



Impact of Flipped Classroom on Developing Language Skills among EFL and ESL Students

Renie B. Lotino¹, Darrel M. Ocampo^{2*}

¹Ateneo de Naga University, Naga City, Philippines.

^{2*} College of Education, Central Bicol State University of Agriculture-Sipocot, Camarines Sur, Philippines.

Email: ¹renielotino18@gmail.com

Corresponding Email: ^{2*}darrel.ocampo@cbsua.edu.ph

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Abstract: *This article gives an overview of the status quo of the flipped classroom in English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms. Systematic Review method was used to compare findings from various studies and assess their quality and strengths. The paper reviewed fifteen published research articles from different international refereed journal publications. These researches were conducted from 2016 to 2021. The articles were analysed utilising a content analysis method. The review provides the different definitions of the flipped classroom and its theoretical foundation, the students' and teachers' attitudes and perceptions towards flipped classrooms, its challenges and benefits, and its impact on the development of language skills of EFL and ESL students. Through this review, English language teachers will have a thorough understanding of the flipped language classroom, which may serve as a baseline for its effective adoption and implementation. Moreover, this review may add to the existing knowledge of the flipped classroom.*

Keywords: *Flipped Classroom, Language Skills, Foreign Students.*

1. INTRODUCTION

The pervasiveness of technology in the 21st century has challenged the educational landscape of many countries and has positively impacted the way the teaching-learning process occurs inside a class. The evolution of educational methodologies has consistently aimed at maximizing student engagement and enhancing learning outcomes. Its integration into education is highly evident in various empirical studies that have determined its efficiency and efficacy. Recently, much attention has been given to flipped classrooms which has gained significant traction (Noorozi et al., 2020; Altas & Mede, 2021; Namaziandost et al.,



2020; Lin & Wang, 2018; Zhang et al., 2016; Ahmad, 2016; Al-Naabi, 2020; Al-Harbi & Alshumaimeri, 2016).

Demystification of the flipped classroom involves unpacking its theoretical underpinnings, practical application, and the various elements that contribute to its effectiveness. Hence, its impact on students' language skills has been the subject of growing interest among educators and researchers alike. Empirical studies suggest that this approach can lead to significant improvements in language proficiency, as it allows for more personalized learning experiences and encourages students to take greater responsibility for their learning journey. By engaging in interactive activities during class time, learners have more opportunities to practice speaking, listening, reading, and writing in authentic contexts, ultimately enhancing their overall communicative competence.

The flipped classroom model represents a transformative approach to language education that warrants further exploration. By understanding its foundational pillars and how it directly impacts students' language skills, educators can better harness the potential of this method to create dynamic and effective learning environments that cater to the needs of today's diverse learners. This article gives an overview of the status quo of the flipped classroom in English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms. Specifically, this review will provide the different definitions of the flipped classroom and its theoretical foundation, the students' and teachers' attitudes and perceptions towards flipped classrooms, its challenges and benefits, and its impact on the development of language skills of EFL and ESL students. Through this review, English language teachers, specifically in the Philippines, will have a thorough understanding of the flipped language classroom, which may serve as a baseline for its effective adoption and implementation. Thus, this paper aims to delve deeper into the mechanisms through which flipped classrooms facilitate language learning, examining both the theoretical frameworks and practical implications that stem from this innovative pedagogical shift.

2. REVIEW OF RELATED LITERATURE

Demystifying Flipped Classroom

A flipped classroom, usually called the inverted classroom, is one of the blended learning approaches considered an emerging pedagogical strategy in which the teaching-learning process is reversed (Bergman & Sams, 2007). In a flipped classroom, the teaching-learning process is not anymore confined to the four walls of the room because the traditional school work is done at home while homework is done at school (Mazur, 1991; Lage et al., 2000; Bergman & Sams, 2012; Educause, 2012; Flipped Learning Network, 2014). The flipped classroom thwarted the idea of the traditional classroom in a way that the discussion and learning of the content may occur anytime and anywhere, especially at home (Lage et al., 2012). In a flipped classroom, students have the autonomy to learn the content of a specific subject matter at his/her own pace since the learning materials, which can be in the form of a micro-lecture video, slideshow presentation, podcast, modules, worksheet, and manuals are readily available.

