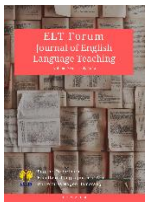
ELT FORUM 15 (1) (2026)

Journal of English Language Teaching

http://journal.unnes.ac.id/sju/index.php/elt



Integrating ICT-supported flipped classrooms for comprehension and critical analysis in English literature education: A literature review

Mohamad Ikhwan Rosyidi✉[1], Rudi Hartono[1], Sri Wahyuni[1]

[1]Universitas Negeri Semarang, Indonesia

Article Info

Article History:
Received on 31 May 2025
Approved on 30 March 2026
Published on 16 May 2026

Keywords: ICT Integration, Flipped Classroom, English Literature Education, Critical Thinking Skills, Teacher Professional Development

Abstract

This literature review integrates information and communications technology in the context of English literature literacy instruction to carve deep understanding and critical analysis skills in learners. Flipped classrooms are analyzed for learner self-direction, thinking skills application, and sophisticated text engagement as per 21st-century educational shifts. Peer-reviewed research conducted from 2015 to 2025 was synthesized to study the integration of Information and Communication Technology in flipped classrooms and literature teaching for higher education. It challenges disparity in digital resource availability, attitudinal and competency issues of teachers toward technology, and the relevance of ICT resources to adopted pedagogy. This review explores the role of professional learning, organizational change, and collaboration in learning design toward the resolution of these issues. Despite the robust affordances of flipped classrooms for student engagement and higher-order thinking skill development, ICT-supported pedagogy optimized for engagement requires more deliberate efforts toward harnessed educator or lecturer willingness, planning, and adaptable implementations. The findings enhance recommendations for the reform of English literature curricula and demonstrate the promise of flipped learning in the teaching of English literature.

✉Correspondence Address:
B3 Building FBS Unnes
Sekaran, Gunungpati, Semarang, 50229, Indonesia
E-mail: mirosyidi@mail.unnes.ac.id

p-ISSN 2252-6706 | e-ISSN 2721-4532

INTRODUCTION

The value of English literature in education goes beyond just acquiring a language. It helps cultivate cultural understanding and critical thinking. Interacting with literary texts opens students up to complex emotional experiences, which enhances personal and academic growth Han & Yin (2016). According to Asadi (2020), literature not only augments the mastery of a language, but also fosters a deep understanding of social realities, human beings, and diverse themes. The incorporation of literature into education has undergone reform in various countries as a response to internationalization, while still considering the educational philosophy of the country. The role of literature in developing perspective and empathy among readers and allowing them to engage with an intricate global society highlights its pedagogical importance (Asadi, 2023). English literature continues to be one of the most important components of language syllabuses around the world because, as noted by Asadi (2020), learners acquire important skills of critical analysis, which contributes to their cognitive development. The latest changes in curriculum guidelines stress the use of literature as a vehicle for teaching language and cultivating critical approaches to texts for broader cultural literacy that is vital in addressing prevailing challenges.

Alongside the traditional literature syllabus, modern teaching approaches recommend integrating Information and Communication Technology (ICT) tools for improving interaction and understanding (Nouri, 2016). The flipped classroom model, which permits learners to interact with the content via online resources (Lulie & Haile, 2023; Nephawe, 2023) before coming to class, has several advantages for teaching literature (Darobi et al., 2023). As explained by Nouri (2016), the flipped classroom encourages not only active learning, but prior thinking and deeper learning qualitatively shedding light on the text's literary merits. Still, something like a move to a flipped classroom model needs to be more sensitive to the problems an educator may face, specifically relating to training and access to technology (Jain et al., 2023). Scholars like Jain (2023) discuss barriers with teachers from lack of sufficient institutional support and professional services targeted towards ICT integration. This review of the literature seeks to identify these gaps but aims to address them with recommendations from the available literature so that the value of the advantages of implementing a flipped classroom model does not suffer alongside the perceived issues relating to teachers, participation, and engagement.

Also, the impact of ICT on improving understanding of concepts through the flipped classroom model integrates with teaching innovation and strategic creativity that responds to 21st-century educational reforms (Nouri, 2016). Studies highlight that the incorporation of technology into literature classes fosters greater engagement with active teaching practices (Darobi et al., 2023). This review looks at the ICT and literature integration in flipped classrooms, with the goal of innovatively transforming the teaching of English literature using novel approaches that strengthen the focus on critical thinking, autonomy, and higher-order skills learner-centered paradigms. Instructional approaches from all over the world need to adapt as the global environment evolves, especially in its capability to transform the teaching of English Literature in multicultural settings through flipped classroom model (Darobi et al., 2023). There should be a focus on how these approaches can be seamlessly implemented within various classrooms. This literature review attempts to explain this by deeply analyzing not only successful case studies but also the broader pedagogical implications of these adaptations.

The concept of flipped classroom has arisen as a disruptive instructional model that pivots from a traditional, teacher-directed lesson delivery system to a collaborative, student-focused approach. Research suggests that the flipped classroom provides for the transfer of classroom theoretical content to home, where students use multimedia materials at their convenience (Kazanidis et al., 2018). This type of instructional design maximizes class time for interactive and higher-level cognitive skills activities which advance cooperative learning and deeper understanding and critical analysis of the content (Youhasan et al., 2021). The consequences of teaching in this way are profound; by changing the primary focus location of content input to pre-class activities, teachers enable much richer discourse in the lesson whereby students can participate in critical, constructive dialogues and activities that build understanding (Kazanidis et al., 2018; Mahnaz et al., 2025).

The flipped classroom model is a new innovation in teaching methods. In this model, the students are provided with video or any other digital resources to learn the concepts before coming to class, hence freeing up class time to spend on problem-solving and group work (Gustian et al., 2023; Lo & Hew, 2017). This concept was developed by Bergmann and Sams (2011), who stated that with this pedagogical approach, students are enabled to manage their own learning and explore,

think critically, and understand concepts better through activities done in class (Ma, 2023). This model has also been used in the teaching of literature whereby the use of ICT instruments heightens the interest and understanding of students toward complex texts. Additionally, the use of Information and Communication Technology (ICT) in the flipped classroom model further drives this shift in teaching strategy. Such technologies enhance the availability of numerous materials and provide collaborative forums for students to interact as they give and receive feedback (Aljabr, 2021; Hew & Lo, 2018). In English Literature, the teaching and learning of the subject require the use of numerous video lectures, online forums, and educational programs that actively engage learners who have strong interpretative and analytical abilities (Chang-Bacon, 2017). Through extensive Flipped Classroom curricula, ICT is incorporated into the teaching strategy of the learners and students in different fields; it is emphasized that the use of technology in classrooms greatly improves student performance, validated by Hew and Lo (2018) in their research stating that the use of technology in the classroom greatly improves student performance in diverse fields. These findings support the claim that technology integrated into flipped learning significantly increases student engagement in contrast to traditional learning methods (Hew & Lo, 2018).

