کارگاه‌های آموزشی مرکز اطلاعات علمی

مقاله نویسی علوم انسانی

اصول تنظیم قراردادها

آموزش مهارت های کاربردی در تدوین و چاپ مقاله
The Effects of Flipped Classroom Strategy on Grammar Learning of Iranian Intermediate EFL learners

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Abstract

The importance of English language grammar as one of the fundamental language skills has led teachers and researchers to find different strategies to ease learning this skill for EFL learners. This study pointed toward exploring the impact of the flipped classroom strategy on improving Iranian EFL learners' grammar at the intermediate level. To this end, two intact groups with the age range of 15 to 24 from the Rahiyan-e-elm language institution in Tonekabon, Mazandaran, Iran, were chosen as the participants of the study. Each group comprised 20 female members, an experimental and a control group. The flipped class strategy was utilized as the treatment for instructing grammar to the experimental group. A pre-test/post-test research design was used to compare the mean scores of the groups. The consequences of the research indicated that there was a remarkable difference between the groups' mean scores on the post-test. The present study suggested a few implications for EFL learners, EFL instructors, and test producers.

Keywords: Flipped Classroom Strategy, Traditional Strategy, Cognitive, Affective, Learning Strategy
Introduction

In English language education, the importance of grammar in the foreign language classroom is a crucially discussed topic. There have been numerous modifications in the prevailing ideas of grammar presentation throughout history. Grammar has traditionally played a significant role in foreign language teaching, and it was frequently the only activity in the classroom. Grammar is one of the main principles of a language, according to (Foppoli 2011), who states “grammar is like a railway that permits messages to travel. There is no way to adequately explain one's thoughts and ideas to others without using correct grammar in a language” (2011, p.2). This is because grammar provides the required structure for organizing one's thoughts. Grammar is a tool for understanding how language works. Unfortunately, learners are trained to form grammatical sentences that do not allow them to produce real-life discourse because teachers use limited teaching techniques when introducing the form and meaning without taking into account the function and use of the structure (Nolan & Hoover, 2003). If so, it causes bored, unmotivated learners who successfully produce correct forms on exercises and tests but consistently make errors when they try to use the language in context. Many learners assume that learning grammar is learning the grammatical rules and knowledge. Teachers usually feel that this will create a foundation on which learners may expand their knowledge and finally utilize the language. However, it cannot be any help for using grammar. Therefore, in speaking and writing, grammatical rules must be involved in the process of teaching grammar.

There were numerous endeavors to utilize various strategies for instructing and learning English language grammar. The flipped class is a procedure that has earned a great deal of consideration for teaching, learning, and research (Bishop and Verleger, 2013). The achievement is because of its ability to foster another pedagogical method that stands against the traditional ones. The crucial part of flipped classes is introducing new material before class to make class time free for more productive utilization of knowledge through a wide variety of active learning techniques (Tucker 2012). Different outcomes were found in studies that looked at pupils' academic achievement after being exposed to the flipped classroom strategy of learning grammar.

Jonathan Bergmann and Aaron Sams were the first ones to introduce the notion of flipped classrooms. In their book 'Flip your classroom: Reach every student in every class every day' (2012), they mentioned the reasons why instructors should consider flipping (pp.20-33): flipped classes are appropriate for the new generation of learners, it is a helpful strategy for the time-pressed learners. The strategy makes them struggle to show all their abilities in excelling allows them to pause and rewind their teacher's presentation. Flipped classes provide interaction between learners and teachers and learners to each other while enabling them to know about differentiation. It also helps the learners and the teachers to be in contact with parents more. Therefore, if there is any problem in the learning process, they can take advantage of parents' help to have a flipped mastery program. Bergmann and Sams (2012) introduce their framework, including cognitive, affective, and learning strategy support.

