
RESEARCH ARTICLE

Exploring the Transformed Landscape of Grammar Learning in Language Education: Unveiling Teaching Insights through Harnessing the Flipped Classroom Approach's Potential

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ABSTRACT

The paper explores the potential of the flipped classroom model in language education, specifically for teaching grammar. The flipped model shifts traditional teaching by moving direct instruction outside class, allowing more engaging in-class activities. It also reverses teaching, putting direct instruction before class and interactive learning during class. It may stand language instructors in good stead, for it enhances engagement and comprehension. This experiment investigates its implementation, benefits, challenges, and impact on grammar learning outcomes. Notable among the challenges posed by this model, if instructors opt to avail themselves of its mechanisms, are technological barriers, including limited access to high-speed internet and a lack of compatible hardware. The study comprises an illustrative analysis that applies the model to instructing subject-verb agreement through pre-class activities, video content, quizzes, games, and essay assignments. The results palpably demonstrate an improved understanding and practical application of grammar. The flipped classroom offers transformative opportunities for language education, needing careful preparation and addressing tech challenges. It attempts to affect a qualitative leap in learning by using technology for content delivery and focusing on interactive in-class activities.

KEYWORDS

Flipped classroom, language education, grammar instruction, interactive learning, subject-verb agreement.

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1. Introduction

In recent years, the field of education has witnessed a paradigm shift in teaching methodologies, with the emergence of the flipped classroom approach gaining substantial attention. This innovative model reverses the traditional teaching structure, where direct instruction is moved outside the classroom, allowing for more interactive and engaging in-class activities. Flipped learning has found particularly promising applications in language education, revolutionizing the way grammar is taught and learned. This paper explores the employment of the flipped classroom model in language teaching, with a specific focus on its application to grammar instruction.

Language acquisition, particularly mastering grammar, has always been a cornerstone of language education (Smith, 2013). The flipped classroom approach affords an opportunity to enhance the effectiveness of grammar instruction by enabling students to access instructional content, such as grammar rules and explanations, through pre-recorded videos or online modules before attending class. This allows in-class time to be dedicated to collaborative exercises, discussions, and practical applications of grammar concepts, fostering a deeper understanding and retention of the material. The interactive nature of in-class activities also promotes student engagement and peer learning, creating a dynamic and student-centered learning environment.

Upon reviewing some recent research, case studies, and pedagogical theories, an attempt is made in this paper to delve deep into the benefits, challenges, and best practices of implementing the flipped classroom model for teaching grammar in language

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classes. By leveraging technology to deliver instructional content outside the classroom, educators may most probably have a window of opportunity to allocate class time for activities that promote active learning and critical thinking. As language education continues to evolve, understanding the implications of the flipped classroom model for grammar instruction is essential for educators aiming to provide meaningful and impactful learning experiences for their students.

2. The Flipped Classroom Model in Language Education

The Flipped Classroom Model has gained prominence as an innovative approach to teaching that transforms traditional educational practices. In the context of language education, particularly in the teaching of grammar, this model offers the potential to enhance pedagogical outcomes through a reconfiguration of instructional strategies.

A central tenet of the Flipped Classroom Model is the inversion of the traditional learning process. Students engage with instructional content outside class, often through pre-recorded videos or online modules. This allows in-class time to be dedicated to collaborative activities, discussions, and practical applications of concepts. In the realm of language education, grammar instruction has traditionally relied heavily on direct teacher-led explanations in the classroom. However, proponents of the flipped approach argue that pre-recorded grammar explanations, delivered through digital platforms, can provide students with the opportunity to engage with the material at their own pace and review it as needed (Bergmann & Sams, 2012).

Research indicates that this shift can lead to several benefits. First, the flipped approach fosters active learning and engagement (Hamdan et al., 2013). In a study by Lage, Platt, and Treglia (2000), the authors found that students in a flipped classroom were more likely to come prepared to class and participate in discussions. This engagement is crucial for grammar instruction, as it enables students to explore and clarify complex grammatical structures through interactive activities.

Moreover, the flipped model encourages student-centered learning. Rather than passively receiving information, students become active participants in constructing their understanding of grammar rules. This active engagement can result in deeper comprehension and retention of the material (Bergmann & Sams, 2012). Additionally, collaborative exercises, such as peer editing of written assignments or group discussions on grammatical nuances, become more feasible in the flipped classroom, allowing students to learn from each other's perspectives (Hamdan et al., 2013).

Flipped classrooms require students to acquire knowledge through educational videos before engaging in collaborative in-class activities. This prior knowledge is essential for comprehending the instructor's explanations, working on tasks alongside peers, and participating in discussions (Kanjug et al., 2018). From a constructivist standpoint, this existing knowledge prompts students to link their previously developed mental frameworks with the subject matter during in-class sessions, enabling them to actively construct their own understanding (Bacon & Stewart, 2006; Tolks et al., 2016). Guided by the schema-building principle, newly introduced content becomes more effectively integrated and contextualized within the pre-existing cognitive framework (Thompson & Zamboanga, 2003; Zhang et al., 2006).

