



Developing Flipped Content-Based English Materials for XI-Grade Fashion Program at Vocational High School

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Abstract

This study aimed to develop Flipped Content-Based English Materials for eleventh-grade students in the Fashion study program at a vocational high school in Yogyakarta. The development process followed the model proposed by Jolly and Bolitho (1998), employing both qualitative and quantitative data collection methods. Quantitative data were obtained through questionnaires, while qualitative data were gathered through interviews. The findings address students' necessities, lacks, and wants, highlighting gaps in their English proficiency. The materials were specifically designed to overcome common challenges requiring practical and communicative English skills relevant to the fashion industry. Six units were developed, combining the Flipped Learning Approach and Content-Based Instruction (CBI) to ensure material relevance to subject content and promote more effective learning by shifting instructional content outside the classroom while allocating in-class time for interactive activities. Expert validation categorized the materials as "very good," with a mean score of 3.5, within the range of $3.28 \leq x \leq 4.00$. Student feedback from the materials' implementation indicated that the Flipped Content-Based English Materials facilitated engagement and comprehension, making English learning more meaningful and relevant to their future careers. Despite the positive outcomes, challenges were identified, particularly in ensuring student engagement with out-of-class activities. To address this, interactive multimedia resources and structured preparatory tasks were integrated to support comprehension and motivation. Overall, this study underscores the potential of integrating flipped learning and CBI in ESP contexts to enhance vocational high school students' language proficiency and career readiness.

Keywords: *English for Specific Purposes (ESP); Flipped Learning; Content-Based Instruction; Vocational Education; Supplementary Material; ESP Materials*

Introduction

English language proficiency is a crucial skill for vocational high school (VHS) students in Indonesia, particularly in specialized fields such as fashion. As the fashion industry continues to globalize, effective communication in English—both oral and written—becomes essential for students pursuing careers in this field. However, English instruction at vocational high schools often fails to align with students' professional needs, as it primarily follows a general English curriculum rather than a

specialized English for Specific Purposes (ESP) approach (Standar Isi Permendiknas, 2006). ESP, as defined by Dudley-Evans & St. John (1998) and Richards (2001), emphasizes adapting language instruction to students' academic and career goals, providing them with relevant vocabulary, expressions, and communication skills tailored to their industries.

Despite the recognized importance of ESP, several challenges hinder effective English instruction for VHS students. First, there is no dedicated ESP curriculum guidance, and existing instructional materials lack vocational relevance (Mulyah & Aminatun, 2020). Teachers often rely on general English textbooks that do not address industry-specific vocabulary or real-world professional interactions, leaving students ill-prepared for workplace communication. Second, student-teacher interaction and engagement in English classrooms remain limited (Patty & Bilung, 2023), affecting students' motivation and opportunities for meaningful language practice. Third, traditional teaching methods such as the Grammar Translation Method (GTM) continue to dominate VHS classrooms, prioritizing grammar rules and translation exercises over practical communication skills (Hoang et al., 2016; Dowmunt et al., 2018). As a result, students struggle with spoken and written English in real-world scenarios, limiting their ability to interact effectively in the global fashion industry (Fois, 2020).

To address these challenges, Content-Based Instruction (CBI) offers an effective approach to integrating language learning with subject-specific content, allowing students to develop linguistic proficiency while acquiring industry-related knowledge (Richards & Rodgers, 2001). CBI shifts the focus from isolated grammar instruction to meaningful communication within relevant topics, fostering better engagement and practical language application (Snow & Brinton, 2017; Shibata, 2019). Additionally, flipped learning has emerged as a promising pedagogical approach that enhances student interaction and engagement. By shifting direct instruction outside the classroom—through pre-class activities such as instructional videos, digital quizzes, and reading materials—flipped learning allows more in-class time for interactive discussions, collaboration, and application-based learning (Bergmann & Sams, 2012). This is particularly beneficial in the VHS context, where classroom time for English instruction is often limited and needs to be maximized for communicative practice (Voss & Kostka, 2019).

