

**The Effect of Flipped Learning Approach in EFL Teaching New
Grammar for Fifth Iraqi Preparatory Students
Asst. Inst. Taghreed Abd-AL-Razak Ismeyl**

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Abstract

This research investigates whether the flipped learning can lead students to increased learning grammar outcomes in EFL contexts in Iraq. (88) Students were used to determine any differences in students' achievement that might be associated with the flipped approach. The efficiency of the flipped approach on students' success with grammar-student learning results was assessed with grammar pretest and posttest. Flipped classrooms change the conventional way of teaching by shifting what students do in school and at home. The outcomes pointed to that students were helpful achieved towards implementing the flipped classroom, and also that it may lead to increased learning of grammar. The study was performed with a quasi-experimental design. While the experimental group received the course through flipped learning, control group did not use learning strategies in the flipped classroom. The results indicated that flipped learning strategies positively affected the development of foreign language in the grammar tests' outcomes

Keywords: Flipped Learning Approach, Teaching Grammar, Traditional Teaching

Introduction

With arrival of information and communication technologies has a considerable effect on all aspects of community, including education. They have been used in the foreign language teaching field since the 1960s (Prefume, 2015:12) and are widely protected because of their profits (Bernard, 2015:23, Egbert, Herman & Lee, 2015:31). The accomplishment of these technologies in (EFL) classes can be done in a lot of different ways. One way of doing this, it is using the flipped learning approach has obtained a lot of attractiveness recently (Wong & Chu, 2014:41; Hao, 2016:16; Muldrow, 2013:24). The initial supporters of flipped approach, Jon Bergmann and Aaron Sams They expressed this approach as a strategy where they worked; it means 'what traditionally done in the class is now done at home, and what was traditionally homework is now completed in class' (Bergmann & Sams, 2012: 13). They were American instructors who started their flipping approach in 2007, when they recorded their lectures

The Effect of Flipped Learning Approach in EFL Teaching New Grammar for Fifth Iraqi Preparatory Students
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and learners could stare at these videos at home, and the learners then used their class era working jointly on useful coursework. The approach got speedily in reputation and , lots of English instructors, typically in senior instruction, have accepted this approach. The word 'flipped learning' is utilized roughly substitution with the word 'flipped class'. The previous has been preferential in this study, as it seats importance on learning, as opposite to teaching (Brinks Lockwood, 2014: xvi). Flipped learning usually occupys looking at videos online before learners arrive to class (Hockly, 2017: 14).The central part of this teaching is to move direct instruction out of the classrooms and to make students watch videos where the content will be explained before going to class. Thus, class time is to do student-centered activities that focus on higher order thinking skills and that improve students' motivation and content learning. Although its fame as a teaching method, studies that analyze its implementation are generally related to disciplines such as science, technology and mathematics (Egbert, Herman & Lee, 2015:11; Hung, 2015:15), while there is rare literature regarding the application of the flipped learning to the EFL classroom. This study aims to block this hole in a research by analyzing the implementation of the flipped learning in an EFL class at Iraqi preparatory school. As well as, the probable troubles with the conventional classes are that, there is no time for efficient teaching in a teacher-centered class, while in the flipped class shifts in the direction of being learner-centered, and cheering student independence and shared learning.

The Problem of the Study

It is worth to mention that, the school time is the instructor's job and learners' effort begins behind school time, in the late afternoon when the homework is assumed to be done. In usual class, lessons are the main focal point in school, and the amount of time is given to coursework inside the class is not enough for all learners, while the other the learners are ordered to complete their tasks at home. This was the main reason why Daniel Barker began to employed the flipped learning approach (Daniel Barker 2013:25).Another difficulty is that, instructor's time is given to every learner in class is not identical. For some learners the teacher goes very quick and for others the speed is very slow. Another aspect is that some students occasionally embarrass to request the instructor for extra assist or explanation in front of their peers (Bergmann and Sams, 2012:26).

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Aims

The study intends at:

- 1-Looking for the outcome of flipped learning instruction in teaching new grammar for fifth EFL Iraqi preparatory students.
- 2-Is there any considerable differentiation between post-test marks of students who are taught traditionally and the students who are exposed to flipped learning instruction with consideration to their grammar structures development?

Limits

The current study is limited to:

- 1- The second course of the academic year 2022.
- 2- Um AL-Mumneen Preparatory School for Girls, Diyala Governorate
- 3- Flipped learning instruction in teaching new EFL Grammar structures.

Significance of The Study

The study may be significant :

1. For systematizing useful learning setting in the illumination of implement flipped learning to develop learners' grammar structures.
2. For assisting students utilize e- media to develop their language grammar.
3. For discovering the result of employing flipped learning in teaching new grammar for fifth EFL Iraqi preparatory students.

