

Flipped Classroom-Based Materials for Teaching and Learning Drama: A Case in Philippine English Class

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Abstract

This study developed and validated flipped learning materials (FLMs) in teaching drama. It utilized the research and development (R and D) design and the ADDIE model to cater to the special needs of ICT based learning materials. A panel of experts in teaching literature and in ICT design evaluated the materials.

Prior to the study, a survey among 277 Grade 9 students and 15 teachers from the secondary schools of the City Schools Division of Batac was conducted by the researcher to gather baseline data on the extent of students' participation in the strategies employed in teaching drama and on the learning materials that may be developed to address the problems of students in learning drama. The result of the survey served as the basis in developing the flipped learning materials in this study.

The flipped learning materials in teaching drama employed the theories of blended learning, connectivism and flipped classroom. Twelve video lectures were developed, four for each drama which considered the principles of localization and contextualization. The presentation of video lectures followed the REACT model:

1. Relating and Experiencing;
2. Applying;
3. Cooperating; and
4. Transferring.

To test the effectiveness of the validated flipped learning materials, they were tried out by the researcher to Grade 9 students of City of Batac National High School Payao. Afterwards, the students evaluated the degree of their participation using a self-assessment checklist instrument. The flipped learning materials were found effective as shown by the assessment of students.

The flipped learning materials' validity and effectiveness in teaching drama were determined using the weighted means and the rating of students' assessment on their degree of participation. The results of the validation reveal that the learning materials meet the basic requirements for developing instructional materials as manifested by the overall very satisfactory rating. The results of the tryout prove the material to be very useful in teaching drama and the ongoing active involvement of the students confirmed their effectiveness.

It can be concluded therefore, that the flipped learning materials developed are valid and effective in improving the students' participation in teaching drama.

Keywords: Flipped learning materials, flipped classroom, REACT model, blended learning, connectivism

Introduction

Academicians believe that learning should promote comprehension and reflection of life experiences to make sense of the extra linguistic world in a deeper and more meaningful way. This is exactly the goal of teaching literature where it becomes a form of catharsis and a way of organizing man's deepest responses to human existence.

Grounding on the very tenet of literature, it becomes a reflection of life thus, learning it is learning humanity. This is encapsulated in the idea that the main goal of teaching literature is to elicit a response from the students so they can explore their own lives and improve their logical thinking skills. From this context, it is imperative for students to interact with the piece to exhibit understanding.

One of the most challenging genres of literature is drama. It shares features of other forms of literature but possesses a characteristic that makes it distinct. Like novels and short stories, drama tells a story by employing seven elements of

fiction which are setting, characters, problem, plot, suspense, point of view, and theme. However, what sets drama apart from other form of literature is that, it is performed by actors on stage or in a film in front of an audience.

With this, drama is given importance in the K-12 Basic Education Curriculum. This highlights the development of literary appreciation by exposing learners to different cultures of the world, including one's culture. The content standards of the curriculum guide clearly anticipate that students must respond to literary texts through appreciation of literary devices.

Yet, among all the literary genres, drama is claimed to be a forgotten genre even in literature classes. Literature teachers tend to neglect it because it demands time and attention. It is a sad reality that it takes time to teach it because it is a very long piece of literature intended to be acted on stage.

In the curriculum of the Department of Education, the appreciation of drama as a literary genre is offered in Grade 9.

Taking a closer look at the curriculum guide, it is observed that the time allotted in teaching drama is limited to understand a certain piece. This was validated through an informal and unstructured interview with literature teachers that time element is really one of the problems in teaching drama. In addition, in an attempt to teach one, they were confronted with the difficulty of motivating their students to participate in the class discussion. They reveal one sad truth that students were not prepared for the class because they did not read the drama assigned to them. The students admitted that they get bored in reading the drama because of the length. Some complained that there are no enough books for them while the others just ignored the reading of their assignment. In addition, Junior High School students meet four times a week for a period of 60 minutes for each lesson. This means that the face-to-face time is limited to 240 minutes per week only. It can be implied that the instructional period devoted to teaching drama is very limited thus, the desired learning outcomes cannot be realized.

