

**Flipped Instruction in Teaching Grammar: Is
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Undergraduate EFL Learners**

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Abstract:

The field of education has undergone significant transformations in recent years, with innovative teaching methods and technologies emerging to enhance the learning experience. One such approach that has gained considerable attention is the flipped classroom (FC) model, which flips the traditional instructional structure by delivering direct instruction through online resources outside of class and utilizes in-class time for contextualized collaborative activities. The present quasi-experimental study investigates the influence of such approach on Saudi EFL undergraduates' attainment of English grammar and gauge their attitude towards such experience. A total of forty-one (n=41) female students participated voluntarily in this study. Normally distributed into two groups, the experimental group was taught using FC instruction, while the control group was taught using traditional explicit instruction. A pretest and a posttest were administered on both groups. The experimental group, further, received an online survey about their perceptions at the completion of the experiment. The results of the posttest show that the experimental group significantly outperforms the control group. Furthermore, the experimental group hold positive perceptions towards FL as it helps them to gain more confidence, engage in class activities, raise self-autonomy, and facilitate communication. The findings and implications drawn from the present study are essential for educators to make informed decisions when designing English grammar instruction to meet the diverse needs of learners.

Keywords: flipped classroom, language achievement, perceptions, grammar teaching, EFL.

التدريس المقلوب لقواعد اللغة الإنجليزية: هل يستحق التجربة على طالبات المرحلة الجامعية السعوديات دراسات اللغة الإنجليزية بصفتها لغةً أجنبية؟

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ملخص الدراسة:

شهد مجال التعليم تحولات هائلة في السنوات الأخيرة، فقد ظهرت أساليب وتقنيات تعليمية مبتكرة لتعزيز تجربة التعلم. أحد هذه الأساليب والذي حظي باهتمام كبير هو نموذج "الفصل المقلوب"، وهو يعكس تركيبة التعليم التقليدي بتقديم التعليم المباشر من خلال الموارد الالكترونية خارج الفصل، بينما يُستثمر الوقت داخل الفصل في الأنشطة التعاونية المحددة السياق. ومن هنا فإن هذه الدراسة شبه التجريبية تستقصي تأثير مثل هذا النهج على التحصيل الدراسي لقواعد اللغة الإنجليزية لدى الطالبات السعوديات دراسات اللغة الإنجليزية بصفتها لغة أجنبية في المرحلة الجامعية، وتقيس موقفهن تجاه هذه التجربة. شاركت 41 طالبة طوعية في هذه الدراسة، ووزعن بشكل طبيعي (إحصائياً) على مجموعتين: "مجموعة تجريبية" درّست باستخدام الفصل المقلوب، و "مجموعة ضابطة" درّست باستخدام التدريس التقليدي الصريح، وأجري اختباران، قبلي وبعدي لكلتا المجموعتين، كما تلقت المجموعة التجريبية مسحاً إلكترونياً حول تصوراتهن عن التجربة بعد الانتهاء منها. أظهرت نتائج الاختبار البعدي أن المجموعة التجريبية تتفوق بشكل كبير على المجموعة الضابطة. علاوة على ذلك فقد أبدت المجموعة التجريبية تصورات إيجابية تجاه التعليم المقلوب؛ إذ ساعدهن على اكتساب المزيد من الثقة، والمشاركة في الأنشطة الصفية، وتطور التعلم الذاتي، وتسهيل التواصل. وتعد النتائج والآثار المستمدة من هذه الدراسة مهمةً للتربويين في اتخاذ قرارات مستنيرة عند تصميم مواد تعليمية حول قواعد اللغة الإنجليزية لتلبية احتياجات المتعلمين المتنوعة.

الكلمات المفتاحية: التدريس المقلوب، اكتساب اللغة، الوعي الإدراكي، تدريس قواعد اللغة، اللغة الإنجليزية بصفتها لغة أجنبية.

1. Introduction

It is always the complaint of productive-skills teachers that although EFL students majoring in English learn a lot of grammar, it is still difficult for them to use it correctly in speaking and writing (Mandasari & Wahyudin, 2021). Some of these shortcomings may be traced back to the passive role of students in class as receivers. Such roles mostly result in students who lack motivation to participate while the textbook and teachers as the only sources for knowledge (Pudin, 2015). With lecturing as the dominant teaching method, EFL students have limited opportunities to practice English in authentic contexts (Vuong, Keong, & Wah, 2019), the similar situation occurs in the context of the present study, Saudi Arabia. It follows that it is essential for such EFL students to improve their passive knowledge through sufficient contextualized input in order to increase the students' chances to naturally acquire knowledge and, hence, produce and make use of obtained grammar knowledge in other language skills like speaking and writing.

