

## Research Paper

# Enhancing English Language Learning for Grade 9 Students at Lino P. Bernardo National High School through Flip Classroom Instruction

Albert C. Bulawat<sup>1\*</sup> , Kimberly B. Cariño<sup>2</sup> , Maricel R. Bautista<sup>3</sup> 

<sup>1,2</sup>Nueva Ecija University of Science and Technology – Off-Campus Program – General Tinio

<sup>3</sup>Lino P. Bernardo National High School, Schools Division of Nueva Ecija, Philippines

\*Corresponding Authors: [papayaoffcampus@gmail.com](mailto:papayaoffcampus@gmail.com)

Received: 29/Apr/2023; Accepted: 02/Jun/2023; Published: 30/Jun/2023

**Abstract**—This quasi-experimental research aimed to investigate the effectiveness of Flip Classroom instruction in enhancing English language learning among Grade 9 students at Lino P. Bernardo National High School. The study utilized a pre-test/post-test design and was conducted over a period of two weeks, involving the Grade 9 Pearl students as participants. The pre-test consisted of 20 items covering topics such as viewing and its stages, elements of communication, communication artifacts, facts vs. opinion, and text-theme. The post-test was identical to the pre-test, but with item shuffling. Prior to the implementation of the study, necessary permissions were obtained from the school principal, class adviser, parents, and students. The proposed strategy, Flip Classroom teaching, was implemented for ten days. A pre-test was administered before the implementation, and a post-test was conducted following the ten-day intervention. The results indicated a significant difference in the pre-test and post-test performance of the participants, suggesting the effectiveness of the Flip Classroom method in teaching English. The findings of this study contribute to the growing body of research supporting the use of Flip Classroom instruction for language learning, specifically among Grade 9 students at Lino P. Bernardo National High School. The implications of this study suggest that educators and policymakers should consider integrating Flip Classroom approaches into English language instruction to enhance student learning outcomes.

**Keywords**— Flip Classroom instruction, English language learning, Grade 9 students, Quasi-experimental research, Pre-test/post-test design, Language learning outcomes

## 1. Introduction

In the context of an increasingly interconnected world, English language proficiency has become essential for individuals to thrive in various academic, professional, and social domains. Consequently, educational institutions are continuously seeking effective instructional strategies to enhance English language learning among students. One such strategy gaining prominence is the implementation of Flip Classroom instruction, which flips the traditional classroom model by transferring direct instruction to the individual learning space, allowing in-class time for interactive and collaborative activities. This study aims to explore the effectiveness of Flip Classroom instruction in enhancing English language learning for Grade 9 students at Lino P. Bernardo National High School through a comparative analysis.

Numerous studies have recognized the potential of the Flip Classroom approach in fostering active student engagement and promoting deeper learning experiences. By utilizing digital resources for instructional content delivery outside the classroom, students can access the material at their own pace, review concepts as needed, and come prepared for in-class

activities that encourage critical thinking, communication, and collaborative problem-solving.

Previous research investigating the impact of Flip Classroom instruction on language learning outcomes has yielded promising results. For instance, a study by [1], found that Flip Classroom instruction positively influenced English language proficiency and academic achievement among high school students. Similarly, a comparative study demonstrated that under the flipped classroom model, students expressed enjoyment and satisfaction with this instructional approach. A significant number of students reported experiencing heightened engagement and motivation compared to traditional classroom methods [2]. This positive response suggests that the flipped model effectively captures students' interest and encourages their active participation in the learning process. These findings provide valuable insights into the potential benefits of Flip Classroom instruction in language learning contexts.

However, despite the growing body of research supporting the efficacy of Flip Classroom instruction, there was a need for context-specific investigations to explore its effectiveness within the unique educational setting of Lino P. Bernardo

National High School. By focusing on Grade 9 students, this study aimed to fill this research gap and provide evidence-based recommendations for educators and policymakers regarding the integration of Flip Classroom instruction to enhance English language learning outcomes.