During subsequent classroom sessions, students can expand and enhance their understanding through a variety of activities, building on the foundational cognitive processes of comprehension and retention that occur prior to the in-class session (Anderson & Krathwohl, 2001; Hadie et al., 2019; Kanjug et al., 2018). The previewing of educational videos before class likely facilitates the integration of deep learning methods during in-class sessions, which have demonstrated a positive correlation with academic achievement in higher education (Neroni, Meijs, Gijsselaers, Kirschner, & de Groot, 2019; Trigwell, Ellis, & Han, 2012). Through interactive, hands-on classroom exercises, students can apply and transfer their newly acquired knowledge to novel contexts, thereby increasing their ability to identify knowledge gaps and misconceptions, which they can promptly address with the assistance of peers and/or the instructor (Kim, Kim, Khera, & Getman, 2014; O'Flaherty & Phillips, 2015; Tolks et al., 2016). Engaging in group or class discussions, the instructor is better positioned to help students establish connections between their own ideas and other concepts, shedding light on common misconceptions (Bouwmeester et al., 2019).

Despite these benefits, challenges exist in implementing the flipped model, particularly in language education. Technological barriers, such as limited access to devices and the internet, can hinder students' ability to engage with pre-class materials. Instructors must consider the digital divide and ensure that alternative resources are available for all students (Strayer, 2012).

The challenges associated with the implementation of the flipped classroom model encompass various aspects involving both students and teachers. The primary issues reported by students are their limited preparation prior to class, a consequence that may hinder their performance in classroom activities, potentially negating the benefits of the flipped approach (Sayeski, Hamilton-Jones, & Oh, 2015). Engaging in self-directed learning at home is emphasized as a key factor by Hwang, Lai, and Wang (2015) for seamless flipped learning. Additionally, clear guidelines are identified as essential to help students navigate their pre-class time and materials effectively. A notable challenge is students' inability to access immediate help/feedback while studying at home, an issue addressed by researchers through instant feedback mechanisms like text messages and online discussion boards (Cummins,

Beresford, & Rice, 2016; Fautch, 2015; Hardin & Koppenhaver, 2016). Furthermore, concerns arise regarding the assurance that students thoroughly engage with each lecture before class.

From the students' perspective, the flipped model requires more time and effort compared to traditional courses (Hung, 2015). This stems from the need to preview learning materials for enhanced in-class engagement (Smith, 2013). Some students may have acquired passive learning habits from conventional classrooms, where less time and effort were required (Chen et al., 2014).

Teachers face challenges as well. Preparing video lectures and flipped model materials consumes time and involves designing accompanying activities (Howitt & Pegrum, 2015). This can lead to nearly six times more preparation time compared to traditional courses (Wanner & Palmer, 2015), potentially dissuading instructors from adopting the model. Technical and technological issues are another hurdle, encompassing the development of high-quality, out-of-class materials and technological accessibility and competency. Video lectures with technical and pedagogical shortcomings (e.g., poor audio quality, excessive length) can hinder student learning experiences (He et al., 2016; Giuliano & Moser, 2016). The accessibility of technology is also a concern, as some students may lack access, and insufficient technological competency may undermine flipped classroom effectiveness.

In conclusion, the Flipped Classroom Model presents a transformative approach to language education, specifically in the realm of grammar instruction. By shifting instructional content delivery outside the classroom, educators can create a more interactive, engaging, and student-centered learning environment. The model aligns well with the goals of language education, where active engagement, collaboration, and meaningful application of grammar concepts are essential for proficiency development.

3. Methodology

This section outlines the methodology employed to investigate the implementation of the flipped classroom model for teaching subject-verb agreement in language education.

3.1 Student Background and Context

In this study, a mixed-methods lesson design was employed to comprehensively investigate the implementation of flipped learning in a course tailored for B1-level business college students, who are predominantly 19 to 20 years old and enrolled in university. This mixed-methods approach allows to triangulate data from various sources, providing a holistic understanding of the effectiveness and nuances of flipped learning in this specific academic context.

3.2 Course Design and Adaptation

The course design template used for this study was adapted from the template provided by the Centre for Teaching Excellence at the University of Waterloo (Holbrook & Morton, n.d.). This template provided a structured framework for designing the course with an emphasis on integrating the flipped classroom approach. The course design incorporated pre-class activities, in-class activities, and post-class follow-ups.

3.3 Implementation of Flipped Classroom Model

Subject-verb agreement was selected as the target topic for the flipped classroom intervention due to its complexity and comprehensive nature. In implementing the flipped classroom method, an instructional video was found on the internet (YouTube) and made accessible to students through the course learning management system (i.e. Blackboard). Alongside the video, a set of preparatory questions related to subject-verb agreement has been provided for students to answer before the class.

3.4 Assessment and Evaluation

To assess the effectiveness of the flipped classroom model in enhancing student understanding, an online quiz game has been designed as a formative assessment tool. This quiz game encompasses a range of questions related to subject-verb agreement, including those categorized as easy, moderate, and difficult. Student responses have been recorded and analyzed to determine their grasp of the topic.

