

**Analysing Bibliometrics Trends:
The Flipped Classroom
Approach in Foreign Language
Learning**

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Abstract

This study aimed to investigate the adoption of the FC model for EFL learning. It considers research articles in the various journals and databases with ORCID and Crossref indices between 2019 and 2023. Data analysis, for research trend mapping comparatively, used Vosviewer. This included especially recognizing the keywords that are in use nowadays, the articles and journals that are most cited, and the countries and institutions that are most influential. The result presented some interesting issues as follows. 1) the countries with the highest link of collaborations were Malaysia, Iran, China, and Indonesia, while the most cited countries were Indonesia, Iran, China, Turkey and Malaysia. 2) The most used keywords in research on FC in EFL learning formed into four clusters. The most strength links were 'flipped classroom', 'flipped learning', 'pedagogy', 'foreign language learning', 'COVID' and 'autonomous learning'. 3) The most used words in titles and abstracts form into 3 clusters with 'effect', 'perception', 'challenge', and 'COVID' being the most strength links 4) The most referenced authors include Zainuddin with 76 citations from 6 articles, Abdullah with 62 citations from 2 articles and Öztürk with 50 citations from 2 articles. 6) the most cited journals were the International Journal of Emerging Technologies in Learning (IJET).

Keywords

Bibliometric Analysis, EFL Learning, Flipped Classroom, VosViewer

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INTRODUCTION

It is undeniable that advanced technology and communication have shaped almost all sectors of people's lives. This inseparable bond between people and technology is evident in our modes of communication (Bodomo, 2010), information access (Leonardi, 2007), and daily activities reliant on technological tools (Adhiarso et al., 2019). Indeed, this advancement has changed the way people work and where they work (Hotimah et al.) and (Sardi et al, 2017) One sector that is benefitting significantly due to this technological advancement is the education sector. In this sector, ICT presents as a tool that provides a sophisticated experience for teachers and students, thus creating interactive and engaging class interactions transcending the limitations of traditional classroom-based instruction. As a result, the integration of technology in the classroom such as digital tools, multimedia resources, and online platforms encourages students to collaborate (Lim & Oakley, 2013), think critically, be more creative (Ramaila & Molwele, 2022), and trigger higher-order thinking (Ahmad et al., 2021; Sun, 2017).

One application of ICT integration in educational settings is through the adoption of the Flipped Classroom pedagogical approach. Popularized by Jonathan Bergmann and Aaron Sams in 2007 (Agirman & Ercoskun, 2022), the Flipped Classroom (FC) has evolved into one of the mainstays of technology-based teaching methods. It is defined as an instructional approach focused on student-centered learning, comprising two main components: interactive learning activities conducted during class time and individualized teaching delivered directly through computer-based resources outside of traditional lesson hours (Ozdamli & Asiksoy, 2016). Additionally, November & Mull (2012) opine that the FC is a teaching method wherein students engage in preparatory activities such as viewing videos, listening to podcasts, and reading articles to prepare themselves for upcoming lessons. In FC, the emphasis during class time shifts towards discussion, active participation in classroom activities, and receiving feedback. On the other hand, outside of class, students are responsible for their learning by accessing instructional videos and supplementary materials to construct their understanding (Pawesti et al., 2023).

The emergence of the FC has demonstrated a positive impact on English as a foreign language (EFL) learning, improving the quality of language learning and instruction (Han & Hamzah, 2024) By addressing the evolving needs and interests of language learners, it fosters student motivation for successful learning (Chen Hsieh et al., 2017). Since entering in the world of foreign language learning in 2014 (Turan & Akdag-Cimen, 2020), the FC approach has gained favor among educators and researchers. Its ability to tailor learning to individual student needs, interests, and expectations by integrating online and in-person instruction has been noted, thereby enhancing teaching effectiveness (Cevikbas & Kaiser, 2022).

In the context of EFL learning, the FC approach enables students to engage with language resources outside the classroom, such as watching videos, listening to audio recordings, podcasts, and/or audiobooks, or reading literature or journals online

(Rahman & Hajar, 2021). Students then need to apply their knowledge from the preparatory material in the class interaction. This method encourages active engagement, productivity, and collaboration among students, elevating conventional learning practices (Nugroho & Fitriati, 2021).

This study was a literature review focusing on bibliometric analysis. It investigated current viewpoints regarding the application of the FC model to EFL learning. This study performed bibliometric mapping and visualize research trends related to the FC. This involved determining the most well-liked search terms, highly cited papers and journals, as well as significant nations and organizations. The results are intended to provide important direction for future scholars who are interested in studying the FC approach in EFL instruction.

The research questions posed are as follows:

1. Which countries have the highest number of citations in academic research pertaining to the Flipped Classroom in EFL Learning?
2. What are the notable keywords in studies on the use of Flipped Classroom model in EFL learning?
3. What are the predominant keywords frequently employed within the titles of research articles focused on the utilization of the flipped classroom model in EFL learning?
4. Which scholars are most frequently referenced within the body of literature concerning the implementation of the flipped classroom approach in foreign language learning research articles?
5. Which academic journals are most prominently cited in the flipped classroom model utilization within the realm of foreign language learning research?

LITERATURE REVIEW

The FC approach has been featured as a modern trend in academic schooling as an interesting approach to learning as compared to the traditional routine whereby the integration of technology presents a new way of developing an engaging learning environment in teaching foreign languages (Zakariah et al., 2014). This pedagogy has been preferred over the last several years because of the privilege that it extends to the student as an active member of the class. According to Newton et al (2015), in a study that was done it was realized that there was an improvement in knowledge construction through peer interaction as provided by the FC approach. Teachers have especially embraced this style to be in harmony with the growing development of technologies and gadgets in the classroom, in a bid to offer an education system that caters for the new trends in learning methodologies. According to Carl et al. (Carl et al., 2017). The FC paradigm enables the student to engage with the theory on their time, they can do their assignments on their own accord in class with help from the instructor. It has its advantages for both students and teachers to effectively use classroom time, as well as to make learning more enjoyable and effective (Johnson, 2013).

The flipped learning approach has emerged as a teaching method aimed at enhancing learning outcomes. Literature indicates a growing interest in investigating the

FC model, particularly in language learning contexts (Chen Hsieh et al., 2017; Sun, 2017; Webb et al., 2014). The effectiveness of the FC approach in English as a Foreign Language (EFL) learning has been extensively studied, with research documenting its beneficial effects on language teaching. For instance, a study conducted by Webb et al. (2014) investigated students' and teachers' views on FC using qualitative research. This case study was conducted in EFL classrooms at a university in China for a period of fifteen weeks. The quantitative data was obtained from questionnaires administered to 135 students in 6 classes, 4 of which were used as the experimental group, and 2 as the control group. To facilitate the instruction, 4 teachers were used. Students participated in surveys which were conducted twice and observations were also conducted on students in this study. In the case of the teachers, their views were obtained based on the experience by writing down the accounts given by the teachers as to how the students conducted themselves during the unstructured times. The students in their early interactions explained their inability to implement the FC model, as this was evident in their perceived lack of efficiency in the teachers' roles within this format. But as time passed students got used to the model, which is why it does not cause them nervousness. Some of them even wanted more of the flipped materials and this is a clear indication that they found the flipped classroom model to be useful. Additionally, the participants suggested in the study that the FC model enhanced creativity and higher-order reasoning, meaning that it should be adopted in future teaching.

