

Original Article

Computer-Mediated Flipped Grammar Instruction and Students' Grammar Competence

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Abstract. Despite growing interest in innovative pedagogical approaches, empirical evidence on the effectiveness of the flipped classroom strategy in developing grammar competence among Filipino Junior High School learners remains limited. This study examined the effectiveness of the flipped classroom strategy on the grammar competence of Grade 7 students in a private junior high school in the Philippines. Using a mixed-methods research design, the study used a pretest-posttest assessment to collect quantitative data and semi-structured interviews to gather qualitative data. A 50-item teacher-made grammar test served as the quantitative instrument, while an interview guide gathered students' lived experiences with the implemented strategy. A paired-sample t-test revealed a statistically significant difference between pretest and posttest scores ($t = -13.59, p < 0.05$), indicating marked improvement in students' grammar performance. Thematic analysis of the interview data further corroborated these findings, revealing that the flipped classroom helped Grade 7 students perform well in in-class activities. The flipped classroom strategy helped them understand the lessons better. However, a few students encountered difficulties in the flipped classroom, which hindered the development of their grammatical competence. These results collectively demonstrate that the flipped classroom strategy is an effective instructional approach for teaching English grammar. It is therefore strongly recommended that Junior High School English teachers adopt the flipped classroom strategy, particularly because today's learners are digital natives who are well positioned to benefit from technology-mediated, learner-centered instruction.

Keywords: *Computer-mediated; Explanatory sequential design; Flipped grammar instruction; Students' grammar competence.*

The rapid integration of technology into education has fundamentally transformed how 21st-century learners engage with knowledge. Digital tools have expanded access to information, redefined instructional delivery, and reshaped the roles of both teachers and students in the learning process. Zou et al. (2025) describe today's learners as digital natives who increasingly rely on internet-based resources for real-time information and engage more when technology is meaningfully incorporated into instruction. However, despite the theoretical promise of digital integration, a significant gap remains between its potential benefits and the practical realities students, teachers, and institutions face. This tension between opportunity and challenge calls for innovative instructional strategies that are both technology-driven and pedagogically sound.

One persistent challenge that technology integration has yet to resolve fully is the difficulty students face in acquiring grammatical competence. Grammar remains a foundational component of language proficiency.

However, it is widely regarded as one of the most difficult aspects of language learning due to its complexity, abstract rules, and the limited opportunities for meaningful practice in traditional classroom settings (Daskan, 2023). In teacher-centered classrooms, grammar instruction is often reduced to rote memorization and mechanical drills, leaving learners disengaged and unable to apply grammatical rules in authentic communicative contexts. This instructional inadequacy underscores the need for alternative approaches that promote active engagement and deeper grammatical understanding.

In response to these challenges, the flipped classroom strategy has emerged as a widely recognized innovative pedagogical approach. In this model, traditional instructional roles are reversed: students access lesson content outside the classroom through videos and other digital materials, while class time is devoted to hands-on activities, peer collaboration, and individualized teacher guidance (Baig & Yadegaridehkordi, 2023). This shift from teacher-centered to student-centered instruction is particularly relevant to grammar learning, as it allows learners to engage with content at their own pace before class and use face-to-face time for meaningful practice and feedback. The flipped classroom model thus aligns well with digital natives' learning preferences and the demands of 21st-century education.

Nevertheless, the global evidence on the effectiveness of the flipped classroom strategy remains mixed and inconclusive. Several studies have documented its benefits, including improved academic performance, increased student engagement, and greater learner autonomy (Akçayır & Akçayır, 2018; Lo & Hew, 2017). However, a growing body of research has raised significant concerns. Williams and Larwin (2016) found no significant difference in student performance across core subject areas in Ohio after implementing the flipped classroom. Similarly, Kiljunen et al. (2024) reported no significant difference in academic outcomes in Finland and found that students in flipped classrooms experienced lower self-regulation and self-efficacy and perceived flipped courses as more demanding. Shi et al. (2025) likewise found no significant difference in student satisfaction between flipped and traditional classrooms. Beyond academic outcomes, the digital component of flipped learning raises behavioral concerns, as misuse of devices for non-academic purposes such as social media, gaming, and texting has been shown to distract students and negatively affect academic performance (Thapa et al., 2025; Langreo, 2023). These challenges are compounded by issues of student accountability, as learners who fail to complete pre-class activities are inadequately prepared for in-class tasks, undermining the approach's effectiveness (Gondal et al., 2024). Additional concerns include increased teacher preparation time, limited access to appropriate digital tools, and difficulties in designing suitable instructional materials (Shadlou & Kashef, 2025). These findings collectively suggest that the effectiveness of the flipped classroom is not universal and depends heavily on contextual factors, including learner profile, subject area, and institutional readiness.