The present study employed a quasi-experimental research design, involving Grade 9 Pearl students as participants. Data were collected through pre-tests and post-tests, covering topics such as viewing and its stages, elements of communication, communication artifacts, facts vs. opinion, and text-themes. The study spanned a two-week period, with ten days dedicated to the implementation of the Flip Classroom strategy. Before the commencement of the study, necessary permissions were obtained from the school principal, class adviser, parents, and students.

This research aimed to contribute to the existing body of knowledge by investigating the impact of Flip Classroom instruction on English language learning outcomes among Grade 9 students at Lino P. Bernardo National High School. The findings of this study provided valuable insights into the efficacy of Flip Classroom instruction within the specific educational context, allowing educators and policymakers to make informed decisions regarding instructional strategies that foster enhanced language learning outcomes.

### 1.1 Research Objectives

The research objectives of this study entitled "Effectiveness of Flip Classroom in Teaching English among Grade 9 Students at Lino P. Bernardo National High School" were as follows:

- To describe the pretest performance of the respondents before using the Flip Classroom Method;
- To describe the posttest performance of the respondents after using the Flip Classroom Method;
- To determine if there is a significant difference in the performance of the respondents before and after using the Flip Classroom Method.

By addressing these objectives, the study aims to assess the impact of Flip Classroom Instruction on the English language learning outcomes of Grade 9 students at Lino P. Bernardo National High School.

## 2. Related Work

The education system has undergone significant transformations, and this evolution is ongoing. As we transition from teacher-centered approaches to student-centered approaches, various methods and models have been employed [3]. The ability to adapt to the changing educational landscape and provide students with greater autonomy and engagement has been a driving force behind the adoption of the flipped classroom approach.

Flipped learning is a student-centered instructional strategy that aims to promote active and engaged learning. It involves two components: at-home learning through digital resources and in-class activities that encourage exploration and collaboration. Students watch videos or complete readings

before class, allowing them to control the pace of their learning and gain mastery of the material [4]. In the classroom, teachers facilitate problem-solving and collaborative activities related to the topic. This approach shifts the traditional roles of teachers and students, with teachers serving as mentors and co-collaborators rather than lecturers. Flipped learning classrooms provide an opportunity for students to take ownership of their learning and engage in meaningful interactions with peers.

In recent years, there has been an increasing interest in exploring the effectiveness of Flip Classroom Instruction in enhancing English language learning outcomes among students.

A study was conducted to evaluate the effectiveness of the flipped classroom approach in enhancing students' academic performance in the subject of Mathematics in the Modern World. The results clearly demonstrated that the implementation of the flipped classroom model had a highly positive impact. A significant difference in performance was observed between the control group, which followed traditional teaching methods, and the experimental group, which experienced the flipped classroom approach. This suggests that the flipped classroom approach is an effective instructional strategy for improving students' academic performance in the field of Mathematics in the Modern World [5].

A study conducted by [6] examined the implementation of online Flip Classroom (FC) approaches and provided insights into its success and recommendations for future research. The findings indicated that individuals who had previous experience with FC in face-to-face or blended learning environments were more successful in using it in online settings compared to those without prior experience.

Another study conducted by [7] proposed a flipped learning continuum that allows for varying levels of student-centered learning and autonomy, taking into consideration students' learning needs and their readiness for a flipped learning approach. The researchers suggest that, especially in the context of the first-year experience, some teacher-led instruction may be necessary in a flipped classroom to support students' transition to learning in higher education.

While flipped classrooms have demonstrated effectiveness as alternatives in teaching and learning, it is important to note that the available evidence does not yet provide a comprehensive understanding of the advantages of the flipped classroom approach over the traditional method [8]. The applicability of flipped classrooms may vary depending on the specific course, teacher, and student involved. It is crucial to consider the unique characteristics and requirements of each educational context before determining whether a flipped classroom is a suitable instructional approach. Further research and exploration are needed to gain deeper insights into the benefits and limitations of flipped classrooms, allowing for a more nuanced understanding of their potential impact on teaching and learning outcomes.

### 3. Conceptual Framework

The conceptual framework for this study on "Enhancing English Language Learning for Grade 9 Students at Lino P. Bernardo National High School through Flip Classroom Instruction" was based on the following key components: Flip Classroom Instruction, English Language Learning Outcomes, and Grade 9 Students.