Analysis of the quiz game data has revealed that out of the 20 questions, 6 have been identified as difficult by the students, indicating areas of potential struggle. Based on this analysis, the subsequent in-class session focused exclusively on addressing these challenging questions. This approach aimed to optimize classroom time by addressing specific areas where students required additional support and clarification.

3.5 Observational Data

In addition to the quantitative assessment through the quiz game, qualitative observations have been made regarding student performance. By evaluating student papers before and after the implementation of the flipped classroom method, changes in subject-verb agreement accuracy have been identified. This qualitative data has allowed for a holistic assessment of the impact of the intervention on students' practical application of the grammar rule.

3.6 Limitations

While this experimental implication offers valuable insights into the efficacy of the flipped classroom model for teaching subject-verb agreement, it is not without limitations. The sample size and scope of the study are confined to a specific course and topic. Generalizability to other courses and grammatical concepts may require further investigation.

4. Implementation of Flipped Learning for Grammar Instruction

This segment casts light on the practical execution of the flipped learning model as a pedagogical framework for the dissemination of the intricate grammatical principle of subject-verb agreement. Subject-verb agreement constitutes a pivotal component within the domain of language proficiency, representing a junction where linguistic accuracy converges with effective communication. This implementation phase is a testament to the strategic fusion of contemporary educational methodologies, encompassing instructional videos, interactive online quizzes, dynamic classroom games, and culminating in an integrative essay assignment. The intricate interplay of these diverse components serves to holistically cultivate students' mastery of subject-verb agreement, both in theory and practical application. Through this innovative instructional journey, the subsequent sections will deal with the orchestrated amalgamation of these pedagogical elements, underscoring their collective impact in fostering a comprehensive grasp of this fundamental linguistic construct.

4.1 Video Selection and Pre-Class Preparation

This paper embarks on an exploration of the implementation process concerning the fundamental rule of subject-verb agreement, a pivotal component in language acquisition. Central to this implementation is the strategic integration of an explanatory video, available at the URL: <https://www.youtube.com/watch?v=ws3o-OxDgOw>. This video, posted on the online platform of the course (i.e. Blackboard), serves as a comprehensive educational resource carefully chosen to elucidate all dimensions of the subject-verb agreement concept (Smith, 2020). This intentional design ensures that students are gradually introduced to the rudimentary components before progressing to more intricate linguistic constructs, thereby fortifying their foundational understanding.

By initiating the instructional sequence with this video, students gain a basic understanding, primed for further exploration in subsequent classes. The selected video stands as an exemplar in its concise yet comprehensive explication of subject-verb agreement's bedrock principles. By leveraging this video, students are introduced to the topic within a dynamic visual framework that fosters better understanding and knowledge retention.

The implementation blueprint encompasses a pre-class phase that is intrinsically designed to cultivate self-directed learning. Following the video presentation, students are allocated a window of 2-3 days to not only watch the video but also engage in any associated exercises. This pre-class engagement aims to lay the foundation for in-class interactions by ensuring that students enter the subsequent sessions with a rudimentary comprehension of subject-verb agreement.

In essence, this paper's initial implementation phase underscores the strategic fusion of video-based learning, pre-class engagement, and interactive assessment within the context of subject-verb agreement instruction. The subsequent sections will thrust into focus the coherent orchestration of these elements, unveiling their collective impact in nurturing students' grammatical proficiency and conceptual grasp.

4.2 Formative Assessment through Non-Graded Online Quiz

In the pursuit of gauging students' assimilation of the video content, a pivotal step was taken beforehand by administering an online, non-graded quiz (Appendix 1). Comprising 20 questions, this quiz was intentionally structured to encompass the multifaceted dimensions of subject-verb agreement (Smith & Johnson, 2018). Held via the institution's Blackboard platform, this quiz has served as a seamless follow-up mechanism, inviting students to engage with the material post-video consumption.

A significant facet distinguishing this quiz was its integrated instant feedback mechanism. Upon submission of their responses, students were immediately met with automated feedback, pinpointing the specific junctures where challenges were encountered (Gikandi, Morrow, & Davis, 2011). This real-time feedback mechanism assumed a dual role: it not only offered students insights into their comprehension gaps but also afforded them an avenue to reexamine the relevant video segments. This process of revisitation emerged as a potent pedagogical tool whereby the reinforcement of understanding occurred through targeted exploration.

Central to this assessment process was the design of exercises within the video content itself. These exercises presented in the video, intricately crafted, were tailored to mirror the subject-verb agreement principles in tangible contexts, thereby facilitating their real-world application. Intriguingly, the questions featured in the quiz found their genesis in these very exercises (Thorne, 2003). By adapting and slightly modifying the wording, a seamless bridge was established between the instructional content and the evaluation process. This symbiotic relationship underscored the interwoven nature of learning and assessment, where understanding forged in the instruction phase was measured through the quiz.