In the Philippine context, infrastructural limitations further amplify the challenges of flipped classroom implementation. Dayagbil et al. (2017) found that unreliable internet connectivity and limited access to technology remain significant barriers to effective flipped instruction in the country. These constraints are especially pronounced in public and private schools outside urban centers, where resources are inconsistent. Despite these documented concerns, few Philippine-based studies have examined the flipped classroom strategy in English language teaching, and even fewer have focused specifically on grammar instruction at the Junior High School level. This represents a critical gap in the local educational literature, as teachers lack an evidence-based framework to guide implementation of this strategy within the Philippine curriculum.

This absence of locally grounded research is particularly concerning because the Department of Education (DepEd) prescribes specific grammar competencies for Grade 7 learners that require intentional and effective instructional approaches. Addressing this gap, the present study aimed to determine the effectiveness of the flipped classroom strategy in developing the grammar competence of Grade 7 learners in a private Junior High School in Digos City. Specifically, the study covered grammar topics prescribed in the DepEd Grade 7 English Curriculum Guide for the fourth grading period, namely: conjunctions, voice of the verb, direct and indirect speech, imperatives and prepositions, past and past perfect tenses, and WH-questions.

This study's findings are expected to contribute meaningfully to multiple stakeholders. For English language teachers, the results offer an evidence-based instructional option for addressing the complexities of grammar teaching in a technology-enriched environment. For Grade 7 learners, the strategy offers an opportunity to engage with grammar content in ways that align with their identities as digital natives. For school administrators and curriculum planners, the study provides context-specific insights that may inform institutional decisions on

adopting innovative instructional strategies. Ultimately, this research seeks to bridge the existing gap in flipped classroom literature within the Philippine Junior High School setting and contribute to a growing body of knowledge that supports the effective teaching of English grammar in the 21st century.

Methodology

Research Design

This study used a mixed-methods research design. This combines both quantitative and qualitative research methods (Creswell, 2009). According to Johnson and Johnson et al. (2007), mixed-methods research is defined as combining quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study. The aim is to identify possible answers to the research questions by considering the different methods that could be used in the study. In this study, the researcher used an explanatory sequential design to collect quantitative and qualitative data. The researcher collected and analyzed quantitative data first, followed by qualitative data to explain and elaborate on the quantitative findings (Creswell, 2009). This design was selected because it directly responds to the two-pronged nature of the research questions: the quantitative phase addressed whether a significant difference existed in students' grammar performance before and after the implementation of the flipped classroom strategy, while the qualitative phase explored how and why students experienced the strategy in the way they did.

The quantitative component used a one-group pretest-posttest design, in which a 50-item teacher-made grammar test was administered before and after the intervention to measure changes in grammatical competence and determine whether student performance differed significantly, analyzed using a paired-sample t-test. After analyzing the quantitative results, the researchers conducted semi-structured interviews with selected students to gather qualitative data, which they analyzed using thematic analysis. The interviews were intentionally conducted after the posttest results were examined so the qualitative data could directly address patterns identified in the quantitative phase, consistent with the logic of an explanatory sequential design (Creswell & Plano Clark, 2018). The two data strands were integrated at the interpretation stage, where quantitative findings on grammar performance were interpreted alongside qualitative themes from student interviews to produce a more complete, contextually grounded understanding of the flipped classroom strategy's effectiveness.