In the English literature flipped classroom model, the students are provided with the necessary digital resources, such as online forums, video lectures, and literary databases, that enable them to prepare for class independently (Oknaryana et al., 2025). Ascertainable and accessible ICT aids will enhance a student's preliminary knowledge to make collaborative group work. In relation to it, such resources allow students to interact with the literature in a critical manner through enriching multimedia which greatly improves the engagement with the content. One of the best attributes of ICT is that it can be tailored to accommodate a wide array of learners, which promotes a more inclusive educational setting (Renyaan et al., 2024). Literature studies require students to analyze texts, evaluate themes, interpret meanings, and situate them within a culture, particularly applying critical thinking skills. This is similarly noted by Fitriani et al. (2019) wherein they assert that cultivating high-level critical thinking and analytical skills is crucial for students to traverse the multilayered complexity of literary domains. The development of such skills enables learners to actively interrogate texts and appreciate a deeper understanding and comprehension (Fitriani et al., 2019). Owing to the nature of the English literature, students' critical thought and analysis are further enhanced when ICT is integrated within the framework of a flipped classroom. Analysis in literature education is critical to the development of skills that go beyond literature, such as in other academic disciplines and even in practical, real-world settings (Waham, 2023). Critical engagement with literature encourages students to interrogate the author's purpose and construction as well as storylines and themes, leading to a deeper understanding of the text (Chang-Bacon, 2017). This is bolstered with ICT tools, which offer students multimedia materials and differing portrayals that aid in broadening their perceptive frameworks and interpretation (Cho & Kim, 2019).

Moreover, the integration of ICT tools with critical literacies frameworks fosters students' ability to navigate and analyze sophisticated texts. Chang-Bacon's literature review demonstrates the potential engagement students could have with texts when multiliteracies are incorporated, as learners at different levels of proficiency would be able to engage ideologically and interpretatively with language (Chang-Bacon, 2017). In addition, the use of interactive ICT tools enhances collaborative projects requiring higher-order analysis, which leads to straddling the gap between understanding literature and making new interpretations (Waham, 2023). Diverse digital texts and platforms engage learners facilitating the development of critical literacies required for active and meaningful participation in the contemporary globalized world (Chang-Bacon, 2017; Tanner & Scott, 2015).

In the flipped classroom model, students participate in class discussions after reading or viewing a text, which enables them to voice their ideas and develop more sophisticated analyses through collaborative peer evaluation (Hew & Lo, 2018). In literature education within the framework of these studies, such social interaction is perceived as a structured activity intended to solve the problem of classroom discussion that is brought in a culminating way (Peterson, 2015) while overcoming the socially dominated perception of interaction in flipped classrooms is thought to lead to deeper understanding of literary concepts. Literature students become empowered and willing to offer, accept, and actively participate in interpretation, challenge, and literary criticism within the educational context armed by ICT within the framework of the pedagogical constructivist paradigm (Nallaswamy et al., 2023). Such social interaction is perceived as a solution to the classroom discussion problem and is governed by a socially dominated framework of the interaction.

The adoption of a flipped classroom approach faces problems as well. For instance, there are gaps in technology access and digital literacy that can hinder effectiveness (Lee & Kim, 2018; Roehling et al., 2017). Educators need to address these challenges barriers proactively—by offering tiered instructional aids or additional guidance—so that all learners, regardless of their starting point, are able to gain something meaningful from it (Francis et al., 2019). This is important for fostering an equitable learning environment where every student can sharpen their critical thinking skills in a meaningful way. The use of ICT in the flipped classroom model is an innovation in teaching English Literature. This model supports a learner-centered environment that emphasizes critical collaboration, which not only fosters understanding and analysis but also helps students to become thoughtful citizens who are actively engaged in society. The persistent issue remains the unequal availability of access to these modern practices. They need to determine how best to implement these practices to meet the needs of every learner (Andewi & Hastomo, 2023; Mahnaz et al., 2025). It can be concluded that the flipped classroom with integrated ICT has the potential to improve student participation and achievement in critical literacies of English Literature.

Even with the various benefits associated with the flipped classroom model, issues around the digital divide and disparate levels of competence with Information and Communication Technology (ICT) tools among teachers persist (Jain et al., 2023). Such challenges underscore the importance of strong professionally designed training programs aimed at fostering the skills, knowledge, and readiness needed by teachers to effectively use the flipped classroom model (Darobi et al., 2023). This review will, therefore, attempt to describe relevant gaps while proposing practical solutions for teachers in regard to the effective application of ICT in the teaching of English literature. Further to this, the approach of contemporary education reforms demonstrates that literature is being recognized as more than an academic discipline; it is a vehicle of social change and self-development (Asadi, 2020). Engaging in literary reading allows students to appreciate and apply critical thinking, thereby enhancing their academic experience. This review will address the role of ICT in enhancing this participation, making it relevant to students today who face numerous difficulties with conventional approaches to teaching literature.

While considering the integration of ICT in education, it is clear that its application in flipped classrooms holds particular promise for the teaching of literature and developing understanding and critical thinking skills around it (Nouri, 2016). This review is designed to work on not only the effective integration of ICT at the English literature curriculum level but also the possible implementation problems associated with these transitions. Understanding these factors contributes greatly to the refinement of the effectiveness of the potential use of flipped classrooms in literature teaching by expanding the engagement and innovation in the literature instructional approach and sparking interest and critical thinking among learners (AlAli et al., 2024; Wang, 2024). This review, as outlined above, strives to compile scholarly views alongside useful evidence pertaining to the application of ICT in flipped classrooms to improve advanced comprehension and English literary critique. Addressing the hurdles and possible solutions will foster valuable insights about curriculum changes as this attempt aims to help teachers restructure literature classes in a more productive manner (Asadi, 2020; Darobi et al., 2023). The combination of ICT applied with a change in teaching strategy holds great promise to boost the student's skills in appreciating and analyzing texts in literature.

METHODS

The integration of Information and Communication Technology (ICT) within flipped classrooms focused on English literature instruction is approached using a literature review for further exploration (Haerazi, 2024; Hasas et al., 2024). The use of a literature review approach (Paré & Kitsiou, 2917) allows for artifacts, both research articles and case studies ICT's role in assisting a literature student's comprehension and critical analysis skills towards understanding and grasping literature, to be identified, evaluated, and synthesized. An exhaustive search was carried out across several databases, such as Scopus, Taylor and Francis, Web of Science, and others, for peer-reviewed literature published between 2015 and 2025. The analyzed studies focused on the obstacles presented towards the integration of ICT and those strategies that are currently in place to counter these challenges.

In order to maintain the pertinence and accuracy of the literature reviewed, certain inclusion and exclusion criteria were set. Studies were included if they (1) centered on the application of ICT in education, particularly on its integration into flipped classroom models, (2) documented the

impact of ICT on developing comprehension and critical analysis in English literature, and (3) emanated from credible academic journals and conference proceedings. Excluded studies were those that did not explicitly analyze the relationship between ICT and literature education, conference abstracts that did not present original data, and non-peer-reviewed publications. This filtering process is intended to amass evidence that reflects real practices and responsive concerns about integrating ICT for teaching English literature.

In collecting data from the relevant literature, the thematic findings were organized in line with the most relevant research objectives. Each article was analyzed fully for key elements including but not limited to participant information, teaching methods in the context of a flipped classroom, integration of ICT issues, and proposed mitigation strategies. The analysis synthesized qualitative and quantitative results to illustrate current practices and gaps in the literature within the context of the specific field. Some of the gaps that were reported included teaching and learning as well as active participation in class and higher-order thinking skills development. These findings will aid in not only achieving but also showcasing successful ICT integration practices while highlighting persistent challenges along with recommendations to address effectively contributing rational solutions to the debate of improving English literature teaching using advanced instructional strategies.

