Senior High School Homeschoolers' Perceived Impact of the Flipped Classroom on ESL Learning in an Online Platform

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Abstract

Many scholars have conducted studies on Flipped Classrooms (FC) over a decade. Several of these studies have shown the FC's positive effect on college students' learning in face-to-face classrooms, limited research on FC was focused on high school learners and was done in online learning. To address this gap, this study focused on the perceived effect of the Flipped Classroom on Grade 11 Homeschoolers' ESL learning in a digital classroom during the pandemic. Twenty-five Grade 11 students were taught Reading and Writing Skills subject using the FC for three days. The researcher observed her co-researcher's Flipped classroom execution and gave her constructive feedback to refine her FC implementation. On Days 2 and 3, the researcher-made survey was administered to determine the students' perceived effect of the Flipped Model on their learning. However, only 15 and 11 students responded to the survey on Day 2 and 3, respectively. A Focused group discussion was also conducted on Day 3 for the same purpose. Weighted mean was used to measure the students' perception of the effect of the FC on their learning. Students' responses to the open-ended questions and during the FGD were coded. Results show that the Grade 11 students perceived the positive effect of the Flipped Classroom on their learning through engaging in-class group activities and the materials provided before the session (cognitive engagement). Despite the study's limitations, the findings show that the Grade 11 students perceived that Flipped classroom positively impacted their learning of English language skills due to engaging in collaborative activities. Hence, educators may utilize Flipped Classrooms as an instructional method; however, they must design the learning content, materials, and activities well to provide maximum student engagement.

Keywords: flipped classroom, flipped learning, online learning, digital classroom

Introduction

The Covid-19 pandemic has transformed the educational landscape worldwide. Suddenly, in 2020, all schools shifted from traditional face-to-face learning to remote learning. This drastic change forced teachers to learn new skill sets to be able to adapt to online teaching to address students' educational needs. It was a huge leap in terms of educational technology use that several educators found themselves grappling with.

Teachers play several roles in online learning. Aside from being subject experts and facilitators of learning in online classrooms, they also serve as technicians, class advisers, and counselors.
As technicians, they provide technical support to students encountering login issues in video conferencing platforms, accessing instructional materials, and uploading their projects to the school's Learning Management System (LMS). As class advisers and counselors, they guide students suffering from learning loss and anxiety, and depression due to prolonged lockdowns.

With these multifaceted roles for more than two years in the global pandemic, educators have been made to work more than 8 hours a day to prepare online instructional materials and engaging learning activities for students. "Moreover, they have to create an online learning environment that will afford students to receive feedback, interact with peers, and monitor their learning to ensure learning success in the process" (Cequeña et al., in press, p.1).

Thus, online or e-learning has transformed how classroom instruction is conducted to pave the way for various teaching methods and approaches, such as blended learning and flipped classrooms, to thrive (Chen, 2021).

The flipped classroom is an instructional approach that aims to make students active participants in learning. Jonathan Bergmann and Aaron Sams (2012) proposed this approach that highlights students' learning through practice and first-hand experience (as cited in Chien, 2021). In this type of classroom, students watch pre-recorded lectures and videos as pre-work before attending the live online or face-to-face class. This gives students more time to digest and understand the lesson at home, reduces teachers’ discussion time, and allows more extended periods for the actual application of learning during class (Chien, 2021; Musa et al., 2021).

However, a few studies investigate the learning outcomes of students using the flipped classroom, particularly in an online setting. Several studies have shown the effectiveness of this approach in Science and Mathematics (Ackayir & Ackayir, 2018; Musa et al., 2021), Research Methods (Sirakaya & Ozdemir, 2018), English Language classrooms (Chaqmaqchee, 2021; Hung, 2014; Quyen & Loi, 2018; Turan & Cimen, 2019) and other disciplines in tertiary education but a dearth of research was conducted in secondary schools (Mohammed & Daham, 2021; Wang, 2017).

Therefore, this study intends to find out Senior High School Homeschool students' perception of the impact of the flipped classroom in an online platform by addressing the following research questions:

1. What is the perception of the Grade 11 students on the impact of the Flipped Model Classroom on their learning?
2. Which of the activities utilized in the Flipped Classroom did the Grade 11 students like the most?

