Effectiveness of Using a Flipped Classroom in Improving English Grammar Proficiency

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Abstract

This mixed methods research had forty (40) Grade 9 learners of Iloilo Scholastic Academy as participants. The quantitative part of the study employed the one-grouped pretest-posttest design. All the participants have written an entry for their journal with a few guide questions. This is supplemented by the researcher's observation notes. The English grammar proficiency level of the participants before the intervention was developing (S=8.62, M= 79.02) and their English grammar proficiency level after the intervention was proficient (S=5.54, M=87.27). Moreover, the difference in the pretest and posttest was significant ($Z = -5.476$, $p = 0.000$). This result implies that using the Flipped Classroom in improving the English grammar proficiency of the Grade 9 learners was effective. For the perception of the Grade 9 learners toward the Flipped Classroom, the following themes emerged: (1) The Flipped Classroom makes it easy to learn English grammar; (2) The Flipped Classroom taps the interest of the learners in multimedia technology; (3) The Flipped Classroom promotes independent learning; and (4) The Flipped Classroom provides opportunities for collaboration.

Keywords: flipped classroom; English grammar proficiency.

1. Introduction

The English language has become the primary language of communication. Currently, English is spoken by more than 1 billion people in the world. English grammar, in particular, is a big part in the foundation for communication using the English language.

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When a message is relayed with correct grammar, it is easier to understand the purpose and meaning of that message. There's a consensus that the Filipinos' mastery of the English language has become the country's biggest edge in the global job market. Surprisingly, a survey conducted by the researchers of [1] on March 8-14, 2006 revealed that more and more Filipinos can neither converse nor understand English. This is an indication that English proficiency in the Philippines had a significant drop in a few years. A global English Proficiency Index released on November 15 by Education First (EF) Ltd. showed the declining mastery of the English language by college graduates. Sadly, Singapore and Malaysia overtook the Philippines in the latest English-proficiency ranking. Based on test data from more than 950,000 adults from 72 countries who took the Lucerne, Switzerland-based firm's online English tests in 2015, the Philippines was ranked 13th in the English Proficiency Index by EF Ltd. The Philippines scored an English Proficiency Index of 60.33 while Malaysia had a higher score of 60.70. Singapore was the big surprise, posting a very high English Proficiency Index score of 63.52. More specifically, a research of author [2] studying the grammatical errors on blog posts from De La Salle University revealed that, though learners were always reminded to pay attention to the unity, coherence, cohesion, grammar, vocabulary, and organization of their blog posts before publishing them, common grammatical errors surfaced. The facts show that the English proficiency of Filipinos is indeed declining. For this reason, a few of the government policy makers raised the alarm over these unfortunate findings. In a news article written by tge author in [3] published by Manila Bulletin, former President and House Speaker Gloria Macapagal Arroyo, sought to further hone the English language proficiency of Filipinos with a bill aimed at strengthening the use of English as medium of instruction in the nation's schools. The Bill sought to develop the aptitude, competence, and proficiency of Filipino students in the English language, so as to maintain and improve their competitive edge in emerging and fast-growing industries, particularly in Information and Communications Technology (ICT). More recently, in a news report of the author [4]. (2018, February 16) published by the Philippine Daily Inquirer, Senator Grace Poe filed a resolution calling for an inquiry into the decline in English proficiency of Filipino students. In Senate Resolution No. 622, Poe called for an assessment of the present curricula in elementary and high school in the light of reports citing the narrowing advantage of Filipino graduates in the global language. The resolution stated that according to the results of a two-year study conducted by Hopkins International Partners, Filipino university graduates average 630 on English proficiency based on the Test of English for International Communication (TOEIC). According to Leonen (2018), the resolution of Senator Poe noted that the average was lower than the competency requirement for taxi drivers in Dubai, United Arab Emirates. Furthermore, Filipino graduates also averaged a Common European Framework of Reference of Language (CEFR) grade of B1, lower than the CEFR B2 proficiency target set for high school graduates in Thailand and Vietnam. The same report indicated that the Filipino university graduates' median score was comparable to the proficiency of 5th and 6th grade learners in native English-speaking countries such as the US and the United Kingdom. The researcher believes that a high English language proficiency is founded on a substantial knowledge of grammar. grammar might not be the most important thing in the world, but if one makes numerous mistakes, he or she may be more difficult to understand, and other people may look down on him or her or not take him or her seriously. It is indeed acceptable that grammar is a foundation in improving English language proficiency; hence, poor grammar skills can lead to poor speaking, writing, reading, and listening skills which are equal to a low level of English language proficiency. However, the author in [5] stated that most learners would find grammar boring since learning grammar is mostly based on the teacher's lectures

