

Reconceptualizing English Grammar Instruction in Secondary School: A Flipped Classroom Approach to Enhancing Student Participation

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Abstract

This study examined the use of the flipped classroom model to enhance student participation in secondary school English grammar lessons and explored students' perceptions of its implementation in grammar learning. The study was motivated by the persistent problem of low participation in grammar instruction, which is often characterized by teacher-centred explanation, limited interaction, and students' low engagement. To address this issue, the study employed a Classroom Action Research design conducted in two cycles over eight weeks. The participants were 30 eighth-grade students from a public secondary school in Indonesia. Data were collected through a structured observation checklist, student participation logs, a questionnaire, semi-structured interviews, and a reflective journal. Quantitative data were analysed using descriptive statistics, while qualitative data were analysed thematically. The findings showed that the flipped classroom model was associated with a clear improvement in student participation across the two cycles. Access to pre-class materials increased from 70% in Cycle 1 to 93% in Cycle 2, while readiness for in-class discussion improved from 55% to 85%. Engagement in collaborative tasks rose from 60% to 90%, and responses to teacher prompts increased from 50% to 80%. Questionnaire results also indicated generally positive student perceptions. Most students agreed that the pre-class materials helped them understand grammar concepts, increased their confidence in classroom participation, and made grammar learning more engaging. However, some students reported difficulties related to self-regulated learning and limited internet access. The study concludes that the flipped classroom model can serve as a productive pedagogical approach for reconceptualizing grammar instruction in secondary school by promoting more active, participatory, and interaction-rich learning. The findings also suggest that the effectiveness of the model depends on careful instructional design and adequate support for students' pre-class learning.

Keywords: English grammar instruction, flipped classroom; self-regulated learning; classroom action research.

INTRODUCTION

Grammar instruction has gradually shifted from mechanical drills and rule memorization toward a more contextualized orientation that emphasizes meaning, choice, and communicative use (Myhill, 2021; Cushing & Helks, 2021). In this view, grammar is not simply a body of rules to be mastered, but a linguistic resource that enables learners to make precise, purposeful, and context-sensitive language choices (Myhill, 2021). Such a perspective is increasingly important in contemporary education, where learners communicate across digital, academic, and professional spaces that demand both clarity

*Reconceptualizing English Grammar Instruction in Secondary School:
A Flipped Classroom Approach to Enhancing Student Participation*

and linguistic credibility. In other words, grammatical control remains pedagogically significant not because it represents formal correctness alone, but because it underpins intelligibility, rhetorical effectiveness, and learners' capacity to participate credibly in wider communicative communities (Myhill, 2021; Cushing & Helks, 2021; Ryan & Deci, 2020).

Despite this pedagogical reorientation, grammar lessons in secondary school are still frequently associated with monotony, low emotional investment, and limited student participation. Research on students' experiences of grammar teaching indicates that grammar is often perceived as decontextualized, rule-bound, and insufficiently connected to creativity or meaningful communication. This issue is particularly salient in adolescence, when boredom is strongly associated with disengagement, weakened motivation, and less productive academic involvement. When grammar instruction remains dominated by explanation and recitation, opportunities for student-guided participation become restricted, even though participation is closely linked to classroom learning and engagement in school settings (Cushing & Helks, 2021; Grazia et al., 2021; Decristan et al., 2023; Berti et al., 2023).

A central limitation of traditional grammar pedagogy, therefore, lies in its persistent reliance on teacher-centered transmission. In such classrooms, a substantial portion of instructional time is often spent on rule presentation, note-taking, and tightly controlled exercises, leaving relatively little room for exploratory talk, collaborative problem solving, or communicative application. This imbalance is pedagogically consequential because it positions students as recipients of grammatical explanation rather than active participants in meaning-making. In secondary school contexts, where participation is closely connected to behavioral engagement and opportunities to learn, an overwhelmingly explanatory model may reduce grammar learning to procedural compliance rather than dialogic understanding and purposeful language use (Myhill, 2021; Cushing & Helks, 2021; Decristan et al., 2023).