Research Participants

This study's participants were Grade 7 students enrolled in one private Junior High School in Digos City during the fourth grading period. The school's Grade 7 population consisted of multiple sections; however, this study sampled a single intact class section of 40 students. The researcher employed purposive sampling to select the class, deliberately choosing this section based on specific and justifiable criteria (Creswell & Creswell, 2018). Specifically, the section was selected considering the criteria: (1) it was the only Grade 7 section directly handled by the researcher during the school year, which ensured consistent and controlled implementation of the flipped classroom strategy; (2) the section had English classes scheduled from Monday to Thursday, providing sufficient and regular instructional time for the intervention; and (3) the researcher's direct access to and familiarity with the students facilitated more accurate observation and more ethical implementation of the research process. Students were included in the study if they were officially enrolled in the section during the fourth grading period and were present for both the pretest and posttest administrations. Students absent during either assessment were excluded from the quantitative analysis to ensure data integrity and completeness.

For the qualitative component of the study, a subset of ten (10) students was purposively selected from the same section to participate in a semi-structured interview following the intervention. Five (5) of the selected students belonged to the high-performing group based on their posttest scores, while the remaining five (5) came from the low-performing group. This criterion-based selection was intentional, as it aimed to capture a range of learning experiences with the flipped classroom strategy and ensure that both favorable and challenging perspectives were represented in the qualitative data (Merriam & Tisdell, 2016).

Research Instrument

This study used two instruments to gather data: a teacher-made grammar test and a semi-structured interview guide. The primary quantitative instrument was a 50-item teacher-made grammar test constructed based on the competencies prescribed in the Department of Education (DepEd) Grade 7 English Curriculum Guide for the fourth grading period. The test items were distributed across six grammar topics: conjunctions (items 1–15), voice

of the verb (items 16–25), direct and indirect speech (items 26–35), imperatives and prepositions (items 36–40), past and past perfect tenses (items 41–45), and WH questions (items 46–50). The test was administered as both a pretest and posttest to measure changes in students' grammatical competence before and after the intervention.

Content validity was established by submitting the instrument to three (3) experts in English language teaching, who evaluated each item using the validation form of Bayod (2016), which required them to rate items based on clarity, appropriateness, and alignment with the learning competencies, and to provide written comments and suggestions. The researchers incorporated their feedback into the final version of the instrument. For reliability, the revised test was pilot-tested with 40 Grade 7 students not included in the actual study. Cronbach's Alpha yielded a reliability coefficient of $\alpha = .70$, which Tavakol and Dennick (2011) and Ghazali (2008) consider an acceptable level of internal consistency for research instruments.

The qualitative instrument was a semi-structured interview guide composed of ten (10) open-ended questions developed by the researcher around two themes: (1) the strategies students employed in navigating the flipped classroom, and (2) the difficulties they encountered during the implementation. The interview guide underwent the same content validation process, in which three (3) language teaching experts evaluated each question for clarity, relevance, and appropriateness using Bayod's (2016) validation form, and the researchers revised it based on their feedback before administration.

Data Gathering Procedure

After securing approval from the School Principal to conduct the study among selected Grade 7 students before the fourth grading period of SY 2018–2019, the researcher began the study. The participants were oriented on the study procedures and the flipped classroom approach. The researcher administered a pretest at the beginning of the period, followed by the implementation of the intervention using prepared lesson plans. The intervention was conducted over four weeks through face-to-face discussions. For the flipped classroom procedure, the researcher provided relevant videos and podcasts that students could conveniently access to learn the lesson. Moreover, students completed the tasks at home and submitted them face-to-face to discuss the correct answers with the teacher. After completing all lessons, the researcher conducted a posttest. The researcher checked, scored, and encoded the test results for statistical analysis and interpreted them based on the DepEd grading system. To support the quantitative findings, the researcher conducted purposive interviews with selected high- and low-performing students. The researcher recorded, transcribed, and analyzed the interviews using thematic analysis, with peer debriefing to validate and refine the emerging themes.

