Effect of Flipped Classroom on the Grammatical Competence of Grade 7 Learners

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ABSTRACT

Flipped classroom is a student-centered, collaborative-driven language teaching strategy that aims to improve the content knowledge of the learners. Given the challenges students face in mastering grammar, this study explored how this approach could support their learning. This study employed pretest-posttest research design to determine the effect of flipped classroom on the grammatical competence of Grade 7 learners. Since the success of flipped classroom relied on well-prepared instructional materials, the researcher designed four weekly plans and prepared four video presentations in English grammar (active and passive voices of the verb, present and past tenses of the verb, subject-verb agreement, and pronoun-antecedent agreement). The participants from the experimental group and control group underwent pretest and posttest. The result of the pretest and posttest of the participants was analyzed and compared using mean, standard deviation, Mann-Whitney U test, and Wilcoxon Signed Rank Test. The result showed that there is an increase in the scores of the posttest of both groups and that there was no significant difference between the posttest achievements of students in the traditional method and the flipped classroom. However, in light of the challenges faced by traditional teaching method, flipped classroom can be a viable alternative for schools.

Keywords: traditional method, flipped classroom, grammatical competence

Introduction

The Philippines is one of the countries in Southeast Asia (SEA) with a large population of fluent English speakers (Mariñas, 2021; Pachina, 2020). English is one of the country's official languages. It is used in administration, business, law, media, and even education, as it is considered the primary medium of instruction (Cabigon, 2015; Kirkpatrick & Deterding, 2011).

Proficiency in the language is also one of the country's strengths that has helped drive the economy (Cabigon, 2015; Cervantes, 2022). It supports the Business Process Outsourcing (BPO) industry, where English-speaking workers excel in servicing international clients, significantly contributing to the country's Gross Domestic Product (GDP) (Ocampo & Mulles, 2024). It also facilitates overseas employment that enables skilled Filipino workers to thrive in fields like healthcare and education, and it enhances the tourism sector by enabling effective communication with international visitors, promoting positive experiences and repeat visits (Salmorin, 2024). When it comes to language proficiency, the Philippines ranks 22nd out of 111 countries according to 2024 report of Education First - English Proficiency Index (EF Education First, 2022). In the last eight years, though it is categorized as "high proficiency," the country has been consistently ranked second in SEA, with Singapore as first. Interestingly, the index signifies that most Filipinos who speak the second language come from Cordillera Administrative Region and Western Visayas. Bacolod City is ranked first among other cities in the Philippines.

The importance of English education in the Philippines attracts students from non-English speaking countries like Iran, Libya, Russia, Brazil, Russia, Japan, China, and South Korea (Chavez, 2014). Students from the countries mentioned above choose to study in the Philippines for undergraduate and postgraduate degrees due to the English classes offered by top Philippine universities and the good quality of education for cheap tuition (Mariñas, 2021). However, the country's rank with regard to English proficiency struggles to regain its 13th rank last 2016 based on EPI report (Magsambol, 2020; Santos et al., 2022). One major issue is the deteriorating quality of English instruction in schools, which is worsened by a lack of teacher training, outdated teaching materials, and inadequate classroom resources (Bai, 2023). The COVID-19 pandemic also disrupted the education system, limiting consistent and quality language learning opportunities (Huck & Zhang, 2021). The pervasive use of social media and digital platforms has also contributed to informal English usage potentially weakening grammar and vocabulary retention among learners (Hernandez, 2014; Lucob et al., 2024).

Over the years, the Department of Education, in cooperation with teacher education institutions, has introduced different language-teaching strategies to in-service teachers to improve students' academic performance in the target language. Aside from using the traditional method, the agency encouraged the teachers in both private and public schools to try different strategies or methods like gamification (Antonio & Tamban, 2022; Delizo et al., 2019; Samortin, 2020) and remote (online or modular) learning in language teaching (Ciriaco, 2020; Luczon, 2020; Malipot, 2020).

With the rise of technology and the interruption of the COVID-19 pandemic (Aspinwall, 2020), teachers were forced to use computers or laptops and other hi-tech gadgets to continue educating the students via online distance learning or modular learning (Rafidi, 2020). However, these students, though they belong to Generation Z and are considered Digital Natives (Cristea, 2021; Velasco, 2020), had a hard time catching up as they were forced to learn the lessons independently at that time (Barrot et al., 2021; Samortin et al., 2022).

As the face-to-face class resumes, teachers hope that students' learning or academic performance, especially in language, would improve. Unfortunately, teachers were having a hard time teaching the language inputs to the students, let alone collecting the students' language outputs (Daar, 2020). Students often lack foundational skills in the target language making it difficult for them to process and retain new inputs effectively (Bastida et al., 2022). Also, the lack of engaging and context-appropriate teaching materials can hinder teachers' ability to deliver lessons that resonate with students' interests and experiences (Hegwood, 2023). Large class sizes and time constraints prevent teachers from giving individualized attention to students who need extra support (Cervantes, 2022).