#### 3.1 Flip Classroom Instruction

The concept of Flip Classroom Instruction involved the reorganization of the traditional classroom model, where direct instruction was moved to the individual learning space outside the classroom, allowing for interactive and collaborative activities during in-class time. This instructional approach capitalized on digital resources and self-paced learning, enabling students to access content, review concepts, and prepare for interactive tasks and discussions during class time. As stated by [9], by shifting the traditional classroom model, flipped learning empowers students to take control of their learning journey. It allows them to access learning materials outside the classroom, such as pre-recorded videos or readings, at their own pace and convenience. This flexibility enables students to review challenging concepts, reinforce their understanding, and prepare for in-class activities.,

#### 3.2 English Language Learning Outcomes

An essential aspect of effectively using technology to enhance teaching and learning is ensuring that technology does not overshadow or replace quality teaching. While technological advancements offer increased educational opportunities, it is crucial to complement new approaches with a deep understanding of learning theory and pedagogy [10]. The focus of this study was to enhance English language learning outcomes among Grade 9 students. English language learning outcomes encompassed various aspects such as speaking, listening, reading, and writing skills, as well as vocabulary acquisition, grammatical accuracy, and overall language proficiency. Previous research had shown that effective instructional strategies, such as Flip Classroom Instruction, could positively impact language learning outcomes [1].

#### 3.3 Grade 9 Students

Grade 9 students represented the specific target population of this study. This phase of secondary education was critical for language development, as students built upon foundational language skills and prepared for advanced language learning. By focusing on Grade 9 students, this study recognized the unique needs and challenges faced by learners at this stage of their educational journey.

The proposed conceptual framework suggested that implementing Flip Classroom Instruction could contribute to enhanced English language learning outcomes among Grade 9 students. By leveraging the advantages of this instructional approach, students could engage in self-paced learning, access digital resources, and participate in collaborative

activities, leading to improved language skills and overall proficiency.

### 4. Experimental Method/Procedure/Design

This study employed a Quasi-Experimental Research Design. Quasi-experimental designs are non-randomized, pre-post intervention studies that aim to establish a cause-and-effect relationship between independent and dependent variables. Similar to true experiments, the quasi-experimental design used in this study aimed to establish causal relationships. The reason for choosing a quasi-experimental approach was that it allows for the mimicking of an experiment and provides a high level of evidence without randomization. The study was conducted at Lino P. Bernardo National High School, Nueva Ecija, Philippines. The study focused on Grade 9 students with a section consisting of 48 students, including 17 males and 31 females.

To gather data, two instruments were used: a pre-test and a post-test. The pre-test consisted of 20 items that covered topics such as viewing and its stages, elements of communication, communication artifacts, facts vs. opinion, and text-theme. The post-test was identical to the pre-test, but with the items shuffled. The study ran for two weeks, equivalent to ten days. Prior to the study, a pre-test was administered, followed by the ten-day implementation of the proposed strategy. After the implementation, a post-test was administered. Before conducting the study, the researcher obtained necessary permissions by providing a letter to the school principal, class adviser, parents, and students.

The proposed strategy for this study was the use of Flip Classroom teaching, which was implemented as an integrated learning activity for Grade 9 students. In this strategy, the teacher assigned topics/lessons for students to study at home, and higher-order thinking was developed through the practical application of knowledge to solve real-life problems in the classroom. Further, students study the subject matter independently using video lessons. Classroom time is focused on practical activities and problem-solving, with the teacher offering guidance when necessary [11]. Flipped learning can be combined with project-based learning and differentiated instruction methods. This integration allows for a combination of traditional in-class lectures and the benefits of flipped learning.

For data analysis, several statistical tools were utilized. Frequency count and percentage were employed for profile variables, while weighted means were used for statements expressed in Likert scales. Standard deviations and one-sample t-tests were conducted to test the difference between pre-test and post-test scores. These statistical tools were chosen to analyze the findings of the study and determine the effectiveness of the Flip Classroom strategy based on the results of the pre-test and post-test.

