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Toward a Design Framework for EAP Reading Materials in Management Contexts: Integrating Flipped Learning and Self-Regulated Learning for Lower-Proficiency Students

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ABSTRACT

This article develops a review-based design framework of reading materials English for Academic Purposes (EAP) in management education by integrating flipped learning and self-regulated learning (SRL). The article responds to a common issue of practical problem especially for non-English-major in higher education, management students. EAP is important to support students' academic reading English proficiency before studying independently with disciplinary texts. This article treats students' lower English proficiency as a design consideration. Furthermore, CEFR descriptors were used only as a pedagogical reference for estimating students' appropriate linguistic complexity and scaffolding, not as students' language level in a formal measurement. A structured literature review was conducted by synthesizing recent studies on EAP needs, academic reading, disciplinary literacies, flipped learning, and SRL. The synthesis indicates that effective EAP reading materials for management students' lower-proficiency should be organized as a connected learning cycle, such as accessible pre-class exposure, guided in-class engagement, and reflective post-class consolidation. The proposed framework emphasizes discipline-sensitive content, graded reading input, vocabulary support, reading strategy instruction through learning model, and embedded SRL tools such as

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planning, monitoring, and reflection phases. The article contributes a practical framework for lecturers who need to design and teach English language learning for non-English major students through context-relevant, manageable, and pedagogically sequenced of EAP reading material for management students in EFL higher education.

Keywords: EAP reading materials; flipped learning; self-regulated learning; lower-proficiency students; management education

INTRODUCTION

English for Academic Purposes (EAP) has become an important bridge between language learning and disciplinary participation in higher education. EAP is increasingly as support for students' academic literacy; it is not just as language accuracy. It as the main to success students' English language learning because students need to learn how to think, read, write, and participate in disciplinary ways (McKinley, 2025). As management study program students, English is not merely a general communication subject. It is connected to students' ability to read textbook chapters, case descriptions, reports, research-based arguments, and short analytical texts that resemble the communicative practices of management field of study. Recent study on EAP and English for general education shows that students need more than vocabulary knowledge to support students to understand reading English for academic and communication purposes (Dafouz & López-Serrano, 2026; Huang, 2024). It means that vocabulary significantly improve students reading English comprehension (Brooks et al., 2021; Dong et al., 2020).

EAP is particularly visible in EFL contexts where students' study in university level with low proficiency of English backgrounds. Many non-English-major students can read simple instructional or descriptive texts, but the struggle often occur when academic reading requires students to identify argument structure, interpret data, follow abstract explanations, or connect examples with theoretical ideas. Studies on first-year undergraduate level where reading emphasize university students to read English by understanding literal comprehension and requires strategic, disciplinary, and rhetorical awareness (Karakoç et al., 2022; Jin et al., 2024). This challenge is intensified because reading tasks frequently combine language, concepts, data, and professional reasoning.

The term of lower-English proficiency students is used; it does not refer to a formally tested CEFR level obtained through an official proficiency assessment. Rather than, it refers to students who need

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substantial linguistic, cognitive, and procedural support before students understand the academic text of reading confidently and independently with discipline-related academic texts. CEFR descriptors remain useful as a broad pedagogical reference because they help to develop EAP reading material properly with the complexity of input, tasks, and learner support (Council of Europe, 2020). However, CEFR is not used as an empirical measurement of students' English ability. This distinction is important because a design framework should be built on pedagogical needs rather than on unsupported claims of standardized proficiency.

A common problem in EAP material design is that materials are sometimes developed as generic academic English packages. Such materials may introduce useful skills, yet they often fail to reflect the genres, topics, and communicative purposes in students' study programs. Needs-based EAP design requires closer attention to disciplinary relevance, learner profile, and the students' academic tasks performance (Huang, 2024; Damayanti et al., 2024). This means that reading materials should gradually introduce students to business-related cases, short reports, charts, data commentaries, workplace scenarios, and text decision-making rather than rely on English for general academic passages.

In addition, flipped learning offers a promising structure for overcoming these issues. By moving initial exposure to content outside the classroom and using class time for guided practice, discussion, and feedback, flipped learning can create more room for interactive reading work. In language learning, flipped learning is valuable when it is not limited to uploading videos or readings before class. Its strength lies in the purposeful connection among pre-class preparation, in-class engagement, and post-class consolidation (Liu et al., 2024; Yoon et al., 2021). This sequence allows students to preview vocabulary, activate background knowledge, practise comprehension with peers, and reflect on what students must learn.