A flipped classroom is a concept that has been introduced previously because its inception can be traced back as early as the 1900s and was just popularized during the 20th century



(Lage et al., 2000; Bergman & Sams, 2012). The flipped classroom came into existence due to the effort of Harvard University Professor Erik Mazur, who allowed his students to choose the learning materials such as text files, interactive demonstrations, and problem solutions to meet their individual needs (Mazur, 1991). Likewise, in 2007, Jonathan Bergman and Anthony Sams unintentionally discovered the benefits of an inverted classroom. To improve the quality of teaching chemistry, they recorded their lectures and gave them to students before they came into class. They found out that the pre-recorded video gives the students a heads up of what will be covered in class; hence, they are prepared once they enter the class. As a result, the students become active, independent, and responsible for their learning (O’Flaherty & Phillips, 2015). Because of that, the flipped classroom became popular, and many studies have been conducted to investigate and justify its practice in the teaching-learning process (Yousufi, 2019).

Four Pillars of Flipped Classroom

The flipped classroom has gained its stand in education because it allows flexibility and active learning and promotes a learner-centered approach. Traditional face-to-face learning is no longer the norm because of the flipped classroom. The primary tool used in the flipped classroom was a recorded video, which could either be prepared by the teachers themselves or downloaded online. However, some modifications and alterations have been made as people in different fields use it. Some added materials include manuals, worksheets, podcasts, modules, and slideshow presentations (Pence, 2016; Namaziandost et al., 2020).

The flipped classroom can be used in a number of ways. However, in this article, I will provide the common tenets of flipping a class. It is worth mentioning that in designing a flipped classroom, the teacher must be cautious of the materials they will be using as they affect students' learning because not all materials respond to the preferences and learning styles of the students (Yousufi, 2019). Hence, assessing students' needs and interests is a prerequisite.

In designing a flipped classroom, practitioners must be guided by the four pillars of FLIP learning. Firstly, the flexible environment must provide various modes of learning. The various modes of learning shall create a flexible space that will allow students to choose when and how they will work, whether independently or cooperatively. Secondly, learning culture debunks the idea of teacher-centeredness. One of the salient features of the flipped classroom is its being learner-centered. Through flipped classrooms, students are given sufficient in-class time to explore and learn topics in greater depth; hence they become actively involved in the knowledge construction. As the students engage themselves in the knowledge construction, they also evaluate their own learning in an authentic meaningful way that is personal to them. Thirdly, intentional content refers to the scrupulously selected contents and learning materials that will be used in a flipped classroom. These intentional contents must conform to the needs, interests, and preferences of the students. Moreover, it should also adhere to different principles, such as student-centered and active learning to maximize both the in-class and out-class time. Lastly, professional educator refers to the teachers who will implement flipped classrooms. Although the teachers become less visible in a flipped classroom, their roles are still pivotal since they have to provide feedback and



constructive criticisms of the student's performance and output during the in-class time (Flipped Learning Network, 2014).

Theoretical Underpinnings of Flipped Classroom

To better understand how the flipped classroom works, it is essential to dichotomize the different theoretical underpinnings that lay its foundation. There are various theories used to justify the effective undertaking of the flipped classroom, and the most common among those theories are the theory of Bloom's revised taxonomy (Anderson & Krathwohl, 2001) and Vygotsky's sociocultural theory (Vygotsky, 1934).

Bloom's Revised Taxonomy

Many researchers believe that flipped classroom is deeply rooted in Bloom's revised taxonomy (Dordan, 2019). In a traditional classroom, the three lowest levels such as remembering, understanding, and applying, are observed inside the class while the three highest levels, such as analyzing, evaluating, and creating, are observed outside schools, which usually takes in the form of homework. However, in a flipped classroom, the distribution of learning domains was reversed. The three lowest levels were achieved by the students in their own pacing at their own comfort through the materials given to them prior to class, while the three highest levels were observed inside the class where actual practice of the content learned is a practice to exploration, activities, and collaborative works (Dordan, 2019; Al-Naabi, 2020; Altas & Mede, 2021). Traditional passive learning has been thwarted through flipped classrooms to become active learning.

Vygotsky's Sociocultural Theory

The flipped classroom is also reinforced by Vygotsky's sociocultural theory, particularly the concept of Zone of Proximal Development (ZPD). According to Vygotsky, the zone of proximal development is the disparity between what a learner can do independently and with guidance from more knowledgeable adults or peers (Vygotsky, 1978). In a flipped classroom, independent and guided problem-solving is manifested. Students independently learn the concept provided to them before class at their homes, while guided learning is observed inside the class where the teacher provides assistance in the form of scaffolding in accomplishing the activities related to the concepts they have learned at home (Soltanpour, 2018). The technology and the teacher in a flipped classroom serve as the scaffolding for the learners.