Jimenez (2018) and Racca and Lasaten (2016) suggested that teachers of the English language should pursue professional development and update themselves with new teaching methods in teaching English. With the growing need for more effective ways to teach grammar, teachers have been exploring innovative approaches to make learning more engaging and meaningful. One such approach is the flipped classroom which moves direct instruction outside the classroom allowing for more interactive and student-centered activities during class (Bergmann & Sams, 2012). This study aimed to determine the effect of flipped classroom on the grammatical competence of Grade 7 learners.

Several studies (Andriani et al., 2021; Aziz & Dewi, 2019; Sioco & De Vera, 2018) showed that there is a need not only to improve but also to make the grade 7 learners become proficient in the target language. Grade 7 is the entry level in any junior high school in the country, and according to Bernal (2019), grade 7 learners need to learn correct English by means of a careful study of grammar rules and to realize that good command of English is greatly affected by one's knowledge of grammar rules and its effective application (Cummins, 2000). They are the focus of this study because they are at a critical transition stage (Aquino & de Vera, 2018; Conessa et al., 2022;) from elementary to high school, where they begin encountering more complex academic demands (Muadz et al., 2024). At this level, they are expected to develop greater independence in learning (Ajimudin & Mukuna, 2023)**,** making them suitable for testing an approach like the flipped classroom, which encourages self-directed study. Moreover, their cognitive and maturity levels allow them to engage with pre-class materials while still benefiting from structured in-class support (Martin et al., 2024; Treceñe et al., 2021). Earlier grades may struggle with independent learning, while later grades may already have established study habits that could influence the study outcomes (Castillo et al., 2023).

Thus, the implementation of flipped classroom to teach English lessons to grade 7 learners may affect the participants' grammatical competence. Through the use of recorded videos and researcher-made materials, the said learners may learn independently and in advance before having it taught or reviewed inside the classroom.

Grammatical competence has been a key topic in language studies (Abendan et al., 2024; Cagurangan, 2018; Merza, 2022; Mindajao et al., 2023) with scholars offering different perspectives on what it means and how it contributes to effective communication. Scarcella and Oxford (1992 as cited in Magpayo, n.d.) describe it as a person's understanding of grammar rules that emphasize its foundation for language proficiency. Similarly, Chomsky (1965 as cited in Sioce & Vera, 2018) defines grammatical competence as the ability to recognize and use grammatical structures correctly. Ur (2009), however, takes this idea further by linking grammatical competence to task-based learning. Ur (2009) suggests that it is not about knowing the rules but also applying them in meaningful ways. While Chomsky (1965) and Scarcella and Oxford (1992) focus on understanding and producing correct grammar, Ur (2009) introduces a more interactive view that emphasizes the importance of real-life language use. Understanding these varying viewpoints provides a more comprehensive foundation for examining how grammatical competence can be developed through innovative teaching strategies such as flipped classroom.

What is Flipped Classroom?

This term refers to redirecting the attention to the needs of the learners. This lets the learners watch the teacher-made or available online videos in advance to clarify vague concepts with their teachers the next day (Bergmann & Sams, 2012). Essentially, it is a model of delivering instruction that moves lectures from in-class time to home activities, while transforming traditional "homework" in-class critical thinking exercises (Brown, 2016; Hsieh, 2013).

Flipped classroom is centered around the students and not the teacher. Unlike, traditional method, students are responsible for viewing the videos and asking appropriate questions; the teacher is there to provide expert feedback. The students are responsible for completing and sharing their work (Hsieh, 2013). Because a solution guide is available, students are motivated to learn, not just to complete the assignments

rotely (Bergmann & Sams, 2012). Students are responsible for using the resident expert to help them understand the concepts. Moreover, the role of the teacher in the classroom is to help students, not to deliver information (Brame, 2013).

Another advantage of flipped classroom is its flexibility in content delivery. With teacher-made videos or videos found on different social media platforms like Facebook, Tiktok, or Youtube, the learners can "pause and rewind" to fully understand the concept. In the Flipped Classroom, they are encouraged to watch the videos in advance, note the concepts they do not understand, and ask their teachers the next day (Bergmann & Sams, 2012).

In contrast, the traditional method often left students struggling with homework or assignments from previous nights. In most cases, teachers would warm up for the first 25 minutes and then go over the problems they did not comprehend. After 30 to 45 minutes of introducing new material, they would have the class work alone or in a lab for the remaining time (Bergmann & Sams, 2012).

However, in flipped classroom, teachers usually use the initial few minutes of class to answer students' queries regarding the video-delivered curriculum. This enables them to dispel myths before they are repeated and improperly used. The remaining time is devoted to more involved hands-on activities and time for guided problem-solving (Bergmann & Sams, 2012). Table 1, adapted from Hsieh (2013), shows the differences between the traditional method and flipped classroom.