With this problem at hand, the Department of Education initiates innovations to address this concern. One of these is through the integration of Information and Communication Technology (ICT) in the curriculum. This is a technological breakthrough in the 21st century characterized by an instant access to information with the use of an Internet. This can be handily accessed through numerous technology tools such as laptop, computer, and Smartphone which are used by students this generation. A significant aspect of this generation is the widespread usage of the Internet from a young age. In fact, students today are members of Generation Z (post millennials) who are typically comfortable with technology interacting in social media websites. Hence, the integration of ICT can be a potent tool in classes to address special needs of learners. Once the teacher fails to provide an appropriate task aligned to their needs, it causes a gap that can result to greater dilemma in the classroom.

Scholars and educators claim that the advancement of technology is indeed very beneficial in improving the teaching and learning process. For one, it is possible for learners to interact with friends, instructors, and learning content everywhere, not only in the class but also outside the class through distance learning (Fisher & Frey, 2008)^[4].

Distance learning is successful because students can pause and replay the lesson. Same idea is encapsulated in a strategy called Flipped classroom where online videos and video podcasts are used to teach students outside class. Students then watch the video lecture at home before the class. This gives them freedom over how, when and where they learn – and it lets them engage with the video content in the way that suits them best. They can watch alone, with friends, or with parents-and on any device they choose, from their smart phones to their home computers. They can pause, rewind and re-watch the videos at their convenience that will help them understand concepts that will underpin the learning in the next stage.

Therefore, there is a need for an ICT based strategy in response to the challenges of the 21st century instruction to increase the probability of students' involvement in literature classes and to develop literary appreciation of learners in understanding drama. It is in this context that the researchers were prompted to conduct a study on the development and validation of the learning materials.

Literature Review

Language teaching changes and develops along with

developments in language and in education. Different theories to provide language pedagogy frameworks, varied literatures and studies have been created, forwarded, and conducted, all for the purpose of advancing teachers' and learners' language competencies. These literature and studies, specifically those that bear relevance to teaching drama, are presented in this section.

Drama as a Literary Genre in the K-12 Curriculum

This part presents the nature and elements of drama to further understand what drama is and how it is treated in the K-12 curriculum.

Nature of Drama: There are a few definitions pertaining to drama. Most types of literature, including novels, short stories, and poems, are written to be read, usually in silence by a solitary reader. Although works of drama, called plays, are often read in this manner, they are created primarily to be presented in public by a group of performers, each of whom pretends to be one of the characters in the story the play is telling. Some critics believe that a written script is not really a play until it has been acted before an audience (World Book Millennium, 2000)^[18]. According to Chougule (2015)^[3], teaching drama at undergraduate level is very interesting in comparison with poetry and novel. It enables students to take up the study of dramatic events in their cultural, social and historical development and to give a closer look at a writer's work and to analyze its dramatic aspects. Also, it enables students to have a total dramatic experience.

Elements of Drama: Drama is a piece of writing that is presented almost exclusively through dialogue. Like a short story or novel, it has a setting, characters, plot, theme, and dialogue. First, the plot which is considered as the main reason why an individual reads drama-to discover what happens, to see how particular consequences result from specific observable actions. The plot is a carefully arranged series of casually related incidents. If an individual reads drama for plots to find out what happened, he also reads them to discover the fates of the characters. The character is the second element of drama which can be classified as a major and minor, static, and dynamic. The dialogue is the third element which brings out a critical aspect of dramatic characters in their speech. It generally refers to refer to all the speech of the play. The dialogue affects the audience, gives change to the characters and initiates events in the plot. The last element is the theme which is the main idea or point of a drama stated as a generalization. Because formulating the theme involves abstracting from it a general idea, the notion of the theme inevitably moves away from the very details of character and action that gives the play/drama its life.

Drama in the Classroom: Drama is one of the most enjoyed literary genres. However, it is now slowly losing its grip on students and readers. This part of the paper examines how the teaching of drama is conducted in the classroom. Today's generation demands the importance of the creative mind and 'emotional intelligence'- the need to develop the whole personality and a person's imagination. Thus, education can inadvertently militate against creativity. The challenge therefore is to keep that creativity alive-providing opportunity to experience new ways of thinking in one answer. Apparently, this can be fulfilled through the teaching of drama. Teaching drama is the sharing of perspectives with other cultures, ages, genders, races, and faiths leads to greater

empathy and respect for difference and diversity. Thinking outside the box of one's own prejudice or uncritical first responses is also what gives drama its power to liberate the mind. Buchanan (2012)^[2] argued that dramatic arts education is an important means of stimulating creativity in problem solving. It can challenge students' perceptions about their world and about themselves. Moreover, dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that they may have not otherwise expressed. Students can, if only for a few moments, become another, if they explore new roles, tryout and experiment with various personal choices and solutions to very real problems-problems from their own lives or problems faced by characters in a literary piece.