Data Analysis

The weighted mean score, Initial Percentage Score (IPS), Transmuted Percentage Score (TPS) and the qualitative description based on the DepEd's grading system pursuant to DepEd Order No. 73 s., 2012 as cited by Sanco (2018) were used to describe the grammar competence of the students in using conjunctions, voice of the verb, direct speech, indirect speech, imperatives and prepositions, past and past perfect tenses of verbs, and WH questions. A paired-sample t-test was also used to determine whether students' test performance differed significantly before and after the flipped classroom teaching strategy. To treat the qualitative data, thematic analysis and data reduction were used. In the data analysis, the thematic analysis model of Miles and Huberman (1994, as cited in Alhojailan, Mohammed Ibrahim, 2012) was employed. This model has three (3) steps: data reduction, data display, and conclusion drawing and verification. According to Braun and Clarke (2006), the patterns are identified through a depth process of data familiarization, data coding, and theme development and revision.

Ethical Considerations

The researcher submitted a letter to the school principal to conduct the study, and the principal approved it. According to Burgess (2004), approval from school administration and teachers, who serve as second parents to learners, is a meaningful ethical safeguard. Before data collection, participants were fully informed of all procedures to be carried out in the classroom. The researchers secured their consent before the study commenced and ensured their safety and well-being throughout. Participants were oriented about the nature and purpose of the study, and they were assured that all gathered data would be kept strictly confidential and used exclusively for the objectives of this research. They were likewise informed that no information provided would be used against them. All research-related communications were conducted honestly and transparently.

To ensure the trustworthiness of the findings, the researchers observed four criteria. Credibility was established

through member checking, in which participants could verify the accuracy of the transcribed data and emerging themes. Dependability was ensured by maintaining a detailed audit trail of all research decisions, revisions, and procedures throughout the study. Confirmability was achieved by grounding all interpretations in the actual data and minimizing researcher bias through reflexive journaling. Transferability was supported by providing thick, contextual descriptions of the research setting and participants, allowing readers to assess the applicability of findings to similar contexts.

Results and Discussion

Pretest Performance of the Students in Grammar Competence

Table 1. Pre-test Mean Scores of Students in Grammar Competence

Topics	M	IPS	TPS	Level of Proficiency
Conjunctions	12.00	80.0	87	Proficient
Voice of the verb	5.85	58.5	74	Beginning
Direct Speech	1.35	27.0	66	Beginning
Indirect Speech	1.28	25.6	66	Beginning
Imperatives and Prepositions	2.53	50.6	72	Beginning
Past and Past Perfect Tenses of Verbs	2.02	40.4	70	Beginning
WH-Questions	4.13	82.6	89	Proficient
All Topics	29.15	58.3	74	Beginning

Note. M=Mean, IPS=Initial Percentage Score, TPS=Transmuted Percentage Score

Table 1 presents the pretest mean scores of the Grade 7 students in grammar competence. As shown in Table 1, the participants scored highest on *conjunctions* (M=12.00; IPS=80; TPS=87) and *WH questions* (M=4.13; IPS=82.60; TPS=89). These results imply that the students have fundamental knowledge, skills, and core understanding and can transfer them independently through authentic tasks. As shown in Table 1, participants are at the beginning level on the remaining topics: *voice of the verb*, *direct speech*, *indirect speech*, *imperatives and prepositions*, and *past and past perfect tenses of the verb*. The overall pretest mean score of the participants is described as 'beginning' (M=29.15; IPS=58.30; TPS=74) level of proficiency. This result implies that they are struggling with their understanding due to a lack of essential knowledge and skills. This finding is supported by Anh et al. (2022), who claimed that in active and passive voice, grammatical errors in student writing included errors in singular/plural forms, verb tenses, prepositions, subject-verb agreement, articles, spelling, verb forms, capitalization, misuse of terms, and missing words, confirming that voice-related structures continue to challenge learners. Moreover, Singh et al. (2017) found that one topic students in Malaysia have difficulty with is verb tenses. They tend to use the tenses interchangeably. For WH questions, students formulated 29 percent correct WH questions and 61 percent incorrect WH questions. This simply shows that students do not have sufficient knowledge about the topic (Zhang, 2016).