Nevertheless, flipped learning can create new difficulties for lower-proficiency students if students are expected to manage preparation independently without guidance. Students may skip pre-class tasks, misunderstand input, or arrive in class without the confidence to participate. This is why self-regulated learning (SRL) is central to the design of flipped EAP materials. SRL involves planning, monitoring, strategy use, time management, and reflection. Research on flipped classrooms shows that students learn better when their self-regulated learning (SRL) is supported and built into learning activities, rather than simply assumed to already exist (Rasheed et al., 2020; Silverajah et al., 2022).

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The present article addresses a gap in the literature. Flipped learning and SRL have been widely discussed, and EAP needs have been studied in various higher education contexts. However, fewer studies have translated these strands into a concrete materials-design framework for EAP reading for management study program students, especially for students who need intensive support. Therefore, this article will answer the research questions, such as: (1) What flipped learning features are most relevant for designing EAP reading materials for lower-English proficiency of management study program students? (2) What SRL supports should be embedded in such materials? (3) How can EAP, disciplinary literacy, flipped learning, and SRL research be synthesized into a practical design framework?

METHOD

This article uses a literature review-based design with descriptive qualitative. The purpose of this study is not to calculate an effect size or to compare the intervention outcomes statistically, but to identify recurring design principles that can guide in designing EAP reading material especially for management contexts. The review was informed by PRISMA 2020 principles for transparent reporting and thematic synthesis procedures that move from descriptive patterns to higher-order analytical themes (Page et al., 2021; Thomas & Harden, 2008).

The literature review search on peer-reviewed journal articles and major review studies published between 2020 and 2026, while selected earlier studies were retained when they provided important conceptual foundations. Search terms included the combinations of flipped learning classroom, self-regulated learning, English for Academic Purposes, academic reading, disciplinary literacy, management study program students, business education, lower English proficiency, and CEFR descriptors. The search was conducted across major academic databases and through backward and forward citation tracking.

Studies were included when they provided insight into at least one of the following areas: English for academic reading needs, disciplinary reading practices, flipped learning design, SRL support, scaffolded reading English instruction for lower level of students' English proficiency. Studies were excluded when they focused only on technology adoption without pedagogical implications, described a platform without instructional design, or did not provide sufficient relevance to reading material development. Researchers directly

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combine EAP for management study program students, flipped learning, SRL, and English lower-proficiency level of students. The synthesis also included bordering studies from ESP, academic literacy, and higher education pedagogy when its' implications could be transferred to EAP reading materials.

A structured extraction was used to record each study's context, students' profile, instructional focus, SRL components, reading-related implications, and potential contribution to materials design. The findings were then coded thematically. Initial codes included preparation structure, guided input, vocabulary support, reading strategy, monitoring, reflection, disciplinary relevance, authenticity, and task sequencing. These codes were grouped into broader design themes. Quality and relevance were considered by examining the clarity of research design, appropriateness of data, and usefulness of conclusions for the review questions (Hong et al., 2018).

FINDINGS AND DISCUSSION

The reviewed literature shows that EAP reading materials for students' English lower proficiency of management study program should not be designed as isolated worksheets or reading passages. It needs to operate as a learning system. Four design principles emerged from the synthesis: staged flipped sequencing, embedded SRL, explicit scaffolding, and discipline-sensitive reading tasks. These principles are discussed below as an integrated framework rather than as separate techniques.

Flipped Learning as a Staged Model for Reading EAP

The first finding is that flipped learning is most useful when it is treated as a staged model. According to (Hew et al., 2020) that the integration of full online flipped learning performed as effectively as participants in the conventional flipped learning classes. In this stage, pre-class materials introduce topic, vocabulary, and basic reading orientation; in-class activities transform preparation into guided comprehension and interaction; and post-class tasks integrate language, strategies, and reflection. This interpretation is consistent with recent reviews show that flipped learning will be more effective when all phases are deliberately connected and when learner support is built into the design (Liu et al., 2024; Yoon et al., 2021).

