Taiwan Journal of TESOL
Vol. 23.2, 41-81, 2026 DOI: 10.30397/TJTESOL.202610_23(2).0002

EFL STUDENTS' LEARNING PROCESSES AND STRATEGIES IN AN EAP FLIPPED ORAL COMMUNICATION COURSE

Fang-Ying Yang

ABSTRACT

This study explored how a flipped classroom approach, guided by Basic Psychological Needs Theory (BPNT), supported EFL university students' motivation and participation in academic oral communication in an EAP course. A qualitative case study approach was adopted to examine students' learning processes and strategies. Fourteen EFL university students participated in a flipped EAP course. The course integrated pre-class preparation and in-class discussion tasks designed based on BPNT to satisfy students' needs for competence, autonomy, and relatedness. Data were collected through classroom observations, interviews, and learning logs. The findings demonstrated that structured preparation tasks, freedom to choose topics and materials, and peer interactions fostered students' internal motivation to prepare for and participate in academic discussions. The findings also revealed students' language practices and challenges in academic oral communication. While English was used to summarize prepared content, students frequently switched to L1 during collaborative knowledge construction. Their spoken English often relied on written notes; L1 use did not always resolve communication breakdowns and at times created tension among peers. This study highlights the value of BPNT-informed flipped instruction in fostering students' internal motivation and offers pedagogical implications for supporting spontaneous academic speaking and maximizing students' English-speaking opportunities.

Keywords: academic oral communication, flipped classroom, Basic Psychological Needs Theory

Fang-Ying Yang, Language Teaching and Research Center, National Yang Ming Chiao Tung University, HsinChu City, Taiwan. (fyang@nycu.edu.tw)

INTRODUCTION

Oral communication in a foreign or second language has long been considered a difficult task, especially in academic contexts, where the demands on language learners are even greater (Cummins, 1980). In higher education, academic oral communication is mostly based on facts and evidence and requires sophisticated reasoning (Engin, 2017); unlike writing, it is often "spontaneous and public" (Duff, 2010, p. 177). Tasks like presentations and discussions often cause frustration and anxiety (Kim, 2006). Specific difficulties experienced by English-as-a-Second-Language (ESL) and English-as-a-Foreign-Language (EFL) students in higher education include challenges related to pronunciation, grammar, and vocabulary (Yanagi & Baker, 2016; Evans & Morrison, 2011). These difficulties are often the results of having few opportunities to practice English speaking both outside and inside the classroom (Zhang & Mi, 2010).

To create more in-class speaking opportunities, the present study adopted a flipped classroom approach (Bergmann & Sams, 2012) for an English for Academic Purposes (EAP) course which replaced lectures with interactive activities. Basic Psychological Needs Theory (BPNT; Ryan & Deci, 2017) informed the course design to support learners' motivation. Through a case study design, the present study examined EFL university students' learning processes and strategies for participating in group discussions. The qualitative accounts of students' learning processes and strategies offer an empirical understanding of how a flipped classroom approach using a motivation-informed design may enhance EFL students' speaking skills in an academic setting.

Despite growing interest in the flipped classroom, important gaps can be identified in previous research. Methodologically, most studies have focused on quantitative outcomes, with few qualitative studies exploring learners' learning processes (Jiang et al., 2022). Pedagogically, students' lack of motivation to prepare for the class has been identified as a persistent challenge in the flipped classroom (Lan, 2024), and external regulation strategies such as quizzes may not work for all learners (Chuang et al., 2018). Theoretically, flipped classroom research has rarely been grounded in language learning or

motivation theories (Jiang et al., 2022). To address these gaps, the present study adopts a BPNT-informed flipped course design and a qualitative approach to examine EFL learners' pre-class and in-class learning processes. To the author's knowledge, no recent work has applied BPNT or other motivation theories to academic oral communication, and this integration is a distinctive contribution of the present study.

In this study, *academic oral communication* refers to structured, topic-based discussions in English. It requires learners to synthesize content knowledge, express discipline-relevant ideas, and engage in collaborative knowledge construction with peers. Although the tasks in this study do not involve explaining advanced research or delivering formal research presentations, they are distinct from general conversational English. The tasks demand greater cognitive effort and aim to develop learners' key competencies for academic oral communication.

LITERATURE REVIEW

To achieve academic success, students need to participate in both the written and oral academic discourse community. This participation is challenging for EFL learners, who must not only acquire the specific norms of the discourse community but also overcome the linguistic barriers.

Over the past few decades, important theoretical insights, pedagogical innovations, and institutional policies have been developed to support language learners' participation in English-medium academic settings worldwide. Nevertheless, much work has focused on written communication, while academic oral communication has received relatively less attention (Duff, 2022).

In fact, training in academic oral communication could empower learners to adapt to the communicative practices of their future professional environments (Duff, 2007). Research findings which can inform the course design in this area are therefore much needed.

This literature review first recaps the challenges of academic oral communication. It then summarizes instructional approaches aimed at

developing language learners' academic oral communication skills. Finally, the review introduces two theoretical frameworks that inform this study: the flipped classroom approach and BPNT.

Challenges of Academic Oral Communication

Research has identified speaking as the most difficult English skill for EFL and ESL students, especially in academic contexts. Large-scale, longitudinal studies in Hong Kong have found that undergraduate students in English-medium-instruction (EMI) universities are most concerned about pronunciation, grammar, and fluency and that they express less confidence in unplanned oral communication compared to planned tasks (Evans & Green, 2007; Evans & Morrison, 2011). Similar findings have been reported in China, Hong Kong, and Taiwan, where learners have low oral participation in English classes due to difficulties in expressing ideas, slow speech processing, and the need to mentally translate from their L1 (Gan, 2013; Hsu, 2015). More recent studies have revealed the same trend, showing that English speaking remains one of the most challenging academic skills in EMI contexts (Aizawa et al., 2023; Cui & Gardiner, 2025; Kamaşak et al., 2021).

Students' challenges in academic oral communication can be divided into three dimensions:

1. Linguistic: Students frequently report having limited vocabulary, inaccurate grammar, and struggles with pronunciation issues including specific sound features, stress, and intonation (Evans & Morrison, 2011; Yanagi & Baker, 2016).
2. Affective: Students experience low confidence, speaking anxiety, and fear of losing face when speaking English, all of which discourage their participation in class (Gan, 2013; Yanagi & Baker, 2016).
3. Task-oriented: Certain academic tasks place additional demands on students. For example, East Asian international graduate students in the U.S. considered leading class discussions and participating in whole-class discussions the

> most difficult academic speaking tasks (Kim, 2006). Similarly, participating actively in discussions has been identified as the most difficult element in English speaking by Turkish students in EMI universities (Kamaşak et al., 2021).

Research has also pointed to contextual reasons for challenges of academic oral communication. Many EFL students learn English in teacher-fronted environments that emphasize grammatical instruction over oral communication (Yanagi & Baker, 2016). Students also have limited opportunities to speak English outside of the classroom (Gan, 2013; Hsu, 2015).

Overall, these findings indicate that the challenges of academic oral communication are multidimensional, involving linguistic incompetence, affective constraints, and task-oriented demands. The challenges have been attributed to students' prior educational experiences and limited English-speaking opportunities both inside and outside of the classrooms. Addressing these challenges requires instructional approaches that not only increase English speaking opportunities but also foster students' intrinsic motivation to engage in academic oral communication.

Instructional Approaches to Academic Oral Communication

Various instructional approaches have been developed to enhance L2 speakers' academic oral skills. At the curriculum design level, Smith et al. (2022) conducted systematic needs analysis on academic oral communication and identified the three task types most relevant for success in EAP settings—lectures, discussions, and presentations. Their evaluation of curriculum components revealed that effective support for discussion skills requires not only explicit strategy instruction but also preparatory tasks guiding students to build topic knowledge. This highlights the role of preparedness in successful academic interaction.