Another notable study that garnered attention was conducted by Basal (2015) exploring the effectiveness of the flipped model in education with a focus on four English classes in one semester. These classes included two groups from the experimental group, 40 students, and two groups from the control group, 39 students. Whereas the control groups were taught under the communicative language teaching approach the experimental groups were taught under the flip mode. Several forms of data were gathered to reduce response bias, for instance, three in-class assignments, three self-completed questionnaires, and interaction observations by the instructor. It was established that the mean scores for both groups in pre-test were initially not very much different. The purpose of this study was to determine whether integration of the FC approach as a teaching technique would lead to higher results. In particular, scores were increased in the final task for the experimental group. Furthermore, the survey responses also reflected that student had a preference towards learning in the FC, further supported by the observation made by the instructor that the experimental group students were more engaged and focused than the students belonging to the control group.

Another study about FC came from Chen Hsieh et al. (2017). Forty-eight students majoring in English participated in this study. The researchers used flipped learning and Wen's output-driven/input-enabled to design a holistic oral training course using English idioms in speaking and writing skills. This study aimed to acknowledge the benefits of FC in learning English as a foreign language. this study employed mixed methods using pre-post-test design, two questionnaires, observations, and semi-

structured focus-group interviews. The study showed that in the administration of the theory-based flipped classroom where the participants interact orally and in writing on the internet, their motivation and willingness to participate in using idioms in the classroom as well as their overall idiom knowledge significantly improved. This success notes the fact that flipped learning successfully captured the instructional goals of the particular class. Moreover, the researchers said some findings about the effects of the theory-based flipping process on motivation and/or idiomatic learning as well as students' perceptions of the online environment employed for the adoption of the flipping process. Finally, they gave a discussion on how this strategy can be deployed in real life.

In the meantime, in addition to some of the studies mentioned earlier, as the popularity of research on the FC approach in education continues to rise, some literature review studies on the approach have been conducted in many aspects. A scoping review was conducted by Han & Røkenes (2020) focusing on teachers' approach in the implementation of the FC model. A systematic review and meta-analysis published by Låg & Sæle (2019) investigates whether the FC improves student learning and satisfaction. A study by Deng (2019) talked about what the FC is according to different experts, using Benjamin Bloom's Mastery Learning theory. It also explored how the FC compares to traditional teaching. Literature review studies on FC with a focus on higher education were conducted in 2014 (Amin, 2014) and in a recent study in 2023 (Baig & Yadegaridehkordi, 2023). Even though both studies focused on higher education level, Amin's study focused on the relationship between flipping classrooms and students' engagement and achievement, while Baig & Yadegaridehkordi's study focused on examining the implementation of the FC in higher education by focusing on the role of technologies and tools, pedagogical activities and courses, and existing challenges.

Literature studies in foreign language learning, such as research by Şensöz & ERDEMİR (2022) explored the use of the FC approach in English classes in Turkey with the result that the increase in use of this model has increased since 2014 and various benefits have been obtained from its use with also some drawbacks. Arslan (2020) also discussed the benefits and challenges of the FC in the EFL and ESL context through a systematic review. He claimed that the most benefit gained was on enhancement of students' language skills particularly in speaking and writing. Other systematic review studies come from Heredia Ponce et al. (2022), (Kalsum et al.) and Linling & Abdullah (2023). Heredia Ponce et al. examined the implementation of the FC method in language teaching and found that this method has grown in the past five years in language teaching, while, Linling & Abdullah explored the use of the FC model during the Covid-19 outbreak and found that this model help EFL students to learn. A meta-analysis study was conducted by Vitta & Al-Hoorie (2023) in second language learning between 1997 and 2018. They examined the impact of FC teaching on college English language learning. Fisher et al. (2024) explored the effectiveness of FC in language teaching through the review of 40 articles and found that most articles showed

that self-regulated learning behaviour had a significant role in the effectiveness of the implementation of the FC.

Furthermore, bibliometric studies are also recognized in literature as a way to discern trends in publications regarding the FC model (Arco Bravo et al., 2022; Bhagat & Spector, 2018; del Arco et al., 2022; Heredia Ponce et al., 2022; Julia et al., 2020; Meral et al., 2020; Fitriani et al., 2024 Yüregilli Göksu & Duran, 2023; Çakir et al., 2021). All of these studies review the trend of FC model in literature within the broader field of education. However, no bibliometric study focusing on reviewing research within the context of English as a Foreign Language (EFL) has been identified. This study aims to enhance existing literature by conducting a bibliometric analysis of research articles indexed by ORCID and Crossref. By doing so, this research aims to offer fresh perspectives for future studies within this field.

This study explored contemporary perspectives on the use of the FC model in teaching English as a foreign language. It focused on articles published in various journals between 2019 and 2023. Data analysis employed Vosviewer for visualizing and conducting bibliometric mapping of research trends regarding the FC. This included identifying popular keywords, highly cited articles and journals, as well as influential countries and institutions. The findings aimed to serve as valuable guidance for future researchers interested in investigating the FC approach in EFL learning.

RESEARCH METHOD

This research employs bibliometric analysis as its methodology, employing systematic and explicit mapping techniques (Hudha et al., 2020; Julia et al., 2020). The findings consist of a descriptive, cross-sectional-retrospective bibliometric analysis, conducted by examining scientific publications on the FC model in EFL learning between 2019 and 2023. In conducting bibliometric analysis, the research followed four stages: search procedures, bibliographic filters, compiling complete bibliographies, and performing bibliometric analysis (Julia et al., 2020).

For this bibliometric review, VOSviewer served as a bibliometric tool. VOSviewer is a software application designed to generate maps from network data and to visually explore and analyze these maps (Van Eck & Waltman, 2022). In terms of research, spanning from 2019 to 2023, an online research tool was used in which its data can be downloaded through API. OpenAlex database was chosen to extract data. OpenAlex (openalex.org) is an open-source online platform to index the research literature, journals, researchers and institutions all over the world. Online Library databases were queried as they are recognized as primary databases in the field of social sciences (Arslan, 2020; Taylor et al., 2003). The research string used was “Flipped Classroom (FC) in EFL Learning”. The article criteria were as follows:

Table 1. Articles Criteria

Inclusion Criteria	Exclusion Criteria
1. Research articles conducted from 2019 to 2023.	1. Research articles published prior to 2019.
2. Studies focusing on the use of the FC	2. Studies on the FC in disciplines other

model in EFL courses.	than EFL
3. Full-text articles.	3. Conference proceedings, book
4. Peer-reviewed and open-access research articles.	chapters, or other types of publications.
5. Articles written in the English language.	4. Incomplete reports or dissertations.
	5. Articles written in languages other than English.

In the Openalex database, some filters were used to retrieve articles that match inclusion criteria as follows:

Table 2. Openalex Data Base Filter

Fulltext	Flipped Classroom in EFL learning
Topic	Impact of Flipped Classroom on Learning Outcomes
Year	2019-2023
Type	Article
Keyword	Flipped Classroom
Work	Open Access
Indexed	By ORCHID & Crossref

In the preliminary phase, to start with, on May 14th, 2024, a search for ‘Flipped Classroom in EFL learning’ was entered in the search box which indicated 1890 articles. Finally, the time frame was refined to include only the years 2019-2023, generating 1437 compounds. Secondly, ‘Flipped Classroom’ was used as the keyword, which gave out 556 hits. After this, the following research topic was chosen: The effect of flipped classroom on learning outcomes, which produced 496 hits. To restrict the specificity of the data obtained from the articles to reliable sources only, only those that were indexed in Crossref and ORCID were selected, which were 231 articles in total. One step further was to limit only the type of publication identified as ‘Article’ by the database, which brought the total down to 221 articles. Lastly, the articles categorized as ‘open access’ were only considered and summed up to 178 articles. Thus, while selecting the articles for this bibliometric analysis, the proceedings and 178 articles only have been considered for this analysis.