An underlying premise guiding this approach was the pedagogical potency of repetition (Anderson, 2010). Recognizing the pivotal role of revisitation in anchoring comprehension, the research emphasizes the strategic reuse of question types. Through subtle alterations in vocabulary and phrasing, the grammatical structure remained unaltered, thereby accentuating the challenge in comprehension and application. This instructional design was poised to ignite cognitive engagement as students grappled with diverse iterations of subject-verb agreement within a cohesive framework.

In summation, this second step in the implementation process attaches importance to the merger of instructional content, interactive evaluation, and strategic pedagogical design. The integration of an instant feedback mechanism, the contextual alignment of exercises and quizzes, and the strategic recycling of question types collectively propel students towards not only enhanced grammatical proficiency but also cognitive engagement and holistic comprehension.

4.3 Engagement through Classroom Game (Kahoot)

To gauge the depth of students' understanding and their ability to apply the subject-verb agreement rules, a classroom game was designed using the Kahoot platform (Appendix 2). This interactive game format engaged students in a dynamic assessment experience. The game also acted as a motivational factor, incentivizing students to ensure that they thoroughly understood the material presented in the video.

In this phase of the flipped classroom experience, it was imperative to determine students' comprehension and grasp of the subject matter within the physical classroom setting. To address this instructional objective, an interactive game was employed on Kahoot, a versatile web-based platform that serves as an interactive gaming tool accessible to students through their mobile devices and is used to foster engagement and participation. This decision to incorporate gamification stemmed from recognizing the efficacy of interactive games in enhancing language learning, a sentiment shared by many educators (Smith & Dwyer, 2020). Therefore, the incorporation of such games brings great benefits to learners and educators alike (Miller & Hegelheimer, 2006). It is noteworthy that the questions formulated for the Kahoot game closely mirrored those posed in the video instruction, thereby reinforcing consistency and alignment with the self-assessment quiz intended for post-video viewing and ensuring a coherent learning trajectory.

4.4 Identifying Problematic Areas and In-Class Revision

Based on the quiz results and classroom game performance, specific areas of difficulty within the subject-verb agreement concept were identified (Appendix 2). The class session following the assessment activities was dedicated to revisiting and clarifying these problematic areas. This in-class revision allowed for direct interaction between the instructor and students, helping students to redress their inaccuracies.

In the post-implementation phase of this study, an integral aspect of assessing the effectiveness of the instructional strategy revolved around the utilization of Kahoot's statistical data feature. This dynamic feature provided an insightful snapshot of students' performance and comprehension levels during the subject-verb agreement game that was designed for classroom engagement. By meticulously analyzing the statistical data generated from the game, specific areas of difficulty were discerned, shedding light on the intricate nuances that posed challenges for the students. Armed with this diagnostic information, a targeted approach was adopted to address these areas of concern through a carefully formulated lesson plan.

Drawing inspiration from the empirical findings gleaned from the Kahoot data analysis, the subsequent teaching methodology was structured. This instructional strategy echoed the sequential pattern observed in the previously employed video-based instruction, consisting of explanation, exercise, and repetition. This multifaceted approach was deemed effective in reinforcing the comprehension of subject-verb agreement principles, as substantiated by educational literature (Brown, 2007; Richards & Schmidt, 2013). Notably, the synthesis of these instructional stages facilitated an optimized learning trajectory, catering to varied learning styles and fostering a comprehensive understanding of the grammatical concept.

Furthermore, the live classroom environment provided a unique opportunity for real-time refinement of the instructional process. While adhering to the planned lesson structure, spontaneous adjustments were made to address potential areas of challenge that were not evident during the preliminary analysis. This adaptive approach allowed for a seamless integration of insights gleaned from both Kahoot's data-driven feedback and the students' immediate responses, thereby enhancing the overall efficacy of the pedagogical intervention.

In essence, the conflation of Kahoot's data insights, a strategically designed lesson plan, and an adaptable teaching methodology encapsulated a comprehensive approach to teaching subject-verb agreement. This iterative process underscored the fluid interplay between technology-enhanced assessment, targeted instruction, and in-the-moment pedagogical adjustments by becoming a truly holistic learning experience for the students.

4.5 Application through Essay Writing

In the culminating phase of this instructional endeavor, a pivotal facet involved assessing students' application of subject-verb agreement within the realm of a productive skill—namely, writing. Writing, as an assessment tool, conferred an additional layer of autonomy and reflective learning. The act of self-evaluation, prompted by the capacity to review and edit one's grammatical choices post-writing, fostered metacognitive awareness (Cresswell & Waters, 2015). This empowerment to refine and refine again echoed the paradigm shift from traditional instructional models towards contemporary pedagogies that nurture self-directed learning (Savery, 2015).

This strategic decision to use a writing task as the last phase of the flipped learning experience offered a unique vantage point from which to gauge students' command over subject-verb agreement within a comprehensive task, thus transcending the confines of isolated exercises and individual sentence scrutiny. By undertaking the task of composing an essay, students were propelled into a context where the integration of subject-verb agreement operated harmoniously within the broader framework of articulating ideas. This transition from fragmented sentence exercises to holistic communication mirrored the complexities of real-world language usage.

