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**| RESEARCH ARTICLE**

## **Flipped Instruction: Upscaling Learners' Sentence Structures in Writing**

**CZARLAINE VALDERRAMA<sup>1</sup>** ✉ and **GABRIELLE B. TOLPO<sup>2</sup>**

<sup>1</sup>*Graduate School, Bulacan State University, City of Malolos, Bulacan, Philippines*

<sup>2</sup>*English Department, Bajet-Castillo High School, Longos, Pulilan, Bulacan*

**Corresponding Author:** CZARLAINE VALDERRAMA, **E-mail:** [czarlaine.valderrama.x@bulsu.edu.ph](mailto:czarlaine.valderrama.x@bulsu.edu.ph)

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**| ABSTRACT**

The transition to hybrid learning brought about by the new normal education introduced various discussions and changes in the physical classroom, which require teachers to upskill their teaching strategies in order to upscale student performance. Lately, flipped instruction (FI) has been suggested to support this transition. According to Dr. Bada (2015), an important restriction of education is that teachers cannot simply spoon-feed students with knowledge; instead, students need to actively construct knowledge in their own minds. FI basically inverts the learning process by reversing the order of typical activities of common teaching practice (Ekmekci, 2017; Tucker, 2012). It is an educational approach that combines engaging exercises with asynchronous preclass materials that are provided to cater to students' needs depending on their learning styles. Though it is observed to be effective in the classroom in general, the researchers specifically aimed to assess if FI could better assist EFL teachers in upscaling their writing skills. It sought to help the Grade 7 students of Bajet-Castillo High School as respondents of this study to improve their sentence structures through FI. Findings revealed that FI has been effective in developing the writing skills of the respondents and should have enough task-based asynchronous activities to help with their sentence structures. Aside from this, this study recommends that educators and administration allocate time and programs that support this particular learning setting to achieve continuous and total development of each and individual learner.

**| KEYWORDS**

Flipped Instruction, Flipped Classroom, Sentence Structures

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### **1. Introduction**

#### **1.1 Context and Rationale**

One of the keys to learning is that students must actively provide education for themselves rather than passively receive it from their teachers. Flipped Instruction (FI) showcases this kind of set up, for it offers numerous effective means of engaging students as contributors to desirable learning outcomes. Flipped classrooms are a sort of blended learning that flips the typical learning environment by offering educational material outside of the classroom, frequently online.

Flipped classroom model has gained popularity among educators ever since it rose amidst the pandemic. FI can help save class time and allow teachers to have more time to guide students directedly (Qu, X.M. & Miao, R., 2021). This totally differs from traditional teaching, where teachers explain questions in class, and students understand deeply through lectures. In a flipped classroom, a teacher can connect with students more individually and less didactically, and students are actively involved in knowledge production as they take part in and assess their learning (Alvarez, 2011).

In writing this paper, it has been observed that the number of studies on the teaching of sentence structures in writing is quite massive. However, they mostly focus on detecting the challenges encountered by students with suggested solutions that still fall under the traditional teaching method; as a result, these solutions are only effective on a limited scale. On the other hand, the

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studies about FI focused mainly on its effective application compared with other teaching modes (Strayer, 2012) and the combination of it with other teaching methods (Cannod et al., 2008). Therefore, new studies must be written to try out new solutions under a new teaching mode, such as flipped pedagogy. Meaning further research needs to be done to prove the effectiveness of FI in teaching writing with sound evidence and analysis.

In relation to that, this paper presents a flipped learning approach in teaching outside the paradigm of traditional lecture-based pedagogy as it aims to improve the students' sentence structures in writing.

### **1.2 Research Questions**

In light of the stated context and rationale, the researchers of the current study decided to provide the participants with more various language inputs and feedback via flipped instruction. However, to find out whether the flipped instruction can be more beneficial than the conventional lecture-based pedagogy, the learners were randomly divided into two groups, the flipped and non-flipped ones. In brief, the following research questions will be addressed:

1. What are students' learning strategies like in the flipped classroom?
2. Is there a significant difference in sentence structure in writing between the control group and experimental group during the pretest and posttest?
3. Does flipped instruction cause any significant impact or effectiveness in the sentence structures in writing of the flipped participants?

