

## ARTICLE

# Using Flipped Learning in Online English Literature Courses in Higher Education Institutions After COVID-19: Methods Towards Sustainability in Higher Education

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## ABSTRACT

The study explores the effect of using flipped learning in teaching English Literature courses in higher education institutions. The study focuses on the use of flipped learning in synchronous and asynchronous online courses despite the technological application used. The study is based on the quantitative approach, where a questionnaire was distributed to 37 lecturers of English Literature in different Jordanian universities. These instructors were asked to use flipped learning in their online English literature courses. The results showed that flipped learning helped improve the students' language and content knowledge by providing them with more time to finish the pre-lecture material and more time to prepare for the lectures. It also allows teachers to provide the students with more resources that could be accessible to them at any time. It also shows how the use of flipped learning has increased the engagement of the students on the emotional, behavioral, and cognitive levels.

**Keywords:** Sustainability; Higher Education; Flipped Learning; Students' Performance

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# 1. Introduction

The use of English presents a quandary in most Arabic regions, especially in Jordan. English language is considered a second and foreign language that is taught in both private and public schools starting from grade one. Despite this fact, students of all ages and grade levels find it difficult to express themselves using English because teaching the language varies in schools. Furthermore, English language is taught better in private schools than it is in public schools, especially, in the capital city of Amman. By default, this may affect students' studies in higher education, especially if they choose to study English literature. Students, who attend the English language proficiency test from Arabic regions usually score lower marks and rank lower than other parts of the world. They add that their marks in writing and reading are higher than those in listening and speaking. Students find it hard to understand conversations in English language and be part of them. Most of the time, students find it difficult to study English Literature since its program's courses focus on students' analytical, critical, and interactive skills<sup>[1]</sup>. It is for these reasons that English Literature courses in higher education must be previously planned so that they help students meet such skills. Additionally, more focus should be given to online courses for teaching English Literature<sup>[2-6]</sup>.

Online courses have been a part of academic programs in higher education institutions since the COVID-19 pandemic. Although it was not an easy decision to make at the time, these institutions had no choice but to use online teaching modes, whether synchronous or asynchronous, because of lockdown caused by the pandemic<sup>[7-9]</sup>. Since the end of the pandemic, however, these teaching modes have now become part of the academic programs of higher education institutions all around the world<sup>[10]</sup>. Choosing the mode to synchronous or asynchronous is the hardest part<sup>[h]</sup>. Instructors, teachers, and stakeholders make lots of efforts when deciding on the most suitable mode – synchronous or asynchronous - that should be used to deliver higher education courses after COVID-19<sup>[11]</sup>. This is because online teaching was not used much in higher education or even in schools. Choosing it was only part of the sudden change due to the pandemic<sup>[12]</sup>. This was also the case in the Arab higher educational institutions, and Jor-

dan was part of this. COVID-19 “has shaken the existing paradigms in education, forcing the scientific knowledge produced to be reconsidered”<sup>[13]</sup>. Since then, instructors are still trying to cope with such modes of learning<sup>[14-15]</sup>. This is because neither instructors nor students know how to use technology in education<sup>[15-17]</sup>.

Fortunately, the Ministry of Higher Education and Scientific Research in Jordan has worked hard to integrate blended learning in all academic programs that are taught in universities and colleges to be able to avoid any future natural interruptions and to ensure sustainability in education, especially in higher education<sup>[18]</sup>. Before this, the word “sustainable” was used only by UNESCO in relation to education<sup>[19-20]</sup>.

Responding to the new policies, university and college instructors started working hard to design online courses that led to the use of new learning strategies and models for both synchronous and asynchronous online courses. After all the hard work, however, some students found this new way of learning difficult, mostly because they are not used to learning by sitting in front of computer screens. Some online courses had to be supported with other strategies to be able to reach the assigned learning outcomes<sup>[21-22]</sup>. Difficulties are especially found in English Literature online courses where the instructor must teach and deliver knowledge related to, for example, the history of English and American literature within different periods; literary works in relation to their historical and cultural contexts; literary theories; methods in literature research; and other such knowledge. Added to this is the improvement of critical and analytical skills that are also associated with communication skills. Therefore, instructors of English Literature need to use other strategies in their online courses to be able to integrate their students into their classes and be able to work on both delivering the knowledge and improving the skills of the students to increase student performance. To develop such a curriculum, it needs “using academic and professional content standards at the national and state level”<sup>[23]</sup>.