3. METHODOLOGY

A literature review serves as an effective method for synthesizing research findings, providing meta-level evidence, and identifying areas that require further investigation. This process is essential for the development of theoretical frameworks and the construction of conceptual models. In this paper review, Systematic Review method was used to compare findings from various studies and assess their quality and strengths (Greenhalgh, Robert, Macfarlane, Bate, & Kyriakidou, 2004). It is a process for identifying and critically appraising relevant research and collecting and analyzing data from said research. Such was used to identify all empirical evidence related to the pre-specified inclusion criteria regarding



flipped classrooms in the past years. It allows the review process of articles and provides reliable findings from which conclusions were drawn.

The paper reviewed fifteen published research articles from different international refereed journal publications. These researches were conducted from 2016 to 2021. The articles were analyzed utilizing a content analysis method. Papers reporting demystification, pillars, and theoretical underpinnings of flipped classrooms were categorized under three topical headings: students' and teachers' perception and attitude towards flipped classrooms, benefits and challenges, and impact of flipped classrooms on students' language skills.

In the conduct of the study, it followed the Bate Systematic Review Framework (2004), a formalized framework in systematic reviews that embodies key principles and practices that are common in systematic review methodologies. It is a structured process that aims to synthesize all available evidence on a specific research question. Below is a detailed procedure following the framework of Bate.

1) Defining the Review Question

The study articulated the research question regarding flipped classrooms using the PICO (Population, Intervention, Comparison, Outcome) model.

2) Eligibility Criteria

Upon identifying the review question, the next step was to establish inclusion and exclusion criteria based on relevance, intervention, outcomes, and study design.

3) Comprehensive Literature Search

The third step observed in the study was to perform a systematic search in international refereed journals across multiple databases (e.g., PubMed, EbscoHost, Scopus) to identify all relevant studies. Then, in the literature search, structured search strategies that includes keyword and MeSH terms were followed.

4) Study Selection

Screen search results was employed to select studies that meet the predefined eligibility criteria. The processed involved two rounds: initial title and abstract screening followed by full-text screening.

5) Data Extraction

After the study selection, the researchers develop a standardized form for data extraction to collect key details from each study (e.g., study characteristics, relevant details, outcomes).

6) Quality Assessment

Before synthesizing the gathered data, the researchers assess first the quality and risk of bias in the included studies using appropriate through member checking and audit trail.

7) Data Synthesis

All the gathered information were synthesized and classified according to the themes created in the analysis

8) Reporting Results

For the reporting of the review, it follows the PRISMA guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) to ensure that the systematic review is presented comprehensively.

9) Discussion and Conclusion



Lastly, the researchers interpret the major findings in the context of existing literature and suggest implications for practice and future research.

Following Bate's systematic review framework is a systematic and methodological process that requires careful planning, execution, and reporting to ensure the validity and reliability of findings. Each step was followed by the researchers to minimize bias and synthesize evidence effectively.

4. RESULTS AND DISCUSSION

This section discusses the common underlying themes of the research findings of the fifteen (15) published research articles from different international refereed journal publications. These researches were conducted from 2016 to 2021, and based on the results, three themes have emerged.

Students' and Teachers' Perceptions and Attitude Toward Flipped Classroom

Drawing from the results of various research, it is evident that both the teachers and students have an optimistic outlook toward the use of the flipped classroom. The flipped classroom is considered to be an effective strategy because it provides more time for interaction with the materials, classmates, and teachers (Basal, 2015; Bergman & Sams, 2015; Sung, 2015); it also enhances creative and critical thinking among students (Al-Zahrani, 2015), it boosts their motivation to learn (Al Roomy & Althewini, 2019; Lin & Hwang, 2018) and enhances their enthusiasm to perform better in class as they manifested significant interest, participation, and engagement (Noorozi et al., 2019; Lin & Hwang, 2018). Furthermore, learning in a flipped classroom seems fun and enjoyable for students, which helps them improve their test scores and academic performance as a whole (Namaziandost et al., 2020; Alhamami et al., 2019).

On the other hand, teachers find flipped classrooms helpful in a way that it gives them enough time to monitor the learning of their students as well as their quality of teaching (Haung, 2015; Berrett, 2012; Sajin et al., 2015). Also, the flipped classroom allows them to have better control of the teaching and learning of language (Hsieh et al., 2017).

