

Flipped classroom model for academic writing

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Abstract

This research determined the status of the Flipped classroom model in the teaching of academic writing among Grade 11 Humanities and Social Sciences (HUMSS) students at the University of Cebu-Senior High School to propose learning activities. Thirty students served as respondents in this quasi-experimental study. The findings of the study revealed that the academic writing proficiency of the respondents before the intervention as revealed in their pre-test scores was satisfactory in content, needs improvement for organization and mechanics. However, after the intervention of the Flipped Classroom Model, the respondents' academic writing performance improved to very satisfactory in both content and organization and satisfactory for mechanics as revealed in their post-test scores. From the findings, it can be concluded that the Flipped Classroom Model enhances students' academic writing proficiency. It is therefore suggested that the school conducts writing enhancement programs every after academic year in order to strengthen the skills required in the same competencies for the next academic year; post -test results be used as bases to employ Flipped Classroom Model in teaching to ascertain competence in academic writing proficiency; learning materials be carefully selected by the teachers to exactly cater the needs of the students in terms of writing proficiency; online inputs and activities be utilized for the students to acquire competence in writing per 21st century curriculum.

Keywords: English teaching, academic writing proficiency, flipped classroom model, learning activities, Cebu, Philippines

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1. Introduction

Communication is essential to mankind. Human beings use language to converse with one another as a means for different ways of survival. It is a necessary skill to be developed by an individual to achieve an optimum level of competence and to participate actively in the rapid achievements of the world. In this quest, the English language, as it is widely used across cultures, serves as a medium to get connected globally. For this, people invest in involving themselves in lectures and pieces of training to acquire the desired level of fluency. Hence, it can be viewed that the main objective of learning the English language is to be competent in written and oral communication. Garma and Nacorda (2022), noted that Senior High School students fail to enhance their communication skills due to different contributing factors.

In the Philippines, the educational system is now drastically changed with the installation of the K to 12 programs. Along with its pros and cons, are the advent of various skills needed to be developed among students. One of these is writing for the English program, as this is included in the different subject courses in the curriculum. Writing, one of the primary skills in language, is an intricate process because it requires coordination of both cognitive and linguistic processes and resources. Also, it focuses on higher-level skills for planning and organizing ideas as well as lower-level skills of spelling punctuation, and word choice can be a puzzling task. In an interaction, students with poor linguistic knowledge and backgrounds are having difficulties in producing academic outputs. This phenomenon shows that the quality of written language fluency here is at stake and must require strategic student-centered delivery of instruction.

Due to its complexity and demands, teaching second language writing skills is not only very important but also perplexing for writing instructors and exceedingly challenging for students in the 21st century as well, where diversity of learners' interests, learning styles, and levels of proficiency are very evident. Supporting these claims are interviews from both teachers and students who are part of the research locale of this study, which includes students' poor quality of written outputs in different academic courses involving writing. It has been pointed out that these concerns are caused by poor linguistic backgrounds, lack of interest, and exposure to writing. Thus, technological advancements give students great opportunities to access and explore knowledge independently (Serin, 2019).

In the attempt to address concerns about the demands of the educational revolution and developing students' writing proficiency, the Flipped Classroom Instruction Model is used in this study. Ozdamli and Asiksoy (2016) described Flipped Classroom as an active, student-centered strategy designed to enhance the quality of time spent in class of the students. The flipped sessions were designed to incorporate pre-recorded lectures, online tests, and in-class group activities (Awidi & Paynter, 2019). The principle of the FCI has a situation where teachers alter direct teaching from a regular classroom and move it to every learner's individual learning space, with the aid of technology. Munir et al. (2018) pointed out that cooperative learning served as an essential foundation for the flipped classroom. The cooperative learning approach is applied to a flipped classroom setting where students watch a video of the teacher's prepared material before class to get prepared. It is also stress by Mujtaba Asad, et al. (2022), flipped classroom model enhanced student engagement, increased student's learning experiences, improved students' outcomes, supported meaningful construction of active knowledge and experiential learning, satisfaction, confidence, creativity, problem-solving skills, more retention, application skills, and ICT skills, and improvement in attendance and reduction in course withdrawal after the pandemic situation.