Review of Related Literature

The Flipped Classroom (FC) Model is an instructional method of flipping a classroom in which lesson content generally studied by students in a traditional classroom through a teacher's lecture is done at home at the learners' own pace. In FC, the learners watch video lessons and read textbook chapters and other supplementary materials about the topics assigned prior to Face-to-face or synchronous sessions. At school, the teacher provides only a short review and clarification of the lesson, and students spend much of their time doing collaborative learning activities as applications of the concepts learned. In a nutshell, Flipped
classroom means "school work at home and home work at school" (Flipped Learning Network, 2014, para.1). Flipped Learning allows teachers "to utilize class time to guide each student through active, practical, innovative applications of the course principles" (The Academy of Arts and Sciences, n.d., para. 2). Moreover, through the Flipped Classroom, students can further develop their higher order thinking skills (HOTS) as they collaboratively work in answering HOTS questions. In addition, teachers can spend more time helping struggling learners understand important concepts of the lesson (Kerr, 2020). Most importantly, educators can observe students' mistakes and understand their thought processes as they work in in-class activities. This way, they can tailor their instruction and learning activities to address students' learning needs (The Benjamin Center, 2020).

FLN (2014) presents the four pillars of Flipped learning derived from its acronym F-L-I-P that can guide school administrators in implementing Flipped Classroom in case they will buy into the idea of adopting Flipped Learning in their classrooms. The first pillar, Flexible Environment, allows the learners to choose the time and place to study. The second pillar, Learning Culture, focuses on a learner-centered approach, empowering the learners to explore topics in greater depth and actively engage in meaningful learning. The third pillar, Intentional Content, highlights the importance of designing instructional content, materials, strategies, and student-centered learning activities with great emphasis on students' cognitive levels and subject matter. Finally, the fourth pillar, Professional Educators, stresses the importance of regular monitoring and assessing students' learning progress by providing constant feedback on their academic outputs. Professional teachers should also reflect on their teaching performance and establish a network that can provide them with constructive feedback to further improve their classroom practices.

The implementation of the Flipped Classroom varies among educators and researchers. This study adapts Marshall (2017) and Marshall and Buitrago's (2017) Synchronous Online Flipped Learning Approach's (SOFLA) framework because it is feasible to implement for adult learners and it is aligned with the flipped learning principles in online instruction (as cited in Marshall & Kostka, 2020).

Generally, SOFLA consists of eight steps:

1. Pre-work. The learners do this at home, where they are asked to watch video lessons (which can be made interactive) and study a chapter of their textbook, PowerPoint presentations, and other supplementary materials provided by the teacher. Its purpose is for the students to study their lessons in advance to understand important concepts.

2. Sign-in activity. Whether synchronous learning or face-to-face class, sign-in activity is a reinforcement activity that the learners do as they sign in, log into the virtual classroom, or come into the physical classroom. For instance, in a literature class, the learners may be asked to answer an activity to identify the meaning of the underlined figures of speech used in sentences.

3. Whole group discussion. This is where the teacher guides the entire class in solidifying their understanding of the concepts learned in the pre-work to correct misconceptions. For example, they learned in the video lesson how to interpret a poem by understanding the meaning of the figures of speech used in the poem. For whole group discussion, the teacher may present an excerpt from the poem and provide the class prompts (questions) to guide them in interpreting its meaning based on the figures of speech used. The teacher processes their answers and presents the correct interpretation of the poem.
4. Breakouts. This fourth step requires the students to work in small groups and discuss the learning activity provided by the teacher as a hands-on application of the concepts learned. One concrete example is giving each group a stanza (excerpt) from another poem to identify the figures of speech used and their meanings and then to explain how they contribute to the stanza's overall meaning.

5. Share-out. It is the group sharing of their outputs where each group assigns a representative to discuss their interpretation of the stanza based on the meaning of each figure of speech. If time allows, one or two groups may be called to provide insights or feedback about each group's presentation. The teacher may provide the structure on how to provide feedback.

6. Preview and Discover. This is different from the previous steps because it is not about the lesson for the day. It is where the teacher provides a glimpse of the upcoming lesson whose purpose is to excite the class for the next meeting's topic to encourage them to do their pre-work activities.

7. Assignment Instructions. This step allows the teacher to provide instructions for the next out-of-class work activities, like what tasks to do, what videos to watch, and which texts to read.

8. Reflections. This is the last step in which the learners are encouraged to write their reflections in the Zoom chat box about what they found useful and meaningful in their session. They can write their insights and key takeaways about the lesson they learned.

