learning strategies for their overall comprehension of texts (Phungi & Yen, 2020).

Considering this information, FCM can supply a more flexible and wider opportunity for learners to have a more positive attitude toward the reading text to acquire a higher comprehension level (Brown et al., 2016). Some investigators indicated that FCM is an essential teaching method for developing the reading comprehension skills of the learners and in developing their critical thinking skills (Wulandari et al., 2022). For example, Umar & Rama (2022) stated that there was an important impact of this method on learners' reading skills after FCM was carried out. Likewise, Rachmat et al. (2021) remarked that this method influenced the development of learners' reading skills. Reading habits, styles, and speed, vocabulary mastery of the learners increased after FCM. The investigators concluded that there were some reasons leading to this, such as learners' reading habits, motivation, and awareness of utilizing this model delivered more attentively. With a quantitative research method, Abaeian & Samadi (2016) researched the impact of this method on the reading skills of Iranian English as a Foreign Language (EFL) learners with different levels of proficiency. As a result of this study, carried out with 100 female EFL participants, FCM did not have the same effect on upper-intermediate and intermediate learners' reading comprehension skills, and intermediate learners outperformed the upper-intermediate learners. Foreign language proficiency was one of the factors affecting language learning strategy. Consequently, FCM had an essential impact on learners' reading comprehension ability. With a different strategy, Rukmanta et al. (2022) used a qualitative research design for their study. An interview was conducted to specify learners' experiences while learning this skill by utilizing reciprocal teaching methods with FCM. The study showed that the attitude of the participants was positive toward reading skills utilizing the strategy of reciprocal teaching with FCM, which could increase learners' interest in recalling and improving vocabulary. Additionally, Suryana et al. (2021) utilized the same research design for six participants in the eleventh grade. The investigator found that learners had positive responses since they felt more comfortable while learning and understanding the material, and actively discussing in class. However, only one of the participants thought that the condition of the class was not conducive to comprehending the material. Consequently, this method was found to be more helpful and interesting for them. In another FCM study conducted by Samiei & Ebadi (2021), the impacts of a WebQuest-based flipped classroom on the reading skills of EFL learners and learners' perceptions and attitudes toward reading skills in this classroom were investigated. As a consequence of this study, FCM provided participants to take advantage of classroom time in terms of interaction, collaborative learning, and assessment.

The Purpose of the Study and the Research Questions

Although the number of studies examining the effect of FCM on English reading comprehension skills is increasing in the literature, there are still significant gaps in this area. The majority of existing research focuses on FCM's impact on general language achievement or affective variables such as student motivation and attitudes; studies that directly and thoroughly address reading comprehension skills remain limited. Furthermore, existing research generally concentrates on short-term interventions, small sample groups, or specific educational levels (e.g., university students). This highlights the need for more comprehensive and long-term studies evaluating the effectiveness of FCM in relation to different age groups, different contexts (e.g., online or blended learning environments), and various reading strategies. Therefore, there are significant gaps in the literature regarding how, under what conditions, and with which strategies FCM is more effective in developing English reading comprehension skills (Mohammaddokht & Fathi, 2022).

In general, this article is presented as an academic contribution emphasizing the importance of FCM in reading comprehension skills within the context of EFL. The aim of the study is to make a meaningful contribution to the approaches used in EFL teaching and to reinforce the decisive role of FCM in developing reading comprehension skills. In this regard, the research questions outlined below have determined the direction of the present study.

Research Question 1 (RQ1): What are the current trends in the research of FCMs in teaching English reading comprehension skills?

Research Question 2 (RQ2): What are the major findings from the existing research?

Methods

This research was designed as a systematic review. A systematic review method is grounded in specific research questions determined with a systematic method in which investigations of the available literature should be considered (Turan & Akdag-Cimen, 2020). The results of the previous studies can be examined for generalizability and consistency compared to other samples or fields from systematic reviews. Systematic reviews are carried out in a well-organized way in which the research for the articles is retrieved following a certain path and involving present databases (Turan & Akdag-Cimen, 2020).

Data Collection

This systematic research includes publications from January 1, 2015, to December 31, 2024. It was carried out in the databases of Web of Science, SCOPUS, ERIC, and Google Scholar on June 20, 2025. These databases were selected in terms of quality assessment, critical appraisal, or interval validity of the findings employed for the study's evaluation. The terms of the research involved "flipped classroom" and "flipped classroom and reading" and "flipped classroom and reading skills" and "flipped classroom and reading comprehension skills" and "flipped classroom and reading comprehension skills and EFL." The keywords used when conducting research in databases have varied due to the nature of the databases. The keyword "flipped classroom" was used for a general search on Web of Science. Subsequently, searches were conducted using

the keywords (flipped classroom) AND (flipped classroom and reading) OR (flipped classroom and reading skills) OR (flipped classroom and reading comprehension skills) OR (flipped classroom and reading comprehension skills and EFL). Similarly, the keyword "flipped classroom" was used for the general search in SCOPUS. Subsequently, searches were conducted using the keywords "flipped classroom" and "flipped classroom AND reading strategies." Searching on the Eric database, the "flipped classroom" keyword was employed. Then, "flipped classroom and reading," "flipped classroom and reading skills," "flipped classroom and reading comprehension skills," "flipped classroom and reading comprehension skills and EFL" keywords were used to limit studies. Finally, the general search term "flipped classroom" was used for Google Scholar, as in the others. The keywords "flipped classroom method" and "reading comprehension skills" were used to access relevant research.

Research in databases was not conducted solely based on keywords. The criteria used in databases are detailed in Table 1. The reason for excluding studies before 2016 from the search criteria is that, although FCM emerged in the mid-1990s and was used in the 2000s, no studies meeting the specified criteria on the flipped classroom's impact on reading comprehension skills could be found before 2015. Indeed, the research results show that no studies were conducted in 2015, and therefore, studies before 2015 were excluded.

This study aims to bring together the trends and effects of FCM on reading skills compared to the traditional method, as a result of the studies conducted. For this purpose, four different databases were examined,

Table 1.
The Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
• Studies published between 2015 and 2024.	• Studies published before 2015.
• Studies conducted in the university context, school context, and institute context.	• Studies conducted in the prep-school context.
• EFL reading skills.	• Studies that were not about reading skills.
• Open access.	• Research related to other languages than English.
	• Studies in which FL is not the main focus.
	• Dissertations.
	• Chapter reviews and book reviews.
	• Studies that were not available in full text.