Upon receiving the initial drafts, an intriguing pattern emerged—fewer subject-verb agreement errors were spotted. Notably, during the feedback process, a deliberate approach was adopted. Rather than explicitly indicating areas for correction, students were encouraged to revisit the subject-verb agreement aspect themselves before resubmission. This strategic tactic was in line with principles of constructive alignment, wherein students were afforded the opportunity to engage in targeted revision and self-guided improvement (Biggs, 1996). The evolution from the first to the second draft evidenced not only a reduction in errors but also a qualitative transformation, signifying a movement towards a more nuanced understanding of subject-verb agreement principles.

The incorporation of a writing task within the instructional sequence attests to a pedagogical philosophy aimed at merging grammatical proficiency with real-world language application. This holistic approach catalyzed a shift from didactic teaching to participatory learning, most probably pushing students towards a realm of grammatical competence and autonomous linguistic exploration.

Upon evaluating the essays, a notable improvement in subject-verb agreement accuracy was observed compared to students' previous written work (Appendix 3). This positive outcome highlighted the efficacy of the flipped learning approach in enhancing comprehension and application of grammatical concepts.

Therefore, one can safely assume that the implementation of flipped learning for teaching subject-verb agreement that involved a structured process comprising video-based instruction, formative assessment, interactive classroom games, targeted revision, and application through essay writing has contributed to creating an engaging and effective learning experience, resulting in improved student performance in understanding and applying the subject-verb agreement rules.

5. Discussion and Conclusion: Unveiling the Potential of the Flipped Classroom Technique

The utilization of the flipped classroom technique in language education attempts to put forth a workable solution to the challenges of disseminating intricate content while fostering active student involvement. This section encapsulates the insights drawn from the exploration of the technique and the advantages that can be accrued from it for educators and learners alike.

One of the central tenets bolstering the efficacy of the flipped classroom technique, particularly in the realm of complex linguistic concepts, lies in its inherent time-saving nature. This aligns seamlessly with the perspective proposed by Bergmann and Sams (2012), whereby the extraction of content delivery from the classroom liberates invaluable in-class time. This temporal resourcefulness becomes acutely relevant when addressing grammatical intricacies like subject-verb agreement, which warrant both comprehensive elucidation and substantial practice. The pre-class consumption of instructional video content and accompanying exercises predisposes students to efficiently use classroom interactions for probing discussions, tailored clarifications, and the cultivation of profound comprehension.

However, it remains imperative to acknowledge that while the flipped classroom technique affords multifaceted advantages, its realization pivots on elaborate teacher preparation. This undertaking encompasses the selection of apt instructional resources, a facet well-articulated by Brame (2013). The endeavor transcends mere resource identification; it hinges on sourcing materials that adeptly convey the requisite information, corresponds with pedagogical objectives, and cater skillfully to diverse learning inclinations. Moreover, the educator's responsibilities extend to crafting post-video engagements that effectively gauge student comprehension and foster the application of acquired knowledge, a perspective reiterated by Tucker (2012).

This notion of teacher preparation is further corroborated by the insights garnered from Strayer's (2012) study, emphasizing the imperative nature of thoughtfully curated digital resources and purposeful activity design within the flipped approach. The

harmonization of these facets resonates harmoniously with the broader literature, affirming the symbiotic relationship between the flipped technique's success and the strategic amalgamation of technological tools, pedagogical prowess, and meticulous planning (Hamdan et al., 2013).

In sum, the findings culled from this inquiry resonate harmoniously with the prevailing scholarly discourse, which champions the prominence of effective preparation in the seamless implementation of the flipped classroom model. The synthesis of this investigation underscores that the technique's efficacy resides at the confluence of pedagogical expertise, astute resource selection, and the conscious shaping of learning experiences. As the educational landscape continues to evolve, the flipped classroom technique emerges as a transformative force within language instruction, holding the potential to amplify learning outcomes and cultivate a generation of impassioned and engaged learners.

6. Recommendation

The core efficacy of the flipped classroom paradigm, particularly concerning the instruction of intricate linguistic constructs, resides in its capacity to optimize the utilization of in-class time. This concept can be envisioned as affording in-person sessions for dynamic discourse and focused elucidation. This aspect assumes particular significance when addressing grammatical subtleties such as subject-verb agreement, which are contingent upon comprehensive explication and extensive application. To realize this objective, the curation of intellectually stimulating pre-class video content in conjunction with precisely tailored exercises becomes imperative. This approach lays the groundwork for students to enter the classroom primed for interactive dialogues, personalized mentorship, and, eventually, the cultivation of profound comprehension.

The success of this methodology lies in meticulous instructor preparation and the translation of theoretical underpinnings into practical instructional strategies. Beyond the mere selection of resources, as elucidated by Brame (2013), lies the art of sourcing materials that harmonize with pedagogical objectives and cater adeptly to diverse learning inclinations. Moreover, the crafting of post-video activities designed to assess comprehension and promote the application of newly acquired knowledge, as underscored by Tucker (2012), assumes paramount importance.