and assigned homework. It is also reported that students show limited retention in listening to pure talk and discussion. As modernization continues to play an important role in education, it is already a presumption that technology and different forms of media like online videos and the Internet have effectively become a vital part of the learners' learning and development. The rapid increase in Internet access and advances in online technology over the last decade present an opportunity to rethink the way teachers teach and learners learn. The Flipped Classroom Instructional Model also known as the Inverted Classroom has emerged as a promising alternative to conventional lecture-based teaching as it offers a framework for integrating emerging online learning technologies with active and collaborative learning. The Flipped Classroom Model is a type of blended learning wherein class learning is integrated with online learning experiences [6]. Learners today are different in terms of having grown up with technology; it is a natural part of their lives. Moreover, what learners learn outside school and what they learn in school need to be integrated. The minds behind the invention of the Flipped Classroom [7] state that when the teachers are using the latest technology, all we are doing is "speaking the students' language." Additionally, the Flipped Classroom allows for pedagogy that incorporates group problem-based learning by moving the lecture out and the hands-on activities in. By incorporating small group work, students also benefit from the diverse perspectives and knowledge of their peers and build stronger connections which help promote retention and success.

1.1. Flipped Classroom as Teaching Method for 21st Century Learners

With the emergence of new ideas and technology, the 21st Century offers new opportunities when it comes to teaching and learning. Learners today are different in terms of having grown up with technology; it is a natural part of their lives. Moreover, what learners learn outside school and what they learn in school need to be integrated. The two pioneers of the Flipped Classroom [7] observed learners who were not able to complete tasks on their own at home. Therefore, the idea of creating more time for the students to work on problem areas during class time by moving lecturing outside the classroom in the form of videos online came up. With Internet access widely available on most college and university campuses, learners may view web-based instruction on their own time at their own pace. This provides opportunities to utilize the classroom for the application of information addressed in the online lecture. Because learners have viewed the lecture prior to class, contact hours can be devoted to problem solving, skill development, and gaining a deeper understanding of the subject matter. According to the author in [8] using the Flipped Classroom, the teacher is able to provide learners with a wide range of learner-centered opportunities in class for greater teacher-to-student mentoring and peer-to-peer collaboration, increasing the possibility to engage Gen Z students. Indeed, the Flipped Classroom sets the stage for their ideal educational experience that is both immersive and engaging for this generation of learners.

1.2. English Grammatical Errors

As the English language is widely used around the world, speakers of the language especially students are prone to grammatical errors which can lead to miscommunication. The authors in [9] presented the analysis of the data and discussion of the findings in their study on Grammatical and Lexical Errors in Students' English Composition Writing. The grammatical errors were then subcategorized into agreement errors, tense errors,

number errors (plural-singular), prepositional errors, articles errors, and conjunction errors. In a study to investigate the grammatical errors in English with reference to verb tense, mood, and voice, Kim (1988), found that mood was most frequently committed errors followed by errors in voice and tense. This study was conducted among 120 Korean EFL (English as a Foreign Language) students who were asked to translate Korean sentences to English. Moreover, in a study titled "Learners' Errors and their Evaluation: The Case of Filipino ESL Writers" published in the Philippine ESL Journal, by the author in [10] concluded that the top five most frequently occurring errors that are distributed in three different levels of writing proficiency are the comma (unnecessary or missing comma, missing comma after an introductory clause or phrase, missing comma before a nonrestrictive clause)-16.6 %; word choice (wrong word form/word choice)-13.5%; verbs (S-V Agreement, verb tense, verb form)-11.8%; capitalization-11.3 %; and punctuation and sentence structure (fragment and run-on sentences)-9.4 %.