EFL, English as a Foreign Language; FL, foreign language.

and the research conducted on the databases consisted of four stages: the identification stage, screening and eligibility stage, evaluation stage, and inclusion stage. A total of 7985 articles were found from Web of Science, 2505 articles were found from ERIC, 4637 articles were found from SCOPUS, and 22,600 articles were found from Google Scholar in the identification stage. A total of 320 articles remained after searching with all the main keywords and limiting the search to 2015–2024. A

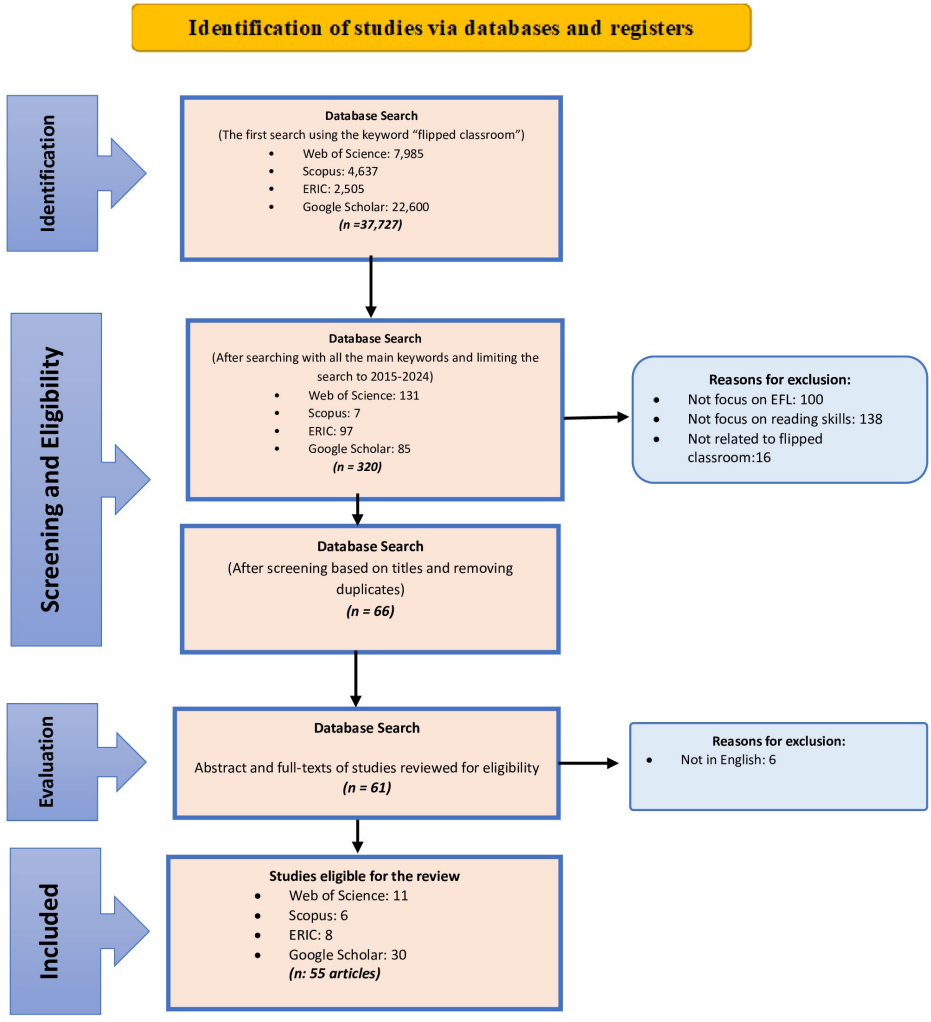

Figure 1.
Flow Diagram of the Selection Process (Adapted from Baltacı, 2022).

Table 2.
Subcategories of the Research Questions

Research Questions	Subcategories
RQ1: What are the current trends in the research of flipped classroom methods in teaching English reading comprehension skills?	*The number of articles by year: The articles between 2015 and 2024 were selected. These articles were reviewed, analyzed, and classified according to publication years to indicate the number of articles in those years.
	*Education levels of the participants: Participants were classified into teachers, university students, learners in a language institute, high school students, secondary/middle school students, and primary school students.
	*The research designs of articles: The research designs utilized in the articles were classified into mixed-method research design, quantitative research design, and qualitative research design.
	*The countries: These data were shown to indicate how many studies were conducted in a country.
	*The materials used in articles: The materials used for sending videos to the students were shown in detail.
RQ2: What were the major findings from the existing research?	*Advantages and challenges of the flipped classroom method in teaching reading comprehension skills: To reveal the major findings, conclusions, and discussion parts of the studies were analyzed in detail. Content analysis was used for the analysis of the studies.
	*The effect of the flipped classroom method on learners' reading skills: To analyze the effectiveness of this method, the abstracts, results, discussion, and limitations sections were examined, and the results were examined in detail.
	*The advantages, challenges, and effects of FCM usage in EFL reading comprehension were compared to participants' levels to determine whether FCM was useful to participants at their level.

EFL, English as a Foreign Language; FCM, flipped classroom method; RQ1, Research Question 1; RQ2, Research Question 2.

total of 254 articles were excluded because 100 articles did not focus on EFL, 138 articles were not related to reading skills, and 16 articles were not related to the flipped classroom. A total of 66 articles remained after these exclusion criteria at the end of the second stage. After five duplicate studies were excluded, 61 articles remained for the evaluation criteria. However, there were six articles that were not in English. These articles were excluded from the study in the evaluation stage.

In the final stage, 55 articles remained to be reviewed after this process. Some criteria were used for the selection of the articles, as seen in Figure 1.

Data Analysis

All the reviewed articles were analyzed and coded. The method of content analysis that is generally employed for textual analysis and includes contrasting, comparing, and categorizing the data was followed for the analysis of the study (Turan & Akdag-Cimen, 2020). After the selected articles were reviewed and analyzed, Microsoft Word for research questions and Microsoft Excel for categories and codes were used to record the results of the systematic review. Explanatory information containing subcategories and detailed information presented in Table 2 is provided for the first and second research questions.

To ensure the validity and reliability of this study, field experts carried out each stage of the process several times during the selection of the data source. In addition, an external coder analyzed the content of the study. At the beginning of the research, selection criteria were determined in consultation with experts in EFL. Based on these expert evaluations, restriction, inclusion, and exclusion parameters were established, and the studies meeting these criteria were identified for review (Table 1). During the data analysis phase, the procedures were carried out systematically and iteratively to enhance analytical rigor. The authors, who are experts in the field, analyzed the data independently, compared their interpretations, and reached consensus on the emerging themes and subthemes, following established qualitative analysis frameworks (Burnard, 1991; Graneheim & Lundman, 2004). A deductive coding framework was developed before analysis to support reliability. Each meaning unit identified in the data was assigned a context-specific code, and the data were subsequently re-examined using the finalized list of meaning units, as recommended by Arslan (2020). Two coders worked concurrently during the coding process, and inter-coder reliability was calculated to ensure consistency. The research questions guiding the review and the corresponding main themes identified in the analysis are presented in Table 2.

Findings

Research Question 1: Trends in Flipped Classroom Method and Teaching Reading Comprehension Skills

There are five subcategories to respond to RQ1. These are the variations in studies by year, the variations in countries applying studies, the participants' education levels, the research design employed in the studies, and the materials used in the studies.

The variation by year is shown in Figure 2. This figure demonstrates that FCM in teaching English reading skills research has changed over the years. Three articles were published in 2016. However, there was a decrease in the years 2017–2019. After four articles were published in 2020, there was an increase in the use of this method in teaching English reading skills. The years 2021 and 2022 had the highest score, 17–14 articles were published in these years. However, there was a decrease again in 2023, and four articles were published. In 2024,

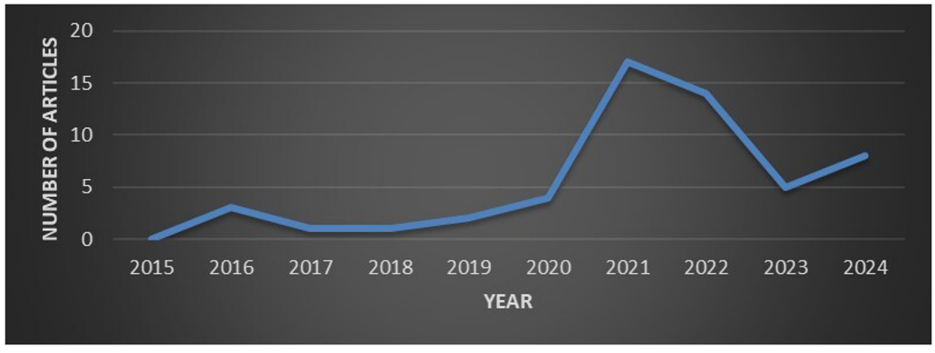

Figure 2.
Variation by Years.