With the impetuous introduction of technology in education upon the outbreak of COVID-19, most institutions desire to preserve the gained knowledge and technological skills students and teachers acquired (Alnaabi, 2020). As a result of such interest to integrate technology in education, flipped learning has gain much attention recently. The flipped learning model is one of the contemporary pedagogical methods that help expose students to sufficient authentic native-like input using technology (Alharbi & Alshumaimeri, 2016).

Research problem:

With the previous background considered, this study introduces FC in the teaching of grammar to EFL Saudi university students majoring in English Language and Literature. To the researcher's best knowledge, this study is highly probably one of the pioneering studies in Saudi Arabia aiming at full application of flipped learning in teaching grammar to specialized students in English Language for the sake of examining its effectiveness on university students' achievement and attitudes. It is intended that the present study will add more qualitative and quantitative value to the existing literature

by performing quasi-experimental research on higher English major education.

Purpose of the study:

The present study aims at examining the impact of FC in teaching grammar to Saudi female EFL learners and the students' perceptions towards it. The study is guided by the following research questions:

1- What is the impact of FC approach on EFL students' attainment of grammar?

2- How does students perceive FC approach in teaching grammar?

Literature review:

Theoretical Background

This study adopts the constructive theory as its theoretical framework. Constructivism embraces several aspects of the cognitive theories of Piaget and Vygotsky. 'From Piaget we get active learning, schemes, assimilation and accommodation, etc. From Vygotsky we get social constructivism, group work, apprenticeship, etc.' (Aljohani, 2017). According to the constructive theory, learning takes place as a result of background understanding and repeated use of the target linguistic item (Rajesh, 2015). In other words, knowledge is constructed by students performing lots of contextualized activities (Ivanytska et al., 2020). It follows that experience, interaction, and reflection are vital for students' mental construction (Al-naabi 2020). The flipped learning is deeply rooted in the constructive theory as it highly appreciates freeing up more time for more problem-solving contextualized activities that utilizes the students' knowledge of previously presented information.

The FC Model and Academic Achievement:

The introduction of the FC approach to education tertiary goes back to 1990s (Li, Wang. Wang, Jia, 2017). The traditional education in English grammar typically follows a teacher-centered approach, with instructors delivering lectures and explanations in the classroom. This model often relies on textbooks, worksheets, and rote memorization techniques. While it offers structured guidance and immediate access to the instructor, it has its own limitations. It may limit students' active participation and engagement in class and with the subject matter. On the other hand, the teachers are required to deal with the challenges of time pressure and student's complaint

about too much homework (Santikarn & Wichadee, 2018). Therefore, the FC model was introduced to overcome such problems. Flipped Learning (FL) is a radical change “that flips that traditional classroom by moving information transfer out and moving information assimilation into the classroom” (Li et.al., 2017, p. 255). It involves students accessing pre-recorded lectures, instructional videos, or online resources to learn foundational grammar concepts independently prior to class (Alharbi & Alshumaimeri, 2016; Bezzazi, 2019). In-class time, in contrast, is dedicated to teacher-supervised collaborative and interactive activities, discussions, and personalized feedback fostering a learner-centered environment (Alharbi & Alshumaimeri, 2016; Ivanytska, Dovhan, Tymoshchuk, Osaulchyk, & Havryliuk, 2021; Li et.al., 2017). It follows that the teacher role in classroom has become a facilitator, an instructor, and a resource, while the learners’ role has become recipients and partners (Mahalli, Nurkamto, Mujiyanto, & Yuliasri, 2019). This approach provides learners with the opportunity to study at their own pace (Alharbi & Alshumaimeri, 2016; Ivanytska et al., 2021; Vuong et. al., 2019), revisit complex topics (Mandasari & Wahyudin, 2021), engage in self-directed learning, and facilitate communication (Bezzazi, 2019).

Several studies have explored the impact of FCs on students’ academic achievement in several fields like Algebra, biology, and medical education (Bezzazi, 2019). In the field of language teaching, the number of studies about the influence of FC on language learning remains scarce. FC has been incorporated to teach English in general (Basal, 2015; Ivanytska et al., 2021), English for specific purposes (Bezzazi, 2019), and in teaching separate skills like speaking (Amiryousefi, 2019), writing (Abdelrahman, DeWitt, Alias, & Rahman, 2017), reading (Dehham, Bairmani, & Shreeb, 2022), and specific aspects of English language like pronunciation (Bin-Hady & Hazaea, 2021), and grammar (Al-Harbi & Alshumaimeri, 2016; Al-Naabi, 2020).