Cognitive support helps the learners to gain mastery over required learning content outside of the classroom. This influential factor for content mastery is based on learning theories through interaction, coordinated effort, and reflection (Long, 1996, Vygotsky, 1978). In terms of support mechanisms, the flipped classroom research indicates that the video provided can be a necessary help for explaining the content learning outside of class. Online quizzes, discussion forums, and live chats following the most popular assistance for learners to self-evaluate their learning and
engage with their peers and professors after seeing the video lecture content. Teachers can participate in these online conversations and provide comments.

Affective support motivates mastery affecting foreign language acquisition to be extensively researched. According to Abeysekera and Dawson (2015), “the flipped classroom may improve learners' motivation if it fosters a sense of competence, autonomy, and relatedness” (2015, p. 4). The emotional filter theory was initially introduced by Dulay and Burt (1977), and it has since been expanded upon by several scholars. Krashen (1988), for example, suggested that affective elements such as a lack of confidence and drive, or fear and anxiety, might heighten learners' affective filters, eventually impeding complete language input and output.

Learning strategy goes about as an interceding factor for master-based learning. It means to framework getting the hang of learning methods and enable language learners to be liable for their learning. The flipped classroom model should foster the development of a set of learning strategies, including autonomous learning strategies for self-paced and self-regulated learning, collaborative learning strategies, and subject matter-specific strategies, such as language learning strategies, emphasizing mastery. It is critical for instructors to actively assist learners in developing these methods for them to become effective learners. This type of assistance may be provided both inside and outside of the classroom using various technologies such as social media. The value of social media in promoting self-directed and self-paced learning has been widely acknowledged.

In a study on the impact of flipped instruction on improving language learning and decreasing stress, (Marlowe, 2012) observed the beneficial outcomes of utilizing flipped classes on further developing semester grades altogether and decreasing their pressure during the learning process. Hung (2015) likewise concentrated on the impacts of the flipped class on learners’ English learning accomplishment throughout six weeks using a post-test quasi-experimental method. The consequences of his study showed that the lessons taught by using the flipped classroom strategy were more effective than the lessons taught through the non-flipped classroom strategy. In a comprehensive investigation entitled, 'the flipped classroom: A survey of the research, (Bishop and Verleger 2013) found that through the flipped classroom learning, learners showed an intention to switch from in-person lectures to video ones, although interactive activities were preferred more. However, it can be concluded that the learners' learning process, in comparison to the traditional strategies, has improved remarkably.

Different investigations were done related to the flipped classroom strategy, like self-efficacy, tension, and stress. For instance, a study from Columbia University observed that 80% of the learners following the flipped classroom asserted that they had less anxiety and stress in collaborating with peers and instructors during class time. They also claimed the strategy of the flipped classroom, which permitted them to work at their desired speed of learning, was enjoyable (Driscoll, 2012).

In a research project on the flipped learning model in instructing the English language, Abdelsaheed (2017) investigated if this model impacted the improvement in learning the English language among females. The results revealed a noticeable higher improvement in female learners' scores in post-test, just as good feelings towards using the model. The flipped class and model have been utilized to teach second and foreign languages at various levels. For example, (Rodriguez 2016), in a study tried to find the answer to the question, If the presentation of the flipped learning techniques will prompt a remarkable improvement in their knowledge of the materials managed in class and will be better than the marks in the group following a traditional learning strategy. He observed that this strategy was beneficial for the English language learners in a secondary school to learn meaningfully compared to traditional strategies. He additionally
observed that the strategy assisted the learners with gaining social and individual qualities just as uplifting feelings.

Likewise, Ahmad (2016) pointed toward looking over the effect of the flipped instruction model on Egyptian EFL learners' listening skills by using three stages of this model included planning, implementation, and evaluation. The consequences of the survey revealed that there was a statistically remarkable improvement in learners' listening skills. Afrilyasanti et al. (2016) stated that teachers and instructors must use new teaching strategies, techniques, and methods in their classes to build a circumstance in which learners with various learning styles are taught. Flipped learning is a strategy of learning which changes the traditional learning situation and improves English language learners' learning processes actively. Like this, the focal point of the current study is on exploring the role and the impact of the ped classrooms on Iranian EFL grammar learning strategies.

