



Exploring flipped classroom for business English: Preliminary insights from student voices and reflections

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ABSTRACT

This study examines how undergraduate students perceive and experience the Flipped Classroom strategy in a Business English speaking course. In this model, instruction moves outside the classroom through videos and readings so that in class sessions are reserved for interactive activities. Although widely used in general EFL contexts, evidence of Flipped Classroom's effectiveness in Business English, which belongs to English for Specific Purposes (ESP), is limited. The research employed a mixed methods design. A fourteen item Likert scale survey completed by 133 Indonesian English majors assessed perceptions of efficiency, engagement, time management and satisfaction. Semi structured interviews with seven volunteers provided insights on preparation, confidence, anxiety and collaboration. Students watched pre class videos via the university's learning platform and participated in discussions, role plays and problem based tasks during class. The quantitative results showed positive perceptions: efficiency mean 3.91, motivation and engagement mean 3.76, time management and enjoyment mean 3.73, and satisfaction mean 4.24. Interviews highlighted that pre class preparation improved self regulated learning, boosted confidence, reduced speaking anxiety and promoted teamwork. The study's single institution scope and modest sample limit generalisation; larger, diverse studies with objective measures are advised. For practice, educators should provide concise pre class materials, clear instructions, and adequate technological support, while designing learner centred, communicative classroom activities. The findings contribute to the sparse literature on Flipped Classroom in Business English and suggest its potential for enhancing communication skills and learner autonomy in professional language courses.

Keywords: flipped classroom, business English, speaking skills, self-regulated learning, English for specific purposes

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INTRODUCTION

The twenty first century has witnessed sweeping changes in how languages are taught and learned due to globalization and digital technology. Employers increasingly demand graduates with professional communication skills, cultural awareness, and the ability to collaborate across borders. Business English, a major branch of English for Specific Purposes (ESP, aims to equip learners with language skills for negotiations, presentations, emails, and social interactions in professional settings. Traditional lecture-based approaches often fail to provide sufficient opportunities for interactive practice and do little to cultivate learner autonomy or self regulated learning skills (Bergmann & Sams, 2012). In response, the Flipped Classroom (Flipped Classroom) has emerged as a learner centered pedagogy that reallocates instructional time: content delivery happens outside the classroom through videos, readings, or other digital resources, while in class time is reserved for active learning, problem solving, and collaboration (Abeysekera & Dawson, 2015; Bergmann & Sams, 2012).

Research into Flipped Classroom in general education suggests that flipping lessons increases student engagement, motivation, and achievement (Bergmann & Sams, 2012). Systematic reviews and meta-analyses in language education report that Flipped Classroom improves writing proficiency, grammar knowledge, speaking fluency, and pronunciation, and it reduces anxiety and increases learner autonomy. For example, a 2024 systematic review of 57 studies concluded that Flipped Classroom enhances writing skills, grammar proficiency, speaking fluency, and pronunciation. It also improves psychological outcomes such as anxiety and self-efficacy. Additionally, a meta-analysis of nine studies ($n = 705$ participants) reported that Flipped Classroom had a large positive effect size on overall English language proficiency ($SMD = 0.85$) and knowledge ($SMD = 0.84$). These findings suggest that Flipped Classroom fosters both cognitive and affective benefits.

Although studies on flipped and blended language learning have grown rapidly in recent years, most of them remain within the scope of general English education rather than Business English or English for Specific Purposes. Research on engagement and motivation in technology-mediated classrooms (Cai, 2025; Lai et al., 2021; Rose et al., 2026) consistently highlights the importance of teacher support, perceived enjoyment, and self-efficacy in sustaining students' participation. Yet these aspects are often treated in isolation, without capturing how they interact within the holistic experience of a flipped Business English course.

Furthermore, much of the existing evidence relies on students' self-reports or short-term experiments, leaving little understanding of how learners perform and feel during authentic professional tasks such as presentations, negotiations, or meetings. While constructivist and mobile-assisted approaches (Jarutkamolpong & Kwangmuang, 2025) have shown promise in nurturing creativity and collaboration, their pedagogical alignment with the communicative demands of Business English remains underexplored, particularly in Asian and Southeast-Asian higher-education settings.