Hwang et al. (2015) stressed that the success of the flipped classroom depends on teachers' seamless design of in-class and out-of-class activities. Knowing the proper implementation of the FC Model is significant because of its multifaceted benefits for both students and teachers. The FC provides flexible learning where the students can study at their own pace; it allows students' interaction with their peers about the lesson's concepts (Kerr, 2020); it fosters independent learning with the teacher's support (Lee & Martin, 2020). With the FC, students whose personality types do not fit the traditional classroom can benefit from FC's flexible set up where they can rewind and watch video lectures again to understand important concepts well. Students' frustration level remains low with Flipped Classroom (Du et al., 2014). For teachers, on the other hand, the FC approach allows educators to work closely with students in school and to group those who can work together. It also helps improve students' attitudes and their ability to solve open-ended problems (Du et al., 2014). However, the challenges in the implementation of the Flipped Classroom include students' internet accessibility and technical ability (Du et al., 2014; Lee & Martin, 2020; Wang, 2017), learners' self-motivation (Du et al., 2014), technical support for teachers, unclear learner responsibility, and an inability to provide immediate lesson clarification (Lee & Martin, 2020). Lee and Martin (2020) recommended for Flipped Classrooms to be effective, there is "a need to establish guidelines for best practices in flipped classrooms and to develop high-quality approaches to flipping without a dependence on instructional videos" (p. 2605).

The Flipped Classroom and Connectivism

The digital age has led to the emergence of new learning theories and pedagogical frameworks. The Internet has opened opportunities to further communication and collaboration with anyone, including distance learning. More than ever, student-centeredness, self-regulation, and peer collaboration have risen significantly with the use of technology in learning. These elements are thought of as contributing factors to students' active involvement and increased motivation, thereby improving learning achievement (Boyraz & Ocak, 2021).
Learning through interactions is at the core of the learning theory of connectivism. Connectivism's main goal is for the student to learn through dialogue or in a social context and to gain autonomy in the process (Boyraz & Ocak, 2021).

Connectivism as a learning theory was developed by Siemens (2005) and Downes (2007). According to Downes, Connectivism is "the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks" (Downes, 2007, para. 1). Networks can be a book, a person, and a webpage (technology/media) which are considered as information sources. Learning through connectivism is the ability to connect these nodes of information and to see connections between concepts and ideas. Furthermore, learning from the Connectivism theory recognizes the importance of social interaction, diversity of ideas, and the accuracy and recency of knowledge (Siemens, 2005).

Connectivism is for the digital age as it utilizes media as a significant and enabling tool for gaining knowledge (Shrivastava, 2018). The flipped classroom follows this learning theory with its effective use of technology, allowing learners to develop autonomy in the classroom.

The Flipped Classroom and Its Perceived Impact on Academic Achievement and Learning

Several studies posited the positive effects of the Flipped Classroom Model on students' academic achievement in various disciplines, such as Enterprise Resource Planning System (Chien, 2021), Teaching Principles and Methods course (Debbag & Yeldiz, 2021); English language (Chaqmaqchee, 2021); educational technology (Alamri, 2019); biology courses (Lensen et al., 2018); Scientific Research Methods (Sirakaya & Ozdemir, 2018); English, basic medical history taking a course (Jego et al., 2017); research methods (Nouri, 2016); chemistry (Baepler et al., 2014); and English language (Hung, 2014). Conversely, Cabi (2018), in her experimental study, revealed there was no significant difference in the academic performance in Computer 1 of the experimental group taught using the FC Model and that of the control group taught using Blended Learning. However, Cabi (2018) noted some positive aspects of the FC Model as perceived by the respondents, including coming to classes prepared and completing the assignments in class instead of doing these at home. Pre-service teachers encountered problems that included a lack of motivation, difficult and insufficient materials for content, and time constraints in learning/studying.

In a meta-analysis conducted by Akcyir and Akcyir (2018) with 71 articles surveyed regarding the advantages and challenges of the Flipped Classroom (FC), they discovered that top among the advantages is learning outcomes that include improvement of learning performance (52%), satisfaction (18%), and engagement (14%). Some of the challenges of the Flipped classroom for students include limited student preparation before class time (12.68%) and time-consuming (8%). Turan and Cimen (2019) found out in their systematic review of 43 articles that the greatest challenges of using the FC from students' perspective include extra load for learners and technology/internet-related problems. Two common challenges for teachers are time-consuming preparations (14%) and additional workload (7%). Doing pre-recorded videos and in-class and out-class activities takes a lot of time and require technical skills (Akcyir & Akcyir, 2018; The Benjamin Center, 2016).

