

Group-Based Flipped Classroom as a Decolonial Pedagogy for Empowering Grade 11 Filipino Learners in Online Oral Communication

Ronald M. Quileste ^{1*}, Archie L. Dagumol ², Christian Gem A. Blanela ³, Kenrich P. Gapasin ⁴, Amanie C. Hadji Ibrahim ⁵, Raya Discipulo ⁶, Jade Alfie Sale ⁷

^{1, 2, 3, 4, 5, 6, 7} Xavier University – Ateneo de Cagayan, Philippines

* rquileste@xu.edu.ph

Abstract

In the 2025 Philippine postcolonial context, enduring colonial legacies in English L2 education intersect with digital inequities and socioeconomic marginalization, demanding decolonial pedagogies that foreground agency and collaboration. This critical case study examines the Group-Based Flipped Classroom (GBFC) as a decolonial approach to empower Grade 11 learners in online Oral Communication classes at Xavier University Senior High School. Employing mixed methods, it explores how GBFC promotes active listening, learner agency, and equity in virtual learning spaces. Data from pre/post-tests, dialogic interviews, observations, and reflective journals (n=48) revealed significant learning gains (Fair: 0.45–0.52 vs. Poor: 0.22 under teacher-centered methods). Qualitative insights highlight enhanced engagement and inclusivity, especially among low-SES and basic L2 learners, despite persistent connectivity challenges. Grounded in the Filipino ethos of bayanihan, GBFC challenges colonial hierarchies in English pedagogy and demonstrates potential for culturally responsive, equitable online education. Recommendations include technological support, teacher training, and wider implementation across schools.

Keywords: *Group-Based Flipped Classroom, Decolonial Pedagogy, Active Listening, Online Learning Equity, Student Empowerment, Philippine Education, Bayanihan, L2 Learning*

Introduction

Pembelajaran The shift to online learning during the COVID-19 pandemic has exposed and exacerbated educational inequities, particularly in the Philippine context, where access to technology and reliable internet remains uneven (Belgica et al., 2020; Coman et al., 2020). In contrast to studies in well-resourced Western contexts where online transitions primarily affected motivation through reduced interaction (Coman et al., 2020). Philippine learners faced compounded structural barriers rooted in postcolonial digital divides, including unreliable infrastructure and socioeconomic exclusion that perpetuated marginalization beyond mere logistical issues (Jafar et al., 2023; Ng, 2021). At Xavier University Senior High School (XUSHS), the transition to a Home-Based Learning model, blending synchronous and asynchronous sessions via Microsoft Teams, has highlighted challenges in fostering active student engagement, especially in Oral Communication in Context, a core K-12 subject aimed at developing listening and speaking skills (Department of Education, 2013). Students often exhibit passive listening behaviors, disengaged from teacher-centered online sessions, which stifles their ability to critically engage with content and peers (Aldina et al., 2020; Ping et al.,

2021). This passivity reflects a broader issue: traditional pedagogies, even in virtual settings, often reproduce power imbalances, marginalizing learners, particularly those from socioeconomically or linguistically diverse backgrounds (Ng, 2021; Shevlin & Rose, 2022). While global flipped approaches mitigated some passivity through pre-class preparation (Fung et al., 2021), they rarely addressed postcolonial power dynamics, leaving Filipino L2 learners in teacher-dominated virtual spaces that echoed colonial hierarchies (Saunders & Wong, 2020).

This case study explores the Group-Based Flipped Classroom (GBFC) as a transformative pedagogical approach to empower Grade 11 Filipino learners in online Oral Communication classes. Drawing on the principles of active learning and student-centered education, GBFC integrates pre-class video-based instruction with collaborative, interactive activities during synchronous sessions (Lo & Hew, 2017; Nikitova et al., 2019). Unlike traditional flipped models, which often prioritize individual preparation and yield moderate engagement gains in L2 settings without group emphasis (Etemadfar et al., 2020; Çakır, 2017). GBFC emphasizes group dynamics, leveraging breakout rooms to foster peer-to-peer dialogue and collective knowledge construction (Aslan, 2021; Barreto, Oyarzun, & Conklin, 2022). This approach aligns with the need to reimagine education as a site for empowerment, where students move beyond passive reception to actively co-creating meaning, challenging the "banking model" of education that prioritizes rote learning over critical engagement (Xu & Shi, 2018; Deregözü, 2021). Compared to standard flipped classrooms in high-resource environments that improved outcomes but overlooked equity for marginalized groups (Akçayır & Akçayır, 2018), GBFC's group-based structure, rooted in cultural collectivism, offers deeper disruption of inequities in low-resource postcolonial contexts.

The problem of passive listening in online Oral Communication classes is compounded by systemic barriers, including limited technological access, lack of motivation, and inadequate teacher scaffolding, which disproportionately affect marginalized learners (Aldina et al., 2020; Mohammed, 2020). These challenges hinder students' ability to develop communicative competence, a critical skill for navigating social and academic contexts (Megat-Abdul-Rahim et al., 2021). By implementing GBFC, this study seeks to address these inequities, fostering an inclusive learning environment where students' voices are amplified through collaborative, dialogic practices (Etemadfar et al., 2020; Fabriz, Mendzheritskaya, & Stehle, 2021). Whereas prior interventions in similar Asian L2 contexts focused on technical listening strategies with limited equity impacts (Linh, 2021; Seven, 2020). GBFC uniquely integrates breakout rooms for dialogic amplification, providing scaffolded support that empowers low-SES and basic L2 learners to overcome barriers unaddressed in teacher-centered or individual flipped models.

This research examined how GBFC empowers Grade 11 Filipino learners by enhancing active listening, engagement, and equitable learning outcomes in online Oral Communication classes. Specifically, it addressed: (1) How GBFC fosters active listening and student agency; (2) The extent to which GBFC disrupts inequitable pedagogical structures; and (3) The challenges and opportunities of implementing GBFC in a virtual Philippine context. By situating GBFC as a transformative pedagogy, this study contributes to the discourse on reimagining online education as a space for empowerment and equity, offering insights for educators and policymakers in the Philippines and beyond (Goedhart et al., 2019; Fung et al., 2021).

The transition to online learning during the COVID-19 pandemic has reshaped educational landscapes, particularly in the Philippines, where systemic inequities such as limited technological access and socioeconomic disparities challenge student engagement and

learning outcomes (Belgica et al., 2020; Coman et al., 2020). This literature review examines the Group-Based Flipped Classroom (GBFC) as a transformative pedagogical approach to empower Grade 11 Filipino learners in online Oral Communication classes. Grounded in critical pedagogy and decolonial theory, it explores three key themes: (1) systemic inequities in online learning environments, (2) active listening as a foundation for communicative competence, and (3) flipped classrooms as a vehicle for transformative and decolonial pedagogy. By synthesizing and critiquing existing literature, this section positions GBFC as a strategy to foster student agency, disrupt oppressive pedagogical structures, and promote equitable learning outcomes in the Philippine context and beyond.