Common Strategies in Teaching Drama: It is teachers' role to create an access between students and the creative work of art. Teachers must employ various teaching strategies to achieve desired effects on the students. No teacher can ever use one strategy alone during teaching drama. In planning and teaching drama, a teacher must draw on a variety of strategies to achieve its desired results. To realize these thoughts, teachers used various strategies in the teaching of drama that are necessary to let students grasp the ideas and lessons found in it. The most current strategies in teaching literature include lecture, storytelling, writing critical reviews, discussion, independent or silent reading and reading aloud.

ADDIE Model as an Instructional Design

The ADDIE model (analyze, design, develop, implement, evaluate) is one model that has become quite popular in the Instructional Design community. Instructional Design (ID) is a conceptual model for developing instruction and typically includes analysis, design, development, implementation, and evaluation i.e., ADDIE model (Magliaro and Shambaugh, 2006)^[9]. The ADDIE model is a generic instructional design model. It provides guidance at a high level for instructional designers. The elements or phases mentioned above are sequential-each element depends upon the successful completion of the preceding phase. Moreover, the ADDIE model is an iterative feedback model, which means that the results of the Evaluation phase are fed back, closing the loop, facilitating further refinement of the educational software or material. If the evaluation shows that the material has shortcomings, for example, that the sequence of learning tasks is incomplete, those shortcomings are fed back to be analyzed again.

The Flipped Classroom

A current trend in the education community has teachers flipping out across the nation. This trend is known as the "flipped classroom" or "inverted classroom". A flipped classroom, as its name suggests, is a class where the lecture and homework have been revised. In other words, the practice problems normally completed at home are worked on in the classroom, and the direct instruction normally given during class time is given as homework through video lectures, reading assignments, or some other direct instruction delivery method.

The structure of the RFS follows the flipped course format. Students learn and understand the lesson at home through video lectures, and then go to class prepared the next day and ready for follow-up activities. The video contains the lecture of the teacher while discussing. Hence, instead of having a teacher-centered instruction, this strategy will encourage the

students to be a source of knowledge or to be independent in acquiring knowledge.

In the study of Strayer (2008)^[14], The effects of Classroom Flip on the Learning Environment showed that students in a flipped classroom environment preferred the method and displayed a higher level of innovation (being able to solve problems in creative and unique ways) and cooperation (familiarity with working with others to solve problems and discuss ideas), than students in a traditional classroom setting. His results also indicted those students in flipped classroom experience a lower level of task orientation than students in a traditional classroom.

Another study on flipped classroom was conducted by Toto and Nguyen (2009)^[15]. In this flipped classroom, students watched a 30-minute video lecture prior to going to class. As a result, there was additional free time in class, which was spent using real-world tools and engaging in practical applications. This classroom was found to have increased student engagement. Furthermore, students had more opportunities to gain a sense of how the tools and ideas they were learning are used in the real world.

An effective flipped classroom is one that, the time normally spent lecturing, is used for in-class activities, discussions, problems, and group projects. The most meaningful learning in a flipped classroom occurs because of efficient use of the extra class time (Tucker 2012)^[16]. Truly, the positive results of this flipped classroom stem from the effective use of class time.

Moreover, the flipped classroom allows students to watch the video according to their preferred time and need, and they can study at their own pace; this type of activity also increases students' collaborative learning in distance education outside the class. Thus, by flipping the class, the students will not spend so much time listening to long lectures in the classroom but will have more time to solve problems individually or collaboratively through distance learning with peers. According to Zainuddin and Attaran as cited by Halili and Zainuddin 2015, applying flipped classroom approach also contributes to better understanding of technology use in teaching and learning activities; students will use various technology media in learning activities independently, while the lecturer will use various technology media in their teaching practices.

Pillars of Flipped Classroom

This section presents the four pillars of flipped classroom.

