

Shifting Paradigms in Language Education: Assessing the Role of Flipped Learning in High School EFL/ESL Instruction

DOI: <https://doi.org/10.5281/zenodo.11099480>

Prof. Joel Mugadza

Andrews University, Berrien Springs, MI, USA

<https://orcid.org/0009-0006-8164-7667>

Osias Kit T. Kilag

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines

<https://orcid.org/0000-0003-0845-3373>

Santiago B. Hubahib Jr.

Koyuk Malimuit School, Bering Strait School District, Koyuk, Alaska, USA.

<https://orcid.org/0009-0007-8143-9857>

Marlon T. Villaver, Jr.

Jefferson Union High School District, California, USA

<https://orcid.org/0000-0003-4132-1161>

Pastor Ali C. Najarro

Bering Strait School District, Unalakleet, Alaska

<https://orcid.org/0009-0007-8026-3079>

Lorraine R. Dacanay, DA

Department of Education, Schools Division of Talisay City, Philippines

<https://orcid.org/0000-0002-4692-1652>

Abstract:

Flipped learning has emerged as a transformative pedagogical approach with the potential to enhance educational outcomes across various disciplines, including English as a foreign or second language (EFL/ESL). This systematic review explores the implementation of flipped learning in high school education, focusing specifically on its impact on EFL/ESL instruction. The review synthesizes findings from existing literature to elucidate the benefits, challenges, and implications of flipped learning in EFL/ESL contexts. Key findings highlight the positive effects of flipped learning on student engagement, learning outcomes, and language proficiency development. However, challenges related to technology access, teacher workload, and the need for professional development are also identified. Despite these challenges, flipped learning demonstrates promise in fostering learner autonomy and improving language learning outcomes. The implications of these findings for educators, policymakers, and researchers are discussed, emphasizing the importance of continued exploration and support for flipped learning initiatives in high school EFL/ESL education.

Keywords: Flipped learning, High school education, English as a foreign language (EFL), English as a second language (ESL), Student engagement

Introduction:

In the contemporary landscape of education, the integration of technology into instructional practices has become increasingly prevalent. One notable pedagogical approach that has garnered attention in recent years is flipped learning. Coined by Bergmann and Sams in 2007, flipped learning aims to invert the traditional classroom model by shifting the delivery of instructional content outside of the classroom, thereby freeing up valuable class time for interactive and collaborative activities (Bergmann & Sams, 2012). This approach is characterized by the completion of homework and exposure to instructional material prior to class, allowing students to engage in deeper discussions, projects, and problem-solving activities during face-to-face sessions (Gasmi & Thomas, 2017; Li & Zhang, 2016).

Flipped learning, often considered a form of blended learning, offers students the flexibility of self-paced learning and the opportunity for collaborative engagement within the classroom environment (Cottrell & Robison, 2003; Yu & Zhu, 2016). By providing access to learning materials anywhere and anytime, flipped learning seeks to enhance student engagement, comprehension, and retention (Perkins, 2006; Roberts & Plakhotnik, 2009).

While flipped learning has shown promise in various educational contexts, including STEM disciplines and language education, its implementation is not without challenges. Concerns have been raised regarding equitable access to technology, resistance to change within educational cultures, and the need for additional training for teachers (Missildine et al., 2013; Hamdan et al., 2013; Kim et al., 2014). Additionally, the preparation of materials for flipped learning can impose a significant workload on educators, and students may find pre-class activities time-consuming (Karabulut-Ilgü et al., 2018; Snyder et al., 2014).

Despite these challenges, flipped learning has demonstrated potential benefits in terms of increased student motivation, engagement, and learning outcomes (Sams & Bergmann, 2013; Thaichay & Sitthitikul, 2016; Li, 2016). However, there remains a need for a comprehensive understanding of the effectiveness of flipped learning in high school education, particularly in the field of teaching English as a foreign or second language (EFL/ESL).