In other words, there is still limited insight into how affective engagement, technological readiness, and social interaction converge to shape learning in flipped Business English classrooms. Addressing this gap requires an approach that not only measures perceptions but also listens to students lived experiences as they navigate the transition from classroom learning to professional communication.

However, Flipped Classroom research in ESP, particularly Business English, remains sparse despite its potential to promote professional communication. Business English requires students to master specialized vocabulary, pragmatic conventions, and the ability to participate in professional discourse. Given the scarcity of empirical evidence on Flipped Classroom's effectiveness in this context, our study explores how Indonesian university students perceive, and experience Flipped Classroom in a Business English speaking course. We aim to determine whether the positive outcomes reported in broader EFL settings such as improved motivation, autonomy, and engagement. It also applies to Business English, which demands both linguistic and pragmatic competence.

Though Flipped Classroom has proven beneficial in general EFL contexts, its effectiveness for teaching Business English where authenticity, role play, and professional vocabulary are paramount that has not been extensively examined. Students may have different needs and expectations, and there may be unique challenges in balancing pre class workload, technology access, and professional content. This study thus addresses three research questions: 1) How do Business English students perceive the efficiency, motivation/engagement, time management/enjoyment, and satisfaction of the Flipped Classroom approach? 2) How do students describe their experiences regarding preparation, anxiety, confidence, collaboration, and challenges while participating in Flipped Classroom? 3) How do these findings align with current literature on Flipped Classroom in language learning, including its benefits and challenges for writing, grammar, listening, vocabulary, reading, and professional communication?

This study contributes to ESP pedagogy by providing evidence on the applicability of Flipped Classroom for Business English, expanding the knowledge base beyond general EFL contexts. By integrating students' voices and reflections with quantitative measures, we offer nuanced insights into how Flipped Classroom influences motivation, engagement, and

professional communication skills. The findings can guide educators in designing Flipped Classroom courses that support autonomy, collaboration, and professional readiness. This research also addresses identified gaps in systematic reviews, which call for more rigorous Flipped Classroom studies in diverse contexts.

METHOD

This study used sequential explanatory mixed methods design to explore learners' experiences with the Flipped Classroom. The quantitative phase measured students' perceptions across key constructs, while the qualitative phase explored their reflections, strategies, and challenges in detail. Combining these methods enhances validity by triangulating data and providing rich contextual insights. One hundred thirty three (N = 133) third year undergraduate students (aged 20–22) enrolled in a Business English speaking course at a public university in Central Java, Indonesia, participated voluntarily. All participants had completed at least one semester of English for academic purposes and were familiar with basic online learning tools. None had prior experience with Flipped Classroom. The Business English course was designed to develop oral communication skills for professional scenarios such as presentations, negotiations, interviews, and meetings.

The course adopted a flipped classroom approach: pre-class materials included video lectures on business vocabulary, presentation strategies, and case studies; reading assignments from business journals; and vocabulary lists. These resources were hosted on the university's LMS. In-class sessions (two 90-minute meetings per week over a 16-week semester) were dedicated to interactive activities: discussions of case studies, role-play simulations (e.g., mock negotiations), collaborative problem-solving tasks, and individual presentations with peer and instructor feedback. The instructor served as a facilitator, guiding discussions, modelling professional language use, and providing corrective feedback on vocabulary and pronunciation.

This study utilized triangulation of data collection instruments to comprehensively capture students' perceptions and experiences. The primary quantitative data were gathered through a perception questionnaire, adapted from established studies (Boyras & Ocak, 2017; Zainuddin, 2017). The 14-item instrument, rated on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), measured four key constructs: strategy efficiency (e.g., "Flipped Classroom helps me understand concepts before class"), motivation/engagement (e.g., "Flipped Classroom increases my interest in Business English"), time management/enjoyment (e.g., "I enjoy using videos outside class"), and overall satisfaction (e.g., "I am satisfied with learning Business English through Flipped Classroom"). Its reliability was confirmed via a pilot study with 20 students, achieving a Cronbach's alpha of 0.86.

To garner in-depth qualitative insights, semi-structured interviews were conducted with seven volunteer participants (four females, three males). These 30–40-minute sessions, performed via video conferencing, recorded, and transcribed, explored themes such as preparation habits (e.g., "How do you use the pre-class videos?"), perceptions of the Flipped Classroom (e.g., "What aspects do you like/dislike?"), self-confidence, anxiety, collaboration, and suggestions for improvement. Furthermore, contextual data were obtained through classroom observations and document analysis. The researcher maintained a teaching journal to log student participation, questions, and challenges, while also reviewing learning materials (videos, slides, tasks) to better understand the course structure and aid in interpreting the findings from the other instruments.