Although it is said that students participate more in face-to-face lectures, concerning English language or literature courses, students find it easier and more comfortable to speak in front of computer screens. Indeed, English Literature is considered a challenging and demanding

program for students. There are many difficulties faced by higher education students who study English literature—specifically poetry<sup>[24]</sup>.

Native speakers enrolled in the program also encounter these difficulties and issues<sup>[25]</sup>. This is because English literature focuses more on understanding English literature than it does on teaching the language's grammar and structure. However, you must become proficient in the language—in this case, English—to comprehend and learn such information<sup>[24]</sup>. Since “linguistic matters like pronunciation, grammar, and vocabulary, psychological factors (inhibition and lack of motivation), learning environment (topics of speaking modules and limited time), [and] lack of practicing,” the English language is the primary issue facing most of the college or university English literature students<sup>[26]</sup>. When utilizing English, these natural Arabic speakers think in their mother tongue, which explains this (Salah 2021). “The degree of cultural (un)familiarity,” “the linguistic and stylistic degree of difficulty of the texts,” and “the students’ level of language proficiency” are important factors that affect the effectiveness of the teaching-learning process<sup>[27]</sup>. “Making students read independently” and “[n]arrowing the distance between students and the text by relating the themes and characters of the literary work to the students’ personal experiences” would aid in the students’ comprehension of the literary texts (p. 125)<sup>[27]</sup>.

Flipped learning is one method that could be applied to online English literature courses to assist students in overcoming these challenges. The current study investigates how flipped learning affects students’ performance in English literature courses at postsecondary educational institutions. Regardless of the application, the study focuses on flipped learning in mixed learning and synchronous and asynchronous courses. The goal of this kind of research is to keep higher education sustainable.

## 2. Literature Review

Flipped Learning (FL) has been widely used as a strategy in education to create student-centered learning and integrate all students in the process of learning and teaching<sup>[28]</sup>. Flipped learning and its advantages and challenges have been widely discussed by many researchers all over the world. Eighteen articles have been analyzed between

the years 2016 and 2020 that tackle the use and the implementation of flipped learning in teaching and learning English as a foreign language. Almost all the findings of these articles show the effectiveness of using flipped learning in teaching and learning English as a foreign language<sup>[29]</sup>. The reason behind using flipped learning is to find ways to integrate the students in learning English<sup>[29]</sup>. Flipped learning is the most recent learners-centered strategy<sup>[30]</sup>.

Instructors can be divided into two groups: those who are for online lectures and those who are against them. However, it seems that the number of instructors who are for online learning has been increasing since the COVID-19 pandemic<sup>[31]</sup>. The use of FL in education and how to define and describe it have recently come up for debate<sup>[31]</sup>. FL is a process of flipping the classroom learning experience. It is related to the material being introduced before the class lecture to give students and teachers the chance for more practice and interaction in class<sup>[31]</sup>. Flipped learning is a new teaching strategy or method that may increase students’ interaction in all modes of teaching<sup>[31]</sup>.

Many studies have been conducted on using flipped learning in teaching English as a foreign/second language in higher education, and they all agree on the benefits and advantages when compared with the disadvantages of such learning on student performance in the English language in general. Added to that, most of these studies mention the main challenges of such learning for the instructors are the load of work and their access to the internet<sup>[32]</sup>. Flipped learning can be considered an effective approach or strategy for teaching English as a Second Language since it allows more interaction between the learners and the instructors that will solve the problem of students’ low proficiency in English<sup>[33]</sup>. Moreover, flipped learning engages students in class activities because of its flexibility<sup>[34]</sup>. Such learning provides students with equal chances of becoming collaborative in their lectures, which will increase and improve their comprehension of English<sup>[35–36]</sup>.

