The Flipped Classroom and Students' Achievement in Grammar

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Abstract

Following recent advances in educational technology-integrated learning, language education authorities are becoming more and more interested in the actual implementation of flipped classrooms as cutting-edge strategies. This study investigated the impact of flipped classroom on students' achievement in grammar of Grade 10 Students of Concordia College for SY 2018 – 2019. Non- equivalent group design, a true – experimental method was employed in this study. The respondents' average grade in English from the first to the third quarter was considered to establish comparability. Each group took the pretest and posttests. However, only one group employed a flipped classroom as a teaching-learning strategy. Statistical tools employed were Average Weighted Mean (AWM) and T– test.

Major findings revealed that the pretest scores of both experimental and control groups were higher than the 50% passing rate. However, the scores were still under the Approaching Proficiency Level based on DepEd Memo No.8 s of 2015. Pretest scores also showed the two groups had almost the same level of grammar proficiency. It was noted that the pretest scores of the control group were higher than the scores of the experimental group. Post test scores of both groups had increased after the intervention which denoted that traditional and flipped classroom were effective in teaching grammar. It also revealed that the experimental group scores were higher than that of the control group. Further, there was no significant difference between the pretest scores of the control and experimental groups. This meant that the control and experimental groups' achievement in grammar was equal before the implementation of the intervention. The post test scores of the two groups revealed that there was no significant difference between the posttest scores. This indicated that both groups had improved their grammar achievement; however, it would not imply that the achievement of the experimental group is higher than the control group.

Keywords: Flipped Classroom, Grammar, Student Achievement, Scores, Traditional Classroom

INTRODUCTION

English language teaching is an essential component of the curriculum in the Philippines, as more than 14 million Filipinos speak English (Cabigon, 2016). It is the language of commerce and law, as well as the primary medium of instruction in education. The Philippines is claimed to be the third largest English – speaking country in the world next to the United States and Britain (Jugo, 2017); however, this claim is now being eroded by some other competitions with the declining mastery of some college graduates (Marcelo, 2010). Recent reports confirmed the common impression that the English proficiency of Filipino students rapidly deteriorated.

The K to 12 English Curriculum (also known as the Language Arts and Multiliteracies Curriculum or LAMC) is based on the belief that linguistic, thought and learning are interrelated and that language is the basis of all human relationships (Barrot, 2018). Its overriding objective is to create communicatively competent and multiliterate learners who are competitive in this global economy (Department of Education, 2016). These also gave rise to 21st-century learning that refers to a pedagogical concept that emphasizes skills and knowledge needed by learners for them to succeed in work, life, and citizenship (The Partnership for 21st Century Learning, 2015). On top of improving these skills, the ASEAN education ministers also declared the importance of English in attaining its goals.

Implementing the new curriculum also altered the face of English – the country's linguistic teaching and student learning competence. One of the common observations was the decrease of time allocation at both elementary and junior high school levels for English topics. At secondary level, the time allocated to English topics was reduced to four hours a week from five hours a week. At the elementary level, the reduction was from 60-90 minutes to 30-50 minutes per session (Barrot, 2018).

Salman and Hazem (2022) describes grammatical competence as the capacity to correctly employ the grammatical elements of a language by abiding by the rules governing that language. They have postulated that the components of grammar are the following: subject – verb agreement, pronoun – antecedent agreement, dangling and misplaced modifier, tenses of the verb, use of correct preposition, use of parallelism in sentence structure, combining sentences into one united statement, answering questions correctly, and word sequencing.

However, English teachers frequently bemoan the lack of grammar instruction that might increase the learner's achievement. Mother tongue influence leads to a misuse of the English language's grammatical rules for morphology and

syntax. To Downing (2006), students typically use their native language system when speaking English. As a result, they are unable to speak the target language correctly. Students are continuously inundated with an absurd amount of ideas they want to communicate. Naturally, putting the thoughts into words requires grammar competence, which some learners may lack. There may be occasions when even advanced language learners are unable to access the necessary lexical or grammatical resources. patterns brought on by a memory issue, among other things. Therefore, finding solutions to this issue is of utmost importance to language learners and, by extension, language researchers since grammatical competence translate to students' fluency and accuracy in their macro skills (Tavakoli, Dastjerdi, & Estek, 2011).