Another line of research has developed classroom-based instructional approaches to facilitate peer interaction and to create speaking opportunities for L2 students who have had limited chances to practice oral communication in English outside of structured

classroom settings. For example, Santos and Maia (2022) adopted a design thinking approach to engage Brazilian undergraduate EFL students in academic oral communication. The activities followed the typical design thinking model: (1) search and share, (2) observe and empathize, (3) specify audience, (4) brainstorm and negotiate, (5) create and prototype, and (6) demonstrate and test. Preshous and Akpobi (2022) developed a blended learning module focusing on (1) oral presentation skills, (2) subject-specific content, (3) group work, and (4) digital skills. These studies highlight that interactive and collaborative designs can enhance learners' engagement and confidence while strengthening academic communicative competence.

Research has also examined targeted interventions that address the specific discourse and interactional skills central to academic communication. Asadnia and Atai (2022) designed an online short EAP course for L2 academic faculty members to strengthen their online academic presentation skills. The course featured instruction on rhetorical moves, feedback on live mini-presentations, and training in the use of digital tools to engage remote audiences. Similarly, Wright et al. (2022) found that a four-week EAP program in the UK aimed at developing international EAP students' ability to manage unplanned, meaning-focused, and other-oriented communication in academic seminars effectively increased students' uses of a wider range of speaking strategies and, most importantly, promoted a shift toward more other-oriented interaction in academic discussions. Li et al. (2025) integrated video modeling of debates with whole-class discussions to foster students' use of academic discourse skills such as stating positions, referencing peers' ideas, and supporting arguments with evidence.

In summary, previous studies have demonstrated how task design, collaborative interaction, and explicit discourse instruction can strengthen L2 learners' academic oral communication. Nonetheless, little is known about how such designs can be optimized by fostering the motivation necessary for sustained preparation and participation. The present study addressed this gap through a flipped classroom approach informed by BPNT.

Theoretical Frameworks

The course developed for the present study was guided by the flipped course design principles and Basic Psychological Needs Theory (Ryan & Deci, 2017).

The Flipped Classroom

The flipped classroom approach emerged from K-12 education in the U.S. and was soon applied to higher education due to its potential for establishing student-centered learning environments. According to Abeysekera and Dawson (2015, p. 3), a flipped class:

1. moves most information-transmission teaching out of class,
2. uses class time for learning activities that are active and social, and
3. requires students to complete pre- and/or post-class activities to fully benefit from in-class work

Recent research has reported benefits of flipped classrooms in language education. Yang and Chen's (2024) meta-analysis showed that the flipped classroom improved students' autonomous learning ability and that applying the approach to language education such as English yielded stronger positive effects. Zhai et al. (2026) found that EFL learners in the flipped classroom demonstrated improvements in creative thinking, self-esteem, and social interaction. Sun et al. (2024) revealed that the flipped classroom approach had positive impacts on EFL learners' reflective thinking and goal orientation. As for gains in language learning, Zhao and Yang's (2023) quasi-experimental study showed that the flipped classroom supported by social media tools enhanced EFL students' writing skills and reduced their writing anxiety. These recent studies show that flipped classrooms can foster not only achievements in language learning but also a range of cognitive, socio-affective, and motivational outcomes.

Despite its benefits, the flipped classroom approach also faces challenges—particularly with students' low levels of pre-class preparation (Wang & Qi, 2018; Jiang et al., 2022). The traditional flipped classroom design, which assumes that every student will

complete pre-class preparation, has limited the effectiveness of in-class activities and reduced the benefits of the course (Lan, 2024). Chuang et al. (2018) found that language learners with higher instrumental motivation were more likely to follow externally regulated elements of the flipped course (e.g., quizzes) to fulfill the pre-class requirements. This finding suggests that using quizzes to regulate students' pre-class learning may only work for learners with higher instrumental motivation. Therefore, instructional approaches that promote pre-class preparation for learners of different characteristics would be needed to ensure that most students are well prepared for the in-class activities. The present study proposed a flipped classroom approach, guided by BPNT, to foster intrinsic motivation for both pre-class preparation and in-class participation.

Basic Psychological Needs Theory

The Self-Determination Theory (SDT) proposed by Ryan and Deci (2000) has played an influential role in understanding motivation across different domains including language learning. SDT comprises six mini-theories. Of particular relevance to the present study is Basic Psychological Needs Theory (Ryan & Deci, 2017), which recognizes three needs that must be satisfied to promote psychological growth and health—the need for competence, autonomy, and relatedness. The need for competence in language learning refers to students' sense of efficacy in using linguistic knowledge, skills, and strategies to communicate successfully. Autonomy refers to students' control and self-regulation of their own language learning. Relatedness means social interactions with peers and the instructor in the language learning process. SDT conceptualizes two general types of learning motivation lying along a continuum—intrinsic motivation and extrinsic motivation. Intrinsic motivation means the motivation of engaging in an activity because one finds it interesting and satisfying (Ryan & Deci, 2020). In contrast, extrinsic motivation prompts behaviors intended to achieve certain instrumental goals, such as receiving good grades or getting a good job.

BPNT recognizes that the needs for competence, relatedness, and autonomy are innate but are not automatically fulfilled. As the

environment plays a crucial role in supporting or hindering motivation (Al-Hoorie et al., 2025), creating a supportive learning context is essential. BPNT was adopted over other SDT mini-theories as the guiding framework in the present study because it directly emphasizes the environmental conditions that foster or thwart motivation. The three needs outlined in BPNT not only informed the design of motivation-supportive learning activities but also provided a framework for interpreting how students' behaviors and experiences reflected the satisfaction or frustration of autonomy, competence, and relatedness needs. In line with this notion, the flipped course in the present study was designed to incorporate instructional elements that fulfill the three needs, with the aim of boosting students' intrinsic motivation to prepare for and participate in the in-class English speaking activities.

The Present Study

In light of the lower quantity of research on academic oral communication compared to the extensive work on academic writing (Duff, 2022), the present study developed an instructional approach, guided by the flipped classroom model and BPNT, to support EFL university students' development of academic oral communication. A qualitative case study was adopted to examine students' learning processes and strategies for preparing for and participating in the group discussions in the flipped class. This qualitative work, focusing on students' learning processes, addresses a research gap in the flipped class research, which has been dominated by outcome-oriented quantitative studies (Abeysekera & Dawson, 2015; Jiang et al., 2022). This study contributes deeper insights into students' pre-class preparation and in-class participation, which could offer pedagogical implications for designing more learner-centered instructional approaches to enhance EFL students' academic oral communication skills. The specific research questions were as follows:

1. How did EFL university students prepare for the academic group discussion in the BPNT-informed flipped class?
2. How did EFL university students participate in the academic

group discussion in the BPNT-informed flipped class?
3. Which aspect of the flipped approach most strongly enhanced competence, autonomy, and relatedness?

METHODS

Setting and Participants

The study was conducted at a university in Taiwan. Data were collected from a flipped course, *Advanced English Listening and Discussion*. This elective course was offered to non-English undergraduate majors to enhance students' English listening and discussion skills for academic purposes. After the study was approved by the university's research ethics center, the researcher/course instructor explained the research procedure to all students during the first week of class. Students were informed that their participation was completely voluntary and that they had at least two weeks to decide whether they would like to participate in the study.

A total of 14 (nine males; five females) out of 19 students voluntarily participated in the present study. Among the 14 participants, one was majoring in humanities, three in management, and 10 in engineering and science. They all spoke Mandarin as their first language. Six of them had been learning English since kindergarten, and eight of them had begun learning English in elementary school. Their English proficiency was at the CEFR B2 level or above. Their levels of English listening proficiency, as measured by a TOEFL listening test in the beginning of the semester, ranged from high-intermediate to advanced. Their levels of speaking proficiency could be inferred from the mid-term speaking test, in which they orally summarized and reflected on two short videos on academic topics. Their performance was rated on a 40-point rubric evaluating content, organization, accuracy, and fluency. Their scores ranged from 21 to 36 (M = 30.6; SD = 4.5). Based on these scores, along with the instructor's evaluation referencing CEFR descriptors, students' speaking proficiency ranged from B1 to C1, corresponding to intermediate to upper-intermediate/advanced levels. Five students had taken *Freshman English* for one academic year before taking this

flipped course, while nine students took this flipped course as their first English course in this university. Two had studied in universities in Hong Kong where English was the medium of instruction; the other 12 students had only attended schools in Taiwan, where English was taught as a foreign language.