The use of flipped learning in the classroom is also examined to assess the instructional effects that are applied while using flipped learning in the teaching of English. They selected both the quantitative and qualitative research on the subject that were published between 2014 and 2021 and created the reports using Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). A

total of 29 studies were selected for assessment. Although there is a glaring lack of “thorough research on FL in the field of ESL,” the results demonstrated that flipped learning enhances “students’ language skills, engagement, and achievement”<sup>[37]</sup>.

One of the earliest studies on the use of flipped learning as a teaching strategy for teaching English literature addressed the topic of using flipped classrooms in teaching English literature<sup>[38]</sup>. The shift from teacher-based to student-based learning has been brought about by flipped learning, a reversal learning method. According to the study, flipped learning allowed college and university students studying English literature to complete prerequisite coursework by watching videos and completing pre-readings before class, which improved their understanding and communication during the lecture<sup>[39]</sup>.

The use of flipped learning in teaching English Literature classes and its effect on engaging students in learning was also explored. Flipped learning is a method that was used during the pandemic and has proven its effect on the performance of students in teaching English Literature. They even chose a specific course in English Literature: “Introduction to Educational English Literature”<sup>[40]</sup>.

The use of flipped learning in teaching *The Picture of Dorian Gray*, by Oscar Wilde was also explored. The researcher gave the students all the theoretical readings to read at home and dedicated the classroom work to analysis and discussion. The researcher noticed that the students were more interactive than the previous classes, where they spent all the time reading and going through theoretical readings. This has led to the students’ preference of applying flipped learning rather than traditional learning<sup>[41]</sup>.

Moving to the studies that implement flipped learning and blended learning, a study was conducted to explore the implementation of these two modes in teaching English as a foreign language in Jordanian universities, and the students’ satisfaction. The researcher used descriptive and quantitative analysis of the students’ responses. The study recommended some factors that need to be taken into consideration by the instructor. These factors include choosing the right platform for asynchronous activities, choosing the right tasks that meet the interests and needs of the students. The researcher also added that students may be supported with some technical assistance by sharing tutorials<sup>[42]</sup>.

Another study was also conducted on the use of blended learning and flipped learning and how they both integrate with each other. The study concluded with the idea that the implementation on both approaches may integrate students in a way to be leading their learning<sup>[43]</sup>. A study also explored the use of both approaches to improve “English Foreign Language (EFL) learners’ skimming skill, vocabulary learning, and retention”<sup>[44]</sup>. The study included two experimental and one control groups. A reading and vocabulary pre- and two post- tests were applied to check the strategies. The students’ results show that using both approaches/ strategies was effective in skimming skill, and vocabulary learning in teaching English as a second language<sup>[44]</sup>.

A study in Libyan higher education was conducted where flipped learning was used with online blended learning. The implementation of these two approaches allows pre-class preparation for active discussion in the classroom. The results showed that flipped learning “enhances student engagement, self-efficacy, and academic performance, particularly in English as a Foreign Language (EFL) context”<sup>[45]</sup>. However, the study listed some challenges such as “limited access to technology and resistance to pedagogical changes in Libyan higher education”<sup>[45]</sup>.

A study conducted on the students’ perception of using technologies in accomplishing tasks and activities. A questionnaire was distributed to 351 participants using the Technology Acceptance Model (TAM). The results showed the effectiveness of using technology in teaching English as a foreign language<sup>[46]</sup>.

A study was done because of the instructors preferring to give face to face classrooms rather than online classes. Blended learning and flipped learning were integrated in the study out of the belief that they will overcome all challenges of teaching and learning English language as a foreign language. The study analyzed twenty-two recent studies that were published on the Web of Science Database. The study recommends some studies that focus on the stakeholders’ perceptions not just the instructors and students’ perception<sup>[47]</sup>.

