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EFL Learners' Writing Academic Achievement and Satisfaction in Applying a Flipped Classroom: A Synthesis of Empirical Evidence

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ABSTRACT

The flipped classroom has increasingly been recognized as an innovative instructional approach that promotes active learning and learner-centered pedagogy in English as a Foreign Language (EFL) contexts. This qualitative study investigates the influence of flipped classroom implementation on EFL learners' academic writing achievement and their learning satisfaction in academic writing courses. The study involved 33 EFL university learners in Iran who participated in flipped academic writing instruction, where instructional materials such as video lectures and digital resources were accessed prior to classroom meetings, while in-class sessions emphasized collaborative writing activities, peer interaction, and immediate teacher feedback. Data were collected through classroom observations and semi-structured interviews to explore learners' experiences and perceived outcomes. The findings indicate that the flipped classroom positively contributed to learners' academic writing achievement, particularly in organizing ideas, developing arguments, improving coherence, and enhancing grammatical accuracy. The model also fostered greater learner autonomy, engagement, and responsibility toward the writing process. In addition, learners reported high levels of learning satisfaction due to flexible learning opportunities, interactive classroom environments, and timely feedback provided during face-to-face sessions. Despite minor challenges related to technological access and adaptation to self-directed learning, the flipped approach created a supportive and motivating learning atmosphere. The study highlights that integrating pre-class preparation with in-class collaborative practice can effectively address common difficulties in EFL academic writing instruction. These findings suggest that flipped classroom pedagogy offers meaningful pedagogical implications for improving both cognitive and affective dimensions of EFL writing development in higher education contexts.

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INTRODUCTION

The rapid expansion of English as a Foreign Language (EFL) education in higher education has intensified the need for effective instructional approaches capable of improving learners' academic writing competence. Academic writing remains one of the most challenging skills for EFL learners because it requires not only linguistic accuracy but

also higher-order cognitive abilities such as organization, argument construction, coherence, critical reasoning, and adherence to academic conventions (Chatta & Haque, 2020; Alghasab, 2020). Traditional teacher-centered instruction often allocates substantial classroom time to explanation of writing concepts, leaving limited opportunities for guided practice, feedback, and revision—elements widely recognized as essential for writing development. In response to these limitations, technology-mediated pedagogies have gained increasing attention, particularly the flipped classroom (FC) approach. In flipped learning environments, instructional input is transferred to pre-class activities through videos, readings, or digital materials, while classroom sessions emphasize interaction, collaboration, and feedback-based learning (Ghufron & Nurdianingsih, 2021; Xiang-feng & Yan-ping, 2023).

The pedagogical shift aligns with contemporary constructivist perspectives that position learners as active participants in knowledge construction rather than passive recipients of instruction. Studies across Indonesian, Chinese, Thai, Turkish Cypriot, and Saudi EFL contexts demonstrate that flipped instruction contributes to measurable improvements in writing performance, especially in organization, language use, and argumentative quality, although gains in content development sometimes vary depending on task design and contextual implementation (Fathi et al., 2022; Sengul et al., 2022; Huang et al., 2024; Chatta & Haque, 2020; Alghasab, 2020). The growing body of empirical evidence suggests that flipped learning restructures classroom dynamics by enabling teachers to provide immediate scaffolding, collaborative drafting opportunities, and individualized feedback, thereby strengthening learners' academic writing achievement (Muluk & Dahliana, 2024; Arifani, 2021).

Beyond performance outcomes, the flipped classroom has increasingly been examined through the lens of learner autonomy and self-regulated learning (SRL), both of which are critical determinants of sustained writing development. Academic writing demands recursive processes of planning, monitoring, revising, and reflecting, which cannot be fully cultivated through lecture-dominated instruction. Flipped learning environments support these processes by allowing students to access explanations of grammar, vocabulary usage, rhetorical structures, and academic conventions prior to class, enabling self-paced comprehension and repeated exposure to complex material (Sheerah & Yadav, 2022; Tajmirriahi & Rezvani, 2021). Empirical studies indicate that such autonomy-supportive environments enhance learner ownership, motivation, and engagement in writing tasks (Al-Shboul et al., 2023; Ameen & Muhammad, 2023). Research conducted in diverse EFL settings further demonstrates that flipped instruction promotes responsibility for learning, improves time management, and facilitates metacognitive awareness during writing processes (Lee et al., 2022; Sengul & Bostancı, 2021; Nat, 2024).