1.3. Constructivism as the Core of Flipped Classroom

The author in [11] elaborated that the Flipped Classroom Model requires a blend of direct instruction by the teacher with constructivist learning. Students are responsible for constructing their own knowledge and their own learning; the teacher functions as a facilitator of learning. Students engage themselves in their learning, and with supplied information via video or resource material, they will be able to catch up with given lessons. This suits well with how the author in [12] defined Constructivist Learning Theory. This theory asserts that learners construct their understanding of concepts based on prior knowledge and experiences. In other words, students learn best when they are able to interpret information on their own while the teacher guides them to a deeper understanding.

1.4. Bloom's Taxonomy in the Flipped Classroom

In 2001, Anderson & Krathwohl subjected the taxonomy to a re-evaluation process that resulted in the so-called Revised Bloom Taxonomy. The categories are divided as follows: remember, understand, apply, analyze, evaluate, and create [13]. Benjamin Bloom's Taxonomy emphasized that there should be a great emphasis on problem solving, applications of principles, analytical skills, and creativity because these types of learning enables the individual to relate his or her learning to the many problems he or she encounters in day-to-day living. Furthermore, in applying Bloom's revised taxonomy to the Flipped Classroom, students are doing the lower levels of cognitive work (remembering and understanding) outside of class and focusing on the higher forms of cognitive work (applying, analyzing, evaluating, and creating) in class, where they have the support of their peers and instructor. Learners have immediate and easy access to any topic when they need it, leaving the teacher with more opportunities to expand on higher-order thinking skills and enrichment. Offloading some information transfer allows a classroom to develop higher-order thinking skills that understand the need for teacher accessibility to overlap with cognitive load. That is, when students are assimilating information, creating new ideas which belong to the upper class of Bloom's Taxonomy, the teacher is present to help scaffold them through that process.

1.5. Flipped Classroom as an Effective Method in Improving English Grammar Proficiency

Studies suggest that the Flipped Classroom strategy positively affects students' performance and proficiency levels in various areas of the English language. The author in [14] found that implementing the Flipped Classroom Model in English classes develops the students' academic performance in general. In addition, the author in [15] found that "flipping" English classes improves students' scores on the Test of English for International Communication (TOEIC). Furthermore, the Flipped Classroom strategy can encourage learners and make them more attentive to the learning process. The author in [15] confirmed that 80% of the participants in the "flipped" classes spent more time and effort learning on their own compared to students' in the traditional classes, which indicated that they participated more in the learning process. In addition, attitudes and perceptions of the Flipped Classroom are positive. The author in [16] found students reporting that "flipping" English classes made learning more productive, fruitful, and engaging. Furthermore, students report that utilizing online communication tools reduced their anxiety since it freed them from the pressure of an immediate reply, and that they can consider their answers and comments before sending them. The author in [17] conducted a study on the Flipped Classroom as an Alternative Strategy for Teaching Stoichiometry among the college students of Batangas State University. The implication of the findings in the study emphasized that the Flipped Classroom constitutes a role change for instructors, who give up their front-of-the-class position in favor of a more collaborative and cooperative contribution to the teaching process. 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 and use various technology media in learning activities independently. In the study of the author in [18], 20 Thai EFL learners studying English II showed satisfaction towards the course with a flipped class learning pedagogy. The results obviously showed that the learners were very satisfied towards the course with the high overall score of 4.6 out of 5 or 92%. The author in [19] concluded three benefits of flipped learning among Vietnamese students. First, most students (5/6) mentioned the chances to be exposed to many brainstorming activities as well as deeper pair and group discussions when taking part in the flipped lessons. The second advantage perceived by most students (5/6) was the readiness before attending a flipped lesson. Coming to class with some ideas about the lesson was less stressful than having no or little idea what the coming lesson was about. The third merit of flipped learning that some students (2/6) recognized was that flipped learning could narrow the gap between students of different levels. The author in [20] of De Salle Santiago Zobel School, Philippines studied the effectiveness of the Flipped Classroom in improving students' trigonometric achievement. The result of the study showed that the Flipped Classroom environment had a large significant effect (d = 3.180) in improving the trigonometry performance of the students. Furthermore, the Flipped Classroom environment had a large effect (d = 3.619) in improving students' performance. The author in [21] concluded in their study that fourteen studies exclusively reported that students in the flipped classroom out-performed their counterparts in the traditional classrooms out of 30 studies/researches compared student learning in traditional classrooms to learning in flipped classrooms. Of these, six studies reported the statistical significance of their findings. The studies that show the positive effect and impact of the Flipped Classroom to the learners in a variety of learning areas are a strong indication that the Flipped Classroom can be effective in improving the English grammar proficiency of the learners. Moreover, a previous study also noted that aside from academics, attitude and perceptions of the learners also improved. These are enough evidences that Flipped Classroom can highly contribute to the demands of the 21st century teaching and learning specifically in grammar or language teaching.