The importance of grammatical proficiency in the development of learners' achievement was highlighted by Fikron (2018). He posits that grammatical competence not only controls language output among learners but also is responsible for it. In light of this, it is crucial for teachers to concentrate on developing such a foundational system in their students. Cuéllar (2013) also carried out an action to improve the grammar proficiency of students. The findings showed that teaching grammar to students through writing activities in a contextualized way improved their overall knowledge of linguistic aspects. Therefore, knowledge of grammar plays a major role in both speaking and writing..

In teaching grammar, language teachers are venturing into flipped classrooms which are fairly new in the educational realm (Fulton, 2015). He stressed that students involved in this type of instruction are learning more than their counterparts in a traditional classroom. This recent development in the learning hemisphere illuminates from the call to develop ICT-literate individuals anchored on the Philippine government goal to to provide Filipino learners with a quality 12-year fundamental education program (Barrot, 2018). Kang (2015) describes the flipped classroom distinct and trajectory for two reasons: First, because it uses video as a pre-teaching tool, and teachers can record or create video content and share it with their students to help them learn independently. Second, the flipped classroom creates a structure for customizing learning efficiently to verify that each student is capable of learning anything when providing the correct assistance. This approach transforms the perspective of the classroom from a knowledge station to a location for student engagement and formative evaluation of the advancement of learners. Student achievement in a flipped classroom can be ascribed to a multitude of factors. Students engaged in this instructional framework found that they had a favorable teaching experience and viewed the flipped classroom as a better way of teaching (Galway, Corbett, Takaro, Tairyan, & Frank, 2014). Students in this type of setting come to class with more background

knowledge than those assigned to read textbook literature because students assigned reading were less likely to complete it (Bishop & Vergler, 2013).

In this context, Goodluck (2015) postulated and gave functional differences between competence and achievement in language acquisition. In the Philippines, content and performance standards as stipulated in the English Curriculum Guide released by the Department of Education in 2016 did not indicate enough lessons substantial in attaining English proficiency. For instance, in a topic module lesson plan nine-day teaching of one lesson, teaching grammar is held only one day. A teacher cannot have an extra day of grammar activities because he/she may lag and fail to finish the lesson or activities prescribed in the curriculum. It was also observed that most of the English subjects offered in Junior high School focus on the teaching of literature and the application of its themes in real – life situations. The required competencies per level are geared toward the development of the five macro – skills in English namely listening, reading, speaking, writing, and viewing. Absence or minimal lessons on grammar may have affected the ability in the use of hence, the deficiency in correct usage. Data showed that the performance of basic education learners in the Philippines from the national achievement tests (NATs), which included term in several grammar tests, across subjects remained to be way below the 75-percent target of the Department of Education (Department of Education, 2013; UNESCO, 2015).

In Concordia College, the Center of Excellence and Measurement Achievement Test results revealed the achievement of Grade 10 students reported that out of the 90 examinees, 14 test takersor 15.55% got a mark of Needs Improvement; 18 examinees or 20% got Moving Towards Average; 48 examinees or 53.33% got an Average; six examinees or 6.67% garnered Approaching Excellence and only four (4.44%) test takers claimed Excellent. Likewise, minimal grammar lessons were also the perceived factor why the students encountered in fairing well in the National Achievement Test and College Admission Tests.