The Flipped Course

Table 1 summarizes the design of the flipped course and the corresponding components for competence, autonomy, and relatedness. As can be seen in the table, the pre-class activities were designed to fulfill students' needs for competence and autonomy, and the in-class activities, except for the in-class quizzes, were designed to satisfy their needs for competence, autonomy, and relatedness.

Table 1

The Flipped Course Design

Learning activities	Competence	Autonomy	Relatedness
Pre-class			
Assigned materials: lecture videos, textbook exercises, and YouTube videos	Build topic knowledge and linguistic competence through structured input	Enable self-paced learning and offer topic and material choices	—
Self-selected listening materials	Expand listening input and range	Enable self-paced learning and offer topic and material choices	—
Learning logs	Encourage reflection on learning	Promote self-regulation	—

Learning activities	Competence	Autonomy	Relatedness
	progress and strategy use		
	In-class		
Quizzes	Check mastery of pre-class materials	—	—
Group task discussions	Apply prepared knowledge to communicative tasks	Enable idea contribution and decision-making	Foster peer interaction and collaboration
Group presentations	Demonstrate mastery and fluency	Encourage creative presentation choices	Strengthen teamwork and shared achievement
Q & A of self-selected listening materials	Practice summarizing and Q & A skills	Encourage initiative in questioning and responding	Build supportive peer learning community

Pre-Class Learning Activities

Each week, the pre-class learning activities required individual work and consisted of four parts: (1) watching a lecture video made by the researcher/instructor, wherein the topics included strategies for enhancing listening, speaking, and self-learning competence; (2) listening to textbook audio recordings and completing exercises; (3) watching a video selected by the researcher/instructor and answering questions on a worksheet, which guided students to prepare for the in-class group discussion task and allowed students to explore the same topic based on their personal interests; and (4) watching or listening to self-selected listening materials according to the self-study plan proposed in the beginning of the semester and taking notes. The present study examines the data related to the third part, an example

of which is provided in Appendix 1.

A weekly assignment, consisting of a checklist of the four types of pre-class learning activities and a learning log, was distributed to guide students' pre-class preparation. Students submitted the assignment in class each week.

In-Class Learning Activities

The in-class learning activities were designed to help students apply the language skills and knowledge they had prepared before the class. First, a quiz was given to assess students' pre-class preparation. Then the students worked on a task (Appendix 1) in groups of three or four using their prepared responses from the assignment. Each group had to present the task outcome to the entire class.

Research Design, Procedures, and Data Collection

The present study adopted a case study design, with the class defined as the case, which allowed for a contextually situated description of learning processes and learner strategies. The data collection involved triangulation of data sources, including multiple interviews and weekly learning logs to elicit participants' retrospective accounts of their learning processes and strategies as well as multiple in-class observations to provide external perspectives on students' learning processes.

Data collection lasted one semester, approximately 18 weeks. During Week 1, the researcher/instructor explained the course design and requirements to the students. In Week 2, the students were guided through the steps required for pre-class and in-class activities and took a TOEFL listening practice test. The flipped course was implemented from Weeks 3 to 16. Excluding holidays, the midterm and final exams, and individual presentations, a total of eight flipped classes were conducted. The first interview with each participant was scheduled in Week 9 or 10. The second interview with each participant was scheduled in Week 17 or 18.

Weekly Learning Logs

In total, eight log entries were collected from each student. As a research instrument, the learning log was a retrospective method that afforded the researcher access to the students' pre-class learning processes and strategies. Each log (Appendix 2) asked the student to evaluate the effort he/she had put into class preparation (i.e., the assignment completion rate and time spent on the assignment), difficulties encountered, and strategies used to solve the problems.

In-Class Observations

In-class observations were conducted by three trained research assistants. A total of eight flipped classes were observed. Observations from the first flipped class were used to train the research assistants, so data collected during the first flipped class were not included in the final analysis. Each research assistant was present in each class and was responsible for closely observing one group of three to four students and taking field notes. The researcher/instructor also took field notes during each class. The field notes consisted of descriptive and reflective sections. In the descriptive section, the observers recorded what happened in the group discussion, including the timing, behaviors, and notable conversations. The reflective section detailed the observers' impressions, questions, or comments on the phenomena observed. In the present study, students' in-class participation was not audio or video recorded to avoid recording the learning behaviors of the students who had not given consent to participate in the research. The analysis of the observation data in the present study focused on the in-class discussions of the weekly group task. This part of the discussion lasted an average of 34.3 minutes in each class. Twenty-one group discussions, totaling 720 minutes of observation, were analyzed.

The three research assistants submitted their field notes to the researcher within three days after each observation, and the researcher read through the notes. Five days after each observation, the researcher and three research assistants met for approximately two hours to discuss the field notes. During the meeting, the researcher confirmed her understanding of the notes, clarified questions, added additional information to the notes, and noted down questions to ask

each participant in the individual interviews. The researcher and the three research assistants also discussed and identified preliminary themes emerging from the observations, which were later confirmed with the participants during individual interviews. These procedures contributed to the trustworthiness of the data. Specifically, regular debriefings and theme discussions with research assistants ensured credibility. Timely reviews of field notes enhanced dependability. Confirming themes with participants served as a form of member checking, supporting both credibility and confirmability.

Interviews

Each participant was individually interviewed twice. Each interview lasted approximately 30 minutes to one hour. The first interview was conducted after the first four flipped classes were implemented, and the second interview, after the last four flipped classes. Before each interview, the researcher reviewed data and class work collected from each participant, which included learning logs, observation field notes, assignments, in-class quizzes, in-class worksheets, and presentation posters. The relevant data were shown to the participant during the interview to elicit more specific information. The first interview consisted of questions about the participant's English learning background, motivation, learning processes, strategies, and perceptions of the first four flipped classes. The second interview collected information about the participant's processes, strategies, and perceptions of the last four flipped classes, as well as overall perceptions of the flipped course. Each interview was audio recorded, transcribed verbatim by a research assistant, and checked by the researcher.

Data Analysis

To answer Research Questions 1 and 2, data were analyzed qualitatively in Atlas.ti 9. Open coding was first conducted. The researcher read the observation field notes and interview transcripts line by line and coded the data. At this stage, an organizational code was also assigned to each open code, grouping the data into broader categories reflecting the two research questions—pre-class

preparation and in-class discussion. The relationships among concepts were then examined, and related concepts under each organizational code were grouped into themes. This part of data analysis was a recursive process, involving multiple rounds of reorganizing coded concepts.

Total occurrence counts regarding observed behaviors, student attitudes and interactional features, and language choices during in-class discussion are reported to enhance the internal generalizability (Maxwell, 2010) of the claims and to provide a more comprehensive account of the learning processes and strategies for the entire class/case. In particular, codes generated from in-class group observations were organized into three salient themes that emerged from the data (i.e., observed behaviors, student attitudes and interactional features, and language choices) by stages. However, the researcher was cautious in the interpretation of the occurrence counts, as frequent strategy use does not necessarily indicate successful learning (Macaro, 2006). Also, the frequency counts only offer descriptive patterns of in-class discussions across the class as a whole rather than reflecting non-observable cognitive or metacognitive processes and strategies.

To answer Research Question 3, a deductive approach in which BPNT served as the analytical framework guiding the examination of interview data was adopted. Specifically, student interview accounts were coded with reference to the three needs—competence, autonomy, and relatedness—to explore how the course design supported these needs.