Regarding the specific use of FCs in teaching grammar, research have suggested that the flipped model can lead to improved learning outcomes (Li et.al., 2017). A considerable number of instructors adopted it as it brings a new atmosphere to the classroom (Ivanytska et al., 2021). Furthermore, it allows students to acquire foundational

grammar knowledge independently, involve in more focused and productive in-class activities, connect continuously with their teacher, and access various content attuned to different learning styles (Basal, 2015; Ivanytska et al., 2021). Flipped learning serves the principles of personalized learning, student-oriented instruction, and constructivism (Rajesh, 2015; Nakkam, 2022). However, comparative studies examining traditional and flipped approaches in teaching grammar have reported mixed findings (Al-Harbi & Alshumaimeri, 2016; Al-naabi, 2020), with some studies indicating no significant difference in academic achievement between the two methods (Kheirābādi, 2017).

Although flipped model has received a lot of attention worldwide, there is a limited number of research that focuses on the effectiveness of using FC in grammar teaching. Bezzazi (2019) examined the effect of and students' perceptions regarding flipped learning as employed on teaching grammar for freshmen university students non- English major in Taiwan. His findings indicated that there is a significant positive impact on students' improvement in grammar as well as their perceptions towards it. In an empirical study conducted in Oman, Al-Naabi (2020) implemented FC in teaching grammar to university students who are in the foundational level of university. The results show that the eight-week experiment positively improved students' knowledge and usage of grammar. The interview findings reported that students hold positive perceptions toward flipped learning approach. Ivanytska et. al., (2021), on the other hand, assessed the effect of FL on Ukrainian university students' attainment. The findings of the questionnaires revealed that FL is an effective and innovative educational method that facilitated English language learning and increased motivation and engagement.

FC and Student Satisfaction and Preferences:

Students' satisfaction and preferences are important factors to consider in any educational setting. With respect of FC, the flexibility and autonomy it offers align with contemporary learners' preferences for self-paced learning and access to online resources (Ivanytska et al., 2021). Furthermore, for its crucial role in effective grammar learning, student engagement has been studied as related to FCs. It has been found that FCs enhance student engagement by

encouraging active participation and collaborative learning experiences (Vaezi, Afghari, & Lotfi, 2019; Vuong et. al., 2019). Students in a flipped setting have reported increased motivation, as they have more control over their learning process and can apply their knowledge in interactive activities (Ivanytska et al., 2021). In contrast, traditional education may face challenges in maintaining high levels of student engagement, as it relies heavily on passive learning and limited opportunities for peer interaction.

Several studies have shown that students generally express higher levels of satisfaction with the FC model in English grammar instruction (Alharbi & Alshumaimeri, 2016; Mandasari & Wahyudin, 2021; Vaezi et. al., 2019; Amini, 2022). Vaezi et. al., (2019) have investigated students' and teachers' perceptions and attitude towards FC in grammar teaching. Using mixed method approach, they concluded that both students and teachers cherished the merits of FC especially in terms of engagement, practice, and improvement in language skills. Furthermore, on the side of teachers, the majority have noticed their lack of knowledge about FC and their need for professional development. In their qualitative study, Vuong et. al., (2019) also interviewed 10 Vietnamese university students majoring in the English Language to determine the affordances of FL in grammar classes as perceived by students. Several themes emerged in the findings such as self-paced learning, more time for in-class learning, and communicative learning of English grammar. Moreover, in his qualitative research, Basal (2015) revealed that pre-service English language teachers' perceptions toward the use of the FC has supported that of Pudín (2017). According to Basal (2015), the FC was beneficial for students in four aspects: self-paced learning, students' preparations beforehand, freeing up limited class time, students' participation in class. Pudín's (2017) exploration of graduate students' perceptions towards using flipped learning approach to learn grammar in Malaysia indicated that students found the FC more engaging than the traditional classroom. According to Pudín (2017), FC provided them with opportunities to interact with peers and raised their motivation to learn grammar. Despite the fact that most students were in favour of flipped learning, he reported that some students faced initial discomfort at the beginning of the experiment because

they were not used to flipped learning. Therefore, he suggested that teachers need to consider the discomfort that students might face at the beginning as they try to adapt to the new pedagogical instruction, FC.