Against this backdrop, the flipped classroom has emerged as a promising alternative because it relocates initial content exposure to pre-class learning and frees classroom time for interaction, guided practice, and feedback. Recent research in language education suggests that flipped learning can support language development, grammar achievement, and more positive learner responses when pre-class preparation is meaningfully connected to in-class task design. At the same time, the literature also shows that the success of flipped learning is not inherent in the model itself; rather, it depends on how effectively teachers structure pre-class materials, scaffold learner preparation, and organize in-class participation. As a result, flipped learning should be understood not merely as a technological rearrangement of teaching, but as an instructional redesign that can potentially alter the quality of students' classroom involvement (Bond, 2020; Öztürk & Çakıroğlu, 2021; Pan et al., 2024; Gebregziabher et al., 2025).

Even so, an important limitation remains in the existing literature. Much of the flipped-classroom research in language learning has concentrated on achievement, perceptions, attitudes, motivation, or general language proficiency, while giving less sustained attention to how flipped instruction reshapes students' participatory roles during classroom learning. This limitation is especially relevant in grammar instruction, a domain that is often treated as structurally rigid and therefore less compatible with active classroom interaction. Recent reviews likewise indicate that engagement in flipped learning is highly contingent on design quality, the structure of pre-class tasks, and support for self-regulated learning, suggesting that the claim that flipped learning automatically transforms passive learners into active participants remains insufficiently examined. What is still needed, therefore, is closer empirical attention to how flipped instructional design can reconfigure grammar lessons from teacher-led explanation to student-centered participation (Bond, 2020; Pan et al., 2024; Liu et al., 2024; Gebregziabher et al., 2025).

In response to this gap, the present study seeks to reconceptualize grammar instruction in secondary school through a flipped classroom intervention that places student participation at the center of the learning process. Rather than viewing grammar as content to be delivered during class time, this study approaches grammar learning as an interactive process in which students gain initial exposure to key concepts before class and then use classroom time to discuss, apply, and negotiate grammatical meaning. The study therefore aims to examine how the flipped classroom model influences student participation in secondary school English grammar lessons and how students perceive the use of this model in grammar learning. This focus is important because the educational value of flipped learning becomes more compelling when it is demonstrated through stronger participation, more sustained classroom engagement, and richer interaction, rather than through test performance alone (Bond, 2020; Pan et al., 2024; Liu et al., 2024).

The novelty of this study lies not simply in applying the flipped classroom to grammar instruction, but in examining how flipped instructional design can reposition students from passive recipients of grammatical explanation to active participants in classroom learning. More specifically, the study foregrounds the integration of curiosity-oriented pre-class materials with collaborative in-class tasks designed to stimulate discussion, response, and shared problem solving. Conceptually, this study is informed by social constructivist and self-determination perspectives, both of which underscore that participation is strengthened when learners engage in meaningful interaction, experience a degree of autonomy, and feel supported in developing competence through classroom activity. Seen from these perspectives, the flipped classroom offers a potentially productive pedagogical space for transforming grammar learning into a more participatory, interaction-rich, and motivationally supportive process (Kwong et al., 2024; Wang et al., 2024; Ryan & Deci, 2020). On this basis, the study addresses the following research questions: (1) How does the flipped classroom model influence student participation in secondary school English grammar lessons? (2) How do students perceive the flipped classroom model in grammar learning?

METHOD

Research Design

This study employed *Classroom Action Research (CAR)* to investigate how the flipped classroom model influenced student participation in secondary school English grammar lessons. CAR was considered appropriate because it enables the teacher-researcher to introduce a pedagogical intervention, observe its implementation systematically, and refine the instructional strategy through recurring cycles of planning, action, observation, and reflection. In this study, the research was conducted in *two action cycles over eight weeks*. Each cycle involved preparing the grammar lessons and flipped-learning materials, implementing the instructional intervention, observing students' participation during the learning process, and reflecting on the results to guide improvements in the subsequent cycle. In this way, the design supported not only the examination of the intervention's effect on participation but also the improvement of classroom practice within an authentic instructional context.

