Virtua-Gifted and Non-Gifted Students' Motivation toward Virtual Flipped Learning from L2 Motivational Self-System Lense

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Abstract : Covid-19 has borne drastic effects on different areas of society, including the education area, in that it brought virtual education to the center of attention, as an alternative to in-person education. In virtual education, the importance of flipped learning doubles, as students are supposed to take the main responsibility of teaching/learning process; and teachers play merely a facilitative/monitoring role. Given the students' responsibility in virtual flipped learning, students' motivation plays a pivotal role in the effectiveness of this learning method. The L2 Motivational Self-System (L2MSS) model is a currently proposed model elaborating on students' motivation based on three sub-components: ideal L2 self, ought-to L2 self, and L2 learning experience. Drawing on an exploratory sequential mixed-methods research design, this study probed the effect of virtual flipped learning (via SHAD platform) on 112 gifted and non-gifted students' motivation based on the L2 MSS. This study uncovered that notwithstanding the point that virtual flipped learning improved both gifted and non-gifted students' motivation, it differentially affected their motivation. In other words, gifted students mostly referred to ideal L2 self, while non-gifted ones referred to ought-to L2 self and L2 learning experience aspects of motivation.
Keywords : virtual flipped learning, giftedness, motivation, L2MSS

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