FINDINGS AND DISCUSSIONS

1. The timeline of the published studies

In discussing the growth of publications about the FC from 2019 to 2023, the number of documents shows an increase. As shown in the picture, the number of researchers conducting research on the FC in EFL learning has increased over the last 5 years. It started with only 19 articles in 2019 and increased significantly until 2022, reaching a total of 62 articles. However, in 2023, the number of researchers exploring the FC in the world of education, especially in EFL learning, decreased by 36 articles.

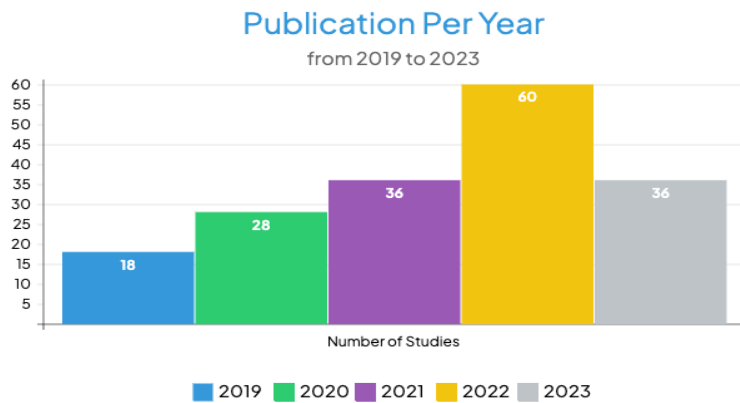


Figure 1. Number of Studies published by years

2. Countries with the most Co-Authorship and citation

Analyses were conducted using the full counting method to examine countries excelling in publication co-authorship and citation impact. From the dataset, 178 articles originating from 41 countries were analysed. In the co-authorship analysis, the top three countries that published articles on the FC in EFL learning were Indonesia with 52 articles, China with 27 articles, and Iran with 23 articles. Sadly, Even though Turkey produced 16 articles with 137 citations, the link strength for co-authorship was extremely low and only had one connection to other countries.

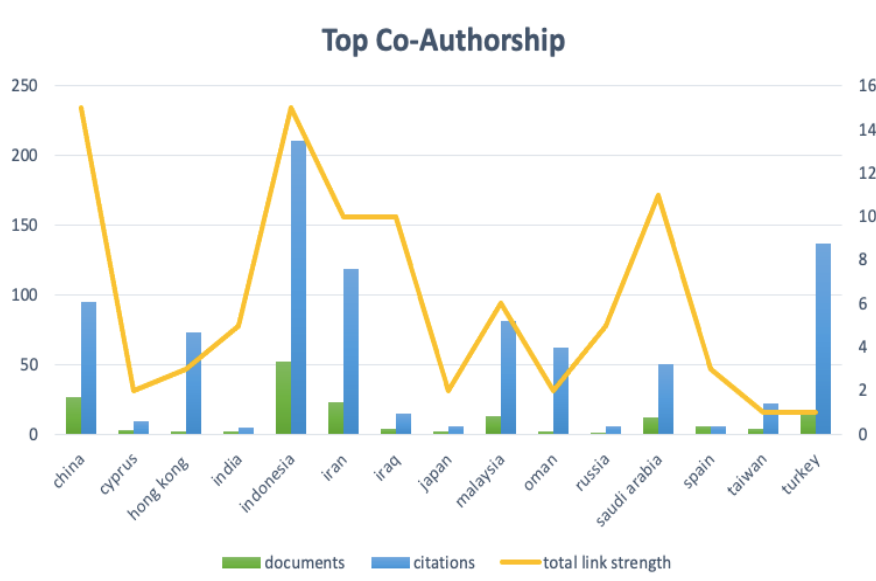


Figure 2. Top 15 Countries with Top Co-Authorship

When creating a link map of the countries based on total link strength, only 19 countries had connections with each other in terms of co-authorship. From these 19 countries, 7 clusters were identified. Notably, articles on the FC in EFL learning from China and Indonesia demonstrated the strongest links to other countries on the map, followed by Iran and Malaysia.

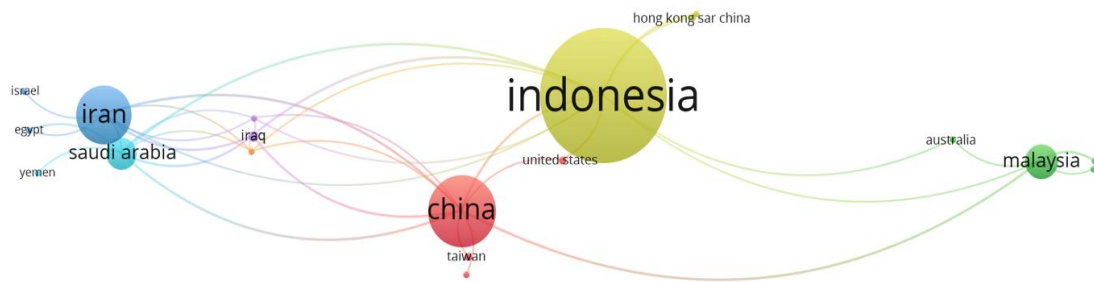


Figure 3. Map of Countries with The Top Co-Authorship

In the citation analysis, where a minimum of 2 citations was required, 26 out of 41 countries qualified. Among them, Indonesia, Iran, China, Turkey, and Malaysia emerged as the top five. However, after conducting the analysis, only 23 countries showed links with each other. According to the graph, Malaysia and Iran exhibited the strongest links in citations. Malaysia produced 13 articles with 61 citations, while Iran produced 23 articles with 119 citations. Interestingly, although Indonesia emerged as the most productive, with 52 articles and 211 citations, its connections to other countries were fewer compared to Iran and Malaysia.

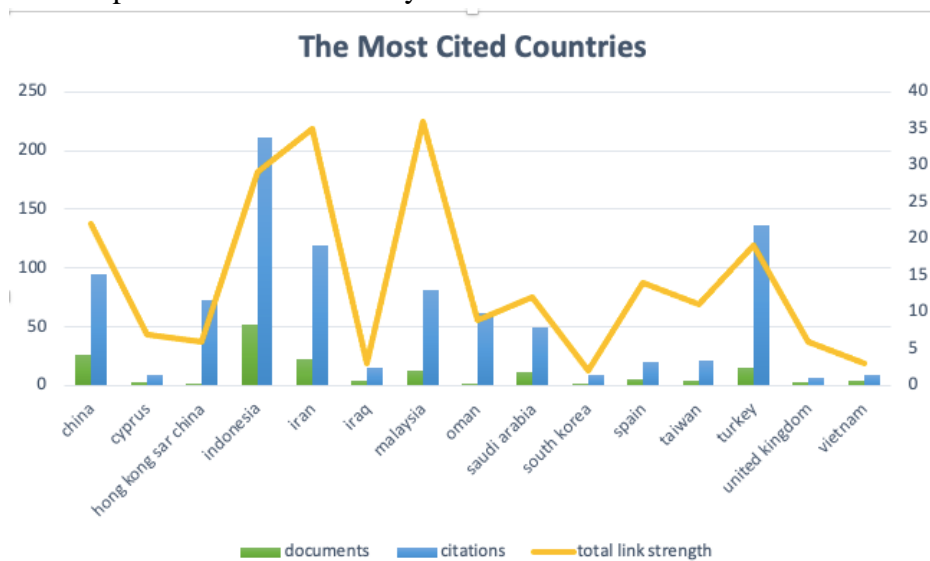


Figure 4. Countries with The most Citation

In terms of link spread, according to the map, Malaysia, which had the highest number of links at 36, was in the same cluster as Japan and South Korea, labelled with yellow. Indonesia, India, Iraq, Russia, Vietnam, and Iran were in the same cluster, labelled with red. Turkey shared a cluster with the United States, labelled with green. China, Palestine, and Taiwan were in the same cluster, labelled with blue.