Thus, this study aimed to determine the status of the Flipped Classroom Model in Teaching Academic Reading and Writing (English 2) among Grade 11 Humanities and Social Sciences (HUMSS) students at the

University of Cebu- Senior High School Department. To assess the pretest and posttest academic writing performance of the students in (1) content, (2) organization, and (3) mechanics.

2. Methods

This study utilized a quasi-experimental design engaging in a 1 group pretest- post-test design to assess the efficacy of flipped classroom in the academic writing skills of the students. In this design, the proposed teaching model was viewed as an 'intervention' in which a treatment – comprising the elements of the model being evaluated – was tested for how well it achieves its objectives, as measured by a pre-specified set of indicators. It aimed to estimate the causal impact of an intervention on its target population. Specifically, this study employed a pre-experimental approach where all the subjects were exposed to the treatment. The comparison in this design comes from examining subjects' performance on the outcome of interest before and after the exposure. The study was conducted in the University of Cebu- Senior High School Department located at J. Alcantara Street, Cebu City. The respondents of this study were 30 Grade 11 HUMSS students.

To facilitate the academic writing performance of the respondents, this study adapted an essay activity from the book Academic Reading and Writing book of Barrot (2016). Verbal and written permissions are presented and submitted to the concerned personnel for this research undertaking. After gathering the 30 Grade 11 HUMSS students, a pre-test is administered to the group to measure the respondents' entry behavior on the lessons anchored in facilitating the students' writing performance. The results are noted down and evaluated based on the scoring system which was also revised and adapted for this study. After such, the topics are introduced to the group using the Flipped Classroom Model as an intervention. Then, a post-test was conducted. Lastly, results are noted down and interpreted. The scores are collected from the administered pre-test and post-test. Frequency was used to summarize, analyze, and interpret the students' pre-test and post-test scores of their performance in academic writing. In determining the writing performance of the students a weighted mean was utilized, and in comparing two sample mean scores of the students the Paired Sample T-test was employed.

3. Results and Discussion

This chapter presented, analyzed, and interpreted the data gathered from the tests conducted on the academic writing proficiency of the Grade 11 students in University of Cebu- Senior High School Department.

Respondents' academic writing performance as revealed in their pretest scores

Table 1

The pretest scores of the respondents in academic writing in terms of content.

Raw Scores	Frequency (f)	Per Cent (%)	Level of Writing Proficiency
9-10	0	0	Excellent
7-8	3	10	Very Satisfactory
5-6	17	57	Satisfactory
3-4	10	33	Needs Improvement
1-2	0	0	Poor
Total	30	100	

Table 1 presented the respondents' level of writing proficiency at 57 %, or 17 out of 30 respondents fall under Satisfactory. This means that the respondents have good writing skills, specifically in the content criterion. Observations revealed that students inadequate time studying and discovering more about the lesson content inside the classroom limits their learning. The content of students' written outputs was solely based on their prior knowledge and the teacher's input about the topic. This implies that the development of ideas written by the respondents is satisfactory but lacks stated positions or supporting details. Hence, the result is supported by the study of Ahmed (2016) on the effect of FCI in teaching foreign language among college students at Qassim University, and results revealed that the respondents' entry scores in the sub-skill content fall under needs improvement level. In this connection, it is viewed that if the students' learning time and resources about the

content will be widened, the quality of the written outputs is deemed to improve.

Table 2

The pretest scores of the respondents in academic writing in terms of organization.

Raw Scores	Frequency (f)	Per Cent (%)	Level of Writing Proficiency
9-10	0	0	Excellent
9-10	0	0	Excellent
7-8	3	10	Very Satisfactory
5-6	7	23	Satisfactory
3-4	20	67	Needs Improvement
1-2	0	0	Poor
TOTAL	30	100	

Table 2 shows the respondents' level of writing proficiency at 67 % fall under Needs Improvement. This means that the respondents' writing skills, specifically in the organization sub-skill, is poor. This implies that the organization of ideas is poorly controlled in which few specific parts of the essay are incorrect or missing. Noticeably, students felt the pressure of grasping the lesson content with the limited time and resources during the in-class time. Also, in writing, there are a lot of competencies to be focused on, namely: content, organization, and mechanics. In the organization category, written outputs are expected to contain complete and logically arranged ideas to qualify the set standard. Despite the standards being set, if the students feel free and less pressured in expressing their thoughts creatively and arranging them logically, there will be a smooth process of learning. On the teacher's end, feedback was quite a challenge considering students have an individual and unique level of proficiency in the different writing competencies.