Benefits and Challenges of Flipped Classroom

The flipped classroom is a new strategy that entails both challenges and benefits. It is evident from various studies how the flipped classroom has become an effective tool in improving student's learning, however, the fact that it also entails challenges cannot be discounted. Below are some of the common benefits and challenges of the flipped classroom:

Benefits of Flipped Classroom

Flipped classroom provides an encouraging learning environment for the learners (Noorozi et al., 2019) because of its input/output/interaction-rich instruction (Yesilcinar, 2019), which urged them to become independent (Namaziandost et al., 2020) and autonomous (Lin & Hwang, 2018). It also allows them to control their own learning, thus promoting self-learning (Alsawat, 2016; Al-Roomy et al., 2019).

Flipped classroom provides individualized/personalized learning (Altas & Mede, 2021), which enables the students to discover their own needs and learning styles (Namaziandost et



al., 2020). This is because, in a flipped classroom, students are offered a variety of learning materials that they can choose from (Soltanpour & Valizadeh, 2018).

Because of the flexibility that a flipped classroom has to offer, students can pause, rewind, replay, and revisit all the learning materials provided to them, which gives them a better understanding of the lesson (Namaziandost et al., 2020).

Flipped classroom is deemed to be effective in developing various skills such as Higher Order Thinking Skills (Alsowat, 2016), listening skills (Ahmad, 2016; Namaziandost et al., 2020), speaking skills (Yesilcinar, 2019; Zhang et al., 2016; Lin & Hwang, 2018), reading skills (Al Roomy & Althewini, 2019), and writing skills (Soltanpour & Valizadeh, 2018; Altas & Mede, 2021). It is also effective in teaching language content among EFL learners, such as grammar and vocabulary (Alsowat, 2016; Al-Naabi, 2020; Al-Harbi et al., 2016; Noroozi et al., 2019).

More importantly, a flipped classroom provides an opportunity for language and communicative practice, both in writing and speaking (Al-Harbi et al., 2016). The in-class time is used effectively to provide feedback from peers and teachers (Altas & Mede, 2021).

Challenges in Flipped Classroom

- One of the common challenges among practitioners employing flipped classrooms is the lack of technical training and knowledge of Information Communication Technology (ICT) (Altas & Mede, 2021; Al Roomy & Althewini, 2019). Both the students and the teachers need proper training to ensure the effectiveness of flipped classrooms (Al Roomy & Althewini, 2019). Hence, support from stakeholders and administration is highly encouraged (Al-Naabi, 2019).
- The common learning materials provided to students are videos, which at times, are too lengthy, which makes them time-consuming, difficult, and not appealing (Al-Naabi, 2019; Yesilcinar, 2019).
- When students ask their teacher technical questions and are not able to receive the answer they want, they become demotivated and lose interest in the flipped classroom (Al Roomy & Althewini, 2019).
- Aside from the lack of training, one of the most pressing challenges in a flipped classroom is the lack of technological tools and interconnectivity (Al Roomy & Althewini, 2019).

Impact of Flipped Classroom on Students' Language Skills

This section will explain some of the studies conducted to examine the impact of the flipped classroom on the language macro skills of EFL and ESL students.

In a study conducted in Iran among advanced students, it was found that the flipped classroom model played an important role in enhancing EFL students' listening comprehension (Namaziandost et al., 2020). This result can be associated with the atmosphere in which flipped classrooms have resonated. The embedded characteristics of the flipped classroom, such as active learning, guarantee its effectiveness in improving listening comprehension among students (Ahmad, 2016). Moreover, through flipped classrooms, the teachers were able to reach a wider range of students' abilities (Namaziandost et al., 2020).

In the same vein, the flipped classroom has impacted speaking skills in a positive way. The flipped classroom is considered to be more effective than traditional learning in teaching



pronunciation and improving oral proficiency (Zhang et al., 2016; Lin & Hwang, 2018). The individualized learning opportunity that a flipped classroom offers provides great help to EFL and ESL students in managing their learning difficulties, particularly in pronunciation (Zhang et al., 2016). Moreover, the flipped classroom not only enhances their speaking skills but also eliminates the negative feelings towards speaking. Thus, EFL and ESL students are motivated and encouraged to be more active in different speaking activities (Yesilcinar, 2019).