Participants were informed about the study's objectives and confidentiality measures. In week 16 of the semester, participants completed the online questionnaire via the LMS. Immediately afterwards, volunteers were contacted for interviews. Data collection occurred over two weeks, ensuring that participants had finished the course.

Quantitative data were analyzed using descriptive statistics (mean, standard deviation, percentage of agreement) to summarize student perceptions. Since the purpose was exploratory, no inferential tests were performed. Qualitative data were analyzed using inductive thematic analysis. Two coders independently read the transcripts, identified patterns, and created codes. Codes were grouped into themes related to preparation, confidence, collaboration, and challenges.

Intercoder reliability was established through discussion, and discrepancies were resolved by consensus. Observation notes and materials were used to triangulate findings and contextualize students' experiences.

FINDINGS AND DISCUSSION

Findings

Quantitative findings

Table 1 summarises the descriptive statistics of students' perceptions across four constructs: strategy efficiency, motivation/engagement, time management/enjoyment, and overall satisfaction. Scores above the midpoint (3) indicate positive perceptions.

Conceptually, a profile of means above the midpoint indicates not only a general endorsement but also a distributed positivity across distinct dimensions of the flipped learning experience. The relatively higher means for strategy efficiency and overall satisfaction suggest that the core mechanism of the flipped model, namely frontloading exposure to content followed by collaborative practice in class, is perceived to work as intended. By contrast, the wider spread typically seen for time management and enjoyment implies sensitivity to weekly workload, video length, and assessment peaks across courses. Quantitatively, then, the primary benefits appear to originate in the quality of pre-class preparation, whereas the main constraints stem from workload orchestration and pacing.

Table 1. Descriptive statistics of student perceptions (N = 133)

Construct	Items	Mean	SD	Percentage of agreement*
Strategy efficiency (understanding, prep)	4	3.91	0.65	78%
Motivation and engagement	4	3.76	0.70	75%
Time management and enjoyment	3	3.73	0.72	74%
Overall satisfaction	3	4.24	0.59	85%

Note: *Percentage of agreement indicates the proportion of respondents selecting "agree" or "strongly agree" for items in each construct

A closer reading at the construct level suggests a functional link between pre-class behaviors and in-class performance. Items indexing video previewing, pausing and replaying, and structured notetaking tended to cluster toward agreement, consistent with the idea that control over study pace improves cognitive readiness for active participation. Conversely, items that implicitly referenced the duration or density of pre-class content showed greater dispersion, indicating that perceived workload is sensitive to how materials are packaged, for example through shorter, clearly segmented clips, and to the rhythm of the weekly academic calendar.

Students rated overall satisfaction highest ($M = 4.24$), suggesting strong approval of the Flipped Classroom strategy. Strategy efficiency ($M = 3.91$) also received high ratings, indicating that students felt prepared for class and could follow discussions more effectively after watching the pre-class videos. Motivation/engagement ($M = 3.76$) and time management/enjoyment ($M = 3.73$) were positive but slightly lower, suggesting that while students enjoyed the flexibility, some still struggled with balancing pre-class tasks with other commitments. This pattern is consistent with the logic of the flipped design. When exposition is shifted to the pre-class phase, the overall learning experience becomes highly contingent on the consistency and quality of individual preparation. As a result, variability in the time-management construct reflects differences in learner pacing and strategy rather than skepticism about the pedagogy itself. The practical implication is that standardizing preparation expectations, for example by publishing weekly time estimates, providing a note-taking template, and including guiding questions, can reduce dispersion on this construct without altering the essence of the model.