All coding was conducted by the researcher and verified through multiple rounds of coding and recoding. The process was informed by regular meetings with the three trained research assistants. During the meetings, the team discussed observed patterns and preliminary trends emerging from the data. Intrarater reliability was further calculated for the data summarized in Tables 2 to 4, and the consistency rate of 92% indicated high coding reliability. Together, these procedures strengthened the trustworthiness of the findings.

RESULTS

Pre-Class Preparation

The interview data revealed that, to prepare the background knowledge for the in-class discussion task, students followed the procedure of (1) watching the assigned video, (2) looking up additional information online, (3) selecting and synthesizing information, and (4) composing written notes. Three themes emerged from students' recall of the preparation process. First, when looking up additional information online, students mostly relied on Wikipedia or introductory videos on YouTube as an efficient first step because such materials offer organized and general background knowledge.

> I usually started with Wikipedia, and then I looked for something else. Wikipedia organizes information from various websites in one place. (Student 9, Interview)

> Some knowledge-based YouTubers organized information quite well. (Student 6, Interview)

Second, students further explored the topic in depth after gaining an introductory overview, and this process was individual, driven by personal interests, prior knowledge, and academic specialties. For example, under the same topic about Madagascar, students wrote about information related to ecological economics, the World Bank, and international trade. These directions were guided by students' participation in Model United Nations (Student 8), knowledge gained from high school courses (Student 2), and knowledge learned from a course taken in his major, Economics 101 (Student 7). The third theme is that students strategically used textual and visual resources, as well as Chinese and English, to gather the knowledge they needed. They flexibly switched between different modes of information and languages, adapting to the resources that best suited their needs. To each individual, each search process involved a unique combination of languages and modes. For example, textual information was used to assist understanding of spoken language. As Student 11 encountered difficulties understanding a video without captions, he

extracted key words from the video and looked up related textual information to enhance his understanding. Also, Chinese (L1) was used to facilitate English (L2) reading comprehension. As Student 4 put it:

> I used Chinese to get the big picture because sometimes I might not fully understand it in English…after using Chinese to get the basics down, I would read English for details. Then I could understand the English better. (Student 4, Interview)

It is interesting to note that Chinese (L1) was not always considered the best route to accessing the desired knowledge due to translation problems or insufficient sources.

> I read the English version on Wikipedia, because I had no idea what the Chinese version said. (Student 8, Interview)

> I found that much information was not available or outdated in Chinese, perhaps because we rarely reported issues of this kind. I would then use English to find the information. (Student 6, Interview)

According to the weekly assignment submission record kept by the instructor and the weekly learning logs completed by the students, the average weekly assignment submission and students' self-reported completion rates were 95.5% and 90.6%, respectively, indicating that most students were prepared for the in-class discussion before attending each class.

According to the interview data, the assignment completion was both other-regulated and self-regulated. Other-regulation was derived from the course requirements such as quizzes and the submission of written assignments before the class started. The self-regulation, on the other hand, was generated by students' desire to participate in and contribute to in-class group discussions or personal interest in the topic. For example, Student 1, who took the course to sharpen his English-speaking skills, was always fully prepared for class because without preparation, he would "contribute shallow information…and speak less and end up just listening to others." Student 6 reflected on

the value of the preparation process, noting that the weekly assignment offered him a chance to "really think and explore a topic in depth." This individual preparation was then connected to collaborations with peers in class: "On Friday, I could brainstorm with others. There were quite a few times when my group members and I had different perspectives, and I thought that was really great."

In-Class Participation

Observation data showed that the in-class group discussions could be divided into three stages: pre-discussion, during-discussion, and post-discussion. Table 2 summarizes the top five observable behaviors in each stage, Table 3 displays the five most frequently observed student attitudes and interactional features, and Table 4 presents the observable language choices in each stage.

Table 2

In-Class Group Discussion: Observable Behaviors

Stage 1: Pre-discussion		Stage 2: During-discussion		Stage 3: Post-discussion	
Behaviors	*n*	Behaviors	*n*	Behaviors	*n*
Summarizing homework content	23	Planning for the task	23	Creating visual representations	31
Clarifying task requirements	9	Creating visual representations	22	Resolving linguistic difficulties	17
Clarifying homework content	7	Organizing and synthesizing information for the presentation	14	Reviewing presentation content	16
Elaborating on homework content	4	Resolving linguistic difficulties	10	Finding additional information to be presented	9
Planning for the task	3	Reviewing presentation	10	Rehearsing presentation as	8

	content	a group

Note. n = total occurrence counts

Table 3

In-Class Group Discussion: Student Attitudes and Interactional Features

Stage 1		Stage 2		Stage 3	
Attitudes and Interactional Features	*n*	Attitudes and Interactional Features	*n*	Attitudes and Interactional Features	*n*
Nominating speakers (including oneself) to facilitate discussion	31	Nominating speakers (including oneself) to facilitate discussion	20	Offering feedback to peers	18
Showing notes from homework to group members	11	Collaborative conversation	16	Seeking feedback from peers	15
Active attitude (nonverbal)	9	Active attitude (nonverbal)	13	Individually preparing for the presentation	14
Self-introduction	9	Offering feedback to peers	13	Disagreeing	9
Silence	6	Disagreeing	12	Collaborative conversation	6

Note. n = total occurrence counts

Table 4

In-Class Group Discussion: Language Choice

Stage 1		Stage 2		Stage 3	
Language Choice	*n*	Language Choice	*n*	Language Choice	*n*
English	18	English	8	English	4

Chinese	20	Chinese	21	Chinese	13

Note. n = total occurrence counts

In Stage 1 (Table 2), the students mostly engaged in tasks such as summarizing the homework content (n = 23), clarifying task requirements (n = 9), and clarifying the homework content (n = 7). To facilitate the flow of discussion in an early stage (Table 3), they nominated speakers, including themselves (n = 31). Another noteworthy detail in Table 3 is that they often showed notes from their homework to group members to clarify questions raised by their peers (n = 11). Stage 1 was conducted quite equally in English and Chinese (Table 4).

In Stage 2 (Table 2), more higher-level thinking processes emerged. Students planned for the task (n = 23), created visual representations (n = 22), and organized and synthesized information for the presentation (n = 14). As can be seen from Table 3, they still nominated each other to speak (n = 20); however, collaborative conversations in which they built on each other's ideas began to emerge (n = 16), more nonverbal behaviors such as laughter were observed (n = 13), and more two-way interactions such as offering feedback to peers (n = 13) and disagreeing with each other were observed (n = 12). A significant decrease in the use of English was observed in Stage 2 (Table 4).

In Stage 3 (Table 2), approaching the time for the group presentation, the students mostly engaged in creating visual representations for the presentations (n = 31), including creating images and text on the poster and writing down scripts for the oral component. As a result, they became more particular about the language used and had to resolve linguistic difficulties (n = 17). They also reviewed the presentation content (n = 16). As can be seen in Table 3, this stage featured both two-way interactions such as offering feedback (n = 18) and seeking feedback (n = 15) and individual efforts in preparing for the presentation (n = 14). Again, Chinese was used more often than English in Stage 3 (Table 4).

Students explained that the decreased use of English in Stages 2 and 3 resulted from time pressure to complete the task and their

difficulty in engaging in unprepared oral communication. As shown in Table 2, students performed more higher-order thinking processes such as planning, creating, organizing, synthesizing, and resolving problems, as compared with summarizing, clarifying, and elaborating, in Stage 1. In addition, the interactional patterns (Table 3) in Stages 2 and 3 became more reciprocal and spontaneous, such as collaborating with peers and offering and seeking feedback from peers; in contrast, in Stage 1, they mainly showed notes to each other. Overall, these findings suggest that the decrease in English use was influenced by the time constraints and the increasing cognitive complexity of the tasks.