To sum up, the literature review reveals that the FC approach offers promising advantages in the teaching of English grammar when compared to traditional models. Improved academic achievement, increased student engagement, and higher levels of satisfaction have been reported by several researchers.

Method

This study mainly uses mixed method approach. It provides quantitative analysis as well as qualitative analysis to assess the effectiveness of FL model in teaching English grammar and investigate the students' perceptions towards it. The quantitative part focuses on the students' performance on the pre- and posttest, while the qualitative part relies on their perceptions toward the experiment. The study began by 64 students as a representation of 110 students (i.e., the entire population). However, twenty-three of them has not completed all the requirements of the experiment, ending up with a total number of forty-one participants ($n=41$) (i.e. 21 in the control group and 20 in the experimental group). All the students are EFL Saudi Females aging (19-20) years. At the time of research, they were in their first level at college. Their level of English was upper intermediate as indicated by the placement test the university required for the enrollment in the College of Languages and Translation. The participants were previously distributed into classes. Beside the obligatory grammar course, they were also taught the four basic skills of English Language namely listening, speaking, reading, and writing.

Study design

Before the beginning of the study, the consent of the participants was obtained. In order to test the efficacy of the FL model, a pretest and a posttest were administered to both the experimental and control group. Before the beginning of the experiment, both groups received a 12- item multiple choice pretest that focuses on the past progressive, simple past tense, and present perfect. The aforementioned tenses were deliberately chosen to be under focus during the FC because students usually get confused about the

precise usage of each one of them. After that, the students in the control group received only in-class traditional explicit teaching. Meanwhile, the FC was implemented on the experimental group for a total of twenty-one lectures (50 minutes each) for eight weeks. Microsoft Teams was used to send the materials for the lesson, check the students' performance, submit homework, and receive feedback.

According to the FL model, the students in the experimental group are provided with three links to watch at home. These links contain videos explaining the tense in focus and provide several contextual examples about it. Two of the links have the same information but in different styles and the students are free to choose one. The third one contains a story or a conversation that best presents the tense in focus. The students after that are asked to answer some questions about the videos as their homework to ensure that they watched the videos attentively. The students come to the lecture prepared to ask for clarification when needed. Most class-time is allocated to several contextualized communicative group activities where the students are competing within the group and with other groups. The activities include storytelling, turn-taking, guessing, and role-playing. At the end, they are asked to draw a mind-map summarizing each chapter and providing examples to ensure their full understanding of the grammatical tense in focus.

Upon the completion of the experiment, both groups took a posttest. Furthermore, to explore their perceptions towards FL, the participants in the experimental group received a questionnaire that has a closed-ended questions and ends up with some open-ended questions. The open-ended questions of the questionnaire were adopted from Pudín (2017), while the closed-ended questions were adopted from Bezzazi (2019). The closed-ended questions consisted of 16 items using a 5-point Likert scale (i.e., strongly agree, agree, neutral, disagree, strongly disagree). They focus on the role of online materials, in-class group discussions, and the teacher in flipped learning. At the end of the questionnaire, three open-ended questions focusing on getting a deeper understanding of the students' perceptions about flipped learning. The questionnaire took 10 minutes to be electronically filled and submitted through Google Forms. Throughout the process, data remained confidential and anonymous.

The pre- and post-test was face-validated by three specialists in the field and their comments were taken into consideration before applying the test. To evaluate the content validity of the questionnaire, it was reviewed by two specialists in the field. As for the reliability of the questionnaire, Alpha Cronbach is used, and it was (0.965).

After collecting the data, the data quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) software version 26 after it had been coded. The qualitative data, on the other hand, were analyzed in frequency. To ensure the normal distribution of variables, Shapiro-Wilk test was conducted.

Table (1) Tests of Normality

Test	Group	Shapiro-Wilk		
		Statistic	df	Sig.
Pretest	Control Group	.884	21	.018
	Experimental Group	.936	24	.130
Posttest	Control Group	.937	21	.188
	Experimental Group	.953	24	.310

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The previous table shows the results of the first assumption (the normality assumption). In this table, the normality assumption for perceived usefulness is evaluated using Shapiro-Wilk tests. From the previous table, it is clear that the data follow a normal distribution, and, therefore, parametric tests will be used, Independent Samples Test and Paired Samples Statistics. Normally distributed data were presented in terms of means and standard Deviation (SD). However, qualitative data of open-ended questions were coded in Excel and presented in terms of percentage and frequency.