This research aims to address this gap by conducting a systematic review of the existing literature on flipped learning in high school education, with a focus on its implementation and outcomes in EFL/ESL classrooms. By synthesizing and analyzing the findings from relevant studies, this



research seeks to provide insights into the benefits, challenges, and potential implications of flipped learning for educators, policymakers, and researchers.

Literature Review:

Flipped learning has emerged as a prominent instructional approach in education, particularly in high school settings, with a growing body of research exploring its effectiveness across various disciplines. This literature review aims to provide an overview of existing studies on flipped learning, focusing on its implementation, outcomes, and implications for high school education, with a specific emphasis on teaching English as a foreign or second language (EFL/ESL).

Bergmann and Sams (2012) pioneered the concept of flipped learning, advocating for a reversal of the traditional classroom model to optimize class time for interactive and collaborative activities. In flipped classrooms, students engage with instructional material before class, often through online videos or readings, allowing for deeper exploration and application of concepts during face-to-face sessions (Gasmi & Thomas, 2017; Li & Zhang, 2016).

Studies across various disciplines have highlighted the benefits of flipped learning in enhancing student engagement, motivation, and learning outcomes. Gasmi and Thomas (2017) found that engineering students perceived flipped learning as more engaging and effective compared to traditional lecture-based instruction. Similarly, Li and Zhang (2016) reported positive outcomes in a business writing course, with students demonstrating improved writing skills and higher levels of satisfaction with the flipped classroom approach.

In the field of STEM education, flipped learning has been particularly well-received, with studies demonstrating its effectiveness in promoting active learning and critical thinking skills. Missildine et al. (2013) observed improvements in student performance and satisfaction in nursing education following the implementation of flipped learning. Hamdan et al. (2013) conducted a comprehensive review of flipped learning literature, highlighting its potential to enhance student engagement and learning outcomes across various disciplines.

The implementation of flipped learning in language education, specifically EFL/ESL classrooms, has garnered attention due to its potential to facilitate language acquisition and proficiency. Research in this area has shown promising results, with flipped learning contributing to improvements in grammar proficiency, writing skills, and oral communication abilities (Thaichay & Sitthitikul, 2016; Li, 2016; Chen Hsieh, 2017).

Thaichay and Sitthitikul (2016) investigated the effectiveness of flipped English grammar courses and found that students exhibited greater confidence and proficiency in using English grammar structures. Similarly, Li (2016) reported positive outcomes in a speaking course, with students demonstrating improved oral communication skills and greater autonomy in their language learning.

Beyond language proficiency, flipped learning in EFL/ESL classrooms has been shown to enhance student engagement and motivation. Abdullah, et al. (2019) found that flipped learning encouraged students to actively participate in speaking activities and increased their motivation to learn English. This sentiment is echoed by Li and Zhang (2016), who noted higher levels of satisfaction among students participating in flipped language courses.

Despite the numerous benefits associated with flipped learning, challenges exist in its implementation, particularly in high school settings. Access to technology and reliable internet connectivity can pose barriers for students, particularly those from disadvantaged backgrounds (Missildine et al., 2013; Hamdan et al., 2013). Additionally, the preparation of flipped learning materials can be time-consuming for teachers, leading to concerns about workload and resource availability (Karabulut-Ilgü et al., 2018; Snyder et al., 2016).

Flipped learning has emerged as a promising instructional approach in high school education, with potential benefits for student engagement, motivation, and learning outcomes. While challenges exist in its implementation, particularly in EFL/ESL classrooms, the overall body of research suggests that flipped learning holds considerable promise for enhancing teaching and learning experiences in high school settings.

Methodology:

The methodology employed in this study involved conducting a systematic review of existing literature to explore the implementation of flipped learning in high school education, with a particular focus on its application in teaching English as a foreign or second language (EFL/ESL). The systematic review followed established guidelines to ensure transparency, replicability, and rigor in the selection and analysis of relevant studies.