The latest national curriculum, the Emancipated Curriculum (Kurikulum Merdeka), provides flexibility for teachers to design contextualized lesson plans. However, it does not differentiate English learning objectives for general and vocational schools, leading to a gap in meeting the specific needs of VHS students (Regulation of the Ministry of Education and Culture No. 33 of 2022). Furthermore, VHS teachers continue to face challenges in implementing the curriculum due to a lack of relevant resources and insufficient guidance (Purwanti & Wardani, 2024). Given these gaps, there is an urgent need for instructional materials that integrate ESP with both CBI and flipped learning, offering students engaging and industry-relevant English learning.

This study aims to develop flipped content-based English instructional materials tailored for Grade XI students in the Fashion program. By addressing the existing challenges in Vocational High School (VHS) English instruction, this research contributes to the development of more effective, industry-relevant teaching strategies and resources, equipping students with the English communication skills essential for success in the global fashion industry. To achieve this, the study integrates English for Specific Purposes (ESP), Content-Based Instruction (CBI), and flipped learning principles and seeks to:

1. Identify the target and learning needs of Grade XI fashion students in ESP.
2. Develop flipped content-based English materials that align with these needs.
3. Validate the effectiveness and appropriateness of the materials in enhancing students' language proficiency and engagement.

Theoretical Framework

English for Specific Purposes

English for Specific Purposes (ESP) is an approach to language teaching tailored to students' academic and professional needs, focusing on both general and specialized English (Hutchinson & Waters, 1987). ESP encompasses various fields, categorized by Basturkmen (2010) into **English for Academic Purposes (EAP)**, **English for Professional Purposes (EPP)**, and **English for Occupational Purposes (EOP)**. The vocational context aligns closely with EOP, which includes English for industries such as fashion and hospitality. ESP instruction emphasizes **disciplinary knowledge, genre awareness, and contextualized language use**, requiring teachers to adapt materials to students' fields of study (Dudley-Evans & St. John, 1998). In **Vocational High Schools (VHS)**, English instruction aims to prepare students for both **employment and further education**, reinforcing the link between language learning and professional practice. However, there is ongoing debate regarding the appropriate ESP branch for VHS students. To address this, **Vocationally-Oriented Language Learning (VOLL)** was introduced (Widodo, 2016), integrating **vocational knowledge, professional discourse, and specific workplace tasks** into language instruction. This approach ensures that students develop industry-relevant communication skills while acquiring technical expertise.

Needs analysis plays a crucial role in ESP curriculum and material development, identifying students' target and learning needs (Hutchinson & Waters, 1987). It assesses what learners must do in their professional contexts (necessities), their current skills (lacks), and their aspirations (wants). Methods of needs analysis include **surveys, questionnaires, observations, and case studies** (Berwick, 1989), serving as the foundation for designing relevant and effective language courses. Richards (2001) further highlights its importance in determining learners' required proficiency, evaluating course effectiveness, and aligning instruction with industry demands. By conducting a thorough needs analysis, educators can create ESP materials that **bridge the gap between students' language skills and their future career requirements**.

Learning Outcomes of English for Grade XI of Vocational High School

The Merdeka Curriculum, Indonesia's latest educational framework, promotes a flexible, student-centered approach that allows students to take greater control of their learning. By emphasizing personalized learning, the curriculum adapts to students' unique needs, interests, and learning pace. Teachers are encouraged to modify lessons and materials to keep students engaged and help them reach their full potential. For Grade XI vocational high school (SMK) students, the English course shares the same fundamental objective as in senior high schools—developing listening, reading, writing, and speaking skills to achieve B2-level proficiency (CEFR). This ensures students can communicate effectively in narrative, exposition, and discussion texts.

Each language skill has specific learning objectives. In listening, students should understand main ideas and specific details in complex spoken texts on concrete and abstract topics. In reading, they should comprehend key points and finer details in both printed and digital texts across various subjects. In writing, they are expected to produce well-structured texts that present opinions and analyses while considering different perspectives. Lastly, in speaking, students should engage fluently, spontaneously, and in an organized manner, especially in narrative, exposition, and discussion contexts. The curriculum's flexibility allows vocational high schools to develop context-specific materials that focus on applied skills and workplace readiness, ensuring students graduate with competencies that align with industry demands.

Content-Based Instruction

Content-Based Instruction (CBI) is a teaching approach that integrates language learning with subject matter, allowing students to acquire both linguistic skills and domain-specific knowledge.

