

## A2 Seviye Öğrencilere İngiliz Dilbilgisini Öğretmede Tersine Eğitim Yönteminin Etkinliği (IITU, Kazakistan) \*

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### Öz

Bu çalışma, Kazakistan Uluslararası Bilgi Teknolojileri Üniversitesi'nde A2 seviyesindeki öğrencilerin dilbilgisi eğitimini artırmak amacıyla tersinmeli öğrenme yaklaşımının uygulanmasını inceleyen bir araştırmayı sunmaktadır. Araştırmada, Dil Bölümü'nden iki öğretmen ve 28 öğrenci yer almıştır. Öğrencilerin 15'i deney grubunda, 13'ü kontrol grubundadır. Çalışmanın temel amaçları, tersinmeli sınıf stratejisinin öğrencilerin performansı, algıları ve İngilizce dilbilgisi tutumları üzerindeki etkisini araştırmaktır. Bu amaçla, sınıf içi oturumlar öncesinde öğrencilere beş İngilizce dilbilgisi odaklı video hazırlanmış ve paylaşılmıştır. Sınıf içi etkinlikler sırasında aktif bir dil öğretimi yaklaşımı kullanılmıştır. Çalışma, veri toplamak ve tersinmeli öğrenme yaklaşımının sonuçlarını değerlendirmek için ön testler, son testler ve yarı yapılandırılmış görüşmelerden yararlanmıştır. Çalışmanın bulguları, tersinmeli sınıfın İngilizce dilbilgisi anlama ve uygulama becerileri üzerinde olumlu bir etkisi olduğunu göstermiştir. Ayrıca, öğrenciler tersinmeli yaklaşıma olumlu bir şekilde bakmışlardır. Çalışma, tersinmeli sınıfın uygulanmasına ilişkin pedagojik içgörüler sunmakta ve bu alanda gelecekteki araştırmalar için önerilerde bulunmaktadır. Sonuçlar, tersinmeli öğrenme yaklaşımının dilbilgisi eğitimini geliştirmede, öğrencilerin etkileşimini ve dil öğrenme bağlamlarındaki anlayışını iyileştirme potansiyel faydalarını vurgulamaktadır. Bu bulgular, gelecekteki dil eğitimi uygulamaları için değerli sonuçlar sunmaktadır.

**Anahtar Kelimeler:** teknoloji, tersinmeli öğrenme, dil eğitimi, pedagojik yaklaşımlar, dil bilgisi öğretimi.

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## Effectiveness of the Flipped Method in Teaching English Grammar to A2 Level Students at IITU, Kazakhstan \*

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### Abstract

This article presents a study that examines the implementation of the flipped learning approach in enhancing grammar instruction for low pre-intermediate level students studying at the International Informational Technology University of Kazakhstan. The research involved 28 students, with 15 students in the experimental group and 13 in the control group, along with two teachers from the Department of Languages. The primary objective of the study was to investigate the impact of the flipped classroom strategy on students' performance, perceptions, and attitudes towards independently learning English grammar. To achieve this, five videos focusing on English grammar were created and shared with the students prior to the in-class sessions. During the in-class activities, an active learning approach to language teaching was employed. The study utilized pre-tests, post-tests, and semi-structured interviews to gather data and evaluate the outcomes of the flipped learning approach. The findings of the study revealed that the flipped classroom had a positive influence on students' comprehension and application of English grammar. Additionally, the students expressed favorable perceptions towards the flipped approach. The study contributes pedagogical insights into the implementation of the flipped classroom and offers recommendations for further research in this area. The results highlight the potential benefits of the flipped learning approach in enhancing grammar instruction and improving students' engagement and understanding in language learning contexts. These findings provide valuable implications for future language education practices.

**Keywords:** technology, flipped learning, language education, pedagogical approaches, grammar instruction

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It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.

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## **1. Introduction**

### **1.1 Background**

In Kazakhstan, a country striving to become a hub of technological innovation and progress, English language proficiency is not only a means of communication but also a gateway to accessing cutting-edge knowledge in various fields. In this context, IITU (International Information Technology University), as one of the top technical universities in Kazakhstan, plays a pivotal role in preparing the next generation of ICT professionals with a comprehensive grasp of both technical expertise and English language proficiency.