This is in relation to the results of Bouchebra's (2015) study on the writing deficiencies of EFL university students. As revealed in the data analysis, students face organizational and ideas development issues. These problems stem from students' unfamiliarity with the writing process. One of the causes of this deficiency is significantly related to the teaching methods employed, which refers to overwhelmingly focusing on grammar and neglecting the idea that composition is beyond the sentence level. With these observations, it is then viewed that when the writing process is well guided and assisted by teacher's inputs, academic peer influences, and varied online sources, the production of quality written outputs will increase.

Table 3

The pretest scores of the respondents in academic writing in terms of mechanics.

Raw Scores	Frequency (f)	Per Cent (%)	Level of Writing Proficiency
9-10	0	0	Excellent
7-8	4	13	Very Satisfactory
5-6	9	30	Satisfactory
3-4	17	57	Needs Improvement
1-2	0	0	Poor
TOTAL	30	100	

Table 3 indicates the respondents' level of writing proficiency at 57 % falls under Needs Improvement. This means that the respondents' writing skills, specifically in the mechanics category, is poor. This implies that students' written texts contain grammatical errors that distract from the meaning of the entire output. These observations lead to the idea that students have different levels of language proficiency. In addition, the mechanics category covers a wide range of topics that need to be understood and mastered. Thus, the concern about maximizing the time and experience of the lesson must be addressed.

Fareed (2016), highlighted in his study about the Problems and Factors of Pakistani EFL learners' writing skills that insufficient linguistic proficiency, which includes grammar, syntax, and vocabulary, is a significant problem in their written output. Results reveal that the respondents experience difficulty in doing their writing activity since they have limited prior knowledge of the topics presented. Table 3 further confirms that the respondents need to learn and master writing proficiency skills as these are highly required to become prepared

and competent in this developing society.

Respondents' academic writing performance as revealed in their posttest scores

Table 4

The posttest scores of the respondents in academic writing in terms of content

Raw Scores	Frequency (f)	Per Cent (%)	Level of Writing Proficiency
9-10	1	3	Excellent
7-8	18	60	Very Satisfactory
5-6	11	37	Satisfactory
3-4	0	0	Needs Improvement
1-2	0	0	Poor
TOTAL	30	100	

Table 4 presents the respondents' level of writing proficiency at 60 %, or 18 out of 30 respondents fall under Very Satisfactory. This means that the respondents have very good writing skills, specifically in the content criterion. This implies that clear and complete development of ideas is observed in the respondents' written output. With the integration of the Flipped Classroom Model into the teaching-learning process, time for studying the lesson content was extended. Students were to comfortably view the video input at their own pace and time. Activities to check learning comprehension within and between videos are to provide more interactive and logical encounters of the topic that were all made available online. As a result, in-class time was spent lucidly for additional inputs to check and monitor understanding of the lesson studied online prior to the said in-class time.

As supported by the study of Ahmed (2016), it emphasizes that the scores of the EFL college students in the sub-skill content significantly increase to an excellence level. The increase between the pretest and posttest scores of the respondents of the said study is attributed to flipping.

Table 5

The posttest scores of the respondents in academic writing in terms of organization

Raw Scores	Frequency (f)	Per Cent (%)	Level of Writing Proficiency
9-10	7	23	Excellent
7-8	16	54	Very Satisfactory
5-6	7	23	Satisfactory
3-4	0	0	Needs Improvement
1-2	0	0	Poor
TOTAL	30	100	

Table 5 shows the respondents' level of writing proficiency at 54 % fall under Very Satisfactory. This means that the respondents' writing skills, specifically in the organization sub-skill are very good. This implies that the organization of ideas written is controlled and appropriate for the topic. The observed development is attributed to the use of the intervention- Flipped Classroom Model. FCI provided more practice activities for the learners with quick individualized feedback opportunities for student to peers and student-to-teacher learning processes. This method also allowed the learners to feel free and pour their creative and intelligent ideas without thinking about any limitations- class time, societal judgments, and environmental discomforts. Also, correcting errors of their written text is made quick and personal as they to submit and receive feedbacks confidentially.

