

Designing a SPOC-Based Flipped Classroom Model for Behavioural and Social Engagement in EFL Listening

Wei Lanlan¹, Ting Pick Dew^{2*}, Noraini Said³

¹Faculty of Education and Sports Studies, Universiti Malaysia Sabah, Malaysia; Department of College English, Zhejiang Yuexiu University, Shaoxing, China

^{2,3} Faculty of Education and Sports Studies, Universiti Malaysia Sabah, Malaysia

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.100701056>

Received: 08 August 2026; Accepted: 13 August 2026; Published: 20 August 2026

ABSTRACT

The pedagogical value of flipped learning depends not only on moving instructional content outside the classroom but also on how online and face-to-face learning are designed and connected to support student engagement. This is particularly relevant to EFL listening instruction, where sustained participation, repeated listening practice, meaningful interaction, and appropriate instructional support are important to the learning process. This study aimed to design and develop a Small Private Online Course (SPOC)-based flipped classroom model to support behavioural and social engagement in EFL listening instruction. Guided by the ADDIE framework, the model was systematically developed by drawing on engagement-related learning needs and theoretically informed design principles. The development process focused on translating these considerations into coherent learning activities across online and face-to-face settings. Four design principles were established: structured and self-paced pre-class learning, interactive and collaborative in-class learning, continuous scaffolding and feedback, and authentic and contextualised listening tasks. These principles were operationalised through three interconnected phases: pre-class preparation, in-class application and interaction, and post-class consolidation and reflection. Expert evaluation informed refinements in workload, task sequencing, instructional clarity, interaction, listening support, and connections across learning phases. Pilot testing further improved the practical usability of the SPOC learning environment. The resulting model provides a structured framework for integrating behavioural and social engagement into flipped EFL listening instruction. Rather than treating online and face-to-face learning as separate components, the model connects preparation, interaction, scaffolding, practice, and reflection across the learning cycle, providing a pedagogically coherent approach to the design of technology-supported EFL listening instruction.

Keywords: SPOC-based flipped classroom; EFL listening; behavioural engagement; social engagement; instructional design

INTRODUCTION

Listening is a fundamental component of second and foreign language learning, providing learners with access to spoken language and supporting communication in academic and everyday contexts (Goh & Vandergrift, 2022; Vandergrift & Baker, 2018). Despite its importance, listening remains demanding for many EFL learners and has often received less systematic instructional attention than its role in language learning would suggest (Goh & Vandergrift, 2022). In the Chinese EFL context, these challenges may be compounded by limited instructional time and relatively few opportunities for sustained listening practice beyond the classroom (Luo, 2018; Yuan, 2020). There is therefore a need for listening instruction that provides greater opportunities for practice while giving learners a more active role and creating greater scope for interaction and collaboration.

Student engagement provides a useful perspective for understanding these requirements. Behavioural engagement concerns students' attention, effort, participation, and persistence in learning activities (Fredricks

et al., 2004), while social engagement focuses on interaction and collaboration with teachers and peers (Philp & Duchesne, 2016; Hiver et al., 2024). Both dimensions are relevant to EFL listening: completing assigned activities does not necessarily indicate sustained involvement, while individually oriented learning may offer fewer opportunities for learners to discuss listening difficulties, compare their understanding, or seek support from others. Focusing on behavioural and social engagement therefore draws attention to both students' active participation in learning and the interactive processes through which listening can be supported.

Flipped learning offers one way of creating a more student-centred and interactive learning environment. By moving selected foundational learning to the pre-class stage, learners take greater responsibility for preparation, while classroom time can be used more extensively for active learning, peer interaction, collaboration, and teacher-supported practice (O'Flaherty & Phillips, 2015). Studies focusing on EFL listening have reported encouraging findings for listening comprehension and different dimensions of learner engagement (Etemadfar et al., 2020; Li & Li, 2022). A Small Private Online Course (SPOC) is designed for a limited group of learners with restricted access, in contrast to a Massive Open Online Course (MOOC), which is generally open to a broader population (Zhu & Liu, 2014; Fox et al., 2014). Its restricted setting allows online learning to be more closely connected with classroom instruction (Fox et al., 2014; Wang, 2019). In EFL listening, a SPOC can extend access to learning resources and activities beyond classroom time and support preparation, practice, and review (Wei et al., 2024).