FINDINGS AND DISCUSSION

ICT in English Literature Education

The role of Information and Communication Technology (ICT) in improving comprehension of literature is essential because it provides rich multimedia resources, which can be used in different ways depending on a student's learning style. As noted by Azmi, ICT provides a vivid environment where school children access learning materials like videos, podcasts, and even interactive e-books which deepen their grasp of literary works (Azmi, 2017). With these tools, learners are able to interact with content, which promotes essential functions like analysis and interpretation. For instance, the use of video versions of books enables students to follow the stories and understand the characters, which improves their comprehension of the material and helps them engage in discussions around the themes and ideas presented at deeper levels. The use of such materials fosters not only enhanced support for different learning needs but also a more positive environment for the study of literature in general. Employing multimedia elements in the teaching of literature has been noted to greatly improve students' willingness to participate and engage in critical thinking. As described by Nhleko et al., students can engage with various online resources such as literary critique blogs, virtual libraries, and online debating platforms where they can post notifications and respond to differing views (Nhleko et al., 2024). Such resources stimulate a community of inquiry, allowing learners to collaboratively construct knowledge while analyzing character motivations, thematic development, and style in a given piece of writing. With the application of such digital resources, learners develop an attitude and approach that goes beyond comprehension to collaborative learning, highlighting the role of interaction in the grasping of complicated literary concepts.

Various case studies showcase the application of ICT in literature classes and its ability to improve understanding and foster higher-order thinking skills. One such example is Elmahida and Elbalqis' research which showed that the adoption of ICT such as Google Classroom and online discussion boards enhanced student participation and engagement in literary activities (Elmahida & Elbalqis, 2021). This study also integrated multimedia presentations and digital literature circles where students were able to share their analyses using various formats and get instant feedback from their colleagues. Because of this, students were able to improve their understanding of various literary devices while also developing the ability to think critically (Lo Bello, 2023) and articulate their claims in technology-mediated environments. ICT enables the development of analytical skills through organized activities that engage students with texts on a deeper level (Brewer & Movahedazarhouligh, 2018). Digital storytelling, an activity where learners craft multimedia narratives based on a literary work, has been proven to boost both comprehension and analysis skills (Thakre, 2024). Although no direct evidence supporting this particular case was located, studies have documented the increased student achievement associated with the use of ICT in learning. Hence, educators have an open frame of reference regarding the use of ICT technologies to creatively adapt activities that foster deeper engagement with literary texts.

Despite the optimistic results regarding the use of ICT in teaching literature, some challenges still inhibit proper utilization. In Koivunen and Saranto's study, it was found that inadequate training and the absence of institutional scaffolding can greatly influence teachers and their capacity to integrate technology into teaching practices (Koivunen & Saranto, 2017). This study further stresses how insufficient access to appropriate technological tools and resources can frustrate both teachers and students, thereby drastically reducing the potential of the flipped classroom model. Tackling these barriers is important in promoting rich technology use in teaching and learning literature. The teacher's proficiency and self-assurance in using digital tools are critical determinants of the successful application of ICT in teaching Literature. Fusic et al. point out that trained teachers in ICT application tend to be more effective in applying flipped classrooms that target student engagement and learning (Fusic et al., 2020). Workshops and seminars aimed at increasing an educator's ICT skill set can help educators utilize emerging technology and multimedia tools (Xi et al., 2020), thereby fostering a greater understanding of the literature at hand through multi-faceted approaches. Therefore, creating teachers' development programs (Darling-Hammond et al., 2017) that equip them with instructional technology skills is one of the steps toward achieving the ICT advancement goals set for teaching Literature.

Integrating ICT helps in creating an environment where collaboration is encouraged because of its ability to enhance understanding and critical analysis of literature. According to Wartini-Twardowska and Twardowska's insights, emerging technologies support collaboration among students as they take part in group activities such as literary discussions and debates and share their analyses of the various texts (Wartini-Twardowska & Twardowska, 2025). Such collaboration enables students to appreciate diverse interpretations of literary works but also challenges them to explain and justify their views within a group. Such participation promotes the development of critical literacies because learners receive peers' feedback and share knowledge in an environment that feels safe. The integration of ICT tools in literature classes has been linked to enhanced student interest and involvement with literary works (Violita & Budiraharjo, 2022). Although some references may not touch upon this relationship directly, it is widely assumed that the captivating nature of digital media can attract students' attention and allow them to interact with literary concepts and characters in an enjoyable way. This heightened motivation enables students to appreciate literature and motivates them to think critically about texts because ICT fosters a positive investment in the learning experience, in turn nurturing students' engagement with the content(Violita & Budiraharjo, 2022).

The use of information and communication technology (ICT) to tailor learning activities has been cited as aiding in the improvement of comprehension and analysis skills in literature. As Ali et al. noted, educators are able to customize activities for their students given the numerous digital resources available (Ali et al., 2024). Though not directly applicable here, it is reasonable to assert that teachers are able to facilitate personalized learning environments using ICT due to its versatility, allowing students to work with literary materials at their levels and pace through online tutorials, asynchronous discussion forums, and interactive e-books (El-Sabagh, 2021). This method of instruction not only improves comprehension but also encourages self-directed learning among students as they interact with modern technological literary resources. Focusing on the future, there is a need for additional research on novel applications of ICT for improving literature instruction. The reviewed literature certainly suggests many other technological and pedagogical innovations in literature teaching and learning. Subsequent research may include new technologies like virtual reality (Herdiawan et al., 2023) and artificial intelligence (Ali et al., 2024) to generate engaging literary works that foster accurate understanding and critical analysis of the texts. Adopting new developments in technology allows teachers to fully utilize ICT in literature instruction to enhance students' imagination and creativity, as well as their critical thinking skills.

Challenges in Implementing ICT in Flipped Classrooms

Outdated equipment remains one of the most problematic issues concerning the efficient integration of Information and Communication Technology (ICT) into the flipped classrooms model. The lack of modern technological infrastructure in many educational institutions poses significant ICT strategies implementation challenges in teaching literature. Sway and Mwila point out that the availability of such resources as interactive whiteboards is often sporadic, undermining the prospects of meaningful digital interaction in the classroom (Sway & Mwila, 2024). In the absence of up-to-date instruments, educators are unable to apply ICT tools in the most appropriate manner, which

diminishes learning opportunities for students who need multiple approaches to grasp intricate literary texts. Moreover, inadequate support and obsolete equipment technologies obstruct the effective use of ICT in teaching literature. Research shows that the lack of adequate support impacts educators' capabilities to resolve problems and make use of modern devices (Nyagorme et al., 2022). Teachers' unfounded lack of concern for resources or ICT aids ensures failure devoid of necessary support. With such indefinable issues, students would have been able to learn critical analysis and comprehension of literary works. Help must be better structured in order that teachers may use them freely and meaningfully in their teaching.