To resolve this issue, the researchers were urged to investigate the impact of the flipped classroom on students' achievement in grammar. This study aimed to solve the problem relative to the declining grammatical combination classroom strategies. This study was guided by the following objectives: (a) What are the pretest scores of the control group and experimental group?; (b) What are the posttest scores of the two groups?, and (c) Is there any significant difference in the scores of the pretest and posttest of the control group, and experimental group? This investigation relied heavily on theories of Bloom's Mastery Learning and Bergmann's and Sam's Traditional Flipped Classroom Model since both discuss how a student- learner masters the skills and competencies taught by the

teacher. The theories contain elements that are highly significant in the study. One of these dimensions is pre-assessment or preteaching before the instructional time. Another feature is the use of different formative and summative assessments to ensure the transfer of learning and mastery. Different assessment techniques follow proper scaffolding techniques to make sure that the individual needs of the learners are addressed.

METHODS

The study sought the impact of the flipped classroom in enhancing the proficiency levels of Grade 10 Students of Concordia College for SY 2018 – 2019. Non- equivalent group design, a true – experimental method was employed in this study. Concordia College, Manila, has two Grade 10 Sections. Each section is composed of 41 students who were heterogeneously sectioned. The whole population was used in the study. However, the simulation of the respondents to identify the control and experimental groups was done. The respondents' average grade in English from the first to the third quarter was considered to establish comparability. Each group took the pretest and posttests. However, only one group employed a flipped classroom as a teaching-learning strategy.

The researchers adapted a grammar proficiency test from the *National Achievement Test Reviewer developed and published by Gintong Aral Publication, Inc.* The test was a 50 – item test measuring learning contents on subject-verb agreement; pronoun-antecedent agreement; dangling and misplaced modifier; tenses of the verb; prepositions and parallel structure. A letter of permission to use the grammar test was sought before the administration of tests. The teacher sought permission from the school principal to conduct true – experimental research about the use of flipped classroom and its impact on the students achievement in grammar of Concordia College.

Consent forms were sent to the parents/guardians to inform them of the processes, benefits, and participation of their children to the study. The study used a true – experimental research design that necessitated the establishment of comparability of the two sections. The students were given a pretest and were informed about their groupings and how the intervention program would be conducted.   The intervention program through enrichment classes ran for 10 consecutive days. There were two sets of schedules prepared for the implementation of the program which were reversed during the second week of implementation. The control group was exposed to traditional classroom set – up utilizing the lecture – discussion as the main strategy. Formative assessments were given to the group such as drills and seat works. The experimental group

was given the intervention through the flipped classroom. The teacher assigned videos/presentations that the students viewed at home through E - Genyo. They were asked to answer the short quizzes afterward. During the face –to– face encounter with the students, they were usually asked to communicate their difficulties to the teacher. Varied formative assessments were also given to them such as cooperative learning including differentiated activities and interactive games. Likewise, individual drills and seat works were done after the group has mastered the competencies.

To analyze and complete the data needed, the following were the statistical procedures used in the study: (a) To solve the mean score of both pretest and posttests, the Average Weighted Mean (AWM) was employed; and (b) To check the significance of the two groups, , the t – test was used. The statistical treatment of data involved the use of the mean score of two groups. The researchers tried to find the total mean scores of the control and experimental groups. These scores were compared to find out if the students have improved their grammar achievement after the intervention. Further, the scoring rubric based on *DepEd Memo No. 8 Series of 2016 was* ultitized for the grammar tests is summarized below, to wit:

Scoring Rubric

Range	Verbal Interpretation
26 and below	Needs Improvement
27 - 30	Developing
33 - 38	Approaching Proficiency
39 - 44	Proficient
45 – 50	Excellent

Source: DepEd Memo No. 8 Series of 2016

RESULTS

1. Pretest Scores of the Two Groups

Control Group

Table 1
Pretest Scores of the Control Group

N	Mean Scores
41	27. 488

Table 1 shows the Pretest Scores of the Control Group. All of the 41 students who comprise the control group take the pretest. The mean score gets 27.488 which means that the groups' mean scores are closer to 50% of the total score. However, this also indicates that the score is way beyond the proficiency level of at least 85% of the total score.