However, neither flipped learning nor the use of an online platform automatically creates a student-centred or meaningfully interactive learning environment. Previous studies have reported challenges related to workload, online learning, and learners' readiness to take greater responsibility for learning (Al-Naabi, 2020; Anggoro & Khasanah, 2022; Khoiriyah, 2021). Although student engagement has frequently been identified as an important aspect of flipped instruction (Bond, 2020; Lo & Hew, 2017), behavioural and social engagement have received comparatively limited focused attention in EFL listening contexts (Li & Li, 2022), and research on flipped approaches in EFL listening remains relatively limited (Wei et al., 2025). Yet evidence that flipped learning can support engagement does not by itself explain how an engagement-oriented listening environment should be designed. A pre-class, in-class, and post-class structure provides an organisational sequence, but further design decisions are needed to connect students' independent preparation with active participation, collaborative interaction, teacher scaffolding, feedback, and continued practice across these phases.

Against this background, the present study aimed to design and develop a SPOC-based flipped classroom model for behavioural and social engagement in EFL listening instruction. The model was developed for non-English-major students at a Chinese private university and was guided by the ADDIE framework. Its development drew on engagement-related learning needs and theoretically informed design principles, while taking account of the objectives and requirements of the listening course. The initial model was subsequently evaluated by experts and refined through pilot testing. The study therefore illustrates how behavioural and social engagement can be incorporated into the design and refinement of SPOC-based flipped listening instruction within a specific EFL higher education context.

THEORETICAL FOUNDATIONS

The development of the SPOC-based flipped classroom model was primarily informed by two theoretical perspectives: student engagement and social constructivism. Together, they provided a basis for considering how students participate in listening activities and how learning can be supported through interaction with teachers and peers.

Student engagement provided the main lens for considering students' participation and interaction throughout the learning process. Drawing on Fredricks et al. (2004), behavioural engagement involves students' attention, effort, participation, and persistence in learning activities. Social engagement complements this perspective by emphasising learners' interaction and relationships with teachers and peers during language learning (Philp & Duchesne, 2016). Rather than treating these dimensions only as outcomes of instruction, the model considered them as part of the instructional design. Behavioural engagement informed the organisation of opportunities for sustained participation, while social engagement informed the provision of opportunities for peer collaboration and teacher–student interaction.

Social constructivism provided the theoretical basis for the collaborative and scaffolded elements of the model. From this perspective, learning is socially mediated, and learners can develop through interaction with others and appropriate support within the Zone of Proximal Development (Vygotsky, 1978). This perspective is particularly relevant to flipped learning, where greater learner responsibility outside the classroom does not remove the need for teacher guidance. Instead, individual preparation can be connected with collaborative learning, peer interaction, and teacher scaffolding during the learning process.

The two perspectives played complementary roles in the development of the model. The engagement perspective identified the forms of participation and interaction that the design sought to support, while social constructivism informed how interaction, collaboration, and scaffolding could be organised to support learning. Together, they provided the theoretical basis for connecting individual preparation with collaborative learning across the flipped learning process.

METHODOLOGY

Research Design and Context

This study adopted an instructional design approach guided by the ADDIE framework to develop a SPOC-based flipped classroom model for EFL listening instruction. This article focuses on the Analysis, Design, and Development phases, which involved identifying engagement-related learning needs, establishing design principles, and developing the instructional model and learning materials. The initial model was subsequently refined through expert evaluation and pilot testing. The classroom implementation and evaluation of the model are beyond the scope of this article.

The study was conducted in *English Listening 2*, a second-semester course for first-year non-English-major students at a private university in China. The model was developed within the existing course structure, with the course objectives, content, and unit-level learning outcomes providing the basis for aligning the SPOC-based flipped activities with the requirements of the course.