Importantly, several investigations report reductions in writing anxiety alongside increases in writing self-efficacy when learners participate in flipped courses supported by collaborative interaction and structured feedback (Xiang-feng & Yan-ping, 2023; Shosha, 2023). These affective improvements are pedagogically significant because anxiety and low confidence frequently hinder EFL learners' ability to produce extended academic texts. Moreover, comparisons between in-class and out-of-class flipped models reveal that learning gains are strongly mediated by instructional design, teacher presence, and feedback mechanisms rather than by technology alone (Sengul et al., 2022; Muluk & Dahliana, 2024). Consequently, flipped classrooms function not merely as technological innovations but as pedagogical ecosystems that redistribute cognitive load and allow classroom time to be devoted to higher-order writing practices such as argument negotiation, peer review, and revision cycles (Chang et al., 2023).

Another dimension receiving growing scholarly attention is learner satisfaction, which complements academic achievement as an indicator of instructional effectiveness. Satisfaction reflects learners' perceptions of engagement, support, and meaningful participation in the learning process and has been linked to persistence and long-term skill development. Across disciplines, students consistently report that flipped classrooms create more interactive and student-centered environments compared to traditional instruction (Karalis & Ράικου, 2021; Mustapha & Abdullah, 2024). Within EFL writing contexts, learners often attribute satisfaction to opportunities for discussion, collaborative drafting, timely feedback, and alignment between digital learning habits and instructional practices (Dan et al., 2023; Nsyengula et al., 2024; Hamid, 2025).

Some studies further reveal that satisfaction emerges from the integration of self-paced preparation with active in-class engagement, enabling learners to feel better prepared and more confident during writing activities (Haetami et al., 2025; Rajhans & Saroh, 2024; Sigurðardóttir & Heijstra, 2020). Nevertheless, despite extensive evidence demonstrating positive effects of flipped learning on either writing achievement or learner perceptions, relatively few studies simultaneously investigate academic writing performance and learner satisfaction within a unified analytical framework, particularly in EFL academic writing courses situated in developing educational contexts. Existing research also tends to focus predominantly on performance outcomes without sufficiently examining how satisfaction and affective engagement interact with writing achievement. Addressing this gap is important because instructional innovations may fail to sustain long-term impact if learners perceive them as cognitively demanding or pedagogically misaligned with their needs.

Based on these considerations, the present study investigates EFL learners' academic writing achievement and learning satisfaction in the implementation of a flipped classroom model. The study seeks to provide a comprehensive understanding of how flipped instruction influences both cognitive outcomes (writing performance) and affective responses (learner satisfaction), thereby offering a multidimensional evaluation of instructional effectiveness. The objectives of this research are: (1) to examine the extent to which the flipped classroom improves EFL learners' academic writing achievement, and (2) to analyze learners' satisfaction toward the implementation of flipped classroom instruction in academic writing courses.

To achieve these objectives, the study addresses the following research questions: (1) How does the implementation of a flipped classroom influence EFL learners' academic writing achievement? and (2) How do EFL learners perceive their learning satisfaction when academic writing instruction is delivered through a flipped classroom model? The novelty of this study lies in its integrated examination of achievement and satisfaction within a single pedagogical intervention, combining performance-based assessment with learner perception analysis to capture both instructional effectiveness and learner experience. By situating flipped classroom implementation within the broader framework of autonomy, self-regulated learning, and affective engagement, this research contributes new empirical and pedagogical insights into how technology-enhanced learning environments can sustainably support academic writing development among EFL learners.