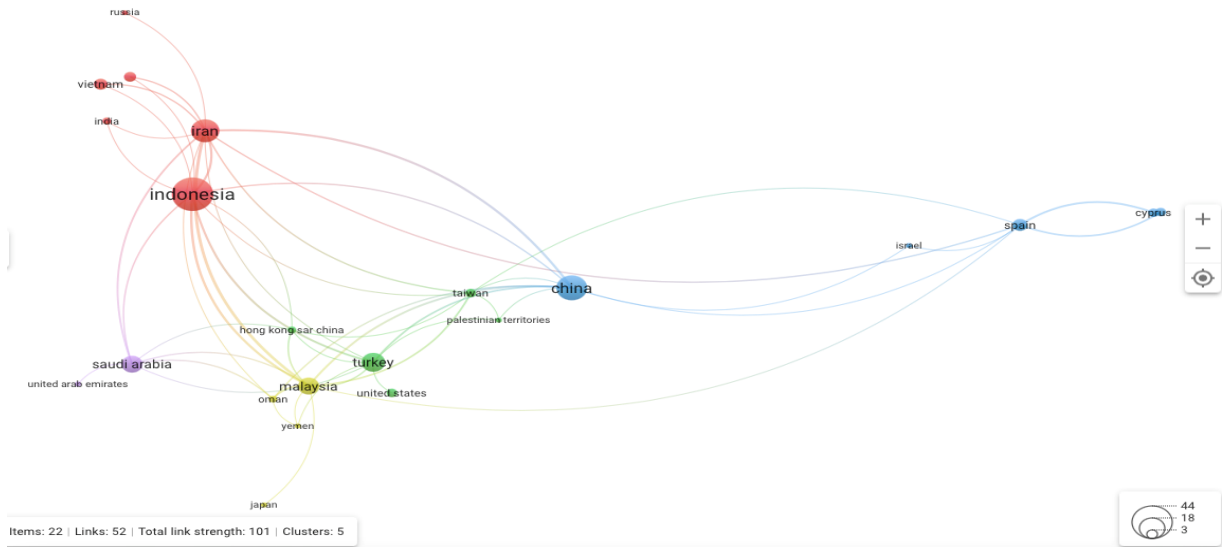


Figure 5. Map of Countries with The most citation

3. Keywords Used the Most

To gain a deeper understanding of studies on the FC in EFL learning, a co-occurrence analysis was conducted with a criterion of a minimum of three occurrences of a keyword. The analysis revealed that out of the 313 keywords examined, 123 met the minimum occurrence criterion. However, only 41 keywords demonstrated high frequency and interconnection, forming four distinct clusters signed with nodes with different colours as the indication of the prominent topics in FC research in EFL learning. The nodes symbolize the terms or concepts, and the distance between them shows the relationship for each term (Kushairi & Ahmi, 2021)

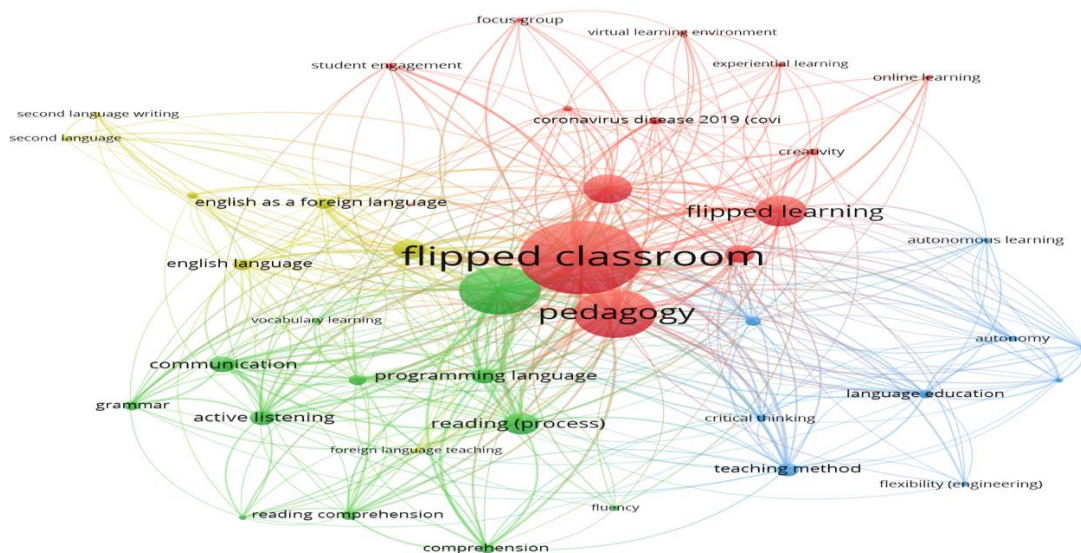


Figure 6. High Frequency Keywords

Keywords are designated in red in the first cluster and the number of keywords are 13 items (flipped classroom, blended learning, flipped learning, pedagogy, creativity, perception, coronavirus disease 2019, learning management, online learning, experiential learning, virtual learning environment, focus group, student engagement). In this case, the keyword that is most closely associated with those in this cluster is the

‘flipped classroom,’ featuring 40 links to other keywords overall, while ‘blended learning’ features 34 and ‘flipped learning’ has 33 links.

The second cluster is marked in green and contains 12 items (programming language, reading, foreign language learning, comprehension, reading comprehension, active listening, grammar, communication, vocabulary learning, vocabulary, and listening comprehension). The keyword " demonstrates the strongest link in this cluster, with 39 connections to other keywords.

The third cluster identified in blue color contains 9 keywords (language acquisition, autonomous learning, autonomy, learning autonomy, comprehension approach, language education, teaching method, flexibility, critical thinking, and fluency). Within this cluster, 'language acquisition' emerges as the strongest keyword, with a total of 25 links to other keywords.

Finally, the last cluster, marked in yellow, includes 6 keywords (foreign language, English as a foreign language, English language, second language, second language writing). The keyword 'foreign language' exhibits the strongest link in this cluster, with 28 connections to other keywords.

4. Words used the most in Title and Abstract from Reviewed Studies

To determine the research areas in FC studies, the title and abstract analysis technique was used to develop a map of textual data taken from the title and abstract of the existing literature. On 178 datasets, a total of 3431 terms were identified. 10 times were used as a minimum occurrence frequency threshold for the title analysis; as a consequence, 54 terms fulfilled this criterion, as illustrated by Figure 8. In evaluating the trend of years, it was found that there is higher research on the keywords for the year 2022 since most of the keywords refer to the 2022 publications.