Teaching English grammar as a separate subject to low pre-intermediate level students presents a range of challenges. These include a lack of student interest and motivation, difficulties in grasping abstract concepts, limited practical application, an overemphasis on memorization, and low student motivation (Sarah S. Al-Harbi1 & Yousif A. Alshumaimeri, 2016). In the field of foreign language education, grammar structures and writing skills are predominantly taught through lectures, which often fail to effectively address students' difficulties in grasping abstract grammar concepts and their practical application in everyday life (Abdulmajeed & Hameed, 2017). According to Larsen-Freeman (2003), grammar poses greater challenges compared to semantic, linguistic and pragmatic aspects of language learning. Moreover, teaching grammar to students with low motivation is a formidable task (Graus & Coppen, 2015). The traditional methods typically used in grammar instruction, such as rule-based explanations and grammar exercises, have proven inadequate in generating the necessary levels of student interest and motivation (Bormann, 2014). Consequently, it is imperative to adopt an appropriate instructional method that caters to students' specific needs. Scholars have thus endeavored to develop an instructional model that fosters a more engaging and motivating language learning environment (Cheh Hsieh et al., 2017).

Recognizing the need for transformation and leveraging technology, MUIT educators are adopting the FL approach to improve English grammar instruction. This learner-centered approach minimizes teacher talk time and extends learning beyond traditional classrooms. Students access pre-recorded video lessons outside of class, allowing in-person time for practice, clarification, and collaboration. Technology facilitates interactive exercises, personalized learning, and immediate feedback. Through the flipped method, educators aim to enhance students' understanding and application of English grammar in real-life communication, preparing them for success in a technology-driven world.

This study aims to achieve several goals and objectives in relation to the challenges faced in teaching English grammar and the implementation of the flipped method at MUIT. The main objectives of this study are:

1. To assess the effectiveness of the FL approach in improving English grammar proficiency among beginner-level students.
2. To examine students' attitudes towards the FL approach and its impact on their motivation and engagement.
3. To explore the development of independent language learning skills through the implementation of the FL approach.

By pursuing these objectives, the study aims to address the challenges encountered in teaching English grammar while utilizing the learner-centered and practice-based approach of the FL approach. The ultimate goal is to provide a more engaging and effective learning experience for low pre-intermediate level students at MUIT and enhance their English grammar proficiency.

## **2. Theoretical Background**

### **2.1 Overview of The Flipped Learning Approach**

The flipped learning approach has changed the structure of in-class and out-of-class learning, placing greater emphasis on motivating students to independently study the language.

In the FL approach, the usual tasks completed in class and as homework are switched around. This approach, as explained by Herreid & Schiller (2013), involves shifting the traditional classroom activities to take place outside of class, while the activities that typically happen outside of class now occur during class time. By doing so, students can have a more meaningful and interactive learning experience within the classroom (King, 1993). Students are responsible for independently acquiring knowledge and understanding the learning materials before attending class. This allows instructors to focus on organizing interactive activities during class time, which serve to reinforce concepts and address any misunderstandings. Examples of these activities include collaborative learning, role-playing simulations, problem-solving workshops. According to Ahmad. S. (2016), when students are able to apply what they have learned to real tasks, the learning experience becomes more engaging and active. Active learning stresses the importance of students taking an active role in the process of internalizing knowledge, connecting new information to their prior understanding, rather than passively receiving information through lectures and note-taking (Mehring, 2016). The flipped classroom approach

fosters active learning by encouraging students to actively engage with the materials they learn outside of the class, typically through videos, and then apply that knowledge during in-class activities (Zhonggen & Wang, 2016).