In the area of English language teaching, some studies reviewed in this paper revealed the positive effect of FC on students' academic performance. In their quasi-experimental study,
Quyen and Loi (2018) investigated the effects of the Flipped Classroom on college students' speaking performance. Results of their study showed that the experimental group's speaking skills improved after being taught English as Foreign Language using the Flipped Classroom Method. Similarly, Turan and Cimen (2019) noted that among the 43 articles they reviewed which investigated the effect of Flipped Classrooms on English language teaching, 18 articles revealed the effectiveness of the FC in teaching English as a foreign language. Furthermore, they also found the following top findings as regards FC's advantages: enhancing learners' engagement, speaking skills, peer interactions, and learning achievements. Marks (2000) and Rajabalee et al., (2019) posited a direct relationship between engagement and academic achievement. They found that students who demonstrate greater psychological engagement have higher grades. However, the question remains if engagement translates to learning.

Learning is defined differently by various scholars. However, only some basic learning definitions were taken that are relevant to the study. Learning is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning" (Ambrose et al., 2010, p. 3). Houwer and Moors (2013) stated that learning as a change in behavior caused by an experience requires regularity of stimulus or environment. For Brown et al. (2014), as cited in Academic Affairs, The University of Arizona (2022), learning means "acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities" (para. 2). This view is based on the Cognitive Theory of Learning wherein the learner uses his background knowledge and skills acquired in processing new information (Rumelhart, 1980). From the constructivists' view, learning is a product of the learner's construction of knowledge as he transacts meaning with text, visual images, audio, videos, and other forms of information.

Successful learning can be determined by students' engagement which can be classified into three types: behavioral, cognitive, and emotional engagement. These three types of engagements are intertwined. Behavior engagement is shown when the students demonstrate interest, focus their attention on a task, actively share their ideas, and ask questions. Cognitive engagement is focused on the learning task to be accomplished. For instance, as the teacher begins his lesson by showing his class a poster of literacy advocacy (a picture of poor children in a barrio being taught by a school teacher in a small hut), he may encourage his students to share their thoughts about it. Once these students interact more enthusiastically about this topic of literacy advocacy with their teacher and peers in a dynamic way, it is termed as emotional involvement or emotional engagement (Csikzentmihalyi, 1988). Emotional engagement refers to an interest in anything that feelings of boredom may represent, happiness, grief, anxiety, pleasure, or unhappiness with school or teachers (Connell & Wellborn, 1991; Skinner & Belmont, 1993). Finally, cognitive engagement refers to the learner's effort to demonstrate his capabilities to learn new knowledge or skills. Given the same poster, the teacher may ask the students to write their interpretation of the poster after listening to each others' insights in the preliminary activity. These written outputs reflect the learners' cognitive engagement.

In the context of the study, learning refers to the learners' change of behavior through the experiences provided in class through the Flipped Classroom (FC). As Houwer and Moors (2013) stated, there should be the regularity of environment or stimulus for a change of behavior to take place through experiences (learning). In this study, regularity of environment and stimulus was done through the Flipped Classroom introduced to the learners, wherein they were asked to watch videos, read the lessons in their textbook, and the teacher's slide presentations (pre-work) prior to their synchronous classes. During synchronous sessions, important concepts were reviewed through a question and answer section to clarify
misconceptions (whole group session). Then, group activities were accomplished by the students in the breakout rooms (breakouts). Group presentations of outputs came next (share-outs). Finally, the students wrote the synthesis and key takeaways in the chat box (synthesis and reflections). Perception of students' learning is measured by three types of engagement such as behavioral, cognitive, and affective/emotional engagement.

While several studies have been conducted on the effects of the FC model on students' achievement across disciplines in a face to face classroom environments in tertiary education, limited studies were conducted on the perceived effect of the approach on students' learning in secondary education and online or distance learning. To address this research gap, this pilot study aimed to determine the perception of the Grade 11 Homeschoolers on the impact of the Flipped Classroom on their learning in a digital environment.

**Methods**

**Participants**

The present study originally had twenty-five Grade 11 students as the respondents of the study. However, only 15 and 11 students were able to answer Day 1 and Day 2 surveys, respectively. These grade 11 were homeschoolers enrolled in a Catholic homeschool in the country. However, the senior high school homeschooling set up in the institution does not follow the conventional homeschooling program wherein students' parents serve as their teachers. These homeschoolers have online classes in all senior high school subjects except Physical Education and Health. They have a synchronous session for each subject once a week.