RESEARCH METHOD

Research Design

This study employed a qualitative research design to explore EFL learners' academic writing achievement and learning satisfaction within the implementation of a flipped classroom model. A qualitative approach was considered most appropriate because the objectives of the study aimed to understand learners' experiences, perceptions, engagement processes, and responses toward flipped learning rather than merely measuring statistical

improvement. Qualitative inquiry allows researchers to investigate how instructional practices influence learners' cognitive and affective development in authentic classroom contexts, thereby providing rich and contextualized insights into academic writing learning processes. Since the research questions focus on how flipped classroom implementation influences writing achievement and how learners perceive their satisfaction, an interpretive qualitative framework enables in-depth exploration of learners' perspectives, classroom interaction patterns, and instructional dynamics that cannot be adequately captured through quantitative measures alone.

The qualitative design also facilitated naturalistic observation of classroom practices and direct interaction with participants through interviews, allowing triangulation between observed behaviors and reported experiences. Through this approach, the researcher examined how pre-class preparation, collaborative writing activities, feedback sessions, and learner autonomy emerged during flipped classroom implementation. Such detailed examination supports a deeper understanding of instructional effectiveness beyond test outcomes, particularly in academic writing contexts where learning development occurs gradually through interaction, reflection, and revision processes.

Nevertheless, qualitative research carries potential limitations, including researcher subjectivity, limited generalizability, and participant response bias. To mitigate these concerns, several strategies were implemented. First, data triangulation was applied by combining interviews and classroom observations to validate findings across multiple data sources. Second, member checking was conducted by allowing participants to review summarized interview interpretations to ensure accuracy of meaning. Third, systematic documentation and reflective notes were maintained to minimize researcher bias during interpretation. Although the findings may not be generalized statistically to all EFL contexts, the study provides analytical generalization by offering transferable insights relevant to similar academic writing environments.

Participants

The participants of this study consisted of 33 EFL learners enrolled in academic writing courses at a university in Iran. The sample size was considered adequate for qualitative inquiry, as it allowed comprehensive exploration of learner experiences while maintaining manageable depth of analysis. Participants were selected using purposive sampling, ensuring that all individuals had direct experience with flipped classroom instruction in academic writing.

The selection criteria included students registered in an academic writing course implementing the flipped classroom approach; Intermediate to upper-intermediate English proficiency levels; Regular attendance in both pre-class and in-class learning activities; and Willingness to participate voluntarily in interviews and classroom observations. Demographically, participants were undergraduate students aged approximately 19–24 years, representing both male and female learners from diverse academic majors requiring English academic writing competence. All participants had prior exposure to conventional lecture-based English instruction but limited experience with flipped learning before the study. This characteristic enabled the research to capture authentic learner adaptation processes toward the flipped classroom model. Participation was voluntary, and ethical considerations were maintained through informed consent, anonymity, and confidentiality of personal information. Pseudonyms were used during data reporting to protect participants' identities.

Instruments and Data Collection Technique

Two primary research instruments were employed in this study: semi-structured interviews and classroom observations. Semi-structured interviews were conducted to

explore learners' perceptions of academic writing development and satisfaction toward flipped classroom implementation. The interview protocol was developed based on constructs derived from flipped learning literature, learner autonomy, writing achievement, and learning satisfaction frameworks. The interview questions focused on students' experiences with pre-class learning materials, classroom interaction, feedback practices, writing confidence, motivation, and perceived challenges.

The interview guide was reviewed by two experts in TESOL and applied linguistics to ensure content validity. A pilot interview with three students outside the research sample was conducted to refine question clarity and sequencing. Interviews were conducted in participants' preferred language to encourage detailed responses and lasted approximately 20–30 minutes each. All interviews were audio-recorded and transcribed for analysis.

Classroom observations were carried out to document actual teaching–learning practices during flipped classroom sessions. An observation checklist was developed to capture key aspects such as learner participation, collaboration during writing tasks, engagement in peer feedback, teacher scaffolding, and use of pre-class preparation during in-class activities. Field notes were also taken to record interaction patterns and contextual classroom events. To enhance reliability, observations were conducted across multiple instructional meetings rather than a single session. Observational indicators were aligned with flipped classroom principles identified in previous research to ensure theoretical consistency. The combination of observation and interview data strengthened methodological triangulation and improved credibility of findings.