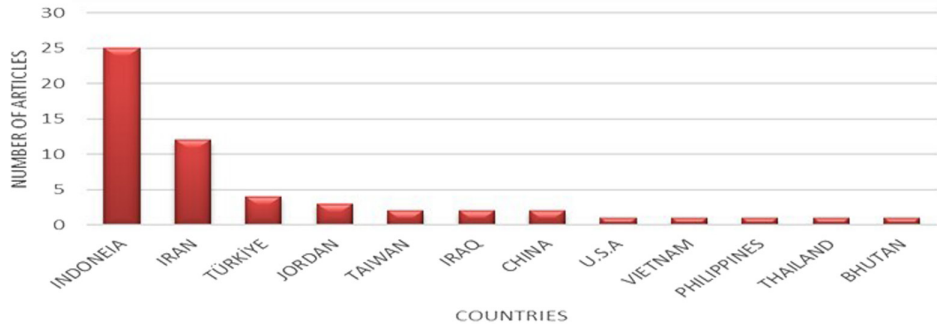

Figure 3.
Variation by Countries.

however, the number of articles published increased again, with eight articles being published, as seen in Figure 2.

Most of the articles researching FCM in teaching reading comprehension skills were carried out in Indonesia (n=25), and secondly in Iran (n=12). There are a few studies in other countries, as seen in Figure 3.

The participants were mostly university students (n=22), and there were more participants from high school (n=12) than from language institutions (n=10). Additionally, the number of secondary/middle school participants (n=7) was higher than those from primary school (n=3) and teachers (n=1), as seen in Figure 4.

The quantitative research design with 62% (n=34) was the most commonly employed method in the studies. It was followed by the mixed-method research design with 27% (n=15), and the qualitative research design with 11% (n=6) was employed the least commonly in the reviewed studies, as seen in Figure 5.

There were some effective tools used in the flipped classroom, such as Edmodo, YouTube, and Google Meet/Classroom (Keskin, 2023). The other materials are WhatsApp, Telegram, Skyroom, Moodle, Microsoft Teams, Webquest, E-mail, Camtasia Studio, Zoom, TeacherTube, Study.com, LMS (Learning Management System), and Facebook to send videos relevant to reading texts. Some of them were used together, such as Microsoft Teams and WhatsApp, WhatsApp and Telegram, Moodle and Microsoft Teams, and WhatsApp and Google Meet, Skyroom and WhatsApp, Edmodo and Youtube, Youtube and TeacherTube and Study.com, E-mail, WhatsApp or Telegram, WhatsApp or Zoom and Google Meet, Google Form, WhatsApp and Zoom. However, used materials were not mentioned (n=19) in some studies, as seen in Figure 6.

Research Question 2: The Major Findings of the Flipped Classroom Method in Teaching Reading Comprehension Skills

Advantages of the Flipped Classroom in Reading Comprehension Skills

This systematic study found the different main advantages of FCM in teaching reading skills as seen in Table 3. In most of the studies and with participants at almost all levels, FCM was found to improve participants' reading comprehension skills. This was the most common result in most studies. For example, in a study by Khodabakhshi & Jafarigohar (2021), FCM was found to be effective in developing EFL students' reading skills through studying the online course before the class and engaging in various classroom exercises and activities during the class. Unlike online learning, flipped learning provides an extensive combination of both face-to-face and technology-enhanced learning situations in which to practice different cooperative and scaffolded activities. As a result, the integration of the flipped class into the education system has the potential to improve the quality of language learning. Furthermore, the data collected from the questionnaire and interview for Liu & Pei's (2021) research question. "How can students enhance their motivation for IELTS (International English Language Testing System) reading by utilizing new media learning environments?" showed that the participants had positive attitudes toward new media technologies in the IELTS classroom teaching. Most participants used FCM to improve their IELTS reading and motivate themselves. Another advantage of FCM was that the participants had more learning autonomy since they could access the reading materials beforehand. Therefore, these learners became autonomous learners in the flipped classroom. Besides, the instruction of this skill in FCM significantly decreased the reading anxiety of the students. When reading achievement in a second language rises, the reading anxiety of learners decreases with this method (Gök et al., 2021; Mohammaddokht & Fathi, 2022). Additionally, this method made it easier for learners to understand the content, and it enabled students to increase their ability to learn on their own (Samiei & Ebadi, 2021).

Karimi & Hamzavi (2017) indicated that FCM developed both learners' performance in reading comprehension skills and their general beliefs and perspectives toward reading skills and increased their class engagement and motivation. In addition, the study results of Suryana et al. (2021) showed that learners felt more comfortable while learning and understanding the material, and they could actively discuss the text in class. Learners could easily study the video and the

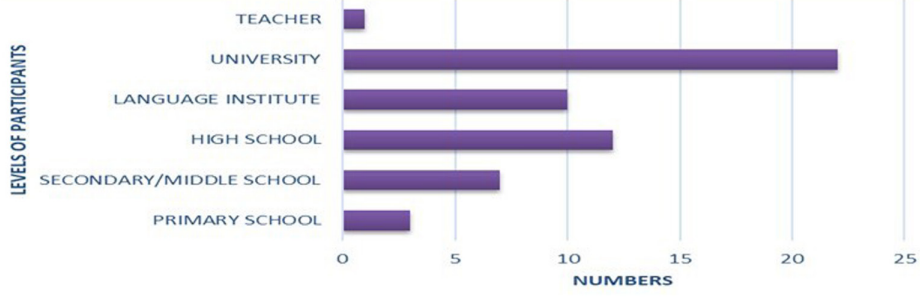

Figure 4.
Participants' Education Levels.

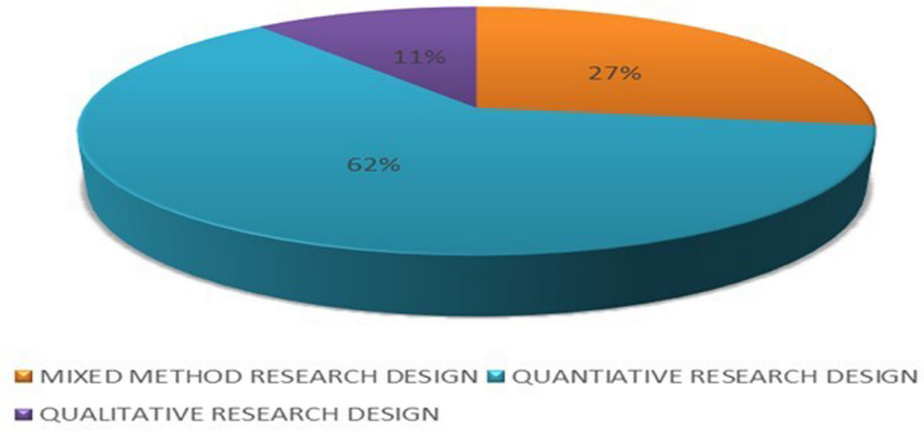

Figure 5.
Research Designs of the Studies.