Table 1

Differences between Traditional Method and Flipped Classroom

Characteristics/ Indicators	Traditional Method	Flipped Classroom
Dominance	Teacher-Centered Stage on the stage	Learner-centered Guide on the side
Source of Learning	Teacher-dependent	Learner Autonomy/ Collaborative Learning
Delivery of Instruction	Lecture first, then assignment	Focus on the assignments, worksheets, tasks Students are expected to have watched the videos.
Pacing	Teacher-paced	Learner-paced
Giving of Feedback	After submitting the task or output	While doing the task or output
Teaching Strategy	Direct Method or Instruction	Reverse Instruction via Recorded Video Presentation Differentiation
Instructional Materials	Worksheets and other forms of Summative Assessment	Use of various media and online tools to assist in learning Work-sheets and other forms of Summative and Formative Assessment

In the last five years, few studies were conducted about different language teaching strategies like gamification (Antonio & Tamban, 2022; Delizo et al., 2019; Samortin, 2020) and remote (online or modular) learning (Ciriaco, 2020; Luczon, 2020; Malipot, 2020). Flipped classroom, though others may call it blended learning or reverse instruction (Bergmann & Sams, 2012), has gained attention and is trying to change the educational landscape (Zainuddin & Halili, 2019; Akçayır & Akçayır, 2018).

Several researches showed that the flipped classroom helps students stay more engaged and improve their learning. Lee and Wallace (2018) found that students enjoyed learning English in a flipped classroom, and teachers noticed they were more active in class. Kang (2015) and Xie and Fang (2016) also highlighted how a well-structured flipped classroom encourages interaction, independence, and deeper engagement with lessons.

At the same time, other studies recognized the challenges of this method. Awidi and Paynter (2019) pointed out that while students liked some aspects of the flipped classroom, certain activities did not work as well. Aidoo et al. (2022) found that students in Ghana had positive experiences but struggled with limited resources showing that for the flipped classroom to be truly effective, schools need to provide the right support and tools.

In the Philippines, Dayagbil and Pogoy's (2018) study focused on using Flipped Classroom as their language teaching strategy. The result showed that learners were highly motivated and engaged in their respective classes for they can study the lessons at their own pace, time and place. Scaffolding for instructional delivery through technology like videos, online modules, and activities prepared by the teachers provided students the avenue to maximize learning. The grade 9 students in the study of Cadiao and Tan (2020) realized that by utilizing Flipped classroom, they were able to learn the English grammar easily and independently, pique their interest via multimedia technology, and collaborate with other classmates.

The experimental study of Fulgueras and Bautista (2020) investigated the effects of Flipped Classroom in enhancing critical thinking and reading comprehension levels of 212 senior high school ESL learners in the Philippines; half received the conventional lecture-discussion approach to instruction, and the other half received flipped learning approach. Results revealed that in both approaches, there were improvements in the respondents' critical thinking and reading comprehension levels. However, the results reveal that the respondents who received instruction using the flipped learning approach significantly outperformed those who received conventional instruction.

The Decline of Grammatical Competence among Filipino Learners

In February 2018, an article published by the GMA News mentioned that the level of English proficiency of College graduates from the Philippines is lower than the target English proficiency of high school students in Thailand. This was based on the study conducted by the Hopkins International Partners, the official Philippine representative to the group called Test of English for International Communication (TOEIC) (Morallo, 2018). Later that same year, a Program for International Student Assessment (PISA) by the Organization for Economic Cooperation and Development (OECD) revealed that the Philippines had the lowest reading comprehension among 79 countries. Results showed that the Philippines only had an average reading score of 340 – 100 points short of the OECD average of 487 (Magsambol, 2020).

Moreover, Sioco and de Vera (2018) revealed a need to improve the grammatical competence of Junior High School learners. Barraquio (2015) also concluded in her study that college students had difficulty correctly using grammar, particularly when applied to the more functional areas of the language. One plausible reason for this decline could be associated with variables including student motivation, parental involvement, school environment, instructional approaches, socio-economic background, and learners' age (Santos et al., 2022).

Pachina (2020) posited that this decline could be the effect of Filipinos being shy when expressing themselves in the target language, being bullied when speaking broken English, and being lazy when learning the target language. Pangket (2019) believed that learners should be motivated by explaining to them

the benefits of learning the language, and Pontillas and Talaue (2021) suggested that the environment should be learner-friendly to prevent language anxiety.

Jugo (2020) further underscored the influence of language anxiety on learners' English proficiency. Her study revealed that anxiety primarily stemmed from speaking tasks, error correction, interactions with English speakers, writing assignments, negative self-perception, and difficulties in comprehension.

With all these, one may agree with Jimenez (2018) when she pointed out that only less than 8% of high school graduates are proficient in reading, speaking, or understanding the target language. To curb this decline in language proficiency, she exclaimed that English teachers must act immediately to solve such dilemma.

The Philippine Institute for Development Studies (PIDS, n.d.) also claimed that some senior high school (SHS) students struggle to write in English. Jimenez (2018) pointed out that only seven percent of high school graduates can adequately read, speak or understand English, and unfortunately, poorly trained teachers are partly to blame. To curb this decline in language proficiency, she exclaimed:

> Education is the key to success. We should go with the flow of change and competence, throwing our best assets: ourselves. We do not know who to blame in this present crisis that we are facing. The Department of Education (DepEd), together with all the passionate English teachers in our country, must take immediate action to resolve the decline of English proficiency and make our country to be on top.