Participants and Research Context

The participants of this study were 30 eighth-grade students, aged between 13 and 15 years, from a public secondary school in East Java, Indonesia. The participants were selected purposively from one intact class based on preliminary classroom observation indicating relatively low participation in English grammar lessons. This class was considered suitable for the intervention because the students had previously experienced grammar instruction mainly through conventional teacher-centred practices, making it a relevant context for examining the implementation of a flipped classroom model.

*Reconceptualizing English Grammar Instruction in Secondary School:
A Flipped Classroom Approach to Enhancing Student Participation*

As this study adopted a classroom action research design, the selection of one intact class was intended to support pedagogical improvement within a naturally bounded instructional setting rather than statistical generalization. The study was conducted in the students' regular classroom environment to preserve the authenticity of the teaching-learning process and to allow the intervention to be integrated into routine instructional practice.

The inclusion criteria required that participants be officially enrolled in the selected class, attend the grammar lessons during the intervention period, and take part in both the pre-class and in-class learning activities. Since the study focused on participation in naturally occurring classroom interaction, all students in the selected class were included in the intervention and observation process. To protect confidentiality, the identity of the school and the participants was anonymized, and all data were used solely for research purposes.

Instruments

Several instruments were employed to collect both quantitative and qualitative data in line with the objectives of the study. First, *pre-class learning materials* were prepared as part of the flipped classroom intervention. These materials consisted of short instructional videos, online tutorials, and brief readings introducing the target grammar topics before each classroom meeting. Their function was instructional rather than evaluative, as they were designed to provide students with initial conceptual exposure prior to in-class activities. Second, a *structured observation checklist* was used as the primary instrument to document students' classroom participation during the implementation of the flipped classroom model. The checklist focused on several indicators of participation, including students' readiness for the lesson, responses to teacher prompts, contributions to classroom discussion, involvement in pair or group work, and engagement in grammar-related tasks.

Third, *student participation logs* were used to record students' self-reported engagement with both pre-class and in-class activities. These logs captured whether students accessed the assigned materials before class, how prepared they felt for classroom discussion, and how actively they participated in grammar-related activities during the lesson. Fourth, a *questionnaire* was administered to examine students' perceptions of the flipped classroom model in grammar learning. The questionnaire focused on students' views regarding the usefulness of pre-class materials, the clarity of grammar instruction, their confidence in participating during classroom activities, and their overall responses to the learning experience.

Fifth, *semi-structured interviews* were conducted with a selected number of students to obtain more in-depth qualitative data regarding their experiences during the intervention. The interviews explored students' perceived benefits and challenges of flipped learning, their responses to the pre-class materials, and their views on how the approach influenced their participation in grammar lessons. Finally, the teacher-researcher maintained a *reflective journal* throughout the study to document instructional decisions, classroom dynamics, students' responses to the intervention, and issues that emerged during the implementation process. This journal served as an additional qualitative source to support the interpretation of the classroom data.

Data Collecting Technique

The data were collected over eight weeks through two CAR cycles. In the planning stage, the teacher-researcher selected the grammar topics and prepared the pre-class materials for students to access before the lesson. In **Cycle 1**, the instructional focus was on the Present Continuous Tense and basic sentence patterns, while **Cycle 2** focused on the Simple Past Tense and its use in contextualized sentence construction. These topics were selected

because they represented core grammar areas that students commonly encountered in lower secondary English classes and that were often taught through teacher-centred explanation.

In the action stage, students studied the pre-class materials independently outside the classroom before attending the lesson. In Cycle 1, the pre-class materials mainly consisted of short explanatory videos and brief online tutorials presenting the target grammar rules and example sentences. After reflecting on the first cycle, the materials for Cycle 2 were redesigned to be more curiosity-oriented in order to stimulate greater interest and preparation before class. For example, students were given a short video clip and a simple guided prompt such as “*What is happening in this scene?*” or “*Can you identify how the actions in the story would be described yesterday?*” before receiving the formal explanation of the target structure. This design was intended to encourage students to predict, observe, and reflect on language use before entering the classroom.

