

## FLIPPED INSTRUCTION AS A CATALYST FOR ALLEVIATING FOREIGN LANGUAGE CLASSROOM ANXIETY: A DESCRIPTIVE–ANALYTICAL REVIEW\*

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### **Abstract**

*Foreign language classroom anxiety (FLCA) remains a serious barrier to language learning that too often appropriates learner confidence, interest, and performance. This descriptive-analytic review synthesizes empirical studies on flipped instruction as an instructional method to alleviate FLCA in second and foreign language university courses. On the basis of research papers published between 2012 and 2025, this review synthesizes implementation models, reported effects of anxiety reduction, and contextual influences on success. Empirical support is available for the potential of flipped class to reduce FLCA by facilitating pre-class preparation, active and collaborative in-class engagement, and more individualized teacher facilitation. Its efficacy is conditional upon learner autonomy, access to technology, teacher mediation, and sociocultural background. While short-term decreases in anxiety are frequently noted, their long-term persistence is poorly studied. Affective learning implications at the theoretical level are identified in this review and design-informed, practice-based suggestions for context-sensitive flipped classrooms to mitigate FLCA are provided. Calls for longitudinal, mixed-methods, and cross-cultural studies are made to advance the field.*

**Key words:** *Flipped teaching, Foreign language classroom anxiety, Affective learning, Learner autonomy, Higher education.*

### **1. Introduction**

The affective dimension of second and foreign language learning has been one of the most prominent research fields of recent decades. Foreign language classroom anxiety (FLCA) is probably one of the most pervasive and debilitating affective variables influencing performance. FLCA is defined as fear, nervousness, and lower

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confidence in foreign/second language learning contexts, and FLCA can demotivate learners, lower academic accomplishment, and bar communicative risk-taking. Despite intense academic attention, the multifaceted nature of FLCA, its triggers, manifestations, and potential remedies, is only dimly understood.

One of the instructional innovations that has been extensively discussed as a possible avenue for meeting FLCA is flipped instruction. Flipped instruction turns the course calendar on its head by removing pre-exposure to material from the classroom, pre-recorded video classes, multimedia learning modules, or guided readings, and reserving on-campus time for group, higher-order learning activities. It is popular because it can potentially foster learner autonomy, active learning, and an interesting classroom.

Among the important themes throughout the literature is flipped classrooms. It allows students to become acquainted with essential content in a low-stakes, independent setting before the classroom lesson (Basal, 2015; Mehring, 2016). Pre-class exposure to this content reduces students' uncertainty they normally experience at first exposure to new linguistic content, an anxiety generator early identified as an anxiety inducer (Horwitz, Horwitz, & Cope, 1986). With mastery overpausing, rewinding, and visiting instruction comes familiarity, and familiarity enables students to arrive at class better prepared and more confident. Affectively, this reversal of learning sequence aligns with Krashen's (1982) affective filter hypothesis in decreasing anxiety and enhancing willingness to process language input.

Analytically, this reconstruction of form also alters the intellectual and emotional atmosphere of the class. By distributing cognitive load throughout time, flipped instruction reduces the real-time pressures of processing communicative tasks (MacIntyre & Gardner, 1991), thus allowing learners to focus on application rather than attempting to decipher hard input in real time. There, it unites dominant principles of Horwitz, Horwitz, and Cope's (1986) FLCA model with Four Pillars of F-L-I-P™ (Flipped Learning Network, 2014), proposing an affective and cognitive pedagogical model of language learning.

Empirical support is, however, mixed. While decreases in FLCA following flipped interventions are commonly documented by the majority of studies, how large and long-lasting they prove to be is found to be contingent on learner autonomy, motivation, cognitive regulation, and sociocultural environment. Evidence also remains for the suggestion that an optimal balance between asynchronous pre-class preparation and synchronous in-class communication is necessary: overdependence upon either threatens to undermine the potential for the reduction of anxiety (Hung, 2015; McLaughlin *et al.*, 2014).

The present review fulfills this requirement by conducting a descriptive-analytic summary of empirical studies on flipped instruction and FLCA. It situates the analysis within the broader context of discussion of affective variables in language acquisition, drawn from active learning theory, self-determination theory, and learner-centered pedagogy. Compared to isolated experimental studies, the present review integrates findings across various higher education settings for the

sake of searching for underlying patterns, contextual moderators, and theory implications.