In terms of reading skills, the flipped classroom is considered to be a promising strategy in improving the reading skills of students. This is because flipped classroom provides a flexible model which allows the students to learn and appreciate reading in their own timing. Furthermore, the inclusion of technology in the flipped classroom makes it fun and motivating for students. As a result, their negative outlook toward reading was thwarted because of the flipped classroom (Al Roomy & Althewini, 2019).

Consequently, various studies have shown a positive impact of the flipped classroom on writing skills. Altas & Mede (2021) concluded that the flipped classroom approach (FCA) enhances the writing ability of EFL learners. FCA helps in improving the writing proficiency of the students due to the individualized learning opportunities it offers. Also, during an in-class time, students receive immediate feedback from their peers and teachers, which allows them to better improve their output (Soltanpour & Valizadeh, 2018). On the same note, flipped classrooms improved the writing skills of the students due to its differentiation that caters to the diverse and personal needs of the learners (Ahmad, 2016).

However, it is worth emphasizing that not all studies on the flipped classroom have a positive impact. In the study of Alhamami & Khan (2019), they found out that both traditional learning and flipped classroom learning equally contributed to enhancing the reading skills of students. In the same vein, flipped classrooms did not sufficiently enhance the speaking skills of EFL students (Al-Ghamdi, 2019). Hence a balanced approach based on the diagnosis of students' needs and interests should be adopted (Alhamami & Khan, 2019).

Direction for Future Research

Given the current literature on flipped classrooms, the need for more empirical studies, especially in the Philippines, is highly needed, particularly now that this strategy is predominantly resorted to by the country's educational system in response to the ongoing pandemic.

In terms of research, there is a need to conduct studies that will explore the effectiveness of flipped classrooms in developing language skills among EFL and ESL students. Having a firm understanding of the effectiveness of the flipped classroom approach and the underlying factors that enhance and/or limit its effectiveness vis-à-vis the differences ranging from institutional to teacher to student-specific context and/or attributes is important. To help address this concern, more empirical studies must be conducted, considering that most of the studies in a flipped classroom are directed toward teaching subject contents such as Mathematics (Katsa et al., 2016; Muir & Geiger, 2016; Bhagat et al., 2016), Social Science



(Aidinopoulou & Sampson, 2017; Alsalhi et al., 2019), Humanities (Grossman et al., 2015), and Language (Tosun, 2015; Safranji, 2013; Hubackova, 2015).

Consequently, there is also a need to have a curricular reform that may recognize flipped classrooms as one of the main tools for teaching macro-skills and other content subjects. For example, if the flipped classroom is widely accepted, teachers and practitioners will receive the support they need from agencies such as the Department of Education and the Commission on Higher Education to pursue the undertaking of the flipped classroom. In that way, they will be provided with technical support that includes training and resources. Moreover, the government may reconsider upgrading and investing more in its infrastructure on interconnectivity to help both the practitioners and students cope with the fast-changing world due to modernization.

5. CONCLUSION

This literature review explores the status quo of the flipped classroom in education, particularly in English language teaching. Through this review, three important points have been set out. First, both the teachers and students have a favorable and positive attitude and perceptions towards the flipped classroom. It was evident in various studies how the flipped classroom was able to provide a motivating environment that reinforces great teaching-learning opportunities for teachers and students. Hence, considering that the Philippines has shifted from online learning, language researchers and practitioners may capitalize on these results to improve the present learning environment.

Secondly, this review has outlined the challenges and benefits of the flipped classroom. In order to ensure the effective undertaking of the flipped classroom, all sorts of support must be provided to both the teachers and students. Sufficient funding from government agencies such as the Department of Education and Commission on Higher Education must be secured to allocate for the training of the teachers as well as the new technologies and equipment that will be used in this undertaking. Moreover, improving the infrastructure on interconnectivity must be sped up by the government as this affects the success of flipped classrooms and any other online learning platforms. If these things are provided to the students and teachers, then the challenges of the flipped classroom will be eliminated.

Lastly, more empirical researches on the impact of the flipped classroom on the development of language skills are encouraged to validate the current conflicting results. Language teachers in the Philippines may consider conducting research focusing on any of the five macro skills to see how Filipinos will respond to the flipped classroom. It is also critical for the Philippines to conduct research in this regard, considering that this strategy is predominantly resorted to by the country's educational system in response to the ongoing pandemic. The flipped classroom may also serve as a benchmark for the DepEd and CHED in their future plans for the resumption of limited face-to-face as it blends both online and traditional learning. Moreover, the flipped classroom is a perfect fit for the new normal in our educational system.



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