## **2.2 Effectiveness of Flipped Learning Approach**

While the FL approach has gained popularity worldwide, McNally et al. (2017) pointed out that there is a limited amount of research available regarding its effectiveness in the field of teaching English as foreign language. Researchers such as Al-Harbi & Alshumaimeri (2016), Thaichay & Sitthitikul (2016), and Webb & Doman (2016) have investigated the effectiveness of flipped English grammar courses. Their findings collectively suggest that flipped learning significantly improves students' grammar performance, instilling a sense of ease and confidence when using English grammar. Likewise, studies conducted by Valizadeh & Soltanpour (2020) and Gasmı & Thomas (2017) have indicated that the implementation of the flipped learning model has a significant and beneficial impact on the writing skills of EFL students. To illustrate, Qader and Arslan (2019) conducted a research study with 66 university students, examining the influence of flipped learning on their writing abilities. Utilizing a mixed-method approach, the findings revealed that students in the flipped classroom achieved higher writing scores in comparison to those in the non-flipped classroom. In relation to the development of speaking abilities, multiple studies (Cassandra Santhanasamy & Melor Md Yunus, 2021; Eunmi Yu, 2022) have demonstrated that FL enhances the speaking performance of EFL students. For instance, Eunmi Yu (2022) conducted a study analyzing the impact of flipped learning on 29 college students majoring in Korean language and literature in their second year. The results of the study revealed a gradual improvement in students' speaking abilities, along with enhanced learning motivation, engagement, and communicative competence. While the research on the effectiveness of flipped learning (FL) in teaching English as a foreign language may be limited, evidence from various studies suggests its positive impact on different language skills. These findings support the notion that FL enhances students' confidence, engagement, and overall language proficiency.

## **2.3 Students' Perceptions of Flipped Learning Approach**

The results of early studies (Smith, 2013; Grandgenett & Swift, 2014; Pence, 2016; Lee, J., Lim, C., & Kim, H., 2016; Zou, 2020) have shown that students and teachers generally viewed flipped learning as a motivating and engaging approach that effectively enhanced learning outcomes while saving time. Zakaria and Yunus (2020) in their study investigated the perceptions of primary ESL students in a rural school in Negeri Sembilan, Malaysia, regarding

tenses learning through the implementation of the FL approach. The findings indicated that the majority of students displayed a positive attitude towards learning grammar via the FL approach, as opposed to traditional approaches. Even those initially skeptical of this approach later acknowledged its potential for improving their understanding of the subject matter. Sun (2017) conducted a study investigating the perceptions of undergraduate foreign language students regarding the flipped classroom approach. The findings of the study revealed that students held a favorable view towards learning in the flipped classroom, as they observed positive effects on their language development. A survey by Driscoll (2012) conducted at Columbia University found that 80% of students reported experiencing more positive collaboration with their peers and teachers during instructional time in a FL setting. Basal (2015) conducted a study on prospective English language teachers' perceptions of the flipped classroom approach at a university in Turkey. The findings indicated that the pre-service teachers had positive attitudes towards using the flipped classroom as part of face-to-face courses. The study identified four main benefits of the flipped classroom: personalized learning pace, enhanced student preparation, optimized use of class time, and increased classroom participation. The collection of studies presents compelling evidence of the students' and teachers' highly favorable perceptions towards the flipped classroom approach.

#### **2.4 Student Attitudes Towards the Flipped Learning Approach in Education in Kazakhstan**

The flipped classroom method is considered an innovative approach in education, yet there is limited research specifically focused on its application in English language teaching in Kazakhstan. Several studies demonstrate positive outcomes and student perceptions of the flipped learning method. Rakhimzhanova (2016) conducted research on a course in animal physiology and found higher academic performance among students taught using the flipped method compared to traditional methods. Similarly, Abylkasova and Tazbulatova (2019) and Taubay (2022) reported that students perceived flipped classroom lessons as more productive, engaging, and interesting. The flipped method provided students with the flexibility to study at their own pace, which particularly benefited shy or struggling students. Nurtaza's (2022) research revealed that teachers often faced challenges in preparing materials for flipped classroom sessions. However, despite these challenges, students demonstrated positive attitudes towards the flipped method. They appreciated the active and interactive learning environment it fostered, as well as the opportunity to engage in collaborative activities with their peers.

Although the majority of flipped learning studies demonstrate positive attitudes among students, research has identified a subgroup of students who express less satisfaction with the flipped classroom method compared to the traditional lecture approach. Rubinsky and Skotla (2016) conducted experiments at Narxoz University and discovered that instructors' technical unpreparedness and vague understanding of the flipped method resulted in negative attitudes among students and lower academic performance. Tileuov and Zhumbayev (2018) examined the practical experiences of teachers and identified drawbacks such as the dependence on internet access for learning materials, which was not available to all students. Insufficiently positive results were also observed in the rapid acquisition of new topics.

