

Comparing Flipped and Traditional Instruction: EFL Grammar Outcomes in Higher Education

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Abstract

This study investigates the effectiveness of the flipped classroom (FC) approach in teaching English grammar, comparing it with traditional (non-flipped) instructional methods. Utilising both quantitative and qualitative research methods, the study aims to provide a comprehensive understanding of the impact of the flipped classroom on student outcomes. Quantitatively, it analyses test scores to measure improvements in grammatical proficiency. Qualitatively, it explores the perceptions and experiences of both teachers and students through surveys, focusing on engagement, motivation, and learning behaviours. The study's quantitative findings revealed that the flipped groups achieved higher post-test scores compared to the traditional instruction groups. Surveys indicated that both students and teachers favoured flipped instruction and expressed a willingness to use it in future lessons. This comparative analysis offers insights into the benefits and challenges of implementing flipped classroom in English grammar instruction, along with recommendations for both methods.

Keywords: *English as a Foreign Language (EFL), flipped learning, traditional instruction, motivation, engagement, grammar performance, higher education, interactive learning, class participation*

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List of Abbreviations

FL: Flipped Learning

FCM: Flipped Classroom Model

CLT: Cognitive Load Theory

EFL: English as a Foreign Language

H: Hypothesis

RQ: Research Question

ELT: English Language Teaching

CLT: Communicative Language Teaching

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Chapter I. Introduction

"Change happens by listening and then starting a dialogue with the people who are doing something you don't believe is right."

Dr. Jane Goodall

1.1 Background and Context

As educators plan their lessons, a crucial question arises: What role does technology play in teaching English as a Second or Foreign Language (ESL/EFL)? This question, while seemingly simple, is an important question to consider for every educator as they develop their lesson plans. There are several answers, but mainly it is to enhance the learning experience. The flipped learning method, also called inverted learning, popularised by two high school science teachers, Jonathan Bergman and Aaron Sams, has demonstrated its effectiveness in improving student engagement and performance. The aim of the present study is to investigate the effectiveness of the flipped learning approach in teaching English grammar within the context of higher education foreign language education. Specifically, the study aims to compare student achievement and engagement between flipped learning and non-flipped (traditional) grammar instruction methods, explore potential benefits of flipped learning in enhancing student engagement and understanding of grammar topics, and gather insights from both students and teachers on their perspectives regarding the two teaching methods, especially flipped learning.

In educational environments, the use of technology is not a trend but a necessity. In recent years, flipped learning has emerged as a prominent topic in education among both educators and researchers (Ali H. et al., 2023). In this method, the traditional educational sequence is flipped, with students completing their assignments and studying the material prior to attending class. During class time, the focus shifts to activities such as practice, discussions, and engaging in more complex cognitive tasks to reinforce comprehension (Ali H. et al., 2023). In contrast to the traditional method, where class time is primarily spent on lectures, the flipped approach encourages students to prepare independently beforehand. Despite the continuous improvement of pedagogy and technology,

students in the current university education system often find themselves in passive roles. It is suggested that universities should move beyond traditional lecture-based approaches and instead prioritise activities that facilitate hands-on skill practice to enhance students' readiness for the workforce (Murillo-Zamorano et al., 2019).

In 2018, an article was published that reviewed the existing research on flipped classrooms. The article presented that the primary benefits of FC include the development of professional skills in students, as well as the promotion of learner autonomy, critical thinking, and interpersonal skills (Karabulut et.al, 2018). However, implementing the flipped model requires considerable time and effort from instructors. Therefore, it is crucial to assess whether the benefits of this approach justify the investment of resources (Andreychik et al., 2019).

This study aims to explore the effectiveness of the flipped learning approach due to its potential to reshape the dynamics of English grammar instruction in higher education settings.

1.2 Rationale, Justification and Objectives of the Study

The study investigates the effectiveness of traditional and flipped learning methodologies in teaching EFL grammar at higher education level. Using a select group familiar with both methods, it examines their complexities. Justifying the use of flipped learning based on its compatibility with technology and the autonomy of young adult learners, the research aims to enrich discussions on effective language instruction. Through careful analysis and examination, the following sections investigate aspects of this study, beginning with exploration of the rationale behind the chosen sample of participants. Subsequently, the justification of implementing flipped learning in higher education. Lastly, the significance and the purpose of the study are outlined.

1.2.1 Justification of Implementing Flipped Learning Approach in Higher Education

The selection of the flipped learning approach in higher education is supported by several factors. Firstly, the target demographic, comprising young adults (ages between 18-22), possess access to necessary technological resources and accessibility to technology in general, facilitating independent learning and the ability to navigate materials online. Moreover, the self-directed nature

of flipped learning aligns well with the autonomy expected of adult learners. Also, it allows them to tailor their study schedules enabling self-paced learning, optimising their study efficiency.

Additionally, the familiarity of these learners with both flipped and traditional methods provides a rich basis for comparative analysis, enhancing the depth insights gained from their perspectives and test results. Lastly, Lee et al. (2019) stated in their study that pre-university intensive English courses are typically short term, necessitating teachers to maximise learning time. They suggest that flipped teaching could potentially provide more learning time and make better use of classroom sessions.

1.2.2 Justification of the Focus on English Grammar

Focusing on English grammar within the implementation of the flipped learning approach in higher education is justified by several key factors. Firstly, English grammar plays a fundamental role in language proficiency and academic achievement, serving as a prerequisite for admission to many higher education programs and a crucial aspect of coursework. Additionally, mastery of English grammar is essential for future career opportunities, particularly in fields that require effective communication skills. Furthermore, the challenges associated with mastering English grammar, especially for non-native speakers, can be effectively addressed through targeted, self-paced instruction provided by the flipped learning approach. Moreover, assessing progress and comparing data on grammar proficiency is often more straightforward and convenient compared to other language skills such as speaking or writing, making it a suitable focus for instructional purposes within the flipped learning context. Thus, prioritising English grammar instruction within the flipped learning context not only aligns with curriculum objectives but also enhances students' academic success, language proficiency, and future employability. More importantly, research on the impact of flipped versus non-flipped instruction on grammar achievement is very limited. Therefore, this study will focus on the impacts of FL on English grammar improvement of the selected learners.

1.2.3 Significance and Purpose of the Study

The study holds significant implications for EFL grammar instruction in higher education settings. By comparing the effectiveness of flipped learning and traditional instructional methods, it presents a deeper understanding of language teaching methodologies. By especially focusing on the potential benefits and limitations of flipped learning approach, the study aims to provide insights for the improvement of teaching and learning methodologies.

By examining both quantitative and qualitative data, the study aims to gather insights for the effectiveness of these approaches as well as presenting suggestions for improvement in EFL grammar instruction of these approaches. Moreover, it evaluates the perceptions, experiences, and engagement of both the learners' and teachers' with each instructional method, to gain knowledge in EFL pedagogy to guide teaching practices.

1.2.4 Research Questions and Hypothesis

Building upon the theories and studies discussed earlier, following research questions have been formulated:

RQ1: How does grammar achievement differ between the flipped learning group and traditional (non-flipped) instruction group based on pre and post- test scores?

RQ2: How do students perceive their improvement and engagement in flipped learning compared to traditional (non-flipped) instruction? How do they describe their learning experiences for both methods?

RQ3: How do teachers perceive the effectiveness of flipped learning instruction?

To investigate the aforementioned research questions thoroughly, a comprehensive approach will be employed, integrating both quantitative and qualitative methods. The hypotheses for this study are as follows:

Hypotheses for the Research Question 1 (Improvement in Grammar Proficiency):

$H\alpha$ 1= Experimental Group A (flipped instruction) will perform significantly higher on Posttest1 (Grammar Point 1) Compared to Experimental Group B (traditional instruction)

H_0 1= There will be no significant difference in performance on Posttest 1 (Grammar Point 1) between Experimental Group A (flipped learning group) and Experimental Group B (traditional instruction group).

$H\alpha$ 2= Experimental Group B (flipped instruction) will perform significantly higher on Posttest2 (Grammar Point 2) Compared to Experimental Group A (traditional instruction)

H_0 2= There will be no significant difference in performance on Posttest 2 (Grammar Point 2) between Experimental Group A (traditional instruction group) and Experimental Group B (flipped learning group).

Hypotheses for the Research Question 2 & 3 (Students' & Teachers' perceptions- Reflective Questionnaires):

$H\alpha$ 3= Students and teachers will report significantly more positive experiences and satisfaction on flipped instruction compared to traditional instruction overall.

H_0 3= There will be no significant difference in students' and teachers' overall reflections and satisfactions between flipped instruction and traditional instruction at the conclusion of the study.

Chapter II. Theoretical Framework and Literature Review

This chapter explores theories relevant to flipped learning, traditional language teaching versus flipped learning, recent studies in higher education, and a summary of the literature review.

2.1 Learning Theories Related to Flipped Learning

Several educational theories are aligned with and support the flipped classroom approach. Sociocultural Theory, Problem-Based Learning, The Zone of Proximal Development (ZPD) Theory, Social Learning Theory, Constructivism, Self-Determination Theory (SDT), and Active Learning Theory are some of them. The following sections elaborates on the theoretical foundations that inform the implementation of flipped learning in ESL/EFL grammar instruction. Moreover, it presents an overview of fundamental theories guiding language acquisition and educational methodologies.

2.1.1 The Zone of Proximal Development (ZPD) Theory: A Framework for Flipped Learning

The Zone of Proximal Development (ZPD) Theory, according to Vygotsky, posits that students can learn and get the input outside of the classroom, independently without guidance, and the “scaffolding” (pre-class materials and teacher’s guidance during the class in the flipped model’s case) help meeting learners' needs. Therefore, this theory is highly related to flipped learning (Dinçer, N.& M, Polat, 2022). Students can encounter information outside of the classroom and grasp knowledge, yet it does not necessarily mean that they can learn on their own (Dinçer, N.& M, Polat, 2022).

2.1.2 Cognitive Load Theory: Resources in Flipped Learning

Cognitive Load Theory (CLT) is based on the idea that our brains have limited capacities to process information. Because with the flipped approach, students have time to study and process new information before the class time at their own pace, it avoids the overload in class time (Xin, X. et al, 2024); therefore, it allows them to have enough time to process the new concepts presented, the new grammar topics to be covered in this study’s case. Recent studies suggest that the flipped approach

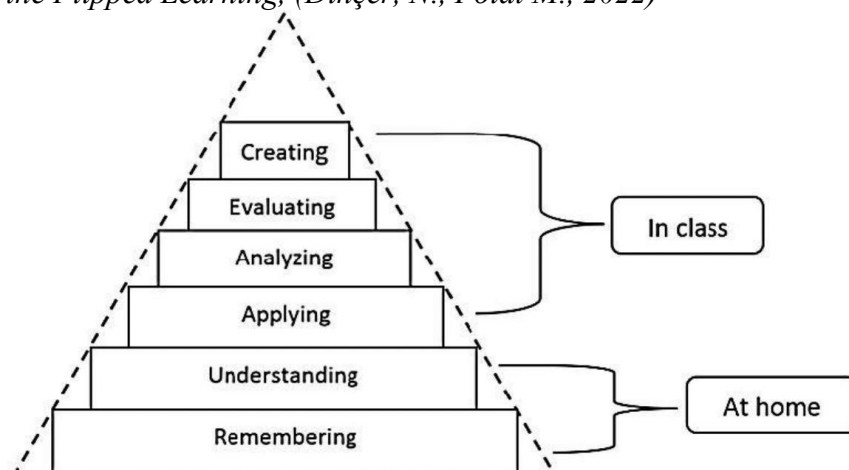
can effectively manage cognitive load, lowering mental overload during class time, which is in line with CLT's principles (Xin, X. et al, 2024).

2.1.3 Constructivist Learning Theory: Active Learning in Flipped Environments

Constructivist Learning Theory asserts that people do not learn things passively. They learn things actively by making their own knowledge with their experience. Therefore, interactivity plays a significant role. Learners use their previous knowledge as a base, and build on it with the new things they learn. This theory supports flipped learning because FL allows students to construct new knowledge by exploration and promotes active learning (Nutthakarn, M. et al.) Active learning process can be better understood using Bloom's taxonomy of the cognitive domain (See Fig. 3). Basic cognitive tasks like remembering and understanding happen outside class, while more advanced tasks like creating and applying occur during class time (Dinçer, N., Polat M., 2022).

Figure 1.

Bloom's Taxonomy in the Flipped Learning, (Dinçer, N., Polat M., 2022)



The passive learning of a flipped classroom happens while students watch the video materials before the class time, freeing up the class time for active learning.

2.2 Literature Review

2.2.1 Definition of Flipped Learning

Despite flipped learning's widespread discussion, there has been some ambiguity in its definition among scholars and practitioners. There is a consensus that the essence of the flipped

approach involves swapping traditional classroom teaching with independent learning. However, there is disagreement regarding the precise definition of flipping a classroom.

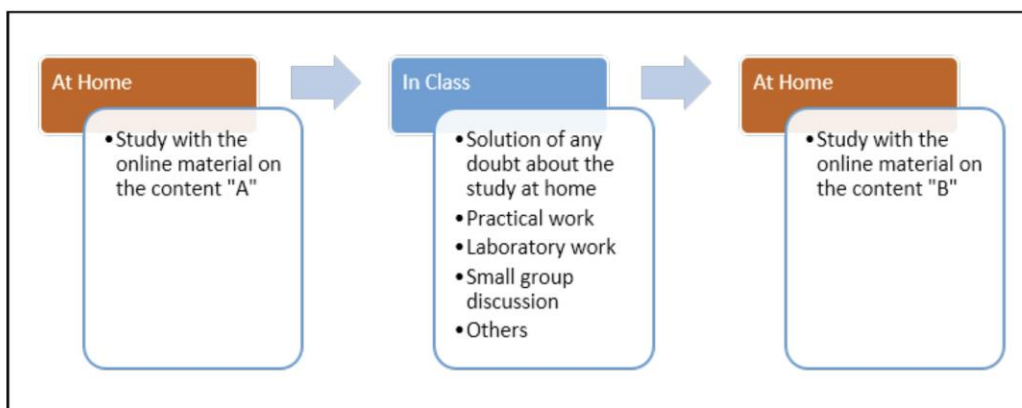
Some, like Bergmann & Sams (2012), believe that the heart of the flipped approach lies in the shift towards introducing new material before class, allowing teachers and students to work with it actively during class time. How the material is delivered to students outside of class, whether through technology or not, is seen as less significant. In this wider definition, tasks conducted before class, such as reading materials, are seen as integral to flipped teaching and learning.

