Investigating the Effect of the Flipped Classroom Using E-Learning on Language Proficiency, Learner's Autonomy, and Class Participation of English Language Learners

Authors : Michelle Siao-Cing Guo

Abstract : Technology is widely adopted to assist instruction and learning across disciplines. Traditional teaching method fails to capture the attention of the generation of digital native and does not accommodate diverse needs of today's learners. The innovation in technology allows new pedagogical approaches. One approach that converts the traditional learning classroom to a more flexible learning time and space is known as the flipped classroom. This new pedagogy extends and enhances learning and accommodates different learning styles. The flipped classroom employs technology to offer course materials online 24 hours/day and to promote active class learning. However, will Taiwanese students who are used to more traditional instructional methods embrace the flipped classroom using E-learning? Will the flipped approach have an effect on Taiwanese students' English mastery and learning autonomy? The researcher compares a flipped classroom model using E-learning and the traditional-lecture model. A pre- and post-test and a questionnaire were utilized to examine the effect of the flipped classroom on Taiwanese college students. The test results showed that the flipped approach had a positive effect on learners' English proficiency level, topical knowledge, and willingness to participate in class. The questionnaire also demonstrates the acceptance of the new teaching model.