### **2. Literature Review**

English is the lingua franca that connects all people from different countries. As the Department of Education continuously improves the curriculum to produce globally competitive students, learning and using the English language is one of the most important skills that students must acquire. It is also known that English is the medium of instruction for most of the subjects in the Philippines. According to Cabigon (2015), The Philippines is recognized globally as one of the largest English-speaking nations, with the majority of its population having at least some degree of fluency in the language. English has always been one of the official languages of the Philippines and is spoken by more than 14 million Filipinos. In addition, the English Proficiency Index shows that the Philippines ranked 18 of 112 countries with 2 million English speakers. However, many students still think that English is a complicated language to learn with all the grammar rules that they must master. Students need to be exposed more to learning grammar for them to be able to communicate and express themselves.

Communication is not just all about speaking the language; being able to express yourself in written language also takes into account. When teachers assign students writing tasks, they always receive outputs that need much revision and improvement due to several reasons like grammatical mistakes and difficulty in sentence construction. In learning the language, written language posts much more difficulty than spoken language. Most of the students fail to express themselves because they lack the ability to construct their thoughts in simple sentences. These circumstances lead to incoherence and miscommunication in written language. Philippakos (2019) explained in his study that fluency in sentence construction could assist students as they integrate ideas from a graphic organizer to a draft without struggling to determine how to develop their sentences.

As what is being practiced in the field of teaching, facilitators of learning must always be prepared and equipped with skills and creativity in catering to the needs of the learners. As the generation of students develops over time, the teaching and learning process must also adhere to the changes. Teachers must also consider the experiences of students and their way of living. According to Dr. Bada (2015), an important restriction of education is that teachers cannot simply spoon feed students with knowledge; instead, students need to actively construct knowledge in their own minds.

As the changing ways of teaching in the new generation evolve, there is a need for teachers to upskill their strategies in order to upskill the students learning styles. One of the popular teaching strategies applied in the United States is Flipped Instruction or Flipped Classroom (Chou et al., 2021). The flipped classroom is the result of the advancing technology in the field of education, where flexibility and student-centeredness are the main goals.

Flipped instruction is the opposite of the traditional way of teaching. Instead of having the lesson discussed or introduced in class, it is done invertedly, wherein interactive lessons and activity materials are given beforehand to the learners. Learning the lesson happens prior to class, and the class time will be used for the application of learning (Nouri, 2016). Establishing a Flipped Classroom encourages learners to learn at their own phase or learning style. It gives them an opportunity to explore the lesson on their own and apply their learning to create new knowledge inside the class. In a Flipped Instruction, the classroom itself will serve as a venue for collaborative learning and discovery. Moreover, Flipped Instruction is one teaching strategy in the educational movement which

caters to blended learning, a must intervention in the midst of the pandemic. It establishes inquiry-based learning, which develops learners' critical thinking skills (Johnson et al., 2014).

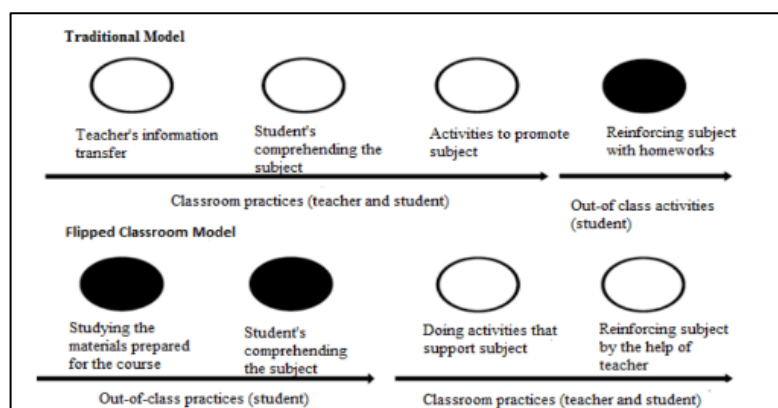


Figure 1: Comparison of Traditional Education Model and Flipped Classroom Model (Moravec et al., 2010)

Figure 1 shows how traditional teaching is done. Teachers' information transfer, Students' comprehending of the subject, and Activities to promote the subject all happen inside the classroom. Reinforcement through homework is done after class. On the other hand, Flipped Classroom introduces a teaching method that is definitely the opposite of the traditional way. Learners studying and comprehending the materials prepared all happen outside of class while accomplishing activities and reinforcing the lesson happens inside the class. This teaching strategy allows learners to study the given lesson prior to class and formulate queries that can be discussed collaboratively while in class. Compared to the traditional way, Flipped Instruction supports learners in establishing their own learning styles.