The application of Information Communication Technology (ICT) in teaching and learning activities is further complicated by widespread issues in training and professional development for teachers. Almost all teachers work with technology within their pedagogy, but a majority of teachers within the system feel as if there is not enough training to help them deal with the technology, as indicated by Ebenezer and his colleagues (Ebenezer et al., 2023). For example, as pointed in Lubuva et al, there is need to prepare teacher educators with proper skills in ICT so that they can cultivate digital literacy, which is indispensable today (Lubuva et al., 2022). Lack of confidence and skills to use ICTs may reduce the effectiveness of flipped classrooms and negatively influence learners' literature education engagement and critical thinking skills. To address issues encountered while trying to incorporate ICT, continuous training for educators is important. Teachers feel more confident in their abilities and in their teaching practices when they participate in self-directed professional development, especially when it involves ICT skill enhancement (Ebenezer et al., 2023). Development workshops should concentrate on equipping educators with the skills and tools needed to effectively incorporate technology in teaching literature classes. Organizations can cultivate flexible and adaptive pedagogical practices by enabling faculty to construct and self-direct their learning experiences with the aim of keeping pace with emerging technologies (Ye et al., 2022), thus empowering teachers to actively utilize flipped classroom methodologies to elevate students' analytical and comprehension skills (Yan & Qi, 2021).

Alongside personal training, systematic and cultural barriers within the educational system can obstruct the efficient use of ICT in flipped classrooms. As Kandel noted, the institutional alignment of priorities with innovation is very critical for ICT integration (Kandel, 2022). Without technological backing or if the school leadership does not prioritize technological progression, teachers tend to resist implementing new strategies. To meet these organizational challenges, educational institutions must transform ICT into a fundamental element of curriculum design and teaching pedagogies with the holistic approach required for fostering effective ICT integration into education frameworks (Jo et al., 2018). In order to eliminate the technological barriers faced in education, appropriate funding and investment in the ICT infrastructure is crucial. Educational institutions should consider advanced modern equipment as well as reliable technical support systems and modern fundamentals for the proper execution of flipped classrooms (Deka, 2024). Studies show that the increased expenditure of financial resources on ICT infrastructure can lead to better teaching or learning processes (Ogenyi et al., 2023). When schools spend funds for advanced technology and to support teachers in its proper usage, an environment in which students can excel in literature studies is created through improved comprehension and critical analysis.

To sum up, breaking the technology gaps hinders students from understanding and analyzing English literature at deeper ICT integration levels for comprehension of learning English literature in flipped classrooms requires advanced ICT tools. Providing adequate infrastructure, technical assistance, and ongoing training for educators will alleviate many challenges. It requires a collective approach of teachers with their school heads, curriculum developers, and other relevant professionals to change the perception of teaching and learning processes for the benefit of the students. There is a need to evaluate how these approaches enhance the use of ICT tools and its application in literature curriculum integration. Further studies should be done on the application of these methods in different settings to enhance the literature curriculum's ICT integration.

Mitigation Strategies

As with any new technology that is integrated into the classroom, the most challenging aspect of ICT implementation in a flipped classroom remains the change aversion prevalent among teachers. This concern comes from an already established instructional practice that is difficult to change. Research shows that this resistance tends to stem from fears related to uncertainty, lack of confidence in technology, and efficacy to new pedagogical frameworks (Paudel, 2020). Furthermore,

educators may view pedagogical innovations such as the flipped classroom instructional model as removing traditional authority and ownership from teaching and transferring the onus of learning to students. In line with these issues, there is a need for comprehensive professional training (Xi et al., 2020) aimed at equipping educators not just with ICT competencies but also with understanding the advantages and rationalities of the employed strategies, in this case, a flipped instructional model. Resistance from students to the flipped classroom model can be equally problematic. Some students may wish to adhere to traditional learning models which involve the teacher lecturing in class while students read or engage with content outside of class (Lo & Hew, 2017). Differences in self-regulatory skills and motivation further deepen the issue for some students. For students used to passive environments, the active nature of the flipped classroom can be overwhelming (Al-Zahrani, 2015). To alleviate these issues, it is important that educators articulate the values associated with the flipped model (Abuhmaid, 2020) along with easing learners into the changes so that learners gradually increase expectations. Allowing students to participate in the decision processes regarding policies increases their sense of ownership and minimizes resistance.

A critical obstacle to achieving an integrated use of ICT in teaching and learning is the gap between the aim of education and the ICT technology that is available. In other words, the technological pedagogical framework's goals must be framed clearly so that the advantages of the flipped classroom pedagogical approach can be fully maximized. As an illustration, educators and students may experience ICT-induced stress and anxiety (Baumeister et al., 2021) if the tools do not support the desired learning outcomes. Seery (2015) elaborates that technology integration into pedagogy should address specific learning goals such as deep analysis, critical thinking, and evaluation in literature. This cohesive integration requires teamwork between educators, instructional designers, and technology professionals who are willing to create proper materials. Another reason for the lack of alignment is the educators' shallow understanding of the flipped classroom teaching strategy. Research suggests that many educators implement the flipped model without understanding the core concepts and frameworks which leads to inefficient and ineffective applications (Hewitt, 2017). The failure of educators to administer planned pre and in-class activities bound to set objectives lowers the success levels achievable in a flipped classroom. ICT instructional workshops aside, educators require greater attention focused on informative training courses integrated with a broad comprehension of instructional strategies like flipped learning that enhance lesson development and practice for maximum student participation and understanding (Irzawati & Hasibuan, 2020; Jensen et al., 2015).

Implementation of flipped classrooms can be hampered by institutional barriers. Sointu et al. (2022) note that schools and universities may lack adequate resources, infrastructure, and even administrative interest critical for effective implementation. Research indicates that institutions lacking appropriate prioritization and investment diminish technological resources creating an atmosphere of reluctance for educators to change teaching style (Lomba-Portela et al., 2022). Implementation of flipped classrooms requires a shift in institutional attitude towards new innovations (Obasi & Benson, 2025), including fostering an atmosphere where educators have access to the appropriate materials needed for success. This goes beyond technological investment to include administrative support for curricular changes (Mlambo et al., 2020). In order to solve these challenges, adopting a more comprehensive approach is essential. Schools or universities may implement mentorship schemes which assign seasoned educators to novices practicing the flipped classroom approach to build confidence and share techniques (Blau et al., 2020; Nerantzi, 2020). Moreover, creating a collaborative community of practice among educators will aid in the resource and experience dissemination that will enable them to support one another in adopting new teaching strategies (Mustafa et al., 2019). Professional development opportunities should go beyond just training on technology to include teaching principles regarding ICT integration with flipped classrooms, making sure that the educational aims and ICT tools are in tandem (Bowman et al., 2020). Supporting those frameworks while attending to both student and teacher reluctance can facilitate the integration of ICT into the flipped literature classrooms.