Posttest Performance of the Students in Grammar Competence

Table 2. The Post-test Mean Scores of Students in Grammar Competence

Topics	M	IPS	TPS	Level of Proficiency
Conjunctions	14.03	93.53	95	Advanced
Voice of the verb	6.60	66.00	78	Developing
Direct Speech	2.05	41.00	70	Beginning
Indirect Speech	2.13	42.60	70	Beginning
Imperatives and Propositions	3.58	71.60	82	Approaching Proficiency
Past and Past Perfect Tenses of Verbs	3.00	60.00	75	Developing
WH-Questions	4.70	94.00	96	Advanced
All Topics	36.08	72.16	82	Approaching Proficiency

Note. M=Mean, IPS=Initial Percentage Score, TPS=Transmuted Percentage Score

Table 2 presents the posttest mean scores of the Grade 7 students in grammar competence. As observed in Table 2, the participants are advanced in the topics *conjunctions* (M=14.04; IPS=93.53; TPS=95) and *Wh-questions* (M=4.40; IPS=94; TPS=96). They are categorized as 'advanced' in terms of knowledge, skills, and core understanding of grammar, and can transfer them automatically and flexibly through authentic tasks. Moreover, their scores also increased on the topics *voice of the verb*, *imperatives and prepositions*, and *past and past perfect tenses of the verb*. However, the topics *direct* (M=2.05; IPS=41.00; TPS=70) and *indirect speech* (M=2.13; IPS=42.60; TPS=70) remained at the 'beginning' level. This suggests participants still struggle because they lack essential knowledge and skills. This finding is supported by Dalimunte and Salmiah (2019), who claimed that direct and indirect speech is a difficult topic in learning English grammar. They noted that students have difficulty changing direct speech into

indirect speech. Similarly, Riyawi and Alwiyah (2017) affirmed that students had difficulty with the said topic. Their study found that students found it difficult to follow the rules for forming sentences from direct to indirect speech.

Although two topics remained at the 'beginning' level, the participants' overall performance is in the 'approaching proficiency' (M=36.08; IPS=72.16; TPS=82). This result implies that they have developed the fundamental knowledge, skills, and core understanding and, with little guidance, can transfer understanding through authentic tasks. Furthermore, the results show that participants' performance improved significantly compared to their pretest performance. This result aligns with Al-Harbi and Alshumaimeri (2016). The authors' study revealed that implementing the flipped classroom strategy helped students enhance their grammar performance, including Wh-questions, verb tenses, conjunctions, prepositions, subject-verb agreement, and pronouns.

Mean Gain Performance of the Students

Table 3 shows the mean gain performance of the Grade 7 students. After implementing the flipped classroom strategy, Grade 7 students' grammar performance improved. Specifically, Grade 7 students improved significantly in conjunctions (MGS=2.03; MPG=13.53; TMPG=63) and imperatives and prepositions (MGS=1.05; MPG=21; TMPG=65).

Table 3. The Mean Gain Performance of Grade 7 in Pretest and Posttest

Topics	MGS	MPG	TMPG
Conjunction	2.03	13.53	63
Voice of the verb	0.75	7.50	61
Direct Speech	0.70	14.00	63
Indirect Speech	0.85	17.00	64
Imperatives and Prepositions	1.05	21.00	65
Perfect Tenses and Verbs	0.98	19.60	64
WH-Questions	0.57	11.40	62
All Topics	6.93	13.86	63

Note. MGS=Mean Gain Score, MPG=Mean Percentage Gain, TMPG=Transmuted Mean Percentage Gain

In contrast, participants showed less improvement in the topic voice of the verb (MGS=.75; MPG=7.50; TMPG=61). Overall mean gain performance (MGS=6.93; MPG=13.86; TMPG=63) showed improvement in participants' grammar performance after implementing the flipped classroom strategy. Thus, the hypothesis of no mean gain established is rejected. This result is supported by Al-Harbi and Alshumaimeri (2016). Their result showed that implementing the flipped classroom strategy helped students enhance their grammar performance, including Wh-questions, verb tenses, conjunctions, prepositions, subject-verb agreement, and pronouns. Moreover, Missildine et al. (2013) revealed in their study that the use of the flipped classroom strategy helped the students improve their grammar knowledge since the mean score of the experimental group was higher than that of the control group, specifically on the topics active voice, passive voice, direct and indirect speech, and verbs, which are also included in this study.