Dong and Lapata (2016) refer to modern science and technology innovation to develop the quality of English language classes. Given the complexities of college English and many secondary courses, the college English syllabus places a particular emphasis on learners ' autonomous learning interest and ability in daily learning. As a result of extensive research and practice, experts and scholars in the academic education community both at home and abroad develop the "flipped classroom" teaching model. Dunn (2014) introduces six steps for instructors to outline for flipped classrooms, including plan (determining the flipped lessons), record (preparing a video instead of teaching by themselves), share (post the video related to the lessons to the learners for discussing later in the class), Change (the learners are prepared for learning the lessons better), group (make groups of learners do tasks), and regroup (make the learners share what they did as tasks in their groups). After these steps, 3Rs (review, revise, repeat) activities are implied.

Urfa (2018) states that in flipped classroom instruction, learners explore the course material and watch the videos of the courses outside the online classroom as well as complete some tasks. As a result, these kinds of activities support their personalized learning styles and encourage student-centered learning activities. Davies et al. (2013) studied how to teach language skills by the use of technology versus simulation-based classes. He took advantage of the filliped classroom model to find how the learners may take an introductory course on spreadsheets considering their achievement and stress-free language learning. His study showed that using technology-based classes was very practical; it could promote learners ’ motivation as well. Therefore, providing such facilities for learning was much more helpful than simulation-based training. Zhang et al. (2016) state that despite many years of effort by both instructors and scholars, many challenges in pronunciation training remain unresolved. So, he investigated the efficacy of the flipped classroom model in the English pronunciation course. The results of his study showed the positive effects of this model on learning English language pronunciation. In a case study on utilizing the flipped classroom instruction, Enfield (2013) observed that in terms of student feedback, this model of instruction created an exciting learning experience, was successful in assisting learners in acquiring the subject, and promoted the learners ’ self-efficacy in learning independently.

To achieve meaningful learning, a flipped classroom can improve the learning experience and increase English language grammar learners' engagement and encourage them to be independent in the process of learning. Cognitive support helps the learners to gain mastery over required learning content outside of the classroom. This influential factor for content mastery is based on learning theories through interaction, coordinated effort, and reflection (Long, 1996, Vygotsky, 1978). Affective support motivates mastery affecting foreign language acquisition to be extensively researched. According to (Abeysekera and Dawson 2015), “the flipped classroom may
improve learners’ motivation if it fosters a sense of competence, autonomy, and relatedness” (2015, p. 4). Learning strategy goes about as an interceding factor for authority-based learning. It means to framework getting the hang of learning methods and enable language learners to be liable for their learning.

According to Oxford et al. (2007), grammar-learning strategies are planned activities and considerations utilized by EFL learners to learn and utilize the language effectively, adequately, and productively. As indicated by Pawlak (2009), studies on grammar learning are still on their first steps, so the flipped class is a modern way of teaching grammar. The flipped class strategy is a kind of mixed learning that changes the conventional learning circumstance to work on dynamic learners make learning. According to Abeysekera et al. (2015), the strategy makes language learners more answerable for the given activities, likewise permitting them to follow the course of disclosure all through their academic life and making better class time. The flipped classroom teaching method creates flexible learning conditions for English language learners (Fulton 2012, Herreid and Schiller 2013) to improve learning quality based on their individual needs and learning methods.

