

Synergizing Flipped Classroom Learning with Task-Based Techniques for Grammar Writing and Speaking Proficiency Development of Grade 10 Students

Chona V. Pataray ¹
cvptaray@gmail.com / 0009-0003-2054-6633

1 – Abra State Institute of Sciences and Technology (ASIST)

Publication Date: August 16, 2026

DOI: 10.5281/zenodo.21960823

Abstract

This study investigated the effectiveness of integrating Flipped Classroom learning with Task-Based Language Teaching (TBLT) strategies in enhancing the grammar writing and speaking proficiency of Grade 10 students at Abra High School. Specifically, it aimed to determine: (1) the level of grammar writing proficiency before the intervention; (2) the level of grammar speaking proficiency before the intervention; (3) the level of grammar writing proficiency after the intervention; (4) the level of grammar speaking proficiency after the intervention; (5) whether a significant difference exists between the initial and final writing proficiency; (6) whether a significant difference exists between the initial and final speaking proficiency; (7) whether a significant difference exists between the post-test writing proficiency of students exposed to printed and digital modules; and (8) whether a significant difference exists between the post-test speaking proficiency of students exposed to printed and digital modules.

A pre-test–post-test quasi-experimental design was used involving 49 students. The intervention combined printed and digital DepEd Self-Learning Modules with video lesson links, supported by task-based activities. Data were gathered through validated tests and rubric-based assessments and analyzed using mean and paired sample t-test.

Results showed significant improvement in both writing and speaking proficiency. Accuracy emerged as the highest competency, while cohesion remained the lowest. Both printed and digital modules were effective, although digital modules showed slightly higher gains, with no significant difference in speaking. The study concludes that Flipped Classroom with TBLT enhances grammar proficiency, but cohesion requires more focused instructional support.

Keywords: *Flipped Classroom, Task-Based Language Teaching, Grammar Proficiency, Writing Skills, Speaking Skills*

Introduction

Grammar proficiency is an essential component of English language learning because it enables learners to communicate ideas accurately, clearly, and effectively through both written and spoken forms. In secondary education, however, many learners experience difficulty transferring grammatical knowledge from classroom exercises into authentic communication. While students may demonstrate familiarity with grammatical rules, they often encounter challenges in producing organized written texts and coherent oral responses due to limited opportunities for meaningful language practice. These difficulties are particularly evident among regular class learners who require additional scaffolding in developing productive language skills.

Traditional grammar instruction commonly emphasizes accuracy through direct teaching, rule memorization, and controlled exercises. Although these approaches help learners recognize grammatical structures, they may not sufficiently develop learners' ability to apply grammar in real communication contexts. Current trends in language pedagogy emphasize learner-centered approaches that integrate grammatical knowledge with purposeful language use. Among these approaches, the Flipped Classroom model has gained attention because it allows learners to access instructional materials before class and use classroom time for interactive activities, collaboration, and application of concepts. By shifting information delivery outside the classroom, flipped learning provides more opportunities for teachers to facilitate higher-level language practice and address individual learner difficulties.

Task-Based Learning (TBL) further strengthens language development by engaging learners in meaningful tasks that require them to use language to achieve specific outcomes. Unlike traditional grammar exercises that focus mainly on isolated forms, task-based activities encourage learners to negotiate meaning, organize ideas, solve problems, and produce language in authentic situations. Through activities such as collaborative writing, scenario-based explanations, role-playing, and oral presentations, learners develop not only grammatical accuracy but also complexity, coherence, and cohesion. These competencies are essential indicators of effective writing and speaking proficiency.

Previous studies have demonstrated the effectiveness of flipped and task-based approaches in improving language performance. Flipped learning provides learners with opportunities for self-paced review, repeated exposure to language input, and increased classroom interaction, which contribute to improved learner autonomy and achievement. Similarly, task-based instruction has been shown to enhance learners' ability to apply grammar within meaningful communication contexts by promoting interaction, reflection, and feedback. However, existing studies have focused primarily on general language achievement, motivation, or higher education contexts, leaving limited evidence regarding the combined effect of Flipped Classroom and Task-Based Learning strategies on grammar writing and speaking proficiency among secondary learners.

Furthermore, limited research has examined whether the type of instructional material used in flipped learning, particularly printed and digital modules, creates significant differences in learners' productive language outcomes. While digital materials may provide multimedia

support, videos, and repeated exposure to lessons, printed modules remain valuable because they offer accessible and structured learning resources, especially in contexts where technology access may be limited. Determining whether differences exist between these modalities can provide important insights into effective instructional planning.