Best Practices and Case Studies

The application of ICT in enhancing the effectiveness of flipped classroom models, primarily english literature, has been proven useful by several empirical studies. As an example, Violita and Budiraharjo (2022) studied a particular case and revealed that flipped classrooms worsened the engagement and active learning of students in literature classes. The results showed that different

aspects of engagement like behavioral, emotional as well as cognitive engagement, noticed significant improvement when students came across the course materials before the class. Such outcomes illustrate the usefulness of ICT in having students prepared for more substantial debates and analysis as interactions done during discussions are more advanced as compared to other preparatory activities done through ICT in literature teaching and learning processes (Ragi, 2024), enabling a more effective teaching and learning process. The effect of the flipped classroom instructional model goes beyond literature to other domains of language education such as English as a Second Language (ESL) (Tabasi et al., 2024; Ying & Mohd Ayub, 2022). Ying and Ayub noticed that students reported more positive experiences with flipped learning, demonstrating greater understanding and academic achievement relative to traditional pedagogical practices (Ying & Mohd Ayub, 2022). This study supports the claim that students, when provided with adequate tools to engage with content outside the classroom, are more prepared to interact meaningfully within the classroom and educational context. The application of this instruction in English literature (Waham, 2023) demonstrates its adaptability and transferability to developing comprehension and critical thinking skills in different learning environments.

Studies have also examined the self-efficacy in using ICT and successfully implementing flipped classroom models. Namaziandost and Çakmak's study showed that confidence in the ability to utilize technology as a tool enhances EFL learners' engagement and performance (Namaziandost & Çakmak, 2020). This illustrates the need for positive self-efficacy concerning ICT among students and teachers. Educators can create an environment promoting skill acquisition by concentrating on designing adequate training programs that strengthen technological proficiency, which would foster enhanced academic achievement in literature analysis and comprehension. Best practices from diverse pedagogical frameworks should be considered when seamlessly incorporating ICT into flipped classrooms (Aljabr, 2021; Ardhaoui, 2023; Cho & Kim, 2019; Dandabi, 2024; Hew & Lo, 2018). Having students achieve higher outcomes as a result of using tailored ICT tools for activities or specific lessons is well documented in research. In addition, Mlambo et al. noted that encouraging certain positive attitudes towards ICT for Teaching and ICT for Teaching among educators leads to effective ICT application in teaching (Mlambo et al., 2020). This means that these institutions ought to emphasize teaching their educators some relevant technologies to improve teaching while also molding them towards a culture of adaptability with the expectation of enhanced instructional quality in the curriculum as literature.

The use of modern technology in the context of a flipped classroom has the potential to enhance learners' critical thinking abilities. For example, Kursch cited the ICT integration training that prepares prospective educators on how to properly use technology in teaching (Kursch, 2021). Through the application of technology, students can be prompted to analyze literary works at a deeper level which assists in developing interpretative and evaluative skills. This is necessary in literature education where learners are expected to understand intricate plots, intricate relationships, and themes within the literary works. The application of ICT in education fosters the development of critical thinking which enhances the students' performance and their overall academic success (Chen & Ye, 2023). The incorporation of Information and Communication Technology (ICT) in a flipped classroom permits the achievement of higher order thinking and enhances learning activities. According to research done by Jo et al., a change in the instructional environment enhances the student participation and preparation necessary for the success of flipped learning (Jo et al., 2018). When class time is reallocated to active debates and team projects, students begin to appreciate the texts from different perspectives, which aids in their understanding of the literature. The shift from active learning to critical thinking shows the need for continuous ICT integration in the flipped classroom.

Distinct studies have praised several ICT instruments that appear to encourage greater participation when included in flipped classrooms. Yan and Qi looked at the influence that well-structured teacher-student interactions through modern interactive ICT devices have on the effectiveness of flipped classrooms for teaching languages (Yan & Qi, 2021). Tools that support collaboration in real-time, like discussion boards and interactive quizzes, have been proven to promote active learning and learning by inquiry (Andewi & Hastomo, 2023). Their findings point out that the right use of ICT tools does facilitate active participation in learners and enhances their understanding of literary texts which helps them analyze and think critically about them. According to Abuhmaid (2020), proposed best practices based on empirical evidence approach integrating ICT within flipped classrooms emphasize staff training. He suggests having teachers use formative

assessments to evaluate their students after every technology integration, which would allow the educator to tailor their teaching methods. Furthermore, collaborative learning incorporates not only student-instructed feedback sessions but also peer-assisted conversations which greatly enhance the students' perspectives while analyzing literature. This active approach to teaching enables teachers to cultivate a community of practice that supports the successful adoption of ICT (Abuhmaid, 2020).

For effective ICT implementation within a flipped classroom model, resolving infrastructure deficiencies is particularly important. Colleges and schools need to certainly step up their efforts in acquiring technological equipment that affords maximum interaction or utilization by both teachers and learners (Cantutay & Taganas, 2024). Students and educators can utilize ICT capabilities extensively through systematically conducted evaluations of ICT assesses existing ICT infrastructure's capacity. Furthermore, having adequate access to dependable internet and up-to-date equipment aids in optimizing the smooth flow of learning processes. Institutions need to formulate policies that set guarantees for increased smooth and simple technology in and maintenance of their systems (Li & Min, 2024). In particular, moving to sustainable ICT practices within flipped classrooms has benefits that extend beyond immediate impacts. In Nouri's words, there should be some form of continual assessment of the ICT integration attempts to determine what has worked well and what requires further development (Nouri, 2016). Creating feedback systems for learners and teachers to provide descriptions and recommendations aids modification of the model in such a way that addresses the dynamics of the students learning English literature. Educational institutions are required to adopt proactive stances in terms of adjusting to change and new ideas so that they can improve the understanding and critical evaluation (Fitriani et al., 2019) of the students in literature.

CONCLUSION

The use of Information and Communications Technology (ICT) in a flipped classroom approach has been proven to improve comprehension and critical thinking skills in English Literature classes. Several studies seem to suggest that flipped classrooms promote active learning, which, in turn, enhances not just participation, but achievement as well Ardhaoui (2023). Technology empowers students to work with literary texts from a participatory perspective, enabling them to acquire preparatory knowledge ahead of time and make optimal use of class time for in-depth analysis and dialogue. This model of teaching demonstrates the ways in which information and communications technology facilitate change in literature education from a static, rote-learning delivery system to an active learning inquiry system, thus deepening students' understanding and enhancing analysis skills.

Integrating ICT offers numerous benefits yet poses challenges that must be remedied to implement it successfully. ICT Integration can be resisted by both educators and students, and there can also be a lack of alignment between the instructional goals and the technological aids, which can hinder the effective implementation of the 'flipped' classroom model (Seery, 2015). Strategic solutions are required to counter these issues. Providing English Literature teachers and facilitators with professional development geared toward new technologies, as well as providing them time to experiment with these new techniques, will cultivate the desired flexibility alongside a willingness to innovate among staff. Moreover, solving issues concerning English Literature teaching resources and infrastructural barriers will dramatically enhance the effectiveness of the course content.

In the focus of ICT and flipped classrooms, future research should center on differently analyzing how specific technological devices can increase students' participation and understanding in different genres of literature. Other issues such as the value of certain multimedia documents, the use of electronic group work sites, and various methods of teaching as they affect students' advanced thinking skills about literature, deserve further investigation (Lo & Hew, 2017). Such research would demonstrate useful practices and important teaching strategies that educational practitioners need to help develop understanding of literature, primary, in different levels and contexts. At last, other areas of study in the humanities may benefit from the ICT powered flipped classroom approach. Research may evaluate the applicability of this model in teaching history, cultural studies, and philosophy where enhanced engagement and comprehension can be derived (Rahman et al., 2020). Broadening such research to include diverse disciplines will enhance understanding of the educational technology possibilities in the humanities and enrich education by equipping learners with essential multidisciplinary analytical skills needed in today's world.