The information and knowledge gained from Strayer's (2012) research study, which emphasized the importance of using carefully selected digital resources and organizing learning activities with intention, provides valuable guidance. This point is crucial because it highlights the foundation of effective flipped learning. It may not be enough to simply assign digital resources or flip the classroom without a clear pedagogical purpose. Therefore, educators are saddled with the task of sifting through online materials and structuring activities to ensure that they accomplish the prescribed learning objectives.

By beginning with a needs assessment to identify areas requiring deeper understanding, educators can expend conscious efforts to address them. Customized learning experiences are more likely to engage students and yield positive results. The use of instructional videos and intellectually stimulating exercises, as recommended, aligns with the modern digital landscape and caters to the diverse learning styles of today's students.

The shift from traditional lectures to more interactive in-person sessions is a fundamental transformation that holds immense promise: it recognizes that learning is not a passive process but rather an active engagement with the material. This approach fosters critical thinking, problem-solving, and a deeper grasp of the subject matter. Overall, the framework presented in this paper is not just a theoretical concept; it also represents a practical guide that adds to existing knowledge for educators seeking to enhance their teaching methodologies and create a more effective and engaging learning experience for their students.

This paper underlines the fact that educators' pivotal function commences prior to and extends beyond the confines of classroom engagements. Making the most efficient use of available educational resources is of paramount importance, as it ensures the attainment of instructional objectives and engenders a sense of achievement in students. Post-video interactions, which are both participatory and thought-provoking, foster critical thinking and the pragmatic application of acquired knowledge.

As the educational landscape continues to evolve, the flipped classroom model may stand as a paragon of innovative pedagogical approaches, as many benefits can be reaped from its employment. It can be regarded as a panacea for the lack of in-class engagement and comprehension. It may also instigate creativity on the part of students as they can have ample time to come to grips with grammatical subtleties in each lesson.

6.1 Limitations of The Study and Suggestions for Further Research

Although this experimental study has provided valuable insights into the effectiveness of implementing the flipped classroom model to enhance the teaching of subject-verb agreement, it is essential to acknowledge and elaborate on several limitations that may impact the broader applicability and generalizability of the findings.

6.2 Limited Sample Size and Scope

One of the primary constraints of this research may be the relatively small sample size and the restricted scope of the study. This investigation was conducted within the confines of a specific course and focused solely on subject-verb agreement. The outcomes may not be directly transferable to a more extensive array of courses and diverse grammatical concepts.

6.3 Context-Specific Findings:

The specific course and topic chosen for this study may have unique characteristics that influenced the outcomes. Variations in teaching styles, student populations, and subject matter across different educational contexts could yield varying results. Therefore, the generalizability of our findings to different academic settings should be approached with caution.

6.4 Temporal Limitations

The research was conducted over a finite period, which may not capture the potential long-term effects of the flipped classroom model on subject-verb agreement or other grammatical concepts. A more extended study that examines the sustainability of learning gains over time could provide a more comprehensive understanding of the model's impact.

6.5 Lack of Comparative Analysis

This study did not incorporate a comparative analysis between the flipped classroom model and traditional teaching methods. Such a comparison could have offered a more robust assessment of the model's effectiveness and its relative advantages and disadvantages.

6.6 Teacher and Student Variables

This research did not explore the potential influence of teacher expertise or student background on the outcomes. Variations in teacher proficiency in implementing the flipped classroom model and differences in students' prior knowledge could play a significant role in the results, warranting further investigation.

6.7 Resource Constraint

Practical limitations, such as time, resources, and technology infrastructure, can impact the implementation of the flipped classroom model. These constraints may affect the feasibility of adopting this approach in various educational contexts.

6.8 External Factors

The study did not account for external factors that could influence student performance, such as personal motivation, extracurricular commitments, or changes in the broader educational environment. Considering these external variables could provide a more comprehensive understanding of the model's impact.

6.9 Further Research

In light of these limitations, further research is warranted to explore the transferability of the findings to diverse educational contexts, investigate the long-term effects of the flipped classroom model, and conduct comparative analyses to better assess its pedagogical advantages. Addressing these limitations will contribute to a more solid understanding of the potential benefits and limitations of this innovative teaching approach.

In summary, future research in this area should encompass a multidimensional approach, considering various contextual factors, pedagogical strategies, and educational technologies. By addressing these research avenues, scholars can contribute to a more nuanced understanding of the flipped classroom model's potential, limitations, and its role in shaping the future of education.

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Appendix 1

Assignment Content

Dear students,
Please watch this video (<https://www.youtube.com/watch?v=ws3o-OxDgQw>) and answer these 20 multiple choice questions before Wednesday 15.00.

Question 1

5 points

Some of the fruit in this bowl *is/are* rotten.