Model Design and Development

During the Analysis phase, engagement-related learning needs were examined through a student questionnaire and semi-structured interviews with EFL listening instructors. The questionnaire was completed by 394 non-English-major students and examined their self-perceived behavioural and social engagement in listening classes. The interview participants were eight EFL listening instructors with experience teaching non-English majors. Questionnaire data were analysed using descriptive statistics, while the interview data were analysed thematically to identify recurring patterns of student engagement and challenges in promoting engagement during listening instruction.

The findings pointed to the need for more sustained participation in listening activities, greater opportunities for peer and teacher-student interaction, and sufficient instructional guidance and support. These needs provided empirical input for the model design and were considered alongside the theoretical foundations and the requirements of the listening course.

During the Design phase, the identified needs were integrated with the engagement perspective, social constructivist principles, relevant research, and the course learning objectives. This led to the formulation of the design principles and an instructional blueprint specifying the learning sequence, teacher and student roles, learning activities, and forms of instructional support across the pre-class, in-class, and post-class phases.

During the Development phase, the blueprint was translated into instructional materials and activities and incorporated into the university's UMOOC learning management system. The SPOC environment was organised around the eight course units and provided resources and activities for preparation, practice, interaction, and follow-up learning. Online and face-to-face activities were aligned with the same unit-level learning objectives so that pre-class preparation, classroom learning, and post-class practice formed a connected learning sequence.

Expert Evaluation and Pilot Testing

The initial model was evaluated by seven experts, including three experienced EFL listening instructors, two instructional design specialists, and two educational technology experts. All had more than ten years of relevant teaching or research experience. A structured expert evaluation form, informed by established validation frameworks (Russell, 1974; Mohamad Aziz, 2010), was used to evaluate both the overall model and its instructional components. The overall evaluation addressed the model's suitability for the target learners, coherence and feasibility of the three-phase structure, workload and time allocation, relevance to EFL listening instruction, and potential to support behavioural and social engagement. The instructional components across the eight course units were also evaluated in terms of their clarity, appropriateness, and alignment with the intended learning outcomes.

Experts rated the model using a 10-point Likert scale ranging from 1 (strongly disagree) to 10 (strongly agree) and provided written comments and suggestions. The quantitative ratings were aggregated and analysed using the percentage method proposed by Tuckman and Waheed (1981) to assess the pedagogical validity of the overall model and its instructional components. The qualitative feedback was reviewed to identify aspects of the model requiring further refinement.

Following revisions based on the expert evaluation, the SPOC learning environment was pilot-tested before the main classroom implementation. The pilot examined the practical use of the instructional activities as well as the usability, accessibility, and functionality of the online learning environment. Feedback and problems identified during the pilot were used to make further refinements before the model was finalised for implementation.

Ethical Considerations

Ethical procedures were followed during the collection and use of participant data. Participation was voluntary, informed consent was obtained before data collection, and participant information and responses were treated confidentially and anonymised for research purposes.

RESULTS: DEVELOPMENT AND REFINEMENT OF THE MODEL

From Learning Needs to Design Requirements

The Analysis phase identified several engagement-related needs that informed the subsequent model design. Questionnaire findings showed that students' self-perceived behavioural and social engagement in listening classes was generally moderate. Teacher interviews further revealed uneven participation, surface-level task completion, off-task behaviour, and passive participation, while social engagement was characterised by limited peer collaboration and teacher-student interaction. Teachers also identified low learning motivation and initiative, time constraints, limited listening proficiency, and teacher-centred instruction as challenges to promoting engagement.

Overall, the findings pointed to three main learning needs: promoting active behavioural engagement throughout the listening process, strengthening meaningful peer collaboration and teacher-student interaction, and providing a more student-centred and scaffolded approach to listening instruction. These needs were translated into corresponding design requirements and model responses, as shown in Table 1.

Table 1: Learning Needs and Design Responses

Learning needs	Design implications	Model response
Promoting active behavioural engagement throughout the listening process	Participation needed to be supported across different stages of listening learning rather than limited to task completion in class.	Learning was organised across pre-class preparation, active in-class application, and post-class consolidation and reflection.
Strengthening	Listening activities needed to	Collaborative listening tasks, peer

meaningful collaboration teacher–student interaction	peer and	provide structured opportunities for interaction and collaborative participation.	discussion, group activities, teacher scaffolding, and feedback were incorporated particularly into the in-class phase.
Providing a more student-centred and scaffolded approach to listening instruction		Greater learner participation and flexibility needed to be balanced with sufficient structure and instructional support.	Self-paced SPOC learning was combined with sequenced activities, listening strategy preparation, repeated access to materials, and teacher-guided classroom application.