Indeed, the country needs to step up its efforts in improving the teaching and learning of English (Cabigon, 2015), and the government should think ways to upskill Filipino students in the English language to further sharpen the competitive edge of professionals and other workers in the global market (Cervantes, 2022).

Aims of the Study

To date, there is a dearth (Zainuddin & Halili, 2019) in the literature about using Flipped Classroom to improve learners' grammatical competence. Moreover,

in the Philippines, a few conducted a study comparing the effect of flipped classroom and the traditional method on learners' grammatical competence. This study aimed to determine and compare the effect of both language learning strategies to the grammatical competence of Grade 7 learners.

This study sought to answer the questions:

1. What is the level of grammatical competence of Grade 7 learners before they were exposed to the delivery of the lessons when grouped according to language teaching strategy?

2. What is the level of grammatical competence of Grade 7 learners after they were exposed to the delivery of the lessons when grouped according to language teaching strategy?

3. Is there a significant difference between the level of grammatical competence of Grade 7 learners before they were exposed to the delivery of the lessons when grouped according to language teaching strategy?

4. Is there a significant difference between the pretest and posttest scores of Grade 7 learners in the traditional method or the Control Group (CG)?

5. Is there a significant difference between the pretest and posttest scores of Grade 7 learners in the flipped classroom or the Experimental Group (EG)?

6. Is there a significant difference between the level of grammatical competence of Grade 7 learners after they were exposed to the delivery of the lessons when grouped according to language teaching strategy?

The result of this study may offer more knowledge to language teachers on improving their strategy in teaching the target language. This may offer novel insights into the effectiveness of the flipped classroom, particularly in the post-pandemic context, where learners face challenges related to learning loss. The introduction of locally-produced instructional videos tailored for Grade 7 Filipino learners adds a unique dimension to the study making it relevant for teachers seeking culturally responsive teaching strategies. Unlike previous studies conducted in more generalized or

international contexts, this research focuses specifically on the needs of Filipino learners as it would offer a new perspective on how flipped classroom can be adapted to local educational settings.

Methodology

Research Design

This quantitative research was carried out using a Pretest-Posttest quasi-experimental design, which was deemed appropriate because the researcher did not randomly assign the participants in EG and CG. Instead, the study worked with existing class sections which make random assignment impractical (Cook & Campbell, 1979; Cook, 2015; Maciejewski, 2020). Nevertheless, even without randomization, this students' performance before and after the intervention (Chiang et al., 2015).

The results of the pretest determined the comparability in performance between the CG and EG. A non-significant difference in the performance between the two groups ensured that they start on the same footing before applying the separate interventions. Hence, the researcher matched the following learners from EG and CG according to their scores in the pretest. Moreover, the researcher established that the other extraneous variables like the teacher, topics, period of instruction, knowledge of grammar rules, speaking skills, and physical environment were the same before the start of the experimental phase. That is, the two groups were handled by the same teacher, were taught the same language topics in the morning inside an airconditioned classroom, and had the same intelligence level on grammar rules.

In the context of this study, the traditional method was utilized in the CG, while the flipped classroom was implemented in the EG. Both groups underwent pretest and posttest to determine the effect of flipped classroom on grammatical competence while maintaining the natural structure of learning environment.

Participants

The participants were Grade 7 learners from one of the public schools in Iloilo City. The researcher chose Grade 7 learners of this specific school as this school offers one separate subject for language class.

The learners are expected to master basic language lessons if they want to advance or be promoted to the next year level where they must study Advance English Grammar.

Moreover, the parents of the Grade 7 learners agreed to participate in the study, and the learners personally expressed their willingness to participate by signing the assent form. These learners also took the pretest as part of the study.

This study employed matched pair sampling. Matched samples (also called matched pairs, paired samples, or dependent samples) are paired up so that the participants share every characteristic except for the one under investigation. A "participant" is a member of the sample and can be a person, object, or thing. A common use for matched pairs is to assign one individual to a treatment group and another to a control group (Watts, 2022).

In this study, 25 students from each class were selected through matched sampling based on their first-quarter grades to maintain balanced comparison between the control and experimental groups. This method allowed the researcher to control for variations in academic performance, guaranteeing that key factors influencing the study's outcomes were evenly distributed. To achieve this, participants who consented to join were matched according to their first-quarter grades, and those not included in the final sample still participated in the study, although their data were not analyzed. Similar studies, such as those by Odicta (2017), have successfully utilized this approach to enhance the reliability of results.

One of two intact classes was assigned as the CG and the other as the EG. These two classes were taught face-to-face by the same teacher in the Second Quarter of the Academic Year 2023-2024. After implementing the flipped classroom in EG, the CG had its later lessons flipped as well.

It should be noted that the data collection started upon receiving the ethical clearance. Moreover, to manage the conflict of interest as the proponent is the teacher of the two sections, the researcher asked for the help of the guidance counselor to discuss the assent form to the students. The researcher was not in the room where the guidance counselor discussed the form as they decide to participate or not.