Table 2
Post Test of the Control Group

N	Mean Scores
41	39.902

Table 2 presents the posttest of the Control Group with 41 students who encompass the experimental group. The mean score of the pretest of the control group is 27.439. This means that the groups' mean scores are closer to 50% of the total score. However, this also means the score is way beyond the proficiency level of at least 85% of the total score.

2. Posttest Scores of the Two Groups

Control Group

Table 3
Post Test of the Control Group

N	Mean Scores
41	39.902

Table 3 extrapolates the posttest of the Control Group. It reveals that the mean score of the posttest of the control group is 39.902. This indicates that the scores of the control group significantly increased after the implementation of the intervention.

Experimental Group

Table 4
Post Test of the Experimental Group

N	Mean Scores
41	49.463

Posttest was taken by the 41 students who are part of the experimental group. It shows the mean score of the experimental group as 41.463. This claims that the experimental group has improved their proficiency after undergoing intervention. The result implicates that even though the posttest scores of the two groups indicate an improved performance in grammar, the posttest mean score of the experimental group, being exposed to flipped learning, is higher than of the experimental group that used traditional learning.

3. Significant Difference on the Pretest and Posttest of the Two Groups

Significant Difference Between the pretest and posttest of the control group

Table 5
Test of Significant Difference Between the Pretest and
Posttest Scores of the Control Group

Test Conducted	Mean	N	t-value	p-value	Decision	Conclusion
Pretest	27.488	41	-21.361	0.001	Reject Ho	Significant
Posttest	39.902					

An independent T – test is used to determine the significant difference between the pretest and posttests of the control group. A computed t-value of -21.361 with a p-value of 0.001 which is less than the 0.05 level of significance, thus, the null hypothesis that there is no significant difference in the pretest and posttest scores of the control group is rejected. Therefore, there is a significant difference in the scores of the control between the pretest and posttests conducted. This means that the traditional way of teaching is still effective. While traditional teaching methods are often criticized nowadays and perceived as less effective by some educators, one cannot discount the effectiveness of traditional methods because of the results of the pretest and posttests of the control group. This claim is supported by Barrot (2021) who postulated that one cannot remove traditional methods entirely to achieve an effective education.

Significant Difference Between the pretest and posttest of the experimental group

Table 6
Test of Significant Difference Between the Pretest and
Posttest Scores of the Experimental Group

Test Conducted	Mean	N	t-value	p-value	Decision	Conclusion
Pretest	27.439	41	-22.610	0.001	Reject Ho	Significant
Posttest	41.463					

An Independent Sample T-Test is used to determine the significant difference between the pretest and posttest of the experimental group. A computed t-value of -22.610 with a p-value of 0.001 which is less than the 0.05 level of significance, thus, the null hypothesis that there is no significant difference in the pretest and posttest scores of the experimental group is rejected. Therefore, there is a significant difference in the scores of the experimental between the pretest and posttest conducted. This means that learners' achievement in grammar has increased after the intervention.

Significant Difference of the Pretest Between the Control and Experimental Groups

Table 7
Test of Significant Difference Between the Control and
Experimental Group in the Pretest

Group	Mean	N	t-value	p-value	Decision	Conclusion
Control	27.488	41	-0.035	0.972	Do Not Reject Ho	Insignificant
Experimental	27.439					

An Independent Sample T-Test is used to determine the significant difference between the pretest scores of the experimental and control group. A computed t-value of -0.035 with a p-value of 0.972 which is greater than the 0.05 level of significance, thus, the null hypothesis that there is no significant difference in the pretest scores of the experimental and control group is not rejected. Therefore, there is no significant difference in the scores of the experimental and control group on the pretest conducted. This meant that before the study, both groups have an equal level of grammatical *competence.*

Significant Difference of the Posttest Between the Control and Experimental Groups

Table 8

Test of Significant Difference Between the Control and
Experimental Group in the Posttest

Group	Mean	N	t-value	p-value	Decision	Conclusion
Control	39.902	41	1.432	0.156	Do Not Reject Ho	Insignificant
Experimental	41.463					

To determine the significant difference between the posttest scores of the experimental and control group, an independent Sample T – Test is used. A computed t-value of 1.432 with a p-value of 0.156 which is greater than the 0.05 level of significance. Thus, the null hypothesis that there is no significant difference in the posttest scores of the experimental and control group is not rejected. Therefore, there is no significant difference in the scores of the experimental and control group on the posttest conducted. This shows that learning is evident since the post test score of the two groups is higher than the pretest scores.