A study explored the implementation of the two approaches in teaching research methods in higher education in China. After the course, the students, who were 18, were interviewed “to understand their learning experiences

across the pre-class, in-class, and post-class stages of the blended-flipped classroom”<sup>[48]</sup>. The data was analyzed using the Belief-Action-Outcome (BAO) model. The results showed that the course learning outcomes were all achieved for the students who attended the course. The study also recommended the integration of “ideological and political education, enhance the use of artificial intelligence, and apply knowledge graphs” in education to support students’ learning<sup>[48]</sup>.

It is evident from a study of earlier research that there are studies that tackle the use of flipped learning in teaching English literature in higher education, but there are not enough studies on the application of flipped learning in online English literature courses. Added to that, there is a dearth of studies on flipped learning and its application to online education. Consequently, the study investigates how student performance is affected when flipped learning is used to teach English literature courses in higher education. Despite the technology application, it also emphasizes the use of flipped learning in both synchronous and asynchronous online courses.

### 3. Methodology

#### 3.1. Participants

The population included instructors who teach English Literature in public and private universities and colleges in Jordan. A purposive sample consisting of 37 instructors who use flipped learning in their online courses was selected from the population to respond to the distributed questionnaire. This approach in teaching online English literature courses is only used by a small number of lecturers in higher education. The participants included both genders, males and females. They all have teaching experiences and teach different levels.

#### 3.2. Data Collection

The study’s data collection strategy was based on a hybrid method, and 37 instructors who teach online English literature courses at Jordanian public and private universities and colleges and who have implemented flipped learning in their classes were given a five-part questionnaire. Respondents were asked to select points on a numerical

scale ranging from 1 to 5 in the questionnaire. The questionnaire included three parts. The first portion included questions designed to collect information from the respondents. Nineteen questions about adopting flipped learning to teach online English literature courses made up the second section of the survey. The teachers were required to discuss the difficulties they encountered when implementing flipped learning in online English literature courses in the final section, which is the qualitative section. The questionnaire was distributed online via google forms. The data was collected in the year 2024.

#### 3.3. Data Analysis

The required statistical analyses were carried out by statistical software using the Statistical Package for Social Sciences (SPSS). Both exploratory factor analysis and factor analysis were used to construct the questionnaire’s validity. Cronbach’s Alpha was used to assess the characteristics of the questionnaire’s reliability. The first and second questions were answered using the arithmetic mean, standard deviation, item importance, and importance level. The study’s primary question was addressed using an independent sample t-test since the researcher explored the performance of the students before and after using flipped learning in teaching online English literature courses.

#### 3.4. The Question of the Study

What impact does flipped learning have on students’ performance in higher education when it comes to teaching English literature courses?

#### 3.5. Descriptive Analysis of Study Variables

The items of the questionnaire were graded according to a scale that ranged from “Strongly Disagree” to “Strongly Agree.” The relative importance items are high (3.68–5), medium (2.34–3.67), and low (2.33–1).

#### 3.6. Validity

Factor Analysis and Exploratory Factor Analysis were used to check the validation of the study. **Table 1** shows the results of the exploratory factor analysis of the study tool:



**Table 1.** Loadings for the Items of the Study Tool.

NO.	Items	Loadings
1	Students have time to read the literary works assigned.	0.56
2	Students have time to read the theoretical part related to the literary texts.	0.77
3	Students find it easy to follow the syllabus.	0.52
4	Students can be provided with more resources to put the literary works in a historical context.	0.84
5	Students can be provided with more resources to put the literary works in a cultural context.	0.62
6	Students can have more time to prepare inquiries.	0.69
7	Students can have more time to prepare answers to the instructors' questions.	0.70
8	Students have time to read the analysis of the literary works assigned.	0.72
9	Students have time to read the themes of the literary works assigned.	0.65
10	Students have time to ask their colleagues and discuss the assigned literary works.	0.42
11	Students are ready for formative assessments.	0.56
12	Students manage to finish reading the literary works' formative assessments.	0.46
13	Students can better organize their studying hours.	0.63
14	Students can check the internet for preparation.	0.49
15	Students can have notes to participate and integrate themselves in the lecture.	0.52
16	Students may use translation applications and dictionaries to understand the text in advance.	0.78
17	Students may have more time to think of the context of words to understand the literary text.	0.75
18	Students may be able to respond to critical thinking questions.	0.59
19	Students are able to respond to activities.	0.45
KMO		0.520
Bartlett's Test of Sphericity – Chi-Square		455.836
Df		171
Eigen Value		4.051
Sig.		0.00**