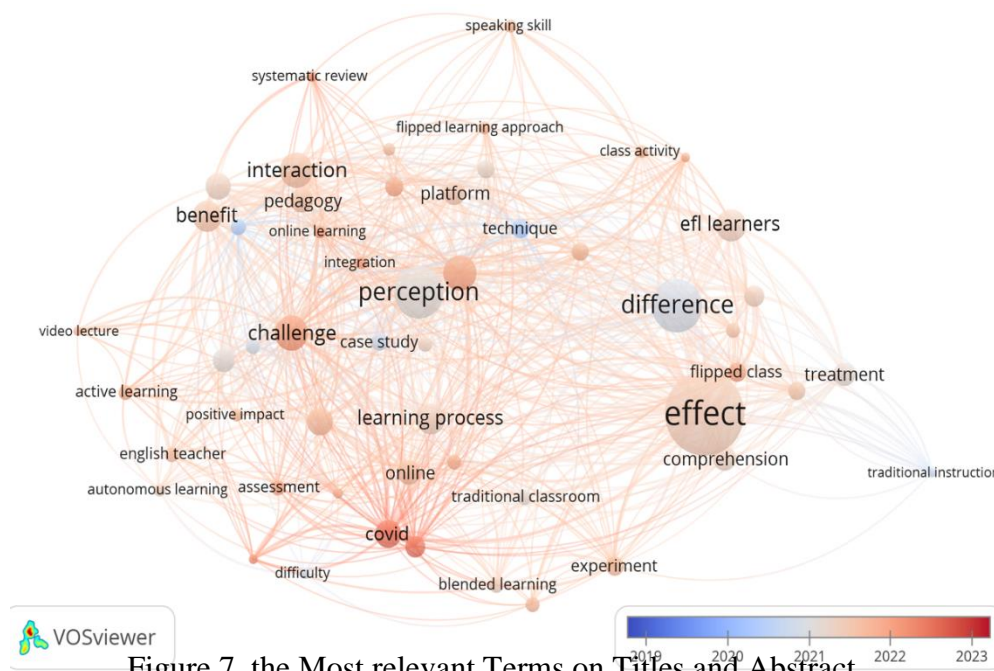


Figure 7. the Most relevant Terms on Titles and Abstract

All the 54 terms identified show that they are grouped into four clusters. Notably, the term 'effect,' situated in cluster 4, appears most frequently in the titles (frequency (f)=54) and is linked to 11 other terms: comprehension, difference, EFL learners, Flip class, flipped class, and flipped instruction. As for this cluster, it is suggested that more efforts should be made to research the FC in EFL learning, especially the aspect of its impact on the improvement of comprehension and class activity.

For the first cluster, the term 'perception' can be noted with the count of 32 occurrences among the articles. The following terms are used interchangeably with the term: benefit, critical thinking, EFL classroom, engagement, and the Flipped Learning Approach. Such relations give an indication of its applicability in the construction of perception in the classroom within EFL learning. Cluster 2 is extracted with 'challenge' (f=21), which is the highest link compared to others. Together with the terms active learning, autonomy, and difficulty, it reveals the challenges and possibilities inherent in the contemporary approaches to learning. Cluster 3 is comprised of 'COVID' (f=16) associated with other terms like blended learning, pandemic, and traditional instruction. that is why its appearance is evidence of the effects of the global pandemic on educational processes.

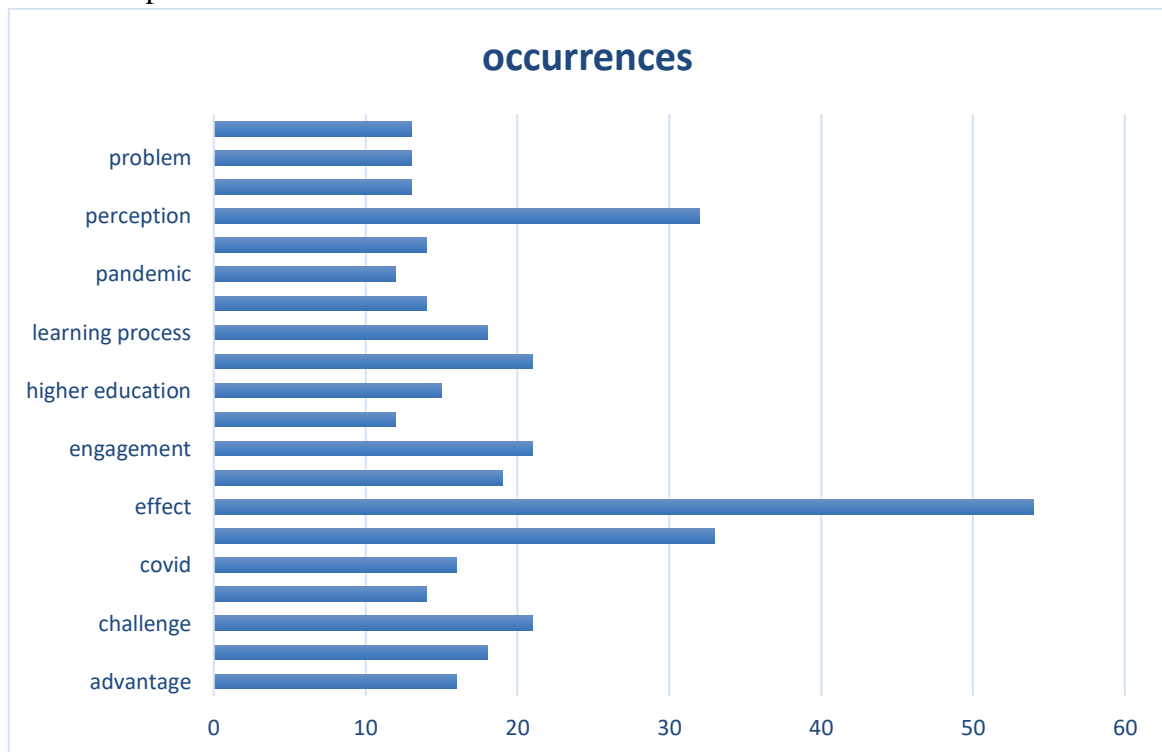


Figure 8. the Most Occurrence Terms on Titles

5. The Most Referenced Author

A total of 395 authors conducted research on the FC in EFL learning from 2019 to 2023. Among these authors, those with the most citations during this period are listed in the bar chart below. According to the chart, Zainuddin is the author with the highest number of citations (76) from 6 documents. The second author is Mohammad Yahya

Abdullah with 62 citations from 2 published documents. In third place is Mücahit Öztürk with 50 citations from 2 documents, followed by other authors, namely Ehsan Namaziandost (45 citations, 6 documents), Zhiyong Li (28 citations, 3 documents), Michael Yi-chao Jiang (22 citations, 1 document), Ching Sing Chai (22 citations, 1 document), M. Ali Ghufron (21 citations, 2 documents), Shaban Mohammadi (18 citations, 1 document), and Parisa Abedi (17 citations, 1 document).