The shift to online education has amplified inequities, particularly in resource-constrained contexts like the Philippines (Belgica et al., 2020). Studies noted motivation declines caused by limited interaction, unreliable internet, and inadequate devices, disproportionately affecting marginalized learners (Aldina et al., 2020; Ng, 2021). Compared to parallel postcolonial contexts where digital divides compounded linguistic exclusion, the Philippine experience remains uniquely intertwined with colonial English imposition (Jafar et al., 2023). Effective online learning requires teacher technological competence and interactive pedagogy, yet these are often lacking (Coman et al., 2020). At Xavier University Senior High School (XUSHS), students navigate English as a second language amid digital and socioeconomic divides, with non-Tagalog-speaking and low-income learners facing compounded barriers that perpetuate colonial hierarchies in education (Lai, 2021).

Most existing studies emphasize logistical or technical challenges while overlooking structural inequities through an intersectional or postcolonial lens (Aldina et al., 2020). Frameworks like intersectionality highlight how gender, ethnicity, and linguistic diversity intersect to amplify exclusion—an analysis rarely applied in Philippine online education research (Shevlin & Rose, 2022). Global comparisons, such as in India, show similar inequities where L2 instruction reinforces marginalization (Jafar et al., 2023). These gaps underscore the need for pedagogies like the Group-Based Flipped Classroom (GBFC), which empower learners to challenge oppressive structures and co-create knowledge (Saunders & Wong, 2020).

Active listening, central to Oral Communication in Context (Department of Education, 2013), is an interpretive and empathetic process essential to communicative competence (Deregözü, 2021). Peer discussions and interactive strategies promote sustained learning (Ngwoke, Ugwuagbo, & Nwokolo, 2022). Teacher-centered online classrooms often reduce students to passive listeners (Aldina et al., 2020; Movva et al., 2022). In L2 settings like the Philippines, performance is shaped by prior knowledge, vocabulary, and motivation (Seven, 2020; Linh, 2021). Beyond technical skill, however, listening can serve as an act of conscientization, a decolonial process through which learners engage critically with dominant narratives (Cruz Arcila et al., 2022). Listening's transformative potential in fostering agency and social awareness remains underexplored. Reframing it through critical pedagogy positions listening not merely as comprehension but as participation in meaning-making and liberation (Shevlin & Rose, 2022; Deregözü, 2021).

The flipped classroom model, which shifts direct instruction to pre-class preparation and prioritizes collaborative in-class learning, embodies a student-centered approach with transformative potential (Lo & Hew, 2017; Fung et al., 2021). In L2 contexts, it enhances listening and speaking proficiency by fostering exposure to authentic materials and peer interaction (Çakır, 2017; Etemadfar et al., 2020). The Group-Based Flipped Classroom (GBFC)

extends these benefits by emphasizing peer dialogue and collaborative knowledge construction via breakout rooms (Aslan, 2021; Nikitova et al., 2019). Within the Philippine context dominated by teacher-centered pedagogies, GBFC aligns with constructivist and collectivist principles, promoting learner autonomy and co-construction of knowledge (Xu & Shi, 2018).

Yet, much of the flipped classroom literature remains outcome-focused and Western-centric, rarely interrogating power dynamics or colonial legacies (Cormier & Voisard, 2018; Saunders & Wong, 2020). In postcolonial contexts, education often reproduces Eurocentric hierarchies that silence local voices. GBFC offers a means to disrupt these structures by integrating culturally relevant, collectivist practices such as *bayanihan* (Megat-Abdul-Rahim et al., 2021), though technological limitations and student resistance persist (Lo & Hew, 2017; Ng, 2021). Thus, a decolonial adaptation of flipped learning is necessary to empower marginalized L2 learners and confront systemic inequities.

While global flipped implementations have improved learning outcomes (Aji & Khan, 2019), few studies examine their potential to foster equity or agency in postcolonial online settings (Fung et al., 2021). In the Philippines, where English instruction continues to reflect colonial hierarchies, GBFC presents a culturally responsive alternative that embeds equity into pedagogy (Ng, 2021). However, research remains scarce on how such models translate into emancipatory practices for low-SES or linguistically diverse learners.

The novelty of this critical case study lies in positioning GBFC as an explicitly decolonial pedagogy, rooted in Filipino *bayanihan*, leveraging breakout-room collaboration for conscientization, and using mixed methods to capture emancipatory outcomes in Grade 11 virtual Oral Communication classes. Unlike prior studies limited to logistical concerns (Belgica et al., 2020; Ng, 2021), this research disrupts colonial legacies through dialogic, student-driven engagement, amplifies marginalized voices, and contributes scalable insights for equitable education in Global South contexts. By merging critical pedagogy with culturally grounded innovation, it advances a transformative model for inclusive online learning and calls for systemic reforms to dismantle persistent educational inequities.

Method

This study employs a critical case study design to explore how the Group-Based Flipped Classroom (GBFC) serves as a transformative pedagogy to empower Grade 11 Filipino learners in online Oral Communication classes at Xavier University Senior High School (XUSHS). Grounded in critical pedagogy, which views education as a means to challenge oppressive structures and foster student agency (Xu & Shi, 2018). This approach examines GBFC's potential to disrupt teacher-centered, inequitable online learning environments and promote active listening, collaboration, and equitable outcomes (Aslan, 2021; Goedhart et al., 2019). A mixed-methods approach, combining quantitative pre/post-tests with qualitative dialogic interviews, classroom observations, and reflective journals, captures both measurable learning gains and nuanced insights into students' experiences of empowerment and conscientization. This section outlines the research setting, participants, data collection methods, data analysis plan, teacher role and training, controls for confounding variables, and ethical considerations, ensuring alignment with the study's transformative aims in the Philippine context.

Research Setting

The study was conducted at Xavier University Senior High School (XUSHS) in Cagayan de Oro, Philippines, during the first quarter of the 2022–2023 academic year. XUSHS, a private institution, serves a diverse student population, including learners from varied socioeconomic and linguistic backgrounds, many navigating English as a second language (L2) in a postcolonial educational system (Department of Education, 2013). The school's Home-Based Learning model, implemented since the COVID-19 pandemic, combines asynchronous activities (e.g., pre-recorded lectures) and weekly synchronous sessions via Microsoft Teams (Xavier University Senior High School, 2020). For this study, synchronous sessions utilized Zoom to leverage its breakout room feature, enabling group-based activities central to GBFC (Aslan, 2021). The Oral Communication in Context course, a core K-12 subject, focuses on developing listening and speaking skills, making it an ideal context to explore GBFC's impact on active engagement and equity (Megat-Abdul-Rahim et al., 2021). Challenges such as unreliable internet, limited device access, and distracting home environments, which disproportionately affect marginalized students, highlight the need for transformative pedagogies (Aldina et al., 2020; Ng, 2021).

Participants and Sampling

Using purposive sampling, the study selected two Grade 11 sections (n=50 students) enrolled in Oral Communication in Context at XUSHS, taught by a partner English teacher. This sampling strategy aligns with the critical case study's focus on in-depth exploration of a specific context (Bernard, 2018). Participants reflect XUSHS's diverse student body, including learners with varying socioeconomic statuses and L2 proficiency levels, enabling examination of equity in learning outcomes (Goedhart et al., 2019). Inclusion criteria required students to: (1) provide informed assent and parental consent (for minors), (2) participate consistently in the three-week implementation phase, and (3) complete all pre-tests, post-tests, interviews, and journal entries. Exclusion criteria included students missing any implementation week or lacking consent. Two students were excluded due to inconsistent participation, resulting in a final sample of 48 students. Voluntary withdrawal was permitted, respecting students' agency (Barreto, Oyarzun, & Conklin, 2022).