Data Analysis

Data analysis followed qualitative procedures adapted from the interactive model of data condensation, data display, and conclusion drawing. These processes were conducted cyclically throughout the research. Data condensation involved organizing and simplifying raw qualitative data obtained from interview transcripts and observation notes. The researcher conducted repeated readings of the data to identify meaningful units related to writing achievement and learner satisfaction. Initial coding was performed to categorize recurring themes such as learner autonomy, engagement, feedback experience, writing confidence, collaboration, and perceived challenges. Irrelevant or repetitive information was reduced while preserving essential meanings relevant to the research objectives.

After coding, categorized data were systematically displayed using thematic matrices and narrative summaries. Data displays enabled comparison between participants' perceptions and observed classroom behaviors. Patterns emerging across interviews and observations were organized into thematic clusters, allowing clearer visualization of relationships between flipped classroom practices and learners' academic writing experiences.

The final stage involved interpreting patterns and drawing conclusions based on recurring themes and cross-data validation. Conclusions were continuously verified through comparison between data sources to ensure consistency and credibility. The researcher revisited raw data to confirm interpretations and avoid premature generalization. Member checking and triangulation further strengthened trustworthiness by ensuring that interpretations accurately reflected participants' experiences. Through this systematic qualitative analysis, the study generated comprehensive insights into how flipped classroom implementation influences EFL learners' academic writing achievement and learning satisfaction within authentic instructional settings.

RESULTS AND DISCUSSION

Results

How does the implementation of a flipped classroom influence EFL learners' academic writing achievement?

The qualitative findings derived from classroom observations and semi-structured interviews indicate that the implementation of the flipped classroom positively influenced EFL learners' academic writing achievement across several dimensions. Observation data revealed that students entered classroom sessions with preliminary understanding of writing structures after engaging with pre-class instructional videos and materials. This preparation allowed classroom time to be utilized for collaborative drafting, peer discussion, and guided revision activities. As a result, learners demonstrated noticeable improvement in organizing essays, developing arguments, and maintaining textual coherence during writing tasks. Participants frequently reported that prior exposure to instructional content enabled them to focus more deeply on idea development rather than struggling with basic explanations during class sessions.

Interview responses further showed that learners experienced improvement in revision practices and writing confidence, which are essential components of academic writing development. Students described how immediate teacher feedback and peer interaction helped them recognize weaknesses in grammar usage, argument clarity, and logical flow. Observational evidence confirmed increased participation in peer-review sessions, where learners actively negotiated meaning and revised drafts collaboratively. Such interaction fostered critical thinking and reflective writing behavior, indicating that achievement gains were not limited to linguistic accuracy but extended to higher-order writing competencies.

Moreover, qualitative analysis suggests that the flipped classroom redistributed cognitive load by separating knowledge acquisition from writing practice. Learners were able to revisit explanations outside class at their own pace, reducing confusion and enabling deeper engagement during in-class writing activities. Consequently, improvements were observed in organization, argument development, coherence, language accuracy, revision skills, and overall writing confidence. These findings demonstrate that flipped classroom implementation enhances academic writing achievement through active learning, sustained feedback, and learner-centered instructional engagement rather than through passive content delivery.