Findings

The answer to the first question: '*Does using FC in grammar instruction influence students' grammar attainment?*', statistical tests were conducted. It was found that using FC in grammar instruction influence students' grammar attainment (see tables (2-5).

Table (2) Paired Samples Statistics for Control Group

Test	Mean	Std. Deviation	t	df	P value
Pretest	7.43	1.502	-0.449	20	0.658
Posttest	7.57	1.568			

From the data of the previous table, it is clear that there are no statistically significant differences at the level of significance (0.05) in the achievement test in the pre-measurement and in the post-measurement of the control group ($p > 0.05$).

Table (3) Paired Samples Statistics for Experimental Group

Test	Mean	Std. Deviation	t	df	P value
Pretest	7.54	1.414	-3.331	23	0.003
Posttest	8.96	1.429			

From the data in the previous table, it is clear that there are statistically significant differences at the level of significance (0.05) in the achievement test in the pre-measurement and in the post-measurement of the experimental group in favor of the dimensional measurement ($p < 0.05$).

Table (4) Independent Samples Test for Pretest

	Group	N	Mean	Std. Deviation	t	df	P value
Pretest	Control Group	21	7.43	1.502	-0.260	43	0.796
	Experimental Group	24	7.54	1.414			

From the data of the previous table, it is clear that there are no statistically significant differences at the level of significance (0.05) in the pre-achievement test between the control group and the experimental group ($p > 0.05$).

Table (5) Independent Samples Test for Posttest

	Group	N	Mean	Std. Deviation	t	df	P value
Posttest	Control Group	21	7.57	1.568	-3.105	43	0.001
	Experimental Group	24	8.96	1.429			

From the data in the previous table, it is obvious that there is a statistically significant difference at the level of significance (0.05) in the post-achievement test between the control group and the experimental group in favor of the experimental group ($p < 0.05$).

To answer the second question 'what are the students' perceptions towards using FC in grammar instruction?', the students replies were analyzed in terms of means and standard deviation. The results were listed in Table (6).

Table (6) Mean and Std. Deviation for Perceptions towards Using FC in Grammar Instruction

NO.	Items	Mean	Std. Deviation	%	Ranking	Response
10	Teacher's role in managing the class was important.	4.52	0.963	90%	1	High
9	Teacher's role in informing the students about the upcoming topic and reminding them to complete the task before class was important.	4.40	0.913	88%	2	High
5	In-class group discussions were a place for students to share knowledge	4.28	0.936	86%	3	High
3	Availability of online materials and requirement to study them prior to class helped them to enter the class prepared.	4.24	1.012	85%	4	High
16	I developed some aspects of self-learning	4.16	0.943	83%	5	High
12	Flip Learning helps improve their course grades.	4.12	1.013	82%	6	High
4	In-class group discussions were a place for students to increase their understanding of key concepts	4.04	1.098	81%	7	High
7	In-class group discussion helped students with social skills: learning how to communicate with group members	4.00	0.957	80%	8	High
15	Flip Learning helped them build or strengthen their self-confidence.	4.00	0.913	80%	9	High
2	Availability of online materials and requirement to study them prior to class compelled them to complete the task	3.96	0.735	79%	10	High

11	Flip Learning helps retain gained knowledge	3.96	1.098	79%	11	High
1	Availability of online materials and requirement to study them prior to class was something new.	3.76	1.165	75%	12	High
6	in-class group discussion helped students to share and seek knowledge with a low level of stress.	3.76	1.300	75%	13	High
13	Flip learning affects my belief in terms of being a knowledge providers.	3.76	0.879	75%	14	High
8	In-class group discussion helped students with social skills: learning how to make new friends	3.68	1.314	74%	15	High
14	I will incorporate flipped learning in my other courses	3.52	1.262	70%	16	High
	Perceptions about Flipped Learning	4.01	0.748	80%		High

The data of the previous table showed that all the items came with averages located in the degree of response (high), and the averages ranged between (3.52 - 4.52), and it was also found that the general average was (4.01), with a standard deviation of (0.748), and the degree of response (high).