EAP for management study program students, the pre-class phase should not overload students with long academic texts. Short input, vocabulary previews, guiding questions, and a clear purpose for reading are important. In focus implementation of in-class phase can

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make students identify main ideas, interpret simple data, discuss a short business case, compare claims in a management-related text. The post-class phase should help students recycle vocabulary, evaluate reading process, and prepare for the next unit. Therefore, flipped learning becomes a sequence of preparation, participation, and consolidation rather than a technology-driven model. (Schallert et al., 2022), added that appropriate implementation of flipped learning techniques can improve students' learning significantly.

Self-Regulated Learning as Integrated Support

The second finding is that SRL should be integrated directly into EAP materials. According to Dignath and Veenman (2021), self-regulated learning strategies should not be separately treated but should be deliberately embedded within the materials to support students' EAP learning process properly. Students with English lower-proficiency cannot be expected to regulate out-of-class learning without visible guidance. Studies on SRL in flipped classrooms repeatedly report that planning, monitoring, and reflection need to be supported through prompts, checklists, feedback, and structured learning routines (Rasheed et al., 2020; Silverajah et al., 2022; Öztürk & Çakıroğlu, 2021). In EAP reading materials, this means that SRL should appear as a concrete feature of the lesson, not merely as an abstract learning objective.

As the example, embedded SRL includes a preparation checklist before reading, a time-estimation box, a note-taking grid for unfamiliar words, a self-questioning prompt after each paragraph, and a short reflection log after class. These tools are simple, but they are pedagogically important. SLR models help students notice what they understand, what they miss, and what strategies they can use next. For students who are still in the level of developing academic reading habits can support and reduce uncertainty and gradually build independence.

Scaffolding for Lower-Proficiency Students

The third finding concerns scaffolding. Lower-proficiency students often need help not only with language form but also with task procedure. Academic reading materials should provide graded input, controlled vocabulary load, modelled examples, short reading sections, visible text organization, and step-by-step instructions. CEFR descriptors are useful here as a general pedagogical guide for estimating the level of language support required, but CEFR should

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not be treated as proof that a particular student's group has been officially measured at a CEFR level (Council of Europe, 2020).

This distinction strengthens the validity of the present framework rather than claiming that all target students are CEFR A2, the framework assumes that many management study program students in EFL higher education need lower-proficiency support. This support includes vocabulary previews, glossed terms, sentence frames, main-idea questions, graphic organizers, and repeated exposure to key academic expressions. Such scaffolding is especially important when students read texts that include business concepts, cause-effect relations, comparison, and simple data commentary (Karakoç et al., 2022; Jin et al., 2024).

Discipline-Specific Materials for English for Management Context

The fourth finding is that EAP reading materials become more meaningful when they are connected to the learner's discipline. Management study program students are more likely to value English reading when the materials resemble the communicative situations they will meet in their field: business cases, short reports, consumer data, leadership problems, organizational issues, and market descriptions. Research on disciplinary literacies. EAP needs language support to be linked in how knowledge is organized and communicated into specific academic fields (Dafouz & López-Serrano, 2026; Huang, 2024).

Discipline consideration does not mean that students' lower-English proficiency must immediately read complex journal articles. A more realistic approach is to use simplified but authentic-looking texts. An EAP reading unit may begin with a short case about customer satisfaction, followed by a vocabulary preview, a chart-reading task, a main-idea activity, and a reflection prompt about reading strategy. Such materials maintain disciplinary relevance while keeping the cognitive and linguistic load manageable. This balance between accessibility and authenticity is central to sustainable EAP materials design.

Table 1 summarizes representative studies that informed the framework. The table shows that no single study provides a complete model for management EAP reading materials. However, those combination findings support the integration of flipped learning, SRL guidance, scaffolded reading, and disciplinary relevance.