## 5. Results and Discussion

**Table 1.** Pretest Performance in English

Scores	Frequency	Percent	Verbal Description
0 to 4	1	2.1	Did Not Meet Expectations
5 to 8	16	33.3	Poor
9 to 12	27	56.3	Satisfactory
13 to 16	4	8.3	Very Good
17 to 20	0	0.0	Outstanding
Total	48	100.0	

Table 1 presents the Pretest Performance in English of the Respondents. The results indicate that one student obtained a score ranging from 0-4, which can be described as "Did Not Meet Expectations." Sixteen students scored within the range of 5-8, which was verbally described as "Poor." Furthermore, 27 students achieved a score within the range of 9-12, which was verbally described as "Satisfactory." Four students obtained a score of 13-16, which was verbally described as "Very Good." The data revealed that the majority of students were able to pass the pretest, demonstrating their understanding of the given test.

This implies the varying levels of English proficiency among students using a pretest assessment. As observed, some students performed below expectations, while others demonstrated satisfactory or good performance, indicating the diversity in language abilities within the student population.

**Table 2.** Posttest Performance in English

Scores	Frequency	Percent	Verbal Description
0 to 4	0	0.0	Did Not Meet Expectations
5 to 8	0	0.0	Poor
9 to 12	26	54.2	Satisfactory
13 to 16	17	35.4	Very Good
17 to 20	5	10.4	Outstanding
Total	48	100.0	

Table 2 presents the Posttest Performance in English of the Respondents. The results indicate that 26 students obtained a score ranging from 9-12, which can be described as "Satisfactory." Seventeen students scored within the range of 13-16, which was verbally described as "Very Good." Additionally, five students achieved a score within the range of 13-16, also described as "Very Good," while five students obtained a score of 17-20, which was verbally described as "Outstanding." The data revealed that the majority of students passed the post-test, demonstrating their understanding of the given test. This suggests that the use of the flip classroom approach can positively impact English language learning outcomes. These findings are consistent with numerous studies that have examined the efficacy of the flipped classroom model across various academic fields.

For instance, [1] found out that students responded positively to the flipped classroom approach. However, teachers expressed a mixed perspective, acknowledging the creativity

of the pedagogy but expressing concerns about its applicability beyond teaching English grammar. Another study by [12], indicated that the implementation of the flipped classroom approach was highly effective in practice. Furthermore, a significant difference was observed in the performance of the control group and the experimental group following the study. This suggests that the flipped classroom approach had a notable impact on improving student outcomes compared to traditional teaching methods. Finally, The findings of the study by [13], are highly encouraging as they demonstrate several positive outcomes associated with the implementation of the flipped classroom approach. The results indicate an improvement in comprehension, increased enthusiasm reflected through active participation and collaboration among students, as well as enhanced class time effectiveness for both instructors and students.

**Table 3.** Significant Difference between the Pre-test and Post-test Performance of the Respondents

Difference	Pretest	Posttest
Mean	9.08	12.85
Std. Deviation	2.40	2.38
p-value	0.000**	

Table 3 presents the significant difference between the pretest and posttest performance of the respondents. The results indicate a significant difference in the pretest and post-test performance of the respondents. The post-test scores, with a mean of 12.85, are significantly higher than the pretest scores, which had a mean of 9.08. This indicates a notable increase in scores from the pretest to the post-test. Therefore, it can be inferred that the use of the Flip Classroom Method is effective in teaching English among Grade 9 Students at Lino P. Bernardo National High School.

In a study conducted by[14], a comprehensive meta-analysis was performed, which included 28 comparative studies using a between-subject design. The results of the meta-analysis revealed a significant overall effect in favor of flipped classrooms over traditional classrooms for health professions education. This effect size indicates a meaningful advantage of the flipped classroom approach in enhancing educational outcomes. Importantly, no evidence of publication bias was found, further supporting the reliability of the findings.

Furthermore, the study identified that the effectiveness of the flipped classroom approach was further enhanced when instructors incorporated quizzes at the beginning of each in-class session. This practice likely contributed to increased engagement and knowledge retention among students.