\*\*Statistically significant at (0.05 =  $\alpha$ )

It is evident from **Table 1**'s data that every Eigen Value was higher than 1. Every KMO score was higher than 0.50, and every Bartlett's Test of Sphericity result was statistically significant at the  $\alpha = 0.05$  level<sup>[49]</sup>. Ultimately, all of the factors' values were put onto a single factor, and they all went over 0.40. The study tool offers a high degree of construct validity, according to the findings of the exploratory factor analysis.

### 3.7. Reliability

Cronbach's Alpha was used to test the reliability of

the questionnaire. Results of Cronbach's Alpha are shown in **Table 2**.

**Table 2** shows that the dependability coefficient value was high (0.886), and the percentages were acceptable since they were above the acceptable limit of 0.70<sup>[50]</sup>. This may therefore indicate that the study tool is appropriate for use in achieving the study's goals.

**Table 2.** Results of Cronbach's Alpha.

No.	Study Tool	No.	Cronbach's Alpha (Alpha Value ( $\alpha$ ))
	Overall	19	0.886

## 4. Results and Discussion

The same questionnaire was distributed twice to the respondents. They first answered the points before and after using flipped learning in teaching their English language courses. The independent variable is “the use of flipped learning”, and the dependent variable is “the performance of the students”.

### 4.1. First: Teaching Online English Literature without Using Flipped Learning

The researcher used the means, standard deviations, ranks, and importance levels as shown in **Table 3**.

**Table 3** shows that the standard deviations were between 0.46 and 0.77, and the mean values were between 1.54 and 2.11. With a low degree of estimation and a standard deviation of 0.23, the total mean was 1.73.

**Table 3.** Descriptive Statistics for the Items (Teaching English Literature Without the Use of Flipped Learning).

NO	Items	Mean	Std.	Rank	Importance Level
1	Students have time to read the literary works assigned.	2.11	0.77	1	Low
2	Students have time to read the theoretical part related to the literary texts.	1.89	0.74	2	Low
3	Students find it easy to follow the syllabus.	1.78	0.48	5	Low
4	Students can be provided with more resources to put the literary works in a historical context.	1.54	0.56	13	Low
5	Students can be provided with more resources to put the literary works in a cultural context.	1.68	0.67	9	Low
6	Students can have more time to prepare inquiries.	1.84	0.50	3	Low
7	Students can have more time to prepare answers to the instructors' questions.	1.65	0.59	10	Low
8	Students have time to read the analysis of the literary works assigned.	1.76	0.55	6	Low
9	Students have time to read the themes of the literary works assigned.	1.62	0.49	11	Low
10	Students have time to ask their colleagues and discuss the assigned literary works.	1.89	0.57	2	Low
11	Students are ready for formative assessments.	1.70	0.46	8	Low
12	Students manage to finish reading the literary works' formative assessments.	1.73	0.51	7	Low
13	Students can better organize their studying hours.	1.81	0.66	4	Low
14	Students can check the internet for preparation.	1.59	0.50	12	Low
15	Students can have notes to participate and integrate themselves in the lecture.	1.54	0.51	13	Low
16	Students may use translation applications and dictionaries to understand the text in advance.	1.70	0.52	8	Low
17	Students may have more time to think of the context of words to understand the literary text.	1.59	0.60	12	Low
18	Students may be able to respond to critical thinking questions.	1.81	0.70	4	Low
19	Students are able to respond to activities.	1.68	0.53	9	Low
<b>Overall</b>		<b>1.73</b>	<b>0.23</b>		<b>Low</b>

With a mean of 2.11, a standard deviation of 0.77, and a low level of appreciation, item 1, which reads, “Students have time to read the literary works assigned,” came in first place.

