

## **TEACHING GRAMMAR CLASSES WITH FLIPPED LEARNING IN ENGLISH**

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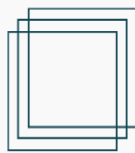
### **ABSTRACT**

The rapid development of educational technologies and student-centered pedagogical approaches has significantly transformed the teaching of English grammar in recent years. Traditional grammar instruction, which often relies heavily on teacher explanation and repetitive exercises during class time, has increasingly been criticized for limiting student engagement, reducing communicative practice, and failing to support independent learning skills. In response to these challenges, flipped learning has emerged as an innovative instructional model that reorganizes the learning process by transferring direct instruction outside the classroom and dedicating classroom time to active learning tasks. This article examines the effectiveness of teaching grammar classes through flipped learning in English language education.

The study explores theoretical foundations of flipped learning, practical classroom implementation, and its influence on grammar acquisition, learner motivation, classroom interaction, and academic achievement. In flipped grammar instruction, students are introduced to grammar concepts before class through digital resources such as video lectures, presentations, online exercises, and reading materials. Classroom time is then devoted to collaborative tasks, communicative grammar practice, error correction, peer discussion, and teacher guidance. Such reorganization increases learner autonomy and provides greater opportunities for meaningful grammar use.

The research was conducted among English language learners at university level. Experimental teaching methods were applied over one academic semester, involving control and experimental groups. Quantitative and qualitative data were collected through grammar tests, questionnaires, classroom observation, and student interviews. Results indicate that flipped grammar instruction significantly improves grammatical competence, learner participation, confidence, and long-term retention of grammatical structures.

The findings also reveal that students perceive flipped learning positively because it allows flexible learning pace, repeated access to instructional content, and more interactive classroom engagement. At the same time, several implementation challenges were identified, including technological accessibility, preparation time for teachers, and learner adaptation to independent pre-class study responsibilities.



The article concludes that flipped learning offers substantial pedagogical benefits for grammar instruction in English classes and recommends its systematic integration into language teaching practice.

**Keywords:** Flipped learning, grammar teaching, English language education, active learning, blended learning, grammar instruction, student-centered teaching, digital pedagogy.

## **INTRODUCTION**

Grammar teaching has always occupied a central position in English language education because grammar provides the structural system through which meaning is organized and communicated. Without grammatical competence, learners often struggle to express ideas accurately, interpret texts correctly, and participate effectively in communication. However, despite its importance, grammar remains one of the most challenging components of English language teaching due to learner anxiety, abstract rules, and limited communicative application.

Traditional grammar teaching methods generally emphasize direct explanation by the teacher, rule memorization, and written exercises completed during classroom hours. In many educational contexts, grammar lessons still follow a teacher-centered model where students passively receive information and later attempt exercises independently at home. This model often leads to several pedagogical limitations. First, classroom time becomes dominated by explanation rather than practice. Second, students who fail to understand explanations during class have limited support when completing homework independently. Third, grammar is often separated from communication, reducing meaningful application.

Modern educational reforms increasingly emphasize learner autonomy, critical thinking, and active classroom participation. These developments have encouraged educators to explore alternative teaching models that improve learning effectiveness. One of the most influential innovations is flipped learning.

Flipped learning reverses traditional instructional order. Instead of receiving explanations during class and practicing at home, students first encounter instructional material independently before class through digital resources, while classroom sessions focus on practical activities, discussion, collaboration, and teacher support.

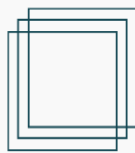
This approach is especially valuable for grammar instruction because grammar explanations can be effectively delivered through short recorded lectures, allowing classroom time to be used for guided practice and communicative application.

In grammar teaching, flipped learning supports several pedagogical goals:

- students review grammar explanations repeatedly;
- learners prepare before class;
- classroom interaction increases;
- teacher feedback becomes more individualized;

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- grammar becomes integrated with communicative tasks.

The increasing availability of digital tools such as video platforms, learning management systems, mobile applications, and interactive grammar software has made flipped learning more practical in English teaching environments.

The main objective of this article is to analyze how flipped learning improves grammar instruction in English classes, identify effective implementation strategies, and evaluate learner outcomes.

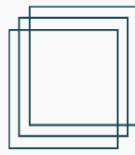
## **MATERIALS AND METHODS**

This study employed a mixed-method research design in order to obtain both measurable and descriptive evidence about the effectiveness of flipped learning in grammar instruction. A mixed-method approach was considered appropriate because grammar learning is not only reflected in numerical test results but also in classroom behavior, learner participation, confidence, and attitudes toward the learning process. Quantitative data made it possible to compare academic achievement between groups, while qualitative data provided insight into how students experienced grammar lessons in different instructional conditions.