Choose at least one correct answer

- A is Correct answer
- B are

Assignment Settings



Due date
4/14/21, 5:00 PM (UTC+3)

Grade category
Assignment

Grading
Points | 100 maximum points

Attempts allowed
1 attempt

Originality Report
Enable SafeAssign

Question 2

5 points ...

Some of the apples in that bow *is/are* rotten.

Choose at least one correct answer

A is

B are

Correct answer

Question 3

5 points ...

Half of the students in this class *is/are* from Arabic speaking countries.

Choose at least one correct answer

A is

B are

Correct answer

Question 4

5 points ...

Half of this money *is/are* yours.

Choose at least one correct answer

A is

Correct answer

B are

Question 5

5 points ...

Each boy in this class *has/have* his own notebook.

Choose at least one correct answer

A has

Correct answer

B have

Question 6

5 points ...

How many kinds of birds *is/are* there in the world?

Choose at least one correct answer

A is

B are

Correct answer

Question 7

5 points ...

There *has been/have been* a line in front of that theater every night for the past two weeks.

Choose at least one correct answer

A has been

Correct answer

B have been

Question 8

5 points ...

Statistics *is/are* a branch of mathematics.

Choose at least one correct answer

A is

Correct answer

B are

Question 9

5 points ...

Fifty minutes *is/are* the maximum length of time allowed for exam.

Choose at least one correct answer

A is

Correct answer

B are

Question 10

5 points ...

The police *is/are* prepared in case there is a riot.

Choose at least one correct answer

A is

B are

Correct answer

Question 11

5 points ...

The poor *is/are* helped by government programs.

Choose at least one correct answer

A is

B are

Correct answer

Question 12

5 points ...

Linguistics *is/are* the study of structure and nature of language.

Choose at least one correct answer

A is

B are

Correct answer

Question 13

5 points ...

One of my friends *keep/keeps* a goldfish bowl on her kitchen table.

Choose at least one correct answer

A keep

B keeps

Correct answer

Question 14

5 points ...

Sensitivity to other people's feelings *make/makes* Giorgio a kind person.

Choose at least one correct answer

A make

B makes

Correct answer

Question 15

5 points ...

Is/Are January and February the coldest months in the northern hemisphere?

Choose at least one correct answer

A is

B Are

Correct answer

Question 16

5 points ...

Almost two thirds of the land in the southern western areas of the country *is/are* suitable for farming.

Choose at least one correct answer

A is

Correct answer

B are

Question 17

5 points ...

Almost all the information in those text on Aztec Indians and their civilization *appear/appears* to be well-researched.

Choose at least one correct answer

A appear

B appears

Correct answer

Question 18

5 points ...

No news *is/are* good news.

Choose at least one correct answer

A is

Correct answer

B are

Question 19

5 points ...

The news about the long-range effects of air pollution on the development of children's lungs *is/are* disturbing.

Choose at least one correct answer

A is

Correct answer

B are

Question 20

5 points ...

While I was in Paris, some of the best food I found *was/were* not at the well-known eating places but in small out-of-the-way cafes.

Choose at least one correct answer

A was

Correct answer

B were

Appendix 2

The quiz game can be reached at:

<https://create.kahoot.it/share/subject-verb-agreement/1a86ee53-c6ef-4fe6-874f-0695036385f9>

Kahoot! Home Discover Library Reports Groups Upgrade now Create

Summary Players (20) Questions (20) Feedback

48% correct
Practice makes perfect!
Play again and let the same group improve their score or see if new players can beat this result.
[Play again](#)

Players: 20
Questions: 20
Time: 18 min
[View podium](#)

Difficult questions (6)

3 - Quiz
The number of students who knew the answer to the first question was/were very low.
25% correct Avg. 8.22 sec

Need help (5)

Fahad jamal	0%
Elias	0%
B	20%

Didn't finish (13)

Fahad jamal	20
Elias	20
Amina salah	11

Subject-Verb Agreement Apr 14 2021, 2:49 pm
Hosted by sevgican

Summary Players (20) Questions (20) Feedback

Expanded view Compact view

Question	Type	Correct/incorrect
1 Nearly 40% of the people in our town never vote/votes in local elections.	Quiz	35%
2 A number of students have/has participated an intensive English program abroad.	Quiz	40%
3 The number of students who knew the answer to the first question was/were very low.	Quiz	25%
4 Every one of the boys and girls in the school know/knows what to do if the fire alarm rings.	Quiz	45%
5 Isn't/Aren't Portuguese spoken in Brazil?	Quiz	35%
6 A lot of Brazilians speaks and understands/speak and understand Spanish.	Quiz	45%
7 Why is/are police standing over there?	Quiz	35%
8 Why does/do most of the TV stations broadcast news at the same hour?	Quiz	35%
9 Some of the most important books for my report is/are available in the school library.	Quiz	65%
10 There has/have been times when I have seriously considered dropping out of school.	Quiz	40%
11 Not one of the women in my office has/have received a promotion in the past two years.	Quiz	75%
12 The news on the radio and TV stations confirms/confirm that a serious storm is approaching our ...	Quiz	25%
13 By law, every man, woman, and child is/are guaranteed the right to free speech.	Quiz	50%
14 Isn't/Aren't sugar and pineapple the leading crops in Hawaii?	Quiz	60%
15 Why is/are there a shortage of certified school teachers at the present time?	Quiz	55%
16 How many states in the United States begins/begin with letter "A"?	Quiz	50%
17 The United States consist/consists of 50 states.	Quiz	70%
18 What places in the world has/have no snakes?	Quiz	65%
19 Politics is/are a constant source of interest to me.	Quiz	40%
20 Was/Were there ever any doubt in your mind about the outcome of the election?	Quiz	70%