In Abra High School, Grade 10 learners demonstrate challenges in applying grammar knowledge during writing and speaking activities. Initial observations indicate that while some learners can construct grammatically correct sentences, many struggle to organize ideas, connect sentences effectively, and sustain meaningful communication. These challenges highlight the need for an instructional approach that combines structured preparation, meaningful tasks, and continuous feedback.

This study was conducted to determine the effect of Flipped Classroom learning integrated with Task-Based Learning strategies on the grammar writing and speaking proficiency of Grade 10 learners at Abra High School during School Year 2025–2026. Specifically, it examined learners' initial and final grammar writing and speaking proficiency levels, determined whether significant improvements occurred after the intervention, and compared the effectiveness of printed and digital modules in supporting learners' grammar development.

The study sought to answer the following questions: (1) What is the initial grammar writing proficiency level of learners before the intervention? (2) What is the initial grammar speaking proficiency level of learners before the intervention? (3) What is the final grammar writing proficiency level after exposure to the Flipped Classroom with Task-Based Learning intervention? (4) What is the final grammar speaking proficiency level after the intervention? (5) Is there a significant difference between learners' initial and final grammar writing proficiency? (6) Is there a significant difference between learners' initial and final grammar speaking proficiency? (7) Is there a significant difference between the post-test grammar writing proficiency of learners using printed and digital modules? and (8) Is there a significant difference between the post-test grammar speaking proficiency of learners using printed and digital modules?

Materials and Methods

This study employed a quasi-experimental pretest-posttest research design to determine the effect of Flipped Classroom learning integrated with Task-Based Learning strategies on the grammar writing and speaking proficiency of Grade 10 learners. The design was appropriate because it allowed the researcher to measure changes in learners' proficiency before and after the intervention and determine whether significant improvements occurred following exposure to the instructional approach.

The participants of the study were Grade 10 learners enrolled at Abra High School during School Year 2025–2026. The participants were regular class learners identified as requiring additional support in developing productive English skills. They were grouped according to the instructional materials used during the intervention: printed modules and digital modules. The printed module group utilized learning materials containing lesson explanations, examples, and

task-based activities in physical format, while the digital module group accessed similar instructional content through digital materials containing additional multimedia resources.

The primary instruments used in the study were grammar writing and speaking proficiency assessment tools designed to measure learners' performance in four criteria: accuracy, complexity, coherence, and cohesion. These criteria were used to evaluate learners' ability to produce grammatically correct sentences, construct varied language structures, organize ideas logically, and connect ideas effectively in written and spoken communication. The instruments underwent validation procedures to ensure alignment with the objectives of the study and appropriateness for Grade 10 learners.

The intervention was implemented through a Flipped Classroom approach integrated with Task-Based Learning strategies. Before classroom sessions, learners engaged with assigned instructional materials through printed or digital modules to review grammar concepts and examples. Classroom activities focused on applying these concepts through meaningful tasks. Writing activities included word mapping, individual definition writing, collaborative expanded definition writing, guided grammar editing, peer editing, and scenario-based paragraph writing. Speaking activities included "Speak Your Mind," scenario-based explanations, role-play activities, dialogue negotiation tasks, and oral presentations with grammar application. These activities were designed to provide learners with opportunities to practice grammar in authentic communicative situations.

Data were analyzed using descriptive and inferential statistics. Mean scores were used to determine learners' proficiency levels before and after the intervention, while mean gains were calculated to identify improvements across the four proficiency criteria. Paired-samples t-tests were employed to determine whether significant differences existed between pretest and posttest scores. Independent comparisons between printed and digital module groups were conducted to determine whether significant differences existed between the two instructional modalities. Statistical significance was determined at the 0.05 and 0.01 levels.