The research was carried out at university level among undergraduate students learning English as a foreign language. A total of eighty students participated in the study. All participants were second-year students enrolled in a compulsory English language course where grammar formed one of the major components of weekly instruction. Before the experiment began, the students had already studied English for several years in school and demonstrated approximately intermediate language proficiency according to internal placement assessment results. To ensure balanced comparison, the participants were divided into two equal groups: a control group consisting of forty students and an experimental group consisting of forty students.

The control group received grammar instruction through traditional classroom teaching. In these lessons, the teacher introduced grammar rules during class time, explained examples on the board, and assigned exercises for homework after the lesson. Students usually listened to explanations, took notes, and completed written activities individually. By contrast, the experimental group studied grammar through the flipped learning model. In this group, direct explanation of grammar topics was moved outside the classroom, while class time was used for practical application, collaborative activities, and guided communication tasks.

The experiment lasted for sixteen weeks, covering one academic semester. During this period, both groups studied the same grammar syllabus and were taught by the same instructor in order to reduce methodological differences unrelated to the teaching model itself. Lessons were conducted twice a week, and each lesson lasted eighty minutes. The amount of instructional time remained identical for both groups, but the internal organization of that time differed significantly.



Eight grammar topics were selected for the research because they represent common challenges for intermediate English learners and frequently require both rule understanding and communicative practice. These topics included present perfect tense, past perfect tense, modal verbs, conditional sentences, passive voice, relative clauses, reported speech, and gerunds with infinitives. Each grammar unit was taught over approximately two weeks, allowing students to move gradually from explanation to controlled practice and then to freer language use.

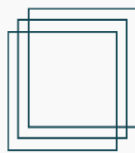
For the experimental group, special flipped learning materials were prepared before each lesson. These materials were designed to be short, clear, and accessible so that students could study them independently without excessive difficulty. Teacher-recorded grammar video lectures formed the central part of pre-class instruction. Each video lasted between eight and twelve minutes and focused on one grammar structure at a time. In the videos, grammar rules were explained through examples, visual highlighting, and simple comparisons with previously studied forms. The videos were intentionally brief because longer recordings often reduce student attention.

In addition to video lectures, students received PowerPoint presentations summarizing grammar rules, key sentence patterns, and common usage examples. PDF files were also provided for students who preferred reading explanations rather than listening repeatedly to video content. Online grammar quizzes accompanied each lesson so that students could check their understanding before arriving in class. Short reading tasks were included to expose learners to grammar structures in authentic sentence contexts. Students accessed all materials before each lesson through digital platforms commonly used in university instruction.

To encourage preparation, students were informed that classroom activities would assume prior familiarity with the grammar topic. This created a practical reason for completing pre-class tasks. Although some students initially needed reminders, most gradually developed the habit of reviewing materials before class because they understood that lesson participation depended on preparation.

During classroom sessions, grammar teaching in the experimental group focused primarily on active application rather than explanation. Lessons usually began with a short review during which students asked questions about unclear points from the pre-class materials. Instead of repeating full explanations, the teacher clarified only problematic areas identified by students.

A wide range of classroom activities was used to strengthen grammar practice. Pair grammar tasks allowed students to complete sentence construction exercises together and explain their reasoning to one another. Communicative dialogues required learners to use target grammar forms in realistic speaking situations, such as discussing personal experiences, giving advice, or describing hypothetical situations. Sentence transformation exercises were included to help students notice grammatical differences and develop structural flexibility.



Grammar games were especially effective in increasing engagement. Competitive tasks such as timed correction activities, group sentence races, and grammar card challenges encouraged students to participate actively without feeling that grammar was purely mechanical. Peer correction also became an important classroom element. Students often reviewed one another's written or spoken sentences and identified errors collaboratively before teacher feedback was given.

Mini presentations were occasionally assigned after completion of a grammar unit. Students explained selected grammar structures to classmates through examples they created themselves. This activity not only reinforced understanding but also increased learner confidence in using grammar consciously.

Several instruments were used to collect research data. At the beginning of the semester, both groups completed a pre-test designed to measure initial grammar proficiency. The same grammar areas were assessed again through a post-test at the end of the sixteen-week period. Test tasks included multiple-choice questions, sentence completion, error correction, and short writing tasks.