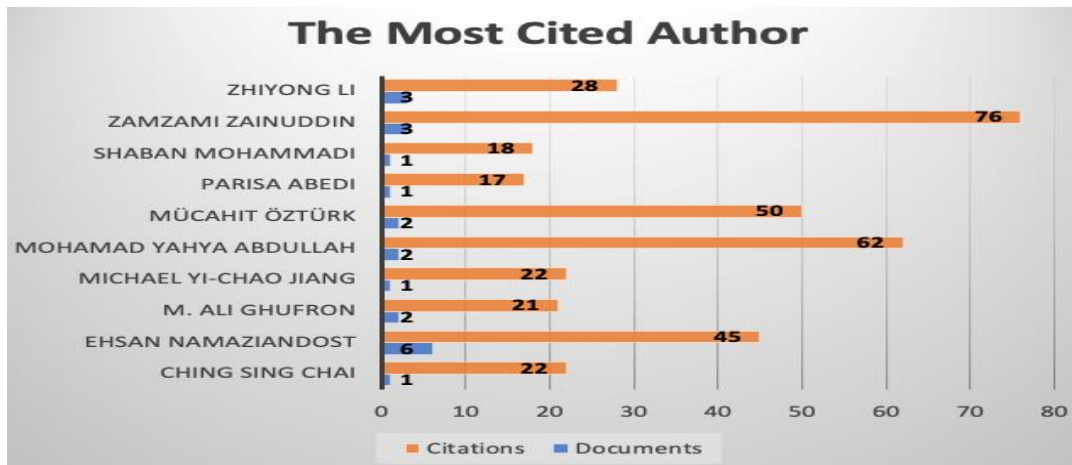


Figure 9. Top 10 Most Cited Author

Meanwhile, the FC articles contributing the most citations are from Zamzami Zainuddin (2019), discussing how students become more self-directed using flipped learning. This article obtained 67 citations. Mücahit Öztürk (2021) in his study about self-regulated learning as a strategy to enhance students' language skills obtained 47 citations. Mohammad Yahya Abdullah's article (2019) about the effectiveness of FC on speaking performances received 44 citations. An article about developing language skills and students' engagement (Li & Li, 2022) received 25 citations. The article about the use of speech recognition technology to improve students' speaking skills received 22 citations (Jiang et al., 2021). Two articles, one focusing on students' anxiety in speaking performance (Abdullah et al., 2021) and the other on students' achievement and willingness to communicate ((Mohammadi et al., 2019), shared the same number of citations (18). Three articles received 17 citations each, studying improving critical thinking in critical reading class (Ryani, 20, critical thinking in listening comprehension(Etemadfar et al., 2020), and the impact on learners' writing skills (Abedi et al., 2019).

Table 3. Top 10 the most cited documents

Authors	Document	Citations
Zamzami Zainuddin (2019)	How do students become self-directed learners in the EFL flipped-class pedagogy? A study in higher education	67
Mücahit öztürk (2021)	Flipped learning design in EFL classrooms: implementing self-regulated learning strategies to develop language skills	47

Mohamad Yahya Abdullah (2019)	Implementation of Flipped Classroom Model and Its Effectiveness on English Speaking Performance	44
hiyong li L (2022)	Using the Flipped Classroom to Promote Learner Engagement for the Sustainable Development of Language Skills: A Mixed-Methods Study	25
Michael yi-chao jiang (2021)	Using automatic speech recognition technology to enhance EFL learners' oral language complexity in a flipped classroom	22
Mohamad Yahya Abdullah (2021)	Does Flipped Classroom Model Affect EFL Learners' Anxiety in English Speaking Performance?	18
Shaban ohammadi (2019)	The Effectiveness of Using Flipped Classroom Model on Iranian EFL Learners' English Achievements and Their Willingness to Communicate	18
Ryani Yulian (2021)	The flipped classroom: Improving critical thinking for critical reading of EFL learners in higher education	17
Parisa Etemadfar (2020)	An account of EFL learners' listening comprehension and critical thinking in the flipped classroom model	17
Parisa Abedi (2019)	The Impact of Flipped Classroom Instruction on Iranian Upper-Intermediate EFL Learners' Writing Skill	17

6. The Most Cited Journals

Out of the 112 journals identified to have published articles related to the FC in EFL learning, these journals have contributed in a significant manner as indicated in this density map (Fig. 11). Density, which has a yellow color, can be used to highlight the intensity and density of the items inside of the map. The brighter the color the higher the density level, meaning it has a higher impact on the surrounding context as stated by Zhou and Chen (2014). When analysing the map, certain journals are identified to have rather higher densities, meaning that they make a significant contribution to FC research in EFL learning. The first one is "Frontiers in Psychology", which indicates the highest density; this proves its significance in the research area of FC for EFL learning. Other journals include the International Journal of Instruction, English Language Teaching, and the Journal of Asia Tefl, all of which display high densities and can be seen having a research impact on the FC in EFL learning.

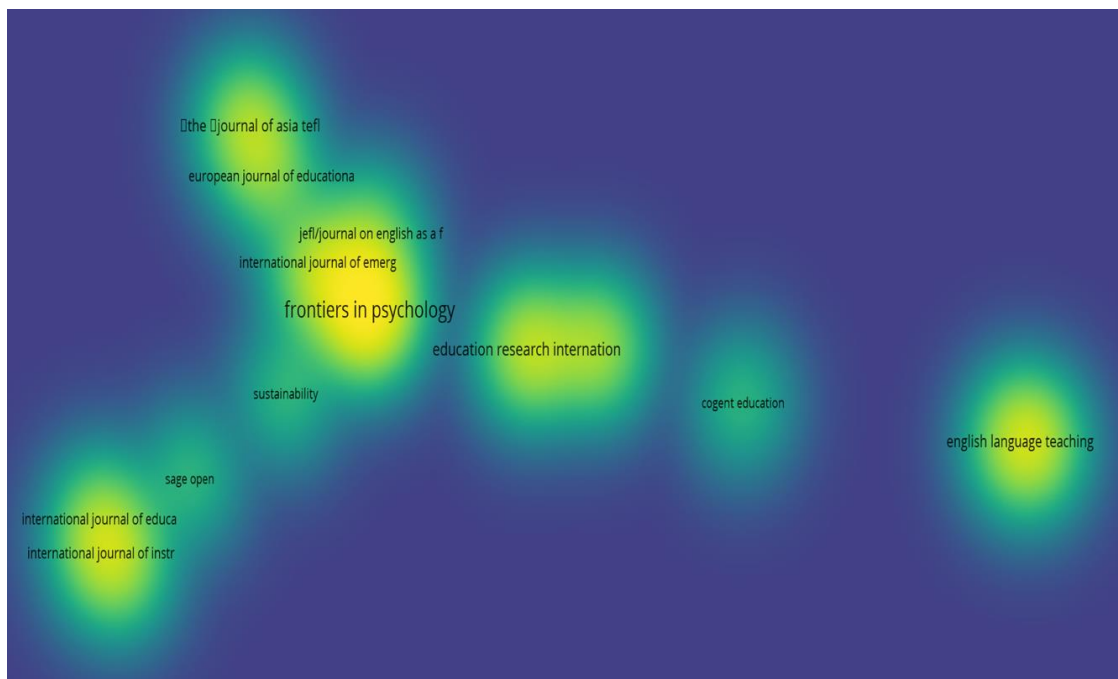


Figure 10. The Density of the Most Cited Journals

In the meantime, analyzing the articles by the number of citations, among the top 5 most cited journals from the reviewed period between 2019 and 2023 inclusive, the International Journal of Emerging Technologies in Learning was cited most frequently and received a total of 73 citations from three articles. This journal is famous for contributing to the advancement of education technologies, especially the FC approach to learning EFL. In the second place, is the Smart Learning Environment Journal having 51 citations in 2 articles. On the third place, there is the Journal of English Language Teaching which has received 35 citations from 4 articles. This journal is also familiar with its focus on the more pragmatic concerns related to language teaching practices and the FC. Further, the European Journal of Education Research got 32 citations from three articles or publications. Finally, Frontiers in Psychology, with 11 articles, received 29 citations, which indicated that it was the most productive source of research on FC implementation in EFL learning.