Similarly, in the study of Bouchefra (2015) as for the students' composition, the integration of FCI attributed to the essay's overall improvement in structural and organizational forms. Henceforth, the comfort of learning autonomy, extensive online resources, and the secrecy of the process of feedbacking are the things enjoyed by the learners, which provided them the liberty of expressing their ideas creatively, arranging them logically, and producing quality written texts.

Table 6*The posttest scores of the respondents in academic writing in terms of mechanics.*

Raw Scores	Frequency (f)	Per Cent (%)	Level of Writing Proficiency
9-10	2	7	Excellent
7-8	13	43	Very Satisfactory
5-6	15	50	Satisfactory
3-4	0	0	Needs Improvement
1-2	0	0	Poor
TOTAL	30	100	

Table 6 shows the respondents' level of writing proficiency at 50% fall under Satisfactory. This means that the respondents' writing skills, specifically in mechanics sub-skill is good. This implies that occasional errors in spelling, punctuation, capitalization, and citation are sometimes observed. In a Flipped Classroom setup, grammatical errors are if not perfectly cleared out but lessened with the assistance of online software that monitors and gives suggestions to eradicate technical errors in their writing. Also, students were allowed to do peer feedback as this will also harness their interpersonal intelligence and build a network where academic information is shared.

Lou and Zejuan (2018) conclude that the Flipped Classroom Model significantly improves English writing among college students at Yangtze University in China. The study elaborated that grammatical errors in writing are best addressed by software resources. Findings show that the majority of the respondents' scores in the post-tests increase. This implies that the student's writing proficiency significantly improves as they experience the intervention. This further validates that the exposure to online inputs before attending the class prepares the students to ask questions actively and participate in any writing activities done inside the classroom.

Significant difference between the pretest and posttest scores of the respondents in academic writing proficiency

Table 7*Significant difference between the Pretest and post-test scores of the respondents in Academic writing proficiency*

Indicator	Pretest Scores	Posttest Scores	Standard Deviation	P-value	Interpretation
Content	2.7667	3.6667	.75886	.000	highly significant
Organization	2.4333	4.0000	.62606	.000	highly significant
Mechanics	2.5667	3.5667	.45486	.000	highly significant

Table 7 shows the summarized results of the mean, standard deviation, and the P-value of pretest and posttest scores on content. The collected data revealed that the pretest and post-scores under this competency are highly significant based on the statistical data analysis. The result the significant difference between the pretest and post-test scores noticeably indicates that students appreciate the comfort of viewing and reviewing the content at any time, studying about it step by step by answering short activities in between video presentations, maximizing class time on asking questions and suggestions for better understanding about the lesson. Compared to the traditional setup, where student's learning experiences are only limited and confined to the class time and space, and the learning process is maneuvered mainly by the teacher.

Similarly, the study of Zhonggen and Wang (2016), comparing Flipped Classroom Instruction versus Traditional method in Business English Writing reveals there is a significant difference in the pretest and post-test scores of the students' academic writing outputs. The results elaborated on how FCI positively influenced students to improve their writing skills by providing a broader and more convenient avenue for practice. In class, teacher-learner interaction is encouraged, and learners are required to view lesson content prior to a physical class. After class, students maximize learning not only through teacher interaction but with peers and other online learning sources as well.

The significant difference between the pretest and post-test scores under the organization category reveals

that there is a noticeable development in the learners' conscious effort to organize their ideas when writing their outputs. This is made possible with the intervention of Flipped Classroom instruction. While doing the online writing tasks at home, learners are guided with the video inputs, which they can repeatedly view at their own pace and time. In this way, they have extensive time to construct, organize, and edit compositions conveniently. On the contrary, the Traditional method fails to provide more opportunities for writing skill development because the learner-content engagement is limited to the in-class environment only where the learning process is solely based on the instructor's planned flow of the lesson.

Comparably, the study of Ahmed (2016) on the effect of Flipping on writing skills in English as a foreign language reveals the result of a significant increase from the pretest to post-test scores of the students in their writing performance. The improvement in the scores is attributed to flipping. The study is mainly focused on the concept of active learning. Learners are extensively engaged in the learning process, making them responsible and take ownership of their learning. Video inputs that are assigned to be watched as homework aims to immerse the writing lesson in the learners' world. Noticeably, learners appreciate the liberty they experience to compose and edit writing tasks online at their own pace. Hence, the integration of flipping is considered a notable contribution as the experimental group outperformed the control group in their writing skills: content, organization, and mechanics.