According to **Stryker & Leaver (1997)**, CBI has two primary objectives: learning content and language simultaneously. This method creates a **realistic and meaningful learning experience** by immersing students in subject-related discussions, as highlighted by **Rodgers (2006)**. **Brown (2007)** and **Brinton & Snow (2017)** emphasize that CBI fosters authentic learning through real-world contexts, empowering students to **use language as a communication tool** beyond the classroom. Additionally, **Richards (2015)** identifies several functions of CBI, including its adaptability to different curricula, its role in preparing students for mainstream education, and its relevance in vocational and commercial English programs. The effectiveness of CBI lies in its **ability to enhance language acquisition by integrating subject matter**, making it an ideal approach for vocational high schools where students require **both industry-specific knowledge and English proficiency**.

CBI can be implemented through three primary models: **Theme-Based Instruction**, **Sheltered Content Instruction**, and **Adjunct Language Instruction** (**Brinton et al., 1989; Richards & Rodgers, 2001**). **Theme-Based Instruction**, where language lessons revolve around selected topics, is particularly suitable for **vocational high schools (VHS)** as it aligns language learning with students' professional fields. **Sheltered Content Instruction** involves subject-matter experts delivering lessons in the target language, while **Adjunct Language Instruction** combines two interrelated courses—one focusing on content and the other on language skills. The core characteristics of CBI, as outlined by **Lyster (2007, 2017)**, include **content-centered learning, challenge-based teaching, and adaptability to students' needs**. This ensures that materials are tailored to students' **linguistic, cognitive, and professional requirements**, making CBI a highly effective **framework for ESP programs** in vocational settings.

Flipped Classroom Learning

Flipped Classroom Learning is a student-centered approach that integrates technology to enhance engagement. It shifts instruction outside class through digital resources, allowing in-class time for discussions and interactive activities (**Bergmann & Sams, 2012**). In **English language teaching (ELT)**, this method improves speaking skills by enabling students to learn vocabulary and grammar beforehand, maximizing communicative practice (**Bergmann & Sams, 2014**). The **Flipped Learning Network (FLN) (2014)** highlights key principles: flexible learning, a learner-centered approach, continuous assessment, and active teacher guidance. Studies (**Tsai, 2019; Turan & Akdag-Cimen, 2019; Jiang et al., 2021**) show flipped learning enhances **autonomy, engagement, and performance**. With digital advancements, students now access **videos, PDFs, and online platforms**, making learning **more interactive and effective** (**Amiryousefi, 2019**).

For effective **implementation**, pre-class materials introduce key concepts, while class sessions focus on **higher-order thinking** (**Tsai, 2019**). Platforms like **Google Classroom, Moodle, and Edpuzzle** support flexible, asynchronous learning (**Xin & Zhang, 2024**). Students benefit from diverse digital formats, including **videos, PowerPoints, and interactive exercises** (**Hwang et al., 2019**). By shifting **basic learning to pre-class** and **advanced tasks to in-class**, flipped learning **deepens comprehension and retention**, making it a **powerful modern teaching strategy**.

Material Development

Material development in ESP involves designing, evaluating, and refining instructional resources to meet course objectives (**Graves, 2000; Tomlinson, 2011**). Effective materials should support language acquisition, motivation, and real-world application (**Dudley-Evans & St. John, 1998**), providing structured, engaging, and self-explanatory content. ESP materials should align with learners' goals by integrating input, content focus, language focus, and communicative tasks (**Hutchinson & Waters, 1987**). Several models guide material development, including the **Dick & Carey Model (2005)**, **Kemp Model (2004)**, **ADDIE Model (2009)**, and **Jolly & Bolitho Model (2011)**. Among these, the **Jolly & Bolitho model** is most suitable for ESP as it offers a dynamic, practical framework for material evaluation and refinement.

Task and unit development play a crucial role in ESP instruction, ensuring students engage in both instructional (classroom-based) and real-world (authentic) tasks (Nunan, 2004). Units should include schema building, controlled practice, authentic listening, linguistic focus, and freer practice to enhance language acquisition. Effective tasks incorporate input, activities, roles, and environments (Nation & Macalister, 2010). Additionally, ESP tasks must engage learners' background knowledge, integrate authentic materials, and align with professional contexts (Widodo, 2016; Basturkmen, 2010). By incorporating authenticity, skill integration, and real-world relevance, ESP materials can effectively prepare students for communication in their specific fields.