Appendix 3

Sample Student Essays

Submission Content



What causes people to have eating disorders?

Most professionals consider eating disorders as mental health illnesses due to their complex psychological and medical nature. Illnesses such as bulimia, anorexia and binge eating are all regarded as eating disorders and require professional medical help. If left unattended, eating disorders can amount to life-threatening injuries and long-term consequences. Three main factors that can cause eating disorders to occur are biological, sociocultural, and psychological factors.

One reason you could have an eating disorder is because of biological factors. Scientific research has proven that eating disorders can and tend to run in the family. If one of your family members has a history of eating disorders, you have a higher chance of developing a disorder than others. Other professionals suggest that another biological factor is a chemical imbalance in the brain. The hypothalamus, responsible for controlling eating behaviour in the brain, has been found to have some abnormalities in people who have eating disorders. The hypothalamus may not trigger the suitable response of feeling full after a meal in bulimic patients. Moreover, the action of binge eating could be a reaction to low serotonin levels in the brain.

Sociocultural factors play a significant role in causing eating disorders. It is undeniable that there is a strange focus on thinness in most cultures. Also, being thin is often linked to success, like most celebrities we see in movies and tv shows all have a particular body type. This applies an insane amount of pressure on young teens, especially young women, to achieve thinness, leading to all kinds of eating disorders. Overbearing parents also have a role in creating these illnesses. Parents that continuously ask about their children's appearance can unknowingly damage their children's self-esteem.

Lastly, many psychological factors lead to eating disorders. Self-oriented perfectionism is when you set unrealistically high standards for yourself and can be very self-deprecating when you do not meet these standards. This type of perfectionism can trigger eating disorders. Anxiety and depression are other examples of psychological factors. Research indicates that a person suffering from depression will usually suffer from anxiety as well. Both mental health issues can increase the possibility of experiencing eating disorders. A dissatisfactory view of your body image is also a significant psychological factor that can result in eating disorders.

Overall, many biological, sociocultural, and psychological factors can cause people to suffer from eating disorders. Fortunately, these disorders are very much curable. When you are suffering from an eating disorder or showing symptoms, the best course of action is to seek professional medical help. Therapists, psychiatrists, dieticians, and physicians can all help cure eating disorders. Reaching out to support groups to find people who share this struggle can also provide the necessary emotional support.

Submission Content



Divorce is considered one of the serious social problems that may result from multiple reasons such as the lack of understanding of the spouses and the large number of differences between them, or the large requirements and financial burdens and disputes about raising children, or the interference of parents, or many other reasons, and this problem has serious negative effects, the most important of which is the shattering of marriage, family, and ties. Fundamental due to its contribution to creating an atmosphere of discord, discord, and violence, which greatly affects the family and society. However, there are three effects of divorce on family life: the effect of divorce on children, wife, husband.

First, the effect of divorce on children, Divorce negatively affects the lives of children, and they are characterized by disturbances in emotional and mental development, and they are also subjected to a state of suppression and pressures that affect their social relations, as a result of the disintegration of their families, and the children of divorced people experience a feeling of inferiority, misery, frustration, and hatred towards others, and also suffer from poor psychological adjustment Social and academic failure often.

Second, the effects of divorce on the wife, Divorce affects the divorced woman, and leads to psychological pressures on her, such as: feeling remorse, lack of sense of self-worth, bitterness of failure in marital life, and her loss of her identity as a wife. And the sense of deprivation, and lack of respect for her in many societies, in addition to the feeling that she is not given the opportunity to marry again.

Last effect, The effect of divorce on husband ,affects men's physical condition and health because of his strength, which may weaken during the divorce, which leads to real health risks, and studies have shown that men are exposed to them after divorce as an increase in his exposure to cancer and other diseases that affect health In this situation, the man may tend to leave his healthy eating habits in addition to not exercising because of his frustration, or because of the accumulation of responsibilities for him, and because the man is the only one responsible for himself as people see, he may ignore some of the symptoms The dangerous health that he goes through in order not to seek help from anyone, which may lead to his health being affected, whether in the present or in the future.

To conclude, the divorced people should try not to live under the sadness and negative weight of the divorce, and each of them begins a new, positive life optimistic about the good of the future, and does not make the divorce the end of their lives, and they consider the divorce as a real experience they have gone through, and it is necessary to benefit from this experience for the future.