Flipped Environment: Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

Learning Culture: In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

Intentional Content: In the flipped classroom teachers continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Teachers use Intentional Content to maximize classroom time to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

Professional Educators: The role of a teacher is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

Materials and Method

This study used the research and development (R and D) design and the ADDIE model to cater to the special needs of ICT based learning materials. In this study, a survey was administered to gather baseline data pertinent to the development of learning materials in teaching drama. The learning materials were created following the elements of the ADDIE model to address the need of an ICT based learning material which are Analysis, Design, Development, Implementation and Evaluation.

This study used four instruments: a survey form for the students, a questionnaire for the teachers, a content and ICT design validation checklist for the validators and a self-assessment rubric for the students after administering the tryout of the FLMs. In addition, it followed the phases of the ADDIE model: Analysis phase where it involved activities undertaken by the researchers prior to the development of the material like survey to determine the extent of participation of students in their drama lesson and the identification of the alternative strategies in teaching drama used by English teachers through the use of a survey checklist; Design phase where the researchers selected literary texts for each lesson,

formulated learning outcomes, identified tasks that could meet the set learning outcomes, and prepared the power point presentation following the REACT model in teaching (Relating, Experiencing, Applying, Cooperating and Transferring); Development phase where the researchers recorded videos using the Screen-O-mastic application to transfer the lesson into flipped learning materials; Implementation phase to validate the learning materials by a panel of English and ICT experts; and Evaluation stage where the materials were tried out by English teachers.

Results and Discussion

Extent of Students' Participation in the Strategies Employed in Teaching Drama

The extent of students' participation usually affects learning outcomes. Identifying the extent of students' participation in the strategies in teaching drama is necessary to find out how well the teachers meet the students' interest. The first phase of the study dealt with this which was accomplished through a survey checklist by the Grade 9 students in the four public and five private secondary schools at the City Schools Division of Batac.

Table 1 shows the extent of the students' participation in the strategies employed in teaching drama as reflected in their frequency counts and computed percentages.

It can be gleaned from the table the frequency and percentage of the extent of participation of students in their literature class. Out from the strategies, students often participate in the graphic organizers (33.94), reader's theater/dramatization/simulation (33.21), group reading (32.49), group discussion (32.49) and reportorial (32.49). This suggests that today's classroom needs strategy-based instruction. It is in this note that when the aforementioned strategies are integrated in classroom experiences, students understand better new materials. These strategies promote a strong visual picture and authentic tasks that support students by enabling them to literally see connections and relationships between facts, information, and terms. Uplane and Rokade (2014) claimed that these strategies are considered highly interactive activities that require learners' involvement in the teaching and learning process and provide different learning experiences when selected appropriately. Thus, the use of these strategies supports the idea of Siemens (2004) ^[12] that

Table 1: Extent of students' participation in the strategies employed in teaching drama (n=277).

Strategies in Teaching Literature	Never		Rare		Sometimes		Often		Always	
	f	%	f	%	f	%	f	%	f	%
1. Lecture/discussion	68	24.55	28	10.11	54	19.49	73	26.35	54	19.49
2. Storytelling	59	21.30	29	10.47	88	31.77	64	23.10	37	13.36
3. Writing reviews/journals	51	18.41	39	14.08	84	30.32	66	23.83	37	13.36
4. Silent reading/independent reading	40	14.44	36	13.00	77	27.80	70	25.27	54	19.49
5. Reading aloud	51	18.41	44	15.88	86	31.05	58	20.94	38	13.72
6. Reader's theatre/dramatization/simulation	53	19.13	55	19.86	54	19.49	92	33.21	23	8.30
7. Group reading	33	11.91	43	15.52	76	27.44	90	32.49	35	12.64
8. Group discussion	39	14.08	46	16.61	71	25.63	90	32.49	31	11.19
9. Oral explanation	42	15.16	48	17.33	81	29.24	66	23.83	40	14.44
10. Independent study	38	13.72	39	14.08	79	28.52	75	27.08	46	16.61
11. Using graphic organizers	31	11.19	63	22.74	60	21.66	94	33.94	29	10.47
12. Reportorial	30	10.83	53	19.13	74	26.71	90	32.49	30	10.83
13. Film Viewing	29	10.47	47	16.97	75	27.08	71	25.63	55	19.86

The learner is the center of the learning experience and the decision-maker on levels of communication.