The literature search was conducted using several major academic databases, including Web of Science, ERIC, ScienceDirect, SCOPUS, IGI Global, and Wiley Online Library. These databases were selected based on their comprehensive coverage of scholarly research in the social sciences, including education. Additionally, sources of grey literature, such as ProQuest and Google Scholar, were searched to identify relevant conference papers, reports, and dissertations.

Studies that did not meet these criteria were excluded from the review. Additionally, editorials and studies in languages other than English were excluded from consideration. The initial search was conducted using relevant keywords and Boolean operators to maximize the retrieval of relevant studies. Keywords included variations of "flipped learning," "high school education," and "English as a second language." The search strings were constructed using Boolean "AND" to ensure the inclusion of studies that met all criteria.

Following the literature search, duplicate studies were removed using reference management software. The titles and abstracts of the remaining studies were then screened to assess their relevance to the research topic. Studies that did not meet the inclusion criteria based on title and abstract screening were excluded. The full texts of the remaining studies were retrieved and assessed for eligibility based on the inclusion criteria. Data extraction involved systematically recording relevant information from the selected studies, including publication details, research methods, key findings, and implications. This information was organized and synthesized to facilitate analysis.



Each selected study was critically appraised to assess its methodological quality and potential biases. This assessment included considerations such as study design, sample size, data collection methods, and analysis techniques. Studies deemed to have low methodological quality or high risk of bias were noted and considered during the interpretation of results.

The findings extracted from the selected studies were synthesized to identify common themes, trends, and patterns related to the implementation of flipped learning in high school EFL/ESL education. This synthesis involved coding and categorizing the data to facilitate interpretation and draw meaningful conclusions.

Findings and Discussion:

Positive Impact on Student Engagement and Learning Outcomes

The systematic review conducted on flipped learning in high school education revealed compelling evidence of its positive impact on student engagement and learning outcomes. Numerous studies consistently highlighted the benefits of flipped learning in enhancing student motivation, participation, and academic achievement.

One study by Missildine et al. (2013) investigated the effects of flipped learning on student performance and satisfaction in nursing education. The findings indicated that students participating in flipped learning activities exhibited higher levels of engagement and satisfaction compared to traditional classroom settings. Moreover, flipped learning was associated with improved academic performance, as evidenced by higher scores on assessments and increased retention of course material.

Similarly, Gasmı and Thomas (2017) conducted a comparative study on the perceptions of engineering students regarding flipped learning, blended learning, and active learning approaches. The results revealed that students enrolled in flipped learning courses reported greater motivation and involvement in learning activities. Furthermore, flipped learning was found to be conducive to deeper understanding and better retention of course content, leading to improved learning outcomes.

Another study by Li and Zhang (2016) focused on the empirical evidence of flipped learning in a business writing course. The researchers observed that students exposed to flipped learning methods demonstrated higher levels of engagement and participation during in-class discussions and activities. Moreover, flipped learning was associated with enhanced writing skills and academic performance, as reflected in improved quality of written assignments and higher grades.

The positive impact of flipped learning on student engagement and learning outcomes extends beyond specific disciplines to encompass language education as well. Cottrell and Robison (2003) examined the effectiveness of a flipped classroom approach in language classes, noting significant improvements in student engagement and language proficiency. Flipped learning facilitated active participation and interaction among students, leading to greater language acquisition and communication skills.

Furthermore, Snyder et al. (2016) conducted a study on the effectiveness of peer-led team learning in improving student success in STEM disciplines. The findings indicated that flipped learning, coupled with collaborative peer-led activities, fostered a supportive learning environment conducive to active engagement and knowledge acquisition. Students participating in flipped learning activities demonstrated higher levels of motivation, collaboration, and academic achievement compared to traditional lecture-based instruction.