Everyone understands the necessity of teaching grammar these days. Grammar is being retained acknowledged as a fundamental, unavoidable component of language usage and language acquisition, according to Doughty and Williams (1998). As a result, one of the essential concerns is to create a solid grammar teaching strategy that is more efficient for all learners, because out of the class and without the presence of their instructors, learners cannot properly use what they have taught in the class; they are not interested in joining grammar classes. According to Rothstein and Rothstein (2009), language teachers must explore making grammar instruction and learning memorable and meaningful. The teacher’s role is expanded because it develops active learning. Due to the time of learning, more face-to-face time is employed, group learning is strengthened, the subject matter is regulated, information absorption can be seen, and learners may study on demand. Both teachers and learners can benefit from using the flipped classroom in the grammar classroom (Alias, 2010). In flipped classrooms, the learners have a chance to watch many learning videos at the appropriate moment and the learners’ preferred speed, this improves communication and interaction between instructor and student; on the other hand, it boosts the educational effectiveness of the classroom, particularly in weaker classes (Pawlak, 2018).

In addition, Iranian EFL learners have always spent a great deal of time learning English from high school to university. It is difficult for most of them to learn and use grammatical structures efficiently. On the other hand, teachers who are used to teaching traditionally do not accept the new methods and strategies. They complain about the lack of time to achieve the course objectives (Huelskamp, 2015). Moreover, because of not enough time in the English language classrooms, learners cannot practice what they have been taught. In traditional classes, nearly all responsibilities of making the learners learn English grammar is on teachers’ shoulders; therefore they are teacher-centered classes without any active role for the learners.

Similarly, in traditional classes, learners’ different styles of learning are not paid attention to. Therefore, teachers must identify learners’ problems and find an effective method or strategy to improve the learning process. According to (Safari and Rashida 2015), English language learners’ attitudes have been affected by the traditional learning method. They have considered learning English as a content subject, not as a tool for communicating or acquiring knowledge. Then, the methods used have not been based on the English language learners’ needs. To solve this problem, the present study was an attempt to help learners for improving active learnings in grammar classes using the flipped classroom strategies.
Therefore, the purpose of the current study was to survey whether there was any difference in grammar learning strategies between the flipped and non-flipped classes for Iranian EFL learners at the intermediate level. The study was intended to make language instructors realize that carrying out the flipped class strategy in their classes could be a remarkable improvement over standard grammar instruction. To get the desirable results, the researchers tried to find the answer to the following question:

RQ: Does the flipped classroom affect Iranian EFL learners' grammar learning at the intermediate level?

Method
The current study took advantage of a quasi-experimental research design, which involved comparing learners' performance related to the variables concerned in the study. The design was picked because the researcher couldn’t access the number of learners in more than two classes; therefore, the selected participants were the groups based on non-random samples. The design included a pre-test, post-test, and treatment for the experimental group to assess the English language learners' grammar knowledge.

Participants
Forty female EFL learners were chosen from Rahiyan-e-Elm Language Institute in Tonekabon, Mazandaran, Iran. The selected learners studied English language grammar at the intermediate level with the age range of 15-24 from native Persian families. They were divided into two classes of 20 female learners, as the control and the experimental groups.

Instrumentation
The instruments utilized in the study were the grammar pre-test and post-test dependent on the syllabus materials applied in the institute regulated before the treatment to recognize the learners' background knowledge of the target grammar. The pre-test included 25 different decision inquiries from the coursebook (Top indent 1b). The top-notch 1b was written by Saslow and Ascher (2015), and the publisher was Pearson Education ESL. It comprises four units, 6-10, just as a student book and a workbook.

Procedures
This study started with the permission of the institute, where the research was conducted. Then, 40 participants at the intermediate level studying English at Rahiyan-e-Elm English institute were selected. All of the participants were female. After that, they were divided into two intact classes, control and experimental, that received the treatment. The control group was taught the conventional strategy of learning grammar. There were 20 participants in each group. Before giving treatment to the experimental group, a multiple-choice grammar pre-test was distributed to determine how much they knew English language grammar. The experimental and the control group were held for 90 minutes twenty-one sessions for learning grammar. The two groups got a similar substance, materials, and coursebook required for the study, and there was no difference between the lessons.