While in the significant difference between the pretest and posttest scores under the mechanics category is attributed to the intervention used in the study – the Flipped Classroom Model. Students were given online interactive writing activities to check comprehension of the video inputs and highlight the output production. Flipped Classroom Model increases the effective use of class time in writing, applying learned contents, and receiving upfront feedback and suggestions from the teacher. In this manner, corrections relating to mechanics-word choice, sentence structure, and lexical conventions are abruptly provided both in Online and In-class time. Compared to the traditional method, it is quite a challenge for the teacher to individually check students' written output within a class period considering the number of students and the level of error each output contains.

Accordingly, in the study of Ekmekci (2017) on the Flipped Classroom model in teaching writing to EFL in the Turkish context, results signal a difference between the pretest and posttest scores of the students on their writing outputs. The result of the study highlights on FCI assisting students with different learning styles to develop different writing abilities. Indeed, accommodating students' individual differences - language writing proficiency and learning styles is quite a challenge for instructors. However, the Flipped Classroom Model tailors the rift by providing an avenue for learners to exercise their sense of individuality in learning during online classes as they are to undergo the learning process alone. Composing, organizing ideas, and editing writing outputs are made conveniently online. Moreover, the results testify that the use of the Flipped Classroom model in teaching academic writing guarantees a meaningful gain to the scores and writing proficiency of the students. Over the years, studies on the effectiveness Flipped Classroom Model for academic writing have increased. These studies provide wider perspectives on how this teaching approach helps enhance students' academic writing prowess.

Farrah (2014) emphasizes in his on the impact of Flipped Classroom Instruction on the Writing Performance among female Grade 12 Emirati students. Findings revealed statistically significant differences between the mean scores in favor of the students in the experimental group. Furthermore, the results showed that this improvement in writing performance is attributable primarily to the Flipped Instruction method of teaching. Furthermore, Soltanpour and Mohammadreza's (2018) study about Flipped Writing Classroom and its effect on EFL learners' argumentative essay concluded that the scores of the flipped classroom significantly outperformed the traditional classroom. Results found in the FC group highlights on active students' learning engagement to assimilate varied techniques in online learning. This study also focuses on maximizing learning during the in-class time.

Lastly, Ekmekci's (2017) study compares flipped and traditional face-to-face writing classes on the basis of

writing performances. The results feature the significant difference between the experimental and control groups' scores. It was found that the students in the experimental group outperformed the students in the control group after the treatment process. Also, the majority of the students in the experimental group held positive attitudes toward the Flipped Writing Class Model. Truly, when lessons are delivered with premium consideration of students' comfort and more active encounters with the lesson content increases the probability of students' appreciation, this leads to learning development.

4. Conclusion and Recommendations

On the bases of the qualified assessments and treatments, the following conclusions are hereby presented: (1) The respondents' academic writing as revealed in their pre-test scores were Satisfactory in content, Needs Improvement in organization, and Needs Improvement in mechanics. (2) The respondents' academic writing as revealed in their post-test scores was Very Satisfactory in content, Very Satisfactory in organization, and Satisfactory in mechanics. (3) Lastly, there is a significant difference in the respondents' academic writing as revealed in their pre-test and post-test scores. In consideration of the findings, it is concluded that the Flipped Classroom Model enhances students' academic writing proficiency. Students get more engaged in a flipped learning session allowing them to work and learn in their own phases. With the use of prerecorded materials and online tools in Flipped Classroom, student developed their writing skills significantly more than in a conventional learning setting. Based on the findings and the conclusion of the study, the following recommendations are suggested: (1) writing enhancement programs be conducted every academic year to strengthen the skills required in the same competencies for the next academic year; (2) post-test results be used as bases to employ Flipped Classroom Model in teaching to ascertain competence in academic writing proficiency; (3) learning materials be carefully selected by the teachers to exactly cater the needs of the students in terms of writing proficiency; and (4) online inputs and activities be utilized for the students to acquire competence in writing per 21st century curriculum.

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