The systematic review synthesized evidence from various studies demonstrating the positive impact of flipped learning on student engagement and learning outcomes in high school education. These findings underscore the effectiveness of flipped learning in promoting student motivation, participation, and academic achievement across different disciplines and educational contexts.

Challenges Related to Technology Access and Teacher Workload

Flipped learning has garnered attention for its potential to enhance student engagement and learning outcomes in high school education. However, alongside its benefits, several challenges have been identified, particularly concerning technology access and teacher workload. This section examines the findings from existing literature regarding these challenges.

One significant challenge associated with flipped learning is the unequal access to technology among students. Research has highlighted the disparity in students' access to devices and reliable internet connectivity, which can hinder their ability to fully engage with flipped learning materials (Baepler et al., 2014). In environments with limited resources, such as low-income schools or rural areas, these disparities are more pronounced, posing a barrier to the successful implementation of flipped learning (Fautch, 2015).

For example, Baepler et al. (2014) conducted a study in which they found that students from disadvantaged backgrounds faced challenges accessing the online resources required for flipped learning. Similarly, Kim et al. (2014) reported that students without access to personal devices or internet connectivity at home struggled to complete pre-class assignments, leading to disparities in learning outcomes.

Another significant challenge associated with flipped learning is the substantial time and effort required by teachers to prepare materials and resources for flipped classrooms. Flipping the traditional instructional model necessitates the creation of video lectures, online modules, and interactive activities, which can be time-consuming and resource-intensive (Talbert, 2017). Teachers must not only develop these materials but also ensure their alignment with learning objectives and curriculum standards.

Research has highlighted the burden placed on teachers due to the preparation of flipped learning materials. For instance, Talbert (2017) conducted a qualitative study involving interviews with educators implementing flipped learning and found that teachers spent considerable time outside of regular hours developing and refining instructional content. Similarly, Karabulut-Ilgü et al. (2018) reported that teachers expressed concerns about the workload associated with flipping their classrooms, particularly in terms of creating and curating digital resources.



Moreover, the need for ongoing support and professional development exacerbates the workload for teachers. Training sessions on technological tools, instructional strategies, and assessment methods are essential for ensuring effective implementation of flipped learning (Tucker, 2012). However, organizing and participating in these training programs add to teachers' already demanding schedules.

While flipped learning offers numerous benefits for high school education, challenges related to technology access and teacher workload must be addressed to maximize its effectiveness. Addressing disparities in technology access requires proactive measures to ensure all students have equitable access to devices and internet connectivity. Additionally, providing teachers with adequate support, resources, and professional development opportunities can alleviate the workload associated with preparing flipped learning materials.

Need for Teacher Training and Support in Flipped Learning

The systematic review highlighted the critical importance of equipping educators with the necessary training and support to effectively implement flipped learning methodologies. Across various studies, it became evident that successful adoption of flipped learning hinges significantly on the preparedness and proficiency of teachers in navigating this instructional approach. This section discusses the findings regarding the need for teacher training and support in flipped learning, drawing upon empirical evidence from scholarly literature (Lumando, et al., 2023).

Numerous studies underscored the significance of professional development programs tailored to assist educators in integrating flipped learning into their instructional practices effectively. According to Hamdan et al. (2013), such programs provide educators with the requisite knowledge and skills to navigate the complexities of flipped learning, ensuring its successful implementation. Additionally, Karabulut-Ilgü et al. (2018) emphasized the pivotal role of ongoing professional development initiatives in fostering teacher competence and confidence in utilizing flipped learning methodologies.

One of the primary areas of focus in teacher training for flipped learning is enhancing technological proficiency. As highlighted by Gasmı and Thomas (2017), many educators encounter challenges in navigating the technological tools and platforms essential for delivering flipped learning content. Therefore, training programs often include sessions aimed at familiarizing teachers with various digital tools, multimedia resources, and learning management systems to facilitate seamless implementation of flipped learning strategies (Li & Zhang, 2016).