1.6. Statement of the Problem

1. What is the English grammar proficiency level of the Grade 9 learners before and after their exposure to the Flipped Classroom?
2. Is there a significant difference in the English grammar proficiency of the Grade 9 learners before and after their exposure to the Flipped Classroom?
3. How do Grade 9 learners perceive the use of the Flipped Classroom in improving English grammar proficiency?

1.7. Delimitation of the Study

This study aims to determine the effectiveness of using a Flipped Classroom in the English grammar Proficiency of the Grade 9 learners of Iloilo Scholastic Academy. This study does not compare the effectiveness of the Flipped Classroom and the Traditional Classroom in Improving the English grammar proficiency.

2. Materials and Methods

The author in [22] stated that mixed methods research provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone; hence, the researcher utilized the mixed methods to provide more comprehensive evidence for studying the effectiveness of using the Flipped Classroom in the improving English grammar proficiency of Grade 9 learners. More specifically, the Sequential Explanatory Design (SED), which is one of the six mixed method research designs developed by the author in [22], was used. According to the author in [23], the purpose of SED is that qualitative data is used to enrich, explain, or elaborate upon, results gained from quantitative approaches. This method has two phases: Phase one involves the collection and analysis of quantitative data.

The second phase employs qualitative methods to elaborate on the results from the quantitative phase. The participants were 40 Grade 9 learners of Iloilo Scholastic Academy for School Year 2018-2019 making use of the total sampling procedure. The one-group pretest-posttest design by the author in [24] was used in the quantitative part of this study. In this design, a single group was given the treatment and the results were gathered at the end. On the other hand, the embedded qualitative inquiry in this research was a narrative inquiry. The study used a 100- item multiple choice pretest and posttest for the Grade 9 learners of Iloilo Scholastic Academy to gather data which determined the participants' grammar proficiency and the effectiveness of the Flipped Classroom. Each test was composed of five selected grammatical concepts: subject-verb agreement (20 items); pronoun-antecedent agreement (20 items); verb tenses (20 items); prepositions (20 items); and punctuations (20 items), with a total of 100 items. The tests, along with the five lesson plans for the Flipped Classroom, were made by the researcher and administered for a pilot testing with the same grade level of learners from a different school. Each lesson plan was allotted for one session which was equivalent to 40 minutes. The first session began right after the pretest.

The five sessions lasted for five school days with 40 minutes allotted for each session. The researcher himself facilitated all the sessions. The participants were asked to write on their individual journals prepared by the

researcher. There they expressed their insights regarding the class sessions they attended guided by the questions provided to them. Their entries were supplemented with the researchers' observation notes. The respondents were met for a meeting. The researcher made use of the review week, so that classes were not disrupted, and flow of the study went on smoothly. The instruments were prepared by the researcher. A pilot testing was conducted to validate the instrument. During the pilot testing, the total population of one section of Grade 9 students of the University of the Philippine High School in Iloilo was the respondents. They answered the 100-item multiple-choice test within 1 hour and 30 minutes. The videos used in the grammar sessions were made by the researcher himself. The researcher was also the facilitator discussing the grammar lessons in the videos. The quantitative data for this research was subjected to some-computer-processed statistics, such as mean, standard deviation, and Wilcoxon Signed Ranks Test.