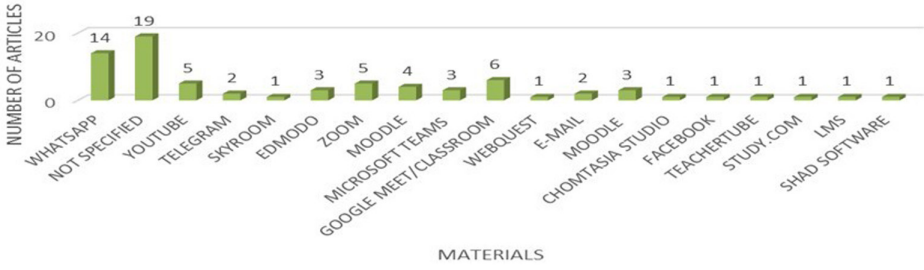

Figure 6.
Materials Used in the Studies.

material repeatedly; therefore, they could comprehend the material better compared to conventional learning methods. Learners could access the material and the video from anywhere; it was effective since learners were asked to study the material at home, and they could focus on their elaboration and discussion (Rachmat et al., 2021).

Another advantage of FCM is to facilitate English language learning after the implementation. Thanks to FCM, students are independent, and it allows them to learn how to work outside the classroom. Self-directed learning involves estimating task demands, assessing one's knowledge and skills, planning one's approach, monitoring one's progress, and adapting one's strategies when necessary (Hashemifardnia et al., 2018). Yulian (2021) argues that critical thinking must underpin English language teaching and learning in higher education, where students need to be equipped with 21st-century life skills and teaching skills in the discipline. Their findings showed that students' critical thinking in reading improved, especially in terms of being accurate, clear, precise, deep, relevant, and logical. Khonamri et al. (2020) found that the use of technology provides teachers with effective materials with which they can personalize their teaching and improve their teaching and assessment, while for students it provides the opportunity to bring real-life experiences into the classroom. It also prepares students for long-term learning and contributes to students spending productive time in the classroom.

Table 3.
Advantages of the Flipped Classroom Method

Advantages of Flipped Classroom	Sample Article	Level of Participants					
		University	High School	Secondary School	Primary School	Language Institute	Teachers
Developing reading comprehension skills	[1], [2], [3], [4], [5], [6], [9], [10], [12], [13], [14], [15], [16], [17], [19], [21], [22], [23] [24], [26], [27], [28], [30], [31], [32], [34], [36], [41], [42], [43], [44], [46], [47], [48], [49], [50], [52], [53], [54], [55]	✓	✓	✓	✓	✓	✓
Decreasing anxiety	[11], [14], [21]	✓	✓			✓	
Enhancing classroom engagement	[5], [7], [9],[16], [21], [25], [29], [30], [36], [37], [38], [41], [42], [44], [52]	✓	✓	✓	✓	✓	✓
Enhancing motivation	[5], [9], [13], [14], [16], [19], [22], [25], [28], [32], [38], [40], [41], [52]	✓	✓	✓		✓	
Making English language learning easier	[3], [13], [18], [24], [33], [39]	✓	✓			✓	
Enhancing critical thinking in reading skills	[10], [11], [18], [21], [32], [38], [45]	✓	✓			✓	
Efficient use of class time	[18], [41], [44], [46], [52]	✓	✓	✓			

The numbers in the sample articles column refer to the reviewed articles (See Appendix A).

When the advantages of FCM are compared according to the levels of the participants, it is seen that the advantages of FCM are experienced most commonly at the university level. However, for other levels, the advantages of FCM are also seen, although not as much as at the university level. When evaluated according to the participant levels of FCM, it was not seen in detail at the primary school level. For this reason, the advantages of FCM should be investigated in depth at the primary school level in future studies.

Challenges of the Flipped Classroom Method in Reading Comprehension Skills

Some difficulties of FCM are reported in the studies, even if there are many advantages to the utilization of this method in the English language teaching field (Diningrat et al., 2023). The most common challenges are that learners must spend more time on out-of-class activities, students may have problems related to internet connections, and the inability to use the material, as seen in Table 4. For example, the reported difficulties involve the necessity for much time for out-of-class activities. Khodabakhshi & Jafarigohar's (2021) interviews with the participants of their study revealed that out-of-classroom issues, such as high responsibility and workload, were identified by the participants. They indicated that students found the flipped learning experience to be time-consuming and burdensome, with a lot of homework outside of class. Another difficulty the students were reported to have experienced is the internet connection. It was very important to access the video supplied by the teacher; also, learners might need much more support to ensure they could understand the material presented in the video (Rachmat et al., 2021). Likewise, Uran (2022) stated that another challenge was technological glitches and technical problems, and that this challenge was caused by technological device ownership and poor, unstable internet connections. For example, some of the students in the course lacked mobile phones or computers needed to use the learning tools. Students with little interest in technology often struggled to learn before the course. In addition, the lack of internet data credits for personal use became a pressing issue for poor students. They struggled to participate in pre-course activities that were heavily technology- and internet-based.

The other reported challenge was that students were accustomed to the traditional classroom method. They had been taking lessons in the traditional classroom for years, and they were used to this method. As a result, some difficulties were experienced in adapting to the change in teaching methods at the beginning of the implementation of FCM. It was concluded that even though students found FCM more enjoyable and effective, they tended to work in the classroom model they were used to (Yılmaz & Saraçoğlu, 2022). Moreover, Maharsi et al. (2021) specified that FCM might increase anxiety and hesitation, particularly for dependent students who need guided learning and a longer time for motivation, responsibility, and being active. The most essential thing in this method is the participation of learners. However, it may be arguable that this method is based on the participation of learners, and the teacher should rely on students to watch the videos at home. Nevertheless, there is no way to ensure that learners will collaborate with FCM, and if learners do not watch the videos or study at home, this may cause students to come to the classroom unprepared (Karimi & Hamzavi, 2017).

When the challenges of FCM are compared according to the levels of the participants, it is seen that the challenges of FCM are mostly experienced in language institutions. Therefore, in future studies, the reasons why the challenges of FCM are experienced more in language institutions can be investigated in depth. In addition, whether the difficulties will continue despite improving the unfavorable conditions can also be the subject of further research.

The Observed Effects of the Flipped Classroom Method in Reading Comprehension Skills

As seen in Table 5, FCM was found to have a positive effect on improving English reading skills in 55 articles. In addition, some studies reported that students had positive attitudes toward this method. For instance, the data collected from the questionnaire and interview for Liu & Pei's (2021) research question. "How can students enhance their motivation for IELTS reading by utilizing new media learning environments?" showed that the participants had positive attitudes toward new media technologies in IELTS classroom teaching. Most participants used FCMs to improve their IELTS reading and motivate themselves. Additionally, FCM provided that the participants had more learning autonomy since they could access the reading materials beforehand. Therefore, these learners became autonomous learners in the flipped classroom (Reflianto et al., 2022). The other effect highlighted was that by using FCM, students with lower levels of ability not only participated in classroom activities but also had more opportunities to learn from and ask questions of their peers (Dehham et al., 2022). Furthermore, instead of devoting most of the class time to the teacher lecturing as in traditional classrooms, in flipped classrooms, much time is spent on the interactive use of language, discussion, and negotiation (Wang, 2023). This is important to confirm the impact of FCM on EFL learners' reading comprehension. This trend also enhances participants' agency in the classroom, which is often shown in the literature to play an important role in English language learning (Ahmed et al., 2022). In addition, the study results of Suryana et al. (2021) showed that learners felt more comfortable while learning and understanding the material, and they could actively discuss the text in class. Learners could easily study the video and the material repeatedly; therefore, they could comprehend the material better compared to conventional learning methods. Learners could access the material and the video from anywhere; it was effective since learners were asked to study the material at home, and they could focus on their elaboration and discussion (Rachmat et al., 2021).