During interviews, students' recollections of the process of in-class discussion confirmed and added further insights to the findings summarized in Tables 2 to 4. Four themes emerged from the data. First, spoken English was mostly used for prepared materials. Students explained that during in-class discussions, they were initially motivated to use English, especially for the materials already prepared as homework. Reading and writing down the synthesis of knowledge in English before the class facilitated the production of spoken English in class.

> I used English to orally report the information that I found. Because I looked up the information and read quite a lot of it in English, I would know how to express it in English. (Student 4, Interview)

Speaking English without preparation was considered challenging by most students. As Student 10, who always wrote detailed notes in his homework, put it, "I used written English to synthesize what I read…This enhanced my English-speaking skills to some extent…I rarely speak English impromptu. I'm not really good at it." (Interview)

The second theme is that Chinese was commonly used for more interactive communication demands; however, resorting to Chinese sometimes did not help. As the discussions unfolded, students had to move beyond one-way summarizing or presenting knowledge to group members. Chinese was then adopted to clarify ideas, elaborate on complex ideas, brainstorm new ideas, and co-construct new

knowledge to be presented to the class, which according to students, could speed up the discussion process.

> If we had to come up with something new such as content to be presented to the class, using English would take too much time. Given the time constraint, I would switch to Chinese. (Student 14, Interview)

The use of Chinese, however, did not always facilitate discussion or resolve problems, especially when students wanted to elaborate on complex or novel ideas. For example, Student 8 intended to share the concept of the Clean Development Mechanism (CDM) under the Kyoto Protocol with group members but ended up giving up after trying both languages:

> S8: I wanted to propose this interesting idea, but it was hard to explain. If the listeners did not share similar background knowledge and you didn't provide sufficient information, it would be difficult to explain terminology like this in a short amount of time. So I gave up.
>
> Interviewer: Did you try?
>
> S8: Yes, I did. Then I saw the people across from me looking puzzled, and then I thought, okay, I don't want to confuse everyone.
>
> Interviewer: Did you use Chinese or English?
>
> S8: I first explained it in English, and everyone was like, Huh? So I explained it again in Chinese, and they were still like, Huh?

Third, the use of Chinese in English discussions created subtle tensions among peers. At times, the tensions could be observed, while some were articulated during interviews. It was observed that students' language choices would be influenced by their peers. Nevertheless, we observed that, for example, Student 7 often persistently spoke English when everyone else in the group used Chinese. During the

interview, he indicated that he had a strategy to gain more opportunities to practice English during group discussion: Without confronting his peers' use of Chinese, he gradually switched to English when taking the floor.

> I certainly wish everyone could speak English so that I could practice more. But it would have been awkward if I had used English when everyone else was speaking Chinese. However, when I took the floor, I would gradually transition from Chinese to English and continue speaking. Once I had guided them all toward English, we could all speak English. (Student 7, Interview)

Some students, although they seemed comfortable engaging in group discussions using whichever language their peers chose, expressed an expectation for the instructor to externally regulate language use. As Student 5 put it,

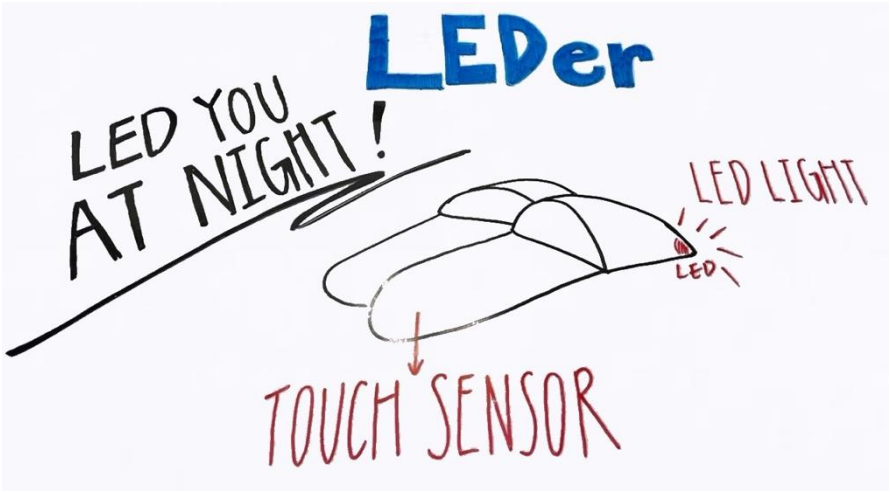
> I understand that if the entire course was English only, it would be hard for some people. My idea is that perhaps at certain times, the teacher could require everyone to use English and after that, everyone could use whatever language they preferred. This might work better. (Student 5, Interview)

The last theme is that the process of co-constructing new ideas with peers served as the major intrinsic motivator for students to prepare for and participate in the in-class discussions in this flipped course. During the interviews, students revealed that in-class discussion was the most valuable component of the flipped course; in particular, the interactions that took place during Stage 2 of the in-class discussions intrinsically motivated students' participation. One of the main features of Stage 2 is students' engagement in co-constructing new ideas with peers from different academic disciplines. For example, in one class, each group was required to present a newly designed product to the class by describing its features and explaining how it addressed a problem in daily life. Student 2, Student 5, and Student 8 presented a pair of slippers named *LEDer* (Figure 1). The idea was initially conceived by Student 2, who indicated that all he

brought to the discussion was "attach a light to the front of shoes." Nevertheless, this idea was expanded during the discussion—the group co-constructed additional features for the product, such as a touch sensor, an eye-catching product name which reflected its features, a slogan, and a poster with a sleek design. Their creativity extended beyond innovative content ideas, such as incorporating the LED feature into the product, to linguistic ingenuity, exemplified by the playful product name *LEDer* (pronounced as /ˈliːdər/ in the presentation) and the catchy slogan LED you at night! Student 8 recalled, "he [Student 2] actually just drew a pair of slippers on the assignment…During the discussion process, he [Student 2] seemed more like someone involved in product development, and I would be the product branding person and Student 5 the marketing person. It was an interesting discussion…I felt that we were really a team creating something new…like a small company." This collaboration was considered meaningful because it allowed students to contribute their individual expertise and resembled a real-world context where they expected to use English for effective collaboration in the future.

Figure 1

The Presentation Poster



Need Satisfaction in the Flipped Classroom

At the end of the course, participants were asked to rank the key activities in the flipped course in order of how helpful they were to their learning (1 = most helpful; 6 = not very helpful). The results show that the activities were ranked in the following order of helpfulness: (1) group discussions ($M = 2.21$), (2) group presentations ($M = 2.79$), (3) mid-term and final individual presentations ($M = 3.00$), (4) assigned materials ($M = 3.50$), (5) self-selected listening materials ($M = 3.93$), and (6) quizzes ($M = 5.57$). This ranking result corresponded with the qualitative findings, which showed that group discussions and presentations most strongly supported students' competence and relatedness, whereas assigned materials, especially the self-directed topic exploration, fostered their sense of autonomy.

Competence

The flipped course design supported students' sense of competence by requiring systematic pre-class preparation. Weekly assignments guided students to build background knowledge and acquire the language needed for in-class discussion. As Student 6 noted, "Preparation helps you get into the discussion quickly. It is even better if you have prepared more—you can then contribute more." Similarly, Student 12 reflected that group discussions were satisfying because "everyone had listened to the material beforehand…which made it easier to express ideas and engage more deeply in the discussion." In contrast, insufficient preparation undermined the sense of competence. Student 11 recalled that once he had "played a passive role" in discussion and "did not really express [his] own thoughts" because he had not prepared thoroughly due to misunderstanding of the assignment requirements.

During class, students' competence was further enhanced through group discussions followed by the presentation of discussion outcomes. Many participants indicated that these activities helped them make progress and build confidence in English speaking. For example, Student 3 reflected, "I was not good at oral expression. My English speaking was so stuck…But after these practices in class, I felt much more confident." Earlier in the semester, his hands were

often shaking with nervousness whenever he had to present, a trait that classmates frequently noticed. By the end of the course, however, he reported that his confidence had grown to the point that even his presentation in a Physics class went so much better than expected. This shift from physical signs of anxiety to self-assured performance illustrates how group discussion and presentation opportunities in the flipped course fostered the student's perceived competence in academic oral communication.