Furthermore, to maintain fairness in the comparability between the characteristics of the CG and EG in the study, the researcher ensured that the following extraneous variables are dealt with. First, the time during which the instructions and the activities were given was in the morning. The contents of the instructions given (subject-verb agreement, pronoun-antecedent agreement, present and past tenses of the verb, and active and passive voices) were the same. Only the interventions or teaching strategies implemented differed between the two groups.

Finally, these participants took the pretest and were given the posttest but only the scores of those who were pre-identified as part of the CG and EG were included in the actual data.

Research Instrument

The researcher-made instrument was utilized for both the pretest and posttest. Pretest results were used to establish the groups' homogeneity, as it is essential to determine if a set of data is homogeneous before any statistical technique is applied to it. Moreover, all outside processes that could potentially affect the data must remain constant for the entire sample period (Jager et al., 2017).

The instrument that was utilized for both the pretest and posttest was a 50-item multiple-choice test on four topics, namely, subject-verb agreement, pronoun-antecedent agreement, present and past tenses of the verb, and active and passive voices. Each topic is allotted 90 minutes or 1 hour and 30 minutes to be discussed, therefore allocating 12-13 items per topic. Most of the items fall under the applying/analyzing criteria. The specifications of the instrument are shown in Table 2.

Table 2

Table of Specifications

Topics	Number of Hours	Number of Items by Content	Item Numbers	Total
Present and Past Tenses of the Verb	1.5	12	39-50	12
Active and Passive Voices of the Verb	1.5	13	26-38	13
Subject-Verb Agreement	1.5	13	4-5, 14-24	13
Pronoun-Antecedent Agreement	1.5	12	1-11, 25	12
Total	6	50	50	50

The researcher-made instrument underwent face and content validity under a jury of three experts in language teaching. And to estimate the internal consistency of reliability of the Multiple-Choice Questions (MCQs), Kuder-Richardson 20 was used. The formula KR20 is used to measure the reliability of multiple-choice items because it is specifically designed for tests with dichotomous responses, which aligns with the nature of multiple-choice questions (Wombacher, 2017). In this tool, the value of reliability can range from zero to 1.00 and numbers closer to

1.00 can suggest greater internal reliability, which indicates that the items are all measuring the same thing or the questions tend to pull together and low reliability means that the items are unrelated to each other in terms of who answered it correctly (Obon & Rey, 2019).

The pilot testing was done in the upper year level of the school where the study was conducted in Iloilo City. The researcher ensured that the learners who took the test for reliability were the learners who are knowledgeable already of the topics given. After the

testing, the instrument obtained a reliability score of 0.819 (Cronbach's Alpha), which is interpreted as highly acceptable.

Data-gathering Procedure

Data gathering in this experimental research was done through the following steps as described in the following phases:

Phase 1: Pre-Experimental Phase

In this phase, the researcher drafted a test to cover the Second Quarter topics. Then, he conducted a validity test by asking three experts in language testing. Letters were sent to the validators and the principal of the school where the pilot testing was conducted. Parent's consent was obtained to verify that they are allowed to participate in the pilot testing. It should be noted that pilot testing was done upon receiving the Ethics Clearance.

Before conducting the study in the chosen school, Parental Consent Form was sent to the parents, and Assent Form was discussed to the participants by the Guidance Counselor. It should be noted, as discussed in the parental and assent forms, that participants were given the freedom to accept or refuse participation in the study.

After the two groups were determined and established according to their characteristics, the researcher conducted the pretest. To employ the matched pair sampling, the researcher ensured that the 25 participants were paired according to the results of their pretest.

With regard to the video materials used in this study, they were carefully reviewed by two language experts and the principal, who all validated their appropriateness for Grade 7 learners. After their assessment, they issued a Certificate of Appropriacy to ensure the content was safe and suitable for young viewers. The videos, uploaded on YouTube, are between 7 to 12 minutes long—just enough to keep students engaged without losing their interest. Understanding that some learners prefer TikTok, the researcher thoughtfully divided each presentation into 4 to 6 shorter clips, each lasting 1 to 2 minutes. This way, students can stay focused while easily moving on to the next part of the lesson.

Phase 2: During the Experiment

After conducting the pretest, the scores were collected and matched against the other group to ensure that the groups are on the same level of proficiency. The conduct of the traditional method and the flipped Classroom is contrasted below.

Table 3

Flow of Instructions between Traditional Method and Flipped Classroom

Traditional Method		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up Activity	5 min	Warm-up Activity	5 min
Go over previous night's homework	20 min	Q & A time on video	10 min
Lecture new content	30-45 min	Guided and independent practice	75 min
Guided and independent practice	20-35 min		

Using the comparative weekly lesson plan, the researcher implemented the flipped classroom in the EG and the traditional method in the CG within the Second Quarter of the School Year 2023-2024, on Weeks 2 to 5. Each quarter has eight to nine weeks.