The scope is limited to peer-reviewed empirical studies, quantitative and qualitative, conducted on second or foreign language courses within the tertiary level from 2012 (codification of the Four Pillars of F-L-I-P™) until 2025. By limiting the scope to the tertiary level, the review resonates with a population transitioning into increasingly autonomous, technology-facilitated learning contexts in which stress may be felt differently than within secondary or informal contexts.

Therefore, the study seeks to explore the following:

1. The ways flipped instruction has been developed and implemented in university foreign language classroom contexts in the available empirical research studies.
2. To present observed impacts of flipped instruction on FLCA.
3. To establish contextual and learner variables that mediate the effect of flipped instruction and FLCA.
4. To investigate the mediating processes, such as metacognitive knowledge and cognitive regulation, that influence the relationship between flipped instruction and FLCA.

These objectives build the following research questions:

1. How is flipped instruction developed and implemented in the studies in focus?
2. What does the evidence indicate about its effectiveness in remediating FLCA?
3. What learner or contextual factors appear to mediate or moderate its impact on anxiety?
4. What mediating processes, including metacognitive knowledge and cognitive regulation, explain the impact of flipped instruction on FLCA?

Methodologically, the review is descriptive–analytic in character, qualitatively contrasting study designs, participant groups, pedagogical models, and reported outcomes. Synthesizing findings through pedagogical and affective lenses, it aims to create a theoretically informed, practice-oriented account of how flipped instruction can be strategically employed to generate emotionally supportive language learning environments.

## **2. Analytic Insights on Flipped Instruction and Foreign Language Classroom Anxiety**

The descriptive–analytic approach taken for this study allows the formal integration of empirical data and interpretive analysis. The descriptive component includes integrating data from existing research, noting patterns, and mapping reported effects of inverted instruction on foreign language classroom anxiety (FLCAS). The analytic stage tests these results to determine how and why outcomes happen, linking them back to second language acquisition and affective learning theory frameworks. This two-way focus guarantees conclusions are not merely evidence-based but also theory-driven.

One of the themes of descriptive research is that flipped teaching enables students to engage with foundational material in a low-stakes, independent format

before coming into class (Basal, 2015; Mehring, 2016). Pre-class exposure is frequently given as a primary vehicle for reducing anxiety because it diminishes uncertainty that students have upon first encounter with new linguistic material (Horwitz, Horwitz, & Cope, 1986). Pauses, rewinding, and replaying of lessons or videos allow students to become acquainted, hence coming to class better equipped and confident.

Analytically, turning the learning process around reverses the affective classroom environment. Through pre-distribution of cognitive burden in time, the flipped method lowers the amount of real-time processing requirements for communicative activities (MacIntyre & Gardner, 1991). Students can be allowed to use what they have acquired and play around with the use of language without the extra load of having to process complex input in terms of grammar or lexis in real time. Such structural adjustment is supported by Krashen's (1982) affective filter hypothesis, which holds that removing anxiety enhances the effectiveness of language acquisition.

Descriptive statistics likewise report flipped instruction's positive impact on peer interaction patterns. Group work, problem-solving, and working on guided speech activities are typical uses of classroom time (Bergmann & Sams, 2012). This flip produces an interactive, supportive environment where students are engaging with peers rather than passively being graded by the instructor. For the majority of students, this cooperative environment reduces the potential for negative judgment and allows for confidence to accrete gradually through scaffolded activity.

This interactive benefit has an explanatory aspect in the form that activities in groups in flipped models can reframe sources of concern. In traditional classrooms, spontaneous questions trigger performance concerns; in flipped classrooms, pre-class preparation and peer support deconstruct this anxiety. Students can leverage shared knowledge, rehearse concepts, and receive immediate peer feedback, thereby making oral participation less intimidating (Lo & Hew, 2017). This finding is also consistent with Vygotsky's (1978) Zone of Proximal Development, where students are assisted through social scaffolding.