**Instruments and Data Sets**

**Likert Scale Survey.** The Likert scale survey consists of eight questions of a 4-point Likert scale that measure their perception of their learning of English lessons (choosing a degree program and a university, resume writing, cover letter writing, and conducting mock job interview) taught using the Flipped Classroom Model and two open-ended questions. Some examples of the Likert Scale questions include: Activities done in today's lesson made me engaged and actively participated in the discussion; I learned the lesson well in today's session because of the activities provided by the teacher. Two open-ended questions included in the survey asked the respondents about the learning activities they liked the most, and their comments about the Flipped Classroom. Prior to the instrument administration, the survey was validated by a language expert and a social science researcher. The survey was also subjected to Cronbach's alpha which generated a 0.87 value, which proves that the survey question shows internal consistency and is a reliable measure of perception of students' learning.

**Focus Group Discussion Protocol.** The FGD Protocol consists of three open-ended questions asking the respondents about the learning activities they liked the most, their comments or perception regarding the impact of the Flipped Classroom on their learning, and if they would recommend using Flipped Classroom in teaching other subjects of senior high school.

**Procedure**

Before the commencement of the study, the researchers sought the consent of the School Directress, the students, and their parents. Twenty-five Grade 11 students served as the
respondents of the study. They were homeschoolers with online classes twice weekly for their core and specialized subjects as academic support. Since most senior high school subjects are highly technical and specialized, the institution designed its homeschool program to combine learning with asynchronous and synchronous sessions twice a week. The participants of the study, the Grade 11 students, were taught Reading and Writing Skills subject using the Flipped Classroom Model for three weeks with one session per week. Technically, the study was done only for three days that spanned three weeks, with one hour and 15 minutes per session. This short period of Flipped Learning implementation was necessary because the following week was already the final examinations, and the second semester would be over. The second semester during the global pandemic hype, was shortened to fourteen weeks from the original sixteen weeks due to the health break declared by the school authorities to allow academic ease both for the teachers' and students' physical health. The term consists of ten weeks of Conventional Teaching, where the teacher lectured most of the time, providing limited time for students to interact with their teacher and classmates. This has been a common scenario in our secondary school’s online learning during the pandemic in School Year 2020-2021. This prompted the researchers to do a pilot study, even for a short period, to find out a more effective pedagogy in making the students learn the important competencies for each subject. Hence, this study aimed to determine the students' perception of the Flipped Classroom in relation to their learning of important concepts and the group activities provided. During the three-day sessions, the researcher observed the Flipped classroom execution of her fellow researcher and jotted down some comments on her implementation and her students' performance. After each class, she met with the teacher, her co-researcher and gave some constructive feedback to refine the FC implementation in her online classes.

The FC Model adapted Marshall's (2017) and Marshall and Buitrago's (2017) SOFLA in Teaching Reading and Writing Skills subject, but the eight stages were reduced to 5. The FC method utilized in this study consists of these five stages: (1) Pre-work done at home - Independent study of lesson content such as online videos, PowerPoint presentations, textbook readings, other supplementary materials, and learning prompts uploaded to Google classroom a few days before the online class (out-of-class work); (2) Whole Group Application - Review of the Concepts learned from videos and readings to clarify misconceptions (in-class work); (3) Breakouts - Collaborative activities (group work) as an application of the concepts learned (in-class work); (4) Share-outs - sharing of group outputs and (5) Synthesis and Reflections - summary of the important concepts learned and reflections or key takeaways from the lessons as well as from their interactions with their teacher and peers.

On Day 1 of the FC's implementation, the researchers did not administer the survey purposely since the FC's execution was still to be refined. On Day 2 and 3 after the session, a researcher-made survey was administered as an evaluation of the students' perceived impact of the Flipped Model on their learning. The teacher posted the link to the survey in the Zoom chat box, and the students were given two to three minutes to answer. The survey consists of eight questions of 4-point Likert scale that measure their perception of their learning of English lessons (choosing a degree program and a university, resume writing, cover letter writing and conducting mock job interview) taught using the Flipped Classroom Model and two open-ended questions. Some examples of the Likert Scale questions include: Activities done in today's lesson made me engaged and actively participated in the discussion; I learned the lesson well in today's session because of the activities provided by the teacher. Two open-ended questions included in the survey asked the respondents about the learning activities they liked the most and their comments about the Flipped Classroom. Before the instrument administration, the survey was validated by a language expert and a social science researcher.
The survey was also subjected to Cronbach's alpha which generated a 0.87 value, which proves that the survey question shows internal consistency and is a reliable measure of perception of students' learning. However, only 15 students answered the researcher-made survey on Day 2, and only 11 students responded to the same survey on Day 3. This low response rate was due to some students leaving the online class earlier than the rest since they had to log in to their next synchronous class via Google meet or Zoom conference. A Focused group discussion was also conducted in the afternoon of Day 3 for the same purpose. However, only two students participated since most of them were busy doing their final projects, having only one week to complete their school requirements.