In the first place came item No. (10) which states that 'Teacher's role in managing the class was important'. With Mean (4.52), Std. Deviation (0.963) by (90%) and the degree of response High, item No. (9) came in second place stating that 'Teacher's role in informing the students about the upcoming topic and reminding them to complete the task before class was important'. Item No. (5) is placed third with Mean (4.40), Std. Deviation (0.913) by (88%) and the degree of response (High), stating that 'In-class group discussions were a place for students to share knowledge'. With Mean (4.28), Std. Deviation (0.936) by (86%) and the degree of response High, item No. (13) came in the fourteenth rank, which states that 'Flipped learning affects my belief in terms of being a knowledge provider'. With Mean (3.76), Std. Deviation (0.879) by (75%) and the degree of response (High), the penultimate rank was occupied by item No. (8) which states that 'In-class group discussion helped students with social skills: learning how to make new friends'

with Mean (3.68), Std. Deviation (1.314) by (74%) and the degree of response (High). Item No. (14) came in the last rank, stating that 'I will incorporate flipped learning in my other courses', with Mean (3.52), Std. Deviation (1.262) by (70%) and the degree of response (High).

From these results, we conclude that the student' perceptions toward using FCs in grammar instruction were highly positive.

Figure (1) Students' Perceptions towards FC

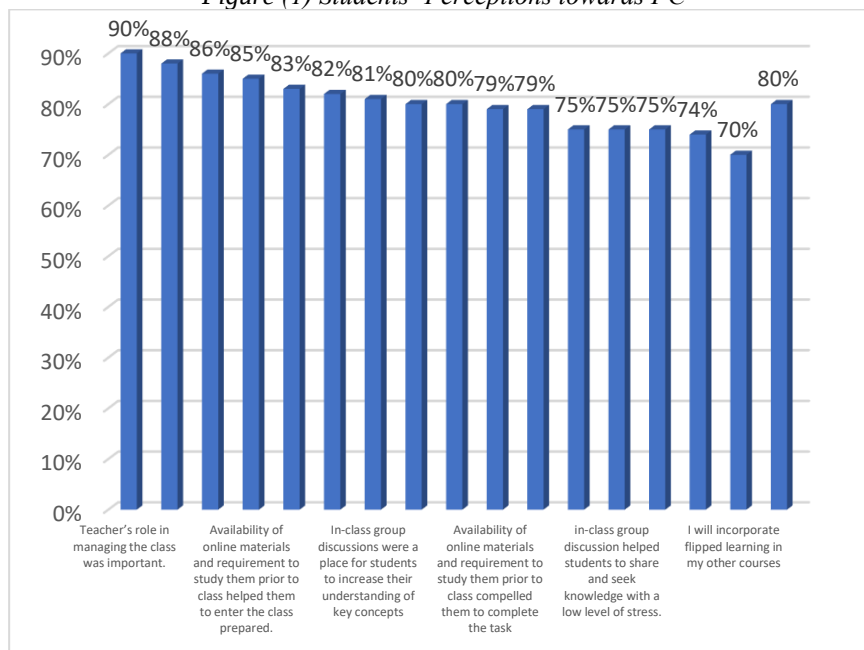


Table (7) The Advantages and Disadvantages of FCs in Grammar Instruction

Advantages	Examples	No.	Percentage
1- Preparation for class	So many. The most important is preparing ourselves to the new lecture	7	35%
	Being prepared for the next class and having a background about the topic		
	It prepares you for the lecture and gives you background knowledge.		
2- Confidence to participate	Gaining knowledge beforehand and being able to participate more in class	4	20%
	To have a background and knows how to participate more in class		
	Coming to class fully prepared/ having knowledge made me ready to react with the teacher		
3- Fostering communication	more group work helped improve student skills in communication and speaking, also improving test performance	3	15%
	A good way to express your opinion and share		
	Make new friends and relieve stress.		
4- Develop self-autonomy	I can understand better	2	10%
	Develop Independent Learning Skills.		
5- Room for more practice	It's helped me practice and memorize the lesson before i have it	2	10%
6- Class convenience and academic success	Classes are shorter, and the scores we take to summarize the main ideas of the videos	2	10%
	Help improve our grades		

Disadvantages	Examples	No.	Percentage
1- Pressure of time and feeling of being overwhelmed	Sometimes you don't have time at home to prepare or study.	5	25%
	Time is tight if we have a remote class, so we can't watch videos.		
	Not having enough time the day before.		
	it sometimes makes me feel stressed because I feel pressured into doing them before attending the class and sometimes, I don't have time to do that, especially because I have online classes. also doing them frequently gets exhausting		
	Increasing duties above the duties that already is doing is a little bit more, explaining in class is better than self-teaching and the information proves more		
2- Inability to understand	Sometimes I can't understand	3	15%
	Sometimes I can't fully understand by myself		
3- Technical issues	Can be problems with the net	2	10%
	Distraction, maybe the content is similar but not the same		
	The method of teaching may be a bit different		
4- Material length and insufficiency	Videos are long	2	10%
	I think it might not cover all the essential points		
5- No disadvantages at all	I don't think there is a disadvantage it's a very good teaching method	2	10%
	I don't think there are any disadvantages		
6- Not committed	It's like a home in which "people" don't always watch the videos at home.	1	5%

Table 7 displays the participants' viewpoints regarding the advantages and disadvantages of FC. Most of the advantages were related to the students being prepared for the classroom. On the other hand, most of the disadvantages were related to time pressure and the learners' load.