Descriptive accounts also document caveats and moderating conditional variables for flipped learning's efficacy in reducing stress. Unprepared students will also be more stressed out during classroom activities as they are not prepared beforehand as required by the model (Zainuddin *et al.*, 2019). Technological constraints in the guise of device availability or internet access can add to this predicament, particularly when digital equity is not assured. Technological constraints in the guise of device availability or internet access may cause this dilemma, particularly in the event of non-guaranteed digital equity.

The explanatory rationale for these constraints is that minimizing anxiety is inextricably linked to the smooth working of the flipped model. Interference with any of the components—content preparation, delivery channel, student adherence, or teacher support—prevents the desired affective flow.

Students, for example, maybe swamped rather than supplemented by poorlycrafted pre-class materials, may induce cognitive load, and result in anxiety.

Similarly, poor class support can leave the learners uncertain about expectations, undermining the psychological comfort that the model attempts to create.

Yet another descriptive comment relates to teacher presence in the physical and virtual spaces of the flipped classroom. Researchers have reported that where teachers offer direct, personal feedback on prior class work, students are more well-supported and less nervous about performing (Hung, 2015). Not only does the feedback process uncover confusion, but it also establishes an identity of concern and responsibility, which can counteract anxiety variables such as fear and doubt.

Finally, a synthesis conclusion from a balance of descriptive and analytic approaches is that flipped instruction has promised potential to act as a foreign language classroom anxiety-reduction catalyst but is contingent upon conscious design, contextual adjustment, and prolonged learner scaffolding. Whereas the descriptive account mentions frequent anxious incidents decrease, the analytic account cautions that these findings are based on an equilibrium of learner agency, technology access, and intentional scaffolding by teachers. Future applications must therefore be guided by empirical evidence and sensitivity to the subtle interaction among affective variables and instructional design.

### **3. Methodological Framework of the Descriptive-Analytic Approach**

The descriptive-analytic approach employed here draws on theoretical frameworks of foreign language anxiety and empirical research on flipped classroom. In more specific terms, it integrates Horwitz, Horwitz, and Cope's (1986) FLCA framework with the Four Pillars of F-L-I-P™ model (Flipped Learning Network, 2014). Such synthesis allows for systematic analysis in terms of both psychological constructs and instructional design principles. The process is hence interdisciplinary, integrating applied linguistics, educational psychology, and instructional technology.

Reviews for analysis were obtained through systematic review of peer-reviewed studies in leading databases such as Scopus, Web of Science, and ERIC, starting from 2010 to 2024. The inclusion criteria were such that studies must make specific mention of the interaction between flipped instruction and affective dimensions of learners with special focus on FLCA or closely related variables such as reading anxiety or speaking anxiety. Quantitative and qualitative designs were used in order to give an overall picture.

The descriptive step involved categorizing the shortlisted studies along the research design, sample type, instructional settings, and outcome measures employed. Categorizing them enabled mapping the application of flipped instruction from secondary schools to university and college levels. Care was taken in context variables such as cultural background, language proficiency level, and instructional time because they can mediate the effectiveness of the flipped model.

The analytical phase was a phase of noting repeated patterns within the findings and of trying to interpret their significance. For example, some of the studies revealed a very notable decline in anxiety levels where pre-class exposure to content was followed by class work in groups. These findings were contrasted

within and between contexts to assess if anxiety reduction was invariably a direct effect of the flipped model or whether there was also an effect from other variables, such as teacher-student relationship or peer support. Methodological quality assessment and identification of potential validity threats to these research studies were part of this exercise.

One of the most important analytical inferences of the review is that flipped instruction has potential to reduce anxiety by reducing perceived unpredictability of classroom interaction. Learners having acquired content outside of the classroom are well-prepared and more self-assured when they come to class, having potentially offset cognitive load in activities conducted in class. This inference aligns with Sweller's (1994) theory of cognitive load, which points out the importance of managing work memory demand towards learning.

Another element that was explored in the analytical task is learner autonomy. Flipped learning inevitably places pre-class preparation on the shoulders of students, and it is possible that this may be extended to the control of the learning process. Such control has been linked as lowering the levels of anxiety in self-regulated learning (Zimmerman, 2002). The review considers the strength with which such a link is empirically determined and explores potential cross-cultural variations in its manifestation.