Bataineh & Al-Sakal (2021) also found statistically significant differences in reading comprehension skills in favor of the flipped instruction group. This development enabled flipped instruction to catalyze the interaction between the teacher and students and to shift the teaching/learning process from a teacher-centered process to a collaborative and student-centered process. Likewise, Rukmanta et al. (2022) showed in their study that students engage in cooperative learning to improve their reading skills through video interviews in which they

Table 4.
Challenges of the Flipped Classroom Method

		Level of Participants					
Challenges of Flipped Classroom	**Sample Article**	**University**	**High School**	**Secondary School**	**Primary School**	**Language Institute**	**Teachers**
The necessity for much time for out-of-class activities	[17], [32], [35]					✓	
Internet connection/access	[28], [32], [35]	✓				✓	
Getting accustomed to the traditional classroom method	[35], [37]			✓		✓	
The inability to use material	[32], [35]					✓	
Reading Anxiety	[20]	✓					

Table 5.
The Observed Effects of Flipped Classroom Method on Reading Comprehension Skills

Observed Effects of Flipped Classroom	Sample Article	Level of Participants					
		University	High School	Secondary School	Primary School	Language Institute	Teachers
Positive effect of the flipped classroom on reading comprehension skills	[1], [2], [3], [4], [5], [6], [7], [8], [9], [10], [11], [12], [13], [14], [15], [16], [17], [18], [19], [21], [22], [23], [24], [25], [26], [27], [28], [31], [32], [33], [34], [36], [37], [38], [39], [40], [41], [42], [43], [44], [45], [46], [47], [48], [49], [50], [51], [52], [53], [54], [55]	✓	✓	✓	✓	✓	✓
Providing a positive attitude	[5], [16], [11], [19], [21], [31], [32], [37], [38], [40], [41], [51], [52]	✓	✓	✓		✓	
Providing autonomous learning abilities	[3], [5], [9], [18], [19], [21], [30], [36], [38]	✓	✓			✓	✓
Providing social development	[8]			✓			
Providing time for interaction	[3], [32]					✓	
Providing a more comfortable environment	[8], [16], [30], [33], [37], [38], [48]	✓		✓		✓	✓
Enhancing teacher-student interaction	[6], [11], [14],[26], [39], [52]	✓	✓				
Reviving the discussion process	[30]						✓
Providing collaborative learning	[3], [5], [8], [9], [10], [17], [18], [26], [31], [36], [39], [52]	✓	✓	✓		✓	
Improving the self-efficacy of students	[3], [9], [46], [48]	✓		✓		✓	
Providing teachers to improve their learning outcomes	[30], [1]					✓	✓

predict, explain, question, and summarize texts. Moreover, the flipped instruction stimulated the discussion process in learning English reading comprehension skills. The question-answer feedback during the lesson had an effect to strengthen students' comprehension of narrative texts (Reflianto et al., 2022). The findings of Fathi & Barkhoda's (2021) study revealed that FCM contributed to the development of EFL students' reading self-efficacy. Therefore, there were significant improvements in students' self-efficacy after experiencing flipped classrooms. Finally, Abaeian & Samadi (2016) found that the use of the flipped instructional strategy improved teachers' learning outcomes in a technology integration course. This effect showed that students who took courses with flipped and lecture-based instructional strategies had higher learning outcomes. This study also provided empirical evidence to validate the use of flipped instructional strategies to improve students' learning outcomes.

The major findings of the articles reviewed in this study may assist investigators and teachers in improving ideas related to the practices of FCM in education. Firstly, grounded in the major findings, it can be suggested that this method in reading skills can make the learning atmosphere fun, create a space to involve the students more in their language learning (Siregar, 2024), and improve teacher competence. Then, it can facilitate students' self-study and supply positive feedback for improving their reading skills. The knowledge, skills, contentment, and engagement of the learners are positively affected by flipped learning (Adibfar, 2022). Additionally, this teaching model can provide participants with more advantages of classroom time, interaction, collaborative learning, and assessment (Fulgueras & Bautista, 2020; Öztürk & Çakıroğlu, 2021; Yuvita et al., 2022). Furthermore, FCM might be more useful for instructors. It can help them leave the traditional ways of teaching and introduce modern teaching methods efficiently (Zoralia & Rahmi, 2024).

Discussion

This systematic review set out to determine trends and outcomes associated with the FCM used in EFL reading comprehension skills teaching. These results demonstrate substantial progress in the adoption of FCM in the context of EFL classrooms, as well as its implementation inside those classrooms from 2015 to 2024, along with advantages and problems. Here,the implications of these findings are discussed, compared against prior research, and future avenues of investigation are highlighted.

The analysis observed a clear rise in the number of studies addressing FCM over the past couple of years, particularly since 2016. Such a phenomenon connects with the wider educational transition to blended and technology-enhanced learning with a variety of learning environments (O'Flaherty & Phillips, 2015). The growing interest can probably be explained by the COVID-19 pandemic, with educators being forced to reconsider their instructional practices, and a myriad of studies found in the literature addressing FCM as a possible solution (Baker, 2020). In addition, the global distribution of the studies highlights the growing recognition worldwide for the necessity of effective EFL reading comprehension strategies. From Asia to Europe, North America, players in different regions of the world perceive the potential of FCM to improve language acquisition, indicating that it is crossing cultural and pedagogical borders (Koehler & Mishra, 2016). At the university level, where university students made up the majority of the participants, followed by those at language institutes and high schools, this is further reinforced by the results seen here. This may be because university students are more accessible and may have a higher expectation of self-control (Turan & Akdag-Cimen, 2020).

Most of the included studies using quantitative designs (62%) align with existing literature, indicating a preference toward quantitative approaches in educational research as they can potentially provide better measurable outcomes (Cohen et al., 2018). The findings of the quantitative studies examined in this research show that FCM has a generally positive and significant effect on students' reading skills in the EFL/ESL (English as a second language) context. Studies comparing experimental and control groups reported statistically significant differences in favor of the experimental groups (Abbasian & Azeez, 2021; Abdolmaleki & Saeedi, 2024; Ahmed et al., 2022; Alshati & Al-Khawaldeh, 2023; Ardiansyah et al., 2022; Bataineh & Al-Sakal, 2021; Dehham et al., 2022; Diningrat et al., 2023; Du et al., 2024; Fahmi et al., 2024; Fathi & Barkhoda, 2021; Fulgueras & Bautista, 2020; Hashemifardnia et al., 2018; Karimi & Hamzavi, 2017;

Khonamri et al., 2020; Neisi et al., 2019; Oktiyani et al., 2021; Öztürk & Çakıroğlu, 2021; Phuntsho, 2022; Rachmat et al., 2021; Abaeian & Samadi, 2016; Siahaan et al., 2024; Siregar, 2024; Umar Rama, 1996; Wang, 2023; Wulandari et al., 2022; Yahya et al., 2024; Yulian, 2021; Yuvita et al., 2022; Zen et al., 2023). In particular, significant increases in pre-test and post-test scores demonstrate that FCM is more effective than traditional instruction in improving academic achievement (Öztürk & Çakıroğlu, 2021; Rachmat et al., 2021; Siahaan et al., 2024; Siregar, 2024). Furthermore, some studies show that FCM significantly improves not only academic achievement but also cognitive and affective variables such as self-regulated learning, motivation, self-efficacy, critical reading, and student engagement (Abdolmaleki & Saeedi, 2024; Alshati & Al-Khawaldeh, 2023; Du et al., 2024; Fathi & Barkhoda, 2021; Gök et al., 2021; Hwang et al., 2019; Mohammaddokht & Fathi, 2022; Wang, 2023; Yulian, 2021; Zen et al., 2023). It is emphasized that online collaborative and technology-supported flipped applications increase classroom interaction and in-depth understanding by enabling students to come to class prepared (Brown et al., 2016; Khonamri et al., 2020; Wang, 2023; Yuvita et al., 2022). All quantitative studies examined show strong consistency in general (see Appendix A) that FCM has positive effects on reading comprehension skills. This holistic picture reveals that FCM offers a strong and evidence-based pedagogical alternative for reading instruction within the EFL/ESL context.