During the face-to-face sessions, classroom time was allocated to interactive and collaborative grammar activities, including discussion, guided practice, pair work, and grammar exercises. In the observation stage, the teacher-researcher used the observation checklist to record students’ participation during in-class activities. At the end of each lesson, students completed participation logs to reflect on their engagement with both the pre-class and in-class learning processes. In addition, the questionnaire was administered to collect data on students’ perceptions of the flipped classroom model, while semi-structured interviews were conducted with selected students after the implementation to obtain deeper qualitative insights. The reflective journal was written continuously throughout the intervention to document notable classroom events, implementation challenges, and instructional adjustments.

In the reflection stage, the data gathered from observations, participation logs, questionnaires, interviews, and the reflective journal were reviewed to evaluate the effectiveness of the flipped classroom model and to determine revisions for the next cycle. This process enabled the intervention to be improved progressively from Cycle 1 to Cycle 2.

Data analysis

This study employed both quantitative and qualitative data analysis techniques. Quantitative data obtained from the observation checklist, participation logs, and questionnaire were analysed using descriptive statistics, particularly percentages, to identify patterns and changes in student participation across the two cycles. Comparisons were made between Cycle 1 and Cycle 2 to determine whether participation improved after instructional revisions had been introduced.

Qualitative data derived from the semi-structured interviews, open-ended questionnaire responses, and the teacher’s reflective journal were analysed using thematic analysis. The researcher reviewed the data repeatedly, identified recurring patterns related to student participation, difficulties in completing pre-class tasks, and perceived benefits of the flipped classroom, and then grouped these patterns into broader themes.

To strengthen the trustworthiness of the findings, the study also applied data triangulation by comparing evidence from classroom observations, participation logs, questionnaires, interviews, and reflective notes. In addition, member checking was used during the interview process to confirm the accuracy of participants’ responses, while peer debriefing with another teacher was employed to review selected observation notes and reflective entries in order to reduce interpretive bias.

Validity and Reliability Test

Prior to the main data collection, the questionnaire was subjected to validity and reliability testing to ensure its appropriateness for the study. The instrument was tried out on 30 respondents. Item validity was examined using the Pearson Product Moment correlation

test. With $df = 28$ at the 5% significance level, the r -table value was 0.361. The results showed that all questionnaire items had r -count values higher than 0.361, indicating that all items were valid and suitable for use in the study. To determine the internal consistency of the instrument, Cronbach's Alpha was calculated. The reliability analysis yielded a Cronbach's Alpha coefficient of 0.872, indicating that the questionnaire had high reliability. This result suggests that the items were internally consistent and dependable for measuring students' perceptions of the flipped classroom model in grammar learning. Based on these validity and reliability results, the questionnaire was considered appropriate for use in the main study. In addition to the statistical testing, the instruments were reviewed in relation to the objectives of the study to ensure that they aligned with the two main focuses of the research, namely student participation in grammar lessons and students' perceptions of the flipped classroom model.

RESULTS

RQ1: The Influence of the Flipped Classroom Model on Student Participation

The implementation of the flipped classroom model across two action cycles was associated with a progressive increase in student participation in English grammar lessons. Data obtained from the structured observation checklist and student participation logs indicated that the shift from teacher-centred instruction to a flipped learning approach was followed by noticeable changes in students' readiness, classroom engagement, and responsiveness during grammar-related activities.

Cycle 1: Initial Transition to More Active Participation

In Cycle 1, students' initial response to the flipped classroom model reflected a moderate level of participation. A total of 70% of the students ($n = 21$) accessed the assigned pre-class videos and tutorials before the lesson. However, participation during in-class discussion remained relatively limited, as many students were still adjusting to the increased autonomy required by the instructional model. Observation data showed that 60% of the students were actively involved in pair or group work, while participation in whole-class interaction was still largely dominated by a small number of more confident students. The reflective journal further indicated that some students experienced difficulty in managing pre-class preparation independently, which appeared to reduce their confidence during in-class grammar activities.

Cycle 2: Increased Participation and Classroom Involvement

Following reflection on Cycle 1, several instructional adjustments were introduced in Cycle 2. These included the use of more curiosity-oriented pre-class materials and the integration of more structured collaborative tasks during face-to-face sessions. After these adjustments, all major indicators of student participation showed improvement. Table 1 presents the comparison of student participation levels across the two cycles.