It was also manifested from the same table that students sometimes participate in story telling (31.77), reading aloud (31.05), writing reviews (30.32) and oral explanation (29.24). It can be observed that the strategies mentioned require understanding information that focus on the meaning and intent of the material used. Miller (2011) explains that the participation of students in storytelling and reading aloud gives the students the avenue to build a sense of story by anticipating features of a genre, including how a story may begin and end. She also gives emphasis that reading and oral explanation of elements and concepts greatly help students to develop their writing skills. This suggests that these strategies are integrated with each other. Moreover, reading and writing development are characterized by gradually more sophisticated rule-governed representations, and that the learner is an active problem-solver who is influenced by background knowledge, text, and context.

Similarly, students sometimes participate in independent study (28.52), silent reading (27.80), film viewing (27.08), and lecture (26.35) as indicated by their computed percentages. This implies that students less participate using these strategies. Independent study, silent reading, and lectures are associated with educational concepts such as personalized learning, student-centered learning, and ownership of learning, and it is argued that they are essential for the promotion of high-quality education and lifelong learning. Khan (2004) [7] noted that videos are necessary to reinvent the educational system and reiterated to consider the flipped classroom model where learners can digest lecture content at their pace and explore content more deeply during class time.

It is in this context that this study aimed to improve the extent of students' participation by innovating the strategies on independent study, silent reading, film viewing and lecture. This supports the use of an ICT based learning materials where students get to interact with an electronic platform to improve their participation.

It can also be observed from the result of the survey the inverted triangle of Blooms' Taxonomy in the flipped classroom. Mazur (2009) [8] noted that the essence of flipping the classroom means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates. The idea of video lectures and the guarantee of replaying or re-watching them gives the student the avenue to learn and understand concept in their most convenient time and place.

In general, the findings suggest that active learning can include activities, discussion, student-created content, independent problem solving, inquiry-based learning, and project-based learning (Bergmann, Overmyer, & Wilie, 2012) [1]. However, this will not be achieved unless the foundation of knowledge, facts, and concepts were strengthened. Therefore, the need to address lacking interest of students on independent study, silent reading, film viewing and lecture which are the foundation of knowledge and concepts is necessary. This supports the idea of blended learning and connectivism in developing flipped learning materials.

Proposed Strategies in Teaching Drama

The second concern of the study is to identify the problems encountered in learning drama and the proposed strategy that

may be used to address such problems. This survey was accomplished by 15 teachers in literature of the City Schools Division of Batac.

Table 2 bares the common problems encountered by students when they learn drama.

As shown in the table, teachers perceive that lack of learning materials (80%) and lack of resource materials (66.67%) are the most common problems among students when learning drama. Lack of time (60%) and lack of interest (60%) share the same rank, while poor understanding of the element (53.33%) ranks last. The results imply that interventions to help students achieve better

Table 2: Problems encountered by the students in learning drama (n=15)

	Frequency	Percentage	Rank
Problems encountered in teaching drama			
Lack of time	9	60.00	3.5
Lack of interest	9	60.00	3.5
Lack of learning materials	12	80.00	1
Lack of resource materials	10	66.67	2
Poor understanding of the elements	8	53.33	5

Understanding of drama should address these concerns, particularly the lack of learning materials. The other problems should likewise be taken into consideration, as their frequency indicated that these problems do exist.

Table 3 shows the proposed solution to address the common problems of students in learning drama.

Table 3: Proposed strategies that can be used in teaching drama (n=15)

Alternative strategies to teach drama	Frequency	Percentage	Rank
Flipped classroom materials	13	86.67	1
Webquest	3	20.00	4
Quipper	2	13.33	5.5
Podcasting	2	13.33	5.5
Resource materials	10	66.67	3
Online/offline learning materials	12	80.00	2

As indicated in the table, flipped learning materials were suggested by 86.67% of the teachers. Teachers believe that developing and using FLM can give the students an optimal learning and that learning materials can be shared to other teachers. Similarly, developing instructional materials is a necessary output of instruction for it can be made available to a vast area. This is strengthened by the study of Quintero (2007) [11] that developing an instructional material is a worthwhile pursuit in the educational landscape for it can yield optimal results among students.

Hence, the researchers decided to design flipped learning materials in teaching drama as this was highly suggested by most teachers in literature. These FLMs offer a comprehensive discussion or lecture on the concepts and information about a certain drama. The materials also highlight the discussion and understanding of the elements of drama for the students to appreciate it and be able to prepare themselves for in-class activities. Compared to more traditional materials such as global textbooks, the FLMs were ICT based.