DISCUSSION

The current study explores the the flipped classroom and students' achievement in grammar. The findings revealed the control group mean score of the pretest is 27.488 which extrapolates that the groups' mean scores are closer to 50% of the total score. However, this also means the score is way beyond the proficiency level of at least 85% of the total score. As for the experimental group, the mean score of the pretest of the control group is 27.439. This means that the groups' mean scores are closer to 50% of the total score. However, this also means the score is way beyond the proficiency level of at least 85% of the total score.

According to DepEd Order No. 8 s. 2015, students who got half of the scores fell under Developing Proficiency Level. The proficiency numeracy level of the learners must be 85 – 89%. The low proficiency level of the learners may be attributed to the very limited instructional time. Nunan (2003) contentions can justify the statement that future revisions of the curriculum may require the inclusion of out-of-class activities that will reinforce and supplement in-class contact hours. Moreover, it can also be noted that the pretest scores of the control is higher than the scores of the experimental group. Though the control group is higher, the difference between the two group scores is very minimal showing that the two

groups have almost the same level of proficiency before the implementation of the intervention.

On the other hand, the results of the posttests revealed that even though the post test scores of the two groups indicate an improved performance in grammar, the posttest mean score of the experimental group, being exposed to flipped learning, is higher than of the experimental group that used traditional learning. The flipped classroom is particularly effective at enhancing learning outcomes, according to many researchers. Each student's grasp of the course material increases as a result of assessments, responses, and/or modifications given individually in class (Bergmann & Sams, 2016). The students were forced to take on more obligations and responsibilities as a result of the pre-class and in-class integration in order to boost student engagement, outcomes, and self-efficacy (Namik, Boae, & Jeong-Im, 2014). Assignments in class help teachers understand the challenges and learning preferences of their students (Fulton, 2012).

Studies that have demonstrated the efficacy of the flipped classroom strategy included Clintondale High School experience (Flumerfelt & Green, 2013). The result of adopting the flipped classroom strategy in this low-rated school was a dramatic improvement in learning outcomes. In English subjects, for example, the percentage went from 52% failing students to 19% (Flumerfelt & Green, 2013). Further, tier investigaiton claimed the outcome demonstrated that learning improved in a flipped classroom. The degree of student satisfaction also improved. With an active learning strategy and active instructor participation, both classrooms demonstrated effective learning. Students reported having engaging instructional experiences outside of the classroom, as well as flexible assessment with more options and preferences. The barrier to flipped classroom instruction was a lack of institutional confidence and support. In the process of designing and evaluating curricula, neither flipped classrooms nor flexible evaluation are present. The purpose of this study was to offer controlled, quantitative evidence regarding the efficiency of flipped classroom instruction.

Meanwhile, the benefits to implementing the flipped classroom strategy included students learning at their own pace, reinforcing the teacher-student relationship (Bergmann & Sam, 2012), and allowing teachers to personalize and individualize learning (Basal, 2015; Kang, 2015). Meanwhile, Al-Harbi and Alshumaimeri1 investigated whether the flipped classroom strategy would significantly affect the experimental and control groups' English grammar achievement levels in their study, *"The Flipped Classroom Impact in Grammar Class on EFL Saudi Secondary School Students' Performances and Attitudes."*

The posttest results indicated that using the flipped classroom technique appears to help students' grammatical knowledge, as the mean score of the experimental group was higher than that of the control group, even if this difference was not determined to be statistically significant. In addition, Denprapat and Chuaychoowong (2016) investigated the effectiveness of the flipped classroom on English language achievement and independent learners' attributes. The findings suggest both flipped and traditional groups got higher English achievement yet the flipped group got higher mean scores.