The review also notes a considerable percentage of mixed studies (27%), signifying a growing consideration of qualitative data to balance quantitative data. These developments follow Hattie's (2012) call for more integrated and multi-dimensional research designs in education. Mixed methods findings on FCM generally show that the model has positive effects on reading comprehension skills within the context of EFL, but this effect varies depending on the context, application method, and student characteristics. Quantitative results reveal that FCM improves reading achievement (Adibfar, 2022; Khodabakhshi & Jafarigohar, 2021; Namgay & Sakulwongs, 2024; Phung & Yen, 2020), but some studies have shown that the level of effect is limited or does not create a significant difference compared to traditional/blended learning (Maharsi et al., 2021; Uran, 2022). However, qualitative data show that even with limited statistical gains, students' learning experiences, motivations, and perceptions of autonomy are strengthened (Keskin, 2023; Maharsi et al., 2021; Phung & Yen, 2020). In particular, the diversification of pre-class materials (Khodabakhshi & Jafarigohar, 2021), task-based structured activities (Mufliharsi et al., 2022), the development of critical thinking and inferential reading skills through WebQuest-supported applications (Samiei & Ebadi, 2021), and the integration of new media to support autonomous learning (Liu & Pei, 2021) stand out as elements that increase the pedagogical depth of the model. Furthermore, strengthening teacher-student interaction and collaborative learning environments (Huang & Hong, 2016; Keskin, 2023; Khonamri et al., 2020) points to FCM's potential for more effective use of classroom time. However, structural and affective barriers such as students' lack of self-management, resistance to change, technological infrastructure problems, and time management difficulties have also been reported (Maharsi et al., 2021; Samiei & Ebadi, 2021; Uran, 2022). When these findings are considered together, it can be said that FCM produces stronger results not alone, but when supported by structured task design, strategy instruction (Yılmaz & Saraçoğlu, 2022), technology integration, and pedagogical guidance. Therefore, the literature shows that FCM can be an effective and transformative approach in reading instruction, but contextual adaptation and instructional planning are critical for sustainable success.

Studies using qualitative research designs constitute 11% of the study. Qualitative studies have been conducted in the Indonesian context and show that FCM generally yields positive results in teaching reading comprehension to EFL learners. Reflianto (2022) notes that teachers improve students' text comprehension levels through effective questioning strategies, while Ruchmanto reveals that FCM, supported by interactive teaching, improves students' predicting, questioning, and summarizing skills. Zoralia (2024), Nursyahdiyah et al. (2022) and Atmanegara and Dianti (2020) emphasize that FCM strengthens student engagement, motivation, and technology integration. Suryana et al. (2021) also state that students' prior learning at home makes classroom discussions more productive. Overall, the findings in Indonesia show that the student-centered and interactive structure of FCM supports reading skills; however, contextual factors such as teacher competence and digital infrastructure are decisive.

The findings of the review regarding the positive impacts of FCM on the reading comprehension skills of EFL learners are echoed in previously conducted studies. For example, these are consistent with the substantial reading improvements reported via the FCM by Suryana et al. (2021) and Umar & Rama (2022). These studies highlight not only the efficacy of this instructional methodology in applying not just engagement, but also critical thinking, part and parcel of acquiring language.

The least proficient students achieve the greatest improvements through the FCM, as shown by Abaeian and Samadi (2016), indicating the challenges and benefits of doing so across various learning populations. A closer look reveals that the results show that middle-level students show more improvement than upper-middle-level students, and therefore, it can be concluded that competence, motivation, and learning habits are critical factors influencing how effective FCM is. Such variation provokes an inquiry into how learner characteristics impact the design of cutting-edge teaching techniques.

Although FCM's benefits of greater engagement and less anxiety were consistent with past literature, the challenges identified by the current review need to be explored further. Concerns regarding issues related to internet connectivity and the time taken to prepare for the out-of-class activities mirror the issues described in the study by Hamdan et al. (2013). The barriers, identified as critical for the sustainability of FCM across contexts (Kearney et al., 2013), are as follows: these issues will be addressed if institutions put the time and money into the technological infrastructure and provide in-service training where educators are trained to make better use of such tools. Furthermore, the variability in performance of FCM in different types of learning settings reinforces the need for context-sensitive strategies that take into account the context of implementation. For instance, Rukmanta et al. (2022) and Suryana et al. (2021) showed promising learner attitudes toward FCM when supplemented with scaffolding strategies such as reciprocal teaching. They conclude that FCM combined with structured pedagogical techniques leads to better student engagement and understanding.

Flipped classroom method stands out as a powerful pedagogical approach that supports students' academic achievement, motivation, and affective characteristics. Therefore, integrating FCM into teaching processes in an open, systematic, and purposeful manner can contribute to students becoming more autonomous, responsible, and self-regulated learners. Structuring individual learning before the classroom with interactive and collaborative activities in the classroom will allow students to develop strategic learning skills.

Future research focusing on how FCM can be adapted to different educational levels and contexts, and which application models produce more effective results, will significantly contribute to strengthening the theoretical and applied dimensions of the method.

Conclusion

This present study aims to analyze the main findings of research on the impact of FCM on developing reading comprehension skills in

EFL. The content analysis findings showed that students have positive perceptions of teaching reading skills with FCM when appropriate conditions are provided. Therefore, teachers should provide appropriate conditions for FCM and clearly explain the method to EFL learners. Moreover, this study aims to reveal the benefits, challenges, and effectiveness of FCM in EFL/ESL reading skill instruction. This review reveals the benefits of FCM, although there are some challenges to its use in EFL reading comprehension. However, if more qualitative studies are conducted on the application of FCM in EFL, these challenges in literature can be addressed. In conclusion, FCM is a trend method for teaching EFL reading skills in a more innovative, enriched, flexible, collaborative, and student-centered environment.

Recommendations for Future Research

Based on the findings of this systematic review examining the effect of the FCM on the reading comprehension skills of EFL learners, several suggestions can be offered for future research and applications. Firstly, the limited number of studies directly examining the effect of FCM on EFL reading comprehension skills indicates the need for more comprehensive research testing the effectiveness of this method across different samples, age groups, and educational levels. Experimental and longitudinal studies, in particular, can make significant contributions to revealing the short- and long-term effects of FCM. Furthermore, an in-depth examination of the cultural, pedagogical, and social factors influencing the adoption and application of FCM in different countries is necessary. Identifying cross-cultural differences in FCM use is important because it shows that the method may not produce the same results in every context. Such comparative research can contribute to the development of contextually sensitive and flexible instructional designs, helping to implement FCM more effectively in EFL reading instruction.