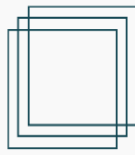
Student questionnaires were distributed to gather perceptions about grammar learning experiences, lesson difficulty, motivation, and confidence. Classroom observation was conducted regularly throughout the semester, with attention given to participation rates, student interaction, and responsiveness during activities. In addition, semi-structured interviews were carried out with selected students from both groups in order to obtain deeper reflections about learning preferences and challenges.

Grammar mastery was assessed through several criteria rather than relying only on rule memorization. Rule accuracy measured whether students selected correct forms in controlled tasks. Sentence construction assessed the ability to build grammatically correct original sentences. Communicative use examined whether grammar structures appeared appropriately during speaking and writing tasks. Error correction ability measured how effectively students identified and corrected grammatical mistakes in context.

## **RESULTS**

The findings of the study revealed noticeable differences between the students who learned grammar through traditional classroom instruction and those who studied grammar through the flipped learning model. Although both groups started from nearly the same level of grammatical competence at the beginning of the semester, their progress during the sixteen-week teaching period developed in different ways. The collected quantitative and qualitative data consistently showed that the flipped classroom environment created more favorable conditions for grammar acquisition, active participation, and longer-term retention of grammatical structures.

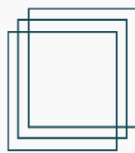
Before the instructional experiment began, both groups completed a grammar pre-test designed to measure their initial knowledge of the target grammar topics. The results indicated that the two groups were academically comparable. The control group



obtained an average score of 52 percent, while the experimental group achieved 54 percent. The difference was statistically insignificant, which confirmed that both groups entered the study with relatively similar grammar proficiency. This similarity was important because it allowed later differences to be interpreted as consequences of teaching methodology rather than initial learner advantage.

After sixteen weeks of instruction, both groups completed the post-test containing tasks on present perfect tense, past perfect tense, modal verbs, conditionals, passive constructions, relative clauses, reported speech, and gerund-infinitive structures. The post-test results demonstrated a clear improvement in both groups, but the level of progress was considerably higher in the experimental group. The control group reached an average score of 71 percent, whereas the experimental group achieved 86 percent. This fifteen-point difference indicates that flipped grammar instruction contributed substantially to stronger grammar mastery. Students who had regular pre-class exposure to grammar explanations and used classroom time mainly for active practice showed more accurate rule application and fewer structural errors in both written and oral tasks.





A detailed review of test sections showed that the experimental group performed especially well in grammar structures that usually require repeated contextual practice. For example, in conditional sentences and reported speech, students from the flipped group produced more accurate sentence transformations and demonstrated fewer tense sequence errors. In passive voice tasks, they were also more successful in identifying when passive constructions were contextually appropriate rather than mechanically applying forms.

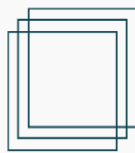
Classroom observation further confirmed important differences in student participation. In traditional lessons, grammar explanation occupied much of the available classroom time, and student interaction often remained limited to answering teacher questions individually. In flipped lessons, however, classroom sessions became significantly more interactive because students arrived already familiar with the main grammar topic. As a result, they asked more clarification questions, participated more confidently in pair discussions, and engaged actively in collaborative problem-solving activities. During observation sessions, students in the experimental group frequently initiated grammar-related discussions without waiting for teacher prompts. They often compared sentence structures, debated alternative answers, and corrected each other's language during tasks.

Peer interaction also increased noticeably in the flipped group. Pair and group activities became more productive because students had already encountered grammar rules before class and could therefore focus on practical use rather than first-time comprehension. In communicative tasks, learners showed greater willingness to use target grammar forms orally, even when mistakes occurred. This willingness reflected increased confidence and reduced fear of immediate error because grammar practice had already begun before class.

Homework completion rates also differed between groups. In the traditional group, homework often involved first independent practice after classroom explanation, and some students completed exercises incompletely or mechanically. In the experimental group, homework performance improved because students had already begun learning before class and understood expectations more clearly. Since grammar videos and pre-class quizzes introduced the material gradually, students approached follow-up tasks with greater readiness.

Another important finding concerned error correction ability. During classroom exercises and written tasks, students in the flipped group identified grammatical errors faster and corrected them more accurately. This was particularly visible during peer correction activities, where learners explained not only which answer was wrong but also why a correction was necessary. Their explanations often included references to grammar rules from pre-class materials, showing deeper conceptual understanding rather than memorized answers.