Methodology also allowed intervening variables like metacognitive awareness to be tested. More metacognitively aware students were found by some studies to benefit more from flipped learning in the sense that they learn more about managing their anxiety presumably because they can plan for, monitor, and regulate their own learning strategy. This result has direct relevance to one of the primary research hypotheses (H2.3), whereby participants who have higher metacognitive awareness and control will obtain the lowest FLCA scores after the intervention.

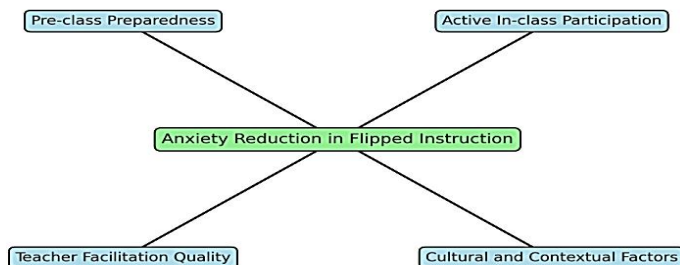
The descriptive-analytic approach was chosen not only because it is suitable for consolidating various research findings but also because it has the capability to summon pertinent implications for pedagogical practice. By logical analysis and interpretation of findings, the research determines those teaching approaches in the inverted structure most likely to counteract FLCA. Such identified methods can be utilized to shape curriculum design, teacher training, and language education policy.

Finally, the approach acknowledges its own limitations. While descriptive-analytic studies produce extensive descriptions and overall summaries, they are not able to determine causal relationships as conclusively as experimental designs are. Yet in presenting a careful evidence-based summary, this approach lays the groundwork for which follow-up experimental studies can more directly investigate the causal processes underlying demonstrated effects of flipped teaching on foreign language anxiety.

#### **4. Implications and Future Research and Pedagogical Directions**

Based on the descriptive–analytic synthesis and method discussion presented above, the third section explores the implications of the study and proposes future research and teaching directions. Analysis indicates that flipped learning has the

potential to be a catalyst in curbing foreign language classroom anxiety (FLCA) because of its learner-centered, flexible, and technology-based approach. However, the effects of such interventions are built from a set of variables that include learner autonomy, motivation, cognitive control, and the sociocultural environment where language learning is situated.



**Figure 1. Thematic synthesis of research findings on flipped instruction and anxiety reduction, illustrated by the authors**

As the figure illustrates, these implications are realized through various mechanisms mediating the connection between flipped instruction and FLCA reduction:

1. Pre-class Preparedness → alleviates fear and uncertainty of failure.
2. Active In-class Participation → boosts peer support and confidence.
3. Teacher Facilitation Quality → governs effectiveness of anxiety reduction.
4. Cultural and Contextual Factors → influence learner receptivity.

The thematic map makes clear the multi-factorial character of the anxiety reduction. Flipped instruction provides structural refinements to pedagogy, but the effectiveness hinges on instructor support, student preparation, and culture. That is why part of the studies has larger effects compared to others, and it emphasizes the significance of contextually responsive instructional design.

Practice implications are extended. Second, language teaching professionals who are desirous of instituting flipped teaching are not only required to prioritize technology but also integrate strategies targeted towards affective issues. Appropriately designed pre-class activities, such as guided reading and multimedia-assisted vocabulary practice, can assure understanding and in preparation make learners enjoy participation in class. Hence, uncertainty likely to characterize anxiety in language classrooms is avoided (Basal, 2015; Hung, 2015).

Secondly, descriptive–analytic findings indicate value in achieving a balance between synchronous and asynchronous character. Relying too much on asynchronous content with limited in-class interaction will minimize chances for instant feedback, so essential in anxiety control (McLaughlin *et al.*, 2014). Likewise, overreliance on live classroom activities and inadequate pre-class preparation will undermine learner confidence.

Another area of investigation that might be investigated is the exploration of mediating processes. As an example, metacognitive knowledge and cognitive

regulation might be the major mediators of the influence of flipped instruction and FLCA. Investigation of such processes using mixed-methods procedures might yield more nuanced insight into why and under what conditions flipped practice is effective with some learner profiles but not others (Oxford, 2017).