GBFC Implementation

The GBFC intervention was implemented over three weeks, covering three modules from the XUSHS Oral Communication Learning Packet Guide: Module 3 (Communicative Competence in Various Speech Situations, no intervention), Module 4 (Types of Speeches, with GBFC), and Module 5 (Principles of Speech Writing, with GBFC). This design allows comparison of outcomes with and without GBFC. For Modules 4 and 5, students accessed asynchronous pre-class videos (10–15 minutes) via Microsoft Teams, covering key concepts (e.g., informative vs. persuasive speeches in Module 4; structure of speech writing in Module 5). Videos included bilingual subtitles (English and Filipino) and glossaries to support L2 learners (Linh, 2021). Synchronous Zoom sessions (60 minutes) featured breakout room activities (4–5 students per group), such as peer-led discussions on speech types or collaborative drafting of speech outlines, followed by whole-class debriefs. Activities were designed to foster active listening and peer dialogue, with clear roles (e.g., facilitator, note-taker) assigned to ensure equitable participation (Aslan, 2021). Module 3 used traditional methods (asynchronous lectures and synchronous teacher-led discussions) for comparison.

Teacher Role and Training

The partner English teacher, with five years of experience teaching Oral Communication, received a two-day training workshop prior to the study. The workshop, facilitated by the principal investigator, covered GBFC principles, Zoom breakout room facilitation, and strategies for scaffolding L2 learners (e.g., modeling active listening, providing discussion prompts). During synchronous sessions, the teacher monitored breakout rooms, offered real-time feedback, and facilitated debriefs to connect group discussions to module objectives. The teacher's role shifted from lecturer to facilitator, aligning with critical pedagogy's emphasis on student-centered learning (Xu & Shi, 2018). Weekly debriefs with the research team ensured consistent implementation and addressed challenges (e.g., managing disengagement).

Data Collection Methods

The mixed-methods approach captured GBFC's impact on empowerment and learning outcomes over three weeks, with data collected as follows:

1. Quantitative Data: Pre/Post-Tests

Instrument: Three sets of pre/post-tests (20 multiple-choice items each) assessed learning achievement based on module content (e.g., identifying speech types, principles of speech writing). Tests were drawn from the XUSHS Learning Packet Guide, validated by the English Department Chairperson (June–July 2022) for reliability (Cox, Malone, & Winke, 2018). Procedure: Pre-tests were administered asynchronously on the first day of each week (20–25 minutes) to assess baseline knowledge. Post-tests, with rearranged items to prevent memorization, were completed asynchronously after synchronous sessions (20–25 minutes) via Microsoft Teams. The partner teacher ensured consistent administration. Purpose: Measures learning gains to evaluate GBFC's impact on academic outcomes, providing a quantitative lens on empowerment (Aji & Khan, 2019).

2. Qualitative Data: Dialogic Interviews, Classroom Observations, and Reflective Journals

Dialogic Interviews: Semi-structured interviews (n=12 students, 15–20 minutes each) were conducted via Zoom post-intervention to explore agency, engagement, and equity. Questions included: "How did breakout rooms influence your confidence in sharing ideas?" and "What barriers affected your participation?" (Fabríz, Mendzheritskaya, & Stehle, 2021). Classroom Observations: Six Zoom sessions were recorded (with consent) to analyze teacher-student and student-student interactions, focusing on power dynamics, active listening, and collaboration, using a checklist adapted from Aslan (2021). Reflective Journals: Students submitted brief journal entries (100–150 words) after each synchronous session, reflecting on engagement, challenges, and empowerment (Ngwoke, Ugwuagbo, & Nwokolo, 2022). Purpose: Qualitative data provide insights into GBFC's transformative impact, emphasizing student voice (Deregözü, 2021).

Data Analysis Plan

The mixed-methods analysis addresses the research questions: (1) How does GBFC foster active listening and student agency? (2) To what extent does GBFC disrupt inequitable pedagogical structures? (3) What are the challenges and opportunities of implementing GBFC in a virtual Philippine context?

1. Quantitative Analysis: Gain Scores

Method: Gain scores (post-test minus pre-test) were calculated per student for each module using Microsoft Excel (Yavuz & Kutlu, 2019). Average gain scores for Module 3 (no intervention) and Modules 4–5 (GBFC) were compared and categorized as Outstanding ($g > 0.70$), Fair ($0.30 < g < 0.70$), or Poor ($g < 0.30$) per Wulantri et al. (2019). Scores were disaggregated by socioeconomic status and L2 proficiency to examine equity. Interpretation: Higher gain scores in Modules 4–5 indicate GBFC's enhancement of learning outcomes, while disaggregated data highlight equity gaps (Aji & Khan, 2019; Aldina et al., 2020).

2. Qualitative Analysis: Thematic Analysis

Method: Interview transcripts, observation notes, and journals were analyzed using thematic analysis (Braun & Clarke, 2006). Initial codes (e.g., “active listening,” “student agency,” “technological barriers”) were developed deductively from research questions and inductively from data. Two researchers independently coded 20% of the data, achieving 85% inter-coder reliability, with discrepancies resolved through discussion. Themes were iteratively refined to reflect transformative practices and challenges (Aslan, 2021). Interpretation: Themes illuminate GBFC's role in fostering conscientization and addressing inequities, with challenges critiqued through a critical pedagogical lens (Lai, 2021). Integration: Quantitative gain scores were triangulated with qualitative themes, linking improved scores to narratives of agency and engagement (Goedhart et al., 2019).

3. Controls for Confounding Variables

To ensure robust findings, potential confounders were addressed: (1) Module content difficulty was standardized by aligning test items with learning objectives, validated by the English Department Chairperson. (2) Student fatigue was mitigated by spacing synchronous sessions weekly and limiting asynchronous tasks to 30 minutes daily. (3) Teacher variability was minimized through standardized training and weekly debriefs. These controls strengthen the attribution of outcomes to GBFC (Yavuz & Kutlu, 2019).

4. Positionality

The research team, comprising a principal investigator, co-investigators, and student-researchers from XUSHS, acknowledges their roles as educators and learners within the same system. This positionality may influence interpretations, as the team is invested in improving XUSHS's practices. To mitigate bias, the team employs reflexive practices, such as discussing assumptions during data analysis and prioritizing student voices in qualitative findings (Barreto, Oyarzun, & Conklin, 2022).

5. Ethical Considerations

Ethical principles align with critical pedagogy's emphasis on respect and empowerment. Informed assent (students) and consent (parents for minors) are obtained, emphasizing voluntary participation and the right to withdraw (Lewin, 1946). Data confidentiality is ensured through anonymized coding, secure storage on a password-protected Google Drive (accessible only via university emails), and USB backups in a locked cabinet. Identifiable data are stored for two years post-study, managed by the principal investigator and one authorized research assistant. Participants' privacy is protected by limiting collected information to research needs, and findings are presented without identifiers (Salzmann-Erikson, 2017). The study poses no physical, psychological, or academic risks, as pre/post-tests align with the XUSHS curriculum and do not affect grades, which are handled solely by the partner teacher.