Beyond increased confidence, students, especially more orally proficient ones, also viewed the activities as valuable in training their analytical and presentation skills. Presenting discussion outcomes required them to summarize content within a short time frame, which encouraged clear and focused expression. Student 6 commented, *"I think this approach is really good,"* explaining that it pushed him to identify and convey key points precisely. He further noted that such practice was rare in Taiwan's English-learning context: "This is not just about speaking but about analyzing what I understood, synthesizing the main ideas, and presenting them, which I think is very important." This reflection illustrates that this component of the flipped design engaged students in a process of analyzing, synthesizing, and presenting ideas—an essential practice for developing competence in academic communication.

Students' sense of competence was sometimes thwarted when group discussions became dominated by Chinese. As described earlier, tensions among peers emerged when participants felt that opportunities to practice English were reduced. This indicates that the fulfillment of competence in the flipped classroom depended on not only the task design but also group dynamics and language use.

Autonomy

Pre-class video viewing and worksheet tasks prepared students for discussion and encouraged exploration of personally relevant aspects of the topic. This balance between guidance and freedom satisfied students' need for autonomy. Several participants described going beyond the worksheet to explore areas they found interesting. Student 8 explained, "I am interested in social issues, so I searched for more

information and discussed more with my group." Similarly, Student 14 shared, "That week's class discussed a case where the person was found not guilty due to insanity. Since I am interested in criminal topics, I wanted to understand his motive, so I noted it down."

Experiencing this sense of autonomy also motivated students to devote additional time to preparation. Student 6 noted, "The class content was quite inspiring. I usually spent half an hour to an hour finishing the required portion, but I still wanted to keep exploring. I was absent due to a fever last week, but I still looked up information about the topic." This willingness to explore beyond requirements was common among students and was also noticed by peers. As Student 12 observed, "Now everyone searches for extra materials, and we often have too much to discuss." These reflections demonstrate that the pre-class tasks, though structured, provided opportunities for personally driven inquiry, which satisfied students' need for autonomy in the flipped classroom.

Relatedness

Group discussion was identified as the aspect of the flipped approach that most satisfied students' need for relatedness. Students' sense of relatedness was first established through a shared goal of practicing English speaking. As Student 4 explained, "The main value of this course is that you can find people to communicate with in English and practice how to interact with others." This shared goal fostered a small learning community in class.

Initially, during the first interviews, many students described their peers as hardworking and cooperative—"Classmates had many insightful ideas and actively participated in discussion" (Student 10); "Everyone was hardworking, and no one was slacking off" (Student 12). These positive perceptions of one another contributed to a supportive environment in which students found discussions enjoyable. Student 9 noted, "We got along very well. It was this class format that encouraged me to participate more actively than I did in my previous English cram-school classes."

Over time, this initial sense of belonging—rooted in having shared goals and positive impressions of one another—evolved into more

sophisticated peer collaboration as students became more familiar with one another's strengths and weaknesses. This development was illustrated in refined division of the roles in discussions and presentations. For example, once in discussion, Student 4 was aware that Student 3 tended to be nervous when presenting and therefore assigned him a fitting role in their talk show performance, and both students were satisfied with this arrangement—"He did an excellent job in that presentation. I felt that I was a genius in coming up with this arrangement" (Student 4).

Several students contrasted the experience of relatedness in this course with their other university classes, where interaction was limited. For example, Student 11 indicated that he rarely attended his other lecture-based classes but never skipped this one because "there were discussions and presentations, which were interactive. I really longed for this kind of environment." Student 14 made a similar remark—"Except for this class, we do not really have other chances to interact with others."

Overall, students' reflections show that group discussions and presentations were key components of the flipped course that fulfilled their need for relatedness through shared goals, positive peer relationships, and increasingly coordinated collaboration.

DISCUSSION

The flipped course was designed to support EFL students' needs for competence, autonomy, and relatedness, as outlined in BPNT. The findings illustrate how the course design satisfied these needs and fostered students' motivation. In addition, the results revealed how students strategically approached academic oral communication in an EFL context; based on these results, pedagogical implications will be discussed in this section.

Supporting Motivation Through BPNT-Informed Design

First, students' need for competence was supported through structured scaffolding for pre-class preparation. Weekly assignments guided students to build background knowledge and prepare for the

language (e.g., vocabulary) relevant to in-class discussions. Students reported using a set of multi-step and multimodal strategies and drew on both L1 and L2 to comprehend, synthesize and take notes on the content, and the prepared notes were frequently referenced during in-class discussions, as revealed in observations. This process of pre-class preparation helped students feel competent and motivated to contribute to in-class discussions. As Yashima (2009) has stated, "unless one has something to say about a topic or opinions to express about an agenda, one does not have an urge to communicate" (p. 155). This finding is consistent with previous research which has shown that successful participation in discussion requires preparation (Smith et al., 2022).

The course design also satisfied students' needs for autonomy. Specifically, the pre-class preparation allowed students to explore a topic based on their personal interests, prior knowledge, or academic backgrounds. During this process, students could choose their information sources, preferred languages, and learning strategies, providing them with opportunities to gain knowledge or practice skills that were "personally meaningful" (Lou et al., 2018, p. 213). When learners are given choices that are personally meaningful and relevant, they will experience a sense of autonomy (Ryan & Deci, 2006). Learning environments that support autonomy contribute to learners' development of self-regulation (Lou et al., 2018). In the present study, interview data further revealed that many students were motivated by a personal desire to contribute to group discussions—a task they found relevant. The assignment design and its clear link to in-class discussion could explain why the students in this flipped course achieved a high completion rate on pre-class preparation, in contrast to the findings of previous studies (Wang & Qi, 2018).

The in-class discussions supported students' need for relatedness. Students' shared goal of practicing English and their positive perceptions of one another's efforts put into the class created a supportive environment that encouraged active participation. As the semester progressed, this general sense of belonging developed into more refined collaboration, with students learning each other's strengths and coordinating roles more strategically, such as in the LEDer project and in the case when peers recognized Student 3's

nervousness during presentations and adjusted roles accordingly. According to BPNT, such meaningful social interactions support intrinsic motivation by making learners feel connected and valued (Ryan & Deci, 2017). This finding is consistent with previous research which showed that flipped classrooms facilitated peer interaction, which fostered intrinsic motivation (Zainuddin & Perera, 2019).

Language Practices and Challenges in Academic Speaking

The EFL students in the present study were more capable of speaking English when discussing the prepared content. This finding aligns with previous research (Hsu, 2015), suggesting that EFL students need more preparation and processing time for L2 academic oral production. The flipped course design appears to be beneficial for an English academic speaking course because students are required to prepare for the class. Nevertheless, it is worth noting that, when speaking from the prepared content, most students in the present study read directly from their notes or script; when questions were asked about their prepared content during group discussions, they directly showed their notes to their peers. This suggests students' strong reliance on written text during oral production, possibly due to their limited speaking opportunities and the complexity of the academic content. To address this, instructors could design activities to guide students to identify key points in written text, compose brief written notes or outlines for oral production, and rehearse speaking without scripts. Also, students' prepared notes were the result of synthesizing information from multimodal sources, including both textual and visual materials. This reflects a need for explicit instruction on how to paraphrase textual information into spoken language (Goh, 2007).