Conversely, some researchers suggest flipped teaching and learning as students watching online instructional videos before class (Cheng, Ritzhaupt, 2018), or receiving computer-based individual instruction outside of the typical classroom environment. (Van-Alten, D.C.D., Phielix, C., Janssen, J., & Kester, L., 2019). Therefore, for alternative proponents of flipped learning, the emphasis lies mainly on the integration of digital technology to enable students to interact with educational content. (Van-Alten, D.C.D., Phielix, C., Janssen, J., & Kester, L., 2019).

In summary, a comprehensive understanding of flipped learning encompasses presenting new material to students for independent study before class, whether through digital technology or not, followed by classroom activities aimed at reinforcing and engaging with this pre-introduced content. (Vitta, J. et al., 2023)

Figure 2.

Activity Order in Flipped Model (Andrade, M., & Coutinho, C., 2017)



Following sections will delve into the practical application of flipped learning in language education settings and conduct a comparative analysis between flipped and traditional teaching methods. Through these discussions, a comprehensive view of the efficacy and implications of flipped learning in language education will be explored.

2.2.2 Traditional Learning vs Flipped Learning

Figure 3.

Comparison of Class Time in Traditional versus Flipped Classrooms (Bergmann & Sams, 2012)

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

In the traditional classroom setting, time is typically allocated to resolving homework queries and introducing new material. However, in the flipped classroom model, students begin by addressing their queries briefly, followed by peer-to-peer discussions. The majority of class time is then devoted to practical, hands-on activities, fostering deeper engagement with the subject matter (Bergmann & Sams, 2012).

When analysing conventional approaches to English language instruction, several drawbacks of conventional (non-flipped) approaches have been observed. These encompass students' insufficient motivation for cognitive engagement, primarily relying on direct teacher interaction. Furthermore, the restricted duration of lessons limits students' acquisition of information (Shaykina, O. et al., 2018). On the other hand, flipped classroom technology is recognized as an instructional method wherein class time is dedicated to fostering higher-order cognitive skills and engaging in active, project-based

learning. This model entails students independently preparing before in-person sessions, aiming to enhance their comprehension of the subject matter (Shaykina, O. et al., 2018). In summary, unlike traditional methods where teachers dominate class time with lectures, flipped learning encourages pre-class preparation through engaging videos and materials, allowing students to explore concepts at their own pace (Han, S., 2022).

2.2.3 Flipped Learning Model in Language Education

As the Flipped Classroom Model (FLM) popularises, EFL/ESL educators have been practising the model in language education contexts along with the researchers trying to find the best way to implement the model into language teaching practices. The FCM, as an innovative educational method that revolutionises traditional education, shows great potential in language instruction, particularly in grammar instruction.

In language education, non-flipped grammar instruction typically involves teachers' having grammar presentation stages (through PPP model) in class. However, the FCM shifts this pattern by promoting learning outside the classroom. Students engage with pre-recorded videos, reading materials or other online platforms independently, freeing up class time for collaborative activities and discussions. Delivering grammar explanations digitally to students allows students to learn at their own pace and revisit the material as needed, promoting a more personalised learning experience (Bergmann & Sams, 2012). The flipped learning approach prioritises students' active involvement in learning. The model promotes student-centred learning, empowering students to actively construct their understanding of grammar rules instead of simply receiving information passively. This potentially leads to deeper comprehension of the material (Bergmann & Sams, 2012). By engaging in project-based learning and receiving regular feedback, students improve critical thinking skills, ultimately improving their academic achievements. Additionally, classroom sessions are dedicated to collaborative activities and discussions, facilitating practical application of knowledge. (Han, S., 2022).

Some researchers argue that Communicative Language Teaching (CLT) is incompatible with the flipped approach because it includes explicit grammar teaching via videos. However, Webb, M. et al. (2016) suggested in their article that explicit teaching can still be used, especially outside the classroom, as in the flipped classroom. Webb and Doman (2016) argued that this method allows students to receive explicit lessons without ‘sacrificing valuable classroom time’. Therefore, flipped lessons can still align with CLT principles, using communicative activities in class, and explicit instruction outside class.

In conclusion, the Flipped Model offers a new way to teach grammar in language education (Can, S., 2023). This model suits language learning goals, emphasising active learning, collaboration, and practical use of grammar skills to improve proficiency (Can, S., 2023). In this study, both in-class instructions (both flipped and non-flipped) will follow the CLT model, avoiding explicit grammar teaching. The primary difference will be the lesson stages and whether the content is delivered through flipped or non-flipped instruction.

2.2.4 Recent Studies on Flipped Learning Approach in Higher Education

Several studies have delved into the effectiveness of the flipped learning approach in higher education. The section below presents some related studies.

The [first study](#) is titled “Effectiveness of the flipped classroom model in university education: a synthesis of the best evidence” (2020). This research article explores the origin and effectiveness of flipped learning, especially the impacts on active learning and collaboration. The study concludes that flipped classrooms positively impacts student overall comprehension, in outside content engagement, satisfaction of both teachers and students, in-class participation, and motivation.

Another [thesis](#) titled “Developing EFL Learners Autonomy through the Implementation of the Flipped Classroom Model in Grammar Classes” (2021) investigates the level of autonomy among second year university students during grammar lessons. It uses a case study design to examine students’ and teachers’ perspectives on flipped learning’s role in engagement. The hypothesis is

positive towards FC. However, there are two main differences with my research. The first one is that the impacts of FL centres more on student autonomy in this study than on academic improvement. Second, the study does not involve any tests or student evaluations; it solely relies on questionnaires as the primary aim is not examining student achievement. The study supports that FL enhances student autonomy, and the questionnaires (from both students and teachers) reveal positive attitudes and enthusiasm towards FL, urging its future implementation by educators.

In a similar vein, [the doctoral thesis](#), “The Effects of A Flipped Classroom on Student Comprehension and Perception among Second Language Learning in A Bachelor of Social Work” (2018) focuses on second language learners, this thesis explores flipped learning’s effects on comprehension and engagement, specifically for native-Arabic English language learners. The study relies on primarily qualitative data such as interviews (for perceptions), transcriptions of the lessons (for behaviours), and field notes. The study explores the challenges and expectations of these students in the first stage, and the second stage is about the changes after FL was introduced to them. The study unveils that student engagement and comprehension increase after the implementation of flipped learning.

The main goal of the [thesis](#), “The Flipped Classroom Model for College Algebra: Effects on Student Achievement” (2014), is to compare college algebra achievement between a control group (traditional method) and experimental group (flipped learning). 301 students from 12 sections participated in the study. Pre and post-tests were conducted to measure the achievement. Similar to the presented proposed study, this doctoral thesis investigates the effectiveness of flipped learning, but in the context of algebra. Therefore, the difference is the subject focus, and the reliance on exclusively quantitative data. The study supports the effectiveness of flipped learning in higher education, highlighting that even untrained instructors can achieve comparable success in flipped classrooms.

Another [thesis study](#) “Effects of flipped instruction on Iranian intermediate EFL learners’ speaking complexity, accuracy, and fluency” (2021), examines the effectiveness of the FLM on Iranian EFL learners’ speaking complexity, accuracy, and fluency. 96 Iranian EFL learners took the baseline level test on speaking proficiency. Then, they were divided into two groups: experimental (flipped) and control (traditional). After the treatment, the experimental group outperformed the control group.

2.2.5 Challenges with Flipped Classroom

Flipped classrooms also have some drawbacks. Research on flipped learning in engineering education shows challenges such as “increased workload for faculty, student resistance, lack of opportunities for immediate questions, technical problems, decreased interest, and neglected material” (Karabulut et.al, 2018). The main challenge for instructors is the heavy workload before and during class. Preparing flipped materials requires a significant amount of time. During class, instructors need to address many students' assistance at once. Also, students face problems like unengaging online material and technical difficulties (Karabulut et.al, 2018).

Another important challenge with flipped classrooms (FC) is that sometimes instructors lack training or technological skills to create flipped materials, and not all students have access to the necessary technology to engage with the flipped content (Davies et al., 2013).

2.2.6 Summary of Literature Review

The literature review section provided a thorough exploration of theoretical foundations guiding the implementation of flipped learning in ESL grammar instruction, drawing on key theories such as the Zone of Proximal Development (ZPD) Theory, Output Hypothesis Theory, Cognitive Load Theory, and Constructivist Learning Theory. These theories collectively supported the principles of flipped learning by emphasising scaffolding, active learning, resource management, and learner autonomy.

Additionally, recent research trends and findings were examined, with a focus on the effectiveness of flipped learning in higher education settings. Previous studies have evaluated the effectiveness of flipped instruction on various language skills, such as reading, speaking, and grammar, as well as its impact on subjects like algebra. Furthermore, researchers have investigated the perceptions of teachers and students regarding engagement, motivation, active learning, and collaboration. However, there is a lack of research examining the specific effect of flipped instruction on grammar skills. Also, there is a lack of analysis on the perceptions and experiences of students and teachers regarding flipped instruction in comparison to traditional methods in the context of grammar instruction. Besides, using the FLM in EFL contexts in Türkiye is not common as there are only a few universities that use the method in language education settings. The FLM is a new model for teaching English grammar lessons. Regarding the lack of usage and research to the flipped-based instruction in the Turkish EFL higher education context, this study aims to investigate the effects of this teaching model in this particular context by exploring the impact of flipped instruction on grammar skills and the perspectives of both students and teachers on this approach.

Chapter III: Methodology

3.1. Research Design

The present study follows a comparative experimental design, aiming to investigate the effectiveness of traditional (non-flipped) and flipped learning approaches in enhancing English grammar proficiency among students enrolled in an intensive English language learning program at MEF University Istanbul's School of Foreign Languages. This section provides a comprehensive description of the research design, including the study setting, participants, materials, data analysis, and statistical analysis.

3.1.1 Comparative Design: Justification and Rationale

The choice of a comparative design for the study stems from several factors and considerations within EFL grammar instruction as well as characteristics of the participants selected for this study.

Primarily, it is significant to acknowledge that the chosen institution for the study is known for applying both methods; therefore, the participants are already familiar with both instructional approaches. Participants' familiarity adds a more informed comparison as they can reflect better on their questionnaires, and the learners will not have hard time adapting a new approach. It will allow the researcher and teachers participating to focus more on the outcomes of results and responses rather than introducing and guiding them more on the new methods. With exposure to both methods in a short period of time, participants are expected to have a more balanced perspective on the benefits and drawbacks of each method. Therefore, by systematically comparing two approaches, insights on which method serves better in educational settings can be gathered.

Additionally, grammar proficiency stands as a must for these learners, as it is crucial for passing their proficiency exams. Given the importance for the grammar proficiency, it is significant to determine which approach fosters deeper understanding and student engagement to achieve this goal. Furthermore, the reasons behind participants' preferences for these approaches is worth

exploration. Understanding the motivations behind is pivotal in order to help learners and educators improve their strategies.

3.2. Participants And Sampling Procedure

The participants in this study are aged between 18-21, enrolled in an intensive English language teaching program at a university in Istanbul, Türkiye. The program is part of the School of Foreign Languages Department, and Turkish is their first language. The program within the School of Foreign Languages is designed to prepare students to attain a language proficiency of C1. Successful completion of all the levels is a prerequisite for these students to start their bachelor degree programs, as all the undergraduate programs are conducted in English. The language proficiency of the students may range from B1.2 to B2.1. Participants attend classes five days a week, and the program structure involves maintaining two teachers throughout each level, fostering familiarity and consistency. Additionally, students remain in the same class throughout each level, again cultivating a sense of familiarity and continuity.

3.2.1 Rationale behind the chosen sample of participants

The chosen sample of learners, consisting of individuals already familiar with both traditional and flipped learning methodologies, offers a unique opportunity for comparative analysis and in-depth exploration. Furthermore, their familiarity with both methods enables a comprehensive examination of test results and perspectives, having input from both learners and educators. This comparative perspective enriches the study's findings, offering nuanced understandings of the strengths and limitations of each instructional approach within the context of higher education.

3.3 Procedure and Implementations

Group A (Experimental Group 1) and Group B (Experimental Group 2) will be randomly assigned as a traditional instruction group and flipped learning group. Approximately 17-18 students will be assigned to each group (Group A and B). The teachers will be informed about the procedure

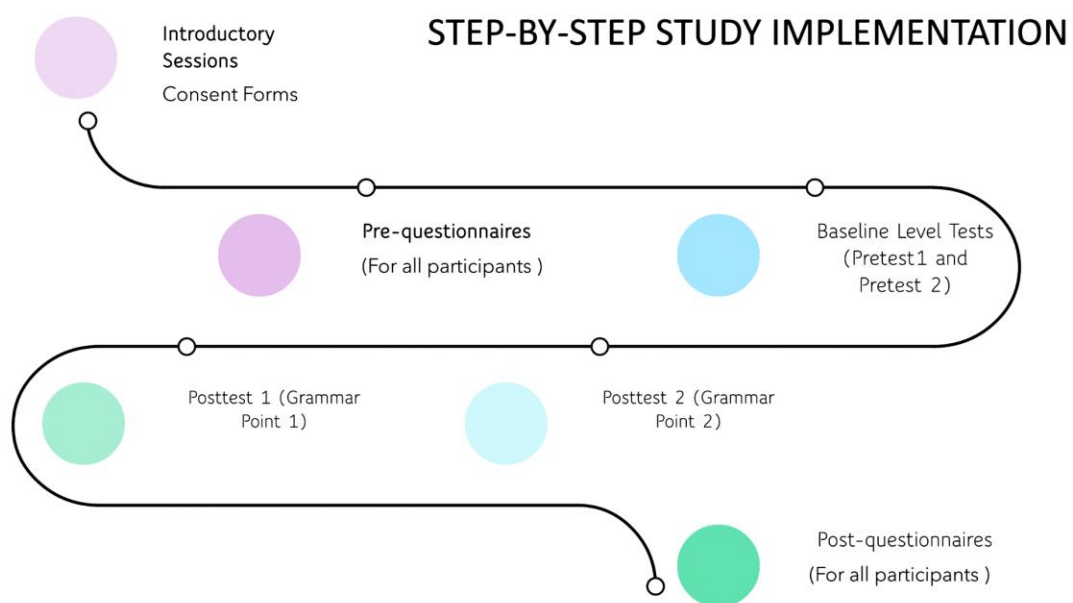
and specific instructional methods assigned to each group. The consent forms will be completed by the participants.