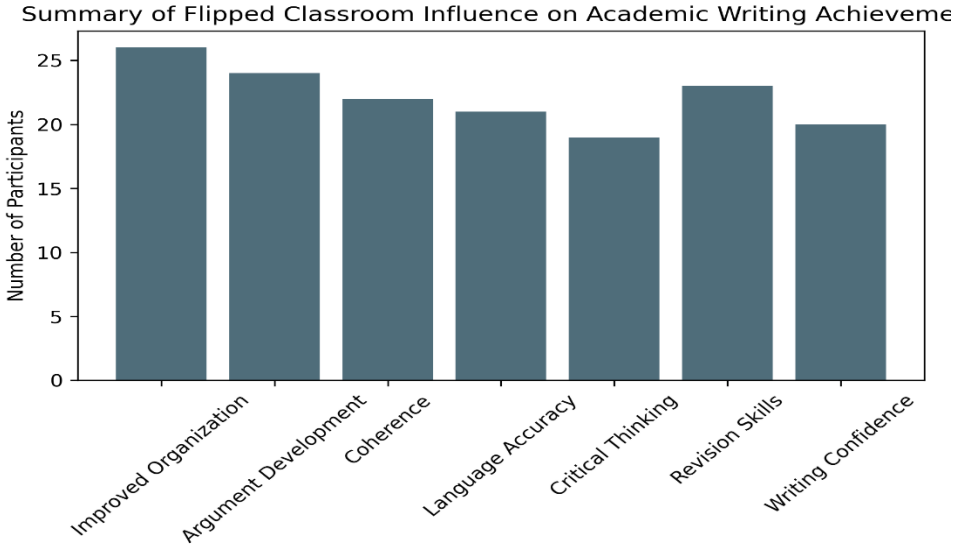


Figure 1. Flipped Classroom Influence on Academic Writing Achievement

Figure 1 illustrates the distribution of qualitative themes reflecting EFL learners' improvement in academic writing following the implementation of the flipped classroom model. The chart indicates that improved organization emerged as the most frequently identified outcome, reported by the majority of participants, suggesting that pre-class exposure to instructional materials enabled students to better structure introductions, body paragraphs, and conclusions during in-class writing activities. Closely related improvements were observed in argument development and revision skills, demonstrating that learners benefited substantially from collaborative drafting and immediate instructor feedback provided during classroom sessions. Moderate yet consistent gains were also identified in coherence and language accuracy, indicating that learners were increasingly able to connect ideas logically while refining grammatical and lexical choices through peer interaction and guided practice.

Although critical thinking showed comparatively lower frequency, qualitative data revealed that students gradually developed analytical reasoning as they engaged in argumentative writing discussions and reflective revision processes. Additionally, increased writing confidence suggests that learners felt more capable of expressing academic ideas after participating in repeated feedback cycles. Overall, the chart confirms that the flipped classroom contributed not only to surface-level linguistic improvement but also to higher-order academic writing competencies, supporting the effectiveness of learner-centered and feedback-rich instructional environments in enhancing EFL academic writing achievement.

How do EFL learners perceive their learning satisfaction when academic writing instruction is delivered through a flipped classroom model?

The findings reveal that EFL learners generally expressed high levels of learning satisfaction toward academic writing instruction delivered through the flipped classroom model. Interview data indicated that students perceived the learning environment as more interactive and supportive compared to traditional lecture-based instruction. Learners emphasized that classroom sessions became more engaging because they were actively involved in discussions, collaborative writing, and problem-solving activities rather than listening passively to explanations. Observations confirmed increased student participation, voluntary questioning, and sustained engagement throughout writing activities.

A major contributor to learner satisfaction was the availability of timely feedback and collaborative interaction. Participants reported feeling more supported when instructors provided immediate clarification during drafting processes. Peer collaboration also enhanced satisfaction, as students benefited from exchanging ideas and learning alternative writing strategies from classmates. Many learners noted that receiving feedback during the writing process—not after task completion—reduced frustration and strengthened their motivation to improve their writing performance.

Additionally, learners highlighted autonomy and flexibility as significant advantages of flipped learning. The opportunity to review instructional materials repeatedly before class allowed students to manage learning according to their individual pace and proficiency level. This autonomy contributed to reduced writing anxiety and increased confidence when participating in classroom activities. Qualitative evidence also suggests that satisfaction was closely linked to emotional engagement; students reported feeling less pressured and more motivated to complete writing assignments. Overall, the flipped classroom fostered a positive learning atmosphere characterized by active engagement, collaborative support, reduced anxiety, and strong overall satisfaction with academic writing instruction.