In terms of student preference, a higher proportion of respondents reported a preference for flipped classrooms compared to traditional classrooms. This indicates that students found the flipped classroom approach to be more appealing and beneficial to their learning experience.

## 6. Conclusion and Future Scope

Based on the findings of this study, several conclusions can be drawn:

1. The majority of students performed well in both the pretest and posttest assessments, indicating a satisfactory level of English language proficiency among Grade 9 students at Lino P. Bernardo National High School.
2. The posttest results showed that students' performance improved after the implementation of the Flip Classroom Method. This suggests that the use of this instructional approach has a positive impact on enhancing English language learning outcomes.

Taking into account the findings from studies that demonstrated the positive effects of flipped learning on learners' achievements and communication abilities, as well as the research that highlighted students' positive attitudes towards using flipped learning in different classes, it can be concluded that the Flip Classroom Method is effective in teaching English to Grade 9 students.

From this perspective, flipped classrooms have been shown to have a positive impact on educational outcomes. Research on flipped classrooms has consistently demonstrated positive outcomes, including improved student attitudes towards learning and enhanced academic performance. These findings provide strong evidence for the effectiveness of flipped classrooms in educational pedagogy. By shifting the traditional learning paradigm, flipped classrooms promote active student engagement, self-directed learning, and critical thinking skills. The ability to access and review instructional content outside of class allows students to arrive prepared, leading to more productive in-class activities and meaningful discussions. This student-centered approach fosters a deeper understanding of the subject matter and encourages students to take ownership of their learning journey. The positive attitudes and improved academic performances observed in studies further reinforce the value and efficacy of flipped classrooms as a transformative educational approach.

Based on these conclusions, the following recommendations are proposed:

1. Educators and policymakers at Lino P. Bernardo National High School should consider implementing the Flip Classroom Method as a pedagogical strategy to enhance English language learning outcomes. The positive results observed in this study, along with the supporting evidence from previous research, indicate the potential benefits of incorporating this approach into the school's curriculum.
2. Teachers should receive appropriate training and professional development to effectively implement the Flip Classroom Method. This will ensure that they are equipped with the necessary skills and knowledge to design engaging flipped learning activities, facilitate in-class discussions, and provide individualized support to students during their independent study time.
3. Further research is encouraged to explore the long-term effects of the Flip Classroom Method on English language learning outcomes and to examine its applicability in different educational contexts. This will contribute to the growing body of knowledge on effective instructional strategies for language learning and inform future educational practices.

### Scope and Delimitations

It is important to note the delimitations of this study. Firstly, the findings and conclusions drawn from this research will be specific to the Grade 9 students at Lino P. Bernardo National High School and may not be generalizable to other grade levels or educational institutions. Additionally, the study will focus solely on the impact of the Flip Classroom Instruction approach on English language learning outcomes and may not consider other factors that could influence language proficiency. The duration of the study will be limited to two weeks, which may restrict the evaluation of long-term effects. Furthermore, the study will not address the specific challenges or individual differences of the participants that could affect their language learning process.

### Conflict of Interest

The researchers involved in this study affirm that they had no personal, financial, or professional interests that could potentially influence the research conducted. The study was undertaken solely as an academic endeavor, driven by the pursuit of knowledge and the advancement of the field. There were no conflicts of interest that could compromise the integrity, objectivity, or impartiality of the research findings. The researchers have adhered to the highest ethical standards throughout the study, ensuring transparency and accountability in all aspects. Their primary focus was on generating accurate, reliable, and unbiased results that contribute to the existing body of knowledge in the field. Any external relationships or affiliations that might have been perceived as potential conflicts of interest were appropriately disclosed and managed to ensure that they did not impact the research process or the validity of the outcomes. The researchers remain committed to upholding the principles of academic integrity and maintaining the credibility of the research conducted.

### Funding Source

We would like to clarify that the research conducted for this study was not funded by any external organization or institution. The research project was undertaken without any financial support or sponsorship from outside entities. All expenses related to the research, including data collection, analysis, and publication, were borne by the researchers themselves. The absence of external funding ensures that there were no potential conflicts of interest arising from financial relationships with funding sources. The research findings and conclusions presented in this study are solely the result of the authors' independent work and intellectual contributions. The researchers have diligently followed ethical guidelines and principles throughout the research process, ensuring the integrity and independence of the study.