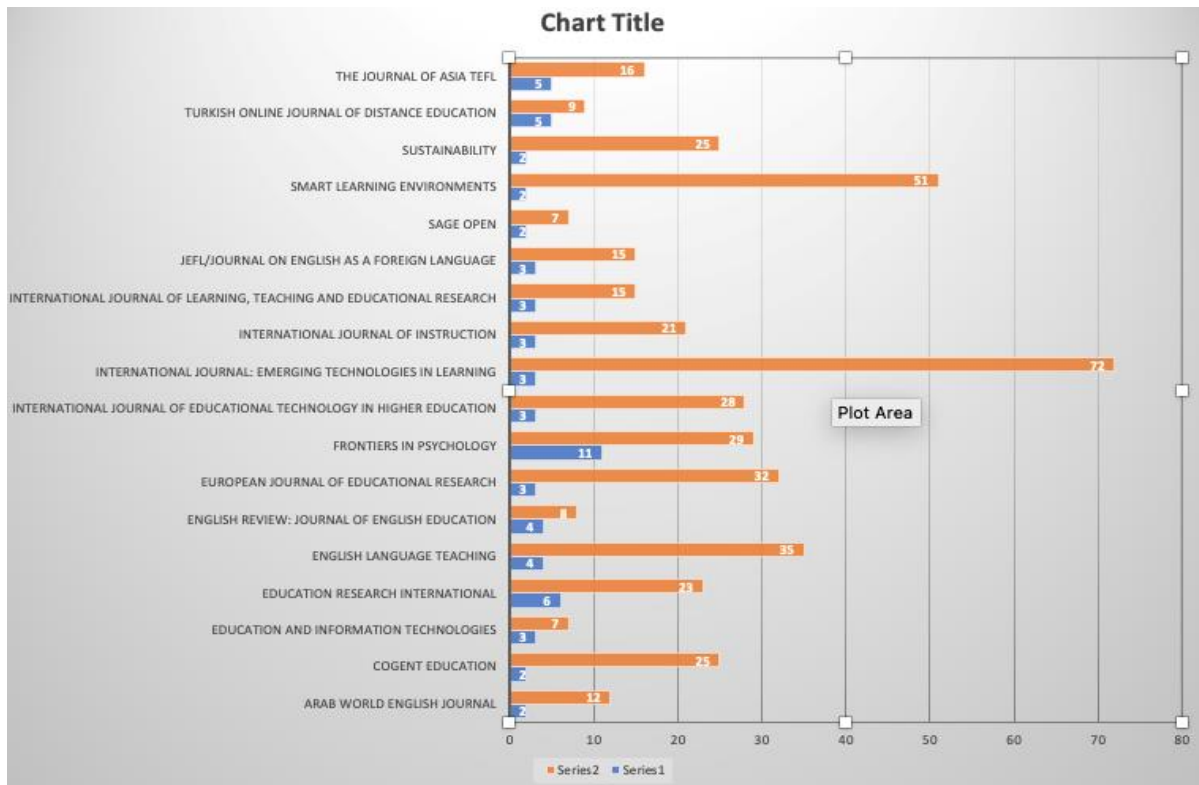


Figure11. the Top 15 of the Most Cited Journals

DISCUSSION

Studies on FC in many fields are evolving (Bhagat & Spector, 2018), therefore, this research aimed at finding trends in FC using bibliometric analysis from 2019 to 2023, particularly in EFL learning. This analysis is based on the search for statistically consistent patterns across time in the various components associated with the creation and consumption of scientific knowledge, including gaps, trends, and important writers, journals, and institutions (del Arco et al., 2022). This bibliometric analysis is considered important for research development as it aids in the visualization of the development of knowledge and research, enabling the identification of potential future study directions (del Arco et al., 2022)

To explore further the trends shaping the research on the FC in EFL learning, 178 articles were examined using VosViewer 1.6.20. By leveraging data sourced from the Openalex database (Openalex.org) via an API. The finding showed that the trend in conducting research on FC in EFL improved mostly throughout this period. The trend of publication in FC in EFL learning has gained popularity in FL/ESL learning since the advancement of smart devices that can be used to learn (Arslan, 2020). In this study, as shown in Fig. 2, improvement was seen in the four years of the period and reached a peak in 2022. Beginning with 18 articles in 2019, this number exhibited a significant increase in the following years and nearly tripled to 62 articles by 2022. However, a concerning trend emerged in 2023, with the number of researchers contributing to the literature on FC in EFL learning dropping to 36 articles.

To determine which countries are more involved in research on FC in EFL learning, citations, document counts, and authors are crucial. In the study of Kushairi & Ahmi (2021), the citation attribute refers to the number of citations that a specific document receives or how many citations all the documents provided by a particular source, author, organization, or nation. From all the articles reviewed in this study, almost all the countries that published articles on FC in EFL learning are from Asia. This could be due to the fact that the majority of these countries use English as a foreign language. Therefore, in order to enhance students' practice in English, the use of FC is beneficial (Birová, 2019). The analysis of the study shows that compared to other countries, countries like Indonesia, China, Iran, Turkey, and Malaysia invested more in the research of the FC in EFL learning. To determine the impact of these countries the total link strength was analyzed. This is a statistic used in network analysis that measures the overall centrality, significance, or influence of connections or interconnectivity between nodes or other things in a network (Farhat et al., 2024). Therefore, the total link strength of the countries was determined, which served as a means of enlightening the impact nodes or network entities in their neighbourhood.

In the case of co-authorship analysis, it has highlighted that Indonesia and China are in the leading position with the highest link strength. Notably, Indonesia authored 52 documents that matched the strength of the Grade of China which provided only 27 documents. From among all the countries, Iran showed the maximum citation impact with 23 indexed articles published from 2019 to 2023, with these articles being cited 119 times. Malaysia was second on the list of countries with the highest citation with 13 articles receiving 81 citations. Interestingly, although the doubling of productivity is achieved by Indonesia with 52 articles, it ranks third by citation impact with 211. Thus, this may indicate that a large number of the citations for the documents themselves were generated from the country of Indonesia. In support of this finding, Julia et al (2020) have ventured to note that Indonesia stands among the top countries of focus in the FC research. However, as the more significant variable for co-authorship and citations is not as significant as the number of publications published by Setyanto et al. (2023) in their studies; recommended that Indonesian researchers should maintain the co-authorship in order to produce more articles. Further, collaboration between authors as was indicated by Julia et al. (2020) is an opportunity for the development of the new generation of employees.

Keywords have great value in the research process as they positively impact the comprehensibility, quality, and visibility of the research outputs. Through proper choice of keywords and references, the authors improve the retrievability of their work and ensure the users of the studies get relevant information and the chances of being cited are high (Sezer et al., 2022). Furthermore, keywords act as a research title, which provides a summary of the contents of scholarly publications and the main issues discussed. Often, frequently used keywords in literature represent the main research themes in a given domain during a particular period(Tan et al., 2023).