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Table 1: Representative studies informing the proposed framework

Study	Focus	Key insight	Implication for EAP reading materials
Rasheed et al. (2020)	SRL in flipped classrooms	SRL support is often partial and uneven.	Planning, monitoring, and reflection should be made explicit.
Öztürk & Çakıroğlu (2021)	Flipped EFL with SRL	SRL strategies improve the value of flipped instruction.	Each phase should include strategy cues and self-monitoring.
Yoon et al. (2021)	SRL support design	SRL is a design issue, not only a learner trait.	Materials should include prompts, feedback, and reflection tools.
Liu et al. (2024)	Design principles for flipped SRL	Connected phases strengthen learning engagement.	Units should link pre-class, in-class, and post-class tasks.
Jin et al. (2024)	Academic reading module	Genre-based support improves undergraduate reading.	Management texts should be scaffolded by genre and purpose.
Dafouz & López-Serrano (2026)	Business disciplinary literacies	Business students need explicit disciplinary literacy support.	EAP materials should use management-related discourse and tasks.

A Proposed Design Framework

Based on the synthesis, this article proposes a three-phase flipped-SRL framework for EAP reading materials in management contexts. The framework is intentionally practical. It helps lecturers convert theoretical principles into unit-level material design. Each unit should include pre-class exposure, in-class engagement, and post-class consolidation, with SRL support embedded in every phase.

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Table 2: Proposed flipped-SRL framework for EAP reading materials

Phase	Main purpose	Material features	Embedded SRL support
Pre-class exposure	Prepare students for class participation.	Short input, key vocabulary, guiding questions, simple reading preview.	Goal setting, preparation checklist, time-planning cue.
In-class engagement	Guide students to process and discuss texts.	Short management texts, main-idea tasks, chart interpretation, pair discussion.	Monitoring prompts, teacher feedback, peer support.
Post-class consolidation	Strengthen retention and transfer.	Vocabulary recycling, brief review, reflection log, extension task.	Self-evaluation and planning for the next learning cycle.

The framework contributes to EAP materials design in three ways. First, it shifts the focus from generic academic reading to management-related reading practices. Second, it treats lower proficiency as a design condition that requires explicit scaffolding, and not as a deficit label. Third, it operationalizes SRL by transforming it into visible learning tools inside the materials. These three contributions make the framework useful for lecturers who work with non-English-major students and who need realistic materials for limited classroom time.

The framework also responds to the methodological concern that proficiency categories should not be claimed without valid measurement. According to (De Jong, 2022), that many studies validate the constructs and reliability, but there were fewer directly show that category boundaries classify people correctly. In addition, (Popham, 2017) also stated that reliable and valid measurement instruments for diagnosing students' competence is the basic needs. In this article, CEFR descriptors help the material developer imagine appropriate text length, vocabulary load, and task complexity. They do not function as a standardized measure of the target students. This careful positioning makes the framework more defensible for dissertation-derived publication and avoids overstating the role of institutional proficiency tests.

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A further implication is that EAP reading material development should be cumulative. One unit is not enough to build academic reading confidence. Students need repeated cycles of preparation, guided reading, interaction, and reflection. Over time, this sequence can help students move from dependence on teacher explanation toward more independent reading behavior. This is consistent with research showing that sustained flipped-SRL interventions can support reading, motivation, and self-efficacy (Lau & Qian, 2025; Samadi et al., 2024).

Despite these contributions, the proposed framework remains conceptual and review-based. It needs further validation through expert judgment, prototype development, small-group trial, and classroom implementation. Future research should examine whether the framework improves reading comprehension, strategy use, preparation behavior, and learner confidence. It should also explore how management students respond to discipline-linked texts at different levels of complexity.

CONCLUSION

This article has proposed a design framework for EAP reading materials in management contexts by integrating flipped learning and self-regulated learning. The review shows that lower-proficiency students need a carefully sequenced learning environment in which reading input, task demand, scaffolding, and reflection are deliberately connected. Flipped learning provides the instructional cycle, while SRL provides the learner-support mechanism that helps students prepare, monitor, and consolidate their reading.

The main contribution of the article is the development of a practical framework consisting of pre-class exposure, in-class engagement, and post-class consolidation. Each phase includes discipline-sensitive content, graded reading support, and embedded SRL tools. Importantly, CEFR descriptors are positioned only as a pedagogical reference for material design, not as a formal measurement of learner proficiency. This makes the framework more methodologically careful and more suitable for dissertation-derived publication.

The framework can guide future material prototyping, expert validation, and classroom trials in management education. It also offers a useful direction for EAP lecturers who need to design reading materials that are accessible, authentic enough, and responsive to students' actual readiness. Further empirical research is

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recommended to test the framework with management students and to refine its components based on classroom evidence.

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