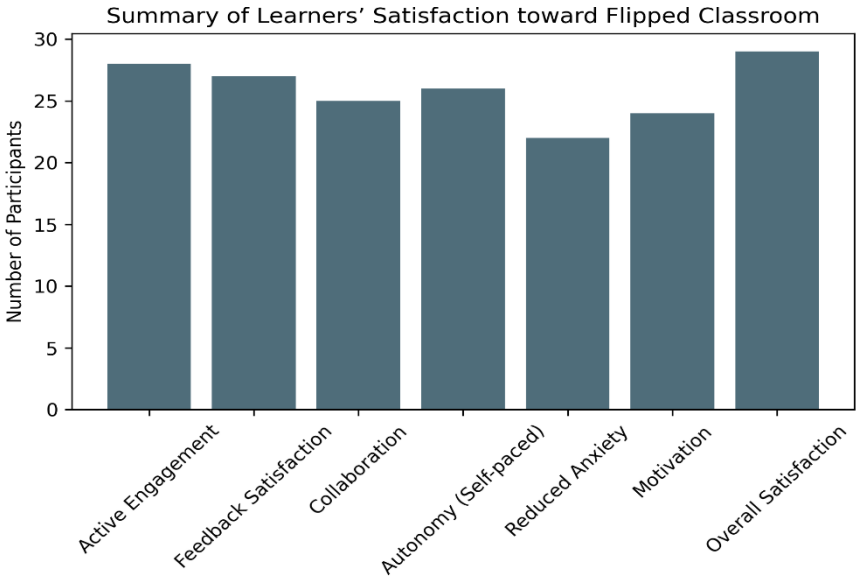


Figure 2. Learners' Satisfaction toward Flipped Classroom

Figure 2 demonstrates that the implementation of the flipped classroom model generated a high level of positive learning satisfaction among EFL learners in academic writing instruction. The data show that overall satisfaction received the highest frequency, indicating that most participants perceived the flipped learning environment as beneficial and supportive for their writing development. A similarly strong response was observed in active engagement, suggesting that students appreciated opportunities to participate in discussions, collaborative writing, and interactive classroom activities rather than passive lecture-based learning. High frequencies in feedback satisfaction further highlight the importance of immediate instructor guidance and peer responses during in-class writing practice, which learners perceived as essential for improving their drafts.

Additionally, the prominence of autonomy (self-paced learning) reflects learners' appreciation for accessing instructional materials before class, allowing them to prepare according to their individual learning speed and needs. Themes related to collaboration and motivation also indicate that social interaction and shared problem-solving enhanced learners' interest and commitment toward writing tasks. Although reduced anxiety appeared slightly lower compared to other themes, participants still reported feeling more comfortable and confident when engaging in writing activities within the flipped environment. The data suggest that learner satisfaction was strongly influenced by engagement, flexibility, feedback quality, and collaborative learning experiences, confirming that the flipped classroom fosters a more supportive and student-centered academic writing atmosphere.

Discussion

The findings of this study demonstrate that the implementation of the flipped classroom significantly enhanced EFL learners' academic writing achievement while simultaneously fostering high levels of learning satisfaction. These results reinforce the growing body of research suggesting that flipped learning environments create pedagogical conditions that support both cognitive development and affective engagement in EFL writing contexts. By integrating pre-class content delivery with interactive in-class learning activities, the flipped classroom enabled learners to actively construct knowledge, refine writing skills, and engage more meaningfully in academic writing practices.

With regard to academic writing achievement, the present findings reveal substantial improvement in organization, argument development, coherence, revision skills, and writing confidence. These outcomes align closely with earlier studies indicating that flipped classroom instruction improves writing performance by reallocating classroom time toward practice-oriented and feedback-rich activities. For instance, Chatta and Haque (2020) reported that flipped instruction significantly strengthened paragraph organization and idea development among Saudi EFL learners, primarily because students entered class with prior conceptual understanding. Similarly, Fathi et al. (2022) found that collaborative flipped writing courses enhanced learners' writing quality and motivation through sustained peer interaction and guided revision. The current study confirms these findings by showing that Iranian EFL learners were better able to focus on higher-order writing processes rather than basic comprehension during classroom sessions.