Students are not coerced to respond to uncomfortable questions, and the intervention integrates seamlessly into regular classes to avoid disruption (Fabriz, Mendzheritskaya, & Stehle, 2021). If published or presented, participants and XUSHS will be notified via email and letter, ensuring transparency about data use.

6. Limitations

The study is limited to two Grade 11 sections at XUSHS, potentially reducing generalizability. The short three-week implementation may not capture long-term effects, and technological barriers may skew outcomes (Lo & Hew, 2017). However, the mixed-methods design and critical lens provide depth, offering insights transferable to similar contexts.

Results

This critical case study examines the implementation of the Group-Based Flipped Classroom (GBFC) as a transformative pedagogy in online Oral Communication classes for Grade 11 Filipino learners at Xavier University Senior High School (XUSHS). Data were collected over a three-week period, covering Module 3 (Communicative Competence, no intervention), Module 4 (Types of Speeches, with GBFC), and Module 5 (Principles of Speech Writing, with GBFC), from 48 students across two sections using pre/post-tests, dialogic interviews (n=12), classroom observations (six Zoom sessions), and reflective journals (n=48). The findings integrate quantitative gain scores, disaggregated by socioeconomic status (SES) and L2 proficiency, with qualitative themes to illuminate how GBFC fosters active listening, enhances student agency, disrupts inequitable pedagogical structures, and navigates challenges in a virtual Philippine context. Four key themes emerged: (1) enhanced active listening through collaborative dialogue, (2) amplified student agency, (3) equitable participation amidst systemic barriers, and (4) technological and motivational challenges.

Quantitative Findings: Learning Gains

Pre/post-test gain scores were calculated for each student across three modules to assess GBFC's impact on learning achievement, categorized as Outstanding ($g > 0.70$), Fair ($0.30 < g < 0.70$), or Poor ($g < 0.30$) per Wulantri et al. (2019). Table 1 summarizes average gain scores for the two sections (n=48), with disaggregation by SES (low, middle, high) and L2 proficiency (basic, intermediate, advanced) to highlight equity outcomes.

Table 1. Average Gain Scores Across Modules by SES and L2 Proficiency

Module	Description	Overall Gain Score	Category	Low SES (n=15)	Middle SES (n=20)	High SES (n=13)	Basic L2 (n=12)	Intermediate L2 (n=24)	Advanced L2 (n=12)
Module 3	Communicative Competence (No Intervention)	0.22	Poor	0.18	0.23	0.25	0.16	0.22	0.27
Module 4	Types of Speeches (GBFC)	0.45	Fair	0.38	0.46	0.50	0.35	0.47	0.52
Module 5	Principles of Speech Writing (GBFC)	0.52	Fair	0.44	0.53	0.58	0.40	0.54	0.60

Module 3, taught using traditional teacher-centered methods (asynchronous video lectures and synchronous lectures), yielded an average gain score of 0.22 (Poor), indicating limited improvement. In contrast, Modules 4 and 5, implementing GBFC (pre-class videos with bilingual subtitles and synchronous breakout room activities), showed higher gain scores of 0.45 and 0.52 (Fair), respectively, suggesting enhanced comprehension through active engagement (Aji & Khan, 2019; Etemadfar et al., 2020). The progressive increase from Module

4 to Module 5 reflects students' growing familiarity with GBFC's collaborative structure (Jakobsen & Knetemann, 2017).

Disaggregated data reveal equity patterns. Low SES students (n=15) and those with basic L2 proficiency (n=12) showed lower gains (0.38–0.44 and 0.35–0.40, respectively) than their middle/high SES (0.46–0.58) and intermediate/advanced L2 peers (0.47–0.60), highlighting persistent inequities (Aldina et al., 2020). However, these groups still achieved Fair gains with GBFC, compared to Poor gains in Module 3, indicating inclusivity benefits. Overall, 60% of students (n=29) achieved Fair gains in Modules 4–5, 25% (n=12) achieved Outstanding gains, and 15% (n=7) showed Poor gains. Analysis of the Poor gain subgroup (5 low SES, 2 middle SES; 4 basic L2, 3 intermediate L2) revealed technological barriers (e.g., unstable internet) and initial resistance to group work as key factors, explored further in qualitative findings.

Qualitative Findings: Thematic Insights

Thematic analysis of interviews, observations, and journals identified four themes, supported by additional evidence to nuance student experiences and equity outcomes (Braun & Clarke, 2006).

Theme 1: Enhanced Active Listening Through Collaborative Dialogue

GBFC fostered active listening through breakout room activities, such as peer-led discussions on speech types (Module 4) and collaborative speech drafting (Module 5). Observations showed students actively questioning peers' ideas, contrasting with Module 3's passive note-taking (Ngwoke, Ugwuagbo, & Nwokolo, 2022). A low SES student journaled: "I listened closely to my groupmates' speech examples because we had to create one together, and their ideas helped me understand better." Another student with basic L2 proficiency noted in an interview: "The subtitles in videos helped me follow, and in breakout rooms, I learned by listening to how others explain terms." Ten of 12 interviewees reported that breakout rooms encouraged attentive listening to diverse perspectives, enhancing communicative competence (Megat-Abdul-Rahim et al., 2021). However, three students with basic L2 proficiency struggled with complex video vocabulary, underscoring the need for further scaffolding (Linh, 2021).

Theme 2: Amplified Student Agency

GBFC shifted dynamics to student-driven learning, empowering students to take ownership. In Module 5 breakout rooms, students led discussions on speech writing principles with minimal teacher intervention, unlike Module 3's teacher-dominated sessions. A middle SES, intermediate L2 student shared in an interview: "I felt confident leading our group's outline because everyone listened to my ideas." Journals from 35 students highlighted increased self-efficacy, with one high SES student writing: "I challenged my groupmate's idea about speech structure, and it felt good to shape our work." This reflects GBFC's alignment with constructivist principles (Xu & Shi, 2018). However, four interviewees (three basic L2, one low SES) expressed initial discomfort leading discussions, indicating a need for gradual role-building.

Theme 3: Equitable Participation Amidst Systemic Barriers

GBFC amplified marginalized voices, particularly for low SES and basic L2 students. Observations showed these students, silent in Module 3's whole-class discussions, actively contributing in breakout rooms, where smaller groups created safer spaces (Goedhart et al., 2019). A low SES student journaled: "My group waited for me to speak even when my internet

lagged, so I felt included.” Eight interviewees felt GBFC valued their contributions, regardless of background. However, journals from 12 students (8 low SES, 4 basic L2) cited barriers like limited data plans, preventing full video access. One basic L2 student noted: “I couldn’t watch all videos because of slow Wi-Fi, but my group explained it.” This highlights GBFC’s inclusivity potential, tempered by digital divides (Belgica et al., 2020; Ng, 2021).