The role of contextual variables must also be investigated more thoroughly. Beliefs about student and teacher authority in a culture, about student motivation, and about peer collaboration can influence how students learn and engage with flipped pedagogical designs to a significant extent. Cross-study analysis of different educational contexts could perhaps reveal further about the extent to which these variables mediate FLCA with flipped instruction.

Differentiated practice must also be dealt with in flipped classrooms. Not all students will require the same amount of scaffolding; for some, more independence to do pre-class work might be an enabler, while for others it might be a stressor. Adaptive learning tools, which can tailor pre-class work to the learner's current level of achievement, offer a solution of promise (Chen Hsieh *et al.*, 2017).

Second, teacher professional development is the most important variable. Teachers must become technically competent to produce digital materials, but must become pedagogically competent to produce a low-anxiety, supportive learning environment. cognitive load, and result in anxiety. Peer mentoring, reflective practice groups, and workshops can induct teachers into flipped models more effectively.

Finally, how assessment is integrated within flipped learning must be taken into consideration. Formative assessments in pre-class work have the potential to give rich feedback loops enabling students to monitor their own learning and make their strategy accordingly. Summative assessment should be able to identify the active, collaborative, and higher-order thinking that are being sought to be developed through flipped learning.

## **5. Theoretical and Empirical Corroborations in Flipped Instruction and Foreign Language Classroom Anxiety**

The fourth section continues the above discussions by examining how theoretical underpinnings and empirical research converge to explain the intersection of flipped instruction and foreign language classroom anxiety. While the above sections made passing mentions of conceptual underpinnings and methodological concerns, this section is focused on consolidating existing findings that corroborate, build on, or disconfirm such findings. It integratively reviews a range of studies that illuminate how flipped classroom practices function in different types of learning settings and with different populations of learners.

Along the way, this section also outlines the boundaries within which the approach will be most apt to alleviate anxiety and under what conditions it may actually reinforce or intensify it. It is designed to summarize the literature into a more nuanced image of the role of flipped learning in foreign language acquisition, thus sharpening the theoretical and research gap emphasis for this present study. Empirical research increasingly indicates that flipped classroom environments have

the potential to function as buffers for language learning anxiety by providing increased preparation time and active participation.

Abdullah, Hussin, and Ismail (2021) found that EFL students exhibited lower speaking anxiety if they were introduced to pre-class preparation materials, whereby they could rehearse language production in low-stakes environments. Similarly, Dariyemez (2023) observed that scaffolded pre-class activities encouraged autonomy and willingness to communicate, both of which were linked with lowered anxiety. These results confirm previous theoretical conjecture that pace and place control of learning can lead to affective comfort. But these benefits appear contingent on how well pre-class materials are provided and made accessible, meaning flipped instruction is not a panacea but a contextual treatment. More and more literature is also suggesting that self-efficacy mediates the association between flipped instruction and anxiety.

Croy *et al.* (2020) demonstrated that nursing students' self-efficacy was higher after they were educated through flipped instruction and also that this was linked to decreased anxiety levels. Khosravi, Khoshshima, and Mohamadian (2020) also presented with similar findings and further stated that motivation and perceived competence, as well as the desire to communicate, among EFL learners were enhanced. These findings suggest that anxiety reduction is not a byproduct of flipped pedagogy in itself but an indirect outcome mediated by positive self-concepts acquired via scaffolded active learning. Experiments based on targeted language skills provide further support for the promise of flipped techniques to alleviate anxiety.

Ahmad (2016) demonstrated that Egyptian EFL learners improved listening comprehension after listening to pre-class audio input, wherein they were able to internalize the input without the added pressure of having to respond in class within time constraints. In the same vein, Gok, Bozoglan, and Bozoglan (2021) demonstrated that an online flipped format reduced classroom anxiety as a whole and anxiety related to reading, likely due to the fact that students had longer to decode and process text before it was discussed in class. These advances on skills-specific support the argument that flipped designs can mitigate the cognitive origins of anxiety by reducing pressure of time and enabling repeated exposures to language input. However, the effects of the reduced anxiety are not panacea in all contexts and types of students.