All students will undergo a pre-test (baseline level test) to assess their baseline understanding of their levels' two group points. There will be 2 pretests. The first test is to test the students' understanding of Grammar Point 1, which is "Past Perfect Simple". Pre-test 2 is to test the students' understanding of Grammar Point 2, "Relative Clauses". These questions aim to understand participants' existing knowledge on these grammar points before any exposure to the instructional methods. Clear instructions will be provided, and participants will be encouraged to respond to the pretest questions to the best of their abilities. The results of the pretest are to see any initial differences in participants' baseline levels before the implementation of the instructional methods.

Participants (students and teachers) will complete pre-questionnaires that will serve to gather information from participants such as demographic details, knowledge of flipped learning, learning styles and preferences, technological proficiency, motivation and engagement.

Figure 4

Study Implementation Flowchart



Both students will be taught Grammar Point 1: One group will receive traditional instruction and the other flipped instruction. At the end of the Grammar Point 1, both groups will take a Post-test on GP1. Group A will switch their instructional method from traditional instruction to flipped instruction for Grammar Point 2. Group B will switch their instructional method from flipped learning method to traditional method for Grammar Point 2. Both groups will receive instruction on Grammar Point 2 with their assigned methods. At the end of Grammar Point 2, a grammar test will be administered to both groups. Figure 4 above illustrates step-by-step study implementation.

Both post-test results will be analysed using repeated measures ANOVA to assess the impacts of both instructional methods across Grammar Point 1 and 2. Effect size measures will be calculated and analysed to quantify the differences. If the repeated measures ANOVA results in significant differences, then Post hoc tests (Tukey) will also be conducted to identify specific differences between instructional methods, providing detailed insights for the comparison. These comparisons will help in measuring the quantitative data regarding the two groups' test results.

At the end of the entire study, participants (students and teachers) will complete reflective post-questionnaires (includes both open-ended and multiple choice questions) to share their experiences, perceptions, and challenges related to these two instructional methods. These questionnaires will help in understanding the details of learning and teaching experiences, motivation and engagement of the students, challenges, preferences, suggestions and the impact of the instructional method change by providing qualitative perceptions and valuable feedback for further analysis.

3.3.1 Implementation of Traditional (Non-flipped) Approach

No materials will be provided to students before class time. However, as indicated in their day-by-day schedule, students will know what grammar points will be covered for those specific days. Therefore, if they are willing to study before the class session, they can.

Guided discussions and exercises, use of white-board for explanations and examples, [worksheets, and coursebooks](#) will be used during these traditional approach sessions. A PPP (Presentation, Practice, Production) approach will be followed to teach the grammar points. Teachers will present the grammar structures, and students will do exercises on their books and worksheets. The teachers will use communicative teaching methods. They will employ a variety of teaching strategies to engage students, including class discussions, speaking and listening activities, peer corrections, and other individual practices. The main difference with the other group will be that they will not provide pre-class materials to students to cover the topics, and the presentation stage will be replaced by the peer/whole class discussions stage.

3.3.2 Implementation of Flipped Learning Approach

Pre-class videos will be shared with the students a week before class with the grammar topics that will be covered and practised during class. Moreover, students will have short quizzes (maximum 10 questions) that they have to complete before coming to class, after watching their pre-class videos for the lesson. The aim is to check students' readiness and to ensure students familiarise themselves with the grammar concepts before the class time. These quizzes will be completed after watching the instructional covering the grammar concepts for the upcoming scheduled lessons. The instructional videos are shared with students through the university's digital platform, Blackboard.

In the flipped classrooms, teaching strategies and techniques will play significant roles to facilitate collaborative learning and engagement. Creative, collaborative, safe and interactive environment will encourage students to participate actively in class. The CLT approach will be used again but the PPP model will be redesigned for the flipped lessons. Instead of the Presentation Stage of the traditional grammar instruction lessons, a peer discussion stage (max 10-15 minutes) will be designed for students to reflect on what they have learnt before coming to class. Students will first summarise what they have learnt. Then, they will share their findings with their groups. The teacher will ask several concept checking questions (CCQs) to check students' understanding of the video

(Blackboard videos related questions elicitation) , and will ask students to give examples of the grammar structures, and lastly, students will ask the questions they have in mind before proceeding to the practice stage. The teachers will write on the board of the key findings that they elicit from the students. This stage is very important for the teachers to identify students' needs and give instant feedback on the mistakes if needed. This stage will be followed by the practice stage where students will have controlled, guided, independent practices and other production activities. There will be 3 lessons, each lesson will last 40 minutes. This is how they normally schedule their lessons for a day.

The physical classrooms will be carefully organised. Seating arrangements (in groups) will be organised to encourage discussions and collaboration. The technological tools (smart-board and students' laptops) will be integrated for students to access digital sources and support interactive and engaging activities and exercises.

3.4. Materials

The materials section of this study provides a comprehensive overview of the resources that will be used in the research process. These materials are chosen carefully to ensure reliability of the research.

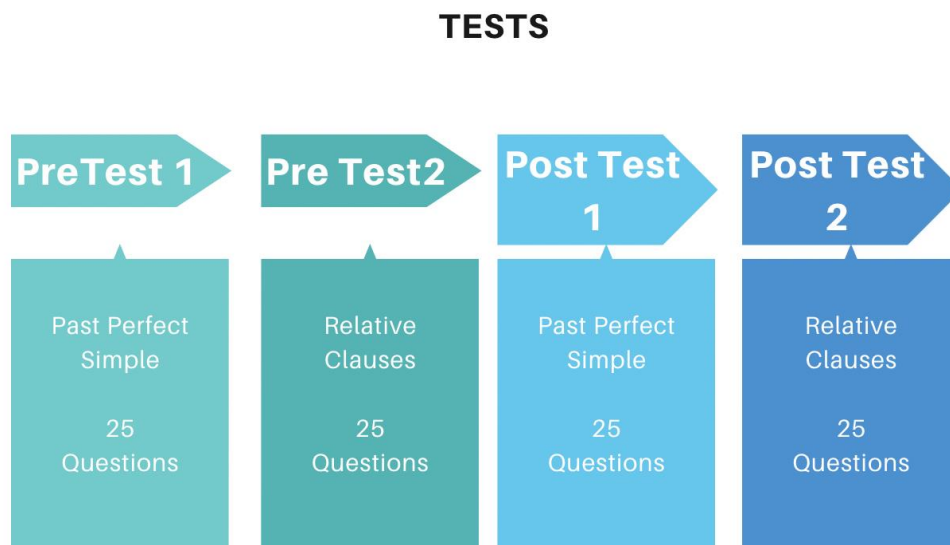
3.4.1 Assessment Materials: Tests and Questionnaires

The purpose of [the pre-tests](#) is to examine the understanding of the students' existing knowledge of the two grammar concepts yet-to-be covered. [The post-tests](#) will be adapted from the textbook of the students. The primary purpose of the post-tests is to evaluate the effectiveness of both instructional methods. These tests are taken by the students after the implementation of both grammar points. The Posttest 1 is administered after the completion of instruction of Grammar Point 1 (*Past Perfect*). The Posttest 2 is administered after the completion of instruction of Grammar Point 2 (*Relative Clauses*). By comparing the pre-tests and post-tests, the learning outcomes of each instructional method will be evaluated.

The first grammar point is *Past Perfect Simple* (B1 level). The Post-test 1 will consist of multiple choice, true/false, and matching questions to assess students’ understanding of past perfect simple tense. The second grammar point that will be covered is the *Relative Clauses* (B1 level). The Post-test 2 will assess the student's understanding of ‘relative clauses’ through multiple-choice, matching sentences, and true/false questions.

Figure 5

Tests- Quantitative Data Flowchart



The qualitative analysis will involve analysis insights gathered from pre and post questionnaires that are administered to all participants (both teachers and students). The aim for the [students’ pre-questionnaires](#) is to gather insights from students into their expectations, attitudes, and preferences. The aim of the students’ post questionnaire is to assess whether or which of these methods improved their understanding of grammar concepts, rate their overall experiences and engagement, evaluate the effectiveness of pre-class materials, and their preference and comfort level with these methods. Prior to responding to the questionnaires, participants will complete consent forms.

The topics involved in these pre and post-questionnaires are presented in the tables below.

Table 1

Students' Pre-questionnaire Questions' Topics

1. Demographic information
 2. Learning preferences
 3. Frequency of using Technology for learning purposes
 4. Challenges with grammar learning
 5. Methods for preparing exams
 6. Familiarity with flipped learning
 7. Preferences for instructional methods
 8. Comfort with technology and learning platforms
 9. Comfort with working with classmates
 10. Preferences for receiving instruction and feedback
-

Table 2

Students' Post-questionnaire Questions' Topics

1. Overall experience with flipped learning
 2. Overall experience with traditional learning
 3. Engagement and motivation in the learning process
 4. Comfort with continuing flipped learning for the next grammar points
 5. Preference for flipped learning over traditional instruction
 6. Effectiveness of pre-class materials
 7. Comparison of the two methods
 8. Perceived impact on test preparation
 9. Challenges faced during flipped or traditional instruction
 10. Suggestions for future implementations
-

The pre-questionnaire will be administered to both teachers before the implementation of the approaches. The aims for the [teachers' pre-questionnaires](#) are to gather insights from teachers into their perspectives on teaching methods and expectations, and to identify potential challenges.

The aim of the [teachers' post-questionnaires](#) are to assess teachers' perspectives of the both methods, to identify the challenges they faced, and to evaluate their observations of student engagement in both settings. Both surveys will be completed online by the teachers using Microsoft Forms. They will complete consent forms before responding to the questionnaires.

The content of these pre and post-questionnaires includes the topics in the following tables.

Table 3*Teachers' Pre-questionnaire Questions' Topics*

1. Familiarity with the teaching methods
 2. Definition flipped learning
 3. Frequency of implementing flipped learning
 4. Years of teaching experience
 5. Confidence in adapting teaching methods
 6. Challenges students face with flipped learning
 7. Challenges students face with traditional learning
 8. Pros and cons of the two methods
 9. Thoughts on using technology for grammar learning and teaching
 10. Preferences for giving feedback to students
-

Table 4*Teachers' Post-questionnaires' Topics*

1. Comparison of student engagement between the two methods
 2. Impact of student motivation on their progress and tests scores
 3. Reflection on the workload difference between the methods
 4. Observations on the classroom dynamics
 5. Reflections on challenges faced
 6. Reflections on the impact of the methods on collaboration
 7. Future recommendations
 8. Overall satisfactions with the teaching experience during the study
 9. Overall dissatisfactions with the teaching experience during the study
 10. Open-ended questions for extra comments
-

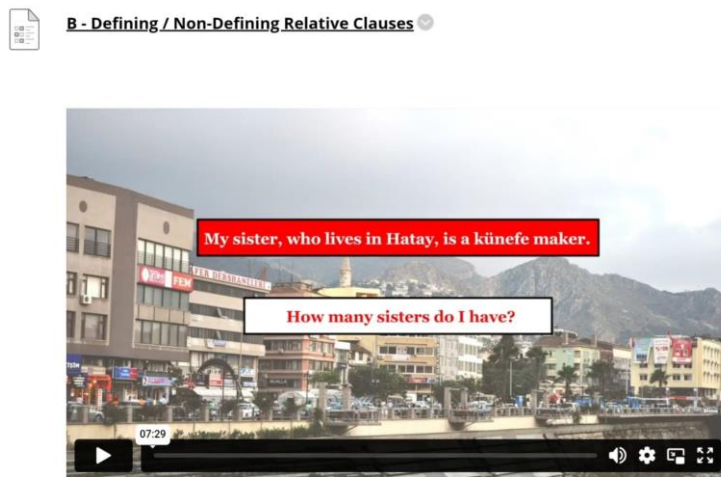
3.4.2 Description of Flipped Materials

A variety of in-class activities will be employed to foster understanding of the grammar points that will be covered during the study. In the flipped learning approach, students will be provided with online instructional videos before the class to familiarise themselves with the grammar concepts.

These online materials will be sent to them a week before the class time by the instructors. Students will also take a short online quiz (10 questions) on the same platform (Blackboard) and the aim is for teachers to check students' understanding of the concepts and readiness for the class, and to see whether they have viewed the video and familiarise themselves with the content or not.

Figure 6

Instructional Video Sharing via Blackboard



As shown in the figure 7 above, the instructional videos created by instructors at the beginning of the academic year are shared with students through the Blackboard platform. These videos cover the grammar points intended for the flipped approach.

Figure 7

Example of Blackboard Video Questions for Grammar Lessons

QUESTION 4

My sister who lives in Istanbul is a _____.

Astronaut

Lawyer

Kuneffe maker

Doctor

1 points [Save Answer](#)

QUESTION 5

Which type of relative clause gives us "extra information about the noun" ?