Data Analyses

The data gathered were then subjected to statistical analysis. Responses to open-ended and FGD questions were coded, and categories were tallied. Weighted mean was used to quantitatively measure the students' perception of the impact of the Flipped Classroom on their learning.

Results and Discussion

Table 1 shows the learning indicators as determined by the three types of engagement such as behavioral, cognitive and emotional engagement on Day 2 and Day 3 of implementing the FC Model in the online teaching of Reading and Writing Skills subject. The findings indicate that among the three types of learning indicators, behavior engagement ranked first (Day 1 -M=3.90 and Day 3 M=3.75). Most participants perceived that they were actively engaged in the learning activities provided by their teacher. The studies of Turan and Cimen (2019), and Akcyir and Akcyir (2018) corroborate this finding that the FC results in students' engagement. Once students are actively engaged in class activities, learning takes place. Marks (2000) and Rajabalee et al. (2019) found a direct link between engagement and academic achievement. Secondly, the respondents also reported that they learned the lessons well because of the group activities provided for two days (Mean= 3.73 and Mean =3.70) and the materials (videos, D2 Mean= 3.53; D3 Mean=3:70) and other supplementary readings, D2 Mean= 3:73; D3 Mean=3:60) uploaded to their Google classroom which the students studied prior to attending their English class (Cognitive Engagement) (Connell & Wellborn, 1991; Skinner & Belmont, 1993). Kerr (2020) and Marshall and Buitrago (2017) recognized the importance of collaboration among students in the Flipped Classroom as they engage in meaning-making. Students' learning of concepts is made permanent through meaningful and authentic activities they engage in via the Flipped Classroom.

Finally, it can be noted that there was a significant increase in the mean of students' responses when asked if they liked the structure of the Flipped Classroom (Emotional Engagement) (#8) from M=3.33 on Day 2 to 3.70 on Day 3. This implies that the students tend to like the new teaching method as they familiarize themselves. Generally, any method introduced for the first time to students may not be welcomed well at first. However, as they get familiar with it and get used to the process, they can readily adjust and appreciate it once they understand its structure and process of implementation. Next, their level of satisfaction or enjoyment (emotional involvement) of the activities provided in the Day 2 session was higher compared to Day 3 session. However, in both sessions, the students rated the activities higher than the average (D2 M=3.80 and D3 M=3.70). This shows that they were satisfied and emotionally engaged with the learning activities provided. Hence, it may be deduced that though the implementation of the Flipped Classroom was done in a short period of time, the participants
perceived its positive impact on their learning as shown by their high level of engagement behaviorally, cognitively, and emotionally.

Table 1

**Perceived Impact of the Flipped Model on the Grade 11 Students’ Learning**

<table>
<thead>
<tr>
<th>Indicators of Learning</th>
<th>Day 2 Mean (n=15)</th>
<th>Day 3 Mean (n=11)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior Engagement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher made sure that activities were engaging and encouraged participation.</td>
<td>3.93</td>
<td>3.77</td>
</tr>
<tr>
<td>2. Activities done in today’s lesson made me engaged and actively participated in the discussion.</td>
<td>3.87</td>
<td>3.65</td>
</tr>
<tr>
<td><strong>Cognitive Engagement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I learned the lesson well in today’s session because of the activities provided by the teacher.</td>
<td>3.73</td>
<td>3.70</td>
</tr>
<tr>
<td>4. I learned the lesson well in today’s session because I read the lesson in the textbook and watched the video/s provided by the teacher.</td>
<td>3.53</td>
<td>3.60</td>
</tr>
<tr>
<td>5. The video/s assigned for us to watch before our session was/were effective that led to my understanding of the lesson.</td>
<td>3.53</td>
<td>3.70</td>
</tr>
<tr>
<td>6. Additional readings relevant to the lesson that were required to read before the session helped me comprehend important concepts of the lesson.</td>
<td>3.73</td>
<td>3.60</td>
</tr>
<tr>
<td><strong>Emotional Engagement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I enjoyed the activities in today’s session.</td>
<td>3.80</td>
<td>3.70</td>
</tr>
<tr>
<td>8. I like the new structure of online learning in this subject: (1) preparation</td>
<td>3.33</td>
<td>3.70</td>
</tr>
</tbody>
</table>
at home such as reading the assigned lesson and watching videos; and (2) engaging activities at school.