The three requirements were treated as interconnected. Structured preparation supported participation while preparing students for subsequent classroom interaction, and teacher scaffolding supported both sustained engagement and peer collaboration. The model was therefore developed as an integrated learning arrangement connecting participation, interaction, and instructional support across the flipped learning process.

Design Principles

Four design principles were formulated by integrating the learning needs identified in the Analysis phase with the theoretical foundations and relevant research. These principles guided the organisation of learning activities across the pre-class, in-class, and post-class phases.

Structured and Self-Paced Pre-Class Learning

The first principle combined learner flexibility with instructional structure. Pre-class learning was designed to allow students to access and revisit listening materials at their own pace while following a clear sequence of preparatory activities. Rather than treating self-paced learning as unsupported independent study, the SPOC provided structured tasks and feedback to prepare students for subsequent classroom learning. This principle responded particularly to the need for sustained behavioural engagement and appropriate instructional support.

Interactive and Collaborative In-Class Learning

The second principle emphasised purposeful interaction during face-to-face learning. Classroom time was organised around the application of pre-class learning through collaborative listening tasks, peer discussion, and problem-solving. The instructor facilitated learning through monitoring, prompts, scaffolding, and feedback. Interaction was therefore embedded within listening activities rather than added as a separate collaborative component, reflecting the identified need for stronger peer and teacher–student interaction.

Continuous Scaffolding and Feedback

The third principle ensured that instructional support extended across the learning cycle. Scaffolding began with structured pre-class preparation, continued through teacher guidance and feedback during classroom activities, and extended into post-class practice and reflection. This continuity was intended to balance increased learner responsibility with the support required by students with different levels of listening proficiency and readiness for independent learning.

Authentic and Contextualised Listening Tasks

The fourth principle concerned the use of meaningful listening input and tasks. Authentic and contextualised materials were incorporated where appropriate to expose students to spoken English in communicative situations, while task difficulty remained aligned with learner proficiency and unit objectives. Preparatory information, listening support, and teacher guidance were provided when necessary so that authenticity did not come at the expense of accessibility.

The Three-Phase SPOC-Based Flipped Classroom Model

The four principles were operationalised through three interconnected phases: pre-class preparation, in-class application and interaction, and post-class consolidation and reflection.