Santa Clauses

Defining relative clauses

Past Perfect relative clauses

Non-defining relative clauses

1 points [Save Answer](#)

Figure 7 above illustrates how students view the Blackboard video questions related to their grammar points. The questions, also created by the instructors, are directly connected to the video

content. Teachers can see whether the students have viewed the videos and completed the related quizzes. Typically, these activities contribute to their Blackboard Online Scores, which are part of their overall grades required to pass their levels. This motivates students to engage with the material. For this study, students will be informed of the same.

3.4.3 Lesson Plans and In-Class Materials for Grammar Lessons

In this section, the detailed lesson plans and in-class materials for the grammar lessons are provided. Two pictures taken during the lesson are included in Appendix I to illustrate the classroom activities.

Table 5

Comparative Analysis of Stages and Objectives in Flipped and Non-Flipped Lessons

Stage	Flipped Lesson	Non-Flipped Lesson
Pre-Class Assignment	Share the pre-class video on Blackboard a week before the lesson. Assign a short quiz (10 questions) to complete after watching the video. Check quiz completion Objective: Prepare students with foundational knowledge.	-
Lesson 1: Presentation	Peer Discussion, Concept Checking, and Initial Practice Objective: Discuss and check understanding of pre-class material. Begin controlled practice to reinforce understanding.	Presentation through Implicit Lessons (M/F/P) Objective: Introduce the concept and rules of the grammar points using texts and coursebooks.
Lesson 2: Practice	Guided and independent Practice exercises Objective: Reinforce understanding through structured practice exercises, gradually increasing independence.	Guided Practice Exercises Objective: Provide practice exercises to reinforce the use of the grammar points.
Lesson 3: Production	Production Activities- FB/Wrap-up Objective: Apply the Past Perfect Simple tense in meaningful contexts through communicative activities.	Revision, Production Activities FB- Wrap-up- Homework Objective: Review and apply the grammar points in communicative contexts, ensuring understanding and retention through feedback and homework

Table 5 presents the comparative analysis of stages and objectives in flipped and non-flipped lessons. More detailed lesson plans, including materials and activities, can be found in the following link: [LESSON PLANS AND MATERIALS](#) (also available in Appendix H)

These lesson plans are reviewed with teachers during meetings prior to implementation.

3.5 Proposed Statistical Analysis

This section aims to provide the statistical methods that will be employed to analyse the data collected in this study.

3.5.1 Quantitative Data Analysis

Repeated measures ANOVA will be employed to analyse the impacts of instructional methods on post-test scores to assess the differences between pre and post tests. Effect size measures will be conducted to calculate the magnitude of the difference. If it results in significant differences, then Post hoc tests (Tukey) will also be conducted to identify specific differences between instructional methods, providing detailed insights for the comparison to determine which group or condition makes the significant difference. The mixed-method approach for this study will ensure a comprehensive understanding of the impact of the flipped and traditional instructions in ESL grammar education.

3.5.2 Qualitative Data Analysis

Microsoft Forms will be utilised to administer digital questionnaires for both pre and post questionnaires. This digital format will facilitate the collection, organisation, and analysis of the data. Pre and Post-questionnaire answers will be considered scale data that will be measured with a Likert Scale from 1 to 5 (e.g strongly agree to strongly disagree) with different types of answer options. This data will first be converted to Microsoft Excel and then to percentages. The open-ended questions will be analysed individually.

Chapter IV: Results

4.1 Overview

This chapter presents the outcomes of the study divided into several sections to provide a comprehensive analysis. It begins with an overview of the participants, followed by the analysis sections of the pretest scores and the comparison between pretest and posttest scores results. Following this, qualitative results are explored. Finally, it analyses the summary of all findings, addressing the research questions presented earlier in the study.

4.1.1 Descriptive Overview of the Participants (Pre-Questionnaires)

All students participating in the survey said they were between ages 18-22. Their fields of bachelors study vary, including psychology, engineering departments, economy, and architecture. They are pre-faculty students. The mother tongue of students participating in the study is Turkish.

In the pre-questionnaire, most students expressed feeling motivated to participate in class activities. When interviewed, teachers mentioned a couple of reasons for this motivation. Firstly, participation is graded and is important for passing the level. Secondly, they use flipped learning often, and when students already know the topic, they feel motivated to practise their knowledge. However, a few students reported feeling less motivated. Both teachers and students suggested reasons for this, such as preferring to work alone, feeling shy about speaking up in class, or not finding the participation grade motivating enough.

Students value learning in a fun and interactive environment. In the pre-questionnaire, students were asked multiple times about their preferred learning atmosphere. While some emphasised the importance of instructors explaining topics, the majority prioritised hands-on activities, games, and engaging topics as the most important elements for effective learning.

Figure 8
Chart from the survey results

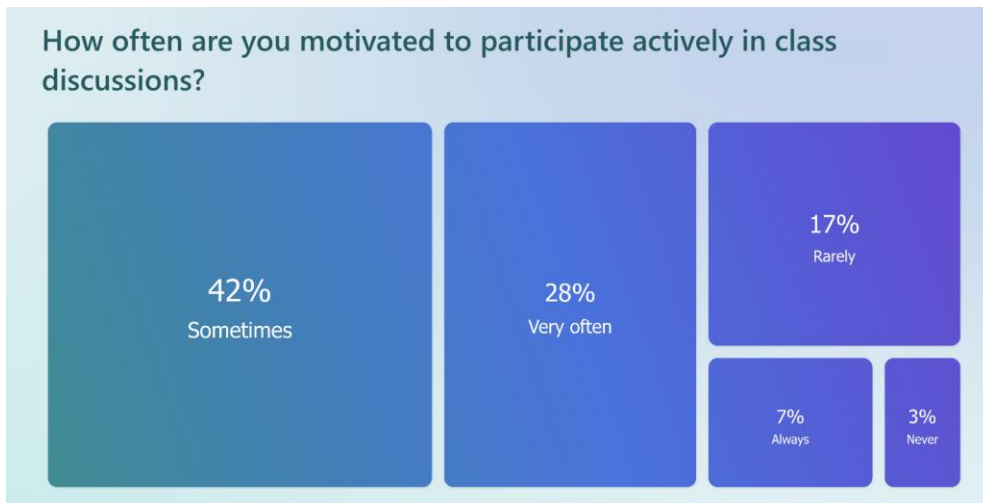
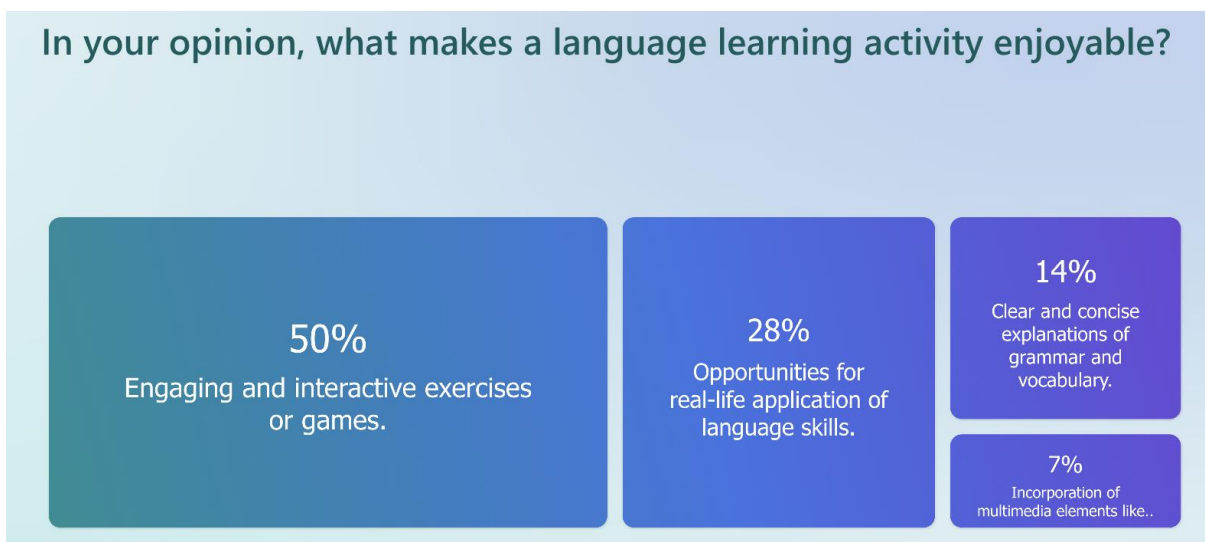


Figure 9
Chart from the survey results

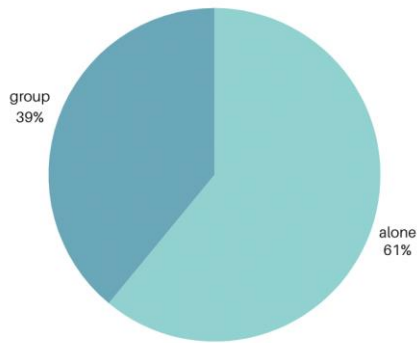


Repeated questions about students' learning preferences revealed that most prefer learning from videos, engaging in classroom discussions, or conversing with peers. However, some students lean towards studying independently and reading materials as their preferred learning methods.

Another question asked, “Do you think using computers and other technological tools helps you learn better?” 93% of the students responded affirmatively.

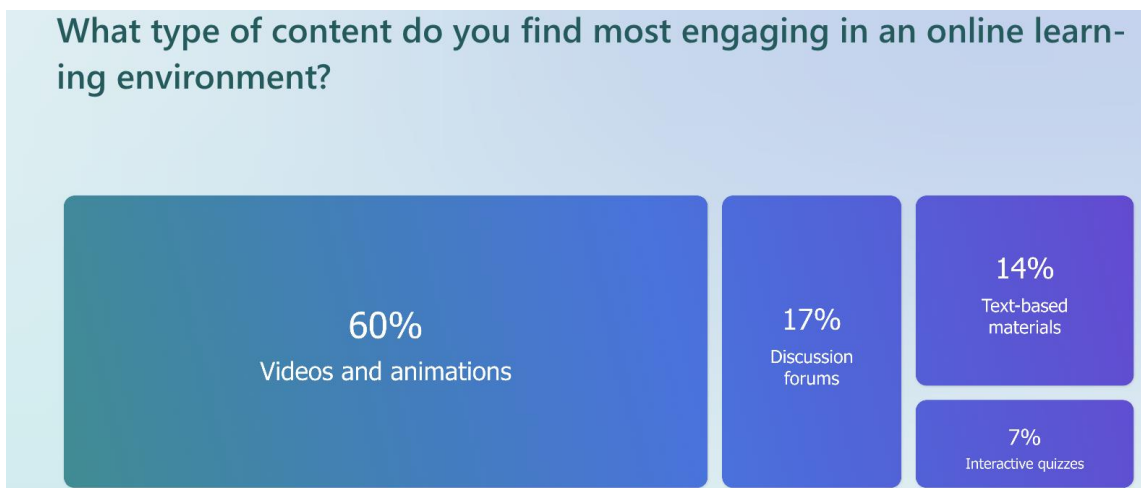
Figure 10
Student Preference Chart

DO YOU PREFER STUDYING ALONE OR IN A GROUP?



As shown in the chart above, 61% of the students stated they prefer working in a group. This preference might show that the flipped classes, which often involve collaborative activities, will probably align well with their learning preferences. Below is another example of the questions asked related to learning preferences.

Figure 11
Image from the survey results



Both teachers who took part in the study have been employed at the university for four years and have over five years of experience teaching English. They are well-acquainted with the flipped learning approach and have experience with it. In the pre-questionnaire administered before the study began, both teachers expressed their belief that the flipped approach is more effective than the

traditional non-flipped method. Their preferences towards the learning approaches are presented in the pre-questionnaire results. Below is an excerpt from the teachers' pre-questionnaire, which is a response to an open-ended question regarding the perceptions of each method.

Figure 12

Excerpt from the survey

What are your current perceptions or experiences with traditional and flipped classroom approaches in teaching English grammar?

"I find that with the right amount of training (on both teachers and students parts) and constant needs analyses, it's easier to set and follow through on lesson aims and materials prep. Knowing your audience is key to teaching them autonomy - since the flipped approach depends on the student to follow instructions in and out of class. The traditional method is always helpful when dead-ends are hit or there are specific issues to solve, but I love teaching grammar flipped, since I'll always incorporate a real-life communication activity to go with it. "

One of the teacher's comments (presented in the figure above) highlight the importance of training and needs assessment in lesson planning. She underscores knowing the student audience for promoting autonomy, especially in the flipped approach, while also acknowledging the traditional method's value and integrating real-life communication activities into grammar instruction.

The other teacher shared her perspective on teaching methods, stating, "I believe flipped learning is an effective approach for teaching English, although in certain instances, such as teaching 'passive voices', at least in my experience, students have required additional support through traditional methods, including structured practice and whiteboard explanations. In summary, alongside flipped learning, traditional teaching can be employed based on the specific needs of students." This indicates a balanced approach, utilising both methods as needed to cater to student requirements.

4.2 Quantitative Results

4.2.1 Analysis of Pretest Scores

The pretests scores of the groups are presented in the below table.

Table 6
Pretest Scores

Group B- Pre-test 1	Group B- Pre-Test 2	Group A- Pre-Test 1	Group A- PreTest 2
52	56	80	44
84	52	56	44
44	52	40	20
60	48	32	48
64	48	64	32
76	72	60	52
76	52	28	20
40	68	44	56
60	44	40	44
72	32	42	44
48	40	64	40
72	60	60	60
65	44	32	60
52	68	42	44
76	72	56	64
68	48	60	40
88	32	28	40

Descriptive analysis of the pretests for each group are presented in the following table.

Table 7
Descriptive Statistics of the Pretest Scores (JASP Team (2024). [Computer software])

Descriptive Statistics

Descriptive Statistics				
	Group B- Pre-test 1	Group B- Pre-Test 2	Group A- Pre-Test 1	Group A- PreTest 2
Valid	17	17	17	17
Missing	0	0	0	0
Mean	64.529	52.235	48.706	44.235
Std. Deviation	13.920	12.528	15.032	12.448
Minimum	40.000	32.000	28.000	20.000
Maximum	88.000	72.000	80.000	64.000

Above data indicates that there are 17 participants in each group.