Relevant Studies

Several previous studies have highlighted the importance of Content-Based Instruction (CBI) and technology-enhanced learning in improving English language skills for vocational high school (VHS) students. Anuyahong and Songakul (2024) emphasized the integration of language and content learning, underlining the need for instructional materials that combine both aspects. Sariani et al. (2022) found that CBI significantly benefits EFL learners by improving writing skills, fostering creativity, and enhancing interaction through technology. Additionally, Abidah et al. (2023) discovered that vocational students strongly desire to improve their speaking skills, with teachers advocating for engaging, multimedia-based resources. These studies collectively emphasize the urgency of developing English materials tailored to specific vocational fields to enhance students' language proficiency and career readiness. To fill these gaps, this study focuses on developing flipped content-based English materials with technology integration exclusively for Grade XI Fashion students in VHS, integrating fashion-specific vocabulary, tasks, and cultural elements to create an immersive learning experience.

This study adopts a Content-Based Instruction (CBI) approach combined with English for Specific Purposes (ESP) and Flipped Learning to address current challenges in vocational English instruction. The lack of specialized English materials, reliance on General English textbooks, and traditional teaching methods such as the Grammar Translation Method (GTM) hinder students' ability to acquire practical language skills for professional communication in the fashion industry. By integrating ESP, the study ensures that English instruction aligns with students' career aspirations, while CBI immerses learners in fashion-related content. Flipped Learning is incorporated to promote student autonomy, engagement, and real-world language application. This structured, technology-enhanced approach is expected to provide interactive, industry-relevant English learning materials, equipping fashion students with the necessary skills to succeed in their future professions.

Research Method

This study employs a Research and Development (R&D) approach to create supplementary English materials for Grade XI Fashion students in vocational high schools. The Jolly and Bolitho (1998) model was chosen due to its structured and dynamic process for material development. The study integrates Content-Based Instruction (CBI) and Flipped Learning with technology to enhance learning effectiveness. The development process consists of five stages, including needs analysis, material design, expert validation, implementation, and evaluation. Data collection involved questionnaires and interviews with students, teachers, and experts to ensure the materials aligned with the students' linguistic and professional needs.

The research instruments included a needs analysis questionnaire, expert judgment questionnaire, and student-teacher evaluations. The needs analysis was conducted with 38 fashion students and their English teacher to assess their target and learning needs (Hutchinson & Waters, 1987). After designing the materials, experts and teachers evaluated their content, language, activities, and design, followed by a three-meeting tryout session at SMKN 2 Godean. Students provided feedback through evaluation

questionnaires, which guided the final revisions. The materials were designed to be contextually relevant, communicative, and engaging, incorporating fashion-related vocabulary and real-world tasks.

For data analysis, qualitative data from interviews were processed using Miles, Huberman, & Saldana's (2014) interactive model (data collection, reduction, presentation, and conclusion), while quantitative data from questionnaires were analysed using descriptive statistics. A Likert scale within the range $1 \leq x \leq 4$. The findings helped refine the materials to ensure they effectively support English language learning in a fashion-specific context. By integrating CBI and flipped learning, the study aims to improve students' English proficiency and practical communication skills for their future careers in the fashion industry.

Findings

The Result of Target and Learning Needs

The target needs analysis revealed that vocational high school students in the Fashion program prioritized practical language skills, particularly verbal communication, for their future careers. The majority of students expressed a strong need to improve their speaking skills for workplace interactions, including communicating with colleagues, clients, and customers in English. This aligns with the principles of English for Specific Purposes (ESP), which emphasize designing materials based on learners' professional requirements (Hutchinson & Waters, 1987). However, the analysis also identified a significant gap in students' current English proficiency, with most students rating their language skills as low, especially in speaking. These findings underscore the necessity of developing targeted learning materials that strengthen students' ability to use English in professional fashion-related contexts.