Qualitative findings

Overall, insights from the seven interviews confirm the quantitative pattern while adding operational detail about how students manage the pre-class phase, experience affect during speaking, collaborate in professional tasks, and navigate workload and access constraints. The four themes emerged consistently across participants, with mutually reinforcing accounts. Four themes emerged from the interviews. First, Preparation and self regulated learning where participants appreciated being able to watch videos multiple times, pause, and take notes. They described planning their study time to ensure they completed the videos before class, reflecting self-regulated learning behaviours. This supports findings by Samadi et al. (2024) that Flipped Classroom enhances self-regulation and higher order thinking skills. Students noted that pre-class videos provided foundational knowledge of business vocabulary and presentation strategies, enabling them to engage actively during class discussions. Second, Confidence and reduced anxiety, many participants reported that pre-class preparation reduced nervousness and improved confidence during speaking activities. Having prior exposure to vocabulary and discussion topics allowed them to formulate ideas, practice pronunciation, and avoid embarrassment. This aligns with research showing that Flipped Classroom reduces listening anxiety and fosters confidence in speaking (Qiu & Luo, 2022). However, some students felt anxious if they did not complete the pre-class tasks due to time constraints or technical issues, echoing concerns in other studies (Harrison, 2025). Third, Collaboration and professional skills where students valued the interactive class sessions. They highlighted group discussions, role-plays (e.g., mock meetings), and peer feedback as opportunities to practise professional communication. Several remarked that class sessions resembled real business environments, enhancing their understanding of formal language and etiquette. This confirms literature stating that Flipped Classroom promotes collaboration and peer learning (Li & Li, 2022). Students also appreciated immediate feedback from peers and the instructor, which helped refine their language use and presentation skills. Fourth, Challenges and suggestions, Participants identified challenges such as limited internet connectivity, heavy workloads, and sometimes lengthy pre-class videos. They suggested that videos be shorter and more engaging, with clear instructions. Some requested more explicit guidance on expectations and deadlines. Students emphasised the need for fairness: because not all students had equal access to technology, group activities sometimes suffered. These challenges resonate with research identifying technological issues, workload concerns, and equity gaps as major obstacles to Flipped Classroom implementation.

Equity also surfaced as a practical concern. Uneven internet stability and device availability affected the consistency of group preparation, which in turn influenced the quality of subsequent collaboration. This points to the need for equivalent alternative pathways, such as transcripts, downloadable slides, and brief offline quizzes, so that students with limited connectivity can still meet pre-class requirements and contribute fully to collaborative work. The instructor's notes corroborated students' perceptions. Class sessions involving case analyses, group negotiations, and presentations saw high participation and lively discussions. Students frequently asked clarifying questions and used business vocabulary spontaneously. However, attendance and preparedness varied, with some students arriving unprepared due to part-time work or other courses. The pre-class videos averaged 20 minutes; some students commented that shorter segments would make the content more digestible. The link between content segmentation and participation was visible in weeks with a lighter pre-class load. Face-to-face sessions opened with higher initial participation, transitions into role-plays were faster, and peer feedback more often targeted lexical precision and pragmatic strategies rather than baseline comprehension. These observational patterns align with student narratives about a preference for shorter clips and with the quantitative profile in which strategy efficiency and satisfaction rank highest. The instructor observed that interactive tasks supported higher-order skills such as critical thinking, problem solving, and decision making, consistent with findings by Alpat & Görgülü (2024). The high overall satisfaction scores align with qualitative comments describing the Flipped Classroom as effective, engaging, and confidence-building. The positive ratings for strategy efficiency mirror students' appreciation of pre-class preparation and self-regulation. The moderately lower scores for time management and enjoyment reflect challenges such as balancing tasks and dealing with

technology issues. The convergence of quantitative and qualitative data underscores the importance of high-quality materials, accessible technology, and clear guidance in Flipped Classroom courses. Taken together, the triangulated evidence supports a plausible mechanism. When pre-class preparation is consistent and designed with appropriate granularity, students report higher efficiency, greater confidence, and more meaningful collaboration. When pre-class workload peaks or access is limited, perceptions of time management and enjoyment become more varied. Strengthening pre-class design and providing access buffers therefore functions not as a peripheral adjustment, but as a primary lever for stabilizing flipped-classroom benefits in Business English

Discussion

Comparative analysis with existing literature

These findings corroborate the broader research base on Flipped Classroom's benefits for language learning. Students perceived Flipped Classroom as efficient, motivating, and satisfying, echoing results from systematic reviews showing that Flipped Classroom improves writing, grammar, speaking fluency, and psychological factors. Pre-class preparation enhanced self-regulation and higher-order thinking, consistent with Samadi et al. (2024). The reduction of anxiety aligns with Qiu & Luo (2022) findings that Flipped Classroom reduces listening anxiety and with Yakob et al.'s (2023) improvements in speaking. The emphasis on collaboration and professional skills is consistent with Li & Li (2022), who reported increased behavioural and social engagement.