Table 1. Student Participation Levels Across the Two CAR Cycles

No.	Participation Indicator	Cycle 1 (%)	Cycle 2 (%)	Gain (%)
1	Access to pre-class materials	70	93	23
2	Readiness for in-class discussion	55	85	30
3	Engagement in collaborative tasks	60	90	30
4	Response to teacher prompts	50	80	30
5	Completion of grammar logs	75	95	20

As shown in Table 1, student participation improved across all observed indicators from Cycle 1 to Cycle 2. The largest increases were found in readiness for in-class discussion, engagement in collaborative tasks, and response to teacher prompts, each of which rose by 30 percentage points. In Cycle 2, 85% of the students were prepared for classroom discussion, and 90% were actively engaged in collaborative grammar tasks. Access to pre-class materials also increased from 70% to 93%, while the completion of grammar logs rose from 75% to 95%.

These quantitative trends were supported by the qualitative data recorded in the reflective journal and participation logs. Classroom observation notes showed that by Cycle 2, students were more willing to respond to questions, contribute to peer discussion, and participate in grammar-related activities. The participation logs also suggested that students felt better prepared for classroom interaction after engaging with the instructional materials before class. Overall, the findings indicate that the flipped classroom model was associated with increased student participation and more active involvement in English grammar learning across the two action cycles.

RQ2: Students' Perceptions of the Flipped Classroom Model in Grammar Learning

To address the second research question, data were obtained from a post-intervention questionnaire administered to all 30 participants and supported by qualitative evidence from semi-structured interviews. Overall, the findings indicate that students responded positively to the flipped classroom model in English grammar learning. As shown in Table 2, most students agreed that the pre-class materials supported their understanding of grammar concepts, increased their confidence in classroom participation, and made grammar learning more engaging.

Perceptions of the Pre-class Learning Materials

The questionnaire results showed that students viewed the pre-class materials positively. A total of 53.3% of the students strongly agreed and 33.3% agreed that the videos and readings helped them understand grammar concepts before the lesson. Similarly, 33.3% strongly agreed and 46.7% agreed that they preferred learning grammar rules at home rather than listening to long explanations in class. These results suggest that most students perceived the pre-class phase as beneficial for their initial understanding of the lesson content.

The interview data further supported this finding by showing that students appreciated the flexibility of self-paced learning. One student explained:

Extract 1

“Usually, when the teacher explains grammar in front of the class, if I miss one part, I get confused for the rest of the lesson. With the videos, I can pause and rewind them until I really understand the formula before coming to school.”

This response indicates that students perceived the pre-class materials as helpful in preparing them for subsequent classroom activities.

Confidence and Engagement in In-class Activities

Students also reported positive perceptions of the in-class learning process under the flipped classroom model. As presented in Table 2, 40.0% of the students strongly agreed and 43.3% agreed that they felt more confident participating in class discussions because they had prepared beforehand. In addition, 56.7% strongly agreed and 33.3% agreed that collaborative in-class activities helped them apply grammar rules better than individual

*Reconceptualizing English Grammar Instruction in Secondary School:
A Flipped Classroom Approach to Enhancing Student Participation*

exercises. These results indicate that students perceived the flipped classroom model as supportive of both classroom confidence and active engagement.

The interview findings reinforced this pattern. One participant stated:

Extract 2

“In the past, I was afraid to answer questions or join the group work because I didn’t know the answers. But in Cycle 2, because I already watched the tutorial at home and took some notes, I felt braver to share my ideas with my group.”

This response suggests that prior exposure to the lesson content contributed to greater confidence during collaborative grammar activities.

Perceived Challenges and Constraints

The questionnaire also showed that 50.0% of the students strongly agreed and 36.7% agreed that the flipped classroom model made grammar learning more engaging and less boring overall. Although the majority of responses were positive, a small proportion of students expressed disagreement across several questionnaire items. For example, 16.7% of the students disagreed and 3.3% strongly disagreed that they preferred learning grammar rules at home, while 13.3% disagreed and 3.3% strongly disagreed that they felt more confident participating after pre-class preparation.