Retention of grammar knowledge was examined through delayed testing conducted four weeks after the completion of the teaching period. The delayed assessment



included selected grammar tasks from earlier units. The results showed that students in the flipped group retained grammatical structures more successfully than students in the traditional group. While both groups experienced some decline compared with immediate post-test scores, the decrease was smaller in the experimental group. This suggests that repeated exposure to grammar through pre-class materials, in-class practice, and active use contributed to stronger long-term memory.

## **DISCUSSION**

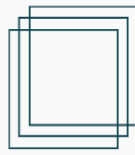
The findings of this study confirm that flipped learning creates a more productive environment for grammar instruction because classroom time is reorganized around active language use rather than direct explanation. In traditional grammar lessons, a large proportion of instructional time is usually devoted to introducing rules, writing examples on the board, and explaining sentence structures step by step. In many observed traditional lessons, approximately sixty to seventy percent of class time was spent on teacher explanation, leaving limited time for communicative application. As a result, students often began real grammar practice only after the lesson, when teacher support was no longer available.

In the flipped learning model, this sequence changes significantly. Grammar explanations are delivered before class through short instructional videos, digital presentations, and reading materials. Consequently, classroom time becomes available for higher-order learning activities such as analysis, comparison, correction, discussion, and practical production of language. This shift appears to be one of the main reasons why grammar achievement improved more strongly in the experimental group.

One of the most important advantages identified in this study was repetition of explanation. In traditional lessons, grammar explanations are usually heard once, and students who fail to understand immediately may struggle to follow later activities. In flipped learning, however, students can replay grammar videos several times, pause difficult parts, and review examples at their own convenience. This particularly supports weaker learners who need more exposure before they feel ready to apply grammar independently. Several students reported that repeated viewing reduced stress because they did not fear missing important details during live explanation.

Another major factor is individual learning pace. In ordinary classroom teaching, all learners receive grammar explanation at the same speed regardless of individual needs. Some students understand quickly, while others require slower processing. Flipped learning allows fast learners to move through content efficiently, while slower learners can spend additional time reviewing specific grammar structures before class. This flexible pacing helps reduce learning gaps that often appear during grammar instruction.

A further advantage is the increase in practice time. Grammar learning requires repeated use in different contexts before forms become stable in long-term memory. Because explanation is moved outside class, more classroom time becomes available for



sentence construction, communicative dialogues, peer correction, and grammar games. This practical engagement allows grammar to move beyond rule memorization and become functional language knowledge.

Teacher support during difficulty also emerged as an important strength of flipped instruction. In traditional teaching, students often attempt homework independently after class and may repeat errors without correction. In flipped classrooms, students encounter difficulties during classroom practice while the teacher is present. Immediate guidance helps prevent misunderstanding from becoming fixed.

Grammar also becomes more naturally integrated into communication. Instead of isolated rule exercises only, students use target structures during speaking tasks, mini discussions, and group interaction. This supports grammatical fluency rather than purely formal accuracy.

### **Comparative classroom observations**

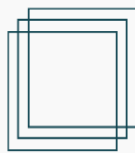
<b>Aspect</b>	<b>Traditional Grammar Class</b>	<b>Flipped Grammar Class</b>
Explanation time	High (60–70%)	Low (15–20%)
Student interaction	Limited	High
Pair work frequency	Occasional	Regular
Teacher feedback timing	After homework	Immediate in class
Oral grammar use	Moderate	Frequent

Student questionnaires also showed positive motivational effects. Many learners stated that video learning was convenient because they could study at flexible times. Interactive lessons were described as more engaging than passive listening, and several students noted reduced anxiety because they arrived in class with some prior familiarity with grammar topics.

At the same time, several challenges were identified. Technology access remained uneven for some learners, especially when internet connection was unstable. Teacher preparation time was another challenge because creating grammar videos required planning, recording, and editing. Student responsibility also became a critical factor, since flipped learning depends on preparation before class. Some learners initially arrived unprepared, which reduced lesson effectiveness during early weeks.

### **PRACTICAL MODEL FOR FLIPPED GRAMMAR LESSON**

A practical flipped grammar lesson can be organized in three connected stages: before class, during class, and after class. Each stage has a specific instructional purpose and



together they create a continuous learning cycle that supports grammar development more effectively than traditional lesson sequencing.

Before class, the teacher prepares short learning materials that introduce the target grammar topic in a simple and accessible form. Usually, students receive a grammar video lasting approximately ten minutes, where the teacher explains one specific grammar structure through examples and short exercises. Together with the video, students are provided with several model sentences and a short online quiz designed to check basic understanding. This stage allows learners to become familiar with grammar rules independently and arrive in class with preliminary knowledge.