Based on the analysis, the keyword COVID effectively captured the essence of research on the FC model across various sources (Ardiansyah et al., 2022; Li & Zhou, 2021; Quoc, 2022). This line of research mainly concerned several important features, such as learners' activity (Liu, 2020; Wei, 2021), the effectiveness of online learning (Alharbi & Alfadda, 2020; Mulyanto & Sujiatmoko, 2022), fostering creative learning environments (Liu, 2022), exploring students' perceptions regarding the implementation (Rachmawati, 2022; Rohmah & Aditya, 2023) and effectiveness of the FC approach (Mohammadi et al., 2019; Purwanti & Suryawati, 2022). This finding is in line with the findings of a bibliometric study by Kushairi & Ahmi, (2021) who noted that insight of the FC model was useful during the COVID-19 crisis period.

Another research focuses on specific keywords, particularly English skills as a foreign language. This research explores methods for enhancing various aspects of English proficiency, including reading (Fatemeh et al., 2020), writing (Hong, 2022), listening (Qiu & Luo, 2022), speaking (Li & Zhou, 2021), grammar (Rad, 2021), and vocabulary (Ebadi et al., 2022). Scholars aim to understand how the utilization of FC in EFL classes improved students' language skills. This finding is in contrast to a systematic review conducted by Arslan (2020) who said that not many researchers conducted research focusing on students' language skills in English.

Another concept that has also been addressed within FC models is the concept of independent learning (Alkhalaf, 2023; Izadpanah, 2022). This can be attributed to the educational intervention through FC that made the students versatile in implementing Flipped Learning as well as enhancing their critical thinking skills (Yulian, 2021). Therefore, scholars in this cluster research what can enable learners to build their learning, how Flipped Learning can be adjusted according to the various needs of the learning community and how critical thinking can be integrated into practice. It is meant to improve the quality of education and also promote the interest of the student in the course. From this standpoint, the present study aligns with Linling & Abdullah (2023) and Fisher et al. (2024) which emphasizes the potential of the FC model on self-directed learning.

Titles and abstracts have an important effect on research publications as it gives a great impact on research trends (Zainuddin, Zhang, et al., 2019). Through the title and abstract, publications convey their content and purpose (Bozdağ et al., 2021). "This study analyzed titles and abstracts to explore the scope of research on the FC from 2019 to 2023. The findings show that the majority of research focuses on the terms 'effect,' 'perception,' 'challenge,' and 'COVID.' The term 'effect,' it is linked to the term 'class activity' (Chen et al., 2023; Hashemifardnia et al., 2021; Qiu & Luo, 2022), and 'comprehension' (Alsmari, 2020; Ebadi et al., 2022) to enhance language skills among students. This focus aligns with Heredia Ponce et al.' study (2022) that the main area of interest of the reviewed articles is how flipped instruction enhances students' language skills and encourages active participation.

In the meantime, the term 'perception' emerges as another significant concept connected to important elements of teaching and learning strategies, reflecting a more

in-depth investigation of perceived benefits, critical thinking, and engagement (Abdullah et al., 2019; Etemadfar et al., 2020; Pang, 2022) within the setting of the EFL classroom. Within the setting of the EFL classroom, following 'perception' is the term 'challenge'. This term highlights the difficulties of implementing FC, along with concepts like active learning (Anggoro et al., 2023; Fatemeh et al., 2020), self-directed (Izadpanah, 2022; Kirmizi & Komec, 2020; Zainuddin, Habiburrahim, et al., 2019), and difficulty. It implicates the achievements and the possibilities for development and innovation in various types of pedagogy approaches. However, the term 'COVID' can be attributed to the effects of the great global pandemic on the education system. This is evident with regard to educational processes, necessitating alterations and recategorization of traditional pedagogical approaches. COVID with keywords such as blended learning, pandemic tradition, and instruction. (Duruk & Yılmaz, 2023), Positive effect (Nursyahdiyah et al., 2022; Rochmawati et al., 2023). This is aligned with the attribution made in the FC review by Meral et al. (2020). Interestingly, self-direction was not a common focus in their review, which is contrary to the findings of this study, where 'self-direction' was one of the major themes identified.

The top three cited authors on the FC in EFL learning were Zainuddin, Abdullah, Öztürk. The research that received the most citations was conducted by Zamzami Zainuddin (2019) discussing Self-Directed Learning in the context of e-learning. This study, which took place in an undergraduate course held at a university in the southern United States, showed that using an LMS called 'TES BlendSpace' led to the enhancement of the student's English proficiency while practising all four skills at the same time. This article garnered 64 citations. Zainuddin has consistently contributed to the field by publishing numerous articles on the use of FC in EFL learning. Over the last five years, Zainuddin and his co-authors have published six articles on the theme of independent learning. Additionally, Öztürk(2021) covered flipped learning design in EFL classrooms and active learning strategies to foster language skills through adopting self-regulated learning and received 47 citations showing a positive impact on language ability. In addition, speaking skills have been a subject of passion for researchers to conduct various studies on them. Abdullah (2019) conducted a study exploring how FC is gradually improving students' speaking skills, which received 44 citations.

In terms of top journals publishing articles on EFL learning, the top five that make massive contributions are the International Journal of Emerging Technologies in Learning (IJET), Smart Learning Environments Journal (SLEJ), Journal of English Language Teaching (ELT), European Journal of Education Research (EJER), and Frontiers in Psychology (FP). Some journals have published articles with the theme of autonomous learning in FC. For example, Aprianto & Purwati (2020) on IJET, Izadpanah (2022) on FP, (Öztürk & Çakıroğlu, (2021) on SLEJ, Ghufron & Nurdianingsih (2019) on EJER. Themes regarding the effectiveness of FC in language skills were also addressed in IJET (Abdullah et al., 2019), SLEJ (Abedi et al., 2019), and ELT (Huang et al., 2023)

CONCLUSION

In conclusion, it is indicated that the number of studies concerning FC in EFL learning has been increasing. As elicited from the bibliometric analysis, these trends are associated with a rising trend in publication output during this period. Since the beginning of the century, efforts to investigate FC have primarily been focused in Asia, particularly in Indonesia, China, Iran, Turkey, and Malaysia, with Indonesia and China having the largest number of publications. However, according to the above findings, although Indonesia yields high publication productivity, the citation impact rate is low as compared to Malaysia and Iran. Other important search terms that defined the research path and helped to focus on the significant aspects of the issue included the "COVID-19 Pandemic", foreign language and, autonomous learning which led to discussing the present and future of FC research on different issues like student engagement, effectiveness of online learning, and autonomous learning. The title and the abstract use significant keywords such as effect, perception, and challenge to denote the area of major research. As the most frequent authors publishing articles on FC — Self-Directed Learning (SDL) and the impact of FC on the speaking ability of EFL learners, both IJET and SLEJ are established academic journals that feature research in FC within EFL learning with topics including but not limited to the general concept of SDL and the applicability of language skills to EFL learning. From the findings of this research, it is recommended that this research can be useful and aid other researchers in order to conduct research on FC in the future. Through this bibliometric research, current research related to FC in EFL learning can be acknowledge. As a result, other researchers can identify which areas are more focused and are being developed as trends, thus facilitating the development of further research by researchers, as well as facilitating collaboration between researchers. Additionally, findings in bibliometric studies can be useful for shaping future literature by indicating the existence of unexplored fields or understudied topics. This could be useful for future research in foreign language learning. Consequently, examining the impact of FC in EFL learning can be beneficial for educators who are trying to overcome the teaching difficulties in EFL learning in the advanced era of information technology.

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