Theme 4: Technological and Motivational Challenges

GBFC faced implementation challenges, particularly for the Poor gain subgroup (n=7). Observations noted disengagement in breakout rooms when connectivity issues arose. Six students’ journals (4 low SES, 2 basic L2) described frustration with unstable internet, disrupting synchronous participation. Five interviewees (3 low SES, 2 middle SES) initially resisted group work, preferring teacher-led methods due to familiarity (Rosalina et al., 2020). One student explained: “I was shy to speak in groups at first because I’m used to the teacher explaining everything.” Follow-up analysis of the Poor gain subgroup revealed that three students lacked consistent device access, and two cited low motivation due to unfamiliarity with collaborative roles, underscoring the need for targeted scaffolding (Seven, 2020).

Integration of Findings

Triangulating quantitative and qualitative data reveals GBFC’s transformative impact. Fair gain scores (0.45–0.52) in Modules 4–5, compared to Poor gains (0.22) in Module 3, align with qualitative themes of enhanced active listening and agency. For example, a low SES student with a 0.42 gain in Module 4 wrote: “Discussing speech types in breakout rooms helped me understand better than lectures,” linking engagement to academic improvement (Aslan, 2021). Equitable participation is evidenced by basic L2 students’ increased contributions in breakout rooms, correlating with Fair gains (0.35–0.40), though lower than advanced L2 peers (0.52–0.60). The Poor gain subgroup’s challenges (e.g., technological barriers, resistance) highlight systemic inequities limiting GBFC’s full potential (Coman et al., 2020). These findings demonstrate GBFC’s role in fostering empowerment while underscoring the need for structural interventions to ensure equity.

Discussion

This critical case study illuminates the transformative potential of the Group-Based Flipped Classroom (GBFC) in empowering Grade 11 Filipino learners in online Oral Communication classes at Xavier University Senior High School (XUSHS). By integrating quantitative gain scores (Fair: 0.45–0.52 in Modules 4–5 vs. Poor: 0.22 in Module 3) with qualitative themes—enhanced active listening, amplified student agency, equitable participation, and technological/motivational challenges—the study demonstrates GBFC’s capacity to foster engagement, challenge teacher-centered norms, and promote inclusivity in a virtual Philippine context. Through the lens of critical pedagogy, which views education as a site for empowerment and social transformation (Xu & Shi, 2018), this section interprets findings, connects them to the literature, and explores implications for practice, limitations, and future research. It also situates GBFC within Filipino cultural values and broader educational contexts to enhance its local and global relevance.

Fostering Active Listening and Student Agency

The first research question examines how GBFC fosters active listening and student agency. Quantitative findings show Fair gain scores (0.45–0.52) in GBFC modules, compared to Poor gains (0.22) in the teacher-centered Module 3, reflecting enhanced comprehension

through collaborative breakout room activities (Aji & Khan, 2019; Etemadfar et al., 2020). Qualitative data reveal students actively engaging in peer-led discussions, with a low SES student noting, “I listened closely to my groupmates’ speech examples because we had to create one together,” aligning with Ngwoke, Ugwuagbo, and Nwokolo (2022), who emphasize active listening’s role in permanent learning. For Filipino L2 learners, this dialogic process transforms listening into a meaning-making act, countering passive behaviors prevalent in traditional classrooms (Deregözü, 2021). The use of bilingual subtitles in pre-class videos further supported basic L2 learners, though some struggled with complex vocabulary, suggesting a need for additional scaffolding (Linh, 2021).

Student agency was amplified as GBFC shifted classroom dynamics to student-driven learning. Qualitative evidence, such as a student’s comment, “I felt confident leading our group’s outline,” reflects increased self-efficacy, echoing Akbari and Sahibzada (2020). This aligns with constructivist principles, where students co-construct knowledge through peer dialogue (Xu & Shi, 2018). Critically, this agency embodies praxis—reflective action toward transformation—as students challenged passive roles (Etemadfar et al., 2020). However, initial discomfort among basic L2 and low SES students highlights the need for gradual role-building support, such as structured discussion prompts or peer mentoring, to ease the transition from teacher-centered norms (Lo & Hew, 2017).

Disrupting Inequitable Pedagogical Structures

The second research question explores the extent to which GBFC disrupts inequitable pedagogical structures. Qualitative findings show GBFC amplified marginalized voices, particularly for low SES and basic L2 students, who actively participated in breakout rooms compared to their silence in Module 3’s whole-class discussions (Goedhart et al., 2019). A low SES student’s journal entry, “My group waited for me to speak even when my internet lagged,” underscores breakout rooms as safer, inclusive spaces (Barreto, Oyarzun, & Conklin, 2022). In the Philippine context, where English L2 education often reproduces colonial power dynamics, GBFC challenges the “banking model” by centering student voices over teacher authority (Deregözü, 2021). Disaggregated gain scores show low SES (0.38–0.44) and basic L2 students (0.35–0.40) achieved Fair gains with GBFC, though lower than high SES (0.50–0.58) and advanced L2 peers (0.52–0.60), indicating inclusivity gains tempered by systemic barriers.

These barriers, particularly digital divides, limit GBFC’s transformative potential. Poor gain scores for 15% of students ($n=7$, primarily low SES and basic L2) reflect challenges like unstable internet and limited device access, consistent with Belgica et al. (2020) and Ng (2021). This suggests that while GBFC disrupts teacher-centered norms, it cannot fully dismantle structural inequities without interventions like subsidized internet or offline resources (Cruz Arcila, Solano-Cohen, Rincón, Lobato Junior, & Briceño-González, 2022). A decolonial lens further highlights GBFC’s role in countering colonial legacies by fostering collaborative, culturally relevant learning spaces, yet its reliance on technology assumes access that marginalizes some learners, underscoring the need for systemic support.

Challenges and Opportunities in the Philippine Context

The third research question addresses GBFC’s challenges and opportunities in a virtual Philippine context. Technological barriers, cited by 12 students (8 low SES, 4 basic L2), such as unstable internet and limited data plans, disrupted video access and synchronous participation (Coman et al., 2020). Five students’ initial resistance to group work, rooted in

familiarity with teacher-led methods, reflects entrenched pedagogical norms (Rosalina et al., 2020). The Poor gain subgroup (n=7) faced compounded issues, including lack of consistent device access and low motivation, highlighting the need for targeted interventions like offline video distribution or motivational workshops (Seven, 2020).

Despite these challenges, GBFC offers significant opportunities. Fair gain scores and increased engagement, particularly among marginalized students, suggest its potential to enhance L2 learning outcomes (Etemadfar et al., 2020). GBFC's collaborative nature aligns with Filipino cultural values of *bayanihan* (community cooperation), evident in students' willingness to support peers with connectivity issues, as one journal noted: "My group explained the video when I couldn't watch it." This cultural resonance makes GBFC a culturally relevant pedagogy, fostering collective responsibility (Megat-Abdul-Rahim et al., 2021). Its flexibility to accommodate diverse learners, such as through bilingual subtitles, positions GBFC as adaptable to other Philippine schools and postcolonial contexts where collectivism shapes learning.