Validity of the Flipped Learning Materials

The third concern of the study was the validity of the FLMs in terms of content and ICT design. A panel of three English experts and three ICT experts was identified to validate the FLMs. Checklists on validity content and ICT design were used.

Content Validity: This was determined by experts in literature teaching. The results are presented in Tables 4-7. Tables 4 illustrates the mean rating of the experts' content validation on the objectives of the FLMs.

Table 4: Mean rating of the experts' content validation on the objectives of the FLMs.

The objectives	Mean	Descriptive Interpretation
1. Are specific	5.00	VS
2. Are attainable	5.00	VS
3. Are teachable	5.00	VS
4. Are observable	5.00	VS
5. Are measurable	4.67	VS
6. Are clearly stated	5.00	VS
7. Are arranged in logical order	4.67	VS
Overall Mean	4.91	VS

Legend:	Range Interval	Descriptive Interpretation
	4.51-5.00	Very satisfactory (VS)
	3.51-4.50	Satisfactory(S)
	2.51-3.50	Moderately Satisfactory (MS)
	1.51-2.50	Needs Improvement (NI)
	1.00-1.50	Not Evident (NE)

The table indicates the result of the validation of the experts on the objectives of the FLMs. They registered an overall mean of 4.91 with a very satisfactory rating. This means the FLMs pass the standards of specificity, attainability, teachability, observability and measurability. Moreover, the objectives are stated clearly and arranged logically. Thus, the objectives of the flipped learning materials are valid.

The FLMs were also evaluated in terms of content. The content of the materials has been observed to affect the students' understanding of the concepts and element presented in each video. Thus, careful selection of information should be observed.

Table 5 bares the mean rating of the experts' content validation on the content of the FLMs.

As reflected from the table, the content of the flipped videos was evaluated to be very satisfactory with an overall mean of 4.78. This implies that the content of the materials has clarity

Table 5: Mean rating of the experts' content validation on the content of the FLMs.

The content	Mean	Descriptive Interpretation
1. Has clarity and focus	4.67	VS
2. Is organized in a systematic way	4.67	VS
3. Uses appropriate vocabulary	5.00	VS
4. Follows a logical sequence	4.67	VS
5. Has an accurate information	4.67	VS
6. Is self-explanatory	5.00	VS
Overall Mean	4.78	VS

Legend:	Range Interval	Descriptive Interpretation
	4.51-5.00	Very satisfactory (VS)
	3.51-4.50	Satisfactory(S)
	2.51-3.50	Moderately Satisfactory (MS)
	1.51-2.50	Needs Improvement (NI)
	1.00-1.50	Not Evident (NE)

And focus, organized in a systematic way, and used appropriate vocabulary. Similarly, the content followed a logical sequence, provided accurate information which are self-explanatory.

This conforms to the idea of flipped classroom that content should be easy to understand since it is a take home video lecture.

Table 6 presents the mean rating of the experts' content validation on the instructional characteristics of the FLMs.

The data in table 6 reveal that experts gave the materials' instructional characteristics a very satisfactory rating which was reflected by the overall mean of 4.86. They agreed that the materials used innovative strategy, provided resources to cover all topics and were relevant in drama appreciation. Moreover, the materials also maximized the use of localization and presented new subject or concept in meaningful and relevant context.

Table 6: Mean rating of the experts' content validation on the instructional characteristics of the FLMs.

The video	Mean	Descriptive Interpretation
1. Uses an innovative strategy	5.00	VS
2. Has enough resources to cover all topics	4.67	VS
3. Is relevant in enhancing drama appreciation	5.00	VS
4. Maximizes the use of localization	4.67	VS
5. Presents new subject or concept in meaningful and relevant context	5.00	VS
Overall Mean	4.86	VS

Legend:	Range Interval	Descriptive Interpretation
	4.51-5.00	Very satisfactory (VS)
	3.51-4.50	Satisfactory(S)
	2.51-3.50	Moderately Satisfactory (MS)
	1.51-2.50	Needs Improvement (NI)
	1.00-1.50	Not Evident (NE)

Table 7 shows the summary of the experts' content validation of the FLMs.