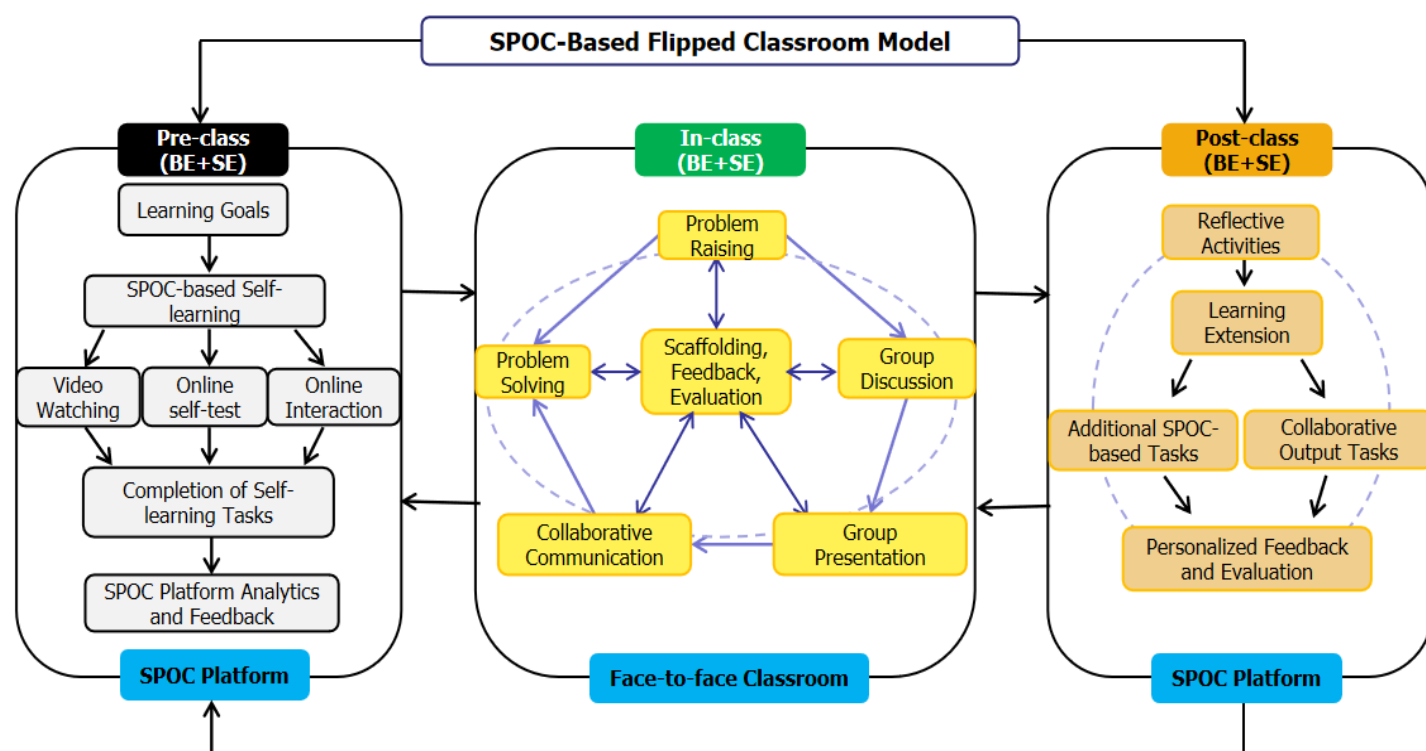


Figure 1: The SPOC-Based Flipped Classroom Model

In the pre-class phase, students first reviewed the learning objectives and accessed materials designed to activate relevant background knowledge. They watched instructional videos addressing listening skills and strategies, completed online self-tests, and participated in topic-based online discussions. The SPOC automatically recorded selected forms of participation and task performance, allowing the instructor to identify common difficulties before the face-to-face lesson.

The in-class phase built directly on this preparation. The instructor introduced listening problems informed by students' pre-class learning, including difficulties associated with pronunciation, sentence segmentation, vocabulary, or contextual knowledge. Students then addressed these problems through listening activities, group discussion, collaborative problem-solving, and, where appropriate, presentations. The instructor circulated among groups, provided scaffolding, monitored participation, and offered formative feedback. This phase therefore created particularly explicit opportunities for social engagement while continuing to support behavioural participation.

In the post-class phase, students consolidated learning through reflection and extended practice. They reviewed errors, considered possible causes of misunderstanding, and reflected on listening strategies that had been useful. Additional online listening activities and discussions extended engagement with unit content, while collaborative output activities such as role-plays or short dubbing tasks provided opportunities to use target language in communicative contexts. Platform records also enabled the instructor to provide feedback based on students' learning needs.

The three phases were designed as a connected learning cycle rather than as separate instructional segments. Pre-class learning records informed subsequent classroom scaffolding, in-class activities built on students' online preparation, and post-class reflection and feedback helped students identify areas for further improvement. The post-class phase of one unit therefore provided a transition to the preparation for the

following unit, creating a continuous cycle of preparation, application and interaction, reflection, and consolidation.

Expert Evaluation and Model Refinement

The expert evaluation provided overall support for the initial model while identifying several areas for refinement. The overall pedagogical evaluation reached 84.0%, with a validity coefficient of 0.84, while the component-level evaluation across the eight instructional units reached 84.8%, with a coefficient of 0.85. The evaluation also indicated positive alignment between the unit learning objectives and the activities organised across the pre-class, in-class, and post-class phases.