Results

Table 1. Means on the Initial Grammar Writing Proficiency of the Students

<i>Proficiency Criteria</i>	<i>Printed Modules</i>		<i>Digital Modules with Video Lesson Links</i>	
	<i>Means</i>	<i>Descriptive Level</i>	<i>Means</i>	<i>Descriptive Level</i>
Accuracy	81.67	Satisfactory	83.89	Satisfactory
Complexity	80.67	Satisfactory	82.19	Satisfactory
Coherence	78.11	Fairly Satisfactory	80.48	Satisfactory
Cohesion	77.44	Fairly Satisfactory	79.73	Fairly Satisfactory
Overall	79.47	Fairly Satisfactory	81.57	Satisfactory

Legend:

90 and above	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
74 and below	Did Not Meet Expectations

The initial grammar writing proficiency was measured using the mean scores presented in Table 1 presents the initial grammar writing proficiency of the students. The printed modules group obtained an overall mean of 79.47, while the digital modules group obtained 81.57. Accuracy was the highest competency in both groups (Printed: $M = 81.67$; Digital: $M = 83.89$), while cohesion was the lowest (Printed: $M = 77.44$; Digital: $M = 79.73$). The results indicate that both groups had comparable writing proficiency before the intervention.

Table 2. Means on the Initial Grammar Speaking Proficiency of the Students

<i>Proficiency Criteria</i>	<i>Printed Modules</i>		<i>Digital Modules with Video Lesson Links</i>	
	<i>Means</i>	<i>Descriptive Level</i>	<i>Means</i>	<i>Descriptive Level</i>
Accuracy	78.78	Fairly Satisfactory	80.59	Satisfactory
Complexity	77.44	Fairly Satisfactory	78.77	Fairly Satisfactory
Coherence	74.67	Did not Meet Expectations	75.79	Fairly Satisfactory
Cohesion	74.67	Did not Meet Expectations	73.23	Did not Meet Expectations
Overall	76.39	Fairly Satisfactory	77.09	Fairly Satisfactory

Legend:

90 and above	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
74 and below	Did Not Meet Expectations

Table 2 shows the students' initial grammar speaking proficiency. The printed modules group obtained an overall mean of 76.39, while the digital modules group obtained 77.09. Accuracy showed the highest performance (Printed: M = 78.78; Digital: M = 80.59), whereas cohesion obtained the lowest scores (Printed: M = 74.67; Digital: M = 73.23). The findings indicate similar baseline speaking proficiency between the two groups.

Table 3. Means on the Final Grammar Writing Proficiency of the Students

<i>Proficiency Criteria</i>	<i>Printed Modules</i>		<i>Digital Modules with Video Lesson Links</i>	
	<i>Means</i>	<i>Descriptive Level</i>	<i>Means</i>	<i>Descriptive Level</i>
Accuracy	85.00	Very Satisfactory	87.09	Very Satisfactory
Complexity	84.89	Satisfactory	85.49	Very Satisfactory
Coherence	82.22	Satisfactory	83.47	Satisfactory
Cohesion	81.11	Satisfactory	82.72	Satisfactory
Overall	83.31	Satisfactory	84.69	Satisfactory

Legend:

90 and above	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
74 and below	Did Not Meet Expectations

Table 3 presents the post-test grammar writing proficiency results. The printed modules group achieved an overall mean of 83.31, while the digital modules group obtained 84.69. Accuracy remained the strongest competency (Printed: M = 85.00; Digital: M = 87.09), while cohesion remained the most challenging (Printed: M = 81.11; Digital: M = 82.72). Both groups demonstrated improved writing proficiency after the intervention.

Table 4. Means on the Final Grammar Speaking Proficiency of the Students

<i>Proficiency Criteria</i>	<i>Printed Modules</i>		<i>Digital Modules with Video Lesson Links</i>	
	<i>Means</i>	<i>Descriptive Level</i>	<i>Means</i>	<i>Descriptive Level</i>
Accuracy	81.56	Satisfactory	83.15	Satisfactory
Complexity	80.33	Satisfactory	81.44	Satisfactory
Coherence	77.78	Fairly Satisfactory	78.35	Fairly Satisfactory
Cohesion	76.89	Fairly Satisfactory	76.85	Fairly Satisfactory
Overall	79.14	Fairly Satisfactory	79.95	Fairly Satisfactory

Legend:

90 and above	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
74 and below	Did Not Meet Expectations

Table 4 presents the final grammar speaking proficiency results. The printed modules group obtained an overall mean of 79.14, while the digital modules group obtained 79.95. Accuracy recorded the highest scores (Printed: $M = 81.56$; Digital: $M = 83.15$), while cohesion remained the lowest (Printed: $M = 76.89$; Digital: $M = 76.85$). The results show improvement in speaking proficiency in both groups.