ACKNOWLEDGEMENT
In this case, the authors would like to thank the Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang, Prof. Dr. Tommi Yuniawan, M.Hum, and the Head of the Language Education Science Doctoral Study Program, Widhiyanto, Ph.D. for their endless assistance and support. The appreciation also goes directly to all the lecturers of the Language Education Science Doctoral Study Program for granting the opportunity as well as the academic challenge that motivated the authors' scholarly endeavor which resulted in this article.

FUNDING STATEMENT
The author did not receive any financial support to complete this article.

REFERENCES

Abuhmaid, A. (2020). Teachers' perceptions on the impact of flipped learning on student learning and teacher's role in Jordanian schools. *Universal Journal of Educational Research*. https://doi.org/10.13189/ujer.2020.080335

Al-Zahrani, A. M. (2015). From passive to active: The impact of the flipped classroom through social learning platforms on higher education students' creative thinking. In *British Journal of Educational Technology*. https://doi.org/10.1111/bjet.12353

AlAli, R., Al-Hassan, O., Al-Barakat, A., Alakashee, B., Kanaan, E., Alqatawna, M., Zaher, A., & Saleh, S. (2024). A study on the impact of flipped classroom strategy on improving reading comprehension among primary school pupils. *Forum for Linguistic Studies*, *6*(6), 1043–1058. https://doi.org/10.30564/fls.v6i6.7450

Ali, O., Murray, P. A., Momin, M., Dwivedi, Y. K., & Malik, T. (2024). The effects of artificial intelligence applications in educational settings: Challenges and strategies. *Technological Forecasting and Social Change*, *199*(June 2023), 123076. https://doi.org/10.1016/j.techfore.2023.123076

Aljabr, A. (2021). Flipped classroom experiences in clinical dentistry – A strategic mini-review. *The Open Dentistry Journal*. https://doi.org/10.2174/1874210602115010717

Andewi, W., & Hastomo, T. (2023). *The integration of flipped classroom and learning management system for EFL students: A case study*. https://doi.org/10.2991/978-2-38476-060-2_54

Ardhaoui, K. (2023). *Flipped classroom approach of teaching Chemistry in higher education*. https://doi.org/10.5772/intechopen.109235

Asadi, A. R. (2020). "Teaching English through literature as part of the Israeli English curriculum." *Scientific Bulletin of the Politehnica University of Timişoara Transactions on Modern Languages*. https://doi.org/10.59168/dqed4990

Asadi, A. R. (2023). "The difficulties of teaching English through literature in the Israeli EFL classroom." *Scientific Bulletin of the Politehnica University of Timişoara Transactions on Modern Languages*. https://doi.org/10.59168/rxjn7577

Azmi, N. (2017). The benefits of using ICT in the EFL classroom: From perceived utility to potential challenges. *Journal of Educational and Social Research*. https://doi.org/10.5901/jesr.2017.v7n1p111

Baumeister, V., Kuen, L., Bruckes, M., & Schewe, G. (2021). The relationship of work-related ICT use with well-being, incorporating the role of resources and demands: A meta-analysis. *Sage Open*. https://doi.org/10.1177/21582440211061560

Bergmann, J., & Sams, A. (2011). Flipped your classroom. In *Journal of Physics A: Mathematical and Theoretical* (Vol. 44, Issue 8). https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/15451/Flip_Your_Classroom.pdf

Blau, I., Shamir-Inbal, T., & Hadad, S. (2020). Digital collaborative learning in elementary and middle schools as a function of individualistic and collectivistic culture: The role of ICT coordinators' leadership experience, students' collaboration skills, and sustainability. *Journal of Computer Assisted Learning*. https://doi.org/10.1111/jcal.12436

Bowman, M. A., Vongkulluksn, V. W., Jiang, Z., & Xie, K. (2020). Teachers' exposure to professional development and the quality of their instructional technology use: The mediating role of teachers' value and ability beliefs. *Journal of Research on Technology in Education*. https://doi.org/10.1080/15391523.2020.1830895

Brewer, R., & Movahedazarhouligh, S. (2018). Successful stories and conflicts: A literature review on the effectiveness of flipped learning in higher education. *Journal of Computer Assisted Learning*, *34*(4), 409–416. https://doi.org/10.1111/jcal.12250

Cantutay, Z., & Taganas, W. R. (2024). Computer upskilling trainings and teachers' technological literacy: Basis for technological skills enhancement plan. In *American Journal of Arts and Human Science*. https://doi.org/10.54536/ajahs.v3i2.2863

Chang-Bacon, C. K. (2017). Multilanguage, multipurpose: A literature review, synthesis, and framework for critical literacies in English language teaching. *Journal of Literacy Research*. https://doi.org/10.1177/1086296x17718324

Chen, X., & Ye, B. (2023). Exploration and practice of college English reading teaching reform in the context of deep learning. *Applied Mathematics and Nonlinear Sciences*. https://doi.org/10.2478/amns.2023.2.00427

Cho, M., & Kim, M. Y. (2019). Outcomes and influential factors applying flipped learning methods in a clinical adult nursing practicum. *International Journal of Nursing Practice*. https://doi.org/10.1111/ijn.12724

Dandabi, N. (2024). Exploring ICT integration in Hausa language instruction: A case study at Jigawa State College of Education and Legal Studies, Ringim. *British Journal of Multidisciplinary and Advanced Studies*. https://doi.org/10.37745/bjmas.2022.04150

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development (research brief). *Effective Teacher Professional Development (Research Brief)*, *June*, 1–8. https://eric.ed.gov/?id=ED606741

Darobi, M., Harini, H., & Noviani, L. (2023). Literature review on the effectiveness of the flipped classroom learning model in enchancing students' academic achievement in Indonesia. *Jurnal Pendidikan Progresif*. https://doi.org/10.23960/jpp.v13.i3.202330

Deka, R. (2024). Issues and challenges faced by the teachers during integration of ICT in teaching-learning process of Darrang district in Assam. *International Journal for Multidisciplinary Research*. https://doi.org/10.36948/ijfmr.2024.v06i02.15972

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, *38*(3), 181–199. https://doi.org/10.3102/0013189X08331140

Ebenezer, O., Idris, I. A., Alabi, A. M., Linus, A. A., & Adekola, A. M. (2023). Colleges of education lecturers' self-efficacy on the integration of ICT for instruction In Oyo State, Nigeria. *Ijobe*. https://doi.org/10.37728/ijobe.v6i1.684

El-Sabagh, H. A. (2021). Adaptive e-learning environment based on learning styles and its impact on development students' engagement. *International Journal of Educational Technology in Higher Education*, *18*(1). https://doi.org/10.1186/s41239-021-00289-4

Elmahida, H., & Elbalqis, P. (2021). The implementation of information and communication technology (ICT) in English foreign language (EFL) teaching. *English Education Jurnal Tadris Bahasa Inggris*. https://doi.org/10.24042/ee-jtbi.v14i2.9745

Fitriani, H., Asy'ari, M., Zubaidah, S., & Mahanal, S. (2019). Exploring the prospective teachers' critical thinking and critical analysis skills. *Jurnal Pendidikan IPA Indonesia*, *8*(3), 379–390. https://doi.org/10.15294/jpii.v8i3.19434

Francis, N. J., Morgan, A. H., Holm, S. R., Davey, R., Bodger, O., & Dudley, E. (2019). Adopting a flipped classroom approach for teaching molar calculations to biochemistry and genetics students. *Biochemistry and Molecular Biology Education*. https://doi.org/10.1002/bmb.21328

Fusic, S. J., Anandh, N., & Thangavel, M. (2020). *A case study on improving learner engagement by incorporating ICT tool usage and active learning strategies in engineering courses*. https://doi.org/10.4018/978-1-7998-2245-5.ch011

Gustian, K., Aridah, & Rusmawaty, D. (2023). The benefits of flipped classroom model for EFL learners. *Journal on Education*, *05*(04), 13918–13935.