Technology plays a big role in the success of Flipped Instruction. Learners are provided with learning materials such as pre-recorded video lessons, PowerPoint presentations, audio recordings, and modules or lesson handouts. These materials are necessary in order to achieve success in conducting Flipped Instruction. Reinforcing activities such as drills, group activities, and performance tasks are given for the in-class practices. According to Handan et al. (2013;15), Flipped Classroom does not actually remove education on learning in class directly; instead, it only maximizes the time that a teacher can spend with each student.

As Flipped Classroom becomes popular in different fields, researchers also present their effectiveness in teaching grammar. Noroozi et al. (2021) showed in their study that learners developed a high level of motivation and participation in their grammar classes during the conduct of Flipped Instruction. In addition, the researcher believed that establishing an environment that gives positive energy and participation contributes a lot to learn the target language skill. Another study by Cadio (2020) also implies that Flipped Classroom has helped Grade 9 learners in improving English Grammar Proficiency.

### 3. Methodology

The researchers aim to conduct the study at Bajet-Castillo High School, Longos, Pulilan, Bulacan, Philippines. The locale of this study is under the Department of Education, Region III, Schools Division of Bulacan.

The study intends to use a pretest-intervention-posttest experimental research design and focus on the effects of the independent variables (i.e., flipped and non-flipped instruction) on the dependent variable (i.e., sentence structure in writing). With the help of this design, the researcher will be able to interpret the data, conduct an analysis, and draw conclusions about how the flipped learning approach affects the variables under study. This design will be used to ascertain whether an intervention has the intended effect on research participants with similar characteristics. Moreover, undertaking this design will give distinct comparisons and differences in the sentence structure in the writing of the respondents during the pretest and posttest.

A class of 50 Grade 7 students will be informed and consented to participate in this study. The class will be divided into two—control and experimental groups. The control group (the non-flipped group) will be exposed to the conventional lecture-based pedagogy, where the teacher discusses the lessons and then implement activities for the students as a process in teaching topics about sentence structure in writing. The experimental group or the flipped group, on the other hand, will be exposed to flipped instruction in learning the same topics that the control group encountered through the use of different mediums and materials.

However, due to time constraints, the researchers were not able to proceed with the entire process of the experiment. Hence, this research would rather focus on the results of the published literature from dissertations, peer-reviewed journals, and related studies about the keywords flipped pedagogy, flipped instruction, and sentence structure in writing.

#### **4. Results**

Throughout the implementation of the research, it has been revealed that, compared to their counterparts who received traditional lecture-based pedagogy, learners who were taught through flipped instruction demonstrated higher levels of sentence construction in writing as a result of altered learning styles and attitudes in the flipped classroom.

The flipped instruction approach was well received by a large number of learners. Among the 25 respondents in the experimental group, 22 students expressed a positive attitude toward flipped classrooms after the course (88%). According to the respondents' feedback, the use of video, the flexibility that allows students to study at their own pace, and the fact that non-traditional writing tasks are more productive was the FI strategies that they valued the most.

Regarding the other effectiveness of FI in sentence structure in writing, the learners concur that using the FI strategy makes learning simpler and more efficient and that it increases their skill in writing, most specifically in meaningful sentence construction. A flipped classroom also gave them the impression that they had to be more accountable for their learning and improvement, which gave them extra motivation to excel on their own.

#### **5. Conclusion**

Based on the literature and partial results gathered, it can be concluded that flipped instruction helps students in their sentence structures in writing and that it is more effective than the traditional lecture-based teaching strategy. Flipped instruction is very beneficial for students in managing their learning challenges, leading them to feel more equipped in their ability to learn in the future. The flipped classroom has also freed teachers from constant speaking and explaining spoon-fed knowledge, which allows them to make better use of classroom time to come up with teaching strategies and innovations that focus on teamwork and language applications, permitting students to collaborate and perform with positive stimulus in learning English, specifically sentence structures in writing.

Lastly, even though the present research leaves some limitations due to encountered time constraints, the many questions that were left unanswered could be adopted by future researchers in constructing the same research in a new context, location, and/or culture. It is recommended that they come up with a better comparison of results, for the most evident and immediate impact of FI on writing teaching would reflect on the student's academic performance and learning outcomes.

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