Second place was shared by items 2 and 10. With a

mean of 1.89 and a standard deviation of 0.74, item 2, which reads, “Students have time to read the theoretical part related to the literary texts,” demonstrated a low degree of enjoyment. With a mean of 1.89 and a standard deviation of 0.57, item 10, which reads, “Students have

time to ask their colleagues and discuss the assigned literary works,” demonstrated a poor level of enjoyment.

Items 4 and 15 ranked last. Item 4, “Students can be provided with more resources to put the literary works in historical context,” has a mean of 1.54, a standard deviation of 0.56, and a low degree of appreciation. Item 15, “Students can have notes to participate and integrate themselves in the lecture,” had a mean of 1.54, a standard deviation of 0.51, and a low degree of appreciation.

## 4.2. Second: Teaching Online English Literature Courses with the Use Flipped Learning

Table 4 shows the means, standard deviations, ranks, and importance levels.

Table 4 shows that the standard deviations range from 0.49 to 0.82 and the mean values range from 3.84 to 4.57. With a high degree of estimate and a standard deviation of 0.19, the total mean was 4.39.

**Table 4.** Descriptive Statistics for the Items (Teaching English Literature with the Use of Flipped Learning).

NO	Items	Mean	Std.	Rank	Importance Level
1	Students have time to read the literary works assigned.	3.84	0.55	12	High
2	Students have time to read the theoretical part related to the literary texts.	4.54	0.65	2	High
3	Students find it easy to follow the syllabus.	4.00	0.82	11	High
4	Students can be provided with more resources to put the literary works in a historical context.	4.24	0.72	10	High
5	Students can be provided with more resources to put the literary works in a cultural context.	4.35	0.68	9	High
6	Students can have more time to prepare inquiries.	4.57	0.50	1	High
7	Students can have more time to prepare answers to the instructors’ questions.	4.54	0.51	2	High
8	Students have time to read the analysis of the literary works assigned.	4.51	0.51	3	High
9	Students have time to read the themes of the literary works assigned.	4.43	0.50	6	High
10	Students have time to ask their colleagues and discuss the assigned literary works.	4.41	0.50	7	High
11	Students are ready for formative assessments.	4.46	0.51	5	High
12	Students manage to finish reading the literary works’ formative assessments.	4.38	0.49	8	High
13	Students can better organize their studying hours.	4.54	0.51	2	High
14	Students can check the internet for preparation.	4.46	0.61	5	High
15	Students can have notes to participate and integrate themselves in the lecture.	4.46	0.69	5	High
16	Students may use translation applications and dictionaries to understand the text in advance.	4.35	0.79	9	High
17	Students may have more time to think of the context of words to understand the literary text.	4.49	0.51	4	High
18	Students may be able to respond to critical thinking questions.	4.49	0.65	4	High
19	Students are able to respond to activities.	4.38	0.55	8	High
<b>Overall</b>		<b>4.39</b>	<b>0.19</b>		<b>High</b>

With a mean score of 4.57, a standard deviation of 0.50, and a high level of appreciation, item 6, which reads, “Students can have more time to prepare inquiries,” came in first place.

Items 2, 7, and 13 rank second. Item 2, which reads, “Students have time to read the theoretical part related to the literary texts,” has a mean of 4.54, a standard deviation of 0.65, and a high degree of appreciation. Meanwhile,



Item 7 states, “Students can have more time to prepare answers for the instructors’ questions,” and has a mean of 4.54, a standard deviation of 0.51, and a high degree of appreciation. Item 13 states, “Students can better organize their studying hours,” with a mean of 4.54, a standard deviation of 0.51, and a high degree of appreciation.

With a mean score of 3.84, a standard deviation of 0.55, and a high level of appreciation, Item 1, which reads, “Students have time to read the literary works assigned,” came in last.

The findings addressed the following research question: Do flipped and non-flipped learning methods for

teaching English literature differ statistically significantly ( $0.05 = \alpha$ )?