This pattern was consistent with the interview data, which revealed that some students experienced difficulties related to pre-class preparation and access to online learning resources. One student reported:

Extract 3

“I like the group activities in class, but sometimes I forgot to watch the video at night, or my internet quota ran out. When that happened, I felt left behind during the class discussion.”

These findings indicate that, while the flipped classroom model was generally perceived as beneficial, its implementation was not equally easy for all students. In particular, successful participation appeared to depend partly on students’ ability to manage pre-class learning and on their access to digital resources.

Table 2. Students’ Perceptions of the Flipped Classroom Model in Grammar Learning.

No.	Questionnaire Items	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	The pre-class videos and readings helped me understand the grammar concepts before the lesson.	53.3	33.3	10.0	3.3
2	I preferred learning the grammar rules at home rather than listening to long explanations in class.	33.3	46.7	16.7	3.3
3	I felt more confident participating in class discussions because I had prepared beforehand.	40.0	43.3	13.3	3.3
4	The collaborative in-class activities helped me apply the grammar rules better than doing individual exercises.	56.7	33.3	6.7	3.3
5	Overall, the flipped classroom model made grammar learning more engaging and less boring.	50.0	36.7	10.0	3.3

(n = 30)

DISCUSSION

The findings of this study indicate that the implementation of the flipped classroom model was associated with a substantial increase in student participation in English grammar lessons. The observed improvement across both action cycles suggests that restructuring instructional time by moving content delivery outside the classroom and prioritizing interaction during class can create more opportunities for students to engage actively in learning. This finding is consistent with previous studies which report that flipped learning environments tend to promote higher levels of behavioural engagement, classroom interaction, and active participation compared to traditional teacher-centred instruction (Bond, 2020; Hew & Lo, 2018; Lo & Hew, 2017).

One important factor contributing to this improvement appears to be students' pre-class exposure to learning materials, which enhanced their readiness to participate in classroom activities. The results showed that increased access to pre-class materials was followed by higher levels of confidence and participation during in-class discussions. This supports the argument that flipped learning facilitates cognitive preparedness, allowing students to process foundational knowledge before engaging in higher-order learning tasks during classroom interaction (Abeysekera & Dawson, 2015; O'Flaherty & Phillips, 2015; Zainuddin & Halili, 2016). In this study, such preparedness was reflected in students' increased willingness to respond to teacher prompts and to contribute to peer discussions in Cycle 2.

Furthermore, the integration of collaborative in-class activities played a critical role in enhancing participation. The results demonstrated that engagement in collaborative tasks increased significantly across cycles, suggesting that students benefited from opportunities to interact, negotiate meaning, and apply grammar concepts in a social context. This finding aligns with research emphasizing that flipped classrooms are most effective when in-class time is used for interactive, student-centred activities, rather than passive review of content (Chen et al., 2017; Lo & Hew, 2017; Zainuddin & Halili, 2016). The shift from individual work to collaborative learning appears to have supported not only participation but also students' confidence in using grammatical structures in communicative contexts.

The findings related to RQ2 further indicate that students perceived the flipped classroom model as supportive of their confidence and engagement in grammar learning. A large proportion of students reported feeling more confident participating in classroom discussions after engaging with pre-class materials. This suggests that the flipped model may help reduce anxiety associated with grammar learning, which is often perceived as difficult and rule-heavy. Previous studies have similarly shown that flipped learning can improve students' confidence and willingness to participate by providing opportunities for self-paced learning and repeated exposure to instructional content (Hew & Lo, 2018; Zainuddin & Halili, 2016; Lee & Wallace, 2018).