For flipped classroom, the teacher prepared four 7-14-minute video presentations on active and passive voices of the verb, present and past tenses of the verb, A week before the lesson is given or tackled, the teacher sent the YouTube link to the learners. The learners were reminded to watch the video presentation intently and were encouraged to take down notes should they have questions regarding the video lesson. During the session, the teacher allotted 10 minutes for the learners to ask questions about the lessons watched. The teacher also extended for another five minutes to accom-modate questions and concerns raised by the learners. After this, the learners were given worksheets to work on for 75 minutes. During this practice, some learners received guidance from the teacher while others worked independently on their worksheets. Meanwhile, fast learners helped their classmates who struggled with the tasks and had not yet received assistance from the teacher.

The teacher ensured that the learners finished answering the worksheet and that they understood the topic through real-time feedback before giving another video lesson to watch. This practice was observed for four weeks.

For traditional method, the aforementioned topics were presented on the very day it was scheduled on the weekly lesson plans. The usual session started with checking of homework for twenty minutes.

Then, forty-five minutes, (or fifty to sixty minutes if the learners have more questions or concerns) was allotted for lecture. After the lecture, the learners were then given teacher-prepared worksheets to answer. Most of the time, because there was not enough time to answer the worksheets, the learners were asked to answer the worksheets at home. This practice was observed for four weeks as well.

It should be noted that the control group had its later lessons flipped as well for the participants in the said group to experience the flipped classroom.

Phrase 3: Post-Experimental Phase

After implementing the flipped classroom in the EG and the traditional method in the CG, the researcher conducted a posttest. To employ the matched pair sampling, the researcher ensured that the data of the 25 paired participants were analyzed. The pretest and posttest of EG and CG were extracted and analyzed to determine if the group where flipped classroom is implemented may affect the grammatical competence of the Grade 7 learners.

Statistical Treatment

To analyze the learners' performance, mean and standard deviation were used to determine the pretest and posttest scores of Grade 7 learners in the CG (traditional method) and the EG (flipped classroom).

In addition, the scale and interpretation of Grammatical Competence, as adapted from Sioco and Vera (2018), was used to describe the learners' Level of Grammatical Competence, as shown in Table 4:

Table 4

Level of Grammatical Competence

Mean Percentage Score	Descriptive Equivalent
96 – 100%	Mastered
86 – 95%	Closely Approximating Mastery
66 – 85%	Moving toward Mastery
34 – 65%	Average
15 – 33%	Low
5 – 14%	Very Low
0 – 4%	Absolutely No Mastery

Note. This table is adopted from Sioco and Vera (2018)

The Kolmogorov-Smirnov test was performed to assess the normality of the dataset. Results suggested that the assumption of normality was not met ($p = 0.016$). Thus, non-parametric tests were deemed more appropriate for this analysis. In this study, Mann-Whitney U Test and Wilcoxon Signed Rank Test were used to assess the significance of the differences between the means of the independent and paired samples, respectively.

Ethical Considerations

The researcher upheld the principle of confidentiality and anonymity for this study; hence, the name of the school and the participants was not disclosed to the public. The researcher ensured that no one was harmed upon implementing the flipped classroom.

The researcher adhered to the school protocols by asking permission from the school authorities to conduct the study. The selected participants were treated with respect and fairness. Additionally, the researcher ensured that the classrooms used for the implementation of the quasi-experimental were conducive and safe for learning.

Parental consent form and assent form were provided. All data, used and collected, including the results of this study, were forwarded first to the school authorities for consultation, documentation, and verification purposes. After the conduct of the study, the collected data were disposed properly.

RESULTS AND DISCUSSIONS

To address Research Question (RQ) 1, Table 5 presents the participants' grammatical competence levels before the intervention.

The pretest results revealed that the grammatical competence of Grade 7 learners from traditional method (Mean= 80.76; SD=4.22) and flipped classroom (Mean= 82.04; SD=4.64) are Moving towards Mastery. This means that the learners in both groups have the knowledge of the topics being asked. Moreover, these topics should be taught again for them to master the rules and apply them in any type of communicative task.

To address RQ 2, Table 6 presents the participants' grammatical competence levels after the intervention.

Table 5

Level of Grammatical Competence of Grade 7 Learners before the Intervention

	N	Mean	Std. Deviation	Description
Control Group (Traditional Method)	25	80.76	4.22	Moving towards Mastery
Experimental Group (Flipped Classroom)	25	82.04	4.64	Moving towards Mastery

Table 6

Level of Grammatical Competence of Grade 7 Learners after the Intervention

	N	Mean	Std. Deviation	Description
Control Group (Traditional Method)	25	87.56	7.85	Closely Approximating Mastery
Experimental Group (Flipped Classroom)	25	89.80	4.62	Closely Approximating Mastery

The posttest results revealed that the grammatical competence of Grade 7 learners from traditional method (Mean= 87.56; SD=7.85) and flipped classroom (Mean= 89.90; SD=4.62) after the intervention are Closely Approximating Mastery. This means that there is an increase in the score of both groups. This also means that the learners in both groups have enriched their knowledge about the topics after the intervention. They only need to be reviewed for them to perform any type of communicative task.

To address RQ 3, Table 7 presents the result on the significant difference between the pretest of the CG and the EG.