### Authors' Contributions

Dr. Albert C. Bulawat contributed significantly to the study by playing a key role in the conceptualization phase. He is instrumental in identifying the research topic, formulating research questions, and developing the overall framework for the study. Furthermore, Author he conducted an extensive review of relevant studies and literature to provide a strong

theoretical foundation and support for the claims and findings presented in the study.

Ms. Kimberly B. Cariño made substantial contributions to the research by actively engaging in data gathering and the implementation of the proposed strategy. She was responsible for collecting primary data, carrying out data analysis, and implementing the specific methods outlined in the research design. She ensured the accurate and efficient execution of the data gathering process.

Ms. Maricel R. Bautista played a critical role in overseeing the implementation of the proposed strategy by Author number 2. Her primary responsibility was to ensure that all processes undertaken during the implementation phase adhered to the predetermined methodology and guidelines. Additionally, she diligently monitored and supervised the data gathering activities to ensure accurate recording and documentation of all collected data.

In general, all authors collaborated throughout the entire study, from its conceptualization to its finalization. Their collective efforts resulted in a comprehensive research endeavor. Each author contributed their expertise and knowledge, and their combined contributions enabled the successful completion of the study.

### Acknowledgements

We would like to express our heartfelt gratitude to the students who willingly participated in our research study. Your active involvement and cooperation were crucial in gathering the necessary data and insights. Your dedication and commitment to the study greatly contributed to the overall success of our research. We sincerely appreciate your time, effort, and willingness to be a part of this endeavor.

We would also like to extend our thanks to the authorities at Lino P. Bernardo National High School who granted us permission and authorized the conduct of this study. Your support and trust in our research are deeply appreciated. Your cooperation and assistance throughout the process were invaluable in ensuring a smooth and efficient data gathering phase.

Furthermore, we would like to express our gratitude to the parents who enabled their children to participate in our research. Your consent and support were essential in allowing us to include your children as valuable participants. We acknowledge and appreciate your trust in our research and the willingness to contribute to the advancement of knowledge in this field.

Without the active participation of the students, the support of the authorities, and the consent of the parents, this research study would not have been possible. We are truly grateful for the contributions and assistance provided by each of these individuals, as their involvement played a significant role in the successful completion of our study.