The ‘mean’ row shows the average score of the group. Referring to Table 6, the results show that the average score for Group B on their first pre-test is 64.529. Standard deviation shows how much the scores in Group B tend to vary from the average. In this case, the scores in Group B vary about 13.920 points on average from the mean. The average score (the mean) for Group A on their first pre-test is 48.706. The standard deviation for Group A's scores (15.032) indicates that the scores in this group vary by about 15.032 points from the average score of 48.706. For the second pre-test, Group B's average score is 52.235. The standard deviation for Group B's second pre-test scores is 12.528. In the second pre-test, Group A's average score is 44.235. The standard deviation for Group A's second pre-test scores is 12.448. The mean scores for Group B (64.529 and 52.235) are higher than Group A's scores (48.706 and 44.235). This suggests that, on average, participants in Group B scored higher than those in Group A on both pretests (baseline level tests).

4.2.2 Comparison of Pretest and Posttest Scores

The descriptive results, analysed in JASP using Repeated Measures ANOVA, are presented in the table below.

Table 8

Descriptive Results of All Test Scores (JASP Team (2024). JASP (Version 0.18.3) [Computer software]).

Descriptives

Descriptives						
Groups	Test	N	Mean	SD	SE	Coefficient of variation
Group A	Pre Test 1	17	48.706	15.032	3.646	0.309
	Post Test 1	17	53.412	11.827	2.869	0.221
	Pre Test 2	17	44.235	12.448	3.019	0.281
	Post Test 2	17	79.294	9.406	2.281	0.119
Group B	Pre Test 1	17	64.529	13.920	3.376	0.216
	Post Test 1	17	79.765	7.102	1.723	0.089
	Pre Test 2	17	52.235	12.528	3.038	0.240
	Post Test 2	17	76.000	10.863	2.635	0.143

Above data indicates that there are 17 participants in each group.

Based on the data presented in Table 7, initially, Group B received flipped instruction and showed significant improvement, increasing their mean score from 64.529 to 79.765. In contrast, Group A, which followed traditional methods during the first period, showed a smaller improvement, increasing their mean (average) score from 48.706 to 53.412. When the groups switched methods for the second testing period, Group A received flipped instruction and showed a significant improvement, increasing their mean score from 44.235 to 79.294. Meanwhile, Group B, now following non-flipped methods, also improved significantly but to a lesser extent, increasing their mean score from 52.235 to 76.000.

Overall, both groups benefited from the flipped instruction method, with Group B showing larger gains initially but Group A achieving a slightly better mean score in Post-test 2.

Table 9

Summary of Within Subject Analysis (JASP Team (2024). JASP (Version 0.18.3) [Computer software]).

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Groups	4670.654	1	4670.654	26.858	< .001	0.117
Residuals	2782.471	16	173.904			
Test	16456.787	3	5485.596	46.255	< .001	0.414
Residuals	5692.588	48	118.596			
Groups * Test	3996.904	3	1332.301	10.317	< .001	0.100
Residuals	6198.471	48	129.135			

The F-statistic of 26.858 with a p-value less than 0.001 suggests that there is a significant difference between the groups. Based on the data presented in Table 8, the p-value (0.001) is much less than the common significance level of 0.05; in this case, we can reject the null hypothesis of this study. This suggests that the difference in student performance between the traditional instruction and flipped instruction groups is statistically significant. The low p-value suggests that it is highly unlikely that the observed difference in performance occurred by chance. Therefore, we have strong

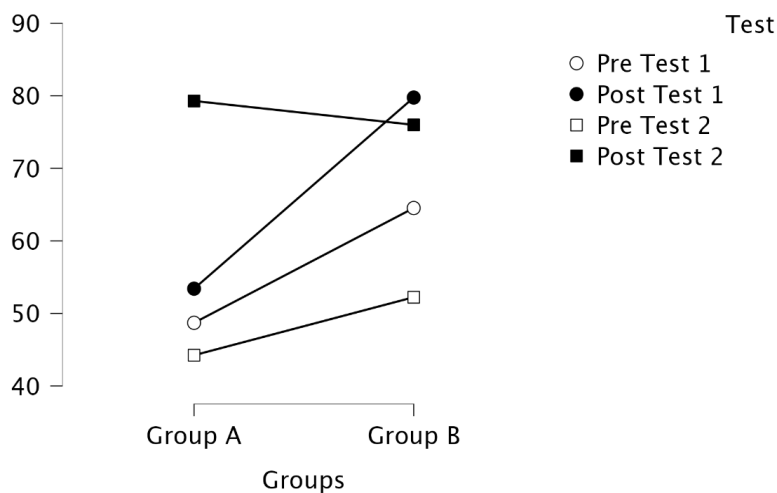
evidence to conclude that the flipped instruction method has a different impact on student performance compared to the traditional (non-flipped) instruction method.

As more clearly presented in Figure 13, both groups showed an increase in scores regardless of the type of instruction. Also, as p value is less than 00.1 suggested that there was an overall improvement for both groups. For Group A, flipped instruction had a greater impact than traditional teaching. For Group B, flipped instruction resulted in higher scores and more consistent performance than non-flipped instruction.

Figure 13

Descriptive Plot (JASP Team (2024). JASP (Version 0.18.3) [Computer software]).

Descriptives plots ▾



The table below presents the post-hoc comparison results. It shows the mean differences between various combinations of group and test scores, as well as the confidence intervals, standard errors, t-values, Cohen's d values, and p-values. A Cohen's d of 0.987 suggests a large effect size. In this context, it means that the flipped classroom had a significant impact on grammar achievement compared to the non-flipped classroom. The t-value of -5.182 shows that the difference between the two groups is quite large. It shows that the difference here is 5.182 times greater than what could

happen by ‘chance’. It can not be a random variation, thus it suggests a meaningful difference between the two groups in terms of their performance.

Table 10

Post Hoc Results

Post Hoc Comparisons – Groups

	Mean Difference	95% CI for Mean Difference		SE	t	Cohen's d	95% CI for Cohen's d		Ptukey
		Lower	Upper				Lower	Upper	
Group A Group B	-11.721	-16.515	-6.926	2.262	-5.182	-0.987	-1.513	-0.461	.

Note: Computation of Cohen's d based on pooled error

4.3 Qualitative Results (Post-Questionnaires)

4.3.1 Student Perceptions and Attitudes

A substantial portion of participants, comprising 70%, chose either "good" or "excellent" to describe their overall experience with flipped learning. This indicates a widespread positive reception of flipped learning among the respondents. A small part of participants, approximately 13.3%, rated their experience as "average," while 16.7% reported it as "poor."

The vast majority, 87% of respondents, expressed feeling either comfortable or very comfortable continuing with flipped learning. This suggests a high level of overall acceptance and adaptability toward the flipped learning approach among the student population. Conversely, a minority of 13% indicated discomfort with continuing flipped learning.

Regarding preferences between flipped learning and traditional instruction, a significant majority of 67% favoured flipped learning over traditional methods. This highlights a strong inclination towards the flipped learning model among most students. Conversely, a substantial minority of 33% expressed a preference for traditional instruction. Also, a vast majority, 86%, of respondents found the pre-class materials useful.

The responses show an equal split: one-third favoured flipped instruction, another third favoured traditional instruction, and the remaining third found both methods equally effective.

Some specific suggestions for improving traditional instruction and flipped learning were made. For traditional instruction, some students emphasised the need for more group activities to enhance engagement and foster collaborative learning environments. Additionally, respondents indicated that certain grammar topics require clearer explanations during class to improve comprehension. Another suggestion was to incorporate videos alongside instructor-led explanations to enrich the learning experience. For flipped learning, respondents highlighted the importance of providing more support for pre-class preparation, especially for students who struggle with studying before lessons. They also emphasised the significance of instructor interaction, suggesting that combining pre-class materials with instructor-led explanations could enhance the effectiveness of flipped learning. Furthermore, there were suggestions to enhance the quality of pre-class materials, such as videos and texts, and make them more interactive to better support student learning.

In summary, the analysis shows that most participants have a positive view of flipped learning, with many feeling comfortable and satisfied with this approach. While the majority prefer flipped learning over traditional instruction, some still prefer the traditional method. Most participants find pre-class materials helpful. Although there are slight differences in how encouraged students feel between flipped and traditional instruction, both methods engage a significant number of students.

Overall, the findings suggest that while flipped learning is generally well-received, there are areas for improvement and individual preferences for both teaching methods.

4.3.2 Teacher Observations and Experiences

Teacher 1's post-questionnaire responses include high satisfaction with flipped learning, contrasting dissatisfaction with non-flipped instruction. She noted that while student engagement was

lower with traditional instruction. She perceived a similar workload between the two approaches, with flipped learning offering slightly less workload. She suggests that if the pre-class materials are prepared at the beginning of the course, it will decrease the workload overall because preparing materials for presenting the grammar concepts takes more time. Also, she indicates that confidence in grammar proficiency was notably lower after traditional learning sessions. According to her observations, students found non-flipped instruction easier as it does not require prior study. Her suggestions for improving each method are quoted as “Yes, the students need to be stimulated with beneficial practices from both methods. Teacher-led discovery is great, but doing homework before coming to class is better than after in terms of students' confidence in production, learner autonomy, and for the learners to set themselves clear and achievable goals under the comfort of being able to do their pre-class work whenever and wherever. Sometimes being used to the traditional approach takes its toll on both the student and the teacher, considering autonomy and the feeling of community, forcing us to embrace traditional methods. That should be okay, though, considering teachers should bend according to their learners' needs.”. Therefore, she emphasises the value of teacher-led discovery and completing homework before class. While acknowledging the challenges of transitioning from traditional to flipped learning, she advocates for teachers to be adaptable to meet their students' needs, even if it means continuing to use non-flipped methods when necessary.

Teacher 2 suggests that traditional learning, while offering a solid grasp of the topics presented, can lead to boredom only if the lessons are teacher-centred. Non-flipped instruction does not lead to boredom but during this study the use of the method led to a limited application of the target language as the lessons had long presentation stages. This limitation was because of the necessity of more controlled practices and the increased need for more direct questioning to assess comprehension. She said that the first two lessons they spent with presentation (activities for meaning, form, presentation), and with controlled practices. During flipped lessons, they had more time for students to actually produce the language so there was a higher level of engagement among both students and teachers. Flipped learning is great for practising and using language, while

traditional methods are useful for explaining complex topics. She suggests a more balanced approach; using both approaches can make learning more effective for students to not be repetitive in teaching.

4.4 Summary of Findings

In conclusion, the quantitative test results show significant improvements from pretests to post-tests for both groups. Group B started with higher average scores in both pre-tests. While Group B initially (post test 1) improved more with flipped instruction, Group A achieved a slightly higher score in post-test 2 after switching to flipped instruction. This could suggest that flipped instruction was particularly beneficial for Group A when learning the second grammar point. Also, the significant improvement in Group A's scores after switching to flipped instruction shows how effective this teaching method can be, especially for students who start with lower scores.

Table 11

Summary of the Mean Scores

Group	Test Period	Instruction Method	Mean Score (Pre Test)	Mean Score (Post Test)	Improvement
Group B	First (Past Perfect)	Flipped	64.529	79.765	+15.236
Group A	First (Past Perfect)	Traditional	48.706	53.412	+4.706
Group A	Second (Relative Clauses)	Flipped	44.235	79.294	+35.059
Group B	Second (Relative Clauses)	Traditional	52.235	76.000	+23.765

As a result of the Pre Test 1, Group B had a higher mean score (64.529) compared to Group A (48.706). This indicates that initially, before any intervention, Group B performed better than Group A.

For the Pre Test 2, Group B still had a higher mean score (52.235) compared to Group A (44.235). Similarly, Group B outperformed Group A in the second pre-test. So, in both pre-tests, Group B had higher mean scores compared to Group A.

For the Post-test 1, Group B, with flipped instruction, improved significantly more than Group A. Group B's mean score increased by 15.236 points (from 64.529 to 79.765), while Group A's score increased by 4.706 points (from 48.706 to 53.412).

The Post-test 2 results show that, after switching methods, Group A, with flipped instruction, showed a substantial improvement of 35.059 points (from 44.235 to 79.294). Group B, under traditional instruction, improved by 23.765 points (from 52.235 to 76.000).

According to the surveys taken, both teachers agreed that traditional learning helped students understand topics well but there were times students were less engaged (at least compared to the flipped classrooms) due to repetitive exercises and presentations. They argued that in traditional classes, it took more time for students to grasp the grammar points so using FC is effective for saving time for more practice and production. Flipped classrooms kept students and teachers more engaged and encouraged. Also, students came to class prepared and with their questions in mind, so they were able to focus on the parts that the students did not understand well instead of teachers explaining the grammar point from scratch.

Chapter V: Discussion

The following sections provide analysis of the study's findings, addressing research questions, and provide recommendations for both instructional methods.

5.1 Addressing Research Questions

RQ1: How does grammar achievement differ between the flipped learning group and traditional instruction group based on pre and post-test scores?

Group A and Group B began the study with similar baseline levels in grammar proficiency, with Group B showing slightly better Pretest scores (Baseline Level Tests). Despite the initial differences, both groups improved in their grammar skills from pretest to post-test, regardless of the instructional method used. However, the flipped learning instructed groups (first turn Group B and the second Group A) achieved higher post-test scores compared to the traditional instruction groups. This shows that while both instructional methods were effective in enhancing grammar achievement, the flipped learning approach led to greater achievements in student performance. In summary, both groups showed overall improvement from pretests to post-tests regardless of the instructional method, suggesting that both methods contributed to enhanced student performance, though flipped instruction was more effective. Therefore, the results of this study suggest that flipped instruction can be a more effective teaching strategy compared to traditional methods, as it led to greater improvements in student performance. These results support the theory of Bergman and Sams' (2012) that FL fosters active understanding of grammar, leading to deeper comprehension, as better test scores could suggest better comprehension of the content.