The result of the test of significance of difference, using the Mann-Whitney U test, showed that there was no significant difference (U=256.500, p= .2876) between the pretest achievements of students in the traditional method and flipped classroom; hence, the null hypothesis is accepted. This implies that both groups of Grade 7 learners displayed the same level of grammatical competence before they were separately exposed to the delivery of the lessons using the traditional method and the flipped classroom language teaching strategy.

To address RQ 4, Table 8 presents the result.

The table shows that there is a mean difference of 6.80 from the posttest and pretest mean scores. Moreover, the result of the test of significance of difference using the Wilcoxon Signed Rank test showed that there was a significant difference (p= .000). It thus indicates that students' scores changed between the two assessments; hence, the null hypothesis is rejected. This suggests that learning occurred within the CG over the course of the study.

Table 7

Mann-Whitney U Test Result on the Difference between the Pretests of the Control Group and the Experimental Group

	N	Mean	Mann-Whitney U	P(2-tailed)
Traditional Method	25	23.26	256.500	.2876[ns]
Flipped Classroom	25	27.74		

Note. [ns]Not Significant

Table 8

Wilcoxon Signed Rank Test Result on the Difference between Pretest and Posttest of the Control Group (Traditional Method)

	Mean	SD	Mean Difference	N	W	p(2-tailed)
Pretest	80.76	4.22	6.80	25	224.000	.000**
Posttest	87.56	7.85				

Note. **p<.001

Table 9

Wilcoxon Signed Rank Test Result on the difference between Pretest and Posttest of the Experimental Group (Flipped Classroom)

	Mean	SD	Mean Difference	N	W	p(2-tailed)
Pretest	82.04	4.64	7.76	25	268.000	.000**
Posttest	89.80	4.62				

Note. **p<.001

To address RQ 5, Table 9 presents the result.

The table shows that there is a mean difference of 7.76 from the posttest and pretest mean scores. Moreover, the result of the Wilcoxon Signed Rank test revealed that there is a significant difference (p= .000) between the pretest and posttest achievements of students in the flipped classroom; hence, the null hypothesis is rejected. This means that the flipped classroom is effective when used as strategy in improving the grammatical competence of the learners and agrees with findings of previous (Awidi & Paynter, 2019; Cadiao & Tan, 2020; Chen Hsieh et al., 2017; Gonzales, 2019; Macale et al., 2021; Uy, 2020).Through flipped classroom, students were able to attain better learning outcomes, develop better attitudes toward their learning experiences, and devote more effort in the learning process (Hung, 2015). Ahmed (2016) also showed that the learners under flipped classroom outperformed the learners who were not under it.

This finding suggested that the flipped classroom effectively supports grammar instruction by allowing students to engage with lesson materials before class and reinforcing their understanding through interactive activities during class time. The increased engagement and active participation in the flipped setting may have contributed to this improvement, as students had more opportunities to apply their knowledge and receive immediate feedback (Dayagbil & Pogol, 2018).

Although this study did not directly measure the development of learners' critical thinking skills, the nature of the flipped classroom suggests that such improvement is likely (Fulgueras & Bautista, 2020). It shifts learning from passive content absorption to active engagement, allowing students to analyze, evaluate, and apply concepts through discussions, problem-solving, and collaborative activities (Hsieh, 2013). By engaging with materials before class, learners come prepared to participate in higher-order thinking tasks, reinforcing their ability to think critically (Norazmi et al., 2017). Additionally, the self-paced nature of flipped classroom encourages reflection, while teacher-facilitated discussions promote deeper inquiry (Hsieh, 2013).

Previous studies of Aidoo et al. (2022) and Xiu et al. (2019) support the idea that flipped classrooms enhance critical thinking by fostering interactive and student-centered learning environments. Although not explicitly measured, these factors indicate that learners in the flipped classroom likely developed critical thinking skills as part of their learning experience (Macale et al., 2021). Learners' collaborative learning skills may have been developed. As they share with work not only with their teachers but also with their fellow learners, the opportunity to learn the lessons collaboratively is heightened and developed (Cadiao & Tan, 2020).

Finally, to address the RQ 6, Table 10 presents the result.

Table 10

Mann-Whitney U Test Result on the Difference between the Posttests of the Control Group and the Experimental Group

Group	N	Mean Rank	Mann-Whitney U	p(-tailed)
Pretest	25	24.00	275.000	.466[ns]
Posttest	25	27.00		

Note. [ns]Not Significant

Although the results show no significant difference (p=.466) between the two methods, the flipped classroom still offers unique advantages that go beyond test scores. The flipped classroom encourages active student engagement, self-paced learning, and greater opportunities for interaction during in-class activities (Brame, 2013; Vaughan, 2014). It also piqued the learners' interest to use multimedia as teachers used different social media platforms to engage them. These improvements underscore the potential long-term benefits of adopting a flipped learning model especially for learners who may struggle with traditional, lecture-based approaches (Bates et al., 2013).

What made the flipped classroom unique was how it catered to the learning preferences of the participants who are considered digital natives (Mukerjee, 2014). They have grown up surrounded by technology which makes them naturally skilled at navigating the internet and using devices to learn (Prensky, 2005). With the flipped classroom, they can access learning materials through their gadgets and take charge of their own education, all while having the flexibility to learn at their own pace and with less supervision from teachers. However, parental supervision is still necessary when they browse the internet, as they can get easily distracted by many social media platforms available to them (Hsieh, 2013).