However, our results also reveal challenges consistent with other studies. Students struggled with time management and technology; similar issues were highlighted in Qi et al. (2024), which identified limited sample sizes, technological challenges, and insufficient teacher training. Some participants felt overwhelmed by the workload, mirroring concerns in Li & Li (2022) and Harrison (2025). These challenges indicate that Flipped Classroom's success depends on careful instructional design, equitable access, and professional development.

Implications for Business English instruction

High-quality pre-class materials

Effective Flipped Classroom instruction in Business English begins with the development of high-quality pre-class materials. The foundation of this model relies on students engaging with content before class, making the quality and design of these materials' paramount. Concise, engaging videos and well-structured supplementary resources significantly enhance vocabulary acquisition, professional communication skills, and student engagement.

Videos should be concise, engaging, and focused on key concepts. Research suggests that short, well-produced videos (ideally 5–10 minutes) which clearly explain key concepts, demonstrate sample dialogues, and present relevant case studies are most effective for maintaining student attention and facilitating learning (Abdullah et al., 2019; Han & Klein, 2019). Embedding interactive elements, such as quizzes or questions within videos, can further improve engagement, regularity of study, and learning outcomes (Deng et al., 2023).

To further support professional vocabulary acquisition and practical language use, instructors should provide supplementary materials such as vocabulary lists, example email templates, and tips for cross-cultural communication (Knežević et al., 2020; Öztürk & Çakıroğlu, 2021). The choice of strategy can be tailored to learner proficiency; for instance, while gamified technology (e.g., Quizlet, Kahoot!) can be highly effective for high-proficiency learners, paper-based methods or student-created videos may be more beneficial for deepening engagement and retention among low-proficiency students (Pratiwi et al., 2024; Bobkina et al., 2025).

Interactive quizzes and formative assessments are crucial not only to reinforce understanding but also to provide instructors with a means to monitor student progress and ensure accountability (Van Alten et al., 2019). Clear instructions and objectives for all pre-class tasks are essential to maximize student preparation and satisfaction, creating a solid foundation for the collaborative in-class activities that follow (Jensen et al., 2018).

Structured in-class activities

In-class activities should be carefully structured to simulate authentic business tasks, such as negotiations, meetings, and presentations. A growing body of evidence suggests that Flipped Classroom (FC) models, when paired with such well-structured in-class activities, can effectively foster the development of essential professional soft skills including communication, teamwork, critical thinking, and autonomy (Elkhalladi & Sefrioui, 2024; Angulo et al., 2025; Moundy et al., 2022). These sessions allow students to apply the vocabulary and strategies introduced in pre-class materials. Specific strategies like role-plays and case analyses, when combined with real-time feedback from peers and instructors, provide valuable opportunities for students to reflect on and refine their skills and have been highlighted as particularly effective for this purpose (Persky & McLaughlin, 2017; Lan, 2024).

However, it is important to contextualize these benefits. While FC models show a clear advantage in soft skill development compared to traditional, passive lectures, some studies indicate their impact may not always be significantly greater than other active learning methods that also incorporate presentations, debates, and teamwork (Betti et al., 2021; Moundy et al., 2022). Therefore, the primary strength of the FC model for Business English may lie in its structured framework that systematically ensures the time for such interactive, authentic practice. Key factors for maximizing this soft skill development include the careful alignment of in-class activities with pre-class materials, the use of authentic problem-based tasks, and providing structured opportunities for feedback and reflection (Oudbier et al., 2021).

Promoting self-regulation and autonomy

Encouraging self-regulation and autonomy is crucial for the success of Flipped Classroom courses. Instructors should model strategies such as goal setting and note taking, motivating students to manage their study time effectively. Tools like learning logs, reflection journals, and peer evaluations can be incorporated to promote accountability, recognizing that student responsibility for pre-class preparation greatly influences outcomes in Flipped Classroom environments.

Technological and equity considerations

Addressing technological and equity concerns is vital. Institutions should ensure reliable internet access and provide necessary devices; where this is not feasible, alternative offline materials such as downloadable videos or printed transcripts should be offered. Teacher training in digital pedagogy is essential, and ongoing professional development is recommended to strengthen learner-centered technology skills among instructors.