Broader Educational Implications

GBFC's success in Oral Communication suggests its applicability to other subjects, such as STEM or social studies, where collaborative problem-solving and critical thinking are key (Jakobsen & Knetemann, 2017). For instance, GBFC could enhance science inquiry through peer-led experiments or history discussions via breakout rooms, fostering agency across disciplines. Its student-centered approach also suits higher education or junior high settings, where active learning is increasingly prioritized (Fung, Besser, & Poon, 2021). Globally, GBFC's model can inform online education in resource-constrained, multilingual contexts like India or Nigeria, where digital divides and L2 instruction pose similar challenges (Olaniran, 2022; Jafar, Ananthpur, & Venkatachalam, 2023). By centering peer dialogue, GBFC offers a scalable strategy for inclusive, transformative education.

Implications for Practice

The findings suggest several actionable implications, Curriculum Integration: Educators should integrate GBFC into online curricula, using breakout rooms and scaffolded pre-class materials (e.g., bilingual subtitles, glossaries) to support L2 learners (Linh, 2021). For example, teachers can design role-based breakout activities to ensure equitable participation. Teacher Training: Schools should offer workshops on GBFC facilitation, focusing on managing breakout rooms, fostering active listening, and addressing L2 vocabulary challenges. A proposed framework includes modules on Zoom tools, discussion prompts, and peer feedback strategies (Lo & Hew, 2017). Technological Support: Schools like XUSHS should provide offline video access via USB drives or partner with telecom providers for subsidized internet, addressing digital divides (Belgica et al., 2020). For instance, distributing pre-class materials on physical media can ensure access for low SES students. Policy Advocacy: Policymakers should prioritize infrastructure investments, such as broadband expansion in rural areas, and curriculum reforms that embed transformative pedagogies like GBFC, aligning with the K-12 program's communicative competence goals (Department of Education, 2013).

Critical Reflection on Limitations

The study's small sample (n=48) and three-week duration limit generalizability and long-term insights. The short timeframe may not fully capture students' adaptation to GBFC, as initial resistance among some students suggests a need for extended implementation (Lo & Hew, 2017). Reliance on Zoom and Microsoft Teams assumes technological access,

potentially skewing outcomes for low SES students, as evidenced by the Poor gain subgroup (Aldina et al., 2020). The research team's positionality as XUSHS educators and students may introduce bias, though reflexive practices mitigated this (Barreto, Oyarzun, & Conklin, 2022). Future studies could address these by involving multiple schools, extending the intervention period, and testing offline GBFC models to enhance inclusivity.

Directions for Future Research

Future research should explore GBFC's long-term impact on communicative competence and its scalability across diverse Philippine schools, including rural and public institutions. Specific questions include: "How does GBFC sustain student agency over a semester?" and "Can offline GBFC models mitigate digital divides?" Comparative studies with other postcolonial contexts (e.g., India, Nigeria) could validate GBFC's global applicability (Jafar, Ananthpur, & Venkatachalam, 2023). Integrating decolonial or feminist pedagogies could further enhance GBFC's transformative potential, addressing colonial legacies and gender dynamics in L2 education (Cruz Arcila, Solano-Cohen, Rincón, Lobato Junior, & Briceño-González, 2022). Longitudinal, multi-site mixed-methods designs would provide robust insights.

Synthesis

GBFC fosters active listening and student agency by creating collaborative, student-centered spaces, partially disrupting inequitable structures in online Oral Communication classes. Its alignment with bayanihan and adaptability to L2 learners make it a culturally relevant pedagogy, with potential to transform education across disciplines and contexts. However, technological and motivational barriers highlight the need for structural interventions to realize its emancipatory goals, contributing to a more equitable online learning environment (Fung, Besser, & Poon, 2021).

Conclusion

This critical case study confirmed the efficacy of the Group-Based Flipped Classroom (GBFC) as a decolonial pedagogy for empowering Grade 11 Filipino learners in online Oral Communication classes at Xavier University Senior High School. Using a mixed-methods approach, it achieved all objectives: quantitative Fair gain scores (0.45–0.52 vs. 0.22 in teacher-centered Module 3) and qualitative themes revealed enhanced active listening through collaborative dialogue, amplified student agency via peer-led breakout rooms, and partial disruption of inequitable structures by amplifying low-SES and basic L2 voices. These findings directly addressed research questions on fostering agency, challenging colonial legacies, and navigating barriers in a virtual Philippine context. GBFC's bayanihan-rooted collaboration promoted inclusivity and conscientization, yielding equitable participation despite persistent digital divides. While technological frustrations and initial resistance were noted among marginalized subgroups, the model proved superior to traditional approaches in postcolonial L2 settings by advancing communicative competence, collaboration, and equity. The implications are significant: GBFC reimagines online education as an emancipatory practice aligned with K–12 goals and offers a scalable model for resource-constrained, multilingual contexts such as India or Nigeria. Practically, it calls for scaffolded materials, teacher training, and infrastructural investment to dismantle Anglo-centric hierarchies in pedagogy. Limitations include the small sample ($n = 48$, single school), brief three-week duration, and reliance on Zoom/Teams, which constrained low-SES learners' participation. Future research should pursue longitudinal and multi-site studies in public and rural schools, explore offline or hybrid

GBFC adaptations to mitigate digital inequities, and conduct cross-postcolonial comparisons, potentially integrating feminist or intersectional frameworks. In the end, GBFC empowers Filipino learners to co-create knowledge, resist colonial passivity, and advance transformative, equitable, and culturally grounded online pedagogies..

Acknowledgment

-

References

- Aji, C. A., & Khan, M. J. (2019). The impact of active learning on students' academic performance. *Open Journal of Social Sciences*, 07(03), 204–211. <https://doi.org/10.4236/jss.2019.73017>
- Ajmal, M., & Kumar, T. (2020). Inculcating learners' listening motivation in English language teaching: A case study of British education and training system. *Arab World English Journal*, 11(4), 409–425. <https://doi.org/10.24093/awej/vol11no4.26>
- Akbari, O., & Sahibzada, J. (2020). Students' Self-Confidence and Its Impacts on Their Learning Process. *American International Journal of Social Science Research*, 5(1), 1–15. <https://doi.org/10.46281/aijssr.v5i1.462>
- Albarrak, A. I., Zakaria, N., Almulhem, J., Khan, S. A., & Norshahriza, A. K. (2021). Modified team-based and blended learning perception: A cohort study among medical students at king saud university. *BMC Medical Education*, 21, 1–8. <http://dx.doi.org/10.1186/s12909-021-02639-2>
- Aldina, M., Dayu, A., & Haura, R. (2020). Students' challenges in listening in virtual classroom; case study in English education study program in COVID-19. *International Conference On Social Sciences & Humanity, Economics, And Politics*, pp. 109–112. <https://ojs.uniska-bjm.ac.id/index.php/PIUOK/article/view/3986>.
- Anfas, A., Sudarwo, R., Umasugi, M., Zainuddin, Z., & Widokarti, J. R. (2018). The influence of learning motivation with technology-based distance learning system. *International Journal of Engineering Research and Technology*, 11(3), 427–437. International Research Publication House. http://www.irphouse.com/ijert18/ijertv11n3_05.pdf
- Armion, N., Rahmatian, R., Safa, P., & Shairi, H. R. (2017). Listening is my bugbear: Why Iranian L2 learners keep underperforming in the listening module. *Acta Scientiarum. Language and Culture*, 39(4), 387–396. <https://doi.org/10.4025/actascilangcult.v39i4.32888>
- Aruan, L., Harahap, A., & Sari, R. (2020). Using Prezi online software to improve teaching listening skill. *International Journal of Education & Literacy Studies*, 8 (1), pp. 105–108. <http://dx.doi.org/10.7575/aiac.ijels.v.8n.1p.104>.
- Aslan, A. (2021). The evaluation of collaborative synchronous learning environment within the framework of interaction and community of inquiry: An experimental study. *Journal of Pedagogical Research*, 5(2), pp. 72–87. <https://doi.org/10.33902/JPR.2021269326>
- Akçayır, G., & Akçayır, M. (2018). The flipped classroom: A review of its advantages and challenges. *Computers & Education*, 126, 334–345. <https://doi.org/10.1016/j.compedu.2018.07.021>