Nonetheless, flipped classroom can be a highly practical solution. With smartphones, tablets, and laptops widely available, they can easily access lesson videos, readings, and other resources outside of class. This allows them to learn on their own time, reviewing lessons as needed, and then use classroom time for more interactive, hands-on activities. The combination of technology and flexibility means they can engage with the content in a way that suits them, thus making learning more personalized and effective (Vaughan, 2014).

Also, flipped classroom can be a good alternative teaching method should the need arise like there is a need to postpone face-to-face classes due to disease outbreak like what the country experienced before during the COVID19 pandemic, heat wave during summer (Morales, 2024; Morella, 2024)or disastrous typhoons and *habagat* (Southwest monsoon) (GMA Regional TV News, 2024; Mascardo et al., 2024;

Solinap, 2024). In case they cannot have their classes online, Flipped Classroom can be utilized under blended and hybrid classes as teachers can save their lessons or presentations in a flash drive and give it to the learners so that they can study their lessons in advance (Horn, 2013). Hence, the teachers should innovate more ways to deliver their topics or lessons to their students. Learners, in the same vein, can adjust to different strategies of their teachers depending on the availability of the resources and clarity of the instructions given; they should learn how to be flexible.

However, to make the flipped classroom truly successful, schools need to have the right infrastructure in place (Hutchings et al., 2013). Reliable Wi-Fi is essential for learners to easily access online materials, and schools must ensure teachers have the resources and training they need to create engaging content. If teachers are supported with tools to create instructional videos or other learning materials, they can bring lessons to life and cater them to the students' needs. Offering professional development opportunities will also help teachers integrate technology into their lessons and create an environment where digital learning thrives.

This result proves that flipped classrooms can be a viable alternative for schools, especially in light of the challenges faced by traditional teaching methods.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study highlight the effectiveness of both the traditional and flipped classroom methods in enhancing the grammatical competence of Grade 7 learners. The pretest results revealed that students in both groups had similar levels of grammatical competence before the intervention, indicating a common foundation of knowledge. However, after the intervention, both groups showed significant improvement, with their competence levels moving closer to mastery. The flipped classroom, in particular, demonstrated its potential as an effective teaching strategy by fostering active engagement, self-paced learning, and increased interaction during class activities.

Although the posttest results did not show a statistically significant difference between the two methods, the flipped classroom offered unique advantages

beyond test scores. By allowing students to engage with lesson materials before class and reinforcing their understanding through interactive discussions and activities, the flipped classroom supported deeper learning. It also encouraged the development of critical thinking, collaboration, and digital literacy skills which are considered as essential competencies in today's technology-driven world (Hummel, 2024; Peter, 2024).

The integration of multimedia resources, such as teacher-made videos on YouTube and TikTok, played a crucial role in sustaining learners' interest and engagement. The flexibility of the flipped approach also made it a practical alternative in situations where traditional face-to-face classes are disrupted, such as during pandemics, natural disasters, or extreme weather conditions. This adaptability suggests that flipped classrooms can be effectively incorporated into blended and hybrid learning models (Horn, 2013).

For successful implementation, however, schools must invest in the necessary infrastructure, including reliable internet access and teacher training on digital content creation. Providing professional development opportunities will empower educators to maximize the benefits of technology in the classroom, ensuring a more engaging and effective learning experience for students.

While both teaching methods proved beneficial, the flipped classroom presents an innovative and sustainable approach to language instruction. It aligns with the learning preferences of digital natives, fosters independence, and enhances student engagement; hence, making it a promising alternative for modern education (Tucker, 2012).

It is recommended that schools open more avenues for teachers to improve their teaching strategies knowing that the country is in the post-pandemic. They should initiate or think of ways to help their teachers to deliver their instructions well. Language teachers should be encouraged to attend workshops that will help them improve and eventually, become knowledgeable in video-making or other multimedia skills, so they can flip their classroom if the need arises. Other content teachers, aside from language teachers, may be encouraged to use flipped classroom in their classes as different studies also proved its positive effect (Macale et al., 2021; Uy, 2022; Xiu et al., 2019). If resources are not available or enough to make video presentations, they may look for educational content creators in YouTube or TikTok and use their contents to teach students should the teachers need to flip their classroom. The said applications do not require significant data usage, and learners can access them using affordable mobile data plans that allow for video streaming.

The Department of Education may consider using this teaching strategy to improve their learning competencies in language and other subjects. They may think of ways to incorporate this Flipped Classroom in their Classroom Observation Tool (COT) should their teachers utilize this strategy when they are observed. They may financially support their personnel should they want to delve into this teaching strategy. School administrators may look into the benefits of Flipped Classrooms and share this strategy during Professional Learning Community (PLC) meetings. They may also support the teachers who incorporate this strategy by giving them financial aid to buy materials to further the cause of this learning strategy. Finally, this may serve as a baseline for those who want to advocate Flipped Classroom in future researchers' contexts.

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