The first step in implementing a flipped classroom was preparing the appropriate materials for the grammar presentation. Furthermore, the videos for the learners to watch at home or outside of the classroom related to the grammar of the coursebook were chosen. The researchers tried to find videos that were short and amazing for the learners. The procedure began by explaining how the flipped classroom concept is implemented and telling the learners what to do outside the classroom. Secondly, in the first class session, the teacher shared the videos with the learners in different ways, with telegram or flash memory. Thirdly, the learners were asked to watch them.
based on the content of each session before the class while they were at home. The fourth step was to emphasize the information and the knowledge gained from the video by having a discussion and doing relevant homework and activities in the classroom. In the meantime, the control group, which received a similar substance as the experimental group, was taught grammar traditionally. In other words, they memorized the grammar instruction during class time, then did some homework, exercises, or related activities based on their books at home. Finally, a multiple-choice grammar test out of their coursebook was administered to the groups to evaluate the effect of the flipped classroom on learners' grammar improvement.

Methods of Data Collection
The study benefited from a quantitative data collection methodology. Before implying the flipped classroom strategy, a grammar pre-test from the coursebook (Top Notch 1b), including 25 multiple-choice grammar questions, was distributed among the participants to find their knowledge of English language grammar. During class sessions, both groups received the materials and content needed for the study. Grammar teaching videos related to the grammatical rules included in the coursebook grammar were given to the experimental group, and then they were asked to watch the videos based on each lesson at home; after that, the homework and related activities were done in the classroom. After 21 sessions of the treatment, a multiple-choice grammar test similar to the pre-test one was run as a post-test for the two groups to quantify the impact of the flipped classroom on improving English grammar learning.

Methods of Data Analysis
The collected data of the study were quantitatively analyzed to report the descriptive and inferential statistics. The researcher analyzed the results of the grammar test given in the first and the last session to the participants using independent and paired sample t-test to observe any significant difference between the groups' mean scores in terms of grammatical knowledge. The Independent Samples t-test is a parametric test that analyzes the means of two independent groups to see if there is statistical evidence that the related population means differ substantially. A paired t-test is used to compare the average scores of the same samples on two tests in two different times of the same subject matter.

Results
The research method of the study was quantitative, the pre-test and post-test design; therefore, descriptive statistics and afterward inferential measurements were presented. From that point forward, a paired sample t-test was applied to find the difference of mean scores within every group in pre and post-test. At last, an independent sample t-test was used to compare the mean scores of control and experimental groups. Meanwhile, a test of normality was used to measure central tendency and statistical methods for data analysis.

Table 1- Normality of Tests

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Skewness Statistic</th>
<th>Std. Error</th>
<th>Ratio</th>
<th>Kurtosis Statistic</th>
<th>Std. Error</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiment</td>
<td>20</td>
<td>.02</td>
<td>.42</td>
<td>0.06</td>
<td>1.32</td>
<td>.83</td>
<td>1.59</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>.54</td>
<td>.42</td>
<td>1.28</td>
<td>-.22</td>
<td>.83</td>
<td>0.26</td>
</tr>
<tr>
<td>Control</td>
<td>20</td>
<td>-.15</td>
<td>.42</td>
<td>-.35</td>
<td>-.91</td>
<td>.83</td>
<td>1.10</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>-.12</td>
<td>.42</td>
<td>-.30</td>
<td>-.78</td>
<td>.83</td>
<td>0.95</td>
</tr>
</tbody>
</table>
Table 1 shows the proportions of skewness and kurtosis over their standard errors are in the range of ± 1.96.

Table 2- Descriptive statistics for the grammar tests of the experimental group

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment Post-test</td>
<td>19.00</td>
<td>20</td>
<td>1.20</td>
<td>.22</td>
</tr>
<tr>
<td>Pre-test</td>
<td>17.73</td>
<td>20</td>
<td>1.57</td>
<td>.28</td>
</tr>
</tbody>
</table>

Table 2 is descriptive statistics of the learners who were taught English language grammar used flipped classroom instruction. It shows the growth of means scores from (M=17.73, SD=1.57, the pre-test) to (M=19.00, SD=1.20, the post-test). Therefore, it confirms that flipped class instruction may improve grammar knowledge.