- Barreto, D., Oyarzun, B., & Conklin, S. (2022). Integration of cooperative learning strategies in online settings. *E-Learning and Digital Media*, 19(6), 574–594. <https://doi.org/10.1177/20427530221104187>
- Belgica, C., Calugan, J., Dumo, J., & Simber, L. (2020). Online Distance Learning: Thematic Study on the Challenges Faced By Educare College Inc. Primary Pupils. *Advanced Research in Education, Teaching and Learning*, 18(20), pp. 94-111.
- Bernard, H. R. (2018). *Research methods in anthropology: Qualitative and quantitative approaches* (5th ed.). Bloomsbury Academic.
- Bonyadi, A. (2018). The effects of flipped instruction on Iranian EFL students' oral interpretation performance. *Journal of Asia TEFL*, 15(4), 1146-1155. <http://dx.doi.org/10.18823/asiatefl.2018.15.4.19.1146>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Çakır, A. (2017). Implementation of flipped instruction in language classrooms. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 13(4), 16-30.
- Coman, C., Țiru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). *Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective. Sustainability*, 12(24), 10367. <https://doi.org/10.3390/su122410367>
- Cormier, C., & Voisard, B. (2018). Flipped classroom in organic chemistry has significant effect on students' grades. *Frontiers in ICT*, 4, Article 30. <https://doi.org/10.3389/fict.2017.00030>
- Cox, T. L., Malone, M. E., & Winke, P. (2018). Future directions in assessment: Influences of standards and implications for language learning. *Foreign Language Annals*, 51(1), 104–115. <https://doi.org/10.1111/flan.12326>
- Cruz Arcila, F., Solano-Cohen, V., Rincón, A. C., Lobato Junior, A., & Briceño-González, M. (2022). Second language learning and socioeconomic development: interrogating anglonormativity from the perspective of pre-service modern language professionals. *Current Issues in Language Planning*, 23(5), 466–487. <https://doi.org/10.1080/14664208.2021.2006944>
- Currey, J., Hendy, A., Knowles, O., Lamon, S., & Story, I. (2020). Active learning to improve student learning experiences in an online postgraduate course. *Frontiers in Education*, 5. <https://doi.org/10.3389/feduc.2020.598560>
- Dailey-Hebert, A. (2018). Maximizing interactivity in online learning: Moving beyond discussion boards. *Journal of Educators Online*, 15(3), Article 8. <https://doi.org/10.9743/jeo.2018.15.3.8>
- Department of Education. (2013). *K to 12 Basic Education Curriculum: Senior High School – Core Curriculum Subjects*.
- Deregözü, A. (2021). The use of listening comprehension strategies in distance language education. *English Language Teaching*, 14(10), 62–71. <https://doi.org/10.5539/elt.v14n10p62>

- Dilmac, S. (2021). The Influence of Active Learning Provided By Distance Education on Academic Achievement, Self-Efficacy And Attitudes in Art Education. *Educational Policy Analysis and Strategic Research*, 16(1), 194-209. <https://doi.org/10.29329/epasr.2020.334.11>
- Duan, R., & Qiu, P. (2022). English listening prediction strategy and training method with data mining. *Security and Communication Networks*. <http://dx.doi.org/10.1155/2022/1311537>
- Erkek, G., & Batur, Z. (2019). Activity suggestions for improving critical listening skills. *Educational Research and Reviews*, 14(17), 639–646. <https://doi.org/10.5897/ERR2019.3808>
- Etemadfar, P., Namaziandost, E., & Seyyed Mohammad, A. S. (2020). An account of EFL learners' listening comprehension and critical thinking in the flipped classroom model. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1835150>
- Fabriz, S., Mendzheritskaya, J., & Stehle, S. (2021). Impact of synchronous and asynchronous settings of online teaching and learning in higher education on students' learning experience during COVID-19. *Frontiers in Psychology*, 12, Article 733554. <https://doi.org/10.3389/fpsyg.2021.733554>
- Fung, C.-H., Besser, M., & Poon, K.-K. (2021). Systematic literature review of flipped classroom in mathematics. *Eurasia Journal of Mathematics, Science and Technology Education*, 17(6), Article em1974. <https://doi.org/10.29333/ejmste/10900>
- Goedhart, N.S., Blignaut-van Westrhenen, N., Moser, C., & Zweekhorst, M. B. (2019). The flipped classroom: supporting a diverse group of students in their learning. *Learning Environments Research*, 22, pp. 297-310. <https://doi.org/10.1007/s10984-019-09281-2>
- Jafar, K., Ananthpur, K., & Venkatachalam, L. (2023). Digital divide and access to online education: new evidence from Tamil Nadu, India. *Journal of social and economic development*, 1–21. Advance online publication. <https://doi.org/10.1007/s40847-023-00236-1>
- Jakobsen, K., & Knetemann, M. (2017). Putting Structure to Flipped Classrooms Using Team-Based Learning. *International Journal of Teaching and Learning in Higher Education*, 29, 177-185.
- Lai, H.-M. (2021). Understanding what determines university students' behavioral engagement in a group-based flipped learning context. *Computers & Education*, 173, 104290. <https://doi.org/10.1016/j.compedu.2021.104290>
- Landrum, B. (2020). Examining students' confidence to learn online, self-regulation skills and perceptions of satisfaction and usefulness of online classes. *Online Learning*, 24(3), 128-146. <https://doi.org/10.24059/olj.v24i3.2066>
- Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, 2(4), 34–46. <https://doi.org/10.1111/j.1540-4560.1946.tb02295.x>
- Linh, N. N. N. . (2021). Effects of Activating Background Knowledge in Listening Skill and How to Improve IELTS Listening. *Journal of English Language Teaching and Applied Linguistics*, 3(6), 13-25. <https://doi.org/10.32996/jeltal.2021.3.6.3>