### References

- [1] C. Cheung and R. Yang, "An Investigation of The Use of The 'Flipped Classroom' Pedagogy In Secondary English Language Classrooms," 2017. [Online]. Available: <http://www.informingscience.org/Publications/3635>
- [2] E. Stratton, G. Chitiyo, A. M. Mathende, and K. M. Davis, "Evaluating flipped versus face-to-face classrooms in middle school on science achievement and student perceptions," *Contemp Educ Technol*, vol. 11, no. 1, pp. 131–142, 2020, doi: 10.30935/cet.646888.
- [3] F. Serdar Yildirim And S. Ahmet Kiray, "Flipped Classroom Model In Education."
- [4] E. Howell and P. Smalley, "Flipped Classrooms."
- [5] J. S. Uy, "Flipped classroom and students academic achievement in mathematics," *International Journal of Scientific and Research Publications*, vol. 12, no. 10, pp. 424–429, Oct. 2022, doi: 10.29322/ijrsp.12.10.2022.p13057.
- [6] B. Divjak, B. Rienties, F. Iniesto, P. Vondra, and M. Žižak, "Flipped classrooms in higher education during the COVID-19 pandemic: findings and future research recommendations," *International Journal of Educational Technology in Higher Education*, vol. 19, no. 1. Springer Science and Business Media Deutschland GmbH, Dec. 01, 2022. doi: 10.1186/s41239-021-00316-4.
- [7] L. Tomas, N. (Snowy) Evans, T. Doyle, and K. Skamp, "Are first year students ready for a flipped classroom? A case for a flipped learning continuum," *International Journal of Educational Technology in Higher Education*, vol. 16, no. 1, Dec. 2019, doi: 10.1186/s41239-019-0135-4.
- [8] A. Hosein, G. Hashemi, A. J. Alsadaji, Z. J. Mohammed, and S. Masoudi, "The Effect of Flipped Classroom on Student Learning Outcomes; An Overview," *Med Edu Bull*, vol. 3, no. 2, 2022, doi: 10.22034/MEB.2022.332357.1052.
- [9] B. Birgili, F. N. Seggie, and E. Oğuz, "The trends and outcomes of flipped learning research between 2012 and 2018: A descriptive content analysis," *Journal of Computers in Education*, vol. 8, no. 3, pp. 365–394, Sep. 2021, doi: 10.1007/s40692-021-00183-y.
- [10] "Flipped Classroom In Practice: Innovating Vocational Education Flipped Classroom In Practice," 2018.
- [11] C. Nwosisi, "Extended study of the flipped instruction and its usefulness," *International journal of online and biomedical engineering*, vol. 15, no. 3, pp. 62–69, 2019, doi: 10.3991/ijoe.v15i03.9841.
- [12] J. S. Uy, "Flipped classroom and students academic achievement in mathematics," *International Journal of Scientific and Research Publications*, vol. 12, no. 10, pp. 424–429, Oct. 2022, doi: 10.29322/ijrsp.12.10.2022.p13057.
- [13] A. Afash and S. MEd Ibrahim kibbi, "The Role of The Flipped Classroom to Enhance User Experience in Cells and Molecules Course Junior-Leveled Students At The American University Of Science and Technology-Achraiyeh Campus," 2016.
- [14] K. F. Hew and C. K. Lo, "Flipped classroom improves student learning in health professions education: A meta-analysis," *BMC Med Educ*, vol. 18, no. 1, Mar. 2018, doi: 10.1186/s12909-018-1144-z.

### AUTHORS PROFILE

**Dr. Albert C. Bulawat** is an accomplished educator with a strong background in the field of education. He holds a Bachelor's degree in Secondary Education majoring in English, a Master of Arts in Education majoring in English, and a Doctor of Education in Educational Management.

Dr. Bulawat began his career in education as a Basic Education Teacher at the Department of Education, where he dedicated five years to shaping young minds and fostering a love for learning. With his passion for education and leadership skills, he eventually transitioned to become the

College Department Head of Nueva Ecija University of Science and Technology Off-Campus Program in General Tinio.

Currently, Dr. Bulawat holds multiple roles at the same institution. He serves as the concurrent Program Head of the BSED (Bachelor of Secondary Education) Program, overseeing the development and implementation of the program's curriculum. Additionally, he is an esteemed lecturer, imparting his knowledge and expertise to aspiring teachers.

Beyond his commitments at Nueva Ecija University of Science and Technology, Dr. Bulawat also contributes to the field of education as a Graduate School Professor at Wesleyan University Philippines. In this role, he instructs graduate students, sharing his wealth of knowledge and experience in educational management.

Dr. Albert C. Bulawat's dedication to education, his diverse academic background, and his commitment to professional development make him a respected figure in the field. His contributions to both basic and higher education institutions have positively impacted the lives of countless students and educators.

**Kimberly B. Cariño** earned her Bachelor's degree in Secondary Education majoring in English, which provided her with a strong foundation in the subject matter and effective teaching techniques.

Throughout her academic journey, Ms. Cariño consistently demonstrated exceptional academic performance, earning recognition as a consistent outstanding student. Her commitment to excellence in both her studies and teaching practice set her apart from her peers.

Ms. Cariño's leadership skills and natural ability to inspire others have been evident throughout her educational career. She has actively engaged in various leadership roles, demonstrating her ability to guide and motivate her fellow students. Her innate leadership qualities have been instrumental in fostering a positive learning environment and promoting teamwork among her peers.

In recognition of her exceptional teaching abilities, Ms. Cariño was honored as the best teacher-intern in 2023. This prestigious award acknowledges her outstanding skills, dedication, and commitment to providing quality education to her students. Her passion for teaching, innovative teaching methods, and ability to connect with her students have made her an exemplary role model for aspiring educators.