<table>
<thead>
<tr>
<th>Average</th>
<th>3.68</th>
<th>S</th>
<th>0.49</th>
<th>3.68</th>
<th>SA</th>
<th>0.91</th>
</tr>
</thead>
</table>

*4 - Strongly agree  3 - Agree  2 - Disagree  1 - Strongly disagree  
*VI - Verbal Interpretation  
* SD - Standard Deviation

**Learning Activities that Grade 11 Students Liked the Most**

Figure 1 below shows that the Grade 11 students liked the following activities the most: mock job interviews and group work. This shows that the students appreciated simulations of real-life situations and collaborative activities because they learned well through interacting with peers. Basically, this is the core principle of the Flipped Model, that is, to provide much time for students' group activities and engagement (Akcyir and Akcyir, 2018; Du et al., 2014; Kerr, 2020; Marshall & Buitrago, 2017) as an application of the concepts learned in the subject. That is the logic behind flipping the classroom, making the students study content at home through video lessons and readings provided by the teacher and doing hands-on activities in school via online learning.

**Learning Activities that Grade 11 Students Liked the Most**

Table 2 shows the learning activities that the homeschoolers liked the most and their reasons for liking them. Most students said that they liked the mock job interview the most because it provided them with hands-on or real-world experience. This simulation activity gives them an insight into how a young professional should behave or present himself/herself before a prospective employer and answer interview questions to gain employment. Other students said they liked group work the most because it was fun collaborating with peers.
Finally, some students also listed cover letter writing as an enjoyable and challenging activity for them. When asked what other comments they could provide to the researcher about the Flipped Classroom, others replied to provide more group activities.

Table 2

*Learning Activities that the Grade 11 Homeschoolers Liked the Most*

<table>
<thead>
<tr>
<th>Learning Activities Grade 11 Students Liked the Most (Themes)</th>
<th>Sample Transcripts from Open-Ended Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mock Job Interviews</strong></td>
<td><em>S1: The mock interview was my most favorite.</em></td>
</tr>
<tr>
<td></td>
<td><em>S2: I like the Mock Interview because it gave us the sense of what an interview would be like.</em></td>
</tr>
<tr>
<td></td>
<td><em>S3: I like how everyone was given the chance to be interviewed and to interview to have hands-on experience.</em></td>
</tr>
<tr>
<td><strong>Group Work</strong></td>
<td><em>S4: The group work since it was a new and fun experience.</em></td>
</tr>
<tr>
<td></td>
<td><em>S5: Collaborating with classmates to do exercises</em></td>
</tr>
<tr>
<td></td>
<td><em>S6: To work with teammates online was fun</em></td>
</tr>
<tr>
<td></td>
<td><em>S7: Probably the groupings because, in a short amount of time we worked as a team and finished the activities on time.</em></td>
</tr>
<tr>
<td><strong>Cover Letter Writing</strong></td>
<td><em>S7: The Cover Letter writing because it was fun and challenging.</em></td>
</tr>
<tr>
<td></td>
<td><em>S8: Writing as a group</em></td>
</tr>
</tbody>
</table>

**Observation**

On the first day of the Flipped Classroom execution, the teacher never lectured, instead, asked questions to clarify misconceptions and to gauge their understanding of the assigned lessons: applying for college admissions and resume writing. Sample questions include: *What are the major considerations in choosing a degree program and a university? How do you write an impressive resume?* Afterward, the students were asked to perform a group activity and write a resume based on the given information about a showbiz personality. The students enjoyed their time writing a resume in the breakout rooms. Finally, they were asked to write their learnings in the Zoom chat box for the day's lesson since there was no time for group presentations.
On Day 2, the teacher reviewed the class through her art of questioning the format of a business letter, the contents of a cover or application letter, and the effective way of writing an impressive cover letter. Next, breakout rooms were opened for the group activity, where four members collaboratively rewrote the incomplete cover letter provided to make it more impressive. They were given twenty minutes to finish the activity. After which, group presentations of outputs followed. Finally, students were asked to write down their learnings. With these varied activities, maximum engagement among students was evident.