A paired sample t-test was employed to respond to the research topic. The results are displayed in **Table 5**:

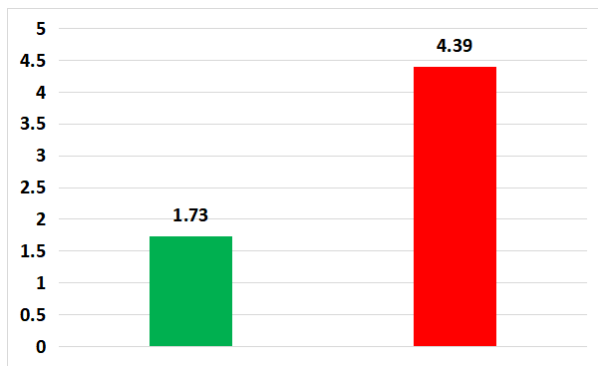
**Table 5** indicates that there are statistically significant differences ( $0.05 = \alpha$ ) between teaching online English literature courses with flipped learning and teaching them without flipped learning. The mean for the former was higher at 4.39 with a standard deviation of 0.19, while the mean for the latter was 1.73 with a standard deviation of 0.23.

**Table 5.** The Result of the Paired Sample T-Test.

Performance	N	Mean	Std. Deviation	T- Value	Df.	Sig.
Teaching English Literature Without the use of Flipped Learning	37	1.73	0.23	51.71	36	0.00**
Teaching Online English Literature Courses with the Use of Flipped Learning		4.39	0.19			

\*\*Statistically significant at ( $0.05 = \alpha$ )

When comparing teaching online English literature courses with and without flipped learning, **Figure 1** displays the mean performance values:



**Figure 1.** The Performance of Students when Teaching Online English Literature Courses Without Flipped Learning and Teaching Online English Literature Courses with the Use of Flipped Learning.

## 5. Conclusions

The statistical program used the Statistical Package for Social Sciences (SPSS) to perform the necessary statistical analyses. The validity of the questionnaire was constructed using both exploratory factor analysis and factor analysis. Cronbach’s Alpha was used to test the reliability of the questionnaire’s dimensions. The researcher used the

arithmetic mean, standard deviation, item importance, and importance level to answer the first and second questions. To answer the question of the study, an independent sample t-test was used. The study concluded that using flipped learning in teaching English Literature increased students’ performance. It helped improve the students’ language and content knowledge by providing them with more time to finish the pre-lecture material and prepare for the lectures. It also allowed them to provide students with more resources that they could save for consulting at any time. It also shows how the use of flipped learning increased the engagement of the students on the emotional, behavioral, and cognitive levels.

## 6. Limitations

The results and findings of the study are limited to the time (2024/ the second semester) the study was conducted in. The results and findings of the study are limited to the use of flipped learning in teaching online English literature courses in higher education.

## 7. Implications

There are some studies that are conducted on using

flipped learning in teaching online courses, but a few studies specify the use of flipped learning in teaching English Literature online courses and the effect of its use on the performance of the students in higher education institutions after COVID-19. This also contributes to studies related to the sustainability in higher education.

Flipped learning is one method that could be applied to online English literature courses to assist students in overcoming these challenges. The current study investigates how flipped learning affects students' performance in English literature courses at postsecondary educational institutions. Regardless of the application, the study focuses on flipped learning in mixed learning and synchronous and asynchronous courses. The goal of this kind of research is to support the teaching of English literature in higher education in different countries, especially the countries where English language is not their official language.

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Not applicable

## Informed Consent Statement

The author confirms that consent was obtained.

## Data Availability Statement

The research data can be shared upon request.

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## AI Acknowledgment

The author declares that generative AI or AI-assisted technologies were not used in any way to prepare, write, or

complete this manuscript. The author confirms that he/she is the sole author of this article and takes full responsibility for the content therein, as outlined in COPE recommendations.

## Conflicts of Interest

The author declares that there is no conflict of interest.

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