It was also revealed in the finding that there was no significant difference in the scores of the experimental and control groups on the pretest conducted. This meant that before the study, both groups, the traditional and flipped have equal level of grammatical competence.

The majority of instruction in traditional classrooms is teacher-centered, which runs counter to constructivist principles of learning and teaching (Brooks, 2002). The flipped classroom is pedagogically sound because it supports the ideas of individualized, differentiated instruction, student-centered learning, and constructivism. Every learner develops at their own rate. It is student-centered because students can engage in engaging activities during class time and the teacher takes on more of a facilitator and observer role, allowing for greater student participation. Rajesh (2015) extrapolates that students take charge of their own learning using the constructivist method, and class time is unstructured. The transition away from didactic lecturing, allowing for a variety of activities, and interactive conversation where students have a huge variety of hands-on activities, promoting more meaningful learning.

The flipped classroom, on the other hand, profoundly changed how students learn and how teachers traditionally thought about teaching and learning. The revolutionary concept behind the flipped classroom approach is giving students control over their learning. For English-speaking students, the flipped classroom technique can assist in resolving issues including absence or lack of participation, communication, restricted opportunities for interaction, inadequate feedback, and low skill levels in EFL settings (Basal, 2015). The function that technology plays in flipped learning is one of its key elements, the teacher. The flipped classroom requires the instructor to create an inquiry-based learning environment in which the focus of face-to-face instruction shifts from the teacher to the students (Bergmann & Sams, 2012a). With top-down instruction, "sage on the stage" teachers who produce products, or pupils who pass standardized tests, the traditional educational system was created in accordance with the factory model of management (Howell, 2013).

Future research needs to recognize and overcome some of the study's limitations. The fact that this study only addressed grammar is one of its limitations. Future research may increase the sample size by taking into account all other participants in the students' achievement in grammar. Researchers might focus more on the views and experiences of students who have used flipped learning to gain a more complete grasp of the subject. Future study may potentially show specific teacher-related factors that may influence how effectively students adapt to the flipped classroom and their success in learning grammar. In order to strengthen the findings, future studies might expand the learning environment to include K–12 as well as a variety of higher education schools from diverse geographical locations.

CONCLUSIONS

Both groups got pretest scores higher than the passing score of 25 out of 50 items. Further, the experimental group got a higher posttest mean score than the control group. There was a significant difference between the pretest and posttests of the control group. Therefore, the traditional classroom was still effective and deemed trajectory to elevating the achievement of the learners in grammar. Meanwhile, there was a significant difference between the pretest and posttest scores of the experimental and control groups. Flipped classroom was an effective intervention, a critical component in developing the skills of the learners toward technology-driven education. Finally, there was no significant difference between the pretest and postest scores of both groups. This indicated that both groups had improved their grammar achievement; however, it would not imply that the achievement of the experimental group is higher than the control group.

RECOMMENDATIONS

The administrators may implement a regular Intervention program focusing on the enhancement of students' grammar as this is needed to improve the achivement of the learners. They may also together with service providers, provide teachers with continuous training on the use and integration of technology in teaching. Further, teachers may employ both traditional and flipped classroom in teaching grammar since both are found to be effective in addressing the grammatical problems of the students. They may also collaborate with other subject teachers to create a Professional Learning Community in preparing, creating, and evaluating learning materials such as tutorial videos and presentations which are aligned with the school's vision and mission. Further, they may employ both traditional and flipped learning strategies in teaching since

both posed a positive impact on the students. Other researchers may further investigate the problem by using a wider sampling and longer time to provide some data for comparison with the results of the study. The teachers may also create additional activities to be used for future studies other than videos to foster students' autonomous learning.

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