Research Questions

The current study tried to answer the following questions:

1. Does teaching grammar through flipped classrooms have a significant impact on learners' achievement?
2. Does employing flipped classroom methodology have a significant impact on learners' achievement in grammar test?

Theatrical Framework

How does Flipped Learning Differ from Traditional Learning in EFL Classes?

There are a variety of debts that the flipped learning is not that different from the traditional learning in classroom. In fact, since the 1980s with the arrival of communicative language teaching (CLT), language classrooms have been subjugated with approaches that permit learners to obtain a variety of contribution and then be given plenty of occasions to create production. Conventionally, instructors use class time presenting thoughts, clarifying ideas, inquiring learners to convert, giving lessons and etc. Therefore, classes are instructor-centered . As a reaction to teacher-centered learning, the

The Effect of Flipped Learning Approach in EFL Teaching New Grammar for Fifth Iraqi Preparatory Students
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flipped learning differ from conventional learning and ,it gives teachers precious instruments in shifting these drills by releasing class time to better evaluate learner knowledge and make use of class time to aid learners apply the information they got through online lessons, remarks and etc (Dickenson, 2014:8).

The concept of the flipped approach is a mixture of inverted in and outer class actions. learners obtain the dependability of the outer-class tasks through looking at videos, entering websites, hearing to audios or reading subjects related to their lessons ,etc. While, teachers should generate an attractive environmental classroom which improves pair work, group work, and other activities. Ogden,Pyzdrowski & Shambaugh (2014:49) state that the flipped approach to teaching is "a pedagogical design that replaces what typically takes place during a face-to-face lecture with engaging activities and assigns the lecture as homework for students to complete by their selves outside of class".

As Herreid and Schiller (2013:18) assured that, the concept of the flipped learning isn't recent. Instructors making use of this strategy in reading, writing, or grammar tasks to be done in - class negotiations. But, what is new is enlarged possibility of this approach in the current century owing to the overload of Internet resources available and learner' prospective about how technology and class time have to be used.

Benefits of the flipped Learning

Fulton (as cited in Herreid & Schiller, 2013:34) list a lot of benefits of the flipped class for the instructors and the learners:

- It permits learners to go at their own speed.
- It offers instructors superior vision into learners' capabilities.
- It is easier for the instructor to modify and revise the syllabus.
- It permits for a additional efficient use of class time.
- It raises students' fun and success.
- It maintains new methods for teaching.
- It offers extra time for teachers spending with their learners on performing tasks.
- It promotes energetic participation in classroom.
- It is excellent way for learners who neglect classes.
- It allows higher thinking skills outer of classroom.

Roehl, Reddy, and Shannon (2013:11) pointed to some other profits:

- Learners have liberated time to interconnect with the material according to their own learning-style."

The Effect of Flipped Learning Approach in EFL Teaching New Grammar for Fifth Iraqi Preparatory Students
Asst. Inst. Taghreed Abd-AL-Razak Ismeyl

- There is a great occasion for contact between the teacher- students and student-student in class.
- A missing learners are able to follow along with the content of the course.

Difficulties of the Flipped Learning

There are several shortcomings points should be taking into account when employing a flipped learning in-class.

These are:

- The possible for abuse or misapplication by the instructor;
- The necessitate to make sure that learner recognize the method and whole the pre-class homework;
- Students suffer of separation and decreased occasions to cooperate with other learners while learning the new material (Parry, 2012:13)
- The importance of choosing online materials (e.g. videos) as training should be appropriate to the learners' level, therefore learner can understand them without help.

Methodology

The researcher follows the quasi-experimental method in this study.

Population :The population of study is from EFLstudents who studies English Language at Um- AL-Mumneen Preparatory school for Girls at the academic year 2022/2021.

Sample :The researcher chooses a sample from the population of study poised of(88) female students who study English Language as a Foreign Language.

Instruments

Two tools employ in this study: pre and post-tests .

In selecting the pre and post-tests items from the textbook of the second course , the researcher wanted to cover all the principles and structures from the four textbook chapters on diverse grammar structures knowledge. At the beginning of the second semester, all the students accomplished a pretest of fifteen multiple choice ,and 'Do as required' test items. A post-test includes the same questions were given to the students at the end of the course, but in different sequence. To assurance the validity of the tests questions, it was given to five experts of the English language, then reviewed according to their notes and advices. A pilot test study was also performed to test the power and consistency of the internal reliability (Cronbach's alpha) of the test. The test was completely reliable as the reliability coefficient for the pilot study was measured at(0.91) .