The results of studies on student attitudes towards the flipped learning method in Kazakhstan indicate that the majority of students have positive perceptions of the approach. They appreciate the productive, engaging, and self-paced nature of flipped classroom lessons. However, it is important to acknowledge that challenges and drawbacks exist. Instructors' technical preparedness, accessibility of learning materials, and readiness for independent learning are crucial factors to consider.

### **3. Research Methodology and Procedure**

In this study, a mixed-method research design was utilized to investigate the impacts of a flipped classroom approach. The aim was to gather comprehensive insights into the topic. The qualitative component involved conducting semi-structured interviews, allowing for in-depth exploration of participants' experiences and perspectives. On the other hand, quantitative data was collected through pre- and post-tests, where both an experimental group and a control group were assessed. This quasi-experimental design helped measure the effects of the flipped classroom. Additionally, a questionnaire was used to gauge learners' attitudes towards flipped grammar instruction. By combining these different methods, a thorough understanding of the effects of the flipped classroom on learners could be obtained.

#### **3.1 Participants**

An 8-week study was conducted at International Information Technology University in Almaty during the 2022 academic year. The study focused on first-year students with low pre-intermediate level, with one experimental group (15 students) and one control group (13 students), all aged 17-18. The curriculum included grammar topics such as pronouns, verb tenses, articles, and nouns. The course lasted for 8 weeks, with a total of 75 hours of instruction, including self-study and practical sessions. It's worth noting that this research was conducted by two teachers, who were responsible for the experimental and control groups respectively.

These teachers facilitated the intervention, implemented the curriculum, and collected data to evaluate the effectiveness of the program on the language proficiency of the participating students

### **3.2 Procedure**

At the start of the experiment, both the experimental and control groups took a placement test created by Macmillan publishers. This test was conducted to see if there were any notable disparities between the two groups in terms of their proficiency levels in second language (L2) grammar. Throughout the research process, both the experimental and control groups learned about the same five grammatical topics: Articles & Countable/Uncountable Nouns, Present Simple, Present Continuous, Present Perfect, and Past Simple (Regular/Irregular Verbs). Weekly grammar exercises were assigned to both groups, derived from the textbook *Basic Grammar in Use* by Murphy R., Smalzer W. (2011). In the experimental group, additional resources were provided to enhance learning. Specifically, videos related to the grammar topics and suitable for the students' proficiency level were created by the teacher and uploaded to Platonus. After watching the videos, the students in the experimental group were required to complete tests on Live Worksheets, enabling them to receive immediate feedback and perform self-assessment. During the classroom sessions, the teacher in the experimental group employed a variety of activities to enhance comprehension and communication skills. These activities included group, pair, and individual tasks, such as games, discussions, role plays, and problem-solving exercises. Additionally, dedicated time was allocated to reading, listening, and writing practice. In contrast, the control group received traditional grammar instruction during the classroom sessions. The teacher allocated approximately 20 to 30 minutes for explaining each grammar topic, followed by exercises from the *Basic Grammar in Use* textbook to assess comprehension. The remaining class time was devoted to activities involving reading, listening, and speaking practice. The research study lasted for a total of 8 weeks, with a cumulative instructional time of 75 hours. Both groups were engaged in self-study, guided self-study, and practical sessions throughout the duration of the study. The research design and implementation aimed to evaluate and compare the effectiveness of the flipped classroom approach against traditional grammar instruction.

### **3.3 Instruments**

#### **Tests**

#### **Pre-test**



The pre-test included 20 multiple-choice items developed by Macmillan publishers to assess the initial proficiency levels of the experimental and control groups in grammar. It served as a baseline measurement before implementing the flipped classroom strategy. By administering the pre-test, the study ensured that the two groups had similar language proficiency levels at the beginning of the experiment.

### **Post test**

The post-test, consisting of 20 items, was created by the researcher to evaluate the impact of the flipped classroom approach on students' grammar performance. The test was administered to both the experimental and control groups at the conclusion of the 8-week-long study. The purpose of the post-test was to measure the changes in participants' grammar performance resulting from their exposure to the flipped classroom approach. The test reliability was Kuder-Richardson 20 (KR20) value of 0.76. The difficulty index of the test items fell within an acceptable range (p value 30-70%), while 12 items (60%) exhibited excellent discrimination ( $D > 0.4$ ) and 8 items (40%) showed good discrimination ( $D > 0.3-0.39$ ).