Table 5a. Matrix Showing the Significant Difference Between the Initial and Final Grammar Writing Proficiency Levels After the Flipped Classroom learning with Task-Based Learning strategies as an Intervention with Using Printed Modules

<i>Proficiency Criteria</i>	<i>Before</i>	<i>After</i>	<i>Mean Gain</i>	<i>t-prob</i>	<i>Sig</i>
Accuracy	81.67	85.00	3.33	5.930	.000 **
Complexity	80.67	84.89	4.22	10.004	.000 **
Coherence	78.11	82.22	4.11	7.110	.000 **
Cohesion	77.44	81.81	3.67	6.647	.000 **
Overall	79.47	83.31	3.83	12.952	.000 **

**Mean gain is significant at 0.01 level

*Mean gain is significant at 0.05 level

Table 5b. Matrix Showing the Significant Difference Between the Initial and Final Grammar Writing Proficiency Levels After the Flipped Classroom learning with Task-Based Learning strategies as an Intervention with Using Digital Modules

<i>Proficiency Criteria</i>	<i>Before</i>	<i>After</i>	<i>Mean Gain</i>	<i>t-prob</i>	<i>Sig</i>
Accuracy	83.89	87.09	3.20	6.576	.000 **
Complexity	82.19	85.49	3.31	6.699	.000 **
Coherence	80.48	83.47	2.99	4.958	.000 **
Cohesion	79.73	82.72	2.99	4.661	.000 **
Overall	81.57	84.69	3.12	8.606	.000 **

**Mean gain is significant at 0.01 level

*Mean gain is significant at 0.05 level

Tables 5a and 5b show significant improvements in grammar writing proficiency after the intervention. The printed modules group improved with a mean gain of 3.83 ($t = 12.952$, $p < .001$), while the digital modules group improved with a mean gain of 3.12 ($t = 8.606$, $p < .001$). These results indicate that the Flipped Classroom integrated with Task-Based Learning significantly enhanced students' writing proficiency.

Table 6a. Matrix Showing the Significant Difference Between the Initial and Final Grammar Speaking Proficiency Levels After the Flipped Classroom learning with Task-Based Learning strategies as an Intervention with Using Printed Modules

<i>Proficiency Criteria</i>	<i>Before</i>	<i>After</i>	<i>Mean Gain</i>	<i>t-prob</i>	<i>Sig</i>
Accuracy	78.78	81.56	2.78	5.110	.000 **
Complexity	77.44	80.33	2.89	8.119	.000 **
Coherence	74.67	77.78	3.11	8.139	.000 **
Cohesion	74.67	76.89	2.22	5.815	.000 **
Overall	76.39	79.14	2.75	10.402	.000 **

**Mean gain is significant at 0.01 level

*Mean gain is significant at 0.05 level

Table 6b. Matrix Showing the Significant Difference Between the Initial and Final Grammar Speaking Proficiency Levels After the Flipped Classroom learning with Task-Based Learning strategies as an Intervention with Using Digital Modules

<i>Proficiency Criteria</i>	<i>Before</i>	<i>After</i>	<i>Mean Gain</i>	<i>t-prob</i>	<i>Sig</i>
Accuracy	80.59	83.15	2.56	4.528	.000 **
Complexity	78.77	81.44	2.67	7.075	.000 **
Coherence	75.79	78.35	2.56	4.528	.000 **
Cohesion	73.23	76.85	3.63	7.075	.000 **
Overall	77.09	79.95	2.85	4.528	.000 **

**Mean gain is significant at 0.01 level

*Mean gain is significant at 0.05 level

Tables 6a and 6b reveal significant improvements in grammar speaking proficiency. The printed modules group obtained a mean gain of 2.75 ($t = 10.402$, $p < .001$), while the digital modules group obtained a mean gain of 2.85 ($t = 4.528$, $p < .001$). The findings confirm that the intervention significantly improved students' oral grammar proficiency.

Table 7. Matrix Showing the Significant Difference Between the Post-test in Grammar Writing Proficiency after the Flipped Classroom learning with Task-Based Learning strategies as an Intervention

<i>Criteria</i>	<i>Printed Material</i>	<i>Digital Material</i>	<i>Mean Difference</i>	<i>F-prob</i>	<i>Sig</i>
Accuracy	85.00	87.09	2.09	.414	.024 *
Complexity	84.89	85.49	0.60	.843	.529
Coherence	82.22	83.47	1.24	.502	.179
Cohesion	81.11	82.72	1.61	.824	.038 *
Overall	83.31	84.69	1.39	.742	0.70

Table 7 compares the post-test writing proficiency of the printed and digital module groups. The digital group showed slightly higher mean scores; however, significant differences

were found only in **accuracy** ($F = .414, p = .024$) and **cohesion** ($F = .824, p = .038$). No significant differences were found in complexity ($p = .529$), coherence ($p = .179$), and overall writing proficiency ($p = .070$). This indicates that both instructional materials produced comparable writing outcomes.