Group B, which received flipped instruction first, showed significant Post Test 1 gains. Group A, which switched to flipped instruction later, showed a huge improvement during the second testing period (posttest2), achieving a slightly better mean score in Post Test 2 compared to Group B. Group B had higher average scores in both pre-tests, suggesting they started with a stronger foundation and

possibly better prior knowledge of the topics compared to Group A. They might have also been more adaptable to different instructional methods, performing well under both flipped and traditional instruction. The other reason can be the teacher's effectiveness. If Group B had a more effective instructor during the study, it could have contributed to their high scores. Additionally, group dynamics and peer interactions may have played a significant role; a more collaborative or motivated group dynamic could have positively influenced their learning outcomes. Group B might also have had higher levels of motivation and engagement. The other reason regarding the scores can be the difference in difficulty for these two grammar points. Therefore, elements such as adaptability to different teaching methods, the difference in difficulty levels of the test topics, teacher effectiveness, peer influence, and their baseline levels could also have been influential.

Both groups also showed significant improvement during the period they received traditional instruction. Group A improved from 48.706 to 53.412 during the first period. Group B improved from 52.235 to 76.000 during the second period. This suggests that non-flipped instruction also positively impacts student performance, but to a lesser extent compared to flipped instruction.

Overall, students find flipped learning more effective than traditional instruction. Most expressed satisfaction with and preference for the flipped approach, citing its effectiveness in test preparation and understanding grammar concepts. Additionally, they reported high comfort levels and a willingness to continue with flipped learning activities. These positive perceptions indicate that flipped learning has been well-received. Appendix G provides detailed percentages of learners' perceptions and preferences regarding grammar improvement.

RQ2: How do students perceive their improvement and engagement in flipped learning compared to traditional instruction? How do they describe their learning experiences for both methods?

Learning experiences and engagement: One of the key points that most participants mention is that students enjoy and benefit from a fun and interactive lesson no matter what the initial instruction

was (either flipped or not). Their preferred learning environment is the lessons with games, hands-on activities, and engaging topics, regardless of the instruction. There is also a preference for instructors who make the lessons more fun and interactive. These findings resonate with the research conducted by Hurtubise et al. (2015), which suggests that creating environments where students take an active role is crucial for the effectiveness of the flipped classroom model.

Most students enjoyed learning from pre-class materials, peer conversations, and classroom discussions. Especially they benefited from the first 5-10 minutes of the flipped classes where they reviewed the grammar points they had covered before coming to class and sharing and comparing their findings with their peers. Most students indicated that FC boosts their confidence as they had a prior knowledge of the content and thus they were more eager to participate. In addition, 6 students mentioned in their open-ended question regarding the advantages of FC that they appreciated that they had the time to study the content before they start practising the language right away after the presentation stage in class. These ideas align with the findings of Lee, Verezub, and Adi Badiozaman (2019), who observed that the flipped classroom model increased students' opportunities to prepare before class, and provided more processing time between lessons. The positive feedback they received also proves the success of FLM, which boosts EFL students' confidence, and reduces cognitive load, thus improving learning. Furthermore, students found practising language easier and needed less guidance compared to those in non-flipped classes. These ideas match Han's research (2022) where he argued that during FC classes the time is dedicated to group activities, discussions, and teachers helping students apply what they had learnt.

Motivation: Motivation is partly due to graded classroom participation (*Classroom Participation Grades*) and the use of flipped learning, which makes them feel prepared and eager to participate. Some students feel less motivated because they prefer working alone for several reasons, or in most cases, not finding the participation grade motivating enough. Another motivation related to

completion of the pre-class material study of the students was the fact that pre-class video review and pre-class video tests completions affect the overall score of the course to pass the level.

Grammar Proficiency Improvement: Overall, students perceive significant improvement in flipped learning compared to traditional instruction. The majority of students expressed satisfaction with flipped learning, indicating a preference for this instructional approach. They found flipped learning to be effective in preparing for tests and understanding grammar concepts. Additionally, students reported high levels of comfort and willingness to continue with flipped learning activities. These positive perceptions suggest that flipped learning has been well-received.

In conclusion, most learners showed favourable attitudes towards the flipped classroom approach. Their favourable outlook aligns with findings from earlier studies. (Wagner, 2018; Prieto A., Barbarroja J., Álvarez S., Corell A., 2021).

RQ3: How do teachers perceive the effectiveness of flipped learning instruction?

Teacher perceptions of flipped instruction were generally positive. Both teachers were confident to use the method. Mostly, they emphasised the effectiveness of the method on peer interaction and collaboration, motivation, fostering autonomy, and deeper learning. These findings are consistent with prior research such as Karabulut et al. (2018) which also emphasised the role of FC in fostering autonomy, professional and critical thinking skills.

Furthermore, in flipped classes teachers observed that students found it easier and quicker to answer questions and correct their peers' mistakes, and teachers claimed that they had more time to monitor the students' practising and address their needs. These findings align with the research of Lee, Verezub, and Adi Badiozaman (2019), which suggested that the flipped classroom approach allows instructors to engage more deeply with students, facilitates greater interaction with classmates, and provides immediate feedback from instructors.

Additionally, teachers observed that because students took notes before coming to class and had an idea about the content, they were eager to share what they had learned. Most importantly, they came prepared with questions to ask: “At the beginning of the class, we spent 10-15 minutes reviewing what they had gleaned from the videos. During this time, students shared their findings with their peers, leading to a highly engaged and interactive classroom environment.”. These findings support the idea that FC is effective in student engagement, peer interaction, active learning, and motivation. These findings align with the research conducted (mentioned earlier in this study) by Can, S (2023) which supports the suitability of FC for achieving language learning objectives through active engagement and collaborative works.

Teachers 1 and 2 believe the flipped method is more effective than the non-flipped method. They especially emphasise the importance of promoting autonomy in the flipped approach. Again, this idea supports the arguments of Bergmann & Sams on flipped learning’s power to promote learner autonomy. On the other hand, one of the teachers added a valuable observation: “I understand that the flipped model fosters autonomy, However, sometimes students rely solely on the pre-class video or text provided and, if they don’t understand the content, they rarely conduct additional research online to learn the topic. Despite our constant encouragement for them to make this extra effort, they sometimes fail to do so. When students aim to improve their online grades to boost their overall score, they tend to perform better on the pre-class video tests (which they are required to complete on the platform called Blackboard before coming to class). In these cases, they are more likely to conduct additional research to understand the topic better and achieve higher online test scores.”.

Both teachers noted that even if a student misses watching a video before coming to class, students can still benefit from each other's insights at the beginning of the class. Teacher 2 stated that: “Students felt comfortable asking questions to their group members in class, which I think can enhance their learning experience, especially when they are in a group setting and learn collaboratively. This initial stage of peer discussion was followed by further practice activities,

during which I had the opportunity to assess how much they had learned and identify their needs. In flipped classes, I noticed that I had more time left to monitor their discussions, practice sessions, and productions. I took notes on their mistakes, and it's crucial to recognize students' needs promptly and address them accordingly.”. These valuable comments are aligned with the prior arguments presented in Bergman and Sams’s book (2012).

5.2 Summary of Interpretations and Findings

By triangulating the outcomes (test and survey results) of flipped learning and traditional instruction, this study provides valuable insights into the impact of instructional methods on student learning outcomes and perceptions in higher education English language education settings. While both methods contributed to enhanced student performance, flipped instruction proved more effective, suggesting its potential. Additionally, teacher perceptions of flipped instruction were generally positive, highlighting its benefits in promoting peer interaction, collaboration, motivation, autonomy, and deeper learning. Both teachers noted a significant increase in student engagement and preparation in flipped classes, highlighting the method's efficacy in promoting active learning.

This study aligns with the findings of Lee, Verezub, and Adi Badiozaman (2019), who observed that the flipped classroom model increased students' opportunities to prepare before class, and provided more processing time between lessons. Their research indicated that this approach allows instructors to engage more deeply with students and enhance their critical thinking. The positive feedback they received in their research proved the success of FLM, which boosts EFL students’ confidence, and reduces cognitive load, thus improving learning. Their findings support the effectiveness of the flipped classroom approach as also has been proved in this study.

Based on the findings of this study, the subsequent sections will offer recommendations for both instructional approaches.

5.3 Practical Recommendations for Implementation of The Flipped Method

At the conclusion of the study, based on classroom observations and feedback from participants, several suggestions were formulated for implementing the method more effectively.

These recommendations are outlined below:

1. Being careful with the flipped pre-class materials/program: Teachers should make sure that the material is ready at the beginning of the level/course. The program/curriculum must be shared with the students so that students see the upcoming content to be covered.
2. Encouraging students to watch instructional videos or complete readings before class. This can be done through grading classroom participation or pre-class tests.
3. Fostering interactive and collaborative activities during class time by creating interactive, fun, engaging contents and activities. It is crucial to facilitate student-centred learning and engagement.
4. Feedback techniques: Monitoring students' discussions, practices, and productions during flipped classes is also very important. Teachers may take notes of the discussions or make sure they learn more about students' needs by asking them concept checking questions (CCQs). If the students make mistakes, promptly addressing their needs is also important.
5. Providing CPD (Continuous Professional Development) opportunities for teachers to develop the necessary skills and knowledge for effective flipped learning implementation is the key. The teachers in this study were trained before but they stated that they need regular training and get benefit from class observations of the supervisors. In addition, management/instructors should continuously analyse the effectiveness of the method and make necessary changes when needed.

5.4 Suggestions for Enhancing Traditional Instructional Practices

Based on the study's findings indicating the effectiveness of flipped instruction over traditional (non-flipped) instruction, here are some suggestions for enhancing traditional instructional practices:

1. Regardless of the instruction, more of an interactive environment can be ensured with group discussions, problem-solving activities. Similar to flipped classes, after the warmup stage, they can be given the content through pre-prepared study materials and ask them to go through them with their peers to understand the topic together. So the self-study stage does not always have to be pre-class as in flipped instruction. Alternatively, teachers may offer pre-class preparation materials, such as readings, videos, or online resources, to encourage students to familiarise themselves with the content before coming to class for those who want to study before coming to class.
2. Like in flipped classes, teachers may promote peer collaboration and discussion during class sessions to have a collaborative learning environment where students can learn from each other's perspectives and experiences.
3. Teachers may encourage students to use technology tools to learn or practice content. They can present to them some platforms, tools, techniques to do so, and encourage them to use those during classes more, especially this would work well within higher education because they often possess a higher level of digital literacy.
4. Offering Timely Feedback: Providing timely and constructive feedback to students on their learning progress and performance to support their understanding and address any misconceptions, mistakes, errors, gaps in their knowledge is significant.

Chapter VI: Conclusion

In this final chapter, the findings and aims of the study are summarised, limitations addressed, future research recommendations offered, contributions to EFL instruction discussed, and concluding thoughts shared.

6.1 Summary of the Study

The flipped classroom model is used by educators across various disciplines, including English. One significant advantage of the flipped classroom is the emphasis on pre-class preparation. Students engage with instructional videos, readings materials, and other available materials (links to educational websites etc.) at their own pace before class, allowing them to familiarise themselves with the content beforehand. The teacher does not give the presentations because all materials are provided to the students beforehand as a pre-task. The students' prior work involves watching the materials and processing them through various techniques such as summarising, note-taking, making mind maps, and researching for additional information. Therefore, the flipped classroom model promotes students' autonomy. During the presentation stage, the students explain the material to their group in class and share their pre-task work (notes) with their classmates. This stage is followed by the practice and production stages, mostly with group work activities. As a result, class time is dedicated to deeper exploration of the subject, interactive activities, and collaborative learning. Ultimately, the flipped classroom approach leads to a more engaging and interactive learning experience. The teacher's main role in flipped instruction is to continuously monitor the students, give feedback, and determine students' needs. This approach also allows teachers to identify and address individual students' needs more effectively. Additionally, it transforms the traditional teacher-centred model into a collaborative and student-centred one, resulting in increased student motivation.

In this study, the aim was to analyse the effectiveness of flipped learning as opposed to the non-flipped instruction in teaching English grammar. 24 learners and 2 instructors participated in the study. The quantitative results (comparison of the pre and post tests scores of the groups) presented

that the flipped groups got higher scores in the post-tests compared to the traditional instruction groups. The questionnaires demonstrated that most students, along with the two teachers, favoured flipped instruction and expressed willingness to use it in their future lessons.

In conclusion, flipped learning has proved to be an effective method to teach English grammar to get them prepared before the class-time so that there will be more time in class for them to practise the language, and will give teachers more time to address their needs. Thus, the method creates an interactive and collaborative classroom environment, and empowers students to take initiative in their own learning. In addition, since students are required to self-study the content before the class time, they need to have self-disciplinary behaviours to be ready for in-class activities, which promotes autonomy. This study also revealed that a few students who did not positively perceive flipped learning mainly due to lack of self-regulation and needed the lecturer's explanation or help.

6.2 Limitations of the Study and Areas for Improvement

While this study provides valuable insights into how well the flipped classroom model works, it does have its limitations. One limitation is that it focuses on two English grammar points only, which means that its focus is only one subject (which is English) and one skill or area of language (which is grammar). Also, the study focuses on two grammar points only. Therefore, findings may not be applied to all other subjects or all other grammar topics. Also, the study involved two student groups (two classrooms), and therefore, the findings can be the results of this one program for these two student groups at this institute, while different results might be found in other learning environments. The other limitation is that the study focused on short-term effects of the approaches, thus it is unknown whether the long-term effects would be the same. Moreover, there could be other factors such as teachers teaching the same topics with different techniques. The results can be related to how well the teachers teach. Another limitation is that the answers that were given to questionnaires may not always be accurate for several reasons. These reasons might be that

participants interpret the questions differently, or students might have given more positive responses to avoid conflicts and so on. Therefore, the responses may not always reflect the actual experiences and attitudes. Furthermore, it's worth considering that because all participants (teachers and students) were already familiar with flipped learning before the study, their opinions might have been influenced by their prior experiences. This familiarity could have made them more likely to view flipped learning positively from the start, potentially affecting their overall perception of it. Also, a few students did not watch the pre-class videos during different periods of the study, which might have affected their gains. However, they attended the classes and were placed in groups with students who had completed the pre-work, ensuring that they could still benefit from the collaborative learning environment. Finally, this comparative study has been employed at an institute where the students had already been familiar with both approaches, possibly leading to biased responses.