### **Questionnaire**

#### **Written Questionnaires**

To assess students' opinions on the flipped classroom method, the researcher developed quantitative questionnaires using Google Forms at the conclusion of the experiment. The questionnaires consisted of 10 closed-ended questions, where students used a 5-point Likert scale (strongly agree - agree - neutral - disagree - strongly disagree). Similar questionnaires have been used by Johnson and Renner in their research on the impact of the flipped classroom method on student achievement, providing an assessment of students' positions regarding the implementation of the flipped method. The primary aim of the questionnaires was to evaluate the accessibility and effectiveness of video materials and to gauge students' attitudes towards this method of learning grammar.

## **4. Results**

### **4.1 Data Analysis**

In this study, both descriptive and inferential statistics were utilized to analyze the quantitative data collected. The analysis of the data was conducted using SPSS version 25, a statistical software. To compare the results of the pre-test and post-test between the two groups, an

independent sample t-test was employed. Table 1 displays the descriptive statistics for the pre-test and post-test scores of both groups.

Table 1. Descriptive Statistics

	Group	N	Mean	Standard Deviation	Standard Error
pre_test	Experimental	15	50,2000	14,04686	3,62688
post_test	Experimental	15	74,0667	8,47236	2,18755
pre_test	Control	13	53,2308	12,92384	3,58443
post_test	Control	13	61,4615	4,55733	1,26398

The mean pre-test score for the experimental group was 50.20, with a standard deviation of 14.05 and a standard error of 3.63. The mean pre-test score for the control group was 53.23, with a standard deviation of 12.92 and a standard error of 3.58.

After the experiment, the mean post-test score for the experimental group increased to 74.07, with a standard deviation of 8.47 and a standard error of 2.19. The mean post-test score for the control group increased to 61.46, with a standard deviation of 4.56 and a standard error of 1.26.

Based on the results, it can be concluded that the flipped learning approach had a significant impact on improving the grammar skills of the experimental group compared to the control group using traditional teaching methods. In the pre-test, both groups had similar mean scores, indicating that there was no initial difference in grammar skills between the two groups. However, the control group had a slightly higher standard deviation, suggesting more variability in the scores. After the intervention, the experimental group showed a substantial increase in their mean post-test score, indicating that the flipped learning approach effectively improved their grammar skills. On the other hand, the control group also saw an increase in their mean post-test score, but it was not as significant as that of the experimental group. The lower standard deviation and standard error in the post-test scores of the experimental group suggest that the flipped learning approach led to more consistent and reliable improvements in grammar skills compared to the control group using traditional teaching methods. Overall, these results suggest that the flipped learning approach is more effective in enhancing grammar skills compared to the traditional teaching methods employed in the control group. The experimental

group experienced a significant improvement in their grammar skills, while the control group showed a comparatively smaller improvement.

#### 4.2 Students' Attitudes towards Flipped learning approach

After the completion of the eight-week experimental period, a questionnaire on students' attitudes towards the flipped model in grammar classes was utilized for the purpose of gaining a comprehensive understanding of their perspectives. The results demonstrated in Table 2 revealed that the students express positive attitudes towards the flipped learning approach, appreciating its benefits in creating a less frustrating environment, promoting independent learning, and improving academic performance. However, considerations should be given to optimizing video lesson length and further enhancing in-class practice efficiency. The positive recommendation rate indicates high satisfaction with the flipped learning approach.

Table 2: the results of the student survey on their attitude towards the flipped learning

Question	Mean (M)	Standard Deviation (SD)	Percentage
I can study in a less frustrating environment	4.32	0.68	79%
I can easily access grammar instructions at any time	4.12	0.76	67.4%
FL helped me to develop independent learning skills	4.15	0.81	67.7%
FL encouraged my interest to learning English.	3.94	0.88	62%
Due to the length of the video lessons, I lost interest in watching and studying the material.	3.78	0.96	56%
I spend more and efficient time in class for practicing	3.22	1.16	34.4%
I integrated the knowledge received before the class with the tasks given during the class hours.	4.42	0.58	88.4%
I had an improvement in academic performance	4.05	0.82	65%
Effective tool to study for exams	4.1	0.5	82%
I would recommend the FL to my friends	4.59	0.37	91.3%

#### 4.3 Students' Perceptions about the Flipped Classroom

To gain insight into how the videos were perceived by the students, individual semi-structured interviews were conducted with experimental group using MC Teams. Each interview consisted of a set of 5 questions.