Students were asked further about any suggestions that they think would improve the implementation of FC and their replies were shown in Table 8.

Table (8) Students' Suggestions to Improve FC

Students' view	Percentage	Examples
Satisfied with the way it is done	64%	It's already good
		I liked the way my teacher did, send short videos about the lesson and take notes about it
		It's good for me and doesn't need improvement
Check students' understanding through quizzes	9%	At the very first of every class, students can have "quizzes" to know how much they learned. And the grades for the quiz can be a bonus for the students(.
Increase the number of videos	9%	Maybe more videos
Increase class exercises	9%	maybe we can do more exercises
Switch between traditional and FCs	9%	Perhaps we should do this from time to time rather than every class.

As Table (8) illustrates, most students were satisfied with the way FC is implemented. However, some students suggest some modifications including increasing the number of videos and class exercises.

Discussion

In light of the results previously stated, it is obvious that FC has a positively significant impact on enhancing the students' grammar attainment. Such an important result supports the results highlighting the effect of FC in other EFL contexts (Bezzazi, 2019; Al-Naabi, 2020). It is also in partial agreement with the results of Alharbi & Alshumaimeri (2016) who implemented FC in secondary school and reported that their results, though positive, are not statically significant. Guided by Alharbi & Alshumaimeri's (2016) suggestions for more reliable results, the researcher employed a strategy to ensure that the students watch videos by answering several open-ended questions about the video as their homework.

Moreover, the teacher asks the students about the information previously learnt at the beginning of the classroom.

With regard to the students' perceptions towards the experiment, the findings evidently show that they have overall positive perceptions. Furthermore, the students stated that they are now becoming more active and are happy to attend the class. Such finding confirms the findings found in the literature concerning the attitude of the students towards FC; e.g. Pudín (2015) Alharbi & Alshumaimeri (2016), Vaezi et. al. (2019), Bezzazi (2019), Al-Naabi (2020), Amini (2022), and Ivanytska et al. (2021). In their study, Vaezi et. al. (2019) reported that the students were happy and energetic. Alharbi & Alshumaimeri's (2016) and Bezzazi's (2019) studies highlighted that the students' enthusiasm continues throughout the lecture.

It is important to gauge the students' likes and dislikes as it has a vital role in deciding whether to continue or retreat the implementation of FC. Three main aspects were praised by the students in FC namely; the role of the teacher, the choice of material and activities, as well as class discussions. The role of the teacher is highlighted in providing the needed assistance inside the classroom and outside the classroom. This finding is in line with Bezzazi (2019) who reported that the students appreciated the role of the teacher in answering questions, clarifying ambiguous points, encouraging students, and managing the class. Moreover, the students were happy with the choice of material and engaging exercises. The material chosen in the experiment guarantees enough exposure to contextualized native-like input which helps students to be engaged in authentic situations to practice the language inside and outside the classroom. Furthermore, suitable exercises played a fundamental role at encouraging the students to engage in collaborative real-like activities. With the same conclusion, Alharbi & Alshumaimeri (2016) and Bezzazi (2019) indicated that it is essential to consider the nature of the exercises adopted in FC as they seriously affect the level of students' interaction. Therefore, it is recommended that, when considering the implementation of FC, a thorough design of activities and materials is fundamental, taking into consideration students' level and needs. This is a finding that corresponds with the conclusion of Amini (2022), Mandasari & Wahyudin (2021),

Ivanytska et al., (2021), and Vaezi et. al., (2019). Furthermore, the participants liked class discussions and the atmosphere it brings to classroom. Similar findings were reported in Mandasari & Wahyudin (2021).

In this study, the students were asked about the advantages and the disadvantages of FC implementation in grammar course. According to their views, the advantages include preparation for class, confidence to participate in class, fostering communication, developing autonomous leaning, practicing language, and academic success. The reported advantages were in line with previous studies. Al-naabi (2020) and Vuong et. al., (2019) have stressed the advantage of FC in raising students' participation. Alharbi & Alshumaimeri's (2016) and Bezzazi's (2019) studies indicated that, through participation, students were more confident to make use of the language, make mistakes and correct them within their groups and in front of the class. Through their participation, the communicative aspect of FC is promoted, which is a similar result mentioned in Vuong et. al., (2019). Therefore, it is clear now that the learners' role in class has changed from receivers into contributors and knowledge providers to their peers.