From an educational perspective, adapting FCM practices to students' developmental levels is crucial. At the university level, students can be encouraged to independently review digital content (video lectures, interactive materials, etc.) before the classroom, while emphasizing critical reading, discussion, and in-depth analysis activities. This process can be strengthened, particularly through collaborative learning environments that reduce anxiety and support reading comprehension skills. At the high school level, more structured FCM practices that help students develop self-regulation skills may be preferred. Presenting pre-class tasks with clear instructions and supporting classroom activities with guided practices can make the learning process more systematic. At the elementary school level, introductory-level practices supported by short, visually oriented content that raises awareness of FCM can be planned; classroom activities can be designed to be more interactive and game-based. Furthermore, teachers need to be supported with professional development programs to improve their knowledge and skills in FCM design, digital content production, and planning interactive classroom activities. Ensuring sufficient time for students to effectively complete pre-class and in-class assignments, strengthening technological infrastructure, and integrating FCM practices into the curriculum in an open, planned, and student-centered manner are critically important.

These recommendations can guide future FCM research and facilitate the effective integration of FCM into EFL teaching. Through this method, educators and researchers can contribute to improving EFL learners' reading comprehension skills and enhance their overall language learning experience.

Limitations of the Study

Although this systematic review aims to supply valuable insights into the usage and effectiveness of FCM in improving EFL learners' reading comprehension, it is essential to recognize some limitations that need to be taken into account when evaluating the findings and planning future research: First, the fact that the studies included in the review are limited to the period 2015–2024 makes it difficult to fully reflect the historical development of FCM use and restricts the findings to trends within a specific time frame. Furthermore, the review's reliance largely on published studies may have contributed to publication bias. Moreover, as the language of the studies in this review is English, the findings may limit the overall generalizability to other language learning environments or contexts.

Each country may also have different educational systems and practices. Therefore, as this study has identified country-specific trends, the factors influencing the usage of FCM in each context may also be different. Since the study included studies published in English, studies published in other languages may also be valuable and may have contributed to the literature. Lastly, this study mainly evaluated the effect of FCM on EFL reading skills. Studies on EFL speaking, writing, and listening skills were not included in this review. When planning future research in the field of FCM and EFL learning, it would be more useful to take these limitations into account to conduct a more rigorous and comprehensive study.

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Appendix A – List of Documents Included in Systematic Review

No	Document Title	Author(s)	Year	Context(s)	Level of Participants	Research Design	Materials Used in the Studies
1	The effect of the flipped classroom on Iranian EFL learners' L2 reading comprehension: focusing on different proficiency levels	Abaeian, H., & Samadi, L.	2016	Iran	Language Institute	Quantitative Research	Not specified
2	The effect of using flipped class on teaching reading comprehension at Cihan University	Abbasian, M. R., & Azeez, I. B.	2021	Iraq	University	Quantitative Research	Not specified
3	Comparing the effectiveness of Massive Open Online Course (MOOC) and flipped instruction on EFL learners' reading comprehension	Ahmed, A. A., Kumar, T., Iksan, M., Subrahmanyam, S., et. al.	2022	Iran	Language Institute	Quantitative Research	Skyroom, WhatsApp
4	Boosting students' reading comprehension attainment with flipped classroom model: A pilot study at State Polytechnic of Sriwijaya	Ardiansyah, W., Meirani, W., & Risnawati.	2022	Indonesia	University	Quantitative Research	Not specified
5	The implication of flipped learning model in tertiary critical reading Class	Atmanegara, Y., & Dianti, R.	2020	Indonesia	University	Qualitative Research	Edmodo
6	To flip or not to flip: potential effects on EFL reading comprehension	Bataineh, R. F., & Al-Sakal, R. M.	2021	Jordan	High School	Quantitative Research	Edmodo, Youtube
7	Student perceptions on using guided reading questions to motivate student reading in the flipped classroo	Brown, C. A., Danvers, K., & Doran, D. T.	2016	U.S.A.	University	Quantitative Research	Not specified
8	Developing Iraqi EFL preparatory students' performance in reading comprehension by flipped learning strategy	Dehham, S. H., Bairmani, H. K., & Shreeb, M. A.	2022	Iraq	Secondary School	Quantitative Research	Not specified
9	Exploring the effect of the flipped classroom on EFL learners' reading achievement and self-efficacy	Fathi, J., & Barkhoda, J.	2021	Iran	Language Institute	Quantitative Research	Telegram and WhatsApp
10	Flipped classroom: Its effects on ESL learners' critical thinking and reading comprehension levels	Fulgueras, M. J., & Bautista, J. C.	2020	Philippines	High School	Quantitative Research	Facebook
11	Effects of online flipped classroom on foreign language classroom anxiety and reading anxiety	Gök, D., Bozoglan, H., & Bozoglan, B.	2021	Türkiye	University	Quantitative Research	Youtube, TeacherTube, Study.com
12	The effect of flipped learning to improve the reading comprehension of college students of elementary school teacher study program on pandemic Covid-19	Hariati, P., Harahap, N. H., & Silalahi, M.	2021	Indonesia	University	Mixed Method Research	Not specified
13	The effect of implementing flipped classrooms on Iranian junior high school students' reading comprehension	Hashemifardnia, A., Namaziandost, E., & Shafiee, S.	2018	Iran	High School	Quantitative Research	Email, WhatsApp or Telegram
14	The effects of a flipped English classroom intervention on students' information and communication technology and English reading comprehensio	Huang, Y.-N., & Hong, Z.-R.	2016	Taiwan	High School	Mixed Method Research	Youtube
15	Effects of integrating a concept mapping-based summarization strategy into flipped learning on students' reading performances and perceptions in Chinese courses.	Hwang, G.-J., Chen, M.-R. A., Sung, H.-Y., & Lin, M.-H.	2019	Taiwan	Primary School	Quantitative Research	Chamtasia Studio
16	The effect of flipped model of instruction on EFL learners' reading comprehension: learners' attitudes in focus	Karimi, M., & Hamzavi, R.	2017	Iran	Language Institute	Quantitative Research	Not specified
17	The effect of pre-class content delivery techniques on inferential reading comprehension: the case of flipped classrooms	Khodabakhshi, M., & Jafarigohar, M.	2021	Iran	Language Institute	Mixed Method Research	WhatsApp
18	Using interactive e-based flipped learning to enhance EFL literature students' critical reading	Khonamri, F., Azizi, M., & Kralik, R.	2020	Iran	University	Mixed Method Research	Telegram
19	Effects of IELTS reading education by using new media learning environments effectively	Liu, X., & Pei, J.	2021	China	University	Mixed Method Research	Youtube
20	Evaluating flipped classroom approach in EFL students' reading classes	Maharsi, I., Wijayanti, Y. R., & Astari, A. T.	2021	Indonesia	University	Mixed Method Research	Google Classroom
21	An investigation of flipping an English reading course: focus on reading gains and anxiety	Mohammaddokht, F., & Fathi, J.	2022	Iran	Language Institute	Quantitative Research	Telegram and WhatsApp
22	Enhancing student's reading experience using task-based flipped classroom in reading course	Mufliharsi, R., Mayuni, I., & Nuruddin	2022	Indonesia	University	Mixed Method Research	WhatsApp or Zoom and Google meet