The Effect of Flipped Learning Approach in EFL Teaching New Grammar for Fifth Iraqi Preparatory Students
Asst. Inst. Taghreed Abd-AL-Razak Ismeyl

Procedure of the study

Using the pre-test was to evaluate the learners' obtainable grammar knowledge and to make sure that the learners were all at the same level of language capacity. The experimental group was taught the target structures items through flipping learning strategies while the control group studied the same structures through traditional teaching. Flipping instruction model was designed by the researcher to do assignments and tasks about grammar structures within the class, while the explanation of these structures out of the class through videos. In the first two weeks, control group was taught in-class session to present activities and drills and to make sure that students trained the target structures items in their textbooks (English for Iraq). In-class sessions, also the teacher focused on communicative activities through utilizing pair and group work, creating a collaborative atmosphere. While the experimental group was taught in a very enjoyable and engaging activities, discussions and explanations through a flipping class through teachers' recorded videos and other reinforcement videos from YouTube, links in Telegram and Whatsapp posted by the teacher to trace the students' progress online. After 6-weeks of the instruction period, post-test was administered to both groups of students. The test questions were designed to match the all grammar principles being taught during the semester. To compute the test scores, independent t-test was used to analyze the findings.

Data analysis & Discussion

To examine and confer the findings of this study by comparing the scores of both pre and post-tests in control group students the results showed that the marks of learners who were taught in the traditional learning was increased from 5.0 ± 3.0 ; Median 4; Range 1-14 to 7.20 ± 3.0 ; Median 7; range 1-13 and this difference was statistically significant $P=0.001$. This indicates that there is a little but significant difference between the students' control group performances who were taught traditionally in both pre and post-tests. Apparently, they enjoy with experiment which raise their spirits towards teaching structures even though the control group did not receive the treatment and the students did not practice flipped learning completely.

(See Table 1 & Figure 1).

Regarding data analysis of the students' performances who were taught in flipped learning approach the comparison between the mean pre and the post-test; mean post-test was 10.7 ± 2.4 ; Median=10 ranging from 6 to 15 which is significantly higher than the pre-test (5.6 ± 3.4 ; Median=5; Range=1-14) ($P=0.0001$), which means that students have better performance

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Asst. Inst. Taghreed Abd-AL-Razak Ismeyl

when taught in flipped learning rather than traditional learning as they share their ideas, through their new experiences and watching videos in an electronic class (See Table 1 & Figure 1).

For the purpose of equal of variance t-test formula for two samples is used. It has shown that there is no significance differences (P=0.412) in students' performance in pre-tests for both experimental and control groups which means that the students in the two groups are nearly have the same performances, since the performance of students in experimental group may not affected in the first week of the experience. They did not receive enough treatment in the first time. Actually, students in experimental group are not taught traditionally, and the difference in the post-test score was statistically significant reflecting a better performance when taught by the flipped learning approach than the traditional one (Median10 Vs 7 for the two approaches respectively).

Table 1

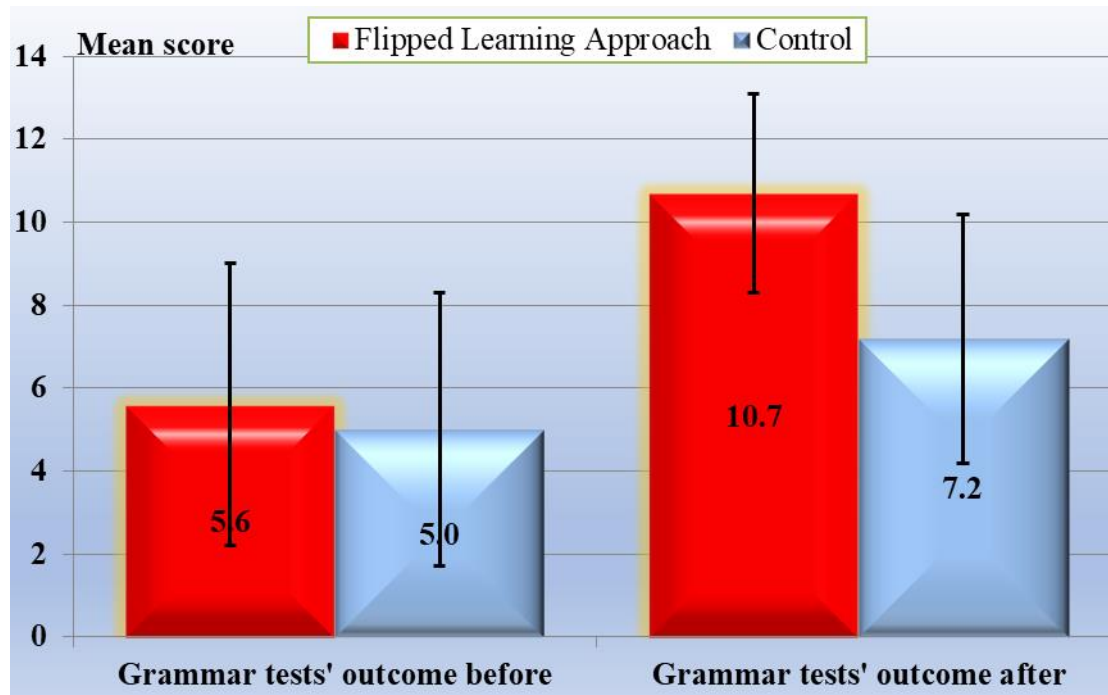
Grammar tests' outcome		Flipped Learning Approach		Control		P value
		No	%	No	%	
Before	1---4	20	45.5	24	54.5	0.545
	5---9	17	38.6	16	36.4	
	10---14	7	15.9	4	9.1	
	15	-	-	-	-	
	Mean±SD (Range)	5.6±3.4 (1-14)		5.0±3.3 (1-14)		
After	1---4	-	-	8	18.2	0.0001*
	5---9	16	36.4	26	59.1	
	10---14	27	61.4	10	22.7	
	15	1	2.3	-	-	
	Mean±SD (Range)	10.7±2.4 (6-15)		7.2±3.0 (1-13)		
	Paired t-test	0.0001^		0.001^		