In addition to technological proficiency, training sessions are designed to equip educators with the requisite instructional design and pedagogical strategies conducive to flipped learning environments. According to Missildine et al. (2013), effective instructional design plays a crucial role in structuring pre-class materials and post-class activities to optimize student engagement and learning outcomes. Similarly, Kim et al. (2014) emphasized the importance of pedagogical strategies that promote active learning, collaboration, and critical thinking within the flipped classroom context (Andrin, et al., 2024).

Furthermore, teacher training programs often encourage reflective practice, wherein educators engage in ongoing self-assessment and evaluation of their flipped learning practices. This reflective approach allows teachers to identify areas for improvement, refine their instructional techniques, and tailor their teaching strategies to meet the diverse needs of their students (Snyder et al., 2016). By fostering a culture of continuous improvement, reflective practice enhances the efficacy and sustainability of flipped learning initiatives.

In addition to formal training programs, fostering collaborative learning communities among educators can provide valuable support and resources for implementing flipped learning effectively. According to Sams and Bergmann (2013), collaborative networks enable educators to share best practices, troubleshoot challenges, and exchange innovative ideas related to flipped learning. By fostering a sense of community and collective ownership, collaborative learning communities contribute to the professional growth and development of educators in the realm of flipped learning (Manire, et al., 2023).

The findings of the systematic review underscore the critical need for comprehensive teacher training and support to facilitate the successful implementation of flipped learning in educational settings. By addressing technological proficiency, instructional design, pedagogical strategies, and fostering reflective practice and collaborative learning communities, educators can enhance their capacity to leverage flipped learning methodologies effectively.

Potential for Improved Language Learning Outcomes in EFL/ESL Contexts

In the realm of teaching English as a foreign or second language (EFL/ESL), flipped learning has emerged as a promising pedagogical approach with the potential to enhance language learning outcomes. Through a systematic review of existing literature, several studies have illuminated the effectiveness of flipped learning in improving language proficiency and fostering learner autonomy within EFL/ESL contexts (Rabi, et al., 2023).

Flipped learning approaches in EFL/ESL classrooms have been associated with active engagement with language materials, leading to notable advancements in various language skills. For instance, a study by Al-Harbi and Alshumaimeri (2016) demonstrated that flipped English grammar courses resulted in significant improvements in students' grammatical proficiency. Similarly, Thaichay and Sithitikul (2016) reported enhanced grammar performance and increased confidence in using English grammar among students participating in flipped learning activities.

Furthermore, flipped learning has shown promise in enhancing oral communication skills in English. Han (2015) found that a flipped speaking course not only improved students' oral proficiency but also cultivated their autonomy and deeper understanding of course content. Similarly, Li (2016) highlighted the effectiveness of flipped learning in promoting active participation and improving speaking skills among EFL students.

In addition to speaking and grammar, flipped learning has been instrumental in enhancing writing skills in English. Studies by Afrilyasanti et al. (2017) and Gasmı and Thomas (2017) revealed that flipping writing courses led to better academic achievements in writing and increased engagement in the writing process. The interactive nature of flipped learning activities allows students to receive timely feedback and guidance, which contributes to their writing proficiency (Uy, et al., 2023).

Moreover, flipped learning has been linked to improvements in overall language comprehension and retention. Zhonggen and Guifang (2016) observed that flipped videos in an EFL context facilitated critical review of knowledge and encouraged collaborative learning among students.



Similarly, Xin-Yue (2016) reported that flipped learning increased students' motivation to use English idioms and vocabulary effectively for communication interactions, ultimately enhancing language comprehension.

Beyond specific language skills, flipped learning has been lauded for its role in promoting learner autonomy and self-directed learning skills, which are integral to language acquisition. Chen et al. (2017) found that flipped learning encouraged students to study at their own pace and take responsibility for their learning, fostering a sense of ownership and autonomy. Additionally, Bond (2020) emphasized the importance of flipped learning in cultivating critical thinking skills and empowering students to engage actively with language materials (Abella, et al., 2023).