Table 8. Matrix Showing the Significant Difference Between the Post-test in Grammar Speaking Proficiency after the Flipped Classroom learning with Task-Based Learning strategies as an Intervention

<i>Criteria</i>	<i>Printed Material</i>	<i>Digital Material</i>	<i>Mean Difference</i>	<i>F-prob</i>	<i>Sig</i>
Accuracy	81.56	83.15	1.59	.315	.056
Complexity	80.33	81.44	1.11	.443	.143
Coherence	77.78	78.35	0.57	.647	.454
Cohesion	76.89	76.85	0.04	.548	.958
Overall	79.14	79.95	0.81	.304	.192

Table 8 shows that there were no significant differences between the printed and digital module groups in grammar speaking proficiency. The results showed no significant differences in accuracy ($F = .315, p = .056$), complexity ($p = .143$), coherence ($p = .454$), cohesion ($p = .958$), and overall speaking proficiency ($p = .192$). Therefore, both instructional materials were equally effective in improving students' speaking proficiency.

Discussion

The findings of the study demonstrate that the integration of the Flipped Classroom approach with Task-Based Learning (TBL) strategies effectively improved the grammar writing and speaking proficiency of Grade 10 students. The significant improvements from the pre-test to the post-test results indicate that combining pre-class preparation, guided classroom interaction, collaborative activities, and meaningful language tasks provided learners with opportunities to apply grammar knowledge in authentic communication contexts. The results further revealed that accuracy consistently obtained the highest performance in both writing and speaking, suggesting that students developed stronger control of grammatical structures, sentence formation, and language rules. However, cohesion remained the lowest-performing competency, indicating that students continued to experience challenges in connecting ideas logically through appropriate transitions, discourse markers, and reference devices. This suggests that while learners can develop grammatical correctness relatively quickly, the ability to organize and connect ideas in extended written and spoken discourse requires more sustained practice and exposure.

The findings are consistent with previous studies emphasizing the effectiveness of flipped learning in language education. Research has shown that flipped classrooms allow learners to access instructional materials before class, enabling them to review concepts at their own pace and use classroom time for interaction, practice, and application. This supports the present study's finding that students improved after engaging with learning materials before participating

in task-based activities. Similarly, studies on Task-Based Language Teaching indicate that meaningful communicative tasks enhance learners' ability to use language beyond memorized structures. In this study, activities such as collaborative writing, information-gap tasks, scenario-based explanations, role plays, and oral presentations encouraged learners to apply grammar in realistic contexts, contributing to improvements in accuracy, complexity, coherence, and cohesion.

The finding that accuracy developed more strongly than cohesion aligns with second-language acquisition research, which suggests that learners typically acquire control of grammatical forms before mastering discourse-level skills. Producing cohesive texts and speech requires higher cognitive and linguistic demands because learners must not only construct correct sentences but also organize ideas logically and maintain connections across multiple sentences or utterances. The slightly higher performance of the digital module group also supports previous research showing that multimedia resources, such as video lessons and online materials, can enhance comprehension, engagement, and independent learning. However, the lack of significant differences between printed and digital groups in most post-test comparisons indicates that the instructional strategy itself had a greater influence on learning outcomes than the type of material used. Digital resources served as additional scaffolds, but the structured task design, interaction, feedback, and opportunities for language production were the major contributors to students' improvement.

The findings have important implications for classroom practice and educational policy. Teachers may consider integrating Flipped Classroom and Task-Based Learning strategies to provide students with more opportunities to use grammar in meaningful communication rather than relying solely on traditional grammar explanation and drills. Since cohesion remained the most challenging skill, instruction should include more activities that develop logical organization and connected discourse, such as guided paragraph writing, peer editing, collaborative tasks, oral presentations, role plays, and scenario-based discussions. Schools may also support flexible and blended learning environments by providing both digital and printed learning resources to accommodate different learner needs and contexts. The results emphasize that technology alone does not guarantee improved learning outcomes; rather, effective instructional design, teacher guidance, learner engagement, and meaningful language practice are essential factors in developing proficiency.