From a theoretical perspective, this finding can be explained through Self-Determination Theory, which posits that learning is enhanced when students experience autonomy, competence, and relatedness (Ryan & Deci, 2020). In this study, the pre-class phase supported autonomy by allowing students to control the pace of their learning, while the in-class collaborative activities fostered relatedness through peer interaction. At the same time, improved understanding of grammar concepts contributed to students' sense of competence. These conditions are known to increase intrinsic motivation and participation in classroom learning (Ryan & Deci, 2020; Reeve, 2012; Niemiec & Ryan, 2009). In addition, the findings can also be interpreted from a social constructivist perspective, which emphasizes the importance of interaction and dialogue in learning. The increased participation observed in Cycle 2 suggests that the flipped classroom created a learning environment where students could actively construct knowledge through discussion and collaboration. This is consistent with research showing that student participation is closely

linked to opportunities for dialogic interaction and shared meaning-making in the classroom (Mercer & Howe, 2012; Decristan et al., 2023; Gillies, 2016).

Despite the overall positive findings, the study also identified several challenges associated with the implementation of the flipped classroom model. A small proportion of students reported difficulties related to self-regulated learning and access to digital resources, which affected their ability to engage with pre-class materials. This finding is consistent with previous research indicating that the effectiveness of flipped learning depends heavily on students' ability to manage their own learning and on the availability of technological support (Abeysekera & Dawson, 2015; Zainuddin & Halili, 2016; Liu et al., 2024).

In particular, students who were unable to access pre-class materials or who did not complete the preparation phase were less confident during in-class activities and were more likely to experience difficulty in participating. This highlights a key limitation of flipped learning: while it has the potential to enhance participation, its success is contingent upon students' readiness for autonomous learning and the provision of adequate instructional support. Previous studies have similarly noted that insufficient preparation and limited access to technology can hinder the effectiveness of flipped classroom implementation (O'Flaherty & Phillips, 2015; Chen et al., 2017; Liu et al., 2024).

Taken together, the findings of this study suggest that the flipped classroom model can be an effective approach for enhancing student participation in secondary school grammar instruction, provided that it is implemented with careful attention to instructional design. In particular, the results highlight the importance of (1) designing engaging and accessible pre-class materials, (2) structuring interactive and collaborative in-class activities, and (3) providing support for students' self-regulated learning. These implications are consistent with the broader literature, which emphasizes that the success of flipped learning depends not only on the use of technology but also on the quality of pedagogical design and classroom interaction (Bond, 2020; Hew & Lo, 2018; Lo & Hew, 2017).

CONCLUSION

This study examined the influence of the flipped classroom model on student participation in secondary school English grammar lessons and explored students' perceptions of its implementation in grammar learning. The findings showed that the flipped classroom model was associated with a clear increase in student participation across the two action cycles. Improvements were evident in students' access to pre-class materials, readiness for in-class discussion, engagement in collaborative tasks, responses to teacher prompts, and completion of grammar logs. These findings suggest that reorganizing grammar instruction through pre-class exposure and interactive classroom activities can create more favourable conditions for active student participation.

The study also found that students generally perceived the flipped classroom model positively. Most participants reported that the pre-class materials helped them understand grammar concepts before the lesson, increased their confidence in classroom participation, and made grammar learning more engaging. At the same time, the findings revealed that some students experienced difficulties related to self-regulated learning and access to digital resources, indicating that the benefits of the flipped classroom may not be equally experienced by all learners. Taken together, the findings indicate that the flipped classroom model can serve as a productive pedagogical approach for reconceptualizing grammar instruction in secondary school. Rather than positioning grammar as a body of rules delivered through teacher explanation, the model creates opportunities for students to engage with grammar more actively through preparation, discussion, and collaborative learning. In this sense, the study contributes to the growing literature on flipped learning by highlighting student participation as a central outcome of instructional redesign in grammar teaching.

Pedagogically, this study suggests that English teachers may use the flipped classroom model to address low participation in grammar lessons, particularly by designing accessible pre-class materials and meaningful in-class collaborative activities. However, the study was limited to one class in a single school context and was conducted within a classroom action research design, which means that the findings are context-specific and are not intended for broad statistical generalization. Future studies may extend this work by involving a larger number of participants, comparing different school contexts, or employing mixed-method or quasi-experimental designs to examine the long-term effects of flipped grammar instruction on both participation and learning achievement.

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*Reconceptualizing English Grammar Instruction in Secondary School:
A Flipped Classroom Approach to Enhancing Student Participation*

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