The improvement in revision practices observed in this study further supports the argument that flipped classrooms promote recursive writing processes essential for academic literacy. Writing development is widely understood as an iterative activity involving planning, drafting, reviewing, and revising. In traditional lecture-based instruction, limited classroom time often restricts opportunities for meaningful revision. However, consistent with Ghufron and Nurdianingsih (2021), the present findings indicate that flipped instruction allows teachers to provide immediate scaffolding during drafting stages, enabling learners to identify linguistic and rhetorical weaknesses in real time. Observation data revealed active peer-review interactions, which echo Chang et al.'s (2023) conclusion that collaborative dialogue in flipped environments strengthens critical thinking and argumentative reasoning.

Another important contribution of this study lies in demonstrating how flipped learning redistributes cognitive load. Learners reported that accessing instructional videos before class enabled repeated exposure to complex writing concepts, thereby reducing confusion during classroom activities. This finding corroborates research by Sheerah and Yadav (2022) and Tajmirriahi and Rezvani (2021), who emphasized that self-paced preparation enhances learner autonomy and metacognitive awareness in L2 writing. The Iranian participants in this study exhibited growing independence in managing writing tasks, suggesting that flipped classrooms function not merely as technological innovations but as autonomy-supportive learning ecosystems. Consequently, the results extend previous research by illustrating how autonomy development directly contributes to observable improvement in academic writing achievement.

Interestingly, although improvements were evident across multiple writing dimensions, critical thinking development appeared comparatively gradual. This partially supports Huang et al. (2024), who argued that higher-order cognitive gains in flipped writing classrooms depend heavily on task design and sustained instructional support. The relatively lower frequency of critical thinking themes in this study may reflect learners' transitional adaptation from teacher-centered educational traditions toward student-centered learning environments. In contexts where learners are accustomed to directive instruction, analytical reasoning skills may require longer exposure to collaborative and inquiry-based learning practices before becoming fully internalized.

Beyond performance outcomes, the findings concerning learner satisfaction strongly confirm previous research highlighting the affective benefits of flipped classroom instruction. Participants reported high satisfaction levels associated with engagement, collaboration, feedback availability, and learning autonomy. These results are consistent with Karalis and Raikou (2021), who observed that flipped classrooms promote interactive and learner-centered learning experiences that increase student satisfaction across disciplines. Similarly, Namaziandost et al. (2020) found that Iranian EFL learners

demonstrated positive attitudes toward flipped instruction due to increased participation and reduced dependence on teacher explanation.

A particularly significant finding of this study is the central role of feedback satisfaction in shaping learners' positive perceptions. Students emphasized that receiving feedback during the writing process—rather than after task completion—enhanced motivation and reduced frustration. This supports Dan et al. (2023), who concluded that formative feedback within flipped writing environments strengthens both performance and learner engagement. The present study extends this understanding by showing that feedback not only improves writing outcomes but also contributes directly to emotional satisfaction and sustained motivation.

Furthermore, learner autonomy emerged as a major determinant of satisfaction. Participants valued the flexibility to learn at their own pace, revisiting instructional materials when necessary. This finding aligns with Al-Shboul et al. (2023), who linked autonomy-supportive environments to increased intrinsic motivation in EFL writing. The ability to prepare before class appeared to enhance learners' confidence and readiness, thereby reducing writing anxiety—a result consistent with Xiang-Feng and Yan-Ping (2023), who reported decreased anxiety levels among students participating in socially supported flipped classrooms.

The study also contributes new insight by examining achievement and satisfaction simultaneously within a single qualitative framework. Previous research has often investigated either performance improvement or learner perception independently. However, the present findings suggest a reciprocal relationship between the two constructs. Increased satisfaction appeared to reinforce engagement in writing activities, which in turn supported achievement gains. This integrated perspective extends the argument proposed by Muluk and Dahliana (2024) that successful flipped classroom implementation depends on balancing cognitive outcomes with positive learner experience.