The mean scores in the pre-intervention and post intervention were used to describe the English grammar proficiency of the Grade 9 learners. The standard deviation was obtained from the pretest and posttest to determine the pre-intervention and post intervention spread of scores among the respondents. The Wilcoxon Signed Ranks Test was used to determine if there was a significant difference in the mean scores of the pretest and posttest. Meanwhile, the qualitative data analysis of data collected involved thematic analysis. The thematic analysis was used for identifying, analyzing, and reporting patterns (themes) within data.

3. Results

Table 1: The Participants' Proficiency Level in English Grammar

	N	*SD*	*Mean*	Description
Pretest	40	8. 62	79.02	Developing
Posttest	40	5.54	87.27	Proficient

Legend: 89.50-100 (Advanced), 84.50-89.49 (Proficient), 79.50-84.49 (Approaching Proficiency), 74.50-79.49 (Developing), Below 74.50 (Beginning)

Table 1 shows the participants' level of English grammar proficiency before and after the intervention. It appears in the pretest results that the English grammar proficiency of the Grade 9 learners before the intervention was developing (M = 79.0244, SD = 8.62116) while the result of the posttest showed that the level of the English grammar proficiency after the intervention was proficient (M = 87.2681, SD = 5.53635). There was an increase in the mean scores of the participants.Moreover, the level of English proficiency of the Grade 9 learners after the conduct of the intervention had improved a great deal compared to their level of English grammar proficiency before the intervention.

This section confirmed whether the differences in the data are statistically significant. Table 2 shows the result.

Table 2: Wilcoxon Signed Ranks Test of the Difference Between the Pretest and Posttest Results on the Level of English Grammar Proficiency of the Grade 9 Learners

	Mean	*Z*	*P*
Pretest	79.02	-5.476*	0.000
Posttest	87.27		

*Note. *p < 0.001*

Table 2 shows that there was a significant difference between the pretest and posttest results of the level of English grammar proficiency of the Grade 9 learners (Z = -5.476, p = .000). The intervention has significantly increased the level of English grammar proficiency of the Grade 9 learners.

3.1. How Grade 9 Learners of Iloilo Scholastic Academy Perceived the Flipped Classroom in Improving their English Grammar Proficiency

- ### *Flipped Classroom makes it easy to learn English grammar*

Thirty-eight (38) out of the 40 respondents highly mentioned that the Flipped Classroom was helpful in making it easy to learn English grammar. The five English grammar topics used in this study are the following: 1) Subject-Verb Agreement); 2) Pronoun-Antecedent Agreement; 3) Verb Tenses; 4) Prepositions; and 5) Punctuations. With these English grammar lessons made into five video series, the learners were able to watch them anywhere outside the classroom or after school. As stated in one learner's journal *"Learning English grammar using the flipped classroom is very new to me, especially that we were used to learning English grammar topics inside the classroom through the lecture given by our facilitator. It makes is easy to learn our topics in grammar especially the rules and the examples because with the videos prepared by the facilitator, I can always rewind, and repeat the whole video again, or I can just repeat the parts which I consider difficult or confusing. I will not miss any part discussed by Sir unlike in the classroom, sometimes, I cannot catch up because I feel sleepy, or my seatmate is talking to me. Learning the most difficult and confusing rules on verb tenses, subject-verb agreement, and pronoun-antecedent is very hard especially when you are just listening in the classroom. Sometimes, I might miss a very important term and I get lost. I think this set up of teaching might be very popular soon since almost all of us are very familiar with the latest technology. With this video ready at hand, our grammar subject might not stress me out anymore.*"

- ### *Flipped Classroom taps the learners' interest in multimedia technology*

All of the Grade 9 learners of this study mentioned that their gadgets have been very useful in the Flipped Classroom. This is mainly because all of them have their own smartphones. Others have more than one smartphone with other gadgets like iPad, tablets, laptops, and personal computers at home. However, as part of the school rule, they are strictly prohibited to bring these gadgets to school. It is only when they reach home that they could use these gadgets. Aside from having these, internet connection was not a problem, for almost all of them have Wi-Fi connection at home. Others used their data provided by their network. Having a gadget and a