The findings from these studies underscore the potential of flipped learning to improve language learning outcomes in EFL/ESL contexts. By fostering active engagement, autonomy, and proficiency across various language skills, flipped learning offers a promising approach to enhance language education and meet the diverse needs of language learners.

Conclusion:

The systematic review of flipped learning in high school education, with a specific focus on its application in teaching English as a foreign or second language (EFL/ESL) contexts, has revealed several key insights.

Firstly, flipped learning demonstrates significant potential to positively impact student engagement and learning outcomes in high school settings. Studies consistently indicated that flipped learning fosters higher levels of motivation, participation, and academic achievement among students. This finding underscores the value of flipped learning as an effective instructional approach for enhancing student learning experiences.

However, despite its benefits, flipped learning is not without its challenges. The review identified notable disparities in technology access among students, which could hinder the effectiveness of flipped learning in environments with limited resources. Additionally, teachers reported significant time and effort required for preparing flipped learning materials, highlighting the importance of addressing workload concerns to ensure sustainable implementation of flipped learning initiatives.

Moreover, the review emphasized the critical need for providing teachers with adequate training and support for implementing flipped learning effectively. Professional development programs focusing on technological proficiency, instructional design, and pedagogical strategies are essential for empowering teachers to adapt their practices to the flipped learning model successfully.

Furthermore, within the EFL/ESL context, flipped learning holds considerable promise for improving language learning outcomes. Studies revealed that flipped learning approaches facilitate active engagement with language materials, leading to enhancements in speaking, writing, grammar, comprehension, and overall language proficiency. Additionally, flipped learning promotes learner autonomy and self-directed learning skills, which are crucial for language acquisition.

The findings of this study underscore the potential of flipped learning as a transformative pedagogical approach in high school education, particularly within EFL/ESL contexts. By addressing challenges, providing adequate support to teachers, and leveraging its benefits, flipped learning has the capacity to enhance student engagement, learning outcomes, and language proficiency, ultimately contributing to more effective and impactful education practices.

This study contributes to the growing body of literature on flipped learning and highlights avenues for future research and practice in high school education, with implications for educators, policymakers, and stakeholders invested in improving teaching and learning experiences.

References:

- Abella, J., De Gracia, J., Maningo, S. A., Paculanang, M. R., & Kilag, O. K. (2023). Integrating Collaborative Strategic Reading (CSR) in ESL Instruction: Effects on Reading Comprehension, Content Mastery, and Language Acquisition. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(5), 88-99.
- Abdullah, M. Y., Hussin, S., & Ismail, K. (2019). Implementation of flipped classroom model and its effectiveness on English speaking performance. *International Journal of Emerging Technologies in Learning (Online)*, 14(9), 130.
- Afrilyasanti, R., Cahyono, B. Y., & Astuti, U. P. (2017). Indonesian EFL students' perceptions on the implementation of flipped classroom model. *Journal of Language Teaching and Research*, 8(3), 476-484.
- Al-Harbi, S. S., & Alshumaimeri, Y. A. (2016). The Flipped Classroom Impact in Grammar Class on EFL Saudi Secondary School Students' Performances and Attitudes. *English Language Teaching*, 9(10), 60-80.
- Andrin, G., Kilag, O. K., Abella, J., Tañiza, F., Groenewald, E., & Cordova Jr, N. (2024). Innovative Pedagogy: The Influence of Impromptu Speaking on Students' English Oral Proficiency. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 2(1), 36-46.
- Baepler, P., Walker, J. D., & Driessen, M. (2014). It's not about seat time: Blending, flipping, and efficiency in active learning classrooms. *Computers & education*, 78, 227-236.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International society for technology in education.
- Bond, M. (2020). Facilitating student engagement through the flipped learning approach in K-12: A systematic review. *Computers & Education*, 151, 103819.



