Impact Of Flipped Classroom Model On English as a Foreign Language Learners' Grammar Achievement: Not Only Inversion But Also Integration

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Abstract : Flipped classroom (FC) method has gained popularity, specifically in higher education, in recent years with the idea that it is possible to use the time spent in classrooms more effectively by simply flipping the passive lecturing parts with the homework exercises. Accordingly, the present study aims to investigate whether using FC method is more effective than the non-flipped method in teaching grammar to English as a Foreign Language (EFL) learners. An experimental research was conducted with the participants of two intact classes having A2 level English courses (N=39 in total) in a vocational school in Kocaeli, Turkey. Results from the post-test indicated that the flipped group achieved higher scores than the non-flipped group did. Additionally, independent samples t-test analysis in SPSS revealed that the difference between two groups was statistically significant. On the other hand, even if the factors that lie beneath this improvement are likely to be attributed to the teaching method, which is also supported by the answers given to the FC perception survey and interview, participants in both groups developed statistically significant positive attitudes towards learning grammar regardless of the method used. In that sense, this result was considered to be related to the level of the course, which was quite low in English level. In sum, the present study provides additional findings to the literature for FC methodology from a different perspective.

Keywords : flipped classroom, learning management system, English as a foreign language
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