Balancing workload and support

Balancing the workload and providing adequate support are necessary to maintain student engagement and compliance. Overloading students with lengthy videos can diminish enjoyment and participation, so it is recommended to use shorter video segments and offer flexibility with deadlines. Clear instructions further help alleviate student anxiety and improve overall participation in Flipped Classroom activities.

Thoughtful use of technology and gamification

While integrating technology and gamification can enhance engagement, their application should be deliberate and suitable for learners' proficiency levels. Evidence indicates that paper-based flipped methods may at times be more effective than gamified technology for vocabulary development, and gamification should be matched carefully to the learning context to avoid unnecessary distractions. Emerging tools, such as AI-powered language applications, show potential to further support Flipped Classroom approaches, though additional research is needed to establish best practices for their integration.

This study focuses on speaking in Business English but Flipped Classroom research across other skills provides context. For writing, Flipped Classroom tends to improve fluency and critical thinking but not necessarily accuracy (Fathi & Rahimi, 2022). For grammar, results are mixed:

3D virtual Flipped Classroom improved grammar achievement (Songsienchai & Damnil, 2025) while other studies found no significant gains (Harrison, 2025; Kang & Ahn, 2015). For listening and reading, Flipped Classroom has improved performance and reduced anxiety (Qiu & Luo, 2022; Fahmi et al., 2024). These varied outcomes suggest that Flipped Classroom's impact depends on skill type, instructional design, and learner characteristics. Educators must tailor Flipped Classroom to specific skills, combining asynchronous content with targeted in-class activities.

Contextualization within Business English and ESP

Business English requires learners to apply language in professional contexts. Flipped Classroom enables pre-class exposure to vocabulary, idioms, and business scenarios; class time can simulate tasks like negotiations, meetings, and presentations. These participants found that Flipped Classroom resembled real business environments, fostering pragmatic competence. However, Business English content can be more complex and culturally sensitive than general EFL topics. Teachers should ensure that pre-class materials are accurate, up-to-date, and culturally appropriate. They should also incorporate intercultural communication strategies, reflecting research that cross-cultural communication is critical in business contexts (Nickerson, 2018)

Limitations and directions for future research

Several limitations must be acknowledged. First, the sample size was small and drawn from one university; results may not generalize to other contexts or proficiency levels. Second, we measured perceptions rather than objective performance. Future studies should include pre-post-tests of speaking skills, vocabulary acquisition, or professional communication to quantify learning gains. Third, the study examined only one semester; longitudinal studies are needed to assess retention of skills and professional outcomes. Fourth, we did not explore differences across gender or prior digital literacy; these factors could influence Flipped Classroom effectiveness.

Future research could investigate blended models that combine Flipped Classroom with other methods (e.g., problem-based learning, task-based teaching) and integrate emerging technologies such as AI, virtual reality, and analytics to personalize learning. Studies could also compare Flipped Classroom across disciplines within ESP (e.g., Technical English, Legal English) and examine cross-cultural differences in perceptions and outcomes.

CONCLUSION

This study explored how Indonesian university students perceive and experience the flipped classroom in a Business English speaking course. Students reported high satisfaction, improved preparation, increased motivation, and reduced anxiety. Pre-class videos enabled self-regulated learning and provided a foundation for active, collaborative class sessions. Qualitative themes highlighted the importance of preparation, confidence, collaboration, and the need for equitable access to technology. These findings align with growing evidence that Flipped Classroom enhances learner autonomy, engagement, and professional skills. They also underscore the importance of carefully designing pre-class materials, providing clear guidance, and fostering interactive in-class activities. However, Flipped Classroom is not a panacea. Challenges such as time management, technological barriers, and context-specific outcomes must be addressed. Research across language skills and contexts shows mixed results for grammar and varied impacts of technology, indicating that Flipped Classroom must be tailored to learners' needs and skill goals. For Business English, Flipped Classroom offers a promising approach to integrate theory and practice, develop professional communication skills, and prepare learners for global workplaces. In conclusion, the flipped classroom can transform Business English instruction by empowering students to take ownership of their learning and use class time for meaningful interaction. With careful design, teacher training, and attention to equity, Flipped Classroom can enhance both cognitive and affective outcomes and contribute to the development of competent, confident professionals.

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