No	Document Title	Author(s)	Year	Context(s)	Level of Participants	Research Design	Materials Used in the Studies
23	Task-based flipped classroom: promoting student's reading skills of an EFL class in Indonesia	Mufliharsi, R., Mayuni, I., Nuruddin, & Lustyantie, N.	2022	Indonesia	University	Mixed Method Research	Moodle
24	The impact of using inverted classrooms on promoting extensive versus intensive reading comprehension among Iranian upper- intermediate EFL learners	Neisi, L., Hajijalili, M., & Namaziandost, E.	2019	Iran	Language Institute	Quantitative Research	Email, WhatsApp, or Telegram
25	Flipped classroom in EFL reading class	Oktiyani, R., Indrasari, N., & Isnaini, R.	2021	Indonesia	Secondary School	Quantitative Research	Not specified
26	Flipped learning design in EFL classrooms: implementing self-regulated learning strategies to develop language skills	Öztürk, M., & Çakıroğlu, Ü.	2021	Türkiye	University	Quantitative Research	Not specified
27	The Impacts of implementing the flipped model on EFL high school students' reading comprehension	Phungi, C. K., & Yen, P. H.	2020	Vietnam	High School	Mixed Method Research	Moodle
28	The effectiveness of flipped classroom learning model for increasing students' reading comprehension in covid-19 pandemic	Rachmat, M., Muliastuti, L., & Iskandar, I.	2021	Indonesia	University	Quantitative Research	WhatsApp
29	Reading comprehension skills: the effect of online flipped classroom learning and student engagement during the covid-19 pandemic	Reflianto, Setyosari, P., Kuswandi, D., & Widiati, U.	2021	Indonesia	University	Quantitative Research	Microsoft Teams, WhatsApp
30	English Teachers' competency in flipped learning: question level and questioning strategy in reading comprehension	Reflianto, Setyosari, P., Kuswandi, D., & Widiati, U.	2022	Indonesia	English teachers	Qualitative Research	WhatsApp and Microsoft Teams
31	Secondary school students' experience in reciprocal teaching strategy on reading comprehension through the flipped classroom	Rukmanta, N. A., Yanto, E. S., & Srisudarso, M.	2022	Indonesia	Secondary School	Qualitative Research	Google Form, Whatsapp, Zoom
32	Exploring EFL learners' inferential reading comprehension skills through a flipped classroom	Samiei, F., & Ebadi, S.	2021	Iran	Language Institute	Mixed Methods Research	WebQuest
33	Discovering students' responses using flipped classroom model trough reading comprehension teaching	Suryana, P. L., Abas, T. T., & Puspitaloka, N.	2021	Indonesia	High School	Qualitative Research	WhatsApp
34	The effect of flipped classroom on students reading comprehension at SMA Negeri 1 WAWOTOBI	Umar, & Rama, A. N.	2022	Indonesia	University	Quantitative Research	Not specified
35	Flipping the classroom in the EFL reading for academic purpose course during Covid-19: Barriers and boosters	Uran, S. I.	2022	Indonesia	Language Institute	Mixed Methods Research	Moodle and Microsoft Teams
36	Flipped classroom model to enhance students' reading comprehension	Wulandari, D. D., Munifatullah, F., & Yufrizal, H.	2021	Indonesia	High School	Quantitative Research	Google Form, Whatsapp, Zoom
37	Effects of the flipped classroom model on learners' reading strategy	Yılmaz, R., & Saraçoğlu, S.	2022	Türkiye	Secondary School	Mixed Methods Research	Not specified
38	The flipped classroom: improving critical thinking for critical reading of EFL learners in higher education	Yulian, R.	2021	Indonesia	University	Quantitative Research	Not specified
39	The effect of flipped classroom model towards students' reading comprehension	Yuvita, Y., Sulistyaningsih, E., & 'Ulhaq, N. D.	2021	Indonesia	University	Quantitative Research	YouTube, Edmodo
40	Implementation of flipped model in EFL reading classrooms	Keskin, D.	2023	Türkiye	University	Mixed Methods Research	Edmodo
41	The development of English reading comprehension skill using flipped classroom with poems among grade 6 Bhutanese students	Namgay, K., & Sakulwongs, N.	2024	Thailand	Secondary School	Mixed Methods Research	Google Classroom
42	The flipped classroom model: effects on students' reading comprehension in English text	Ugyen, P.	2022	Bhutan	Primary School	Quantitative Research	Not specified
43	Brain-based CALL in flipped higher education GE courses held through LMS: Boosting vocabulary learning and reading comprehension	Abdolmaleki, N., & Saeedi, Z.	2024	Iran	University	Quantitative Research	Not specified
44	The effect of an extended flipped classroom model for fully online learning and its interaction with working memory capacity on students' reading comprehension	Diningrat, S. W. M., Setyosari, P., Ulfa, S., & Widiati, U.	2023	Indonesia	University	Quantitative Research	Zoom, Google Classroom

No	Document Title	Author(s)	Year	Context(s)	Level of Participants	Research Design	Materials Used in the Studies
45	Enhancing critical reading through metacognitive scaffolding in flipped classroom	Du, E. B., Nurkamto, J., Suryani, N., & Gunarhadi.	2024	Indonesia	High School	Quantitative Research	Not specified
46	The impact of flipped classroom instructional strategy on 7th grade students reading comprehension in Jordan: An empirical study.	Yahya, S. M., El-Freihat, S. M., Alwama, H. A. M., & Omar, R. A. A. J. A.	2024	Jordan	Secondary School	Quantitative Research	Not specified
47	Enhancing English reading skills and self-regulated learning through online collaborative flipped classroom: a comparative study.	Wang, Y.	2023	China	Language Institute	Quantitative Research	Zoom
48	The impact of flipping class intervention on reading comprehension: Different approaches and proficiency levels	Fahmi, A., Mukminatien, N., Ginting, D., & Kusumaningrum, S. R.	2024	Indonesia	University	Quantitative Research	Not specified
49	Analysis of the application of flipped classroommedia in stimulating student in reading comprehension	Zoralia, & Rahmi, R.	2024	Indonesia	High School	Qualitative Research	WhatsApp
50	Mobile Technology-Assisted Flipped Classroom Method to Increase the Complexity Students' Reading by Video Narrative in Junior High School	Siregar, A.	2024	Indonesia	High School	Quantitative Research	Youtube
51	The implementation of flipped classroom in EFL reading during Covid-19 Pandemic: Indonesian EFL students' voices	Nursyahdiyah, N., Dalimunte, A. A., & Daulay, S. H.	2022	Indonesia	High School	Qualitative Research	Not specified
52	English reading comprehension achievement as a result of Iranian EFL online flipped classrooms	Adibfar, E.	2022	Iran	High School	Mixed Methods Research	Youtube, SHAD software
53	The effect of flipped digital classroom method using moodle and student engagement on reading comprehension	Zen, Z., Reflianto, R., Ariani, F., & Hidayati, A.	2023	Indonesia	University	Quantitative Research	Moodle
54	The effect of using the flipped learning strategy on developing primary stage fourth graders' English comprehension skills in Kuwait	Alshati, B., & Al-Khawaldeh, A. H.	2023	Jordan	Primary School	Quantitative Research	Not specified
55	The effect of flipped classroom model to the reading comprehension seventh grade students at SMP Negeri 2 Siantar in a narrative text	Siahaan, S., Simanjuntak, Y. L., & Sinurat, B.	2024	Indonesia	Secondary School	Quantitative Research	Not specified