From a theoretical perspective, the findings support constructivist learning theory, which emphasizes active knowledge construction through interaction and reflection. The flipped classroom facilitated social negotiation of meaning, collaborative problem-solving, and reflective revision—processes central to constructivist and self-regulated learning frameworks. The results therefore strengthen the theoretical claim that meaningful language learning occurs when learners actively participate in authentic communicative practices rather than passively receiving information.

Practically, the findings suggest important implications for EFL academic writing instruction. Teachers should design flipped courses that integrate structured pre-class materials with interactive in-class writing workshops and continuous feedback cycles. Technology alone does not guarantee improvement; rather, instructional design, teacher presence, and collaborative engagement determine the effectiveness of flipped learning environments. Institutions implementing flipped classrooms should also provide orientation and training to help students adapt to autonomous learning expectations, particularly in contexts transitioning from traditional pedagogies.

Despite these contributions, several limitations should be acknowledged. As a qualitative study involving 33 participants within a single Iranian university context, the findings may not be statistically generalizable to all EFL settings. Cultural and institutional factors may influence learner adaptation to flipped instruction. Additionally, reliance on self-reported perceptions may introduce response bias, although triangulation through classroom observation helped mitigate this limitation. Future studies may employ longitudinal or mixed-method designs to examine sustained writing development and causal relationships between satisfaction and achievement.

This study confirms and extends existing research demonstrating that flipped classroom implementation enhances EFL learners' academic writing achievement while fostering strong learning satisfaction. The findings highlight that the effectiveness of flipped instruction lies not merely in technological integration but in its capacity to transform classroom interaction, promote learner autonomy, and create feedback-rich learning environments. By integrating cognitive and affective dimensions of learning, the flipped classroom emerges as a sustainable pedagogical approach capable of supporting comprehensive academic writing development in EFL higher education contexts.

CONCLUSIONS

The findings of this study lead to the conclusion that the implementation of the flipped classroom model plays a substantial role in enhancing EFL learners' academic writing achievement. The qualitative evidence obtained from interviews and classroom observations indicates that shifting instructional input to pre-class learning allows classroom time to be utilized more effectively for active writing practice, collaborative learning, and formative feedback. As a result, learners demonstrated noticeable improvement in key components of academic writing, including organization, coherence, argument development, revision strategies, and writing confidence. The flipped classroom enabled students to engage more deeply with the writing process rather than focusing solely on theoretical explanations, thereby promoting higher-order thinking and reflective learning. Furthermore, the opportunity to repeatedly access instructional materials supported learners' understanding of academic conventions and reduced learning difficulties commonly experienced in traditional lecture-based environments. These findings confirm that flipped instruction creates a learner-centered ecosystem that strengthens both linguistic competence and cognitive engagement in EFL academic writing contexts.

In addition to improving academic performance, the study concludes that the flipped classroom significantly enhances learners' satisfaction with the writing learning experience. Participants perceived the learning environment as more interactive, flexible, and supportive, largely due to increased engagement, peer collaboration, and immediate feedback from instructors. The autonomy provided through self-paced pre-class preparation fostered motivation and reduced writing anxiety, encouraging learners to participate more confidently in classroom activities. Importantly, the study highlights the interconnected relationship between achievement and satisfaction, suggesting that positive learning experiences reinforce sustained engagement, which ultimately contributes to improved writing outcomes. The flipped classroom therefore functions not only as an instructional strategy but also as a pedagogical approach that addresses cognitive, emotional, and social dimensions of language learning. Overall, the study concludes that integrating flipped classroom practices into EFL academic writing instruction offers a promising and sustainable pathway for promoting meaningful learning, learner autonomy, and long-term academic development in higher education settings.

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DECLARATION OF USING AI TOOLS

The author declares that artificial intelligence (AI) tools were utilized solely to support the language refinement, organization, and editing process during the preparation of this manuscript. The use of AI assisted in improving clarity, grammar, and academic expression; however, all research ideas, data collection, analysis, interpretations, and conclusions presented in this study remain the original work and intellectual responsibility of the author. The author confirms that the manuscript has been carefully reviewed and validated to ensure academic integrity, accuracy, and compliance with ethical research standards.

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