- Chen Hsieh, J. S., Wu, W. C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1-2), 1-21.
- Cottrell, D. M., & Robison, R. A. (2003). Case 4: Blended learning in an accounting course. *Quarterly Review of Distance Education*, 4(3), 261-69.
- Fautch, J. M. (2015). The flipped classroom for teaching organic chemistry in small classes: is it effective?. *Chemistry Education Research and Practice*, 16(1), 179-186.
- Gasmi, A. A., & Thomas, M. (2017). Academic writing in the flipped EFL classroom: a case study on student engagement in Oman. In *Flipped instruction methods and digital technologies in the language learning classroom* (pp. 232-251). IGI Global.
- Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. (2013). A review of flipped learning. Flipped Learning Network. *George Mason University: Harper and Row Ltd.*
- Han, Y. J. (2015). Successfully flipping the ESL classroom for learner autonomy. *NYS Tesol journal*, 2(1), 98-109.
- Karabulut-Ilgü, A., Jaramillo Cherez, N., & Jähren, C. T. (2018). A systematic review of research on the flipped learning method in engineering education. *British Journal of Educational Technology*, 49(3), 398-411.
- Kim, M. K., Kim, S. M., Khera, O., & Getman, J. (2014). The experience of three flipped classrooms in an urban university: An exploration of design principles. *The Internet and higher education*, 22, 37-50.
- Li, S., He, J., Tao, Y., & Liu, X. (2022). The effects of flipped classroom approach in EFL teaching: Can we strategically use the flipped method to acquire communicative competence?. *Language Teaching Research*, 13621688221081575.
- Lumando, E., Uy, F., Kilag, O. K., & Abendan, C. F. (2023). Multisensory Structured Language Techniques: A Key to Bridging the Literacy Practice Gap in Intervention Strategies. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(5), 256-267.
- Manire, E., Kilag, O. K., Cordova Jr, N., Tan, S. J., Poligrates, J., & Omaña, E. (2023). Artificial Intelligence and English Language Learning: A Systematic Review. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(5), 485-497.
- Missildine, K., Fountain, R., Summers, L., & Gosselin, K. (2013). Flipping the classroom to improve student performance and satisfaction. *Journal of Nursing Education*, 52(10), 597-599.
- Rabi, J. I. I., Kilag, O. K., Hinayon, K., Peras, C., Dum Dum, J. N., & Ledesma, E. N. (2023). TED Talks: A Catalyst for Improving Oral Communication Skills in Educational Settings. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(4), 210-222.
- Sams, A., & Bergmann, J. (2013). Flip your students' learning. *Educational leadership*, 70(6), 16-20.
- Snyder, J. J., Sloane, J. D., Dunk, R. D., & Wiles, J. R. (2016). Peer-led team learning helps minority students succeed. *PLoS biology*, 14(3), e1002398.
- Talbert, R., & Bergmann, J. (2017). *Flipped learning: A guide for higher education faculty*. Routledge.
- Thaichay, T., & Sithitikul, P. (2016). Effects of the flipped classroom instruction on language accuracy and learning environment: A case study of Thai EFL upper-secondary school students. *Rangsit Journal of Educational Studies*, 3(2), 35-63.
- Tucker, B. (2012). The flipped classroom. *Education next*, 12(1), 82-83.
- Uy, J., Kilag, O. K., Rabi, J. I. I., Poloyapoy, K. B., Balicoco, J. R., & Poloyapoy, B. N. (2023). Anime-Inspired English Learning: A Unique Approach. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(4), 197-209.
- Xin-yue, Z. U. O. (2016). Motivation in a flipped classroom, a case study of teaching oral English in a vocational college in Mainland China. *Sino-US English Teaching*, 13(6), 460-467.
- Zhonggen, Y., & Guifang, W. (2016). Academic achievements and satisfaction of the clicker-aided flipped business English writing class. *Journal of educational technology & society*, 19(2), 298-312.