The qualitative feedback provided more specific directions for refinement. One concern was the workload associated with pre-class learning, particularly for students with lower levels of English proficiency. Online tasks were therefore reduced and reorganised while retaining the preparation required for subsequent classroom learning. Experts also recommended clearer navigation, instructions, learning objectives, and scoring criteria. In response, platform orientation and more sequential guidance were introduced.

Further refinements focused on interaction, task progression, and listening support. Collaborative activities were provided with clearer prompts and guidance, and the connection between pre-class preparation and subsequent classroom activities was strengthened. Listening tasks were sequenced more gradually, while captions or transcripts were made available for selected materials where appropriate. Discussion and reflection prompts were also incorporated into selected micro-lectures, and some topics and post-class activities were revised to increase relevance and task variety. The principal expert-informed refinements are summarised in Table 2.

Table 2: Key Expert Feedback and Model Refinements

Key expert feedback	Model refinement
Pre-class online tasks could create excessive workload for lower-proficiency learners.	Reduced the pre-class workload by allowing students to complete a selected subset of online activities while retaining sufficient preparation.
Platform navigation could be clearer for first-time users.	Added a structured platform orientation covering navigation through computer and mobile interfaces.
Task instructions, learning objectives, and scoring criteria required greater clarity.	Revised task instructions to make them clearer and more sequential and clarified learning objectives and scoring requirements.
Peer interaction during collaborative activities required more explicit guidance.	Added prompts and guidance to in-class collaborative activities to support more meaningful peer interaction.
Listening tasks needed more gradual progression.	Sequenced listening activities from simpler to more demanding tasks to provide greater scaffolding.
Some listening materials required additional comprehension support.	Provided captions or transcripts for selected listening materials where appropriate.

Overall, the expert evaluation served both a validation and a developmental function. In addition to providing evidence of the model's pedagogical acceptability, the feedback informed specific revisions to its workload, instructional clarity, interaction, task sequencing, listening support, and connections across learning phases.

Pilot Testing and Final Refinement

Following the expert-informed revisions, the SPOC learning environment was pilot-tested with first-year non-English-major students to examine its practical usability before classroom implementation. The pilot allowed the researcher to observe how students engaged with the platform and completed the planned online learning activities.

The pilot identified several issues requiring further adjustment. Student feedback indicated that some pre-class activities required more time than anticipated and that certain platform-based exercises were relatively time-consuming. In response, the length of instructional videos and the sequencing and pacing of pre-class activities were adjusted, and selected tasks were simplified. Platform navigation and interactive components were also refined to improve usability for students with different levels of technological proficiency.

These final adjustments complemented the pedagogical refinements arising from the expert evaluation. Together, expert evaluation and pilot testing helped ensure that the final model combined pedagogical coherence with a manageable workload and a practically usable online learning environment before classroom implementation.

DISCUSSION

The development of the model offers three main insights for the design of technology-supported EFL listening instruction.

First, flipped learning may be more usefully approached as an instructional redesign informed by learner needs rather than simply as the relocation of teaching content. The present model began with identified needs for more active behavioural engagement, stronger peer and teacher-student interaction, and a more student-centred yet scaffolded approach to listening instruction. These needs were translated into design requirements before decisions were made about how the SPOC platform would be used. From this perspective, the pedagogical value of a SPOC lies not in providing online access itself, but in how its functions are organised to address particular learning needs.

Second, engagement needs to be deliberately supported through instructional design rather than assumed to follow from flipped learning. In the model, behavioural engagement was addressed through structured preparation, participation, continued practice, and reflection across the learning cycle, while social engagement was supported through discussion, collaborative listening activities, peer problem-solving, teacher monitoring, and scaffolding. This use of behavioural and social engagement as design considerations is consistent with the multidimensional view of engagement proposed by Fredricks et al. (2004) and with the emphasis placed on social engagement in language learning by Philp and Duchesne (2016). It also aligns with social constructivist principles, particularly the role of interaction and instructional support in enabling learners to participate in increasingly demanding activities (Vygotsky, 1978). In this arrangement, flipping does not reduce the importance of the teacher; rather, teacher support is redistributed across preparation, classroom interaction, and subsequent learning.