Chuang, Weng, and Chen (2018) described that students with better self-regulation abilities gained more from flipped approaches, whereas less self-regulated learners occasionally experienced additional anxiety due to inadequate preparation. Additionally, Chen, Baharom, and Yassin (2023) confirmed that Chinese pre-service teachers in rural areas were most vulnerable to anxiety whenever they experienced technological problems while accessing pre-class materials. The above findings highlight the need for consideration of learners' readiness and availability of resources in designing the flipped models.

Goda *et al.* (2017) found a flipped jigsaw structure reduced language learning anxiety via peer support and mutual learning responsibility. Eryilmaz and Çiğdemoğlu (2018) compared cooperative and independent flipped structures, and cooperative structures were most likely to reduce social anxiety via mutual interaction. This evidence points to the social nature of anxiety and suggests that

flipped teaching's collaborative potential might be one of its most fundamental contributing causes in its affective impact. Theoretical contention has also emerged to locate flipped learning within dominant pedagogies.

Ettien and Touré (2023) argued that flipped pedagogy aligns with constructivist and social learning theory, both of which would lead to the reduction of anxiety through the empowerment of the students and through the engagement of students with one another. Liu (2022), adopting a control-value theoretical perspective, found that students who perceived greater control over their learning in flipped classrooms experienced lower anxiety, provided that the activities were challenging and meaningful in the appropriate manner. This integration of theory and evidence supports flipped learning's theory-based status as an anxiety-reduction strategy, along with its limitations.

One of the new issues in the literature is whether novelty effects might cause overestimation of short-term gains. Lo and Hew's findings, as reiterated in McLaughlin *et al.* (2014) and subsequently carried forward in Liu (2023), are that initial anxiety reductions can approach an asymptote if not sustained by teacher support and adaptive instructional design. This would then imply that flipped learning is not an event, but a long-term pedagogy subject to iterative refinement.

Meta-analyses and system reviews provide a broader picture of these findings. Chen, Lui, and Martinelli (2017) observed that flipped classrooms in the education of medical professionals invariably increased engagement and reduced anxiety, albeit with variation based on instructional quality. Turan and Akdağ Çimen (2020) observed the same in English language teaching, with the additional observation that teacher training and scaffolding were salient factors in sustaining affective gains. These large-scale syntheses confirm the promise of inverted pedagogy but caution against unreflective uptake.

Secondly, certain research suggests that flipped classrooms would be able to offer additional affective benefits to cultures which practice teacher-directed learning if they are implemented stepwise. Hung (2015) and Zainuddin and Perera (2019) further state that abrupt shifts to student-directed preparation cause resistance and apprehension but that such responses are overcome by implementation rolled out in a stepwise manner combined with effective scaffolding. Socio-cultural norms' impact cannot therefore be eliminated in deciding the affective effect of flipped learning since they mould learner expectation and pedagogy simultaneously.

Generally, the current studies combined show that flipped pedagogy has great potential in reducing foreign language classroom anxiety, particularly when applied in sensitivity to learners' preparedness, resource availability, and cultural sensitivity. The findings authenticate the proposition that self-efficacy measures, collaborative models, and prolonged instructional facilitation are mediating the affective impact of inverted pedagogy.

## 6. Discussion

Synthesizing the literature reviewed maintains that flipped learning has real promise to reduce FLCA but preserves evidence as well that attests that this promise

is not universal and not self-realizing. In most studies, there are recurring trends of affective gain, but the magnitude, maintenance, and fairness of these results differ quite eclectically across contexts, student populations, and pedagogic designs.

These studies, e.g., Basal (2015), Hung (2015), and Zainuddin & Halili (2016), suggest pre-class exposure to materials reduces uncertainty and enhances preparedness. This aligns with the Affective Filter Hypothesis of Krashen (1982), where exposing students to language input before in-class performance sessions could prevent affective blocks in learning. Mehring (2016) further clarified that asynchronous preparation allows students to feel more confident in making in-class contributions and amidst the fear of providing spontaneous oral contributions.

However, a more critical review of empirical research has results that are contradictory, especially in research beyond short-term interventions. Lo & Hew (2017) found that while the flipped classroom reduced initial speech apprehension, those improvements plateaued with repeated exposure, creating the impression of a novelty effect. Similarly, McLaughlin *et al.* (2014) made a conclusion that independent pre-class preparation alone could not sustain lower levels of anxiety without teacher facilitation and scaffolded in-class activity on a regular basis. These findings stress that affective impact of inverted learning is mediated by quality and intentionality of instruction design and not by structural reversal of learning itself.