Wi-Fi connection gave the learner an easy access to watching the videos either online or saved through an USB. To make this interactive, the facilitator made an online group through a group chat to guide the learners in watching the video. Each of the learners has his or her own question assigned to by the facilitator. The facilitator gave the learners until 9 p.m. to accommodate the answers of the learners and even questions or clarifications. The facilitator observed that when the lessons were given through videos, the learners were more interactive when it comes to answering questions, giving examples, of even asking for clarification. The researcher believed that this was a good sign of the learners' interest and cooperation. Furthermore, the facilitator noticed that using the chat box regarding the video used in the Flipped classroom, the learners, who were silent and inactive during class discussion, never hesitated to participate. They were not anxious whether their answers would be wrong. The facilitator, on the other hand, took the opportunity to look closely at each learner who seemed to be at bit challenged.

- *Flipped Classroom promotes independent learning*

In the Flipped Classroom, students can have increased input and control over their own learning. Among the respondents, 34 of them relate to this theme. They have the freedom to learn at their own pace and may pause or rewind video lectures, write down questions they may have, and discuss them with their teachers and peers before - or in - class. Learners who need more time to understand certain concepts can take their time reviewing the material without getting left behind and receive immediate assistance from teachers and classmates. Based on the quizzes given every meeting, the researcher observed an increase in the scores of those learners who always seemed to be challenged with the subject. Also, a learner revealed that his mother did not hire a tutor for a week for the English grammar subject because of the complete lessons of the facilitator done through a video. The same learner even mentioned that her mother watched the video with her and they both studied and learned together. Moreover, the Flipped Classroom highlights learners learning at their own pace. One observation of the learner was that because she could watch the video again and again or pause it, anytime she liked. Learning the video at home made her more confident to get involved with the activities done in the classroom the next day

- *Flipped Classroom provides opportunities for collaboration*

Flipped Classroom does not only provide collaboration among the learners, but most importantly, it provides collaboration between the facilitator and the learners. 35 of the respondents have clearly written points on collaboration, interaction, and active learning in their journals. On the other hand, the researcher observed a transformation of the facilitator from being a mere lecturer into an interactive facilitator. The facilitator worked closely with the learners checking if they have understood the lesson based on the process of doing their output and the output itself. In the current practice of teaching English grammar to Grade 9 learners of Iloilo Scholastic Academy, the facilitator merely discusses the lessons and provides a coverage to be studied at home for a quiz the following day. Then, the following day, the facilitator gives the quizzes and starts to discuss a new lesson. On the first day of implementing the Flipped Classroom, the video about Subject-Verb Agreement was posted on a Facebook page where the learners could view, download, and watch prior to going to school. Some learners also presented their USBs to ask for a copy. The following day, a quiz was given to assess if they watched and

understood the topics discussed in the video. To further supplement this, the facilitator prepared activities and games. In the classroom, the facilitator did not spend much time lecturing but mostly facilitating the activities given to students. All the five grammar topics followed the same format. After the quiz and the discussion of the answers, the rest of the time for the English grammar class was utilized with these activities that augment, reinforce, and further clarify the subject matter learned by the learners outside the classroom through the videos prepared by the facilitator giving way to a more interactive and collaborative learning. However, there was a time before the start of the activity when a learner asked for a clarification, *"Sir, what if I say I have arrived yesterday. Would this be considered totally or grammatically wrong?"* This was a question from a learner was used by the facilitator as an opportunity to provide further explanation using sentence samples. The facilitator said, "Class, there is a question from Ed. I'd like to repeat his question." *"What if I say I have arrived yesterday. Would this be considered totally or grammatically wrong? What do you think is the answer to this question? I'd like to get a response by group. Group I, what is your consensus? How about Group S and Group A?"* A representative from each group was asked to give his or her answer and provide a short explanation. The Group I Representative said, "*That is wrong because when you use the present perfect tense there should be no definite time expression.*" The representative of Group S said, "*We believe that is acceptable because we think it is correct, ha ha.*" The representative of Group A said, *"We agree with Group I because it is clear with the rules in the video how to use present perfect tense and past tense*." With these responses, the facilitator gave his input saying, *"When we go back to the rules, it would give us a clear distinction of how to use present perfect tense and past tense. We use present perfect tense with no definite time expression like: I have arrived. On the other hand, we use simple past tense with definite time expression just like: I arrived yesterday. Did everyone get this?"* One student responded: "Yes, sir. It's all there in the video with the examples." This was an evident indication that the learners watched and paid attention to the videos, and that in the classroom, the learners were given more opportunities to think more critically, which eventually paved the way to collaborative learning