Ms. Kimberly B. Cariño's tireless efforts, remarkable achievements, and passion for teaching make her a highly respected and valued member of the education community. Her dedication to her profession and her students serves as an inspiration to both her colleagues and the students she has the privilege to teach.

**Maricel R. Bautista** is a passionate and dedicated educator who has made a significant impact on the field of English education. She holds a degree in Secondary Education with a major in English, which has equipped her with a strong foundation in language instruction and pedagogy.

With a thirst for knowledge and a commitment to professional growth, Ms. Bautista has also pursued units in a

Master of Arts in Education majoring in English. These additional studies have further enhanced her expertise in the subject, allowing her to provide a comprehensive and engaging learning experience for her students.

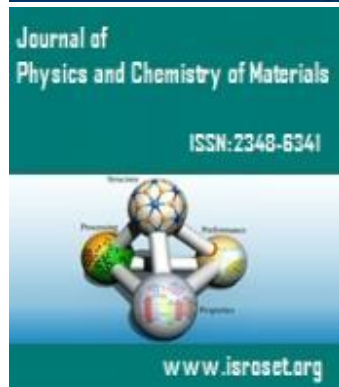
Currently, Ms. Bautista serves as an English teacher at Lino P. Bernardo National High School in the Division of Nueva Ecija. In this role, she has been instrumental in cultivating a love for the English language among her students. Her dedication to promoting literacy and language proficiency has earned her the admiration and respect of both students and colleagues.

Beyond her role as an educator, Ms. Bautista is also known as a reading enthusiast. She understands the power of literature to broaden horizons, ignite imagination, and foster critical thinking skills. Her passion for reading extends beyond the classroom, as she actively seeks out new literary works and encourages her students to develop a lifelong love for reading.

Ms. Maricel R. Bautista's commitment to educational excellence, her continuous pursuit of professional growth, and her enthusiasm for reading have made her a valued asset to the field of education. Through her teaching and unwavering dedication, she strives to inspire and empower her students to become lifelong learners and confident users of the English language.

---



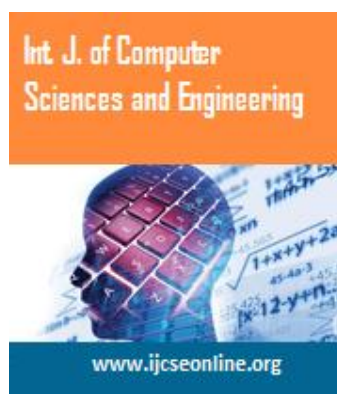
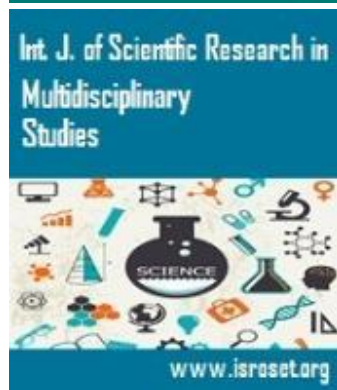
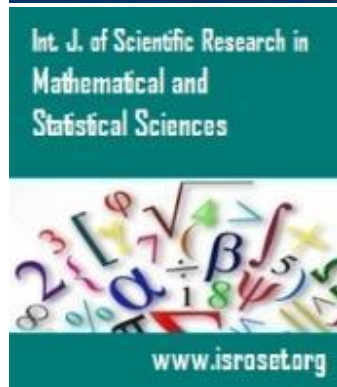


Submit your manuscripts at

[www.isroset.org](http://www.isroset.org)

email: [support@isroset.org](mailto:support@isroset.org)

[Make a Submission](#)



#### Call for Papers:

Authors are cordially invited to submit their original research papers, based on theoretical or experimental works for publication in the journal.

#### All submissions:

- must be **original**
- must be **previously unpublished research results**
- must be **experimental or theoretical**
- must be in **the journal's prescribed Word template**
- and will be **peer-reviewed**
- may not be **considered for publication elsewhere at any time during the review period**

[Make a Submission](#)