Significant Difference Between the Pretest and Posttest Performance of the Students

Table 4. Significant Difference Between the Pretest and Posttest Scores of the Grade 7 Students

Topics	Mean Scores		t	Sig. (2-tailed)	Remarks
	Before	After			
Conjunction	12.00	14.03	-6.55	0.00	Significant
Voice of the verb	5.85	6.60	-6.11	0.00	Significant
Direct Speech	1.35	2.05	-6.12	0.00	Significant
Indirect Speech	1.28	2.13	-8.64	0.00	Significant
Imperatives and Propositions	2.53	3.58	-11.12	0.00	Significant
Perfect Tenses and Verbs	2.02	3.00	-8.84	0.00	Significant
WH-Questions	4.13	4.70	-5.38	0.00	Significant
All Topics	29.15	36.08	-13.59	0.00	Significant

As shown in Table 4, participants' grammar competence performance increased after the flipped classroom strategy was implemented. Interestingly, the results indicate that students' posttest performance across all topics increased significantly, as shown by sig. (2-tailed) values of 0.00, which are all below the $\alpha < 0.05$ level of

significance set for this study. In addition, the results also indicate that when looking at the overall performance of the students involving grammar competence, the value of the sig. (2-tailed) which is equal to $a < 0.00$ with a t value of -13.59, reveals a significant improvement in their performance in the specified topics. Hence, the flipped classroom strategy helped students improve their grammatical competence, specifically in *conjunctions, verb voice, direct speech, indirect speech, imperatives and prepositions, past and past perfect tenses of the verb, and WH questions*. This suggests that the strategy positively affects students' grammar competence.

This finding supports Lofnertz (2016), which states that using the flipped classroom strategy increased students' grammar learning; students were positive about flipping the classroom to learn grammar. Ngo (2018) also claimed that flipping the class helped improve students' grammar performance. Students in Ngo's (2018) study were positive toward flipped learning, and it was inferred that the flipped classroom strategy could help students improve their English grammar skills.

Learning Tools and Strategies Used by the Performing Students

The qualitative data were treated using thematic analysis and data reduction. The themes that emerged are the following: (1) using videos as tools in learning the subject matter, (2) participating in collaborative activities implemented by the teacher, and (3) sharing one's knowledge with others.

Table 5. *Learning Tools and Strategies Used by the Performing Students in the Test*

Themes	Sample Lines
Using videos as tools in learning the subject matter	"...katong nag-start na ug watch sa videos regarding sa different topics sa klase, mas naganahan ko, then mas daghan kog na-discover from different videos nga akong gi-search pud." (K12-H) [When we started watching videos for our lessons, I got interested, and I discovered more videos related to our lessons.]
Participating in collaborative activities employed by the teacher	"...easy lang kung naay daghan group activities kay taas ug time mag ask sa classmates ug sa teacher." (K15-H) [It is fine if there are many group activities during class because we have more time to ask our classmates and our teacher.] "...ang (the) activities inside the classroom helped me to learn more about the topic." (K12-H)
Sharing one's knowledge with others	"...unsa nasabtan namo, mashare pud namo sa among mga classmates." (K11-H) [What we have understood, we share it with our classmates.] "Ang among classmates kay willing maminaw sa mga nakabalo and it is easy for them to understand..." (K13-H) [Our classmates are willing to listen to those who understand the lesson and it was easy for us to follow.]

Using Videos as Tools in Learning the Subject Matter

One benefit of using videos in learning is that students find them easier to accept. The new generation enjoys watching videos online. Therefore, videos are an effective medium for introducing new knowledge. They also develop communication and attract students to learn new things (Brown, 2019). Furthermore, videos help students build knowledge before in-class activities. Students can use their time effectively based on their preferences. According to Divjak et al. (2023), teachers can provide pre-recorded videos for students to access, allowing them to adjust their learning pace and time based on their proficiency level and build knowledge before in-class activities.