6.3 Recommendations for Future Research

Future research should explore the transferability of findings to diverse educational contexts, and investigate the long-term effects of the flipped classroom model. If the future studies address these limitations, it might provide a more accurate understanding of the approach and its benefits and drawbacks.

While this study focused on flipped learning on language education, the approach has benefits across different subjects and areas. Future research can examine the potential benefits of flipped learning in different areas, such as social or natural sciences and all other types of academic and development programs across the world.

In the light of this study, some of the other areas that should be explored more in the future are identified:

1. **Necessity for Teacher Training and Support:** Professional development of teachers, needs of teachers, implementing flipped learning technologies, exploring best practices for this implementation can facilitate the successful implementation of this instructional method.

2. Comparative Analysis: While there are many studies available in flipped education, comparing conventional and flipped methods might present the advantages and disadvantages of each approach. Exploring factors across methods can lead to better decision-makings pedagogically and curriculum developments.
3. Sampling: To get a clearer picture in future studies, researchers could include participants who have less experience with flipped learning to gather a broader range of perspectives.
4. Procedure: They could also use methods like interviews or group discussions to delve deeper into participants' thoughts and experiences, helping to understand their views more fully.

In their research on gaps in flipped classroom studies, Uzunboylu et al. (2015) also found that the flipped classroom model has been used across various educational fields to ‘boost interaction and personalised contact time between students and instructors’. The literature review conducted in their study indicates an existing information gap concerning the flipped classroom approach.

6.4 Contributions to the Field

This study provides empirical evidence supporting the efficacy of the flipped classroom model in English language education, specifically in teaching grammar. By focusing on two specific grammar points, it demonstrates that students can benefit from pre-class preparatory work, leading to more effective use of class time for interactive and collaborative learning. The study contributes by highlighting the short-term impacts of the flipped classroom approach. Although it acknowledges the need for further research into long-term effects, it provides a foundation for understanding how immediate outcomes can be seen through this model. In addition, the results of the study offer valuable insights into how teachers and students perceive the flipped classroom model. It discusses the necessity for teacher training, further research and professional development, which is crucial for the successful implementation of flipped learning techniques.

6.5 Final Thoughts

The data and analysis provide strong support for the effectiveness of flipped instruction in English language education. Future studies could explore the long-term impact of flipped instruction and also investigate how different subjects or types of content might influence its effectiveness. Additionally, considering other variables such as differences in teaching techniques, learning preferences, prior technology skills of the students, motivations to learn the English language could provide a more comprehensive understanding of the benefits and challenges with flipped instruction in language education.

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Appendices

Appendix A

Consent Form

Dear Participant,

You are invited to participate in a research study entitled "COMPARATIVE ANALYSIS OF FLIPPED LEARNING AND TRADITIONAL INSTRUCTION: A STUDY ON ESL GRAMMAR PROFICIENCY IN HIGHER EDUCATION". This study is conducted by Sezen Aydin, under the supervision of ANA ISABEL ESPADA SANCHEZ. It is designed to examine the effectiveness and comparison of flipped learning and traditional learning grammar methods in ESL higher education classrooms.

Participation in this study is voluntary. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researcher will know your answers to this questionnaire.

Thank you in advance for contributing to this study and for your time.

* Required

1. I have read and I understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study and accept the use of the information I share for scientific publications. *

I confirm that I read and agreed.

Appendix B

Students' Pre-Questionnaire

Pre-Questionnaire (Students)

Informed Consent Form

Dear Participant,

You are invited to participate in a research study entitled "COMPARATIVE ANALYSIS OF FLIPPED LEARNING AND TRADITIONAL INSTRUCTION: A STUDY ON ESL GRAMMAR PROFICIENCY IN HIGHER EDUCATION". This study is conducted by Sezen Aydin, under the supervision of ANA ISABEL ESPADA SANCHEZ. It is designed to examine the effectiveness and comparison of flipped learning and traditional learning grammar methods in ESL higher education classrooms.

Participation in this study is voluntary. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researcher will know your answers to this questionnaire.

Thank you in advance for contributing to this study and for your time.

* Required

1. I have read and I understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study and accept the use of the information I share for scientific publications. *

I confirm that I read and agreed.

2. What is your age? *

Under 18

18-22

23-30

30+

3. What is your major or field of study? *

4. How often do you use mobile phones, tablets, or laptops for study purposes? *

Always

Very often

Sometimes

Rarely

Never

5. How do you like learning? *

- Reading
- Talking to others
- Listening to teachers
- Watching videos

6. How do you like to practice English outside of the class? *

- Online apps
- Watching videos and movies
- Reading
- Speaking with friends
- Playing games

7. Are you familiar with the flipped learning approach? *

- Yes
- No
- Maybe

8. If yes, how would you define the flipped learning approach?

- Flipped learning is when students teach themselves without any guidance from the teacher.
- Flipped learning involves watching instructional videos before class and using class time for active learning activities.
- Flipped learning is a method where students receive lectures during class time and complete assignments at home.

9. How comfortable are you with using online platforms for learning?

- | | | | | |
|-----------------------|-----------------------|---------------------------------------|------------------------|-----------------------|
| Very comfortable | Somewhat comfortable | Neither comfortable nor uncomfortable | Somewhat uncomfortable | Very uncomfortable |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. What type of content do you find most engaging in an online learning environment? *

- Text-based materials
- Interactive quizzes
- Videos and animations
- Discussion forums

11. Do you prefer studying alone or in a group? *

- Alone
- In a group

12. What challenge do you face the most when studying English grammar? *

- Difficulty understanding grammar rules.
- Struggling with grammar terminology.
- Confusion about when to use certain grammar structures.
- Finding it challenging to apply grammar rules in writing or speaking.
- Trouble identifying grammatical errors in written texts.

13. How do you typically prepare for exams or assessments? *

- Reviewing class notes and textbooks.
- Creating study guides or flashcards.
- Practicing with past exam papers or sample questions.
- Forming study groups to discuss material and quiz each other.
- Using online resources or apps for additional practice.

14. How often are you motivated to participate actively in class discussions? *

- Always
- Very often
- Sometimes
- Rarely
- Never

15. How would you rate your current understanding of English grammar? *

- Very poor Poor Average Good Excellent
-

16. In your opinion, what makes a language learning activity enjoyable? *

- Engaging and interactive exercises or games.
- Incorporation of multimedia elements like videos or songs.
- Opportunities for real-life application of language skills.
- Clear and concise explanations of grammar and vocabulary.

17. How sure are you about using grammar rules in real life? *

- Not sure at all A little sure Sure Extremely sure
- Statement 1

18. Do you think using computers and other technological tools helps you learn better? *

- Yes
- No

19. Which way do you find more engaging/fun in learning English grammar? *

- Learning in class
- Using the computer
- Doing fun quizzes
- Talking with classmates

20. How do you like getting feedback on your grammar work? *

- Written comments
- Spoken feedback
- Feedback from classmates
- All of the above

21. How important is it that you think real-life examples should be used when learning grammar?

*

- Extremely important
- Somewhat important
- Neutral
- Somewhat not important
- Extremely not important

22. How comfortable do you feel collaborating with your classmates to discuss grammar lessons?

*

- | | | | | | |
|-----------------------|-----------------------|-------------------------|--|---------------------------|-----------------------|
| Very
comfortable | Comfortable | Somewhat
comfortable | Neither
comfortable
nor
uncomfortable | Somewhat
uncomfortable | Very
uncomfortable |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. How much do you enjoy the learning experience in class? *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly like | Like | Neutral | Dislike | Strongly dislike |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

24. How much do you enjoy engaging in learning activities outside of class? *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly like | Like | Neutral | Dislike | Strongly Dislike |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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 Microsoft Forms

Appendix C

Teachers' Pre-Questionnaire

* Required

1. CONSENT

*

I have read and I understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study and accept the use of the information I share for scientific publications.

I confirm that I read and agreed.

2. How many years have you been teaching? *

More than 5 years

3-5 years

1-3 years

Less than a year

None

3. Are you familiar with flipped learning? *

Extremely familiar

Very familiar

Moderately familiar

Slightly familiar

Not at all

4. How would you describe flipped learning? *

- Flipped learning is when students teach themselves without any guidance from the teacher.
- Flipped learning involves watching instructional videos before class and using class time for active learning activities.
- Flipped learning means traditional teaching methods are completely replaced with online learning platforms.
- Flipped learning is a method where students receive lectures during class time and complete assignments at home.
- Flipped learning is an approach where students engage in collaborative activities during class and review content independently outside of class.

5. In your experience, how effective is flipped learning compared to traditional classroom instruction for teaching grammar concepts? *

- | | | | | |
|-----------------------|-----------------------|-----------------------------------|-----------------------|-----------------------|
| Very effective | Somewhat effective | Neither effective nor ineffective | Somewhat ineffective | Very ineffective |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. How comfortable are you with integrating technology, such as flipped learning methods, into your grammar lessons? *

- | | | | | |
|-----------------------|-----------------------|---------------------------------------|------------------------|-----------------------|
| Very comfortable | Somewhat comfortable | Neither comfortable nor uncomfortable | Somewhat uncomfortable | Very uncomfortable |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. How easy do you find it to teach grammar to ESL students? *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Very easy | Easy | Not so easy | Challenging | Very challenging |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. How often do you incorporate flipped learning methods in your grammar instruction? *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Always | Frequently | Occasionally | Rarely | Never |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. When choosing teaching methods for grammar, how important is it to consider students' preferences for traditional or flipped learning? *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Extremely important | Very important | Moderately important | Slightly important | Not important at all |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. How confident are you in adapting your teaching methods to incorporate both flipped learning and traditional methods based on the needs of your students? *

Very confident	Confident	Somewhat confident	Somewhat not confident	Extremely not confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How frequently do you assess the effectiveness of flipped learning in enhancing students' understanding of grammar concepts? *

Every day	Once a week	Never	Every other week	When needed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In the context of teaching grammar, do you believe it's necessary to incorporate traditional classroom instruction, such as lecturing, in comparison to flipped learning methods? *

Yes

No

Maybe

13. How strongly do you prefer the traditional method of teaching English grammar? *

Strongly prefer traditional method	Prefer traditional method	Neutral	Prefer flipped method	Strongly prefer flipped method
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How much support do you receive or would you need to successfully implement the flipped classroom approach for teaching English grammar? *

A lot of support	Some support	Neutral	Little support	No support needed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What are your current perceptions or experiences with traditional and flipped classroom approaches in teaching English grammar? *

16. Can you share your thoughts on how a balance between flipped learning and traditional methods might benefit students' overall learning outcomes in grammar? (open-ended) *

Appendix D

Pre-Tests (Baseline Level Tests)

Link to the folder: [Pre-Tests](#)

Name:.....

Multiple Choice (15 questions)

1. The book _____ I borrowed from the library is very interesting.
a) who
b) which
c) where
d) whose
2. The woman _____ car was stolen reported it to the police.
a) who
b) whom
c) whose
d) which
3. The house _____ we used to live in has been renovated.
a) which
b) who
c) where
d) whose
4. I don't know the reason _____ he left.
a) why
b) when
c) who
d) which
5. This is the film _____ we watched last night.
a) which
b) who
c) whom
d) whose
6. The person _____ you were speaking to is my cousin.
a) who
b) which
c) whose
d) whom
7. The company _____ I work for has offices all over the world.
a) where
b) whose
c) which
d) whom
8. Do you know anyone _____ can fix a leaky faucet?
a) which
b) whose
c) whom
d) who
9. The boy _____ sister is in my class won the competition.
a) who
b) whose
c) which
d) whom
10. The reason _____ he gave for being late was quite amusing.
a) why
b) which
c) whose
d) when
11. This is the hotel _____ we stayed at during our vacation.
a) where
b) which
c) whose
d) whom
12. The scientist _____ research is well-known won the Nobel Prize.
a) whose
b) which
c) whom
d) who

13. By the time he realized his mistake, it _____ (already / be) too late.
- a) already be
 - b) already was
 - c) had already been
 - d) had already was

14. _____ you _____ (ever / eat) snails before?
- a) Did / ever eat
 - b) Had / ever eat
 - c) Did / ever eaten
 - d) Had / ever eaten

15. The train _____ (leave) before we _____ (arrive) at the station.
- a) leave / arrive
 - b) left / arrived
 - c) had left / arrived
 - d) had left / have arrived

True or False (5 questions)

16. The past perfect simple tense is used to describe an action that happened before another action in the past. *(True/False)*
17. In the past perfect simple tense, we use "had" with all subjects. *(True/False)*
18. The past perfect simple tense is often used with time expressions such as "already", "yet", and "just". *(True/False)*
19. In negative sentences in the past perfect simple tense, "not" is placed before "had". *(True/False)*
20. The past perfect simple tense cannot be used to talk about actions that happened before a specific point in the past. *(True/False)*

Matching (5 questions)

Match the beginning of the sentence (A) with the correct ending (B):

A)

21. They had visited....
22. She had seen.....
23. He had finished....
24. We had lived....
25. I had read.....

B)

- a. the movie twice before it won the award.
- b. in Paris for five years before they moved to London.
- c. that book several times before the movie adaptation was released.
- d. their grandmother in the hospital before she passed away.
- e. the Louvre Museum when they were in France.