Table 3- Paired-Samples t-test for the grammar knowledge of experimental group

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>T</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
</tr>
<tr>
<td>1.26</td>
<td>.74</td>
<td>.13</td>
<td>.99</td>
</tr>
</tbody>
</table>

To check if there was any difference between the experimental group's mean scores in the pre and post-test, a paired sample t-test was run. As table 3 shows the outcomes, the experimental group's mean score in the post-test is higher than in the pre-test (P< 0.05, df= 38, t= 9.37). Consequently, the strategy used to teach grammar created obvious differences before and after the treatment.

Table 4- Descriptive statistics for the pre-test of the experimental and the control groups

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>Experiment</td>
<td>20</td>
<td>18.07</td>
<td>1.437</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>20</td>
<td>17.73</td>
<td>1.574</td>
</tr>
</tbody>
</table>

Table 4 indicates the results of descriptive statistics of the control and experimental group's mean scores on pre-test are almost indistinguishable before the treatment meetings (experimental group, M= 18.07, SD= 1.437) and (control group, M= 17.73, SD= 1.574).

Table 5- Independent samples t-test for pre-test scores of the experimental and the control groups

<table>
<thead>
<tr>
<th>95% Interval of the Difference</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td></td>
<td></td>
<td>Sig.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Levene’s Test for Equality of Variances t-test for Equality of Means

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The p-value from Levene's test is \( p = .011 < 0.05 \), which means it is below the significance level as table 5 displays, therefore, there is no equality of various for the groups. In addition, the outcomes of the independent sample t-test indicate \( (p=0.452 > 0.05, df= 26.57, t=.239) \), then, it is more than the level of significance. It means the groups were not significantly different in terms of grammar knowledge; however, the mean difference shows very little difference \( (MD= 0.33410) \).

Table 6- Descriptive statistics for the post-test of the experimental and the control groups

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>20</td>
<td>18.07</td>
<td>1.437</td>
<td>.262</td>
</tr>
<tr>
<td>Control</td>
<td>20</td>
<td>17.73</td>
<td>1.574</td>
<td>.287</td>
</tr>
</tbody>
</table>

As Table 6 shows, there is a remarkable difference between groups' mean scores on the post-test (the experimental group, \( M=18.07, SD=1.437 \)) and (the control group, \( M=18.07, SD=1.437 \)).

Table 7- Independent Samples t-test for the post-test scores of the experimental and the control groups

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>( F )</td>
<td>( t )</td>
<td>( df )</td>
<td>( Sig. )</td>
</tr>
<tr>
<td></td>
<td>( 95% )</td>
<td>Confidence</td>
<td>of</td>
<td>the Difference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interval</td>
<td>the Difference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sig.</td>
<td>( 2)-tailed</td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>10.42</td>
<td>.00</td>
<td>2.12</td>
<td>38</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.40</td>
<td>.001</td>
<td>2.1343</td>
<td>1.3823</td>
</tr>
</tbody>
</table>

As Table 7 reveals, p-value is less than 0.05 \( (P < 0.05) \) in Levene's test. It implies that the variance of the scores for both groups could not be equal. Likewise, the table shows the significant difference is below 0.05 \( (P < 0.05, t=2.407) \) on equal variance not assumed line. It shows a critical difference between the groups. Consequently, the null hypothesis is rejected, and flipped class instruction improved the English language learners' grammar knowledge.
Discussion
The present study was an attempt to determine if flipped classes had a significant effect on improving grammar knowledge. The consequences of the inferential statistics (the independent and paired sample t-test) demonstrated a significant distinction between the groups' mean scores on the pre and post-test on English language grammar tests ($t=2.104$, $P<0.05$). A plausible justification behind the outcomes in this study might be that the flipped classes required the learners to understand how the flipped classroom concept was implemented in the class and to do what they were told to do outside of the class. It can be concluded that watching videos related to the grammatical points of the coursebook through telegram or flash memory as well as emphasizing information and knowledge gained from the videos by having a discussion and doing relevant homework and assignments in the classroom could improve grammatical knowledge for EFL learners. To confirm the results of the present study, referring to the advantages of this strategy by Fulton (2012) can be reasonable:

"(1) learners move at their own pace; (2) doing homework in class gives teachers better insight into student difficulties and learning styles; (3) teachers can more easily customize and update the curriculum and provide it to learners 24/7; (4) classroom time can be used more effectively and creatively; (5) teachers using the method report seeing increased levels of student achievement, interest, and engagement; (6) learning theory supports the new approaches; and (7) the use of technology is flexible and appropriate for 21st-century learning.

(Fulton, 2012, p. 20)

More results of research projects and studies were in line with the consequences of the current study. For example, Al-Harbi and Alshumaimeri (2016) studied flipped instruction for English language grammar for high school learners. The researchers found that through using this strategy, the learners' grammar performances have improved obviously.

Similarly, Al-Hamlan and Baniabdelrahman (2015) worked on a study to find a solution for learning grammar rules for Saudi secondary school learners. In addition to the textbook used for teaching grammar, they used native-liked English contexts videos to expose the learners to real-life English grammar in real-life situations. The study showed a critical distinction between the groups that took part in the study.

Furthermore, in another study, Webb and Doman (2016) confirmed the results of the study as well. They endeavored to see whether the flipped instruction affected learning English as a language for Chinese university learners. What they found was proof for showing that the learners felt more positive in the process. By focusing on in-class and out-of-class exercises following the flipped class instruction, Bishop and Verleger (2013) observed that most studies applied to meet learners' insight and utilized single-group designs.

Pedagogical Implementation
The flipped classroom method has turned out to be influential in developing Iranian intermediate EFL learners' grammar learning strategies. Therefore, it is recommended that EFL teachers employ this method in their instruction, which entails having authentic material. Therefore, care should be taken in developing curriculums and publishing course books. Material developers, as providers of one of the important parts of language learning, have a fundamental role in making this process easier. They are expected to know the essential role of flipped classrooms in learning a language and provide language learners and teachers with the appropriate, authentic materials. The study has also raised learners’ awareness of grammar learning strategies while there is no stress and
anxiety in the process of learning inside and outside of the class, and to be more familiar with the real-life usage of English grammatical points to produce sentences in written or spoken form.

**Limitations of the Study and Suggestions for Further Research**

To do this study, the researcher confronted some limitations. One of them was the participants were only female intermediate EFL learners at Rahiyan-e-Elm Language institute in Tonekabon, Mazandaran, Iran. Possibly, if there were male intermediate EFL participants, the results would be more comprehensive and precise. Moreover, only the improvement of grammar knowledge was tested in this study. For sure, future studies may use the other insights and skills of the English language to carry out researches, such as working on the flipped classroom strategies to teach and learn English language reading comprehension, speaking, writing, listening comprehension, or pronunciation. Similar studies can be carried out in other learning contexts, such as schools and universities in Iran in other cities and at different kinds of proficiency levels.

**Conclusion**

The study had displayed that the utilization of the flipped classroom strategy could be a support for making ease the learning and teaching procedures. Likewise, it could change the conventional methodologies and strategies of learners' gaining from instructor-focused to learner-centered. Therefore, by asserting that the flipped classes positively affected Iranian intermediate EFL learners' English grammar learning, they can be important for language learning and instructing.

**Acknowledgments**

We wish to show our appreciation to the students and whoever helped us to do this study.

**References**


کارگاه‌های آموزشی مرکز اطلاعات علمی

مقاله نویسی علوم انسانی

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