In terms of learning needs, several key aspects were examined, including input, learning activities, task settings, and the roles of students and teachers. The analysis indicated that students preferred learning materials that were contextually relevant to the fashion industry, such as monologues, dialogues, and multimodal texts featuring real-world scenarios. Regarding activities, students favored interactive and engaging tasks, such as mini-conversations, role-plays, and vocabulary-building exercises, which facilitate active learning. The preferred learning setting was small-group or pair work, as collaborative tasks were seen as more effective in building confidence and participation. Additionally, students expressed a preference for taking an active role in discussions and using creativity to complete assignments, which aligns with the flipped learning approach that promotes student-centered learning (Hwang et al., 2019). The teacher's role was also considered essential, with students emphasizing the need for guidance and facilitation rather than traditional lecturing. These findings informed the development of the learning materials, ensuring that they addressed both students' linguistic challenges and their vocational aspirations through a structured, interactive, and industry-relevant approach.

Course Grid and Unit Design

The development of the Flipped Content-Based English Materials for the Fashion Program was guided by a structured course grid, which served as a blueprint for designing the learning materials. The course grid outlined key components such as unit titles, topics, learning objectives, language focus (grammar and vocabulary), and descriptions of learning activities. It ensured that each unit was systematically aligned with the Capaian Pembelajaran (CP), the results of the needs analysis, and the principles of Content-Based Instruction (CBI) and flipped learning. Since the primary focus of the materials was speaking skills, the course grid was designed to integrate interactive and communicative tasks, while also incorporating listening, reading, and writing as supporting skills. Each unit was developed to reflect real-world fashion industry contexts, allowing students to engage with meaningful language use relevant to their future careers.



Figure 1. Unit Design

Each unit was structured into 12–14 activities, including pre-class flipped learning tasks, in-class speaking-focused activities, and post-class reflection tasks. The pre-class activities introduced key concepts through vocabulary exercises, instructional videos, and reading texts related to the fashion industry, allowing students to build foundational knowledge before class. The in-class activities emphasized speaking practice through role-plays, discussions, problem-solving tasks, and presentations. For example, in Unit 1 ("Hello, I'm a Fashion Designer"), students practiced self-introductions and workplace conversations, while Unit 5 ("We Will Organize a Fashion Show") required students to collaborate on planning and presenting a fashion event. The post-class reflection tasks encouraged students to assess their learning progress and apply feedback to improve their communication skills. Additionally, each unit included fashion-related vocabulary lists, contextualized grammar exercises, and visual aids, ensuring that students could easily navigate and understand the materials. By structuring the units in this way, the course grid effectively bridged theoretical knowledge with practical application, equipping students with both language proficiency and industry-specific communication skills.

The result of Expert Judgment

To ensure the quality and effectiveness of the Flipped Content-Based English Materials for the Fashion Program, an expert judgment phase was conducted. The materials were evaluated by subject matter experts in English language teaching (ELT) and English for Specific Purposes (ESP) to assess their content appropriateness, learning activity design, language accuracy, and layout presentation.

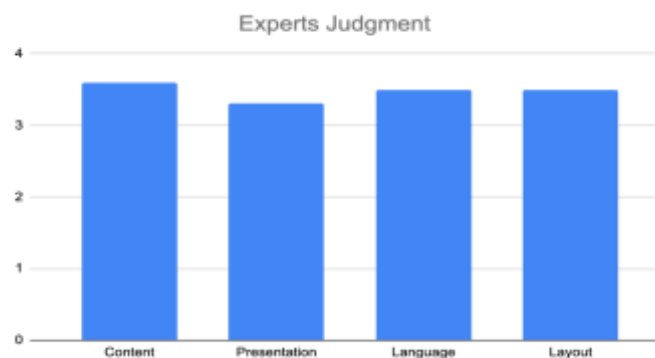


Figure 2. Expert Judgment Result

The overall expert evaluation yielded a "Very Good" rating, with an average score of 3.6 out of 4 across the four assessment categories. Content appropriateness received the highest rating, with experts affirming that the materials were highly relevant to the fashion industry context and the communicative needs of vocational students. However, experts suggested increasing the emphasis on speaking tasks to further enhance students' communicative competence. Learning activity presentation scored slightly lower, as reviewers recommended refining task sequencing, providing clearer instructions, and adding more variety in activity types to cater to different learning styles. Language accuracy and appropriateness

were rated positively, though minor revisions were suggested to improve punctuation, grammar explanations, and vocabulary usage. The layout and design were also well-received, particularly for their use of fashion-related visuals, multimedia integration, and clear formatting, which contributed to an engaging learning experience.