Despite the positive findings, the study has several limitations. First, the participants were limited to Grade 10 students from one school, which may restrict the generalizability of the findings to other populations and educational settings. Second, the intervention was conducted within a limited period; therefore, the long-term retention of students' grammar writing and speaking improvements was not examined. Third, the study focused on comparing printed and digital modules within the same Flipped Classroom–Task-Based Learning framework, meaning that differences between instructional materials rather than completely different teaching approaches were measured. Finally, the study focused primarily on grammar writing and speaking proficiency and did not extensively examine other factors such as learner motivation, autonomy, vocabulary development, pronunciation, or attitudes toward flipped learning. Future

research may address these areas through larger samples, longer intervention periods, and broader measures of language development.

Conclusion

The study concludes that the integration of the Flipped Classroom approach with Task-Based Learning (TBL) strategies significantly improved the grammar writing and speaking proficiency of Grade 10 students. The intervention resulted in significant gains across accuracy, complexity, coherence, and cohesion, demonstrating that combining pre-class learning preparation with meaningful classroom tasks enhances learners' ability to apply grammar in authentic communication contexts.

The findings revealed that students consistently performed better in accuracy than in cohesion, indicating stronger control of sentence-level grammar but continuing challenges in organizing and connecting ideas in extended writing and speaking. Although both printed and digital modules contributed to learners' improvement, the comparison results showed that the learning material format had limited influence. The main factor contributing to improvement was the structured Flipped Classroom–Task-Based Learning design, which provided opportunities for guided practice, collaboration, feedback, and language production. Digital modules offered slight advantages through multimedia support and repeated exposure to language models; however, task-based activities remained the primary driver of proficiency development.

The study highlights the importance of strengthening discourse-level skills, particularly cohesion, through sustained and scaffolded practice. Future instructional implementation should incorporate more activities that require learners to connect ideas, such as collaborative writing, peer feedback, role plays, scenario-based explanations, oral presentations, and other authentic communication tasks.

For future research, studies may examine the long-term effects of Flipped Classroom and Task-Based Learning interventions using larger samples, different educational contexts, and extended intervention periods. Further investigations may also explore how learner factors such as motivation, engagement, autonomy, confidence, and collaboration influence language development. For educational implementation, schools and teachers may consider adopting blended learning approaches that combine digital or printed resources with purposeful task-based activities to enhance students' grammar proficiency and overall communicative competence.

References

- Abd Majid, N. A. (2024). The effects of flipped classroom on ESL learners' speaking performance. SHS Web of Conferences. https://www.shs-conferences.org/articles/shsconf/pdf/2024/02/shsconf_access2024_01008.pdf
- ABS-CBN News. (2023, December 6). PISA: Filipino learners still lagging in math, reading, science. <https://news.abs-cbn.com/news>
- Al-Ahdal, A., Alzahrani, A., & Almakareem, S. (2022). Effects of digital learning on EFL writing achievement and self-efficacy. *Journal of Language Learning and Teaching*, 12(4), 247–261.
- Al-Jamal, F. (2021). Task-based language teaching for speaking skills in EFL classes. *International Journal of English Studies*, 15(2), 33–57.
- Aqila, A. P. (2025). TBLT strategies on students' speaking achievement: An experimental study. ERIC. <https://files.eric.ed.gov/fulltext/EJ1479231.pdf>
- Bakhshipoor, A., & Sa'd, S. (2023). Writing metacognitive strategy-based instruction through flipped classroom: An investigation of writing performance, anxiety, and self-efficacy. *Smart Learning Environments*, 10, 64.
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- Dinata, R. P., Miranty, D., Gloria, I. R., & Imran, M. C. (2024). Effectiveness of the task-based language teaching method in improving foreign language writing skills. *International Journal of Language and Ubiquitous Learning*, 2(1), 57–67. <https://www.ijlter.org/index.php/ijlter/article/view/15904>
- Dizon, J. R., Jr., & Nanquil, R. A. (2024). *Enhancing English proficiency through modern language strategies*. Phoenix Publishing.
- Effects of flipped learning on language learning outcomes. (2025). SAGE Open. <https://journals.sagepub.com/doi/10.1177/21582440251331298>
- Fulguera, C., & Bautista, M. (2024). Flipped learning: Redefining English instruction in secondary schools. *Philippine Journal of Educational Research*, 18(2), 45–59.
- Guo, T., Hashim, H., & Ismail, H. H. (2025). Effectiveness of task-based language teaching (TBLT) in improving communicative competence. *International Journal of Advanced and Applied Sciences*, 12(1), 263–273. <https://www.science-gate.com/IJAAS/Articles/2025/2025-12-01/1021833ijaas202501025.pdf>
- Huang, H.-W., Mills, D. J., & Tiangco, J. A. N. Z. (2024). Inquiry-based learning and technology-enhanced formative assessment in flipped EFL writing instruction: Student performance and perceptions. SAGE Open. <https://doi.org/10.1177/21582440241236663>
- Katz, J., & Aspden, L. (2023). Digital distractions and student engagement: Managing technology use in education. *International Review of Education Technology*, 29(1), 77–93.

- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.
- Kong, W., Li, D., & Guo, Q. (2024). Research on flipped classrooms in foreign language teaching based on deep learning. *Humanities and Social Sciences Communications*, 11, Article 619. <https://doi.org/10.1057/s41599-024-03019-z>
- Li, S., He, J., Tao, Y., & Liu, X. (2022). The effects of flipped classroom approach in EFL teaching: Can we strategically use the flipped method to acquire communicative competence? *Educational Research*.
- Malacapay, M. C. (2024). Integrating flipped learning in English classrooms: A Philippine context. *Asian EFL Journal*, 31(4), 12–28.
- Manuel, R. (2022). Reading comprehension challenges among senior high school students. *Philippine Education Research Journal*, 14(1), 33–50.
- McCoy, S. (2024). Screen time and attention span among adolescent learners. *Contemporary Educational Psychology*, 76, 102084. <https://doi.org/10.1016/j.cedpsych.2024.102084>
- Nation, I. S. P. (2022). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- Newton, J., & Nation, I. S. P. (2020). *Teaching ESL/EFL listening and speaking* (2nd ed.). Routledge.
- Ngoc, N. T. L. (2023). The effects of task-based language teaching on EFL learners' speaking performance. *Journal of English Language Teaching and Applied Linguistics*, 5(3), 108–134. https://www.researchgate.net/publication/373816103_The_Effects_of_Task-Based_Language_Teaching_on_EFL_Learners%27_Speaking_Performance
- Organisation for Economic Co-operation and Development (OECD). (2023). Programme for international student assessment (PISA) 2022 results: Country note—Philippines. OECD Publishing. <https://www.oecd.org/pisa>
- Parcon, R. L. (2022). Revisiting task-based language teaching in Philippine classrooms. *Journal of Language Pedagogy and Practice*, 10(3), 21–35.
- Piaget, J. (1970). *Science of education and the psychology of the child*. Orion Press.
- Qi, P., Jumaat, N. F., & Abuhassna, H. (2024). A systematic review of flipped classroom approaches in language learning. *Contemporary Educational Technology*, 16(2).
- Robillos, A. C., & Bustos, F. R. (2023). Task-based language teaching and communicative competence among ESL learners. *TESOL Journal of Asia*, 17(1), 66–80.
- Satparam, D. (2024). Innovative language pedagogy: Merging technology with active learning strategies. *Asian Journal of Educational Innovation*, 15(2), 102–118.

- Sharom, K. (2025). A systematic review of the flipped classroom approach. ERIC. <https://files.eric.ed.gov/fulltext/EJ1481864.pdf>
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4
- Teng, F. (2022). A task-based flipped classroom approach to promoting L2 writing skills. *TESOL Quarterly*, 56(1), 123–142.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2024). PISA 2022 global report: Education outcomes and equity. <https://www.unesco.org>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wang, Y. (2024). Effects of the flipped classroom model on students' learning performance: A meta-analysis. *Sustainability*, 16(17), 7719. <https://doi.org/10.3390/su16177719>
- Wei, X., Huang, Q., & Lin, T. (2025). Flipped classroom strategies for improving EFL speaking competence. *Asian EFL Journal*, 27(1), 155–178.
- Zarei, A. A., & Mohammadi, Z. (2021). Task-based language teaching and improvement of speaking skills. *Journal of Language Teaching and Research*, 12(5), 876–886.
- Zou, D., Luo, S., Xie, H., & Hwang, G.-J. (2022). A systematic review of research on flipped language classrooms: Theoretical foundations, learning activities, and outcomes. *Computer Assisted Language Learning*, 35(8), 1808–1837. <https://doi.org/10.1080/09588221.2020.1839502>