During the third day of the Flipped Classroom implementation observation, the researcher was assigned to observe one group of students doing a mock job interview. During the 15-minute breakout session, two pairs of students took turns in interviewing each other. The first pair portrayed the role of an interviewer and an applicant, with the interviewer asking two or three questions to the applicant (e.g., Describe yourself; What are your strengths and weaknesses? Why should we hire you? Where do you see yourself five years from now?). The same set of questions was asked. Then, they switched roles. During the mock job interview, the students actively answered the interview questions. They were spontaneous in their responses. They enjoyed listening to their group mates’ answers.

On Day 3, during the Focus Group Discussion with two students held in the afternoon after their online class in their last subject, they shared the same responses with the group in the two-open ended questions included in the survey. They found the group activities engaging and enjoyed working with peers because they could accomplish the work despite the limited time. When asked if they would recommend using the Flipped Classroom in other subjects, they said that it could be used in Language and Social Sciences but not in Math and Science subjects in Senior High School due to the complexity of topics in both disciplines. They also pointed out that the videos that teachers should make or choose from online resources should be short but informative and engaging. Finally, they commented that the major challenge that teachers would encounter in utilizing the Flipped Classroom was students' self-motivation to study their lessons by doing pre-work (e.g., watching the prescribed video/s and reading the lessons in their textbook) before coming to their online classes (Du et al., 2014).

Conclusion

This pilot study on the perceived impact of the Flipped Classroom Model on Grade 11 homeschoolers' ESL learning has two major findings. First, the Grade 11 students perceived the positive impact of the Flipped Classroom on their learning of language skills (cognitive engagement) through engaging in group activities and discussions during the online sessions (behavior and emotional engagement) and through the materials provided before the session (cognitive engagement) (Connell & Wellborn, 1991; Skinner & Belmont, 1993).

Second, the respondents indicated that they liked mock job interviews and group work provided during the three-day implementation of the Flipped Classroom Model. They stated that they enjoyed group work because it was fun collaborating with peers in accomplishing the task within the limited time. As Kerr (2020) and Marshall and Buitrago (2017) posited, students’ learning is facilitated through collaborative work. Hence, providing engaging activities aligned with the target competencies will make students learn the knowledge and skills well.

The Flipped Classroom will provide the students adequate time in applying concepts and skills through engaging, authentic group activities and in processing the way they learn
(metacognition), which is essential in making learning permanent. With the positive impact of the Flipped Classroom on students' learning and engagement, it is therefore recommended that educators across disciplines utilize the FC method in their instructional delivery. However, as Hwang et al. (2015) state, the success of the implementation of the FC Method lies heavily on the teachers' instructional design; therefore, educators should design well the pre-work materials such as videos and supplementary readings for students to study at home as well as the in-class collaborative learning activities that students will work on in school during the synchronous sessions to ensure the seamless presentation of concepts from the pre-work to the synthesis phase of the lesson to maximize students' learning.

However, educators should take note of the challenges that students may encounter in learning through the Flipped classroom. These include internet accessibility, technical ability, workload (Turan & Cimen, 2019), and self-motivation (Cabi, 2018; Du et al., 2014). Teachers should conduct a needs assessment of their students in these four areas to address these needs and maximize learning.

Doing the Flipped Learning requires knowledge of content, pedagogy and technology (Turan & Cimen, 2019) in designing lessons, learning activities and videos to be able to execute the Flipped Learning seamlessly in the online learning environments. Thus, teachers' training on the Flipped Classroom is necessary to ensure smooth execution of this method in online learning. School administrators should also be aware of their teachers' physical, technical, and pedagogical needs prior to shifting from conventional teaching methods to the Flipped Classroom.

Since the study is based on students' perception of the impact of the FC Method on their learning and the data obtained were from a small sample size, follow-up research is recommended using an experimental method to compare the effect of the Flipped Classroom with that of the conventional method in online learning.

**Limitations of the Study**

Since this is a pilot study, as researchers, we have noted some of its limitations, including its small sample size and study duration. This pilot study was conducted only for three sessions, and the data were obtained from a small sample size. However, despite these limitations, the respondents of the study, the Grade 11 students, demonstrate a positive perception towards the Flipped Classroom because of the engaging, collaborative activities provided by the teacher. To make the findings more robust, a follow-up study using an experimental design or action research is recommended for a large sample of students within a semester or two to gather sufficient data from which conclusions can be drawn.

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Declaration of Possible Conflict of Interest

This is to confirm that we have no conflict of interest in the possible publication of this research article in MJSELT.