Table 7: Summary of the experts' content validation of the FLMs.

Criteria	Component Mean	Descriptive Interpretation
A. Objectives	4.91	VS
B. Content	4.78	VS
C. Instructional Characteristics	4.86	VS
Overall Mean	4.85	VS

Legend:	Range Interval	Descriptive Interpretation
	4.51-5.00	Very satisfactory (VS)
	3.51-4.50	Satisfactory(S)
	2.51-3.50	Moderately Satisfactory (MS)
	1.51-2.50	Needs Improvement (NI)
	1.00-1.50	Not Evident (NE)

As gleaned from the table, the composite means of 4.91, 4.78, and 4.86 for objectives, content, and instructional characteristics respectively with a descriptive interpretation of very satisfactory indicate that the developed FLMs are valid in terms of their objectives, content and instructional characteristics. These results imply that the developed materials generally meet the standard requirements for learning resources.

With all the indications, the overall mean of 4.85 denotes that the flipped learning materials support the inverted Blooms' Taxonomy for it presented concepts and information well and adequately. These presented concepts and information serve as the foundation of the students to improve their level of participation especially in the in-class activities which are student-centered, and output based.

The content validators emphasized that the materials are very suitable and timely for the teachers and students of the present generation. They also added that the materials are up to date since it is one of the modalities of blended learning and it promotes ICT integration. Thus, the flipped learning materials need to be shared.

ICT Design Validity: The design validity of the flipped learning materials in terms of their layout and technical aspects was determined by experts in Information and Communication Technology. The results are presented in Tables 8 to 10.

Table 8 shows the mean rating of the experts' ICT design validation on the layout of the FLMs.

Table 8: Mean rating of the experts' ICT design validation on the layout of the FLMs.

The Layout	Mean	Descriptive Interpretation
1. Consistent background	5.00	VS
2. Readable font size and style	4.67	VS
3. Contrasting color	5.00	VS
4. Bullets effectively	4.67	VS
5. Transitions smoothly	5.00	VS
6. Appropriate animations	5.00	VS
Overall Mean	4.89	VS

Legend:	Range Interval	Descriptive Interpretation
	4.51-5.00	Very satisfactory (VS)
	3.51-4.50	Satisfactory(S)
	2.51-3.50	Moderately Satisfactory (MS)
	1.51-2.50	Needs Improvement (NI)
	1.00-1.50	Not Evident (NE)

It can be reflected from the table that the developed materials' layout is very satisfactory with an overall mean of 4.89. This means that the FLMs pass the standards of layout in terms of background, font size and style, color. Moreover, the layout used bullets, transitions, and animations effectively. Thus, the layout of the flipped learning materials is valid.

Table 9 shows the mean rating of the experts' ICT design validation on the technical aspects of the FLMs.

As manifested in the table, the technical aspects of the flipped videos were evaluated to be satisfactory with an overall mean of 4.33. Meanwhile, the sound and charts used in the FLMs was evaluated very satisfactory and the videos and pictures presented, and the camera work of the materials are evaluated satisfactory. It can also be noted that the titles of the videos were evaluated moderately satisfactory.

This implies that the technical aspects of the materials need to be enhanced particularly on the titles and camera work of the materials.

Table 9: Mean rating of the experts' ICT design validation on the technical aspects of the FLMs.

The technical aspects has	Mean	Descriptive Interpretation
7. Clear and audible sound	4.67	VS
8. Good quality of videos and pictures	4.00	S
9. Clear camera work	4.33	S
10. Easy-to-understand charts	5.00	VS
11. Legible titles	3.67	MS
Overall Mean	4.33	S

Legend:	Range Interval	Descriptive Interpretation
	4.51-5.00	Very satisfactory (VS)
	3.51-4.50	Satisfactory (S)
	2.51-3.50	Moderately Satisfactory (MS)
	1.51-2.50	Needs Improvement (NI)
	1.00-1.50	Not Evident (NE)

Table 10 demonstrates the summary of the experts' ICT design validation of the FLMs.

The table illustrates the overall evaluation of the flipped learning materials in terms of design. The composite means of 4.89 and 4.33 for layout and technical aspects respectively, with a descriptive interpretation of very satisfactory and satisfactory indicate that the developed FLMs are valid in terms of their layout and technical aspects. These results imply that the developed materials generally meet the standard requirements for learning resources. The overall mean of 4.61 denotes that the ICT design of FLMs is valid.