Participating in Collaborative Activities Employed by the Teacher

This theme aligns with the social learning strategy; students preferred learning through communication with others (Antonio, 2017). flipped classroom strategy offers the benefits of using technologies. In addition, according to Huang et al. (2024), teachers can ask students questions for clarification through technology-enhanced assessment and promote student participation by using smartphones as a student response system in in-class activities, creating an interactive learning environment for students to experience learning from lower-order to higher-order thinking skills such as application, analysis, evaluation, and creation.

Sharing One's Knowledge with Others

This theme also relates to the social learning strategy. By sharing their knowledge with others, students can have opportunities to learn more. Ajmal et al. (2024) emphasized that the flipped classroom provides content before class through pre-recorded lectures, audio recordings, and video clips, allowing students to learn at home and

then discuss the lesson with teachers and peers to deepen their understanding during class time.

Cognitive and Affective Difficulties Encountered by the Low-Performing Students

In this study, the researcher also conducted an interview to identify the cognitive and affective difficulties encountered by the low-performing students. Thematic analyses and data reduction were used to discover the two emerging themes, which are (1) difficulty in understanding the content of the material, and (2) low self-confidence in sharing one's knowledge. Table 6 summarizes the themes that emerged from the interview about the cognitive and affective difficulties of the low-performing students.

Table 6. Cognitive and Affective Difficulties Encountered by the Low-Performing Students

Themes	Sample Lines
Difficulty in understanding the content of the material	"...naa koy dili masabtan so dili na lang nako tan-awon." (KI2-L) [There are segments in the video that I could not understand, so I would discontinue watching it.] "...sayon kay motan aw ra ko sa videos pero maglisod nuon ko sabot." (KI1-L) [It is easy because I will just watch the video, but I have difficulty understanding the content of the video.]
Low self- confidence in sharing one's knowledge.	"...naa man gud part sa videos nga wala ko kasabot so maulaw ko moshare." (KI1-L) [There are segments in the video that I failed to understand, so I am shy to share my ideas.] "...sa activities maulaw sad ko moshare." (KI3-L) [During activities, I am also shy to share my ideas.] "...naay parts nga wala koy mashare so dili ko ganahan." (KI4-L) [There are times that I have nothing to share, so I have less interest.]

Difficulty in Understanding the Content of the Material

The first theme that emerged from the interview about the cognitive and affective difficulties encountered by low-performing students is difficulty understanding the material. Students encounter this difficulty because they resist adopting the new strategy. Buhl-Wiggers et al. (2023) emphasized that integrating the flipped classroom into teaching increases students' workload, leading them to think it is difficult to understand lessons when studied alone. Similarly, Asad et al. (2022) claimed that students used to traditional learning strategies tend to find the flipped classroom burdensome, making it harder to understand concepts.

Low Self-Confidence in Sharing One's Knowledge

The last theme that emerged is low self-confidence in sharing one's knowledge. Samaila et al. (2024) stated that some students cannot finish the pre-class activities, which leads them not to share their ideas in class. They feel frustrated whenever they cannot accomplish the pre-class activities. As a result, students' confidence to engage in class is affected.

Corroboration of the Qualitative Data and Quantitative Data

In this study, the researcher gathered quantitative and qualitative data to compare and interpret whether the results support or contradict each other. The quantitative results showed that the flipped classroom helped students develop their grammatical competence. The results showed a significant increase in students' grammatical performance on the posttest compared with the pretest. The qualitative results revealed that the flipped classroom helped Grade 7 students perform well in in-class activities. The flipped classroom strategy helped them understand the lessons better. However, a few students encountered difficulties in the flipped classroom, which hindered the development of their grammatical competence. Regarding the corroboration of the two data sets, the qualitative data showed that Grade 7 students improved their grammatical competence. The quantitative results corroborate this finding. Hence, the assumption in this study is accepted. Figure 2 shows how the quantitative and qualitative results corroborate each other.