Name:

Multiple Choice (15 questions)

1. By the time I arrived, they _____ (already / leave).
a) already leave
b) already left
c) had already leave
d) had already left
2. She _____ (never / eat) sushi before she went to Japan.
a) never ate
b) never eat
c) had never eaten
d) had never ate
3. When they arrived, the movie _____ (start) already.
a) starts
b) started
c) had started
d) was starting
4. He _____ (lose) his keys before he realized it.
a) loses
b) lose
c) had lost
d) has lost
5. We _____ (not / finish) our project by the deadline.
a) didn't finish
b) didn't finished
c) hadn't finish
d) hadn't finished
6. _____ she _____ (ever / travel) to Europe before last summer?
a) Did / ever travel
b) Had / ever travel
c) Did / ever traveled
d) Had / ever traveled
7. They _____ (live) in that house for ten years before they moved out.
a) lived
b) have lived
c) had lived
d) were living
8. By the time she arrived, I _____ (already / finish) cooking dinner.
a) already finish
b) already finished
c) had already finish
d) had already finished
9. He _____ (never / visit) New York before last month.
a) never visited
b) had never visited
c) never visit
d) had never visit
10. When I got to the cinema, the film _____ (start) and most of the seats _____ (take).
a) starts / take
b) started / took
c) had started / had taken
d) had started / took
11. They _____ (not / see) each other for years before they met again.
a) didn't see
b) haven't seen
c) hadn't seen
d) hadn't saw
12. She _____ (not / hear) about the accident until the next day.
a) didn't hear
b) hadn't heard
c) hasn't heard
d) hadn't hear

13. The movie _____ we saw last night was excellent.
- a) who
 - b) whom
 - c) that
 - d) which

14. The reason _____ he resigned was never disclosed.
- a) why
 - b) which
 - c) when
 - d) who

15. The person _____ I was speaking to on the phone was very helpful.
- a) who
 - b) whose
 - c) which
 - d) whom

True or False (5 questions)

16. Relative clauses are used to provide additional information about a noun in a sentence. *(True/False)*
17. In defining relative clauses, "that" can be used instead of "who", "which", or "whom". *(True/False)*
18. Relative clauses are always introduced by a relative pronoun or a relative adverb. *(True/False)*
19. Non-defining relative clauses are essential to the meaning of the sentence. *(True/False)*
20. Relative clauses can be used to combine two sentences into one, providing more concise information. *(True/False)*

Matching (5 questions)

Match the beginning of the sentence (A) with the correct ending (B):

A)

21. *The man...*

22. *The car...*

23. *The hotel....*

24. *The book...*

25. *The reason...*

B)

a. *is parked outside is mine.*

b. *that he gave for resigning was unclear.*

c. *where we stayed last summer was very luxurious.*

d. *which I borrowed from the library is a bestseller*

e. *who lives next door is a doctor.*

Appendix E

Post-Tests

Link to the folder: [Post-Tests](#)

Name:

Post-Test 1: Past Perfect Simple

Multiple Choice (15 questions)

1. The concert _____ (start) by the time we arrived at the venue.
 - a) started
 - b) has started
 - c) had started
 - d) was starting
2. By the time she got to the party, most of the guests _____ (leave) already.
 - a) leave
 - b) left
 - c) have left
 - d) had left
3. He realized he _____ (forget) his wallet after he had left the house.
 - a) forget
 - b) forgot
 - c) has forgotten
 - d) had forgotten
4. When I reached the station, the train _____ (already / depart).
 - a) already depart
 - b) already departed
 - c) has already departed
 - d) had already departed
5. She _____ (never / see) such a beautiful sunset before.
 - a) never see
 - b) never saw
 - c) has never seen
 - d) had never seen
6. The reason _____ he resigned was never disclosed.
 - a) that
 - b) why
 - c) for which
 - d) to which
7. By the time we arrived, the meeting _____ (start) for 30 minutes.
 - a) start
 - b) started
 - c) has started
 - d) had started
8. When I got home, I realized I _____ (lose) my keys.
 - a) lose
 - b) lost
 - c) have lost
 - d) had lost
9. She _____ (not / study) for the exam until the night before.
 - a) not study
 - b) didn't study
 - c) hasn't studied
 - d) hadn't studied
10. _____ you _____ (ever / visit) Asia before?
 - a) Did / ever visit
 - b) Have / ever visited
 - c) Did / ever visited
 - d) Had / ever visited
11. He _____ (not / finish) his homework before dinner.
 - a) not finish
 - b) didn't finish
 - c) hasn't finished
 - d) hadn't finished

12. When I arrived at the cinema, the film _____ (already / start).
- already start
 - already started
 - has already started
 - had already started

13. They _____ (not / receive) the invitation until after the party had finished.
- not receive
 - didn't receive
 - haven't received
 - hadn't received

14. _____ you _____ (ever / hear) such an amazing story?
- Did / ever hear
 - Have / ever heard
 - Did / ever heard
 - Had / ever heard

15. The children _____ (not / eat) anything since breakfast.
- not eat
 - didn't eat
 - haven't eaten
 - hadn't eaten

True or False (5 questions)

- The past perfect simple tense is used to describe an action that occurred before another action in the past. *(True/False)*
- In negative sentences in the past perfect simple tense, "not" is placed after "had". *(True/False)*
- The past perfect simple tense is always used with a time expression indicating the completion of an action. *(True/False)*
- The past perfect simple tense cannot be used to talk about past experiences. *(True/False)*
- The past perfect simple tense is often used in reported speech to talk about something that was said

or thought in the past.
(True/False)

Matching (5 questions)

Match the beginning of the sentence (A) with the correct ending (B):

A)

21. *The reason.....*

22. *The car.....*

23. *The hotel.....*

24. *The book....*

25. *The train.....*

B)

a. *that he gave for resigning was unclear.*

b. *already departed when we reached the station.*

c. *that I borrowed from the library is very interesting.*

d. *had already left when we arrived at the station.*

e. *where we stayed last summer was very luxurious.*

Name..

Post-Test 2: Relative Clauses

Multiple Choice (15 questions)

1. The woman _____ designs are innovative won the design competition.
a) whose
b) whom
c) which
d) who
2. The house _____ windows were shattered in the storm was uninhabitable.
a) which
b) whom
c) whose
d) who
3. The person _____ I met at the party is an astronaut.
a) that
b) who
c) which
d) whom
4. The car _____ had a flat tire was parked on the side of the road.
a) that
b) who
c) whose
d) which
5. The reason _____ she gave for her absence was ambiguous.
a) that
b) who
c) which
d) whom
6. The book _____ she recommended is a bestseller.
a) who
b) which
c) whom
d) whose
7. The company _____ CEO resigned suddenly went bankrupt.
a) that
b) which
c) whom
d) who
8. Do you know the girl _____ brother is a famous actor?
a) who
b) which
c) whose
d) whom
9. The restaurant _____ we ate at last night serves delicious seafood.
a) that
b) who
c) whose
d) which
10. The movie _____ we watched was captivating.
a) who
b) whose
c) that
d) which
11. The professor _____ lectures are always engaging teaches physics.
a) who
b) which
c) whom
d) whose

12. The reason _____ he arrived late was because of traffic.
- that
 - which
 - who
 - whom
13. The person _____ I was talking to on the phone is my cousin.
- who
 - whose
 - that
 - whom
14. The apartment _____ we rented overlooks the ocean.
- who
 - that
 - whose
 - which
15. The student _____ essay was selected for publication received an award.
- who
 - which
 - whom
 - whose

True or False (5 questions)

- Non-defining relative clauses provide essential information about the noun they modify. *(True/False)*
- In defining relative clauses, "that" can only be used to refer to things, not people. *(True/False)*
- Relative clauses are always placed immediately after the noun they modify. *(True/False)*
- Relative pronouns can be omitted in defining relative clauses when they are the object of the verb. *(True/False)*
- Non-defining relative clauses are set off by commas in written English. *(True/False)*

Matching (5 questions)

Match the beginning of the sentence (A) with the correct ending (B):

A)

- The man.....*
- The car.....*
- The hotel.....*
- The reason.....*
- The book.....*

B)

- that I borrowed from the library is very interesting.*
- whose research has led to significant breakthroughs.*
- where we stayed last summer was very luxurious.*
- that he gave for resigning was unclear.*
- who lives next door is a doctor.*

Appendix F

Post-Questionnaires

Teachers' Post-Questionnaires

* Required

1. Rate your overall satisfaction with the effectiveness of flipped learning

	Very dissatisfied	Very satisfied	Somewhat dissatisfied	Somewhat satisfied	Neither satisfied nor dissatisfied
Statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Rate your overall satisfaction with the effectiveness of the conventional learning (non-flipped)

	Very dissatisfied	Very satisfied	Somewhat dissatisfied	Somewhat satisfied	Neither satisfied nor dissatisfied
Statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Did student engagement differ between flipped learning and traditional instruction? Rate for both.

	Decreased Engagement	Same engagement	Increased Engagement
Flipped	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Assess the impact of each method on students' motivation to learn grammar.

	Decreased Motivation	No change in motivation	Increased motivation
Flipped	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Assess your perception of the workload between flipped learning and traditional instruction.

	Much lighter workload	Lighter workload	Similar workload	Heavier workload	Much heavier workload
Flipped	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Assess your perception of students' confidence in grammar proficiency after completing each instructional method.

	Much less confident	Less confident	Neutral	More confident	Much more confident
Flipped	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Describe your observations regarding student engagement in both flipped learning and traditional instruction. Were there any noticeable differences? *

8. Reflect on challenges you encountered while implementing both methods. *

9. What were the most significant differences you noticed between flipped learning and traditional instruction in terms of student engagement and learning outcomes? *

10. Do you have any recommendations for improving both methods? *

11. In what aspect of flipped learning do you find particularly effective? (Select all that apply) *

- Pre-class content delivery through instructional videos or readings.
- Using class time for interactive and collaborative activities.
- Facilitating student-centred learning and engagement.
- Providing flexibility for students to learn at their own pace.
- Enhancing student-teacher interaction during in-person sessions.

12. What two strategies do you find most effective in ensuring student engagement in flipped learning activities for grammar instruction? *

Please select 2 options.

- Providing clear instructions and expectations for pre-class assignments.
- Creating engaging and interactive pre-class materials, such as videos or online quizzes.
- Incorporating opportunities for peer collaboration and discussion during in-class sessions.
- Offering regular feedback and support to students as they navigate pre-class content.
- Encouraging active participation and accountability through reflection activities or quizzes.

13. How do you plan to integrate the most effective aspects of both flipped learning and traditional instruction into your future teaching practices? *

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Students' Post-Questionnaire

* Required

1. Rate your overall experience with flipped learning for these lessons. *

Excellent	Good	Average	Poor	Very Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How comfortable are you continuing with the flipped learning instruction for the next grammar point? *

Very comfortable	Comfortable	Neutral	Uncomfortable	Very uncomfortable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Which do you prefer, flipped learning or traditional instruction? *

Strongly prefer traditional (non-flipped)	Prefer traditional (non-flipped)	Neutral	Prefer Flipped	Strongly prefer flipped
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How much did flipped learning help you understand grammar concepts? *

Not at all	A little	Somewhat	Quite a bit	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How useful did you find the pre-class materials? *

Very useful	Somewhat useful	Slightly useful	Not useful at all	Option 5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How likely are you to recommend each method to your peers? *

	Very likely	Somewhat likely	Neither likely nor unlikely	Somewhat unlikely	Very unlikely
flipped	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
traditional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How effective were each method (traditional and flipped) in preparing you for tests? *

	Very effective	Somewhat effective	Neither effective nor ineffective	Somewhat ineffective	Very ineffective
flipped	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
traditional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How encouraged did you feel in class discussions? *

	Discouraged	Slightly discouraged	Neutral	Encouraged	Highly encouraged
Flipped	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How satisfied are you with the level of support and guidance provided during flipped learning activities? *

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How well did traditional instruction prepare you for tests? *

	Good	Fair	Poor	Very good	Exceptional
Statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. To what extent did each instruction foster independent learning and critical thinking skills? *

	Not at all	A little	Somewhat	Quite a bit	A great deal
Traditional (non-flipped)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flipped	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How clear and organized were the instructional materials provided in each instruction? *

	Very Unclear and Disorganized	Unclear and Disorganized	Neutral	Clear and Organized	Very Clear and Organized
flipped	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
traditional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Overall, which instructional approach did you find more effective for improving your grammar proficiency? *

Flipped Instruction	Traditional (non-flipped) Instruction	Equally Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How engaged did you feel during each instruction? *

	Engaged	Somewhat engaged	Not engaged
Flipped	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Are there any specific suggestions you have for improving either traditional instruction or flipped learning? *

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Appendix G

Students Post-Questionnaire Results for Preferences

Category	Percentages (%)
1. Overall Experience with Flipped Learning:	Good: 70% Average: 13.3% Poor: 16.7%
2. Comfort with Continuing Flipped Learning:	Comfort: 87% Discomfort: 13%
3. Preference Between Learning Methods:	Favoured Flipped: 67% Favoured non-flipped: 33%
4. Usefulness of Pre-Class Materials:	Very useful: 63.3% Useful: 23% Not very useful: 13.7%
5. Likelihood to recommend each method:	Flipped: 84% Non-flipped: 64%
6. Effectiveness in Preparing for Tests	Flipped: (effective): 78% Non-flipped: (effective): 48% Flipped: very ineffective: 12% Non-flipped very ineffective: 40%
7. Preference of Instructional Approach for Improving Grammar Proficiency	Flipped effective: 66% Non-flipped effective: 22% Equally effective: 12%
8. Willingness to Continue Grammar Lessons with Flipped Learning	Want to continue: 76% Do not want continue: 24%
9. Perception of Flipped Learning's Helpfulness in Understanding Grammar Concepts	A great deal: 64% Quite a bit: 12% A little: 24%

Appendix H

Lesson Plans and Materials

What is the difference in meaning between the pairs of sentences, if any? In two pairs there is no difference in meaning.

- 1 a She called me after I'd left.
b She called me after I left.
- 2 a I was hot because I'd been running.
b I was hot because I was running.
- 3 a He started crying because I'd laughed at him.
b He started crying because I laughed at him.
- 4 a When I got home, she did her homework.
b When I got home, she'd done her homework.

Example of an activity used in the study

[Link to PDF of all lesson materials](#)

Appendix I
Pictures Taken During the Lessons