Haerazi, H. (2024). ICT integration into English language teaching-learning: Insights from some private higher education institutions. *Englisia: Journal of Language, Education, and Humanities*, *11*(2), 47–66. https://doi.org/10.22373/ej.v11i2.19913

Han, J., & Yin, H. (2016). College English curriculum reform in mainland China: Contexts, contents and changes. *Asian Education Studies*. https://doi.org/10.20849/aes.v1i1.9

Hasas, A., Enayat, W., Hakimi, M., & Ahmady, E. (2024). A comprehensive review of ICT integration in enhancing physics education. *MAGNETON: Jurnal Inovasi Pembelajaran Fisika*, *2*(1), 36–44. https://doi.org/10.30822/magneton.v2i1.3106

Herdiawan, R. D., Afrianto, A., Nurhidayat, E., Nurhidayah, Y., & Rofi'i, A. (2023). Folklore-based virtual reality as a teaching media in the secondary school viewed from its implication and multimodal aspects. *Ijlecr - International Journal of Language Education and Culture Review*, *9*(1), 85–96. https://doi.org/10.21009/ijlecr.v9i1.37646

Hew, K. F., & Lo, C. K. (2018). Flipped classroom improves student learning in health professions education: A meta-analysis. *BMC Medical Education*. https://doi.org/10.1186/s12909-018-1144-z

Hewitt, L. (2017). Timing is flipping everything: Is student engagement through the flipped classroom dependent on the year of study it is introduced? A case study in Law. *Compass Journal of Learning and Teaching*. https://doi.org/10.21100/compass.v10i1.417

Irzawati, I., & Hasibuan, A. R. (2020). *Students' perceptions of the utilization of ICT in English learning: Way or barrier?* https://doi.org/10.2991/assehr.k.200115.012

Jain, J., Luaran, J., & Panayachi, S. (2023). Challenges and issues of flipping humanities lessons: Investigating teachers' experiences in a Malaysian international school. *Asia-Pacific Journal of Futures in Education and Society*. https://doi.org/10.58946/apjfes-2.1.p2

Jensen, J. L., Kummer, T. A., & Godoy, P. D. d. M. (2015). Improvements from a flipped classroom may simply be the fruits of active learning. In *Cbe—life Sciences Education*. https://doi.org/10.1187/cbe.14-08-0129

Jo, J., Jun, H., & Lim, H. (2018). A comparative study on gamification of the flipped classroom in engineering education to enhance the effects of learning. *Computer Applications in Engineering Education*. https://doi.org/10.1002/cae.21992

Kandel, G. K. (2022). Integration of information and communication technology in education: The opportunities and challenges. *Marsyangdi Journal*. https://doi.org/10.3126/mj.v3i1.47954

Kazanidis, I., Πέλλας, Ν., Fotaris, P., & Tsinakos, A. (2018). Can the flipped classroom model improve students' academic performance and training satisfaction in higher education instructional media design courses? *British Journal of Educational Technology*. https://doi.org/10.1111/bjet.12694

Koivunen, M., & Saranto, K. (2017). Nursing professionals' experiences of the facilitators and barriers to the use of telehealth applications: A systematic review of qualitative studies. *Scandinavian Journal of Caring Sciences*. https://doi.org/10.1111/scs.12445

Kursch, M. (2021). Impact of a one-off demonstration on the use of ICT in the teaching of andragogy students on their change of attitude towards the use of ICT in education. *International Journal of Cognitive Research in Science Engineering and Education*. https://doi.org/10.23947/2334-8496-2021-9-1-121-134

Lee, Y. H., & Kim, K. (2018). Enhancement of student perceptions of learner-centeredness and community of inquiry in flipped classrooms. *BMC Medical Education*. https://doi.org/10.1186/s12909-018-1347-3

Li, Z., & Min, H. (2024). The application of flipped pair-split classroom teaching method in English education of public security colleges and its effectiveness. *Applied Mathematics and Nonlinear Sciences*. https://doi.org/10.2478/amns-2024-1937

Lo Bello, M. J. (2023). Reading the world: English-language literatures as a tool for fostering critical language awareness. *Gyermeknevelés*. https://doi.org/10.31074/gyntf.2023.1.154.181

Lo, C. K., & Hew, K. F. (2017). A critical review of flipped classroom challenges in K-12 education: possible solutions and recommendations for future research. *Research and Practice in Technology Enhanced Learning*, *12*(1). https://doi.org/10.1186/s41039-016-0044-2

Lomba-Portela, L., Domínguez-Lloria, S., & Pino-Juste, M. R. (2022). Resistances to educational change: Teachers' perceptions. *Education Sciences*, *12*(5), 1–12. https://doi.org/10.3390/educsci12050359

Lubuva, E. E., Ndibalema, P., & Mbwambo, E. (2022). Assessment of tutors' level of ICT competencies in teaching in teacher education in Tanzania. *Journal of Learning for Development*. https://doi.org/10.56059/jl4d.v9i3.705

Lulie, A. B., & Haile, B. B. (2023). Web-based elaborative feedback provision and the development of reading skills. *ELT Forum: Journal of English Language Teaching*, *12*(3), 166–173. https://doi.org/10.15294/elt.v12i3.67591

Ma, Y. (2023). Exploration of flipped classroom approach to enhance critical thinking skills. *Heliyon*, *9*(11), e20895. https://doi.org/10.1016/j.heliyon.2023.e20895

Mahnaz, W., Gulzar, Bibi, S., & Ullah, S. (2025). The influence of flipped classroom pedagogy on academic achievement of students at higher secondary level: Usages of social network sites as a key mediator. *Sra*. https://doi.org/10.70670/sra.v3i1.387

Mlambo, S., Rambe, P., & Schlebusch, L. (2020). Effects of Gauteng province's educators' ICT self-efficacy on their pedagogical use of ICTS in classrooms. *Heliyon*. https://doi.org/10.1016/j.heliyon.2020.e03730

Mustafa, M., Rahmah, U., Hanafi, H., & Wahidah, N. I. (2019). *Analysis trends of flipped classroom research in education*. https://doi.org/10.2991/icpeopleunnes-18.2019.2

Nallaswamy, D., Priya, V., & Gayathri, R. (2023). Flipped classroom – A novel breakthrough in learning. *International Journal of Research in Pharmaceutical Sciences*. https://doi.org/10.26452/ijrps.v9i4.4454

Namaziandost, E., & Çakmak, F. (2020). An account of EFL learners' self-efficacy and gender in the flipped classroom model. *Education and Information Technologies*. https://doi.org/10.1007/s10639-020-10167-7