The design validators noted that the materials are very timely since the education system of the country is now ICT-based. They also added that the materials are a good start for the use of blended learning in the teaching and learning process particularly the use of flipped classroom. Thus, the flipped learning materials need to be shared.

Table 10: Summary of the experts' ICT design validation of the FLMs.

Criteria	Component Mean	Descriptive Interpretation
A. Layout	4.89	VS
B. Technical Aspects	4.33	S
Overall Mean	4.61	VS

Legend:	Range Interval	Descriptive Interpretation
	4.51-5.00	Very satisfactory (VS)
	3.51-4.50	Satisfactory (S)
	2.51-3.50	Moderately Satisfactory (MS)
	1.51-2.50	Needs Improvement (NI)
	1.00-1.50	Not Evident (NE)

Effectiveness of the Flipped Learning Materials in Improving the Students' Participation in Learning Drama

One of the concerns of this study was to determine the effectiveness of the developed flipped learning materials in improving the extent of the students' participation in learning drama. The researcher tried out the materials to the 30 Grade 9 students to measure the effectiveness of the materials in improving the students' participation. After the tryout, the students were asked to assess their participation during the implementation of the materials using the designed self-assessment rubric.

Table 11 summarizes the results of the self-assessment of the students.

As gleaned from Table 11, 18 out of 30 students gave an assessment of 4 which was interpreted as ongoing very active involvement in the class discussion. Meanwhile, 5 have consistent ongoing involvement and 4 have infrequent involvement.

It can be noted that majority of the students offered analysis, synthesis and evaluation of information presented in the flipped videos. Correspondingly, majority of the students contributed in a very significant way to ongoing discussion.

The results confirm the assumption of Igiri and Effiong (2015) [6] that instructional materials are effective in encouraging students' active participation in class thus, their performance is improved. The result signifies that instructional materials (e.g. learning materials) are useful in encouraging students' participation, construction and assimilation of new knowledge.

Table 11: The students' self-assessment on their extent of participation in learning drama after watching the FLMs. (n=30)

Grade	Description	F
0	Absent	2
1	Very infrequent involvement	1
2	Infrequent involvement.	4
3	Consistent ongoing involvement.	5
4	Ongoing very active involvement.	18

Moreover, materials for instruction are indeed vital components of learning experiences. These materials should achieve specific purposes, should encourage maximum learning of activities are carefully planned, should provide review for the continuity of learning, and should be organized and arranged in a systematic manner to promote learning. Evidently, the designed flipped learning materials are considered effective in improving the extent of students' participation in learning drama.

The results confirm the assumption of Smith (2001) [13] that people learn in the home, office, on the road. Likewise, educational content can be shaped to fit all kinds of useful delivery media that is convenient, user-friendly, and serves the educational need of members without the content being shortchanged or trivialized.

Conclusion

Based on the findings, it is concluded that the flipped learning materials conform to the theories of blended learning, connectivism and flipped classroom. They are valid in terms of content and ICT design. Hence, it is reasonable to use them in teaching and learning drama. The flipped learning materials give students the chance to widen their learning environment as they discover new knowledge through the integration of ICT. They benefit them by acquiring new knowledge in distant learning and by preparing them for outcome-based instruction. Moreover, the developed flipped learning materials could be the answer to the pressing problem of both teachers and students in teaching and learning drama. The presentation of concepts and information is self-explanatory, easy-to-understand and accessible. Students can acquire new knowledge and concepts in their most convenient time since they can pause, rewatch, and replay the flipped videos anytime and anywhere. These conclusions therefore assert that the development of flipped learning materials is very appropriate, useful, and effective in the teaching and learning drama.

Recommendations

Based on the findings and conclusions, the researcher offers the following recommendations:

1. Teachers in English and Literature should use the flipped learning materials in their classes to further prove their usefulness and effectiveness.
2. Teachers should be flexible in the use of Blended Learning especially in the use of one of the modalities which is the flipped classroom.
3. Researchers should conduct further study on Connectivism as a Learning Theory in the Digital Age.
4. Teachers should develop flipped learning materials in other genres like poetry, essay, short stories and novel.
5. The administration and other heads should inspire their faculty to produce flipped learning materials to cater the challenges of the 21st century learners.

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