- 1) Do you prefer traditional grammar instruction from the teacher during class or through video lessons outside of class time?

Most of the students agreed that using video lessons for learning grammar is extremely advantageous. Compared to the traditional method, where the teacher explains grammar in class, students often have a limited comprehension of the new material. However, due to their inherent shyness, they hesitate to ask the teacher for clarification. Moreover, they highlighted the benefits of video lessons for students who were absent from class. By utilizing video lessons, they were able to autonomously study grammar and stay on par with their peers.

- 2) What are your thoughts on how the flipped method has affected your ability to study the language independently?

When asked about the influence of the flipped method on self-study, a number of students recognized its significant effect on their learning approach. Initially some students said they were reluctant towards the idea of self-learning through video lessons outside of class. They found it challenging to learn without the direct guidance of the teacher. However, as they continued with the flipped learning approach, they gradually became more comfortable studying on their own. They adapted to the process and acknowledged the benefits of independent learning, such as the ability to review the material at their own pace.

- 3) Do you consider video lessons to be helpful for you?

During the interviews, the students firmly believed that the flipped method was beneficial for language learning. They cited the ability to review the videos multiple times and make notes as advantages. Additionally, they expressed that the flipped method helped them become better prepared for lessons and more confident in their knowledge. This enabled students to confidently express their thoughts and actively participate in various activities, such as small group discussions, where they asked questions, provided answers, and explained their ideas.

- 4) What can you say about the drawbacks of the flipped method?

- a) Insufficient understanding due to language comprehension

The majority of students noted that they were given a choice between videos in English and Russian languages. However, they found it difficult to comprehend the videos in English, even with the presence of subtitles. They preferred watching the second video provided in Russian, as it was easier for them to grasp and learn the material. Moreover, a few students mentioned that due to their limited understanding of both English and Russian, they had to search for videos in the Kazakh language.

b) Use of the Liveworksheets platform

Students had different opinions on using the Liveworksheets platform. Some students considered completing tests on Live worksheets to be ineffective and preferred doing written exercises from a grammar book, as they felt it helped them understand and memorize the material better. On the other hand, others believed that Liveworksheets was a valuable platform as it allowed them to quickly assess their understanding of the material independently.

c) Limited Internet Access

Some students residing in rural areas reported challenges related to limited internet access at home. They experienced difficulties in accessing a reliable and stable internet connection, which impacted their ability to engage with the video lessons. They often had to rely on mobile data and incur additional expenses to access and stream the required content.

d) Task Overload

Students voiced concerns about feeling overwhelmed with a heavy workload. Aside from their responsibilities in other subjects, they also had to manage online lessons, complete additional tasks related to the flipped learning approach, and allocate sufficient time for self-study. These competing demands led to time constraints, making it challenging for students to effectively manage and complete all their tasks.

## 5. Discussion and Conclusion

The current study aimed to explore the impact of flipped learning on learners' grammar competency by transforming the instructional design for both in-class and out-of-class activities. This research was conducted in response to the increasing recognition that flipping grammar instruction can enhance foreign language learning. The findings of this study provide strong evidence supporting the effectiveness of the flipped learning approach in teaching English grammar. Moreover, these findings are consistent with prior empirical research conducted in parallel contexts. The studies by Bell, Matthew R., (2015), Kang (2015) and Han (2015), Gilboy & Heinerichs (2015), Zainuddin & Attaran (2016), Hsieh, Wu, and Marek (2017), and Amiryousefi (2017) have likewise reported favorable outcomes and advantages of implementing the flipped learning approach in language education.