Students' use of L1 when engaging in group discussions deserves some attention. While it was observed and reported by the participants that the use of L1 expedited the meaning-making process in group discussions and facilitated collaborative interactions, we still need to recognize the realities and challenges that EFL students face (Poza, 2018; Yanagi & Baker, 2016). That is, they may still need to develop their communicative competence in the target language, and they may have limited opportunities to practice speaking English outside the

classroom. As mentioned by most participants during the interviews, their main reason for taking the course was to enhance their English communicative competence because their goals included studying abroad or using English in their future workplaces. This desire to improve their English-speaking skills appeared to contribute to the tension regarding the use of English or Chinese during group discussions. To address this tension, instructors could set clear language policies for classroom activities. Specifically, students could be allowed to use L1 for *procedural talk* (Moore, 2013) such as clarifying task requirements. The use of L1 for procedural talk may help EFL students reduce their cognitive burden and accomplish the task effectively (Swain & Lapkin, 2000). At the same time, the policy could specify that L2 (English) is expected during key stages of discussion**,** particularly during content development, idea articulation, and final presentation. In this way, instructors may both support task effectiveness and maximize students' English-speaking opportunities.

Although using L1 during group discussion could facilitate the meaning-making process, it is also important to note that, as illustrated by S8's account, using L1 did not necessarily resolve a communication breakdown, especially when the concept being discussed was highly specialized and required a level of discipline-specific knowledge beyond the linguistic barriers. Therefore, other than using L1, students may benefit from developing interdisciplinary audience awareness—"the ability to adapt one's language for the purpose of different audiences" (Davies et al., 2022, pp. 76-77). Specific strategies to be taught and practiced could include simplifying their language use, using visual aids, drawing analogies, or providing examples to achieve communication goals. As listeners, students may need to develop strategies such as asking specific clarification questions to facilitate more effective academic oral communication in L2. These strategies would be particularly relevant in EFL classrooms where students interact with peers from diverse academic fields. By developing these strategies, then beyond the language classrooms, EFL students could effectively engage in interdisciplinary communication, which is essential for their academic and professional success in real-world contexts.

CONCLUSION

The present study examined 14 undergraduate EFL students' learning processes and strategies in an EAP flipped course. The findings demonstrated that the flipped course design, which supported students' basic psychological needs for competence, autonomy, and relatedness, can enhance students' motivation to prepare for and actively participate in academic oral communication. The findings also reflected the need for targeted instruction in specific aspects of academic oral discussions such as paraphrasing, audience awareness, and spoken language features. Additionally, the findings on L1 use during discussions suggest the need for clear language policies and instructional support to help students appropriately adapt their language use, such as using L1 for procedural talk and shifting to L2 during content development. Clear language policies like this can guide students to maximize in-class opportunities for academic speaking practice, which are often limited for EFL students outside the classroom.

The limitations of the current study point to suggestions for future research. First, the present study relied on observation and interview data to uncover students' in-class participation. Future research with video or audio recordings of students' interactions could offer richer discourse data to further enhance our understanding of students' oral participation dynamics. Second, the study did not include direct measurement of psychological states. Students' motivation was inferred from observable in-class behaviors and from self-reported comments in interviews. While this approach offers qualitative insights into students' learning processes, it cannot provide evidence of whether students' needs were satisfied as a result of the BPNT-informed course design. Future studies could address this limitation by combining qualitative approaches with pre- and post-course instruments to evaluate the effectiveness of the course design. Including a comparison group such as a flipped class without the BPNT-informed design could further strengthen the evidence for the contribution of BPNT to flipped learning. Third, the participants in the present study shared the same L1. Future research involving international students with diverse linguistic backgrounds could offer

more insights into the complexities of strategies and language use in academic settings. Moreover, the small number of participants reflects the nature of classroom-based qualitative research. The present study addressed this by collecting data from multiple sources to ensure thick description. Future research with a larger or more diverse group of participants could explore a wider range of learner perspectives.

REFERENCES

Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: Definition, rationale and a call for research. *Higher Education Research & Development, 34*(1), 1-14. https://doi.org/10.1080/07294360.2014.934336

Aizawa, I., Rose, H., Thompson, G., & Curle, S. (2023). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills of Japanese students in an English medium instruction programme. *Language Teaching Research*, *27*(4), 837-861. https://doi.org/10.1177/1362168820965510

Al-Hoorie, A. H., Oga-Baldwin, W. Q., Hiver, P., & Vitta, J. P. (2025). Self-determination mini-theories in second language learning: A systematic review of three decades of research. *Language Teaching Research*, 1603-1638. https://doi.org/10.1177/13621688221102686

Asadnia, F., & Atai, M. R. (2022). Examining the effectiveness of an online EAP course in developing researchers' virtual conference presentation skills. *Journal of English for Academic Purposes*, *60*, 101184. https://doi.org/10.1016/j.jeap.2022.101184

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.

Chuang, H. H., Weng, C. Y., & Chen, C. H. (2018). Which students benefit most from a flipped classroom approach to language learning? *British Journal of Educational Technology*, *49*(1), 56-68. https://doi.org/10.1111/bjet.12530

Cui, X., & Gardiner, I. A. (2025). Investigating students' academic language-related challenges and their interplay with English proficiency and self-efficacy on EMI success in Transnational Education (TNE) programs in China. *English for Specific Purposes*, *78*, 53-69. https://doi.org/10.1016/j.esp.2024.12.002

Cummins, J. (1980). The construct of language proficiency in bilingual education. In J. E. Alatis (Ed.), *Current issues in bilingual education* (pp. 81–103). Georgetown University Press.

Davies, J. A., Carter, T. J., & Campbell, M.-A. (2022). Building confidence, performative habits, and interdisciplinary audience awareness through presentations in a graduate-level academic oral communication course. In M. M. Siczek (Ed.), *Pedagogical innovations in oral academic communication* (pp. 73–89). University of Michigan Press.

Duff, P. A. (2007). Problematising academic discourse socialisation. In H. Marriott, T. Moore, & R. Spence-Brown (Eds.), *Learning discourses and the discourses of learning* (pp. 01.1–01.18). Monash University ePress.

Duff, P. A. (2010). Language socialization into academic discourse communities. *Annual Review of Applied Linguistics*, *30*, 169–192. https://doi.org/10.1017/S0267190510000048

Duff, P. A. (2022). Foreword. In M. M. Siczek (Ed.), *Pedagogical innovations in oral academic communication* (pp. xi-xiii). University of Michigan Press.

Engin, M. (2017). Contributions and silence in academic talk: Exploring learner experiences of dialogic interaction. *Learning, Culture and Social Interaction, 12*, 78-86. https://doi.org/10.1016/j.lcsi.2016.11.001

Evans, S., & Green, C. (2007). Why EAP is necessary: A survey of Hong Kong tertiary students. *Journal of English for Academic Purposes, 6*(1), 3-17. https://doi.org/10.1016/j.jeap.2006.11.005

Evans, S., & Morrison, B. (2011). Meeting the challenges of English-medium higher education: The first-year experience in Hong Kong. *English for Specific Purposes, 30*(3), 198-208. https://doi.org/10.1016/j.esp.2011.01.001

Gan, Z. (2013). Understanding English speaking difficulties: An investigation of two Chinese populations. *Journal of Multilingual and Multicultural Development, 34*(3), 231-248. https://doi.org/10.1080/01434632.2013.768622

Goh, C. C. M. (2007). *Teaching speaking in the language classroom*. SEAMEO Regional Language Centre.