Third, the model draws attention to continuity across the flipped learning cycle. Dividing instruction into pre-class, in-class, and post-class phases does not in itself create an integrated learning experience. In the present model, pre-class participation provided information that could inform classroom scaffolding, classroom activities required students to apply their preparation collaboratively, and post-class reflection and feedback supported subsequent learning. The value of the three-phase structure therefore depended on the connections established among the phases rather than on their separation.

The expert evaluation further demonstrated that a conceptually coherent model still required practical refinement before implementation. Expert recommendations concerning workload, instructional clarity, peer-interaction guidance, task progression, and listening support led to specific revisions in the model. These changes illustrate the need to balance learner flexibility with manageable demands and to combine opportunities for participation with sufficient structure and scaffolding. Pilot testing added a further practical layer by identifying issues related to task demands and platform usability before classroom implementation.

Several practical implications follow from the development process. For EFL instructors, pre-class learning should function as preparation for subsequent classroom activity rather than as additional work detached from the lesson. Collaborative activities should serve clear listening-related purposes and provide sufficient guidance for productive interaction. Post-class learning should consolidate or extend previous learning without

unnecessarily increasing workload. More broadly, the use of a SPOC should be guided by pedagogical needs rather than by the availability of technological functions.

The study has several limitations. The model was developed for non-English-major students within one private university in China and was aligned with the objectives and content of a specific EFL listening course. Its components may therefore require adaptation in other institutional, curricular, and learner contexts. The expert panel was also relatively small, although the evaluation combined quantitative ratings with qualitative feedback. Finally, the present article focuses on the design, expert evaluation, and pre-implementation refinement of the model and does not report the subsequent classroom implementation and outcome evaluation. Further research across different EFL contexts would help establish the transferability of the design principles and clarify how particular features of the model function under different instructional conditions.

CONCLUSION

This study developed a needs-informed SPOC-based flipped classroom model for EFL listening instruction with particular attention to behavioural and social engagement. The model integrated identified learning needs with an engagement perspective, social constructivist principles, relevant research, and course learning objectives.

Four principles guided the design: structured and self-paced pre-class learning, interactive and collaborative in-class learning, continuous scaffolding and feedback, and authentic and contextualised listening tasks. These principles were operationalised across three interconnected phases of pre-class preparation, in-class application and interaction, and post-class consolidation and reflection. Expert evaluation supported the pedagogical validity of the model and informed refinements in workload, instructional clarity, peer interaction, task progression, and listening support. Subsequent pilot testing further refined the practical usability of the SPOC learning environment.

The main contribution of the study lies not in the use of SPOC technology itself, but in showing how engagement-related learning needs can be translated into instructional design. Behavioural and social engagement were treated as considerations to be deliberately supported through the organisation of learning rather than as assumed consequences of flipped instruction. The resulting model provides a contextually grounded framework for designing and adapting SPOC-based flipped listening instruction in comparable EFL settings.

ACKNOWLEDGEMENT

The authors would like to express their appreciation to the students, instructors, and experts who contributed to the needs analysis, expert evaluation, and pilot testing conducted as part of this study. The authors also acknowledge the institutional support provided during the development of the SPOC-based flipped classroom model.

REFERENCES

1. Al-Naabi, I. S., Is it worth flipping? The impact of flipped classroom on EFL students' grammar. *English Language Teaching*, 13(6), 64–75, 2020. <https://doi.org/10.5539/elt.v13n6p64>
2. Anggoro, K. J., & Khasanah, U., A flipped classroom model to improve students' online EFL learning. *TESOL Journal*, 13, e631, 2022. <https://doi.org/10.1002/tesj.631>
3. Bond, M., Facilitating student engagement through the flipped learning approach in K-12: A systematic review. *Computers & Education*, 151, 103819, 2020. <https://doi.org/10.1016/j.compedu.2020.103819>
4. Etemadfar, P., Soozandehfar, S. M. A., & Namaziandost, E., An account of EFL learners' listening comprehension and critical thinking in the flipped classroom model. *Cogent Education*, 7(1), 1835150, 2020. <https://doi.org/10.1080/2331186X.2020.1835150>
5. Fox, A., Patterson, D. A., Ilson, R., Joseph, S., Walcott-Justice, K., & Williams, R., *Software engineering curriculum technology transfer: Lessons learned from MOOCs and SPOCs*. Technical Report No. UCB/EECS-2014-17, University of California, Berkeley, 2014.

6. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H., School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109, 2004.
<https://doi.org/10.3102/00346543074001059>
7. Goh, C. C. M., & Vandergrift, L., *Teaching and learning second language listening: Metacognition in action*, 2nd ed., Routledge, 2022.
8. Hiver, P., Al-Hoorie, A. H., Vitta, J. P., & Wu, J., Engagement in language learning: A systematic review of 20 years of research methods and definitions. *Language Teaching Research*, 28(1), 201–230, 2024. <https://doi.org/10.1177/13621688211001289>
9. Khoiriyah, K., Flipping the classroom to enhance EFL students' listening skill. *Journal on English as a Foreign Language*, 11(1), 21–41, 2021. <https://doi.org/10.23971/jefl.v11i1.2010>
10. Li, Z., & Li, J., Using the flipped classroom to promote learner engagement for the sustainable development of language skills: A mixed-methods study. *Sustainability*, 14(10), 5983, 2022. <https://doi.org/10.3390/su14105983>
11. Lo, C. K., & Hew, K. F., 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, Article 4, 2017. <https://doi.org/10.1186/s41039-016-0044-2>
12. Luo, Y., An analysis of the development of online college English listening courses. *Science & Technology Vision*, (35), 67–68, 2018. <https://doi.org/10.19694/j.cnki.issn2095-2457.2018.35.028>
13. Mohammad Aziz Shah Mohamed Arip, *Kesan kelompok bimbingan ke atas konsep sendiri, kelangsangan dan resiliensi di kalangan remaja*. Doctoral dissertation, Universiti Kebangsaan Malaysia, 2010.
14. O'Flaherty, J., & Phillips, C., The use of flipped classrooms in higher education: A scoping review. *The Internet and Higher Education*, 25, 85–95, 2015. <https://doi.org/10.1016/j.iheduc.2015.02.002>
15. Philp, J., & Duchesne, S., Exploring engagement in tasks in the language classroom. *Annual Review of Applied Linguistics*, 36, 50–72, 2016. <https://doi.org/10.1017/S0267190515000094>
16. Russell, J. D., *Modular instruction: A guide to the design, selection, utilization and evaluation of modular materials*. Burgess Publishing Company, 1974.
17. Tuckman, B. W., & Waheed, M. A., Evaluating an individualized science programme for community college students. *Journal of Research in Science Teaching*, 18(6), 489–495, 1981.
18. Vandergrift, L., & Baker, S. C., Learner variables important for success in L2 listening comprehension in French immersion classrooms. *Canadian Modern Language Review*, 74(1), 79–100, 2018. <https://doi.org/10.3138/cmlr.3906>
19. Vygotsky, L. S., *Mind in society: The development of higher psychological processes*. Harvard University Press, 1978.
20. Wang, R., *A practical study on the teaching model of "MOOC+SPOC+Flipped Classroom"*. Master's thesis, Northwest Minzu University, 2019.
21. Wei, L., Said, N., & Ting, P. D., Flipped classrooms in EFL listening instruction: A systematic literature review. *International Journal of Education, Psychology and Counselling*, 10(61), 942–960, 2025. <https://doi.org/10.35631/IJEP.1061065>
22. Wei, L., Ting, P. D., & Said, N., The development of a SPOC platform for EFL listening instruction in higher education. *International Journal on E-Learning Practices (IJELP)*, 7(1), 2024. <https://doi.org/10.51200/ijelp.v7i1.5635>
23. Yuan, A., Flipped instruction in college English listening courses on the SPOC platform. *Kejifeng*, (30), 23–24, 2020. <https://doi.org/10.19392/j.cnki.1671-7341.202030023>
24. Zhu, Y., & Liu, L., A study on SPOC (small private online courses) and its potential for education reform. *Educational Research and Reviews*, 9(17), 524–530, 2014. <https://doi.org/10.5897/ERR2014.1999>