Based on expert feedback, several revisions were made to improve the materials. Flipped learning activity icons were added to guide students through pre-class tasks, and task progression was refined to ensure a smoother transition from basic to advanced speaking activities. Additionally, fashion-related vocabulary was expanded, and some procedural texts were restructured to enhance spoken practice opportunities. These improvements ensured that the materials were pedagogically sound, engaging, and effective in supporting students' English language development within the fashion study program.

The Result of Try-Out and Students' Feedback

The Flipped Content-Based English Materials for the Fashion Program were evaluated through three implementation sessions, where students engaged in various learning activities such as discussions, pair work, poster presentations, and individual tasks. Student feedback was collected to assess the materials' effectiveness in terms of content relevance, learning activity design, language clarity, and overall user experience.

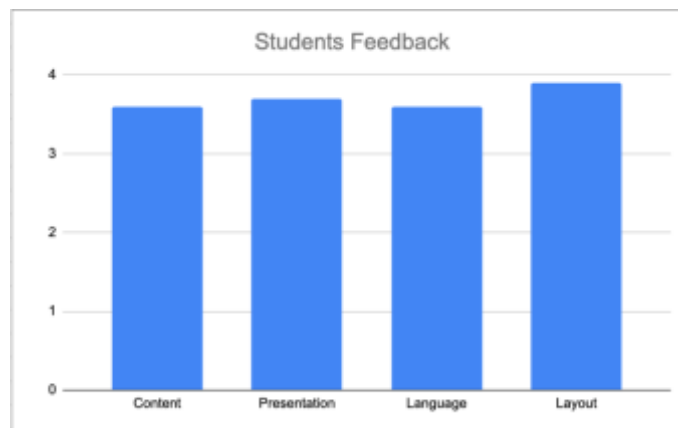


Figure 2. Students' Feedback Result

The Flipped Content-Based English Materials for the Fashion Program received an overall mean score of 3.7 out of 4, indicating that the materials were highly effective and well-received by students. Students expressed that the integration of fashion-related topics into English learning made the lessons more meaningful and engaging. They appreciated that the materials did not focus on general English, but rather on practical language skills relevant to their future careers. The flipped learning approach was also well-received, as it allowed students to engage with the content at their own pace before class, giving them more time to practice speaking skills and participate in interactive discussions during face-to-face sessions.

Despite the overall positive feedback, some students identified challenges in pronunciation tasks, noting that more guided pronunciation practice could further support their speaking proficiency. Additionally, while students valued the collaborative and communicative nature of the materials, some expressed that pre-class preparation required strong self-discipline, which could be challenging for students with lower motivation.

Discussion

The findings from the needs analysis confirmed that vocational high school students require English materials that are directly related to their field of study. As emphasized by Hutchinson and Waters (1987), ESP materials should be designed based on learners' specific target and learning needs, which was evident in this study. The students expressed a strong need to improve their speaking skills, particularly for workplace communication. However, they also reported difficulties in mastering spoken English, highlighting the gap between their current proficiency and future professional demands. The integration of CBI helped address this issue by embedding fashion-related content into language learning, making English more contextualized, relevant, and engaging for students (Brinton, Snow, & Wesche, 1989). Additionally, students' preferences for interactive learning activities and collaborative tasks were aligned with Flipped Learning, which encourages active participation and peer interaction (Bergmann & Sams, 2012). By structuring materials based on students' needs and preferences, the developed materials effectively bridged the gap between vocational education and real-world communication needs.

The course grid and unit structure were developed based on ESP principles (Dudley-Evans & St. John, 1998) and content-based instruction (Richards, 2006). The six units covered essential topics in the fashion industry, ensuring that language learning was contextually meaningful. Each unit incorporated pre-class, in-class, and post-class activities, which followed a systematic progression from input to practice to production. The flipped learning model was integrated into the course grid by structuring units to include pre-class preparation, interactive classroom practice, and self-reflection tasks. This organization was particularly effective in enhancing students' speaking skills, as it provided multiple opportunities for language exposure and practice. Moreover, the materials considered Brown's (2004) micro and macro speaking skills, ensuring that students developed both accuracy (e.g., grammar and pronunciation) and fluency (e.g., discourse organization and interaction strategies).