Hsu, W. H. (2015). Transitioning to a communication-oriented pedagogy: Taiwanese university freshmen's views on class participation. *System, 49*, 61-72. https://doi.org/10.1016/j.system.2014.12.002

Jiang, M. Y. C., Jong, M. S. Y., Lau, W. W. F., Chai, C. S., Liu, K. S. X., & Park, M. (2022). A scoping review on flipped classroom approach in language education: Challenges, implications and an interaction model. *Computer Assisted Language Learning*, *35*(5-6), 1218-1249. https://doi.org/10.1080/09588221.2020.1789171

Kamaşak, R., Sahan, K., & Rose, H. (2021). Academic language-related challenges at an English-medium university. *Journal of English for Academic Purposes*, *49*, 100945. https://doi.org/10.1016/j.jeap.2020.100945

Kim, S. (2006). Academic oral communication needs of East Asian international graduate students in non-science and non-engineering fields. *English for Specific Purposes, 25*(4), 479-489. https://doi.org/10.1016/j.esp.2005.10.001

Lan, E. M. (2024). Unveiling the silent struggle: Investigating the effects of flipped classroom instruction models on business English oral presentation development through online learning: A case of learner engagement, emotions, and anxiety. *Education and Information Technologies*, *29*(17), 23299-23328. https://doi.org/10.1007/s10639-024-12746-4

Li, J., Al-Adeimi, S., & Snow, C. (2025). A video modeling intervention for teaching academic language discourse skills. *Computer Assisted Language Learning*, 1-37. https://doi.org/10.1080/09588221.2025.2503901

Lou, N. M., Chaffee, K. E., Lascano, D. I. V., Dincer, A., & Noels, K. A. (2018). Complementary perspectives on autonomy in self-determination theory and language learner autonomy. *TESOL Quarterly, 52*(1), 210-220. https://doi.org/10.1002/tesq.403

Macaro, E. (2006). Strategies for language learning and for language use: Revising the theoretical framework. *The Modern Language Journal, 90*(3), 320-337. https://doi.org/10.1111/j.1540-4781.2006.00425.x

Maxwell, J. A. (2010). Using numbers in qualitative research. *Qualitative Inquiry, 16*(6), 475-482. https://doi.org/10.1177/1077800410364740

Moore, P. J. (2013). An emergent perspective on the use of the first language in the English-as-a-foreign-language classroom. *The Modern Language Journal*, *97*(1), 239-253. https://doi.org/10.1111/j.1540-4781.2013.01429.x

Poza, L. E. (2018). The language of *ciencia*: Translanguaging and learning in a bilingual science classroom. *International Journal of Bilingual Education and Bilingualism, 21*(1), 1-19. https://doi.org/10.1080/13670050.2015.1125849

Preshous, A., & Akpobi, T. C. (2022). It's all in the blend: Approaches to integrating subject-specific content and oral presentation skills development for international business students. In M. M. Siczek (Ed.), *Pedagogical innovations in oral academic communication* (pp. 54–70). University of Michigan Press.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68-78. https://doi.org/10.1037/0003-066X.55.1.68

Ryan, R. M., & Deci, E. L. (2006). Self-regulation and the problem of human autonomy: Does psychology need choice, self-determination, and will? *Journal of Personality, 74*(6), 1557–1586. https://doi.org/10.1111/j.1467-6494.2006.00420.x

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology, 61*, 101860. https://doi.org/10.1016/j.cedpsych.2020.101860

Santos, L. S. dos, & Maia, R. M. G. (2022). Using a design thinking approach to enrich oral academic communication practices in EFL higher education settings. In M. M. Siczek (Ed.), *Pedagogical innovations in oral academic communication* (pp. 37–53). University of Michigan Press.

Smith, G. F., Jung, H., & Zenker, F. (2022). From task-based needs analysis to curriculum evaluation: Putting methodological innovations to the test in an English for academic purposes program. *English for Specific Purposes*, *66*, 80-93. https://doi.org/10.1016/j.esp.2022.01.001

Sun, X., Mollaee, F., & Izadpanah, S. (2024). Impact of flipped learning on reflective thinking and goal orientation among English Foreign language learners. *Computer Assisted Language Learning*, 1-22. https://doi.org/10.1080/09588221.2024.2430718

Swain, M., & Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Language Teaching Research*, *4*, 251–274. https://doi.org/10.1177/136216880000400304

Wang, Y., & Qi, G. Y. (2018). Mastery-based language learning outside class: Learning support in flipped classrooms. *Language Learning and Technology, 22*(2), 50-74. https://doi.org/10.64152/10125/44641

Wright, C., Tsakalaki, A., & Lin, M. (2022). "Now I hear what you say"-How short EAP courses can foster successful academic interactional strategies. *Journal of English for Academic Purposes*, *55*, 101074. https://doi.org/10.1016/j.jeap.2021.101074

Yanagi, M., & Baker, A. A. (2016). Challenges experienced by Japanese students with oral communication skills in Australian universities. *TESOL Journal, 7*(3), 621-644. https://doi.org/10.1002/tesj.229

Yang, Q., & Chen, C. (2024). The effectiveness of flipped classroom on autonomous learning ability: A meta-analysis. *Asia Pacific Education Review*, 1-16. https://doi.org/10.1007/s12564-024-10013-2

Yashima, T. (2009). International posture and the ideal L2 self in the Japanese EFL context. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 144–163). Multilingual Matters.

Zainuddin, Z., & Perera, C. J. (2019). Exploring students' competence, autonomy and relatedness in the flipped classroom pedagogical model. *Journal of Further and Higher Education*, *43*(1), 115-126. https://doi.org/10.1080/0309877X.2017.1356916

Zhai, Y., Charmi, M., & Izadpanah, S. (2026). The effect of the flipped classroom approach on creative thinking, self-esteem, and social interaction of English foreign language learners in intermediate level. *Journal of Computing in Higher Education*, *38,* 413-447. https://doi.org/10.1007/s12528-025-09439-3

Zhang, Y., & Mi, Y. (2010). Another look at the language difficulties of international students. *Journal of Studies in International Education*, *14*(4), 371-388. https://doi.org/10.1177/1028315309336031

Zhao, X., & Yang, Y. (2023). Impact of social media-supported flipped classroom on English as a foreign language learners' writing performance and anxiety. *Frontiers in Psychology*, *13*, 1-12. https://doi.org/10.3389/fpsyg.2022.1052737

APPENDIX

Appendix 1

Pre-Class Learning Activity: Part 3

I. Assigned Video:

10 Most successful Shark Tank Businesses

II. Answer the questions:

a. Please watch the assigned video. Name one product that you found innovative and creative. Explain how it works and why you think it became successful. Use your own way to structure the answers.
b. Describe a problem that you have observed or experienced in life. Design a product that can help you or others solve this problem. You can draw or explain how the product could work below.

In-Class Group Task

Each group has to give a three-minute sales pitch for a product that you design. Your pitch needs to include the following three components:

a. An opening statement to attract potential investors' interests
b. Description of your product (e.g., What is it? How does it work? Where are you going to sell it?)
c. A concluding remark to promote your product

Your goal of the pitch is to persuade the "sharks" to invest money in your product/business. Everyone has to play a role during the sales pitch.

Appendix 2

Weekly Learning Log

1. To what extent did you finish the assignments for this week? _____/100%. Briefly explain and describe your learning process this week in English or Chinese using text or graphs:

2. How much time did you spend on each of the assignments?
   - ☐ Lecture video: _____minutes _____hours
   - ☐ Unit 1 Textbook audios & exercises: _____minutes _____hours
   - ☐ Assigned videos: _____minutes _____hours
   - ☐ Self-selected listening materials: _____minutes _____hours
   - ▪ What did you do for this assignment?
   - ▪ Did you accomplish your goal?

3. Write down the difficulties that you encountered or questions that you have about the assignment, if any:

4. Did you overcome the difficulties or solve the problems described in the previous questions? How?

5. Other comments or questions:

ACKNOWLEDGMENT

This research was supported by the Ministry of Science and Technology, Taiwan (MOST 108-2410-H-009-019). The author would like to thank the three research assistants and all participants for their contributions to the study. The author would also like to thank the anonymous reviewers for their constructive comments, which greatly improved earlier versions of this manuscript.

CORRESPONDENCE

Fang-Ying Yang, Language Teaching and Research Center, National Yang Ming Chiao Tung University, HsinChu City, Taiwan.
Email address: fyang@nycu.edu.tw

PUBLISHING RECORD

Manuscript received: April 19, 2025; Revision received: October 13, 2025; Manuscript accepted: November 14, 2025.