Moreover, FC is highlighted to establish a basis for autonomous learning, develop critical thinking and problem solving. Students gain the skills to deal with challenges and come to class prepared to ask questions as well as answer questions. These findings align with previous literature as in Nakkam (2022), Bezzazi (2019), Mandasari & Wahyudin (2021), Vaezi et. al., (2019). It also goes along with Ivanytska et al., (2021) and Basal (2015) who reported that FC considers students' differentiation and individualization.

On the other hand, very few number of students have pointed some disadvantages of FC related to time pressure, the learners' load, technical issues, and uncertainty to get the full image. Such issues are in consistence with Al-Naabi (2020) who reported participants thinking that videos are time consuming and lengthy. Ivanytska et al. (2021) also pointed out the issue of the availability of technology and connection to students. According to them, the availability of technology and reliable internet access is crucial for successful implementation.

Though students were mostly happy with the way FC was implemented, they suggested some ideas that they think would improve the implementation of FC. Checking students' understanding of the concept by the teacher and increasing the number of videos and class exercises were suggested. Such a finding supports the findings mentioned in Alnaabi (2020).

Conclusion

This study was an attempt to overcome some of the obstacles in teaching grammar for EFL learners including teacher-centered classrooms and lack of sufficient contextualized input. Therefore, the present study aims at investigating the impact of FC on students' attainment of grammar as well as their attitudes towards it. The FC is a teaching strategy that enable learners to have an active role in the learning process by making them responsible for a major part of their own learning using e-learning material, then, engaging them in active, collaborative, and communicative class activities. The findings clearly illustrate that FC proves to be an effective teaching strategy for teaching grammar to EFL university students. It further indicates that students held highly positive viewpoints towards such a strategy. FC helps students to prepare for the class, increases their confidence to participate, fosters communication and engagement, raises self-autonomy, generates more chances to practice language, and maintains academic success. While numerous benefits were reported, technical issues and more burden on the student as well as time pressure were mentioned as minor disadvantages. Students suggested increasing the number of activities and videos and check the students understanding to improve the implementation of FC in teaching grammar.

Based on the conclusion of the present study, several important pedagogical implications are drawn. First, adopting FC in teaching grammar helps to save the time of the class for more reinforcing activities to practice the acquired knowledge. It follows that it helps the teachers to deal with time pressure to finish the required material especially with the application of trimesters system in education. Therefore, teachers are obliged to leave their comfort zone and find new ways to expediate students' learning. Additionally, FCs require careful planning to ensure a balance between self-study and in-class activities. For that end, it is important to highlight that teachers need

to rely heavily on learners' needs and their diverse learning styles in deciding the material for FC. Furthermore, instructors must ensure that pre-recorded materials are engaging and effectively designed to support independent learning. It is also necessary to observe, review, and assess students' learning gains and make necessary modification throughout the process. Teachers also need to consider the students' workload, other duties, and the amount of free time they have outside the class as these have an impact on students' engagement and performance. The length of videos is a key in maintaining students' attention and enthusiasm. Al-Naabi (2020) and Basal (2015) suggested 15 minutes as the maximum length of each video.

Implications for Further studies:

Based on the limitations of the present study, it is recommended that future research should shed light on the FC on other Gulf and Arabian countries and compare results with the present study. Other educational levels like secondary and elementary levels are worth investigating too. Teachers' perceptions and the issues they face in implementing FC in teaching English for higher education as well as secondary schools should be examined. Further research is also needed to see the effect of implementing FC in grammar for longer periods and a wider range of grammatical rules. More research is also needed to focus on the appropriate assessment tools that would precisely assess students' performance. Future research is additionally needed to better understand the contextual factors that influence the effectiveness of such approach on language learning environments. By considering the strengths and limitations of both flipped and traditional education, educators can make informed decisions when designing English grammar instruction. Future comparative research might also investigate the relationship between FC and students' age, gender, and language proficiency.

Short Biography

Ashwaq Aldaghri is an assistant Professor in Applied Linguistics. She has taught different English language courses for 8 years. She has different research interests including English language teaching and learning, SLT, pragmatics, and Bilingualism.

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