Another point of discrepancy is the relevance of learner self-regulation and autonomy. Zainuddin *et al.* (2019) reported that higher metacognitive-aware students disproportionately benefited from flipped pedagogy by decreased anxiety, in line with Zimmerman's (2002) contention that self-regulation skills mediate both cognitive as well as emotional benefits. In low-autonomy contexts, nonetheless, like those illustrated in Chen Hsieh, Wu, & Marek (2017), the flipped strategy sometimes exacerbated anxiety in underprepared students because pre-class activity was an added stressor. What this means is that flipped teaching, in trying to empower the students, has the potential to worsen stress for the non-digital literate, time management capable, or self-study confident.

Socio-cultural factors reveal that comparative studies evoke cultural norms that lead learners to respond to flipped learning environments. In teacher-focused learning cultures, as in certain East Asian and Middle Eastern cultures (Hung, 2015; Zainuddin & Perera, 2019), students may be resistant at first to transitioning to learner-led preparation and peer-to-peer interaction within the classroom. In these cultures, teacher scaffolding, introducing flipped pedagogy, and staged implementation are even more crucial in reducing affective resistance.

The tech side also has to be closely examined. Though Bergmann & Sams (2012) pioneered flipped learning as a willing, flexible model, empirical research identifies infrastructural disparities as persisting concerns. Substandard device or internet connection—experienced in contexts such as North Africa and rural Asia—is most likely to turn pre-class preparation time into a cause of fear rather than empowerment. Even in highly supported contexts, cognitively dense materials or poorly designed video lectures will impede students (Sweller, 1994), countering the aims of minimizing cognitive and affective load. Taken together, these findings

suggest flipped teaching needs to be conceived as less of an across-the-board innovation and more of a context-sensitive, adaptive pedagogy.

Its effectiveness for FLCA weakening relies on an insistent tension between learner independence and supported guidance, tech empowerments and educational intentionalities, and cultural belief and instruction change management. The evidence is unequivocal: Successful flipped interventions combine high-quality multimedia learning content, clear pre-class direction, active in-class activities, and ubiquitous teacher presence, both in virtual and physical classrooms.

Lastly, whereas the descriptive report is so strong as to yield great proof of the short-term impact of flipped learning on FLCA, analytical analysis here indicates that longer-term success will depend on embedding the model into a totally integrated learning environment—one in which cognitive load, learner motivation, socio-cultural expectation, and fair access to learning material are managed together. Equilibrated comprehension of this sort should guide future implementations and research designs seeking to tap the affective benefits of flipped learning.

## **7. Conclusion**

This article puts at the forefront the wide scope of the flipped classroom as a sustainable pedagogical strategy for addressing foreign language classroom anxiety (FLCA) at the tertiary level. Through enabling systematic pre-class preparation, student-controlled activities, and active learning, flipped classrooms enable learners to pre-condition themselves with the material before class, boost confidence, and reduce new exposure anxiety. This is in line with current theory like Krashen's affective filter hypothesis that explains how flipped learning breaks affective and cognitive language learning barriers.

Flipped instruction's efficacy, however, is not guaranteed and hinges on the teaching quality, cultural contexts, and learner variables. Student autonomy, motivation, and metacapacity are proximal outcome mediators and are best served by well-prepared but optimally supported students but may create increased anxiety in poorly digitally literate or prepared students if not supported. Cultural tendencies and structural features, such as technology restrictions, also influence students' embrace of flipped classrooms, a call for flexible, context-specific deployment as the preferable option to a one-size-fits-all approach.

Although temporary reductions in anxiety have been extensively documented, long-term gain evidence is scarce, making intensive, integrated design that counterbalances asynchronous preparation with scaffolded in-class discussion even more justified. Longitudinal, cross-cultural, and mixed-method designs need to be given priority in future research to clarify the complex variables mediating the causality of the flipped classroom for FLCA. With this in mind, instructors must institute responsive, culture-focused interventions and provide ongoing professional support in an attempt to realize the greatest affective return on time invested in flipped learning so that students may finally overcome anxiety and become confident foreign language learners.

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