The evaluation of the Flipped Content-Based English Materials for vocational high school fashion students demonstrate their high level of appropriateness and effectiveness in enhancing students' speaking skills and industry-specific communication. Expert validation results indicate that the materials are pedagogically sound, with an overall mean score ranging from 3.6 to 3.9 out of 4, categorizing them as "Very Good" and suitable for vocational English instruction. Experts highlighted the strong integration of Content-Based Instruction (CBI) and Flipped Learning, which effectively supports students' active participation, critical thinking, and real-world application of language skills (Richards & Rodgers, 2014). Additionally, the materials' visual design and structured activities were commended for enhancing student engagement and ease of use, which aligns with findings by Bergmann & Sams (2012), who emphasized that flipped learning improves student-centered engagement. However, experts recommended several refinements, such as enhancing flipped learning guidance, expanding vocabulary lists, refining task sequencing, and strengthening pronunciation practice. These revisions were made to further optimize the materials and ensure that they effectively address both language development and vocational communication needs (Graves, 2000). Student feedback further confirmed the practicality and effectiveness of the materials, with an overall mean score of 3.7 out of 4, reflecting a high level of satisfaction. Students particularly appreciated the engaging visuals, interactive learning activities, and relevance to their future careers in the fashion industry. The structured learning approach—where students prepare through pre-class activities, engage in interactive speaking tasks during class, and reflect on their learning post-class—was seen as beneficial in developing their speaking proficiency (Nation & Newton, 2009). However, two main challenges were identified: difficulties in pronunciation and fluency, as well as self-discipline in completing pre-class activities. While the flipped learning approach allowed students to learn at their own pace, some struggled with maintaining consistent engagement in self-study tasks.

The integration of Flipped Learning played a crucial role in supporting speaking proficiency development. As suggested by Amiryousefi (2019), Flipped Learning allows students to engage with

instructional materials before class, which frees up classroom time for interactive speaking tasks. The developed materials followed this principle by providing pre-class activities such as watching instructional videos, vocabulary exercises, and grammar tasks, ensuring that students came to class prepared and ready to practice speaking. During in-class sessions, students engaged in communicative tasks, such as role-plays, discussions, and presentations, which aligned with Brown's (2001) communicative language teaching framework. This approach allowed students to apply what they had learned in pre-class activities, enhancing their confidence and fluency in spoken English. The findings also align with Tsai (2021), who found that Flipped Learning fosters autonomous learning and increases classroom engagement. Despite these benefits, some students struggled with self-discipline in completing pre-class activities, which aligns with Pardo et al. (2019), who noted that Flipped Learning requires students to take responsibility for their own learning. To address this, future iterations of the materials could include more guided scaffolding and self-monitoring tools to support students with lower motivation levels.

Conclusion

The development of Flipped Content-Based English Materials for vocational high school fashion students has proven to be highly appropriate, effective, and engaging in enhancing their speaking skills and industry-specific communication. Through expert validation, the materials received very positive evaluations, particularly for their strong integration of content-based instruction (CBI) and flipped learning, clear task sequencing, and alignment with students' vocational and linguistic needs. Revisions were made based on expert feedback, ensuring that the materials provide sufficient scaffolding, engaging visuals, and relevant professional contexts to support learning. Furthermore, student feedback confirmed the practicality and effectiveness of the materials, with students particularly appreciating the interactive tasks and real-world relevance. The flipped learning approach allowed for more interactive in-class sessions, improving students' confidence and fluency in English. However, challenges such as pronunciation difficulties and self-discipline in pre-class activities highlight the need for additional support mechanisms, such as structured pronunciation practice and motivational strategies to enhance engagement in self-study tasks.

Overall, the study confirms that these Flipped Content-Based English Materials serve as a valuable instructional resource, effectively bridging language learning and professional communication in the fashion industry. By combining digital resources, student-centered tasks, and industry-specific content, the materials equip students with the necessary skills to communicate effectively in their future careers. Future research could focus on further refining flipped learning strategies, incorporating gamification elements, and exploring long-term learning outcomes to ensure continued engagement and language proficiency development.

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