*Significant difference between percentages using Pearson Chi-square test (χ^2 -test) at 0.05 level.

#Significant difference between two independent means using Students-t-test at 0.05 level.

The Effect of Flipped Learning Approach in EFL Teaching New Grammar for Fifth Iraqi Preparatory Students
Asst. Inst. Taghreed Abd-AL-Razak Ismeyl

Figure 1



Conclusion

This research aims to examine the result of utilizing inverted class on preparatory Iraqi EFL learners' grammar success. The results of the study make known that all learners of the experimental group showed a raise in their performance on the grammar achievement posttest. So, using flipped class was helpful for Iraqi EFL learners' grammar accomplishment. Utilizing flipped learning may be regard as a successful approach to be used in the Iraqi EFL schools. The present study shows that learners favor to be in the heart of the educational development. Learners are pleased with the thought of shifting the usual perform to a further self-directed learning that accomplishes their needs and incorporates new technology in classroom. This study provide a proof that student's commitment is resultant from the way teaching is accepted. Schools' managers have to support instructors to decrease face-to-face lecturing and increase labors in acclimatizing new teaching approaches such as technology-integrated learning, flipped instruction and student-centered learning. Administers should construct wealthy environments that stimulate learners to manage their leaning time, and obtain accountability of their learning. Teachers have to utilize learners in learning circumstances that improve their understanding. Although, still

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Asst. Inst. Taghreed Abd-AL-Razak Ismeyl

there are several obstacles should overcome containing the incorporation of e-media in EFL classes, but It is significant to carry out other experimental studies in this new flipped learning for the EFL language classes to check up diverse portions that may be added to the accomplishment of flipped instruction in language learning.

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The Effect of Flipped Learning Approach in EFL Teaching New Grammar for Fifth Iraqi Preparatory Students
Asst. Inst. Taghreed Abd-AL-Razak Ismeyl

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**The Effect of Flipped Learning Approach in EFL Teaching New
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**أثر التعلم المعكوس في تدريس قواعد اللغة الإنجليزية كلغة أجنبية لطلاب
الإعدادية المرحلة الخامسة**

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مستخلص البحث:

يبحث هذا البحث فيما إذا كان التعلم المعكوس يمكن أن يقود الطلاب إلى زيادة في تعلم سياقات اللغة الإنجليزية كلغة أجنبية في العراق. وقد تم استخدام (88) طالبًا لتحديد الاختلافات في تحصيل الطلاب التي قد ترتبط بالتعلم المعكوس. تم تقييم فعالية التعلم المعكوس من خلال تقييم تحصيل الطلاب مع نتائج تعلم القواعد النحوية في الاختبار القبلي للقواعد والاختبار البعدي. ان التعلم المعكوس غير التدريس عن الطريقة التقليدية للتدريس من خلال تغيير ما يفعله الطلاب في المدرسة والمنزل وقد أشارت النتائج إلى أن الطلاب كانوا إيجابيين تجاه تطبيق الفصل المعكوس ، كما أنه قد يؤدي إلى زيادة تعلم قواعد اللغة الانكليزية. أجريت الدراسة بتصميم شبه تجريبي. بينما تلقت المجموعة التجريبية التعلم المعكوس ، لم تستخدم مع المجموعة الضابطة استراتيجيات التعلم المعكوس. أشارت النتائج إلى أن استراتيجيات التعلم المعكوسة أثرت بشكل إيجابي على تطور اللغة الأجنبية في نتائج الاختبارات النحوية.

الكلمات المفتاحية: منهج التعلم المعكوس ، تدريس القواعد ، التدريس التقليدي.