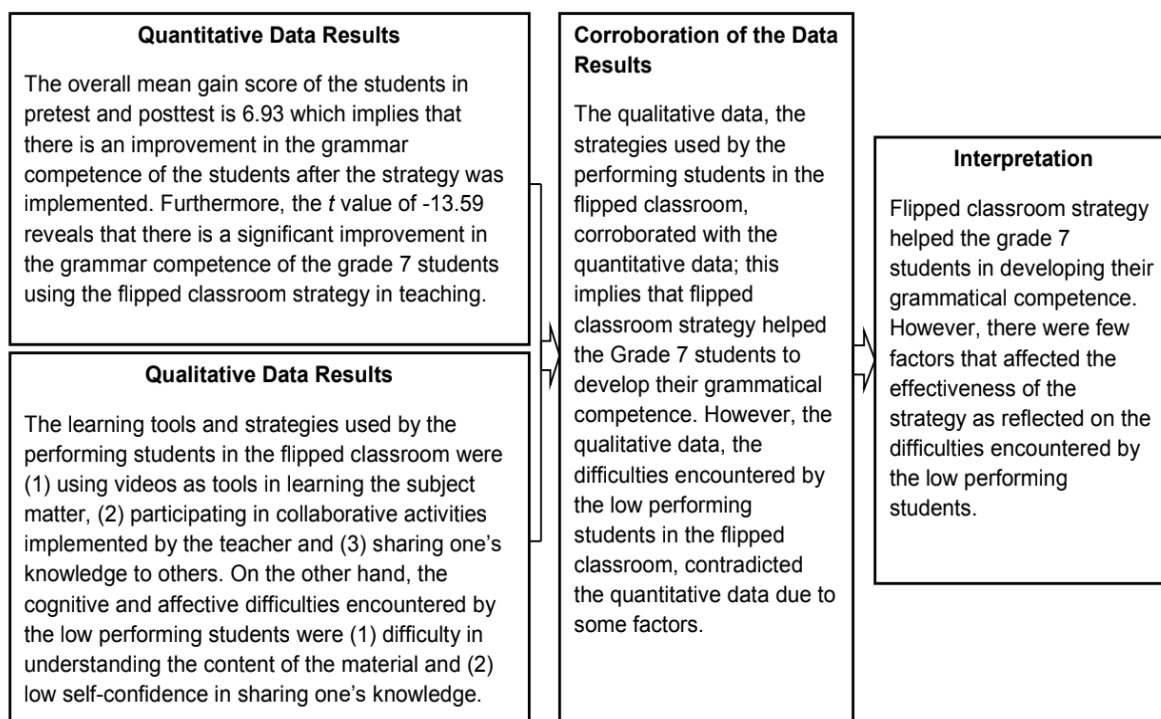


Figure 1. *Corroboration of the Quantitative and Qualitative Data*

Conclusion

This study investigated Grade 7 students' grammatical competence and the effectiveness of the flipped classroom strategy as an instructional intervention. Before the intervention, students showed notable weaknesses across six grammatical areas: conjunctions, verb voice, direct and indirect speech, imperatives and prepositions, past and past perfect tenses, and WH- questions. These gaps suggest that traditional instructional approaches may be insufficient in addressing diverse learning needs, particularly in contexts where classroom time is limited and opportunities for meaningful practice are scarce.

The flipped classroom strategy contributed meaningfully to improvements in students' grammatical competence across all six identified areas, affirming that when students engage with content independently before class and use face-to-face time for guided practice and feedback, they can achieve deeper grammatical understanding. This finding adds to the growing body of literature supporting flipped learning in language education and is particularly significant in the Philippine basic education context, where grammar instruction remains a persistent challenge and innovative pedagogical strategies are urgently needed. English language teachers are therefore encouraged to adopt the flipped classroom as a viable instructional approach, while curriculum planners may use the identified weaknesses as a basis for revisiting the sequencing and emphasis of these topics in the Grade 7 English curriculum.

Future research may build on this study by examining the long-term retention of grammatical competence among students who undergo flipped classroom instruction. Comparative studies across different year levels, school settings, or subject areas would help establish the strategy's broader applicability. Research that additionally incorporates student motivation, engagement, and learning autonomy as variables would provide a richer understanding of how flipped learning functions within the Filipino classroom context.

Contributions of Authors

Author: conceptualization, proposal writing, data gathering, data analysis

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Conflict of Interests

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