4. Conclusion

It was found that the mean score of the Grade 9 learners before the intervention was developing and became proficient after the intervention. Therefore, there was an increase in the mean score of the Grade 9 learners. Such improvement in the English grammar proficiency was found significant. There was a significant difference in the English grammar proficiency of the Grade 9 learners with a $p < 0.000$. The English grammar proficiency of the Grade 9 learners significantly increased in the posttest. Based on the results of the study, the following conclusions were formulated: Mixed methods research design with an experimental model as a nested design was used in this study. The use of the Flipped Classroom significantly improved the English grammar proficiency of the Grade 9 learners as indicated in their mean scores. The use of the Flipped Classroom was effective and appreciated by the participants. The participants also expressed collaboration and skillful mastery in the activities to practice and improve their performance in the English subject. Four perceptions of the Grade 9 learners emerged in the thematic analysis. (1) The Flipped Classroom makes it easy to learn English grammar. With the English grammar lessons made into videos, the learners had the ease to replay, pause, or repeat some parts which they deem difficult. Having this feature and the supplemental activities done inside the classroom, the learners found an easy way to learn English grammar. (2) The Flipped Classroom taps the interest of the learners in multimedia technology. The learners, being considered as Gen Z learners, are inclined towards using

technology and watching videos online. Stating that all of them have their own gadgets, they have the access to the videos prepared by the facilitator. Their inclination to technology was reinforced using the videos about the five selected English grammar lessons. (3) The Flipped Classroom promotes independent learning. Learners can learn at their own pace, and with the content at hand through videos, the learners are not challenged to cope with the pace of the facilitator because of the replay or pause feature of the video. (4) The Flipped Classroom provides opportunities for collaboration. Much of time in the classroom was spent for collaborative activities that would effectively supplement the content knowledge given to them prior to going to school. Based on the results, the use of the Flipped Classroom provided different learning experiences in improving the English grammar proficiency of the Grade 9 learners. Based on the qualitative data analysis results, the use of the Flipped Classroom in improving the English grammar proficiency provided significant learning experiences among the Grade 9 learners. The result of this study has two implications. One is for theory and the other one is for teaching practices. This study promotes the Constructivist Theory which encompasses the idea of learning as an active process wherein the learners are able to form new ideas based on their current and past knowledge. In this study the videos provided by the facilitator gave the learners content materials providing them with background knowledge of the lesson prior to going to school. With this, learners composed sentences, paragraphs, dialogues, and written and oral communication as an application and reflection of what they have learned. In conducting the intervention, it was proven that the use of the Flipped Classroom in the English grammar proficiency of the Grade 9 learners was effective. This strongly implies the that Flipped Classroom has greatly helped in improving the English grammar proficiency of the Grade 9 learners. The Flipped Classroom is an innovative method which is now being implemented in different schools and universities across the globe. Since the learners of this generation expect this, the teacher can maximize the Flipped Classroom to tap the interest of the learners in multimedia learning. By providing students with the materials to gain a basic level of knowledge and understanding before class, classroom time can be used to deepen learning and develop higher-level cognitive skills. One of the core objectives of flipped learning is to move students away from passive learning and towards active learning where students engage in collaborative activity, peer learning, and problem-based learning. Hence, English grammar facilitators may use the Flipped Classroom in improving the English grammar proficiency of the learners.

Acknowledgements

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