Nephawe, F. T. (2023). Online teaching strategies for conversational English by university lecturers. *ELT Forum: Journal of English Language Teaching*, *12*(2), 134–144. https://doi.org/10.15294/elt.v12i2.65780

Nerantzi, C. (2020). The use of peer instruction and flipped learning to support flexible blended learning during and after the COVID-19 pandemic. *International Journal of Management and Applied Research*. https://doi.org/10.18646/2056.72.20-013

Nhleko, N. M., Aroba, O. J., & Chisita, C. T. (2024). A systematic review of information and communication technologies (ICTs) on student motivation: Researchers' reflections on a selected higher education institution (HEIs). *Global Knowledge Memory and Communication*. https://doi.org/10.1108/gkmc-03-2024-0129

Nouri, J. (2016). The flipped classroom: For active, effective and increased learning – Especially for low achievers. *International Journal of Educational Technology in Higher Education*. https://doi.org/10.1186/s41239-016-0032-z

Nyagorme, P., Arkorful, V., & Aheto, S.-P. K. (2022). Challenges of online instruction and information technology integration in COVID-19 pandemic: Perspectives of academic staff in Ghanaian universities. *Mier Journal of Educational Studies Trends \& Practices*. https://doi.org/10.52634/mier/2022/v12/i1/2204

Obasi, I. C., & Benson, C. (2025). The impact of digitalization and information and communication technology on the nature and organization of work and the emerging challenges for occupational safety and health. *International Journal of Environmental Research and Public Health*. https://doi.org/10.3390/ijerph22030362

Ogenyi, F. C., Udoka Eze, V. H., & Ugwu, C. N. (2023). Navigating challenges and maximizing benefits in the integration of information and communication technology in African primary schools. *International Journal of Humanities Management and Social Science*. https://doi.org/10.36079/lamintang.ij-humass-0602.599

Oknaryana, Zona, M. A., Hayati, A. F., Marna, J. E., Handayani, D. F., Zulvia, Y., Syofyan, R., & Kurniawan, H. (2025). A decade of flipped learning research in Indonesia: bibliometric insights. *Cogent Education*, *12*(1). https://doi.org/10.1080/2331186X.2025.2488158

Paré, G., & Kitsiou, S. (2917). Chapter 9 methods for literature reviews. In F. Lau & C. Kuziemsky (Eds.), *Handbook of eHealth Evaluation: An Evidence-based Approach [Internet]*. University of Victoria. https://www.ncbi.nlm.nih.gov/books/NBK481583/%0A

Paudel, P. (2020). Information and communication technology in foreign language classes in English: Roles and practices. *International Journal of Technology in Education and Science*. https://doi.org/10.46328/ijtes.179

Peterson, D. J. (2015). The flipped classroom improves student achievement and course satisfaction in a statistics course. *Teaching of Psychology*. https://doi.org/10.1177/0098628315620063

Ragi, T. S. (2024). *Unveiling influence: Assessing the effect of ICT tools on student activities through knowledge management processes*. https://doi.org/10.21844/crr.v1i02.1112

Rahman, S. F. A., Yunus, M. M., & Hashim, H. (2020). The uniqueness of flipped learning approach. *International Journal of Education and Practice*. https://doi.org/10.18488/journal.61.2020.83.394.404

Renyaan, A. S., Wibowo, G. A., & Erwin, E. (2024). Information and communication technology for inclusive education: A literature review and its implications for community service. *Journal of Community Dedication*, *4*(2), 383–396.

Roehling, P. V, Root Luna, L. M., Richie, F., & Shaughnessy, J. J. (2017). The benefits, drawbacks, and challenges of using the flipped classroom in an introduction to psychology course. *Teaching of Psychology*. https://doi.org/10.1177/0098628317711282

Seery, M. K. (2015). Flipped learning in higher education chemistry: Emerging trends and potential directions. *Chemistry Education Research and Practice*. https://doi.org/10.1039/c5rp00136f

Sointu, E., Hyypiä, M., Lambert, M. C., Hirsto, L., Saarelainen, M., & Valtonen, T. (2022). Preliminary evidence of key factors in successful flipping: Predicting positive student experiences in flipped classrooms. *Higher Education*. https://doi.org/10.1007/s10734-022-00848-2

Sway, S. S., & Mwila, P. M. (2024). Enhancing Geography education through ICT: A study of public secondary schools in Ubungo municipality, Tanzania. *Craj*. https://doi.org/10.55677/craj/02-2024-vol01i5

Tabasi, Y., Tondowala, I. B., Tupamahu, M. S., Soa'e Sigilipu, F. P., & Kartika Septiana, K. A. (2024). The effectiveness of technology-enhanced learning tools in English language education. *Journal on Education*. https://doi.org/10.31004/joe.v6i4.6308

Tanner, M., & Scott, E. (2015). *A flipped classroom approach to teaching systems analysis, design and implementation to second year information systems university students*. https://doi.org/10.28945/2117

Thakre, S. S. (2024). "Echoes of the future: Bridging tradition and innovation in digital humanities and English literature." *ShodhGyan-NU: Journal of Literature and Culture Studies*, *2*(1), 16–23. https://doi.org/10.29121/shodhgyan.v2.i1.2024.21

Violita, V., & Budiraharjo, M. (2022). Enhancing students' engagement and active learning through flipped classroom in literature class. *Academic Journal Perspective Education Language and Literature*. https://doi.org/10.33603/perspective.v10i1.6800

Waham, J. J. (2023). The significance of teaching English literature in schools in Iraq. *Pedagogia Jurnal Pendidikan*. https://doi.org/10.21070/pedagogia.v13i1.1583

Wang, J. (2024). Research on the flipped classroom + learning community approach and its effectiveness evaluation—Taking college German teaching as a case study. *Sustainability*, *16*(17), 7719. https://doi.org/10.3390/su16177719

Wartini-Twardowska, J., & Twardowska, N. P. (2025). A twofold perspective on the quality of research publications: The use of ICTs and research activity models. *Plos One*. https://doi.org/10.1371/journal.pone.0308952

Xi, W., Jacob, W. J., Blakesley, C. C., Xiong, W., Ye, H., Xu, S., & Lu, F. (2020). Optimal professional development ICT training initiatives at Flagship universities. *Education and Information Technologies*. https://doi.org/10.1007/s10639-020-10154-y

Yan, L., & Qi, W. (2021). Application of flipped classroom in the era of big data: What factors influence the effect of teacher-student interaction in oral English teaching. *Wireless Communications and Mobile Computing*. https://doi.org/10.1155/2021/4966974

Ye, L., Kuang, M., & Liu, S. (2022). ICT self-efficacy, organizational support, attitudes, and the use of blended learning: An exploratory study based on English teachers in basic education. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2022.941535

Ying, Y. S., & Mohd Ayub, A. F. (2022). The impact of flipped classroom instructional model in teaching English as a second language (ESL) among lower secondary pupils. *International Journal of Education*. https://doi.org/10.5296/ije.v14i4.20559

Youhasan, P., Chen, Y., Lyndon, M., & Henning, M. A. (2021). Exploring the pedagogical design features of the flipped classroom in undergraduate nursing education: A systematic review. *BMC Nursing*. https://doi.org/10.1186/s12912-021-00555-w