Based on the data presented in Table 1, it is evident that students in the experimental group performed better than those in the non-flipped approach. This superiority can be attributed to the additional effort exerted by students outside the classroom in comparison to the control

group. According to Cheh Hsieh et al. (2017), the efficacy of flipped learning relies on whether students genuinely study before attending their classes. When students fail to do so, it becomes challenging for them to keep pace with the lesson during classroom sessions (DİNÇER N., POLAT M.,2022). This highlights the significance of students' personal commitment and dedication throughout the learning process, which is crucial for achieving success in language acquisition. In this research, to encourage students' active self-learning and participation in the flipped approach, teachers evaluated all assignments completed by students during video lessons and their performance during in-class activities. The assessments and corresponding grades were recorded in a dedicated file shared on the MC Teams platform. This system not only made students aware of their academic progress being closely monitored by teachers but also facilitated timely intervention and support for those who encountered challenges or failed to submit their assignments. Another contributing factor to the success of the flipped learning approach is the incorporation of student-centered activities during class time. As noted by Gilboy, Heinerichs, and Pazzaglia (2015), flipping the classroom encourages student-centered learning, leading to increased interaction within the classroom. By implementing student-centered activities like discussions, brainstorming sessions, and role plays, class time is utilized more effectively (Bergmann & Sams, 2012). This finding is in line with the study conducted by Lee and Wallace (2018), they also found that the participants in their study engaged more actively in class activities as a result of their preparation and independent learning of the content outside of class.

The feedback from the semi-structured interviews revealed the transformative impact of the flipped learning approach on students' language learning experience. Students felt a sense of empowerment and independence as they took control of their own learning outside of the classroom. The flexibility of video lessons allowed them to review and reinforce grammar concepts at their own pace, resulting in increased confidence and active participation. Notably, students highlighted the practical application of grammar knowledge acquired through the flipped learning approach. They expressed improved proficiency in applying grammar rules during real-life speaking and writing activities in class. This bridging of the gap between learning and application effectively addressed a common challenge observed in previous studies regarding the difficulty of applying grammar in English practice (Al-Hamlan & Baniabdelrahman, 2015). This further emphasizes the effectiveness of the flipped learning approach in promoting language proficiency.

The findings of this study consistently showed a strong preference for flipped learning compared to non-flipped learning, as supported by the interview data. Participants expressed that video lessons offered distinct advantages, including the ability to learn independently and the opportunity to review and take notes. During the experimental period some students were hesitant about self-learning without the direct guidance of the teacher. However, as they continued with the flipped approach, they became more comfortable studying on their own and recognized the benefits of independent learning. However, several drawbacks were identified. Some students found it difficult to comprehend English-language videos, even with subtitles, indicating a need for videos in their native language or with better language support. This preference for native language videos could be influenced by students' previous language learning experience and reliance on using their first language to learn grammar, as noted by Sali (2014). Second, opinions were divided on the use of the Liveworksheets platform. Some students found it ineffective for testing their understanding, preferring written exercises from a grammar book. Others found it valuable for quick self-assessment. This indicates the need for a variety of learning resources to cater to different preferences. Additionally, students residing in rural areas faced challenges related to limited internet access. This hindered their ability to engage with video lessons and required them to rely on expensive mobile data. In future implementations, alternative solutions should be considered to ensure equal access for all students. Lastly, some students felt overwhelmed by the workload associated with the flipped method. This indicates a need for careful planning and consideration of the students' workload to avoid excessive stress and burnout.

In summary, this study found that the flipped learning approach, specifically applied to grammar teaching, had a positive impact on learners. It motivated students to study grammar structures, resulting in improved grammar competency. The flipped model also encouraged collaborative activities during class time, allowing for more in-depth engagement. These findings contribute to the existing literature by expanding the application of the flipped learning model to the specific context of grammar teaching.

### **Recommendations:**

Based on the result of the present study, the researcher recommends:

- 1) Provide clear guidelines and instructions for students on how to access and navigate the online course material. This will help them effectively utilize the flipped learning resources.

- 2) Encourage students to actively engage with the pre-recorded lectures or instructional videos before coming to the classroom. This could involve assigning them pre-class activities or quizzes related to the content.
- 3) Incorporate interactive elements into the online course materials, such as quizzes, discussion forums, or collaborative assignments. This will promote student engagement and active learning outside the classroom.
- 4) Encourage students to take responsibility for their own learning by setting goals, monitoring their progress, and reflecting on their learning experiences. This can be supported through regular self-assessment activities and opportunities for self-reflection.
- 5) Provide regular opportunities for students to collaborate and engage in group discussions during in-class activities. This fosters peer interaction and allows students to learn from their classmates' perspectives.



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