- Lo, C. K., & Hew, K. F. (2017). A critical review of flipped classroom challenges in K–12 education: Possible solutions and recommendations for future research. *Research and Practice in Technology Enhanced Learning*, 12(4), 1–22. <https://doi.org/10.1186/s41039-016-0044-2>
- Maithri, V., & Suresh, P. (2020). Active listening through active learning strategies management. *European Journal of Molecular & Clinical Medicine*, 7(10), 3621–3631.
- Malureanu, A., Panisoara, G., Lazar, I. (2021). The relationship between self-confidence, self-efficacy, grit, usefulness, and ease of use of eLearning platforms in corporate training during the COVID-19 pandemic. *Sustainability*, 13, 6633 pp. 1–20. <https://doi.org/10.3390/su13126633>
- Manusov, V., Stofleth, D., Harvey, J. A., & Crowley, J. P. (2020). Conditions and Consequences of Listening Well for Interpersonal Relationships: Modeling Active-Empathic Listening, Social-Emotional Skills, Trait Mindfulness, and Relational Quality. *International Journal of Listening*, 34(2), 110–126. <https://doi.org/10.1080/10904018.2018.1507745>
- Maulina, M., Ignacio, J. F., Bersabe, L. A. C., Serrano, A. J. D., Carpio, N. G., & Dellos Santos, E. G. (2022). Technology-based media used in teaching listening skills. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 11(1), 85–99. <https://doi.org/10.26618/exposure.v11i1.6564>
- Megat-Abdul-Rahim, P., Idris, S., Abdul Rahman, Z., Ya Shaq, M., & Nasir, N. (2021). Approaching listening and speaking skills using online to facilitate interactive learning from students' perspectives. *Asian Journal of University Education*, 17 (2), pp. 203–214. <https://doi.org/10.24191/ajue.v17i2.13400>.
- Mohammed, A. (2020). Investigating factors affecting listening comprehension among EFL students in Saudi girls' college. *International Journal of Future Generation Communication and Networking*, 13 (3), pp. 2642–2650.
- Moreira, D. M. M., & Montes, L. C. Z. (2021). Active listening techniques in the language skills of the upper basic of the San Cayetano Chone educational unit. *Linguistics and Culture Review*, 5(S2), 934–947. <https://doi.org/10.21744/lingcure.v5nS2.1617>
- Movva, S., Alapati, P. R., Veliventi, P., & Maithreyi, G. (2022). The effect of pre-, while-, and post-listening activities on developing EFL students' listening skills. *Theory and Practice in Language Studies*, 12(8), 1500–1507. <https://doi.org/10.17507/tpls.1208.05>
- Murillo-Zamorano, L. R., López Sánchez, J. Á., & Godoy-Caballero, A. L. (2019). How the flipped classroom affects knowledge, skills, and engagement in higher education: Effects on students' satisfaction. *Computers & Education*, 141, 103608. <https://doi.org/10.1016/j.compedu.2019.103608>
- Nayir, F. (2017). The relationship between student motivation and class engagement levels. *Eurasian Journal of Educational Research*. 71, 59–78. <https://doi.org/10.14689/ejer.2017.71.4>
- Newton, A. (2024). Active listening for effective student engagement. *Journal of Learning Development in Higher Education*, (32). <https://doi.org/10.47408/jldhe.vi32.1409>

- Ng, C. (2021). The Physical learning environment of online distance learners in higher education – A conceptual model. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.635117>
- Ngwoke, F. U., Ugwuagbo, W., & Nwokolo, B. O. (2022). Refocusing on listening skills and note-taking: Imperative skills for university students' learning in an L2 environment. *Theory and Practice in Language Studies*, 12(7), 1241–1251. <https://doi.org/10.17507/tpls.1207.01>
- Nikitova, I., Kutova, S., Shvets, T., Pasichnyk, O., and Matsko, V. (2019). Flipped learning Methodology in professional training of future language teachers. (2020). *European Journal of Educational Research*, 9(1), pp. 20-31. <https://doi.org/10.12973/eu-jer.9.1.19>
- Ping et. al. (2021). A comparison of the effectiveness of online instructional strategies optimized with smart interactive tools versus traditional teaching for postgraduate students. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.747719>.
- Rivera, C. K., Eckstein, G., Eddington, D. E., & McMurry, B. L. (2021). The effects of metacognitive listening strategy instruction on ESL learners' listening motivation. *Research Papers in Language Teaching and Learning*, 11(1), 251-267. <https://scholarsarchive.byu.edu/facpub/6370/>
- Rosalina, E., Nasrullah, N., & Elyani, E. P. (2020). Teacher's Challenges towards Online Learning in Pandemic Era. *LET: Linguistics, Literature and English Teaching Journal*, 10(2), 71–88. <https://doi.org/10.18592/let.v10i2.4118>
- Salzmann-Erikson, M. (2017). Using participatory action research to develop a working model that enhances psychiatric nurses' professionalism: The architecture of stability. *Administration and Policy in Mental Health and Mental Health Services Research*, 44(6), 888–903. <https://doi.org/10.1007/s10488-017-0806-1>
- Saunders, L., & Wong, M. A. (Eds.). (2020). *Instruction in libraries and information centers* (Ch. 5, "Critical pedagogy: Challenging bias and creating inclusive classrooms"). University of Illinois Press.
- Seven, M. A. (2020). Motivation in language learning and teaching. *African Educational Research Journal*, 8(2), S62–S71. <https://eric.ed.gov/?id=EJ1274645>
- Shevlin, M., & Rose, R. (2022). Respecting the Voices of Individuals from Marginalised Communities in Research—"Who Is Listening and Who Isn't?". *Education Sciences*, 12(5), 304. <https://doi.org/10.3390/educsci12050304>
- Thanh, H. (2019). *The group-based flipped classroom model*. In *Flipped classrooms in teaching and learning foreign languages*. <https://doi.org/10.13140/RG.2.2.29879.78240>
- Werang, B. R., & Radja Leba, S. (2022). Factors Affecting Student Engagement in Online Teaching and Learning: A Qualitative Case Study. *The Qualitative Report*, 27(2), 555-577. <https://doi.org/10.46743/2160-3715/2022.5165>
- Wulantri, Distrik, I. W., Suyatna, A., & Rosidin, U. (2019). The effectiveness of creative-inquiry-based student worksheet in improving physics self-efficacy and problem solving of senior high school students. *Journal of Physics: Conference Series*, 1467(1). <https://doi.org/10.1088/1742-6596/1467/1/012036>

- Xavier University Senior High School (Producer). (2010, June 9). *Flexible learning info session [Video File]*. https://fb.watch/bO_pLaivlK/.
- Xu, Z. & Shi, Y. (2018). Application of constructivist theory in flipped classroom — take college English teaching as a case study. *Theory and Practice in Language Studies*, 8(7), pp. 880-887. <http://dx.doi.org/10.17507/tpls.0807.21>
- Yavuz, H. C., & Kutlu, Ö. (2019). Examination of Student Growth Using Gain Score and Categorical Growth Models. *International Journal of Assessment Tools in Education*, 6(3), 487-505. <https://doi.org/10.21449/ijate.616795>
- Yekeler, A., & Ulusoy, M. (2020). The Relationship Among Listening Comprehension And Factors Affecting Listening. *Education and Science*, 46(205), 1-17. <https://doi.org/10.15390/EB.2020.9066>