During class, the teacher begins by checking students' understanding through brief questions or warm-up tasks. Instead of repeating full explanations, the teacher focuses on difficult points identified by learners. Students then work in pairs or small groups on grammar-based activities such as dialogues, sentence transformation, error correction, and communicative tasks. The teacher monitors classroom interaction, gives immediate feedback, and supports students when difficulties arise.

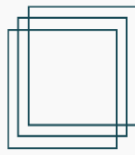
After class, students complete short reflection tasks, including writing sentences, identifying errors, or summarizing grammar usage in context. This final stage reinforces learning and strengthens retention. Such a cycle makes grammar instruction more active, continuous, and learner-centered

### **SAMPLE FLIPPED GRAMMAR LESSON**

A sample flipped grammar lesson on the topic of **English Grammar Present Perfect** demonstrates how grammar instruction can be organized effectively through pre-class preparation and active classroom practice.

Before class, students receive a short instructional video prepared by the teacher explaining the grammatical structure of the present perfect tense. In the video, learners study the form of the tense, including the use of **have/has + past participle**, its main communicative uses, and common signal words such as **already, yet, ever, never, and just**. Several example sentences are included so that students can observe how the tense functions in real contexts. Students may watch the explanation more than once and complete a short online quiz before attending class.

During class, the teacher first asks several checking questions to confirm understanding. Students then begin discussion activities using communicative prompts such as: **“Have you ever visited another city?”** or **“Have you ever tried a new food recently?”** These questions encourage natural oral use of the target grammar. Pair work follows, where students exchange experiences and build additional sentences. The teacher moves between groups, monitors grammar use, and corrects errors when necessary.



### **PEDAGOGICAL ADVANTAGES**

Flipped grammar teaching offers several important pedagogical advantages because it changes both learner participation and the teacher's instructional role. One of the most significant outcomes is the development of learner autonomy. Since students study grammar explanations before class through videos, presentations, or reading materials, they gradually learn how to organize their own preparation, manage study time, and identify areas they do not fully understand before entering the classroom.

This approach also strengthens responsibility because successful participation depends on completing pre-class tasks. Students become more aware that classroom activities require prior preparation, and this often increases commitment to learning routines. In addition, regular use of digital resources improves digital literacy. Learners interact with online quizzes, instructional videos, and electronic materials, which supports technological competence alongside language learning.

Confidence also develops more naturally in flipped grammar classes. Students who arrive with prior familiarity of grammar structures usually participate more actively in speaking and writing tasks because they feel better prepared. Mistakes become part of collaborative learning rather than individual failure.

Collaborative skills improve through pair work, peer correction, and group problem-solving activities during class. Learners explain grammar to one another, compare answers, and negotiate meaning together.

### **TECHNOLOGICAL TOOLS FOR FLIPPED GRAMMAR**

Several digital tools make flipped grammar instruction easier to organize and more effective in practice. Google Classroom is widely used for sharing grammar videos, assignments, presentation files, and quizzes before class. It allows teachers to upload learning materials in an organized way and monitor student participation.

YouTube is especially useful for delivering short grammar explanations because students can watch videos repeatedly, pause difficult sections, and review examples at their own pace. This supports individual learning differences.

Quizlet helps students memorize grammar structures, signal words, and sentence patterns through flashcards and interactive exercises. It is particularly useful for repeated review outside the classroom.

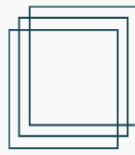
Kahoot! increases motivation during classroom practice by turning grammar revision into competitive quizzes. Students usually respond actively because immediate feedback and game elements reduce anxiety.

### **CONCLUSION**

The results of this study indicate that flipped learning significantly improves the effectiveness of grammar teaching in English classes by changing how instructional time is used and by increasing active learner participation. When grammar explanations are provided before class through digital materials, classroom time

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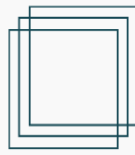
becomes available for practice, discussion, and communicative use of grammatical structures. This creates more favorable conditions for meaningful language learning than traditional explanation-centered lessons.

The research demonstrates that flipped grammar instruction contributes to better grammar achievement, stronger long-term retention of grammatical forms, more active classroom participation, and greater learner autonomy. Students not only perform better in grammar tests but also show increased confidence in using grammar during speaking and writing activities. Repeated exposure to grammar content before class and immediate teacher support during class appear to strengthen both understanding and practical application.

For English teachers, flipped learning offers a practical and realistic model for modern grammar instruction, particularly in higher education where digital tools are increasingly available. It also supports the development of independent learning habits that are essential for long-term language growth.

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